

PROFESSIONAL DEVELOPMENT QUARTERLY

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2003 Survey Report: CLE Support and Tracking

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The average large law office spends half its professional development budget on outside CLE, according to our fall 2002 budgeting survey.¹ We decided to do a short follow-up survey for this issue, focusing on:

- how law offices are supporting and tracking their lawyers' CLE participation,
- how much of that effort is driven by mandatory CLE requirements, and
- what strategies are being pursued to promote MCLE compliance and control CLE costs.

The survey questionnaire went out by e-mail on January 7 with a return date of January 17.

Response Volume and Respondent Profiles

Total Response. If the response to this survey is any indication, CLE support and tracking is a hot-button topic. Fourteen completed questionnaires arrived by e-mail or fax the same day our survey went out, six of them in the first hour! In all, we received 52 completed questionnaires, representing about a third of those we contacted -- a new record for a PDQ survey.²

¹Average annual expenditure was 48.7% of total budget or \$943 per lawyer. "2002 Survey of Professional Development Spending," November 2002, pp. 5-6.

²Our thanks go once again to the members of the Professional Development Consortium for providing the great majority of the survey responses.

Respondent Type and Size. The 52 responding law offices consist of two state government agencies and 49 law firms (one firm provided two responses from different areas of the firm). Their size ranges from under 100 to over 1,500 lawyers and averages 500 lawyers.³

Geographic Distribution. The responding offices are located as follows:

- Northeastern U.S. (states north of Washington, D.C.) 19 (36.5%)
- Western/Southwestern U.S. (Texas and states west and north) 16 (30.8%)
- Southeastern U.S. (Washington, D.C. and south) 9 (17.3%)
- Midwestern U.S. (Ohio west to Missouri) 5 (9.6%)
- England 2 (3.8%)
- Canada 1 (1.9%)

The two state agencies and nine of the law firms have a state or regional practice; the forty remaining firms are national or international.⁴

Number of Lawyers in MCLE Jurisdictions. Based on how many of their lawyers are resident in MCLE jurisdictions, the responding law offices break down as follows:

³The last number is not an approximation; the exact average is 500.42308 lawyers.

⁴Based on offices listed in the 2001-2002 NALP *National Directory of Legal Employers*.

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- Few or none (average organization size, 266 lawyers) 9 (17.3%)
- A significant fraction, but less than half (average size 450) 9 (17.3%)
- Half or more (average size 923) 10 (19.2%)
- All or nearly all (average size 431) 24 (46.2%)

One state agency in the “All or nearly all” category, however, noted that its lawyers are exempt from the state’s CLE mandate.

The largest law firms in the survey, eight firms of 800 or more lawyers each, are in the second and third categories – that is, they deal with the most mixed combination of MCLE and non-MCLE jurisdictions. These are international firms with a substantial presence both in mandatory CLE jurisdictions (such as California, Florida, Georgia, New York, Texas, Virginia, and the UK) and in such non-mandatory locations as Canada, Illinois, Massachusetts, Michigan, and Washington, D.C.

The MCLE picture for U.S. firms of all sizes is complicated by (a) the United States’ crazy-quilt patchwork of state bar regimes with wildly differing requirements and deadlines (as opposed to the unified systems in Canada and Britain), combined with (b) many lawyers’ maintenance of multiple bar memberships. The more offices and the more lawyers a firm has, the more difficult the task of keeping up with the requirements. Several respondents commented on the challenges they face in that regard.

Policies on MCLE Support and Compliance

The responding organizations’ policies on supporting, tracking, and/or verifying lawyers’ compliance with mandatory CLE requirements fall into four broad categories:

1. *Laissez-faire (no MCLE support or tracking):* 5 respondents (9.6%). *The law offices in this category say they provide no support for meeting MCLE requirements, “except perhaps in special cases.”* In fact, MCLE is not much of an issue for any of these respondents: Four of the five have “few or no” lawyers practicing in MCLE jurisdictions, including one of the state agencies; the fifth is the second state agency, whose lawyers are exempt from their state’s requirement. So any lawyers in these organizations who maintain a supplemental bar membership in an MCLE state are largely on their own in keeping up with the requirements.⁵

2. *Support for CLE credit only:* 17 respondents (32.7%). *These firms assist their lawyers in obtaining needed credit by obtaining credit for in-house courses and/or paying for outside CLE. They do not, however, track individual lawyers’ credits or verify their compliance status.* The 17 firms in this category cut across all four types of MCLE residency status (see “MCLE Jurisdictions,” above), having anywhere from “few or none” to “all or nearly all” their lawyers in MCLE jurisdictions. But as a whole the group skews toward the non-MCLE jurisdictions: It includes 50% of the 18 respondents with less than half their lawyers working in MCLE jurisdictions, but only 33% of the 34 with half or more.

3. *Support for and tracking of CLE participation only:* 4 respondents (7.7%). *As a service to their lawyers, these firms both support and maintain records of CLE participation, and may even issue compliance reminders and status reports; but they do not verify (or, in one respondent’s words, “police”) compliance.* These four firms include the Canadian firm, whose manager says, “Although CLE is not mandatory there are minimum expectations that the lawyers have to report on.” The remaining three firms say half or more of their lawyers work in MCLE states. Two firms say that their tracking is for one or more of the jurisdictions in which the firm has offices, but not for all of the MCLE jurisdictions to which its lawyers are admitted.

As one respondent put it, “We believe that it is the attorneys’ responsibility to take whatever actions are necessary to ensure that they are in compliance... Our focus is on helping them identify ways to meet their compliance requirements and ... providing status regarding compliance.”

⁵Note, however, that 4 of the 5 respondents in this category say, in answer to other questions in the survey, that they pay tuition for at least some outside CLE courses, presumably for educational rather than compliance purposes. So some support may be available despite the policy. (See “1. Paying for Outside CLE Courses” in the next section.)

Another comments, “We track in-house CLE credits earned, always obtain CLE credit for qualifying in-house seminars. We do not verify with all individual attorneys that they completed their hours – we don’t have the manpower.... Some jurisdictions are closely tracked ..., and those attorneys are reminded and assisted greatly in completing their requirements. Other attorneys contact our department if they need credits and we assist them ... [through] in-house live and videotaped seminars.”

4. Full coverage (support, tracking, and verification): 26 (50%). *These firms (a) support their lawyers in obtaining required CLE credits, (b) track and report compliance status, and (c) verify compliance. The tracking and verification, however, may not be for all MCLE jurisdictions in which their lawyers are admitted, but only for those in which the firm has offices.* The respondents in this category are heavily skewed toward MCLE jurisdictions. They include 86% of the New York- and California-based firms responding to the survey, a smattering of firms based in other MCLE states, two D.C. respondents whose firms have New York and/or California offices, and both UK respondents.

The bottom line on policy: The more lawyers a firm has practicing in MCLE jurisdictions, the more involved the firm and the professional development function are likely to be in supporting and verifying the lawyers’ MCLE compliance. And conversely, the fewer lawyers, the less involved. Of the 10 organizations⁶ where “few or none” of the lawyers are subject to MCLE requirements in the jurisdictions in which they practice, 50% follow the *laissez-faire* policy, and not one provides full coverage. Of the 33 law firms in which at least half the lawyers are resident in MCLE jurisdictions, 22 (67%) provide full coverage and not one takes the *laissez-faire* approach.

Most Common Support and Tracking Mechanisms

Our questionnaire offered a checklist of common CLE support and tracking mechanisms and asked respondents to check all that they use. The following options were checked, in descending order of frequency (see Figure 1 for a graphic representation):

1. Paying for outside CLE courses: 51 respondents (98.1%). Of these, 33 “regularly” pay for outside courses, often with some type of approval process and/or expense restrictions, 17 pay only “on a case-by-case basis,” and 1 firm “does not pay for partner outside CLE courses ...

⁶Including the state agency whose lawyers are exempted from their state’s MCLE requirement.

[and] very rarely for ... associates considering all credits can be earned in-house.” The only responding organization that does not fund outside CLE at all is a state agency in a non-MCLE state. That agency’s response to our fall budget survey indicated that it does, however, have a substantial internal education and training program. (See “Top Strategies for Controlling CLE Costs,” below, for more about the respondents’ CLE approval and expense policies.)

2. Obtaining CLE credit for in-house courses, either as approved CLE providers or through course-by-course applications, or both: 42 respondents (80.8%). Thirty-six of the respondents are approved providers in anywhere from 1 to 4 MCLE jurisdictions.⁷ Those jurisdictions, and the number of respondents with approved provider status in each, are:

- 24 - New York
- 19 - California
- 3 - Georgia, the UK (The Law Society of England & Wales)
- 2 - New Hampshire, Texas
- 1 - Colorado, Missouri, Oregon, Pennsylvania, Rhode Island

One respondent commented, “Per Virginia Bar rules, law firms cannot become approved providers and must apply for VA credit for each training event. If one of our VA Bar members requests MCLE credit for an event that we have already approved for CA & NY MCLE credit, the firm will apply for VA MCLE credit on the attorney’s behalf, after the event.”

3. Using a CLE-tracking and reporting database: 32 respondents (61.5%), all of them law firms. Twenty-two firms developed their own databases, while ten purchased or subscribe to commercial databases (one respondent uses three different databases). The commercial databases mentioned, and the number of respondents using them, are:

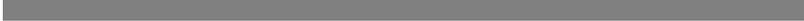
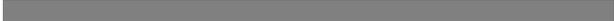
- 4 - ReqWired
- 2 - CLE Tracker, Micron⁸
- 1 - Ceridian HR/Payroll software, Logicat CE Manager, On Track for Training, WestLegalEdCenter

⁷Approved provider status confers automatic credit on all qualifying courses given by the firm, without the firm having to file a separate credit application for each course.

⁸It is our understanding that Micron has discontinued its CLE database product.

