Purpose 6: Collaborative Identification of Disaster Needs
OVERVIEW
Having been introduced to the basics of business continuity, emergency management, homeland security, cyber security, disaster mitigation, computer mapping, and psychology of disaster in previous Purposes, students will now be introduced to the Whole Community theory of planning and needs assessment with a focus on collaborative client-based planning.

THE CONSTRUCTIVE ACTION
This particular Constructive Action focuses on working with a client-organization from the community. In this course, students will integrate their learning experience from the respective dimensions of this Purpose. Students will collaborate with their client as well as agencies and entities that support the client and the overall plan. This community-based collaboration is essential in identifying the key components of an emergency plan that will promote community resilience. Students will begin to identify client needs by conducting both a preliminary needs assessment and an outline of their plan. Students are expected to produce a Constructive Action document, which demonstrates their mastery of the Purpose.

DIMENSIONS
In the Values and Ethics Dimension, students are expected to actively evaluate real life situations within the text. After completion of this course students will have many of the basic skills that will enable them to analyze, build a thesis statement, a paragraph, the body and conclusion of the essays discussed above, in order to prepare them for the modern day business professions.

In the Self and Others Dimension, students will learn how the economy operates and choices made given scarcity and limited resources. Students in this course will examine the major factors that affect output, unemployment, and inflation. Using the tools of economics such as supply and demand analysis students will examine how the gross domestic product is measured (GDP), what impacts economic growth and productivity as well as unemployment and inflation. Students will also examine how monetary and fiscal policies are developed and in the U.S and the role of the Federal Reserve System, money markets and government influence economic outcomes.

The Systems Dimension course provides students with a basic overview of disaster response and recovery, which focuses on strategies to minimize the consequences of disasters such as earthquakes, floods, hurricanes, power outages, and/or terrorist attacks. The components of response and recovery are reviewed in the context of the other phases of emergency management. Emphasis will be placed on the three Câ€™s: coordination, cooperation, and communication in addition to short-term recovery planning vs. long-term recovery planning. Social and psychological recovery will also be discussed.

The Skills Dimension course is about terrorism and why politically motivated acts of violence occur. The course explores the ideological forces behind terrorism, and provides an overview of terrorists groups and their tactics of intimidation and fear. The course also highlights the effects of terrorism (examining weapons of mass effect) and will explore what can be done to prevent terrorist attacks or respond more effectively. This course examines threats, vulnerabilities, objectives, and strategies, instruments of national power, and protocols for investigating intelligence related activities. The course provides an overview of the intelligence structure
within the United States to include its inner workings. The student will also be acquainted with
the various roles within the intelligence community to include analysis and investigations. The
student will become familiar with the various types of intelligence related investigations and how
they intersect with criminal investigations. Various in-depth case studies (based on actual
terrorist attacks) will provide the student with a foundation for the investigative process for the
course.

WORKING OUTLINE: CONSTRUCTIVE ACTION DOCUMENTATION
Overview
Producing a written documentation of your Constructive Action is a separate endeavor from
carrying out the Constructive Action itself. The process of Constructive Action is described in
the earlier sections: "Constructive Action: An Overview" and "Purpose." This section provides
you with specific guidelines for the documentation of your efforts. This documentation covers:
1. Presentation of the Abstract
2. Exploratory Phase
3. Planning Phase
4. Background Research
5. Implementation Phase
6. Final Assessment Phase
7. Formatting Your Constructive Action Document

1. Presentation of the Abstract
Although this section appears first; it is completed at the END of your Constructive Action. It
includes a brief overview of the Purpose, your own objectives and why chosen, and what you
learned and accomplished.

The Final Abstract (1 page, typed, single-spaced) is composed of three parts:
• Part I - Purpose: What is the Constructive Action and how does it relate to the Purpose of
  this Semester? Background: What was the need for the Constructive Action?
• Part II - Objectives and Methodology: What is your long-term goal? What were the
  objectives? What were the methods and strategies employed?
• Part III - Conclusions: Assessment of the outcomes. What will be the follow-up?*

*Begin with a topic statement: This statement will eventually become the first paragraph of your
abstract. Formulate or state your short-term goal.

