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COMMUNITY ORGANIZATION: SKILLS AND ITS RELEVANCE TO SOCIAL WORK

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Abstract: Community organization is currently one of the most popular methods of social work being used worldwide. This method places much emphasis on projects and programs which are undertaken by the people themselves to meet their own felt needs and advanced their overall economic and social conditions.

Keyword: Community Organization , Relevance , Social Work , worldwide.

INTRODUCTION

According to Estes (1997), community development practice has always been at the Conceptual center of social work practice for the following three reasons

1. Community work seeks to unite previously unorganized people into effective groups and coalitions that work together in pursuit of a shared social agenda (e.g., improved schools, safer neighborhoods);
2. Community work seeks to strengthen traditional family, kinship, and neighborhood ties in the community and to develop new social arrangements that are essential to the effective functioning of communities; and
3. Community-based social services are among the most effective and cost-effective approaches for serving the poor.

In community development, social workers work in cooperation with the community to Identify the needs and to develop or improve services and systems to meet those needs. In the process of community organization social workers endeavor to improve socio-economic systems and to generate resources so that more people in the community will have access to the services they need to function at their best (Friedlander, W.A. 19580). They usually work for, or with governmental, private or community organizations to determine community needs, and to recommend and develop new resources (<http://www.socialworkers.org>). Community development occurs when people organize themselves to develop long-term strategies for problem solving (Rubin and Rubin, 1992). Estes (1997) points out that community development focuses on self-help and voluntary cooperation among members or residents of the disadvantaged communities or sectors of society; it also strives to the further acquisition or redistribution of resources on behalf of the poor and marginalized social groups.

The profession of social work is committed to the enhancement of human well-being and the alleviation of social problem. The social work profession receives its sanction from public and private auspices and is the primary profession in the provision of social services. Within its general scope of concern, professional social work is practiced in a wide variety of settings and has four related purposes.

1. The promotion, restoration, maintenance, and enhancement of the social functioning of individuals, families, groups, organizations, and communities by helping them to accomplish tasks, prevent and alleviate distress, and use

resources.

2. The planning, formulation, and implementation of social policies, services, resources, and programs needed to meet basic human needs and support the development of human capacities.

3. The pursuit of policies, services, resources, and programs through organizational or administrative advocacy and social or political action to empower groups at risk and to promote social and economic justice.

4. The development and testing of professional knowledge and skill are related to these purposes. The Community organizer is responsible for providing community based social services to identified groups, individuals and families within applicable legislation in order to protect and improve the social well-being and functioning of families and individuals.

The contribution of social work to national development globally

The evolution of social work and efforts to promote social development can be seen as closely linked to the tendency of humans to help one another in all past human societies. In traditional societies, the concern for social welfare was reflected in activities within the family, the clan and ethnic group. The urge of man to help man in all societies was demonstrated by the great care accorded to, inter alia, children, orphans, widows, widowers and the invalid as well as the elderly. In such condition (Fink, 1968), social work was more or less a task for everyone instead of individuals and specialized agencies. As such, social work has always been geared towards improving the quality of life of each and everyone.

In the United States within the first two decades of the 20th century, the country was undergoing transformation from an agricultural to an industrial economy. Social problems accompanying this social change necessitated intervention from the state and nongovernmental organizations, thus attracting the attention of those who sought to alleviate the burdens of new conditions in a fast urbanizing and industrializing nation. In response to the vices of poverty, dependence, disease and others there were efforts to provide improved medical care, prevent child labor and abuse, apply safeguards to hazardous working conditions and improve the lives of the aged and those with disabilities. All these social welfare measures constitute a vital contribution to national development. In countries like

USA, social work has grown so much that it is now regarded as the most important profession in that country. There are also suggestions that the profession should be vigorously exported to other parts of the world. At any rate, social work is increasingly becoming globalized, for it is being applied in a variety of settings and numerous agencies and people across the world are benefiting from its services. Among the social work services provided are: "psychiatry, medical, marriage and family counseling; the school; rehabilitation; corrections; public welfare; workplace; drug abuse; and child welfare" (Farley et al, 2006). Social work does not only address needs and problems at the personal or family level but also at the neighborhood, national and international level. Contribution of social work to national development in low developed countries(LDCs)

The discussion so far has highlighted the origins and contribution of social work to Development in the Western developed world, especially in countries such as USA and Britain. Social work is of no lesser significance to development in other regions of the world. At this juncture, therefore, the discussion will be directed to the role of social work to development in the regions of Africa, Asia and Latin America. In the rapidly changing societies of the so-called Global village, it is vital that certain Traditional values and norms are preserved in order to prevent total social and cultural Breakdown and related chaotic situation of formlessness, lack of self-identification and the absence of a sense of belonging. It is also important that these societies avoid the pitfalls of developmental mistakes experienced by developed societies. By virtue of their professional training, social workers are strategically positioned to provide the necessary safeguards in this regard.