Figure 1. Most Common Support and Tracking Mechanisms

1. **Outside Courses** (51 respondents, 98.1%)

2. **CLE-Approved In-House Courses** (42 respondents, 80.8%)

3. **Tracking and Reporting Data Base** (32 respondents, 61.5%)

4. **“Package Deals” with Providers** (31 respondents, 59.6%)

5. **Calendar of Outside Courses** (25 respondents, 48%)


One respondent with an internally developed database mentions that the firm is “about to switch [to] either Logicat or ReqWired.”

More detailed comments about the value of tracking databases and about specific database products appear below under “Top Strategies for MCLE Compliance.”

4. **Entering into “package deals” with CLE providers:** 31 respondents (59.6%), all of them law firms. The individual firms have volume discount arrangements with anywhere from 1 to 4 CLE providers. Those providers, and the number of respondents who mentioned each of them, are as follows:

- 23 - Practising Law Institute (the only contracted provider at 17 firms)
- 4 - Cognistar, California CEB
- 3 - ALI-ABA, Los Angeles County Bar Association
- 2 - Lawyers TV/American Law Network
- 1 - BLS (in the UK), Lawyers Ed, WestLegalEdCenter

(More detailed comments about the usefulness of these arrangements and about specific providers appear below under “Top Strategies for MCLE Compliance.”)

5. **Creating or subscribing to a calendar of available and/or recommended outside CLE courses:** 25 respondents (48%). (More comments about the value and use of CLE calendars appear below under “Top Strategies for MCLE Compliance.”)

6. **Other support/tracking methods.** The following “write-in” items, which were not on our multiple-choice checklist, were added, each by one respondent. Based on comments in other sections of the questionnaire, others use them as well, so they are more prevalent than the number of write-ins would indicate:

- a. *In-house training calendars.* “We maintain a current calendar of our in-house MCLE events on the firm’s Intranet...”
- b. *Tracking of in-house attendance.* “The director of in-house training keeps track of in-house training attended by each attorney.”
- c. *MCLE information bulletins.* “[W]e distribute annual CLE bulletins with rules and procedures specific to each jurisdiction.”
- d. *Self-study library.* “We also maintain [an] on-line and tradition[al] video tape library for obtaining self-study CLE credits.”

Top Strategies for MCLE Compliance

We asked respondents to tell us the strategies they have found *most effective* for supporting and/or promoting lawyers’ compliance with mandatory CLE requirements. They raised the following; several raised more than one (see also the chart in Figure 2):

1. **CLE-accredited in-house courses, and especially courses on required topics:** 24 (46%). Some of the answers given:

- “In-house accreditation.” “Becoming an accredited CLE provider in Pennsylvania.”
 - “Providing interesting and challenging courses for our in-house programs.” “Making many different and immediately relevant classes available.” “Good programming.” “Presenting GOOD in-house training on topics that are pertinent and timely.” “We develop exciting in-house programmes to attract lawyers to attend...” “Offer frequent MCLE presentations through the year, in a variety of practice areas. The firm offers an average of 3-4 firmwide MCLE videoconferences per week.” “Providing well thought out, helpful and short training programs.” “[W]e have regular in-house CLE programs. We put on CLE programs for clients.” “Obtaining CLE credit for all in-house seminars. Lawyers, with few exceptions, can obtain all mandatory credits thru in-house offerings.” “Year long training programs.” “We are developing a program which will enhance our current CLE efforts by providing more in house opportunities.”
 - “An extensive in-house schedule of programs ... helps. This is posted on the firm intranet, and also on a weekly ‘events and notices’ electronic bulletin board.” “We send around a newsletter and emails which promote internal programs and self study tapes.”
 - “Offer as many courses [as possible] in house and serve a meal – usually lunch meeting.” “We offer CLE courses during lunchtime.”
 - “In house ethics is always popular. We also make in house CLE as practical, interactive, and ‘proprietary’ as possible.” “Offering full array of substantive and required courses firm wide (required courses such as stress management, elimination of bias).” “Provide lots of in-house Ethics Courses near reporting time.” “Offer MCLE presentations in Legal Ethics and other required subject areas near the end of the MCLE compliance period. This works well for California Bar members because there is just one annual compliance deadline (January 31). Many of our attorneys are deadline-driven and do not complete their MCLE credit in required subject areas until the two months prior to the deadline.”
- charge of keeping track of compliance.” “Putting someone in charge of tracking it and following up with the attorneys.” “I periodically attend department lunch meetings and review the rules and hand out sheets detailing everyone’s CLE credits to date.”
- “Setting up a simple system using our Accounting system to allow them to keep track.” “MCLE tracking system.” “Purchasing the ReqWired tracking software, after using an in-house developed database, was huge. Regular status and reminder memos are the most helpful aspect of the software and attorneys appreciate it. They have read-only access to their records at any time.”
 - “Assisting with tracking MCLE credit. Personal reminders at end of compliance periods.” “[C]ontinuous reminders.” “Regular e-mail reminders/notices.” “Providing compliance reports seems to be the biggest motivator.” “Regular updates, especially at the end of a compliance period.” “Providing status updates of how many hours each attorney has accrued during a compliance period at one year, six-, three- and one-month intervals.” “[In-house] training activity is tracked in the annual Lawyer Review Forms (appraisals).” “E-mail updates telling them how many credits they still need and the threat of having to deal with the Bar Association themselves if they need to apply for an extension!” “We remind them 90 days before they are due to comply.” “[D]istributing quarterly CLE tracking reports.”
 - “It has been the firm’s policy that attorneys are personally responsible for meeting their CLE requirements. They monitor their own compliance, and we help by providing the tracking software in California. In other states, they do their own tracking.”
 - “The firm provides MCLE guidance for any jurisdiction in which we have a practice office. However, we do not track the attorneys’ various other Bar memberships and requirements because it would create too many administrative challenges. For example, we do not have an office in Colorado, so we do not track or provide MCLE information for Colorado, even though we do have a few attorneys who are Colorado Bar members.”
 - “The State Bar of Texas recently went to online registration for CLE accreditation purposes and for registering a participant’s attendance at an approved CLE course, and this has made compliance, registration and tracking issues much easier for us.”

2. Tracking CLE credits and compliance status and/or issuing reminders and status reports: 22

(42.3%). Relevant comments:

- “Our PD staff regularly monitors the status of attorneys’ compliance. We send out quarterly status reports...” “Having someone in the Legal Personnel group monitor and remind.” “Having someone in

- “Because so few of our attorneys ... are registered in mandatory CLE jurisdictions, we really haven’t had to devote many resources to this effort. One secretary coordinates the efforts of the attorneys who are so registered, and the attorneys themselves are very diligent in their compliance.”

3. *Helping attorneys find compliant outside courses, including providing a course calendar:* 6 (11.5%). Some of the entries:

- “Rely on your CLE calendar and check websites for particular courses someone may be interested in.” “[I]f it appears there will be a credit shortfall, we work with the attorney to identify course options for achieving compliance.” “[L]inking all major web-based CLE providers on our intranet.” “Calendars of programs around the city.”

4. *Providing additional options, including online courses and self-study materials, to meet requirements:* 4 (7.7%):

- “Helping attorneys find in-house, outside, on-line and/or e-courses, and self-study to satisfy their remaining requirements.” “We also provide many different ways for attorneys and paralegals to take CLE accredited training (e.g., in-house, external seminars, subscriptions, online, self-study AV library of all in-house programs).” “Maintaining a good library of tapes.” “A variety of CLE options (live classes, self study, outside seminars, online training).”

5. *Providing regular MCLE information:* 3 (5.8%):

- “Proactive and routine communication of MCLE requirements to attorneys.” “Supply the attorneys with straightforward MCLE compliance information, and regularly remind them of upcoming deadlines. For example, in California, each attorney reports compliance once every three years. There is enough time between compliance periods for the attorneys to forget the compliance procedures.”

Figure 2. Top Strategies for MCLE Compliance

1. **CLE-Accredited In-House Courses:** 24 respondents (46%)

2. **Tracking and Reminders:** 22 respondents (42.3%)

3. **Information on Outside Courses:** 6 respondents (11.5%)

4. **Additional CLE Resources:** 4 respondents (7.7%)

5. **Information on MCLE Compliance:** 3 respondents (5.8%)

6. **Upper Management Support:** 1 respondent (1.9%)

- “Circulating copies of articles that discuss disciplinary action taken against lawyers who remain in noncompliance works wonders!”

6. *Enlisting upper management support:* 1 (1.9%): “Section/Practice Head backing.”

Top Strategies for Controlling CLE Costs

We asked, “What particular strategies or resources have you found most effective for controlling CLE costs?” Most respondents gave multiple answers to this question. And since CLE courses are a major expense even in offices whose lawyers do not have MCLE requirements to

meet, even the respondents who don't support MCLE compliance *per se* weighed in on this issue. (See also Figure 3.)

Preferred cost-control strategies used by 18 respondents (34.6%):

- *Maximizing availability and use of accredited in-house courses*
- *Expense policies/approval procedures for outside courses requested by attorneys*

Mentioned by 9 respondents (17.3%) were:

- *Proactively steering attorneys toward lower-cost outside courses*
- *Arranging volume discounts/annual subscriptions/negotiated prices for outside courses*

Mentioned by 3 respondents (5.8%):

- *Budgets and/or pre-allocated funding*
- *Using internal faculty*

Mentioned by 2 respondents (3.8%):

- *Video- and/or teleconferencing in-house courses*
- *Presentations/information sharing by outside course attendees to avoid duplicative attendance*
- *Monitoring/consolidating purchases of CLE materials*

One respondent (1.9%) mentioned each of the following:

- *Taping in-house courses*
- *Having an in-house training facility*
- *Timely registrations and cancellations for outside courses* (to avoid late registration and cancellation penalties)

Respondents' approval and/or expense restriction policies for outside CLE courses (the second bullet above) include:

- routine review and approval of all course requests by, alternatively, any partner, a partner in the practice group, a partner on the training committee, the practice group or department chair, the Director of Professional Development or Legal Personnel or a designated staff member;
- specified dollar thresholds, ranging from \$250-500, above which special approval is required;

- special approval for courses involving overnight travel.