2. Statement of short and long-term goals
   A. Your short-term goal is what you hope to achieve by the end of the semester.
   B. Long Term Goal – State the Length of Time.

3. Exploratory Phase
The background for much of this part comes from:
• your own experience and knowledge;
• material covered in Dimension seminars;
• job-related sources;
• readings and discussions in Purpose class.
After you have written your topic statement, proceed to your Work Setting, Situation and Needs Analyses.

A. **Analysis of Work setting as it relates to this specific Purpose Semester**  
   An analysis of the work setting takes these factors into account:  
   1. design of the work area;  
   2. how design promotes or impedes communications, work flow, and morale;  
   3. how design reflects promotes or impedes productivity.

B. **Analysis of the Situation or Problem Description**  
   An analysis of the situation takes these factors into account:  
   
   **Part I:**  
   1. How different macro environments affect your venture: economic, legal, or socio-cultural  
   2. a description of the industry in which your company operates or venture takes place  
   3. an overview of your company, its products, services, structure, philosophy, and goals;  
   
   **Part II:**  
   4. a description of your department/function;  
   5. your formal job description and role in venture at hand.  
   
   **Part III:**  
   6. An extensive description of the problem or circumstances; use examples and illustrations which have motivated this undertaking.

The basic questions to be answered by A and B, then, are:  
- What is the environment in which you work? What is its physical setting? What are its professional and psychological conditions?  
- How does your environment and/or your position in it support or limit your purpose or opportunity to act and to develop professionally?  
- What values are communicated through non-verbal channels (e.g. use of space, size and placement of objects, desks, etc.)?

Setting and situation provide the relevant ground-rules and opportunities for your plan, and the factors which may constrain your actions (i.e. limiting factors or variables).

C. **Need or Opportunity: Solution Statement**  
   This section contains the rationale and analysis of a solution to be undertaken as related to the Purpose to be achieved.  
   This need also should apply to your own professional development. Resolving the need should benefit yourself and significant others and contribute to productivity on the job.  
   The Need, Opportunity or Solution Analysis should include (but need not be limited to):
1. description of the solution you will be undertaking;
2. a rationale for why this solution at this time.
3. a narrative description of objectives and strategies to be undertaken.
4. Planning Phase
A. The Plan of Action consists of a four section chart:
   1. the goal(s) of the Constructive Action (short term - by the end of this term; long term -
      the next goal to follow from the short term goal);
   2. proposed objectives (mini-goals);
   3. strategies (how to get there);
   4. evaluation criteria (how will you know you got there).

Goals
- Your goals should be appropriate to the Purpose performance area.
- The Short Term Goal: what you hope to have achieved by the end of the Semester.
- The Long Term Goal: the goal to follow from your short-term goal. Set a realistic time
  frame as part of your long term goal statement.

OBJECTIVES
In this section, you write the specific, short-term objectives which you hope to accomplish
during this Semester. These objectives should be as specific as possible in terms of obviously
measurable changes.
The objectives should be related to:
- the Purpose to be achieved,
- the analysis of the needs and setting in which you currently work, and
- the support of your long-term development.

STRATEGIES/ACTIONS
These are concrete, real life actions you will take to achieve each individual objective:
   1. List each action you will take. There should be at least one strategy for each objective.
      These actions should be as concrete and practical as possible. You may also suggest
      alternative strategies or multiple strategies for any one objective.
   2. Analyze resources and constraints relevant to the accomplishment of each strategy.
      Decide whether you want to include organizational or external resources. Do you want to
      include your self-assessment of skills and abilities? Areas for development? Other?
   3. After you are at your midpoint assessment phase, ask yourself if you want to change any
      strategies and implement new ones.

