

THE CASE FOR LEADERSHIP COACHING IN LAW SCHOOLS: A NEW WAY TO SUPPORT PROFESSIONAL IDENTITY FORMATION

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I. INTRODUCTION

Leadership coaching, a personalized and confidential form of professional and personal development, is a creative partnership between a coach and a client designed to empower the client toward greater self-reflection, clarity of purpose, meaningful change, accountability, and effective engagement in the world.¹ At its core, leadership is about transformation.² The relationship between leadership coaching and leadership classes is similar to the relationship between doctrinal and experimental education. In short, leadership coaching is the glue that makes leadership education stick. Recognizing that the legal profession is a late adopter, as opposed to an early mover, in the rapidly growing field of leadership development, authors observe: “[I]t is now widely recognized that classroom learning is necessary but not sufficient to produce leadership capabilities and alignment among leaders at the top of an organization. Instead, on-the-job learning that involves real

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1. There is no standard definition of leadership coaching. *See generally* William J. Courville, *Mapping the Terrain: An Overview of Professional Coaching*, in ON BECOMING A LEADERSHIP COACH: A HOLISTIC APPROACH TO COACHING EXCELLENCE 13 (Christine Wahl et al. eds., 2d ed. 2013) (exploring several possible definitions of leadership coaching and their “foundations”).

2. Roland B. Smith & Paul Bennett Marrow, *The Changing Nature of Leadership in Law Firms*, N.Y. ST. B. ASS’N J., Sept. 2008, at 33, 33, 35.

challenges, teamwork, and coaching produces more desirable results than classroom learning alone.”³

Leadership coaching grounds students’ well-being,⁴ and incorporating it into experiential learning, leadership classes, and academic advising will better equip law students, many of whom are in the Millennial generation and Generation Z, for the changes associated with intergenerational work and a volatile, uncertain, complex, and ambiguous world.⁵

While some law schools have introduced leadership into the curriculum, they can and should do more.⁶ Law schools lag behind graduate business school peers in leadership development.⁷ In response to employers’ interest in teamwork, leadership, and communication—skills required to lead complex organizations—top graduate business schools have incorporated leadership courses and individualized leadership coaching into the curriculum.⁸ Once used as a remedial process for problem managers, leadership coaching today is a definitive perk. Lawyers and other professionals look toward employers that offer tailored professional development opportunities.⁹ Notwithstanding the

3. *Id.* at 38.

4. *See generally* ANNE M. BRAFFORD, WELL-BEING TOOLKIT FOR LAWYERS AND LEGAL EMPLOYERS (2018) (setting forth a “toolkit” for employers, explaining how that toolkit is designed to “get [them] started on the path to [employee] well-being,” and explaining why employee well-being is important).

The toolkit cites the National Task Force on Lawyer Well-Being, which recognizes that whole health is a multi-layered process comprising six areas: (1) occupational—personal growth, satisfaction, and financial stability; (2) emotional—ability to manage mental health and seek support as necessary while identifying and managing emotions; (3) physical—getting proper exercise, adequate sleep, proper nutrition and diet, and seeking medical assistance when necessary; (4) intellectual—cognitive health engaged learning and creativity; (5) spiritual—having a meaningful and purposeful life; and (6) social—having a sense of belonging, connection, networks, and communities. *See id.* at 7; NAT’L TASK FORCE ON LAWYER WELL-BEING, THE PATH TO LAWYER WELL-BEING: PRACTICAL RECOMMENDATIONS FOR POSITIVE CHANGE 9 (2017).

5. *See* ANTHONY C. THOMPSON, DANGEROUS LEADERS: HOW AND WHY LAWYERS MUST BE TAUGHT TO LEAD 30-34 (2018) (highlighting the important skills lawyers should learn to become effective leaders in an ever-changing world).

6. *See id.* at 19 (stating that “law schools must openly acknowledge and embrace their role in helping their students understand the dynamics of leadership”); Donald J. Polden, *Leadership Matters: Lawyers’ Leadership Skills and Competencies*, 52 SANTA CLARA L. REV. 899, 914 (2012); Smith & Marrow, *supra* note 2, at 35.

7. Smith & Marrow, *supra* note 2, at 36; Phred Dvorak, *M.B.A. Programs Hone ‘Soft Skills’*, WALL ST. J. (Feb. 12, 2007, 12:01 AM), <https://www.wsj.com/articles/SB117124443482305364>.

8. Susan Steiner et al., *MBA Coaching Program: Best Practices for Success with Limited Resources*, 3 MGMT. TEACHING REV. 86, 87 (2018); Dvorak, *supra* note 7.

9. *See* ANDREW ELOWITT, THE LAWYER’S GUIDE TO PROFESSIONAL COACHING: LEADERSHIP, MENTORING, AND EFFECTIVENESS 126, 128 (2012) (explaining how leadership coaching can give law firms a “competitive edge” in recruiting young lawyers, particularly women and minorities).

fact that some law schools have incorporated leadership into the curriculum,¹⁰ they have not considered or embraced individualized leadership coaching.¹¹ Taking tips from other arenas that offer executive coaching to students and professionals—such as business and higher education law schools—can help students develop leadership skills and professional identity through individualized leadership coaching. Evidence shows that while “coaching has proven to be a worthwhile and popular investment in the business community, it is not utilized to the same degree in the legal profession.”¹²

Indeed, Professor Deborah L. Rhode, author of *Lawyers as Leaders*, offers a compelling and comprehensive analysis of the leadership imperative for lawyers.¹³ While American leaders—from presidents to members of the U.S. Congress—have been lawyers, legal education has typically given no attention to teaching leadership principles and skills.¹⁴ Yet, the “coaching style” of leadership has resulted in a strong cadre of civil rights and activist lawyers.¹⁵ To illustrate, civil rights luminaries—such as Charles Hamilton Houston, leader of the National Association for the Advancement of Colored People and Howard University Law School Dean, and Thurgood Marshall, former Supreme Court Justice—coached scores of young lawyers.¹⁶ Even though research shows that leadership coaching is most effective to nurture future leaders, it is not commonly used.¹⁷ Instead, legal employers use mentoring programs that call on lawyers to seek help from mentors they may not be comfortable consulting in a relationship not anchored in confidentiality.¹⁸

But the leadership coaching Professor Rhode discusses¹⁹ is different from the leadership coaching I discuss in this Article. In this Article, professional “leadership coaching,” a distinct form of coaching, is a

10. Neil W. Hamilton, *Ethical Leadership in Professional Life*, 6 U. ST. THOMAS L.J. 358, 370 (2009) (stating that some law schools, such as “Harvard, Ohio State, Santa Clara and Elon” have begun offering leadership courses).

