Core Competencies and Practice Behaviors for the Concentration in Management and Policy

**Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.**

- Engage in planning, policymaking, community organization and general management using a strengths-based and client empowerment approach to enhance social and economic justice.
- Conduct themselves professionally in behavior, appearance and communication as role models and leaders, engaging in lifelong learning and effectively and appropriately using supervision, consultation, personal reflection and self-correction.
- Collaborate, partner, and build coalitions for the public good with other communities, organizations, sectors and disciplines.
- Advocate to community leaders, elected officials, and governance body members for access, adequacy, and efficacy of social work and other critical health and human services.

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.**

- Role model ethical behavior for members of the community and organizations in which they practice.
- Design, implement, comply with and enforce conflict of interest policies and related requirements for ethical conduct and decision-making in organizations and communities served.
- Integrate the NASW Code and its inherent values in designing and implementing policies, programs and services and use ethical reasoning with a tolerance for ambiguity in this process.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.**

- Draw upon multiple sources of knowledge to make judgments and decisions to improve or enhance the well-being of communities and organizations and those they serve.
- Critically analyze the etiology and impacts of organizational and community level issues and problems.
- Critically assess the costs and impacts of solutions and strategies for their effective implementation.
Educational Policy 2.1.4—Engage diversity and difference in practice.

- Design and implement policies, programs and services that are accessible and acceptable to people who may be different or diverse from the majority of the population served.
- Design human resource systems that are capable of attracting and retaining individuals who may be diverse or different from the majority of employees of the organization or residents of the community.
- Provide for the training and support of the workforce to assure cultural competence in service delivery and to create and sustain a harassment and discrimination free workplace.

Educational Policy 2.1.5—Advance human rights and social/economic justice.

- Identify & remEDIATE institutional practices, policies & procedures that are discriminatory.
- Design & implement systems & procedures to assure & safeguard the rights of individuals & families, to enable equal access to services & opportunities, the right to due process, & the right to equal representation in the event of adverse actions that affect their well-being.
- Design programs, services & benefits that support & contribute to the safety net of economic, health & social services to protect & support the most vulnerable.
- Design & implement programs & services that empower clients to be effective advocates to achieve their own social justice & human rights.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

- Stay current in their knowledge of new research and its potential applicability to the programs and services sponsored by their communities and organization.
- Engage in continuing education and professional development activities to achieve this end.
- Incorporate research in their policy practice in ways that safeguard human subjects, preserve client confidentiality, and insure that results inform future policy and practice.
- Draw on practice experience to identify areas of inquiry to assess extant research and enhance practice.
Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

- Take a proactive role in the crafting of community and organizational culture and understand how such culture impacts community and organizational behavior and performance.
- Apply theories of organizations in their environment, and theories of human behavior in the social environment to create a shared vision that motivates employees of organizations and members of communities toward excellence in service, equal opportunity and improved outcomes for stakeholders and clients.
- Create and manage policies, programs and services that create an internal environment that is free of harassment and discrimination and promotes positive personal, professional and social development.

Educational Policy 2.1.8—Engage in policy practices to advance social and economic well-being and to deliver effective social work services.

- Use policy process to advance social and economic justice and well-being for individuals, families and communities.
- Collaborate and partner with other sectors, interests, communities and professions to help create and implement progressive social welfare policy.
- Create and assess policy proposals and ascertain their impact on individuals, families and communities.
- Design, analyze, implement, and evaluate policies affecting communities and organizations in a manner that furthers social work value and ethics, comports with applicable law, and best serves communities, organizations, clients, residents and employees.
- Practice in compliance with federal, state, & local laws & regulations relevant to their areas of concentration & specialty.

Educational Policy 2.1.9—Respond to contexts that shape practice.

- Proactively and strategically identify and analyze demographic, political and social change and their effect on individuals, families, organizations and communities.
- Engage in assessment-based and participatory strategic planning to assist organizations and communities to anticipate and adapt to the change to preserve and enhance client well-being.
• Demonstrate leadership in empowering organizations and communities to respond to change in a way that furthers their interests and sustained and improves social welfare policy, programs and services.
• Manifest leadership skill in managing change processes.
• Exhibit leadership in adapting advances in scientific knowledge and technology in ways that strengthen the capacity of organizations and communities to both protect their interests and improve opportunities and services for individuals and families.

Educational Policy 2.1.10(a)--Engagement
• Demonstrate democratic and authoritative leadership skills that promote the development of shared vision, mission and values in ways that fully engage organizations and communities.
• Engage with organizations and communities at their current level of functioning and aspirations, yet go on to identify common ground as a basis for moving forward to achieve desired goals.

Educational Policy 2.1.10(b)—Assessment
• Be knowledgeable as to the forces and dynamics that drive organizational and community functioning.
• Apply research knowledge to identify data sources and data collection strategies for assessment purposes and collect it in a matter that minimizes distortion and bias.
• Aggregate, interpret and utilize the data for and with organizations and communities in ways their strengths and weaknesses are ascertained, and sustainable solutions are identified and evaluated for implementation.

Educational Policy 2.1.10(c)—Intervention
• Apply organizational and community theory to lead actions that fully comport with organizational goals, values and mission.
• Lead communities and organizations in identifying and implementing evidence-based prevention programs.
• Empower workers and clients of organizations and residents of communities to sustain the quality and benefits of the intervention over time and to initiate similar interventions that may be required.
• Demonstrate organizational and community conflict resolution skills including creative compromise and consensus building to assure the 5
• legitimate interests of affected parties are addressed and integrated into solutions to the maximum degree feasible.
• Engage in succession planning to assure the development and availability of future leadership to assure sustainability of interventions.

**Educational Policy 2.1.10(d)—Evaluation**

• Develop, evaluate and utilize the tools and measures necessary to track, assess and evaluate interventions.
• Engage governance bodies in being effective consumers of evaluative data.
• Develop, evaluate and utilize the ability to establish and manage quality assurance programs.
• Exercise leadership in shaping organizational and community culture to focus on valuing evaluation and using data collected for improvement of interventions.