The Law Society

– Future Skills –

for Law

Future Skills for Law

1. The future lawyer requires new skills and aptitudes

The future of work and the workforce is facing dramatic change driven by technology, globalisation, demographics, social values and the personal expectations of workforce participants (from Millennials through to 'post-retirement' older workers). According to Deloitte (2015), over the last 15 years, 800,000 jobs have been lost, but nearly 3.5 million new ones have been created. With these new jobs comes the emergence of new industries and the call for new roles and skill-sets within existing industries. 'Once and done' education and career models are dead, while lifelong learning and serial careers are taking off. The days when the majority of workers could expect to spend a career moving up or across the corporate ladder at one company are over.

Demographic changes have made the workforce both younger and older as well as more diverse. Younger generations harbour expectations for rapid career growth, a compelling and flexible workplace, and a sense of mission and purpose at work and are prepared to embrace serial employment to fulfil their needs.

Business is increasingly global and business models subject to unpredictable economic, political, social and environmental changes. Automation, changing client demands and the rise of new generations with different expectations of their career and their technology in the workplace will significantly alter the nature of talent required by law firms and in-house departments in the future. Legal professionals will increasingly find they need to embrace a broader role and legal educators will be challenged to revisit course content and the skill-sets promoted.

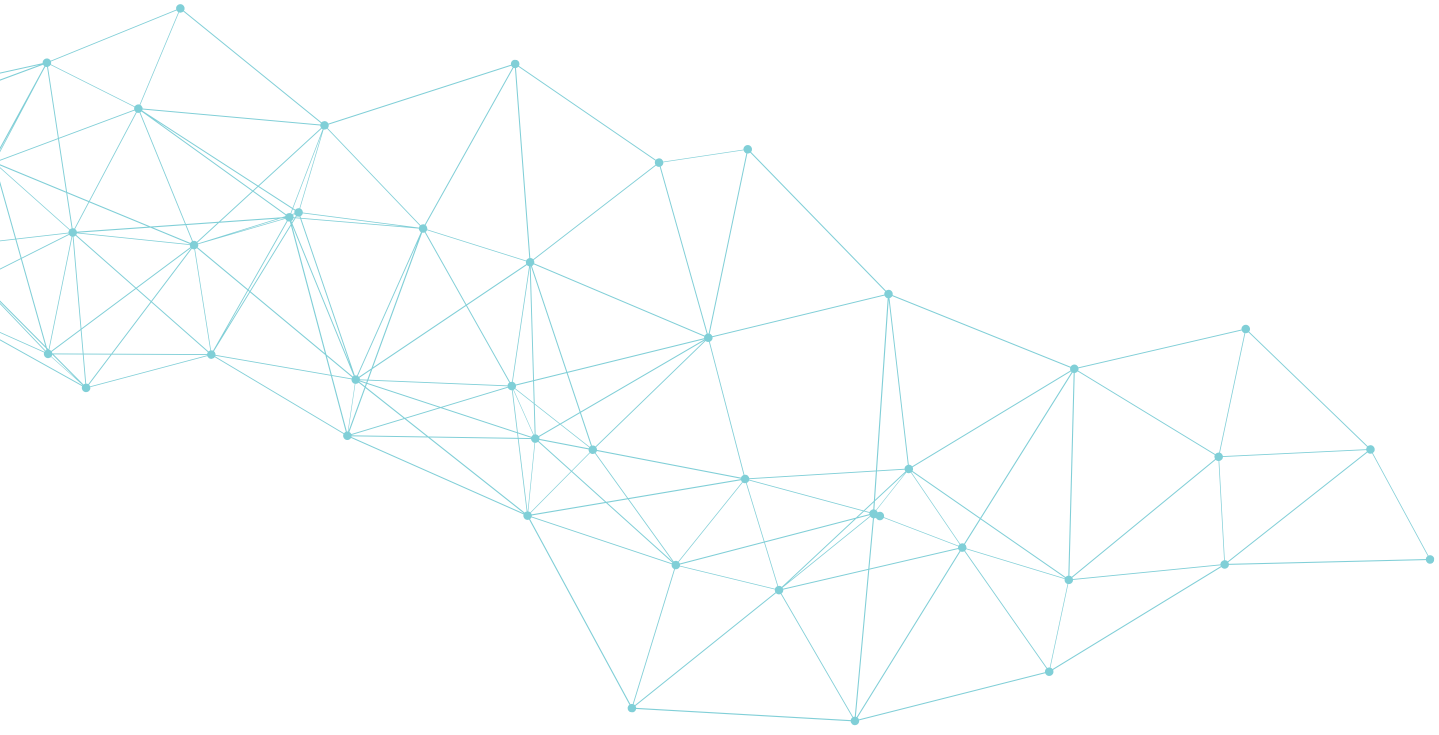
A lot of people are talking about the future of junior lawyers when routine document review and due diligence work is undertaken by machines – faster, cheaper and with greater accuracy than humans (Croft 2017; Lim 2017). Individuals speculate how future law graduates will gain the skills to perform as senior lawyers or partners with specialist expert knowledge if they have not gained this knowledge or experience on their journey through mundane, repetitive, tasks. This is an as yet unanswerable dilemma for legal education and training providers (established and emerging, including edtech). But, while debates around the future of junior lawyers abound, fewer people are asking about the fate of senior knowledge experts. When the current tranche of partners and senior lawyers retire and/or move out of the system, most people worry about how to replace them, fewer are asking whether we will need to.

