



**CCSW6214 Interpersonal Relationship Skills**  
**New Orleans Baptist Theological Seminary**  
**Division of Church & Community Ministries**  
**Spring 2020, Bunyan 201 Thursday 2:00-3:50**

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**Mission Statement**

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

**Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Spiritual Vitality: We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.

**Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are:

*Biblical Exposition:* To interpret and communicate the Bible accurately.

*Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.

*Disciple Making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

*Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.

*Servant Leadership:* To serve churches effectively through team ministry.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

*Worship Leadership:* To facilitate worship effectively.

**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**

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

1. Increase knowledge of concepts related to self, family, church, and community relationships.
2. Value self-evaluation and self-care in building and maintaining healthy relationships.
3. Practice listening skills, assertion skills, conflict-resolution skills, collaborative problem solving skills, and skill selection.

## **Textbooks**

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

### **Required Texts**

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

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

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

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

## **Embedded Assignment**

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

Each student is to interview:

- |                       |                          |
|-----------------------|--------------------------|
| a. Two family members | b. Two friends           |
| c. Two church members | d. Two community persons |

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

This report is due on Thursday, April 16. The grade for late submissions will be reduced by 10 points per day.

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

## Course Requirements

### **Interpersonal Relationship Skills Group Presentation**

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

- Students will research the chosen topic. A minimum of 15 sources are required (in addition to textbooks) and 10 of the sources must be dated since 2005.
- The 30 minute presentation should be an interactive time rather than a lecture. Students will prepare a teaching plan, at least 2 handouts for the class, and a bibliography of a minimum of 15 sources related to the chosen topic (excluding textbooks). PowerPoint is optional.
- Each group will prepare a report on the presentation to submit to the professors at the time of the presentation. The report should be typed, double spaced, and 3 pages in length. All submissions should be submitted together with a title page that includes each group member's name. All group members will receive the same grade for the presentation.
- Each group will submit the following components to be graded:
  - a. Presentation & Report: 50 points
  - b. Teaching plan: 20 points
  - c. Handouts: 20 points
  - d. Bibliography: 10 points
- The grade penalty for late submissions is 10 points. No reports will be accepted after the presentation date (see course outline).

### **Small Group Participation**

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

### **Exams**

Students will complete midterm and final exams. The Midterm Exam is scheduled for **Thursday, March 12, 2020** and the Final Exam is scheduled for **Thursday, May 14, 2020 from 2:00-4:00 pm.**

### **Course Assignment Evaluation Percentages**

<b>Assignment</b>	<b>Percentage of Grade</b>	<b>Due Date</b>
Personal Evaluation Paper of Communication Skills	20%	Thursday, April 16
Presentation	20%	As Scheduled
Midterm Exam	20%	Thursday, March 12
Final Exam	20%	Thursday, May 14
Class Involvement	20%	

## 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.

## Reading Assignments

Students are responsible for completing all reading assignments.

## Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by 10 points each day. No work is accepted after 5 days.

## 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

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

## Academic Policies

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

## Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of their intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to final exams.

## 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.

## Writing Style Guide

Writing assignments should follow the **NOBTS/Leavell College Manual of Form and Style** (*revised August 2019*). To access this manual on the seminary website, please use the following link: <https://www.nobts.edu/resources/pdf/writing/StyleGuide.pdf>.

