



Asbury Theological Seminary Syllabus

DM(PLE) 917: Seminar Three: Community Shaping Leadership

4.00 Credit Hours

Extended Learning/Online course

2024 Spring Session/Feb 5, 2024 - May 17, 2024

PROFESSOR INFORMATION

Name: Bryan Sims

Title: Affiliate Professor of Leadership

Email: bryan.sims@asburyseminary.edu

Office Hours: By Appointment

COURSE DESCRIPTION

This course, an advanced perspective and skill enhancement course, provides a theoretical and practical orientation to leadership development studies through the lens of missional leadership theory and research and application. It is designed to assist doctoral participants in the acceleration of their own leadership development vision and ethic. The course also helps ministry leaders develop culturally appropriate strategies, perspectives and principles that will help them develop leaders in their current/anticipated ministry settings. By the end of the course, participants will have both theoretical foundations and practical skills to allow them to design and facilitate missional leadership development informally, non-formally and formally.

PROGRAM LEARNING OUTCOMES

By the time students complete Asbury's D.Min. program, they will be able to:

PLO 1:

Practice Christian dispositions and habits in community for faithful living.

- D.Min. cohorts are immersed in community-based formation around the priorities of scripture, tradition, reason, and experience.

PLO 2:

Integrate leadership vision, ethic, and practice contextualized to their ministry setting.

- By methodically analyzing a specific ministry issue, D.Min. students contribute to the understanding of the practice of ministry.

PLO 3:

Reflect biblically, theologically, and culturally as a lifelong learner and leader in ministry.

- Students deepen their capacities for biblical, theological, and cultural exegesis as foundations for 21st century ministry around the world.

REQUIRED STUDENT LEARNING OUTCOMES

By the end of DM(PL)917, students will have an ability to:

1. Locate their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service. (PLO #1)
2. Test the relevance of comparable ministry leadership development expressions – at the level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances by crafting learning experiments applying course insights. (PLO #2)
3. Translate exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry settings. (PLO #3)

ADDITIONAL STUDENT LEARNING OUTCOMES

N/A

COURSE INTRODUCTION



Welcome to Community Shaping Leadership! The information below provides an introduction to your faculty.

Bryan D. Sims, PhD. *Pioneer, Coach, Author, Professor*

Bryan has worked since 2001 as a Leadership and Organizational Change Coach with Spiritual Leadership, Inc. (SLI) where he has trained and coached leaders, teams, churches, and organizations over extended periods of time to bring spiritual awakening and missional effectiveness. He has coached in Anglican, Methodist, Free Methodist, Wesleyan, Baptist, Presbyterian, and non-denominational settings.

Bryan has also been a professor of Leadership and Lay Equipping at Asbury Theological Seminary since 2011. His teaching expertise relates to team leadership, equipping, leading change, adaptive spiritual leadership, and the link between leadership and discipleship.

Bryan is a graduate of West Texas A&M University (1998) and Asbury Theological Seminary (M.Div., 2003) and has a PhD. in Organizational Leadership from Regent University (2009). He is author of *Leading Together: Embodying Kenosis through our Greatest Challenges* (100M Publishing, 2021) and has authored a chapter in *Leadership the Wesleyan Way* (Emeth Press, 2016).

He and his wife MyLinda have been happily married since 1997 and have four children: Isaiah, Luke, Silas, and Lydia. They live in Dallas, TX.

REQUIRED TEXTBOOKS

Barton, Ruth Haley. *Strengthening the Soul of Your Leadership: Seeking God in the Crucible of Ministry*. InterVarsity Press, 2018. (240 pages)

\$14.35 Hardcover, ISBN: 9780830874170
\$13.63 Kindle, ASIN: B07BHRZXJS

Bolsinger, Tod. *Tempered Resilience: How Leaders Are Formed in the Crucible of Change*. IVP, 2020. (256 pages)

\$13.29 Hardcover, ISBN: 978-0830841646
\$12.63 Kindle, ASIN: B089VC1J37

Clinton, J. Robert. *The Making of a Leader: Recognizing the Lessons and Stages of Leadership Development*. Tyndale House Publishers, 2018. (304 pages)

