

LESSON 9 Leaders Are Motivated and Motivate Others

Two Bible school students were looking at a notice on the bulletin board. It said: “All Christian workers are invited to attend a special conference on BURN-OUT. A Christian psychologist will give help and advice from the Bible and from his many years of experience.”

“What does that mean?” asked the young man.

“I was reading a book about it,” the young woman answered. “The word *burn-out* is used to mean apathy, to give up, become languid and depressed, just generally lose interest in your work. The author of this book says it is hard to keep workers motivated. They start out with enthusiasm, and then they seem to lose interest or get tired and depressed. The conferences or seminars are to help Christian workers who have this problem.”

“I can’t believe such a thing,” the young man declared. “How could anyone get tired of doing the Lord’s work? It is the greatest privilege we have! Besides, it is a calling. Isaiah says: ‘Those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint’” (Isaiah 40:31).

How do we feel about this subject? Have you ever felt weary and depressed, while at the same time you sincerely wanted to do the Lord’s will? Have you, in a position of leadership, found workers starting out well on a project and then leaving it unfinished?

These questions are related to what is generally called motivation, which is the topic of this lesson. We will look at the

example of the apostle Paul and then consider some theories and ideas of modern scholars.

Lesson Outline

- A. Paul—Committed and Consistent Leader
- B. Dangers and Depressions in Christian Work
- C. Motivation—Key to Successful Leadership
- D. How Leaders Motivate Others
- E. The Goal Is Worth the Race

Lesson Objectives

When you finish this lesson you should be able to:

1. Explain the importance of leadership behavior in Paul's experiences.
2. Recognize behavior and attitudes that endanger effective leadership.
3. List some factors that contribute to depression and apathy in Christian work.
4. List steps Christian leaders can take to renew their motivation.
5. Classify examples of major theories of motivation.
6. Explain three types of response to leadership.
7. Distinguish leadership behaviors that are effective in motivating workers.

Learning Activities

1. As background for this lesson, read the following Scriptures: Numbers 11:26–29; Isaiah 40:28–31; 50:4; Luke 22:31–34; John 21:20–22; Acts 14:11–15; 20:22–28; 21:37–22:10; 27:1–2, 13–44; Romans 8:35; 1 Corinthians 9:27; 11:2; 12:4–11; 2 Corinthians 7:14; 11:25–29; 13:10;

Galatians 6:1–10; Philippians 3:13–14; 2 Timothy 4:7–8;
1 Peter 5:1–11.

2. Work through the lesson development and answer the study questions in the usual manner. When you have finished, take the self-test and check your answers.
3. After you take the self-test, review Lessons 7–9 (Unit Three). Then complete the *Unit Three Evaluation* and check your answers with the key in the back of this book.

Key Words

ambition	environment	morals
apathy	favoritism	mystical symbols
centurion	indulge	panic
chants	internalize	poise
compromise	languid	rank
custody	martyr	sensation
depressed	morality	serene
depression(s)		

A. PAUL—COMMITTED AND CONSISTENT LEADER

Objective 1. *Explain the importance of leadership behavior in Paul's experiences.*

The writer of the book of Acts says that in his former book he wrote about all that Jesus began to do and to teach. In Acts, he would tell some of what Jesus continued to do and teach through the Spirit-filled followers of Jesus. Acts is chapter one in the history of carrying out the commission Jesus gave. As Jesus said, it was better for Him to go away, after His earthly part of the work was done. Then, the Holy Spirit, with no limitation to one earthly body, would work through the many who make up the universal body that is the church. With what joy and dedication those first disciples went forth! And because their purpose was to accomplish God's purposes, working with and through people, their qualities and behaviors were, in every case, those of effective leadership, as we have seen.

One of the most remarkable examples of the nature and importance of leadership behavior is the account of Paul's arrest in Jerusalem and his journey in chains to Rome. Can we begin to imagine the degree of faith, commitment, and poise demonstrated that day Paul was seized? Dragged from the temple by rioters, arrested by soldiers, and bound with two chains, he had to be carried by the soldiers to escape the mob's violence. And calmly, he asked, using the best of speech and dignity of manner, "May I say something to you?"

Then, when he had received permission from the commander, he stood on the steps and motioned to the crowd to be quiet. Complete silence resulted. This was neither a mere show of courage nor the resignation of a martyr. This was the presence of a leader chosen by God, acting in the power of God to influence people's behavior. God could have struck the people dumb or even struck them dead, but He chose to have a human instrument whose behavior could be recorded for all of us as a pattern.

Paul did not begin to scold or threaten the people. He did not preach a sermon or demand to be recognized as God's

messenger. First, he sought to identify with the Jews, then he gave his own testimony of conversion. He was fearless in his presentation of the truth but objective and serene in his manner.

It will be to your advantage to read the entire account from the Bible, but here we will mention only a few more major points. As Paul defended himself, rulers and chief officials listened to him with respect, even though he was their prisoner. He continued to state facts forcefully and to repeat his conversion experience with power that deeply affected his hearers. He demonstrated knowledge of the law and his rights as a citizen without any loss of self-control or show of bitter self-pity.

Finally, on the ship starting for Rome, Paul was placed in the charge of a centurion who seemed to treat him more as a co-worker than a prisoner. Imagine again: Paul standing in that storm-tossed ship, giving advice to those who held him in custody. He assured them of God's protection.

