

**Lawyer Leadership: Leading Self, Leading Others, Leading Change**  
**Spring 2024 Working Syllabus**  
**(Rev'd Date: February 7, 2024)**  
**Course Instructors: Susan Sturm, Eunice Hong, and Richard Gray**  
**Columbia Law School**

**Overview (Semester at a Glance)**

1. **Week 1 (January 16): Orienting Our Work**
  - a. Individual Meetings; No Class/Lab
2. **Week 2 (January 22): Awareness and Reflective Practice**
3. **Week 3 (January 29): Feelings, Needs, and Growth Mindset**
4. **Workshop 1/Week 4 (February 5): Empathy Practice, Group Work, and Requests**
  - a. **Special assignment deadlines on account of workshop**
5. **Week 5 (February 12): Feedback and Theory of Change**
6. **Week 6 (February 19)/Workshop 2 (February 25): Developing Strategies for Change**
  - a. **Special assignment deadlines on account of workshop**
7. **Week 7 (February 26): Big Assumptions, Stress, and Facilitation**
8. **Week 8 (March 4): Communication and Mission Statements**
9. **Week 9 (March 18): Difficult Conversations**
10. **Week 10 (March 25): Assessment, Sustainability, and Endgame**
11. **Week 11 (April 1): The Ask—An Improv Assignment**
12. **Week 12 (April 8): Stretch Collaboration, Race, Gender, and Power**
  - a. **Last week for reading response blogs**
13. **Week 13 (April 15): Project Group Working Session**
14. **Week 14 (April 22): Project Presentations and Course Feedback**

## **Week 1 (January 16): Orienting Our Work**

### **Learning Goals**

1. Learn about what brings each student into the Lawyer Leadership class.
2. Share goals, hopes, and fears for the course.
3. Explore the meaning of leadership and its relationship to lawyering.

### **Assigned Materials**

1. Lawyer Leadership Opening Survey
2. Course Overview
3. James Baron, Joel Podolny, & Heidi Brooks, *Leadership and Commitment*, Yale Case 07-028 Rev. (2007) (excerpt)

## **Week 2 (January 22): Awareness and Reflective Practice**

### **Learning Goals**

1. Develop preliminary community norms for class and lab.
2. Create a space where people are able to build trust, speak openly, take risks, and learn about different experiences of identity.
3. Introduce active listening and key capacities.
4. Explore mindfulness and its relationship to awareness, identity, and bias.
5. Introduce reflection as the practice of awareness, and its role in lawyer leadership and various forms of reflective practice.
6. Introduce racial literacy as an aspect of reflective practice.

### **Assigned Materials**

1. Susan Sturm, The Anti-Racism Paradoxes, from *Paradoxical Possibility* (Excerpt)
2. Ben W. Heineman, Law and Leadership, *JOURNAL OF LEGAL EDUCATION* (2006).

3. Centering Change Skills Hub, Module 1 (Listening) (See instructions below)
4. Centering Change Skills Hub, Module 7 (Racial Literacy).
5. Tasha Eurich, *What Self-Awareness Really Is (and How to Cultivate It)*, HARVARD BUSINESS REVIEW (2018)
6. DAN HARRIS, MEDITATION FOR FIDGETY SKEPTICS 3-16 (2017)
7. RHONDA V. MAGEE, THE INNER WORK OF RACIAL JUSTICE, *Practicing The Pause* (2019), pp. 16–18
8. [Why I work to remove access barriers for students with disabilities | Haben Girma | TEDxBaltimore - YouTube](#) (15 minutes)

## Week 3 (January 29): Feelings, Needs, and Growth Mindset

### Learning Goals

1. Cultivate a growth mindset.
2. Learn theoretical and practical frameworks and skills to help identify, understand, use, and express emotions, needs, and values.
3. Practice differentiating feelings from thoughts.
4. Learn to distinguish observations from evaluations.

