

**PURPOSE 1 HANDBOOK**

**CONTENTS**

	Page
TABLE OF PURPOSE ACHIEVEMENT ABILITIES <sup>SM</sup>	2
OVERVIEW OF THE PURPOSE	4
THE PURPOSE DIMENSION <sup>®</sup>	6
IDENTIFYING SERVICE NEEDS WITH CITIZENS	
THE VALUES AND ETHICS DIMENSION <sup>®</sup> : VALUES AND ETHICS FOR ADMINISTRATIVE DECISION MAKING	9
THE SELF AND OTHERS DIMENSION <sup>®</sup> : HUMAN DEVELOPMENT IN THE SOCIAL CONTEXT	11
THE SYSTEMS DIMENSION <sup>®</sup> : EVALUATING SERVICE DELIVERY SYSTEMS	13
THE SKILLS DIMENSION <sup>®</sup> : PRINCIPLES AND TECHNIQUES OF EVALUATION RESEARCH	15
DEFINITIONS	17

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**Table of General and Specific Abilities for Purpose 1**

**Purpose Dimension Abilities**

**a. Explore opportunities to improve the world.**

Prepare a proposal for your work during the graduate program, including researching needs, initiating and managing a pilot program to meet those needs, and winning support to a strategic plan for implementing your revised plan.

**c. Agree on a plan.**

Devise a plan for carrying out research into citizen, community, and agency needs during this first semester, including objectives and realistic strategies.

**d. Carry out plan. Monitor progress and use of knowledge. Change plan as needed.**

Maintain a record of progress in carrying out your plan; evaluate each recorded event; revise the plan as needed. Explain how you are using knowledge to achieve the Purpose.

**e1. Assess the results.**

Assess your success in carrying out your research plan.

**b. Choose the best goal.**

Based on your analysis of research you have conducted, identify a goal for a pilot program to satisfy citizen needs.

**e2. Plan the next steps.**

Make a plan for the pilot program (Ability b), including objectives, strategies, activities, a timetable, and personnel.

**Values and Ethics Dimension Abilities**

**a. Clarify own values in relation to the Purpose.**

Describe your values as they relate to the population and need you have identified.

**b. Describe individual and group values in past and present.**

Describe the values of other constituencies who will be affected by your work.

**c. Identify value issues as they arise.**

Identify value issues and ethic dilemmas that arise during this Constructive Action.

**d. Use ethical reasoning.**

Describe how you are using ethical reasoning to make decisions and manage value issues and ethical dilemmas.

**e. Act on ethical principles.**

Use ethical principles to guide your actions as you work with your group.

**f. Respect capacity of others to make the world better.**

Describe how you are helping all constituencies, including citizens and staff, to participate effectively in identifying citizen needs and proposing ways of meeting them.

## Table of General and Specific Abilities for Purpose 1, cont'd

### Self and Others Dimension Abilities

**a. Describe self in relation to the Purpose.**

Assess your experience, capabilities, and interests as they related to the population, need, and service you have identified.

**b. Appreciate experience and views of others.**

Describe the experience, capabilities, interests, and needs of the population you propose to serve and of other constituencies you are working with.

**c. Build good relationships.**

Establish and maintain effective relationships with all constituencies as needed to achieve the Purpose.

**d. Communicate through reading, writing, speaking, and other modes of expression.**

Read, write, speak, and listen effectively to communicate with the constituencies you are working with.

**e. Promote growth in self and others.**

Perform your Constructive Action in a way that promotes growth in all the constituencies you are working with.

### Systems Dimension Abilities

**a. Describe natural, social, and technological systems related to the Purpose.**

Describe natural, social, and technological systems that may serve as resources or constraints in your effort to achieve your Purpose

**b. Develop conceptual models of systems.**

Develop conceptual models of your organization and of the community you are working with as they relate to your work.

