Effective Communication

Lecture 6

Joana Matasic

Welcome friends! It’s lovely to be here. I’m here to help you so we can help each other. By the time we finish these lectures, you will be a different person.

Before we get into more of the formalities, let’s pray. “Father, we ask that you give us strength. Prepare the way for us. Have your way in us, Father. Amen.”

A little bit about myself: My name is Joana Matasic. I was born and raised in Australia. I live in a town called Wollongong. I am the younger of two daughters. I have a European heritage. I don’t have Australian blood in me. I’m 50% Macedonian, 50% Croatian, 50% Australian. I’m a whole 150%!

I have 17 years experience teaching people. I have five years experience in working in a communications department, and five years in marketing. I’ve been with EE for 17 years. I’m not putting that out there to say that you’re in good hands. I’ve been involved in this kind of training for a long time.

EE started 50 years ago. You are part of something that has been around for a long time. When Dr. Kennedy started it, it became very popular. People wanted to be a part of it and they wanted to learn how to evangelize. After a while, that number of people just started to plateau. Then after a while, the number of people who were interested started to nose-dive. We were losing popularity. So Indonesia actually was the first to say that we weren’t training our people well enough. At the time, we would train you, and send you off hoping you would do a good job. It use to be over 14 weeks with all kinds of exams at the end, and then the requirement to stay and watch another clinic over 14 weeks. Indonesia has reduced it to 12 weeks, and although their model is great, we are condensing it even further. You are a part of a new model for training more effectively in less time.

This is what will be happening to you in these lectures:

1. Communication Skills
	1. Teach you how to teach and communicate more effectively
	2. Teach you how to effectively communicate to pastors
		1. Every skill of teaching cannot be taught in only one week
			1. Hear me say this because they spend three to four years teaching this at universities. So I can’t teach you everything in one week.
		2. Only basics will be covered during these lectures
		3. It’s a tough, long, and hard week. This is the hardest week of your 6-week training. It’s hard but rewarding.
	3. After tomorrow, it gets hard because, after the end of the day, I sit down. Guess who gets up? You. This week is hard because you have to get out from the comfort of your chairs and get in front of everyone and teach.
	4. You will be given homework. No one likes that word. It doesn’t matter what country I go to, no one likes that word. You will be given homework and you will be expected to do that homework.
		1. You will be staying up past the time you normally go to bed. You will be given things to do that you have never done before.
		2. You will be coming up and teaching. That will be happening.
		3. I will ask you many questions along the way. I do not ask questions because I don’t know the answer. I already know the answer because I wrote the questions. I ask the questions so that you can begin to think about things and work through it in your brain.
		4. It will be a hard week and that’s why I’m called the touch cop. I will make you work, but I will keep you awake, I promise you.
		5. I also promise that you will be different on Friday than you are today.
		6. I know how to get the best out of you.
		7. Today is going to be fun. You’re going to listen to me do some stuff, and we’re going to have some laughs. Tomorrow will be fun too. You’re going to play games tomorrow and there’s going to be prizes – you’ll love tomorrow.
		8. Wednesday? You don’t like me anymore. You stop praying for me, and start praying against me. You’ll shake your head and come up with all these reasons why you shouldn’t do what I’m telling you to do. It’s the worst day.
		9. Thursday? Well, Thursday is not a good day either. It will be a bit better than Wednesday, but you’re still going to be uncomfortable.
		10. Friday will be a brand new experience for you.
			1. You will start to see the changes within you. You will love it. You will feel like a better preacher and a better teacher. You will feel more alive and it will all make sense.
			2. By five o’clock on Friday it will be a sad time because that is when I leave you, but it will be a special time because we will see the growth in each other.
			3. We’re going to make a lot of mistakes, but it’s ok because we make these mistakes together.
			4. Soon you will be teaching. We want to prepare you for success and not for failure.
			5. If we didn’t prepare you, we would just be helping you get set up for failure to make the same mistakes again and again that you don’t even know you’re making.
			6. Trust the pace that I take you. I will treat you like adults and keep you to the schedule. (Joanna makes references to the schedule, the lunch times, break times, and when she expects to see them back in the classroom.)
			7. I will keep you as late as I need to keep you for you to learn what you need to learn.
2. (Joanna takes a poll for various questions. “Hands up if you’re an introverts.” “Hands up if you’re an extrovert.” “How many of you have preached?” “Hands up if you’ve taught before.” The class raises their hands accordingly and comments are made about those questions.) I don’t think we’ve ever had a room full of so many teachers and preachers. I’m excited to see what a room full of so many teachers and preachers will produce.
	1. You’re telling me that you’ve already influenced people either by teaching or preaching.
	2. I’m excited to see how you preform this week.
	3. Everywhere I go around the world, I’ve had teachers and preachers say that what you’re about to learn, they’ve never seen before.
	4. I’ve had people tell me that they have been the pastor of a church for years so they know how to preach and teach and then they get up here and they can’t teach.
	5. What I will teach you this week, you have probably never seen before. You may have been teaching and preaching for years.
	6. What I am going to show you is different than what you’ve been doing.
	7. This is how we want you to start teaching in EE.
	8. Some of you will tell me that I don’t understand your culture and it wont work in your country.
	9. I will tell you that that is false.
	10. What I will teach you is not offensive, it is different and people are uncomfortable with things they aren’t comfortable with.
3. I’m going to ask you a question and please think about it before you answer.
	1. Why did they kill Jesus
		1. (Class gives various answers)
	2. Our Lord was killed because he went against culture. He was considered a rebel. Yes, he died to pay for our sins, but that’s not why they crucified him. He didn’t do things the normal Jewish way.
	3. My aim in life is to be more like Christ.
	4. You should answer one question in your personal private life. Am I pleasing man? Or am I pleasing God.
	5. I know so many people who are working for others and not the Lord.
	6. So I will teach you things this week and will make you say, “We don’t do that. That’s not the way we do things.”
	7. I’m not being insensitive. You have to decide if you are doing things to bring change, or doing things because you’ve always done them.
	8. Let’s get that out of the way so that you don’t think that these things are not going to work for you all week without saying anything.
4. (Joanna prepares the class for the games, theory, and activities they will do throughout the week.)
	1. (The first activity is a tongue-twister exercise. No one has any preparation for what tongue-twister they will receive. She passes out worksheets, and assigns numbers to each student.)
	2. A good teacher does not number off in the order you’re sitting. You’ve seen it done, but it’s not good because the people down the line are already counting to see what number they will be. A good teacher keeps the class awake!
	3. (Joanna numbers off the students randomly. Students proceed with tongue-twisters.)
	4. Start watching one another. Watch how you stand and what you do with your hands. I’m watching everything you are doing.
	5. What you didn’t notice, I did notice.
		1. Some people put their hands in their pockets.
		2. Some people put their paper down on the table.
		3. Some tried to memorize it.
			1. Putting hands in pockets is never good.
			2. Putting the paper down low only makes you put your head down to look at it.
			3. Memorizing it is unnecessary. People think you’re the best if your memorize, but then you end up staring out into nothing trying to remember things and you lose eye contact.
