

Legal Edge Learning Lab

**From new lawyer to trusted
business advisor**

The College of Law is partnering with Fullbridge, a Boston-based educational technology company, to offer training focused on the in-demand skills young lawyers need to accelerate their careers.

Own your career.

Programs that deliver the skills to own your career.



The best lawyers are their clients' trusted business advisors.

To gain the confidence to be trusted business advisors, new lawyers need to build the commercial and soft skills that experienced lawyers cite as key to their success—skills like collaboration, emotional intelligence, financial analysis, project management, and time management.

This unique program focuses on key aspects of practice that will take your new lawyers to the next crucial stage of their development and prepare them to contribute more actively to the success of your organisation.

This innovative program has been developed jointly with Fullbridge and utilises their unique Learning Labs methodology. Learning Labs are scenario-based, in-person, team learning experiences that promote agile thinking and idea flow. With a focus on learning by doing, the labs are experiential, fast-paced, and designed to measure and improve the competencies linked to innovation and improved team performance.

What is covered in the program?

The program covers the following areas, with an overlaid emphasis on teamwork and collaboration in the workplace. Your most productive employees will be those who work collaboratively within the firm at all levels and who can deal effectively with clients, both existing and prospective. These are the lawyers who 'make things happen.'

- Collaboration: The Science of Team Performance
- Business Models
- Emotional Intelligence in the Workplace **OR** Productivity and Professional Efficacy
- Statement of Comprehensive Income
- The Balance Sheet
- Fundamentals of Strategic Negotiation
- The Cash Flow Statement
- Negotiation Learning Scenario



What are Learning Labs?

Learning Labs are experiences where participants engage in interactive scenarios that simulate the workplace. During these scenarios, data is collected from wearable devices and peer, self, and expert assessments. Coaches work with participants to collect and analyse this data to increase individual self-awareness and enable data-driven decisions that can improve the quality and output of professional contributions.

With a focus on learning by doing, Learning Labs are experiential, fast-paced, and designed to measure and improve innovation- and teamwork-related competencies. All of this helps participants maximise their contributions to their organisations.

The Learning Lab experience



Immersion

People are put in problem-solving challenges through original learning scenarios, video, gamification and coach-lead discussion.



Assessment

Data is captured with four assessment types to measure growth in 42 distinct innovation competencies.



Feedback

Individual, peer and coach feedback is aggregated with technology feedback in Lyra to provide clear behavioural insights.



Application

Training is taken out of the classroom and applied through experiences that parallel realistic scenarios.



Technology

Sociometric badges and SPOTLITE video replay provide data-driven, behavioural feedback during interactive learning experiences.



Integration

Lasting behavioural changes are made through designed learning and practice for organisational integration and positive habit creation.

Lyra™

Lyra, the technology hub from Fullbridge, is designed to enhance the in-person learning experience. Lyra captures data from wearable devices, peer, self, and expert assessments, and creates personalised learning from an ever-expanding pool of educational content.

Learning Scenarios

At the centre of the Learning Lab experience are the Learning Scenarios. These structured exercises can be used to assess and expand the competencies that drive effective communication and problem-solving. Interactive scenarios use data-driven learning technology to build business knowledge that improves the work of teams and organisations, and generates data on behavioural aspects (including inquiry, communication, idea-forming patterns, emotional intelligence, and team dynamics).

The Legal Edge Learning Lab includes 2 scenarios:

1

Project Novo Teamwork Scenario

2

Strategic Negotiation Scenario

These problem-solving and role-playing exercises allow participants to apply their learning to accelerate the knowledge and skills needed to understand the business of law. The data and coach feedback is incorporated into a personalised learner report.

Facilitator



Valerie Griffin

Valerie is an experienced career consultant, coach, and program development professional. She specialises in career strategies, leadership development, and "fit" management. Valerie has significant experience working with millennials and outplaced, experienced professionals.

She was formerly a Private Wealth Manager with Goldman Sachs, where she managed funds for investment managers, insurance companies, nonprofit institutions, and private wealth investors. She also worked in new business development and relationship management with GE. Valerie is MBTI certified and she also volunteers as college preparatory writing coach and grief buddy.

B.S. – Roosevelt University

M.B.A. – Northwestern University





About The College of Law

The College of Law is the leading provider of practice-based legal education in Australasia.

We deliver innovative, practice-focussed legal education and training to enhance the careers of practising professionals across Australasia and its region.

We are unique in having locations in Sydney, Melbourne, Brisbane, Perth, Adelaide, Auckland and Wellington, as well as providing onsite training in key regional centres. The College as a whole has over 60,000 graduates and more than 400 staff with all teaching staff having extensive practising experience.

Legal Business Management

The Leading Edge Learning Lab is part of a growing suite of programs designed to equip legal professionals with the knowledge and skills needed to understand the business of law. The College offers the Legal Practice Management Course in New South Wales, Queensland and Western Australia which address the needs of lawyers becoming principals of law firms.