11. *Id.*

12. ELOWITT, *supra* note 9, at xxii.

13. DEBORAH L. RHODE, *LAWYERS AS LEADERS* 1-2 (2013). Professor Rhode’s work inspired the Author to seek professional coach training.

14. *Id.* at 1.

15. *Id.* at 21.

16. *Id.*

17. *Id.* Reasons for shunning leadership coaching include lack of time in high-pressured legal cultures; concern over investing in lawyers likely to leave employment; conflict avoidance; and the inability to address differences in ethnicity, race, gender, and other categories of identity.

18. *Id.*

19. *Id.* at 20-22.

relationship with a trained professional²⁰ who helps “a person (or group of people) enhance or improve their performance, experience, satisfaction, clarity, or circumstances.”²¹ Like clinical and other forms of experiential learning, leadership coaching must be experienced, and not surprisingly, the definition above fails to reveal the process and the outcomes of leadership coaching. So why should law schools, now tasked with training practice ready lawyers, and legal employers care about leadership coaching? Professor Rhode observes:

Retention of talented junior lawyers is a major problem in many legal workplaces, and high attrition rates of women and minorities are of particular concern. A major contributing factor to premature departures is lack of guidance and professional development opportunities. In one American Bar Association study, two thirds of women of color and over half of white women and men of color would have liked better mentoring. Failure to develop subordinates has been identified as one of the “fatal flaws” of unsuccessful leaders. In today’s increasingly competitive climate, organizations need those who occupy positions of power to support and model effective mentoring. Indeed, Goleman puts the point directly: “Although the coaching style may not scream ‘bottom-line results,’ it delivers them.”²²

Research conducted by the Center for Creative Leadership, a nonprofit educational institution devoted to leadership development and research, shows that “large-firm lawyers represent only 10.5% of the U.S. legal profession,” but they significantly influence the practice of law.²³ Historically, law firms and lawyers have been slow to change, but law firms and other businesses are readying themselves for the future. Based on a new concept, SmartLaw, reflected in *SmartLaw 2.0: Expert Insights for the New Future of Law*, industry experts were asked: “What do you believe lawyers and law firms need to do to prepare for the future?”²⁴ The answers focused on “five pillars of clients, culture,

20. That trained professional is certified by the ICF and has participated in an accredited coach certification program.

21. ELOWITT, *supra* note 9, at xxiii-xxiv. Elowitz uses the term “professional coach” instead of “executive coach” because not all lawyers are executives.

22. RHODE, *supra* note 13, at 22 (citing Daniel Goleman, *Leadership that Gets Results*, in ON MANAGING PEOPLE 1, 20 (2011)). Goleman, the author of *Emotional Intelligence*, asserts that while intelligence and skills are important to leadership, the essence of leadership is emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skill). *See generally* Daniel Goleman, *What Makes a Leader?*, HARV. BUS. REV., Jan. 2004, at 7.

23. Smith & Marrow, *supra* note 2, at 33-34.

24. *SmartLaw 2.0: Expert Insights for the New Future of Law*, HIGHQ 3, https://cdn2.hubspot.net/hubfs/470182/HighQ%20SmartLaw2.0%20_%20ebook%20pdf.pdf (last visited May 18, 2020).

technology, data and process.”²⁵ Scholars such as Richard Susskind, author of *Tomorrow’s Lawyer: An Introduction to Your Future*, and Thomas D. Morgan, author of *The Vanishing American Lawyer*, discuss how the legal profession has been slow to transform and caution that this must change.²⁶

Lawyers work in many environments—law firms, government, business, and nonprofit organizations.²⁷ Indeed, the practice of law, revered as a noble profession, may be a competitive business.²⁸ The legal profession is challenged by complexity, competition, client demands, and changes driven by technological advances.²⁹ High level legal skills are important but no longer sufficient, and law firms acknowledge “the need for a new leadership dynamic” and that “strategic leadership is imperative if firms are to survive and thrive.”³⁰

There is another essential component of my view on the importance and intersection of leadership classes and coaching that is at the center of my thesis, namely, increasing diversity, equity, and inclusion in the profession. While leadership coaching is important to students interested in developing themselves as leaders, this Article is directed toward lawyer-leaders—practitioners, law faculty, and student attorneys—seeking to transform the legal system into one that works mightily and equally for all. Hopefully, this includes all student attorneys, but I am especially interested in those seeking alternative or nontraditional career paths in areas such as social enterprise, solidarity economy, social justice, public interest, and movement work advocating for gender and racial equity including LGBTQ+, Black Lives Matter, Me Too, and other activist movements.

Part II briefly explores the history of professional coaching.³¹ Part III discusses how coaching is used in education today.³² Part IV discusses the need for leadership coaching in the context of a rapidly

25. See generally *id.* at 2 (reflecting industry experts’ focus on the five pillars).

26. THOMAS D. MORGAN, *THE VANISHING AMERICAN LAWYER* 25, 129, 208-10 (2010); RICHARD SUSSKIND, *TOMORROW’S LAWYER: AN INTRODUCTION TO YOUR FUTURE* 3-4, 53, 164 (2013).

27. See RHODE, *supra* note 13, at 176; Chris Newbold, *Thinking About the Future of Law from a Risk Perspective*, 67 VA. LAW., Feb. 2019, at 46, 46, 49 (discussing variables in the changing legal field from a lawyer’s professional liability perspective); J. Mark Phillips, *Entrepreneurial Esquires in the New Economy: Why All Attorneys Should Learn About Entrepreneurship in Law School*, 8 J. BUS. ENTREPRENEURSHIP & L. 59, 72 (2014).

28. Smith & Marrow, *supra* note 2, at 34.

29. See *id.* at 33-34; *SmartLaw 2.0: Expert Insights for the New Future of Law*, *supra* note 24, at 7.

30. Smith & Marrow, *supra* note 2, at 34.

31. See *infra* Part II.

32. See *infra* Part III.

changing legal profession.³³ Part V discusses the benefits of coaching to law students—especially during these challenging and tumultuous times in U.S. politics that cause many to wonder about the value of law.³⁴ This Part also contains specific reasons why law schools should offer leadership coaching to students.³⁵

II. BRIEF HISTORY OF PROFESSIONAL COACHING

With roots in Socratic inquiry, professional coaching emerged in the mid-1970s from sports coaching and personal training. It gained traction in the 1980s when business consulting flourished and professional coaching became aligned with executive development. Academically, professional coaching borrows from adult education development, business management, psychology, and spirituality. Observers note, however, that it is under theorized.³⁶

The 1970s witnessed the creation of the Center for Creative Leadership, founded by psychologists and charged with leadership development education. The business world utilized the discipline of organizational development alongside the integration of practicing professional coaches.³⁷ In professional coaching, there are many schools of thought³⁸ and a discussion of each of these perspectives is outside the scope of this Article. Suffice it to say that, given the diverse perspectives, there is no singular definition of professional coaching. Unlike the licensed and regulated legal profession, professional coaching is currently unlicensed.³⁹ The International Coach Federation (“ICF”), a coaching industry gold standard, offers several types of coaching certifications and is committed to high ethical standards and excellence in the coaching profession.⁴⁰

33. See *infra* Part IV.

34. See *infra* Part V.

35. See *infra* Part V.

36. See Courville, *supra* note 1, at 14.

37. *Id.* at 15.

