

RATIONAL PLANNING
WITHIN THE CONTEXT OF
ORGANIZATIONAL DECENTRALIZATION

Report of a Practicum
Presented to
The Faculty of Graduate Studies
University of Manitoba

in Partial Fulfillment of the Requirements
for the Degree of
Master of Social Work

by

© Diane Doth Rehbein

May 9, 1986

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BY

DIANE DOTH REHBEIN

A practicum submitted to the Faculty of Graduate Studies
of the University of Manitoba in partial fulfillment of the
requirements of the degree of

MASTER OF SOCIAL WORK

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Chapter I

INTRODUCTION

The following is a report of an administrative social work practicum within the context of a human service organization, The Children's Aid Society of Winnipeg. During the course of the practicum, this organization was in the midst of change, decentralizing administration, policy making and service delivery. The practicum was proposed during the Fall of 1984 and extended between October 1984 and April 1985.

1.1. GOAL OF THE PRACTICUM

The goal of this practicum experience was to acquire theoretical understanding and administrative skills necessary for the planning of a social service delivery system.

1.2. OBJECTIVES OF THE PRACTICUM

The practicum objectives were four-fold:

- i) to become involved in the development of the service delivery system for the Winnipeg South Child and Family Services Agency from October 1984 through March 1985 by
 - a) assisting in the community analysis of this region by identification of service recipients,

- and by completing an analysis of the communities within the R3M postal code area, (ethnic and economic make-up, social service agencies, schools, churches and case location);
- b) completing a community needs assesment of child and family related needs for the subsection of the service delivery area bounded by the R3M postal code;
 - c) developing a framework for a resource centre within a service delivery model for the R3M postal code area; and
 - d) planning for a staff development training program.
- ii) to increase my technical skills related to the planning of a social service delivery system;
 - iii) to increase my knowledge of community-based social service delivery systems; and
 - iv) to provide me with learning and direct experience in the application of planning theory in the context of a human service organization.

1.3. THE PRACTICUM REPORT

This practicum report reviews the literature related to the objectives, describes my experiences in accomplishing the outlined goal and objectives, and evaluates the total experience.

Following the INTRODUCTION, Chapter II reviews selected literature on the topics of organizations and systems perspectives, social planning theory, planning theory, community-based social service delivery, prevention, and staff development.

Chapter III describes the practicum setting and procedures.

Chapter IV examines and evaluates the outcomes of the staff development component of the practicum experience, while Chapter V does the same with the needs assessment related to service delivery.

Chapter VI presents the concluding remarks.

Following Chapter VI are nine Appendices, A through H, which contain the following:

- administrative objectives;
- briefing for the Board of Directors regarding community characteristics of the R3M postal code area;
- key informant survey;
- community residents survey;
- analysis of surveys;
- staff development policy options;
- staff development needs assessment;
- Staff Information Packet; and
- Evaluation of an Administrative Practicum form.

Chapter II

A REVIEW OF SELECTED LITERATURE

2.1. ORGANIZATIONS AND SYSTEMS PERSPECTIVE

The perspective that I adopted throughout this practicum is one that views organizations as open systems, a view that supports social units being deliberately constructed and reconstructed to arrive at specific goals (Etzioni, 1964). Before examining systems theory of organizations, it will be useful to develop a definition of organizations.

Paul Mott (1965) in The Organization of Society, offers the following definition:

"[an] organization has...a population...[its] structure results from the routinization or institutionalization of exchanges of influence and interaction among the parts. This structure of relationships is changing constantly..." (p. 32).

The definition of organizations that Kuhn (1982) supports views organizations as "any system that consists of two or more interacting human beings" (p. 27). In additions to the interactions of people and the constantly changing relationships, a third component of organizations is the interactions of the organizations with the environment. Hall, (cited in Maypole, 1980) includes this element in the following definition of organizations:

"An organization is a collectivity with a relatively identifiable boundary,...this collectivity exists on a relatively continuous basis in an environment and engages in activities..." (p. 84).

Within the practicum I adopted a combination of these three components, that is, the interactions of people in constantly changing relationships within the context of an environment. The importance of the influence of the environment leads to the consideration of open systems (Maypole, 1980), but before beginning the examination of organizations as open systems, a review of the systems perspective as it relates to organizations is in order.

Kuhn (1982) defines systems as "any two or more interacting or interrelated components" (p. 27) that can be viewed as acting systems, that is "concrete systems whose parts interact" (p. 39) or as pattern systems, that is "components that are related...but...[that] do not interact" (p. 30). Organizations function within a complex system of interdependence.

Beer (1980) conceptualizes systems theory as "the ideas help[ing to] explain the dynamic interrelationships of several parts of a larger whole as it interacts with its environment" (p. 17). He arrives at the following list of general characteristics when he applies systems theory to organizations:

- Organizations are composed of several components which interact with one another while at the same time are part of an identifiable whole.
- Organizations, having more or less permeable boundaries, interact with an external environment.

- Organizations are a network of people, structure and technology that transform the raw materials into a product or service desired by users in the environment.
- Organizations have feedback mechanisms that allow various parts to adjust to other parts; and
- Entropy will occur if energy is not continuously imported and converted into valued outputs. In social systems the motivation of people in the organization becomes just as important a source of energy as financial and other energy/matter resources (p. 18).

This systems perspective of organizations encompasses a view of management as well, as it illustrates the linkages between desired organizational outcomes and the appropriate way to manage or organize.

An open-systems theory of organizations as presented by Katz and Kahn is summarized by John Miner (1982) in Theories of Organizational Structure and Process. Katz and Kahn's basic model involves "energetic inputs, the transformation of these inputs within the system, and an output that recycles or returns as energetic input to keep the system going" (pp. 170-171). Thus, the basic processes within the organizations are energetic, involving the flow of energy.

Katz and Kahn (cited in Miner, 1982) identify eight characteristics of an open system. They are:

- importing energetic inputs from the social environment;
- transforming energy as throughput so that work is done within the system;
- output into the environment;

- a cycle of events in which the exported product provides energy for repetition of the cycle;
- the development of negative entropy whereby more energy is imported from the environment than is expended in work;
- information inputs about how the environment and the system are functioning;
- a steady state that preserves the character of the system along with movement in the direction of increasing differentiation, elaboration or specialization; and
- equifinality, a system can achieve the same final state from different initial conditions (Miner, 1982, p. 171).

Restated, inputs are imported into the system from the environment through the organization's boundaries. These inputs are transformed into a product output that is exported out of the system back into the environment. This cycle of events is repeatable.

The open-system perspective attends to processes rather than structure only (Scott, cited in Goodman, 1982). But in viewing structure, open-systems stress "complexity and variability...as well as the looseness of connections among them" (Goodman, 1982, p. 376). Katz and Kahn see organizational structure arising and supported from the interaction of the members. And, they suggest that this situation creates "a high degree of openness...a persistent and inherent vulnerability to forces in the organizational environment" (cited in Murphy, 1977, p. 7). This openness implies a need to continue to maintain the organizational

structure against the "forces" or, to alter the structure to these forces.

Maypole (1980) contends that an open-systems approach regards the system as a whole with parts that are mutually independent. The system will strive to adapt to both internal and external stresses as it attempts to achieve an inner equilibrium (p. 84).

Open-systems theory provides a framework from which to shape organizational and program planning. Planning is one element of organizational energy that contributes to the output of an organization, whether it be service delivery or product, and, is also concerned with the problems of relationships, of structure, and of interdependence.

2.2. SOCIAL PLANNING

In reviewing the literature relevant to social services planning, the necessity to make a distinction between the social planning process as an administrative tool and the theories, purposes and values of social planning becomes apparent. Dudley (1978) supports the need for a clarification between a theory of social planning and a technology or method of such planning. Perlman and Gurin (cited in Dudley) label the technology or method as interactional skills, such as decision-making and communications, and define the purposes of social planning to include the redistribution of resources, service functions, and

decision-making power.

The achievement of social change is defined as social planning by Morris and Binstock (cited in Dudley, 1978). This social change is achieved through the changing of organizational policies, and through societal reform.

Values are an important component in social planning. Mayer (1982) supports social planning as "an appropriate form of social work practice because it is consistent with the values and mission of social work as a profession" (p. 50). He further emphasizes these values, viewing the unequal distribution of rights as the basic value to be addressed in the process. Morris and Binstock (cited in Dudley, 1978) make reference to the value base of social planning as a means to improve the amount, quality, and range of the social services provided people. Garfinkel (1982) places value in planning services in a manner that best "fosters independence, dignity and self-respect" (p. 61) for the beneficiaries. Lauffer (1978) suggests that values are usually arrived at through political consensus, warning that values may not be rational particularly when they are representative of individuals preferences, biases or power.

Other authors subordinate the importance of values of social planning to the actual planning process. Dudley (1978) states that social planning "values seem to be derived primarily from societal and formal organizational contexts" (p. 39), emphasizing the process aspect of social

planning as "logically sequential activities involved in choosing a preferred alternative for accomplishing the goals of a social policy" (p. 3). Perlman and Gurin (cited in Dudley) view values as being determined by the planners through the planning process and through how the planners "choose to define and resolve the problems" (p. 38). This situation implies the need for management to know the value base from which the planners operate as well as for the planners to know the value base of management.

2.3. PLANNING THEORY

Planning is a process of defining goals and objectives and of determining which route will be taken to arrive at these ends. In moving from social planning theory to the practice of planning, one has available many tools or combinations of tools. Numerous planning strategies have been developed (Etzioni, 1968; Lauffer, 1978; Mayer, 1982; Patti, 1983; Skidmore, 1983), many of which could be considered as rational planning and others which are responses or adaptations of rational planning (Hudson, 1979). This review will limit itself to the examination of three planning theories: incremental, rational, and interactive.

2.31 INCREMENTAL PLANNING

Etzioni (1968) and Hudson (1979) describe incremental planning as a strategy that is less demanding than rational planning. This method is often referred to as "the art of

'muddling through'" (Etzioni, p. 268), in that the planner tests out alternatives until one is found that will do (p. 269). As well, Horva (cited in Hudson) describes incremental planning as a mixture of "intuition, experience, rules of thumb, various techniques known to individual planners, and an endless series of consultations" (p. 249).

The essence of this process, according to Etzioni (1968) is the actual or hypothetical testing of alternatives until one (or more) is arrived at that will suffice. Charles Lindblom (cited in Etzioni, 1968) supports the consideration of only those alternatives that are incrementally different from current policies. This position would reduce the scope of options and, as Etzioni (1968) points out, the "cost of necessary information and computations" (p. 270). In contrast to rational planning in which Lindblom (cited in Etzioni, 1978) believes the means are adjusted to the goals, the ends arrived at via incremental planning are chosen because of the resources available. The decision-maker does not necessarily value consensus and often times consensus "develops only after the decision has been made, (Etzioni, 1968, p. 270). This method is intentionally exploratory, trying out an option without prior attempting to anticipate all consequences, as the consequences are left to be dealt with in future increments. Evaluation is planned for during the course of action rather than prior to the development of the increment.

Two criticisms of incremental planning are offered by Etzioni (1968). He points out that decisions are made by those "who pursue their interests...[and others] whose interests have not been taken into account are free to protest after the decision has been made and attempt to effect adjustments" (p. 272). This author also supports the notion that incrementalists tend to ignore the under-privileged, politically-weak collectivities, and overdue societal innovations" (p. 273).

2.32 RATIONAL PLANNING

Rational planning, a more purposive method of planning than incremental planning, is goal directed, taking on a future-orientation as planners attempt to assess the impact of planning. Mayer (1982) contrasts this goal directedness as a "normative state of affairs...which can only be appraised subjectively and cannot be realized in the context of a single plan" (p. 54) with objectives, which are measurable.

Rational planning comprises a number of characteristics that differ depending upon which author one refers to. Skidmore (1983) includes the following seven characteristics in the rational planning process:

- select objectives;
- consider agency resources;
- enumerate alternatives;
- anticipate outcomes of alternatives;

- decide on the best plan;
- plan a specific program for action; and
- be open to change (p. 46).

Four (4) elements of rational planning are offered by Patti (1983). They are:

- needs assessment;
- setting objectives;
- interventions; and
- evaluation.

The steps in the rational planning model suggested by Meenaghan, Washington, and Ryan (1982) include:

- problem/statement profile;
- policy and goal formulation;
- resource analysis;
- selecting objectives;
- creating program options;
- selecting a program for implementation; and
- evaluation. (p. 21).

Dudley (1978) includes seven phases in his planning process. They are:

- define problem/task;
- establish structure to bring together relevant parties;
- formulate policy/objectives;
- develop and assess alternatives;
- select preferred means;
- implement preferred means; and
- evaluate outcomes.

And finally, Mayer (1982) presents the rational planning model in the following nine steps:

- determining goals;
- needs assessment;
- specification of objectives;
- design of alternative courses of action;
- estimation of consequences of alternative actions;
- selection of a course of action;
- implementation;
- evaluation; and
- feedback (p. 53).

Within this practicum, I employed the rational planning model described by Mayer (1982) with the addition of one step suggested by Dudley (1978), that is, the establishing of a structure to bring together relevant parties.

By employing a rational planning model, the planner would be viewing events developmentally rather than deterministically as in the incremental planning framework. But, as Perlman states, (cited in Dudley, 1978) planners do not "typically start at a beginning phase nor end with a final phase...phases often occur simultaneously and repeatedly" (pp. 58-59). Kahn (1969) emphasizes that planning should not be thought of as a linear process but more of an evolving process based on an "exploration of relevant realities and consideration of values and preferences" (p. 330).

Planning may be viewed as a dynamic process, one that "must be flexible in order to respond to changes within the agency or program, as well as within the community served" (Ehlers, Austin & Prothero, 1976). Dubey (1979) emphasizes the process aspect of planning as "logically sequential activities involved in choosing a preferred alternative for accomplishing the goals of a social policy" (p. 3).

The following section discusses those phases of the planning process that I was involved in during this practicum. They are:

- needs assessment;
- setting objectives; and
- establishing a structure to bring together relevant parties.

2.321. NEEDS ASSESSMENT

Needs assessments intend to improve an agency's ability for planning, including priority setting and resource allocation. But, prior to beginning a needs assessment, two critical questions must be answered. They are, why do a needs assessment, and what information collected by which methods will be beneficial (Kimmel, 1977).

Kimmel (1977) warns that a needs assessment may be a misguided call, when one assumes that data will lead to understanding. In addition, Meenaghan, et al. (1982) identify two prerequisite conditions to beginning a needs assessment. They are a commitment to "planning new services...or...re-structuring old ones in accordance with identified need (p. 172).

Kimmel (1977) suggests seven approaches to assessment, noting that there is no preferred method, and that a single approach is often times limiting, thus the need to consider combining approaches. These approaches are:

- gathering opinions and judgements from key informants, community forums and public meetings;
- examining service statistics;
- reviewing epidemiological studies;
- reviewing incidence and prevalence;
- examining socio-demographic data of social indicators;
- conducting/analyzing surveys; and
- analyzing existing data/studies.

All methods except for using epidemiological studies are ways to collect data or opinions, and all but the using of experts are ways of describing not explaining need. These methods require inference from descriptive statements to cause.

Children's Aid Society of Eastern Manitoba (1984) views needs assessment as a means of determining what people "perceive...to be problems, interests, and issues" (p. 2) focusing more on people's experiences and judgements rather than on socio-demographic information about an area. In contrast to this approach, Neuber (1981) delineates three sources for collecting data in his needs assessment model. Two of these sources are perceptions from people, that is key informants or those people having direct contact with the targetted population, and consumers, or the general population. In addition, Neuber would make use of demographic statistical profiles such as birth and death rates, employment information, and crime and mental health rates.

Gates (cited in Meenaghan et al., 1982) informs the reader of three approaches in identifying needs. They are:

- client-oriented, the identifying of incidence and prevalence data;
- service-oriented, the identifying of gaps in service delivery; and
- community-based, the identifying of value orientations of donor, service procedures and recipients (pp. 169-170).

Meenaghan, et al. expand on Gate's approach to offer the following eight formal techniques:

- general population survey;
- target population survey;
- service providers survey;
- key informant survey;
- review of secondary information;
- review of administrative records;
- needs indicators; and
- review of needs identified by other planning systems (p. 173).

Four approaches in the assessment of need will be used in the practicum. They are surveying key informants, including school personnel, clergy, and Children's Aid Society/Winnipeg social workers and supervisors deployed to Winnipeg South Child and Family Services Agency, surveying a targetted population, examining socio-demographic data and examining service statistics, in particular Children's Aid Society of Winnipeg case statistics for the area the Winnipeg South Child and Family Services Agency will be servicing.

In the literature, need is contrasted with wants. Kimmel (1977) notes that confusion may result from a lack of clarity regarding the differences. He points out that, historically, needs were biologically based and were in the most part limited and satiable, whereas wants are more psychologically based and unlimited. These biological needs include food, clothing, shelter, and care when sick. Needs are defined by Scriven and Roth (cited in Kuh, 1981) as "factor[s] or element[s] without which a person cannot function satisfactorily" (p. 11). Lenning (cited in Kuh, 1981) has a more inclusive definition of need: "need is a necessary or desirable condition" (p. 11). Stufflebeam (cited in Kuh)

also defines need as something necessary when its "for the fulfillment of some defensible purposes" (p. 11).

The theoretical framework for the definition of need that I have adopted for the purpose of the practicum needs assessment is presented by Kaufman (1972). Need includes a discrepancy between a person's or group's present state and what is an acceptable state or level of what ought to be. Meenaghan et al. (1982) refer to this situation as the theory of cognitive balance (p. 166), and support the notion that "human need is any identifiable condition that limits a person as an individual or a family member in meeting his or her full potential" (p. 168).

