



# LEAVELL COLLEGE

AT NEW ORLEANS BAPTIST THEOLOGICAL SEMINARY

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## CMCM3360-35: Church Leadership and Administration

Spring 2020 (Term 203)

Monday 4x Hybrid, 6:00 -9:50 pm

Class Dates: 3/30, 4/13, 4/27, 5/11

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Dr. Robert Magruder

Adjunct Professor, Tampa Extension Director

Cell: 813-767-6510

Email: [tampacenter@nobts.edu](mailto:tampacenter@nobts.edu)

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### Mission Statement

*New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.*

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### Core Value

Each academic year, a core value is emphasized. This year's core value is ***Spiritual Vitality*** -- *We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.*

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### Course Description

Students will examine the theories and practice of biblical leadership and effective church administration. Students will demonstrate proficiency in goal setting, legal issues, personnel management, church operations and the training of leaders. Prerequisite: Introduction to Ministry

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### General Education Competencies (GECs)

Leavell College has identified four General Education Competencies:

1. Critical Thinking
2. Oral Communication
3. Written Communication
4. Quantitative Reasoning

This course addresses GEC #1 and # 3.

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### Bachelor of Arts in Christian Ministry Program Student Learning Outcomes

## **(BACM PSLOs) AND Bachelor of Arts in Music with an Emphasis in Worship Program Student Learning Outcomes (BAM PSLOs)**

Leavell College has identified three program Student Learning Outcomes:

1. Biblical Interpretation (BACM PSLO #1)
1. Worship Leadership (BAM PSLO #1)
2. Service and Leadership (both BACM PSLO #2 and BAM PSLO #2)
3. Historical and Theological Interpretation (both BACM PSLO #3 and BAM PSLO #3)

This course addresses BACM PSLO #2 and BAM PSLO #2.

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### **Course Student Learning Outcomes (CSLOs)**

At the conclusion of the semester, the student will be able to

1. Understand the spiritual dimension, principles, and strategies of effective leadership and church administration.
2. Appreciate the concept of servant leadership within church leadership and administration.
3. Appraise various leadership styles.
4. Develop personal goals and devise a strategy for achieving these goals.
5. Discover and assess his or her own conflict management style, understanding the benefits and challenges of this style in interacting with others.

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### **Course Texts**

The following textbooks are required for this course:

- Leas, Speed B. *Discover Your Conflict Management Style*. Lanham, MD: Rowman & Littlefield, 2014.
- Welch, Robert. *Church Administration: Creating Efficiency for Effective Ministry*. Nashville: Broadman and Holman, 2011.
- Wilkes, Gene. *Jesus on Leadership*. Carol Stream, IL: Tyndale House, 1998.

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### **Course Methodology**

The course instruction will include lecture, individual assignments, group threaded discussions, PowerPoint presentations, video presentations, and the review of external links provided by the professor.

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### **Course Requirements and Grading**

#### **1. Required Reading (10%)**

Each student is expected to complete the assigned reading prior to class in order to be prepared for and relate to all class discussions. Textbook reading is assigned for each class unit and denoted on the course schedule, which is located near the end of this syllabus. Reading the chapters is extremely important as class discussions will not cover all of the assigned reading material, but are designed to supplement text reading and provide opportunities to process what has been read. A *Reading Acknowledgement Form* will be submitted by each student on the requested date noting the percent of required text read in conjunction with the assigned due date.

*This assignment relates to GEC #1; BACM PSLO #2; BAM PSLO #2; and CLSOs #1, #2, and #5.*

***Due: May 11<sup>th</sup>.***

#### **2. Jesus on Leadership Reflection Questions (15%)**

Students will read the text and respond to selected questions, which are included in the syllabus. Since these questions are reflective, the student may write in first person. Questions are to be included with the response. *This assignment relates to GEC #3; BACM PSLO #2; BAM PSLO #2; and CSLOs #1, #3, and #4. Due: April 27<sup>th</sup>.*

3. **Personal Mission Statement (10%)**

Students will develop a Personal Mission Statement and goals for three life roles. Instructions for completing this assignment are found near the end of the syllabus. *This assignment relates to BACM PSLO#2, BAM PSLO #2, and CSLO #4. Due: April 13<sup>th</sup>.*

