



CEAL 6214/CCSW 6214

Interpersonal Relationship Skills

New Orleans Baptist Theological Seminary
Christian Education Division
Spring 2016, Monday 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.

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

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.

Annually, the President will designate a core value that will become the focus of pedagogy for the year. For 2015-2016 academic year that Core Value is *Mission Focus*.

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

By the completion of the course you will be able to:

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 Texts

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 Textbooks

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 and 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: Etiquette/Emotional Intelligence
Unit 11: Relationships in the Church
Unit 12: Conflict Resolution/Collaborative Problem Solving
Unit 13: Relationships in the Community
Unit 14: Social Media/Conclusion

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

Assignments and Evaluation Criteria

I. Reading Assignments/Quizzes (10%)

Due: Weekly

You should complete all reading assignments and quizzes by the assigned dates. Quizzes will be posted on Blackboard and will open on Monday - *due the following week*. **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. You may use your textbooks for the quizzes. *This assignment is related to SLO #1.*

II. Skill Building Exercises (15%)

Due: 3/21/16 (In class)

You 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. Submit to Blackboard.
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. Submit in class.
3. Discuss the family of origin experiences that have shaped you. The impact of family experiences on our present and future is discussed in chapters 6-9 in Bozeman and Smith. 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). Submit to Blackboard.
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]. Submit to Blackboard.

This assignment is related to SLO #3 .

The skill building exercises are due on 3/21/16, 2 p.m. (CST). The grade for late submissions will be reduced by 10 points. No reports will be accepted after 3/28/16.

III. Personal Evaluation of Interpersonal Relationship Skills (25%) Due: 4/11/16

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, 2 p.m. (CST). The grade for late submissions will be reduced by 10 points. No reports will be accepted after 4/18/16. [**Submit on Blackboard and submit a hard copy in class.**] *This assignment is related to SLO #1-3.*

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 (25%) Due: See Schedule

You will be assigned to a group. Each group will prepare and lead an in-class presentation on one of the following topics: culture and communication, assertiveness, decision making, and conflict resolution. The presentation will be 45 minutes and should be an **interactive time**, rather than a lecture.

Your group 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. You 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, you 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, the group will prepare a report on the presentation which includes a brief summary of the content of the presentation, each presenter's interaction with the class, and each presenter's 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 group leader should submit 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	2/29/16	3/7/16
Decision Making	3/7/16	3/21/16
Conflict Resolution	4/11/16	4/18/16
Emotional Intelligence	4/25/16	5/2/16

V. Final Exam (25%)

Due: 5/9

You will complete a take-home, open-book, final exam which will be due no later than **3:00 p.m., Monday, May 9, 2016**. Email final exams to barlowsec@nobts.edu. *This assignment is related to SLO #1.*

Extra Credit

Due: 4/25/16

You can receive up to 3 points which will be added to your 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 2:00 p.m., April 25, 2016.

Course Evaluation

Assignment	Percentage of Grade	Due Date
Reading Assignments/Quizzes	10%	As assigned
Skill Building Exercises	15%	3/21/16, 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%	5/9/16, 3:00 p.m. (CST)

Course Schedule

Dates	Topics/Reading Assignments	Professor
1/25/16	Introduction Bozeman & Smith, Introduction; Floyd, Chapter 1	Barlow (Unit Content) Peavey (Syllabus)
2/1/16	The Self Concept Bozeman & Smith, Chapter 1; Floyd, Chapter 3 Quiz 1 Due: 2/1/16, 2 p.m. Quiz 2 Due: 2/1/16, 2 p.m.	Peavey
2/8/16	Communication Bozeman & Smith, Chapter 2; Floyd, Chapters 4, 6 Quiz 3 Due: 2/8/16, 2 p.m.	Barlow
2/15/16	Communication: Culture/Language/Gender Floyd, Chapters 2, 5 Quiz 4 Due: 2/15/16, 2 p.m.	Peavey
2/22/16	Listening Skills Bozeman & Smith, Chapter 3; Floyd, Chapter 7 Quiz 5 Due: 2/22/16, 2 p.m.	Barlow
2/29/16	Assertiveness/Difficult People Bozeman & Smith, Chapters 4, 15; Floyd, Chapter 12 Quiz 6 Due: 2/29/16, 2 p.m.	Peavey
3/7/16 Spring Break {March 14-18}	Decision Making Bozeman & Smith, Chapter 21 Quiz 7 Due: 3/7/16, 2 p.m.	Barlow
3/21/16	Family of Origin Bozeman & Smith, Chapters 5-9 Quiz 8 Due: 3/21/16, 2 p.m.	Peavey
3/28/16	Family of Creation Bozeman & Smith, Chapters 10, 12, 13; Floyd, Ch. 10 Quiz 9 Due: 3/28/16, 2 p.m.	Peavey
4/4/16	Relationships in the Church Bozeman & Smith, Chapters 17-18; Floyd, Chapter 9 Quiz 10 Due: 4/4/16, 2 p.m.	Barlow
4/11/16	Conflict Resolution/Collaborative Problem Solving Bozeman & Smith, Chapter 16; Floyd, Chapter 11 Quiz 11 Due: 4/11/16, 2 p.m.	Barlow
4/18/16	Relationships in the Community Bozeman & Smith, Chapters 19-20, 22 Quiz 12 Due: 4/18/16, 2 p.m.	Peavey
4/25/16	Etiquette/Emotional Intelligence Bozeman & Smith, Chapter 11, 14; Floyd, Chapter 8 Quiz 13 Due: 4/25/16, 2 p.m.	Peavey
5/2/16	Social Media/Conclusion Bozeman & Smith, Conclusion Quiz 14 Due: 5/2/16, 2 p.m.	Barlow
5/9/16	Final Exam due, 3:00 P.M.	Barlow

Course Policies

Absences: You are permitted a maximum of 6 hours of absence from this course. However, participation in this course is partially based on attendance. You can't participate if you are absent.

