

COURSE SYLLABUS

ML502: Interpersonal Communication and Conflict Management

Course Lecturers:

Kenneth O. Gangel, PhD

Former Professor of Christian Education at Dallas Theological Seminary

Samuel Canine, PhD

Former Chairman and Professor of Pastoral Ministries at Dallas Theological Seminary

About This Course



This course was originally created through the Institute of Theological Studies in association with the Evangelical Seminary Deans' Council. There are nearly 100 evangelical seminaries of various denominations represented within the council and many continue to use the ITS courses to supplement their curriculum. The lecturers were selected primarily by the Deans' Council as highly recognized scholars in their particular fields of study.

Course Description

Organizational communication is a powerful tool of construction or destruction. In this course, learners discover biblical principles of interpersonal communication and conflict management in human relationships. The course gives attention to communication models, self-concept, non-verbal messages, stress, and other strategies that assist Christian leaders in developing interpersonal communication skills. In addition, the course focuses on the nature of conflict, how to identify common styles of conflict management, and how to manage conflict acceptably and productively.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Understand the nature of communication and how it works in both interpersonal and organizational context.
- Have improved listening skills with respect to both superiors and subordinates.

- Be able to describe and explain self-concept and how it relates to various aspects of the communication process.
- Be able to implement effective communication in such leadership functions as recruitment, training and supervision.
- Have a clearer understanding of the nature of conflict.
- Have a better understanding of the biblical teaching on conflict and its management.
- Be able to identify common styles individuals employ in managing conflict.
- Be able to recognize and utilize acceptable conflict management strategies.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturers



Kenneth O. Gangel, PhD (1935-2009)

Education:

- Mercy College, LittD
- University of Missouri, PhD
- Concordia Seminary, STM
- Fuller Theological Seminary, MA
- Grace Theological Seminary, MDiv
- Taylor University, BA

Teaching Career:

- Scholar in Residence, Toccoa Falls College (2000-2009)
- Director of Graduate Studies, Toccoa Falls College (1997-2000)
- Vice President for Academic Affairs and Academic Dean, Dallas Theological Seminary (1992-1997)
- Chairman and Professor of Christian Education, Dallas Theological Seminary (1982-1992)
- President and Professor, Miami Christian College (1974-1982)
- Professor and Founding Director of the School of Christian Education, Trinity Evangelical Divinity School (1970-1974)
- Bible Department Chairman, Registrar, Academic Dean, and Academic Vice President, Calvary Bible College (1960-1969)
- Nearly 50 years of service in higher education

Other Career Highlights:

- Lecturer in more than 1,500 churches worldwide
- Lecturer at more than 40 educational institutions
- Member of various regional boards and national councils
- Editor for the leadership publication *The SEAL* (Seeking Excellence in Administrative Leadership)
- Worker for the Kansas City Regional Council for Higher Education in the late 1960s
- Minister, holding various pastorates in the 1950s, 1960s and 1980s

- Voice of “Morning Light,” a daily devotional that aired on more than 100 radio stations across the United States (for over 20 years)

Publications:

- Contributor to or editor of 57 books, including *Fathering Like a Father*, *Feeding and Leading*, (a book he co-authored with his son), *Christian Education: Its History and Philosophy*, and *Team Leadership in Christian Ministry: Using Multiple Gifts to Build a Unified Vision* (perhaps his best-known work)
- Publisher of hundreds of articles for various education and theological journals, including numerous submissions to *Bibliotheca Sacra*, while submitting hundreds of reviews on various books



Samuel Canine, PhD

Education:

- Bowling Green State University, MA and PhD
- Dallas Theological Seminary, ThM
- Cedarville College, BA

Teaching Career:

- Chairman and Professor of Pastoral Ministries, Dallas Theological Seminary
- Chairman of the Department of Evangelism and professor in Pastoral Training, Moody Bible Institute (1977-1985)
- Faculty, Wayne Bible College (1975)
- Visiting faculty member at Moody Bible Institute, Grand Rapids Baptist Seminary, and Grace Theological Seminary
- Lectures through Moody Radio Network’s “The Radio School of the Bible” have reached believers across the globe

Other Career Highlights:

- Ordained Baptist minister
- Associate Pastor of Education, Memorial Baptist Church (Kilean, TX)
- Pastor, assistant pastor, and interim pastor in several churches in Ohio, Indiana, and Texas
- Consultant to Zondervan Publishing House in homiletics
- Cofounder and Codirector of cSc Communications Specialist (1996)
- Honorary Bible teacher at the Moody Keswick Conference in St. Petersburg, Florida
- Member of both The International Communication Association and Christians for Biblical Equality

