Effective Communication

Lecture 8

Joanna Matasic

Welcome to day two. This is the second day of theory. This is the most fun day. It’s the most exciting day because you’ll get to learn the rest of the things you need to learn, but you’ll also have a lot more activities today. You’ll have a lot more games and a lot more fun. We’ve got all sorts of surprises and prizes today. By the end of today, you are also going to know what teams you’re on for skits, and what class you’ll need to prepare for.

1. What we’re going to start off finishing today are the rest of the three “M’s”. (Joanna explains the rest of the week and opens in prayer.)
	1. What is the first thing we do after a break? We review. So we are going to review what you learned yesterday.
		1. What is the learning pyramid?
		2. What’s at the top?
		3. What’s the second one?
		4. What’s at the bottom?
		5. What’s in the middle?
		6. What’s second from the bottom?
		7. What are the two ways that we communicate to one another?
		8. What’s the one we use the most of the time?
		9. How much of our communication is non-verbal?
		10. What are the three M’s?
		11. Which one did we learn about yesterday?
		12. What is Matter?
		13. What are the best types of stories?
		14. Do we need to define words that may be hard to understand?
		15. What is the second M?
		16. What is manner most similar to in terms of the two ways we communicate to others?
			1. If 90% of how we communicate to others is non-verbal and Manner is most similar to non-verbal communication, this next section we’re going to cover is a very important section.
		17. What is the very last M?
			1. We will learn about this one later today.
2. We need to get out our sheets of paper with the three M’s. Show them to me. This helps the teacher know that you’ve got them with you.
	1. Who can guess what we’re going to do next?
	2. We are going to brainstorm.
	3. We looked at Matter, and now we’re going to look at Manner.
	4. I’m going to give you five minutes to write down all the things that you think Manner is. We’ll write them down on the board like we did yesterday.
	5. **(Break for five minutes while students write).**
		1. I’m going to give you a bit of a tip. As a teacher, I’m watching you write and do your work, and you are non-verbally communicating to me. If students start talking to one another, that tells me that you’re probably done with your work. If everyone is quiet and still working, that tells me that you still need a little bit of time. Be aware of that as a teacher. I always need to let the student know that they need to rush, because they’re getting close to the end of the time. I will give a warning for when the time is almost up. If you don’t give a time limit and keep them on time, they may be tempted to start talking about other things before they even get started doing what they should be doing. As the teacher, you are in control of the time and of keeping the time. So that’s a bit of a tip for you as a teacher especially as you go on to teach others in the coming weeks.
	6. So we’re going to write down our words on the board now, and just like yesterday, there probably will be words on this board that are Manner and probably some that fit in another category.
	7. (Class calls out words including “sound”, “eye-contact”, “hand signs”, “smiling”, “eating”, “mannerisms”, “anger”, “clapping”, “participation”, “tone”, “shouting”, “dancing”, “posture”…)
	8. We’re going to put this list away, and come back and visit it afterwards.
3. Are you ready to learn what Manner is?
	1. Manner is voice – how loud or soft you are
	2. Manner is volume – how loudly or softly you speak. You must adjust your voice to how close or far you are to people.
		1. For some of you, speaking softly is a cultural thing. But when you’re teaching, it’s no longer about being culturally sensitive. It’s simply about being heard. If someone can’t hear you, they aren’t going to remember what you said. Why do we learn better communication skills? To be remembered!
		2. As a speaking teacher, I go to many speaking competitions. I am a judge. The judges are called “adjudicators”. Where do you think the adjudicators sit? (Class calls out three answers: the back of the room, the front of the room, and in the middle of the audience.) As an adjudicator, I have to judge how good they are. I have to be able to test that everyone in the room can hear them. Where would I sit if I wanted to make sure everyone could hear them? (Class responds, “At the back.”) At the back! I need to be sure that everyone can hear them nice and clearly. (Joanna explains where she will be sitting while they are doing their teachings.) I have heard a lot of people speak who are speaking softly the whole time, and I’ve heard other speakers and preachers who are yelling the whole time. How loud do you need to be? You need to be loud enough for the person in the very back to hear you, and that will change depending on the size of the room you’re in, and where you are in the room. This room is nice because it echoes, but I have to think about how everything echoes. (She stomps) Even this echoes. And if I asked you all to stand up, every one of your chairs would make a loud noise as you pushed them out, and you wouldn’t be able to hear what I’m saying in that moment.
