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**Core Knowledge Areas for Work in Community Organization and Social Administration
with a focus on Organizing, Planning, Collaboration, Sustainable Development, and
Progressive Change**

Dorothy N. Gamble, in collaboration with members of ACOSA

In this core knowledge assessment, rate your present knowledge level from 1-5 (i.e. 1 being inadequate, 5 being fully adequate). Following the rating make notes that suggest where/how you will gain more knowledge for that area (e.g. courses and training, work and volunteer experience, etc.). Check your audit at least twice a year to see how your level of knowledge and understanding has increased and where you may need additional focus. You may also add some areas of knowledge as your professional life develops and you go beyond the level expected for graduate students and into more specific practice roles.

I. Organizing

A. Knowledge for Organizing Services and Programs for Communities

1. The comparative use of different organizational structures to accomplish human services objectives (e.g., public institutions, community-based advocacy and service organizations, private organizations, public-private collaborations, cooperative services, etc.) to attain outcomes that improve the well-being of individuals, groups, families, and communities.
2. The origins, context, and auspices of public and nonprofit human services organizations as they seek to develop comprehensive community social and economic programs
3. Legislation, policies, and regulations that create and monitor public and nonprofit organizations, along with knowledge regarding legislative change, policy advocacy, and public civic education to promote equality and human rights.
4. The range of public and private funding sources available for human services and community-based organizations and knowledge regarding proposal preparation and project financing.
5. The leadership knowledge necessary for program design and implementation, managing and directing, staffing, financial management and budgeting, and monitoring and evaluating human services and community based organizations.

B. Knowledge for Organizing Community Groups

1. The comparative characteristics of different models for organizing communities (e.g. Eight Models of Community Practice), especially the potential for these models to

empower communities, promote participation and advocate for improved social, economic and environmental wellbeing

2. Appropriate, effective, and ethical professional roles in working with community groups and organizations
3. The use and value of diversity (class, gender, race, culture, age, sexual preference, etc.) when facilitating the development of community groups
4. The functions of conflict, the value of difference, and the use of mediation and dialogue when working with community groups and coalitions
5. The use of directed analytical discussion, information linking techniques, democratic decision making methods, and participatory education to strengthen the capacities of community groups and coalitions

II. Planning

A. Knowledge for Planning, Monitoring, and Evaluating Inclusive Human Services Programs

1. The need for critical assessment and use of diverse sources of knowledge to prevent and diminish social, economic and environmental problems and to promote social and economic progress and flourishing communities
2. The range of fact finding and assessment tools and methods available to map assets and barriers to optimum emotional, social and economic functioning of people
3. The need for clear mission and goal statements, consensus on desired outcomes, measurable evaluation criteria, and structures for monitoring progress in human service delivery and community program implementation
4. The broad range of quantitative and qualitative research methods available, including participatory research and self evaluation, for evaluating human programs and services
5. The role that political environments, economic conditions, and cultural/racial/gender intolerance play in influencing human service, community program planning, and research activities, along with strategies to influence planning and research that embrace diversity

B. Knowledge for Planning, Monitoring, and Evaluating Community Development Strategies

1. The need for critical assessment and use of diverse sources of knowledge to facilitate effective development of social, economic and environmental problems
2. The role of “expert knowledge” that community members bring to the planning processes, and skills to be able to access local and indigenous knowledge

3. The ways to facilitate consensus building and effective decision making so that clear mission, goals, and evaluation statements can be established in community groups and coalitions
4. The value of information exchange and peer learning in helping community groups network with like-minded organizations
5. The role that political environments, economic conditions, and cultural/racial/gender intolerance play in influencing community planning and priority-setting activities and methods to promote multicultural learning, intergroup relations, and community collaborations

III. Collaboration

A. Knowledge of Strategies for Collaboration among Nonprofit, Public, and Private Organization

1. Social work's value base and its congruence with various strategies for improving social, economic and environmental wellbeing through building relationships based in equality, opportunity, advocacy, mutuality, humility, and community
2. The forces that prevent progressive problem solutions and the need for broad collaborative efforts to launch campaigns for policy and program changes
3. The factors and conditions that facilitate the coming together of different organizations for a common purpose that will improve social, economic and environmental well-being
4. The range of networking, facilitative, and technical skills needed for collaborative efforts (e.g. task group facilitation, decision making, team building, conflict management, culture/racial/gender sensitive organizational structures, ethical audits, electronic and standard communication, dialogue and mediation, etc.)
5. The knowledge and skills needed to connect service consumers and community members with any organizational collaborative using empowerment principles

B. Knowledge of Strategies for Collaboration among Identity and Interest Groups

1. Mapping the depth, breadth, and diversity of community groups, and facilitating their collaboration with groups that have similar goals and outcome objectives
2. Facilitate decision making, problem solving and priority setting in a range of groups from small task groups to large community coalitions
3. The importance of celebrations, marking of milestones, and recognition of hard work in all community wide efforts.