Publications:

- Most widely acclaimed work is *Communication and Conflict Management in Churches and Christian Organizations*, a book he coauthored with his colleague, Dr. Kenneth Gangel
- Other works include *Leadership Handbooks of Practical Theology*, *Handbook on Christian Families*, and *Toward a Harmony of Faith and Learning*

Online Professor

If you are taking this course for credit, CUGN will assign one of its faculty members as the online

professor for this course. This professor will contact you upon enrollment in the course and will guide your study. Your online professor will be available to you by email and, at set times, by chat room or other real-time technology. Your online professor will do the following in order to stimulate student involvement and facilitate effective learning:

- Evaluate and assign grades to all coursework.
- Provide assistance with technological problems that may occur.
- Answer questions that may arise.
- Issue your final grades.

Course Texts

Required:

Griffin, Em. *Making Friends (And Making Them Count)*. Downers Grove, IL: InterVarsity Press, 1987.

Sande, Ken. *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*. 3rd ed. (revised and updated). Grand Rapids: Baker Book House, 2004.

Collateral Reading: Two additional books from the Bibliography, one dealing with **communication** and one with **conflict management**, should be read.

Textbooks can be ordered through our online store at CUGN.org, through your local bookstore, or through your preferred eReader when available.

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of

plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be listened to and/or read throughout the lessons of the course.

- **Audio-based teaching**

The primary teaching session in each lesson is provided in audio format. If available, we also provide the option of reading the lesson from a transcript of the audio lecture (found in the course Audio Lecture section).

- **Readings**

Reading from the required textbook(s) is assigned in this syllabus.

Mentor Relationship

Students are required to seek out a mentor with whom they can discuss the spiritual impact of the course on their life. The goal of this process is to facilitate the student's growth through interaction with a mature believer.

Spiritual Formation Project

Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection through the course's Spiritual Formation Project.

Course Requirements

1. **Time:** The student is required to spend a minimum of 120 hours in this course. All course requirements must be completed within 6 months of enrolling in the course.
2. **Recorded Lectures:** The student is required to listen to the twenty-four audio-recorded lectures. It is recommended that the student complete the required reading for each lesson prior to listening to the lecture.
3. **Required Reading:** The student must complete **all** of the required readings.
4. **Collateral Reading:** The student will write a review for each of the books chosen from the course bibliography as collateral reading. Two pages should be sufficient for each of the books you choose.

to read (500-600 words for each review). Provide an evaluation of your reading, not just a report of the facts.

5. **Additional Reading:** The student must complete at least **800 pages** of reading outside of the assigned required and recommended textbooks and collateral reading. The student then can report these on a separate sheet of paper indicating the title of the book, author, publisher, date of publication and pages read.
6. **Study Guide Questions:** Each audio lecture is accompanied by five study questions to be answered in writing (see Study Guide). Brief one or two sentence answers are preferred. These should be completed study by study as you listen to the lectures and any resources may be used in compiling your answers.
7. **Syllabus Questions:** At the end of this syllabus there are questions based on the reading required for each lecture.
8. **Research Paper:** This study should focus on one of the 24 topics presented in the recorded series. The extended bibliographies in both interpersonal relations and conflict management should serve as resources for this research. This assignment should be designed so that 15 to 20 pages could adequately reflect your work.
9. **Diagnostic Case Study:** The student shall report an analysis of an interpersonal encounter in which the principles taught in this course can be used as tools to probe what was and what was not effective communication in this situation. This will be an opportunity to relive what you might have done differently since you have completed this course. This assignment should be completed after listening to all twenty-four lectures.

10. Spiritual Formation Project

RATIONALE: Ministry preparation and the Christian life require more than academic exercises. Learners also need personal, spiritual formation, which involves theological reflection and critical thinking on their current practices and assumptions. This process occurs as learners engage in self-reflection and interaction in a community of learning. With this in mind, CUGN includes in all courses a capstone project addressing these issues and facilitating interaction beyond the formal learning environment (ATS schools, note Standards 3.2.1.3; 4.1.1; 10.3.3.3).

Write a **five-to-six page reflective essay** and **interview a mentor**, discussing the spiritual impact of this course on your life. Identify your mentor early in the course, and submit the essay to your grader when you take the final exam. This last project should not be a summary of course content, but an application of course principles. Complete the following:

A. Personal Reflection and Evaluation: Reflect on the course – To integrate your academic studies with your walk of faith, reflect on the content of the course and evaluate your life in light of what you learned.

