

Asbury College

Goals, Priorities and Attitudes

Student Guide

ACHIEVE

Degree Completion Program



knowledge elements
educational products

(KEEP)

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COURSE DESCRIPTION

The setting of goals, as well as priorities among those goals, with an emphasis upon how those goals and priorities relate to the realities and aspirations of life. The attitude of the individual including other aspects of psychological makeup and how it impacts upon the ability and willingness to set goals and priorities. An emphasis upon how goals, priorities and attitudes can lead to effective Christian personal management.

LEARNING OUTCOMES

The student will:

1. Understand his/her present goals, priorities and attitudes as they affect important areas of life.
2. Understand the prerequisites that must be met before effective personal and career management can occur.
3. Discover his/her underlying value system and how it affects all other aspects of work and home life.
4. Understand what it means to be a Christian and how, when, where, and with whom to utilize God-given talents, gifts and abilities.
5. Develop a framework for mental health including how to focus upon broader aspects and how to see beyond the immediate future.
6. Develop a framework for understanding one's own learning experiences which will assist him/her in seeing his/her personality, motivations and attitudes in perspective.
7. Develop an understanding of his/her skills, gifts and talents as well as the need for education and experience.
8. Understand the nature and effects of complexity and stress as well as the means by which they might be managed effectively.
9. Develop a set of goals relating to work and personal life.
10. Develop a set of priorities among both sets of goals.
11. Discover how to set strategies for meeting personal and professional goals.
12. Learn how to demonstrate compassion in relationships.
13. Determine a plan (and take the first steps to implement the plan) toward effective Christian personal management.
14. Understand the concept of Christian excellence and how it contrasts to success in society.

TEXTS AND MATERIALS

Texts:

Johnston, Jon. *Christian Excellence: Alternative To Success*. Second Edition. Franklin, TN: JKO Publishing, 1996. ISBN 0-9645014-4-9.

Lundin, Stephen C., Harry Paul, and John Christensen. *Fish! A Remarkable Way to Boost Morale and Improve Results*. New York, NY: Hyperion, 2000. ISBN 0-7868-6602-0.

Oosting, Kenneth W. *The Christian's Guide to Effective Personal Management*. Second Edition. Franklin, TN: JKO Publishing, 2003. ISBN 0-9645014-7-3.

Course Pack (2008). *Goals, Priorities and Attitudes*. Franklin, TN: knowledge elements, inc. Reference Number LD01C-01.

Required Material: In addition to the texts, the Myers-Briggs Type Indicator should be purchased from the Asbury College Bookstore and placed in the Student Guide:

Myers-Briggs Type Indicator. Palo Alto, CA: Consulting Psychologists Press, Inc. [One per student.]

Order *MBTI Form M Self-Scorable* (#6165-11019) from:

Consulting Psychologist Press Inc.
3803 East Bayshore Road
Palo Alto, CA 94303
www.cpp.com
800/624-1765

Supplementary Bibliography:

See the extensive bibliography in the Oosting book.

STUDENT EVALUATION

Students in this modular course will be evaluated by the College's standard grading system. You should refer to the Student Handbook or the College Catalog for further details. The criteria for determining that grade will be as follows:

1. (30%) Completion of assigned exercises and reading (see Student Assignments pages for exact assignments).
2. (10%) Participation in class discussion and group activities. The criteria will be the quantity and quality of the contribution to the group.
3. (20%) Completion of assigned paper on "Attitudes Toward Work And Personal Life." It must be turned in at the beginning of class in Week Five of this course. Turning in this paper late will result in a penalty on the grade for the paper.
4. (30%) Final Paper—Refer to the next page for instructions on how the Final Paper is to be prepared. It must be turned in at the beginning of the first session of the next course. Turning in the Final Paper late will result in a penalty on the grade for the Final Paper.
5. (10%) Quality of comments, insight and extent of learning as reflected in the student's journal. The student is required to write in the journal at the close of each session and may add to it at other times such as after reading an assignment or completing an exercise.

Attendance: Any class missed must be made up. The student is obligated to contact the instructor to make suitable arrangements. Unexcused absences and absences not made up may affect the student's grade.

Late Work Or Work Not Handed In: Any written exercise turned in after 6 p.m. on the due date or the Final Paper handed in after the first class session of the following course will result in a reduction of the grade for that item. Any item not turned in will result in an "F" for that item and a reduction in grade for the course.