38. *Id.* at 18-19. For example, Coaches Training Institute, Newfield Network, and New Ventures West are each popular coach training programs offering different perspectives. *Id.*

39. See *Become a Coach*, INT’L COACH FED’N 7, <https://coachfederation.org/app/uploads/2017/12/BecomeACoach.pdf> (last visited May 18, 2020) (“The ICF Credential is the only globally recognized professional coaching certification.”); *Credential Paths*, INT’L COACH FED’N, <https://coachfederation.org/icf-credential> (last visited May 18, 2020).

40. The International Coach Federation provides a certification for ACC, which requires 60 hours of professional training, 100 or more hours of coaching, and an examination. See *Become a Coach*, INT’L COACH FED’N 7, <https://coachfederation.org/app/uploads/2017/12/BecomeACoach.pdf> (last visited May 18, 2020); *ACC Paths*, INT’L COACH FED’N, <https://coachfederation.org/icf-credential/acc-paths> (last visited May 18, 2020); *MCC Path*, INT’L COACH FED’N, <https://coachfederation.org/icf-credential/mcc-path> (last visited May 18, 2020). Professional

The organization that eventually became the ICF was started in 1994, and the definition of coaching on its website has changed, but the following explanation captures the essence of professional coaching:

Coaching is partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Professional coaches provide an ongoing partnership designed to help clients produce fulfilling results in their personal and professional lives. Coaches help people improve their performances and enhance the quality of their lives. Coaches are trained to listen, to observe and to customize their approach to individual client needs. They seek to elicit solutions and strategies from the client; they believe the client is naturally creative and resourceful. The coach's job is to provide support to enhance the skills, resources, and creativity that the client already has.⁴¹

There are many variations of professional coaching—career, performance, and team coaching to name a few—but leadership coaching is a distinct form of coaching. Leadership is not what one does, it is who one is in action with. “The telos or purpose of leadership coaching is assisting people in their attempt to live integrated, grounded, connected (authentic) lives”⁴² Leadership coaching, aligned with transformational and visionary leadership, is particularly poignant for law students.

Professors James Kouzes and Barry Posner,⁴³ in their book, *The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations*, explain that leadership behaviors are observable and can be learned.⁴⁴ Indeed, based on thirty years of study and empirical research, they report that exemplary leaders embody five practices: Model the Way; Inspire a Shared Vision; Challenge the Process; Enable

Certified Coach requirements include 125 or more hours of training, 500 or more hours of experience, and an exam. *PCC Paths*, INT'L COACH FED'N, <https://coachfederation.org/icf-credential/pcc-paths> (last visited May 18, 2020); *Credential Paths*, INT'L COACH FED'N, <https://coachfederation.org/icf-credential> (last visited May 18, 2020). Master Certified Coach requirements include 200 hours of coach-specific training, 10 hours of mentor coaching, 2500 hours of coaching (of which 2200 hours are paid), and a performance evaluation, among other requirements. *MCC Path*, *supra*.

41. See *What We Offer*, COACH MATCHING, <https://www.coachmatching.com/what-we-offer> (last visited May 18, 2020).

42. Courville, *supra* note 1, at 32.

43. Kouzes is the Dean's Executive Fellow of Leadership, Leavey School of Business, Santa Clara University, and lectures on leadership worldwide to corporations, governments, and nonprofits. Posner is the Accolti Endowed Professor of Leadership, Leavey School of Business, Santa Clara University, where he served as Dean of the school for twelve years.

44. JAMES M. KOUZES & BARRY Z. POSNER, *THE LEADERSHIP CHALLENGE: HOW TO MAKE EXTRAORDINARY THINGS HAPPEN IN ORGANIZATIONS* 334-35 (5th ed. 2012).

Others to Act; and Encourage the Heart.⁴⁵ They assert that anyone can be an exemplary leader.⁴⁶ To illustrate, “modeling the way” requires that leaders clarify their values, find their own voice, and align their values with their actions.⁴⁷ Examples of specific practices that “model the way” include setting an example of what a leader expects of others, adhering to agreed standards of performance, keeping promises, asking for feedback on the leader’s own performance, creating consensus on organizational values, and having a clear leadership philosophy.⁴⁸ To actualize their theoretical work, Kouzes and Posner have created the Leadership Practices Inventory, a leadership assessment tool that helps people understand how they exhibit exemplary leadership behaviors and how to notice those behaviors in others.⁴⁹ There are a variety of leadership assessments such as The Leadership Circle, and The Dominance, Influence, Steadiness and Conscientiousness (“DiSC”) Model, in addition to personality tests such as the Myers-Briggs Type Indicator (“MBTI”).⁵⁰

III. COACHING IN HIGHER EDUCATION

Increasingly, coaching is being used in colleges and universities in varying ways. “Florida State, Indiana, and the University of North Carolina have launched or will soon begin coaching programs designed to keep at-risk students from dropping out.”⁵¹ College student demographics have changed but academic advising has remained the same.⁵² This disconnect has multiple consequences for students and

45. *Id.* at 15.

46. *Id.* at 14.

47. *Id.* at 16-17.

48. *Id.*

49. See Jack L. Brimm, *Leaders at All Levels: Train Your Employees to Recognize and Nurture Strengths for a Better Work Environment*, LEGAL MGMT., Mar.–Apr. 2001, at 28, 32. The Author is certified in the Leadership Practices Inventory.

50. See *DiSC Overview*, DISCPROFILE, <https://www.discprofile.com/what-is-disc/overview> (last visited May 18, 2020) (illustrating that the DiSC model “provides a common language that people can use to better understand themselves and to adapt their behaviors with others”); *My MBTI Results*, MYERS & BRIGGS FOUND., <https://www.myersbriggs.org/my-mbti-personality-type/my-mbti-results> (last visited May 18, 2020) (explaining that the Myers-Briggs Type Indicator reports give personality descriptions based on factors such as extraversion or introversion, sensing or intuition, thinking or feeling, and judging or perceiving); *The Universal Model of Leadership*, LEADERSHIP CIRCLE, <https://leadershipcircle.com/en/universal-model-leadership> (last visited May 18, 2020) (describing the leadership circle as a leadership assessment that integrates all other models of leadership).

