

## **Delphi Questionnaire on Leadership Education for Law Students Context and responses**

**Following below are four items provided as background to the February 19<sup>th</sup> Roundtable on Leadership Education for Law Students:**

- 1) The letter of invitation and the questionnaire seeking the perspective of legal educators, leadership educators and lawyers about leadership education for law students.
- 2) The verbatim first round of responses which we received (31 responses from a wide range of experts) question by question, with the respondent indicated by letter (e.g. C, D, BB) so that you can track the answers of a single respondent.
- 3) The one second-round response that we received.
- 4) A very thoughtful e-mail about leadership education for law students received from a person invited to the roundtable and unable to attend.

Dear Colleagues,

The University of Maryland School of Law, in collaboration with the Academy of Leadership at the University of Maryland School of Public Policy, is exploring how leadership education can and should be integrated into law students' experience in Law School. The questions below seek to tap the perspective and experience of experts in the areas of leadership education, legal education, and the practice of leadership by those trained in law. You have been identified by our colleagues as someone with an interest and expertise in this area, and we are sending this questionnaire to you hoping that you will take the time to assist us and respond.

As you read the questions, please understand that we have in mind a broad definition of leadership, i.e. we do not assume that leadership is *only* leading from a position of authority, rather, we believe leadership skills can be utilized from virtually any position. Leadership can include individual skills, group skills, and personal balance. For lawyers, leadership can start within the context of law school and move to lawyers as leaders in society. Appropriate leadership may vary depending on context, including leadership within big firms, small firms, the private sector, the public sector, and the non-profit sector.

Your answers to the questions below will be compiled into a single document, with respondents' names kept anonymous. That document will be sent back to everyone who has responded, and, time permitting, we will invite you to participate in another round of questions and deeper level of inquiry. Please keep in mind that these are an initial set of questions, and that there may be many more in depth questions that it will be fruitful for us to explore later. The questionnaire will help us shape the focus of a roundtable discussion on the topic of leadership education in law schools, and will influence the curricula and related leadership experiences we hope will result from that roundtable.

Please do not feel that you need to answer all of the questions below. We would appreciate it, however, if you could answer those questions for which you have relevant perspective and experience.

Please send your response to Maria Roeper via e-mail: [mroep001@umaryland.edu](mailto:mroep001@umaryland.edu) by November 14, 2007.

Thank you so much for your assistance with this project!

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## **Leadership for Law Students' Curriculum Questionnaire**

### **Questions about leadership education:**

1. Do you think leadership education is an appropriate part of law school education? If yes, why? If no, why not?
2. What do you think the goals (i.e. impacts, outcomes) of leadership training for law students should be?
3. Think of several persons with a legal education whom you believe exemplify good leadership. (This can be leadership by title i.e. managing partner, or someone who shows leadership without positional power.) What are the skills and qualities that you think make these individuals good leaders?

### **Characteristics of Law Students and Legal Education:**

4. Is there something about the current law school experience that seems to you to contribute to lawyers being leaders? How do you think these experiences support "good" leadership practices and/or create obstacles to becoming a skilled leader?

### **Skill and Knowledge Questions:**

5. What aspects of leadership do you believe can be taught?
6. What do you consider the best processes and modalities for teaching and learning leadership in a law school environment? (Processes and modalities for

teaching can include work on theory, team projects, experiential learning, discussion of case studies, etc. Relevant law school learning opportunities can range from the classroom, externships, clinics, to extra curricular activities.)

7. What leadership theories do you think are most appropriate for preparing law students for leadership, e.g, theories focusing on organizational leadership, on personal qualities of a leader, on the ethical dimensions of leadership?

8. What content, skills and experiences would you include in a leadership course or curriculum for law students?

### **Networking and Resource Questions:**

9. Are you aware of effective leadership programs in the law? If so what are they? In particular, do you know of law schools that explicitly provide leadership education? Where?

10. Can you recommend other individuals whom we might pull into this process who might provide us with important perspectives or information?

11. What sources or materials do you think would be useful to enhance our understanding of leadership for law students?

## Responses from 31 individuals to the Leadership for Law Students' Curriculum Questionnaire

### (Questions are underlined)

1. Do you think leadership education is an appropriate part of law school education? If yes, why? If no, why not?
  - Yes. Very important if done in a creative, engaging manner. Many of the grads will be in positions where they will be looked upon as leaders yet they will not view themselves as such. Some preparation would be very important. → Respondent A
  - Absolutely, in fact we are in the process of developing a leadership course which will be forwarded to our curriculum committee for approval yet this semester. Lawyers are leaders in society in both formal and informal ways and many students while they may think they are leaders do not practice good leadership. → Respondent B
  - I am skeptical and need more information about what you have in mind. Leadership is a relative quality which results from the sum total of one's experience. → Respondent C
  - "Leadership" is a nebulous term for this purpose. The profession requires every lawyer to fill a role as a moral leader in that lawyers are expected to fulfill certain ethical standards that are not expected necessarily of others in the community. As a "gate keeper" to the justice system, a lawyer necessarily imposes some degree of those ethical standards on his or her clients and, as such, provides a form of ethical "leadership." As such, training on how to be a "leader" (if that means, training on how to convey a lawyer's professional sense of ethics onto others with which the lawyer deals) would be appropriate. (If "leadership" means, for this purpose, "leadership in a community" – "organizational leadership" in your terms -- that is less clearly a part of every lawyer's role in the profession, and such training is less essential to a law school program, regardless of the fact that it is otherwise naturally obtained and commonly found among many lawyers.) → Respondent D
  - Yes. We encourage students to be individual leaders, i.e., stand up for their rights and live in accordance with their values. We help them determine their values and personal ethics through a personal Code of Conduct that all students write in their class on Professional Responsibility. We have found that law students are often "not connected" to the legal profession in a way that makes it personal to them; therefore, we remind them that lawyering is not something you do—it's something that you are. We believe that, if they connect their own personal ethics and values to those that are required of lawyers, we will produce more ethical lawyers who lead by doing the right thing at all times.

We also believe that leadership in one's community is important, because lawyering is, in its essence, a public service. Therefore, we model that behavior by taking on community leadership roles ourselves. Faculty and staff at Cooley Law School are

expected and encouraged to be leaders in and to serve their communities. → Respondent E

- I do think it is appropriate and highly desirable. The legal profession traditionally has produced leaders in a broad spectrum of fields, from the law to business to public service and politics. Law schools should design courses and offer opportunities to develop leadership skills at an early age. → Respondent F
- As future lawyers are often (disproportionately) in roles of formal leadership, such as elective office, it is key that a greater proportion of them have education about the range of leadership is understood. This education may help some move from adversarial, transactional, and person-based models of leadership to experience and potentially embrace other adaptive, transformational and process-based ways approaching leadership. → Respondent G
- I am not sure because leadership is so contextual (to the challenges facing the entity being led) that I fear law students have too little experience in the law to bring any understanding in depth to the issues of leadership in the law. It might be worth trying a parallel experiment: doing a mid-career program as well as a program for law school seniors. A lot depends on how creative exploitation of what real world experience students of whatever age bring to discussions of the meaning of leadership. → Respondent H
- I think that leadership education is highly appropriate. I believe we are in something of a leadership crisis nationally. We need good leadership in law firms, civic organizations and in public service. Because lawyers are frequently involved in one or more of these areas, it is critical that we graduate lawyers with more leadership skills. Leadership is a characteristic that differentiates people in many vocations. To the extent that a law school can effectively develop leadership, it will be a differentiating characteristic for that law school as well. → Respondent I
- It's may be appropriate – the issue I have with leadership education in law school is just that so many law students have already received this education elsewhere. Whether its in youth social or religious organizations, college organizing and governance, workplace off-sites, or previous graduate programs, I think many students have already undergone more leadership education than they want. And after doing 1 or 2 programs, participants know that there's a rapidly declining marginal value in subsequent experiences. Not sure what kind of programs you're interested in, but because of our experiences in past programs I strongly recommend making them opt-in instead of mandatory. → Respondent J
- Yes, because (a) lawyers are often in leadership positions in organizations and society in general and (b) lawyers often have the opportunity to provide leadership even if they are not in formal leadership positions. → Respondent K
- Yes. Lawyers need to understand leadership on three levels: 1) how to lead their own lives (stay connected to their own values and goals, despite the external pressures of

the profession); 2) how to be a leader in legal institutions (this is where a lot of the conflicts arise, especially in law firm life – lawyers need to have tools to effectuate institutional change even when they do not have positional power); and 3) how to be a leader in the community. Lawyers have a lot of power in our society and leadership studies can help lawyers become aware of this power and hopefully, use it responsibly.

In marketing leadership studies to law students, it will be important to provide some basis for why it's important, and to point out the practical value. → Respondent L

- Yes. Lawyers often play an important role in forging or assisting other parties reach agreements. Many if not most civil cases are settled as are many criminal proceedings (plea bargaining). Thus, a lawyer serves his/her client well if he/she can forge high quality agreements. Leadership in its broader meaning is critical to achieving such agreements. → Respondent M
- Yes, I believe some leadership coursework would be helpful to law students. Since at least the time of Alexis de Tocqueville's 1835 Democracy in America, many close commentators on America have remarked on the disproportionate role that lawyers take in our nation's affairs. Lawyers hold, of course, virtually all judgeships in the judicial branch, but many lawyers have always been present in the legislative and executive branches of local, state and national government too. Moreover, today, many of our largest corporations and NGOs are headed by lawyers or at least by individuals who have been law-trained. If anything, lawyers may provide even more leadership in our society today than at the time de Tocqueville made his famous observations. It is thus unquestionable that lawyers are therefore asked to "lead" all sorts of public and private enterprises. Yet virtually nothing of traditional legal academic curriculum prepares lawyers to fill such roles. If law schools do not themselves fill such a gap, perhaps at least they should approve of cross-enrollment in business or other professional schools where law students who foresee becoming leaders might have some formal preparation. → Respondent N
- Yes. Many lawyers end up in leadership roles in our society, and the quality of their leadership would be greater, and their mindfulness as leaders would increase, if they experienced some formal leadership training, particularly as it helps them be aware of the way in which legal education hones skills that may not always be helpful to them in leadership roles (i.e. honing an incisive intellectual argument). → Respondent O
- A. Yes. By completing their professional education and passing the bar exam, law students automatically assume a leadership position, at least by education and status. Lawyers, of course, also actually serve as leaders in the more active sense—in the world of corporations, non-profit organizations, the legal profession, and in a special way in the systems of justice and government. Education for lawyers in the past few decades has become more academically focused. In doing so, it has unfortunately lost (albeit not necessarily) some of the emphasis on developing practical judgment that was a part of the older apprenticeship tradition of professional development. Some version of leadership education (perhaps combined with legal ethics, professional identity and skills development emphases as well) could bring genuine benefits to education for lawyers. It may be particularly appropriate as an element of courses that *integrate* the

academic, skill-development, and professional role and responsibility aspects of legal education as described in the recent work by the Carnegie Foundation for the Advancement of Teaching, *EDUCATING LAWYERS* (Jossey-Bass, 2007). → Respondent P

