



INDIANA UNIVERSITY

SCHOOL OF LAW
Bloomington

Deliberative Leadership

Professor Henderson
Spring 2020

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

Revision due to coronavirus

Because of the suspension of in-person instruction for the rest of the semester, when classes resume via an online format the week of March 30th, we will be making some adaptations to the course. The first such adaptation is the combining of Weeks 9 and 10 into a single class on March 31. Teams 2 and 3 remain responsible for the first and second half of each class. On Wednesday, 3/25, the Maurer Law faculty will be considering a special grading policy for the spring semester. I will keep you updated regarding any relevant changes. Suffice to say, all I can ask and expect is for students to do the best you can under the circumstances; so keep me updated on your circumstances so we can be solution-oriented. Finally, details for the capstone paper assignment are outlined in Section 11 below.

2. Note on 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. And remarkably, despite our humble beginning, students have consistently found value in the course. To keep things fresh, I have done my best to identify patterns on what works well. Last year’s inclusion of the Ginzler workbook was the biggest change yet to the course, but also the most successful. This year’s big change is reducing the number of guest speakers from two to one per class, thus making classes easier to plan and deeper in substantive content. That said, what makes Deliberative Leadership so valuable year after year is the high-quality connections we make with our peers as we learn and grow together. I hope this continues in 2020.

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 five student teams. Professor Henderson will run the first two classes. Otherwise, student teams run the class, including five classes (one per team) where student teams decide the content and format of the class, and five 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. 21	1	Introduction, Assumptions and Expectations	B. Henderson
II. Choosing Leadership Workbook			
Jan. 28	2	Chapter 1, Writing your earliest leadership story	B. Henderson
Feb. 4	3	Chapter 2, Defining leading and managing	Team 1
Feb. 11	4	Chapter 3, Understanding gist: the core essence	Team 2
Feb. 18	5	Chapter 4, Learning from the experience of others	Team 3
Feb. 25	6	Chapter 5, Learning from your own experience	Team 4
Mar. 3	7	Chapter 6, Being wiser, younger (Linda Ginzler, Guest)	Team 5
III. Guest Lawyers			
Mar. 10	8	Alex Wellen, Global President & GM at MotorTrend Group, Los Angeles, CA	Team 1
Mar. 31	9 / 10	Seth Frotman ('04), Executive Director of the Students Borrower Protection Center, Washington, DC Ram Vasudevan, CEO, Quislex, New York, NY	Team 2 / Team 3
Apr. 7	11	Julie Honor ('10), General Counsel, 3Q Digital, Chicago, IL; Devin Schaffer ('08), VP & Asst. GC, M&A and Investments, Cardinal Health, Columbus, OH.	Team 4
Apr. 14	12	Kristina Hermann ('04), Director, Underserved Populations and SNAP EBT Programs, Amazon, Seattle, WA; Masah SamForay ('05), Founder, The Foray Firm, Chicago, IL.	Team 5
IV. Capstones Assignments			
Apr. 21	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 my assistant, Melanie Chamberlain (melacham@iu.edu), 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, Melanie Chamberlain (melacham@iu.edu) Room 252A, can make copies for distribution. We need them, however, one week in advance so they can be distributed, and students have ample time to prepare.

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 our experience last year, students appreciated the structure of this expertly designed workbook plus combined with student teams being given ample latitude 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.

Week 2 includes workbook assignments plus some additional assigned material to build out some of the week’s core themes. For Weeks 3, 4, 5, 6 and 7, 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 five classes (Part III) will focus on readings selected in advance by visiting lawyers. I will send each team the selected readings from their respective guest lawyer. I will also introduce each team to your respective guest lawyer 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

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.

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

9. Last 10 minutes of class

During Weeks 3 to 7 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 8 at 4 pm.

