

# 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,<sup>1</sup> 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

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\* 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 Leadership at the University of Tennessee. The authors want to recognize the invaluable assistance of Sam Strantz and Mitch Ashkenaz who assisted in the research for this article. Both are fine young leaders and alumni of the Lawyers as Leaders course.

1. *E.g.*, DEBORAH L. RHODE, *LAWYERS AS LEADERS* 1–2 (2012).

with leadership training.<sup>2</sup> Beginning around 2005, a handful of law schools began offering courses and developing centers focused on professional leadership.<sup>3</sup> Almost simultaneously, several state bar associations, predominantly in the southeast, launched leadership training programs and initiatives.<sup>4</sup>

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.<sup>5</sup> 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.<sup>6</sup>

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,<sup>7</sup> for advice and guidance. Similarly, as the Tennessee Bar Association Leadership Law program was being developed in 2003,<sup>8</sup> 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

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2. See *infra* notes 11–23, 38–39, and accompanying text.

3. See *infra* notes 11–23, 38–39, 5–19, 23–25.

4. 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.

5. The authors conducted a survey of the websites of all ABA-approved law schools. The results are on file with the authors.

6. See *infra* notes 61–67 and accompanying text.

7. 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.

8. See *News & Information: 'Leadership Law' to Get Underway in January*, TENN. B.J., Dec. 2003, at 8.

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.<sup>9</sup> 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.<sup>10</sup> Initially offered in 2005, “Leadership for Lawyers” is taught by Professor and former Dean, Don Polden.<sup>11</sup> 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.<sup>12</sup> According to the course description, the class explores the major theories of leadership to help students understand and prepare for those complex leadership roles.<sup>13</sup>

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.”<sup>14</sup> Courses at other schools include “Law,

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9. See *infra* notes 11–37 and accompanying text.

10. See Leary Davis, *Competence as Situationally Appropriate Conduct: An Overarching Concept of Lawyering, Leadership, and Professionalism*, 52 SANTA CLARA L. REV. 725, 748 (2012).

11. See *Leadership Education Roundtable V: Teaching Leadership Competencies in Law School and in the Profession: Why It Matters*, SANTA CLARA L., <http://law.scu.edu/leadership> (last visited Apr. 26, 2016).

12. See *Leadership for Lawyers*, SANTA CLARA L., [http://law.scu.edu/scheduled\\_classes/leadership-for-lawyers-3/](http://law.scu.edu/scheduled_classes/leadership-for-lawyers-3/) (last visited Apr. 26, 2016).

13. *Id.*

14. See *Course Offerings*, COLUM. L. SCH., [http://web.law.columbia.edu/courses/L6360#.ViQpdo\\_BzGc](http://web.law.columbia.edu/courses/L6360#.ViQpdo_BzGc) (last visited Apr. 26, 2016).

Leadership, and Social Change,” taught at Stanford by Professor Deborah L. Rhode,<sup>15</sup> “Leadership and Team Management” at University of Virginia School of Law,<sup>16</sup> and “Leadership and Law” at University of Minnesota Law School.<sup>17</sup>

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

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.<sup>19</sup>

Several schools supplement basic leadership courses with extracurricular programming. For example, Ohio State created the Program on Law and Leadership in 2007.<sup>20</sup> The core course, “Lawyers as Leaders,” is taught by Professor Garry Jenkins.<sup>21</sup> But the program also includes a number of extra-curricular workshops and a speaker series.<sup>22</sup> 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

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15. See *Law, Leadership, and Social Change*, STAN. L. SCH., <https://law.stanford.edu/courses/law-leadership-and-social-change/> (last visited Apr. 26, 2016).

16. *Leadership and Team Management*, U. OF VA. SCH. OF L., [www.law.virginia.edu](http://www.law.virginia.edu) (search in search bar for “leadership and team management”) (last visited Apr. 26, 2016).

17. See *LL.M. Leadership and Law*, U. OF MINN. L. SCH., <https://www.law.umn.edu/course/6019/leadership-and-law-llms> (last visited Apr. 26, 2016).

18. See *The Kapnick Leadership Development Initiative: Translating a Successful Booth Class to the Law School*, U. OF CHICAGO L. SCH., <http://www.law.uicicago.edu/alumni/magazine/fall13/kapnick> (last visited Apr. 26, 2016).

19. *Id.*

20. See *Program on Law and Leadership*, OHIO ST. U. MORITZ C. OF L., <http://moritzlaw.osu.edu/pll/about/> (last visited Apr. 26, 2016).

21. *Law Leadership Courses*, OHIO ST. U. MORITZ C. OF L., <http://moritzlaw.osu.edu/pll/about/initiatives/education/law-leadership-courses/> (last visited Apr. 26, 2016).