4. **Leadership Appraisal (25%)**

God uses various people, male and female, with differing leadership styles to accomplish His purpose. The Bible is our ultimate authority and primary source for learning how to lead. To gain a better understanding of various leadership styles the students will compare (how they are alike) and contrast (how they are different) the leadership styles of Moses, David, Paul, Priscilla, and another biblical leader of the student's choice (excluding Jesus). The areas of mission, vision, equipping, and team building are to be addressed. Students are to support their findings with Scripture (with robust biblical references included). The *Leadership Appraisal Table* located at the end of this syllabus **must be used** for this assignment. *This assignment relates to GEC #3, BACM PSLO #2, BAM PSLO #2, and CSLOs #1 and 3. Due: April 13<sup>th</sup>.*

5. **Interviews of Church Leaders (20%)**

Students will conduct interviews with two church leaders (lay or vocational) of his or her choosing to determine the interviewees' perspectives on the spiritual responsibilities of leadership. Specifically, that which is to be addressed is to include mission, vision, equipping, and team building. Interviews are to be conducted either face-to-face, Skype, or on the phone. Interviews are not to be conducted via e-mail as that is a questionnaire. Questionnaires are not acceptable for this assignment. *This assignment relates to BACM PSLO #2, BAM PSLO #2, and CSLOs #1 and #2.*

a) **Questions must be submitted prior to conducting the interview.** Submit to Blackboard a list of questions, a minimum of 10 and a maximum of 20, to be posed to the interview subjects. These will not be graded but reviewed and returned to the student. Students may draw questions from the materials covered in the textbooks and class presentations. Questions to be asked of the leader should reflect the student's understanding of the spiritual responsibilities of leadership. ***Failure to submit the interview questions for review will result in a zero for this assignment.***

b. Students will obtain consent from the interviewee. Each interviewee must complete the ***Interview Release Form*** prior to conducting the interview. This form is available on Blackboard (*Course Documents*). A guide for preparing and conducting interviews is also located in the ***Interview Folder*** (*Course Documents*). Please review this document before conducting the interviews. b) Obtain the signed ***Interview Release Form*** from each interviewee. The completed forms are to be submitted with the interviews.

c) Conduct the interviews and write as verbatims.

d) In a separate document, write a summary (no more than 2 pages, double-spaced) of the most significant discoveries made from the interviews and how they will or have influenced your ministry. Be specific in your discussion.

e) Make a 3-5 minute presentation (creative method of student's choice) of the most significant discoveries made from the interviews and how these will influence your ministry. This presentation is to be uploaded to the Discussion Board entitled "Interviews of Church Leaders." **Interview Questions Due:** April 10<sup>th</sup>. **Interview Project Due:** April 27<sup>th</sup>.

#### 6. **Conflict Management Inventory (20%)**

This assignment has three parts as outlined below. *This assignment relates to GEC #1, BACM PSLO #2, BAM PSLO #2, and CSLO #5.*

*Part 1:* Students will read the following text in its entirety: Speed B. Leas, *Discover Your Conflict Management Style* (Lanham, MD: Rowman & Littlefield, 2014.) Students will acknowledge the percentage of the text read on the *Reading Acknowledgement Form*, which will be available via Blackboard. (This part of the assignment is worth 6% of the assignment grade.)

*Part 2:* Students will complete *The Conflict Inventory* as recorded on pages 35-39 of Leas' text. After doing this, students will identify their conflict management style by assessing their *Conflict Inventory* score with the table entitled *Scoring the Conflict Inventory*, found on pages 43-44 of the text. Both the completed conflict inventory (pgs. 35-39) and the scoring guide (pgs. 43-44) are to be uploaded to the respective *Assignment Dropbox*. (This part of the assignment is worth 7% of the assignment grade.)

