

**THE LEADERSHIP PRACTICES INVENTORY AND LEADERSHIP FOR LAWYERS:
DOES PARTICIPATION IN COMPETITIVE COLLEGE ATHLETICS RESULT IN
LEADERSHIP QUALITIES HELPFUL IN A LEGAL ENVIRONMENT?**

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LEADERSHIP FOR LAWYERS

PROFESSOR ROBERT CULLEN, SPRING 2006

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Introduction

Vince Lombardi once said, “[l]eaders are made, they are not born; and they are made just like anything else has ever been made in this country – by hard work.”¹ How does one go about “making” leaders, and more specifically, how does one go about making leaders who will thrive and flourish in a legal environment?

This paper discusses leadership in the context of athletics and examines whether former athletes who later become attorneys carry into their legal careers leadership skills developed during past involvement in collegiate team sports. Part I of this paper will first discuss prominent scholars Jim Kouzes and Barry Posner and their contribution to the leadership world, the Leadership Practices Inventory (the “LPI”). In addition, it will expand on the LPI’s significance and what it assesses with respect to leadership. Next, this paper will discuss the leadership qualities measured by the LPI and why they are essential to successful leaders. Part II of this paper will discuss leadership qualities advanced by participation in athletics, and alludes to why they may be important when applied to a legal environment. Lastly, Part III sets forth a study conducted by the authors of this paper to determine whether former participation in college athletics plays a role in the prevalence of certain leadership characteristics of attorneys who were former collegiate athletes. This study utilized the LPI and hypothesized that lawyers who previously engaged in collegiate athletics will practice a more balanced leadership across the five

¹ **Vincent Thomas Lombardi** was one of the most successful coaches in the history of football. He drove the Green Bay Packers from 1959 to 1968, during which they captured five NFL championships. Following a one-year retirement, he returned to coach the Washington Redskins during the 1969 season. His 9-1 record in the playoffs ranks at the top, percentage-wise, in NFL history. See Vince Lombardi, *available at* http://en.wikipedia.org/wiki/Vince_Lombardi (last visited Apr. 13, 2006).

exemplary leadership practices, than do attorneys who were not former athletes. Part III will describe the study, explain the results of the study, and discuss how the data supported the authors' hypothesis.

Part I. The Leadership Practices Inventory

The Leadership Practices Inventory, best known as the LPI, resulted from a 1983 study conducted by Jim Kouzes and Barry Posner.² In this study, the researchers wanted to know what people did in order to achieve their “personal best” when leading others.³ Accordingly, Kouzes and Posner hypothesized that by asking ordinary people about their extraordinary experiences, they would find patterns of successful leadership.⁴ Furthermore, they assumed they need not survey only star performers in excellent companies to discover the best leadership practices, and their study proved them correct.⁵

Kouzes and Posner are prominent researchers, award-winning authors, and highly preferred teachers in the field of leadership.⁶ Their work led them to create a model of leadership that has been embraced by more than one million people all around the world.⁷ In addition, they wrote a book called “The Leadership Challenge,”⁸ the goal of which was to allow people of all ages, backgrounds, and life experiences, to seize opportunities that lead them to leadership greatness.⁹

² LPI Online 3.0, *About LPI – The Methodology*, available at <http://www.lpionline.com/lpi/helpInfo/methodology.jsp> (last visited Apr. 6, 2006).

³ *Id.*

⁴ *Id.*

⁵ *Id.*

⁶ John Wiley & Sons Inc., *The Leadership Challenge The Most Trusted Source for Becoming a Better Leader*, available at <http://www.leadershipchallenge.com/WileyCDA/Section/id-131066.html> (last visited Apr. 6, 2006).

⁷ *Id.*

⁸ JAMES M. KOUZES & BARRY Z. POSNER, *THE LEADERSHIP CHALLENGE*, (Jossey-Bass, A Wiley Imprint (3d ed. 2002).

⁹ John Wiley & Sons Inc., *The Leadership Challenge, The Most Trusted Source for Becoming a Better Leader*, available at <http://www.leadershipchallenge.com/WileyCDA/Section/id-131053.html> (last visited Apr. 6, 2006).