22. *Id.*

organizations,<sup>23</sup> 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.<sup>24</sup> 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.<sup>25</sup>

The University of Michigan Law School has implemented the “Michigan Access Program: Promoting Law School Student Engagement and Leadership” (MAP).<sup>26</sup> 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.<sup>27</sup> 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.<sup>28</sup>

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.<sup>29</sup> Elon now offers a three-year leadership program.<sup>30</sup> Two required courses form the curricular core: a first-year course, “Lawyering, Leadership, and Professionalism,” and an upper division course, “Public Law and Leadership.”<sup>31</sup> The program also includes the innovative Preceptor Program through which “experienced lawyers from a broad range of practice settings mentor law students.”<sup>32</sup>

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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.

24. *Leading as Lawyers: Trans-Pacific Perspectives*, U. OF TENN. C. OF L., <http://law.utk.edu/centers/leadership/australia-usa> (last visited Apr. 26, 2016).

25. *Institute for Professional Leadership*, U. OF TENN. C. OF L., <http://law.utk.edu/centers/leadership> (last visited Apr. 26, 2016).

26. See *Michigan Access Program*, U. OF MICH. L. SCH., [https://www.law.umich.edu/currentstudents/student-services/Documents/Law\\_005.pdf](https://www.law.umich.edu/currentstudents/student-services/Documents/Law_005.pdf) (last visited Apr. 26, 2016).

27. *Id.*

28. *Id.*

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

30. See *The Leadership Program*, ELON L., <http://www.elon.edu/e-web/law/leadership> (last visited Apr. 26, 2016).

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.<sup>33</sup> Harvard Law School offers a “Leadership in Law Firms” course for managing partners, practice group leaders, and others.<sup>34</sup> The course focuses on “strategies for balancing professional responsibilities, strategic planning, improving organizational alignment, managing growth and change, and motivating people and teams.”<sup>35</sup> New York University hosts the Jacobson Leadership Program in Law and Business.<sup>36</sup> 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.<sup>37</sup> Since those early efforts, at least forty state bar

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33. See *Law Firm Management*, GEO. WASH. U., <https://cps.gwu.edu/law-firm-management> (last visited Apr. 26, 2016).

34. See *Leadership in Law Firms*, HARV. L. SCH., <https://execed.law.harvard.edu/llf> (last visited Apr. 26, 2016).

35. *Id.*

36. See *Jacobson Leadership Program in Law and Business*, N.Y.U., <http://www.law.nyu.edu/leadershipprogram> (last visited Apr. 26, 2016); see also *Creating Leaders for the 21st Century*, N.Y.U., <http://www.law.nyu.edu/about/leadership> (last visited Apr. 26, 2016).

37. Started in 2002, Louisiana appears to have been the first formal bar association program. See *Leadership LSBA Class*, LA. ST. B. ASS’N, <https://www.lsba.org/Members/LSBALeadershipClass.aspx> (last visited Apr. 26, 2016). Alabama and Tennessee followed in 2004. See *Leadership Forum*, ALA. ST. B., <https://www.alabar.org/programs-departments/leadership-forum/> (last visited Apr. 26, 2016); *Leadership Law*, TENN. B. ASS’N, <http://www.tba.org/info/tba-leadership-law-program> (last visited Apr. 26, 2016). Washington, Georgia, and Colorado launched their programs in 2005, 2006, and 2007, respectively. See *WLI Curriculum*, U. OF WASH. SCH. OF L., <http://www.law.washington.edu/Career/WLI/Curriculum.aspx#projects> (last visited Apr. 26, 2016); *Young Lawyers Division Leadership Academy*, ST. B. OF GA., <http://www.gabar.org/committeesprogramssections/younglawyersdivision/upload/leadership-academy-application-interactive-pdf.pdf> (last visited Apr. 26, 2016); *Colorado Bar Association Leadership Training*, COLO. B. ASS’N, <http://www.cobar.org/index.cfm/ID/20238/DPWLT/COBALT> (last visited Apr. 26, 2016).

associations have established some type of leadership development program.<sup>38</sup> 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.<sup>39</sup> Other programs, like those in Alabama and Colorado, select members through a direct application process.<sup>40</sup> Most programs serve primarily younger lawyers, or more correctly, lawyers in the early stages of their careers,<sup>41</sup> but some programs actively seek a mix of age and experience.<sup>42</sup> The number of program participants varies somewhat by state, but most range from twenty-five to forty lawyers.<sup>43</sup>

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38. See Appendix. An expanded version of the inventory is available at *Institute for Professional Leadership*, U. OF TENN. C. OF L., <http://law.utk.edu/centers/leadership> (last visited Apr. 26, 2016).

