



Interpersonal Relationship Skills CEAM 6314

Division of Christian Education Ministries

North Georgia Regional Hub

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Seminary 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 Emphasis

New Orleans Baptist Theological Seminary is guided by five core values: doctrinal integrity, spiritual vitality, mission focus, characteristic excellence, and servant leadership. NOBTS has an emphasis on the core value “Mission Focus” for the 2010-2011 school year; *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 local church and its ministries.

Course Purpose

The purpose of the course is to study the nature of interpersonal relationships with particular reference to church staff and personal relationships, as well as focus on how to establish positive relationships, ways to improve weak relationships, and methods to resolve problematic relationships.

Course Description

This course offers in-depth coverage of interpersonal skills that are critical to satisfying relationships with a view toward enhancing ministry potential. An example of covered topics includes listening skills, assertion skills, conflict-resolution skills, collaborative problem-solving skills, and skill selection. Students will be encouraged to recognize how an understanding of people’s differences can influence their emotional reactions. Students will be encouraged to identify their own personality propensities in an effort to emphasize strengths that can be utilized in relationship building and management.

Course Teaching Methodology

This course will emphasize an experimental format of learning and include small groups, role play, case studies, analysis of interactions, and, when available, Christian education and Pastoral ministry guest speakers will be included in the course schedule at the various course locations.

Curriculum Competencies

New Orleans Baptist Theological Seminary curriculum is guided by seven basic competencies: biblical exposition, Christian theological heritage, disciple making, interpersonal skills, servant leadership, spiritual and character formation, and worship leadership.

This course will emphasize the following competencies:

1. *Disciple Making*: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
2. *Interpersonal Skills*: To perform pastoral care effectively, with skills in communication and conflict management.
3. *Servant Leadership*: To serve churches effectively through team ministry.
4. *Spiritual and Character Formation*: To provide moral leadership by modeling and mentoring Christian character and devotion. As a ministry leader, intentionally engage in the process of growing in relationship with God and becoming conformed to Christ through the power of the Holy Spirit.

Student Course Objectives

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

1. Be able to apply their knowledge and comprehension of healthy relationships through knowledge of self, family, church, and community.
2. Value the following concepts:
 - Self-evaluation and self-care in building and maintaining healthy relationships.
 - Healthy family relationships.
 - The dignity and worth of all human beings as being made in the image of God.
3. Be able to accomplish the following:
 - Practice listening skills, assertion skills, conflict-resolution skills, collaborative problem solving skills, and skill selection.
 - Establish and maintain healthy boundaries.

Required Course Textbooks:

Cloud, Henry, and John Townsend. *How to Have that Difficult Conversation You've Been Avoiding*. Grand Rapids, MI: Zondervan, 2005 (2003). (ISBN: 13-978-0-310-26714-0) (Formerly titled *Boundaries Face To Face*)

Johnson, David W. *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, 10th ed. Boston: Allyn & Bacon, 2008. (ISBN: 978-0205578641)

Course Requirements

1. **Pre- Personal Evaluation**: (15%)

Due: **February 7**

Each student will submit a self-evaluation of his or her own interpersonal relationship skills by interviewing three groups of individuals (six persons total):

- a. Two family members
- b. Two close friends

- c. Two members of the church you attend and minister

Ask each person to assess your interpersonal relationship strengths and weaknesses through responding to the following questions:

1. From your observation and knowledge of my life, how would you describe my relationship-building skills? Support your description of my skills with examples.
2. In what ways do I appropriately or inappropriately express my thoughts and feelings?
3. When in a conversation with me do you sense I listen attentively? If yes, give one example. If no, give one example.
4. When receiving constructive criticism or feedback, how do you perceive I respond to the criticism or feedback?
5. What is your perspective of how I respond to conflict situations or conflict in relationships?

From these six interviews prepare a personal evaluation of your interpersonal relationship skills. Following the paper requirements prescribed below.

Paper Requirements: The paper should be typed, paragraph form and the use of first-person is permissible. Further, the paper should be a minimum of **3 pages** in length, double-spaced, Times New Roman 12 point font with one-inch paper margins and page numbers. Include a Turabian format cover page with the assignment and use the following section headings:

- Introduction of Yourself (1/2 page maximum)
- My Interpersonal Skill Strengths* (1 page)
- My Interpersonal Skill Weaknesses* (1 page)
- My Interpersonal Skill Improvement Plan (1 page)

*Make sure you incorporate what you learned about yourself through your interview responses to justify your interpersonal relationship skill strengths and weaknesses.

