WESTERN SEMINARY—SACRAMENTO

Using Assessments, Inventories and Tools in Coaching
MCS 561GM: 1 credit hour

Chad Hall, PCC
(919) 971-8357
chall@westernseminary.edu

Syllabus - Spring 2010

COURSE SCHEDULE

Course Dates: Friday March 26th and Saturday March 27th, 2010
Time: 8:30a.m. – 4:30 p.m.

COURSE DESCRIPTION

This course provides students an overview of various assessments, inventories, and tools for creating awareness with coaching clients. Among the instruments addressed will be the Myers-Briggs Type Indicator (MBTI), the Leadership Practices Inventory 360 (LPI 360), Strengths Finder 2.0, and DiSC. Attention will be given to discerning which instruments are most useful in which client situations, what steps are necessary for utilizing various instruments, and how to promote effective client engagement with instruments. 1 Credit Hour. Prerequisite: MCS 510

COURSE GOALS/OBJECTIVES

Cognitive
- Discuss various instruments for use in coaching
- Provide distinctions between various instruments, assessments and tools

Affective
- Gain a basic comfort level in utilizing instruments, assessments and tools in coaching
- Experience one or more coaching instruments for self-awareness and coaching effectiveness

Behavioral
- Integrate coaching instruments, assessments and tools into coaching practice for client self-discovery

TEXTBOOKS and ASSESSMENTS

Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary. Click here to order texts and other products.

- Clifton, Donald, et al. *Living Your Strengths: Discover Your God-Given Talents and Inspire Your Community* (Gallup, 2004)
- MBTI Assessment
- FIRO-B Assessment

  NOTE: The MBTI and FIRO-B are purchased online ($30 for both) by going to http://mbti.eventbrite.com/. *Complete the order form and instructions for taking both assessments will be provided. Results for the two assessments will be provided in class.*

COURSE REQUIREMENTS: email all assignments to chall@westernseminary.edu

Reading

READING	According to Western Seminary standards there are two reading levels **Familiarity level**. This level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour) **Mastery level**. Reading at this level will average about 20 pages per hour and assumes careful reflective interaction with the ideas, note taking, and will lead to accountability in class, and papers at a mastery level (1000 pages = 50 hours). These are intended to serve as flexible guidelines or rules of thumb; they are not thought to be rigid. It is certainly understood that books are printed with varying numbers of words per page and written to varying reading levels. Each assignment **should be completed before the class session** so that you will be able to participate in and benefit from the class discussions.

1. Read *Living Your Strengths* at the mastery level. **DUE: 4/24/10**
   Submit 3 page interaction paper by email when complete.

Online Work

1. Take the Myers-Briggs Type Indicator Assessment online at
   http://mbti.eventbrite.com/ **DUE: 3/20/10**

2. Take the FIRO-B Assessment online at
   http://mbti.eventbrite.com/ **DUE: 3/20/10**

3. Take the StrengthsFinder Assessment online using the code inside the book Living Your Strengths. **DUE: 3/20/10**

NOTE: All Online Assessments must be completed PRIOR TO the first class meeting

Written

WRITTEN REQUIREMENTS	
	Minimum format standards must be met, as defined below. **English grammar, idiom and spelling must be up to graduate level. Always include a strong introduction paragraph-declare what you intend to show the reader- and conclusion paragraph.** Qualities valued include clarity, succinctness, and precision. • 1" margins top, bottom and sides • Double-space • 12-point standard. • Indent paragraphs .5 inch • No extra line-feed between paragraphs (Format-Paragraph-Space After) • Underline section headings • **Page numbers** • **Submit all papers as separate attachments (Word or PDF documents) in a single e-mail message** **All work must reflect Master's Level use of the English Language**. **Plagiarism will result in failure of the first assignment so discovered. A second instance will result in failure in the course.**

5. Integrative Paper **DUE: 4/20/10**
   Write a 3 to 5 page paper exploring: how three of the assessments, inventories, and/or tools covered in this class compare and contrast with one another. How might you use one or more of these in your own coaching.

6. Reflection Paper **DUE: 4/20/10**
   Write a 3 to 5 page paper exploring what you learned about yourself through the use of one or more of the assessments, inventories or tools covered in this class. What changes will you make in your ministry, work, or personal life as a result of this new self-awareness?

STANDARDS FOR WRITTEN WORK (MLA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the MLA (Modern Language Association) style guide. The basic elements are:

- Double-spacing, except for block quotes
- Single space block quotes
- Page numbers appear at the upper right on every text page
- Use footnotes or parenthetical citations.
- Footnotes and parenthetical references follow standard format.

Helpful web sites on MLA style include:
http://owl.english.purdue.edu/owl/
http://www.cws.illinois.edu/workshop/writers/citation/

[These websites are expanded and pasted into Western Seminary's "How to Write a Research Paper" located at http://www.westernseminary.edu/papers/Faculty/WGuideNu.doc]

A good website with footnote/bibliography entries is:
http://writing.wisc.edu/Handbook/Documentation.html

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Texts & online assessments	25 points
Integrative Paper	35 points
Reflection Paper	20 points
Attendance	20 points
Total	**100 points**

Activity	Percent of Final Grade	Estimated Time to Complete
Reading Work (incl. assessments)	25%	15 hours
Written Work	55%	15 hours
Attendance	20%	15 hours
Total	**100%**	**45 hrs.**

CLASS POLICIES

Cover page: To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

Attendance and Late Assignments: Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course, without a request for and the completion of additional assignments. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

Enrichment Students: Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

Incompletes: Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or similar extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by the student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator, with 5 weeks after the end of the course being the longest possible extension for work being due to the prof; for this semester that date is **Saturday, 5/29/10**. (This allows a 6th week for the grading of work and a grade change request to be filed.) A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may the six-week period (allots 1 week to the prof for grading and grade change petition) be extended except by petition and approval of the Administrative Committee in Portland.

The Availability of Disability Services at Western Seminary: Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

LIBRARY AND INTERNET RESEARCH – SACRAMENTO

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit www.westernseminary.edu/sacramento
- Click the link "Library Services" in the right navigation pane.

Reserve Collection
The library carries all required readings for this course.

Print Resources
Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit http://www.westernseminary.edu/Library/SAC .
- Click the link "Search the Library Collection Online".

Periodical & Research Databases
As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit http://www.westernseminary.edu/Library/SAC .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link "EBSCOhost Web".
- Click the database(s) you wish to use. Start with *ATLA Religion Database with ATLASerials*.

To cite your information, consider the following MLA composers:
http://www.noodletools.com and http://www.citationmachine.net

Western-Arcade Library offers a variety of ministry related software for student use including BibleWorks, Logos Bible Software, and SeminaryLibrary.

Course Packs (if applicable)
To access the course pack(s) for this course:

1. Go to the library homepage: http://www.westernseminary.edu/Library/SAC
2. Click the link 'Course Packs'.

Reference and Research Contact Information
David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / dholifield@westernseminary.edu