Kouzes and Posner researched for many years by way of in-depth interviews and written case studies generated from leadership experiences of ordinary people.¹⁰ By about 1987, Kouzes and Posner performed more than 550 questionnaires, each of which required one or two hours of reflection and expression.¹¹ Simultaneously, another group of eighty managers completed a shorter, two-page survey, while Kouzes and Posner conducted an additional forty-two in-depth interviews.¹² This expansion on their initial research resulted in a collection of thousands of additional leadership cases which involved community leaders, student leaders, church leaders, government leaders, and hundreds of other individuals in non-managerial positions.¹³

Each participant of the study had at least one leadership story to tell, and the stories seldom described textbook management.¹⁴ Instead of revealing logical cases of planning, organizing, staffing, directing, and controlling, these stories were “tales of dynamic change and bold action.”¹⁵ Some cases improved productivity in a given year, while others moved products from last place on a customer’s vendor list to first place in a matter of a few months.¹⁶ Others discussed company and profit growth, as well as winning the passage of legislation to protect much needed rights.¹⁷

After this initial research, Kouzes and Posner ultimately created a personal best leadership survey and the LPI, which consisted of thirty open ended questions or statements to be ranked by a test taker.¹⁸ These questions were modified, discarded and included as part of the test following lengthy discussions and feedback sessions with subject matter experts and

¹⁰ *The Leadership Practices Inventory: Theory and Evidence Behind the Five Practices of Exemplary Leaders*, available at http://media.wiley.com/assets/463/74/lc_jb_appendix.pdf (last visited Apr. 6, 2006).

¹¹ See LPI Online 3.0, *supra* note 2.

¹² *Id.*

¹³ *Id.*

¹⁴ *Id.*

¹⁵ *Id.*

¹⁶ *Id.*

¹⁷ See LPI Online 3.0, *supra* note 2.

¹⁸ *Id.*

empirical analyses of various sets of behaviorally based statements.¹⁹ In addition, ongoing analysis and refinements in the LPI presently continue, with a database of over 100,000 respondents.²⁰ A few of the questions currently used in the LPI test how well leaders do the following: initiate a project; prepare for experiences; implement special techniques and strategies to get others involved in a project; and learn about leadership from experiences.²¹

Specifically, the LPI measures the frequency in which one engages in thirty behaviors most closely linked with those of exemplary leaders.²² The actual test consists of thirty behavioral questions, to be rated by the test taker on a scale of one to ten, one being “almost never” and ten being “almost always.”²³ The test consists of five sets of six questions, and measures each of the five key practices of exemplary leaders.²⁴ The test taker must respond how frequently he or she employs the specified behaviors.²⁵ In addition, the LPI includes an “Observer LPI” portion conducted by an observer who can attest to the test taker’s leadership practices and behaviors.

Using the wide range of tales collected from the personal best surveys, Kouzes and Posner developed a model of leadership that describes the five key practices of exemplary leaders.²⁶ These five fundamental practices of leadership are challenge the process, inspire a

¹⁹ *The Leadership Practices Inventory: Theory and Evidence Behind the Five Practices of Exemplary Leaders*, available at http://media.wiley.com/assets/463/74/lc_jb_appendix.pdf (last visited Apr. 6, 2006).

²⁰ *Id.*

²¹ See LPI Online 3.0, *supra* note 2.

²² Bridge Group Communications, *Leadership Behaviors Assessment*, available at <http://www.bridgegroup.com/lpi.html> (last visited Apr. 6, 2006).

²³ *Id.*

²⁴ *The Leadership Practices Inventory: Theory and Evidence Behind the Five Practices of Exemplary Leaders*, available at http://media.wiley.com/assets/463/74/lc_jb_appendix.pdf (last visited Apr. 6, 2006). These five practices will be discussed below.

²⁵ Hugo Zagoršek, *Using Item Response Theory to Analyze Properties of the Leadership Practices Inventory*, available at [http://miha.ef.uni-lj.si/_dokumenti/wp/Working%20Paper%20%20IRT%20analysis%20of%20LPI%20\(Zagorsek\).doc](http://miha.ef.uni-lj.si/_dokumenti/wp/Working%20Paper%20%20IRT%20analysis%20of%20LPI%20(Zagorsek).doc) (last visited Apr. 6, 2006).

