

Paralegal Training in New Hampshire

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Abstract

The purpose of this research is to examine the possibility of developing and implementing a post-hire, on-the-job training program for entry level paralegals in the State of New Hampshire. According to the National Federation of Paralegal Associations (NFPA), New Hampshire has no formal education or training requirements for paralegals. However, in recent years, states such as Washington, Utah, New York, and California have implemented specialized programs and training opportunities for non-lawyer legal professionals, namely paralegals. This research surveyed current working paralegals in New Hampshire on their experiences regarding their own training (if any) and their insights into what components they believe should be a part of a new training program.

Keywords: paralegal, training, career development

Introduction

Esteemed lawyer and law professor, Lester Brickman wrote “the development of a trained legal paraprofessional group is clearly an idea whose time has come” (Haemmel 1973, pg. 103). Fast forward fifty plus years and this legal paraprofessional group has come to be known as paralegals. “As defined by the National Federation of Paralegal Associations (NFPA), a Paralegal is a person, qualified through education, training or work experience to perform substantive legal work that requires knowledge of legal concepts and is customarily, but not exclusively, performed by a lawyer. This person may be retained or employed by a lawyer, law office, governmental agency or other entity or may be authorized by administrative, statutory or court authority to perform this work. Substantive shall mean work requiring recognition, evaluation, organization, analysis, and communication of relevant facts and legal concepts” (<https://panh.org/>). While a great deal has changed for paralegals in the past fifty years, one area that continues to be lacking is a formal in-house training program for entry level paralegals upon their completion of a paralegal studies program and their hiring into a working paralegal role.

Literature Review

In trying to determine the substance of a paralegal training program, I felt it best to start at the beginning and examine what the literature documented about the paralegal profession as a whole. Writing in the Fall of 1973, author William G. Haemmel documented that “the American Bar Association first organized a committee to deal with paralegals in 1969” (Haemmel 1973, pg. 111). At that time, the literature indicates that “the new, emerging paralegal or legal assistant is expanding the parameters of the law and the legal profession and new educational programs are evolving to help bring forth the new legal paraprofessional” (Haemmel 1973, pg. 103). From 1973 until the mid-2000’s, the literature is relatively quiet in regards to paralegal education and training.

In 2014, Elizabeth Chambliss, made it clear that in the forty to fifty years when paralegals were first discussed by the American Bar Association in 1969, the idea of educating and training paralegals is still very much a work in progress. “The idea of training paraprofessionals to perform simple legal tasks has attracted great interest in recent years among reform-minded lawyers” (Chambliss 2014, pg. 579). Slated to have started in 2015, after years of work, Washington State law schools and community college paralegal programs partnered to create a “Limited License Legal Technician” program, joining California and New York as states seeking to expand nonlawyer training and licensing (Chambliss 2014, pg. 580-581). Writing in 2014 for the South Carolina Law Review, Crossland and Littlewood stressed that the Washington State LLLT program is specifically designed for those “who meet certain education, training, and certification requirements” (Crossland & Littlewood 2014, pg. 611).

Furthermore, in 2018, after finding an “alarming number of people navigating the legal system without representation” the State of Utah created a new profession: Licensed Paralegal

Practitioner which, while limited in scope, is overseen by the Utah State Bar (Dupont 2018, pg. 16). Dupont found that there is a need for LPPs in the State of Utah and a survey found that more than 200 paralegals were interested in getting licensed as a LPP. The literature makes clear that the need to educate and train paralegals is not a new concept. In fact, the literature shows that States such as Washington, California, New York, and Utah have taken steps to create specialized programs involving their paralegals with focus on education, training, certification, and licensing. Additionally, all of the literature examined indicates that there is a need to training paralegals as demands for access to justice and legal representation increases. The focus, now, must shift to what components should be included in a potential training program for paralegals in New Hampshire.

