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In This Issue:

Dickstein Shapiro University: A Force for Learning and Satisfaction

Katherine M. White

It all started with Dickstein Shapiro's Core Values –

- Excellence
- Loyalty
- Respect
- Initiative
- Integrity

As part of a focused effort to create an environment that supports and expounds those values, Dickstein Shapiro called a Firm-wide meeting in 2000, during which the Firm announced the creation of a new Professional Development Coordinating Committee ("PDCC"). The PDCC's mission was to foster a higher degree of satisfaction and to build a stronger culture throughout the Firm's entire community, including with equal force, professionals, paraprofessionals, administrators and staff.

The Firm designed the Committee from the outset to include a representative assortment of partners, associates, administrative directors, and staff to ensure that all members of the Dickstein Shapiro community would have a voice in the process. At the same time, the broad representation of the new Committee gave it optimal logistical access to the various Firm communities and departments in order to implement new programs more easily.

Shortly after the PDCC began its work, it developed a flexible administrative medium to offer a wide variety of programs addressing the separate but related needs for technical training, quality-of-life programs, and community development. The

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outcome of this process was the creation of Dickstein Shapiro University.

The Goal of the Dickstein Shapiro University is to:

> "Provide comprehensive, coordinated professional training and other 'life skills' programs to every individual in the Firm, to ensure the highest quality client service while fostering professional and personal satisfaction."

From the beginning, the University held as a core concept the intent to offer various developmental opportunities to all members of the community and to treat the Firm as a campus. Dickstein Shapiro created a series of courses using the University model, for all members of the Dickstein Shapiro family. The colleges and their goals are listed below:

1. College of Professional Training

This college encompasses technical and professional skills training. The current roster of courses includes Deposition Skills, Legal Writing Skills, and a series kicked off this year for managers with a course on Budgeting. All computer skills courses offered by the Information Technology Department also come under this College. Recently, the Dickstein Shapiro University offered two full-day programs to the summer associate class – one on deposition skills and a second on negotiation tactics.

Practice-Specific Training. The focus of the College of Professional Training for attorneys is two-fold, with general interest programs, such as "Advanced Legal Writing," offered to all attorneys and practice specific programs, such as the insurance litigation series, that provide more specialized training for the Firm's many specialty practices. All practice-specific training programs are open to attorneys, summer associates, and often paralegals at the Firm.

- In 2005 the Dickstein Shapiro University offered a series of litigation courses – "Expert Witnesses: Depositions and Trial Examinations," "Deposition Skills," and "Negotiation Tactics." This series included programs for the summer associates during their time at the Firm.

- The Insurance Litigation Group offers "Insurance 101" and "Insurance Research and Resources" to its junior associates every year. The Dickstein Shapiro University also offers other programs periodically, such as "Discovery for Trial," "Drafting Pleadings for Insurance Coverage Litigation," and "Insurance Company Misrepresentation Defenses and Rescission Claims," in conjunction with talks about new developments in the Group's practice.

- The Corporate & Finance Group is planning a curriculum for the coming year, to include "Understanding Financial Statements," "The Architecture of an M & A Deal," and a course on "Due Diligence." Additional offerings will include overviews of tax and environmental issues as they relate to the Corporate & Finance Practice, as well as legal writing for transactional practice.

- The Intellectual Property Group has offered courses for the attorneys, secretaries, docketing specialists, formalities specialists, paralegals, and foreign filing specialists in the Group, and plans to put together a "boot camp" for junior attorneys in the fall.

Training for Managers. In 2004, the Dickstein Shapiro University launched a program for supervisors and managers, the "Leadership and Management Program." The curriculum includes:

- "Management Fundamentals," a course for new managers who join the Firm and for people who recently have been promoted to a management position, covering the employment life cycle, leadership basics, and performance management.

- Budget Management," a course offered by the Accounting Department, covering the nuts and bolts of the budget process.

- Time Management," offered by an outside consultant, tailored specifically to the issues managers face in managing their time and the time of their staffs.

- "Candidate Selection Skills," a course that will cover identifying and interviewing candidates for staff openings.

Skills Training for Other Professionals. Paralegals participate along with attorneys in many of the attorney training programs. The Dickstein Shapiro University also offers a set of courses targeted specifically for this group, including citation checking and document production and management skills. Paralegals also participate in our work dynamic skills programs such as time management and stress management.

The Dickstein Shapiro University provides general work skill programs to all staff members. The Firm delegates the job of focused job specific training to the specific administrative departments.

2. College of Personal Skills Development

This college focuses on quality-of-life issues. Formed to address the whole person – not only the professional life -- of a Dickstein Shapiro community member, sessions in this college are called "Lunch and Learns." They are offered to everyone at the Firm, once or twice a month. Some of the types of programs that have been offered are:

- "Achieving Financial Success"
- "Advanced Nutrition"
- "Gender Communication"
- "Identity Theft"
- "Managing Emotions: Anger"
- "Practical Relaxation Techniques for the Working Professional"
- "Wills 101: Everything You Need to Know Before Making a Will"

3. College of Extracurricular Activities

The goal of this college is to enhance social interaction within the Dickstein Shapiro community and to foster connections between attorneys and staff. This is one of the tools the Firm has used to address retention and improve quality of life throughout the community. The College offers activities before and after work hours, including Spanish, yoga classes, a wine lovers club, sports teams, Weight Watchers, book clubs and anything else community members would like to organize. Some of these activities are provided entirely by the Firm, some are subsidized and require some contribution by participants, and some are facilitated by the Firm but are run entirely by the participants.

Results So Far

The Dickstein Shapiro University has provided a successful umbrella for training and events at the Firm. Dickstein Shapiro's statistics on program attendance show that programs have maintained their popularity since the inception of the University and are even gaining participants. During 2001, the first full year programs were offered, approximately 1200 participants attended classes. As of July 2005, The Dickstein Shapiro University has welcomed more than 650 participants. The Firm anticipates that by the end of 2005, participation will accumulate to over 1400 participants.

These statistics include attendance by attorneys and staff members in the Washington, D.C. and New York Offices of the Firm. In May of 2005, a group of California attorneys and staff joined Dickstein Shapiro to form the Firm's Los Angeles Office. So far, the Los Angeles Office has shown nearly 100% participation in programs offered by the Dickstein Shapiro University. At a recent "Lunch and Learn," which was held via video conference at 9:00 AM in Los Angeles, the room was full with the Firm's Los Angeles staff and attorneys.

The Dickstein Shapiro family continues to strive to achieve the Firm's core values and diversity goals, and is proud that the Dickstein Shapiro University has provided such a useful platform to help build relationships within its community.

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Quote of the Quarter:

"My own greatest enemy is my personality – I can convince the people on my team of a point of view.... I can influence them perhaps too much and therefore not get the best answers....

"I tried to increase what I call my questions-to-statements ratio. I learned this from the *Good to Great* leaders we were studying. They were just marvelous at igniting dialogue and debate with Socratic questions. And I tried to make heroes out of those on my team who identified flaws in my thinking....

"I looked for people with a streak of irreverence and independent thought. One of my favorite researchers is a young man who went to Princeton, majored in medieval literature, and then joined the Marine Corps. Now, that's independent thinking. I wanted him on my team because he's not going to care what I think."

– Jim Collins, author of the business bestseller *Good to Great*, in the June 27 issue of *Fortune*.

K&LNG Legal Practice Institute and Course Catalog: A Blueprint for Lawyer Education

Magda Hageman-Apol and Mary McGurrin-Novack

Professional Development at Kirkpatrick & Lockhart Nicholson Graham (K&LNG) plays a strategic role in educating, integrating, and providing the approximately 1000 lawyers of our 12-office international firm with the tools required to ensure their success in every way possible. K&LNG makes this investment in our lawyers' professional development for the benefit not only of our individual lawyers, but for the benefit of the firm as a whole and for our clients.

Background

Historically, our partners have been faithful to our precept of *intergenerational excellence. Intergenerational excellence* is the phrase that captures our central mission—to ensure that younger lawyers have the benefit of their senior counterparts' insights and experience, are committed to ethical probity and excellence in client service, and, although diverse in background, are united by the firm's commitment to these common goals.

To this end, our partners historically have generously shared their time, wisdom, knowledge and values with other lawyers through important institutional efforts, including our formal Mentoring Program, the associate review process, and participation in our practice groups. For many years, however, K&LNG lacked a firmwide department with the personnel and processes necessary to develop curricula with developmentally appropriate programs or to facilitate the consensus-building required to achieve such an ambitious goal.

Our Mission

Under the stewardship of Peter J. Kalis, Chair, Management Committee, our localized professional development staff was charged with meeting the firm's evolving needs in a manner that would reflect and foster our standards of excellence across the whole firm. His vision, when he established a Firmwide Professional Development Department, was to formalize K&LNG's tradition of intergenerational excellence, in the spirit of our brand "Challenge Us," by charging the newly established department with the creation of developmentally appropriate programming for every lawyer at K&LNG.

It took an extraordinary amount of planning, due diligence and consensus building to develop courses in different curricula, bring them together under one centralized umbrella as a management tool, and detail them in a course catalog. This process required identification of the developmental needs of our lawyers, and it certainly didn't happen overnight.

Development of K&LNG's Legal Practice Institute

The creation of the *Legal Practice Institute,* which houses the different curricula, was integral to our endeavors to accommodate a multitude of training needs and formalized our development efforts. Through the *Institute*, we offer programming for every lawyer at K&LNG, from our newest associate to our most seasoned partner. The *Institute's* curricula encompass the following areas: Corporate, Litigation, Regulatory, Legal Writing and Research, Practice Management, Client Development and Relationship Management Skills, Lawyering Skills, and Professionalism and Ethics.

The development of the curricula, and ultimately the *Catalog*, was an intricate two-year process. Our partners have always been personally committed to the continuing legal education of our lawyers to ensure high standards of client service. Before the creation of the *Institute*, they offered programs informally on an *ad hoc* basis, predicated on perceived needs in individual offices in a variety of substantive areas. We attempted to structure the *Institute's* curricula to meet the overall needs of the firm as well as the particular needs of the offices.

Ultimately, we focused our efforts on developing firmwide programs within established curricula. Ensuring that our standards are maintained firmwide across all offices uniformly and without compromise, is paramount at K&LNG. We deemed it essential to offer uniform foundational training to every lawyer at every level in specific practice areas.

As a starting point, we inventoried our existing opportunities and conducted a needs assessment to determine what was lacking, with an eye toward how our existing program might be enhanced. Based on this information, our research of peer firms' best practices, and the prior experience of Susan Fried, Chief Officer for Recruitment and Development, in professional development at a well-respected Boston firm, we created a skeletal framework for each curriculum and circulated it to partners in related practice areas in each of our offices. We incorporated their recommendations, gradually populated the curricula with their recommended courses, and circulated it again to key partners. We also consulted with colleagues outside the firm who are specialists in their fields.

The result is a uniquely comprehensive professional development framework with course offerings for lawyers of every level of experience, designated as core and elective courses.

Since its inception, the *Institute* has provided several meaningful benefits to the firm and its lawyers. The *Institute* has been able to draw upon the considerable expertise that exists among the firm's lawyers, and it is equipped to offer programs on substantive foundational training, as well as cutting edge topics presented by K&LNG partners who are authorities in their fields. For other programs, K&LNG has utilized nationally recognized consultants to conduct intensive skills training (frequently in a one-on-one training environment) in the areas of presentation, writing, negotiation, trial techniques, financial analysis, and client development.[1]

In addition, lawyers may draw on the various curricula to create personalized training plans suited to their specific situations.

The Creation of the Course Catalog

Once the *Institute* was fully developed, we turned our attention to the fact that our lawyers needed to have easy access to and an overview of the courses offered over a period of time.

Thus, we decided to embark on the creation of a Course Catalog. The Catalog was intended to be the embodiment of all of our efforts to date, displaying the full array of courses, and was designed as a resource for all K&LNG lawyers—those fulfilling continuing legal education requirements in the jurisdictions where they practice and those seeking to refine their skills or develop new expertise.

[1] Even courses taught by outside faculty receive strong support from our partners. In 2004, for example, 33 of our partners served as faculty for our Litigation Workshops for all associates. The partners worked with NITA faculty, serving as judges in the mock trials and observers for the deposition and trial advocacy workshops. Similarly, on the transactional side, 20 senior corporate partners participated in a 2-day mock negotiation of an asset purchase agreement. Partners served in various roles, including coaches for the buyer and seller teams, observers, and clients.

To date, the anecdotal information we have collected from the associates and partners is very positive. The Catalog is a powerful planning tool for associates, a useful instrument for our Associate Review Partners to use in following up on performance appraisals, and a reference source for our mentors to use with their mentees in their discussions on career development.

Even more important is the fact that it evidences and publicizes the depth and breadth of our educational offerings, the extraordinary support of our partners, and the firm's stalwart commitment to cultivating lawyers – to achieve their highest potential and to become client-focused counselors and advocates in the legal profession.

