

PROFESSIONAL DEVELOPMENT QUARTERLY

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Summer 2003 Survey Report:

Law Partner Career Development: The Final Frontier

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Over the last decade, law firms have steadily increased their focus on professional development. Many large firms enjoy the services of development professionals who coordinate career development programming and resources. Training is a key consideration for recruits in selecting a law firm, and great energy is expended in delivering sophisticated and effective development resources to law firm associates.

But what about the law firm's partners? In many respects the transition into an effective, self-sustaining partner role is far more challenging than that from law student to successful associate. Also, gone are the days of tenure or entitlement for partners. In today's law firms partners must produce, both "early and often," if they hope to remain a partner in the firm and to increase their share of ownership.

With this backdrop, here are the results of a survey on career development for

law firm partners. My gratitude goes to 24 colleagues in the Professional Development Consortium who responded to the survey. In their responses, and in the summary below, the term "partner" is used as shorthand for partners and also for the comparable status of member, shareholder, and the like.

The 24 firms represent a good cross-section of size and geography. The firms' total numbers of partners range from 52 to 650, and total numbers of lawyers from 122 to 3,500. The median partnership size of the responding firms is 133 partners. The responding law firms are based across North America in such cities as Chicago, Cleveland, Denver, Detroit, Houston, Indianapolis, Kansas City, Los Angeles, Miami, Minneapolis, New York, Palo Alto, Pittsburgh, San Francisco, Toronto, and Washington, DC. Some of the firms have a predominant presence in the United Kingdom. But neither geography nor size yielded any significant differences in survey responses. For example, while some of the largest responding firms have devoted significant effort and resources to partner development, so too have some of the mid-sized firms.

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What Is Covered in New Partner Orientation?

Formal orientations are held for new partners in 19 (76%) of the 24 firms. One additional firm does not hold an orientation meeting but does provide orientation materials to new partners. Four of the responding firms do not provide an orientation to new partners.

Orientation sessions range in length from one hour to three days. The median length of new partner orientation meetings is four hours.

A variety of topics are covered by the responding firms who hold orientation meetings for partners. Table 1 below indicates the percentage of responding firms holding new partner orientation meetings that address

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the respective topics.

Table 1: NEW PARTNER ORIENTATION TOPICS	
73%	<ul style="list-style-type: none"> • General roles and responsibilities of partners • Client billing procedures and responsibilities
68%	<ul style="list-style-type: none"> • The personal financial and tax repercussions of becoming a partner • How partner compensation decisions are made
57%	<ul style="list-style-type: none"> • The firm's strategic plan or strategic direction • Firm/department/practice group financial reporting • Law firm economics for partners • Law firm management
52%	<ul style="list-style-type: none"> • Specific rights and obligations under partnership agreement and related documents (office lease, etc.) • Marketing systems and resources
42%	<ul style="list-style-type: none"> • Associate supervision and management
36%	<ul style="list-style-type: none"> • Business development skills and strategies
21%	<ul style="list-style-type: none"> • Client service skills for individual lawyers
15%	<ul style="list-style-type: none"> • Client service team systems and strategies

A two-tier partnership structure is used by 13 of the 24 responding law firms. Only four of those firms (31%), however, have an orientation meeting for fixed income partners who are promoted into equity partnership. The

respondents indicate that such equity partner orientation meetings are brief, lasting one or two hours. In five additional firms with two-tier partnerships, some orientation materials are provided to new equity partners.

How Are Partner Development Programs and Resources Delivered?

The majority of the responding firms go beyond orientation sessions and, on an ongoing basis, provide development programs and resources to their partners on a variety of topics, as reported in Table 2 on the next page. Many of the law firms pursue multiple strategies for delivering programs, resources, and individual coaching on the same development topic.

How Is Partner Development Made Relevant?

Career development programs, resources, and coaching are fine standing alone, but they are far more effective when tied to standards, competencies, benchmarks, evaluations, planning, and compensation.

1. Standards, Competencies, and Benchmarks

Fourteen (58%) of the 24 responding firms have articulated written criteria or a written standard for admission into the partnership. Of the 13 firms using a two-tier partnership structure, only six (46%) have articulated written standards or criteria for entry into the equity status. This means that in approximately half of the responding law firms, no written admission standards or criteria serve as an anchor for partner development.

2. Partner Evaluations and Reviews

The development and performance of partners can be evaluated from several different vantage points, such as by law firm management, by fellow partners, by associates, or by clients.

Beyond meetings in the compensation process, discussed below, three (12%) of the firms report having regularly scheduled review meetings with their individual partners, at a departmental or firm leadership level, to discuss the individual partner's career development. Two additional firms hold such review meetings with all fixed-income partners, while a third has such review meetings for lawyers in their first seven years in the partnership.

Two (8%) of the 24 responding firms have a process in place in which partners fill out evaluations of their fellow partners' performance. Four additional firms have a process that allows partners the option to comment, if they choose, upon the performance of their fellow partners, but which does not involve a formal evaluation with criteria. Thus, the majority of responding firms do not have a peer review process regarding partner performance.

An upward review of partners by associates is regularly practiced at eight (33%) of the 24 firms. Two additional firms have done an upward review on one or more prior occasions, and one of the other responding firms indicates that it currently plans to implement an upward review of partners. One of the eight firms with a regularly scheduled upward review allows associates to evaluate all aspects of partner performance, but the remaining seven focus the upward review on the partner's supervision, mentoring, and associate development efforts. At two of the eight firms, it is only the individual partner who receives his or her evaluation composite or summary of responses. At the other six, the partner's department head or the firm's leadership also receives the summary or evaluation composite. Half of the firms with upward reviews of partners by associates do not incorporate a meeting in the process. On the other hand, two firms have the individual partners meet with their practice group leader, department head, or the firm's leadership to discuss the upward evaluation; at another the meeting is purely optional; and at yet another the reviewed partner meets individually with an associate committee or an associate representative to discuss the review results.