²⁶ See LPI Online 3.0, *supra* note 2.

shared vision, enable others to act, model the way, and encourage the heart.²⁷ With this leadership model, the LPI is now one of the most widely used leadership assessment instruments with more than 275 doctoral dissertations and academic research projects being based on the five practices of exemplary leadership model.²⁸

The Five Exemplary Leadership Practices Measured by the LPI

The first of the five exemplary leadership practices is modeling the way. Modeling the way involves making a connection between individual performance expectations and organizational vision, mission, and values.²⁹ To be effective, leaders must develop a system of focus that allows them to be consistent with their message.³⁰ Good leaders establish principles concerning the way constituents, peers, colleagues and customers should be treated and the way goals should be pursued.³¹ They are able to create standards of excellence and then set an example for others to follow.³² They set small goals so that people can achieve small wins as they work toward larger objectives.³³ Strong leaders are committed to find their own voice by clarifying their personal values, and set an example by aligning their actions with shared values.³⁴

The second practice of effective leadership is inspiring a shared vision. Regardless of the task or organizational initiative, effective leaders must clearly communicate what they see as a

²⁷ *Id.*

²⁸ John Wiley & Sons Inc., *The Leadership Challenge, The Most Trusted Source for Becoming a Better Leader*, available at <http://www.leadershipchallenge.com/WileyCDA/Section/id-131054.html> (last visited Apr. 6, 2006).

²⁹ Dr. Barbara Brown, *The 5 Practices of Exemplary Leadership*, available at http://www.drbarbarabrown.com/html/tip_exemplary_leadership.html (last visited Apr. 6, 2006).

³⁰ *Id.*

³¹ John Wiley & Sons Inc., *The Leadership Challenge, The Most Trusted Source for Becoming a Better Leader*, available at <http://www.leadershipchallenge.com/WileyCDA/Section/id-131055.html> (last visited Apr. 6, 2006).

³² *Id.*

³³ *Id.*

³⁴ See JAMES M. KOUZES & BARRY Z. POSNER, *supra* note 8 at 22.

future outcome and result.³⁵ They share their expectations “using vivid, clear, and concrete images.”³⁶ In addition, good leaders passionately believe they can make a difference.³⁷ Through their magnetism and quiet persuasion, they enlist others in their dream.³⁸ “The breathe life into their visions and get people to see exciting possibilities for the future.”³⁹ They are able to portray a high level of personal sincerity and commitment through the use of positive language, slogans, and metaphors.⁴⁰

Challenging the process is the third key practice of good leadership. Effective leaders establish opportunities for responsible risk-taking by researching the best practices as well as mistakes of other offices, departments, and organizations.⁴¹ Good leaders seek out opportunities for new and innovative ways to change, grow, and improve.⁴² They experiment and take risks by constantly learning from their mistakes.⁴³ Because leaders know that taking risks involves making mistakes and sometimes failure, they accept the inevitable disappointments as effective learning opportunities.⁴⁴

The fourth exemplary leadership practice is enabling others to act. Important aspects of enabling others to act are the promotion of cooperative goals and trust building, which foster collaboration.⁴⁵ A leader who shares power and discretion strengthens others, and in turn, enables them to act.⁴⁶ Good leaders provide individuals with as much control as possible over

³⁵ See Dr. Barbara Brown, *supra* note 29.

³⁶ *Id.*

³⁷ See John Wiley & Sons Inc., *supra* note 31.

³⁸ *Id.*

³⁹ *Id.*

⁴⁰ See Dr. Barbara Brown, *supra* note 29.

⁴¹ *Id.*

⁴² See JAMES M. KOUZES & BARRY Z. POSNER, *supra* note 8 at 22.

⁴³ *Id.*

⁴⁴ See John Wiley & Sons Inc., *supra* note 31.

⁴⁵ See JAMES M. KOUZES & BARRY Z. POSNER, *supra* note 8 at 22.