2.322. ESTABLISHING OBJECTIVES

One of the steps of rational planning that provides a foundation for examining alternatives and for undertaking evaluation is the establishment of goals and objectives. Rossi (1982) defines goals as "statements, usually general and abstract, of desired states in human conditions and social environments" (p. 52). Goals are a "program's long range intent to eliminate, reduce or ameliorate a problem or community need" (Patti, 1983, p. 78), and may also be developmental in that they pursue the ensurance that there will be a future for the program (Patti, p. 68). Objectives become operational statements regarding the desired "accomplishments of the social intervention programs" (Rossi, 1983,

p. 52). Rossi furthermore sees the development of objectives to be possible only in relation to a goal, and that unless goals are operationalized into objectives, "it is unlikely that a plan can be implemented to meet them" (p. 56). This position also is supported by Meenaghan, et al. (1982) as they indicate that objectives are the means to accomplish goals.

Objectives can be either absolute or relative. An absolute objective would eliminate an undesirable condition or require a desirable one to be obtained for the target population. A relative objective would be setting particular standards in terms of a proportionate improvement in a situation (Rossi, 1982 p. 56).

In the establishment of objectives, Rossi delineates four techniques. They are:

- using strong, observable verbs;
- stating only one purpose or aim;
- specifying a single end-product; and
- specifying the time expected to carry out the objective.

Brundage (1980) defines objectives behaviourally, which was the focus of objectives developed within this practicum. These statements are to be observable, measurable, and time defined, and should be a direct outgrowth of the identified needs, that is a statement of how the needs will be addressed.

2.323. ESTABLISHING A STRUCTURE

The final phase of the planning process that I was to have undertaken was the establishing of a structure to bring together relevant parties. This action will be derived from the theories of community-based service delivery presented in the section following INTERACTIVE PLANNING.

2.33. INTERACTIVE PLANNING

In addition to analytic skills, planners need interactional skills (Lauffer, 1978) including the ability to bargain, negotiate and influence. In this respect, planning becomes a political process. Ball (1978) is adamant in his statement that planning is a political rather than a technical process. Googins et al. (1983) make a reference to this dimension of planning as one of socio-political or interactive in contrast to analytic or cognitive. Interactive dimensions according to Googins, et al. also stress the ability to build coalitions. They point out that the "informal personal contacts are more often key to the acceptance of a plan than are rigorous statistical analyses" (p. 273). The formal as well as informal organizational contacts can be essential in obtaining resources required to deliver services. These contacts may be based on the personality of the planner, on the nature of interactions, or on the current socio-political environment within which the planner is working.

The planner interacts with the socio-political environment in the following three non-analytic areas:

- context: space, mores, values, history, culture;
- self: awareness, action; and
- conditions: rules, roles, resources (Googins, et al., 1983, p. 274).

In applying this framework, the planner must be continually assessing the context and conditions under which he or she is operating and interacting. As well, his or her responses to the occurring situations must be examined. This evaluation is essential since, as Eldridge (1983) points out, the "quality of planning can be influenced by [the planner's] personality [and] social processes of interaction" (p. 119).

Even though the rational planning model was the method of planning employed in this practicum, it is recognized by this author that interactive planning is crucial for success, and that it is also capable of being combined within other planning frameworks.

2.4. COMMUNITY-BASED HUMAN SERVICE DELIVERY

Within recent years, community and consumer involvement in planning for social services has gained legitimacy and support (Gilbert, 1979). Before beginning an examination of community-based service delivery, it will be useful to briefly review the theories of decentralization of social services.

Decentralization can be viewed as collaborative

decision-making among service organizations, consumers, and clients (p. 3). Rein (1972) sees decentralization as an effort to increase "government responsiveness" through access and participation by consumers.

Three types of decentralization are described by Rein (1972). These include:

- political, that is the redistribution of political power and policy making authority;
- territorial, that is the bringing of government physically closer to the people; and
- administrative, that is the delegation of decision-making authority.

In Neighborhood-Based Child Care Services for the Inner City: A Service Model, a Staffing Plan and a Program Implementation Strategy, the decentralization of power, programs and money is supported, with a warning that this shift in control does not necessarily assure high quality service. Also, Bartee and Kelly (1977) indicate that the allowing for consumer/community participation in policy-making, planning and evaluation does not necessarily improve services. Rothman (1974) sees decentralization as a means of diffusing the decision-making structure, most useful when there exists a low degree of certainty concerning environmental factors (p. 119).

One element of decentralization of human services suggests that consumers could give helpful advice regarding the planning for and delivery of services (Murphy, 1977), but the nature of "appropriate" citizen participation should

depend on the program's goals according to Fraenkel (1977, p. 177).

Perlman (1975) clarifies the attention currently being given to community-based service models. "We are at one of those junctures when critical issues in the development and delivery of social services are being decided...at issue are the nature of the programs, the criteria for evaluating them, and the ways in which they should be controlled and planned...the consumer's side has been neglected and that fact is relevant to several important developments that are now under way" (p. 1).

A triangulation of participants is advocated by Leigh (1977). Included are employees of the social service agency, consumers of social services, and members of voluntary organizations. The need for inclusion of the consumer in the planning process is seen for its potential as a tool for mobilizing new resources (Leigh, 1977 p. 155). Rothman (1974) feels more strongly about this potential, indicating that only the programs that have been determined through consumer participation will be rigorously carried out, that is "when people take part in determining policies, they will lend themselves to, and support these policies over the long run" (p. 281).

Four possibilities for consumer participation are: advocacy groups, advisory, volunteer programming and needs

assessment survey (Bartee & Kelly, 1977, p. 4). Missing from this list is the governing/decision-making function. Arnstein (cited in Bartee & Kelly) has developed a model for citizen participation that is based on three levels. The lowest level is non-participation and includes such activities as manipulation and therapy. The next level, she refers to is tokenism. Tokenism includes such activities as informing, consulting, and placating. The final level is called citizen participation and includes partnership, delegated power and citizen control (p. 6).

As a part of citizen control participation, the board of directors in a community-based service model should be formed via a process that "maximizes community participation and representation, allows nominations from the membership so that interested people in the community, including service users, have access to the board...[and] precludes takeover by interest groups" (Manitoba Community Service and Corrections, 1983, p. 5).

The definition of community-based child and family services includes the following characteristics:

- located and operated in the neighbourhood;
- accessible to families
- makes use of natural helping networks;
- provides services to meet the needs of identified client groups; and
- has community participation in policy, planning and programming (Brown, et al., 1982; Child and Family Support, 1984).

The providing for the extension to the community of the

responsibility for planning, delivery and evaluation of services, along with the preceding five characteristics, comprised this practicum's definitions of community-based human service delivery.

2.5. PREVENTION

The following section examines prevention in the social services. Included are definitions of prevention, functions of prevention, a description of primary prevention needs assessment, a model for the delivery of preventive services, and an evaluative component for these services.

A recent definition of social services in Canada includes both preventive and developmental functions in addition to the traditional social service functions of crisis intervention, treatment and rehabilitation. (Social Planning Council of Winnipeg, 1982). The House of Commons Bill C-57, 2nd session, 13th Parliament, 25-26 Elizabeth 2, 1967-1977 (cited by the Social Planning Council of Winnipeg) reads:

"... 'social services' means services having as their object enabling persons to lead useful, satisfying and independent lives, preventing personal and social conditions that cause disadvantage or disability, raising individuals, families and groups to a higher level of participation in social or economic life, protecting those whose personal or social well being is at risk or developing individual, group or community capacity for growth, enrichment, and social participation" (p. 3).

The definition of prevention adopted by the Social

Planning Council of Winnipeg (1982) is "to provide before hand against the occurrence of something; action intended to provide against an anticipated danger; a precaution or defensive measure...to render impossible by anticipatory action; to hinder, preclude, avoid, keep from happening" (p. 6) and the planned avoidance of a problem or future ill.

Many authors (Social Planning Council of Winnipeg, 1982; Ontario Ministry of Community and Social Services, 1984; Offord, 1982; Reinherz, 1980) delineate three types of prevention: primary, secondary, and tertiary. Primary prevention includes those activities undertaken prior to the onset of a problem (Reinherz) and those activities aiming to reduce the incidence of new cases (Offord; Ontario Ministry of Community and Social Services; Felner & Aber, 1983) as well as the harmful effects of a stressful environment (Kahn, 1979; Offord). Primary prevention is geared toward root causes (Social Planning Council of Winnipeg) and may include such activities as family life education.

Two aspects of primary prevention are distinguished by the Social Planning Council (1982). They are those efforts which are focused on "modifying the stressful environment" (p. 185) and those efforts designed to strengthen "individual capacities to cope with stress" (p. 185). These efforts fall into three categories of primary programming:

- those directed at high risk groups;
- those directed community wide; and
- those that are developmental milestones (Social Planning Council of Winnipeg, 1982; Ontario Ministry of Community and Social Services, 1984; Offord, 1982).

Although Cowen and Goldstein (cited in Reinherz, 1982) declare that only primary prevention should be called prevention, Reinherz points out that the combination of primary and secondary activities will identify vulnerable children.

Secondary prevention is aimed at the reduction of prevalence of cases (Ontario Ministry of Community and Social Services, 1984; Social Planning Council of Winnipeg, 1982; Offord, 1982). Reinherz (1982), Kahn (1979), and the Social Planning Council of Winnipeg see this type of prevention to include the diagnosis and treatment of a problem or illness in its early stages with the intent of reducing its duration. Two examples of secondary preventive services include day care and homemakers. Gottlieb, Hall and Gourash (cited by Berrera & Balls, 1983) view early detection and referral as functions of secondary prevention.

A third type of prevention, tertiary, is aimed at reducing the after effect of disorder or individual debilitation (Ontario Ministry of Community and Social Services, 1984; Social Planning Council of Winnipeg, 1982) and is considered rehabilitative (Kahn, 1979; Offord, 1982; Reinherz, 1982). Programs intended to achieve this outcome

include family therapy, debt counselling, and drug or alcohol rehabilitation.

Child and Family Services of Manitoba (1984) proposes that prevention is "an approach to services rather than a specific service type" (p. 5), supporting the definition of prevention of the National Planning Committee on Training of the Subcommittee on Alcohol and Drug Problems. This committee views prevention as "an anticipatory action for one or both of two purposes" (p. 5), one being the reduction of "the possibility of an event or condition from occurring or developing" (p. 5) and the other being the minimization of the "damage that may result from this event or condition if it does occur or develop" (p. 5). This definition encompasses both primary and secondary prevention.

A distinction has been made between prevention and development, with development being planned nurturing or fostering to create future welfare (Social Planning Council of Winnipeg, 1982). This distinction allows for alternative combinations of prevention approaches. Included are those alternatives which are:

- strictly developmental: the enhancing of "human potential...[and] capacities for self-realization of effective social existence";
- strictly preventive: the creation of "restrictive environments/negative social sanctions"; or
- a developmental/preventive mode: developing skills or life styles (Social Planning Council of Winnipeg, 1982, p. 7).

Prevention has become an attractive approach to social services as a means of escaping the "dilemmas associated with the treatment of established cases" (Offord, 1982 p. 225). According to Offord, these dilemmas include stress and suffering, reduced life quality, and unavailable or ineffective treatment. Hepworth (1980) points out that even though prevention deals with an at risk target group, because the intensity and/or duration of contact is less than with in-care services (p. 79) prevention comes near the bottom of child welfare services involvement.

Three functions of prevention have been articulated in the literature. The Social Planning Council of Winnipeg (1982) supports the function of avoiding "the creation of deviance by meeting human needs before the unmet condition results in maladaptive performance" (p. 38). Included in this function are those activities which will "increase the range of social tolerance...reverse the deviant image ascribed to many groups of people...[and] create legitimacy for social activities" of those groups of people with certain characteristics or behaviours labeled as deviant (p. 38). Two other functions are put forth by the Ontario Ministry of Community and Social Services (1984). These are community involvement and the enabling of "participants to do things for themselves to develop new networks and supports" (p. 23).

The planning literature is filled with information

regarding the role and methods of needs assessment in planning (refer to 2.321. NEEDS ASSESSMENT), but little has been written differentiating prevention needs assessment from planning needs assessments. Felner and Aber (1983) and Zautra and Bachrach (1983) are four authors who present an excellent case for a separate framework for the assessment of primary prevention needs. They stress the importance of understanding the difference between goals and objectives of traditional service needs assessments and those of preventive service needs assessments. Felner and Aber support the assessment of community need prior to the development of preventive programming. In examining preventive needs, the target group of choice for prevention programming appears to be children (Felner & Aber; Zautra & Bachrach) since this group has the potential "for obtaining maximal return on resource expenditure" (Felner & Aber, p. 110).

A major difference between a planning needs assessment and a primary prevention needs assessment is that the latter cannot examine need "after-the-fact" (Felner & Aber, 1983, p. 111). Zautra & Bachrach (1983) refer to this situation as "identifying the problem before it occurs" (p. 2). In the more traditional framework, a need exists when an identifiable adaptive difficulty is demonstrated. In contrast, preventive needs must be defined and identified in a manner that permits assessment when adaptive difficulties

have not appeared, that is the focusing on "antecedent conditions that are thought to contribute to the increased risk" (Zautra & Bachrach, p. 1). When these difficulties are manifested, the mode of intervention becomes treatment rather than prevention.

Aber and Felner (1983) suggest social indicators and surveys as two sources of information for the preventive needs assessment. Social indicator analysis is based on the assumption that certain demographic, economic, and social characteristics may be related to the service needs of a population group. Information is available through census data as well as other statistical compilations. This method of identifying potential needs can also be a part of the traditional planning framework. The analysis of social indicators should allow for the identification of target groups, that is those groups at risk who are facing high levels of environment stress. Zautra and Bachrach (1983) support the use of socio-demographic data in needs assessment to identify geographic distribution of problems. They suggest the identification of conditions in life that "trouble people when present or disturb them when absent" (p. 5).

The use of key informants in identifying primary prevention needs, particularly those of children, has the limitation that the informant be aware of "needs of children who are not showing obvious behavior [sic] problems"

(Felner & Aber, 1983, p. 114). The use of judgements becomes the basis of primary prevention surveys. This method includes the listing of known stress indicators with the informant being requested to identify whether or not a particular stress indicator is present in his or her life, or the life of a particular population grouping. Felner and Aber (1983) warn that there are issues to be addressed prior to the collecting of data. These issues include the defining of the parameters of the population the programs are to be targetted toward, the assessment of currently available services and programs for this population, and the informal assessment of resources available for program implementation. The latter issue includes the identification of internal and external resources along with public attitudes. This identification of resources is essential for avoiding identification of needs when no resources are available to develop appropriate programs. But, even if resources appear to be lacking, it still may be necessary to proceed with identifying need in order to determine future directions for planning.

In supporting a commitment to preventive services and its functions, the service delivery style predominant throughout the literature is that of neighbourhood basing (Child and Family Services, 1984; Winnipeg Core Area Initiative, nd; Glendinning, 1984; Ontario Ministry of Community and Social Services, 1984; Hasenfeld, 1983; Murphy, 1977; Brown, Finch, Northern et al., 1982; Walz, 1969; Children's Aid Society of Eastern Manitoba, nd). It should be noted, though, that there exist no single framework appropriate for all programs

for community decision-making (Gilbert, 1979). Gilbert and Dubey (1979) suggest that this framework should evolve out of a process of negotiating and meeting with individuals and groups throughout the community.

Walz (1969) sees the re-emergence of this model as a direct response to remedying structural weaknesses in social welfare organizations. These deficiencies include:

- the tendency of agencies to refer elsewhere;
- the incompatibility of service delivery with client needs;
- the inaccessibility of services to those who need it;
- the excluding of those in need through screening and eligibility requirements; and
- the lack of awareness of eligibility or availability of services.

Also enumerated by Walz are deficiencies within the welfare system. Included are:

- the viewing of the individual as a problem rather than the social system (Social Planning Council of Winnipeg; Walz);
- the lack of comprehensive service delivery (Glendinning; Walz);
- the increasing of the feeling of powerlessness among the poor by large welfare bureaucracies (Walz); and
- the few available opportunities for client/consumer control (Walz).

The following section will be examining the literature on preventive neighbourhood services, hereafter referred to as resource centres, including functions, values, programming, and organization and structure.

Characteristic functions of a resource centre may

include:

- advocacy for alternate policies and practices;
- information and referral services;
- client advocacy;
- direct services: counselling, crisis intervention, group work, day care;
- intake; and
- education (Child and Family Services, 1984; Core Area Initiative, nd; Children's Aid Society of Eastern Manitoba, nd; Brown, et al., 1982; Perlman, 1975).

Throughout the literature, values central to the purpose of this model appear. These values are self-help, client-controlled, community-based, informality, non-stigmatizing access, instant services, comprehensive care, voluntary, convenient, and a continuum of services (Brown, et al., 1982; Child and Family Support Services, 1982; Children's Aid Society of Eastern Manitoba, nd; Hasenfeld, et al., 1983; Murphy, 1977; Perlman, 1985; Social Planning Council of Winnipeg, 1982; Winnipeg Core Area Initiative, nd).

The continuum of service, emerging from the centre's functions, range from information, education, skill development, support services, and access to treatment, to reduction of environmental stress (Children's Aid Society of Eastern Manitoba, nd).

Actual programming should be based on need and available resources (Felner & Aber, 1983) and should have a wide range of possibilities including those services related to basic needs (food, housing, health), community services, family services, seniors, employment, education, legal, and recreation (Child and Family Support Service, 1984). Felner

and Aber support the notion that prevention programming should be "Organized around the mastery of stressful life events or transitions by individuals who experience them." (p. 2).