Most of the responding firms do not regularly conduct client satisfaction interviews. Of the five responding firms who do, only one firm has a client interview or survey process that elicits specific comments regarding individual partners, with a system in place to make sure that the specific feedback gets to those individual partners.

3. Compensation Decisions and Partner Development

All but one of the firms set partnership compensation on an annual basis, with the remaining firm making biannual compensation decisions. In the vast majority of the firms a committee sets individual partner compensation, whether it be the firm's management or executive committee, a partner review committee, or a compensation committee. At 19 (79%) of the responding firms, partners have individual meetings with the compensation decision-maker(s). Most of these firms have either a mandatory or optional meeting that takes place before compensation is set. Two firms have a mandatory meeting after compensation has been determined, and an additional nine firms allow an optional meeting after compensation decisions are made.

With the understanding that the content of such meetings may vary for individual partners, 16 of the responding firms characterize these meetings between

Table 2: PARTNER DEVELOPMENT PROGRAMS AND RESOURCES

Partner Development Topics	Percentage of Firms Providing Programs/Resources	How Provided (# of 24 Firms Using Each Method)					
		Mandatory In-house Programs	Mandatory Outside Programs	Optional In-house Programs	Optional Outside Programs	Resources Recommended or Available	Individual Coaching Provided
• Associate Mentoring Skills	87%	1	1	14	2	9	7
• Business Development Skills & Strategies	83%	4	1	15	7	10	7
• Presentation Skills	83%	1	-	10	8	5	8
• Technology Applications	83%	4	-	18	3	5	4
• Client Billing Techniques, Procedures & Responsibilities	79%	2	-	9	4	11	10
• Anti-Harassment	79%	18	-	1	2	6	6
• Client Service Skills	75%	2	-	13	6	7	7
• Associate Supervision & Management	71%	1	-	10	3	7	8
• Handling Associate Evaluations & Reviews	71%	-	-	11	2	8	9
• Legal Writing	66%	1	-	13	3	5	4
• Client Service Team Systems & Strategies	62%	3	-	9	7	8	6
• Organization & Time Management Skills	62%	-	-	10	5	9	4
• Law Firm Economics	50%	1	-	4	2	6	6
• Leadership Skills	46%	1	-	6	5	3	4
• Diversity	33%	5	-	4	2	3	3

individual partners and compensation decision-maker(s) as being primarily focused on the partner's performance, with some discussion of partner development. At one firm the meetings are solely focused on the partner's performance. In contrast, two other firms characterize the meetings as being evenly balanced between the partner's performance and the partner's development.

In the compensation process, 11 (46%) of the responding firms require individual partners to prepare and submit something in writing regarding their performance during the preceding year. At nine firms (38%), partners go beyond a retrospective report on their performance and provide either a business development plan (4%), a professional development plan (17%), or a plan covering both (17%).

Lessons Learned

The results of this survey are admittedly anecdotal, due to the relatively small sample size. Nevertheless, the results support two conclusions. First, law firms of

varying size and geography are devoting a great deal of time and effort to providing a wide range of career development programming, resources, and coaching to their partners. These efforts are a wise investment by the firms, particularly given the new realities and expectations for law firm partners.

Second, law firms are not yet doing all they could to integrate their programming, resources, and coaching with standards, competencies, planning, and compensation. A surprisingly low percentage of firms are articulating standards and expectations for partners, requiring business development or career development planning, holding partners accountable for development through evaluation and reviews, and more closely tying partner career development into compensation processes. Imposing accountability upon law firm partners, whether for career development or other purposes, may indeed be the "third rail" of law firm politics. But firms that actively manage partner career development should enjoy an advantage in today's competitive legal market.

Excellence in Continuing Professional Education

Dottie Palazzo

"Dottie, this is an opportunity you can't afford to miss." Those are the words Pat Murrell used when she invited me to attend the Leadership Institute in Judicial Education held on June 10 through 15 at the Fogelman Executive Conference Center on the campus of the University of Memphis.

Some of you will recall that Dr. Patricia H. Murrell presented "Applying Adult Learning Principles to Program Design" at the Professional Development Institute co-sponsored by NALP and ALI-ABA in Washington, D.C., in December 2002. She also presented similar material at the ACLEA conference in Montreal and at the PDC conference in New Orleans in February. I met Pat in New Orleans and was very impressed with her knowledge and energy.

Dottie Palazzo is Director of Continuing Legal Education at Jones Day resident in its Cleveland Office. She is currently co-leader of ACLEA's In-House Special Interest Group and a member of the Professional Development Consortium. The views set forth herein are the personal views of the author and do not necessarily reflect those of the law firm with which she is associated.

The focus of the Institute is on adult learning styles and modes of training and how to use them in developing effective training programs. But it is even more about leadership: knowing yourself; thinking out of the box; team building; walking in another's shoes.

The Leadership Institute is funded by the State Justice Institute, and has been a leader in judicial education and faculty development since 1989. The Institute is directed towards teams from state judicial systems, usually five, for a total of 25-30 people. The state teams at this Institute were from Massachusetts, West Virginia and The District of Columbia. A fourth team of participant/observers rounded out the participants. Faculty included Dr. Murrell, other members of the Leadership Institute faculty including guest judges.

The Institute is very intense. Each day begins at 8:00 am with breakfast and ends with dinner. All meals are eaten en masse at the Fogelman dining room. The result is very full days spent in interaction with Institute participants and faculty.

The format is instruction followed by an exercise. We started with David Kolb's experiential learning theory,

after which we broke into groups and developed a short program using Kolb's learning modes. That was followed by instruction on Gail Sheehy's Life Stages, Erikson's Life Cycles, W. G. Perry's Intellectual and Ethical Development, with a dash of the wisdom of Parker Palmer thrown in. After each of these sessions the groups met and applied the additional theory to their short programs. Each exercise was followed by a full participant discussion.

Exercises were done on three levels - group, small group and team. The group exercises dealt with application of principles. The small groups dealt with a milestone exercise in which each participant created a timeline of his or her life from age 17 to the present. That was the "knowing yourself" exercise. In addition, the teams met daily to develop a long-range project and action plan, which each team presented on Sunday morning.