Why did they respond to him? He did not speak of God in exotic ways or use mystical symbols or chants. He did not cry out to God in a dramatic fashion. He simply acted in the role of a Spirit-guided leader. He spoke in terms people understood, with an authority they could not resist. He kept some of them from abandoning the ship. He used practical wisdom, telling them to eat so they would be physically able and have a more cheerful outlook in the time of danger. Throughout the experience, he showed concern for their needs; he kept them working together toward the goal of saving all their lives.

And they all made it safely to shore. They built a fire and warmed themselves from the cold rain. We are not told that anyone said, "Thank you, Paul." But to us it is clear that the Lord had preserved their lives, and Paul had been His instrument. It is obvious, too, that the method God used was a demonstration of magnificent leadership.

Once again, we are taught the thrilling lesson of God's ways with His people. He could have saved the ship with a miracle of

calming the sea or guiding the vessel through the rocks to a quiet landing on the sand. When you think about this, how do you feel about the privilege and responsibility of being in a position of Christian leadership? In what respect does it make you feel uplifted? In what respect does it make you feel humble?

Application

- 1** Consider seriously the questions we have just asked. Ask the Lord to open your understanding and appreciation. Then write your answers in your notebook.
- 2** Turn back to Lesson 1 and review the section “What a Leader Is Like.” Then find in Paul’s experiences and words examples of each trait or quality mentioned below and cite the appropriate Scripture reference(s) for each.
 - a)** Empathy
 - b)** Goal achievement
 - c)** Competence
 - d)** Emotional stability
 - e)** Group membership
 - f)** Ability to share leadership
 - g)** Consistency and dependability
- 3** The importance of leadership behavior in the experiences of Paul is expressed correctly by which of the following statements?
 - a)** Paul’s behavior as a leader is important because the authority he wielded and the uses of power he employed opened doors that would not have opened to any other approach.
 - b)** The apostle’s greatest asset as a leader is seen in his ability to manipulate people, for it enabled him to achieve his goals.
 - c)** The importance of Paul’s behavior as a leader is this: God used Paul’s behavior to influence people positively toward the claims of the gospel.



B. DANGERS AND DEPRESSION IN CHRISTIAN WORK

Objective 2. *Recognize behavior and attitudes that endanger effective leadership.*

We have had a glimpse of Paul as a leader while in prisoner's chains. This gives us a view quite different from the usual image of the leader as a strong and popular figure. Elsewhere in his writings, Paul writes that his position brought with it many dangers and discomforts. He does not complain about this. On the contrary, his attitude is that to mention his trials is to "boast" of what he is privileged to suffer for the sake of the ministry God has given him (2 Corinthians 11:25–29). The lesson for us at this time, however, is that we must be aware that dangers and discouragements exist in the life of every leader.

The dangers we face usually are quite different from those mentioned by Paul. There may be some physical threats to us in times of war and persecution, but more often we are threatened with dangers to our spiritual lives, our joy in the Lord, and our success in reaching Christian goals. Most of these dangers can be placed within one of two classifications. The first classification involves too much self-interest and personal ambition. This is a problem of *wrong motives*. The second classification involves too much self-doubt, self-criticism, and discouragement. This leads to depression, apathy, and what psychologists call *burn-out*. It is a problem of *insufficient motivation toward the goal*.

Dangers Involving Wrong Motives

Review 1 Corinthians 3 and 1 Peter 5:1–11.

1. *The ego–personal pride.*

Almost any position of leadership brings with it the condition of being elevated over other people. Instead of keeping their attention centered in the work, some leaders begin to compare themselves with others. They begin to speak as though the work belonged to them. They speak of themselves, saying, "My project," "My office," "As your leader I must insist that you. . . ."

They become very sensitive to criticism and tend to ridicule or ignore opinions different from their own. They expect to be given special privileges and public honors. Sometimes they even become proud of their spiritual gifts. We notice that both Peter and Paul give us strong warnings against the awful spiritual shipwreck that can result from personal pride.

2. Overconfidence.

We learned from Peter of this danger, as well. It is related to pride but is different in that leaders may believe they are exercising faith. They may know that they have more experience, both as servants of the Lord and in regard to the task, than anyone else in the group. They expect others to accept their decisions and rely upon their judgment. This is required to a degree in leadership, but when leaders refuse to admit that they may be wrong and insist upon doing everything their own way, they are in danger of losing their effectiveness. We must remember that standing up for our convictions is not the same as being stubborn.

3. Popularity and praise.

Paul became extremely upset at the prospect of himself, or any man, receiving praise that is due only to God. “Do not deceive yourselves,” he exhorted the Corinthians. “No more boasting about human leaders!” (1 Corinthians 3:18–23). We remember, also, that Paul and Barnabas tore their clothes and rushed into the crowd at Lystra, vigorously rejecting the praise of those who would call them gods (Acts 14:11–15). When leaders are motivated by desire for popularity, the result is more than danger to their personal morality. There is danger to the work, too, for they may be tempted to compromise in order to please people. There is the danger that they will indulge in favoritism and fail to uphold Christian standards. Perhaps there is no person weaker than one who believes that he or she is strong because he or she is popular.

Many innocent and well-meaning people are always on hand, as they were in Lystra, to offer praise to those in leadership positions. It is the leader’s responsibility to control the tendency

to enjoy such attentions. As churches become more organized in formal ways, with ranks of leadership, it seems that more honor is given to people for their special talents and gifts. The church must teach its members to respect leadership that is ordered by the Lord. We should honor our leaders in reasonable ways and care for their needs, but we must refrain from treating them as though they were popular musicians and sports heroes. It is for the leader, in the spirit of Paul, to absolutely reject personal praise for spiritual accomplishments, God-given talents, and service to the church.

