**Leadership Engagement and Development (LEAD)**

Baylor Law School

Professors: Associate Dean Leah Teague and Assistant Dean Stephen Rispoli

Winter 2017-18 Syllabus

Course Description[[1]](#footnote-1)

Throughout history, lawyers have played critical leadership roles in both the public and private sector. In every aspect of American society, lawyers lead and Baylor Lawyers in particular are known for actively serving in leadership capacities in their communities and the legal profession. While leadership training is part of the fabric of Baylor Law School, specific emphasis and training is important and helpful to adequately equip our graduates with the leadership skills needed in this increasingly-complex and ever-changing professional environment. Recent studies show that an ever-increasing number of employers are seeking graduates with leadership skillsets. Topics will include leadership styles and strategies, personality assessments, public service and professional responsibilities, and leadership opportunities for lawyers. Using case studies, students discuss leadership lessons learned by experienced leaders through challenging circumstances. Using introspective tools and team-building exercises, students boost strengths and minimize weaknesses to better equip them for their future. Attendance is mandatory for each class and the class participates as a group in a Ropes Course.

Absence/Laptop Policy

Absent emergency or medical necessity, we do not allow any absences for this class. In addition, you may not use laptops in class. As a pass/fail class, your presence and participation is critical.

Assigned Reading

All assigned reading for class will be from *Lawyers as Leaders* (“LAL”) by Deborah L. Rhode [ISBN #978-0-19-989622-6] and articles found on Canvas. There is also an optional book that we highly recommend you compliment the reading with, *How to Lead When You’re Not in Charge* (“HTL”) by Clay Scroggins [ISBN #978-0-310-53157-9].

Book Report

For the book you choose, be sure to email us to confirm that it is acceptable. The book report should be 4-5 pages long, and will be due at 5 p.m. on the last reading day of the quarter. This report will be graded substantively by us, and by one of our writing graders here at the law school. If the report is deemed unacceptable by either us or the writing grader, you'll have to do a re-write to receive credit for the class.

Below are some examples of books that you can read for your book report. We encourage you to look for a book about leadership that you would like to read that is not on this list.

* *40 Strategies for Winning in Business* by Bud Haney and Jim Sirbasku
* *A First-Rate Madness: Uncovering the Links Between Leadership and Mental Illness* by Nassir Ghaemi
* *Called to Lead: Leadership Lessons from the Life of the Apostle Paul* by John MacArthur
* *Everyone Communicates, Few Connect* by John Maxwell
* *Extreme Ownership* by Jocko Willink and Leif Babin
* *Leadership Axioms: Powerful Leadership* *Proverbs* by Bill Hybel
* *Leadership Lessons By Bill Snyder* written by Robert Shoop and Susan Scott
* *Lean In* by Sheryl Sandberg
* *Lessons in Leadership: Essential Skills for Lawyers* by Thomas C. Grella
* *Lincoln on Leadership: Executive Strategies for Tough Times* by Donald T. Phillips
* *Predictably Irrational* by Dan Ariely
* *The Leadership Challenge* by James M. Kouzes and Barry Z. Posner
* *The Story of My Experiments with Truth* by Ghandi
* *The Team Captain's Leadership Manual: The Complete Guide to Developing Team Leaders Whom Coaches Respect and Teammates Trust* by Jeff Janssen
* *Turn the Ship Around!: A True Story of Turning Followers Into Leaders* by David Marquet
* *Wooden on Leadership: How to create a winning organization* by John Wooden and Steve Jamison

Group Presentations, Case Studies, and Activities

The best way to learn leadership is to practice leadership, so this course is interactive and requires teamwork and interaction. Over the course, each student will be expected to participate in group presentations, case study discussions, and other classroom activities.

Five minutes prior to the start of each class, we will play a short video relating to that day’s class discussion. We encourage you to look for videos you’d like to share with the class, and send them to us. We will consider all submissions for our before-class video and try to get to all of them. Likewise, if there is an article you’d like to share with the rest of the class, please send it to us.

Specific assignments and classroom activities will be explained in more detail in class, but below are basic guidelines.

