



Interpersonal Relationship Skills CCSW 6214
New Orleans Baptist Theological Seminary
Church and Community Ministry Division
Fall 2016

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Mission Statement

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Core Value Focus

The seminary has five core values.

- 1. Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
- 2. Spiritual Vitality:** We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
- 3. Mission Focus:** We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.

4. **Characteristic Excellence:** What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom department.

The core value focus for this academic year is Characteristic Excellence.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** To interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are:

1. Effective servant leadership: This course assists students in learning how to serve effectively with others in ministry in churches and communities.
2. Interpersonal Relationships: This course will provide opportunities for students to enhance their relationship skills both personally and professionally.

Course Description

The purpose of this course will be to study the nature of interpersonal relationships with particular reference to personal, family, and ministry relationships. Goals will be to learn to establish positive relationships, to improve weak relationships, and to develop skills in resolving problematic relationships.

Student Learning Outcomes

In order to perform pastoral care effectively with skills in communication and conflict management, the student, by the end of the course, should:

1. Increase knowledge of concepts related to self, family, church, and community relationships.
2. Value self-evaluation and self-care in building and maintaining healthy relationships.

3. Practice listening skills, assertion skills, conflict-resolution skills, collaborative problem solving skills, and skill selection.

Course Teaching Methodology

The course will involve the following methodologies:

1. This course will be taught using in-class lecture, discussion, case studies, exams, PowerPoints, guests, group experiences, role play and personal evaluation exercises.
2. Class will begin each day with a devotional led by the students.

Units of Study:

1. Introduction
2. The Self Concept
3. Communication
4. Communication: Culture/Language/Gender
5. Listening Skills
6. Assertiveness/Difficult People
7. Decision Making
8. Family of Origin
9. Family of Creation
10. Etiquette/Emotional Intelligence
11. Relationships in the Church
12. Relationships in the Community
13. Conflict Resolution/Collaborative Problem Solving
14. Social Media/Conclusion

Textbooks

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Required Texts:

Bozeman, Jeanine C. and Argile Smith, eds. *Interpersonal Relationship Skills for Ministers*. Gretna, LA: Pelican Publishing Company, 2004.

[Note: This textbook is available as an eTextbook at www.pelicanpub.com.]

Bozeman, Jeanine C. and Argile Smith, eds. *Interpersonal Skill Set for Ministers*.

Gretna, LA: Pelican Publishing Company, 2014.

[Note: This textbook is only available as an eTextbook at www.pelicanpub.com.]

Floyd, Kory. *Interpersonal Communication: The Whole Story*, 2nd ed. McGraw-Hill, 2011.

[This book is on reserve in the Library.]

Course Requirements

[EMBEDDED ASSIGNMENT]

1. Personal Evaluation of Interpersonal Relationship Skills

Each student is to interview:

- a. Two family members
- c. Two church members

- b. Two friends
- d. Two community persons

Ask these persons to assess the strengths and weaknesses of your interpersonal relationship skills. Use the evaluation form (distributed in class) to aid in your assessment. Write one paper with the following 2 components. 1) From these eight interviews prepare an evaluative report of your interpersonal relationship skills. 2) Based upon your evaluation, prepare a plan for strengthening your interpersonal relationship skills. You may use first person pronouns in your report. Prepare a 10 page paper following Seminary guidelines for formatting.

This report is due on November 10. The grade for late submissions will be reduced by 10 points. No reports will be accepted after November 17.

This assignment is an embedded assignment that will be completed by all students for all sections of this course. The rubric for grading this assignment is attached to the syllabus. Please complete the assignment according to the rubric.

2. Interpersonal Relationship Skills Group Presentation

Each student will read the e-book, *Interpersonal Skill Set for Ministers*. Each group will choose a topic from this text and will prepare and lead an in-class, 30 minute presentation on the chosen topic following further research. The professors must approve the topics.

Students will research the chosen topic. A minimum of 15 sources are required (in addition to textbooks) and 10 of the sources must be dated since 2005.

The 30 minute presentation should be an interactive time rather than a lecture. Students will prepare a teaching plan, at least 2 handouts for the class, and a bibliography of a minimum of 15 sources related to the chosen topic (excluding textbooks). PowerPoint is optional.

Each group will prepare a report on the presentation to submit to the professors at the time of the presentation. The report should be typed, double spaced, and 3 pages in length. All submissions should be submitted together with a title page that includes each group member's name. All group members will receive the same grade for the presentation.

Each group will submit the following components to be graded:

- a. Presentation & Report: 50 points
- b. Teaching plan: 20 points
- c. Handouts: 20 points
- d. Bibliography: 10 points

The grade penalty for late submissions is 10 points. No reports will be accepted after the presentation date (see course outline).

