

Team Leadership

Instruct the Instructor: Materials selected to inform instruction and research.

Kellye Y. Testy & Zachariah J. DeMeola, *Leading the Way: The Power of Professional Identity Formation for Lawyers*, 76 *Baylor L. Rev.* 115 (2024),

[https://www.westlaw.com/Document/I06c61e841fdf11ef8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I06c61e841fdf11ef8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article explores professional identity formation and why it is needed for better lawyers and better leaders. First, distinguishing professional identity formation from the ethics, professional responsibility and professionalism that came before it and explores the different elements of professional identity formation, how they work individually, and their collective synergy. Then examines the historical context to understand why professional identity formation is needed now. Finally, a look into the future by first exploring current students' major motivations and obstacles. Then proposing that professional identity formation's ability to instill a strong sense of self determination, based on a well-developed sense of self-awareness, will be a well-tailored and powerful way forward for the coming generation of lawyer-leaders the world will need.

Leah Teague, *Civility Matters: Why Law Schools Must Teach Students to Disagree Without Being Disagreeable*, 76 *Baylor L. Rev.* 1 (2024),

[https://www.westlaw.com/Document/I06c61e7a1fdf11ef8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I06c61e7a1fdf11ef8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This Article explores civility's roots in ethical principles and its profound implications for the justice system in Part II. Part III examines reasons why civility is important to the legal profession, and Part IV examines the relationship between civil discourse and civility. Part V addresses what practicing lawyers face that make civility challenging. Finally, Parts VI and VII suggest strategies for cultivating civility in the legal professional and in law schools.

Leah Teague, *Modernizing Legal Education Through Leadership Development Programs: Equipping Lawyers for Success, Significance and Satisfaction Through Service*, 58 *Wake Forest L. Rev.* 943 (2023),

[https://www.westlaw.com/Document/I8cce7dc7b0eb11ee8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I8cce7dc7b0eb11ee8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- Prof. Teague provides a comprehensive look at modernizing the legal education system to equip lawyers with leadership skills. Within the article, she provides an overview of the Baylor Law Professional Development Program.

Danielle M. Conway, *A Black Woman Law Dean Speaks About the Precarity of Leadership*, 51 *Sw. L. Rev.* 240 (2022),

[https://www.westlaw.com/Document/Ia1af685edca311ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ia1af685edca311ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- Transforming legal education, the legal academy, and the legal profession along the lines of systemic equity requires a commitment to inclusive leadership. This article explores

both professional development as a tool of inclusion and leadership can be an exercise of self-determination.

Garry W. Jenkins & Jon J. Lee, *Leadership Evolution: The Rise of Lawyers in the C-Suite*, 96 Tul. L. Rev. 695 (2022).

[https://www.westlaw.com/Document/Idd956660f6b211ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Idd956660f6b211ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article presents a quantitative study that shows people holding JDs are increasingly filling executive positions. The study aims to challenge the traditional conception that an MBA is the only way into a leadership role. The article goes on to examine the implications of these findings for law schools and training new lawyers.

Doris DelTosto Brogan, *Stories of Leadership, Good and Bad: Another Modest Proposal for Teaching Leadership in Law Schools*, 45 J. Legal Prof. 183 (2021).

[https://www.westlaw.com/Document/I4f2b75f1e9f111ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I4f2b75f1e9f111ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article assumes that while not every lawyer will be a CEO or formal position of power, all lawyers should learn and be prepared to lead in some capacity. This type of informal leadership is a competency that must be taught at law school, including the difficult conversations of what creates good and bad leaders, morality, and development. The paper ends with an overview of Dr., Mary Gentile's Giving Voice to Values approach for law school curriculum as a way to explore values-based leadership education.

Patrick Bryan, Donald J. Polden, *Learning Lawyer Leadership from the Military Profession*, 73 Baylor L. Rev. 170 (2021).

[https://www.westlaw.com/Document/I5aa44a44e69a11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I5aa44a44e69a11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- As a unique perspective, this article details the relationship between leadership development and the military. The author reviews different leadership approaches and styles from military training and suggests ways that legal education provides, from the ABA to professors, can imbue lawyers with different leadership development trainings.

Elizabeth M. Fraley, Leah Witcher Jackson Teague, *Where the Rubber Hits the Road: How Do Law Schools Demonstrate A Commitment to Training Leaders?*, 14 Tenn. J.L. & Pol'y 375 (2020).