**c. Identify strengths of systems.**

Describe the systemic resources you expect to make use of, including natural, social, and technological systems, and how you will mobilize them.

**d. Identify weaknesses of systems.**

Analyze the systemic factors that could hinder your work.

**e. Make systems better.**

Work to make your organizational environment and systems in the community more conducive to empowering the various constituencies you are working with.

### Skills Dimension Abilities

**a. Identify and use appropriate mathematical skills.**

Apply mathematical principles and skills to research design and program evaluation.

**b. Identify and use appropriate physical skills.**

Use perceptual motor skills as needed to achieve your Purpose.

**c. Use specialized skills called for by the Purpose.**

Use specialized skills to present research and evaluation components of a plan of action to key Constituencies.

## **WORKING WITH CITIZENS TO DEFINE NEEDS AND PLAN SERVICES**

### **Overview of the Purpose**

Administrators in the public administration field are faced today with unprecedented challenges and opportunities. Such factors as changing demographics, the pressures of the global economy, declining public support for public services, demands for greater economy and efficiency in services, and the trend toward privatization have created an environment that calls for administrators possessed of breadth of knowledge and vision in addition to practical competence firmly rooted in experience.

Working with Citizens to Define Needs and Plan Services is the first of three interlinked Purposes that together comprise the Master of Public Administration degree program in the School for Public Affairs and Administration. Students achieve each Purpose in turn by performing a Constructive Action that helps their organization to improve its services to citizens in this era of rapid change. In the first semester, the emphasis is on the process of planning new or improved services. Based on their research into the changing make-up and evolving needs and concerns of citizen constituencies, their organization's resources of staff and services, and the current policies of regulatory and funding agencies, students prepare a plan for a pilot program that will significantly improve their organization's response to the community it serves. Students bring this effort to closure by gaining the approval of key organization staff for the pilot testing of the program they have planned

In the second semester, students will follow up on their first semester's work by initiating and managing the pilot program they have planned, capping their work with a systematic assessment of the program's effectiveness and a revised plan that they will put into effect in the following semester. Students complete their test of the pilot program in the first weeks of the third semester. They then carry their vision of service improvement to a higher level, analyzing the strengths and weaknesses of their pilot program in light of the current climate for services, evaluating it in relation to future trends, and redesigning it and presenting it in a formal proposal as a broadly applicable approach to service improvement.

In each semester, students will make use of the complete Constructive Action methodology. However, each Constructive Action emphasizes a different part of the methodology – first planning, then implementation, and finally assessment and planning of next steps. Thus the three Constructive Actions can be seen as combining to make one extended Constructive Action.

The Dimension classes for Purpose 1 provide students with the theory and the practical experience they need to achieve their Purpose. The Purpose Dimension class is the place where the knowledge and experience from the other Dimensions is brought together to inform the planning and implementation of the Constructive Action. It is also a place for exploring and solving problems, comparing perceptions of the field experience, and sharing ideas and research.

In the Values and Ethics Dimension class students will clarify their values and ethical standards as administrators through a study of such important classical and contemporary ethical theories as ethical egoism, utilitarianism, the ethics of duty and respect, rights based theory, and the ethics of diversity. Each student will then select a significant ethical problem or dilemma that they are confronting in their Constructive Action, analyze it in terms of the ethical perspectives they have studied, and justify their approach to resolving the dilemma.

To help students improve their understanding of themselves and others as they work with shifting citizen populations and a culturally diverse work force, the class for the Self and Others Dimension will focus on organizational behavior. Classical theories and current research in such areas as perception, personality, motivation, work-related attitudes, and decision-making will be evaluated and applied to management issues that arise in the workplace.

The class for the Systems Dimension will help students to understand the structure and philosophy of the organizations they are working with by introducing them to the study of management models. Such models as scientific management, human relations, and public administration will provide the basis first, for philosophic study, and finally, for decision-making.

