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Evolving Best Practices in Leading and Managing Multi-Disciplinary Teams in Law Firms
Terri Mottershead

It may not be popular, it may even be controversial, but the reality is – law firms are businesses! It has been said before, but it is worth repeating: "Any business can make money in the good times; it is in the more challenging times that the real leaders and managers emerge."

There is no doubt law firms have seen the good times; and, of late, many have seen more challenging times. And there is also no doubt that, whatever "times" lie ahead, they will be different. The burning question for many firms is now less about understanding the need for change and more about ensuring they have the right people with the right skills to lead and manage them through the transition and beyond.

Managing Change: Changing Leaders and Managers

It's no secret that great leadership and management skills/ competencies have long been undervalued in law firms. Selection criteria, where these existed, more often focused on the wrong things and supported the engagement of the wrong people to leadership positions than the right. Although there is much research to choose from, two recent articles, one from inside and the other outside law firms, provide a useful list of "wrong" and "right" criteria for firms to consider when selecting their leaders.

The sidebar provides a summarized and adapted list of leadership selection criteria from both articles.

Selection Criteria For Law Firm Leaders?

Wrong Criteria
- × Seniority or end of career
- × Book of business/rainmaker
- × Not enough to do/underperforming
- × Ego need

Right Criteria
- ✓ Enthusiasm for the job
- ✓ Champions change
- ✓ Champions diversity
- ✓ Innovates
- ✓ Establishes stretch goals
- ✓ Strategic perspective
- ✓ Connects the firm to the outside world
- ✓ Solves problems and analyzes issues
- ✓ Gets things done
- ✓ Gets along with people/Builds relationships
- ✓ Displays high integrity and honesty
- ✓ Collaborative and team player
- ✓ Delegation skills
- ✓ Communicates powerfully and prolifically
- ✓ Inspires and motivates
- ✓ Develops others
- ✓ Practices self-development
- ✓ Excellent lawyer

(Adapted from Eric Seeger, Altman Weil, 2011 and Jack Zenger and Joseph Folkman, HBR, 2012)

The first is an article by Eric Seeger[1] in which he suggested "wrong" and "right" criteria for selecting law firm Practice Group Leaders and emphasized the importance of choosing the right people, supporting them in developing their skills, and holding them accountable. The second is an article by Jack Zenger and Joseph Folkman[2] summarizing the results of a survey (evaluated in 2011) that tracked the judgment of leadership competencies by over 7,000 leaders' peers, bosses, and direct reports from 360° evaluations. The competencies used in the survey were those identified as the most important for overall leadership effectiveness from research that spanned a 30-year period. The research found that women scored higher than men on all but one competency.

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[1] Eric Seeger, *Three Steps to More Effective Practice Group Leadership* (Altman Weil, Inc., 2011)

[2] Jack Zenger and Joseph Folkman, *Are Women Better Leaders Than Men?* (HBR, 2012)

The Role of Talent Management in Identifying Exceptional Law Firm Leaders and Managers

So what is the upshot of this research for law firms? There are many things that could be discussed, but here are several critical and topical considerations for law firms, all of which put talent management front and centre in the success of a law firm:

1. **Law firm leadership and management needs to be valued and a full-time commitment.**

It is hard to think of too many other businesses that are run by part-time staff with no dedicated training or by committee. Running a business is hard. Running a multi-million or multi-billion dollar business is not for the faint hearted. Outstanding leaders and managers are hard to find, and they have a distinct skill set. While many may be able to do the job a little, law firms need people who can do the job a lot and are great at it.

A quick review of a recent time line from law.com of AmLaw 200 law firm failures from the 1980s to the 2000s reveals an almost 200% increase in law firm failures from the 1990s to the 2000s and a much greater increase when one compares the 1980s with the 2000s. Undoubtedly the global financial crisis played a role in these failures in the 2000s; however, taken as a whole, leadership issues in almost all these firms featured as critical and negative factors.[3]

Talent management professionals, working on initiatives like strategic workforce employment, can work with senior management to identify great leader/manager candidates early on and proactively support their development.

2. **There is a pressing need for firms to innovate.**

Some have, but many have not. Innovation needs to be led from the top. Firms need innovative leaders and managers. Lawyers, however, are not renowned for innovation. The first question that usually accompanies a proposal in a law firm is not "let's take the lead and be the first in the marketplace" but more often "who is doing this?" or "who has done this before?"

Innovation will only happen if the leadership team is open to new ideas, new approaches, and doing things differently. For this reason, if no other, diversity in the leadership and management ranks in law firms is more important now than it has ever been before. Perhaps this is what has prompted firms like Mallesons King & Wood (for Australia), Linklaters, Freshfields Bruckhaus Deringer, Herbert Smith, Hogan Lovells, and Addleshaw Goddard to announce recently a cadre of different and varied initiatives such as targets for women partners and unconscious-bias training for partners in an effort to support the retention and promotion of female lawyers.[4]

Talent management professionals, working collaboratively with or leading diversity initiatives, are well placed to advise senior management and connect the dots between diverse candidates with leadership and management potential.

3. **Law firms need to know how to select great leaders and managers.**

This means working out the competencies and skills that have set their exceptional leaders and managers apart in the past and will do so in the future. If firms develop skills frameworks or competencies with an eye only to the past or what works now, they may end up doing little more than entrenching the status quo. These "lists" need to recognize:

a. what has worked before but also where the firm needs to be in the future;

b. that effective and efficient law firms will increasingly require diverse leaders and managers capable of working collaboratively with multi-disciplinary, local, national, regional, and global teams; and

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[3] *Not too big to fail* (law.com, 2012)

[4] Pui-Guan Man, *King & Wood Mallesons sets 30% female target for Australia partnership* (legalweek.com, July 9, 2012)

c. that the current trend for growth through mergers and lateral hiring[5] requires an even stronger emphasis on all these skills and competencies so that the firm can retain its top performers, vision, values, and culture as it expands its organization and client base.

Talent management professionals have done a lot of work in developing these "lists" for law firm associates. It is important, therefore, that they are intricately involved in leveraging that work for the benefit and continuity of associate to partner development in leadership and management.

4. Law firms need the corporate equivalent of a "trainee manager/leader program."

This is more than a random training event for senior associates, new partners, or emerging leaders. This is a process that starts, as noted earlier, with early identification of talent and continues with ongoing support through training and coaching. It also requires comprehensive feedback derived from summative and formative assessments of performance over time. The feedback must be comprehensive and from peers and direct and indirect reports, as well as supervisors and clients. After all, it is not possible to know how you lead from self-assessment alone; the really valuable feedback comes from your followers!

All of this is a long-term process requiring long-term investment, and it does produce bottom-line positive results. Programs like these cannot happen suddenly or without explanation or planning at the four-, five-, or six-year mark after someone joins the firm. It starts with recruitment and never really ends.

Most firms have by now recognized where they have leadership and management gaps. Some have devised and launched comprehensive initiatives and programs to find and educate their current and future leaders. Milbank, Tweed, Hadley & McCloy

stands out as a firm that has embraced a culture of leadership and management excellence, as evidenced in its partnership with Harvard on business of law education for third- through seventh-year associates[6].