Excerpts from the current edition of the catalog appear in the Appendix. *[**Editor's Note:** See the separate Appendix to this issue.]*

Valuable Lessons Learned

We learned many lessons on this journey from curriculum development to the publication of the Catalog that might benefit other firms pursuing the same agenda. Regardless of the size of the firm, number of professional development staff, or breadth of the program, we hope that the following principles can assist your firms in the pursuit of these endeavors.

1. Seek the advice and counsel of multiple constituencies within the firm at every stage of design and implementation. This is critical not only to create the most relevant and complete programming, but equally as important, to establish buy-in to secure success for your professional development program in the short and long term. After we developed the framework of the curricula, we worked with different partners and management, including those in the upper echelons of the firm. We worked closely with Marketing to create a Client Development and Relationship Management Curriculum (CDRM); members of our Marketing team are serving as faculty for many of the CDRM programs. Including stakeholders in the process raises the profile of professional development within the firm, creating many positive effects beyond the primary goal of providing continuing legal education.

2. Be mindful of the complexities and practicalities of the mechanics of implementation. Creating the catalog required us to examine our programs, and the interplay between the discrete curricula, through a different lens. Once we had created programs in eight curricula, the task of actually scheduling these programs in a calendar year proved to be an eye-opening

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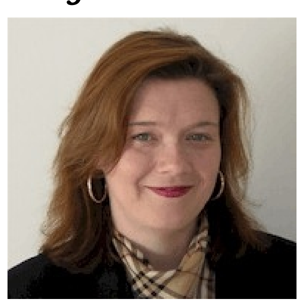


experience. Producing the Catalog brought us from the realm of the philosophical into the practical. So many issues, both mundane and elaborate, arose that we had not fully considered:

- What dates will we offer specific programs?
- Should we offer programs on a two- or three-year rotational basis?
- Do we have the right mix of core programs and electives?
- Which programs (and for what audience) should we make mandatory? Should we even make any programs mandatory?
- Will associates, especially the junior ones, have too many programs to attend in multiple curricula in a one month or one week period?

3. Step back and evaluate your educational program in a "macro" sense. Comparing and contrasting the core courses and elective courses highlighted discrepancies that needed to be addressed.

For example, we noted there were more courses designated for mid-level associates in the corporate curriculum than in the litigation curriculum. This forced us to reevaluate the core and elective programs by level of seniority and specialty, and required us to make necessary adjustments in consultation with partners and senior associates.

The exercise of compiling the *Catalog* took us to a whole new level. In essence, we created a strategic plan for professional development programming for the next three years, with built-in flexibility to add programs as needed. In retrospect, we might have contemplated the mechanics involved at an earlier stage in the process.

Looking Forward

As we embark on a new phase of our professional development programming at K&LNG, the stakes remain enormously high. There are continuing challenges, including measuring the effectiveness of our educational programs, some of which are being implemented for the first time.

We look forward to refining our curricula and our programming, and building upon the solid foundation we have constructed at K&LNG.

Classic Quote:

"Hire and promote first on the basis of integrity; second, motivation; third, capacity; fourth, understanding; fifth, knowledge; and last and least, experience.

"Without integrity, motivation is dangerous; without motivation, capacity is impotent; without capacity, understanding is limited; without understanding, knowledge is meaningless; without knowledge, experience is blind."

– Dee Hock, Founder of Visa

Adult Learning for Lawyers, Part 5:

Applying Theory to Practice

Randall B. Christison

In our adult learning series, we've talked of the theory underlying the training of lawyers. This time we apply that theory to practice.

Let's assume your firm, Blackstone, Holmes & Cicero, wants associates' argumentative and analytical written work to contain a strong and succinct beginning, in the manner taught by a well-known writing instructor -- a method the firm now calls "the BH&C central issue introduction." Let's also assume that although those reviewing associates's work purport to believe in this method, the message isn't getting across to the associates.

In fact you're not sure, other than the grumbling you're hearing, what message is getting across. The partners are saying the associates "are just not getting it." The associates tell you not only are they not getting it, the partners' reviewing and editing haven't helped. A few associates are annoyed, some feel beaten down, none are learning it. "All we ever hear is, 'That's not good enough,' and 'Rewrite it.' We are never told what is 'good enough.'"

The managing partner tells you to fix the problem, now.

Solution, Phase 1: After a few hours analyzing the problem, you've decided two things need to happen, starting with ensuring that the associates in fact understand and are able to use proficiently the central issue method. Also, the partners need to understand the concept and be able to evaluate an associate's work quality according to some objective standards.

Solution, Phase 2: After a few more hours analyzing the problem, you've decided three things need to happen:

(1) The associates need to understand and be able to apply this concept, and to do so with some proficiency;
(2) The partners need also to understand the concept and be able to evaluate an associate's work quality according to some objective standards; and
(3) The partners need to gain some skill in editing and also in the human skills of delivering the editing message in a way that will help the associates improve their product.

Now that you know what you want to do, how do you go about doing it? Because you know where you are now and where you want to be, it's a matter of bridging the gap.

The Course for Associates

Learning Objectives

The first step is establishing objectives. In the second article in this series, we discussed learning objectives and the use of Bloom's Taxonomy. Now we'll apply those concepts.

Let's assume you are to develop a course on "writing the central issue," and you want your associates to use this method appropriately and consistently. Bloom doesn't use the words "appropriate" or "consistent." But you do find words like "describe," "analyze," "apply," "draft," and "revise." It's then a short step to devise some learning objectives, such as:

> "At the completion of the program, participants will be able to:
> (1) Describe what a 'BH&C central issue' introduction is;
> (2) Analyze a legal issue to discover the central issue;
> (3) Apply the BH&C central issue concept to issues in more than one legal topic;

(4) Write a successful BH&C central issue using a prior work product where the central issue had not been developed."

Course Design

Next we design a course to achieve those objectives, asking the question, "For those lawyers who have reached the goals, what exactly will they be doing?" One might add, "What will they be doing that they are not doing now?"

To answer this question means analyzing each of the steps, substeps, and sub-substeps necessary to do the job. This certainly can be, and usually is, a time-consuming task. One way to shorten the task is to identify a skilled performer and analyze how she completes the job.[2] (Performance analyses and the related concept of learning domains are topics unto themselves, ones to be examined in the future.)

Let's assume you've completed the analysis and have decided what is needed is a three-step process:

(1) Explaining and demonstrating what a BH&C central issue is;
(2) Drafting more than one practice central issue;
(3) Evaluating the products for their adherence to desired standards.

Meeting the first need is likely the most familiar step.

In the beginning of the class, after the usual opening ceremonies, your instructor describes the problem – here, the difficulty in succinctly presenting complex legal issues – and how this technique solves the problem. He[3] then demonstrates through several before-and-after examples how it works. The idea is then brought home through a short exercise, taking, say, five minutes, where each participant writes a sample central issue on a matter she is currently working. The instructor will demonstrate the drafting process during the exercise, perhaps using PowerPoint or an overhead projector.

The next segment of the program is to take a sample legal argument and walk through the process of drafting. Because the participants will have attempted one such draft, they are likely open to learning the process and gaining some confidence in doing so.

Once we finish one walk-through, it is time for the participants to try one on their own. They will have a sample argument or memorandum to analyze, based on which they will draft a central issue. It is likely best to choose a relatively straightforward and generic legal topic; legal analytical skills are secondary to drafting skills at this stage.

The instructor will choose a few of the drafts to discuss, and to promote comments and questions from the participants. This serves two purposes: first to check on understanding, to see whether the participants are getting the message or whether you need more instructional effort, and second, to give additional examples and analysis, themselves additional instruction.

Depending on the available time, we could put in an optional segment here. Part of the central issue technique is to present the legal principle, the current case's specific application and the conclusion in 75 words or fewer. Often this presents a daunting challenge to lawyers, given as we are to thinking if a few words are good, many words must be better.

Here the competitive nature of lawyers can be brought into play. Present a sample introduction with at least 200 words, maybe more. Award a prize to every participant who is able to bring it in under 75 words, and a top prize to the person successfully using the fewest words. (Hint: Ensure you have rules on how to count words, including numerals

[2] Rather than repeatedly saying "he or she" and similar time-consuming recitals, and refusing to use the ungrammatical but increasingly common "they," we will alternate between the genders, the first determined by a coin-flip.

[3] See footnote 1.

and hyphenated words. Require the product to be grammatical; dropping articles and the occasional verb doesn't cut it.)

Following the walk-through draft segment, we then have the participants write a central issue statement for one of the matters they are working on. By this time they should have a good understanding of the method, making it fairly easy to identify any participant who is still having difficulties. This will also be a good exercise using the "free-writing" technique–a method to get ideas onto paper quickly, even when writer's block is standing in the way.

At this point, it would be useful to break into groups of two or three, and have each of the participants explain to the other group members why she made the choices she made. A tool one might use to aid objective analysis is to have a "rubric," a set of standards to determine whether the work is – I hesitate to say A through F – top-notch, inadequate, or some level in between (see Exhibit A). As an alternative, one may use a simple checklist (see Exhibit B). Time allotted depends upon the group's dynamics. Follow this up, as with the walk-through segment, by selecting a few samples to discuss – because lawyers are rarely shy, usually from volunteers.

Upon completing the group discussions, the instructor will bring everyone back together, address any concerns and questions, and review the principles of the writing method being taught. He will emphasize how central issues aid the clarity and persuasiveness of the participants' written work.

Schedule a booster shot to ensure the lessons and techniques stick: A half-hour free-form session two or three weeks later to review and reinforce the goals, and to address any questions and difficulties.

The Course for Partners

In addressing the partners, first we understand the needs are different, and their time constraints more severe. We also understand that teaching drafting is not likely to be welcomed.

Learning Objectives

What partners need is to understand the central issue principle and to be able to edit objectively. Thus, your learning objectives for the partners might be:

> "At the completion of the program, the participants will be able to:
> (1) Explain what a BH&C central issue is, and its components;
> (2) Evaluate an associate's central issue statement for its adherence to desired standards using the supplied checklist."

Course Design

It would be desirable to have a full program on reviewing and editing. But, assuming that isn't feasible to have the partners sit through a half-day program, the half-a-loaf solution is to design a 45- to 60-minute presentation. This would consist primarily of the introductory lecture and a practice editing session, similar to the group discussions with the associates. Have the partners break into pairs, where one plays the associate and the other the reviewing partner using the checklist or rubric. Then have them reverse roles.

The checklist or rubric is a good takeaway for the partners to use and to refer to the next time they are editing an associate's work. Because the associates will be receiving the same checklist and rubric, this will emphasize this is an objective standard, that everyone in the firm is "reading from the same page."

Creating a Lesson Plan

Now that you have the class sessions planned, reduce each to writing in the form of a *lesson plan*, complete with timing, identification of responsible parties, supplies and equipment needed; and you should be in business (see Exhibit C). Usually in writing the lesson plan, any gaps or inconsistencies will become evident. It is essential to see if you have in fact devoted instructional time to each of the learning goals, and that the instructional method is appropriate to meet those goals. (See Article 3 addressing instructional methods in the November 2004 issue.)

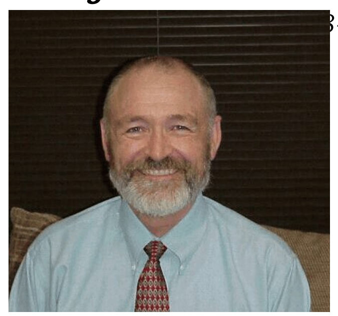
Simply stated, if one of your goals says the participants will be able to do something when they leave, then there best be an activity in the class where they have actually done it. You don't want the first time they have done it – whatever you are teaching – when they do it for real on a client matter. I don't think that's the kind of practice we want in our practice of law.

Conclusion

In summary, your job is to figure out what the problem is, identify a solution, and then design a class, starting with drafting the learning objectives, that reaches that solution. Structuring your planning, so that you use a lesson plan that addresses each learning objective with an explicit training method, will ensure that you solve the problem.

Approaching problems in a systematic way, although sometimes time consuming, is your best protection against program failure -- or, stated affirmatively, the way to success. Besides, after you do it a few times, it's kind of fun.

Randy Christison *heads The Christison*



-459-9900 or randychristison@aol.com). In 2000-2003 he was chief of professional development for the Office of the Attorney General of California, where he created the development and training program. He spent the previous 26 years as a trial and appellate litigator.

