

Metropolitan College of New York
Audrey Cohen School for Human Services and Education

Purpose VII Handbook

**Fall Semester
September 4, 2007**

CONTENTS

	Page
POLICIES	2
OVERVIEW OF THE PURPOSE	4
DEFINITIONS	7
TABLE OF PURPOSE ACHIEVEMENT ABILITIES SM	9
WHAT'S THE "RULE?"	11
THE PURPOSE DIMENSION [®]	13
THE CONSTRUCTIVE ACTION [®]	16
FIELDWORK INSTRUCTIONS	19
THE VALUES AND ETHICS DIMENSION [®] : Personal, Social and Professional Values in Supervision	21
THE SELF AND OTHERS DIMENSION [®] : Managing Human Resources	24
THE SYSTEMS DIMENSION [®] : Management Systems for Improvement of Production	27
THE SKILLS DIMENSION [®] : Accounting for Non-Profit Organizations	30
CITIZEN EMPOWERMENT CHART	33
CALENDAR	

® These terms are registered trademarks of Metropolitan College of New York.
All rights reserved.

SM denotes a service mark of Metropolitan College of New York

POLICIES

Attendance

- Students are required and expected to attend all scheduled classes.
- If a student has difficulty attending all classes, he/she should notify his/her faculty member and deal directly with that person.
- Students who accumulate 3 (three) absences are jeopardizing their good standing and are in danger of failing.
- Students who have missed 5 (five) classes can expect an “F” grade.
- Students who accumulate excessive absences or lateness may be recommended for withdrawal.
- Any student who has missed the first 2 (two) sessions per class in a term will not be allowed to begin classes without written permission from the appropriate Dean.

Incomplete Grades

An “I” or incomplete grade is given only in instances where a student’s work in a course is not finished on time due to an **extenuating circumstance**, which must be properly documented, and the student can be expected to pass. These students must file an Incomplete Grade Contract with the instructor. Otherwise the grade becomes an “F.”

Students have until the end of the seventh week of the following semester to complete coursework for incomplete grades, unless it is the student’s last semester, which requires a shorter completion time. The instructor has up to the end of the 10th week of the semester to change the “I” grade. After this time, an incomplete grade automatically becomes an “F.” A formal extension – “EI” for Extended Incomplete – is required to carry an incomplete beyond this time. The faculty member, student and appropriate dean must complete the EI Form that is available in the Office of the Registrar. The student either completes the required coursework for a grade or, failing to do so, receives an “F.” **Failures must be repeated.**

For financial aid audits, an incomplete grade is calculated as an “F” until the grade has been changed. Please see the *Financial Aid Handbook* for details.

Plagiarism

Presenting someone else’s work as though it is your own. In an academic community the use of words, ideas, or discoveries of another person without explicit, formal acknowledgement constitutes an act of theft or plagiarism. In order to avoid the charge of plagiarism, students must engage in standard academic practices such as putting quotation marks around words that are not their own, employing the appropriate documentation or citation, and including a formal acknowledgement of the source in the proper format.

Please be advised regarding the following:

- No food or drink is allowed in the classrooms.
- No children are allowed in the classrooms.

- Walkmans, cell phones, beepers, or any form of audio **equipment should be turned off in the classroom at all times.**

Add/drop:

It is the School for Human Services policy that the Dean's office will sign add/drop forms after the first two weeks of the semester. Add/drop forms will not be approved after the fourth week of classes.

Transfer from Bachelor's degree program to Associate of Arts degree program:

Students will only be allowed to transfer from the Bachelor's degree program into the Associate of Arts degree program during the interim between their first and second semester, or the interim between their second and third semester. No student will be allowed to transfer during a semester, or after their third semester has commenced.

Constructive Action Documents:

All students enrolled in the College will submit his/her Constructive Action document in two formats: 1) a paper copy in the prescribed format, and 2) a 3½ Inch diskette with the same material. The Constructive Action document should have a front page that contains the following information and your diskette should have a label that contains the same information:

- 1) Student Name
- 2) Student i.d. number
- 3) Purpose class
- 4) Name of your Professor
- 5) Semester / Year – Example: Fall 2006
- 6) Keywords for CA

NOTE: Any information in this handbook is subject to change.

PROMOTING EMPOWERMENT THROUGH SUPERVISION

Overview of the Purpose

According to Metropolitan College of New York, supervision means to assume responsibility for teaching, helping, and enabling other workers to make the best use of their abilities in carrying out the agency's mandate for the empowerment of citizens. In other words, effective supervisors recognize that in order to reach their ultimate goal -- the empowerment of citizens -- they must accept responsibility for upholding the agency's highest ideals and, in addition, for helping co-workers to become empowered.

This suggests that the process of empowerment through supervision must be viewed from several perspectives: On the one hand supervisors must assist in the growth and development of colleagues. At the same time, they must see that citizens are appropriately assisted to self-actualize. They must also take responsibility for seeing that the agency's policies and procedures are carried out in a way that is consistent with the agency's mandate. Finally, the supervisor must be an empowered person who is engaged in the process of personal growth. Furthermore, these four areas must be synthesized in a way that will enhance the performance of the supervisor while leading to the growth of others. An examination of the elements of supervision will help student-supervisors to structure their performance for this Purpose.

Enabling supervision emphasizes the supervisor's administrative role. It requires the supervisor to examine the agency's philosophy as expressed in its policies and procedures, its management process, technology, and methods, to assess the impact of these elements upon the supervisor, co-workers, and the citizens interacting in the program, and to establish management procedures that support the agency's work and enable staff to devote their energy to their assignments.

Educational supervision requires that supervisors determine the learning needs of workers and develop staff training, tailoring a structure for specific job requirements and for evaluating staff performance, especially as it relates to citizen empowerment. Staff evaluation, when organized effectively, should become a learning experience for the worker and should not be perceived as a punishment.