3. Small Group Participation

Each student will participate in a small group discussion on assigned topics/questions. The

grade for small group participation will be based on attendance, participation, and leadership. Each student is expected to participate in all group discussions. In addition, each student will have the opportunity to lead at least one group session.

4. Book Report

Each student will read the E-Book and write a book critique consisting of the following points:

Rubric for Grading

- a. In your opinion, what are the weak points of the book? Discuss at least two. (25 pts.)
- b. What are the strong points of the book? Discuss at least two. (25 pts.)
- c. What additional subjects would you recommend including in the book? (25 pts.)
- d. Point out two chapters you would like to discuss further in this class. Why? (25 pts.)

The book report should be typed, double-spaced. Personal pronouns may be used. Paper should be at least four pages in length. **The report is due on September 13.**

5. Exams

Students will complete midterm and final exams. The midterm exam is scheduled for **October 13, 2016** and the final exam is scheduled for **Thursday, December 15, 2016, 9:00-11:00 a.m.**

Evaluation of Grade

The student's grade will be computed as follows:

Assignment	Percentage of Grade	Due Date
Personal Evaluation Paper of Communication Skills	20%	November 10
Presentation	20%	As Scheduled
Book Report	20%	September 13
Midterm Exam	20%	October 13
Final Exam	20%	December 15

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Policies Regarding All Assignments

All work is due on the assigned day and at the assigned time. Grades for late submissions will be reduced by 10 points.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Attendance Policies

Absences: As listed in the catalog, for a 3-hour course – 9 hours absent.

Absences: For the four-time per semester hybrid courses, students can only miss one of the four monthly class sessions.

Classroom Decorum

Each student is expected to treat the professor and other students with respect; arrive on time for class sessions; and use laptops and other technological devices for class purposes only.

Blackboard

Blackboard will be used in this class. Please make sure that your contact information on Blackboard is accurate and up-to-date. If you need assistance accessing Blackboard, please contact the Information Technology Center.

Netiquette

Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: www.nobts.edu. Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Course Schedule

[List schedule of how class will be administered. Include due dates for assignments]

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Aug. 23-25	Introduction The Self Concept Goal Setting	Bozeman & Smith, Chapters 1 Floyd, Chapter 3
Aug. 30- Sept. 1	Communication	Bozeman & Smith, Chapter 2 Floyd, Chapter 1
Sept. 6-8	Group Meeting Communication, Technology, and Relationships Speaker: Dr. Bobby Burt	Floyd, Chapter 6
Sept. 13-15	Difficult People Listening Skills	Bozeman & Smith, Chapter 15 Floyd, Chapter 11 Book Review Due
Sept. 20-22	Decision Making Assertiveness	Bolton (on reserve at Library), Chapters 2-4 Floyd, Chapter 7
Sept. 27-29	Family Relationships Family of Origin Family of Creation	Bozeman & Smith, Chapters 6-9 Floyd, Chapters 9-10
Oct. 4-6	Group Meeting Social Media	Bozeman & Smith, Chapter 15
Oct. 11-13	Conflict Resolution Mid Term Exam (Oct. 13)	Bozeman & Smith, Chapters 3, 10-13, 21 Floyd, Chapter 11
Oct. 17-21	Fall Break	Fall Break
Oct. 25-27	Relationships in the Church Staff/Members	Floyd, Chapters 7, 11
Nov. 1-3	Group Meeting The Minister's Family	Bozeman & Smith, Chapters 5-9
Nov. 8-10	Emotional Intelligence Group Meeting Personal Evaluation Due Nov. 10	Bozeman & Smith, Chapter 14 Floyd, Chapter 8
Nov. 15-17	Relationships in the Community Dr. Kay Bennett Dr. Loretta Rivers	Bozeman & Smith, Chapters 19-22 E-Book (All)
Nov. 21-25	Thanksgiving Break	Thanksgiving Break

Nov. 29-Dec. 1	Student Presentations	Student Presentations
Dec. 6-8	Student Presentations	Student Presentations
Dec. 15		Final Exam: Thursday, Dec. 15 9:00 a.m.-11:00 a.m.

Selected Bibliography

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- Damon, Roberta McBride. *Relationship Skills*. Birmingham: Women's Missionary Union, SBC, 1993.
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Wright, Walter, C. *Don't Step on the Rope: Reflection on Leadership, Relationships, and Teamwork*. Waynesboro, GA: Paternoster Press, 2005.