On Thursday, after dinner, we saw a short film on diversity and a film of Ibsen's play "The Doll House." The next morning we discussed using literature and films as learning tools. We also discussed the generational and developmental stages and probable learning styles of the Ibsen characters, and what judicial and social resources would be available to those characters in today's world. As you can see, group discussions were complex and inclusive.

On Friday afternoon we enjoyed an experiential learning opportunity at the National Civil Rights Museum. We were greeted by a Memphis judge who told us about the purchase of the Lorraine Motel and development of the site into the museum. Next morning we discussed the judge's leadership style. We also discussed the learning

styles and tools used in the museum exhibits, what impressed us most, and how the exhibits made us feel. This led to a very frank discussion of racial discrimination and bias (thus my reference to walking in another's shoes).

On the lighter side, Saturday evening we went to Pat Murrell's home for a rib dinner. A blues band was playing, and after dinner Grammy Award winner Professor David Evans talked about the history of the blues, the history of Beale Street, and the composition of blues lyrics. Then we broke into our teams and wrote our own lyrics. Each team performed its song with blues band accompaniment.

Dr. Murrell was correct. It was an opportunity I couldn't afford to miss. I came away wiser. Wiser about myself as the result of the milestone exercise. Wiser about the lives of others as a result of experiencing the National Civil Rights Museum through my own eyes and the eyes of my fellow Institute participants. And more knowledgeable about the differences in adult learners and how to use that knowledge to develop better methods of training.

I want to commend the State Justice Institute for its commitment to excellence in judicial branch education through continued funding and support of The Leadership Institute in Judicial Education.

[Editor's Note: The program discussed in this article serves the state courts. Dr. Patricia Murrell occasionally presents similar programs for CLE organizations. Interested parties may contact Dr. Murrell by e-mail at pmurrell@memphis.edu.]

Idea Exchange on Group Mentoring

[Note: Our fall survey of professional development spending and results revealed that the mentor program was the program "most needing improvement" at the responding firms ("2002 Survey of Professional Development Spending," November 2002, p. 15). More recently we heard about a new "group mentoring" approach being used in colleges and were curious how law firms would view the concept. We learned through the following correspondence, exchanged this summer on the e-mail list-serve of the Professional Development Consortium, that some firms have already tried it.]

I'm thinking about doing an article on group mentoring for Professional Development Quarterly, and wondering if any of you have any experience with it or reactions to the idea. It's being done at some colleges and sounds like it would solve some of the problems of traditional one-to-one mentoring, but I haven't heard of a law office doing it.

The concept is that each incoming class is assigned as a group to a group of mentors of different experience

levels, subject matter expertise, demographic backgrounds, etc. Then mentors and mentees meet regularly as a group to discuss topics of interest. One-to-one or smaller group meetings also take place outside the full group meetings at the option of individual members to discuss personal issues, specialized subject matter, etc.

The advantages I see are these:

1. More mentees can be handled by each mentor without the mentors becoming overloaded. So you could use your best mentors and not have to draft into service partners who are unsuitable or unwilling.
2. Because the mentoring meetings are a regularly scheduled event, they actually happen. They can also be organized and budgeted for by the firm. The participants don't have to make any arrangements but just show up.
3. Each mentee has a range of mentors to consult on different topics, so it greatly expands the information resources available to him/her.
4. Each mentee is highly likely to find at least one mentor he/she can bond with, letting individual relationships develop naturally and eliminating the problem of one-to-one matches that don't "take."
5. Where there are few senior minorities and women, it removes the pressure on them to mentor all the junior minorities and women one to one; it also brings everyone together.
6. Group mentoring might also allow lawyers, either senior or junior, who find the traditional one-to-one mentoring relationship "too close for comfort" to mentor or be mentored more effectively. And the people who want one-to-one relationships can still have them.

There have to be some downsides to this, but at the moment I'm not seeing many. The program would have to be meshed with the orientation program, and seems like it could in fact take over portions of orientation. Mentor accountability could be a problem -- but that's also true under the traditional system....

Gaye Mara

—

There is just one downside to Group Mentoring that I see -- that is that no one person takes responsibility for an associate. My experience, so far, is that Law Firm Mentoring needs to be structured and supported with group events for success. I do think that Group Mentoring has its place, but only in addition to assigned pairs or trios.

Just my two cents....

Joyce Keene, Director, Professional Development & Training
Blank Rome Comisky & McCaulley LLP, Philadelphia, PA

We have had team mentoring groups for our summer associates for 2 years now, with great success. Each team is comprised of 2 summers, 2 associates and 2 partners. Each team also has a budget to support activities. Particularly in the summer, when attorneys can be called to trial unexpectedly, and most folks have planned vacation time out of the office, the mentoring team concept allows the relationships to continue seamlessly.

We started implementing team mentoring for our first year class this fall. Those teams also have 2 first years, 2 associates and 2 partners, but all are from the same practice areas.

In addition to the positives you listed, we have found that team mentoring has helped to build camaraderie and community within the Firm. It has also helped the newer associates to understand the Firm culture more quickly. Finally, it also enhances and reinforces the mentoring relationships among the partners and associates who have been at the Firm for a while.

There is no limit to the ways team mentoring can work. If there is an activity that seems appropriate for a number of people, several teams can coordinate to participate together.

I haven't yet discovered a negative-- the shift to team mentoring has been very successful for us.

Lynn Baronas, Director of Professional Development
Day, Berry & Howard LLP, Hartford, CT

—

Thanks, Lynn. An interesting twist on the group concept -- it builds in more accountability. You have a 2-1 ratio of mentors to mentees. Are your incoming classes small enough that you can get enough good mentors to do that?

Gaye Mara

So far, we have had very involved mentors.