		3. So adjust your volume to the size of the room and any distractions that may exist. If it starts to rain, I will need to speak louder.
		4. Do not be afraid to get louder and softer for different purposes.
		5. Raising or lowering your voice can be a good technique for getting the class’s attention. As soon as I raise my voice, I can see your eyes and I have your attention. If I suddenly get softer, you suddenly become more emotional and focused on what I’m saying and you come back in.
		6. If I want you to speak louder, I will speak louder. I do what I want you as a student to do.
		7. (Student asks why these points are not in the “Method” column instead of the “Manner” column.) You’re going to have to hold on for that answer. If it’s not answered at the end, you can bring it up again.
	3. We are going to do a little activity to help you open up your lungs. On the count of three, we are all going to have a shout. You’re all going to shout and scream. We’re doing this because I’m going to start having you do some more activities. You’re doing to be shy and uncomfortable. I want you to start getting comfortable. We need to get in a space where we can be ourselves and we can warm into this. Ready? (Class screams and yells together). Well done! Now we have those voices warmed up.
		1. Voice projection is when your voice is loud enough that everyone can hear you. We’re going to do another activity. (Joanna calls on a student to volunteer in an exercise in which she asks him questions while getting farther away from him to encourage him to get louder and louder so she can hear him the farther she gets from him. She encourages him to get louder when she can’t hear him. She moves all the way back to him for the last question so he can adjust his voice to her close distance.)
		2. Well done! What I noticed with his body language was that he wanted to start off with his hands behind his back, and as I told him to be louder and louder, his arms moved from behind him and he started to express himself with his hands. You’re going to see that more and more today. You’re body language, your “Manner” expresses when you talk. Your “Matter” and “Manner” go hand in hand. As I moved farther away from him he got louder, but when I moved close to him again, he adjusted his voice because I was close to him. If he had continued yelling, it would have been inappropriate.
		3. So we understand that volume is very important when it comes to Manner because if I can’t hear you, you might as well forget about saying what you’re saying.
	4. The next thing is tone. The tone of your voice is very different than volume. Volume is how loud or soft your voice is. Tone has to do with the different tones in your voice. When you’re voice goes up or down. **(Joanna breaks because of the rain. When the class returns, she reviews the material covered before returning to the topic of tone.)**
	5. Generally speaking, males have a deeper tone to their voice and generally speaking, females have a higher tone to their voice, but the important thing is that we learn to use all the different tones in our voice to communicate what we are trying to communicate.
		1. I’m going to show you an example in a moment, but first I want to talk about “mono tone”.
		2. What is a monotone? It means “one tone”. Many people go into autopilot. They get up in front of people with their notes for their sermon, and they just start talking. (Joanna gives a comical example of someone speaking in monotone). When you change the tone of your voice, it does take a lot more energy. People talk in monotone because it’s more comfortable and takes less effort. This especially happens when you start lecturing because you’re just reading your notes. The problem is that it gets very boring. (Joanna demonstrates monotone again using a low tone, and then a loud tone). Is that monotone? Yes, it’s just a different tone.
		3. If you don’t use your tone, you can’t express the emotion behind your words.
		4. Everything I’m teaching you, you already know how to do. You already adjust your volume and change your tones. You already know how to communicate. The difference is when you’re sitting down and comfortable, and when you’re up in front talking.
		5. I went to America a while ago and lived there for a while. I don’t normally think about driving anymore. I’m very comfortable driving, but when I went to America, I was given a car. They drive on the other side of the road there. I had to walk to the other side of the car, and when I got in, suddenly something that came so naturally to me wasn’t natural anymore. I was aware of everything. The gears were on the other side, the blinkers were switched – everything was different.
		6. The same thing happens to us when we’re communicating. You don’t have to think about your volume or tone when you’re talking with your friends and family. You do those things naturally. But as soon as you get up in front of people, you are suddenly aware of everything because everyone is looking at you. What I need to do is to point out the things that you’re doing up here that you need to change so that you don’t make the same mistakes.
