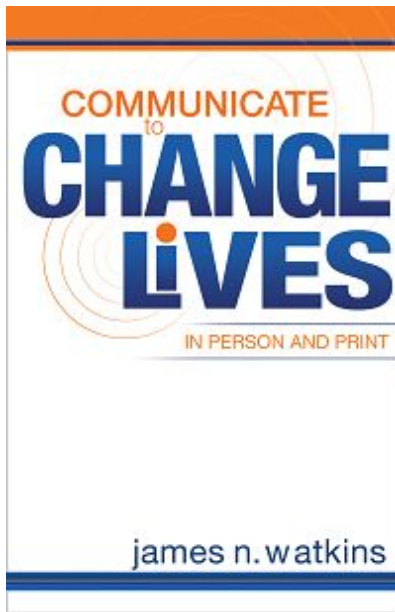
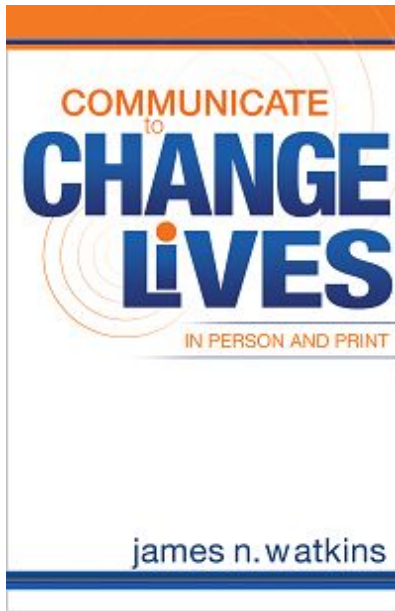


Communicate to Change Lives

Jim Watkins

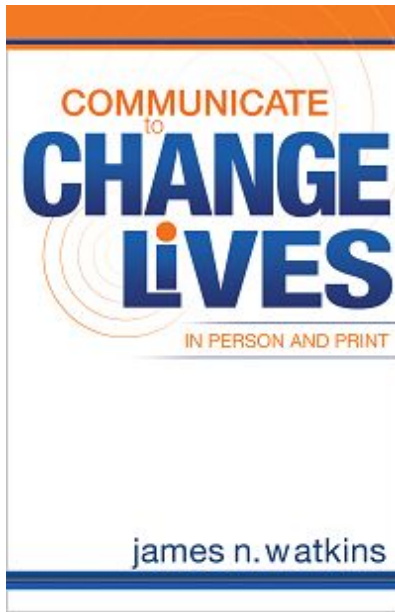


Top ten signs you may be a writer



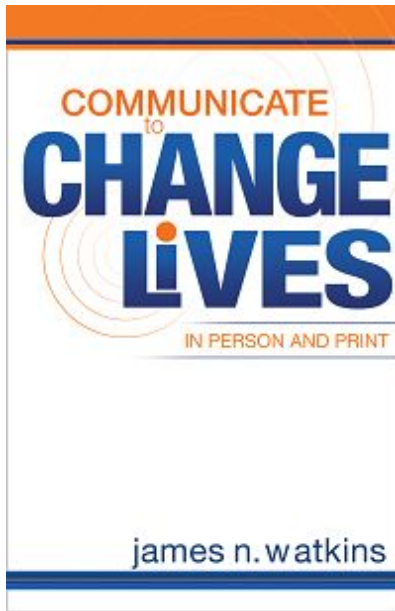
Top ten signs you may be a writer

10. In high school, you were the kid who actually enjoyed term papers



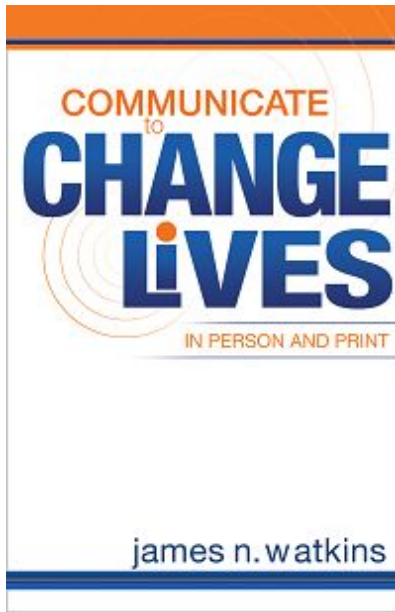
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10. In high school, you were the kid who actually enjoyed term papers
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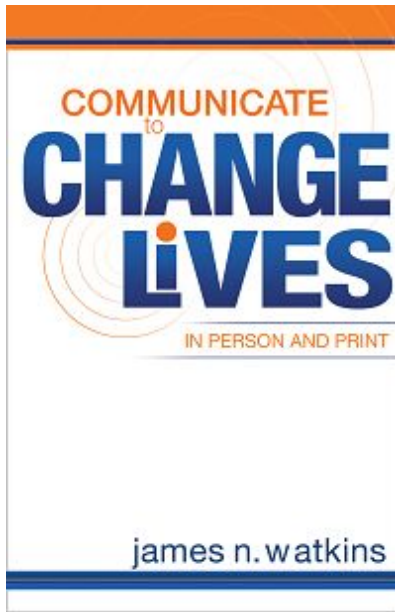
Top ten signs you may be a writer

10. In high school, you were the kid who actually enjoyed term papers
9. Your favorite places to shop are discount book stores and office supply outlets
8. You've ever gotten so busy writing you forgot to eat, let the dog out or pick up the kids at school



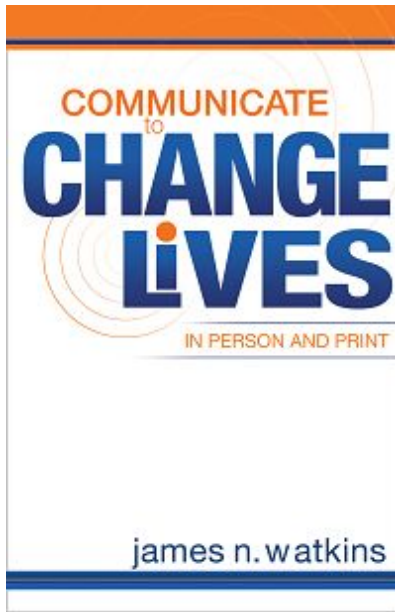
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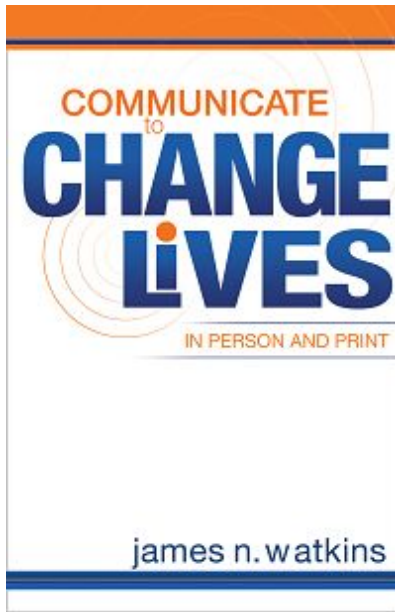
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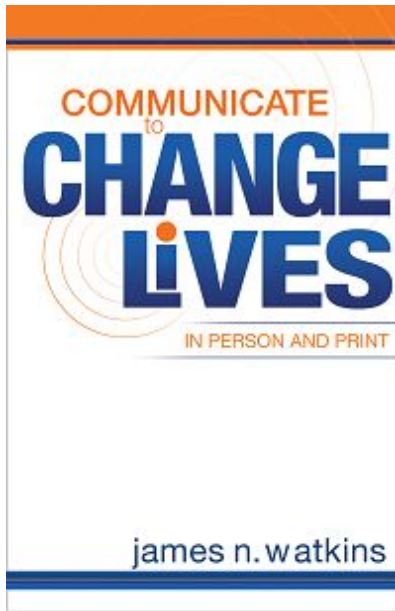
Top ten signs you may be a writer

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6. You've ever been caught at the library sniffing books
5. You've maxed out your credit card to attend this conference



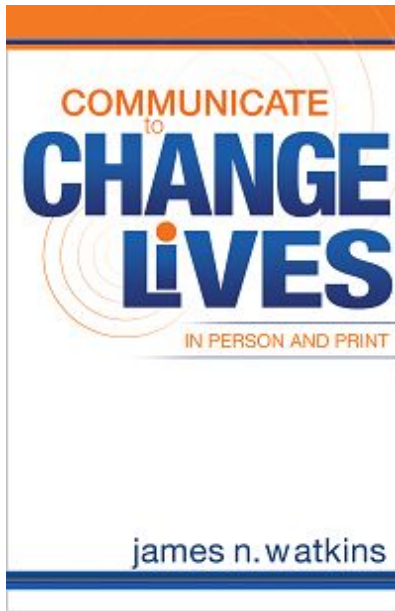
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4. Your bumper sticker reads, “I’d rather be writing”



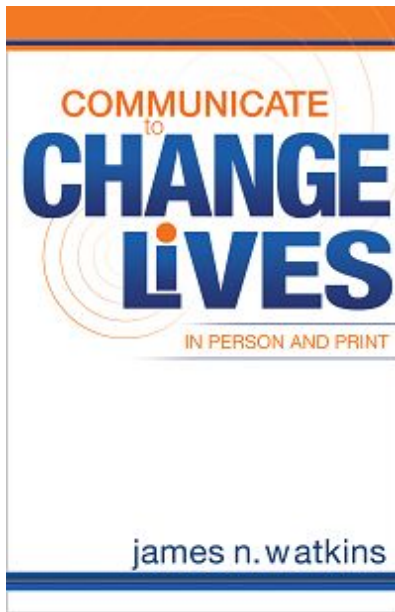
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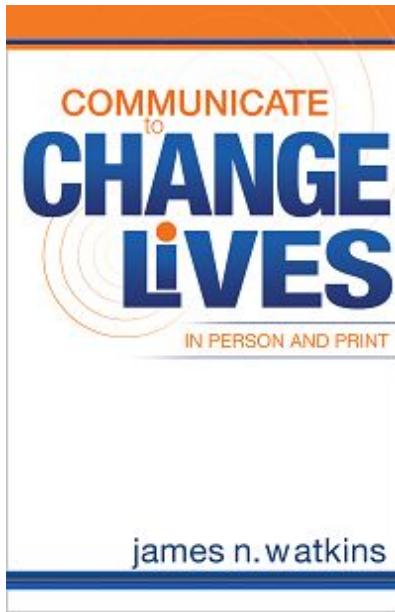
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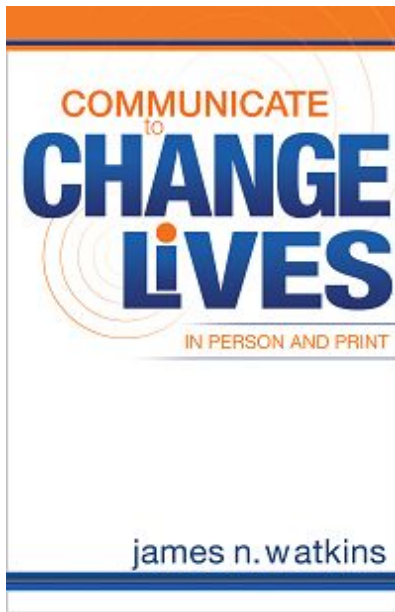


Top ten signs you may be a writer

4. Your bumper sticker reads, “I’d rather be writing”
3. You proofread letters and emails from friends
2. You send them back with corrections
1. You cannot *not* write

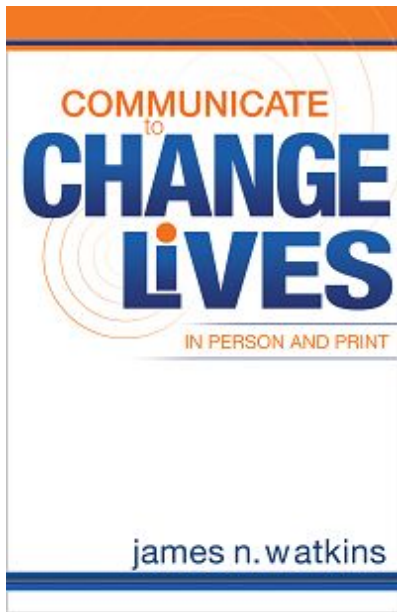


This same Good News that came to you is going out all over the world. It is changing lives everywhere, just as it changed yours that very first day you heard and understood the truth . . . (Colossians 1:16 NLT).



Writing is . . .

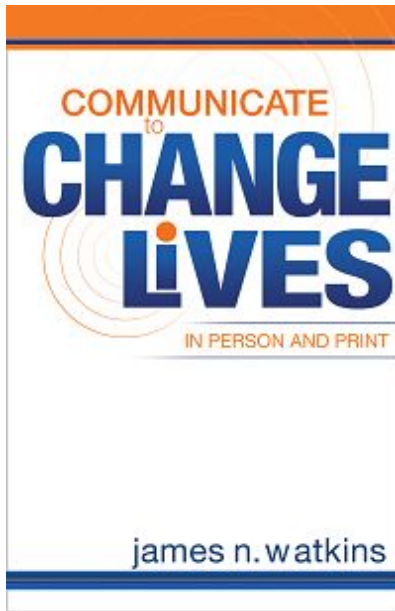
Personal



Writing is . . .

Personal

Intimate

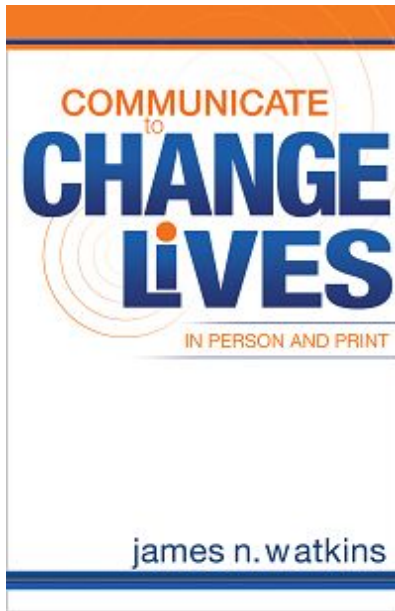


Writing is . . .

Personal

Intimate

Adaptable



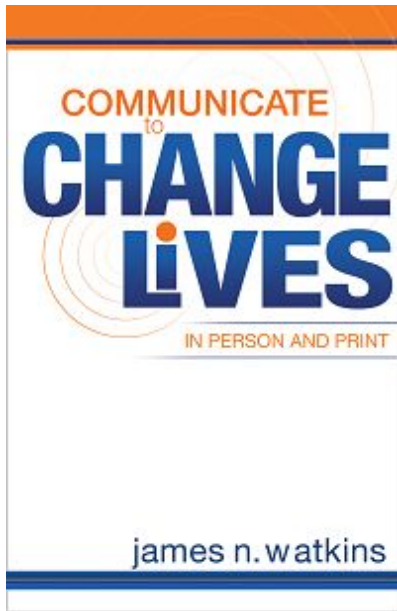
Writing is . . .