Lynn Baronas

—

Our firm started mentoring groups in all offices earlier this year. We place 2 or 3 new associates in groups of 4 to 6 senior associates and partners, all from different practice areas. Our Associate Development Committee oversees the process, schedules occasional events with all groups and encourages groups to participate in professional, charitable and social events and other activities. It is too early for me to provide a definitive evaluation, but we think that the process will achieve all of the benefits you mention. Most especially, the process seems to overcome the problem that one-on-one mentoring requires a large number of qualified mentors who have the time and persistence to make it work. Group dynamics also help assure that mentoring occurs in a variety of ways.

Carl Circo, Professional Development Director
Stinson, Morrison Hecker LLP, Leawood, KS

—

This is of great interest to me, because we are currently struggling with several one-on-one mentoring relationships that don't really "take", as you put it... Sounds like a solution we might well employ!

[Professional development director, Canadian law firm]

—

Many firms engage in various forms of group mentoring, and not just for junior associates. Some examples:

- using a mentoring group approach to help motivated associates at any seniority level learn business development skills while providing support to partners who have business development opportunities.
- making mentoring groups available to all lawyers based on subject matter interest (work-life issues, exploring an industry for client development, leadership development, etc.).
- dividing associates into groups by experience level (eg, 1-2 years, 2-5 years, senior) and having the groups deal with issues of greatest interest or importance to associates at those levels.
- dividing a whole practice group or department into small mentoring groups for orientation, learning, and social purposes.

There are countless variations, and they have the benefits that you and others have voiced. Mentoring groups also require the same ingredients as any mentoring program to make them work - a solid design, clear purpose, management support, committed participants, oversight, etc. Training is especially important because in addition to everything else, the lawyers leading the groups have to understand group dynamics and facilitation (e.g., you don't want the mentors to control the discussion or do all the talking.) Group mentoring does enjoy the extra benefit of peer pressure/support, but that isn't enough to keep groups going if the other pieces are missing.

Ida Abbott, Ida Abbott Consulting
Oakland, CA



(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.)

Associate Self-Appraisal

Sixteen years ago, while I was in graduate school, I developed an associate self-evaluation form for use in a NALP-sponsored series of evaluation workshops for law firm partners, and in a follow-up presentation at the 1987 NALP annual conference. At the time I didn't know any firms that actually invited associates to provide input to

their own evaluations. But self-appraisal seemed like a constructive way to give associates a more active role in their own development and to assure full and fair information in the law firm evaluation process. It also was consistent with what I was learning about research findings and best practices in the corporate world.

Since then the form has resurfaced in the ABA's *Your New Lawyer: The Legal Employer's Complete Guide to Recruitment, Development, and Management* (Michael K. Magness and Carolyn Wehmann, Eds., Second Edition, 1992, p. 365), in NALP's *Beyond the Nuts and Bolts of Associate Evaluation: System Development and Process* (1995, p. 129), and in several law firms (one of which submitted the form for NALP's 1995 publication without knowing its source).

I still like the form and the principles behind it, and it has been very gratifying to see that some firms have found it useful. I offer it below (with excess white space deleted) for your consideration and possible adaptation for your appraisal system.

– Gaye Mara

Associate Self-Evaluation Form

To: [Associate being evaluated]

From: [Attorney conveying evaluation]

Re: Evaluation Interview

This will confirm our appointment of [date, time] in [office or conference room], to discuss your job performance over the past [six/twelve] months and your future with the firm. At this meeting you will have the opportunity to read and discuss your most recent performance appraisals and to add your comments to the appraisals.

You may find it helpful to prepare for the meeting by completing this form. It would be helpful to me if you would give me an advance copy of it, to give me time to consider your concerns and suggestions. I will not copy or file it without your permission. If you prefer, you may use the form for your own guidance only.¹

I look forward to our meeting.

Self Evaluation

1. Have you received clear and complete instructions on your assignments over the past six months?
 Yes No Sometimes
Comments:
2. Have you had regular opportunities to discuss your work?
 Yes No Sometimes
Comments:
3. Have you received and acted on supervisors' suggestions for improving your work?
 Yes No Sometimes

(Cont'd next page)

¹The ABA book's editors changed the tone of the suggested introduction significantly by deleting this second paragraph and substituting, "Please complete this form before that meeting. Thank you." We were pleased to see that the firm that submitted the form for the NALP book had preserved the original language intact.

Comments:

4. What have you accomplished over and above the minimum requirements of your assignments? (Consider the early part of the evaluation period as well as more recent events.) Have you made any contributions worth noting to client or firm matters?
5. Indicate any difficulties you have had in carrying out your work (include personal difficulties).
6. What types of assignments do you:
 1. Do best?
 2. Do competently?
 3. Have difficulty with?
 4. Like least?
7. Do you have any knowledge, skills, or abilities that are not being fully utilized in your assignments? If so, what are they and how might we use them better?
8. Is there any special help or coaching you would like to receive from your supervisors? Can you suggest ways of improving your ability to work with them or with others?
9. Is there additional training you would like to receive? If so, how would the training enhance your performance or potential?
10. Additional comments, questions, suggestions:

Results of Subscriber Survey

In June we polled our subscribers to find out what they would think of **PDQ** being converted to soft copy. While we were at it, we also decided to ask how valuable you find the various features of **PDQ** and *The Capital CLE Calendar* (which comes out separately 7 times a year in Intranet and Word Processing editions; portions of four of those issues are published in the four concurrent issues of **PDQ**). Some of our subscribers get **PDQ**, some get **CCC**, and some get both.

Many thanks to the 31% of our subscribers who took the trouble to respond; that is just a terrific response level and we sincerely appreciate it.

1. PDQ Feedback

Your responses about the conversion were a pleasant surprise. Over 2/3rds of you prefer soft copy, including 30% who said you “strongly” prefer soft copy to hard. Only 20% “mildly” prefer hard copy, and no one “strongly” prefers it.

We hope, then, that this first soft-copy issue meets your expectations. And we have to admit to being sadly behind the times; we had expected you to prefer hard copy, as we do!