Three respondents outlined the following approval procedures:

- "Staff person reviews request to attend CLE. If it's local or has a low dollar value staff person authorized to approve it. If CLE involves overnight travel the request is reviewed by the assistant dept. head (partner) who makes the final decision. It's a cumbersome process but it works pretty well."
- "All requests to attend outside CLE programs, up to \$500, must be approved by the Director of Professional Development. Anything over \$500 must also be approved by the Department Chair. Each month, Department Chairs receive a report of all approvals each month."
- "Outside seminars costing more than \$350 require pre-approval from a partner on the firm's training committee. Outside seminars costing \$350 or less do not require pre-approval, but there are guidelines as to what types of activities will be reimbursed."

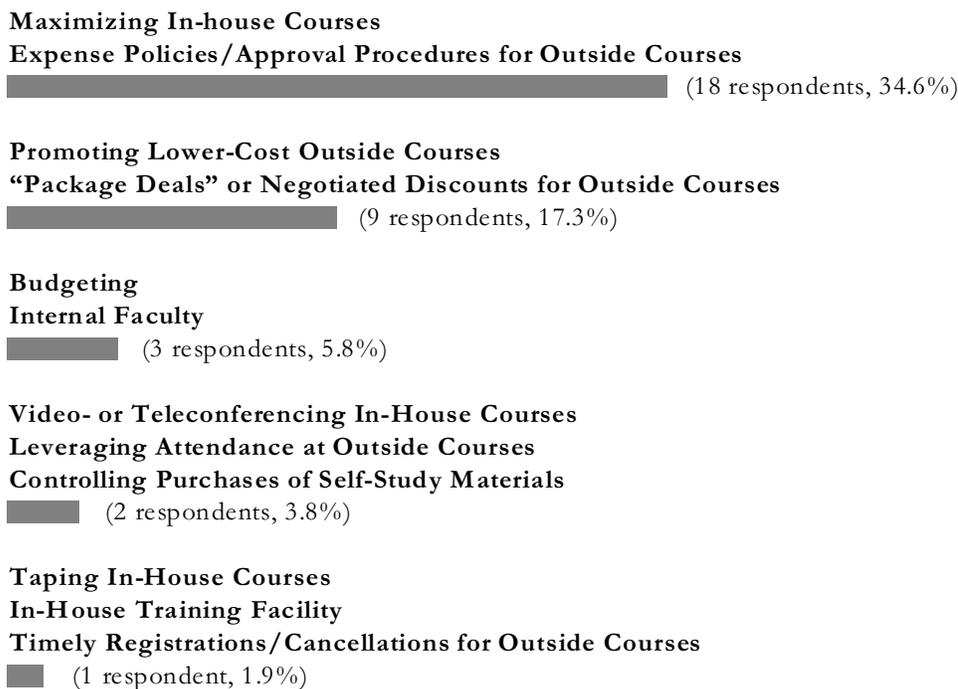
Another commented, "We have relied on the honor system, but are in the beginning stages of implementing an expense approval and reporting system. It will be a major cultural change for our firm, but will probably seem relaxed compared to what many firms already (apparently) have in place."

Other comments on cost control strategies:

- "In-house training." "Lots of inhouse training" "We offer a lot in house and do it ourselves." "Offering monthly in-house CLE courses since we are an approved provider." "Emphasizing how 'cheap' it is to put on in-house programs, especially in light of rising outside provider costs. Partners seem much more willing to pony up the time when we tell them how much a one day PLI seminar costs." "To deliver as much legal training in-house as possible; to use specialist outside providers who are known to us for skills training. We have our own dedicated training suite in-house, so don't need to hire rooms/equipment." "Providing in-house training for junior associates."
- "Not many really except to encourage attendance at in-house programs and to urge people to use our exclusive online provider." "The most effective strategies have been to offer a lot of in-house training as well as increasing utilization of firm memberships"

- and subscriptions.” “We are continually increasing the number of programs for which we receive CLE accreditation. In addition, we seek outside CLE programs that appeal to a large number of attorneys and the price per attorney is reasonable.” “In-house accreditation; requiring practice group leader approval of outside CLE expenses ahead of program.” “The firm has a policy where attorneys are encouraged to earn the majority of their credits in-house, although when there is a need or interest, outside programs are reimbursed. This tends to keep the costs down, along with a small CLE staff.” “Offering in-house training. Limiting outside seminar attendance to local courses with limited exceptions. Privileged membership with PLL.”
- “In-house training; Assume more responsibility for outside training, such as we do the printing, we find and set up the rooms, we handle the MCLE certificates, and anything else [that] brings the price down. Also, a little bit of competitive bidding does wonders.”
 - “In-house programming. Using annual conferences to obtain bulk of CLE credits.”
 - “Having a good in-house CLE program to avoid expensive outside CLEs when the sole purpose is to obtain credit. Also having a good tape library so that people do not independently purchase expensive CLE tapes.”
 - “The firm does a significant amount of training in-house, so we do not pay for many outside consultants to speak. The firm has invested in videoconferencing equipment which allows us to offer training programs to all offices, regardless of where the speaker is, and to minimize travel costs.”
 - “For local seminars obtaining ‘volume’ discounts. Trying to encourage information sharing by those who do attend seminars to cut down on duplication of attendance at seminars.”
 - “Subscriptions or special memberships, using online or local resources when quality is comparable to more geographically distant alternatives, timely registration and cancellation policies, leveraging CLE attendance by having CLE participants share their learning with their colleagues in informal or formal follow-up meetings.”
 - “Everything filters through me.” “Centralized approval processes and Departmental and practice

Figure 3. Top Strategies for Controlling CLE Costs



group budgeting and accountability for costs.” “Each Department has a budget for outside seminars and they make the decision on who attends which seminar.” “Budgets are very helpful as are allowances for training.” “By centralizing all enrollment for outside providers and CLE materials (video-tapes, audio tapes, books)” “Approval of all CLE courses is centralized through the Professional Development Department to monitor costs and budget.” “The firm does not pay for partner outside CLE courses; the firm pays very rarely for outside courses for Associates considering all credits can be earned in-house.”

- “Being very explicit in contracts with outside vendors that we will NOT pay for extraneous expenses that can be minimized or eliminated.”
- “Web-based cle programs.”
- “We use firm employees (p’ners etc.) as instructors.” “Internal speakers.”
- “Teleconference and Videoconference help us cut costs but do not compare to ‘live’ training or workshops. The PLI Passport has proven to save us a bundle, and even more so for attorneys in our NY office.”
- “The use of PLI has been effective – especially in the corporate area.” “Trying to use our subscription to PLI as much as possible.”
- “Lawyers can freely attend PLI because we are a PLI privileged member. They can go to local sessions of outside programs; and only one per year outside the area if attendance is supported by a partner in their practice area.”
- “The firm records virtually all training. We distribute a videotape along with any written materials to each office library about two weeks after each presentation. Certain programs are also put on the firm’s Intranet. This allows our attorneys to access training on a variety of topics without having to attend or pay for a live presentation.”
- “Use of programs on tape, where providers permit multiple users to receive credit if a nominal processing fee is paid. Bringing a paid speaker into the firm to do a presentation. We had a well-known ethics professor give a 2 hours program for partners and special counsel. The attendance was terrific and the cost was minimal when computed on a per person basis.”

Top Areas for Improvement

Finally, we asked the respondents what they would most like to change about their organizations’ CLE policies or approaches. Not everyone answered this question. Those who did targeted the following areas for improvement:

1. **Tracking system:** Getting a tracking system, improving the existing system, finding an alternative to tracking: 9 respondents (17.3%)
2. **In-house courses:** More courses, more/better resources, more outside faculty, CLE credit from more jurisdictions: 8 respondents (15.4%)
3. **Outside courses:** Creating or improving expense policies/approval procedures, more funds, better information on courses, more knowledge sharing by lawyers who attend courses: 6 respondents (11.5%)
4. **More consistency** in firm-wide policies and practices: 5 respondents (9.6%)
5. **Individual lawyers:** More individual guidance and planning; more responsibility on the lawyers themselves: 5 respondents (9.6%)
6. **Easier course registration:**⁹ 1 respondent (1.9%)
7. **More partner input:** 1 respondent (1.9%)
8. **Better alignment with firm’s business goals:** 1 respondent (1.9%)

What the respondents said about the changes they’d like to see:

- “Trying to establish more substantive in-house training. We have tremendous attorneys who provide seminar and professional development training outside of the firm. I am trying to harness this resource for in-house training.” “More in-house programs geared at senior associates and partners.” “I would like to develop a program whereby most if not all in-house presentations would be considered for accreditation thereby reducing outside CLE expenses.”
- “We are currently considering changes to our CLE certification process (we have [many] offices with attorneys licensed [in] about 15 CLE jurisdictions, so

⁹We are uncertain whether this comment refers to in-house or outside courses, so we list it separately.

Figure 4. Top Areas for Improvement

Tracking System: 9 respondents (17.3%)

In-house Courses: 8 respondents (15.4%)

Outside Courses: 6 respondents (11.5%)

Firm-Wide Consistency and Individual Lawyer Planning and Responsibility

5 respondents (9.6%)

Course Registration Process and Partner Input and Better Alignment with Firm Goals

1 respondent (1.9%)

we need to try and find a way to get in-house programs certified in multiple jurisdictions.” “One additional challenge is helping attorneys admitted to CLE jurisdictions where we are not a provide[r]. We have at least one attorney practicing in . . . twenty-seven MCLE jurisdictions. Dealing with this many jurisdictions is beyond our current scope and staffing. We really only fully support attorneys in [4 states]. The rest are on their own for tracking and compliance. This is why we offer West LegalEdCenter online programs as they are accredited in many states where we are not.”

