INTRODUCTION:
Welcome to Women in Leadership. Please feel free to make appointments or ask questions via e-mail. Please allow 24 hours for email responses. Emails may not be returned over the weekend. In the subject line please put “Women in Leadership”. For brief questions, instructors will often be available during class breaks and following class.

If you have a disability or condition that may interfere with your participation in this course, please schedule a private appointment with one of the instructors as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. Please also contact the Services for Students with Disabilities office at G-664 Haven Hall, 734-763-3000 to coordinate reasonable accommodations for students with documented disabilities.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvc, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources. For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

COURSE DESCRIPTION:
Evidence suggests that women face unique leadership challenges. Marginalization based on gender, family and work priorities, and societal expectations create a system that hinders the maximization of leadership potential. In addition, women bring diverse capabilities and hold
unique characteristics in the work world today. Community benefit organizations must leverage this diversity of leadership to improve decision making, tap into diverse points of view, and inspire social change.

This course will examine the social, structural and personal dynamics that differentially impact people across the gender spectrum as leaders. It will prepare all students to identify and harness the specific needs and capabilities of women. It will provide the knowledge and skills to succeed and contribute added value in their roles as leaders at any level.

**COURSE OBJECTIVES:**
Upon completion of this course, students will:

1. Understand unique strengths and barriers for women leaders, along with gaining an understanding of their personal values and ethics, and how this impacts their professional identity.
2. Learn critical thinking skills and the use of engagement and intervention which are critical to career success.
3. Create action plans to overcome systemic barriers and grow leadership skills.

Although this topic addresses all the Council on Social Work Education competencies, this mini course will specifically focus on values and ethics, professional identity, critical thinking, engagement and intervention. This course will guide the student to explore their personal and professional values and how those values relate to their actions and ethical decisions, as leaders. Additionally, values and ethics will be discussed in terms of how they will guide the students’ leadership development and strengthen their professional identity. Students will also be encouraged to use critical thinking skills as they begin to understand the art of negotiation, and how critical thinking is a necessary skill for engagement and identifying interventions. Critical thinking will be used as they develop their personal action plan (a personal intervention) to grow their leadership skills. This class expects students to use engagement skills as they interact with one another and help build their action plan.

**COURSE DESIGN:**
This course will use multiple methods including but not limited to lectures, demonstrations, readings, discussions, written assignments, individual and group exercises. The primary pedagogy will be experiential, involving problem solving, project planning, and hands on applications of real world situations arising in the field. The course will be graded satisfactory/unsatisfactory.

**COURSE COMPETENCIES:**
1. **Identify as a professional social worker and conduct oneself accordingly.** Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s advocate for client access to the services of social work, practice personal reflection and self-correction to assure continual professional development, attend to professional
roles and boundaries, demonstrate professional demeanor in behavior, appearance, and communication, engage in career long learning and use supervision and consultation.

2. **Apply critical thinking to inform and communicate professional judgments.** Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

3. **Apply social work ethical principles to guide professional practice.** Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers recognize and manage personal values in a way that allows professional values to guide practice, make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics; tolerate ambiguity in resolving ethical conflicts and apply strategies of ethical reasoning to arrive at principled decisions.

**RELATIONSHIP TO THE COURSE TO THE FOUR CURRICULAR THEMES:**

1. **Multiculturalism and Diversity:** Students will be able to assess similarities and differences between themselves and the people they work with utilizing leadership skills as well as set specific goals and objectives which incorporate these factors into their practice. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement.

2. **Social Justice and Social Change:** Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through utilization of leadership skill sets.

3. **Social Science Theory and Research:** Students will be expected to incorporate social science theory and research findings their leadership growth and development.

4. **Social Work Ethics and Values:** Ethical standards of social work practice (as presented in the NASW Code of Ethics) will be used to address ethical issues commonly confronted by those practicing leadership in social work. The ethical
standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course.

COURSE MATERIALS:
This class will utilize Canvas, where articles and reading materials as well as lecture notes/slides will be posted. Login to the Canvas portal at: https://canvas.umich.edu to find the course materials.

You will need to bring a laptop to this course. If you do not have access to a laptop, please contact the instructors to help make technology arrangements.

COURSE ASSIGNMENTS:
Assignment 1: SWOT Analysis
A SWOT analysis is a framework for analyzing strengths, weaknesses, opportunities and threats in regard to a goal, plan, objective, or project.

This assignment is to be done between the first and second days of class. You can find many templates for completing a SWOT analysis online. Choose a template, complete all 4 sections, ask others to give you feedback. You will bring a hardcopy to class on August 29.

For review, please see the slides in Part 1.

Assignment 2: Action Plan
You will upload to Canvas your completed action plan. The action plan should be about a leadership issue you will work on (and can reasonably complete) over the next 4-6 weeks.

Along with your action plan, please turn in a summary of your implementation process. It should include a thoughtful reflection on the goal you selected, and any other significant parts of the plan as they were implemented. There are no page limits or structure for this summary, though you may find the "what, so what, now what" field reflection tool useful.

Action plan due September 6, 2018 (uploaded via Canvas)
Reflection paper due October 4, 2018 (uploaded via Canvas)

Brown bag lunch to process and review will be held on Thursday, October 11, from 12:00 - 1:00. Room TBD.

ATTENDANCE POLICY AND GRADING:
Students are required to attend 3 -half days, 8/28, 1 - 5, 8/29, 8:30 - 12 and 8/30 8:30 - 1 . We
will provide breaks.

This course is offered Satisfactory/Unsatisfactory. In order to pass this class you must fully attend all sessions, participate and engage in large and small group discussions, and submit the Action Plan and Reflection paper assignments that demonstrates an understanding of course material.