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Aligning Your Programs with Your Firm's Priorities: It's a SNAP! (Simple Needs Assessment Processes)

Sari Fried-Fiori

In today's legal market, resources are scarce and budgets are lean. Many firms continue to cut back on professional development as they refocus their efforts on alternative pricing, profitability, and client service. To keep your professional development (PD) programs connected to these shifts in strategy, it's important to understand the current and future state of your firm. What initiatives are currently in place? What's on the horizon? What new knowledge and skills will be required to ensure successful implementation of these new strategies and priorities?

PD professionals often find themselves responding to one-off requests from individual partners that require significant time and resources to fulfill. As a result, PD efforts can become disconnected from firm strategy and priorities, making it more difficult for you to obtain the resources needed to deliver comprehensive and focused PD programs.

One of the best ways to ensure that your PD strategy aligns with the firm's top priorities is to conduct a needs assessment. As an alternative to the traditional approach, you can use my Simple Needs Assessment Processes (SNAP). These can be integrated into your everyday interactions or used as needed to adjust strategies and tactics to meet emerging needs. SNAP methods include interviewing key players, reviewing pertinent information, and conducting surveys to identify top priorities.

Cover Photo (and winner, by vote of PDQ readers, of our Fall 2012 photo contest): “After the Harvest,” taken from a moving train crossing Iowa by Amy Zinman of Nixon Peabody LLP. Shot November 9, 2011 with a Nikon D3100.

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You can easily analyze the information you obtain and then present your findings to the firm's decision makers. It's a SNAP!

SNAP is right for you if:

1. Your firm values concrete data that supports your PD strategy.
2. Lengthy assessments are viewed as too time-consuming or too complicated.
3. Your resources are limited and you need to get the biggest bang for the buck.
4. You need information NOW to prepare your budget.

What benefits does SNAP provide?

1. Promotes understanding of how your PD strategy aligns with firm strategy.

2. Builds consensus for your development priorities.
3. Identifies the most effective methods for developing talent (*e.g.*, training, mentoring, coaching, work assignments).
4. Confirms timelines and availability of resources to implement programs.

How is information gathered in SNAP?

There are three key methods used to quickly gather information.

1. Conduct short interviews (15-20 minutes) with:
 - a. Targeted individuals (*e.g.*, department heads, practice group leaders, office heads, PD partner, senior associates who supervise other associates)
 - b. Committees (*e.g.*, professional development, evaluation, associates, diversity)
 - c. Initiative leaders (*e.g.*, partners, senior staff)
2. Review materials that:
 - a. Describe firm initiatives (*e.g.*, reports, PowerPoint presentations, status updates)
 - b. Identify skill and training gaps (*e.g.*, performance reviews, exit interviews, upward reviews, benchmarks)
3. Conduct short surveys (completed in less than 5 minutes) when you want to gather input from a larger audience of partners and associates.

Many people in a law firm want to have a voice in determining PD initiatives. When deciding on how to conduct your SNAP, consider which individuals have the

information that you need most and the best methods for gathering this information.

What are examples of SNAP in action?

1. **Gather Information About Key Firm Initiatives**

Conduct short interviews with the leaders of IT, Marketing, HR, and Pricing departments about their key initiatives for the coming year. Review all relevant written materials pertaining to each initiative.

Talking with these individuals can help you identify ways to support their initiatives while enhancing collaboration across departments. For example, if your firm has a pricing initiative, there may be opportunities to work with your Pricing and IT departments to train lawyers in how to estimate work based on fixed-price models.

2. **Gather Information About Performance Gaps**

Review the results of performance evaluations and talk to evaluation committee members to determine if there are areas where associates consistently demonstrate gaps between expectations and performance. You may also want to look at the extent to which associates have completed their benchmarks. For benchmarks with low completion rates, consider whether they are linked to strategic initiatives and if they are, whether training should be provided to augment the lack of experience opportunities.

Review the results of exit interviews to identify skills that might have helped associates perform their jobs more effectively and efficiently.

Meet with high performing senior associates who are well regarded and

have supervised other associates. You can do this individually or in small groups. Ask them to identify areas where a majority of associates within a department or practice group lack the skills to perform the work at the level of quality required by clients or with the level of efficiency needed to make a profit. Discuss approaches for closing these skill gaps.

Meet with associate committees to identify areas where associates want training, mentoring, or coaching. This is also a good way to engage associates in the process.

Meet with other committees to identify performance and skill gaps (*e.g.*, diversity, marketing, client teams).

3. **Gather Information About Department-Specific Needs**

Conduct short interviews with department heads and practice group leaders to determine high priority training and development needs in their respective areas of responsibility. In what areas do leaders believe performance should be improved? What initiatives are they undertaking that require their attorneys to develop new knowledge and skills? In what substantive areas do they plan to grow their practices and what knowledge and skills will be required to facilitate this growth? Be sure to inquire about needs to improve professional skills such as business development, client service, and project management. Discuss approaches for closing these skill gaps.

4. **Confirm Priorities Identified through Short Surveys**

Conduct short surveys of associates and partners from across the firm to help you prioritize the needs you have identified during your interviews and meetings. Short surveys encourage buy-in by providing attorneys at all levels with the

opportunity to weigh in on the direction of PD.

Surveys should be short and easily completed within 5 minutes or less. Ask respondents to rate the importance of a list of needs on a 5-point scale. Keep the list focused and relatively short, say 10 to 15 needs. In addition, one open-ended question can be included that asks them to suggest any important needs that were not on your list.

If possible, use online survey software. This reduces time to take the survey and may provide you with tools to quickly tabulate results. If your firm does not have online survey software, you can obtain it at a very low cost from Survey Monkey or other online web-based survey providers.

How do I use the information gathered from SNAP?

1. Review the information to identify the five priorities mentioned most often.
2. Evaluate whether these priorities align with client service, efficiency, and the accomplishment of the firm's strategic initiatives; if they don't, they shouldn't be in the top five. Return to your data to identify the priorities that do align. You may also want to explore why high priorities are not aligning with your firm's initiatives.
3. Once you have determined the five most important priorities, develop PD approaches that address each issue (*e.g.*, a training program for partners on how to estimate work for fixed-fee contracts, a legal skills curriculum to support the formation of a new practice group, a client development mentoring program for junior partners, etc.)
4. Develop cost estimates for each approach as well as your resource needs and then create an implementation timeline.