Technological unemployment in the legal profession is predicted by Deloitte (2016a; 2016b), Frey and Osborne (2013) and BCG/Bucerius (2016) to name just three. Starting with routine jobs and individuals performing low-skilled, standardised legal work, in the long term this technological unemployment is predicted to move up the knowledge value chain. A Deloitte Insight report released in 2016 (2016a) noted that 'profound reforms' will occur over the next decade, estimating that nearly 40% of jobs in the legal sector could end up being automated in the long term. The result of progress in Big Data storage and analytics, in search and discovery systems, and in the development and adoption of artificial intelligence systems in the legal sector, will be fewer human legal roles overall and fewer generalist roles in particular, with new roles emerging such as legal process managers and legal technicians.

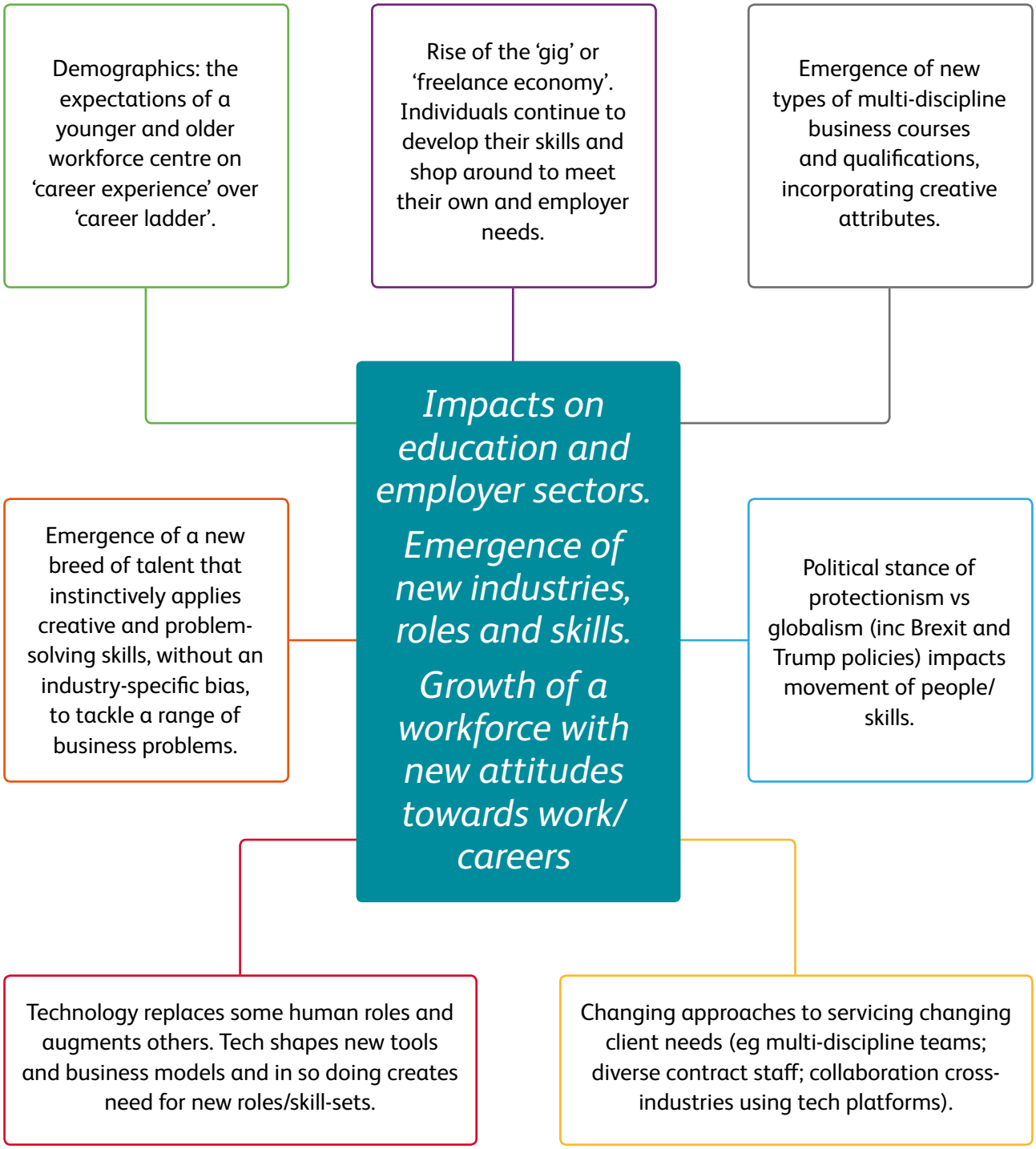
The earliest impact of technological advances is already being felt most profoundly by entry level lawyers (BCG/Bucerius 2016; Pistone and Horn 2016; Cohen 2016). Research by BCG/Bucerius suggests that legal-tech solutions could perform as much as 30-50% of tasks carried out by junior lawyers today. While adoption rates of these technologies by firms are currently low, that trend is unlikely to continue beyond the next five years and, in turn, the market will expect junior lawyers to perform work that cannot be outsourced or done by computers. So, in the short to medium term, new skills will be required in order for young lawyers to be market ready.