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

40. See Edward M. Patterson, *Leadership Forum: Preparing Lawyers to Be Agents of Change*, ALA. LAW., July 2015, at 247–48; *Colorado Bar Association Leadership Training*, COLO. B. ASS'N, <http://www.cobar.org/index.cfm/ID/20238/DPWLT/COBALT> (last visited Apr. 26, 2016).

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).

42. Colorado's COBALT program selects participants of varying age and experience levels. *Colorado Bar Association Leadership Training*, COLO. B. ASS'N, <http://www.cobar.org/index.cfm/ID/20238/DPWLT/COBALT> (last visited Apr. 26, 2016).

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.<sup>44</sup> The standard program schedule starts with a daylong or multi-day retreat focusing on basic leadership concepts designed to build rapport among the participants.<sup>45</sup> An increasing number of training courses include some form of personality inventory or assessment at the outset to help encourage and develop self-awareness.<sup>46</sup>

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.<sup>47</sup> For a number of programs, diversity is a significant focus as well.<sup>48</sup> To address these topics, virtually every program involves engagement between the participants, bar leaders, judges, and political leaders.<sup>49</sup> At least two state bar associations

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Idaho limits its classes to twelve to sixteen lawyers. E-mail from Mahmood Sheikh, Deputy Exec. Dir., Idaho L. Found. (Oct. 13, 2015) (on file with authors).

44. See *Leadership Academy*, MD. ST. B. ASS'N, <https://msba.org/committees/leadershipacademy/default.aspx> (last visited Apr. 26, 2016); *Bar Leadership Institute*, S. B. OF ARIZ., <http://www.azbar.org/professionaldevelopment/barleadershipinstitute> (last visited Apr. 26, 2016).

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/DPWLT/COBALT> (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.

47. Alabama and Colorado provide illustrative examples. See, Patterson, *supra* note 40, at 248; *Colorado Bar Association Leadership Training*, COLO. B. ASS'N, <http://www.cobar.org/index.cfm/ID/20238/DPWLT/COBALT> (last visited Apr. 26, 2016).

48. *E.g.*, Minnesota Diversity and Inclusion Leadership Academy at *Diversity and Inclusion Leadership Council*, MINN. ST. B. ASS'N, [http://www.mnbar.org/members/committees-sections/msba-committees/draft-diversity-and-inclusion-leadership-council#.VxGD\\_kusB7M](http://www.mnbar.org/members/committees-sections/msba-committees/draft-diversity-and-inclusion-leadership-council#.VxGD_kusB7M) (last visited Apr. 26, 2016).

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.<sup>50</sup> A few state bar associations also include a service project or other volunteer activity commitment by the participants either during or after course completion.<sup>51</sup>

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.”<sup>52</sup> 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).<sup>53</sup> The program lasts

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50. The Illinois Law and Leadership Institute is a joint venture between the Illinois State Bar and Southern Illinois University School of Law. *See Illinois Law and Leadership Institute*, ILL. ST. B. ASS'N, <https://www.isba.org/lawandleadershipprogram> (last visited Apr. 26, 2016). The Washington Leadership Institute is a collaboration between the Washington State Bar Association and University of Washington Law. *Washington Leadership Institute*, WASH. ST. B. ASS'N, <http://www.wsba.org/legal-community/wsba-leadership-institute> (last visited Apr. 26, 2016); *Washington Leadership Institute*, U. WASH. SCH. OF L., <http://www.law.washington.edu/Career/WLI/default.aspx> (last visited Apr. 26, 2016).

51. New Hampshire requires service in a volunteer capacity after the yearlong leadership course. *See* E-mail from Denice DeStefano, Assistant Exec. Dir., N.H. B. Ass'n (Oct. 19, 2015) (on file with authors). The Louisiana State Bar Association leadership course requires each class to organize a project to address needs within the profession and the community at large. *See Leadership LSBA Class*, LA. ST. B. ASS'N, <https://www.lsba.org/Members/LSBALeadershipClass.aspx> (last visited Apr. 26, 2016). The Maryland State Bar Association Leadership Academy has a similar component. *See Leadership Academy*, MD. ST. B. ASS'N, <http://www.msba.org/committees/leadershipacademy/default.aspx> (last visited Apr. 26, 2016).

