TRAINING LEADERS THE VERY
BEST WAY WE CAN

GEORGE T. “BUCK" LEWIS & DOUGLAS A. BLAZE*

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INTRODUCTION

Although there is widespread sentiment among commentators
that lawyers have long been cast in leadership roles simply by virtue
of the fact that they are lawyers,¹ the teaching of leadership within
the legal profession is a relatively new phenomenon. About a decade
ago, law schools and professional organizations began to experiment

* Buck Lewis is a senior partner with the Memphis office of Baker Donelson
and the moving force behind the first leadership course, “Lawyers as Leaders:
Leaving a Proud and Enduring Legacy,” which is offered at the University of
Tennessee College of Law. Douglas Blaze is the Art Stolnitz and Elvin E. Overton
Distinguished Professor of Law and the director of the Institute for Professional
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Leaders course.

¹. E.g., DEBORAH L. RHODE, LAWYERS AS LEADERS 1–2 (2012).
with leadership training.\footnote{See infra notes 11–23, 38–39, and accompanying text.} Beginning around 2005, a handful of law schools began offering courses and developing centers focused on professional leadership.\footnote{See infra notes 11–23, 38–39, 5–19, 23–25.} Almost simultaneously, several state bar associations, predominantly in the southeast, launched leadership training programs and initiatives.\footnote{Louisiana developed a leadership training program in 2002, with Tennessee, Georgia, and Alabama following soon after. See infra notes 23–25 and accompanying text. For this article, the authors contacted all fifty-one bar associations. The results of that survey are included in the Appendix.}

Over the past ten years, bar associations across the country have jumped on the bandwagon. Now, all but ten states offer some kind of leadership training program or course. Law schools have been slower to adopt leadership and professional development as a curricular need or research focus. About a dozen, out of over 200 law schools, include some kind of leadership course or courses.\footnote{The authors conducted a survey of the websites of all ABA-approved law schools. The results are on file with the authors.} Law firm management literature has focused for several years on the need for better leadership development and training in law firms, but the response to those calls has been mixed.\footnote{See infra notes 61–67 and accompanying text.}

Most new law school leadership courses, quite appropriately, have relied on the work of the early adopters and innovators—like Santa Clara, Ohio State, Elon, St. Thomas, and Stanford—for design and content. At the University of Tennessee, for example, we surveyed the courses and programs at those schools and spoke with faculty, like Professor Deborah Rhode,\footnote{Ernest W. McFarland, Professor of Law and Director for the Center on the Legal Profession and Director of the Program in Law and Social Entrepreneurship, Stanford University.} for advice and guidance. Similarly, as the Tennessee Bar Association Leadership Law program was being developed in 2003,\footnote{See News & Information: ‘Leadership Law’ to Get Underway in January, TENN. B.J., Dec. 2003, at 8.} careful attention was paid to programs previously developed by other bar associations. The risk of replication, however, is that too often we fail to adequately identify what is most effective and what is not. Professional leadership education has reached a level of acceptance and maturity that necessitates a long and hard look at that issue.

The purpose of this article is to help foster that assessment and discussion. To provide context, we first offer a brief review of how leadership is being taught in law schools and bar associations. We
then offer some preliminary observations, based on the survey, the literature, and our own experiences (including extensive feedback from our former students) about the most effective way to train leaders. Not surprisingly, we conclude that leadership can be taught and developed and offer our own best practices of the most effective ways to do so.

I. LEADERSHIP EDUCATION IN LAW SCHOOLS

In 2012, the University of Tennessee College of Law joined a growing, but still relatively small, number of law schools that include some form of leadership education as part of the curriculum. Leadership education in law schools varies greatly, ranging from modest programs limited to first-year students to post-graduate programs for alumni.9 While some programs are exclusively for law students, several schools collaborate with their business schools and offer classes to a mix of law and business students. Curricular offerings also range from just one course to extensive programs that span the full three years of law school.