4. *Jealousy.*

Suppose you have worked very hard and have refused to accept praise for your accomplishments, then someone else takes the credit and is given public praise. How do you feel? The natural response is to feel resentful toward the other person. This is a grave spiritual danger that most leaders face, for it leads beyond a normal degree of resentment into the ugliness of jealousy. Again, this is not merely a matter of personal morals. The work of the Lord suffers because jealous leaders are afraid to delegate responsibilities to competent people. They do not want to share credit. They are afraid others will receive more credit than they. Did you notice that Peter almost fell into this dangerous trap of Satan's? You may wish to look back at John 21:20–22. Moses refused to be weakened by this danger (Numbers 11:26-29).

5. *Power.*

Most of the dangers of leadership are associated in some way with the original sin of Satan—a desire for power. It is terrifying to a sensitive Christian to realize how great and universal this danger is. We have learned that even the disciples of Jesus, in some of their last contacts with Him, were asking, “Who will be the greatest?”

In this world, judgments most frequently are made, not upon the basis of true quality but upon the basis of comparison with other people. To be “good” means, in many cases, to be ahead of others. I have tested the principle on a number of occasions

by asking students in a class, “If you receive an ‘A’ grade, what does it mean to you?” Only a few students answer that the grade indicates they have gained valuable knowledge. Most answer in terms of how high they stand in the class. In most commercial and social organizations, the rate of pay is not based upon skill but upon how many people rank above and below you. Achievement has come to mean, in many of our social systems, that we are ahead of others. This is not the system the Lord desires for His church. (See Galatians 6:3–4.)

Application

- 4** What dangers to effective leadership are indicated in the following examples? From the five dangers we have just discussed, list those which apply to each example.
- a)** The director of the meeting said, “We want Brother X to come to the platform to lead us in prayer. He is a great man of God who has won many souls, has a college degree, and has preached in many large churches.
- b)** “Why was she chosen to that high position?” Sister Y asked. “After all, I’ve been here longer and worked harder than she.”
- c)** Chairman Z wanted everyone to know that he had been elected by a very large majority.
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- d)** Leader Q felt that the youth project was not really suitable, but he decided not to say anything. It was almost time for the election of new officers, and he wanted to be reelected.
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- e)** Leader M was hurt because no one asked him to sit on the platform.
- f)** Leader F announced that he had made the only possible decision and was very sure he could handle the task without any help from others who had offered their services.
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Depression and Apathy

Objective 3. *List some factors that contribute to depression and apathy in Christian work.*

“Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up” (Galatians 6:9).

These words indicate that Paul was aware of the danger of apathy. He understood, long before studies were made of motivation and *burn-out*, that people can get tired and discouraged when they are “doing good.” He reminded them of the goal toward which they were working. This was to encourage or motivate them. He knew that the best way to succeed is to have a clear purpose in mind. He asked Christians not to give up trying to help people.

Sometimes, Christian workers do feel like giving up or quitting. Great demands are made upon them. They are expected to be helpful to others even when they are tired and have problems of their own. Sometimes, they make careful plans and then everything seems to go wrong. People they are trying to help may not seem to make any progress. No one ever says, “Thank you.”

“What’s the use?” a discouraged leader may say. “I’m not getting anywhere with this. Maybe I really don’t have what it takes.”

In Lesson 7, we discussed *reality thinking*. The same principle is useful to us as we consider the problem of depression. Since we are Christians, we feel guilty about the very idea of being discouraged. We blame ourselves and feel ashamed that we do not have stronger faith. It is helpful to admit our human weaknesses and examine some reasons why Christian workers get depressed.

1. *We have high ideals and expectations.*

Most Christians begin a project or accept a position with great emotional dedication and high hopes. We know our God does not fail. Therefore, when problems arise, we tend to blame ourselves and doubt our spirituality or our calling.

2. *We see much human pain and trouble.*

People come to us with their problems. We try to help them. Sometimes we think we have helped them, and then we see them fall back into the old conditions. Sometimes they refuse our help. Some we know we cannot help at all.

3. *We work without adequate resources.*

Often, we must try to accomplish our tasks with little or no money. There may be too little space for our needs. The equipment is worn out. We must use odds and ends of materials that are not really suitable. The workers are few. All this may lead us into feelings of panic and frustration.

4. *We become disillusioned by watching people.*

Christian work is work with people, and people do not always live up to our expectations of them. We feel betrayed and hurt. We tend to judge people by some standard or idea of our own instead of leaving all judgment to the Lord.

5. *We become physically and emotionally exhausted.*

The prophet Elijah is an example of how even a powerful man of God may be driven to depression (1 Kings 19:3–5, 10, 14). We work hard and spend all our energy, yet so little seems to be accomplished. Even after the joy of a victory in the Lord's work, we are sometimes crushed to realize how much more there is to do. This emotion brings apathy if it is allowed to continue. Like Elijah, we feel we might as well die. Finally, we give up and say, "What's the use? I think I will quit." This is a dangerous condition that threatens nearly all dedicated Christian workers at one time or another.

