The George Washington University Law School
Inns of Court Program

New law students face many challenges as they embark on their professional training. Many come to law school without a clear purpose or understanding of what the practice of law entails or how they will fit in to the field. Others are concerned about an uncertain job market for new lawyers and whether they will be prepared to serve clients. Although most law schools provide excellent analytical training, they often shortchange other critical professional skills that are necessary to excel in the practice of law. Moreover, without sufficient guidance in adjusting to and navigating law school, students can feel isolated and unsupported.

The GW Law Inns of Court program is designed to help law students meet these challenges and develop their professional identities. The program fosters a happier and more personal law school experience, exposes students to the full range of skills they will need to succeed as lawyers, and assists students in making more informed and satisfying career choices. First-year students are assigned to one of six Inns of Court, each named after a distinguished former Supreme Court justice. GW Law has borrowed the Inns of Court nomenclature from the British institutions that traditionally trained barristers and regulated their practice. The Inns provide GW Law students with a small community within the larger law school community. Students take all of their first-year classes with their Inn of Court and remain in the same Inn of Court throughout their time in law school. Each Inn is led by an advisory team of faculty, administrators, and students. During the first year, students regularly meet with their Inn of Court advisors for hour-long sessions in informal spaces in the law school to enhance the interactivity of the programs and allow students to get to know, and ask questions of, their advisors and meet with alumni and practicing attorneys.

1. The Inns of Court Advisory Teams

The Inns of Court advisory teams allow students to build meaningful and productive relationships with persons from all parts of the law school. The Inns of Court advisory teams include classroom, clinical and legal writing faculty, administrators from the Dean of Students Office, the Career Center, and the Law Library, and upper-level students who have participated in the Inns program during their 1L year. Each advisory team meets as a unit to discuss how to serve their Inn's students and ensure that problems do not go unaddressed. The advisors also meet with students in their Inn of Court sessions and participate in the programming discussed below. The Inns of Court structure provides students with a real connection to faculty, staff and upper-level students, and an organized place to get answers to their law school questions. It also facilitates the ability of the law school to speak to students with one voice, or, where opinions differ, to explain each point of view and give students a framework for making their own decisions. Finally, the informal setting of Inns' sessions is conducive to building the kinds of supportive relationships among students and their advisors and that can make law school less impersonal and more enjoyable.

2. The Weekly Inns of Court Sessions

The Inns of Court sessions, which often include guest speakers, offer students hands-on experience to build skills and relationships to advance their careers. The sessions are designed to teach students the foundational competency of taking proactive responsibility for their ongoing professional development through a process of self-directed learning – with the goal of acquiring and internalizing all of the competencies they will need to serve clients and the legal system. These competencies include a range of professional skills not typically taught in law schools but critical to their success as lawyers, such as self-management, resilience, problem-solving, and team collaboration.

The Inns of Court program also responds to students' need to develop intrinsic motivation and a sense that they have some control over the direction and progress of their careers. Rather than following a prescribed path, students are encouraged to pursue opportunities that align with their individual interests, values and personal priorities. The Inns sessions equip students with the tools and resources they will need to make thoughtful and informed decisions about what type of law practice will be meaningful and rewarding to them. These include self-diagnostic tools to help students better understand their own preferences and strengths and information about a variety of legal practice areas and settings. The Inns of Court program also connects students with practitioners and alumni for informational interviews to find out more about specific practices, and what will be a good fit for their own interests, personalities and values. These professional interactions give students increased confidence and make it much more likely that they will have successful job searches by the end of law school.

Finally, the Inns of Court program is the centerpiece of GW Law's Foundations of Practice program, which encourages students to take advantage of important law school resources to supplement their classroom education, including Inns of Court sessions, Writing Center workshops and one-on-one writing advice, Career Center workshops and individual counseling, health and wellness programs, cultural competency programs, and advice from practicing lawyers. Inn advisors help students understand how to fit this broader non-classroom curriculum into the crowded first-year schedule. Students who successfully complete the Foundations of Practice program requirements by the end of the first year of law school are awarded the Dean's Recognition for Professional Development to acknowledge their commitment to self-directed professional development.

* * *

The Inns of Court program enables students to feel more connected to others in the law school community, more confident about their ability to be successful lawyers, and more competent to chart a meaningful and satisfying career path. Through the Inns of Court, GW Law is meeting the challenge to train lawyers who are happier and better prepared to practice.

