

Linkletter

THE OFFICIAL PUBLICATION OF THE PROFESSIONAL DEVELOPMENT CONSORTIUM



Winter 2015, Vol. 3, Issue 3

CHAIR'S NOTE

by Amy Hancock



A lot can certainly happen in a 25 year time period. A young girl can be born, grow up and graduate from a wonderful law school in that time span and an organization can grow from just 10 to 500 members as well.

During this special (quarter-century!) anniversary time of remembrance, which is now coinciding with an annual season of thanks, I wanted to collaborate with others and share with you at least 25 things I (and others) am thankful for when it comes to our incredible organization:

1. How much fun we have when we all get together - we always learn so much and share so willingly...but we sure do like (and know how!) to have some fun, as well.
2. The mighty strength of our unbelievably dedicated and active volunteer work force.
3. Our collegial culture of support for one another.
4. Our willingness to readily extend a helping hand to a colleague in need (professionally or personally!).
5. That our collective strength has always far outweighed our strict membership roster numbers.
6. That we are always so proud of and supportive of each other's professional accomplishments.
7. And that I am honored to be friends with people who say things like the following about our notable organization:

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MANAGING EDITOR

Milana Hogan,
Sullivan and Cromwell LLP

Address article submissions to
newsletter@pdclegal.org

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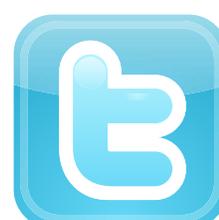
by Amy Hancock

8. "I am grateful for the support and energy I receive from my fellow PDC members. Every encounter, I walk away feeling like I can accomplish my next challenge with this group behind me." –Debbie Atlas, board member since 2015
9. "There are professional associations for people in all kinds of positions. Like the PDC, they provide educational and networking opportunities. What distinguishes the PDC is that members teach, learn, share, laugh and cry together at a much deeper, human level. We truly care about each other and the struggling people in our profession and we're all in this to make a positive difference." –Scott Westfahl, member since 2005, Past PDC Chair and Trusted Advisor since 2014
10. "I'm a relatively new member who was welcomed with open arms to the PDC community. I am extremely grateful to be part of this fantastic group of individuals who are so willing to share helpful information and offer words of encouragement. The PDC is a community that genuinely cares about delivering quality content and building bonds among peers. My PDC connections have made the transition to PD all the more smooth!" –Jodi Lucena-Pichardo, member since 2014
11. "Presenting at the annual conferences and the local group meetings has been a great opportunity to share ideas and build presentation skills. I particularly enjoyed presenting with Mara Nickerson at the 2006 Toronto conference, where we name-checked Tim Horton's, the Toronto Maple Leafs, and Shania Twain in the first three slides." –Chris Boyd, member since 2000, former board member and Website Tech Advisor
12. "It is hard to believe 12 years have passed since I joined the PDC family. From a very green PD professional to a more senior and experienced professional, it has been the camaraderie of the PDC who have supported me along my journey of development. I am grateful for the friends I've made and the tremendous support provided as my career continues to progress. Thank you all for making the PDC a unique and very special group." –Ruth Alexandor, member since 2003, board member since 2011
13. "25 years ago training in law firms was a new idea so there were only handful of us. I was one of the first ones to not have a JD, but instead a doctorate in education. At first the group rejected me as a member because I didn't have the law degree. Now we all understand the value of having a diverse membership and those without law degrees have just as much or even more to offer when creating a comprehensive training curriculum for a law firm." –Sharon Meit Abrahams, member since 1992
14. "I consider myself to be a very fortunate person in my career. In fact, I'm 'doubly' fortunate. I genuinely love what I do. I'm also part of an incredibly supportive professional community: the PDC. The two things go hand in hand. I don't take this for granted. I cherish the PDC and my PDC colleagues!" –Jim Lovelace, Immediate Past Chair of the PDC, member since 2004
15. "I remember feeling very intimidated when I arrived at my first PDC conference because everyone was enthusiastically hugging each other and literally squealing with pure joy and delight whenever they saw a familiar face. I was worried that I had somehow stumbled into a cult or—at the very least—a group of people who had been the very best of friends for decades. In a few short years, I am proud to admit that I have turned into one of those people! There is no better group that I know of." –Milana Hogan, member since 2010, board member since 2014
16. "I am thankful for the efforts of the local and regional group leaders since they keep those who can't attend conferences 'in the know' about PDC initiatives. The groups also welcome non-PDC members, which expands the opportunity to learn from different sectors of the professional development world." –Lori Broderick, member since 2010
17. "The Professional Development Consortune: can't spell it, can't live without it!" Anthony Grumbach, member since 2007, board member since 2012

