

Law and Leadership
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Fall 2018
Mondays 4 p.m. to 5:50 p.m.
Holland Hall Room 270

This course will consider the role of lawyers as leaders in a variety of a settings, including law firms, public interest organizations, bar associations, businesses, government, and social movements. We will learn from case studies and social science literature analyzing styles of leadership, organizational dynamics, forms of influence, collaboration and teamwork, conflict management, innovation and the dynamics of change, diversity, and ethical dilemmas. College of Law alumni and other lawyers occupying leadership positions will also serve as guest speakers. Students will engage in the Reflected Best Self Exercise; participate in class discussions and do in-class exercises; engage in out-of-class exercises, including group exercises; and write two 5-7 page papers analyzing our discussions with leaders. Optional receptions will be held with guests after some of the class meetings, providing students with opportunities to strengthen communication and networking skills.

Course Goals/Student Learning Outcomes

At the conclusion of this course, students who attend class, complete all exercises, and complete all other requirements for the course may expect to have acquired the following knowledge and skills related to leadership.

Knowledge:

- Understand different styles of leadership
- Understand how legal organizations have approached leadership
- Understand the variety of leadership roles people with legal training may achieve throughout their careers
- Understand how some lawyers achieved their leadership positions

Skills:

- Think more broadly and flexibly about leadership
- Develop better self-awareness and better self-advocacy tactics and styles
- Develop critical and strategic thinking skills
- Improve communication skills, both oral and written
- Develop team and collaborative skills

Course Materials

All materials will be distributed in class and posted on Canvas. I will notify students through Canvas with any changes to materials or deadlines.

Attendance and Class Participation

Attendance and class participation are key to the success of this class. You will in part be evaluated based on your contributions to the class (see the grading policy below). Although some exceptions for important interviews, family events, or religious holidays are understandable, students should make every effort to attend classes. Indeed, the ABA requires that all law schools ensure that students attend class and suggests that absences in excess of 15% should render a student ineligible to receive credit for the course. If you foresee missing more than two classes, please contact my assistant, Kay Epstein, epstein@law.ufl.edu. Kay will schedule a one-on-one meeting at which we will discuss your situation.

Class participation will be measured based on regular assessment of the quality of contributions to class discussions. I define quality in diverse ways. For example, I will view as quality contributions those contributions reflecting exceptional preparation, offering substantive ideas, building on the preceding discussions, moving discussion forward to generate new insights, demonstrating the ability to persuade others or challenge conventional wisdom, relating a personal experience in a way that illuminates the ideas being discussed, or building upon the insights of other classmates. Please do not confuse high quantities of participation with quality participation. Good listening is a crucial skill for leaders and vital for quality participation. I will evaluate negatively any comments that are disrespectful or dismissive of others.

Laptop Policy

Because of the importance of class discussion and the tendency for laptops to encourage verbatim transcription or provide distractions, our classroom will be a laptop-free zone. Please do not use laptops, ipads, cell phones, or other electronic devices during class.

Out-of-Class Preparation and Exercises

ABA Standard 310 requires that students devote 120 minutes to out-of-class preparation for every “classroom hour” of in-class instruction. This course has 2 “classroom hours” each week, requiring at least 4 hours of preparation outside of class. Accordingly, you will be assigned 30 to 40 pages of reading a week and/or be asked to complete out-of-class exercises, both individually and in groups. It is anticipated that you will spend approximately 2 hours out of class reading, engaging in out-of-class exercises, and/or preparing for in-class discussion and exercises.

Grading and Written Work

Grades will be based on a combination of class participation (one-third of grade), out-of-class exercises that are not blindly graded (one-third of grade), and two 5-7 page papers that will be blindly graded (one-third of grade). More details about the exercises and papers will be provided throughout the semester.