*Part 3:* Students will discuss the benefits and challenges of their preferred conflict management style (note part 2) by writing a 2-3 page (double-spaced) reflection paper. (This part of the assignment is worth 7% of the assignment grade.) **Due: May 11<sup>th</sup>.**

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### Course Evaluation

		Grading System
Required Reading	10%	A: 93 – 100
Jesus on Leadership	15%	B: 85 – 92
Personal Mission Statement	10%	C: 77 – 84
Leadership Appraisal	25%	D: 70 – 76
Interviews	20%	F: Below 70
Conflict Management	<u>20%</u>	
	100%	

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**COURSE SCHEDULE**

<b>Week</b>	<b>Topic</b>	<b>Reading Due Date</b>	<b>Assignment Due Date</b>
<b>3/30</b> <b>Class</b>	<p>Introduction to Course</p> <p>Management vs. Leadership</p> <p>Spiritual Leadership</p> <p>Personality in Leadership</p> <p>The Non-Negotiables of a Leader: Calling, Character, Commitment, Connection, Competence</p> <p>The Administrative Process</p>	<p>Welch, Chapter 1</p> <p>Welch, Chapter 2</p>	<p>Smalley Temperament Survey</p> <ul style="list-style-type: none"> <li>•Understanding the Personality Types</li> <li>• Communicating with the Animal Temperaments</li> </ul> <p><b>Interview Questions Due on Blackboard by April 10<sup>th</sup></b></p>
<b>4/13</b> <b>Class</b>	<p>Personal Goals &amp; Objectives/Personal Mission Statement</p> <p>Church Constitution &amp; Bylaws</p> <p>Documents for Administration</p> <p>Organizing</p> <p>Personnel</p> <p>Finances and Budget</p>	<p>Kenneth O. Gangel’s <i>Feeding &amp; Leading</i>, chapter 5 (“Setting &amp; Achieving Goals”) (see <i>Course Documents</i>)</p> <p>Welch, Chapter 3</p> <p>Welch, Chapters 4 &amp; 5</p> <p>Welch, Chapter 6</p>	<p><b>Personal Mission Statement Due on Blackboard by April 13<sup>th</sup></b></p> <p><b>Leadership Appraisal Due on Blackboard by April 13<sup>th</sup></b></p>
<b>4/27</b> <b>Class</b>	<p>Physical Resources</p> <p>Office Management</p> <p>Risk Management</p> <p>Planning Activities</p>	<p>Welch, Chapter 7</p> <p>Welch, Chapter 8</p> <p>Welch, Chapters 9 &amp; 10</p>	<p><b>Church Leader Interviews Due on Blackboard by April 27<sup>th</sup></b></p> <p><b>Jesus on Leadership Due on Blackboard by April 27<sup>th</sup></b></p>
<b>5/11</b> <b>Class</b>	<p>Program Ministries</p> <p>Support Activities</p> <p>Business Meetings/Parliamentary Procedures</p> <p>Conflict Management</p>	<p>Welch, Chapters 11 &amp; 12</p> <p>Leas, entirety</p>	<p><b>PowerPoint Presentations Upload on Blackboard by May 11<sup>th</sup></b></p> <p><b>Reading Report Due on Blackboard by May 11<sup>th</sup></b></p> <p><b>Conflict Management Due on Blackboard by May 11<sup>th</sup></b></p>

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## Additional Course Information

### 1. **Attendance Policy**

Per the Leavell College Catalog, school policies regarding absences and tardies will be strictly enforced. Any student missing a 4x hybrid classes will automatically receive a grade of “F” for the course. Every three occasions of arriving late for class or leaving early from class will be counted as one hour of absence. Roll will be taken at the beginning of each class period. The student is responsible for contacting the professor if he or she is tardy and the roll has already been taken.

### 2. **Phone/Computer Use**

Out of respect for others, students will place cell phones on silent mode during class time. **At no time during class should computers, tablets, or smart phones be used for anything other than class notes and assignments. Students using electronic devices for anything else during class will be considered absent.** Students needing to make or receive texts or calls should arrange to do so outside of class time. The professor reserves the right to ask students to leave phones/smart phones at home.