Supportive supervision requires supervisors to assist staff with goal setting and planning, to serve as a resource for problem solving, and, when necessary, to address the psychological needs of workers in such areas as burnout, low morale, or apprehension concerning assignments.

Student-practitioners will be engaged in all three of these areas while they carry out their responsibilities as supervisors. In the following section are examples to assist you to organize the service you intend to carry out and to provide a context for the concept of empowerment as it relates to this Purpose.

The Constructive Action in Supervision

The overall aim of the Constructive Action for this Purpose is to promote supervisory relationships that contribute to the improvement of human service delivery. The supervisor, whether or not engaged in direct service him or herself, is responsible for helping co-workers to provide excellent direct services. In terms of empowerment, the supervisor has responsibility for enabling co-workers to work effectively towards citizen's independence.

The opportunities students have for making use of this Purpose to build effective supervisory relationships are likely to vary a good deal, depending, for example, on how long they have been with their agency, whether they are regular staff or volunteer, and the kinds of services their organization provides. We believe, however, that all students can find a way to carry out a worthwhile Constructive Action in which they fulfill a significant and needed supervisory role. Described below are three kinds of supervisory relationships that will meet the requirements of the Purpose.

1. Direct supervision – Ideally, the student will have the opportunity to function as the direct supervisor of one or more workers.

Examples:

Supervision of volunteers in the agency

- Supervision of office staff to help them contribute more effectively to the service goals of the agency and feel more rewarded in doing so.
- In a school or community based organization – Supervision of students working as tutors in after-school programs.

2. Supervision of a special project – The student who does not have responsibility for the regular full-time supervision of workers may be given responsibility for coordinating and facilitating the efforts of other workers with respect to a particular project.

Examples:

- Work with the intake staff at a Board of Education Testing and Evaluation Unit to organize information-sharing sessions for parents.
- Coordination efforts of staff at a Senior Citizens Center to organize a fund-raising event.

3. Understudy of an effective Supervisor at the Agency – As an understudy, the supervisor-practitioner has to work closely with this supervisor in order to learn his/her styles, much in the same way potential professionals are apprenticed to masters.

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[®]. 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, and 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.

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.

Copyright ©1986 by Metropolitan College of New York the College for Human Services. Revised 1994, 1995, 1996, and 1997 all rights reserved.

Supervised Fieldwork

Note: Students are responsible for all work, even when absent or late.

Supervised Fieldwork is the process of engaging in work for academic credit outside the classroom setting under the auspices of a qualified professional within the industry of study.

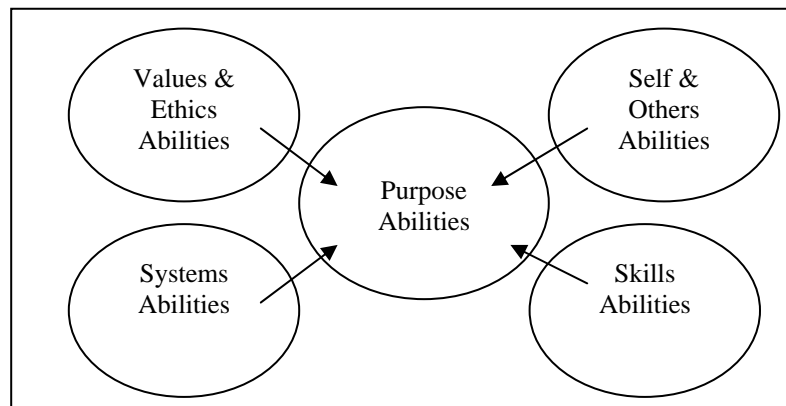
Constructive Action

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.

Copyright © 1986 by the College for Human Services. Revised 1994, 1995, 1996, 1997, 1998 by Metropolitan College of New York. All rights reserved.

The Abilities for Purpose VII listed below in bold type are the same for every Purpose, but they manifest themselves differently in each Purpose. This table shows a version of the Abilities that is

specific to Promoting Empowerment Through Supervision, your Purpose for this semester. These Purpose-Specific Abilities appear in regular type underneath the general Abilities.

Table of General and Specific Abilities for Purpose VII
<p>Purpose Dimension Abilities</p> <p>a. Explore opportunities to improve the world. Research and analyze the supervisory roles in your organization that can benefit from the Constructive Action.</p> <p>b. Choose the best goal. Use your analysis of the research you have conducted to identify a goal toward empowering staff and citizens through supervision.</p> <p>c. Agree on a plan. Devise a plan to meet your goal including objectives, realistic strategies, and an evaluation plan.</p> <p>d. Carry out plan. Monitor progress and use of knowledge. Change plan as needed. Maintain a record of all strategic progress with an evaluation of each recorded event. Revise the plan when necessary. Explain how you are using knowledge to achieve the Purpose.</p> <p>e. Assess the results and plan the next steps. Review and evaluate your accomplishments in promoting empowerment through supervision. Recommend next steps in the work with those whom you have been supervising.</p>
<p>Values and Ethics Dimension Abilities</p> <p>a. Clarify own values in relation to the Purpose. Describe your values as they relate to work, authority, leadership, and supervision.</p> <p>b. Describe individual and group values in past and present. Compare and contrast your values about supervision with those of others, including experts/theorists and people in your organization, community, and society at large, both present and past.</p> <p>c. Identify value issues as they arise. Identify value differences and ethical issues that arise while working on the Constructive Action and describe how they are addressed.</p> <p>d. Describe the ethical dilemmas you face as you supervise others and the ethical reasoning used to resolve issues.</p> <p>e. Select an ethical course of action in resolving a dilemma and defend it.</p> <p>f. Respect capacity of others to make the world better. Describe how your supervisory style promotes productivity as well as staff and citizen emotional growth and autonomy.</p>

Self and Others Dimension Abilities

a. Describe self in relation to the Purpose.

