

Lawyers as Leaders

Course 5246/19051

Spring 2025

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Class Style: Face to Face / Fridays 1 pm to 2:50 pm

Office Hours: By Appointment. Please contact professor via email for a mutually available time.

Course Objectives / Learning Objectives:

Following this course, students will have met the following learning objectives:

- ✓ Demonstrate authentic leadership in legal settings through applied experiences and simulations.
- ✓ Engage in self-assessment and reflection to identify leadership strengths and areas for growth.
- ✓ Develop and practice essential leadership skills such as communication, resilience, and influence with a strong emphasis on both giving and receiving feedback.
- ✓ Apply leadership principles to professional challenges through problem-solving exercises.
- ✓ Practice effective leadership communication, including crisis management and public messaging.
- ✓ Collaborate with peers to navigate leadership dilemmas and decision-making exercises.
- ✓ Create a personal leadership development plan based on experiential learning.
- ✓ Fulfill two credits of the experiential learning required by the State Bar of Texas.

Through these objectives, students will actively engage in analysis, critical reasoning, problem-solving, effective written and oral communication, ethical decision-making, and professional self-development.

Required Reading:

- Fundamentals of Lawyer Leadership by Leah W. Teague, Elizabeth M. Fraley, and Stephen L. Rispoli
- Various Handout Materials as Provided by Professor

Teaching Pedagogy / Philosophy:

This course is designed to be highly interactive, experiential, and practice-oriented, focusing on the development of leadership skills that are essential for lawyers in diverse settings. Rather than traditional lectures, I emphasize engaged learning through discussion, self-reflection, and real-world simulations.

My teaching philosophy is rooted in the belief that leadership is best learned through experience and application. Much of what I have learned about leadership comes from firsthand experience, decision-making, and self-reflection. I firmly believe that, regardless of your career path, your most valuable leadership lessons will also come from lived experiences and intentional self-reflection. To that end, this course will incorporate:

- ❖ Experiential Learning – Students will actively participate in simulations and leadership exercises, applying concepts in real-world contexts rather than passively absorbing information.
- ❖ Flipped Classroom Approach – Students are expected to review readings and materials in advance, allowing class time to focus on discussion and hands-on exercises.
- ❖ Collaborative Engagement – Leadership is inherently relational, and students will work together to navigate dilemmas, provide peer feedback, and build leadership presence.
- ❖ Self-Reflection & Personal Development – Through self-assessments, structured reflections, and leadership planning exercises, students will gain a deeper understanding of their leadership strengths, areas for growth, and long-term professional aspirations.

Throughout the course, I will challenge students to think critically, engage meaningfully, and take ownership of their leadership development. While I serve as a guide and facilitator, much of the learning will come from active participation, self-discovery, and peer collaboration.

This course is designed to prepare students not only to understand leadership principles but to embody them in their professional and personal lives. Success in this class is not about memorizing leadership theories or studying case briefs—it is about engaging fully, leading with authenticity, and applying leadership skills in meaningful ways.

Attendance:

This class is in person, face to face, at the University of Houston Law Center.

The University of Houston Law Center has a minimum 80% attendance policy for all students. As this is a once-a-week course, students who miss more than two classes will be dropped from the course. Any missed classes must be made up by contacting the professor for alternative arrangements.

Additionally, this course is a simulation-based course, meaning that meeting the objectives and gaining value require active participation in class, not merely completing readings or written assignments. You are expected to attend all classes and actively participate. As a small, discussion-driven class, every student's participation is essential for a rich and dynamic learning experience.

My commitment to you is that I will make every effort to avoid cancellations. In the rare, unlikely event that a class must be canceled due to unforeseen circumstances, I will schedule a make-up session.

Grading:

The Pass / Fail option is not available for this course. Your final grade will be based on the total points earned across multiple components, as outlined below. Given the interactive and discussion-based nature of this course, assessments will not be anonymous.

Written assignments can generally be half to a full page with a maximum of two pages (always double spaced), unless otherwise specified in the detailed course schedule. Submissions should demonstrate self-reflection, engagement with the reading material, and consideration of alternative perspectives. Grades will be based primarily on the depth and quality of your reflections rather than the length of your response.

Assessment Category	Maximum Points
Attendance	150
Class Participation	300
Written Assignments	900 (100 per assignment)
Guest Speaker Journal	150
Total	1500

Assignment feedback will be provided through detailed professor commentary rather than numerical grades. While this may feel unfamiliar to some students, the focus of this course is on leadership growth, self-reflection, and skill development, rather than numerical assessments. Leadership is an evolving process, and meaningful improvement comes from engagement with feedback rather than an isolated score. Final grades will be determined in accordance with university grading policies.