One of the first schools to offer a basic leadership course was Santa Clara Law.10 Initially offered in 2005, “Leadership for Lawyers” is taught by Professor and former Dean, Don Polden.11 The course, which has served as a model for others, is designed to prepare students for leadership roles and responsibilities in the practice of law, business, government, and other occupations.12 According to the course description, the class explores the major theories of leadership to help students understand and prepare for those complex leadership roles.13

Several other schools now offer somewhat similar courses. Professors Robert Jackson and Michelle Greenberg-Kobrin at Columbia Law School, for example, teach a class also named “Leadership for Lawyers.”14 Courses at other schools include “Law,
Leadership, and Social Change,” taught at Stanford by Professor Deborah L. Rhode,15 “Leadership and Team Management” at University of Virginia School of Law,16 and “Leadership and Law” at University of Minnesota Law School.17

The University of Chicago Law School offers a first-year course, “Leadership Effectiveness and Development” or LEAD.18

LEAD is ‘designed to enhance students’ self-awareness and interpersonal effectiveness by providing them with an opportunity to benchmark themselves with respect to critical aspects of leadership—working in teams, influencing others, conflict management, interpersonal communication, [and] presentation skills.’ LEAD begins with an off-site retreat in which students are introduced to their classmates through a series of team-building exercises, leadership challenges, and social events.19

Several schools supplement basic leadership courses with extracurricular programming. For example, Ohio State created the Program on Law and Leadership in 2007.20 The core course, “Lawyers as Leaders,” is taught by Professor Garry Jenkins.21 But the program also includes a number of extra-curricular workshops and a speaker series.22 At Tennessee, we began with a similar course, “Lawyers as Leaders,” in 2012, but we added a speaker series and several workshops on professional planning the next year. In 2015, we expanded the leadership curriculum to include an experiential course, “Leadership Practicum,” through which students engage in service projects for non-profit and governmental

19. Id.
22. Id.
organizations, and an international course, “Leading as Lawyers–Transpacific Perspectives,” taught in Australia in collaboration with the University of Queensland, T.C. Beirne School of Law. The leadership program at the University of Tennessee College of Law is now formally organized as the Institute for Professional Leadership and includes extra-curricular programming such as mentoring, pro bono, CLE, and the ongoing speaker series.

The University of Michigan Law School has implemented the “Michigan Access Program: Promoting Law School Student Engagement and Leadership” (MAP). The MAP class combines readings, project work, problem sets, case studies, and group presentations to give students exposure to the core competencies necessary to be a successful leader. As part of the course, students work in groups with nonprofit and governmental organizations to develop and execute leadership strategies that reflect the diversity of challenges future leaders are likely to face.

Elon University has developed one of the most extensive law school leadership programs. When the school was established in 2006, Elon collaborated with the Center for Creative Leadership, also located in Greensboro, North Carolina, to help design the curriculum. Elon now offers a three-year leadership program. Two required courses form the curricular core: a first-year course, “Lawyering, Leadership, and Professionalism,” and an upper division course, “Public Law and Leadership.” The program also includes the innovative Preceptor Program through which “experienced lawyers from a broad range of practice settings mentor law students.”

23. First offered in 2015, participating students have done work for the Eastern Band of the Cherokee, McClung Museum, Southeast Tennessee Development District, and University of Tennessee Agricultural Extension.


27. Id.

28. Id.

29. See Davis, supra note 10, at 749.


31. Id.

32. Id.
Several schools offer courses to a mix of law students and students from other disciplines. For example, George Washington University offers a Master of Professional Studies and Graduate Certificate in Law Firm Management through its College of Professional Studies. Harvard Law School offers a “Leadership in Law Firms” course for managing partners, practice group leaders, and others. The course focuses on “strategies for balancing professional responsibilities, strategic planning, improving organizational alignment, managing growth and change, and motivating people and teams.” New York University hosts the Jacobson Leadership Program in Law and Business. The program is a collaboration between New York University’s law and business schools.