How can I maximize buy-in?

1. Review your results and recommendations with your PD partner and/or committee and discuss next steps. If you don't have a PD partner or committee, share the results with key partners in leadership roles.
2. When sharing results, keep it simple:
 - a. Provide a summary of how you gathered the information.
 - b. Highlight the top five priorities and your plans for addressing them. Include your cost estimates and implementation timeline. Focus on how your agenda enables resources to be wisely spent on programs directly aligned with the firm's top strategies.
 - c. Discuss approaches for sharing your plan across the firm.

In summary...

SNAP can be used once a year or more often to identify emerging needs. It's a quick and effective way to ensure that your PD efforts are consistently aligned with your firm's strategy, goals, and initiatives.



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newsletter will include practical tips for improving your PD programs.

Connecting Law School with Law Practice

Jill J. Ramsfield

Although law schools have certainly been “outed” in this post-recession world as still stubbornly and consistently ignoring the legal profession’s needs, they are a long way from reforming their curricula. The only groups of people on the planet who don’t — or refuse to — comprehend this remarkable and unconscionable disconnect between legal education and legal practice are the very people who have the power to make the difference: law professors and deans.

Very comfortable in their theoretical world, which is based on a late nineteenth century model that dedicates the teaching of theory to law schools and practice to law offices, they think rather disdainfully of legal practice. Few dirtied their hands with it, and few have any concept of how it works. In fact, they would not know how to teach it. They have grudgingly included clinicians and legal writing professionals on their law school staffs over the last two decades, but they continue to resist giving these professionals meaningful standing, power, or major effect on law curricula decisions.

They have felt little or no impact from their intransigence: law school applications are down, but not sufficiently to close any law schools; graduates are complaining and even suing, but not enough to make a difference; official reports are condemning legal education, but they have no power or effect. The academy’s walls remain unbreachable yet.

This can be very discouraging for the two groups of engaged and energetic practitioners who work daily to connect law school with law practice: legal writing and professional development experts. Over three decades, each group has engaged in the slow and painful process of bridging the deep river that runs between law schools and law offices.

Until now, though, they have worked separately. As Michele Bendekovic suggested in *PDQ*’s last issue, it may be time to work together. To do so, they may need to focus more on law students, less on faculty and deans; more on building a joint curriculum, less on correcting each other’s mistakes; more on money invested early in training, less on money wasted in poor hires.

Connect with Legal Writing Professors in Simulated Law Practice Programs

Law students are smart, every one of them. Generally, they enter law school keenly interested in the law, curious about practice, and open to myriad professional possibilities. They are rarely jaded, often eager, and surprisingly quick on the uptake. Having taught at four law schools, I have never found an entering student who is dull, lethargic, or resistant to learning.

That would be when they enter. It takes only a few weeks to kill some of that enthusiasm. As we know, law schools are still using the so-called “case method” of teaching, which bears no resemblance to the practice of law. Students are passive, bored, and restless within just a few weeks.

This is the moment to capture their attention, and many legal writing professionals do just that—by creating courses that simulate practice. In those courses, students research, analyze, and write in the context of legal practice by interviewing mock clients, analyzing often ragged and realistic fact patterns, framing possible issues, researching to hone the issues and discover possible solutions, analyzing with statutory and case interpretation paradigms, and translating their analyses into precise, plain prose.

These simulated programs keep students engaged, curious, energized, and sharp.

Throughout my career as a law professor, my students have performed extremely well in this kind of setting. They are hungry and curious about the practice of law, willing to test themselves in this context, even if they did not initially intend to practice upon graduation. This simulated model whets their analytical appetites; they ask good questions, change behaviors, and move quickly to a higher level of performance.

While not every legal writing program subscribes to this simulated model, many do; and those legal writing faculty are just the partners for professional development experts who want to connect those simulated models with the real world of law practice.

Professional development experts in government and the private sector have worked furiously to develop training programs, competency measures, and individualized attention for incoming lawyers. The principles and practices are the same as in the simulated legal writing programs: effective research, focused analysis, precise writing, smooth collaboration, efficient productivity, and professional conduct. These principles can become the goals underlying a strong “bridge” curriculum that connects law schools with law practice.

There are, of course, isolated bridge examples. One Washington, D.C. firm has a program for law students to work at the firm during law school and join the firm upon graduation and bar passage. Another coordinates an internship program during law school with training in the first years of practice. But few programs intentionally coordinate with each other to train law students throughout law school in the principles and practices of good legal practice. Coordinating to develop a strong curriculum can be done one-to-one, school to office, or across several offices and schools.

Coordinate with Each Other

Every expert in these two groups is extremely busy. Building such a bridge may seem overwhelming and hardly worth it. But think of the traffic it will handle. Think of the scores of law students who will cross easily from law school to law practice because of this bridge — making the daily jobs of each expert much easier in the long run. This idea requires taking the long view, to be sure, but it could change the complexion of law schools and law practices for years to come.

One-to-One

One call can establish the first pylon. Contact the Legal Writing Director at a local law school and suggest an experimental bridge program between your law office and law students in their legal writing program, one intended to yield “practice-ready law graduates.” Concentrate on getting specific results, perhaps with three to five individual students who learn, apprentice, then practice in specific areas.

- Recruit three assigning attorneys to help develop goals and practices.
- Recruit three students willing to “specialize” in those areas of law.
- Develop goals for a four-year program, two in law school and two in practice.

School-to-Office

A local law school may have a healthy legal writing program with several professors, and your law firm may have several people involved in professional development. Call a meeting for all involved and brainstorm the possibilities. This choice may yield a more complex curriculum, one that matches the range of practice areas in your firm with the range of research and writing courses currently taught at the school. Pairings between representatives of the school and firm can produce a complex curriculum that can be offered to a large range of students.