Explain your role as a supervisor taking into account your supervisory experience, personal leadership style, and attitudes toward productivity and citizen needs.

b. Appreciate experience and views of others.

Describe the views of others in the organization toward supervision and its consequences.

c. Build good relationships.

Establish and maintain relationships that are necessary to achieve your goal as a supervisor.

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

Communicate effectively in various ways with those you are supervising and others who affect your work as a supervisor.

e. Promote growth in self and others.

Demonstrate how you are developing in others the ability to improve their job performance.

Systems Dimension Abilities

a. Describe how organizations are structured to determine the need for supervision.

Explain and analyze supervisory management roles and challenges and the structure and operations of managerial systems in your organization.

Explain how various social and technological systems impact on supervisor's effectiveness.

b. Describe different models of organizational structures.

Construct a model of your organization's supervisory system using a chart.

c. Identify weaknesses of different models of systems.

Critique and analyze the systemic factors that could negatively impact your success as a supervisor and identify ways to mitigate them.

d. Identify strengths of different models of systems.

Devise a way to maximize the potential for staff and citizen growth and increased productivity in your organization.

e. Determine the model that offers the best possibility for reaching your goal.

Work to make your organizational environment - including social, natural and technological systems - more conducive to empowering citizens through supervision.

Skills Dimension Abilities

a. Identify and use appropriate mathematical skills.

Use mathematical computations to prepare fiscal and personnel statements and budgets.

b. Identify and use appropriate physical skills.

Use the body language of counselor or citizen to detect anxiety or emotional discomfort in supervision sessions.

c. Identify and use specialized skills required by the Purpose.

Use accounting concepts and procedures to assess managerial performance.

d. Use accounting tools to assess the effectiveness of your agency.

WHAT’S THE “RULE”?
Conventions for Clear and Grammatical Standard Written English

by Jinx Roosevelt, Metropolitan College of New York

	WRONG	RIGHT	WHAT’S THE “RULE”?
1	She is a person that never sleeps.	She is a person who never sleeps. New York is a city that never sleeps.	Use “that” when referring to things; use “who” when referring to human beings.
2	There was a large amount of ice cubes in the bowl.	There was a large number of ice cubes in the bowl. or There was a large amount of water in the bowl.	Use “number” when referring to a quantity of discrete objects that can be counted; use “amount” when referring to substances that cannot be counted.
3	My sister work out every day. She and her daughter plans to run in the marathon.	My sister works out every day. She and her daughter plan to run in the marathon.	Verbs must agree with their subjects. Generally in English the singular or “he, she, or it” form of present tense verbs ends in “s” while the plural or “they” form of the verb has no special ending.
4	Somebody is forgetting their book.	Somebody is forgetting his or her book.	Pronouns must agree with the nouns they refer to. “Somebody” is singular (we say somebody is, not somebody are) and thus the pronoun must be singular also.
5	The citizens are gaining self-esteem, they often talk about going back to school.	The citizens are gaining self-esteem. They often talk about going back to school. or The citizens are gaining self-esteem; they often talk about going back to school. or The citizens are gaining self-esteem, and they often talk about going back to school.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They cannot be simply “spliced” together by a comma. (The error is called a “comma splice” and is the most common error in college writing.)
6	My CA document is almost finished soon I will be able to relax.	My CA document is almost finished. Soon I will be able to relax. or My CA document is almost finished; soon I will be able to relax. or My CA document is almost finished, so soon I will be able to relax.	Independent clauses that can stand alone as sentences should be separated by a period, a semicolon, or a comma and conjunction. They can not be simply “fused” together with no punctuation. (The error is called a “fused sentence” or a “run-on” sentence.)

	WRONG	RIGHT	WHAT’S THE “RULE”?
--	-------	-------	--------------------

7	At MCNY you can get your degree in less than three years. Which I appreciate since I plan to go on to graduate school.	At MCNY you can get your degree in less than three years, which I appreciate since I plan to go on to graduate school.	Avoid sentence “fragments” by writing in complete sentences. Complete sentences contain a subject and a verb and express a complete thought.
8	The student’s respect the colleges values, and the college respects the students values.	The students respect the college’s values, and the college respects the students’ values.	Use plain “s” to form the plural of nouns and apostrophe “s” to form the possessive of nouns. Use “s” apostrophe to form the plural possessive of nouns.
9	The computer’s hard drive worked fine, but it’s monitor was completely dead.	The computer’s hard drive worked fine, but its monitor was completely dead. It’s working fine now.	Do not use apostrophe “s” for the possessive of “it.” Use “it’s” only for the contraction of “it is.”
10	Horace Mann (1957) referred to education as the balance wheel of the social machinery.	Horace Mann (1957) referred to education as “the balance wheel of the social machinery” (p.87). <i>(or, if the author’s name is not mentioned in the text)</i> Education has been referred to as “the balance wheel of the social machinery” (Mann, 1957, p. 87).	Put quotation marks around all words that are not your own, and include a page number after the quote. (Failure to do so violates the ethics of academic life.)
11	According to Rousseau (1999), “All wickedness comes from weakness. . . . Make [the child] strong and he will be good.” (p. 9)	According to Rousseau (1999), “All wickedness comes from weakness. . . . Make [the child] strong and he will be good” (p. 9).	Periods must be placed after the parenthetical citation. (Use ellipses to indicate omitted words and brackets to indicate changed words.)
12	Molefi Kete Asante argues that Eurocentrism “imposes Eurocentric realities as “universal”; i.e., that which is White is presented as applying to the human condition in general” (Noll, 1999, p. 244).	Molefi Kete Asante argues that Eurocentrism “imposes Eurocentric realities as ‘universal’; i.e., that which is White is presented as applying to the human condition in general” (Noll, 1999, p. 244).	Quotes within quotes need only single quotation marks.
13	In McKay’s book “Messages” the chapter on <u>Expressing</u> was somewhat problematical.	In McKay’s book <u>Messages</u> the chapter on “Expressing” was somewhat problematical.	Titles of books (and journals) must be underlined or italicized; titles of chapters (and articles) belong in quotes.

