I. Course

A. Catalog Description: Cr. 3 (3-0). Prerequisite: completion of foundation curriculum. Examines the key components for developing the effective practice of leadership in human service agencies and programs. Focuses on leadership for administrative practice.

B. Purpose: This course focuses on leadership theories and practices in a multicultural context from a social work perspective. The course explicitly aims to prepare students for effective leadership practice in a variety of settings, including nonprofit, government, for-profit, community-based, political, national, and international organizations. As a practice class, substantial emphasis is placed on strength-focused assessment of one’s own and others’ leadership styles and increasing one’s practice skills in a team context based on a firm grounding in theoretical and evidence-based conceptual frameworks.

II. Course Objectives

Upon completion of this course, students will be able to demonstrate the following competencies:

1. Integrate multiple theories and evidence-based conceptual frameworks of leadership;

2. Identify, analyze, and critique various styles of leadership using a multicultural perspective;

3. Identify principles and strategies for effective decision-making, facilitation, and organizational governance;

4. Demonstrate communication, consultative, advocacy, and culturally competent skills for establishing and sustaining collaborations with staff, board, clients, community, and other external constituencies;
5. Demonstrate leadership skills for promoting progressive social change and empowering individuals, agencies, and communities using various change strategies such as advocacy, persuasion, consensus-building, community-building, and leveraging power resources.

6. Demonstrate an understanding of how to develop, support and utilize teams comprised of diverse members with varying power resources;

7. Identify and analyze the impact of social work values and ethics as they relate to the practice of leadership; and

8. Identify and evaluate one’s own preferred leadership style, and an increased ability to flex this style as appropriate for the situation.

9. Demonstrate the ability to evaluate their personal effectiveness as leaders.

III. Course Content

This course will include the following topical (content) areas:

- **Introduction to Leadership and Conscious Change**
  - Understanding social work leadership in human services organizations
  - History of leadership theory
  - Leadership and teams
  - Team leadership skills and practices

- **Leadership Challenges**
  - Organizational trauma and stress
  - Power, hierarchy, and rankism
  - Diversity and discrimination
  - Self-limiting beliefs & self-sabotaging behaviors

- **Effective Leadership Practices (Reframing Change Model)**
  - Testing Assumptions
  - Clearing Emotions
  - Building Effective Relationships
  - Bridging Differences
  - Conscious Use of Self as Leader
  - Initiating Workplace Change

- **Social Change**
  - Informal Roles of Social Change Agents
  - How minor actions can yield significant changes
IV. Course Structure
The course will be taught as a seminar and utilize peer coaching groups as a structure. Class will reference required readings and self-assessments, lectures, experiential exercises, and individual learning goals. Maximum student participation is critical to the class. Guest lecturers will augment course content.

<table>
<thead>
<tr>
<th>Class Structure</th>
<th>Length of Time</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-In</td>
<td>15 min</td>
<td>Students are expected to be on time and conduct themselves professionally. Students check in with brief descriptions of their levels of feeling and focus.</td>
</tr>
<tr>
<td>Reflections from previous class Topical Discussion</td>
<td>60 min</td>
<td>Professor(s) and guest lecturers speak on dynamics of leadership. Students will be prepared to discuss weekly readings from <em>Reframing Change, Leadership and Self-Deception</em>, and supplemental readings.</td>
</tr>
<tr>
<td>Break</td>
<td>10 min</td>
<td></td>
</tr>
<tr>
<td>Leadership Skills Development Lab</td>
<td>30 min</td>
<td>Students are presented with a case study and will work within their group to develop, practice, and process their leadership skills.</td>
</tr>
<tr>
<td>Group Work</td>
<td>40 min</td>
<td>Students work towards the Leadership Project within their designated group.</td>
</tr>
<tr>
<td>Next Steps</td>
<td>10 min</td>
<td>Brief overview of the class and establish expectations for upcoming week</td>
</tr>
<tr>
<td>Check-Out</td>
<td>10 min</td>
<td>Students check out with brief descriptions of their levels of feeling and focus.</td>
</tr>
</tbody>
</table>

V. Textbooks

Required.
2. Leadership and Self-Deception, by The Arbinger Institute, published by Berrett-Koehler Publishers

3. Integrative 9 Enneagram Solutions Assessment Standard Report [To be purchased at UH Bookstore. Once purchased, student will contact instructor for link.]

