



CCSW6214 Interpersonal Relationship Skills
New Orleans Baptist Theological Seminary
Division of Church Ministry
Spring 2023, Tuesday 6:00-8:50 p.m.

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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.

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. Reading quizzes will be given on some Tuesdays.

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.]

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

Course Teaching Methodology

The course will involve the following methodologies: lecture, small group studies, and student group presentations.

Course Requirements

Personal Evaluation Paper of Interpersonal Relationship Skills

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

- Assess your interpersonal relationship skills using the evaluation form attached to the syllabus. (3 typed pages)
- Ask others to assess your interpersonal relationship skills. 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)
- 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)

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.

Interpersonal Relationship Skills Group Presentation

Each student will read the e-book, *Interpersonal Skill Set for Ministers*. Students will be divided into groups. 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 professor 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).

NOLA2U Flex

If you are taking this course as a NOLA2U Flex student, please note the following attendance policies:

1. You are required to be in class either through viewing the lectures live or viewing the recorded lectures on Canvas. When you view the recorded lecture, you will be considered present for that class. Regardless of if you watch the class live or recorded, you are only allowed to miss the amount of class time specified in the NOBTS attendance policy as stated in

the graduate catalog.

2. You will be asked to certify that you have been present for the live session or have viewed the recorded session. This certification will be done through a quiz after having watched the class live or viewing the recorded session.
3. All video lectures are available for 7 days after the video is posted. If you are unable to view the video within that time frame, you will be considered absent for that class session.
4. Technical issues will not be considered a valid reason for missing a lecture.

Attendance Policy

Traditional Classes: Students are expected to attend and participate in the class sessions. Any student missing more than nine hours may receive an automatic grade of “F” for the course. Three tardies will count as one absence.

Exams

Students will complete midterm and final exams. The Midterm Exam is scheduled for Thursday, March 7, 2023, and the Final Exam will be must be submitted by 8 PM pn Tuesday, May 9, 2023.

Evaluation of Grade

The student's grade will be computed as follows:

Assignment	Percentage of Grade	Due Date
Personal Evaluation Paper of Interpersonal Relationship Skills	20%	April 25, 2023
Group Presentation	20%	As Scheduled
Midterm Exam	20%	March 7, 2023
Final Exam	20%	May 9, 2023
Class Involvement and Reading Quizzes	20%	

Technical Assistance

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

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

Writing Style Guide

A copy of the approved NOBTS Style Guide can be found in the course Canvas shell, or can be located online at the Writing Center's page on the seminary website at:

<https://www.nobts.edu/resources/pdf/writing/StyleGuide>

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.

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.

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.

Course Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading Assignment</u>
Jan. 17	Introduction The Self Concept Goal Setting	Bozeman & Smith, Chapter 1 Floyd, Chapter 3
Jan. 24	Communication	Bozeman & Smith, Chapter 2 Floyd, Chapter 1
Jan. 31	Group Meeting #1 Communication, Technology, and Relationships Social Media	Floyd, Chapter 6
Feb. 7	Difficult People Listening Skills	Bozeman & Smith, Chapter 15 Floyd, Chapter 11
Feb. 14	Decision Making Assertiveness	Bolton, Chapters 2-4 (on reserve at library) Floyd, Chapter 7
(Feb. 21 is Mardi Gras) Feb. 28	Family Relationships: Family of Origin Family of Creation	Bozeman & Smith E Book , Chapter 2 Bozeman & Smith, Chapters 6-9 Floyd, Chapters 9-10
Mar. 7	The Minister's Family Mid Term Exam	Bozeman & Smith E Book , Chapter 2 Bozeman & Smith, Chapters 6-9 Floyd, Chapters 9-10

Mar. 14	Spring Break	
Mar. 21	Conflict Resolution Relationships in the Church Staff/Members	Bozeman & Smith, Chapters 3, 21 Floyd. Chapter 7, 11
Mar. 28	Relationships in the Church, continued	Bozeman & Smith, Chapters 5-9
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Apr. 11	Emotional Intelligence (con't) Student Presentation 1	Bozeman & Smith E Book	
Apr. 18	Student Presentation 2 Student Presentation 3	Bozeman & Smith E Book	
Apr. 25	Relationships the Community Final Exam Review	Bozeman & Smith, Chapters 19-22 ***April 26: Personal Evaluation Due***	
May 2	Relationships the Community (con't)	Bozeman & Smith, Chapters 19-22	
Final Exam	Must be submitted by Tues., May 9 at 8 PM		

*****The professor reserves 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.
- Connors, Christopher D. *Emotional Intelligence for the Modern Leader: A Guide to Cultivating Effective Leadership and Organizations*. Rockridge Press, 2020.
- 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, 9th 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.
- Finchman, Frank D., Leyan O.L. Fernandes, and Keith Humphreys. *Communicating in Relationships*. Champaign, IL: Research Press, 1993.
- 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.
- McKay, Matthew, Martha Davis, and Patrick Fanning. *Messages: The Communication Skills Book*. Oakland, CA: New Harbinger Publications, 2018.
- McLeo, Dale. *Emotional Intelligence: Boost Your Life by Improving Your EQ, Social Skills and Control of Negative Emotions!* N.p., 2019.
- Mattingly, Brent A., Kevin P. McIntyre, and Gary W. Lewandowski, Jr., eds. *Interpersonal Relationships and the Self-Concept*. Springer, 2020.
- Meier, Paul. *Don't Let Jerks Get The Best of You*. Nashville: Thomas Nelson, Inc., 1993.
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- 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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Smith, Argile and Jeanine Bozeman (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.]

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_____. *That's Not What I Meant!* New York: Ballantine Books, 1986.

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2001.

Vohs, Kathleen D., and Eli J. Finkel, eds. *Self and Relationships: Connecting Intrapersonal
and Interpersonal Processes*. New York: Guilford Press, 2006.

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

Criteria/Points Possible	Point Earned
<p>Teaching Plan. {15 points total}</p> <p>Clear presentation of topic. (3 points)</p> <p>Objectives clearly stated and appropriate for the topic. (5 points)</p> <p>Well organized outline of subjects to be covered and activities utilized with specific time periods allotted. (7 points)</p>	0 to 15
<p>Bibliography. {15 points total}</p> <p>Compiled bibliography with ten resources (excluding textbooks). (10 points)</p> <p>At least 5 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. (10 points)</p> <p>Handouts are relevant to the topic, enhance the presentation, and are visually appealing. (10 points)</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. 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