- i. Follow these steps in your reflection:

Step 1: What one theme, principle, or concept in the course is the most significant to you personally? Why is it significant?

Step 2: What portion(s) of the course brought this theme/principle/concept to light?

Step 3: Think about your past. Why is it vital now for you to deal with and apply this theme/principle/concept?

Step 4: How should this affect your thoughts and actions, and what specific steps should you take to concretely apply what you have learned?

- ii. Write your answers to the above questions in full paragraph form. (Recommended length for this reflection: approximately three pages)
- iii. Give a copy of this reflection to your mentor (see #2).

B. Community Reflection and Interaction: Interview a mentor – Since the Holy Spirit uses the input of others to guide and form His people, interview a mentor according to the following guidelines:

- i. Who should you interview? (1-3 are required; 4-6 are recommended)
 - 1. Someone with whom you have a reasonably close relationship.
 - 2. Someone who is a mature Christian ministry leader (i.e. a pastor).
 - 3. Someone who is not your grader or a family member.
 - 4. Someone who values the spiritual formation process.
 - 5. Someone who is familiar with and values the subject of the course.
 - 6. Someone who has experience using the content of the course in ministry.

NOTE: Identify your mentor early in the course, and give him/her the page entitled “Guidelines for Mentors.”

- ii. Focus of the interview – Your interview should focus on the issues and questions you raise in your essay. For example:
 - What feedback can your mentor give in response to your essay?
 - In light of the course content, are the conclusions you made appropriate? Why or why not?
 - What additional advice, deeper insights or broader applications might he/she suggest from his/her own life and ministry?

NOTE: Conduct this interview either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc). Suggested length: 45 minutes.

C. Synthesis and Application: Draw your final conclusions – Having reflected on the course and the discussion with your mentor, synthesize what you have learned in these three sections:

- i. Section 1: Begin your essay with the personal reflection from #1 above. This should be exactly what you gave your mentor for the interview.

- ii. Section 2: Comment on your interview, explaining what you discussed and the insights you gained from your mentor. Include the following:
 - What were the mentor's comments regarding your essay?
 - What advice did he/she give?
 - How did his/her comments expand or correct your application of the course?
 - Include the person's name, occupation, and the length of the interview.
- iii. Section 3: Conclude with a synthesis of what you have learned. Answer the following:
 - If your mentor corrected any thoughts in your "Personal Reflection and Evaluation", how do you feel about these corrections? Do you agree or disagree? Why?
 - Synthesizing your thoughts from section one and your mentor's insight in section two, what final conclusions have you reached? How is this different from section one?
 - In light of the interview and further reflection, what additional, specific changes need to occur in your life and what concrete steps will you take to implement them?

NOTE TO STUDENTS: Your effort in this assignment will determine its benefit. If by the end of this course you have not yet reflected critically on your life in light of what you have studied, allow this assignment to guide you in that process. The instructor for this course will not score your essay based on the amount of spiritual fruit you describe; so do not exaggerate (or trivialize) what you have learned. The primary grading criteria is that you have thoughtfully considered the principles of the course and realistically sought to apply them to your life. If you have done this and met the minimal requirements (as noted above), you will earn the full points for this assignment.

Note on confidentiality: Perhaps the Holy Spirit is dealing with you in some very personal areas of your life. Because of this, your grader will keep your essay entirely confidential and either return or discard it.

Objective: to stimulate reflection and interaction on course principles in order to enhance personal spiritual formation.

11. Final Examination: One final examination will feature 100 short answer questions. Each of the recorded lectures will be represented. Any resources such as book, lectures, or your own notes may be used in compiling your answers.

Course Grading

Your grade for the course will be determined as follows:

Book Reviews	20% of Course Grade
Research Paper	25% of Course Grade
Diagnostic Study	20% of Course Grade
Spiritual Formation Project	10% of Course Grade
Final Examination	25% of Course Grade
Total	100%

Grades will be issued within two weeks of the end of the course.

Student Name: _____ Course: _____ Interview
Date/Time: _____

Guidelines for Mentors

(Students, give this sheet to your mentor for the Spiritual Formation Project.)

Thank you for your involvement in this student's CUGN coursework. We believe the Christian life is more than an academic exercise, so we encourage students to critically reflect on their life in light of what they learn and then apply those insights to the daily life of faith.