I will follow the College of Law’s posted grading policy, which sets forth how the mandatory mean will be calculated. As with other classes at the College of Law, grades will fall on the following scale:

Letter Grade	Point Equivalent
A (Excellent)	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C (Satisfactory)	2.0
C-	1.67
D+	1.33
D (Poor)	1.0
D-	0.67
E (Failure)	0.0

Honor Code

Academic honesty and integrity are fundamental values of the College of Law and University communities. Please be sure that you understand the UF Student Honor Code, which may be found at <http://www.dso.ufl.edu/students.php>.

Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to Associate Dean Rachel Inman as early as possible in the semester.

Class Meetings and Office Hours

We will meet on Mondays, from 4 p.m. to 5:50 p.m.. I am also able to meet individually with students by appointment. Please email Kay Epstein, epstein@law.law.edu, to schedule an appointment or call her at 352-273-0855.

*Readings and Exercises: ** Preliminary version – to be updated with guest speakers and additional readings. The order of readings may change, but the assignment dates will not. ***

8/13: What is Leadership? Who are Leaders?

Everyday Leadership Ted Talk, by Drew Dudley
 First Group Exercise
 Introduction to Reflected Best Self Exercise

8/20: What Makes Lawyers Leaders?

Be prepared to discuss/draw upon:

- * What Lawyers Lack: Leadership, by Deborah Rhode
- * Law Students as Future Leaders: Using Neutral Facilitation Techniques to Teach Leadership Skills, by David C. Hardesty, Jr.

8/27: Analyzing Leaders, Learning Leadership

Due by noon:

- * Steps 1 and 2 of Reflected Best Self Exercise: Upload to Canvas the list of respondents you emailed and the template of your email request

Be prepared to discuss/draw upon:

- * Learning by the Case Method, by John Hammond
- * Case Study: Margaret Thatcher

9/3: Labor Day – NO CLASS

9/10: Risk, Failure, and Innovation

Due by noon:

- * Step 3 of Reflected Best Self Exercise: Upload to Canvas three best-self stories

Be prepared to discuss/draw upon:

- * The Failure-Tolerant Leader, by Richard Farson & Ralph Keyes

Out-of-Class Work:

- * First Group Assignment, **due by noon on September 14**

9/17: Risk, Failure, and Innovation in Professional Services

Be prepared to discuss/draw upon:

- * Establishing a System for Innovation in a Professional Services Firm, by Alastair Ross

9/24: Assessing and Building Upon Strengths

Due by noon:

- * Step 4 of Reflected Best Self Exercise: Upload to Canvas your versions of Table 2 and Table 3

10/1: Bridging Law and Business

Out-of-Class Work:

- * First Blindly Graded Individual Paper, **due by noon on October 5**

10/8: Leading Teams

Be prepared to discuss/draw upon:

- * Case Study: Army Crew Team

10/15: Self-Advocacy

Be prepared to discuss/draw upon:

- * Your Elevator Pitch Needs an Elevator Pitch, by Tim David

Out-of-Class Work:

- * Second Group Assignment, **due by noon on October 19**

10/22: Leading During Industry Transformation

Be prepared to discuss/draw upon:

- * Case Study: Collaborating for Growth: Duane Morris in a Turbulent Legal Sector

10/29: Judging and Leadership

Out-of-Class Work:

- * Step 5 of Reflected Best Self Exercise: Upload to Canvas Your Reflected Best Self Portrait **by noon on November 2**

11/5: Habits of Excellence

Be prepared to discuss/draw upon:

- * Stop Holding Yourself Back, by Anne Morris, Robin J. Ely, and Frances X. Frei

Out-of-Class Work:

- * Third Group Assignment, **due by noon on November 9**

11/12: Applications of Self-Advocacy

In-Class Activity:

- * Taping of Individual Pitches

Out-of-Class Work:

- * Upload to Canvas individual papers of no more than 1,500 words analyzing your own pitch and the pitches of the other members of your group **by noon on November 16.**

11/19: Concluding Thoughts on Law and Leadership

Out-of-Class Work:

- * Second Blindly Graded Individual Paper, **due by noon on December 7** (early submissions welcome any time after November 19)