\$13.39 Paperback, ISBN: 9781641581103
\$10.99 Kindle, ASIN: B00IDHWHUI

Lake, Mac. *The Multiplication Effect: Building a Leadership Pipeline that Solves Your Leadership Shortage*. Thomas Nelson, 2020. (224 pages)

\$18.99 Paperback, ISBN: 9781400216277
\$9.99 Kindle, ASIN: B07TF4TJ2Q

Scazzero, Peter. *The Emotionally Healthy Leader: How Transforming Your Inner Life Will Deeply Transform Your Church, Team, and the World*. Zondervan, 2015. (336 pages)

\$16.56 Hardcover, ISBN: 9780310494584
\$9.99 Kindle, ASIN: B00PFC9MR0

Scouller, James. *The Three Levels of Leadership: How to Develop Your Leadership Presence, Knowhow and Skill, 2nd Edition*. Management Books 2000, 2016. (390 pages)

\$27.99 Paperback, ISBN: 9781852527716
\$22.39 Kindle, ASIN: B01MQJV92Q

Sims, Bryan. *Leading Together: The Holy Possibility of Harmony and Synergy in the Face of Change*. 100 Movements Publishing, 2022. 218 pp.

\$14.99 Paperback, ISBN: 978-1955142120
\$9.99 Kindle, ASIN: B09Q3L5KGH

Villodas, Rich. *The Deeply Formed Life: Five Transformative Values to Root Us in the Way of Jesus*. WaterBrook, 2020. (272 pages)

\$16.99 Hardcover, ISBN: 9780525654391
\$13.99 Kindle, ASIN: B082S2VZD4

Total pages: 2,240

REQUIRED RESOURCES

N/A

RECOMMENDED TEXTBOOKS

Ashkenas, Ron. *The Harvard Business Review Leader's Handbook*.

Forman, Rowland, et al. *The Leadership Baton*.

Friedman, Edwin H. *A Failure of Nerve: Leadership in the Age of the Quick Fix*.

Herrington, Jim, et al. *The Leader's Journey*.

Lake, Mac. *Leading Leaders*.

Malphurs, Aubrey. *Leading Leaders*.

Quinn, Robert. *Deep Change*.

Scholtes, Peter. *The Leader's Handbook: Making Things Happen, Getting Things Done*.

Thrall, Bill, et al. *The Ascent of a Leader*.

RECOMMENDED RESOURCES

N/A

ASSIGNMENTS AND RUBRICS OR EVALUATION CRITERIA

To successfully complete this class, students must satisfactorily complete and submit all assignments on time and actively participate and contribute to the learning community.

1. Personal Leadership Formation Paper (40 points)

Due Date: March 15, 2024

Points/Percentage: 40

Learning Outcome: 1

Write a 10 – 12 page, double-spaced integrative paper. Part One of the paper will identify and classify your personal leadership formation patterns from your story to date. Part Two will outline future patterns of leadership formation in cooperation with God's formative action in you based on course reading and interaction. Part Three will identify and describe two to three core principles and practices that will bring multiplying impact from your own leadership formation into the lives of those you serve. Demonstrate use of as many of the course texts as are applicable. Citations are important. Integrating 10 or more outside sources (e.g., from prior courses or conferences) makes the paper much stronger.

2. Leadership Capacity System Project Paper (40 points)

Due Date: April 30, 2024

Points/Percentage: 40

Learning Outcome: 2, 3

Write a 12 – 15 page, double-spaced integrative paper. Part One of this paper will describe your biblical and theological convictions for leadership formation and for the necessity of a leadership development system to shape community and create capacity. Based on research from course texts and outside resources, Part Two will describe existing leadership development expressions in the field and how those relate to your leadership context in terms of vision, ethic, priorities, practices, and outcomes. Based on your contextual needs, Part Three will identify and describe two to three leadership development learning experiments. Implement at least one of these experiments and reflect on your learning in terms of what worked and what could be improved. Finally, in Part Four integrate course materials, case studies, peer interaction, and learning from your experiment into an applied generative leadership capacity system that is culturally and contextually appropriate for your setting. For your leadership capacity system, make sure to include key principles, clear practices/strategies, and measurable outcomes. Demonstrate use of as many of the course texts as are applicable. Citations are important. Integrating 10 or more outside sources (e.g., from prior courses or conferences) makes the paper much stronger.

