HOW TO BE A SUPERVISOR

Presented by the
American Bar Association
ABA Career Center and
Center for Professional Development
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This publication accompanies the audio program entitled “How to Be a Super Supervisor” broadcast on May 8, 2015 (Event code: CE1505CAS).
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Becoming a Superior Supervisor

May 8, 2015 | 1:00 pm Eastern

Moderator Bio

Kathy Morris is the moderator of the American Bar Association's monthly Career Advice Series. A former criminal defense attorney, she has taught law, pioneered professional development initiatives in law firms, and in 2000, launched the original Career Resource Center of the ABA. She counsels law students, lawyers, law schools, and law firms through her longstanding practice Under Advisement, Ltd., www.underadvisement.com.

Kathy was recently named the Board Chair of the new ABA initiative called Legal Career Central, through which the ABA will be the go-to resource for legal career information and inspiration.

She received her JD from Northeastern in Boston in 1975 and her BA in 1971 from the University of Michigan.
Visit the ABA Career Center Website to:

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**Faculty Bios**

**Sue Manch** has over thirty years of experience consulting and coaching law firms and lawyers, including a focus on competency-based performance management matters such as supervisory skills. Sue was a founder of Shannon & Manch, is now a Partner at SJL Shannon in Washington DC, and will be moving to Houston in June to become the Chief of People and Development at Norton Rose Fulbright. She previously directed lawyer professional development at Bingham and held roles in academia. Sue is a prolific author, a certified coach, has an M.Ed. in Clinical Counseling from the University of Virginia.

**Mike Ross** is a former Corporate Partner at Latham & Watkins, the previous Senior Advisor and VP, Executive Officer and General Counsel for Safeway, Inc., and has an adjunct relationship with Altman Weil, a law firm and legal department consulting firm. Mike has taught seminars in ethics and business at the law schools of the University of Virginia and the University of California at Berkeley, as well as at the Peking University School of Transnational Law, the Dubrovnik International University and the IE law school in Madrid. He is the author of a law school text on Ethics & Integrity in Law and Business, a graduate of the UVA School of Law.
Program Agenda

- Top Issues
- Tips on the Topic
- Participant Questions
- Agree/Disagree
- More Participant Questions
- Takeaways
- ABA Resources

Top Issues

- Delegating More Effectively
- Providing Feedback Clearly and Successfully
- Benefits for the Supervisor and those Supervised
Tips on the Topic

• See supervision as a teaching opportunity.
• Impart ownership and trust to your supervisees.
• But do course-correct.
• Remember to share strategic and substantive advice.

Audience Questions?

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? ?
? ? ? ?
Agree/Disagree

Taking responsibility for the mistakes of your supervisees will impede their growth.

Agree/Disagree

Don’t obscure feedback by cushioning it with praise.
Takeaways

• Think long-term when you delegate and supervise.
• Apply LPM best practices from delegating to debriefing.
• Permit discussion and disagreement.
• Help supervisees know how to ask for your feedback.

Upcoming Career Advice Series Programs

• **Strategically Building Your Reputation**
  Friday, June 12, 1 p.m. ET

• **Switching Sectors for A Better Fit**
  Friday, July 10, 1 p.m. ET

• **Negotiating Work Perks that Matter**
  Friday, August 14, 1 p.m. ET
Visit www.ambar.org/advice to register for our next Free Career Advice Series Program:

**Strategically Building Your Reputation**
Friday, June 12, 2015
1:00 to 2:00 PM ET
Your firm hires only those who have achieved significant academic and personal success. Yet once employed, there are some (often too many) who seem incapable of producing optimal work product or mastering the skills required to progress. Senior attorneys are both baffled and frustrated by this result, recognizing the costs to the firm, to productivity, and ultimately to the careers of these associates. A common assessment is that these individuals lack sufficient motivation to perform successfully.

Generally, we look at individual performance management practices when trying to determine why associates are not motivated to be productive or develop necessary skills. Peter Drucker tells us, “Management exists only for the sake of institutional results.” If results recognized are not consistent with goals, management practices employed and their impact on associate motivation is rightly one focus of attention. When the quality of the work product is poor or productivity is low, accountability for such results will rest squarely on the shoulders of supervisory attorneys. To improve management practices, supervisors will need to analyze the factors that influence these results. Having done that, they can assess which among those factors are affected by their supervision practices. The three most likely factors to influence the quality of an individual’s motivation are these:

**Characteristics of the individual:** Attributes of the population that predict the way in which a person will approach work, and the pace at which they may be expected to develop skills. Attorney population attributes are influenced by trends such as generational differences, the law school applicant pool, law school demographics suggesting that women may soon be in the majority, specific selection criteria applied by your firm in the recruitment process, and the availability of legal jobs in the marketplace.