The class for the Skills Dimension has a double thrust. First, it aims to prepare students to be competent users of research. Second, through the study of needs assessment and program evaluation, methods of measurement and data collection, and data analysis and presentation, it prepares them to develop a plan for evaluating their pilot program in this semester and to use the plan in the following semester.

## THE PURPOSE DIMENSION

### Overview

The Purpose Dimension seminar is the essential forum where, through discussions, planning, research, and shared exploration of problems and their solutions, student learning is assessed, clarified and put into contextual focus. Each student will contribute actively, bringing ideas, research findings, specific problems, and plans concerning his or her specific Constructive Action with a particular constituency to share with all students of the seminar. A goal of the seminar is to develop professional helping relationships between and among students. As mutual contributors, they will bring their insights from fieldwork, assigned readings, and lectures in the Dimensional classes into a focus that integrates theory with their individual Constructive Actions. The general goal of each Constructive Action for Purpose A is to work with citizen constituencies and professionals to develop a pilot program for directly meeting the service needs of specific constituencies.

Ultimately, every student will be required to select a need and/or opportunity for empowerment whose fulfillment, using their organizations as a focal point of exploration and operation, will have the effect of improving the quality of service delivery.

### Abilities to be developed

The Purpose Dimension Abilities, printed below in bold italic, provide the structure of the Constructive Action. In carrying out the Constructive Action, students are expected to make use of the Abilities from the other Dimensions. Appropriate ways of using the Abilities are suggested in the outline below.

#### ***a. Explore opportunities to improve the world.***

Prepare a proposal for your work during the graduate program.

1. Describe the population you propose to serve, the geographical area, and the need or opportunity you propose to address. Describe your initial plan for addressing the need through a pilot program.
2. Explain how you became aware of this need or opportunity.
3. Describe your values as they pertain to this population and need (Values and Ethics a).
4. Describe your experience and interests in relation to this population and need (Self and Others a).
5. Describe the systemic resources you expect to make use of (Systems a).
6. Identify the skills you have and skills you will need to act on your proposal (Skills a).
7. Describe your organization and its bureaucratic features, including mission, current population served (show demographics), organizational chart, services, and external service relationships (Systems a, Skills a and c).
8. Analyze how your organization as described can support your effort and how it may constrain it. How responsive is the organization to human needs? (Systems b, c, d).

**c. Agree on a plan**

1. Identify the information you need to achieve your purpose.
2. Make a research plan with input from key participants.

Describe what instruments you will use to research the needs of the constituency identified in your proposal. Your research should include a survey of the target population, interviews with experts, library and Internet research, and a review of statistical resources in the community (be sure to consult your local planning board) (Self and Others b, c, and d, Skills c).

Describe the ethical principles that will guide your research (Values and Ethics e). Explain how you will assess the values of your organization, the identified population, and the larger community (Values and Ethics b).

Explain how you will build the relationships needed to follow through on your proposal (Self and Others c).

Describe how you will make use of systemic resources and deal with systems constraints (Systems c and d).

**d. Carry out the plan. Keep a record of key events. Revise the plan as necessary. Explain how you are using knowledge.**

1. Carry out your research plan.
2. Identify value issues as they arise (Values and Ethics c). Explain how you are using moral reasoning and ethical principles to resolve them (Values and Ethics d and e).
3. Explain how you are building supportive relationships (Self and Others c) and communicating with the various constituencies you are working with (Self and Others d). Explain how you are promoting growth in self and others (Self and Others e).
4. Explain how you are using systems resources and dealing with systems constraints (Systems c and d). Explain how you are making systems more responsive to human needs (Systems e).
5. Explain how you are using math skills and specialized skills (Skill a and c).

**e1. Assess results.**

1. Assess your success in carrying out your research plan (Skills a and c). Evaluate the sufficiency of your research as a basis for planning a pilot program to meet the need.
2. Based on your research, restate the need and the population; state the problem (Purpose a).