There seems to be general recognition that social work has in the past treated only the most overt problems of urban destitution and maladjustment and that the profession has done little to promote the welfare of the majority population, especially where the vulnerable and rural people are concerned. Consequently, many social workers have come to realize that their conventional approaches have had rather limited impact on social needs and problems in LDCs. As a result, social workers have begun to seek new ways of expanding social work's professional roles in order to deal more effectively with the problems of mass deprivation in these countries. Thus, they have begun to explore how they can apply the social developmental model to tackle social needs and problems obtaining in LDCs (Midgley, 1978). To improve people's quality of life globally, the social work profession has expanded its services into international social work which has been a critical component of the United Nations' efforts to rehabilitate the displaced people (Farley et al, 2006). Political instability in the war-ravaged countries is usually the result of inequality and oppression which often translates into political resentment, unrest and conflict. A country with a high level of inequality is not conducive to peace and stability (Graaff, 2004).

Community organization and Social change

Rapid social change in LDCs is closely linked to the technological, economic and political changes occurring in these societies. In these phenomenal changes, not enough

Attention has been given to the human and social relations of these forces of modernization. Although we are witnessing relatively high levels of economic growth in some of these countries, the rise in material standards does not seem to be commensurate with improvement in human values and social standards. Although economic growth creates increasing opportunities for better life and social progress, these achievements do not automatically generate genuine development. Unequal distribution of power and resources tends to generate conflicts and violence in society, hence, social workers should be concerned with structural change aimed at redressing inequality and improving the responsiveness of institutions to people's needs. In this regard, social work employs advocacy and empowerment as strategies for promoting client control and involvement in all aspects of their lives (Bernstein, 1995). To have equality in income and access to goods and services, improvements in individual living standards, to promote freedom and self esteem and to effect positive changes in popular attitudes and institutions, deliberate efforts have to be made to capture the opportunities of economic development in both developed and less developed countries.

Industrialisation, Urbanization and Community organization

The twin processes of industrialization and urbanization taking place in world do pose great challenges for social work. The major consequences of these processes for the LDCs, which are almost the same as those that have taken place in the developed world over the past two centuries, include rural-urban drift, disintegration of the role of the family, unplanned parenthood, individualism, increased crime and delinquency, physical and mental disability, slums, unemployment, inadequate social services, and sexual immorality. Social work is needed to minimize the strains and stresses associated with these social problems and to provide programmes of social improvement which will prevent individual maladjustments and social disruptions. Social workers can contribute to the formulation of social policies and programmes which, if properly conceived and implemented, will enhance economic development. Social change occurs when new situations emerge alongside or over old ones. These situations bring with them certain conditions which may be defined by concerned people as "socially problematic" or as "social problems". A social problem thus exists when significant number of people or a number of influential people feel that particular conditions harmful and that something has to be done to rectify it. The skills of social workers may be employed to alleviate adverse social conditions through their operational public, private, civil society organizations, and non-governmental organizations. The fact that social workers operate in so many and diverse settings are itself indicative of the significance of social work in national development. Through them social workers provide a wide variety of social services to meet social needs or mitigate social problems.

Within the context of these definitions an attempt was made to establish the relationship between the two concepts and found a strong and positive one. The

contributions social work makes to development are many and varied. These contributions have been discussed through the presentation of the various approaches or strategies employed by social workers throughout the world and the role of social work in its totality in the history and present realities of development, in the developed and developing countries. The most important contribution of social work perhaps is the consideration it gives to the human and social sides of development. This is essential in order to avoid high material and economic standards without consequent matches in human and social standards. In view of the above discussion, it is very clear that social work plays a predominant role in overall development of society. The contribution of social work at micro and macro level is as significant as economic development of the society. Therefore to carry out the various developmental programmes aimed at social and psychological development of an individual as well as group and community organizations. The community organizations are the base. To organize people for their own development the organizer must be very skilled person and must possess the professional skills so that community could achieve the expected outcome of the programmes. In this view the following discussion is aimed at the skills related to social work especially community organization.

The concept and meaning of Skills of an Effective Community Organizer

A skill is the capacity to carry out pre-determined task with positive results often with the time & energy, Skills can often be divided into domain-general and domain-specific skills. For example, in the domain of work, some general skills would include time management, teamwork and leadership, self motivation and others, whereas domain specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used. People need a broad range of skills in order to contribute to a modern economy and take their place in the technological society of the twenty first century. The several studies study showed that through technology, the workplace is changing, and so are the skills that employees must have to be able to change with it. The study identified 16 basic skills (Carnevale, 1990) that the workplace of the future would need in the employee of the future. In view of the above discussion the social worker has to use various skills needed for social change or transformation. Community organizers use a wide variety of intervention strategies to promote social change. Social workers who engage in community practice often perform various roles. He can coordinate community outreach efforts, linking people to services. He works in the constituency offices of elected political leaders. They are employed as social services planners for government and non government agencies. Organizers are also employed by interest groups to lobby for legislation or to analyze data to document the impact of government policies.