Presentation Guidelines

* Presentation on two leaders, who have been out of the spotlight long enough for history to judge them, and be prepared to discuss how the two are related (style, characteristics, etc.).
* Two partners per team.
* Ten minutes in length, and there must be fairly equal presenting time between the two partners.
* Think of this as a moot court argument ­ be prepared to talk for the entire time, but be ready to answer questions as they arise and/or at the end of your presentation. Be mindful of time as you must keep the conversation on track to finish your entire topic in the time allowed.
* PowerPoint (or another presentation software) is required. There is a minimum of 5 slides, and you cannot read from your slides.
* If you use a video clip, it cannot be longer than 2 minutes.
* Interactivity is encouraged!
* If you have a handout for the class, email it to us and we'll print it for you.
* Business Dress
* After your presentation, email the PowerPoint (or other presentation software file) to Dean Teague and Stephen Rispoli.

Case Study Guidelines

* The assigned portion of the case packet must be read prior to the in-class simulation and/or discussion.
* Some students will participate in the simulations while others will observe and evaluate the participants.
* Roles/parts will be disbursed in the class prior to the simulation or via email.
* Participation in the class discussion after Case Study simulations is required.

Journal

You will need to keep a journal throughout this class you’re your thoughts and reflections on each class, as well as special topics as outlined below. In addition, write down a leadership quote at the beginning of each journal article.

Week 1: Introduction to Leadership – Why Lawyers Make Bad Leaders

Assignment prior to first class:

Text: LAL Ch. 1 – Lawyers as Leaders; HTL Ch. 1 – The Oddity of Leadership (optional)

MBTI Assessment

Canvas: “Law Schools, Leadership, and Change;” and “Brave New Legal World\_ Keeping Lawyers Relevant in the Future.”

Journal: What is leadership? Look up a definition of Leadership, write down what it means to you, and bring it to class.

Day 1 Wednesday, November 8, 2017

Discussion: The history of lawyers as leaders, and the landscape of the legal profession.

Journal:

1. Reflect on your path to law school – how did you get here?;
2. List your prior leadership roles (including non-traditional);
3. How do you believe law school prepare you to be a leader?;
4. List quote about leadership, and the definition you brought to class today. What do they mean to you?;
5. What is your 5-year plan?; and
6. What do you want to get out of this class?

Assignments for next class:

1. LAL Ch. 2 – The Nature of Leadership;
2. LAL Ch. 3 – Developing Leadership;
3. “Ten Fatal Flaws that Derail Leaders” (available on Canvas);
4. “7 Personality Traits of a Great Leader” (available on Canvas);
5. “7 Traits of Highly Effective Leaders: Developing Leadership Character” (available on Canvas);
6. “Leadership: Do Traits Matter?” (available on Canvas);
7. “5 Characteristics of Charismatic Leaders” (available on Canvas); and
8. “Problem 2-1” (available on Canvas).

Day 2 Friday, November 10, 2017

Discussion: The Nature of Leadership and Developing Leadership

Class Follow-Up Journal Entries:

1. Which leadership styles come naturally to you? What can you do to improve/strengthen those styles?
2. Which leadership styles are you least comfortable with? What can you do to improve/strengthen those styles?
3. Look back at your 5-year plan and answer the following:
   1. How can a coach help you?
   2. How can a mentor help you?
   3. How can a sponsor help you?
4. Write down 5 positive traits that mean something to you, and explain why they are meaningful.
5. Write down 5 negative traits that mean something to you, and explain why they are meaningful.

Week 2: The Nature of Leadership

Day 1 Wednesday, November 15, 2017

Guest Lecturer: Dean Brad Toben

Journal:

1. Write down your "take-aways" from Dean Toben’s lecture this morning;
2. What else did you learn?;
3. What can you use in your own leadership style?; and
4. Look back at your journal entries from Wednesday – did the conversation today change any of your journal answers? Why?

