

PURPOSE 2 HANDBOOK

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**Table of General and Specific Abilities for Purpose 2**

**Purpose Dimension Abilities**

- a. Explore opportunities to improve the world.**  
Restate the need you identified in Purpose 1.
- b. Choose the best goal**  
Restate the goal of the pilot program you will implement during Purpose 2.
- c. Agree on a plan.**  
Confirm arrangements made for implementing the pilot program and 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 an interim and an end-of-semester evaluation of your pilot project. Use your end-of-semester evaluation as the basis for preparing a revised plan of action to be implemented in Purpose 3.

**Values and Ethics Dimension Abilities**

- a. Clarify own values in relation to the Purpose.**  
Describe your values as they relate to initiating and managing service innovations
- b. Describe values of others.**  
Describe the values of various constituencies as they relate to your service innovation. Place them in historical and cultural perspective.
- c. Identify value issues as they arise.**  
Identify the value issues that arise as you implement your pilot program.
- 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 the implementation of your service innovation.

### **Self and Others Dimension Abilities**

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

Assess your experience, capabilities, and interests as they relate to management and to innovation.

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

Describe the experience, capabilities, interests, and needs of the individuals and constituencies you are working with.

**c. Build good relationships.**

Collaborate effectively with all relevant constituencies in the planning, management, and evaluation of the pilot program.

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

Communicate effectively with the constituencies you are working with.

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

Manage your pilot program 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 the natural, social, and technological systems that impact on your pilot program

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

Develop conceptual models of systems related to your pilot program.

**c. Identify strengths of systems.**

Identify strengths of systems that may impact on your pilot program.

**d. Identify weaknesses of systems.**

Identify the weaknesses of systems that may impact on your pilot program.

**e. Make systems better.**

Develop plans for improving management practices.

### **Skills Dimension Abilities**

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

Apply mathematical principles and skills to management 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 manage your pilot program.

## **INITIATING AND MANAGING A SERVICE INNOVATION** **Overview of the Purpose**

In the second of the three semesters that make up the Master of Public Administration Program, students put the service innovation they designed in the first semester into operation as a pilot program. The Constructive Action once again has three phases. During the planning phase, student's review, revise, and elaborate their plan for the pilot program. During the implementation phase, they introduce their innovation and manage it for a specified trial period. During the assessment phase, they evaluate the results of their pilot program and revise the plan. In order to initiate and manage their pilot programs successfully, students must make use of a wide variety of knowledge and skills. They must be prepared to assign and train staff, follow the detailed strategies, timetable, budget, and evaluation plan they established in Purpose 1, develop a management style that is compatible with the policies and customs of their organization as well as their own values and priorities, maintain communication with key participants, run meetings, and supervise the work of others. They must keep all constituencies informed about the nature of their program, how it is progressing, and why it is important for the organization and the citizens it serves. Meanwhile, they must keep an eye on their goal and manage their program firmly yet flexibly in order to adapt to unforeseen circumstances and assure the best possible results. Students do an interim evaluation of their pilot program after one month and make any adjustments necessary. Toward the end of the semester, they carry out a major evaluation, which they use to prepare a revised plan for their pilot program. The revised plan will be implemented during the first weeks of Purpose 3.

The classes for Purpose 2 are designed to help students carry out these challenging tasks. In the Purpose Dimension, students will share their experience and consider how to make use of knowledge from the other Dimensions as they refine their implementation plan, deal with the complexities of introducing their innovation, and do an interim evaluation of the results.

The class for the Values and Ethics Dimension will help students to understand the complex nexus of ethical systems within which the members of a modern organization work. Through study and discussion in a seminar format, students will explore the conflicts and dilemmas inherent in their responsibility to their personal values, the values of their profession, the values of the institutions where they are employed, and the values of their actual and potential clients.

The aim of the Self and Others Dimension class is to help students improve their ability to provide effective leadership by exploring certain behavioral aspects of management. They will make use of theory and shared experience to understand the behavioral components of such management issues as power, politics, communication, motivation, and conflict.

The class for the Systems Dimension aims to give students an integrated picture of management processes as well as the skills and techniques they need to bring about organizational change. Topics include the meaning of effectiveness and efficiency in public administration, operational, tactical, and strategic planning, techniques for plan management, decision making, human resource management,

and the management of change.

The Skills Dimension class introduces students to two essential approaches to evaluating human service programs. First it will explore accounting as a medium for recording, classifying, interpreting, and reporting financial results in non-profit institutions. In addition it will cover the problems and techniques of evaluation research.