EVALUATION PLAN
Describe the criteria or benchmarks to be used to monitor progress toward achieving goals and
objectives during the Semester; that is, how exactly you will know a) whether or not your
strategies have succeeded and b) if these strategies will help you meet your objectives. Also
describe the methods to be used for determining whether these criteria have been met.
There should be at least one measure for each objective and strategy. Measures should be both
quantitative and qualitative. Evaluation criteria are part of the plan of action and are set out
before you begin to implement your plan. They may be altered if the reality of a critical incident
so demands. Assessment of learning (Part III) is done after implementation.
5. **Background Research** - [In this semester you must do a major research paper. See **Purpose Overview**]

Here is your opportunity to explicitly demonstrate the theoretical or conceptual underpinnings of your Constructive Action—the ways in which you have drawn upon theoretical sources and corroborative references.

In applying class content to the Constructive Action process, you will have to sift and filter facts, data, theories, and hypotheses. Decide which sources, illustrations or pieces of evidence are useful towards the conceptualization, implementation and assessment of your specific Constructive Action.

You may choose to write a background essay or a review of the literature on a selected topic or create an annotated bibliography of sources consulted. Targeted sources should be referenced in your document to help you:

- clarify terminology and theories,
- suggest problem solving approaches, and
- enhance analysis of learning.

You must provide footnotes/endnotes and bibliographies for each research paper or project submitted.

6. **Implementation Phase**

In this section of the document you will record the actual step-by-step implementing of your Constructive Action.

**Recording Critical Incidents**

In recording critical incidents, you are asked to describe specific occurrences or interactions based on the implementation of strategies which pertain to your Constructive Action. This written "log" or summary tells: what happened, how you dealt with it, and how you felt and reacted. You can analyze the challenges you encountered, and whether or not you have succeeded. A critical incident report briefly details the following information:

a. When and where did it happen?
b. What happened? (What did you see and hear?)
c. What did you say? Do?
d. Who else was involved? How did they affect the way the situation went or how you responded?
e. How did you feel? (Be specific - don't just say "good" or "bad").
f. How did it turn out? Why?

When you describe what happened, be sure to give specific behaviors. Include non-verbal action(s) as well as quotations from you and any other person(s) involved. Provide sufficient information so that another reader has a clear picture of the situation or so that the situation can be role-played. You must give careful thought to what information is relevant. Select and focus on what is significant. Each specific situation is different, so no absolute rules can be given.

When you reflect on your personal analysis of the incident, give your inferences, interpretations, feelings, and assumptions about the interaction. You must then state what strategic decision you made to move the interaction along while trying to achieve your purpose.
For your Constructive Action, monitor those incidents, which involve the issues, and/or relationships which are the focus of the Constructive Action. In addition, each incident should illustrate either progress or lack of progress toward the goal(s) you are working to achieve. Logging or written monitoring is the process by which you record the development of your Constructive Action. It cannot be rushed in the last few weeks; it must be developed over the course of the semester. The material in the recordings, when appropriately detailed, becomes a major part of your analysis. It demonstrates how well you planned and implemented your Constructive Action, and how well you were are able to integrate academic learning into "live" situations.

A chart for recording critical incidents is included at the end of this section.

7. Final Assessment Phase
The final phase of the Constructive Action process provides the last major section of the written report. That is, you have researched and planned your goals and objectives, your strategies and evaluation criteria (all in relation to your needs and your current position on the job) and you have spent several weeks acting on your plans (i.e., implementing them). In the final weeks of the Semester, then, you reflect and assess what has happened, what worked and what didn't work and why, what you learned from your class readings and actions, and their applicability to the Constructive Action.

A. Assessment of Goals
   1. Did you achieve your short-term goal?
   2. Was your goal realistic? Explain.
   3. Did you reach your objectives? How do you know?
   4. Which objectives were redefined, if any. Explain why?

B. Assessment of Strategies
   1. Which strategies worked? Why? Cite references to specific materials to support your discussion.
   2. Which strategies did not work? If any, why not? Cite references to specific materials to support your discussion.
   3. Would you use these strategies again in similar situations?

