



## **Law Student Leader Development: Incubating A New Breed of Positive Leaders**

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**T**he rapid change in the legal profession, persistent lack of diversity at the top of most organizations, chronic well-being problems, and rising demand for meaningfulness are just some of the indicators that the profession needs to incubate a new breed of leaders. While law students and lawyers often aspire to be leaders, they rarely are educated around what being a leader means for developing attorneys and offered the kind of structured training and development to help make them effective in assuming leadership roles. Here, we offer ideas for law schools interested in designing programs of all sizes using evidence-based leadership development strategies and drawing on the experience of law schools (and other graduate programs) with existing programs. We start with a framework for establishing a Leader Education and Development (LEAD) program to incubate positive leaders who will guide the profession toward a successful, thriving future.

### **Step 1. Conduct a needs analysis**

The first step in the design of a LEAD program is a needs analysis (Reichard & Beck, 2017). Any organizational change effort is more likely to succeed if it grows out of an analysis of the gap between the desired and current state. This should include the development of the school's leadership competency model, which defines the knowledge, skills, abilities, or other characteristics that will define a healthy, outstanding leader in the legal profession. The analysis also should question the degree of support of the organizational context to support the leader development program. What aspects of the law school already exist that will facilitate success of the program? What might hinder program success and what is the plan for overcoming those obstacles? If the school's LEAD program will not be offered to all students, the analysis also should evaluate what criteria will be used for selection. This assessment might include stakeholder interviews or surveys to understand the leadership needs in the profession moving forward. The analysis should help define the criteria for an outstanding, health leader in the legal profession, program goals, and how to evaluate the overall success of the program.

### **Step. 2. Ensure long-term institutional commitment and a supportive environment.**

A vital first step is to ensure institutional commitment to the LEAD program by administrators, faculty, staff, and students. Build consensus that the program is relevant to the goals, mission, and needs of the law school, students, and profession. A commitment to resources is essential, including— personnel with appropriate knowledge and skills, funds, space, and time (including time in the curriculum). Initial energy and support for the program will need to be sustained and reinforced by creating and delivering an effective program and by ensuring that it contributes to the law school's mission and activities (Grunberg et al., 2017).

As pointed out by the 2017 report of the National Task Force on Lawyer Well-Being, law school faculty play a substantial role in shaping students' law school experience. Whether faculty members exercise their influence to promote students' development as healthy, effective leaders will significantly impact the potential success of the LEAD program. An important component of the program will be to educate law school faculty on how classroom practices can affect students' development of a professional and leader identity, autonomous motivation, well-being, and sense of

psychological safety to experiment with new skills. Further, faculty serve as role models of leadership for students that can advance (or hinder) LEAD program goals. Appendix \_\_\_ includes a checklist of ideas for incorporating positive psychology and motivational science into classroom practices.

### Step 3. Recruit the LEAD program team.

Success of a LEAD program will depend on having a core team that has the knowledge, skills, motivation, energy, persistence, and resilience to establish and “sell” the LEAD program to stakeholders (e.g., administrators, faculty, staff, students, alumni, employers). The team will need the knowledge, experience, and skills to support the major aspects of the program, including the following (Grunberg et al., 2017):

- **Vision & Goals:** What vision does the law school have for its leaders? What types of leaders are needed in the legal profession? In what types of environments will the leaders perform?
- **Relevant Research:** What research and scholarship are needed to provide the foundation for the curriculum?
- **Curriculum Development, Integration, Execution, & Assessment:** What pedagogical styles, experiences, and training will be most effective for the participants in the LEAD program?

### Step 4: Create the program based on a specific conceptual framework and in alignment with institutional goals.

The next step will be to determine what your organization’s LEAD program should entail and how to create that program in detail. It will certainly include a curriculum that addresses leader education and development but might also include outreach to the profession, including legal employers that will employ these future leaders (Grunberg et al., 2017).

#### Choosing a Conceptual Framework

A conceptual framework for your LEAD program is essential to guide, organize, deliver, and evaluate it. Without one, the program is unlikely to be cohesive, comprehensive, or coherent. The chosen framework should align with the kinds of leader you want to develop. For example, the legal profession’s fast pace of change will require its emerging leaders to be adaptive and operate effectively within uncertain, complex, and ambiguous circumstances. The most effective leaders will draw from many different leadership styles to succeed. The definition of leadership and conceptual framework used for curriculum development should reflect these needs (Grunberg et al., 2017).

A substantial challenge for professional development staff working in law schools and other legal organizations is figuring out how to digest and effectively apply the evidence-based leadership literature—which is voluminous—to shape our leader development curriculum. We are faced with the daunting task of choosing among a large number of leadership constructs that academics continue churning out with little synthesis or guidance for application and education.

Fortunately, the medical profession has begun to tackle this challenge. The “Four C” framework (Character, Competence, Context, Communication) outlined below is based on a comprehensive review of leadership literature by an expert team of researchers and practitioners (Grunberg et al., 2017). It was designed for medical students and other healthcare professionals in the military by the Uniformed Services University of the Health Sciences (USU)—which encompasses a high-stakes, high-stress professional work environment analogous to the legal profession. The framework can provide guidance for legal professionals who are designing LEAD programs while still offering much flexibility to tailor it to the specific organization’s needs, values, and mission.



*Four C-PITO framework with examples of lessons.*

(Figure appeared in Grunberg et al., 2017).

### The Four C-PITO Framework

The four “Cs”—Character, Competence, Context, Communication—address the “Who, What, When and Where, How,” respectively, of leader development. The framework also emphasizes that leader development and enactment of leadership are based on a dynamic interaction between the person and the environment. People do not develop as leaders or carry out leadership in a vacuum. Accordingly, the Four Cs are conceptualized as operating on four levels: Personal, Interpersonal, Team, Organizational (PITO). The Four Cs and four levels do not operate in isolation—they interact to influence performance and, therefore, are considered together (Grunberg et al., 2017).

The PITO levels are:

- **Personal:** Focuses on the psychological and biological aspects of individual leaders.
- **Interpersonal:** Refers to interactions with another person.
- **Team:** Focuses on interactions with more than one person but with a relatively small group of people. It predominantly involves principles of social psychology and group dynamics (e.g., affiliation, reference groups, social comparison).
- **Organization:** Focuses on sociological, systems analytic, and strategic principles.

The Four Cs include the following subject matters:

**1. Character** (“Who” the leader is). The Character element encompasses every aspect of who we are as people—demographically, physically, and psychologically. It includes, for example, gender, ethnicity, identity, attitudes, bias, values, personality, self-awareness of personal characteristics, knowing how others perceive us, and an awareness of how we perceive others.

*Law Student Character Quotient.* Findings from the 2016 report called *Foundations for Practice: The Whole Lawyer and the Character Quotient* can fit well within the Four C framework—

especially as part of Character and the emotional-cognitive skills that are encompassed in Competence. The report found that the most important foundations for new law school graduates are not technical legal skills but characteristics that will allow them to succeed and learn necessary practical skills over time. The report found that, “They need to show up with those characteristics, ready to learn the rest” (p. 27). The ten categories identified as most important in the short-term were: discretion with confidential material; timeliness, honor commitments, integrity and trustworthiness, treating others with courtesy and respect, listening attentively and respectfully, responding promptly to inquiries and requests, diligence, strong work ethic, attention to detail. These competencies are captured within the Four Cs of Character, Competence, Context, and Communication.

*Diversity & Inclusion.* Also within the Character domain are issues of bias and self-awareness. Much attention has been given to the diversity problem in the legal profession—especially in the top leadership ranks of large organizations. For example, a recent *Washington Post* headline criticized the legal profession as “the least diverse profession in the nation” (Rhode, 2015, p. 1). *The American Lawyer* challenged the profession to take action in a series of articles spotlighting the “diversity crisis” in large U.S. law firms (*The American Lawyer*, 2014). This suggests that law schools’ LEAD curricula should encompass education and training to develop inclusive leaders that will support a thriving profession in which all are welcome.

**2. Competence** (“What” the leader knows and does). Competence refers to both role-specific knowledge and skills (e.g., substantive lawyer skills) as well as emotional-cognitive skills required to be an effective leader, including critical thinking, decision-making, problem solving, emotional intelligence, and conflict resolution. It also encompasses interpersonal aspects such as how we share skills and knowledge or apply them to others. A broad range of studies have shown that there are a set of competencies that cause or predict outstanding leader and professional performance that fall into three clusters: (1) cognitive intelligence competencies, such as systems thinking; (2) emotional intelligence competencies, or intrapersonal abilities, such as adaptability; and (3) social intelligence competencies, or interpersonal abilities, such as networking (Boyatzis & Saatcioglu, 2008). Also important for emerging leaders is a desire to use one’s talents. This motivation appears to be driven by a person’s values, philosophy, sense of calling or mission, unconscious motives and traits.

**3. Context** (“When” and “Where” leadership occurs). Context covers the physical, psychosocial, cultural, and situational environments in which people exist. The physical dimension includes such things as nutrition, sleep, and other aspects of physical well-being as well as physical location. The psychological context includes, for example, mental health, attention, and personality. The social context includes relationships among group members and leaders, while cultural context encompasses such things as values, practices, attitudes, and belief systems. Context also includes how physical and mental stress may impact leaders’ performance. Focusing on Context is essential because effective leaders will need to be adaptive to their particular situation. The goal will be to develop leaders who have more than one approach to draw from and who can succeed in a many different contexts.

*Law Student Well-Being.* Encompassed within the Context dimension is law student and lawyer well-being. The 2017 report of the National Task Force on Lawyer Well-Being called for law schools and other stakeholders in the legal profession to take steps to bolster psychological and physical health industry-wide.

We are growing to better understand many of the health and well-being challenges that affect so many in our profession. The personality traits that attract individuals to the law, the demanding nature of a client service focus in a relentlessly connected world, the adversarial overlay of our interactions with other lawyers and the sometimes isolating nature of our work creates somewhat

predictable outcomes like higher levels of depression, anxiety, suicidal ideation, substance dependency and relationship breakdown. The rapid pace of change will exacerbate rather than cure these challenges. It is therefore incumbent upon law schools—starting at New Student Orientation—to raise student awareness of these issues.

Law schools should pair this awareness with cultural readjustments that support a growth mindset and resilient orientation with respect to students' learning of a very complex profession and student education about the heightened psychological risk among law students and lawyers as well as effective responses rooted in principles of applied positive psychology and, most notably, tools for reframing stress mindsets, optimistic explanatory styles, mindfulness, and social engagement. The consistent application of these behaviors will positively impact self-awareness and self-regulation over time. By teaching students both how legal training can enhance legal service while also damaging self-esteem *and* how legal training—when framed appropriately—can actually heighten our ability to be our own best advocates, law schools can begin to produce into the profession a more positive, self-aware class of leaders who will attract positive colleagues and grow the conversation around these vital issues while also achieving a broader, more creative approach to solving client problems.

*Service-Oriented Values.* Research about law students' and lawyers' challenge with maintaining a commitment to intrinsic values and self-congruence with their own core values fit within the Context and Character dimensions. Specifically, research shows that students are taught to “think like lawyers” by discounting their own moral values and substituting feelings of empathy and compassion for a strictly analytical and strategic mode of thinking (Peterson, 2014). Values of “justice, public service, and helping others are replaced by value-neutral adversarial skills” (Peterson, 2014, p. 266-267).

Studies have found that pro-social values decline during law school (Krieger, 2002; Sheldon & Krieger, 2004; Sheldon & Krieger, 2007). A gradual numbing effect unfolds where law students become disconnected from intrinsic or extrinsic values. Top students' career interest shift toward stressful, money-oriented legal careers and away from service-oriented careers. Studies suggest that autonomy-support and other factors posed by self-determination theory (a well-established motivational theory) may halt this shift in values (Krieger, 2002; Sheldon & Krieger, 2004; Sheldon & Krieger, 2007). Research shows that teachers (and other people managers) can be trained to be more autonomy-supportive (Hardré & Reeve, 2009; Su & Reeve, 2011). The issue might also be addressed by expanding professional responsibility classes to include a discussion of values (Kasser, 2014; Kasser 2015; Krieger, 2005).

Values research has demonstrated a relationship among values such that, when extrinsic values (e.g., financial success, competitiveness) are “turned on,” pro-social values are “turned off” (Kasser, 2016). Research shows that people who strongly endorse materialistic values report more burnout and job dissatisfaction (Kasser, 2016). Efforts to decrease attachment to extrinsic values have included interventions and policies to activate intrinsic values; reducing messages that endorse extrinsic values; strategies that help people feel less insecure, threatened, and worried about their ability to satisfy their physical and psychological needs (Kasser, 2016). Further, a recent study of lawyers found that lawyers with a greater orientation toward intrinsic (compared to extrinsic) values had higher subjective well-being (Sheldon & Krieger, 2014). Conversely, a study of an Australian law firm found that excessive focus on profitability and a competitive work culture was associated with lawyers' depressive symptoms and anxiety (Bergin & Jimmieson, 2013).

*Leaderships' influence on well-being and values.* Research shows that organizational leaders and supervisory practices significantly impact psychological well-being and values. For example, good leadership is associated with engagement, less employee depression (Perko et al., 2014), and lower

rates of burnout (Corrigan et al., 2002; Hetland et al., 2007). On the other hand, many studies have found that poor-quality supervision harms followers' psychological health—it's linked to depression, anxiety, emotional exhaustion, and burnout (Lin et al., 2013; Kelloway et al., 2012).

Leadership also can combat a shift away from pro-social values. Research shows that certain leadership styles (e.g., transformational leadership) promote pro-social, intrinsic values as a pathway to motivate followers (Ghadi, Fernando, & Caputi, 2013; Walumbwa, Christensen, & Muchiri, 2013). Research confirms that transformational leadership behaviors can be taught (e.g., Kelloway, Barling, & Helleur, 2000; Nielsena & Munir, 2009).

The Four C model provides a framework for incorporating education and skill-building to carry out the National Task Force report's call to action and to also encourage the maintenance of pro-social values. LEAD programs can educate law students on practices for promoting their own well-being and self-congruent values and to develop as leaders who are focused on the well-being of others as well as cultivating vibrant professional work cultures that balance intrinsic and extrinsic values.

**4. Communication** ("How" leaders interact with others) includes both sending and receiving information, verbally (oral and written words) and nonverbally (nonverbal elements of oral communication, body language, and facial expressions). It includes the capacity to take in the information as well as to provide it to others with or without personal interaction.

### Aspects of Program Design

- *Full-Person Experience.* The program design should provide not only excellent educational content but also provide a full experience—to influence students' thoughts, emotions, and behaviors (Reichard & Beck, 2017).
- *Evidence-Based.* As much as possible, the design of the educational components should be evidence-based (Grunberg et al., 2017). The Four C framework is an overarching guide but it will need to be supplemented with leadership scholarship that aligns with the law school's vision for its program. For example, you can cherry-pick from a large number of leadership constructs, such as transformational leadership, authentic leadership, resonant leadership, servant leadership, etc. (See the Appendix for brief summaries of some of the more popular leadership theories). Psychology and sociology scholarship also will be relevant including, for example, emotional intelligence, cognitive bias, conflict management, team dynamics, decision-making, etc. Ideas for program topics are provided below.
- *Effective Pedagogy.* Seek to use effective pedagogical techniques—e.g., adult learning strategies, peer-led sessions, education technologies such as discussion boards and the like. Students should be included in discussions and offer feedback on how best to present curriculum. Strive to use pedagogical styles and educational techniques that encourage every student to participate and for students to work together in dyads and in small groups (Grunberg et al., 2017).
- *Emphasize Growth.* The curriculum should be founded on the principle that leaders should constantly grow (Grunberg et al., 2017). Learning (even for the most experienced leaders) must be continuous and no single encounter with an educational opportunity will be enough. Leader development is a life-long process.
- *Suggested Design for Educational Sessions.* A suggested design for educational sessions is to include a plenary introduction to the topic followed by small group exercises and then discussions of main points, lessons learned, observations, questions, and comments from participants. For example, students might learn about and discuss implications and applications of personality types,

emotional and social intelligence, and cultural differences to difficult conversations, stressful situations, and challenging tasks. Students might practice effective communication skills as individuals, pairs, and small groups (Grunberg et al., 2017).

