

PURPOSE 3 HANDBOOK

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Table of General and Specific Abilities for Purpose 3

Purpose Dimension Abilities

- a. Explore opportunities to improve the world.**
Analyze the resources you bring to strategic planning.
- b. Choose the best goal**
Restate the goal of your pilot program.
- c. Agree on a plan.**
Confirm arrangements for implementing the revised plan; secure the continuing support of key constituencies.
- d. Carry out plan. Monitor progress and use of knowledge. Change plan as needed.**
Keep a record of all activities and decisions. Describe how you are using knowledge. Assess each event in relation to your goal and develop plan accordingly.
- e. Assess results and plan next steps.**
Do a full evaluation of your pilot project. Prepare a plan and proposal for continuing and expanding your program and use it to gain support from your organization and from outside funding sources.

Values and Ethics Dimension Abilities

- a. Clarify own values in relation to the Purpose.**
Describe the values you bring to strategic planning for service improvement.
- b. Describe values of others.**
Describe the values of various constituencies as they relate to strategic planning for service improvement. Place them in historical perspective.
- c. Identify value issues as they arise.**
Identify the value differences encountered in the process of developing and presenting a strategic plan and soliciting support for it.
- d. Use ethical reasoning.**
Use ethical reasoning to resolve value issues and dilemmas.
- e. Act on ethical principles.**
Explain the ethical principles that guide your actions and decision.
- f. Respect capacity of others to make the world better.**
Promote the effective participation of the various affected constituencies in your effort to assess your pilot program, prepare a strategic plan, and win support for it.

Self and Others Dimension Abilities

- a. Describe self in relation to the Purpose.**
Assess your experience, capabilities, and interests as they relate to strategic planning for service improvement.
- b. Appreciate experience and views of others.**
Describe the experience, capabilities, interests, and needs of the individuals and constituencies that affect your work.
- c. Build good relationships.**
Collaborate effectively with all relevant constituencies in the evaluation of the pilot program, the preparation of a strategic plan, and the effort to gain support for it.

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

Communicate effectively with the constituencies you are working with or wish to reach.

e. Promote growth in self and others.

Carry out your Constructive Action in a way that promotes growth in all the constituencies that you wish to reach.

Systems Dimension Abilities

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

Describe the natural, social, and technological systems that impact on your strategic planning effort.

b. Develop conceptual models of systems.

Develop conceptual models of systems related to your strategic planning effort.

c. Identify strengths of systems.

Identify strengths of systems that may impact on your strategic planning effort.

d. Identify weaknesses of systems.

Identify weaknesses of systems that may impact on your strategic planning effort.

e. Make systems better.

Work to promote and improve long-range planning for service improvement.

Skills Dimension Abilities

a. Identify and use appropriate mathematical skills.

Apply mathematical principles and skills to program assessment and strategic planning tasks related to the Constructive Action.

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 required to carry out program assessment, strategic planning, and the solicitation of support.

LONG-RANGE PLANNING FOR SERVICE IMPROVEMENT

Overview of the Purpose

In the first semester of the Master's Degree Program in Public Administration, students are asked to clarify, through comprehensive research and evaluation, a problem or issue in their organization that offers an opportunity to improve services to citizens. They then follow up on this opportunity by systematically planning a pilot program of service innovation.

In the second semester students are asked to implement their pilot program. This effort involves critical decision making, planning, and evaluation, processes that serve as essential learning tools for alert managers because they require managers to critically integrate theory and practice in an ongoing fashion to achieve their purpose.

In this third and final semester, students complete the trilogy of interrelated Purposes that make up the master's program. After continuing to implement their pilot program for an additional six weeks, they analyze their program in relation to a broader look at human needs and future trends. Whereas in the first two semesters the focus for the Constructive Action is principally on dynamics internal to the organization and its community, in this final semester, it is also on the dynamics of the external environment. Today's managers must not only identify needs and opportunities that exist within the organization and its sphere of influence but must also respond to external social, political, and economic trends influenced by a rapidly developing, highly competitive global economy and increasing dominance of market forces in social policy making. They are faced not only with challenges and opportunities pertinent to the day-to-day management of organizations but also with emerging long-term challenges and opportunities. They must be both reactive and proactive. Their ability to assess and effectively plan for the future given the prevailing turbulent political, social, and economic currents is of strategic importance.

The Purpose Dimension class will assist students to bring together the theoretical studies in their Dimension classes with the actual experience of evaluation, strategic planning, and effective advocacy in connection with their Constructive Action, thereby equipping them with the knowledge, tools, and hands-on experience they need for thoughtful and productive long-term decision-making and future-oriented action. Students will carry their series of three Constructive Actions to a new level of achievement by refining and expanding their plan and negotiating to gain long-term support for it in their own organization or possibly in another setting.