About Fullbridge

Fullbridge offers learning experiences to assess and expand the competencies that drive innovation and problem solving. Using data-driven, smart learning technology, Lyratm cues people to business knowledge that improves the work of teams and generates data on behavioral aspects including communication, idea forming patterns, emotional intelligence, and team dynamics. Since 2011, Fullbridge has enabled corporate, law, and higher education organizations to apply the science of working smarter for more than 200,000 participants across the globe.



“The program was a fantastic opportunity to build on skill-sets 2-4 year lawyers need to develop to progress, be confident and excel at this stage of our careers”

Participant, Pilot Program 2017

“This program is different from any other continuing legal education/professional development offerings of which I am aware – in particular the combination of technology, practical exercises throughout and the small group setting made for an incredibly rewarding learning experience.”

Participant, Pilot Program 2017

Fullbridge & College of Law Program

Program structure

- 3 in-person days over two weeks
- 2 self-paced 2 – 2.5 hour online units with individual exercises

Eligibility for CPD units

This program entitles attendees to accrue 25 units of CPD.

- Professional Skills – 14 CPD units
- Practice Management & Business Skills – 11 CPD units

Day 1

- 8-Hour Session (including breaks)
- Collaboration: The Science of Team Performance
- Business Models

Day 2

- 8-Hour Session (including breaks)
- Statement of Comprehensive Income (Profit and Loss Statement)
- The Balance Sheet

Day 3

- 8-Hour Session (including breaks)
- The Cash Flow Statement
- Strategic Negotiation Learning Scenario

Individual Self-Paced Learning

Between Days 1 & 2
2.5-Hour Online Session

Emotional Intelligence in the Workplace **OR**
Productivity and Professional Efficacy

Between Days 2 & 3
2.5-Hour Online Session

Fundamentals of Strategic Negotiation

DAY 1

Session	Topics	Description	Key Learning Goals
Intro	[15 – 30 minutes] • Review and goals	Coach goes over goals for program and reviews learning objectives for the upcoming units.	
Collaboration: The Science of Team Performance	[3–3.5 hours] • Teamwork competencies • Influence and exploration in teams	This unit introduces participants to the science of teamwork and equips them with the skills they need to succeed in a team setting. Participants will engage in a mission-to-Mars (Project Novo) team scenario and learn about (and demonstrate) crucial team competencies.	<ul style="list-style-type: none"> • Identify strategies a team can use to improve performance. • Identify key characteristics of effective teams. • Identify communication patterns that stimulate innovation. • Define best practices for collective sense and decision making. • Use data from sociometric badges to evaluate team and individual performance.
Business Models	[3–3.5 hours] • Customer segments and value propositions • Channels and customer relationships • Resources, activities, and partners • Finances • Business model environment	Teams take on the role of strategic business advisors for a prospective client. Through a structured exercise, teams identify the key components of the client's business model, including the value proposition, customer segments, key partners, key resources, and more. As they uncover new information, teams will work towards filling out a Business Model Canvas deliverable. The group will discuss how business acumen can add value to the services they deliver to clients in light of the firm's overall goals.	<ul style="list-style-type: none"> • Identify and describe the key components of a business model using Strategyzer's Business Model Canvas framework. • Describe how the different components of the Business Model Canvas relate to each other and work together. • Describe an established organization's value proposition based on its business practices. • Identify what distinguishes an organization's business models from its competitors'. • Develop a business model canvas that summarizes a given organization's strategy
Debrief	[15–30 minutes] • Debrief	Coach reviews what participants accomplished in Day 1. Participants have an opportunity to reflect on their learning.	

Individual Self-Paced Learning (Between Day 1 and Day 2, please choose one session below)

Session	Topics	Description	Key Learning Goals
Emotional Intelligence in the Workplace	[2 hours] <ul style="list-style-type: none"> • What is emotional intelligence? • Why emotional intelligence matters • Improving your EQ • Understand and apply the EQ framework 	A strong body of research suggests that your Emotional Intelligence (EQ) is more closely tied to academic and professional success than traditional intelligence measures like IQ. This unit will demonstrate that EQ is malleable with proven strategies and individual exercises.	<ul style="list-style-type: none"> • Describe emotional intelligence and its importance in the professional world, citing relevant theory and research. • Assess current EQ strengths and weaknesses, and identify opportunities and strategies for improvement. • Define <i>growth mindset</i> and <i>locus of control</i>. • Apply proven strategies to reframe a limiting professional habit.