Exhibit A. Rubric: BH&C Central Issue

Level 1	Level 2	Level 3	Level 4	Level 5
Describe what a BH&C central issue is				
Unable to describe the principle	Identifies principle	Identifies principle and describes it to others	Identifies principle and explains its uses to others	Identifies principle, the reasons for it, and explains its uses to others
Analyze a legal issue to discover the BH&C central issue				
Unable to analyze a legal issue to discover the BH&C central issue	Sometimes analyzes legal issues and identifies BH&C central issues, but usually misses better options	Usually analyzes legal issues and identifies BH&C central issues, but may miss better options	Always analyzes legal issues and identifies the BH&C central issues, usually of good quality	Always analyzes legal issues and develops superior BH&C central issues
Apply the BH&C central issue concept to issues in more than one legal topic				
Stumped	Sometimes applies the principle, but not on more than one legal topic	Applies the principle, and sometimes on more than one legal topic	Applies the principle, and on more than one legal topic	Applies the principle and on any legal topic.
Write a successful BH&C central issue using a prior work product where a central issue was not previously developed				
Unable to redraft prior work product	Redrafts a prior work product, but BH&C central issue either is wordy and not persuasive, or misses the BH&C central issue	Redrafts a prior work product with BH&C central issue, but the draft is wordy or not persuasive, and in need of improvement	Redrafts a prior work product with succinct, persuasive BH&C central issue but with room for improvement	Redrafts a prior work product with succinct, persuasive BH&C central issue, and with little room for improvement

Exhibit B. Checklist: BH&C Central Issue

Advanced Litigation Writing

1. **Length**: One paragraph, 3-5 sentences, under 75 words. ☐

2. **Format** (Default): Syllogism of Major Premise-Minor Premise-Conclusion. ☐
   a. Lead sentence: statement of legal principle (Major Premise). ☐
   b. One, possibly two sentences stating facts or law leading to the controversy (Minor Premise). ☐
   c. Statement of issue, in question form, when answered will resolve the case (Conclusion). ☐
   d. For multiple issues, each headed with a short, neutral, bold-faced name, e.g., **Statute of Limitations, *Brady v. Maryland*** ☐

3. **Content**
   a. Issue fairly stated; the opponent will be hard pressed to disagree. ☐
   b. Underlying syllogism easily discerned. ☐
   c. Accurate statement of the law. ☐
   d. Essential fact(s), and no more. ☐
   e. A reader can recite the issue, salient facts, and question presented on one reading. ☐
   f. Dispositive: Final question will resolve the case. ☐
   g. Persuasive: The reader will answer the final question in the affirmative. ☐

4. **Style**
   a. Facts, principles, and court's question to be answered are explicitly stated. ☐
   b. Word choice and sentence structure adhere to rhetorical principles. ☐
   c. The words, *clear*, *whether*, *very*, and their cousins, are absent. ☐
   d. The most challenging pieces of information are placed at the beginning and end, the most easily comprehended in the middle. ☐
   e. Appropriate to the audience's purpose, sophistication, and knowledge (a trial court differs from an appellate court which differs from a supreme court). ☐

Exhibit C. Lesson Plan: Developing and Writing the BH&C Central Issue

Advanced Litigation Writing

1. **Prerequisites:** Preparation and filing of at least one brief. Have one brief already filed or in process to bring to the program.

2. **Preparation:** Read the submitted brief to be reviewed during the session. Bring the brief mentioned above, for class exercise.

3. **Learning Objectives:** At the completion of the session, the attendees will be able to:

   a. Describe what a "BH&C central issue" is;

   b. Analyze a legal issue to discover the BH&C central issue;

   c. Apply the BH&C central issue concept to issues on more than one legal topic;

   d. Write a successful BH&C central issue using an earlier document where a BH&C central issue had not been developed.

4. **Authorities:**

   a. Garner, *Advanced Legal Writing & Editing,* Ch 1

   b. Garner, *The Winning Brief*, Tips 8-12

   c. Stark, *Writing to Win*, pp.69-70

   d. Aldisert, *Winning on Appeal*, §§ 8.7-8.8, *see* §§ 8.1-8.13.

   e. Schiess, *Writing for the Legal Audience,* pp. 102–104

   f. Garner, *Elements of Legal Style*, § 7.5-7.6

   g. Garner, *Legal Writing in Plain English,* 5.5, 5.8-6.2

5. **Discussion Questions:**

   a. What is a "BH&C central issue"?

   b. Why should one develop a BH&C central issue?

   c. What are the advantages to developing and presenting a BH&C central issue?

6. **Content presentation:** 120 mins. total

   a. Opening discussion, overview of discussion questions. < 5 mins.

   b. Lecture and demonstration of BH&C central issue: 25 mins.

      i. Definition of BH&C central issue;
      ii. The syllogism as the underlying concept;
      iii. Exhibit example of a BH&C central issue;
      iv. Exhibit *before* and *after* of the first example;
      v. *Before* example of second example;
      vi. Demonstrate how to develop BH&C central issue;
      vii. Exhibit second example in *after* condition;
      viii. Repeat for third example, if time permits

7. **First exercise:** Each participant takes the sample brief and rewrites a BH&C central issue for it. For participants who move quickly, they may try a second prepared sample. 15 mins.

8. **Discussion:** The instructor asks for a few samples, reads them and leads a discussion of whether these first efforts measure up to the standards and how they may be improved, if at all. 10 mins.

9. **Redraft competition (optional):** Present a sample introduction with at least 200 words, maybe more. Establish rules on word-counting, grammatical expression and content. Award a prize to every participant who is able to reduce the draft to under 75 words, and a top prize to the person successfully using the fewest words. 20 mins.

10. **Second exercise:** Each attendee takes one's own brief and rewrites a BH&C central issue for it. For participants who move quickly, they may try a second prepared sample. 15 mins.

11. **Table discussion:** The instructor discusses the checklist or rubric to be used for assessing the second exercise drafts. Participants break into groups of two or three. Each participant explains to the other group members why he or she made the choices; the others assess the draft according to the checklist or rubric. At the end of the discussion, each attendee rewrites his or her BH&C central issue. 20 mins.

12. **Wrap Up:** The instructor leads a discussion of what worked and what didn't and display any particularly useful work-product from the attendees. The instructor develops the advantages of the BH&C central issue approach. 10-15 mins.

13. **Follow-up:** Two or three weeks later, have an informal meeting to review, reinforce and re-energize the participants, and to address any questions and concerns.

*(**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.)*

Case Studies as a Training Tool

Many of us are accustomed to using hypothetical cases to teach litigation skills. Typically each case presents simple legal issues and a simple fact scenario that let participants practice new skills, such as planning and conducting a line of questioning in a deposition.

Real or hypothetical scenarios are invaluable for teaching all kinds of complex concepts and skills -- legal or nonlegal, "hard" or "soft." Besides litigation skills, case studies have been used to teach negotiation skills, legal ethics, analysis of financial statements, diversity awareness and skills, interviewing skills, and mentoring skills.

Six Ways to Use Case Studies

Case studies can serve at least six important training purposes:

1. **Learning by doing.** As noted above, they can provide a realistic setting for hands-on practice and skill-building – particularly for interpersonal and communication skills, analysis and judgment, planning, problem-solving, and decision-making.

2. **Learning by observation.** Alternatively, they can help participants learn by observing and reflecting on the actions and results of the characters in the scenario.

3. **Icebreaker.** Case studies can also be used to capture participants' interest at the very beginning of a course by getting them immediately engaged in the subject matter.

4. **Attitude change.** They can open up awareness by presenting an issue in a new light or from a different perspective. (Case studies of minorities' experiences are often used in this way in diversity training.)

5. **Teambuilding.** Used with a group, case studies can generate discussion and develop rapport and agreement.

6. **Knowledge test.** Case studies can be used to test participants' knowledge and understanding of the subject during or at the conclusion of a course.

Two Keys to Success

1. **The Case.** The first key to success in using a case study is the case itself. It should be (a) believable and (b) relevant to the types of situations your participants will be dealing with and to the learning you want them to take away from the course.

One decision to be made at the outset is the "build or buy" decision. Generic hypothetical cases can be readily purchased from various CLE providers. They generally have the virtue of being carefully designed and thoroughly use-tested. If, however, the available cases are not sufficiently relevant, you may want to develop your own.

A good case study for training can be as long as several pages, or as short as 1-2 sentences. In most instances, shorter is better: We want people to work at learning *from* the case, not learning *about* it. Here's an example of a very short case, from a series of hypotheticals presented for discussion in a mentor training program:

> "Your new associate mentee, inexperienced and rushing against a deadline, made a serious mistake on a project. Word has gotten around, and now other partners are not willing to entrust him or her with a significant assignment."

2. **The Facilitator**. The second key to the learning value of a case study is the facilitator's skill at engaging the participants, at guiding the flow of discussion without

dominating it, and at articulating, explaining, and supplementing the lessons that come out of the discussion. This is especially challenging in a live classroom setting (in contrast, for example, to asynchronous online training), where the right reactions and decisions must be made on the spot with no time for deliberation.

As with obtaining the case, then, there's an initial decision to be made on obtaining the facilitator. If you're interested in doing it yourself but haven't done this sort of facilitating before, practice with a pilot group of participants before deciding. Then if you're not satisfied with your performance, recruit someone else with the needed skills to facilitate the case study part of the course (and keep practicing!).

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Book Excerpt

Delivery Strategies for Professional Development

Evelyn Gaye Mara

Editor's Note: What follows is a section excerpted from the chapter on Professional Development in the updated 2005 edition of **Maximizing Law Firm Profitability.** This excerpt references several appendices, which are illustrative examples of law office materials and best practices, but which are not included here to save space.

To put this excerpt in context, the topics covered in the chapter are as follows:

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§ 12.05 How Can They Best Know and Do It? Choosing Delivery Strategies

Delivery strategies are where the rubber meets the road in professional development. Our needs assessment has told us where our people need to do better. Now what do we do to make that happen? Let us begin by looking at the big picture.

[1]—Professional Development Strategies in Context: The Nine Performance Factors

In any law office there are three major inputs to the quality of performance: the work, the worker, and the workplace. Each of those can be further divided into three performance factors, shown in Table 1 below.

Table 1. The Nine Performance Factors[4]

Work	Worker	Workplace
Load. The amount of work to be performed.	**Capacity.** The mental, emotional, and physical capabilities the worker brings to the job.	**Resources.** The systems, tools, staff, time, funds, and other resources available to support the work.
Level. The difficulty of the work to be performed.	**Competence.** The worker's level of knowledge, understanding, and skill.	**Information.** The data, guidance, and feedback available to the worker.
Meaning. The purpose and results of the work.	**Motivation.** The worker's attitudes, values, and commitment to the work and the organization.	**Incentives.** The rewards and penalties experienced or expected by the worker.

If our mission is to promote performance and results (rather than to produce training programs, which addresses only one of the nine factors, *i.e.*, *Competence*), then our range of choices as to how to meet the needs revealed by our assessment is quite broad. To ensure optimum performance, we should scrutinize all nine factors to make sure we are doing all we can on each of them:

1. **Work.** First, we can often improve performance by doing a better job of structuring and allocating *Work*. For example, most firms maintain centralized oversight of summer associate assignments to assure that no one has too much or too little work (*Load*), that the work is appropriately challenging (*Level*), and that the ultimate purpose of the work is clear and valuable (*Meaning*). Some firms have similar assignment programs for new associates.

A frequent problem in firms with a free market approach to assignments is the "work magnet" syndrome, in which the most highly regarded employees are constantly overextended because everyone wants their services. As an associate at one such firm remarked, "Around here, the only reward for good work is more work." At the same time, the peers of these "work magnets" can be stalled developmentally because of having too little to do. Such firms risk both impaired performance and increased attrition from the employees caught up in this phenomenon.

The fact is, work itself is firms' most effective PD tool. Studies in law offices and other professional service firms have consistently shown that employees learn more from the work they do than from any other single source, including the most comprehensive and effective training program. If you as the PD manager have control over, or even input to, assignments, consider yourself fortunate to have such a powerful developmental tool at your disposal.

2. **Worker.** We can also try to improve performance by changing the *Worker* – by enhancing the *Capacity*, *Competence*, and/or *Motivation* of the workers we already have, and/or by revising our hiring criteria to bring in new workers who already possess the attributes we now understand that we need.

Clearly worker attributes have a significant impact on performance. A concern, however, is that firms tend to invest enormous management resources in the items in this column, while neglecting the equally important items in the other two.

4 The *Worker* and *Workplace* columns in this table are adapted from the Human Performance Technology model of the International Society for Performance Improvement (published online at http://www.ispi.org/services/whatshptmodel.pdf).

3. **Workplace.** Finally, we might improve performance by making changes in the *Workplace* – by making better *Resources* and *Information* available to employees, and by better aligning *Incentives* to promote the behaviors we want and discourage those we don't. All too often, performance is dragged down by lack of needed information and by outmoded or counterproductive systems, procedures, and incentives. The Rummler Rule still applies: "Pit a good employee against a bad system, and the system will win most every time."[5]

If not all these options are within our control, we have two other choices: (1) We can lobby and collaborate with others to bring about the needed solutions, or (2) If the solutions are not forthcoming, in our reports we can point out the negative effect of these external factors on the ability of our PD program to produce the intended performance and results.

