

Believe It or Not, a Substantive Law Seminar CAN Be Less Dull than Dishwater

Valerie Fitch, Esq.

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Designing and implementing a substantive law program or seminar is tricky. Unlike a skills course, substantive law is not the type of subject matter that automatically lends itself to an interactive format. A large amount of fairly dense information needs to be communicated within a limited amount of time.

In addition, the persons who teach these seminars are usually experts in the area (or they wouldn't be teaching it), and they know the information inside and out. Often they find it difficult to impart the content in a way that makes it accessible to those who are new to the subject matter. For instance, a course entitled "Bankruptcy for Beginners: Fraudulent Conveyances" would be attended not only by the junior bankruptcy lawyer, but by litigators and finance attorneys who would like exposure to this substantive area of the law.

Courses with titles such as "Overview of the Securities Act of 1933," "Introduction to Underwriting Agreements," or "Introduction to Extraordinary Remedies" don't exactly bring the masses running to their computer to e-mail in their RSVPs. The question is: Can the program be designed to accomplish all of its goals – to impart the information in a facile way, minimize the snooze factor, and use a lecture format to the best advantage? The answer is, yes, with some planning.

Many of the below suggestions are translatable to any program. They can be particularly useful for presentations that are long on substantive material and short on format options.

Crafting the Substantive Law Program

Here are some key things to think about when you initially begin the process of planning a substantive law program.

- **Who is the audience?** Is the program aimed at young lawyers or more experienced lawyers; at those for whom the substantive subject matter falls within their area of specialization, or will there also be attendees for whom the subject matter is completely new?
- **Who is the presenter?** Can this person hold an audience's attention? If it's someone you've seen teach before, at least you'll know his/her relative strengths and weaknesses. If not, you will have to talk to the person ahead of time, and make suggestions regarding the presentation (*see* Educating Your Presenter and Getting the Program Off the Ground, below).
- **What will the materials consist of?** Often, there will be pertinent statutes, regulations, codes, or other third party

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materials that will need to be included and discussed, especially if the seminar includes “updates” of these. Can the presenter give you a substantive (more than just a few bullets) outline to be included in the materials? Does the subject matter lend itself to a case study or to a “learning by example” method? For example, in “Bankruptcy for Beginners: Fraudulent Conveyances,” it was useful to develop examples of situations where a fraudulent conveyance may have occurred. When such examples are included in the materials, the materials become a much more valuable “bookshelf” reference.

- **What time of day is the seminar being presented?** Lunchtime, while a great time to get people together, can be deadly for substantive law seminars because the weight of the subject matter coupled with the weight of a full stomach usually creates slumber. The efficacy of substantive law seminars is inversely proportional to the number of calories consumed by the listener. Early morning is a better time – a light breakfast, lots of coffee, new knowledge, and you’re ready to face the day.
- **Does the subject matter lend itself to a visual presentation?** Some visuals are always, always, better than no visuals, even if the PowerPoint presentation consists only of bullet points. Even “Introduction to Real Estate Law” can lend itself to some interesting visuals (Clip Art IS your friend!). A comparison of rent control and rent stabilization laws can greatly benefit from a split screen, opposing bullets, a “pros and cons” approach, etc.

Educating Your Presenter and Getting Your Program Off the Ground

Now that you’ve picked the date, the time, the place, the subject matter, and identified the audience and the attorney who will be teaching the seminar, it’s time to do your part to “train the trainer” and get this program moving. Assume that this is a seminar entitled “Introduction to Intellectual Property Law.”

- **Go talk to the person** (do NOT rely on someone else to do this, if at all possible). Ask him/her how he/she plans to present. Odds are the person will tell you that he/she plans to deliver the subject matter lecture-style. Suggest that the presenter incorporate visuals, case studies, Q&A, “pros & cons,” war stories, ANYTHING to break up the lecture format. Also ask the person if he/she plans to sit or stand. If the person has not decided, strongly suggest that standing is much more effective and commands much more attention than the often (and legitimately) maligned “talking head.”
- **Make sure that someone goes over the materials and the “game plan” with the presenter ahead of time.** Experience has shown that in substantive subject matter lectures, the problem is usually too much material rather than not enough. Taking the example of “Introduction to Intellectual Property Law,” perhaps a 1.5 hour program would be better served by concentrating on copyright law, while noting briefly what the broader spectrum of Intellectual Property law encompasses, rather than trying to fit everything from patent prosecution and trade dress to internet music piracy and domain name disputes into the limited time allotted.