FINAL PAPER

Each student must complete a Final Paper. Students may use any material or talk to any person as a part of developing the Final Paper, but every word (unless expressly quoted with appropriate credits given) must be that of the student submitting the paper. Any use of material written by another person without credit given will be considered plagiarism which is a serious offense in the academic community. Plagiarism will result in at least an "F" for the Final Paper.

Students are encouraged to begin taking notes on how they will respond to the Final Paper questions as they progress through the course including making notations in class notes about reference to an item in the Final Paper to be developed later. The journal is intended to be a major help in producing the Final Paper. As a result, it is very important that the journal writing be taken seriously. In addition, the journal itself constitutes a part of the student's grade for the course.

The Final Paper is to be submitted in typewritten, double-spaced form on one side of white 8½" x 11" paper with a cover page stating the student's name, group name, course number, instructor's name and the date submitted. Each question is to be repeated prior to stating the response.

Answer the following thoroughly:

1. Compare and contrast "excellence" and "success" as used by Jon Johnston. In what ways do you agree with his analysis? What impact has this book and ensuing discussion had upon your life?
2. Analyze yourself in terms of your (a) goals (b) priorities and (c) attitudes as of the end of the course. Discuss the three areas separately.
3. What were the concepts in the book by Lundin, Paul and Christensen that were used to energize and motivate people in the workplace?
4. Identify one of your top three personal and one of your top three career goals and then
 - a. describe the goals;
 - b. describe what priority each one has relative to your other goals;
 - c. describe the strategy you have determined for each of these goals; and
 - d. describe the degree to which the strategy has been implemented.
5. Discuss how you personally are now addressing each of the twelve prerequisites to effectively managing yourself (see Oosting Chapter 1 in particular). (Points or grade is based upon your effective application of the material to your personal life.)

COURSE OVERVIEW

As you enter into the program, an exciting part of your life is beginning. The program is designed to challenge you in many ways, including in terms of what you know, what you do with what you know and how you feel about a number of issues. It is anticipated that you will look upon your work, your family, your faith and yourself in a different way by the time you have completed the program.

In the first modular course we begin the journey. Hold on tight because it will be an exciting journey that begins by challenging you as a person. The title of this course, Goals, Priorities and Attitudes, speaks to the idea that you have goals and we want you to review and refine them during the course. In that process you will change some goals, but you will also become much more aware of your goals and, as a result, gear much more of your action toward attaining these goals.

In this process you will also look at your priorities. Your priorities are the way in which you treat your goals. Which one is the most important and how do the other goals rank in relative importance with number one? Priorities can shift as demands upon you change, but they need to be clear at any one point in time. Priorities also need to address how much time should be devoted to each activity and possibly under what circumstances can and should it be completed.

The third part of this first course is an examination of your attitudes. Attitudes come from our values. Each of us has a set of values. During this course you will be asked to analyze your values—what really is the most important to you? Values can be roughly rank ordered. A concept might be important to you but not as important as another concept. These values lead us to the attitudes we express and, ultimately, to the behavior we enter into. How we are seen by others is closely related to the attitudes we express. For example, if we have a strong Christian faith (one of our values), this will be evident in many of the attitudes we express.

It will be important that you look forward to examining your goals, priorities and attitudes. It can be very exciting and challenging. Let's see what thoughts occur in your mind and then what action in your life that this thought process leads to. We're looking forward to being on this part of the journey with you. Thanks for being part of the program.

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	Introduction to the Program and the Course Why Manage Yourself? Introduction to Managing Yourself	The Meaning of Excellence What Does It Mean to Be a Christian? The Fish Market	Talents, Spiritual Gifts, Education and Abilities The Most Important Dimension of Excellence	Extending Self to Others Setting Goals: What Do You Want to Happen?	Setting Priorities and a Timetable Setting Strategies
2	The Prerequisites Break	(continued) Break	Serving God in the Workplace Understanding Values	(continued) Exercise to Set Goals Nurturing Excellence	Not Giving In The Spiritual Relationship Break
3	You Need to Set Goals Who Am I?	Applying Energy to Your Work	Break Two Gifts in One Productivity in the Workplace Personal And Career Planning and Scheduling	Break Keeping Perspective Discover Your Values Development of Priorities	Self-Discipline and Attitudes Paper on Attitudes Toward Work and Personal Life
4	(continued) Myers-Briggs Type Indicator Journal Entry	Personality Inventory Journal Entry	(continued) Coping with Stress Journal Entry	(continued) The Joy of Unmasking Journal Entry	Effective Personal Management Journal Entry Course Evaluation

STUDENT ASSIGNMENTS

All written assignments are to be handed in at the beginning of the class period for which they are assigned. It is suggested that you read the full chapter in the text first and then go back and answer the related study questions.