4. The value and importance of peer learning in community-wide collaboratives for social change
5. Methods for strengthening leadership and organizational capacity in grassroots groups

IV. Development

A. Knowledge for Organizational Development

1. The roles of public, nonprofit, and proprietary organizations in providing human services and community programs to people
2. Organizational and systems theories and their use in organizational assessment and organizational development
3. The range of leadership and management skills necessary to facilitate the effective functioning of human services and community-based organizations
4. The role of mission, goals, auspices, structure, human and material resources, formal and informal culture, and outcomes in assessing the effective functioning of organizations
5. The application of social work values, especially social justice, human rights, integrity, self determination and competence, in developing effective human services organizations

B. Knowledge for Community Social, Economic, and Sustainable Development

1. The range of human development indicators, including those developed by the United Nations Development Program, and specific community sustainable development indicators now available in many communities to measure social, economic, and environmental well-being
2. The linkages between effective family functioning and strong, integrated community institutions for improving the general social, economic and environmental wellbeing of people in a community
3. The range of resources necessary in any community for effective human development (e.g. education, health promotion, housing, leisure, and spiritual resources, along with work opportunities, transportation, and protection from violence, natural disasters, and environmental decline, etc.)
4. The conditions, especially those related to gender bias and racial prejudice, that make these resources inaccessible for some community members and knowledge of methods to promote inclusion

5. The broad range of social and economic programs employed in the developing world (e.g. micro enterprise, community banking models, cooperative and solidarity production models) that can be adapted for local communities anywhere, including in the United States

V. Change: Advocacy, Policy Practice, Social Justice and Human Rights

A. Knowledge of Organizational and Community Change for Social Justice and Human Rights

1. The basic human rights documents, conventions and covenant accepted by the international community that serve as guides to working toward improved social, economic and environmental wellbeing (Available on IFSW Web site)
2. The value of participatory processes for identifying issues, defining strategies, organizing campaigns for change, and evaluating outcomes
3. The political process and how to assess the political climate for engaging in organizational and community change
4. Analyzing and engaging the key actors and institutions necessary for providing leadership and support in an organizational or community change process
5. Practice principles that will increase empowerment among organizations and community members who have been most excluded from decision making and policy making circles

B. Knowledge of Policy Practice Principles Necessary for Improving Social, Economic and Environmental Well-being

1. The significance of advocacy and empowerment in the history of social work practice, and knowledge of historical role models for this work
2. The functioning of human services policy making arenas including organizations, municipalities, county governments, state legislatures, the Congress, executive branches and the courts, and how to access them
3. Knowledge and skills involved in negotiation, mediation, and reframing in working for organizational and community change
4. Knowledge and skills needed to develop effective public communication and lobbying efforts, especially the use of electronic technology for accessing and disseminating information generated from policy analysis
5. Social work organizations and coalitions engaged in effective policy change at local, national, regional and international levels

Community Practice Skills Audit

Gamble and Weil have identified specific skills that are critical in each of the eight models described in the *Community Practice Skills: Local to Global Perspectives* text. Although linked with specific chapters, some of the skills are important in multiple models of practice and should be considered overall. Continue a self-audit in the following table, considering not only how effectively you are able to master the skills, but also how you might be able to teach, coach, train, and facilitate community leaders as they work to develop these skills. As in the previous knowledge audit, rate your present skill level from 1 to 5 (i.e., 1 being inadequate, 5 being fully adequate). Following the rating, make notes that suggest where or how you will gain skills for that area (e.g., courses and training, work and volunteer experience, etc.). Check your audit at least twice a year to see how your level of skills has increased and where you may need additional focus. You may also add some skills areas as your professional life develops and you go beyond the level expected for graduate students and into more specific practice roles.

