



**NEW ORLEANS**  
BAPTIST THEOLOGICAL SEMINARY

## **CCSW 6214/CEAL 6214 Interpersonal Relationship Skills**

Church and Community Ministries Division

Spring 2016, Tuesday 2:00-3:50

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*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.*

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### **Purpose of the Course**

The purpose of this course is to study the nature of interpersonal relationships with particular reference to personal, family, church, and community relationships.

### **Core Value Focus**

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. For the 2015-2016 academic year, the core value is Mission Focus.

The core values of New Orleans Baptist Theological Seminary are:

*Doctrinal Integrity* – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

*Spiritual Vitality* – We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

*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.

*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.

*Servant Leadership* – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

## **Curriculum Competencies Addressed**

This course will address the following curriculum competencies:

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 the course will be to study the nature of interpersonal relationships with particular reference to personal, family, church, and community 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**

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.

## **Required Readings**

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

### **Required Textbooks**

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

Floyd, Kory. *Interpersonal Communication*, 2d. Boston: McGraw-Hill, 2011.

### **Recommended Textbook**

Bozeman, Jeanine C., and Argile Smith, eds. *Interpersonal Skill Set for Ministers*. Gretna, LA: Pelican Publishing Company, 2014. E-book. [Available at [www.pelicanpub.com](http://www.pelicanpub.com) and [amazon.com](http://amazon.com)]

## **Course Teaching Methodology**

### **Units of Study**

Unit 1: Introduction

Unit 2: The Self Concept

Unit 3: Communication

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

**Teaching Method.** This course will be taught using in-class lecture, discussion, small groups, videos, case studies, exams, and personal evaluation exercises.

### Assignments and Evaluation Criteria

#### **I. Reading Assignments/Quizzes**

Students should complete all reading assignments and quizzes by the assigned dates. Quizzes will be posted on Blackboard. **Each quiz must be taken by 2 p.m. on the due date.** Quizzes will not be accessible after the due date. No late quizzes will be allowed. Students may use their textbooks for the quizzes.

#### **II. Skill Building Exercises**

Students will complete **3** of the following activities:

1. Log your communication (face-to-face and technologically-mediated) for a 6-hour period of time. Record the sender, receiver [use category, such as family member, friend, rather than actual name of person], context, channel of communication, purpose of communication, and time spent in communication. In a 2-page report (typed, double-spaced), discuss the similarities and differences between face-to-face communication and technologically-mediated communication. Include your communication log with your report.
2. Create an identity collage using a 12 x 18 inch poster board to depict your self-concept. Represent your personality, experiences, interests, relationships, talents, strengths and weaknesses, ambitions, and ministry. In a 2-page report (typed, double-spaced), summarize your depiction of your self-concept and offer suggestions (at least 3) for strengthening your self-concept.
3. The impact of family experiences on our present and future is discussed in chapters 6-9 in Bozeman and Smith. Discuss the family of origin experiences that have shaped you. Assess your attention to family relationships and family matters in your family of procreation. Discuss similarities and differences in your family of origin and family of procreation. Your report should be 4 pages (typed, double-spaced).

4. A. Interview 2 persons (other than seminary students) that have been in ministry 5 or more years. Ask interviewees about the following: 1) their view of the importance of interpersonal relationship skills in ministry; 2) the challenges they have faced in ministry as a result of interpersonal relationship issues; and 3) their opinion of what seminary students need to know about interpersonal relationships skills. Submit a typed summary of each interview. [1 page, typed, double-spaced per interview]  
B. Based on your interviews and the topics discussed in the Interpersonal Relationship Skills class, what interpersonal relationship issues do you anticipate being most difficult for you in ministry? How can you prepare now to address the issues that you anticipate in the future? [1 page, typed, double-spaced]

The skill building exercises should be submitted as one document with a cover page. The identify collage should be submitted separately. The skill building exercises are due on 3/22/16, 2 p.m. (CST). The grade for late submissions will be reduced by 10 points. No reports will be accepted after 3/29/16. **[Submit in class.]**

### **III. Personal Evaluation of Interpersonal Relationship Skills**

In order to successfully complete the assignment, the following steps are necessary:

1. Assess your interpersonal relationship skills using the evaluation form attached to the syllabus. [3 typed pages]
2. Complete 8 interviews: two family members, two friends, two church members, and two community members. Utilize the forms attached to the syllabus. As an appendix to the paper, submit the name of each person interviewed, relationship category, and contact information (e-mail or phone number is sufficient). Do not include the name of any person in your narrative report. [3-4 typed pages]
3. Develop a detailed plan for strengthening your interpersonal relationship skills. Reference relevant course materials in your plan; be specific and include internal notation (e.g., Bozeman & Smith, p. 101). [3 typed pages]
4. The report should be written in integrated narrative form, typed double-spaced, and submitted in one document with a cover page. You may use first person pronouns in your report. Question-and-answer format is not acceptable for this assignment.