- *Offer Multiple Sessions, Practice, & Feedback.* People generally retain information longer when it's gleaned over multiple training sessions compared to a one-time event. Also, a practice that is more likely to bring about behavioral change is to provide feedback that spans over multiple sessions. Mere exposure to knowledge is not enough to develop skills; application and practice are required (Conger, 2010). Accordingly, provide as much experiential learning as possible—especially (to the extent possible) in applied and field settings to reinforce the lessons of our program and to underscore their relevance to real-life and professional settings. Are simulations possible? Can legal clinics be used as training ground for leader skills? Can courts or legal employers be recruited to assist with experiential activities?
- *Reinforce Learning Throughout Law School Experience.* Recruit faculty members in the legal coursework, journals, and trial and appellate advocacy programs to reinforce concepts and applications relevant to leader development.
- *Ensure Psychological Safety.* Given the competitive culture of most law schools, it's imperative to provide access to learning spaces that feel safe for experimentation to develop their leader skills.
- *Design a Leader Self-Development Component.* Leader self-development (LSD) competencies and strategies also should be provided as a part of the curriculum to aid students' learning during the program and post-graduation. LSD is a process in which leaders learn and develop on an ongoing basis with the freedom to adapt their focus based on their current needs. This differs from other types of leader development programs and training, which tend to focus on key leader competencies established by the organization (Reichard & Johnson, 2011). LSD activities to encourage or structure for students might include: (1) developmental relationships, like coaches, mentors, and communities of practice; (2) developmental assignments, which match a challenging assignment to an individual's developmental needs; (3) lived experiences; (4) formal feedback processes, like a 360-degree review; and (5) informal activities like reading books and attending conferences (McCall, 2010; McCauley, Kanaga, & Lafferty, 2010).

## Getting Started on Your LEAD Curriculum

Ideas for beginning to develop the LEAD curriculum are below. Additional ideas and resources appear in the Appendix.

### 1. Address Developmental Readiness

People vary widely in their leader developmental readiness (LDR)—including their ability and motivation to attend to and make meaning of new knowledge; learn necessary skills and abilities; and transform their learning into new cognitive structures as well and a leader identity (Hannah & Avolio, 2010). Steps can be taken to accelerate readiness before training occurs. Strategies designed to enhance LDR focus on (1) ability to develop, (2) motivation to develop, and (3) support for development (Reichard & Beck, 2017; Reichard & Walker, 2016). When all three factors are high, emerging leaders are more likely to approach, seek, and leverage experience to develop the skills, mental strengths, and confidence needed to lead effectively.

(1) The **ability to develop** depends on people's capacity to make sense of their experiences, learn from them, and then plan and take action to grow (Reichard & Beck, 2017). It includes monitoring, reflecting on, and regulating thoughts. Because it's difficult to learn from experience when

we mindlessly charge through our busy days, teaching self-management and mindful reflection skills will be important. These skills will help students begin to more mindfully distill their learning from experimentation, failure, and feedback, which are essential for development.

(2) The LEAD program can boost students’ **motivation to develop** by guiding them through a process of discovering and fostering their strengths, passions, and purpose as leaders (Reichard & Walker, 2016). This process will also include cultivating their growth mindsets toward leadership, improving their psychological capital (PsyCap) in their ability to develop (which encompasses hope, optimism, confidence, and resilience), and encouraging a learning goal orientation (Reichard & Beck, 2017). The aim is to encourage students to embrace the messy process of learning and development by adopting clear and challenging goals, seeking stretch experiences that take them out of their comfort zones, persisting toward their goals in the face of obstacles and errors, and seeking feedback to improve their leadership.

This step drives the formation of leader identity and motivation to lead and develop as leaders. It is especially important for women, who tend toward ambivalence about their leader identity (Ely et al., 2011; Karelaia & Guillen, 2014) and whose development and career success is influenced by feelings of authenticity—of feeling that daily actions align with their core values and beliefs (O’Neil et al., 2015). Historically, too many well-meaning programs have demotivated aspiring female leaders by

portraying them as broken and ultimately responsible for their failure to advance (Annis & Merron, 2014). The program should consider calling attention to work contexts in which second-generation gender bias will be a challenge that students can meet by developing their strengths, resources, and purpose as leaders (Ely et al., 2011).

(3) **Support for development** includes aspects of the environment that will make it more likely for LDR to flourish (Reichard & Walker, 2016). The LEAD program should begin such support by establishing an effective, secure learning culture. It should educate students about building support for their leader development during school and post-graduation. Strategies should include teaching them to plan, regulate, and evaluate progress on their growth and to identify and cultivate a mentoring network. Also beneficial would be a leader information portal on a school website to provide access to and sharing of evidence-based leadership resources.

| <b>Developmental Readiness</b>  |
|---|
| <i>Ability to Develop</i>   |
| <ul style="list-style-type: none"> <li>▪ Cognitive complexity</li> <li>▪ Meta-cognitive skills</li> <li>▪ Mindfulness</li> </ul>                        |
| <i>Motivation to Develop</i>  |
| <ul style="list-style-type: none"> <li>▪ Autonomous motivation</li> <li>▪ Learning goal orientation</li> <li>▪ PsyCap for leader development</li> </ul> |
| <i>Support for Development</i>  |
| <ul style="list-style-type: none"> <li>▪ Learning culture</li> <li>▪ Psychological safety</li> <li>▪ Developmental networks</li> </ul>                  |

## **2. Define Leadership & Explain The Four C Conceptual Framework**

For formal educational sessions, a good starting place is to define leadership and explain the conceptual framework. Many possible definitions of leadership are available. One possible definition of leadership is a process of influencing others in a manner that enhances their contribution to the realization of the group’s common goals (Haslam, 2004, p. 40; Norton, 2013, p. 5).

The Four C definition of leadership is a bit more complex, framing it as “the enhancement of behaviors (actions), cognitions (thoughts and beliefs), and motivations (reasons for actions and thoughts) to achieve goals that benefit individuals and groups” (Grunberg et al., 2017, p. 306). This definition purposefully includes the three major aspects of psychology—behaviors, cognitions, and motivations/emotions—to highlight the breadth and depth of leaders’ influence and the importance of

all three elements.

You also should present the Four C conceptual framework and explain that it guides the curriculum, how to assess performance, and how to evaluate leaders.

### ***3. Personal & Interpersonal Aspects of the Four Cs***

After the introduction to the definition of leadership and conceptual framework, the curriculum could focus on the personal and interpersonal aspects of each of the Four C framework:

- **Character:** Self-awareness of personality, demographics, physical appearance, values, attitudes, attributes, and all other aspects of character. Topics to cover include personal biases (explicit and implicit), and aspects of self that contribute to who we are and how we react to situations and interact with other people. Consider also coordinating with colleagues teaching legal ethics to design a comprehensive “professionalism” curricula that incorporates leader development content such as reflective practice, professional identity formation, and client communication (Grunberg et al., 2017).
- **Competence:** Highlight that leader development is not limited to the educational components of the program. While law school courses and other aspects of legal training focus on the development of lawyer competencies, they also provide training ground for development of leadership knowledge and skills, such as critical thinking, problem solving, decision making, emotional intelligence, and conflict resolution. Opportunities for practice include the classroom, legal clinics, summer clerkships, teaching assistant roles, discussion groups as well as during interactions with family, friends, and extracurricular activities. It will be beneficial to collaborate with faculty teaching law courses to model, reinforce, and provide feedback on such skills. Further, it will be important to draw distinctions for students between role-specific competencies and cognitive-emotional leader competencies. Students engaged in intensive education and training about their roles as lawyers may wrongly infer that success as a leader in a professional setting relies solely upon technical skills as a lawyer. The failure of many leaders may be attributed to this misunderstanding.
- **Context:** Explain the full meaning of context as encompassing the physical, psychological, and social environments; cultural differences; and stress. Emphasize how stress affects decision making and performance, which likely will be highly relevant for many legal professionals who will work in high-intensity, high-stakes, stressful environments. Exercises can be included that require performance under moderate stress. For example, students might learn about effects of stress on performance and practice a relevant skill in stressful situations (e.g., limited time, observed and evaluated by others). Cultural differences and intercultural communication can be discussed as part of context (Grunberg et al., 2017).
- **Communication:** Explain the meaning of communication under the framework and the importance of learning to communicate effectively. Communication is a good way to begin the experiential sessions. Consider providing sessions focused on effective communication as individuals and in small groups, difficult conversations (delivering and receiving difficult news and performance critiques), communicating under stress, and communicating in various types of situations (meetings with supervisor, client calls, court, email) that are delivered to and evaluated by fellow students and faculty. Students understand that communication is important and the sessions can be designed in ways that are interesting and entertaining (Grunberg et al., 2017).

### **Step 5: Integrate program activities into broader curriculum and institution.**

Often law school courses are “stovepiped”—taught in isolation from each other and without regard to how to integrate it all and apply it. A better approach to leader development is to support synthesis and integration of all of the material and to continually apply it to aid learning. This can include, for example, small group and other forms of experiential learning projects, reflective writing, small group discussions, and integration of leader development into the broader law school curriculum. If possible, leadership topics that are being taught will be timed to occur when course content makes it most relevant. Communication among the administration, faculty, staff, students, and stakeholders is key to getting buy-in for the integration of leader development into the broader curriculum (Grunberg et al., 2017).

Also, consider a role for alumnae as mentors who can play an important role both during and after the LEAD program. First, having role models to aspire to can help shape students’ positive professional identities. Second, emotional bonding with mentors provides a secure context for risk-taking, feedback, and learning. Third, during and after LEAD program elements, mentors can model and verbally coach mindsets and skills that students are learning. Fourth, mentors can create a structure for students’ continued learning. To ensure successful mentoring relationships, mentors could be invited to learn best practices in mentorship including basic coaching and goal-setting skills to support their mentees. They also could be provided with a loose curriculum to help guide their mentees’ leader development. Fifth, mentors can provide an “insiders” perspective, information, and political skill coaching to support students’ success in the professional world.

### **Step 6: Assess Program, Faculty, and Outcomes and Revise as Necessary.**

To ensure a high-quality, effective program, it should be continually evaluated—including the program elements, faculty, and outcomes. To assess the program will require a clear identification of its goals. The overarching goal may be to develop outstanding, healthy leaders for the legal profession. How will you determine if your LEAD program is effective? Possible aspects to evaluate include:

- **Attitudes.** Students’ attitude toward the program and opinion about its ultimate utility to them as practicing lawyers should be continually assessed.
- **Knowledge.** Student knowledge and understanding of the major domains identified as essential to develop effective leaders. The Four C domains and PITO levels of interaction provide a framework both for what to include in our programs and what to assess with regard to students’ knowledge and skills. This could be evaluated using quizzes to students following classroom sessions, discussions, and group exercises.
- **Behaviors.** More helpful but more challenging would be to assess and provide feedback to students about their leader and team performance in various aspects of their legal education—including, for example, the classroom, trial and appellate advocacy programs, small team projects, clinic work, summer clerkships, student organizations, journal work, etc.
- **Outcomes.** Also highly useful but challenging would be to evaluate more distal outcomes by following students’ post-graduation to track their level of success as leaders in the profession. The criteria for success will need to be identified.

## Appendix A: Curriculum Ideas

Below are formal training topic ideas that align with the Four C Model. Formal training will aid conceptual understanding of leadership and its accompanying skills. The curriculum also should include supporting activities that focus on (1) personal growth (personal reflection on behaviors and characteristics of the self), (2) feedback (providing feedback to students on specific behaviors), and (d) skill building (where specific leadership skills are taught and practiced).

### First Year Curriculum Ideas

| Session Topic          | Information Discussed  |
|------------------------|--|
| Connection & Belonging | <ul style="list-style-type: none"> <li>▪ Underscore the importance of social support; carving out time to maintain high-quality relationships; creating an inclusive environment (creating a sense of belonging while welcoming difference/uniqueness) for students of all backgrounds (heads-up about homophily).</li> <li>▪ Belonging activity: Considering asking upper-level law students with a variety of demographic backgrounds (e.g., race, gender, socio-economic status) to emphasize that all of the students belong there: “It’s normal to feel that you don’t belong here. Many people feel that way but find that it subsides after they get more settled in. You belong here and we’re proud to have you as our students.” (see Walton &amp; Cohen, 2011).*</li> <li>▪ One goal of the orientation process should be to encourage new students to express their unique perspectives and strengths and to frame their law school experience as a place where they can do and be their best (Cable et al., 2013b). In employment contexts, research has shown that such an approach can impact performance, engagement, job satisfaction, burnout, and retention (Cable et al., 2013a, 2015). See Personal Identity Socialization strategies in the Appendix.</li> </ul> |
| Resilient Thinking I   | <ul style="list-style-type: none"> <li>▪ Learn to be self-aware, to accept limits and errors, to acknowledge uncertainty, and to problem solve; to self-regulate, identify physiological reactions and learn to manage them in order to diminish the effects of stress.</li> <li>▪ Develop new habits of thought that will lessen emotional reactivity and bolster resilience using techniques from cognitive behavioral therapy (e.g., cognitive reframing), Acceptance and Commitment Therapy (de-fusing oneself from emotions, alignment with values), and mindfulness.</li> <li>▪ Learn coping self-efficacy (e.g., emotion coping under conditions of low control; problem-focused coping under conditions of higher control; relationship-focused coping for both).</li> </ul>   |
| Resilient Thinking II  | <ul style="list-style-type: none"> <li>▪ Develop knowledge about growth mindset; mastery goals vs. performance goals; cultivating a culture of psychological safety.</li> <li>▪ Discuss self-compassion vs. imposter syndrome, perfectionism, self-criticism.</li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>▪ This material could be combined with education and activities about psychological capital (PsyCap)—hope (finding multiple pathways to achieve goals), optimism, self-efficacy, resilience.</li> </ul>   |
| Realistic Preview   | <ul style="list-style-type: none"> <li>▪ A method for enhancing resilience is to provide a review of common stressors and strategies for overcoming them (Saks &amp; Gruman, 2011; Wanous &amp; Reichers, 2000):</li> <li>▪ Ask second and third year students to provide a realistic preview of typical disappointments, frustrations, and annoyances and advice on how to cope with them (Wanous &amp; Reichers, 2000). Coping mechanisms include goal-setting, proactive action to address the problem, and resilient thinking strategies. Ideally, this type of training would include advanced students modeling how they cope with stress, explicitly discussing the modeled behavior, allowing new students to rehearse the coping skills, and teaching them how to better regulate thoughts and feelings that arise during adversity (Wanous &amp; Reichers, 2000).</li> <li>▪ School representatives should assure new students that they are capable of success (Wanous &amp; Reichers, 2000). A common fear among newcomers is that they're frauds or imposters and are not good enough to succeed.</li> <li>▪ Pair students with mentors to give new students specific information about faculty members, exams, studying, and other information that will help new students maximize their probability of success (Wanous &amp; Reichers, 2000).</li> </ul> |
| Fit & Grit  | <ul style="list-style-type: none"> <li>▪ Discuss the importance of pursuing self-congruent goals/values fuels gritty perseverance (autonomous motivation, self-determination theory, intrinsic vs. extrinsic values); reminding ourselves of meaning and purpose; using your strengths; development of professional identity.</li> <li>▪ Have students take the VIA or other strengths assessment to raise their awareness about self-congruence—using your strengths, talents, skills, abilities, and values leads to well-being, job and life satisfaction, and many other positive outcomes.</li> </ul>   |
| 5 Signs You Might Be Becoming A Zombie (and How To Save Yourself) | Discuss (1) the strong link between physical and mental health (e.g., sleep, nutrition, physical activity), (2) rejuvenation activities, (3) balance, (4) developing self-worth in non-school domain(s) to shore up self-esteem when law school feels rocky.   |
| High Performance Under Stress                                     | Discuss stress mindset research; social facilitation (learn alone; practice in front of others); techniques for transforming potential threats into positive challenges; self-talk; written/verbal self-guidance; self-distancing.   |
| Positive Emotional Intelligence                                   | Discuss how to infuse the school experience with more positive emotions for ourselves and others to protect mental health and enhance performance. Possible activities: Gratitude, acts of kindness, prioritizing positivity, strengths-spotting, active-constructive responding (and other ways to show responsiveness).  |

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| Cohesive Teaming                             | Generally, interpersonal conflict is a major source of stress and decline in mental health. Provide team-building skills as a preventive coping method. Aims to establish cohesive, effective work groups that resolve interpersonal conflict and develop a cohesive spirit |
| Preparing for Success in Your Summer Law Job | Discuss methods for positive influence, networking, professional “hygiene” (e.g., timeliness, reliability, etc.).   |
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- \*In a belongingness study conducted on a college campus, participants read a report finding that most students (no matter their ethnicity or gender) worried about whether they belonged during their first year of college but grew more confident in their belongingness over time (Walton & Cohen, 2011). To help ensure that they really internalized the message, they also were asked to write an essay describing how their experiences were similar to the report and to prepare a speech based on their essay. Over the subsequent three-year period, African American students who participated in the exercise had higher GPAs and better health relative to control groups who had not participated in the exercise. The minority achievement gap was cut in half. The researchers found the activity was effective because it had re-shaped how African American students interpreted every-day adversities. They were less likely to construe daily hardships as a symbol of their lack of belonging.

