

## Leadership and Law Certificate

This Leadership Certificate is a component of the [P. Kelly Tompkins Leadership and Law Program](#), which educates students not only to be great lawyers but also to be great leaders. Leaders of the future need to have the skills to lead, counsel, and manage in a world of volatility, uncertainty, complexity, and ambiguity, and to use law as a vehicle for social, organizational, and business change.

The Certificate requires a minimum of 15 credits total, including three foundational courses, as follows:

### Required Foundational Courses

- \*Professional Identity Formation (1 credit) (*new required course for 1L students, starting in Fall 2023*)
- L643C Legal Professionalism and Ethics (3 credits)
- L768 Leadership Lessons of Highly Effective Leaders (2-3 credits)

*\*Note: 2Ls and 3Ls must substitute one credit from another course on the below list in place of the one credit 1L Professional Identity Formation Course, so they still must earn 15 credits.*

**Electives** (Upon approval of the faculty Curriculum Committee, students may earn elective credits toward their certificate from other courses that relate to leadership outside the below list.)

### Law College Electives

- L673S, Mediation (2 credits)
- L 673, Mediation (2 credits)
- L584, Negotiation Skills (2 credits)
- L865, Arbitration and Negotiation Competition (1-2 credits)
- L634 Transition to Practice (3 credits)
- L663C Trial Advocacy (3 credits)
- L763 Critical Race Theory (3 credits)
- L824 Community Advocacy Law Clinic (3 credits)
- Moot Court (maximum of 3 credits)
- Thurgood Marshall Moot Court (maximum of 3 credits)

- Mock Trial Team (maximum of 3 credits)
- Constance Baker Motley Mock Trial (maximum of 3 credits)
- \*L860 Independent Legal Research (maximum of 3 credits) (\*topic must be approved by the Faculty Director of the Leadership and Law Program (Dean Fisher) for credit toward the Certificate)
- \*Externship (maximum of 3 credits) (\*placement must be approved by the Faculty Director of the Leadership and Law Program (Dean Fisher) for credit toward the Certificate)

*\*Note: up to 3 credits already taken for Independent Legal Research and up to 3 credits already taken for an Externship will count if approved by Dean Fisher.*

**Business College Electives** (no more than 3 credits toward Leadership Certificate)

- Mgt 604 Leadership & Interpersonal Effectiveness (3 credits)
- Mgt. 605 Organizational Development (3 credits)
- ACT 639 Ethical, Social, Regulatory Issues in Accounting (3 credits)

**The Importance of Law School Leadership Education**

*“Lawyers are in the anomalous position of serving as leaders but generally lacking leadership training and skills. Competency in lawyering skills often functions as a proxy for leadership skills, despite the evidence that leadership skills are distinct and may take years to develop. Our neglect of leadership skills is reaching crisis proportions because nearly half of all current law firm partners will retire within the next ten years, creating an urgent need for new leaders whose skills are presently undeveloped and untested.” – Randall Kiser, Soft Skills for the Effective Lawyer<sup>1</sup>*

*“It is ironic that the occupation most responsible for producing America’s leaders has focused so little attention on that role...Although leadership development is now a forty-five-billion-dollar industry, and an Amazon search reveals close to 88,000 leadership books in print, the topic is largely missing in legal education... The legal profession attracts a large number of individuals with the ambition and analytic capabilities to be leaders, but frequently fails to develop other qualities that are essential to effectiveness. The focus of legal education and the reward structure of legal*

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<sup>1</sup> RANDALL KISER, SOFT SKILLS FOR THE EFFECTIVE LAWYER 261 (2017).

*practice undervalues interpersonal capabilities and ethical commitments that are necessary for successful leadership.* –Deborah Rhode, *Lawyers as Leaders*<sup>2</sup>

*“In a globalized economy, lawyers who focus just on a technical professionalism are increasingly like a commoditized service that can be secured from suppliers worldwide at lower prices. In contrast, a lawyer who internalizes a moral core of professional formation over a career will benefit from excellent trustworthiness, relationship skills, teamwork skills and persuasive communication that flows from a deep understanding of others.”* – Professor Neil Hamilton<sup>3</sup>

Recent studies show that an ever-increasing number of employers are seeking graduates with leadership skillsets.<sup>4</sup> Developing leadership skills and professional competencies while in law school provides competitive advantages to our graduates in the marketplace. This is especially true in an era where legal employers are less willing to hire inexperienced law graduates and the market is ripe with experienced lawyers seeking a change in employment. Legal employers are looking for graduates who have the ability to think strategically, manage change effectively, work collaboratively, and develop new clients. Leadership skills are an increasingly important part of hiring and promotion decisions at the firms who employ our graduates. The Leadership and Law Certificate helps differentiate our graduates.