[https://www.westlaw.com/Document/I1f4b9d0b996f11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I1f4b9d0b996f11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This paper looks at evaluating different law school's mission statements, curriculum, outcomes, and communications on leadership. Rather than being a tool to help teach different leadership tactic, this paper may be useful in reframing the importance of this milestone in larger law school culture or in creating a platform to argue for its inclusion in different legal education settings.

James Clifton, Jum Harter, *It's the Manager: Gallup Finds that the Quality of the Managers and Team Leaders is the Single Biggest Factor in Your Organizations Long-Term Success*, (2019)

- This is a short book about a Gallop study that included more than 82,000 teams in 230 organizations across 47 industries and 73 different countries. The study found that work units scoring in the top quartile of employee engagement significantly out-performed those in the bottom quartile of employee engagement, pointing to the importance of strong team-leaders. This is a useful book for understanding the importance of and data behind teaching this milestone to law students.

Mihnea Moldoveanu & Das Narayandas, *The Future of Leadership Development*, Harvard Business Review (2019). <https://perma.cc/4PP4-EWZ9>

- This article emphasizes the importance of what the authors call the “personal learning cloud.” This “cloud” includes an array of online courses, interactive platforms, and digital tools. The article offers that use of this “cloud” is necessary for leadership development in the modern world. It goes on to look at how one may best utilize these tools to improve leadership skills.

Donald J. Polden, *Leading Institutional Change: Law Schools and Legal Education in A Time of Crisis*, 83 Tenn. L. Rev. 949 (2016).

[https://www.westlaw.com/Document/Iccbf2f065b7911e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Iccbf2f065b7911e698dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- The purpose of this article is to examine how leaders of law schools and in legal education have responded to the dramatic difference in the landscape since 2007 and, in particular, how well leaders at some law schools have addressed the challenges presented by the recession and fundamental alteration of the existing model of American legal education. Of specific importance to this milestone is the second part of the essay, which review literature and looks at lawyer leadership during the economic market crash. The article ends with an evaluation of legal education and how it changed due to the recession, including the addition of teaching leadership and clinical education. This may be an interesting perspective of how hard economic challenges can be the impetus for growing new legal frameworks.

Robert H. Jerry, II, *Leadership and Followership*, 44 U. Tol. L. Rev. 345 (2013).

[https://www.westlaw.com/Document/I90c2add49cfe11e28578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I90c2add49cfe11e28578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This is a reflective essay not so much on leadership, but on how leadership and followership go hand-in-hand. More insightful and less curricular focused, the author identifies that nexus between leaders and followers is a team. Teams have 5 major aspects for success: communication, trust, collective responsibility, caring, and pride.

Janet Weinstein et. al., *Teaching Teamwork to Law Students*, 63 J. Legal Educ. 36 (2013).
[https://www.westlaw.com/Document/Ib6e48bbd1f7611e38578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ib6e48bbd1f7611e38578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is written by Professor Janet Weinstein about her experiences teaching teamwork-based, interdisciplinary classes with medical and social work groups. It is aimed at legal educators and walks through the importance of collaborative learning environments, what Weinstein and her colleagues are doing with Teamwork Theory, and how they have adapted to move forward based on student feedback and surveys.

Faith Rivers James, *Leadership and Social Justice Lawyering*, 52 Santa Clara L. Rev. 971 (2012).
[https://www.westlaw.com/Document/I456482ce09e211e28b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I456482ce09e211e28b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article looks at how teaching leadership in law school can help grow “cause” or “social justice” lawyers. The author uses three case studies—Charles Hamilton House, El Congreso, and Greensboro Four – to show how legal, or extra-legal, leadership has shaped social change over the years as more evidence as to why law education should include teaching curricula.

Donald J. Polden, *Leadership Matters: Lawyers' Leadership Skills and Competencies*, 52 Santa Clara L. Rev. 899 (2012).
[https://www.westlaw.com/Document/I456482ca09e211e28b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I456482ca09e211e28b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article, like many in this list, looks at the role of lawyers, leadership and legal education. It points to the importance of legal education adopting some version of leadership competencies skills and defines a working definition of what leadership means in that context. Perhaps notably from some of the other sources, this article focuses primarily on the rationale of needing leadership skills for law firms and larger legal practice.