The literature supports the notion that preventive programming stresses the development of community, including family, support networks (Social Planning Council of Winnipeg, 1982). Brown, et al., (1982) suggest that children are helped when their support systems, the family, the school, and the neighbourhood are strengthened. The notion of developing a comprehensive system of services of support for families is an aim of The Resource Worker Project (Glendenning, 1984). The Child Parent Drop-In Centre (Hasenfeld, et al., 1983) is committed to the development of a neighbourhood based support system for families with the desired outcome being the "reconstruction and maintenance of healthy family units" (p.158). The Winnipeg Core Area Initiative stresses the basic criteria of a resource centre's activities as the providing of neighbourhood mutual assistance.

As stated previously, there exists no prescribed organization and structure for a resource centre, but Brown, et al., (1982) warn that the structural arrangements can either augment or hinder professional practice including the "interactions with families and the neighbourhoods [sic] in which they live" (p. 41). In keeping with the value of neighbourhood basing as a primary structure of a resource centre, the parameters of the neighbourhood must be established. Neighbour-

hoods share features and an identity that distinguish themselves from others. Included may be such elements as socio-economic characteristics of residents, types and conditions of dwellings and structures, race, ethnicity, cultural patterns, and history (Brown, et al., City of Winnipeg Planning Department, 1980). Brown, et al., also suggest that neighbourhoods may or may not be determined by rigid boundaries, but that each neighbourhood "constitutes an intimate and intense pattern of characteristics and interactions that affect the lives of residents" (p. 43), and that a first step in developing a neighbourhood centre is to undertake an assessment of the neighbourhood.

Within the context of child and family preventive services in Manitoba, two sources, Children's Aid Society of Eastern Manitoba (nd) and Child and Family Services (1984) have identified characteristic structures of a resource centre. Among these structural elements are:

- serving a population of 15-20,000;
- easily accessible physically, culturally and psychologically;
- advised/governed by a neighbourhood committee;
- located in an area of highest need;
- having multi-purpose use available; and
- staffed with a coordinator and additional team members.

The rational planning model has an evaluative component. Elements of this component certainly are applicable to preventive programming evaluation, but some particular characteristics of prevention evaluation should be highlighted.

The Ontario Ministry of Community and Social Services

(1984) points out that prevention programs are intended to reduce the incidence of problems within the target group, but that it is difficult to identify supporting evidence for a change in the incidence "of a problem in the...at risk population" (p. 26). Perlman and Jones (cited by Walz, 1969) and Walz further warn that in evaluating prevention programming one should be aware that "centres are expected to compensate for and bring about changes in social conditions and social services...as a way of avoiding more radical action concerning social conditions" (p. 154). Evaluation of preventive programs may include measures of individuals (Ontario Ministry of Community and Social Services, 1984) such as participation, consumer satisfaction and individual change. Individual change is the determining of whether or not members of the client group participated, whether the participant liked the service or whether or not outcomes indicate individual change. Offord (1982) highlights the need for having clearly defined program goals and objectives, interventions, and target groups. He continues by warning that the "chances of succeeding with any primary prevention program...are slim...(since) what are needed are trials, vigorously evaluated, of a number of different primary prevention packages" (p.229).

2.6. STAFF DEVELOPMENT

The final aspect of this review selectively examines the context of a child and family services agency, considering

staff development and its relationship to adult education theory, and staff development needs assessment theory and practice.

The nature of children's services presents the child welfare worker with a challenge. Demands in terms of case-load and paperwork are high. Frustrations, feelings of inadequacy, high turnover and burnout are frequent occurrences (Rycus, 1978). A responsive administration along with good supervision are two ways to meet this challenge. Another, according to Rycus, is staff development. For the purpose of this practicum, I have defined in-service training/staff development as "programs and activities designed to meet the learning needs of a specific staff within a particular organization" (Doelker & Lynett, 1983, p. 380). This position is also supported by Pecora, Schinke, and Whittaker (1983) in their defining of staff development as "any process or program to improve worker job performance by enhancing work relevant skills" (p. 102).

Authors present various reasons for having staff development within any agency. Rycus (1978) supports the development of child welfare staff as a means of learning new information and skills, and of increasing individual awareness in addition to awareness about the clients. Additionally, she sees staff development as an opportunity that provides "staff with a support group to counteract the anxiety and frustrations generated by the job" (p. 347). Pecora, et al., (1983) define

two objectives of staff development. They are the orientation of new employees and the upgrading of all employees. Weiner (1980) also sees the intent of staff development as the enhancement of knowledge and skills, the fostering of group cohesion, improved staff morale, and motivation (p. 231).

Rycus (1978) notes that adult education theory is completely pertinent to the structure of staff development, stating that andragogy, the teaching of adults, is applicable to short term learning as well as, according to Rogers (1977), to a wide variety of teaching situations. The following section examines some of the theories of adult education with the emphasis that there is no universally acceptable definition of adult education, or for that matter adulthood, (Darkenwald and Merriam, 1982, p. 8).

Knowles (1978) identifies the following four assumptions that distinguish andragogy from pedagogy (the teaching of children). They are:

- self concept: as a person achieves self-directedness then he or she is psychologically an adult;
- experience: as people mature they accumulate experiences which become resources for learning and which offer a broadened base from which to relate new information;
- readiness: as people mature their readiness to learn decreases and they learn what they need to learn; and
- orientation: as people mature they approach learning from a problem-centered perspective (pp. 55-58).

Using self-concept as a determinant of adulthood is one

possibility. Darkenwald and Merriam (1982) suggest status in life as another. Specifically, an adult is someone who has left the role of full-time student...and assumed the role of worker, spouse and/or parent" (p. 8). An adult, under this definition could be a 15 year old single parent, or could not be a 26 year old medical student.

The emphasis on reaching physical maturity and the expectation of a right to participate responsibility in home-making, work, and as a member of society are outlined by Houle (1972) as characteristics of adulthood (p. 229). Within the context of this practicum, an adult was considered as any employee of the agency, including volunteers and University student placements.

Rycus (1978) outlines four elements of andragogy that will make for effective staff development. They are:

- concentrated training: providing the most that can be learned in the shortest time;
- immediately applicable, relevant content based on needs assessment of the learners;
- the gap between theoretical and practical should be bridged; and
- ongoing training (p. 348).

Rational plannings, as suggested by Ingalls (cited in Rycus, 1978) can be applied to the planning of staff development programs. Seven planning steps outlined by Ingalls include:

- setting up a climate for learning;
- establishing a structure for mutual planning;

- assessing interests, needs and values;
- formulating objectives;
- designing learning activities;
- implementing learning activities; and
- evaluating outcomes (p. 349).

In the model of staff development suggested by Doelker and Lynett (1983) four phases are outlined, the first two of which were applicable to this practicum. They are:

- preplanning;
- planning;
- training and follow-up; and
- renegotiation (p. 381).

The preplanning phase involves the development of the organization's staff development philosophy and would answer such questions as:

- "How will staff development relate to organizational goals?
- What should staff development accomplish?
- Who will decide what training is needed?
- What data will be gathered to make decisions and from whom will they be gathered?
- Will training be developed to improve specific job-related skills currently needed, or will it be used for career development? and
- What kind of an evaluation is wanted and how will the results be used?" (p. 381).

The planning phase focuses on the conducting and interpretation of the needs assessment, one of the elements within a rational planning framework.

The final part of this section will discuss needs assessment for staff development. As in the review of needs assessment for prevention, only those components will be highlighted that are unique to staff development needs assessment.

In rational planning needs assessment, there are various sources available for obtaining data. This situation is also the case with a staff development needs assessment. Among those sources are key informants, worker performance appraisals, program evaluations, organizational analysis, and consumers (Pecora, et al., 1983). An additional source of data is staff survey.

Pecora, et al., (1983) describe three frameworks for the assessing of staff need. They are the task-based method, the knowledge-based approach, and the worker ability/characteristic method. These authors point out that in whatever approach one uses to assess needs, there are two phases, the collecting of data and the analysis of the data collected.

The task-based method for assessing staff training needs assumes that staff development is to be based on those job tasks/skills required by the organization. The process involved includes an analysis of knowledge and skills needed to do the job along with worker performance evaluations or worker self-evaluations (Pecora, et al., 1983, p. 103). This type of a needs assessment survey could appear as a listing of required tasks with a rating as to whether or not training is needed, or it could be a rating as to the importance of training for a particular task in improving job performance (Pecora, et al., p. 103-104).

The knowledge-based approach for assessing staff training needs would include a delineation of knowledge areas that are

"used or considered necessary for job performance" (Pecora, et al., 1983, p. 105). The survey would require the worker to indicate if training in a particular knowledge area is desired and how important such training would be for improving job performance. An additional area for reporting might include whether or not the knowledge area is actually used on the job (p. 105-106).

The worker ability/characteristic method, developed by the Office of Continuing Social Work Education at the University of Tennessee, uses the abilities and personal characteristics of workers to identify those areas where he or she is lacking needed skills or knowledge (Pecora, et al., 1983, p. 107). Using job analysis and consultations with staff and experts, worker ability statements are devised that reflect functional and content skills. The people being surveyed are then requested to complete various rankings including:

- how satisfied they are with their current level of ability;
- how often they encounter situations that require the ability;
- how important the ability is on the job; and
- the degree to which the worker's current inability has been a hinderance on the job.

Another section in this survey assesses personal skills. Workers rate their level of satisfaction with the extent to which they possess the characteristic and to what extent

these characteristics have hindered them on the job (Pecora, et al., pp. 106-108).

Imel (1982) stresses the need to link organizational needs and employee needs in needs assessments. Both the task-based and worker ability/characteristic methods focus on specific tasks needed to do a job, making it easier to tie the assessment in to organizational goals and objectives. The task-based and knowledge-based methods focus on the worker's desires for training which may not improve on-the-job performance or support organizational goals.

In making a decision about what type of worker survey to employ, consideration must be given to the availability of job task, worker competency information, and agency staff development policy. The preplanning stage should lay the ground work for the type and nature of needs assessment to be used.

Staff development worker surveys are convenient, cost-effective, and produce an abundance of data, but more powerful tools are available. These tools include structured observations and performance appraisals (Pecora, et al., 1983, p. 112).

The staff development needs assessment developed during this practicum emphasized only the extent to which training is desired. The decision to focus on desired training was based on the difficulty one would have in determining if the

knowledge or skill would be used on the job or in improving job performance when positions within the new Agency had not been designated.

In conclusion, Chapter II selectively reviewed the literature in the areas of organizations and systems perspectives, social planning theory, planning theory, community-based social service delivery, prevention, and staff development. Six findings, significant to the course of this practicum experience, arise from the literature.

Included are:

- planning as a part of the flow of energy within the open system concept of organizations;
- the distinction between the theory, values, and purposes of social planning as an administrative tool and the political process of planning;
- the three types of prevention and ways of addressing each;
- the distinction between preventive and non-preventive needs assessments; and
- the role of preplanning in staff development activities.

Chapter III follows with an examination of the practicum experience including setting, client system, personnel, procedures, and recording descriptions.

CHAPTER III
THE PRACTICUM EXPERIENCE

3.1. THE PRACTICUM SETTING

The intervention component of this practicum experience took place at the Children's Aid Society of Winnipeg during the final seven months, October 1984 through April 1985, of the organizational restructuring of child and family services in Manitoba. This reorganization of the Children's Aid Society resulted in the establishment of six Child and Family Services Agencies servicing Winnipeg (Manitoba Community Services and Corrections, 1983, pp. II-55 - II-56). Winnipeg South Child and Family Services Agency was the setting for this practicum. For the geographic location of the service area of this agency, refer to Region 5, Figure 3-1.

Among the services provided by Winnipeg South Child and Family Services are:

- the investigating of allegations or evidence of child abuse or neglect;
- the planning for children in care;
- the providing of pre-placement, placement, post-placement, and post-legal adoption services;
- the protecting of children;
- the assisting of expectant and single parents;
- counselling; and
- the coordinating and implementating of primary and secondary prevention activities.

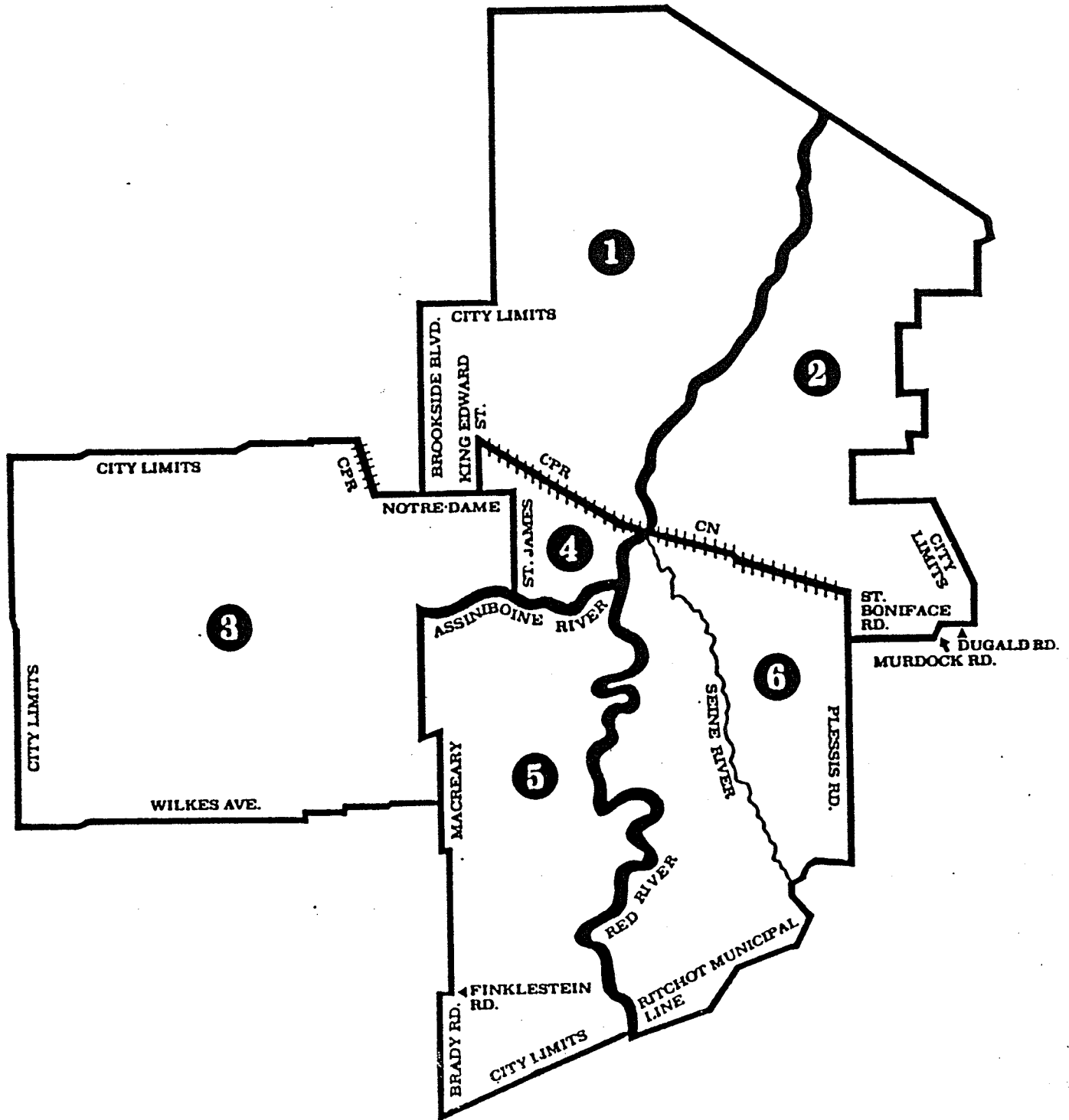


Figure 3-1 Map of Child and Family Services Regions within Winnipeg

Although the Winnipeg South Child and Family Services Agency was not staffed until April 1, 1985, in place at the beginning of this experience was the Executive Director, George Penwarden, as well as a sixteen member Board of Directors. Nine of the members of the Board were local area residents, elected by the members of the Agency, and the rest represented either Agency staff, service providers, or appointments of the Province. In December of 1984, supervisory, social work, and support staff were deployed from the staff of The Children's Aid Society of Winnipeg to each of the Child and Family Services Agencies in Winnipeg. These deployed staff were employees of The Children's Aid Society of Winnipeg until April 1, 1985. The Winnipeg South Child and Family Services Agency relocated from the office of The Children's Aid Society of Winnipeg to its new facility in May, 1985, after this practicum placement terminated.

3.2. THE CLIENT SYSTEM

With planning as the main component of this practicum, it appears appropriate to designate those people involved with the administration as the primary members of the client system. When considering the impact of planning, additions to this system include other staff as well as service recipients.

3.3. PERSONNEL

Further to working with the Executive Director,

other personnel interacted in various ways within the context of this practicum. Primary among them were Janice Lidstone, Community Development Worker, Candice Minch, Community Analysis Coordinator, and Rod Kuneman, member of the Board of Directors and chairperson of the Community Relations Committee of the Board.