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.

Assignment Formatting: Unless otherwise noted, all assignments are to be created in Turabian format. All written assignments must be Word documents, written in third person unless otherwise instructed, and created in 12 pt. Times New Roman font. PDFs will not be accepted.

Assignment Submission: All assignments are to be submitted to Blackboard by 11:59 p.m. of the due date unless otherwise indicated. Do not send files as attachments via email to the professor. For technical reasons, this mode of file transmission is extremely inefficient.

Classroom Decorum: Your participation is required for every class session. You are expected to:

- Come to the class with a constructive point of view, prepared to interact with the readings and resources related to the course topic.
- Dress appropriately and in accordance with the NOBTS Student Handbook.
- Turn off cell phones and not accept any calls and/or text messages during class.
- Use laptops appropriately during class.

Electronic Devices: Electronic devices may be used in class only for taking notes and other activities assigned by the professor. Other activities are strictly prohibited. Laptops may not be open during presentations unless requested by the presenter. Phones must be silenced during class time. Any student found violating this policy may be asked to leave class and will be counted absent.

Grading Scale: Your final grade will be based on your total accumulation of points as indicated under the *Assignments and Evaluation Criteria* section of this syllabus according to the grading scale in the NOBTS 2013-2014 catalog.

A 93-100 B 85-92 C 77-84 D 70-76 F 69 and below

Late Assignments: Only under extreme circumstances, and with prior approval, will a late assignment be accepted. Late assignments will be assessed a 10 point penalty. No assignments will be accepted more than one week after the original due date. Missed presentations may not be made up.

Netiquette: Appropriate Online Behavior: Each student is expected to demonstrate appropriate Christian behavior when working online. 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.

Plagiarism: A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. *Although anything cited in three sources is considered public domain, we require that all sources be cited.* Any infraction will result in failing the course. Any infraction will be reported to the Dean of Students for further action.

Professor's Absence or Tardiness: If the professor is late in arriving to class, you must wait a full 20 minutes after the start of class before you may leave without being counted absent, or you must follow any written instructions that may be given to you.

Recording Policy: Recordings of class, including any audio and/or video recordings, regardless of the media or format, and regardless of the intended or actual use, are not permitted without prior written permission of the professor. The class will be notified in advance should any such recording be approved. This policy is intended to protect the privacy of the students.

Revision of the Syllabus: The course syllabus is not a legal contract. Any syllabus revision will be preceded by a reasonable notice to students. The standards and requirements set forth in this syllabus may be modified at any time by the professor. Notice of such changes will be by announcement in class or by email notice.

Withdrawal from the Course: The administration has set deadlines for withdrawal. These dates and times are published in the academic calendar. Administration procedures must be followed. You are responsible to handle withdrawal requirements. A professor can't issue a withdrawal. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in the course if you choose not to attend once you are enrolled.

Additional Information

Blackboard and SelfServe: You are responsible for maintaining current information regarding contact information on Blackboard and SelfServe. The professor will utilize both to communicate with the class. Blackboard and SelfServe do not share information so you must update each. Assignment grades will be posted to Blackboard. You will be need to enroll in the course on Blackboard.

Correspondence with the Grader: You should contact the grader via email at peaveygrader@gmail.com. The grader responds to email during normal business hours, 8 a.m. and 5 p.m. on weekdays only. The grader may not respond to late night or weekend e-mails until regular "business" hours. Please respect the grader's personal time. Remember, graders are students as well and have their own coursework and research to complete. Please be respectful in the language you use in your emails to the grader.

Correspondence with the Professor: Every effort is made to respond to emails and phone calls within 24-48 hours, excluding weekends. Please feel free to contact the professor(s) with any question you may have regarding this course.

Hurricane/Severe Weather Evacuation: For up-to-date weather information stay tuned to:

- WBSN FM-89.1
- WWL Channel 4
- WWL AM-870
- www.nobts.edu

Mandatory Evacuation: Hurricane season lasts from June 1 to November 30. If the Mayor or the President of NOBTS recommends that you leave the city, then do so. If a mandatory evacuation is called everyone except emergency personnel must leave. Staying on campus is not an option. See the *Student Handbook* for further information regarding hurricane preparedness, evacuation, and shelter.

NOBTS Emergency Text Messaging Service: Once you have established a SelfServe account you may sign up for the NOBTS emergency text messaging service by going to <http://nobts.edu/NOBTSEmergencyTextMessage.html> .

Office Hours: Peavey - Monday-Wednesday: 9-12; Friday 9-12

Special Needs: If you need an accommodation for any type of disability, please set up a time to meet with the professor(s) to discuss any modifications you may need that are able to be provided.

Technical Support: 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/ - General NOBTS technical help information is provided on this website. If you experience any problems with your Blackboard account you may email BlackboardHelpDesk@nobts.edu or call the ITC at 504-282-4455, ext. 8180.

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
<p>Teaching Plan. { 15 points total }</p> <p>Clear presentation of topic and primary goal. (3 points)</p> <p>Objectives clearly stated and appropriate for the topic. (5 points)</p> <p>Well organized outline of teaching activities with specific time periods allotted. (7 points)</p>	0 to 15
<p>Bibliography. { 15 points total }</p> <p>Compiled bibliography with 15 resources (excluding textbooks). (10 points)</p> <p>At least 7 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. Handouts are relevant to the topic, enhance the presentation, and are visually appealing. (10 points/handout)</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

CEAL6214/CCSW6214 Interpersonal Relationship Skills

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.					

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