Effective Communication

Lecture 7

Joanna Matasic

1. (Joanna instructs students to take out a piece of fresh paper. She tells them to fold the paper so that there are two folds and three columns. She says they will keep coming back to the three columns, but that for the moment, they will only be using one column.)
   1. I’m going to introduce you to the “3 M’s”. By the end of tomorrow, you are going to know them so well, you will be able to teach them.
      1. Matter
      2. Manner
      3. Method
   2. You will teach based on these three M’s even though they mean nothing to you now.
   3. Today we are just going to focus on “Matter”, but before I explain what it means, let me just give you a hint. Many times people will ask me how I will be able to help them when I’m gone. I’m not always able to be contacted so I need to leave you with something that will help you:
      1. You need to ask yourself this question:
         1. Is what you’re doing adding or taking away from what you’re saying?
            1. If you are talking as you’re writing on the board, is that adding or taking away? (Class responds, “Taking away.”)
            2. See, you will always know the answer to that question so it’s important that you ask it. It will keep coming back up this week.
            3. You may ask me, “Should I do this, or that?” Ask yourself that question, and you don’t even need me.
2. So at the top of your first column write “Matter”.
   1. I want you to write down what you think I mean by the word “Matter”.
      1. I won’t collect these. I won’t even see it. This is just for you.
   2. To give you a better idea of what I want you to write under “Matter”, I’ll tell you that “Matter” is verbal and “Manner” is non-verbal. So I ask you to write down things that are non-verbal, what would be some examples?
      1. Eye contact
      2. Shrugging shoulders
      3. Etc
   3. So if those are things you would write under “Manner” as non-verbal things, what would you write under “Matter”? Perhaps the words you speak? Think about it. You have five minutes to write down anything that comes to your head. Write it all down. It doesn’t matter if it’s wrong. It’s good if it’s wrong because we have to be aware of how we’re thinking before we can correct it.
   4. **(Five minute break while students write on their papers)**
   5. I’m ready for you to give me some answers.
   6. (Class calls out answers as Joanna writes them on the board. She breaks to show them prizes they will win if they continue to participate including little stuffed koalas and kangaroos.)
   7. Alright! Well-done team! You did really well at giving me answers.
   8. So now we are going to find out the answers because most of the ones on the board are wrong.
   9. The good thing is, you thought they were right. Its good because we are going to clear our minds, get rid of the untruth and replace it with a truth.
   10. I know you can probably preach and teach well already. The difference is being better. That’s what we want. We want you to get better and better.
   11. I’ve been teaching this a lot, and every time, I still get better and better. I still learn things along the way.
   12. We can always strive to be better.
   13. So we’re going to see what they are, so that we can go back to this list and cross off the ones that aren’t right.
   14. On this list, you have given me some “Matter”, some “Manner, and some “Method”. Right now they are all mixed up. So once we’ve given you some order and some structure you will preform better and you will know what to do.
3. I want to teach you a little skill. The first thing you should do when you come back from a break after you’ve been teach, is review the previous lesson.
   1. Every time people go on a break, the brain is going to start to forget things. It wants to rest and it wants to think of the next thing they are going to hear. So it starts to forget.
   2. Don’t take long. Just enough time to review the major points and ask some questions. I want you to get to the point when you don’t want me to review because you already know it. That’s when I know that you’ve learnt it.
   3. Review:
      1. What are the three M’s? Show me visually.
         1. Matter, Manner, Method
      2. What are the two types of communication we have?
         1. Verbal and non-verbal
      3. Why do we want to be more effective at communicating?
         1. To be remembered
      4. How many learning methods are there inside the Learning Pyramid?
         1. 7
      5. What kind of communication do we use the most of?
         1. Non-verbal
      6. How much?
         1. 90%
   4. You know this already!
   5. Doesn’t matter what kind of break people have had. If you keep it lively and brief the class is engaged again and you can move on.
4. What were we learning just before our break? What is “Matter”.
   1. Matter is what you say
   2. All content and information
   3. Stories and illustrations
   4. Words you use
      1. Matter is not the manner in which you say something. Do you see the difference?
      2. We have a lot of illustrations in EE. The record book of sin, Garcia, rotten egg, the free gift, the boat.
      3. Those stories are all matter, but the way we deliver them is Manner.
      4. The picture of the graduation I showed you – I was listening to the speaker, and what he was actually saying was pretty good. His Manner was very bad.
      5. When you’re preaching and telling a story – that’s matter. As soon as you start using gestures, that’s manner.
      6. All you’re stories and illustrations are important
   5. Remember that on the Learning Pyramid checklist I gave you for when you plan your lessons, I have put story. Personal stories work the best.
      1. I’ve already shown you pictures of my back yard, my mother, and my nephew. When it’s personal, it’s easier to get involved. It would have been different if I had just had a picture of a little boy out of a magazine. It wouldn’t have had the same effect. As soon as I share personal stories, I am making a connection with the other person. It’s breaking down barriers and making a bond.