GW | LAW

INNS OF COURT PROGRAM 2018-2019

FALL SESSIONS

- *Introduction to the Inns of Court Program*
- *Strategies for Law School Success*
- *Start Your Professional Journey*
- *Critical Skills for Professional Success*
- *The Negotiation Toolkit*
- *Self-Assessment: The Key to Finding Meaning, Satisfaction and Happiness in Your Career*
- *Understanding Legal Practice Areas and Settings*
- *Career Conversations: Building Professional Relationships*
- *Summing Up the Semester: The Practicing Lawyer's Perspective on Hiring*

SPRING SESSIONS

- *Strategic Planning for Law School: Purposeful Skills Development Outside the Classroom*
- *Overview of Career Opportunities in the Public Sector*
- *Resilience for Lawyers: A Key To Professional Success*
- *Career Connections*
- *Practice-In-Action: Lawyers At Work*
- *Learning and Lawyering through Clinical Education*
- *Better Listener, Better Lawyer*
- *The Evening Student's Pathway*
- *Strategic Considerations for Selecting Upper-Level Courses*
- *Building on Foundations: Assessing and Marketing Your Competencies*

Howard University School of Law: Second Annual Private Practice Symposium
March 31, 2018

Hosted by: **Crowell & Moring LLP**
1001 Pennsylvania Avenue, NW
Washington, DC 20004

***Module 2 Small Group Number: _____**

Schedule of Activities		
8:30am – 9:00am	***Check-in and Breakfast***	
Opening Remarks **9:00 – 9:15**	**2L / 3L: Playroom 10-CC5 10-CC6** **Opening:** Simon Leefatt (Associate, Crowell & Moring) **Dean's Remarks:** Danielle Holley-Walker (Dean, Howard University School of Law) **Crowell & Moring Remarks:** Keith Harrison (Partner, Crowell & Moring) **Schedule Overview:** Kimberly Leefatt (Associate, Latham & Watkins)	
Module 1 *Breakout* **9:30 – 10:45**	**2L: 9E & 9F** **"How to Make the Most of Your Summer"** **Moderator:** [ ] [Panelist Names]	**3L: Playroom: 10-CC5 & 10-CC6** **"Firm Economics & Business Development: A Primer"** **Moderator:** [ ] [Panelist Names]
10:45 – 11:00	***15 min. Break***	

	2L: 9E & 9F	3L: Playroom 10-CC5 & 10-CC6
Module 2 *Breakout* 11:00 – 12:30	**"How to Approach an Assignment"** **Group number provided above* **[Groups 1-3: Located in 9E]** **[Groups 4-6: Located in 9F]** [Volunteer Names]	**"Image Management – How to Brand 'You' as 'You'"** **Group number provided above* [Groups 1-5: Located in Playroom] **Moderator:** [ ] [Volunteer Names]
	2L / 3L: Playroom 10-CC5 & 10-CC6	
Module 3 12:30 – 1:15	Lunch with HUSL Alumni	
	2L / 3L: Playroom 10-CC5 & 10-CC6	
Module 4 1:15 – 2:00	Q&A Panel **Moderator:** [ ] [Panelists]	
2:00 – 2:15	***15 min. Break***	
	2L: 9E	3L: 9F
Module 5 *Breakout* 2:15 – 3:15	**"How to Build Strategic Relationships for Long-Term Success"** **Moderator:** [ ] [Panelists]	**"Practicing in Chaos: Making Sense of the Day-to-Day"** **Moderator:** [ ] [Panelists]
3:15 – 3:30	***15 min. Break***	
Module 6	2L / 3L: Playroom 10-CC5 & 10-CC6	

3:30 – 4:15	**"Diversity in Private Practice"** **Moderator:** [ ] [Panelists]
Closing Remarks 4:15 – 4:30	**Closing Remarks:** Keith Harrison (Partner, Crowell & Moring) **Surveys and Feedback:** Ritu Narula (Counsel, Schiff Hardin)

TEACHER'S NOTES

Audience: 2Ls

<u>Module 2: "How to Approach an Assignment" – Case Study Workshop</u>

Instructions

There are <u>**THREE**</u> separate case studies in this module. You have been divided into small groups and will be partnered with other members of your group to work through each case study. You will have 20 minutes to review your case study with your partner(s). In each fact pattern, assume you are the junior attorney on your team.

Be prepared to:

- Briefly synthesize the case study for the rest of your group,
- Analyze the specific topics / issues raised by the case study, and
- Ask as many questions as you want!

