Course Description
Transitional leadership is a process of leading an organization to overcome barriers and to fulfill its mission. This course is designed to expose students to proven methods, tools, and techniques for effective transitional leadership of a church, ministry, or faith based organization. Students will employ information from the required reading, class lectures, small group assignments, and class discussions to address real life ministry situations that require transition.

Course Objectives
Upon completion of the course students should be able to:
1. Identify, assess, and analyze the signs and symptoms (mission drift, unclear goals and objectives, poor assimilation process, low morale, poor attendance, high turnover etc…) that transition is needed.
2. Develop a strategic plan for leading a transition in a specific area of ministry in their church, ministry, or organization. (This plan will be based on their assessment and analysis of the need for transition)
3. Utilize proven methods, tools, and techniques to execute transitional leadership.
4. Identify and evaluate specific pitfalls (personalities and biases) and challenges (local theologies and cultural norms) of transitional leadership and how to overcome them.
5. Develop a culture of transitional leadership in their ministry/organizational context.

Required Reading

Dew, Gerald M. A Pilot Project for a Future Informed Leadership Process at Antioch Missionary Baptist Church Chicago, Illinois. DMin Thesis, Northern Seminary, 2014. 57 selected pages (chapters 1-4) . $10.00 Copies will be made available by the professor on the first day of class.


**Bibliography**


**Course Requirements**

1. Read the required books and write a two page reflective critique of the transitional method/s, tool/s, and or technique/s presented in the assigned material. State clearly your agreement or disagreement with the writer/s and why. During the course sessions we will have open discussions of the assigned reading. Reflective critiques are due as follows:
   d. *Leading Change in the Congregation* – October 27, 2015
   e. *Transitioning: Leading Your Church Through Change* – November 3, 2015

2. Full participation in the class discussions.

3. Participation in a small group to address personal challenges with transitional leadership utilizing the reading and the lectures as the primary sources. These small groups will be designed to help you come face to face with your own reactions to change and how those imbedded emotions may be negatively impacting the ministry as a whole.

4. Develop and present in class a transition plan for one area of your ministry context, the presentation must include:
   a. A short narrative of the area that requires transition
   b. What signs and symptoms were identified, assessed, and/or analyzed?
   c. What is your role and level of authority in the area that requires transition?
   d. Will you be responsible for leading the transition or recommending the transition plan to someone else?
   e. What will the transition cost emotionally, culturally, financially etc.?
   f. Any foreseeable pitfalls or challenges (push back, resistance etc…) and why.
   Additional guidelines addressing presentation format, length, etc… will be given in class.
5. Write a 15-20 page paper presenting a real life transitional leadership challenge in your context and how you would lead through the challenge based upon what was learned in this seminar. This paper should have the following sections:
   a. A brief history of the ministry/organization.
   b. A description of the ministry/organizational issue that requires transition.
   c. A description of your role in the ministry/organization and your role in, and relationship to the ministry/organizational issue.
   d. A description of the transitional plan and the leadership methods you will use to accomplish the transition, and an implementation timeline.
   e. A description of the anticipated outcomes.
   
f. Note: All written assignments must be submitted in the Turabian format (8th edition). In the event that a Diploma/Certificate student is participating in this class their reading and final paper requirements will be adjusted. Diploma/Certificate students should contact the professor about their required assignments.

**Course Grading**

1. Reflection/Critique Papers 15%
2. Participation in Class Discussions 15%
3. Participation in Small Groups 10%
4. Transition Plan and Presentation 20%
5. Final Paper 40%

**Course Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=</td>
<td>100-95</td>
</tr>
<tr>
<td>B+</td>
<td>94-90</td>
</tr>
<tr>
<td>A-</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

**Course Assignment Due Dates**

1. Reflection/Critique Papers See the dates listed above
2. Final Paper To Be Determined

**Late Work Policy**

All late assignments will be reduced a full letter grade. If a student cannot complete the work for the course by the due date listed, they must submit a “Request for a Grade of Incomplete” form signed by the instructor and the Dean of students, to the Registrar by 4:30pm on the last day of the term.

