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To Develop Efficient Associates, Delay Specialization: One Bridge over the Education/Practice Divide
Heather Edes

Publicity about the gap between the abstract exploration of legal principles encouraged in law school and client demand for practice-ready associates has escaped the bounds of the legal press and risen to the level of national media coverage. Many law school administrators have heard the message and are doing what they can to supplement their curricula with expanded clinical opportunities and classes that address the realities of practice.

However, the intellectual traditions of the elite schools that produce the most coveted graduates impede quick, large-scale, and meaningful change. As a tenured professor at a top-10 school recently confided in me regarding an applicant for a faculty position, "Every day she spent in practice is a black mark against her." If this is a representative sentiment, a more trade-oriented approach to legal education is unlikely to gain traction any time soon.

Law firms, however, have financial and reputational incentives to respond more nimbly to client demands. Firm managers are well aware that first-year associates may have spent an entire semester tracing the evolution of the dormant commerce clause but have likely never had their hands in a case file or spent time with actual clients. In the "new reality," in which even the most junior attorneys must contribute immediate value, the economics of contemporary practice no longer allow for a long on-the-job learning curve. Instead, firms have been creative,

bolstering formal training; experimenting with secondments, externships, and formal apprenticeships; and offering law firm economics workshops and the like.

We at Sullivan & Worcester have not been immune to these pressures. As we continue to adapt to this new reality, we have continually examined and evaluated different elements of our culture, deciding which practices to preserve and which to change, as well as instituting new programs. While PD has played a role by shelving certain practices and implementing several new initiatives, one of the more interesting developments has been how we've handled our approach to first-year associates: In what may at first seem to be a counterintuitive approach to promoting efficiency, our first-year associates delay specialization for up to a year after they begin at the firm.

While our approach will not work for every firm, of course, I offer our experience as an example of how the introspection required by the "new reality" presents an opportunity for firms to capitalize on and even nurture the characteristics and quirks that make

individual law firms' cultures stand out from the crowd.

How our approach looks now…in a nutshell

Our entire first-year class starts on the same day, reporting to our largest office. All the associates' first two weeks are spent attending an intensive First Year Academy. They are not available for assignments. At the end of the Academy, the firm hosts a welcome reception to formally introduce the first years and to announce their availability for work assignments, which they take from all practice areas. After about a year of broad substantive exposure and intensive career counseling, a work broker, and a special performance evaluation process, associates join specific practices.

Where we started

For as long as anyone can remember, our first-year associates have been required to take assignments in all practices for about a year. Because this approach is unusual among our peer firms, it was an obvious place to start as we reevaluated our various talent management tactics. The simplest alternative would have been to jettison our first year "pool," with associates joining practices upon their start date and immediately immersing themselves in their substantive area of choice. No longer would a future transactional associate spend time writing briefs or representing indigent clients in *pro bono* matters. Rather, first years would jump right in and spend 100% of their time learning their new practice areas.

After consideration of the various costs and benefits to our culture posed by direct specialization and other approaches, we ultimately decided that, for us, the value afforded by continuing to require first years to take assignments in all practice areas outweighed any potential detriment from delaying specialization. We recognized, however, that luck-of-the-draw experiential

learning alone would not continue to meet our clients' evolving expectations, and that we would need to add significant structural support.

First Year Academy: the centerpiece of our first-year program

The key to the success of our first-year program would be to provide formal training designed to quickly bridge the gap between law school and practice. Here, too, we took advantage of an existing practice, a rudimentary lunchtime lecture series of perhaps half a dozen installments spread over the course of the year. These lectures were high level, were partner led, and featured extremely detailed descriptions of the types of business transactions and conflicts our clients encounter. As the year wore on, associates' attendance tended to drop as they became more fully engaged in client matters.

We made a series of initial modifications to this existing structure. First, we teamed a star mid-level associate with the partner to draw a more explicit line between the partner's higher-level observations and a typical junior associate's experience. Then we started shifting the focus of the individual sessions from the substantive nuances of the law to the associates' practical experience as the most junior lawyer on a team, and we began to expand the scope of topics offered. The most radical change we made, though, was to consolidate all of this training into a dedicated period at the very beginning of our first years' associate careers. This was the easiest way to make sure all first-year associates were able to fully participate.

It actually wasn't as challenging as it might seem to carve out dedicated time for training. We started with about a week's worth. Partners and senior associates already accepted that the first years' first two days were spent in orientation, and they were generally willing to trade a week of potential access to first years for the promise of

associates who could be more helpful on their first assignments. Management was firmly behind the idea, so adding a few more days wasn't particularly controversial. For those partners whose assignments simply could not wait, we negotiated and made exceptions. The program, rebranded as First Year Academy, soon expanded to two weeks as supervising attorneys saw the effectiveness of the program and suggested additional course topics.

While we now had a captive audience that was relatively free of distractions, this restructuring posed a major challenge: while each session was only 60–90 minutes in length, the Academy itself contains some 30-odd mandatory sessions. How could anyone retain such a massive amount of information? Adding to the challenge, since the first years had neither prior significant practical training nor any actual assignments, they had no real context for the classes. Weeks almost certainly would elapse between a class on, say, choosing the correct form of entity and an assignment that touched on this topic. To address this issue, we had to first carefully distill and articulate the goals of the Academy.