## Second & Third Year Curriculum Ideas

| Session Topic                     | Information Discussed  |
|-----------------------------------|--|
| Why We Want To Lead               | Promote leader development readiness (LDR; discussed above).   |
| Introduction to Leadership        | Principles of leadership: <ul style="list-style-type: none"> <li>▪ Four C-PITC framework;</li> <li>▪ School’s selected leadership styles (e.g., transformational leadership, Leader-Member Exchange, resonant leadership, ethical leadership, servant leadership, situational leadership; see Appendix for brief summaries of common leadership theories);</li> <li>▪ Resilient Leadership (called Allostatic Leadership in the literature—focuses on the idea of adapting to stress to promote growth and continuous improvement).</li> <li>▪ Criteria/values chosen as part of the law schools’ vision of future leaders (e.g., integrity, community-orientation, inclusion, etc.).</li> </ul> |
| Inclusive Leadership and Allyship | <ul style="list-style-type: none"> <li>▪ Discuss how to develop as leaders and allies to support success of lawyers of all genders and ethnicities.</li> <li>▪ Discuss the concept of “tempered radicalism,” which are positive change agents from the inside.</li> <li>▪ Discuss the dynamics contributing to gender/racial minority disparities at the top of many legal organizations and what can be done about it (e.g., bias, social identity threat, expectations states theory, status</li> </ul>  |

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|  | characteristics theory, etc.).   |
| Being An Effective Follower            | Many young lawyers are followers before they have substantial leadership roles and, even once we become leaders, we still will periodically be in a follower role. Being an effective follower is important to support the effectiveness of leaders—and to be identified as a potential future leader. Follower competencies include: independence, critical thinking and action, taking initiative, taking ownership, mission-conscious.  |
| Leading Vibrant Work Cultures          | Engagement, meaning and purpose, question desirability of excessive focus on profitability and self-aggrandizement, competitive work environments.   |
| Emotional Intelligence                 | Emotional intelligence relevant to leadership  |
| Client Experience                      | Understanding clients’ perspective and what they view as effective leadership.   |
| Positive Persuasion, Power, & Politics | Building your influence and power in positive ways that allow you more control over the design of your career and a greater capacity to initiate positive change.  |
| Persuasive Communication               | Charisma, emotional contagion, resonant leadership, inspirational appeal, autonomy-supportive communication.   |
| Developing Your Support Network        | Strategies and obstacles for enlisting mentors, sponsors, and social networks.   |
| Moral Decision-Making                  | Grappling with moral dilemmas and lawyers’ role in moral decision-making; learning to think like lawyers shuts down moral decision-making and value of emotions.   |
| Generating High Expectations           | Ways in which leaders affect the efficacy and shape aspirations of followers, e.g., Pygmalion effect, relational efficacy, expectancy-value theories of motivation, internalization processes.   |
| Leader Self-Development                | Provide graduating students with materials and resources to continue their leader self-development. Potential activities include the following: (1) periodic formal training sessions offered by the school in person or online, (2) ongoing contact with mentors to provide coaching and identify stretch opportunities, (3) encouraging membership in credible professional networking groups which students can identify additional mentors and opportunities to test out new leadership styles and identities, and (4) facilitating leadership experiences and encouraging critical reflection alone and with mentors/coaches. |

**Table 1 below appears in Grunberg et al., 2018:**

Table 1. Examples of Leadership Sessions and Elements of FourCe-PITO Conceptual Framework Addressed; Ch = Character; Cp = Competence; Cx = Context; Cm = Communication; P = Personal; I = Interpersonal; T = Team; O = Organizational.

| Session Topic              | Information Discussed                         | FourCe-PITO Elements       |
|----------------------------|---|----------------------------|
| Introduction to Leadership | Principles of leadership                      | Ch, Cp, Cx, Cm, P, I, T, O |
| Emotional Intelligence     | Emotional intelligence relevant to leadership | Ch, Cp, Cm, P, I           |
| Patient Experience         | Medical leadership from patient's perspective | Cp, Cm, P, I               |
| Film and Leadership        | Medical leadership examples in films          | Ch, Cp, Cx, Cm, I, T       |
| Personality and Leadership | Personality relevant to leadership            | Ch, Cp, Cm, P, I           |
| Leadership Challenge       | Perform as a team of leaders and followers    | Cp, Cx, Cm, T              |
| Context and Organization   | Leadership at the organizational level        | Cx, Cm, T, O               |
| Effective Communication    | Learn and practice effective communication    | Ch, Cp, Cm, P, I, T        |
| Crisis Communication       | Communication in stressful situations         | Cx, Cm, P, I, T            |
| Self-Assessment            | Self-assessment of leadership                 | Ch, Cp, Cx, Cm, P          |
| Leadership in History      | Medical leadership lessons from history       | Cp, Cx, Cm, T, O           |
| Followership               | Follower types, managers, and leaders         | Ch, Cp, Cx, Cm, P, I, T    |
| Peer Support               | Peer input to develop as leaders              | Ch, Cp, Cx, Cm, P, I, T    |
| Team Building              | Key elements for effective teams              | Ch, Cp, Cx, Cm, T          |
| Clerkship Sessions         | Clinical leadership: lessons learned          | Ch, Cp, Cx, Cm, P, I, T    |
| Teams under Stress         | Practice teamwork under stress                | Ch, Cp, Cx, Cm, I, T       |
| Culture & Communication    | Understanding cross-cultural communication    | Ch, Cp, Cx, Cm, P, I, T, O |
| Public Communication       | Communication to the public                   | Ch, Cp, Cx, Cm, P, I, T, O |
| Medical Field Simulation   | Leadership practice in field settings         | Ch, Cp, Cx, Cm, P, I, T, O |
|                            |   |                            |

## APPENDIX B

### Reading Recommendations

- Brafford, A. M. (2017). *Positive professionals: Creating high-performing, profitable firms through the science of engagement*. Chicago, IL: American Bar Association.
- Cameron, K. (2008). *Positive leadership: Strategies for extraordinary performance*. San Francisco: Berrett-Koehler.
- Conger, J.A. & Lawler III, E.E. (1992). *Learning to Lead: The Art of Transforming Managers into Leaders*. Jossey-Bass: San Francisco, California.
- Conger, J.A. & Benjamin, B. (1999). *Building Leaders: How Successful Companies Develop the Next Generation*. Jossey-Bass: San Francisco, California.
- Gardner, W. L., Avolio, B. J., & Walumbwa, F. O. (2005). *Authentic leadership theory and practice: Origins, effects, and development*. Oxford, UK: Elsevier.
- George, W. (2003). *Authentic leadership: Rediscovering the secrets to lasting value*. San Francisco: Jossey-Bass.
- Grunberg N., Barry E, E. S., Kleber, H. G., McManigle, J. E., Schoomaker, E. B. (2018). Charting a course for leader and leadership education and development in American medical schools. MedEdPublish <https://doi.org/10.15694/mep.2018.0000037.1>. Retrieved from [https://www.researchgate.net/publication/323182470\\_Charting\\_a\\_Course\\_for\\_Leader\\_and\\_Leadership\\_Education\\_and\\_Development\\_in\\_American\\_Medical\\_Schools](https://www.researchgate.net/publication/323182470_Charting_a_Course_for_Leader_and_Leadership_Education_and_Development_in_American_Medical_Schools) (summary of a Summit held in 2018 to discuss development of leadership curricula in medical schools. Gives nutshell summaries of five leadership programs currently offered)
- Hodges, T.D., & Clifton, D.O. (2004). *Strengths-based development in practice*. In Linley, P.A., Joseph, S. (Eds.) *Positive psychology in practice*. Wiley: Hoboken, NJ.
- Kellerman, B. (2004). *Bad leadership: What it is, how it happens, why it matters*. Boston, MA: Harvard Business School Press.
- Krieger, L. (2002). Institutional denial about the dark side of law school, and fresh empirical guidance for constructively breaking the silence. *Journal of Legal Education*, 52(1).
- Krieger, L. S. (2005). The inseparability of professionalism and personal satisfaction: Perspectives on values, integrity, and happiness. *Clinical Law Review*, 11, 425-445.
- McCauley, C.D., Kanaga, K., & Lafferty, K. (2010). Leader development systems. In *The Center for Creative Leadership Handbook of Leadership Development* (3rd Ed). Jossey-Bass: San Francisco (pp. 29-61).
- Sheldon, K. M., & Krieger, L. S. (2004). Does legal education have undermining effects on law students? Evaluating changes in motivation, values, and well-being. *Behavioral Sciences and the Law*, 22, 261-286.
- Sheldon, K. M., & Krieger, L. S. (2007). Understanding the negative effects of legal education on law students: A longitudinal test of self-determination theory. *Personality and Social Psychology Bulletin*, 33(6), 883-897.
- Spreitzer, G. M. (2006). Leading to grow and growing to lead: Leadership development lessons from positive organizational studies. *Organizational Dynamics*, 35(4), 305-315.

## APPENDIX C

### Activities

#### Personal Identity Socialization Activities

A goal of the orientation program should be to encourage new students to express their unique perspectives and strengths and to frame their law school experience as a place where they can do and be their best (Cable et al., 2013b). The advice is based on a significant body of research showing that authentic self-expression is very important to optimal functioning (Cable et al., 2013b). When we hide our values or perspectives to fit in to the prevailing culture, we can experience a depleting sense of alienation, depression, anxiety, and emotional exhaustion.

In employment contexts, for example, research has shown that such an approach can impact performance, engagement, job satisfaction, burnout, and retention (Cable et al., 2013a, 2015). Research has shown that an effective way to welcome newcomers' authentic self-expression is by giving them opportunities to use their signature strengths from the outset of their experience and to be seen as the person they are at their best (Cable et al., 2013b). For example, the orientation might include activities for new students to share stories about their "best selves" and think about how to create more of those opportunities as law students:

- Ask newcomers to answer personalized questions such as "What leads to your best performance and happiest times at school?" (Cable et al., 2013b).
- Ask newcomers to write about three specific times when they were at their best and share it with classmates (Cable et al., 2013 a & b).
- Another science-backed activity that requires a bit more investment but is most likely to have the biggest impact involves a 360-degree "best self" review (Cable et al., 2015). Ask new students to provide email addresses for a variety of people who know them well — e.g., friends, family, teachers, mentors, and coworkers. Contact these individual to ask them to share a few specific moments when the new students were at their personal best. Compile the responses and share them with the new students at orientation or just before exams. This type of self-verification activity has been shown to reduce threat to self-image, make people feel more secure in their self-worth, and improve performance (e.g., Lee et al., 2016).
- Ask newcomers to think about how their strengths (as viewed by themselves and as reflected in the 360-degree feedback) can be applied during their law school experience (Cable et al., 2013b). This can help them frame their educational experience as giving them a chance use their strengths and to integrate their own purpose and motivation into their experience.
- A law school leader can be asked to explain how being a law student at the school affords opportunities to express one's self and creates opportunities to use their strengths (15 minutes). Students can be asked to write down: a) What three words best describe you as an individual? b) What is unique about you that leads to your happiest times and best performance at school? c) Your Personal Highlights Reel: Reflect on a specific time (home, prior school experience, job) when you were acting the way "you were born to act," and d) How can you repeat that behavior as a law student? Students then introduce themselves in small groups and talk about their responses. To underscore a message of belonging and self-expression, they can be given a badge and a sweatshirt or t-shirt with their name along with the school name and logo (Cable et al., 2013a (describes the activity in detail); Cable et al., 2015).

- **Teach Contemplative Practices.** Research indicates that meditation can help address a variety of psychological and psychosomatic disorders, especially those in which stress plays a causal role (Walsh & Shapiro, 2010). One type of contemplative practice is mindfulness. Mindfulness is a technique that cultivates the skill of being present by focusing attention on your breath and detaching from your thoughts or feelings. The skill helps minimize the tendency to rehash the past or anxiously rehearse the future. Research has found that mindfulness can help deter rumination, improve attention, and reduce depression and anxiety (Teper, et al., 2013; Huffziger & Kuehner, 2009; Hofmann, Sawyer, Witt, & Oh, 2010; Zeidan, Johnson, Diamond, David, & Goolkasian, 2010). Yoga—another mind-body practice—has been linked to enhanced mindfulness and reductions in anxiety, fatigue, and sleep disruptions (Field, 2011; Chugh-Gupta, Baldassare, & Vrkljan, 2013).

Reflecting the growing interest in the benefits of mindfulness in the legal profession, a symposium on the topic was published by the Journal of Legal Education in Spring 2012. Leonard Riskin’s (2012) article explained the benefits of mindfulness meditation to law students, lawyers, and clients. Berkeley’s law school has been incorporating mindfulness and other contemplative practices into its curriculum and programming for some time. It offers courses on these topics and has sponsored events for law students and other legal professionals (See Berkeley Law website).

- **Partner with Therapeutic Jurisprudence.** The “therapeutic jurisprudence” movement has encouraged more collaborative, client-centered approaches to resolving disputes that take into account the well-being of all stakeholders in the legal system (Goldman & Cooney, 1999).
- **Compassion and Emotion Regulation.** Interventions designed to increase compassion, emotion regulation, and awe have been linked to greater altruistic values and behaviors (e.g., Bankard, 2015; Fernando, Skinner, & Consedine, (2016); Piff, Dietze, Feinberg, Stancato, & Keltner, 2015; Weng, Fox, Hessenthaler, Stodola, & Davidson, 2015). Mindful well-being has been linked to ethical and professional behavior (Peterson, 2014).