Community organizers use a great variety of skills to promote social change. Some of these skills are interpersonal, involving the art of motivating people to participate in organizing efforts or to alter the course of decision making by government and social institutions.

Other skills are analytical in nature. They involve the collection and interpretation of data by the organizer. Analysis is necessary to ensure that the best and most effective social change strategies are used. The curriculum policy statement of the Council of Social Work Education (CSWE) (1994) specifies that social work students, regardless of practice specialization, must have instruction that "strengthen[s] the student's understanding and appreciation of a scientific, analytic approach to knowledge for the delivery and evaluation of practice". The purpose of this text is to provide community organizers and social work students with a guide that promotes the use of analytical skills in practice. Most community organization textbooks focus almost exclusively on the organizer's interpersonal skills (Kahn, 1991; Mondros & Wilson, 1994; Rivera & Erlich, 1998; Tropman, 1997). The text introduces the community organization student to a wide variety of analytical tools and decision-making frameworks that can be used for assessment, intervention planning, and evaluation. This chapter includes the discussion on skills needed for identifying the variety of resources for researching social problems, government policies, legislation, and political campaign funding. Computer networking greatly increases the organizer's access to information. It also gives members of constituency groups an opportunity to increase linkages with each other as well as a vehicle with which to contact decision makers.

Skills for Community Organization Practice

Analytical skills for community practice of a community organizer can be developed during the work through action. Community organizer can find it difficult to develop a consistent set of skills in the field due to diversity in the types of macro field settings available to them during community organizations. The role of the organizer can differ substantially across settings. Weil and Gamble (1995) have identified at least eight models of community practice. The great variety of practice settings available to community organization as follows :

- Legislative research
- Needs assessment
- Participatory action research
- Political analysis
- Population forecasting and social indicator analysis
- Power analysis
- Program development and planning
- Resource development
- Budgeting
- Grant writing

These skills can be used across practice settings, interventions, and situations. Analytical methods help the practitioner identify community problems, plan interventions, and conduct evaluations.

Community Organization Practice and the Problem-Solving

For community organizer problem solving model to resolve community problems are very crucial. The problem-

solving model (also known by planners as the rational model) has the following components:

Problem identification
Assessment
Goal setting
Implementation
Evaluation

Social workers in policy practice also use the problem-solving process to plan and conduct interventions. Gilbert and Terrell (1998) have added two additional components to this model that require specific community organization skills i.e. inform the community about the problem and build public support and legitimacy for the action to be taken. In addition to presenting content on community organization values and theories, this discussion focuses primarily on five stages in the problem-solving model: problem identification needs assessment, goal setting, implementation, and evaluation. The text also includes material on new computer technologies used to inform the public about community problems, influence decision makers, and organize constituency groups. The use of the Internet to conduct assessment and analysis is also described.

Values and Ethics in community work

Before an organizer can identify community problems, he or she must have a thorough knowledge of the values and ethics associated with community practice. Although organizers often share common views about social justice and the empowerment of oppressed populations, the ethical implications of the various strategies and tactics the organizer uses are seldom discussed (Mondros & Wilson, 1994). While the organizer may use in-depth research and analysis to identify effective strategies, his or her personal values also influence these decisions. Seldom is intervention plans "value free." The code of ethics of the National Association of Social Workers (NASW) provides a framework for making practice-related choices. The code identifies specific aspects of a social worker's responsibility to society, clients, colleagues, and employers. All social workers are required to "advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice" (NASW code, standard 6.01; see Reamer, 1998). CSWE, the organization that sets accreditation standards for social work education programs, also defines the purpose of social work as the "alleviation of poverty and oppression" (CSWE, 1994). CSWE also specifies that social workers are to "empower" disadvantaged populations.

Empowerment through Community Organization: Acquiring the Power to Fight Oppression

The purpose of community organization practice is to empower members of oppressed groups. Empowerment can be defined as "the psychological state—a sense of competence, control, and entitlement that allows one to pursue concrete activities aimed at becoming powerful"

(Mondros & Wilson, 1994). Empowerment also refers to the process through which people maintain control over their own lives and communities (Staples, 1990). An individual becomes empowered when his or her self-esteem is increased. At the intrapersonal level, empowerment comes through the construction of knowledge and analysis of social problems acquired through shared experience. Within communities, empowerment occurs when social change strategies are used to acquire goods, services, decision making authority, and other resources. This in turn helps group members gain control over their environment (Hardin, 1996; Labonate, 1990). Oppression is "the assumption that one group in our society (the dominant culture) successfully maximizes its life changes by minimizing those of another" (Moreau, 1990). Oppressed groups are typically excluded from participation in government decision making and economic or educational opportunities. Oppression is most often based on the characteristics of individuals and groups.