The ultimate goal of the Academy had to be to give the associates the tools they needed to approach their initial assignments as efficiently and as knowledgeably as possible. We needed them to be efficient, to be contributors off the bat. Therefore, we decided to offer only those classes focusing either on the specific assignments first years are likely to receive or on the transmission of vital "insider" and institutional knowledge. Current Academy classes range from "What I Wish I Had Known as a First-Year Associate" and "Working with Paralegals" to "Doing Due Diligence" and "Discovery Basics."

Further, we worked with the faculty to design classes that answered these questions:

> 1) What is the context in which this assignment will be given?

2) What is the client trying to accomplish?
3) What is your role in achieving the client's goal?
4) What are you expected to know already, and what questions should you ask?
5) What is the approach you are expected to take, and how can you add value?
6) What is the first thing you should do when you receive an assignment of this type?

We asked faculty to provide materials comprising checklists, timelines, and annotated sample documents so that an associate receiving a particular assignment would have somewhere to start upon receiving an assignment. Each faculty member is also now expected to serve as a mentor and ongoing resource on that subject matter.

Finally, while a handful of partners do teach Academy classes, another key element of the Academy is that the majority of faculty comprises associates, with professional staff and paralegals contributing as appropriate. Associates make excellent faculty. They are often the first to review the most junior associates' work and know what is needed to help and impress partners and clients.

Associates are only a few years removed from having played the most junior role, so they are much more likely to appreciate what the first years don't yet know and much less likely to get caught up in the strategic nuances of a matter. They are proud to be recognized as experts in their area and trusted with the education of our newest colleagues, and they are eager to become teachers and mentors.

While associates in general are very busy, they are free of much of the pressure partners face to develop business and run the firm, so they often have more flexibility with their time. Finally, they are not locked by years of habit into talking-head mode and are willing to accept guidance on incorporating adult learning techniques—

such as exercises, quizzes, and simulations—into their classes.

Now that we've been running First Year Academy for a few years, the biggest challenge comes when we determine through course evaluations or other feedback that it is time for a faculty member to move on and make room for a new face. The attorneys become very possessive of their classes, and it can be hard to convince them to give up the commitment! We're addressing this by working to include a junior associate on the faculty for each course, so the senior faculty member feels more comfortable turning responsibility over to the successor.

We have also realized an unexpected benefit from the Academy. We ask the first years to fill out an initial evaluation after every class, and they complete a comprehensive evaluation some weeks after the conclusion of the Academy. We require 100% compliance on all of these evaluations, and we show them that their feedback is taken seriously by following up with them on their comments and sharing, when we can, instances of changes we've made based on feedback. After several years of doing this, we find that the majority of workshop attendees take class evaluations seriously and will fill them out thoughtfully throughout their associate careers.

Other elements of the first-year program

While First Year Academy is a centerpiece of our first-year associate program and key to promoting efficiency, many other support mechanisms combine to ensure the success of our approach. The most vital is our work assignment system. A partner is traditionally a "class mentor" of sorts for the first years, conducting regular group meetings with the associates and providing high-level guidance and representation. Over time, we've shifted responsibility for this role from a more established, senior partner to a younger, more junior partner, who is closer to the associate experience. The role itself has transitioned, with filtering and distributing

work assignments now the most important task this partner has.

All assignments go through that partner working in concert with our Career Development Manager, a member of the Professional Development team. First years are drilled in how to handle assignments that come from outside the system, and a tradition of enforcing compliance has made it part of the culture.

Running all first year assignments through a work broker is easy because no one really knows much about the first years when they start, so supervising attorneys aren't clamoring for specific associates' help. Their work quality and habits are presumed acceptable, given that we've accepted and trained them. (And, in another bonus benefit, supervising attorneys who are comfortable with a centralized first year work broker are already inclined to react favorably to the idea of introducing an associate work broker into a substantive department.)

The work broker has many functions. Initially, the work broker ensures that all associates are given assignments in all areas of the firm, and that they are exposed equally to a variety of partners and associates within each group. As associates start to develop preferences for a particular practice area, the work broker will try to direct to them assignments in their preferred areas as more of a "trial run" for both the associate and the practice generally.

Finally, the work broker makes sure that all associates take on their fair share of "traditional" first-year assignments—such as research and document review—but that all have access to the sexier "stretch" assignments that will allow them to demonstrate their ability to grow.

First-year associates also have their own performance evaluation schedule. We separate their evaluations from the annual associate evaluation process to minimize distraction. Their first formal evaluation is held after they've been with the firm for

about six months. We use the standard junior associate forms, and the PD staff and first year partner mentor collaborate on the process.

Because we are dealing with a fraction of the overall associate population, we can dedicate more resources to tracking down every reviewer and interviewing reviewers for more information when a written evaluation might be ambiguous, vague, or provocative. We also write the official evaluation reports (of which the first year receives a copy), adding financial information to the substantive feedback we've gathered. We then meet with all first years for about 90 minutes each to review their progress, and they typically confer with the Career Development Manager before and afterward to prepare for and build on the review.

The work they do from that point forward until the end of the year is reviewed during the next annual associate evaluation; and, if necessary, we build in a third, interim evaluation.

Finally, once first years do join departments, to ensure that they are truly ready to contribute as fully as possible, we conduct substantive training sessions as needed within each department.

Common questions

Our approach does raise questions.