⁴⁶ *Id.*

the resources they need to get the job done.⁴⁷ This control is distributed by open communication and the giving of access to required information and resources.⁴⁸ Moreover, strong leaders understand that mutual respect sustains extraordinary efforts, and they strive to create an atmosphere of trust and human dignity.⁴⁹ Consequently, great leaders enable others to act by strengthening others, making each person feel capable and powerful.⁵⁰

The fifth and final component of an exemplary leader is encouraging the heart. An effective leader recognizes contributions by showing appreciation for individual excellence, and must celebrate the values and victories by creating a spirit of community.⁵¹ “Accomplishing extraordinary things in organizations is hard work.”⁵² Good leaders find individuals who are doing things right and highlight them, which in turn, reinforces their performance.⁵³ Examples of celebrating the small victories include having luncheons after progress has been made toward a goal, or giving praise to certain exemplary individuals.⁵⁴ To help keep hope and determination alive, leaders must recognize contributions that individuals make.⁵⁵ Leaders make people feel like heroes.⁵⁶ “In every winning team, the members need to share in the rewards of their efforts, so leaders celebrate accomplishments.”⁵⁷ Great leaders expect the best from others, and like the Pygmalion effect predicts, they are likely to get the best results.⁵⁸

⁴⁷ See Dr. Barbara Brown, *supra* note 29.

⁴⁸ *Id.*

⁴⁹ See John Wiley & Sons Inc., *supra* note 31.

⁵⁰ *Id.*

⁵¹ See JAMES M. KOUZES & BARRY Z. POSNER, *supra* note 8 at 22.

⁵² See John Wiley & Sons Inc., *supra* note 31.

⁵³ See Dr. Barbara Brown, *supra* note 29.

⁵⁴ *Id.*

⁵⁵ See John Wiley & Sons Inc., *supra* note 31.

⁵⁶ *Id.*

⁵⁷ *Id.*

⁵⁸ See Dr. Barbara Brown, *supra* note 29.

Part II: Leadership in Athletics: The Leadership Model in Practice

A great deal of attention has been given to the parts athletes play in being role models and leaders. Most empirical work regarding leadership has been done in organizational and social psychology. Studies show that an early start in athletics fosters leadership abilities, especially in young girls.⁵⁹ Specifically, such studies illustrate that participation in sports nurtures leadership by teaching young children to cooperate with their teammates and opponents, as well as abide by the rules that govern a particular sport. At least with young girls, participation in sports provides them with feelings of higher levels of self-confidence, increased self-esteem, and lower levels of anxiety compared to non-athlete females.⁶⁰

Leadership skills acquired and honed within the athletic context are essential to those needed throughout one's career in the legal profession. The mastery of time management, setting priorities, and multitasking are stepping-stones to leadership. For instance, during the school year of a child, teenager, or young adults, athletes must fulfill academic and extracurricular demands, while simultaneously paying attention to family activities and responsibilities, and attending to personal needs.⁶¹ Thus, to succeed at any level of competition, athletes must learn early on that time is finite, and priorities are necessary.⁶²

In the athletic context, leadership is the process of influencing team members to work hard towards, and be committed to, team goals.⁶³ Leaders are often characterized as either task-oriented or person-oriented individuals.⁶⁴ While task-oriented leaders are interested in training,

⁵⁹ Lawrence Hart, Juneau M. Gary, et al., *Building Leadership Skills in Middle School Girls Through Interscholastic Athletics*, ERIC DIGEST, ERIC Counseling and Student Services Clearinghouse (2003).

⁶⁰ J. Simon & R. Martens, Children's Anxiety in Sport and Non-Sport Evaluative Activities, 1 J. SPORT AND EXERCISE PSYCHOLOGY, 160-69 (1979).

⁶¹ *Id.*

⁶² *Id.*

⁶³ Karen Sugarman, *Leadership Characteristics*, available at <http://www.psywww.com/sports/leader.htm> (last visited April 12, 2006).

⁶⁴ *Id.*

instructing behavior, performance, and winning, people-oriented leaders are more interested in the interpersonal relationships on the team.⁶⁵ Great leaders in sports are both task- and people-oriented, but typically lean more towards task-oriented.⁶⁶ In addition, like all great scholarly leaders, athletic leaders are not know-it-alls; they feel there is always more to learn and have a genuine willingness to admit mistakes.⁶⁷ To this end, successful sports leaders take the time to learn about each team member and the resulting dynamics of group interaction.⁶⁸ Furthermore, such leaders will understand the necessity of knowing each member well enough to be able to assess his or her strengths and weaknesses and use them to their fullest potential within the context of the team and its goals.⁶⁹

In a 1995 study⁷⁰ that examined predictors of leadership behavior in female soccer athletes, athletes who rated high in competence, femininity *and* masculinity rated themselves higher in leadership ability.⁷¹ Another study attempted to gain a more detailed description of behaviors and attitudes associated with leadership of college athletes.⁷² The participants in this study were college athletes at a Division I university who were given various questionnaires used to evaluate personal characteristics and behaviors deemed desirable for athletic team leaders.⁷³ The results indicated that college athletes who exhibit leadership tendencies are optimistic in the expectation of the college experience, and such expectations can lead to a successful type of self-

⁶⁵ *Id.*

⁶⁶ *Id.*

⁶⁷ *Id.*

⁶⁸ *Id.*

⁶⁹ See Sugarman, *supra* note 63.