Example: The new “Introduction to Copyright Law” program could then flow as follows:

1. Introduction
2. What is a “copyright”?
3. How are these rights acquired?
4. What can be copyrighted?
5. Who can be a copyright holder?
6. What is the applicable law?
7. Where is it codified?
8. What constitutes copyright infringement?
9. What recourse does a copyright holder have?
10. How are the damages for copyright infringement calculated?

- Then, **try to get the materials to the attendees ahead of time**, if possible. Particularly in the case of a meaty subject, it's helpful if the first time the attendees see the materials is NOT as they sit down at the program. We have one frequent presenter who teaches only substantive courses. He always makes his materials available at least one week before the program, and his presentation style assumes that the materials have been read. Attendees know this about him, and therefore they do pick up the materials in advance and even read them.
- **Always provide an “executive summary”** of the materials, if possible. For instance, in the “Introduction to Copyright Law” example, a list of the applicable statutes, key terms, statutes of limitation, registration requirements, key governmental entities dealing with copyright issues, etc. in the front of the materials will prove very helpful. Including the names of the attorneys in your firm who practice in this substantive field is also helpful.
- **Include citations to additional references**, in case the attendee wishes to learn more about the subject

matter. One seminar on copyright law does not make a copyright law specialist, and by providing lists of pertinent publications, hornbooks, articles, and other reference material, you encourage your attendee to do more than just leave at the door what he/she learned in the last hour and a half.

If you follow this roadmap, you are well on your way to planning and executing a useful and engaging substantive law program. Be sure to tape it for future use!

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TRAINING LAWYERS: The Toughest Audience

Susan G. Manch

I had my very first teaching experience as a graduate student at the University of Virginia. One of my favorite professors told me to prepare thoroughly because college students would be the toughest audience I would ever face.

Though he was right at the time, later experiences proved him to be wrong. Daunted as I was by that lecture hall full of senior psychology majors, the years I have spent developing and presenting training seminars on attorney management skills for lawyers have led me to believe that *lawyers* are actually the toughest audience of all. This will come as no surprise to those among you who are responsible for professional development planning. Yet, I have come to appreciate that the nature of the lawyer audience has forced me to become a much better trainer.

In academia, budding professors are taught that more information is better—more theory, more research, more supporting evidence, more anecdotal incidents, and so forth. There is a tendency to rely on getting the point across through sheer repetition of similar and related

information. There is also an expectation that an audience will sit still and listen to all this because of their overwhelming interest in the topic. When I first started designing training programs on attorney management issues, I applied that same academic approach, poring over research and developing extensive curricular outlines.

Luckily, I learned very quickly (read: before any firm fired me) that most lawyers will not sit through long, theoretical lectures. They want information to be distilled to its essence and communicated in compact units. They are quick studies—grasping essential issues immediately and demanding that the presenter move beyond the obvious. They require that the information presented be both meaningful and applicable, and they expect the trainer to fully understand the legal environment. In short, they are a challenging audience—but they are also a rewarding one.

Working closely with clients over the years, I have learned some essential lessons about the lawyer audience that I am happy to share.

Lesson 1: Time is money

Everyone is too busy, but when it comes to lawyers the use of time has concrete, measurable impact. Most lawyer audiences will not sit through long training seminars, no matter how scintillating the content. They simply do not have the time. If I suggest two hours, they will ask if it can be done in one. If I suggest a half-day workshop, they will try to fit it into one and one-half hours, over lunch. I am forever compressing, deleting, and generally shortening. It might be different if I specialized in training on legal issues, but my focus is on helping senior lawyers develop the skills necessary for the effective management of the junior lawyers. Most lawyers characterize this as “soft skills” training and afford it less time than they would substantive legal seminars. The challenge is to make the very best use of the time available.

