



On-Campus Course Syllabus

MIN505.L1

Christian Leadership

FALL 2023

Class Information

Day and Time: Monday: 4:45pm-7:15pm

Room Number: E208

Contact Information

Instructor Name: Dr. Bobby Worthington

Instructor Email: b.worthington@criswell.edu

Instructor Phone: 214 818-1362

Instructor Office Hours: Tuesday and Thursday: 10:00am-11:00am and 3:00pm-4:00pm

Course Description and Prerequisites

An examination of distinctive principles of Christian leadership. Seeks to evaluate contemporary thought about leadership, assisting each student in achieving the most significant leadership skills possible. Attention is given to researching and developing a biblical philosophy of leadership and ministry.

Course Objectives

The student should demonstrate the ability to satisfy the following course outcomes:

1. Biblical Studies: to have knowledge and to apply Christian leadership principles from the Bible and the life of Christ.
2. Theology: to understand and have knowledge to apply the biblical and theological foundations of Christian leadership.
3. Integration: to evaluate leadership principles and skills, and apply them to one's own context of ministry.
4. Research: to research and evaluate the life of a Christian leader to assist the student with the development of a biblical philosophy of leadership and ministry.

Required Textbooks

Malphurs, Aubrey, *Developing Emotionally Mature Leaders*, Grand Rapids: Baker Books, 2018.

ISBN: 9780801019449

Plueddmann, James E. *Leading Across Cultures, Effective Ministry and Mission in the Global Church*, Downers Grove, IL: InterVarsity Press, 2009. ISBN: 978-0-8308-2578-3

Youseff, Michael, *The Leadership Style of Jesus*, Eugene: Harvest House Publishers, 2013. ISBN: 978-0-7369-5230-9

Course Requirements and Assignments

- A. **Class Participation (10%):** All students are required to come to class ready to participate actively in class discussion of lectures, reading assignments and case studies.
- B. **Christian Leadership Journal (15%):** All students are required to keep a weekly journal of assignments given by the professor during class lectures and the assessments in the appendices in Malphurs' book (See Course Outline). Students are required write 1-2 page (s) summary and upload it in Canvas each week (See Course Outline).
- C. **Reflective Summaries: (15%):** All students are required to write a 1-2 page (maximum) reflective summary of *The Leadership Style of Jesus*, Michael Youssef on chapters 1-10 assigned each week in the Course Schedule. You should analyze the chapters according to the following three dimensions: content, positive evaluation/negative evaluation, application. Each dimension should be titled. Your reflective summary should be uploaded in Canvas at least **one hour** before class starts each week.
Form and Style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.
- D. **Leader Paper (20%)** Each student will choose a leader from the list in Canvas and write ten to twelve pages, double-spaced paper on the leader. You should have at least 12 references including books and journal articles including proper footnoting for graduate level research. The following outline should be observed:

- I. Introduction with thesis statement (1/2 page)
- II. Body of Paper (9-10 pages)
 - A. Brief Bio of Leader (3 pages)
 - B. Life and Work of the Leader (5-6 pages)
 - C. Evaluation of the Leader (2-3 pages)
- III. Conclusion (1/2 page)

Title page: Due date: 08/28/23 @ 11:59pm, Bibliography: Due date: 09/11/23 @11:59pm, Outline of Paper: Due date: 09/25/23 @ 11:59pm, Research paper: Due date: 11/13/23 @ 11:59pm.

Note: Submit title page, outline, body of paper and bibliography in one document.

Form and Style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

- E. **Assigned Textbook Chapter Readings (10%):** All students are required to read all assigned chapters in the course textbook, *Leading Across Cultures*, by James E. Plueddemann. Note: Students are required to read the assigned chapters each week and be ready to discuss in class. See Course Outline for Chapter Reading assignments. Report the percentage of the reading of the book in Canvas. Submit Reading Report in Canvas. Due date: **12/04/23 @ 11:59pm**
- F. **Assigned Textbook Chapter Readings and Assessments in Appendices (10%):** Each student will be required to read all assigned chapters in the course textbook, *Developing Emotionally Mature Leaders*, by Aubrey Malphurs. Note: Students are required to read the assigned chapters each week and be ready

to discuss them in class. See Course Outline for Chapter Reading assignments. Report the percentage of the reading of the book (including Assessments in Appendices) in Canvas. Submit Reading Report in Canvas. Due date: **12/11/23 @ 11:59pm**.