## THE PURPOSE DIMENSION

### Overview

The purpose of this semester is to equip administrators with the ability to manage the introduction and testing of a service innovation that will result in the empowerment of an organization's citizens and staff. The goal of the Purpose Seminar is to integrate the studies of the Dimension classes and the specific Constructive Actions proposed and implemented by the students. These actions will implement the pilot program planned in Purpose 1 with a view toward structuring management policies and procedures that are empowering for a specific service organization and its constituents.

### 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 the Abilities from the other Dimensions. Appropriate Abilities are suggested in the outline below.

### Planning

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

Describe your values as they relate to initiating and managing service innovation (Values and Ethics).

Analyze your experience, abilities, and interests as they relate to management and innovation (Self and Others).

Analyze the skills you have and the skills you will need to initiate and manage a service innovation (Skills).

Restate the need you have identified (Values, Self and Others, Systems).

**b. *Choose the best goal.***

Restate the goal of your pilot program and describe the expected outcome and possible long-term implications (Values and Ethics, Self and Others, Systems).

**c. *Agree on a plan.***

Confirm arrangements you have made for implementing your pilot program (Systems).

Confirm that you have broad support within the organization for your pilot program as well as specific support from those who will participate in it.

### Implementation

**d. *Carry out the plan. Keep a record of your progress. Change plan as needed.***

1. Keep a record of all activities and decisions related to your Constructive Action (Self and Others). Assess each event in relation to your goal. Develop plan accordingly. Describe how you are using knowledge (All Abilities as appropriate).

2. At the end of one month, use the evaluation plan you developed during Purpose1 to assess your progress (Skills). Analyze the results (Values and Ethics, Systems).

3. Modify your objectives and strategies as needed.

### **Assessment**

#### **e. *Assess results and plan next steps.***

Do a detailed interim assessment of your ongoing pilot program. Analyze the results.

Look at the implications of the analysis in light of your original goal.

Plan final revision of objectives, strategies, and activities to be implemented in the final semester. Modify what is not working and enhance what is working.

Obtain your supervisor's approval of the work so far and your plans for continuing the implementation of your pilot program in Purpose 3.

Assess your use of the Abilities to achieve Purpose 2.

### **Assessment**

Students will be assessed on how well they:

1. Perform a Constructive Action addressed to Initiating and Managing a Service Innovation, making use of all 24 Purpose 1 achievement Abilities, as evaluated by faculty and, as appropriate, a supervisor.
2. Participate in and contribute to the Purpose Seminar.

**Note:** Once the Constructive Action for Purpose 2 has been graded, it will serve as the baseline for further work. Therefore, no further changes may be made in it.

### **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 The Ethics of Management

### Overview

Organized human groups have a life and character all their own, strongly influencing their members in obvious and not-so-obvious ways. While they are certainly the product of the actions and decisions of their founders and their significant members, the policies and procedures that make up the daily existence of such groups present a *group personality* that is in many ways independent of the individuals involved. This *group person* manifests itself in and through specific communication patterns within institutions. Ethical individuals can and do find themselves pressured to fulfill role-governed expectations, defined by the group, that do not conform to their standards of ethical behavior.

Professionals owe allegiance to four value systems. They must concern themselves with their personal values, with the values of their profession, with the values of the institution where they are employed and with the values of their real and potential citizens—the public. Special sets of complex ethical problems and conflicts arise from within this nexus. The most poignant of these are those, which arise from conflicts between one's personal and professional life. The solutions to these conflicts are particularly difficult since so much of our moral education and so much of what is written about ethics are focused on issues of general personal responsibility and not on actions and decisions taken specifically as a member of a complex organization.

Professional management decisions—the implementation of policies and programs—are always taken within this special and uniquely modern situation. This is so whether or not the manager/professional is alert to or concerned with the ethical complexities of her decisions. While successful implementation of programs and policies is clearly dependent on “playing by the rules” of the organization, personal and professional integrity—success of a more profound sort—often requires the breaking and remaking of rules and role-governed expectations.

Our study in this semester will focus on the problems of the ethically conscious manager/professional working within organizations whose values and priorities are not always compatible. These problems arise in the course of executing the four functions of management: planning, organizing, leading, and controlling. We begin with a study of the ethics of character, a review of the major traditions of ethical reflection studied in Purpose 1, and an exploration of the relevance of these traditions to management. Next, we turn our attention to an investigation of potential ethical issues in each function of management and an application to the management of staff and successful implementation of students' programs. We conclude with an in-depth study of some controversial issues that all managers confront in organizational life: fairness, privacy and the ethical use of technology, and politics and interpersonal manipulation. We will attempt to integrate a variety of interests and perspectives from social science research, management theory, and philosophy.