II. BAR ASSOCIATION LEADERSHIP INITIATIVES

State and local bar associations began in the early 2000s to experiment with a variety of educational programs focused on leadership development. Leaders in those early efforts included Alabama, Colorado, Georgia, Louisiana, Tennessee, and Washington. Since those early efforts, at least forty state bar

35. Id.
associations have established some type of leadership development program. We have prepared an inventory of all existing state bar leadership programs, which is attached as an Appendix. In addition, we solicited additional information from each state bar relating to those programs and received a number of meaningful and useful responses.

Despite some variety, the more established programs have a number of similar characteristics, particularly in terms of structure and focus of content. Most programs offer one program annually and utilize some form of application or nomination process to select participants. For example, Tennessee selects participants from nominations solicited from bar leaders and prior participants. Other programs, like those in Alabama and Colorado, select members through a direct application process. Most programs serve primarily younger lawyers, or more correctly, lawyers in the early stages of their careers, but some programs actively seek a mix of age and experience. The number of program participants varies somewhat by state, but most range from twenty-five to forty lawyers.


39. The authors are among the large group of people asked to nominate participants each year.


41. Tennessee seeks to serve lawyers with five to fifteen years of practice experience, as does Illinois. See Illinois Law and Leadership Institute, ILL. ST. B. ASS’N, https://www.isba.org/lawandleadershipprogram (last visited Apr. 26, 2016). Georgia’s Leadership Academy for members of the Young Lawyers Division. See also Sharri Edenfield, YLD Leadership Academy: A Decade of Success, GA. B.J., Feb. 2015, at 8–11 (describing Georgia’s Leadership Academy or members of the Young Lawyers Division).


43. For example, Alabama enrolls about thirty lawyers each year, Patterson, supra note 40, at 247, Nebraska enrolls about twenty-five, see e-mail from Sam Clinch, Assoc. Exec. Dir., Neb. S. B. Ass’n (Oct. 13, 2015) (on file with authors), and New Hampshire enrolls around forty, see e-mail from Denice DeStefano, Assistant Exec. Dir., N.H. B. Ass’n (Oct. 19, 2015) (on file with authors). Georgia, one of the largest programs, enrolls around fifty lawyers. See Edenfield, supra note 41, at 10.
Most state bar leadership courses involve multiple program sessions over a period of six months to a year. Maryland and Arizona, for example, have multiple course sessions spread over twelve and nine month periods respectively. The standard program schedule starts with a daylong or multi-day retreat focusing on basic leadership concepts designed to build rapport among the participants. An increasing number of training courses include some form of personality inventory or assessment at the outset to help encourage and develop self-awareness.

Not surprisingly, there is considerable variety in terms of program focus and educational content, but most bar leadership training courses cover leadership development, ethical leadership, work-life balance issues, access to justice, the rapidly changing nature of the legal profession, and the need for lawyers to be engaged in public service. For a number of programs, diversity is a significant focus as well. To address these topics, virtually every program involves engagement between the participants, bar leaders, judges, and political leaders. At least two state bar associations


45. The New Hampshire Leadership Academy, for example, begins with an “intensive retreat served to build a strong bond among each class.” See E-mail from Denice DeStefano, Assistant Exec. Dir., N.H. B. Ass’n (Oct. 19, 2015) (on file with authors). The Colorado COBALT initial retreat spans one full day and two half days. Colorado Bar Association Leadership Training, COLO. B. Ass’n, http://www.cobar.org/index.cfm,ID/20238/DPWLTCOBALT (last visited Apr. 26, 2016).

46. Arizona’s Bar Leadership Institute begins a personality profile assessment to educate participants “on management styles and how to work effectively with others.” E-mail from Elena Nethers, Diversity and Outreach Advisor, St. B. of Ariz. (Oct. 20, 2015) (on file with the authors). Over the years, the Alabama program has tried four different personal assessment tools, but has recently settled on the Birkman Method as the most effective. See Patterson, supra note 40, at 248.