⁷⁰ H. A. Reimer & P. Chelladurai, Leadership and Satisfaction in Athletics, 17 J. SPORT AND EXERCISE PSYCHOLOGY, 276-93 (1995).

⁷¹ S.D. Glenn & T.S. Horn, *Psychological and Personal Predictors of Leadership Behavior in Female Soccer Athletes*, Journal of Applied Psychology 5, 17-34 (1993).

⁷² Keith Eich, William Sedlacek & Javaune Adams-Gatson, *An Exploration of Leadership Characteristics in University Athletics*, available at <http://williamsedlacek.info/publications/article/exploration697> (last visited April 12, 2006).

⁷³ *Id.*

fulfilling prophecy for an athlete.⁷⁴ This type of optimistic expectation can be carried beyond the classroom and into the workplace. For example, former college athletes may feel more able to influence people in whatever environment they are in, and in such a way that satisfies each individual's needs, thereby creating a desirable and fulfilling environment for the organization.⁷⁵

Also notable from the studies was the fact that athletes who responded high in leadership qualities did not expect to have a problem with social adjustment to college, and were not interested in counseling for emotional or social issues.⁷⁶ This result indicates an attitude of confidence and an internal ability to cope with stressors, giving athletes the belief that they will be able to handle any situation, even one that is overwhelmingly stressful. Since leadership qualities in college athletes were associated with strong senses of control and optimism when dealing with many types of problems, it is reasonable to infer that former college athletes have more qualities to better adjust to a competitive professional environment.⁷⁷

Lastly, sports psychologists have identified three main areas to consider in leadership development of athletes: the interplay between a thought process, communication and taking action.⁷⁸ First, good leaders must learn to utilize a thought process where they can honestly evaluate their strengths and weaknesses, while maintaining a clear idea of what they want to accomplish.⁷⁹ In addition, they must focus on ways to get a job done by considering multiple options or perspectives,⁸⁰ be decisive when appropriate, and know when to move on to the next

⁷⁴ *Id.*

⁷⁵ *Id.*

⁷⁶ *Id.*

⁷⁷ *Id.*

⁷⁸ Tony Onorato, *Psychology of Sports: Are Leaders Born or Are They Made?*, available at http://www.campuschamps.com/performance_help/mental_edge/psychology_of_sports.shtml (last visited Apr. 6, 2006).

⁷⁹ *Id.*

⁸⁰ *Id.*

task.⁸¹ Second, in order to reach goals, effective leaders must be able to communicate well by having the ability to articulate what they think and how they feel in an understandable format.⁸² To this end, they must speak so team members are compelled to listen and rally behind them. While they need not be overly loud or vocal, good leaders must be able to assert themselves in a manner that inspires, encourages, and challenges those around them.⁸³ Third, leadership in sports requires the ability to act in a way that is consistent with one's thought process and words, also known as, "walking the walk."⁸⁴ A leader's actions make the work needed to reach an ultimate goal real, and a failure to demonstrate work ethic after attempting to instill it in others, will alienate potential followers. In summary, the three discussed areas of leadership which are vital to athletic leadership, can be invaluable to a lawyer's experience as well.

Part III: The Study: Examination of Perceived Leadership Practices in Pure Attorneys, Pure Athletes, and Athletic Attorneys

A. Observations and Hypothesis

It has already been observed that the environments in both law school and law firms fail to encourage students and attorneys to be effective, well-rounded leaders.⁸⁵ Therefore, it is vital for law students and attorneys to learn and practice leadership skills in alternative environments, or prior to entering law school or a law firm. Both authors of this paper are former athletes. Mita Patel was a three-year letter-winning cheerleader at Gilroy High School in Gilroy, California, where she was consistently awarded "The #1 Team Player Award" by her squad

⁸¹ *Id.*

⁸² *Id.*

⁸³ *Id.*

⁸⁴ See Tony Onorato, *supra* note 78.

