



ERSKINE
THEOLOGICAL SEMINARY

For Christ and His Church

DR 911CO Interpersonal Skills for Ministry

5/20, 6/3, 7/15, 8/19

9 A.M. – 5 P.M., Columbia, SC

Summer 2010

Professor Doug White

Office Phone: 864-379-6629

Phone: 864-993-8654 (before 10 p.m.)

Seminary Fax: 864-379-3171

Email: white@erskine.edu

McCain Library (toll free) 1-877-876-4348

Office Hours: Wednesday & Thursday, 10:00 – 11:00 a.m.

Mailing Address: Home

P.O. Box 456

Due West, SC 29639

Office: Bowie Divinity Hall

P.O. Box 668

Due West, SC 29639

Christian Commitment and Excellence in Learning

NOTE: AN ASSIGNMENT IS DUE THE FIRST DAY

Course Description:

This component aims to cultivate the interpersonal skills appropriate to ministry, specifically: the capacity to listen well, strong self-understanding, person-oriented insights basic to the professional ministry, and how such insights relate to the needs of other persons and institutions. Candidates are required to be actively involved in an ongoing ministry setting; those candidates not presently in a bona fide ministry setting will need to secure such prior to enrolling in the course. Required. *Three hours. Pass/Fail*

NOTE: The Interpersonal Skills for Ministry requirement may also be met through one of the following three options:

- 1) Candidates whose ministry setting clearly makes this component irrelevant (e.g., full-time, trained counselors) may submit a written request to the D.Min. Director to waive the course and take a functions elective course in its place.
- 2) Candidates who have already satisfactorily completed three certified units of CPE (as evidenced by bona fide supervisory reports) may apply to the Director of the D.Min. program for a waiver of the Interpersonal Skills for Ministry course, with the hours (3) made up by taking a functions elective course. Students who have completed more than three units of CPE may petition the D.Min. Committee to receive three (3) semester hours of credit as a functions elective for each additional certified unit of CPE for a maximum of six (6) credit hours.
- 3) Military chaplains who have completed the Chaplain Officer Basic and Advanced courses have further options. They may take as a directed study either of the two courses specifically designed for military chaplains: Ministry to the Military, which builds upon and extends the Chaplain Officer Basic course, and Supervising and Mentoring the Military Chaplain, which builds upon and extends the Army Chaplain Career Course. Either of these courses may be taken by military chaplains to satisfy the Interpersonal Skills for Ministry requirement.

Course Objectives:

The mission of Erskine Theological Seminary (ETS) is to educate persons for service in the Christian Church – in faithfulness to the Bible, the Reformed tradition, and the standards of the Associate Reformed Presbyterian Church, while showing respect for denominational diversity. The Seminary’s goals include the expectation that D.Min. graduates will be prepared to serve the Church with Christian character and integrity in their personal and professional lives; will integrate Biblical and theological norms, ministerial functions, and contextual dimensions of ministry into a meaningful, workable, effective whole and, will increase in competence in the various functions of ministry, such as spreading the Gospel, leading worship, teaching, pastoral care and counseling, evangelizing, discipling, and carrying out the mission of the Church. The minister’s interpersonal skills are evaluated and honed in this course in an effort to contribute to meeting these goals. At the conclusion of the course it is hoped that each student will have made progress in:

1. Exploring and developing a viable theological perspective to guide the assessment of one’s pastoral, leadership, and interpersonal skills;
2. Identifying, understanding, and appropriately using interpersonal skills deemed necessary and effective in ministry, especially the development of better listening skills;
3. Monitoring and supervising one’s use of such skills and developing a plan for building one’s skills;
4. Giving feedback to and receiving feedback from one’s peers and supervisor;
5. Developing better self-understanding and seeing how such understanding contributes to effective ministry; and,
6. Gaining new insight into one’s own spiritual-developmental journey, especially as it relates to one’s self-care and care giving in service to God.

Required Books: (The Holy Bible is assumed as a required text in all classes.) The following books can be obtained at The Erskine College Bookstore.

Erdall, Lowell O. 10 Habits for Effective Ministry: A Guide for Life Giving Pastors. Minneapolis: Augsburg Printers, 1996. 160 pgs.

Martin, Ralph P. Word Biblical Commentary – James. Waco: Word Books, 1988. 240 pgs.

McKay, Matthew. Messages – The Communication Skills Book (2nd edition). Oakland: New Harbinger Publications, Inc. 1995. 299 pgs.