Community Practice Skills Audit:

Summary of Skills Identified as Critical in Chapters 5-12,
Community Practice Skills: Local to Global Perspectives

Chapter 5: Skill Sets for Neighborhood and Community Organizing

- Culturally sensitive engagement with community members and groups and the practice of active listening
- Effective group facilitation and engaging groups in dialogue
- Teaching decision making techniques
- Conducting mediation
- Engaging groups in planning for action

Chapter 6: Skill Sets for Organizing Functional Communities

- Using a framework to apply human rights and social justice principles to social problem analysis (e.g., Finn and Jacobson 2008; Cohen, de la Vega, and Watson 2001; VeneKlasen and Miller 2002)
- Serving as an advocate and coaching/training others to be advocates on their own behalf
- Effectively speaking and writing as an advocate for social justice and human rights
- Building leadership and networking skills in community groups

Chapter 7: Skill Sets for Social, Economic and Sustainable Development

- Application of human rights and social justice principles to identify basic human needs (e.g., drawing from Jim Ife; Elizabeth Reichert; IFSW/IASSW; UN Development Program's *Human Development Reports*, etc.)
- Combining social, economic and environmental well-being in the analysis of community development progress (e.g., measuring the triple bottom line by drawing from Estes 1993; Redefining Progress; UNDP Reports)
- Facilitating the development of community sustainability outcome measures (e.g. drawing from Maureen Hart 1999 and others)

Chapter 8: Skill Sets for Inclusive Program Development

- Gaining entry into the community by listening and learning from members; asking questions; being congruent and authentic in your interactions and communications; and explaining your interest in mutual work with them on issues of their concern
- Applying and teaching critical thinking skills in analysis of issues and analysis and synthesis of ideas for program development
- Making ethical decisions with regard to your responsibilities and interactions with community members and others, and assisting groups in analyzing ethical dilemmas in community engagement and program design
- Conducting and coaching visioning exercises with groups to assist them in recognizing and finding consensus on desired future states
- Using and teaching communication skills for mutual problem solving and program planning
- Acting as a spokesperson when necessary to advocate for community groups and progressive responses to community needs; coaching members in self-advocacy
- Using and teaching methods to assess needs and interests (assessment evaluation) in community-based programs, and program evaluation

Chapter 9: Skill Sets for Communities and Social Planning

- Engagement with community members and groups to initiate a process of neighborhood planning that is based in their ideas, knowledge, and concerns
- Using and teaching communication methods (written and oral) that will clarify technical tasks, support mutual work, and assist in community-based planning and decision making
- Facilitating group interactions in complex planning processes and between community members and external organizations with whom they need to work
- Managing the process of inclusive planning; ensuring that diverse positions are heard and that groups work together effectively; assigning, coordinating, and monitoring task accomplishment to move plans forward
- Teaching participatory research methods and using existing research and outcomes of other planning efforts to assist local work
- Assembling and using social indicator data; working with community groups to assess the impact of social indicators and add updated information to give a clearer picture of community conditions
- Participatory Planning: preparing multiple, diverse community groups to use methods of participatory planning to assess issues, develop community improvement plans, and monitor and evaluate planning processes
- Performing process and outcome evaluations using multiple quantitative and qualitative methods to determine outcomes of social planning projects
- Developing proposals for funding and seeking resources for community programs and projects; teaching and coaching community members on technical tasks and proposal preparation, and on acting as spokespersons for proposals when they are reviewed
- Encouraging consumer and community participation in all stages of local planning

Chapter 10: Skill Sets for Building Effective Coalitions

- Effective engagement with collaborative groups to develop advocacy plans

- Engagement with collaborative groups to assist in the effective management of their mission, goals, outcome objectives, and action strategies
- Effective use of direct practice skills to strengthen the leadership and participation capacities of coalition members
- Effective use of community organizing skills to build a strong coalition
- Application of social justice, cultural sensitivity and participatory methods in all of the above skills

Chapter 11: Skill Sets for Political and Social Action

- Effectively organize and coordinate political and social action groups
- Engage with action groups to analyze the affects of local, regional, national, and international policies on the economic, social, and environmental conditions of people
- Engage with community members to identify social, economic and environmental indicators for *all* sectors of the community
- Effectively advocate for improving social, economic and environmental well-being, especially for the most vulnerable populations

Chapter 12: Skill Sets for Movements for Progressive Change

- Active participation and collaboration with progressive social mevements in their efforts to build effective networks
- Effective facilitation of consensus building and goal attainment in work with social movements
- Effective leadership in the development of networks and collaborations for progressive social movements

Chapter 13: Skill Sets for the Challenge of Community Practice

- Visioning and leading visioning exercises
- Developing, using and teaching self-auditing and program/project auditing tools
- Portfolio preparation