OR

Productivity and Professional Efficacy	[2 hours] <ul style="list-style-type: none"> • Professional and personal goals • Productivity log • Continuous improvement • Productivity plan • The science of productivity 	In today's ever-changing economy, employees must be more agile than ever. A truly agile employee is constantly learning, improving, and adapting to changing situations. This unit explores best practices for continuous improvement and goal-setting.	<ul style="list-style-type: none"> • Establish a long-term career vision. • Define SMART goals. • Define internal locus of control. • Define growth mindset and kaizen. • Identify continuous learning opportunities and strategies. • Define the concept of flow, and describe a plan for achieving flow in your work. • Identify personal productivity challenges and strategies to help increase productivity. • Build an ideal workday schedule based on best practices and communicate its rationale to a manager.
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DAY 2

Session	Topics	Description	Key Learning Goals
Intro	[15 – 30 minutes] <ul style="list-style-type: none"> • Review and goals 	Coach reviews learning objectives for upcoming units and connects them to previous units.	
The Statement of Comprehensive Income	[3 – 3.5 hours] <ul style="list-style-type: none"> • Introduction to Brumby Mountain Snowboards • Revenue recognition and matching principle • Operating expenses, margins, and ratios • Statement of comprehensive income ratios 	Through the fictitious company, "Brumby Mountain," learners develop an understanding of statements of comprehensive income and their importance to business operations. Participants are introduced to basic financial terms and analyses as they craft a recommendation based on the information in the statement of comprehensive income.	<ul style="list-style-type: none"> • Analyse an income statement using key ratios and metrics including revenue, operating profit, and gross expenses. • Use qualitative and quantitative data to describe year-over-year changes in margins. • Identify the business drivers that lead to year-over-year changes in margins. • Use formulas to conduct calculations in spreadsheet applications. • Provide a business recommendation supported by analysis of key financial metrics.
The Balance Sheet	[3 – 3.5 hours] <ul style="list-style-type: none"> • Assets, liabilities and shareholder equity • Capital structure and profitability ratios • Balance sheet analysis 	Learners develop an understanding of balance sheets and their importance in understanding a business' operations. Learners practice interpreting balance sheets.	<ul style="list-style-type: none"> • Use formulas with cell references to conduct calculations in spreadsheet applications. • Describe year-over-year changes in balance sheet ratios and the business drivers that led to those changes using data provided and logical arguments. • Demonstrate an understanding of how the statement of comprehensive income and balance sheet are linked.
Debrief	[15–30 minutes] <ul style="list-style-type: none"> • Debrief 	Coach reviews what participants accomplished in Day 2. Participants have an opportunity to reflect on their learning.	

Individual Self-Paced Learning (Between Day 2 and Day 3)

Session	Topics	Description	Key Learning Goals
Fundamentals of Negotiation	[2.5 hours] <ul style="list-style-type: none"> • Introduction to negotiation • Process of negotiation • Strategies and tactics • Negotiation scenario pre-reading 	Effective negotiation combines problem-solving, communication, and relationship skills. This unit introduces key terminology and concepts that will enable participants to evaluate agreements, develop alternatives, distinguish interests from positions, and implement mutual gains approach to negotiation.	<ul style="list-style-type: none"> • Identify different styles of negotiation. • Assess personal strengths and weaknesses as a negotiator and identify opportunities for improvement. • Identify the skills and strategies to help you negotiate successfully on your—or someone else's—behalf. • Describe how you will apply proven negotiation strategies to achieve your desired outcome.

DAY 3

Session	Topics	Description	Key Learning Goals
Intro	[15 – 30 minutes] <ul style="list-style-type: none"> • Review and goals 	Coach reviews learning objectives for upcoming units and connects them to previous units.	
The Cash Flow Statement	[2.5 – 3 hours] <ul style="list-style-type: none"> • Sources and uses of cash unit • Cash flow adjustments • The cash cycle • Brumby Mountain exercise • Cash flow adjustments • Deferred revenue • Deferred taxes • Linking financial statements • Integrating financial statements 	Learners develop an understanding of the cash flow statement and use their knowledge to determine the relationship between cash flow and organizational growth.	<ul style="list-style-type: none"> • Develop an appropriate formula to generate "sources and uses" figures for a cash flow statement by comparing year-to-year line item figures. • Use knowledge of cash flow statement to determine equity issuance required to maintain \$1 million ending cash over fiscal year. • Develop a hypothesis using data provided to establish a link between an organization's growth and the impact of this growth on cash. • Communicate your financial analyses effectively through a well-structured email.
Negotiation Learning Scenario	[4.5 – 5 hours] <ul style="list-style-type: none"> • Goal-setting • Key negotiation techniques • Negotiation scenario • Scenario debrief 	Participants apply their learning and engage in a simulated negotiation. Participants use sociometric badges and review video footage to evaluate their performance.	<ul style="list-style-type: none"> • Define appropriate negotiation strategies. • Apply proven negotiation and communication techniques to achieve a desired outcome. • Apply understanding of statement of comprehensive income and financial analysis to guide your negotiation objectives.
Debrief	[15 – 30 minutes] <ul style="list-style-type: none"> • Debrief of entire program 	Coach reviews what participants accomplished in Day 3 and in the program as a whole, connecting what they have learned over the course of the program and reflecting on applying their learning going forward. Participants complete a final survey.	

Next program:

Sydney 11, 12 and 18 April 2018 (Wednesday & Thursday/Wednesday)
3 days spread over 2 weeks plus 2 x online learning units.



Contact The College to enquire further

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