Application

- 5** Following are some questions for meditation and self-analysis. Read them over carefully and then write your response in your student notebook. Can you think of times when you experienced feelings of depression and discouragement? What do you believe caused these feelings?
- 6** Circle the letter in front of each true statement.
- a)** Christian workers should be able to avoid all depression.
 - b)** God scolded Elijah for wanting to give up.
 - c)** The physical condition of the body may lead to depression.
 - d)** Self-doubt and self-blame are not the same as humility.
 - e)** It is depressing to a good Christian to want to help someone and not be able to do so.
 - f)** Judgment of others may lead to depression for ourselves.
 - g)** Dedicated workers may become depressed after they have experienced great success in the Lord's work.
 - h)** Good Christians never get concerned about material things such as equipment and buildings.
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C. MOTIVATION—KEY TO SUCCESSFUL LEADERSHIP

The Concept of Leader Motivation

Objective 4. *List steps Christian leaders can take to renew their motivation.*

We say that *motivation* is a concept because it is something we know about but cannot see directly nor fully explain. Like *love* and *ambition*, motivation can be understood from behavior but not really defined. We know it is there because of the way people act. In fact, the best way we can define motivation is to say that it is the process behind the action or behavior we see.

Everyone is motivated in some way. When we say a person is *not motivated*, usually we mean we do not see in him or her any action which shows he or she is interested or eager to move

in a certain direction or do a certain thing. We have seen that Christian workers who are discouraged and depressed lack motivation. That is, they have lost their eagerness to work toward goals that once seemed very important to them. We have read the words of the apostle Paul telling Christians the importance of keeping their minds on the goal. He wanted them to remain highly motivated.

There are several practical steps Christian leaders can take to renew their own motivation and avoid the dangers of depression and apathy. Here are a few suggestions:

1. Remember that leadership is a calling.
2. Give thanks continually for spiritual gifts and exercise them.
3. Set aside time for private devotions.
4. Read the Bible daily and use study helps to increase knowledge.
5. Read helpful and inspirational books and publications.
6. Attend worship services faithfully.
7. Attend conferences and seminars that are appropriate.
8. Share pleasant times with family and friends.
9. Give appropriate attention to health and personal grooming.
10. Do not expect to be perfect, except in faithfulness to the Lord.

Application

- 7** For your own meditation and self-analysis, consider the following questions carefully, then write your response to each in your notebook.
- a)** How have you overcome feelings of depression in the past?
 - b)** What new steps can you take now to help you avoid becoming depressed and discouraged in the future?

- 8** The concept *motivation* may be explained correctly as the
- a)** organizational genius behind one's actions that helps one do one's work easily.
 - b)** interest or eagerness one demonstrates as one moves in a certain direction or does a certain thing.
 - c)** power or ability one can bring to bear on a task because of one's natural ability, acquired skills, and training.
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Theories of Motivation

Objective 5. *Classify examples of major theories of motivation.*

We have seen that Christians leader must have the right motives and must be strongly motivated toward Christian goals, but this is only the beginning. Next, they must see that others are motivated. To do this, they must have some understanding of motivational theories or explanations of why people behave as they do.

People often do not respond to leadership in the expected ways. For example, workers are absent, come late, do not prepare well, fail to follow instructions, or do not get along well with fellow workers. The leader says: "They're not doing it right. They don't have the right attitude. They're not dedicated to the Lord."

Then, the preaching begins. The leader urges everyone to do better. He or she reminds them of sacred Christian duties. He or she may assume that the people who do not do better are simply unwilling to cooperate, but this may not be true.

The workers' failure to respond to the leader may be caused by lack of ability, lack of information, personal problems, or some other obstacle. Part of leadership responsibility is to find out why workers are not responding and objectives are not being accomplished. The mistake is to believe that all problems can be solved by preaching or by changing workers. It is more likely that problems can be solved by finding out how people can be motivated and then providing the proper motivation for each situation.

There are several theories of motivation. Probably none is altogether correct, but they all bring us to a better understanding of this interesting and complex subject.

THE NEED THEORIES

By *need theories* we mean explanations of behavior based upon the idea that there are in each human being certain needs that must be satisfied. The best known is probably Maslow's levels of needs theory. It states that people have five kinds of needs: 1) basic physical needs (such as for food); 2) the need for physical safety; 3) social needs; 4) the need for self-esteem and respect from others; and 5) the need for self-fulfillment, or opportunity to be creative.

According to this theory, people are motivated to satisfy these needs. The most basic needs, such as hunger, must be satisfied before a person can be motivated to work for the satisfaction of some other need. For example, if a person is very hungry, he or she may not be highly motivated to work on a creative project. If a person feels hurt or misunderstood by his or her companions, he or she may show a lack of interest in what the leader is saying about institutional goals.

Another need theory is that of F. L. Herzberg. Its main principle is that people have two types of needs related to their work. One type is for satisfaction in the work. This means that people are motivated toward work goals when they are given opportunities for personal achievement and responsibility and are given recognition for what they have done. The other type of need is for acceptable conditions surrounding the work. In the business world, this would mean wages and working conditions. In Christian work, it includes such items as relationships with the leader and other workers and being provided with materials for doing an assigned task.

REWARD AND PUNISHMENT THEORIES

The reward and punishment theories are based upon the work of B. F. Skinner. The central concept is that people will do that which brings them some kind of pleasure or reward and will

avoid actions that bring some kind of pain, unpleasantness, or punishment. In work situations, the application of this theory usually is to reward desired behavior and simply ignore, or fail to reward, unapproved behavior.