Linking Theory and Practice in community organization.

Successful community organization practice requires that the social worker be able to use theoretical frameworks to make appropriate practice decisions. The concept of praxis, the term Freire (1970) assigned to the merging of theory and experience, is an important component in community organization practice. It is expected that the social worker will use his or her own experience to choose theories and skills that are appropriate to a variety of situations. In time, experience will lead the organizer to develop a personal framework for practice as well as knowledge about what works and what doesn't work in practice situations. One of the basic premises of this book is that the beginning practitioner must have a basic knowledge of current and emerging practice theories to select the appropriate practice skills for any situation. Consequently, the chapter provides a theoretical overview for community organization practice. Succeeding chapters describe theories pertinent to specific analytical skills. The easiest way for a community organizer to use theories in day-to-day situations is to rely on practice models. Models incorporate a specific theoretical framework and offer a prescription for how to intervene in specific practice situations. In community organization, the organizer uses models of practice to determine the degree to which he or she assumes control of the social change effort, the types of strategies and tactics used, and specific social work roles inherent in the change process. Models of community organization practice also describe the relationship between the organizer and the target system (i.e., the person or organization to be changed). Models also contain specific value statements about the relationship between the organizer and members of the action system (the constituents or partners in the social change effort).

Rothman (1995) has identified as the three primary models of community organization practice: social action, social planning, and locality (or community) development. Social action involves organizing and participating in activities intended to influence social change: legislative lobbying, electoral politics, unions, public education

campaigns, and protest demonstrations. Community organizers work with a constituency group (usually people traditionally excluded from participation in the larger society). The group then targets government or community institutions in order to influence decision making or redistribute power or other resources. Social planning involves the use of technical skills by one or more experts to examine a variety of program options, choose the best available plan, and implement programs or services. Locality development focuses on bringing all groups in a community together to reach a consensus about community problems and their resolution. The Emerging models: Three emerging models i.e. the transformative model, feminist organizing, and multicultural practice (Freire, 1970; Hyde, 1994; Rivera & Erlich, 1998). These last three models provide the organizer with a vehicle for making practice responsive to the needs of diverse populations. Freire (1970) developed transformative organizing methods with the primary intention of increasing literacy among low-income peoples. The student participants developed literacy skills and acquired knowledge about how the political structure influenced their lives, and the educator gained information about the participants' traditions and values. The educator also gained knowledge about the oppression the participants experienced. A central component of Freire's work is the development of critical consciousness, defined as the process through which personal and political factors interact with each other and one's work, as well as how values, ideas, and practice skills are influenced by social forces and, in turn, influence them. (Rivera & Erlich, 1998)

Multicultural organizing is heavily influenced by Freire's (1970) work. In addition to the development of a critical consciousness, Gutierrez and Alvarez (2000) describe a number of skills that are useful in working with members of underrepresented communities.

Familiarity with the customs, values, and language of members of the constituency group
Awareness of one's own cultural biases
Ability to empower constituents to make decisions that affect their lives

Another model of practice, feminist organizing, also requires that the organizer work in partnership with constituents to produce change (Hyde, 1994; Weil, 1986). Members of feminist organizations share decision-making power; engage in consciousness raising about oppression; and take action, grounded in feminist principles, to produce social change (Weil & Gamble, 1995).

Skill implies not only knowledge but the ability to put knowledge to practical use; it connotes competence, ease and precision of execution, dexterity, efficiency, and effectiveness and performance. Skill, has been called the "ability to do the right things at right time". Skills which primarily involve doing rather than with either knowing or feeling".

Assessment Skills

Though many of the skills used in transformative, multicultural, and feminist practice are interpersonal in

nature, the organizer must find appropriate ways to acquire information about the values and cultural practices of constituency communities. This text gives the reader a description of the research skills needed to become an "active learner" who can exchange information about cultural values with members of diverse groups (Freire, 1970). In addition to presenting traditional quantitative models for community-based needs assessment, next sections of this book describe approaches to research that involve members of the constituency group as participants in the research process: ethnographic, feminist, and participatory action research. These methods require the researcher to recognize that community residents and members of groups outside the dominant culture are the best experts about their own lives, values, and experiences. Using participatory research models requires that research incorporate specific value assumptions about the role of the community organizer, the mission of social work practice, and the involvement of constituents in the community organizing process. Assessment tools that organizers can use to document community needs and analyze community decision-making structures and power dynamics. The ability to facilitate political, social, and economic change is essential for any social worker but is especially important for organizers. Consequently, organizers can use analytical skills to analyze legislative processes, the content of policies and legislation, political power, and the electoral process.