This sort of change in culture takes time, and many firms have a more pressing need to plug leadership and management gaps than time will permit. It is therefore not surprising that over the last 5 years anecdotal evidence suggests there has been an upsurge in the employment by law firms of senior support staff from the corporate world. The results have, however, been mixed.

Plugging the Leadership and Management Gaps in Law Firms Through Multi-Disciplinary Teams

Law firms don't make widgets. They don't sell them either. Law is a highly priced service industry focused on problem solving and problem prevention. What's more, managing partners, practice group leaders, and executive and policy committees are not like their corporate equivalents. In law firms, leadership and management is often much more consensus driven and committee led. Similarly, those in non-lawyer chief, director, and management roles in a law firm are not like their corporate equivalents. They do not have the autonomy or peer equivalency in law firms that they find in corporations because … they are not lawyers.

The attempt to plug leadership and management gaps with non-lawyer hires has created a dilemma for law firms. It's a dilemma that many firms do not manage well. On the one hand they need – and they can find – highly educated, experienced, and thoroughly competent support staff but cannot offer them a career path, ongoing learning opportunities, or coaching to continue to

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[5] Brian Baxter, *Mergers Down in Second Quarter, But Still Up Overall Compared to Last Year* (The Am Law Daily, July 3, 2012)

[6] Karen Sloan, *Milbank Sending Midlevel Associates to Harvard Law for Business Training* (The National Law Journal, February 11, 2011)

advance in their careers. Moving to a law firm can be a career-limiting choice for non-lawyer senior hires unless they go to a more senior position in another law firm, but there are not too many of those positions out there in the marketplace.

All of this breaks down into a number of distinct points worthy of consideration by law firms that find themselves in non-lawyer, gap-filling hiring mode:

✓ First, the selection criteria for non-lawyer senior leaders need to be the same as for the attorney leaders – how many law firms use the leadership selection criteria discussed earlier for their non-lawyer senior staff interview process?

✓ Second, these people are going to be paid well and they are going to be integral to the success of the firm – how many firms require a comprehensive proposal for these positions before they are decided upon? Are these proposals as comprehensive as the firm would expect for a lateral partner candidate? Will the firm appoint a partner as mentor and guide for the new appointee? Will that partner be held accountable just as he/she would for the success of a lateral partner candidate?

✓ Third, what orientation program, firm and client meetings, press announcements, and internal communications message the importance, support, and appropriate recognition of the new non-lawyer leader appointee? To be successful, the appointee needs to know the firm's business and clients. The firm and clients need to know the new appointee, what she has done, what she will do, and that she has leadership support to get the job done. The person needs to be set up to succeed.

✓ Finally, like any senior hire a firm should want to employ, the job has to offer opportunities … and that means more than just a lot of money! A firm cannot

logically retain senior experienced and highly sought after non-lawyer professionals, as it would not retain its lawyers, if all it can offer is career-limiting opportunities like an absence of autonomy, little challenging or engaging work, and no advancement.

Law firm talent management professionals need to be involved in the non-lawyer staff recruitment, on-boarding, training, coaching, career development, and evaluation or, at the very least, work closely with those involved with this process. Talent management professionals have the skill set and compe-tencies that can identify, integrate, leverage, and deploy talent. If law firms are to become effective and efficient businesses, talent cannot be viewed in lawyer and non-lawyer silos, and talent professionals need to play an integral strategic and operational role in building successful multi-disciplinary teams.

We Live In "Interesting Times"[7]!

It is worth repeating…law firms are businesses! That does not mean compromis-ing the best traditions of the profession, but it does mean accepting the framework within which the firm operates.

The unique structure of law firms can set up a confused or uncomfortable division of roles and tasks between attorney leaders/mana-gers and owners, and between them and their non-lawyer colleagues. These are things each firm will need to resolve in its own way and at its own pace. But these are also things that will never be resolved in a

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[7] "May you live in interesting times" is often cited (perhaps incorrectly) as a Chinese curse (see Wikipedia for a collection of popular interpretations and history). If that interpretation is accurate, it definitely does not apply to the leadership and management changes discussed in this article. These "interesting times" have produced more opportunity for change for the better and to evolve meaningful best practices in law firms than almost any other time in recent history. For firms willing to review, analyze, evolve, and implement these leadership and management best practices, the positive results will be plentiful and sustained.

modern law firm in the absence of great leaders/ managers and collaborative, diverse, and multi-disciplinary teams.

While the recent ABA decision against non-lawyer ownership of firms[8] (unlike recent changes in Australia and the UK) means that US law firms will not have to consider the option of being more corporate in their structure and financing for now, this does not amount to a "get out of jail free card" to ignore client and colleague expectations/ demands to lead and manage more effectively, more efficiently, and through multi-disciplinary teams.

Talent management professionals in law firms have an integral role to play in advising and counseling senior management in the selection of great lawyer and non-lawyer leaders and managers. They also have an integral role to play in developing and implementing best practices in talent development for the direct benefit of clients and the firm.

If your talent management professionals are "missing in action" on your merger transition teams; partner and non-lawyer senior staff selection teams; and diversity, training, coaching, career planning, evaluation, and compensation initiatives and committees, bring them in now and bring them in quickly. It's the best way to be sure you find the right people and establish and entrench a culture of exceptional leadership and management in your firm.

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Classic Quote:

"Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall."

– Stephen R. Covey (October 24, 1932- July 16, 2012)

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[8] Leigh Jones, *ABA pulls proposal on non-lawyer ownership of firms* (Thomson Reuters, April 16, 2012)

Where Is the Legal Profession Headed?
Michele Bendekovic

So much is happening in the world of legal education in the United States that it is difficult to keep track without a legal pad.

Over the past two years we have seen law school admission officials report inflated LSAT scores and GPAs to the American Bar Association (ABA), calls from Congress to investigate the law school debt crisis, declining enrollment, law school tuition freezes, and demands for transparency in reporting graduate employment and salary data. Not to mention graduates filing law suits against their alma maters for not being able to secure legal employment after graduation.

Law firms, however, are still demanding practice-ready entry-level associates, and their clients are still refusing to pay for training those same entry-level associates.

To say chaos seems to be the new normal in our legal environment would be an understatement.

Hard facts and figures support the existence of this uncertainty in the world of legal education. We have seen a 25% decline in law school applications over the past two years, and a 16% decline in the number of LSATs administered over the last cycle. Reports predict that first-year law school enrollment in 2012 will drop by approximately 4,000 students, despite law schools' dipping into their wait lists in an effort to fill incoming classes. As a result, the size of incoming classes is decreasing because of the decline in enrollment.

NALP (The Association for Legal Career Professionals) has reported that law students who graduated in 2011 had the lowest employment rate since 1994. The overall employment rate for the class of 2011 nine months after graduation was 85.6% (in 1994 it was 84.7%). The highest employment rate nine months after graduation was for the class of 2007 at 92%.

NALP has provided additional data that reveals that not quite 66% of the class of 2011 were in jobs that required bar passage. So this means that one third of the class of 2011 found jobs that did not require a law degree, were back in school, or were unemployed. NALP also reports that another 12.5% had jobs in which a law degree was preferred but not required.

The data gathered by the ABA for the class of 2010 is much more extensive and shows how law schools are adjusting to the uncertainty of the legal market. For the first time and under pressure, the ABA has released more comprehensive employment data that includes detailed statistics such as the number of graduates in long- and short-term jobs, the number of graduates working in a variety of different sized firms and whether those jobs are permanent or temporary, and the number of graduates in positions paid by their law schools. This information is very revealing and shows how common it is in this market for law schools to employ their graduates in a variety of positions.