These changes bring not only challenges to those looking to enter the profession or to those training them so to do, but also to employers (be that private practice firms, in-house legal departments or other entities). Workforce planning too often has a narrow focus on internal employees only, excluding other dimensions such as the external workforce, material capacity or client interactions. Without the right people at the right time, place and cost, companies risk eroding their competitiveness. In a 2015 survey of CEOs by Accenture, 61% of participants said they are not well prepared to change the workforce skill and job mix to transition to a digital business (Fuchs and Silverstone 2016: 4).

Emerging signals indicate not only that the skills and roles of 'traditional' professions are changing, but that the whole concept of the 'career' is being redefined. Individuals who carry transferable skills and favour a portfolio of diverse career experiences are more marketable talent, but also less vulnerable to Pesce's (2016) observation that 'the middle years of the 21st century will feel a bit like musical chairs to anyone who tries to build a career. Every so often the music will stop, and another profession will have been eaten by increasingly-capable AIs'.



2. What is driving the change?



2.1 Technology

The World Economic Forum postulated that we will lose 5 million jobs to computers and robots over the next five years. The application of machine learning to the ever-increasing amounts of data being produced throughout the world will radically reshape the workforce, with few professions remaining unscathed. There is a 50% chance that machines will outperform humans in all tasks within 45 years, according to a survey of more than 350 artificial intelligence researchers[1] (Revell 2017). AI will master many activities a lot sooner, though. Machines are predicted to be better than humans at translating languages by 2024, writing school-level essays by 2026, driving a truck by 2027, working in retail by 2031, writing a bestselling book by 2049 and conducting surgery by 2053. Technologies that make jobs easier for many people may also make many of those jobs obsolete. Algorithms can now answer our emails, interpret medical images, analyse data, and more are emerging on the horizon. Bloomberg technology reports that whilst Google undertook 100 artificial intelligence projects in 2012, by 2015 this number had ballooned to 2,700 projects, and continues to grow (English 2017).

It is clear that commentators do not agree on the long terms abilities and impacts of cognitive computing for white collar and specialist knowledge jobs. A diverse set of views (some founded on evidence, others 'future gazing') predict that we are just two or three decades away from totally transforming the job market on a global scale – with anywhere from 50% to 90% of all human jobs replaced by robots. These robots are not the humanoid characters peppering blogs and news reports, rather, they can be divided between systems that work to extend physical labour and those that extend human cognitive powers. Debates about the future of work within an AI infrastructure are divided between: (i) those who advocate for general AI with the ability for machines to replace senior lawyers at the highest level of cognitive competency; and (ii) those who maintain AI will only perform effectively at narrow, specific tasks. This divide raises provocations around how we define intelligence and what it means to be a lawyer in the future.

