Personal Assessment and Ministry Vision
Syllabus

I. COURSE DESCRIPTION
This course is designed to assess and define a person’s ministry strengths and weaknesses and to develop leadership and interpersonal skills for more effective ministry for the purpose of building confidence in future ministry decisions and developing vision. 3 hours (2 hours by approval only)

II. COURSE OBJECTIVES AND RATIONALE
A. The student will demonstrate analysis of a biblical understanding of calling and personal assessment.
B. The student will demonstrate application of assessment processes for determining one’s God-given giftings, limitations, values, and passions.
C. The student will demonstrate evaluation in discerning personal and ministry vision.
D. The student will demonstrate synthesis of course knowledge in producing an overview of assessment and vision.

III. COURSE TEXTBOOKS
A. Required Textbooks


IDAK Career Match Assessment Instrument and Notebook

NOTE – The student will call IDAK Group in Portland, Oregon to order the material by credit card (503-252-3495). When ordering, the student will need to indicate enrollment in this course and need to reference Dr. George Hillman, certified in the IDAK at all levels. The material includes the Career Match assessment to take, the training notebooks, spiral of sample print-outs, plus postage and handling. The total IDAK purchase paid at the student price: $265. **Outcome:** The student will be certified at Level I and II and able to use IDAK as a tool while coach others.

B. Suggested

C. Supplementary Bibliography

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IV. COURSE REQUIREMENTS

A. Assessment Assignments (all due dates found in Canvas)
   1. StrengthsFinder assessment (found in *StrengthsFinder 2.0* book)
   2. Myers-Briggs
   3. Values Indicator
   4. Passions Indicator
   5. Darkside Profile (found in Darkside of Leadership chapter)
   6. IDAK Career Match assessment

B. Watch Videos
   1. Theology of Calling Videos
   2. IDAK Career Match assessment training

C. Reading Assignments (all due dates found in Canvas)
   1. Sections of *StrengthsFinder 2.0* pertaining to the student’s strengths (see Written Assignments) by the first day of class date. Skim the various other strengths so that you are familiar with them.
   2. *The Person Called You* (all)
   3. *Courage and Calling* (all)
   4. *A Practical Theology of Assessment* (all)

NOTE: Students should review and familiarize themselves with the assignment directions below to direct their reading of the course materials.

D. Written Assignments (papers, journals, study exercises, charts, etc.)
   1. StrengthsFinder Profile and Reflective Paper: After completing the online StrengthsFinder Profile associated with *StrengthsFinder 2.0* book and reading the book portions associate with their strengths, students will answer the reflective questions found in Canvas.
2. Discovering Your Giftedness Project: After reading *The Person Called You*, each student will complete the steps described in the book in completing the Discovering Your Giftedness project. The student will turn in a written copy of her/his project AND will present a formal presentation in class of their project in 20 minutes. Additional instruction provided in class and on Canvas.

3. Reflective Paper to *Courage and Calling*: After reading all of the chapters of *Courage and Calling*, the student will complete a reflective paper. Instruction for this paper are found in Canvas.

E. Quizzes and/or Exams
Quizzes are used to verify video and reading completion.

V. COURSE POLICIES

A. Weight Given to Course Requirements for Grading

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<th>Percentage</th>
<th>Description</th>
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<tr>
<td>10%</td>
<td>Assessments &amp; Videos found in Canvas (5 hrs)</td>
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<td>6%</td>
<td>StrengthsFinder Profile and Reflective Paper (3 hrs)</td>
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<td>39%</td>
<td>Discovering Your Giftedness project – written + oral presentation (14-18 hrs)</td>
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<tr>
<td>15%</td>
<td>Reading &amp; Reflective Paper to <em>Courage and Calling</em> (6 hrs)</td>
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<td>4%</td>
<td>Practical Theology of Assessment Reading (2 hrs)</td>
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<td>26%</td>
<td>IDAK Career Match &amp; Training + Reflection (14-17 hrs)</td>
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Approximately: 30 hours of work before life sessions and 30 hours of work after live sessions.

B. Class Participation
Because of the nature of the class, participation and interaction in all sessions is vital. Respect to other colleagues and adherrence to the Language and Style policy (see F) for all class discussions and written assignments.

