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**TEACHING HUMAN RESOURCES MANAGEMENT: ITS
IMPLICATIONS FOR SEVENTH-DAY ADVENTIST
EDUCATORS**

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INTRODUCTION

Human Resources Management is a new discipline which has already separated from business courses. It has gained wide prominence because of the fact that man is considered the most important asset in the organization. Besides, man is a special creature created in the image of God.

The objective of this study is to provide some guidelines for the wholistic training of students who will become prospective leaders or workers in business, church, home, or community, in order for them to serve effectively, by nurturing their minds with the best Christian education, specifically in Human Resources Management. Thus, this will develop in the students the desire to be people-oriented, without sacrificing their work which could merely be profit-oriented management.

Furthermore, this paper will deal with the basic functions of Human Resources Management which are applicable to Adventist organizations and enterprises. No compromise must be given to HRM basic functions if they are not congruent with the standard of biblical revelation. Some basic recommendations will be given at the end to keep the SDA perspective in the Human Resources Management.

THE MEANING AND SCOPE OF HUMAN RESOURCES MANAGEMENT

HRM in the organization plays a very important role. For as long as people are needed in it, HRM is of equal importance. Martirez defines HRM as:

The art and the science of acquiring, motivating, maintaining, and developing people in their jobs in the light of their personal, professional, and technical knowledge, skills, potentialities, needs and values and in synchronization with the organization's philosophy, resources, and culture for the maximum achievement of individual, organizational and society's goals(1988:6).

The acquiring function of HRM includes human resources planning, recruitment, selection, and placement. The maintenance aspect includes orientation, compensation administration, performance evaluation, discipline, promotion, and separation. Finally, the development functions include, among others, training and development (Martirez, 1988:117-301).

TWO OUTLOOKS OF HRM ON WHAT IS MAN

The Popular View of Man

The human resource has been viewed as the most important asset in any organization, and the accomplishment of its goals depends upon men. The ability of the company to compete may well depend on man, as he is the planner, the organizer, the controller, and the decision-maker. Man is also the producer, the marketer, and the financier. Toedt, et al. add that people make the plans and carry them out; machines exercise no judgement or skills, nor are materials converted to products without men (1962:4).

Without man, organizations cannot exist. Even in highly automated plants, people are nevertheless required to coordinate and control the plant's operations. Indeed, man overlies all other resources and is a major determining factor of organization's eventual success or failure (Alpander, 1982:32).

Knudson says that since man is the key to the organizational success, man should be managed carefully (1963:1). He further says that man is the most difficult resource to deal with. He even claims that it is easier to work with inanimate things than with human beings (1963:6). However, Mathis and Jackson point out that proper management of man can be a major source of productivity improvement (1985:6). Similarly, Cascio believes that an effectively managed and developed human resources would provide long-term rewards to the organization in the form of greater productivity (1986:4-5).

The Seventh-day Adventist Perspective of Man

On the other hand, Berkouwer describes man as a creature created in the image of God, upright

and perfect in everyway, fully prepared for every good work, placed in the midst of the world, actively and dynamically there to fulfill his calling (1982:9).

Likewise, Hill in his book Being Human describes man as a living thing, blessed and commissioned by God to have dominion over the fish of the sea, the birds of the air, and every living thing that moves upon the earth (1988:42-43).

However, man fell to sin. But, despite man's sinfulness, God still loves him by sending His Son to save him. This means that man is the object of God's love and his worth is measured by the price Jesus paid at the cross to give man a chance to restore his relationship to his Creator. In the language of Paul in Romans 8:29, God is conforming us into the "image of His Son."

Therefore, man is not only an important asset but a special creature endowed with the power to think, the power to do and the power to choose (White, 1903:26).

The Adventist view emphasizes that man should not only be managed carefully but should also be managed and treated as a child of God, the king of kings, not just an ordinary creature. Man is not seen as a background of profit and production but as a moral and ethical person whose values and judgment are to be highly respected; and whose feelings are more important than things and progress. For without man as a partner in any organization, everything will be a futile exploit of production and business.

