



Interpersonal Relationship Skills

CESW6214

New Orleans Baptist Theological Seminary

Christian Education Division

Orlando Hub 3:00 – 4:50PM

8/27, 9/10, 9/24, 10/8, 10/22, 11/5, 11/26, 12/3

Dr. Doug Watkins
dwatkins@nobts.edu
Office: (407) 514-4412
Cell: (407) 340-5229

Dr. Ron Burks
ronfcbartow@hotmail.com
Office: (863) 533-9055
Cell: (863) 512-1396

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 the 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 worshiping 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 2012-2013 academic year that Core Value is *Servant Leadership*.

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 relationship 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.

Learning 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.
 - Model healthy relationships in family, church, and community.

Required Readings

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

Floyd, Kory. *Interpersonal Communication: The Whole Story*. McGraw-Hill, 2009.

[Note: A second edition of the textbook, 2011 copyright is available, either the 2009 or 2011 publication is acceptable. Also, this textbook is available as an eTextbook at www.coursesmart.com.]

Optional Text

Rath, Tom. *Strengths Finder 2.0*, New York: Gallup Press, 2007.

Course Topics

The topics of this course are as follows:

- Unit 1: Introduction
- Unit 2: The Self Concept
- Unit 3: Communication
- Unit 4: Communication: Culture, Language, and 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: 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 in the classroom using in-class lecture, discussion, small groups, case studies, and personal evaluation exercises.

Assignments and Evaluation Criteria

Students are expected to complete the course assignments in the three learning domains: cognitive, affective, and psychomotor.

Cognitive Domain of Learning

1. *Weekly Textbook Reading: (5%)* **Due: Each Week**
Students should read the required texts by following the weekly reading schedule. The completion of the textbook reading each week is intended to improve the understanding of course content and enhance discussion participation. The professors reserve the right to monitor reading through a variety of means, such as Blackboard quizzes, reading verification, discussion questions, etc. Students will be asked to indicate their reading percentage of the required texts at the last class session (**December 3, 2012**). **Textbook Reading Verification will be conducted via Blackboard (online).*

2. *Online Participation: (25%)* **Due: Each Week**
Students should complete all unit assignments as instructed on Blackboard by the posted due dates. NO late assignments will be accepted without prior permission from the professors. Online participation is determined by completion of threaded discussions, and other unit assignments (PowerPoint presentations, etc.). Threaded discussions should be timely and thought provoking, referencing reading content, applicable biblical references, and making real-life application.
All Unit assignments are due prior to the next class meeting as listed on the course schedule.

Psychomotor Domain of Learning

3. *Class Participation: (10%)* **Due: Each class**
Each student is expected to participate fully in small group discussions and class session activities to foster skill development, strengthen interpersonal relationships, and enrich the assimilation of the class content. Students should come to class prepared to discuss and interact with the material assigned for each class session. Therefore, the student's participation grade will be *reduced 10 points for each class session missed* during the semester. Classroom participation will be evaluated by the professors and is determined by attendance, engagement in class discussion, active participation in learning activities, evidence of reading assignments completed prior to the class session, and attentiveness to the classroom relationships.

Affective Domain of Learning

4. *Personal Evaluation of Interpersonal Relationship Skills: (25%)* **Due: September 24**
Each student should assess his/her interpersonal relationship skills using the questions listed below. In addition to the self-evaluation of his/her own interpersonal relationship skills, the student will interview **eight** persons:
 - a. Two family members (immediate or extended family members)
 - b. Two friends
 - c. Two church members

d. Two persons from the community

Students should ask each person to assess his/her interpersonal relationship *strengths* and *weaknesses* through responding to the following interview questions*:

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

*For each person interviewed, submit his/her name, relationship category, and contact information; either e-mail or phone is sufficient.

In addition, the student should answer the DISC Profile questions found at www.123test.com and discover their unique profile. Students are required to make a hard copy of the test results and bring to the September 24 class.

Paper Requirements: The assignment should be **7 to 8 page**, typed, paragraph form paper and the use of first-person is permissible. Further, the paper should 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** (2-3 pages)
- My Interpersonal Skill Weaknesses** (2-3 pages)
- My Interpersonal Skill Improvement Plan (3 pages)***

**Make sure you incorporate what you learned about yourself through your interview responses, your personal evaluation, and the DISC Profile to justify your interpersonal relationship skill strengths and weaknesses (i.e., support your description/evaluation in the paper).

***Make sure you **report a detailed plan for strengthening your interpersonal relationship skills** in the last three pages of the paper, referencing course materials that may be relevant to your plan.