The most common query is whether, when our first-year associates enter their second year, they are not behind their second-year peers at other firms. While we don't have any numbers to prove it, we feel strongly that anything our first years may arguably lack in substantive practice experience is more than made up for with what they have gained through their broader exposure. They have seen a wider sample of client operations and problems than they would see in only one practice area. They have also learned how a variety of practice areas approach problem solving. In some cases they have seen what

happens when work product from one practice, such as a real estate contract, enters the purview of another practice, such as tax or dispute resolution. They have also made connections with attorneys across the firm, opening the door to a wider network of resources, potential mentors, and, eventually, cross-selling opportunities.

What happens when incoming first years already know what areas they would like to specialize in? While many of our first years choose us precisely because they are still undecided, from time to time members of our first-year class do come in with their minds made up. Interestingly, in the majority of those cases, their first-year experience challenges their assumptions to the extent that they change their minds! Even those who do retain their initial preference understand what they are getting into and value the experience at least enough to prevent it from becoming a deal-breaker.

What happens at the end of the year when practice area staffing needs and associate choices don't match up? The reality is that it is rarely an issue. Part of PD and the first year partner's job is to maintain a constant dialogue not only with the first years about their developing preferences but also with the practice heads about their staffing needs and anticipated workload pipeline. Everyone understands that forcing together an associate and a practice area that haven't chosen one another helps no one. Occasionally, we do have an associate who can't finalize a pick between two practices, both of which would be happy to have the associate, and in that case we let the associate continue to take assignments in both practices until a more natural decision point is reached.

Also, I have never seen a situation in which an associate chooses a practice that rejects that associate. This is probably due to the fact that either a work quality conflict or a personality misalignment is pretty clear to everyone when it happens, making such a choice unlikely. It is certainly the case that practices choose associates who reject them, but we fulfill those practices' staffing needs in other ways. And sometimes too many associates for the demand are initially interested in a particular practice; but, because the conversations about choice and demand continue over the course of the year, associates usually figure out where they are likely to be most successful, and placement occurs seamlessly.

Change to our first year program didn't all happen overnight. Rather, it was more of a gradual evolution, and we continue to make changes every year. Over time, the many little adjustments have added up to significant change, and a cultural relic has evolved into an effective associate development tool.

We hope that by continuing to stay open-minded and remembering that the world in which we operate will always be in flux, we will continue to find creative ways to meet or exceed clients' demands and needs in a way that is true to our values and to the culture that defines our firm.

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What Mentors Can Learn From Coaching

James R. Lovelace

Almost 15 years ago, I left private law practice to become a law school career counselor. I was excited about the opportunity. I enjoyed counseling others (something I experienced too rarely on my large litigation matters), and I looked forward to helping students with their career decisions. As a law school graduate, I had plenty of opinions on the law school experience, including on how well it prepared me and my peers for making career decisions. I also prided myself on being a "people person" with (I thought) good listening skills. I loved the job. The work was fulfilling, and it was an excellent springboard for my current role in law firm professional development.

A few years ago, I became trained as a certified coach and learned a new way of helping others with their professional goals. In the process, I gained insights on my approach as a career counselor. I realized that, as a counselor, I assisted others primarily from a place of experience: my vantage point as an attorney and former law student. I often began conversations with "When I was in your shoes"—or variations thereof—and then proceeded to give advice.

In essence, I was acting as a "mentor." In retrospect, while I know that I helped many students, I also know that I could have been more effective had I also "partnered" with them, as coaches are taught to do.

In my current job, I have the opportunity to work with attorneys on their career goals. Sometimes I still put on my "mentor" hat, but I balance that perspective by using my coaching insights whenever I can. In this article, I will highlight several key coaching principles that can make all of us more effective in assisting attorneys in their professional development.

Mentors help from a place of experience.

In law practices, career guidance for junior attorneys has traditionally come in the form of mentoring from more senior attorneys. This dates back to the apprentice system, still in existence in some societies, where the apprentice's primary role was to support, learn from, and (hopefully) eventually work alongside the more senior attorney.

In today's American law firms, mentoring relationships are still emphasized, whether they occur "informally" through work assignments and shared interests or "formally" through programs where partners are assigned to mentor junior attorneys. Regardless of the form, the common thread of mentoring is that senior attorneys—based on their lawyering styles, experiences, and accumulated wisdom—teach and serve as an example for more junior attorneys.

Mentoring has served, and continues to serve, countless numbers of attorneys well. This article does not argue otherwise. Law practices can benefit, however, by providing additional forms of career guidance, especially as fewer junior attorneys are interested in making partner or otherwise "following in the footsteps" of their more senior colleagues.

Coaches partner with their clients.

"Coaching" in the workplace can mean lots of things. Increasingly, people bill themselves as "coaches" for lawyers and other professionals on various topics, such as business development, communications, and organizational skills. Used in this way, the term often just signifies that they help people, many times one on one. In this article, I am referring to coaching in its more

technical meaning, as used in the certification of life and career coaches.

The International Coach Federation defines coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential."[1] During my training with the Coaches Training Institute (CTI), I learned that this "partnering" is not the same as mentoring. In mentoring, there is an assumed imbalance of knowledge and experience. The mentor is the teacher and the mentee is the student.

The coach/client relationship is different. The coach facilitates the client's learning—not by imparting knowledge or experience but, rather, by listening to, questioning, supporting, and even challenging the client. This is a fundamental distinction, and the implications can be huge. For one thing, coaches are taught not to offer advice or try to "solve" problems for the client; instead, they provide the client with the tools for doing so. For another, an effective coach should be able to coach just about anyone who has an openness to being coached: it does not matter if the coach's and client's skillsets and experiences are completely different.