AREAS COVERED BY HRM AND ITS IMPLICATIONS FOR ADVENTIST EDUCATORS

Human Resource Planning

Human Resource Planning is an effort to anticipate future business and environmental demands in an organization, and to provide the personnel to fulfill that business, and satisfy those demands (Cascio,1986:145). Without plans, estimation of human resource needs are reduced to mere guesswork (Robbins, 1987:53). Planning, therefore, includes forecasting the number of job vacancies that will occur and foreseeing how to fill them in order to minimize personnel shortage in future years

(Sayles and Strauss,1981:101).

Knowing that this is the first function of HRM, the teacher must emphasize to his/her students what Ellen White says; that the Lord's business demands order through proper planning (1917:495). And as they plan for human resources needs they must always seek the help of the Lord through fervent prayers that the Lord will guide, strengthen, and enlighten them (White, :73). With this, planning will not be too hard and impossible.

Recruitment

Recruiting includes a set of activities an organization uses to discover and attract potential candidates, at the least cost and time, who have the abilities and attitudes needed to help the organization achieve its objectives (Robbins, 1987:74).

Generally, the recruiter wants to see and know the boy/girl scout manual, ambition, poise, sincerity, trustworthiness, articulateness, analytical ability, initiative and interest of the applicant to the organization. Second, the recruiter wants to see whether the applicant looks like a businessperson - neat, clean, and not sloppy. Third,he desires to get acquainted with the applicant's ability to explain her/his marked deficiencies. Fourth, he wants to know if the applicant can articulate the importance of what he/she has done in terms of the job for which he/she is interviewed and in terms of his/her own growth or learning (Lear, 1988:44). Lastly, the recruiter wants to know the applicant's academic excellence and involvement in extra curricular and community activities (Amante, 1989:32-35).

SDA teachers must teach their students not only to follow such guidelines in recruitment but to also to pay attention to the reminder in the book Education:

The greatest want of the world is the want of men. Men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not feat to call sin by its right name, men whose conscience is as true to duty as the needle to the pole, men who will stand for the right though the heavens fall (White, 1903:57).

From the above statement, any institution which employs the services of man's skills and knowledge must consider five major categories of recruitment.

First, being a principled man who will not be bought or sold. This means that integrity is a priority in the countdown of qualification for admission.

Second, is personalized motivation - "true and honest". He has the willingness to do the work not because he is paid but because he is doing it as service to himself, to others and to his Creator.

Third, protesting against the compromise to evil by calling sin by its right name. Deceit and corruption are eyesores to his value judgement. Any offer leading to it is to be shunned as leprosy.

Fourth, prioritizing commitment, and that is by being true to duty. Men love their work because their work is a God-given trust.

Fifth, practicing Godliness by standing for the right. As long as he is right in the sight of God, no amount of argument or persuasion can change his stand to be on the side of truth, even if it means life and death.

Selection and Placement

The selection process is the heart of an organization's human resources program (Seyforth, 1991:124). It begins once a pool of suitable applicants is created through recruiting. Then from a list of applicants, the persons who best meet the criteria for the position available, considering current environmental conditions, are chosen. In other words, the selection process requires a job-person match in which the job content, individual skill, required and preferred behaviors are considered (Dorcth, 1989:49-54).

Since selection involves matching applicants to jobs, decision-makers are required to have (a) access to information about the applicants; (b) the position to be filled; and (c) the criteria for selection (Seyforth, 1991:42) Lack of information about these factors leads to poor quality selection decision.

Information about the applicants comes from different sources: application form, transcript of record, references, tests, interviews, and physical examinations (Seyforth, 1991: 70-71).

When Jesus chose his disciples he took them as they were, with their human element in their character, and trained them for His service. They were not chosen because they were perfect, but notwithstanding their imperfections, that through the knowledge and practice of the truth, through the grace of Christ, they become transformed into His image (White, 1940:294).