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2 Law School Admissions Council reported a decline of 30,000 applications from 1989 to 1998. Recent reports from the LSAC show that applications rose 17% in 2002 and 8% in 2003.
**Nature of the work:** The substance of a typical associate’s workload and the way in which it affects his/her motivation. The nature of typical assignments has changed substantially for many firms, influenced by a shift toward larger cases, an increased pace of work caused by ambitious profitability goals and client demands for immediacy, and in some cases, limitations on the amount of work or number of attorneys for which the firm may bill on a given matter.

**Environment:** The environment is the physical and emotional nature of the workplace. Aspects of the environment in which an attorney works clearly have impact on his/her motivation.

This last factor, the environment, is the factor over which senior attorneys have the most control. Supervising attorneys shape associates’ work environment as they assign work, monitor progress, and provide feedback. These management behaviors, employed effectively, are the keys to motivating individual performance. Motivation is a complex topic. To better understand its nuances, we can explore classic motivation theory.

**Identifying and Applying Appropriate Motivators**

Motivation is the drive that makes us want to produce high quality work and grow in skill and knowledge. When supervisors are able to motivate subordinates, it results in an increase in their desire to be productive and successful. Determining what might motivate an individual can be a challenge. Individuals who share many characteristics may be motivated by very different incentives—even those who work in the same environment, on similar tasks. The best management strategies develop from a foundation of understanding which motivator corresponds to the reward valued by a particular individual. There are five motivational conditions, each with an attendant reward expectation (see Figure I.1. Motivational Conditions and Rewards).

**Figure I.1. Motivational Conditions and Rewards**

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Reward</th>
</tr>
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<tbody>
<tr>
<td>Achievement</td>
<td>Success</td>
</tr>
<tr>
<td>Anxiety/fear</td>
<td>Avoidance of failure</td>
</tr>
<tr>
<td>Approval</td>
<td>Praise/acceptance</td>
</tr>
<tr>
<td>Curiosity</td>
<td>Exposure to interesting work</td>
</tr>
<tr>
<td>Acquisitiveness</td>
<td>Tangible material benefit</td>
</tr>
</tbody>
</table>

To apply this base of knowledge, think about your own motivational conditions. What motivates you to succeed? Is it money, interesting work, or the camaraderie of the firm environment? More than likely, it is some combination of the motivations and rewards shown in Figure I.1. Motivation is a very complex issue and is influenced by a variety of...

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factors. For example, you may be motivated to do boring work if you have the opportunity to work with someone you really like, but that motivation may fade over time if the nature of the work does not change. Motivators do not remain static and are situational in nature. Supervisors may find that they have dissimilar experiences with a given person when they apply different motivation/reward conditions. The supervisor’s challenge is to identify the core motivators of each individual at a given time.

**The Impact of Management Style on Motivation**

Identifying what might motivate a junior attorney involves understanding what types of rewards he/she values. What do they want from their employment experience or from the supervisory relationship? The answers will guide you in assessing how to motivate this individual. Failure to consider the individual’s unique motivators can result in two supervisors having very different experiences with the same individual. Consider this scenario:

A group leader is trying to assess Joan’s performance for her formal evaluation. Reading over the evaluation comments, he is perplexed by the range of opinions among supervisors she has worked for. Partners A and B are the furthest apart in their assessment of her contribution. Partner A thinks she walks on water, using her whenever possible to organize complex research projects and outline core issues for his litigation team. Partner B’s assessment is just the opposite. He finds her approach to work too unstructured. On a recent project, he was annoyed when she came to him with question after question.

Partner A’s style of supervision is to give subordinates the broad parameters for an assignment, encouraging them to check in regularly to discuss progress and issues. He wants junior associates to learn to investigate a range of options, arriving at the core issues through discussions with him and others on the team. Partner B’s style is to prepare meticulous issue lists, to point the associate to the exact issues he believes are central to the research, and to describe specific expectations for the final work product.

Why have these partners had such dissimilar experiences with an associate who appears to be talented?