51. Michael Anft, *Student Needs Have Changed. Advising Must Change, Too.*, CHRON. HIGHER EDUC. (July 1, 2018), <https://www.chronicle.com/article/Student-Needs-Have-Changed/243797>.

52. *Id.* (quoting John Gardner, chief executive of the Gardner Institute, a nonprofit

colleges in the form of academic attrition, debt incurred, and debt unpaid.⁵³ The University of Oklahoma has adopted yet another unique and intensive coaching program aligned with that of graduate business schools.⁵⁴ It “has certified 42 advisors—about one-third of the campus’s total—as academic life coaches,” each of whom is trained for six months.⁵⁵ This coaching model fosters students’ self-actualization through decision-making, helps them determine their post-college goals, and helps them design and personalize their college experience.⁵⁶

A National Bureau of Economic Research study shows that students fail in college because they do not know how to be successful and do not know how to use the information they have.⁵⁷ This randomized study tested the effectiveness of individualized coaching, primarily for “nontraditional college students enrolled in degree programs.”⁵⁸ Coaches regularly coached students on how their daily activities aligned with their long-term goals and helped them with various skills, study tools, and self-advocacy awareness.⁵⁹ The study found that students assigned to work with coaches were more likely to persevere during the two-year length of the study and students who were coached were more likely to remain in school one year after the coaching ended.⁶⁰

The University of Virginia (“UVA”) makes leadership coaching available to students who self-select it, “providing them with a safe, confidential setting where they can explore their anxieties and their struggles related to leadership.”⁶¹ Tim Davis, UVA’s first Director for Student Resilience and Leadership Development and former Director of Counseling and Psychological Services, explains that he is “trying to operationalize Carol Dweck’s work”⁶² by coaching “students to become more effective leaders, and training [student-affairs] staff members . . . on how to shift students from a ‘fixed mind-set’ to a

organization working to improve student success).

53. *Id.*

54. *Id.*

55. *Id.*

56. *Id.*

57. Eric Bettinger & Rachel Baker, *The Effects of Student Coaching: An Evaluation of a Randomized Experiment in Student Mentoring*, 36 *EDUC. EVALUATION & POL’Y ANALYSIS* 3, 5-6 (2014).

58. *Id.* at 3.

59. *Id.* at 3, 6-7.

60. *Id.* at 9-10.

61. Kelly Field, *How One University Is Working to Make Student Leaders More Resilient*, *CHRON. HIGHER EDUC.* (Nov. 18, 2016), <https://www.chronicle.com/article/How-One-University-Is-Working/238406>.

62. *Id.*; see CAROL S. DWECK, *MINDSET: THE NEW PSYCHOLOGY OF SUCCESS* 6-7 (2016).

‘growth-oriented’ one.”⁶³ Coaching helps students develop self-awareness and identify their strengths and areas in need of development. As Davis explains: “It’s really taking them through the change process, looking at where they’re getting in their own way, and then helping them put together a behavioral plan for change.”⁶⁴

As further evidence of the benefits and uses of coaching in higher education, the University of Dayton (“Dayton”) views coaching not only as a valuable student offering, but as branding and “experimental marketing.”⁶⁵ It offers a “success coaching” program—a no-cost benefit to first semester students.⁶⁶ “Distinct from academic advisers, success coaches help students with various challenges, like getting along with roommates, overcoming homesickness, and managing time and money.”⁶⁷ Dayton recognizes this program as “peace of mind for parents” and adds that “personalized coaching is no longer just a retention tool. It’s also become a front-end enrollment strategy.”⁶⁸ During the semester, Dayton “provide[s] intensive coaching, involving up to three appointments per month, to 400 freshmen. Students ha[ve] the option of continuing the service, for \$600 to \$900, during their second semester (about 20 did so in 2010).”⁶⁹ Coaching services at Dayton are provided through Inside Track, a San Francisco-based coaching firm, and students learn about the coaching option upon notification of college acceptance.⁷⁰ Other schools, like Chestnut Hill College in Pennsylvania and the College of New Rochelle in New York, also work with Inside Track to improve student enrollment and retention.⁷¹

While some schools hire external coaches, based on contracts paying “anywhere from a few hundred thousand dollars to a few million dollars per year,” other schools, such as Florida State University, are shifting to in-house coaching.⁷² In-house coaching is occurring in a growing number of “student-success centers” and is helping to

63. DWECK, *supra* note 62, at 6-7; Field, *supra* note 61.

64. Field, *supra* note 61.

65. Eric Hoover, *Some Colleges Put ‘Success Coaching’ in the Service of Recruitment*, CHRON. HIGHER EDUC. (Jan. 9, 2011), <https://www.chronicle.com/article/Some-Colleges-Put-Success/125878>.

66. *Id.*

67. *Id.*

68. *Id.*

69. *Id.*

70. *Id.*

71. *Id.*

72. Katherine Mangan, *Advising Gets Personal with New Coaching Services*, CHRON. HIGHER EDUC. (Sept. 15, 2014), <https://www.chronicle.com/article/Advising-Gets-Personal-With/148729>.

“empower . . . students to be proactive and fully engaged in their education.”⁷³

Students often need coaching support after undergraduate school. Notably, career coaches were first credentialed in the early 1990s by the Career Planning and Adult Development Network, a professional association of career practitioners that work with adults in career transitions.⁷⁴ Career counseling moved to career coaching using tools such as the MBTI.⁷⁵

While coaching continues to gain traction, some wonder whether today’s youth has been “over-coached,” and Julie Lythcott-Haims, author of *How to Raise an Adult* and former Dean of Freshmen at Stanford University, highlights the importance of teaching college students to be resilient.⁷⁶ Resiliency is especially important in today’s radically-changing, demanding, and complex labor market driven by short-term and platform economy jobs.⁷⁷

“In the past several years, a number of prestigious, top-ranked MBA programs have established one-on-one coaching programs to attract students by offering ‘executive treatment before the title.’”⁷⁸ Indeed, leadership development in business education is gaining traction, and research shows that coaching is a core component as “schools are responding to employers growing interest in soft skills.”⁷⁹ The Haslam College of Business at the University of Tennessee offers students in its Executive MBA Programs personalized and customized leadership development that “seek[s] to help each individual develop and refine his or her own unique leadership philosophy and style.”⁸⁰ Rather than “teach” and “train” on “specific theories of leadership,” program success is judged by the student’s mindset.⁸¹ The program’s premise is that “students who want to develop their leadership skills truly believe that they still have a lot to learn . . . [and] are open-minded, guileless, and

73. *Id.*

74. See *The Career Development Network*, CAREER DEV. NETWORK, <https://www.careernetw.ork.org> (last visited May 18, 2020).