- “The firm has depended on in-house seminars taught by in-house instructors for a very long time. It is time to bring in more outside providers, not only to boost enthusiasm for professional development but to cover a wider range of topics.”
- “I’d like to see more resources allocated for outside programs and for bringing in outside speakers.”
- “Tie CLE into performance evaluations; eliminate our MCLE exemption; more resources (where have you heard that before?); first-line supervising lawyers’ buy-in.”
- “More time to support more tailored guidance for individual participation in CLE.”
- “Find way to enforce on-the-book requirement that people who attend bring something back in way of

talk or write up or in some way share the knowledge.”

- “I would like to know what courses [are] available and which are the best in class so that I can target particular providers. I would also like to have the time to research whether it is cost-effective to buy a ‘package deal’ from a provider like PLI or ALI-ABA.”
- “One of my current initiatives is to expand our current CLE attendance and expense tracking policy. We’ve made significant strides as a firm, but have a long way to go.” “We are in the process of trying to streamline the approval process for attending external CLE programs. Today, many people review requests and criteria for approving requests are vague.”
- “More oversight of approval process. Better tracking system.”
- “Our CLE tracking database. It would be more effective if it tracked ‘compliance’ rather than just credits.” “We currently have a basic ‘homemade’ tracking system but plan to purchase a system from an outside vendor that will have more advanced features allowing easier tracking and alert features.” “I would like to start tracking CLE credit.” “If we had the resources, we would help attorneys track their CLE credits. We believe this would involve not only purchasing software or developing a system, but also human involvement to maintain the system.” “For someone to invent an MCLE tracking system that tracks for a variety of jurisdictions – but one that really works and has ready support from the vendor. A lot of systems seem to be out there but often seem to promise more than you really get.” “We’re getting a bit big for tracking, with no other option in sight.” “It would be great if we could upgrade our system so that we could have an electronic database to track our attorneys attendance at in-house events. They could then access that information and have their secretaries update it with outside CLE credits.” “Easier tracking of CLE for attorneys who are members of multiple jurisdictions or jurisdictions outside CA.”
- “With so many attorneys located in non-CLE jurisdictions, I am heavily recommending a uniform policy to ensure compliance for all. This is a relatively ‘new’ idea for the Firm though, and I am meeting a bit or resistance more due to cost than anything ... old habits die hard!” “To make it more international. Currently, each office worldwide tracks its own CLE.” “We could probably make it more uniform.”
- “More comprehensive; more continuity firm-wide; more knowingly directed to business goals of firm.”

- “Firm wide coordination of CLE compliance. More in-house training programs. Better CLE planning by individual lawyers (e.g., annual CLE plan).”
- “I would love it if the lawyers were responsible for it themselves.” “To let the entire responsibility rest with the individual attorney as far as tracking MCLE credits and spend less time with MCLE administrative duties and more with curriculum development and teaching methodology.” “I would like to see less lawyers scrambling to comply in the weeks before their compliance date. It is very challenging to convince lawyers to take time away from client service for CLE.”
- “More partner input.”
- “Easier registration for courses.”

Satisfaction with the Current Approach

Asked how satisfied they are with their organizations’ current CLE policies and approaches, nearly 85% of the respondents say they are at least somewhat satisfied:

1. **Very satisfied:** 13 respondents (25%)
2. **Somewhat satisfied:** 31 respondents (59.6%)
3. **Neutral:** 5 respondents (9.6%)
4. **Somewhat dissatisfied:** 3 respondents (5.8%)
5. **Very dissatisfied:** 0

The previous section indicates the issues that may lower some respondents’ satisfaction levels in their efforts to manage CLE support and compliance. But in view of the mostly positive satisfaction ratings above, it would seem that in most cases those issues are minor annoyances rather than major impediments.

In remarks added under “Other comments,” one respondent raised a broader issue, that of staffing:

“Our biggest issue is that we don’t have full time PD people anywhere but [this office] – the only jurisdiction with no CLE requirement, so tracking and compliance encouragement is more difficult.”

Another respondent voiced concern about the impact of MCLE requirements on the satisfaction of the lawyers themselves:

“This may not be directly relevant to your survey, but I feel it is an important observation. The majority of our attorneys are not bound by MCLE requirements, yet they routinely approach me for permission to attend a variety of external CLE classes they feel will

aid their development. I actually think that by being registered in a non-MCLE jurisdiction, the attorneys are able to see the educational opportunity of CLE and are not blinded or distracted by the need to fulfill requirements. They only attend programs they are interested in, and the local CLE providers know that no one will attend if the programs are not top-notch. In my experience, attorneys who do have MCLE requirement[s] to fulfill are much more bitter about the process and are, as a general matter, less likely to benefit from the programs they attend.”

Summary and Conclusion

Continuing legal education is a major activity and a sizeable expense for law offices. That seems an eminently sensible investment in the organization’s major asset, its lawyering capabilities. As revealed in this survey and the previous budget survey, however, the nature and extent of the activity and the size of the expense vary greatly from office to office.

Our survey results point to three variables that underlie the differences:

1. **The extent to which the organization commits to supporting its lawyers’ continuing learning and growth as professionals.**

In our survey pool, the commitment to professional development is clear and consistent. Every respondent provides support to its lawyers in the form of an in-house educational curriculum, and 98% fund at least some outside CLE participation as well.¹⁰

2. **The extent to which the organization commits to supporting and/or enforcing the lawyers’ compliance with mandatory CLE requirements.**

Here the commitment levels begin to diverge. The great majority of respondents have undertaken some level of commitment, but the range is wide – from

- no support at all in 9.6% of the responding organizations (all of them practicing primarily in jurisdictions which do not impose mandatory CLE),¹¹ to

¹⁰ Since our survey pool consists of professional development specialists, this result is not surprising. It cannot be generalized to all law offices, although professional development positions and programs are clearly becoming more common. See Ida O. Abbott, *Lawyers’ Professional Development* (Washington, DC: National Association for Law Placement, 2002), p. 9.

¹¹ This group includes the state agency whose lawyers are exempt from their state’s CLE requirement.

- a moderate to high level of support, but not verification, by 40.4% of the respondents (some of which also practice primarily in non-MCLE jurisdictions), to
- support plus verification by fully 50% of respondents (all of which have at least “a significant fraction” of their lawyers practicing in MCLE jurisdictions).

Although the correlation is far from perfect, clearly these varying levels of commitment to MCLE support and tracking relate to the number of offices and lawyers in MCLE jurisdictions. Another conclusion we drew from numerous comments in the survey responses is that even those organizations with no offices in MCLE jurisdictions cannot entirely avoid CLE compliance issues – in the U.S., because lawyers so commonly practice across state lines and maintain multiple bar memberships to do so; in Canada, because of minimum CLE expectations despite the absence of a “mandatory” requirement. The question, rather, is whether to get involved as an organization in the lawyers’ efforts to comply and, if so, just how involved to become.

3. **The mechanisms the organization implements to follow through on its commitment to continuing learning and/or regulatory compliance.**

The greatest divergence of all is in the implementation strategies.

Law offices whose sole commitment is to continuing learning have the luxury of treating continuing legal education as simply that – as a way to support lawyers’ ongoing competence. Not that the task is simple, but at least it is not complicated by conflicting objectives. Such a “voluntary” CLE program typically combines:

- **In-house courses and materials.** All of our respondents, whether or not they have an additional commitment to compliance, provide an in-house education and training curriculum. They view it as offering not only learning experiences that are better targeted to their lawyers’ needs, but significant savings as well compared to the cost of outside CLE. Over one-third (34.6%) cited in-house training as one of their top strategies for containing CLE costs. Several respondents expand the availability and reduce the cost of in-house courses by videoconferencing, teleconferencing, and/or videotaping them, and some maintain an internal library of CLE self-study materials as well. About 6% of respondents further limit expenditures by using internal faculty primarily or exclusively, but 4% who have emphasized internal
- **Outside courses.** Over 98% of the respondents pay for at least some of their lawyers to take outside CLE courses. Almost half (48%) create or subscribe to a calendar of outside courses to make it easier for the lawyers to find relevant courses, and sometimes also to manage costs by steering the lawyers to local or lower-cost providers. Several try to “leverage” their lawyers’ CLE attendance by having them share what they learned with others at the firm. Because tuition and travel expense for outside CLE can be substantial, respondents typically impose some type of review process, dollar ceiling, and/or travel or provider limitation for course approval. One also has a “timely registration and cancellation” policy to avoid late fees. In addition, almost 60% of the respondents have volume discounts in place with one or more CLE providers, with PLI by far the leading provider.
- **CLE accreditation of in-house courses.** Over two-thirds (69.2%) of the responding law offices have become approved CLE providers in one or more jurisdictions, most often New York and/or California. In all, 80.8% arrange CLE credit for in-house courses either as approved providers or through course-by-course applications. And 46% cite CLE-accredited in-house courses as one of their top strategies for MCLE compliance. Moreover, MCLE-mandated topics such as ethics and substance abuse may get extra emphasis in the in-house curriculum, especially as a compliance deadline approaches.
- **A CLE tracking and reporting data base.** Almost two-thirds (61.5%) of the respondents have these data bases in place, and a few more say they are considering or about to install one. The data bases are used to track attendance at and credits from both in-house and outside courses, and also to provide e-mail reminders and compliance status reports. Among the commercially available data bases, none yet commands a majority of all purchasers, but Required is the 2 to 1 leader over its closest competitors.
- **Regular circulation of MCLE information.** About 6% of the respondents mentioned that they regularly keep their lawyers reminded of MCLE rules and procedures by disseminating information bulletins or other communications.

When MCLE compliance support is layered onto the professional development mandate, the most common add-ons are:

Over the past decade it has been good to see law offices' growing commitment to the continuing learning of their lawyers. Everyone benefits from enhanced lawyer competence – the organization, the lawyer, and the client.

What benefits result from mandatory CLE requirements, on the other hand, is less clear. As one survey respondent

pointed out, they seem to deter rather than promote lawyers' interest in learning. The proliferation of differing rules and deadlines also creates no small amount of frustration for lawyers and administrators. The strategy of the day seems to be the Stiff Upper Lip. As one respondent puts it, "We're getting there and it's on everybody's radar screen!"