When I first began coaching "practice clients," I found it difficult not to interject with my judgments, opinions, and "answers" (as I had done often as a career counselor). When I learned to put those ingrained habits to the side and employ the principles discussed below, I appreciated how effective "partnership" can be.

1. Giving the client space

In coaching, partnering begins with letting the client decide the "agenda" (*i.e.*, how he or she wants to be helped). As a coach, my only agenda is to serve the client by assisting him or her to be "at choice" in making decisions and seeking positive change. In the process, I give the client space to set the agenda and then see where it goes. In the career-coaching context, I ask the client to keep the topic career related but otherwise give the client a long leash. If he or she gets stuck in "wheel spinning" or goes completely off topic, I will call out the client. Otherwise, I generally stay out of the way.

In my training, I also learned to trust that my client is "naturally creative, resourceful and whole."[2] Simply put, this means the client is not "broken" and is perfectly able to make his or her own choices. This also means that the coach has permission not to worry about or try to make decisions for the client.

2. Listening at different levels

Coaches are trained on how to listen to others. As explained by CTI, people engage in listening at three different levels.[3] To illustrate, I will use a hypothetical.

Let's assume that a practicing attorney confides in me that she is very unhappy and is thinking of leaving "big law" to pursue an alternative legal career. At "Level 1" of listening, I hear the attorney's story and think of what her experience means to me. "Wow, what a coincidence. I went through a similar experience that I want to tell her about." Or maybe I think, "The job market is really tough for her to be doing this. If I were in her shoes, I wouldn't think of leaving right now."

At "Level 2," my listening is focused solely on the attorney and her experience. "I noticed that she said that she *needs* to leave, not that she *wants* to leave. What's up with that?"

At "Level 3," my focus is broadened beyond her actual words to her tone, pace of speech, and what she isn't saying expressly. "Gee, her affect seems very flat. She doesn't seem

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[1] International Coach Federation, http://www.coachfederation.org.

[2] Kimsey-House et al., *Co-Active Coaching: Changing Business Transforming Lives*, *3rd ed* (2011), 3 - 4.

[3] Ibid., 31 – 47.

genuinely excited about trying something new. What else might be going on?"

Not surprisingly, people listen at "Level 1" most of the time. They hear information, analyze it, and then apply it to themselves. Lawyers regularly do this in listening to their clients. Coaches are taught, however, to do most of their listening in Levels 2 and 3. This allows the coach to empathize with the client and also focus on non-verbal cues. In other words, the coach's own views, biases, and judgments take a backseat to "being with" and "learning about" the client.

When I am listening at Levels 2 and 3, it often drives what I say and what I don't say. For example, I am much less likely to "tell my stories" unless it really benefits the client. Listening in this way takes practice and a large degree of what CTI calls "self-management."[4] Successfully doing so pays big dividends, both for the client and the coach.

3. Asking powerful questions

"What satisfies you most about being an attorney?" "What do you want from your career?" "How do you feel about the work you do everyday?"

These are examples of powerful questions.[5] They are open-ended (not unlike questions taught in deposition workshops) and seek "good stuff" from the client. Asked in tandem with the listening skills just described, these questions often result in clients opening up about themselves in a meaningful way.

4. Moving forward and holding the client accountable

Coaching is about clients making positive choices and moving forward. Put another way, coaching is not about endless navel gazing or focusing on the past. Coaches explain this to clients at the outset, and

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[4] Ibid., 95 – 113.

[5] Ibid., 69 – 73.

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distinguish coaching from therapy (which often focuses on the past) and counseling.

When clients delve too much into the past, coaches will steer them forward. For example, a coach might employ a powerful question to re-focus the discussion; e.g., "How will you use that past experience in making future career choices?"

Coaching sessions typically follow an arc. At the outset of a session, the client sets out the agenda and the topic. By the session's end,

the coach and client have discussed the client's goals and areas for exploration as well as specific action steps for moving forward.

At the next session (or often in between), the coach holds the client accountable by "checking in." Rather than focus in on "Did you do A, B, and C like we discussed?" the coach likely will ask in broader terms, "Where was the learning from your action steps?" and "Where do you want to go from here?" By doing so, the coach helps move the action along.

Conclusion

Mentoring and coaching are both invaluable ways of helping people grow and develop. Although I have highlighted differences between the two disciplines, in truth I often employ a hybrid of the two when I work with people. That is fine! Indeed, I sometimes do talk about myself and offer judgments, when called for. However, I find the coaching principles to be a critical reminder to "pull back" and apply the brakes from offering my "stuff" (opinions, advice, life history, etc.) and instead give the client more license and freedom to find his or her way forward.

Classic Quote:

"Underdelegation causes senior people to neglect high-value tasks that are of critical importance to the future success of the firm. In firm after firm, I encounter senior professionals who know the importance of client service, business development, supervision and coaching, methodology-building, and personal development. In all of these cases, however, they report that they are not doing as much as they would like because they are 'too busy' – and they are.

"But too busy doing what? If, with 50 percent of their time, they are too busy doing things that, with appropriate training, someone at a half or two-thirds their salary could do, it would seem that some bad trade-offs are being made in the allocation of these valuable people's time."

– David H. Maister, *Managing the Professional Service Firm* (1993)

Rethinking Law Firm Culture

Lisa Kirby

Brené Brown, *Daring Greatly: How the Courage to Be Vulnerable Transforms the Way We Live, Love, Parent, and Lead.* New York: Gotham Books, 2012 (256 Pages)

In the past several years, those in legal talent management have become fluent in the discourse on engagement, feedback, leadership, and their accompanying buzzwords. Terms like "vulnerability," "shame," and "discomfort," however, have not yet made it into these discussions. In her new book, *Daring Greatly*, Brené Brown (of TED talk fame)[6] makes a compelling and well-researched case for why they should.