THE PURPOSE DIMENSION

Overview

The Purpose Dimension class is designed to enable the student practitioner to explore, learn, and understand the concept of supervision, and to use this knowledge to demonstrate the practitioner's abilities to enable coworkers to improve the world around them, as they provide services to citizens served by their agency.

Supervisory management is working through people to help in their personal and professional growth. This empowerment of an organization's workers could lead to high productivity in the organization and in society at large.

In order to achieve its aim, this Purpose Dimension class will focus on the following:

1. The basic foundation of good management.
2. The changing environment in which today's managers operate.
3. The new challenges at the supervisory level.
4. The responses required to meet the changing needs of the workplace, the worker, and society.

In the conduct of the Purpose class, two methodologies will be used: Lecture/discussion and seminar/workshop. They will be used for topics that will 1) develop new skills and hone existing ones and 2) develop new knowledge not only on supervisory management but also on fast developing technologies, their applications and their effects on performance, productivity, effectiveness, responsibility, and accountability.

Objectives

The Purpose seminar takes an integrated approach to the following objectives:

1. Laying the foundation for the study of supervisory management in different settings.
2. Pinpointing and discussing the areas and levels of empowerment.
3. Exploring and identifying various techniques of problem solving and apply them to situations/cases.
4. Pinpointing how these problem solving techniques help the student in developing and/or strengthening knowledge, skills, appreciation and understanding of management work.
5. Examination of the Constructive Action proposal.
6. Implementing the plan of action with proper documentation.

Assessment

Students will demonstrate their use of the Abilities as follows:

Note: Students are responsible for all work, even when absent or late.

1. Students will be expected to participate in all class activities.
2. Every student will be expected to present the outline of their proposed Constructive Action plan of action, including evaluation plan.
3. Every student will be expected to do analyses, written and oral, of contemporary examples of supervisory management to develop, demonstrate, and hone skills.
4. Students are expected to make a group presentation of at least three examples in order to demonstrate how supervisory theories and concepts were implemented in practice.
5. Every student is expected to present in writing a detailed description of the supervisory practice in their agencies.
6. Every student will be required to submit a Constructive Action document that conforms to all requirements of:
 - a) Content, including all documentation and proper citations of sources.
 - b) Format
 - c) Language
 - d) List of sources (at least 15)

Required readings – Readings required by the Dimension classes are also Required Readings by the Purpose Seminar.

Class Sessions:

- 1-2 Overview of traditional management principles in different types of organizations:

structure, functions, roles and relationships, and skill building, the hands on techniques founded on practical experience.

Describe and discuss supervisory management within organizational structures. Students present their organizations as the initial/preparatory exercise in organizational analysis. Refer to Constructive Action outline distributed.

- 3 Introduction to problem solving techniques:
Discuss various methodologies and applications with particular reference to the Constructive Action.
Students will identify problem area/s in their agencies and develop a clear statement of need.
- 4 Urban Dialogue: Leadership Required: Critique.
Research and review of literature relevant to study Constructive Action.
- 5-8 The Constructive Action proposal workshop
- 9 Supervisory Management problem solving exercise.
- 10-11 Implementation and proper documentation.
Integration of management concepts and theories into the CA; the development and honing of supervisory skills and the application of these skills to effect empowerment of workers to achieve higher quality levels of performance.

Students present developments on the CA work as well as developments in their organizations as they affect work within the organizations.
- 12 Emerging issues and concepts in management.
 - Knowledge management
 - Info Tech
 - Globalization
 - Leadership
 - Ethics
 - Assign cases/problems
- 13 Analysis and Evaluation
Qualitative and Quantitative Techniques
- 14 Final Constructive Action
- 15 Case/Problems

The Constructive Action

The Constructive Action is structured around the Purpose Dimension Abilities. In it students are expected to make use of the Abilities for all the other Dimensions.

PLANNING PHASE

- a. Explore opportunities to improve the world.
 1. Clarify your values as they relate to work, authority, leadership, and supervision (Values and Ethics a)
 2. Evaluate your supervisory experience, personal leadership style, and attitudes toward productivity and citizen needs (Self and Others a).
 3. Review and update your organization analysis from your previous Purpose. Construct a model of your organization's supervisory system. Explain and analyze supervisory management roles and challenges and the structure and operations of managerial systems in your organization (Systems a and b).
 4. Describe administrative, staff, or citizen problems that could be addressed through supervision (Values c, Self and Others b, Systems d).
 5. Identify and review research materials on the problems you have identified (Values and Ethics b, Systems a).
 6. Identify research materials for review.
 7. Review materials and relate to Constructive Action.
- b. Choose the best goal.
 1. In consultation with your supervisor and other possible participants, identify the issue that you will address in your Constructive Action (Self and Others c). Prepare a needs statement, a problem statement, and a population statement. Describe the goal that you intend to achieve in your Constructive Action.
- c. Develop a Plan of Action.
 1. Describe specific objectives that will lead to the attainment of the goal (Systems b).
 2. Determine and/or describe the necessary strategies to achieve each objective (Self and Others d). Identify resources. Establish timetable.
 3. Identify possible constraints or limitations that will adversely affect the Constructive Action and determine what can be done to minimize, if not overcome, them (Values and Ethics c, d, Systems c, d).
 4. Identify the people who will evaluate your performance (Self and Others c).