Personal

Intimate

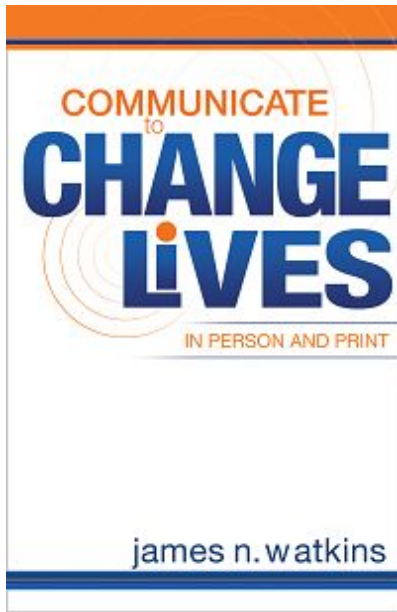
Adaptable

Timeless



Speaking is . . .

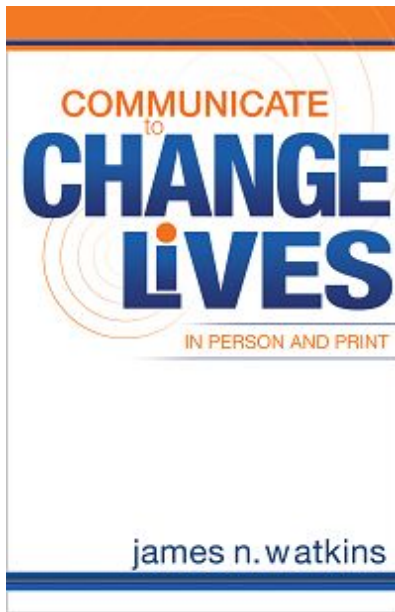
Personal



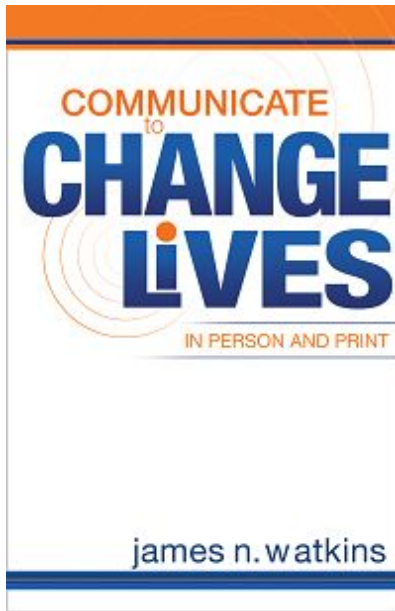
Speaking is . . .

Personal

Powerful



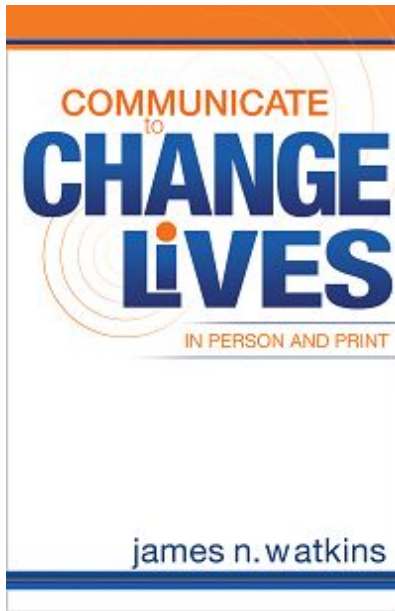
Writing and speaking to *change lives*



Writing and speaking to *change lives*

Aristotle taught that to be effective, one must have . . .

Logos (intelligence)

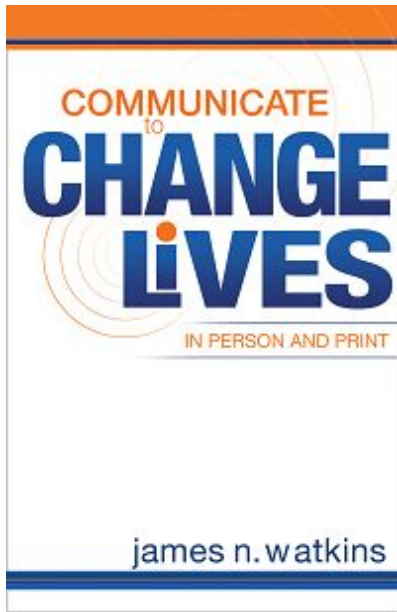


Writing and speaking to *change lives*

Aristotle taught that to be effective, one must have . . .

Logos (intelligence)

Pathos (intensity)



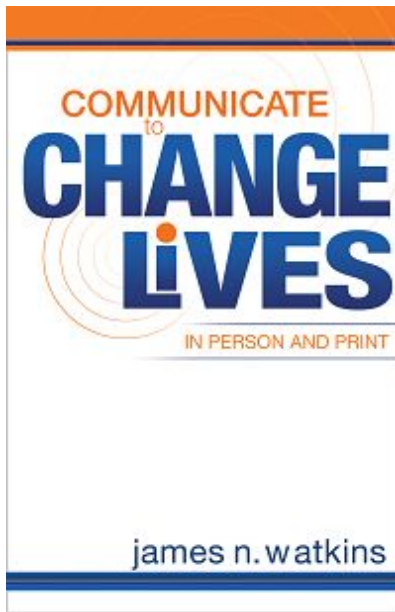
Writing and speaking to *change lives*

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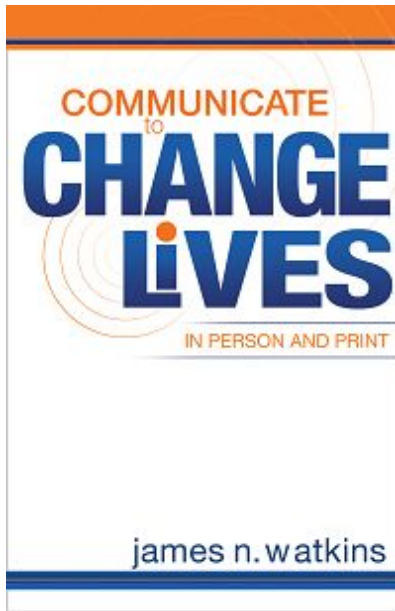
Ethos (integrity)

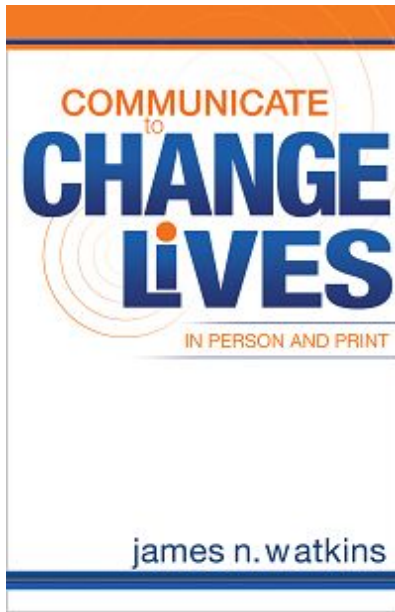


What is “Christian” writing and speaking?

“I told her that if she is truly and deeply a Christian, what she writes is going to be Christian, whether she mentions Jesus or not. And if she is not, in the most profound sense, Christian, then what she writes is not going to be Christian, no matter how many times she invokes the name of the Lord.” M. L’Engle

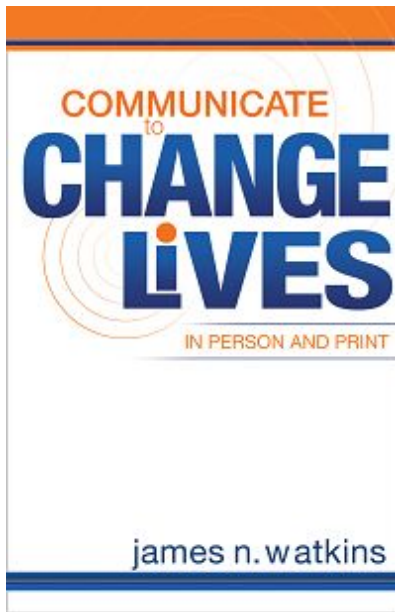
Knowing your goal





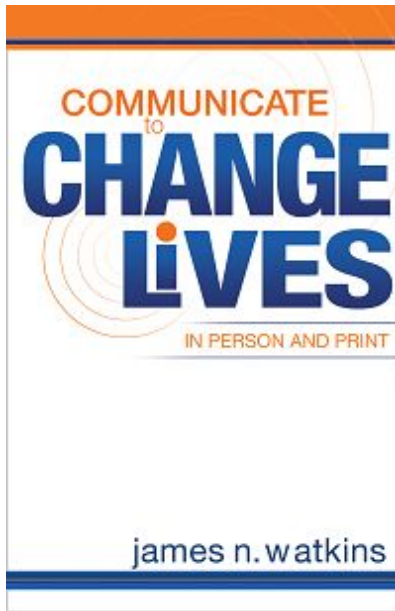
Goals for this seminar

1. Listener will *know* biblical and behavioral principles for writing and speaking to change lives



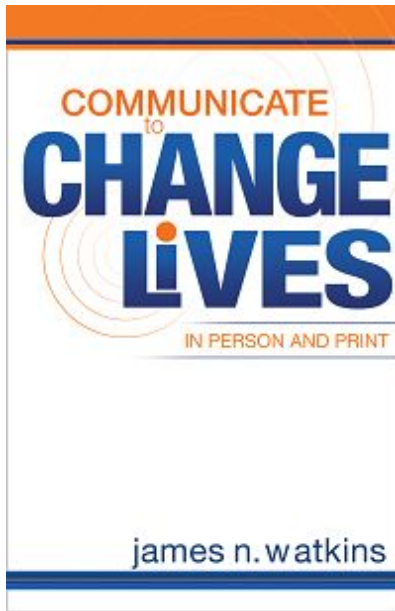
Goals for this seminar

1. Listener will *know* biblical and behavioral principles for writing and speaking to change lives
2. Listener will *feel* inspired to write material and speak in a way that will actually change lives



Goals for this seminar

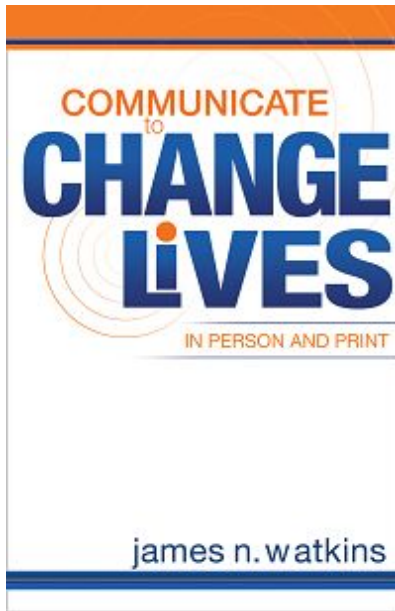
1. Listener will *know* biblical and behavioral principles for writing and speaking to change lives
2. Listener will *feel* inspired to write material and speak in a way that will actually change lives
3. Listener will buy this book for all their friends

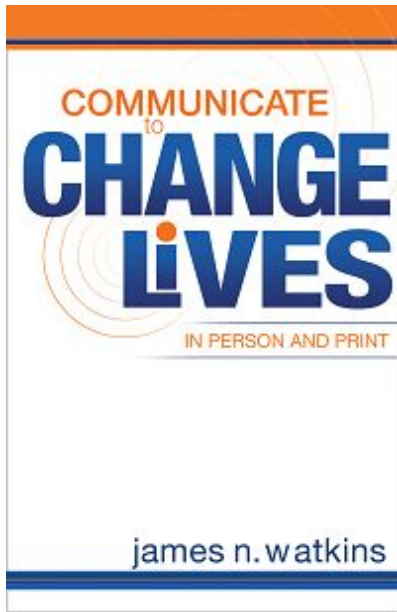


Goals for this seminar

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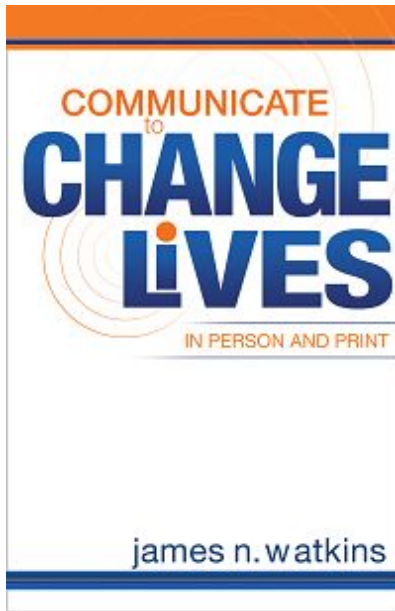
Knowing your audience