The report is due on 4/12/16, 2 p.m. (CST). The grade for late submissions will be reduced by 10 points. No reports will be accepted after 4/19/16. **[Submit on Blackboard and submit a hard copy in class.]**

*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 this rubric.*

### **IV. Interpersonal Relationship Skills Group Presentation**

Students will be assigned to groups. Each group will prepare and lead an in-class presentation on one of the following topics: assertiveness, decision making, conflict resolution, and emotional

intelligence. The presentation will be 45 minutes and should be an **interactive time**, rather than a lecture.

Students will prepare a bibliography of fifteen resources, in addition to the textbooks. At least 7 of the resources must be dated within the past 5 years. Students also will prepare a teaching plan that includes the following: topic, primary goal, timing, objectives/learning outcomes, teaching activities with facilitator listed, and assessment. In addition, students should prepare at least two handouts pertaining to the presentation and should bring sufficient copies for the class on the presentation day.

At the conclusion of the presentation, students will prepare a report on the presentation which includes a brief summary of the content of the presentation, the presenters' interaction with the class, and the presenters' evaluation of the presentation. The report should be typed, double-spaced, and 4-5 pages in length (exclusive of appendix). The teaching plan and two handouts should be included in an appendix. The report should be submitted as one document with a cover page. The report is due one week after the presentation date; no late reports will be accepted. (See grading rubric attached to syllabus.) **[Submit on Blackboard.]**

| Topic                  | Date of Presentation | Report Due |
|------------------------|----------------------|------------|
| Assertiveness          | 3/1/16               | 3/8/16     |
| Decision Making        | 3/8/16               | 3/22/16    |
| Conflict Resolution    | 4/12/16              | 4/19/16    |
| Emotional Intelligence | 4/26/16              | 5/3/16     |

## **V. Final Exam**

Students will complete a take-home, open-book, final exam which will be due at 2 **p.m., Tuesday, May 10, 2016**. Email final exams to **barlowsec@nobts.edu**.

## **Course Evaluation**

| Assignment                                               | Percentage of Grade | Due Date              |
|----------------------------------------------------------|---------------------|-----------------------|
| Reading Assignments/Quizzes                              | 10%                 | As assigned           |
| Skill Building Exercises                                 | 15%                 | 3/22/16, 2 p.m. (CST) |
| Personal Evaluation of Interpersonal Relationship Skills | 25%                 | 4/11/16, 2 p.m. (CST) |
| Presentation/Report                                      | 25%                 | As assigned           |
| Final Exam                                               | 25%                 | 5/10/16, 2 p.m. (CST) |

## **Course Policies**

### **Policy Regarding All Assignments**

All assignments should be submitted on Blackboard in .doc (Microsoft Word) or .wpd (WordPerfect) format, unless otherwise stated on the syllabus.

### 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.

### 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 others 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.

### Plagiarism

Students are reminded to demonstrate high standards of conduct in writing assignments and to not violate the Seminary's policy on plagiarism in the current Graduate Catalog and the Student Handbook.

### Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2015-2016*.

### Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: [www.nobts.edu](http://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.

### Technical Assistance

Need technical assistance? Contact the ITC today!

\*Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

\*BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

\*ITCSupport@nobts.edu - Email for general technical questions/support requests.

\*504.816.8180 - Call for any technical questions/support requests.

\*[www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

### Extra Credit

Students can receive up to 3 points which will be added to their final average by completing the following assignment:

Read Bozeman, Jeanine C., and Argile Smith, eds. *Interpersonal Skill Set for Ministers*. Gretna, LA: Pelican Publishing Company, 2014.

Complete 10 essay questions related to the reading. The extra credit assignment will be posted on Blackboard and must be completed by April 26, 2016.

