341 High-Maintenance Relationships
Syllabus©

Instructor:
Teaching Site:
Semester and Year:

Course Description
This course focuses on how to biblically relate to different types of people—and how to build healthier relationships. Topics include how to work with the critic, the victim, the negative pessimist, the insensitive, the gossip, the control freak, the volcano, the sponge, the flirt, and the chameleon. The goal is to create win-win relationships for the good of the Body of Christ. Students will type an action plan for dealing with their tendencies in relationships.

Course Design Comments
This course is designed to equip church starters, pastors, and leaders with Bible knowledge, Christian character, servant leadership, and teaching experience with the goal of life-change. It addresses the diverse learning styles of adults through active discussion, charts, visuals, Internet research, team-building, and project-based learning. To ensure transfer of credit, changes to this course syllabus must be approved by both Equip Biblical Institute and Southern California Seminary. Suggestions for improving course design and content are appreciated.

Required Textbooks

Recommended Resources for Pastors and Professors

Books can be ordered through a local bookstore or on the Internet.

Internet Resources
Learning Outcomes
The student who successfully completes this course will be able to:

1. Identify high-maintenance relationships.
2. Explain how to deal with critics, martyrs, wet blankets, and steamrollers.
3. Explain how to deal with gossips, control freaks, and backstabbers.
4. Explain how to deal with cold shoulders, green-eyed monsters, and volcanos.
5. Explain how to deal with sponges, competitors, and workhorses.
6. Explain how to deal with flirts and chameleons.
7. Explain how to make the most of every relationship.
8. Explain how to win with people.
9. Explain how to focus on others.
10. Explain how to build mutual trust.
11. Explain how to invest in others.
12. Explain how to create win-win relationships.
13. Type a 10-page term paper – an action plan for improving relationships.

Methods of Instruction
Instruction emphasizes active learning, project-based learning, collaborative team-based learning, reflection, discussion, interactive lecture, story-telling, drama, visuals, PowerPoint, quizzes, and exams, with the goal of long-term and real-world learning that results in life-change and leading healthy churches. The major pedagogical premise of this course is that students should be treated like the professionals they are becoming. Dr. Gary C. Woods has served as the Bible Department Chairman and Registrar at Southern California Seminary. Dr. Woods has taught for Liberty University and Luther Rice Seminary. He has a Doctor of Education in Technology and Learning from Alliant International University, a Master of Divinity in Missions from Southwestern Baptist Theological Seminary, and a Bachelor of Science in Cross-Cultural and Pastoral Ministry from Liberty University. He has served as a Southern Baptist pastor and church planter with the North American Mission Board. In 2008 Dr. Woods was elected to the Board of Grossmont Union High School District in San Diego with over 20,000 students.

Authentic learning involves observation, interpretation, and application. The goal of balanced instruction is to address the learning strengths of diverse adult learners, including verbal, visual, musical, logical, kinesthetic, reflective, interpersonal, natural, and spiritual. Student-centered instruction is most effective when it impacts the mind, the will, and the emotions. TEAM-based Learning: Students are encouraged to study in teams before or after class for at least one hour per week working on study skills, application skills, individual projects, and group projects. Students do not give answers to co-learners, but help them learn how to find the answers. Everyone contributes to the learning process.TEAM = Together Everyone Accomplishes More

In this course students are mentored by Dr. Les Parrott III of the Center for Relationship Development at Seattle Pacific University. He is a fellow in medical psychology at the University of Washington School of Medicine, and he is an ordained minister in the Church of the Nazarene.

In addition students are mentored by the writings of Dr. John Maxwell.
Student Requirements

First, successfully complete the questions in the Portfolio before class. This will assist student-leaders in focusing on core information and developing the time-on-task study skills and writing skills essential to effective learning and long-term memory.

Second, maintain the journal in the Portfolio. (1) What is God teaching you in this session? (2) How are you going to apply these concepts to your life, family, and ministry? (3) How can your church apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing reflection, application, and decision-making skills essential to spiritual growth.

Third, each session discuss the questions and journal applications in the Portfolio. (1) What are we as a group learning about the Bible and transformational leadership in this course? (2) How can we as leaders apply these concepts to our lives, families, and ministries? (3) How can our churches apply these concepts to making disciples and developing leaders? This will assist student-leaders in developing the relational, speaking and creative/critical thinking skills essential to effective teaching and servant-leadership.

Fourth, complete the midterm exam in the Portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. Week 7.

Fifth, participate in group activities (15-20 minutes). This will assist student-leaders in developing the creative/critical thinking and teamwork skills essential to effective teaching and servant-leadership.

Sixth, complete the final exam in the Portfolio. This will assist student-leaders in developing long-term memory through multiple reviews of the core material and in focusing on transformational leadership and teaching skills. This will serve as the basis for the booklet or term paper. Week 14.

Seventh, type a 10-page term paper titled Action Plan for Improving Relationships based on both textbooks. Be sure to footnote all the ideas, paraphrases, and direct quotes in your paper, whether from books or the Internet. Text should be double-spaced. Font should be Times New Roman 11 font. Begin with an introduction and conclude with an application or call for commitment. Include illustrations and charts. This will assist student-leaders in developing the creative/critical thinking and writing skills essential to effective servant-leadership. Week 14.

