# Leadership Seminar Winter 2005

All sessions are in room 3816 SSWB unless otherwise noted in red

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<th>DVAR TORAH</th>
<th>CASE STUDY</th>
<th>DATE, THEME, LOCATION</th>
<th>SEMINAR TOPIC AND SPEAKER</th>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td>Tues., January 11 7:30 pm Kahn JCC in West Bloomfield</td>
<td>Dr. Richard M. Joel – Pres., Yeshiva U &quot;Know the Story—Own the Story&quot; Shiffman Family Lecture/SAJE</td>
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<tr>
<td>Danielle Steinhart</td>
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<td>Tues., January 18 SSW</td>
<td>Robin &quot;Practical Situations &amp; Pro. Decisions&quot;</td>
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<tr>
<td>Vicki Sitron</td>
<td></td>
<td>Tues., January 25 SSW</td>
<td>Professor John Tropman &quot;Running an Effective Meeting&quot;</td>
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<tr>
<td>Sarah Kruman</td>
<td>Elisa Usher</td>
<td>Tues., February 1 SSW</td>
<td>Amy Gross - The Associated: Jewish Comm’y Fed. of Baltimore; (Class of ’99) &quot;The Art of Negotiation&quot;</td>
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<tr>
<td>Glenda Wucher</td>
<td>Shanna Richter</td>
<td>Tues., February 15 Adat Shalom</td>
<td>Alan Yost &amp; Jordanna Weiss - Exec. Dir., Adat Shalom &quot;Roles of Synagogue Professionals/Executive Director&quot;</td>
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<tr>
<td>Rachel Rosenthal</td>
<td>Sarabeth Levine</td>
<td>Tues., February 22 SSW</td>
<td>Deborah Goldfarb - Assoc. Exec. Dir., Columbus Federation &quot;Organizational Change and Women&quot;</td>
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<tr>
<td>N/A</td>
<td>N/A</td>
<td>Tues., March 1</td>
<td>Spring Break</td>
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<tr>
<td>Meredith Einsohn</td>
<td>Vicki Sitron</td>
<td>Tues., March 8 JFMD</td>
<td>Bob Aronson</td>
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<td>Robyn Gottlieb</td>
<td>Siegal Eli-Gers</td>
<td>Tues., March 15 SSW</td>
<td>Leslie Bash - Executive Dir., A² JCC &quot;Working in Large vs. Small Communities&quot;</td>
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<td>N/A</td>
<td>N/A</td>
<td>Tues., March 22 Michigan League’s 2nd floor ballroom (5:30 to 8:30 PM)</td>
<td>Student Awards Ceremony</td>
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<tr>
<td>Rachel Conroy</td>
<td>Julia Kessler-Hollar</td>
<td>Tues., April 5 Robin’s home</td>
<td>Robin Integration Seminar</td>
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<tr>
<td>Shanna Richter</td>
<td></td>
<td>Tues., April 12 Detroit (1st yr students) Ann Arbor (2nd yr students)</td>
<td>Jerry and Barbara Cook Tour of Jewish Detroit (1st years) Gary Snyder - Managing Partner, Nonprofit Management Group &quot;The Business of Boards&quot; (2nd years)</td>
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<td>Tues., April 19 Milk &amp; Honey Restaurant @ Kahn JCC</td>
<td>Bob Aronson End of year dinner</td>
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1. **Course Description**

The professional leadership seminar is designed to help students integrate knowledge and skills acquired in their field placements with professional and Judaic studies courses. It provides opportunities for participants to meet with professional and lay community leaders in their fields, to explore the relationship of personal and professional identity to the selection of career options, and to get peer feedback on leadership tasks they undertake in the field and elsewhere. The Seminar also serves as a setting for the exploration of emerging student interests of relevance to their professional development. It encourages them to address aspects of diversity such as ethnicity, race, religion and national origin; class and culture; age and (physical and mental) ability; gender and sexual orientation. It provides a forum for examination of the intersections of social work professional ethics, American social values, and traditional Jewish commitments to social justice (**tzedakah**) and activism (**tikkun olam**).

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1 The Seminar is required for completion of the Certificate Program in Jewish Communal Leadership and Judaic Studies. The Certificate is awarded on completion of professional studies (including a practicum), and 18 credits of graduate-level Judaic Studies.