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Join us on Social Media! The PDC is now on Facebook, LinkedIn, and Twitter.



CHAIR'S NOTE

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by Amy Hancock

18. "PDC members are extremely generous with their time and talent. When I am dealing with a hard issue or something that is totally foreign to me, I am so appreciative of being able to pick up the phone and call a PDC colleague for his or her advice, insights, and lessons learned. Never, not once, has someone refused to share." –Maggie Suender, member since 2007
19. "The PDC is an interesting organization because we have so many recovering or recovered lawyers truly dedicated to making the profession better. Combine that with learning and talent experts who have never worked with lawyers before and magic happens. Somehow we all work together to share and learn, and I can't imagine life (not just work) without the PDC." –Jennifer Bluestein, member since 2003, Chair from 2011 to 2013
20. "Every time I meet with PDC members, whether at a conference or local group meeting, I learn something new -- new ideas for programs, new perspectives, new strategies, etc. I am always pleasantly surprised how open and helpful its members are." –Don Smith, member since 2013, board member since 2015
21. "The PDC is more than a professional organization. It is a family and even though we may not see each other but once or twice a year, we are there when we need each other. We care, we share and, like all families, we even have a wonderful and weird uncle (Burt). PDC has made me a better professional developer and person and introduced me to some of the best friends in my life." –Molly Peckman, member since 2011
22. "When I first joined the PDC, I was welcomed with open arms. I was given the opportunity to develop myself and my skills and without that help I would not be able to do what I do today. My strong core of friends and colleagues came from the PDC and for that I am truly grateful." –Michele Bendekovic, member since 2001
23. "The most refreshing aspects of the PDC are the authenticity, vulnerability and mutual support of the members, both professionally and personally. While we all have high standards and a strong desire to deliver top-notch professional development, there is a common acknowledgement that none of us have it all together and that we can benefit greatly from each other's experiences and perspectives. That mindset provides extraordinary openness in sharing ideas and best practices, and it often spills over into rich and remarkably encouraging friendships. I am deeply grateful for my 15 years of membership." –Larry Brown, member since 2001, board member since 2015
24. "Something of the utmost importance to me is to know that what I'm doing matters; that I make a difference in people's lives. The PDC embodies this philosophy by individuals who share the same ideals. What could be better than that? Though my membership and involvement with the PDC, I have become a better person and professional and have the most incredible group of mentors and colleagues that I could ever ask to be surrounded and supported by." –Liz Tingey, member since 2010, board member since 2015
25. "My most vivid PDC memory is sitting by a piano as a member of our small group at the 2001 NY conference, listening to colleagues singing. Although we are too large now to fit around a piano, I still appreciate a true sense of camaraderie in the company of my fellow PDC'ers. Our willingness to collaborate and share is what makes this a distinctive professional organization." –Janet Stone Herman, member since 2001



SAVE THE DATE!

January 28, 2016, 2:00pm ET

Trusted Advisor Webinar

Trusted Advisor Webinar: What Is Your LD & IQ (Leadership, Diversity, and Inclusion Quotient)?