### **Course Schedule**

| Dates                                           | Topics/Reading Assignments                                                                                                          | Professor                                  |
|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 1/19/16                                         | Introduction<br>Bozeman & Smith, Introduction; Floyd, Chapter 1<br><b>Quiz 1 Due: 1/26/16, 2 p.m.</b>                               | Barlow (Unit Content)<br>Rivers (Syllabus) |
| 1/26/16                                         | The Self Concept<br>Bozeman & Smith, Chapter 1; Floyd, Chapter 3<br>Quiz 2 Due: 1/26/16, 2 p.m.                                     | Rivers                                     |
| 2/2/16                                          | Communication<br>Bozeman & Smith, Chapter 2; Floyd, Chapters 4, 6<br>Quiz 3 Due: 2/2/16, 2 p.m.                                     | Barlow                                     |
| 2/9/16                                          | Mardi Gras – No Class                                                                                                               |                                            |
| 2/16/16                                         | Communication: Culture/Language/Gender<br>Floyd, Chapters 2, 5<br>Quiz 4 Due: 2/16/16, 2 p.m.                                       | Rivers                                     |
| 2/23/16                                         | Listening Skills<br>Bozeman & Smith, Chapter 3; Floyd, Chapter 7<br>Quiz 5 Due: 2/23/16, 2 p.m.                                     | Barlow                                     |
| 3/1/16                                          | Assertiveness/Difficult People<br>Bozeman & Smith, Chapters 4, 15; Floyd, Chapter 12<br>Quiz 6 Due: 3/1/16, 2 p.m.                  | Rivers                                     |
| 3/8/16<br><b>Spring Break<br/>{March 14-18}</b> | Decision Making<br>Bozeman & Smith, Chapter 21<br>Quiz 7 Due: 3/8/16, 2 p.m.                                                        | Barlow                                     |
| 3/22/16                                         | Family of Origin<br>Bozeman & Smith, Chapters 5-9<br>Quiz 8 Due: 3/22/16, 2 p.m.                                                    | Rivers                                     |
| 3/29/16                                         | Family of Creation<br>Bozeman & Smith, Chapters 10, 12, 13; Floyd, Ch. 10<br>Quiz 9 Due: 3/29/16, 2 p.m.                            | Rivers                                     |
| 4/5/16                                          | Relationships in the Church<br>Bozeman & Smith, Chapters 17-18; Floyd, Chapter 9<br>Quiz 10 Due: 4/5/16, 2 p.m.                     | Barlow                                     |
| 4/12/16                                         | Conflict Resolution/Collaborative Problem Solving<br>Bozeman & Smith, Chapter 16; Floyd, Chapter 11<br>Quiz 11 Due: 4/12/16, 2 p.m. | Barlow                                     |
| 4/19/16                                         | Relationships in the Community<br>Bozeman & Smith, Chapters 19-20, 22<br>Quiz 12 Due: 4/19/16, 2 p.m.                               | Rivers                                     |

|         |                                                                                                                       |        |
|---------|-----------------------------------------------------------------------------------------------------------------------|--------|
| 4/26/16 | Etiquette/Emotional Intelligence<br>Bozeman & Smith, Chapter 11, 14; Floyd, Chapter 8<br>Quiz 13 Due: 4/26/16, 2 p.m. | Rivers |
| 5/3/16  | Social Media/Conclusion<br>Bozeman & Smith, Conclusion<br>Quiz 14 Due: 5/3/16, 2 p.m.                                 | Barlow |
| 5/10/16 | <b>Final Exam Due: 2 p.m.</b>                                                                                         | Barlow |

### **Selected Bibliography**

Augsburger, David. *Caring Enough to Confront: How to Understand and Express Your Deepest Feelings Toward Others*, updated ed. Ventura, CA: Regal Books, 2009.

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon and Schuster, Inc., 1979.

Branson, Mark Lau, and Juan F. Martinez. *Churches, Cultures, and Leadership*. Downers Grove, IL: InterVarsity Press, 2011.

Gangel, Kenneth O., and Samuel L. Canine. *Communication and Conflict Management: In Churches and Christian Organizations*. Eugene, OR: Wipf & Stock Publishers, 2002.

Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More than IQ*, 10th anniversary ed. New York: Bantam, 2006.

