

Lina Zhou,

Associate Professor of Law Department, Communication University of China; No.1, Dingfuzhuang East Street, Chaoyang District 100024, Beijing, China; e-mail: zhoulina@cuc.edu.cn.

**LEGAL EDUCATION & FUTURE LEADERSHIP:
SKILLS & PHILOSOPHY**

KEYWORDS: Legal Education, Leadership, Internal Relationship.

ABSTRACT. Law profession is always regarded as elite education. To match this quality, in class, we explore some ways to train students to enhance those qualities. The key method to train students into leaders is the case study. Besides the class case study, we also encourage students to develop their thinking abilities by moot court, trial hearing, law firm visits, overseas summer school, scene plays etc. The research of the characters of leaders and legal professionals shows that they have several similar qualities, such as integrity to fight for rights, involvement in social activities, decision-making ability, goal-setting, openness and independence.

Лина Чжоу,

Доцент кафедры права, Университет коммуникационных исследований Китая.

**ЮРИДИЧЕСКОЕ ОБРАЗОВАНИЕ И ЛИДЕРСТВО:
ОПЫТ И ФИЛОСОФИЯ**

КЛЮЧЕВЫЕ СЛОВА: юридическое образование; лидерство; внутренние отношения.

АННОТАЦИЯ. Юридическое образование всегда считалось элитным. Для того, чтобы изучить особенность формирования лидерских качеств, мы рассмотрели несколько вариантов работы в классе. Ведущим методом при формировании лидерских качеств является кейс-метод. Помимо этого метода на занятиях проводились деловые игры (учебный судебный процесс, слушания в суде, визит в юридическую фирму, летние курсы за рубежом, тематические постановки и т.д.), которые способствуют развитию мышления.

Изучение особенностей лидеров и успешных юристов показало, что у них есть несколько общих черт: принципиальная позиция отстаивать законные права, активная гражданская позиция, готовность принимать решения, умение ставить цель, открытость и независимость.

Law and leadership seem to have natural internal relationship. It is easy to find that in several countries, the leaders of nation have background of law. For example, several Presidents of US, such as Franklin D. Roosevelt, William Clinton, Barack Obama, have Juris Doctor Degree. During Obama's term as a President, his Cabinet was made even of several law school graduates, such as Vice President Joe Biden (Law School, Syracuse University, 1965–1968), Secretary of State Hillary Clinton (Law School, Yale University, 1969–1973), Attorney General of Department of Justice Eric Holder (Law School, Columbia University), Secretary of Defense Leon Panetta (Law School, Santa Clara University, 1960–1963). Similarly in China, the President Xi Jinping (Doctor of Laws, Tsinghua University), the Premier Li Keqiang (Law School, Peking University, 1978–1982), President of the Supreme People's Court (SPC) Zhou Qiang (Law School, Southwest University of Political Science & Law, 1978–1986) and President of the Supreme People's Procurator (SPP) Cao Jianming (Law School, East China

University of Political Science and Law, 1979–1986), all of them have degrees in Law.

From the research of the characters of leaders and legal professionals, it could be found that they have several similar qualities, such as integrity to fight for rights, active to lead social activities, focusing on decision, orienting by goals and open and independent, etc.

