

WA3: Communication and social, telephone handling, code of conduct, equal opportunities and relationships

## ***3.2 Use of appropriate business communication skills for selected audiences and intended outcomes***

- Demonstrate the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes (LO42).
- Demonstrate the ability to accept the behaviour and views of others and express frustration and disagreement in a constructive way (LO43).
- Demonstrate the ability to make effective oral presentations using agreed principles that include the use of body language and tone of voice; recommend improvements to these principles for presenting information and ideas (LO44).



# Module Details



<b>Work Area Code:</b>	3
<b>Work area title:</b>	Communication and social, telephone handling, code of conduct, equal opportunities and relationships
<b>Unit Code:</b>	3.2
<b>Unit Title:</b>	Use of appropriate business communication skills for selected audiences and intended outcomes
<b>Learning Outcomes Ids:</b>	LO42, LO43, LO44
<b>Learning Outcomes titles:</b>	<ul style="list-style-type: none"><li>- Demonstrate the ability to explain the benefits of effective communication in the workplace and to solve problems through communication as well as to select the most appropriate methods for selected audiences and intended outcomes (LO42).</li><li>- Demonstrate the ability to accept the behaviour and views of others and express frustration and disagreement in a constructive way (LO43).</li><li>- Demonstrate the ability to make effective oral presentations using agreed principles that include the use of body language and tone of voice; recommend improvements to these principles for presenting information and ideas (LO44).</li></ul>
<b>Recommended Duration:</b>	10 hours
<b>Trainer:</b>	



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# Why is *appropriate* communication important?



- <https://www.youtube.com/watch?v=nhe0KSGoUgc>



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# What is important to remember?



- Occasion/context
- Your goal/desired outcome
- Audience
- Communication method(s)
- Words
- Body language
- Feedback



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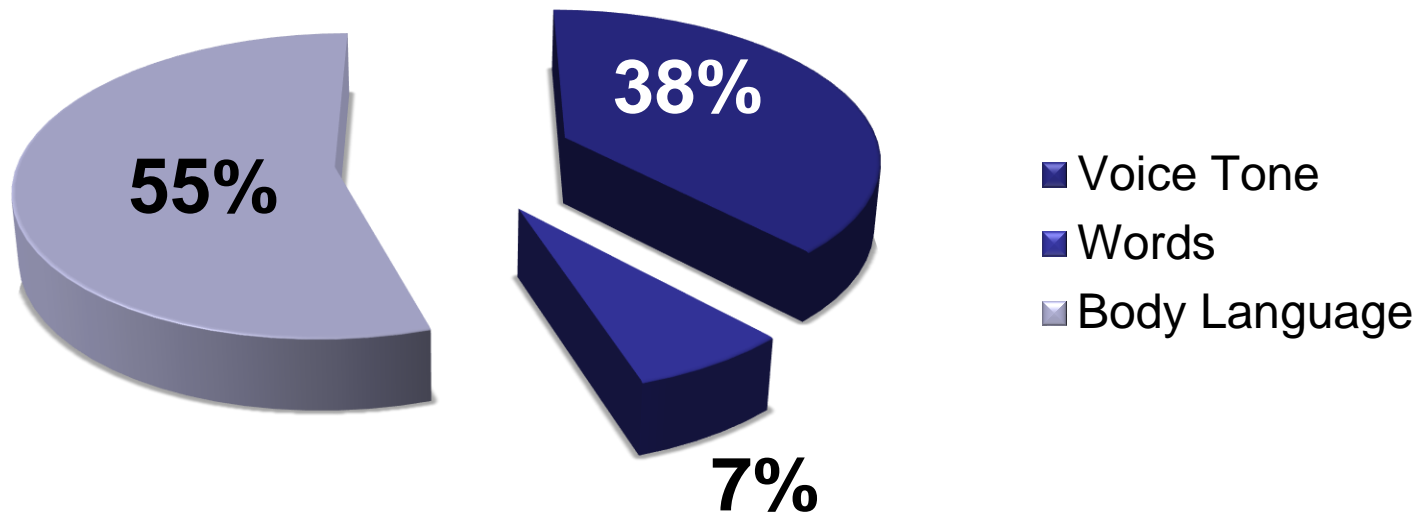
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# What is a message

- A **message** is a discrete unit of communication intended by the source for consumption by some recipient or group of recipients. A **message** may be delivered by various means.
  - Verbal
  - Non verbal
  - Written
  - Etc.