## APPENDIX D

### Summaries of Common Leadership Theories

|                                    |   |
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| <b>Full Range Leadership Model</b> | <b>Definition:</b> The Full Range Leadership Model (FRLM) describes a range of leadership styles that vary on a continuum of effectiveness. The Model encompasses Transformational Leadership, Transactional Leadership, Management by Exception, and Laissez Faire, which are defined below (Sosik & Jung, 2010) |
|                                    | <b>Readings:</b><br>Sosik, J.J., & Jung, D.I. (2010). <i>Full range leadership development: Pathways for people, profit, and planet</i> . New York, NY: Psychology Press Taylor & Francis Group.  |
| <b>Transformational Leadership</b> | <b>Definition:</b><br>The most prominent and extensively-studied model of good leadership is known as “transformational leadership” (TFL). It has been the focus of more research studies than all other  |

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|  | <p>leadership theories combined (Kelloway et al., 2012). TFL is a leadership style that inspires followers through both emotions and rationality to perform beyond expectations and to transform into leaders themselves. Transformational leaders do four things consistently (Sosik &amp; Jung, 2010):</p> <ul style="list-style-type: none"> <li>▪ <b>Idealized Influence:</b> Be an excellent role model. Role model high levels of moral behavior, character strengths, performance, and work ethic; talk about the importance of values, purpose, a collective mission, and trust.</li> <li>▪ <b>Inspirational Motivation:</b> Use positive persuasion tactics like emotions and values. Articulate a vision, cultivate meaningfulness, convey optimism about the future, create strong emotional bonds.</li> <li>▪ <b>Intellectual Stimulation:</b> Invite people to question you. Show respect for followers’ intelligence and rationality; encourage them to challenge existing thinking and methods (including the leaders’).</li> <li>▪ <b>Individualized Consideration:</b> Pay attention to followers, support them, and enable them to develop into leaders themselves. Recognize followers’ individual needs, abilities, and aspirations; spend time listening, coaching, and teaching.</li> </ul> <p>These behaviors are impactful because they target followers’ needs and motivations. For example, TFLs help fulfill followers’ basic psychological needs, foster their self-efficacy or perceived competence to achieve success, cultivate the experience of meaningfulness of work; and build trust.</p> |
|  | <p><b>Readings:</b></p> <p>Bass, B.M. &amp; Avolio, B.J. (1994). <i>Improving organizational effectiveness through transformational leadership</i>. Thousand Oaks, CA: Sage.</p> <p>Dvir, T., Eden, D., Avolio, B.J., &amp; Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. <i>AMJ</i>, 45, 735-744.</p>  |
| <p><b>Transactional Leadership</b></p> | <p><b>Definition:</b> Under the FRLM, Transactional Leaders (TL) are defined as managers that emphasize contingent reward and economic exchange with subordinates to benefit the bottom line. They influence through reward and punishment; focus on timing and efficiency; maintain the status quo. They are risk avoidance and work well in stable environments. They set goals, clarify desired outcomes, provide feedback, and give rewards in exchange for performance (Dvir et al., 2002). It is a quid pro quo style of management with no real effort to tap into intrinsic motivation. This leadership style can have a positive impact on performance but, generally, is not as effective as TFL.</p>   |

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|                               | <p><b>Readings:</b></p> <p>Sosik, J.J., &amp; Jung, D.I. (2010). <i>Full range leadership development: Pathways for people, profit, and planet</i>. New York, NY: Psychology Press Taylor &amp; Francis Group.</p>  |
| <b>Charismatic Leadership</b> | <p><b>Definition:</b> Charismatic Leadership (CL) transforms self-concepts and motivates through 4 mechanisms: (1) change followers’ perception of nature of work—framing it as more heroic, meaningful, valued; (2) offer appealing future vision; (3) develop a deep collective identity among followers; (4) heighten individual and collective efficacy (“we can do this”; House &amp; Shamir). They provide a strategic vision, take personal risks to stand up for beliefs, are sensitive to the environment, and are attuned to followers’ needs (Conger &amp; Kanungo). CLs persuade through cognitive and emotional processes.</p> <p>TFL and charismatic leadership are so conceptually similar that they are sometimes discussed as if they’re interchangeable. Charisma is just one aspect of TFL, which is encompassed in the TFL dimensions of inspirational motivation and idealized influence (Brown &amp; Trevino, 2006).</p>  |
|                               | <p><b>Readings:</b></p> <p>Erez, A. Misangyi, V.F., Johnson, D.E., LePine, M.A., &amp; Halverson, K.C. (2008). Stirring the hearts of followers: Charismatic leadership as the transferal of affect. <i>Journal of Applied Psychology</i>, 93(3), 602-615.</p>  |
| <b>Authentic Leadership</b>   | <p><b>Definition:</b> Authentic Leadership (AL) is considered a root construct of all other forms of positive leadership based on the perspective that leaders need to develop a sense of self-awareness before moving on to other forms of leadership (Gardner et al., 2005). Authenticity is characterized as a life-time process that does not start or end with educational training sessions. AL has four dimensions: (1) self-awareness (continually examines values, identity, emotions, motives/goals), (2) balanced processing (objectively analyzes relevant data before making decisions and solicits alternative views that challenge deeply held positions), (3) relational transparency (present one’s authentic self to others rather than a fake or distorted self; openness with others provides them with an opportunity to be forthcoming with their ideas, challenges and opinions), (4) internalized moral perspective (decisions align with an internalized and integrated form of self-regulation guided by internal moral standards and values versus external pressures). Performance success is defined by values, including financial, human, social, psychological, and capital. ALs do not just promote sustained competitive advantage, but also look for sustained, values-based performance and growth.</p> |

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|                                  | <p><b>Readings:</b></p> <p>George, B., Sims, P., McClean, A., &amp; Mayer, D. (2007). Discovering your authentic leadership. <i>Harvard Business Review</i>, 85(2), 1-9.</p> <p>Avolio, B.J. &amp; Gardner, W.L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. <i>Leadership Quarterly</i>, 16, 315-338.</p> <p>Gardner, W.L., Avolio, B.J., Luthans, F., May, D.R., &amp; Walumbwa, F.O. (2005). Can you see the real me? A self-based model of authentic leader and follower development. <i>Leadership Quarterly</i>, 16, 343-372.</p> <p>Avolio, B.J. &amp; Luthans, F. (2008). <i>The High Impact Leader: Moments Matter in Accelerating Authentic Leadership Development</i>. McGraw-Hill: New York.</p>   |
| <p><b>Ethical Leadership</b></p> | <p><b>Definition:</b> Ethical Leaders (ELs) demonstrate normatively appropriate conduct in personal actions and interpersonal relationships and also promote such conduct to followers through two-way communication, reinforcement, and decision-making (Brown, Trevino, &amp; Harrison, 2005). EL can be viewed as a component of other forms of positive, effective leadership, such as TFL and AL. ELs focus on the common good, use their power to serve others; align the organizational vision with followers’ needs and aspirations; considers and learns from criticism; stimulates followers to think independently and to question the leader’s view; uses open, two-way communication; coaches, develops, and supports followers; and shares recognition with others (Howell &amp; Avolio, 1992). They focus on others (rather than only themselves); role model good, moral behavior (rather than bad); seek to develop followers (rather than exploit them); invite people to question them (rather than insisting that people “trust” them with no transparency); and they use authentic, honest, and transparent communication and behaviors (rather than being inauthentic, untruthful, and manipulative). The Ethical Leadership Scale (ELS) by Brown, Trevino, &amp; Harrison (2005) is a 10-item scale that has four dimensions: (1) demonstration of normatively appropriate conduct (e.g., honesty, trustworthiness, fairness, care); (2) promotion of such conduct through two-way communications (make ethics salient by talking about it, provide followers with voice, just process); (3) reinforcement (set ethical standards, reward/discipline); (4) decision-making (consider ethical consequences of decisions and make principled, fair choices).</p> |
|                                  | <p><b>Readings:</b></p> <p>Brown, M.E., Trevino, L.K., &amp; Harrison, D.A. (2005). Ethical</p>   |

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|                               | <p>leadership: A social learning perspective for construct development and testing. <i>OBHDP</i>, 97, 117-134.</p> <p>Price, T. (2003). The ethics of authentic transformational leadership. <i>Leadership Quarterly</i>, 14, 67-81.</p>  |
| <b>Servant Leadership</b>     | <p><b>Definition:</b> Servant Leaders (SLs) focus on selflessly serving others first, developing followers through one-on-one interactions, and community impact (Liden et al., 2008). The SL construct has nine dimensions: (1) emotional healing (sensitivity to others feelings), (2) creating value for the community, (3) conceptual skills (being competent), (4) empowering (encouraging others), (5) helping subordinates grow and succeed, (6) putting subordinates first (followers' work takes priority), (7) behaving ethically (being fair, open, honest), (8) relationships (genuine effort to know and support others), (9) servanthood (part of one's identity is to serve others first, even if there are sacrifices).</p> |
|                               | <p><b>Readings:</b></p> <p>Liden, R.C., Wayne, S.J., Zhao, H., &amp; Henderson, D. (2008). Servant leadership: Development of a multidimensional measure and multi-level assessment. <i>Leadership Quarterly</i>, 19, 161-177.</p>  |
| <b>Leader-Member Exchange</b> | <p><b>Definition:</b> Leader-Member Exchange (LMX) was the first leadership theory to expressly focus on the quality of the relationship between leaders and followers rather than on leader behavior in the abstract. Under LMX, leadership is viewed as an interaction between followers and leaders in which reciprocal influence arises via mutual trust, respect, and obligation. This creates positive outcomes because high-quality relationships result in the internalization of common goals.</p>   |
|                               | <p><b>Readings:</b></p> <p>Brafford, A. B. (2017). <i>Engaging and retaining women lawyers: Examining the role of high-quality leader-member exchange and gender differences in need-satisfaction</i> (Master's thesis) (Available on ResearchGate.net)</p> <p>Graen, G. B., &amp; Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. <i>Leadership Quarterly</i>, 6, 219-247.</p> <p>Kellerman, B. (2007). What every leader needs to know about followers. <i>Harvard Business Review</i>, Dec, 84-91.</p>  |

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|   | Crossman, B. & Crossman, J. (2011). Conceptualizing followership – a review of the literature. <i>Leadership</i> , 7(4), 481-497.   |
| <b>INEFFECTIVE LEADERSHIP</b>                 |   |
| <b>Leadership By Exception-Active/Passive</b> | <b>Definition:</b> Under the FRLM, managers with a Leadership by Exception-Active style monitor for mistakes and then seek to correct them. In the passive style, managers are simply reactive and fight fires as they arise. This is considered an ineffective leadership style.   |
|   | <b>Readings</b><br>Sosik, J.J., & Jung, D.I. (2010). <i>Full range leadership development: Pathways for people, profit, and planet</i> . New York, NY: Psychology Press Taylor & Francis Group.   |
| <b>Laissez Faire (Non) Leadership</b>         | <b>Definition:</b> Under the FRLM, this is considered non-leadership and involves passive behaviors in which managers avoid involvement. It is considered a form of toxic leadership.   |
|   | <b>Readings:</b><br>Sosik, J.J., & Jung, D.I. (2010). <i>Full range leadership development: Pathways for people, profit, and planet</i> . New York, NY: Psychology Press Taylor & Francis Group.<br>Buch, R., Martinsen, O. L., & Kuvaas, B. (2015). The destructiveness of laissez-faire leadership behavior: The mediating role of economic leader-member exchange relationships. <i>Journal of Leadership &amp; Organizational Studies</i> , 22(1), 115-124. |

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THE PENN LAW CENTER ON  
**PROFESSIONALISM**



**Class of 2021 Professionalism Day**  
September 24, 2018



# THE PENN LAW CENTER ON PROFESSIONALISM

September 24, 2018

Dear Member of the Penn Law Class of 2021,

Welcome to Penn Law's Professionalism Day! This semester marks the beginning of your lifelong evolution as a professional. Over the course of your career, you will learn many skills, build powerful relationships, and better understand where your interests and skills lie and how to design a career that fulfills you. Before all of that happens, though, you will invest the next three years in a rigorous academic venture that will serve as the foundation for your future growth.

Your Penn Law education consists of the doctrinal legal education you pursue through your core curriculum and elective coursework, the essential legal practice skills you will develop as you engage in your LPS program, the experiential opportunities available through one of Penn Law's exceptional clinical opportunities, the public interest work you will perform through the Toll Public Interest Center's many *pro bono* opportunities and the skills you will build through externships and professional opportunities.

Penn Law's Center on Professionalism complements all of these endeavors with a comprehensive suite of programs designed to support your development of skills that are essential to all professionals. These skills will allow you to achieve the primary goal of any modern legal professional — adding value to the organizations you will join and providing superior service to the clients those organizations serve.

We have thoughtfully designed today's program to introduce you to these skills, to preview opportunities to develop them, to begin exploring your professional identity, to see one another as the professionals you are becoming and to hear from esteemed and accomplished alumni and current students about the importance of professional skill development.

We hope you enjoy today's events and that they inspire you to nurture your professional development so that you are prepared to thrive in practice!

Sincerely,

Jennifer Leonard L'04

*Associate Dean for Professional Engagement*

*Director, Center on Professionalism*



# *Professionalism Day*

## September 24, 2018

**11:00 a.m. - 1:30 p.m. Professional Headshot Opportunity**

As you begin your legal career, you will need a professional headshot to use for employer webpages, LinkedIn profiles and other visual representations of your professional presence. One of our professional photographers will snap your photo and send you proofs to use as you develop your professional identity.

**1:30 p.m. Lunch and Keynote Address by James Sandman L'76**

In an inspirational address, Mr. Sandman will discuss how to maximize professional and personal opportunities, reflecting on his own experiences as law clerk; associate, partner, and managing partner at one of the world's great law firms; former president of the D.C. Bar; former General Counsel of the District of Columbia Public Schools; and, currently, as president of Legal Services Corporation.

**3:00 p.m. Professionalism Cohort Meetings**

Students join their cohort liaisons to learn more about the Center on Professionalism's goals, the skills fostered by the Center and programming opportunities designed to help students hone those skills.

**4:00 p.m. Collegiality in the Profession - Sharon Browning**

Join your classmates in Fitts Auditorium for an interactive experience focused on fostering understanding and communicating in the profession.

**5:30 p.m. Networking Reception with Penn Law Alumni**

Enjoy a networking reception with your fellow students and our alumni guests in the Goat. This is a great opportunity to start practicing your relationship-building skills!





**2018-2019 Center on Professionalism Theme:**

# **MIND YOUR MIND:**

APPLIED POSITIVE PSYCHOLOGY *and* THE LAW STUDENT EXPERIENCE

Dear Members of the Class of 2021,

Welcome to Penn Law! The next three years will lay a strong foundation for a lifetime of professional growth and evolution. Law school is a major life event that challenges the mind and the spirit, and it affects each student differently. Ensuring that you periodically reflect on how the law school experience is affecting you will benefit you as a person and as a professional. These reflections will provide a deeper understanding of the ways your environment affects you and how you respond, and will help ensure that the decisions you make about your activities at Penn Law correlate to your individual professional goals.

This year, Penn Law's Center on Professionalism has chosen as its theme Mind Your Mind: Applied Positive Psychology and the Law Student Experience. As a recent graduate of Penn's world-renowned Master of Applied Positive Psychology ("MAPP") program, I am particularly excited about this year's theme. Applied Positive Psychology is the scientific study of the strengths that enable humans and organizations to flourish. Last year, students from Penn's MAPP program studied the Penn Law student experience and developed a series of "Positive Psychology Interventions" to support students in flourishing during the particularly rigorous first year of law school.

Today and in the remaining three professionalism meetings of the year, the administrative liaisons that guide your program will engage you in several reflective exercises designed to help you:

- focus on the positive aspects of each day,
- reframe your physiological response to stress in ways that improve your performance,
- interrupt patterns of negative thought that can be generated by unpleasant experiences or undesirable events, and instead construct new interpretations that creates a different conclusion,
- benefit from social connection with peers going through similar experiences.