**Class Attendance Policy**

Failure to attend 80% of the classes is grounds for automatic failure. A participant in this course may only miss 2 sessions. Students are always expected to notify the professor in advance if they will be absent or late. Habitual tardiness is grounds for a reduction of a full letter grade.
Course Schedule
Tuesday, September 29, 2015
Opening Devotional Message, Introductions, and Course Overview
Lecture: Transitional Leadership Defined and Described
Break
Lecture: Identifying, Assessing, and Analyzing the Signs and Symptoms That A Transition Is Needed

Tuesday, October 6, 2015
Opening Devotional Message
Book Review – Enlightened Power: How Women are Transforming the Practice of Leadership
Small Group Activity: Discuss your personal theology of transition (change), and identify an area of your ministry that shows the signs and symptoms that transition is needed.
Lecture: Methods, Tools, and Techniques for Transitional Leadership I

Tuesday, October 13, 2015
Opening Devotional Message
Book Review: Hidden Lives of Congregations and Leading Change in the Congregation
Small Group Activity: Select one or two methods, tools, or techniques to lead a transition in your selected area of ministry and discuss how they will be used.
Break
Lecture: Methods, Tools, and Techniques for Transitional Leadership II

Tuesday, October 20, 2015
Opening Devotional Message
Book Review: The Leadership Jump
Lecture: Knowing Your S.H.A.P.E (spiritual gift/s, heart, ability, personality, and experience) and Using It to Do Strategic Planning
Break
Lecture: Future Informed Leadership Development

Tuesday, October 27, 2015
Opening Devotional Message
Book Review: Leading Change In the Congregation
Lecture: The Pitfalls and Challenges of Transitional Leadership
Break
Lecture: Avoiding and Overcoming the Pitfalls and Challenges to Transitional Leadership
Tuesday, November 3, 2015
Opening Devotional Message
Book Review: Transitioning: Leading Your Church Through Change
Small Group Activity: Develop a strategic plan for a transition
Break
Small Group Activity: Identify the potential pitfalls and challenges to your transitional plan and how you will avoid or overcome them.

Tuesday, November 10, 2015
Opening Devotional Message
Lecture: Developing A Culture of Transitional Leadership I
Student Presentations
Break
Transitional Leadership Class Discussion and Q&A

Tuesday, November 17, 2015
Opening Devotional Message
Lecture: Developing A Culture of Transitional Leadership II
Student Presentations
Break
Transitional Leadership Class Discussion and Q&A

Tuesday, December 1, 2015
Opening Devotional Message
Lecture: Transitioning You I
Student Presentations
Break
Transitional Leadership Class Discussion and Q&A

Tuesday, December 8, 2015
Opening Devotional Message
Lecture: Transitioning You II
Course Review
Course Evaluation
Wrap-up

POLICIES FOR ALL MASTERS CLASSES

NOTE: All communications from the seminary will go to your seminary email account. Contact ithelpdesk@seminary.edu if you need help forwarding your seminary email address to your personal email address.

As a seminary community we hold integrity/hospitality as core values. Individuals are able to do their best work and thinking when their peers are fully present and engaged. We expect each person to both participate in class and carefully listen to others with the belief that everyone’s contribution is equally important. Therefore, the following policies have been established in order to provide clarity in regard to attendance expectations and relationships in the classroom.
Diploma/Certificate Student Course Requirements
The amount of work required of Diploma/Certificate students will be at the discretion of the professor. Students will be responsible for contacting the professor about what assignments are required.

Class Attendance Policy
It is expected that students will attend and participate in all class sessions. Failure to attend at least 80% of class sessions is grounds for automatic failure. A professor may set other attendance expectations. Students are always expected to communicate with a professor in advance if they will be absent. Attendance expectations are higher for online and intensive courses (see syllabus for specific requirements).

Class Tardiness Policy
The third time a student is late to the start of class, it will be counted as a class absence. It is also expected that students will return from a break by the time specified by the professor.

Late Work Policy
If a student cannot complete the work for a course by the due date listed on the syllabus, they must submit a “Request for a Grade of Incomplete” form to the Registrar by 4:30 of the last day of the term. The form must be signed by the instructor and Dean of Students. The professor may set stipulations and grade reductions. In the absence of a formal request form, the student will receive a grade based upon work completed by the last day of the term.

Turabian Format
All papers, including footnotes and bibliography, must be submitted in the correct format according to Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, 8th ed., 2013.

Plagiarism
Plagiarism is the act of passing off as one’s own the words or ideas of someone else without providing proper acknowledgement or documentation. See the “Academic Honesty Policy” in the Seminary Catalog for more information on plagiarism and how to avoid it.

Electronic Format
Unless otherwise specified by the professor, all work submitted electronically must be in a Word document format (.doc, .docx).

Technology Use in the Classroom
Unless it is directly tied to note-taking or research for the class, students are expected to refrain from using cell phones, laptops, or other electronic devices during class.

Course Evaluation in Moodle
Students must complete an online course evaluation using the seminary Moodle system at http://moodle.seminary.edu. The evaluation will be open at the end of the course. If you need assistance connecting to Moodle or accessing the evaluation, please send an email to moodlehelp@seminary.edu.