Training New Hampshire Paralegals

Examining the literature for training program components, once again takes us back to 1973. Haemmel documented that “ABA standards require that an educational institution which offers paralegal educational programs must be accredited” (Haemmel 1973, pg. 111). However, there is no mention of any kind of specific, on-the-job training for paralegals after completing their education. It is not until the mid-2000s, again, that literature addressing training can be found, and even that material is not specifically aimed directly at paralegals. However, several parallels can be made between the located literature because it focuses on those that paralegals work for: lawyers.

In 2013, Neil Dilloff highlighted that, over the past several years, there had been a number of articles written discussing “the perceived gap between what currently is being taught in the nation’s law schools and what various practicing members of the legal profession believe needs to be taught” (Dilloff 2013, pg. 426). It goes without saying that if there is a disconnect in

legal education and legal practice for attorneys, there is almost certainly one for paralegals. Hence the need for a comprehensive, post-hire training program.

Writing for the Utah Bar Journal in 2019, Greg Wayment advised that, for a paralegal, experience is critical. Wayment further went on to state “once you get a position at a law firm, learn everything you can and constantly look for opportunities to expand your skill set. A lot of the skills necessary to be an effective paralegal are learned on the job” (Wayment 2019, pg. 64). While the literature varies widely in specific requirements for programs in other states, Dilloff, at least, gives a starting point for a potential training program. “In the ‘old days’, some law firms had an implied or express ‘grace period’ that typically lasted one to three months” (Dilloff 2013, pg. 431). While one to three months, might not sound like a lot of time, it is enough to at least develop a framework of a training program for a newly hired paralegal. While not specifically found throughout the literature, Wirya, Larasati, Gruskin, and Ferguson stated “training on selected skills necessary in performing their duties as paralegals is also recommended” (Wirya, et al. 2020, pg. 9). For today’s paralegal, those necessary skills would include training on case management software, drafting and legal writing, firm specific rules and regulations, and court room observation. Dilloff, once again, provides a groundwork in which to work off of “consider the education of a physician. In addition to medical school coursework, doctors go on ‘rounds’, discuss real-life medical problems, visit patients, observe medical procedures, and then have extended internship and residency periods” (Dilloff 2013, pg. 437).

A second major component to consider as a part of a training program is the area of ethics and professional conduct. Once again, the literature provides a groundwork to examine. In Utah, a Licensed Paralegal Practitioner must take and pass an ethics examination (Dupont 2018, pg. 18), while in Washington State, Limited License Legal Technicians have a set of Rules of

Professional Conduct that were developed by the Washington State Supreme Court (Crossland and Littlewood 2014, pg. 621) and are “subject to character and fitness requirements” (Chambliss 2014, pg. 587). Ethics and professional conduct are key tenants of the paralegal profession and, as such, will be key components of any training program. In a discussion of mentoring, which I consider a part of training, authors Kay, Hagan, and Parker state “mentors help lawyers learn basic skills of legal practice. They also communicate formal and informal rules that guide ethical decision making. As such, mentors play an important role in ethical and moral acculturation” (Kay, et al. 2009, pg. 70) which should also be the goal of any training program.

The last major portion of any training program must focus on Continuing Learning Education (CLEs) and professional development. The literature provides clear direction on this particular part of a training program. “A paralegal must strive to maintain integrity and a high degree of competency through education and training with respect to professional rules, local rules and practice, and through continuing education in substantive areas of law to better assist the legal profession in fulfilling its duty to provide legal services” (Anderson & Jeffs 2016, pg. 55). Additionally, Wayment surmises, “to be an effective paralegal you have to have the right attitude, experience, and education as a foundation. From there, effective paralegals are masterful at pulling from resources, constantly seeking to expand knowledge, and are always willing to take on new projects and responsibilities” (Wayment 2019, pg. 65). The literature clearly points to the fact that continuing learning education and professional development are keys to being a successful paralegal and, as such, must be components of any training program.