### 3. **Assignment Policies:** All assignments are to be submitted as indicated in the *Course Requirements* section. Late assignments will be assessed an initial 5-point penalty and 1 point for each additional day, including weekends, after the due date. ***No assignment will be accepted past one week of the original due date.***

### 4. **Writing Style Guide:** Writing assignments should follow the NOBTS/Leavell College Manual of Form and Style (revised August 2019). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>

### 5. **Assignment Formatting:** Unless otherwise noted, all assignments are to:

- a. Use Turabian format (revision 8 or revision 9)
- b. Be written in third person
- c. Created in a 12 pt. Times New Roman font
- d. Include a Turabian-formatted Title Page
- e. Submitted as either pdf or Word documents  
(Documents submitted in any other form will not be graded.)
- f. Submitted to the course’s Blackboard shell

### 6. **Blackboard/Self-Serve:** The student is responsible to check Blackboard for grades, assignments, course documents, and announcements. The student is also responsible for maintaining current information and current e-mail address on the Blackboard system and Self-Serve. As Blackboard and Self-Serve do not communicate with one another, students will need to enter updates on both platforms.

### 7. **Netiquette:** Each student is expected to demonstrate appropriate Christian behavior when working online. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

8. **Academic Honesty Policy:** All students, whether on-campus, Internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.
9. **Plagiarism Policy:** A high standard of personal integrity is expected of all Leavell College students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and committing other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction may result in failing the assignment and the course. Any infraction will be reported to the Dean of Leavell College for further action.
10. **Special Needs:** If you need an accommodation for any type of disability, please set up a time to meet with the professor to discuss any modifications you may need.
11. **Emergency Plan:** In the event the NOBTS schedule is impacted due to a natural event or epidemic, go to the seminary's website for pertinent information. Class will continue as scheduled through the Blackboard site. Please note announcements and assignments on the course's Blackboard site.
12. **For Technical Assistance:** For general NOBTS technical help, go to: [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/)

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### Selected Bibliography

- Beausay, William II. *The People Skills of Jesus*. Nashville: Thomas Nelson Publishers, 1997.
- Berkley, James, ed. *Leadership Handbook of Management and Administration*. Grand Rapids: Baker Books, 1997.
- Blackaby, Henry and Richard Blackaby. *Spiritual Leadership: Moving People on to God's Agenda*. Nashville: Broadman & Holman Publishing Group, 2011.
- Diehm, William J. *Sharpening Your People Skills*. Nashville: Broadman & Holman Publishers: 1996.
- Edwards, Gene. *A Tale of Three Kings: A Study in Brokenness*. Wheaton, IL: Tyndale House Publishers, 1992.
- Egan, Gerard. *The Skilled Helper*. Belmont, CA: Brooks/Cole Publishing, 1994.
- Frinzel, Hans, and Charles Swindoll. *Empowered Leaders*. Nashville: Word Books, 1999.
- Gangel, Kenneth O. *Feeding & Leading: A Practical Handbook on Administration in Churches and Christian Organizations*. Grand Rapids: Baker Books, 1989.

- \_\_\_\_\_. *Team Leadership in Christian Ministry: Using Multiple Gifts to Build a Unified Vision*. Chicago: Moody Press, 1997.
- Gilbert, Larry and Cindy Spear. *The Big Book of Job Descriptions for Ministry*. Ventura, CA: Gospel Light, 2001.
- Leas, Speed B. *Discover Your Conflict Management Style*. Lanham, MD: Rowman & Littlefield, 2014.
- MacArthur, John. *The Book on Leadership*. Nashville: Nelson, 2004.
- Malphurs, Aubrey. *Advanced Strategic Planning: A New Model for Church and Ministry Leaders*. Grand Rapids: Baker Books, 1999.
- \_\_\_\_\_. *The Dynamics of Church Leadership*. Grand Rapids: Baker Books, 1999.
- Miller, Calvin. *The Empowered Leader*. Nashville: Broadman & Holman Publisher, 1995.
- Powers, Bruce. *Church Administration Handbook*. Revised ed. Nashville: Broadman & Holman, 1997.
- Sanders, J. Oswald. *Spiritual Leadership: Principles of Excellence for Every Believer*. Chicago: Moody Press, 1980.
- Tidwell, Charles. *Church Administration: Effective Leadership for Ministry*. Nashville: Broadman, 1985.
- Welch, Robert. *Church Administration: Creating Efficiency for Effective Ministry*. Nashville: Broadman and Holman, 2011.
- Wilkes, Gene. *Jesus on Leadership*. Wheaton, IL: Tyndale House Publishers, 1998.