Those of us who choose law as a profession are often proud of our role as skeptics driven by facts, and resistant to discussions about the role that emotions play in our lives and in our profession. I invite you to apply that skepticism here, and to enjoy these reflections and take them seriously. I believe they stand up to scrutiny, grounded as they are in decades of empirical research, both at Penn's own Applied Positive Psychology Center and elsewhere. In fact, when practiced regularly these practices can impact your life in countless ways and are their efficiency and elegant simplicity can materially impact your subjective well-being over time.

The professional preparation you will enjoy in your time at Penn Law is world-class and cutting edge. COP's integration of positive psychology interventions is one more way in which your experience will prepare you to thrive in practice and serve as lawyer leaders in a rapidly changing world.

Enjoy your year!

Sincerely,

John Hollway

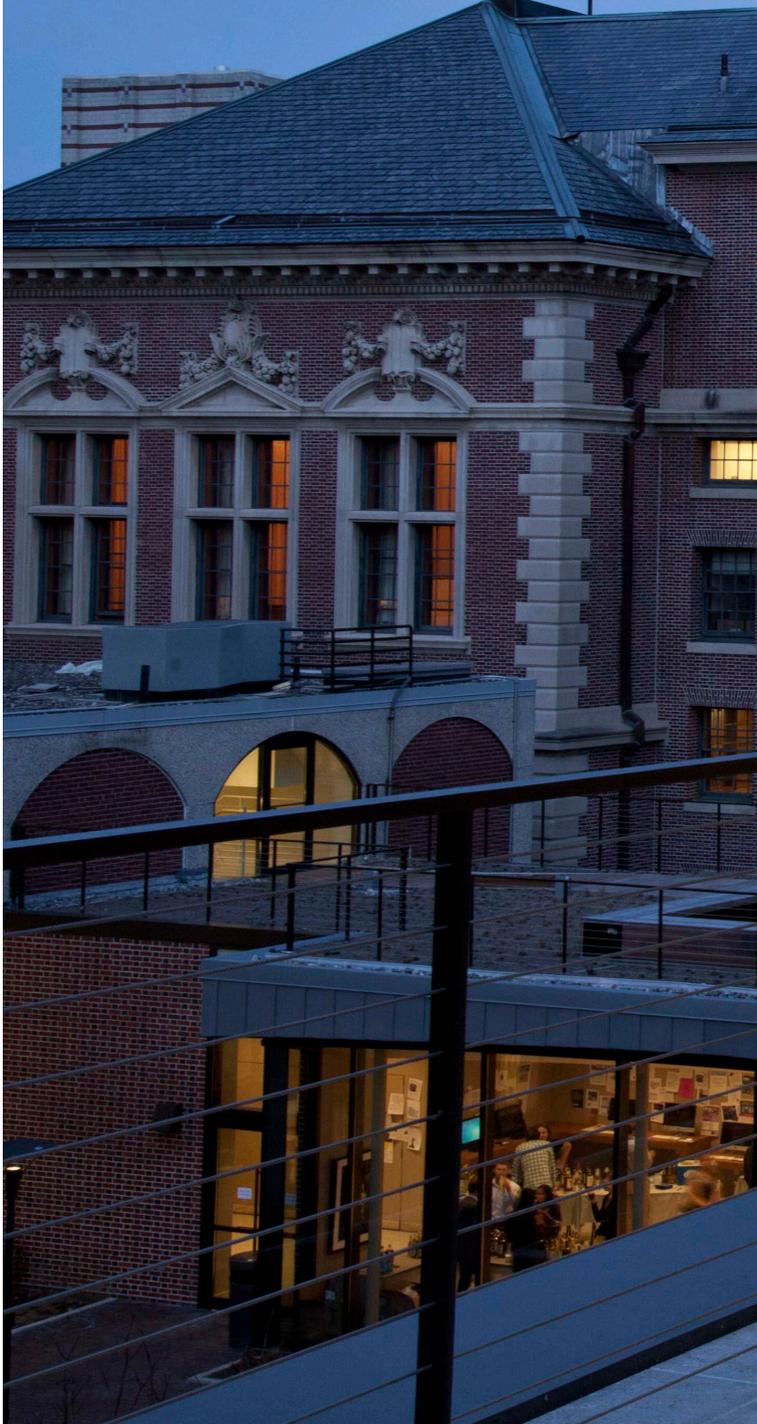
*Associate Dean*

*Executive Director, Quattrone Center for the Fair Administration of Criminal Justice*

# THE PENN LAW CENTER ON PROFESSIONALISM

## Mind Your Mind: Applied Psychology and the Law Student Experience

This series of programs will highlight the many ways in which applied positive psychology can enhance a lawyer's experience - both during law school and in the profession.



### Professionalism Day

September 24, 2018

COP embarks on a year of programming designed to highlight applied positive psychology during the law school experience.



### ABA Mental Health Awareness Day

October 10, 2018

The ABA Law Student Division has designated a day each Fall to highlight the importance of law student and lawyer mental health. Along with the Office of Student Affairs, Penn Law's Center on Professionalism promotes the early practice of behaviors that enhance wellbeing and supports students in developing those practices during law school.



### Harnessing Stress: Understanding and Reframing Your Response to Stress

November 2018

Stress is a part of law school. But you have the power to decide how stress affects you. Reunite with your professionalism cohorts to learn tips on how to frame stress as fuel to conquer new challenges.



### Lawyer Resiliency

February 2019

Being a lawyer can be incredibly rewarding and intellectually challenging. It can also generate obstacles that can ultimately make lawyers stronger. COP will host a spring workshop designed to support law students in adopting a growth mindset orientation and fostering resilience in their academic and professional lives.



### COP Capstone Event: Mind Your Mind: Applied Positive Psychology and the Law Student Experience

Spring 2019

Join COP's guest presenter to continue the discussion around applied positive psychology and its benefits.

# MIND YOUR MIND:

APPLIED POSITIVE PSYCHOLOGY *and* THE LAW STUDENT EXPERIENCE

## PROFESSIONALISM COHORT MEETING #1

### Reciprocity Ring Exercise

Take a moment and think of something with which you need help. It can be anything—something that helps you academically (e.g., you need help understanding a concept from class or a recommendation for a good study tip), or a connection to a resource that will help you personally (e.g., you need information on the best laundromat in the area or you need someone to watch your pet during an upcoming trip). Write down your “need” and wait for further instruction. Be prepared to also listen carefully to your peers’ needs and think of ways to help them.

Something with which I could use help: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Notes about any oral responses to my request: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Ways I can help my colleagues (take these notes while actively listening to the requests of others):

| NAME  | REQUEST | HOW I CAN HELP |
|-------|---------|----------------|
| _____ | _____   | _____          |
| _____ | _____   | _____          |
| _____ | _____   | _____          |
| _____ | _____   | _____          |
| _____ | _____   | _____          |

<sup>3</sup>*Id.* (citing John Paul Stephens, et al., *Relationship Quality and Virtuousness: Emotional Carrying Capacity as a Source of Individual and Team Resilience*, 49 J. APPLIED BEHAV. SCI. 13, 31 (2013) and *Welcome, THRIVING LAW.*, [www.thrivinglawyers.org](http://www.thrivinglawyers.org)).



# MIND YOUR MIND:

APPLIED POSITIVE PSYCHOLOGY *and* THE LAW STUDENT EXPERIENCE

## PROFESSIONALISM COHORT MEETING #2

### Reframing the Stress Mindset

Reflect on a recent experience that caused you stress (argument with a friend, cold-called in class, an unpleasant family conflict). How did you respond to the situation? How did you react physically?

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Take a moment and write a note to a friend who is experiencing **the same stress** you referenced above. What advice would you give to your friend? How could your friend respond differently to achieve a better result?

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Await further instructions from your liaisons.

*“It turns out that how you think about stress is also one of those core beliefs that can affect your health, happiness, and success. Your stress mindset shapes everything from the emotions you feel during a stressful situation to the way you cope with stressful events. That, in turn, can determine whether you thrive under stress or end up burned out and depressed. The good news is, even if you are firmly convinced that stress is harmful, you can still cultivate a mindset that helps you thrive.”*

—Kelly McGonigal, *The Upside of Stress: Why Stress is Good for You, and How to Get Good at It*

THE PENN LAW CENTER ON  
**PROFESSIONALISM**



# MIND YOUR MIND:

APPLIED POSITIVE PSYCHOLOGY *and* THE LAW STUDENT EXPERIENCE

## PROFESSIONALISM COHORT MEETING #4

### Staying In Touch with Your Values

“Research has found that ‘why’ a person acts—whether she perceives her behavior as motivated by her own interests, values and beliefs, or whether she instead perceives that external or self-alien factors control her behavior—has significant consequences for her satisfaction and performance.”<sup>6</sup>

THE PENN LAW CENTER ON  
**PROFESSIONALISM**

Every law student arrives at law school for his or her own reasons. Studies have shown that over the course of the first year of law school, students can shift from pursuing a role in the legal profession for intrinsic reasons—reasons the individual finds to be enjoyable and interesting—to pursuing a role that is guided by extrinsic motivation—activity that serves as a means to an end rather than as an end, itself.<sup>7</sup>

As you near the end of your first year in law school, imagine yourself many years from now—on the day you will retire. Take a few moments to draft a retirement announcement—without mentioning the name of your employer or employers—that might be published about you. What would you want it to say? What did you enjoy about being a lawyer? How did your values align with your work? What were the highlights that made you most proud?

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In what ways can you take the first steps toward fulfilling this retirement announcement this summer and throughout your second and third years in law school? Are there ways in which you have moved away from these goals throughout your 1L year? How can you realign your actions with your goals?

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<sup>6</sup> K.M. SHELDON AND L.S. KRIEGER, *Does Legal Education Have Undermining Effects on Law Students? Evaluating Changes in Motivation, Values and Well-Being*, Behav. Sci. Law 22: 261, 263 (2004).

<sup>7</sup> *Id.*



# THE PENN LAW CENTER ON PROFESSIONALISM

## Penn Law's 1L Professionalism Cohort Program

During the 1L year, Penn Law's Center on Professionalism engages new law students in a four-part program designed to introduce universally-applicable principles of professional development. No matter which practice area you plan to pursue or which type of organization you hope to join after you graduate, each of these four mandatory sessions is designed to equip you with the skills you will need to excel as a professional and to add value to the organizations you will serve.



### Professionalism Day

September 24, 2018

This day-long event introduces new students to the concept of professional development, previews the many opportunities to enhance professional skills throughout the year and offers an early opportunity to begin building relationships with upper-class students, members of the Law School administration and esteemed alumni guests.



### Reframing the Stress Mindset

November 5, 2018

Stress is a part of law school. But you have the power to decide how stress affects you. Join your professionalism cohort to learn tips on how to frame stress as fuel to conquer new challenges.



### Lawyer Resiliency

February 4, 2019

Being a lawyer can be incredibly rewarding and intellectually challenging. It can also generate obstacles that can ultimately make lawyers stronger. COP will host a spring presentation designed to support law students in adopting a growth mindset orientation and fostering resilience in their academic and professional lives.



### Client Service Starts This Summer

April 8, 2019

To prepare 1Ls to navigate some of the professionalism issues they might encounter during their early law school work experiences, COP offers this highly interactive session. Students will brainstorm approaches to hypothetical situations and will identify some of the best practices that will endear them to their employers and allow them to make the most of their summer.

# THE PENN LAW CENTER ON PROFESSIONALISM



Greetings, 1Ls!

There are many facets to being a successful professional. What often gets overlooked, but critical to performance, is self-care and wellness. One has to “Be Well to Do Well”. Penn Law recognizes that good health habits start before you enter the profession. In our continuing effort to assist our students in living a happy and healthy lifestyle, we are pleased to announce the continuation of Kyra Selwyn here at Penn Law.



Kyra Selwyn, PsyD is a psychologist at CAPS who will be providing services on site at Penn Law this academic year. She will work with our students to provide initial consultation, support, short-term counseling, and referral services.

Kyra holds a doctorate and a master’s degree in clinical psychology from the George Washington University, and a bachelor’s degree in community health from Brown University. She completed her internship and postdoctoral fellowship at the University of Pennsylvania Health System/Pennsylvania Hospital, as a well as a postdoctoral rotation at CAPS. Kyra has a wide range of clinical experience in a variety of settings, including university counseling centers, community mental health centers, hospitals and outpatient clinics.

Whether it’s a meeting with Kyra or meditating in the reflection room, we hope that you will take advantage of all the resources and sources of support that are available to you. In closing, we look forward to all of you joining the entire community for fun activities on ABA National Mental Health Day on Wednesday, October 10, 2018.

Best,  
Monica E. Monroe  
*Dean of Students*



# THE PENN LAW CENTER ON PROFESSIONALISM



Dear Students,

Welcome to Penn Law! During your time here, I hope that you will make great use of Biddle Law Library. Taking advantage of the services available to you is an important part of being a professional.

Whether you are working on a pro bono project, researching future employers, tackling a summer work assignment, or writing a seminar paper, the library has many resources available to help you. Be sure to check out:

- **Our library guides.** You can locate the link to these on the library homepage. The Practice Guidance one should be especially helpful when you have been given a pro bono research task or summer work assignment that you do not know how to begin.
- **Library training sessions.** Throughout the year, Biddle librarians offer trainings on topics ranging from researching international law, to getting published, to using the Bluebook. All sessions will be listed on the main law school calendar and the library website.
- **One-on-one consultations.** We are always happy to meet with you individually! If you are uncertain how to begin your research, feel free to come to the reference desk or schedule an appointment with a librarian via the library website. You may also reach out to us with questions over email, chat, or the telephone.

I encourage you to use your time at Penn Law to develop the skills you will need in your future employment. Take advantage of Biddle Law Library to become adept at legal research and navigating the different resources available to you and learn how to use your time efficiently – this includes identifying when you should seek assistance or guidance with your task. Please, do not ever hesitate to reach out and make use of the services the library offers. We are here for you!

Paul George  
*Director of Biddle Law Library*





# Public Speaking Society

*"According to most studies, our number one fear is public speaking. Number two is death. Death is number two. Does that sound right? This means to the average person, if you go to a funeral, you're better off in the casket than doing the eulogy."*

— Jerry Seinfeld

Penn Law's Public Speaking Society is a student-led group that meets weekly to practice speaking in public and provide feedback to its members. Over time, members will improve at this intimidating but important professional skill. Check your email for more information about upcoming meetings of this low-stakes, supportive and fun group!





# THE PENN LAW CENTER ON PROFESSIONALISM



## Networking Tips from the Center on Professionalism

- **Be genuine:** People want to meet you, so don't try to be someone else. You want to be professional and respectful, but avoid trying to say things you think they want to hear and say things that you mean instead.
- **Treat people like friends:** Networking receptions can feel intimidating when you approach them to secure a job, get connections or achieve another major goal. Instead, think of receptions as a way to make new friends in your profession. Be warm, be interested in the other person, care about their opinions and express enthusiasm about staying in touch. Relationships grow from there, so don't worry about accomplishing more than making one new friend.
- **Make fewer statements—ask more questions. Allow the other person to speak more than you:** You already know what you need to know about yourself, so take the opportunity to learn about others. You will leave knowing more about them and they will leave feeling positive about the interaction.
- **Follow up on LinkedIn—be specific in your LinkedIn request:** Stay in touch with your new professional friends on LinkedIn. In your request, be sure you mention something specific you discussed so they remember who you are (“Hi, I’m Dave. I really enjoyed our discussion about our mutual interest in long-distance running during last week’s networking reception at Penn Law. I’d love to stay in touch.”) Be sure to update your profile with your new professional photo!
- **Don’t be afraid to join in:** Networking receptions aren’t private dinner parties. People want to meet more people, including you! Don’t be afraid to walk up to a group and join the conversation.
- **End conversations gracefully:** This can feel like one of the most awkward parts of networking, but it doesn’t have to be. Participants in a networking reception don’t expect you to stay with them during the entire reception. When you end the conversation, give a reason, tell them you enjoyed your conversation and be enthusiastic about keeping in touch. (“Well, it was so great to meet you. I’m just going to grab another bite to eat. Can we stay in touch?”)
- **Find a loner:** No one at a networking reception is standing alone because they want to be—if they did, they would be somewhere else! Go up and say hi. You’ll both be grateful to make a new friend.
- **Just say hello!** Sometimes the simplest approach is the best approach. If you are nervous about crafting a starter question, then don’t—just say hi! Introduce yourself and ask the other person about their work or interests.