For example, a frequent problem PD managers face in getting participation in developmental programs for lawyers is the lawyers' high billable *work load* coupled with *workplace incentives* that discourage them from spending time on any activities that are not billable, including beneficial learning activities. These issues may be outside our purview, but ignoring them is not an option if we want a credible, effective PD program.

[2]—When the Focus Is Competence

The very term "Professional Development," however, implies that *Competence* – that is, the development of workers' knowledge and skill -- may be the sole focus of our program. If that is the case for you, as it is for many PD managers, and if the solutions at your disposal are limited to learning activities and resources, you still potentially have a lot of tools in your kit. That is because the development of competence can be fostered by so many different means.

Table 2 below gives examples of the types of strategies we can use to meet developmental needs, based on the learner's level of experience.

Table 2. Selected Development Strategies by Experience Level

Other-Directed (Beginning Learners)	Collaborative (Intermediate Learners)	Self-Directed (Advanced Learners)
Guided experience with continuous coaching and feedback	Independent work with advice and feedback on request	Independent work, collaborative problem-solving with other experts
Instructor-led courses; observation and "shadowing" activities; site visits	Facilitated small group discussions and seminars; expert coaching; teaching and mentoring of beginners	Expert consultations, selective intentional learning
Assigned self-study (books, tapes, computer-based instruction)	Communities of practice, professional associations, industry and trade groups	Private networks
Job aids and templates	Lessons learned debriefings	Information resources, independent research

The **Other-Directed** strategies work best for beginning learners, who don't yet know even what they need to know and thus need a great deal of structure and guidance from others. The **Collaborative** strategies are best for intermediate learners, who have some knowledge of the subject matter and who need opportunities to explore, discuss, experiment with, apply, and consolidate it. The **Self-directed** strategies are most appropriate for advanced

5 Rummler, Geary, "Training Still Isn't Enough." *Training* 20(8), p. 75 (1983).

learners who have already achieved mastery of the subject matter and who are most likely trying to keep up with change and the competition and to solve especially complex problems.

Please note two things in particular about the strategies listed in Table 2:

1. Traditional academic-style, instructor-led, large-group courses are appropriate only for *beginning learners* in a subject area.
2. The best things we can do for *advanced learners* -- the people who are already expert in a particular area of competence – are to (a) recognize they continue to have developmental needs and allow them the time and space to pursue those needs, and (b) support them in accessing the types of experiences, expert contacts, and information resources that can help them keep fine-tuning their capabilities and keep up with changes in their fields.

Note also that this list of strategies is not exhaustive, and that there is considerable overlap between learner categories and learning strategies. For example, *professional associations* (listed under the *Collaborative* strategies) can be helpful to beginning and advanced learners as well as intermediate ones. But those at different levels of expertise will tend to participate differently:

- *Beginning learners* will typically read many association publications and attend many educational sessions at association conferences to soak up the structured learning made available there. More purposeful individuals will also take on volunteer obligations in order to accelerate their learning and facilitate access to potential mentors.
- *Intermediate learners* are more likely to network actively with numerous other members, to attend only the educational sessions that are clearly relevant to their needs, and to seek out presenting and volunteer opportunities that will expand and consolidate their capabilities.
- *Advanced learners* will probably network with just a few other expert members for mutually beneficial exchanges, will attend few if any conference sessions, and will occasionally seek leadership roles in the organization out of a desire to "give back" to their profession and/or to use the visibility for the benefit of their career or their firm.

Let's look now at a more complete inventory of possible development strategies.

[3]—Development Strategies for Law Firms

[a]—Frameworks

By framework, I mean the basis on which everyone in the target population can know (a) what performance and competency goals they should achieve, and (b) what means are available to support them in achieving the goals. The following are some of the possible frameworks firms might establish; typically some or all of these would be used in combination.

- Competency models and practice milestones or benchmarks (See Appendix 1 for an example.)
- Individual development plans (See Appendix 2.)
- Performance appraisal standards and feedback
- A firm "university" or other comprehensive internal education and training curriculum, and/or firm-approved external curricula
- An annual tuition allowance
- An annual hours target for professional development

[b]—Work-Based Learning

Because experience is indeed the best teacher, we should use regular assignments and special projects as much as possible to develop target competencies.

- Managed assignments

- Rotations among offices and/or practice groups
- Small case/reduced-fee assignments (see Appendix 3.)
- Work on firm committees and special projects
- Pro bono work (See Appendix 4.)
- External rotations to clients and public service agencies
- Professional association work

[c]—Job Aids

Job aids are resources created to guide or support the performance of specific tasks.[6] They are designed to be used on the job while the task is being performed. Job aids can make training unnecessary; they can also help training "stick," and are extremely useful take-aways from training sessions. Job aids are also known as performance support systems (particularly technology-based job aids).

- Checklists
- Step guides
- Decision tables and flow charts
- Look-up tables, glossaries, and directories
- Work sheets
- Desk and pocket references, wallet cards, computer "help" files, instructions posted on equipment
- Model documents (exemplary samples of past work product)
- Document templates (guides to creating new work product)
- Specialized software packages (these may perform common, mundane tasks automatically while facilitating more complex tasks and decisions)

[d]—Informal Learning

This term refers to intentional learning activities that are less structured, more spontaneous, and/or more under the learner's control than formal instruction.

- Mentoring
- Private coaching (depending on the degree of control and pre-planning by the coach, this may also qualify as formal instruction)
- Observation, "shadowing," and "reverse shadowing" (See Appendix 4.)
- Case and project post mortems
- Expert consultations and networking
- Practice group meetings
- Communities of practice
- Professional association/trade group memberships and activities
- Research

[e]—Formal Instruction

Formally designed, instructor-led courses, whether in person or via distance learning, are most appropriate for beginning learners. In general, the more advanced the learner, the more interactive and collaborative the course needs to be and the smaller the group. Even for beginning learners, interactivity with the instructor and the content through Q&A and exercises is essential to ensure complete understanding of the subject matter and the ability to apply it later on the job.[7]

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6 See the Rossett book in the recommended resources for a thorough explanation of the different forms job aids can take and how to create them.

7 The principles of instructional design are beyond the scope of this chapter. For those who lack expertise in the subject, we recommend engaging the services of a consultant to assist with course design. The following recommended resources may also be helpful: The Christison series of articles is a good summary treatment of basic instructional design principles applicable to most law office training. For those who have the time and interest to delve further, the Dick and Carey book is the "bible" of instructional design. The new 2005 edition includes expanded treatment of technology-based delivery strategies.

- New employee orientation (See Appendix 5 for a sample interactive exercise.)
- Firm-wide education and training curriculum (See Appendix 6.)
- Practice group education and training curricula
- "Blended" learning (integration of traditional classroom-based training with other types of learning activities and resources such as special assignments, private coaching, and/or self-study materials, and especially with technology-based activities and resources)
- Teaching opportunities
- Training consortiums with other firms, course-development partnerships with local colleges and universities
- External continuing education courses (including subscription programs such as those offered by ALI-ABA, PLI, West, and many local CLE providers)
- Executive education programs (these provide intensive off-site training for firm leaders; the Center for Creative Leadership is a leading provider)
- Academic courses (degree programs or auditing of individual courses)

[f]—Self-Study

Self-study is often the best way for learners at any level to absorb a large volume of new content quickly. It is also a valuable and under-used adjunct to instructor-led courses, especially in the form of advance reading to make sure that all participants are familiar with basic concepts. A particular advantage of self-study, especially if the resource is well indexed, is the ability to skip over content the learner already knows or that is not relevant to his or her needs.

- Recommended reading and resource lists (including advance reading for instructor-led training)
- Centralized resource libraries
- Personal libraries of basic primers and frequently-used references
- Users' manuals
- Attorneys' manuals
- Archived courses on the Web, firm intranet, CDs or tapes.

[g]—Performance Feedback

As someone once said, "Feedback is the breakfast of champions." Particularly for beginners, who do not know how to evaluate their own performance and can easily mis-evaluate it (either positively or negatively), both reinforcing and corrective feedback are essential to development.

- Per-project reviews by supervisors and/or mentors
- Informal performance reviews or "mini-evaluations"
- Performance appraisals[8]
- Upward evaluations
- 360˚ feedback[9]

[h]—Information Resources

Learning takes considerable time and energy. Ask yourself: Do they really need to learn this, or do they just need to have it available? If the latter, information resources are a more efficient and cost-effective solution. A further challenge is distilling, or providing the worker with the means to distill, the huge volume of available information down to what is genuinely useful.[10]

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8 See the Svikhart and Willard book for a comprehensive review of performance appraisal principles and best practices for law firms.

9 This term is sometimes used in law firms to refer to upward evaluations of supervisors by their subordinates. As the term itself implies, however, 360˚ feedback refers to performance feedback collected from the full circle of working contacts – supervisors, subordinates, peers, and perhaps also clients. It is an expensive and labor-intensive process that in the corporate world is typically reserved for top executives and those being groomed for such positions.

10 See the Rusanow book for a superb and comprehensive discussion of information resources and how to develop and distribute them.

- Libraries, intranets, and “knowledge management” programs
- Job aids (see separate discussion above)
- Digesting and clipping services
- On-line databases and research services

🗀 ***Ongoing Case Study: Delivery Strategies Selected***. You may remember that our needs assessment surfaced the following competencies as (a) critical to achievement of our strategic goals for expanding our high-tech client base and (b) in need of development:

> For client managers, *the ability to function as a generalist.*
>
> For all legal staff working on these clients’ matters, *knowing the client’s business.*
>
> For the firm and all its personnel, *skilled utilization of the technology relevant to one’s own work.*

The delivery strategies we have decided to implement, in collaboration with firm leadership and other managers, are as follows:

1. Addition of the above competencies to our

    a. competency models,
    b. performance appraisal standards, and
    c. hiring criteria

   for the relevant personnel categories.

2. Support for a community of practice for the partners who manage client relationships with high-tech companies, including

    a. an e-mail listserv and “yellow pages” directory of the partners’ areas of special expertise,
    b. a home page and moderated discussion group on the firm intranet, and
    c. development for posting on the group’s home page of a series of “Legal and Business Implications” papers by partners in the firm’s various practice specialties on how to give holistic legal advice.

3. Initiation of a series of in-house seminars for legal staff, with high-tech clients and client managers discussing their industries and issues.

4. Selected industry and trade association memberships, presentations, and articles by lawyers and legal staff.

5. New database, periodical, and clipping service subscriptions by the firm and new resources and links on high-tech industries and companies on the firm intranet.

6. Firm-wide technology upgrades, job aids, and training.

[4]—Pilot-Testing and Evaluation

Once you have developed a course, activity, or resource, there are two more steps you should take to ensure that it provides real value in the short and long term. They are:

1. **Pilot-testing with representatives of the target population.** No important program, course, or resource should "go public" without first having been piloted with a sample of volunteers drawn from the target population. This will invariably reveal some ways in which the product can be improved – assumptions or terms that need clarification, exercises that are too simple or too confusing, etc. -- before full roll-out. For the effectiveness of all your PD initiatives, and for your own reputation, you owe it to yourself and the firm to pilot-test and fine-tune every time.

2. **User evaluations.** Is a particular course producing the intended learning? Is an information resource maintaining its relevance over time as participants' needs and circumstances change? Should related courses, activities, or resources be added? Collect, compile, and follow through on evaluations to maintain a high level of quality and effectiveness of all aspects of your PD program.[11]

11 See the Abbott and Dick books for more on designing and conducting course evaluations (called "summative evaluations" by Dick and other instructional designers), and Dick on pilot-testing and revision of courses ("formative evaluations").

Professional Developments

Events

Upcoming summer/fall conferences, seminars, and workshops:

August

- 8/3-5/05, San Francisco, CA. *Accelerated Learning Training Methods Workshop.* $1095. The Center for Accelerated Learning, (262) 248-7070, www.alcenter.com. (Repeated in Chicago 8/22-24, Denver 9/12-14, Dallas 9/26-28, Lake Geneva, NY 10/3-5, Seattle 11/7-9, Phoenix 12/5-7)

- 8/8-10/05, Chicago, IL. *Instructional Design for Trainers.* $1695/1895. American Management Association, (800) 262-9699, www.amanet.org. (Repeated in Atlanta 9/21-23, Washington, DC 10/10-12, San Francisco 11/2-4, New York 12/12-14.)

- 8/10-12/05, Chicago, IL. ***The Coaching Leaders Certification Program:*** *3-Day Core Session.* $3995. Linkage Incorporated, (781) 402-5555, www.linkageinc.com. (Repeated in Boston 9/20-22.)

- 8/11-13/05 AND 11/10-12/05, Las Vegas, NV, plus 4 teleconferences. *Profitable Law Firm Mangement College.* $6500. PESI, (800) 826-7155, www.pesi.com.

- 8/15-17/05, Gettsyburg, PA. *The Conference Board's Leadership Experience at Gettysburg.* $3850/4650 (hotel & meals included). The Conference Board, (212) 339-0391 or www.conference-board.org/gettysburg/gettysburg.cfm. (Enrollment limited to 20.)