- G. **Personal Leadership Case Study Paper (20%)**. Each student will write a personal case study of the student's past & current ministry work with honest assessment on areas of ministry or business the student needs to improve and steps that will be taken to improve in leadership. The personal leadership case study will be a ten (10) page, double-spaced paper. The paper should be in your own words with less than 30% quotations from other materials. Submit in Canvas. Due date: **12/11/23 @ 11:59pm**.

This assignment is in lieu of final exam.

Form and Style: Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, 9th ed., must be consulted for proper form. Spelling, grammar, and punctuation will be considered in the grading.

The following outline should be observed:

- I. Introduction with thesis statement (1/2 page)
 - A. Your thesis statement: In the following paragraphs, I will give a personal case study of my past and current ministry work, give an assessment of areas I need to improve, and give steps I will take to improve my ministry work.
 - II. Body of Paper (9 pages)
 - A. Past and Current Ministry Work (3 pages)
 - B. Assessment of My Ministry (3 pages)
 - C. Steps to Improve My Ministry (3 pages)
 - III. Conclusion (1/2 page)
- H. **Definition and Life Application of Christian Leadership Assessment**. The student is required to write out his/her **initial, mid-semester and final personal definitions of Christian leadership**. Each **definition of Christian leadership (one sentence) and life application of Christian leadership (one paragraph)** will be due at the beginning, mid-semester and end of the semester in Canvas. Initial Definition of Leadership due date: **08/21/23 @ 11:59pm** in Canvas; Mid-Semester Definition of Leadership due date: **10/09/23 @11:59pm** in Canvas; Final Definition of Leadership due date: **12/11/23 @11:59pm** in Canvas. Each definition will be graded by the professor so that the student can develop his/her definition during the semester. The student will receive complete/incomplete grade for each definition.

Note: Students who complete the Initial, Mid-semester and Final Definitions and Life Applications of Christian Leadership will receive 5 points extra credit added to their Leadership Journal, Leader Paper or Personal Case Study Paper. Student must complete all three definitions and life applications of leadership to receive 5 points extra credit. The professor will determine the assignment (s) to apply the 5 points extra credit for this assessment.

Note: See Lecture Four for definitions of Christian leadership.

Each definition (of Christian leadership) and life application (of Christian leadership) will be graded based upon the following content and rubric scale:

Content:

1. Biblical Principles: 1 - 2 - 3 - 4

2. Servant Leadership: 1 - 2 - 3 - 4
3. Teamwork: 1 - 2 - 3 - 4
4. Kingdom Building: 1 - 2 - 3 - 4
5. Life Application: 1 - 2 - 3 - 4

Rubric Scale:

1 - Weak

2 - Developing

3 - Acceptable or Good

4 - Excellent

Course/Classroom Policies and Information

Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate the names of students who have two consecutive absences, low grades, or any other signs that they may be struggling. The Student Success Manager will reach out to these students and help find appropriate resources.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,

- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure’s impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student’s Criswell College e-mail account.)

In order to make progress toward the courses’ objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus’s closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	

B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar’s Office. The “I” must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the “I” will become an “F.”

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting.

Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college’s academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student’s course grade or academic standing at the college. Before submitting a student’s work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students’ institutional email accounts. Students are expected to check their student email accounts regularly and to

respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

Course Outline, Reading Assignments and Due Dates:

Y: Youssef; M: Malphurs; P: Plueddemann

WEEK 1 (8/21/23)	Introduction to the Course and Syllabus 1. Upload Initial Definition of Leadership (Due @ 11:59pm)
WEEK 2 (8/28/23)	The Beginnings of Leadership (Part 1: chs 1-2), Introduction to Emotional Intelligence (Part 1: ch 1), Multicultural Leadership (Part-I: ch 1) and Case Studies Assignments: 1. Read Y: (ch 1); M: (Intro, ch 1). P: (intro, ch 1). Be ready to discuss them in class. 2. Upload Youssef Reflective Summary: (ch 1) (Due: one hour before class in Canvas) 3. Complete Basic Emotions Audit (Appendix A: Malphurs) 4. Upload 1-2 page (summary for (Week 2) Christian Leadership Journal (Due: 11:59pm) 5. Upload title page for Leader Paper (Due: 11:59pm)
WEEK 3 (09/04/23)	No Class meeting due to Labor Day (Complete assignments and upload them in Canvas) The Qualities of Leadership (Part 2: chs 3-4), Introduction to Emotional Intelligence (Part 1: ch 2), Multicultural Leadership (Part I: ch 2) and Case Studies Assignments: 1. Read Y: (ch 2); M: (ch 2); P: (ch 2). Be ready to discuss them in class. 2. Upload Youssef Reflective Summary: (ch 2) (Due: one hour before class in Canvas) 3. Complete Emotional Disorders (Appendix B: Malphurs) 4. Upload 1-2 page summary for (Week 3) Christian Leadership Journal (Due: 11:59pm)
WEEK 4 (9/11/23)	The Qualities of Leadership (Part 2: ch 5-6), Understanding Emotional Intelligence (Part 2: ch 3), Multicultural Leadership (Part I: ch 3) and Case Studies Assignments: 1. Read Y: (ch 3); M: (ch 3); P: (ch 3). 2. Upload Youssef Reflective Summary: (ch 3) (Due: one hour before class in Canvas) 3. Complete Listening Skill Builder (Appendix C: Malphurs) 4. Upload 1-2 page summary for (Week 4) Christian Leadership Journal (Due: 11:59pm) 5. Upload bibliography of Leader Paper (Due: 11:59pm)

- WEEK 5 (9/18/23) The Qualities of Leadership (Part 2: ch 7), Understanding Emotional Intelligence (Part 2: ch 4), Leadership and Culture (Part II: ch 4) and Case Studies
Assignments
 1. Read Y: (ch 4); M: (ch 4); P: (ch 4). Be ready to discuss them in class.
 2. Upload Youssef Reflective Summary: (ch 4) (Due: one hour before class in Canvas)
 3. Complete Conflict-Resolution Skill Builder (Appendix D: Malphurs)
 4. Upload 1-2 page summary for (Week 5) Christian Leadership Journal (Due: 11:59pm)
- WEEK 6 (9/25/23) The Qualities of Leadership (Part 2: ch 8), Understanding Emotional Intelligence (Part 2: ch 5), Leadership and Culture (Part II: ch 5) and Case Studies
Assignments:
 1. Read Y: (ch 5); M: (ch 5); P: (ch 5). Be ready to discuss them in class.
 2. Upload Youssef Reflective Summary: (ch 5) (Due: one hour before class in Canvas)
 3. Complete Networking Skill Builder (Appendix E: Malphurs)
 4. Upload 1-2 page summary for (Week 6) Christian Leadership Journal (Due: 11:59pm)
 5. Upload Outline of Leader Paper (Due: 11:59pm)
- WEEK 7 (10/02/23) The Qualities of Leadership (Part 2: ch 9), Understanding Emotional Intelligence (Part 2: ch 6), Leadership and Culture (Part II: ch 6) and Case Studies
Assignments:
 1. Read Y: (ch 6); M: (ch 6); P: (ch 6). Be ready to discuss them in class.
 2. Upload Youssef Reflective Summary: (ch 6) (Due: one hour before class in Canvas)
 3. Complete Decision-Making Skill Builder (Appendix F: Malphurs)
 4. Upload 1-2 page summary for (Week 7) Christian Leadership Journal (Due: 11:59pm)
- WEEK 8 (10/09/23) The Temptations of Leadership (Part 3: ch 10), Understanding Emotional Intelligence (Part 2: ch 7), Leadership and Culture (Part II: ch 7) and Case Studies
Assignments:
 1. Read Y: (ch 7); M: (ch 7); P: (ch 7). Be ready to discuss them in class.
 2. Upload Youssef Reflective Summary: (ch 7) (Due: one hour before class in Canvas)
 3. Complete Risk-Taking Skill Builder (Appendix G : Malphurs)
 4. Upload 1-2 page summary for (Week 8) Christian Leadership Journal (Due: 11:59pm)
 5. Upload Mid-Semester Definition of Leadership (Due 11:59pm)
- Week 9 (10/16/23) NO CLASS: STUDENT DEVELOPMENT WEEK
Assignments:
 1. Write rough draft of Leader Paper
 2. Write rough draft of Case Study Paper
 3. Read Chapters 8-10 in Youssef and write Reflective Summaries for each chapter.
- Week 10 (10/23/23) The Temptations of Leadership (Part-3: ch 11), Understanding Emotional Intelligence (Part 2: ch 8), Leadership and Culture (Part II: ch 8) and Case Studies
Assignments:
 1. Read Y: (ch 8); M: (ch 8); P: (ch 8). Be ready to discuss them in class.
 2. Upload Youssef Reflective Summary: (ch 8) (Due: one hour before class in Canvas)
 3. Complete Problem-Solving Skill Builder (Appendix H: Malphurs)
 4. Upload 1-2 page summary for (Week 9) Christian Leadership Journal (Due: 11:59pm)