5. State how the performance will be evaluated, including instruments to be used (Skills a, c).
6. Describe how you will evaluate your performance, instruments included (Self and Others f).

IMPLEMENTATION PHASE

- d. Carry out Plan of Action.
 1. Monitor progress and document appropriately with the highest degree of precision (Self and Others d).
 2. Apply theories/concepts to strengthen performance (All Dimensions)
 3. Make adjustments in plan where necessary and appropriately document change/s. Clearly indicate (a) the rationale for the change/s, (b) the resource/s needed to do so, and (c) the effect/s (negative/positive) of the change/s. (Systems e)

ASSESSMENT PHASE

- e. Assess the result of the Constructive Action.
 1. Use evaluation plan in the plan of action to assess the result of the Constructive Action and your performance (Skills c, Self and Others e, Values and Ethics f, Systems e).
 2. Recap the issues involved and describe how knowledge gained from the Dimension classes (a) helped student to achieve the goal of the Constructive Action, (b) contributed to student's professional and personal growth and, (c) to contribute to discovery of opportunities for improvement in the agency (all Dimensions).
 3. Describe how the experience in the Constructive Action work has clarified the application of supervisory management theories, concepts, the effectiveness/ineffectiveness of management leadership styles, and your understanding of the differences in organizational environments (Values and Ethics a, f, Self and Others a, e, Systems e).

Abilities Checklist

By the end of the semester you will demonstrate that you can:

- Explore opportunities to improve the world.
- Choose the best goal.
- Agree on a plan.

Note: Students are responsible for all work, even when absent or late.

- Carry out a plan
- Assess the results

SUPERVISED FIELDWORK INSTRUCTIONS

FABRICATION OF FIELDWORK

Fabrication – Inventing or falsifying any data, information or records.

All assignments submitted and all assessments taken by a student shall be solely performed by the student, except where academic protocol indicates that the student may work with others. Students may not submit work that is plagiarized – representing the work of another as one’s own – or otherwise violates the academic standards of the College, including but not limited to cheating, fabrication, obstruction, collusion or violating the copyright laws of the United States of America.

Students are required to complete at least 14 hours for 14 weeks of fieldwork in order to meet the 2 credit fieldwork requirement. In Purpose 2 fieldwork consists of 1) completing the tasks of your job description as specified by the field site, and 2) completing a 2-3 hour per week, four week long project as specified in the constructive action segment of this handbook. The project may be completed during regular internship hours; it’s documentation for the constructive action document needs to be completed as homework.

Option A:

For those students who are intending to use the internships they found in Purpose 1 or who are carrying out their fieldwork at their place of employment (which has been approved by the instructor), please follow these steps:

1. Verify that the supervisor will be willing to oversee your fieldwork for a period of 14 weeks. You will be doing fieldwork at the organization for at least 14 hours per week for 14 weeks.
2. Submit a copy of the Supervised Fieldwork Acceptance Form, (Form 1) that you submitted in Purpose 1 to your constructive action instructor.
3. By week 7, your CA instructor should have contacted your supervisor to review your progress. The Coordinators for Experiential Learning will be conducting random field site visits throughout the semester. Contact with the supervisor will be done by phone, e-mail or in person.
4. At the end of the semester, make a copy of the Supervisor’s Evaluation, (Form 4). Submit the original to the supervisor and keep the copy for yourself.
5. Read the **NOTE** that follows Option B.

Option B:

For those students whom through unforeseen circumstances, need to find an internship other than the one found in Purpose 1.

1. Contact Career Services to find leads to an appropriate internship site. The Office of Career Services provides plenty of resources to assist you in the process.
2. Ask the supervisor of the organization to see if s/he will be willing to supervise your fieldwork for a period of 14 hours per week for 14 weeks. If the supervisor is willing to provide supervision, they will sign the Supervised Fieldwork Acceptance Form (Form 1).

3. Complete the Fieldwork Agency Agreement Form (Form 2) and the Organizational Profile (Form 3) in consultation with the supervisor.
4. Make copies of the Supervised Fieldwork Acceptance Form (Form 1) and submit original form to your CA Instructor by week 2.
5. Follow steps 3-5 of Option A.

Note:

- A. Please ensure that all documents are completely filled out with your name, Purpose, site, supervisor's name, and instructor's name.
- B. From Purposes 2 through 8, the four documents students must submit are:
 1. Supervised Fieldwork Acceptance Form (Form 1)
 2. Fieldwork Agency Agreement Form (Form 2)*
 3. Organizational Profile (Form 3)*
 4. Supervisor's Evaluation of Student Performance (Form 4)

*Only one version of Form 2 and Form 3 is necessary per fieldwork site. You may contact the Coordinators for Experiential Learning to determine your fieldwork site's status with MCNY.

Documents will be disseminated in your CA class (please note that your CA instructor can opt to have you obtain your fieldwork documents from the MCNY Website – www.metropolitan.edu). Students must, in collaboration with their Supervisors, fill out each form and submit the originals to their CA Instructor and retain a copy for their personal records by week 2. CA Instructors will return original forms to CELS by week 2. Students beginning class after week 2 are responsible for submitting fieldwork forms to CA Instructor shortly thereafter. Students will no longer submit or receive forms from the Office of Career Services. Students should ensure that these documents are submitted every semester from Purpose 1 – Purpose 8. Failing to submit proper documentation each semester may affect students' academic standing.

To find job leads or additional resources, you may consult the Office of Career Services at 75 Varick Street, 12th floor, Room 1279. You may phone 212-343-1234 Ext. 5003 or fax to 212-334-4890 you may also e-mail Careerservices@Metropolitan.edu.