2. **Post-Personal Evaluation:** (15%)

Due: **April 18**

At the conclusion of the course each student will submit a self-evaluation of his or her own interpersonal relationship skills.

Paper Requirements: The paper should be typed, paragraph form and the use of first-person is permissible. Further, the paper should be a minimum of **4-full pages** in length, double-spaced, Times New Roman 12 point font with one-inch paper margins and page numbers. Include a Turabian format cover page with the assignment and use the following section headings:

- Improvements Noted during Semester (1 page)
- Areas Needing Additional Attention (1 page)
- Proposed Plan to Strengthen Skills (2 pages).

3. **Relationship Building Project:** (30%)

Due: **February 21** and **May 2**

Each student will select either project A or project B to be completed during the semester. The **project proposal** must be submitted by **February 21** providing an explanation of the project selection (A or B), the specific topic or person, and a tentative plan.

A: Develop an Interpersonal Relationship Skills Presentation on one of the following topics: communication skills, listening skills, assertion skills, conflict-resolution skills, or collaborative problem solving skills. The presentation should include **a teaching plan, a PowerPoint presentation, and a bibliography**. A minimum of five resources should be consulted for the presentation content. The presentation should be **30-45 minutes** in length. The student should **complete one presentation for a group of individuals during the semester**. The group could be

an elder board, a deacon body, a leadership team, a Sunday school class, a family group, etc. The student must acquire constructive feedback from the group after the presentation.

Requirements: The student must submit the following items for the project: (1) the teaching plan (including any handouts, activities, etc.), (2) the PowerPoint presentation, (3) a bibliography (minimum of 5 resources), and (4) an assessment of presentation content and group feedback (how could you improve presentation, what were the strengths of the presentation, etc.).

Format: The project should be typed, double-spaced, Times New Roman 12 point font with one-inch paper margins and page numbers and include a Turabian format cover page with the assignment. Any lesson handouts and the PowerPoint presentation should be included in the appendix.

B: Execute a Relationship Enrichment Plan with one of the following persons: a parent, a spouse, a child, (or another relative), a friend, a church member, a staff member, or co-worker. The student will identify a current relationship that needs enrichment and design an 8-week plan to be executed on a weekly basis, between February 28 and April 25.

Suggestions: The relationship enrichment plan could include, but is not limited to, weekly dates with spouse, reading about and practicing communication skills with the person, weekly appointments with a child, enrollment in family counseling sessions, attendance at a marriage enrichment conference with spouse, weekly staff relationship building exercises with church staff on self-care, conflict resolution, communication skills, etc.

Requirements: The student must submit the following items for the project: (1) a description of the current relationship, (2) the relationship enrichment plan (must include 8 weeks), (3) an assessment of the relationship after the execution of the 8-week plan, and (4) an evaluation of the relationship enrichment plan (what aspects of the plan enriched the relationship, what aspects of the plan did not enrich (neutral) or possibly damaged the relationship, what was the other person's feedback for the plan, what would you change, how will you continue the process, etc.)

Format: The project should be typed, double-spaced, Times New Roman 12 point font with one-inch paper margins and page numbers and include a Turabian format cover page with the assignment. Include section headings to identify paper content.

4. *Weekly Textbook Reading:* (15%) Due: **Each Class Session, March 7 and May 2**
Students will read the required texts by following the weekly reading schedule. Completion of reading before each class session is intended to improve understanding of course content and enhance discussion participation. The professors reserve the right to monitor reading through a variety of means, such as quizzes, reading percentage, discussion questions, etc. ***Students will be asked to indicate their reading percentage of the required text the class session before Spring Break (March 7) and the last class session (May 2).***

5. *Exam:* (15%) Due: **April 18**
Students are expected to take one exam during the semester. The exam will be take-home and will be mostly subjective in nature and is designed to cause the student to think about implementation of the course content and objectives; however, some objective questions will be included. **The exam will be due April 18. If the exam is not received by April 25, a grade of zero is automatically earned for the exam grade.** The take-home exam shall be typed, double-spaced, Times New Roman, 12 pt font following the guidelines outlined in the most recent edition of Turabian.