Remus and Levy (2015) studied the automation threat to the work of lawyers at large law firms. Their paper concluded that putting all new legal technology in place immediately would result in an estimated 13% decline in lawyers' hours. The researchers broke down individual tasks into work likely to be strongly, moderately, or lightly affected by AI. Document review, for example, is easy to automate, but it is harder to do the same with negotiation or legal writing. Remus and Levy predicted that only about 13% of legal work will be taken over by computers within the next five years; in comparison, McKinsey (Chui, Makyika and Miremadi 2015) estimates that in fact 23% of a lawyer's job could be automated in that time.

Automation focuses on routine and standardisable, process-driven tasks, but can we describe senior lawyers' knowledge and skills as resulting from 'more of the same'? Spending thousands of hours in a room reviewing contracts and due diligence documents will familiarise individuals with certain practices and parameters. Is there anything in this intensification of routine that gives lawyers the complex analytic skills and reasoning, the abstract and creative problem-solving skills expected of a successful senior lawyer today? Removing routine and search tasks for which machines are infinitely better placed, permits a focus on the whole spectrum of different intelligences lawyers apply to their work and the new roles organisations will need to support the tasks outsourced to, or undertaken in tandem with, machines.

The Law Society's report *Capturing Technological Innovation in Legal Services* (Chittenden 2017) began to explore how law firms are utilising technology and process innovation to remain competitive in a rapidly changing world. Many of the machine learning and artificial intelligence systems that bring newfound efficiency to firms are evolving at a pace where we might start to speculate that the capabilities of these systems will, in the near-term, eliminate an increasing number of law firm roles. We are moving into the age of Automated Decision Intelligence (ADI) in which human and artificial intelligences are coming together to change, radically, the ways in which we analyse data and make decisions.

1 The survey, by the University of Oxford and Yale University, was sent to AI researchers who published in 2015 at one of two big conferences in the field – the Conference on Neural Information Processing Systems and the International Conference on Machine Learning. In total, 352 people responded.

2.2 Career expectations of Millennials and 'post-retirement' workers

By 2020, in Europe roughly one in five people will be aged 65 and over; in America it will be one in six. However, the majority of baby boomers are likely to work past traditional retirement age and many may start a whole new career in their 60s. The concept and availability of access to lifelong learning will enable older people to continually re-skill and extend their knowledge bases and, for many, this will mean what was expected to be a life spent working in one field becomes one of many. For Millennials this is an intended goal, but older workers in particular will be valued for the insights they can bring across experiences in different roles and industries.

A generational shift is taking shape as the concept of looking for the single career ladder or career trajectory gives way to the 'career experience'. According to the Pew Research Centre, Millennials now make up more than half of the workforce. This generation expects a mobile working environment, are fuelling the new 'freelance economy' and will, on average, spend no longer than 16 months with an employer. Millennials favour their personal goals above that of the organisation. This 'loyalty challenge' is driven by expectations for a rewarding, purposeful work experience, constant learning and development opportunities and dynamic career progression (Deloitte 2016c Global Millennial Survey).

Individuals born after 2000 will challenge traditions of academia, demanding more personalised learning programmes. Our educational system will need to meet the real-time, on-demand expectations of these young people and will need to design the curriculum for skills to nurture creativity, and curious professions. We not only need to decide how to educate future generations, but how far this extends past secondary level into CPD and professional education such as law.

2.3 Rise of the 'gig' and 'freelance economy'

Fuchs and Silverstone (2016) estimate that in three years, 44% of the workforce will be comprised of contractors or temporary internal positions and over three-quarters (79%) of this dynamic workforce will be aligned to dynamic projects rather than static job functions.

An increase in global interconnectivity puts diversity and adaptability at the centre of organisational operations – i.e. global companies not just employing people in locations where products and services are to be sold but integrating local employees and business processes effectively into the infrastructure of the organisation. This includes ad hoc resourcing and freelance and contract workers as needed to meet skills gaps and/or volume.

Alongside the decline of the partnership model, the rise of the freelance economy will act with technological advances to change the ways in which legal services are delivered, and these changes will require significant adaptation from lawyers and their businesses.