Skills related to Goal Setting and Program Implementation

Once the organizer, in conjunction with constituents, completes a thorough assessment of community needs and power dynamics, he or she must establish intervention goals. This process requires that partners in the intervention process agree on action outcomes and program plans. Effective interventions require clear linkages between theories, practice models, goals, interventions, and proposed outcomes. Consequently, this book describes techniques to identify appropriate strategies and tactics that are central to the development of any social change-oriented intervention plan. To ensure that organizing efforts are not confined to one-time, crisis related interventions; organizers must form social change-oriented organizations to sustain their efforts. Organizers should know how to plan programs, set organizational goals, identify appropriate funding sources, write fundable proposals, and raise money from donations or special events. They should also be able to implement the programme as per schedule.

Skills related to Construct program budgets and monitor expenditures.

Organizers should also act to evaluate program outcomes and processes. Although many NGOs and government funding sources require that community-based organizations keep careful records of program outcomes, evaluation of practice has evolved into a distinct field of practice. New methods have emerged that require the involvement of organization constituents and staff in a process of self-evaluation. Empowerment-oriented

evaluation is used to promote a continuous change that includes program monitoring, process evaluation, and outcome assessment in community-based or social action organizations. Consequently, it becomes a tool for program development, motivation of volunteers, staff performance assessment, and program growth and renewal. On this background community organizer must possess the following skills:

Learning skills to learn the various processes

Learning is an integral part of everyday life. The skill of knowing how to learn is a must for everybody and is the key to acquiring new skills and sharpening the ability to think through problems face challenges. It opens the door to other learning. A secondary benefit of learning how to learn is that it empowers the learner's ability to develop a measurable task repeatedly.

Skills related to work with NGOs

From the employer's perspective, the skill of knowing how to learn is cost-effective because it can mitigate the cost of retraining efforts. When workers use efficient learning strategies, they absorb and apply training more quickly, saving their employer's money and time. When properly prepared, employees can use learning-to-learn techniques to distinguish between essential and nonessential information, discern patterns in information, and pinpoint the actions necessary to improve job performance. Many employers particularly those dealing with rapid technological change see the learning to learn skill as an urgent necessity. Productivity, innovation, and competitiveness all depend on developing the workers' learning capability. Machinery and processes are transferable between companies and countries, but it is the application of human knowledge to technology and systems that provides the competitive edge.

Basic skills competencies needed for working with community

The inability of large numbers of new workers to meet reading, writing, or computational (simple mathematics) standards is an economic and competitive issue. This forces employers to spend more on these critical competence skills. The majority of workers are literate and numerate but frequently, cannot use these skills effectively because they are rusty when called upon to use mathematical principles they have not used for years, because they must use the skills in a context different from the one in which they originally learned them, or because they do not understand how to expand or apply the skill.

Reading skills: Reading has historically been considered the fundamental vocational skill for a person to get, keep, get ahead, or to change jobs. One educational assessment indicates that there is a large nationwide population of intermediate literates who only have fourth to eighth grade literacy equivalency (but are high school graduates) and who have not obtained a functional or employable literacy level.

Writing skills : Writing is consistently ranked among the highest priorities for social workers. However majority of the social workers are deficient in secretarial, skilled,

managerial, supervisory, and bookkeeping personnel.

Computation skills : Because of technology, simple mathematical computation is important as employers focus on an employee's ability to compute at higher levels of sophistication. The introduction of sophisticated management and quality control approaches demand higher mathematical skills. Ironically, as occupational skill-level requirements climb, higher educational dropout rates and worsening worker deficiencies in computational skills are appearing. Employers complain particularly about miscalculations of decimals and fractions, resulting in expensive production errors. Employees must calculate correctly to conduct inventories, complete accurate reports of production levels, measure machine parts or specifications so that medium-to-high levels of mathematics skills are required across job categories. The business effect of math skill deficiencies is bottom line losses.

Communication skills : Formal education in communication has been directed at reading and writing skills that are used least in the workplace. Most have only one or two years in speech related courses and no formal training in listening. Workers who can express their ideas orally and who understands verbal instructions make fewer mistakes, adjust more easily to change, and more readily absorb new ideas than those who do not. Thus career development is enhanced by training in oral communication and listening because these skills contribute to an employee's success in all of the following areas: interviewing, making presentations at or conducting meetings; negotiating and resolving conflict; selling; leading; being assertive; teaching or coaching others; working in a team; giving supervisors feedback about conversations with customers; and retraining. Employees spend most of the day communicating, and the time they spend will increase as robots, computers, and other machines take over mundane, repetitive jobs.