52. *2015 ABA Bar Leadership Institute*, A.B.A. B. LEADERSHIP INST., <http://shop.americanbar.org/ebus/ABAEventsCalendar/EventDetails.aspx?productId=133258637> (last visited Apr. 15, 2016). *See generally Ignite Your Leadership Journey*, A.B.A. B. LEADERSHIP INST., [http://www.americanbar.org/content/dam/aba/events/bar\\_services/2015meetings/03/2015-aba-bar-leadership-institute/bli2015\\_program.authcheckdam.pdf](http://www.americanbar.org/content/dam/aba/events/bar_services/2015meetings/03/2015-aba-bar-leadership-institute/bli2015_program.authcheckdam.pdf) (last visited Apr. 26, 2016) (program listing the schedule and various leadership workshops of the 2015 national ABA Leadership Conference); *Leadership Development Program*, A.B.A. SEC. ENVIRON. ENERGY & RES., [https://www.americanbar.org/groups/environment\\_energy\\_resources/membership/ldp.html](https://www.americanbar.org/groups/environment_energy_resources/membership/ldp.html) (last visited Apr. 26, 2016) (as an example of a leadership development program in a specific area).

53. *Emerging Leaders Program*, A.B.A. YOUNG LAW. DIV., [http://www.americanbar.org/groups/young\\_lawyers/awards\\_scholarships/emerging\\_leaders\\_program.html](http://www.americanbar.org/groups/young_lawyers/awards_scholarships/emerging_leaders_program.html) (last visited Apr. 26, 2016).

throughout each bar year and includes placement of each participant in some leadership role with the Young Lawyers Division.<sup>54</sup>

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.<sup>55</sup> The CBLA is intended to “strengthen the pipeline of diverse bar association leaders through leadership training and professional development programs.”<sup>56</sup> The program helps “foster further collaborative efforts by the sponsoring bar associations to foster diversity and inclusion in the legal profession.”<sup>57</sup>

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.”<sup>58</sup> The Section of Litigation also offers a Young Lawyers Leadership Program to help develop future leaders for the section.<sup>59</sup>

### 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.<sup>60</sup> There is a more critical need than ever to

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54. *Id.*

55. *About CBLA*, 2016 COLLABORATIVE B. LEADERSHIP ACAD., [http://www.americanbar.org/groups/bar\\_services/events/barleadershipacademy.html](http://www.americanbar.org/groups/bar_services/events/barleadershipacademy.html) (last visited Apr. 26, 2016).

56. *Id.*

57. *Id.*

58. *Diverse Leaders Academy*, A.B.A. SEC. OF LIT., [http://www.americanbar.org/groups/litigation/diversity\\_initiatives/diversity-leaders-academy.html](http://www.americanbar.org/groups/litigation/diversity_initiatives/diversity-leaders-academy.html) (last visited Apr. 26, 2016).

59. *Young Lawyer Leadership Program*, A.B.A. SEC. OF LIT., <http://apps.americanbar.org/litigation/committees/youngadvocate/youngleaders.html> (last visited Apr. 26, 2016).

60. The “great recession” is generally regarded as a period of economic downturn beginning in December, 2007. *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.”<sup>61</sup> 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.”<sup>62</sup>

Much of the law firm literature focuses on the individual law firm leader or key firm leaders.<sup>63</sup> 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.<sup>64</sup>

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;

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<http://www.businessdictionary.com/definition/great-recession.html> (last visited Apr. 26, 2016).

61. Laurie Bassi & Daniel McMurrer, *Leadership and Large Firm Success: A Statistical Analysis*, MCBASSI & CO., Mar. 2008, at 9, available at <http://www.leaders-hipforattorneys.org/articles/WhitePaper-LeadershipAndLawFirmSuccess%20Feb%208.pdf>.

62. *Id.*

63. *E.g.*, Matthew S. Winings, *The Power of Law Firm Partnership: Why Dominant Rainmakers Will Impede the Immediate, Widespread Implementation of an Autocratic Management Structure*, 55 DRAKE L. REV. 165, 181 (2006).

64. Linda Chiem, *7 Habits of Highly Effective Law Firm Leaders*, LAW360 (Mar. 10, 2015, 4:24 PM), <http://www.law360.com/articles/624975/7-habits-of-highly-effective-law-firm-leaders>; see also Lauren Stiller Rikleen, *Law Firms Need to Take Care of Their Talent*, HARV. BUS. REV., July 10, 2012, <https://hbr.org/2012/07/law-firms-need-to-take-care-of> (emphasizing similar principles).

- Driving innovation;
- Influence; and
- Leveraging differences.<sup>65</sup>

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.<sup>66</sup> 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

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65. Roland B. Smith & Paul Bennett Marrow, *Leading in Times of Complexity and Uncertainty: The Changing Nature of Leadership in Law Firms*, CTR. CREATIVE LEADERSHIP (2008) available at <http://www.ccl.org/leadership/pdf/landing/ChangingNatureLeadershipLawFirms.pdf>.

