

LOYOLA UNIVERSITY OF CHICAGO SCHOOL OF LAW

Lawyers as Leaders, Spring 2024

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COURSE LOGISTICS:

The course syllabus, required textbook, and reading materials are on Sakai. Access the textbook and reading materials in the “Resources” tab.

Meeting Times:

Wednesdays, 10 am-12 pm

Room:1201

No Final Examination

TEXTBOOK:

Required: Heifetz, Ronald, *Leadership Without Easy Answers*, Cambridge: Belknap/Harvard University Press, 1994. (Available On Sakai)

COURSE OVERVIEW:

Lawyers often serve as leaders in society. Lawyers take on many leadership roles—in law firms, all three branches of state and federal government, academic institutions, businesses, philanthropic and not-for-profit organizations, the volunteer sector, and so on. Lawyers also exercise leadership roles, heading teams, leading committees, overseeing projects, and advising clients who exercise managerial authority. Further, lawyer-leaders practice leadership to benefit society, communities, and social justice. In the face of enormous divides, the practice of leadership is critical--it is the practice of mobilizing people to meet the challenges that will enable them to thrive in changing and challenging times. The need for lawyer-leaders with vision, values, and technical competence is evident.

A traditional assumption was that leaders were born, not made, and law schools rarely devoted attention to leadership education. Today, it is well understood that major leadership competencies can be learned through understanding and practice. This course will address key issues in leadership to build awareness and habits that will prepare students for leadership and management roles and for success in the organizations and the causes they may serve.

This course aims to increase one’s capacity to lead across boundaries, differences, cultures, and from any political or organizational position. We will also examine leadership from the community and social justice movements to better understand leadership outside of formal authority and traditional power structures. Throughout the course, we will discuss complex global challenges that call for unique solutions.

We will put what we learn into practice through various group exercises to help you develop effective leadership skills that can benefit you in your careers and lives. This course will help you create a more profound and precise understanding of good leadership characteristics and consider how you might use these skills.

EXPECTED LEARNING OUTCOMES:

Loyola University of Chicago School of Law has developed its academic program and classes so that its students achieve a specific set of educational goals, objectives, and student learning outcomes. This class will serve many of those goals, objectives, and outcomes.

By the end of this course, you should better understand leadership and be able to understand and apply various leadership principles, strategies, and techniques. Specifically, by the end of the class, you should be able to do the following:

1. Recognize, explain, and discuss topics related to leadership theory and practice.
2. Cultivate self-awareness and self-assessment skills.
3. Work effectively in groups to complete and undertake essential tasks.
4. Understand how to apply leadership concepts in your career and life.
5. Lead strategic planning and other leadership tasks upon entering the workforce.
6. Through structured exercises of reflection and actions, students learn various authoritative, creative, and communication skills integral to the practice of leadership.
7. Continue developing your leadership skills throughout your career and life.

GRADING AND PARTICIPATION:

Grades will be based on attendance, class participation, individual and group assignments, and presentations.

1. Attendance and Preparation for Class: 20%

Class attendance is mandatory, and attendance will be taken. Students should actively participate in class and pay attention to lectures and guest speakers. Students may miss two non-graded class periods without explanation or penalty. Other absences may be excused in the case of illness or emergency. See the attendance and excused absence policy below for more information.

2. Guest Speakers & Student Presentations: 20%

Research the speaker's professional background and related work via the web and prepare questions for our guest speaker that can help us explore their leadership style, core values in leadership, and other aspects of his leadership journey.

Students will present material related to the weekly topic each week as discussion leaders. Please review (at the least skim) reading material and actively listen to student presentations. Be prepared to respond to discussion prompts and share in the discussion. These presentations are core to the class discussion each week.

3. Discussion Leader: 30%

Each student will take a turn leading a discussion on readings for the week. Each student will do this once in the semester. Discussion leaders are expected to present their

overview of the readings, focusing on how they relate to the topic for the week, and then guide the rest of the class in a discussion related to the reading and topic.

