

*PERSPECTIVES ON LEADERSHIP:
TEACHING LAWYERS AND LAW STUDENTS TO LEAD*

NATIONAL ASSOCIATION OF LAW PLACEMENT (NALP)
ANNUAL EDUCATION CONFERENCE
APRIL 2024

**LEADERSHIP DEVELOPMENT RESOURCES:
LEADERSHIP MODULES, ACTIVITIES,
OPEN-SOURCE COURSES AND ASSESSMENTS**

ASSEMBLED BY:

LEANNE FUITH

LEANNE.FUITH@MITCHELLHAMLINE.EDU

GREG MIARECKI

MIARECKI@ILLINOIS.EDU

MICHELLE NASH

MICHELLE.NASH@HOGANLOVELLS.COM

JORDANA CONFINO

JORDANA@JORDANACONFINO.COM

Leadership Development Modules

The Neuroscience of Leadership and Leadership Mindsets

Time: 30 min

Activity around exploring mindsets

Materials and set up:

- Yellow post-its
- Place (4-6) post-it notes under randomly chosen chairs before attendees come into the room

Outline:

1. Introduction and agenda
 - a. Brief overview of the session
2. Run the activity
 - a. Share that you would like to engage them in an activity tied to the topic
 - b. Let the group know that there are four “golden tickets” that have been put under the chairs randomly in the form of a yellow post-it note. Have them look and build the excitement
 - c. Ask the four golden ticket holders to come to the front of the room and tell them that they have won the opportunity to sing a song, tell a joke, or do a dance
 - d. Give them a moment to prepare, and just as the first person is about to start, let them know that the rules have changed and now their golden ticket lets them pick someone else in the room to come up instead
 - e. Once the new folks are at the front of the room, ask what is running through their head
 - f. Let them know that they are off the hook, and no one will be performing today, and this exercise is a way of exploring neuroscience and mindsets
 - g. Debrief:
 - i. What was everyone thinking when I mentioned the “golden ticket?”
 - ii. How did the four people who came up first feel once they realized they would have to perform on the spot?
 - iii. How did they feel when they were given the opportunity to choose others?
 - iv. How did the rest of the group feel when they thought they might be selected? How did the next four feel?
 - v. How many of those at the front drew a blank when it came to thinking about a song?
 - vi. What is a song that everyone knows the words to? (Happy birthday)
 - h. This is an example of how our brains work when we are suddenly put in stressful situations. Let us talk a little more about neuroscience and mindsets as they relate to leadership.
3. Neuroscience and leadership
 - a. Define neuroscience in the context of leadership

- b. Explain or query the key brain functions related to leadership (decision-making, emotional regulation, leading during times of stress, etc.)
 - c. Highlight the connection between brain function and effective leadership
 - i. New science over recent decades has helped us to gain a much deeper understanding of how our brains work.
 - ii. Better understanding of how distinct parts of the brain can trigger and manage emotions can help leaders improve impact as leaders and team performance
- 4. Mindsets and leadership
 - a. Why is this important? How do mindsets impact teams? What are some leadership mindsets that come to mind?
 - b. Mindset is the lens through which you see life. It is foundational to who you are, how you live, how you treat others, and how you lead.
 - c. While the link between mindsets and behaviors is well-established (over 40 years), only in the last few years has neuroscience highlighted differences between the brains of people who adopt different mindsets and who subsequently conduct different behaviors. In view of this link, for leaders to be successful, focusing on what they do is not enough. Leaders need to become aware of the mindsets that drive effective action.
 - d. A leader's mindset guides their thoughts, behaviors, and actions, and can have a profound influence on the people they lead, the organizations they serve, and the results they achieve
 - i. Growth mindsets v fixed mindsets
 - 1. Growth – is the belief that abilities and intelligence can be developed through effort, perseverance, and learning. Growth minded leaders view challenges as opportunities for , persist through obstacles, learn from criticism, and gain inspiration from others' successes. They encourage team members to take risks and embrace challenges.
 - 2. Fixed – believe abilities and intelligence are static. Leaders of this type may avoid challenges and risks and be less open to feedback. A fixed mind-set can limit a leader's ability to grow and improve and can stifle the growth and development of teams
 - ii. Qualities of a growth mindset –
 - 1. Curiosity – does not assume they know everything or have all the answers and is focused on obtaining new knowledge, not pursuing another opportunity to share their thoughts and perspectives.
 - 2. Gratitude – gratitude and appreciation, including a “glass half full” approach
 - 3. Willingness/courage – willing to face challenging situations head-on
 - iii. Final activity – in pairs, or small groups
 - 1. Think back to the earlier exercise and ask participants to think about the mindset, or mindsets that they experienced - Were they conscious or unconscious?
 - 2. 5-7 minutes to discuss and note: What are the steps I/we can take to move to more productive mindsets?
 - 3. Report out to share with the larger group; wrap up and summarize

Technical, Adaptive, and Collaborative Leadership

Time: 30 min

Materials:

- Large glass jar with a post-it with the # of candies in the jar on the bottom, where no one can see the answer.
- 100 – 200 pieces of individually wrapped candies (Life Savers, Hershey Kisses, Jolly Ranchers, Starburst, etc.)