This model promotes innovative thinking and may call for a name, *e.g.*, the “Smith Jones Hartley Practice Initiative,” perhaps with some money donated to develop the curriculum and connect the firm and the school. Include all legal writing faculty and librarians, all professional development professionals, interested attorneys and librarians from the firm.

- Target a specific number of students to begin the program each year, perhaps between ten and twenty to start.
- Name the certificate or introduce a fellowship that students will receive upon successfully completing the law school part of this program.
- Name the certificate or introduce a fellowship that associates will receive upon successfully completing the law practice part of this program.
- Emphasize the marketability of these certificates for all hiring purposes.
- Create a presumption of preference in hiring by your firm for those who have done outstanding jobs in completing the law school certificate, setting aside at least one slot for a law school certificate holder.

Several Offices to Several Schools

Start big to plan a program across several offices and law schools. This will take a few phone calls to eager, committed planners who can see the big picture. Such a program can have a lasting impact over a longer time, particularly if there is buy-in across the local legal community. This model requires having not only the long view for the substantive requirements, but also the short view on evenness across the curriculum. Probably necessary is even compensation for participants in this program: the same number of credits at each participating school and the same rewards or requirements at each participating law office.

- Include one representative from each school and law office. You may want to start with offering this idea through the

local bar association or including a bar association representative in the curriculum planning.

- Target a specific number of students (15?) to begin the program each year; make no promises about specifically hiring anyone, but rather certifying or awarding a fellowship that names students who have successfully completed this joint curriculum.
- Find an expert facilitator who can run the first meetings and determine roles, goals, methods, and curricular needs.
- Pair legal writing and professional development experts to develop specific aspects of the area-wide curriculum.
- Have senior attorneys at all the offices sign off on this bridge project so that there is a force of consensus.

Build a Bridge Curriculum

To have full effect, the curriculum should span the most years possible. A new program could concentrate on connecting the third year of law school with the first year of practice. “Experimental” programs are less threatening to deans or partners, and small-scale experiments easier than sweeping ones. A stronger bridge program will connect two years of law school to two years of practice. A nationally renowned one will carry students from their first year of law school through their third year of practice, not unlike the medical school model.

For any of these models, curriculum design requires setting goals, breaking down those goals into smaller objectives, creating learning experiences to meet those objectives, connecting those experiences, and testing the results. Focus on the principles of good practice in any office: ethics, timeliness, quality, and productivity. Concentrate on the very broad requirements for success, and build the curriculum accordingly. Each of the goals should be broken into smaller goals, coordinated with the practice needs, and reviewed and evaluated. This can be done in periodic monthly meetings. Well planned, the time invested in the meetings is

saved by not having to answer so many individual questions from participating students and attorneys. The curriculum can be evaluated at the end of each semester. A good curriculum facilitator will help launch the bridge curriculum discussions so that the details will be easier to implement.

TWO-YEAR BRIDGE: Third Year of Law School to First Year of Practice

- **Year 1:** Mastery of subject matter, research methods, and document design in a specific area of practice, *e.g.*, Tax Law, Corporations, Environmental Law, Legislation, or Patents. This would require taking specific courses in this subject area and doing independent research projects under a legal writing professor. Those projects would focus on the research methods and document design required in that field.
- **Year 2:** Mastery of applied work in that field, including analyzing client intake information, working with the assigning attorney, using emails professionally, reporting on research orally and in writing, submitting finished documents, and using feedback effectively.

FOUR-YEAR BRIDGE: Last Two Years of Law School to First Two Years of Practice

- **Year 1:** Mastery of foundations in subject matter, including specific courses and research methods in a chosen subject, *e.g.*, Tax Law, Corporations, Environmental Law, Legislation, or Patents. This would require taking specific courses in this subject area and studying with librarians on the methods for doing research in a specific area.
- **Year 2:** Mastery of document design in a specific field, such as patent prosecutions, letters to the patent office, correspondence with clients, and so on. This may require doing independent research projects under a legal writing professor and patent attorney adjunct.

- **Year 3:** Mastery of researching and writing in the context of a specific practice. New associates in this program would work with the patent attorney and legal writing professional to make the transition to practice, now taking instructions from a variety of assigning attorneys, using intra-office communications effectively, and analyzing client-attorney dynamics and professional responsibility issues.
- **Year 4:** Mastery of productivity under pressure. Raise the level of productivity and variety of documents to be produced independently, focus on using feedback effectively, collaborating for maximum effect, and raising both quality and quantity of production.

SIX-YEAR BRIDGE: Three Years of Law School and Three Years of Practice

- **Year 1:** Fundamentals of legal analysis and practice, including simulated research and writing projects, such as emails, memos, briefs, settlement agreements.
- **Year 2:** Advanced research and writing in specific topics, such as wills and trusts, legislative drafting, transactional correspondence and drafting, and professional ethics.
- **Year 3:** Mastery of subject matter, research methods, and document design in a specific area of practice, *e.g.*, Tax Law, Corporations, Environmental Law, Legislation, or Patents. This would require taking specific courses in this subject area and doing independent research projects under a legal writing professor. Those projects would focus on the research methods and document design required in that field.
- **Year 4:** Mastery of practice principles for this office: requirements, ethics, standards, and expectations. Associates

would prepare a variety of documents under a range of assigning attorneys; evaluation would be according to the fundamentals defined and taught in law school and during this first year.

- **Year 5:** Mastery of a specific area of practice in this office, including methods for working with several assigning attorneys, handling a variety of projects, interacting with colleagues and clients, taking the lead in projects, and communicating with adversaries.
- **Year 6:** Mastery of the balance between producing and delegating, following and leading, collaborating and working independently.



Jill Ramsfield has been building the bridge between law schools and legal practice for over two decades. As Professor of Law and Director of Legal Research and Writing at Georgetown University Law Center for two decades, she built simulated legal practice courses that required

students to manage multiple projects, meet deadlines, and create problem-solving theories for timely legal issues. As a writing consultant with JJ RAMSFIELD LLC, she has created a unique approach to writing better and faster on the job, nationally and internationally; her clients include law firms, government agencies, judges, and magistrates. A Wellesley and University of Wisconsin graduate, she is the author of Culture to Culture: A Guide to U.S. Legal Writing (2005) and co-author with Mary Ray of Legal Writing: Getting It Right and Getting It Written (5th ed. 2010). She specializes in tailoring curricula and techniques to focused goals for firms and individuals. She also facilitates collaboration between U.S. and international attorneys. She can be reached at ramsfiel@law.georgetown.edu or (202) 907-9098.