VI. Course Requirements

A. **Reading assignments**: Readings and other class materials are assigned for each week. These are listed at the end of this syllabus and are available on Blackboard. You are expected to complete the readings for each week prior to class.

Although some of the readings will be optional, a complete reading of the two textbooks is required. (1) *Reframing change. How to deal with workplace dynamics, influence others, and bring people together to initiate positive change.* (2) *Leadership and Self-Deception.*

B. **Written assignments**

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Focus/Activity</th>
<th>Written Assignment Due</th>
<th>Reading Assignment Due</th>
</tr>
</thead>
</table>
| 1 | 1/17 | Overview of assignments  
Classroom as simulation  
Classroom management  
Group formation  
Grading criteria | | |
| 2 | 1/24 | Individual presentations | Individual presentation – executive summary [#1]  
*Complete ARC by 1/28* | Popova article  
Kotter article  
Jacques article  
Cuddy article |
| 3 | 1/31 | Individual presentations | | *Leadership and Self-Deception* – whole book |
| 4 | 2/7 | ARC with Dr. Jean Latting  
Name, author, and focus of biography [#2]  
*Complete iEQ9 by 2/7* | Reframing Change – Chapter 1 |
| 5 | 2/14 | Testing Assumptions  
ARC insights as applied to goal [#3] | Reframing Change – Chapter 2 |
<p>| 6 | 2/21 | Enneagram – Archetypal differences | iEQ9 report |</p>
<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Focus/Activity</th>
<th>Written Assignment Due</th>
<th>Reading Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2/28</td>
<td>Emotional intel</td>
<td>Group report [#4]</td>
<td>Reframing Change – Chapter 3</td>
</tr>
<tr>
<td>8</td>
<td>3/7</td>
<td>Interviews for The Other</td>
<td>Class time to be used for practice interviews</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>3/21</td>
<td>Feedback Intercultural change</td>
<td>Use of sentence stems and commitment to practice [#5]</td>
<td>Reframing Change – Chapters 4 + 5</td>
</tr>
<tr>
<td>10</td>
<td>3/28</td>
<td>Biography presentations</td>
<td>Biography [#6]</td>
<td>Reframing Change – Chapter 6</td>
</tr>
<tr>
<td>11</td>
<td>4/4</td>
<td>Biography presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/11</td>
<td>The Other presentations</td>
<td>The Other [#7]</td>
<td>Reframing Change – Chapter 7</td>
</tr>
<tr>
<td>13</td>
<td>4/18</td>
<td>The Other presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>4/25</td>
<td>Assessing progress</td>
<td></td>
<td>Reframing Change – Chapter 8</td>
</tr>
<tr>
<td>15</td>
<td>5/2</td>
<td>Final Group Presentations</td>
<td>Final Group Report [#8]</td>
<td></td>
</tr>
</tbody>
</table>