GOAL THEORY

Goal theory is closely related to what we have already studied concerning management by objectives. It has been most formally stated by E. A. Locke. His findings are as follows: People are motivated to better performance if goals are specific, if they are fully understood, and if they are accepted by those who are expected to work toward their achievement. Goals that challenge the workers—that is, seem somewhat difficult—are more effective in motivation than easy goals. On the other hand, goals must be realistic in order to be effective.

Further research has shown that goals provide stronger motivation if the results of the workers' efforts are reported to them as soon as possible (this is *feedback*). Also, the leader's strong support and participation motivates workers toward better performance.

THEORIES INVOLVING PERCEPTION

It has been stated by numerous scholars in the field of human behavior that all behavior is the result of interaction of the person with the environment. This sounds simple and obvious. We realize that it is not simple when we think how distinctive people's *perceptions* are. That is, different people will see the same environment in different ways. (You may wish to review the material on perception in Lesson 5.)

A rather humorous example of different perceptions is an event that happened to a North American woman and a child from a rural environment in a tropical country. The woman took the child to the city. She wanted to please the child, so she bought food that is considered a treat for children in many places. It was a mixture of milk and sugar, frozen nearly hard. "Have some ice cream," she said, smiling, watching for the child to smile in pleasure. The ice cream was a pretty color. The

child took it and filled her mouth. But she did not smile. She screamed and spit out the food. “Hot!” she cried, “It burns me! It’s hot!” In the rural tropics, the child had never felt anything really cold; to her, the sensation was that of burning. What the woman *perceived* as a cool treat was *perceived* by the child as an unpleasant burn.

You would not scold the child and say she was ungrateful. You would not say she was stupid because she didn’t know hot from cold. Yet many leaders make similar mistakes. They scold and preach when they should be trying to understand why people respond as they do. Again, we see the importance of *empathy*. We must try to consider how the environment or the situation seems to others.

When we say *environment*, we are, of course, including other people. The child might have perceived that the woman was trying to hurt her. Then, she would have been angry or insulted. So we are reminded again of the importance of the way we communicate (how we speak and how we listen).

In addition to all this, there is the fact that people may perceive themselves in ways we do not immediately understand. A person may perceive himself or herself as useless, when we think of him or her as very capable and important in his or her position. Or another may think he or she is being helpful to the leader when actually he or she is causing problems. In order to work effectively with people the leader must be aware of the importance of three types of perception: perception of the environment, perception of other people (including the leader), and perception of self.

Application

9 Write the number of each theory of motivation in front of its appropriate example.

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| <p>... a) The teacher with the best attendance record for his class received an honorable mention in the church bulletin.</p> | <p>1) Theories involving perception</p> |
| <p>... b) Maria refused to take the assignment because she thought she was not as qualified as the others.</p> | <p>2) Reward and punishment theories</p> |
| <p>... c) The leader appointed a new convert to the committee in order to help him feel more accepted by the group.</p> | <p>3) Goal theory</p> |
| <p>... d) The leader said, "If we all work hard we can have 300 in Sunday school before Christmas."</p> | <p>4) Need theories</p> |

D. HOW LEADERS MOTIVATE OTHERS

Types of Response to Leadership

Objective 6. *Explain three types of response to leadership.*

As we have seen, it is important in the work of the Lord not only to be successful in getting the work done but also to do it for the right motives. Leaders must work because they are motivated by the love of the Lord and the knowledge of their calling. Then they must help their workers act from similar motivations. To do this, it is necessary to understand the three kinds of response that people may give to leadership.

1. *Compliance.*

Most people wish to do the right thing and be accepted by the group. They want the leader to approve of them. Therefore, they will try to obey directions in order to be cooperative and

avoid unpleasantness or inconvenience. They will do whatever a strong leader tells them to do. This is obedience without personal commitment. Leaders who are satisfied with this type of response think they are strong. They give orders and people obey. The work is done. Of course, there are situations in which this kind of response is necessary. People do not always understand the leader's motives. Sometimes, they must trust the leader and comply, or do as he or she says, simply because he or she is the leader. But this is the response that is least effective for the work and for the persons who comply. It is a childish response. Good leaders are not satisfied to have people respond in this fashion. The result is that leaders become surrounded with people who agree with anything they say. They do not help leaders grow and develop. Leaders in this situation feel powerful, but their work is built upon a weak foundation when they require only compliance of those who work with them.

2. Identification.

A second type of response to leadership is identification. This term describes the response of people who do not perform because they are interested in the project but rather because they genuinely admire their leaders. They want to be like their leaders and copy their actions. They want to establish a friendship with them. This differs from compliance in that the response is given in sincere respect and a desire to live up to the leader's expectations. They work for the leader and not for their dedication to the purposes and goals. There is a temptation for leaders to encourage this type of response, but in the long run the work is weakened. Both the leader and the worker are turned from the true meaning of the work.

3. Internalization.

The best type of response, that which is most effective for the work, workers, and leaders, is that in which workers sincerely claim the leaders' goals as their own. The purpose of the work is a part of the workers' own value systems. Workers perceive the project as an expression of their own love to God and an exercise of their own gifts and commitments. Leaders gives directions and

suggestions. Workers follow them because they believe in the work itself and are glad to have guidance in reaching their own Christian goals. When leaders are successful in bringing about this attitude in a group of workers, they can call themselves true Christian leaders.

Application

10 In your notebook, write, in your own words from memory, a brief explanation of the three types of response to leadership we have just discussed. If you cannot do it easily, go back, read the section again, and try again to write your explanation. This exercise will help you *internalize* the knowledge, then you will have something more than words from a lesson. You will have your own, living ideas, which you can easily share with others.