6. *Small Group Involvement:* (10%)

Due: **Each Class Session**

Each student is expected to participate fully in small group discussions and class session activities. During the semester students will participate in several small group meetings to foster skill development, strengthen interpersonal relationships, and enrich the assimilation of class content. ***No student who misses more than one of these small group meetings can receive a grade higher than a B (90) for Small Group Involvement.*** This portion of the course will be evaluated by the professors with regard to attendance, meaningful participation, and group involvement.

Classroom Decorum:

Due: **Each Class Session**

Participation is required for every class session due to the interactive learning and discussion format of the course. Students should come to each class session with a *positive attitude* and a *pre-determined participation* on the basis of assignment completion. Students are expected to adhere to the NOBTS Student Handbook policies pertaining to appropriate dress and for the purposes of this course ***usage of cell phones, computers and all other electronic devices are restricted*** during class sessions and group activities.

Blackboard

Each student should enroll in the course on Blackboard <https://nobts.blackboard.com/> by locating the course Interpersonal Relationship Skills **CEAM6314AW** and selecting Enroll. All course documents will be available via Blackboard.

Assignment Submission

All assignments should be submitted via Blackboard *Assignments Folder*. Assignments not submitted *by due date* are considered *late* and will be penalized an *initial five points* and *one point per day thereafter*. ***NOTE: If all course assignments are not posted to Blackboard by the last class session (Monday, May 2), a grade of “F” is automatically earned for the course.***

Course Evaluation

The professors will prescribe a grade based upon the student’s satisfactorily completion of the following:

Pre- Personal Evaluation	15%
Post- Personal Evaluation	15%
Textbook Reading	15%
Exam	15%
Small Group Involvement	10%
Relationship Building Project	30%

Grading Scale

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

Absences

Class attendance is essential for effective learning. For a 3-hour bi-weekly course, a student may acquire ***up to but no more than 7 hours*** of absences from the course during the semester (i.e., one full class session and ½ of another class session). Each time a student is tardy to a class session or leaves early from a class session that time will be accumulating towards the 7 hour maximum. A grade of “F” will be assigned to students who fail to attend class the minimum number of hours.

Tentative Class Session Schedule* (Eastern Standard Time Zone, EST, Marietta, GA campus))

Reading Assignments: David Johnson, Reaching Out = **DJ**; Henry Cloud & John Townsend = **CT**

Class Sessions	Topic	Reading Due**	Assignments Due
January 24 1:00pm-5:30pm (EST)	Introduction to Course, Syllabus Importance of Interpersonal Skills Biblical Mandate for Relationships Benefits of Good Conversations ***Small Group Activity	DJ Ch. 1 CT Chs. 1 & 2	
February 7 1:00pm-5:30pm (EST)	Self-Disclosure Developing and Maintaining Trust Conversations with Your Family ***Small Group Activity	DJ Chs. 2 & 3 CT Chs. 21, 22, 23, 24, 25	<i>Pre- Personal Evaluation</i>
February 21 1:00pm-5:30pm (EST)	Increasing Your Communication Skills Expressing Your Feelings Verbally Expressing Your Feelings Non-verbally ***Small Group Activity	DJ Chs. 4, 5 & 6	<i>Relationship Building Project Proposal Due</i>
March 7 1:00pm-5:30pm (EST)	Helpful Listening and Responding The Essentials of Good Conversation ***Small Group Activity	DJ Ch. 7 CT Chs. 3, 4, 5, 6	<i>Textbook Reading Percentage Check</i>
March 21 1:00pm-5:30pm (EST)	Resolving Interpersonal Conflict The Essentials of Good Conversation (continued) ***Small Group Activity	DJ Chs. 8 CT Chs. 7, 8, 9, 10, 11, 12, 13, 14	
April 4 1:00pm-5:30pm (EST)	The Art of Managing Conflict Taking the Initiative in Conversations ***Small Group Activity	CT Chs. 15, 16, 17, 18, 19, 20	
April 18 1:00pm-5:30pm (EST)	Relationships at Work Dealing with People in Authority Church Staff Relationships ***Small Group Activity	CT Chs. 26 & 27	<i>Post-Personal Evaluation</i> Exam
May 2 1:00pm-5:30pm (EST)	Anger, Stress, and Managing Feelings Barriers to Interpersonal Effectiveness ***Small Group Activity	DJ Ch. 9 & 10	<i>Textbook Reading Percentage Check</i> <i>Relationship Building Project</i>

*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.

***Students are required to participate in small group activities each class session.

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