



**NEW ORLEANS**  
BAPTIST THEOLOGICAL SEMINARY

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

Church and Community Ministries Division  
Spring 2016 Internet

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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.** Threaded discussions, case studies, PowerPoint presentations, and personal journals will be utilized in this internet course.

### **Assignments and Evaluation Criteria**

#### **I. Unit Assignments**

Students should complete all unit assignments as instructed on Blackboard by the posted due dates on the syllabus. **All units include reading assignments, quizzes, journals, and discussion boards.** Unit assignments will be available on Monday at 1 p.m. (CST) of each week. Unit assignments are due on Monday of the following week, 11:59 p.m. (CST) [unless otherwise noted on the course schedule]. It is the student's responsibility to be aware of due dates.

#### **II. Reading Assignments/Quizzes**

Students should complete all reading assignments and quizzes by the assigned dates. **Each quiz must be taken by the due date given for each unit assignment; no late quizzes will be allowed.** Quizzes will not be accessible after the due date. Students will receive a final quiz grade which will be the total points earned on all quizzes divided by the total points possible on all quizzes.

#### **III. Journals**

Students will keep a journal throughout the course. The journals will be assessed by the following criteria:

To what degree did the student engage in self-exploration

To what degree did the student interact with reading assignments

To what degree did the student make application to his/her area of ministry

Journal entries should be at least two to three full paragraphs (approximately 200 words). The title of each journal entry should be the unit number and the student's last name (e.g., Unit 1 Journal Rivers).

Journal entries are due when the unit for which they are assigned closes. **No late journal entries are allowed in this course.** (See grading rubric attached to the syllabus for more information.)

Note about Journal: The topics students are asked to write about in their journals often require them to share information about themselves. For this reason, journal entries will be read by the professors and teaching assistants and treated confidentially. However, Information and

Technology Center personnel at NOBTS will have access to the Blackboard course and will, in times of need, login to the course to address any problems that might occur that hinder the professors and the students from effectively engaging in online learning.

#### **IV. Discussion Boards**

Threaded discussion is intended to foster dialogue concerning the subject matter. Timely answers are critical for participating in threaded discussions. Initial posts to threaded discussions should be submitted by 11:59 p.m. on **Thursday** of each week to allow time for further dialogue. All students are expected to respond to at least **2** initial posts per week. Response posts are due when the unit for which they are assigned closes. Threaded discussions should be timely and thought provoking, referencing reading content and making real-life application. **Points will be deducted for late initial posts. No late response posts are allowed in this course.** (See grading rubric attached to the syllabus.)

#### **V. Skill Building Exercises**

Students will complete all of the following exercises:

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 PowerPoint. In 6-8 slides, 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. Submit your PowerPoint slides as a pdf file.
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 as a pdf file. The skill building exercises are due on

3/21/16, 11:59 p.m. (CST). The grade for late submissions will be reduced by 10 points. No reports will be accepted after 3/28/16.

## VI. 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 4/11/16, 11:59 p.m. (CST). The grade for late submissions will be reduced by 10 points. No reports will be accepted after 4/18/16.

*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.*

## VII. Final Exam

Students will complete an open-book final exam. The exam is due at 1 p.m. (CST) on May 9, 2016. Email final exams to **barlowsec@nobts.edu**.

## Course Evaluation

Assignment	Percentage of Grade	Due Date
Reading Assignments/Quizzes	10%	As assigned for each unit
Journals	10%	End of each Unit
Discussion Boards	10%	Initial Post, Thursday (during the week the unit is opened) at 11:59 p.m. (CST) Response Posts, Close of each Unit on Mondays, 11:59 p.m. (CST)
Skill Building Exercises	25%	3/21/16, 11:59 p.m. (CST)
Personal Evaluation of Interpersonal Relationship Skills	25%	4/11/16, 11:59 p.m. (CST)
Final Exam	20%	5/9/16, 1 p.m. (CST)