Therefore, students taking CUGN courses are required to complete a final assignment called the "Spiritual Formation Project." This assignment involves two parts: an essay and an interview:

The ESSAY: After completing their coursework, students reflect on the content of the course, evaluate their lives, and discuss the one theme, principle or concept that is most significant to them and why. Students are to identify specific ways this theme/principle/concept should apply to their lives and what action steps they plan to take in order to make these changes a reality.

The INTERVIEW: After writing this reflection, students give a copy to their mentor and meet with him/her to discuss their thoughts and get feedback. The goal of this interview is to facilitate the student's growth through interaction with a mature believer.

NOTES ON THE INTERVIEW:

- You do not need to be familiar with the course to participate in this interview. You will primarily respond to the thoughts of the student. (However, general knowledge of the subject matter of the course and/or experience applying it to ministry is valuable.)
- Prior to meeting with the student, read his/her "Personal Reflection and Evaluation" and prepare to discuss the following:
 1. What feedback can you give the student in response to his/her essay?
 2. Are the student's conclusions from the course appropriate? Why or why not?
 3. What additional advice, deeper insights or broader applications would you suggest from your own life and ministry?
- Meet with the student either in person (preferred) or over the phone. Do not use electronic communication (i.e. email, instant messenger, etc.).
- Suggested length of the interview: 45 minutes

Thanks again for participating in this project! You have a real opportunity to guide this student in the application process and to help him/her connect academics to life – *a valuable process for all who wish to grow in Christ.*

NOTE: If the student's school makes any changes to this assignment, their requirements should replace those described here.

Course Bibliography

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- Bennis, Warren and Nanus Bee. *Leaders: The Strategies for Taking Charge*. New York: Harper and Row, 1985.
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- Boulding, Kenneth E. *Conflict and Defense: A General Theory*. New York: Harper and Row, 1962.
- Caplow, T.A. *Two Against One: Coalitions in Triads*. Englewood Cliffs, NJ: Prentice-Hall, 1968.
- Carpenter, Edmund and Marshall McLuhan, ed. *Explorations in Communication*. Boston: Beacon Press, 1960.
- _____. *The Chief Executive Office and Its Responsibilities*. New York: Amacom, 1971.
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- Combs, Arthur W. and Donald Snygg. *Individual Behavior*. New York: Harper and Row, 1959.
- Conger, J.A. and Rabindra N. Kanungo. *Charismatic Leadership*. San Francisco: Jossey-Bass, 1988.
- Coser, Lewis. *The Functions of Social Conflict*. New York: The Free Press, 1956.
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- Jourard, Sidney M. *The Transport Self*. Princeton: VanNostrand Press, 1964.
- Kepner, Charles H. and Benjamin B. Tregoe. *The Rational Manager: A Systematic Approach to Problem Solving and Decision Making*. New York: McGraw-Hill Book Co., 1965.
- Kittlaus, Paul and Speed Leas. *Church Fights*. Philadelphia: Westminster Press, 1973.
- Kouzes, James M. and Barry Posner. *The Leadership Challenge*. San Francisco: Jossey-Bass, 1987.
- Lacy, Dan. *Freedom in Communications*. Urbana, IL: University of Illinois Press, 1965.
- Lawrence, P.R. and J.W. Lorsch. *Organization and Environment*. Boston: Harvard University, Graduate School of Business Administration, 1967.
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- Perry, Lloyd M. *Getting the Church on Target*. Chicago: Moody Press, 1977.
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- Wilson, Gerald L., et al. *Interpersonal Growth Through Communication*. Dubuque, IA: William C. Brown Publishers, 1985.

Lesson Assignments

Lesson 1: Importance of Interpersonal Relations and Communications

Reading: Em Griffin, *Making Friends*, Chapter 1

Directions: Read the required text listed above, listen to Lecture 1, review the study guide on Lecture 1, and answer the following questions.

1. Discuss how communication is like bowling.
2. Why is the bowling analogy inadequate?
3. How is communication like ping-pong?
4. How is the ping-pong analogy inadequate?

Lesson 2: Communication Models

Reading: Em Griffin, *Making Friends*, Chapter 2, pp. 27-44

Directions: Read the required text listed above, listen to Lecture 2, review the study guide on Lecture 2, and answer the following questions.

1. Name two things a proper concept of identity can do for a person.
2. Describe the difference between identity and self-esteem.
3. Name the four building blocks of self-esteem.
4. Name several characteristics of people who have high self-esteem.