- 8/15-17/05, Irvine, CA. *ASTD's Designing Learning Certificate Program.* $1195/1395. American Society for Training and Development, (800) 628-2783 or (703) 683-8100, or www.astd.org. (Repeated 10/19-21 Atlanta, 11/2-4 Alexandria, 12/5-7 Chicago)

- 8/15-17/05, Irvine, CA. ***HPI Certificate Program Seminars:*** *Evaluating Performance Improvement Interventions.* $1,349/1,549. American Society for Training and Development, (800) 628-2783, www.astd.org/HPI2005. (Repeated 9/12-14 Atlanta, GA; 10/17-19 Chicago, IL; 11/2-4 Alexandria, VA.)

- 8/16-17/05, Atlanta, GA. *Designing and Implementing Leadership Development Programs.* $1,395. Linkage Incorporated, (781) 402-5555, www.linkageinc.com. (Repeated in Boston 9/8-9)

- 8/17-19/05, San Francisco, CA. *Training the Trainer.* $1495/1695. American Management Association, (800) 262-9699, www.amanet.org. (Repeated in New York 9/14-16, 10/24-26, 12/5-7; Chicago 9/19-21, 12/12-14; Washington, DC 10/5-7; Atlanta 10/24-26; San Francisco 11/7-9)

- 8/22-24/05, Chicago, IL. *ASTD's Measuring and Evaluating Learning Certificate Program.* $1295/1495. American Society for Training and Development, (800) 628-2783 or (703) 683-8100, or www.astd.org. (Repeated 9/13-15 Alexandria, 10/3-5 Pittsburgh, 12/5-7 Chicago)

- 8/22-24/05, Chicago, IL. *ASTD's Training Certificate Program.* $1195/1375. American Society for Training and Development, (800) 628-2783 or (703) 683-8100, or www.astd.org. (Repeated 9/12-14 Atlanta, 9/21-23 Alexandria, 10/17-19 Chicago, 12/12-14 New York)

- 8/22-24/05, Chicago, IL. ***HPI Certificate Program Seminars:*** *Human Performance Improvement in the Workplace.* $1,349/1,549. American Society for Training and Development, (800) 628-2783, www.astd.org/HPI2005. (Repeated 10/26-28 and 11/30-12/2 Alexandria, VA; 12/5-7 Chicago IL.)

- 8/22-24/05, Chicago, IL. ***HPI Certificate Program Seminars:*** *Selecting and Managing Interventions.* $1,349/1,549. American Society for Training and Development, (800) 628-2783, www.astd.org/HPI2005. (Repeated 9/7-9 in Alexandria, VA.)

- 8/25-26/05, Washington, DC. *Designing and Implementing Succession Management Systems.* $1,395. Linkage Incorporated, (781) 402-5555, www.linkageinc.com. (Repeated in Chicago 9/19-20)

- 8/2-4/05, Washington, DC. *Developing Procedures, Policies & Documentation.* $1495. Information Mapping, (800) 463-6627 x3211, www.infomap.com/dppd.htm. (Repeated 8/16-18 Waltham, 8/20-22 Scottsdale, 8/23-25 St. Louis and San Francisco, 8/30-9/1 Denver.)

September

- 9/8-9/05, Toledo, OH. *Sharing@Learn Share, 2005 Learning Conference.* $89/ 295. LearnShare, LLC, (419) 327-416, www.learnshare.com/Sharing/toledo2005/toledo.html.

- 9/12-14/05, Washington, DC. *How to Build, Communicate and Execute a Total Rewards Program.* $1695/1895. American Management Association, (800) 262-9699, www.amanet.org. (Repeated in New York 11/14-16)

- 9/12-14/05, Atlanta, GA. ***HPI Certificate Program Seminars:*** *Analyzing Human Performance.* $1,349/1,549. American Society for Training and Development, (800) 628-2783, www.astd.org/HPI2005. (Repeated 10/5-7 Alexandria; 10/17-19 Chicago; 11/9-11 Alexandria)

- 9/13-14/05, Chicago, IL. *Bottom-Line OD: A Structured Process for Improving Return on Investment.* $1,695. Linkage Incorporated, (781) 402-5555, www.linkageinc.com.

- 9/13-14/05, Boston, MA. *Developing a Sustainable Mentoring System.* $1,395. Linkage Incorporated, (781) 402-5555, www.linkageinc.com.

- 9/14-15/05, Minneapolis, MN. *E-Learning Instructional Design Certificate Program.* $895/1095. American Society for Training and Development, (800) 628-2783 or (703) 683-8100, or www.astd.org. (Repeated 9/28-29 San Francisco, 10/6-7 New York, 11/2-3 Atlanta)

- 9/18-21/05, San Diego, CA. *The 4th Annual HR Leaders Summit: Maximizing Human Capital Through Integrated Talent Management.* $1495-1895. Linkage Incorporated, (781)402.5555, www.linkageinc.com/hrls.

- 9/18-23/05, San Diego, CA. *The Global Institute for Leadership Development.* $4695/4995. Linkage Incorporated, (781)402-5555, www.linkageinc.com/gild.

- 9/19-20/05, Alexandria, VA. *ASTD's ROI Skill-Building Certificate Program.* $895/1095. American Society for Training and Development, (800) 628-2783 or (703) 683-8100, or www.astd.org. (Repeated 10/6-7 Pittsburgh, 11/8-9 Dallas, 12/8-9 Chicago.)

- 9/19-21/05, Washington, DC. *AMA's Myers-Briggs Type Indicator (MBTI) Qualification Program.* $1395/1595. American Management Association, (800) 262-9699, www.amanet.org. (Repeated in San Francisco 10/24-26, New York 11/7-9)

- 9/19-24/05, Las Vegas, NV. *Instructional Systems Fall Conference.* $1299/1499 HPT Institute (9/19-21); $395/445 pre-conference workshop (9/21); $899-1099 conference (9/22-24). International Society for Performance Improvement, (301) 587-8570, www.ispi.org/fall2005/is.

- 9/19-24/05, Las Vegas, NV. *Management of Organizational Performance Fall Conference.* $1299/1499 HPT Institute (9/19-21); $395/445 pre-conference workshop (9/21); $899-1099 conference (9/22-24). International Society for Performance Improvement, (301) 587-8570, www.ispi.org/fall2005/mop.

- 9/20-21/05, Red Bank, NJ. *Flawless Consulting 1: Contracting, with Peter Block.* $950. Designed Learning, Inc., (866) 770-2227 or www.designedlearning.com.

- 9/21-23/05, Atlanta, GA. *Instructional Design for Trainers.* $1695/1895. American Management Association, (800) 262-9699, www.amanet.org. (Repeated in Washington DC 10/10-12; Chicago 11/7-9; San Francisco 11/9-11; New York 12/12-14)

- 9/21-23/05, Chicago, IL. *Instructional Design Institute.* VNULearning.com, www.instructionaldesigninstitute.com. (Repeated in Orlando 11/30-12/2)

- 9/21-23/05, Chicago, IL. *Leadership-Level Facilitation: Delivering Dynamic Leadership Training.* $2195. Linkage Incorporated, (781) 402-5555, www.linkageinc.com.

- 9/22-23/05, Red Bank, NJ. *Flawless Consulting 2: Discovery.* $950. Designed Learning, Inc., (866) 770-2227 or www.designedlearning.com.

- 9/22-23/05, Atlanta, GA. *Retaining the Best and the Brightest.* $1495/1695. American Management Association, (800) 262-9699, www.amanet.org. (Repeated in Chicago 10/24-25, Washington, DC 11/14-15)

- 9/26-28/05, Fort Worth, TX. *Building Collaborative Capability for Business Results.* $795-1095. University of North Texas, (940) 565-3096, www.workteams.unt.edu.

- 9/26-28/05, Irvine, CA. ***HPI Certificate Program Seminars:*** *Transitioning to Human Performance Improvement.* $1,349/1,549. American Society for Training and Development, (800) 628-2783, www.astd.org/HPI2005. (Repeated 11/14-16 Atlanta, 12/5-7 Chicago, 12/12-14 Alexandria)

- 9/28-30/05, New York, NY. *The 2005 Organization Design and Renewal Conference.* $495/595 pre-conference workshop (9/28); $1795-2295 conference (9/29-30). The Conference Board, (212) 339-0345, www.conference-board.org/orgdesign.htm.

October

- 10/3-7/05, San Francisco, CA. *How to Plan, Design, and Evaluate e-Learning.* $1995. Clark Training & Consulting, (602) 230-9190, www.clarktraining.com.

- 10/6-7/05, Lake Geneva, NY. *Advanced Design Class.* Center for Accelerated Learning, (262) 248-7070, www.alcenter.com. (Prerequisite: *Accelerated Learning Training Methods Workshop* – see 8/3-5 entry.)

- 10/14-19/05, Long Beach, CA. *Training Fall Conference & Expo, Incorporating online learning.* Certificate programs $1895 (3-day pre-conference workshop 10/14-16 plus conference 10/17-19); conference only $995-1195. Training Magazine/VNU Learning, (888) 578-7371 or (301) 696-1006, training@vnuexpo.com or www.trainingfall.com.

- 10/17-19/05, New York, NY. *The 2005 Succession Management Conference: Imperatives for Building Your Leadership Pipeline.* $495/595 pre-conference workshop 10/17; $1795/2095 conference (10/18-19). The Conference Board, (212) 339-0345, www.conference-board.org/succession.htm.

- 10/18-21/05, Scottsdale, AZ. *How to Plan, Develop, and Evaluate Training.* $1795. Clark Training & Consulting, (602) 230-9190, www.clarktraining.com. (Note: This course is also available online.)

- 10/18-19/05, Red Bank, NJ. *Building Accountability and Commitment: Six Conversations That Matter, with Peter Block.* $950. Designed Learning, Inc., (866) 770-2227 or www.designedlearning.com.

- 10/20-21/05, Atlanta, GA. *Telling Ain't Training Conference.* $495/595. American Society for Training & Development, tat.astd.org.

- 10/25-26/05, Red Bank, NJ. *Flawless Consulting 3: Implementation.* $950. Designed Learning, Inc., (866) 770-2227 or www.designedlearning.com.

- 10/25-26/05, Washington, DC. ***ISPI Professional Series Workshops:*** *Geary Rummler's Introduction to Serious Performance Consulting.* $995/1095 ($1595/1695 with Judith Hale's 10/27-28 workshop). International Society for Performance Improvement, (301) 587-8570 or www.ispi.org/peerworkshops/. (Enrollment limited to 25. Repeated 2/7-8 in Phoenix)

- 10/26-28/05, Chicago, IL. ***ASTD Business Academy:*** *Understanding Business Drivers.* $1395/1595. American Society for Training and Development, (800) 628-2783 or (703) 683-8100, or www.astd.org.

- 10/27-28/05, Washington, DC. ***ISPI Professional Series Workshops:*** *Judith Hale's Implementation: Assuring the Adoption.* $995/1095 ($1595/1695 with Geary Rummler's 10/25-26 workshop). International Society for Performance Improvement, (301) 587-8570 or www.ispi.org/peerworkshops/. (Enrollment limited to 25.)

- 10/30-11/2/05, Orlando, FL. *Elliott Masie's Learning 2005.* Learning 2005, www.learning2005.com.

November

- 11/6-9/05, Toronto, ON. *The Knowledge Exchange Conference 2005.* Pre-conference workshops 11/6-7, conference 11/8-9. CSTD, (866) 257-4275, www.cstd.ca/conference.

- 11/7/05, Dallas, TX. *ASTD's Bottomline on ROI Certificate Program.* American Society for Training and Development, (800) 628-2783 or (703) 683-8100, or www.astd.org.

- 11/14-15/05, Chicago, IL. ***ASTD Business Academy:*** *Making an Impact.* $895/1095. American Society for Training and Development, (800) 628-2783 or (703) 683-8100, or www.astd.org.

- 11/16-17/05, San Francisco, CA. *Building Expertise: How to Apply Learning Psychology to Instructional Design.* $1195. Clark Training & Consulting, (602) 230-9190, www.clarktraining.com.

December

- 12/13-14/05, Washington, DC. *Graphics for Learning: How to Plan and Select Visuals That Teach.* $1195. Clark Training & Consulting, (602) 230-9190, www.clarktraining.com.

News

New ".jobs" domain. The Society for Human Resource Management (www.shrm.org) has received permission to create and manage a new top-level domain (*.com* and *.edu* are examples of top-level domains) called *.jobs*. The domain will exist specifically to facilitate employers publishing their job openings and job seekers finding them. (For example, our law firm XYZ's web site is *XYZ.com*. If we wanted to hire someone, we would post our openings at *XYZ.jobs*. Any job applicant who specifically wanted to go to work for us would know to type in the URL *XYZ.jobs* to look for our job listings without having to navigate through our home site to find them.)

The first *.jobs* web sites are expected to go online this month. For more information, contact SHRM at (800) 283-SHRM or (703) 548-3440.