Knowing your audience

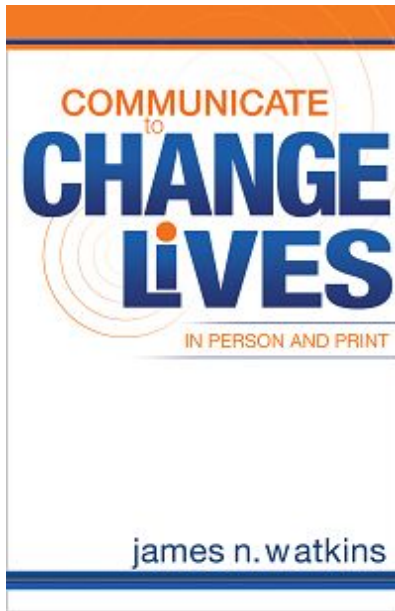
Felt needs



Knowing your audience

Felt needs

Physiological

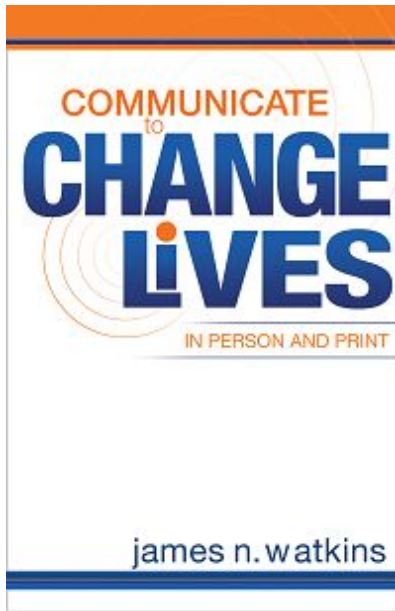


Knowing your audience

Felt needs

Physiological

Safety and security



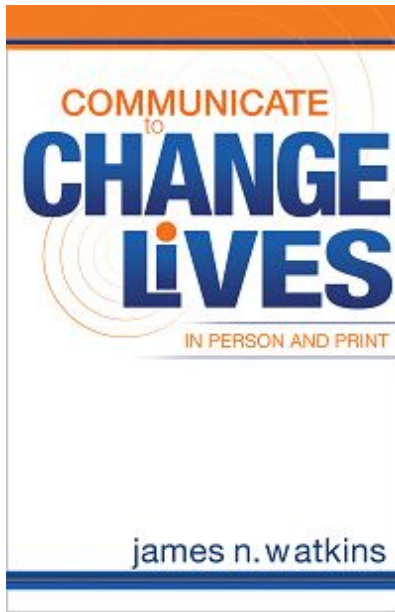
Knowing your audience

Felt needs

Physiological

Safety and security

Belonging



Knowing your audience

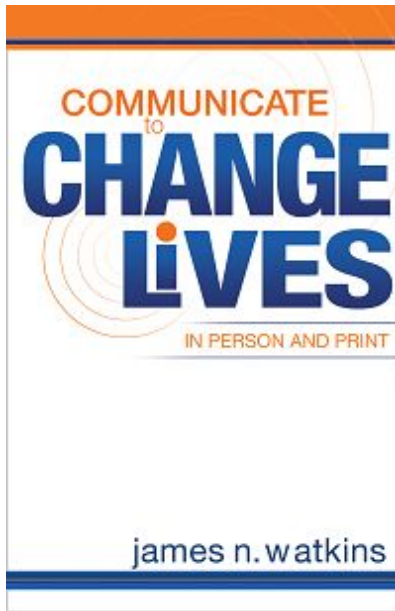
Felt needs

Physiological

Safety and security

Belonging

Esteem



Knowing your audience

Felt needs

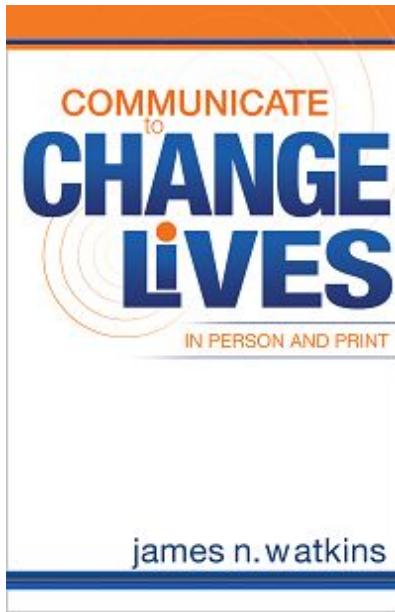
Physiological

Safety and security

Belonging

Esteem

Self-actualization



Knowing your audience

Felt needs

Physiological

Safety and security

Belonging

Esteem

Self-actualization

Faith needs

(Overlap felt needs)

Threats

1. Rejection of absolute truth

Opportunities

1. Overconfidence in human reason and technology is past

Threats

1. Rejection of absolute truth
2. Truth becomes private interpretation.
There is only truth for the individual

Opportunities

1. Overconfidence in human reason and technology is past
2. Closed-system naturalism is called into question. God is reintroduced into discussion

Threats

3. Spirituality is unrelated to Scripture and doctrine

Opportunities

3. Spirituality is now an acceptable pursuit

Threats

3. Spirituality is unrelated to Scripture and doctrine
4. Moral standards are obsolete

Opportunities

3. Spirituality is now an acceptable pursuit
4. Moral relativism makes supernatural more desirable

Threats

5. Intensity of experience replaces depth of meaning

Opportunities

5. Common experiences provide an avenue for discussion of common meanings

Inside the Mind of Unchurched Harry and Mary

1. They have rejected the church, but that doesn't necessarily means they have rejected God.

Inside the Mind of Unchurched Harry and Mary

1. They have rejected the church, but that doesn't necessarily means they have rejected God.
2. They are morally adrift, but secretly want an anchor

Inside the Mind of Unchurched Harry and Mary

1. They have rejected the church, but that doesn't necessarily means they have rejected God.
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3. They resist rules, but respond to reasons.

Inside the Mind of Unchurched Harry and Mary

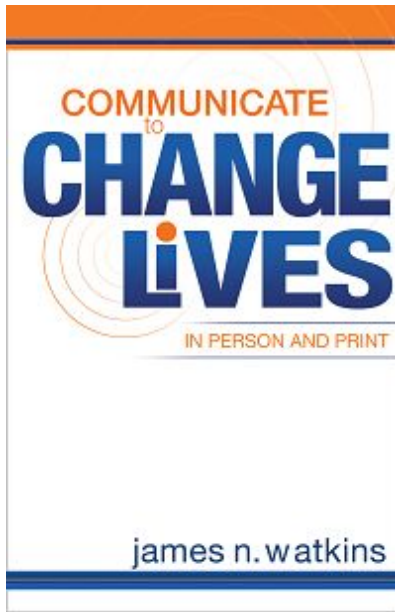
1. They have rejected the church, but that doesn't necessarily means they have rejected God.
2. They are morally adrift, but secretly want an anchor
3. They resist rules, but respond to reasons.
4. They don't understand Christianity, but are ignorant about Christian beliefs.

Inside the Mind of Unchurched Harry and Mary

5. They have legitimate questions about spiritual matters, but don't expect answers from Christians

Inside the Mind of Unchurched Harry and Mary

5. They have legitimate questions about spiritual matters, but don't expect answers from Christians
6. They don't just ask, "Is Christianity true?" Often they ask, "Does Christianity work?"

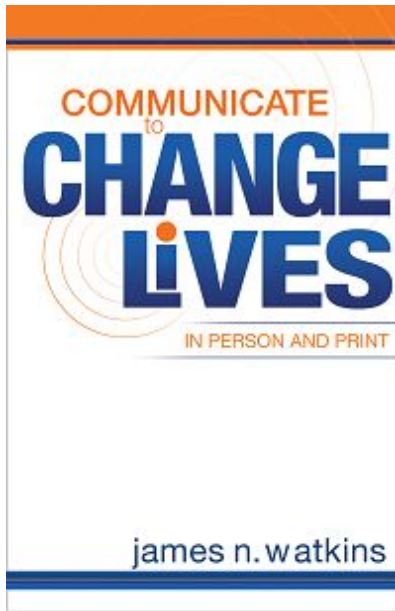


Knowing your audience

Felt needs

Faith needs

**Benefits more important than
features**



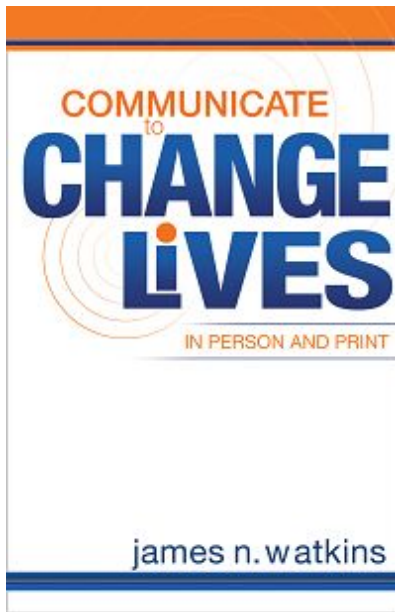
Knowing your audience

Felt needs

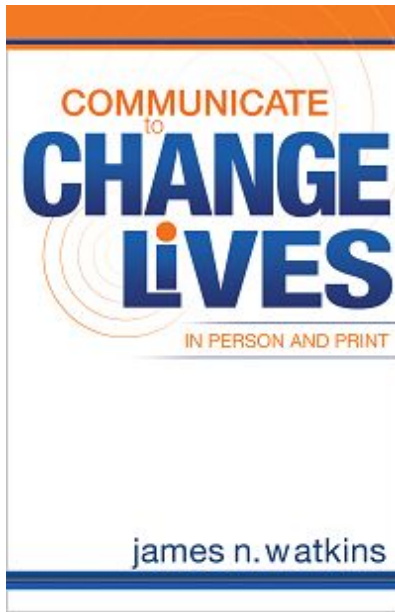
Faith needs

**Benefits more important than
features**

**Feelings more important than
facts**

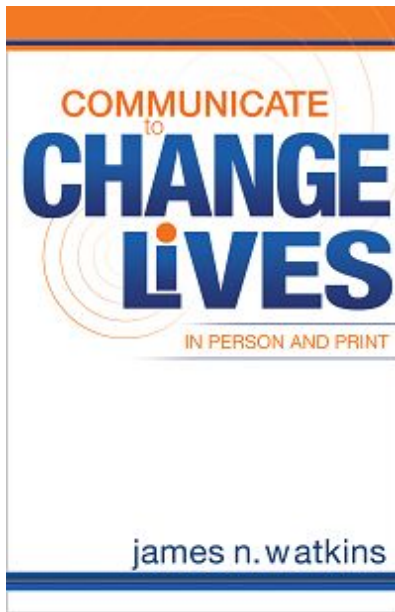


Knowing how your audience processes information



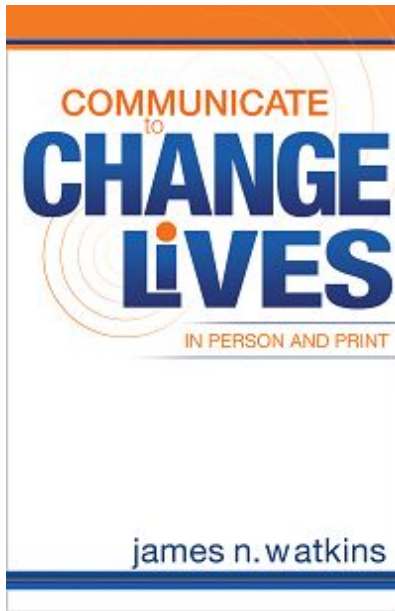
Knowing how your audience processes information

Not only was the Teacher wise, but also he imparted knowledge to the people. He pondered and searched out and set in order many proverbs (Ecclesiastes 12:9).



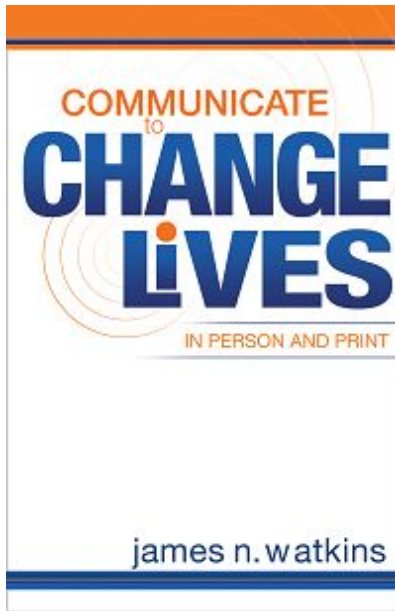
Knowing how your audience processes information

Therefore, since I myself have carefully investigated everything from the beginning, it seemed good also to me to write an orderly account . . . (Luke 1).



**Knowing how your audience
processes information**

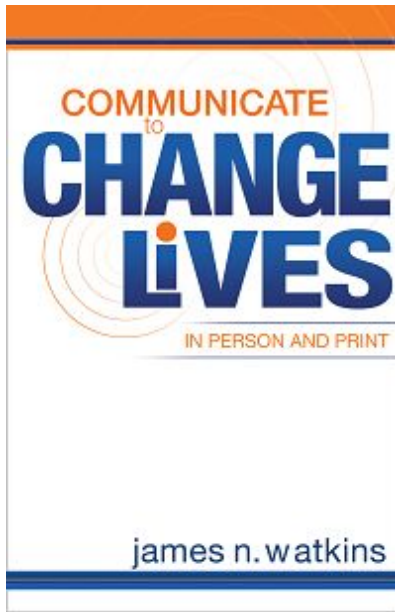
Limit your message



**Knowing how your audience
processes information**

Limit your message

Limit your readership

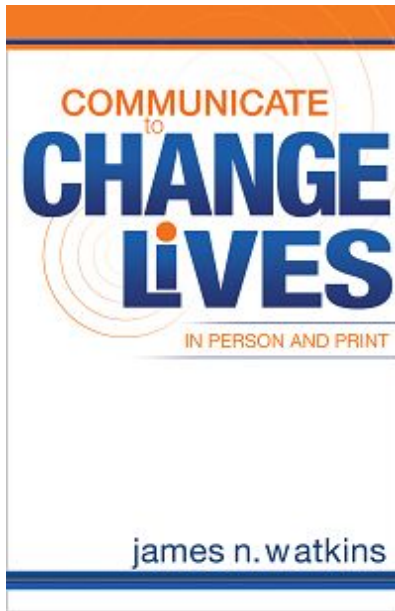


**Knowing how your audience
processes information**

Limit your message

Limit your readership

Advertise your message



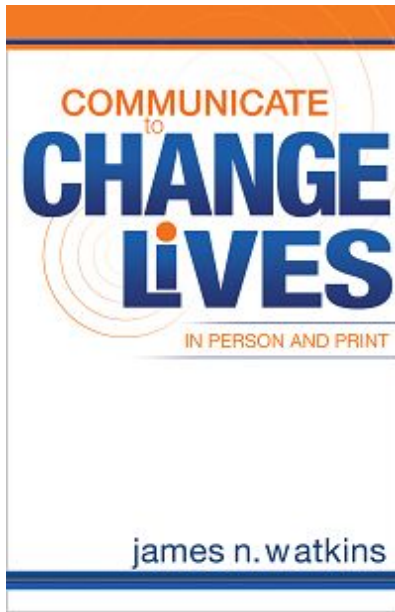
**Knowing how your audience
processes information**