QUESTIONS TO ASSESS YOUR INTERPERSONAL RELATIONSHIP SKILLS

1. What would you consider to be your greatest strengths in relating to people?
2. What do you see as your weaknesses in relating to people?
3. What strengths and weaknesses do you bring to our family in developing good interpersonal relationships?
4. How have you changed during the past few years with regard to your family relationships?
5. What actions do you take or attitudes do you have that hinder your relationships with others in your family?
6. How do you contribute to strengthening your friendships?
7. With regard to interpersonal relationship skills, what actions do you take or attitudes do you have that hinder further development of your friendships?
8. What interpersonal relationship skills do you utilize to strengthen the fellowship of your church?
9. What relationship skills do you utilize that help you to be a valuable member of your community?
10. What changes can you make to help strengthen your relationships in the community?

QUESTIONS FOR PERSONAL EVALUATION OF INTERPERSONAL RELATIONSHIP SKILLS INTERVIEWS

Questions to Use in All Interviews:

1. What would you consider to be my greatest strengths in relating to people?
2. What do you see as my weaknesses in relating to people?

Questions to Use with Family Members:

1. What strengths and weaknesses do I bring to our family in developing good interpersonal relationships?
2. How do you see me as changing during the past few years with regard to our family relationships?
3. What actions do I take or attitudes do I have that hinder my relationships with others in our family?

Questions to Use with Friends:

1. How do I contribute to strengthening our friendship?
2. With regard to interpersonal relationship skills, what actions do I take or attitudes do I have that hinder further development of our friendship?

Questions to Ask Members of Your Church:

1. What interpersonal relationship skills do I utilize that strengthen the fellowship of our church?
2. If you could suggest one change to me in how I relate to people, what would that change be?

Questions to Ask Community Persons:

1. What relationship skills do I utilize that help me to be a valuable member of our community?
2. What changes can you suggest to help me strengthen my relationships in our community?

Grading Rubric for Personal Evaluation of Interpersonal Relationship Skills

Criteria	Points Possible	Points Earned
Assessed interpersonal relationship skills, including strengths and weaknesses, utilizing the evaluation form provided.	30 points	
Completed 8 interviews. Assessed interpersonal relationships skills utilizing the questions provided. Included contact information for interviewees.	30 points	
Developed a plan for strengthening interpersonal relationship skills. Referenced relevant course material.	30 points	
Report is virtually free of errors in grammar, punctuation, word choice, spelling, format, and Turabian style issues. Report is well-organized, paragraphs are well-structured, and headings are used appropriately.	10 points	

Grading Rubric for Presentation in Interpersonal Relationship Skills

Criteria/Points Possible	Point Earned
<p>Teaching Plan. { 15 points total }</p> <p>Clear presentation of topic. (3 points)</p> <p>Objectives clearly stated and appropriate for the topic. (5 points)</p> <p>Well organized outline of subjects to be covered and activities utilized with specific time periods allotted. (7 points)</p>	0 to 15
<p>Bibliography. { 15 points total }</p> <p>Compiled bibliography with ten resources (excluding textbooks). (10 points)</p> <p>At least 5 of the resources are dated within the past 5 years. (2 points)</p> <p>Sources are documented according to Turabian style. (3 points)</p>	0 to 15
<p>Handouts. { 20 points total }</p> <p>Completed two handouts. (10 points)</p> <p>Handouts are relevant to the topic, enhance the presentation, and are visually appealing. (10 points)</p>	0 to 20
<p>Presentation and Report. { 50 points total }</p> <p>Presentation was presented according to teaching outline. (10 points)</p> <p>Presentation was interactive. (10 points)</p> <p>Report provides a brief summary of the presentation content. (5 points)</p> <p>Report includes presenters' interaction with participants. (5 points)</p> <p>Report includes presenters' evaluation of the presentation. (10 points)</p> <p>Report begins, flows, and ends effectively.</p> <p>Report is virtually free of errors in grammar, punctuation, word choice, spelling, format, and Turabian style issues. Report is well-organized, paragraphs are well-structured, and headings are used appropriately. (10 points)</p>	0 to 50

CCSW6214 Interpersonal Relationship Skills

Embedded Learning Assignment Assessment Rubric

DOMAIN	LEVEL	BASIC (1 PT)	COMPETENT (2 PTS)	GOOD (3 POINTS)	EXCELLENT (4 POINTS)
UNDERSTANDING	Student will demonstrate knowledge of concepts related to self, family, church, and community relationships.				
APPLICATION	Student will value self-evaluation as evidenced by development of a plan for strengthening interpersonal relationship skills.				
COMMUNICATION	Student will communicate effective listening skills by incorporating interviewees' responses in their evaluation of interpersonal relationship skills.				