Faith Rivers James, *Engaging Law Students in Leadership*, 30 St. Louis U. Pub. L. Rev. 409 (2011).
[https://www.westlaw.com/Document/I5c86b83d4b3811e18b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I5c86b83d4b3811e18b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article considers the progressive structure of a comprehensive law and leadership program and prescribes the Public Law and Leadership course as a model of engaged learning and leadership development that offers replication opportunities for programs that seek to engage students in public law and policy issues that affect local and national communities. Looking to collegiate and graduate leadership service learning, as well as legal pro bono programs and professional development initiatives, law and leadership studies and experiences will better prepare students for professional practice, prime them to exercise leadership within their communities, and position law graduates to engage in leadership of the profession and the public square.

Gregory E. Huszczo, Tools for Team Leadership (2010).

- This is a comprehensive book on teams that goes from creating teams to evaluating them.
- A particularly good chapter is Chapter 5, “Communicate, Communicate Communicate”—it covers best practices for “sharing, listening and providing feedback.” Chapter 10, another particularly relevant one, is entitled, “Monitoring and Reviving Teams.” This chapter includes several helpful exercises, including a Team Diagnostic Questionnaire and a Team Moral Survey.

Deborah L. Rhode, *Lawyers As Leaders*, 2010 Mich. St. L. Rev 413 (2010).

[https://www.westlaw.com/Document/I580527b861c111e08b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I580527b861c111e08b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is a quick overview of what makes a leader and why legal education must begin to teach leadership as a part of the lawyer development. Lawyers often end up in positions of leadership, including in law firms, yet many do not have adequate leadership training. (as evidenced by poor management in other situations). The legal education must consider addressing this issue.

Neil W. Hamilton, *Ethical Leadership in Professional Life*, 6 U. St. Thomas L.J. 358 (2009).

[https://www.westlaw.com/Document/Ifc1a2c6c9d7d11de9b8c850332338889/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ifc1a2c6c9d7d11de9b8c850332338889/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- In this article, Professor Hamilton evaluates the role of lawyers as leaders, the duty of law schools to instill that trait, the different leadership models available, and the importance of ethics or morality in leadership. It aims to assess leadership on the whole as well as provide tangible aspects that may be incorporated into legal education. While broader than teams individually, the author spends time specifically on servant leadership, which is a team-based leadership model.

Roger Fisher, et al., Lateral Leadership: Getting It Done When You Are Not The Boss (2004).

- This book focuses on detailed strategies for collaboration. The authors cover everything from team formation/team building to how to navigate conflict within teams. This book offers helpful advice on how to lead a team and get results.

For the Students: Articles tailored to the law student that can be assigned as reading material prior to class.

Raymond H. Brescia, *Through a Glass, Clearly; Reflections on Team Lawyering, Clinically Taught*, 61 N.Y.L. Sch. L. Rev. 87 (2017).

[https://www.westlaw.com/Document/Ieaab358c353f11e798dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ieaab358c353f11e798dc8b09b4f043e0/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is a reflection piece by law professor Brescia's experience in a clinic focused on addressing the Haiti refugee crisis and detainment at Guantanamo Bay. While most of this reflection is spent on the interweaving of legal teamwork generally, there are portions that are applicable to defining, creating, and maintaining group leadership and dynamics. It may be useful for assignments wishing to highlight the importance of collective goals and individual leadership styles inside of clinical experiences.

Deborah Rhode, *Leadership in Law*, 69 STAN. L. REV. 1603, 1665 (2017).

[https://www.westlaw.com/Document/I465373dc68c111e79bef99c0ee06c731/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I465373dc68c111e79bef99c0ee06c731/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article explores the qualities and styles that make for effective leadership. It further looks into how lawyers can develop those competencies. The article looks into the challenges faced by minority members of the legal community in becoming leaders. Finally the article looks at what can promote the effectiveness of a good leader.

James Kouzes & Barry Posner, Learning Leadership (2016).

- This book guides one through how to unleash their inner leader and build a foundation for growth as a leader. This book argues that everyone has the capacity to lead and focuses on helping one find their leadership style and where their leadership can take them. The book offers evidence-based strategies for forming the habits and mindsets of the best leaders of the world.

Artika R. Tyner, The Lawyer as Leader: How to Plant People and Grow Justice, (2015).