Make It Come Alive! Training Via Videoconferencing

Sue Trigg

My old battle cry was large and loud. "No, not videoconferencing - it's my least favorite way to teach!" My head would start to spin with images of failed technology, and participants, either silent or desperately wiggling worm-like so as to be out of the cameras and their fellow "classmates" sight. Worse are those oblivious attorneys so uninvolved in the session that they bring work with them. This type of behavior would be regarded as "strange" in a traditional classroom setting – but the norm in the wacky, wild world of ---- **THE VIDEOCONFERENCE**. Yes indeed, my least favorite training medium, but, in this economy, the one my firm has relied upon when training attorneys and staff in multiple locations. There are many theories and philosophies loaded with rhetoric about the differences between live and remote learning. What I'd like to share are some practical tips to help make learning via VTC (videoteleconferencing) effective and fun.

The Comfort Zone

Presenters have to feel comfortable both in the training setting and with the equipment for the session to be a hit. Here, your IT Department can come to your aid. I ask our IT folk to demonstrate to presenters how to operate the remote control, zoom in and out on participants in the room, and share what all those darn arrows and buttons mean. Be sure that presenters have at least 15 minutes lead time to "play" with the equipment and get comfy with the camera. Be aware that everyone has different levels of technology comfort. A "how to" sheet in each conference room is an invaluable tool – just a simple list (large type please) of what each button does, how to move the camera, and who to call if they are having any technical issues. Limit use of PowerPoint presentations during a VTC session. Less is more when it comes to technology, and learners get more from **seeing** the presenter than by viewing even the snazziest PowerPoint presentation.

Team Up

A very effective way to engage participants in every location is to have the main presenter "team up" with a Subject Matter Expert (SME) from each office. This has worked particularly well for us when delivering required firm wide training – for example, New Associate Orientations, Sexual Harassment Prevention sessions and annual Risk Management programs. The SME's task is simply to stimulate discussion in their location and take the lead in asking questions. It connects the offices and often encourages participants to ask questions more freely. Of course, there is preparation involved. You must recruit a team of SME's and coach the presenter, who in effect becomes the Master or Mistress of Ceremonies, asking SME's for their opinions at strategic learning points during the program. All the SME's need to be facile with the materials. This teaching method also builds relationships between attorneys from every office and across Practice Groups.

Point People

If videoconferencing has become a way of life in your law firm, it's important to develop a strong relationship with the person who sets up the videoconference at each site. They know their equipment and the room. They can help set the stage in each office, for example, changing the lighting level or making sure the connection is clear of static. They may also help with distributing materials and setting up the classroom. Valuing these relationships will get you far. Say thank-you, loud and often! Make sure their bosses know that they are doing a great job and they are a valuable part of your team. After all, they help make your programs a success.

Coach, Coach, Coach

Even a presenter who is as calm as a cucumber when presenting "live" training can get a case of the jitters when

it comes to teaching via video. These fears can be allayed if you thoroughly *coach* the presenter first.

Six Simple Coaching Tips for Presenters

1. **Smile!** Make sure the presenter feels valued. Enthusiasm is contagious. If you are excited about the session, it will bolster a nervous (or tentative) speaker.
2. **Volume please.** Nothing dilutes VTC training more than learners straining to hear a “low talker”. Coach the presenter on the volume, pitch and speed of their delivery. Even experienced trial lawyers may have to be reminded to speak up in VTC situations. Have them deliver a 2-minute snippet of their program and check that all sites can understand everything the speaker is saying. Also, make sure the presenter is aware of microphone placement.
3. **To sit or stand?** Most presenters feel most comfortable sitting when presenting at a VTC. This is fine – as long as the speaker’s body language embraces the “whole classroom.” Ask the presenter to include the other offices by looking into the camera and not limiting their gestures to only those folk in the room.
4. **The 20 second rule.** Asking questions, or asking participants to briefly introduce themselves, is a great icebreaker. However, the presenter shouldn’t jump the gun when eliciting responses from remote locations. Coach the presenter to ask the question, then have them count to 20 (to themselves!). People hate silence and often it will bring out a question or a comment and may grease the wheel for others to ask questions and - relax.

5. **Distance learning isolates.** Counter that by developing a tangible common bond. Be innovative! Even having the same inexpensive training “toy” or candy treats at each person’s seat can give participants a sense that they are in one classroom – not six or seven.
6. **What’s in a name?** Tent name cards with the participants’ first names in **LARGE** letters are a boon. It is said that nothing is sweeter than the sound of your own name. Using participants’ names really adds value to the session, especially if a partner is teaching new associates. For participants involved in regular weekly sessions (First Year Associate Training, for example) have them take custody of their own name tent.

These simple tips may not be news to many of you as you plan and deliver VTC training. However, I know that I’ve come a long way. No longer do I fear our weekly first year training sessions via videoconference. Indeed, I look forward to them, knowing that I do have control over the outcome - and that there’s real value in delivering uniform, corporate education through the good old telly!

Sue Trigg is Brobeck's Firmwide Training Manager. As well as heading attorney Professional Development, Sue also designs and delivers training to staff, both managers and the secretarial contingent. Sue can be reached at strigg@brobeck.com or by phone at 415.979.2921.

[EDITOR'S NOTE: On January 30, as this issue was going to press, Brobeck, Phleger & Harrison announced the closing of the firm. We are happy to relay inquiries to Sue Trigg – please send them to us at maraeg@profdev.com or (703) 719-7030.]

Book Review:

Professional Development, Full Circle

Ida O. Abbott, *Lawyers' Professional Development: The Legal Employer's Comprehensive Guide*. Washington, DC: National Association for Law Placement, Inc., 2002, 423 pages. (\$145 public, \$95 NALP members.)

I have always looked upon books as exceedingly generous gifts. That someone would painstakingly distill his or her knowledge and experience, drop by drop, to slake the thirst of strangers still seems marvelous and mystifying to me (even after -- especially after! -- having done it myself).

Ida Abbott's latest book is a prodigious gift indeed. *Lawyers' Professional Development* is a comprehensive explanation of the What and Why of professional

development programs: What is important to include in a program and Why it belongs there. Abbott has not only distilled her own knowledge and experience, but has consulted everyone of note in the field and researched the literature within and beyond the field. Her Acknowledgments page is a virtual directory of today's leading professional development thinkers and practitioners. Her footnotes and lists of references provide a whole library's worth of additional reading.

More than a gift, this book is a milestone. The first book of its kind, it marks the emergence of law office professional development as a profession in itself; that is, as an occupation with its own distinct body of advanced knowledge and its own shared language and tools. This book outlines the parameters and content of that body of knowledge, speaks and confirms the language, and identifies the major tools. And it describes the surrounding realities of law office politics and work environments with grace and candor.

Lawyers' Professional Development also marks the latest entry in a growing body of NALP resources on career development beyond the hiring process, and reconfirms NALP's commitment to improving lawyers' utilization, growth, and satisfaction over the entire career continuum. It was released in December at NALP's first Professional Development Institute.

The book gives the "5,000-foot view" of professional development. You will see clearly the extent of the territory and the major features of the landscape, but the footpaths that would lead you through the forests on the ground are largely obscured. Given the enormous variety of law office environments and approaches, that may represent a conscious choice by Abbott not to get bogged down in the myriad of alternative possible solutions. To the extent there is "how-to" guidance here, it is in the form of general principles, or checklists of questions to answer or ideas to consider, rather than concrete, step-by-step instructions.

If you are already an experienced implementer and are looking for new ideas to implement or new ways to think about professional development, this book is a good place to find them. But anyone who is expecting a cookbook from which to pluck recipes and go straight to the kitchen will be disappointed.

Abbott gets the big picture absolutely right, in my opinion. In particular, three points she stresses that appear in few other writings about professional development are:

- The central and critical importance of the firm's business goals and strategy in determining the direction and ultimate value of the program.
- The central and critical role of work experience in lawyers' professional growth, and the resulting imperative to manage the assignment process and integrate it into the professional development program.
- Why training alone (despite the fact that it is the primary focus of most professional development programs) is an expensive, incomplete, and often inappropriate solution to performance problems.

Other subjects discussed in the book:

- The broad steps and strategies to use in designing a professional development program (Chapter 2)
- The people who might be involved in leading and managing the program, including an excellent discussion of the value of "professional development specialists" and their varied possible roles, responsibilities, titles, and backgrounds (Chapter 3)
- The principles of adult learning (amazingly well distilled into a mere 3 pages) and the kinds of activities that can promote it in the legal setting (Chapter 4)
- The "Four Essential Components" of the program (Chapters 5-8): assignments, mentoring, evaluations, and training
- Knowledge Management (Chapter 9)
- Budgeting (Chapter 10)
- Integrating professional development with the recruiting, summer associate, and orientation programs (Chapters 11-12)
- Related issues (Chapters 13-17): diversity, associate participation on committees, career guidance, succession planning, ombudspersons
- Professional development programs in corporations and government (Chapters 18-19)

This book will have particular value to people who are:

- thinking of entering the professional development field and who want to understand what it entails;
- already working in the field and who are dissatisfied with (1) the "same old, same old" and looking for new approaches, or with (2) an overly narrow mission (confined, for example, to the orientation and training of junior associates) and looking to increase the scope and impact of their efforts;
- considering a job change within the field and who want to organize their thinking about what they are looking for and what they have to offer.

I do wish that more rigorous editing had trimmed the text, some of which meanders on a bit, and that the space thus saved had been filled instead with more samples from actual practice, of which there are not nearly enough. But if I have to put in some extra time, there's hardly a better place to spend it than in the wise and generous company of Ida Abbott.

– Gaye Mara



(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 maraeg@profdev.com.)

Learning by Teaching

One of the best legal managers I've known headed a practice department in a corporate legal division. A bright young lawyer in the department had trouble organizing his time and requested approval to take a time management course. Just to make sure the lesson stuck, the department head's approval was conditioned on the young lawyer subsequently teaching the course to everyone else in the department. He took the course, did additional research on time management and organizational skills, put together his own course and materials, and taught the course to his colleagues. As a result this formerly disorganized lawyer became the department's most enthusiastic time management advocate, as well as its recognized expert on the subject.