75. Rich Thompson, *Using the MBTI in Education in the Way It Was Designed*, NAT’L CAREER DEV. ASS’N (Dec. 1, 2016), https://www.ncda.org/aws/NCDA/pt/sd/news_article/131123/_PARENT/CC_layout_details/false.

76. Laura Pappano, *Career Coaching for the Playdate Generation*, N.Y. TIMES (Apr. 7, 2016), <https://www.nytimes.com/2016/04/10/education/edlife/career-coaching-for-the-playdate-generation.html>.

77. *Id.*

78. Steiner et al., *supra* note 8, at 86.

79. Dvorak, *supra* note 7.

80. Cheryl D. Barksdale & Lane Morris, *Lessons in Leadership Development from a Business School Setting*, 83 TENN. L. REV. 797, 798 (2016).

81. *Id.* at 798-99.

without shame in their continuous search for leadership wisdom and new perspectives.”⁸² The success of Tennessee’s leadership development program is based on structured assignments and the support of an experienced leadership coach.⁸³

Other graduate business schools like the Massachusetts Institute of Technology have classes “on leadership style and communication with second-year ‘coaches.’”⁸⁴ Executive coaches support Stanford University’s “leadership-training curriculum,” which provides students feedback on “simulations and offer[s] advice.”⁸⁵ That curriculum requires “all first-year students to take personality tests, participate in teamwork and management-simulation exercises and critique their people skills.”⁸⁶

Rice University’s Doerr Institute for New Leaders is unique in its embrace of leadership coaching. Rice University received “a \$50 million gift—the single largest gift in its history—from alumni L. John and Ann Howland Doerr through their family foundation to establish an institute that will work to maximize the leadership capabilities of Rice students.”⁸⁷ This institute is designed to “assess the strengths of each student and then work to develop his or her potential, with a focus on cultural and global diversity and inclusion, through a comprehensive, individualized four-year program that includes classroom instruction, real-world experience, and guidance from personal coaches.”⁸⁸ Avoiding “leadership speakers, which take enormous resources and rarely, if ever, produce any measurable changes in anyone,” the Institute makes coaching available to students.⁸⁹ This professional leadership coaching is provided by “experienced professionals who typically work with executives in the business community and other leaders.”⁹⁰ The coaching

82. *Id.* at 799.

83. *Id.* at 800.

84. Dvorak, *supra* note 7.

85. *Id.*

86. *Id.*

87. *Rice University Receives \$50 Million for Leadership Institute*, PHILANTHROPY NEWS DIG. (May 15, 2015), <https://philanthropynewsdigest.org/news/rice-university-receives-50-million-for-leadership-institute>. John Doerr is an investor and chairman of venture capital firm Kleiner Perkins. Doerr and his wife, Ann, have pledged to donate more than half of their fortune to charitable causes as part of The Giving Pledge. *Paul Allen to Leave Bulk of Wealth to Charity*, NBC NEWS (July 15, 2010, 2:55 PM), http://www.nbcnews.com/id/38262228/ns/us_news-giving/t/paul-allen-leave-bulk-wealth-charity/#.Xmq0HqhKhPY.

88. *Rice University Receives \$50 Million for Leadership Institute*, *supra* note 87.

89. RYAN P. BROWN, DEVELOPING STUDENTS AS LEADERS THROUGH PROFESSIONAL COACHING: A PRELIMINARY REPORT ON DEVELOPMENTAL BENEFITS (2018), <https://docplayer.net/a/mp/153782439-Developing-students-as-leaders-through-professional-coaching-a-preliminary-report-on-developmental-benefits.html>.

90. *Id.*

is free to students and no credit is offered for participation; students voluntarily “participate because they want to grow, and they are coached within the scope of their own roles, activities, values, and passions.”⁹¹

Coaching, a “key component of [the Doerr Institute’s] developmental portfolio,” is also subject to measurement evaluation.⁹² First, there is an assessment of the student’s emotional intelligence.⁹³ Afterward, the student and coach “debrief this assessment . . . and then engage in a standardized process of self-reflection on what they think leadership means and on their own ideals and values in the leadership domain.”⁹⁴ Next, the students “reflect” and share with their coach “what they believe the best version of themselves as a leader might look like, and then they create a focused plan for how to grow toward this ideal.”⁹⁵ Outcome measures of “developing a leader identity” are used and are tested pre- and post-coaching.⁹⁶ Well-being benefits are anticipated, and include “increased sense of purpose and meaning in life, increased life satisfaction, and decreases in psychological distress (e.g., anxiety and depression).”⁹⁷ Given the broad coaching services provided by the Doerr Institute’s coaching laboratory, other benefits are also anticipated, such as “a set of best practices specific to the professional coaching of college students.”⁹⁸

John Doerr sums up the need for leadership coaching in education: “Now more than ever, the pressing problems of our nation and world need great teams and great leaders. Ideas are easy; executing those ideas with a well-led team is paramount. New leaders must be inclusive, self-aware and great listeners who are attuned to the needs of their teams.”⁹⁹

IV. LAWYERS, LEADERSHIP, AND LEADERSHIP COACHING

The role of the “leader-lawyer” in and outside of law firms is to engage in “creative leadership”—that is “the capacity to think and act beyond the boundaries that limit our effectiveness.”¹⁰⁰ Professor Donald J. Polden of Santa Clara University defines leadership as “the ability to

91. *Id.*

92. *Id.*

93. *Id.*

94. *Id.*

95. *Id.*

96. *Id.*

97. *Id.*

98. *Id.*

99. B.J. Almond, *Ann and John Doerr Donate \$50M to Develop New Leaders at Rice*, RICE U. NEWS & MEDIA REL.: OFF. PUB. AFF. (May 14, 2015), <http://news.rice.edu/2015/05/14/ann-and-john-doerr-donate-50m-to-develop-new-leaders-at-rice-university>.

100. Smith & Marrow, *supra* note 2, at 35.

inspire others to work towards positive and ethical change,” and asserts that leadership is a core lawyering competency for all lawyers, not just law firm lawyers, but also for those working in government, business, nonprofit organizations, and communities.¹⁰¹

There are a few books on coaching for lawyers that are quite useful, but not surprisingly, they tend to focus on business development for law firm lawyers rather than the development of lawyers as leaders.¹⁰² In his book, *Leadership for Lawyers*, Herb Rubinstein identifies ninety brands of leadership divided into sixteen categories¹⁰³ ranging from “ethical” to “visionary.”¹⁰⁴ Lawyers should exercise visionary, creative, empathetic, and exemplary leadership.