Cognitive & Affective Domain of Learning

5. *Biblical Response about Interpersonal Relationship Skills:* (20%) **Due: 10/22 or 11/6 or 11/26**
Students will work in groups (as assigned in class) to prepare and lead an in-class presentation on an assigned topic. The presentation should be no longer than 20 minutes, be interactive rather than lecture and will be followed by 10 minutes of question and answer. Students will prepare visual aids, handouts, and/or a PowerPoint presentation, and a bibliography of **a minimum of five sources** related to the chosen topic (excluding and the two course textbooks and the Bible).

After gaining knowledge about the topic, the group should evaluate the interpersonal relationship topic in light of Scripture and write a **5-page biblical response** that could be used to teach the topic. The biblical response should include references to the five resources in the

bibliography and a biblical support or rejection of the specific principles endorsed by the authors of the resources. Biblical exegesis and explanation is required, not just a list of Bible references.

Affective Domain of Learning

Due: 10/22 or 11/6 or 11/26

Each group member will prepare a **2-page typed, double-spaced report** evaluating the working in a group throughout the process and assessing the interaction with the class during the presentation and an evaluation of the participation of the other group members, as well as his/her own contribution to the group. A guide for this assignment will appear on Blackboard.

Psychomotor Domain of Learning

6. Case Study: (15%)

Due: December 3

Students are expected to complete a case study analysis at the end of the semester. The case study will be mostly subjective in nature and is designed to cause the student to think about implementation of the course content and objectives. **The case study will be available on Blackboard.** The case study analysis shall be typed, double-spaced, Times New Roman, 12 pt font following the guidelines outlined in the most recent edition of Turabian.

Course Policies

Assignment Submission

All assignments are to be submitted by the designated due date. Assignments not submitted *by the designated due date* are considered *late* and late assignments will incur ***an initial 10-point penalty and accumulate a one-point penalty for each additional day.*** Late assignments are due no later than the final day of class, *no exceptions.* ***If all course assignments are not received by the final day of class, a grade of zero is automatically earned for the missing assignments.*** Assignments should **not** be e-mailed to professors.

Assignment Format

All assignments are to be typed, double-spaced with 12-point font (Times New Roman preferred) and 1-inch margins unless otherwise indicated. Assignment pages should be uploaded to Blackboard with a Turabian format cover page that includes name, date of submission and assignment title. A Turabian style guide is available in the NOBTS library and located on the NOBTS web site at <http://www.nobts.edu/resources/pdf/Extensions.Old/turabiantutor7thjan08.pdf>.

Academic Integrity

Each student is responsible for the academic integrity of his/her work. The following are examples of violations of academic integrity: plagiarism, turning in work done by someone else, submitting a paper which has been submitted for another course, and cheating on a quiz or exam. These and other violations of academic integrity may result in a failure of the course.

Academic Policies

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

Classroom Decorum

Each student is expected to treat the professor and other students with respect; arrive on time for class sessions; and use laptops and other technological devices for class purposes only.

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 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.

Blackboard

Blackboard will be used extensively in this course. The student is responsible to check Blackboard for grades, assignments, course documents and announcements. The student is responsible for maintaining current information regarding e-mail address on the Blackboard system and SelfServe. If you need assistance with Blackboard, e-mail blackboardhelpdesk@nobts.edu.

Absences

Class attendance is essential for effective learning. According to the NOBTS Catalog, the maximum number of absences without failure for an 8-meeting per semester hybrid is two classes sessions. A class session missed because of late enrollment will be counted as an absence. Arriving late to class or leaving class early will count as ½ of an absence. A grade of “F” will be assigned to students who fail to adhere to the attendance policy.

Grading Scale

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

Course Evaluation

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

Weekly Textbook Reading	5%
Online Participation	25%
Class Participation	10%
Personal Evaluation of	25%
Interpersonal Relationship Skills	
Biblical Response about	20%
Interpersonal Relationship Skills	
Case Study	15%

Course Schedule

Reading: *Interpersonal Relationship Skills* text = **JB**; *Interpersonal Communication* text = **KF**