		7. When I first started preaching and teaching, I used my hands a lot and people told me that I used them too much, but I didn’t realize how much I was using them until I watched the video of myself and they pressed ‘fast forward’ and I was able to see it.
	6. The last thing I want to cover before we do an activity about tone is “Pace” – the speed at which you talk and teach.
		1. What should be the speed or pace when I’m talking to you? (Students give answers like, “moderate” “not too fast and not too slow”, and “change the speed – fast and slow.”)
		2. I can’t tell you a secret speed. You need to adjust your speed for what you’re talking about.
		3. I ask the question earlier, “Do you think that teaching and preaching are the same thing.” Raise your hand if you think it’s the same. (Two students think it’s the same thing and give explanation.) The rest of you think it’s different. Why? (Students answer)
			1. Preaching is a monologue – one person talking. Generally no one else is involved.
			2. Teaching is a dialogue and can contain practicing.
			3. There are similarities. But generally speaking they are different.
				1. When you are teaching, you expect the hearer to be able to remember what you say and reproduce it. You might be testing. When you’re preaching, you’re not testing the congregation. When you have students you need to be able to find out if they are learning what you’re teaching.
				2. Teaching usually takes longer than preaching. Teaching is over a longer period of time.
				3. Preaching is sharing your message without much response other than a response to a joke or something.
				4. The preacher should be using all the same elements of Matter. They should be using all of Method too. They’re not expecting the same results from the people they are preaching to.
				5. I’ve seen may great preachers get up to teach and they can’t do it. They don’t know how to get students to know what they know.
				6. When you’re teaching you need to go at a different pace than when you’re preaching.
				7. The pace I want you to go, I will go. The audience copies your pace.
				8. As a teacher you have to be able to judge if your class can understand what you’re teaching.
				9. You’re going to have to know if your class understands the grace portion when you teach it.
		4. Use pauses to give affect
		5. People tend to speed up when they are nervous
		6. The problem with it is that it can be too fast to write down or even too fast to understand.
			1. If they can’t write down notes, you’re going to fast.
			2. You can make motions to the person talking about their pace – if they need to slow down or speed up use motions.
				1. That’s what we will be doing together.
				2. You will become the adjudicator.
		7. (Joanna shows a picture of her on a motorbike and tells a story about a day that she went for a bike ride on a windy road and as she was enjoying the road and the sunshine, she came to a complete stop behind some traffic. She decided to get off the motorbike and walk up to see what was going on and she saw another motorbike lying on its side. Joanna gets very serious as she proceeds to talk about how she was worried she was going to see a body on the road because she knows what happens when someone gets thrown from a motorbike. She ends the story with, “And then… do you know what happened? This… is a lie.”)
		8. That story never happened. I do ride a motorbike, but that story never happened. But I did get all of your attention. When I was talking about riding on the windy road, I sped up my pace and increased my volume. When I talked about the accident, I lowered my volume and slowed my pace. I used my volume, my tone, and my pace to make you feel emotions in the story. By doing that, I drew you in.
		9. When you’re preaching and teaching about God and evangelism, how can you not use your volume and emotions to communicate? If I had not used my tones, you would not have had the same emotions as I was having.
	7. Eye contact. Where your eyes go, your voice follows. You might think that is very simple. Are my eyes on the same side of my face as my mouth? That means that where my eyes go, my voice follows. So if I’m looking down or at the blackboard, where is my voice going? (Joanna advises different ways to set up the room so that your voice goes to the audience: having notes, setting up the computer in front of you rather than on a table behind you.)
	8. I had said that you were probably doing the Record Book of Sins incorrectly because most people switch the book from one hand to the other while looking at the person they are speaking to. Their eyes will be looking at what you’re looking at. You should be looking at the book. That is just one way we will be improving the Record Book of Sin.
	9. If while you’re teaching, you’re looking at your notes, your voice is going down.
	10. If you spend the whole time only looking at one person, what will happen? Everyone else will start looking at that person too because they’ll be wondering why you are staring at them.