Outline:

5. Introduction and agenda
 - a. Brief overview of the session
6. Introduce the activity
 - a. Explain that there is a jar of candy in the front of the room and the goal is for the attendees to guess how many pieces of candy are in the jar
 - b. Each student writes down the number of pieces of candy in the jar at the front of the room (during COVID we moved to using individually wrapped candies)
 - c. Ask them to hold on to their post-it with that number throughout the module
7. Understanding adaptive v. technical leadership
 - a. Technical leadership: the expertise and proficiency in specific skills and knowledge
 - b. Adaptive leadership: the ability to respond and navigate through change, uncertainty, and complexity
 - c. Ask attendees if they can think of examples when each type of leadership is most effective
 - d. Emphasize that successful leaders often need a blend of both adaptive and technical skills
8. Importance of adaptive leadership
 - a. Explore the challenges of the modern business landscape (rapid changes, geo-political uncertainties, etc.)
 - b. Discuss the impact on the legal industry
 - i. Last 30 years have seen a huge paradigm shift
 1. Technology
 2. globalization
 3. Complexity of work
 - c. Explain or query how adaptive leadership helps organizations stay resilient and responsive to change – show examples
 - d. Explain or query how collaborative leadership might be needed
9. Collaborative leadership – working together to achieve a common goal
 - a. Query why it is important and ask what the benefits are.
 - b. Discuss how adaptive and technical leaders can collaborate for enhanced outcomes and share some examples (Chile mine rescue, Thailand Cave rescue, etc.)
10. Activity – Let us see how collaboration impacts final outcomes
 - a. Ask attendees to combine with a partner and come to consensus on the number of items in the jar and have them write it on a new post-it

- b. Next, ask them to form a group of four. This team is also to come to a consensus on the number of items in the container and write it on a post-it, keeping the other post-its in tack
- c. Next, have attendees combine again, forming a group of 8 to find a consensus and write it on a post-it.
- d. Finally, lift the glass jar and pull of the post-it with the correct # of candies and share with the group.
- e. Ask:
 - i. How did your numbers change as the activity progressed?
 - ii. How many people estimated the number of items closer to the actual number with their individual guess?
 - iii. How many people were closer to the actual number when working with 2, 4, 8?
 - iv. Usually, the group is more accurate than the individual guesses. Why do you think so?
 - v. What decision-making strategies were used to determine the group numbers? Did they differ with the size of the group?

Motivational Interviewing

An under-utilized lawyering skill

Time: 30-40 minutes (depending upon time for debrief)

Materials: None

Outline:

1. Participants pair up and choose one of two roles: Speaker and Listener
2. The Speaker begins (3 minutes)

Instructions for Speaker

- Be yourself.
- Talk to the listener about something that you:
 - Want to change
 - Need to change
 - Should change
 - Have been thinking about changing

3. The Listener begins (7 minutes).

Instructions for Listener

- Persuade the speaker to make the changes that they are considering using as many of the following tactics that you can:
 - Become the EXPERT-- you know what is best for the speaker; how they can do it.
 - Directly ADVISE the speaker to make the change and discourage him or her from delaying or not changing.
 - EXPLAIN why it is important for him/her to make the change.
 - WARN the speaker what may happen if the change is not made.
 - MAKE SUGGESTIONS as to how the speaker could go about making the change.
 - DIRECT or tell the speaker what to do—preferably in “should,” “must,” or “need to” language.
 - REFUTE and MINIMIZE their excuses—offer a logical counterargument if the speaker resists or gives excuses
 - ANALYZE what the real issues may be.
4. Debrief with the Speaker and Listener on the experience. And then, try it again using Motivational Interviewing
 5. Speaker begins – same instructions as before (3 minutes)

6. Listener begins, but this time Listener employs Motivational Interviewing techniques (10-12 minutes)

Instructions for Listener

- Ask the open-ended questions listed below.
 - What is the change you are considering?
 - What, if anything, concerns you about making the change?
 - What makes the change important to you?
 - What else makes it important?
 - What kinds of steps do you think you will need to take to move in the right direction?
 - What is the one thing you could do soon to start the process, if you choose to?
 - Listen carefully to the speaker with a goal of understanding their concern.
 - Reflect but do not give advice.
7. Debrief with the Speaker and Listener on the experience. Observe that with Motivational Interviewing:
- a. Reflective Listening promotes safety and collaboration
 - b. Summarizing promotes transparency and empowerment
 - c. Affirming promotes self-efficacy and empowerment

Teaching Trust-Building, Vulnerability, and Empathy

Facilitating Growth Mindset Through Vulnerability

Purpose: Modeling vulnerability is essential for creating psychological safety and promoting growth mindset among team members. But it takes a lot of courage, especially for lawyers who are used to striving to appear invulnerable and hiding all aspects of their humanity, so it is important to practice! This exercise is designed to help leaders grow more comfortable communicating their struggles and lessons learned to others.

