CLED 520

The Life of the Leader

*Note: All content provided in the professor’s notes, course chart and course syllabus are based on the professor’s opinion and may vary from professor to professor & student to student. All content may be changed without notice. This information is for the purpose to provide analysis but is not binding in any form.

Course Syllabi
Course Charts
Professor’s Notes
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the overall level of difficulty of this course?
Level of demand = 5
I believe this course could be taken with one or two other courses within an 8-week format.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the reading requirements in this course?
Level of demand = 6.5
Although the texts are primarily practical, they are nonetheless challenging. The theoretical base is lightly touched upon or assumed.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the lecture requirements in this course?
Level of demand = 3
This course is based upon reading the text and taking advantage of professor-generated notes.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the online exam requirements in this course?
Level of demand = 0
This course contains graded learning activities consisting of written assignments and discussion boards.

From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding),
How would you rate the level of the discussion board requirements in this course?
Level of demand = 5
This course contains three online Graded – Discussion Boards. There are time-sensitive requirements for each discussion board (meaning, the student must post within particular assigned weeks of the course) but the requirements are clearly stated and defined.
From a Scale 1-10 (1 = low demands; 5 = moderate demands; 10 = very demanding), How would you rate the level of the written paper requirements in this course?

Level of demand = 5
This course requires 6 papers which reflect knowledge of the text(s) and personal reflection. This requirement includes keeping and reflecting upon a personal accountability chart.

Additional comments:
This course is designed to stimulate reflection and response. The course will focus upon the life of the leader and how the emotional, ethical, mental, moral, psychological, and spiritual well-being of the leader correlates with the leader’s overall effectiveness. Significant personal reflection will be undertaken in an effort to help the leader recognize the unique personal dimensions that hinder personal effectiveness as a leader.
CLED 520 Bb Syllabus

Syllabus

LIBERTY UNIVERSITY DISTANCE LEARNING PROGRAM
LIBERTY BAPTIST THEOLOGICAL SEMINARY

CLED 520
THE LIFE OF THE LEADER

REQUIRED TEXTBOOKS


REQUIRED MATERIALS
The Taylor Johnson Temperament Analysis, Psychological Publications, Inc., Los Angeles, California. (http://www.tjta.com/)


ADDITIONAL RECOMMENDED MATERIALS


Ministry Insights Inventory from www.ministryinsights.com/lifeway/

COURSE DESCRIPTION
This course will focus upon the life of the leader and how the emotional, ethical, mental, moral, psychological and spiritual well-being of the leader has an effect upon leadership effectiveness. Significant personal reflection will be undertaken in an effort to help the leader recognize the unique personal dimensions that hinder personal effectiveness as a leader.

I. RATIONALE
Leadership is not accomplished in a vacuum. The character of the leader will impact all of life, including his relationships at home, relationships in the ministry, and relationships in the community. An effective leader will have a balanced life, and will integrate successfully the areas of his/her spiritual, emotional, social, physical, mental, financial, and vocational life.

II. PREREQUISITES
CLED 510, Biblical Foundations for Christian Leadership is suggested but not required as a prerequisite.

III. COURSE OBJECTIVES
A. Identify the personal issues that a Christian minister must manage in order to be an effective leader. This will be accomplished through the reading of the required course materials, and by taking the Taylor Johnson Temperament Analysis and the Ministry Insights Inventory.
B. Describe, trace, and affirm the minister’s call to ministry.
C. Describe the characteristics of a healthy marriage. If the student is unmarried, it will give them a means for evaluating and advising others who seek their counsel.
D. Develop a personal plan of action that will significantly impact their health and effectiveness in ministry.
E. Develop a plan to restore “margin” to the life of each student through broadening their understanding of their spiritual, emotional, social, physical, mental, financial, and vocational health.
F. Develop and write out a personal Code of Ethics.

IV. MATERIALS FOR LEARNING
A. Access to a personal computer with Internet, Microsoft Word, Adobe Acrobat Reader, and printing capabilities
B. Textbooks (4 required)
C. Taylor Johnson Temperament Analysis online test
D. Ministry Gifts Inventory
E. Loose-leaf notebook with section dividers
V. COURSE REQUIREMENTS AND ASSIGNMENTS
A. Complete the Taylor Johnson Temperament Analysis
B. Read Working the Angles; write Evaluating My Spiritual Life paper
C. Write Evaluating My Emotional Life paper
D. Read Why Marriages Succeed or Fail; write Evaluating My Marriage paper
E. Complete the Ministry Gifts Inventory; write Evaluating My Ministry Gifts paper
F. Read Margin; write Evaluating My Margin paper
G. Read Ministerial Ethics; write a Code of Ethics
H. Complete Monthly Accountability Charts (4); write Accountability Report