- I think this is an appropriate part of law school education because lawyers are frequently asked to take leadership roles and there is a body of work that can help these individuals be more effective in such roles. Lawyers should be familiar with the frameworks for leadership and be trained in this arena as a complement to the existing substantive legal education offered. → Respondent Q
- Yes. We can teach important skills necessary to leadership but it is much like teaching ethics. It appears amorphous but there are concrete skills that can be taught. → Respondent R
- Yes, I believe leadership education is an appropriate part of the law school education – probably in the third year. In my view it is an important compliment to the analytical and reasoning skills that are acquired through the study of the substantive areas of the law. → Respondent S
- Yes, it is a core part of first year in business schools. From my experience as a lawyer (1991-2007), I've seen the employment market change dramatically. Lawyers no longer follow specified "tracks" (e.g., big law firm, government, etc.). The hallmark of the global employment market is rapid adaptability to changing market conditions. Under the old model of working for a firm until partnership, perhaps leadership skills are less important. But today, our graduates can expect to be switching jobs and careers, and mixing law with X, e.g., law and business. In fact, I see the twenty-first century worker as essentially an entrepreneur, in the true sense of that word or an entrepreneur inside a larger organization. If firm organization and compartmentalization of job functions are breakdown, then our students will need a complete toolbox of "hard" and "soft" skills to generate production of activity. Leadership is an important, though ignored, skill. → Respondent T
- Yes. Leadership principles teach students to better understand the role that lawyers often play in developing, implementing and enforcing public policy. Understanding how to be an effective leader and how not to abuse power are important components of leadership education in law school. → Respondent U
- The question assumes that all leadership is the same. It is not. Different qualities are required of leaders of large firms and small ones, politicians, business and charities. I can only speak of law firms, and I do not believe law school education would add anything to preparation to lead a firm. Management training would be important, however. → Respondent V
- Yes, 1) because lawyers are often promoted to positions of leadership, 2) because they often assume leadership positions with professional and community organizations, 3) because everyone rightly expects more of lawyers, and 4) as the NY Times pointed out last weekend, lawyers are often elected to public office. Public Office is where

leadership qualities can have a significant impact—good or terrible-- on many people. (See recent column by Thomas Friedman about how a city councilman in NYC got together with the taxi industry to take steps to reduce pollution, to use hybrid cars, etc. This is a great example of the impact of a leader.) → Respondent W

- Yes. I think that as lawyers, we have an opportunity and an obligation to lead. Without training, however, it is not necessarily a natural thing. → Respondent X
- Absolutely, yes. Most attorneys are not equipped or trained to be good managers and mentors. This is quite apparent in the law firm setting. A lack of leadership and management training can impact client service and associate morale in significant ways. → Respondent Y
- Yes, Lawyers will be societal leaders, no matter in public or private roles. → Respondent Z
- I absolutely believe leadership education is an appropriate part of legal education. Today's law students are so frequently tomorrow's leaders, whether it is political leaders, heads of nonprofits, heads of corporations, etc. Yet, law schools as a whole do precious little to train tomorrow's leaders, other than an occasional brown bag lunch or extra-curricular activity. → Respondent AA
- Yes...It should be an integral part of any graduate program → Respondent BB
- Yes, I think it makes a great deal of sense. Lawyers probably have more positions of leadership in our society than any other profession. While business schools and public policy schools have integrated leadership education into their curricula, law schools, on the whole, have not followed this path. Lawyers often end up leading institutions or initiatives but have not had the benefit of any kind of formal education about leadership skills and concepts. The core law school courses do not reach these competencies. Law students are typically taught to determine whether something can be done – whether it is consistent with the law – rather than whether it should be done, which leaders must constantly do. I would think that opportunities in law school to “practice” leadership and discuss leadership in various legal and non-legal settings (where lawyers are employed) would be beneficial to students. → Respondent CC
- Yes, if only because many people in leadership positions are lawyers. But even more, people in the field of law could have greater benefit to society if they were trained in leadership knowledge, skills, and outlooks. → Respondent DD
- Yes. I believe leadership education should be a core part for all professional training. Almost by definition, being a professional includes some aspects of leadership. Like many professionals, individuals with legal education are more likely to end up in roles with high levels of responsibility. I also believe the older professions, like law, have an obligation to assume a leadership posture in society due the formal privileges afforded the profession. → Respondent EE

2. **What do you think the goals (i.e. impacts, outcomes) of leadership training for law students should be?**

- Prepare law students for leadership positions in their jobs. Get them to understand that problem-solving isn't always accomplished using an adversarial model. Prepare them to say "no" to clients or colleagues in a way where their opinion is valued and not simply written off as coming from a nervous lawyer. Teach them how to listen and empathize. → Respondent A.
- To be able to move people in directions they have never been before. It is important to draw a distinction between managing people and organizations and leading them. → Respondent B
- It strikes me that you are seeking to teach in a direct and formal way something like intelligence or wisdom or judgment. I don't think such an approach would have a high return. → Respondent C
- For the purpose of enhancing the lawyer's ability to apply his or her own ethical sense of the requirements and standards of the profession. → Respondent D
- Students should see themselves as leaders so that they make decisions about their own activities, values, career, and life choices in light of a greater good than their own personal satisfaction. They should be capable of self-reflection. They should also have a vision for that greater good and how their efforts contribute to it. Because lawyers are highly skilled people who have a resource needed by many of the people least able to afford their services, our goal (and hope) is to graduate students who are prepared to lead the community with empathy, compassion, logic, and integrity. → Respondent E
- An important element would be training young lawyers to see the importance of assuming leadership roles in their careers and as members of a well educated profession that has an obligation to give back to the community. → Respondent F
- If law students could move beyond theoretical foundations in leadership studies to have more active and possibly even experiential learning events, they will be able to see the potential applicability of theories to legal practice. Major goals are for law students to be conversant in different leadership models, have a sense of their own leadership competence, strengths and challenges, and experience with applying their learning about leadership to the legal context (perhaps in some form of social justice-oriented practicum.) → Respondent G
- A deeper appreciation of the nature of law practice in terms of business elements that are now critical to the management of any practice, public or private, and the role of law in society which I take to mean a grasp of jurisprudence as well as the location and purpose of a profession like law in modern society. This at least establishes a framework necessary for any form of leadership in law to take into account. → Respondent H

- I believe that the overall goal would be to graduate students who will be more effective in the world. I think leadership skills make one more effective in the business, civic and public service arenas. Perhaps an ultimate measurable goal would be that students of the law school assume leadership and exercise leadership more quickly, often and effectively than similarly situated students from other law schools. → Respondent I
- I don't have great performance measurement ideas for leadership training. In general I think the purpose is to encourage a group of people forced to be in one place together to establish a shared language and rapport they can rely upon for years to come. → Respondent J
- - a. Increased awareness of the opportunities to lead in and for the betterment of society and, if possible, a sense of obligation to do so.
  - b. Understanding/appreciation of the unique potential and qualities that each individual student brings to leadership (i.e., dispel notions of leadership as a "suit" one puts on as opposed to the unfolding and enhancement of one's uniqueness).
  - c. Understand differences between leadership and management.
  - d. Understand differences between leadership and politics.
  - e. Development of specific skill sets common to successful leadership (e.g., communication, negotiation, persuasion, managing differences ...) → Respondent K
- Some goals are:
  1. Self knowledge that allows one to be an effective leader.
  2. Awareness of leadership concepts that foster integrative results.
  3. An ability to exercise leadership in situations where there is no formal authority.
  4. Ability to operate effectively in high conflict situations. → Respondent M
- I am probably not qualified to answer this. This might be better put to a council of leading law school deans or perhaps a committee of outstanding law school faculty members, who are much closer to the legal educational process today and who could better weigh any such new course against the pressing demands of many other voices who clamor for time within the core curriculum of modern U.S. law schools.

I would also think that law schools do not need to "reinvent the wheel." Many business schools, military academies and other institutions already have well defined curriculum on organizational psychology, organizational management and leadership. Although the role of law and lawyers may give a different spin to such materials, we don't need to begin writing on an entirely blank slate to develop useful goals and desired outcomes.

Finally, many lawyers, after leaving law school, go through extensive post-graduate training on the job, whether in government offices, law firms, corporations or NGOs. It is in these roles that they are often asked to watch leaders at work (both lawyers and non-lawyers) and to grow into leadership positions themselves. It would be well not to take on too much within the formal three-year classroom-centered world of the law school, when there is reasonable empirical evidence that these many and diverse OJT experiences seem to do remarkably well in shaping lawyers into outstanding leaders. → Respondent N

- The goals should include heightened self-awareness; awareness of their own inner frameworks of thinking about leadership as well as a range of frameworks that might be effective; increased emotional intelligence; increased capacity to tap the perspective and gifts of others, particularly those who provide a differing perspective; increased contact with leaders; → Respondent O
- A. Goals could include: (a) broadening student's exposure to a different type of relevant academic literature; (b) developing and demonstrating professional leadership skills; (c) integrating academic, practical and ethical aspects of legal education; (d) open bridges to collaboration and non-adversarial problem solving (an under-explored aspect of legal education); (e) → Respondent P
- The outcomes should include more options for graduates of law programs to seek and find employment in leadership positions in public, private and non-profit entities. → Respondent Q
- Teaching students how to be the person in the room that people wait to hear from. If we can teach them to be thoughtful and credible and to effectively communicate those traits, we can enhance their path to positions of leadership – both formal and informal. This skill building goes beyond traditional legal analysis and we can add skills necessary to help them better deploy traditional legal skills more effectively. → Respondent R
- The goal of leadership education would be to help the students become aware of how you combine technical expertise with knowledge of how to accomplish your goals in working with other people. Mastery of the technical substantive areas of the law is necessary but not sufficient for success in your career/life. Leadership training helps round out the picture of how you work with other people to accomplish your goals. → Respondent S
- Because the core profile of a law school student is essentially a straight college graduate (perhaps a year or two off), they lack work and life experiences. The essential skill or lesson to teach is that their success depends on the success and support of others. Law school education, in my view, does not foster this understanding. Rather, the law school experience tends to be a monastic pursuit. On the other hand, business schools start with a different premise on leadership. They believe that socialization and leadership are important to an executive's career development. Accordingly, aspects of leadership and socialization are interwoven into the fabric of the education. For example, in my class at Wharton, the entire first year student body were grouped into "Learning Teams" of 4-5 for the entire year. Each Learning Team submitted assignments and projects that constituted a substantial part of each student's individual grade. In my experience, students accepted the program without complaint. I think law school can incorporate some aspects of leadership training. → Respondent T
- I think that students should be made aware of the impact of the work that they may do in the public policy realm even at the lowest rungs of government work. Students should be taught skills of effective leadership. → Respondent U

- At its most basic level, law students should be taught how to run a meeting, the importance of delegation and follow up, listening, feedback and public speaking skills. They should understand what motivates people to work in support of a particular initiative, how to work with folks that don't support the initiative including those who actively work to undermine the leader's goals. I am sure there is more, but that is what comes to mind. → Respondent W
- I think we do a pretty good job of teaching analysis, but I think that we need to be able to train students to be complex thinkers who come at problems with an openness to complex and long term solutions. I think that is that is the goal of leadership training – we will see students and lawyers to think about problems in different ways – and are able to embrace solutions that were not in their “toolkit” when they started considering the problem. I also think that it gives us the opportunity to train multi-cultural persons – they need to look outside their own comfort zone to find answers. → Respondent X
- List:
  - Better supervision and management of lawyers and their work assignments
  - Improved client service
  - Improved morale
  - Increased and more effective communication
  - More mentoring and training opportunities for young lawyers
  - Increased retention of associates
  - Greater buy-in from associates with respect to the firm's strategy and goals.
 → Respondent Y
- Principles (with examples) of leadership (vs. management) → respondent Z
- The goal should be to provide students with a basic understanding of the core competencies of an effective leader, and effective leadership. There is a robust body of literature, casebooks, and case studies on effective leadership. Leadership should also embody the capacity to work with diverse communities. As a result, one outcome should be the students develop a core capacity to work effectively with diverse communities. → Respondent AA
- Understand what it means to lead from an ethical center. Understand how to influence effectively with or without title/position. Understand ones role as a leader in the legal profession. Creating networks early on in one's professional development that will serve students well into the future. → Respondent BB
- Give students: 1) the concepts needed to determine what “ought” to be done in a given situation that go beyond the law. Such concepts would include economic, political, personal and ethical considerations; 2) exposure to different leadership styles and cases where lawyers demonstrated leadership (good judgment, moral conviction, and the ability to influence and work with others to move forward); 3) opportunities to exercise leadership and reflect on their experience. → Respondent CC