4. StrengthsFinder: 10%

Students should take the Clifton Strengths Finder assessment by January 24, 2024. Students will receive access codes to take the assessments at the start of the course. More details on the assessment are available on Sakai under “Assignments.”

5. Assignments: 20%

There is one paper assignment for this course, “Crisis Communication.” Other individual and group assignments will be assigned during class.

Attendance

Attendance is mandatory as required by the ABA and Loyola and will be recorded for each course session. Excessive absences or tardy attendance, even if all or some of them are “excused,” violate this requirement. Students who violate the attendance policy are subject to various sanctions, including a reduced grade, withdrawal from the course, additional remedial work, withholding of the final exam, or other appropriate sanctions at the instructor’s discretion. Excused absences for limited and exceptional circumstances must be approved in advance by the instructor.

Excused absences

Students who are ill or have other unforeseen circumstances should seek an excused absence from the instructor. Students who regularly miss class violate ABA rules and may be precluded from completing the final requirements for the course.

OFFICE HOURS & AVAILABILITY:

I am happy to meet with you outside of class. Please make an appointment on my online calendar, [deanluma.as.me](https://calendar.luc.edu/deanluma). That way, you can be sure to see me instead of discovering that I am somewhere else or tied up in a meeting. My office is in the office suite on the 12th floor, down the hall from Admissions. My e-mail address is tluma@luc.edu, and my office number is 312-915-2793.

SYLLABUS

(*presented by Discussion Leader)

Week One
January 17, 2024

LEARNING TO THINK ABOUT LEADERSHIP

Heifetz, *Leadership Without Easy Answers*, Introduction and Chapter 1
Williams, *Real Leadership*, Introduction and Chapter 1.

Week Two
January 24, 2024

SOCIAL LEARNING & ADAPTIVE WORK

INDIVIDUAL STRENGTHS & TEAMS: LEADERSHIP AS A RELATIONSHIP

*Berger, *Changing on the Job*, Introduction, Chapters 1
*Duckworth, *The Having of Wonderful Ideas*, Chapters 5

StrengthsFinder: Students should take the Clifton Strengths Finder assessment prior to class on January 24, 2024. Students should have received their access codes at the start of the course.

Week Three
January 31, 2024

ADAPTIVE WORK

Heifetz, *Leadership Without Easy Answers*, Chapter 2
*Williams, *Real Leadership*, Chapter 2
*Pascale, Sternin and Sternin, *The Power of Positive Deviance*, Chapter 2

Week Four
February 7, 2024

ADAPTIVE WORK

*Pascale, Millermann and Gioja, *Surfing the Edge of Chaos*, Chapters 2

SPEAKER: Briana Payton, Director for Policy & Advocacy at Chicago Appleseed Center for Fair Courts

TOPIC: Abolishing Money Bail in Illinois: The Pretrial Fairness Act

Week Five
February 14, 2024

GROUP & SYSTEM DYNAMICS

Heifetz, *Leadership Without Easy Answers*, Chapter 3
*Fisher, B. Aubrey, *The Process of Decision Modification in Small Discussion Groups*, pp. 1-11

Week Six
February 21, 2024

CREATIVITY & REALITY

Heifetz, *Leadership Without Easy Answers*, Chapters 4 and 5
*Grudin, *The Grace of Great Things*, pp. 86-95
*Mulhern, *Everyday Leadership*, Chapter 2

Week Seven
February 28, 2024

LEADERSHIP & AUTHORITY

Heifetz, *Leadership Without Easy Answers*, Chapters 6 and 7
* Milgram, *Obedience to Authority: An Experimental View*, Ch. 1
* Kellerman and Rhode, *Women and Leadership: The State of Play and Strategies for Change*, Chapter 1

Week Eight
March 6, 2024

**SPRING BREAK
NO CLASS**

Week Nine
March 13, 2024

LEADERSHIP WITHOUT AUTHORITY

Heifetz, *Leadership Without Easy Answers*, Chapters 8, 9
* Neustadt, *Presidential Power*, pp. 3-9, 152-153, 161-163, 176-177