Yet, for all the compression and deletion, the content is almost always improved by the process. Imagining the audience I will face forces me to refine my content to its essential points. Axing time that would have been spent describing the issues or explaining the philosophy behind the management strategies and applying it to a more in-depth description of hands-on strategies that will really work presents a far greater intellectual challenge for the presenter. It forces the trainer to know the material well enough to be able to discuss its practical application from every angle. The bar is set high, but the content inevitably benefits from this additional challenge to the presenter.

Lesson 2: Make it meaningful and practical

Perhaps because it is so often poorly done, so-called “soft skills” training is not high on lawyers’ training wish lists. Though many recognize they need help developing people and team management skills, learning to give effective feedback and evaluations, and creating effective mentoring relationships with junior associates, they have to be convinced that the trainer truly offers a practical route to the attainment of those skills. Corporate trainers who believe their content will transfer seamlessly to the legal environment or presenters who underestimate the intellectual capacity of the legal audience make serious errors in judgment. Lawyers can be engaged in training on management and communication skills, but the content must be meaningful in their environment. They demand content that is low on theory and issues, and high on realistic solutions and practical recommendations.

How many times have you sat through a professional presentation only to leave thinking, *“I know that’s the problem, but what can we do about it?”* Too often, presenters

are tempted to state and restate the problem and never get around to the hard part—talking about solutions. The best reward for trainers working with lawyers is that the nature of the audience forces them to take every idea presented to the next level. It is not enough to define the problem. Lawyers will grasp the problem in a few sentences. What they want from the “expert” is what to *do* about the problem. This is a challenge for many presenters, the majority of whom are steeped in the professional trainer’s tradition of stating and restating the problem, expecting the audience to come to its own conclusions on solutions. The paradigm shift creates a challenge for the presenter, but it is one that allows her to take her thinking to the next level of complexity. Crafting practical solutions that will actually be implemented is the most rewarding aspect of this process.

Lesson 3: Help them separate the “shoulds” from the “musts”

Once you have begun to develop strategies to present, the challenge is to winnow them down to only those strategies that make sense for that specific audience. In my experience, it is counterintuitive to present long lists of the ideal behaviors that define competent managers. The audience will be overwhelmed and dispirited. Most have neither the time nor the inclination to be textbook managers. Under the best conditions, they are looking for realistic ways to help themselves and those who work with them find greater satisfaction in their day-to-day practice. Under the worst conditions, they are urgently seeking the means to stem a painful tide of attrition and dissatisfaction in their workplace. The trainer’s challenge is to help either group sort out the “musts” from the “shoulds.” In a perfect world, everyone would follow the “should” list, but in the real world of billable hours and demanding clients, it is only prudent to identify the skills and tasks that are critical.

The reward for completing this sifting exercise is that the program developer is forced to fully examine the ways in which the skills being taught would actually be applied in the real legal work world. Too often, professional presenters are tempted to present long lists of classic management strategies that they say are sure to improve anyone’s workplace satisfaction, but that rely on a model developed to serve the corporate management structure. This creates only confusion for lawyers functioning in the horizontal management structure of a law firm. The central task is to determine what matters to the associates being managed. Trainers are presented with the dual challenges of assessing associate needs and identifying management practices that will meet those needs. This

requires gathering insight from those being managed and shaping management strategies to fit a unique culture or specialized practice. The trainer has to understand the issues inside and out. You cannot use “cookie cutter” solutions and strategies with this audience and survive, because every legal workplace situation is different. The trainer’s reward is being given license to approach each program with fresh perspective, knowing in advance that no one solution will always be right.

The challenges presented by the lawyer audience are commensurate with the rewards experienced by those who are fortunate enough to work with them. Specializing in training for lawyers has made me a much better trainer. It has challenged me to refine content to the core of an issue. It has helped me shift my focus from defining problems to crafting solutions. And finally, it has allowed

me to apply creativity in every program I present. I will not stop wishing I could have just a little more time for each presentation (I promise I would use it wisely!), but I continue to be thankful for the opportunity to work with intelligent and challenging audiences.

