

# Talking to Aliens or, How to Talk So People Listen

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# The Objective

- Two way communication
- For your message to be heard



# Talking to Aliens

Consider

<b>Your</b>	<b>Their</b>
<ul style="list-style-type: none"><li>• Goals</li><li>• Emotions</li><li>• Expectations</li></ul>	<ul style="list-style-type: none"><li>• Goals</li><li>• Emotions</li><li>• Expectations</li></ul>

How To Talk So People Listen,  
Sonya Hamlin , New York : Collins, 2006.



# Consider

- Dept Chair wants to meet to discuss a faculty member who claimed to have tried a risky teaching method in class on your advice. Students have filed complaints.



# Pre-think Chart

## Goal

- What do you really want to happen? ( I want...)

## MY response

- I want to set the record straight
- I want to regain credibility

## Emotion

- How do you really feel?
- What is at stake?
- What do you need from this person?

- Defensive, under attack, scapegoat
- Office credibility and my reputation
- Understanding and a fair hearing

## Expectation

- What do you really expect will take place?

- Person wants to vent
- Person wants to hear what advice the faculty member was given
- Person may want to prevent further interactions with your office

# Pre-think Chart

## Goal

Try to see their position clearly

- What outcomes would they want?
- What do they want for themselves and what do they want from you?

## Emotion

- How do they feel?
- What's at stake for them?

## Expectation

- What do you really expect will happen?

## They

- Situation to be addressed quickly and effectively for instructor & students
- Their handling of the situation seen as demonstrating good leadership
- Want you to help them fix this problem and not make things worse
- Frustrated, annoyed, angry
- Reputation of the dept. & their leadership
- Want to gather information. Blame?
- They need to determine the facts.
- Clarification and they want to know if you can fix it.

# Consider

- Your VP/provost/supervisor has stated publicly that the same handful of people attend sessions held by Teaching & Learning offices. You have been directed to identify a strategy to address this obvious shortcoming.



# Consider

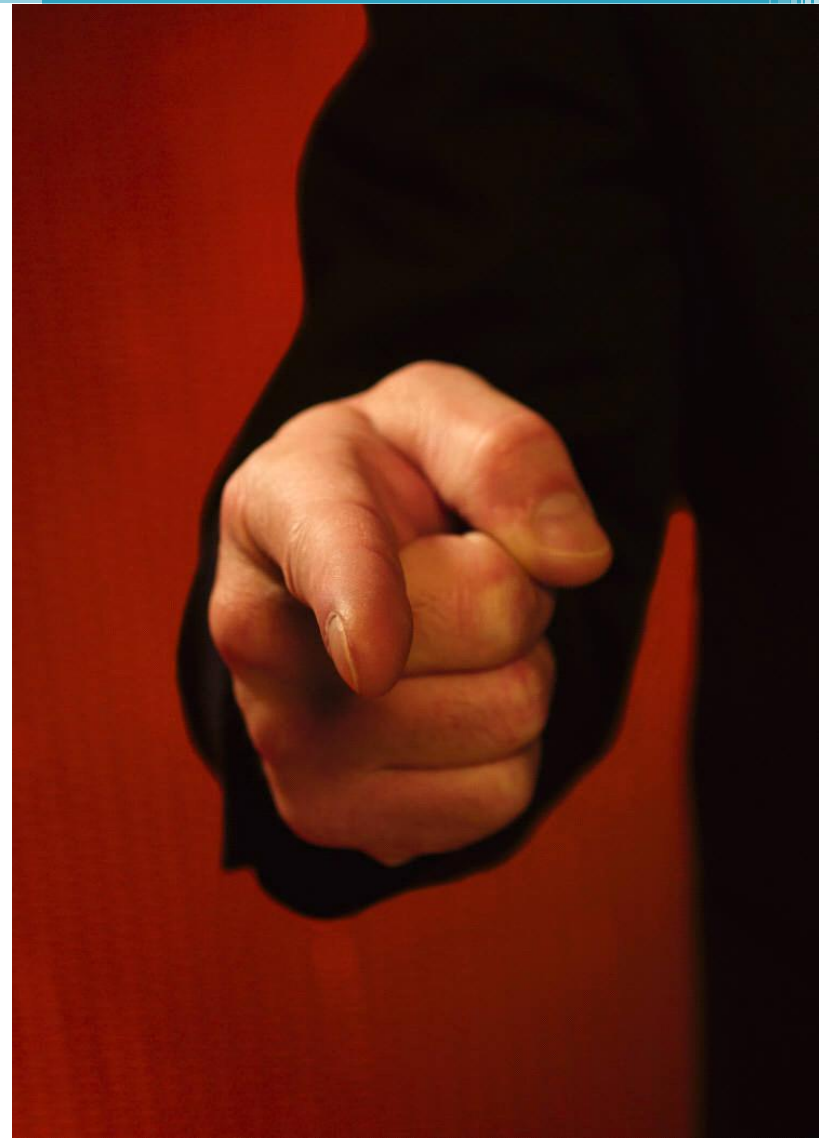
- Your new VP, with best intentions, has taken an interest in centre activities and started micromanaging your development initiatives. They want you to apply one-off “workshop” approach to address deep-rooted problematic campus issues.





# Consider

- A faculty member has complained to your VP about an approach taken by your centre.
- The VP has summoned you to deal with this issue.



# Activity

- Form groups of 3 or 4
- Choose a scenario or a real situation from your group to examine
- Complete the form and discuss implications
- Duration:
- Prepare to report back to the group about the **process**
  - Is this process useful?
  - Observations

# The discussion

- Clarify how much time you will have
- Cut to the chase but make it relevant to the other persons concerns and interests
- **Motivate your listener**
  - Present your case based on the other's primary concerns.
- **Ask before you tell**
  - What do they need?
  - Provide an overview
  - Present your case succinctly

# Strategy based on the Chart

- Study & compare the two perspectives
- Adapt your original plan
- Motivate with what you now know

# To sum

- Determining the others concerns & interests helps to better understand them and find language to reach out and include the other's needs as you reach for your own
- The Pre-think chart can help.
- The objective is **communication** and a better outcome for all parties.
- **So you can speak to aliens.**



# Reference

- **How to talk so people listen:** Connecting in Today's workplace, Sonya Hamlin New York : Collins, 2006.