Understanding these under-recognized sociological factors and their critical role in organizational culture and individual success are important to the next phase of law firm professional development.

The book's title comes from a speech by Theodore Roosevelt, which sets forth the book's premise:

> It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. [T]he credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly, who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds, who knows great enthusiasms…. who at the best knows in the end the triumph of high achievement, and who at the worst,

if he fails, at least fails while daring greatly….

The book is based on Brown's twelve years of research that included interviews with business leaders and professionals. Brown's research teaches how organizational values interact with the vulnerability and shame threaded through our culture to promote or suppress connection, creativity, and engagement. Although the book is rich in thought-provoking theories, it's not at all an academic treatise—it's lively and engaging, and Brown includes many practical tools and assessments ready to be plugged into your next talent strategy initiative.

The Value of Vulnerability

The premise of the book is that, in both life and work, openness to vulnerability leads to deeper and richer connections with others and elevates and enriches our engagement levels. Vulnerability, which Brown defines as "uncertainty, risk, and emotional exposure," often plays out in moments of "truth and courage," like when an employee has to tell the CEO the company can't make payroll next month or when calling a friend who has recently received tragic news.

In our culture of "scarcity," where everything seems photo-shopped to perfection, most of us feel we are "never enough" in our various life arenas but also feel we must not admit we need help. Thus, we are even less likely to risk trying something new or going outside our comfort zone—sharing an idea that may

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[6] See http://www.ted.com/talks/brene_brown_on_vulnerability.html.

not work out or admitting we need help on a project.

Brown stresses that appropriately showing vulnerability is very different from oversharing or crossing boundaries—asking for feedback or asking a direct report to teach you how to do something (showing vulnerability) is quite different from purging yourself of your deepest marital secrets to a colleague while waiting for the coffee maker (oversharing). But trying things that make us feel vulnerable often leads to greater trust, connection, and engagement in the end, allowing us to contribute more to our work and live fuller, richer lives.

As detailed below, vulnerability is a key leadership technique as well as an essential component of an effective feedback conversation.

Challenges in the Law Firm Environment

Law firms may be in particular need of a dose of vulnerability. At the large law firm where I first practiced as an associate, I learned the traditional litigator's credo of appearing unflappable *at all times*, an effort we attempted with varying degrees of persuasiveness.

At this firm I also expectantly attended a partner panel on "mistakes I made as a junior associate," where a department chairman relayed a tale of an insignificant mistake he made as a first-year associate. This session sent a clear message to the current first-year associates about how mistakes and general lapses from perfection were viewed at the firm. We came away with the understanding that demonstrating vulnerability would put us at a disadvantage in our competitive little culture and that it would not really be tolerated, at least until we were senior, secure partners, an unimaginably distant possibility to this group of 25 year olds.

Brown agrees that opening a culture to vulnerability in law firms presents some

challenges, since most lawyers are trained to exploit others' weaknesses and minimize their own. A "Viking or victim" mentality tends to predominate in law firms as well as other high-performance, super-competitive cultures. This worldview believes that it is "kill or be killed" in the arena and that one must strive to be the "killer" at all costs. Cultures that embrace this worldview, unfortunately, "crush faith, innovation, creativity, and adaptability to change."

The Pitfalls of Perfectionism

Perfectionism prevails also in the lawyer population and correlates strongly with having regular contact with lawyers. Of course, a buyers' market for legal services plus the astonishingly high rates needed to sustain most law firms lead many attorneys to believe that they must provide literally perfect work at all times in all circumstances or risk losing clients. Though we all know perfectionism has pitfalls, it is worth understanding how it corrodes connections between people from the *Daring Greatly* standpoint. Brown explains:

> Healthy striving is self-focused: How can I improve? Perfectionism is other-focused: What will they think? Perfectionism is a hustle.

> Perfectionism is not the same thing as striving for excellence. Perfectionism is not about healthy achievement and growth…. It's the belief that if we do things perfectly and look perfect, we can *minimize or avoid the pain of blame, judgment, and shame.* Perfectionism is a twenty-ton shield that we lug around, thinking it will protect us, when in fact it's the thing that's really preventing us from being seen. [Emphasis added.]

Brown cites the well-known ABA statistic that the suicide rate among lawyers is almost four times greater than that of the general population. She also highlights an *ABA Journal* article reporting that experts on lawyer depression and substance abuse

attributed the higher suicide rate to lawyers' perfectionism and on their need to be aggressive and emotionally detached.

Building a Healthier Culture

But there is hope even for this seemingly hardened population. Culture plays a role in helping perfectionists and Viking/victim believers cultivate trust and connection, and professional development staff can play a key role in shaping a firm's culture over time. Lawyers often told Brown that they "eat vulnerability for breakfast." She sets forth a convincing case for "rehumanizing" the workplace in a new way that encourages meaningful engagement with the work and with colleagues, and she offers many ideas on gradually building this kind of healthier culture.

Law firms are at a transition point where an introduction to this concept may be ripe for acceptance. Whereas baby boomers and their predecessors may have preferred strong, silent leaders who projected stoic authority with a stiff upper lip, Generation X is entering law firm leadership and Millennials are taking over the associate ranks. There may now be a greater appetite and opportunity for engagement with the concept of vulnerability to build future leaders and strengthen firm cultures.