SPEAKER: Congressman Jamie Raskin, U.S. Representative for Maryland's 8th Congressional District

TOPIC: Defending Democracy Through Effective Leadership Education

Week Ten
March 20, 2024

NEUTRALIZATION & ASSASSINATION

Heifetz, *Leadership Without Easy Answers*, Chapters 10
*Pearson, "The Altruist," from *The Hero Within*, pp. 123-149
*Vicki LaFarge, "Issues of Separation and Loss in the Organizational Exit"

SPEAKER: Zelda Harris, Dean, Western New England University School of Law

TOPIC: Leading in Higher Education During a Pandemic: Challenges and Lessons Learned

Week Eleven
March 27, 2024

PURPOSE, TASK & WORK AVOIDANCE

*Williams, *Real Leadership*, Chapter 5

*Neustadt, *Presidential Power*, pp. 169-172

Week Twelve
April 3, 2024

INTERVENTION: MANAGING CHAOS AND CONFLICT

*Tracy, *The Secret Between Us: Competition Among Women*, pp. 3-30

*Williams, *Real Leadership*, Chapter 3

Week Thirteen
April 10, 2024

LISTENING (SENSING THE ENVIRONMENT)

*Neustadt, *Presidential Power*, pp. 128-135

*Smith and Berg, *Paradoxes of Group Life*, Chapter 8, pp. 152-181

*Weber, The Sociology of Charismatic Authority, from Gerth and Mills, eds., *Max Weber Essays in Sociology*, pp. 245-250 and 253-255

Week Fourteen
April 17, 2024

INSPIRATION

*Neustadt, *Presidential Power*, pp. 29-49

* Wills, *Certain Trumpets*, Chapter 14

* Wills, *Certain Trumpets*, Chapter 3

SPEAKER: Christa A. Hamilton, President & CEO, UCAN Chicago

TOPIC: Leadership Within Community

Week Fifteen
April 24, 2024

BOUNDARIES AND PARTNERSHIP & COURSE DEBRIEF

Heifetz, *Leadership Without Easy Answers*, Chapter 11

* Hirschhorn and Gilmore, "The New Boundaries of the Boundaryless Company," from *Harvard Business Review*, pp. 4-15

*Joreen, "The Tyranny of Structurelessness," from *Radical Feminism*, ed. Koedt, et al., pp. 285-299

SYLLABUS ADDENDUMS

Recording of Zoom class meetings

In this class, we may use software to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the course has concluded. The use of all video recordings will be in keeping with the University Privacy Statement shown below.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity initiated by the instructor may be retained by them only for individual use.

Responsible and Respectful Class Participation

Loyola University Chicago School of Law is a responsible and respectful, professional learning community. Responsible class participation requires regular and punctual attendance, as well as the use of the internet and social media only as a tool to assist in the learning that takes place in the class. Respectful class participation requires students to be open to the ideas and viewpoints expressed by others in the class, and to engage in a conversation that challenges those viewpoints and ideas without personal attacks or demeaning comments. Law school classroom discussions often involve difficult and controversial topics. In our learning community, students feel comfortable sharing their different perspectives and experiences with each other, knowing that their classmates will respect those perspectives and experiences. If students foresee that a particular topic that we will be discussing is likely to retrigger in them a traumatic experience, they should let me know, and we can discuss whether an excused absence from that particular class discussion would be appropriate.

Supportive Services for Students

During the semester, if you find that health problems, life stressors or emotional difficulties are interfering with your academic or personal success, and you are therefore finding it difficult to cope or to complete your academic work, please consider contacting the Wellness Center. Healthcare services, crisis intervention, time-limited individual counseling, and group therapies

are free of charge and strictly confidential, having nothing to do with your educational records. You can make an appointment online using the links provided at <https://luc.edu/wellness/about/hours/>. You may also call 773-508-2530 for counseling appointments or 773-508-8883 to speak with a nurse about medical concerns. More information is available at <http://www.luc.edu/wellness>. If your medical or mental health condition requires ongoing academic accommodations, please register with Student Accessibility Services [<https://www.luc.edu/sac/>] and provide me with a copy of your accommodation letter.