- Promoting a sense of commitment to the public good and learning strategies to use the law to create optimal outcomes, not just win cases. → Respondent DD
- In as much as leaders guide a moral code, and because law is such a central element of that discussion, legal education must consider how lawyers will be drawn into that discussion and be asked to perform a leading role in sustaining and developing our society's ethos and mores. → Respondent EE

3. **Think of several persons with a legal education whom you believe exemplify good leadership. (This can be leadership by title i.e. managing partner, or someone who shows leadership without positional power.) What are the skills and qualities that you think make these individuals good leaders?**

- Good listener. Someone who is balanced in their affect--not always a pleaser and not always a fighter. → Respondent A
- Ben Civiletti, Matt DeVito, Paul Strain, Ned Kelly. Intelligence, good judgment, forceful character. → Respondent C
- Legal ethicists; members of bar professional conduct committees; some judges. I suggest you are looking for people with experience and insight. → Respondent D
- Vision, respect for the rule of law, diligence, confidence in and respect for others, empathy, sense of fairness, self-aware, cultural competence. → Respondent E
- James Guest, President of Consumers Union, publisher of Consumer Reports.  
Jodie Bernstein, former Director of the Bureau of Consumer Protection, FTC  
Sol Linowitz, Ambassador to the Organization of American States

All were visionary, led complex organizations effectively by setting clear goals, being positive and highly ethical, leading by example and causing people to want to follow by engaging them and listening to them → Respondent F

- Though not a strong advocate of trait-based leadership thinking, one could at the Kouszes and Posner material on exemplary leaders to get one list---especially the notion of challenging the process, enabling others to act, and modeling the way. Those who tend to integrate leadership approaches most effectively are also reflective practitioners, capable of sharp emotional intelligence characterized by empathy for others. With this an understanding of more recent integral approaches where differences in how people are oriented to the world are key. Finally, those who not only appreciate social differences but are also competent in working with these differences are truly the leaders of the future. → Respondent G

- These individuals have a clear sense of the goals and challenges of their practice (i.e. insight, discernment) and the management style and structures necessary to move the practice in the right direction (i.e. address these challenges). → Respondent H
- The following skills and qualities make individuals good leaders:
  - The ability to develop a vision and strategy.
  - The ability to communicate well – this includes the ability to listen extremely well, write and speak clearly. Public speaking and presentation skills are a must.
  - A number of leadership attributes are outlined in Jim Collins’ seminal work “Good to Great.” This includes important character traits such as humility and the ability to inspire trust.
  - Good leaders possess a high level of emotional intelligence (the ability to manage and control one’s own emotions, to read emotions in others and to control and change the “emotional context” of a given situation in order to achieve an optimal outcome).
  - Good leaders feel a “call” to leadership; they are passionate about it. This is a calling about something that is more important than who they are as an individual – that what they are leading is more about the organization and all of the others in it than themselves. This notion of “servant relationship” is critical to instill.
  - The ability to make hard decisions. → Respondent I
- Modesty/Humility. Discretion. Responsiveness to audience. → Respondent J
- a. Sargent Shriver
  - Consensus building
  - Vision
  - Persistence
  - Grace
  - Optimism
  - Capacity to inspire
- b. Ghandi
  - Integrity
  - Commitment to Truth
  - Compassion
  - Strategic genius
  - Vision
  - Persistence → Respondent K
- Martha Bergmark, president of the Mississippi center for justice – holds a vision for the entire state of Mississippi, not just her own organization, and she draws in a lot of different kinds of people to implement and co-create her vision. Much of her leadership work is done behind the scenes (orchestrating good results without taking the credit).

Student leaders in the student hurricane network – a highly successful self-organized network that mobilized hundreds of law students to provide legal assistance on the

ground to Katrina survivors. The network is still going two years after the storm. Very little positional power or faculty support. They did it on their own. → Respondent L

- Roger Fisher (professor emeritus Harvard Law School) and his colleagues at the Harvard Program on Negotiation. They use concepts of interest-based negotiation to help parties forge high quality results which are based on the buy in of the various parties.

George Mitchell – demonstrates high quality communication (listening) skills and patience that allow parties in conflict to gain confidence in his role as mediator which in turn leads to quality agreements. → Respondent M

- I do not often distinguish between good leaders who happen to be lawyers or legally trained and good leaders generally. Great leaders can come from virtually any kind of background. Accordingly, I believe great leaders across the board probably have some combination of the following skills and qualities:
  - LIKING PEOPLE: A leader has to like being around people and working with and through people. It is a rare hermit or sociopath who can lead well.
  - INTELLIGENCE: A leader needs to be smart, both in analytical skills but also in what is now more popularly known as “emotional intelligence” to gauge and motivate people. The analytic skills, perhaps now more than ever before, need to be synthetic in bridging many specialized fields of knowledge.
  - VISION: A leader needs to have a clear vision of where he or she desires to take a group and then the ability to make that vision compelling to colleagues, members, shareholders, employees, etc. A leader has to be able to see beyond today to many different tomorrows and to articulate the paths and consequences of those choices.
  - COMMUNICATIONS SKILLS: A leader has to have oral and written communications skills, or else the leader’s intelligence and vision cannot be transmitted to others. This skill set must also include the ability to listen well, to sift conflicting data and opinions from advisors or constituents and to explain choices that must be made.
  - INTEGRITY: A leader has to be respected to be followed (unless one is leading only by fear and intimidation). Strong and consistent values – and faithful adherence to them – are essential to command respect from constituents and colleagues.
  - SENSE OF SELF: A leader is entitled to have doubts but nonetheless has to be sure enough of himself or herself to be able to proceed ahead and to move others to follow in spite of those doubts. Transparent insecurity weakens people asked to lead. Leading can often be a lonely task, especially in difficult times.
  - SENSE OF HUMOR: However, a strong “sense of self” also has to be leavened with a sense of humor and perspective. Much can and often will go wrong in most group efforts, and differences among group constituencies can often be tense and even divisive. Being able to laugh and to bring others to laughter with appropriate humor at the right moments is a blessed gift. Recall the remarkable presence and wit of

leaders such as Benjamin Franklin, Abraham Lincoln, Franklin Roosevelt or John Kennedy in U.S. history or of Winston Churchill in English history. → Respondent N

- I am thinking of two people who are well trained in law who have served in important leadership roles. One, now in his 90's, took over Alladin Industries when his father died, and headed it for 50 years or so. The other is a former law professor now serving as County executive near me. Both are exceptionally good listeners. Both have extraordinary capacities to learn, and appreciation for the talents of others. The elder man had an extraordinary liberal education and has remained very excited about the classics, about books, about ideas; The younger man is particularly keen in his dedication to opening his door to the underserved, to the ethics of service and truth instilled by his mother. He is quite shy, and because others don't realize how extraordinary his capacity to absorb what they are saying, and because he can sit with a question for along time before reaching a conclusion, others may not realize how powerful his attention. Both, now that I think about it, have extraordinary powers of attention. Both are ageless in their sense of what life requires of them now, and what is possible for them. → Respondent O
- A. Prudent judgment. Wisdom. Respectful being and doing. Personal integrity—an integration of values and action, of the inner and the outer. Personal courage. An ability to help develop a group vision and bring the group back to that vision in its day-to-day actions. Great communication skills. A deep appreciation of, and facility in “timing” — recognizing when an issue is ripe for action, when more deliberation or outreach is needed, when dramatic or quiet steps are called-for. A strong grounding in personal values and commitments. An understanding that the means often are the ends. A capacity to touch and bring out the best in other people. One who understands the power of silence, and of action. A strong commitment to the values of democracy. Self-awareness and self-reflection as keys to personal and leadership growth. → Respondent P
- The individuals I know are very organized, have strong implementation skills, are good listeners, have strong ties to communities in which they live and are driven by a strong sense of responsibility to help find solutions to pressing problems in society. → Respondent Q
- Their ability to communicate and their willingness to mentor. In addition, they were all fearless in pursuing their vision of a more humane, inclusive and supportive environment in which to practice law. → Respondent R
- The skills and qualities that make people good leaders include the following: listening to and taking in others; genuine interest in what others are saying; ability to communicate clearly and succinctly; ability to prioritize tasks and how you spend your time; emotional intelligence to be able to “read” situations; honesty; interest and passion in what you're doing and ability to motivate others; congruence between what you say and what you do. → Respondent S
- An understanding that the success of others is your success.

An ability to explain a mission and have other buy into the mission.

An ability to communicate, to disclose problems, and an openness of new ideas. → Respondent T

- These leaders tend to be bright and hard-working. They also are charismatic and gregarious. These leaders interact with people in a way that makes the other person feel valued and respected; these people often seek and gain consensus even among colleagues or constituents with varying opinions and ideals. These leaders are morally upstanding yet compassionate about others' mistakes or failings. → Respondent U
- They have excellent inter-personal skills, are well-respected professionally, and have guts. → Respondent V
- The folks I know do all of the above. In addition, they don't have egos, aren't worried about taking the credit, and are very creative problem solvers(something that probably can't be taught). → Respondent W
- They are extraordinary learners – soaking up new information and experiences at rapid rates. They are willing to try new ideas – so they are brave about failure. They are selfless – or at least understand that their success is contingent on the success of many others. Generally, they are either people of faith, or people with a deep river of values that guide their lives. → Respondent X
- List:
  - Excellent legal skills
  - Excellent listening skills
  - Strong team-building abilities
  - Willingness to invest time in the development of more junior colleagues
  - Willingness to provide prompt and honest feedback
  - Leading by example (in other words, teaching good management and leadership by exhibiting good management and leadership skills)
  - Patience for inevitable mistakes and learning curves (the lack of this trait is a real issue for many lawyers and keeps them from giving junior colleagues meaningful development opportunities)
  - Willingness to receive critical feedback from subordinates (i.e. If there is a problem with the person's management style that is hindering the working relationship)
  - Ability to focus on and bring out strengths and develop weak areas
  - Ability to delegate appropriately and avoid micromanagement
  - Ability to be introspective and self-aware
  - Willingness to give opportunities and credit to others
  - Having genuine concern and respect for colleagues
  - Enthusiasm
  - Integrity!!!! → Respondent Y

- Bill Clinton, Justice Brandeis etc. All had vision; could inspire/ motivate etc. → Respondent Z
- A List
  - Good listener;
  - Creative Thinker;
  - Inclusive Approach to Decisionmaking;
  - Not Afraid to Take Educated Risk;
  - Willingness to Rethink Assumptions and Be Proven Wrong;
  - Servant Leader → Respondent AA
- Understanding his/her role as a leader and the potential for positive impact when one's trained voice is used effectively for the greater good. (e.g. Thurgood Marshall from Brown v Board of Ed to the Supreme Court)  
Ability to stay centered and manage one's ego  
Ability to step back (from the frenzy) and reflect → Respondent BB
- Good communication skills, intelligence, vision, empathy, fairness, self confidence, passion about their goals, a sense of humor. → Respondent CC
- A whole lot of people in politics, including Bill Clinton. → Respondent DD
- A List:
  - Vision
  - Drive and self-management
  - Interest in the Common Good
  - Ability to empower others
  - Approachability/Respect for others
  - Optimism/Desire to Make things Better for all
 → Respondent EE

4. **Is there something about the current law school experience that seems to you to contribute to lawyers being leaders? How do you think these experiences support "good" leadership practices and/or create obstacles to becoming a skilled leader?**

- Clearly the intellectual training in law schools the strongest leadership prep that exists today. There's room for more teaching (largely emotional and social intelligence) but the intellectual training gives lawyers a tremendous edge on the leadership scale. → Respondent A
- Anytime law schools can provide opportunities for students to exercise leadership in and out of the classroom, with appropriate feedback and reflection, they should seek to do so. → Respondent B