*What do you think motivates Joan?*

It appears that Joan may be motivated by curiosity and approval. She enjoys the hunt for information and is energized by the interpersonal contact of Partner A’s discussion sessions. She may be an individual who learns best through discourse rather than through written instruction. Conversely, she becomes unmotivated when given too much structure—going through the motions, but only producing the minimum required. In this case, Partner B’s style stifles Joan’s personal motivation to produce optimal work.
Which Partner was Right?

Neither Partner A nor Partner B employed the correct management style because there is no one correct course. But Partner A used a style of supervision that motivated Joan to produce her best work. Another associate might have responded more positively to Partner B’s style. You may wonder how you will be able to assess what might motivate a given individual, but it is easier than you might think. Employing two simple methods of assessment should provide you with the information you need to supervise effectively. First, you need to observe the individual, looking for the projects and supervisory style that seem to bring out the best in him/her. Second, ask one or two questions when giving an assignment, such as:

- *How can I help you do your best work on this project?*
- *What is your approach to this type of assignment?*

The answers should open a channel of communication between you and the assignee that will allow you to share critical information on expectations and working styles. Encourage the associate to describe the type of working environment that inspires him/her to do optimal work. Let him/her know your style of supervision and discuss the best ways for the two of you to work together. Arrive at a shared view of how to proceed so that each of you may use your time and skills most effectively. It is possible to impose standards of performance and set high expectations without destroying motivation.

Supervisory Style Self-Assessment

Partners A and B exhibited their own unique styles of supervision. There are many effective styles, but the most productive supervisors find that rigid adherence to one style may not yield the best results. It is useful to identify your instinctual style and consider ways it might be adapted to meet the needs of individuals who may require differing motivational conditions. You cannot be expected to completely change your management style for each person you supervise, but you should be able to modify your approach enough to yield optimal results. You begin by looking at the way in which you interact with others as you delegate assignments and monitor ongoing work production. Answer these questions:

- How closely or loosely do you manage those working for you?
- How much feedback do you give and on what are you most likely to comment?
- What would your subordinates say you value and reward most consistently?
- How do you reward those who produce top quality work?

You may find that you are not the best person to make this assessment or that you have incomplete information. Seek feedback from others who know you well and from those whose management skills you respect. Ask attorneys with whom you have worked or who have worked for you in the past to describe the nature of your supervisory style. Encourage them to discuss aspects of your supervisory approach that enhanced or
detracted from the experience. Researchers have found that it is possible to identify patterns of supervisory behaviors, predicting the way a person will behave as a supervisor and the rewards he or she will be seeking.

To gain a better understanding of your own style, see Figure I.2. Six Styles of Management\(^5\) for descriptors of six different approaches to supervision. These styles have been adapted to the realities of the law firm work environment using Daniel Goleman’s Emotional Intelligence model.\(^6\) They reflect my observations of supervisory behavior patterns most frequently in evidence in a large law firm. One of these types probably comes close to your preferred style. Look closely at who is motivated by each style and the perceived rewards of each of these supervisory personality constructs.

<table>
<thead>
<tr>
<th>STYLE</th>
<th>CHARACTERISTICS</th>
<th>Who is motivated by this style?</th>
</tr>
</thead>
</table>
| Visionary    | Inspires with enthusiasm and vision. Is self aware and empathetic. Places high value on communication. Can be impatient if others don’t share vision. | Approval  
Praise and acceptance  
Achievement  
Knows expected outcome |
| Coach        | Wants others to succeed. Tries to stretch others and help them grow. Listens to and nurtures team. May lose sight of the world beyond his or her team. | Acquisitive  
Access to stretch assignments  
Achievement  
Setting and reaching goals |
| Affiliative  | Seeks harmony and collaboration. Uses relationships to build loyalty. May fail to correct others and give criticism. Struggles with conflict and may be viewed as weak. | Approval  
Support and Guidance  
Achievement  
Valued member of team |
| Democratic   | Seeks consensus. Values teamwork and collaboration. Invites others ideas and encourages buy-in. May struggle to make decisions, particularly in crises. | Approval  
Success through teamwork  
Curiosity  
Responsibility to guide work |
| Pacesetter   | Works harder, longer than anyone. Sets high expectations. Quick to criticize. Rewards top performers with best work. May send message that others don’t matter. May have | Acquisitive  
Access to the best work  
Anxiety/fear  
Comfort of accessibility |


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| Commander | Sends message that I am in charge and accountable. Is clear about what he/she wants done. Gets things done in a crisis. May fail to communicate why team members are doing what they are doing. | Achievement  
Reaching established goals  
Anxiety/fear  
Avoidance of failure |

These categories are rarely static or as clearly defined as you see them here. You may exhibit some Pacesetter behaviors, but also some Commander behaviors. They are meant to provide structure to your assessment of your personal approach to supervision and to help you recognize how you motivate your subordinates. To this point, we have discussed the correlation between motivation and producing high quality work but we have not discussed exactly how it works.