Concluding Thoughts

The literature used as a part of this literature review spans approximately fifty-one years, from 1969 to 2020. During that time, it is made clear that the paralegal profession was born into existence and given some semblance of direction and course. However, the literature also makes clear that only a few states have developed detailed plans to better educate, train, and license their paralegals for the benefit of the paralegals and of those they serve. It is evident that the time has come to expand training and personal development programs for paralegals here in New Hampshire. Using the examples of Washington, Utah, New York, and California a training program can and should be developed. The training program should focus on fundamental skills, ethics and professional conduct, and continuing learning education and professional development. It is evident, based on the number of years examined in the literature review, that a plan of this nature will take time, but the time is now to get the project started and off the ground. Training post-hire paralegals will benefit both the paralegals and the community in which they serve.

Framework for Analysis

The purpose of this project is to collect data necessary for the implementation of a post-hire, on-the-job training program for entry level paralegals in the State of New Hampshire. An examination of the literature reveals that how best to use paralegals has been an issue facing the legal profession since at least 1969 (Haemmel 1973, pg. 111). Secondly, the literature identifies that there is a marked disconnect between what is taught in a legal education and what is actually needed to perform one's job (Dilloff 2013, pg. 426). Lastly, the literature indicates that if specialized programs such Washington's Limited License Legal Technician (Chambliss 2014, pg. 580-581) or Utah's Licensed Paralegal Practitioner (Dupont 2018, pg. 16) can be successful, there is reason to believe that a training program for New Hampshire paralegals could also find success.

The information collected from the literature review was combined with the results from a quantitative survey of working paralegals from within the State of New Hampshire. This information will be analyzed using a multi-step process. The first part of the process will be to analyze the data through the lens of Campbell's understanding of Professional Development. Campbell stated "we live in a time that offers unlimited ways to access information, networks of people, and new experiences - in small bits and large doses. This is not the rigid, expensive professional development of the past - it is a bountiful smorgasbord of gifts we can give ourselves anything we choose" (Rosenthal 2015, pg. 337). From this mindset, data gathered from both the literature review and the quantitative survey can be processed in a manner that will allow for a comprehensive training program to be developed that keeps the needs of both the paralegal and the work environment in mind.

In conjunction with Campbell, the data will also be analyzed using Raelin's concept of Emotional Intelligence. Raelin defines Emotional Intelligence as "the ability to perceive, access, and use emotions to facilitate one's reasoning processes" (Raelin 2003, pg. 215). This concept is crucial because it requires that those being surveyed look within themselves to truly answer the survey honestly and, when put into practice, it would require a participant involved in the new training program constantly access themselves and look for areas to approve.

Lastly, the information from the literature review and the survey could lead to a separate framework of analysis. If the data shows that a majority of those surveyed believe a training program for paralegals is warranted, the next logical step is determining how best to implement said training program into an actual work environment. For this analysis, Kotter's Eight-Stage Change Process will be used to determine how to integrate the training program. Kotter's Eight-Stage Process "describes a highly structured step-by-step process...argues that an organization must successfully go through each phase in sequence" (Deszca et al. 2020, pg. 46). All of these concepts will allow for a thorough analysis of all of the data collected to ensure that the best results are brought forward to develop a professional paralegal training program.

The data gathered from the literature review and the survey will be shared in a variety of ways. The first being a presentation as a part of the LD850 Leadership Integrative Capstone. The information will be presented in an online fashion, via Zoom, and will be available to anyone who signs on to hear the presentation. Secondly, as a working paralegal, this researcher will be presenting his findings to his employer as a way to expand his own position, as a way to grow a potential paralegal internship program, and as a way to ensure that any new paralegals brought on board having a thorough training program to follow in order to be successful working in my office. Lastly, as a Director-at-Large for the Paralegal Association of New Hampshire, this

information will be presented to the full Board of Directors. As the sole organization in New Hampshire focused directly on expanding and enhancing the paralegal profession in New Hampshire, this information will be most beneficial to PANH. This information could act as a springboard to move the organization and the profession to the next level.