Limit your message

Limit your readership

Advertise your message

A good lead attracts attention



**Knowing how your audience
processes information**

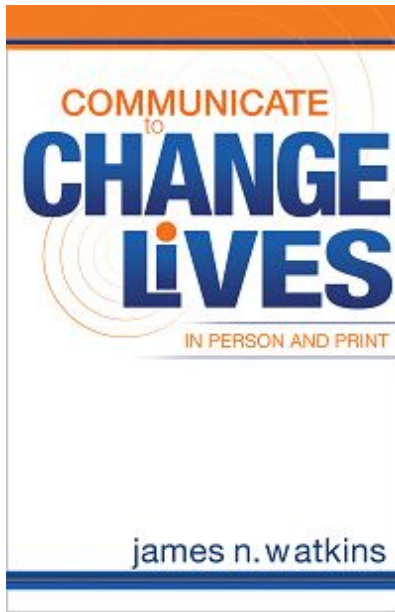
Limit your message

Limit your readership

Advertise your message

A good lead attracts attention

. . . establishes the subject



Knowing how your audience processes information

Limit your message

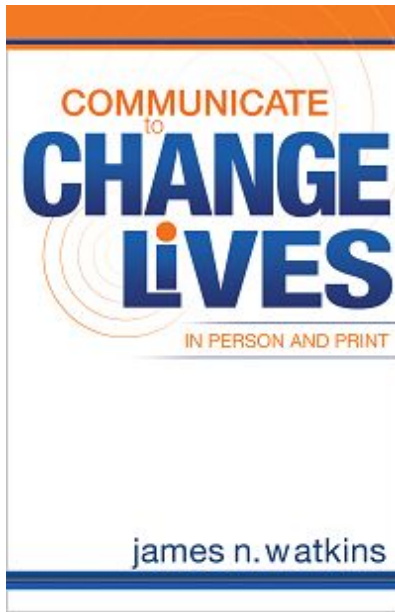
Limit your readership

Advertise your message

A good lead attracts attention

. . . establishes the subject

. . . sets the tone



Knowing how your audience processes information

Limit your message

Limit your readership

Advertise your message

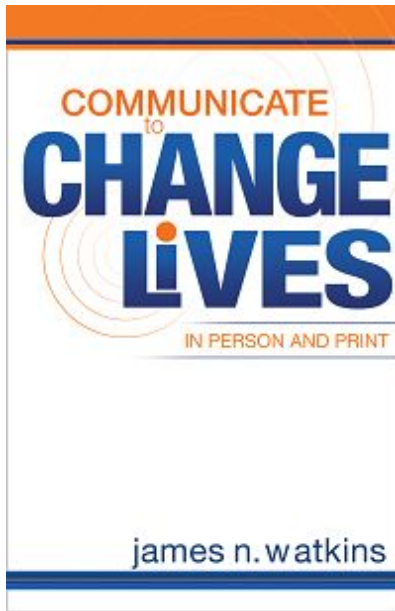
A good lead attracts attention

. . . establishes the subject

. . . sets the tone

. . . doesn't make promises

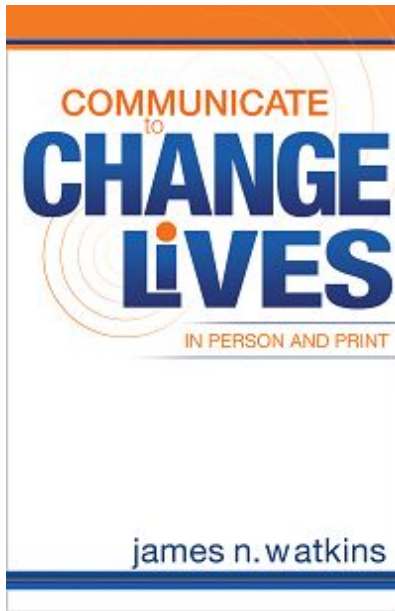
it can't keep



Knowing how your audience processes information

Leads can include

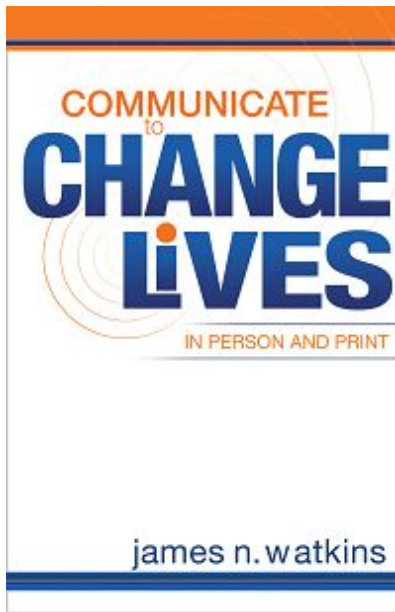
. . . an anecdote



Knowing how your audience processes information

Leads can include

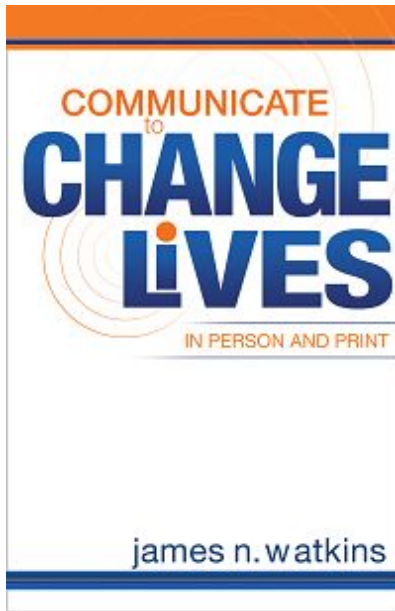
- . . . an anecdote
- . . . a shocking statement or quotation



Knowing how your audience processes information

Leads can include

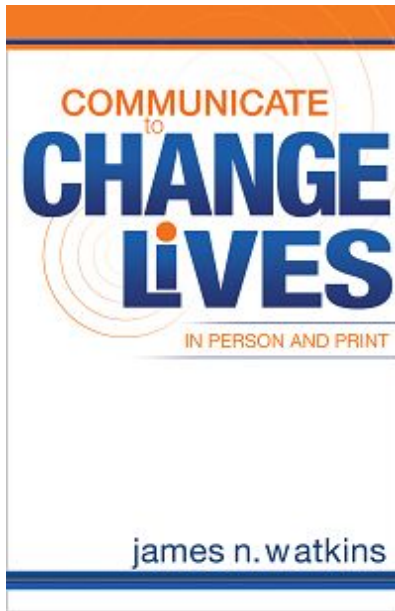
- . . . an anecdote
- . . . a shocking statement or quotation
- . . . a memory-inducing anecdote



Knowing how your audience processes information

Leads can include

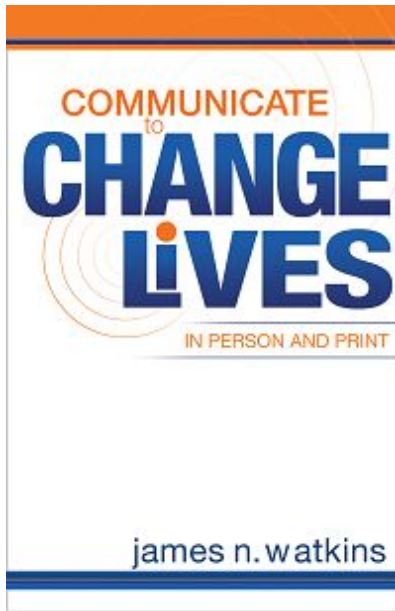
- . . . an anecdote
- . . . a shocking statement or quotation
- . . . a memory-inducing anecdote
- . . . jumping right into the middle of the action



Knowing how your audience processes information

Leads can include

- . . . an anecdote
- . . . a shocking statement or quotation
- . . . a memory-inducing anecdote
- . . . jumping right into the middle of the action
- . . . summary statement



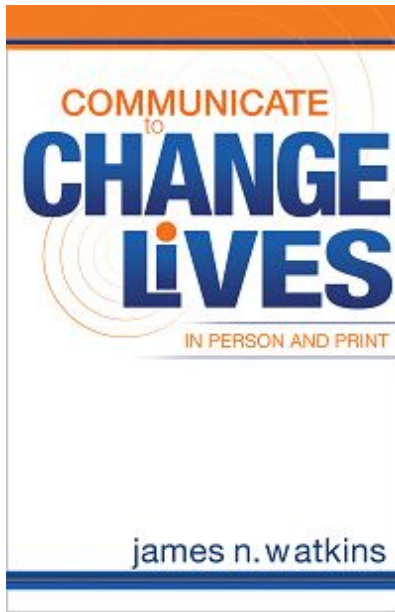
**Knowing how your audience
processes information**

Limit your message

Limit your readership

Advertise your message

Organize your message



Knowing how your audience processes information

Case history

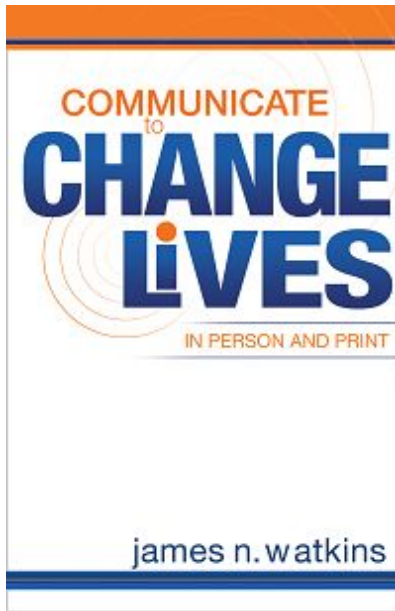
Description of problem

Anecdote of problem's solution

Precisely how it was solved

Proof of solution

Challenge



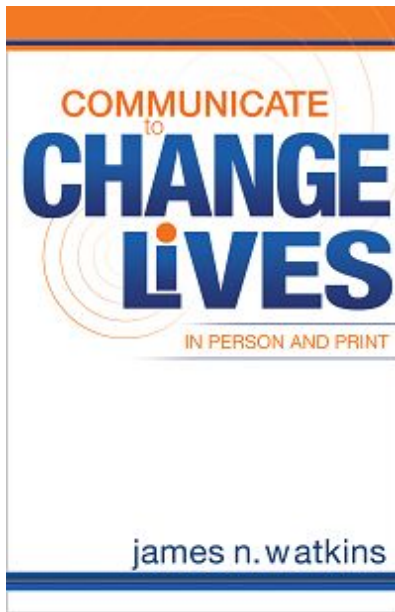
Knowing how your audience processes information

Hard news

First paragraph contains essential five ws and an h

Subsequent paragraphs include less and less important information

(Inverted pyramid)



Knowing how your audience processes information

Personality story

Lead anecdote illustrating person's personality

Present status

Big "flashback"

Closing anecdote that takes reader back to lead anecdote

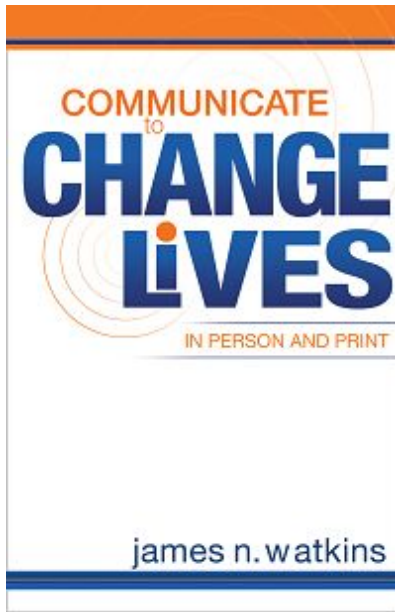
Persuasive article/talk

Classical

1. State problem
2. Review facts
3. Review possible solutions
4. Recommend one solution
5. Support reasons
6. Spell out likely effects

Contemporary

1. Recommend solution
2. State problem
3. Support reasons
4. Review facts
5. Review possible solutions
6. Spell out likely effects



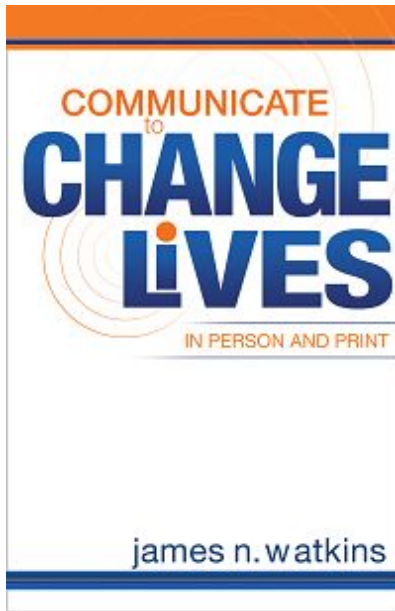
Knowing how your audience processes information

Self-help

Anecdote of person(s) in need

Steps for solution with anecdotes for each point

Anecdote/testimony of over-comer(s)



Knowing how your audience processes information

Trend piece

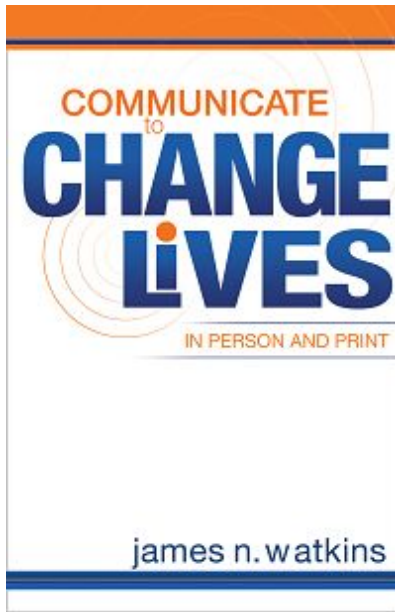
Lead

Description of present status

Explanation of cause(s)

Evaluation

Forecast, possible consequences



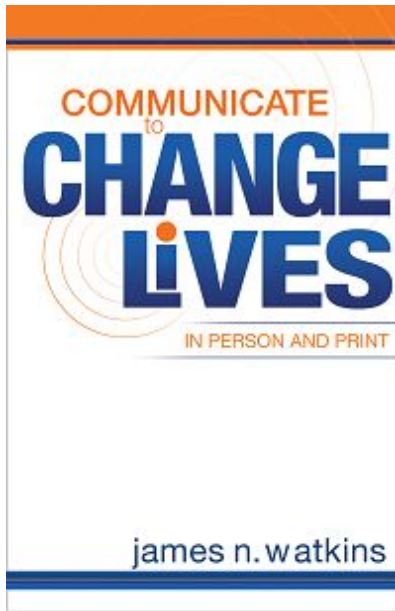
Knowing how your audience processes information