Oral communication skills : Skill in oral communication is a key element of good service. To provide good service, all employees (not just designated sales and marketing employees) must learn how to talk and listen to customers, handle complaints and solve their problems.

Problem-solving skills : Problem-solving skills include the ability to recognize and define problems, invent and implement solutions, and track and evaluate results. Creative thinking not only requires the ability to understand problem-solving techniques, but also to transcend logical and sequential thinking, making the leap to innovation. Unresolved problems create dysfunctional relationships in the workplace. Ultimately, they become impediments to flexibility and in dealing with strategic change in an open-ended and creative way.

Creative thinking skills : New approaches to problem-solving, organizational design, and product development all spring from the individual capacity for creative thinking. At work, creative thinking is generally expressed through the process of creative problem solving. Increasingly, companies are identifying creative problem solving as critical to their success and are instituting structured approaches to problem identification, analysis, and resolution. Creative solutions help the organization to move forward toward strategic goals. Organizational strategy is an

example of creative thinking.

Self-esteem strengthening skills :Another key to effectiveness is good personal management. Self-esteem, motivation/goal setting, and employability/career development skills are critical because they impact individual morale which in turn plays a significant role in an institutions ability to achieve bottom line results. Employers have felt the pressure to make provisions to address perceived deficiencies in these skill areas because they realize that a work force without such skills is less productive. Sound personal management skills are often manifested by efficient integration of new technology or processes, creative thinking, high productivity, and a pursuit of skill enhancement. Unfortunately, problems related to these skill areas have increased primarily because entry-level applicants are arriving with deficiencies in personal management skills. On the job, the lack of personal management skills affects hiring and training costs, productivity, quality control, creativity, and ability to develop skills to meet changing needs. This presents a series of roadblocks that slow or halt an organizations progress. An organization with such difficulties cannot plan accurately for its future to integrate new technology, establish new work structures, or implement new work processes.

MOTIVATION OF SKILLS FOR GOAL SETTING

Motivation is the combination of desire, values, and beliefs that drives you to take action. These three motivating factors, and/or lack of them, are at the root of why people behave the way they do. Because you ultimately control your values, beliefs, and desires, you can influence your motivations. This means, if you consider something important and assign value to it, you are more likely to do the work it takes to attain the goal. When motivation originates from an internal source and is combined with a realistic goal and circumstance, the odds of a good outcome are greatly increased.

Employability/career development skills: One of the keys to success in today's world of work is career self-reliance — the ability to actively manage work life in a rapidly changing environment and the attitude of being self-employed whether inside or outside an organization. Acquiring the skills and knowledge to become career self-reliant will enable employees to survive and even thrive in times of great change.

Group effectiveness skills : The move toward participative decision making and problem solving inevitably increases the potential for disagreement, particularly when the primary work unit is a peer team with no supervisor. This puts a premium on developing employee's group effectiveness skills.

Interpersonal skills : Interpersonal skills training can help employees recognize and improve their ability to determine appropriate self-behavior, cope with undesirable behavior in others, absorb stress, deal with ambiguity, structure social interaction, share responsibility, and interact more easily with others. Teamwork skills are critical for improving individual task accomplishment because practical innovations and solutions are reached sooner through cooperative behavior.

Skills related to Negotiation and teamwork

Negotiation skills are critical for the effective functioning of teams as well as for individual acceptance in an organization. Change strategies are usually dependent upon the ability of employees to pull together and refocus on the new common goal. “The first is by increasing the intensity with which we utilize (human) resources (working harder), and the second is by increasing the efficiency with which we mix and use available resources (working smarter).”

Organizational skills : To be effective, employees need a sense of how the organization works and how the actions of each individual affect organizational and strategic objectives. Skill in determining the forces and factors that interfere with the organizations ability to accomplish its tasks can help the worker become a master problem solver, an innovator, and a team builder. Organizational effectiveness skills are the building blocks for leadership. A proactive approach toward increasing organizational effectiveness skills through training reflects the commitment to shared leadership concepts operating in the organization. Implementing shared leadership values has a positive impact on productivity. When leadership functions are dispersed, those who perform in leadership roles willingly take on the responsibility for creating and communicating the vision of the organization and what its work groups should accomplish. By their proximity, they are also better able to create and communicate the quality of the work environment necessary to realize that vision. One approach is the super team which is defined as a high performing team which produces outstanding achievements. Leaders of super teams spend as much time anticipating the future as they do managing the present by thinking forward to, and talking to others about their goal, for it is this that provides the team with its purpose and direction (Hastings, Bixby, and Chaudhry-Lawton, 1986). Deploying visionary leaders improves institutional response time to changing and increasingly complex external environment factors that affect the organization's ability to operate effectively.