Methods

In conjunction with the literature review's analysis of successful paralegal programs in other states, I wanted to gather information from paralegals currently working in New Hampshire. Specifically, I wanted to gather information on their experience with training, insights into the overall concept of a training program and what components of a training program they believe should be incorporated into this study. While the literature shows the success of specialized paralegals programs and training from other states, gathering the insights of working New Hampshire paralegals is a vital component to any potential program brought online in New Hampshire. This information was collected in a quantitative manner, via a survey.

Participants

To gather this necessary and vital information, surveys were distributed to the Board of Directors of the Paralegal Association of New Hampshire. As accomplished paralegals in their own rights, this group of individuals represents a large number of paralegals working throughout the State of New Hampshire, covering a wide variety of experiences and legal practice areas. This group possesses advanced knowledge of the State of New Hampshire, the paralegal profession, and the demands of the New Hampshire legal system that are often placed on the shoulders of those paralegals. The insights that this group is able to provide deepens the knowledge and understanding of the paralegal profession which is critical in making a determination in regards to both a paralegal training program and what the content of that training program should be.

Materials and Procedure

The survey (located in Appendix A) was designed, distributed, and managed using the Qualtrics™ Survey Tool. Twelve surveys were distributed to the Board of Directors of the

Paralegal Association of New Hampshire. Before completing the survey, each potential participant was emailed an Informed Consent document, asked to sign it, and send it back electronically. From there, the survey was distributed via a Qualtrics™ mass email. Participants completed their surveys online with responses sent back to the Qualtrics™ system for data analysis.

The survey, itself, was quantitative in nature and consisted of twenty questions. Participants were asked limited demographic information, specifically focused on the numbers of years they've worked as a paralegal and their practice area. By design, no questions pertaining to pre-hire paralegal education programs. The remainder of questions focused on two major areas: personal experiences with paralegal training and insights into potential future paralegal training programs. Data collected from the survey is discussed, in detail, in the results section of this document.

Results

Of the twelve surveys distributed, six were returned completed and able to be analyzed for data. The results of the survey were analyzed through the Qualtrics™ Survey Tool. Results from the survey were broken down into three general categories, coinciding with how the questions were presented in the survey. These categories were basic demographic information, personal experience with training, and insights into future training programs for entry level paralegals in New Hampshire.

Demographic Results

Based upon the respondents' information in the completed surveys, the demographic information received indicates that the paralegals involved in this study are extremely qualified to answer more in depth questions in regards to training. Of the six respondents, all of them indicated that they have worked as professional paralegals for at least four years, with two of the respondents having over fifteen years of experience. Primary practice areas cover a wide array of legal fields from criminal prosecution, trusts and estates, real estate, small business, real property, and litigation. Additionally, surveys indicated that a full 83.33% of respondents work for more than one attorney, at the same time, during the course of their duties.

Personal Training Experiences Results

Data concerning personal training experiences was analyzed in two different groups, those that completed a training program and those that did not go through training. Data from the group that did not complete training was more robust, so that group will be discussed first. Survey responses indicated that 66.67% of the paralegals who answered the survey received no formal, on-the-job training when they began their career as a paralegal. Of the respondents who answered that they received no training, 75% indicated that an on-the-job training program

would have been helpful and beneficial to their development as a paralegal. Table 1 shows the respondents remarks as it pertains to what they would have wanted a training program to focus on:

Training should be focused on the procedural aspects of the position that are not taught in the classroom. For example: Estate Administration: what are the steps: meeting with the client, information necessary to prepare the appropriate paperwork, what paperwork needs to be filed with the Court (difference between the types of administration), IRS filings or information to tax preparers; what to do after you obtain an appointment from the Court; distribution of assets and closing out Estate (options including formal or informal accountings). office procedures
Specific training with regards to different types of cases. I.e. Personal Injury: what to look for when reviewing medical records, how health insurance liens work, how to construct a demand letter, what dates to deadline, etc.