66. See generally BENJAMIN H. BARTON, *GLASS HALF FULL: THE DECLINE AND REBIRTH OF THE LEGAL PROFESSION* (2015) (focusing, in part, on the effect of saturation and technological advancements on the legal profession as well as proposed changes in legal education); RICHARD SUSSKIND, *TOMORROW'S LAWYERS: AN INTRODUCTION TO YOUR FUTURE* (2013) (focusing on the future of technology in the legal profession).

based their programs on existing courses in other states. Arizona, for example, modeled its Bar Leadership Institute on the Washington Leadership Institute.<sup>67</sup> Nebraska modeled its program on the Colorado and South Carolina programs.<sup>68</sup> 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.<sup>69</sup>

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.<sup>70</sup> To that end, Petrie identifies four trends that should drive the future of leadership education.<sup>71</sup>

#### 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.<sup>72</sup> 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).

68. E-mail from Sam Clinch, Assoc. Exec. Dir., Neb. St. B. Ass’n (Oct. 13, 2015) (on file with authors).

69. E-mail from Mahmood Sheikh, Deputy Exec. Dir., Idaho L. Found. (Oct. 13, 2015) (on file with authors).

70. Nick Petrie, *Future Trends in Leadership Development*, CTR. CREATIVE LEADERSHIP (2014), at 6.

71. *Id.*

72. *Id.* at 11.

perform more effectively in more complex environments.<sup>73</sup> 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.<sup>74</sup>

## 2. Increased Developmental Ownership by the Participant.

A critical component of motivation—an essential ingredient of any learning process—is autonomy.<sup>75</sup> 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.<sup>76</sup> 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.<sup>77</sup>

## 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?”<sup>78</sup> As a result, leadership education needs to increase the emphasis on “competencies that focus on collaboration and influence skills.”<sup>79</sup> Group work and

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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.<sup>80</sup> 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.<sup>81</sup>

#### *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 provid[e] leadership training, fewer than half are using technology to [train or] support leaders.”<sup>82</sup> 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.<sup>83</sup> 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.

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80. *Id.* at 6.

81. *Id.* at 27.

82. Laura Overton, *Nine Fresh Insights for Modernising Leadership Training*, TOWARDS MATURITY (Jan. 30, 2015), <http://towardsmaturity.org/article/2015/01/30/9-fresh-insights-modernising-leadership-training/>.

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.<sup>84</sup> 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.<sup>85</sup> 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.<sup>86</sup> 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 h[ours] 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

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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).

85. *Id.* at 67.

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.<sup>87</sup>

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.<sup>88</sup> 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.”<sup>89</sup> 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.

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87. *Id.* at 80 (internal citation omitted).

88. Cynthia D. McCauley, *Leader Development: A Review of Research*, CTR. CREATIVE LEADERSHIP (Sept. 2008) available at <https://www.shrm.org/about/foundation/research/Documents/McCauley-%20Leader%20Dev%20Lit%20Review.doc>.

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

*Leadership Forum*, ALA. ST. B., <https://www.alabar.org/programs-departments/leadership-forum/> (last visited Apr. 26, 2016).

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

*See generally* ALASKA B. ASS'N, [www.alaskabar.org](http://www.alaskabar.org) (last visited Apr. 15, 2016).

**Arizona:** Bar Leadership Institute

*Bar Leadership Institute*, ST. B. OF ARIZ., <http://www.azbar.org/professionaldevelopment/barleadershipinstitute> (last visited Apr. 26, 2016).

**Arkansas:** Leadership Academy

*Leadership Academy*, ARK. B. ASS'N, <http://www.arkbar.com/for-attorneys/leadership-academy> (last visited Apr. 26, 2016).

**California:** Access & Fairness Leadership Academy

*Access & Fairness Leadership Academy*, ST. B. OF CAL. [www.calbar.ca.gov/Portals/11/documents/A-F\\_Leadership-Academy.pdf](http://www.calbar.ca.gov/Portals/11/documents/A-F_Leadership-Academy.pdf) (last visited Apr. 26, 2016).

**Colorado:** Colorado Bar Association Leadership Training (COBALT)

*Colorado Bar Association Leadership Training*, COLO. B. ASS'N, [www.cobar.org/index.cfm/ID/20238/DPWLT/COBALT/](http://www.cobar.org/index.cfm/ID/20238/DPWLT/COBALT/) (last visited Apr. 26, 2016).

**Connecticut:** Connecticut Bar Association Presidential Fellowship Program

*Connecticut Bar Association Presidential Fellowship Program*, CONN. B. ASS'N, [www.ctbar.org/general/custom.asp?page=CBAFellowshipProgram](http://www.ctbar.org/general/custom.asp?page=CBAFellowshipProgram) (last visited Apr. 26, 2016).