Just Do It

Building a good bridge program depends on three factors:

- the relationship between the local law school and the firm,
- the quality of the curriculum, and
- the evaluation process.

Someone has to take the first step. Let it be you. Start small, and keep the bridge in mind. Put in pylon after pylon of connections between the school and the firm, between the students and the lawyers. A well-developed curriculum will rest on those pylons of relationships and ideas from the smart participants in these programs.

STEP 1. Call. Make the connection with a legal writing professor. If at first you don't succeed, keep connecting until you feel that spark of creativity that will become your curriculum. Both you and the professor are overworked, but you are both dedicated to making these connections.

STEP 2. Get a name. If it is possible to get any funding from either the school or the firm, or both, do so and name the program.

STEP 3. Set up regular meeting times and a deadline. Curriculum planning will click when you put your goals on the board, and you will likely find that you are all thinking the same things.

STEP 4. Break down the goals into smaller objectives. Then decide how to meet those throughout the bridge period. Emphasize the connections between law school and practice, and create assessment tools that accurately measure the meeting of these objectives.

STEP 5. Start. Even if it is small, start something, sell the connection, and keep strengthening and expanding upon it.

Conclusion

Everyone except law professors wants to connect law school and practice. They are a tough group to convince, but there is power in the numbers of practitioners (alumni) and legal writing professionals who want to make

those connections. Actively seek out each other, and begin building the bridge. Eventually, the law school may dedicate more credits to the endeavor, the law firm may fund it as an investment in good new attorneys, and the students themselves will make the endeavor a success.

Quote of the Quarter:

“Clients do not want a first-year associate sitting in on a deposition if the associate is adding no value yet is billed at a high hourly rate. A recent study validates their concern about staffing. It found that, on average, entry-level associates increased litigation matter costs by 17.5 percent. But if the associate is on a team working on a fixed fee, clients do not mind the associate’s participation; indeed, they may be pleased the firm is promoting the associate’s learning.”

— Ida Abbott in *Lawyer’s Professional Development* (2nd edition)

Register Now for 2012 PDI and PD Management Foundations Course

Join NALP, ALI CLE, and the Professional Development Consortium at the 2012 Professional Development Institute (PDI) in Washington, DC on December 6-7, featuring comprehensive and timely information for everyone involved in lawyer training and professional development.

This year's PDI will be held at the beautiful Fairmont Hotel, located at 24th and M Streets near Georgetown in downtown Washington, DC. The conference will provide an opportunity to explore successful PD practices with experts and leaders, share creative ideas, and build invaluable connections with peers at more than 30 sessions.

Now for the first time, PDI will offer as a pre-conference workshop the acclaimed Professional Development Management Foundations course for newer PD professionals on Wednesday, December 5 for an additional fee. Learn more at www.nalp.org/currentupcomingevents (click on the 2012 PD Institute).

PDI registrants can also get \$10 off the member price of *Lawyers’ Professional Development: The Legal Employer’s Comprehensive Guide* (2nd Edition) by Ida Abbott – just out!

Idea of the Quarter:

Contributed by Deirdre Mullen, Director, Professional Development, at Drinker Biddle & Reath

“In addition to the usual follow-up methods re: reviewer compliance, Drinker added a photo spotlight reminder about an upcoming associate evaluation deadline on our firm portal (intranet).”



Associate Reviews: *Just Do 'Em*
Everybody Wins

Deadline: August 6, 11:59 p.m. EDT

Final Deadline is August 6

The Olympics are upon us – as is our associate review process. Indulging in a fractured sports analogy – doing reviews may be longer than a sprint, but not even close to a marathon. The best part is that if you participate timely, everybody wins.

If you need access info, click [here](#) for the Reviewer Guide.

If you have questions, please contact [here](#)

And if you're asking what the "final" deadline is... it's August 6 - really.

Client Service: An Indispensable Skill for Future Leaders and a Value Added for Firms and Their Clients

Marni Becker-Avin

In the legal industry, getting clients can be difficult. Keeping them should not be. All lawyers at reputable firms are trained to provide excellent legal services; however, very few are trained to give excellent client service.

The Need for Excellent Client Service

Client service can be defined as having knowledgeable people available to help with issues and/or answer questions when the client needs them. Every consumer-oriented business in America, with the exception of law firms, has a client service department, a place where clients can go to get issues resolved in an expeditious manner. In fact, many of the most profitable companies are those that go beyond offering a client service department and take service a step further. For example, Disney, Ritz, Apple, and TD Bank require their employees to get lengthy client service training so that the customers can have the best experience possible. These companies make that expenditure because they understand the value of impeccable client service. They want their clients to keep coming back. They want clients to view their client service as an integral part of their product.

It is time for professional service firms to start thinking like big business. If we continue to compete on price, we go down the self-defeating road of accelerating commoditization. The only proven way to gain a sustainable competitive advantage in our current environment is by making clients our top priority. There will always be someone who offers the “product” for less, especially in a market where the product is increasingly treated as a commodity. Many clients perceive that they can walk to the

firm down the street and receive the same work product.

One of the best ways for our firms to achieve differentiation and retain clients, especially in this economy, is by providing excellent client service. Attorneys, however, do not consider either sales or hand holding to be part of their job description. There must therefore be a fundamental and radical shift in the basic beliefs of the profession as a whole.

We are in a service industry. Yet many in the profession do not understand that client service is an integral part of the “product” and that clients will pay for superior client service because it is a value-added proposition. One of the most recurrent traits among the most successful attorneys is their almost fanatical commitment to client service. They excel by communicating incessantly with clients, making themselves available, and responding in a timely manner.

How Does Client Service Differentiate?