So common in fact that the statistics reported to the ABA by law schools show that –

- 27% of ABA accredited law schools hired none of their 2010 graduates.
- 48% hired between 1 and 5% of their 2010 graduates.
- 11% hired between 6 and 10% of their 2010 graduates.
- 9% hired between 11 and 15% of their 2010 graduates.

In spite of those figures, there is good news. As an example, The City University of New

York employs its graduates in its LaunchPad for Justice Program. This program helps indigent New Yorkers who are facing eviction. These graduates are getting hands-on experience, honing their skills, and making connections that could lead to a full time legal job.

But what about the mindset of potential law students? Has their outlook changed given the availability of this expanded information and the negative publicity regarding legal education?

Will you be surprised if the answer is no? Well, it is. Kaplan Test Prep conducted a survey of 645 potential law students and found that a law school's placement numbers ranked last in importance in the decision about where to apply to law school. Again -- *a law school's placement numbers rank last in importance when it comes to deciding where to apply for law school.* The law school's ranking, location, academic programs, and cost all ranked above the job placement record when considering law schools. Kaplan's survey found that there is a disconnect between the employment expectations of prospective law students and the actualities of the current legal job market. Incredibly, thirty-eight percent of the prospective law students surveyed expected to land a job at a large law firm when, in reality, only 10% of 2011 law school graduates were in jobs at law firms with 100 or more attorneys.

With all this doom and gloom in the legal job market for new graduates, have law firms revamped their recruiting and hiring processes? A few have, but the majority have not. For the most part, law firms still favor the so-called "elite" law schools, thus the reputation and prestige of a law school weigh heavily in deciding where a firm will recruit. Graduates from schools perceived as lower ranked need to be at the top of their class to obtain a chance for an interview, and

Quotes of the Quarter:

"Feminism was about making women's lives less constrained and giving them more choices. Right now, most women have none – not because they are spoiled and unrealistic and want to do lunchtime yoga, but because they are working hard to support their families and everyone is colluding in the fiction that they have nothing else on their minds. I return to a modest proposal I made last week in *Slate* …: Mothers, fathers, don't lie to your employers about the kid things you have to (or want to) do during the day. If you are taking a kid to the doctor, say so. Ditto for parent teacher conferences or the school play. At this point, honesty would be a radical act."

– Hanna Rosin in *The Atlantic*, June 26 ("The Secret Shame of the Working Mother")

"As the personalization of content delivery becomes increasingly pervasive, it might even be that you begin to notice it most when it is absent—when there is a setting in which you should be identifiable as an individual, yet the information presented to you is strangely undifferentiated. I've noticed such a setting: your leadership development program. Even a decade after leadership training began to recognize different styles and strengths, and even in organizations that have made cultivating high-potential talent a priority, the content served up is generic. Your leadership program tells you that you're a vital part of your organization's future, but it displays little understanding of *you."*

– Marcus Buckingham in the June *Harvard Business Review* ("Leadership Development in the Age of the Algorithm")

sometimes even that achievement is not enough. In other words, most firms are still fighting to recruit the same small sliver of the law school population, which is now even smaller.

The *National Law Journal* (NLJ) compiled a list of the fifty "go to" law schools from which 2011 graduates found employment within the NLJ's Top 250 law firms. The top five schools represented on the list were the University of Pennsylvania, Northwestern University School of Law, Columbia Law School, Harvard Law School, and Stanford Law School.

Law firms have grown accustomed to hiring attorneys who fit the mold of their existing attorneys – who came up through the same system and are now in management positions and able to influence hiring decisions. These attorneys want to continue with the system and the cycle which recognizes that graduating from an "elite" law school is a major factor in predicting a successful attorney. Yet there is little evidence that suggests "elite" law schools provide a better legal education than other law schools.

Thinking outside of this box and looking at law schools that offer innovative curricula, have experience with experiential learning, offer clinics, and have built their programs around foundational and practical skills just may produce entry-level attorneys who can hit the ground running and satisfy client demands. In this time of chaos, law firms need to recognize and value these innovations when hiring prospective associates. We continue to hear that law schools are sending their graduates into the job market without practical skills or an understanding of the business of law firms and of what clients expect.

Since this is the *PD Quarterly*, what does all this mean for PD professionals? This is an opportunity for law firm PD professionals to be creative and partner with law school colleagues to provide adjunct faculty, develop training programs that offer insight into the realities of practicing in a law firm, and even mentor law students. Law firm PD professionals can act as a sounding board for their law school colleagues as they try to develop new courses that address practical skills.

For a PD professional, there is no better collaboration effort than to serve the needs of law students across the country and to enable those students to become contributing members of the profession immediately upon graduation. Perhaps we can help to end the chaos and put the path to law practice back on a solid footing.

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One Firm's Mentoring Program: A Three-Year Review

Sejal M. Shah

I moved into my first role in Professional Development just over three years ago. One of my first tasks was to help develop and roll out the first firm-wide mentoring program.

It turns out that the mentoring program has been one of my most rewarding, yet most challenging, initiatives. Now that the program has just hit its three-year anniversary, I wanted to share some of the lessons I have learned.

1. Pairing associates with partner mentors of their choice incentivized mentors to take a more active role and gave mentees more of a stake in the mentoring program.

We tried our best to match associates with partners they truly wanted as mentors. The Professional Development team met with each associate before they joined the mentoring program in order to get an in-depth sense of their mentoring goals and mentor preferences. While we generally asked associates to provide us with their top three mentor choices, we made every effort possible to pair each associate with a partner he or she really wanted to work with.

While this approach definitely had its challenges, I think it worked well for our firm. I tried to structure the mentoring program in a way to make this approach possible. For instance, we decided to transition associates out of the mentoring program in their fifth year so that certain popular mentors would be available for new associates joining the program. Sometimes, when it made sense for all parties involved, I would even change existing mentoring pairs to free up certain mentors. In other cases, I would encourage associates to have two partner mentors based on their goals and mentoring needs.

Many of the mentees I spoke with felt ownership in the relationship since they had a hand in picking their mentors. Looking back, I am not sure that associates would have felt like they had as much of a stake in the mentoring relationship if they did not have as much of a say in their mentor pairings. Additionally, most partners agreed to serve as mentors enthusiastically when we approached them. I believe this result was at least partly due to the fact that they were chosen or picked.

2. Setting expectations early on about the mentoring program had an important impact.

When we first began the mentoring program, I made the mistake of not properly setting expectations with associates. I had met with each of the associates before they joined the mentoring program in order to discuss the program with them and understand their career goals, mentoring objectives, and mentor choices. However, I did not emphasize strongly enough the scope of the program – to facilitate the building or expansion of a relationship between an associate and a partner of his or her choice. I should have been clearer that the development of the relationship is really up to the individual mentor and mentee pair. For instance, when we met with associates before they transitioned out of the mentoring program, a few of them mentioned that they wished they had been more proactive or they wished they had taken more advantage of the program.

The following year, when I met with each associate, I stressed the importance of selecting a partner mentor who can help with mentoring goals. I suggested sharing these goals with the mentor early on in the relationship and being proactive in developing or deepening the relationship.