The class for the Values and Ethics Dimension starts with the premise that consensus on the solution to any social problem is difficult to achieve because such solutions are invariably based on value judgments. The course provides a framework for analyzing leading conservative and liberal perspectives on social problems and their way of dealing with the trade-off of values and value conflicts that policy-makers are confronted with. It equips students to evaluate the political perspectives that underlie their own programs and to look at the implications of today's dominant perspectives for the students' future work.

The Self and Others Dimension class presents the tools and techniques of marketing as an important

way of providing for the effective participation of citizens in defining service needs and planning evaluation. Related topics that are examined are the economics of social issues, the politics of budgetary planning, and the characteristics that managers will need in the new millennium.

The class for the Systems Dimension focuses on the competing social, political, economic, and technological factors that influence change. It demonstrates how these factors can be analyzed to produce indicators that serve as a guide for long-range planning. Students are given the opportunity to sharpen and apply their research and analytical skills in defining and articulating policy.

The Skills Dimension class assists students to master the practical details of developing a long-range plan for the operation of a human service program, to formulate a theoretical base for their plan, and to develop a successful written proposal for implementation of their plan, incorporating empirical research results from relevant literature.

Determining the future is not definite science, but the scholarly, insightful ability to image the future and to inform one's organization as to pending challenges and opportunities will be fully within the competence of students when they have completed all three Constructive Actions.

THE PURPOSE DIMENSION

Overview

The purpose of this seminar is to help students to do a full assessment of the pilot program they planned in Purpose 1 and have continued to implement since the beginning of Purpose 2, to use this assessment as the basis for a long-range plan for improving services to citizens, to bring decision makers up to date on the significant trends and policy considerations that went into the plan, and to negotiate for support of the plan by the administration and other constituencies of the organization and by potential funding sources.

The plan will make use of the students' research during Purpose 3 into long-range socioeconomic trends and their probable impact on the organization and community. There is emphasis on the professional use of sources of social and economic data, statistical and non-statistical methods of analysis, forecasting, and the use of literature reviews and searches related to socioeconomic trends. Students will work closely with the administration of their organization to develop their long-range plan. They will present their plan in the form of a proposal and use it to gain administrative support and funding.

Abilities

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 all the Abilities from the other Dimensions as well as the Purpose Dimension Abilities. Suggestions for using the Abilities are provided in regular type.

a. *Explore opportunities to make a better world.*

Clarify your values as they relate to long-range planning for service improvement.

Assess your experience, abilities, and interests as they relate to strategic planning for service improvement.

Describe long-range planning as it occurs in your organization.

Describe the skills you have and the skills you will need for long-range planning for service improvement.

b. *Choose the best goal.*

Restate your goal.

c. *Agree on a plan.*

Summarize the revised objectives, strategies, and activities that you planned for your pilot program based on your final assessment of progress in Purpose 2.

d. *Carry out the plan.*

Carry out your revised plan as agreed to with your supervisor and others.

e. *Assess results and plan next steps.*

By week seven, begin a full analysis of the implementation of your pilot program, including a detailed analysis of objectives, strategies, and activities in relation to your goal. Describe what worked, and what did not, and explain why.

Make inferences about the relevance of your pilot program in the context of broader needs and future trends. Describe the implications of your research for policy.

Write a proposal for funding to support the continuation and/or expansion of your program.

Gain support of supervisor and other staff for the continuation and/or expansion of your program.

Approach prospective funding sources and gain approval for submission of your proposal.

Assess what you have achieved in Purpose 3 and in the graduate program as a whole. Compare your funding proposal to your initial proposal for a pilot program. Analyze how your approach changed as you acquired knowledge and experience. Briefly summarize how your three Constructive Actions benefited the citizens. Make use of the Dimensions as necessary.

Describe your plans for following up on your proposal.

Assessment

Students will be assessed on the basis of how well they:

1. Complete and document the Constructive Action, as evaluated by supervisor and faculty (the funding proposal should be included in the documentation);
2. Participate in and contribute to the Purpose Seminar;

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

Value Issues in Policy Planning

Overview

Policy analysts have at their disposal an unprecedented volume of research data. Research alone, however, does not necessarily produce agreement about what should be done to solve a particular social problem. Consensus is difficult to achieve, not only because analysts differ in their evaluation of the research evidence, but also because value judgments inform their decisions.