Assignments for next class (all available on Canvas):

1. LAL Ch. 4 – Leadership Capabilities, pg. 40-67;
2. HTL Ch. 2 – Identity Crisis (optional);

Day 2 Friday, November 17, 2017

Discussion: Leadership Capabilities and Grit Scenarios

Journal:

1. Challenge Ropes Course
   1. What did you learn from the course that you did not anticipate?
   2. What did you learn that you can apply to your daily life?
2. Take the first scenario, “Struggling with your workload.” As you read the scenario, keep in mind that regardless of your path in life, there will be times when you are already at capacity, and will be asked to do more.
   1. Identify the possible leadership style(s) of John.
   2. What positive and negative characteristics would you expect a leader with that style to exhibit?
   3. If you decided to accept, what strategies might you implement to be successful in that environment.
3. Take the second scenario, “Billing Credit Dispute.” As you read the scenario, keep in mind that regardless of your path in life, there will be times when you are working with others who you disagree with or who may have taken advantage of you.
   1. Identify the possible leadership style(s) of Jim.
   2. What positive and negative characteristics would you expect a leader with that style to exhibit?
   3. If you decided to accept, what strategies might you implement to be successful in that environment.

Assignment for next class:

1. HTL Ch. 3 – Reclaim Kibosh (optional);
2. Take the Grit Test (<http://angeladuckworth.com/grit-scale/>);
3. Take the Growth Mindset test (<http://mindsetonline.com/testyourmindset/step1.php>);
4. Watch this video – “How to Use Others’ Feedback to Learn and Grow” by Sheila Heen: <https://www.youtube.com/watch?v=FQNbaKkYk_Q>;
   1. Develop 3-5 learning goals in writing;
   2. Try out the tip mentioned in Sheila Heen’s TEDx Talk (“What is one thing you see me doing (or failing to do) where I am getting in my own way?”) and come prepared to talk about it;
5. Read this article – “Finding the Coaching in Criticism” by Sheila Heen and Douglas Stone: <https://hbr.org/2014/01/find-the-coaching-in-criticism>;
6. Read this article – “25 Ways to Develop a Growth Mindset” by Sara Briggs: <http://www.opencolleges.edu.au/informed/features/develop-a-growth-mindset/>; and
7. Read this article – “One Behavior Separates the Successful From the Average” by Benjamin Hardy: <https://medium.com/the-mission/one-behavior-separates-the-successful-from-the-average-936f7ff04793#.7emm1w76s>.

Week 3: Traits & Styles

Day 1 Wednesday, November 22, 2017

Discussion: Growth Mindset and Receiving Feedback

Journal:

1. What was your grit score?
   1. Do you agree with your score?
   2. What is an area of your life where you can be grittier?
   3. What is your goal?
   4. How will you achieve the goal you set?
2. What were your fixed and growth mindset scores?
   1. Do you agree with your scores?
   2. What is an area where you can adopt a stronger growth mindset?
   3. What is your goal?
   4. How will you achieve the goal you set?
3. Try out the tip mentioned in Sheila Heen’s TEDx Talk – ask your mentor/coach/relative/close friend over Thanksgiving, “What is one thing you see me doing (or failing to do) where I am getting in my own way?” Write in your journal:
   1. Their feedback (if personal, generic statements are acceptable),
   2. How you responded to it in the moment,
   3. Whether you agree or need to consult with another,
   4. If you agree, what is your plan to act on the feedback?

Assignment for next class:

1. Ch. 4 How to Lead – Lead Yourself (optional);
2. Leadership Style Quiz – <http://www.kent.ac.uk/careers/sk/leadership.htm>; and
3. Take the Enneagram Test: <http://enneagram.net/tests/sampler/samplerlogin.aspx>.

Week 4: MBTI and Conflict Resolution

Day 1 Wednesday, November 29, 2017

MBTI Results: University personnel

Journal:

1. Thinking about your results from today, look back at your journal entry from Wednesday, November 16, 2017. How does what you learned about yourself today impact your assessment of your own strengths and weaknesses?
2. In what ways do the MBTI results inform your understanding of your strengths and weaknesses?
3. If you have taken the MBTI previously and your results are different, to what do you attribute the difference or differences?