Case Study #1: Urgent Request

You receive an urgent request to complete an assignment for a supervisor you have worked with in the past. Analyze the request and whether the information you received from the request is sufficient to complete the task. Then discuss ways to gain further clarification and the appropriateness of the sample response email.

From: Senior Associate (DC)
Sent: Thursday, May 19, 2016 10:08 AM
To: 3 junior associates
Subject: Touhy research

Associate 1, Associate 2, and Associate 3 (if you have time after 11) – thanks for jumping on board to help with this assignment. I need you to look at an issue about Touhy regulations.

Here's the issue: We need to get an affidavit from a former employee of the EPA. What requirements do we need to comply with to obtain this affidavit? The key question is can we get an affidavit from him and use it in court without following Touhy? I'm attaching some preliminary background research.

Finally, and this is the last priority, are there any cases involving admissibility in court of an interview someone gave to a congressional office?

The partner has a call at 2:30 on this. I land in Chicago at 12:45 central time and am hoping to have something to look at when I land.

-SA

From: You (DC)
Sent: Thursday, May 19, 2016 2:06 PM
To: Senior Associate
Subject: RE: Touhy research
Attachment: My Research.docx; Case.pdf

Please find a summary of the various research questions you posed. I have included the questions in bold with my responses in the attachment. I have attached the one relevant case I found on the various issues.

I did not have time to tackle question 3. I can continue working on that this afternoon, but will not have an answer before the 2:30 PM call.

Please let me know if you have any questions or follow-up.

-You

Teacher Notes:

Discussion points

- There are a number of issues that can be discussed in evaluating the junior associate's response to the supervisor's request. However, it would be helpful to emphasize that for any project, associates should try to answer the "who, what, where, when and why" for the particular assignment, and address common mistakes that can occur under these circumstances.

- You need to answer the:
  - (1) **who** – Who is requesting the assignment? Who is ultimately receiving the work product?
    - Identify all parties involved in the project (i.e. the senior associate, the partner, etc.) and what their distinct needs are. See if you can identify stylistic needs
    - What is the responsibility of the other associates? Who decides and how should the decision be made?
  - (2) **what** – What is the work product?
    - What does "something to look at" mean?
    - What does the partner need?
    - What did the associate do wrong?
      - Confirm receipt of senior associate's email request
      - Junior associate responded too late with incomplete answers, not allowing time for potential follow-up
      - Consider whether attaching a memo versus an email summary was appropriate
  - (3) **where** – Where do I look to find the answer?
    - Google is your friend and so is your library!
    - Understand the resources you have before you dive into your research (this gets tough when you have time sensitive requests but don't reinvent the wheel)
    - Senior Associate provided background research – that's a great place for junior associate to start
  - (4) **when** – When is this due?
    - What did the associate do wrong? (responded just 24 minutes before partner had client call, giving no time to senior associate to digest and ask follow up)
    - Even with time sensitive requests, juniors should try to provide supervisor some time for discussion/follow up
  - (5) **why** – Why does this work product matter and how does it fit into the bigger picture/matter?
    - Time permitting. Ask for background memo / information
    - Contact someone else on the team

Howard University School of Law: Second Annual Private Practice Symposium
March 31, 2018

Case Study #2: Time Management

It is **Friday at 3:00pm** and a senior associate (who you are not currently working with) emails you with a request to research an FCPA issue and summarize your results.

- The senior associate needs a draft of the summary by **Monday at 5:00pm** so that she can review it and then send it to the supervising partner by **Tuesday night**.

- You have spent 90% of your time this week working on assignments for another matter that is ongoing, and you expect the matter to take up the majority of your time over the weekend and following week. However, this is an ongoing matter and the work doesn't appear to be as pressing as the new request.

- Your work product will likely suffer if you try to complete the new FCPA request AND perform all of the work for the ongoing matter.

How do you respond to the senior associate? Discuss.

Teacher's Notes:

Suggested Questions for Discussion

1. What is the first thing you do when you receive this email? Do you contact you current supervisor (on the ongoing matter)?

    i. *Importance of communicating with supervisors (FCPA associate + existing supervisor) in a timely manner.*

    ii. *Even if you're not excited about an assignment, be responsive to, and maintain a positive relationship with, anyone who asks you to do work.*

2. When is the appropriate time to respond to the requestor?

    i. *Provide a timely response to the assignor re: your availability so that they can find help elsewhere, if needed.*

    ii. *If you don't know if you are available, tell your supervisor and follow up promptly.*