My old professor wasn’t wrong about college students—they were indeed a tough audience. But I guess he never worked with lawyers.

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Tracking Systems, Part 3: Creating CLE Activity Reports for Lawyers and Management

Dottie Palazzo

In the first article of this series, I stated that one of the key considerations for us in developing our tracking database was the ability to produce an activity or status report that would meet all our needs. We took time in our development process to analyze how we used the report and what information it needed to convey.

How We Use the Activity Report

Some uses of the activity report that come to mind are:

1. About six months prior to the end of any state compliance period, our usual practice is to run an activity report for each lawyer in our firm who is admitted in that state and is in that compliance group. The activity report is attached to a memo reminding the lawyer that he or she is six months away from the end of the current state compliance period.

2. Lawyers frequently request an activity report for each state in which they have a continuing legal education requirement. These reports are used for CLE compliance purposes.

3. Many times lawyers send us a written inquiry about some particular credit problem. In those instances

we run an activity report for ourselves to use as a "worksheet" in resolving the problem or answering the question.

4. Lawyers who have left the firm and who subsequently need information on programs attended and credits earned while they were employed by our firm may request an activity report. This is usually some months after their termination when they are being audited or trying to work out a compliance issue.

5. Lawyers may also request an activity report in order to evidence training they have under their belts for developing a personal professional development plan or for evaluation purposes.

Frequently Asked Questions

Our experience had been that lawyers frequently contacted us seeking information about their CLE compliance. The most frequently asked questions were: Is this my year? When does my compliance period end? What is my requirement? How many ethics hours do I need? Can I carry credit hours over to the next compliance period? Am I done? Will you send me a report of my credits to date? Or, even more broadly, "I am admitted in NY,

DC, etc. What are my CLE requirements for this year?" Based on those questions, we determined that any report of programs and credit hours must also include:

- Current compliance/reporting period for the state in question;
- Total state CLE credit hour requirement;
- Categories of credit and minimum hours required;
- Methods of earning credits and applicable maximums;
- Limitations on in-house, carryover, and other credits; and
- Exemptions or proration where applicable.

We knew that if we sent out a report that did not answer those questions, we would be answering them on the phone.

Administrative Needs

As mentioned above, we frequently use the activity report as a "worksheet." As administrators, we work with numerous lawyers, admitted in numerous states, each with different continuing legal education requirements. We could not easily answer questions without seeing the information referred to above. But we needed more. In order to really discuss a particular lawyer's continuing legal education situation, we needed to know additional facts, such as:

- Lawyer's date of admission in the state in question;
- Whether the lawyer is active or inactive in that state;
- The lawyer's compliance group;
- The computation of a prorated requirement where applicable;
- The lawyer's practice group or area of practice;
- The lawyer's resident office; and
- The lawyer's position within the firm (partner, associate, etc.).

In some situations we must contact the state regulatory agency or office of attorney registration on behalf of the lawyer. In those cases we also need to know:

- The lawyer's state identification or registration number.

An activity report as worksheet needs to contain all the information listed above.

Activity Report Format

A copy of our activity report is at the end of this article.

Please take a minute at this point to review it. All of the information outlined thus far in this article is displayed above the horizontal line (with personal identifying information deleted). Our intent was to provide every piece of information the lawyer or the administrator would need to answer every question we could imagine as easily, promptly, and completely as possible. In other words, our purpose was to stop the phone from ringing off the wall.

1. Program and Credit Information:

The program and credit information is displayed below the line. We use an extremely detailed listing. Five column headings identify the listing of program numbers on our database, program names, start dates, name of sponsor, and location city. Those columns are constant and display for every activity report.

The remaining column headings identify listings of categories of credit. The headings and credits displayed on any activity report reflect categories of credit applicable to the state listed at the top of the report, but are limited to those categories of credit for which the subject lawyer has earned credits from the programs listed in the report. For example, suppose the lawyer is admitted in Ohio and the report is run to display his Ohio credits. Ohio's categories of credit are general, ethics, professionalism, and substance abuse. If the lawyer has attended programs and earned credit in each of those categories, all four columns will be identified and the credits earned in each category will be displayed. However, if the lawyer has only earned general and ethics credits, the report will only list those two categories and there will be no columns displayed for professionalism and substance abuse.

In addition, the program and credit information is sorted by method of delivery. Using Ohio again as an example, methods of delivery or earning credits in Ohio are outside program attendance, in-house program attendance, teaching, publishing, carryover, and self-study, which was recently adopted and is limited to 6 credit hours. The computer sorts credits by methods of delivery and displays them from top to bottom, listing them on the left. In this sort, if a lawyer earned credit by both attending a program and teaching at that program, the program would be listed in each sort. These sorts vary according to state and the credits earned by the lawyer.

Each category of credit column is totaled. There is no judgment made on the report to indicate how many credits per category are still needed. The recipient of the report must compare the category totals with the state

requirement displayed at the top of the report to determine whether the requirement has been fulfilled.

The format for our activity report works for every state. The state requirement and compliance dates come from the state information maintained on our database. The category of credit columns display for the applicable categories for each state for which the lawyer has credits, but nothing more. That may be the one weakness in our report. The lawyer viewing the report does not see a required category column with no credit entries. If he or she is not careful, this may mislead the lawyer to assume all requirements have been met when in fact they are not.

2. Compliance Period Dates:

In ordering an activity report, the one variable is the compliance period dates. The default is the dates for the current compliance period applicable to each lawyer's state of admission. Sometimes a report needs to be run for a different period of time, perhaps the employment dates of the lawyer, a prior compliance period, or a span of dates arbitrarily determined by the lawyer for some other purpose. It is surprising how often the dates covered by the report must be manually entered to override the default. I recommend this feature be included in the design of any activity report.

Conclusion

The detail of our activity report may not be necessary for your application, but I hope that I have given you some

ideas of what you could do and what information you need to include to provide your lawyers and your firm with activity reports that meet your needs. Keep in mind in developing your tracking system that it can serve purposes other than just tracking CLE credits. For instance, the data from your tracking system may be useful in the lawyer evaluation process, a use that may be even more beneficial to your firm than just tracking CLE credits. There may be other less obvious uses for your system so remember to think inclusively rather than exclusively in whatever tracking system or report formats you use.

The next article in this series is going to be a surprise. Maybe it will be about programs. Maybe about CLE provider administration matters. Stay tuned.

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(Editor's Note: This column highlights best practices and new approaches to common challenges of in-house training managers. We invite your comments and your suggestions for future articles. You can reach us at (703) 719-7030 or marag@profdev.com.)

Private Coaching for Skills Training

One skills training tool that deserves careful consideration by every professional development manager is one-to-one coaching by a professional. In many situations expert private coaching can have significant advantages over either group training or informal mentoring. Those advantages include:

- **Customization.** The entire training session is focused on achieving the specific goals and solving the specific problems of the individual lawyer, rather than on broad-based content that may or may not meet his or her needs.
- **Expertise.** Picking the brains of an expert in any field is valuable. When that expert is (a) committed and prepared to be at the lawyer's disposal for a specified period of time and (b) highly skilled at proactively coaching skill development, as opposed to reactively imparting information piecemeal in response to whatever questions the lawyer may think of on his or her own, you can expect the exchange to be maximally productive.
- **Time and Cost Efficiency.** Lawyers' time spent in training is kept to a minimum because they are not having to sit through extraneous discussions of things they already know or don't need to know. In some types of sessions, such as preparing an oral argument, the lawyer can do actual billable work under the coach's guidance so that no billable time is lost and even the coach's time can be billed. In others, such as conducting an associate evaluation session or responding to a request for proposal, the coach's help saves billable time by enabling more efficient performance of essential nonbillable work.
- **Privacy.** Lawyers rightly take pride in possessing a high level of competence and are reluctant to put any areas in which they lack competence on display in front of others. This tends to inhibit their full participation in group skill-building exercises, especially in-house ones, and hence to reduce the learning value of such exercises. Confidential sessions with a supportive in-house or outside coach provide

a safe environment to ask questions and try out new skills without fear of embarrassment.