49. See Patterson, supra note 40, at 248; Colorado Bar Association Leadership Training, COLO. B. Ass’n, http://www.cobar.org/COBALT (last visited Apr. 26, 2016).
have collaborated extensively with law schools to design and implement their leadership curricula.\textsuperscript{50} A few state bar associations also include a service project or other volunteer activity commitment by the participants either during or after course completion.\textsuperscript{51}

At the national level, the American Bar Association offers several leadership development and training opportunities. The ABA Bar Leadership Institute aspires to be the "premier program for developing the skills and substantive grounding for leading a bar association with inspiration, insight and innovation."\textsuperscript{52} One such opportunity, the Emerging Leaders Program, focuses on development of future leaders within the ABA by fast-tracking the involvement of former ABA Law Student Division (LSD) leaders (officers, delegates, governors, student editors, liaisons, national student directors, ABA Representatives).\textsuperscript{53} The program lasts

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throughout each bar year and includes placement of each participant in some leadership role with the Young Lawyers Division.\textsuperscript{54}

A unique, relatively new program is the Collaborative Bar Leadership Academy (CBLA). The CBLA is a collaborative effort among the American Bar Association, Hispanic National Bar Association, National Bar Association, National Asian Pacific American Bar Association, and the National Native American Bar Association.\textsuperscript{55} The CBLA is intended to “strengthen the pipeline of diverse bar association leaders through leadership training and professional development programs.”\textsuperscript{56} The program helps “foster further collaborative efforts by the sponsoring bar associations to foster diversity and inclusion in the legal profession.”\textsuperscript{57}

Several ABA Sections offer leadership programs to members of the section. For example, the Section of Litigation developed the Diverse Leader Academy to provide “opportunities for lawyers in under-represented groups such as racial/ethnically diverse lawyers, persons with disabilities, and lesbian, gay, bisexual and transgender persons, to participate in leadership roles within the Section of Litigation.”\textsuperscript{58} The Section of Litigation also offers a Young Lawyers Leadership Program to help develop future leaders for the section.\textsuperscript{59}

\section*{III. LEADERSHIP TRAINING IN LAW FIRMS AND LEGAL DEPARTMENTS}

Needless to say, it is almost impossible to chronicle all of the leadership initiatives that are taking place in law firms and legal departments. What is clear is that leadership development is critical in the firm environment. The reality is that law firms cannot afford a leadership vacuum given the market conditions that have existed since the great recession.\textsuperscript{60} There is a more critical need than ever to

\begin{itemize}
\item \textsuperscript{54} Id.
\item \textsuperscript{55} \textit{About CBLA}, 2016 COLLABORATIVE B. LEADERSHIP ACAD., http://www.americanbar.org/groups/bar_services/events/barleadershipacademy.html (last visited Apr. 26, 2016).
\item \textsuperscript{56} Id.
\item \textsuperscript{57} Id.
\item \textsuperscript{58} \textit{Diverse Leaders Academy}, A.B.A. SEC. OF LIT., http://www.americanbar.org/groups/litigation/diversity_initiatives/diversity-leaders-academy.html (last visited Apr. 26, 2016).
\item \textsuperscript{60} The “great recession” is generally regarded as a period of economic downturn beginning in December, 2007. \textit{Great Recession}, BUSINESSDICTIONARY.COM,
address unproductive partners, engage in effective strategic planning, compete for clients, and thoroughly assess all legal and non-legal personnel. Laurie Bassie and Daniel McMurrer conclude that in the present environment “[t]he single most important determinant of law firm success and profitability is the leadership skills and practices of partners.”61 They conclude that the most successful law firms “[v]alue and support learning and [leadership] development[,] [a]re open to innovation, and [e]nsure that information and training are readily available.”62

Much of the law firm literature focuses on the individual law firm leader or key firm leaders.63 One commentator has suggested that the most important habits of highly effective law firm leaders are that those leaders: (1) craft business plans with strong vision; (2) focus on client relationships; (3) seek visibility; (4) build consensus; (5) confront problems directly; (6) lead with integrity and positivity; and (7) put in long hours.64

But within the literature, there is often a lack of consensus and clarity even about the nature of leadership and the role of the leader-lawyer within a law firm. In a recent survey, managing partners “identified the following competencies needed to lead their organizations effectively into the future”:

- Adaptability;
- Building and mending relationships;
- Building effective teams;
- Change leadership;
- Coaching;
- Collaboration;
- Credibility;
- Decisiveness;


62. Id.


Driving innovation;
Influence; and
Leveraging differences.65

In the final analysis, the development of leadership in law firms is probably as individual as a fingerprint. A firm may have no formal or informal leadership development focus. Or, on the other hand, the firm may provide formal leadership training and doctrinal training, at least in the early stages of the lawyers’ careers. Or, more likely, a firm’s leadership development efforts may fall somewhere in between.