How do I know that cultivating the client relationship helps firms retain clients? At my firm, we have established a dedicated client service department, and our clients adore it. Recognizing that the number one complaint clients have about their attorneys is a perceived lack of communication or responsiveness and a feeling of being out of the loop, we apply the same concept to client service that we do to the client pitch, and it works: *Don't talk. Listen. Ask questions.* Clients do not appreciate feeling as if they are being “talked to,” and that is not the way to enhance the relationship. What clients do appreciate is someone who is interested in their business; who asks them questions

about their business and/or interests; and who, especially, listens to their answers.

Our client service staff is trained in communication. When a client calls up complaining about a bill, for example, there is usually an underlying reason; and it is usually communication based. The client service team is trained to get the clients talking about the *real* reason they object to the bill. This provides the firm with an opportunity to salvage the income because, once the underlying issue is resolved, clients are understandably more amenable to paying their bills.

As an added bonus, clients are happy to have made a contact within the firm they feel they can turn to any time they have a question or concern. Clients who've called feeling initially upset about an issue are completely calm and satisfied that the problem will be resolved in a timely manner by the time they hang up the phone. Of course, it doesn't hurt that our staff remembers their names, asks about their children, and at all times communicates with a smile.

Clients see the service team as an extension of the firm and also as a neutral third party; therefore, the client feels more comfortable and less intimidated speaking with them. Our client service technicians are trained to know more about the firm than most other people in it, to follow up with clients to make sure they were satisfied with the resolution, and to communicate professionally and pleasantly. Providing a safe place for clients to call if they have an issue provides the firm an opportunity to fix concerns before they evolve into big problems.

While responding to and tracking client complaints (by type, by lawyer, by practice group, by office) is important, we take it a step further. Along with computerized analysis of incoming requests, we annually reach out to at least 20 clients served by each attorney to find out how we, as a firm, are doing for that client. We understand that client service is the ultimate competitive

advantage: The service center creates loyalty among clients and, therefore, helps with client retention.

In addition to stopping potential problems in their tracks, developing client loyalty and retention, and expanding client relations, offering exceptional client service also has other crucial benefits. A client service initiative can help avoid a host of problems a firm may not have considered, such as, for example, curtailing receivable problems; the dismissal of professional complaints, whether administrative or otherwise; an extremely positive impact on malpractice premiums; and the opportunity to discover, monitor, and evaluate employee performance issues.

To paraphrase the law business guru, David Maister, we are fortunate that we have to compete only against other law firms.

Client Service Training Is Part of an Attorney's Professional Development

Clients want expertise from the practitioners they hire, so continual training is an absolute. This training in client service and communication must be a function and focus of Professional Development.

We have a three-tiered program, B&P University, which focuses on various skill sets, both substantive and procedural. We offer courses, mandatory for our attorneys, in substantive legal areas, leadership skills, client service, and communication. In addition to reading materials and a quiz during orientation, our annual client-service-related courses include, but are not limited to:

- Deflecting Not Defending
- Dealing with Diverse Clients
- Dealing with Difficult Clients
- Super-Pleasing the Client
- Communication and Skype Etiquette
- Getting Feedback and Acting on It

We also bring in speakers from nationally recognized client-service oriented companies, such as Disney and Ritz; we bring in clients, usually general counsel of client companies, to sit on a panel and discuss service issues before all our lawyers; and we simulate client phone calls and/or mock client meetings. Training should be a year-round initiative, not a three-day course and then back to business as usual after the program.

Neither client service nor communication comes naturally to attorneys; yet, if they want to survive and thrive in this economy, they have to be able to do both with less arrogance and more compassion. While some people are lucky enough to understand the importance of client service and also instinctively know how to model the appropriate behavior, most in our profession must be consistently and constantly trained. Accordingly, an employee incentive program is extremely important as well.

Firms tend to measure success in terms of productivity, and they may balk at the cost expenditure of developing such a client-centered program. We must realize that the initial investment will be repaid ten-fold in the long run by the sheer numbers of new matters, paid accounts receivables, and client retention. Client service should be viewed as an exceptional investment rather than a non-billable activity because it is valuable, and it will generate a high return.

Firms also tend to compensate based (almost exclusively) on personal productivity (hours billed and collections) and the number of originations, because those are perceived to be the only things measurable. With our proactive outreach and client surveys, we have shown that client service can be measured and made an important factor in compensation decisions.

Is Client Service Trainable?

This brings us to the elephant in the room, which is whether or not lawyers can be

trained to provide better client service. Is it possible to teach attorneys, many of whom have personalities that mitigate their ability to adapt to client service, to be client service oriented? The lawyer in me is compelled to say something that most clients can't stand to hear: It depends.

It depends because it comes from the top. Many attorneys will not "get it" of their own accord and will have to be led there. Leadership has to walk the walk. Period. If the firm's management makes client service a priority and if the top brass believe in it to their core, then it becomes an important reality. Decision-makers have to define it, model the behavior, and reward it. Leadership has to develop a system to measure an attorney's contribution to the firm based on constant client feedback and hold the attorneys accountable based on that feedback.

If the basic expectation is excellent client service above all else, if it is embedded in the culture of the firm, and if attorneys are held accountable, then the answer is an unqualified yes, lawyers can be trained to provide excellent client service. Along the same lines, if the attorney, in his/her own right, is a visionary, a leader, and grasps the crucial connection between client retention and exemplary service, there, too, the answer is yes, excellent client service can be a learned behavior.

Old dogs resist but are not immune to learning new tricks. Particularly at the levels below equity partner, lawyers are beginning to recognize that these skills are essential to advancement, so they welcome and seek out this training. The challenge is that lawyers reach a comfort level with their practice that is very difficult to achieve in a leadership role. Seeking out a leadership role requires a lawyer to stretch his/her boundaries and depart from his/her comfort zone. Likewise, it requires an extraordinary commitment to the institution, and a belief in the old adage "you are never too old to learn something new."

While there are some "born leaders," most leadership skills, such as client service and communication, can be learned; and firms are, more and more, teaching and encouraging the development of these skills among their partners. Firms are developing more leadership-focused training programs, where the objective is succession planning. Investing in such programs, and preparing the next generation of leaders to take over the helm, underscores that the future is important to the firm — and that clients are essential to that future.