Unit/Week	Topics	Reading Due**	Assignments Due
Class 1: August 27	Introduction “Don’t Become a Statistic!” “4 Essentials in All Communication” Course Syllabus		Introduce Yourself to Class Review Syllabus
Class 2: September 10	The DISC Profile The Self-Concept	JB: Intro, Chs 1,2 KF: Chs 1,3,4,6	Discussion Threads 1 & 2
Class 3: September 24	Personal Evaluations Roundtable Small Group Work	JB: Chapter 3 KF: Chs 2,5,7	Discussion Threads 3 & 4 Personal Eval Paper due
Class 4: October 8	Communication Basics Communication: Culture, Language, Gender	JB: Chs 4, 15 KF: Chapter 12	Discussion Threads 5 & 6
Class 5: October 22	Listening Skills Assertiveness/Difficult People Decision-Making	JB: Chs 5-9, 21	Discussion Threads 7 & 8 Units 5, 6, & 7 Group Presentations + 2 Papers
Class 6: November 5	Family of Origin Family Creation Emotional Intelligence	JB: Chs 10,12-14 KF: Chs 8, 10	Discussion Threads 9 & 10 Units 8, 9, & 10 Group Presentations + 2 Papers
Class 7: November 26	Relationships in the Church Conflict Resolution Collaborative Problem Solving	JB: Chs 17, 18 KF: Chapter 9	Discussion Threads 11 & 12 Units 11 and 12 Group Presentations + 2 Papers
Class 8: December 3	Relationships in the Community Social Media Conclusion	JB: Chs 16,19- 22, + Conclusion KF: Chapter 11	Discussion Threads 13 & 14 Case Study due Textbook Reading Statement due

*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

- Anderson, Keith R. *Friendships That Run Deep*. Downers Grove, IL: InterVarsity Press, 1997.
- Armour, Michael C., and Don Browning. *Systems-Sensitive Leadership*. Joplin, MO: College Press Publishing, 2000.
- Augsburger, David. *Caring Enough to Confront: How to Understand and Express Your Deepest Feelings Toward Others*, updated ed. Ventura, CA: Regal Books, 2009.
- Biehl, Bob. *Mentoring*. Nashville: Broadman and Holman Publishers, 1996.
- Bolton, Robert. *People Skills: How to Assess it Yourself, Listen to Others, and Resolve Conflicts*. New York: Simon and Schuster, Inc., 1979.
- Bozeman, Jeanine, and Argile Smith, eds. *Interpersonal Relationship Skills for Ministers*. Gretna, LA: Pelican Publishing Company, 2004.
- Boyer, Pam. *Forever Friends*. Eugene, OR: Harvest House, 1992.
- Bramson, Robert M. *Coping With Difficult People*. New York: Dell Publishing, 1981.
- Branden, Nathaniel. *The Psychology of Self-Esteem*. New York: Bantam Books, 1969.
- _____. *The Six Pillars of Self-Esteem*. New York: Bantam Books, 1994.
- Branson, Mark Lau, and Juan F. Martinez. *Churches, Cultures, and Leadership*. Downers Grove, IL: InterVarsity Press, 2011.
- Brestin, Dee. *The Friendships of Women Workbook*. Wheaton, IL: Victor Books, 1995.
- 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.
- Cloud, Henry, and John Townsend. *How to Have that Difficult Conversation You've Been Avoiding*. Grand Rapids, MI: Zondervan, 2005 (2003).
(Formerly titled *Boundaries Face To Face*)
- 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.
- Crabb, Larry. *Connecting: A Radical New Vision*. Nashville: Word Publishing, 1997.
- 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.
- Feldhahn, Shaunti. *For Women Only*. Colorado Springs, CO: Multnomah Publishers, 2004.
- Feldhahn, Shaunti and Jeff. *For Men Only*. Colorado Springs, CO: Multnomah Publishers, 2006.
- Finchman, Frank D., Leyan O.L. Fernandes, and Keith Humphreys. *Communicating in Relationships*. Champaign, IL: Research Press, 1993.
- Floyd, Kory. *Interpersonal Communication: The Whole Story*. McGraw-Hill, 2009.
- Gangel, Kenneth O., and Samuel L. Canine. *Communication and Conflict Management: In Churches and Christian Organizations*. Eugene, OR: Wipf & Stock Publishers, 2002.
- 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.
- Johnson, David W. *Reaching Out: Interpersonal Effectiveness and Self-Actualization*, 10th ed. Boston: Allyn & Bacon, 2008. (ISBN: 978-0205578641)
- 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.
- _____. *Be a People Person*. Colorado Springs, CO: Chariot Victor Publishers, 1994.
- 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.
- Nelson-Jones, Richard. *Human Relationships: A Skill Approach*. Pacific Grove, CA: Brooks/Cole Publishing, 1990.
- Ortberg, John, Laurie Pederson, and Judson Poling. *Groups: The Life-Giving Power of Community*. Grand Rapids, MI: Zondervan, 2000.
- 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 (1998).
- Rath, Tom. *Strengths Finder 2.0*, New York: Gallup Press, 2007.
- Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life*. Minneapolis, MN: Fortress Press, 1996.
- 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, 3rd 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, 6th ed.* Pacific Grove, CA: Brooks/Cole Publishing, 2008.

Smalley, Gary. *The DNA of Relationships*. Carol Stream, IL: Tyndale, 2004.

Smith, Argile and Jeanine Bozeman, eds. *Interpersonal Skills for Ministers*. New Orleans, LA: Pelican Publishing, 2004.

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.

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.