“Nut graph”

nut-shell paragraph

Main premise

Benefits of reading article,
staying awake for lecture



**Knowing how your audience
processes information**

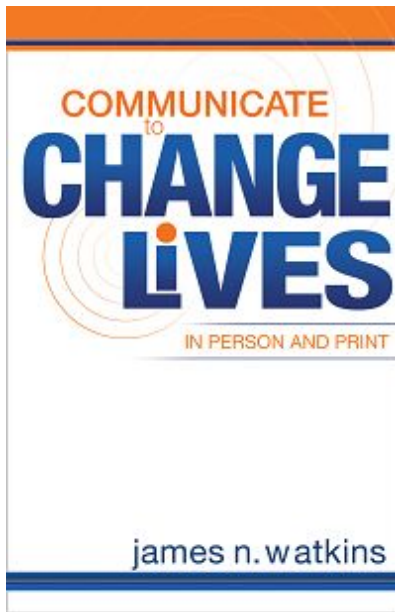
Limit your message

Limit your readership

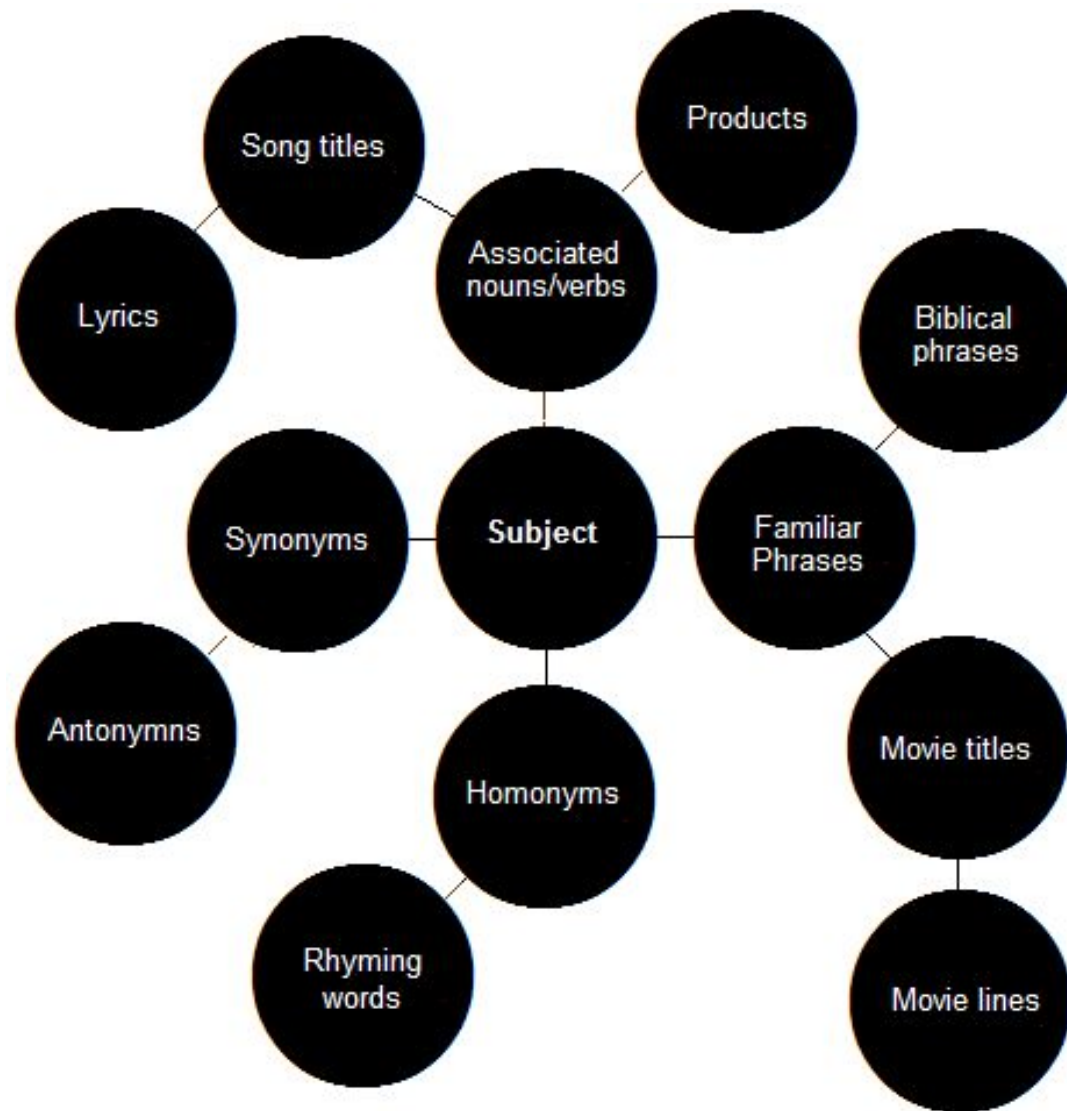
Advertise your message

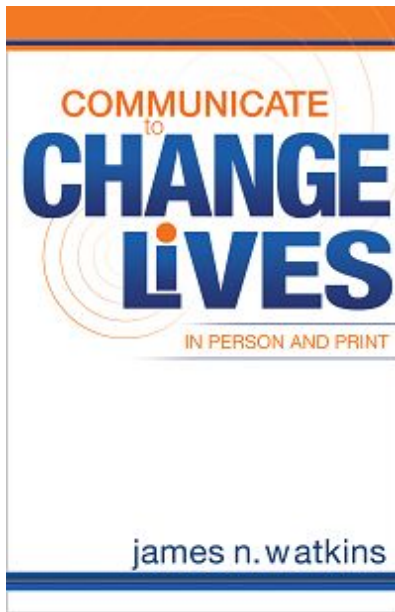
Organize your message

Creatively title your message

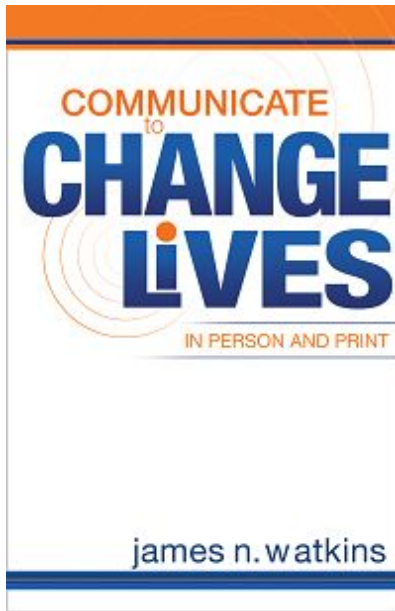


Thermo-nuclear titles





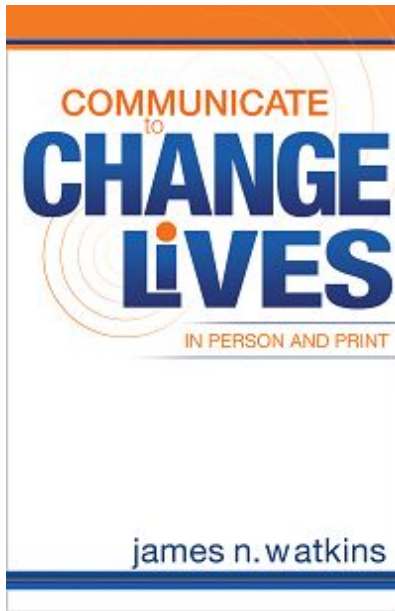
Knowing the techniques of effective persuasion



Knowing the techniques of effective persuasion

Make the distinction between “valid” and “acceptable” arguments

Valid: unavoidable conclusion based on the premise

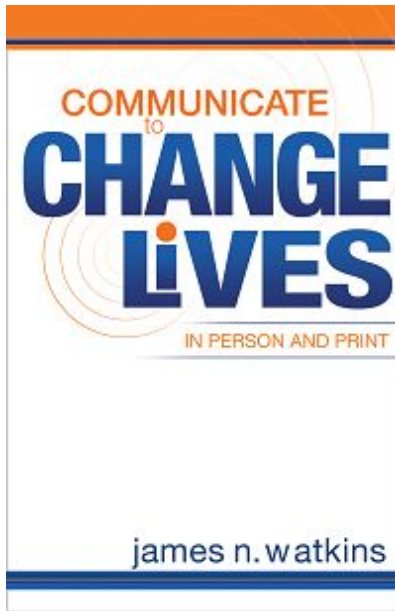


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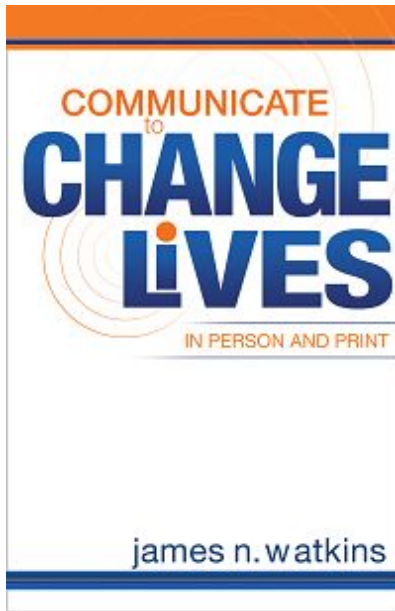
Acceptable: not unavoidable, but very good chance it is true



**Knowing the techniques of
effective persuasion**

**Make the distinction between
“valid” and “acceptable”
arguments**

Define the terms of debate

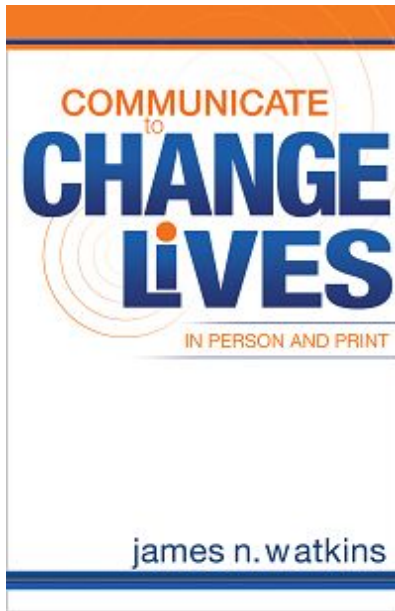


Knowing the techniques of effective persuasion

Make the distinction between “valid” and “acceptable” arguments

Define the terms of debate

Use sources both you and your audience accept as authority



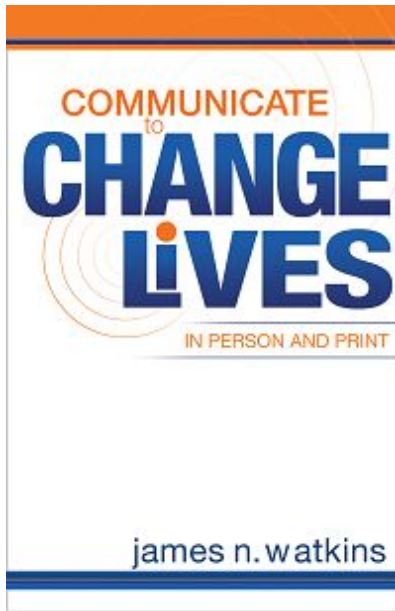
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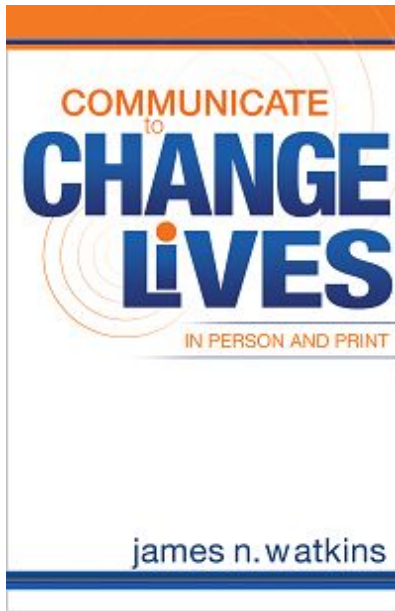
Use reliable evidence



Knowing the techniques of effective persuasion

Use reliable evidence

1. **The claim:** “I am not of Satan”
2. **The evidence to support the claim:** “A nation divided falls; a house divided falls”
3. **The link between the two:** “Satan wouldn’t work against himself”



Knowing the techniques of effective persuasion

Use reliable evidence

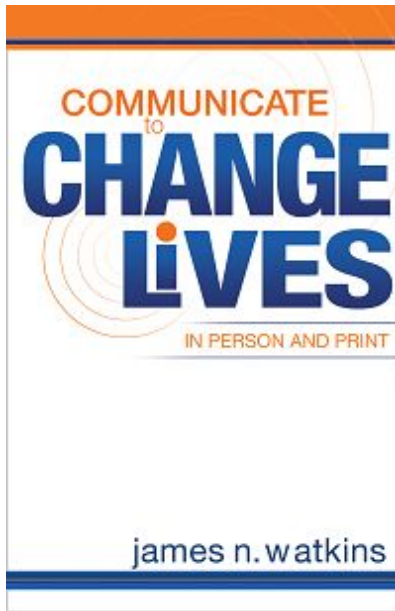
Statistics

Narratives, anecdotes

Visuals

Testimonies

Compare/contrast



Knowing the traps of *ineffective* persuasion

Question your opponent's evidence or link

Either/or

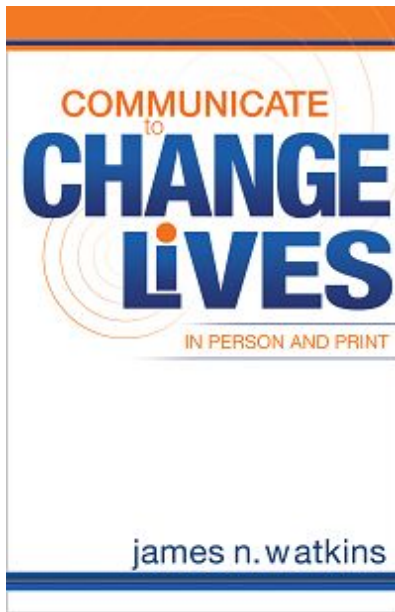
Limiting the consequences

Faulty generalizations

Illustrations as proof

Begging the question

“Red herring”



Knowing the traps of *ineffective persuasion*

Question your opponent's evidence or link

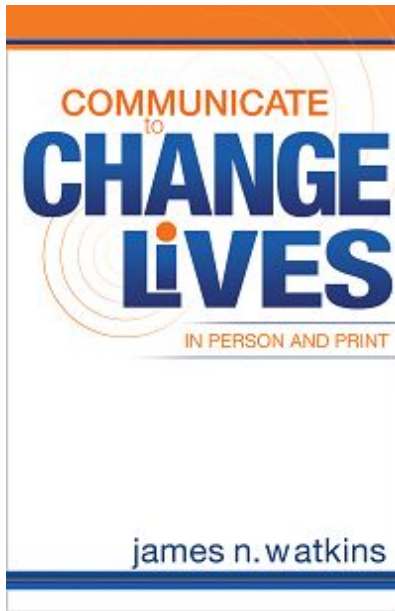
Leading questions

Misuse of labels

One individual does not represent the whole

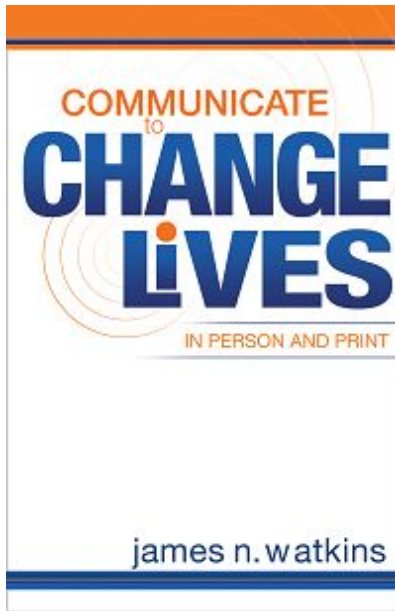
The whole does not reflect the individual members

False statements



Using psychological appeals

How *does* one go about changing attitudes and behaviors?