### Assigned Materials

1. Carol Dweck, [The Power of Believing You Can Improve](#) (TED Talk, 10 minutes)
  - **(Optional)** Janelle Monae and Sesame Street, [The Power of Yet](#) (video, 3 minutes)
2. Brené Brown, [Embracing Vulnerability](#) (video, 6 minutes).
  - If you are interested in seeing more, you are invited to watch her TED Talk called [The Power of Vulnerability](#) (20 minutes).
3. Centering Change Skills Hub, Module 2 (Observations and Evaluations)
4. Centering Change Skills Hub, Module 3 (Feelings and Needs)

## Workshop 1 (February 4) and Week 4 (February 5): Empathy Practice, Group Work, and Requests

### Learning Goals

#### 1. Workshop

- a. Continue work on feelings, needs, observations, and evaluations.
- b. Understand and experience four different mental modes (thinker, dreamer, lover, warrior) and how they relate to us individually and in groups.
- c. Identify project interests and possibilities.
- d. Build our community.

#### 2. Class

- a. Develop the skill of making effective requests, both to meet your needs and to advance group level goals.
- b. Learn about goal-setting, launching a project, and group formation, for yourself and for your project.
- c. Discuss approaches to and tools for effective project management.

### Assigned Materials

#### 1. Workshop (Due Thursday, February 1, at 5pm)

- . Erica Ariel Fox, *The Heroic Journey: A Master Architecture to Foster Transformation*, Next Practice Institute Interview and Article
- a. Erica Ariel Fox, [Big Four Profile Survey](#)
- b. [Project Survey 1](#)

#### 2. Class (Due Monday, February 5, at 11am)

- . [Centering Change Skills Hub](#), Module 4 (Making Requests)
- a. [Project Survey 2](#) (To be circulated immediately after the workshop)

## Week 5 (February 13): Feedback and Theory of Change

### Learning Goals

1. Build the capacity to receive and give feedback.
2. Introduce theory of change and move from goals to strategies in developing your theory of change for your projects.
3. Understand emergent strategies as part of your change theory and practice.
4. Begin peer coaching (in lab).

### Assigned Materials

1. Centering Change Skills Hub, Module 5 (Receiving and Giving Feedback)
2. Theory of Change Tools
3. adrienne maree brown, *Principles of Emergent Strategy*, from Emergent Strategies: Shaping Change, Changing Worlds (2017)
4. adrienne maree brown, *Fractals*, from Emergent Strategies: Shaping Change, Changing Worlds (2017)

## Week 6 (February 19) and Workshop 2 (February 25): Developing Strategies for Change

### Learning Goals

1. **Class**
  - a. Develop an awareness of the decision-making traps to help guide you as you develop the strategies for your projects.
  - b. Prepare to interview people who are the stakeholders for your projects.
2. **Workshop**
  - a. Learn and experience the Immunity to Change (ITC) methodology for shifting mindset, facilitating personal development and adaptive change, and holding paradox.

- b. Integrate Non-Violent Communication (NVC) and mindfulness practices into the ITC framework.

## Assigned Materials

### 1. Class

- a. John S. Hammond, Ralph L. Keeney, and Howard Raiffa, *The Hidden Traps in Decision Making*, Harvard Business Review (1998)
- b. [Quadrant Analysis for Strategic Decision Making](#) (focus on the Urgent vs. Important Quadrant) (external website)
- c. *Design Bootcamp Interviewing Slides*
- d. *Critiquing Your Interview Schedule*
- e. Susan Colby, Nan Stone, & Paul Carttar, *Zeroing In on Impact*, Stanford Social Innovation Review (2004)

### 2. Workshop

- a. Robert Kegan and Lisa Lahey, *Immunity to Change* (31–60) (2009)
- b. Rhonda Magee, *The Inner Work of Racial Justice, Trauma-Releasing Practices* (44–48) (2019)

## Week 7 (February 26): Big Assumptions, Stress, and Facilitation

### Learning Goals

1. Observe and reflect on your Big Assumption(s) (from Immunity to Change, Column 4).
2. Discuss strategies for cultivating and exercising leadership skills under stress and crisis.
3. Cultivate and practice skills of facilitation.