## Message elements



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## ➤ We can decipher body language in clusters

- For example, scratching the head can mean a number of things, depending on the other gestures that occur at the same time, so we must always look at gesture clusters for a correct reading.







- Look for correspondence between verbal and non-verbal communication
- ***When words and non-verbal signs are in disagreement, women usually ignore words.***



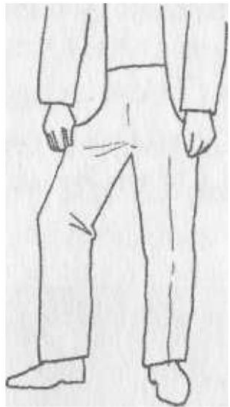
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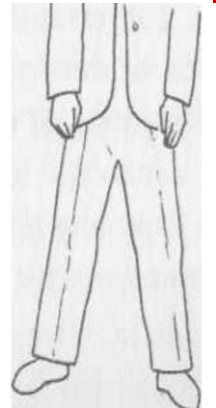
- **‘Read’ gestures by considering also the context**
- If for example, someone sits at a bus stop on a cold day with her legs crossed and facing down, she’s not necessarily in a defensive stance, she might be cold



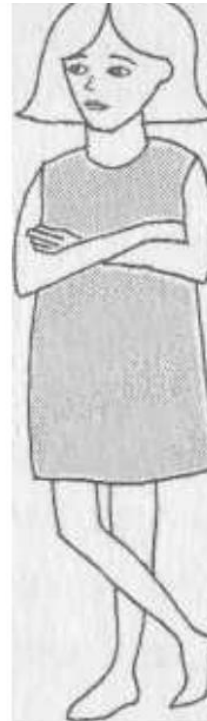
# Feet never lie



Attention: Formal, neutral stance



Crotch display: I'm staying/masculinity

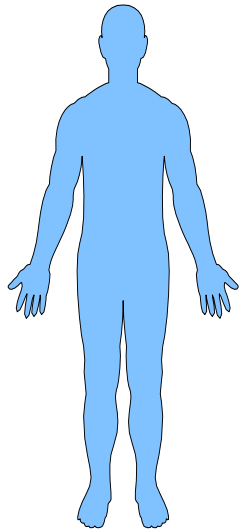


Foot forward: Where he/she wants to go, the most important/interesting person

'Closed', defensive stance



# Proxemics - bubbles



## **Intimate bubble**

15 – 46 cm

For embracing, touching or whispering

## **Personal Bubble**

46 cm – 1,2m

The distance we keep in parties, social and friendly interactions

## **Social Bubble**

1,2 – 3,6 m

The distance we keep with acquaintances , e.g. the mailperson, a new colleague etc.

## **Public bubble**

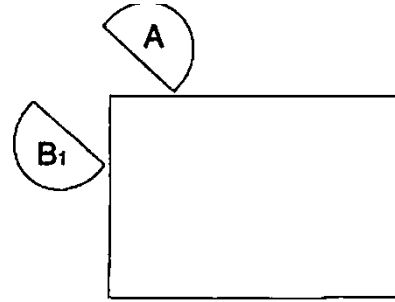
3,6 m or more

When giving a talk etc.



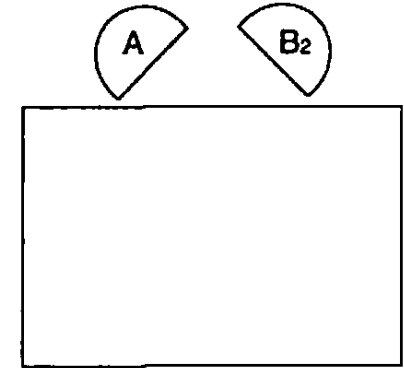
## ➤ Corner position

- Friendly talks
- The most suitable position for presentations



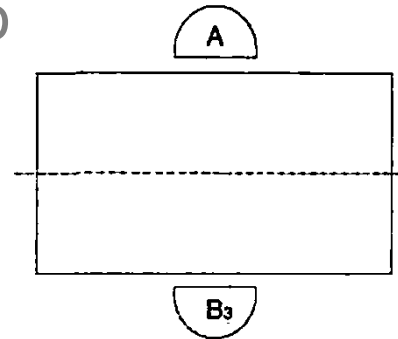
## ➤ Cooperative position

- Working for a common goal
- People sharing views/opinio



## ➤ Competitive/defensive position

- Not suitable for negotiations



- **Effective communication** is a two-way process, where each person takes responsibility for their own part.
- It is important because:
  - A sense of community among employees is achieved.
  - It allows managers and employees to share vital information
  - Employees participate in decision making.





