



**LAWYERS AS LEADERS
8964 L
SYLLABUS**

Professor Garry W. Jenkins
Spring 2015

Course Overview This is a three-credit course for upper-class students. It will meet Wednesdays from 11:10 a.m. to 12:00 p.m. and Thursdays from 10:10 a.m. to 12:00 p.m. in Room 351.

Course Materials Lawyers as Leaders Reading Packet I (hereinafter "Packet I")
Lawyers as Leaders Reading Packet II (hereinafter "Packet II")

Course Objectives The course is designed to help students think more broadly about leadership and increase their appreciation for the variety of leadership roles people with legal training may achieve throughout their careers. The course will also explore ways for students to strengthen their own personal leadership style through self-assessment and skill development.

Attendance and Class Participation Class participation is key to the success of this class. You will be evaluated on your contribution to the class (see grading policy). While some exceptions for important interviews or family events are understandable, students should make every effort to attend classes, particularly any of the 100 minute "case study" sessions. Also, attendance at the Leadership Development Capstone Workshop (held on Saturday, April 18, 2015) is a required element of the course.

Class participation will be measured on regular assessment of the quality of contributions to class discussions. Contributions reflecting exceptional preparation, offering substantive ideas, building on the preceding discussion, moving discussion forward to generate new insights, demonstrating the ability to persuade others and challenge conventional wisdom, relating a personal anecdote or experience in a way that helps illuminate the ideas being discussed, and providing insights as well as direction for the class will be appreciated. Good



listening is a crucial skill for leaders and a part of active participation. Please note that while spirited debate is valued, comments that are disrespectful of others will be evaluated negatively.

*Grading and
Written Work*

Grades will be based on a combination of class participation (40%) and a written case study with analysis (60%). The written assignment must consist of two components (i) a case study and (ii) an analysis essay. The case study must focus on a particular individual (a person with a law degree who exercises leadership or works in a non-traditional setting) selected by the student and either address a particular incident, project, or decision-making moment or survey an individual's career/leadership style. For instance, the case may describe a critical issue faced by the case protagonist or explore the career path and critical attributes relevant to the protagonist's success or failure in a given position or situation. The analysis essay should provide a brief overview/synopsis, a description of the case's objectives, analysis of the issues raised by the case, and specific questions one might ask in leading a discussion of the case. Case studies may be written based on interviews, field visits, articles, and/or other published information. A case should be roughly 17-23 pages (excluding exhibits) and the analysis essay should be another 7-12 pages. **The written assignment is due Friday, May 1 at 4:00 p.m. (hard copy only; no electronic mail submission).**

Laptop Policy

Due to the importance of the classroom exchange and the tendency for laptops to encourage verbatim transcription or to provide a distraction (e-mail, web surfing, etc.), our classroom is officially declared a laptop-free zone. (If you carry one with you for other classes, leave it in the case and turned off once class begins.)

Office Hours

I am in Suite 220 (the Dean's office). I am available to meet with students by appointment. My office phone number is 247-8338, and my e-mail address is jenkins.434@osu.edu.



Session 1: Course Overview and Introduction

Reading:

- Learning by the Case Method

Session 2: Introduction (continued)

Readings:

- Jim Collins, *Level 5 Leadership: The Triumph of Humility and Fierce Resolve*
- Excerpt from JEFFREY PFEFFER, *POWER: WHY SOME PEOPLE HAVE IT – AND OTHER’S DON’T*

Session 3: Motivating Others

Readings:

- Robert Goffee and Gareth Jones, *Why Should Anyone Be Led by You?*
- Jay A. Conger, *The Necessary Art of Persuasion*

Session 4: Case Study on Clive Davis

Readings:

- *Music Promoter Stages Encore Amid Problems For Big Labels*, N.Y. TIMES
- *The Man with the Golden Ear*, WASH. POST

Session 5: Gender & Leadership

Readings:

- Alice H. Eagly and Linda L. Carli, *Women and the Labyrinth of Leadership*
- Herminia Ibarra and Otilia Obodaru, *Women and the Vision Thing*

Session 6: Case Study on Margaret Thatcher

Reading:

- Case: Margaret Thatcher

Session 7: Tips on Writing a Case Study

No Reading

DEADLINE: All students must submit a written memorandum (hard copy only) identifying his/her selected case study subject by 4:00 p.m. to Room 220, after an in-person consultation with Professor Jenkins.

