

## **Communications - Part 1**

***Howard Hendricks***

Introduction.

- A. A student once told me I did a fantastic job of teaching, saying you're more brilliant than Einstein because though few could understand him none can understand you.
- B. Teaching communication is not easy and I have been praying God will empower me.
- C. Ann Rand was lecturing and said that the world is clamoring for answers to serious problems with no answers.
  - 1. She paraphrased the Bible saying, Father forgive us for we know not what we are doing.
  - 2. To this generation we are called to communicate.
- D. We are the generation in which there are no answers and to this generation we must communicate truth.
- E. If you are talking more and communicating less you may be on the verge of a breakthrough.
  - 1. Nothing is easier than talking.
  - 2. Nothing is more difficult than communicating.
  - 3. I talk to many people but teach few.
  - 4. We evangelicals are overly impressed with our speaking.
  - 5. Communicating is a two way street.
  - 6. The test of communicating is not what we say but what people understand and what they do with what we say.
- F. The first thing I want to do is to urge you to never speak before praying for divine enablement.
- G. What constitutes the secret of communicating?
  - 1. Overconfidence in speaking is deadly.
  - 2. Failure in communicating is fatal.
  - 3. St. Paul models communicating for us. (1 Corinthians 14)
    - a. The charismatic emphasis has steered evangelicals away from some important passages about tongues, but the Bible has much to say about the tongue.

- b. If the trumpet gives an uncertain sound none will prepare for battle.
- c. Our generation is in confusion and lack leaders who know where they are going and are able to persuade others to follow.
- d. We need to communicate clearly or no one will understand us.
- e. We need to excel in edifying the church.
- f. Paul was not enamored with words; he would rather reduce the quantity to improve the quality.

I. I want to give an overview of the communication process, which has seven steps which must be identified.

A. Communicating is more than an intellectual process.

- 1. We are over intellectualizing the process of communicating.
- 2. We have people that know the answers but they are spiritually sterile.
- 3. Communicating involves the emotions and the will.
  - a. What I do with knowledge and how do I feel about it?
  - b. Some people have intellectual beliefs with no convictions.
  - c. Convictions hold us and drive our behavior.
  - d. When we tell people what we believe and what we feel etc., and they simply write it down and walk away then we have not communicated well.
- 4. If in trying to impress my students to use visual aids I tell them to use visual aids they will probably not make it part of their process.
- 5. Repetition is also important.
- 6. Time is essential for the development of the concept, thus we need repetition.
- 7. There is a difference between spirituality and maturity.
  - a. Spirituality comes after meeting the savior.
  - b. Maturity develops over time.
  - c. People need exposure over time to develop convictions.

B. There is no communicating without words.

- 1. When we say I understand but can't express my thoughts I really don't understand.

2. Words are the building blocks of literature and speech.
3. Sometimes we use big words that really don't communicate.
  - a. Interaction is a word that needs clarity in order to communicate.
  - b. Words that are not clear become barriers.
4. Sometimes we use words with varied meaning.
  - a. Trunk may mean the back end of a car, or the front of an elephant.
  - b. People need to understand what we mean by the words we use.
  - c. Teaching nursery children is a great way to learn to communicate because kids don't respond until they clearly understand.
  - d. A kid asked his mom if God has ants because he heard the song, "The serve ants of God."
  - e. Other mishaps include "While Shepherds Wash their Socks by Night," or "Round John Virgin."
  - f. We may laugh but when you speak your audience misunderstands you too.

C. Words must be translated into verbal forms.

1. A student preached in muffled terms so that no one could understand him.
2. I used to speak in muffled tones until a music teacher cured me by talking to me the way I talked to her until I got the point and began talking clearly like her.
3. I may disagree with someone but I need to understand what he's saying.
4. This involves structure; how you say what you have to say.
5. We nee to prepare how we want to communicate.
6. A man came to my church and thought 30 minutes wasn't enough time to say what he wanted to say, yet when it was over I could have boiled it down to ten minutes.

D. Distractions take place both within the person listening and without his environment.

1. A warm environment makes people soporific.
2. Sometimes we need to have people stand up and take a deep breath.
3. Sometimes women bring their babies that cause distractions.
  - a. Babies are like New Year's resolution; they need to be carried out.

b. If a baby entered this room now we would all look.

4. The arrangement of a room needs to be with intention.

a. People need to be able to see the speaker.

b. Eye contact is important.

5. People sometimes come to a meeting after receiving tragic news.

a. They may be in your meeting but not listening.

b. Some couples just had a fight before coming into your meeting.

E. People can listen about 5 times faster than you can speak.

1. This means their thoughts will wander.

2. They will listen selectively, filtering out things they disagree with or feel threatened by.

3. James says we need to receive with meekness the implanted word that is able to save our souls.

a. We need to listen for ourselves, not for others.

b. The responsibility is on the people that hear, not on others.

c. God holds each of us responsible for listening.

d. Using illustrations sometimes don't shed light because they can derail your thought or perhaps you haven't developed the thought sufficiently.

F. We need to translate the words from what we mean to what people need to hear.

1. Get people to parrot back to you what you have said.

2. When they repeat what we have truly said we have communicated effectively.

F. Communicating is tested not by what you put into the process but by what comes out of the listener.

1. What the listener thinks, feels, and does is the crucial point.

2. We need to think and feel deeper in order to affect others.

3. What we do shouts so loudly people can't hear what we say.

4. Feedback is a crucial means of evaluating our communication skills.

a. If you don't want to be jolted ignore feedback.

- b. I taught at a church recently where the pastor asked me if after the service the people could ask questions.
  - 1. The audience would take notes and afterwards ask questions.
  - 2. I didn't leave until 1:15 a.m.
  - 3. People asked many good questions.
- c. A woman started a home Bible study
  - 1. She used much Christian jargon so that people didn't understand.
  - 2. Later she began pounding out what she meant by those words and many people came to faith.
- d. We get our greatest education from feedback we get from others, including those who don't care for us.

## II. I want to give you some homework.

- A. What are your personal problems in communicating?
- B. Think of the concepts that give you the most trouble.
- C. We'll talk about these ideas in our next session.