		4. You may never be able to watch a speaker the same way after what you learn, because you’ll learn what is good and what is bad to do.
	6. **(Joanna breaks for lunch, and instructs the class on how to fill out a questionnaire.)**
5. Thank you for being on time. You are a tough crowd. You are hard to please, so now it’s your turn to do a little work. A class full of teachers and preachers, should answer these questions really quickly. Ready to learn? I don’t ask questions because I don’t know the answers. I ask them to get you thinking. The purpose of week 2 is effective communication and to teach you to teach. It is also to teach you how to effectively teach pastors. The aim is to become better communicators today than you were yesterday. That is always the aim. Even in our Christian life, the aim is to more Christ-like today than you were yesterday.
	1. Questions: (Joanna asks questions, students answer, and they discuss answers. Important comments are mentioned under each question below.)
		1. Q: What is communication?
			1. A good teacher repeats the answer a student gives so that the whole class can hear the answer and so that the teacher can be sure they are interpreting the answer the way the student intended.
			2. As we are discussing answers and thinking through them, we are working our brains, which is what we will be doing all week. We need to exercise our brains so they work better. If I just let you sit there and I dictate things to you, you’re not going to learn much and I will not have done my job properly.
			3. All of your answers were basically correct but we need to simplify.
		2. A: Communication is the way we send verbal and nonverbal messages from one person to another.
		3. Q: What is the difference between verbal and non-verbal communication.
		4. A: Verbal is the actual words we use to speak. Non-verbal is sending messages back and forth to each other without words. It includes gesture, eye-contact, facial expressions, etc.
			1. When we listen to the radio, that’s verbal communication because all they have to communicate is sound.
			2. If someone asks, “How are you?” and we say, “I am fine.” That’s also verbal communication.
			3. If a wife says to her husband, “Be home by seven because I will have dinner ready by seven o’clock,” and her husband says, “Absolutely” but he comes home at ten o’clock and says, “How are you honey?” and as she is slamming around cups and plates she says, “I’m FINE!” Is she fine?
			4. Isn’t it interesting that the words we say through our mouths can have a totally different meaning if we’re communicating something different through the rest of our body?
		5. Q: Which do you think we use more of; verbal communication or non-verbal communication?
		6. A: Non-verbal.
			1. 90% of the messages we send back and forth require no words at all.
			2. 10% of the messages we send to others are through verbal communication.
			3. You might think that’s strange. You are telling me things as I teach just by your non-verbal communication. Nodding, laughing, smiling, shaking your head, yawning, and even how you read your tongue-twisters was telling me something without *telling* me something.
			4. A good teacher is able to recognize what their students are communicating.
			5. You must be aware of your non-verbal communication because you’re sending messages without knowing it.
			6. Lots of preachers speak a good message out of their mouths but don’t notice that people are falling asleep.
			7. Good communication and being aware of your non-verbal communication will be good for your relationship with your friends, your spouse, your children, and your churches.
		7. Q: Why bother trying to teach you good communication skills?
		8. A: To be remembered!
			1. If you’ve got kids, you speak to them and give them instruction or advice, I suppose you want them to remember what you’ve said so that they can apply it to their lives
			2. We want your students to remember what you’ve taught.
			3. We want pastors to remember what you’ve taught.
			4. Good communication will be remembered.
			5. There’s no point in saying something that will be forgotten.
			6. In the coming weeks you will be teaching others.
			7. You will be training others to evangelize. Most of the world doesn’t know how to do this.
				1. I had some work done on my house recently and the carpenter who came was a friend of a friend and I knew he was a Christian. He was retired not doing work on the side. He had served as a Deacon of his church. He was on the board. He had preached. I pretended that I wasn’t a Christian because I wanted to know what he would say if I asked him about Christianity. I said, “I heard you are a Christian.” He said, “Yes, I am.” I said, “I’m not.” He said, “Really? I thought you were!” I told him I had been thinking about becoming a Christian and I said, “So tell me; what does it mean to be a Christian? Who is God? Who is Jesus?” You could tell he was getting ready to share with me. He put down his saw. You know what? He had no idea what to say. He had been a Christian for years and he loved the Lord, but he was all mixed up about what to share. This is the majority of Christians around the world.
			8. We want you to be able to teach in a way that evangelizes and teaches others to effectively evangelize.
			9. If your class forgets everything you taught them, then you’ve wasted your time and might as well go home now.
		9. How many of you have ever had a boring teacher or preacher?
			1. We’ve all experienced that. We have all had to listen to someone boring.
			2. (Joanna shows a photo of dignitaries on stage a graduation she attended to watch a friend graduate. Most are distracted and bored, and others are asleep.)
			3. This is happening while the graduation speech is going on. Aren’t they having fun? Don’t you wish you were there right now? It made me think how sad it was that these were the best of the best listening to a motivational speech about education and this was how good they had been trained.
		10. Are any of you guilty of making an audience look like this? Have you ever been the speaker or preacher that is putting people to sleep?
			1. If your students or congregation are falling asleep, that’s your fault.
			2. We’re not talking about the few people who are always misbehaving.
			3. If your students do not understand you or are uninterested, it’s your fault. You have no communicated effectively enough.
			4. I’m afraid that this photo is a photo of the normal. That’s not ok. Get this image in your head and never chose to see that again while you’re teaching or preaching.
			5. When Jesus was on this earth, people did not look like that when he was preaching and teaching. The Bible says that the crowds grew so much that he had to find higher ground so that they could all hear him.
6. We’re going to talk about the learning pyramid, but before I do that, I need two volunteers.