## Assigned Materials

1. Robert Kegan and Lisa Lahey, Chapter 10, *Overcoming Your Immunity to Change*, pp. 253–272.
2. Modupe Akinola, *Managing Stress Workbook*
3. adrienne maree brown, *Holding Change*, pp. 83–88, 95–96, 117–121, 145–156
4. Richard Gray, *Facilitation for Connection and Change*

## Week 8 (March 4): Communication and Mission Statements

### Learning Goals

1. Engage in and reflect on your process of interviewing.
2. Understand the principles of effective communication, including use and impact of social media.
3. Apply principles of communication to developing a mission statement for your projects.
4. Provide support for your Immunity to Change tests of your Big Assumptions (for those interested).

### Assigned Materials

1. James Le, [The 6 Principles to Making Your Ideas Stick](#)
2. Annette Simmons, *Whoever Tells the Best Story Wins* (2007) (excerpt)

## Week 9 (March 18): Difficult Conversations

### Learning Goals

1. Learn and practice the difficult conversations approach.

2. Cultivate capacity to have difficult and courageous conversations, including those that involve issues or problems concerning race, gender, and other categories of difference.
3. Use empathy practices in having difficult and courageous conversations, including those related to identities.
4. Get feedback on your project mission statements.

### **Assigned Materials**

1. Centering Change Skills Hub, Module 6 (Difficult Conversations)
2. *Final Writing Project Descriptions*

## **Week 10 (March 25): Assessment, Sustainability, and Endgame**

### **Learning Goals**

1. Engaging with the question of how to identify and prioritize your project focus and strategy to maximize impact and sustainability.
2. Developing ways to assess your project's impact.
3. Developing a shared narrative story to ground your project.

### **Assigned Materials**

1. Alice Gugelev and Andrew Stern, *What's Your Endgame?*, Stanford Social Innovation Review (2015)

## **Week 11 (April 1): The Ask—An Improv Assignment**

### **Learning Goals**

1. Use storytelling and performance as tools to gain more agency, power in interactions, self-awareness, and perspective on how we communicate in different settings



2. Learn and cultivate a set of practices to increase self-awareness of how you “perform” on a daily basis so you can make more intentional, conscious decisions about what and how you communicate given the situation at hand to achieve maximum impact on others.

### **Assigned Materials**

1. Broadway Advocacy Coalition, *CREDIT* (Nov. 2018)
2. *The Ask: Prompt Sheet*

## **Week 12 (April 8): Stretch Collaboration, Race, Gender, and Power**

### **Learning Goals**

1. Understanding the meaning and practices of stretch collaboration.
2. Honing the capacity to navigate situations with people you dislike, distrust, disagree with, and/or have opposing interests or values but have to deal with in some way.
3. Understand different conceptions of power and their relationship to gender, race, identity and leadership.
4. Explore your own relationship to power and identity.
5. Link stretch collaboration and "experimenting your way forward" with conceptions of power and identity.
6. Identify strategies and tools for addressing harm and reshaping power.

### **Assigned Materials (Last week for reading response blogs)**

1. Adam Kahane, *Collaborating with the Enemy: How to Work with People You Don't Agree With or Like or Trust*, Ch. 4–5, Ch. 6 (excerpt) (2017)
2. Susan Sturm, Repurposing Power, from *Paradoxical Possibility* (Excerpt)
3. Ruchika Tulshyan and Jodi-Ann Burey, *Stop Telling Women They Have Impostor Syndrome*, Harvard Business Review (2021)

## **Week 13 (April 15): Project Group Working Session**

### **Learning Goals**

1. Project work.

### **Assigned Materials**

1. None

## **Week 14 (April 22): Project Presentations and Course Feedback**

### **Learning Goals**

1. Present and provide/receive feedback on projects.
2. Share and discuss sustainability strategies.
3. Reflect on and assess progress towards leadership learning goals.
4. Provide feedback on the Lawyer Leadership experience.

### **Assigned Materials**

1. Closing self-assessment survey
2. Closing feedback survey