The purpose of this course is to understand the point at which questions of value arise and how they have been answered in policy proposals. We will begin by clarifying the basic questions all policy analysts must answer: How is the social problem defined and explained? What policies are proposed to address the problem? What research evidence supports the definition and explanation? Next, we will examine how value judgments inform policy analysis in conservative and liberal perspectives on a social problem. We will study the trade-off of values and value conflicts with which policy planning confronts the analyst and the alternative resolutions of these conflicts according to various conservative and liberal perspectives.

The focus of this semester's investigation into alternative political perspectives on social policy will be poverty and welfare policy because they are central to the work of human service professionals and are related to many other social problems and policies. The course will be organized around lectures, discussions, class activities, and student presentations. All students will be expected to acquire a working knowledge of the leading conservative and liberal perspectives on poverty and welfare policy. In addition, groups of students will conduct an in-depth study of one perspective and present to the class a critical analysis of that perspective's unique approach to welfare policy. Some books and articles for the study are suggested at the end of this outline.

Throughout the course, we will discuss and evaluate the political perspectives that underlie the students' own programs and other programs at their organizations. We will also explore the implications of the perspectives that dominate the policy agenda today for students' future work in the public administration.

Abilities

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

- a. *Describe the values you bring to strategic planning for service improvement.***
- b. *Describe the values of various constituencies as they relate to strategic planning for service improvement. Place them in historical perspective.***

Explain how your own political perspectives and those of others influence program and policy planning in the long range;

Define the basic questions in policy analysis and planning and the point at which questions of value arise.

Explain the value judgments that have informed various conservative and liberal perspectives on social problems and describe how value conflicts have been resolved in proposals reflecting these perspectives.

- c. *Describe the value differences encountered in the process of developing and presenting a strategic plan.***
- d. *Use ethical reasoning to resolve value issues and dilemmas.***

Explain and justify the value judgments you make as you analyze social problems and make policy recommendations.

- e. Explain the ethical principles that guide your actions and decisions.**
- f. Promote the effective participation of affected constituencies in your effort to assess your pilot program, prepare a strategic plan, and gain support for it.**

Assessment

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

1. Group presentation: Analysis and defense or criticism of a political perspective on welfare. The presentation should include an account of why people are poor, the policies proposed to address poverty, the factual claims, the values that inform the perspective, and the implications for your Constructive Action.
2. Midterm examination
3. Final examination

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

Market Research as a Strategy for Citizen Participation

Overview

The class will focus on how the techniques of marketing and evaluation research can be used to provide for effective participation of citizens in defining service needs and planning evaluation. The tools of marketing research are indispensable for modern human service managers because the challenges of acquiring and sustaining scarce resources, creating a dialogue with citizens, persuading citizens to accept new service offerings, or simply overcoming managerial crises with marketing overtones are becoming ever more pressing and unpredictable. To provide a larger context for the study of marketing, the class will thoroughly examine the economics of social issues, social costs and the distribution of funds as well as the budgetary ramifications of program planning. There will be consideration also of the knowledge, talents, and expertise required of managers in a new millennium.

Abilities

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

- a. ***Assess your experience, capabilities, and interests as they relate to strategic planning for service improvement.***

Explain how economic analysis, marketing research, and the expertise required of managers in a new millennium contribute to their ability to plan long-term service initiatives.

- b. ***Describe the experience, capabilities, interests and needs of individuals and constituencies that affect your work.***

Identify and describe the role(s) of government in planning and the influence of government on developing programs for service delivery;

- c. ***Collaborate effectively with all relevant constituencies in the evaluation of the pilot program, the preparation of a strategic plan, and the effort to gain support for it.***

Establish and maintain relationships that are necessary to benefit from the distribution of funds for human service initiatives;

- d. ***Communicate effectively with the various constituencies you are working with or want to reach.***

Conduct market research, produce a budget and write an objective, realistic narrative for grant funding purposes; and

- e. ***Carry out your Constructive Action in a way that promotes growth in all the constituencies you wish to reach.***

Assessment

Students will demonstrate their development of the Abilities by:

1. Participating in seminar discussions, showing mastery of readings and the ability to evaluate readings in relation to the Abilities and their Constructive Actions;
2. Leading a seminar on one of the assigned issues;
3. Selecting two problems that they face as managers and planners and preparing a research paper on two marketing techniques for resolving these problems; and

4. Applying to their Constructive Action specific techniques they have selected on the basis of their research paper and evaluating the results.

