



INDIANA UNIVERSITY

SCHOOL OF LAW

Bloomington

Deliberative Leadership

Professor Henderson

Spring 2019

Time: Tuesdays, 5:35 to 7:35

Office 255

Place: Room 216

Phone: 812-856-1799

Office Hours: Mondays, 4 to 5, Tuesdays, 12 to 1
pm; by appointment

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1. Required Course Materials

- Linda Ginzel, PhD, *Choosing Leadership: A Workbook* (2018)
- Additional materials posted on Canvas and/or distributed in paper copy in class

2. Note on Revised Course

This course was created in the fall of 2014 with substantial input for a working group of Indiana Law alumni. The goal was to create an opportunity to learn about and reflect upon the topic of leadership so that students would be better prepared for the many leadership opportunities (or crises) that law school graduates so often attract. Indeed, it was Indiana Law alumni that named the course “Deliberative Leadership.”

Deliberative Leadership has been offered every spring since 2015. Although there is ample evidence of success – e.g., excellent student work product, candid and engaging class discussions, glowing feedback from visitors, and favorable teaching evaluations—I have likely been the biggest beneficiary. This is because the vast majority of class time has been allocated to students and talented and discerning guest speakers. That said, over the course of four years, I have observed some patterns on things that work well in class, particularly topics and approaches that seem to strike some deep and important chords with students. Thus, I have taken the liberty of revising the course in ways that are consistent with these observations. Indeed, the course has taught me that, among many things, I can’t rest on my laurels.

The original course overview (used from 2015-18) is included as Appendix 1 to this syllabus. Four years ago, it sounded good, at least to me. You might be curious why I edited it out. Basically, none of it matters once the class discussion gets going. You’ll see.

3. Learning Objectives

- Read contemporary and classic texts in decision-making, communication, and leadership
- Gain experience advancing group goals (i.e., when and how to follow, when and how to lead)
- Gain experience interacting with successful senior professionals
- Use reflective practice and double-loop learning to solve difficult problems that tend to stump other professionals
- Cultivate an environment where peers are comfortable to express their honest views; enjoy the environment with the hope that you can re-create it later in your professional career
- Identify what is important to you personally and professionally
- Learn to filter out the noise within groups and eventually become comfortable being yourself

4. Class Structure, Schedule, Content

Deliberative Leadership is a two-credit hour course with limited enrollment. Students are randomly placed into one of four student teams. Professor Henderson will run the first three classes and an outside speaker will substantially run Class 6. Otherwise, student teams run the class, including four classes (one per team) where student teams decide the content and format of the class, and four classes (one per team) that feature guest lawyers.

The 13 weeks of the course are divided into four parts: (I) Introduction, (II) Choosing Leadership Workbook, (III) Guest Lawyers, and (IV) Capstone assignments. The table below summarizes the course schedule, including the team responsible for organizing and leading the class.

Date	Week	Topic	Lead / Team
I. Introduction			
Jan. 15	1	Introduction, Assumptions and Expectations	B. Henderson
II. Choosing Leadership Workbook			
Jan. 22	2	Chapter 1, Writing your earliest leadership story	B. Henderson
Jan. 29	3	Chapter 2, Defining leading and managing	B. Henderson
Feb. 5	4	Chapter 3, Understanding gist: the core essence	Team 1
Feb. 12	5	Chapter 4, Learning from the experience of others	Team 2
Feb. 19	6	Steve Harmon, General Counsel of Elevate Services and VP-Dep. GC, Legal Operations, Cisco Systems (Las Vegas).	S. Harmon
Feb. 26	7	Chapter 5, Learning from your own experience	Team 3
Mar. 5	8	Chapter 6, Being wiser, younger	Team 4
III. Guest Lawyers			
Mar. 19	9	Michael Crowley ('96), Crowley Legal LLC (Fishers, IN) Dave Milne ('92), SVP & General Counsel, Symmetry Surgical (Ft. Wayne)	Team 1
Mar. 26	10	Beth Green ('05), General Counsel, General Counsel at Indiana Department of Workforce Development I(Indianapolis) Lili Yan ('08), Asst. Professor of Business Ethics and Social Responsibility, St. Mary's College of California, School of Economics and Bus. Adm.	Team 2
Apr. 2	11	Janelle Duyck Bovell ('14), Manager, AML Advisory, Financial Crimes Compliance, PayPal (New York) Jessica Edgerton ('04), EVP of Operations & Corporate Counsel, Leading Real Estate Companies of the World (Chicago)	Team 3
Apr. 9	12	Luseni Pieh ('04) Environmental and Compliance Counsel, Hewlett Parkard Enterprises, Obama WH/EPA Alum (Herndon, VA) Jennifer Warner, Vice President of Legal, Columbia Sportswear (Portland, Oregon)	Team 4
IV. Capstones Assignments			
Apr. 16	13	Call to Action Speeches	
May 3		Final Paper due at 5 pm (based on Chapter 7 of Choosing Leadership)	

5. Assignments

The precise content of weekly assignments, including links to relevant readings, videos, and podcasts, will be posted in the Assignments section on Canvas.

- *For students:* Note that during Part II of the course, weekly assignments include written work product to be submitted either on Canvas or during class.
- *For teams:* During the week your team is leading the class, the only required work product is a planning document that is at least one page. Please upload it to Canvas by 4 pm on the Friday before your scheduled class. In addition, each team is encouraged to circulate discussion questions or a similar preparatory memorandum to the class by 4 pm Friday before the class session that team has organized.¹ Either Kim Hughes or I can post this to Canvas by early Friday evening.

6. No Electronics; Paper Copies of Readings

During our two hours of time together, we put away our laptops, tablets, and smartphones. To make this work, paper copies of the readings will be circulated in class one week ahead of their scheduled coverage in class. If your team is running the class, my assistant, Kim Hughes (kimhughe@iu.edu), Room 252A, can make copies for distribution. We need them, however, one week in advance.

7. Choosing Leadership Workbook (Part II)

Per the above class schedule, the core of this course is built around *Choosing Leadership: A Workbook* (2018) by Linda Ginzel, PhD. I adopted this book because so many of its exercises (called “Activities” in the workbook) are consistent with many of the best Deliberative Leadership classes over the last four years. In addition, Professor Ginzel is a distinguished social psychologist who has pioneered new ways to more effectively teach leadership at several top business schools. Based on feedback from prior years, I believe most students will appreciate the structure of this expertly designed workbook, particularly if combined with ample latitude for student teams to decide how class time gets allocated. We will complete the first six chapters before spring break. Chapter 7 (the last chapter) is the basis for our capstone assignment.

Weeks 2 and 3 include workbook assignments plus some additional assigned material to build out some of the week’s core themes. For Weeks 4, 5, 7, and 8, the team running the class can supplement the workbook assignment and is free to utilize class time as it sees fit – e.g., focus on assigned portions of the workbook the team finds most interesting or valuable; experiment with supplemental reading, videos, and podcasts that build out the class themes; some combination of these approaches; or something entirely different. I will make myself available to assist students in the planning process, but you are not required to consult with me. In constructing the class, please keep only one principle in mind: maximize the value of the class for your peers.²

8. Guest Lawyer Classes (Part III)

The four classes (Part III) will focus on readings selected in advance by visiting lawyers (two lawyers per session, eight visiting lawyers total over the semester). I will send each team the selected readings from their respective guest lawyers. I will also introduce each team to your respective guest lawyers via a group email. Each lawyer has agreed to make him or herself available for a one-hour phone call for class planning with students. *You should carefully plan this phone call.* The only structural requirement for

¹ Providing advance materials to students is suggested but not required. What type of preparation, if any, results in the best class room experience for students?

² This criterion is more challenging and complex than it might appear. To make it more concrete and specific, we will be using a weekly feedback tool to evaluate each class.

these sessions is that one hour is devoted to the readings and ideas of each visiting lawyer. Your only goal should be maximizing the learning experience for the entire class.

9. Last 10 minutes of class

During Weeks 4 to 12 when students teams are running the class, Professor Henderson reserves the right to use the last 10 minutes of class (likely less time) for course administration and to tie together class concepts.

10. Call to Action Speeches

During the final week of class, every student will deliver a call-to-action speech about something they care deeply about. The object of the speech is to persuade the listener and get him or her to take action. Students are limited to five minutes; they have the option of using up to one visual aid (e.g., a single PowerPoint slide). In preparation for their speeches, students will be encouraged to read Chip Heath & Dan Heath, *Made to Stick: Why Some Ideas Survive and Other Die* (2007).

11. Capstone Assignment

The final capstone writing assignment is based on Chapter 7 of *Choosing Leadership*. It is due no later than Friday, May 3 at 5 pm.

12. Assessment and Grading

Points allocation	Description
10	<i>Workbook assignments.</i> Timely completion of assignment per instructions on Canvas; work product that reflects substantial and thoughtful engagement with the assignment prompts.
20	<i>Quality of Class Planning and Execution.</i> Per the class schedule, each team must plan and run two classes. Planning is evidenced by a written lesson plan. Each team can make the decision whether to share some or all of the plan with the class in advance. Each session will be evaluated by fellow students using a very simple feedback tool. Results will be reported back to student teams.
10	<i>Teamwork.</i> Grades will vary based on Professor Henderson’s observations and feedback solicited from peers.
20	<i>Class Participation.</i> Students are expected to attend and actively participate in class discussions. To track contributions, each class will be memorialized using a Harkness Diagram. See Appendix 2.
10	<i>Call-to-action speech.</i> Five minutes max on a topic of deep interest to the student. Must be written out (750 word max.), practiced in advance, and turned in at the beginning of Class 13.
30	<i>Capstone assignment.</i> Students will complete a capstone assignment based on the activities from Chapter 7 of <i>Choosing Leadership</i> . Please stay within the following word limits: 750 words for 7.1, 3,000 words for 7.2, and 75 words for 7.3. Grading criteria include: <ol style="list-style-type: none"> 1. <i>Originality</i> (20%) – synthesizes and derives new insights from course materials. 2. <i>Organization</i> (20%) – has a clear thesis and a logical flow. 3. <i>Depth of analysis</i> (20%) – marshals facts and theories based on course themes, readings, class discussion, and other part of class; considers opposing views. 4. <i>Evidence of personal or professional growth</i> (20%) – the students will be part of a team and have close personal contact with exceptional lawyers. Discusses impact of others on

Points allocation	Description
	<p>student's worldview.</p> <p>5. <i>Candor</i> (10%) – honestly communicates personal values and perceptions.</p> <p>6. <i>Prescriptive advice</i> (10%) – closes Activity 7.2 final paper by offering advice to students who might take this course in future years.</p>
100	<i>Total points</i>

Appendix 1

[Below is the original course overview. In hindsight, it's obvious I was trying to sell or justify the concept of leadership, either to myself, students, or both. After four years of teaching the course, I realized the overview was unnecessary.]

Original Course Overview

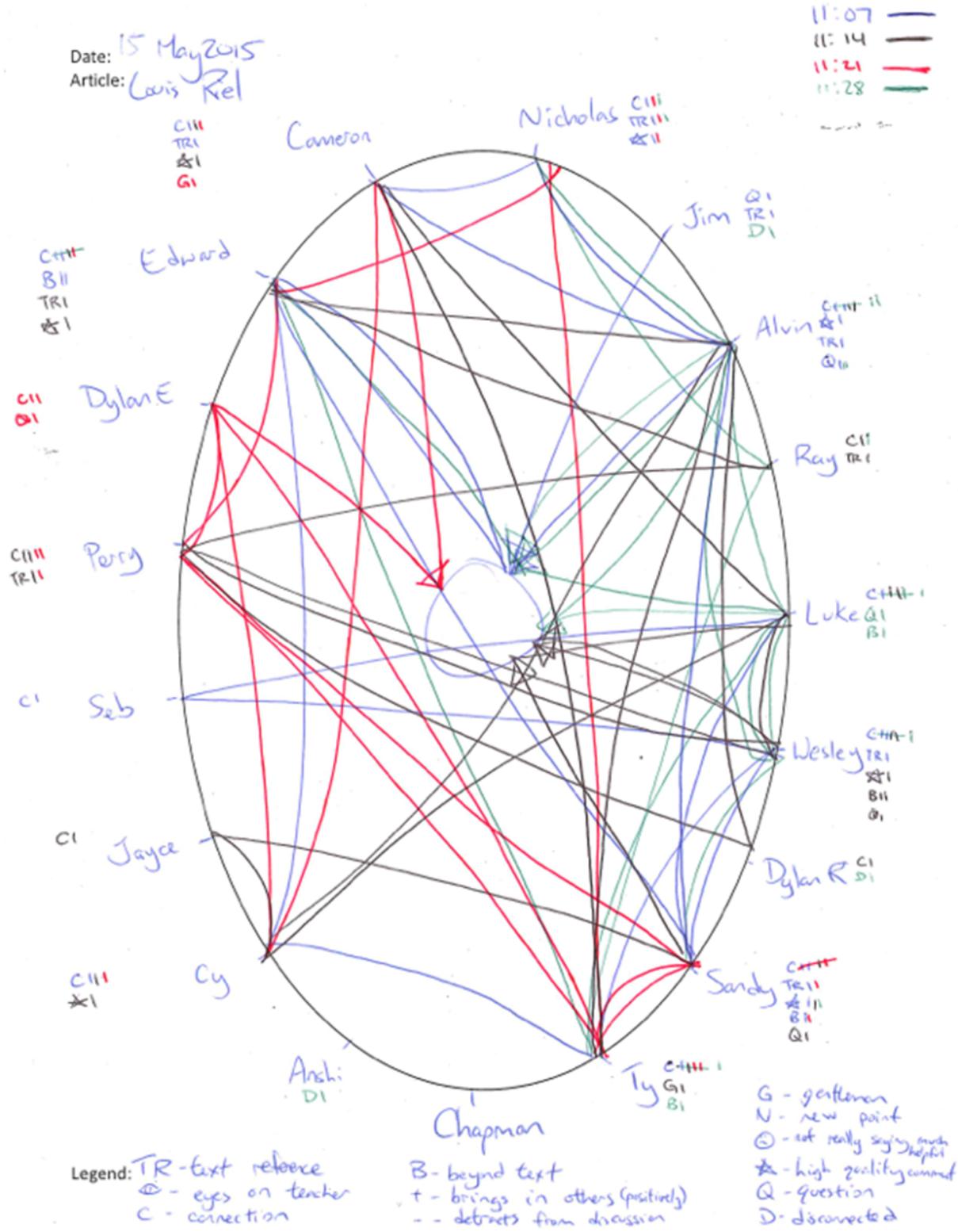
For decades, law students have come to law school with the vague, unexpressed hope that their legal education will one day enable them to make the world a better place. That impulse is seldom directly nurtured during the 1L year, as students focus on learning substantive law and the technical skills of legal reasoning. As it turns out, using the law to make the world a better place is more complicated than most entering law students realized. During this course, 2Ls and 3Ls will revisit the topic of doing good, but this time with a greater base of legal knowledge and a targeted set of readings and exercises that span an entire semester.