	1. (Joanna calls up two volunteers and pretends that they are both doctors who have the same amount of training but one was trained one hundred years ago. The one who was trained in modern day medicine had to learn a lot more in the same amount of time because we have discovered a lot of things that no one knew one hundred years ago. They would have to be taught differently because one has a lot more to learn. )
	2. We have to know how to teach different people and how to use and exercise their brains so that they can obtain all the information they need to know.
	3. This is the problem today. There is so much more to learn than there ever has been, but we are still using the same structures and models as we did years ago.
	4. There is a solution: Scientists studied the brain to see how it learns and how it gathers information and keeps information.
	5. Learning Pyramid is similar to the Food Pyramid. (Joanna draws a pyramid and explains the Food Pyramid. Food we’re not supposed to have a lot of is at the top, and food we should have a lot of is at the wide base of the pyramid. She explains that the Learning Pyramid is similar in that the methods we should use the least of are at the top, and the methods that are the most effective are at the bottom.)
	6. What are some of the ways you were taught when you were in school?
		1. (Students call out answers including: reading, writing, memorization, play, games, and experiments)
	7. Scientists agree with all of these things, but have boiled it down to seven categories. (She writes the first category on the board.)
		1. Notice that I’m not talking as I write on the board. We see teachers who talk as they write on the board. Wrong! The students aren’t listening. They are reading what’s on the board. If I’m talking, I want to be the main actor. If I’m writing, I want the board to be the main actor. No need to feel strange about not talking because your students aren’t listening to you anyway.
		2. You need to know all the little things that I’m doing because, remember, you need to copy what I am doing.
	8. Seven categories of learning are:
		1. Demonstration
		2. Teaching others
		3. Lecture
		4. Reading
		5. Discussion group
		6. Practice by doing
		7. Audio visual
	9. All the other things we wrote down all go into these categories, but I have listed them out of order. (Joanna instructs the class to put the categories in a pyramid in the order they think they go – from what they should do least to what they should do most.)
	10. Correct order from top (what should be done least) to bottom (what should be done most):
		1. Lecture
		2. Reading
		3. Audio visual
		4. Demonstration
		5. Discussion groups
		6. Practice by doing
		7. Teaching others
	11. What do we do the most of? Lecture. All over the world that’s what we do the most of. I think its probably what you do the most of too. You’ll have to prove me wrong if its not.
	12. If the majority of what you do is lecture, your class is remembering 5% of what you said.
	13. If your congregation only remembered 5% of what you said, would that be good enough? It shouldn’t be. It’s not good enough for me, and it shouldn’t be good enough for you.
	14. Why have we flipped the pyramid and done the least effective thing the most and done practice by doing and teaching others the least? Because they are the hardest. It’s tough. You will find that out in the coming days.
	15. Even if you’ve taught before, you will find it hard. This model (the Learning Pyramid) is what we will follow.
	16. Yes, I will lecture. Yes, we will have some reading. Yes, we will have some audio-visual, but you’re going to practice by doing. And you’re going to teach others.
	17. You may get to the point when you’re tired and comfortable, but I will want you to still do it because I know that if you’re practicing by doing, you will remember at least 75%. If you’re teaching it, I know you know it well.
	18. I may be the bad cop, but it’s because I care. This is why I’m doing it because 5% is not enough. It’s not enough for me. It shouldn’t be enough for you, and it’s definitely not enough for our Father.
	19. Can you imagine if the world was only getting 5% of the gospel story? What if we just ripped out 95% of the Bible. If I did that to one of your Bibles you would probably call my boss and tell him to get rid of me.
	20. This is what is happening in your churches if all you’re doing is lecturing. People are only getting 5% of anything you teach. This is why we need to start realizing what is happening so that we can change and try new things so that we can get to 85% or 95%, which is where we really need to be.
	21. (Joanna explains and passes our a worksheet that will be their guide when they are preparing to teach a lesson. The worksheet has a checklist to make sure that they include all the styles of learning from the Learning Pyramid.)
	22. Why is it important that we use the learning pyramid?
		1. So that people remember what we teach.
		2. So that we can be the best teachers we possibly can be.
		3. So that we can better understand how the human brain learns best.
7. Before we move on, do you want to see something cute?
	1. (Joanna puts a picture of her five year old nephew up on the screen) I’m going to tell you a quick story about my nephew. When he was three years old he was at his grandmother’s house for the afternoon and when my sister came to pick him up, we were all sitting around chatting, and my nephew wanted to change the channel to watch cartoons. He picked up the remote and he did this (Joanna demonstrates how her nephew pointed the remote at the TV. When it didn’t work, he hit the remote to his leg, and then hit it a few times with his hand.) Who taught him that? I will tell you right now that my sister has a remote at her house that is loose in the back so the batteries are always slipping out. She hits it on her leg, and then hits it with her hand and then it works. He learned by watching. All he knew was that if he did the same thing, the remote would work.
	2. Friends, your students will do whatever they see you doing. If you are uncomfortable at the front, they will be uncomfortable. If you are boring, they will be boring when they teach. People do what they have been taught. They will replicate what they see.
	3. I promise you that you are doing the Record Book of Sins incorrectly because you were taught how to do it wrong. I have never taught a class in which anyone did it correctly.
	4. So now it’s time for renovations. (Joanna shows a picture of her back yard before, during, and after renovations.) In order to rework the way your mind works and get you thinking in a different way, we have to make a mess. We have to make a mess so that we can make things pretty again. Let’s make all the mistakes here in this safe zone so that we don’t make them out there when it counts.