Your grade may also be raised (or lowered) from your calculated final grade based on the Professor's reasonable judgment of your efforts and class participation. The final grade distribution will be subject to any required grading protocols mandated by the Law Center.

Assignments & Guest Speaker Journal:

Assignments are listed in detail in the below Course Schedule.

Submission Policies: All Assignments must be submitted before the start of class each Friday (no later than 12:59 pm on Friday). Late assignments will not be accepted under any circumstances. Students must complete all assignments to receive credit for the course. All page number references in assignments correspond to the required course text (1st edition). Assignment file names should include the students last name and the student's name should appear on at least the first page.

Guest Speaker Journal:

For each guest speaker, you must identify at least one key message or concept that resonated with you. Write a minimum of one paragraph per key message explaining:

- Why this message stood out to you
- How you can apply this lesson to strengthen your leadership skills

The Guest Speaker Journal is intended to help you connect real-world leadership insights with your own professional development. The journal is due before the last day of classes (November 21, 2025), but students may submit it anytime after the final guest speaker session.

Prohibition on Use of AI:

The software technology known as artificial intelligence has recently expanded its capability to generate text and other work product (AI Generated Work Product). Examples of the technology include what are known as “generative” large language models (LLMs), and a specific implementation what is well known in the general public is ChatGPT. These systems can generate text and other work product in response to prompts and/or input of other text/documents/code/images. The output appears to have human mimicking “intelligence” and is thus potentially usable as a substitute for material one might generate themselves. AI Generated Work Product can include computer code or programs as well as human language content and materials.

Your continuing enrollment in this course obligates you to not knowingly prompt, generate, or use any AI Generated Work Product in relation to any activity or assessment in this course. This applies to AI Generated Work Product from yourself or others. This obligation includes that your assessment materials in the course be without **any** contribution from AI Generated Work Product. This obligation specifically extends to not plagiarize any writing required of you for assessment in the course: AI Generated Work Product will be treated as from another/others in applying the plagiarism policy to this course. The term “assessment” means any material generated for this course that is submitted to the instructor or presented in a class session, regardless whether it is graded content or not.

Classroom Professionalism:

Participation

Our classroom is a learning space where each student is treated with respect and dignity and where everyone is provided the opportunity to participate, contribute, and succeed. In this course, all students are welcome regardless of background or identity. I encourage you to speak up and share your views appropriately throughout the semester. Your conduct in the classroom is an important part of the class participation score for grading purposes. Please also remember that the Code of Professionalism in the student handbook:

<https://www.law.uh.edu/jd/current/handbook.pdf#page=42> will apply to all classes at UHLC.

At least three (3) of the class sessions will include a guest speaker. On days where class includes a guest speaker, students must come prepared to discuss any topics covered up to that point in the course.

Confidentiality & Respect

I also expect every class member to remember that in this learning environment, we will engage respectfully and with professionalism toward each other. Confidentiality is essential to maintaining a supportive learning environment. As each of us develops in our leadership journey, it is critical that we respect the privacy of our classmates and not share personal insights or experiences shared in class with others outside of this space.

For further details on fostering a respectful and inclusive environment, please review the Wellness & Inclusion section of this syllabus.

Use of Computers and Technology

Out of respect for other students and the class environment, during class sessions computers are to be used only for note taking purposes. This prohibits computer use for Internet surfing, chat rooms, e-mail, or other uses not related to note taking for class. I reserve the right to treat violations of this policy as either a lack of preparation, a constructive lack of attendance, or, in appropriate circumstances, as a disruption of the class. In addition, during class please disable the speaker on your computer and refrain from displaying wallpaper, screen savers, or other material on your laptop computer screen that can reasonably be expected to offend or distract your classmates. Also, please ensure that all other noise making electronics, such as watches, cell phones, pagers, etc., are in a silent mode or powered off.

- ! Guest Speakers: To show respect for our speakers and ensure full engagement, laptops may not be used during guest speaker sessions. Students may use a notepad for handwritten notes to capture key insights from the speakers.

Course Schedule:

The following course schedule outlines the objectives, required readings, and assignments for each class session. This detail is designed to provide an understanding of the course and student expectations.

The course contains 5 sections:

- ❖ Foundations of Leadership
- ❖ Self-Leadership and Personal Mastery
- ❖ Strategic Execution and Ethical Judgment
- ❖ Relational Leadership and Organizational Influence
- ❖ Legacy, Impact, and Continuous Growth

There is no final exam for this course.

UHLC Honor Code:

The UHLC Honor Code applies to all aspects of this course. You are responsible for knowing all Honor Code provisions and for complying with the Honor Code. Please inquire if you have any questions regarding how the Honor Code's provisions apply to specific activities or situations related to this course. Your continuing enrollment in this course is deemed to be a pledge by you under the Honor Code to comply with the Honor Code in relation to this course and to comply with the instructions in the course syllabus.