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

Economic and Social Trends and the Organization of Services

Overview

Managers planning new and improved services must make decisions today that will be acted on in the future. How can policy makers understand the new world into which they are being propelled? Policy decisions are not made in a vacuum; rather, they are influenced by competing social, political, economic, and technological factors in a volatile environment. The class for the Systems Dimension focuses on the factors that influence change, how they can be analyzed, and how they can be used in long-range planning. The class is designed to: 1) develop the students' perspective on management and the role of leaders and managers in the policy-making arena, 2) help students understand institutional systems and the social, political, and economic forces, both national and international, that affect policy toward citizen empowerment, 3) allow students the opportunity to sharpen and apply their research and analytical skills in defining and articulating policy, and 4) acquaint students with the processes of strategic planning.

The course will include an examination of trends and the issues that are influenced by them. An analysis of national priorities in a governmental and political context provides students with the background needed to understand the dynamic forces of policy and its many dimensions. Forecasting directions in local, national and international economies helps students to predict the interrelationships of global economies and their resulting impact on the day-to-day functions of the manager and the many critical decisions she will be required to make in pursuit of service innovation and the provision of adequate and relevant services to citizens.

Abilities

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

a. *Describe the natural, social, and technological systems that impact on your strategic planning effort.*

Identify critical social, political, economic, and technological factors that impact strategic planning;

b. *Develop conceptual models of systems related to your strategic planning effort.*

Explain how social, political, and economic trends and national and international events can be used as indicators of the future and ultimately as a guide to planning.

c/d. *Identify strengths and weaknesses of systems that may impact on your strategic planning effort.*

Identify social, political, economic, and technological trends that may affect in positive and negative ways the organization's effort to fulfill its mandate.

e. *Work to promote effective long-range planning for service improvement.*

Prepare a strategic plan that responds to future predictions in a realistic and empowering way.

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

Using Research for Long Range Planning

Overview

The class for the Skills Dimension in Purpose 3 is designed to assist students in 1) the development of a long-range plan for the operation of a human service program, 2) the formulation of a theoretical base and incorporation of empirical research results extracted from relevant literature, and 3) the development of a written proposal to fund a human service program. The long-range plan will serve as the centerpiece of the Purpose 3 Constructive Action document. It will be based on the students' pilot program as planned and carried out during Purposes 1 and 2 and the beginning of 3. While these three tasks are not exhaustive, they will receive special attention in the Skills Dimension seminar.

Using case studies in project development, students will work with the instructor to synthesize the various elements of a viable, empirically based, theoretically justified, and cost-effective plan. This work of synthesis will take place in weekly sessions that will highlight those skills needed to develop the plan and proposal.

Abilities

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

- a. ***Apply mathematical principles and skills to program evaluation and strategic planning tasks related to the Constructive Action.***
- b. ***Use physical skills as needed to achieve your Purpose.***
- c. ***Use specialized skills required to carry out program assessment, strategic planning, and the solicitation of support.***

For this Purpose, these Abilities include the following tasks:

Evaluating the results of the pilot program developed and implemented in the Constructive Actions for Purposes 1 and 2;

Using sources of predicting/forecasting future trends and incorporating results into a final plan/proposal;

Identifying theoretical and empirical research literature relevant to the proposed plan;

Writing appropriate sections of the final plan and proposal.

Assessment

Assessment of student performance will be based on:

in-class participation, the quality of individual presentations at the student symposium, and a final examination.

NOTE: The quality of written plans will be judged by the Purpose instructor in the context of the Constructive Action.

Readings

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Definitions

Purpose

Every semester of your education at Metropolitan College 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 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, 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.

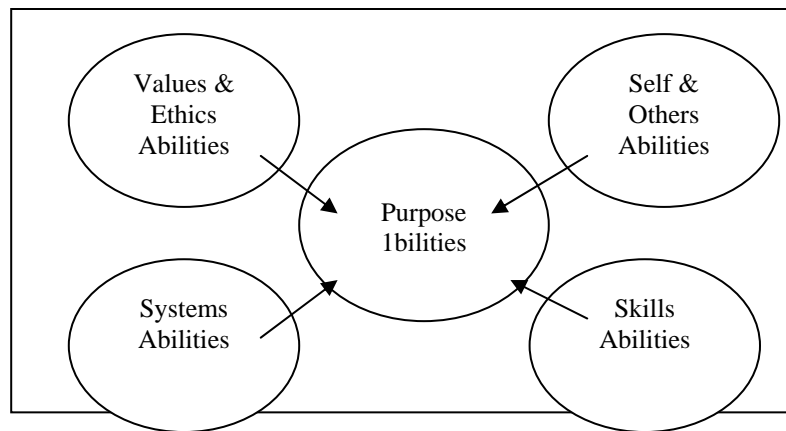
Constructive Action

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 1 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.

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