If you've ever taught anything, you know that teaching – or at least effective teaching – requires a level of understanding much deeper than everyday familiarity. Even on a subject we already know a lot about, there will inevitably be some holes in our knowledge that have to be filled before we can create a complete account of the subject matter for someone else. And that is true whether the teaching is on our feet in front of a group, or in the form of an article or a book.

Lawyers and other professionals, in particular, will tend to “overlearn” a subject before teaching it. Part of professionals' mindset is making sure everything they put out is absolutely accurate and complete. And the prospect of a post-seminar Q&A session will add even more urgency to their desire to know absolutely everything about a topic before getting up in front of a group.

Teaching can provide other learning opportunities as well:

- How to analyze the perspective and needs of a target audience;
- How to organize, phrase, and illustrate the content for best understanding by that audience;

- In oral presentations, how to integrate voice, words, and body language to present oneself and one's ideas most effectively; how to interact and build rapport with a group; and how best to use technology tools such as presentation software, video- and/or teleconferencing.

Making training available to soon-to-be-teachers ensures that these additional learning opportunities are fully exploited and that their first teaching venture builds confidence and skill. At my former firm everyone who had a presentation to give, lawyer or staff, had access to a private coaching session with our speech consultant. Everyone with an article to publish likewise had access to our writing consultant.

It should be noted, too, that the development of presentation skills greatly enhances lawyers' ability to develop and work with clients. Further client development opportunities are created by developing CLE courses and writing articles for carefully targeted external audiences. Yet another bonus is the CLE credit available for writing as well as the extra credit available for classroom teaching from some CLE boards, which consider preparation time in addition to actual classroom time.

Several respondents to the CLE survey reported in this issue mentioned their desire to “leverage” outside CLE attendance by getting lawyers to share what they learn from the courses. As discussed above, both they and the lawyers have lots of good reasons for doing so. It locks in the learning from the course and it leads to valuable additional learning for everyone, most especially for the teacher.

– Gaye Mara

Professional Developments

Events

The huge 2003 International Conference and Exposition of the **American Society for Training and Development** will be held in San Diego in May, beginning with pre-conference workshops on May 15 and concluding with an ROI Certificate Program that ends May 23. Visit www.asted.org/previewICE for program details.

The **Conference Board** (www.conference-board.org or 212-339-0345) has added an optional May 6 seminar on *Succession Planning* to its May 7-8 *Leadership Development Conference*, both produced in cooperation with the Center for Creative Leadership. The fee for the seminar is \$1150/1250. (See our November issue, page 18, for the full roster of Conference Board spring programs.)

The **Consortium for Continuing Legal Education in Europe** staged its 11th Annual MCLE Fair in London on January 17-18. The event will be reviewed in our May issue. In the meantime, details are available at www.cleurope.com.

The **International Society for Performance Improvement's** 41st Annual International Performance Improvement Conference and Exposition is scheduled for April 11-15 in Boston. A special registration fee of \$200 is available to first-time attendees sponsored by a member. See www.ispi.org.

Kepner-Tregoe (www.kepner-tregoe.com) is offering free one-day previews of its renowned *Problem Solving/Decision Making* and *Project Management* courses to training professionals during 2003. Dates and locations are:

- March 20, San Francisco
- April 29, Princeton
- May 13, Anaheim
- October 28, Princeton

The **National Institute for Trial Advocacy** (www.nita.org) will give *Advocacy Teach Training* on March 28-30 at Harvard Law School and on June 29-July 2 in Colorado.

The **Society for Applied Learning Technology** (www.salt.org) will hold a conference on New Learning Technologies in Kissimmee, Florida on February 19-21.

Resources

AILTO, ALI-ABA's in-house training subsidiary, has changed its name to ALI-ABA In-House. The organization continues to offer conferences, materials, and services for in-house training and development and MCLE accreditation. Contact in-house@ali-aba.org or 1-800-CLE-NEWS, ext. 1614, or www.ali-aba.org/aliaba/Cle_MenuPg.htm for more information.

MCLE Watch

On January 27 the Rules Committee of the **Illinois** Supreme Court held a public hearing on new MCLE regulations jointly proposed by the Illinois State and Chicago Bars. If implemented as proposed, the new rules may finally send CLE managers and data base programmers screaming into the hills. They entail four separate sets of requirements: a 15-hour Basic Skills Course for new admittees, a 20-hour requirement in the first two years after adoption of the rules, a 24-hour requirement in the next two years, and a 30-hour requirement in all subsequent two-year periods. The proposal is posted on the Illinois courts' web site, www.state.il.us/court. Select "Supreme Court of Illinois," then "Supreme Court Committees/Commissions," then "Public Hearings," then "Supreme Court Rules Committee Public Hearings," then "Proposal 02-06."

We were unable to confirm before press time a colleague's alert that **Connecticut** may now be considering MCLE. More on this in the May issue.

Pennsylvania's new Distance Learning Pilot Project launched on January 1. The CLE Board's web site, www.pacle.com, carries a list of pre-approved distance courses. The Pennsylvania Bar Institute, purveyor of some of those courses, has now added live webcasts (listed below in our distance course calendar) as well as pre-recorded, "on demand" courses to its catalog. Pre-recorded courses make up the bulk of the CLE Board's list. Additional providers include long-time web denizens Cognistar and WestLegalEdCenter.

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Breslin, Adam, "Attorney Training: From Vicious Cycle to Virtuous Cycle." August 2000, 1-3.

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Edes, Heather V., "Converting Learning into Practice: Nuts and Bolts of Effective Associate Training." May 2002, 1-3.

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_____, "Upward Evaluation: Results of Our January Survey." February 2002, 1-11. (Survey Report)

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Mara, Evelyn Gaye, "The Learning Lab: Upward Evaluation: The 5 Keys to Success." May 2002, 8-10.

_____, "Upward Evaluation: Results of Our January Survey." February 2002, 1-11. (Survey Report)

Presentation Skills

Mara, Evelyn Gaye, "The Learning Lab: How to Moderate a Panel." August 2000, 5-6.

White, Christine, "Videoconferencing: How to Set Up for Effective Presentations." August 2001, 1-2.

Survey Reports

Mara, Evelyn Gaye, "CLE on the Web: An Early Report Card." November 2001, 1-5.

_____, "Results of July 2001 Technology Survey: In-House Uses of Technology for Professional Development." August 2001, 3-10.

_____, "2002 Survey of Professional Development Spending." November 2002, 1-17.

_____, "Upward Evaluation: Results of Our January Survey." February 2002, 1-11.

Technology

Mara, Evelyn Gaye, "CLE on the Web: An Early Report Card." November 2001, 1-5. (Survey Report)

_____, "The Learning Lab: What Can You Do with an Intranet?" August 2001, 11-12.

_____, "Results of July 2001 Technology Survey: In-House Uses of Technology for Professional Development." August 2001, 3-10. (Survey Report)

Palazzo, Dottie, "Building or Buying a Tracking System: Where to Begin." August 2000, 3-5.

_____, "Tracking Systems, Part 2: Maintaining Information on People." November 2000, 2-4.

_____, "Tracking Systems, Part 3: Creating CLE Activity Reports for Lawyers and Management." February 2001, 5-7.

_____, "Tracking Systems, Part 4: Recording Program Information." May 2001, 11-12.

_____, "Tracking Systems, Part 5: Practical Tips, Enhancements, and Lessons Learned." November 2001, 5-7.

Spencer, Margaret S., "Ten Tips for Using Technology Efficiently Without Letting It Run Your Life." February 2000, 1-2.

White, Christine, "Videoconferencing: How to Set Up for Effective Presentations." August 2001, 1-2.

The Capital CLE Calendar

Volume 9, No. 5 ■ February 1, 2003
(Distance Course Schedule and Provider Directory)

How to Read This Schedule: The following course schedule lists, first by topic and then by date, live continuing legal education (CLE) courses offered on and after February 1, 2003. The course provider code in all caps at the end of each course listing keys to a provider listing in the provider directory which follows the course schedules. (If a program has multiple sponsors, the provider listed first is the suggested contact for registration.)

All course listings indicate the delivery medium, such as telephone conference, online seminar, satellite broadcast, etc. Each listing also includes, if available, the beginning and ending times, tuition fee, and total CLE credit hours approved or pending for the course (credits appear in brackets at the end of the listing). Please note that CLE credit requirements vary by state and credit arrangements vary by course and provider. If credit is important to you, be sure to confirm in advance with the course provider or appropriate CLE Board whether and how the needed credits are obtainable.

Course Providers. Contact information for the sponsoring organizations follows the course schedules. More detailed information on the courses in this schedule is available from the course providers.

Registration and Fees. Most course providers 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 separately. These may offer the most comprehensive and up-to-date survey of the law on a given topic that is currently available.

Additional Courses. Visit our website at <http://www.profdev.com/courses.htm> for a listing of current, local CLE courses announced after this issue went to press. To find live, on-location courses offered by major national providers, visit our page of links to their sites, <http://www.profdev.com/links.htm>.

Distance Course Schedule

ALTERNATIVE DISPUTE RESOLUTION/ARBITRATION

3/20/03. *Arbitration: Getting the Most Out of the Process for Your Client.* 1:30-4:45 pm telephone seminar. \$150 per site connection. LS/Arizona Bar. [3.0, 1.0 ethics]

ANTITRUST/UNFAIR COMPETITION LAW

2/28/03. *An Anti-Trust Primer.* 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 3/14, 4/30, 9/19, 11/28, 12/19)

3/6/03. *Attorney-Client and Work Product Issues in Antitrust Cases.* Teleconference. ABA/ABA Antitrust Section.

6/19/03. *Bundling, Tying and Leveraging: Current Developments.* Teleconference. ABA/ABA Antitrust Section.

