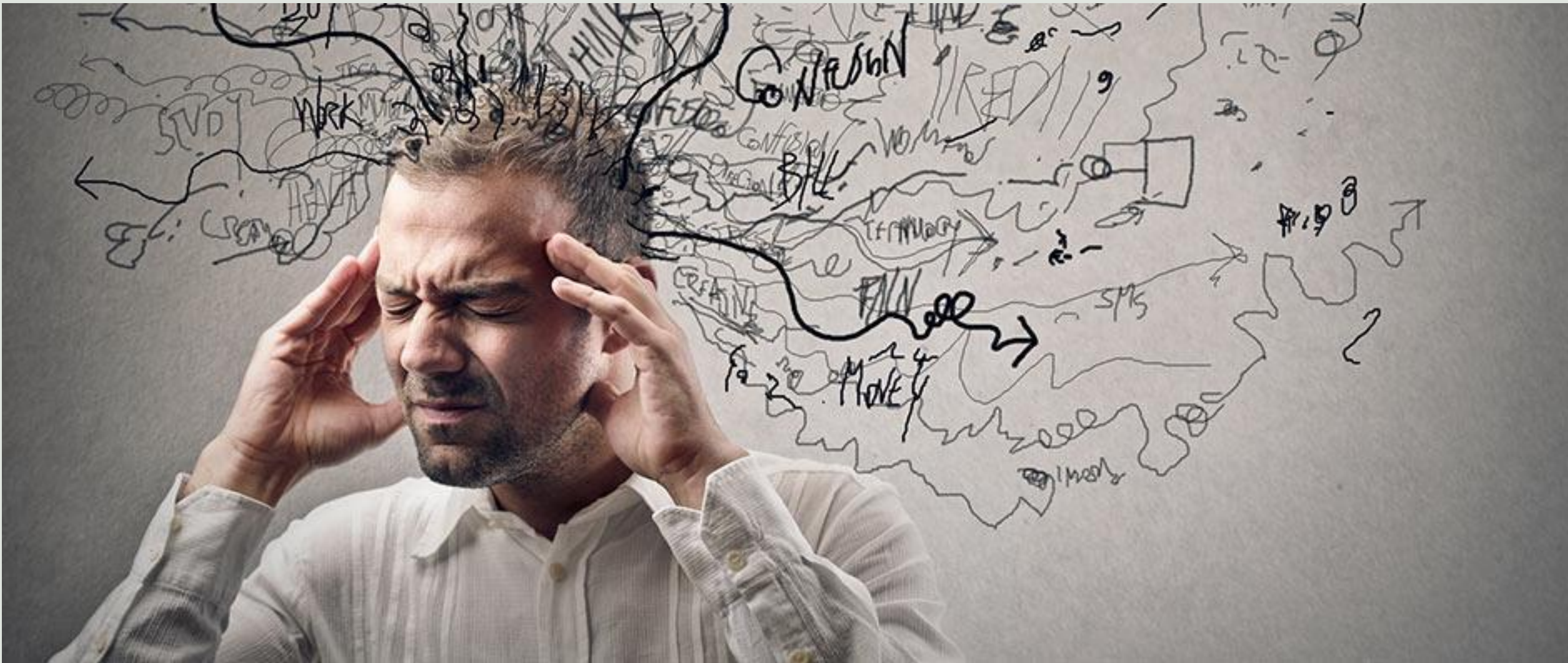


Step 2 – Link to your listener's concerns



The importance of linking to your listener's concern

1. Remain Positive
2. Focus on the Desired Outcome
3. Give and Request Feedback
4. Follow up after your communication



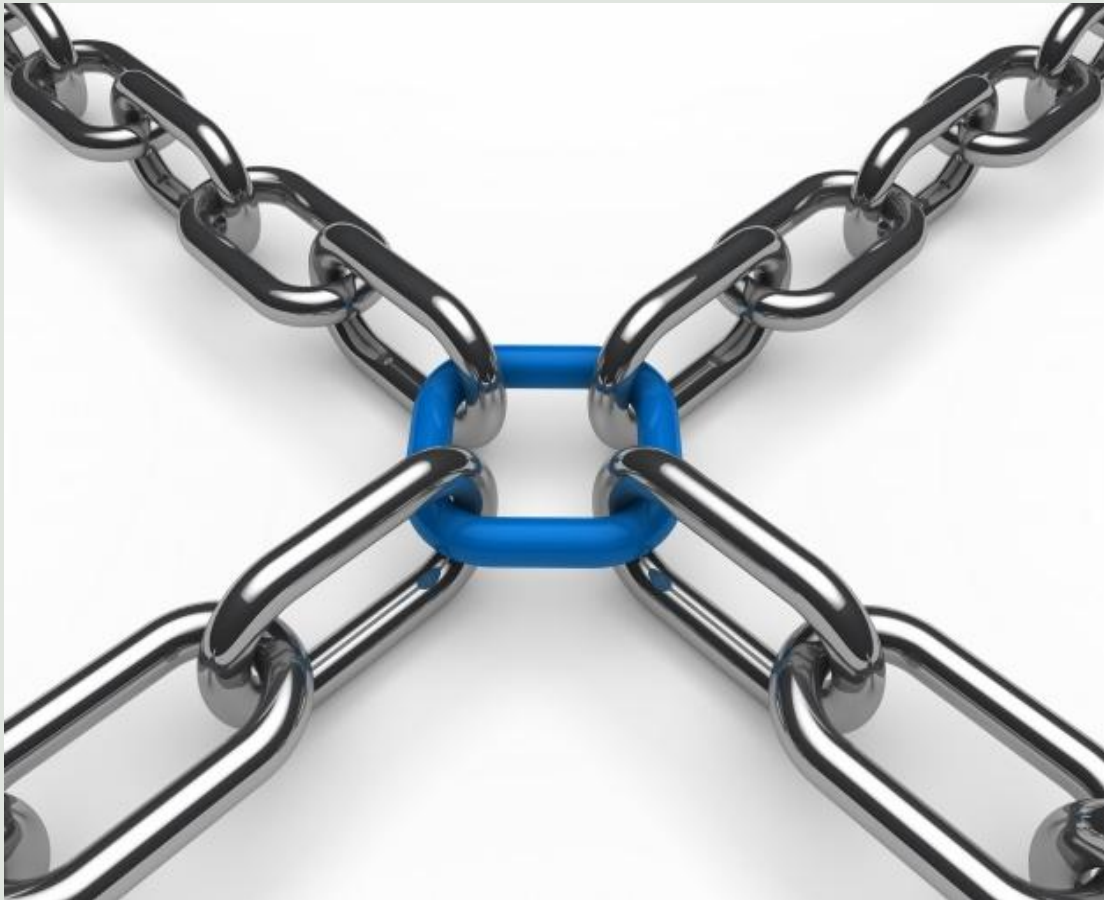
Knowing how to pass your listener's relevancy test

Regardless of culture, the most effective motivator – **RELEVANCY**
! Think about yourself – How much of what you read/hear/see do you remember?



Relevancy test – the speaker/writer must get your attention and motivate you to listen/read more

! STEP 2 – How to involve your listeners by linking relevant ideas to them □ How to make YOUR opinion relevant to them



What is listening?

- Speakers assume that the listener has heard what they said as they intended it.
- Listeners assume that they have interpreted accurately.

Are you going out tonight?

Can I have some money?





What is listening?