Your ratings of the *overall relevance* of **PDQ**'s content "to the professional development challenges that face you and your lawyers today" averaged 4.4 (on a 5-point scale from 1-"Not very relevant" to 5-"Highly relevant").

You rated the value of the journal's individual features (on a 5-point scale from 1-"Not very valuable" to 5-"Extremely valuable"), as follows:

- 4.4 Feature articles
- 4.2 Survey reports
- 4.1 "Professional Developments"
- 3.8 "MCLE Watch"²
- 3.4 Book reviews
- 3.2 "Learning Lab"
- 3.0 D.C.-Area CLE course calendar (in the D.C. Edition only)
- 2.8 Distance CLE course calendar

The comparative ratings lead us to conclude that most of you subscribe for the articles and not the CLE course information.

In response to our request for suggestions for future articles, three were given (and we will follow up on them):

- Knowledge management – how best to partner with KM staff
- Successful third- and fourth-year associate retreats
- Using network digital media to broadcast in-house programs

We hope all of you know that we welcome your suggestions at any time. Your intelligence from the front lines is always extremely helpful to our planning for future issues.

2. **CCC** Feedback

Subscribers to *The Capital CLE Calendar* rate its overall value (on a 5-point scale from 1-"Not very valuable" to 5-"Extremely valuable") as:

²There were no middle-of-the-road votes on this feature; everyone checked either the top or the bottom rating. One subscriber who checked "Not very valuable" indicated a possible reason for the gap by noting, "But I'm in a non-CLE jurisdiction."

4.3 "for meeting [the] lawyers' ongoing educational needs"³

3.8 "for meeting [the] lawyers' CLE compliance needs"

Fully two-thirds of **CCC** subscribers say that they and their staffs are the primary users of the publication, that they "research information for the lawyers." For the remaining third, "lawyers themselves are the primary users; CLE is their responsibility."

Subscribers rate the usefulness of the major components of **CCC** as follows (on a 5-point scale from 1-"Not very useful" to 5-"Extremely useful"):

- 4.3 D.C.-area course schedule and provider directory
- 4.0 MCLE rules chart and Bar/CLE Board web links (in the Intranet edition only)
- 4.0 Contents frame and navigation links (in the Intranet edition only)
- 3.7 Distance course schedule and provider directory
- 2.6 Our course updates page on the web (www.profdev.com/courses.htm)⁴

The higher rating for the calendar of local classroom-based courses than for the distance calendar may reflect a continuing preference for learning through in-person interactions, or perhaps continuing inconsistent quality of courses delivered via technology.

Finally, we asked whether the Calendar's course and provider listings are too comprehensive, not comprehensive enough, or about right. We are truly delighted that 100% of the respondents checked "About right" in answer to this question. That is wonderfully reinforcing. It also resolves a longstanding question about whether we ought to be more selective and list the courses of only the major CLE providers or, alternatively, whether we ought to expand the listings because they omit information that subscribers would find helpful.

³The higher rating for **CCC**'s educational purpose is another pleasant surprise. Since the great majority of our subscribers are large law firms with intensive in-house training programs, we are guessing that means that many of their lawyers meet their MCLE requirements in house and seek outside CLE primarily for special knowledge and/or skills not covered in the in-house curriculum.

⁴One subscriber who rated the web page as "Moderately useful" added, "When I remember!" Another who checked "Not very useful" noted, "only because attorneys don't use often."

Thank you so much for your responses and for your many positive comments. They have greatly encouraged us. We hope to continue providing you with relevant,

timely, and useful information to support your own and your lawyers' professional development needs.

Professional Developments

Events

Upcoming fall conferences:

- 9/15-18, San Diego. *The Ninth Annual Leadership Development Conference: Coaching and Developing Whole Leaders*. Pre-conference workshops 9/15, 8 am-2 pm, \$295-445. "High-Impact Dialogue" with, followed by dinner and conference kick-off at the home of, top executive coach Marshall Goldsmith, 9/15, 3:30-9 pm, \$175 (limited enrollment). Conference sessions begin 7 am 9/16, end 1:30 pm 9/18. Linkage, Inc., (781) 402-5555, info@linkage-inc.com, www.linkageinc.com.
- 9/15-20, Chicago. *Institute and Conference on Performance-Based Instructional Systems Design*. Institute 9/15-17, \$1099-1499; Workshops 9/17, \$375; Conference 9/18-20, \$879-1129. International Society for Performance Improvement, (301) 587-8570, www.ispi.org/isd2003.
- 9/20-25, Los Angeles. *6th Annual Online Learning Conference & Expo*. Workshops 9/20-21 and 25, \$395/595. Conference and Expo 9/22-24, \$795-1195. Training Magazine/Online Learning, (888) 578-7371 or (301) 696-1006, www.onlinelearningconference.com.
- 9/21-24, Dallas. *14th Annual Beyond Teams: The Collaborative Enterprise. International Conference on Work Teams*. Pre-conference workshop 9/21, 2-5 pm (no additional charge; limited to 25 participants). Conference 8 am 9/22- 2:30 pm 9/24, \$695-995. U. of North Texas Center for the Study of Work Teams, (940) 565-3096, workteam@unt.edu, www.workteams.unt.edu.
- 11/4-5, New York City. *The 2003 Change Management Conference: Building Resilience and Results*. 9 am 11/4-12:30 pm 11/5, \$1595-1895. The Conference Board/Accenture, (212) 339-0345, www.conference-board.org/change.htm.

Additional intensive training workshops coming up this fall:

- 9/5, Austin. *High Impact Presentations*. 8:30 am-5 pm, \$495 (limited to 8 participants). Barbara B. Miller Communication, www.bbmcom.com. (Repeated 12/12)
- 9/9-12 ff., various locations. Seminars on *How to Plan, Develop, and Evaluate Training* (4 days), *How to Plan, Design, and Evaluate e-Learning* (5 days), *Finding and Designing 5 Star Instruction* (2 days), *e-Learning and the Science of Instruction* (2 days), *Needs Assessment for Performance Technologists: Tools & Techniques* (3 days), *Building Expertise: How to Apply Learning Psychology to Instructional Design* (2 days), *How to Apply Cognitive Principles and Research to Training Design* (3 days, advanced course). \$1195-1995. Clark Training & Consulting, (602) 230-9190, www.clarktraining.com.
- 11/4-6, Phoenix. *Performance Analysis for Results*. \$1300/1500. Performance Design Lab, (480) 905-5560, pdl@performancedesignlab.com, www.performancedesignlab.com.