3.4. PROCEDURES

The on-site component of this practicum began on October 1, 1984 and concluded on May 1, 1985. During the month of October my involvement was part-time and became full-time during November through April. The initial activities of this practicum included what Doelkers (1983, p. 381) refers to as the preplanning or orientation phase. My goals of the preplanning stage were twofold, to familiarize myself with the background and process of regionalization of child and family services in Winnipeg and to become knowledgeable about Winnipeg South Child and Family Services Agency's functioning in this regionalization process. These goals were accomplished through:

- discussions with the staff of the Social Planning Council of Winnipeg regarding available community demographic information;
- discussions with staff of Child and Family Support;
- preparing administrative objectives and related activities to be completed prior to April 1, 1985, (Appendix A);
- scanning the Henderson Directory (1984) to identify agencies and services in the area serviced by The

Winnipeg South Child and Family Services Agency;

- discussions with the coordinator and the assistant coordinator of the Implementation Working Group;
- attending various board meetings of the Winnipeg South Child and Family Services Agency;
- attending meetings of the Community Relations Committee of the Board;
- attending meetings of the Program Committee of the Board;
- attending meetings of the Personnel Committee of the Board;
- discussions with the Executive Director;
- reading materials related to regionalization including:
 - Planning Manual: Restructuring of Child & Family Services in Manitoba, (Manitoba Community Services and Corrections, 1983); and
 - Service Description Drafts, (Child and Family Services, 1984);
- discussions with supervisory and social work staff of the Children's Aid Society of Winnipeg;
- examining service delivery and case statistics of The Children's Aid Society of Winnipeg;
- plotting cases (on a reason for referral basis) of those Children's Aid Society of Winnipeg cases residing within the boundaries of the Winnipeg South Child and Family Services Agency;
- identifying neighbourhood characteristics including locations of schools, churches and social services;
- visiting resource centres within Winnipeg, including Fort Garry Women's Resource Centre, River Heights Family Life, and Windsor Park - Children's Aid Society of Eastern Manitoba's Resource Centre; and
- interviewing planning staff and resource workers of The Children's Aid Society of Eastern Manitoba regarding service delivery models.

The majority of this orientation took place during

the first 2½ months of the placement, but, a flow of information from the sources contacted during the preplanning stage was maintained throughout the practicum as needed.

3.5. RECORDING

Recording included the keeping of detailed notes regarding process and learning outcomes for the intent of review in writing this report. The collection of necessary data for this practicum was recorded and maintained by myself and was forwarded to individuals working within the unit servicing the R3M postal code area.

The following two chapters present the practicum activities. Chapter IV describes those activities related to staff development planning and Chapter V describes those activities which focus on the planning for service delivery. These chapters review the three phases of the rational planning process that were a part of the practicum including needs assessment, establishing a structure to bring together relevant parties, and setting objectives.

CHAPTER IV
STAFF DEVELOPMENT ACTIVITIES

This chapter presents those staff development activities of the practicum that were a part of the rational planning process. Following the presentation of this material is a discussion of the outcomes of this process.

4.1. NEEDS ASSESSMENT

In the planning for a needs assessment in staff development, it quickly became apparent to me that agency policies in this area needed to be formulated in order to guide the direction that the assessment would take. Policy options were reviewed and presented to the chairperson of the Personnel Committee for consideration (Appendix C). A formal, written draft of a needs assessment for staff development was completed (Appendix B) by identifying the range of tasks that the staff may encounter. This inventory focused on four areas, demographic information, knowledge of Agency administration, professional knowledge and skills, and personal skills and knowledge. Resources for this questionnaire included:

- MIM Supervisory and Management Training and Development Needs Survey;
- Questionnaire Training and Development Needs Department of Labour and Employment Services; and
- Human Resource Needs Assessment Protocol (Directorates).

This questionnaire was not administered to the staff. Instead an informal assessment of immediate staff need was undertaken by way of a discussion between myself and the Executive Director based on people's reaction to change (Schon, 1971), on perceptions of the need for nurturing as expressed by the Children's Aid Society of Winnipeg's transition staff development coordinator, and on feedback obtained during a staff meeting from staff deployed to Region 5 regarding the need for teambuilding as well as from informal conversations with staff regarding the need for support. Upon receiving approval from the Personnel Committee of the Board, a Staff Information Packet (Appendix D) was developed, along with a staff newsletter and the holding of regular staff meetings by the Executive Director.

After the staff had been assigned to their jobs within the "new" Agency, a meeting was held at which time staff were requested to identify those areas where they would like to see staff development opportunities offered to them. Identified were family counselling skills, abuse protocol, and legal procedures. The Children's Aid Society of Winnipeg soon after offered training in the latter two areas.

4.2. BRINGING TOGETHER RELEVANT PARTIES/SETTING OBJECTIVES

In an attempt to bring together relevant parties, people interested in planning for family counselling staff development were identified by the Executive Director and met with

me in April for the purpose of setting objectives and exploring alternatives in this area. Because of the lack of Agency staff development policy at this point in time, it was impossible to establish specific objectives. But, it was recommended by this group of staff to the administration that the social work staff desiring the development of family counselling skills be allowed to participate in training with the support and approval of the administration. Various options were considered including in-house staff training and the enrollment in family therapy training offered by the Interfaith Pastoral Institute of the University of Winnipeg.

4.3. DISCUSSION OF OUTCOMES

The decision to wait with the administration of the staff development questionnaire was based on a number of considerations. Among these were the lack of any formalized Agency policy related to staff development at the time of the practicum. This decision is supported in the literature by Meenaghan, et al., (1982) when they identify a prerequisite to the conducting of a needs assessment as the availability or potential availability of resources to meet identified needs. Another reason in support of not administering this questionnaire was the increased work load the staff was facing as a result of the reorganization. And finally, the situation of the uncertainty at this time of job roles

within the new Agency might not yield accurate data for future use.

These staff development planning activities reinforce the literature in its stressing of the need for preplanning, particularly in the policy area. Parameters need to be provided from the administration to either focus the direction of the assessment, or to identify the need to re-evaluate policy.

A gap in the literature quickly became apparent to me in the development of this needs assessment. Lacking was information relevant to the relationship of policy formulation and staff development needs assessment, particularly in the formative stages of a new agency. Also missing from the literature was the identification of the informal means to provide staff with nurture and support, particularly during a time of major organizational change. Even though these means may appear to be common sense, there exists a need to address the nurturing of staff in the literature in light of assessment, objectives and evaluation. Rycus (1978) alone refers to staff development as an opportunity to provide staff with a support group.

In conclusion, the staff development activities of this practicum focussed on the development of a questionnaire to assess staff need. When considering the staff as a part of a system of interrelated influences, in particular those of the early stages of development of an agency, a decision

was made to focus on those staff development activities related to support, nurturing and teambuilding.

Outcomes in this area included participation by management staff in a teambuilding workshop, the offering of informal social events hosted by the Board of Directors and Executive Director for all staff, along with the development of a staff newsletter and the holding of staff meetings.

CHAPTER V

SERVICE DELIVERY ACTIVITIES

This chapter presents the practicum activities related to planning for service delivery. Following this information is a discussion of the outcomes of these activities.

5.1. NEEDS ASSESSMENT

Completing a needs assessment of a subsection of the service area of The Winnipeg South Child and Family Services Agency, that is the area bounded by the postal code R3M (Figure 5-1), was one of the objectives of this practicum. This task included two subtasks. They were the socio-demographic analysis of the community and the gathering of perceptions of community needs.

The analysis of the community included three components:

- the identification of the locations of schools, churches and social service agencies;
- the geographical location of active cases from The Children's Aid Society of Winnipeg's case load residing with the area of Region 5; and
- the statistical composite of case demographic information by subsections, that is postal code.

This location and coding of cases was done by plotting each case location on a map and resulted in the subdividing of the Region into three service delivery areas (Figure 5-2). The gathering of the socio-demographic information about

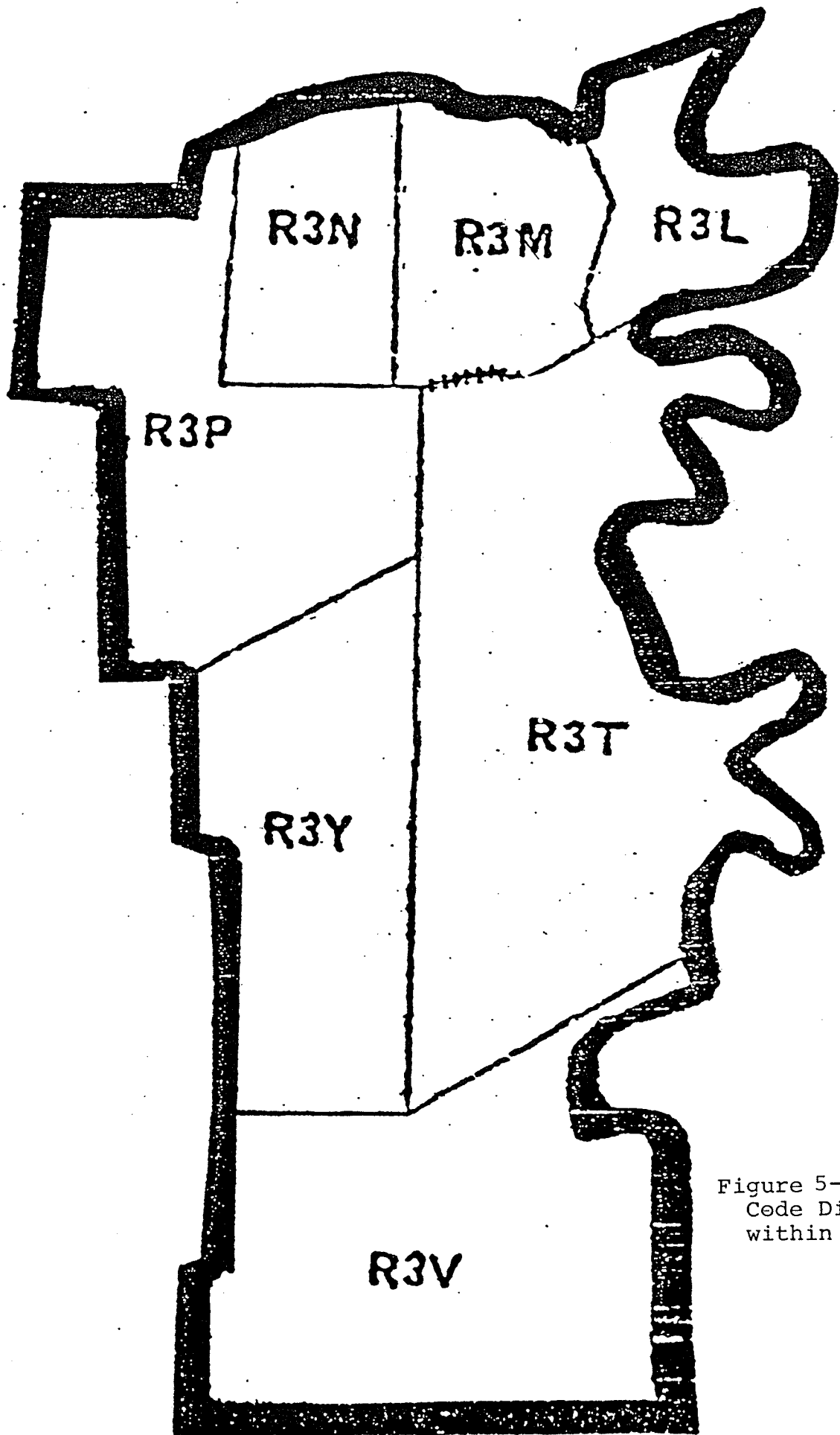


Figure 5-1 . Postal Code Division within Region 5

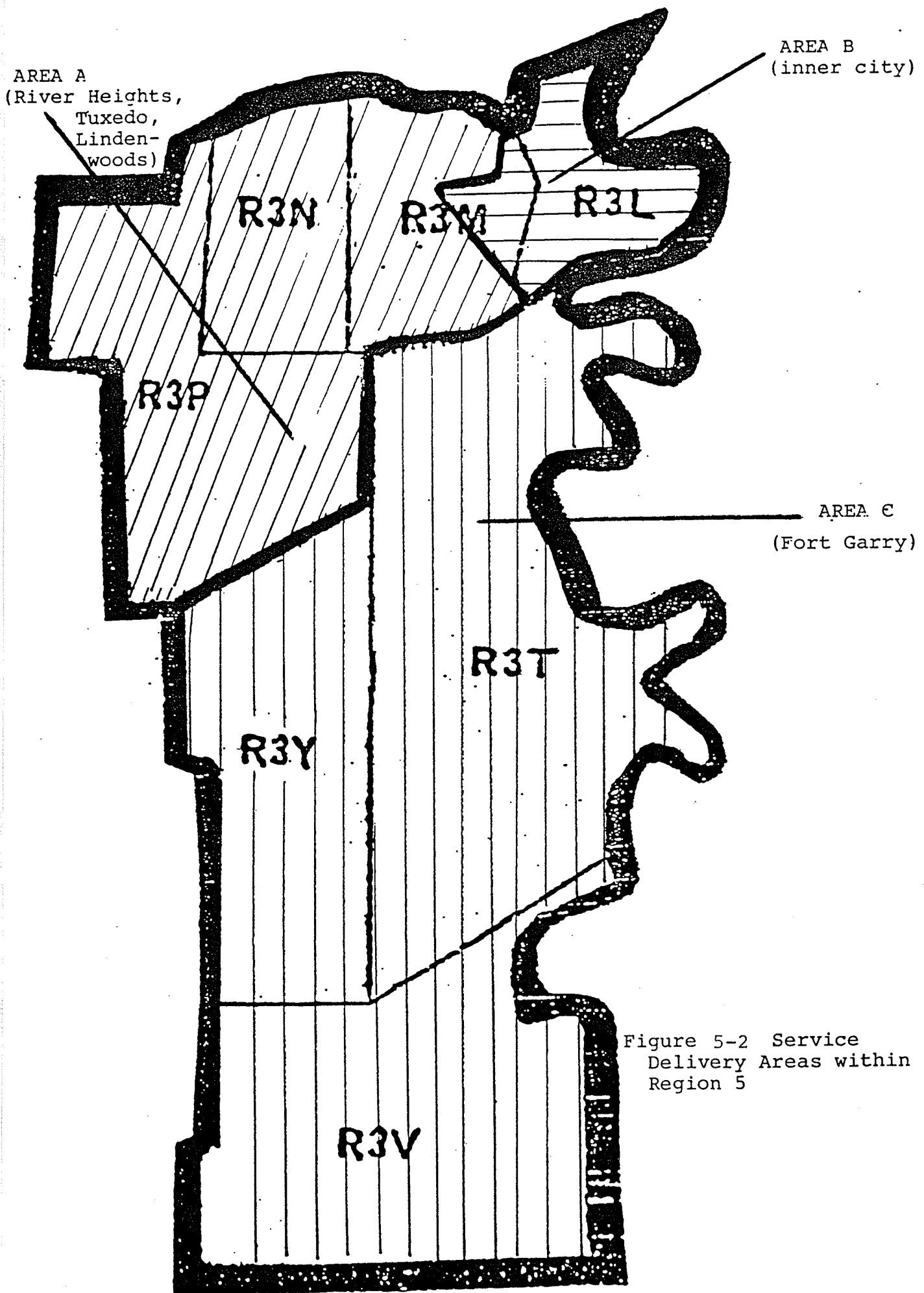


Figure 5-2 Service Delivery Areas within Region 5

the communities within Region 5 was undertaken by Candice Minch and was used in my preparation of a synopsis of the R3M postal code area for a briefing of members of the Board of Directors prior to the two community meetings held within this area (Appendix E).

The gathering of perceptions of needs included two surveys, one seeking responses from key informants, that is clergy and school personnel (Appendix F) and the other surveying community residents (Appendix G). Neuber's (1981) Community Oriented Needs Assessment with my adaptations was used as the key informant survey. The survey directed toward community residents' perceptions of needs was developed by the community development worker and me with input from the Board of Directors, the Executive Director, the deployed social work staff, and the Community Relations Committee. The process involved in developing this tool included examining related surveys and data from The Children's Aid Society of Eastern Manitoba, listing potentially perceived needs, writing and formatting items, administering a trial questionnaire, and revising the questionnaire.

Under the direction of the Community Relations Committee a decision was made to enclose a survey in an every household mailing that the Winnipeg South Child and Family Services Agency was doing to announce their upcoming community meetings. Due to the additional costs involved, and an anticipated low

response rate, the Board of Directors vetoed this procedure. The possibility of a 10% random mailing of the entire Region was put on hold pending the outcome of a 10% random mailing to St. Norbert, a community within one of the service delivery areas. This effort proved to have a response rate of less than 5%. Because of this low rate of response and the high costs involved in mailing, the Community Relations Committee decided against any future random mailings.

Collection of data for this survey concentrated on those members of the Winnipeg South Child and Family Services Agency who attended community meetings. Within the R3M area two community meetings were held which resulted in 34 surveys being completed. The analysis of this data included percentages and rank ordering. The analysis of all the data collected throughout the total service delivery area was compiled for presentation at the Winnipeg South Child and Family Service's annual meeting held in June 1985.

Administering of the key informant survey included a mailing to all but one of the schools and all of the churches and synagogues within the R3M area. In those instances where more than one clergy were employed by a church or synagogue, a survey was mailed to each. Surveys were mailed to a named person rather than to "Clergy" or "Principal". The key informant survey included eight schools and eleven churches and synagogues, two which had two clergy each on their staff. A 44% rate of return was achieved on the key

informant survey.

The community survey identified needs in four areas, that is basic needs, health needs, community related needs, and family related needs. In comparing the average of all of the responses within each of these categories, the basic needs group received the lowest score with an 8.1% average of identified individual/family need (Appendix H, p. 129). Next was community related needs at 21.8% and family related needs at 23.8%. The item within all of these categories which received the highest score of identified need was the need for a teen drop-in at 56%. Second was a family related need, day care at 35% followed by five items, one under community related and four under family related that scored 29% each.