### **Webliography**

- Brotherhood Mutual: <https://www.brotherhoodmutual.com/>
- Church Law & Tax: <https://www.churchlawandtax.com/>
- LifeWay church administration articles: [https://www.lifeway.com/en/articles/categories/ministry/recordType:ARTICLE\\_c.categories1:Church+&+Ministry\\_c.categories2:Administration\\_page:1](https://www.lifeway.com/en/articles/categories/ministry/recordType:ARTICLE_c.categories1:Church+&+Ministry_c.categories2:Administration_page:1)
- Leadership Journal: <http://www.christianitytoday.com/le/>
- Guidestone Financial Resources: <https://www.guidestone.org/MinistryTools.aspx>
- Guide One Insurance: <https://www.guideone.com>



## **How to Write a Verbatim**

Divide the verbatim into the following four sections.

### **1. Introduction**

The following introductory information is to be provided:

- Date of interview
- Name of interviewee (unless desires to remain anonymous)
- Role of interviewee (indicating whether paid staff or lay leader)
- Church name
- Years in this position at current church
- Total number of years in ministry

### **2. Verbatim**

Sit down as soon as possible after this experience and jot down a stream of key words that will help you remember the sequence of the conversation. Take time to recall your feelings during and after this exchange with as much detail as possible.

Enter only direct quotations when you begin to type up the encounter. Use a separate paragraph for each speech, which is identified by the initials of the person speaking, and the number of the speech, i.e., M, P (where M is you and P is the person you are interviewing). Place all non-verbal communications in brackets as well as significant thoughts and feelings of which you are aware. Note periods of silence and places where you cannot remember the exact words spoken.

Note: Only provide the most critical aspect of the conversation under reflection. It is understood that you will not be able to remember a conversation word for word, but try to restate what you remember, as best you can. What you remember is significant regardless of whether it is literally what was said or done.

### **3. Personal Awareness**

What was on your mind before this interaction? Were you aware of any anxiety or excitement? Was there anything that was unrelated to the experience that may have affected your behavior during this experience? Are there socio-cultural or other factors that may have influenced how you process this verbatim (language, economic, racial or ethnic differences, age, education, etc.?) What motivated your responses in this particular situation?

### **4. Theological Analysis**

Use this section to reflect theologically on your ministry encounter. To do this exhaustively would take many pages, so focus on what you think offers the most insight or perplexes you the most. Reflect on *Jesus on Leadership* for insight.

*Images:* Go back over the verbatim and list the most significant images that appear to you. Do any of these images refer to God, and, if so, which ones? Do any scriptural references come to mind?

*Practices:* Reflect on the interview. How did the environment (space, position, setting, etc.) impact this interview?

*Reflection:* Move now to think more deeply about the theological issues presented during the interview. What does this encounter say about vocation? What aspects of your own call to ministry were explored, challenged, or reaffirmed? What have you learned from this experience?

*Learning Goals:* Make significant discoveries from the interviews and synthesize how these discoveries will influence your own ministry.

### ***Jesus on Leadership***

#### **Review Questions for study and reflection**

These questions are found at the end of the chapters. Responses to the questions are to be submitted to the respective Blackboard assignment dropbox. ***Please include the questions with your response.***

#### *How Do We Lead by Serving?*

1. When you read the term *servant leadership* for the first time, what did you think/feel?
2. Can you articulate the four elements of servant leadership for your life? What is God's mission for your life? Can you paint a picture of what your life will look like when that mission is complete? How are you leading by equipping those who are on mission with you? Write the names of those you are building into a ministry team.

#### *Learning to Be Humble; Learning to Wait*

1. List ways you can translate Jesus' teaching to "take a seat in the back" into your daily life. Is this really possible where you live?
2. Share examples from your life of when you experienced a) quiet waiting, b) expectant waiting, and/or c) frustrated waiting. What did you learn during those times?
3. Summarize your understanding of the first principle of servant leadership. List three ways you can apply this principle to your leadership issues this week.