**Using Motivators to Enhance Long-Term Performance**

Understanding the relation of motivation to outcome, much can be learned by studying the pattern that is suggested by the application of incentives/rewards in the work process. See Figure I.3., The Porter and Lawler Motivation-Performance-Satisfaction Model⁷, for a visual that describes the interrelationship between motivation and level of effort.

**Figure I.3. The Porter and Lawler Motivation-Performance-Satisfaction Model**

This model was developed to describe the motivations of managerial level personnel. It assumes that individuals place an inherent value on certain types of rewards, and their motivation to perform depends on the potential for them to receive those rewards. The higher the value placed on the reward and the greater expectancy of receiving it, the

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⁷ Adapted from theories presented in, Managerial Attitudes and Performance, Porter, Lyman W. and Lawler, Edward E., Homewood: Richard D. Irwin, 1968.
greater the effort expended. But the researchers also found that the level of effort employed did not always result in optimal performance. If an individual lacked ability or the quality of instruction was poor, there was a higher probability of substandard performance. Control can be exerted on the quality of instruction, the nature of the rewards, and the consistency of the rewards. It is clear that a supervisor can influence the quality of performance by understanding the motivation-reward equation for an associate. This is the kind of control that the supervisor exerts over the associate work environment.

**Summary**

Motivating others is truly an art. Finding the best way to motivate the attorneys under your supervision is the key to managing individual performance. Through constructive delegation practices, conscientious work monitoring, and the provision of meaningful feedback, you can motivate others to perform to the extent of their ability. These supervisory skills will serve as the foundation for excellence in overall associate management, mentoring, and professional development. Well-managed attorneys are motivated to continue developing skills to meet the firm’s evolving expectations and good managers are under less stress because they have a motivated, well-trained workforce in place.

**Key Points on Motivating Others**

- The quality of an individual’s performance is directly influenced by the quality of supervision he or she receives;
- Assessment of the quality of supervision is measured by its outcomes, e.g., optimal work product, appropriate skill development, effective client relations, functional team behaviors;
- Motivation determines productivity and motivators are unique to each individual;
- Supervisors have an instinctual style, with unique motivational conditions and rewards;
- The level of motivation exhibited is directly tied to the quality of instruction the junior attorney has received; and
- Improving one’s effectiveness in motivating others is a function of adapting supervisory style to the unique motivational conditions and learning style of the subordinate.
Practical Tips

Top Ten Tips for Project Management Success

Want to perfect your team’s project management skills to improve overall client service and effectively manage matters from beginning to end?

Here are ten tips for success:

1. Consider the matter thoroughly. Develop a project plan that defines the objectives, scope, timing, costs, priorities, and resources needed for each task.
2. Assign tasks to the appropriate team member. Assess capabilities, consider workloads, and design a distribution list with names and assignments to manage the team.
3. Be clear about the results that the firm needs to achieve with the matter. Communicate the goals effectively and be mindful of the project team members’ personality types as assessed by tools such as the Myers Briggs Type Indicator.
4. Brief project team members on the client’s interests and goals, how the specific assignments fit into the big picture, the deadlines, meeting schedule, and who to go to with questions.
5. Assess risks. Plan for uncertainty; prepare for the unexpected. Perform risk management with your team throughout the project and anticipate any new developments.
6. Monitor the progress. Hold regular team meetings, circulate an updated project plan with any pertinent information, and respond to questions or drafts.
7. Review, update and assess the progress with clients. Keep clients apprised of the matter’s progress and manage their expectations. Seek to exceed client expectations and leave them feeling delighted at every encounter with your team.
8. Debrief and communicate the final outcome. Use every success and every error as a chance to learn to do a better job. Don’t forget to thank the team and review the highs and lows.
9. Provide guidance and improvement opportunities through the use of in-firm project management training as well as upward and 360° reviews to measure the effectiveness of project managers.
10. Have an attitude of success both internally and externally. It’s contagious!