Additionally, of the paralegals who received no training, 83.34% indicated that if they were deciding between two firms, the knowledge that one had a training program and the other did not, would either “somewhat” or “absolutely” impact their decision making about which position to take.

Only two paralegals responded that they received on-the-job training. Of those two, one reported that their training lasted less than a week the other reported their training lasted one month or more. One paralegal indicated that their training was conducted by a combination of working paralegals, attorneys, and a member of human resources, while the second paralegal simply responded “other”. Table 2 shows the paralegals’ responses when asked to describe that their training included:

How to access case files, where to look for information, how files are organized in the office, resources to use for answer, etc.
Direct instruction from an attorney in matters of law and direct instruction from paralegals in filling out forms, work flows, using software, firm policies and the like.

Table 3 shows the paralegals’ responses when asked to document what they wished their training focused more on:

Actual paralegal duties, I had to figure it out and create it on my own.
The concept and function of Law. It’s very important to understand why we’re putting the words in the forms we are or phrasing things the way we do. I believe that firms need to be open to training all levels of staff and understanding that it can be a very worthwhile investment. Because I have been trained in this way I am able to be a second set of eyes and catch errors before they go out in final draft.

When asked if their training was beneficial and helpful to their development as a paralegal, once answered “probably yes” and the other answered “definitely yes”.

Insights into Training Results

The last major category surveyed asked the paralegals to provide their own insights into the creation of a training program for entry-level paralegals. 100% of the respondents indicated that they believe entry paralegals would benefit from a post-hire, on-the-job training program.

Table 4 highlights the paralegals’ responses to a quote from the Utah Bar Journal in 2019 regarding paralegal skills being learned on the job:

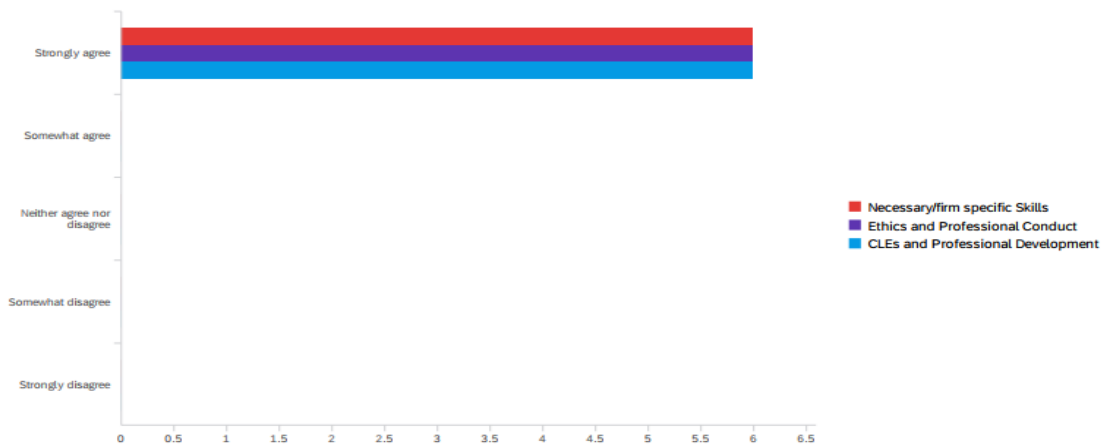
Please indicate your reaction to the following: Writing for the Utah Bar Journal in 2019, Greg Wayment advised that, for a paralegal, experience is critical. Wayment further went on to state “once you get a position at a law firm, learn everything you can and constantly look for opportunities to expand your skill set. A lot of the skills necessary to be an effective paralegal are learned on the job” (Wayment 2019, pg. 64).