- It is all part of the package. Course work seems the lesser element. Law Review, moot court, clinics, contribute more. The practice of setting goals, leading and inspiring team work are learned in these efforts. → Respondent C
- There is great tension between the lawyers' ethical requirements and his or her training as a lawyer, which imposes a standard of adversity and zealotry (in which ethical standards may serve as a restraint). → Respondent D
- My personal feeling is that the law school experience does not contribute to lawyers being leaders. The competitiveness, confrontational approach, and stress produce sickness. This is why we are striving to change the law school experience. → Respondent E
- The legal ethics courses create a strong sense of personal responsibility and professionalism which are fundamentals to developing leadership attributes. In terms of organizational leadership, there are opportunities in student organizations, advocacy groups, legal clinics and similar programs. There are internships that expose students to workplace leaders. These opportunities are not available to all, but certainly for some they give young lawyers exposure to leaders or the chance to lead themselves. → Respondent F
- The ability to look at issues from all sides is key to leadership. Inherently the balance between advocacy and inquiry is also likely important. Similarly the need to move between moments of negotiation and compromise at one moment and potential contentious adversarial approaches where judgments must be rendered may also be important to help lawyers assume leadership. → Respondent G
- I find it hard to identify much in the current law school experience that contributes to leadership. E.g. law school education rarely promotes teamwork and managing others that are basic skills of good leadership. → Respondent H
- I am not familiar enough with the current law school experience to comment on this. To the extent that the curriculum involves students working in teams, that would contribute to lawyers being leaders. Good speaking and presentation skills would also help. Opportunities to serve others in clinical or other settings would also support good leadership qualities and practices. Law school does teach people how to think well on their feet – this is an essential ingredient in leadership. → Respondent I
- I think law school creates obstacles to lawyers being leaders. I tend to agree with Kennedy that legal education is preparation for hierarchy – law students are naturally risk-averse and the process amplifies this sense. The law school outcomes are geared toward churning out students that judges and firms want – i.e., those already interested in follower drones carrying out their wishes. The fetishizing of Law Review is a great example of a lot of what's wrong with legal education. → Respondent J
- A list:
  - The rigor of the first year builds intellectual confidence.

- Study groups can build collaboration skills
  - Procedure can contribute to appreciation of and attention to process
  - Classroom can be a model for making one's reasoning "transparent" → Respondent K
- I graduated from law school over 20 years ago. At that time there was very little about the law school experience that contributed to lawyers being leaders. To the contrary, the experience beat most people down and rewarded only students with top grades, who often were highly competitive, greedy people. There were very few other markers for success other than grades. I believe that many law schools now offer students a more well-rounded education, including strong clinical programs. Clinical programs provide students with the opportunity to see themselves in the context of the community, and to gain practical skills in advocating for and with individuals and communities. This awareness about role and identity in relationship to clients, along with skills training, contributes to the formation of lawyers as leaders. → Respondent L
  - The traditional legal education of being a committed advocate for your client can have the effect of undermining collaborative leadership. A lawyer, primarily focused on outcomes for his client, can reinforce positional bargaining which often leads to low quality agreements. Some schools are beginning to provide negotiation and mediation courses which are steps in the right direction. While these mindsets are critical to achieving quality results, the ability of an individual to bring others into the process requires other leadership skills relating to communication, relationship building, gaining a better insight into oneself, etc. These leadership skills are rarely taught in law schools. One is expected to pick these up on the job. → Respondent M
  - U.S. legal education today (and for the past century or so) has been driven through the "case method," and most law students study the development of "the law" through reading case books filled with court decisions. This orientation places an implicit premium on disputes and dispute resolution and the "channeling" of human frictions – whether a shareholder fight, a claim over a technological innovation or even an international border dispute that flares into outright war – into legal frameworks to be managed "as a matter of law."

At least in western societies, there is a cultural comfort with invoking "the law" to resolve such disputes. That predilection automatically cedes power and authority to lawyers and puts them into circumstances where they are asked to make many critical decisions. I am therefore skeptical that legal education, as such, makes lawyers especially better qualified to exercise such power and authority except to the extent they are able to appeal to these talismanic cultural aspects of "the law" to rationalize their decisions and thus to convince others their choices are "right." → Respondent N

- I don't know much about current legal education, but I would expect that the attention to the quality of thinking and the rigor of thinking would be a plus for leadership skills. As would the ability to inquire, and listen with an open mind.

I expect, however, that the attention to solo performance, to intellectual power, and to debate skills leading to winning, would be an obstacle to exercising some of the

collaborative and engagement practices necessary to being a good leader. And sometimes the very bright “do not suffer fools gladly”—in my experience as a leader and a leadership educator, sometimes the seeming fools have a piece of perspective that is critical. → Respondent O

- A. Yes. One example is a well constructed course in Legal Ethics and Professionalism (that goes beyond just the rules of professional conduct *per se*). Well thought-out clinical courses; opportunities for internships; advocacy and trial practice (for skills development). The doctrinal courses too—one cannot be a good lawyer-leader without mastering the content base of the profession. Student-led groups. → Respondent P
- The current law school experience is too focused on numbers. I believe that good leadership practices can be cultivated through an expansion of clinic opportunities, through development of case hypothetical training based on real issues pending in the surrounding community for students to develop trial advocacy or moot court experiences, and through more programs that allow students to have contact with practitioners who are integrating law practice with leadership in the community. → Respondent Q
- The positive is that the process skills we give our students help them create change through advocacy and legislation. However, the negative is that the process of creating these skills is hierarchical and solo. Little team/group approach in legal education – very singular and competitive. → Respondent R
- I am not that familiar with the current law school experience – I graduated in 1969 and taught periodically during the early 1970s. I believe the law school experience provides a wonderful opportunity to develop and hone analytical skills and problem solving skills. I don't know about an obstacle to becoming a good leader, but if students feel that the reasoning, analytical and problem solving skills alone are sufficient, then they are missing something very important. The reasoning, analytical and problem solving skills when combined with an understanding of what motivates people, what moves people, and how you work with people to achieve a goal creates true influence and power. → Respondent S
- I think that many of the clinic opportunities allow students to exercise their leadership skills and, as important, to reflect back with their professor about how that experience impacted the client and classmates. Students also have the opportunity to take on leadership roles with the many student groups that exist on campus. Whether good or bad, these experience help young professionals test their leadership skills and hone them for future law practice. → Respondent U
- The Socratic Method imparts self-confidence and analytical skills. A good leader needs those skills. I know of no "obstacles" → Respondent V
- To the extent that students avail themselves of the opportunities to be in a leadership position while in law school, they receive a little bit of leadership training, but more important is the experience they have in running their organizations, setting an agenda,

working with others to accomplish it, learning that the devil is in the details and that delegation is key to getting things done. → Respondent W

- The art of being an advocate, at its core, is a leadership skill. I think law schools do a pretty good job at this. But, I think that the price we ask students to pay for that set of skills is to dis-engage that advocacy from their own values framework. I think that this, in fact, stunts their leadership capacity longer term. → Respondent X
- Law school can often be an “every man for himself” experience, which thwarts good team-building and leadership. Night students are less apt to be impacted by this phenomenon because they have careers that require them to manage projects or people and they seem better able to put their law school experience into perspective. For many students fresh out of college, the experience sets the stage for having a self-focused posture. This is not something we should want in a leader. In addition, most classes do not allow for a group or team dynamic where students could develop leadership abilities.

law schools could foster excellent leadership by offering leadership training programs as part of the curriculum and encouraging more group projects that require team-building and leadership activity. → Respondent Y

- The abiding perception is that leadership, like cultural competency, is one of those “soft skills” that is not sufficiently intellectually rigorous to merit substantial inclusion in a law school curriculum. Maryland Law has attempted to change the paradigm with the Women in Leadership program and the Leadership program. These programs are important efforts to change the paradigm. → Respondent AA
- My experience here is limited, but I do think there is so much pressure in law school life that it may be difficult for students to focus on their roles as leaders. The competitive environment may also play both ways...some students may thrive in competition, while others may experience the impact of competition as burdensome and therefore pull back from leadership. → Respondent BB
- I think to some extent individuals with a potential for being leaders self select to enter law school. But, law school also hones certain skills important to leadership, in particular, analytical thinking. Also, to the extent a law school offers students clinical opportunities it may provide them with opportunities to practice leadership, work with a team to accomplish something on behalf of a client or group of clients. At Maryland, in our clinics, students not only represent individuals in legal proceedings but also represent coalitions, draft legislation, and testify in the legislature in support of that legislation. On the other hand, law school may move moral and ethical concerns to the back burner and reduce student self confidence by its critical and adversarial approach to teaching. → Respondent CC
- Mediation training, internships in public service and community development efforts, but also the ability to represent someone and be persuasive on their behalf. → Respondent DD

- Law schools still do the best of any profession of promoting critical thinking. In addition, even the worst law schools develop graduates with superior writing and speaking skills. Law schools do attract and breed some arrogance and I think this blocks becoming a skilled leader. → Respondent EE

**5. What aspects of leadership do you believe can be taught?**

- Intellectual discipline (for sure), social intelligence (somewhat), emotional intelligence (somewhat), communication skills--both listening and talking (yes). → Respondent A
- The technical parts of leadership such as how to run meetings, set agendas, communicate etc., but perhaps more important the art of leadership can be taught in areas such as good listening skills, identifying visions and implementation plans, motivating people, and dealing with difficult people among other things. → Respondent B
- Not sure of any. → Respondent C
- Core ethical standards and their application to an attorney's practice and experience. → Respondent D
- Fairness. Just reading the cases in any Constitutional Law class will bring home that point.  
Self-reflection/awareness. This is not hard to do; it's just something that most law students aren't asked to do. They can do it and can make it a part of their life if you just ask them to do it.  
Respect for the rule of law. If law school can't do this, then it can't do anything.  
Diligence and respect for others can be imposed upon students, and they might "learn" those characteristics as a result, but I'm not sure.  
Vision. I don't think law school can teach vision. → Respondent E
- Ethics can be taught in the classroom. Other forms of leadership education named above are experiential, and students "pick them up" if they are alert to them. → Respondent F
- -self-reflective practice  
-leadership theory  
-leadership styles and profiles  
-feedback  
-servant leadership  
-integral theory  
-adaptive capacity (as opposed to technical solutions)  
-strengths-based, appreciative inquiry approaches  
-negotiations and conflict mediation → Respondent G

- Perhaps understanding the situation of different practices from vicarious experiences with different practices through b-school-type cases. → Respondent H
- I believe that most aspects of leadership can be taught. This would include:
  - Developing an appreciation for the characteristics of effective leadership. This includes an understanding of the distinction between management and leadership.
  - Training in the area of emotional intelligence.
  - Communication skills.
  - Strategic and visionary thinking vs. “transactional” thinking. This is a skill that can be difficult for lawyers.
  - Public speaking/presentation skills
  - An appreciation of the need to build and empower teams and the characteristics of highly functioning teams and team members.
  - To the extent you wish to train individuals to be able to lead lawyers, there is good learning available on the challenges that apply particularly to leading lawyers. → Respondent I
- I’m skeptical that aspects of leadership can be taught → Respondent J
- A list:
  - Listening
  - Persuasion/Storytelling
  - Negotiation/Collaboration
  - Dialogue/Facilitation/Reading Group
  - Emotional Intelligence
  - Leading for Results/Results Accountability
  - Leveraging Differences
  - Systems Thinking → Respondent K
- While some individuals have stronger instinctual leanings toward leadership, I believe that almost all aspects of leadership can be taught. It’s important for students to understand the teachability of leadership. → Respondent L
- All of the skill sets mentioned in 4 above can be taught. → Respondent M
- I defer to scholars of leadership education. I’m sure there are already good studies of what can and can’t be “taught,” at least in the classroom sense. → Respondent N
- I think people can learn practices that increase their self-knowledge, and they can also learn to seek input/feedback from others. They can also learn important frameworks that can guide their leadership practice, and to either give them the courage to follow certain of their instincts, or the wisdom to temper some of those instincts. Some of leadership can also be experiential. → Respondent O

