

Making It Real:

Developing and Implementing
Successful Professional Development Programs
at Law Schools

Resources and Checklists

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Grover Cleveland | Larry Cunningham | Sandra Magliozzi | Yih-hsien Shen

PRESENTER BIOGRAPHIES

Grover E. Cleveland gecleland@yahoo.com is a Seattle lawyer, speaker, and the author of *Swimming Lessons for Baby Sharks: The Essential Guide to Thriving as a New Lawyer* published by West in 2010.

A lawyer for more than two decades, he is a former partner at Foster Pepper PLLC, one of the Northwest's larger law firms. His clients included the Seattle Seahawks as well as other companies owned by Microsoft co-founder, Paul Allen.

He currently holds an environmental policy position in Seattle. In that role, he is the client of other lawyers in many disciplines and all stages of practice. This broad range of experience both as a supervising attorney and as a client gives him a unique perspective on the skills new lawyers need to succeed.

Grover is a frequent speaker on career success for law students, summer associates, and new lawyers, including presentations at law firms of all sizes, law schools, and national conferences. He is also a regular contributor on law career success for national legal publications and blogs.

He was named after his grandfather who was named after the 22nd and 24th President of the United States. There is no blood relationship.

Larry Cunningham cunninl1@stjohns.edu is the Associate Academic Dean and an Associate Professor of Legal Writing at St. John's Law School. As Associate Academic Dean, he oversees the Career Development Office, Public Interest Center, Registrar's Office, and the Office of Student Services. In 2011, he led a strategic repositioning and reorganization of the Law School's career development efforts that is providing more direct career counseling services to students, integrating career preparation and career development throughout the faculty and curriculum, and reconceptualizing the role of externships in helping students pursue a rewarding path to the profession.

Trained in Six Sigma (a process improvement methodology) and statistics, Dean Cunningham has utilized these skills to improve the effectiveness and efficiency of student services operations

He has been a frequent speaker on legal education and other topics before bar associations, law schools, and other organizations. In June 2008, he testified before the United States Senate Judiciary Committee, Subcommittee on the Constitution, on the legality of laptop searches at the international border.

Dean Cunningham received his J.D. magna cum laude from Georgetown University Law Center, where he was Executive Editor of the Georgetown Law Journal, Executive Director of the Barristers' Council, and was elected to the Order of the Coif. He graduated summa cum laude and valedictorian of John Jay College of Criminal Justice. In 2012, he received a Master Certificate in Strategic Organizational Leadership from Villanova University.

Yih-hsien Shen yshen@law.harvard.edu is Assistant Director of Career Services and Director for J.D. Advising at Harvard Law School. Yih-hsien began working at the Office of Career Services as a JD Advisor in 2002 and became Assistant Director for J.D. Advising in February 2008. She has also served as a reader with the Law School Admissions Office. She received an A.B. in History from Columbia College and a J.D. from Harvard Law School in 1995. While a student at HLS, she served as co-chair of APALSA and an Executive Editor of the Women's Law Journal. After HLS, she practiced for three years in both the corporate and litigation departments at Davis Polk & Wardwell in New York, and then worked as in-house counsel to a life insurance company in Baltimore, where she managed the company's litigation and advised on employment issues. Yih-hsien also holds an M.A. in Higher Education Administration from Teachers College. A resident of Cambridge, Yih-hsien is passionate about her two boys, the New York Yankees and good food.

Sandee Magliozi magliozi@scu.edu is an Associate Clinical Professor of Law and Director of Professional Development. Professor Magliozi directs law student experiential learning opportunities with outside legal organizations for academic credit. Additionally, she teaches Civil Practice, High Technology and Social Justice Externship seminars and conducts professional skills workshops.

Professor Magliozi is a member of the leadership team working on the law school's leadership education initiative, as well as a member of the curriculum committee helping to draft the law schools first critical skills competency model. She is often asked to write and speak on attorney professional development issues and is a contributing author to *The Art and Science of Strategic Talent Management in Law Firms* (West, September 2010).

Professor Magliozi is a former Director on the NALP Board of Directors and brings over twenty years of experience in developing attorney skills both in legal education and law practice. Before joining the Law School, she was a Senior Manager of Attorney Training and Development at Holland & Knight LLP and the former firm-wide Professional Development Manager for Heller Ehrman LLP.

Professor Magliozi is a former Drinan Fellow in the United States Attorney's Office and is admitted to practice in California.