### Content of Written Assignments

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Written Assignment Due</th>
<th>To include in written assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1/24</td>
<td>Individual presentation – executive summary [#1]</td>
<td><strong>Individual Introduction</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Background</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Why social work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Contribution you want to make</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Individual goal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Why important to society</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Significant awakening or turning point in life</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Significant role models or influencers in your life</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Your commitment to the class – what your classmates can expect from you</td>
</tr>
<tr>
<td>Class #</td>
<td>Date</td>
<td>Written Assignment Due</td>
<td>To include in written assignment</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>-------------------------</td>
<td>----------------------------------</td>
</tr>
</tbody>
</table>
| 4      | 2/7   | Name, author, and focus of biography [#2] | Identify Biography  
• Name of the leader  
• Name of the book and author  
• Date of publication  
• Why this leader |
| 5      | 2/14  | ARC insights as applied to goal [#3] | Application of ARC Assessment  
• Scores you agree with  
• Scores that surprised you  
• At least one score you will focus on  
• Your plan for development re the one score |
• Name of group  
• Names of group members  
• Individual goals of members  
• Plan for applying precepts from Leadership and Self-Deception and ARC and iEQ9 insights  
• Plan for meeting between class |
| 9      | 3/21  | Use of sentence stems and commitment to practice [#5] | Sentence Stems  
• How many times you used the process  
• Your experience with the process  
• How your emotional reactivity relates to your Enneagram type and subtype  
• Any surprises? Insights?  
• How affects your experience of The Other  
• Your plan for increasing emotional intel |
| 10     | 3/28  | Biography [#6] | #6 Biography  
• The focus of the biography  
• Why you chose the leader and the book  
• What surprised you  
• Parallels between yourself and the leader  
• Relevance to Social Work  
• Description of your subject’s leadership style  
• Analysis of subject’s impact on change  
• Best guess at their Enneagram Type  
• How you plan to apply insights to your own development |
| 12     | 4/11  | The Other [#7] | The Other  
• The group your focused on  
• How you conducted your research  
• What you learned about yourself |
<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Written Assignment Due</th>
<th>To include in written assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• What you learned about the Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• What surprised you</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How you plan to apply your research and insights to</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>your work</td>
</tr>
<tr>
<td>15</td>
<td>5/2</td>
<td>Final group report including individual experiences of group and goals [#8]</td>
<td>Final Group Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Challenges faced by your group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Successes realized</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How each individual worked with the group to attain their individual goals and support others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• What made the group effective or ineffective</td>
</tr>
</tbody>
</table>

Format for Written Assignments

- **Executive Summary** Format
  - 1” margins
  - 1 ½ line spacing
  - Calibri 11 – Font and Size
  - Left Justified
  - **No more than 1 page for individual assignments**
  - **Group reports can be two pages if necessary**
  - Can combine sentences and bullet points
    - Bullet points should follow parallel construction
  - File name to follow the following format
    - Number or letter of assignment – last name – first name.docx
    - Examples
      - 1-Webster-Daniel.docx
      - 4-Group-Champs.docx
  - File name should also be the title – In bold. Left Justified on top line.
  - File name should also be the subject line with email submissions.
  - Assignment are due on the Thursday stated in the syllabus at 1:00.
  - Submit electronic copy and bring hard copy to class.
    - If oral presentations accompany written assignment (as in Assignments 1, 6, and 7), hand in written copy immediately before oral presentation.
VII. Evaluation & Grading

Your calculated grade will be allocated on a 100 point scale.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Participation</td>
<td>25 pts</td>
</tr>
<tr>
<td>Class Evaluations</td>
<td>15 pts</td>
</tr>
<tr>
<td>Written Assignments</td>
<td>10 pts</td>
</tr>
<tr>
<td>Biography</td>
<td>15 pts</td>
</tr>
<tr>
<td>The Other</td>
<td>25 pts</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>10 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 pts</strong></td>
</tr>
</tbody>
</table>

Letter grades will be assigned as follows:

A = 96-100% of the points  
A- = 92-95.9%  
B+ = 88-91.9%  
B = 84-87.9%  
B- = 80-83.9%  
C = 72-75.9%  
C- = 68-71.9%  
D = 64-67.9%  
F = Below 64%

VIII. Policy on grades of I (Incomplete):

The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an "I" grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.
Please do not request an incomplete because you want to do a more thorough job on one of your assignments. That reason is not consistent with the College’s policy.

Class contribution will be assessed based on the following:

After the composite grade has been computed, a bonus of up to 5pts may be given for those students who make an exceptional contribution to the class. Obviously, in order to be eligible for the class contribution bonus, one must have an exemplary attendance record. For example, if a student's composite letter grade is B+, the class contribution bonus may raise the student's final grade to A-.

The decision to award a class contribution bonus will be based on the answer to this question, “Did this student advance the learning which occurred in the class to an exceptional extent?”

Assessment of the student's contribution will be based primarily on the following:

a. airs concerns and difficulties in an open, solution-oriented manner;
b. assumes personal responsibility for completing the readings prior to class;
c. promotes a learning environment
e. provides insightful commentary on the readings or the class;
f. listens well/brings out others;
g. verbally participates;
h. attends class regularly
i. takes risks (e.g., answers difficult questions, takes unpopular stances, tries out new behaviors)

Final course grade. The final course grade will be the composite grade plus the class contribution bonus, if awarded. Since every assignment is seen as an important part of your learning in the course, a minimum grade of "C" is required in each assignment to pass the course.