## Plagiarism on Written Assignments

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

## Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
January 23	Introduction The Self Concept Goal Setting	Bozeman & Smith, Chapter 1 Floyd, Chapter 3
January 30	Communication Video: Dr. Burt	Bozeman & Smith, Chapter 2 Floyd, Chapter 1
February 6	Group Meeting #1 Communication, Technology, and Relationships Social Media	Floyd, Chapter 6
February 13	Difficult People Listening Skills	Bozeman & Smith, Chapter 15 Floyd, Chapter 11
February 20	Decision Making Assertiveness	Bolton, Chapters 2-4 ( <b>on reserve at library</b> ) Floyd, Chapter 7
February 27	Family Relationships: Family of Origin Family of Creation	Bozeman & Smith <b>E Book</b> , Chapter 2 Bozeman & Smith, Chapters 6-9 Floyd, Chapters 9-10
March 5	Group Meeting #2 Review	Bozeman & Smith <b>E Book</b> , Chapter 2 Bozeman & Smith, Chapters 6-9 Floyd, Chapters 9-10
March 12	<b>Mid Term Exam</b>	
March 16-20	Spring Break	
March 26	Conflict Resolution Relationships in the Church Staff/Members	Bozeman & Smith, Chapters 3, 21 Floyd. Chapter 7, 11
April 2	Group Meeting #3 The Minister's Family	Bozeman & Smith, Chapters 5-9
April 9	Group Meeting #4 Emotional Intelligence	Bozeman & Smith, Chapter 14 Floyd, Chapter 8
April 16	<b>Student Presentation 1</b> <b>Student Presentation 2</b>	Bozeman & Smith <b>E Book</b> <b>***April 16: Personal Evaluation Due***</b>
April 23	<b>Student Presentation 3</b> <b>Student Presentation 4</b>	Bozeman & Smith <b>E Book</b>
April 30	Relationships in your Community	Bozeman & Smith, Chapters 19-22
May 7	Review & Celebration	
May 14	<b>Final Exam 2-4 pm</b>	

\*\*\*The professors reserve the right to make changes to the schedule as needed.\*\*\*

\*\*\*Students are responsible for all assigned readings. All readings may not be covered in class.\*\*\*

### 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.

Benjamin, Susan F. *Perfect Phrases for Dealing with Difficult People: Hundreds of Ready-to-Use Phrases for Handling Conflict, Confrontations, and Challenging Personalities*. New York: McGraw-Hill, 2008.

Biehl, Bobb. *Mentoring*. Nashville: Broadman and Holman, 1996.

Bolton, Robert. *People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon and Schuster, Inc., 1979. **This book is on reserve in the Library.**

Bolton, Robert, and Dorothy Grover Bolton. *People Styles at Work . . . and Beyond: Making Bad Relationships Good and Good Relationships Better*, 2d ed. New York: AMACOM, 2009.

Bradberry, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009.

Branden, Nathaniel. *The Psychology of Self-Esteem*. New York: Bantam Books, 1969.

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

Brill, Naomi L. *Working With People: The Healing Process*. White Plains, NY: Longman Publishers, 1995.

Bumagin, Victoria E. and Kathryn F. Him. *Aging is a Family Affair*. New York: Thomas Y. Crowell, 1979.

Burroughs, Esther. *A Garden Path to Mentoring*. Birmingham: New Hope, 1997.

Clowse, Barbara Barksdale. *Women, Decision Making and The Future*. Atlanta: John Knox Press, 1985.

Cooper, Robert K. and Ayman Sawaf. *Executive EQ*. New York: Grosset/Putnam, 1996.

Corey, Marianne Schneider and Gerald Corey. *Becoming a Helper*. Pacific Grove, CA: Brooks/Cole Publishing, 1989.

Damon, Roberta McBride. *Relationship Skills*. Birmingham: Women's Missionary Union, SBC, 1993.

Diehm, William J. *Sharpening Your People Skills*. Nashville: Broadman and Holman, 1996.