Other Materials Required:

Leas, Speed B. Discover Your Conflict Management Style. Rev. ed. Bethesda: Alban Institute. (Order from Alban Institute)

Myers – Briggs Type Indicator

Course Requirements & Expectations:

Attendance - Your preparation for, presence at, and participation in all class sessions is assumed for a passing grade. Therefore, each student is expected to arrive on time, including following class breaks, and to attend all class meetings for their duration. In the event that an absence is necessary—for

whatever reason, including pastoral duties, work, or family responsibilities—the student is responsible for all assignments and all work done in class. Students who miss more than three hours of class are required to do extra work and are expected to take the initiative to secure the assignments from the professor. Failure to complete extra work by the assigned day will result in the reduction of one's final course grade by one full letter grade. Students are responsible for all assignments (including those due on the FIRST day of class!), all work done in class, and make-up work, which is required if an absence occurs. Absences in excess of three (3) hours, may limit one's final grade to no higher than a "B-". Absences in excess of seven (7) hours will result in receiving no credit for the course. Any student who misses seven or more cumulative hours of class should contact the Registrar in writing and withdraw from the course no later than the final day of class rather than fail it. Multiple instances of tardiness likely will result in a lower course grade.

Class preparation – Each student must be adequately prepared for each class meeting as demonstrated by the completion of all assigned readings and writings. ALL assignments must be completed satisfactorily in order to earn a passing grade in this course. Each student is expected to participate equally in class discussions. Some assignments will be shared in class. Thus, at one's own expense, each student is required to make adequate copies for one's classmates prior to class. The presenter is responsible for protecting the confidentiality of all parties involved by the use of pseudonyms and other appropriate means of disguise, as well as collecting and destroying such materials after their use in class.

Assignments – All assignments are due on the designated date; this includes reading assignments. All late work is subject to a two point penalty per day. An absence does not negate this requirement unless prior arrangements have been made. Written work should conform to Erskine Seminary's D.Min. Manual, Chapter Six, "Style and Form in Writing." Do not submit work in folders; simply supply a cover/title sheet and staple pages (numbered!) together. Give careful attention to spelling, grammar, syntax, style, and form; these items are considered in grading. Proofread all papers before submission! The assigned readings do not mean the endorsement of views expressed in the books or articles. Make careful use of the following assignment guides. The language of personal pronouns (i.e. I, me, my, etc.) is to be used in your written work in this course since you will be discussing your life and ministry. Papers should be double-spaced using a font size and style similar to that found in this syllabus which is Times New Roman, 12-point. **BEWARE: Do not string a number of quotes together or simply summarize the chapters. If you do so, you will receive a failing grade on the assignment with no opportunity to re-do the assignment!!**

1) Verbatims. Please bring two verbatims to the first class. One of the hallmarks of skilled pastoral ministry is the ability to reflect upon ministry events from both theological and behavioral perspectives, make appropriate use of collegial and supervisory feedback, in the quest to enhance one's ministry and people skills. Each person will submit and present to one's peers in the first and second class meetings a verbatim report of a significant event from his/her recent interpersonal ministry experiences. Verbatim reports should conform to the guidelines found at the end of this syllabus. The number of required copies of each verbatim report will be seven copies. Missed small group meetings **MUST** be made up outside of class.

2) A Theology of Interpersonal Relationships Paper. The purpose of this (8-10 page) paper is to conceptualize and articulate in writing the dynamics of human relationships in the Kingdom setting. Using the book of James, as viewed through the Word Biblical Commentary, set out in writing the Biblical approach to the following topics: listening, conflict origins, nature of humanity, conflict resolution, use of skills, failure, wisdom, forgiveness, restoration, community formation, support and love, defense mechanisms, sin, and brokenness.

Add other books and materials used in this class to develop a theology of interpersonal relations which integrates theological truth and human dynamics. **Due on August 25, 2010**

3) Self Analysis Essay. A 5-10 page double-spaced paper in which the student offers an introspective analysis of oneself as a person and minister drawing from the readings, assessment instruments, and class interaction. Attention should be given to the following areas: A) statement of your self-understanding, personality, interpersonal skills as per peer evaluations and conflict management style inventory (40%); B) statement of the implications of items discussed in “A” for your ministry (40%); and C) personal theological themes/spiritual growth issues of which you became aware during this course (20%). **Due by August 25, 2010**