Today’s law firms operate in a climate increasingly characterized by complexity, economic turbulence, growing and varied competition, and accelerated change on every front. In short, the landscape is changing in new and radically different ways. Simply ensuring high levels of technical and professional expertise is no longer sufficient. Attorneys must adopt new and enhanced leadership skills as well. The well-worn, familiar, tried-and-true methods and lessons of the past are, and will be, inadequate.¹⁰⁵

The need for change is influenced by many factors. Both new and seasoned lawyers have different expectations in high competition and shifting legal markets.¹⁰⁶ “The traditional practice model is under pressure.”¹⁰⁷ Traditional law firm practice models assume a hierarchy in which partners had life-long jobs and associates, largely from elite law schools, would become partners. As noted, earlier research shows that only about ten percent of lawyers practice in large law firms.¹⁰⁸ It is also noteworthy that an “estimated . . . 60% of Fortune 500 CEO’s [sic] have their own personal coaches.”¹⁰⁹

101. See Polden, *supra* note 6, at 899, 906-07, 911.

102. See generally ELOWITT, *supra* note 9 (arguing that coaching for lawyers is a financially advisable practice from law firms’ perspective and explaining how coaching programs should be implemented); CAMI MCLAREN & STEPHANIE FINELLI, COACHING FOR ATTORNEYS: IMPROVING PRODUCTIVITY AND ACHIEVING BALANCE (2014) (explaining how wellness and coaching programs can assist a law firm lawyer to be more productive at work).

103. HERB RUBINSTEIN, LEADERSHIP FOR LAWYERS 153-83 (2d ed. 2008).

104. *Id.* at 153.

105. Smith & Marrow, *supra* note 2, at 33.

106. *Id.*

107. *Id.*

108. *Id.* at 34.

109. See *What Is Leadership Coaching?*, NEXT LEVEL LEADERSHIP COACHING, <http://www.nextlevelleadershipcoaching.com/what-is-leadership-coaching> (last visited May 18, 2020).

V. BENEFITS OF LEADERSHIP COACHING TO LAW STUDENTS

U.S. law students, many of whom are of the Millennial generation and Generation Z, are learning to be lawyers in times of great change. Indeed, today's newly minted lawyers have been labeled "the Pivot Generation," marking the transformation from an old legal market to a new one.¹¹⁰ My experience as a clinical law professor, having taught in transactional business law, community economic development, and in a social justice clinic, has allowed me to represent a broad range of clients working to transform communities and witness progressive business trends such as social entrepreneurship and impact investing. I sometimes observe my students trying to reconcile their personal and professional interests. Legal clinics enable student attorneys to practice law under faculty supervision and with peer support. The experiential nature of clinical teaching, marked by planning, active listening, action, self-awareness, self-reflection, and collaboration, make them important leadership incubators. Leadership coaching would complement clinic teaching and deepen students' understanding of what is possible for their professional and personal lives because confidential and personalized leadership coaching from a professionally-trained leadership coach enables student attorneys to "try on" how they want to be as leaders.

The need for professional coaching is clear. "Faculty, staff, and adjuncts may think they are strong coaches, but recent research demonstrates this belief (for a substantial number) may not be justified."¹¹¹ One study showed that managers thought consulting was coaching.¹¹² Leadership coaching can help student attorneys in many ways. Here are a few of them.

A. *Leadership Coaching Supports Student Attorneys' Well-Being*

The National Task Force on Lawyer Well-Being cautions:

The legal profession is already struggling. Our profession confronts a dwindling market share as the public turns to more accessible, affordable alternative legal service providers. We are at a crossroads. To maintain public confidence in the profession, to meet the need for innovation in how we deliver legal services, to increase access to justice, and to reduce the level of toxicity that has allowed mental

110. Kelli Dunaway, *Preparing the Next Generation to Lead*, L. PRAC., Nov.–Dec. 2019, at 52, 52.

111. Neil Hamilton, *The Major Transitions in Professional Formation and Development from Being a Student to Being a Lawyer Present Opportunities to Benefit the Students and the Law School*, 72 BAYLOR L. REV. (forthcoming 2020).

112. *Id.*

health and substance use disorders to fester among our colleagues, we have to act now. Change will require a wide-eyed and candid assessment of our members' state of being, accompanied by courageous commitment to re-envisioning what it means to live the life of a lawyer.¹¹³

Leadership coaches can help students in understanding how principles taught in leadership classes or their experiences in live-client clinics or externships can be applied in their lives as students and beyond, to the lives they hope to create as lawyers. With a coach, students can explore who they are, their values and beliefs, and who they want to become.

Some student attorneys may not know that the coaching process facilitates agency over, and engagement in, their personal and professional lives. Coaches may use a personality test like the MBTI, or an assessment like the Leadership Practices Inventory, as a platform for clients to think about their goals, values, and objectives. In the process of fostering accountability for the student attorney's goals, coaches identify resources (like books, articles, and TED talks) that will help them on their professional development journey. In this way, leadership coaching supports an effective, systematic approach to professional development—such as “taking on ‘SMART’ (specific, measurable, attainable, realistic, and time-bound) goals, rather than just wishing ‘progress’ into existence.”¹¹⁴

B. Leadership Is a Core Lawyering Competency and Leadership Coaching Can Aid Student Attorneys' Professional Identity Formation and Critical Thinking Skills

While, as previously noted, there is no standard definition of leadership, three leadership perspectives are essential. The first is that leadership can be taught.¹¹⁵ The second is that leadership is rooted in change and transformation. Indeed, one definition of leadership is “the ability to inspire others to work towards positive and ethical change.”¹¹⁶ The third perspective, advanced by New York University Law School Clinical Professor Anthony Thompson, is intersectional leadership.¹¹⁷ He observes: “The best leadership involves engaging others in a

113. *Report from the National Task Force on Lawyer Well-Being*, A.B.A. (Nov. 9, 2018), https://www.americanbar.org/groups/lawyer_assistance/task_force_report.

114. E-mail from Bjorn Sorenson, Principal, King Spoke Advisors, to Susan Jones (Aug. 7, 2018, 10:06 PM) (on file with author).