Count

1 Strongly Agree	66.67%	4
2 Somewhat Agree	33.33%	2
3 Neither agree nor disagree	0.00%	0
4 Somewhat disagree	0.00%	0

Tables 5 and 6 document the paralegals’ responses to being presented with specific criterion of a training program:

Question Nineteen - It has been argued by this researcher that the three components necessary for a successful paralegal training program consist of: necessary/firm specific skills; ethics and professional conduct; and CLEs (Continuing Learning Education Credits) and professional development. Please indicate your level of agreement with each of those components.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Necessary/firm specific Skills	1.00	1.00	1.00	0.00	0.00	6
2	Ethics and Professional Conduct	1.00	1.00	1.00	0.00	0.00	6
3	CLEs and Professional Development	1.00	1.00	1.00	0.00	0.00	6

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
1	Necessary/firm specific Skills	100.00% 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	6
2	Ethics and Professional Conduct	100.00% 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	6

#	Field	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Total
3	CLEs and Professional Development	100.00% 6	0.00% 0	0.00% 0	0.00% 0	0.00% 0	6

Lastly, the paralegals were given the opportunity to provide their own, personal, insights into their selections in the above two tables. Table 7 documents their responses:

Please provide insight into your reasoning for your selections in Question...

Education is always important, no matter the position. You can always learn more and therefore contribute more. On the job training gives you a better understanding of how to use the skills you already have and implement them in every-day life.

Necessary/Firm Specific - every law firm has their own procedures; therefore, you need to know them in order to succeed within that firm.
 Ethics/Professional Conduct - this is a crucial function to being a paralegal. The paralegal and the firms reputation count on it. Professional Development - this is very important to maintain a current knowledge of the ever changing laws an procedures. Every employer should stress this importance.

Firm Specific Skills: Even a seasoned paralegal, when transitioning to a new firm, may need to learn the way "we do it" or the software the new firm uses. Because the software varies from firm to firm a training program is a must. Ethics/Professional Conduct: Although ethics are taught in secondary schools it cannot be stressed enough. Any firm would be remiss to not be supporting their paralegals education in this endeavor. It's a "best practices 101". CLES/Prof Dev: It is unfortunate that many law firms do not support their paralegals in professional development and continuing legal education. It is an important aspect of the paralegals growth. A paralegal that continues their education in this manner becomes more valuable to their employer.

I have seen that the more successful paralegals have had opportunities for continued professional development, on the job learning and ethics training be it through a mentor or other area. I have also watched newer paralegals leave the profession because the can't thrive due to a lack of these three reasons and I've seen driven, bright "newer" paralegals read the writing on the wall (realize they might be in stagnant positions) and leave those jobs for other growth opportunities too. Firms are one of the few professions (dental offices too) left where the mentor, mentee relationships can directly impact the ability of a company to generate income.

A degree in Paralegal Studies provides a broad overview of many different practice areas. A certification from an accrediting organization (NALA/NFPA) does not test a candidate's State specific knowledge, since they are national organizations. However, they do require ethics/professionalism knowledge. Therefore, an on-the-job training program and seeking out CLEs are super beneficial to the development of an effective paralegal because they help develop skills that a paralegal does not learn elsewhere.

Discussion and Analysis

Analyzing the surveys through the lens of Campbell's understanding of Professional Development and Raelin's concept of Emotional Intelligence leads the researcher to form several conclusions. First and foremost, the paralegals interviewed used Emotional Intelligence in order to be able to answer the questions in the survey and provide their insights. By doing so, their insights and experiences could benefit entry-level paralegals going forward.

Review of the literature and analysis of the surveys make it clear that a post-hire, on-the-job training program for entry-level paralegals is something that should be developed in the State of New Hampshire. The literature indicates that similar programs in states such as Washington and Utah have been successful and expanded access to justice in those states. Surveys indicate that 100% of respondents believe that entry-level paralegals would benefit from a post-hire, on-the-job training program. Likewise, to one degree or another, all of the respondents agree that most paralegal skills are learned on the job. Analysis of those facts would lead one to believe that a formal training program is the proper forum to teach those on-the-job skills that are vital to success as a paralegal and can't be achieved in a broader, educational setting.