BANKRUPTCY LAW

2/5/03. *United and Other Airline Chapter 11 Bankruptcy Issues.* 12-1 pm ET teleseminar. \$149. PLI.

2/12/03. *BLT Live - Pre-Bankruptcy Planning: How Much Is Too Much?* 1-2 pm ET teleconference. \$0-125. ABA/ABA Bus. Law Section. [1.0]

2/12/03. *Unique Legal and Business Issues Raised in the Wave of Telecom Bankruptcies.* Teleseminar. \$149. PLI.

2/19/03. *What You Need to Know to Be a (GOOD!) Bankruptcy Lawyer in Illinois.* 4-7 pm ET webcast. \$125/160. WLE/Chicago Bar Assn. [3.0]

BUSINESS/CORPORATE LAW AND PRACTICE

2/6/03. *Choice of Form and Structure for Closely-Held Businesses and Ventures.* 12-4 pm ET American Law Network satellite seminar. \$179. ALI-ABA. [3.67-4.4, 4.0 CPE] (80+ viewing sites nationwide)

2/19/03. *Learning to Live with Sarbanes-Oxley.* 1-2 pm ABA Connection teleconference. \$0-110. ABA/various ABA sections. [1.0] (Advance reading)

2/25/03. *Joint Venture Agreements: Negotiating the Rapids.* Video- and teleconference. ABA/ABA Bus. Law and Lit. Sections.

3/17/03. *The FTC's New Rules for Reviewing Mergers.* Teleconference. ABA/ABA Antitrust and Bus. Law Sections.

3/20/03. *Limited Liability Entities: New Developments and Directions in Limited Liability Companies and Limited Liability Partnerships.* 12-4 pm ET American Law Network satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

4/28/03. *Joint Venture Agreements: Negotiating the Rapids.* Video- and teleconference. ABA/ABA Bus. Law and Lit. Sections.

CORPORATE COUNSEL PROGRAMMING

5/8/03. *General Legal Areas of Practice for Health Care General Counsels.* Teleconference. ABA/ABA Health Law Section.

COUNSELING SKILLS

2/5/03. *Psychology of Counsel as Counselor*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 3/3, 3/25, 4/9, 4/29, 5/16, 6/9, 6/24, 7/28, 8/13, 9/2, 9/29, 10/10, 10/28, 11/17, 12/15)

CRIMINAL LAW

3/13/03. *Laws Affecting Criminal and Civil Liability Exposure*. Teleconference. ABA/ABA Health Law Section.

EMPLOYEE BENEFITS LAW/ERISA/PENSIONS AND PROFIT-SHARING/EXECUTIVE COMPENSATION

2/11/03. *Employee Benefits Update for 2003*. 12-4 pm ET American Law Network satellite seminar. \$179. ABA. (80+ viewing sites nationwide)

4/3/03. *Annual Spring Employee Benefits Law and Practice Update*. 12-4 pm ET American Law Network satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

4/9/03 (Rescheduled from 3/27). *Health Plans, HIPAA, and COBRA Update*. 12-4 pm ET American Law Network satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

5/29/03. *ERISA Fiduciary Responsibility Issues Update*. 12-4 pm ET American Law Network satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

Fall/03. *Annual Fall Employee Benefits Law and Practice Update*. 12-4 pm ET Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

EMPLOYMENT AND LABOR LAW

2/5/03. *Using Expert Witnesses in Labor and Employment Cases: Part III - Substantive Issues*. 1-2:30 pm ET teleconference. \$60-150. ABA/ABA L&EL Section.

2/21/03. *What's In and What's Out with Employment Law*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 3/12, 4/18, 5/25, 8/22, 9/12, 11/14, 12/12)

3/5/03. *Discovery in Employment Litigation*. Teleconference. ABA/ABA L&EL Section.

Fall/03. *Emerging Issues in Employment Law and Litigation: Review and Preview of the Supreme Court Term*. 12-4 pm ET Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

ESTATES/TRUSTS/PROBATE LAW

2/14/03. *Annual Winter Estate Planning Practice Update*. 12-3:15 pm ET American Law Network satellite seminar. \$179. ALI-ABA. [3.0 CLE/CPE] (80+ viewing sites nationwide)

Spring/03. *Estate Planning for Distributions from Qualified Plans and IRAs*. 4-hour ET Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

4/3/03. *Hot Topics in Estate Planning 2003 with Jeffrey Pennell*. Live from meeting teleconference. \$60-150. ABA/ABA RPP&TL Section.

4/8/03. *Preparing the Fiduciary's and Decedent's Final Income Tax Returns (the Fundamentals)*. 8:30 am-12:30 pm live web cast. \$179. PBI. [4.0]

6/5/03. *Annual Spring Estate Planning Practice Update*. 12-3:15 pm ET American Law Network satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

Fall/03. *Annual Fall Estate Planning Practice Update*. 12-3:15 pm ET American Law Network satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

ETHICS AND PROFESSIONALISM/SUBSTANCE ABUSE

2/7/03. *When Does My Professional Life End and My Private Life Begin?* 1-3 pm ET telephone seminar. \$118. TRT. [2.0 ethics] (Repeated 3/5, 3/28, 4/22, 5/7, 5/20, 6/17, 7/1, 7/30, 8/25, 9/9, 10/1, 10/15, 10/30)

2/11/03. *Corporate Responsibility Post-Enron*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0 ethics] (Repeated 3/6, 4/1, 4/23, 5/8, 5/21, 6/18, 7/2, 7/31, 8/26, 9/10, 10/2, 10/16, 10/31, 11/24, 12/22)

2/14/03. *Legal Ethics: New Rules and Current Issues*. 1-3 pm ET live webcast. \$70/90. WLE/Chicago Bar Assn. [2.0 ethics]

2/17/03. *Ethical Minefields -- Stock in Lieu of Fees and Other Issues*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0 ethics] (Repeated 3/18, 4/2, 4/24, 5/9, 5/27, 6/19, 7/22, 8/1, 8/27, 9/11, 10/3, 10/17, 11/3)

2/24/03. *Misconduct -- Should Bar Counsel Get Involved or Take a Hike?* 1-3 pm ET telephone seminar. \$118. TRT. [2.0 ethics] (Repeated 3/20, 4/7, 4/28, 5/14, 6/5, 6/23, 7/24, 8/11, 8/29, 9/24, 10/8, 10/22, 11/10)

2/25/03. *Lawyer Substance Abuse -- Forever a Challenge*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0 ethics] (Repeated 3/21, 4/8, 5/15, 6/6, 7/25, 8/12, 9/25, 10/9, 11/11, 12/2)

4/4/03. *Ethics 2003*. 12-3:15 pm ET American Law Network satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

4/24/03 (tentative). *Video Law Review: Ethics 2003*. Satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

5/15/03. **Child Support Tele-Talk: Professional Ethics for Attorneys**. 2-4 pm ET telephone seminar. \$295 per site. NCSEA.

7/11/03. *Ethical Issues for Health Lawyers*. Teleconference. ABA/ABA Health Law Section.

FAMILY LAW

2/20/03. **Child Support Tele-Talk: Medical Support Enforcement Policy Clarifications**. 2-4 pm ET telephone seminar. \$295 per site. NCSEA.

3/13-14/03. *Guardianship and Advanced Elder Law Courses*. Live webcast. \$360. LS/Texas Bar CLE. [12.0, 3.25 ethics]

3/20/03. **Child Support Tele-Talk: Paternity Disestablishment**. 2-4 pm ET telephone seminar. \$295 per site. NCSEA.

4/16/03. *Meeting the Special Needs of Children*. 1-2 pm ABA Connection teleconference. \$0-110. ABA/various ABA sections. [1.0] (Advance reading)

5/15/03. **Child Support Tele-Talk: Professional Ethics for Attorneys**. 2-4 pm ET telephone seminar. \$295 per site. NCSEA.

6/19/03. **Child Support Tele-Talk: UIFSA Part 2**. 2-4 pm ET telephone seminar. \$295 per site. NCSEA.

8/21/03. **Child Support Tele-Talk: Military Enforcement.** 2-4 pm ET telephone seminar. \$295 per site. NCSEA.

9/18/03. **Child Support Tele-Talk: Bankruptcy.** 2-4 pm ET telephone seminar. \$295 per site. NCSEA.

GENERAL LAW/MULTIPLE TOPICS

Monthly. See dozens of monthly, live online CLE seminars on a range of topics announced at the beginning of each month by CLEO.

5/21/03. *Practicing Preventive Law.* 1-2 pm ABA Connection teleconference. \$0-110. ABA/various ABA sections. [1.0] (Advance reading)

HEALTH CARE/MEDICAL LAW/PROVIDER REPRESENTATION

2/3/03. *The Revised Provider Reimbursement Review Board (PRRB) Instructions and the Medicare Mediation Process.* 1-2:30 pm ET telephone seminar. AHLA.

2/4/03. **HIPAA for Real People, The Series: Part IV - Security Rule.** Teleconference/audio webcast. 12-1:30 pm ET. \$225-675 series, \$135-417 any 3 sessions, \$45-150 each session. ABA/ABA Health Law Section. [1.5]

2/11/03. **HIPAA for Real People, The Series: Part V - Enforcement.** Teleconference/audio webcast. 12-1:30 pm ET. \$225-675 series, \$135-417 any 3 sessions, \$45-150 each session. ABA/ABA Health Law Section. [1.5]

2/13/03. *HIPAA Records and Access.* 1-2:30 pm ET telephone seminar. AHLA.

2/27/03. *Fraud and Abuse Issues in the Pharmacy Benefit Management (PBM) Industry.* 1-2:30 pm ET telephone seminar. AHLA.

3/6/03. *Immigration Series -- Part III.* 1-2:30 pm ET telephone seminar. AHLA.

3/13/03. *Laws Affecting Criminal and Civil Liability Exposure.* Teleconference. ABA/ABA Health Law Section.

3/21/03. *HIPAA: Meeting Your April 14th Deadline and Beyond.* 12-1 pm ET teleseminar. \$149. PLI.