Leadership has always been important for the success of any business enterprise, but within the past several years lawyers have finally come to understand that a law firm is a business enterprise facing a rapidly evolving change in the model and in the business environment. Competition has become fierce, many practices have rapidly commoditized, and efficiencies are essential. Lawyers, historically resistant to change, need strong leadership to achieve stability and growth.



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leadership programs, evaluation process, diversity scholarships, and the client service department. (Becker & Poliakoff is the first firm in Florida and possibly the country that has a department solely dedicated to client service.) She is also a member of the Professional Development Consortium.

Leadership is even more important in this economy because firms without effective leadership are held together by money and, when times are tough, are not held together by anything. Effective leadership creates an atmosphere that promotes loyalty and camaraderie. A firm that has effective leadership that believes in making client service a top priority is more likely to withstand the pressures of fiscal challenges.

Client Service Is About the Client

All clients say the number one quality they appreciate in a lawyer is that he or she "understands my business" and "listens to me." If clients are sophisticated, they may expect more technical advice and may know and understand the work required and time involved; whereas, if the client is unsophisticated, the attorney will need to communicate in layman's terms and discuss what the retainer entails and how much time is involved. Attorneys can be so focused on billing and originating that they tend to overlook the impact of alienating clients. In the past, there was a logical reason for this, a product of lawyers' logical minds: Billing was all that could be measured, while service was ephemeral. However, we can now measure service and should do so.

In this era of digital communications, it should not be difficult to keep in touch with clients. This may be a double-edged sword because clients have come to expect faster responses. The old way of doctors and lawyers keeping clients waiting will no longer be tolerated. It shows a lack of respect for the client and does not make the client feel special or important. "If you build it, they will come." If you serve well, they will stay. The way lawyers interact with clients is the most important aspect of the relationship, even more important than the work product or winning the case. Lawyers must do more than understand this; they must live it.

Does this suggest that the client is always right? Of course not. Yet the client *is* always right. Like it or not, the client's perception is our reality. Some attorneys may resent having to spend any non-billable time on a client, disregarding the theory that, if they cultivate the relationship, they will inevitably make more money. There are those in our profession who have uttered words such as

“Let them leave. We are better off without them.” In this author's humble opinion, that ignores a very basic principle. We need clients, or we would not have jobs. The fact remains that, in the current business environment, we are rarely if ever “better off” without a client.

Classic Quote:

[Mark] Twain famously said that if the first thing you do in the morning is eat a live frog, you can go through the rest of the day knowing the worst is behind you. Your frog is your worst task, and you should do it first thing in the morning....

Set yourself up to eat your frog tomorrow morning last thing before you leave the office tonight. Choose your frog, and write it down on a piece of paper that you'll see when you arrive back at your desk in the morning. If you can, gather together the material you'll need to get it done and have that out, too.

Getting things done is a habit, and if you start every day by accomplishing something important, you'll get more done than 90% of the people in the office.

— Gina Trapani, author of *Upgrade Your Life*



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 (302) 249-6229 or marag@profdev.com.

Selecting and Recruiting In-House Faculty

Major corporations have professional training staffs who produce high-quality training based on content they collect from the company's subject-matter experts (or SMEs – pronounced *smeez*) and other resources. But in most law offices, the SMEs themselves (usually lawyers, and sometimes other in-house professionals as well) do the teaching – with rather variable results, as we know all too well. And that's only if we can get them to teach in the first place.

This column will focus on a key step in producing effective training with in-house faculty: Getting your most talented teachers to the podium.

Identifying good teachers

The essential qualifications for “formal” teaching in today's law office are:

1. Strong communication skills. For adult learners in general, and for today's Gen Y audiences in particular, that means not just speaking skills, but also skills at listening, responding, giving feedback, and facilitating group discussions and other learning activities, so to engage learners with the content and hold their interest.
2. Subject matter knowledge
3. Availability and interest

You may already know some people who meet those criteria. A few especially strong prospects are:

Successful trial lawyers. (Strong on communication skills and subject matter knowledge; availability can be a problem.) Someone who successfully tries cases to juries – especially business cases – knows how to explain even the driest content clearly and engagingly and how to pitch it at the right level for the audience, and is also skilled at responding to questions. (*Litigators*, who in large firms and corporations may settle most of their cases, do not necessarily have the same skill set.)

Lawyers approaching retirement. (Strong on knowledge; often strong on availability and interest; may or may not be strong teachers.) They've spent a lifetime building their expertise. And they are often motivated to pass along what they know, so as to leave a legacy.

You can identify other good prospects by asking trusted colleagues, by reviewing evaluations of past programs, and by requesting faculty recommendations in your survey questionnaires.

Utilizing poor teachers

SMEs who lack teaching skills can still assist with the development of courses and resource materials. If your PD staff has the expertise, or

access to an outside trainer, you might also help these individuals improve their communication skills (and thereby make a real contribution to your organization and to these lawyers' careers).

Incentivizing teaching

One of the best ways to recruit top-notch faculty from among super-busy SMEs is to make it as painless as possible for them to teach for you. Reduce the time and effort they must put into the program in the following ways:

1. Limit the size of the topic and the length of their presentation. For example, put them on a panel with each panelist assigned a discrete piece of a broader topic (this is also a low-risk way to check out a new presenter). Or give them a cameo role in an outside presenter's course.
2. Help them develop the content. Provide outlines and handouts from past programs on the subject; enlist a junior person to research the content (perhaps someone whose work would benefit from this knowledge); conduct a short survey of the target audience to find out what they need to know.
3. Once content is pulled together, look for opportunities to add hands-on activities to engage the participants with the learning – case studies, problem-solving exercises, etc. – and design or help the faculty to design those activities.
4. Have a seamless logistical process in place so the only thing faculty have to worry about is their own presentations.

Finally, there are some motivational carrots you can dangle in front of prospective faculty to

help seal the deal, depending on what is most meaningful to any given individual. For example, teaching for you may give your in-house experts the opportunity to:

- Expand and solidify their knowledge of an important subject.
- Gain recognition and prestige by showing off their expertise to colleagues, by sharing the podium with other recognized experts, and/or by being involved in the creation of a first-class program.
- Gain the appreciation of their colleagues.
- Strengthen the capabilities of the organization and the competence of those who will be working with them in the future.
- Learn new skills (*e.g.*, facilitation skills, using presentation technology).
- Earn CLE credit.
- Earn firm citizenship credit.
- Develop content they can repurpose into a client presentation, a public CLE/bar association/trade group presentation, or an article for publication.