4) Peer Evaluations. Each person will prepare a brief written evaluation of each of your small group member’s interpersonal skills (both how you experienced them personally and what you learned about them from their verbatim presentations). These feedback reports will be given to the person being evaluated and a copy to the professor. A suggested formula: list several things you found attractive as well as unattractive regarding their interpersonal skills. One can also use the categories of “workable” and “unworkable” to evaluate one’s peers. **NOTES: Persons not present for the final peer group meeting MUST arrange for a suitable alternative context in which real-time interaction with one’s peers may occur (e.g. conference call). Due at last class – August 19**

Course Grading

Regular attendance and participate in class are assumed for a passing grade in this pass/fail course. **All assignments must be completed satisfactorily in order to receive a passing grade.** The final grade will be calculated on the standard seminary D.Min. scale as follows:

Verbatims	20%
Self-Analysis Paper	35%
Theology of Interpersonal Relationships Proposal	35%
Peer Evaluations	10%

Seminary Policies

Drop/Add/Withdrawal

Once a student has completed, signed, and submitted his/her registration to the Registrar for this class, it is a binding contract and billing will be based on this registration. If the student decides not to take this class, he/she must complete a “drop/add” form and secure the appropriate signatures prior to the drop/add deadline during the second week of the semester or term. If one wishes to withdraw from the course after the drop/add deadline, one must complete a withdrawal form, and tuition will be refunded on a pro rated basis. Failure to withdraw from the class properly will result in receiving a grade of “F” for the course and full tuition charges will apply. No exceptions will be made to this policy.

Office Hours

My normal office hours are printed in this syllabus. However, due to meetings and unforeseen circumstances that may arise, my schedule may change. If you need to see me, I strongly recommend that you call or e-mail to schedule an appointment.

Required Textbooks

Students are expected to secure their own copies of all required textbooks. As a convenience, the seminary has a bookstore portal of the website at <http://www.erskineseminary.org/bookstore.html>. There you will find links to familiar vendors and can check availability of texts, compare prices, and place orders. The ETS SBA will receive a modest percentage of the profits from students' and professors' purchases through this portal. The Erskine Campus Bookstore will carry a limited number of copies of every required text and orders for books can be placed through the Campus Bookstore.

Language about God and Humanity

Although God transcends the distinction between male and female, the Bible and the Church's historic creeds and confessions use masculine language in reference to God. Thus, the Seminary encourages all students to retain this masculine usage when speaking and writing about God. Furthermore, the Seminary recognizes that all human beings, male and female, are created equally in the image of God (Gen. 1:26-27), and believers of both sexes are fellow heirs of the grace of life (1 Pet. 3:7). Accordingly, whenever students are speaking and writing about males and females, they should use language that clearly includes both men and women (for example, by saying/writing "humanity" rather than "man" or "people" rather than "men").

Conduct in Theological Discussions

Erskine Seminary is committed to the one, holy, catholic, and apostolic Church, and it expects its students to show respect for all who identify with that one Church. In all written work, oral presentations, and discussions both inside and outside the classroom, the Seminary expects students to conduct discussions of controversial issues in a context of respect for those with whom one disagrees. Please see the Community Life Statement in the Catalog for more information.

Incompletes

The grade of "I" or incomplete is given at the discretion of the professor. A grade of "I" is normally given when a student has substantially completed the requirements for a course but has been prevented by extraordinary circumstances from completing the remainder of the course requirements. A student who wishes to request an incomplete should normally complete an incomplete form prior to the end of the semester and ask the professor to grant the request. (Under unusual circumstances, the student may communicate with the professor by phone or email rather than in person, and the professor may then agree to fill out the form at the student's request. Under exceptional circumstances, the professor may initiate the process by filling out the form on the student's behalf.) If the professor grants the request, he/she will sign the incomplete form and turn it in with his/her final grade report. An "I" in any course must be removed by March 1 for the Fall Term, April 1 for the January Term, August 1 for the Spring Term, and November 1 for the Summer Term. Only the Dean may grant extensions of incompletes beyond the established completion date. Otherwise, these grades automatically become "F."

Official Seminary Class Attendance Policy:

Class participation is considered an important part of the total educational experience at Erskine Seminary. Students are expected to attend classes on a regular basis and are responsible for the mastery of all materials required in the course. Each professor will indicate in writing the specific class attendance policy at the beginning of each course. In general, students are allowed up to three hours of

unexcused absence without penalty. Students wishing to take a course which meets four times over the semester **must** attend the first meeting of the course.