Class Recording

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Justin Dart, Jr. Student Accessibility Center. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Wellness & Inclusion

I believe that wellness is a fundamental part of being an effective leader. As such, I want every student in this class to feel included, valued, and supported—for your success in this course and your growth as a leader.

This class is an inclusive learning space. At UHLC, we are committed to ensuring inclusive online and classroom learning spaces, where you'll be treated with respect and dignity, and where everyone is provided the equitable opportunity to participate, to contribute, and to succeed.

In this course, all students are welcome regardless of socio-economic status, age, race, ethnicity, disability, religion, national origin, veteran's status, sex, sexual orientation, gender identity, gender expression, political affiliation, marital status and other diverse identities that we each bring to class. Our class is richer for this diversity. I expect every student to extend this same respect and inclusiveness to their classmates, guest speakers, and me as the professor. This is part of your mutual success and is required for you to be a great leader in the community, companies, organizations, and society.

Inclusive learning spaces facilitate the innovation and creative thought that enhance student success. This success arises from the participation, support, and understanding of you and your colleagues. I encourage you to speak up and to share your views, but also understand that you are doing so in a learning environment in which we're all expected to engage respectfully and with regard to the dignity of all others.

If you feel like your class performance is impacted in any way by your experiences inside or outside of class, please reach out to me. I want to be a resource for you. If you feel more comfortable speaking with someone besides me, the Office of Student Affairs (OSA) is an excellent resource.

The University Of Houston Wellness Resources

The University of Houston has a number of resources to support students' mental health and overall wellness, including CoogsCARE and the UH Go App. UH Counseling and Psychological Services (CAPS) offers 24/7 mental health support for all students, addressing various concerns like stress, college adjustment and sadness. CAPS provides individual and couples counseling, group therapy, workshops and connections to other support services on and off-campus. For assistance visit uh.edu/caps, call 713-743-5454, or visit a Let's Talk location in-person or virtually. Let's Talk are daily, informal confidential consultations with CAPS therapists where no appointment or paperwork is needed. Need Support Now? - If you or someone you know is struggling or in crisis, help is available. Call CAPS crisis support 24/7 at 713-743-5454, or the National Suicide and Crisis Lifeline: call or text 988, or chat 988lifeline.org.

Per the UHS Sexual Misconduct Policy, your instructor is a "responsible employee" for reporting purposes under Title IX regulations and state law and must report incidents of sexual misconduct (sexual harassment, non-consensual sexual contact, sexual assault, sexual exploitation, sexual intimidation, intimate partner violence, or stalking) about which they become aware to the Title IX office. Please know there are places on campus where

you can make a report in confidence. You can find more information about resources on the Title IX website at <https://uh.edu/equal-opportunity/title-ix-sexual-misconduct/resources/>.

The University of Houston is committed to providing an academic environment and educational programs that are accessible for its students. Any student with a disability who is experiencing barriers to learning, assessment or participation is encouraged to contact the Justin Dart, Jr. Student Accessibility Center (Dart Center) to learn more about academic accommodations and support that may be available to them. Students seeking academic accommodations will need to register with the Dart Center as soon as possible to ensure timely implementation of approved accommodations. Please contact the Dart Center by visiting the website: <https://uh.edu/accessibility/> calling (713) 743-5400, or emailing jdcenter@Central.UH.EDU.

The Student Health Center offers a Psychiatry Clinic for enrolled UH students. Call 713-743-5149 during clinic hours, Monday through Friday 8 a.m. - 4:30 p.m. to schedule an appointment.

The A.D. Bruce Religion Center offers spiritual support and a variety of programs centered on well-being. The Center for Student Advocacy and Community (CSAC) is where you can go if you need help but don't know where to start. CSAC is a "home away from home" and serves as a resource hub to help you get the resources needed to support academic and personal success. Through our Cougar Cupboard, all students can get up to 30 lbs of FREE groceries a week. Additionally, we provide 1:1 appointments to get you connected to on- and off-campus resources related to essential needs, safety and advocacy, and more. The Cougar Closet is a registered student organization advised by our office and offers free clothes to students so that all Coogs can feel good in their fit. We also host a series of cultural and community-based events that fosters social connection and helps the cougar community come closer together. Visit the CSAC homepage or follow us on Instagram: @uh_CSAC and @uhcupbrd. You belong here.

The mission of the WGRC is to advance the University of Houston and promote the success of all students, faculty, and staff through educating, empowering, and supporting the UH community. The WGRC suite is open to you. Stop by the office for a study space, to take a break, grab a snack, or check out one of the WGRC programs or resources. Stop by Student Center South room B12 (Basement floor near Starbucks and down the hall from Creation Station) from 9 am to 5 pm Monday through Friday.