These candid conversations helped appropriately set the expectations for the mentoring program and helped guide associates in better selecting mentors and building stronger relationships with them.

3. Seeking informal feedback helped me learn what truly worked and what did not.

While I conducted annual formal evaluations on the mentoring program, the most useful feedback I gained was through informal meetings with associates and partners.

I tried to find good excuses to meet with partners and associates in the mentoring program whenever possible. During these meetings with associates and partners, I received a great deal of useful information. I learned which mentoring program events they liked and disliked, who were some of the most hands-on mentors and mentees, and what types of activities I should try to host in the future.

For example, at one meeting a mentee shared that having a senior associate mentor would be useful in addition to having a partner mentor. She explained that she would feel more comfortable approaching a senior associate mentor with certain issues. From this feedback, I surveyed all mentees and learned that numerous other mentees felt the same way. Just this year, we decided to offer senior associate mentors as an option in addition to partner mentors.

4. Mentoring program events helped promote mentoring relationships.

The most challenging part of the mentoring program was getting mentees and mentors to meet given their busy work schedules. By holding quarterly mentoring program events, we helped provide a forum for mentor and mentee pairs to meet and break the ice. These events also served as a reminder for mentors and mentees to connect even if they were unable to make it to the event.

Past events have included business development panels, a work-life management discussion, training on effective mentoring, community service activities, programs on mentoring tips, and a personal development plan workshop. Typically, programs that featured partners and associates turned out to be the most popular. Mentors and mentees at our firm seemed most interested in hearing their colleagues' advice and experiences. Interestingly, I noticed more mentors and mentees utilizing their mentoring budgets after a mentoring program event.

In addition to quarterly events, last year we facilitated small group activities with a few mentor and mentee pairs. These activities, which included lunches, dinners, and even a cooking class, helped certain mentor and mentee pairs get to know each other better in a more casual setting. Associates indicated that getting together outside of the firm with their mentors and a few other people made it easier to have conversations and get to know another side of their mentors.

5. Seeking input from external sources on a consistent basis helped keep the mentoring program fresh.

When we first started the program, I reached out to attorney development professionals when faced with challenges or obstacles in order to get additional perspectives. After each conversation, I generally walked away with at least one interesting new idea.

I now try to reach out to professionals on a regular basis to share new ideas and approaches on mentoring. This process has greatly helped me keep the program fresh by helping me come up with new ideas for mentoring program events, new mentoring suggestions to send to program participants, and different ways to structure the program.

Looking back, I realize that seeking out and sharing information both within and outside of the firm has helped me more effectively develop the Mentoring Program.

Mentoring is challenging because it is personal and difficult to implement. Taking the time to really listen to the needs, feedback, and experiences from partners and associates at the firm helps focus the program on what really matters to those participating. At the same time, reaching out to professionals externally provides perspectives on ways to effectively structure and implement mentoring.

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Lessons from the Classroom, the Writing Center—and the Track: Coaching Attorneys to be Exceptional Writers
Ben Opipari

I've been an educator and a coach for most of my life, starting as a middle school special education teacher. While earning my Ph.D. in English, I directed a university writing center and served as a head high school track coach. After that, I directed another university writing center and briefly coached track on the collegiate level. As writing center director, I was a writing tutor and trained both faculty and students to become writing tutors. During this time in academia, I taught writing and rhetoric. For the past six years, though, I've coached attorneys to become better writers.

As you can see, for a while I spent my days teaching and coaching writers, and my evenings and weekends coaching runners. The transition between these worlds was relatively seamless, though, whether I was coaching a pen-wielding writer or a baton-carrying runner. Running and writing are both solitary endeavors, so many coaching principles apply to both. The goal in each is the same: make the coachee a skilled practitioner. All of these pedagogical experiences inform my coaching philosophy when I work with attorneys.

Everyone needs coaching.

You need coaching. I need coaching. T.S. Eliot had a coach in Ezra Pound, who also coached William Butler Yeats. Samuel Taylor Coleridge and William Wordsworth coached each other. Even violinist Itzhak Perlman has a coach. Did you watch the London Olympics? Usain Bolt—the fastest runner ever—has a coach. And swimmer Michael Phelps has a coach.

Coaching is for everyone. That's why I say "everyone *needs* coaching," not "everyone *can benefit* from coaching." It's not just for weak writers or those who get dinged on annual reviews. All writers—even the best in their field—can use it. Unfortunately, the "coach as remediation" model persists, and it often creates a corporate culture that discourages people from seeking help for fear of being stigmatized. Some of the most valuable coaching sessions I've ever had have been with partners because of the message this sends to associates: none of us is above coaching.

It's about better writers, not just better writing.

This is the old adage in university writing center theory, but it applies to law firms as well. Writing coaching is about better *writers*, not just better *writing*. Sure, you want to improve the writing in front of you, but you also want to improve the skill of the writer over the long term. That's why cosmetic fixes to the work product do little to help the writer because they don't always improve skill. Think long term: as a coach, what can you offer that will make the writer stronger in six months? The hour you spend now will save you hours later because you're helping a writer master a skill and eliminate patterns of error.

Learn from the best.

Good writers read good writing. It's not something they do only when they have the time. Instead, it's part of their professional development. I was reminded of this recently in a business publication's column about concise writing. The author said that "the more you write, the better your writing will become." What he should have said was that "the more you *read*, the better your writing will become."

If you don't read, you won't know what good writing looks like. And, if you don't know what good writing looks like, you'll have no frame of reference. Weak writers develop bad habits because they don't have this frame of reference. If they expect to get better just by writing a lot, the outcome is predictable: a lot of bad writing. I've always been skeptical of the idea that you'll become a better writer as long as you keep on writing. That's a convenient bit of advice in an "eight minute abs" sort of way because it sounds so straightforward and pre-packaged, but becoming a good writer isn't that simple. It takes a lot more work: writers need exposure to good writing and feedback on their own writing.

When I was a track coach, each year I took my athletes to Penn Relays in Philadelphia to compete. It's a multi-day meet filled not just with high school competitors but also with the top collegiate and professional runners. I made sure they watched the Olympic-caliber runners compete, and I sat with them during these races so that we could evaluate the runners' tactical decisions. Armed with this information, my runners became smarter runners. To be sure, this applies to any age: when I coached my mother in 2009 to a top five finish in the 5k at the U.S. Senior Games, we watched road races on television so that I could point out smart racing strategies.

The same works with writing coaching. If you want to be a good writer, read good writing. And if you want your coachee to be a better writer, expose him to good writing. Send him something you read recently. Read publications outside of legal writing that are written for an educated, but broad, audience, magazines like *The New Yorker*, *The Atlantic*, and *The Economist*. The role of a coach or mentor at a firm doesn't end when the coaching session ends. The best coaches send models of writing excellence to their coachees *and explain why they liked it.*

It's not enough just to read good writing. You have to do a close reading: ask yourself

why it's good, why it's effective. What techniques does the writer use to convey a point? It's only when writers answer these questions that they can begin to imitate these techniques in their own writing.

This lesson applies to any skill. If you want to be a better guitar player, you'll listen to Eric Clapton or some other guitar great. If you want to be a better tennis player, you'll watch Roger Federer. You need models.