Practical Applications of Theoretical Knowledge

Objective 7. *Distinguish leadership behaviors that are effective in motivating workers.*

The reason we study theory is that it gives us a basis for practical action. Theoretical knowledge helps us predict what outcomes might be expected under certain circumstances. If we know, for example, that people are motivated by the satisfaction of their needs, then we try to find out what the needs are and how we may help them be satisfied through Christian service. If we know that people tend to be motivated by realistic goals but discouraged by goals that are too difficult, then we can make appropriate plans.

Our understanding of motivational theories and types of response to leadership helps us decide what kind of action or behavior on our part is most likely to motivate workers to do the tasks necessary for the goals to be achieved. Following is a summary of leadership behaviors based upon our theoretical knowledge. These are practical applications that leaders

have found to be effective in the business world and also in Christian work.

1. *Competence.*

Leaders must know their jobs and behave in ways that indicate competence. This does not mean that the leader must be perfect. The leader must show confidence without displaying human pride. Workers are motivated to follow a person who has ability and can provide help and information to others.

2. *Purpose.*

People will not work well without specific objectives. The leader must have objectives in mind and be able to arrange them, as we have learned, so that they lead to higher objectives and goals in a reasonable and realistic manner.

3. *Delegation and opportunities for worker participation.*

From our study of needs we know that people need to feel accepted and creative. They must be given opportunities to participate in decisions concerning objectives and tasks. The leader must delegate or make assignments to certain workers and allow them to have full responsibility in certain situations.

4. *Training and growth opportunities.*

People work better if they are learning and growing personally. When they feel that they know how to do a task well, they take more interest in it. Thus, the leader who offers training or provides learning opportunities is working in two ways toward the final goals.

5. *Reward, recognition, and appreciation.*

All people work for rewards of one kind or another. As we have found in Paul's words, the Bible encourages us to keep our minds upon the eternal rewards. Good Christian leaders act in ways that make people feel constantly rewarded in the service of the Lord.

From our studies of burn-out, or apathy, and the perception theories, we know that people get tired and discouraged. They

begin to think they are worthless or not appreciated. This causes them to lose sight of the goal. The good leader truly appreciates the workers and tells them freely. You have noticed in several of our Scripture readings Paul's words of appreciation to those who worked with him. Remember, he said that his authority was for building up, not for tearing down (2 Corinthians 13:10).

We have learned that the right kind of motivation can be encouraged by the right kind of reward. Too much personal praise and attention lead to human pride, but honest recognition of service and skill motivates people to work toward a meaningful objective.

6. Feedback and renewal.

People work best when they are made aware of the results of their efforts and when they see the beginning and the end of specific tasks. A good leader knows that time schedules and reports frequently are more effective in motivation than inspirational speeches. If a task is worth doing, the worker should be given some kind of concrete evaluation of the outcome. Assignments and appointments to positions must be made with time frames so that workers feel periodically that they have finished something. Then, they can start over with renewed interest. Much burn-out comes because people feel they have dragged on in the same old job so long that it has lost its meaning and nobody cares whether they do it or not.

Application

11–14 Circle the letter in front of the correct answer to each of the following questions.

- 11** People are motivated to follow a person who
- a)** is perfectly competent in every respect.
 - b)** explains that he or she is not very competent at a task.
 - c)** expresses complete confidence in all he or she does.
 - d)** shows he or she is competent without being proud.
- 12** People are best motivated by goals that
- a)** show the leader has great faith.
 - b)** are difficult but realistic.
 - c)** are easy to achieve.
 - d)** are stated by inspirational leaders.
- 13** Need theories indicate that leaders should
- a)** supply every need for all the workers.
 - b)** give every worker an equal amount of work to do.
 - c)** give workers opportunities to meet their needs as they work.
 - d)** delegate the most difficult tasks to the best workers.
- 14** Time schedules and reports are important because
- a)** they provide feedback and opportunities for renewal.
 - b)** they prove that the leader is efficient and dedicated.
 - c)** assignments must be made according to the church calendar.
 - d)** appointments to positions must be made in time frames.

15 Match each leadership behavior (right) with its appropriate description (left).

- | | |
|---|--|
| ... a) People work best when they are made aware of the results of their efforts and when they see the beginning and end of specific tasks. | 1) Competence |
| ... b) The good leader truly appreciates the workers and tells them freely. | 2) Purpose |
| ... c) Workers are motivated to follow one who has ability and can provide help and information to others. | 3) Delegation and opportunities for worker participation |
| ... d) People work better if they are learning and growing personally. When they feel that they know how to do a task well, they take more interest in it. | 4) Training and growth opportunities |
| ... e) The leader must make assignments to certain workers and allow them to have full responsibility in certain situations. | 5) Reward, recognition, and appreciation |
| ... f) People work much better when they have specific objectives that lead reasonably and realistically to the established goals. | 6) Feedback and renewal |



E. THE GOAL IS WORTH THE RACE

Paul never suffered from burn-out. This was not because he became relaxed and took his work less seriously but because, as his words indicate, he was literally *racing* toward a worthwhile goal. His objectives were not easy, as we know, for he spoke of a good fight. But he was sure the reward at the end was worth whatever the cost might be, so he never lost his enthusiasm (Romans 8:31–39; and 2 Timothy 4:7–8).