Professor Randall Kiser, in his book, *Soft Skills for the Effective Lawyer*, notes that in 1992, technical mastery was identified as the most important competency in a survey of business, government, education, and nonprofit leaders.<sup>5</sup> Twenty years later, when the survey was administered again in 2012, technical mastery was no longer among the five most important competencies, having been displaced by the so-called soft skills of self motivation, self-discipline, effective communication, learning ability, self-awareness, and adaptability/versatility.<sup>6</sup> When asked to identify the competencies that will be most important ten years from now, the leaders again identified soft skills: adaptability/versatility, effective communication, learning agility, multicultural awareness, self-motivation/discipline, and collaboration.<sup>15</sup>

The priority currently placed on soft skills is supported by extensive research demonstrating that soft skills may be more important than hard skills in achieving professional success.<sup>78</sup> Daniel Goleman, in his comprehensive analysis of the relative importance of intelligence, technical skills, and emotional intelligence, found that emotional intelligence proved to be twice as important as the others for jobs at all levels.<sup>9</sup>

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<sup>2</sup> DEBORAH L. RHODE, *LAWYERS AS LEADERS* 1 (2013).

<sup>3</sup> Neil Hamilton, *The Qualities of the Professional Lawyer*, in *ESSENTIAL QUALITIES OF THE PROFESSIONAL LAWYER* 15 (Paul A. Haskins, ed., 2013).

<sup>4</sup> See, e.g., *Key Attributes Employers Want to See on Students' Resumes*, NACE CTR., Jan. 13, 2020, <https://www.nacweb.org/talent-acquisition/candidate-selection/key-attributes-employers-want-to-see-on->

The Center for the Study of the Legal Profession at Georgetown Law School identified three behavioral competencies critical in predicting performance in successful Am Law 100 associates, which capture a set of interpersonal skills not captured in technical or

studentsresumes/; Nora Brüning & Patricia Mangeol, *What Skills Do Employers Seek in Graduates? Using Online Job Posting Data to Support Policy and Practice in Higher Education*, ORG. FOR ECON. CO-OPERATION & DEV., Oct. 9, 2020, <http://www.oecd.org/education/what-skills-do-employers-seek-in-graduates-bf533d35-en.htm>.

<sup>5</sup> RANDALL KISER, *SOFT SKILLS FOR THE EFFECTIVE LAWYER* 8 (2017).

<sup>6</sup> *Id.* at 8-9. <sup>15</sup>*Id.* at 9.

<sup>7</sup> *See, e.g.*, DANIEL GOLDMAN, RICHARD BOYATZIS & ANNIE MCKEE, *PRIMAL LEADERSHIP: REALIZING THE POWER OF EMOTIONAL INTELLIGENCE* 249-251 (2002); Richa Sethi, *Importance of Soft Skills for Professional Students*, INT'L J. RECENT RSCH. ASPECTS 113 (Special Issue 2016); Jiří Balcar, *Is It Better to Invest in Hard or Soft Skills?*,

<sup>8</sup> *ECON. & LABOUR RELATIONS REV.* 453 (2016).

<sup>9</sup> Valerie Keels, *Why Emotional Intelligence Is the 21st-Century Skill Employees Need*, CTR. FOR ASS'N LEADERSHIP, Sept. 17, 2019, [https://www.asaecenter.org/resources/articles/an\\_plus/2019/september/whyemotionalintelligence-is-the-21st-century-skill-employees-need](https://www.asaecenter.org/resources/articles/an_plus/2019/september/whyemotionalintelligence-is-the-21st-century-skill-employees-need) (“According to Daniel Goleman’s research in his book *Working with Emotional Intelligence*, EI accounted for 67 percent of the abilities deemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or intelligence quotient, which is our ability to learn.”); DANIEL GOLEMAN, *WORKING WITH EMOTIONAL INTELLIGENCE* (1998).

individual work competencies.<sup>5</sup> These interpersonal competencies produce strong performance in three areas: (1) associates’ work mindset and philosophy, including emotional health, motivation, and drive; (2) managing individual work tasks and the work environment; and (3) working and collaborating with others, including “interpersonal abilities and influence.”<sup>19</sup>

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<sup>5</sup> *See generally* Lori Berman & Heather Bock, *Developing Attorneys for the Future: What Can We Learn from the Fast Trackers?*, 52 SANTA CLARA L. REV. 875 (2012).