Presented by Jackie Cranford, PDC Trusted Advisor and Principal, Cranford Advisory Services

Join Jackie Cranford, PDC Trusted Advisor and Principal, Cranford Advisory Services, for a discussion of the integrative relationships among professional development, leadership, diversity, and inclusion.

[Learn More and Register Now!](#)

DESIGNING INTERACTIVE DIGITAL LEARNING TOOLS

Professor Michael L. Bloom is the founder of Praktio, a provider of interactive digital training courses for practical contracts skills, used by a number of leading law firms and other organizations to train lawyers and law students.



Michael L. Bloom is a founding director of the Transactional Lab & Clinic at the University of Michigan Law School, where he works with students on transactional matters for large, complex organizations around the world and small, local organizations around the Law School. He teaches other contracts, business, and transactional law classes at the Law School. Michael is also the founder of Praktio (www.praktio.com), a provider of interactive, online learning games and exercises for developing practical contracts skills and knowledge. Prior to joining Michigan, he was a co-founding director of the Corporate Lab at the University of Chicago Law School. He practiced at Sidley Austin LLP in Chicago, where he focused on technology transactions and mergers and acquisitions. Michael earned his J.D. from Yale Law School and his B.A., with highest distinction, from the University of Michigan.

At the University of Michigan Law School, I direct the Transactional Lab & Clinic, where students work under my supervision to provide transactional legal services both to Fortune 500 companies (e.g., Pepsi, Aon) and to local, small, non-profit and for-profit organizations. Much of this work involves contract drafting and analysis, and many of my students (2Ls, 3Ls, and LLMs) arrive at the clinic with little-to-no practical knowledge or experience working with contracts (the clinic has no prerequisites).

The Tools I've Built

To help my students get up to speed to be ready to handle live-client, transactional work, I decided to develop online, interactive learning tools that teach a framework for understanding contract documents and provisions. This way, my students would know enough to be effective in their subsequent experiences working with contracts and to be able to learn as much as possible from these same experiences. (For example, in the firm context, a corporate attorney who doesn't understand the anatomy and fundamental provisions of contracts and who is tasked with reviewing contracts as part of M&A due diligence, is both less equipped to analyze the diligence documents well and less likely to learn as much as possible from the different approaches to contract issues in the documents.) And, so, a digital course was born: Contract Fundamentals.

Contract Fundamentals assumes zero

knowledge on the part of the learner and uses interactive exercises to teach the anatomy and components of contracts, including: the purpose and function of each "building-block" provision; key considerations for drafting, reviewing, and negotiating each provision; and how each provision might interact with other provisions in the same document. The course is composed of short modules, each of which can be completed in about 10 minutes on average (the whole course takes about 4-5 hours on average for learners to complete). A learner may start, stop, and resume where they left off, as they please. One benefit of this type of training, for my students—and now for learners in a variety of law firms and other organizations that use Praktio training tools—is that learners can engage with the training materials as it suits their individual schedules.

In addition to often lacking the substantive knowledge and practical skills necessary to draft and analyze contracts effectively, my students often do not arrive with an awareness of, or commitment to, the level of attention to detail expected of them in a practice setting (especially, big law firms). To make this lesson concrete and to create a space to build "muscle memory," I created Precision Training: a series of "gameful" exercises that ask the learner to spot a "nit" (e.g., typo, inconsistency with definitions) in a contract excerpt on screen. The learner receives points for spotting the nit (more, if on the first try), and, if they don't find the nit on the first

try, they receive a "reinforcing" exercise with a similar type of error at issue.

With both Contract Fundamentals and Precision Training, the learner receives feedback immediately after doing exercises, as well as opportunities to apply the lessons from that feedback in other interactive scenarios.

I can't effectively teach students to find typos by lecturing in front of a room or by leading a seminar discussion, but I believe I can by asking them to work through a series of short, interactive, digital exercises, as their schedule permits. Months after completing Precision Training, students will tell me they still see inconsistent serial commas jumping out at them from contract documents—to which I simultaneously apologize and say "you're welcome."