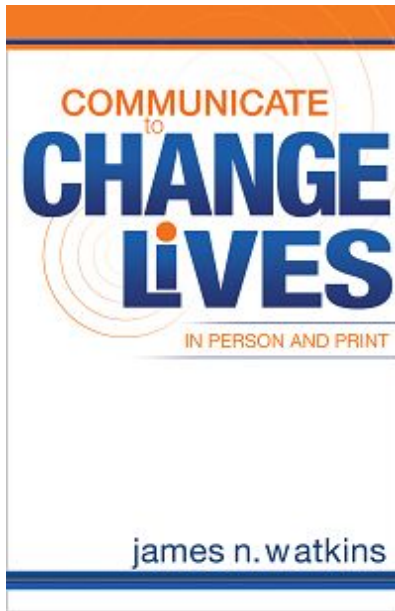
Using psychological appeals

How *does* one go about changing attitudes and behaviors?

Cognitive theories

Know > Feel > Do

Then Peter stood up with the Eleven, raised his voice and addressed the crowd: "Fellow Jews and all of you who live in Jerusalem, let me explain this to you; listen carefully to what I say [know]. When the people heard this, they were cut to the heart [feel] and said to Peter and the other apostles, "Brothers, what shall we do [do]?" (Acts 2:14, 37).



Using psychological appeals

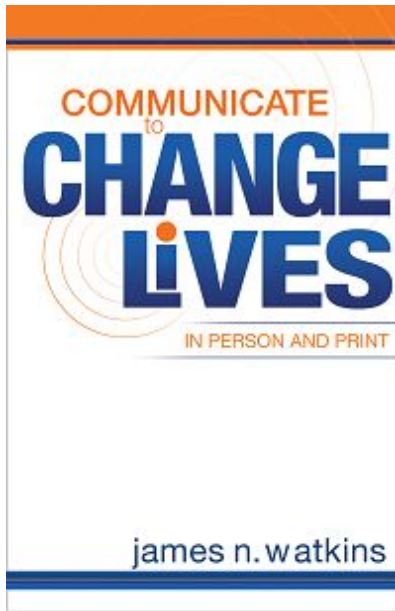
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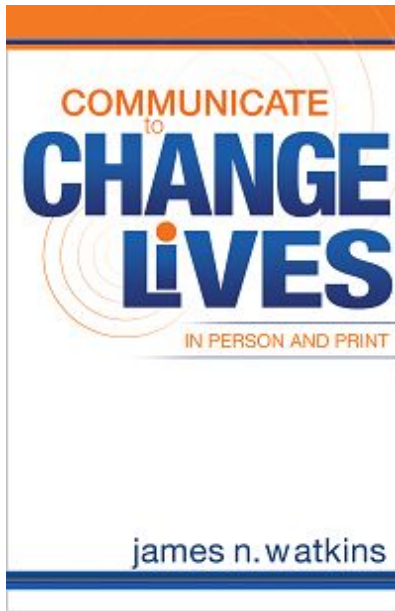
Cognitive dissonance theories

Know > Feel badly > Do



Resolving dissonance

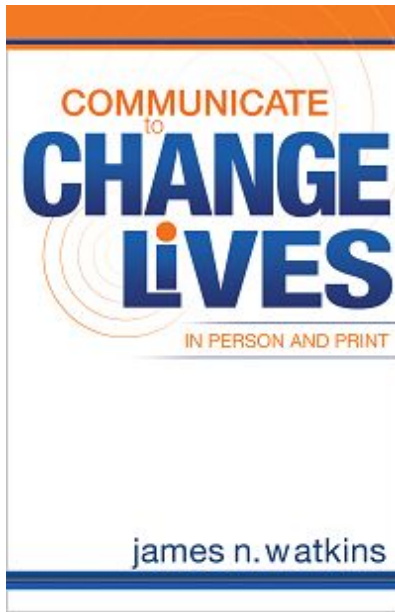
Defame the messenger



Resolving dissonance

Defame the messenger

Discount the message

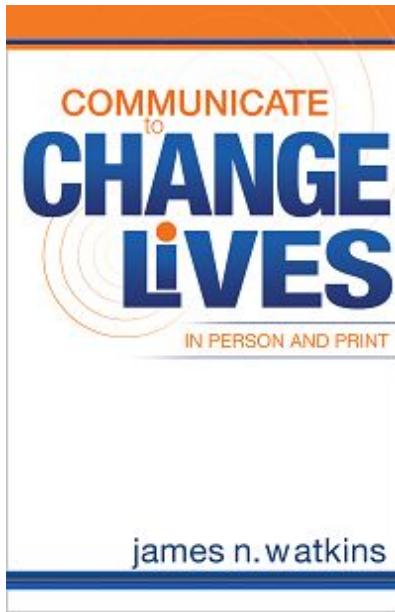


Resolving dissonance

Defame the messenger

Discount the message

Distort the message



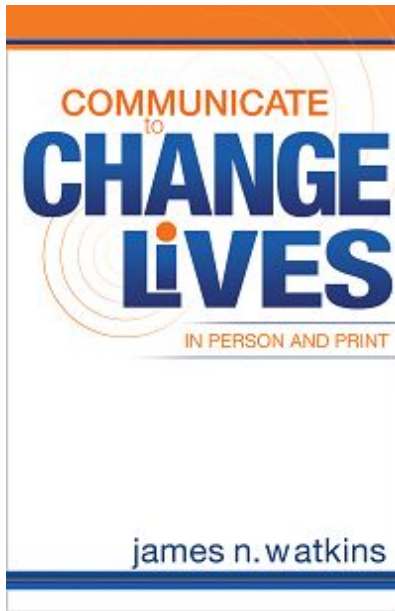
Resolving dissonance

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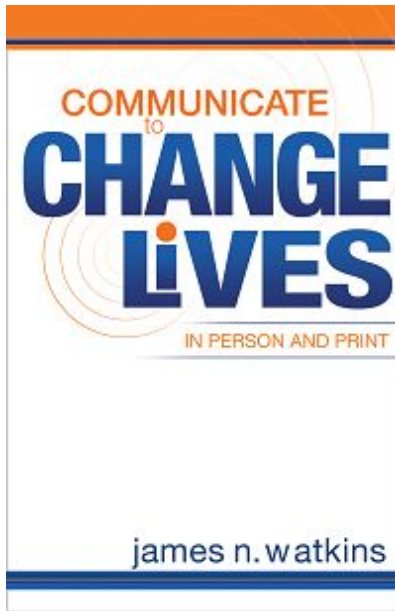
Distort the message

Demonstrate the message



Challenges

Ego involvement

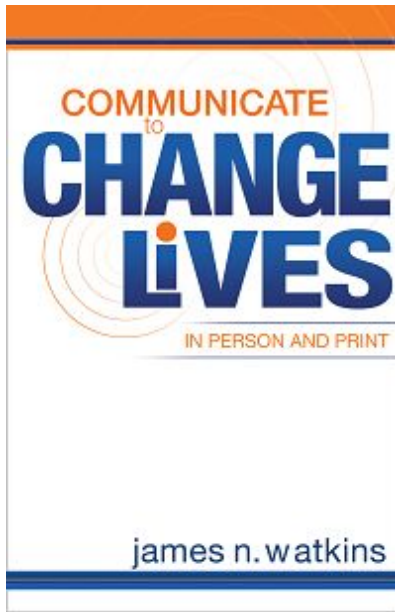


Challenges

Ego involvement

Cognitive complexity

“How many holes are in
your pasta maker?”



Cognitive theories

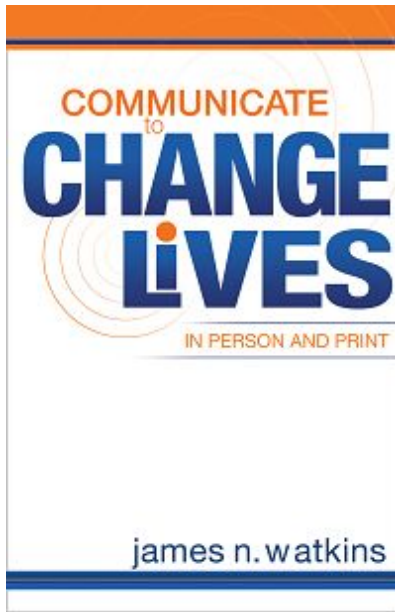
Know > Feel > Do

Cognitive dissonance theories

Know > Feel bad > Do

Social construct theories

See > Feel > Do (imitate)



Cognitive theories

Know > Feel > Do

Cognitive dissonance theories

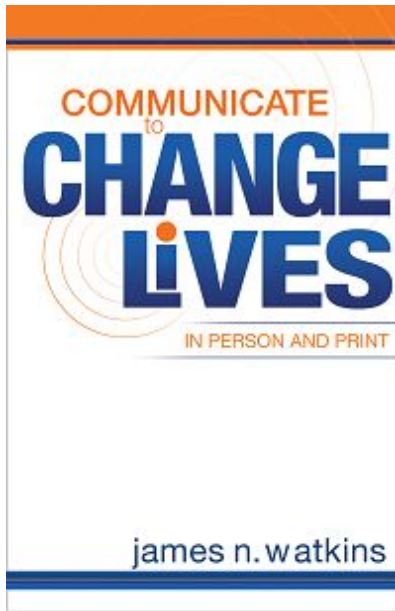
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Two-step theory

Know > Feel > Do (influence)



Cognitive theories

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Cognitive dissonance theories

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Social construct theories

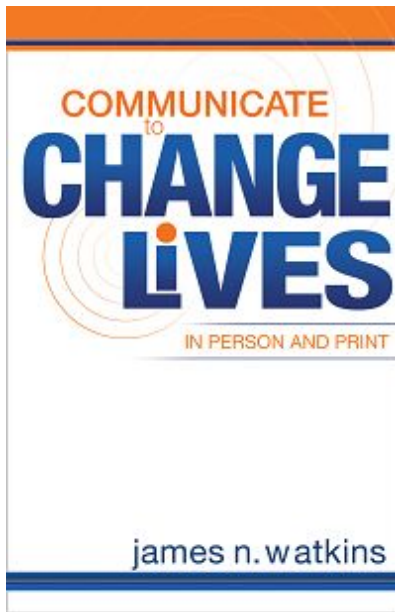
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Two-step theory

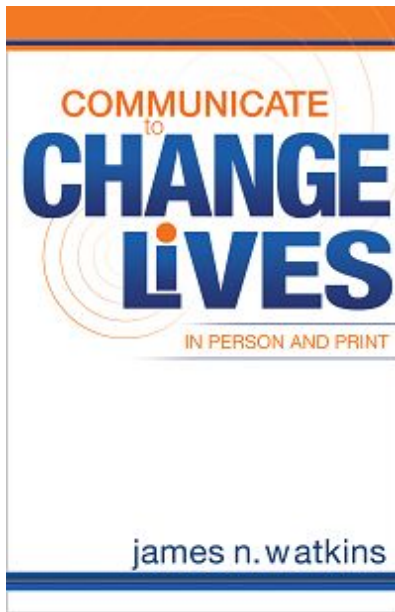
Know > Feel > Do (influence)

Behavioral theories

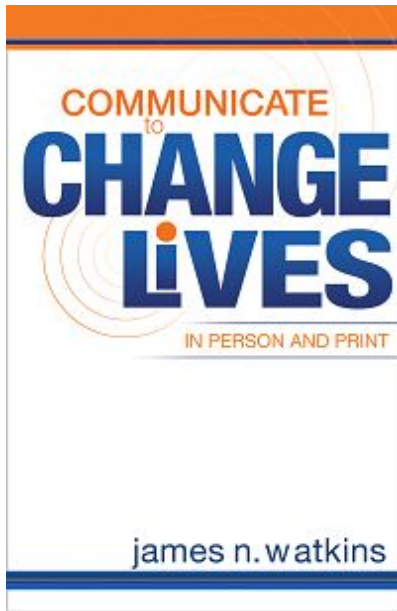
Do > Feel > Know



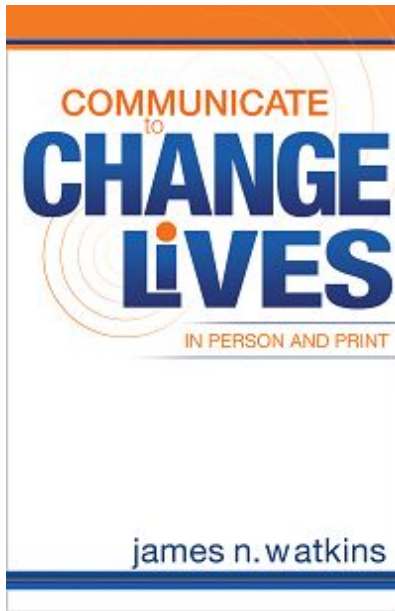
And so, dear brothers and sisters, I plead with you to [do] give your bodies to God because of all he has done for you. Let them be a living and holy sacrifice—the kind he will find acceptable. This is truly the way to worship him. Don't copy the behavior and customs of this world, but let God transform you into a new person by changing the way you think [feel].



Then you will learn to **know** God's will for you, which is good and pleasing and perfect (Romans 12:1-2 NLT).



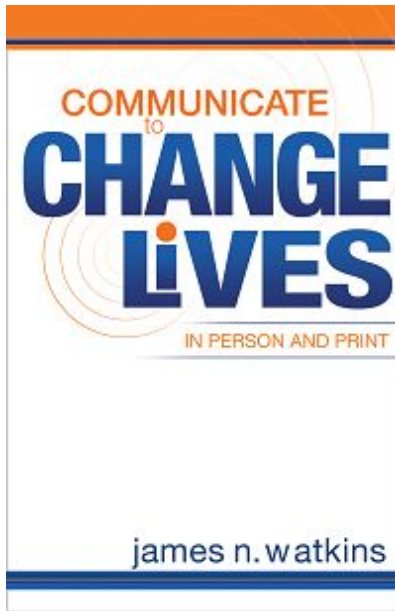
Using psychological appeals
No one theory is sufficient!



Using psychological appeals

No one theory is sufficient!