VI. EVALUATION AND GRADING
A. Weight
   Evaluating my Spiritual Life Paper 15%
   Evaluating my Emotional Life Paper 15%
   Evaluating my Marriage Paper 15%
   Evaluating my Ministry Gifts Paper 15%
   Evaluating my “Margin” Paper 15%
   Reading and Code of Ethics 15%
   Accountability Report 10%

B. Scale
   A = 94–100   B = 86–93   C = 75–85  D = 68–74  F = 0–67

NOTE: The student is required to complete ALL assignments by the course due date. Failure to complete any of the required assignments will result in an automatic failing grade for the course.

VII. COURSE BIBLIOGRAPHY


## Course Chart

<table>
<thead>
<tr>
<th>LESSON</th>
<th>TEXTBOOK</th>
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<tbody>
<tr>
<td><strong>COMPLETE THE PRE-COURSE INTRODUCTORY LESSON</strong> (see COURSE INFORMATION)</td>
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<tr>
<td>1. Evaluating My Prayer Life and Sabbath Rest</td>
<td><em>Working the Angles</em>, pp. 1–83</td>
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<tr>
<td>2. Evaluating My Bible Study Habits</td>
<td><em>Working the Angles</em>, pp. 87–145</td>
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<tr>
<td>3. Evaluating My Spiritual Direction and Being a Spiritual Director</td>
<td><em>Working the Angles</em>, pp. 149–164</td>
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<tr>
<td>4. Getting a Spiritual Director and Practicing Spiritual Direction</td>
<td><em>Working the Angles</em>, pp. 165–192</td>
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<tr>
<td><strong>A1: EVALUATING MY SPIRITUAL LIFE PAPER DUE</strong> (see ASSIGNMENTS)</td>
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<tr>
<td>5. Evaluating My Emotional Life</td>
<td><em>Taylor Johnson Temperament Analysis</em></td>
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<td><strong>A2: EVALUATING MY EMOTIONAL LIFE PAPER DUE</strong> (see ASSIGNMENTS)</td>
<td></td>
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<tr>
<td><strong>A3: EVALUATING MY MARRIAGE PAPER DUE</strong> (See ASSIGNMENTS)</td>
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<tr>
<td>11. Evaluating My Ministry Gifts</td>
<td><em>Ministry Gifts Inventory</em></td>
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<td><strong>A4: EVALUATING MY MINISTRY GIFTS PAPER DUE</strong> (see ASSIGNMENTS)</td>
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<tr>
<td>Lesson</td>
<td>Textbook</td>
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<tr>
<td>13. Restoring My Emotional Energy</td>
<td>Margin, pp. 91–120</td>
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<td>15. Restoring My Time Margin</td>
<td>Margin, pp. 143–162</td>
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<tr>
<td>16. Restoring Margin in My Finances</td>
<td>Margin, pp. 163–184</td>
</tr>
<tr>
<td>17. Restoring Health through Contentment, Simplicity, Balance, Rest, and Relationships!</td>
<td>Margin, pp. 185–244</td>
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</tbody>
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**A5: Evaluating My Margin Paper Due (see Assignments)**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>18. The Minister’s Vocation: Career or Profession?</td>
<td>Ministry Ethics, Ch. 1</td>
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<td>19. The Minister’s Moral Choices: Endowed or Acquired?</td>
<td>Ministry Ethics, Ch. 2</td>
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<tr>
<td>20. The Minister’s Personal Life: Incidental or Intentional?</td>
<td>Ministry Ethics, Ch. 3</td>
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<td>21. The Minister’s Congregation: Friend or Foe?</td>
<td>Ministry Ethics, Ch. 4</td>
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<td>22. The Minister’s Colleagues: Cooperation or Competition?</td>
<td>Ministry Ethics, Ch. 5</td>
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<td>23. The Minister’s Community: Threat or Opportunity?</td>
<td>Ministry Ethics, Ch. 6</td>
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<td>24. A Major Ethical Issue: Clergy Sexual Abuse</td>
<td>Ministry Ethics, Ch. 7</td>
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<tr>
<td>25. A Ministerial Code of Ethics: Help or Hindrance?</td>
<td>Ministry Ethics, Ch. 8</td>
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**A6: Code of Ethics Due (see Assignments)**

**A7: Accountability Charts (4) and Report Due (see Assignments)**