Gray, John. *Mars and Venus Together Forever: Relationship Skills for Lasting Love*, Rev. ed. New York: Harper, 2005.

Hester, Dennis J. *Pastor, We Need to Talk! How Congregations and Pastors Can Solve Their Problems Before It's Too Late*. Shelby, NC: His Way Publishing, 2001.

Holladay, Tom. *The Relationship Principles of Jesus*. Grand Rapids, MI: Zondervan, 2008.

Lane, Timothy S., and Paul David Tripp. *Relationships: A Mess Worth Making*. Greensboro: New Growth Press, 2008.

McInerney, Virginia. *Single Not Separate: How to Make the Church a Family*. Lake Mary, FL: Charisma House, 2003.

McKay, Matthew, Patrick Fanning, and Kim Paleg. *Couple Skills: Making Your Relationship Work*, 2d ed. Oakland, CA: New Harbinger Publications, 2006.

McKee, Jonathan. *Connect: Real Relationships in a World of Isolation*. Grand Rapids, MI: Zondervan/Youth Specialties, 2009.

- Rainer, Thom S., and Jess W. Rainer. *The Millenials*. Nashville: Broadman and Holman Publishing Group, 2011.
- Richo, David. *How to Be an Adult in Relationships: The Five Keys to Mindful Loving*. Boston: Shambhala Publications, 2002.
- Sande, Ken. *The Peacemaker: The Biblical Guide to Resolving Personal Conflict*, 3d ed. Grand Rapids, MI: Baker Books, 2004.
- Sellon, Mark K., and Daniel P. Smith. *Practicing Right Relationships: Skills for Deepening Purpose, Finding Fulfillment, and Increasing Effectiveness in Your Congregation*. Herndon, VA: The Alban Institute, 2005.
- Vohs, Kathleen D., and Eli J. Finkel, eds. *Self and Relationships: Connecting Intrapersonal and Interpersonal Processes*. New York: Guilford Press, 2006.
- Williams, Linda J. *Church Etiquette: A Handbook for Manners and Appropriate Behavior in Church*. Bloomington, IN: AuthorHouse, 2009.
- Wright, H. Norman. *Communication@Work: How to Get Along with Anyone at Church and in the Workplace*. Venutura, CA: Regal Books, 2011.
- 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 relationship skills utilizing the questions provided. Included contact information for interviewees.                                                                  | 30 points       |               |
| Developed a specific 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Teaching Plan.</b> {15 points total}<br>Clear presentation of topic and primary goal. (3 points)<br>Objectives clearly stated and appropriate for the topic. (5 points)<br>Well organized outline of teaching activities with specific time periods allotted. (7 points)                                                                                                                                                                                                                                                                                                                                                                                                               | 0 to 15      |
| <b>Bibliography.</b> {15 points total}<br>Compiled bibliography with 15 resources (excluding textbooks). (10 points)<br>At least 7 of the resources are dated within the past 5 years. (2 points)<br>Sources are documented according to Turabian style. (3 points)                                                                                                                                                                                                                                                                                                                                                                                                                       | 0 to 15      |
| <b>Handouts.</b> {20 points total}<br>Completed two handouts. Handouts are relevant to the topic, enhance the presentation, and are visually appealing. (10 points/handout)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 0 to 20      |
| <b>Presentation and Report.</b> {50 points total}<br>Presentation was presented according to teaching outline. (10 points)<br>Presentation was interactive. (10 points)<br>Report provides a brief summary of the presentation content. (5 points)<br>Report includes presenters' interaction with participants. (5 points)<br>Report includes presenters' evaluation of the presentation. (10 points)<br>Report begins, flows, and ends effectively.<br>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) | 0 to 50      |

CCSW6214/CEAL6214 Interpersonal Relationship Skills

Embedded Learning Assignment Assessment Rubric

| Domain        | Level                                                                                                                                                  | Failure<br>(0 points) | Basic<br>(1 point) | Competent<br>(2 points) | Good<br>(3<br>points) | Excellent<br>(4 points) |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------------|-------------------------|-----------------------|-------------------------|
| Understanding | Student will demonstrate knowledge of concepts related to self, family, church, and community relationships.                                           |                       |                    |                         |                       |                         |
| Application   | Student will value self-understanding 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. |                       |                    |                         |                       |                         |