Change is often incremental

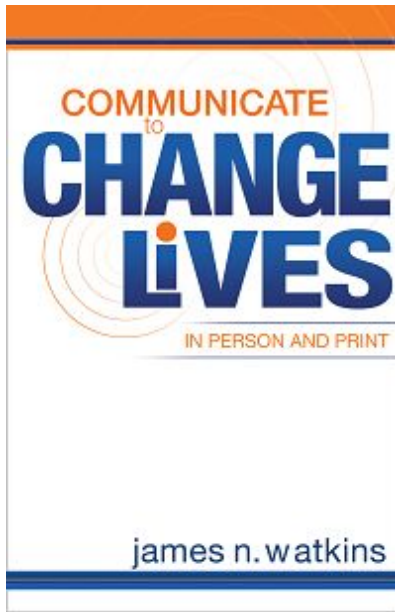


Using psychological appeals

1. Have a specific goal

Know > Feel > Do

Know > Feel badly > Do



Using psychological appeals

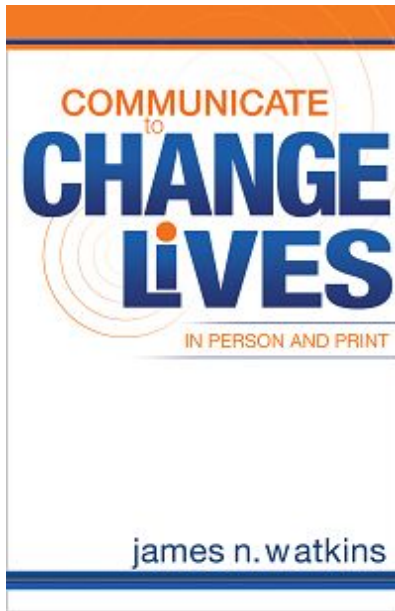
1. Have a specific goal

Know > Feel > Do

Know > Feel badly > Do

2. Grab attention with humor

Increase comprehension and retention



Using psychological appeals

1. Have a specific goal

Know > Feel > Do

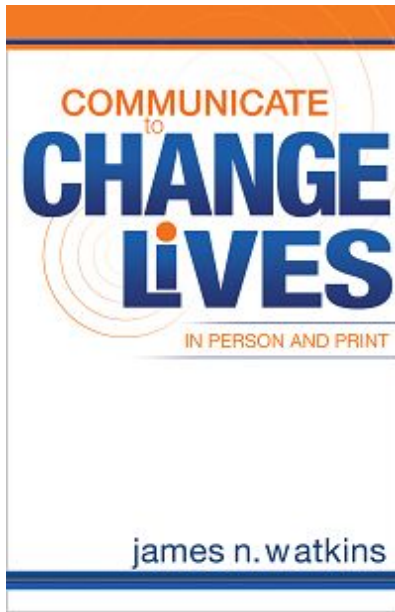
Know > Feel badly > Do

2. Grab attention with humor

Increase comprehension and retention

3. Include testimonies of people influential to target audience

See > Feel > Do



Using psychological appeals

1. Have a specific goal

Know > Feel > Do

Know > Feel badly > Do

2. Grab attention with humor

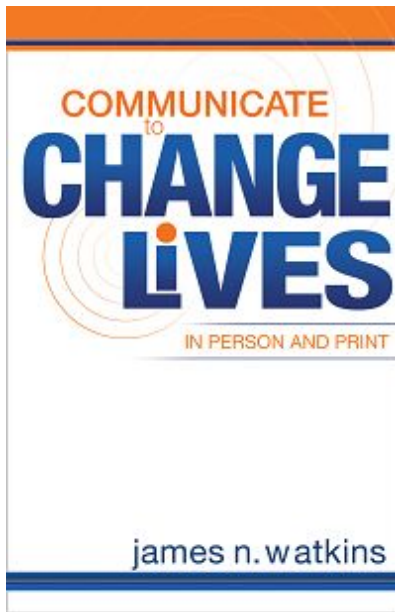
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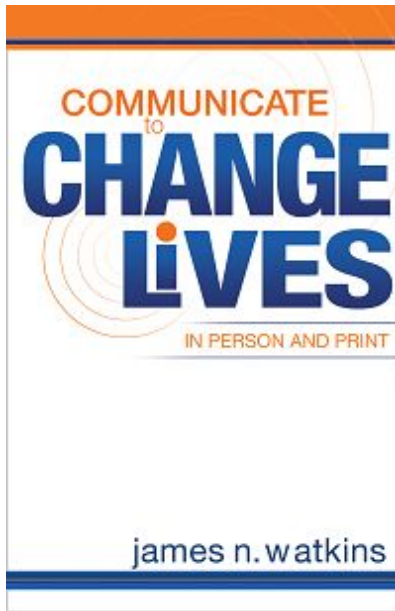
See > Feel > Do

4. Provide an incremental action point

Do > Feel > Know

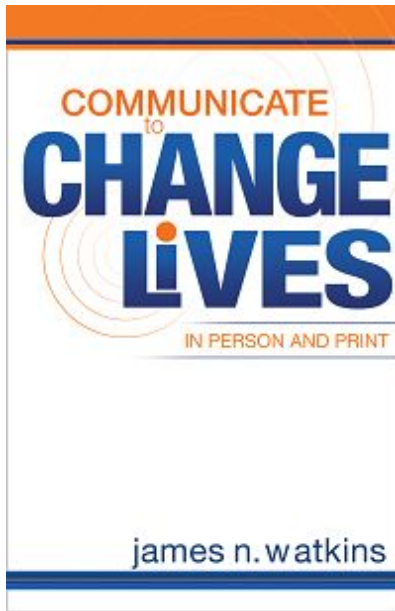


Using humor as a persuasive tool



Using humor as a persuasive tool

Humor increases
attention
comprehension
retention of information

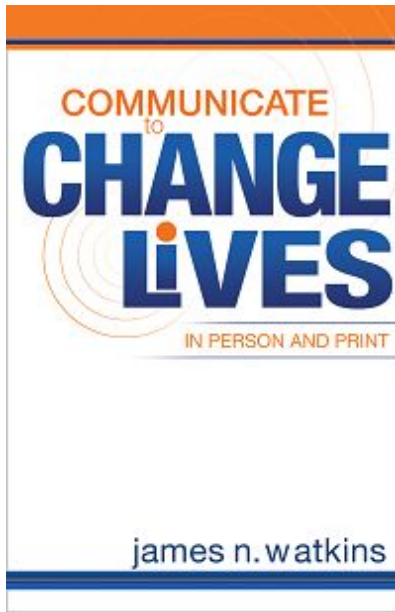


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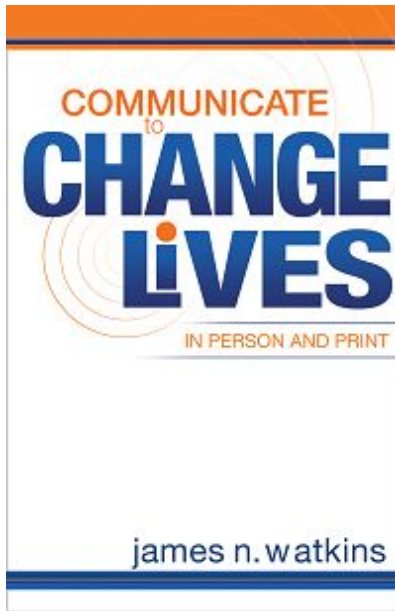
Humor

- connects with readers/listeners
- comforts readers/listeners
- confronts readers/listeners



Using humor as a persuasive tool

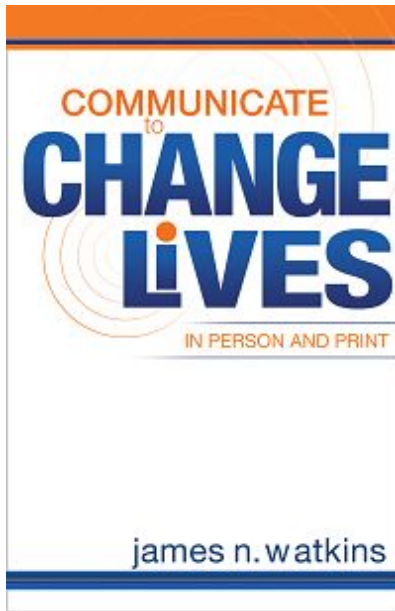
Use humor
to help, not hurt
to introduce or reinforce a point
discreetly, tastefully
sparingly



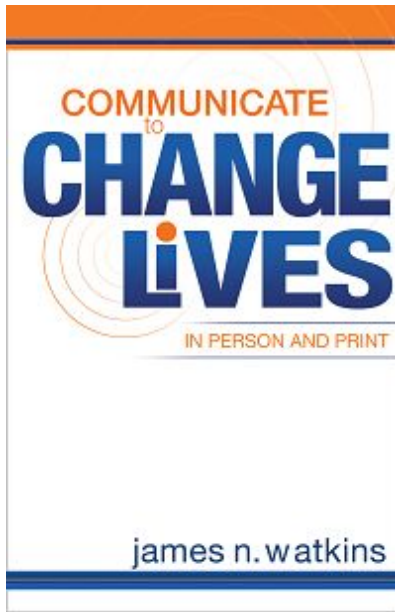
Using humor as a persuasive tool

“Humor is a rubber sword. It allows you to make a point without drawing blood.”

Mary Hirsh

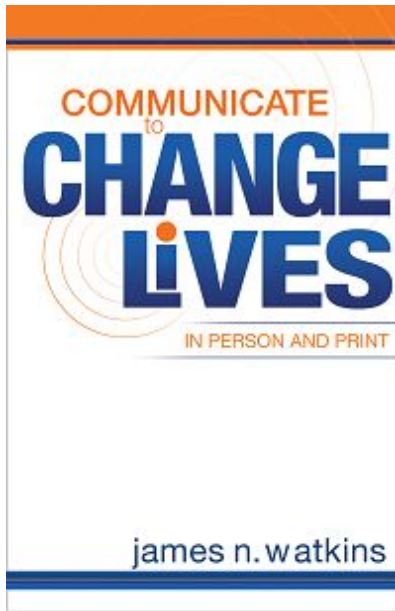


**Using stories, illustrations,
testimonies**
Show, don't tell!



Using stories, illustrations, testimonies

Illustrations that change lives tell a
good story



Using stories, illustrations, testimonies

Good stories include conflict:

Man against man

Man against God

Man against society

Man against ideology

Man against ignorance

Man against nature

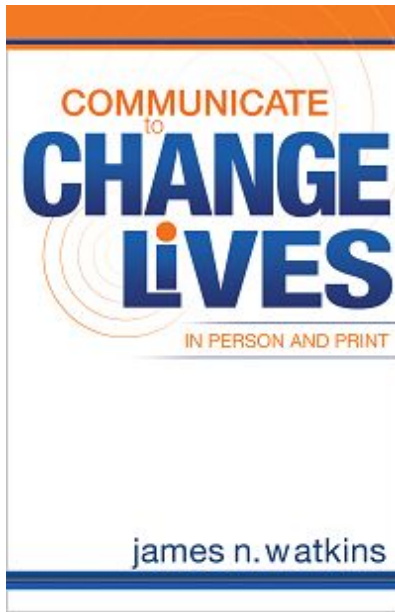
Man against himself

Good forces

1. His father's values
2. Reality of what he had in his father's house
3. His conscience

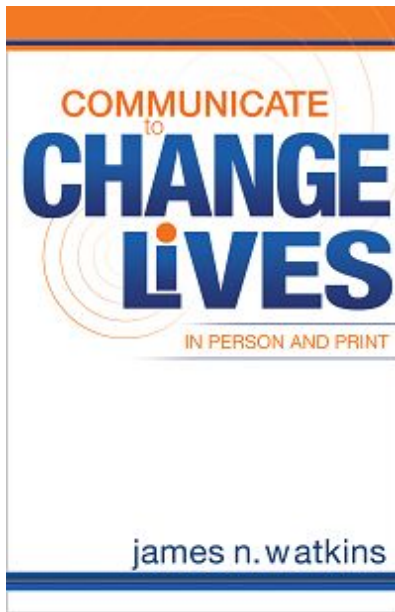
Evil forces

1. His independent spirit
2. Allurement of the world
3. Wine and wicked women

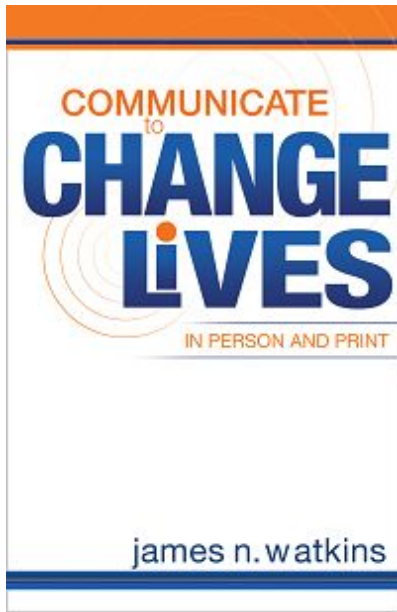


Using stories, illustrations, testimonies

Good stories have a
beginning (set stage)
middle (develop conflict)
ending (resolve conflict)

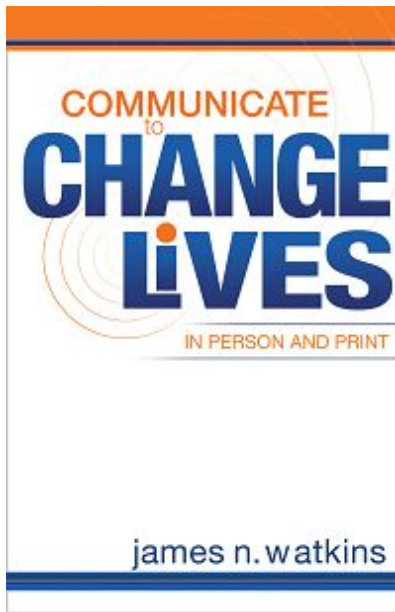


Having pure motivation v. manipulation



Having pure motivation v. manipulation

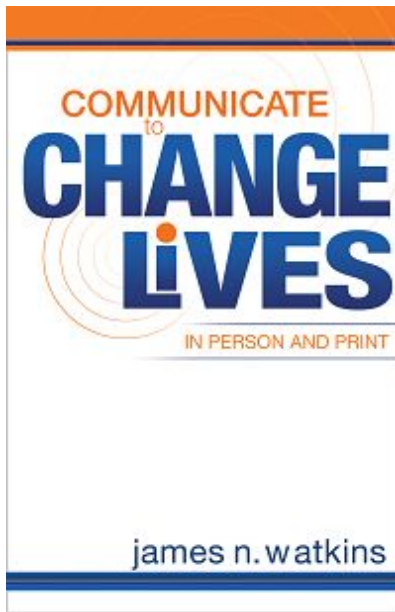
For the appeal we make does not spring from error or impure motives, nor are we trying to trick you (1 Thessalonians 2:3).



Having pure motivation v. manipulation

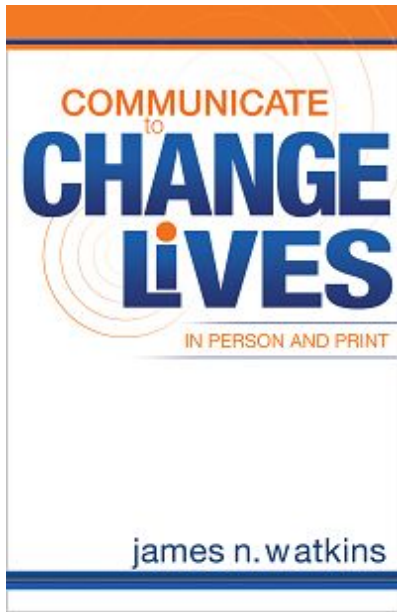
“We know that people will give more to this ministry out of greed than a pure heart. Since we’re using their money for godly purposes, we don’t mind appealing to greed to get it.”