12. Assessment and Grading

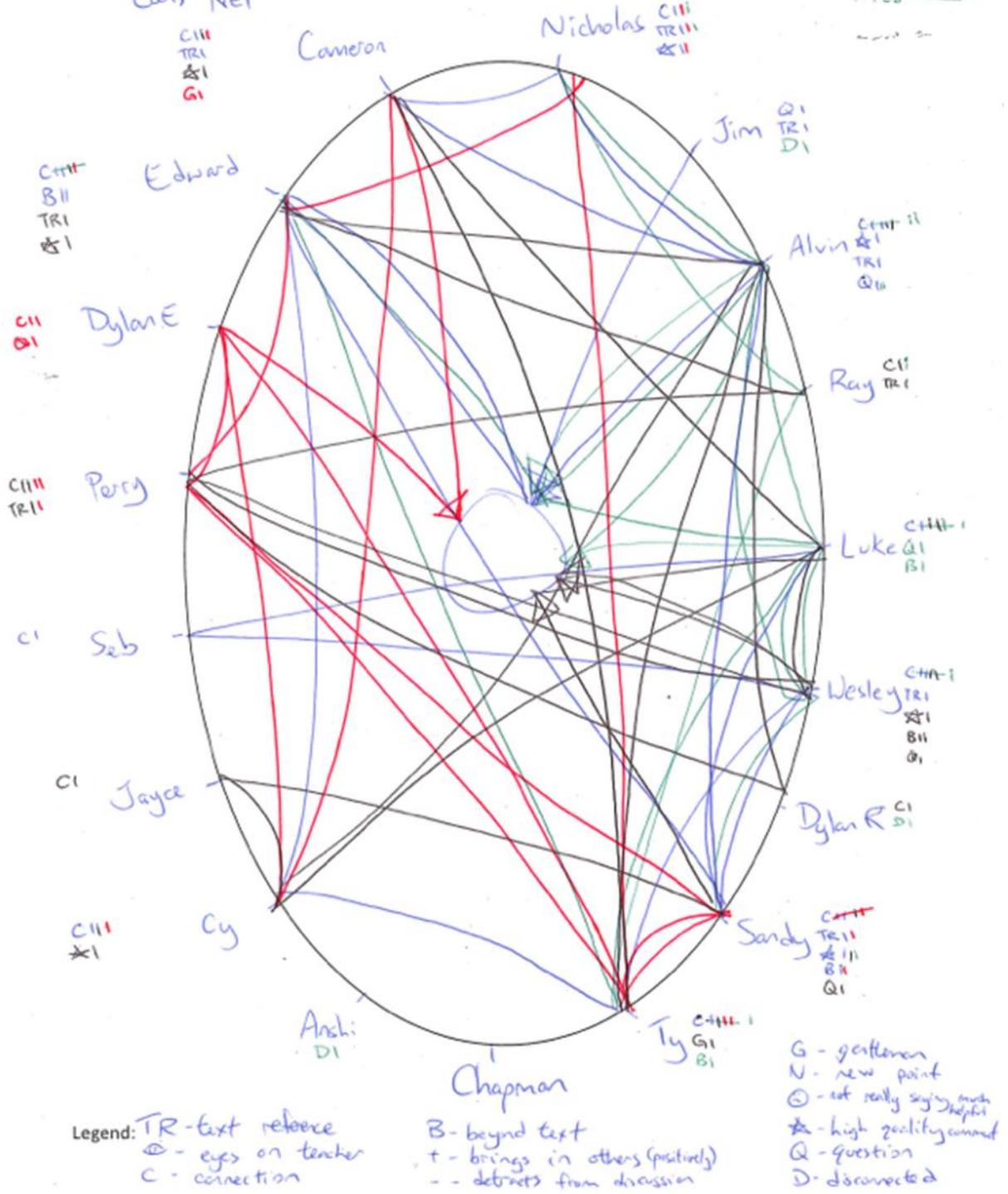
Points allocation	Description
10	<i>Workbook assignments.</i> Timely completion of assignment per instructions on Canvas; work product that reflects substantial and thoughtful engagement with the assignment prompts.
20	<i>Quality of Class Planning and Execution.</i> Per the class schedule, each team 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 1.
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	<p><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:</p> <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 student’s worldview.

Points allocation	Description
	5. <i>Candor</i> (10%) – honestly communicates personal values and perceptions. 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.
100	<i>Total points</i>

Appendix 1, Sample Harkness Diagram

Date: 15 May 2015
 Article: Lewis Rel

11:07 — blue
 11:14 — black
 11:21 — red
 11:28 — green



Appendix 2

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.