Training Top 100 competition. *Training* magazine invites you to enter your workforce training and development programs in its 2006 "Training Top 100" competition. It's time we had a law office winner, don't you think?

The winners will receive their awards at the Training 2006 Conference and Expo March 6-8 in Orlando, and their programs will be profiled in the March 2006 issue of *Training* magazine.

The application deadline is October 3rd, and the application form is available online at www.trainingmag.com/t100apply. More information is available at (866) 226-1081 or top100awards@skypoint.com.

Resources

Minority Mentoring. The Spring 2005 issue of Ida Abbott's *Management Solutions* features an in-depth discussion of mentoring programs for minority lawyers and offers thoughtful recommendations for any firm considering such a program. To see that and other issues of this excellent free publication, and/or to subscribe, go to http://idaabbott.com/newsletter.html.

New books and studies out this summer:

1. From American Lawyer Media/Law Journal Press, the 2005 update of *Maximizing Law Firm Profitability: Hiring, Training and Developing Productive Lawyers* by Susan G. Manch and Marcia Pennington Shannon. This all-new edition includes a chapter on Professional

Development by ***PDQ*** editor Gaye Mara (see pages 19-26 of this issue for an excerpt from the chapter, and for information on how to get the ***PDQ*** subscriber discount on the book.)

2. The 2005 Associate Salary Survey, due out this month (National Association for Law Placement, www.nalp.org)

3. Also from NALP, *Loyalty by Design: A Practical Guide for Developing an Effective Associate Integration Program,* by Caren Ulrich Stacy, Director of Professional Development and Legal Personnel for Arnold & Porter, and Dusti Plunkett, owner and CEO of Metropolitan Legal Search and Placement. The book addresses why and how to integrate both entry-level and lateral attorneys, as well as approaches for the integration challenges posed by a merger.

4. From the NALP Foundation, *Keeping the Keepers II: Mobility and Management of Associates.* This third NALP study of associate attrition reports attrition rates overall, by firm size, and by demographic characteristics, and also reports the reasons for departures and the destination jobs for departing lawyers. There's an executive summary of the results posted on the Foundation's web site, www.nalpfoundation.org.

5. From the American Society for Training and Development, *Interactive Lectures* by Sivasailam "Thiai" Thiagarajan. The guru of interactivity explains seven techniques for converting the "talking head" into an interactive exchange of communication. (www.astd.org)

Survey Results

Three recent studies convey a similar message: "It pays to be nice; it costs not to be."

Last quarter we reported that five law firms are on *Fortune*'s 2005 list of "100 Best Companies to Work For." According to ASTD's *T+D* magazine (May 2005, p.20), besides being more enjoyable places to work, they should also be more financially successful than other firms. The organizations on *Fortune*'s list are top financial performers, with an average return of 176% (vs. 39% for the S&P 500).

A study reported in the June issue of *Harvard Business Review* (Casciaro and Lobo, "Competent Jerks, Lovable Fools, and the Formation of Social Networks," pp. 92-99) found that everyone is eager to work with the "Lovable Star." But when that person is not available, most people who need help will choose a likeable colleague over a competent one -- even those who claim to do the contrary. The article points out the potential organizational benefits of better utilizing both types, and ends with advice on how to "leverage the likeable" and "work on the jerk."

The June *HBR* also summarizes the results of an 8-year study of the "'uncivil experiences' of more than 2,400 workers, managers, and executives" in the U.S. and Canada by business professors Christine Pearson and Christine Porath. The researchers found disrespectful behaviors in the workplace both surprisingly prevalent and very costly to employers, with an average pricetag across all jobs and industries of $50,000 per employee for diminished performance and increased attrition. They also suggest best practices for suppressing uncivil behavior. (Gardiner Morse, "Hidden Harassment," pp. 28-30)

Web Whimsies

Death Clock (www.deathclock.com), "The Internet's friendly reminder that life is slipping away." Enter your vital statistics (the site thoughtfully provides a Body Mass Index calculator) and get a pop-up window that predicts your exact date of death and, in case you want to keep track, produces a digital timer that ticks down the seconds.

Working Wounded (www.workingwounded.com), "Adding insight to injury." Download and print the 4-card set for "Lingo Bingo" for yourself and three friends. Take it to your next boring meeting. As various buzzwords are spoken – "proactive," "teambuilding,""synergy" – check them off on your card. First to get 5 in a row wins. Calling out "Bingo" in the meeting is optional.

MCLE Watch:
Update on Credit for Distance CLE

In the May 2003 issue we tallied the status of credit for online and other distance learning courses in the various CLE jurisdictions. Since then, more CLE regulators have warmed to distance delivery; now only one U.S. state does not approve it.

Here is a current tally on distance learning credit from the mandatory CLE jurisdictions, with appreciation to our colleagues at Reqwired for providing the underlying information.[12]

CLE Credit for Distance Learning

Credit Available?	Jurisdiction
Yes, with no hours cap	Colorado Nevada New York[13] Oregon Hong Kong
Yes, with no hours cap for courses meeting specified conditions Code: (I) = Interactivity, (V) = Verification of attendance	California (V) Florida (I) Minnesota (I) Montana (I) North Dakota (I) Ohio (I) Rhode Island (I) Texas (I) Virginia (I,V) Wisconsin (I)
Yes, with hours cap (amount of cap is shown in hours per period, or as percentage of total requirement)	Alabama (6/year) Arizona (5/year) Delaware (50%) Georgia (6/year) Idaho (15/3 years) Indiana (6/3 years) Iowa (6/year) Kansas (5/year) Kentucky (6/year) Louisiana (4/year) Maine (50%) Mississippi (3/year) Missouri (6/year) New Hampshire (50%) New Mexico (5/year) N. Carolina (4/year) Oklahoma (3/year) Pennsylvania (4/year) S. Carolina (4/year) Tennessee (6/year) Utah (12/2 years) Vermont (10/2 years) Washington (33%) West Virginia (50%) Wyoming (5/year) United Kingdom (75%)
No	Arkansas

Please be advised that this summary chart does not capture all the nuances of each jurisdiction's MCLE rules, which should be consulted for the details. (For example, the "Interactivity" requirement in a few cases can be satisfied by programmed interaction in a computer-based course, but in most cases requires interaction with live faculty and/or other course participants.)

In general, technology-delivered courses with live faculty (*e.g.,* live webcasts, satellite broadcasts, and teleconferences) are the best-accepted distance options.

[12] For those who may not be familiar with them, Reqwired provides continuing education tracking services for professionals in law, accounting, and insurance. They placed first among the law providers in our February 2003 survey of CLE support and tracking. We called to ask if they might have already compiled the data we were seeking, and within a few hours a spreadsheet with data on all the states, the UK, and Hong Kong was in our hands.

[13] For experienced attorneys only. Newly admitted attorneys may receive credit for distance learning courses only if they work outside the United States, in which case they are limited to 12 credits.

The Capital CLE Calendar

Volume 12, No. 1 ▪ August 1, 2005

How to Read This Schedule: The following course schedules list, 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 course 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. A directory of 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 www.profdev.com/courses.htm for a listing of current, local CLE courses announced after this issue went to press.

Distance Course Schedule

ADMINISTRATIVE/GOVERNMENT/REGULATORY LAW, GENERAL

9/29/05. *Protecting Clients with Interest in the Tobacco Transition Payment Program (The Tobacco Buyout).* Live webcast. $285/335. NCBA. [6.0, 1.0 ethics]

ALTERNATIVE DISPUTE RESOLUTION/ ARBITRATION

8/25/05. *Fundamentals of Arbitration.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 9/28, 10/26, 11/16, 12/20)

1/26/06. *Major Issues in Arbitration.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/16, 3/23, 4/19, 5/25, 6/22, 7/19, 8/16, 9/21, 10/26, 11/9, 12/7)

6/8/06. *Mandatory Arbitration.* Teleseminar. ATLA.

BANKING/FINANCIAL SERVICES LAW

3/20/06. *11th Annual Consumer Financial Services Litigation Institute.* Live webcast. $1295. PLI.

4/17/06. *Asset Based Financing 2006.* Live webcast. $1395. PLI.

BANKRUPTCY LAW

8/3/05. *Consumer Issues -- Chapter 13: The Perspective of the Trustee.* 12:15-1:45 pm ET live webcast. $75. WLEC/Boston Bar Assn.

9/20/05. ***Engel on Asset Protection,*** *Part V: The New Bankruptcy Code Revisions and Other Recent Developments in Asset Protection Planning.* 12-1 pm ET live audio-only webcast. $60. WLEC/Celesq AttorneysEd.

9/21/05. ***Loan Workouts for Troubled Companies: Negotiation, Strategy, and Competing Interests of Borrowers and Lenders,*** *Part 1.* 8:20 am-12:15 pm ET live webcast. $210. WLEC/Cleveland Bar Assn.

9/21/05. ***Loan Workouts for Troubled Companies: Negotiation, Strategy, and Competing Interests of Borrowers and Lenders,*** *Part 2.* 1:30-4:30 pm ET live webcast. $165. WLEC/Cleveland Bar Assn.

9/23/05. *Changing the Ground Rules for Personal and Small Business Bankruptcy Practice.* 12-3:15 pm ET live webcast. $120. WLEC/California CEB.

9/23/05. *Selected Issues in Bankruptcy Practice: (Almost) Everything California Business Lawyers and Litigators Need to Know About Recent Case Law and Legislative Developments.* 4:15-7:30 pm ET live webcast. $120. WLEC/California CEB.

10/18/05. *Bankruptcy: What Personal Injury Lawyers Need to Know About the New Bankruptcy Law.* Teleseminar. ATLA.

10/20-21/05. *Understanding the Basics of Bankruptcy and Reorganization 2005.* 12-8 pm ET (-7:30 pm Day 2) live webcast. $995. PLI.

BUSINESS/CORPORATE LAW AND PRACTICE

8/10/05. ***BLT Live:*** *Avoiding Enforceability Issues in Consumer Contracts.* 1-2 pm ET teleconference and live audio webcast. $55-125. ABA. [1.0]

8/11/05. *5th Annual Practical Aspects of Practicing Law for New(ish) Attorneys: Business Law.* 9-11 pm ET live webcast. $120. WLEC/Bev. Hills Bar Assn.

8/18/05. *Protecting Business Assets Through Effective Lawyering.* 1-3 pm ET telephone seminar. $125. TRT. [2.0] (Repeated 9/7, 10/18, 11/7, 12/12)

8/24/05. *Burden of Representing Financially-Challenged Companies.* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/6, 10/5, 11/28, 12/28)

8/29-30/05. *Structuring, Negotiating and Implementing Strategic Alliances 2005.* 12-8 pm (-3:30 pm Day 2) ET live webcast. $1395. PLI.

8/29/05. ***Structuring, Negotiating and Implementing Strategic Alliances 2005,*** *Part 1.* 12-3:45 pm ET live webcast. $515. WLEC/PLI.

8/29/05. ***Structuring, Negotiating and Implementing Strategic Alliances 2005,*** *Part 2.* 5-8 pm ET live webcast. $405. WLEC/PLI.

8/30/05. ***Structuring, Negotiating and Implementing Strategic Alliances 2005,*** *Part 3.* 12-3:30 pm ET live webcast. $480. WLEC/PLI.

9/15/05. *Third Annual Directors' Institute on Corporate Governance.* Live webcast. $1995. PLI.

10/24-25/05. *The Outsourcing Revolution 2005: Protecting Critical Business Functions.* Live webcast. $1395. PLI.

1/20/06. *Drafting Corporate Agreements 2006.* Live webcast. $1395. PLI.

2/2/06. *Choice of Entity -- 2006.* 12 noon-4 pm ET American Law Network telecast. $189. ALI-ABA.

3/16/06. *Limited Liability Entities -- 2006.* 12 noon-4 pm ET American Law Network telecast. $189. ALI-ABA.

CIVIL RIGHTS/CONSTITUTIONAL/HUMAN RIGHTS LAW

10/27/05. *22nd Annual Section 1983 Civil Rights Litigation.* Live webcast. $995. PLI.

CLIENT DEVELOPMENT/CLIENT RELATIONS

9/8/05. *From Your Letterhead to Your Website: An Ethics Guide to Lawyer Marketing Featuring Tom Spahn.* 1-3 pm ET telephone seminar. $129. VACLE. [2.0 ethics] (Replays 9/22 12-2 pm, 10/31 3-5 pm)

10/19/05. ***ABA Connection:*** *The Ethics of Law Firm Marketing.* 1-2 pm ET teleconference. $9.75/$110. ABA. [1.0] (Advance reading)

COMPUTER APPLICATIONS AND SKILLS/COMPUTER AND INTERNET LAW

8/9/05. *Electronic Discovery Needn't Be Shocking.* 1-3 pm ET telephone seminar. $125. TRT. [2.0] (Repeated 9/26, 10/13, 11/17, 12/22)

8/25/05. *Electronic Discovery and Document Storage Teleconference.* 1-2:30 ET teleconference. $179/199. LES. [1.5]

1/23/06. *Internet Sources and Resources.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/20, 3/8, 4/3, 5/5, 6/9, 7/10, 8/14, 9/11, 9/27, 10/5, 10/27, 11/6, 11/28, 12/15)

2/14/06. *How to Get What You Need from the Internet.* Teleseminar. ATLA.