Resources

The NALP Foundation has published a new research report, *The Significance of Summer Programs – Legal Employers and Law Students Report* (\$195, 216 pages). The types of professional development experiences -- client and pro bono assignments, mentoring, training, and evaluations and feedback – provided to summer associates by more than 300 legal employers are discussed, along with 500 students' assessments of the value of their experiences. The NALP Foundation, ((202) 533-2002, info@nalpfoundation.org.

Training guru Ruth Colvin Clark of Clark Consulting (see Clark's workshop series above under Events) and Richard E. Mayer set out design principles and standards for effective e-learning in their new book, *E-Learning and the Science of Instruction* (Jossey-Bass/Pfeiffer, \$40, 322 pages).

New retention strategy: Let them have pens. A telephone survey conducted for the Pilot Pen Corporation revealed that “only 12 percent of those with more than a dozen pens on their desk are job seeking,” compared with 21 percent of workers overall. And workers who use purple pens are especially desirable: 82 percent of them “try to help their boss, even when not asked,” and “66 percent of male purple-pen users” would “likely work extra hours for no extra pay.” (July 2003, *The Costco Connection*, p. 9)

Other news from the corporate front:

- A June 29 article in the *New York Times* (Laura Koss-Feder, “Slowing Down the Treadmill, With Help,” www.nytimes.com/2003/06/29/business/yourmoney/29WORK.html) reports that companies are hiring more professional coaches for their employees. In particular, many companies are using coaches to help their women employees -- who may be carrying child and/or elder care responsibilities at home, and whose on-the-job responsibilities may have increased as well due to staff cuts -- reduce their stress levels and raise their productivity. Companies with coaching programs include Adobe Systems, Ernst & Young, Marriott International, Texas Instruments, and Verizon Communications.

MCLE Watch

We missed the announcement, but **Alaska** has obviously decided to continue its voluntary CLE requirement, originally set to expire at the end of 2002. The bar’s web site (www.alaskabar.org) is now carrying a VCLE Reporting form for 2003.

Louisiana is dipping a toe into online CLE. We reported in our roundup of “online-friendly” states in the May issue (“Online CLE Gains Ground,” page 11) that Louisiana was considering a change in its policy prohibiting credit. That change has been made. Effective June 5, the Louisiana Supreme Court has established a new self-study category of up to four hours annually for “participation in technological transmissions, including live or pre-recorded audio and/or audiovisual presentations and activities or other appropriate technology as approved by the MCLE Committee” [Rule 3(d)]. Look for Louisiana-approved courses to appear online soon. (www.lsba.org/MCLE/mcle.html)

- Client managers might be interested to know that Penn’s Wharton School and *The Economist* are collaborating to produce a series of web-based business briefings on current business topics, in a new online area called The Global Business Report. The seminars are targeted to an expected international audience of “nearly 1.8 million senior executives.” <http://knowledge.wharton.upenn.edu/economist>.

Web Cites

Chris Saeger of AARP has alerted us to **Big Dog’s Human Resource Development Page** on the web (www.nwlink.com/~donclark/hrd.html). The page, which is evidently the work of one person, contains a generous collection of free resources, including the best concise explanation we have seen of classic training principles and techniques.

Pop-Up Zapper. Blow away pop-up ads on the web by pressing the keyboard combination Alt+F4.

Distance Yoga. ASTD’s T+D magazine recommends My Daily Yoga (www.mydailyyoga.com) for exercises to loosen up those sore muscles after (or during) a long session at the computer.

Texas has expanded its definition of approvable courses on law office management, effective July 1, to include courses “involving utilizing technology and human resource management for law firms,” but *not* those “involving training in the use of specific hardware, software, or office equipment and general office management or supervisory skills.” (www.texasbar.com)

State Rules Summaries: Most online CLE providers have a page on their web sites summarizing the various states’ MCLE requirements. Typically these summaries are anywhere from slightly to badly out of date. The most consistently reliable source for up-to-date MCLE rules information we have found is Required, the CLE-tracking data base provider. They have recently started reporting CPE rules for accountants as well. (www.required.com; click the “Resources” button.)

The Capital CLE Calendar

Volume 10, No. 1 ■ August 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 the date of this issue. 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

ADMINISTRATIVE / GOVERNMENT / REGULATORY LAW, GENERAL

9/10/03. *The Ramifications of Lawrence v. Texas: What Does the Future Hold?* 12-1 pm ET teleseminar. \$149. PLI.

ALTERNATIVE DISPUTE RESOLUTION / ARBITRATION

3/9/04. *Mediation and Arbitration.* 2-4 pm ET teleseminar. \$139/159. ATLA.