“Christian” fund-raiser



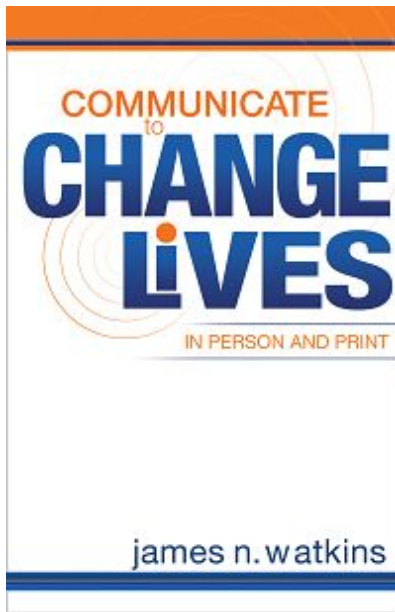
Having pure motivation v. manipulation

Dear brothers and sisters, when I first came to you I didn't use lofty words and brilliant ideas to tell you God's message. . . . my message and my preaching were very plain. I did not use wise and persuasive speeches, but the Holy Spirit was powerful among you.



Having pure motivation v. manipulation

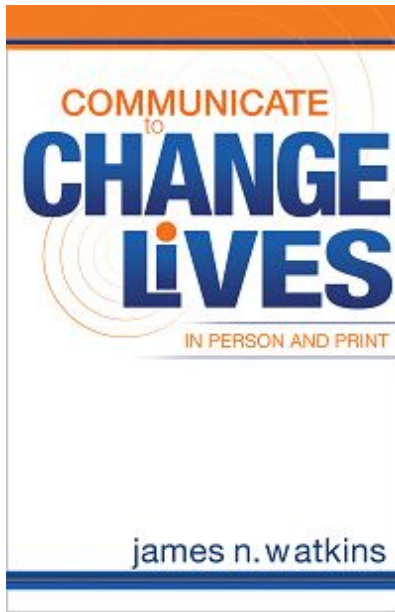
I did this so that you might trust the power of God rather than human wisdom (1 Cor. 2:1, 4-5 NLT).



Having pure motivation v. manipulation

2 Corinthians 4:2

Set forth the truth plainly



Having pure motivation v. manipulation

2 Corinthians 4:2

Set forth the truth plainly
Appeal to everyone's
conscience

<p>1. Person in primary focus</p> <p>2. Attitudes or actions in primary focus</p> <p>3. Motivation for change</p>	<p>Psychological guilt</p> <p>Self</p> <p>Past misdeeds</p> <p>To avoid feeling bad (guilt)</p>	<p>Constructive sorrow</p> <p>God and others</p> <p>Damage done to others or future correct deeds</p> <p>To help others, promote growth, do God's will</p>
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**Psychological
guilt**

Anger and
frustration

External change

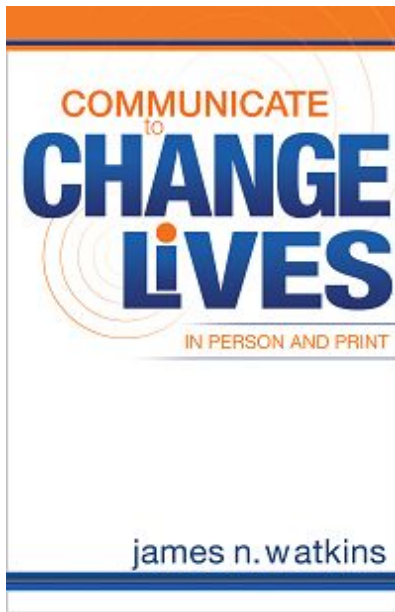
**Constructive
sorrow**

Love and
respect
combined with
concern

Repentance
and change
based on love,
respect

4. Attitude
toward self

5. Result



Having pure motivation v. manipulation

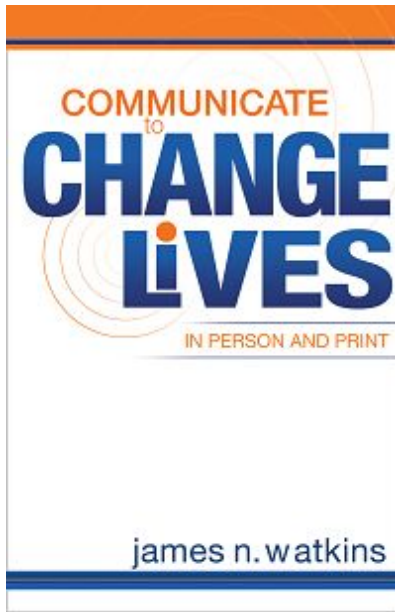
2 Corinthians 4:2

Set forth the truth plainly

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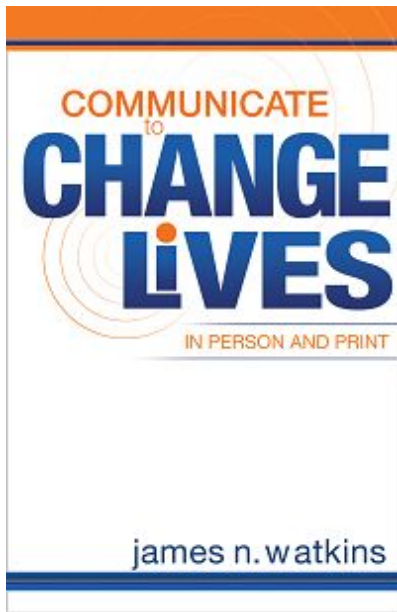
conscience

Respect everyone's right to
reject truth



Having pure motivation v. manipulation

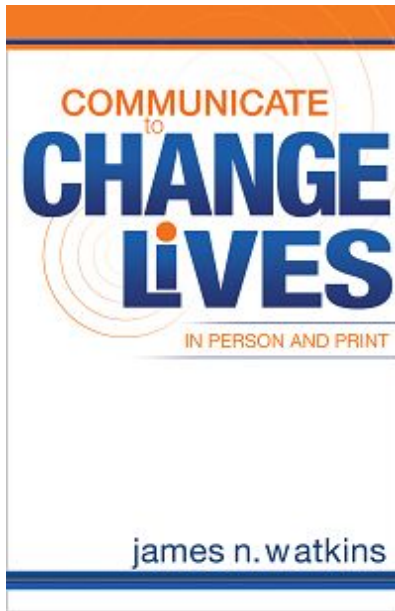
The difference is you can substitute the word “thirst” for motivation but not manipulation. Unless you’re satisfying someone’s thirst, you are probably manipulating rather than motivating. I can motivate with integrity when I am bringing to consciousness a genuine thirst. Fred Smith



COMMUNICATE
to
**CHANGE
LIVES**

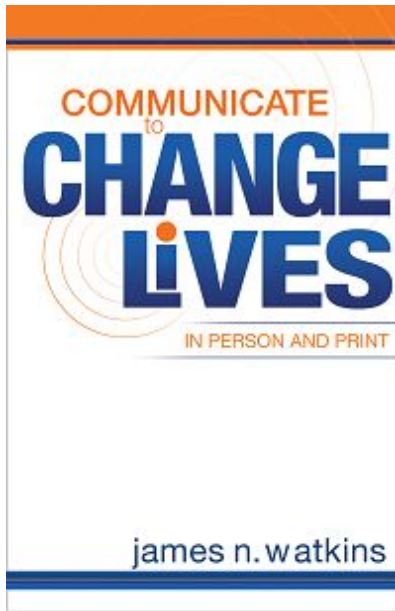
IN PERSON AND PRINT

james n. watkins



Top ten things we learned today

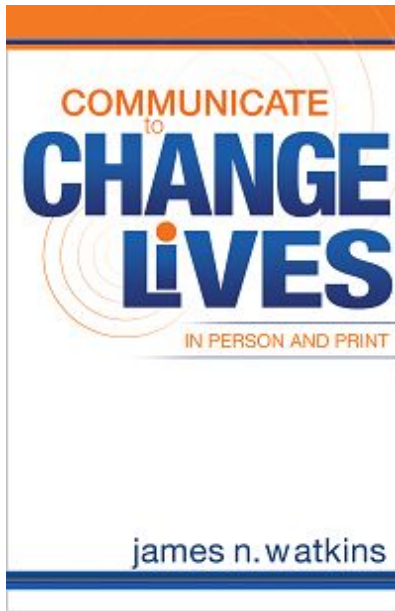
10. Authors sniff books



Top ten things we learned today

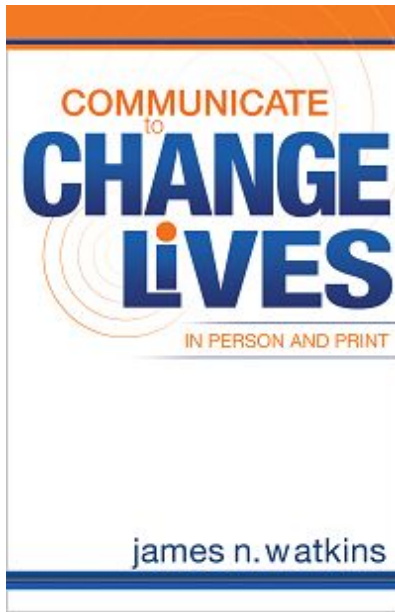
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9. Speakers imagine everyone in their underwear



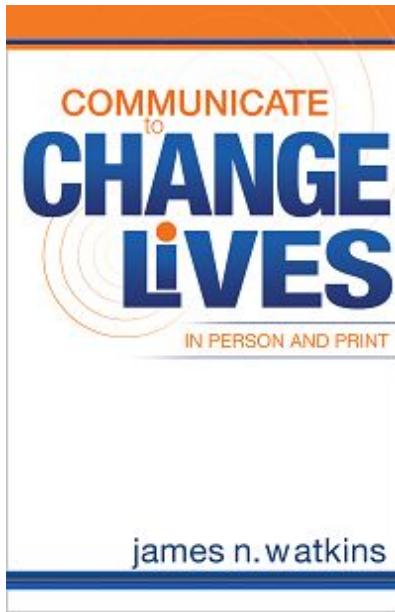
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8. It's important that you have
cognitive (know)
affective (feel) and
behavioral (do) goals



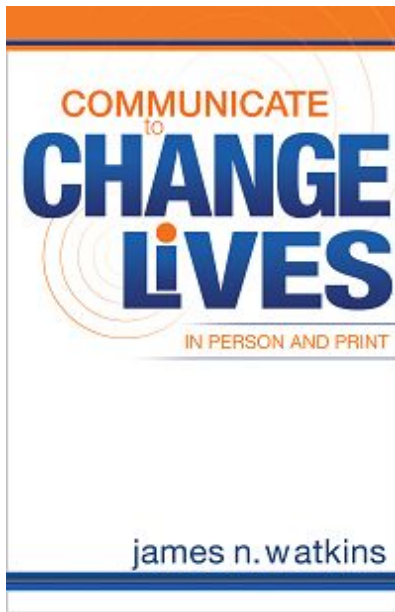
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7. Audience members are selfish



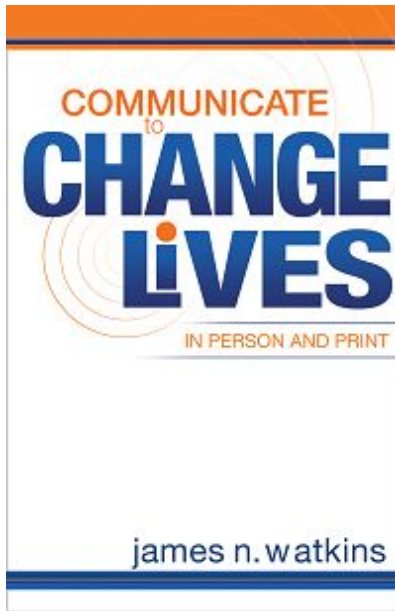
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9. Speakers imagine everyone in their underwear
8. It's important that you have cognitive (know) affective (feel) and behavioral (do) goals
7. Audience members are selfish
6. Change is often incremental



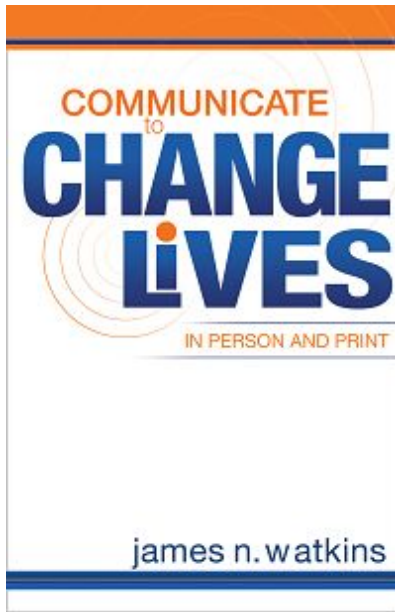
Top ten things we learned today

5. Jesus was not only the Son of God, but a standup comic



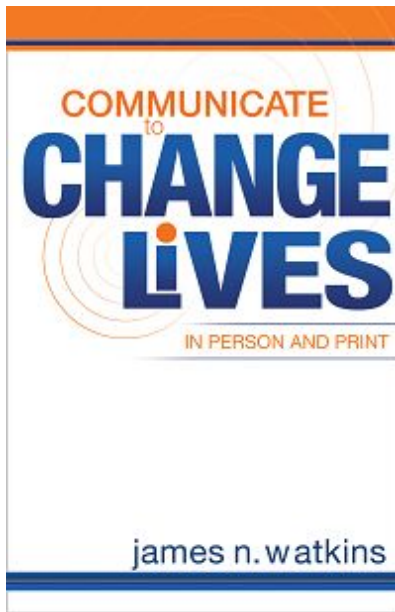
Top ten things we learned today

5. Jesus was not only the Son of God, but a standup comic
4. “Logical syllogism” is a fun word to work into everyday conversation



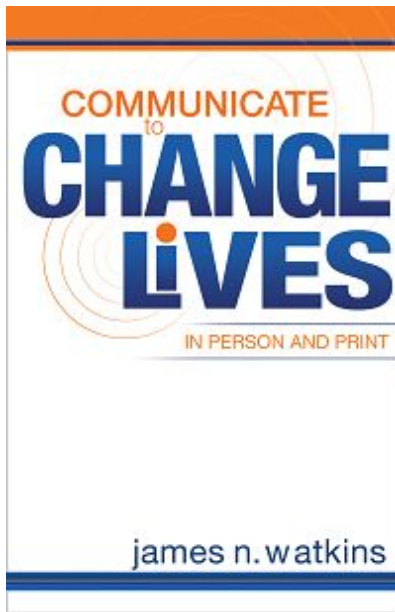
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3. “Cognitive dissonance” is also a fun word



Top ten things we learned today

5. Jesus was not only the Son of God, but a standup comic
4. “Logical syllogism” is a fun word to work into everyday conversation
3. “Cognitive dissonance” is also a fun word
2. We’ve all taken a sacred vow to use our powers of persuasion for good and not evil



Top ten things we learned today

1. Only the Holy Spirit can truly change lives