- This is a book by Dr. Artika Tyner covering the journey and position lawyers have in making social change and leading their causes. It covers different leadership and community development styles, and of particular note the very end of the book has exercises for each student to develop their leadership style, evaluate their goals, and build up a network. It could be a resource for having students reflect on their own leadership styles and correlate that into team settings.

Susan G. Manch & Michelle C. Nash, Learning From Law Firm Leaders (2012).

- This book imparts wisdom from legal professionals from their own experiences on leadership. You'll find information on the perceived leadership deficit as the Baby Boomer generation approaches retirement and how the next generation of leaders will be prepared to meet the challenges of changing markets and client demands

Deborah L. Rhode, *What Lawyers Lack: Leadership*, 9 U. St. Thomas L.J. 471 (2011)
[https://www.westlaw.com/Document/I3b38303f5c6011e28578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I3b38303f5c6011e28578f7ccc38dcbee/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article takes the stance that lawyers are fundamentally missing development in leadership skill. Since lawyers often “lead from the middle,” this is a challenge that the author argues needs to be rectified. The article walks through different strategies to learn leadership as well as different competencies to search out for leadership. As a thoughtful, reflective essay less-focused on pedagogy, this could be a helpful article for students to reflect on how, where, and in what forms they learn leadership.

Paul Rutter, *The Five Cs of Team Success Leading by Example Propels Organizations to Succeed*, 21 Healthcare Registration 5 (2011).

[https://www.westlaw.com/Document/Ic68ff72ceb4111e08b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/Ic68ff72ceb4111e08b05fdf15589d8e8/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This short overview starts with the simple statement that teamwork and developing productive teams is vital to success, and the author argues the best way to develop teams is to lead by example. This paper does a quick overview of the 5 C’s of Teamwork, with small stories or examples in their sections. It could be an easy read assigned to students depending on the topic.

Robert K. Greenleaf, *The Servant as Leader*, Robert K. Greenleaf Center (2008)

- This short book is a backbone of leadership studies. Mr. Greenleaf outlines the need for servant leadership, which is leading from a place of service rather than a place of direction, and especially in replicating the world we wish to see today. It’s a short book and can be assigned for students to rethink not only their version of team leadership but how they view leadership in general.

Herb Rubenstein, *Practical Guide to Leadership for Lawyers (Leadership for Lawyers)*, American Bar Association, 2nd Ed. (2008)

- This book attempts to define and organize different leadership styles for lawyers to understand. This is a mostly theoretical book, filled with checklists and definitions, so that lawyers can find their brand of leadership, improve motivating and working with others, and better understand team leadership concepts.

Richard S. Cohen, Valorie E. Jennings, *Learning to Lead Practical Steps for High-Performance Team Leadership*, Law Prac., July/August 2007, at 43 (2007).

[https://www.westlaw.com/Document/I3b2df6303b0711dca13fad05e7e7b204/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I3b2df6303b0711dca13fad05e7e7b204/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- In this relatively short feature, the authors look at leadership theory and practices for those actively in practice. This essay is concise while still providing theory, frameworks, and practical advice, making it a possible addition to classroom conversations about leadership.

For the Students: Assessments to determine leadership style

DISC Personality Tests

- This is leadership test that evaluates style based on the balance an individual has of Dominance, Influence, Steadiness, and Conscientiousness. There are free tests (<https://www.tonyrobbins.com/disc-landing-form/>) as well as a for-purchase. Option (<https://www.discprofile.com/what-is-disc>).

Interactive Leadership Style Assessment, University of Southern California, Sol Price School of Public Policy. <https://priceschool.usc.edu/eml/>

- A 12-question, 5 minute free quiz developed by the University of Southern California to assess Leadership Style and Practice. The six types they acknowledge are servant, front-line, transformational, metamodern, postmodern, contrarian.

Strength Finders by CliftonStrengths. <https://www.gallup.com/cliftonstrengths/en/253676/how-cliftonstrengths-works.aspx>

- Based off positive psychology, the Strength Finders 2.0 is a for purchase assessment (19.99 or 49.99 versions) that uses diametric choices to assess an individual's top "strengths." The underlying philosophy is that if individuals work from a place of strength rather than trying to constantly improve deficiencies, they will better team players and leaders. The list of strengths includes 34 "themes" (such as listening, belief, empathy, teamwork) housed into four "domains" (strategic, relational, influencing, executing).