Week One

1. Read the Course Overview in the Student Guide.
2. Write and hand in an essay on "My Three Most Important Professional Goals."
3. Read the Preface and Chapters 1 and 2 in Oosting and prepare written responses to the following study questions:

Chapter 1, "Managing Yourself: The Prerequisites" (pp. 1-6)

What are some of the conclusions (assumptions) upon which the author has written this chapter?

Chapter 1, "Managing Yourself: The Prerequisites" (pp. 6-22)

1. What evidence do you have that you are "right with God"?
2. What was the last set of circumstances that caused you to think about "self" and what kind of person you have become?
3. How do you rate yourself as a risk taker? How well do you handle change?

Chapter 2, "Who Am I? Know Yourself" (pp. 23-42)

1. Complete a written response to "An Inventory Of My Past" which begins on page 27.
2. Complete at least step number one on page 39. Remember that these are tentative goals that you will refine later.
4. Read "Introduction To Managing Yourself" in the Course Pack and prepare a written response to the following study question for this chapter excerpted from the Douglass book:

What are the five things the author wants his readers to learn as a minimum? Explain each briefly.

5. Read "You Need To Set Goals" in the Course Pack and complete the blanks inside the article.

Week Two

1. Read the Foreword, Preface and Part 1 (Chapters 1, 2 and 3) in Johnston and prepare written responses to the following study questions:

Chapter 1, "Enough Is Enough!" (pp. 21-27)

What do we mean by the word "excellence"? Why is it difficult to define? Comment on Johnston's statement (p. 24), "Martin Luther King, Jr. was right: We *can* overcome, despite adversity, the trend toward mediocrity, and the temptation to rationalize our weaknesses. You simply cannot keep a good person down."

Chapter 2, "Competing Ideals: Excellence And Success" (pp. 29-35)

How does the author distinguish between excellence and success? Why is success so sought after?

Chapter 3, "The Greeks Had A Word For It" (pp. 37-43)

Why does the author refer to the Greeks in a book about excellence? Comment on the meaning and implications of the statement (p. 41), "*Arete* also had the power to broaden perspective so that narrowness and provincialism vanished."

2. Read Chapter 3 in Oosting and prepare written responses to the following study questions:

Chapter 3, "What Does It Mean To Be A Christian?" (pp. 43-55)

1. Complete "My Personal Christian Faith Statement" on a separate sheet to hand in.
2. Complete "My Christian Action Plan" on a separate sheet to hand in.
3. Read Lundin, Paul and Christensen (the whole book).
4. Score the Myers-Briggs Type Indicator and bring the results to this session.

Week Three

1. Read Chapters 4, 5 and 6 in Oosting and prepare written responses to the following study questions:

Chapter 4, "Talents, Spiritual Gifts, Education And Abilities" (pp. 57-66)

1. Identify and explain at least one spiritual gift that you possess.
2. What do you plan to do to gain further education?

Chapter 5, "Understanding Values: What Is Your System?" (pp. 67-99)

1. In the case study given on pages 90-94, what is your analysis of the ethical level of the behavior of Marvin Vandenberg? Explain your conclusions.
2. Compile a tentative list of five of the most important values in your life today. Remember that this will be explored further during the course and you might change your response later.

Chapter 6, "Coping With A Complex, Stress-Filled And Self-Centered World" (pp. 101-122)

1. Describe both a principle and a preference which guide your life. How are they different?
 2. After reading the section on "Our Stress-filled Culture," briefly describe three major causes of stress in your life.
 3. Complete the answers to the questions on pages 117-118 on a separate sheet to hand in.
2. Read Chapters 4 and 5 in Johnston and prepare written responses to the following study questions:

Chapter 4, "Understanding With An Open Mind" (pp. 47-62)

1. What does the author see as the "most important dimension of excellence"?
2. Comment on what Johnston means by the statement, "Excellence describes the very nature of God."

Chapter 5, "Pursuing With Fervent Heart" (pp. 63-75)

1. What does the author mean by "Two Gifts in One"?
 2. How does an altruistic motive affect excellence as seen by Johnston?
3. Read "Productivity In Your Work" in the Course Pack.
4. Read "Personal And Career Planning" in the Course Pack. Also complete "What I Enjoy Doing Most" in the Course Pack.