**Delaware:** No official program found.

*See Generally* DEL. ST. B. ASS'N, [www.dsba.org](http://www.dsba.org) (last visited Apr. 26, 2016).

**Florida:** Wm. Reece Smith, Jr. Leadership Academy

*Wm. Reece Smith, Jr. Leadership Academy*, THE FLA. B., [www.floridabar.org/leadershipacademy](http://www.floridabar.org/leadershipacademy) (last visited Apr. 26, 2016).

**Georgia:** Young Lawyers Division Leadership Academy

*Young Lawyers Division Leadership Academy*, ST. B. OF GA., [www.gabar.org/committeesprogramssections/younglawyersdivision/upload/leadership-academy-application-interactive-pdf.pdf](http://www.gabar.org/committeesprogramssections/younglawyersdivision/upload/leadership-academy-application-interactive-pdf.pdf) (last visited Apr. 26, 2016).

**Hawaii:** Hawaii State Bar Association Leadership Institute

*Hawaii State Bar Association Leadership Academy*, HAW. ST. B. ASS'N, [hsba.org/HSBA/For\\_Lawyers/Leadership%20Institute.aspx](http://hsba.org/HSBA/For_Lawyers/Leadership%20Institute.aspx) (last visited Apr. 26, 2016).

**Idaho:** Idaho Academy of Leadership for Lawyers (IALL)

*Idaho Academy of Leadership for Lawyers*, IDAHO ST. B., <http://is>

b.idaho.gov/member\_services/iall.html (last visited Apr. 26, 2016).

**Illinois:** Illinois Law and Leadership Institute (ILLI)

*Illinois Law and Leadership Institute*, ILL. ST. B. ASS'N, [www.isba.org/lawandleadershipprogram](http://www.isba.org/lawandleadershipprogram) (last visited Apr. 26, 2016).

**Indiana:** Leadership Development Academy (LDA)

*Leadership Development Academy*, IND. ST. B. ASS'N, [www.inbar.org/?lda](http://www.inbar.org/?lda) (last visited Apr. 26, 2016).

**Iowa:** ISBA Young Lawyer Mentoring Program

*Mentoring Program*, THE IOWA ST. B. ASS'N, [www.iowabar.org/?page=ISBAMentorProgram](http://www.iowabar.org/?page=ISBAMentorProgram) (last visited Apr. 26, 2016).

**Kansas:** No official program found.

*See Generally* KAN. B. ASS'N, [www.ksbar.org](http://www.ksbar.org) (last visited Apr. 26, 2016).

**Kentucky:** No official program found.

*See Generally* KY. B. ASS'N, [www.kybar.org](http://www.kybar.org) (last visited Apr. 26, 2016).

**Louisiana:** Leadership LSBA Class

*Leadership LSBA Class*, LA. ST. B. ASS'N, [www.lsba.org/Members/LSBALeadershipClass.aspx](http://www.lsba.org/Members/LSBALeadershipClass.aspx) (last visited Apr. 26, 2016).

**Maine:** Maine Bar Association Leadership Academy

*Leadership Academy*, ME. ST. B. ASS'N, [www.mainebar.org/member-services/leadership-academy.aspx](http://www.mainebar.org/member-services/leadership-academy.aspx) (last visited Apr. 26, 2016).

**Maryland:** Maryland State Bar Association Leadership Academy

*Leadership Academy*, MD. ST. B. ASS'N, [www.msba.org/committees/leadershipacademy/default.aspx](http://www.msba.org/committees/leadershipacademy/default.aspx) (last visited Apr. 26, 2016).

**Massachusetts:** No official program found.

*See Generally* MASS. B. ASS'N, [www.massbar.org](http://www.massbar.org) (last visited Apr. 26, 2016).

**Michigan:** Michigan Bar Leadership Forum

*Bar Leadership Forum*, ST. B. OF MICH., [www.michbar.org/file/news/releases/archives15/BLF\\_program.pdf](http://www.michbar.org/file/news/releases/archives15/BLF_program.pdf) (last visited Apr. 26, 2016).

**Minnesota:** Minnesota Diversity and Inclusion Leadership Academy

*Diversity and Inclusion Leadership Academy*, MINN. ST. B. ASS'N, <http://www.mnbar.org/members/committees-sections/msba-committee>

es/draft-diversity-and-inclusion-leadership-council#.VxFosUusB7M  
(last visited Apr. 26, 2016).

**Mississippi:** Leadership Forum

*The Mississippi Bar Leadership Forum*, THE MISS. B., [www.msbar.org/for-members/leadership-forum.aspx](http://www.msbar.org/for-members/leadership-forum.aspx) (last visited Apr. 26, 2016).