We have seen in Paul's life and work, as in the life and work of each of the Bible characters throughout this course, that God's plan requires human leaders. In no case has prayer alone, nor miracles alone, ever accomplished God's purposes. The awful responsibility for and the glorious privilege of carrying out His plans God placed in the hands of those creatures He made from the dust of the earth. And, in almost every event, there has been a chosen leader, who never worked alone but charged ahead, empowered by the Holy Spirit, inspiring others with some form of the Pauline battle cry: "We are more than conquerors!"

Self-Test

- 1** Paul's response to a crisis situation such as his arrest demonstrates the importance of leadership behavior to influence people's behavior positively in all of the following statements but one. Which fact is NOT true of Paul in this situation?
 - a)** He used every opportunity to preach against people's sins, prejudices, and spiritual blindness.
 - b)** He remained calm, was courteous in manner, and conducted himself with dignity.
 - c)** His response was geared to inspire confidence in the reasonableness of the gospel's claims, for he demonstrated knowledge of the Law, the rights of citizens, and basic human nature.
 - d)** He sought to identify himself with his audience and gave his own testimony of conversion fearlessly and reasonably.

- 2** In his trip to Rome, Paul revealed some choice qualities of leadership:
 - a)** He assumed control of all decision-making processes after the centurion and the captain proved their inability to make good decisions.
 - b)** He offered practical advice, remained cheerful in the time of danger, showed concern for his fellow-travelers' needs, and kept them working toward a common goal.
 - c)** He waited until the official leaders had demonstrated their inability to lead, then he mapped out his strategy for success.
 - d)** He remained aloof from events that went from bad to worse, waiting for the people to come to him for advice.

- 3** In Paul's shipwreck crisis, God chose to speak to all those concerned by means of
 - a)** a miraculous sea rescue.
 - b)** suspending natural laws, calming the sea in the midst of the storm.
 - c)** providing supernatural guidance of the ship past the dangerous rocks.
 - d)** Spirit-anointed and -directed leadership.

- 4** The five dangers we considered that often keep leaders and workers from reaching their goals are listed in three of the four choices that follow. Which choice does NOT name dangers we considered in this lesson?
- a)** Ego—personal pride
 - b)** Popularity and praise
 - c)** Political turmoil and religious prejudice
 - d)** Jealousy and power
- 5** A spirit of competition is encouraged by our world, because it evaluates people on
- a)** their inherent value as individuals.
 - b)** the basis of their performance.
 - c)** their relative potential based upon family status and training.
 - d)** the basis of comparison with other people.
- 6** Since Paul recognized the fact that people can become weary in doing good, he endeavored to
- a)** shock them into realizing they had missed the mark.
 - b)** encourage or motivate them to keep their purpose in mind and to keep helping people.
 - c)** have them repent of their defeatist attitudes and renew their dedication.
 - d)** purge their ranks by getting rid of all those who expressed feelings of discouragement and depression.
- 7** All of the following choices but one give reasons why Christian workers get depressed. Which one does NOT give reasons named in this lesson?
- a)** Christian workers are undermotivated and overworked.
 - b)** Christian workers see much human pain and trouble and often become physically and emotionally exhausted.
 - c)** Christian workers frequently work without adequate resources and become disillusioned by watching people.
 - d)** Christian workers are optimistic and have high ideals and expectations.

8 Motivating leaders and workers is one of the most important steps to successful leadership. Motivation, as described in this lesson, is defined best as

- a)** intense human desire.
- b)** the task of getting workers to obey the leader and get the task done.
- c)** the process behind the action or behavior we see and the eagerness and interest shown in doing something.
- d)** the reason a person gives to explain why he or she accepts a responsibility.

9 The theory of motivation that says people are motivated by the satisfaction of certain basic requirements is the

- a)** goal theory.
- b)** need theory.
- c)** reward and punishment theory.
- d)** theory involving perception.

10 The motivational theory that holds that people will do that which brings them some kind of pleasure and avoid whatever brings pain, unpleasantness, or punishment is the

- a)** theory involving perception.
- b)** need theory.
- c)** goal theory.
- d)** reward and punishment theory.

11 The motivational theory that holds that people are motivated to better performance if ultimate objectives are specific, fully understood, and accepted by those expected to work toward their achievement is the

- a)** goal theory.
- b)** need theory.
- c)** theory involving perception.
- d)** reward and punishment theory.

- 12** The theory of motivation that concerns the way people look at their total environment is the
- a)** reward and punishment theories.
 - b)** goal theory.
 - c)** theory involving perception.
 - d)** need theory.
- 13** The response people give to leadership that is defined as childlike acceptance of what is done and involves doing the right thing to be accepted by the group and the leader is called
- a)** compulsion.
 - b)** compliance.
 - c)** counterproductive.
 - d)** coercive.
- 14** The response to leadership that involves those who don't particularly care about the project but who greatly admire and want to be like the leader is called
- a)** compliance.
 - b)** solidarity.
 - c)** internalization.
 - d)** identification.
- 15** The best type of response for all concerned is that in which the worker sincerely claims the leader's own goal as his or her own. It is called
- a)** identification.
 - b)** compliance.
 - c)** intensification.
 - d)** internalization.

