



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

Interpersonal Relationship Skills CCSW6214 Church & Community Ministries Division

Dr. Jeanine Bozeman

Senior Professor of Social Work

jbozeman@nobts.edu Office: (504) 282-4455 ext.3207

504-881-8525 (cell)

Dr. Preston Nix

Professor of Evangelism and Evangelistic Preaching, occupying the Roland Q. Leavell Chair of Evangelism

pnix@nobts.edu Office: (504) 282-4455 ext.8820

Grader: Stephanie Cline

Email: stephanie.l.cline62312@gmail.com 832-330-2745 (before 9:00 p.m.)

*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.*

Purpose of the Course

The purpose of this course will be to study the nature of interpersonal relationships with particular reference to professional church staff, personal and family relationships. Goals will be to learn to establish positive relationships, to improve weak relationships, and to develop skills in resolving problematic relationships.

Core Value Focus

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. This year's core value focus is *Mission 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.

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.

2015-16 Core Value Focus: Mission Focus

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.

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

[Note: This textbook is available as an eTextbook at www.pelicanpub.com.]

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: The Whole Story*, 2nd ed. McGraw-Hill, 2011.

Course Teaching Methodology

This course will be taught using in-class lecture, discussion, case studies, exams, PowerPoints, guests, group experiences, role play and personal evaluation exercises.

Units of Study

Unit 1: Introduction

Unit 2: The Self Concept

Unit 3: Communication

Unit 4: Communication: Culture/Language/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: Etiquette/Emotional Intelligence

Unit 11: Relationships in the Church

Unit 12: Relationships in the Community

Unit 13: Conflict Resolution/Collaborative Problem Solving

Unit 14: Social Media/Conclusion

Assignments and Evaluation Criteria

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 November 12. The grade for late submissions will be reduced by 10 points. No reports will be accepted after November 20.

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.

II. 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).

III. 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.

IV. Exams

Students will complete midterm and final exams. The midterm exam is scheduled for **October 15, 2015** and the final exam is scheduled for **Thursday, December 17, 2015, 9:00-11:00 a.m.**

| Assignment | Percentage of Grade | Due Date |
|---|----------------------------|-------------------|
| Personal Evaluation Paper of Communication Skills | 20% | November 12, 2015 |
| Presentation | 20% | As Scheduled |
| Midterm Exam | 20% | October 15, 2015 |
| Final Exam | 20% | December 17, 2015 |
| Class Involvement | 20% | |

Course Policies

Policies Regarding All Assignments

All work is due on the assigned day and at the assigned time. Grades for late submissions will be reduced by 10 points each day excluding Sundays. No work will be accepted after 10 days.

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2015-2016*.

Absences: The maximum number of absences for a 2-hour class is 6 classroom hours. Three occasions of arriving late for a class or leaving early for a class will count as one absence.

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.

Blackboard

Blackboard will be used in this class. Please make sure that your contact information on Blackboard is accurate and up-to-date. If you need assistance accessing Blackboard, please contact the Information Technology Center.

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

COURSE OUTLINE AND READING SCHEDULE

| <u>Date</u> | <u>Topic</u> | <u>Reading Assignment</u> |
|----------------------------|--|---|
| August 25-27 | Introduction The Self Concept | Bozeman & Smith, Chapters 1-2 |
| September 1-3 | Self-Concept/Communication Communication | Floyd, Chapter 3-4 |
| September 8-10 | Speaker: Dr. Bobby Burt Group Meeting | Floyd, Chapters 1-2 |
| September 15-17 | Social Media Decision Making | Bozeman & Smith, Chapter 12, 21 Bolton 2-4 |
| September 22-24 | Listening Skills Assertiveness | Bozeman & Smith, Chapters 3-4 Floyd Chapters 5-7 |
| September 29- October 1 | Family Relationships Family of Origin Family of Creation | Bozeman & Smith, Chapters 5-9 Floyd, Chapters 8-9 |
| October 6-8 | Group Meeting Minister's Family | Bozeman & Smith, Chapters 10-13 Floyd, Chapter 12 |
| October 13-15 | Conflict Resolution Collaborative Problem Solving Mid Term Exam (Oct. 15) | |
| October 19-23 | Fall Break | |
| October 27-29 | Difficult People Gender Communication Speaker: Dr. Rhonda Kelley | Bozeman & Smith, Chapters, 14, 15 |
| November 3-5 | Emotional Intelligence Relationships in the Church: Staff | Bozeman & Smith, Chapters, 11, 18 Floyd, Chapter 12 |
| November 10-12 | Relationships in the Church: Members Speaker: Kay Bennett Personal Evaluation Due Nov. 12 | Bozeman & Smith, Chapter 16,17 Floyd, Chapter 10 |
| November 17-19 | Relationships in the Community Student Presentation 1 | Bozeman & Smith, 19-22 |
| November 23-27 | Thanksgiving Break | |
| December 1-3 | Student Presentation 2 Student Presentation 3 | |
| December 8-10 | Student Presentation 4 Celebration | |
| December 17 | Final Exam: Thursday, Dec. 17, 9:00 a.m.-11:00 a.m. | |

- 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.

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: 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.

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.

For Technical Assistance Contact the ITC

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

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.

_____. *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.
- 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, 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.
- 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.
- 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, 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.

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

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.]

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.

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 |
|--|--------------|
| Teaching Plan. { 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) | 0 to 15 |
| Bibliography. { 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) | 0 to 15 |
| Handouts. { 20 points total} Completed two handouts. (10 points) Handouts are relevant to the topic, enhance the presentation, and are visually appealing. (10 points) | 0 to 20 |
| Presentation and Report. { 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) | 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. | | | | |