Lesson 3: Communication Messages

Reading: Em Griffin, *Making Friends*, Chapter 5, pp. 97-109

Directions: Read the required text listed above, listen to Lecture 3, review the study guide on Lecture 3, and answer the following questions.

1. Why does Griffin say that “Listening is a low-status occupation”?
2. Suggest six ways to assign meanings to words.
3. Describe the difference between connotation and denotation.

Lesson 4: Learning to Listen

Reading: Em Griffin, *Making Friends*, Chapter 5, pp. 109-113

Directions: Read the required text listed above, listen to Lecture 4, review the study guide on Lecture 4, and answer the following questions.

1. Why does Griffin say that “Listening is a low-status occupation”?
2. Suggest six ways to assign meanings to words.
3. Describe the difference between connotation and denotation.

Lesson 5: Self-Concept in Communication

Reading: Em Griffin, *Making Friends*, Chapter 2, pp. 45-56

Directions: Read the required text listed above, listen to Lecture 5, review the study guide on Lecture 5, and answer the following questions.

1. According to Griffin, what are the two possible attitudes toward self that emerge from Scripture?
2. How are self-images formed?
3. In what various ways can self-concept be enhanced?

Lesson 6: Language and Interpersonal Relations

Reading: Em Griffin, *Making Friends*, Chapter 4

Directions: Read the required text listed above, listen to Lecture 6, review the study guide on Lecture 6, and answer the following questions.

1. What is the essential message of the Kluckhohn table of values?
2. What is selective perception?
3. What is the law of primacy?
4. What is attention decrement?

Lesson 7: Conflict Defined and Clarified

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 11-42 (Preface, chapter 1)

Directions: Read the required text listed above, listen to Lecture 7, review the study guide on Lecture 7, and answer the following questions.

1. What should be the ultimate purpose of conflict?
2. When God is left out, what are some typical ways of handling conflict?
3. How does God want us to manage conflict?
4. What opportunities do conflict produce?

Lesson 8: Conflict in the Bible

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 43-58 (chapter 2)

Directions: Read the required text listed above, listen to Lecture 8, review the study guide on Lecture 8, and answer the following questions.

1. According to the text, what is the number-one goal of conflict management?
2. Why is this goal so important to the church?
3. What are some primary enemies to the above goal of conflict management?

Lesson 9: Conflict and the Will of God

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 59-73 (chapter 3)

Directions: Read the required text listed above, listen to Lecture 9, review the study guide on Lecture 9, and answer the following questions.

1. What ultimate issue is personally at stake when conflict arises?
2. What views should we have as assumptions while managing conflict?
3. What is the number-one attitude necessary for handling conflict?

Lesson 10: Role Definition and Values

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 75-99 (chapter 4)

Directions: Read the required text listed above, listen to Lecture 10, review the study guide on Lecture 10, and answer the following questions.

1. When conflict arises, why is it so important to examine ourselves first?
2. What is the first step in resolving a conflict?
3. To understand what is worth having conflict over, what areas should we examine prior to forcing this issue of a potential conflict?

Lesson 11: Nonverbal Communication

Reading: Em Griffin, *Making Friends*, Chapter 6

Directions: Read the required text listed above, listen to Lecture 11, review the study guide on Lecture 11, and answer the following questions.

1. Name and briefly explain five types of gestures.
2. What is the guideline for accessing space differences as nonverbal communication?
3. What is territoriality?
4. List several things we know from the findings of tactile communication research.

Lesson 12: Interpersonal Relations and Recruitment

Reading: Em Griffin, *Making Friends*, Chapter 7

Directions: Read the required text listed above, listen to Lecture 12, review the study guide on Lecture 12, and answer the following questions.

1. Identify three situational considerations that make a difference in interpersonal attraction.
2. Suggest several personal traits related to interpersonal attraction.
3. In what ways do we show friends we care about them?

Lesson 13: Interpersonal Relations and Training

Reading: Em Griffin, *Making Friends*, Chapter 8

Directions: Read the required text listed above, listen to Lecture 13, review the study guide on Lecture 13, and answer the following questions.

1. What is the basic precondition for true intimacy?
2. What does Griffin mean when he calls reciprocity a basic condition for transparency?
3. What does Griffin mean when he says, "Intimacy requires mutual control"?
4. Name the ten stages of an intimate relationship.

Lesson 14: Interpersonal Relations and Supervision

Reading: Em Griffin, *Making Friends*, Chapter 9

Directions: Read the required text listed above, listen to Lecture 14, review the study guide on Lecture 14, and answer the following questions.