- Week 11 (10/30/23) The Temptations of Leadership (Part-3: ch 12), Understanding Emotional Intelligence (Part 2: ch 9), Contextualizing Leadership (Part III: ch 9) and Case Studies
Assignments:
 1. Read Y: (ch 9); M: (ch 9); P: (ch 9). Be ready to discuss them in class.
 2. Upload Youssef Reflective Summary: (ch 9) (Due: one hour before class in Canvas)
 3. Complete Confrontation Skill Builder (Appendix I: Malphurs)
 4. Upload 1-2 page summary for (Week 10) Christian Leadership Journal (Due: 11:59pm)
- Week 12 (11/06/23) The Problems of Leadership (Part-4: ch 13), Becoming An Emotionally Mature Leader (Part 3: ch 10), Contextualizing Leadership (Part III: ch 10) and Case Studies
Assignments:
 1. Read Y: (ch 10); M: (ch 10); P: (ch 10). Be ready to discuss them in class.
 2. Upload Youssef Reflective Summary: (ch 10) (Due: one hour before class in Canvas)
 3. Complete Encourage Skill Builder (Appendix J: Malphurs)
 4. Upload 1-2 page summary for (Week 11) Christian Leadership Journal (Due: 11:59pm)
- Week 13 (11/13/23) The Problems of Leadership (Part-4: ch 14), Becoming An Emotionally Mature Leader (Part 3: ch 11), Global Leadership in Practice (Part IV: ch 11) and Case Studies
Assignments:
 1. Read Y: (ch 11-12); M: (ch 11); P: (ch 11). Be ready to discuss them in class.
 2. Complete Trust-Building Skill Builder (Appendix K: Malphurs)
 3. Upload 1-2 page summary for (Week 12) Christian Leadership Journal (Due: 11:59pm)
 4. Upload Leader Paper (Due 11:59pm) **(Note: Submit title page, outline of paper, body of paper and bibliography in one document in Canvas.)**
- (11/20-24/23) FALL BREAK: NO CLASS
- Week 14 (11/27/23) The Problems of Leadership (Part-4: ch 15), Global Leadership in Practice (Part IV: ch 12) and Case Studies
Assignments:
 1. Read Y: (ch 13-14); P: (ch 12). Be ready to discuss them in class.
 2. Complete Motivation Skill Builder (Appendix L: Malphurs)
 3. Upload 1-2 page summary for (Week 13) Christian Leadership Journal (Due: 11:59pm)
- Week 15 (12/04/23) The Problems of Leadership (Part-4: ch 16) Leadership in the Global Church (Epilogue) and Case Studies
Assignments:
 1. Read Y: (ch 15-16); P: (Epilogue). Be ready to discuss them in class.
 2. Complete Team-Building Skill Builder (Appendix M: Malphurs)
 3. Upload 1-2 page summary for (Week 14) Christian Leadership Journal (Due: 11:59pm)
 4. Upload Reading Report of Plueddemann's book. (Due: 11:59pm)

Week 16 (12/11/23)

The Future of Leadership (Part 5: chs 17-18) and Case Studies

Assignments:

1. Read Youssef: (ch 17-18). Be ready to discuss them in class.
2. Complete Name-Recognition Skill Builder (Appendix N: Malphurs)
3. Upload 1-2 page summary for (Week 15) Christian Leadership Journal (Due: 11:59pm)
4. Upload Reading Report of Malphurs' book (Due 11:59pm)
5. Upload Personal Leadership Case Study Paper Due: 12/11/23 @ 11:59pm
6. Upload Final Definition of Leadership (Due 12/11/23 @11:59pm)