Lawyers as Leaders Syllabus
Professor Akilah N. Folami
Class Location: In person
Office Hours: Virtual

Course Overview:

This course is designed to help students think broadly about leadership and to increase their appreciation for the various leadership roles people with legal training may achieve in their careers and the effect such roles can have on advancing a more inclusive society. Given that the legal profession has supplied a large proportion of leaders and given the mounting concern over lawyer mental health and well-being, the leadership training and capabilities of lawyers urgently matter. As society faces problems of growing scale and complexity in an ever-expanding cross-cultural environment, the need for leaders with inclusive vision, moral/ethical values, and technical and emotional competencies has never been greater, the latter of which—emotional competencies—is in high demand in most other professions as well. In this course, students will learn how to identify and strengthen their own leadership style and abilities through self-assessment and skill development.

Learning Objectives:

Upon the successful completion of this class, (1) students will learn the broader themes and theories on leadership, including on qualities, style, moral/ethical values, and (2) students will analyze and develop these traits within the context of examining their own leadership styles and aspirations and within the context of examining those of others whose background is a lawyer or someone with legal training.

In doing so, students will have satisfied the following learning objectives which have been adopted by the law school as the Learning Outcomes of Graduating Students, which is on the law school webpage at; https://law.hofstra.edu/_site_support/files/pdf/academics/academicresources/learningoutcomes/learning-outcomes.pdf

Students should be able to do the following at an introductory level, the references in italics reflect the Learning Outcomes adopted by the law school:

- write analytically and persuasively—4(a)
- engage in strategic planning and develop a plan to accomplish a goal—6(a)
- learn from experience through self-critique—6(k)
- manage projects within time and resource limitations—6(l)
- present orally outside of litigation—6(m)
- present written and oral communications and conduct him or herself in professional settings in a manner that meets the standards of the legal profession—7(a)
- conduct themselves in accordance with standards of professional conduct, even with disagreement—7(b)
fulfill a lawyer’s commitment to competence, integrity, accountability, and social responsibility---7(c)

Getting In Touch With Me:

Although class will be held in person, I will not have walk-in or otherwise scheduled student conference hours/meetings in my office. Instead, they will be held virtually due largely in part to the continued concerns with Covid. If you would like to have a meeting me via Zoom, feel free to email me anytime, which is the best way to get in touch with me. My email address is Akilah.Folami@Hofstra.edu. I am generally reply to emails on Mondays, Thursdays, and Fridays.

Required Reading Material:

You are the sixth cohort of this class (“Sixth Cohort”). This class is unique as will be the reading themes and related material (see below). The themes are provided below with the actual reading materials provided via TWEN and I will aim to distribute it via our TWEN course page on the Friday before the next week’s class on Tuesday. A broad overview of the assigned reading is provided below. Please note that some of the anticipated reading will be sections of books that I will provide. This course will introduce you to concepts via the modules that you should feel free to explore more in depth and on an on-going basis even when this class ends. That said, I would strongly suggest that you save your notes, papers (and my comments), and this syllabus. Feel free to purchase those books that are excerpted here for your own consumption. Leadership (as I define it in this course) begins and ends with a strong awareness of, and confidence in, self.

Credit Hour Policy:

The Law School has adopted a “Credit Hour Policy.” A “credit hour” is an amount of work that reasonably approximates not less than one hour of classroom or direct faculty instruction (calculated as 50 minutes of classroom time) and two hours (120 minutes) of out-of-class student work per week for fifteen weeks (including one week for final exams), or the equivalent amount of work over a different amount of time. These requirements apply equally to all courses taught in the Law School, including distance education courses.

Course Requirements:

Regular class preparation, including submission of assigned written papers.

I. GRADING POLICY

Your grade will be based upon the writing assignments and class participation. This class is LARGELY based on engagement through class participation and completing and submitting writing assignments in a timely manner. This is not a lecture class. Much of the learning of this class will come by doing and applying (EQ), not solely theorizing (IQ). It is advised that you take notes during your reading and be a proactive reader with the goal of really being in awareness of you (and then the outside world/forces that have shaped and continue to shape you). You will not get as much out of this class if your participation is a passive one.
The overall grade will be based 70% on the writing assignment and 30% on class participation. Subject to my discretion, grades may be adjusted up to account for consistent and exceptional class participation, or down to account for repeated absences or failures to be properly prepared and engaged.