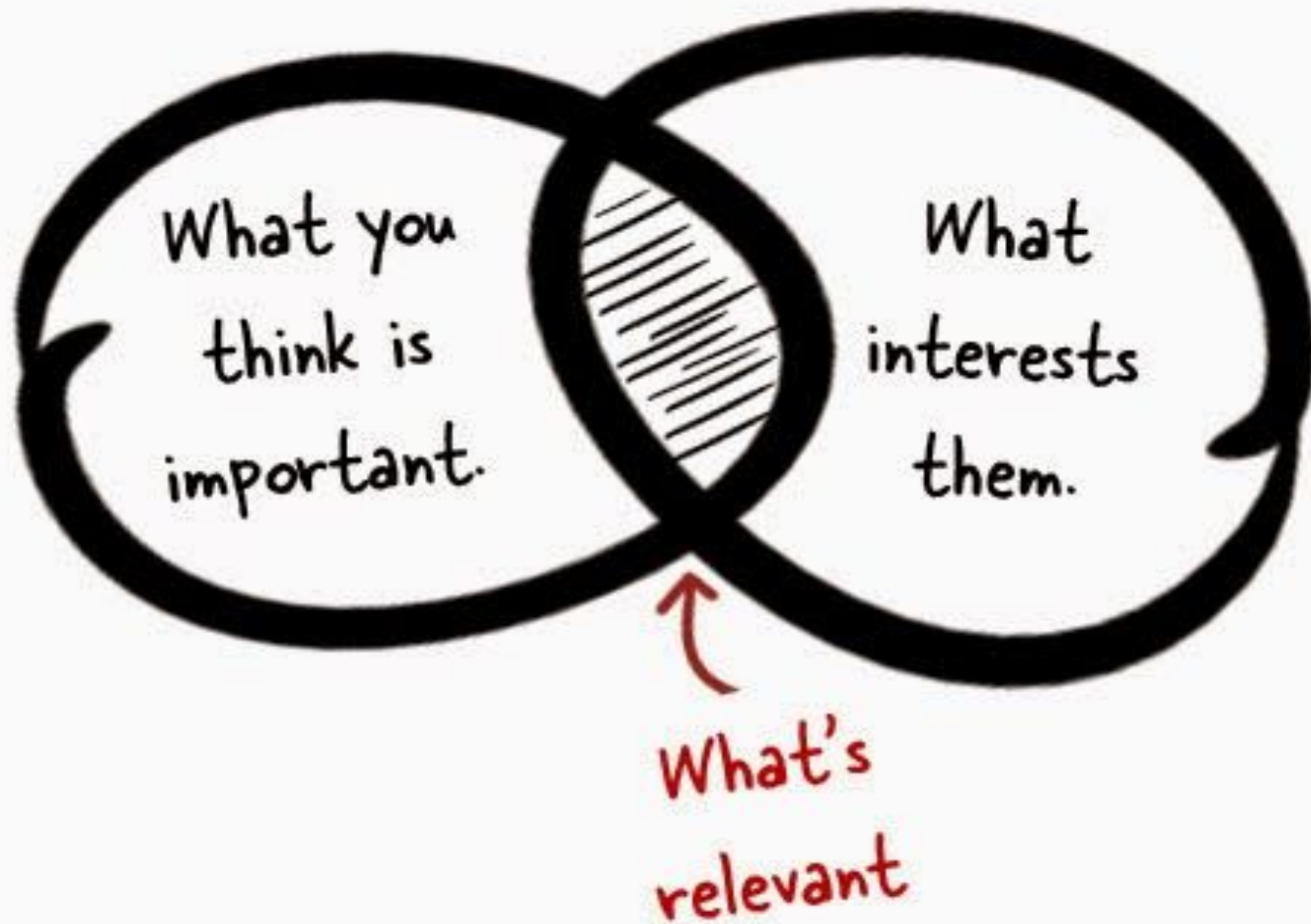
- Speaking always deliver an **approximation** of what you mean.
 - Listening and reading is always an **interpretation** + it is culturally conditioned.
-
- Voice tonality, body language and shared values can help us understand the speaker.



ARE YOU ADDRESSING YOUR LISTENERS' CONCERNS?