- A. If teaching is understood correctly, all aspects of “leadership” can be taught. This does not apply to teaching understood as information transfer from expert to passive learner. Leadership can be thought of as a stance to the world, an attitude, an orientation. Such a life-stance can be modeled, can be absorbed through narrative and story and poetry, in addition to exploration of theory. It also includes to mastery of central skills of communication, collaboration, decisionmaking, group processes, self-awareness, etc., which can be taught in problem-solving, performance with feedback, writing with feedback, project development with feedback. → Respondent P
- Speaking effectively, understanding theoretical frameworks for leadership education, and Management of teams. → Respondent Q
- Organizational dynamics, leadership theory, ethics, management skills, personal negotiation skills, networking skills. → Respondent R
- It is true that leadership skills can be taught and it is also true that some people have a genetic gift (just like athletic ability, music ability, etc.) that helps with leadership. The aspects that can be taught would include: how to set and identify important goals; how to communicate in a succinct and compelling way; how to understand human/emotional dynamics; how to run a meeting; how to work with other people and delegate authority; how and when to make decisions, etc. → Respondent S
- I don't believe leadership is an inherent talent. Aspects of it can be taught (see above). → Respondent T
- Students can be taught about the components of effective leadership and how individual leaders capitalize on certain personality traits. Student can also be taught reflective skills so that they can self-evaluate their own methods. → Respondent U
- Very little, but toughness and integrity can be firmed up. → Respondent V
- Organizational skills, presentation skills, public speaking, listening and feedback skills, learning what motivates people. What can't be taught: courage and vision. → Respondent W
- I think that you can teach cultural competence, advocacy, self-awareness, and an awareness of complex problem solving skills. I think that you can teach people how to network, and build networks that can be brought to bear on problems. I am not sure you can, at the late time of law school, teach values. But I think that you can give people permission to live their values. And that makes a lot of difference. → Respondent X
- All items on the bulleted list provided for question 3, except for enthusiasm and integrity. → Respondent Y
- Ethical behavior, strategic thinking and acting. → Respondent Z

- I believe that virtually every aspect of leadership can be taught through a series of lectures, case studies, and practical, group exercises. Given the number of UMB grads in positions of leadership, there are a plethora of opportunities to observe leadership in action. → Respondent AA
- Most aspects if you think of leadership as a collection of behaviors such as influence, strategy, giving and receiving feedback, effective listening and communicating, ability to set direction/vision, plan, execute, develop self and others, identify and use one's talents effectively, etc. → Respondent BB
- Good communication skills, emotional intelligence (to some extent); an understanding of organizations and how they work, strategic planning, decision theory, team work, ethics (including theories of justice). There are three levels of knowledge that are relevant to this question, 1) understanding concepts; 2) being able to carry out the concepts; 3) incorporating the concepts into your practices. We can give students things to read about leadership but hopefully we can do more than that by giving them opportunities to practice leadership and reflect on the experience. We won't know if they will incorporate leadership concepts and practices in their careers but ideally exposure to the concepts and some practice with them will provide tools on which they can draw in the future. → Respondent CC
- Well, all of them. Much of the formal use of the word requires a leader to be a self-starter to be comfortable persuading and being in front of others. I think that form of leadership has some elements (drive, comfort with visibility, standing out, etc.) that are hard to "teach". But if you consider that there are many forms of leadership and that leadership does NOT need to look the way we usually talk about it (e.g., quiet leadership, intellectual leadership, etc.), then I think we can teach anyone how to find the form of leadership that will work for them. → Respondent EE

**6. What do you consider the best processes and modalities for teaching and learning leadership in a law school environment? (Processes and modalities for teaching can include work on theory, team projects, experiential learning, discussion of case studies, etc. Relevant law school learning opportunities can range from the classroom, externships, clinics, to extra curricular activities.)**

- I think case studies and experiential learning would be the strongest. → Respondent A
- All those mentioned are good but leadership instruction or mentoring does not always take place in those settings. It takes the student who is willing to exercise leadership and a professor/administrator/advisor to, when possible, work with students on effective leadership. Being the editor of the law review does not always translate to good leadership. → Respondent B
- I would think team projects and outside the classroom group efforts would provide more experience that would shape a leader. → Respondent C

- All such techniques are relevant; lecture – the most frequent tool found in law schools – is probably the least effective, while experience (real or contrived) is the best. → Respondent D
- Team projects, experiential learning, discussion of case studies, externships, clinics, to extra curricular activities, self-evaluation/reflection/awareness can all work. → Respondent E
- Case studies are traditionally used extensively in law school – our common law system is based on them. I think they could be used to teach different types of leadership. The study of cases could then lead to role playing in hypothetical circumstances to test the range of leadership types and responses to challenges. → Respondent F
- An integrated approach that integrates theory, practice, team process, and personal reflection is all needed. None of it will have any meaning if it cannot be applied to the legal context. → Respondent G
- Hard to harness extra school activities effectively and efficiently—probably good case studies are the best way to introduce students to an entirely different world than traditional law school pedagogy and analytical style. → Respondent H
- Processes and modalities for teaching should include work on theory, team projects, experiential learning and a discussion of case studies. I would think exposure to effective leaders in informal give-and-take sessions might also be appropriate. I think people need to see and internalize the rewards of leadership so it is something they will wish to pursue. → Respondent I
- Negotiation and mediation classes with a strong experiential component. More case studies that are interesting and lead to discussion; fewer cases. Note that any increased focus on case studies (which is supposed to replicate more of the business school model) must come with enhanced teaching and classroom discussion skills (which, at least in my experiences, are stronger and prioritized in b-schools more heavily than in law schools). I don't think that team projects will help teach leadership; some students merely learn dependency. → Respondent J
- A List:
  - Experiential learning (clinics, externships, hands-on exercises, team projects)
  - Reflection and feedback connected to experiential learning
  - Skill-focused learning -- identify and design learning experiences to cultivate specific behaviors/skills (learning = action)
  - Integrated curriculum – integrate the leadership curriculum across the domains of (a) individual, (b) interpersonal relationships, (c) organization, (d) systems → Respondent K
- Action learning – i would not spend too much time on theory but get students working on leadership initiatives on their own and in teams. This could include a classroom

component and field component. Leadership programs should be integrated into both “stand up” courses and clinical courses. An overarching theme is to help law students assess their role in the profession and society as leaders – not simply legal technicians.  
→ Respondent L

- All of the above are important. My experience in public policy school, which includes some law students in my classes, is that experiential learning (leadership/negotiation) exercises are very effective. → Respondent M
- Most of us learn best probably by “doing” whatever it is we are trying to learn, so leadership is likely best “taught” through means that will allow students to practice leading, as upperclassmen at U.S. military academies are asked to lead and guide their younger peers. As more law schools evolve toward the common business school pedagogical technique of group projects, law students are increasingly asked to work on a group basis, and such exercises are also minileadership experiences. → Respondent N
- Again, being naïve about the dimensions of legal education, it would seem at first glance that the clinics, externships and extra curricular leadership activities could be woven together with intentional leadership education in useful ways. → Respondent O
- A. See response to question 5 above. Leadership learning is particularly enhanced by good use of various learning modalities: collaborative learning, small group discussions and projects, experiential learning. Also important is to provide some learning scaffolding with theory, use of leadership biographies, etc. → Respondent P
- I think that clinics, team projects and dialogue are effective learning processes for law students. I do not think any particular method is best – it depends on the school, the community in which the school sits, and the resources of students – both in terms of time and flexibility in scheduling to allow for such experiences to be obtained. → Respondent Q
- We should look to business school for team approaches, case studies, organizational behavior etc. Focus on a theory course followed by a practical applications course that includes experiential learning. → Respondent R
- I believe it is a combination of many processes and modalities. The beginning would seem to be a certain amount of basic knowledge and information from an academic prospective – there are many fine little books from the business schools about leadership. But I believe that it is very important to couple that sessions live in a classroom mentors can actually talk about leadership and demonstrate it by their presence. I have in my life been very moved by people that both have an intellectual understanding of the principles of leadership and also have a congruency in how they act in demonstrating those principles. I think working in teams on projects in law school is an excellent laboratory to learn what does and does not work and then to discuss why or why not. Case studies are also helpful. → Respondent S

- More team projects and opportunities to work in groups. Voluntariness should be minimized, e.g., voluntary group formation. Also, we can have speaker series on leadership and career success.

That said, radical changes to curriculum would not be good. A gentle series of small changes would be more effective. → Respondent T

- Clinical experience is perhaps the best place to teach and learn leadership principles. Small team projects likewise can serve as opportunities for teaching leadership. If faculty supervisors are sufficiently involved and reflective, work in student extracurricular activities can be an opportunity for learning about leadership. → Respondent U
- I have no idea what a "modality" is; is use of jargon a leadership skill? Case studies certainly would be useful, if this is a skill that can be taught. → Respondent V
- Experiential learning through student organizations, discussion of case studies followed by role play, interviews with recognized leaders, opportunities to observe leadership in action. → Respondent W
- I think that it is important to link theory and practice. I think that you can do this in many many ways, and the goal is to provide multiple pathways to learning for students. There is no right modality – but the best learning is linked in some way. I think that problem solving with a team is necessary - or at least feeling PART of a team – at some point. But I also think that you have to finally stand alone at some point, too. → Respondent X
- Team projects, role play projects, case study discussions, learning about various management styles and experiences from more senior colleagues (what has worked, what hasn't) – we do all of these at the leadership training program that i help to manage for our firm and they are very well received).

Theory is useful (in theory) only to a point because every environment and individual is different. Therefore, one theory of leadership/management may work quite well with certain people or in a particular environment and not work at all with others. It is more about taking time to assess a personality type or environment and finding a way to achieve optimal results from that situation. → Respondent Y

- Case Studies → Respondent Z
- All of the above. It is critical that virtually all exercises be group exercises, because leadership is so much about working with others. Law school all too frequently reinforces solitary practices. → Respondent AA
- Anything that requires students to work together to get the best out of one another. While case studies are interesting and can provide ways of thinking about leadership, I

don't think you develop leadership skills without opportunities to practice and get honest feedback. → Respondent BB

- I think all of the above modalities are important but that it would be least effective to use classroom lectures and discussion alone. Some effort should be made to combine classroom learning with clinical opportunities, externships and extracurricular experiences where students have opportunities to practice leadership. In the classroom, Harvard Business School-type case studies would provide useful materials for discussion of leadership opportunities, decision making under uncertainty and decision making where there are competing objectives and different constituencies. → Respondent CC
- All of the above. → Respondent DD
- Team Projects  
Experiential Learning  
Case Studies  
Community Engagement/Consultation/Clinics  
Externships  
Extra Curricular Activities → Respondent EE

**7. What leadership theories do you think are most appropriate for preparing law students for leadership, e.g. theories focusing on organizational leadership, on personal qualities of a leader, on the ethical dimensions of leadership?**

- I have very little context here. It's hard to object to any of your suggestions. I do think the soft skills (to the extent they can be taught) need a lot more work in law schools. → Respondent A
- All the dimensions of leadership mentioned are important → Respondent B
- Not familiar with leadership theories. → Respondent C
- I reject the idea that organizational theories are relevant and assume we are discussing ethical dimensions alone. → Respondent D
- I think that many students are put off by or afraid of organizational leadership and they think that's what leadership means. Therefore, to reach everybody, I think leadership should focus on individual leadership—doing the right thing at all times. → Respondent E
- I think both types are important. Many graduates do not practice law and for them the organizational leadership is more likely. For leadership of the profession, it is a somewhat different orientation. → Respondent F
- -servant leadership  
-transforming leadership  
-organizational change, systems thinking approaches

-group behavior and process  
-human difference  
-ethics → Respondent G

- Personal qualities of leaders is a blind path because a leader has to adapt to the challenge he or she faces. So one practice might require entirely different qualities than others in order to lead successfully. Understanding organizations—with the help of theory—is critical. The ethical dimension should be inherent in everything, not explicitly taught—that has to be discovered by the student of leadership. → Respondent H
- I would think that theories focusing on personal qualities of leadership would be most important. Organizational theory would have to be done in a wide-ranging way. My experience is leading in the large law firm context and these organizations are very different from traditional corporations from a leadership/management perspective. Traditional organizational theory does not fully apply in a law firm context. I believe that effective leaders must have a strong ethical and moral compass. I tend to think that is more intrinsic to an individual than something that is taught. → Respondent I
- Not sure. → Respondent J
- Personal qualities of leadership  
Leading in organizations/systems  
Leading for Results → Respondent K
- All of these theories are important. See my answer to question 1. → Respondent L
- I see no reason to make such an artificial choice. “All of the above” ought to be taught. → Respondent N
- Strongest would be *Leadership Without Easy Answers*, by Ron Heifetz not only for the model of “adaptive leadership” that he espouses, but also the range of cases he uses, and his own explicit attention to the way that his training as a medical doctor and a musician have impacted his way of seeing the world. That opens a similar conversation with the law.