Please note also there may often be guest lecturers to help tease out and elaborate on the themes/modules assigned for discussion. You are responsible still for being prepared for class discussion, and to engage with our guests.

Finally, there may be programs offered at the law school or the university that you may be strongly encouraged to attend, which may be incorporated into our class discussion, offered as a writing assignment, be in lieu of class, or provide an opportunity for additional credit or a substitute for one of the assigned writing assignments. I shall give sufficient notice as such programming arises. None will be mandatory.

II. ATTENDANCE, LATENESS, AND WRITING ASSIGNMENTS

(1) Attendance: The rules of the New York State Court of Appeals and the American Bar Association require law students to be in good and regular attendance in the courses for which they are registered. To comply with these rules, you must attend at least 85% of the regularly-scheduled classes in this course. Thus, you may not have more than (2) absence of this class. More than that can result in a mandatory grade reduction or dismissal of this class.

NOTE: The definitive basis for determining attendance in class will be your signing in on the class attendance roster that will be circulated at the beginning of class. It is your responsibility to ensure that you have signed it. You may not sign it for a classmate. To do so would be in violation of my attendance policy.

NOTE: Make-Up Classes, Extra Review Classes, or Conference Calls may be scheduled (with sufficient notice) and held via Zoom and will not be mandatory.

If you exceed the permitted absences by failing to sign in, you may be administratively withdrawn from the course. No prior notice may be given, and you will receive notification from the Office of Academic Records indicating the withdrawal. Any such withdrawal may have serious ramifications for your financial aid, academic standing, and date of graduation. If you are excessively absent from several classes, you may face additional sanctions, including but not limited to denial of certification of good and regular attendance to the New York State Board of Law Examiners, or other state bar examiners.

If you believe you must be absent from class for more than the permitted number of classes, you should contact the Office of Student Affairs as soon as possible. You are responsible for keeping track of your own absences and for notifying the Office of Student Affairs, as soon as possible, if you believe you must be absent from class for more than the permitted number of classes. Accommodations may be made for students who must be absent for religious reasons and in cases of truly compelling hardship. Any request for an exception
must be accompanied with appropriate documentation and provided to the Office of Student Affairs.

(2) Tardiness: If you do not sign in within the first 15 minutes of class you will be deemed late, even if I admit you into the class. Lateness is deemed an absence unless you notify me ahead of time or after class providing a reason for your tardiness, the acceptance of which as justifying your tardiness is solely in my discretion.

(3) Writing Assignments:

(a) Short Two to Three Page Papers: The course will offer Writing II credit by requiring students to complete several two and a half to three page writings (“Reflection Papers”), applying and analyzing a particular leadership topic explored in the assigned reading (ie., leadership qualities, personality styles, relevance of moral/ethical values) to themselves retrospectively, currently, or prospectively. For these papers, each student will pick a theme from two or more of the assigned reading and apply it either now as current law student or via prior experience, to learn effective self-awareness, examination, and aspirations ie., a retroactive, current, or prospective case study of themselves essentially.

NOTE: When you submit these papers on TWEN, please title them as “First and Last Name Reflection Paper”

Papers will be due by 11:59 p.m. on the Monday before our Tuesday class and must be submitted n TWEN. Students will receive prompt written feedback on each Reflection Paper on their writing from the Professor, with the aim of strengthening their overall writing and analysis for the final four page Case Study paper.

(b) Short Five Page Paper: Students must also complete one (1) five-page double spaced paper (Case Study Paper) analyzing a designated case study individual—as selected by me or upon a students request, that individuals leading style, whether it was/is effective given the context, and the extent to which the style, qualities, values are consistent/contrary to the student’s current or aspired leadership goals. All papers will be due by 11:59 p.m. on the Monday before our Tuesday class.

Reading Material Themes:

*NOTE: These reading material themes may change as we progress in the class and are provided now as a broader overview. The Actual Reading Material will be posted on TWEN.