The SDA administrator would do well to consider the following characteristics, suggested by Ellen White, in the choice of workers:

1. Men of good repute,
2. Men who give evidence that they have not only a knowledge of the scriptures, but an experience in faith, in patience, in meekness that they may instruct those who oppose the truth,
3. Men of thorough integrity, not novices, but intelligent students of the Word able to teach others also,
4. Men who in character, in words, in deportment, will be an honor to the cause of Christ (1948:413).
5. Men who are well-disciplined, cultivated young men and women in our schools,
6. Men who have high intellectual culture (1948:206).
7. Men who have God-given powers of organization that are needed in the carrying forward of the work for these last days,
8. Men who can take the management of institutions,
9. Men who can act as leaders and educators in our conferences,
10. Men who can look ahead and discern the work that needs to be done,
11. Men who can act as faithful financiers,
12. Men who will stand firm as a rock to principle in every peril and crisis that may arise.
13. Men who are earnest, and humble to carry the truth to the higher classes,
14. Men who are imbued with the missionary spirit and who will not fail nor be discouraged (1948:80).
15. Men of intelligence connected with His work,
16. Men who are consecrated,
17. Men who will carry the principles of truth into every business transaction, and
18. Men who possess warm, kind hearts, cool heads, sound sense, and unbiased judgement (1948:248).

Teachers must implant in the minds of the students that selecting workers must be done with great care. Let them choose men with an earnest

prayer and humility that their decisions might be guided by the Spirit of God.

Orientation

The success of new employees is greatly influenced by the orientation they are given to the new position. This involves planned activities that equip them with knowledge, skills, and attitudes enabling them to function effectively and comfortably in the work setting. It gives them some feeling for the significance of the work they will be doing, helps them to overcome fears and anxieties that are bound to arise in a new job, and makes them feel a part of the group (Harris, 1985: 162).

Students must be taught that as managers they will assume their first responsibility to a new worker during the orientation process by explaining the institution's history, goals, and organizational structure; policies and practices, rules and regulations. The purpose is for the newly hired worker to start his job in the right direction.

Christian managers must believe that in orientation, telling is not teaching and listening is not learning. Swindoll suggests a five-step program to help new employees: tell him what, tell him why, show him how, help him get started, and help him keep going (1986:36).

Compensation Administration

Compensation is a form of a reward for performance, effort, seniority, skills held, job difficulty, and discretionary time (Robbins, 1987:263). As long as compensation is fair, adequate and equitable, it attracts good applicants. It affects workers' productivity and their tendency to stay with the organization, increases employees' commitment, motivates them to perform role-related tasks and to respond with innovative behaviors, and creates incentives for continued growth (Webb, 1987:321).

Although the concept of compensation is a form of reward in exchange for the services rendered, students should understand God's ideal for pay. Luke 3:14 says "... be content with your pay/wages." Hebrews 13:5 says "... be content with such things as ye have: for he that hath said, I will never leave

thee, nor forsake thee." The same thing is true in 1 Tim. 6:10, "For the love of money is the root of all evil...."

However, Ellen White says that there should be a true estimate placed upon talent. Those who exert less effort should receive no greater compensation than those who exert more (1948:559).

Performance Appraisal

It is concerned with how well someone is doing an assigned job. Basically, during the process, the employees become aware of any performance deficiencies that they may have and are informed of what they must do to improve performance (Castetter, 1986:318).

SDA teachers must emphasize the importance of evaluating the performance of the workers -- to help them improve their performance and not to speak hasty words of criticism and judgment (Rock, 1990:21). However, Kerbs points out that it is unwise to be "too right"; to be so accurate that one becomes obnoxious. He further advises to resist the urge to straighten people out, if there is no real principle at stake (1967:16-20).

On the other hand, Ellen White counsels managers to be courageous to rebuke a worker when he is doing wrong, and most especially to evaluate his strengths and weaknesses (Rock, 1990: 22-23).