4/27/06. *Electronic Discovery.* Teleseminar. ATLA.

CRIMINAL LAW

8/17/05. *Federal Money Laundering Laws.* 1-3 pm ET telephone seminar. $125. TRT. [2.0] (Repeated 9/14, 10/20, 11/9, 12/15)

8/25/05. *5th Annual Practical Aspects of Practicing Law for New(ish) Attorneys: Criminal Law.* 9-11 pm ET live webcast. $120. WLEC/Bev. Hills Bar Assn.

10/25/05. *Review of Recent Cases in Criminal and Family Law in the Virginia Supreme Court and the Court of Appeals.* 12-2 pm ET telephone seminar. $129. VACLE. [2.0] (Replay 11/16)

10/28/05. *Successful Strategies in DUI Cases.* 2-4 pm ET telephone seminar. $99/129. VACLE. [2.0]

DIVERSITY/ELIMINATION OF BIAS

12/14/05. *PLI's California MCLE Marathon 2005: Legal Ethics: Current Developments -- Substance Abuse -- Elimination of Bias in the Profession.* Live webcast. $495. PLI.

ELDER LAW AND REPRESENTATION

10/7/05. *Basics of Elder Law.* Live webcast. $315/365. NCBA. [6.5, 1.0 ethics]

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

11/17/05. *Annual Fall Employee Benefits Law and Practice Update.* 12 noon-4 pm ET American Law Network telecast. $189. ALI-ABA.

1/4/06. *Ethical Forms of Compensation.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/3, 3/13, 4/21, 5/19, 6/7, 7/6, 8/8, 9/1, 10/3, 10/25, 11/1, 12/5)

EMPLOYMENT AND LABOR LAW

9/12/05. *Managing Absent Employees So It Doesn't Make You Absent-Minded.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 10/10, 11/22, 12/19)

9/13/05. *Military Leave Update: The USERRA Regulations Go Final.* 12-1 pm ET live audio-only webcast. $60. WLEC/Celesq AttorneysEd.

9/21/05. ***ABA Connection:*** *Domestic Violence and the Workplace.* 1-2 pm ET teleconference. $9.75/$110. ABA. [1.0] (Advance reading)

9/29-30/05. *34th Annual Institute on Employment Law.* Live webcast. $995. PLI.

ENERGY LAW

9/20/05. *EBA/CTN Joint Satellite Broadcast.* Energy Bar Association, http://www.eba-net.org.

10/27/05. *Practical Employment Advice for Businesses: Handling References and Recommendations, Plus an Update on Workplace Torts.* 2-4 pm ET telephone seminar. $99/129. VACLE. [2.0] (Replay 12/6 12-2 pm)

ENVIRONMENTAL LAW

10/28/05. *You Cannot Always Get What You Want..., Navigating in the Brave New World of Land Use and Environmental Law in the 21st Century.* Live webcast. $285/335. NCBA. [6.0]

ESTATES/TRUSTS/PROBATE LAW

9/20/05. ***Engel on Asset Protection,*** *Part V: The New Bankruptcy Code Revisions and Other Recent Developments in Asset Protection Planning.* 12-1 pm ET live audio-only webcast. $60. WLEC/Celesq AttorneysEd.

9/22/05. *Advanced Estate Planning Practice Update -- Fall 2005.* 12 noon-3:15 pm ET American Law Network telecast. $189. ALI-ABA.

10/27/05. *36th Annual Estate Planning Institute.* Live webcast. $795. PLI.

12/15/05. ***Engel on Asset Protection,*** *Part VI: Civil, Criminal and Ethical Considerations for the Asset Protection Attorney.* 12-1 pm ET live audio-only webcast. $60. WLEC/Celesq AttorneysEd.

2/9/06. *Advanced Estate Planning Practice Update -- Winter 2006.* 12 noon-3:15 pm ET American Law Network telecast. $189. ALI-ABA.

ETHICS AND PROFESSIONALISM/SUBSTANCE ABUSE

8/4/05. *Justice in the Jury Room.* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/1, 10/3, 10/17, 11/1, 12/1, 12/23, 12/31)

8/5/05. *Sanctions and the Goldilocks Test -- Too Soft, Too Hard, or Just Right?* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/21, 10/4, 11/14, 12/2)

8/10/05. *Ethics for Commercial Litigators 2005.* 12-2:10 pm ET live webcast. $299. PLI/WLEC.

8/10/05. *Ethics for Law Firm Practitioners: Managing Attorney Trust Accounts and Recordkeeping.* 9-11:10 am ET live webcast. $299. PLI/WLEC.

8/10/05. *What Puts Government Lawyers in a Class by Themselves?* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/8, 10/24, 11/21, 12/5)

8/11/05. *Coping with Sexual Predators Within the Profession.* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics/proflsm] (Repeated 9/23, 10/14, 11/18, 12/6)

8/11/05. *Ethics for Transactional Lawyers 2005.* 9-11:10 am ET live webcast. $299. PLI/WLEC.

8/26/05. *The Tangled Webs of Impaired Lawyers.* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/26 4-6 pm, 10/28, 11/30, 12/27)

8/30/05. *Common Sense Ethics -- Histories & Mysteries.* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/29, 10/31, 11/29, 12/13, 12/26)

8/31/05. *The High Price of High Billables.* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/22, 10/12, 11/2, 12/30)

9/8/05. *From Your Letterhead to Your Website: An Ethics Guide to Lawyer Marketing Featuring Tom Spahn.* 1-3 pm ET telephone seminar. $129. VACLE. [2.0 ethics] (Replays 9/22 12-2 pm, 10/31 3-5 pm)

9/15/05. *Ethics for Business Lawyers: Ten Things You Need to Know.* 12-2 pm ET telephone seminar. $129. VACLE. [2.0 ethics] (Replay 10/11)

10/6/05. *Ethics Update for Virginia Lawyers.* 12-2 pm ET telephone seminar. $129. VACLE. [2.0 ethics] (Replays 10/19, 10/28, 10/31, 12/14)

10/19/05. ***ABA Connection:*** *The Ethics of Law Firm Marketing.* 1-2 pm ET teleconference. $9.75/$110. ABA. [1.0] (Advance reading)

11/18/05. *Avoiding Malpractice and Legal Ethics and Evidence.* 12-2 pm ET telephone seminar. $129. VACLE. [2.0 ethics] (Replay 12/2)

12/1/05. *Ethics: Avoiding Legal Malpractice.* Teleseminar. ATLA.

12/14/05. *PLI's California MCLE Marathon 2005: Legal Ethics: Current Developments -- Substance Abuse -- Elimination of Bias in the Profession.* Live webcast. $495. PLI.

12/19/05. *Staying Out of Trouble: What Every Attorney Must Know About Ethics 2005.* Live webcast. $595. PLI.

12/21/05. *Ethics for Litigators: Real Problems of Everyday Practice.* Live webcast. $595. PLI.

1/4/06. *Ethical Forms of Compensation.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/3, 3/13, 4/21, 5/19, 6/7, 7/6, 8/8, 9/1, 10/3, 10/25, 11/1, 12/5)

1/5/06. *Sarbanes-Oxley -- Does Privilege Still Exist?* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/6, 3/15, 4/24, 5/18, 6/13, 7/7, 8/9, 9/5, 10/4, 11/2, 12/6)

1/6/06. *Moral Character Test -- Its Effect on Admissions/Retention.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/7, 3/17, 4/25, 5/16, 6/14, 7/24, 8/21, 9/6, 10/10, 11/3, 12/18)

1/16/06. *Turning the Tables -- Bias Directed at Attorneys.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/10, 3/20, 4/26, 5/17, 6/19, 7/25, 8/22, 9/7, 10/11, 11/20, 12/26)

1/27/06. *Ethical Dilemmas -- How to Solve Them.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/28, 3/31, 4/10, 5/16, 6/19, 7/31, 8/31, 9/13, 9/29, 10/19, 10/31, 11/7, 11/30, 12/22)

1/31/06. *Professionalism and Ethics Issues Regarding Addictive Behaviors.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/27, 3/27, 4/27, 5/31, 6/30, 7/27, 8/28, 9/25, 10/16, 11/22, 12/28)

6/20/06. *Bad Faith.* Teleseminar. ATLA.

FAMILY LAW

8/18/05. *5th Annual Practical Aspects of Practicing Law for New(ish) Attorneys: Family Law.* 9-11 pm ET live webcast. $120. WLEC/Bev. Hills Bar Assn.

9/15/05. ***Child Support Tele-Talk:*** *New Legislation.* 2-4 pm ET telephone seminar. NCSEA.

10/6/05. ***Child Support Tele-Talk:*** *International (TBD).* 2-4 pm ET telephone seminar. $295 per site. NCSEA.

10/20/05. ***Child Support Tele-Talk:*** *Undistributed Collections Update.* 2-4 pm ET telephone seminar. NCSEA.

10/11/05. *FMLA Update: Review of the Basics and Analysis of Recent Tenth Circuit Decisions.* 12-1 pm ET live webcast. $60. WLEC/Cleveland Bar Assn.

10/25/05. *Review of Recent Cases in Criminal and Family Law in the Virginia Supreme Court and the Court of Appeals.* 12-2 pm ET telephone seminar. $129. VACLE. [2.0] (Replay 11/16)

11/17/05. ***Child Support Tele-Talk:*** *Best Practices: Hospital-Based Paternity.* 2-4 pm ET telephone seminar. NCSEA.

12/8/05. ***Child Support Tele-Talk:*** *Ethics for Attorneys* . 2-4 pm ET telephone seminar. NCSEA.

12/16/05. *Adoption Law Institute 2005.* Live webcast. $499. PLI.

FOOD AND DRUG/MEDICAL DEVICE/BIOLOGICS LAW

8/4/05. *Merck v. Integra: Supreme Court's Patent Ruling Leaves More Questions Than Answers.* 1-2 pm ET live audio-only webcast. $149. PLI. [1.0]

2/28/06. *FDA Preemption of Medical Devices.* Teleseminar. ATLA.

GENERAL LAW/MULTIPLE TOPICS

Monthly. See dozens of online seminars on various topics announced at the beginning of each month by CLEO.

GENETICS/BIOTECHNOLOGY LAW

9/6/05. *Biotechnology Law 2005.* Live webcast. $1295. PLI.

GOVERNMENT LAWYER PROGRAMMING

8/10/05. *What Puts Government Lawyers in a Class by Themselves?* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/8, 10/24, 11/21, 12/5)

HEALTH CARE/MEDICAL LAW/PROVIDER REPRESENTATION

8/10/05. ***Understanding the Role of Public Health In Your Practice****, Part I.* 12-1:30 pm ET teleconference and live audio webcast. $60-150 each part; $!00-270 both. ABA. [1.5 each part]

8/18/05. *A Primer on Alternative Risk Financing for Attorneys Representing Healthcare Providers.* 1-2:30 pm ET teleconference. $130-225. AHLA.

8/24/05. ***Understanding the Role of Public Health In Your Practice****, Part II.* 12-1:30 pm ET teleconference and live audio webcast. $60-150 each part; $!00-270 both. ABA. [1.5 each part]

9/15/05. *Collaborative Solutions to Emergency Department on Call Coverage Issues -- An Advanced Teleconference.* 1-2:30 pm ET teleconference. $130-225. AHLA.

9/27/05. *Medical Directives.* 12-2 pm ET telephone seminar. $129. VACLE. [2.0] (Replay 10/31 9-11 am)

11/9/05. *Nursing Home Cases: Mandatory Arbitration.* Teleseminar. ATLA.

12/15/05. *Gastric Bypass Surgery.* Teleseminar. ATLA.

1/12/06. *Nursing Home Cases: Jury Selection.* Teleseminar. ATLA.

3/28/06. *Nursing Home Cases: Assisted Living Facilities.* Teleseminar. ATLA.

IMMIGRATION LAW

8/2/05. *ABCs of Immigration Law for Newer Practitioners.* 2-3:30 pm ET teleconference. $95/125. AILA.

8/9/05. *Back to School: F-1 Visa Update.* 2-3:30 pm ET teleconference. $95/125. AILA.

8/16/05. *ABCs of Business Immigration Law (NonImmigrant) for Newer Practitioners.* 2-3:30 pm ET teleconference. $95/125. AILA.

8/18/05. *ABCs of Business Immigration Law (Immigrant) for Newer Practitioners.* 2-3:30 pm ET teleconference. $95/125. AILA.

8/23/05. *Allied Health Care Workers.* 2-3:30 pm ET teleconference. $95/125. AILA.