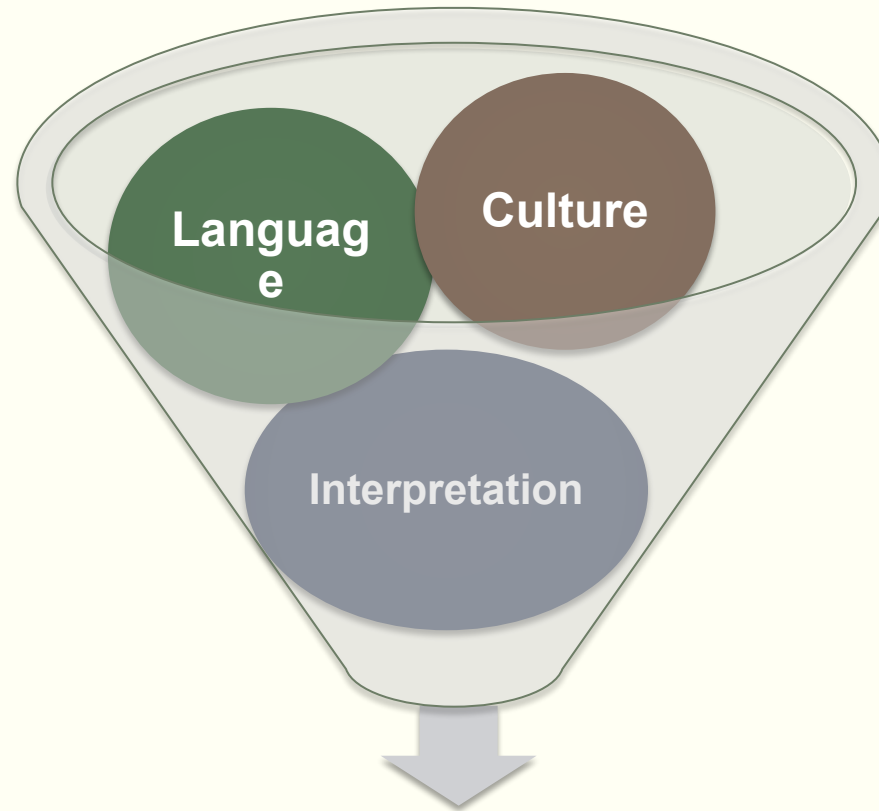
K. Mostenets





Avoiding intercultural blind spots

The Speaker : considers listeners' concerns



Listeners: take responsibility for how they interpret what the speaker says or writes

How to implement Step 2

- A. Ask yourself, “What are the concerns of my listeners or readers?” Spend 15 or 20 minutes writing down your opinions about what concerns them;
- B. Read the answers again and delete any opinions that you do not want to use;
- C. From what is left, choose three concerns that link “best” with the three opinions selected in Step 1. Write a sentence linking concise opinions to the concerns;
- D. Edit each sentence several times until you are satisfied that it is as concise as you can make it.
- E. Arrange the order from the most important to the least important.

Instruction A

- Asking different questions to be relevant;
- Various questions linked to various concerns;
- Choose a particular person or audience;

What is important to him/her?	What does he/she care about?
What interests him/her?	What worries him/her?
What does he/she want?	What is it that he/she does not want?
What does he/she need?	What does he/she fear?

- Answer the questions without restricting yourself,
- One has to look at things from the perspective of another;
- The flow of language process for Step 2 is more complex and time consuming but it becomes more fluid with practice – gaining insight into different kinds of listeners.

Instruction B

- Re-read everything that you have written;
- Delete anything you now consider irrelevant or inappropriate.
- Do not waste time iustifving to vourself whv: work quickly and



Instruction C

- The “best” choices are not always the first concerns you come up with or even the most logical ones;
- One has to be willing to articulate more personal, universal kinds of concerns;
- Proving the relevance of your opinions you will motivate others to keep listening or reading;
- Write three sentences combining the opinions you expressed in your response with the three concerns you selected.



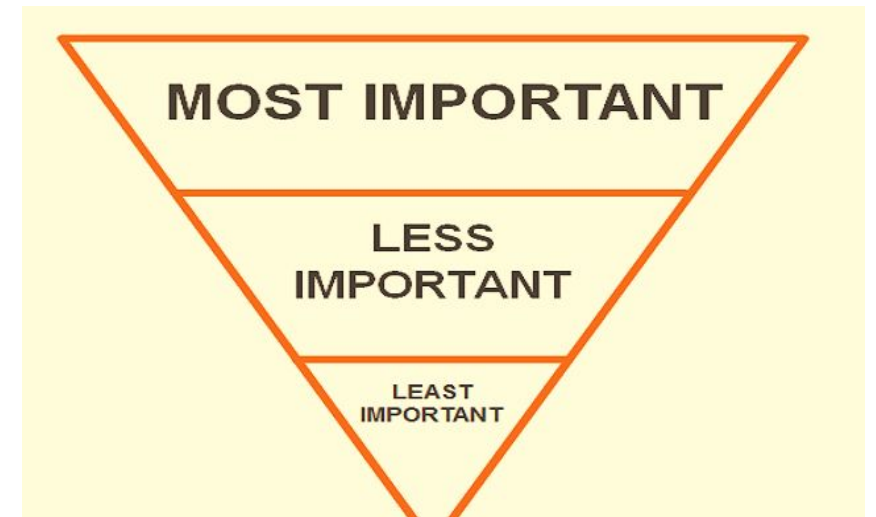
Instruction D

1. **Simplify** the sentences you wrote in C
2. Be **clear** and **concise** about what you want to say



Instruction E

1. Figure out what is relevant for your listeners
2. Decide the most important ideas and less important ones
3. Arrange the order



DO YOU CHOOSE YOUR CONCERNS OVER YOUR LISTENERS' CONCERNS OR VICE VERSA?

Walking confidently on both sides of the intercommunication street



- *Using English* – an **ideal opportunity** for everyone to build new communication skills;
- *Clarity and brevity* is a winning combination when you communicate interculturally in English.