THE VALUES AND ETHICS DIMENSION

Personal, Social and Professional Values in Supervision

Overview

People seek jobs in order to satisfy their varying desires, needs, and aspirations. The nature of these jobs and the reasons for accepting them may hold the key to understanding personal and social values, and what motivates people at work. Organizations have needs too. It is in the satisfaction of these needs that they demand human services. The increasing size and complexity of modern organizations have resulted in structural designs that have made supervision an important concern of management. How an organization defines and implements supervision can be seen in its structure and its personnel practices and may well reflect its ethical and philosophical views of the nature of humans.

The class for the Values and Ethics Dimension will explore and analyze the role of management in general and of the supervisor as a member of the management team in particular, in promoting and maintaining high levels of productivity in dealing with employees and the citizen consumers of the organization's product, through public and effective use of organizational policies.

Objectives – The classes are designed to enable student-practitioners explore the following:

1. Why people work or will want to work, and why if they have a choice, they want to be employed in a specific field or area.
2. Appropriate personalities and skills necessary for effective supervision.
3. The importance of supervision generally and its importance in Humans Services organizations.
4. Productivity – its definitions, and how it is measured in Human and in non-Human Services organizations
5. Why productivity growth or increasing productivity must be encouraged by management in private organizations and by governments.
6. Sources of supervisory leadership and power, and the leadership theories that promote productivity.

Assessment

1. Students are expected to participate fully and satisfactorily in all class activities.
2. Students will demonstrate the development of Abilities by performing satisfactorily in tests designed to test for them.
3. Midterm will be an in class exam in the 7th week and final exam will be in the 13th week of the semester.

Outline of Sessions

- 1 – 2 Examining factors that affect the supply of and the demand for human services. We will explore why people want to work, why they prefer one occupation over another; why organizations (for profit and not-for-profit alike) need human labor; and how both supply and demand determine the level of rewards for labor.

- 3 - 4 The rationale for supervision in organizations in general and in human service organizations in particular. We will analyze and determine who benefits from supervision: Organizations, employees, or consumers, and how each constituency benefits.

- 5 – 7 The importance of productivity improvement as a major responsibility of organizations, supervisors, workers and governments
 - a. Productivity and how it is measured.
 - b. Problems of productivity decline in the United States
 - c. Suggested solutions and recommendations for promoting productivity growth in the United States.

- 8 – 9 The concepts of power, influence, and leadership and their implications for productivity gains in organizations:
 - a. Theories of leadership: McGregor’s theories X and Y, Tannenbaum & Schmidt’s leadership continuum, Blake & Mouton’s managerial grid, Linker’s systems 1-4.
 - b. Sources and forms of leadership power.
 - c. Leadership roles and styles and their application in supervisory practice.

- 10 Understand organizational ethics and politics:
 - a. Organizational ethics.
 - b. The supervisor’s role in ethics.
 - c. Development and justification of ethics of supervision.
 - d. Office politics and political strategies.
 - e. Handling problem employees and employee problems.
 - f. Challenges of supervisory dilemmas.

- 11 – 12 Historical development of perspective in organizational management and supervision.
 - a. Scientific management theory
 - b. Administrative management theory
 - c. Human relations management theory.

- 13 - 14 Exploration of empowerment as a value commitment in supervisory practice and an examination of empowerment in:
 - a. Organizational or agency practice
 - b. Citizen empowerment through service delivery modality.

Required readings

Gibson, J.W. (1995). *The Supervisory Challenge: Principles and Practices*. Columbus OH: 2nd Ed, Merrill Publishing Company.

Recommended readings

Blanchard, Ken et al (1996). *Empowerment Takes More Than A Minute*. San Francisco, CA: Berrett-Koehler Publisher, Inc.

Callahan, Joan C. (Ed). *Ethical Issues in Professional Life*, Oxford University Press, NY, 1988.

Kadushin, Alfred (1992). *Supervision in Social Work*. New York: Columbia University Press.

Timm, Paul R. (1992). *Supervision*. St Paul: West Publishing Company.

Werther, Jr. William B. Ruch, William A. and Mc Clure, Lynne (1986). *Productivity Through People*. St. Paul: West Publishing Co.

Abilities Checklist:

By the end of the semester, student practitioners should be able to do the following:

- a. Clarify own values in relation to the Purpose.
Describe your values as they relate to work, authority, leadership, and supervision
- b. Describe individual and group values in past and present.
Compare and contrast your values about supervision with those of others, including experts/theorists and people in your organization, community, and society at large, both present and past.
- c. Identify value issues as they arise.
Identify value differences and ethical issues that arise while working on the Constructive Action and describe how they are addressed.
- d. Use ethical reasoning.
Describe the ethical dilemmas you face as you supervise others and the ethical reasoning used to resolve issues.
- e. Act on ethical principles.
Select an ethical course of action in resolving a dilemma and defend it.
- f. Respect capacity of others to make the world better.
Describe how your supervisory style promotes productivity as well as staff and citizen emotional growth and autonomy.

THE SELF AND OTHERS DIMENSION

Managing Human Resources

Overview

Supervisory relationships are complex and multifaceted. The supervisor needs to carry out different activities in order to manage employees properly and effectively and to help them become productive and grow as professionals. Specifically, supervisors need to manage the resources that their employees constitute and bring into the organization. These include employees' knowledge, skills, attitudes, aspirations, needs etc.

The course for the Self and Others Dimension will explore the functions that effective supervisors perform to foster productive employees and to become more productive themselves.

Assessment

1. Students are expected to participate fully and satisfactorily in all class activities.
2. Students will demonstrate development of the Abilities by performing satisfactorily on examinations and other activities.

Class sessions

- 1 Introduction to course
Human relations and management.
 - Nature of supervision
 - Activities of supervisors
 - Productivity and empowerment
 - Quality management.