⁸⁵ The idea that law school and law firms do not encourage students and attorneys to be effective, well-rounded leaders was discussed in a Leadership for Lawyers class with Professor R. Cullen.

mates.⁸⁶ Shaina Nishimoto was an NCAA Division One soccer player for four years at Loyola Marymount University, where she co-captained the team during her junior and senior years.⁸⁷ The authors often discussed their belief that playing sports and engaging in athletic leadership roles in competitive environments provided great training for leadership in law school. Given their experiences, they were also convinced that leadership skills derived from involvement in athletic leadership would carry over into their legal careers through an ability to model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart.

The authors hypothesized that lawyers who previously engaged in competitive college athletics implement well-balanced leadership, as measured by the LPI. In addition, they predict that Athletic Attorneys are expected to score higher in leadership abilities than Pure Attorneys. If this is true, then both college athletes (“Pure Athletes”) and attorneys who were former collegiate athletes (“Athletic Attorneys”) should possess scores in each of the six LPI leadership categories which do not significantly deviate from each other in quantity, as compared to attorneys who did not engage in athletic leadership positions during college (“Pure Attorneys”). In addition, the authors hypothesize that the LPI scores of Athletic Attorneys will be generally higher than those of Pure Attorneys.

B. The Study Method

The study was conducted on three groups of individuals. The Pure Attorneys participants were five attorneys who are currently senior partners at the law firm of Ayabe, Chong,

⁸⁶ Mita Patel’s experience as part of a cheer squad helped her hone effective communication skills that could adjust based on each team member’s strengths and weaknesses. These skills further her law school endeavors when she is placed in classes, study groups, or mock trial settings where she must interact with a variety of personalities, stressors, and opinions.

⁸⁷ Shaina Nishimoto’s leadership experience in soccer helped her understand the importance of striking a consistent balance between leading by example, setting high expectations, and encouraging the heart. Such skills have proven helpful in her role as a senior editor on Santa Clara Law Review, where she manages eight other editors and collaborates with four other senior editors on the Executive Board.

Nishimoto, Sia & Nakamura LLP in Honolulu, Hawaii.⁸⁸ None of the Pure Attorneys participated in college athletics. The Pure Athletes participants were five collegiate soccer players from Loyola Marymount University's Division One women's soccer team. These athletes were identified by their current coach as clear "team leaders." Lastly, the Athletic Attorneys participants were three individuals who are currently practicing law in California, New York, and Hawaii, but all of whom participated in Division One NCAA collegiate sports.⁸⁹

Each study participant was asked to take the LPI assessing their leadership qualities. In addition, Observer LPIs were also conducted for Pure Attorneys and Pure Athletes to obtain more accurate leadership assessments. For Pure Attorneys, one of the firm's managing partners filled out an Observer LPI for each participating attorney.⁹⁰ For Pure Athletes, the team's coach filled out an Observer LPI for each participating athlete. Unfortunately, given an unanticipated difficulty in obtaining attorneys who are also former college athletes, the authors were unable to obtain Observer LPIs for Athletic Attorneys. After each participant and observer completed an LPI survey, they returned it to the authors. The authors scored each LPI using the LPI scoring sheets provided by Professor Cullen on Clara Net. The numerical results were then compiled into a spreadsheet. Thereafter, the Self LPIs and Observer LPIs were added together to generate an average score for each of the five LPI leadership qualities assessed. Finally, the authors graphed the average scores for each leadership category on the LPI Graph provided by Professor Cullen on Clara Net.

⁸⁸ These five individuals are either managing partners or senior partners at Ayabe, Chong, Nishimoto, Sia & Nakamura LLP. The authors obtained results for a total of ten attorneys, but decided to assess the results of only those attorneys in leadership roles.

⁸⁹ Each of the three individuals participated in a Division One sport – soccer, baseball, and water polo.

⁹⁰ The observer was John Nishimoto, who is also the father of Shaina Nishimoto.