Create the right environment.

When you coach, no one else matters. The only person in your world is the writer. Shut your door, take no calls, and stay away from your computer. As a track coach, I had a rule: short of a medical emergency, I was not to be interrupted when I was working with an athlete in individual instruction.

You can do other things to create the ideal coaching environment. For one, set an agenda. No matter where we are, we always like to know what we're going to be doing later, which is why schedules are so appealing. A schedule of any sort—especially for someone who has never been coached before—lessens the anxiety of the writer who has no idea how a coaching session works. A brief outline of the issues you'll be going over gives the writer context and helps to get rid of any apprehension. I've coached hundreds of writers, so *I* know how a session goes. But a first-time coachee who walks into the conference room has no idea what's going to transpire, no matter how wide my smile or welcoming my handshake.

And despite my wide smile, not everyone is open to constructive feedback. Some people approach their session on the defensive. I recognize these people because of the two most common responses when I suggest a revision: either "I'll give you that" or "fair enough," responses that belong in a negotiation. There are a few ways to make the resistant coachee feel more comfortable. One, point out the good in the writing (more

on that later). Two, let the writer help set the agenda for the session by asking him what aspects of his writing he'd like to discuss. Giving him a measure of control over the session strengthens the spirit of collaboration, lessens his anxiety, and lets his guard down.

Finally, pick a neutral space to ensure this collaborative environment. Feedback from a superior can be daunting (even terrifying). This means getting out from behind your desk. A round table works best so that you can sit next to the writer. Often this means moving to a conference room. If you coach in your office, the writer can feel intimidated; if you move to her office, she can feel threatened.

We learn by doing: the writer does the work.

A coaching session must involve dialogue. More specifically, it must involve the writer as an active participant in conversation and as, well, a writer: she must write during the session. It could be a revision of a paragraph or just a rewrite of a few sentences. But it's useless when a coach merely points out errors—or, even worse, corrects the errors. Learning doesn't happen when the writer passively watches the coach do the work. The writer must learn a skill, a technique, a tip—anything big or small—that he can apply to his writing when he's at his desk.

One year, I coached the top-ranked female high jumper and second-ranked male triple jumper in the nation on a team that eventually won the state championship. Why were these athletes so good? Natural talent played a role, of course. But they became outstanding because *they* practiced, not because they watched *me* practice. For example, when Tuan and I went to the pit for triple jump practice, he didn't sit in the grass and watch me practice. Instead, I'd model the behavior, then facilitate guided practice. Remember, this is collaboration. But it's not collaboration in the sense that you are

helping the writer do the work. They do the work, but you see them through the process.

A good coach models behavior, and a good writing coach doesn't do the work for the writer. Regardless of the error—let's say a lack of transitions—modeling the correct behavior is easy:

1. Point out the error and indicate how it interferes with reader comprehension.
2. Make a sample correction or two to ensure that she knows what the correct version looks like.
3. Pick a sample section and let her make the corrections.

Once you've done this, you've accomplished the goal of a coaching session. The writer has done the work. Like I said earlier, writers become better by reading good writing. That's what's happening: the writer is making her own writing better, and she now has her own writing as a model.

But sometimes it's tempting to make that tiny correction for the writer. So here's a tip: if you're left handed—as I am—sit on the writer's left. When I do this, I have to bring my left arm over my body to write, which is awkward. But if I'm on the writer's right side, my left hand is close to that draft, and it's much easier—and more tempting—to write on it. Of course, you can resist the temptation by not holding a pen in the first place. Also, sharing a draft demonstrates that you're working together; it's more difficult to write on the draft when the only copy is in front of the writer.

Have a conversation.

Besides actual writing, though, the other imperative part of the coaching process is conversation. The more a writer articulates his process, the more he'll learn as he considers his words and talks about his writing issues. And the best way to do this is by, ironically, embracing silence.

People talk when you ask the right questions—and when you give them enough time to answer. Since my days as a middle school teacher, I've used wait time as a questioning technique. It involves appreciating the silence of your audience.

Unfortunately, some coaches, teachers, and presenters see audience silence as problematic. They're uncomfortable with pauses and assume this silence means the audience is confused or bored. The best environment, they believe, involves rapid fire questioning and answering. We've seen people like this: if they don't get an answer immediately, they either repeat the question (often more loudly) or just restate it differently.

In reality, though, the audience heard the question perfectly. What they're doing is thinking about their response. That's where wait time comes in. After you ask a question, stop. Don't talk. Don't rephrase, and don't repeat. Just wait for a response. When you interrupt this silence, you slam the door on the critical thinking process. An old trick I learned when I was getting my Master of Arts in Teaching is to put a hand behind my back and count to five with my fingers, slowly. If I still don't have a response after five, I'll see if my question needs clarifying.

Ask open-ended questions.

These questions don't get a *yes* or *no* response. A question that invites a *yes* or *no* response is a closed question, and it's often just a test of comprehension that requires little thinking. Even worse, a closed question kills momentum in a conversation because, once it's answered, the topic is finished. Furthermore, a closed question can make a writer feel tested because it's often loaded: questions like *Does this make sense, Is this a good example to use,* or *Do you think this is a good place for this argument* are not helpful questions because there's only one answer: No.

Open-ended questions, on the other hand, invite thoughtful discussion. They initiate the critical thinking process by beginning with words like *why, what, how, tell, where,* and *when*. But be careful: an open-ended question like *Why did you use this example* or *Why did you put that comma there* sounds threatening. (Think about when your parents asked you a question that began with *why*. It never ended well.) Adding a word or two to the question, however, changes the tone: *Let's talk about why you used that word* or *I'm wondering why you used this example* sound much less intimidating. More important, open-ended questions invoke the spirit of collaboration and spur sharper critical thinking because they force the writer to explain her stylistic choices. And they combine the traits a writer needs to become a good attorney by honing analytic skills: thinking, reading, talking, and writing.

The benefits of the open-ended question are many: it develops trust in the relationship and lets down the guard of the tentative writer. Writers reflect on their writing and think independently. A coach who asks the right questions can uncover where faulty thinking begins and can help the writer prevent the faulty thinking and the errors that arise from it. And open-ended questions almost always serve as a springboard for discussion by clarifying a writer's struggles. Let's rephrase a few closed questions as open ones:

- *Does this make sense?* becomes *I'm having trouble understanding this sentence.*
- *Is this a good example to use?* becomes *What's a better example?*
- *Do you think this is a good place for this argument?* becomes *Where is a better place for this argument?*

You're the audience. React like one.

When you're reading a draft, react as a reader. This sounds obvious—how else would you react, anyway?—but it means telling the writer how a sentence or a phrase sounds when you read it. It's easy to miss your own clunky writing, even though someone else can spot it easily. That's why telling the writer how you reacted to a section is important. Phrases like *I don't know what this means* or *I'm having trouble following your words* show how the writing affects you, the audience, when you read. You can even communicate these sentences on the draft: my comments on a piece of writing usually sound like what I might say to the person in a conversation.

Point out the good.

When I point out something that a writer is doing well—and tell her, of course, *why* it's good—I'm often met with disbelief. *I didn't even know I was doing that!* is a common response. In other words, good writing is sometimes unintentional. If coaches can tell people to stop doing things that confuse the reader, they should also tell them to keep doing things that the reader likes. So send them off with a piece of good writing. If it's not something that you've watched them revise during the session, point out existing sections that are good.