Read: Mosely, Donald C., Megginson, Leon C., Pietri, Paul H. (2001). *Supervisory Management: The Art of Empowering and Developing People*, chapters 1, 2

- 2 Understanding employee behavior.
 - Employee variables
 - Supervisory variables
 - Group dynamics
 - Effective groups

Read: Mosely, Donald C., Megginson, Leon C., Pietri, Paul H. (2001). *Supervisory Management: The Art of Empowering and Developing People* chapter 4, 12

- 3-4 Motivation of employees.
 - Motivation of employees
 - Motivation of supervisors
 - Motivation of strategies.

Read: Mosely, Donald C., Megginson, Leon C., Pietri, Paul H. (2001). *Supervisory*

Management: The Art of Empowering and Developing People, chapter 9

- 5-6 Communicating effectively
- Communication
 - Barriers to communication

Read: Gibson, chapter 3

7 **MID-TERM EXAM**

- 8-9 Training and selection issues.
- Selection of employees
 - Training of employees

Read: Mosely, Donald C., Megginson, Leon C., Pietri, Paul H. (2001). *Supervisory Management: The Art of Empowering and Developing People*, chapter 7

- 10 Providing effective performance appraisal.
- Providing feedback
 - Error in performance appraisal

Read: Mosely, Donald C., Megginson, Leon C., Pietri, Paul H. (2001). *Supervisory Management: The Art of Empowering and Developing People*, chapter 11

- 11 Managing stress.
- Time management
 - Unrealistic expectations
 - Burnout

- 12 Supervision in literature and art

Read: Machiavelli, N. The Prince

Film: Nine to Five.

- 13 Career development issues.
- Strengths and weaknesses
 - The supervisor's career

Read: Mosely, Donald C., Megginson, Leon C., Pietri, Paul H. (2001). *Supervisory Management: The Art of Empowering and Developing People*, chapter 18, 13

- 14 Review and discussion of the Constructive Actions

15 **FINAL EXAM**

Required readings (* denotes a classic source).

*Machiavelli, N. The Prince.

Mosely, Donald C., Megginson, Leon C., Pietri, Paul H. (2005). *Supervisory Management: The Art of Empowering and Developing People*. (6thed.) Cincinnati, OH: Southwestern College Publishing,

Recommended readings

Adorno, T.W. Frekel-Brunswick, E. Levinson, D.J. and Sandford, R.N. (1982). *The Authoritarian Personality*. New York: Norton and Company.

Etzioni, A. (1964). *Modern Organizations*. Englewood Cliffs, New Jersey: Prentice-Hall.

Hawthorn, Lillian. "Games Supervisors Play." Social Work Vol. 2: No. 3, May 1975.

Hersey, P.I. Blanchard, K.H. (1996). *Management of Organizational Behavior: Utilizing Human Resources*. Englewood Cliffs, NJ: Prentice-Hall.

Kadushin, Alfred. (1992). *Supervision In Social Work*. New York: Columbia University Press

*Shakespeare, William. *King Lear*.

Timm, P. (1992). *Supervision*. New York: West Publishing.

THE SYSTEMS DIMENSION

Management Systems for Improvement of Productivity

Overview

Promoting development and empowerment of citizens and organizations through supervision requires a supervisor to be an effective team leader. As a member of the management team, such a supervisor understands and works with the political, economic, technological, and legal environments within which the different employees of labor operate. He or she identifies the micro units each agency must integrate to achieve its organizational goals as well as the macro units that must cooperate to achieve increasing productivity growth on a national scale.

The class for the Systems Dimension is organized to help students become effective team leaders. They will be introduced to the political, economic, technological and legal environments of organizations in the United States society. Classes will explore how these environments impact on the structure and performance of various organizations and how the supervisor can mobilize organizational resources, human and non-human, for maximizing productivity.

Assessment

1. Students are expected to participate fully and satisfactorily in all class activities.
2. Students are expected to demonstrate relevant Abilities by performing satisfactorily in tests designed to cover course contents.
3. Students are expected to demonstrate relevant Abilities and creativity by presenting analyses and applications of theories and concepts to solving issues related to the Constructive Action and other problems and cases.

Abilities

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

- a.* Explaining and analyzing supervisory management roles and challenges and the structure and operations of managerial systems in their organization and explaining how various social and technological systems impact on the supervisor's effectiveness.
 - Explain and analyze workplace needs in terms of competent and effective workers.

- Describe and analyze the main features of such employers of workers as government, corporations, and individual proprietorships.
 - Describe and analyze the management of human resources and diversity.
 - Describe and analyze the different environments and processes of supervision/ management and their impact on productivity.
- b. Constructing a model of their organization's supervisory system using a chart.
 - c. Devising a way to maximize the potential for staff and citizen growth and increased productivity in the organization.
 - d. Critiquing and analyzing the systemic factors that could impact negatively on the success *of* the supervisor and identifying ways to mitigate them.
 - e. Working to make their organizational environment - including social, natural and technological systems - more conducive to empowering citizens through supervision.

Class Sessions

- 1 A general overview of systems in management and an exploration of the roles and Challenges of supervisory management.
- 2 An introduction to the different types of organizations and various styles of supervision.
- 3 Examination of organizational environments and an exploration of the different roles supervisors in developing appropriate environments for an agency's ability to effectively meet the challenges and varying demands made on it.
- 4 In Class Work
- 5-6 Exploration of the importance of effective planning and time management; decision-making processes for achieving supervisory excellence.
- 7 Discussions of the fundamentals of organizing and delegating authority.
- 8 Mid-Term Exam.
- 9 Exploration of the supervisor's leading role via the use of interpersonal and group processes.

- 10 Discussion of the Control function: fundamentals and effective uses, and role in maintaining a safe and healthy work environment.
- 11 In Class Work
- 12 Exploration of skills development: Discussion of coaching for higher performance.
- 13-14 Managing Human Resources and Diversity. Discussion of coaching for higher performance.
- 15 Final Exam.