1. **Introduction: Leadership Theory and Lawyer Leaders in Theory**

   **Anticipated Reading:**

   - Article “Are Leaders Born or Made? A True Story”
   - Excerpts “A New Vision of Leadership for Lawyers” and “Piloting the Boat by Looking at the Wake” from Dangerous Leaders: How and Why Lawyers Must be Taught to Lead by Anthony Thompson.
   - Excerpts “Lawyers as Leaders” and “The Nature of Leadership” from Lawyers as Leaders by Deborah Rhode
2. Self-Awareness and Leadership Identity

- Excerpts “Premise,” “Live an Amazing Life,” “Forget Work-Life Balance” and “Double Your Resilience” from Your Oxygen Mask First by Kevin Lawrence
- Article “Global Leadership: Portraits of the Past, Visions of the Future”
- Excerpts “Introduction,” “Your Journey to Leadership” and “Your Life Story” from Discover Your True North by Bill George, pages 1-31
- Excerpt from Power: Why Some People Have It and Others Don’t by Jeffrey Pfeffer
- Excerpt “Knowing Yourself” from On Becoming A Leader by Warren Bennis
- Except “Dare to Want More” from Lead From the Outside by Stacey Abrams

3. Personal Identity, Self-Awareness, and Self-Assessment

- Article “First Build a Brand. Then You’re In Business”
- Excerpt from So Good They Can’t Ignore You by Cal Newport
- Article “Making Yourself Indispensable”
- Read Chapter “Making What You Have Work” from Lead From the Outside by Stacey Abrams

4. TBA: Guest Lecturer

5. External Awareness and Assessment of Sytems of Justice: The Matrix-A Closer Look

- Excerpt “The Best Men and the Best Opportunities” from Unequl Justice by Jerold Auerbach
- Excerpts “Diversity In Leadership” and “Leadership in Law Firms” from Lawyers as Leaders by Deborah Rhode
- Excerpt “If You See Something Say Something” from Dangerous Leaders by Anthony Thompson

6. TBA: Guest Lecturer

7. Decisionmaking in Leadership: Cognition and EQ and presence of Bias

*Visit Project Implicit at https://implicit.harvard.edu/implicit (Take your choice of any one of the following demonstration Implicit Association Tests: Age, Arab-Muslim, Asian-American, Disability, Gender-Career, GenderScience, Native American, Race, Religion, Sexuality, Skin-tone, or Weight.)

- Excerpt “The Decision-Making Process and Cognitive Biases” from Leadership for Lawyers by Deborah Rhode
- Excerpt “What Are Emotions For” and “The Anatomy of an Emotional Hijacking” from The Emotional Brain by Daniel Goleman
- Excerpt from The Person You Mean to Be: How Good People Fight Bias by Dolly Chugh

7. Learning Leadership Through The Case Study Method
Professor Folami Presentation on Barry Gordy (the music producer and founder of Motown) and Jay Z (hip hop artist and music producer, businessman)

*Topics explored: Leadership style, qualities, strategy given social/situational context, etc. (note; was the style effective/non-effective given the situation).

*Possible Candidates for Individual Case Study—that I may choose or you may choose (with my approval). There will be names of individuals discussed in the reading material and in class that you may also wish to study in further detail as well. Your case study may be a person who is a lawyer or otherwise engaged with law or in other professions, industry. Here are the names of a few engaged in law and a sample of a few in the music industry of which I take particular interest.

Ruth B. Ginsburg         Hillary Clinton         Barak Obama         Margaret Thatcher
Pauli Murray             Paula Thomas-Graham    Brett Kavanaugh     George Bush
Bill Clinton             Donald Trump           Clarence Thomas     Sonia Sotomayor
Jack Greenberg           Constance Baker Motley  Nancy Pelosi       Clive Davis
Michelle Obama           Cardi B               Elvis Presley       Beyonce

8. **Ambition, Power of Choice**

-Excerpt “SeeWhat Other’s Don’t” *The Arc of Ambition: Defining the Leadership Journey* by James Champy and Nitin Nohria

-Article “Power of Choice”

-Setting Goals: The CTFAR model

9. **TBA: Guest Lecturers**

10. **Networking and Building Relationships**

-Article “The Necessity of ChitChatter”

-Articles on “Elevator Pitch”

-Article “Mentors, Coaches, and Sponsors”

-Excerpt “The Myth of Mentors,” from *Lead From The Outside* by Stacey Abrams

11. **Money Matters**

-Article “Money Won’t Make You Happy: Here’s What Will, According to Science.”

-Excerpt from *Set for Life* by Scott Trench

-Excerpt from *Complete Guide to Money* by Dave Ramsey

12. **Changing Careers, Changing Selves: Embrace the Fail or the Pivot**

-How to Stay Stuck in the Wrong Career by Herimina Ibarra

-Excerpt from “Embrace the Fail” from *Lead from The Outside* by Stacey Abrams