3. Course Participation (20 points)

Due Date: May 17, 2024

Points/Percentage: 20

Learning Outcome: 1, 2, 3

Demonstrate consistent engagement with your peers throughout the course during required monthly Zoom sessions and regular online Discussion Forums.

Assignments				
Assignment Description	SLO	Method of Assessment	Value /Due Date	Evaluator
Assignment #1: Personal Leadership Formation Paper	#1	10-12 pages, double-spaced	40% Due Date: 3/15/2024. Upload to online classroom.	Faculty
Assignment #2: Leadership Capacity System Project Paper	#2, 3	12-15 pages, double-spaced	40%	Faculty

			Due Date: 4/30/2024. Upload to online classroom.	
Assignment #3: Course Participation	#1, 2, 3	Professor observation	20% Due Date: 5/17/2024. Upload to online classroom.	Faculty

COURSE SCHEDULE

N/A

ADDITIONAL ASSIGNMENT GUIDELINES

See next pages.

Student Learning Outcomes	Method of Assessment	Exemplary=4	Accomplished=3	Developing=2	Beginning=1	Evaluator
SLO #1: Locate their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.	Personal Leadership Formation Paper	<i>Locates, at an exemplary level, their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.</i>	<i>Locates, at an accomplished level, their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.</i>	<i>Locates, at a developing level, their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.</i>	<i>Locates, at a beginning level, their own emergence patterns on a taxonomy of biblically-, theologically-, historically-, socio-culturally- and theoretically-informed formative options, this informing their ability to cooperate with God's formative actions in their own lives and the lives of community members to which they provide service.</i>	Faculty
SLO #2: Test the relevance of comparable ministry leadership development expressions – at	Leadership Capacity System Project Paper	<i>Test, at the exemplary level, the relevance of comparable ministry leadership development expressions – at the</i>	<i>Test, at the accomplished level, the relevance of comparable ministry leadership</i>	<i>Test, at the developing level, the relevance of comparable ministry leadership</i>	<i>Test, at the beginning level, the relevance of comparable ministry leadership</i>	Faculty

<p>the level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances by crafting learning experiments applying course insights.</p>		<p><i>level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances by crafting learning experiments applying course insights.</i></p>	<p><i>development expressions – at the level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances by crafting learning experiments applying course insights.</i></p>	<p><i>development expressions – at the level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstances by crafting learning experiments applying course insights.</i></p>	<p><i>development expressions – at the level of vision, ethic, practice and outcome -- to the practical leadership development demands of their own ministry contexts and circumstance s by crafting learning experiments applying course insights.</i></p>	
<p>SLO #3: Translate exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry settings.</p>	<p>Course Participation</p>	<p><i>Translate, at an exemplary level, exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry settings.</i></p>	<p><i>Translate, at an accomplished level, exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry settings.</i></p>	<p><i>Translate, at a developing level, exposure to readings, presentations, cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated ministry</i></p>	<p><i>Translate, at a beginning level, exposure to readings, presentations , cultural immersion case studies and peer interaction into culturally appropriate strategies, perspectives, principles which help them develop leaders in their current or anticipated</i></p>	<p>Faculty</p>

				<i>settings.</i>	<i>ministry settings.</i>	
--	--	--	--	------------------	---------------------------	--

Attendance/Participation: To progress satisfactorily and achieve learning outcomes in this class, students must meet the course requirements. Students are responsible for notifying instructors of the reason for any absences as soon as possible and are accountable for all assignments. Makeup quizzes or exams are generally not permitted unless previously arranged with the instructor. Each faculty member will provide a written attendance policy for each class and also go over that policy on the first day of class for the course. Refer to the ATS Student Handbook for additional information regarding attendance policies and excused absences.

Late Assignments: Any assignment submitted after the due date and time will be reduced two numerical points for every day late. For example, two days late would reduce the grade from a 90 to an 86, unless the student talks to the professor ahead of time and receives permission to turn in the assignment late, based upon a legitimate excuse (such as illness).