Under the category of Workshop/Support Group, 50% of the respondents indicated a need for themselves or family members to attend a coping with stress workshop and 44% a need for a workshop/support group in parenting teens.

In highlighting findings of the key informant survey, of interest are the contrasts between clergy and school staff. 75% of the school respondents identified marital conflict as the most serious problem in the neighbourhood surrounding the school while 0% of the clergy identified this as a problem in their church/synagogue's neighbourhood (Appendix H-Table 1, p.132). 60% of the clergy respondents identified problems of seniors

as the most serious problem in the community whereas 0% of the school personnel did (Appendix H-Table 2, p.132).

The most frequently encountered child/family problem was marital (40% church/synagogue and 50% school) with the school personnel identifying as equally serious problems of single parents (Appendix H-Table 4, p.133).

Use of the results of both surveys was intended for the community committee of the resource centre servicing those residents within the R3M area (Appendix H). (For the readers' information, this committee convened in August 1985, after this practicum ended.)

5.2. BRINGING TOGETHER RELEVANT PARTIES/SETTING OBJECTIVES

Within this resource centre service delivery model, the bylaws of the Agency provided for the establishing of a Resource Centre Advisory Committee. By the conclusion of this practicum, 25 people residing in the R3M area indicated a desire to serve on the committee. A decision was made by the Agency's administration to not convene this committee prior to the end of the practicum, and, consequently objectives for the planning of service delivery were not established.

5.3. DISCUSSION OF OUTCOMES

Data collected by administering the community survey to the population that attended community meetings, was biased and possibly not as powerful in identifying

community needs had the survey been administered to the total population or to a random selection. This population surveyed was made up of individuals of the community who were members of the Agency or who had indicated an interest in the community-based child welfare system. The data collected was limited in its ability to define characteristics about the surveyed population such as ethnic group, citizenship, employment status, education, and income. This limitation could lead one to incorrect conclusions. For instance, need for services to immigrants appeared to be low when in actuality a representative population of the immigrant community within the service delivery area might not have completed the survey. This situation might also have been true for Native services as well, which also were identified as having a low need.

The key informant survey provided the Agency with useful data including the need to educate, particularly the principals, as to the services available in the community for children and for families. Of the nine agencies identified that serve families, the clergy "knew of" an average of three (Appendix H-Table 7, p.134). Also, of use to the Agency was the identified effective means to communicate information to the schools and churches/synagogues. School personnel overwhelmingly identified mail, 100%, as the most effective means,

pamphlets as the next, at 75%. The same two means were identified as most effective by clergy, each receiving 60% (Appendix H-Table 8, p.134).

In conclusion, in the planning for service delivery, the planner must function within the parameters established by the policy making body. This situation may limit options available to the planner, as was the case in this practicum when limitations were placed on the selection of the population to be surveyed. In a time limited placement as this practicum was, the planner's agenda, in particular bringing together relevant parties to establish objectives, did not coincide with the timeline of the administration. As systems interacted within the rational planning process, set backs or delays in the process occurred. The implication of this interaction for planning requires flexibility which might include changing or abandoning various steps in the process. For example, when board action did not permit the bringing together of relevant parties for establishing goals and objectives for the services of the resource centre within the planner's framework, delays in the process occurred. The planner was always directed toward accomplishing this step in the planning process without consideration of changing the plan. Even though the routes changed, the end goal did not.

The following chapter, Chapter VI, presents the evaluative component of this placement.

CHAPTER VI
EVALUATION OF THE PRACTICUM

Self-learning, acquisition of administrative skills, and goal attainment were the three components used to evaluate this practicum.

In examining self-learning, throughout this placement, change, that is, in what ways had I changed as a result of this experience, was considered. The practicum allowed for numerous opportunities for me to be introduced to new administrative skills as well as to acquire new skills through direct practice. Included in these skills were interpersonal skills crucial for administration such as patience, an awareness of the impact of the internal and external political systems, and functioning as a team member.

It seemed appropriate to me to have those Agency staff with whom I worked evaluate my administrative skills and abilities. The instrument used for this purpose was adapted from one developed by Bonita Murphy (1983) for the evaluation of her administrative practicum (Appendix I). This tool assessed analytical, interactional, and technical skills. Fourteen items were ranked on a scale of 1 (low) to 5 (high) by two employees and one member of the Board of Directors. The following are the mode and mean scores on these items:

	<u>MODE</u>	<u>MEAN</u>
1. <u>ANALYTICAL SKILLS</u>		
ability to:		
a. understand the dynamics of the organizations process and structure	5	4.67
b. identify pertinent problems	5	4.67
c. draw meaningful conclusions	5	4.67
d. decision make/problem solve	5	4.67
e. learn quickly from experience and information	5	5
2. <u>INTERACTIONAL/HUMAN RELATIONS SKILLS</u>		
ability to:		
a. develop open working relationships with staff and board	5	4.67
b. develop and maintain a climate of collaboration among work team	5	4.67
c. communicate clearly	5	4.67
d. elicit open communication from team members	5	4.67
3. <u>TECHNICAL SKILLS</u>		
ability to:		
a. plan and organize work related tasks	5	5
b. synthesize and record results of work	5	4.67
c. complete designated tasks	5	5
d. write	5	5

This data provided me with no useful information directed toward improving skills, since all areas were ranked above average. In retrospect, a questionnaire asking for specific, individual responses related to improving skills rather than using the Likert type scale to rank performance may have given me more insights.

And finally, the third criterion used in the evaluation of this practicum experience was goal attainment. In considering goal attainment, I was specifically examining the achievement of the four practicum objectives. Of particular concern was the development of a framework for a resource centre within a service delivery model, since halfway into the practicum it was apparent to me that I would not be able to achieve this objective. In this regard, the timeline of the practicum did not coincide with the timeline of the administration. Evidence of the achievement of the other objectives is documented in the materials in the Appendices.

CHAPTER VII

CONCLUSIONS

The relationship of rational planning and systems perspective emerged as an issue pertinent to social work administration. In viewing social work administration from a systems perspective, one is able to see the interrelationship and impact of an action or decision on other parts of the system. The rational planning process can be much effected by other components of the system in such areas as timing and process. Rational planning within this experience was very much a linear process, but often times at the mercy of other systems. A more dynamic planning process, than rational planning offers, was needed in order to be responsive to the interacting systems.

The systems approach allows the planner to be responsive to other influences, particularly how these influences contribute to the Agency's functioning as a whole and to respond accordingly. Changes in planning goals can become intentional, rather than by default, planning for intended outcomes. This situation can be accomplished by changing the goals of the planning process by intentionally altering the plan in response to unintended interactions of the system.

Even though the systems perspective provides an invaluable framework for social work administration, this is not the situation with such a linear tool as

rational planning. The demands and priorities of a newly developing organization along with a time-limited placement did not allow for as much progress in the rational planning process as was needed. Even though rational planning does not have to be a linear planning process, it was difficult to proceed in a dynamic way in response to system interactions with flexibility through altering goals and objectives. Rational planning may give the planner a sense of mastery and control, which in reality is not always the situation. Intuitive actions, which can be as accurate as those decisions rationally planned, may be an acceptable alternative that is not a part of this model. A planner needs to legitimize his or her role in order to develop a base for negotiating and bargaining. This legitimizing is not an intentional part of the rational planning model, but is necessary prior to stepping in to rational planning, as well as while involved in the process. In spite of the need for more legitimizing, for intuitive responses, and flexibility, a foundation for future planning was begun through the completion of the needs assessment.

APPENDIX A

OBJECTIVE:

1. To deploy the CAS staff to Region 5

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END:	<u>Prior</u>
Personnel Committee	a) deploy senior management	pres.	Dec. 1	
Ex. Director	b) deploy clerical staff		Dec. 25	1-a
Sr. Management	c) deploy social workers		Dec. 25	1-a
	d) identify slack positions		Dec. 25	1-a,b
	e) interview for slack positions		Jan. 10	1-a,b,c
	f) hire for slack positions		Jan. 15	1-a-d

OBJECTIVE:

2. To develop budgets and finances

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END:
Finance Comm.	a) prepare interim budget thru 31-3		Nov. 15
Ex. Director	b) prepare 1985-86 budget estimates		Dec. 15
Sr. Management	c) clarify source and amount of transition funds		ASAP
	d) establish internal agency finances and costs		

OBJECTIVE:

3. To secure the premises for service delivery and administration

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END: Prior
Finance Comm.	a) identify community areas		Jan. 1 6e
Ex Director	b) locate and secure central office		3a
Sr. Management	c) identify potential resource centre locations		3a,b

OBJECTIVE:

4. To develop a service delivery model

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END:
Program Comm.	Development of Organizational Chart		
Community Rela. Comm	a) decide on number of service teams		
Personnel Comm.	b) decide on number of resource cent.		
Finance Comm.	c) deploy staff		
Ex Director	d) decide on composition of central office		
Sr. Management	e) write job descriptions		
	f) identify management team		
	g) identify additional staff		

OBJECTIVE:

5. To negotiate with Resource Centres regarding service delivery

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END:
Ex Director	a) contacting centres b) begin negotiations	Oct. Oct.	

OBJECTIVE:

6. To analyze Region 5

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END:	PRIOR
Community Relations	a) orientation session	Oct. 29	Oct. 29	
Ex Director	b) data gathering--statistics	Oct. 29	Jan.	
Candice Minch	c) agency interviews	Oct. 30	Jan.	
Janice Lidstone	d) final report		Jan.	
Diane Rehbein				

OBJECTIVE:

7. To establish a program for staff development including technical training (skill development/people skills) and supports

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END: PRIOR
Personnel Comm. Ex Director	a) organize a planning package -technical needs -supports related to transfer		March. 1a-d 4c,f,g

OBJECTIVE:

8. To establish a program for Board development

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END:
Board Executive	a) organize a planning package to assist in developing the board b) organize a planning package to assist in developing the committees of the board		Mar.

OBJECTIVE:

9. To write an operational procedures manual

RESPONSIBLE PERSON:	ACTIVITIES:	TIME BEGIN:	TIME END:
Personnel Comm. Ex Director Sr Management	Identification of internal management structure: a) personnel policies b) goal oriented supervisory system c) a yearly staff goals and objectives system d) a procedure for staff development		

APPENDIX B

STAFF DEVELOPMENT NEEDS ASSESSMENT QUESTIONNAIRE

NAME _____ DATE _____

Part I - Demographic Information

1. Check the area of employment that best describes your current position.

_____ clerical/support _____ social worker
 _____ supervisor/management _____ volunteer
 _____ other (specify) _____

2. Check the highest level of education you have completed.

_____ grade 11 or less
 _____ high school diploma or equivalency
 _____ B.A.
 _____ B.S.W.
 _____ M.S.W.
 _____ other than M.S.W. graduate degree (specify) _____
 _____ technical training
 _____ other (specify) _____

3. List those positions that you have held during the past three years in the child welfare field beginning with your most recent position.

POSITION

YEAR(S) HELD

POSITION	YEAR(S) HELD
_____	_____
_____	_____
_____	_____
_____	_____

4. List those courses/conferences/seminars/workshops you have attended during the past three years.

Part II - Knowledge of Agency Administration

Indicate the extent to which you desire training in the following areas by checking the response that best represents your position.

KNOWLEDGE OF:	DOES NOT APPLY	NONE	SOME	MODERATE	GREAT DEAL
the agency's goals/objectives					
the agency's accounting procedures					
the agency's filing system					
the agency's personnel policies					
the agency's service delivery policies					
the agency's intake procedures					
your superior's goals/objectives					
your expected job duties					
your authority within the agency					
criteria for evaluation-your job performance					
agency advancement/promotion policy					
pay classification					
grievance procedures					
employee benefits					
working hours/holidays					
disciplinary action procedures					
socio-demographic make-up of communities served by agency					

Part III - Professional Knowledge and Skills

Indicate the extent to which you desire training in the following areas by checking the response that best represents your position.

KNOWLEDGE/SKILLS IN	DOES NOT APPLY	NONE	SOME	MODERATE	GREAT DEAL
word processing					
typing					
shorthand					
accounting procedures					
bookkeeping					
processing invoices					
financial reporting					
payroll procedures					
purchasing procedures					
budget preparation					
computerized information systems					
computer research					
writing reports/memos					
public speaking					
telephone procedures					
conducting meetings					
delegating responsibilities					
managing conflict					

Part III (cont.)

Indicate the extent to which you desire training in the following areas by checking the response that best represents your position.

KNOWLEDGE/SKILLS IN DOES NOT
APPLY NONE SOME MODERATE GREAT DEAL

problem solving					
decision making					
cross-cultural issues					
community based services					
prevention					
child abuse					
adoption issues					
depressed/suicidal children					
behaviour modification					
drug/alcohol abuse					
clinical evaluation					
management by objectives					
group work					
counselling families					
counselling children					
counselling adolescents					
crisis intervention					
community development					

Part IV - Personal Knowledge/Skills

Indicate the extent to which you desire training in the following areas by checking the response that best reflects your position.

KNOWLEDGE/SKILLS IN	DOES NOT APPLY	NONE	SOME	MODERATE	GREAT DEAL
managing change					
managing stress					
avoiding burnout					
CPR (first aid)					
setting profession objectives					
forming informal/formal support groups					
other (specify)					

COMMENTS:

APPENDIX C

TO: George, Leslie
FROM: Diane R.
DATE: January 7, 1985

MEMO RE: "A Tentative Proposal of Items for Consideration
For Staff Development Policy"

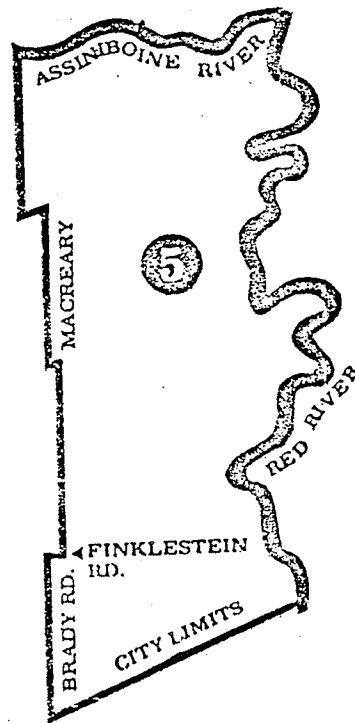
1. Staff development is the means which allows the delivery of services to adapt to social, organizational, technological and political changes.
2. The goal of staff development of The Winnipeg South Child and Family Services Agency is to assist, enhance, support and promote effective delivery of services through the training and retraining of Agency staff and volunteers.
3. Staff development whenever possible, will reflect the principles of adult education, including self-directing, voluntary and reflective of individual needs.
4. The objectives of staff development are fourfold:
 - to enhance staff skills and knowledge;
 - to foster improved communications;
 - to develop work group cohesion regarding clinical, case management, administrative and organizational issues; and
 - to support and nurture staff.
5. The activities of staff development must be linked with program objectives and performance evaluations.
6. Participation in staff development shall be a job duty/right in all job descriptions.
7. Staff development shall be directed toward both paid and volunteer staff.
8. Categories of staff development may include:
 - mandatory;
 - inservice;
 - agency designated; and
 - elective.
9. Mandatory staff development includes all courses/conferences/seminars/workshops designated by the Executive Director or the Board as such that staff are required to attend. Mandatory events will be limited as they are not reflective of adult learning theory, and will be offered only when the Executive Director or Board deems crucial.

10. Agency designated staff development includes all courses/conferences/seminars/workshops designated by the Executive Director or the Board as imperative for Agency representation.
11. Inservice staff development are those courses/conferences/seminars/workshops that the Agency sponsors or implements.
12. Elective staff development includes all courses/conferences/seminars/workshops not delineated in the above.
13. The following are structural considerations:
 - the support by the Agency management for the purposeful use of staff, time, and resources for staff development;
 - the support by the Board of a staff development coordinator;
 - the establishing of a professional library;
 - the provision of paid staff leave time of _____ days per year for staff development;
 - the making of arrangements for coverage of normal duties for staff absent due to staff development; and
 - the provision of space and supervisory time for the placement and training of professional students and volunteers.
14. The following are financial considerations:
 - the inclusion of monies for staff development in the Agency's budget with individual expenditures taking the total budget into consideration;
 - mandatory staff development expenses covered in total by the Agency;
 - Agency designated staff development expenses covered in total by the Agency;
 - reimbursement of costs and paid time off for staff attending elective courses/conferences/seminars/workshops will be arranged on an individual basis with the Coordinator of Staff Development;
 - the use of staff development monies for honourarium fees and expenses incurred in securing professional inservice leaders; and
 - the use of staff development monies to purchase/rent books, films and other training materials.
15. The following are possible resources for staff development:
 - staff who attend a course/conference/seminar/workshop will be expected to share the information gained to all interested staff;
 - all staff in the Agency will be encouraged to conduct seminars and workshops to share their expertise;

- the Agency will support working cooperatively with the Province and other agencies in providing and participating in joint staff development.
16. Planning and implementation of staff development activities shall be a result of the coordination and prioritizing of data obtained from staff needs assessments, examination of program/agency objectives and staff performance evaluations.
17. The following is information relevant to the evaluation of staff development:
- staff development activities must contain an evaluative component;
 - evaluation may be in the form of written or verbal feedback from the participants and/or facilitator; and
 - the purpose of staff development evaluations are twofold:
 - to determine if knowledge/skills have improved; and
 - to determine the impact on service delivery. (This latter evaluation component should be a part of the Agency's total evaluation.)
18. An authorization process should be determined and may include:
- the Coordinator of Staff Development as responsible for the development and implementation of the Agency's staff development program in consultation with the Executive Director and/or the Board;
 - staff should be notified in writing by the Coordinator of mandatory courses/conferences/seminars/workshops if possible at least 7 days in advance;
 - the Coordinator will notify staff of inservice and agency designated staff development opportunities;
 - the Coordinator will identify and communicate to staff elective opportunities;
 - staff interested in attending agency designated or elective events will apply in writing on the appropriate form to his/her immediate supervisor who will forward all requests to the Coordinator;
 - approved requests will be forwarded to the staff member's immediate supervisor, who will forward it to the staff person; and
 - unapproved requests will be forwarded directly to the staff member.

