

Asbury College

Finding, Motivating and
Retaining People

Student Guide

ACHIEVE

Degree Completion Program



knowledge elements
educational products

(KEEP)

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TABLE OF CONTENTS

INTRODUCTION

Course Description	1
Learning Outcomes	1
Texts And Materials	2
Student Evaluation	3
Final Paper	4
Course Overview	5
Logistics Chart	6

ASSIGNMENTS

Student Assignments	7
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COURSE DESCRIPTION

The organization's effort to find, motivate and retain effective people who will have a commitment to being part of a team to accomplish organizational mission.

LEARNING OUTCOMES

The student will be able to:

1. State the need for an organization to recruit the people most suited to its mission.
2. Examine the role of a Christian organization involved in finding, motivating and retaining people.
3. Explain what it means to be "effective" in an organization including how people contribute to organizational success.
4. Describe how the culture of an organization affects its ability to motivate and retain its personnel.
5. Explore the relationship between human motivation and attitudes toward the workplace.
6. Express the need for workers to comprehend and accept the mission of their employers.
7. Consider the human potential of the individual with emphasis upon Christian faith and values.
8. Describe the role of creativity in helping people to help the organization.
9. Summarize how to build trust and commitment in the workplace and how it affects both people and the organization.
10. Explain how to build effective personal relationships in the workplace.
11. Articulate the role of leadership at all levels in organizations.
12. Describe the role of employee organizations.
13. Express the role of government in the workplace.
14. Consider and explain the quality movement and its impact on workers and organizations.

TEXTS AND MATERIALS

Texts:

Mulford, John E., and Bruce E. Winston. *The Word on Management*. Franklin, TN: JKO Publishing, 1996. ISBN 0-9645014-2-2.

Pfeffer, Jeffrey. *Competitive Advantage through People*. Boston, MA: Harvard Business School Press, 1995. Hardcover ISBN 0-87584-413-8; Paperback ISBN 0-87584-717-X.

Course Pack (2008). *Finding, Motivating and Retaining People*. Franklin, TN: knowledge elements, inc. Reference Number MGT17-01.

STUDENT EVALUATION

Students in this accelerated course will be evaluated by the College's standard grading system. Refer to the Student Handbook or the College Catalog for further details. The criteria for determining your grade will be as follows:

1. (30%) Completion of assigned written exercises and reading (see Student Assignments pages for exact assignments).
2. (20%) Participation in class discussion and group activities. The criteria will be the quality and quantity of the contribution to the group.
3. (40%) Final Paper—Refer to the next page for information on how the Final Paper is to be prepared. The Final Paper will be due one week after the final class period delivered to the College, sent by e-mail, or postmarked on that date. Turning in the Final Paper late will result in a penalty on the grade for the Final Paper.
4. (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 class session and may add to it at other times such as after reading an assignment or completing an exercise. The journal is to be handed in with the Final Paper.

Attendance: Any class missed must be made up. The student is obligated to contact the instructor to make suitable arrangements in case of any absence or tardiness. Unexcused absences and absences not made up will adversely affect the student's grade.

Late Work Or Work Not Handed In: Any written exercise or the Final Paper handed in after 6 p.m. on the due date 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.

The student is encouraged to take notes on how to respond to the Final Paper as he/she progresses through the course. This includes making notations in class notes or in the journal. The journal is intended to be a major help in producing the Final Paper and is to be submitted along with 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 only of 8½" x 11" white paper. A cover sheet should clearly indicate the student's name, course name, instructor's name and the date submitted. The Final Paper will be due one week after the final class period.

Respond to each of the following questions in writing.

1. What differences are there between a Christian and a secular organization in finding, motivating and retaining people? (Learning Outcome #2)
2. Identify at least five criteria by which effectiveness can be measured in an organization. (Learning Outcome #3)
3. Provide five mini-case studies (real or hypothetical) of how a person or group of persons was able to use creativity in helping the organization where they work to achieve its mission. (Learning Outcome #8)
4. Identify five ways in which trust and commitment can be built in the workplace and how such trust and commitment affects the organization and the people who work there. (Learning Outcome #9)
5. Identify five methods that can be used to build effective personal relationships in the workplace.

COURSE OVERVIEW

Organizations function because of the people within them. In this course we will examine how people can be effective in the roles they assume in organizations as they work toward the accomplishment of the organizational mission.

The organization needs people within it to function well. People need the organization to function well in order to assist them in their specific functions. Both high-quality performance (which comes only from high-quality or highly motivated people) and a high-quality organization will lift the other toward excellence. It is a little like the baseball player who joins a championship team and finds that his own performance improves.

A word about the texts. *The Word on Management* by Mulford and Winston is a compilation of verses in the Bible arranged topically by their reference to management. Because the Bible tends to address issues through individuals rather than organizations or other structures, much of this Scripture relating to management also relates to people in management.

The second book, *Competitive Advantage through People*, is written by Jeffrey Pfeffer who is recognized as one of the brightest thinkers about people in organizations. His comments will be seen by you as insightful, interesting and valuable.

There are three videos used in the course, and they are all from the Stanford University Graduate School of Business. They are included to provide some insight into people issues in organizations. *Building a Resilient Workforce as a Competitive Advantage* presents the concept of a workforce that is self-reliant and tied to organizational mission. *Mobilizing Commitment in Your Organization* is presented to bring out the best in people by looking at what will motivate people you already have through creating a corporate culture that encourages commitment, trust and coordination.

The third video, *Growing a Company by Retaining Top Talent*, explores how key people in any organization are essential to its success. Of the five "criteria essential to maintain corporate growth," the presenter, Raymond J. Lane, lists "smart people willing to take risks" and leadership as two of them.