Format of Papers: Students must use MLA academic style for completing papers; this is also the required style for your dissertation.

INCOMPLETE WORK POLICY

Incomplete Work: “A grade of ‘I’ denotes that course work has not been completed due to an unavoidable emergency. Delinquency or attending to church work or other employment does not constitute an unavoidable emergency. Without an approved ‘I,’ a letter grade will be recorded based on grades received for completed work and an ‘F’ grade assigned to incomplete work” (ATS 2015-16 Student Handbook, page 67).

Letter	Lowest	Highest
A	94.00%	100.00%
A-	90.00%	93.99%
B+	87.00%	89.99%
B	84.00%	86.99%
B-	80.00%	83.99%
C+	77.00%	79.99%
C	74.00%	76.99%
C-	70.00%	73.99%

D+	67.00%	69.99%
D	64.00%	66.99%
D-	60.00%	63.99%
F	0.00%	59.99%

The unit of credit is a semester hour, which is defined as one hour of classroom work per week for one semester, or its equivalent. The 4.00 point system is used to compute grade point standing. The grading system is:

GRADE	EVALUATION CRITERIA
A	Exceptional work: surpassing outstanding achievement of course objectives
B	Good work: strong, significant achievement of course objectives
C	Acceptable work: basic, essential achievement of course objectives
D	Marginal work: inadequate, minimal achievement of course objectives
F	Unacceptable work: failure to achieve course objectives

GRADING

Assignment	Weight/Point Value
Personal Leadership Formation Paper	40
Leadership Capacity System Project Paper	40
Course Participation	20
	Total: 100

CANVAS (LEARNING MANAGEMENT SYSTEM)

Canvas Access

Canvas is the learning management system used for Asbury seminary classes. Log into <http://connect.asburyseminary.edu> and click on the **flashing cube** (upper right corner) to access a link to the Canvas website. Once you have logged in, it is recommended that you bookmark this page for easy access. The courses that you are enrolled in should appear as “course cards” on your Dashboard. You may navigate to your desired course here. If you do not see your course, or there is nothing in your course, please contact your professor.

Online Course Expectations

Online courses offer students an opportunity for substantive interactions with instructors on a predictable and consistent basis. Examples of instructor interaction include:

- Instructor engagement during threaded discussions
- Instructor feedback via a rubric associated with an assignment
- General course announcements posted by the instructor
- Other direct communication with an individual student about course material or student performance within the course

Many instructors are not online on Sundays in order to honor a Sabbath day of rest.

Online course success is based upon a student's substantive and frequent engagement in online assignments such as threaded discussions, online presentations, or group assignments. The assignment descriptions will outline the frequency and type of interactions that are required of students. Assignment descriptions will be located either in the syllabus or within the Canvas Course. Instructors will provide feedback to students about students' level of engagement as denoted in the syllabus.

COURSE EVALUATIONS

Course evaluations are a vital part of Asbury Seminary's efforts to achieve excellence in the classroom. At the end of the semester, you will receive an email with information and directions for completing course evaluations. Your responses are completely anonymous, and your participation is greatly appreciated. If you have questions or encounter problems accessing the evaluations, contact the Help Desk at helpdesk@asburyseminary.edu or by phone at 859.858.2100 or toll-free at 800.2ASBURY.

TECHNOLOGY REQUIREMENTS & SUPPORT

To take an online or hybrid class, you should be comfortable using e-mail, web browsers, word-processing software and be able to download files and create attachments. You will need the following in order to participate online:

- A computer with a current and up-to-date operating system
- Reliable, high-speed internet
- Word processing software
- A webcam (built-in or external) for video conferences, as needed
- A headset with microphone (preferable)

Contact the Help Desk for technical assistance accessing the online class, using electronic resources, or with other technical issues related to Asbury Seminary coursework.

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

LIBRARY RESOURCES

Library resources, research support, and library loan are available via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

Materials Requests

Use the links on the library website to search the library catalog for available materials. Students on the Kentucky or Florida campuses can use their student ID cards to check out materials in person. Books can be returned or mailed to the library at either the Kentucky or Florida campus.