Skills related to Leadership: At its most elementary level, leadership means that one person influences another. An organization that supports the concepts of shared leadership encourages employees at all levels to assume this role where it is appropriate. The function of leadership include stating basic values, announcing goals, organizing resources, reducing tensions between individuals, creating coalitions, coalescing workers, and encouraging better performance. There is a direct correlation between the implementation of shared leadership practice and organizational improvement, higher morale, and innovative problem solving, which leads to a more hospitable environment for instituting change. Top management cannot make the system work without employees taking on shared leadership roles. A great many people must be in a state of psychological readiness to take leader like action to improve the functioning at their levels. Historically, the roots of business failure can often be traced to inadequate training in and attention to the importance of leadership as a basic workplace skill. Too frequently, companies designate leaders without providing proper evaluation and training to ensure that they are qualified to

assume leadership roles.

Skills related to Problem Analysis : One of the major tasks of the community organizer is to assist the people in arriving at a solution to the problem. The organizer is capable of identifying the problem and making the people to identify, analyze, give priorities, select an appropriate priority, mobilize resources, make a plan of action, implement, monitor, evaluate, modify and continue.

Resource Mobilization skills: Any problem of the community while working out the solution requires resources. The resources may be in terms man power, money material and time. On one hand the organizer is aware of the availability of the resources within the community or outside the community and on the other makes the people to identify the sources of resources and the way to tap such resources.

Conflict Resolution : Problems of the community involves the affected people by the problem and the others who are the causes for the problem. Therefore there could be a conflict between these two groups or between the people and the system. The organizer is equipped with the skill of identifying the conflicting situation and making the people to understand the conflict the work out the ways and means to find solutions to the conflict.

Skills related to Organizing Meeting : Communication within the community and between the community and the organizer is inevitable. There needs to be transparency in the dealings for which formal and informal meetings have to be organized and information have to be shared. The sharing of information enables sharing of responsibility and decision making.

Writing Reports skills : Documentation of the events for future reference and follow up is absolutely essential. Any communication or any written representation and the report of the dealings have to be recorded. This task is either done by the community organizer or delegate the task to some one else for this purpose.

Networking skills: In a community while working with the people the participation of the people strengthens or increases the power of the people. At times support from like minded people or organization has to elicit so that a pressure is built against the oppressive force and to create pressure and increase the bargaining power for which networking with other people and organization is done by the community organizer.

Training skills : Capacity building of the people and the personnel of an organization is important while working with the community. In the process of capacity building the community organizer has to be a good trainer. The community organizer has to use his training ability and skills in this regard.

Skilled Community organizer /Social worker must be able to build knowledge and skills

Developing sensitivity and understanding of client and systems problems and practice solutions;
Able and willing to obtain and utilize information and feedback from others to improve practice;
Building knowledge base; able to recognize, recall, and describe components of client needs and agency practice;
Can identify and describe social work concepts used in

addressing complex issues; building communication skills;
Able to describe classroom learning as related to practice setting; learning to apply course content to field;
Building comprehension of values, knowledge and skills related to human behavior in the social environment,
Learning to conduct assessments and interventions and complete projects according to agency standards;
Articulates growing self-awareness regarding own cognitive and affective responses to practice and learning.
Uses supervision to address questions & concerns and to learn multiple practice approaches and perspectives.
Applying knowledge and skills effectively
Able to articulate basic theories relevant to social work and agency practice; can discuss meaning of theories;
Can articulate potential solutions for meeting client needs, especially regarding concrete services;
Can apply knowledge and has developed skills for problem-solving at the micro, mezzo, and macro levels;
Able to process information both cognitively and affectively, for planning increasingly complex services and tasks;
Can implement assessments and interventions with varying degrees of independence and under supervision;
Demonstrates an understanding of research and evaluation principles for own practice and program effectiveness;
Demonstrates knowledge and skills in cultural sensitivity, awareness, and competence in practice;
Communicates effectively with clients/constituents, colleagues, and other professionals, orally and in writing;
Utilizes supervision to enhance professional development and the knowledge, values, and skills needed in practice;
Demonstrates self-awareness of limitations, strengths, ethical challenges, and needs for further growth;
Demonstrates professional behavior, ethical standards, and Essential Abilities in practice.

