



<b>Course Title:</b>	Women in Leadership	
<b>Course #/term:</b>	SW 763 Winter 2023	
<b>Time and place:</b>	Saturday, March 11, 2023 9-5 Saturday, March 18, 2023 9-5	
<b>Credit Hours:</b>	1	
<b>Prerequisite:</b>	None	
<b>Instructor:</b>	Rachel Naasko LMSW, She,Her Whitney Williams, MSW She, Her	
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<b>Office hours:</b>	By Appointment	

## 1. Course Statement

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### a. 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 women as leaders. It will prepare all students to identify common

challenges and provide the knowledge and skills to contribute added value in their roles as leaders at any level.

#### **b. Course objectives and competencies**

1. Students will understand the unique strengths and barriers for women leaders and gain a deeper understanding of their own personal values and ethics, and impact their professional identity as a leader and social worker.
  - Competency 1: Demonstrate Ethical and Professional Behavior
  - Competency 2: Engage Diversity and Difference in Practice
2. The student will explore how engagement and intervention skills are applied in leadership roles.
  - Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
  - Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
3. Students will create action plans to overcome systemic barriers and grow leadership skills.
  - Competency 3: Advance Human Rights and Social, and Economic, and Environmental Justice
  - Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

#### **c. Course design**

This course will use multiple methods, including but not limited to lectures, readings, discussions, written assignments, and 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 as satisfactory/unsatisfactory.**

#### **d. Intensive focus on PODS**

Through the use of a variety of instructional methods, this course will support students in developing a vision of their own leadership style while learning to recognize and reduce mechanisms that support oppression and injustice, applying intersectionality and intercultural frameworks in leadership practice, and cultivating self-knowledge, and self-awareness to facilitate PODS learning. Students will demonstrate competence in a) assessing the causes and consequences of social and economic oppression; for women in leadership b) 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.

## 2. Class Requirements

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### a. Text and class materials

All course materials will be on the CANVAS course. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings. Readings will be used to inform discussions and assignments.

### b. Class schedule

<u>Date/Time</u>	<u>Agenda</u>	<u>Required Readings &amp; Assignments</u>
Before the first day of class	<ul style="list-style-type: none"> <li>• Complete the Pre-Work</li> <li>• Reminder: Start thinking about who you might interview for your informational interview</li> </ul>	<ol style="list-style-type: none"> <li>1. <a href="#">Complete Course Interest Assessment</a></li> <li>2. <a href="#">Complete VIA Character Strengths Assessment</a></li> <li>3. <a href="#">Complete the Communication Assessment</a></li> </ol> <p>Read:  <a href="#">McKinsey Report of Woman in the Workforce</a>  <a href="#">KMPG Report Women in Leadership</a></p>
Day 1: March 11th	<p>A.M: Overview of Women in Leadership</p> <p>P.M. Leading Self: Who are you as a Leader?</p> <p>Peer Coach Meetings</p>	<p>Review &amp; Discuss:  <a href="#">McKinsey Report of Woman in the Workforce</a>  <a href="#">KMPG Report Women in Leadership</a></p> <p>Review &amp; Discuss Assessment results</p> <p>Homework:            Draft of Leadership Development plan            Information Interview Completed            Read: <a href="#">Is the MSW the new MBA?</a></p>

Day 2: March 18th	A.M: Leading Others  P.M: Creating Inclusive Organizations  Peer Coach Meetings & Leadership plan review	Bring to Class informational interview notes  Read (PDFs on CANVAS): <a href="#">Keys to Inclusive Leadership</a> <a href="#">Women of Color Get Less Support at Work. Here's How Managers Can Change That.</a> Advancing Black Leaders (PDF on CANVAS)

b. **Assignments**

**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 assignments below demonstrating an understanding of course material.**

<u>Assignments to be turned</u>	<u>Due date</u>
<a href="#">Course Interest Assessment</a>	Due: February 27th Turn in via google forms
<a href="#">Complete VIA Character Strengths Assessment</a>  <a href="#">Complete Values Assessment</a>  <a href="#">Complete the Communication Assessment</a>	DUE: March 11th Bring results to class on March 11th Turn in via CANVAS under assignments
Information Interview	Due: March 18th Turn in notes from the interview on CANVAS  Identify a leader and schedule a 30-60 minute informational interview. Refer to the resources on CANVAS in the Files Tab for more information.

	<p>The purpose of the interview is to expand your professional network and to explore leadership practices using the following questions:</p> <ol style="list-style-type: none"> <li>1. Tell me about your leadership journey?</li> <li>2. What formal or informal leadership training did you receive?</li> <li>3. Can you talk about leadership without authority? Examples of leadership from everyday staff or new professionals.</li> <li>4. What are the current challenges you are experiencing in your leadership role?</li> <li>5. What skills do you think social work leaders need today?</li> <li>6. How do you define success as a leader?</li> <li>7. How do leaders navigate systemic barriers in their organizations?</li> <li>8. How do you promote inclusive leadership?</li> </ol>
<p>Complete Individual Development Plan (more will be shared in class)</p>	<p>Due: April 3rd Turn in final assignment via CANVAS</p>

c. ATTENDANCE POLICY AND GRADING: Students are required to attend all partial day sessions. Breaks will be provided, along with a lunch break each day. **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 Leadership Assessments results and the Individual Development Plan that demonstrates an understanding of course material.**

- Late assignments will not be accepted without prior approval from the instructor.

d. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions are prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students

will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.]

e. COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face-covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course may be impacted by your failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face-covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

f. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required.

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Additional School and University policies, information, and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*

- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*