Policy Regarding Absences (4-SESSION CLASSES)

Students are required to attend all class sessions. Students wishing to take a course which meets four times over the semester **must** attend the first meeting of the course. Students who cannot attend the first course meeting should not register for the course or, if already registered, should drop the course and complete the drop/add form. (If the drop/add form is not completed and turned in to the Registrar, the student will still be charged for the course and will receive an “F” grade.) If students have to be absent for part or all of another class meeting day, they are still responsible for all work missed and all work due. A student who misses as much as one full class day or its equivalent in late arrival or early departure should consult with the professor to see whether it is still possible to pass the course.

Plagiarism

Plagiarism is the use in writing of wording or ideas produced by others without crediting the author and/or source from which the material was taken. As the following statement indicates, plagiarism is a serious offense that undermines both the witness and integrity of the Christian community:

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts imparted by the Spirit. Clearly unattributed use of the words and/or ideas of others fail to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Plagiarism creates an atmosphere of falsehood in the community’s discernment and cultivation of gifts, both within the Christian community and in God’s larger creation. Since freedom comes only by way of truth (Jn. 8:32), such falsehood can only result in captivity, and therefore has no place in the Christian community.

On this basis, the Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

1. Quotations. Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.

2. Paraphrasing. Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.

3. Ideas. Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.

4. Bibliography. All the sources consulted in the preparation of an essay or report should be listed in a bibliography.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community:

1. Multiple submission. Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.

2. False citation. The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.

3. Submission of work done by someone else, either with or without that person’s knowledge. Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism. The Seminary’s provisions for “due process” apply in cases of alleged plagiarism.

[The italicized statement above is used by permission of The Lutheran Theological Seminary at Philadelphia and Princeton University, Princeton, New Jersey, based upon a document adapted by LTSP, with permission, from “Princeton University Rights, Rules and Responsibilities,” 1990 Edition. Princeton University, Princeton, New Jersey.]

Occurrences of plagiarism shall be considered ‘documented’ when the instructor is able to produce documentary evidence that plagiarism has occurred, and when the instructor has reason to believe that the plagiarism was motivated by a deliberate attempt to receive credit for ideas or work not the student’s own. Where such plagiarism involves the theft of the academic work of another student, whether at Erskine or any other institution, it shall be designated ‘documented theft of another student’s work.’ The instructor involved, in consultation with the Dean, may recommend measures deemed appropriate. In cases of documented plagiarism or documented theft of another student’s work, the offending student will automatically receive the following penalties:

Failure of the course(s) in which plagiarized or stolen work is submitted
Dismissal from the Seminary for a minimum of one semester
Forfeiture of the right to tuition refunds during the semester(s) affected

Before such penalties are imposed, a committee of at least three faculty members must agree that they are appropriate to the case. Appeals in such cases may only be addressed, in writing, to the President of Erskine College and Theological Seminary.

Class Schedule (ASSIGNMENTS are due on the date cited)

May 20

Introductions: class members, syllabus, term: “Implications”
Purpose and biblical Foundations of Developing Interpersonal Skills
People Skills Needed in Ministry
Giving & Receiving Feedback
Introduction to Listening and Assessment skills
Small Group Assignments – Verbatim Presentation #1
MBTI

ASSIGNMENTS DUE for the first class meeting:

- 1) Bring two verbatims
- 2) Start reading assigned book Messages

June 3

Discuss the book of James
MBTI – Implications for Interpersonal Skills
Small Group Assignments: Verbatim Presentations
Common Dynamics of Ministry

ASSIGNMENTS DUE TODAY:

- 1) Bring a Bible and the Word Biblical Commentary for James
- 2) Prepare and bring sufficient copies of a verbatim reflecting current interpersonal ministry experience. Be prepared to present in your small group.

3) Read Word Biblical Commentary and the book of James

July 15

Conflict Resolution Skills

Conflict Management: Power, Control, and Authority

Discover Your Conflict Management Style

Small Group: Problem solving and conflict

ASSIGNMENTS DUE TODAY:

- 1) Complete and turn in the Discover Your Conflict Management Style survey
- 2) Read Erdall's book

August 19

Presentation of Theological Reflection Project

Discussion of "The Art of Saying 'No'" (Handout)

Clergy Interpersonal Ethics

Small Group: Peer Feedback

Course Evaluations

ASSIGNMENTS DUE TODAY:

- 1) Prepare and bring two copies of each Peer Evaluation
- 2) Bring one page sheet of Theological Reflections

DR 911 Guidelines for Verbatim Reports

A verbatim report is a method by which the student attempts to record the essential elements of the ministry event and relationship as remembered. *It is understood that the student will not be able to record the conversation with perfect recall. The way the event is remembered; however, is often more important for ministry learning than having the accurate transcript.* Also, the verbatim's effectiveness and usefulness as a learning tool is not predicated upon the complexity of the particular ministry event. Significant learnings can be gleaned from even the most "simple and casual" of conversations between pastor and parishioner.