ANTITRUST / UNFAIR COMPETITION LAW

9/19/03. *An Antitrust Primer.* 1-3 pm ET telephone seminar. \$125. TRT. [2.0] (Repeated 11/28, 12/19)

BUSINESS / CORPORATE LAW AND PRACTICE

8/13/03. *Business Advice: The Ethical Issues of Advising Clients.* 1-2 pm ET "BLT Live" teleconference. \$0-125. ABA/ABA Bus. Law Section. [1.0]

8/13/03. *Opinions of Inside Counsel: What to Give, What to Get*. 12-1 pm ET teleseminar. \$149. PLI. [1.0]

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

3/19/04. *Limited Liability Entities*. Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

COMPUTER LAW

9/17/03. *Electronic Document Retention Policies and Electronic Discovery: New Requirements in the Digital Age*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 10/24)

COUNSELING SKILLS

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

CRIMINAL LAW

8/20/03. *Responding to Electronic Crime*. 1-2 pm ET ABA Connection teleconference. \$0-110. ABA/various ABA Sections. [1.0] (Advance reading)

DIVERSITY/ELIMINATION OF BIAS

12/17/03. *Dealing with Bias in the Courts*. 1-2 pm ET ABA Connection teleconference. \$0-110. ABA/various ABA Sections. [1.0] (Advance reading)

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

11/6/03. *Annual Fall Employee Benefits Law and Practice Update*. 12-4 pm ET Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

4/1/04. *Annual Spring Employee Benefits Law and Practice Update*. Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

EMPLOYMENT AND LABOR LAW

9/9/03. *Grutter v Bollinger: Diversity and Affirmative Action Programs for Employers After the Michigan Decisions*. 12-1 pm ET teleseminar. \$149. PLI. [1.0]

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

9/24/03. *Last Wednesday Taxation Series: Employer-Employee Relationships*. Teleconference. ABA/ABA Tax Law Section.

10/30/03. *Employment Law and Litigation Update: Review and Preview of the Supreme Court Term*. 12-4 pm ET Video Law Review satellite seminar. \$99/179. ALI-ABA. [3.67] (80+ viewing sites nationwide)

ESTATES/TRUSTS/PROBATE LAW

9/24/03. *Post Mortem Estate Planning*. 2-5 pm ET telephone seminar. \$175. VACLE. [3.0] (Replay 10/28)

9/25/03. *Annual Fall Estate Planning Practice Update*. 12-3:15 pm ET American Law Network satellite seminar. \$179. ALI-ABA. [3.0] (90+ viewing sites nationwide)

2/12/04. *Annual Winter Estate Planning Practice Update*. Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

6/3/04. *Annual Spring Estate Planning Practice Update*. Video Law Review satellite seminar. \$179. ALI-ABA. (80+ viewing sites nationwide)

ETHICS AND PROFESSIONALISM/SUBSTANCE ABUSE

8/1/03. *Class Action Litigation 2003: Prosecution and Defense Strategies: Roundtable Discussion on Ethics*. 10:30-11:30 am live webcast. \$149. WLE/PLI. [1.0 ethics]

8/1/03. *Ethical Minefields -- Stock in Lieu of Fees and Other Issues*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0 ethics] (Repeated 8/27, 9/11, 10/3, 10/17, 11/3, 11/25, 12/23)

8/11/03. *Misconduct -- Should Bar Counsel Get Involved or Take a Hike?* 1-3 pm ET telephone seminar. \$118. TRT. [2.0 ethics] (Repeated 8/29, 9/24, 10/8, 10/22, 11/10, 12/1, 12/30)

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

8/13/03. *Business Advice: The Ethical Issues of Advising Clients*. 1-2 pm ET "BLT Live" teleconference. \$0-125. ABA/ABA Bus. Law Section. [1.0]

8/14/03. *Government Lawyers: Playing by the Rules*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 9/8, 9/30, 10/14, 10/29, 11/18, 12/17)

8/25/03. *When Does My Professional Life End and My Private Life Begin?* 1-3 pm ET telephone seminar. \$118. TRT. [2.0 ethics] (Repeated 9/9, 10/1, 10/15, 10/30, 11/20, 12/18)

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

10/22/03. *Ethics For Patent Lawyers. Part 1*. Teleseminar. \$149. PLI.

12/10/03. *Ethics For Patent Lawyers. Part 2*. Teleseminar. \$149. PLI.

12/18/03. *Ethics: Lawyer Advertising*. 2-4 pm ET teleseminar. \$139/159. ATLA.

FAMILY LAW

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.

10/16/03. *Child Support Tele-Talk: Supervisory Skills*. 2-4 pm ET telephone seminar. \$295 per site. NCSEA.

FOOD AND DRUG/MEDICAL DEVICE/BIOLOGICS LAW

8/5/03. *How the OIG and Industry Pharma Compliance Guidance Changes Compliance Advice for All Health Care Players and Their Attorneys*. 1-2:30 pm ET audioconference. \$165/245. FDLI/AHLA

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.

GOVERNMENT LAWYER PROGRAMMING

8/14/03. *Government Lawyers: Playing by the Rules*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 9/8, 9/30, 10/14, 10/29, 11/18, 12/17)

HEALTH CARE/MEDICAL LAW/PROVIDER REPRESENTATION

9/17/03. *A Consumer Perspective on Patients' Rights*. 1-2 pm ET ABA Connection teleconference. \$0-110. ABA/various ABA Sections. [1.0] (Advance reading)

9/30/03. *Medical Negligence*. 2-4 pm ET teleseminar. \$139/159. ATLA.

2/26//04. *Handling the Failure to Diagnose and Treat Heart Disease Cases*. 2-4 pm ET teleseminar. \$139/159. ATLA.

4/6//04. *Jury Selection in Medical Negligence Cases*. 2-4 pm ET teleseminar. \$139/159. ATLA.

6/8//04. *Nursing Homes*. 2-4 pm ET teleseminar. \$139/159. ATLA.

6/24//04. *Medical Negligence*. 2-4 pm ET teleseminar. \$139/159. ATLA.

IMMIGRATION LAW

8/6/03. *Uncovering Unauthorized Work: Immigration Compliance for Bigger Stakes*. 1-2:30 pm ET teleconference and audio webcast. \$60-300. ABA/ABA L&EL Section.

INSURANCE LAW

9/18/03. *Virginia Motor Vehicle Liability Insurance*. 12-2 pm ET telephone seminar. \$129. VACLE. [2.0] (Replay 10/29)

INTELLECTUAL PROPERTY/PATENT/COPYRIGHT/TRADEMARK LAW

10/22/03. *Ethics For Patent Lawyers. Part 1*. Teleseminar. \$149. PLI.

12/10/03. *Ethics For Patent Lawyers. Part 2*. Teleseminar. \$149. PLI.