The Tools to Come

My goal is to build a practical contracts starter kit, which will consist of the existing Contract Fundamentals, along with Contract Analysis and Contract Drafting, both of which I am currently developing through a partnership with the University of Michigan's Office of Digital Education & Learning.

To my mind, effective contract drafting requires being able to analyze contracts (e.g., precedent, templates, internal drafts, counterparty drafts), which in turn requires understanding the building-block provisions and concepts that comprise contracts—thus, the focus and sequencing of these courses.

Contract Analysis and Contract Drafting, as currently contemplated and being built, take a “flight simulator” approach to online learning. Each course situates the learner in different “real-life” scenarios that play out over the interactive, online course. The learner has a turn-by-turn conversation with a client or a supervising attorney, learns the facts of the deal and the goals and preferences of stakeholders, and then proceeds to do “real-life” analysis and drafting tasks in contemplation of those deal facts and stakeholder goals and preferences.

How I Build the Tools

My process for building interactive, digital courses involves first mapping out the learning objectives to accomplish through the course and the types of learners I would imagine using the course. For the types of learners, I seek to understand their pressures and goals, potential various learning styles, and the environments (e.g., the physical space, the types of devices, and other activities competing for attention) in which they would be taking or using the course materials.



From there, for each learning objective, I write in detail the substantive content that I want the learner to internalize from taking the course. (If not the subject matter expert on the course topic, I would engage a subject matter expert for developing the course learning objectives and substantive detail.) And, from there (although, in reality, this process is muddled, not exactly proceeding in this linear order), I brainstorm and design exercises and interactive activities in which to

engage the learner and through which the learner will achieve the goals of the course.

To build these exercises, I first sketch and design template exercises (from which several exercises could be built by swapping out certain content pieces). I then build the specific exercises and content by writing and otherwise producing the specific content (e.g., on-screen text, voiceover scripts, audio recordings, visualizations, animations) that will populate each exercise or other on-screen user experience.

Key to this process is getting course materials at various stages in front of stakeholders (e.g., potential users, potential stakeholders in charge of deciding whether to use the produced tools, subject matter experts who can weigh in on the content and approach). The earlier these folks are involved, the cheaper and easier it will be to incorporate their feedback in the course. I involve potential users and subject matter experts in every stage of the process (from outlining learning objectives to building template exercises, to testing first builds of a representative slice of a course). Building a digital course is a lot like making a movie—ideally you’re not going back to re-shoot scenes after filming is done. On the other hand, it’s also a lot like developing software—inevitably (if you’re paying attention), you’ll want to update the course and make subsequent tweaks and new versions to address user feedback, new ideas, and any changes in the underlying substance (e.g., area of law) of the course.

Of course, not everyone has the digital chops to code or develop interactive, digital course materials. Luckily, there are off-the-shelf authoring tools (such as Articulate Storyline and Adobe Captivate) that are designed for building this sort of content without having to be a software developer, and there are web communities with templates and other digital assets free to use and leverage. These authoring tools do have their own learning curves, though, which tend to be steeper (unsurprisingly) for building the sleeker and more engaging materials. There are (perhaps also unsurprisingly) plenty

of development shops out there that offer services for developing digital learning content.

Start Playing and Thinking about “Unfair Advantages”

If you’re interested in developing digital, interactive materials yourself, you can always start small and start playing with authoring software (free trials are typically available). You might discover you can do more than you could imagine, as well as some creative ways to teach skills and knowledge that play to the “unfair advantages” of digital learning tools.