#### *First a Follower: Are You*

1. List examples of where you see "position equals power to lead" in the organizations to which you belong.
2. Write the second principle of servant leadership in your own words. List three ways you can apply this principle to your leadership issues this week.

#### *What Style of Greatness Do You Seek*

1. Complete the statement, "I am like the ten disciples because . . ."
2. Make a list of five ways (for each of the below, 15 ways) you can lead by taking the place of a slave in the: a) marketplace, b) your home, and c) your church.

#### *How Can You Take the Risk*

1. Do you consider yourself a risk taker? If so, give some examples. If not, list some reasons why you believe you are not a risk taker
2. Summarize the fourth principle of servant leadership. List three ways you can implement this principle into your life this week.

#### *How Do We Lead as Servants*

1. You and I are like Peter: We want to please Jesus, but we have our own perception of what he should be for us. After reading this chapter, what are some of your personal desires of Jesus? How does Jesus dressed like a servant and acting like a slave challenge your picture of Jesus?

2. Who is the Judas on your team? (NO NAMES HERE PLEASE) What can you do to serve him or her in order to model the love of Jesus?

*How to EQUIP Others for Jesus*

1. How did Jesus share his authority with his disciples? How can you use that same authority in your ministry to others?

2. Summarize principle 6 in your own words. List three ways you can apply this principle in your life this week.

*How Does a Servant Leader Build a Team?*

1. Why, according to the author, is leading a team the highest expression of servant leadership?

2. Who is your “pastor”? Who is your “partner”? Who is your “protégé”?

3. Summarize your understanding of the seventh principle of servant leadership. Write three ways you can build your team this week.

## Personal Mission Statement Assignment

**You will submit this assignment in the format below. When we reviewed Personal Mission Statements, I included a portion of the text *Feeding and Leading*, which illustrates this format in the PowerPoint.**

- A. Write your personal mission statement.
- B. Write one objective for a minimum of three life roles.
- C. Write a minimum of two goals for each objective
- D. For each of your goals write at least two implementation steps (realization procedures).

### I. Personal Mission Statement

#### II. Life role

##### #1 - Objective

- a. Goal #1 for life role #1
  - i. Implementation step (realization procedure)
  - ii. Implementation step (realization procedure)
- b. Goal #2 for life role #1
  - i. Implementation step (realization procedure)
  - ii. Implementation step (realization procedure)

#### III. Life Role #2 - Objective

- a. Goal #1 for life role #2
  - i. Implementation step (realization procedure)
  - ii. Implementation step (realization procedure)
- b. Goal #2 for life role #2
  - i. Implementation step (realization procedure)
  - ii. Implementation step (realization procedure)

#### IV. Life Role #3- Objective

- a. Goal #1 for life role #2
  - i. Implementation step (realization procedure)
  - ii. Implementation step (realization procedure)
- b. Goal #2 for life role #2
  - i. Implementation step (realization procedure)
  - ii. Implementation step (realization procedure)

## Leadership Appraisal

	<i>Moses</i>	<i>David</i>	<i>Paul</i>	<i>Priscilla</i>	<i>Student's Choice</i> <i>(fill in name of biblical leader here)</i>
<b>Mission</b> 1. Define the Mission  2. Note Scriptural Support					
<b>Vision</b> 1. Define the Vision  2. Note Scriptural Support					
<b>Equip</b> 1. Define How the Biblical Character Equipped Others					
2. Note Scriptural Support					
<b>Team-Building</b> 1. Define How the Biblical Character Built a Team  2. Note Scriptural Support					

Now that you have defined these biblical leaders' mission, vision, equipping, and team-building:

1. In two paragraphs compare (*how they are alike*) these leaders and their leadership styles.
2. In two paragraphs contrast (*how they are different*) these leaders and their leadership styles.
3. In two to three paragraphs discuss the biblical leader (from the above) with which you most identify:

- a. Identify ways in which you are alike.
- b. Identify ways in which you are different.
- c. How will you integrate the model of these biblical leaders into your own leadership style?