Most of the time, however, I don't need to point out rough patches in an associate's writing. He does it himself through one simple method: reading the draft aloud. That's because good writing is euphonic. It sounds good. You'll catch awkwardly phrased sentences and unintended repetition, for example, when you read a draft aloud. When I see a paragraph that needs revision, I ask the associate to read it to me. Within seconds, he stops, stumbling over the troublesome section and recognizing the need for revision.

Specific is terrific.

This is what my fifth grade teacher Ms. Oleksy told me, and it's stuck with me ever since. Good feedback is specific. Don't just

say that something is good; instead, explain why it's good. Or, if you're confronted with a series of long sentences, explain how they drain your concentration. Specific feedback tells the writer how you react when you read something, and it gives the writer something upon which he can build. Vague feedback, on the other hand, offers little guidance.

Be a storyteller.

Tell stories. If someone comes to you for guidance, tell her how *you* do it. I tell writers about my own writing process, warts and all. Of interest to them is how to write well under deadline, a particular source of angst for young attorneys. As a freelance music critic for the *Washington Post*, I'm faced with deadlines, so I share my tips. When I was a track coach, I was not far removed from my own days as a collegiate 400m runner, so I always offered my own racing strategies borne from experience.

It's important for a writer to know that coaches also struggle. For example, people with writer's block often think that everyone else writes faster and that ideas flow effortlessly from the pens of great writers. But this is largely a myth: E.B. White, Joseph Conrad, and Ernest Hemingway all went through long bouts of writer's block.

Inspire.

Improvement starts with confidence. A writer should leave a coaching session energized. Make sure that the writer accomplishes something during the session. It doesn't matter what skill you're trying to hone—it can be writing, running, or quilting. If he learns a new skill or improves his writing, he'll be in a much better position to tackle his next writing assignment.

I'll close with a couple of examples from my own experience, one from the classroom and one from the track. When I was in high school, I was an average writer. I was never an A writer, so I never wrote like one. But when I got to college, I earned an A on my first paper. My professor saw something in my writing that no one else had seen. Once I knew I could write an A paper, I became an A writer. Twenty-five years later, that essay is still in my desk, the faded marks of her felt-tipped comments still readable.

Ten years later, as a high school track coach, I was with my team on the eve of the Maryland state championships. We had won the regional championship the week before, a meet that got us to the state championships. "Last week," I told them, "We were running *to be* champions. And today, we are running *as* champions." Armed with that confidence, we won the final race of the day, the 4x400m relay, by twelve one-hundredths of a second—and won the team state championship by one point.

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Adapting Learning Strategies to the Learner

The development of professional competence can be fostered by many different means. And the most effective means will vary with the learner's level of experience and expertise.

The table below gives examples of strategies we can use to meet the developmental needs of learners at different levels of experience with the particular subject matter.

Selected PD 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 beginners	Expert consultations, selective intentional learning
Assigned self-study (books, online courses and research)	Communities of practice, professional associations, industry and trade groups	Private networks
Job aids and templates	Case post-mortems and "lessons learned" debriefings	Information resources, independent research

Other-Directed strategies work best for beginning learners, who don't yet even know what they need to know and thus require a great deal of structure and guidance from other, more knowledgeable professionals.

The **Collaborative** strategies are best for intermediate learners, who have some knowledge of the subject matter and who need opportunities to explore, expand, discuss, test, apply, and consolidate their newfound knowledge and skills.

The **Self-Directed** strategies are most appropriate for advanced learners who have already achieved mastery of the subject matter, whose learning needs are highly individual, and who are most likely focused on keeping up with change and the competition and on solving unique problems.

Please note three things in particular about the strategies listed:

1. Learners who are advanced in some areas (for example, law firm partners) may be beginners in others (for example, social networking), and vice versa. The best learning method is based on the learner's expertise in the particular subject matter, not the learner's level in the organization.

2. Traditional academic-style, instructor-led, large-group courses are appropriate only for *beginning learners* in a subject area.

3. The best things we can do for *advanced learners* -- the people who are already expert in the subject – are to (a) recognize they continue to have developmental needs and support them in pursuing those needs, and (b), in particular, support them in accessing the types of experiences, expert contacts, and information resources that can help them keep fine-tuning their expertise and keep up with changes in their specialty.

Please also note 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* may diligently read association publications and attend many educational sessions at association conferences to soak up the structured learning made available there. More purposeful individuals may 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 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 select few 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.

– Gaye Mara

Note: This article is adapted and updated from material I wrote for Chapter 4, "Professional Development for Competence, Performance, and Results," in Maximizing Law Firm Profitability: Hiring, Training and Developing Productive Lawyers *(Susan G. Manch, Editor. 1991-2012, Law Journal Press).*

Letter from the Publisher

Dear Subscribers and Contributors,

Since we wrote you last November about our move to Delaware, the ensuing nine months have been full ones:

In July we were pleased to announce that our **online archive of back issues** is now up, and the issues are available for viewing and downloading. Usernames and passwords for accessing it were sent to the designated individual contacts (in some cases, only the Library subscription account) at our subscribing organizations. Others who would like their own individual usernames and passwords may request them by emailing us from their email address at the subscribing organization.

We also held our first-ever **cover photo competition** over the summer, with *PDQ* readers serving as judges. The winning photo, of water lilies in Austin, Texas, appears on the cover of this issue. Congratulations to photography "Gold Medalist" Sari Fried-Fiori of Sari Fried-Fiori Consulting LLC in Houston. Standing with Sari on our virtual winners' podium are Amy Zinman of Nixon Peabody in San Francisco (Silver Medalist) and Andy Colón of Dickstein Shapiro in Washington (Bronze Medalist). We thank the photographers who sent us their beautiful nature photos, and the readers who voted for them.

Watch for a reminder announcement about the competition for the November cover photo. It will include a rules change, which we thank Amy Zinman for suggesting, to make participation easier for those without photo-editing software.

On a personal note, Andy and I are enjoying life in Seaford. We highly recommend it to anyone looking for a country place in the mid-Atlantic region, especially if you love nature and the outdoors. The air is clean here, and the hiking, biking, fishing, boating, bird-watching, and star-gazing are terrific.

And so is the gardening. My November letter included a photo of the lawn outside my office window and mentioned the kitchen garden I planned to plant there in the spring. That garden is now in, complete with deer and rabbit fencing (a must here) and a grape/hops arbor, and is pumping out wonderful fresh produce – see the updated photo below. Stop by if you'd like some squash or tomatoes!

Warmest regards,

Gaye Mara
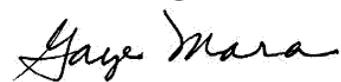
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Professional Developments

News

ALI-ABA becomes ALI CLE. In April, the American Bar Association and the American Law Institute agreed to dissolve their continuing education partnership, and ALI-ABA was renamed ALI CLE. Executive Director Julene Frankel departed May10; since 2005 she had presided over ALI-ABA's transformation into an online CLE powerhouse, the creation of its extensive knowledge portal, and the planning and conduct of, and follow-up to, the 2009 Critical Issues Summit, "Equipping Our Lawyers." Despite the name change, ALI CLE's web site continues with the old URL, www.ali-aba.org.