LEGISLATIVE/LOBBYING LAW AND PRACTICE

9/19/03. *Legislative Update 2003*. Live webcast. \$195. Texas Bar CLE, <http://www.texasbarcle.com>.

LITIGATION/TRIAL AND APPELLATE ADVOCACY

[See also various substantive law topics for specialized litigation courses.]

8/1/03. *Class Action Litigation 2003: Prosecution and Defense Strategies: Evidentiary Strategies in Class Actions*. 9-10:15 am live webcast. \$149. WLE/PLI. [1.0]

8/1/03. *Class Action Litigation 2003: Prosecution and Defense Strategies: Roundtable Discussion on Ethics*. 10:30-11:30 am live webcast. \$149. WLE/PLI. [1.0 ethics]

8/1/03. *Class Action Litigation 2003: Prosecution and Defense Strategies: In-House Counsel Perspective*. 11:30 am-12:30 pm live webcast. \$149. WLE/PLI. [1.0]

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

8/26/03. *Litigating Post-Traumatic Stress Disorder Cases*. 2-4 pm ET teleseminar. \$139/159. ATLA.

9/9/03. *Life Expectancy -- Debunking the Defense "Experts."* 2-4 pm ET teleseminar. \$139/159. ATLA.

9/17/03. *Electronic Document Retention Policies and Electronic Discovery: New Requirements in the Digital Age*. 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 10/24)

9/26/03. *Should My Client Litigate or Mediate?* 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 10/27)

10/9/03. *Depositions*. 2-4 pm ET teleseminar. \$139/159. ATLA.

10/28/03. *UnumProvident Corporation: Bad Faith*. 2-4 pm ET teleseminar. \$139/159. ATLA.

11/6/03. *Products Liability*. 2-4 pm ET teleseminar. \$139/159. ATLA.

11/20/03. *Persuasion*. 2-4 pm ET teleseminar. \$139/159. ATLA.

12/4/03. *Auto Cases*. 2-4 pm ET teleseminar. \$139/159. ATLA.

1/13/04. *Settlement Negotiations*. 2-4 pm ET teleseminar. \$139/159. ATLA.

1/29/04. *Electronic Discovery: How to Prepare Electronic Data for Use in Trial*. 2-4 pm ET teleseminar. \$139/159. ATLA.

2/10/04. *Direct and Cross-Examination*. 2-4 pm ET teleseminar. \$139/159. ATLA.

3/25/04. *Motions in Limine*. 2-4 pm ET teleseminar. \$139/159. ATLA.

4/27/04. *Lost Earnings and Impairment of Earning Capacity*. 2-4 pm ET teleseminar. \$139/159. ATLA.

5/11/04. *Premises Liability*. 2-4 pm ET teleseminar. \$139/159. ATLA.

5/25/04. *Theming Your Case*. 2-4 pm ET teleseminar. \$139/159. ATLA.

MEDIATION SKILLS AND PRACTICE

9/26/03. *Should My Client Litigate or Mediate?* 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 10/27)

MULTI-DISCIPLINARY/MULTI-JURISDICTIONAL PRACTICE

8/8/03. *MDP (Multidisciplinary Practice) -- Back Again?* 1-3 pm ET telephone seminar. \$118. TRT. [2.0] (Repeated 8/28, 9/23, 10/7, 10/21, 11/4, 11/26, 12/29, 12/31)

REAL ESTATE/LAND USE/HOUSING/REAL PROPERTY LAW

9/24/03. *Mechanic's Lien Law in Virginia*. 9 am-12 noon ET telephone seminar. \$175. VACLE. [3.0] (Replay 10/28)

SECURITIES LAW

8/13/03. *Securities Arbitration 2002: Simplifying Complexities: Administrators on Administration: How to Use the Rules to Simplify the Process*. 9:10-10:10 am live webcast. \$149. WLE/PLI. [1.0]

8/13/03. *Securities Arbitration 2002: Simplifying Complexities: Arbitrators: How to Reach and Convince Them*. 10:10-11:10 am live webcast. \$149. WLE/PLI. [1.0]

8/13/03. *Securities Arbitration 2002: Simplifying Complexities: Mediators on Mediation: How to Present Your Position So That Settlement Makes the Most Sense*. 11:25 am-12:30 pm live webcast. \$149. WLE/PLI. [1.0]

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

SECURITY AND TERRORISM ISSUES

10/15/03. *Practicing Law in a Post 9-11 World*. 1-2 pm ET ABA Connection teleconference. \$0-110. ABA/various ABA Sections. [1.0] (Advance reading)

TAX LAW

8/24/03. *The 2003 Tax Act: How Have the Rules Changed? Winning Strategies for Your Clients*. 12-2 pm ET telephone seminar. \$129. VACLE. [2.0] (Replay 10/16)

8/27/03. *Last Wednesday Taxation Series: Financial Products and Institutions*. Telephone seminar. ABA/ABA Tax Section.

9/24/03. *Last Wednesday Taxation Series: Employer-Employee Relationships*. Telephone seminar. ABA/ABA Tax

Section.

10/29/03. *Last Wednesday Taxation Series: Tax Accounting*. Telephone seminar. ABA/ABA Tax Section.

11/19/03. *Current Developments in Tax Law*. 1-2 pm ET ABA Connection teleconference. \$0-110. ABA/various ABA Sections. [1.0] (Advance reading)

12/3/03. *Last Wednesday Taxation Series: State and Local Taxes*. Telephone seminar. ABA/ABA Tax Section.

WRITING/DRAFTING SKILLS

1/28/04. *Drafting Corporate Agreements 2003-04*. Videoconference. \$1395. PLI.

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.** American Law Institute-American Bar Association Committee on Continuing Professional Education, ALI-ABA, 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>.

ATLA.** Association of Trial Lawyers of America, 1050 31st Street, N.W., Washington, D.C. 20007, (202) 965-3500, ext. 612, or (800) 622-1791; E-mail nca@atlahq.org, Web <http://www.atla.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@sso.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)