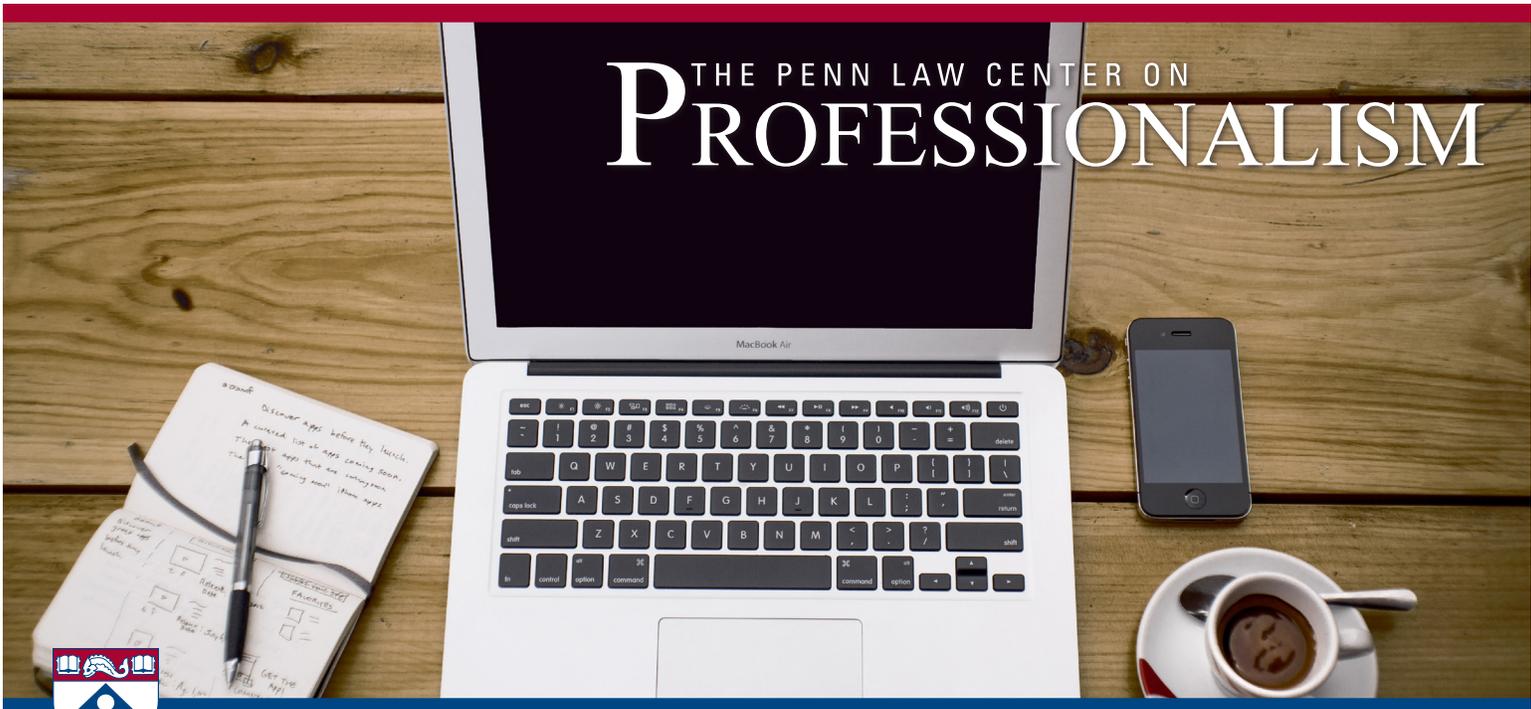
## How to Start a Conversation

- Think of open-ended questions that allow the other person to provide more than one word answers.
- Pick benign subjects on which everyone has experience and opinions (weather, food, music, the event location).
- Keep it positive! When people feel happy about a conversation, they are more likely to remember the interaction in a favorable light. Avoid controversial topics in casual networking venues. If someone insists on discussing something negative and you are uncomfortable, gracefully end the discussion and move on to someone else.
- Start with a compliment that leads to a question (“That food looks good. What is it?” “I love those shoes. Where did you get them?”).
- People love to talk about themselves—to keep the conversation going, ask more questions about the other person. As they talk, listen carefully and think of follow-up questions. Resist the urge to share your own experiences and thoughts until they ask.
- If you don’t know about something, ask! You are a new law student and no one expects you to know everything about the law. If someone mentions an unfamiliar term or practice area, ask them about it if you don’t know. They’ll be happy to tell you and will understand that you’re just starting in your journey toward becoming a lawyer.

## Sample Questions to Get the Conversation Going

- “Hi, I’m Carla. I just started at Penn Law. Do you have any advice for a new law student?”
- “What do you love most about what you do?”
- “How did you pick your practice area?”
- “What has changed in the legal industry since you started?”
- “What do you love to do when you have free time?”
- “What’s the most interesting legal issue you’ve encountered?”
- “What is your fondest memory from law school?”
- “What was your favorite law school class?”
- “If you could travel anywhere, where would you go?”

Above all, enjoy spending time with other people and be yourself! If you remember the tips above, you will be making new professional friends in no time.



## Certificate in Technology

- Today’s lawyer is expected to be expert in professional technologies. In fact, the ABA’s Model Rules of Professional Conduct now require that lawyers “keep abreast of changes in the law and its practice, including the benefits and risks associated with relevant technology.”
- Earn the Center on Professionalism Certificate in Technology simply by participating in four of the following programs over the next 3 years and successfully completing skills audits:
  - **Microsoft Excel for the Legal Professional: Fundamentals:** October 12, 2018
  - **Microsoft Excel for the Legal Professional: Intermediate:** November 9, 2018
  - **Advanced Word for the Legal Professional:** January 25, 2019
  - **Microsoft Excel for the Legal Professional: Advanced:** February 15, 2019
  - **Adobe PDF for the Legal Professional:** March 22, 2019
- Grow your professional skill set
- Highlight your tech competencies to potential employers
- Become more efficient in practice
- Enhance client service
- Add value to your employer’s organization
- Make your personal and professional life easier!



## **Penn Law Practices: Trial Practice Skills Bootcamp**

The Center on Professionalism and Legal Practice Skills Faculty are proud to present this three-day experiential bootcamp program exclusively available to Penn Law students and offered during winter break.

**This program introduces students to core elements of trial practice, including:**

- **Powerful Opening Statements**
- **Strategies for Effective Direct- and Cross-Examination**
- **Compelling Closing Arguments**

If you plan to pursue a career in litigation or want to learn and practice these core components of trial practice in a fun and low-stakes environment, COP and LPS invite you to join a team of experienced trial attorneys as they use interactive elements to guide students and provide real-time feedback on ways students can improve their skills.

*\*\*This program is non-credit bearing.*

LEGAL PRACTICE SKILLS, GITTS CENTER FOR CLINICAL LEGAL STUDIES  
AND THE CENTER ON PROFESSIONALISM PROUDLY PRESENT...



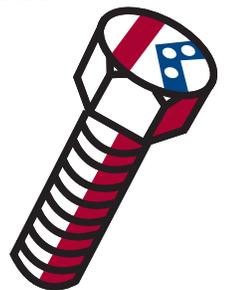
## Penn Law Practices: Nuts & Bolts Series

This popular three-session, experiential programming series provides students with a realistic glimpse of the day-to-day legal practice of a junior attorney. Each session in the series will explore a specific practice area:

- **LITIGATION/DISCOVERY**
- **LAWYERING IN THE PUBLIC INTEREST**
- **CORPORATE TRANSACTIONS**

During each 75-minute session, practitioners will lead students through problems that simulate actual legal matters. These sessions are designed to support law students as they explore different practice areas and to provide students with a more sophisticated understanding of the junior-level work in these practice areas.

Dates and additional details for this Spring experiential series will be available to all 1Ls after the New Year—watch your email for more details!





## Student Testimonials



### Tanya Xu L'16

“Many talks take place during your 1L year, ranging from firm lunches to student panels. I found the Nuts & Bolts talks incredibly helpful in a different way. Nuts & Bolts Criminal Practice probably gave me a better idea of what the day-to-day life is like working as a public defender or prosecutor than any other conversation I’ve had. **Hearing practicing attorneys’ perspectives and analyzing a real fact pattern was one of the most practical lessons I have received about the practice of criminal law.**”



### Aaron McKenney L'19

“The Center on Professionalism’s Certificate in Technology provided me with information and practical skills that will be invaluable to me in the fields of law and business. From learning how to organize data and publish graphs in Microsoft Excel to practicing how to navigate the intricacies of Adobe Acrobat, this program covers the full spectrum of functional skills necessary to complete the projects and reports that will be assigned during internships and upon graduation. **I highly recommend this course to law students looking to get a jumpstart on their computer skills and sharpen their core technical competencies.**”



### Shaunee Morgan L'19

“Self-care and wellness is something I prioritized in my life before law school but finding the time to do all the foundational things like going to the gym, finding time to move around during the days, and checking in with my posture to make sure that I’m not constantly in a state of tension has been really difficult since classes started. The “Wellness and Balance” talk was a nice reminder that **we have to intentionally continue to do the things that sustain our whole selves despite the stress of class now and our careers in the future.**”



### Emily Lubin L'19

“The Trial Practice Skills Bootcamp was an invaluable opportunity to learn about opening statements, direct and cross examinations, and closing statements from practicing attorneys. It gave me the chance to test my oral advocacy skills and receive important feedback on ways to improve. This program made me more confident in my ability to be a persuasive advocate. **I appreciate the exposure to trial fundamentals that will help me to be a better lawyer for future clients.**”



# THE PENN LAW CENTER ON PROFESSIONALISM



## Meet the Center on Professionalism Team

Penn Law’s Center on Professionalism (“COP”) offers students original and integrated programming that supports the development of the skills that will allow them to provide complete and sophisticated professional services to their clients.

For more information please visit

<https://www.law.upenn.edu/careers/professionalism/>

Twitter handle:

@PennLawCOP

Email:

[professionalism@law.upenn.edu](mailto:professionalism@law.upenn.edu)



Jennifer Leonard L'04

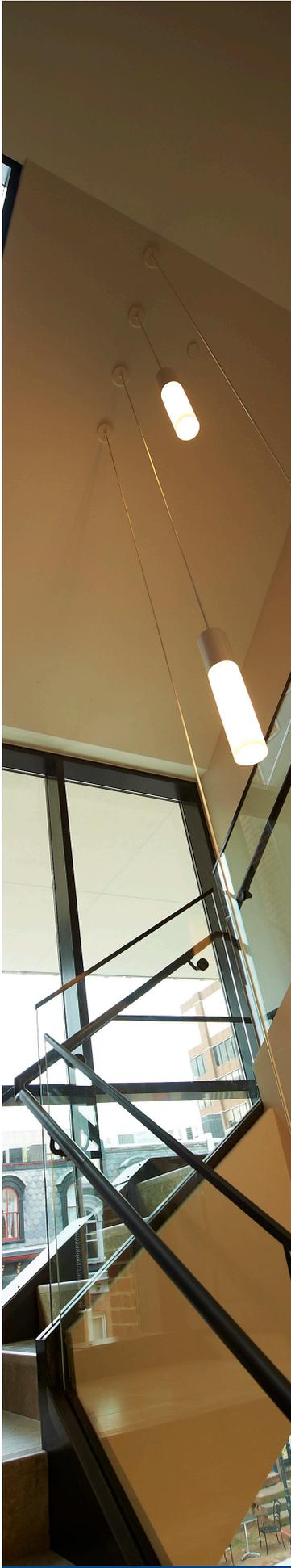
*Associate Dean for Professional Engagement  
Director, Center on Professionalism*



Claudia Toro

*Assistant Director, Center on Professionalism*





# FAQs About Penn Law's Center on Professionalism (COP) 2018-19

## What is the Center on Professionalism?

The Center on Professionalism supports Penn Law students by designing programs that will prepare them for success as professionals in an evolving legal landscape.

The mastery of the following skills are critical to success in any modern professional environment:

- Confident and Purposeful Communication
- Building Relationships
- Mastery of Executive Technology Skills
- Personal Productivity and Effectiveness
- High-Level Strategic Thinking
- Team Dynamics
- Self-Care and Resilience

Jennifer Leonard L'04 and Claudia Toro are the dynamic duo who execute the Center on Professionalism's programs.

## Is COP programming mandatory?

There are two types of COP programming.

1. **Mandatory:** All 1L students must attend 4 Professionalism Cohort Meetings throughout the year and at least one *Penn Law Practices: Nuts and Bolts* session during the spring semester of 1L year.
2. **Other Opportunities:** These COP programs are open to all students, take place throughout the year, and cover a variety of themes. These programs are not mandatory and registration is required. Seating for some programs is limited. Students will receive more information about each program by email.

## Where can I find affordable professional dress?

A new lawyer's professional wardrobe can take years to develop. To help get you started, Penn Law's Center on Professionalism is teaming up with **Career Wardrobe**.

This partnership ensures that every Penn Law student has access to stylish attire that inspires confidence during fall recruiting, employer events and all other professional occasions.

To schedule a free style consultation and receipt of a complimentary suit or other professional attire, including shoes and accessories, simply follow these three easy steps:

- i. Fill out a **Career Wardrobe referral form**.
- ii. Schedule your appointment directly with **Career Wardrobe**.
- iii. Take home your professional outfit.

Please email [professionalism@law.upenn.edu](mailto:professionalism@law.upenn.edu) if you would like to learn more about this opportunity and to receive an official referral form.

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THE PENN LAW CENTER ON  
**PROFESSIONALISM**



3501 Sansom Street  
Philadelphia, PA 19104

# Wellness: A Professional Responsibility

Penn Law, Spring 2019



[VS](#)
[ACADEMICS](#)
[PUBLIC SERVICE](#)
[INTERNATIONAL](#)
[CAREERS](#)
[LIBRARY](#)

## Penn Law to launch unique pilot program incorporating attorney well-being into Professional Responsibility curriculum

November 29, 2018

In January 2019, the University of Pennsylvania Law School will launch a groundbreaking pilot program that will incorporate a session on attorney well-being into every section of the mandatory Professional Responsibility course. The first such program at a top law school, this curricular module will expose students to the latest data about risks to health and career satisfaction among practicing lawyers, and equip them with tools to promote awareness and well-being in their future careers.