## Course Policies

### Policy Regarding All Assignments

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

### 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 25, 2016.

### Course Schedule

Unit/Dates	Topics/Reading Assignments	Professor
Unit 1 Open 1/19/16 <b>Due 1/25/16</b>	Introduction Bozeman & Smith, Introduction Floyd, Chapter 1	Barlow (Unit Content) Rivers (Syllabus)
Unit 2 Open 1/25/16 <b>Due 2/1/16</b>	The Self Concept Bozeman & Smith, Chapter 1 Floyd, Chapter 3	Rivers
Unit 3 Open 2/1/16 <b>Due 2/8/16</b>	Communication Bozeman & Smith, Chapter 2 Floyd, Chapters 4, 6	Barlow
Unit 4 Open 2/8/16 <b>Due 2/15/16</b>	Communication: Culture/Language/Gender Floyd, Chapters 2, 5	Rivers
Unit 5 Open 2/15/16 <b>Due 2/22/16</b>	Listening Skills Bozeman & Smith, Chapter 3 Floyd, Chapter 7	Barlow
Unit 6 Open 2/22/16 <b>Due 2/29/16</b>	Assertiveness/Difficult People Bozeman & Smith, Chapters 4, 15 Floyd, Chapter 12	Rivers
Unit 7 Open 2/29/16 <b>Due 3/7/16</b>	Decision Making Bozeman & Smith, Chapter 21	Barlow
Unit 8 Open 3/7/16 <b>Due 3/21/16</b>	Family of Origin Bozeman & Smith, Chapters 5-9	Rivers
<b>Spring Break {March 14-18 No Assignments Due}</b>		
Unit 9 Open 3/21/16 <b>Due 3/28/16</b>	Family of Creation Bozeman & Smith, Chapters 10, 12, 13 Floyd, Chapter 10	Rivers
Unit 10 Open 3/28/16 <b>Due 4/4/16</b>	Relationships in the Church Bozeman & Smith, Chapters 17-18; Floyd, Chapter 9	Barlow

Unit 11 Open 4/4/16 <b>Due 4/11/16</b>	Conflict Resolution/Collaborative Problem Solving Bozeman & Smith, Chapter 16; Floyd, Chapter 11	Barlow
Unit 12 Open 4/11/16 <b>Due 4/18/16</b>	Relationships in the Community Bozeman & Smith, Chapters 19-20, 22	Rivers
Unit 13 Open 4/18/16 <b>Due 4/25/16</b>	Etiquette/Emotional Intelligence Bozeman & Smith, Chapter 11, 14; Floyd, Chapter 8	Rivers
Unit 14 Open 4/25/16 <b>Due 5/2/16</b>	Social Media/Conclusion Bozeman & Smith, Conclusion	Barlow
<b>Due 5/9/16</b> <b>1 p.m. (CST)</b>	<b>Final Exam</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 Millennials*. 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*. Venutera, 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 Journals

Journal entries are worth 10 points per unit and are graded based on the following criteria:

Criteria	Points Possible	Points Earned
To what extent did the student engage in self-exploration	0 (no self-exploration) 1 (minimal) 2 (moderate) 3 (maximum)	
To what degree did the student interact with the reading assignments	0 (no reference to reading) 1 (minimal) 2 (moderate) 3 (maximum)	
To what degree did the student make application to his/her area of ministry	0 (no application) 1 (minimal) 2 (moderate) 3 (maximum)	
Entries relatively free of grammatical, punctuation, and spelling errors	0 (several errors) 1 (relatively free of errors)	

## Grading Rubric for Discussion Boards

Discussion boards are worth 10 points per unit and are graded based on the following criteria:

Criteria	Points Possible	Points Earned
Timeliness of Initial Post	0 (late) 1 (on time)	
Original Thought	0 (no original thoughts) 1 (minimal) 2 (adequate)	
Reference to Reading Materials	0 (none) 1 (minimal) 2 (adequate)	
Thoroughness of Posts	0 (superficial post) 1 (minimal) 2 (moderate) 3 (maximum)	
Number of Posts [{initial + response posts} (3 required)]	0 (only 1 post) 1 (2 posts) 2 (3 posts)	

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Embedded Learning Assignment Assessment Rubric

Domain	Level	Failure (0 points)	Basic (1 point)	Competent (2 points)	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-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.					