3. Discuss danger of submitting poor work product.

    i. *Junior associates should not try to manage their workload alone and should avoid unilaterally deciding whether to reallocate their time or decide what is most "urgent."*

4. What is your understanding of the deadlines?

    i. *Beware the danger of waiting until Monday to begin this assignment because you may not know what will come up on Monday with the current matter (you may not know of all upcoming deadlines on any particular matter). For this reason it would be prudent for you to check with current supervisor before taking on new work.*

    ii. *Not every assigning attorney will tell you what their deadline is, but you should always try to understand their deadline and submit your work accordingly.*

    iii. *Consider the notion of underselling and over-performing. If you think you can complete an assignment before a deadline, you should. This also builds in an opportunity for you to get feedback from your supervisor and submit an improved second draft.*

5. ******Time permitting:*** If you are working directly with a partner rather than a senior associate would that impact your analysis?

Case Study #3: Receiving Feedback

As a junior associate you are often tasked with preparing the first draft of written work product. The assigning attorney will review your draft and frequently provide comments **directly** in the document. Below is what one might call a "bloody redline," which simply means that there is literally a lot of "red" (commentary) in the original draft. The types of revisions you receive can generally fall into three broad categories:

1. Clean-up changes (typos, grammatical errors, etc.)
2. Substantive changes
3. Stylistic changes specific to this particular supervisor

Assume that you prepared the first draft of a services agreement and the assigning attorney sent you the below markup on one of the provisions. Review each change and classify the type of revision (category 1, 2 or 3). Also think about what follow-up questions you might want to ask your supervisor about her comments.

Case Study #3: Receiving Feedback

Excerpt:

1. REPRESENTATIONS AND WARRANTIES

1.1 Work Standards

a. Service Provider warrants that ~~all the work Supplier does~~the Services shall be rendered ~~immediately~~ promptly and diligently and shall be executed in a workmanlike manner, in accordance with the ~~best~~ practices and ~~highest~~ high professional standards used in ~~the industry~~ well-managed operations performing services similar to the Services.

b. Service Provider covenants ~~the use of~~ to use adequate numbers of ~~qualified~~ skilled individuals ~~as determined by Customer~~ with ~~appropriate~~ suitable training, education~~;~~ and experience to perform the ~~S~~services.

c. ~~Service Provider~~ Supplier warrants that it shall use ~~best~~ commercially reasonable efforts to ~~ensure that only~~use efficiently Customer resources or services ~~used are those that are~~ necessary ~~for~~ to provide the Services.

d. "Services" shall mean the tasks and deliverables set forth in any ~~communication, document, or~~ Work Order.

Commented [1]: Note to junior associate: CU included.

Commented [2]: Note to junior associate: What precedent did you use? This doesn't look like the example contract I gave you.

Teacher's Notes:

Note on Timing: Based on how your group is managing its time, you can talk through each change line by line or pick and choose the revisions you think would be most helpful/interesting to discuss.

Discussion Points / Takeaways:

1. Understand what it means to get a "bloody" redline –it is normal and an opportunity to learn. Real-time feedback is key in an associate's development.

2. Review the supervisor's comments beforehand (if possible) and arrive with questions.

    a. Try to understand the three categories of changes and why each change was made. Ask follow-up questions as needed to understand the comments.

        1. *ex: "highest" vs. "high" in clause (a) is a substantive point because the terms reflect different standards*

        2. *ex: changing "appropriate" to "suitable" in clause (b) is likely stylistic (but students should always stop to consider whether this change could be substantive – for example, is "qualified" vs. "skilled" a substantive difference?)*

    b. If you don't understand a change, ask about it because the supervisor may not always be right!

        1. *ex: in clause (c), supervisor changed "Service Provider" to "Supplier" which is inconsistent with the defined terms in the provision.*

    c. Sloppy work that requires clean-up is avoidable and is something you can prevent! Limit these changes.

    d. Who else can you contact if you can't decipher/ understand the supervisor's comments?

        1. *ex: first comment bubble "CU included". "CU" = clean-up, meaning the supervisor has included clean up changes in the document. This is something her assistant would probably know. You can always ask the supervisor but if you're uncomfortable or there are time restrictions, remember you have other resources.*

3. Start with the correct/best precedent for the specific supervisor / matter. *ex: the comment bubble.*

Module 1 Outline – "How to Make the Most of Your Summer"

Audience: 2Ls

Purpose and Objectives

Summer associate programs aren't like the summer programs of pre-2007. While networking and group activities are still heavily emphasized, offers are not handed out to every summer associate as was the case in past years. Work product, work ethic, writing skills, and fit within firm culture have always been key metrics of success in today's market, but they are also clear factors in firm decisions to hold back offers.