115. KOUZES & POSNER, *supra* note 44, at 334-35.

116. Polden, *supra* note 6, at 899.

117. THOMPSON, *supra* note 5, at 19-29.

collaborative process of imagining, defining, and working toward a common cause or greater mission that is meaningful for the enterprise and for its stakeholders.”¹¹⁸

Professor Thompson’s vision is composed of five critical components. First, intersectional leaders create and rely on “a team that brings traits, styles, and experiences dissimilar to the leader” and is comprised of people with diverse life experiences.¹¹⁹ Teams must “live and thrive in the dilemma of collective action and robust debate.”¹²⁰ These ideas are well-aligned with critical legal studies, critical race theory, and rebellious lawyering.¹²¹ Second, intersectional leaders know that “learning often comes from unlikely sources.”¹²² “Seeking out viewpoints from the least experienced individuals in an organization or from people outside the expected set of experts” fosters “a learning juncture that expands the thinking of all involved.”¹²³ Furthermore, intersectional leaders mindfully consider “diversity in all of its dimensions,” seeking “insights from individuals whose interests, needs, and expectations diverge from those of the lawyer-leader.”¹²⁴ Third, lawyer leaders, similar to servant leaders, “subordinate their own interests in the service of a greater goal” while embracing collaboration and work across units.¹²⁵ Fourth, intersectional lawyers value a “mind-set that insists on being suspicious of agreement,” “challeng[ing] assumptions,” and testing their thinking.¹²⁶ Fifth, intersectional leaders “act with moral courage,” test their judgment rigorously, and create checkpoints to ensure that the enterprise is “elevate[d] . . . over personal

118. *Id.* at 10.

119. *Id.*

120. *Id.*

121. “Critical legal studies (CLS) is a theory which states that the law is necessarily intertwined with social issues, particularly stating that the law has inherent social biases.” *Critical Legal Theory*, CORNELL L. SCH.: LEGAL INFO. INST., https://www.law.cornell.edu/wex/critical_legal_theory (last visited May 18, 2020). “Critical race theories combine progressive political struggles for racial justice with critiques of the conventional legal and scholarly norms which are themselves viewed as part of the illegitimate hierarchies that need to be changed.” *Critical Race Theory*, BRIDGE, <https://cyber.harvard.edu/bridge/CriticalTheory/critical4.htm> (last visited May 18, 2020). Rebellious lawyering is a legal strategy “of empowering poor clients through grassroots, community-based advocacy facilitated by lawyers.” *What Is “Rebellious Lawyering”?*, REBELLIOUS LAWYERING INST., <https://rebelliouslawyeringinstitute.org/what-is-rebellious-lawyering> (last visited May 18, 2020).

122. THOMPSON, *supra* note 5, at 10.

123. *Id.*

124. *Id.* at 10-11.

125. *Id.* at 11.

126. *Id.*

ambition.”¹²⁷ Student attorneys can learn about intersectional leadership in leadership classes, clinics, and externships.¹²⁸

There is a rich body of scholarship on professional identity formation,¹²⁹ which can be integrated into clinical teaching. For example, one study examines the use of “off-the-shelf,” or pre-prepared assessments, such as Strengths Finder 2.0, a Gallup Organization instrument used to measure personal talents, and LawFit, which assesses best practice fits based on a student attorney’s interests, strengths, and values.¹³⁰ Other assessments include: the MBTI, a measurement of human personality type; the Fundamental Interpersonal Relations Orientation-Behavior Assessment (“FIRO-B”), to assess military team performance; Big 5 Personality Traits, a personality measurement based on five factors—“extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience”;¹³¹ and the Implicit Associations Test which “measures attitudes and beliefs that people may be unwilling or unable to report.”¹³² Significantly, the literature on professional identity formation in law school, influenced by medical education, acknowledges the importance of professional coaching at major transitions in professional development when students “re-form their way of being and their identity in fundamental ways.”¹³³

127. *Id.*

128. See *Leadership Mindset*, N.Y.U. SCH. L., <https://www.law.nyu.edu/about/leadership-mindset> (last visited May 18, 2020). But see THOMPSON, *supra* note 5, at 26 (stating that law schools “really teach . . . teaming,” but “[l]awyer-leaders need to develop more collaborative approaches”).

129. Professor Neil Hamilton of the University of St. Thomas School of Law in St. Paul, Minnesota has written dozens of impressive articles on the topic of professional identity formation. See, e.g., Neil W. Hamilton & Verna E. Monson, *Ethical Professional (Trans)Formation: Themes from Interviews About Professionalism with Exemplary Lawyers*, 52 SANTA CLARA L. REV. 921 (2012); Neil Hamilton & Verna Monson, *Legal Education’s Ethical Challenge: Empirical Research on How Most Effectively to Foster Each Student’s Professional Formation (Professionalism)*, 9 U. ST. THOMAS L.J. 325 (2011); Neil Hamilton, *Professional-Identity/Professional-Formation/Professionalism Learning Outcomes: What Can We Learn About Assessment from Medical Education?*, 14 U. ST. THOMAS L.J. 357 (2018); Neil Hamilton & Jerome M. Organ, *Thirty Reflection Questions to Help Each Student Find Meaningful Employment and Develop an Integrated Professional Identity (Professional Formation)*, 83 TENN. L. REV. 843 (2016); Neil Hamilton & Sarah Schaefer, *What Legal Education Can Learn from Medical Education About Competency-Based Learning Outcomes Including Those Related to Professional Formation and Professionalism*, 29 GEO. J. LEGAL ETHICS 399 (2016).

130. Neil Hamilton, *Off-the-Shelf Formative Assessments to Help Each Student Develop Toward a Professional Formation/Ethical Professional Identity Learning Outcome of an Internalized Commitment to the Student’s Own Professional Development*, 68 MERCER L. REV. 687, 704-08, 712-13 (2016).

131. *Id.* at 725.

132. *Id.* at 727.

133. Hamilton, *supra* note 111; see also Hamilton & Schaefer, *supra* note 129, at 435.

C. Leadership Coaching Supports Diversity, Equity, and Inclusion

Professor Thompson points out that “[l]aw schools contribute to the lack of diversity in the legal profession and bear some responsibility for the lack of diversity in leadership ranks. The legal profession is one of the least racially diverse professions in the country.”¹³⁴ Because it is confidential, personalized, and client-focused, leadership coaching supports student attorneys who are leaders concerned with diversity, equity, and inclusion. Coaching is a safe space to explore questions like: “How do I handle a microaggression?”; “What does it mean to do race equity work in my community?”; and “What role can I play in combatting structural racism?” Leadership coaching is also a safe space to develop the tools and language to address issues leaders may confront while building race equity institutional cultures.¹³⁵ There are many reasons to support student attorneys in a leadership journey to increase diversity, equity, and inclusion in the legal profession. First, a just and fair society should reflect the array of people and professionals in it. Diversity is broad and goes beyond gender, including LGBTQ+, ethnicity, age, generation, international experience, and more. Second, as McKinsey & Company report, there is a correlation between revenue generating profit and diverse leadership teams.¹³⁶ Indeed, the report found that “[c]ompanies in the top-quartile for ethnic/cultural diversity on executive teams were 33% more likely to have industry-leading profitability.”¹³⁷ In addition, a Catalyst Report found that “the total cost of voluntary [employee] turnover is over \$536 billion a year” in the U.S., which “costs an employer 21% of the employee’s salary to replace.”¹³⁸ Third, law schools now teach the most diverse generation in American history, Generation Z, born starting from 1995, whose membership is attentive to diversity, equity, and inclusion.¹³⁹ Generation Z, also known as “iGen, the Homeland Generation, or Centennials,” grew up during the Great Recession, the Occupy Movement, police

134. THOMPSON, *supra* note 5, at 25.

135. See *Awake to Woke to Work: Building a Race Equity Culture*, EQUITY CTR., <https://www.equityinthecenter.org/wp-content/uploads/2019/04/Equity-in-Center-Awake-Woke-Work-2019-final-1.pdf> (last visited May 18, 2020).