What is clear is that the legal profession is undergoing significant change, that the market for legal services is rapidly changing, and that technology and globalization are important drivers of that dynamic reality.66 The profession needs good leaders to respond to these challenges.

IV. SEARCHING FOR THE BEST WAY TO TEACH AND TRAIN LAWYERS TO LEAD

While leadership training and development within the profession is increasing at a relatively rapid pace, determining what aspects of that training and development are most effective remains a challenge. Leadership education within the legal profession is a relatively new phenomenon with a limited track record. Yet, few programs or courses engage in meaningful assessment of the intended learning outcomes for the program, much less for the individual participants.

This lack of assessment is exacerbated by the reality that law schools and bar associations—for good reasons and with good intentions—often replicate previously established courses, programs, and curricula. At the University of Tennessee, as mentioned previously, we surveyed the offerings at other law schools and spoke with faculty involved in leadership training to get advice and guidance. Similarly, many of the bar associations starting programs


based their programs on existing courses in other states. Arizona, for example, modeled its Bar Leadership Institute on the Washington Leadership Institute.\(67\) Nebraska modeled its program on the Colorado and South Carolina programs.\(68\) Idaho examined existing programs in Colorado, Washington, and Tennessee, but relied most heavily on the North Carolina program developed in cooperation with the Center for Creative Leadership.\(69\)

While replication of established programs, courses, and curricula makes sense, teachers and providers need to evaluate more purposefully the effectiveness of those programs, if possible, as part of their review. We should also be regularly reviewing the scholarship and literature, particularly articles based on evaluation and assessment of ongoing training. That literature reveals several trends that we should be carefully considering.

A. General Trends

The Center for Creative Leadership has been at the forefront of leadership training and development for almost fifty years. Nick Petrie of the Center has written recently that there are leadership training needs to make a transition from a focus on the “what” of leadership, to the “what” and “how” of leadership development.\(70\) To that end, Petrie identifies four trends that should drive the future of leadership education.\(71\)

1. Vertical Leadership Development

Traditionally, leadership education has focused on horizontal leadership development, which involves the acquisition of new skills, abilities, and behaviors, often transmitted from an expert.\(72\) Most bar associations leadership programs, for example, involve recognized professional leaders speaking to and engaging with the students. Vertical development, in contrast, focuses on the discrete stages of development. Leaders at higher stages of development

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\(67\). E-mail from Elena Nethers, Diversity and Outreach Advisor, St. B. of Ariz. (Oct. 20, 2015) (on file with the authors).


\(71\). \textit{Id.}

\(72\). \textit{Id.} at 11.
perform more effectively in more complex environments. For vertical development, therefore, specific learning experiences are designed to foster progress from stage to stage. Petrie suggests that leadership development should combine both horizontal and vertical development strategies to increase the effectiveness of leadership training.

2. Increased Developmental Ownership by the Participant.

A critical component of motivation—an essential ingredient of any learning process—is autonomy. Too often, however, existing leadership education is perceived to be passive for the participants. Speakers, exercises, even feedback sessions are dictated and directed by someone other than the participants. Petrie suggests that development programs should begin to let the participants choose the focus of their own development. Such an approach would be much more individualized and would likely fit best in the later stages of a leadership development program. Petrie suggests that one model might require the participant to identify one or two areas of desired improvement that is then supported by several trusted peers who function as coaches.