In addition, a number of articles from various sources that appear in the Course Pack are assigned to illustrate a point, help you to understand another point of view or introduce new or changing scenarios. Each reading assignment has a study question which you are to prepare in writing and present to your instructor at the time you enter the classroom each week.

Think about how the principles and practices in this course relate to the place where you work or used to work. There are many opportunities for you to apply what you are learning the morning after the class session.

LOGISTICS CHART

Hour	Week 1	Week 2	Week 3	Week 4	Week 5
1	Introduction to the Course Sources of Sustained Success	How to Build Workplace Trust Slow Learning and Unrealized Potential	Interpersonal Relations in the Bible Overcoming History	Employee Organizations and Workplace Reform Diversity in the Workplace	The Promise of the Quality Movement Growing a Company by Retaining Top Talent
2	Promote Respect, Develop Trust Recovering Workaholics Break	(continued) Keep It Holy The Purpose and Practice of Work Break	(continued) Motivating the Dilberts Break	(continued) Measuring Character in Applicants Fighting Words	(continued) Working from Home
3	Building a Resilient Workforce	Wrong Heroes, Wrong Theories, Wrong Language Mobilizing Commitment	Warning for White-Collar Workers Labor Laws, Litigation and Lawyers	Break Recognizing the Impact of Government	Break Making the Change
4	What Effective Firms Do with People Journal Entry	(continued) Journal Entry	(continued) Seven Traits of Effective Leaders Journal Entry	Resistance from Within Journal Entry	Interpersonal Relations Journal Entry Course Evaluation

STUDENT ASSIGNMENTS

Week One

1. Read the Course Overview in the Student Guide.
2. Read Pfeffer, Chapters 1 and 2, and complete written responses to the following study questions:

Chapter 1, "Sources of Sustained Success"

What are the "real sources of success" in the organization where you work?

Chapter 2, "What Effective Firms Do with People"

What is the "overarching philosophy" in the place where you work?

3. Read "Promote Respect, Develop Trust" and "The Rebalancing Act" in the Course Pack and complete written responses to the following study questions:

"Promote Respect, Develop Trust"

Identify at least two concepts that Burkett would like to see more of in the workplace.

"The Rebalancing Act"

What was the philosophy of balancing work and family that Liz developed?

Week Two

1. Read "How to Build Workplace Trust" and "And Keep It Holy" in the Course Pack and complete written responses to the following study questions:

"How to Build Workplace Trust"

Which of these four "elements of trust building" is most needed in the place where you work?

"And Keep It Holy"

How does David Green interpret "running your business on biblical principles"?

2. Read Pfeffer, Chapters 3 and 4, and complete written responses to the following study questions:

Chapter 3, "The Evidence for Slow Learning and Unrealized Potential"

Which of the companies cited in this chapter did you find the most interesting and why?

Chapter 4, "Wrong Heroes, Wrong Theories, Wrong Language"

What type of manager was Frank Lorenzo?

3. Read Mulford and Winston, Part II, and complete a written response to the following study question:

Comment on Ecclesiastes 3:13 as it relates to your work.

Week Three

1. Read Mulford and Winston, Part IV, and complete a written response to the following study question:

What does the Bible say about listening to others?

2. Read Pfeffer, Chapters 5 and 6, and complete written responses to the following study questions:

Chapter 5, "Overcoming History"

What are "Taylorist principles"?

Chapter 6, "Labor Laws, Lawyers, and Litigation: Friends or Foes of Work Place Change?"

Look at the posted labor regulations required by the state at your place of work. What is the emphasis of what is posted? Make specific references.

3. Read "Dealing with Dilberts," "Reinvent Yourself before You Are Reinvented" and "The 7 Traits of Effective Leaders: How Many Do You Share?" in the Course Pack and complete written responses to the following study questions:

"Dealing with Dilberts"

Take one of the five suggestions and comment on its appropriateness for your workplace.

"Reinvent Yourself before You Are Reinvented"

What are white-collar workers being warned about by Mackay?

"The 7 Traits of Effective Leaders: How Many Do You Share?"

Which of the seven traits is the greatest problem for you and why?

Week Four

1. Read Pfeffer, Chapters 7 and 8, and complete written responses to the following study questions:

Chapter 7, "Employee Organizations: Their Effects and Role in Work Place Reform"

Describe the relationship between union member and the union as described in this chapter.

Chapter 8, "Resistance from Within"

In your place of work, what is the greatest source of resistance or inertia within the organization when considering change?

2. Read "Diversity and Its Discontents," "How to Measure Character in Your Applicants" and "Fighting Words" in the Course Pack and complete written responses to the following study questions:

"Diversity and Its Discontents"

How does the article use the term *rankism*?

"How to Measure Character in Your Applicants"

How does the author define *character*?

"Fighting Words"

How is this a broader issue than one restaurant in Arizona?

Week Five

1. Read Pfeffer, Chapters 9 and 10, and complete written responses to the following study questions:

Chapter 9, "The Promise of the Quality Movement"

What is the effect of the Malcolm Baldrige National Quality Award?

Chapter 10, "Making the Change"

List one of the "ways of thinking" introduced by Pfeffer in this chapter that could be helpful to an organization wishing to achieve competitive advantage through its relationships between and among its staff.

2. Read "Working from Home" in the Course Pack and complete a written response to the following study question:

What is the biggest challenge to working at home as seen by the author and how should a person overcome this challenge?

3. Review Mulford and Winston, Part IV (previously assigned), and complete a written response to the following study question:

Of the Scriptures assigned here, which one had the most immediate significance for you and why?