Assignments for next class:

1. LAL Ch. 4 – pages 60-67;
2. Complete the Thomas-Kilmann Conflict Mode Questionnaire;
3. “Understanding Conflict Handling Styles” (available on Canvas – complete the Thomas-Kilmann first);
4. Churchill, JFK, and MLK Speeches – read the attached primers regarding the context surrounding each speech. Then watch the videos of each speech, which are available on Canvas. You will be put into groups in class and the group will report back on some prompts we’ll give you in class.; and
5. Amity Island Focus Group Case Study from Harvard Law School
6. To everyone: please see the attached document “general instructions for facilitators.”
7. For individual roles: we will follow up individually with your assignment for Friday’s Focus Group. Be sure to read your packet carefully and keep your memorandum confidential.
   * 1. Vaughn: Taylor Levesque & Caleb Gunnels
     2. Watkins: Stephani Cook & Christina Grey
     3. Quint: Tony Brown & Michael Heibel
     4. Brody: Kate Harrison & Michael Cupero
     5. Hendricks: Maccy Matthews & Kayli Ragsdale
     6. Alex Jaynes (city budget office employee, added by us): Jenny Forgey & Phil Ricker
8. Ali, Aryanna: you will be the facilitators for one of Friday’s Focus Group, so please prepare for that role (as such, you will not receive another email). Jason, Keagan: you will be the facilitators for the other group.

Day 2 Friday, December 1, 2017

The Right Leader at the Right Time – JFK/MLK/Churchill

Interactive/Group Discussion: Review all three videos, then have each group read background material on each, then each group leads the discussion on the background of the video

Amity Island Focus Group

Journal:

1. Come up with an outline of how you would run a facilitation now that you've done or observed one. Keep in mind that facilitations do not only happen in formal negotiations. They happen in everyday conflict resolution, whether it be with your supervisor, colleagues, or people that work for you. Skilled facilitators make conflict resolution appear seamless as they defuse the situation (if necessary), keep everyone on track toward coming up with a solution, and encourage discussion.
   1. What would be your starting point?
   2. What are your steps and objectives?
   3. (Ali, Aryanna, what do you think went well, and what would you do differently on your next facilitation?)
2. Which category of the Thomas-Kilmann Conflict Mode assessment are you most closely associated?
3. Which of the other categories are you least comfortable with?
4. Think about your top categories from the T-K Conflict Mode Assessment. Next, think about your MBTI results. Considering your results from both instruments in the context of conflict management, what do you need to work on to become better at conflict resolution?

Assignments for next class:

1. LAL Ch. 6 – Leadership Scandals;
2. LAL Ch. 4 – pages 67-81;
3. HTL Ch. 6 – Think Critically (optional).
4. Eleven Rules for Media Relations (available on Canvas);
5. How to Communicate a Message Effectively (available on Canvas); and
6. Communication as Changing the Negotiation Game (available on Canvas).

Week 5: Diversity in Leadership and Leadership Scandals

Day 1 Wednesday, December 6, 2017

Guest Lecturer: Journalist – TV news anchor

Journal:

1. What did you learn from today's discussion and exercise?
2. For those of you who were the reporters during today's mock press conference, thanks for asking such good questions. Now it is your turn to write the statement you would have given to open the conference. In doing so, reflect on the delicate balancing act lawyers are required to maintain, i.e. concern for client’s legal issues, concern for the client’s reputation, concern for the client’s business objectives, lawyers’ broader professional responsibilities including our duty to protect our system of government, and your own professional reputation.
3. For Aryanna and Michael, you both did very well today. Reflecting on the mock press conference, what would you do differently?
4. The following questions ask you to reflect on the relationship you desire to establish with your clients. In most legal practice areas, as lawyers we want to be the first person our clients call when they have a crisis.
   1. What strategies will you adopt to establish that kind of relationship with your clients?
   2. How will you ensure that your clients know they are your priority in a crisis situation such as the one in the exercise?
   3. How will you ensure that your clients know they are your priority during times of normal operation?

Assignment for next class:

1. Read How to Be a Better Listener (attached)
2. Read How to Master the Art of Listening (attached)
3. Think of a question to ask Judge Ken Starr -- former Solicitor General of the United States, one of the highest profile appellate lawyers in the country and has had a variety of other professional experiences, including as a clerk for the U.S. Supreme Court, partner in large international firm, dean of Pepperdine Law School and president of Baylor University.