- Employees contribute to achieving company goals.
- Open relationships among employees and managers are built through honest communication.
- Prevents barriers from forming among individuals within companies.
- managers and employees must be able to interact clearly and effectively with each other through verbal communication and non-verbal communication to achieve specific business goals.





- **Why are we listening?**

- to obtain information.
- to understand.
- for enjoyment.
- to learn.



**we remember only 25% –  
50% of what we hear**



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# Understanding the needs of others



- **Large-scope community needs** – e.g. housing
- **Root or causal needs** – e.g. medical treatment for a sick person
- **Informational needs** – facts and knowledge – e.g. do all colleagues know how to write an email?
- **Physical needs** – money, staff, premises, etc.
- **Personal needs** - appreciation, understanding, etc.



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# Why understand the needs of others



- To achieve shared and desired goals.
- To keep the morale of the group high.
- To reinforce group members' belief in the leader



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# How to understand the needs of others



- **Ask!**
  - *Surveys*
  - *Focus groups*
  - *Formal interviews*
  - *One-to-one conversations*
  - *Place a suggestion box*
- **Maintain good relationships**
- **Do your research**
- **Be accessible**



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# What is active listening



- Active listening is the conscious effort to hear not only the words that another person is saying but to understand the complete message being sent.



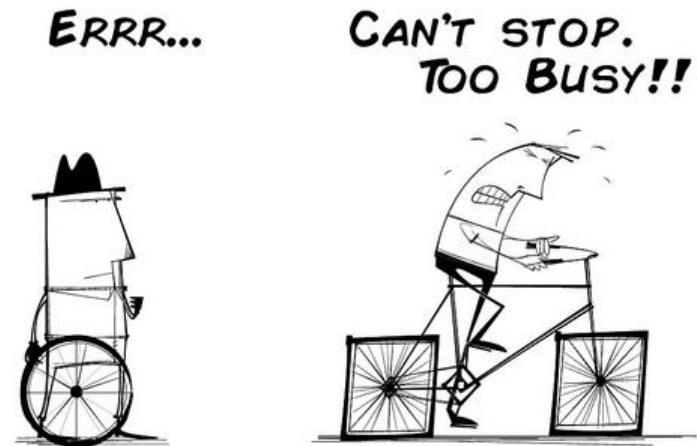
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- Why should we improve our listening skills?

- To improve productivity
- To improve ability to influence, persuade and negotiate
- To avoid conflict and misunderstandings



*Tip:  
try repeating key words mentally*

- **How its done:**
  - By paying attention to the other person very carefully.
  - By avoiding distractions
  - By avoiding forming counter arguments when the other person stops speaking.
  - By not allowing yourself to get bored, and lose focus.



# Active listening techniques



## 1. Pay Attention

- Give the speaker attention, and acknowledge the message/give feedback. Also, pay attention to non-verbal communication.
- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't prepare for a counter-argument!
- Avoid being distracted by environmental factors.
- "Listen" to the speaker's body language.



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## 2. Show That You're Listening

- Use your own body language and gestures to convey your attention.
- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes, and uh huh.





## 3. Provide Feedback

- Your role as a listener is to understand what is being said. Reflect what is being said and ask questions.
  - By **paraphrasing**.
  - By asking questions for clarification.
  - By summarizing the speaker's comments periodically.



## 4. Avoid interrupting

- It frustrates the speaker and limits full understanding of the message.
- Allow the speaker finish before asking questions.
- Don't interrupt with counter arguments.





## 5. Respond Appropriately

- Show respect and understanding. Avoid attacking or putting down the speaker.
- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.