**b. Choose the best goal.**

1. Share your analysis of the research with other constituencies.

2. In consultation with other constituencies, choose the best goal for a pilot program to address the need you have identified.

**e2. Plan next steps.**

Make a plan of action for the pilot program, including objectives, strategies, activities, timetable, and a list of the personnel who will carry out the activities (Purpose c).

Prepare to implement your plan in the following semester.

**Assessment**

Each student will be evaluated according to how well he or she:

1. Makes use of all twenty-four Abilities to achieve the Purpose;
2. Carries out an effective Constructive Action, as evaluated by both faculty and supervisor;
3. Contributes to the Purpose Seminar; and
4. Completes the documentation of the Constructive Action in approved, professional form.

**Note:** Once the Constructive Action for Purpose A has been graded, it will serve as a baseline for further work. Therefore, no further changes may be made in the document.

**Readings**

Please see the book list for the M.P.A. program (available from the Office of the Dean and/or your instructor), as well as your specific instructor's syllabus.

Books can be purchased at <http://metropolitan.textbookx.com/?deptId=203> .

## **THE VALUES AND ETHICS DIMENSION**

### **Values and Ethics for Administrative Decision Making**

#### **Overview**

The aim of the class for the Values and Ethics Dimension is to provide students with a comprehensive understanding of the major traditions of ethical reflection and the implications for the administrator who is working with citizens to improve service delivery. As administrators and professionals, students must, as a practical matter, make assumptions about what ethical standards should govern the management of staff, relationships in the organization as a whole, and work with citizens. In the Values and Ethics Dimension class, students will be challenged to clarify and reflect critically on their values and ethical standards.

Through a series of lectures, discussions, and exercises, students will be challenged first by arguments for and against ethical relativism and pluralism. Then they will be confronted with some of the most important classical and contemporary ethical theories: ethical egoism, utilitarianism, the ethics of duty and respect, rights-based theories, and the ethics of diversity.

Finally, students will be challenged to establish a connection between the ethical theories they have confronted and the ethical problems and dilemmas they face in assessing the needs and concerns of citizens, working with staff, and planning improved service delivery. They will identify an ethical problem or dilemma in their administrative work with staff, citizen constituencies, and external organizations as they plan and carry out their Purpose A Constructive Action. They will present to the class an ethical analysis of the problem in the form of a case study. In the analysis, they will demonstrate their understanding of the ethical perspectives studied in the course. They will also offer a defense or criticism of these perspectives, explain any changes in their own ethical beliefs as a result of study and research, and justify their resolution of the dilemma.

On the basis of class discussion and criticism of their presentations, students will prepare a final paper to be submitted at the end of the semester. They will include in their final paper a bibliography of books and periodical literature that they have used or consulted in their research into a problem or dilemma. Some books and articles for further reading and research are included at the end of this outline.

#### **Abilities**

Students will develop the following Abilities for use in the Constructive Action:

- a. Describe your values as they pertain to the population and need you have identified.*
- b. Describe the values of other constituencies that will be affected by your work. Place them in historical perspective.*
- c. Identify value issues and ethical dilemmas that arise during this Constructive Action.*
- d. Describe how you are using ethical reasoning to deal with value differences and moral dilemmas.*
- e. Use ethical principles to guide your actions as you work with your group.*
- f. Describe how you are helping all constituencies, including citizens and staff, to participate effectively in identifying citizen needs and proposing ways of meeting them.*

### **Assessment**

Assessment of students' development of the Abilities will be based on the following:

1. Midterm examination on ethical theories and method
2. Class presentation of a case study
3. Preparation of a final paper based on the presentation

### **Readings**

Please see the book list for the M.P.A. program (available from the Office of the Dean and/or your instructor), as well as your specific instructor's syllabus.