- Tell your partner about a time you encountered a significant setback or struggle in the workplace but overcame it.
 - Note: How did you do it? What internal and external resources did you draw on to help you surmount the obstacle? How did you feel as you struggled? Once you succeeded?
- Reflect: How did it feel to share your story with your partner? How did it feel to hear about your partner's experience? How did you think others might benefit from hearing your story?

Empathy Exercise

- Invite all participants to write down something they are currently struggling with that no one would know about just by looking at them
- Shuffle and anonymously redistribute responses
- Pull and share themes from all submitted struggles
- Invite all participants to practice responding empathically to each struggle listed

Cultivating Self-Compassion to Promote Psychological Safety

[Self-Compassion Guide](#): Practicing and modeling self-compassion is essential to create psychological safety and foster a culture of growth mindset. [This pdf download](#) provides an overview of what self-compassion is, why it is a more effective motivator than self-criticism or self-esteem, and how you can begin to cultivate it. It will teach you two simple but super effective strategies for beginning to build your self-compassion muscle today (regardless of how scathing your inner critic is).

Open-Source Courses

Harvard University: Exercising Leadership: Foundational Principles - In this intro-level, four-week course offered by Harvard University, participants learn leadership strategies in a changing world. [Exercising Leadership: Foundational Principles](#) is taught by Ronald Heifetz, founder of the Center for Public Leadership and a senior lecturer in public leadership at the Harvard Kennedy School, a world-renowned leadership and public policy school. Course topics include identifying and addressing complex challenges, understanding authority, identifying stakeholder perspectives, relationship building, and approaching conflict. The self-paced course requires about two-to-three hours of work per week.

Northwestern University: High Performance Collaboration: Leadership, Teamwork, and Negotiation - Northwestern University's free online course [High Performance Collaboration: Leadership, Teamwork, and Negotiation](#) helps participants learn more about their leadership style through self-assessments. This course is part of the school's Organizational Leadership Specialization, which also includes courses in leadership communication, social influence, and leadership through marketing and design. High Performance Collaboration: Leadership, Teamwork, and Negotiation is the first course of the specialization and takes about 14 hours to complete. Recurring course sessions are held every other Monday.

Indiana University: Developing Your Personal Leadership Style - While academics have prescribed several styles or classifications in which a variety of leaders fall, everyone still has distinct leadership traits that make them unique. [Developing Your Personal Leadership Style](#) allows participants to focus on self-awareness, emotional intelligence, and values. Taught by three Indiana University business school professors, the course also focuses on communication and people management skills. The self-paced course takes four weeks to complete and requires a commitment of about two-to-three hours per week. Instructors will introduce attendees to tools that will help them evaluate their own leadership style.

MIT: Practical Leadership - "Leadership is the ability to influence a group of people towards a goal," according to the [Practical Leadership](#) course syllabus. In this course hosted by the Massachusetts Institute of Technology, attendees learn about their own leadership capabilities through coaching and feedback from other attendees. Course materials include readings, role plays, experiential exercises, and reflections through journaling. The course is self-guided and covers topics including leadership frameworks, communication, situational leadership, influencing others, and decision making.

Leadership Development Assessments

Hogan Assessment Series – [Hogan Assessments | The Global Authority on Leadership Assessments \(hoganassessments.com\)](#) – Tools to identify and develop talented leaders, boost employee engagement, and drive business results.

CPI 260 Coaching report for leaders – [Product Detail - CPI 260 Coaching Report for Leaders \(R\) | The Myers-Briggs Company \(themyersbriggs.com\)](#) - This report enables clients to identify their strengths and blind spots and capitalize on their strengths, target areas for development, and plan action steps to increase their leadership effectiveness.

DiSC Profile – [Leadership assessments - DiSC Profile](#) – provides insights into behavioral tendencies and helps individuals identify their predominant characteristics

Lumina Leader – [Lumina Leader | Lumina Learning](#) - Lumina Leader gives individuals a deep understanding of their natural leadership style. It shows them how to lead with confidence and authenticity, while learning how to adapt their leadership style to meet the needs of their people and of their organization.

Clifton Strengths - [CliftonStrengths for Leaders | en-us - Gallup](#) – This report helps leaders at any level learn how to make the most of their own talents, lead others, and create a thriving culture for their organization.

Free Assessments

Leadership Compass - [Leadership-compass-self-assessment.pdf \(bethechangeconsulting.com\)](#) – a PDF download. Helps assess dominant decision-making style. Quick and simple to use. The value is primarily in reflecting on the “Styles taken to Excess” page and the characteristics associated with them.

Saboteur Assessment - [Take the Saboteur Assessment - Positive Intelligence Support](#)

Values Discovery Guide - [This PDF guide](#) facilitates values-based leadership by helping people identify their core values, assess how well they are currently honoring them, and devise action steps to honor those values more fully and intentionally.