3. Conceptualizing Leadership as a Collective Process

Most development programs focus on leadership as residing in a role or individual. Petrie suggests that a transition is occurring toward a view that leadership is a collective process, changing the focus from “[w]ho are the leaders?” to “[w]hat conditions do we need for leadership to flourish in the network?” As a result, leadership education needs to increase the emphasis on “competencies that focus on collaboration and influence skills.” Group work and

73. Id. at 12.
74. Id. at 11.
75. See generally DANIEL PINK, DRIVE 83–106 (2009) (discussing the benefits and increased productivity of individuals allowed to be more autonomous in their employment responsibilities).
76. Petrie, supra note 70, at 16.
77. Id. at 20. This approach of self-identifying key weaknesses or areas of needed improvement and working to turn them into strengths has long been employed by successful leaders. See DAVID BROOKS, THE ROAD TO CHARACTER (2015) (discussing the importance and necessity of self-awareness in improving one’s self).
78. Petrie, supra note 70, at 6.
79. Id. at 21.
exercises, far from a common experience in law schools, should be a major component of any program.

4. Innovation in Leadership Development Methods

Petrie calls for an “era of rapid innovation” and experimentation with new approaches to leadership development.\textsuperscript{80} Technology, of course, will play a critical role and help drive the innovation. As Petrie comments,

For any of us who might feel disheartened by the size of our challenges, we can take heart from the fact that, like most future leadership challenges, we don’t have the solutions because there are no solutions (yet). The answers will not be found in a report (even a good one) but discovered along the way on the messy path of innovation. And while I like the thought that we will make our breakthroughs through the exciting metaphor of the heat-seeking missile, I fear it will be the ‘drunken man stumble’ for us all. And though not elegant, it’s at least comforting to know that the most important skill needed is the will to take another step forward.\textsuperscript{81}

B. Technology

As Petrie and others have suggested, technology will and should play a more pronounced role in future leadership training. One study found that “classroom courses [on leadership] are only seen as essential or very useful by 15% of senior managers and 21% of line managers” and that “despite [the fact that] 9 out of 10 organisations provide leadership training, fewer than half are using technology to train or support leaders.”\textsuperscript{82} Most providers recognize the significant value that greater utilization of technology can provide—particularly in terms of online programming and follow up—but to date, utilization of technology is lagging well behind that recognition.\textsuperscript{83} If leadership development is viewed as an ongoing process, as it must be, technology can play a critical role in permitting continuous engagement in the process by teachers and students, or trainers and participants, on an ongoing basis.

\textsuperscript{80} Id. at 6.
\textsuperscript{81} Id. at 27.
\textsuperscript{83} Id.
C. Focus on Leadership Skills and Development

Scholars have also begun to focus attention on the purposeful development of discrete leadership skills. Identified skills include problem solving, active listening, self-awareness, creative thinking, social judgment, and solution construction skills.\textsuperscript{84} Research has indicated that certain skills are more important at specific phases of a leader’s career, and other skills more important at other phases. For example, technical training has been found to be most important during transition from junior to mid-level positions. Movement to senior level positions requires more advanced training and complex problem solving skills.\textsuperscript{85} We need, therefore, to focus more on the “how” of leadership, designing our educational programs around problems and exercises that promote progressive skills development.

D. Leadership Development Takes Time, Practice, and Monitoring

Following their review of twenty-five years of research into leadership theory and development, David Day, John Fleenor, Leanne Atwater, Rachel Sturm, and Rob McKee identified the major insights: (1) leadership development represents a dynamic process involving multiple interactions that persist over time; (2) the development process tends to start at a young age and involves the development and application of a variety of skills; (3) leadership is something that all organizations care about, but what most interests them is not which leadership theory or model is right, but how to develop leaders and leadership as effectively and efficiently as possible.\textsuperscript{86} Perhaps most important, the authors conclude:

We know from the extensive literature on expertise and expert performance that it generally takes 10 years or 10,000 hours of dedicated practice to become an expert in a given field. For this reason, it is highly unlikely that anyone would be able to develop fully as a leader merely through participation in a series of programs, workshops, or seminars. The actual development takes place in the so-called white space between such leader development events. However, we lack a clear idea of the ongoing ways in which people practice to become more expert leaders. Such practice may not be intentional or mindful, which may make it more difficult to study. But this notion of ongoing practice through

