

NABE-News

CALENDAR from www.nabenet.org

Communications Section Workshop

When: Oct 6 - 9
Where: Minneapolis, MN
"Make Tracks to
Minnesota. . .Where
Creative Ideas Run Wild!"
Click [here](#) to register online.

NABE Board of Directors meeting

When: Nov. 5 - 6
Where: Destin, FL

GR Section Workshop

When: Nov. 10 - 12
Where: Washington, DC

NABE Administration and Finance Section Meeting

When: Feb. 7 - 8
Where: Salt Lake City, UT

NABE/NCBP/NCBF

Midyear Meeting

When: Feb. 7 - 8
Where: Salt Lake City, UT

Bar Leadership Institute

When: March 10-12, 2005
Where: Chicago, IL

ANNOUNCEMENTS

WELCOME BACK!

I hope everyone had a pleasant holiday weekend. My niece, nephew and their families visited me so my normally quiet household had to accommodate four adults, three children (ages 5, 4 and 6 months) in addition to me and my two dogs! It was a lot of fun, but chaotic – isn't that what families are for?

OUR FLORIDA FRIENDS

While still recovering from Hurricane Charley, Florida was struck by Hurricane Frances, which left millions of residents without power and caused flooding along the inland rivers. The Lee County Bar Association, along with the Charlotte County Bar Association, The Florida Bar, and FEMA are scheduling attorneys to answer hurricane-related legal questions arising from Hurricane Charley and everyone is keeping a close watch on Hurricane Ivan. Our thoughts are with you during this difficult time.

COMMUNICATIONS SECTION WORKSHOP SCHOLARSHIPS

The deadline to apply for one of the two scholarships available for the upcoming Communications Section workshop is this Friday, September 10. Scholarship recipients will have the registration fee waived and receive \$500 to defray travel expenses. Application forms should be sent to Cynthia Kuhn, chair of the Scholarship Committee, at cgkuhn@dcbar.org or 202/626-3471 (fax). The application form and scholarship guidelines were attached to last week's NABE-News, or you can get them from Jill Werner (wernerj@staff.abanet.org).

WHAT'S YOUR LEARNING STYLE?

Last week, the Memphis Bar Association held a faculty development workshop for our upcoming Leadership Forum. Attorney Kathy Story, who is Associate Director of the Leadership Institute in Judicial Education at The University of Memphis, took the participants through the Kolb Learning Style Inventory, to identify the preferred manner in which we like to learn and deal with ideas and day-to-day situations. Kolb believes that learning is comprised of four basic processes: concrete experience, reflective observation, abstract conceptualization, and active experimentation (the learning circle.)

Samples of presentation strategies for the various processes are:

- Concrete Experience – recalling past experience; role-playing; demonstration/modeling; case studies; re-enactments; interviews; imagery work; simulations/game
- Reflective Observation – structured small group discussion; journals; formulating questions; asking learners who they react to a session or how they make connections to other learning
- Abstract Conceptualization – lectures, forms/charts/documents, flowcharts, readings
- Active Experimentation – role-playing; individual and group projects; hypothetical situations; problem-solving activities; debates by the learners

Combining these processes, Kolb identifies four learning style types:

- Divergers primarily use experiencing and reflecting. Their greatest strength is their imaginative ability and they are able to see situations from many perspectives. They are good at generating ideas and brainstorming, and tend to include emotions in decisions.
- Assimilators primarily use thinking and reflecting. Their greatest strength is their ability to create theoretical models. They excel in inductive reasoning and are less concerned with people than ideas. Where the plan does not fit the “facts”, they are likely to disregard the facts and keep working with the plan or theory.
- Convergers primarily use thinking and applying. Their greatest strength is in the practical application of ideas. They are best at tasks with a single correct answer or solution to a problem and are good at problem-solving and decision-making.
- Accommodators primarily use experiencing and applying. Their greatest strength lies in doing things and carrying out plans. They tend to be action-oriented and risk takers. In situations where the theory or plan does not fit the “facts”, they will likely discard the plan and try another approach. They are at ease with people, but are often seen as pushy and impatient.

How, you may ask, is this relevant to what we do in our everyday lives? (The question posed by a past president – a converger, naturally – at the training.) Think about Board, committee, or internal team meetings in which you’ve been involved. Does it seem sometimes as if the people are not on the same wave length? One person wants to throw out ideas, while another just wants to get to a decision, no matter what! Knowing and understanding people’s learning styles can provide leaders with information about the strengths and weaknesses of members of their group or team and help them design work groups appropriate to specific tasks; enable leaders to select members to complement or shore up deficiencies; help leaders deploy members in ways that capitalize on their strengths and give them opportunities for development in other areas; help members and leaders collaborate more effectively; and increase productivity. The ultimate goal is for each person to continually go around the learning circle, leading to more complex thinking and greater retention of information.

By the way, I was an accommodator, which did not surprise Kathy, as every bar executive she has known, falls into that category!

DEFINITION OF LEADERSHIP

At the training, Kathy shared the definition of leadership developed by Patricia Murrell, director of the Leadership Institute in Judicial Education: “Leadership is the capacity to identify and develop one’s resources, whether human or material. It further involves the ability to marshal those resources in realizing a vision, reaching a goal, or resolving a problem. It starts with who we are and moves to what we do. Learning and teaching are the most powerful tools in the leader’s repertoire.”