Course Objective. The mission is to bring glory to God by assisting local churches to equip believers of various cultures and languages to live and minister biblically based on the inerrant Word of God. The course objective is to take student-leaders from where they are and move them to where they need to be. Students will learn how (1) to read with their brains, (2) to remember what they have read, (3) to sharpen their thoughts through journaling, (4) to speak effectively before others, (5) to work as learning teams of leaders, and (5) to biblically apply what they are learning to life, family, and ministry. Adults learn in multiple ways and so this course incorporates multiple learning styles. By applying these concepts of champion learners, students will improve with each course they take as they are equipped in Bible knowledge, Christian character, and ministry skills.

Welcome to transformational relationship skills and leadership development.
## Sequence of Instruction

Read the table like this, “At Session ____ on _________, the scheduled session content is ________, and the assignment due that session is ________."

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Session Content</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| 1       |      | High Maintenance Relationships The Critic | Print 341 High-Maintenance Relationships Portfolio.  
|         |      | Go over this Syllabus and the Portfolio. Discuss Portfolio questions and applications. Group Activity: Create a visual summary of one of the chapters. Demonstrate how to use the Life Application Bible and the Holman Illustrated Bible Dictionary to find information. Demonstrate examples of the term paper. | Skim textbooks and be prepared to discuss how these books are unique as learning tools.  
|         |      | The Critic | Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity. |
| 2       |      | The Martyr  
The Wet Blanket  
The Steamroller | Read Chapters 3-5 in High-Maintenance Relationships.  
|         |      | Group Activity: Create a visual summary of one of these chapters. | Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity. |
| 3       |      | The Gossip  
The Control Freak  
The Backstabber | Read Chapters 6-8 in High-Maintenance Relationships.  
|         |      | Group Activity: Create a visual summary of one of these chapters. | Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity. |
| 4       |      | The Cold Shoulder  
The Green-Eyed Monster  
The Volcano | Read Chapters 9-11 in High-Maintenance Relationships.  
|         |      | Group Activity: Create a visual summary of one of these chapters. | Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity. |
| 5       |      | The Sponge  
The Competitor  
The Workhorse | Read Chapters 12-14 in High-Maintenance Relationships.  
<p>|         |      | Group Activity: Create a visual summary of one of these | Type answers to the Portfolio quiz and journal in preparation for the class discussion and group activity. |</p>
<table>
<thead>
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<th>Session</th>
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</tr>
</thead>
</table>
| 6       |      | **The Flirt**  | ❑ Read Chapters 15-17 in *High-Maintenance Relationships*.  
        |      | **The Chameleon** | ❑ Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity.  
        |      | **Making the Most of Every Relationship** | |
|         |      | Discuss Portfolio questions and applications. | |
|         |      | Group Activity: Create a visual summary of one of these chapters. | |
| 7       |      | **Midterm Exam** | ❑ Review *High Maintenance Relationships* and the study guide for the midterm exam for at least 45 minutes per day.  
        |      | Take Midterm Exam. | ❑ Skim *Winning with People* for at least 30 minutes.  
        |      | Have students share what they learned about *High Maintenance Relationships*. | ❑ Enroll in the next course and order textbooks.  
        |      | Preview *Winning with People* and how to apply it. | |
| 8       |      | **The Lens Principle** | ❑ Read Chapters 1-4 in *Winning with People*.  
        |      | **The Mirror Principle** | ❑ Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity.  
        |      | **The Pain Principle** | |
|         |      | **The Hammer Principle** | |
|         |      | Discuss Portfolio questions and applications. | |
|         |      | Group Activity: Create a visual summary of one of these chapters. | |
| 9       |      | **The Elevator Principle** | ❑ Read Chapters 5-8 in *Winning with People*.  
        |      | **The Big Picture Principle** | ❑ Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity.  
        |      | **The Exchange Principle** | |
|         |      | **The Learning Principle** | |
|         |      | Discuss Portfolio questions and applications. | |
|         |      | Group Activity: Create a visual summary of one of these chapters. | |
| 10      |      | **The Charisma Principle** | ❑ Read Chapters 9-12 in *Winning with People*.  
        |      | **The Number 10 Principle** | ❑ Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity.  
        |      | **The Confrontation Principle** | |
|         |      | **The Bedrock Principle** | |
|         |      | Discuss Portfolio questions and applications. | |
|         |      | Group Activity: Create a visual summary of one of these chapters. | |
| 11      |      | **The Situation Principle** | ❑ Read Chapters 13-16 in *Winning with People*.  
        |      | **The Bob Principle** | |
## Session | Date | Session Content | Assignment Due
---|---|---|---
| | | **The Approachability Principle**  
**The Foxhole Principle**  
Discuss Portfolio questions and applications.  
Group Activity: Create a visual summary of one of these chapters. | □ Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity. |
12 | | **The Gardening Principle**  
**The 101 Percent Principle**  
**The Patience Principle**  
**The Celebration Principle**  
**The High Road Principle**  
Discuss Portfolio questions and applications.  
Group Activity: Create a visual summary of one of these chapters. | □ Read Chapters 17-21 in *Winning with People*.  
□ Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity. |
13 | | **The Boomerang Principle**  
**The Friendship Principle**  
**The Partnership Principle**  
**The Satisfaction Principle**  
**Review of the People Principles**  
Discuss Portfolio questions and applications.  
Group Activity: Create a visual summary of one of these chapters. | □ Read Chapters 22-25 in *Winning with People*.  
□ Type answers to the Portfolio questions and journal applications in preparation for the class discussion and group activity. |
14 | | **Final Exam**  
Take the final exam.  
Submit your **Portfolio** for grading.  
Submit your **Term Paper**.  
Celebrate the course and share what was learned. | □ Review the study guide  
□ Type your 10-page term paper.  
□ Distribute the textbooks, syllabi, and portfolios for the next course. |