16 Match each danger involving wrong motives (right) with its appropriate description (left).

- | | |
|--|---|
| <p>... a) Reveals itself in the attempt to demonstrate how one is ahead of others by comparison of oneself with others</p> | <p>1) Ego–personal pride
2) Overconfidence
3) Popularity and praise</p> |
| <p>... b) Is revealed when people refuse to admit they may be wrong and insist on doing everything their own way</p> | <p>4) Jealousy
5) Power</p> |
| <p>... c) Behavior demonstrated by one who is very sensitive to criticism, expects special privileges and public honors, and is arrogant about his or her spiritual gifts</p> | |
| <p>... d) The kind of behavior rebuked by Paul in the words, “No more boasting about men,” is the motivation of a leader who seeks glory from people and loves it</p> | |
| <p>... e) Because of this danger, leaders often fail to delegate responsibilities to competent people; it also reveals itself in resentment toward others who are commended for doing a job on which a leader has worked hard</p> | |

Answers to Application Questions

8 b) interest or eagerness one demonstrates as one moves in a certain direction or does a certain thing.

1 Your answers

9 a) 2) Reward and punishment theories

b) 1) Theories involving perception

c) 4) Need theories

d) 3) Goal theory

2 Your answers may be any of the Scripture references from the Pauline writings, as mentioned in Lesson 1 or Lesson 9, or any example given in your own words from the account in this lesson. I've suggested the following:

a) Galatians 6:2

b) Philippians 3:14

c) 1 Corinthians 9:24–27; 2 Timothy 2:15

d) 2 Timothy 4:5

e) Ephesians 4:16; 1 Corinthians 12:4–12

f) Philippians 4:1–3; Colossians 4:7–14

g) Luke 9:62; 1 Corinthians 15:58; Ephesians 4:14.

10 Your answer

3 c) The importance of Paul's behavior as a leader is this: God used Paul's behavior to influence people positively toward the claims of the gospel.

11 d) shows he or she is competent without being proud.

4 a) Praise

b) Jealousy

c) Pride, popularity, ego, and power

d) Desire for popularity, power

e) Pride, jealousy, and ego

f) Overconfidence, pride, and power

12 b) are difficult but realistic.

- 5** Your answer. Were your feelings caused by some of the things listed in this lesson? I trust you will learn to look beyond the times of temporary discouragement to the final goal. Remember: We will certainly reap if we don't faint or give up (Galatians 6:9).
- 13 c)** give workers opportunities to meet their needs as they work.
- 6 a)** False. (No human being can avoid all depression.)
b) False. (No, the Lord saw to it that he was strengthened in body and soul, giving him rest, nourishment, and encouragement.)
c) True.
d) True.
e) True.
f) True.
g) True.
h) False. (These are normal concerns, but we should trust the Lord to help us with them and not allow them to worry us too much.)
- 14 a)** they provide feedback and opportunities for renewal.
- 7** Your answer. I trust that you have found help in the Word of God, in prayer, and in the fellowship of other believers. And I hope you have gained new perspectives for coping with future times of difficulty from the list of suggestions given. Paul obviously gained consolation from his ability to forget the mistakes of the past. He bids us all to follow his example in this (Philippians 3:13, 15).
- 15 a)** 6) Feedback and renewal
b) 5) Reward, recognition, and appreciation
c) 1) Competence
d) 4) Training and growth opportunities
e) 3) Delegation and opportunities for worker participation
f) 2) Purpose

CONGRATULATIONS

You have now completed all the unit lessons. We hope that it has been a great help to you. Review the lessons in Unit Three and complete the *Unit Three Evaluation*. When you have completed the evaluation, check your answers using the answer key in the back of this book.

Officially enrolled students should refer to the *Final Exam Instructions* page following the unit evaluation answer key for directions on taking the final exam.

DEAR STUDENT,

We hope this study has made you think about your relationship with God. After studying the lessons and answering all the questions, have you wondered, “Am I really a Christian? Do I know God? Is He real in my life?” We want to give you the opportunity now to have a relationship with God.

We have all done wrong things. We have hurt ourselves and others. The Bible calls that sin and we are all guilty: “All have sinned and fall short of the glory of God” (Romans 3:23). Our sin keeps us from knowing God as a loving Father. But God loves us in spite of our sin. He loves us so much He sent His Son to die for us. “God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life.” (John 3:16). When He died, Jesus took the punishment we deserved for our sins.

Do you want to make sure Jesus is your Savior? It is simple:

- Admit that you are a needy sinner separated from God, and ask Him to forgive you.
- Believe in Jesus with all your heart, and let Him know you accept Him as your Savior.

You can talk to God in your own words by saying a prayer like this:

Dear Jesus, I know I am a sinner. Please forgive me. I believe You are the eternal Son of God. Thank You for dying on the cross for my sins. Come into my life. Make yourself real in my life. Be Lord of my life today. Thank You for saving me.

If you prayed this prayer and meant it with all your heart, your sins are forgiven and you have eternal life. Jesus is Lord of your life. The Bible says, “If we confess our sins, he is faithful and just and will forgive us our sins and purify us from all unrighteousness” (1 John 1:9).

STUDENT QUESTIONNAIRE

Please read and fill out the questionnaire on the following page and submit it whether you are studying as a enrolled student or simply for personal enrichment. God bless you as your journey of faith continues!

Cut this page and mail to the International Office USA, or scan and email to sed@globaluniversity.edu

Your Name

Address

Email

Phone (optional)

1 Did you pray to accept Jesus Christ as your Lord and Savior for the first time while taking this course?

yes **no**

If yes, please share your story

2 Did this course help you lead someone else to Christ?

yes **no**

3 Did this course help strengthen you as a Christian?

yes **no**

If yes, how?

4 Would you recommend this course to someone else?

yes **no**

Please give us your friend's information and we will contact them about how they can study these materials.

Friend's Name

Address

Email

Phone (optional)