Required text

Mosely, Donald C., Megginson, Leon C., Pietri, Paul H. (2005). *Supervisory Management: The Art of Empowering and Developing People*. (6th ed.) Cincinnati, OH: Southwestern College Publishing,

Recommended readings

Gibson, Jane Whitney (1995) *The Supervisory Challenge*. (2nd ed.) Englewood Cliffs: New Jersey: Prentice Hall.

Griffin, Ricky W. (1995). *Management*. (5th ed.), New Jersey: Mifflin Company

Schein, Edgar H. (1995). *Organizational Culture and Leadership*. (2nd ed.) San Francisco, CA: Jossey Bass Publishers.

Wilson, James Q. (1989). *Bureaucracy*. New York: Basic Books.

Journals, research monographs, professional magazines Specific Materials to be assigned

Bounds, Gregory M., Fowler, Oscar S., Dobbins, Gregory H. (1995). *Management: A Total Quality Perspective*. Cincinnati, OH: Southwestern Publishing.

Frunzi, George L., Davini, Patrick E. (1997). *Supervision: The Art of Management*. Englewood Cliffs, NJ: Prentice Hall.

Plunkett, Richard W. (1997). *Supervision: Diversity and Teams in the Workplace*, (8th ed.). Saddle River, N.J.: Prentice-Hall.

THE SKILLS DIMENSION

Accounting for Non-Profit Organizations

Overview

Nonprofit organizations are involved in resource conversion processes in some ways that are not too dissimilar to commercial enterprise (Henke, 1988). They acquire assets from their stakeholders and turn them into services. As economic resources become scarcer, human service managers are coming under increasing pressure to account for efficient and effective use of limited resources. This means they have to be knowledgeable about the language, principles, procedures and practices of accounting. Indeed, they must recognize that the foundation for sound managerial decision-making rests on solid accounting systems.

The class for the Skills Dimension will focus on key financial concepts such as setting up and keeping the books (bookkeeping), financial statement presentation, budgetary accounting and reporting, controlling the nonprofit organization, financial reporting, auditing and compliance requirements.

Case Studies: Students are encouraged wherever possible to obtain financial statements of nonprofit organizations and analyze them for effective managerial performance. However, the instructor will distribute financial statements for class discussions, so there is no need for students to pressure their agencies for confidential information.

Assessment

Students are expected to demonstrate their development of the Abilities in the mid-term and final examinations, in assigned case studies, exercises, and class discussions. Application to the Constructive Action will be emphasized.

Abilities

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

1. Apply key concepts and procedures of accounting by allocating transactions into appropriate accounting categories and developing financial statements related to their work that confirm the fundamental account equation: $A = L + OE$ or FB .
2. Describe the linkage between accounting and budgetary planning, including budgetary approaches and evaluation.
3. Identify and describe different bases of accounting measurement used by their organization and compare and contrast them with other methods, including cash vs. accrual and alternative methods of depreciation in a written report.

4. Identify the various constituencies who may have an interest in the agency's financial picture, including those with an interest in grants, funds from clubs and/or organizations, endowments, annuities, etc. Identify specific constituencies, such as governmental organizations and follow their reporting guidelines. Students will report on their findings.
5. Make use of financial reports to carry out the marketing project assignment in Purpose VIII.

Class sessions

- 1-2 Governmental and Non-profit Accounting.

Environmental characteristics and growth of the nonprofit and government sector. Objectives of nonprofit and governmental financial reporting.
- 3 Budgeting, Budgetary Accounting, and Budgetary Reporting.

Budgetary planning, control and, evaluation, basic budgetary terminology. Budgetary approaches and emphases.
- 4 General and Special Revenue Funds.

General fund accounting. Balance sheets. Statement of revenues, expenditures and change in fund balance.
- 5-6 Financial Reporting.

Interim reporting, Annual reporting. Supplemental and special purpose reporting. Complex entity structure.
- 7 Contemporary Issues.

Core financial statements. Service efforts and accomplishments. Fund structure and classification issues. Popular reporting.
- 8 Accounting for Voluntary Health, Health and other Nonprofit Organizations.

Classification, bases of accounting, accounting and reporting differences.
- 9 MID-TERM EXAM
- 10-11 Accounting for Healthcare Organizations.
Funds, government hospitals, income determination and asset valuation features.

12 Accounting for Colleges and Universities.

Includes: Fund groups, current funds, plant, loan, trusts, and agency funds, empowerment and annuity funds.

13-14 Public Sector and Nonprofit Auditing.

Includes: Overview, auditing standards, procedures, and financial statements. Review and recapitulation of main concepts.

15 FINAL EXAMINATION.

Required readings

Ganoff, Michael (2005). *Government and Not-for-Profit Accounting: Concepts and Practices* (3rd ed). Upper Saddle River, NJ: Prentice-Hall

Software

Simply Accounting ACC – PAC (1988). International Accounting.

Recommended readings

Arens, Loebbecke (1995). *Auditing: An Integrated Approach*. (6th ed.). Prentice Hall.

Belkaoui, Ahmed. (1984). *Socio-Economic Accounting*. Westport, CT: Greenwood Press.

Foster D. (1992). *Financial Statement Analysis*. (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Henke, Emerson O. (1988) *Introduction to Nonprofit Organization Accounting*. (3rd ed.) Boston, MA: PWS-Kent Publishing Company.

Mueller, Kelly (1992). *Introductory Financial Reporting*. Upper Saddle River, NJ: Prentice Hall.

Stettler, H. (1995) *Accounting Principles*. (5th ed.). Prentice Hall.

Tierney, Cornelius and Philip T. Calder (1986). *Financial reporting for American Cities and Counties*. New York: Elsevier Science Publishing Co., Inc.

Vinter, Robert. (1984). *Budgeting for Non-For-Profit Organizations*. New York: The Free Press.