1. Suggest several guidelines for expressing accountability to another person.
2. What is the Smedes' pattern for forgiveness?
3. Finish the following equation: Silence equals condemnation and communication equals _____.
4. According to Griffin, the same three responses that heighten attraction are crucial in showing forgiveness. Name them again.

Lesson 15: Personal Relationship and Conflict

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 100-137 (chapters 5-6)

Directions: Read the required text listed above, listen to Lecture 15, review the study guide on Lecture 15, and answer the following questions.

1. When resolving conflict, why is it necessary to be honest about our sin or fault?
2. What are the different expressions of a tongue out of control and how can the Christian control his tongue?
3. Maintaining personal responsibility in conflict is vital, how do we accomplish this?

Lesson 16: Conflict and Repentance

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 117-137 (chapter 6)

Directions: Read the required text listed above, listen to Lecture 16, review the study guide on Lecture 16, and answer the following questions.

1. Define repentance according to Scripture.
2. Why is proper Biblical confession so vital to conflict management?
3. How can wrong behavior be changed?

Lesson 17: True Conflict vs. Petty Conflict

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 139-161 (chapter 7)

Directions: Read the required text listed above, listen to Lecture 17, review the study guide on Lecture 17, and answer the following questions.

1. When learning someone has something against you, why is it important to go to that person?
2. What are the criteria in determining whether someone's sin is too serious to overlook?
3. What attitude should be possessed when confronting in conflict?

Lesson 18: Words and Conflict

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 162-184 (chapter 8)

Directions: Read the required text listed above, listen to Lecture 18, review the study guide on Lecture 18, and answer the following questions.

1. Why is listening so important to conflict management?
2. Describe some ways to improve listening skills.
3. How can one be careful with his words in conflict management?

Lesson 19: Conflict and Matthew 18:16

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 185-200, 279-286 (chapter 9, Appendix D)

Directions: Read the required text listed above, listen to Lecture 19, review the study guide on Lecture 19, and answer the following questions.

1. Why is it vital in conflict resolution to stick closely to Matthew 18:16 in conflict management?
2. What advice does the author give on using the court system?
3. What mechanism (or protocol) would you establish for handling conflict in your church according to Matthew 18:16?

Lesson 20: Organizational Causes of Conflict

Reading: Em Griffin, *Making Friends*, Chapter 10

Directions: Read the required text listed above, listen to Lecture 20, review the study guide on Lecture 20, and answer the following questions.

1. State the formula for the friendship mandate.
2. What does Griffin mean by his statement “Friendship is terminal”?
3. Why does Griffin claim that embarrassment is certain in achieving intimate friendship?

Lesson 21: Attitude and Conflict Resolution

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 201-246 (chapters 10-11)

Directions: Read the required text listed above, listen to Lecture 21, review the study guide on Lecture 21, and answer the following questions.

1. What does true forgiveness look like?
2. What is the Biblical basis for reconciliation and how is it accomplished?
3. How can Philippians 2:4 be practiced in managing conflict?

Lesson 22: Stress: Cause and Cure

Reading: Em Griffin, *Making Friends*, Chapter 3

Directions: Read the required text listed above, listen to Lecture 22, review the study guide on Lecture 22, and answer the following questions.

1. State the axiom with which Griffin begins this chapter.
2. Identify and explain the concept abbreviated by nAch.
3. Identify and explain the concept abbreviated by nAff.
4. Identify and explain the concept abbreviated by nPow.

Lesson 23: Workaholic Syndrome

Reading: Em Griffin, *Making Friends*, Chapter 3

Directions: Read the required text listed above, listen to Lecture 23, review the study guide on Lecture 23, and answer the following questions.

1. How can we identify our own motivational make-up?
2. What is a Thematic Apperception Test?
3. What kind of people (with respect to motivation) would take only moderate risks?
4. What kind of people would be likely to share their lives in church fellowship groups?

Lesson 24: Unusually Difficult Conflict

Reading: Ken Sande, *The Peace Maker—A Biblical Guide to Resolving Personal Conflict*, pp. 247-275 (chapter 12 - Appendix B)

Directions: Read the required text listed above, listen to Lecture 24, review the study guide on Lecture 24, and answer the following questions.

1. How do we handle the person refusing to resolve a conflict?
2. What is the Biblical basis for dealing with an enemy?
3. What is the best alternate means to resolve a dispute? Describe.