Training and Development

Training is an effort conducted by the employer to provide opportunities for the employees in acquiring job-related skills and knowledge. This is to avoid professional obsolescence which is a major reason for the decline in the performance of workers, to create an on-campus environment conducive to enhancing professional growth for faculty and staff, to improve instructional methods and delivery, and to assess changes as they occur and develop plans to meet the changes, to attain greater productivity, lower costs, and higher profits; to improve performance of employees who perform unsatisfactorily because of a deficiency in skills; to promote job competency; to help managers attain high goals in spite of personal conflicts, vague policies

and standards, scheduling delays, inventory shortages, high levels of absenteeism and turnover, union-management disputes, and a restrictive legal environment (Glueck, 1978:336).

However, SDA teachers must make it a point to tell students that every worker is granted the privilege of improvement not only to shape their course as best to please their own inclination but obtain a knowledge of Christ and His mission, and the work they have to perform. All their powers must be brought under the control of the great Teacher. Every faculty of their mind, every organ of their body must be kept in as healthy a condition as possible, so that the work of God shall not bear the marks of their defective character (White, 1948 :107). White further says that many workers feel that they are fitted for the work when they know scarcely anything about it. If such are allowed to start out to labor in self-confidence, they will fail to receive that knowledge which it is their privilege to obtain, and will be doomed to struggle with many difficulties for which they are entirely unprepared (1948:107).

In training, the study of the Bible should be first priority. At the same time, there should be a systematic training of the mind and manners that students may learn to approach people in the best possible way. All should learn how to labor with tact and with courtesy, with the Spirit of Christ. They must never cease to become learners but must ever continue to dig for truth and for the best ways of working, as they would dig for buried gold (White, 1923:108).

Discipline

Discipline is a means that management uses to bring employees' behavior under control (Sison, 1991:201). It is not equated with punishment alone, but with the idea of impressing upon the employee the need to do things in a prescribed manner.

Teachers must impress on their students that when they are managers, one of their major responsibilities is to do the work of correction. They should not keep silent for the fear of injuring their influence because souls are being beguiled. Satan is using every advantage that he can obtain to cause souls to become clouded and perplexed in regard to the work of the church, the work of

God, and the words of warning which He has given through the testimonies of His Spirit. However, the manager should be very careful to act righteously and wisely. He should not denounce the erring harshly. Harsh measures should not be resorted to, because milder means will be more effective. Milder means may be used most perseveringly. If these do not succeed, waiting patiently and praying for those concerned can accomplish more (White,1951:70).

However, White encourages self-discipline among the workers. She said, "Men of principle need not restrictions...they don't need to be watched and guarded...."(1951:410).

Promotion

Promotion is a form of a reward given to a deserving employee when there are new jobs open perceived to be an upward change of positions, with higher pay and authority (Cherington, 1987:220).

Christian teachers must always inculcate in the minds of the students that promotion should not be seen as a result of working hard. Instead, it has to be viewed as the result of God's direction to the person. Kerbs says that "promotion cometh from God", and thus he puts down one and sets up another. He further says that the best way to get out of a lowly position is to be consistently effective in it (1967:101). Satan selects his disciples when they are idle but Christ chose His when they were busy at their work. It is those who perform faithfully their appointed work day by day, who in God's own time will hear His call, 'come up higher'. People who are promoted must not be contented with their present performance and activity. Swindoll says they must continue to grow in both personal and spiritual life. In the performance of their jobs, they still need to pray and to obey God's direction. Pride and laziness should be eliminated from the hearts of promoted individuals. Instead, humility, Godliness, and prudence should prevail in their lives (1986:35-36).

Separation

Separation is the termination of employment motivated by disciplinary, economic, business or personal reasons which could be voluntary or involuntary

(Werther and Davis, 1985:220).

This passage should be made understood to the students:

The halfhearted and worldly, those who are given to gossip, who dwell on the faults of others, while neglecting their own, should be separated from the work (White,1948:202).

In addition, White says that the self-sufficient, satisfied with themselves, can well be spared from the work of God (1948:143).