In-person learning is a great place for discussion and simulation exercises that benefit from having other people engaging in the same physical space; these also can be great for building community and for creating energy and enthusiasm for a topic. Interactive, digital learning provides self-paced experiences that can be undertaken at the learner’s convenience, that provide instant feedback, and that can be designed to adapt to the learner’s particular needs based on their performance in the course. Both have their place and can be used to reinforce the other. For example, I have my students complete Contract Fundamentals and Precision Training in the weeks leading up to two in-person contract drafting and analysis workshops, where they apply the lessons from the digital courses to next-level, in-person exercises and discussion. I believe that effective education strategies will make choreographed use of both sets of teaching tools for best accomplishing teaching goals.

LOCAL GROUP SPOTLIGHT: New York

The Linkletter is adding a new recurring feature where we will focus on the work being done at the local level by members of the PDC. If your local group is interested in featuring its programs in an upcoming issue of the Linkletter, contact Sally Burroughs at sburroughs@pdclegal.org.



Local Group Leader: Burt Lipshie, Managing Attorney and Director of Attorney Enrichment, Stroock & Stroock & Lavan LLP

The New York PDC Group was one of the earliest local groups to be formed. Its group leader is Burt Lipshie, Managing Attorney and Director of Attorney Enrichment at Stroock & Stroock & Lavan LLP. The group has about 150 members, most, but not all, members of the PDC. We also welcome those who are just entering the field of professional development and are not yet members of the PDC. The PDC members of our group span the gamut of experience in professional development, at law firms, law schools, and government agencies.

What are the benefits of membership in the group?

Perhaps the most important benefit is the opportunity to network with others in the same field, and in the same locale. One of the greatest opportunities in the PDC as a whole, and our local group as well, is the chance to learn from each other. Our meetings include a lot of socializing, as well as programming. And we try to make the program at each meeting relate to a topic that will be useful to both experienced and new members of the profession.

What happens at meetings?

Besides the networking and socializing, we try to have programming at each meeting that will be of value to all. Sometimes it is an outside consultant who presents. They do not do a sales pitch, but demonstrate a program for the group. Often, we are learning from each other. Sharing our experiences, our programming, our successes and failures, is a hallmark of the PDC, and of our group. For example, at our most recent meeting, our members from Dechert laid out their curriculum, and described significant aspects of their programming. In other meetings, we have had presentations from Fullbridge, and from experts in communications skills and time management.

When are the meetings?

We try to meet every other month for lunch at firms that volunteer to host and organize the program. Our last meeting was in October. We will probably skip December, because many of us will be in Washington for the PDC/PDI conferences. Our likely next meeting will be in January.

How do I join?

The group is open to all professional development professionals in the New York area, and to those making a transition to professional development. If you are interested in joining the family, just contact Burt Lipshie at blipshie@stroock.com.

A blue graphic with a white 'fb' logo in a red square. The text 'FULLBRIDGE' is in white. Below it, the headline 'HELP YOUR ASSOCIATES UNDERSTAND THE BUSINESS OF LAW — FAST.' is in white. A quote in white italicized font reads: 'Fullbridge tailors programs for law firms so their associates become more effective partners to their clients.' At the bottom, a red button contains the text 'LEARN MORE' in white. The website 'fullbridge.com' is at the bottom right.

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Fullbridge tailors programs for law firms so their associates become more effective partners to their clients.

LEARN MORE

fullbridge.com

ADVISING AND CAREER DEVELOPMENT FOR ASSOCIATES

by Lauren Tierney



Lauren Tierney is the Assistant Manager of Professional Development at Sullivan & Cromwell LLP in New York. She works with the Manager of Professional Development and the Chief Legal Recruiting & Professional Development Officer to manage all aspects of litigation associate training programs and other firm professional development initiatives, including the career development and associate advisor programs. Prior to joining S&C, Lauren was a litigation and intellectual property associate at a New York law firm. Lauren holds a B.S. from Bucknell University and a J.D. from Columbia Law School.