APPENDIX D

INFORMATION PACKAGE FOR THE STAFF
OF
THE WINNIPEG SOUTH CHILD AND FAMILY SERVICES AGENCY



The Winnipeg South Child & Family Services Agency

MEMO TO: The Staff of
The Winnipeg South Child & Family Services Agency

FROM: George Penwarden

Welcome to the agency!

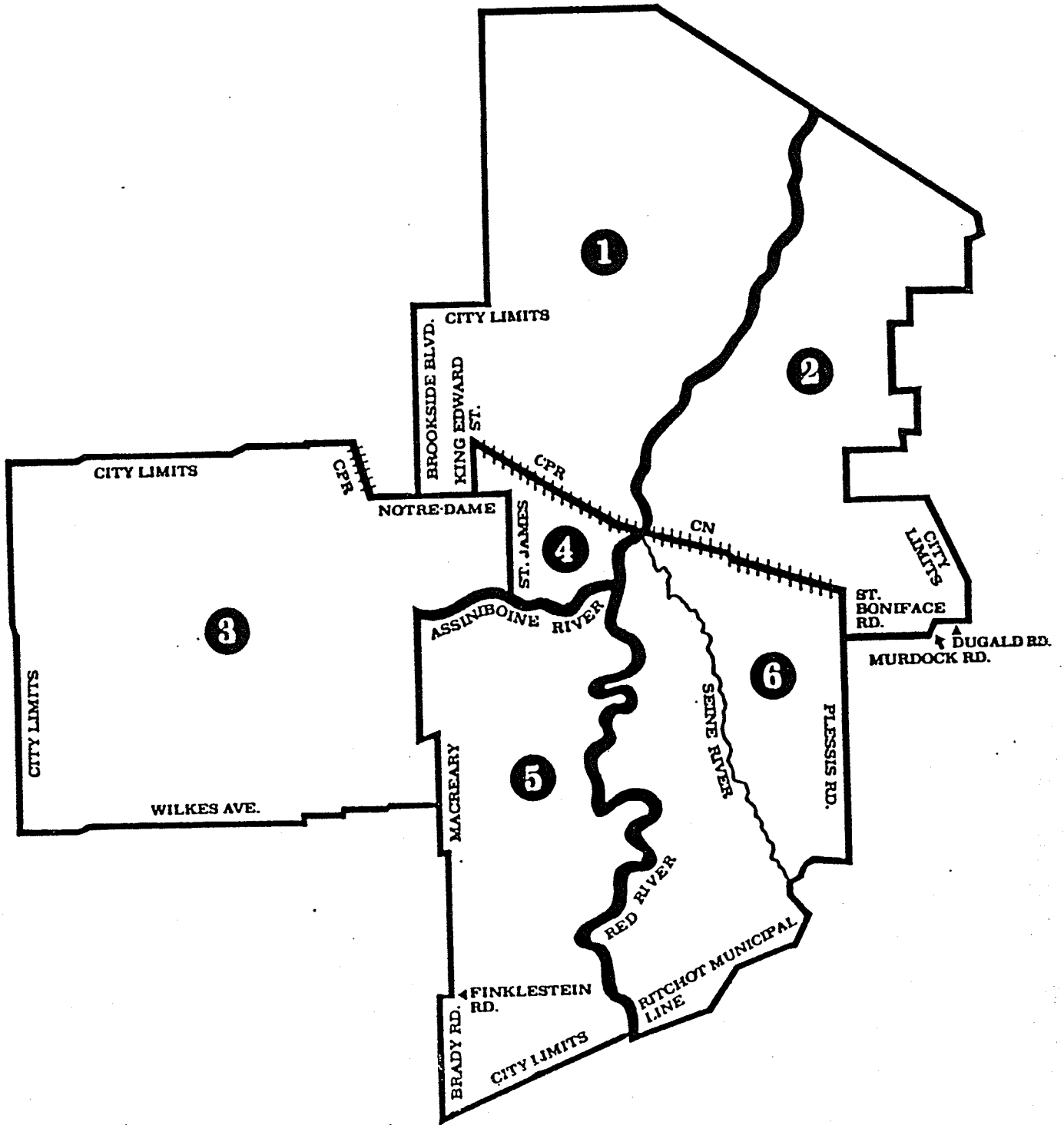
I want to take this opportunity to say how pleased and excited I am that you have become a member of our staff and how much I look forward to working with you.

I realize that during the next weeks and months there will be much for you to do in preparing for the transfer. I will try not to add a great deal to that pressure. However, the senior staff, the Board and I are interested in having some opportunity to talk with you, to share ideas and plans for the agency, and to look at how we can attain them. I think this will be an exciting time as we go about the business of developing a new agency. The concepts of "prevention", resource centres", and "community-based services" are ones which will require all of us to be actively involved in developing.

Once again, welcome to the shop and we will be talking soon.

George Penwarden
Executive Director

GSP/jg
December, 1984



THE WINNIPEG SOUTH CHILD & FAMILY SERVICES AGENCY

For all of us, April 1, 1985 marks a new venture in working with children and their families. On that date, along with the other new regional agencies, the Winnipeg South Child and Family Services Agency officially begins.

For the staff and Board of Directors of the new agency our fundamental concerns remain the same. We are entrusted with a mandate to provide services to children and their families in distress. Whether the service be short or long term, whether it be adoption or foster care, whether it be answering a crisis emergency or maintaining a support network, we are expected to respond in a caring and responsible fashion.

Our new agency is the result of our community requesting change. Whether the call came from children and families as clients, CAS/W staff, other agencies, individuals and government, the need was heard.

With the new agency comes both the challenge and responsibility for making our agency more responsive to the community. In establishing the regionalized form of child and family services, government has asked us all to provide more in the way of preventative services and a closer affiliation with the community.

Change, while offering a challenge, also brings with it upheaval and some pain. However, by working together honestly and cooperatively, prepared to share ideas and concerns, we can pioneer more effective thrusts into our community.

Our Board of Directors represents a myriad of interests and segments of our community. As educators, business people, professional and even more important, as members of our own families, we have been grappling with the issues and questions facing the new Board since last spring. Through it all to this point, one overriding element has been ever present. We are all excited by the enormous opportunity made possible through our regional agency.

As a Board of Directors, we look forward to working with you, the staff, in creating and engineering more sensitive options for our community.

Gary Scherbain
Chair
Board of Directors

THE WINNIPEG SOUTH CHILD & FAMILY SERVICES AGENCY

BOARD OF DIRECTORS

Jack Carroll	Brenda McRitchie
Push Pa Chandra	Gary Scherbain
David James	Margaret Smith
Leslie King	Mary Sprague
Michael Klachefsky	Tom Townsend
Rod Kuenaman	James Wastasecoot
Carmen La Rosa	Lorne Weir

COMMITTEES OF THE BOARDExecutive Committee

Gary Scherbain, Chairman - President
 Tom Townsend - First Vice President
 Leslie King - Second Vice President
 Lorne Weir - Secretary-Treasurer
 David James
 Rod Kueneman

Program Committee

Tom Townsend, Chairman
 Jack Carroll
 Michael Klachefsky
 Brenda McRitchie

Personnel Committee

Leslie King, Chairperson
 Carmen La Rosa
 Push Pa Chandra
 Ora Zablonki

Finance & Resources Committee

Lorne Weir, Chairman
 James Wastasecoot

Community Relations Committee

Rod Kueneman, Chairman
 Mary Sprague
 Margaret Smith

George Penwarden, Executive Director
 Ex Officio Member of all Committees

PROGRAM COMMITTEE

Members: Brenda McRitchie, Michael Klachefsky, Jack Carroll,
ex officio - George Penwarden, Chair - Tom Townsend

The Program Committee at the present time is reviewing the available discussion papers. The emphasis at this date is on the critical issues of Abuse and After Hours & Emergency Services. However, the papers on Special Needs, Residential Care and Family Crisis Service are ready for discussion.

We have met with the Child Abuse sub-committee on Central Shared Services to hear their concerns on the interim as well as long term coordination of abuse cases throughout the city.

Contact has been made with the Manitoba Council of Child Care Institutions (M.C.C.C.I.) and arrangements will be made in the near future to hear a presentation by each of these agencies to understand their concern for our children and their ability to supply a needed service in our area, or for our agency.

The Program Committee would indeed welcome referral of any program-related items from staff or the community, either directly or through the Board. We would also welcome any of the staff who might be interested in "listening in" at a committee meeting.

T. P. Townsend
Chairman

PERSONNEL COMMITTEE

The Personnel Committee advises the Board on all personnel matters. Responsibilities include developing written personnel policies, outlining the terms and conditions of employment with the agency; participating in contract negotiations with staff representatives; ensuring written job descriptions outlining job functions, responsibilities and performance standards exist for every position in the agency; conducting an evaluation of the Executive Director; developing an organizational chart; and facilitating staff training and development.

To date, the Personnel Committee has provided advice and, in some instances, actively participated in the staff deployment process. As well, we have been actively reviewing staff orientation issues.

Committee members include George Penwarden, Leslie King (Program Manager - City Social Services Department), Carmen La Rosa (owner - Fort Rouge Travel and Vesuvio Restaurant - former worker at CAS/Winnipeg), Push Pa Chandra (teacher and President of NACOI), Ora Zablonki (negotiator - Staff Relations, Province of Manitoba). Once the dust settles, we are looking forward to including a staff member in our Committee.

Leslie King,
Chairperson

COMMUNITY RELATIONS COMMITTEE

The Community Relations Committee is responsible for the fostering of community involvement in our agency. At present we are involved in a needs/services assessment by reviewing 1981 Census information and conducting interviews with the various relevant agencies which are providing services in our district.

In the very near future we will begin a series of neighbourhood meetings in order:

- 1) to report on our progress to date
- 2) to solicit suggestions as to how we can improve upon the delivery of services, and
- 3) to be advised of any unidentified needs in the neighbourhood.

One other important responsibility of this committee will be to help establish community resource centres. We will be looking for your suggestions as to what goals should guide the development of these centres.

Rod Kueneman
Chairperson

MANAGEMENT/NON-UNION STAFFGEORGE PENWARDEN

George Penwarden attended the University of Manitoba School of Social Work, and earned a Master's degree from the University of Chicago. Mr. Penwarden has been employed as caseworker for United Charities of Chicago; Field Instructor, University of Manitoba School of Social Work; District Director, Family and Children's Services in Pittsburgh; and Executive Director, Family Bureau of Greater Winnipeg. He has experience in family services, residential care, corrections, education, and planning and implementation of prevention programs. Prior to his appointment, Mr. Penwarden was Assistant Director of the Winnipeg Child Guidance Clinic, responsible for planning service delivery to the children and families of various ethnic backgrounds.

HEATHER CARRUTHERS

Heather Carruthers, B.A., M.S.W. (Group Work) University of Manitoba, has worked for the past fourteen years as a social work practitioner and supervisor in child & family services. Included in this work experience are positions with:

- CAS/W, Supervisor, Generic Unit - Family Services; Social Worker, Family Services Department; and Short Term Unit, Family Services Department
- Villa Rosa Maternity Home (Senior social worker)
- CAS/Eastern (Social Worker, Unmarried Parents Service, Roseau River Indian Reserve, and Foster Home Intake Worker)

She has participated in numerous professional activities and affiliations including:

- Family Services Sub-committee
- Family Services/Ward Supervision Committee
- Big Sister Association
- La May House
- Reality Therapy - Trainer
- United Way Speakers Bureau
- Planned Parenthood Speakers Bureau
- McMillan House

Heather brings to this position strong assessment, treatment, community relations and public education skills along with experiences in all facets of child welfare service delivery.

MARGO CAMERON

Margo Cameron, B.A., B.S.W., M.S.W., (University of Manitoba) has held various positions with CAS/W, including her current one, Supervisor, Perinatal Unit; and caseworker, Perinatal Unit; Adoption Department; Generic Child Protection and Unmarried Parents' Service. She brings to Region 5 numerous volunteer experiences with such agencies as:

- Neighbourhood Service Centre
- Volunteer Centre of Winnipeg
- Junior League of Winnipeg
- Block Parents
- Y.W.C.A.
- John Howard and Elizabeth Fry Society
- CAS/W Board of Directors
- River Heights Community Club
- Montrose School

Some of Margo's professional skills include counselling, problem solving, interpersonal relations, research, report writing and public speaking.

GARY JOHNSON

Gary brings to Region 5 sixteen years of experience in the field of social work, including six years as a supervisor in Children's Services at CAS/W. He has a B.A. from United College and an M.S.W. from the University of Manitoba. In addition to employment at CAS/W, Gary has worked at:

- Marymound School for Girls
(Social Work Supervisor - Unit Treatment Team)
- Knowles School for Boys
(Social Work Supervisor - Unit Treatment Team)

Manitoba Juvenile Probation (Probation Officer)

Other additional professional activities have included responsibilities with New Careers Program, Screening Committee for the Director of Child Welfare, and the Child Welfare League of America. Among Gary's areas of expertise is experience in working with interdisciplinary teams and the ability to plan, organize and coordinate activities.

JOAN GLENWRIGHT

Joan began work at CAS/W 12 years ago as Assistant Secretary in the Executive Office. In 1978 she became Executive Secretary to the Executive Director and later assumed responsibility for supervision of the Executive Office Clerical Staff.

Joan took her secretarial training at the Angus School of Commerce in Winnipeg.

MARGIE WATSON

Margie, a newcomer to CAS/W, has been working here as a secretary in the Executive Office since 1983. Previously she has held positions including bookkeeper, secretary-receptionist and systems analyst with various businesses and a law firm.

COMMUNITY CONTACTS

Interviews have been underway since November 1 with the social agencies and community organizations in our service area. This will assist us to develop a better understanding of the needs of the area and the services and programs currently being provided so that we may plan for the most effective use of our resources.

The response to date has been very positive, and valuable information about our communities, the existing and potential resources has been gathered.

Janice Lidstone
Community Liaison

CASE STATISTICS

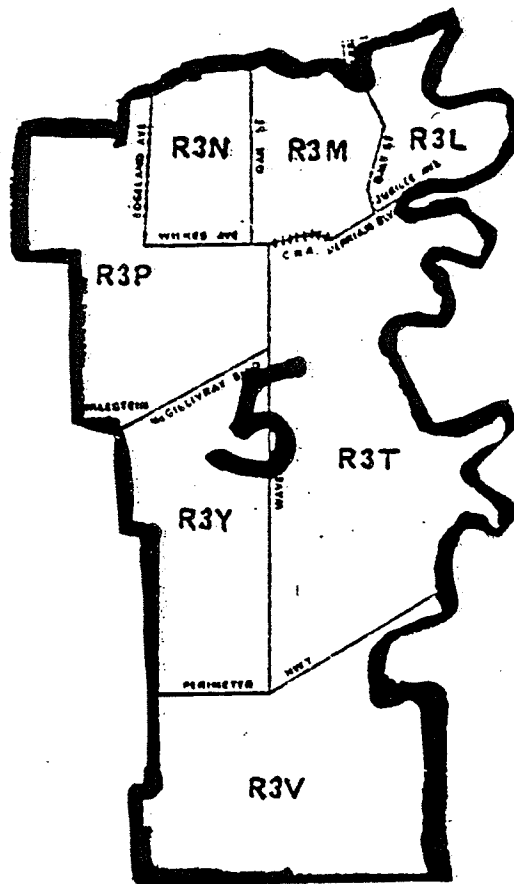
As part of the regionalization of CAS/W, case statistics have been collected. We in Region 5 have been using these statistics in the planning of our service delivery model. The following is some of the available statistical case information that may be of interest to you.

I. CASES

Active cases	204
Inactive cases	<u>53</u>
Total	<u>257</u>

II. CASE DISTRIBUTION

Postal Code	Family cases # / %	Children cases # / %
R3L	62/31%	27/30%
R3M	45/22%	26/29%
R3N	22/11%	19/21%
R3P	2/ 1%	3/ 3%
R3V	7/ 3%	1/ 2%
R3T	60/30%	13/15%
MISSING	<u>1</u>	
	204/100%	89/100%



III. ACTIVE CASES

1. Parental Race
 - 25% not known
 - 6% status
 - 2% non-status
 - 7% Metis
 - 60% other
2. Marital Status
 - 35% married/living as
 - 23% divorced/separated
 - 28% never married
 - 2% widowed
3. Number of Children in Household
 - 6% none
 - 35% one
 - 26% two
 - 16% three
 - 17% more than three
4. Source of Income
 - 29% welfare
 - 43% employed
 - 4% UIC
 - 3% pension
 - 14% other
5. Identified Problem
 - 11% alcohol
 - 41% family dysfunction
 - 17% pregnancy
6. Reasons for Referral
 - 14% perinatal
 - 12% runaway
 - 8% abuse
 - 8% parent unable to care
 - 6% placement request
 - 4% abandonment
7. Source of Referral
 - 11% self
 - 6% family
 - 6% hospital
 - 3% private citizen
 - 3% school
 - 2% police
 - 2% Child Guidance Clinic

IV. ACTIVE ABUSE CASES

Physical	20
Sexual	<u>6</u>
Total	26
% of CAS/W total	12%

V. ACTIVE ADOPTION CASES

Homes under study	154
Approved/waiting	13
Adoption probation	<u>11</u>
Total	178
% of CAS/W total	22%

Aug./83-Aug./84
Genetic background
enquiries - 283

VI. GROUP HOMES/
GROUP RESOURCES

Total: 13

VII. FOSTER HOMES

Total: 35

APPENDIX E

R3M NEIGHBOURHOOD STATISTICAL COMPOSITE

The following is a composite of statistical and neighbourhood information for the area of our Region that lies within the boundaries of the R3M postal code. (Also referred to as Corydon-Wentworth.)