And so it is critical to find a way to let some vulnerability shine through—as one CEO Brown interviewed put it, "When failure is not an option we can forget about learning, creativity, and innovation." The longstanding culture of unflappability and perfectionism, prevalent in most firms, may create cool-as-cucumber players in the courtroom or negotiating table; but it tends to chill creativity and learning and inhibits the meaningful connections all of us (even lawyers!) need to feel engaged and energized. Such an invitation to creativity and connectivity may allow lawyers and firm management to innovate their way out of many of the current woes facing the profession, and it can certainly lead as well

to deeper relationships with clients who may not have attended law firm unflappability school.

Brown includes an assessment tool to help determine how well people engage with vulnerability in your law firm's culture. You can observe how often and how openly you hear people saying certain types of phrases, including, for example, "I don't know," "I need help," "I'd like some feedback," "I accept responsibility for that," and "That means a lot to me." Though the phrases are simple, seeing the full list together and testing out the practice may trigger some instant thoughts on where engagement with vulnerability could be more robust.

Brown suggests that shame is a primary obstacle to allowing vulnerability to show. Shame is "the intensely painful feeling or experience of believing that we are flawed and therefore unworthy of love and belonging." Shame tells us not to dare greatly because we aren't good enough, and therefore, according to CEO Peter Sheahan, becomes the "secret killer" of innovation.

Workplace cultures, Brown explains, can either be shame-resilient and inviting to supportive feedback and "discomfort" (as discussed below) or actually breed shame, with bullying and publicly criticizing colleagues in front of others being tolerated and acceptable. Shame-resilient cultures "nurture engaged, tenacious people who expect to have to try and try again to get it right—people who are much more willing to get innovative and creative in their efforts."

It may be hard to assess the shame-resiliency of your law firm's culture, especially where there are multiple offices, mergers, lateral growth, and differences among practice areas. To facilitate a more objective analysis, Brown includes a thought-provoking list of questions to understand the values your firm is promoting. Some of the questions include: What behaviors are rewarded? Punished? What stories are legend, and what values do they convey? What rules and expectations

are followed, enforced, and ignored? What's the collective tolerance for discomfort? Discomfort tolerance is a key way, discussed below, for encouraging a more learning-, growth-, and feedback-friendly culture.

Starting with Feedback Systems

Firms may have only so much ability to temper lawyers' perfectionism and Viking/victim tendencies, but most firms have great influence over formal and informal feedback systems, a great place to begin to introduce some of these concepts and implement cultural shifts. Feedback is an important vulnerability touchpoint, and Brown offers insights on how organizations can reinforce pro-engagement behaviors through management messaging and actions that support delivering honest but supportive feedback.

In reading this section of the book, I recalled one of the most effective feedback messages I received from a supervisor who was advising me on how to manage members of our team more effectively. In the course of our conversation, she commented that she, too, was working on her skills in this area and observed that we were learning and growing together on this as our team expanded. This demonstration of vulnerability by sharing her own area for growth resonated with me far more, as a feedback recipient, than a blame-tinged directive to improve my management skills, which would have bred shame and disengagement in me.

At the cultural level, another way to add healthy vulnerability to feedback is to normalize discomfort. Brown says that the healthiest growth-oriented cultures send the following message: "We believe growth and learning are uncomfortable so it's going to happen here—you're going to feel that way. We want you to know that it's normal and it's an expectation here. You're not alone and we ask that you stay open and lean into it." Expecting discomfort, Brown explains, is a key part of learning and growth and an

important piece of the discussion on how to de-shamify the feedback process.

In delivering her feedback to me, simply by sharing her own need to grow, my supervisor demonstrated that we were *expected* to be learning new skills; the discussion was not just a list of my shortcomings in a given competency. She showed me that I did not have to know it all, and while it may be uncomfortable to admit that we are not 100% competent in all areas of our jobs, it is how we grow, stay engaged, and maintain connection to others. Learning to expect and appreciate some discomfort would be a shift for most lawyers who are used to linear success and achievement and could change feedback and growth attitudes for the better.

In her lively discussion of the best ways to approach delivering feedback, Brown includes a checklist on readiness to deliver feedback that incorporates the *Daring Greatly* principles (available for free download at www.brenebrown.com.) A couple of the checklist items include: "I'm willing to put the problem in front of us rather than between us (or sliding it to you)" and "I recognize your strengths and how you can use them to address your challenges." She advocates for strengths-based feedback, which allows us to view our limitations from a strengths perspective in that our strengths usually have a corresponding limitation.

Although some of the concepts and approaches are familiar, it is helpful to understand and be able to identify the ways that vulnerability and shame play into feedback on the sides of both the feedback messenger and the recipient.

Vulnerability as a Leadership Skill

Finally, understanding and deploying vulnerability is a key leadership skill. Also as demonstrated in my personal feedback example above, I respected my boss far more for sharing her desire to keep improving her management skills than if she had presented herself as having all the answers—and I felt

more committed as a result. This idea of vulnerability at the leader level is consistent with today's culture where we expect our leaders to be real human beings rather than Wizard of Oz-like figures behind the curtain.

Brown provides examples of CEOs who re-energized their companies through showing vulnerability, thereby instantly deepening engagement levels and encouraging an exchange of ideas on improving the company. One CEO experienced success after standing up at a large manager meeting, acknowledging his shortcomings, and asking for help in leading the company. Though he could have tried to improve his skills in private, this grander demonstration of vulnerability had a far greater impact.