Analysis of both the literature and the surveys indicates that any training program should focus on three major components: necessary/firm specific skills; ethics and professional conduct; and CLEs (continuing learning education credits) and professional development. Each respondent, in their shared insights in the survey, documented that these three components were most important to include any developed training program. With this information being documented in the literature and confirmed, unanimously, by the survey respondents, there is strong reason to believe that a training program, based upon those three components, would be successful in New Hampshire.

It should also be documented that this is a rather niche research topic, as a result, the participant sample for this study was small. Of the twelve surveys distributed only six were returned and available for analysis. However, each respondent was a Board Member for the Paralegal Association of New Hampshire, with their finger on the pulse of the paralegal profession in New Hampshire. Their surveys reflect this and the data gathered from them, albeit a small sample size, confirms the overall findings from the literature review that a paralegal training program, with clear and specific components, should be implemented in New Hampshire.

With these findings in hand, I believe that, if a training program is to be developed and implemented a change management plan should be utilized to ensure a smooth process. The data gained from the literature review and the surveys was analyzed through the scope of Kotter's 8-Step Change Model. From this understanding, Kotter's Model would provide a foundation upon which law offices implement training programs for their paralegals. While law offices are independent entities with their own policies and ways of doing things, a single source template from which everyone could initiate a change, could prove beneficial.

Conclusions and Recommendations

This research paper clearly comes to the conclusion that a post-hire, on-the-job training program for entry-level paralegals should be developed and implemented in the State of New Hampshire. A review of the literature shows that training for paralegals is not a new concept, in fact, the legal profession has been trying realize the full potential of paralegals since the late 1960s. The literature also shows that recent programs, such as Washington's Limited License Legal Technician and Utah's Licensed Paralegal Practitioner can be successful and have increased access to justice in those states.

Although gathered from a small sample size, a survey of professional paralegals from within the State of New Hampshire shows that current paralegals support the creation of a training program for entry-level paralegals and that most believe they would have benefited from going through a training program of their own. Secondly, the paralegals surveyed, overwhelmingly supported the three criterion of training garnered from the literature review. The timing of starting the work to develop and implement a training program of this nature is now. As this research paper is being written, New Hampshire House Bill 1343, Allowing limited legal services to be provided by certain paraprofessionals, was passed by the New Hampshire House of Representatives (<https://legiscan.com/NH/text/HB1343/id/2573538>). This means that the ball is already rolling, in a manner of speaking, towards allowing paralegals expanded roles within New Hampshire's legal system. A training program must be in place to ensure this potential program's success.

Given everything learned throughout the life of this research assignment, I would recommend two things happen immediately. First and foremost, the Paralegal Association of New Hampshire should meet to begin laying the groundwork of a formal paralegal program.

This should include discussions with supervisors at each paralegal's firm in order to gain the necessary/firm specific information necessary as a part of the criterion for any training program as well as discussions with other paralegals to expand on the program.

Secondly, I would recommend that a larger survey of paralegals be conducted. Given the time constraints of this assignment, there wasn't enough time to conduct a larger survey of paralegals from outside of the Paralegal Association of New Hampshire. There are hundreds of paralegals working in New Hampshire, their insights could be valuable to expanding knowledge and weighing the potential success of a training program of this nature. The ultimate goal of this research was to determine if a training program could be successful and if there was support among working paralegals to begin developing and implementing it in the field. A review of the literature shows that training programs can and have been successful and a small sampling of paralegals in New Hampshire shows there is support to grow this program. This leads the researcher to believe that, with a solid push in the right direction, New Hampshire could be closer than ever to realizing the "big picture" of this research.

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Appendix A

Thank you for agree to participate in this survey. The goal of my Master's Degree in Leadership Capstone project is twofold. First, to determine the feasibility of creating a post-hire, on-the-job training program for entry level paralegals. Secondly, if it is deemed feasible to create such a training program, what training materials should be included in such a program. Please note, at this time, this is simply for academic research purposes only and will have no impact on your current professional standing within your firm, organization, or agency. Please note that responses to this survey are confidential, if there are questions asking for a written response, please take care to limit the amount of personal information you share. For example, if a question asks about your practice area please answer "Corporate law" instead of "corporate law at XXX firm".

Question One:

How long have you been a paralegal?

- A. 0-3 years
- B. 3-5 years
- C. 5-10 years
- D. 10-15 years
- E. 15 or more years

Question Two:

What is your primary practice area? _____

Question Three:

How many attorneys do you currently work for?

- A. 1
- B. 1-3
- C. 3-5
- D. 5 or more

Question Four:

Thinking back to when you were first hired, were you required to participate in an on-the-job training program?

- A. Yes
- B. No

If you answered YES to question four, please answer the next several questions in regards to your training experience. If you answered NO to question four, please continue to question thirteen.

Question Five:

How long did your training program last?

- A. Less than a week
- B. 1-3 weeks
- C. 1 month
- D. 1 month or more

Question Six:

Who conducted the training?

- A. A working paralegal
- B. An attorney
- C. A member of Human Resources
- D. A combination of the above choices
- E. Other: _____

Question Seven:

Please provide a brief description of what your training included:

Question Eight:

What one thing do you wish the training program focused more on?

Question Nine:

What one thing do you think the training program focused too much on?

Question Ten:

Did your training program include practical experience such as handling mock cases or court observation?

- A. Yes

B. No

Question Eleven:

Did your training program include assessments to gauge your learning styles, team work ability, or personal reviews of your progress in training?

- A. Yes
- B. No
- C. Don't remember

Question Twelve:

Do you believe your training program was beneficial and helpful to your overall development as a paralegal?

- A. Yes
- B. No

If you answered NO to question four, please answer the following questions.

Question Thirteen:

Do you believe an on-the-job training program would have been beneficial and helpful to your development as a paralegal?

- A. Yes
- B. No

Question Fourteen:

What would you have wanted that training program to focus on? Please describe:

Question Fifteen:

Without going through an on-the-job training program, did you feel adequately prepared to assume the role of a paralegal in a law firm, office, or agency?

- A. Yes
- B. No
- C. Somewhat

Question Sixteen:

When you were first looking at jobs, if you were considering a paralegal position at two different firms, would knowing that one had an on-the-job training program and the other didn't factor into your decision making?

- A. Absolutely
- B. Somewhat
- C. Neutral
- D. Not at all

Thank you. This last series of questions are to gage your thoughts on the development and implementation of a training program for new hire, entry level paralegals. The idea is that this would be a post-hire, on-the-job training program.

Question Seventeen:

Considering your own journey and your experience, do you think entry level paralegals would benefit from a post-hire, on-the-job training program?

- A. Yes
- B. No

Question Eighteen:

Please indicate your reaction to the following: **Writing for the Utah Bar Journal in 2019, Greg Wayment advised that, for a paralegal, experience is critical. Wayment further went on to state "once you get a position at a law firm, learn everything you can and constantly look for opportunities to expand your skill set. A lot of the skills necessary to be an effective paralegal are learned on the job" (Wayment 2019, pg. 64).**

Do you:

- A. Strongly Agree
- B. Somewhat Agree
- C. Agree
- D. Somewhat Disagree
- E. Strongly Disagree

Please continue to the next and final page.

Question Nineteen:

It has been argued by this researcher that the three components necessary for a successful paralegal training program consist of: necessary skills, ethics and professional conduct, and CLEs (Continuing Learning Education Credits) and professional development.

Do you:

- A. Strongly Agree
- B. Somewhat Agree
- C. Agree
- D. Somewhat Disagree
- E. Strongly Disagree

Question Twenty:

Please provide insight into your reasoning for your selection in Questions Nineteen:

Thank you again for taking the time to complete this survey. Your assistance in helping me towards the completion of my Master's Degree in Leadership is greatly appreciated.