Online networking assessment tool. Former PDQ authors Anne Baber and Lynne Waymon ("Stratetic Networking: Making Your Contacts Count," November 2000) have created an on-line Networking Competency Assessment. For a $20 fee, you can take the 40-item test and receive a "detailed profile and complete analysis" of your skills in "8 areas of networking competency" and a "road map" for further skill development. www.contactscount.com/testyourskills.html.

Critique of Bloom's taxonomy. ISPI's July *Performance Express* newsletter discusses the pros and cons of **Bloom's taxonomy,** a 50-year-old classification of the progressive levels of knowledge (*e.g.,* Knowledge, Comprehension, Application, etc.) that has long been used to determine the best methods to teach particular types of content. The article criticizes the lack of research support for the taxonomy and presents alternative approaches. ("Bloom's Taxonomy: Friend or Foe?" Published online at www.performancexpress.org/2012/07/blooms-taxonomy-friend-or-foe/.)

Why good people can't get jobs. A book with that title is the subject of an interesting interview with the author, Professor Peter Cappelli of Penn's Wharton School. Cappelli puts the lie to employers' contention that they can't find the right people to fill their open positions. He says that in this buyers' market, employers are "chasing the purple squirrel" – the perfect candidate who does not exist – while not understanding the costs to the organization of keeping jobs unfilled:

> [T]he internal accounting systems in most organizations are so poor that they can't tell what it costs them to keep a position vacant. They easily know how much it costs to employ somebody, but they can't measure that employee's contributions.... The way their internal accounting is designed encourages them not to hire.

He also blames a lack of commitment to training:

> I can understand why it's better, easier, if you're an employer to hire somebody who's already been trained – or it seems like it's better. But it's creating this skills problem, because nobody wants to give people that initial experience. And again, in many cases, it would pay off to take people who are really qualified in many ways – except for these quite specific skills – and help them get training. You can pay them less while you're training them. You can require that they get some of these skills before you engage them. But because of the accounting systems, employers, for the most part, have no idea what it would cost them to train somebody.

knowledge.wharton.upenn.edu/article.cfm?articleid=3027

Why good lawyers can't get jobs. In the July *ABA Journal*, William Henderson and Rachel Zahorsky examine the effects of "Brand Bias," saying that law firms' obsession with elite law school pedigrees is shutting highly competent lawyers out of employment, and at the same time discouraging the adoption of innovative approaches to legal education. They present some interesting theories for the persistence of school snobbery.

They also summarize the findings of Boalt Hall professors Shultz and Zedeck, who in a massive study identified 26 competencies that underlie effective lawyering. They found little positive correlation (and some negative ones) between most of those success factors and traditional "predictors" of legal ability such as LSAT scores and first-year grades. ("The Pedigree Problem: Are Law School Ties Choking the Profession?")

Conferences

Legal Profession:

- 8/2-4/12, Chicago, IL. *Annual Meeting, ABA Law Practice Management Section.* American Bar Association, www.americanbar.org
- 10/2/12, New York, NY. *2012 Lawyer Development Institute.* Association for Legal Career Professionals, www.nalp.org.
- 10/17-20/12, Lake Tahoe, NV. *Fall Meeting, ABA Law Practice Management Section.* American Bar Association, www.americanbar.org.
- 10/19-21/12, Lake Tahoe, NV. *ABA Women Rainmakers Mid-Career Workshop.* Law Practice Management Section, American Bar Association, www.americanbar.org.
- 12/5/12, Washington, DC. *2012 Winter Meeting.* Professional Development Consortium, www.pdclegal.org.
- 12/6-7/12, Washington, DC. *2012 Professional Development Institute.* Association for Legal Career Professionals, www.nalp.org.

- 2/2-5/13, Clearwater Beach, FL. *ACLEA's 49th Mid-Year Meeting.* Association for Continuing Legal Education, www.aclea.org.
- 2/28-3/2/13, Jacksonville, FL. *2012 Newer Professionals' Forum.* Association for Legal Career Professionals, www.nalp.org.

General Audience:

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- 8/21-22/12, Chicago, IL. *World Class Benchmarking – Seeing Success in Action.* American Society for Training & Development, www.astd.org/Events/World-Class-Benchmarking-Seeing-Success-in-Action.aspx.
- 8/22/12, Mumbai, India (repeated 8/24 in New Delhi). *L&D Insights.* American Society for Training & Developments, www.astd.org/Events/L-and-D-Insights.aspx.
- 9/10-12/12, Phoenix, AZ. *Principles & Practices of Performance Improvement Institute.* International Society for Performance Improvement, www.ispi.org.
- 9/20-21/12, Atlanta, GA. *Telling Ain't Training Conference.* American Society for Training & Development, www.tat.astd.org.
- 9/27-29/12, Lisbon, Portugal. *ISPI EMEA 10th Annual Conference: Improving Performance and Competitiveness in a Fast-Changing Economic Context.* International Society for Performance Improvement, www.ispi.org.
- 10/3/12, Washington, DC. *Learn from the BEST Conference.* American Society for Training & Development, www.astd.org/Events/Learn-from-the-BEST.aspx.
- 10/2-3/12, Denver, CO. *Learning Transfer Conference: The Six Disciplines of Learning Transfer.* American Society for Training & Development, www.astd.org/LTC.
- 10/15-16/12, Dallas, TX. *Telling Ain't Training Conference.* American Society for Training & Development, www.tat.astd.org.
- 10/21-24/12, Orlando, FL. *Learning 2012.* The Masie Center, www.masie.com.
- 11/5-6/12, Washington, DC. *Telling Ain't Training Conference.* American Society for Training & Development, www.tat.astd.org.
- 1/31-2/1/13, San Jose, CA. *ASTD 2013 TechKnowledge.* American Society for Training & Development, www.astd.org/Events/TechKnowledge.aspx.

Courses and certificate programs

American Management Association,
www.amacourses.com. AMA offers an extensive selection of online, on-site, and in-house courses in 23 subject areas, including:
- Business Analysis
- Communication Skills
- Human Resource Management
- Interpersonal Skills
- Leadership
- Management and Supervisory Skills
- Myers-Briggs Type Indicator® (MBTI®) Certification
- Presentation Skills
- Project Management
- Strategic Planning
- Thinking and Innovation
- Time Management
- Training and Development.

American Society for Training & Development, Certificate Programs, www.astd.org (see the website for online and/or on-site dates and locations for each topic):

CPLP Certification: Certified Professional in Learning & Performance

This is a comprehensive program consisting of approximately 10 weeks of coursework, a knowledge-based examination, and submission of a qualifying work product. It addresses the nine areas of expertise identified in the ASTD Competency Model for workplace learning & performance professionals:

- Designing learning
- Delivering training
- Improving human performance
- Measuring and evaluating learning
- Facilitating organizational change
- Coaching
- Career planning and talent management
- Managing the learning function
- Managing organizational knowledge

www.astd.org/content/ASTDcertification/.