3/25/03. *Non-Geriatric Nursing Home Issues.* 1-2:30 pm ET telephone seminar. AHLA.

3/27/03. *Health Plans, HIPAA, and COBRA Update.* 12-4 pm ET American Law Network satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

5/8/03. *General Legal Areas of Practice for Health Care General Counsels.* Teleconference. ABA/ABA Health Law Section.

7/11/03. *Ethical Issues for Health Lawyers.* Teleconference. ABA/ABA Health Law Section.

IMMIGRATION LAW

2/5/03. **Immigration Law Series for Non-Immigration Practitioners: Business Immigration Practice: Basics and More.** 2-3:15 pm ET telephone seminar. \$128. ALI-ABA.

2/12/03. **Immigration Law Series for Non-Immigration Practitioners: Fundamentals of Family-Based Immigration.** 2-3:15 pm ET telephone seminar. \$128. ALI-ABA.

2/19/03. **Immigration Law Series for Non-Immigration Practitioners: Introduction to Practice Before the Immigration Courts.** 2-3:15 pm ET telephone seminar. \$128. ALI-ABA.

3/6/03. *Immigration Series -- Part III.* 1-2:30 pm ET telephone seminar. AHLA.

INTELLECTUAL PROPERTY/PATENT/COPYRIGHT/TRADEMARK LAW

2/10/03. *Secure Your Valuables: Protecting IP Assets and Industrial Secrets in Today's Marketplace.* 4-6:30 pm ET live webcast. \$105/135. WLE/Chicago Bar Assn. [2.5-3.0]

3/12/03. *The Madrid Protocol: Where We Are and What You Need to Know.* 12-1 pm ET teleseminar. \$149. PLI.

3/13/03. *Copyright and Trademark Law for the Non-Specialist: Understanding the Basics.* 11 am-6 pm ET American Law Network satellite seminar. \$299. PLI. (80+ viewing sites nationwide)

6/26/03. *Intellectual Property Issues in Structuring Deals and Drafting Agreements.* 11 am-6 pm ET American Law Network satellite seminar. \$299. PLI. (80+ viewing sites nationwide)

LAW OFFICE/LAW PRACTICE MANAGEMENT

2/18/03. *Starting Your Own Practice: Where Do You Begin.* 1-2 pm ET live webcast. \$25/50. WLE/Hennepin Co. Bar Assn. [1.0]

LITIGATION/TRIAL AND APPELLATE ADVOCACY [See also various substantive law topics for specialized litigation courses.]

2/10/03. *Expert Opinions -- The 3 R's: Reliability, Relevance and Review.* 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 2/27, 3/13, 4/4, 4/17, 5/2, 5/29, 6/11, 6/26, 7/18, 8/6, 8/21, 9/4, 9/18, 10/13, 10/23, 11/5, 11/21, 12/3, 12/16)

2/28/03. **Understanding Juries Series: Jury Persuasion.** 12-2 pm CST telephone seminar. \$125. LS/Texas Bar CLE.

3/12/03. *What Makes Juries Listen.* Teleconference. ABA/ABA Lit. Section.

3/19/03. *McElhaney on Litigation.* 1-2 pm ABA Connection teleconference. \$0-110. ABA/various ABA sections. [1.0] (Advance reading)

3/26/03. *Civil Litigation Update 2003.* 1:30-4:30 pm ET live web cast. \$139. PBI. [3.0]

3/28/03. **Understanding Juries Series: Jury Decision Making.** 12-2 pm CST telephone seminar. \$125. LS/Texas Bar CLE.

5/14/03. *Class Action Basics.* Teleconference. ABA/ABA Lit. Section.

7/9/03. *Discovery of Electronic Evidence: How to Request It, Limit the Request and Use It Appropriately.* Teleconference. ABA/ABA Lit. Section.

Fall/03 (tentative). *New Developments in the Amended Federal Rules of Civil Procedure and the Federal Rules of Evidence.* 4-hour Satellite seminar. ALI-ABA.

MEDIATION SKILLS AND PRACTICE

6/18/03. *Using Advocacy Techniques in Mediation*. 1-2 pm ABA Connection teleconference. \$0-110. ABA/various ABA sections. [1.0] (Advance reading)

MULTI-DISCIPLINARY/MULTI-JURISDICTIONAL PRACTICE

2/18/03. *MDP (Multidisciplinary Practice) -- Back Again?* 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 3/19, 4/3, 4/25, 5/13, 6/4, 6/20, 7/23, 8/8, 8/28, 9/23, 10/7, 10/21, 11/4, 11/26, 12/29)

REAL ESTATE/LAND USE/HOUSING/REAL PROPERTY LAW

2/12/03. *Defaults and Remedies in Your Landlord-Tenant Practice*. 12-2 pm ET telephone seminar. \$129. VACLE. [2.0] (Replay 2/27)

2/21/03. *Landlord Liability: Mold in Apartments*. 1-2 pm ET live webcast \$25/50. WLE/Hennepin Co. Bar Assn. [1.0]

2/25/03. *Who's on First? Lien Priority in Pennsylvania*. 12:30-4:30 pm live web cast. \$179. PBI. [4.0]

3/18/03. *MOLD: Coming to a Building Near You, with Litigation Soon to Follow*. 12-2 pm ET telephone seminar. \$129. VACLE. [2.0] (Replay

4/2)

4/3/03. *Are You My Lender? What Happens When Your Loan Is Sold*. 3:10-4:40 pm teleconference live from meeting. \$60-150. ABA/ABA RPP&TL Section.

4/3/03. *New Proposed RESPA Regulations*. 1:30-3 pm teleconference live from meeting. \$60-150. ABA/ABA RPP&TL Section.

SECURITIES LAW

2/3-4/03. *Doing Deals 2003: Understanding the Nuts & Bolts of Transactional Practice in an Uncertain Market*. Videoconference. \$1,395. PLI.

2/14/03. *Securities Regulation -- Keeping You and Your Client Out of Jail*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 3/7, 4/11, 5/23, 9/5, 10/24, 11/7, 12/5)

4/10/03. *SEC Primer*. 12-4 pm ET American Law Network satellite seminar. \$179. ABA. (80+ viewing sites nationwide)

TAX LAW

Winter/03. *Tax-Advantaged Techniques for Financing Higher Education, Focusing on Section 529 Plans*. 4-hour Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

Distance Course Providers

(Providers which also offer on-demand, pre-recorded courses available 24/7 are marked with a double asterisk (**))

ABA.** American Bar Association, Center for Continuing Legal Education, 514 N. Fairbanks Court, Suite 1600, Chicago, IL 60611-3314, (800) 285-2221 or (312) 988-5522, Fax (312) 988-5850, fax-on-demand service (800) 995-1253, Web <http://www.abanet.org/cle>.

AHLA. American Health Lawyers Association, 1120 Connecticut Avenue, N.W., Suite 950, Washington, DC 20036-3902, (202) 833-0766, Fax (202) 833-1105, Web <http://www.healthlawyers.org>.

ALI-ABA.** ALI-ABA Committee on Continuing Professional Education, 4025 Chestnut Street, Philadelphia, PA 19104-3099, (800) CLE-NEWS (253-6397) or (215) 243-1630; Fax (215) 243-1664; Web <http://www.ali-aba.org>.

CLEO.** CLE Online, P.O. Box 1897, Round Rock, TX 78680-1897, (512) 310-9618, Fax (512) 310-1720, E-mail info@cleonline.com, Web <http://www.cleonline.com>.

FDLI. FDLI, Inc., 1000 Vermont Avenue, N.W., Suite 200, Washington, DC 20005, (202) 371-1420, Fax (202) 371-0649, E-mail comments@fdli.org, Web <http://www.fdpi.org>.

LS.** LegalSpan, 1325 North Fiesta Blvd., Suite 4, Gilbert, AZ 85233, (480) 497-8803 or (888) 892-7676, Fax (480) 497-8596, Web <http://www.legalspan.com>.

MPI.** Mealey Publications, Inc., P.O. Box 62090, King of Prussia, PA 19406-0230, (800) 632-5397, (610) 768-7800, E-mail seminars@mealeys.com, Web http://www.mealeys.com/sem_cal.html.

NBI.** National Business Institute, Inc., P.O. Box 3067, Eau Claire, WI 54702, (715) 835-7909, Fax (715) 835-1405, Web <http://www.nbi-sems.com>.

NCSEA. National Child Support Enforcement Association, 444 N. Capitol Street, Suite 414, Washington, DC 20001-1512, (202) 624-8180, Fax (202) 624-8828, E-mail ncsea@ssso.org, Web <http://www.ncsea.org>.

NPI.** National Practice Institute, Suite 1710, 701 Fourth Avenue South, Minneapolis, MN 55415-1634, (800) 328-4444, Fax (612) 349-6561, Web <http://www.npilaw.com>.

PBI.** Pennsylvania Bar Institute, 5080 Ritter Road, Mechanicsburg, PA 17055, (717) 796-0804 or (800) 932-4637, Fax (717) 796-2348, E-mail info@pbi.org, Web <http://www.pbi.org>.

PLI.** Practising Law Institute, 810 Seventh Avenue, New York, New York 10019-5818, (800) 260-4PLI [-4754] or (212) 765-5700, Fax (800) 321-0093 or (212) 581-4670, E-mail info@pli.edu, Web <http://www.pli.edu>.

TRT.** TRT, Inc., 43546 Firestone Place, Leesburg, VA 20176-3920, (800) 672-6253, Fax (800) 853-1946 or (703) 853-1946, E-mail trt@trtcle.com, Web <http://www.trtcle.com>.

VACLE.** Virginia Continuing Legal Education, P.O. Box 4468, Charlottesville, VA 22905, (800) 979-VCLE (8253) or (804) 979-5644, Fax (434) 979-3147, Info-Fax (800) 676-0210, Web <http://www.vacle.org>.

WLE.** West LegalEdcenter, West Group, 610 Opperman Drive, Eagan, MN 55123, (652) 687-7000, Web <http://westlegaledcenter.com>.