# Active listening signs/feedback



## Non-verbal signs:

- Smile
- Eye contact
- Posture
- Mirroring
- Avoiding distraction

## Verbal signs:

- Positive reinforcement
- Remembering
- Questioning
- Reflection
- Clarification
- Summarisation



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# Methodological tool

## Active listening EUPA\_LO\_42\_M\_1



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# Adapting Communication



- The situation we communicate in, is of great importance!
- Always be aware of:
  - Time
  - Place
  - Cultural differences
  - Etiquette/level of formality
  - Age
  - Gender
  - Social status/prestige
  - Etc



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# Goal/desired outcome



- In the business context communication is a mean, not a goal by itself.
- Being able to clearly define our desired outcome is essential in order to eventually achieve it.



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- Who needs to be involved in order to achieve the desired outcome?
- What action needs to be taken by that individual or group, or the entire organization?



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- We should be able to adjust our communication styles and media according to our audience.
  - Consider talking to your boss compared to your spouse
  - Consider giving a lecture to 50 people about telephone techniques compared to explaining the same techniques to a new colleague



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# Adapting communication, 2: audience



- **Know your audience.**
- To adapt your communication effectively, you need to understand who you are talking with.
  - See things from their view and tailor your communication to them as much as possible.
  - Recognize your relationship with the audience.



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# Adapting communication, 2: audience



- **Acknowledge differences in personality.**
  - extroverts vs. introverts
  - Optikoi kinesthitiki akoistiki
- **Conduct an audience analysis.**
  - Look at the age span, gender, education level, values, cultures, family structures, and background experiences of those in your audience.



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# Adapting communication (3): “types of audience”



With the Aggressor-Asserter, you must:

- Be brief, direct and concise.
- Provide options.
- Use a fast, quick pace.
- Focus on results and return-on-investment.
- Avoid providing lots of details.
- Provide short answers.
- Look them straight in their eyes.
- Be truthful.



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# Adapting communication, 3: “types”

## With the ‘Socializer’, you must:

- Allow time for social interaction.
- Put details in writing or email.
- Have a fast pace, positive approach.
- Use a whiteboard in your discussions (Socializers are quite visual).
- Use phrases like “Picture this” or “Do You See.”
- Avoid a harsh, aggressive tone.



# Adapting communication, 3: “types”



## With the Mediator, you must:

- Be patient and logical.
- Use a steady, low-keyed approach.
- Involve them in the planning process.
- Praise them privately.
- Allow time for “marination of ideas”.
- Start conversation with a warm and friendly greeting.
- Keep your tone of voice at discussion level.



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# Adapting communication, 3: “types”

## With the Analyzer, you must:

- Be organized and logical.
- Support your position using facts.
- Make sure that each point is understood before moving to the next point.
- Not use the phrase—“Let me give you some constructive advice.”
- Use words such as process, data and procedure.
- Realize that Analyzers are motivated by quality and data.



# Adapting communication, 1: Situation



- **Time and place matter.**
  - A joke that would be a hit with your friends may not be appropriate at the office.
- **Identify the level of formality.**
  - Formal occasions like ceremonies and business presentations require more formal language and dress. Informal occasions like hanging out with your family or friends allow you to be more relaxed and casual.



**Context**



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# Adapting communication, 4: methods



- Each method of communication has advantages and disadvantages. If you are able to choose, pick the method that would be most effective for your audience and objective.



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# Adapting communication, 4: methods



- During meetings, participate by sharing ideas, but also take the time to listen. Do not monopolize the discussion.
- When giving a speech, realize that you are the only one talking. Anticipate questions your audience may have and try to address those in your communication.
- When engaging in social media, you can be more relaxed. Communication often occurs in one- or two-sentence segments. Be casual, but concise.
- Email and text messaging require a conscious choice of words. Be direct. Express tone through your words or the use of emoticons (smiley faces).



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# Adapting communication, 5: words



- **Watch your words.**

- Be intentional with the language you use.
- Words can help you quickly connect with someone, but they may also offend them.
- Choose words based on the age, education, and literacy level of the person(s) you are talking with.
- Use words they understand and can connect with.