Other ASTD courses and certificate programs:

- Action Learning Certificate (2 days)
- Advanced Designing Learning Certificate (2 days)
- Advanced E-Learning Instructional Design Certificate (2 days)
- Analyzing Human Performance Certificate (3 days)
- Blended Learning Certificate (2 days)
- Business Essentials Certificate: Strategy, Finance, Marketing (3 days)
- Career Planning and Talent Management Certificate (2 days)
- Coaching Certificate (2 days)
- Consulting Skills for Trainers Certificate (2 days)
- Creating Leadership Development Programs Certificate (2 days)
- Creating New Supervisor Training Programs Certificate (2 days)
- Designing Learning Certificate (3 days)
- E-Learning Instructional Design Certificate (2 days)
- Essentials of Adobe Captivate 5: An Introduction (1 day live online workshop)
- Essentials of Adult Learning (2 weeks, online only)
- Essentials of Articulate Studio (2 weeks, online only)
- Essentials of Camtasia Studio 7: An Introduction (1 day live online workshop)
- Essentials of Coaching SMEs (Subject Matter Experts) to Facilitate Learning (2 weeks, online only)
- Essentials of Designing Synchronous Games and Activities (2 weeks, online only)
- Essentials of E-learning Authoring Tools (2 weeks, online only)
- Essentials of Evaluating Leadership Development Programs (2 weeks, online only)
- Essentials of Evidence-Based Training (5 days, online only)
- Essentials of Experiential Learning and Simulations (2 weeks, online only)
- Essentials of Flash for E-learning Designers (2 weeks, online only)
- Essentials of Game Design (2 weeks, online only)
- Essentials of Graphics for Learning (9 days, online only)
- Essentials of Learning Transfer (6 weeks)
- Essentials of Performance-Based Job Aids (2 weeks)

- Essentials of Podcasts, Video, and Writing for the Web (2 weeks)
- Essentials of Scenario-Based E-learning (5 days)
- Essentials of Social Media for Learning (2 weeks)
- Facilitating for Excellence Certificate (1 day)
- Facilitating Organizational Change Certificate (2 days)
- HPI (Human Performance Improvement) in the Workplace Certificate (3 days)
- Managing Organizational Knowledge Certificate (2 days)
- Managing the Learning Function Certificate (3 days)
- Measuring and Evaluating Learning Certificate (3 days)
- Multimedia for Learning Professionals Certificate (2 days)
- Presentation Skills Certificate (2 days)
- Project Management for Learning Professionals Certificate (2 days)
- Rapid Learning Techniques Certificate (2 days)
- ROI Basics Certificate (3 weeks, online only)
- ROI Skill Building Certificate (2 days)
- Selecting HPI Solutions Certificate (3 days)
- Test Design and Delivery Certificate (2 days)
- Training Certificate (3 days)
- Transforming Traditional L&D: Doing More with Less – for Government (1 day)

www.astd.org/Education.aspx

George Mason University Leadership Coaching for Organizational Performance Certificate Program, Fairfax, VA. A one-semester program certified by the International Coach Federation and consisting of 5 in-person course modules of 2-3 days each approximately once a month, supplemented by distance learning and independent work between modules. It includes:

- Course Module I, Leadership Coaching Foundation
- Course Module II, Creating Awareness
- Course Module III, Coaching Skills
- Course Module IV, Coaching Skills in Action
- Course Module V, The Process and Business of Coaching

The Fall 2012 schedule runs from 9/24/12 to 1/24/13. www.ocpe.gmu.edu/programs/org_dev/leadership_coaching.php.

Harvard Law School Program on Negotiation, Cambridge, MA. All courses held in Cambridge. www.pon.harvard.edu.

- 3-day course on multiple dates: *Negotiation and Leadership: Dealing with Difficult People and Problems*
- 9/13/12, *Difficult Conversations*
- 10/18/12, *Beyond Reason*
- 12/13/12, *3D Negotiation*

Ithaca College Online Professional Development and Certificate Programs, www.ithaca.edu/gps/professional/devcert/. Two-week online sessions in:
- Performance Improvement Management
- Strategic Communication Management
- Sustainability Leadership

NALP/ALI CLE Online Programs for PD Professionals (archived video webcasts, available at www.ali-aba.org):

- Coaching Attorneys in Business Development
- Leadership in Practice: How Firms Can Help Partners Develop Leadership Skills
- Leaving Lockstep: Moving Toward Competency-Based Compensation
- LPM Update: Lessons Learned in Implementing Legal Project Management
- Meeting the Challenges of Lateral Integration
- Partners in Transition: Best Practices for Recruiting, Integrating, and Retaining Lateral Partners
- Professional Development 101-102
- Strategic Outplacement for Associates and Partners

Training Live+Online Certificate Programs.
www.TrainingLiveAndOnline.com. Online courses;
check the web site for dates:

- *The Art of Training Reinforcement for Performance and Profitability Certificate* (3 sessions)
- *Creating Engaging E-Learning with Articulate Storyline Certificate: From Non-Programming to Advanced Interactions, Ready-to-Use Models and Source Codes* (4 sessions)
- *Designing E-Learning with Captivate Certificate* (3 sessions)
- *E-Learning Design Certificate: Effective and Economical Design and Development* (5 sessions)
- *Instructional Design: Performance-Based and Results-Focused Certificate* (4 sessions)
- *Leading Effective Live Online Events* (sessions TBA)
- *Performance Consulting Certificate: Smart Tools and Techniques for Making the Transition* (sessions TBA)
- *Project Management for Learning Professionals Certificate: Reduce the Rework* (4 sessions)
- *Scenario-Based E-Learning Certificate* (4 sessions)
- *Social Media for Trainers Certificate* (3 sessions)
- *Training Coordinator Certificate: A Consulting Approach to Coordinating the Training Function* (4 sessions)
- *Training Manager Certificate: Managing the Training Function for Bottom-Line Results.* (4 sessions)

Degree programs

George Washington University/Hildebrandt Institute Master of Professional Studies and Graduate Certificate in Law Firm Management. The Master's curriculum is a two-year, 30-credit, blended learning program consisting of two 12-credit segments (Law Firm Management and Law Firm Leadership), and a 6-credit Independent Research Project. Each 12-credit segment begins and ends with an on-campus residency period in Alexandria, VA, with 4 months of online distance learning in between. The 12-credit segment in Law Firm Management may stand alone as a Graduate

Certificate. nearyou.gwu.edu/sfm/index1.html. *(See article on this program in our February 2011 issue.)*

University of Pennsylvania Executive Education for Chief Learning Officers. Penn's Wharton School and Graduate School of Education, in consultation with the training industry, teamed in 2006 to create an executive education program for Chief Learning Officers. In December 2010 the program was retitled *PennCLO* and draws faculty from across the University. The program "meets for two separate weeks each semester, allowing students to continue working while they study" and offers "a blend of on-site classes, distance learning, and 'field'-based projects" in six course blocks:

1. Strategic leadership
2. Workplace learning
3. Business acumen
4. Evidence-based decision making
5. Technology for work-based learning
6. Dissertation (for EdD candidates)

Students in the program may pursue a master's or doctoral degree from Penn's Graduate School of Education. Application deadline for the Spring 2013 Cohort is October 15, 2012. http://pennclo.com

Villanova University Master of Science in Human Resource Development. A two-year online master's program, offering courses in:

- Introduction to human resources
- Organizational change management
- Human resource metrics and statistical research
- Human resource technology solutions
- Compensation and benefits
- Employment law
- Organizational training
- Financial management for profit
- Workforce planning

www.VillanovaU.com/MHRD.

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