**Missouri:** Missouri Leadership Academy

*Leadership Academy*, THE MO. B., [www.mobar.org/leadershipcademy/](http://www.mobar.org/leadershipcademy/) (last visited Apr. 26, 2016).

**Montana:** No official program found.

*See Generally* ST. B. OF MONT., [www.montanabar.org](http://www.montanabar.org) (last visited Apr. 26, 2016).

**Nebraska:** Nebraska State Bar Association Leadership Academy

*Leadership Academy*, NEB. ST. B. ASS'N, [www.nebar.com/?page=leadership](http://www.nebar.com/?page=leadership) (last visited Apr. 26, 2016).

**Nevada:** No official program found.

*See Generally* ST. B. OF NEV., <http://statebarofnevada.net/> (last visited Apr. 26, 2016).

**New Hampshire:** New Hampshire Leadership Academy

*Leadership Academy*, N.H. B. ASS'N, [www.nhbar.org/about-the-bar/LeadershipAcademy-Home.asp](http://www.nhbar.org/about-the-bar/LeadershipAcademy-Home.asp) (last visited Apr. 26, 2016).

**New Jersey:** New Jersey State Bar Association Leadership Academy

*Leadership Academy*, N.J. ST. B. ASS'N, <https://tcms.njsba.com/PersonifyEbusiness/Default.aspx?TabID=1809> (last visited Apr. 26, 2016).

**New Mexico:** No formal program found.

ST. B. OF N.M., [www.nmbar.org](http://www.nmbar.org) (last visited Apr. 26, 2016).

**New York:** New York State Conference of Bar Leaders

*The New York State Conference of Bar Leaders*, N.Y. ST. B. ASS'N, [www.nysba.org/CustomTemplates/SectionLanding.aspx?id=34064](http://www.nysba.org/CustomTemplates/SectionLanding.aspx?id=34064) (last visited Apr. 26, 2016).

**North Carolina:** North Carolina Bar Association Leadership Academy

N.C. B. ASS'N, [www.ncbar.org/news/apply-now-for-the-2015-leadership-academy/](http://www.ncbar.org/news/apply-now-for-the-2015-leadership-academy/) (last visited Apr. 26, 2016).

**North Dakota:** State Bar Association of North Dakota Leadership Forum

*Leadership Forum*, ST. B. ASS'N OF N.D., <http://test.sfvba.org/UserFiles/files/SBANDLeadershipForum.pdf> (last visited Apr. 26, 2016).

**Ohio:** Ohio State Bar Association Leadership Academy

*Leadership Academy*, OHIO ST. B. ASS'N, [www.ohiobar.org/AboutOSBA/Initiatives/Pages/LeadershipAcademy.aspx](http://www.ohiobar.org/AboutOSBA/Initiatives/Pages/LeadershipAcademy.aspx) (last visited Apr. 26, 2016).

**Oklahoma:** Oklahoma Bar Association Leadership Academy

*Oklahoma Bar Association Leadership Academy*, OKLA. B. ASS'N, [www.okbar.org/members/2015LeadershipParticipants.aspx](http://www.okbar.org/members/2015LeadershipParticipants.aspx) (last visited Apr. 26, 2016).

**Oregon:** Oregon State Bar Leadership College

*Oregon State Bar Leadership College*, OR. ST. B., [www.osbar.org/\\_docs/leadership/hod/2006/LeadershipCollege.pdf](http://www.osbar.org/_docs/leadership/hod/2006/LeadershipCollege.pdf) (last visited Apr. 26, 2016).

**Pennsylvania:** Pennsylvania Bar Association Leadership Institute

*Pennsylvania Bar Association Leadership Institute*, PA. B. ASS'N, [www.pabar.org/bli/yr1516/BLI-Overview.pdf](http://www.pabar.org/bli/yr1516/BLI-Overview.pdf) (last visited Apr. 26, 2016).

**Rhode Island:** No official program found

*See Generally* R.I. B. ASS'N, [www.ribar.com](http://www.ribar.com) (last visited Apr. 26, 2016).

**South Carolina:** South Carolina Leadership Academy

*Leadership Academy*, S.C. B., [www.sctba.org/Bar-Members/Leadership-Academy](http://www.sctba.org/Bar-Members/Leadership-Academy) (last visited Apr. 26, 2016).

**South Dakota:** No official program found.

*See Generally* ST. B. OF S.D., <http://statebarofsouthdakota.com> (last visited Apr. 26, 2016).

**Tennessee:** Tennessee Bar Association Leadership Law

*Leadership Law*, TENN. B. ASS'N, [www.tba.org/info/tba-leadership-law-program](http://www.tba.org/info/tba-leadership-law-program) (last visited Apr. 26, 2016).