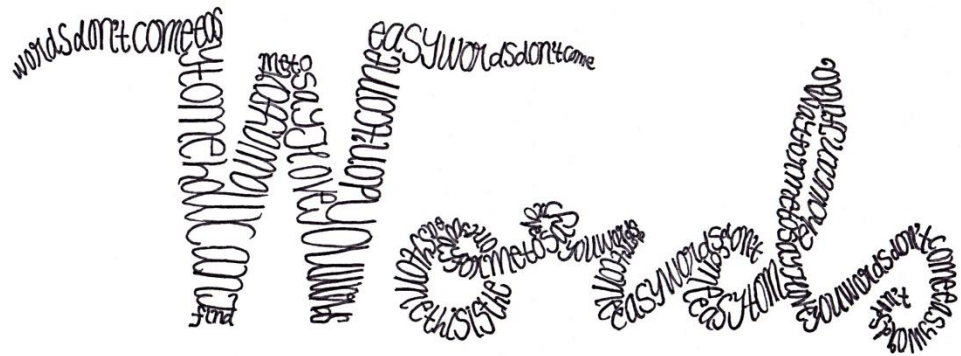


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# Adapting communication, 5: words

- Use technical words only if you are communicating with people who know what they mean.
  - If you must use jargon, take the time to explain what it means





# Adapting communication, 6: body language



- **Body language can be interpreted differently in different situations.**
  - Adapt your nonverbal communication to the situation at hand.
  - Eye contact is generally a good way to connect with the person you are talking with.
  - However, if it is an extremely sensitive situation, sitting side-by-side with someone can remove the pressure of having to look someone in the eyes and thus make the other person more comfortable.
- **Personal space varies both by culture, by individual, and by relationship.**



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# Adapting communication, 7: feedback



- Some people may offer verbal feedback by asking questions.
- You can also watch their nonverbal communication –
  - crossing their arms, looking away, yawning, nodding...
  - If they seem nervous, make sure you are in a place where they feel comfortable. Engage them in small talk to help them calm down. Ask questions to get to know them better.
- If they seem confused, explain it again in different words.
  - Ask them what part confuses them.
  - Find visuals, metaphors, or illustrations to demonstrate your point clearly.
- If they seem upset, listen to them and try to understand why.
  - Wait to voice your own thoughts or attempt to persuade them differently.



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# Methodological tool

## Intercultural communication feedback

### EUPA\_LO\_42\_M\_2



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# Common communication issues



- Body Language/Tone of Voice
- Differences in Style
- Communication Roadblocks
  - Criticism
  - Contempt
  - Defensiveness
  - Stonewalling



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- **Soften the Startup.**

- One of the skills to overcome communication roadblocks includes a soft startup to the conversation by starting with something positive

- **Make and Receive Repair Attempts.**

- Repair attempts are efforts to keep an increasingly negative interaction from going any further by taking a break or making efforts to calm the situation.



1. The speaker should share his/her own thoughts, feelings and concerns—not what he/she thinks the listener's concerns are.
2. Use "I" statements when speaking to accurately express thoughts and feelings.
3. Keep statements short, to ensure the listener does not get overwhelmed with information.
4. Stop after each short statement so that the listener can paraphrase, or repeat back in his/her own words, what was said to ensure he/she understands. If the paraphrase is not quite right, gently rephrase the statement again to help the listener understand.





1. Paraphrase what the speaker is saying. If unclear, ask for clarification. Continue until the speaker indicates the message was received correctly.
2. Don't argue or give opinion about what the speaker says—wait to do this until you are the speaker, and then do so in a respectful manner.
3. While the speaker is talking, the listener should not talk or interrupt except to paraphrase after the speaker.



# VIDEO: Frustration as a part of the creative process



<https://vimeo.com/38798735>



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# Expressing frustration at work



- **Wait**

- Hold your peace until you can discuss the problem calmly
- Waiting until you're calm allows you to express your frustration in a constructive way, increasing your chances of finding an acceptable resolution.



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# Expressing frustration at work



- **Self Assessment**

- Identify the source of frustration
- Consider whether you're exaggerating the severity of the problem,
- Consider whether you are in any way responsible for causing the frustrating situation
- Consider whether personal issues are clouding your judgment



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# Expressing frustration at work

## • Confronting Others

- Plan ahead what you will say
- meet privately with anyone you need to confront.
- Speak in a calm and even tone.
- Avoid profanity and inflammatory language.
- If necessary, postpone the meeting to allow yourself time to calm down again



# Sharing frustration with boss



- **Assess the Situation**

- Before speaking to your boss, assess the situation and identify the cause of your frustrations

- **Gather Your Thoughts**

- Once you've identified the cause, take time to gather your thoughts so you can effectively share them with your boss. Write down your feelings and share specific incidences that have contributed to your frustration.