The attention to the inner dimensions of leadership is a strength of the work of Parker Palmer, as well as those who have explored emotional intelligence—Dan Goleman and others.

I am also an advocate of leadership education as a chance to broaden our ways of thinking so currently I am reading Jenine Benyus’ *Biomimicry* and works on neuroscience as resources in leadership education.

Martin Luther King’s “Letter from a Birmingham Jail”, explored as a leadership text seems to have lasting impact.

And finally *Reframing Organizations* by Bolman and Deal has a very thoughtful framework of the four dimensions of organizational life (political, structural, human, meaning) that seem to help leaders keep their attention on critical questions. → Respondent O

- A. All three of the approaches mentioned above have great value. Of those three, it is organizational leadership that probably has little or no current place in legal education, but should and can. → Respondent P
- Begin with theory; move into ethics; provide case studies involving lawyers who have been providing leadership in various settings – private practice, government agencies, non-profit organizations. Develop activities that give students a chance to provide leadership in accomplishing an assignment over a semester. → Respondent Q
- Organizational and ethics. But with a focus on the organization of law firms – a unique organizational structure. → Respondent R
- Seems to me that would need to start with a combination of personal qualities and ethics as a base for leadership. It is my belief that leaders can be “good” or “bad” depending upon the goal pursued. I am assuming that we want leadership that promotes some sense of a recognized societal good or some institutional goal. Therefore, I would start with the personal ethical dimensions and move into the organizational aspects thereafter. → Respondent S
- I think teaching theory is less important. I think experiential learning provides the best format. Theory teaching will then be another course format with readings in such and such, followed by test, etc. It becomes another course material. → Respondent T
- I do not have a strong opinion here and agree that all three of your examples are important. → Respondent U
- Ethics might be useful; legal content even more so. → Respondent V
- I really don't know. → Respondent W
- Yes all of the above. I think you need to understand organizations, so that you don't get lost in them. I think you need to understand yourself and what qualities you have that strengthen your capacity to lead, as well as hold you back. And – understanding the ethical struggles and intersections of leadership are critical as well. → Respondent X
- All of the above. Many law students know very little about organizational dynamics. Personal qualities are very important and ethical dimensions are a must. → Respondent Y
- Yes (all of these) → Respondent Z

- Again, all of the above, because some of our grads are leading organizations, while others are leaders in different settings. Ethics pervade all contexts of leadership, and there are many individuals whose leadership qualities can be very instructive. → Respondent AA
- All of the above! → Respondent BB
- I am not familiar with leadership theories. Of the ones mentioned, I think that ethical dimensions of leadership would be most important but others would also be valuable. → Respondent CC
- At the academy, we are working with OPM and NASPAA on developing curricula that foster the federally approved executive core qualifications (ECQ's) around: *Leading People* (which includes knowledge of human behavior and motivation, individually, in groups, organizations and communities); *Leading Change* (which includes understand noncoercive models of individual, social and organizations change, as well as continual learning, flexibility, and creativity/innovation); *Leading Coalitions* (which can be in a community to solve problems or can be federal agencies with business, nonprofit agencies, etc. in a national or global context); *Results Driven* (how to work together, cross sectors if necessary and with antagonists to solve problems and implement a shared vision), and *Business Acumen* (management and finance). In addition, there are core competencies in areas like communication, ethics, and public service motivation. The Academy additionally adds: philosophy of leadership; cognitive complexity; understanding diversity, domestic and international cultural competence; a focus on the needs and rights of underrepresented populations. I would recommend that the curriculum we are developing be adapted for the law school, tailored to the particular needs of lawyers.

If you are interested, I can give you a lot more information. Each of the ECQ's is broken down into competencies—28 in all—and these are broken down into elements (several hundred). It is wonderful work. → Respondent DD

- Hmm...law students can go in so many directions, I think the full range of leadership theories can apply. Clearly, law students can bring more to the ethical leadership theories and, given my comments above, they are more likely to be asked to play a leading role in these discussions in the future. → Respondent EE

**8. What content, skills and experiences would you include in a leadership course or curriculum for law students?**

- I would go heavy on case studies and experiential work. → Respondent A
- Identifying style, improving technical leadership skills, understanding organizations and systems, and have students exercise these skills at every opportunity. → Respondent B
- See answer to #6 above. → Respondent C

- I have nothing to add to my comments above. → Respondent D
- Pro bono and community service must be included, as should journaling and reflective writing assignments to develop self-awareness and reflection. I would also expose them to cultural differences through compelling literature and cultural competency workshops. Leadership training should be addressed over a number of years (see reference below to Art of Leadership Foundation). → Respondent E
- They MUST learn to give and receive feedback about their behavior when they are in leadership roles. Situations, role plays, experiential modules that simulate situations where these practices can be studied are key. → Respondent G
- I think i've answered this above. → Respondent H
- Content should include reading some work in the area of organizational leadership and more on the personal qualities of a leader. Important skills would include strategic thinking, communication and work in the area of emotional intelligence. Small group discussions with leaders could be useful. Team exercises could also be valuable. → Respondent I
- Not sure. → Respondent J
- Listening  
Persuasion/Storytelling  
Negotiation/Collaboration  
Dialogue/Facilitation/Groups  
Emotional Intelligence  
Leading for Results/Results Accountability  
Leveraging Differences  
Systems Thinking → Respondent K
- Key content and skills: how to bring about and manage institutional change; how to empower clients and colleagues; how to balance the dual roles of the lawyer, i.e. duty to client and duty to the broader ideal of justice; how to deal with conflicts between personal values and professional roles. A very common problem is the pressure to keep corporate clients happy when they ask the lawyer to do things that are unethical.  
  
Key experiences: combination of theory, case studies and practice – but heavy on practice. Students will get bored unless they are able to understand the practical application and value of leadership studies. Many of them also will write it off as soft stuff. It will be critical to bring in influential and successful lawyers, judges and public officials to talk about leadership and how it matters in their practice and life. → Respondent L
- Negotiation, mediation, personal awareness, communication, conflict management → Respondent M

- Given the unpredictable nature of most lawyers' careers, I think a useful leadership course or curriculum ought to give a broad exposure to the myriad ways that a lawyer may be called upon to lead a group and some of the critical choices that such leaders must make. I would expose students to the classical triad of legislative, executive and judicial leadership, of course, but also to many private sector leadership opportunities that might face a graduate some day. To illustrate, a six-part course might be broken down like this:
  - Basic elements of leadership
    - Legislative leadership: how certain Congressional leaders shaped some landmark legislation and overcame sharp partisan differences to forge that consensus
    - Executive leadership: how certain Presidents or governors changed public views and moved legislative approval of their initiatives in difficult times
    - Judicial leadership: how key jurists reshaped their colleagues' views to build and move the common law
    - Corporate leadership: how corporate executives made choices that built or reformed corporate cultures and institutions
    - Non-Profit leadership: how the NGO leaders have changed their institutions and made an impact
    - International leadership: how both American and non-Americans have helped to bring about international cooperation and understanding → Respondent N
- I'd include content/theory sessions, and ask them to apply the content to their own leadership experiences, or experiences near to them. I'd have them do a "leadership auto-biography" in which they trace the people and influences that have shaped their own views of leadership. A leadership "shadowing" experience is often a license to learn important lessons from a single leader. And were there enough space, I might include some "action learning" dimension in which, perhaps as part of clinic, students are highly reflective of leadership work they themselves undertake. And I'd include a lot of opportunity/requirement for self-reflection. → Respondent O
- A. See responses above. → Respondent P
- I am not sure about what I would include for law students. Would want to collaborate with leadership institutes in higher education to get an idea of the range of what has been used to date and see if there is a way to modify to make it relevant to lawyers in training. Perhaps develop a reader, based on interviews with lawyers in different leadership capacities now. → Respondent Q
- See 5 above plus business development/fundraising. → Respondent R

- In addition to the personal leadership skills and ethical dimensions of leadership, I would focus on the following content and skills: how to see patterns and simplicity in the face of complex situations; communication skills; interpersonal relationship skills; and how to establish and maintain priorities. → Respondent S
- No real thoughts here. This probably takes more study. → Respondent T
- First, students should learn about their personal traits that support or cut against effective leadership; so self reflection and understanding are important. Second, students should learn how to effectively lead different groups, i.e. colleagues, clients, members of the public. Finally, students should be taught how to use their power as attorneys to effectuate change in an ethical manner. → Respondent U
- The practice and substance of the law. → Respondent V
- See answers to 5 above → Respondent W
- Leading in a multicultural world; theories of leadership; public service as a team (whether as a habitat housebuild or some class project that is come to by consensus); personal information (I do the Myers-Briggs for my students), so they have something concrete to work with; ethics courses that are more than teaching to the test. → Respondent X
- A list
  - Presentation/communication skills training (leaders must be able to communicate effectively)
  - Case study discussions in small groups (including case studies with positive and negative outcomes)
  - A presentation/lecture on the attributes of successful leaders
  - Law firm organization and governance
  - How to be a good mentor
  - The art of providing constructive feedback
  - How to delegate
  - The development of team-building exercises by the students
 → Respondent Y
- Case Studies (of examples) → Respondent Z
- I would examine leadership materials that are being used in business schools and public policy schools, such as Ron Heifitz and Martin Linsky and Daniel Mulhern. These wheels have been invented elsewhere. Let's look at what others are doing and adapt for legal audience. → Respondent AA
- Some personal assessment such as the Myers-Briggs, FIRO-B.  
Leadership practice opportunities (e.g. taking on a project in the community)  
Opportunities for reflection and personal examination → Respondent BB

- Content: emotional intelligence, game theory, decision theory, cost-benefit/effectiveness analysis, ethics (including theories of justice); the structure, operation and economics of legal institutions, organizational change theory

Skills: negotiation, mediation, strategic planning/decision making, persuasive writing and speaking; drafting agreements among multiple parties; drafting a mission or vision statement for an organization; consensus building

Experiences: working in teams to accomplish a goal; leading a student project; working with students in other disciplines – business, public policy, medicine, engineering – to respond to a community, institutional or public policy problem.  
→ Respondent CC

- I think the above foci can be taught with a balance of knowledge of the subject area, skills development, and changes to apply what has been learned in practice. -  
→ Respondent DD

- I think a leadership course is not enough – it needs to be infused throughout the curriculum. I would try to design the course so that the students would have access to the wide range of ways in which lawyers become leaders. If the course were targeted at the later stages of law school, I would prefer that the students take an actual leadership role and that the course spend time looking at what is happening to them in that experience. → Respondent EE

**9. Are you aware of effective leadership programs in the law? If so what are they? In particular, do you know of law schools that explicitly provide leadership education? Where?**

- Situational Leadership is a great method although we are not aware of its current use in legal settings → Respondent E
- Santa Clara offered perhaps the first course in 2006. I paste below quite a good piece on the course which you can follow up on.