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## **THE SELF AND OTHERS DIMENSION**

### **Human Development in the Social Context**

#### **Overview**

The aim of the Self and Others Dimension class is to improve students' understanding of themselves and others at work and their ability to plan and manage systemic change in an organization while working successfully with co-workers. An interdisciplinary field of study known as organizational behavior, which seeks scientific knowledge of people at work, will be the basis of the course's investigation of some of the fundamental issues related to the successful management of human resources in an organization and in the three Constructive Actions students will undertake.

The course begins with an exploration of the changing world of work. As we move from a domestic to a global, and from an industrial to a service economy, managers in the 21<sup>st</sup> century will face new challenges in mobilizing a culturally diverse work force to provide services to a changing constituency. This new context will have an enormous impact on some issues that are basic in understanding people at work, including perception, personality, motivation, work-related attitudes and decision-making. In the Self and Others Dimension class, we will evaluate classical theories and current theory and research into these issues in light of the fast-paced global environment in which we will all work in the 21<sup>st</sup> century.

In practice, the action for students is at home in the local organizations in which they must cooperate with management, staff, and citizens to identify a need or opportunity and plan service improvements. After our investigation of some basic issues in a global context, groups of students will work together in teams to identify a management issue that is a common concern in their organizations, research the issue and present to the class their findings and conclusions. Suggested topics and issues and related books and articles are provided at the end of this outline. In class discussions, we will analyze the relevance and usefulness of the issues presented to planning change in students' organizations.

Students also face unique challenges and opportunities for planning and managing service improvement in their particular organizations. As a final assignment, each student will prepare a paper that identifies these unique challenges and opportunities and incorporates an analysis of the theory and research that have been most useful in responding to them. In both the team exercise and the final paper, students are expected to include an account of how globalization and cultural diversity impact the management of the service innovations they plan for their organizations.

#### **Abilities**

Students will develop the following Abilities for use in the Constructive Action

- a.** Assess your experience, capabilities, and interests as they related to the population, need, and service you have identified.
- b.** Describe the experience, capabilities, interests, and needs of the population you propose to serve and of other constituencies you are working with.
- c.** Establish and maintain effective relationships with all constituencies as needed to achieve the Purpose.
- d.** Read, write, speak, and listen effectively to communicate with the constituencies you are working with.

- e. Perform your Constructive Action in a way that promotes growth in all the constituencies you are working with.

### **Assessment**

Students are expected to demonstrate the Abilities in the following:

1. Participation in a group presentation
2. Midterm examination
3. Final paper on issues related to the Constructive Action

### **Readings**

Please see the book list for the M.P.A. program (available from the Office of the Dean and/or your instructor), as well as your specific instructor's syllabus.

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## **THE SYSTEMS DIMENSION**

### **Evaluating Service Delivery Systems**

#### **Overview**

Society as we know it today could neither exist nor become productive without the work of managers who use their skills to design, guide, and provide discipline in an organization's effort to reach desired goals. The way in which institutions are constructed, organized and coordinated provides the basis for understanding the importance of systems and the purpose of this Systems Dimension.

The role and function of the administrator and the nature of the decision-making process are inevitably tied to organizational structure and philosophy. If administrators expect to assess, shape, design, and direct a variety of human service programs effectively, it is essential that they become knowledgeable about the nature of organizations and how organizations behave when threatened by internal and external forces. To improve their understanding, the class for the Systems Dimension will focus on the study of models of management, including scientific management, public administration, and human relations. Students will examine the various models of management, do a comparative analysis of them, and use them as a way of understanding the philosophical, organizational, and managerial principles that guide them.

Decision making within the organization is also affected by prevailing political, economic, and social factors. When we examine organizations, it is imperative that we understand the turbulent and dynamic changing conditions of both the external and the internal environment and how these factors impact the design and structure of organizations. The course, will look, therefore, at the relationship of governmental bureaucracies to service organizations and the impact of federal rules and regulations on service programs as examples of how external factors impact on organizational design and development. Similarly, by exploring the dynamic features of the internal environment of institutions and organizations, students will appreciate how internal environmental factors also shape the structure and organizational contours of institutions.