This organized approach to a matter allows your team to stay on top of the project during its various phases.
The GC as Manager: Hiring and Nurturing Talent

Sue Reisinger, Corporate Counsel

April 21, 2015

Lawyers tend to think of legal issues first and people second, but a general counsel leading a law department needs to flip that thinking around, according to Thomas Sabatino, the new general counsel of Hertz Global Holdings Inc.

Sabatino is one of three general counsel set to speak April 30 in Chicago at a forum on “The General Counsel as Talent Manager.” The event is co-sponsored by legal recruiter Major, Lindsey & Africa and by the law firm Sidley Austin.

“It’s a topic near and dear to my heart,” Sabatino told CorpCounsel.com. “Because it’s an important role that any leader of a law department plays in terms of creating value for employees and the company.”

The panel plans to discuss what general counsel hope will happen with their highest-potential people—especially when there is no clear path to the GC job. “What I feel most proud about is when I have someone who was part of my team and who has gone off and become incredibly successful,” Sabatino said.

He said it’s part of the GC’s job to “be preparing people to be successful in whatever role they take, whether it’s in another company, or hopefully in our own, and sometimes in a nonlegal role in the business.”

Sabatino has had plenty of experience in that job. Before joining Hertz, he was global legal and chief administrative officer for Walgreens Boots Alliance. He has also served as GC at United Airlines, Schering-Plough Corp., Baxter International and American Medical International.

One tool he uses is a talent management assessment. “I like to go off-site with senior managers and go through every lawyer in the department: What are their strengths? Are they high-performance individuals with potential? Are they good team players? Do they operate with integrity and the highest ethics? Are they committed to diversity?”

Sabatino says he then likes to create a “roadmap for success” for each employee, both lawyers and paraprofessionals, pointing out particular skills they need to be successful in the company. “For example, they can be great lawyers, but if they are not team players and good communicators, they may not be able to advance their career,” he said.

For hiring, Sabatino said he sometimes uses recruiters, but he also likes to develop a strong network of contacts in the legal community, especially in the corporate environment. “Having someone say to me, ‘Look, I know somebody who is excited about the possibility of moving to Chicago, is a great lawyer and would fit in well with our organization,’ is the most powerful way I know to find top people,” he said.

At Hertz, besides leading the legal department he also supervises human resources, facilities, real estate, labor relations, communications, government affairs and noncommercial operations outside of finance and IT. So he said he has been busy building new teams since starting at Hertz in February.

“I can’t do all the legal work myself, so I need people who will do it well and make me look good in the process,” he said.

Many legal departments are flat, with little room for promotion, Sabatino noted. In such cases, he advised, it’s important to allow people opportunities to develop new skills and take part in special training events.

Also slated to be on the panel in Chicago is Paul Williams, a partner at Major, Lindsey & Africa. “To manage a legal department effectively, or any group of people, requires special skill sets and special talents,” Williams said. “There’s growing recognition that lawyers, and GCs in particular, need to be increasingly focused on managing their groups effectively.”
Williams said keeping and motivating talented people is especially important in today's market. “The market is definitely heating up for legal talent,” he explained. “We are seeing a lot of competition among legal departments for top people.”

The culture within the legal department is a key factor, he added. “Do people interact? Are there opportunities for lawyers in different cities to get together? It’s also important to make sure compensation is aligned correctly and that a title reflect what a person’s role really is.”

The bottom line, he explained, is that people want to feel valued. “And having interpersonal skills is very distinct from having traditional legal skills.”

Also scheduled on the panel are Suzanne Bettman, general counsel and chief compliance officer of R.R. Donnelly & Sons Co.; D. Cameron Findlay, general counsel of Archer Daniels Midland; and John Sabl, a partner at Sidley Austin.