- Doyle, Robert E. *Essential Skills and Strategies in the Helping Process*. Pacific Grove, CA: Brooks/Cole Publishing, 1992.
- Egan, Gerard. *The Skilled Helper, 9<sup>th</sup> ed.* Belmont, CA: Brooks/Cole Publishing, 2009.
- Eisenberg, Ronnie and Kate Kelly. *Organize Yourself*. New York: MacMillan Publishing, 1986.
- Farrel, Bill, and Pam Farrel. *Men are Like Waffles, Women are Like Spaghetti: Understanding and Delighting in Your Differences*. Nashville: Lifeway, 2007.
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- Harley, Willard F. *Love Busters*. Tarrytown, NY: Fleming H. Revell Co., 1992.
- Hocker, Joyce L. and William W. Wilmot. *Interpersonal Conflict*. Dubuque, IA: William C. Brown Publishers, 1991.
- Hunt, Susan. *Spiritual Mothering*. Franklin, TN: Legacy Communications, 1992.
- Hutchins, David R. and Claire G. Cole. *Helping Relationships and Strategies*. Belmont, CA: Wadsworth, Inc., 1992.
- Kelley, Harold H. *Close Relationships*. New York: W.H. Freeman and Company, 1983.
- Kilpatrick, Allie C. and Thomas P. Holland. *Working With Families*. Needham Heights, MA: Allyn and Bacon Publishing, 1995.
- Kraft, Vickie. *Women Mentoring Women*. Chicago: Moody Press, 1992.
- Lane, Tim, and Paul Tripp. *Relationships: A Mess Worth Making*. Greensboro, NC: New Growth Press, 2006.
- Malony, H. Newton. *Win-Win Relationships*. Nashville: Broadman and Holman, 1995.
- Maxwell, John C. *Developing the Leaders Around You*. Nashville: Thomas Nelson, Inc., 1995.
- Meier, Paul. *Don't Let Jerks Get The Best of You*. Nashville: Thomas Nelson, Inc., 1993.
- Miller, Sherod. *Connecting with Self and Others*. Littleton, CO: Interpersonal Communication Programs, Inc., 1988.
- Minirth, Frank B. and Paul D. Meier. *Happiness is a Choice: The Symptoms, Causes, and Cures of Depression, Rev ed.* Grand Rapids, MI: Baker Books, 2007.
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- Brooks/Cole Publishing, 1990.
- Perlman, Helen Harris. *Relationship: The Heart of Helping People*. Chicago: University of Chicago Press, 1979.
- Powell, John. *Why Am I Afraid to Tell You Who I Am*. Allen, TX: Tabor Publishing, 1969.
- Rosner, Stanley. *The Self-Sabotage Cycle: Why We Repeat Behaviors that Create Hardships and Ruin Relationships*. Westport, CT: Praeger, 2006.
- Rubin, Theodore Isaac. *Overcoming Indecisiveness: The Eight Stages of Effective Decision-Making*. New York: Avon Books, 1985.
- Sande, Ken. *The Peacemaker: The Biblical Guide to Resolving Personal Conflict, 3<sup>rd</sup> ed.* Grand Rapids, MI: Baker Books, 2004.
- Satir, Virginia. *Making Contact*. Millbrae, CA: Celestial Arts, 1976.
- Schooley, Shirley. *Conflict Management*. Birmingham, New Hope, 1994.
- Sellon, Mary K., and Daniel P. Smith. *Practicing Right Relationship: Skills for Deepening Purpose, Finding Fulfillment, and Increasing Effectiveness in your Congregation*. Herndon, VA: The Alban Institute.
- Shulman, Lawrence. *The Skills of Helping Individuals, Families, Groups, and Communities, 6<sup>th</sup> ed.* Pacific Grove, CA: Brooks/Cole Publishing, 2008.
- Smith, Argile and Jeanine Bozeman (eds.). *Interpersonal Relationship Skills for Ministers*. New Orleans, LA: Pelican Publishing, 2004.
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- [Note: This textbook is only available as an eTextbook at [www.pelicanpub.com](http://www.pelicanpub.com).]
- Tannen, Deborah. *Talking from 9 to 5*. New York: Avon Books, 1994.
- \_\_\_\_\_. *That's Not What I Meant!* New York: Ballantine Books, 1986.
- \_\_\_\_\_. *You Just Don't Understand: Women and Men in Conversation*. New York: Harper, 2001.
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- Wright, Walter, C. *Don't Step on the Rope: Reflection on Leadership, Relationships, and Teamwork*. Waynesboro, GA: Paternoster Press, 2005.

## QUESTIONS TO ASSESS YOUR INTERPERSONAL RELATIONSHIP SKILLS

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

## QUESTIONS FOR PERSONAL EVALUATION OF INTERPERSONAL RELATIONSHIP SKILLS INTERVIEWS

### Questions to Use in All Interviews:

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

### Questions to Use with Family Members:

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

### Questions to Use with Friends:

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

### Questions to Ask Members of Your Church:

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

### Questions to Ask Community Persons:

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

### **Grading Rubric for Personal Evaluation of Interpersonal Relationship Skills**

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

**Grading Rubric for Presentation in Interpersonal Relationship Skills**

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

CCSW6214 Interpersonal Relationship Skills

Embedded Learning Assignment Assessment Rubric

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