In virtually all realms of business and civic life, lawyers make up a disproportionate share of the leaders. This may occur because law school develops the requisite analytical skills and self-confidence. Alternatively, highly able students may gravitate to law more than other fields. Regardless, truly effective leadership is in perennial short supply. If law school is, in fact, leader school, then legal educators should take up the task of increasing the quality and quantity of leader output. That is the goal of Deliberative Leadership.

During this course, we will study methods and styles of leadership, including the types of leaders that highly talented people (like Maurer graduates) find inspiring and thus are willing to follow. Through the course assignments, you will also be given the opportunity to take on several roles that you need to master before you can be a credible and effective leader, including follower, teamworker, and equal co-contributor within a group setting. We will experience firsthand that academic ability does not readily translate into effectiveness as a leader. Rather, over any sustained period, character, reliability, and integrity are required to influence the behavior of others.

Joining with students in these discussions will be numerous visiting lawyers, including several Indiana Law alumni. Although the visiting lawyers will bring the benefit of additional work and life experiences, we will strive to make all the interactions peer-to-peer.

Appendix 2, Sample Harkness Diagram



Appendix 3

Instructions for Guest Lawyers

The late Len Fromm, who served as Dean of Students from 1982 to 2012, emphasized with students the importance of “timely self-disclosure.” In order to establish trust and open up the possibility of deep interpersonal relationships, we have to be able to engage in honest communication about who we are and what we value. This is a hard concept to teach, as many students find it abstract and something not necessarily relevant to the practice of law. Yet a lawyer who cannot build trust is unlikely to be very effective.

This raises the question: what is the most effective way to teach this crucial and valuable skill? In my experience, it is modelling by successful practicing lawyers. I have invited you to this class because, based on the information I have gathered, you are a person of strong character who is unafraid to share with others some of the key lessons of your professional life. As a visiting lawyer, your duties for this class are two-fold.

First, select a reading (5 to 40 pages) that encapsulates a valuable principle or insight that you have come to believe is true. It can be fiction, nonfiction, funny, serious, religious, philosophical, existential, historical, political, sociological, the biography of a famous or obscure person, something pertaining to business or government or leadership, or something squarely related to the law. It can be something you read 30 years ago and have remembered ever since, or something you read last week which seemed to encapsulate a lot of what you have learned in life. All that matters is that it has significance to your personal and professional journey since law school. During the week of your visit, this reading will serve as the basis for a one-hour, student-facilitated discussion.

Second, to enable the students to adequately prepare for the discussion, please make yourself available to help the student team formulate a session plan (one hour is adequate), including discussion questions based on your reading. Note it is the student team’s responsibility to prepare the session, not yours. Although your input will likely be welcome, please let them lead.

It has been my observation that practicing lawyers who spend an evening at Indiana Law immersed in discussion with students come out of the experience feeling refreshed, revitalized, and with a sharpened perspective on what is truly important in their professional lives. I hope that is the case for you. Thank you for your generous contribution of time.