IX. Policy on academic dishonesty and plagiarism

Please click the link below for the full explanation of the Academic Honesty policy and procedure
Definitions:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:
Plagiarism
a. Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

Cheating and Unauthorized Group Work
b. Openly cheating in an examination, as copying from another’s paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;
e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation
g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;
i. Falsifying results in laboratory experiments;
j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;
k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials
l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;
m. Mutilating or stealing library materials; misshelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty
n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct
o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:
Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.

X. Course Schedule and Reading Assignments (see above)
Includes class meeting dates and class assignments with due dates. Informs students when class meets, breaks, and when assignments are due for the entire semester.

**Modifications to Syllabus.** The purpose of this syllabus is to provide an overview of the objectives and requirements of the course. Any portion of this syllabus or attachments is subject to modification by the instructor according to the learning needs of the class. All modifications will be discussed in class or disseminated by e-mail prior to their implementation.

**XI. Bibliography.** See required and optional readings in the attached class schedule.

1. Popova, Maria. A Gentle Corrective for the Epidemic of Identity Politics Turning Us on Each Other and on Ourselves. [https://www.brainpickings.org/2018/01/01/john-o-donohue-walking-on-the-pastures-of-wonder/?mc_cid=a499f42fca&mc_eid=092f24e85f](https://www.brainpickings.org/2018/01/01/john-o-donohue-walking-on-the-pastures-of-wonder/?mc_cid=a499f42fca&mc_eid=092f24e85f)


XII. **Americans with Disabilities Statement**

The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XIII. **Counseling and Psychological Services**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let’s Talk” program, which is a drop-in consultation service at convenient locations and hours around campus. [http://www.uh.edu/caps/outreach/lets_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html).

XIV. **Addendum**

Students are expected to check Blackboard each Tuesday before class for any additional information for the class.

Changes or modifications will be posted by midnight on the Monday before each Thursday class – if necessary.

**Macro Concentration Competencies**

Social Work is a competency-based profession. The training you receive in the MSW program is designed to equip you with the knowledge, values, critical thinking abilities (cognitive affective processes), and skills to practice competently across nine competencies identified as central for all social work training. The nine generalist competencies were developed by the Council on Social Work Education, the national accrediting body for social work education, and these competencies were expanded and enhanced for our clinical and macro concentrations (our areas of specialized practice). A description of the competencies for our macro concentration curriculum are provided below along with a table describing how selected assignments in this course align with those competencies. While all course content is linked to the competencies,
below you will find content that **must** be included in all sections of this course across enrollment models.

**SOCW 7334: Dynamics of Leadership (DOL)**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>EPAS Competency</th>
<th>Learning Dimension</th>
<th>Level of Practice (Comp 6-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment: Leadership Case Study</td>
<td>Competency 2</td>
<td>Knowledge, Cognitive/Affective Processes, Values</td>
<td></td>
</tr>
<tr>
<td>Assignment: The Other</td>
<td>Competency 2</td>
<td>Cognitive/Affective Processes, Values, Skills</td>
<td></td>
</tr>
<tr>
<td>Lecture: Conscious Change Framework</td>
<td>Competency 1</td>
<td>Knowledge</td>
<td></td>
</tr>
<tr>
<td>Lecture: Intercultural Communication Continuum</td>
<td>Competency 6</td>
<td>Knowledge, Cognitive/Affective Processes, Skills</td>
<td></td>
</tr>
<tr>
<td>Reading (Book): Reframing Change: How to Deal with Workplace Dynamics, Influence Others, and Bring People Together to Initiate Positive Change</td>
<td>Competency 3</td>
<td>Knowledge, Cognitive/Affective Processes, Values</td>
<td></td>
</tr>
</tbody>
</table>

**Macro Concentration Competency Descriptions**

**Competency 1: Demonstrate Ethical and Professional Behavior**

Macro social work practitioners understand the legal, political and fiduciary contexts of macro practice, as well as recognize and analyze competing interests and values in these contexts. They apply ethical decision-making frameworks to their macro practice. Macro social work practitioners engage in ongoing leadership self-assessment and effectively articulate their distinct macro skill set. Macro social work practitioners understand the importance and relevance of building and maintaining a professional network.