Lawyers are problem solvers. Whether they are litigating cases or advising clients in complex transactions, lawyers spend their days breaking down facts, and setting small goals to be achieved on the path toward successfully completing larger ones. These skills are not something that lawyers must leave at the office. In fact, I consider one of the great advantages of a legal education (other than, of course, earning the qualifications to become a licensed attorney) to be the development and practice of this analytical mindset – and the ability to apply it to both business and life decisions long after graduation.

In law school, students learn that they need to not only understand the governing rules to solve a problem, but that they also must understand the client's ultimate goals. The key to good legal problem solving comes from the ability to analyze facts and organize them in a way that accomplishes the goals within the framework of the rules. This makes lawyers very good at weighing options and determining courses of action that minimize risks and optimize rewards. Every day, I observe lawyers use this skill not only in legal practice, but to make personal decisions as well.

That is why it may come as a surprise to learn that many lawyers find it difficult to apply this same ordered thinking to making determinations about their own career paths. Today's incoming associates, even those who were counted among the most promising law students, are more concerned

than ever about the future of the legal profession and their place in it. Yet they consistently arrive at our institutions without a clear grasp of their own professional goals. Instead, many of these associates simply hope that legal practice will lead them to a career trajectory that will materialize for them, without much critical thought, if they focus their energy on doing excellent legal work. In short, they are too often failing to think about their professional goals and how they can strategically set up their practice to meet them.

Advising and career development programs are intended to help associates with these issues. The traditional advising model, usually involving the junior associate being paired at random with a more senior attorney advisor, can be helpful for those associates who have clear and traditional career goals. That is, for associates who want to eventually become partners, pairing up with a partner who can download their knowledge in an apprenticeship-type fashion is an excellent career development model. But in the current legal environment, the career paths of our associates are likely to be as varied and multi-faceted as the increasingly diverse individuals that we recruit. Just as each of these young attorneys will make their own distinctive mark on our organizations, each of them will experience our firms differently – and will seek to utilize these experiences in different ways. The challenge for PD professionals is to adapt our advising infrastructure to reflect these realities

and help our associates leverage their own problem-solving skills to identify and achieve whatever is right for them.

Tips For Designing An Effective Career Development Program

How can PD professionals help associates identify and realize their career goals through our programming? Here are three tips to keep in mind when creating a successful career development program:

Tip #1: Let Associates Drive the Process

Career planning should be associate-driven and allow associates to approach their careers systematically, as they would any other problem. Existing tools, such as milestone and benchmarking systems, may be used as a springboard to help associates pinpoint short-term tasks that will lead them toward longer-term cognizable goals. Once these goals are set, advising relationships can then be used as way to build upon them, so that senior attorneys can help associates recognize patterns and potential career paths that they may not otherwise identify for themselves. Advising relationships therefore act as a complement to the associate's own independent planning, rather than solely as a top-down flow of information. This makes for associates who feel more control over the process, and advisors who are happy to have a well-defined role.

Tip #2: Stay Front and Center

Despite the benefits of career planning tools, it can be easy for busy associates to put off using them – especially if they aren't certain of how to use them effectively. Offering regular training about the benefits of your career development program, and how to make the most of it, will lead to greater participation and ultimate satisfaction. This includes educating senior lawyers about the firm's expectations when it comes to acting as an advisor and about the long-term benefits to

your organization of taking the role seriously. In addition, consider including participation in the program as a factor to be weighed at year-end assessments for both partners and associates. Internal marketing and incorporating accountability into the mix can be the keys to gaining support for the program at all levels!

Tip #3: Be Candid

Finally, the most essential aspect of a successful program is ensuring that associates will receive confidential

and candid career advice, no matter what their ultimate goals are. Senior attorneys should be actively encouraged to discuss all career options with associates, even if those paths will lead outside of the firm eventually. Though this can be viewed by some as a taboo topic, ultimately these honest conversations create associates who are confident in their career paths. These associates will be more capable and happier employees now, and more successful partners and alumni in the future.