C. Assessment of Overall Learning
   1. Explain what you learned from this experience. What do you know that you did not know before?
   2. In what ways did the Dimension classes and their accompanying readings help you with you to achieve your goals? In what ways were they not helpful?

D. Conclusion
   Write a statement of your plans for further action.
8. Formatting Your Constructive Action Document

- General Format/Organization - Constructive Action Document
- Typed, double-spaced
- Margins: 1 - 1 1/2 inches all around
- Parts of the Document
- Title Page
- Table of Contents
- Abstract Short and Long-term Goals
- Exploration Phase
  1. Setting Analysis
  2. Situational Analysis
  3. Need/Opportunity/Solution Analysis
- Plan of Action
  1. Plan of Action Chart
- Background Research
- Research Essays including footnotes/endnotes, and bibliography for each essay
- Implementation
- Critical Logs
  Minimum 5 logs [NOTE: each log must be accompanied by an abilities assessment page and a “Next Steps I Will” section] with analysis by Dimension and Abilities
- Final Assessment
- Appendices

Appendices and Other Supporting Documentation
These may include memos, letters, and/or reports relevant to the Constructive Action, as well as feedback from faculty, supervisor, peers, other company constituents, and personal assessment.

* At the discretion of the Purpose Instructor, this section may be placed before the plan of action or incorporated into other sections. Background research and evidence of theoretical ground work must appear as part of the documentation.
Plan of Action

<table>
<thead>
<tr>
<th>Name:</th>
<th>Purpose:</th>
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<tbody>
<tr>
<td>Date Prepared:</td>
<td>Date revised:</td>
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LONG-TERM GOAL:

<table>
<thead>
<tr>
<th>SHORT-TERM CONSTRUCTIVE ACTION GOAL</th>
<th>OBJECTIVES</th>
<th>STRATEGIES</th>
<th>EVALUATION PLAN</th>
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### CHECKLIST

<table>
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<tr>
<th>CA GOALS:</th>
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<tr>
<td>- appropriate to Purpose of the semester</td>
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<td>- addresses Needs Analysis;</td>
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<td>- represents a logical step toward long-range goal;</td>
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<td>- Are challenging, doable.</td>
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<th>OBJECTIVES:</th>
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<tr>
<td>- are observable;</td>
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<tr>
<td>- are realistic within given time frame;</td>
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<td>- Are challenging</td>
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<th>STRATEGIES:</th>
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<td>- define resources to be used, how and by whom;</td>
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<td>- describe how constraints will be handled;</td>
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<tr>
<td>- Are appropriate to Needs Analysis, long-and short-range goals</td>
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<th>EVALUATION PLAN:</th>
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<tr>
<td>- Identifies evaluation of each strategy</td>
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<td>- identifies method;</td>
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<tr>
<td>- Is appropriate to Needs Analysis, long and short-range goals.</td>
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### Constructive Action: Record of Critical Incident

<table>
<thead>
<tr>
<th>Date:</th>
<th>Time:</th>
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<tbody>
<tr>
<td>Place:</td>
<td>Persons Involved:</td>
</tr>
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**Strategy Implemented:**

<table>
<thead>
<tr>
<th>Content - text</th>
<th>Interpretation-subtext</th>
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<tr>
<td>On this side, record your thoughts, feelings inferences, strategies, assumptions, etc.</td>
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<tr>
<td>I was really nervous. My tone of voice was apologetic, but I asked for help anyway.</td>
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<tr>
<td>Made me angry at being paid attention to; but later I was making him nervous because he doesn't know how to deal with the change I'm proposing.</td>
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Analysis by Dimension®

Purpose:

Values:

Self & Others:

Systems:

Skills:
Assessment/Summary of New Understanding

What do you know now that you would not have known if this incident had not taken place?

Indicate whether you thought the situation went well or badly. Did it help you reach your goal or objective? Why or why not? (It went well because.../It would have gone better if...)

Next Steps:

I will:

Others (co-workers, supervisor, et al) will: