The purpose of **this document** is to provide a sample recipe (how to make something) for future speakers to use as a guide to setting up their own presentation. If you just want the presentation notes, see the “script” resource on the presentation web site.

Good Communication Skills – 90 Minute Workshop (Abstract) Communication skills are critical for IT staff members and even more important for the managers and executives who manage IT teams. Improve your communication skills by learning when and how to listen, talk, ask questions, and confirm understandings. Bring your experiences and questions to this 90-minute workshop, which includes tips, resources, and practical activities that reinforce successful communication skills.

**TIMELINE** [brackets indicate how far into the 90-minute workshop I should have progressed]

* Intro and Tip #1 – 8 minutes
* Activity #1 – 20 minutes
* Tip #2 – 8 minutes
* Activity #2 – 10 minutes
* Recap part 1 - 2 minutes
* [48 minutes]
* Take 15-minute break
* [63 minutes]
* Regroup, Tip #3 – 3 minutes
* Activity #3 – 5 minutes
* Tip #4 – 3 minutes
* Conclusion – 1 minute
* [75 minutes]
* Discussion Q&A – 15 minutes
* [90 minutes]

*After outline and flow is set, add in funny cartoons, images, create graphics for the tips and stories*

**PREP** before leaving for conference: one box of dominoes, one box of LEGO® bricks at entrance, posters on walls with Kingdomality vocational personality images and short description. Carlyn’s Macbook Pro with Prezi, connected to projector. Plan to use a phone or watch as a timer to change or close activities at appropriate times.

**SET UP** just prior to presentation: put box of dominoes and box of LEGO® bricks attached to blank index cards by entrance. Participants receive/take a domino and LEGO® brick card as they enter. Set up laptop and rotate the two greeting slides l from 5 minutes before session until 1 minute into session.

Communications Skills Workshop – two greeting slides:

**Welcome to the EDUCAUSE WSWRC 90-minute Communication Skills Workshop**



Three workshop activities require you to have a domino, a LEGO® brick, and to identify with a Kindomality vocational personality. If you don’t have time to take the Kindomality survey at <http://www.cmi-lmi.com/enterppp.html>, you can guess your vocational group for that activity.

**Welcome to the EDUCAUSE WSWRC 90-minute Communication Skills Workshop**

This workshop focuses on interpersonal communication skills that can improve the way you work with your team, your colleagues, your customers and your boss. This is not a workshop on how to communicate IT messages to your campus. Resources for IT Communications can be found in the EDUCAUSE wiki as well as in the ITCOMM constituency group mailing list archives.

* [http://www.educause.edu/wiki/IT+Communications](http://www.educause.edu/wiki/IT%2BCommunications)
* <http://www.educause.edu/groups/ITCOMM>

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**Kick-off**

Good afternoon, I’m Carlyn Chatfield and in the next 90 minutes I will lead you through a workshop to help improve your communication skills. In this workshop, communication means a two-way flow of information between people.

*[switch to PPT slide for Poll Everywhere results]*

**When to Listen**

To demonstrate two-way communication, we’re going to try it right now. When do you need to listen at work? Use your cell phone, iPad or laptop to text 37607 or submit your answers online to 214369 at Pollev.com. The question you are answering is “**When** do you spend most of your time listening and asking questions?”

Examples of answers:

* Staff meetings
* Phone calls
* Customer inquiry – new need
* Problem solving for customer
* Troubleshooting issue within IT
* Performance appraisal

Great! Now obviously, there are times when you need to provide a direct answer. But most of our IT meetings and conversations should focus on listening. Regardless of your position, grade, or salary level, around 75-80% of your time in conversations or meetings should be spent listening rather than talking. Likewise, this 90-minute workshop will include a 15 minute break, but the rest of our time will be spent at the same ratio: 80% of our time on listening skills and 20% of our time on talking skills. The first hour is when we focus on listening skills. After the break, we’ll wrap up with talking skills.

**How to listen**

So, the first tip is “You can’t listen if you are talking.”

Repeat that back to me: You can’t…

Hmm, let’s try it again. Pause just a moment, look up from your phone, laptop, iPads and listen to these 7 words. You can’t listen if you are talking.

That means talking with your voice, your fingers, or your mind. If you are mentally composing a reply or rehearsing a presentation, it counts as talking. In fact, I’ve found that I can’t even follow the story in audio book and work my email at the same time. So let’s try again. I’ll say something and you repeat it back to me.

You can’t listen if you are talking.

Now you: You can’t…

Good. No, excellent! You’ve just covered the first two tips in today’s communications workshop: When to listen (75-80% of the time), and how to listen (with your mouth shut and your mind on the speaker).

**Speaker Bio**

So what makes me qualified to teach you how to improve your communication skills? Good question. I think **anyone** can become a good communicator. In fact, to become a better friend, spouse, parent, colleague or boss, all you have to do is **listen**.

Who am I? My name is Carlyn Foshee Chatfield. That’s CARLIN, like George Carlin. I know who he was because I’m over 50 years old. I’m also from the east side of Houston, from a family of blue collar workers in chemical plants and oil fields. My bachelor’s degree is in marketing from Sam Houston State University in Huntsville, Texas, and I have 30 years of experience in communications. But I was supposed to have an advertising job like Darrin Stephens. Back in the 1960s and early 1970s, he was the husband of Elizabeth Montgomery’s Samantha in Bewitched. That job is what I went to college for anyway.

About halfway through college, I discovered that advertising executives were either artists or salesmen; I couldn’t draw, so I got the marketing degree and ended up in sales. And that was probably the best early career choice I could have made. As an entry-level sales rep, I was sent to premier training seminars once or twice a year and I learned from the likes of Dale Carnegie and IBM. The longer I remained in sales, the more training I received, whether it was in-house or through books or audio-tapes. I’ll give you a tip about being a successful sale person: persuasion is important, but the most important thing you can do to sell something is to first find out the customer needs. They may not even know they need it until you start asking them questions. The more you listen, the more you learn about what they want. Usually, you have a product in your sales bag that can match their needs.

It didn’t take long to learn that if I wasn’t listening when my customer was talking, I could not match my products to their needs. I couldn’t start thinking about my quota or my product. I missed big clues and I missed bigger sales because I wasn’t listening when my customer said something important. Here’s a story on a lost sale due to poor communications: One of my bosses in the 1980s was a single, career-focused woman. She didn’t own a home and she wasn’t looking for a family. She wore great clothes, traveled a lot, and she always drove a nice, new car. While I was working for her, she went out to buy a new car. She was looking at a Volvo because one of her sales staff drove one and raved about it. Now the salesman must not have asked her many questions about what she wanted and needed because not long into the sale, he talked to her about how safe the car was and how it would protect her children in case of an accident. That made her so mad, she left the lot immediately. I don’t know what kind of car she ended up buying, but it would have been from a salesman who asked her about her lifestyle and needs and matched them to a particular car.

**Back to presentation**

And that leads us back to lesson one: you can’t listen if you are talking or otherwise mentally engaged. Let me show you what I mean by listening. I’ll need a volunteer for this demonstration. I need someone who doesn’t mind answering questions about your career in front of an audience. Anyone, please come up and meet me in front of the podium.

**Demo #1**

 “Thanks for volunteering. If you can, just focus on my face and block out the rest of the audience. These are questions I ask almost everyone I meet. What kind of work do you do? Is that related to what you studied in college? Tell me a little more about that. How did you start working in IT or higher education… were you in another department or industry first? What made you decide to sit in this workshop? Thanks so much! A round of applause for our volunteer!”

What you should have noticed in that exercise was 20-25% of the conversation coming from me and 75-80% of the conversation coming from my volunteer. If you want information, ask questions, then allow the speaker both **time and space** to give you that information.

Two additional bits of advice will help you keep your conversation partner talking.

1. **Don’t trump** the person you are communicating with. Good communication is not about winning, it is about sharing information. If your conversation partner says they went skiing in Colorado, don’t be the person who says, “I went skiing in Switzerland!” Instead, ask them what was the best part of their trip. Remember, **it’s hard to brag when you are listening**.
2. Don’t finish your conversation partner’s thoughts or sentences. Think about a conversation between the tortoise and hare in Aesop’s fable, let’s call it **hare-speak and turtle-talk**.
	1. Some people – like me – **talk just a little faster than their brain works**. We’re the hares. The best example of **hare-speak** I can think of happened at a club where some girlfriends were meeting. One of the friends was known for speaking without thinking, but she blurted out a really inappropriate response to another friend’s story. A third friend called her on it, “Debbie! That was a terrible thing to say.” Debbie raised her hands with a shrug and said, “you heard it when I heard it.”
	2. **Other people** – like my husband - are more prudent and they **let their thought processes finish before speaking** or… *(Note: pause for 3-4 seconds)* …completing a sentence. These are the tortoises. **Turtle-talk drives hares crazy**, but **slow-talkers rarely have to recant or apologize for their remarks**.

If you **want to know** what the **other person is thinking**, you have to **give them time and space** to tell you. When you continually finish other people’s sentences, you demonstrate that you aren’t really interested in their viewpoint. In fact, you are actually putting words in their mouth if you are finishing their sentences.

**Activity #1**

Now it is your turn. You are going to get 4 minutes to “interview” someone else and then they will interview you. The reason I’m saying “interview” is so you understand your job is to ask questions and learn to listen to the answers. Leave your things in your chair and walk over to the poster groupings for your Kingdomality vocational personality. If you didn’t have a chance to take the survey, just guess for now. You will have more in common with people who have similar Kindomality personalities, so pair up with someone else in that group and take 8 minutes (4 for each of you) to gather information about the different careers your conversation partner has pursued. Remember to **ask questions** and then **be silent** when it is **your turn to listen**.

*Allow 10 minutes (2 to gather in group and get partner, 8 to talk. ) Set watch or phone to ring when it is time to change roles.*

* IF TIME ALLOWS: Great! Now find a new partner in the same group and try again, this time you get 3 minutes each to find out about your partner’s career. *Allow 9 minutes (1 to find a new partner, 6 to talk, 2 to return to seat) Set stopwatch to ring when it is time to change roles.*

Final Timer rings. Okay, you can return to your seats and while you are getting settled, I’ll recap what you should have learned and practiced, and I’m going to saying the same thing three different ways:

1. You can’t be the talking **star** if you are **producing** a great conversation show.
2. Be the **fireman**, not the **hose**: you can hang on to - and learn to guide - the direction or flow of conversation through your questions, but you can’t be a fire hose of information, spewing words out at anyone who gets close.
3. Knowledge is gained through **seeking**, not **speaking**.

**Tip/Activity #1 Recap: ask questions and then listen to the answers.**

And that brings us to Tip #2: Repeat and recap to ensure you really understood what the speaker said.

There was an old-school preacher that began every sermon with “I’m going to tell you what I’ll tell you, then I’ll tell it to you, and then I’m going to tell you what I told you.” Repeating a message using different words or comparisons is a good learning technique. As a good communicator, repeating what a conversation partner said creates validation for the speaker. It’s like saying “see, I really WAS listening.” And it gives you a chance to tell what you heard. Don’t be surprised if you did not fully get the message they were trying to impart. The recap gives both of you a chance to clarify the message.

Let me say that again. Repeating and recapping what the other person said gives you a chance to make sure you received the right message. Interestingly, there are a LOT of obstacles to receiving the correct message. Let’s look at a three of them: Generation, Gender and Individual or Collective Perspectives.

* Age or **Generation**: Anyone here raising teenagers? Do you ever hear something different than what they said? Generation gaps confuse communications. In fact, in *Ties to Tattoos*, Sherri Elliott outlines four generations working in all of our institutions and says today’s technology revolution is making the gaps worse. But if you restate what you think you heard a younger or older co-worker say and then ask for their feedback, it gives them a chance to correct misunderstandings that may have arisen from examples, phrases or metaphors that are not shared between generations. When you restate something they have said, it also gives them better insight into the phrases you understand best.
* **Gender**: When a woman says “does this make me look fat?” that is not a yes/no question. That is an opportunity to tell her how wonderful she looks and how her inner beauty shines through no matter what she wears or does to her hair. Men often get tripped up by questions like this or worse yet, they offer solutions. Neither gender responds well to unsolicited advice. Even silence is used differently. In *Men are from Mars, Women are from Venus*, John Gray says a woman only keeps silent if her words would hurt or if she is distancing herself due to trust issues. But “**He** stops talking to figure out inside what he wants to say.” Women figure out what they want to say by saying it, like thinking out loud. If you are communicating across genders, tread carefully. Give the speaker’s response some thought and then recap it, and ask if you understood correctly. Don’t get frustrated if the speaker restates your restatement. It is okay if you go through recapping and restating several times in order to get the message right.
* **Individual versus Collective (Family/Tribe) Perspectives**: If you can successfully navigate age and gender communication traps, you might get hung up on cultural, ingrained priorities. For whatever reason, Americans are usually raised – or trained - from birth to be direct and independent, and we push through obstacles. For many Americans, “I” is a higher priority than “us.” Working in a global economy, we often communicate with people who have been raised to be polite rather than direct, value the family or group (their tribe) over the individual, and circumvent obstacles. Colleagues raised in these cultures are trained to prioritize what is best for the family or tribe – the collective - and minimize personal preferences. See Yang Liu’s *Ost trifft West* for graphics on attitude differences between Western and Eastern cultures and see if you can find similarities in your own region. For example, as a Texan, I see some similarities in the comparisons that could help explain different viewpoints of people raised in the US versus raised in Mexico. If you are from an “I, the individual, am most important” culture and are communicating with an “I am not as important as the overall good of the family” person, you’re going to encounter communication barriers. Another book that helped me understand different cultural perspectives was *Outliers* by Malcolm Gladwell. His chapter on airplane crashes helped me understand that simply listening won’t overcome this communication barrier. Fortunately, most of us aren’t in time-critical conversations like airline pilots may conduct with their crews or with air traffic controllers - we have a little more time to clarify the messages we hear. When dealing with individual-trained versus collective trained responses, you may have to ask more questions in your recap, depending on your own training.
	+ “I’m hearing your voice say ‘proceed,’ but I sense hesitancy.’ What am I missing? Is there something I should be asking that I haven’t thought of?”
	+ You didn’t hesitate when you said we should proceed. Sometimes I need to look at a problem from different perspectives so can you help understand how you came to your recommendation so quickly?”

Recapping or restating the message can help you clarify the speaker’s comments in almost every situation. By the way, the books I’ve mentioned are here at the podium if you want to browse them before you buy your own copies.

* **If extra time remains, add bonus material: Appreciation Languages**:there is another barrier to communication, although it is more related to expressing appreciation than straight-forward exchanges of information. How do your colleagues feel appreciated? According to Gary Chapman, there are *5 Appreciation Languages in the Workplace* and if you are trying to tell someone you appreciate them, you need to know their language. In a nutshell, if you feel appreciated through words but your boss keeps giving you iTunes cards, he or she is not speaking your language and you still don’t feel appreciated. If you are trying to find the best way to show appreciation at work, instead of reviewing after the fact, give them a choice up front. “We’re considering several different employee appreciation ideas. What would mean the most to you: public recognition, a small gift card, or getting to leave two hours early? Or maybe something different?”

Research just one of these communication barriers and you will learn more about getting your message across than anything I could teach in this workshop. Don’t read more than one of these books this semester; there is only so much psychology you can handle at one time.

Back to good communications, these barriers make for interesting reading and provide good insight, but politely **recapping** what you hear and asking for clarification can overcome each hurdle. For our next activity, I need another volunteer. This time, I want someone who is unlike me (you remember my native Houstonian, blue collar, state university background) and doesn’t mind answering questions about your grandparents and other ancestors in front of an audience. Anyone, please come up and meet me in front of the podium.

**Demo #2**

 “Thanks for volunteering. If you can, just focus on my face and block out the rest of the audience. Again, these are questions I ask people I meet at social events or before work meetings, nothing too personal, no tricks. Some of my family came to Texas as carpetbaggers after the Civil War. Where is your family from? What about your grandparents or even further back? What kind of challenges do you think they faced? What has been the hardest thing about living where you do now? [recap] So, you are from… and your family hails from…, where they …, like or unlike where you live now… and where you have to deal with… Thanks so much! A round of applause for our volunteer!”

**Activity #2**

Now it is your turn to try recapping and repeating your conversation partner’s message. Pair off with to the person closest to you on your left or right, in front of or behind you. Compare your two dominoes; the person with the most dots goes first. Ask your conversation partner about their family and ancestors, where they came from and what kinds of challenges they faced. The communication hurdles you meet may be invisible, so **recap and clarify** to get a good understanding of the actual answer. You have 3 minutes and then your partner will ask you the same questions so they have an opportunity to practice recapping and clarifying.

*Use timer when it is time to change roles. Allow 8 minutes (1 to meet partner, 6 for activity, 1 for returning to seats)*

Good! Retake your seats now. In the first activity you practiced asking questions and actively listening and now the second activity has given you a chance to recap and clarify the things you heard.

While you are settling in your seats again, let me review some barriers to communication and how you bridge them.

* What makes an individual **unique** (Generation, Gender, Individual/Collective training) can **interfere with communication**. Recap and clarify to make sure you are sharing the same message.
* Mirror, mirror on the wall, **you’re not hearing me at all**. Unless you are communicating with a mirror, one of you is missing part - or all - of the message. Repeat the message and then fix the mistakes.
* **Measure twice, cut once**. This contractor’s proverb works in conversation, too. If you aren’t sure you can recap a message, admit you aren’t following the speaker and ask them to say it again.

Finally, let just touch on one communication blocker that recapping will **not** overcome: anger. Listen to this description and see if you recognize anyone you know. “When **I** get good and angry, **I** am **focused** on what made **me** angry and what **I** am going to **do** about it.” Although a situation or person can make you angry, the anger itself is a personal experience. Distance and time can soothe or dilute anger, but talking to me in the heat of my anger rarely helps. Ask my husband. *(note: pause for laughter)* Now not everyone shows their anger. Fortunately for me, I work in a very culturally diverse environment but one in which you can usually tell when someone is happy, stressed, or angry. Some cultures do not show anger easily but that doesn’t mean they don’t get angry - it is just harder to tell. If you find yourself in the middle of an angry conversation, remember your job is to **listen and hear**, even if it means ignoring your own feelings for the time being.

* There is **no “I” in “hear”**
* The **“I” in “listen” better be silent**

So now you know when and how to listen. You’ve practiced how to ask questions, and how to recap and confirm what you’ve heard to overcome communication barriers. What about getting someone to take action after a conversation? How do you communicate expectations? This is where a limited amount of talking comes in. Don’t get excited that it is finally your time to talk; remember, talking should only account for 20-25% of your communications so don’t overdo it!

This is a good time to break for 15 minutes. If you have a communication situation you want me to talk about during the Q&A, feel free to come up to the podium during the break or text it to Poll Everywhere. I’ll leave the Poll Everywhere info up on the screen during break.

*[ 15 minute break]*

Welcome back!

We’ll wrap up with the two ways you use your talking skills in communication: setting action items and setting expectations.

**Tip #3:** Depending on the people you are communicating with, you need ways to close a conversation. If you are talking in a social or family situation, recapping a conversation is a good way to end it and make your exit. For example, “your family’s story is so interesting! I look forward to talking with you more next time we meet, but I have to go now.” However, most of you are probably in this workshop because you need to improve communications in your office and listening alone won’t get any work done. Close an office conversation or meeting with verbal or written **action items.** If you are using verbal action items, make sure you write them down when you get back to your office so you can follow up on them. In a group meeting, use your recapping skills at the end to clarify action items. You can even scribe the meeting and use the minutes as an excuse to recap the action items there in the meeting: “So before I send out the notes, let me just double-check: Larry will do X, Ramesh will tackle Y and Sonja will handle Z. Is that right?”

Setting action items works like mortar holding clay or concrete bricks together, or like the bumps and sockets that hold LEGO® bricks together. You see, conversations are not meant to stand alone. Conversations are the bricks we use to build relationships, plan and implement projects, discern problems and solutions, and create cohesion. To help you remember to connect your conversations like bricks when you return to your campus, leave the LEGO® brick where you can see it - on your desk or the top of your computer. Also remember to set action items so your conversations are constructive. Just as your LEGO® bricks snap together, connect your conversations with action items

**Activity #3**:

Let’s create some action items. Keep them brief and assign them to a specific person.

* On the card with the LEGO® brick, write out four action items for yourself that will help you practice or improve your communication skills. These are actions for you to take when you return to your office. The Lego brick is a memory jogger to use **conversations as building blocks**.
* Or you can help create our action item list for this workshop *(write on large poster)*
	+ Carlyn – post reading resources on web site.
	+ What else?

If you created your own action items, send them to yourself by text, email or voice mail.

Now you know when to listen and how to listen, how to clarify a message and recap a conversation, and how to set action items, because listening alone doesn’t set goals or deadlines. Once you have specified action items, you need to **set expectations** or the action items may start to take on a life of their own, or may not get started at all.

**Tip #4:** Setting expectations. After you’ve listed action items, set some realistic expectations. When will the group meet again? Who will set the calendar, reserve the space, take minutes? If you or a team member misses a deadline or doesn’t complete an action item, work from there. Admit and learn from your mistakes. Don’t be afraid to say, “Since I misunderstood what you meant about X, I just want to double-check that we’re on the same page now. What I think we agreed to is…” and then **set expectations** on when the revised action item will be due or accomplished. It is VERY difficult to communicate a deadline or action item by listening, so now is the time to use your limited amount of talking to creating a plan. There is no activity for this tip, you’ll just have to practice it on your own. The things you want to remember about setting expectations are:

* **be firm** about the expectations
* keep the expectations **realistic** and reachable
* build cohesion by **asking participants to suggest** dates or targets
* **include colleagues’** suggestions in the expectations
* **follow up** at the next meeting

If, when you follow up at the next meeting, your expectations are **met,** **express your appreciation**. If your expectations are **not met,** it’s **time to start listening again**. What will it take to get the action items accomplished? What kinds of obstacles appeared that the group did not plan for? Can they be mitigated or will these challenges need to be incorporated into a revised time line?

**Conclusion**

And that’s it. Four tips for improving your communications.

1. Listen 80% of the time (silently, focused on the speaker).
2. Recap conversations and clarify messages.
3. List action items.
4. Set expectations.

These four tips create an entire loop for good communications. I’ll post additional references and reading material on the workshop web site later today. The most important thing you can do now is practice. Keep your dominoes, and any time you are willing to work on your communication skills during at the conference, display your domino in your badge or on the table in front of you. That’s a cue you’re interested in becoming a better communicator.

Now we have time for your questions.

Reading list

* *Ties to Tattoos*, by Sherri Elliott
* *Ost trifft West,* by Yang Liu
* *Men are from Mars, Women are from Venus*, by John Gray
* *Outliers*, by Malcolm Gladwell
* *The 5 Languages of Appreciation in the Workplace,* by Gary Chapman and Paul White
* *Kingdomality, An Ingenious New Way to Triumph in Management,* by Sheldon Bowles, Richard and Susan Silvano
* *Social Thinking at Work,* byMichelle Garcia Winner and Pamela Crooke

Resources

* **It’s all about me**
	+ 360-degree assessments take performance appraisal input from people who work under and around you as well as those for whom you work; what kind of 360 assessment would you get in your communications skills?
		- <http://en.wikipedia.org/wiki/360-degree_feedback>
		- [www.intercultural.org/documents/tools.pdf](http://www.intercultural.org/documents/tools.pdf)
	+ Jung - Briggs Meyers personality test
		- <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
	+ Keirsey’s four colors of temperaments test: http://www.keirsey.com/
	+ Kingdomality - <http://www.cmi-lmi.com/enterppp.html>
	+ More Career Quizzes - <http://www.mycareerquizzes.com/what-are-career-quizzes>
	+ Making work fun: A Taste of FISH! - <http://www.charthouse.com/content.aspx?nodeid=22610>
* **You can’t change anyone else**
	+ You can only change yourself.
	+ You can’t change your boss or your employees.
	+ Repeat with me: I can only change myself.
	+ If you want to improve your communications with other people, you will never be able to make them communicate better, you can only make yourself a better communicator.
* **The art of listening**
	+ <http://www.nytimes.com/2011/12/11/opinion/sunday/in-africa-the-art-of-listening.html>
	+ <http://www.psychologytoday.com/collections/201108/the-art-listening>
	+ <http://learning.blogs.nytimes.com/2011/12/12/are-we-losing-the-art-of-listening/>
	+ <http://www.creatingstrategies.com/articles/communication_tips/the_art_of_listening>
	+ <http://www.forbes.com/2009/07/09/how-to-listen-entrepreneurs-management-berglas.html>
* **Generational Differences** - Communication Resources
	+ <http://writespeaksell.com/a-company-divided-bridging-the-generation-gap-at-work-through-the-power-of-communication>
	+ <http://techteachtoo.com/e-mail/different-generations-have-different-communication-styles-and-different-tools/>
	+ Is asking questions a sign of disrespect? <http://rtc.umn.edu/docs/2_18_Gen_diff_workplace.pdf> (pg 13)
	+ Flip flops to flipping out, Ties to Tattoos <http://generationalguru.com/>
* **Race vs Ethnicity vs Culture** – Communication Resources
	+ Without resorting to racial stereotyping, it is important to recognize the different ways people of different ethnicities approach communications. See this PBS transcript for a discussion on how race differs from ethnicity: <http://www.pbs.org/race/000_About/002_04-experts-03-02.htm>
	+ Even health care specialists are concerned about the differences in the way Americans of various ethnicities approach treatment for illness: <http://www.kff.org/whythedifference/>
	+ Hofstede’s study of cultural similarities and differences is widely cited: <http://www.itapintl.com/facultyandresources/articlelibrarymain/hofstedes-consequences-the-impact-of-his-work-on-consulting-and-business-practices.html>
	+ Do Web communications influence culture or vice-versa? <http://jcmc.indiana.edu/vol11/issue1/wnlee.html>
* **When you grow angry**
	+ If you find yourself getting angry a lot, try some self-analysis. Can you separating the anger trigger from cause (the meaning we attach to the trigger) of the anger? <http://www.goodtherapy.org/blog/anger-empowerment-nonviolent-communication/>
* **Presenting bad news at work**
	+ - 5 rules to communicate in a crisis: (Letterman blackmail example) <http://hagasr.files.wordpress.com/2010/02/5-rules.pdf>
		- Ask for input – plan ahead when you can (ask around “what is likely to break?”)
* For **communicating to/with your campus on behalf of IT**, see ITCOMM wiki and join an EDUCAUSE constituency group, know what’s going on.
	+ [http://www.educause.edu/wiki/IT+Communications](http://www.educause.edu/wiki/IT%2BCommunications)
	+ <http://www.educause.edu/groups/ITCOMM>