Students should refrain from using cell phones, laptop computers, or other devices in a manner that distracts others in the class. Playing games, browsing the Internet, using email, instant messaging, or text messaging, etc., are considered unacceptable when class is in session. Unless permitted by the professor, students should turn off all electronic devices during tests and quizzes” (1.16.1, DTS 2014-16 Handbook).

C. Late Assignments
No late paperwork will be accepted without prior approval. Any request for extensions must be submitted via email and approved by the professor prior to the due date.

D. Absences
Attendance in all sessions is vital. Each 50-minute class session missed is worth 2% of the final grade for Sessions (1.16.4 DTS 2014-16 Handbook). Absences that are cleared with the instructor prior to class or are an emergency in nature (an emergency is determined by the professor's personal discretion) carry no penalty.

E. Letter/Numerical Grade Scale

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<thead>
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<th>Grade</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>B+</td>
<td>91-93</td>
<td>C+</td>
<td>83-85</td>
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<td>88-90</td>
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<td>94-95</td>
<td>B-</td>
<td>86-87</td>
<td>C-</td>
<td>78-79</td>
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F. Language and Style
As a gospel-shaped, gospel-centered community of learning, we have compelling reasons to think, write, and speak in such a way as to insure that none are either intentionally or inadvertently excluded by our use of language. As such, all written submissions and class discussions should be respectful in tone and utilizing a gender-inclusive language when appropriate. While this has become standard academic practice, this request is also not an attempt at "political correctness."

- First person usage is expected in submissions where the student is the subject of the assignment.

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• Consider using “humans,” “persons,” “humanity,” or “humankind” rather than “man” or “men” when referring to human beings in general.

• Consider alternating between the use of “he” and “she” as generic pronouns or substituting the use of the plural (“they,” “them,” “their”) when appropriate.

• When referring to another student this week, please use their name or the term “colleague.”

• All written submissions should be carefully proof-read and should consistently follow Turabian style where appropriate. If typos and/or poor grammar prevent the professor from understanding the student, then your assignment may be returned for correction.

VI. COURSE SUPPLEMENTAL INFORMATION

A. Accommodations and Discrimination (4.10.1 DTS Handbook 2015-2016)
DTS will make reasonable accommodation to ensure equal opportunity and access for qualified students to all applicable programs, services, activities, and facilities. As such, DTS courses or personnel do not discriminate on the basis of disability in the operation of any of its programs and activities. The student is responsible for informing the Coordinator of Services for Students with Disabilities and the course instructor of any disabling condition that will require modifications. Please see the DTS Handbook for further information.

Prof Hart’s Note: This includes learning disabilities—diagnosed, undiagnosed, or otherwise invisible. Please contact me as soon as possible even if you do not think your situation applies to this course so that I may serve you well.

B. Sexual Harassment (4.1.7 DTS Handbook 2015-2016)
Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964. Each student, staff, and faculty member should be able to work in an atmosphere free of discriminatory intimidation based on sex, as well as intimidation based on race, color, age, national origin, or disability. Sexual harassment of students, staff, or faculty by any member of the Seminary community will not be tolerated. Sexual harassment includes any repeated or unwanted verbal or sexual advances, sexually explicit derogatory remarks, or offensive statements made by someone in the workplace when

1. submission to the conduct is either explicitly or implicitly a condition of employment, grades, or good will;

2. submission to or rejection of the conduct is used as a basis for grading or relational decisions affecting any person; or

3. the conduct has the purpose or effect of substantially interfering with student, staff, or faculty performance of duties, or of creating an intimidating, hostile, or offensive work or learning environment.

Any student experiencing or observing sexual harassment as described in any of the above categories should report the incident immediately to the dean of students. Due process will be followed in handling any complaints including possible criminal investigation. See the DTS Student Handbook and the Violence Against Women Policy found online:
http://www.dts.edu/departments/campus/campuspolice/dallas/crimereport/

C. Audits, Spouse Audits, Sit-Ins, and Visitors (1.3.2-5, 1.16.2 DTS Handbook 2015-2016)
All attendees auditing the course will be expected to interact with others in the same manner outlined above and are invited to participate during class discussion.

VII. COURSE LECTURES AND ASSIGNMENT SCHEDULE
See Canvas for the course lecture and assignment schedule. Review the section weight given to assignments above for a breakdown of time students should budget for success in this course. This will vary depending on reading speeds, comfort with technology, etc. The average reading speed is assumed to be 200/words per minute for “textbook” type reading that are used in this course since denser theology books are not required.