Session 8: Case Study on Michael Bailin

Reading:

- Case: EMCF: A New Approach at an Old Foundation



Session 9: Followers and Leaders

Reading:

- Excerpt from JAMES MACGREGOR BURNS, LEADERSHIP
- Ronald A. Heifetz and Donald L. Laurie, *The Work of Leadership*
- Barbara Kellerman, *What Every Leader Needs to Know About Followers*

Session 10: Case Study on Steve McCormick

Reading:

- Case: The Nature Conservancy

Session 11: Ethics, Character, and Decisionmaking

Reading:

- Joseph L. Badaracco, Jr., *The Discipline of Building Character*
- Kathleen K. Reardon, *Courage as a Skill*

Session 12: Case Study on Amy Schulman

Reading:

- Case: Leadership in Law: Amy Schulman at DLA Piper

Session 13: Leadership & Communication

Reading:

- Excerpt from NICK MORGAN, GIVE YOUR SPEECH, CHANGE THE WORLD: HOW TO MOVE THE AUDIENCE TO ACTION
- Excerpt from JEFFREY PFEFFER, POWER: WHY SOME PEOPLE HAVE IT — AND OTHERS DON'T

Session 14: Case Study on Rudy Giuliani

Reading:

- Case: Rudy Giuliani: The Man and His Moment

Session 15: Case Study on Pamela Thomas-Graham

Reading:

- Case: CNBC (A): NBC and Its Startup Friends

DEADLINE: All students must submit the Hay Group ISE Survey responses and the Assessing Your Network Exercise results

Session 16: Diversity & Leadership

Reading:

- David A. Thomas and Robin J. Ely, *Making Differences Matter: A New Paradigm for Managing Diversity*
- Excerpt from KRISTIN J. ANDERSON, BENIGN BIGOTRY



Additional Assignment:

- Visit Project Implicit at <https://implicit.harvard.edu/implicit> and take your choice of any one of the following demonstration Implicit Association Tests: Age, Arab-Muslim, Asian-American, Disability, Gender-Career, Gender-Science, Native American, Race, Religion, Sexuality, Skin-tone, or Weight.

Session 17: Case Study on Hugh Price

Reading:

- Case: The Challenge of Drastically Changing Times: The Urban League Adjusts to a Post-Civil Rights Landscape
- Case: The Challenge of Drastically Changing Times: The Urban League Adjusts to a Post-Civil Rights Landscape Sequel

Session 18: Self Awareness and Leadership

Readings:

- Peter F. Drucker, *Managing Oneself*
- Bill George et al., *Discovering Your Authentic Leadership*
- Excerpt from WARREN BENNIS, ON BECOMING A LEADER

Session 19: Case Study on Jerry Sanders

Reading:

- Case: Jerry Sanders

Session 20: Leadership in Law Firms

Reading:

- Excerpt from JAY LORSCH & THOMAS TIERNEY, ALIGNING THE STARS: HOW TO SUCCEED WHEN PROFESSIONALS DRIVE RESULTS

Session 21: Case Study on Sheldon Bonovitz and Candace Krugman Beinecke

Reading:

- Case: Duane Morris: Balancing Growth and Culture
- *Second Wind*, AMER. LAW.

Session 22: Changing Careers, Changing Selves

Readings:

- Herminia Ibarra, *How to Stay Stuck in the Wrong Career*
- Laurence J. Stybel and Maryanne Peabody, *The Right Way to be Fired*
- Dorie Clark, *Reinventing Your Personal Brand*



Session 23: Case Study on Hillary Rodham Clinton

Reading:

- *The Student: How Hillary Clinton Set Out to Master the Senate*, THE NEW YORKER

Session 24: Paths to Power

Reading:

- John H. Zenger, Joseph R. Folkman, and Scott K. Edinger, *Making Yourself Indispensable*
- Jeffrey Pfeffer, *Power Play*
- Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin, *The Relationship You Need to Get Right*

Session 25: Case Study on John Dean

Reading:

- Excerpt from JOHN W. DEAN III, *BLIND AMBITION*

Session 26: Leadership Capstone Workshop (Saturday, 8:30 a.m. to 2:30 p.m.)

Readings:

- Brian Uzzi and Shannon Dunlap, *How to Build Your Network*
- Herminia Ibarra and Mark Hunter, *How Leaders Create and Use Networks*

Session 27: Early Career Strategies & Tactics

Reading:

- *Career Launch: The First Twelve Months*

Session 28: Course Wrap-Up

Reading:

- Daniel Goleman, *Leadership That Gets Results*