On the threshold of a new millennium, dynamic evolutionary forces are certain to catapult us into a new age. Pivotal among these forces is the technological impact of the Web on learning in the classroom and on distance learning as well. In keeping with this inexorable trend, students will be expected to access the Internet as a vital part of this course. Following Samuel Creto's text, relevant case studies presented on the Internet that correspond to assigned chapters will be studied.

#### **Abilities**

Students will develop the following Abilities for use in the Constructive Action:

- a. *Describe natural, social, and technological systems that may serve as resources or constraints in your effort to achieve your Purpose.***

Describe the relationship between federal, state, and local government and human service agencies.

- b. *Develop conceptual models of your organization and of the community you are working with as they relate to your work.***

Develop conceptual models based on the study of management models and use them to identify and explain the managerial philosophy your organization embraces.

- c. Describe the systemic resources you expect to make use of, including natural, social, and technological systems. Explain how you will access them.**
- d. Analyze the systemic factors that could hinder your work.**
- e. Work to make your organizational environment and systems in the community more conducive to the empowerment of the various constituencies you are working with.**

Make use of your knowledge of management models to propose a model for the management of your pilot program.

### **Assessment**

Student development of the Abilities will be assessed through the following:

1. Midterm examination to determine competence in describing and comparing management models.
2. Paper that demonstrates understanding of the relationship between management models and the structure and functioning of government.
3. Final paper that demonstrates ability to identify and analyze the management philosophies of the student's organization and of federal, state, and local government.
4. Class participation.

### **Readings**

Please see the book list for the M.P.A. program (available from the Office of the Dean and/or your instructor), as well as your specific instructor's syllabus.

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## THE SKILLS DIMENSION

### Principles and Techniques of Evaluation Research

#### Overview

The class for the Skills Dimension is based on the assumption that human service program administrators can perform their tasks more effectively if they are competent consumers of research as well as knowledgeable program evaluators. Students will be introduced to the essentials of needs assessment and program evaluation. Methods of measurement and data collection, as well as data analysis and presentation, will be included. The seminar will integrate organization practice with these basic tools. The text by Mark (1996) will serve an integrating function in the course.

The class will concentrate on those tools necessary for students to understand literature on the evaluation of social programs. In addition, students will convert their experiences with direct human service work into methodologically sound needs assessments or program evaluations. These skills will reappear in students' efforts to evaluate their work in Purpose C.

Students will be introduced to the roles of microcomputers in this kind of work.

#### Abilities

Students will develop the following Abilities for use in the Constructive Action.

- a. Apply mathematical principles and skills to research design and program evaluation, and**
- c. Use specialized skills to present research and evaluation components of a plan of action to key constituencies.**

The following components of these Abilities will be emphasized:

- o Selection of appropriate methods of data collection for the purpose of needs assessment or program evaluation (a,c).
- o Correct execution of methods of data analysis for evidence collected (a,c).
- o Active use of relevant computer skills (c).
- o Presentation findings of needs assessment research in a scientific manner and in a way that facilitates accurate and clear understanding by interested groups (a,c).

Each of these Abilities will be evaluated individually and in relation to its documented incorporation into the Constructive Action.

#### Assessment

The Abilities will be assessed on the basis of the following evidence:

1. Attendance and class participation in relation to the Constructive Action
2. Final quiz
3. Final paper

## Readings

Please see the book list for the M.P.A. program (available from the Office of the Dean and/or your instructor), as well as your specific instructor's syllabus.

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## Definitions

### **Purpose**

Every semester of your education at Metropolitan College of New York is organized around a specific Purpose whose achievement benefits you (the professional-in-training) and those you work for and with. Each Purpose represents a particular way to help people become empowered and calls for particular kinds of knowledge and action.