\textsuperscript{84} David Day et al., Advances in Leader and Leadership Development: A Review of 25 Years of Research and Theory, LEADERSHIP Q. 25, 66 (2014).
\textsuperscript{85} Id. at 67.
\textsuperscript{86} Id. at 68–69.
day-to-day leadership activities is where the crux of development really resides. Rather than focusing on implementing better instructional design or putting together what we hope are more impactful development interventions, it might be more productive to take a step back and focus on what happens in the everyday lives of leaders as they practice and develop.87

Leadership education, therefore, needs to recognize and embrace three points: 1) leadership development requires deliberate practices of leadership skills; 2) that practice takes time; and 3) engagement and monitoring over time is necessary. Our educational efforts, therefore, cannot be “one and done.” Courses and programs need to begin to include ongoing engagement and follow up efforts.

CONCLUSION

In 2008, Cynthia McCauley, on behalf of the Center for Creative Leadership, reviewed the research relating to leadership development.88 She observed, “[q]uestions about why certain methods work, how to best combine methods, the impact of societal and organizational culture on the effectiveness of various methodologies, the potential of internet technology, and the link between individual development and the effectiveness of groups, team, and organization need to be addressed.”89 In other words, no matter how much importance an organization may place on leadership, teaching and training leadership the “very best we can” remains elusive.

So how do we teach and train leaders the best way we can? Based upon our collective academic and professional experience, review of the extant research, and receipt of extensive feedback from our students, we believe several core principles emerge.

1. Leadership is too important to the individual and to the organization to allow it to develop completely haphazardly.
2. Optimal leadership training requires a systematic application of several techniques, simultaneously.
3. These techniques may include classroom training, but must go far beyond the classroom.

87. Id. at 80 (internal citation omitted).
89. Id. at 2.
4. Optimal leadership development requires purposeful mentoring.

5. The individual leader must work hard at developing self-awareness and self-perspective so that he or she can gain the most leadership development benefit from each and every day-to-day encounter.

6. The increased pace of the workplace created by technology, the widespread availability of information on every topic through the internet, and the extraordinary ability to connect people with similar interests is a leadership context with which all leaders, both young and old, must become familiar in order to make leveraged and sophisticated uses of these new technologies.

There are several implications of these principles for law schools. One is that leadership training is critical and is not something that should be taught in only one course in the second or third year of law school. Leadership training should begin with orientation, extend through purposeful examples in the first-year curriculum, continue with more traditional classroom teaching after the first year, which will then serve as a foundation for more advanced exercises and practicums that will involve mentoring, team building, and the development and implementation of professional strategic plans and project plans.

Likewise, there are profound implications for leadership training by bar associations. One is that less time should be spent bringing in successful lawyers, judges, and other elected officials to tell the participants their life story. While these sessions may be interesting and provide role models and insights, it is unlikely that they will change habits or develop new skills. Because bar association leadership training usually involves periodic training stretched over a moderately lengthy time period, such as six to twelve months, bar associations should make more use of the “white space” between each session. The sessions that are held should be long enough to allow the emerging leaders to participate in exercises designed to teach leadership skills. For example, our students have indicated that they perceive their leadership weaknesses to include public speaking, the inability to be effective in small group meetings, either as a participant or as a chair, and the inability to delegate effectively. In our view, therefore, less time should be spent by bar associations on teaching participants about the legislature, the judicial branch, or historic landmarks and institutions within their respective jurisdictions. More time should be spent on leadership exercises designed to teach leadership skills and develop sound leadership habits. These leadership habits must then be monitored by colleagues, mentors, or through some other formally structured method.
These same lessons are instructive to law firms and legal departments. Bringing in the founding partner of the firm, the largest rainmaker, or the general counsel of a client to speak to a group of lawyers may have its benefits, but is unlikely to have much of a lasting impact. Law firms and legal departments must strive to focus their leadership training on the creation of cultures with an emphasis on proper values through a set of behaviors which are taught purposefully throughout the organization. This training must be ongoing and it must extract the most benefit from each and every work experience.