It is by Stephanie West Allen on his blog, <http://www.idealawg.com>.

Leading lawyers: New course teaching lawyers to lead may be the first of its kind. In this year's spring semester at Santa Clara University School of Law, Robert Cullen broke new ground with his class called Leadership for Lawyers. In developing the class, he consulted with Kirk Hanson, executive director of SCU's Markkula Center for Applied Ethics, and Barry Posner, dean of the SCU School of business. Posner authored The Leadership Challenge, a well-known book used by Cullen as the course text. From an article in Santa Clara Law on the course:

"The leadership training and development is based on The Leadership

Challenge,” Cullen says. “We’ll use case studies and guest speakers to illustrate the ways the principles apply specifically to law.”

Posner:

“In law school, like medical school, the focus is on learning the skills to get the job done,” he says. “But in the end, it’s all about working with other people to make things happen. Many leaders are ordinary people. Ordinary people can do extraordinary things.”

Posner thinks teaching lawyers to lead is critical.

“If you understand the impact that law and lawyers have on our society, it seems almost criminal that we don’t offer leadership training as part of a legal education,” he says. “Leadership isn’t the responsibility of some hero or famous person; it’s everyone’s responsibility.” Donald Polden, dean of SCU Law School, plans to expand upon this first class. Polden says he wants to develop more curricular and cocurricular programs that focus on leaders and leadership training. “There is a rich vein of information available about leadership,” he says. “But not much that is specific to law. We are building and expanding on what’s already out there so that we can prepare our students for the ethical and moral responsibilities they will take on in their professions and lives.”

I hear that other law schools are considering similar courses; I will let you know about them as they develop. If you hear of any, please let me know.

Perhaps in the near future law firms will be able to collaborate with law schools instead of teaming up with business schools (as they are doing here and here) to train their lawyers in leadership. Seems to make more sense to me considering the fact that lawyers are unique, as are their leadership challenges. → Respondent F

- [Contact the Association of American Law Schools. Their clinical practice conference addresses these issues.](#) → Respondent G
- The legal profession appears to be the last profession to offer leadership studies in a comprehensive way. This is true of the practicing bar as well as the academy. I think duke law school is offering some leadership programs, and some of the big firms in new york are partnering with business schools on leadership and management programs. I believe that the carnegie report gives a big impetus for preparing law students for the ethical, emotional and practical aspects of practicing law, which leadership studies can accomplish. Leadership studies are a good umbrella for pulling a lot of things together, including work life balance, staying true to one’s moral compass, examining one’s personal values and how they may conflict with the demands of practicing law, the role of lawyers in community recovery and democracy, holistic approaches to representing individual and community clients, and considering ethical issues beyond the narrow confines of the law and strict interpretation of the rules of professional responsibility, → Respondent L

- The Women, Leadership & Equality Program at the University of Maryland School of Law. For others see below. → Respondent R
- I know that Stanford University Law School is moving swiftly into multi disciplinary education where it takes advantage of the learning and expertise in the graduate school of business, psychology, ethics, etc. It seems to me that where possible multi disciplinary approach to leadership using skills of other departments would be a great advantage. → Respondent S
- I am not aware of any law schools that offer leadership curriculum. A number of law firms provide leadership training. → Respondent Y
- My impression is that there are very few law schools that have incorporated leadership education into their curriculum or the law school experience. I know of a few that have, including Santa Clara, Elon and Cooley, but I do not know about the quality of effectiveness of those programs. I believe they are all relatively new. Most leadership centers or institutes seem to be at School of Business or Public Policy, e.g. Center for public Leadership at John F. Kennedy School of Government at Harvard University, the Hart Leadership Program at Duke University (Institute of Public Policy); Center for Leadership at Stanford School of Business. I would hope Law Schools could learn from their experience → Respondent CC
- I am not current in this way. I have been an active consultant to law firms and more familiar with law firms and in-service programs that develop leadership skills. → Respondent EE

**10. Can you recommend other individuals whom we might pull into this process who might provide us with important perspectives or information?**

- Tom Sager at DuPont. → Respondent A
- Ben Civiletti → Respondent C
- There are schools (I cannot identify them but have heard of their existence) that try to teach legal ethics as an active practice area, often in common with the philosophy or sociology departments of their schools. That would seem to be the most aggressive and effective. The true practices in this field sometimes work in hospitals as legal ethicists (where some of the hardest questions arise on a day-to-day basis). I know of some people who work in those fields. → Respondent D
- Cooley Law School Assistant Dean and Professor Nelson Miller. → Respondent E
- Former law school dean Susan Westerberg Praeger of UCLA, and Betsy Levin, former law school dean and head of the Association of American Law Schools (lives now in DC) → Respondent F
- Evangeline Sarda, Boston College Law School → Respondent G

- Dr. Larry Richard, who has a Ph.D. in psychology and organizational development, is a principal at Hildebrandt International, a renowned legal consulting firm. Larry has done a great deal of work in the area of leadership and would be an excellent resource. His contact information is as follows:
- Perhaps some focus groups of practicing lawyers to assess how leadership studies in law school could have helped prepare them for the realities of law practice. → Respondent L
- Try beginning with the American Association of Law Schools if you want to make this a law school focused effort: <http://www.aals.org>. → Respondent N
- I think Penny Williamson who has undertaken changing the culture of a medical school, and shifting medical education to a more person-centered care model would be a great resource. Her work, much coming from Parker Palmer's work on authenticity, identity and integrity might have very useful translation into legal education. → Respondent O
- Suzanne Decker, Partner and Chair of Diversity Committee at Miles & Stockbridge → Respondent R
- The Dean of Religious Life at Stanford University is also a lawyer who is widely recognized within the Stanford University community as a real leader in this area. His name is Scotty McLennan. → Respondent S
- Some B-school professors who specialize in this.

I know, for example, that Wharton has formed partnerships with major law firms to provide executive training in various subjects, and probably leadership as well.

Better yet, some alums who are in positions of leadership and who can provide insights.  
→ Respondent T

- Clinton Bamberger  
Emeritus Professor of Law  
University of Maryland School of Law

Clinton was the first Director of the National Legal Services Program, former Dean at Catholic University Law School, and former Director of the Clinic at Maryland. He is on the Board of Directors of OSI, and an incredible leader and thinker and mover and shaker for justice! (White male – 85 years old)

Khalilah Harris  
Executive Director, Baltimore Freedom Academy Foundation

A graduate of the law school, she has been a key mover in establishing an innovation high school for Baltimore City youth. A magnet school for the city, without using high

grades as an entry criteria, instead using a lottery, they have create a school organized around law and leadership. With a city wide drop out rate of 50 percent, they just graduated a class of all of those who entered, with 95% going on to 4 year colleges. Amazing! (African American mother of 2 –in her 30s)

Tracy Steedman  
Attorney, Gallagher, Evelius and Jones, LLP

A non-traditional, older student, Tracy came to law school not knowing exactly what she wanted to do. She is now at a prestigious law firm (after graduating NOT in the top 25%), in the Maryland Bar Association Leadership Academy (elected as the leader of the Leadership academy by her peers), and an officer in the Women's Bar Association. (White woman in her 40s)

James Benjamin  
Whiteford Taylor and Preston

Graduating with a certificate from the Environmental Law Program, he chose the Economic, Housing and Community Development Clinic because he wanted to work in communities, and learn something new. He went from the law school to the City Solicitors office where he learned to litigate both simple and complex cases for the government. He was voted one of Maryland's 40 up and coming young lawyers about 3 years ago. An amazing young man. (African American in his 30s).

Michael Sarbanes  
Citizen Planning and Housing Association

Son of retired Senator Paul Sarbanes, Michael has lived all of his life in the public eye. He is an NYU law grad, who has served in the Army reserve, won a Skadden Fellowship, and chosen to marry and live in a highly under-resourced community in Baltimore City. He and his wife have adopted 3 children from Ethiopia. They have worked to transform their local community, most recently working over a 5 year timespan to clear a vacant lot of an abandoned house and turn it into a peace park. As one neighborhood child said... it is a place where you can be who God wants you to be. Michael leads the oldest continually operating community action organization in the country. (White male – probably early 40s).

Diana Morris  
Executive Director, Baltimore Open Society Institute

I know very little about Diana, except that she has led the Baltimore OSI organization as it has made a tremendous impact in this community. Understanding that leadership is about more than policy, she and her board have crafted and supported innovative practices that have provided leadership in Baltimore's civil society, as well as targeting the most complex social problems.

→ Respondent X

- Sue manch of shannon and manch llp. Please tell her i referred you. The website is [www.shannonandmanch.com](http://www.shannonandmanch.com). → Respondent Y
- Judge Andre Davis → Respondent AA
- Already offered a recommendation in this regard. → Respondent BB
- Individuals at some of the established Centers for leadership at other institutions. → Respondent CC
- David Coleman  
David Maister → Respondent EE

**11. What sources or materials do you think would be useful to enhance our understanding of leadership for law students?**

- Lots of stories from experienced lawyers. Websites with discussion boards. → Respondent A
- I don't know of any. As my answers suggest, the notion of "teaching" leadership is new to me. You might provoke more insightful answers if you provided some background material on what you have in mind, what research or actual experience on this pursuit there is, and what the basis is for your thesis. If you could penetrate my superficial attitude on this, you might get more than I have been able to provide above. → Respondent C
- I have no useful knowledge of where to find such materials. → Respondent D
- "Excellence in the Workplace: Legal and Life Skills"  
Situational Leadership course  
Interviews with recent law school graduates who have quickly fallen into leadership positions  
"Art of Leadership" founder Denise Demmers-Stein of Birmingham, MI. This group offers leadership training for grades 5-12 and has had great success  
"Leading From the Front" authors gave a wonderful leadership presentation at the NALP conference last year. → Respondent E
- Leadership Challenge by Posner  
The Betrayed Profession by Sol Linowitz  
Any of John Gardner's books on leadership → Respondent F
- Lean heavily on the Academy Center for the Advanced Study of Leadership and Rawlings Center. Both of these arms of the Academy combined offer theory and practice that may be a good model to adapt for the law curriculum → Respondent G

- I'd be interested in emphasizing how important jurisprudence, i.e. concepts of what is the law, is to leadership of law practices. Sorry this is a very busy week for me, so my responses are all too brief. → Respondent H
- The following sources and materials would be useful:
  - Dr. Larry Richard has put together an excellent presentation on the personality traits of lawyers and the ramifications of that in the context of law firm leadership and management. I am happy to discuss this generally with you. He has an excellent presentation that law students would enjoy and find very useful.
  - Students should read the following books:
    - [Good to Great](#), by Jim Collins.
    - [On What Leaders Really Do](#), by John P. Kotter.
    - [Leading Leaders: How to Manage Smart, Talented, Rich and Powerful People](#), by Jeswald Selacuse.
    - There are a number of excellent articles on leadership that have appeared from time to time in the Harvard Business Review, and you could likely uncover most of those by perusing the last four or five years' issues. If I locate any that seem particularly on point, I will forward them to you. → Respondent I.
- Perhaps an online survey of umd law students that probes their views of leadership and how law school curriculum or programs could promote leadership. I'd try to get a good read on the students' view before developing any programs. → Respondent L
- Virtually every law school in this country already asks its most distinguished and accomplished alumni to come back to campus to lecture and meet with students. Law students are constantly exposed to great leaders in this manner. If each school had some systematic way of asking those alumni to reflect explicitly on "leadership" lessons they had learned and wanted to impart to the students in their audiences, the present anecdotal efforts of these lectures could be greatly extended. Moreover, if a faculty member responsible for "leadership instruction" could capture and store those lessons taught in some systematic and retrievable manner, that would form a powerful core set of materials for future generations of students. → Respondent N
- Mostly the resources listed above → Respondent O
- A. I believe the Educating Lawyers book by the Carnegie commission (mentioned above) is a most valuable resource, particularly for getting a grasp of what roles leadership courses could play in current legal education—both from a pedagogical perspective and from the perspective of improving the product of law schools: novice lawyers who can make the transitions to later phases of their careers in legal practice more quickly and better