A law office can gain great benefits from using in-house faculty:

- Internal SMEs can showcase organizational expertise and promote pride and confidence in the organization.
- Their message is directly relevant to the organization's unique practice and clientele.
- They create new personal connections within the organization.
- Their commitment to teaching, particularly if they are very senior, shows that the organization cares about its people.

I hope these tips will help you line up your best in-house teachers and keep them coming back.

– Gaye Mara

Book Review:

Milestone PD Guide Is Revamped

Gaye Mara

Ida O. Abbott, *Lawyers' Professional Development: The Legal Employer's Comprehensive Guide*, 2nd Edition. Washington, DC: National Association for Law Placement, 2012, 560 pages.

I should first confess that this is not an arm's-length book review. Ida Abbott and I have been colleagues and friends for over 20 years. We met at the founding of the Professional Development Consortium in 1990, while we were both still in house at law firms. From that first meeting on, her extraordinary combination of warmth and professionalism has impressed me.

In 2003, at NALP's invitation, I reviewed the first (2002) edition of this milestone book.¹ Then, in Summer 2011, Abbott invited me to join her in a survey of law firm PD leaders,² one piece of her research for the second edition. I've looked forward to getting my hands on the new book ever since.

Abbott's second edition is a significant update and expansion of the first. For starters, the book is a third longer. The increased page count doesn't reflect the extent of revision and reorganization within those pages: reorganization that improves the flow of the content and revisions that acknowledge major changes in the legal and PD professions in the past ten years.

¹ "Book Review: Professional Development, Full Circle," *PD Quarterly*, February 2003 at 14-15; reprinted in the March 2003 *NALP Bulletin*.

² The complete survey findings were published in a special issue: Ida Abbott and Gaye Mara, "The PD Profession and Attorney Development in 2011," *PD Quarterly*, Fall 2011.

The first chapter alone contains a marvelous exposition of today's vastly changed markets for legal services and legal employment and of how they are impacting lawyers' work, compensation, development needs, and career paths. The recession has played a role, certainly; but much of the evolution Abbott tracks was afoot before the recession and will forge ahead after the recovery. For anyone who wants a better understanding of the moving parts of the legal industry and how they arrived where they are now, it will be illuminating reading.

If you're not already familiar with the book, it's a comprehensive explanation, as the subtitle suggests, of lawyer PD and all its component elements. Abbott's suggested principles and techniques are illustrated with extensive examples from real-world programs (more of them in the second edition, eliminating a complaint I had about the first), validated with both classic and current research findings, and supplemented with generous references to additional resources. The bulk of the book's attention is directed to programs in U.S.-based law firms, with supplemental discussions of the similarities and contrasts with the programs of corporate and government legal divisions and private firms in other countries.

Overview of content and changes in the Second Edition

The new edition is organized in 7 parts containing 22 chapters, all of them either new or expanded and updated.

The opening chapters (in "Part I. Establishing the Foundations...") explain the law practice environment and the business imperatives for PD (Chapter 1); the basics of

PD program design (Chapter 2); PD leaders' roles, responsibilities, and qualifications (Chapter 3, including the results of our 2011 survey); adult learning principles and techniques and their adaptation to lawyer development (an expanded Chapter 4, including new research results from neuroscience); and competencies and benchmarks (a new Chapter 5, reflecting the recent massive migration by law firms to competency-based systems).

“Part II. The Essential Components...” contains expanded and updated chapters on work assignments, mentoring, evaluations, and training, plus two new and very up-to-date chapters on “Training Trends and Innovations” and “Technology in Training.” In these chapters and throughout the book, programs for partners assume a much higher profile than before, and new technology applications are highlighted (including new material on learning management systems in the chapter on training).

Parts III and IV cover knowledge management and budgeting, respectively. Part V addresses the coordination of PD with campus and lateral recruitment, summer programs, and orientation/integration programs for partners and associates.

“Part VI. Special Issues...” advises on PD's role in a merger (a new chapter), diversity and inclusion programs (greatly expanded material, especially on women's issues), career development (with new discussions of the recession's impact and of work/life alignment as a business issue), alumni programs (another new chapter), and leadership development/succession management (with a much expanded discussion of leadership development, a responsibility recently added to PD Directors' portfolios).

Part VII looks at PD in corporations and government. Abbott profiles the practice settings and gives a general outline of typical programs along with more detailed examples

from the likes of Pfizer, IBM, Hewlett-Packard, Oracle, the Massachusetts Attorney General, U.S. Department of Justice, and National Labor Relations Board (probably some of the few organizations with large enough legal staffs to have separate developmental programs dedicated to the lawyers).

“The Role of the Ombudsperson,” Chapter 17 in the first edition, has been eliminated. The content of Chapter 14 in the first edition, “Associate Participation on Committees,” is now part of Chapter 6 on work assignments.

You want this book

Abbott herself is an acknowledged PD expert. In updating this guide, she has consulted the leading authorities in law firm PD (as reflected by the impressive list of names in the acknowledgments), conducted original research, and drawn widely upon both classic and contemporary resources on adult learning, the legal profession, and law firm PD.

I particularly applaud her continuing efforts to introduce law offices to the principles, techniques, and tools for employee and organization development that have long been accepted and available, even as most law firm PD folks were energetically reinventing the wheel. And, now that we are developing our own specialized body of expertise that is directly relevant to the legal profession, she has collected many valuable best practice examples in this book: internal forms, checklists, and communications; training curricula; PD job descriptions; and more.

I would also like to applaud NALP for its continuing contributions to the PD profession, including the sponsorship of this book; The NALP Foundation for producing much of the current research cited in the book; and Janet Smith at NALP for yet another stellar job of formatting and copy-editing.

Abbott's writing is clear, graceful, and candid. It could, however, be more concise; some rigorous editing could have trimmed the page count quite a bit.