**Notice:** EBI holds to the *Baptist Faith and Message*. The inclusion of articles, books, or external links in this list does not imply that the opinions expressed represent the official position of EBI. Primary resources dealing with cults, denominations, education, liberalism, postmodernism, secular culture, and world religions may be included.

**Videography**


**Course Bibliography**


Leas, Speed. Discover Your Conflict Management Style, 2nd ed. Alban Institute, 1998. 1566991846


Leas, Speed. Moving Your Church Through Conflict. Alban Institute, 1985. 1566990122


Sande, Ken, and Ted Kober. Guiding People through Conflict. Peacemaker Ministries. 0965988910


Transfer of Credits to Southern California Seminary

To transfer credits from Equip Biblical Institute to Southern California Seminary, students must present a complete portfolio of their course work. The portfolio consists of the quizzes, journal reflections, booklets or term papers, and exams for each course. Upon successful completion of the course, students may transfer units into the Bachelor of Arts in Biblical Studies degree. If the portfolio for a course is not complete, the credits may not be transferable.

Attendance Policy. Attending class on time is important to receive the most out of the course. Entering class late disrupts the learning process of all students. Students are permitted three absences for a 14-week semester course. For the semester (28 classroom hours and 56 hours of homework) courses, more than 10 minutes late is a Tardy; more than 20 minutes late is an Absence. Two tardies count as one absence. College credit cannot be transferred to Southern California Seminary when a student misses four or more class sessions. A grade of NC (No Credit) will be recorded when a student misses four sessions or does not complete coursework on time. Exceptions must be approved in writing by the class instructor, the Site Director, and the Director of Equip Biblical Institute and will involve additional assignments mandated by Equip Biblical Institute. Students who attend all 14 session will receive 100 points.
Transformational Leadership Development
341 High-Maintenance Relationships Syllabus

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td>950-1000</td>
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<tr>
<td>A-</td>
<td>90-94%</td>
<td>900-949</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
<td>870-899</td>
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<tr>
<td>B</td>
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<td>B-</td>
<td>80-83%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
<td>770-799</td>
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<td>C</td>
<td>74-76%</td>
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<tr>
<td>C-</td>
<td>70-73%</td>
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<td>NC</td>
<td>Below 70%</td>
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Student Evaluation

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<tr>
<td>Portfolio/Journal/Group Activities</td>
<td>60% 600</td>
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<tr>
<td>Mid-Term Exam</td>
<td>10% 100</td>
</tr>
<tr>
<td>Term Paper</td>
<td>20% 200</td>
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<tr>
<td>Final Exam</td>
<td>10% 100</td>
</tr>
<tr>
<td>Total</td>
<td>100% 1000</td>
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</tbody>
</table>

Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Mid term | Session 8 | Session 9 | Session 10 | Session 11 | Session 12 | Session 13 | Term paper | Final Exam | Points | Grade

Student Signature
Typed or printed name
Date

Professor Signature
Typed or printed name
Date

Training Center Director Signature
Typed or printed name
Date

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www.shadowmountain.org/ebi
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Student Grade Report
This is an official document and must be typed or computer-generated.

Today's Date
Name of EBI Teaching Site

First Name
Middle Name
Full Last Name
Street
City
State/Country
Zip
Home Phone
Cell or Work Phone
Email

Semester: ☐ Fall (September-December) ☐ Spring (January-April) ☐ Summer (May-August)
Year: ____________ ☐ Check if any information above needs to be updated.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Name of Instructor</th>
<th>Start Date</th>
<th>End Date</th>
<th>Units</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>341</td>
<td>High-Maintenance Relationships</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

This student earned the above grade.

Professor Signature
Printed Name
Date

Training Center Director Signature
Printed Name
Date

Order textbooks at least six weeks before the course starts.

(1) The Professor will grade the **Portfolio** and return it to the student with the grade on the front page.
(2) The Site Director will sign and keep a copy of this **Student Grade Report** in the training center files.
(3) The Site Director will mail or email the **Course Grade Report** to gwoods@socalsem.edu.

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