Private coaching is particularly effective with your most experienced lawyers, because their training issues are more specialized and sophisticated than those of junior lawyers, their time is more valuable, and their professional pride is more highly developed.

Some highly successful private coaching applications I have seen are in:

- **Executive coaching** on skills in case planning and management, planning and conducting meetings, building and managing teams, and delegating and supervising assignments.
- **Marketing:** A marketing coach can help the lawyer create and implement a personal business development plan and contacts data base, respond to requests for proposal, and prepare marketing presentations.
- **Oral interviewing** of clients, witnesses, recruiting candidates, and associates being evaluated. This type of coaching is greatly enhanced by videotaping.
- **Oral presentations:** The right communications coach can help lawyers (a) plan and rehearse formal presentations such as speeches, oral arguments, and training and marketing presentations and (b) learn impromptu strategies for making points in meetings, handling Q&A sessions at presentations, or making small talk at business social events. Again, videotaping is a valuable adjunct.
- **Time and Information Management** – The coach can visit the lawyer's office; look at his or her office and desk layout, calendar and filing systems; discuss his or her work habits and preferences; and recommend improvements that fit the lawyer's individual working style and circumstances.
- **Writing:** The coach can review draft work product

and guide the lawyer in improving it. Writing consultations are most productive if the writing sample is provided to the coach in advance. (Note: Any concerns about possible waiver of privilege on confidential client documents when using outside writing consultants can be mitigated by asking the outside coach to sign an agreement that (a) only she will have access to the document while it is in her possession, (b) she will keep it in a secure place and neither make nor keep any copies of it, and (c) she will return the original to the lawyer at the coaching session.)

Private coaching really shines when it is offered on a continuing basis, so that the lawyers can steadily build and fine-tune their skills and develop a strong working relationship with the coach. If the coach is an outside consultant, this also lets the consultant become maximally effective by getting to know the lawyers, the firm, and what works best for everyone concerned.

– Gaye Mara

Professional Developments

Reminder: The mid-year meeting of the **Association for Continuing Legal Education** (ACLEA) is coming up February 3-6 in Clearwater Beach, Florida. ACLEA meetings bring together the people involved in all aspects of lawyer continuing education and training: CLE providers, in-house training managers, training consultants, and CLE regulatory agencies. Thanks to our guest author Dottie Palazzo, leader of ACLEA's In-House Special Interest Group, and others, they also offer numerous programs and networking opportunities specifically directed to in-house managers. Contact www.aclea.org or (512) 453-4340.

The Fairfax Bar Association is sponsoring a family-oriented *Chocolate Lovers' Festival* on Saturday, February 3, from 10 am-3 pm at the Juvenile Court in Fairfax. A mock trial, *The Chocolate Caper*, will be repeated four times through the day. Other activities (whose connection to chocolate will, we hope, be clarified at the Festival) include police and fire department self-defense and safety demonstrations, a lawyer/doctor team presentation on the legal and medical consequences of teen drug and alcohol use, and fingerprinting for children. Call (703) 246-2740 for more information or to register.

Free Educational Events for Mediators and Wannabes:

The Northern Virginia Mediation Service (NVMS) will host free *Monday Night Forums* for mediators on the Fourth Monday of February, March, April, June, September, October, and November from 7-9 p.m. in Fairfax.. Each program begins with a half-hour networking period, followed by a 1.5 hour CME-approved presentation or skills workshop, often given by the attending mediators. Call Diane Wiltjer at (703) 444-

3440 to register.

At 7-9 p.m. on March 14, NVMS offers *Introduction to Mediation, Training and Certification*. On April 5 from 7-9 p.m., *Careers in Mediation* features a “panel of mediation and conflict resolution professionals tell[ing] how they have succeeded.” Call (703) 759-9720 or visit the NVMS web site at www.gmu.edu/departments/nvms.