136. Vivian Hunt et al., *Delivering Through Diversity*, MCKINSEY & CO. (Jan. 2018), https://www.mckinsey.com/~media/McKinsey/Business%20Functions/Organization/Our%20Insights/Delivering%20through%20diversity/Delivering-through-diversity_full-report.ashx.

137. *Id.*

138. *Turnover and Retention: Quick Take*, CATALYST (May 23, 2018), <https://www.catalyst.org/research/turnover-and-retention>.

139. Laura P. Graham, *Generation Z Goes to Law School: Teaching and Reaching Law Students in the Post-Millennial Generation*, 41 U. ARK. LITTLE ROCK L. REV. 29, 37, 40 (2018).

shootings of unarmed black men and women, Black Lives Matter, the Me Too movement, and mass school shootings.¹⁴⁰

D. Leadership Coaching Prepares Student Attorneys for Changemaking

Technology, automation, and artificial intelligence have changed the landscape of business and the legal profession globally. Public interest, social justice, and social movement lawyers, dedicated to a just and fair society, recognize the importance of law in society. They also recognize the ways that automation and artificial intelligence influence their work, both positively and negatively.¹⁴¹ Books such as *Lawyers as Changemakers: The Global Integrative Law Movement* explore leadership models of humanistic and compassionate lawyers,¹⁴² while books such as *Practicing Law in the Sharing Economy* offer new legal theories and implications for social change.¹⁴³ Ashoka, a non-governmental organization that supports more than 3500 social entrepreneurs, recognizes that lawyers have an important role to play as changemakers who must be able to adapt to an ever-changing world.¹⁴⁴ Additionally, organizations like the Project for Integrating Law, Spirituality, and Politics, a network of lawyers, law students, and legal workers, seek “to develop a new spiritually-informed approach to law and social change.”¹⁴⁵ Student attorneys committed to changemaking need a safe and confidential space, found in leadership coaching, to develop an actionable leadership path.

140. JEFFREY J. SELINGO, *THE NEW GENERATION OF STUDENTS: HOW COLLEGES CAN RECRUIT, TEACH, AND SERVE GEN Z* 8 (2018).

141. Harmon Leon, *Artificial Intelligence Is on the Case in the Legal Profession*, OBSERVER (Oct. 16, 2019, 8:30 AM), <https://observer.com/2019/10/artificial-intelligence-legal-profession>.

142. See J. KIM WRIGHT, *LAWYERS AS CHANGEMAKERS: THE GLOBAL INTEGRATIVE LAW MOVEMENT* 236-47 (2016).

143. See JANELLE ORSI, *PRACTICING LAW IN THE SHARING ECONOMY: HELPING PEOPLE BUILD COOPERATIVES, SOCIAL ENTERPRISE, AND LOCAL SUSTAINABLE ECONOMIES* 21, 25 (2012).

144. See ASHOKA, <https://www.ashoka.org/en-us> (last visited May 18, 2020); see also *Ashoka Helped Take Me from Lawyer to Social Entrepreneur*, ASHOKA (Mar. 21, 2011), <https://www.ashoka.org/en-us/story/ashoka-helped-take-me-lawyer-social-entrepreneur>; *Ashoka's History*, ASHOKA, <https://www.ashoka.org/en/story/ashokas-history> (last visited May 18, 2020).

145. See *What We Do*, PISLAP, <http://www.spiritlawpolitics.org/what-we-do> (last visited May 18, 2020).

E. Leadership Coaching Helps Student Attorneys Navigate the New Economy

Leadership coaching can help students develop an actionable plan for navigating the new economy, defined as “the post-industrial world economy based on internet trading and advanced technology.”¹⁴⁶ This process will require a commitment to life-long learning. One author summed it up:

Economic realities have cast doubt on the legal business model that has been relied upon for decades. Technological realities have opened pathways to new and markedly different ways to practice law going forward. The legal industry has departed from its comfortable perch and is journeying into the unknown. As such, a new type of attorney must ascend the ranks of the legal industry and lead. Those attorneys will possess an entrepreneurial mindset, and the time has come to inculcate that mindset in law school.¹⁴⁷

VI. CONCLUSION

This Article asserts that leadership coaching, a personalized and confidential form of professional and personal development, complements leadership classes and is, indeed, the glue that makes leadership classes stick. In this way, the relationship between leadership coaching and leadership classes is similar to the relationship between doctrinal and experiential education.

Indeed, leadership coaching would work well alongside in-house clinics and other forms of experiential education, leadership classes, and career placement. First, this Article offers a brief history of professional coaching.¹⁴⁸ Second, it assesses how graduate business schools and other educational institutions use leadership (executive) coaching to help cultivate leaders.¹⁴⁹ Third, it examines the ways the legal profession and student attorneys might benefit from professional leadership coaching.¹⁵⁰ Given the dearth of support for leadership in law schools and the groundswell of support for leadership in legal education, this Article posits that student attorneys, like graduate business students, can find

146. *New Economy*, DICTIONARY.COM, <https://www.dictionary.com/browse/new-economy> (last visited May 18, 2020).

147. J. Mark Phillips, *Entrepreneurial Esquires in the New Economy: Why All Attorneys Should Learn About Entrepreneurship in Law School*, 8 J. BUS. ENTREPRENEURSHIP & L. 59, 78 (2014).

148. *See supra* Part II.

149. *See supra* Part III.

150. *See supra* Parts IV–V.

support for their professional identity formation in confidential and professional leadership coaching.¹⁵¹ Specifically, leadership coaching can contribute to student attorneys' well-being and the recognition that leadership is a core lawyering competency, which aids professional identity formation and critical thinking skills. Moreover, leadership coaching can promote diversity and equity, inclusion, change-making, and new economy opportunities while supporting students who want to do public interest lawyering, movement lawyering, and progressive lawyering. Law schools should support Millennial and Generation Z law students and others committed to diversity, equity and inclusion, social change, and building an equitable society while recognizing the importance of well-being and work-life balance.

151. *See supra* Part V.