2 Students who enter the program one or two semesters after beginning their professional studies will be given make-up assignments or may enroll for reduced credit at the discretion of the instructor and student's advisor. Prior participation in the Foundation Field Seminar can be counted toward the Proseminar.
2. Course Content

The Proseminar is a two-year curriculum design with eight focal areas:

1. Sessions with Robert P. Aronson, CEO, Jewish Federation of Metropolitan Detroit
2. Community Involvement
3. Culture
4. Israel & Overseas
5. Jewish Education
6. Knowledge & Information
7. Laity or Professional
8. Leadership Development & Skill-Building

Topics likely to reappear periodically over the two-year course cycle include:

a. Governance in the voluntary sector and in the Jewish community, with particular focus on lay-professional sharing of trusteeship;

b. Confronting ethical dilemmas in practice, particularly those that require reconciling professional, organizational, and cultural/historic approaches to problem solving;

c. The role of Jewish communal professionals in promoting progressive multiculturalism that contributes to the well being of America's many ethnic communities and to the broader goal of an integrated and integral society;

d. The impact of ethnicity on identity, affiliation, and participation in society in a Diaspora community.

3. Course Objectives

Seminar activities are focused on enabling students to:

a. Integrate relevant professional and Judaic studies course work with field placement experiences, and articulate these with emerging career interests;

b. Confront dilemmas inherent in the ways ethnicity, race, religion and national origin, class and culture, age and ability, gender and sexual orientation, and other aspects of diversity impact on professional practice and organizational policies;

c. Establish relationships with lay and professional leaders in the Jewish communal sector, relevant sub-fields, and allied occupational settings;

d. Apply both scientific knowledge and technical rationality with traditional knowledge/values and ethics to specific issues experienced in the practicum;

e. Use peer feedback in assessing strategic and ethical implications of their leadership efforts in field placements and elsewhere.
4. Course Design

Course objectives are supported by a course design that integrates: (a) an "emerging needs" orientation (similar to that which informs field instruction); with (b) a "problem-solving" approach (similar to the type of learning that takes place in organizational development and consultation processes); and a "content" focus. Seminar sessions meet for 1.5-2 hours per week, sometimes on campus, other times in community or agency settings. One student per session is required to present a Dvar Torah (an introductory teaching); one other student shall present a case study for class dialogue. All students must prepare a brief paper about five content-related books and/or films, as well as an integration summary by the final day of class.

5. Relation to the Four Curricular Themes

a. Multiculturalism and Diversity The professional’s role in the celebration of difference and in creating bridges within and between communities is addressed. Seminar sessions provide a safe locale for confronting personal experiences and emerging professional perspectives on difficult issues.

b. Social Justice For more than 100 years, American Jews have been disproportionately identified with liberal politics, progressive social causes, and inter-ethnic coalitions. Changing demographics have begun to erode these patterns that, in turn, impacts on how Jewish communal professionals are expected to address issues of social change and social justice. Among the issues addressed are welfare reform, school decentralization, affirmative action, and the changing patterns of government/voluntary sector relationships.

c. Promotion and Prevention The history of most sectarian and ethnic communities in the U.S. is replete with examples of efforts to promote desired behaviors and results and to prevent those that are perceived to lead to potential disaster. However, over one or more generations, shared understandings of what should be promoted and what is to be prevented are likely to undergo periods in which there is more difference than consensus. Whatever guidelines for appropriate professional behavior exist may reflect earlier rather than contemporary understandings. The Seminar encourages exploration, with experienced professionals and community leaders, of alternative assumptions about promotion and prevention.

d. Social Science Scientific and practice knowledge are used to address practice issues and dilemmas. Seminar material is drawn from relevant professional literature, and the work of sociologists, political scientists, economists, psychologists and anthropologists.

6. Relationship to Social Work Ethics and Values

Several sessions each semester are devoted to addressing practice issues reflecting changing values and ethical dilemmas that students confront in their fieldwork. Other sessions reflect the experiences of those currently in leadership positions in social agencies and other community institutions. Unfortunately, many of the challenges noted above are not easily addressed by referring either to legal codes of behavior (as in the Jewish tradition) or to professional codes of behavior (as in NASW’s). Codes emerge or change over time, yet social work practice rarely permits neat choices in which all relevant values are optimized. For this reason, the seminar
places considerable emphasis on enabling each participant to grapple with ethical choice making and involvement of relevant clients, colleagues, and community members to participate in such choice making.