Week Four

1. Complete "Exercise To Set Career And Personal Goals" in the Course Pack.
2. Read Chapters 6, 7, 8 and 9 in Johnston and prepare written responses to the following study questions:

Chapter 6, "The Towel And The Cross" (pp. 79-90)

1. As a Christian what is the difference between a servant and a slave?
2. Explain what Johnston means when he says, "While it's hard to play second fiddle, we find that it is easy to fake servanthood."

Chapter 7, "Lowly But Not Losers" (pp. 91-104)

1. How does the Bible demonstrate the difference between simplicity and excellence?

2. Fill out the charts on pages 247-248 of Johnston about your internal and external simplicity

Chapter 8, "The Joy Of Unmasking" (pp. 105-118)

1. Do we all wear masks? How is it either good or bad depending upon the circumstances?
2. Johnston states, "Wearing masks in order to hide deep insecurities is unacceptable." Why is it unacceptable?

Chapter 9, "Webs Of Love" (pp. 119-133)

1. The author comments, "We are all born with a compelling need to belong. Belong we must—if we are to survive." What is the relationship between this need to belong and Christian love?
2. Look at page 132 in the text. Where would you place yourself on the chart? Explain how your church role supports your conclusion.

3. Read Chapters 7, 8 and 9 in Oosting and prepare written responses to the following study questions:

Chapter 7, "Extending Self To Others: Showing Compassion" (pp. 123-136)

1. Fill in some of the blanks on page 126 on a separate sheet of paper to hand in. Be prepared to discuss your choices in class. Were they all people who could extend themselves to others?
2. Ask yourself about each of the characteristics of the mature Christian (pp. 130-131). You do not need to hand in your answers but please note on the sheet that you hand in that you did complete this exercise.

Chapter 8, "Setting Goals: What Do You Want To Happen?" (pp. 137-150)

1. Jot down a few ideas about what might be included in your "personal vision statement." Refer to the commentary in Chapter 8 when preparing your thoughts.
2. Jot down a few ideas about what might be included in your "personal mission statement." Make it clear that you understand the difference between a vision and a mission statement.

Chapter 9, "Development Of Priorities: What Is Most Important?" (pp. 151-168)

1. Complete the exercise that appears on page 153.
2. Complete the answer to the question at the top of page 166.

4. Read "Keeping Everything In Perspective" in the Course Pack.

5. Read "Discover Your Value System" in the Course Pack and complete what is requested in the article.

Week Five

1. Read "Setting Priorities And A Timetable" and complete "Personal Goals" and "Career Goals" in the Course Pack.
2. Read Chapters 10, 11 and 12 in Oosting and prepare written responses to the following study questions:

Chapter 10, "Setting Strategies" (pp. 169-188)

Describe the strategies you might use to accomplish one of the goals you set earlier.

Chapter 11, "Self-Discipline And Attitudes" (pp. 189-206)

1. When you exercise "self-discipline," what is it that you discipline yourself to do?
2. How does conscience relate to values and behavior?

Chapter 12, "Effective Personal Management" (pp. 207-225)

1. Write a half-page commentary on one of the quotes at the beginning of this chapter.
 2. Which of the twelve prerequisites presents the most difficulty for you? Why is that and what are you doing about it?
2. Read Chapters 10, 11 and 12; "A Parting Word"; and Appendix C in Johnston and prepare written responses to the following study questions:

Chapter 10, "Refusing To Cry 'Uncle'" (pp. 135-148)

1. What is the relationship between Christian excellence and our convictions?
2. Refer to pages 137-139. Which of these convictions have you held? Give specific details and examples.
 - a. Convictions that are little more than superstitions.
 - b. Convictions that attract attention for a selfish ego.
 - c. Convictions generated by an unwillingness to accept change.
 - d. Convictions that are exclusively negative.

Chapter 11, "We Are All Gifted" (pp. 149-163)

1. Review Table 1 on page 159. Which of those gifts do you have at least to a minor extent? How many do you use?

2. Prayerfully decide on developing and expanding one of the spiritual gifts that you have. Think of and describe specific ways that you can begin at once to do this. Start and record your progress.

Chapter 12, "Daring to Act" (pp. 165-180)

1. What is the cost of daring to act?
2. What is the cost of not acting?

"A Parting Word" (pp. 181-183)

No assignment.

Appendix C, "Survey Of Christian Scholars And Leaders" (optional) (pp. 213-229)

Which statement in Appendix C is the most meaningful to you? Explain why you made this selection.

4. Read "The Spiritual Relationship" in the Course Pack.
5. Complete and hand in the paper on "Attitudes Toward Work And Personal Life" (see "Criteria: Attitudes Toward Work And Personal Life" in the Course Pack).