2.4 Protectionism vs globalism

A heightening tension between protectionism and globalism will impact the movement of people and the skills needed to service economies. Events such as Brexit and the policies of the Trump presidency, which seek to control labour and trade borders, will in association determine the national economy's access to skills. For some industries this will mean a serious skills shortage. Elsewhere countries will thrive by retaining local control of talent that might otherwise have moved to work in foreign companies. On the back of this we might expect to see pockets of expertise related to geographical hubs. Sudhir (2017) expects that 'each country will evolve and adapt toward its comparative advantage and natural specialisation; that evolution will continue to evolve as countries innovate'.

Right now, the nationalist, protectionist rhetoric is ascendant in the West; what is unusual at this time is the pairing of that reaction with the pace of technological change and the speed of economic upheaval. The West, which for several decades has benefited from free trade, has not been able to adapt quickly enough to benefit from the change without feeling the attendant pain through adjustments in the economy (Sudhir 2017).

Economically, technology will reduce geographic frictions, which will lead to greater long-term efficiency. The ability to work globally in virtual teams with divergent cultures, even when separated by geography, and still pull together cohesively toward common

goals, suggests organisations may use collaborative technologies to access skill-sets and counter protectionist trends.

2.5 Changing approaches to servicing changing client needs/expectations

Regardless of job title, organisations are building flexible, insightful teams that can jump in at any point from conception to execution. Tom Puthiyamadam, principal and global services leader for PwC, advises that 'to succeed, companies must break down silos, enable integrated teams to work together throughout the process and create clear specific goals'.

PwC call this philosophy 'BXT' – Business, Experience, Technology – 'it helps team members discover new ways to work and think about business, the user experience and technology... to think unconventionally, inspire creative solutions to complex problems and encourage seamless interaction' (Puthiyamadam 2017).

With the rise of multi-discipline creative teams, we are seeing a growth in super-structured[2] organisations where social technologies drive new forms of production and value creation outside of traditional organisational boundaries. In these organisations, concepts and work skills come not from traditional management/organisational theories but from fields such as game design, neuroscience, and happiness psychology. With proven success, these fields will drive the creation of new training paradigms and tools (Institute for the Future 2011).

2.6 New types of course and edtech

CB Insights, which tracks venture capital investments, estimated that more than $3 billion was invested in new education and learning start-ups in the first six months of 2015. Almost one third of this went into tools to harness video, new mobile learning apps, content development and companies targeting the corporate market.

TechCrunch reported that global investors had staked $8.15 billion in edtech companies in the first 10 months of 2017 (Emmanuel 2018). The interest in developing edtech is growing most quickly in Asia where pressure to get into prestigious universities is resulting in a willingness to invest in technology related to educational services. The Chinese government's 13th Five-Year Plan (2016-2020) aims to modernise China's education system entirely. One of the primary emphases is on the growth of online education. The Chinese government invested $1.07 billion in edtech startups in 2015 alone and has announced that it will invest an overall $30 billion in edtech by 2020 (Emmanuel 2018).

Individuals can now take a course in nearly any subject online, search for an expert video or podcast and interact with tutors or fellow learners (including in immersive VR environments). Platforms such as Coursera, Udacity and Udemy, offer learning opportunities at little or no cost that allow users to interact with experts in the field, learning what they need when they need it and in a way that fits their own schedule.

In formal taught programmes, colleges and universities in the US have begun to offer innovative courses geared towards promoting agility and creative attributes in business graduates:

- In 2008, the California College of the Arts created the first MBA in Design Strategy to 'foster the new type of creative leader' combining design, management, technology and production.
- The Illinois Institute of Technology allows students to pursue modules from two degrees simultaneously, including a dual Master of Design and Master of Business Administration.
- The University of South California offers an MSc in Integrated Design, Business and Technology. Instructors work in cross-disciplinary teams, using data and research to help students create a portfolio of problem-solving approaches.

2 To 'superstruct' means to create structures that go beyond the basic forms and processes with which we are familiar. It means to collaborate and play at extreme scales, from the micro to the massive. Learning to use new social tools to work, to invent, and to govern at these scales is what the next few decades is about. (Institute for the Future 2011: 5)

2.7 Emergence of a new breed of talent

A new breed of talent is emerging that finds professionals with cross-functional skill sets who can work across the digital spectrum of multiple industries. Careers are being and will continue to be re-imagined. Hoffman, Casnocha and Yeh (2014) contend that in the future workers will undertake a portfolio of assignments involving different skills and often in different organisations. For Gratton (2011), this means individuals who morph their careers, reinventing themselves to have multiple careers and often sliding into adjacent fields.

These individuals bring a wider skill set and more agility in an era of rapid societal, technological and operational change. The demand for such talent will put pressure on law firms. The firms will have no choice but to invest heavily in their best and brightest in all stages of their careers in order to remain competitive.

3. What new skills will be required?

Characteristics such as an entrepreneurial spirit, curiosity, creativity and strategic thinking skills could assume far more significance in the education and recruitment of future lawyers.

A number of surveys have asked CEOs and senior management to identify the skills they think will be critical to their own role and to their business context over the next five years. Accenture's 2015 study on the impact of cognitive computing in management, found that the top three skills managers felt they would need in order to succeed in their role in five years are: (i) digital and technology know-how (42%); (ii) creative thinking and experimentation (33%); and (iii) data analysis and interpretation (31%). Deloitte's *Brawn to Brains* Report (2016b) notes that in the future businesses will need more skills that include digital know-how, management capability, creativity, entrepreneurship and complex problem-solving.

According to the World Economic Forum (WEF 2016), future 'core' skills will blend the best of social skills (influencing, persuasion, emotional intelligence) with processing skills (active listening and critical thinking) and cognitive skills (creativity, mathematics). While findings from an Oxford Economics study (2012) suggest the following skills will be in the highest demand over the next five to 10 years: 'relationship building, teaming, co-creativity, cultural sensitivity, and managing diverse employees'.

There is an expectation that teams of the future will be multilingual: 'adept at understanding technology, fluent in business and able to contribute on the creative side. People with multi-faceted skill-sets will lead the digital age. Companies that embrace this new way of working and skill-building are creating the next generation of C-suite leaders'. (Tom Puthiyamadam, principal and global services leader for PwC, 2017).

One of the biggest challenges in developing future senior lawyers/firm owners are skills in communication, change management, influencing and people management. It is arguably only a matter of time before law schools will be forced to integrate a much higher level of communication, strategic management and design thinking skills into their courses.

Lawyers already utilise forms of cognition that involve many different types of thinking: deduction, induction, symbolic reasoning, emotional intelligence, short-term and long-term memory (Minsky 1982; Gardner 1993), but much of this can be masked by operational process and by volume or standardised review work. There is significant potential for high-skilled roles that involve repetitive processes to be automated by smart and self-learning algorithms and, in the short term, there will be a need for roles to support and manage this transition. We will see more emphasis on the trusted adviser who, in addition to providing core services, develops solutions to complex problems by integrating knowledge, expertise, creative visualisation, critical thinking and resources from multiple disciplines. Daniel Pink (2008) suggests that the future of workers in Western economies will involve doing work that others cannot do cheaper, faster and better, and that the skills and aptitudes required are those dominated by the right hemisphere of the brain (simultaneous, metaphorical, aesthetic, contextual and synthetic).

The skills likely required of future lawyers reflect those identified by the Institute for the Future (2011) as applying to all future workers – further supporting the notion of multi-disciplinarity, transferable skills and cross-industry working. These are:

- **Sense making:** the ability to determine the deeper meaning of what is being expressed.
- **Novel and adaptive thinking:** proficiency at coming up with solutions and responses beyond that which is rote or rule-based.
- **Social intelligence:** ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.
- **Cognitive load management:** ability to discriminate and filter information for importance, and to understand how to maximise cognitive functioning using a variety of tools and techniques.
- **Cross cultural competency:** ability to operate in different cultural settings.
- **Virtual collaboration:** ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.
- **Design mind-set:** ability to represent and develop tasks and work processes for desired outcomes.
- **New media literacy:** ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.
- **Computational thinking:** ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning.
- **Transdisciplinarity:** literacy in, and ability to understand, concepts across multiple disciplines.

Arguably, missing from the above are three key pairs of attributes for future lawyers: (i) **agility and adaptability**; (ii) **curiosity and imagination**; and (iii) **initiative and entrepreneurship**.

The impact of technology has meant workers have to be agile and adaptive to unpredictable consequences of disruption. It is crucial to be able to adapt and re-define one's strategy. Paul & Beach (1995) note how traditionally our education and work mindset has been designed for routine and fixed procedure. We learned how to do something once and then we did it over and over. Learning meant becoming habituated; now we may need to learn how to continually learn, bringing in a curiosity to expand knowledge and think in other ways. Wagner has found that even in corporate settings, business leaders are struggling to find employees who consistently seek out new opportunities, ideas and strategies for improvement.

The diagram over the page suggests the attributes that will be required of future law graduates in order to embrace and excel at the new skills and demands of future legal and professional service markets.

'The ideal worker of the next decade is 'T-shaped' – they bring deep understanding of at least one field but have the capacity to converse in the language of a broader range of disciplines'.

Attributes of the future law graduate

4. Challenges and opportunities

Government, business and society need to work together to support a dynamic workforce that is able to constantly re-skill and up-skill, revisiting education, career models and approaches to lifelong learning and work.

In the near-to-long-term, changes to the legal profession workforce (numbers, roles, skills, attributes) bring both challenges and opportunities for: (i) the legal sector and the Law Society; (ii) for law firms and legal departments; and (iii) for Higher Education and training providers.

4.1 For the legal sector as a whole (and the Law Society)

Challenges

- While the SRA's Solicitors Qualifying Exam (SQE) proposals safeguard the place of degrees in the qualification route to becoming a solicitor, they do not address the broader skill set (R-centred conceptual skills) likely to be required of those working to deliver legal services and neither does the broader regulatory framework.
- The sector needs to be better at assessing and anticipating changing skills needs (65% of the jobs GenZ will perform do not exist yet according to Manpower Group).
- A need for ICT specialists with knowledge of the sector to drive innovation and productivity. Support digital infrastructures and functioning of the digital ecosystem that will underpin the legal administrative system as well as delivery of legal services.
- Providing relevant incentives for workers and firms to re-skill.
- A need to identify what attributes the sector or particular areas of practice want to see from future graduates/employees.
- A need to understand the impact of the 'gig' and 'freelance economies', as well as increased automation and cognitive technologies – this will be critical to ensuring companies/organisations are able to manage the risks and opportunities of a dynamic workforce.

Opportunities

- Support individuals/members to practice and apply their learning in a variety of situations.
- Enable individuals/members to communicate about themselves and their ideas and develop their own narratives.
- Equip individuals/members to thrive in uncertain futures and navigate change.
- Partner with 'traditional' education providers to develop new course curricula.
- Partner with edtech to develop online modules and learning materials.
- Facilitate discussions/networking opportunities to discuss new roles and skills needed.
- Conduct research to better understand forces affecting workforce planning and skills.

4.2 For law firms and legal departments

Challenges

- Organisations/employers will be challenged to adopt new mindsets and rethink what learning and development mean in the context of their business.
- Corporate training departments must become 'learning experience architects', building a compelling and dynamic experience for employees and helping them learn how to learn.
- Law firms and legal departments should be building more internal knowledge-sharing programmes, developing easy to use portals and video-sharing systems, and promoting collaborative experiences at work that help people constantly learn and share knowledge.
- According to Prince (2015:1), within the next decade, fee pressures, rising staff labour costs

and lack of quality staff: 'will force firms to carefully examine their mix of services, industry concentrations and their positioning in the marketplace relative to their technical/consulting resources and competition. Industry, niche, and service segment profit centres will come under more pressure for better results as the competition stiffens.'

- Digital disruption and social networking have changed the ways in which organisations hire, manage and support people.
- Firms require better work organisation and management practices.
- Failure to keep up with changes in technology results in inequality (OECD 2016) and in the context of law that means a growing divide between the viability and prospects of big firms relative to small firms and between the employed and self-employed – with as yet unexplored potential for those who need support in resolving legal problems.
- Requirements for the 'non-legal' skills have implications for firms not only in terms of the types of training they will have to provide but also in terms of the need for them to engage proactively in workforce strategy for sustaining business goals (IFF 2011).
- How to create a career path when entry level jobs are automated? How do junior lawyers accumulate expertise when there are only top-level jobs left?

Opportunities

- As the competition for talent intensifies, one way to attract prospective employees is to offer them the opportunity to develop their abilities outside their area of expertise.
- Tackling skills mismatch, ensuring that firms fully use the skills of their workers through management practices that motivate workers and flexible work organisation which allows job content to be adapted or for workers to move to better suited jobs. This would enhance productivity and has the potential for reducing inequality (OECD 2016).
- We are approaching the era when the collaboration between humans and intelligent machines will be a source of competitive advantage for businesses.
- One of the major benefits of intelligent machines is that they encourage a change in management mindset from incrementalism to active experimentation and innovation.

4.3 For Higher Education and training providers

Challenges

- In the UK, the education system is focused more on the acquisition of knowledge than the acquisition of skills. Academic-type learning will need to be conjoined with opportunities to apply new knowledge and skills.
- In many cases educational institutions will require a major overhaul. They have to shift from being content-driven to problem-solving and leverage more flexible learning concepts.
- Higher Education (HE) institutions playing a role in qualifying solicitors could face increased pressure to do more to help prepare students for life in practice than is currently the case. Pressure could come from new education and training business models but also from students themselves – if the greatest impacts of tech advances are to be felt most profoundly at the entry level, and there are fewer jobs, then the increased competition amongst applicants could force the academic degree stage to do more to demonstrate 'employability'.
- Education and training providers will be forced to reconsider questions such as:
  - How will the course empower and prepare students for their future?
  - What kind of graduates is the course intended to develop?
  - What attributes might be lacking in law graduates and how can the course utilise a creative attributes framework to address this?

  - At what stage are creative attributes or non-law skills developed in the course? How will the course content make these attributes/skills explicit?
  - How are non-law skills such as creative thinking and problem-solving assessed?
  - How do students capture enterprise and employability learning on the course?

- Pistone and Horne (2016) suggest (in the US context) that the building blocks for disruptive innovations in higher education more broadly are materialising – through new business models and teaching pedagogies – all powered through some form of online learning. The more liberal regulatory regime in England and Wales creates more pressure, not less, than in the US.

- A broad challenge for the sector highlighted by American academic Brescia (2016) is that the more conceptual, right-hemisphere thinking that will be required in the future is not factored into legal education and training (LET) today. Today's LET is very much geared towards left hemisphere thinking (which is sequential, literal, functional, textual and analytic)[3]. This is an issue from preparation for entry into the profession through to the lifelong learning of incumbents.

Opportunities

- What the SQE leaves out – the ICT and complementary to ICT skills – will be an opportunity for firms, and those supporting firms, to ensure that new entrants are more broadly trained. It is also an opportunity for providers of 'lifelong learning for legal services delivery' by keeping ahead of the ways in which legal service delivery is likely to change and the shifts in skills needs.

- Subject areas for training to focus on:
  - Technology – to help lawyers get maximum value from available technologies; legal tech literacy[4]
  - Business acumen
  - Project management
  - Design thinking for business contexts

- New ways to learn skills such as using virtual reality, games etc.

Questions for the Law Society

- What role should the membership body play in encouraging HE providers to adapt and in shaping degree curricula?

- What role is there for the Law Society in developing infrastructure for lifelong learning such as alternative certification methods?

- What role is there for the Law Society in steering people to the skills the sector wants and needs – both in deciding to qualify as a solicitor and post-qualification? This could be by way of developing tools to assist with decision making[5].

- Should the Law Society draw from the developing role of trade unions and organise life-long learning for small firms and the self-employed?

- How can the Law Society promote better work organisation and management practices within firms?

- Should the Law Society be providing/facilitating provision of incentives for lifelong learning? What might these be?

- What opportunities are there for the Law Society to partner with traditional providers and with edtech to support the development of new roles and skill-sets in the profession?

3 Brescia (2016) has experimented with teaching these aptitudes in a law school through a problem-solving course applied to real-life issues with local partners responsible for developing policy.

4 Examples of tech upskilling sites: **https://www.futurelearn.com/**; General Assembly; Udacity; Coursera.

5 Examples for younger people today include: **https://public.careercruising.com/en/**; **http://www.skillsroute.com/**; **http://www.pathsource.com/start**; **https://www.naviance.com/**; **http://www.uvisor.com/**

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The Law Society's Horizon Scanning programme

The Law Society's Research Unit is currently developing a horizon scanning function looking at possible factors that might affect the legal sector (either directly or indirectly) over the next 15 years. The aim of this is to assist members in preparing for future changes that will affect the sector.

If you would like to be involved in our Foresight work, have ideas for emerging issues and/or have feedback on this report, please get in touch with: Dr Tara Chittenden, Law Society Research Unit, **tara.chittenden@lawsociety.org.uk**

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