The purpose of this module is to manage student expectations and equip them with a framework to evaluate and succeed in their summer experience. First, we want to explain the different ways a summer program can be structured – highlighting the typical expectations of firms regardless of the program format. Second, panelists should introduce the concept of the summer being a two-way interview: it is an opportunity for the firm to evaluate a candidate and for the candidate to assess whether the firm is the right fit. Finally, let's close out the module with some of the "hard questions" that every summer associate should keep in mind.

I. **Introduction**

   a. Three-person lecture

II. **Explain structure and purpose of a summer internship**

   a. Do you understand how the summer will be structured?
      i. Free market vs. "assignment board" vs. hired by a specific group
      ii. Also note that you have the opportunity to interview as a 3L
      iii. Outlook calendar is your best friend
   b. Are there standardized assignments?
      i. Take note of any specific assignments that will be evaluated for offers
         1. Mid-summer memos
         2. Training workshops (mock trials, mock depositions, mock negotiations)
      ii. Mid-summer evaluations and opportunities for improvement

III. **The 8-10 week interview**

   a. <u>Firm is evaluating:</u>
      i. Whether you can do good work
         1. Less emphasis on substance and more emphasis on quality of work product, including whether it is:
            a. Logically organized
            b. Clear and concise
            c. Researched well

2. You take ownership of your work
   a. Timeliness of communications through life of assignment
   b. Ask questions without prompting
3. Emphasize importance of writing
4. Request feedback for improvement
5. Time Management
   a. Do you acknowledge receipt of assignments?
   b. Can you meet deadlines?
      i. Discuss proper way to manage expectations
   c. Balancing assignments with required summer events

ii. Can you work well with others?
   1. Do you have a good attitude? Do I want to work with you?
   2. Whether you are engaged – show interest in the project, positive/excited attitude, inquisitive
   3. If practical, offering yourself to be involved in other aspects of the matter (i.e. listen in on calls/meetings even if not billable)

iii. Are you a good fit for the culture?
   1. Do you go to summer events?
      a. Put all of them on your calendar like they are non-negotiable
   2. Do you talk to people on your team / in your group?
      a. Practice group lunches
   3. Are you pleasant to be around?
      a. Note – you may not actually know the culture, but this is your opportunity to learn it.
      b. Meet and connect with people in the way that makes you comfortable – big vs. small group settings

b. <u>You should be evaluating:</u>
   i. Whether the firm is what you expected
      1. Dynamics of practice groups?
         a. Meet people (one on one, groups, etc.), ask about the work you're interested in and meet those people; your OCI interviewers are not representative of the groups you will be put into
   ii. Firm Health
      1. What are the billable hours requirements for full-time associates
         a. Pro bono/knowledge management/billable breakdown
      2. Compensation and bonus rules/trend
      3. Do your practice groups of interest have space for additional associates?
   iii. Connecting with the influencers and decision-makers
      1. Hierarchy of hiring decision:
         a. Practice group partners
         b. Recruiting committees vs. HR decision makers
         c. Mentoring groups

2. You have to talk to partners!! Don't be afraid. That's where you figure out how work is delegated / where it comes from and how to deal with personalities. You will work with partners as a junior associate.
    a. Take partners to lunch! Pick ones who are in the group you're working in or want to work in, or generally are partners you like.
    b. A lot of mid-level associates during the summer won't be at the firm when you return.

IV. **Answers to the "Hard" Questions**

a. How do I know if I am working enough?
    i. Manage your timesheets
    ii. General rule: be in your office during working hours regardless of face-time requirements
    iii. Utilize your summer mentor to understand firm expectations
    iv. Other ways to solicit work
        1. Ask senior associate directly
        2. Ask attorney recruitment
        3. Pro bono work
        4. Attend practice group lunches and ask to be added to distribution list
b. Do I go back to work after social event?
    i. You shouldn't drink if you know you have work to do afterward (use common sense)
    ii. Work from home (if possible)
c. Do I tell them about my clerkship?
    i. Rule of thumb: After you get the offer!
        1. Why? Provides leverage to negotiate
    ii. Look at attorney profiles to find other associates who clerked and ask them about firm policies regarding whether the offer will be held until end of clerkship