Students may request books, photocopies, or emailed attachments of journal articles or portions of reference books from the library. Allow 3-10 business days for requests to be filled. Contact the library for costs and instructions on how to make requests, or view the online tutorial at guides.asburyseminary.edu/libraryloan.

Online Resources

- Asbury Scholar – Find library books, ebooks, journal articles, and other media at asbury.to/library.
- Databases – Access links to online resources including the library catalog, online journal databases, encyclopedias, and more at guides.asburyseminary.edu/az.php.

Research Assistance

Students should contact Research Services in the library for research assistance. Help is available for general research questions, including how to find course materials online or navigate library resources. Training for supported Bible software or bibliographic management software is also available. Appointments can be made via:

- Website: asbury.to/library
- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)

The Writing Center

- The goal of the Writing Center is to help students improve their graduate-level writing. Assistance is available both online and on the Kentucky campus to help with various aspects of the writing process, including structure and organization, grammar, punctuation, and citation formatting. Appointments can be made by contacting the library via:
 - Website: asbury.to/writingcenter

- Email: helpdesk@asburyseminary.edu
- Phone: 859.858.2100 or 800.2ASBURY (toll free)
- Students can sign up for 30-minute sessions on the library website at asbury.to/library.

POLICIES

Each student is responsible for being familiar with seminary policies. Asbury Seminary reserves the right to change policies when necessary. Below are brief descriptions of a few seminary policies. For more detailed information regarding school policies, please refer to the ATS Student Handbook at asburyseminary.edu/students/student-services/student-handbook/

Disability Accommodations

Asbury Theological Seminary provides reasonable accommodation on an individualized basis for qualified students with disabilities. Students are required to provide documentation of a disability prior to receiving classroom accommodations. Since accommodations may require early planning before or at the start of the term and are generally not provided retroactively, students need to contact an Accommodations Officer as soon as possible. If you are a student with a disability and believe you require reasonable accommodations in this class, you will need to make an appointment with an Accommodations Officer in the Office of the Registrar on the Kentucky campus or in the Enrollment Management Office on the Florida campus. Students attending the Tennessee site should contact the Kentucky Registrar.

Academic Integrity

Academic integrity is expected of every student. Plagiarism, that is, “presenting ... another’s ideas or writings as one’s own,” is considered a serious violation of integrity and is unacceptable. Detailed information, including the penalty for plagiarizing, is in the Student Handbook. For additional information about plagiarism, go to plagiarism.org.

In this course we may utilize Unicheck, an automated system that compares students’ assignments with websites as well as a database of previously submitted student work. After the assignment is processed, instructors receive a report from unicheck.com (through SpeedGrader™) that states if and how another person’s work was used in the assignment. For more information, see www.unicheck.com. If you have questions about academic honesty, please contact the library at helpdesk@asburyseminary.edu.

Copyright Information

The copyright law of the United States (title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specific conditions is that the photocopy or reproduction is not

to be "used for any purpose other than private study, scholarship, or research." If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement. This institution reserves the right to refuse to accept a copying order if, in its judgment, fulfillment of the order would involve violation of copyright law.

By using online media resources, students are consenting to abide by this copyright policy. Any duplication, reproduction, or modification of this material without express written consent from Asbury Theological Seminary and/or the original publisher is strictly prohibited.

ZOOM

Courses may use Zoom for synchronous online instruction. These sessions may be recorded by the professor and posted into the Canvas classroom. The recorded sessions will not be downloadable, and will not be used by the professor in future classes unless there is documented permission from all of the students in the recording. Chat rooms in a Zoom call are recorded and discretion should be exercised when using the chat feature, including in private rooms.

Video recordings may be considered educational records under the Family Education Rights & Privacy Act (FERPA) and will be protected as such by the Seminary. Zoom collects only minimal client information and ensures that information is kept secure (<https://zoom.us/docs/doc/FERPA%20Guide.pdf>).

Requests for accessibility accommodations related to Zoom will be dealt with on a case-by-case basis as described above under Disability Accommodations.

APPENDIX

N/A