C. Test Results⁹¹

Pure Attorneys scored highest in the “Enable Others to Act” category with a score of fifty (50). The next highest score was by Pure Attorneys with 46.6 in the “Encourage the Heart” category. This score was followed by a sizeable decrease for Pure Attorneys in perceived possession of leadership qualities in the categories of “Modeling the Way” (36.9), “Challenging the Process” (32.1), and “Inspiring a Shared Vision” (30.1).

The LPI results for Pure Athletes show a sizeable increase in numerical score for participants’ perceived ability to practice leadership skills in each category measured by the LPI. Similar to Pure Attorneys, Pure Athletes scored highest in the “Enable Others to Act” category with a score of 48.4, followed closely by a score of 48.2 in the “Encourage the Heart” category. Unlike with Pure Attorneys, there was only a marginal decrease in Pure Athletes’ scores regarding perceived abilities for “Modeling the Way” (46.3), “Challenging the Process” (41), and “Inspiring a Shared Vision” (39.1). In other words, the scores for Pure Athletes in all six categories were numerically closer to one another than those of Pure Attorneys.

The results for Athletic Attorneys were relatively consistent with the authors’ expectations. Like the two other groups, Athletic Attorneys felt their strongest ability for leadership in the category of “Enabling Others to Act” with a score of 44, followed very closely by a score of 42.66 in the categories of “Encouraging the Heart” and “Modeling the Way.” However, the scores for Athletic Attorneys significantly decreased in the categories of “Challenging the Process” (35.5) and “Inspiring a Shared Vision” (29.5).

⁹¹ See Attachment A for Results Table.

D. Discussion of Results

1. Balance Among the Five Exemplary Leadership Practices

Given the quantitative results obtained through the LPIs, it seems as though Athletic Attorneys possess more perceived and actual ability to lead in a variety of ways than Pure Attorneys. In other words, Athletic Attorneys utilize leadership characteristics fairly evenly, by modeling the way, inspiring shared visions, challenging processes, enabling others to act, and encouraging the hearts of others. When looking at the gap in the score distributions in the highest score in a leadership category to the lowest score in another, Pure Attorneys exhibited a score gap of 19.9 points. In contrast, the gap in leadership scores among the Athletic Attorneys consisted of only 14.5 points. Through this data, one can infer that Athletic Attorneys practice a more balanced leadership model than do Pure Attorneys, by more evenly utilizing all the five various LPI leadership practices.

The gaps in the score distributions for each of the five leadership categories are more visibly summarized in the LPI Graph.⁹² This graph illustrates the average score for each of the five leadership practices for Pure Attorneys, Athletic Attorneys, and Pure Athletes. It then connects the average scores, producing three curves, one for each group of participants. One can clearly see that the curve for Athletic Attorneys is the most concave of the three curves, forming a broad, “U” shape distribution among the five exemplary leadership practices. In contrast, the results from the Pure Attorneys produced the most convex curve, resulting in a very narrow “U” shape. This means that as the authors predicted, Athletic Attorneys exhibit the most even distribution of all five of the leadership practices measured by the LPI, evidenced by the flattest curve.

⁹² See Attachment B for LPI Graph.

This result is consistent with the authors' hypothesis. Evidenced by experience, leaders in an athletic context must be able to utilize a variety of forms of leadership skills and motivational techniques depending on what is appropriate for each specific problem to be solved or goal to be achieved. In addition, in team environments, athletes must be able to quickly synthesize the personality types and work ethic among their peers and teammates in order to implement the most effective leadership strategies. For instance, when a team member is having trouble with self-confidence, a team leader will utilize more skills from the "Encourage the Heart" category over the "Enable Others to Act" category. Before the leader can enable an individual to do his or her best work, it is necessary for the leader to increase the individual's self-confidence by implementing techniques specific to encouraging the heart (e.g. communicating positive achievements and strengths, praise, and appreciation for what that individual contributes to the team).

Clearly, the score gap among Pure Athletes is notably lower than that of Pure Attorneys. As the authors expected at the outset of the study, there is a significant confounding variable that may have prevented the score gap among Athletic Attorneys from being even smaller than it was. Because of the small number of participants in the Athletic Attorneys group, the authors were unable to obtain LPIs from attorneys of varying years of seniority. Two individuals in the Athletic Attorney group are first-year associates in large law firms consisting of more than 500 attorneys, and the third individual is a first-year, junior partner in a mid-size firm consisting of approximately thirty attorneys. With that stated, the Athletic Attorneys group holds professional positions which do not allow them many opportunities to maximize leadership skills in the areas of "Challenge the Process" and "Inspire a Shared Vision." Given their roles as newcomers to their respective legal positions, it is reasonable to infer that lowered scores in such categories are

a result of circumstances and not actual leadership capabilities. Furthermore, because of their low-level statuses in firms with traditional law firm hierarchies, it is not at all surprising that the individuals perceive a limited ability to challenge the process within their firms or inspire a shared vision, since these types of leadership activities are generally prevalent among more senior associates and partners.