Skills needed to Demonstrates mastery of ngos skills

Demonstrates mastery of NGOs knowledge and skills at micro, mezzo, and macro levels of social work practice;
Able to explain, analyze, and interpret social work theories, frameworks, and perspectives to others;
Uses knowledge in skillful, disciplined way, to assess clients or communities, analyze need, and implement services;
Able to synthesize complex, abstract information and incorporate research knowledge into practice and evaluation;
Demonstrates consistent ability to work effectively with other professionals, clients, and community members;
Able to practice effectively across diverse populations, consistently demonstrating cultural sensitivity and competency;
Demonstrates self-awareness in practice, understanding of strengths and limitations; committed to continuous learning;
Displays excellent verbal and nonverbal communication skills; both oral and written;
Consistently demonstrates professional behavior and incorporates ethical standards into practice.
Demonstrates capacity for professional social work practice, using supervision effectively to plan and review practice.

Unskilled Community organizer /Social worker are :

Unable to demonstrate effective learning in this area:
Identifying problems
Unable to practice according to ethical, theoretical, or agency standards,
Poor motivation, attitude, communication, attendance, or other aspect of required Essential Abilities (see Practicum Manual)
Poor awareness of values, knowledge, and skills that build social work competencies.
Unresponsive to supervisor, focused instruction, clear expectations and boundaries, guidelines, or learning priorities;
Unable to understand or accept rationale for need for change or consequences of behavior (including possible termination);
Unable to articulate cultural or other factors in communication and behavior, relationship or placement concerns.

Attitude of community organizer

Attitude accessibility refers to the activation of an attitude from memory in other words, how readily available is an attitude about an object, issue, or situation. Issue involvement is the relevance and salience of an issue or situation to an individual. Issue involvement has been correlated with both attitude access and attitude strength. Past studies conclude accessible attitudes are more resistant to change.

Implicit and explicit attitudes :There is also considerable research on implicit attitudes, which are generally unacknowledged or outside of awareness, but have effects that are measurable through sophisticated methods using people's response times to stimuli. Implicit and explicit attitudes seem to affect people's behavior, though in different ways. They tend not to be strongly associated with each other, although in some cases they are. An attitude is a hypothetical construct that represents a community organizers degree of like or dislike for an item. Attitudes are generally positive or negative views of a person, place, thing, or event this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.

Attitudes are judgments.: They develop on the ABC model (affect, behavior, and cognition) (Eagly & Chaiken, 1998). The affective response is an emotional response that expresses an individual's degree of preference for an entity. The behavioral intention is a verbal indication or typical behavioral tendency of an individual. The cognitive response is a cognitive evaluation of the entity that constitutes an individual's beliefs about the object. Most attitudes are the result of either direct experience or observational learning from the environment. Unlike personality, attitudes are expected to change as a function of experience. Tesser (1993) has argued that hereditary variables may affect attitudes - but believes that they may do so indirectly. For example, consistency theories, which imply that we must be consistent in our beliefs and values. The most famous example of such a theory is Dissonance-reduction theory, associated with Leon

Festinger, although there are others, such as the balance theory. Attitudes can be changed through persuasion and we should understand attitude change as a response to communication.

Emotion and Attitude Change :Emotion is a common component in persuasion, social influence, and attitude change. Much of attitude research emphasized the importance of affective or emotion components. Emotion works hand-in-hand with the cognitive process, or the way we think, about an issue or situation. Emotional appeals are commonly found in advertising, health campaigns and political messages. Recent examples include no-smoking health campaigns and political campaign advertising emphasizing the fear of terrorism. Attitudes and attitude objects are functions of cognitive, affective and conative components. Attitudes are part of the brain's associative networks, the spider-like structures residing in long term memory that consist of affective and cognitive nodes. By activating an affective or emotion node, attitude change may be possible, though affective and cognitive components tend to be intertwined. In primarily affective networks, it is more difficult to produce cognitive counterarguments in the resistance to persuasion and attitude change.

Summary In this paper, community organization skills are discussed in detail. The profession of social work is committed to the enhancement of social well being and alleviation of social problem. In this view, the social workers have to work in variety of settings that is concerned with social problems. Promotion restoration and maintenance of local situation which helps to explore full potential of development is discussed in detail. The contribution of social work at national development is explained. The community organization and social change, industrialization, urbanization and community organization has been emphasized to the extent that it provides in-depth insight to professional social workers. The basic concepts of skills, skills needed for community organization practice and problem solving process have been emphasized to get insight of various processes. The values and ethics of community work which helps to empower community through capacity building are also explained. Various theories and the types of skills required such as goal setting and programme implementation, conducting programme monitoring and other competencies etc. have also been discussed. Communication skills, problem solving skills, creative thinking skills, self-esteem strengthening skills, motivational skills, organizational skills, skills related to leadership, resource mobilization documentation etc., are discussed in detail. Application of knowledge and skills are the base for community organizer and various personality traits of professional social worker and its significance is discussed in detail.

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