NEIGHBOURHOOD INFORMATION

The neighbourhoods within this area are:

- Earl Grey
- Ebby-Wentworth
- Grant Park
- Crescentwood
- McMillan
- Rockwood

(It should be noted that the eastern half of the McMillan neighbourhood is a part of the R3L postal code, also known as River-Osborne.)

Residents of the first three neighbourhoods (Earl Grey, Ebby Wentworth and Grant Park) will be invited to attend the community meeting on March 27th at the Kiwanis Centre of the Deaf. Residents of the remaining three will be invited to the community meeting at Crescentwood Community Club on March 28th.

The following neighbourhood composites are based on information from the corresponding neighbourhood reports of the City of Winnipeg Department of Environmental Planning.

EARL GREY

- The Earl Grey area is bounded by Grant and Corydon Avenues, Stafford Street and the CNR Fort Rouge Yards.
- The residential area was primarily developed in the early 1900's and is made up largely of low-density housing (62% of acreage), occasionally interspersed with older apartments (4.7% of acreage).
- In 1971 the number of persons per residential acre was 37.10 compared with the city average of 25.73.

Earl Grey cont.

- 85% of the buildings require repairs above and beyond those provided during the course of regular maintenance.
- 57% of the dwellings are rentals (1978) compared with the city average of 42%.
- Student enrolment in Earl Grey has declined from 759 students in 1971 to 437 in 1978.
- Approximately 19.65 acres of land in this neighbourhood is devoted to recreational and educational use. Employing the criterion 5 acres per one thousand population would result in a requirement of 29.5 acres for such use, considerably higher than the-existing.
- In addition to a much lower proportion of children age 0-14, 18% (1976) compared with the city-wide average 23%, this area has a lower % of young families (25-44 age group) and a significantly higher proportion of senior citizens - 18% to 10% City average.
- The dominant ethnic group in Earl Grey is British - 45% (1976). Other ethnic groups in the area include:
 - Italian 9% (Above City average)
 - German 11% (Below City average)
 - Ukrainian 9% (Below City average)
 - French 7% (Below City average)

EBBY-WENTWORTH

- Ebby Wentworth has been defined within the boundaries of Grant Ave., Stafford St., Pembina Highway and the CNR Fort Rouge Yards.
- The residential area was developed after 1920 with a large number of war time homes build in the 1940's.
- In 1971 34.5% of the land use was low-density housing and 34.2% was used for commercial purposes.
- In 1978, 75% of the housing requires repairs above and beyond those provided during the course of regular maintenance.
- 75% of the housing stock (1976) was owner-occupied (City average: 58%).
- In this neighbourhood 45% of the residents have lived in their homes for more than 10 years (1976)-(City average: 33%).
- The most prominent ethnic group (1976) is British, which comprises 51% of the population. (City average: 43%). Other major ethnic groups are German (12%) and Ukrainian (12%).

GRANT PARK

- Grant Park is bounded by Grant Ave., the CNR Mainline, Stafford St., and Cambridge St. and is dominated by a number of major land uses serving regional rather than local needs. (Grant Park Shopping Centre, Pan-Am Pool, Grant Park Arena, Manitoba Hydro.)
- The majority of housing in this area was constructed between 1946 and 1965.
- 18.1% of land use in this area is for low-density housing (1976) and 32.2% is for public utilities.
- 96% of the residential buildings are in good condition (1980).
- In 1976, 29% of the housing stock was low-density family dwellings with the balance (71%) being apartments. (City average: 68% low-density, 32% apartments).
- The population in this area declined between 1971 and 1976.
- Grant Park has a much lower % of children (15%) than the city average of 23% (1976).
- The % of seniors (14%) is above the city's average of 10% (1976).
- The dominant ethnic group in this neighbourhood is British - 56%. (City average: 43%).

CRESCENTWOOD

- Crescentwood is one of the older residential areas in Winnipeg and is bounded by the Assiniboine River, Cambridge Street, Corydon, Stafford and the south side of Yale Ave.
- Approximately 50% of the housing was built prior to 1920.
- The northern section of this neighbourhood is characterized by large, expensive residences.
- The two dominant land uses in this area are educational - Kelvin High School and St. Mary's Academy.
- 79% of the land use is low-density housing (1971).
- In 1976, the number of persons per residential acre was 18.5. (City average 25.73).
- 88% of the homes in this area are in good condition (1979).
- 60% of the residents own their homes while 40% are renting (1979).

Crescentwood, cont.

- Approximately 33% of the land in this neighbourhood is devoted to recreation and education.
- This area contains a pronounced level of mature families.
- As of 1976, the dominant ethnic group in Crescentwood is British-67%, (City average: 43%).
- 26% of the population in this area (1971) had a university degree, (City average: 8%).

ROCKWOOD

- Rockwood, bordered by Corydon, Grant, Stafford and Cambridge, is a neighbourhood characterized as a predominantly single-family residential area.
- In 1976, the number of persons per residential acre was 24.21, (City average: 25.73).
- 96% of the residential buildings were classified in 1980 as in good condition with only 4% requiring repairs above and beyond those considered as regular maintenance.
- In 1976, 56% of the residential dwellings were low-density, with 50% being owner-occupied. (Corresponding city-wide averages are 68% and 58% respectively.)
- Enrollments between 1971 and 1981 have declined at Rockwood Elementary School from 472 students to 203, and at St. Ignatius from 271 to 210.
- 19% of the population (1976) are 65+, (City average: 10%).
- 16% of the population (1976) are between 0-14, (City average: 23%).
- The largest ethnic group in this area is British, comprising 51% of the population, (City average: 43%).

McMILLAN

- McMillan lies within the boundaries of Grosvenor Ave., Wellington Cres., and River Ave. on the north and Osborne St., Corydon Ave., and Stafford St. The western half of the area is within the R3M postal code area.
- This neighbourhood provides a reservoir of low to moderate rental housing. There exists a trend to private renovation of many of the buildings.

McMillan cont.

- Approximately 79% of the land-use (1976) is in low-density and apartment dwellings. (Low-density at 60.4% and apartments at 18.4%).
- The number of persons per residential acre (1976) is 39.47, (City average: 25.73).
- The number of dwelling units per residential acre is 19.97, three times higher than a single-family area such as Riverview which contains 6.24 units per residential acre.
- In the five years between 1971 and 1976 the population of McMillan declined from 5,750 people to 4,615.
- The area has a much lower percentage of children than the City average: 11% compared with 23% (1976).
- 58% of all families in the area are childless as compared with the City average of 37%.
- 29% of the population have lived in their homes for less than one year compared with 20% for the City (1976).
- The largest ethnic group is British at 50% (City average: 43%).
- The Italian population is 5% of the neighbourhood, 3 times the City average.

1981 CENSUS DATA

The following information is based on the 1981 census data compiled by Candice Minch.

Note: The census tract boundaries do not coincide exactly with neighbourhood divisions.

- Tract 010 approximates the neighbourhoods of Crescentwood and McMillan.
- Tract 003 covers inclusively the Ebby-Wentworth and Earl Grey neighbourhoods.
- Tract 004.01 conforms exactly with the Rockwood neighbourhood.
- Tract 004.02 includes the Grant Park neighbourhood as well as an area outside of the R3M postal code boundaries.

POPULATION BORN OUTSIDE OF CANADA BY PERIOD OF IMMIGRATION AND SEX

Area	1970-77		1978-81			
	M	F	M	F		
003 Ebby/Earl	115	45	70	55	30	30
004.02 Grant	50	25	30	70	40	30
004.01 Rockwood	145	45	96	20	5	15
010 Cres/McM	160	65	100	25	5	15

POPULATION 5 YEARS AND OVER SHOWING MOBILITY STATUS AND SEX, 1981

Area	Total	Male	Female
003 Ebby/Earl	100	45	60
004.02 Grant	75	45	30
004.01 Rockwood	50	20	35
010 Cres/McM	140	40	100

NUMBER AND AVERAGE INCOME OF CENSUS FAMILIEW IN PRIVATE HOUSEHOLDS BY
AGE OF HUSBAND/PARENT, 1981

Area	Number	Average Income
003 Ebby/Earl	1,355	\$21,114
004.02 Grant	900	\$21,652
004.01 Rockwood	1,335	\$24,626
010 Cres/McM	1,405	\$41,095

CENSUS FAMILIES IN PRIVATE HOUSEHOLDS BY NUMBER OF CHILDREN AND 1980 FAMILY
INCOME GROUPS (20% Sample Data)

TOTAL AREA 003 Ebby/Earl	All Families 1,355	No Child. 570	1 Child 395	2 Child. 230	3+ Child. 165
without income	5	5	-	-	-
under \$5,000	75	10	45	5	10
\$5,000- \$9,999	135	75	40	15	5
\$10,000- \$14,999	235	140	60	10	10
\$15,000- \$19,999	210	75	40	70	25
Total under \$20,000	660	305	185	100	60

CENSUS FAMILIES IN PRIVATE HOUSEHOLDS BY NUMBER OF CHILDREN AND 1980 FAMILY
INCOME GROUPS (20% Sample Data)

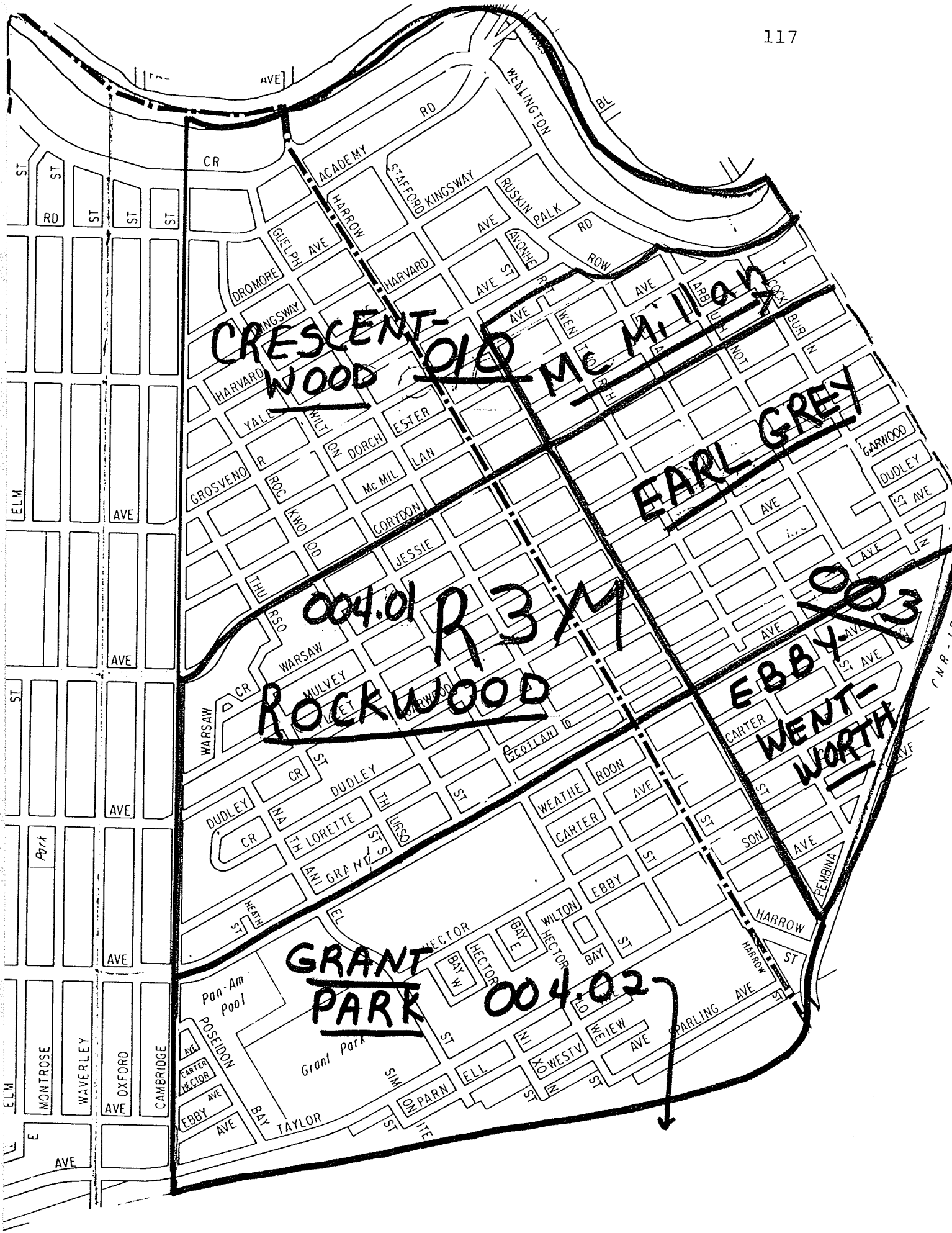
TOTAL AREA 004.02 Grant Park	All Families 900	No Child. 365	1 Child 315	2 Child. 140	3+ Child. 75
without income	-	-	-	-	-
under \$5,000	40	5	10	30	-
\$5,000- \$9,999	145	60	40	25	15
\$10,000- \$14,999	115	75	35	10	-
\$15,000- \$19,999	135	60	55	20	5
Total under \$20,000	435	200	140	85	20

CENSUS FAMILIES IN PRIVATE HOUSEHOLDS BY NUMBER OF CHILDREN AND 1980 FAMILY
INCOME GROUPS (20% Sample Data)

TOTAL AREA 004.01 Rockwood	All Families 1,335	No Child. 670	1 Child 300	2 Child. 245	3+ Child. 115
without income	5	-	-	5	-
under \$5,000	15	-	5	15	-
\$5,000- \$9,999	135	80	25	25	-
\$10,000- \$14,999	200	130	55	5	10
\$15,000- \$19,999	140	70	30	30	15
Total under \$20,000	495	280	115	80	25

CENSUS FAMILIES IN PRIVATE HOUSEHOLDS BY NUMBER OF CHILDREN AND 1980 FAMILY
INCOME GROUPS (20% Sample Data)

TOTAL AREA 010 Cres/McM	All Families 1,405	No Child. 565	1 Child 340	2 Child. 310	3+ Child. 185
without income	-	-	-	-	-
under \$5,000	40	5	15	15	5
\$5,000- \$9,999	80	30	30	15	10
\$10,000- \$14,999	110	45	35	20	10
\$15,000- \$19,999	95	50	20	10	10
Total under \$20,000	325	130	100	60	35



CRESCENT WOOD

OLD McMillan

EARL GREY

004.01 R 3 M
ROCKWOOD

004.02
EBBY WORTH

GRANT PARK **004.02**

C.N.R. - I.F.

APPENDIX F

NEEDS REQUEST

Date Questionnaire Completed _____

1. What type of agency are you working in? (Please check)

<input type="checkbox"/> School	<input type="checkbox"/> Social Service Agency
<input type="checkbox"/> Church	<input type="checkbox"/> other _____

2. What is your position or title? _____

3. All neighbourhoods have problems. In your opinion, what are the three most serious problems in the neighbourhood where you work? (Rank with 1 the most serious, 2 the next, and 3 the next.)

<input type="checkbox"/> marital conflict	<input type="checkbox"/> spouse abuse
<input type="checkbox"/> family conflict	<input type="checkbox"/> poverty
<input type="checkbox"/> problems of raising children	<input type="checkbox"/> sexually transmitted diseases
<input type="checkbox"/> crime	<input type="checkbox"/> rape
<input type="checkbox"/> alcoholism	<input type="checkbox"/> racial conflict
<input type="checkbox"/> child abuse	<input type="checkbox"/> physically handicapped
<input type="checkbox"/> school problems	<input type="checkbox"/> mental retardation
<input type="checkbox"/> problems of seniors	<input type="checkbox"/> juvenile delinquency
<input type="checkbox"/> other (specify) _____	

4. What kinds of child/family problems do you encounter most frequently in persons using your services?

5. Question #4 identifies problems you frequently encounter in your work. In which of these areas do you think training would enhance your effectiveness?

6. Do you think there are adequate resources within your agency to deal with these problems? (Question #4)

Yes Please elaborate _____

No _____

7. Do you think there are adequate community resources available when you need to refer for these problems? (Question #4)

Yes Please elaborate _____

No _____

8. What factors, if any, do you think would keep people from seeking help from a child/family service agency? (Please check)

<input type="checkbox"/> Don't think it would help	<input type="checkbox"/> Quality of service
<input type="checkbox"/> Lack of transportation	<input type="checkbox"/> Location of agency
<input type="checkbox"/> Fear of what others might think	<input type="checkbox"/> Agency's history
<input type="checkbox"/> Don't know who to contact	<input type="checkbox"/> Cost
<input type="checkbox"/> Other (elaborate) _____	

9. What are the two (2) most effective ways to inform you about services provided by agencies in your community? (Put a 1 by the most effective and a 2 by the next.)