The Richard Pearson Award was presented on December 2, 2015 at the PDC Winter Meeting held at the Mandarin Oriental Hotel in Washington, D.C. The PDC is pleased to announce the 2015 recipients of the PDC Richard Pearson Award - Burt Lipshie, Managing Attorney and Director of Attorney Enrichment, Stroock & Stroock & Lavan LLP and posthumously to Anita Zigman, former Chief Legal Personnel Officer at Paul, Weiss, Rifkind, Wharton & Garrison LLP. Jeff Slotnick, Anita's husband, was present at the Winter Meeting to accept the award.

The Richard Pearson Award was established last year in memory of Richard Pearson, a long-time PDC member and stalwart in the legal professional development community. Pearson, whose previous positions included serving as Chief Learning & Development Officer at Davis Wright & Tremaine LLP in

Seattle, died suddenly in March of 2014 while rowing, one of his passions. Richard served on the PDC Board from 2011 through 2013 and left behind an impressive legacy of innovation and collaboration as a legal PD professional and leader.

This year the awards committee selected two honorees for this award. Burt Lipshie received this award for his innovative spirit, a commitment to mentoring and a lifelong love of learning. Since 1977, Lipshie has been the Managing Attorney of the Litigation Department of Stroock & Stroock & Lavan, its national litigation coordinator, Director of the firm's Attorney Enrichment Program, and Co-Chair of its CLE Committee. Since 1985, Burt has also been Adjunct Professor of Law at Cardozo School of Law, where he teaches New York Practice. He has been voted "Outstanding Adjunct Professor of the Year" by the graduating class 18 times in the last 22 years. He led the PDC as Chair from 2001 to 2003. His commitment to and enthusiasm for welcoming and mentoring new members is extraordinary. Lipshie was instrumental in establishing a new member mentor program in the most recent PDC Strategic Plan.

The committee also honored Anita Zigman who recently passed away after a short battle with cancer. Zigman had more than 30 years leading PD at several of the most prestigious law firms in the U.S. She most recently served as Director of Legal Personnel and Career Development at Paul, Weiss, Rifkind, Wharton & Garrison LLP in New York. She also served as a Member of the inaugural New York State CLE Board, and was an important voice of reason in those early days of mandatory CLE in our State, as the only representative of law firms to serve on that first Board. She followed Lipshie as the PDC Chair in 2003 and served in this role for two years.



THE PDC WINTER MEETING IN PHOTOS



A number of our PDC Board members were able to attend the Winter Meeting. Pictured here (from left): Larry Brown, Ruth Alexandor, Board Chair Amy Hancock, Debbie Atlas, Milana Hogan, and Board Vice-Chair Don Smith.



Barbara Husic and Matthew Galando, K&L Gates, engage in group work to learn about their work styles and strengths.



The PDC thanks the Winter Meeting Planning Committee, especially Co-Chairs Maggie Suender and Ruth Alexandor, for their hard work and dedication to planning a successful event!

THE PDC GIVES A SHOUT OUT TO OUR WINTER MEETING PLANNING COMMITTEE!

Ruth Alexandor – Co-Chair
Maggie Suender – Co-Chair
Whitney Beard
Andy Colon
Laura Rogora
Don Smith

A group of our PDC Trusted Advisors pose for a photo at the Winter Meeting. Pictured here (from left): Ross Guberman, Dr. Larry Richard, Scott Westfahl and Terri Mottershead.



THE PDC SUMMER CONFERENCE: Naples, Florida



SUBMIT A PRESENTATION PROPOSAL FOR THE 2016 PDC SUMMER CONFERENCE!

The PDC is currently developing a high quality program to meet the professional and business needs of its members. We encourage you to submit a proposal that will help the PDC provide content that our professionals will find valuable in enhancing their knowledge and effectiveness in the field.

[Click here for more information.](#)
The deadline for submitting applications is
January 18, 2016.