	11. If you’ve memorized something, you might look out into nothingness.
	12. Our eyes are very important.
	13. Always look at the students
	14. Do not talk when you’re looking away or walking away from the students to the board or when you’re talking on the board. Don’t show your back. Walk backwards if you have to.
	15. Your notes should not be on paper that is too big or too small. If it’s too small you can’t write that much on them. I’ve seen people use their laptops as their notes and they hold the laptop to read their notes. Does that add or take away? Some people use an iPad or digital way of using notes. Its fine, but if you should always have a hard copy in case of technical difficulty. If you drop or break something or something doesn’t work, you’re notes are gone.
		1. Set yourself up for success. You’ve spent a long time preparing. You’re notes needs to be on a appropriate medium.
		2. Hold them appropriately. When you’re reading them make sure your voice and eyes are still as close to where they should be.
		3. Number your pages so that if a fan or wind blows your papers or you drop them so they go out of order you can quickly put them back in order.
		4. As the communicator, you’re in control. So what if you drop your notes. You’re in control. I can throw a pen if I want to. You shouldn’t feel embarrassed because you’re control.
		5. If you drop your notes, do not try to read them from the floor. You look foolish and your voice is going down. You need your notes. Just pick them. Just take a minute and pick them up. Don’t talk while you’re picking them up. No one is listening to you. They’re just watching you fumble. Who cares? Just tell them to wait a moment and pick them up.
		6. Don’t write on both sides because you will fumble more.
		7. Make them flexible so that you can make changes or add paper or pages.
		8. Make it work for you.
		9. When you get your teaching manual, get some paper and write your notes, but keep your power points simple.
		10. If your notes are written in too much detail, you’ll be tempted to read them straight from the page.
		11. We’re here to help you get your notes right and help you use your notes more effectively.
		12. When you teach in the upcoming sessions you need to know how to direct your students through the material. If you use the manual, you need to know which page things are on. (Joanna shows the students her own notes and how she has them written out. They show the slides that are on the power point as well as notes and spaces to write in. She demonstrates the importance of knowing how to use the power point machine so that when they teach, they are not surprised or distracted by fumbling learning how to use the machine in front of the students.)
	16. You do not have to memorize your material. It doesn’t mean you’re better than someone who doesn’t. I’ve been doing this for years, but I still use notes.
	17. Bad notes will affect your method and manner
	18. Do not read all the time use your notes as a prompt or you will lose eye contact
	19. Your notes should just say what your points are.
	20. Gestures.
		1. You need to use your arms and hands to express yourself.
		2. If you try to put your hands in your pockets, behind your back, or glued to your side because you don’t know what to do with them, the problem comes when your body naturally wants to express itself and you start looking awkward. (Joanna asks questions that require number answers and asks the students to only hold up the answer using their fingers without talking.)
		3. There are going to be times as a teacher when your students don’t hear you. You need to compliment what you say with your body language so that people remember what you say.
		4. Do not point. When you point it can be offensive or rude. Use an open hand instead.
	21. Microphones: We don’t use one in this room but there will be other times you will need to use a microphone. Just because a microphone is there, don’t use it unless you have to use it. (Joanna takes a microphone to demonstrate the limitations of holding it.)
		1. One hand is gone. With the other I am expected to hold my notes, express myself, and possibly click through a slide show.
		2. You may say that a microphone stand will solve this. (Joanna goes and gets a microphone stand.) Now I can’t go anywhere. I’m restricted.
		3. Microphones are not your friends. Only use one if you are speaking to such a large audience that you need one. Sometimes you don’t have a choice, but if unless you absolutely need one, don’t use one. It will only stop you from using your mannerisms and it will box you in as well as block your face.
	22. Stance – this is where you stand and where you move.
		1. You should move around, but if you’re a beginner, start in center stage. If you’re not sure how far to move, take a few steps forward and a few steps back.
		2. Once you get more comfortable, you can start walking more and moving around the room.
		3. Don’t abuse the space. Some preachers pace. It’s nervous energy. If you constantly pace, it’s like watching a tennis match
		4. Use the space effectively
		5. You may be a “rocker”. You may rock back and forth and not know that you’re doing it. The whole class is going to rock with you after a while. Many people do it and it is not adding to what you’re saying. It’s taking away. If you tend to do this, it’s because of the way your standing. If you put one foot in front of the other, it will stop you from rocking.