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# Sharing frustration with boss



- **Schedule a Meeting**

- It's essential that you meet with your boss in person to discuss your concerns.

- **Be Professional**

- When telling your boss about your frustrations, let your logic take the lead - not your emotions. Remain calm and composed.



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# Methodological tool

## Expressing Frustration Creatively

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- Scenario

- "It's 6 pm, it's pouring down with rain, and you wait outside in the rain, for about an hour.
- Your date arrives, what do you say? "



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# Why is it difficult to accept others' opinions and behaviors?



In other words:

- why people find it difficult to admit the fallacy of their beliefs and views?

This question is answered best by the theory of *cognitive dissonance*.



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# Cognitive dissonance defined



*"the discomfort, or stress experienced by an individual who holds two or more contradictory beliefs, ideas, or values at the same time, or is confronted by new information that conflicts with existing beliefs, ideas, or values"*

- It is felt when people are confronted with information that is inconsistent with their beliefs.
- If the dissonance is not reduced by changing one's belief, the dissonance can result in restoring consonance through misperception, rejection or refutation of the information, seeking support from others who share the beliefs, and attempting to persuade others.
- the greater the magnitude of the dissonance, the greater the pressure to reduce dissonance.



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- Imagine a very religious person debating the existence of God with an atheist, and then imagine a moderately religious person in the same debate
- Imagine a militant of a political party debating with a militant of a different party about politics, and then a voter of the same party in the same debate



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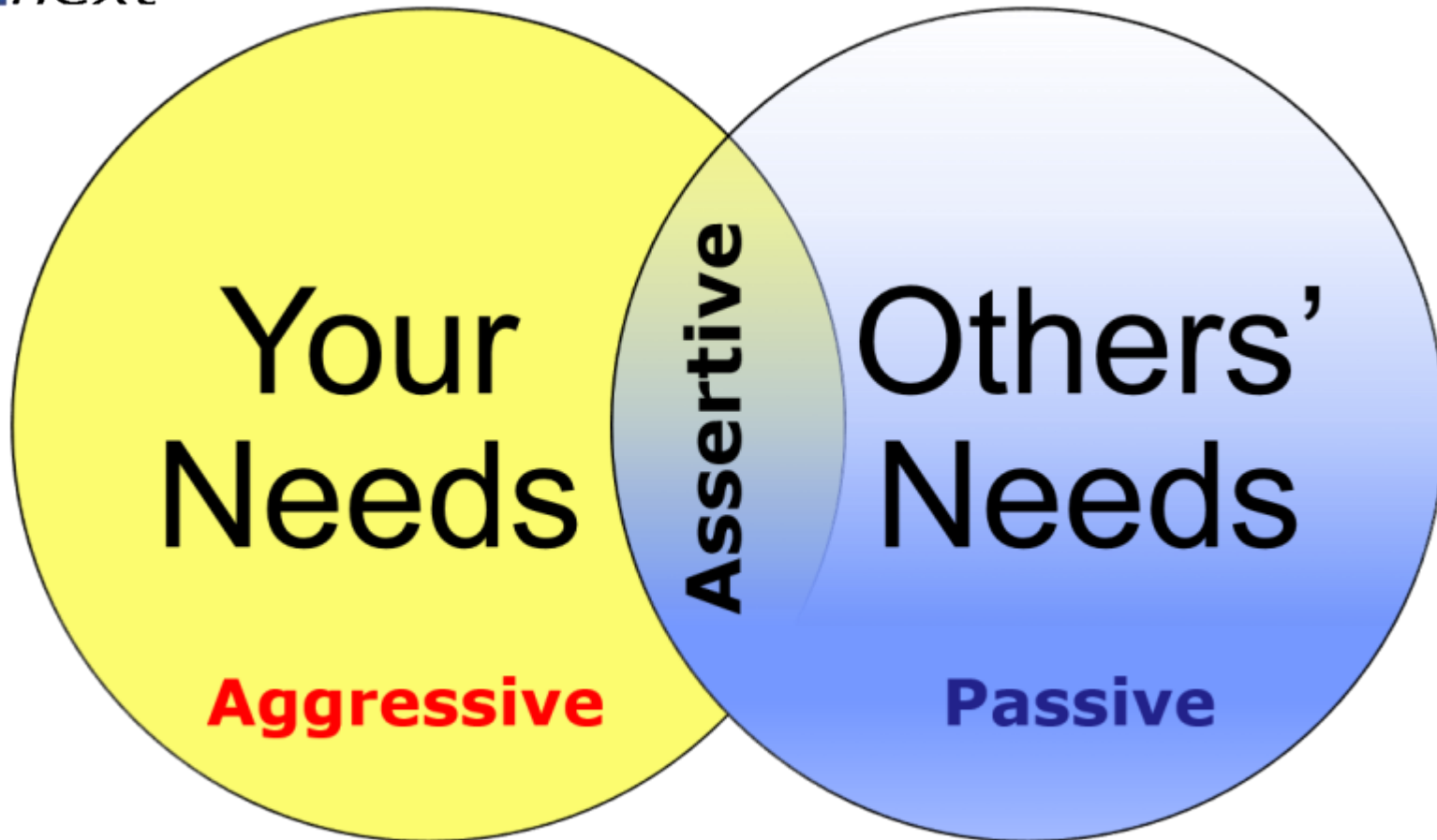
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- people find it difficult to accept the conflicting opinions of other persons because of the difficulty entailed by an attempt to reconcile such information with one's own opinion, as doing so would produce cognitive dissonance.
- It is much easier to just presume that the other person is wrong, and that one's own views are correct, as that reduces the dissonance with minimal effort.