8/30/05. *ABCs of Family Immigration and Naturalization Law for Newer Practitioners.* 2-3:30 pm ET teleconference. $95/125. AILA.

9/13/05. *Advanced Strategies in Labor Certification.* 2-3:30 pm ET teleconference. $95/125. AILA.

9/20/05. *H-1B Step by Step Instructions for Newer Practitioners.* 2-3:30 pm ET teleconference. $95/125. AILA.

9/27/05. *Legal Brief Writing Workshop.* 2-3:30 pm ET teleconference. $95/125. AILA.

11/17-18/05. *38th Annual Immigration and Naturalization Institute.* Live webcast. $795. PLI.

INJURY AND TORT LAW

8/12/05. *Demonstrative Evidence in Your Personal Injury Trial -- When, What, Why, and How Much?* 1-3 pm ET telephone seminar. $125. TRT. [2.0] (Repeated 9/9, 10/11, 11/3, 12/7)

8/23/05. *Personal Injury Case Evaluation and Intake -- Make Your Accountant and Malpractice Insurer Happy.* 1-3 pm ET telephone seminar. $125. TRT. [2.0] (Repeated 9/20, 10/25, 11/15, 12/14)

11/17/05. *Shoulder Dystocia.* Teleseminar. ATLA.

3/14/06. *Premises Liability.* Teleseminar. ATLA.

4/11/06. *Connective Tissue Injuries.* Teleseminar. ATLA.

INSURANCE LAW

1/9/06. *Understanding the Securities Products of Insurance Companies 2006.* Live webcast. $1195. PLI.

INTELLECTUAL PROPERTY/PATENT/COPYRIGHT/ TRADEMARK LAW

8/4/05. *Merck v. Integra: Supreme Court's Patent Ruling Leaves More Questions Than Answers.* 1-2 pm ET live audio-only webcast. $149. PLI/WLEC. [1.0]

8/11/05. *Patent Claim Construction in the Wake of Phillips.* 1-2 pm ET live audio-only webcast. $149. PLI. [1.0]

9/15/05. *Sony Revisited: The Potential Ramifications of the Supreme Court's Decision in MGM v. Grokster.* 4-5 pm ET live audio-only webcast. $60. WLEC/Celesq AttorneysEd.

9/19/05. ***Intellectual Property Best Practices**, Part I.* 12-3:15 pm ET live webcast. $299. PLI.

9/19/05. ***Intellectual Property Best Practices**, Part II.* 4:45-8 pm ET live webcast. $299. PLI.

10/6-7/05. *11th Annual Institute on Intellectual Property Law.* Live webcast. $1295. PLI.

10/19/05. *Preparing Patent Legal Opinions 2005.* 12-8 pm ET live webcast. $1295. PLI.

10/20/05. *Patents and Tying: What We Can Expect from the Supreme Court in Illinois Tool Works.* 4-5 pm ET live audio-only webcast. $60. WLEC/Celesq AttorneysEd.

11/10/05. *Patent Reform.* 4-5 pm ET live audio-only webcast. $60. WLEC/Celesq AttorneysEd.

12/12-13/05. *Understanding the Intellectual Property License 2005.* Live webcast. $1395. PLI.

INTERNATIONAL LAW AND TRADE

1/30/06. *International Treaties -- A Threat to All Practice Areas?* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/9, 3/24, 5/24, 6/21, 7/26, 8/24, 9/8, 10/13, 11/21, 12/27)

LAW OFFICE/LAW PRACTICE MANAGEMENT

8/18/05. *Really Interesting Lawyer Stuff 2005.* 3-4:30 pm ET live webcast. $90. WLEC/Bev. Hills Bar Assn.

8/31/05. *The High Price of High Billables.* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/22, 10/12, 11/2, 12/30)

5/23/06. *Law Practice Management: The Business of Practicing Law.* Teleseminar. ATLA.

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

8/4/05. *Justice in the Jury Room.* 1-3 pm ET telephone seminar. $125. TRT. [2.0 ethics] (Repeated 9/1, 10/3, 10/17, 11/1, 12/1, 12/23, 12/31)

8/9/05. *Electronic Discovery Needn't Be Shocking.* 1-3 pm ET telephone seminar. $125. TRT. [2.0] (Repeated 9/26, 10/13, 11/17, 12/22)

8/11/05. *Focus Groups: How Can They Help Your Practice?* Teleseminar. ATLA.

8/15/05. *DaVinci Code of Scientific Evidence.* 1-3 pm ET telephone seminar. $125. TRT. [2.0] (Repeated 9/16, 10/6, 11/11, 12/9)

8/17/05. ***ABA Connection:*** *Avoiding the Litigation Money Pit.* 1-2 pm ET teleconference. $9.75/$110. ABA. [1.0] (Advance reading)

8/19/05. *Junk Science or Scientific Evidence?* 1-3 pm ET telephone seminar. $125. TRT. [2.0] (Repeated 9/19, 10/7, 11/4, 12/29)

8/25/05. *Electronic Discovery and Document Storage Teleconference.* 1-2:30 ET teleconference. $179/199. LES. [1.5]

9/8/05. *Deposition Strategies.* Teleseminar. ATLA.

9/22/05. *Maximizing Special Damages.* Teleseminar. ATLA.

11/10/05. *North Carolina Eastern District Federal Update.* Live webcast. $215/255. NCBA. [3.0]

12/21/05. ***ABA Connection:*** *Checking the Pulse of the Attorney-Client Privilege.* 1-2 pm ET teleconference. $9.75/$110. ABA. [1.0] (Advance reading)

12/21/05. *Ethics for Litigators: Real Problems of Everyday Practice.* Live webcast. $595. PLI.

1/11/06. *Scientific Evidence -- Constitutional Issues.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/13, 3/10, 4/5, 5/15, 6/16, 7/21, 8/15, 9/22, 10/20, 11/15, 12/8)

1/13/06. *ED -- Prescriptions for Electronic Discovery.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/17, 3/30, 4/10, 5/12, 6/12, 7/14, 8/18, 9/18, 10/9, 11/10, 12/11)

1/15/06. *Effective Jury Persuasion.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/15, 3/28, 4/12, 5/30, 6/23, 7/17, 8/17, 9/26, 10/12, 11/17, 12/13)

1/17/06. *Experts -- Work Product and Discovery.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/21, 3/29, 4/11, 5/8, 6/28, 7/13, 8/10, 9/15, 10/30, 11/8, 12/19)

1/18/06. *Do You Really Want This Case?* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/22, 3/22, 4/18, 5/9, 6/27, 7/11, 8/25, 9/20, 10/6, 11/13, 12/20)

1/24/06. *Expert Witnesses in the Daubert Era.* Teleseminar. ATLA.

4/27/06. *Electronic Discovery.* Teleseminar. ATLA.

5/16/06. *Litigating Trucking Cases.* Teleseminar. ATLA.

MEDIATION SKILLS AND PRACTICE

8/16/05. *Major Issues in Mediation.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 9/13, 10/19, 11/8, 12/8)

1/19/06. *Current Issues in Mediation.* 1-3 pm ET telephone seminar. $135. TRT. [2.0] (Repeated 2/14, 3/9, 4/6, 5/11, 6/15, 7/12, 8/30, 9/14, 10/18, 11/16, 12/14)

MILITARY LAW/VETERANS' ADVOCACY

9/13/05. *Military Leave Update: The USERRA Regulations Go Final.* 12-1 pm ET live audio-only webcast. $60. WLEC/Celesq AttorneysEd.

10/20/05. *Veterans' Rights: The Battle After the Battle.* 8:50 am-12 noon ET live webcast. $180/220. NCBA. [3.0]

NOT-FOR-PROFIT ORGANIZATIONS

10/26/05. *Advising Nonprofit Organizations 2005.* Live webcast. $299. PLI.

REAL ESTATE/LAND USE/HOUSING/REAL PROPERTY LAW

8/4/05. *Practical Aspects of Practicing Law for Newer Attorneys: Real Estate in California.* 9-11 pm ET live webcast. $120. WLEC/Bev. Hills Bar Assn.

10/19/05. *Title Insurance 2005: Mastering Critical Issues Facing Buyers, Sellers & Lenders.* Live webcast. $795. PLI.

10/28/05. *You Cannot Always Get What You Want..., Navigating in the Brave New World of Land Use and Environmental Law in the 21st Century.* Live webcast. $285/335. NCBA. [6.0]

1/31/06. *8th Annual Real Estate Tax Forum.* Live webcast. $1395. PLI.

SECURITIES LAW

8/3/05. *Understanding the New Securities Offering Reform Rules.* 9 am-5 pm ET live webcast. $1295. PLI.

8/3/05. ***Understanding the New Securities Offering Reform Rules****, Part 1.* 9 am-12:30 pm ET live webcast. $650. WLEC/PLI.

8/3/05. ***Understanding the New Securities Offering Reform Rules**, Part 2.* 1:30-5 pm ET live webcast. $650. WLEC/PLI.

8/9/05. ***Litigation Series:** Playing Nice in the Sandbox: Cooperation and Attorney Liability in SEC Investigations.* 1-2 pm ET teleconference and live audio webcast. $30-140. ABA. [1.0]

8/17/05. *Securities Arbitration 2005: Telling Your Story.* 9 am-5 pm ET live webcast. $795. PLI.

8/17/05. ***Securities Arbitration 2005: Telling Your Story,** Part 1.* 9 am-12:30 pm ET live webcast. $400. WLEC/PLI.

8/17/05. ***Securities Arbitration 2005: Telling Your Story,** Part 2.* 1:30-5 pm ET live webcast. $400. WLEC/PLI.

9/8/05. *Securities Litigation and Enforcement Institute 2005.* Live webcast. $1395. PLI.

9/14/05. *Coping with Broker/Dealer Regulation and Enforcement 2005.* Live webcast. $1495. PLI.

10/17-18/05. *Swaps and Other Derivatives in 2005.* Live webcast. $2095. PLI.

10/20-21/05. *Securities Filings 2005.* Live webcast. $1395. PLI.

11/2/05. *Gatekeepers Under Scrutiny: What General Counsel Need to Know Now About Lawyers & Director Liability (Pre-Conference Briefing to 37th Annual Institute on Securities Regulation).* Live webcast. $795. PLI.

11/3-5/05. *37th Annual Institute on Securities Regulation.* Live webcast. $1795. PLI.

11/9/05. *How to Prepare an Initial Public Offering.* Live webcast. $1295. PLI.

12/1-2/05. *New Developments in Securitization 2005.* Live webcast. $1495. PLI.

12/5/05. *Understanding the Securities Laws 2005.* Live webcast. $1295. PLI.

1/9/06. *Understanding the Securities Products of Insurance Companies 2006.* Live webcast. $1195. PLI.

TAX LAW

8/15/05. *Circular 230 -- It's Not Just for Tax Lawyers.* 12-1 pm ET live audio-only webcast. $149. PLI. [1.0]

11/16/05. ***ABA Connection:** Current Developments in Tax Law 2005.* 1-2 pm ET teleconference. $9.75/$110. ABA. [1.0] (Advance reading)

1/31/06. *8th Annual Real Estate Tax Forum.* Live webcast. $1395. PLI.

WRITING/DRAFTING SKILLS

9/27/05. *Legal Brief Writing Workshop.* 2-3:30 pm ET teleconference. $95/125. AILA.

1/20/06. *Drafting Corporate Agreements 2006.* Live webcast. $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, 321 N. Clark Street, Chicago, IL 60610, (312) 988-6210, Web http://www.abanet.org/cle.

AHLA. American Health Lawyers Association, 1025 Connecticut Avenue, N.W., Suite 600, Washington, DC 20036-5405, (202) 833-1100, Fax (202) 833-1105, Web http://www.healthlawyers.org.

AILA. American Immigration Lawyers Association, 918 F Street, N.W., Washington, DC 20004-1400, (202) 216-2400, Fax (202) 371-9449, Web http://www.aila.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 clehelp@atlahq.org, Web http://www.atla.org.

CLEO.** CLE Online, P.O. Box 80947, Austin, TX 78708, (512) 778-5665, Fax (512) 223-0562, 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.fdli.org.

IOMA. Institute of Management & Administration, Inc., 3 Park Avenue, 30th Floor, New York, NY 10016-5902, (800) 401-5937, Web http://www.ioma.com.

LES. Lorman Education Services, 2510 Alpine Road, Eau Claire, WI 54703, (888) 678-5565 or (715) 833-3940, Fax (715) 833-3953, E-mail ceinfo@lorman.com, Web http://www.lorman.com.

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.** Lexis Nexis® Mealey Publications and Conference Group, 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.

NCBA.** North Carolina Bar Association, Continuing Legal Education, 8000 Weston Parkway, Cary, NC 27513, (919) 677-8745 or (800) 228-3402, E-mail askCeLE@ncbar.org, Web http://www.ncbar.org.

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.

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.

WLEC.** West LegalEdcenter, Eagan, MN, Web http://westlegaledcenter.com.

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