My only other quibble is that the organization of the book could have been further improved. The leadership, management, and resources of the PD function operate together as an integrated whole, and it would be more helpful if they had been treated as such. Chapter 3 on leadership is a good start, but one must hunt through numerous other chapters for the rest of the pieces, such as budgeting (which now dangles alone in its own Part IV), learning management systems and CLE accreditation (now in the training chapter), and other discussions of administrative and resource issues sprinkled through other chapters.

The chapter on knowledge management, likewise dangling in its own separate Part V, would be better placed in a section on "other talent management programs," along with the chapters on recruiting and summer programs, orientation and integration, diversity and inclusion, career guidance, and leadership development/succession management. All of these programs are complementary approaches to improving the competence, performance, and success of the lawyers and the organization.

But, on balance and without question, this book is a solid and up-to-date resource and reference for the PD professional and anyone thinking of becoming one. The pages of your copy will undoubtedly be well thumbed in the coming years.

Professional Developments

News

Reforming Legal Education. A new effort at law school reform is underway. The *Inaugural National Symposium on Experiential Education in Law* took place October 26-28 on the campus of Northeastern University School of Law. It promised to "engage constituencies in the legal academy and profession to initiate new approaches and programs for curriculum reform and to change the way in which law students are educated in order to address the shared complex challenges of the 21st century." The opening plenary and "call to action" was delivered by ABA President-Elect James R. Silkenat, a partner at Sullivan & Worcester. Other presenters and attendees included "students, practitioners, judges and clients, in addition to accomplished educators." We look forward to hearing about the "action items" that were to come out of the closing session.

Law Schools Employing Their Own Graduates. As if we needed any more confirmation of how tough the legal job market has been, NALP reports that its employment survey for the law school class of 2011 shows that "almost 5% of the jobs taken by this class" were funded by their own law schools, and that,

"[A]bsent such jobs, the overall employment rate for the class would have been about 4 percentage points lower, just over 81%. This figure is lower even than the previously recorded low overall employment rate of 83.4% for the Class of 1994."

(Judith N. Collins, "New Research on Law School Funded Positions for Law School Graduates." *NALP Bulletin*, September 2012.)

Conferences

Legal Profession:

- 11/29-30/12, Toronto, ON. *NALP End of Year Canadian Section Meeting*. Association for Legal Career Professionals, www.nalp.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.
- 2/7-9/13, Dallas, TX. *ABA Law Practice Management Section Midyear Meeting*. American Bar Association, www.americanbar.org.
- 2/28-3/2/13, Jacksonville, FL. *2013 Newer Professionals' Forum*. Association for Legal Career Professionals, www.nalp.org.
- 4/4-6/13, Chicago, IL. *ABA TECHSHOW 2013*. American Bar Association, www.americanbar.org.
- 4/24-27/13, Tampa, FL. *2013 Annual Education Conference*. Association for Legal Career Professionals, www.nalp.org.
- 5/29-6/1/13, Palm Beach, FL. *ABA Law Practice Management Section Spring Meeting*. American Bar Association, www.americanbar.org.
- 6/7/13, Chicago, IL. *2013 Diversity & Inclusion Summit*. Association for Legal Career Professionals, www.nalp.org.
- 8/3-6/13, Baltimore, MD. *ACLEA's 49th Annual Meeting*. Association for Continuing Legal Education, www.aclea.org.
- 8/8-10/13, San Francisco, CA. *ABA Annual Meeting*. American Bar Association, www.americanbar.org.

General Audience:

- 11/5-6/12, Washington, DC. *Telling Ain't Training Conference*. American Society for Training & Development, www.tat.astd.org.
- 11/28/12, Washington, DC. *ASTD Government Expert Training Forum: Becoming a Champion of Change*. American Society for Training & Development, www.astd.org/Events.
- 1/31-2/1/13, San Jose, CA. *ASTD 2013 TechKnowledge*. American Society for Training & Development, www.astd.org/Events/TechKnowledge.aspx.

- 2/18-20/13, Orlando, FL. *Training 2013 Conference & Expo*. Training Magazine, www.trainingconference.com
- 4/12-14/13, Reno, NV. *Principles & Practices of Performance Improvement*. International Society for Performance Improvement, www.ispi.org.
- 4/14-17/13, Reno, NV. *THE Performance Improvement Conference 2013*. International Society for Performance Improvement, www.ispi.org.
- 4/22-25/13, Fort Lauderdale, FL. *IMPACT 2013: The Business of Talent*. Bersin & Associates, www.bersin.com.
- 5/19-22/13, Dallas, TX. *ASTD 2013 International Conference and Exposition*. American Society for Training & Development, www.astd.org/Events.

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/.

ASTD Master Trainer Certificate Program

A three-part blended learning program intended to develop mastery of all aspects of training delivery, consisting of an initial online orientation, a 4-day in-person workshop with practice and feedback, and an elective online course. Upcoming dates and locations for the 4-day workshop:

- 11/5-8/12 in Alexandria, VA
- 12/11-14/12 in New York, NY

More information at www.ASTDMasterTrainer.org.

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

Cornell University Workshops, Certificates, and On-Site Programs. Cornell's ILR School offers one- to three-day workshops, which may be taken individually or in a certificate series, in the following subject areas:

- Diversity and Inclusion
- Equal Employment Opportunity
- Human Resources
- Labor Relations
- Legal and Internal Investigations
- Management Development

The workshops can also be delivered at your site.
www.ilr.cornell.edu/hcdnyc

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

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

- 1-day courses:
 - 3D Negotiation*
 - Negotiating International Business Deals*
 - The Odd Couple: Capturing the Power of Reason and Emotion in Your Negotiations*
- 3-day course: *Negotiation and Leadership: Dealing with Difficult People and Problems*
- 5 day courses:
 - Deal Set-Up, Design, and Implementation*
 - Improving Negotiating Effectiveness*
 - Mediating Disputes*
 - Negotiation: Strategies, Tools, and Skills for Success*
- Semester-length courses:
 - Mediation and Conflict Management*
 - Negotiation and Dispute Resolution*

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 <http://www.ali-cle.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
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