   6. You all have personal stories of why you’re here.
   7. You all have stories of how EE has affected you.
      1. There is a reason you’re doing EE. You need to share those stories.
      2. As soon as you share a personal story about yourself or your family, you are breaking down barriers making it easier for the other person to share personal stories as well.
   8. So I’m going to share a story with you.
      1. I started EE about 17 years ago.
      2. This is what we use to do: Rod Story would take a team of 20 or 30 people to a different country, and we would do a clinic in that country. We would do two clinics – one in each week.
      3. Usually in the middle of the week we would put on a music concert. We would bring guitars and drum sets and put on a free concert that anyone could come and see. In the middle of the concert was an intermission. Before the intermission, we would get a team member to give a testimony at the end of which they would ask the two diagnostic questions.
      4. During the intermission, we would go out into the crowd and sit with people and ask them what their answers were to the questions they heard, and that is how we would start sharing the gospel.
      5. The story I’m about to tell you took place in a park in the middle of the island of Santo. I had been going on these two-week mission trips for years. Two weeks was all the vacation time I had at my job, and I would take those two weeks to go on these trips. Every time I went on these mission trips, I would get sick. I was the one who was always going to get sick on the trip. I went on another trip and I had had enough. I had had enough of going on these trips, enough of EE, and enough of getting sick. I also hadn’t seen anyone come to Christ in a long time. People would come back from their OJTs with all their numbers of people they had spoken to and people they had led to Christ. My number was always zero. No matter how many people I had spoken to, my number was always zero. So Wednesday came and I did not want to go to the concert. I didn’t want to do the OJT. I was sick and I did not want to go. I told God that it was my last OJT. Funny how we tell God things like that. Before every OJT and every concert we would pray the same prayer: “Prepare the hearts of those we are going to be speaking to.” Ring a bell? So when the time came for us to go out into the crowd, I started walking and I tried not to make eye contact with anyone because I didn’t want to talk with anyone. I made it almost to the back of the crowd. I saw a woman just smiling at me. I knew that I was going to have to talk with her. She was with her three children and her sister. I asked her, “What did you think of the two questions?” You know what she said to me? “I’ve been thinking of those questions for weeks.” I said, “How is that possible when you just heard them a few minutes ago.” She said again that she had been thinking about those questions for weeks. I said, “Our leader, Rod, (and I pointed him out) See that bald white man over there? He was here a few weeks ago preparing for this concert. He must of come to your church and asked those two questions because that’s what he does.” She said, “White man has never been to my church before.” God put those questions in her mind. God prepared the hearts of those we were going to be speaking to. I was able to share the gospel and she and her three children and sister came to Christ. It was as if God was saying, “Jo, what are thinking? This is an honor to do this for me. I don’t need you but I chose you.” I’m still with EE, aren’t I?
      6. Doesn’t it make a difference when a story is personal? It makes it easier for people to relate and listen to you. If you’re going to share a story, make it personal story.
   9. Matter is also all the words that you use.
      1. Everything that comes out of your mouth. All the words that you use need to be simple for others to understand. Some words need explanation. Some times you need to resist the urge to use Christian jargon or words that people don’t relate to.
      2. When you’re teaching your class in a clinic, if you refer to the Garcia story, or the Record Book of Sin, or the Bad Egg illustration, people don’t know what you’re talking about until you explain it to them. If someone asks you if they can ask you two questions, you’ll know that is EE because you’re EE trained. A non-EE person doesn’t know that. We have to be careful that when we’re teaching, we don’t assume that the class knows what certain phrases mean because they haven’t been taught them yet.
      3. So we have to ask ourselves before we use words, if we’re sure that everyone will know what that word means.
         1. When I was younger I was on a debating team. There would be two teams, and we could get a topic and one team would agree with it and other would disagree with it. One time we had the topic “Coke is it”. One team had to say that Coke was good. The other team had to say that Coke was not good. Our audience was between 60 and 75 years old. We decided that the word “Coke” was referring to the drink. So we had to interpret this phrase, “Coke is it.” So my team talked about how it tastes nice and gives you a good feeling. You should have a lot of it. The other team interpreted it to mean something else. Coke also means a drug. Its short for cocaine. The other team took it to mean cocaine and so did the audience. We took it to mean Coke-a-Cola. So we were saying how good it was, how it made you feel good, and how we should all have more of it. The audience was shaking their heads at the kids of my generation. To them, the phrase “Coke is it” wasn’t familiar as a slogan for a drink. Same word. Two different meanings.
         2. When I teach in the countryside of Australia, I have to teach differently than I would in the city. Once I was talking to kids in the countryside about a guy and his surfboard. I was saying he had a “sick” surfboard. To many people, that means that it was a really good surfboard. To them, it meant that it was dirty or something was wrong with it. One kid actually said, “Why didn’t he clean it?”
         3. If I say that this pen is really cool to my nephew, he would want to use it. If I told my mother this pen was cool (She’s in her 70s) she would ask me if I had put it in the fridge.