		6. Stance is important. Never turn your back. Walk backwards instead. Ladies, wear comfortable shoes so that you can walk around and even walk backwards if you need to.
		7. (Joanna asks for two volunteers to come forward. One is short; the other is tall. She has them stand behind a music stand/pulpit, and points out the restrictions it gives to each volunteer. It’s too high for the shorter person and doesn’t allow her to use gestures at all. It forces the taller person to make gestures above it. It may be tempting to lean on it or even slouch over it. It may be tempting to use it as a protector or to feel more secure or comfortable. She has the volunteers sit down.)
		8. I’m aware that this is the way the world preaches and teaches. Some churches even spend a lot of money on things like this. So when I say to you, don’t stand behind it, I know that it’s a sensitive issue. You will not be allowed to use these while you’re here. When you go home, I won’t be there to see you, but just know that these are not your friends. It will obstruct you and restrict you. Its there for a purpose though. It can hold your notes, but not on center stage. Use it appropriately. You are the only one that should be on center stage.
		9. Print big enough for you to see. I’ve seen too many people put their glasses on and off and have to go back and try to read again and again. Is that adding to what they are saying or taking away? Taking away.
		10. It comes down to good preparation. Nothing can beat good preparation.
		11. Everything is to the side, and I only pick up my notes when I need to pick up my notes.
	23. Dress
		1. Be sure to dress appropriately for the venue, the age, gender, and culture.
		2. Different things are acceptable in different cultures and settings. Be aware of what is appropriate and acceptable.
		3. Always dress a little more formally than the audience. Show that you’re serious and should be taken seriously.
4. Now we’re going down the audio-visual path. I’m going to show you two videos.
	1. The first video is of a personal friend of mine. His name is Mark. (Joanna tells the story of how she obtained the video of her friend Mark preaching. He asked her to come watch him, and when she didn’t give him positive reviews afterwards, he said, “Well that’s just how we do it at our church so I’m going to keep doing it.” She explains that just because something is done a lot doesn’t mean that it’s the correct way. She explains that people tell Mark all the time what a great job he does, and because of that, he doesn’t change the way he does things. Joanna tells the class about how she asked permission to use his video as an example of what not to do. Mark’s response was, “Whatever furthers the kingdom of God.”)
	2. **(The class watches the video of Mark.)**
	3. What was Mark doing that he shouldn’t have been doing?
		1. Looking down and reading the whole time
		2. Holding on to the pulpit the whole time
		3. Wearing just a casual t-shirt
		4. Standing in on spot the whole time. He didn’t move once.
		5. His matter was good, but his delivery was not inspiring.
		6. Is that what it’s like where you live?
		7. Am I right to guess that a lot of you have preached that way before? (Class answers yes.)
		8. We are going to practice a better way. As soon as you show your congregation a better way, they will want to do it the better way. There will always be people who question things, but most people will probably be thankful for things to be more interactive.
	4. The second video is of a preacher that someone gave me. He said this preacher was the best preacher he had every heard and that I should use it in my classes. **(Joanna shows the video)** What was he doing wrong?
		1. Hands in his pocket for the entire time.
		2. Holding a microphone in his one free hand. No hands for expressions.
		3. Paced back and forth constantly.
		4. (Class makes a few more observations including that it seemed like the preacher didn’t have many notes so he talked for a long time.)
		5. The preacher had good content but I’m going to struggle to listen to you for three hours if all you’re doing is walking up and down with your hand in your pocket.
	5. We’re going to come back after the break and play a game to help you better understand what we’ve been talking about. We will also talk about Method – the last M.
	6. Let’s look at the list we made for Manner (Joanna reviews the words they wrote on the board to determine which ones were Manner. They determine that words that are Manner include, “tone, gestures, smiling, posture, talking, voice, mannerisms, facial expressions, etc…)
	7. **(The class goes for a break and when they return, they review material which begins in lecture 4.)**