However, Christian leaders should exercise caution in transferring workers. No abrupt changes should be made. Often when workers become dissatisfied and are not encouraged to make a success of their work, they are sent to another place. There, they take with them the same traits of character that in the past have marred their work (White,1948:280). Therefore, no changes of management should be made abruptly in such a way as to bring discouragement to those who have labored earnestly and successfully to bring the work to a degree of progress. God will not sanction anything done to discourage His faithful servants (White,1948:202).

RECOMMENDATIONS TO ADVENTIST EDUCATORS

1. Orient students of HRM with Biblical and Spirit of Prophecy views of man . This is foremost in class discussions and interactions. The dignity and value of the human being must be clearly understood by students, by precept and example.

2. Provide practicum for HRM students which are relevant in forming their own perspective of their future work as managers and controllers. This means that the school itself will be a laboratory where the treatment of workers and employees is transparent.

3. Involve HRM students in the actual process of preparing materials to be used in human resource planning, recruitment, selection and placement, orientation, compensation administration, performance appraisal, training and development , disciplinary measures, promotion and separation schemes. This will enhance competence on the part of the student as he perceives his future work in

management. This step must be supervised by a committed and consecrated mentor of the Human Resources Management class.

4. Organize HRM students into a professional club which will be geared to the adherence of Christian values and concept through club retreats, seminars and workshops while pursuing their degree.

5. Assess the valuing process of HRM students through case studies and frequent interviews. Instruments to be utilized must be prepared by dedicated mentors who adhere to the SDA view of man.

6. Allow students to formulate functional principles of their own which reflect the high standard of Christian values. This will be accomplished by research.

7. Lastly, Adventist schools offering HRM courses must be very careful in selecting the faculty whose orientation and emphasis is to uphold the SDA philosophy on human beings. The teacher is the key in the achievement of a high quality of HRM students whose perspective is seen from God's point of view.

CONCLUSION

The HRM course is an important area that poses a challenge to our collegiate schools today. Helping to understand man in the context of work and employment is the main thrust of HRM. Dealing with man as a social creature and as a created being of the Almighty presents a problem for the Adventist teacher. Dualism must be avoided by the teacher in presenting man to his students. It is vital that Adventist educators who are involved in teaching the HRM course must be fully aware of our Adventist position on what man is and is capable to direct his or her student in formulating his/her own Christian way of managing and treating man as a candidate for heaven like himself. It is vital that future managers produced by our institutions see the value of the soul of its employee. This means that every student must internalize the perspective seen from God's point of view. This is the one way for HRM mentors to do their job of integrating faith and learning.

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JORDAN MANAGEMENT CONSULTANTS

Jerusalem

To: Jesus, Son of Joseph
Woodcrafters Carpenter Shop
Nazareth

From: Assessment Division

Dear Sir:

Thank you for submitting the résumés for the 12 men you have picked for management positions in your new organization. All of them have now taken our battery of tests, and we have not only run the tests through our computer, but also arranged personal interviews for each of them with our psychologist and vocational aptitude consultants. The profiles of all tests are included, and you'll want to study each of them carefully.

It is the staff's professional opinion that most of your nominees are lacking in background, education, and vocational aptitudes for the type of enterprise you are undertaking. They do not have the team concept. We would recommend that you continue your search for persons of experience in managerial ability and proven capabilities.

Specifically:

- Simon Peter is emotionally unstable and given to fits of temper.
- Andrew has absolutely no leadership qualities.
- The two brothers—James and John—the sons of Zebedee, place personal interests above company loyalty.
- Thomas demonstrates a questioning attitude that would tend to undermine morale.
- Matthew has been blacklisted by the Greater Jerusalem Better Business Bureau.
- James and Thaddaeus have definite radical leanings, and both registered a high score on the manic-depressive scale.

One of the candidates, however, shows great potential. He's a man of ability and resourcefulness, meets people well, has a keen business mind, and has contacts in high places. He is highly motivated, ambitious, and responsible. We recommend Judas Iscariot as your comptroller and right-hand man.

All of the other profiles are self-explanatory.

**God does not always call the qualified,
but is faithful to qualify the called.**