A New Opportunity for PD

Though perhaps exaggerated, the periodic dire reports lamenting the demise of large law firms, the scrutiny facing law schools, and the current woes of the legal industry suggest a need for encouraging thoughtful new ways to find success in the profession. Most firms have mission statements that are meant to mold culture and champion strengths like entrepreneurship and creative problem-solving. Firms would benefit from a constant bubbling-up of creative business ideas from the trenches, but an aloof

management tone prevents the fulfillment of the values especially needed in these times of shrinking demand, re-strategizing around growth, and even survival.

A key way we can add value in professional development is to drive this type of innovation and ensure the firm's talent strategies incorporate new ways of thinking. The lessons of *Daring Greatly*, while perhaps foreign to many at law firms, are that vulnerability, shame, and discomfort actually can improve our ability to achieve such goals. Understanding how best to do this can help PD professionals work to realign their law firm's systems to help our leaders better align firms with their missions.
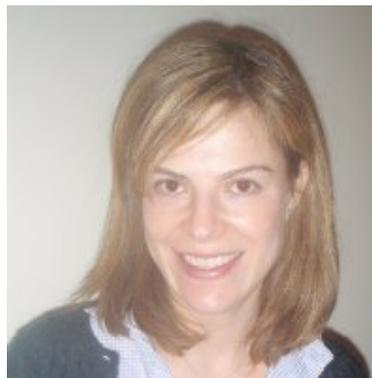
Lisa Kirby *has worked as a professional development manager and litigator in large law firms, and is now a law firm consultant with Edge International. She can be reached at lisakirby@gmail.com.*

Presenting with PowerPoint:
Don't Let Your Slides Upstage You

I once sat in on a feedback session for a personable young partner as he practiced delivering a proposal to a potential client. He had put tremendous thought and preparation into his slides. They were clear, well organized, and visually stunning, with a good flow of ideas and crisp, colorful charts. I felt certain his target audience would remember those slides.

I wasn't sure how well they'd remember the partner, even though he had taken equal care with his dress and grooming. Following his cursory introduction (name, firm, reason for being there), the room lights were dimmed to enable the best viewing of the slides. The partner was present merely as a disembodied voice reading to us what we could read ourselves on the screen.

Too many presenters take a back seat to their slides. That's especially detrimental in a marketing presentation, since you want the client to be impressed by—and hire—*you*, not your slides. But in any type of presentation, you should develop a positive relationship with your listeners at the outset and keep reinforcing it throughout the session to make sure they are comfortable with you personally, confident in your credibility, and receptive to your message.

So take a few minutes at the beginning, with the room lights fully on, to stand front and center, introduce yourself, and preview your presentation—what you're about to tell the group and why it matters. Engage the group in some type of interchange: For example, ask "What are you most interested in learning/finding out about today?" or ask for a show of hands in answer to a topic-related question (and report the result: "So about a third of you have experience with X"). Only then should you step to the side of the screen and bring up your slides.

While showing the slides, turn the lights down as little as possible so that both you and the screen can be seen. Abbreviate the text on your slides; you want the audience to depend on you for the explanation. Quickly glance at the screen (either the one the audience sees or, better yet, one on a laptop or other output device in front of you so you can keep facing them) to remind yourself of the next point, then turn your gaze back to the audience while you expand on it.

At a few appropriate intervals, such as a transition between major sections, step out in front again to wrap up the previous section, invite questions about it, and provide a lead-in to the next section. And at the end of the presentation, take center stage one last time to conclude, invite further questions, and thank the group.

Slides are a great visual aid. But that is all they are; *you* are the main event. Just

.

as you don't want people burying their noses in a handout while you present, you don't want their eyes glued to a slideshow, either. You might as well not be in the room.

Your slides are there to make *you* look good, not the other way around.

– Gaye Mara

Quote of the Quarter:

"Partnership is a business model with serious inherent weakness.... There are strong incentives to under-invest in training, software, and marketing [and] a strong incentive to maximize in the present and trade away the future."

– Daniel M. Katz, Assistant Professor of Law, Michigan State University

Professional Developments

News

Work/Life Trends

The *2012 National Study of Employers* by the Families and Work Institute reveals that flexible working arrangements are on the rise:

- 77% offer flexible starting and quitting times (up from 63% in the last study in 2005)
- 63% allow at least some hours to be worked at home (up from 34%)
- 87% permit time off to attend to important needs (up from 77%) (p. 6)

In addition, "more employers today (41%) than in 2005 (29%) provide access to information about services for elderly family members as well as DCAPs [Dependent Care Assistance Programs] for elder care and access to respite care ..., perhaps in response to the aging workforce." (p.7)

At the same time, employers have become more demanding about total working hours. Fewer employers are giving the option to "move from full-time to part-time work and back again while remaining in the same position or level" (41%, vs. 54% in 2005), "to work part year on an annual basis" (18% vs. 38%) or "to take a career break for personal/family responsibilities" (52%, down from 73%). (pp. 16-17)

Kenneth Matos and Ellen Galinsky, *2012 National Study of Employers*. Available at familiesandwork.org/site/research/reports/NSE_2012.pdf(

From Education to Employment

McKinsey recently conducted an international study of education-to-employment programs. One notable finding is that there's a disconnect among most employers, educators, and students in their respective views of the situation:

> Fewer than half of youth and employers ... believe that new graduates are adequately prepared for entry-level positions. Education providers, however, are much more optimistic: 72 percent of them believe new graduates are ready to work.... The same disconnect occurs with regard to education; 39 percent of education providers believe the main reason students drop out is that the course of study is too difficult, but only 9 percent of youth say this is the case (they are more apt to blame affordability).