In other words, no matter what the setting, be it law school, bar association, or law firm, teaching and training leadership the very best we can involves an approach that (1) begins as early as possible and never stops; (2) involves consistent, frequent engagement with colleagues to the extent possible; (3) involves the leaders serving as mentors and mentees; and (4) involves the identification of good leadership habits and the monitoring of the leaders to see if their habits are really changing.

It is simply not enough for the leader to know how it should be done. The leader must have developed positive habits so that he or she actually behaves in the effective way in which he or she has been trained to lead. For those who aspire to train leaders in any context, the challenge involves a never-ending struggle to devote enough time to training leadership and a never-ending struggle to make sure that the time is spent in a way that leaves a lasting positive influence. Finally, the net effect of the training should be measured, or at least reviewed, so that it can constantly improve and react to the changing contexts in which all leaders must function.

APPENDIX

Inventory of State and National Bar Association Leadership Programming

**Alabama:** Alabama State Bar Leadership Forum


**Alaska:** No official program; confirmed by the Executive Director of the Alaska Bar Association.


**Arizona:** Bar Leadership Institute

Arkansas: Leadership Academy

California: Access & Fairness Leadership Academy

Colorado: Colorado Bar Association Leadership Training (COBALT)

Connecticut: Connecticut Bar Association Presidential Fellowship Program

Delaware: No official program found.

Florida: Wm. Reece Smith, Jr. Leadership Academy

Georgia: Young Lawyers Division Leadership Academy

Hawaii: Hawaii State Bar Association Leadership Institute

Idaho: Idaho Academy of Leadership for Lawyers (IALL)
Idaho Academy of Leadership for Lawyers, IDAHO ST. B., http://is
Illinois: Illinois Law and Leadership Institute (ILLI)

Indiana: Leadership Development Academy (LDA)

Iowa: ISBA Young Lawyer Mentoring Program

Kansas: No official program found.

Kentucky: No official program found.

Louisiana: Leadership LSBA Class

Maine: Maine Bar Association Leadership Academy

Maryland: Maryland State Bar Association Leadership Academy

Massachusetts: No official program found.

Michigan: Michigan Bar Leadership Forum

Minnesota: Minnesota Diversity and Inclusion Leadership Academy
Mississippi: Leadership Forum

Missouri: Missouri Leadership Academy

Montana: No official program found.

Nebraska: Nebraska State Bar Association Leadership Academy

Nevada: No official program found.

New Hampshire: New Hampshire Leadership Academy

New Jersey: New Jersey State Bar Association Leadership Academy

New Mexico: No formal program found.

New York: New York State Conference of Bar Leaders

North Carolina: North Carolina Bar Association Leadership Academy
North Dakota: State Bar Association of North Dakota Leadership Forum


Ohio: Ohio State Bar Association Leadership Academy

Leadership Academy, Ohio St. B. Ass’n, www.ohiobar.org/About OSBA/Initiatives/Pages/LeadershipAcademy.aspx (last visited Apr. 26, 2016).

Oklahoma: Oklahoma Bar Association Leadership Academy


Oregon: Oregon State Bar Leadership College


Pennsylvania: Pennsylvania Bar Association Leadership Institute


Rhode Island: No official program found


South Carolina: South Carolina Leadership Academy


South Dakota: No official program found.


Tennessee: Tennessee Bar Association Leadership Law


Texas: Bar Leaders Conference

Utah: No official program found.

Vermont: No official program found

Virginia: Virginia’s Leaders in the Law

Washington: Washington Leadership Institute

West Virginia: No official program found.

Wisconsin: Wisconsin Leadership Development Summit; Wisconsin Young Lawyers Leadership Conference

Wyoming: No official program found.

American Bar Association

ABA Bar Leadership Institute

Emerging Leaders Program

ABA Section of Labor and Employment Law Leadership Development Program


Young Lawyer Leadership Program

Diverse Leaders Academy

Leadership Fellows Program