**Texas:** Bar Leaders Conference

*Bar Leaders Conference*, ST. B. OF TEX., [www.texasbar.com/AM/Template.cfm?Section=Local\\_Bar\\_Leaders\\_Conference](http://www.texasbar.com/AM/Template.cfm?Section=Local_Bar_Leaders_Conference) (last visited Apr. 26, 2016).

**Utah:** No official program found.

*See Generally* UTAH ST. B., [www.utahbar.org](http://www.utahbar.org) (last visited Apr. 26, 2016).

**Vermont:** No official program found

*See Generally* VT. B. ASS'N, [www.vtbar.org](http://www.vtbar.org) (last visited Apr. 26, 2016).

**Virginia:** Virginia's Leaders in the Law

*Virginia's Leaders in the Law*, VA. LAW. WEEKLY, <http://valawyer.sweekly.com/leaders-in-the-law/past-honorees> (last visited Apr. 26, 2016).

**Washington:** Washington Leadership Institute

*Washington Leadership Institute*, WASH. ST. B. Ass'n, [www.wsba.org/legal-community/wsba-leadership-institute](http://www.wsba.org/legal-community/wsba-leadership-institute) (last visited Apr. 26, 2016).

**West Virginia:** No official program found.

*See Generally* W. VA. ST. B., [www.wvbar.org](http://www.wvbar.org) (last visited Apr. 26, 2016).

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

Shannon Green, *Tomorrow's Leaders: Today the State Bar is Training 24 New Leaders at the Leadership Development Summit*, ST. B. OF WIS., [www.wisbar.org/NewsPublications/Pages/General-Article.aspx?ArticleID=23971](http://www.wisbar.org/NewsPublications/Pages/General-Article.aspx?ArticleID=23971) (last visited Apr. 26, 2016).

*Young Lawyers Leadership Conference Comes to Milwaukee*, ST. B. OF WIS., [www.wisbar.org/NewsPublications/InsideTrack/Pages/Article.aspx?Volume=2&Issue=4&ArticleID=8631](http://www.wisbar.org/NewsPublications/InsideTrack/Pages/Article.aspx?Volume=2&Issue=4&ArticleID=8631) (last visited Apr. 26, 2016).

**Wyoming:** No official program found.

*See Generally* WYO. ST. B., [www.wyomingbar.org/](http://www.wyomingbar.org/) (last visited Apr. 26, 2016).

### *American Bar Association*

**ABA Bar Leadership Institute**

*2015 ABA Bar Leadership Institute*, A.B.A. B. LEADERSHIP INST., [http://www.americanbar.org/groups/bar\\_services/events/bli.html](http://www.americanbar.org/groups/bar_services/events/bli.html) (last visited Apr. 26, 2016).

*Ignite Your Leadership Journey*, A.B.A. B. LEADERSHIP INST., [http://www.americanbar.org/content/dam/aba/events/bar\\_services/2016meetings/march/bli/program.pdf](http://www.americanbar.org/content/dam/aba/events/bar_services/2016meetings/march/bli/program.pdf) (last visited Apr. 26, 2016).

*Leadership Development Program*, A.B.A. SEC. ENVIRON. ENERGY AND RES., [https://www.americanbar.org/groups/environment\\_energy\\_resources/membership/ldp.html](https://www.americanbar.org/groups/environment_energy_resources/membership/ldp.html) (last visited Apr. 26, 2016).

### **Emerging Leaders Program**

*Emerging Leaders Program*, A.B.A. YOUNG LAW. DIV., [http://www.americanbar.org/groups/young\\_lawyers/awards\\_scholarships/emerging\\_leaders\\_program.html](http://www.americanbar.org/groups/young_lawyers/awards_scholarships/emerging_leaders_program.html) (last visited Apr. 26, 2016).

### **ABA Section of Labor and Employment Law Leadership Development Program**

*Leadership Development Program*, A.B.A. SEC. OF LAB. AND EMP., [www.americanbar.org/groups/labor\\_law/membership/leadership\\_program.html](http://www.americanbar.org/groups/labor_law/membership/leadership_program.html) (last visited Apr. 26, 2016).

**Collaborative Bar Leadership Academy:** 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.

*About CBLA*, 2016 COLLABORATIVE B. LEADERSHIP ACAD., [www.americanbar.org/groups/bar\\_services/events/barleadershipacademy.html](http://www.americanbar.org/groups/bar_services/events/barleadershipacademy.html) (last visited Apr. 26, 2016).

### **Young Lawyer Leadership Program**

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### **Leadership Fellows Program**

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