Accommodations for Students with Disabilities

Loyola University Chicago provides reasonable accommodation for students with disabilities. Any student requesting accommodation related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Pronouns

Please be respectful of the pronouns of your classmates. Misgendering language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and/or on your Zoom profile (when online). If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students regarding their names and gender pronouns.

Diversity Statement

It is our intent that students from all backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. We intend to present materials and activities respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know how to improve the course's effectiveness for you or for other students or student groups.

Commitment to Antiracism

Loyola University Chicago School of Law is a student-focused law center inspired by the Jesuit tradition of academic excellence, intellectual openness, and service to others.

OUR MISSION IS:

to educate students to be responsible and compassionate lawyers, judges, and law-related leaders in an increasingly diverse and interdependent world;

to prepare graduates who will be ethical advocates for justice and equity, who will lead efforts to dismantle the legal, economic, political, and social structures that generate and sustain racism and all forms of oppression, and who will advance a rule of law that promotes social justice;

and to contribute to a deeper understanding of law, legal institutions, and systems of oppression through a commitment to transformation, intersectionality, and anti-subordination in our teaching, research, scholarship, and public service.

It bears repeating that respectful class participation requires students to be open to the ideas and viewpoints expressed by others in the class, and to engage in a conversation that challenges those viewpoints and ideas without personal attacks or demeaning comments. Law school classroom discussions, because they reflect many of the same political and social divisions that exist outside of law school, will involve challenging and controversial topics. In our learning community, the expectation is that students will feel comfortable sharing their different perspectives and experiences with each other, knowing that their classmates will respect those perspectives and experiences. If students foresee that a particular topic that we will be discussing is likely to retrigger a traumatic experience, they should let me know, and we can discuss whether an excused absence from that particular class discussion would be appropriate.

Put yourself in a position to confront the challenge of trying to interpret the law in a way that is objectively fair to all parties, unbiased, beneficial for society, as well as true to statute and common law precedent - keeping in mind that these aims are usually mutually exclusive. Using a lens of curiosity, allow yourself to explore the facts from all of these vantages in order to become sensitized to the ways in which law impacts people differently based on their social location and the lens through which they see and experience the world.

Even with the best of intentions, there may be times when discussions in class do not demonstrate the commitment to anti-racism that we aspire to embody. If you believe that, you are encouraged to contact me or any other administrative dean. You can also report instances of discrimination with the [Office for Equity & Compliance](#).

Land Acknowledgement

Loyola's land acknowledgment can be found [here](#).

Plagiarism Policy

The Law School's plagiarism policy states: "Plagiarism is prohibited conduct under Section I(B)(1) of the *Loyola University Chicago School of Law Code of Student Conduct*. Students are expected to know the principles of plagiarism and the correct rules for citing sources. When a law student submits any written project such as an assignment to a professor, a submission to a

student publication, an application for a scholarship or award contest, or writing samples for interviews, the student represents that he or she has complied with this plagiarism policy. **Lack of intent is not a defense to a charge of plagiarism.**”

For more information, please review the full Law School policy on plagiarism and the Code of Conduct.

Artificial Intelligence (AI)

To maintain our culture of excellence and integrity, students are not to use AI assisted technology unless they are specifically authorized to do so by their faculty for an assignment, a test, a quiz, or any deliverable that will be graded. Students may not use AI assisted technology on any assignment in this class.

Code of Conduct

The Loyola University Chicago School of Law Code of Conduct shall govern all aspects of this class. See, <https://www.luc.edu/law/currentstudents/schooloflawpolicies/>

Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner (“RCP”) under Loyola’s Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University’s Title IX Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

These reporting requirements are for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University’s resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the Office for Equity & Compliance at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call The Line at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.),

and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

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