Students will be required to prepare two papers for the course. In the first paper, they will identify and analyze specific ethical issues in each of the four functions of management that arise in the implementation of their programs. In the second, they will identify an issue approved by the instructor for in-depth research and ethical analysis. The issue may involve the use of technology or the management of individuals and systems in their organization. Some books and articles to be used in preparation of these papers are included at the end of this outline.

### Abilities

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

- a. Describing their values as they relate to initiating and managing service innovations.  
Describe those of your values that are integral to organizational management decisions and policies.
- b. Describing the values of various constituencies as they relate to their pilot program, placing these values in historical perspective.  
Describe the values of other workers and management regarding worker and employer rights.
- c. Identifying the value issues that arise as they implement their pilot program.  
Identify and address the sources of conflict between worker rights and expectations and rights and expectations of management as they arise in the implementation of the Constructive Action.  
Explore the extent of organizational bias and its impact on management decisions and initiative.
- d. Using ethical reasoning to resolve value issues and dilemmas.  
Analyze the ethical constraints and ethical principles that guide the actions of management and workers as part of the Constructive Action;
- e. Explaining the ethical principles that guide their actions and decisions;
- f. Promoting the effective participation of the various affected constituencies in the implementation of their service innovation.  
Identify the ways in which ethical considerations in management implementation foster workers' sense of self-direction.

### **Assessment**

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

1. Participation in class discussions and activities
2. Paper on ethical issues in managing the implementation of a program
3. Paper providing in-depth research and ethical analysis of an issue involving the use of technology or the management of individuals and systems in their organization

### **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 Mobilizing Human Resources

### Overview

Initiating and managing substantive programmatic change within organizations is the focus of this semester. When managers and administrators contemplate enacting change, it is useful for them to appreciate that their ability to enact meaningful change does not occur in isolation or solely at the unilateral behest and direction of one person or entity. Their ability to work diligently with others in the presence of a variety of constraining environmental factors is the major challenge of every manager.

Substantive innovation involves interpersonal, inter-group, and inter-organizational collaboration. The mobilization of human resources in a collective effort to achieve desired ends is the fundamental goal to be achieved by every manager in the process of seeking to effect meaningful and productive change. Because planning, decision making, and Constructive Action involve critical participation from every level of an organization's hierarchical chain, an understanding of differences of culture, managerial philosophy, and organizational vested interests is necessary to illuminate issues of conflict. The relationship between managers and subordinates crystallizes certain inherent interests of both management and non-management constituencies. An appreciation and understanding of these differences allow us to focus on such topics as power, authority, leadership, communication, conflict, and organizational change.

By the end of the semester, students are expected to understand and master the dynamic variances between managers, staff, constituents, and organizational forces with which they are required to interact to manage effectively and implement successfully their Constructive Actions.

### Abilities

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

- a. ***Assessing their experience, capabilities, and interests as they relate to management and innovation.***
- b. ***Describing the experience, capabilities, interests, and needs of the individuals and constituencies they are working with.***

Recognize the experience and views of others as you lead and manage conflict in your organization.

- c. ***Collaborating effectively with all relevant constituencies in the planning, management, and evaluation of their pilot programs.***

Explain how theories of power and politics, communication, and conflict enable you to manage change in your organization and successfully implement a Constructive Action,

- d. ***Communicating effectively with the constituencies they are working with.***
- e. ***Managing the pilot program in a way that promotes growth in all constituencies.***

Explain how the theory and research discussed in the course contribute to your empowerment and the empowerment of others.

## **Assessment**

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

1. Attendance and participation in class activities and discussions
2. Midterm paper and oral presentation
3. Take-home final examination on readings

## **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

### Systematic Approaches to Management

#### Overview

The Systems Dimension class is designed to introduce participants to the dynamics of management practice and to provide them with a wide variety of management techniques available to them as human service professionals. Surveying state-of-the-art management practices, this course will help participants gain an integrated picture of the management process as well as the skills required for effecting organizational change, increasing managerial and service efficiency, implementing program improvements and establishing systems for program evaluation.

To achieve the desired objectives of this course, students will be required to engage in systems analysis. Systems analysis includes an examination of principles of management and systems theory. In this analysis, students will use knowledge in forecasting, tactical and operational planning, and an evaluation of their organization's decision-making processes. Another objective of this Dimension class is efficient program management. The efficient and productive use of organization resources both internally and externally will critically impact on their ability to manage a Constructive Action.