> Why are the three major stakeholders not seeing the same thing? In large part, this is because they are not engaged with each other. One-third of employers say they never communicate with education providers; of those that do, fewer than half say it proved effective. Meanwhile, more than a third of education providers report that they are unable to estimate the job-placement rates of their graduates. Of those who say they can, 20 percent overestimated this rate compared with what was reported by youth themselves. Nor are youth any better informed: fewer than half say that when they chose what to study they had a good understanding of which disciplines lead to professions with job openings and good wage levels.

> McKinsey Center for Government, *Education to Employment: Designing a System That Works.* (18)

The successful programs identified by the researchers were distinguished by active collaboration between employers and educators—on curriculum design, teaching, and the provision of early and on-going job experience concurrent with the educational experience.

The study report is available for download at http://mckinseyonsociety.com/education-to-employment/report/.

Dealing with Disruptive Employees

An interview in Knowledge@Wharton discusses the impact of disruptive personalities and unprofessional behavior in the workplace and suggests some strategies for dealing with them. Interviewee Jody Foster chairs the department of psychiatry at Pennsylvania Hospital in Philadelphia.

"How Disruptive Behavior by Employees Can Devastate a Workplace," March 27, 2013. knowledge.wharton.upenn.edu/article.cfm?articleid=3217

Legal Writing: There's an App for That!

A legal writing professor at Suffolk University Law School has created *iWrite Legal*, a free app for iPhone, iPad, and iPod Touch, "to help legal writers improve their writing skills. The app provides writing tips and legal writing checklists to overcome writer's block and to thoroughly revise, edit, and proofread a legal document."

Available from Apple at https://itunes.apple.com/us/app/iwritelegal/id561864315?mt=8.

Advice for "Traveling with Tech"

Wondering how to streamline the battery of devices, chargers, and cords you take on a trip, while still ensuring full functionality and connectivity at your destination? A legal road warrior shares his tips with a writer for *Law Technology News.*

John Edwards, "Traveling with Tech," March 14, 2013. www.law.com/jsp/lawtechnologynews/PubArticleLTN.jsp?id=1202592215008&thepage=1

Cybercommuting and Employment Law

Attorney Lisa Lawson outlines how various employment laws affect working remotely –

wage-and-hour laws, discrimination laws, family medical leave, workplace safety and injury laws – and suggests minimum requirements for a successful cybercommuting program.

"Cybercommuting for Employers," *Law Technology News,* March 19, 2013, online at www.law.com/jsp/lawtechnologynews/.

Navel Gazing for Science

Just in from the Belly Button Biodiversity Project at NC State University: So far researchers have identified over 2,300 species of microbes resident in human navels (though only about 50 in the average individual), based on samples from the first 60 participants to respond to their request "to twirl a Q-tip in your belly button for the sake of scientific discovery."

Next up—the armpit. Samples from the armpits of humans and other primates will be analyzed to "determin[e] if one's daily habits affect the microbes that grow there."

YourWildLife.org, www.wildlifeofyourbody.org

Conferences

Legal Profession:

➢ 5/21-22/13, Los Angeles, CA. *LegalTech West Coast.* American Lawyer Media, www.legaltechshow.com.
➢ 5/29-6/1/13, Palm Beach, FL. *ABA Law Practice Management Section Spring Meeting.* American Bar Association, www.americanbar.org.
➢ 6/6-7/13, Chicago, IL. *2013 Diversity & Inclusion Summit.* Association for Legal Career Professionals, www.nalp.org.
➢ 7/24-27/13, San Francisco, CA. *Hastings Leadership Academy for Women.* The Center for WorkLife Law, UC Hastings College of the Law, http://worklifelaw.org/law/
➢ 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.

- 10/4/13, New York, NY. *2013 Lawyer Development Institute.* Association for Legal Career Professionals, www.nalp.org.

General Audience:

- 5/9-10/13, New York, NY. *The 2013 Leadership Development Conference.* The Conference Board, www.conferenceboard.org/leadership2
- 5/14-16/13, Saratoga Springs, NY. *Learning Leadership Academy.* The MASIE Center, www.masie.com.
- 5/19-22/13, Dallas, TX. *ASTD 2013 International Conference and Exposition.* American Society for Training & Development, http://www.astd.org/2013Conference.
- 6/6-7/13, San Diego, CA. *The 2013 Leadership Development Conference.* The Conference Board, www.conferenceboard.org/leadership2
- 6/16-19/13, Chicago, IL. *SHRM 2013 Annual Conference & Exposition.* Society for Human Resource Management, www.annual.shrm.org.
- 6/23-25/13, Saratoga Springs, NY. *Telework 2013.* The MASIE Center, www.masie.com.
- 6/25-26/13, New York, NY. *The 2013 Annual Corporate Diversity & Inclusion Conference.* The Conference Board, www.conferenceboard.org/diversity.

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/Certification

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.

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)
- Coaching SMEs [Subject Matter Experts) to Facilitate Learning (2 weeks, online only)
- 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/hcd/

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 Fall 2013 Cohort is July 15, 2013.

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/hr-masters-degree/

TO: Professional Development Services, 66 River's End Drive, Seaford, DE 19973
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