<input type="checkbox"/> Television	<input type="checkbox"/> Pamphlet	<input type="checkbox"/> The Winnipeg Sun
<input type="checkbox"/> Word of mouth	<input type="checkbox"/> Mail	<input type="checkbox"/> Community Newspaper
<input type="checkbox"/> Radio	<input type="checkbox"/> The Free Press	<input type="checkbox"/> Other _____

10. Do you know of the services of the following agencies? (Please check yes or no.) 120

YES NO

- River Heights Family Life Resource Centre
- Children's Aid Society of Winnipeg
- Fort Garry Family Life
- Klinik Community Health Centre
- Interfaith Pastoral Institute
- The Winnipeg South Child and Family Services Agency
- Family Services of Winnipeg
- The Fort Garry Women's-Resource Centre
- Native Child and Family Services

11. How often have you referred people to a child/family service agency? (Please check)

- never
- less than 3 times a year
- 3 - 6 times per year
- 7 -10 times per year
- More than 10 times per year

12. Is there a need for more emergency child/family related services in your agency's community?

- Yes Please elaborate _____
- No _____

13. What additional services are needed in your agency's community to help people with problems of living?

14. Is it clear to you what services the Winnipeg South Child and Family Services Agency will be providing?

- Yes Please elaborate _____
- No _____

15. How could cooperation between you and The Winnipeg South Child and Family Services Agency be supported?

16. What response would you like to have following a referral to The Winnipeg South Child and Family Services Agency? (Please check)

- letter to acknowledge follow-up thalephone call
- face-to-face consultation no response
- other _____

17. What services to children/families does your agency provide?

COMMENTS:

APPENDIX G

WINNIPEG SOUTH CHILD & FAMILY SERVICES AGENCY

Dear Resident,

The Winnipeg South Child & Family Services would like to receive some information about our community. Your opinions and ideas will help this Agency to identify those issues and services that are needed by you and your neighbourhood.

Would you please take a few minutes to complete the attached random survey. Please return it as soon as possible in the enclosed envelope (no postage required). The responses to the survey are strictly **anonymous**. Preliminary results will be discussed at your Community Meeting (see enclosed Invitation).

If you have any further questions, please contact:
Janice or Diane at 942-0511 (ext. 433)

Thank you for your cooperation.

WINNIPEG SOUTH CHILD & FAMILY SERVICES AGENCY

COMMUNITY NEEDS REQUEST

The following section will help in identifying what some of the unmet needs are in our community. From this list of services and issues, please check the ones that are needed by you and your family.

A. Neighbourhood Needs

The following are examples of services related to basic needs:

- Emergency Food Depot
 - Clothing Depot
 - Nutrition Education
 - Tenant Association
 - Housing Registry (e.g. where can I find low cost housing?)
 - Emergency Temporary Housing
 - Other (Please Specify) _____
-

The following are examples of health-related service needs:

- Family Planning
 - Teenage Pregnancy
 - Infant Care
 - Chemical Abuse (Alcohol/Drugs)
 - Socially Transmitted Diseases
 - Stress/Depression
 - Mentally Handicapped
 - Physically Handicapped
 - Mental Illness
 - Other (Please Specify) _____
-

The following are examples of community-related service needs:

- Home Visitors
 - Toy Library
 - Immigrant Services
 - Native Services
 - Drop-in Emergency Day Care - Children
 - Drop-in Day Care - Elderly/Infirmed
 - Teen Drop-in
 - Welfare Advocate
 - Other (Please Specify) _____
-

APPENDIX H

TO: RESOURCE ADVISORY COMMITTEE MEMBERS
FROM: DIANE REHBEIN
DATE: JUNE 1985

MEMO RE: RESULTS OF THE COMMUNITY SURVEY AND KEY INFORMANT SURVEY

Attached find two surveys. One, entitled "Winnipeg South Child and Family Services Community Needs Request" was completed by 34 community members who attended one of the four community meetings held during late spring of 1985 within the service area of the Corydon Resource Centre. The other survey, "Winnipeg South Child and Family Services Needs Request" was sent to 8 principals and 13 clergypersons within the same service area, at approximately the same time.

Following each survey is a composite of information collected.

The completed surveys are located in the office of the Corydon Resource Centre.

WINNIPEG SOUTH CHILD & FAMILY SERVICES AGENCY

COMMUNITY NEEDS REQUEST

The following section will help in identifying what some of the unmet needs are in our community. From this list of services and issues, please check the ones that are needed by you and your family.

A. Neighbourhood Needs

The following are examples of services related to basic needs:

- Emergency Food Depot
- Clothing Depot
- Nutrition Education
- Tenant Association
- Housing Registry (e.g. where can I find low cost housing?)
- Emergency Temporary Housing
- Other (Please Specify) _____

The following are examples of health-related service needs:

- Family Planning
- Teenage Pregnancy
- Infant Care
- Chemical Abuse (Alcohol/Drugs)
- Socially Transmitted Diseases
- Stress/Depression
- Mentally Handicapped
- Physically Handicapped
- Mental Illness
- Other (Please Specify) _____

The following are examples of community-related service needs:

- Home Visitors
- Toy Library
- Immigrant Services
- Native Services
- Drop-in Emergency Day Care - Children
- Drop-in Day Care - Elderly/Infirmed
- Teen Drop-in
- Welfare Advocate
- Other (Please Specify) _____

The following are examples of family-related service needs:

- Blended/Merged Families
 - Foster Parent Support
 - Adoptive Parent Support
 - Family Counselling
 - Homemakers
 - Day Care
 - Child Abuse
 - Family Violence
 - Family Enrichment
 - Children of Divorce/Separation
 - Grief Counselling
 - Other (Please Specify) _____
-

The following are examples of Workshops and Support Groups:

- Immigration
 - Coping with Stress
 - Assertiveness Training
 - Career Development
 - Retirement
 - Parenting with Teens
 - Women's Issues
 - Other (Please Specify) _____
-

B. Background Information

What neighbourhood do you reside in _____

What is the first half of your postal code?

--	--	--

How long have you lived in your neighbourhood?

- Less than 2 yrs.
- 2 - 5 yrs.
- 6 - 10 yrs.
- More than 10 yrs.

Which of the following age categories do you fit in to?

- Under 20
- 20 - 29
- 30 - 39
- 40 - 49
- 50 - 59
- 60 or over

Sex

- Male
- Female

Are you a single parent family?

- Yes
- No

Fill in the number of your children living at home that are between the ages of:

- 0 - 2 yrs.
- 3 - 5 yrs.
- 6 - 12 yrs.
- 13 - 17 yrs.
- + 18 yrs.

COMMUNITY NEEDS REQUEST COMPOSITE OF RESULTS:

Of the 34 people responding to this survey:

14 resided within the R3M postal code area.

15 resided within the R3N postal code area.

3 resided within the R3P postal code area.

2 did not indicate their postal code.

35% of the respondents have lived in their neighbourhood for more than 10 years.

44% of the
for fewer than 5 years.

52% of the respondents were between the ages of 30 - 39.

47% were 40 years of age or older.

01% were younger than 30 years of age.

12% of the respondents were single parents.

78% of the respondents were female.

The following page contains a listing of needs taken directly from the survey. Preceding each need is the percentage of respondents who identified the item as needed by themselves or by their families.

The Winnipeg South Child and Family Services Agency

COMMUNITY NEEDS SURVEYBasic:

- 3% Emergency Food Depot
- 11% Clothing Depot
- 11% Nutrition Depot (Education)
- 9% Tenant Association
- 9% Housing Registry
- 6% Emergency Temporary Housing

Health-Related:

- 14% Family Planning
- 20% Teenage Pregnancy
- 11% Infant Care
- 23% Chemical Abuse (Alcohol/Drugs)
- 3% Sexually Transmitted Diseases
- 20% Stress/Depression
- 14% Mentally Handicapped
- 17% Physically Handicapped
- 26% Mental Illness

Workshops & Support Groups:

- 3% Immigration
- 50% Coping With Stress
- 14% Assertiveness Training
- 29% Career Development
- 20% Retirement
- 44% Parenting With Teens
- 26% Women's Issues

Community-Related:

- 14% Home Visitors
- 29% Toy Library
- 6% Immigrant Services
- 9% Native Services
- 26% Drop-In Emergency Day-Care (children)
- 26% Drop-In Day Care (Elderly-Infirm)
- 56% Teen Drop-In
- 9% Welfare Advocate

Family-Related:

- 17% Blended/Merged Families (support/counselling)
- 29% Foster Parent Support
- 29% Adoptive Parent Support
- 29% Family Counselling
- 14% Homemakers
- 35% Day-Care
- 14% Child Abuse
- 14% Family Violence (counselling, support, shelter)
- 20% Family Enrichment
- 32% Children of Divorce/Separation
- 29% Grief Counselling

NEEDS REQUEST

Date Questionnaire Completed _____

1. What type of agency are you working in? (Please check)

<input type="checkbox"/> School	<input type="checkbox"/> Social Service Agency
<input type="checkbox"/> Church	<input type="checkbox"/> other _____
2. What is your position or title? _____
3. All neighbourhoods have problems. In your opinion, what are the three most serious problems in the neighbourhood where you work? (Rank with 1 the most serious, 2 the next, and 3 the next.)

- | | |
|---|--|
| <input type="checkbox"/> marital conflict | <input type="checkbox"/> spouse abuse |
| <input type="checkbox"/> family conflict | <input type="checkbox"/> poverty |
| <input type="checkbox"/> problems of raising children | <input type="checkbox"/> sexually transmitted diseases |
| <input type="checkbox"/> crime | <input type="checkbox"/> rape |
| <input type="checkbox"/> alcoholism | <input type="checkbox"/> racial conflict |
| <input type="checkbox"/> child abuse | <input type="checkbox"/> physically handicapped |
| <input type="checkbox"/> school problems | <input type="checkbox"/> mental retardation |
| <input type="checkbox"/> problems of seniors | <input type="checkbox"/> juvenile delinquency |
| <input type="checkbox"/> other (specify) _____ | |

4. What kinds of child/family problems do you encounter most frequently in persons using your services?

5. Question #4 identifies problems you frequently encounter in your work. In which of these areas do you think training would enhance your effectiveness?

6. Do you think there are adequate resources within your agency to deal with these problems? (Question #4)

Yes Please elaborate _____
 No _____

7. Do you think there are adequate community resources available when you need to refer for these problems? (Question #4)

Yes Please elaborate _____
 No _____

8. What factors, if any, do you think would keep people from seeking help from a child/family service agency? (Please check)

- | | |
|--|---|
| <input type="checkbox"/> Don't think it would help | <input type="checkbox"/> Quality of service |
| <input type="checkbox"/> Lack of transportation | <input type="checkbox"/> Location of agency |
| <input type="checkbox"/> Fear of what others might think | <input type="checkbox"/> Agency's history |
| <input type="checkbox"/> Don't know who to contact | <input type="checkbox"/> Cost |
| <input type="checkbox"/> Other (elaborate) _____ | |

9. What are the two (2) most effective ways to inform you about services provided by agencies in your community? (Put a 1 by the most effective and a 2 by the next.)

- | | | |
|--|---|--|
| <input type="checkbox"/> Television | <input type="checkbox"/> Pamphlet | <input type="checkbox"/> The Winnipeg Sun |
| <input type="checkbox"/> Word of mouth | <input type="checkbox"/> Mail | <input type="checkbox"/> Community Newspaper |
| <input type="checkbox"/> Radio | <input type="checkbox"/> The Free Press | <input type="checkbox"/> Other _____ |

10. Do you know of the services of the following agencies? (Please check yes or no.)

YES NO

- River Heights Family Life Resource Centre
- Children's Aid Society of Winnipeg
- Fort Garry Family Life
- Klinik Community Health Centre
- Interfaith Pastoral Institute
- The Winnipeg South Child and Family Services Agency
- Family Services of Winnipeg
- The Fort Garry Women's-Resource Centre
- Native Child and Family Services

11. How often have you referred people to a child/family service agency? (Please check)

- never
- less than 3 times a year
- 3 - 6 times per year
- 7 -10 times per year
- More than 10 times per year

12. Is there a need for more emergency child/family related services in your agency's community?

- Yes Please elaborate _____
- No _____

13. What additional services are needed in your agency's community to help people with problems of living?

14. Is it clear to you what services the Winnipeg South Child and Family Services Agency will be providing?

- Yes Please elaborate _____
- No _____

15. How could cooperation between you and The Winnipeg South Child and Family Services Agency be supported?

16. What response would you like to have following a referral to The Winnipeg South Child and Family Services Agency? (Please check)

- letter to acknowledge follow-up telephone call
- face-to-face consultation no response
- other _____

17. What services to children/families does your agency provide?

COMMENTS:

KEY INFORMANT NEEDS REQUEST COMPOSITE OF RESULTS:

Of the 9 people responding to this survey:

5 were clergy persons;

4 were school staff, primarily principals.

TABLE 1

The most serious problem that neighbourhoods have identified includes:

Problem	% identified by church	% identified by school	% of total
marital	0%	75%	37.5%
seniors	60%	0%	30.0%
family	20%	25%	22.5%
children	20%	0%	10.0%
total	100%	100%	100.0%

TABLE 2

The second most serious problem that neighbourhoods have identified includes:

Problem	% identified by church	% identified by school	% of total
children	0%	50%	25.0%
family	20%	25%	22.5%
marital	40%	0%	20.0%
poverty	0%	25%	12.5%
physically handicapped	20%	0%	10.0%
seniors	20%	0%	10.0%
total	100%	100%	100.0%

key informant -2-

TABLE 3
The third most serious problem that neighbourhoods have identified includes:

Problem	% identified by church	% identified by school	% of total
alcohol	40%	25%	32.5%
children	20%	25%	22.5%
family	0%	25%	12.5%
vandalism	0%	25%	12.5%
racial	20%	0%	10.0%
educational system	20%	0%	10.0%
total	100%	100%	100.0%

TABLE 4
The most frequently encountered child/family problem includes:

Problem	% identified by church	% identified by school	% of total
marital	40%	50%	45.0%
single parents	20%	50%	35.0%
child rearing	20%	0%	10.0%
adoption	20%	0%	10.0%
total	100%	100%	100.0%

TABLE 5
40% of the clergy think there are adequate community resources available when they need to refer for the most frequently encountered problems, 60% do not.

25% of the school personnel think there are adequate community resources available when they need to refer for the most frequently encountered problems, 25% do not, and 50% no response.

key informant -3-

TABLE 6

The following were identified as the two most effective ways to inform people about services of the resource centre:

- 100% of the principals identified mail.
- 75% of the principals identified pamphlets.
- 25% of the principals identified word of mouth.
- 60% of the clergy identified pamphlets.
- 60% of the clergy identified mail.
- 20% of the clergy identified word of mouth.
- 20% of the clergy identified television.
- 20% of the clergy identified the community newspaper.
- 20% of the clergy identified the church.

TABLE 7

- Of the 9 services identified, clergy "knew of" an average of 5.
- Of the 9 services identified, principals "knew of" an average of 3.
- 67% of the total group of clergy and principals "knew of" The Winnipeg South Child and Family Services Agency.

The number of times referrals are made to a child/family service agency include:

TABLE 8 times	% identified by clergy	% identified by schools	% of total
Never	20%	25%	22.5%
Less than 3 times a year	40%	50%	45.0%
3 - 6 times per year	40%	25%	32.5%
7 - 10 times per year	0%	0%	0.0%
More than 10 times per year	0%	0%	0.0%

APPENDIX I

June 1985

EVALUATION OF ADMINISTRATIVE PRACTICUM*

Please circle the most appropriate number in response to each of the following:

1. I would rate the utility of this administrative practicum to the Agency as:

Low				High	Unable to Assess
1	2	3	4	5	0

Comments: _____

2. My impression of the student's analytical skills, as demonstrated through the following:

- a. Ability to understand the dynamics of the Agency's organizational process and structure

Low				High	Unable to Assess
1	2	3	4	5	0

- b. Ability to identify pertinent problems/issues

Low				High	Unable to Assess
1	2	3	4	5	0

- c. Ability to draw meaningful conclusions/insights

Low				High	Unable to Assess
1	2	3	4	5	0

- d. Decision-making/problem-solving ability

Low				High	Unable to Assess
1	2	3	4	5	0

- e. Ability to learn quickly from experience/information

Low				High	Unable to Assess
1	2	3	4	5	0

* Adapted from B. Murphy, Practicum Report, June, 1983.

2. (cont'd)

Comments: _____

3. My impressions of the student's interactional/human relations skills, as demonstrated through the following:

- a. Ability to develop open, working relationships with Agency staff and Board of Directors:

Low				High	Unable to Assess
1	2	3	4	5	0

- b. Ability to develop and maintain a climate of collaboration among practicum "work team"

Low				High	Unable to Assess
1	2	3	4	5	0

- c. Ability to clearly communicate thoughts, ideas, perceptions

Low				High	Unable to Assess
1	2	3	4	5	0

- d. Ability to elicit open communication from other team members

Low				High	Unable to Assess
1	2	3	4	5	0

Comments: _____

4. My impression of the student's technical skills, as demonstrated through the following:

- a. Ability to plan and organize work-related tasks

Low				High	Unable to Assess
1	2	3	4	5	0

- b. Ability to synthesize/record results of work activities

Low				High	Unable to Assess
1	2	3	4	5	0

4. (cont'd)

c. Ability to complete designate tasks

Low				High	Unable to Assess
1	2	3	4	5	0

d. Writing ability

Low				High	Unable to Assess
1	2	3	4	5	0

Comments: _____

Thank you for your co-operation!

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