Corporate litigators may be able to get a head start on their adversaries or their own research and writing from the services and training of LitWatch, based in Alexandria. The company tracks “real-time news” about major litigation developments, especially involving publicly-traded companies, and provides on-line access to litigation filings -- both well in advance of traditional sources. LitWatch will present a seminar on *Litigation News: New Internet Sources for Research and Investigation*, on February 21 at its offices in Alexandria; the same seminar is available for in-house presentation. Www.LitWatch.com, (703) 684-6996.

Training Salary Survey. A Society for Human Resource Management survey of 1,091 organizations indicates that salaries of training and development positions are rising faster than salaries overall, and compensation for these positions increasingly includes bonuses, stock options, and other incentives. In professional service firms, which reported the second-highest salaries in the survey, median total cash compensation for top training executives was \$143,100; for training managers, \$72,900; and for trainers, \$46,700. The highest salaries were reported by financial institutions. (Annual HR Salary Survey, *Training & Development Journal*, November 2000, 51-54)

Web Cites. Two interesting web addresses are flagged in Lisa Quirk's “On the Cyber Side” column in the July and

August issues of the *NALP Bulletin*:

- The University of Wisconsin Cooperative Extension's cost calculator for employee turnover, www.uwex.edu/ces/cced/publicat/turn.html, and
- The Legal Aid Society's answer to the Greedy Associates web site, www.generousassociates.com.

MCLE Watch

Virginia CLE and the **Alaska** and **Florida** bars have begun offering on-line courses to satisfy their states' ethics requirements:

Alaska is offering two courses free during a three-month pilot project that began in December, under contract with web-based CLE provider Taecan.com. The two trial courses are "Risk Management for the Millennium" and "Ethics for the Millennium." If successful, the program will be expanded and a tuition fee will be charged. Go to the Alaska Bar's web site, www.alaskabar.org, to learn more and to link to the courses.

Florida's "Online Professionalism Series" fulfills the state's ethics, professionalism, and substance abuse requirement with one program. It was developed in cooperation with Florida State University. For more information or to take the course, go to <http://courses.cpd.fsu.edu/flbar/>.

Virginia CLE's current menu of on-line audio seminars includes four ethics courses and eight substantive law courses. [Www.vacle.org](http://www.vacle.org).

The **Maine** Bar, www.mainebar.org, has instituted an 11-hour mandatory CLE requirement effective January 1, after finding that fewer than half its lawyers were complying with the previous voluntary standard (see our November 1999 issue, p. 8). The new annual requirement includes 1 hour of ethics or professional responsibility. Lawyers will report their CLE activities with their annual bar registration statements.

The **Tennessee** Bar has set up an on-line tracking system for CLE. Lawyers can check their credits at www.cletn.com.

The **Washington** Bar, www.wsba.org, says its own tracking system is "coming soon."

The Capital CLE Calendar

Volume 7, No. 5 ■ February 1, 2001

How to Read This Schedule: The following schedule lists, first by topic and then by date, live continuing legal education (CLE) courses offered in the greater Washington, D.C. area on and after February 1, 2001. Live distance programs are identified by the following symbols just after the date:

- ★ Satellite broadcast or video conference
- ☎ Telephone seminar
- On-line seminar

All courses are given in Washington, D.C. unless otherwise indicated. If available, the beginning and ending times, tuition fee, and any pre-approved mandatory or minimum CLE (MCLE) credit hours are given (the latter in brackets at the end of the listing). Please note that MCLE credit requirements vary by state and credit arrangements vary by course and provider, so be sure to confirm in advance with the course sponsor or CLE Board whether and how any needed credits are obtainable.

Course Sponsors. Contact information for the sponsoring organizations follows the course schedule. (If a program has multiple sponsors, the one listed first is the primary contact.) More detailed information on the courses in this schedule is available from the course sponsors.

Registration and Fees. Most course sponsors will fax brochures and registration forms on request and will accept credit card registrations by phone, fax, or on the Internet. Many discount registration fees for members (in the case of membership organizations), for government and public interest lawyers, or for early registration, multiple registrants, or multiple courses for the same registrant. Some permit registration at the door for an additional charge. For some courses, however, especially those noted as "limited enrollment," advance registration and payment may be required.

Materials. Most providers sell their course materials