**Competency 2: Engage Diversity and Difference in Practice**

Macro social work practitioners understand the ways in which organizations, communities and policies are impacted by privilege and power, and examine the nature and impact of institutional, political and economic (dis)empowerment. Macro social work practitioners recognize the impact of inclusive and exclusive leadership practices and understand the skills and strategies necessary to
increase and sustain inclusion. Macro practitioners value different perspectives and recognize the necessity and effectiveness of tailoring messages to varied audiences. Macro practitioners effectively utilize self-awareness to recognize, acknowledge and manage personal bias, power and privilege in social work contexts.

**Competency 3: Advance Human Rights, and Social and Economic and Environmental Justice**
Macro social work practitioners understand the role of conflict in various practice settings and compare and select approaches to manage conflict to advance goals in these settings. Macro practitioners effectively articulate differing conceptions of human rights and social, economic, political, and environmental justice in various macro social work contexts. Macro practitioners identify and articulate opportunities to operationalize the advancement of human rights, and social, economic, political, and environmental justice, through the application of theoretical frameworks and strategic planning.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**
Macro social work practitioners understand that evidence derives from an array of sources, including, but not limited to, quantitative and qualitative research, secondary data, best practices, historical documentation, as well as stakeholder and community input. They seek out evidence-based best practices for community interventions and organizational leadership and identify emerging practice trends and technological developments to inform macro practice. Macro social work practitioners also utilize evidence to communicate sound arguments for policy positions.

**Competency 5: Engage in Policy Practice**
Macro social work practitioners recognize that policy is made at local, state, and federal levels, as well as within organizations and communities. They understand the complexity of policy-making, distinguishing between the legislative, executive, and judicial branch policy-making processes at each level of government and the various strategies utilized to shape policy in each process. Macro social work practitioners critically analyze policy using frameworks that consider policy context, content, anticipated and unanticipated consequences, as well as impacts for human rights and justice. They utilize policy analyses as well as their knowledge of the political environment to identify and strategically pursue policy changes to strengthen policy alignment with social work values.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**
Macro social work practitioners demonstrate cultural humility and are culturally responsive. They are aware of the nature of shifting alliances in macrosystems and are able to find common ground with those who hold differing priorities and points of view, without compromising the needs and interests of the most marginalized. Macro social work practitioners involve communities and organizations in all aspects of practice, including assessment, planning, intervention, and evaluation. Macro social work practitioners build, develop and deepen strategic alliances and relationships with policymakers, grassroots community members, advocacy groups, the media and other members of the policy community. Macro social work practitioners design oral and written communications that demonstrate an understanding of the needs and styles of various audiences.
**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Macro social work practitioners utilize unbiased language to assess communities, organizations, and the policy context for macro-level change. Macro social work practitioners critically analyze the many and varied dimensions of power, and the ways in which these shape the practice context. Macro social work practitioners analyze internal and external contexts for change at each level of intervention in organizations, communities, and broader macrosystems.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Macro social work practitioners analyze and apply various theoretical approaches to designing interventions. They utilize intentional strategic approaches when designing, refining, and implementing interventions. They identify, engage in, and coordinate appropriate planned change activities within organizations, communities, and macrosystems. Macro social work practitioners understand and apply strategies for addressing resistance and building capacity as well as for mobilizing and collaborating with community groups.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Macro social work practitioners understand that evaluation is an ongoing component of macro practice and recognize the complexity of evaluation, due to issues around measurement, the roles of multiple stakeholders with divergent agendas, changing policy contexts, and other external factors that contribute to an intervention’s success or failure. They differentiate between needs assessment, formative, and summative evaluations, and the appropriate usage of each within the intervention process. In evaluating macro interventions, macro social work practitioners clearly define problems and determine the problem’s scope. They differentiate between program inputs, outputs, and outcomes, as well as between goals, objectives, strategies, and tactics. Macro social work practitioners effectively collect, organize, and interpret data in order to assess progress, identify accomplishments, and refine strategies to achieve stated goals.