V. **Closing Q&A**

a. Pass out business cards

```
           ##              ##       #   ##
            #               #            #
  ####      #     ####      #     ###    # ###    ####   ## ###
 #    #     #    #    #     #       #    ##   #  #    #   ##
 ######     #     #####     #       #    #    #  ######   #
 #          #    #    #     #       #    #    #  #        #
 #          #    #   ##     #       #    ##   #  #        #
  #####   #####   ### ##  #####   ##### ## ###    #####  #####
```

Job : 23
Date: 4/5/2019
Time: 2:21:49 PM

Howard University School of Law – Second Annual Private Practice Symposium
March 31, 2018

Module 5 Outline - "Practicing in Chaos: Making Sense of the Day-to-Day"

Audience: 3Ls

Purpose and Objective

Young attorneys will quickly learn that there are a seemingly endless number of moving pieces when it comes to the practice of law – and this is particularly evident during the early years at a law firm. While no one will ever ask you to multi-task, it will be fundamental to your daily success; supervisors will expect you to complete multiple assignments that often place conflicting and overlapping demands on your time. Thus, you must own your schedule and manage your time to ensure you are efficient, effective, produce quality work product, and maintain a consistent work stream to meet billable requirements.

The objective of this module is to offer practical knowledge on: (1) understanding the billable hour, (2) being aware of practice group dynamics, and (3) keeping books of precedent.

I. **Introduction**
   a. Format- 3 person panel, and moderator

II. **The "Billable hour"**
   a. Progression begins with the basics and demonstrating a well-rounded work ethic
   b. What is pace?
   c. How to allocate your time
      i. Bonus considerations – varies among firms
      ii. How to deal with an over-abundance of pro bono hours – this is noticeable (even if counted toward bonus billable hours)
      iii. The importance of "managing up" and how
         1. Provide immediate notice when receiving assignment
            a. *"Received and I would be happy to assist. However I am currently assisting with a fire drill and won't be able to turn to this until this afternoon. Can I provide my progress by COB to determine if we need to bring on another associate?"*
         2. Maintain consistent follow-up correspondence
            a. *"I've spent 3.5 hours researching [x] and below is my progress using [describe search terms, research tools, precedent consulted]. Please let me know if this aligns with your expectation or if I need to go another route. Happy to discuss."*
         3. Request extensions tactfully
            a. *"Good morning. Yesterday we discussed providing a summary of my findings [draft mark-up] by the end of the*

week, which is in a few days. I'm finding that this may require additional time to properly address all issues. Can we discuss my findings this afternoon and discuss proper next steps in light of the apparent need for additional analysis?"

4. Recognize when not to "manage up"
    a. Appreciating hard deadlines
        i. Litigation timelines
        ii. Deal team expectations (understand the big picture)

III. Practice group dynamics

a. Understanding your department
    i. Does your group have unofficial expectations?
    ii. Is your department divided further into practice groups?
        1. What is the division of labor within in each group (juniors/mid-levels/seniors/partners)?
b. Each panelist offers explanation of their group structure and perceived availability of work
    i. When pace is slow – seek out work from other departments
    ii. Take note of laterals – they fill the perceived gaps and could be an indication of growth or decline

IV. How to show you are valuable and that you value your work

a. Seeking feedback after submitting assignments
    i. Recognizing substantive versus personality edits
b. Book of precedent
    i. What is a book of precedent?
    ii. Tips for how to do this
    iii. Why this is important? (i.e. efficiency, tracking skills built, etc.)

V. BONUS: What is firm citizenship?

a. Timely timesheets
b. Treatment of staff
c. Participation in committees/affinity groups
d. Practice group lunches
e. Volunteering for BD projects that are not billable

Initial Considerations for Bootcamp Program Development

- Identify the stakeholders
  - Internal (firm, school)
  - External (clients)

- Establish buy-in
  - Make sure stakeholders are invested in the process

- Budget considerations/timing/logistics
  - How much will it cost?
  - Breakfast, lunch, evening program?
  - On-site or off-site?

- Determine your audience
  - Attention span, level of attorney + existing expertise on the topic
  - Does your entire audience need the same information, or would attendees benefit from parallel programming?

- Develop content/curriculum
  - With whom will you collaborate to determine body of information?

- What is the most effective way to deliver this information?
  - Small group discussion?
  - Panel?

- How and by whom will material be presented?
  - Understand how audience will perceive the individual providing the information – what is the relationship between the teacher & audience?
  - Will you utilize internal or external resources (speakers/panelists) or both?

- Soliciting Feedback
  - Formal or Informal?
  - Surveys