2. Where Athletic Attorneys Dominate Over Pure Attorneys

There were two LPI leadership categories where Athletic Attorneys expressed a significantly higher perception of their abilities to lead than Pure Attorneys. These categories were “Modeling the Way” and “Challenging the Process.”

In “Modeling the Way,” the average score among Pure Attorneys was 36.6, while the average score among Athletic Attorneys was significantly higher at 41.33. This discrepancy in perceived ability to model the way was expected by the authors, and is a logical result of the leadership skills and qualities honed during participation in college athletics. As the numerical data illustrates, Pure Athletes express a high perception of their ability for “Modeling the Way,” evidenced by a score of 46.3 which was higher than the scores for both Pure Attorneys and Athletic Attorneys in the same leadership category. As a leader in college athletics where the majority of peers are competent and competitive, one cannot have high expectations of others without first communicating through actions his or her own competence and work ethic. As previously discussed, a leader’s actions show a commitment to expectations and goals, so a failure to “walk the walk” will alienate potential followers.

The second area where Athletic Attorneys clearly perceived greater leadership abilities than did Pure Attorneys was in the category of “Challenging the Process.” Similar to the category of “Modeling the Way,” Athletic Attorneys scored higher (35.5) than Pure Attorneys

(32.1). To reiterate, assuming the individuals comprising the Athletic Attorneys group scored low on “Challenge the Process” because of their low positions in the law firm hierarchy, it can be inferred that as these Athletic Attorneys venture further into their careers, their capacity to lead through methods set forth by the category of “Challenging the Process” will increase along with their scores. Interestingly, Pure Attorneys, fully made up of senior-level partners at a mid-size firm, nevertheless reported a lower perception of their abilities in the category of “Challenge the Process.” This evidence further illustrates that Athletic Attorneys are better able to model the way as leaders than Pure Attorneys.

In the athletic context, leaders must be confident when articulating goals, desires, and expectation of their peers. Essentially, the ability to garner support from their team members requires the ability to effectively assert themselves. Without confidence, there can be no assertiveness. Further, because athletes possess the ability to influence people in their athletic environment, this perception allows them to assert confidence in whatever they are doing. The fact that athletes possess an attitude of confidence and internal ability to cope with stressors and social adjustments also furthers athletes’ sense of self-confidence and capability. As the popular saying goes, “perception is reality.” Therefore it is reasonable that Athletic Attorneys carry with them into the legal profession, the same confidence necessary to believe in their convictions and practice leadership through methods encompassed in “Challenging the Process.”

In summary, the two leadership categories in which Athletic Attorneys perceived higher leadership abilities than Pure Attorneys were those in which Pure Athletes exhibited significantly higher scores than Pure Attorneys, nearly ten points higher in each of the two categories. These results create a strong inference that athletic leadership instills in athletes the additional skills and leadership qualities that attorneys without athletic leadership experience lack.

Part IV: Conclusion

In conclusion, the authors' hypothesis was correct in that Athletic Attorneys exhibited more consistency among the five exemplary leadership practices than Pure Attorneys. However, absent consideration of the confounding factor discussed above, Athletic Attorneys did not score higher in *every* leadership category, which may have been expected. The results of the small study seem to indicate that prior experiences in collegiate athletics helped attorneys to obtain and develop skills necessary to be able to recognize the importance of all five of the exemplary leadership practices and how to implement them to effectively motivate individuals in a team environment. These skills carry over to a legal environment because the legal profession possesses some of the same elements found in collegiate athletic participation: the interaction of many personalities, high expectations, and competitive overtones. Therefore, youth and young adults should be encouraged to seek out leadership positions within athletic communities because this participation will present opportunities to acquire, develop, and hone skills that will ultimately further their leadership abilities in their professional careers.