RESOURCES

Books

- **Swimming Lessons for Baby Sharks: The Essential Guide to Thriving as a New Lawyer**, Grover E. Cleveland (West)
- **The Curmudgeon's Guide to Practicing Law**, Mark Herrmann (ABA)
- **Jagged Rocks of Wisdom**, Morten Lund (Fine Print Press)
- **The Opportunity Maker**, Ari Kaplan (West)
- **The Modern Rules of Business Etiquette**, Donna Gerson and David Gerson (ABA)

Periodicals

- **Harvard Business Review**
- **Law Practice Magazine (ABA)**
- **Law Practice Today Webzine (ABA, online)**
http://www.americanbar.org/publications/law_practice_today_home/law_practice_today_archive.html
- **The Young Lawyer (ABA, online)**
<http://www.americanbar.org/publications/tyl.html>
- **PD Quarterly**

Blogs

- **The Careerist, Vivia Chen (ALM)** <http://www.americanlawyer.com/the-careerist>
- **Legal Skills Prof Blog** http://lawprofessors.typepad.com/legal_skills/
- **Wall Street Journal Law Blog** <http://blogs.wsj.com/law/>
- **Above the Law Career Center** <http://abovethelaw.com/career-center/>

**CHECKLIST FOR IMPLEMENTING
SUCCESSFUL PROFESSIONAL DEVELOPMENT PROGRAMS
AT LAW SCHOOLS**

- ☐ **Define your goals.** You start with the end in mind by articulating objectives and scope. What is your purpose in creating the program? How you plan to use it will impact whom you involve in preparing it and how you determine its scope.
- ☐ **Identify competencies** that you want students to achieve by the end of the program. You can select from existing competency lists from law firms, bar associations, best practices or lawyer effectiveness factors. You can use experts, observe top performers, interview successful practitioners, or analyze work. You can also conduct your own research on the competencies required.
- ☐ **Take stock** of what you may be doing already. Sometimes it is not necessary to “reinvent the wheel.” Rather, you may just need to bring existing programs under one umbrella.
- ☐ **Identify stakeholders and resources** for success. Depending on the program, you may need the support of the Dean and key faculty leaders as well as key committees such as those dealing with curriculum and academic affairs. These leaders and committees will be essential to creating an institutional culture that is open to change and engaged in the process. And you will need to be able to articulate your vision to others in order to build consensus and support as you move forward.
- ☐ **Identify potential opposition and challenges** to implementation. Anticipate objections and account for them.
- ☐ **Engage stakeholders** and garner support.
- ☐ **Develop a project charter:** reasons for implementation, goals and objectives, steps to implementation, deadlines/milestones, resources/budget, and key players. A written project charter will keep you on track.
- ☐ **Present project charter** to sponsor (Dean, Associate Dean, Assistant Dean, Faculty) for feedback and approval. Know your sponsor’s leadership style. Some prefer a finished product to be presented with a recommendation. Others prefer to be involved from the ground up.
- ☐ **Revise project charter** as necessary based on feedback. The more people who feel invested, the better the chance of success.
- ☐ **Implement and integrate.** Create an implementation plan based on your original goals, and phase integration into manageable pieces based on your available resources. Keep it simple; create policies and practices that support competencies; provide coaching and training.

- ☐ **Observe** implementation. Form an advisory group of students. Get regular feedback.
- ☐ **Celebrate** early successes.
- ☐ **Identify** and **correct** problems.
- ☐ **Assess** outcomes. Develop an assessment tool. Some form of assessment is important for the effectiveness of a program to ensure it is accomplishing the goals you intended.
- ☐ **Provide updates** to sponsors and stakeholders. This keeps them engaged.
- ☐ **Be nimble.** Adapt if unexpected challenges arise.
- ☐ **Have a “step back” point** for reassessing the program.
- ☐ **Solidify** changes as part of the organizational culture

WHAT LAW FIRMS SAY IS “MISSING”

Law firm answers to this question: “Besides writing, what are the three most important skills/attributes that you wish new graduates possessed coming out of law school (but often do not)?”

Top mentions:

- Business development
- Concise communication
- Time management
- Work ethic/diligence
- Professionalism/Interpersonal skills
- Initiative
- Industry knowledge



TEN IDEAS TO CONSIDER

1. Take career services “on the road,” providing services during school breaks at locations such as Starbucks in areas where students live.
2. Make attending practical skills programs a prerequisite for getting access to the Career Services Alumni network.
3. Co-sponsor practical skills programs with the alumni office and/or a law firm (either or both of which could provide funding), and hold a networking event after the program. Co-sponsorship with local bar associations is also an option.
4. Issue a request for proposals for law firms to provide practical skills programs as a way for firms to get exposure on campus.
5. Develop an online library of programs (or subscribe to pre-existing services), and promote the programs through a blog.
6. Work directly with student organizations (practice-oriented or affinity groups) to coordinate skills programs. You may get better participation because of group loyalty, and depending on the group you can target specific skill sets.
7. Be creative with using social networking: use Pinterest to highlight professional attire tips (sometimes a hot topic on NALP and other discussion boards); use a blog to actively link to outside resources and articles.
8. Hire a photographer to provide professional headshots to students for their social media profiles, and use the opportunity to provide tips on using social media.
9. Initiate professional skills programming early – as part of first-year student orientation. (Students may be less receptive later on.) Work with students to create a professional development plan with specific tasks.
10. Ensure that students repeatedly hear the message that professional development is important – and that they hear it from a number of sources.