The High5 Test, <https://high5test.com/>

- Similar to the Strengthfinder test, High 5 seeks to help individuals discover their strengths so that they will lead from where they are strong. The High5 free test gives actionable steps to take after the survey and includes potential conflict zones and complimentary partners.

Thomas Kilmann Conflict Mode Instrument (TKI). Available for purchase here:

<https://kilmanniagnostics.com/assessments/thomas-kilmann-instrument-one-assessment-person/> or for a free conflict test based upon the TKI here:

<https://www.onlineassessmenttool.com/index.php?r=assessment/quiz&language=en>

- The TKI embraces the inevitability of conflict. Rather than running from it, the TKI seeks to understand how individuals and leaders engage with conflict resolution. The results are broken down in a typical box grid, with the X axis being cooperativeness and the y assertiveness. The graph then varies from Competition to Collaboration to Avoidance to Accommodation, with Compromise in the center. Knowing how you respond to conflict can help you better mitigate and work together as a team.

Classroom Focus: Lesson plans and curriculum for use in doctrinal courses or experiential learning.

Susan Hanley Duncan, *Reviewing Law School Leadership Programs: What Can Business Schools and Social Science Researchers Teach Us?*, 76 Baylor L. Rev. 63 (2024),

[https://www.westlaw.com/Document/I06c61e7e1fd11ef8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I06c61e7e1fd11ef8921fbef1a541940/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0).

- This article seeks to update the research on how best to determine if law school leadership development programs are designed correctly and whether they are producing better leaders. To begin to answer this question, the first section looks outside of law school programs and examines current research focused on business school leadership development programs and whether they meet their stated goals and, if not, why not. The hope is legal educators can incorporate lessons learned from a study of top MBA leadership programs.

Aric K. Short, *Infusing Leadership Competencies Into 1L Professional Identity Formation*, 62 Santa Clara L. Rev. 113 (2022).

<https://plus.lexis.com/api/permalink/7baecef8-3106-47bf-a1b1-075ad4a2b988/?context=1530671>

- This article focuses on the benefits of integrating leadership practice into 1L professional development classes. The benefits expounded by the article include: better academic performance, improve a student's ability to process and deal with the pressures of law school, and help students identify their own talents and desired career paths.

Leah Teague, *Growing Number of Leadership Programs and Courses Supports Professional Identity Formation*, 62 Santa Clara L. Rev. 149 (2022).

[https://www.westlaw.com/Document/I53bb29d8fc2f11ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I53bb29d8fc2f11ec9f24ec7b211d8087/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This paper seeks to expound upon the movement to connect leadership development and Professional Responsibility courses. The author takes specific time to honor lawyer-leaders who are instrumental in the field, make the case of needing leadership

development in legal education, and then connect the new proposed revisions to ABA standard 303 to this type of leadership development.

April Mara Barton, *Teaching Lawyers to Think Like Leaders: The Next Big Shift in Legal Education*, 73 *Baylor L. Rev.* 115 (2021).

[https://www.westlaw.com/Document/I5aa44a40e69a11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I5aa44a40e69a11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is a split overview between highlighting the reasons teaching leadership is necessary and the different ways schools can begin to implement leadership competencies into their doctrinal classes. Faculty can look to this paper for ways to enhance their Professional Responsibility or engaging in leadership courses at their universities, as well as for general research and arguments that favor teaching leadership in numerous facets during the 3 years of a *Juris Doctorate* degree.

Paul Radvany, *Experiential Leadership: Teaching Collaboration Through A Shared Leadership Model*, 27 *Clinical L. Rev.* 309 (2021).

[https://www.westlaw.com/Document/I520cb817a8af11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cbt1.0](https://www.westlaw.com/Document/I520cb817a8af11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cbt1.0)

- This Article provides a framework for students to learn and practice leadership skills while taking a clinic. The clinic is an ideal setting to teach leadership because so much of the work is accomplished by teams in a collaborative manner. The author adopts a Shared Leadership Model of collaboration where students take turns leading and supporting each other throughout the semester. Clinical professors are ideally situated to provide leadership training as they are experts in teaching skills. As a result, by using the Shared Leadership Model, students will have the opportunity to learn and practice leadership skills in an experiential setting and be equipped to lead early in their careers.