Implementing a pilot program involves the management of scarce resources. The recognition of which resources are critical and useful to achieving the Constructive Action's purpose is an important focus of this Dimension. Cost-benefit analysis is a logical extension of efficient program management. Another important area of investigation is the economic impact that a student's Constructive Action will have presently and in the future on the organization's service-delivery system.

An integration of all these areas of study provides students with a panoramic view of systems management, especially in relation to the design, implementation and assessment of their Constructive Action programs.

#### Abilities

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

- a. *Describing the natural, social, and technological systems that impact on their pilot program.***
- b. *Developing conceptual models of systems related to their pilot program.***  
*Identify and describe a variety of management schools and practices.*
- c. *Identifying strengths of systems that may impact on their pilot program and***
- d. *Identifying weaknesses of systems that may impact on their pilot program.***  
*Evaluate selected management strategies in terms of program performance.*  
*Evaluate the management practices of your organization.*
- e. *Developing plans for improving management practices.***

## **Assessment**

Student development of the Abilities will be assessed on the basis of the following evidence:

1. Thoughtful familiarity with course materials expressed through class participation.
2. Preparation of case studies based on their Constructive Actions related to selected topics and review of case studies with seminar participants.
3. Midterm: Effective use of two management strategies at the workplace, demonstrating the ability to evaluate the effectiveness of program performance.
4. Final: Preparation and delivery to class of a management assessment report or a program improvement and evaluation strategy.

## **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** **Management Tools for Assessing Productivity**

### **Overview**

The assessment of productivity in public administration takes into account two major factors: 1) financial costs and 2) social benefits. Scarce government funding for social programs during the past decade has forced social planners to be highly concerned with obtaining optimal social benefits for the money spent. Yet the benefits of many social programs cannot easily be measured in dollars and cents. Unlike profit-making organizations, for which the “bottom line” is the main indicator of success or failure, social programs must use other criteria for assessing their value. It is therefore necessary for human service administrators to be aware of both the financial aspects of their programs and the non-financial criteria needed to evaluate them.

The primary purpose of the Skills Dimension class is to provide students with basic knowledge of accounting in nonprofit organizations. The course will vigorously explore accounting as a vital medium for recording, classifying, interpreting, and reporting the results of financial events occurring in nonprofit institutions. In addition, it will cover assessment criteria, evaluation research techniques and problems in providing useful evaluation of human service programs.

### **Abilities**

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

- a. *Using mathematical principles and skills for management tasks related to their pilot program.***
- c. *Using the specialized skills required to manage their pilot program.***
  - 1. Explain the contents of financial statements and budgets for nonprofit organizations. (c)
  - 2. Generate budgets related to your pilot program. (a, c)
  - 3. Analyze and explain the ramifications of variations between budgets and actual costs. (a, c)
  - 4. Create a list of criteria for evaluating your service innovation. (c)
  - 5. Create a plan for evaluating your service innovation that can be used for fundraising. (c)
  - 6. Use a computer to prepare budgets, taxes, accounts receivable, accounts payable and/or financial reports.
  - 7.

### **Assessment**

Student development of these Abilities will be assessed through:

- 1. Midterm and final class examinations;
- 2. Participation in the seminar, showing mastery of the readings and ability to discuss the material comprehensively;
- 3. Presentation in class of budgets related to the students' service innovations;

3. List of criteria for assessing their service innovations;
4. Plans for assessing their service innovations.

### **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 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.

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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.

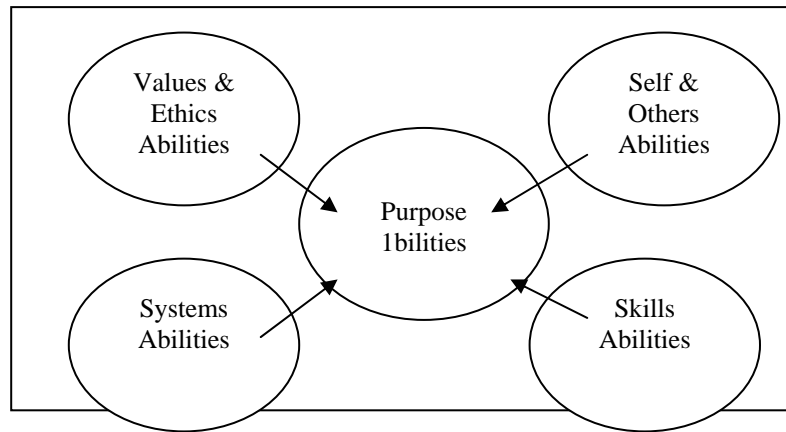
## Constructive Action

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 1 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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