Day 2 Friday, December 8, 2017

Guest Lecturer:

Journal:

1. Who do you know to be an “artful listener?” What was your relationship with, and general opinion of, that person? Until the presentation today did you identify that skill in this person?
2. How would you describe your ability to be an artful listener? Whether you are strong or not, take time this weekend and be intentional about being an artful listener to at least one person. It needs to be a person with whom you have had other encounters. Journal about how that encounter was different from other encounters.
3. Name a person you know to be intentional about reaching out to encourage others on a regular basis and give an example.
4. Judge Starr mentioned that he has several leaders that he considers mentors, even though he does not personally know them (FDR, Lincoln, Churchill, Thatcher, etc.).
   1. Who are the leaders you would like to learn more about?
   2. Why did you pick them?
   3. What do you hope to learn from them?

Assignments for next class:

1. Three Baylor Lawyers (available on Canvas); and
2. HTL Ch. 9 – Breaking Down Challenging Up (optional).

Week 6: Ethics in Leadership and Artful Listening

Day 1 Wednesday, December 13, 2017

Guest Lecturer: Lawyer who was mayor of medium sized city

Journal: Write down your “take-aways” from Professor Morrison’s lecture.

1. What new tips did you learn for running or participating in meetings?
2. What advice did you pick up for working with groups?
3. At this point in the quarter, our observation of the class is that you are comfortable with the concept of different leadership styles. For the leadership style(s) you listed as least natural to you, how do you currently feel about your capacity for improving on that style and using it?
4. Artful listening is not just for one-on-one conversations, but applies in group sessions as well. Do you believe you’re more engaged as a student in your classes after thinking about what it means to be an “artful listener?” Why is it hard to be an artful listener all the time?

Assignments for next class:

1. LAL Ch. 5 – Ethics in Leadership;
2. HTL Ch. 7– Reject Passivity (optional);
3. Texas Lawyer’s Creed (attached);
4. ABA Model Rules of Professional Conduct: Preamble & Scope (attached);
5. “Fired Dallas prosecutor says she felt 'uncomfortable' with Uber driver she berated” (<https://www.dallasnews.com/news/courts/2017/11/14/fired-dallas-prosecutor-says-felt-uncomfortable-uber-driver-berated)>;
6. “Uber ousts in-house counsel who suppressed information about 2016 data breach” (<http://www.abajournal.com/news/article/uber_ousts_in_house_counsel_who_suppressed_information_about_2016_data_brea/?utm_source=maestro&utm_medium=email&utm_campaign=weekly_email>);
7. First two stories in “Lawyers Under Fire: The 2017 Year-End Ethics Review” (<https://www.law360.com/articles/993100/lawyers-under-fire-the-2017-year-end-ethics-review>); and
8. Non-Profit Dilemma 2014 (attached).

Day 2 Friday, December 15, 2017

Discussion: Ethics in Leadership

Journal:

1. How will you ensure that you do not fall into the same trap that Kristina Mordaunt found herself in?
2. Read the Texas Lawyer's Creed. Everyone who reads the Creed carefully has a different "take-away" after reading it. What stands out to you? How will you make sure that you are upholding the principles in the Creed throughout your legal career?
3. Please see the attached article about personal and professional credos. Draft your own credo.

Assignments for next class:

1. LAL Ch. 7 – Diversity in Leadership;
2. HTL Ch. 5 – Choose Positivity (optional);
3. “What do leaders need to know about diversity?” (available on Canvas); and
4. “Diversity and Conflict Management Exercise” (available on Canvas).

Week 7: Famous Leader Presentations and Effective Leadership

Day 1 Wednesday, December 20, 2017

Discussion: The Business Case for Diversity

Journal:

1. Were you surprised by any of the statistics or studies we covered in class? Why?
2. As discussed by Sheryl Sandberg in Lean In, one’s own personal empowerment in necessary to achieve your full potential. This applies to all of us regardless of our background or circumstances. Identify for yourself one aspect that could potentially keep you from seeking opportunities outside your comfort zone. What is your plan to overcome this inhibition?
3. Using the diversity exercise, give us your five most important strategies to create a productive team with the individuals in your group.

Optional assignment for next class: HTL Ch. 8 – Challenging Up.

Day 2 Friday, December 22, 2017

Famous Leader Presentations

Journal:

1. I have found that during periods of “down-time” (like holiday breaks), my mind (consciously or subconsciously) mulls over and works through problems. As you enter the short Christmas/New Year’s break, think about where we started in this class, where we are now, what you have learned so far, and your outlook on your future. After some time for consideration, write a paragraph about where these thoughts took you.