Leah Teague, *Making Progress in Legal Education: Leadership Development Training in Law Schools*, 73 *Baylor L. Rev.* 1 (2021).

[https://www.westlaw.com/Document/I9b115a5fe61c11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cbt1.0](https://www.westlaw.com/Document/I9b115a5fe61c11ebbea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cbt1.0)

- This was an article written for a law symposium that was supposed to happen in March of 2020 at Baylor Law School. It is a comprehensive review of how leadership competencies have been introduced into legal education as well as a push for more to do so. There are support systems involved in parts 3, 4, and 5 on introducing leadership into classroom, including a mental shift to place *Juris Doctor* as a degree in leadership.

Neil Hamilton, *Fostering and Assessing Law Student Teamwork and Team Leadership Skills*, 48 *Hofstra L. Rev.* 619 (2020).

[https://www.westlaw.com/Document/I18f12757cd4b11eabea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cbt1.0](https://www.westlaw.com/Document/I18f12757cd4b11eabea4f0dc9fb69570/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cbt1.0)

- This is an article by Professor Hamilton from the University of St Thomas and Holloran Center about the creation of the teamwork milestone and how to adopt it in law school curricula. The article starts by addressing the need for strong teamwork/ team leadership in the professional world and the current legal educational system's failure to address its development. It presents a 5-step plan to implement the teamwork/team leadership learning outcome into schools and describes the research done to create the Holloran Center's teamwork milestone.

Neil Hamilton, *Leadership of Self: Each Student Taking Ownership over Continuous Professional Development/self-Directed Learning*, 58 Santa Clara L. Rev. 567 (2018).

[https://www.westlaw.com/Document/I9f606f7c203a11e9a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I9f606f7c203a11e9a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article is a comprehensive overview of the development in law school curriculum around competence based education (CBEs) and leadership. It seeks to address the rather large breadth that defines “leadership” and how that can complicate teaching inside of legal educational systems. Finally, the author focuses on how self-directed, continuous learning of professional identity should be included as a part of the competency model and the different benefits stemming from that sort of curriculum.

Leah Witcher Jackson Teague, *Training Lawyers for Leadership: Vitaly Important Mission for the Future Success (and Maybe Survival) of the Legal Profession and Our Democracy*, 58 Santa Clara L. Rev. 633 (2018).

[https://www.westlaw.com/Document/I9f606f80203a11e9a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I9f606f80203a11e9a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- Rather than solely viewing the role of leadership as vital to legal professions or the business sphere, this article seeks to address the need for lawyer’s to be trained in leadership for global stability and democracy. Unique to this paper, the author spends time highlighting what schools may already do that encourages leadership development without thinking about it. She then provides different platforms and possibilities could be instituted to further support the development of leaders in legal education, using Baylor as an example.

R. Lisle Baker, *Character and Fitness for Leadership: Learning Interpersonal Skills*, 58 Santa Clara L. Rev. 525 (2018).

[https://www.westlaw.com/Document/I9f606f78203a11e9a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I9f606f78203a11e9a5b3e3d9e23d7429/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- In this article, the author engages with the Bar’s requirement for “Character and Fitness” as a launching pad for teaching leadership in legal education. Based off an elective course at Suffolk, the author provides three main skills to help learn team leadership skills: paying better attention to other people, being aware of their and others’ strengths, and understanding and acknowledging different Core Concerns.

Scott Westfahl & David Wilkins, *The Leadership Imperative: A Collaborative Approach to Professional Development in the Global Age of More for Less*, 69 STAN. L. REV. (2017).

[https://www.westlaw.com/Document/I465373de68c111e79bef99c0ee06c731/View/FullText.html?transitionType=Default&contextData=\(sc.Default\)&VR=3.0&RS=cblt1.0](https://www.westlaw.com/Document/I465373de68c111e79bef99c0ee06c731/View/FullText.html?transitionType=Default&contextData=(sc.Default)&VR=3.0&RS=cblt1.0)

- This article argues that the current teaching model for attorneys in corporate law is outdated and that there needs to be a modernized approach to fit the current marketplace. The article offers a solution that includes increased collaboration between law schools, law firms, and corporate clients to teach aspiring and new lawyers in a full range of skills including technical, professional, and network-building skills.