## Your presenters



**John Hollway**, C'92, JD '95, MAPP '18  
Associate Dean & Executive Director, Quattrone  
Center for the Fair Administration of Justice  
Senior Fellow, Positive Psychology Center

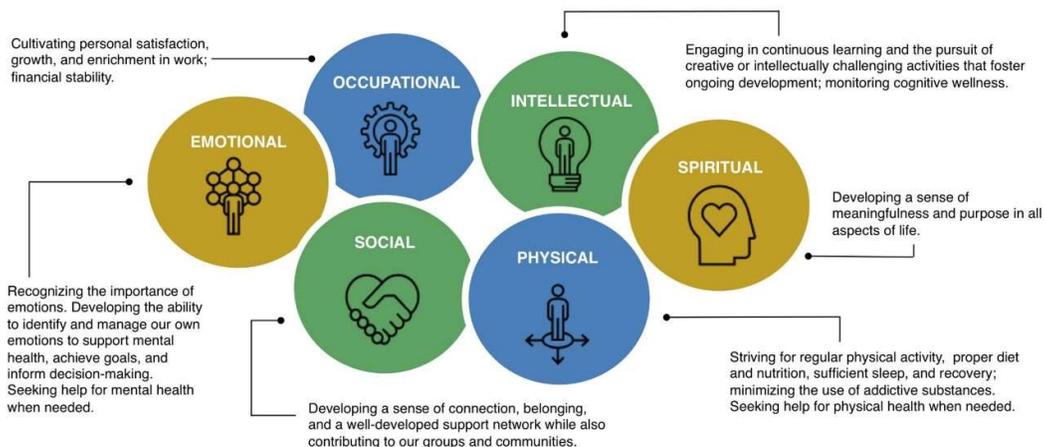


**Jen Leonard**, L'04  
Associate Dean for Professional Engagement &  
Director, Center on Professionalism

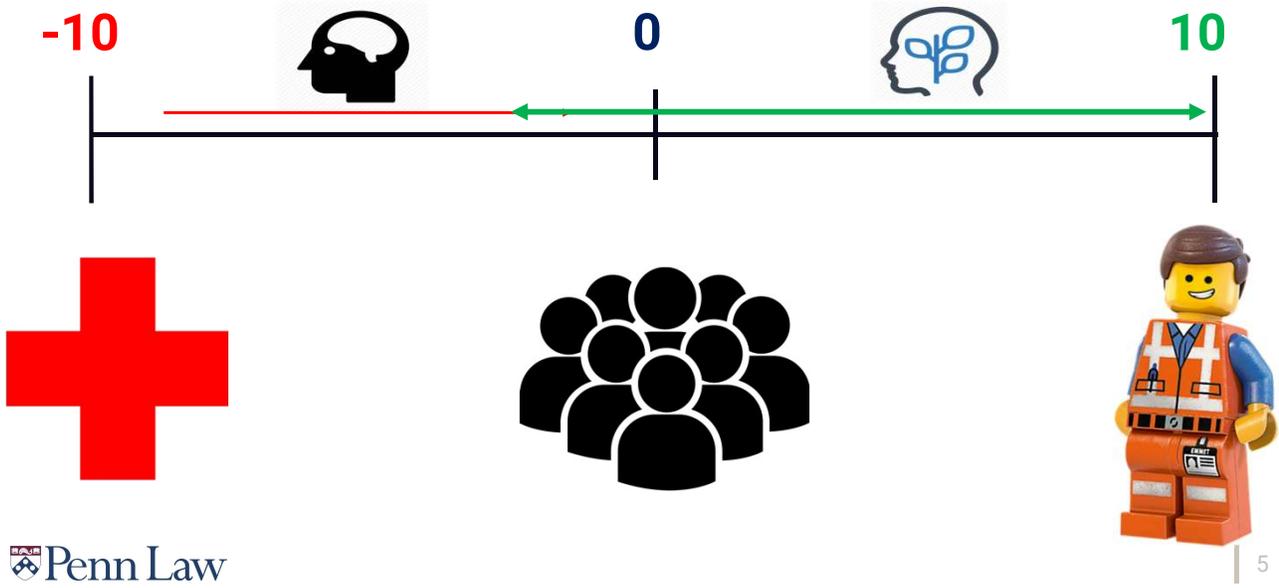
## Well-being = all aspects of our lives

### Defining Lawyer Well-Being

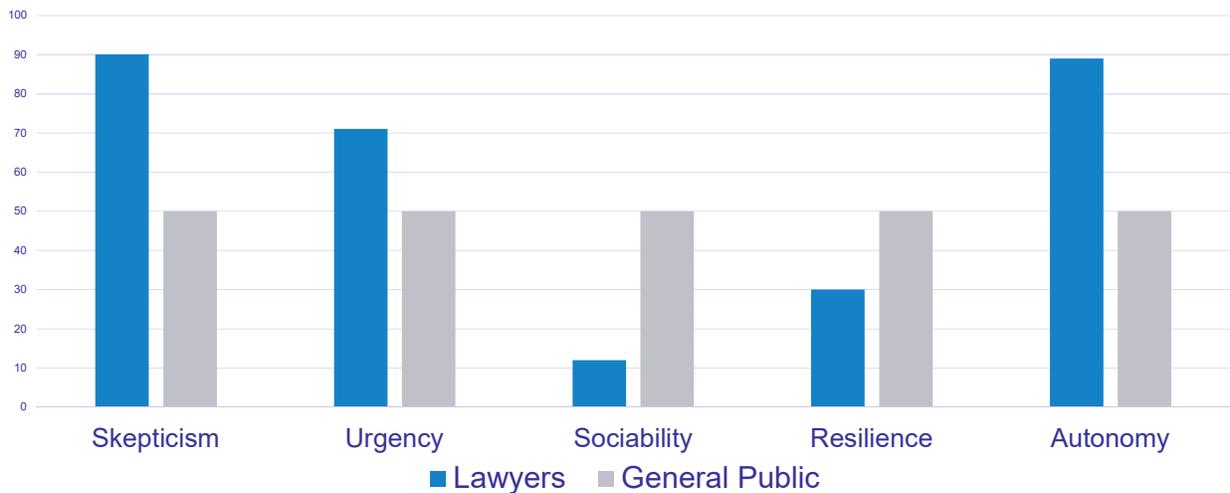
A continuous process in which lawyers strive for thriving in each dimension of their lives:



### Well-being exists on a spectrum



### Personality traits common in lawyers



L. Richard, Herding Cats: The Legal Personality Revealed, 2002 | 6

## The practice of law: emotionally challenging

- Higher rates of depression than other industries
- Higher levels of loneliness and lack of social support than any other profession
  - Independent of gender, race, ethnicity, time at firm

BIGLAW

### Biglaw Managing Partner Opens Up About Alcoholism

This Biglaw partner is combating the stigma of substance abuse.

By KATHRYN RUBINO

May 21, 2018 at 2:57 PM



Steven Wall

### After Baker McKenzie Chair Takes Leave for 'Exhaustion,' Other Leaders Share Pressures

While stresses are undoubtedly mounting for global law firm leaders, strategies like delegation, power-sharing and coaching can help ease the burden.

By Ben Finkel October 24, 2018 at 04:04 PM

### Quinn Emanuel Partner Suffers From Depression and He Wants Everyone to Know

Struggling to find meaning in your work? Lacking motivation? Thinking about quitting? Please read this first.

By Joseph Milovic III March 28, 2018 at 10:01 AM

### The Lawyer, the Addict

A high-powered Silicon Valley attorney dies. His ex-wife investigates, and finds a web of drug abuse in his profession.

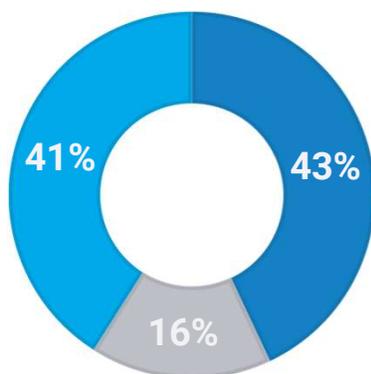
By EILENE ZIMMERMAN Photograph by DAVID BRANDON GETTING JULY 16, 2007



Depression: Peterson & Peterson (2009) | 7  
Loneliness: Achor et al. (2018)

## Emotional challenges impact the practice of law

### SOURCES OF POOR LAWYERING



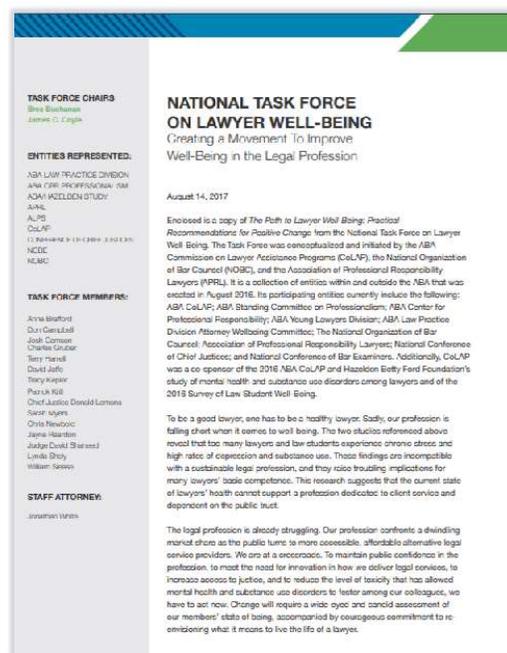
- Lack of commitment, energy, engagement
- Lack of practice management
- Lack of substantive knowledge



Shearon, D. Tennessee Commission on Continuing Legal Education, 2008 (n=650) | 8

## Well-being and law schools

- **Recommendation 20.4:** require law schools to create well-being education as a criterion for ABA accreditation.



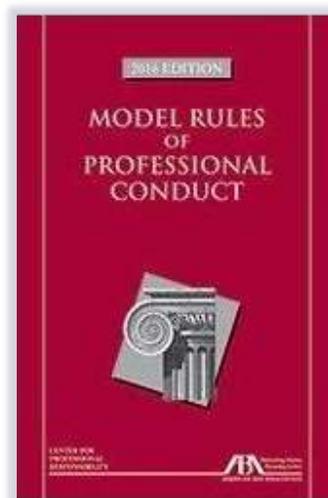
## Well-being and the Model Rules

### • Rule 1.1 (Competence)

- Lawyers owe a duty of competence to their clients.
- “the legal knowledge, skill, thoroughness and preparation reasonably necessary for the representation.”

### • Rule 1.3 (Diligence)

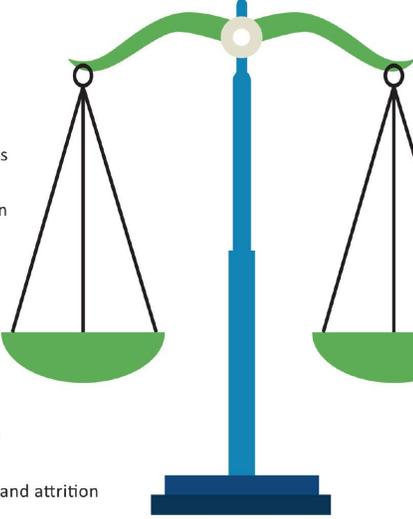
- A lawyer shall act with reasonable diligence and promptness in representing a client.





**Our potential  
is enormous**

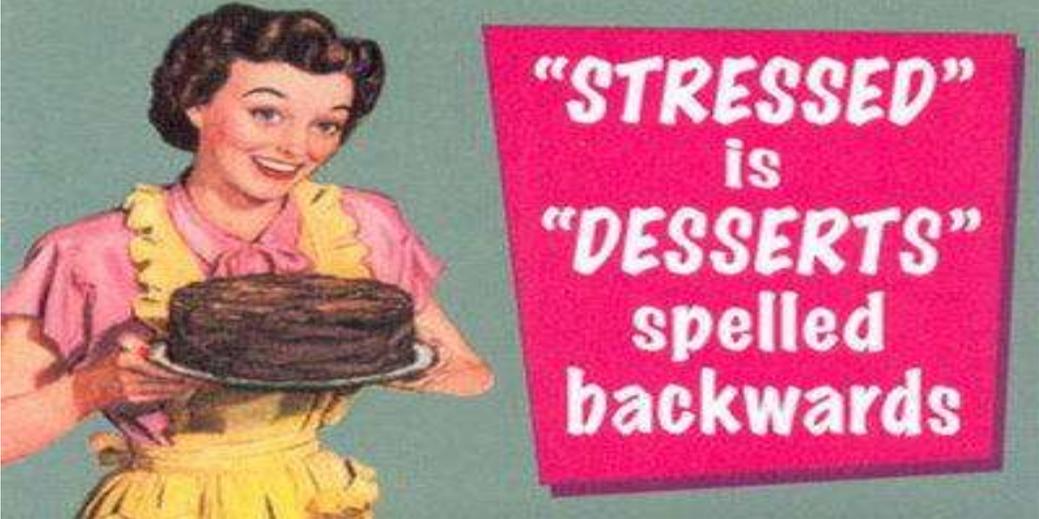
OUR CHALLENGES
OUR POTENTIAL



|  |   |
|--|---|
| <ul style="list-style-type: none"> <li> 21-36% problem drinkers</li> <li> 28% depression</li> <li> 19% anxiety</li> <li> 23% elevated stress</li> <li> 25% work addiction</li> <li> High suicide rate</li> <li> Sleep deprivation</li> <li> Work-life conflict</li> <li> Avoid seeking help</li> <li> Job dissatisfaction and attrition</li> </ul> | <ul style="list-style-type: none"> <li>Physically healthy </li> <li>Mentally thriving </li> <li>Contributing to society </li> <li>Focusing on client care </li> <li>Feeling connected and a sense of belonging </li> <li>Willing to seek help </li> <li>Engaged at work </li> <li>Continually seeking intellectual growth </li> <li>Emotionally intelligent </li> <li>Experiencing a sense of meaning and purpose </li> </ul> |
|--|---|


11





## Part 1: Positive aspects of stress

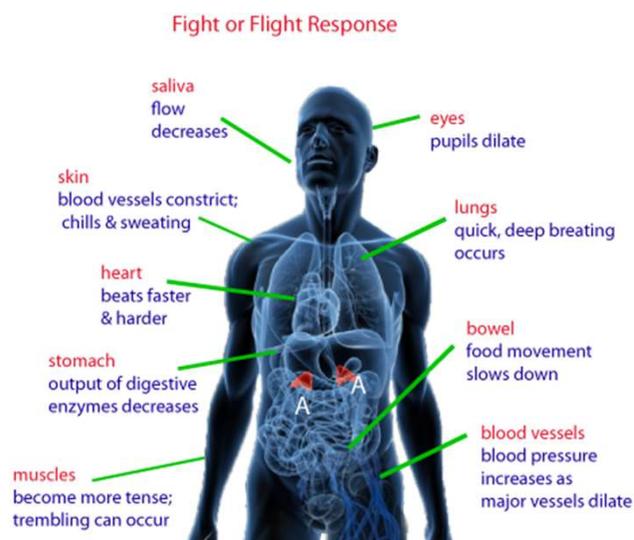

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## What is stress?



## Neurochemistry of stress

- Adrenaline – elevates heart rate, blood pressure
- Cortisol – increases blood glucose, reduces nonessential systems
- Norepinephrine – alertness, moves blood to essential organs



## A positive definition of stress

Stress is what arises when something  
you care about  
is at stake.