Findlay’s former legal team was one of Corporate Counsel’s Best Legal Departments in 2012, when he was GC at Medtronic Inc.
Learning How to Delegate

By Wendy L. Werner

IN SOME WAYS it should not be surprising that many a good lawyer is something of a control freak. Clients come to you to help them resolve situations that are outside of their control or expertise, and it’s incumbent upon you to help them through a situation of risk or potential loss—or to dig them out of a situation that has already arrived there or has the potential for heading in that direction. Opposing counsel is trying to do the same thing for their clients. If the situation is headed to court, a variety of other variables may be in play over which you are unlikely to have complete control, whether that has to do with scheduling or the judge. Under these circumstances, it isn’t surprising that you would want to have as much influence as possible over the elements of the situations that are in your control. Understanding that you probably have multiple clients, and therefore are handling a variety of matters, it’s unlikely that you can manage all of it strictly on your own.

MANAGING DELEGATION
This is where delegation comes into play. To whom are you willing to delegate work, how will you manage that delegation and how can you set reasonable expectations for results? Learning how to effectively delegate is one of the ways that you can exercise greater control over your time and realize greater profitability. So here are some questions that you may want to ask yourself when you consider what to delegate:

• What work needs to be done that can be handled at the lowest possible level? This is work that could be performed by a person whose hourly billable rate or rate of pay is considerably lower than your own.

• What work needs to be done that my client would prefer be done at a rate of pay lower than mine? This is work that could be delegated to an associate or junior attorney, law clerk or paralegal.

• What work needs to be done that I am not particularly good at doing or don’t enjoy doing? This is an area where you may want to hire or contract for other expertise, whether that is another
lawyer, accountant, payroll services, office management or human resources.

- What work is critical to my practice in terms of my accountabili-
ity? This might include dealing with calendars, trust accounts, billing, collecting fees, court appearances or filing deadlines. Is there anyone in my organization that I can trust with these crit-
ical activities—at least as the front-line contact?

**Not only do you need to help the person understand and complete standard work, you must also teach him or her about exceptions—at least how to spot them and whether to respond or bring the issue back to you.**

One of the most difficult things about delegating is creating a clear picture of the work that both you and the person to whom you delegate can see identically. When you are explaining a task or a project, often your view of it and the view of the person expected to complete it are not one and the same. This is where the “picture is worth a thousand words” adage is helpful but not necessarily sufficient. If you can provide people with a physical (or digital) example of the work, they can often model their work from that which you provided. But it is usually not the standard protocol that provides the chance for an error in execution. It’s the exceptions. The problem with exceptions is that they don’t follow stan-
dard procedure, and if you have been working with the exceptions for a long time, they likely have become a standard way of operating for you—but not necessarily for the person to whom you are now delegating that work. So not only do you need to help the person understand and complete standard work, you must also teach him or her about exceptions—at least how to spot them and whether to respond or bring the issue back to you.

**TRAINING AND REPORTING**

If you are delegating to free up time that is more valuable both financially and intellectually, you must be willing to invest in training for the person who will be taking over these respon-
sibilities, particularly if the work is in areas you do not excel at or enjoy doing. Determine if you have current staff who can learn the things that you don’t have the time or desire to do but that could enhance your firm’s efficiency or productivity. Don’t shoehorn the wrong person into an important role just because he or she has available time. If your current staff comes up short, it may be necessary to hire for the additional skills you need. Remember not just to add on; rather, take a look at all of the roles and responsibilities in your organization before adding staff and determine whether you need to shuffle some respon-
sibilities based upon the firm’s current needs. Your practice has probably shifted to some extent over time, and your support roles may need to as well.

Once you have found the right person to do the work, ensure that he or she has had the training to do it and that you have provided clear examples of the tasks and the anomalies to the processes. You have to create an adequate feedback loop. What are your reporting processes? Remember that even if you have delegated something, you are still and always will be ultimate ly responsible for any and all work handled on behalf of your clients. Regularizing reporting with frequent contact early in the process can help you ensure that you and your employee are reviewing the tasks that need to be completed and that they are being addressed in a timely and accu-
rate way. During the ramp-up of the learning curve for the person assuming new roles, make sure that you have both an open door and the patience to deal with someone who is in learning mode. If you aren’t receptive to questions and mistakes that may occur while the person is assuming responsibilities, he or she will never get up to speed and will not possess the confidence necessary to take work off your hands.

Remember that, no matter what, you still need to know what is going on in your practice. If an employee experiences an unexpected illness or, worse yet, resigns suddenly, you are the person who will be picking up the pieces. This is, of course, why no single individual in an organization should ever be considered irre-
placeable. So in the end, when it comes to delegating, you have to clarify the tasks, verify the person’s understanding, trust he or she is now able do the work and test the results. **LP**

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