I am often surprised at the results of such exercises, which ranges from the profound to the mundane. For me, the decision to apply for the University of Texas LL.M. program was the result of a long drive, as was figuring out that the transmission on my Ford Torino was the root cause of several issues that nearly a half-dozen mechanics couldn’t solve. So, if you take the time to do this, you may be surprised by the results.

1. From the other presentations (not your own), list something you learned that you found helpful or interesting. From the other presentations, what was something you learned that you can use in your own leadership development?

Assignment for next class:

1. LAL Ch. 8 – Leadership in Law Firms;
2. Read *Leadership and Self-Deception*; and
3. Review profile of J. Cary Gray.

Week 8: Facing Difficult Decisions and Leadership for Social Change

Day 1 Wednesday, January 10, 2018

Guest Lecturer: President of Medium sized firm

Journal: Write down your “take-aways” from Cary Gray’s lecture. What did you learn? What can you use in your own leadership style?

Assignments for next class:

1. LAL Ch. 9 – Leadership for Social Change;
2. Texas Access to Justice Facts (available on Canvas);
3. Executive Summary of the ABA’s Report on the Future of Legal Services in the United States (available on Canvas); and
4. Watch the ABA video, Be The Change: <https://www.youtube.com/watch?v=hvBBUrejuiI>.

Day 2 Friday, January 12, 2018

Guest Lecturer: Alumni

Journal: Discussion focused on using your law degree to have a positive impact on your community. Keeping the points of his discussion in mind, please respond to the following journal prompts.

1. Re-watch the ABA video, Be The Change: <https://www.youtube.com/watch?v=hvBBUrejuiI>.
   1. What is your reaction to this video?
   2. Did any of the statistics shock you? Why or why not?
2. In reflecting on Anthony’s admonishment to use your law degree for good, did you have a “good” that you wanted to accomplish when deciding to come to law school? Has that changed?

(For example, answers may be, “Yes, I was concerned about [X], and here’s how it has changed…,” “No, but I now see an opportunity to…,” etc.).

1. List three issues that you think need to be addressed in our profession or in our society.
   1. Do you see yourself involved in any of these? How will you get involved? What will be your first steps?
   2. If you do not see yourself involved in these, what are you passionate about? Where do you want to make a difference? How do you see your career as making a difference or giving you the opportunity to make a difference?

Assignments for next class:

1. LAL Ch. 10 – The Leader’s Legacy; and
2. The Last Empire (optional – available on Canvas).

Week 9: The Leader’s Legacy

Day 1 Wednesday, January 17, 2018

Discussion: The Leader’s Legacy

Journal:

* + 1. We talked about the differences between ethics (lawyers’ code of professional responsibility that we must live within), our morals (our own principles to guide our decisions and actions) and our values (those principles and activities that are important to us) and how those guiding principles can affect our live choices in our areas of impact: personal, professional and philanthropic/civic. What are those guiding principles for you? Does the creed you developed for yourself in your December 20 entry align with these guiding principles?
    2. If you had to name one item or area of impact for which you would like to be remembered, what would it be? Look back at your 5-year plan. Does it line up with a pathway to your desired legacy?
    3. Look back at your definition of leadership from the beginning of class. Has it changed? If so, how and what is your current understanding of its meaning?

Optional assignment for next class: HTL Ch. 10 – Your Next Chapter Starts Today.

Day 2 Friday, January 19, 2018

Guest Lecturer: Alumni

Journal: Looking at list of keys to effective leadership and personal success, which 5 are you currently doing well? Which 5 are you not doing well but you believe you would benefit by being more intentional in incorporating into your life.

Final Journal Entry/Class Wrap up and suggestions:

* + 1. Do you have a better understanding of your capacity to lead? Why or why not?
    2. How did this class help you on your journey to make a difference in the lives of others?
    3. What part(s) of this class did find most helpful? Why?
    4. What part(s) of this class did find least helpful? Why?
    5. Would you recommend that we make any part(s) of this class a mandatory module of the Professional Development Program? Why?
    6. Would you recommend this class to your peers? Why or why not?
    7. For those of you that have taken leadership classes before, was this class different and helpful?

1. Taken from Baylor Law School Course Catalog. [↑](#footnote-ref-1)