



**CCSW6214/CEAL6214**  
**Interpersonal Relationship Skills**  
**New Orleans Baptist Theological Seminary**  
**Church and Community Ministries Division**  
**Spring 2017, Tuesday, 6:00 p.m.**

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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 worshiping 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: Servant Leadership and Interpersonal Skills.

### **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.

### **Embedded Assignment** [See assessment rubric on page 10.]

Personal Evaluation of Interpersonal Relationship Skills

Due: **April 11, 2017**

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. Do not include the names of any persons in your report; use descriptors to refer to persons (e.g., neighbor, friend, deacon). (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.

### **Textbooks**

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, 2004.

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

#### Recommended Textbook

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

### **Course Teaching Methodology**

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

### **Course Requirements**

#### **I. Skill Building Exercises**

Students will complete the following activities:

1. Chart (see example below) your communication (face-to-face and technologically-mediated) for a 6-hour period of time. Record the sender and receiver [use a category, such as a family member, friend, rather than the 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 record with your report.

### Communication Record Example

Sender	Receiver	Context	Channel	Purpose	Time
Me	Employee	Work	Email	Provide instructions	9:30-9:34 a.m.

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 the life you have created as an adult. Discuss similarities and differences in your family of origin and the life you have chosen as an adult. 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 **3/28/17**, 6 p.m. (CST). The grade for late submissions will be reduced by 10 points. No reports will be accepted after 4/04/17. **[Submit in class.]**

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

Due: **April 11, 2017**

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. Do not include the names of any persons in your report; use descriptors to refer to persons (e.g., neighbor, friend, deacon). (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. **[Submit in class.]**

## **III. 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 management, or etiquette. 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, page 11.) **[Submit in class.]**

Topic	Date of Presentation	Report Due
Assertiveness	3/7	3/21
Decision Making	3/21	3/28
Etiquette	4/11	4/18
Conflict Management	4/25	5/2

#### IV. Final Exam

Students will complete an open-book final exam. The exam will be available at 8:00 a.m. on Blackboard, **Friday, May 5, 2017**. The exam is due at 8 p.m. (CST) on **Tuesday, May 9, 2017**. Email final exams to [barlowsec@nobts.edu](mailto:barlowsec@nobts.edu).

#### Evaluation of Grade

The student's grade will be computed as follows:

Assignment	Percentage of Grade
Skill Building Exercises	25%
Personal Evaluation of Interpersonal Relationship Skills	25%
Presentation/Report	25%
Final Exam	25%

#### Technical Assistance

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

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

#### Policy Regarding All Assignments

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

#### Policy on Late Assignments

All work is due on the assigned day and at the assigned time. The grade for late assignments will automatically be reduced by 10 points. **Assignments that are over one week late will not be accepted.**

#### Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2016-2017*.

#### 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.

### 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.

### 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.

### Extra Credit

Students can receive 2 points which will be added to their final average by volunteering 4 hours at SeniorFest on April 7, 2017. Students who plan to volunteer must commit by March 7, 2017.

### Course Schedule

Dates	Topics/Reading Assignments	Professor
1/24	Introduction Bozeman & Smith, Introduction Floyd, Chapter 1	Barlow (Introduction to the Course) Rivers (Syllabus)
1/31	The Self Concept Bozeman & Smith, Chapter 1 Floyd, Chapter 3	Rivers
2/7	Communication Bozeman & Smith, Chapter 2 Floyd, Chapters 4, 6	Barlow
2/14	Communication: Culture/Language/Gender Floyd, Chapters 2, 5	Rivers
2/21	Listening Skills Bozeman & Smith, Chapter 3 Floyd, Chapter 7	Barlow
2/28	MARDI GRAS – No Class	
3/7	Assertiveness – Group #1 Presentation Difficult People Bozeman & Smith, Chapters 4, 15 Floyd, Chapter 12	Rivers
3/13-17	SPRING BREAK – No Class	
3/21	Decision Making – Group #2 Presentation Bozeman & Smith, Chapter 21	Barlow
3/28	Family of Origin Bozeman & Smith, Chapters 5-9	Rivers
4/4	Family of Creation Bozeman & Smith, Chapters 10, 12, 13 Floyd, Chapter 10	Rivers
4/11	Etiquette – Group Presentation #3 Emotional Intelligence Bozeman & Smith, Chapters 11, 14 Floyd, Chapter 8 Relationships in the Community Bozeman & Smith, Chapters 19-20, 22	Rivers
4/18	Relationships in the Church	Barlow

	Bozeman & Smith, Chapters 17-18 Floyd, Chapter 9	
4/25	Conflict Management – Group Presentation #4 Collaborative Problem Solving Bozeman & Smith, Chapter 16 Floyd, Chapter 11	Barlow
5/2 <b>Due 5/9, 8 p.m.</b>	Social Media/Conclusion Bozeman & Smith, Conclusion <b>Final Exam (available 5/5, 8:00 a.m.) and Unit Assignments</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.
- Gamble, Teri Kwal, and Michael W. Gamble. *Interpersonal Communication: Building Connections Together*, 2014.
- 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.
- Keller, Timothy. *Loving the City: Doing Balanced, Gospel-Centered Ministry in Your City*. Grand Rapids: Zondervan, 2016.
- 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.
- McIntosh, Gary L. *One Church, Four Generations: Understanding and Reaching All Ages in Your Church*. Grand Rapids: Baker Books, 2012.
- 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.
- Schultze, Quentin J., and Diane M. Badzinski. *An Essential Guide to Interpersonal Communication: Great Relationships with Faith, Skill, and Virtue in the Age of Social Media*. Grand Rapids, MI: Baker Academic, 2015.
- 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	

CCSW6214/CEAL6214 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.					

### Grading Rubric for Presentation in Interpersonal Relationship Skills

Criteria/Points Possible	Point Earned
<p><b>Teaching Plan.</b> {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><b>Bibliography.</b> {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><b>Handouts.</b> {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><b>Presentation and Report.</b> {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. Report is virtually free of errors in grammar, punctuation, word choice, spelling, format, and Turabian style issues.</p> <p>Report is well-organized, paragraphs are well-structured, and headings are used appropriately. (10 points)</p>	0 to 50