Books or authors (rather random):

- David Chrislip, Collaborative Leadership
  - Works by Warren Bennis
  - Peter Singe, The Fifth Dimension
  - Arthur Liman, Lawyer: A Life of Counsel and Controversy (excellent biography of a lawyer-leaders)
  - Anthony Kronman, The Lost Lawyer (Yale law prof. and former law school dean)
  - Daniel Yankelovich, Coming to Public Judgment ; also a book on dialogue;
  - Max Dupree, Leadership as an Art
  - Jonathan Haidt, The Happiness Hypothesis
  - Bohman, Public Deliberation
  - Work of Prof. Deborah Rhode – prof of legal ethics, Stanford Law School
  - Work of Martha Nussbaum – prof. of ethics (and about everything else), Univ. of Chicago Law School, and Dept. of Philosophy, and Divinity School (?)
  - Works of Cass Sunstein, prof. of law at Chicago law school; lawyers and law and democracy
  - Works of and about Mohandas Gandhi – trained lawyer too; a book by Burt on Gandhi's legal work in South Africa
  - Works of Vaclav Havel
  - Heifetz, Leadership Without Easy Answers
  - Robert Fuller, Somebodies & Nobodies; later book on “rankism”
  - Vincent Harding, Hope and History
  
  - Charles Taylor, The Ethics of Authenticity
  - Michael Polanyi, Knowing and Being; Personal Knowledge (and other work on tacit knowing)
  - Mario Cuomo, Lincoln on Democracy; other works on Lincoln and leadership and moral judgment; → Respondent P
- Karin Klenke, Women and Leadership: A Contextual Perspective (Springer 1996)

Deborah L. Rhode, *The Difference “Difference” Makes: Women and Leadership* (Stanford University Press 2003). → Respondent R

- I am sure a number of my colleagues have mentioned this but John Gardner who founded the White House Fellows Program, Common Cause and Independent Sector, wrote a number of small monograms on leadership. I found these monograms to be very thoughtful and helpful. → Respondent S
- Alums.

Harvard Business School case studies on leadership (but the problem is that I doubt that these case studies have any legal aspect to them). → Respondent T

- I will have to reflect on this. I think there are movies, books, and courses that are available. I think that this would require much engagement of ideas outside a person's comfort zone, but I also have not done curricula for such endeavors explicitly. → Respondent X
- [21 Indispensable Qualities of a Leader, John Maxwell](#)  
[Winning with People, John Maxwell](#)  
Also, consider hosting a presentation by Michael Useem, a Professor at The Wharton School at the University of Pennsylvania. → Respondent Y
- That would really depend on what direction you ultimately decide to take this program. There is no shortage of readings in this very broad area. Just going on the website for the Center for Creative Leadership will provide a sense of the range that is out there and they are just one organization that does research and practice in the area of leadership development → Respondent BB
- [Leadership Sourcebook](#)  
  
[International Leadership Association](#)  
  
Maister's books are exceptional – I'd find out what he recommends and do it. He is current in the field and very wise. → Respondent EE

Dear Colleagues,

Thank you for your thoughtful responses to our questionnaire on leadership education for law students. Responses on the original questionnaire have continued to come in, and we now have 31 responses from a wide range of experts. Those of you who replied during our first round received a compiled copy of the first 23 responses. Now we are sending out the entire list of 31, responses to all respondents.

We are currently working on planning a roundtable discussion to delve deeper in our exploration of the subject of leadership education for law students. For a variety of reasons we have decided to move this discussion from the original date of December 7<sup>th</sup>, to February. Further information will be forthcoming.

In the meantime, we would appreciate it if you can take the time to read the responses attached and consider the following questions: Does reading the responses change your thinking on some of the questions? If yes, how? Are there any other thoughts or observations you would like to share? We have also received some interesting comments from those of you who received the first set of question responses in early November.

For those of you who did not receive this request earlier: because of the impressive group of individuals who have responded to the questionnaire eventually we would like to attach a list of the names of all respondents. If you would prefer that your name not be included on this list, please let us know by XXX date. If we do not hear from you we will assume that you have no problem with us including your name on the list.

Thank you,

Bonnie Allen,  
President and CEO,  
Center for Law and Renewal

Judy Brown,  
Senior Fellow, James MacGregor Burns  
Academy of Leadership

Diane Hoffman, Associate Dean, University  
of Maryland School of Law

Tom Kennedy, Director, Center for  
Leadership and Organizational Excellence

Maria Roeper, J.D./M.P.P Candidate

**Note: one response was provided on the second round. It is provided below. In addition, one expert resource who could not be with us for the roundtable in February, provided via e-mail his perspectives on leadership education for lawyers and it follows, as well.**

**Response to Round 1 questionnaire results:**

Let me talk about two things that struck me in reviewing the responses:

1) As to the meaning of leadership implicitly or explicitly held by the 23 respondents. By my crude reckoning, I would say that eight identified certain skills as constituting leadership, six identified character as fundamental to leadership, five identified a mix of character and skills, three focused on ethics as the core of leadership, two identified being able to move a group or organization in a particular direction, and one was, as best I could tell, devoid of any concept of leadership. So it is fair to say that the respondents were primarily interested in skills (13) and character (11) with the outliers being ethics and setting direction.

I learned a lot from the skills and character devotees but I remain committed to the "direction" concept for a variety of reasons. The literal meaning of leader, derived from the Anglo Saxon, is the person who finds the path. Leadership is finding the path for a group or organization. Finding the path entails a real understanding of the group or organization, its capacities, its weaknesses, its short term and long term needs. And it requires discernment of the most likely path that will address these

challenges and a taste and talent for the actions necessary to move the group or organization along the path. That is the intellectual core of leadership. Very few people identified the importance of a deep understanding of the people and organization one is leading, or the discernment of where to go (other than reference to "vision") and the activities to make it go, which are entirely a function of the relevant context. Skills and character definitely fit into this picture, but only to the extent they directly connect to an effort to move the organization along a path--some are relevant, some are not, depending on the situation of the group or organization and the nature of the change or path to be taken. Deracinated skills and character traits and "ethics" without the framework of understanding of the group and figuring out where and how to move it is a lot like Abraham Flexner's hugely influential study of "professionalism" in the early 20th Century in which he identified then current characteristics of law and medicine as the core of being a profession--characteristics that most scholars now recognize were simply applicable to those professions at that time and not necessarily relevant to other times, places and cultures. I am reminded of the time when I was Dean of a law school and asked a faculty member who was extraordinarily skilled at coaching our moot court teams why he didn't use video of arguments with his students. He said video would only sensitize students to how they looked in court, but such insight was useless since the only focus he wanted them to have was what the judge thought was a successful argument. Without a clear sense of how they directly serve the purpose and goal of leadership to move

people in groups in the right direction, skills don't count for much. A number of respondents helpfully identified the need to examine leadership outside of the context of heading an organization, e.g. leading a client (or a client-serving team of lawyers) or an extracurricular group in law school, a community group, leading from a non-leadership position etc.--all of which may involve different skills than many of the usual suspects--running a meeting, setting an agenda, writing well, etc.--listed by the respondents. Don't get me wrong: I believe that elements of skill and perhaps even character need to be part of a leadership program (G, I, N and O provided some good lists), but the key is their relevance or coherence in relation to the prime function of leadership so that people understand that there are many circumstances that don't make use of the skills they have learned, whether analytical skills in the traditional law program or some different approaches to problem solving in a leadership program.

2) Many respondents made a good case that leadership training is to some extent counter-cultural and offers a different mode of problem solving than is characteristic of legal education. I think that is true and it means that establishing the intellectual respectability of this enterprise is important to its acceptance as part of the curriculum--one reason I would argue for the framework I've discussed in 1) above. A high number of respondents indicated experiential learning was the best way to do a leadership program. I take it to mean setting up leadership clinic or simulation experiences. Doing these well is critical, as the respondent who cited team work training as effectively leading to dependency training pointed out. I think

one should be cautious about this because a) the list of desirable skills for training that some respondents developed is quite long, b) experiential learning and expensive and extraordinarily demanding of instructors, and c) my advice would be to avoid biting off more than one can chew at the beginning. I may be wrong about this; I think some serious attention to what Stanford is doing with its business school is worth investigation since there may be some great simulation exercises available for a program like this. I haven't read the Carnegie report that was cited rather often by respondents, but it sounds a little grandiose in its ambitions from the few references I picked up. Business school type cases and proven simulations, provided one can get a variety of settings and situations through them in addition to the corporate world, are probably the most promising way to go, as most respondents indicated. But business school pedagogy, the case method there, is very different from that of law school case method pedagogy, so that in itself will be challenging.

I hope this is helpful.

I do want to add just a note to what I said before.

Assume the challenge of this group is to find the path to making leadership an enduring element in the law school curriculum. Insisting on the intellectual coherence and respectability of leadership training is crucial to its acceptance by law school faculty and to keeping it out of the ghetto of interesting electives and specialty performance-oriented courses and seminars that crowd the third year of law school. My approach is probably closest to that of

Ron Heifetz, whom several of your respondents cited--absent I hope the huge self-indulgence that characterizes much of his book. What was encouraging about reading over the responses is that some people emphasized the relationship of leadership to existing law school training, others emphasized the differences. What needs to happen is to link "thinking like a lawyer" which many cite as the purpose of a law school training with "thinking like a leader" which would extend and enlarge the nature of what it means to be an effective lawyer--with clients, with co-workers, with voluntary groups and, as a very high proportion of the respondents identified, in leadership positions in organizations of lawyers, politics, and business. That's why there have to be "cases" that require analysis and resolution in order to command the interest of students and represent the huge range of situations in which lawyers find themselves where leadership thinking--well beyond what they've learned in the first year of law school--is fundamental to success.

So, for example, many respondents emphasized self-reflection, getting a hold on one's own values, emotional intelligence--all related ways of thinking about self-understanding as crucial to leadership. Reading about this, doing exercises to promote it absent a relationship to the leadership task at hand removes it from the real stakes of the leadership challenge and does little to convince students that in many leadership contexts it is a crucial element in being effective as a leader. A couple of respondents warned of the importance of distinguishing between leadership and management (and I would add,

administrator). True enough, but in the context of finding the right path, one of the most critical elements is that a leader needs to establish his or her legitimacy as someone who attracts followers, particularly tricky in leadership from a position of not being the formally identified leader. Management or the ability to work well with people, and administration, service to the group, may be utterly crucial to establishing leadership legitimacy--but that only becomes clear from an analysis along the lines of how do you discern the right path and find, from the place where you are, the right path in such a way that people will take that path.

**An e-mail response from recommended resource unable to join us for the roundtable.**

Dean Rothenberg and Prof. Hoffman,  
Thanks for the invitation to the 2/19 event. It sounds like a very interesting day. Unfortunately, it is also my first day at my new job directing partnerships, communication and community engagement for the Baltimore City Public Schools. The calendar for the first day is already swamped!

Just one thought for your consideration on the topic. One of the key components of developing leadership is to have people think of themselves as leaders. In the leadership training I got in the Army, there was a clear message from day 1 that everyone was going to be in a leadership position, so whether you wanted to be or not, you were a leader and needed to think about what that meant. I think law schools are more uneven in communicating this. There are some students who see themselves as getting a skill or a credential, but not necessarily as taking on a mantle of leadership. I saw people of far less raw ability in the Army grow more as leaders than people of more ability in law school, largely because they constantly had to ask themselves the question --how am I doing as a leader?

Don't know if that's at all useful, but I would have said it if I'd been able to attend. Thanks for the invite and good luck with the project.  
Michael Sarbanes