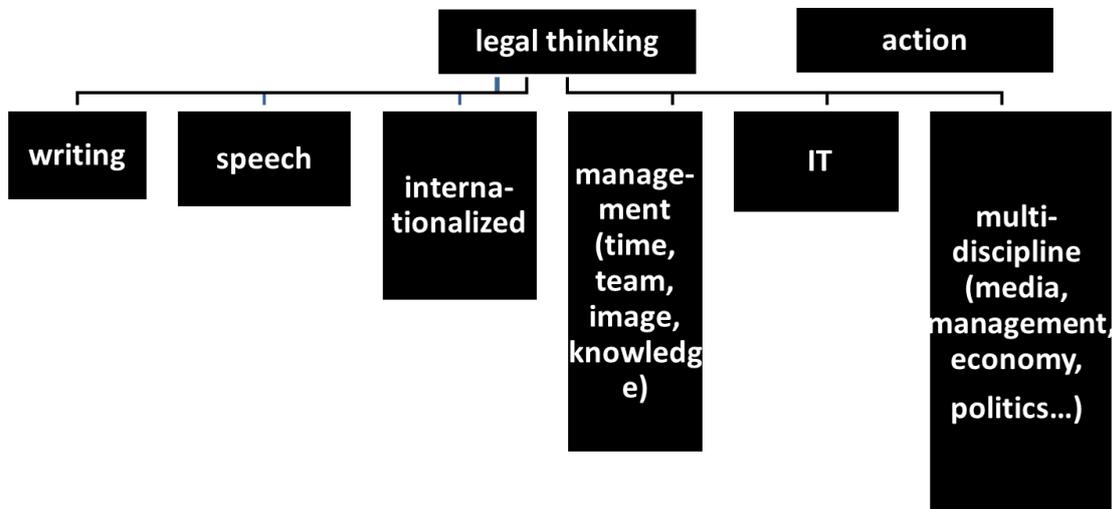
Based on those founding, our teaching philosophy and methods begin to modify to suit the changes in legal professions. In legal market, there also exists Vilfredo Pareto 80/20 principle. In China, every year, there is large amount of graduates pouring into the legal market, but according to the statistics, about 70-80 percent income earned by only 20-30 percent lawyers, and 20 percent lawyers occupy 80 percent cases sources (http://www.sohu.com/a/156931167_328962). From the natural aspects of law education, law profession is always regarded as elite education. To match this quality, in class, we explore some ways to train students to enhance those qualities (point 1).



Point 1.

The key method to train students into leaders is the case study. We encourage students to find new, typical cases for every week's course. Then they need to present the case and specify the characters of each case. By doing that, expression, critical thinking, awareness to problems and ability to solve problems are cultivated, and then those potential qualities are motivated. Through case study, they learned

rules, basic skills and legal thinking to develop their abilities to enrich them with knowledge. Especially in present big data era, the previous stage for the case search is also a way to equipped students with searching abilities and the analyzing abilities with those vast information. So by those practices, students' expression, writing, IT skills, time management ability etc.(point 2).



Point 2.

Besides the class case study, we also encourage students to develop them thinking or abilities into real actions by moot court, trial hearing, law firm visits, overseas summer school, scene plays

etc. In this mode, the students enhance both their individual development and team building by organizing the whole process, leading a team and managing activities etc. (point 3).



Out of Class

Individual development

Strategic Thinking
Time Management
Self-Motivation:

Team Building

Decision Making
Problem Solving
People Management

Individual



Team



Point 3.

By nearly several years practice, our under-graduation students have good career or further study opportunity. 30 percent students have entered into national high-level university for Master Degree, and another 30 percent students went abroad for further study, including but not limited to Columbia, Duke, NYU, Georgetown, Washington (St. Louis), USC, Oxford University, London School of Economics and Political Science (LSE), University College London (UCL), Na-

tional University of Singapore (NUS), and the rest 40 percent students work government sector, state media organization, court, company, bank, press, law firms.

There also exist some organizations to combine law and leadership, such as law and leadership institute, whose slogan is to experience law and embrace leadership. I believe legal education, combined the legal skills and philosophy, could help students from the newbie to a professional, even to a leader.

REFERENCE

1. Hargreaves I. Godson. Educational change over time? The sustainability and non-sustainability of three decades of secondary schools change and continuity // Educational Administration Quarterly. – 2006. – № 42 (1). – P. 3–41.
2. Kezar Adrianna J., Lester Jaime. Enhancing Campus Capacity for Leadership: An Examination of Grass-roots Leaders in Higher Education. – Stanford University Press, 2011.
3. Norma M. Goonen Rachel S. Blechman. Higher Education Administration: A Guide to Legal, Ethical, and Practical Issues. – Greenwood Press, 1999. – P. 248.
4. Louise Morley. Quality and Power in Higher Education. – Open University Press, 2003. – 214 p.
5. Lawrence Brian Simon. The State and Educational Change: Essays in the History of Education and Pedagogy. – Wishart, 1994. – 214 p.
6. Christie Sue, Graham Michael, Call Wayne A., Simon Kairen. Pivotal Ways of Improving Leadership and the Scholarship of Learning and Teaching in Higher Education // e-Journal of Business Education and Scholarship Teaching. – 2014. – Vol. 8. – № 2.