### **Empowerment.**

Metropolitan College of New York teaches that the empowerment of citizens should be the aim of all human service. By empowerment we mean the ability of people to act purposefully to manage their lives, meet their needs, and work with others in mutually empowering relationships to make a better world.

### **Dimensions**

The five Dimensions are lenses for looking at knowledge and performance and for understanding people and the environment. In every semester, you have classes in all five Dimensions. You make use of knowledge from the five Dimensions in your Constructive Action<sup>®</sup>. The Dimensions provide broad guidelines for assessing your performance in the classroom and the field.

### **The Values and Ethics Dimension**

Values are the beliefs that guide people's decisions and actions. Ethics refers to the study and adoption of principles to govern one's conduct. Human service professionals need to be clear about their own values, respect the values of others, deal productively with ethical issues, and act ethically.

### **The Self and Others Dimension**

The Self and Others Dimension is concerned with people (including oneself), their individual identity and their relationships and interactions with others. It is also concerned with exploring the human condition.

### **The Systems Dimension**

A system is a group of interacting parts that forms an entity. Examples of systems that human service professionals need knowledge about are families, communities, the human body, human service agencies, political systems, the global economy. Systems often serve as resources.

### **The Skills Dimension**

A skill is a technique for doing something, and the ability to do it competently. Every Purpose requires its own particular kinds of skills. Communications, math and technology skills are among the skills for which human service professionals have a recurring need.

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## The Purpose Dimension

The Purpose Dimension is concerned with bringing together knowledge from the five Dimensions in an organized and thoughtful way to achieve a given Purpose.

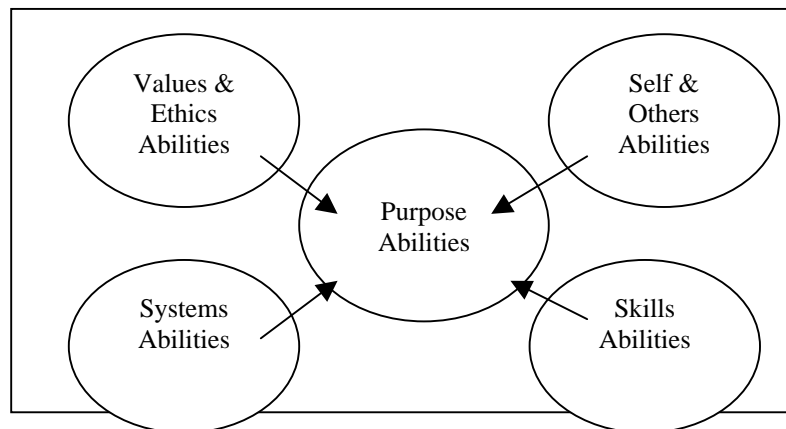
### Constructive Action

You achieve your Purpose by performing a Constructive Action to benefit yourself and others. You follow the Constructive Action Method, which is a thoughtful, systematic process of planning, carrying out, and assessing the effort to achieve the Purpose.

### Purpose Achievement Abilities.

The knowledge and action required to carry out a successful Constructive Action to achieve a worthwhile Purpose are embodied in 24 Abilities. The Abilities are grouped by Dimension. The Purpose Dimension Abilities outline the Constructive Action Method. The Abilities for the other four Dimensions describe the rich and varied knowledge and action that a successful Constructive Action demands.

The Abilities constitute the standards for assessing student performance in each Purpose. Students are assessed twice on their use of the Abilities. In their Dimension classes they are assessed on their development of the Abilities. In their Purpose class they are assessed on their use of the 24 Abilities in a Constructive Action to achieve the Purpose.



Constructive Action to improve the world

The Abilities manifest themselves differently with each Purpose. In the table on the following pages, the generic Purpose Achievement Abilities, which are the same for every Purpose, are in bold type. Under them, the Purpose-Specific Abilities for this Purpose are in plain type.