      4. We have to be careful that the words we say mean what we intend them to mean. When you are teaching in the coming weeks, I may stop you and ask you to change you’re matter. It doesn’t mean you’re not a good communicator. It just means that I want you to change you’re words. We will be working to pin point what needs improving and then making the changes.
      5. Matter is what you say, and Manner is the way you say it.
   10. Matter is also the questions that you ask.
       1. As teachers, you may think you’re very good at asking questions. The biggest mistake a teacher can make is answering the question they asked. I love you all, but it’s very easy and comfortable to sit there. I may ask a question, and you may not feel like answering it. So I have to pull out prizes and get louder to get you to answer. A good teacher knows how to get an answer, and knows how to ask the right questions to get the right answer out of somebody.
   11. So we are going to do that now. We are going to ask each other open and closed questions.
       1. A closed question is one that has a simple and short answer.
       2. An open question is one that requires a bigger answer.
       3. As a teacher, if I ask a closed question such as, “Did you understand that?” I will get an answer like, “Yes.” I will walk away not really knowing if that student really understands. If I ask, “Can you explain the learning pyramid to me?” I will get a much better idea if the student has really learned it.
       4. So we’re going to go around the room and everyone will get to ask me a closed question.
       5. (Students ask Joanna a series of closed questions such as, “What is you’re favorite color?” “Do you like teaching?” “What color is the floor?” “Are you married?” “What is your father’s name?” Then Joanna asks the class to ask open questions. The class asks questions starting with words like, “What…?”, “How…?”, “Do you…?” Joanna explains that questions that start with “what” generally lead to a one-word or short answer: “What is your name?” “What is your favorite food?” Unless it’s a question like, “What do you think about…?”
       6. Questions starting with “how” can go either way.
          1. How is a tricky word?
             1. Question: “How did your parents come to Australia?” Answer: “By boat.” “How does a printer work?” requires an explanation. Those who don’t want to talk will choose the shortest answer possible.
       7. Joanna continues to take questions and encourages the class to start with words and phrases like, “Why…?” “Tell me about…” “Explain…” “Describe…” “Define…” “Share…”. Starting questions with “Can you explain…” doesn’t work either. The student could say, “Yes” or “No”. Taking away the words “Can you”, turns it into an open question. “Will you…?” “Are you going to…” – These are questions that are also closed questions. They can be answered with “yes” or “no” or another short answer. “How many…” is a closed question, as it will get a number for an answer? Asking quantity will be closed questions.)
       8. The way we ask questions is very important because it will determine the kind of answer we get.
       9. For those who will be studying this via video, the best advice I can give you is to ask people around you some questions. If their response is short, it’s probably a closed question. If their answers are long, it’s probably an open question. You are seeing our buzzwords so you know which words to use, but until you put it into practice, you won’t really be able to know that you understand.
       10. We’re going to do one more thing before we end. You wrote down what you thought matter was. It’s on the other side of this board. Shall we have a look at it? I need you to tell me if these fit into the definition of “Matter”.
       11. We’ve learned that “matter” is all the words you say, all the stories and illustrations, and all the questions you ask.
       12. (Joanna goes down their list of previously chosen words, and the class responds with yes or no for each. One word was, “pronunciation”. Class disagreed about this word. Half the class thought it was not “matter” because it is *how* you say a word. The other half of the class said it was “matter” because a word is spoken when you’re pronouncing it. Joanna shares how in America people pronounce words differently than they do in Australia, but that doesn’t change the meaning or intent of the word. Just because you pronounce it differently doesn’t change the “manner” in which you said it. Words that the class agreed were “matter”: definition, instruction, questions, ideas, babbling, story, message, words, and language.)
5. What we’ve covered here is the main point you are going to use when you’re teaching.
   1. What is important is that you have a better understanding of what matter is.
   2. You were already able to identify what words matter. We were able to take your understanding of these things from was it was, to where we could put it into nice categories so that I can critique you in each one.
   3. Tomorrow we will be finishing off the two remaining “M’s” and there will be a lot more games and interaction. Tomorrow will be where you can step up and begin to take center stage so that you will also be able to be the trainer and critique your other classmates on matter, manner, and method.
   4. Question: Do you think you know more now than you did at 9AM this morning? (The class responds with a unanimous “Yes”). I would agree with you. I’ve only been watching you, but I know that you’ve learned. That’s the aim. That’s what we’re here to do. Well done.
   5. Can you imagine how much more you’re going to know on 5PM on Friday? Enjoy tonight because this is the only night you will not have homework.
6. I just want to end in prayer. “Father, we want to thank you for today. We prayed and asked that you would bless us, that you would help us to learn, and we have done that. So we want to honor and praise you for that, and just acknowledge your help in being able to do that. Thank you that you’ve taught us new things. Help us to retain that information. Father, I think of some of us that aren’t feeling well. Lord we’re here for you, so I ask for your healing hand upon us. Bless these people for coming here today. Give them good rest that we might come back, and as a team, continue to do work for your glory. We ask this in Jesus name, Amen.” Thank you again team. I will see you tomorrow!