## Stress is an opportunity to rise to the occasion



## Kelly McGonigal on stress



## A positive stress mindset improves health & work performance



## Stress mindset scale

**1-10: Negative Mindset**

**11-20: Moderate Mindset**

**21-32: Positive Mindset**



### STRESS MINDSET MEASURE

Rate the extent to which you agree or disagree with the following questions:

| Questions:  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | SCORE (see below) |
|---|-------------------|----------|---------|-------|----------------|-------------------|
| 1. The effects of stress are negative and should be avoided.        |                   |          |         |       |                |                   |
| 2. Experiencing stress facilitates my learning and growth.          |                   |          |         |       |                |                   |
| 3. Experiencing stress depletes my health and vitality.             |                   |          |         |       |                |                   |
| 4. Experiencing stress enhances my performance and productivity.    |                   |          |         |       |                |                   |
| 5. Experiencing stress inhibits my learning and growth.             |                   |          |         |       |                |                   |
| 6. Experiencing stress improves my health and vitality.             |                   |          |         |       |                |                   |
| 7. Experiencing stress debilitates my performance and productivity. |                   |          |         |       |                |                   |
| 8. The effects of stress are positive and should be utilized.       |                   |          |         |       |                |                   |

| Scoring:   | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Strongly Agree |
|--|-------------------|----------|---------|-------|----------------|----------------|
| Rate even-numbered answers (2-4-6-8) as follows: | 0                 | 1        | 2       | 3     | 4              | 4              |
| Rate odd-numbered answers (1-3-5-7) as follows:  | 4                 | 3        | 2       | 1     | 0              | 0              |

TOTAL STRESS MINDSET MEASUREMENT SCORE

Range: 0-32

Crum, A., Salovey, P., Achor, S. (2013). Rethinking Stress: The Role of Mindsets in Determining the Stress Response. *Journal of Personality and Social Psychology*.



Stress will exist in your life as long as there are things you care about.

## Reactions to stress

If You **Can't** Change  
The Stressor

**Accept**

If You **Can't** Change  
The Stressor

**Adapt**

If You **Can** Change  
The Stressor

**Alter**

**Avoid**

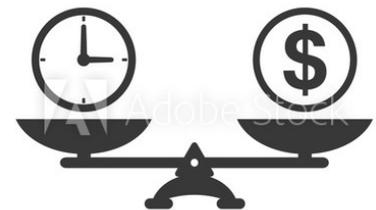
If You **Can** Change  
The Stressor

## Accept: Control will be an issue



Law is a service business

Often, time is money



You will not be in control of your own time

## Adapt: Focus on basic health



## Adapt: Optimize your sleep time

# 60

minutes before bed

Minimize screens  
Reduce intense focus  
Avoid late night bites

# 5

minutes before bed

Quiet reflection



## Adapt: Reframe stress as a positive



## Activity: Positive reframing

- List your top **energy draining** activities
- Consider how to reframe these activities as positives
- How can you avoid, alter, accept, or adapt to these stressors?

## Adapt: Control your social media

### NO MORE FOMO: LIMITING SOCIAL MEDIA DECREASES LONELINESS AND DEPRESSION

MELISSA G. HUNT, RACHEL MARX, COURTNEY LIPSON,  
AND JORDYN YOUNG  
*University of Pennsylvania*

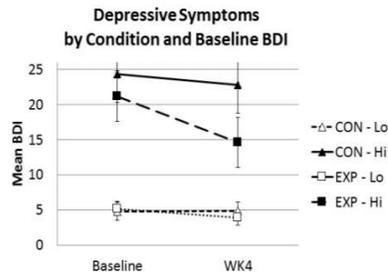


FIGURE 3. Depressive symptoms by condition and baseline BDI.

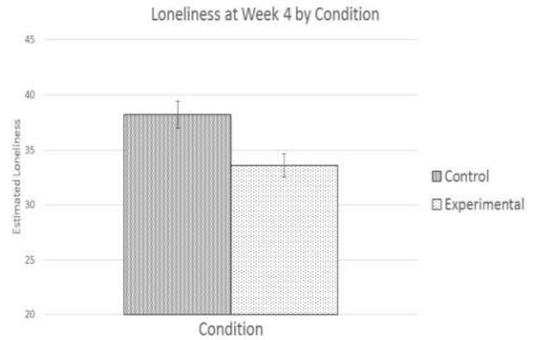
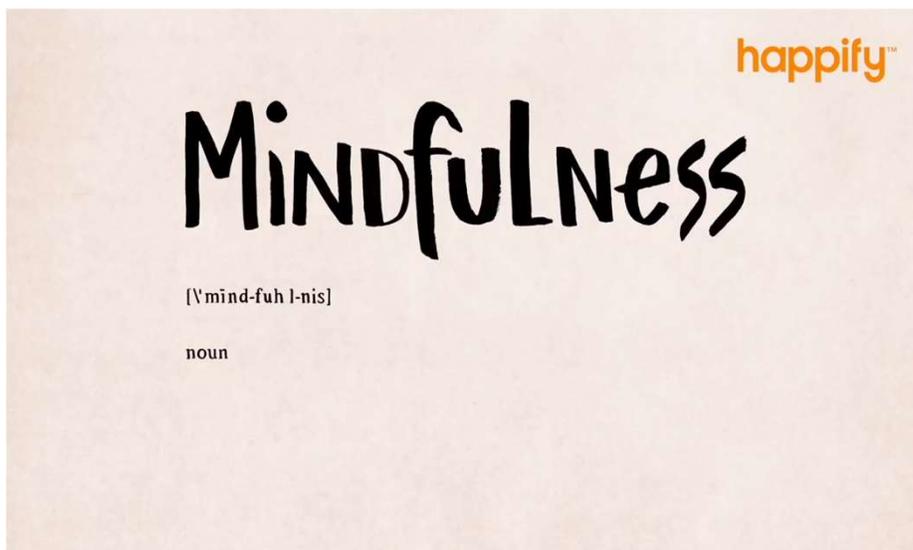


FIGURE 2. Loneliness at week 4 by condition.

## Adapt: Control your focus



## Stress: we're not alone

The Stanford Daily

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### Stanford 'Places I've Cried' gains over 1,000 members



Penn Law



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## Key takeaways

1. Stress will always exist
2. Our mindset can improve our physical and emotional response to stress
3. Small adjustments can have material impacts
4. Social interactions are essential

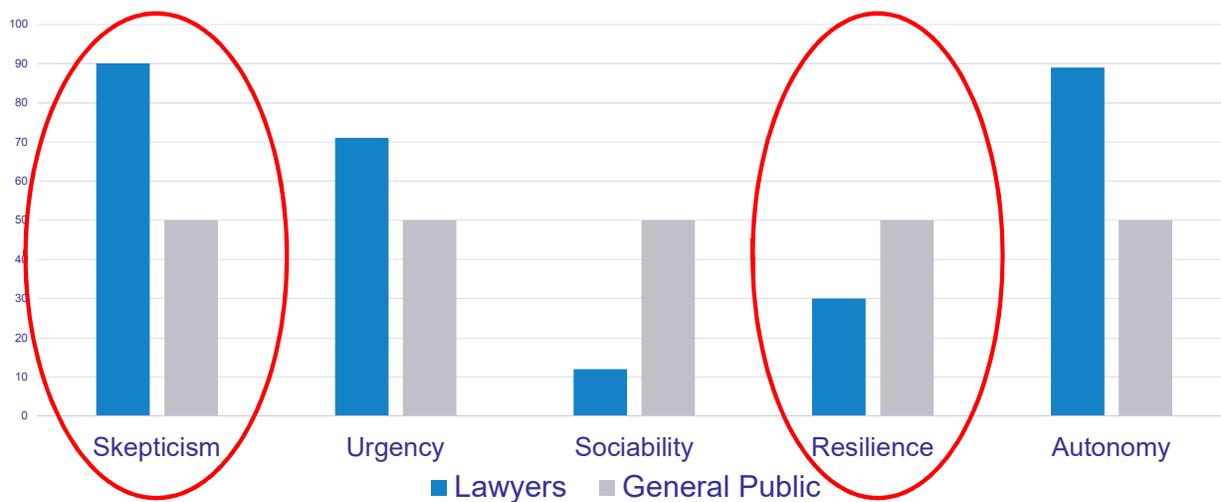
Penn Law

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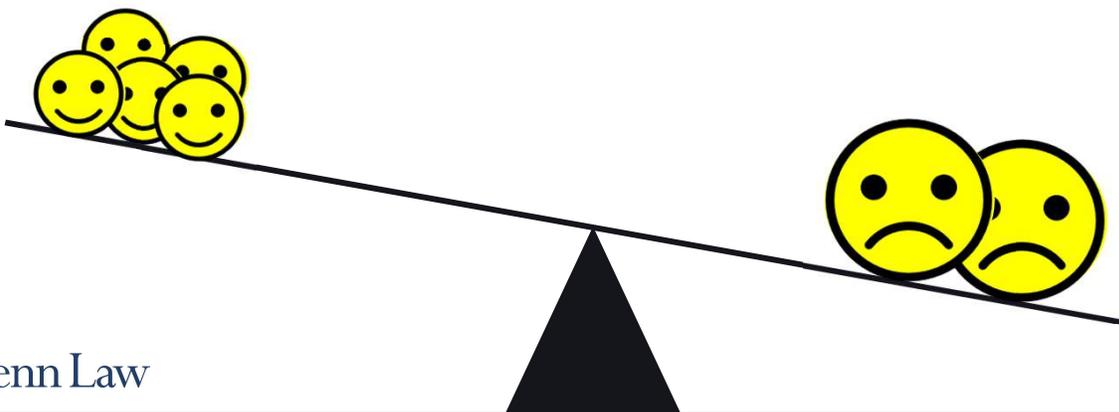
## Part 2: Optimism and resilience

### Personality traits common in lawyers



## Pessimism “nature:” Negativity bias

- Our brains give additional weight to negative data
  - Useful for survival
  - Maybe helpful for legal advice
  - Not useful for **objective self-evaluation**



## Pessimism “nurture:” Law school/legal practice

- Risk-spotting
- Resolution through argument
- Adversarial system
- Skepticism
- Extrinsic rewards

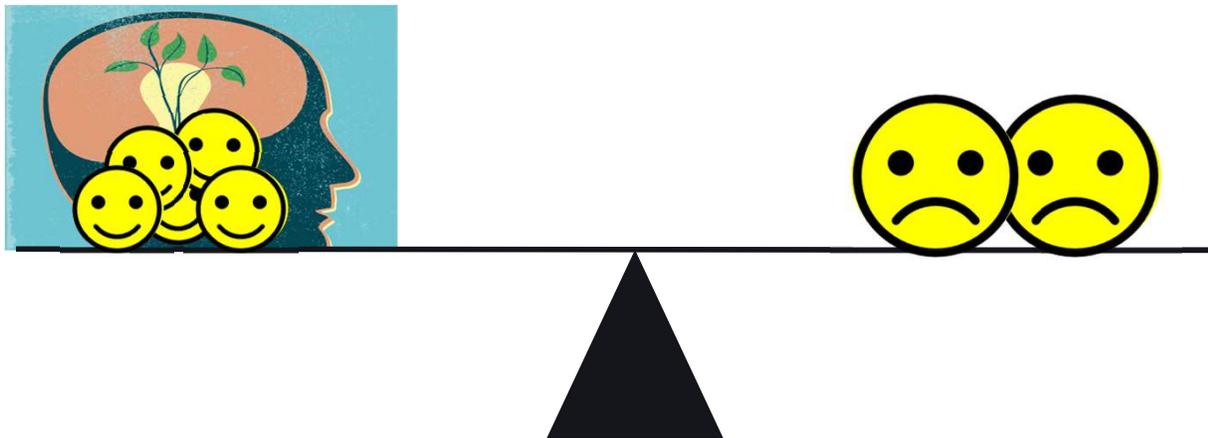




“Pessimism is a risk factor for depression in just the same sense as smoking is a risk factor for lung cancer or being a hostile hard-driving man is a risk factor for a heart attack.”

Martin Seligman, *Learned Optimism*

## Optimism helps balance the scales



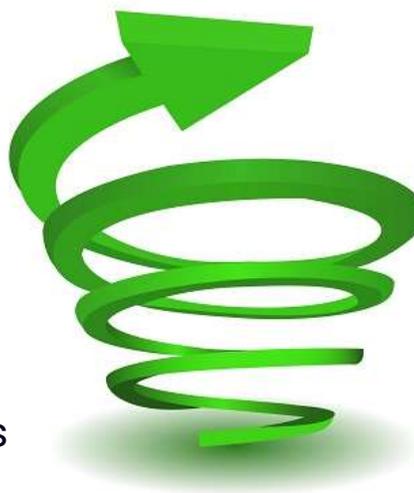
## The downward emotional spiral

- Bad event happens
- You feel helpless
- Increases stress, cognitive load
- Reduces self-efficacy, self-awareness
- Increased chance of another bad event



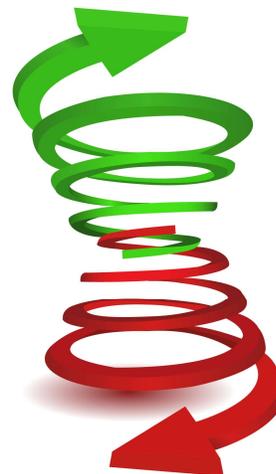
## Upward spirals: Broaden and build

- Bad event happens
- You handle it
- Improved self-efficacy, self-awareness
- Increased cognitive capacity, new skills for next task
- Increased chance of better outcomes



## These capabilities lead to:

- Less stress, anxiety, depression
- Improved physical health
- Increased cognitive capacity
  - Adaptability, rapid reframing
  - Work performance
  - Less worst-case scenario thinking
- Improved relationships
  - Engagement, collaboration, innovation



## Focusing on resilience helps lawyers

Lawyers who consciously deployed resilience skills were

**3x**

more likely to report that their commitment, energy, and engagement in their law practice were somewhat or much improved.

## Professional realism vs. Learned optimism

### Optimism for

- Goal setting
- Personal relationships
- Emotional responses
- Physical health over time
- Lead/inspire/support from others

### Realism for

- Client advice
- Counseling others
- Expressions of sympathy to others
  - Then use optimism to help build them back up.

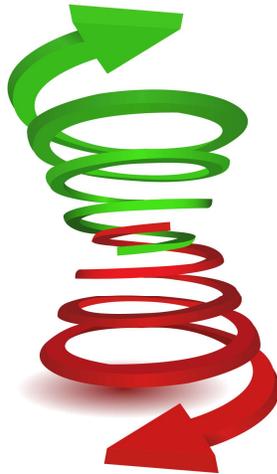
## Resilience protective factors



## Learned Optimism: Explanatory Style

### P PESSIMISM

1. Permanent
2. Pervasive
3. Personalized



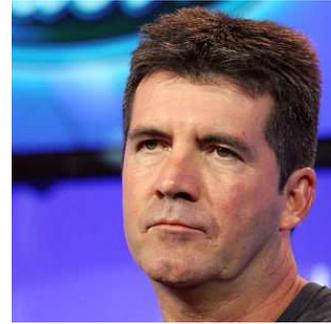
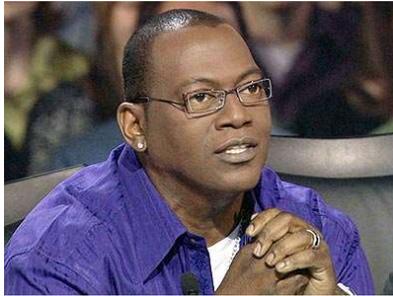
### O OPTIMISM

1. Temporary
2. Compartmentalized
3. Externally caused

## Activity: optimistic speaking style

- Take an experience of adversity you have faced
- Describe it in **Pessimistic** (permanent, pervasive, personalized) language
- Partner: repeat it back in **Optimistic** (temporary, compartmental, externally caused) language
- Compare and discuss the validity of each perspective

## Realistic optimism: Challenge your inner Simon



## Learned optimism (moot court ed.): debate negative thoughts



## Key takeaways

1. Setbacks will happen
2. Resilience and Optimism broaden skills, build you back up
3. Legal skills can help and hinder
  - Realism at work, optimism at home
  - Be your own moot court judge

## If you need it . . .

*Lawyers Concerned for Lawyers*

PENNSYLVANIA

Lawyers Confidential Helpline: 1-888-999-1941



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## Feedback or questions



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