A verbatim generally will be approximately five pages in length. All prayers should be written out in full.

Verbatims are to be written in such a manner as to protect and ensure the confidentiality of the persons involved in the ministry event, and should display the following heading: "Confidential Ministry Report."

Example:

Confidential Ministry Report

A Verbatim Record -Ministry to "Bob" (use pseudonym or initials)

John Baptist, Pastor, First Church, Atlanta, March 10, 2002

The following five (5) elements then are given in the order presented below:

- I. Introduction -brief, factual information known to the student about the person(s) receiving ministry; pertinent situational data; appropriate process or relationship development data;

preliminary ministry goals (when the event has been planned); the student's own "state of being" (frame of mind and heart); and, a brief situational and process comment as the ministry event begins. NOTE: the focus is upon the minister's interpersonal skill development and NOT upon resolution of the parishioner's problem.

- II. II. Interpersonal Exchange -a transcript from the student's memory of what was communicated by minister and parishioner. An adequate verbatim usually includes 15-20 exchanges. Each person's communication is designated by an identifying letter, sequential numbering of subsequent responses, and double-spacing between the single-spaced statements of each person. Example:

MI Good Morning, Bob. I was in the area and thought I'd drop by for a few minutes and see how that new job is coming along?

B 1 (looking tearful, voice quivering) Not so good, Preacher .

M2 Oh? What's wrong? [My stomach begins to tighten]

B2 (begins to sob) I failed my physical that they required. ...

M3 Now, now, Bob, it's not so bad. You need to just look on the bright side!

CONTINUE IN THE SAME FASHION, NUMBERING RESPONSES FOR EASE OF REFERENCE WHEN REVIEWING THE VERBATIM

Comments concerning words spoken, feelings felt or perceived, actions described, and situational happenings should be given in brackets or parentheses.

III. Reflections -the student's own identification of: personal feelings; the process of the ministry event; interpersonal theory and skill utilization evident; and an estimate of the parishioner's specific interpersonal need(s) for ministry. Reflections are different from evaluations!

IV. Evaluation -the student's own written assessment of ministry performance (strengths and weaknesses) related to process, skills, theory, theological dimensions, etc. related to one's use of interpersonal skills, especially one's listening skills. Primary attention is to be devoted to the student's perception of his/her own evident strengths and growing edges in ministry; what you would do differently next time, etc. References to specific interactions should be given (B1, M4, etc).

V. Future Ministry Goal(s) -the student's plan for how he/she will alter his/her use of interpersonal skills in ministry to the person(s) involved in this verbatim in future contacts. Includes things about which the student will be internally aware as well as observable actions.

Reflections, evaluations, & future ministry goals should be listed succinctly and numerically. Note carefully the distinction between reflections on the event and one's evaluation of one's ministry in the event. For example:

Reflections

1. I'm glad I went to see him today.

2. I was very preoccupied with his grief over his father and was shocked about the news of his own impending death.
3. Bob is nearly as old as my father. I really feel anxious and awkward trying to be his minister. Anxious because of my fear of my father's death some day and awkward because I feel like a kid telling his parent what to do.
4. I seemed to focus more on trying to "fix" things than really hearing his grief. Makes me wonder if I am afraid of my own grief.

Evaluations

1. I was very anxious, but I showed good pastoral initiative in going to see Bob about his new job.
2. I took the lead at M5 & M6; then followed Bob at M11 and M14. This seemed balanced.
3. My expression of gratitude at M18 was an attempt to practice giving a pastoral blessing; it seemed to have been effective.
4. I missed an opportunity at P10 to respond to his concerns for his family.
5. My attempt to introduce prayer seemed clumsy and ill-timed. I struggle with how to integrate prayer effectively. My prayers seem stilted and artificial.

Future Ministry Goals (what one plans to do/say/be in future contacts):

1. I will ask him if he would like for me to pray rather than assuming that it is OK.
2. I will make a conscious effort to maintain eye contact especially when I feel uneasy.
3. I will address theological themes rather than avoiding them.
4. I will explore why offering meaningful prayers is so difficult for me.

---End of Verbatim Guidelines---