*It takes a lot of maturity for a person to be able to overcome this dissonance and agree to disagree, rather than press his/her own worldview on the person, who presents conflicting opinion.*





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- Reactive **aggressive behaviors** are unplanned and impulsive, and are usually a response to feelings of anger, fear, or a need to retaliate against someone. When Misha pushes Sarah she's demonstrating reactive **behavior**
- *hostile or destructive behavior or actions*



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- *Assertiveness means standing up for your personal rights - expressing thoughts, feelings and beliefs in direct, honest and appropriate ways.*
- *By being assertive we show respect for the thoughts, feelings and beliefs of other people.*



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## Fogging

- By being defensive or argumentative rather than aggressive, the other person will cease confrontation as the desired effect is not being achieved.

### • Fogging example dialogue:

- What is wrong with you? Why didn't you reply to my email earlier?
- I replied later than I hoped to and I can see you are upset by that
- Upset? I am outraged! Try to be more considerate!
- Yes, I was concerned that you would have been expecting me to reply right away
- Um... Why you did not reply then?





## The Broken Record Technique

- Repeating what you want, again and again, without raising the tone of your voice

### Example dialogue:

- I would like you to cover me in filing incoming faxes for a while.
- I'm afraid I cannot undertake new duties right now
- You will receive a bonus for that
- Thanks, but I cannot undertake new duties right now
- Seriously, this is really important. I am asking it as a personal favor
- I value our friendship but I cannot undertake new duties right now







- **Positive Enquiry**

- Positive enquiry is a simple technique for handling positive comments such as praise and compliments.
- It is important to give positive feedback to others when appropriate but also to react appropriately to positive feedback that you receive.



- **Example:**

- I loved your presentation today
- Thank you. What do you think was the best about it?



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## • Negative Enquiry

- a way to respond to more negative exchanges
- used to find out more about critical comments

### Example dialogue:

- I consider your presentation today as a failure
- What did you not like about it?



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- **Scripting**
- preparing your responses using an approach that describes:
  - The event
  - Your feelings
  - Your needs
  - The consequences



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- **I statements** ("I want.", "I need." or "I feel")
- **Empathy** (recognize how the other person views the situation before expressing your needs)
- **Escalation** (getting more and more firm as time goes on)
- **Ask for More Time**
- **Change Your Verbs** (Use 'won't' vs. 'can't', 'want' vs. 'need', 'choose to' vs. 'have to', 'could' vs. 'should')



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# Planning a Presentation



- Before preparing the presentation determine:
- **The type of talk.** Will it be an informal discussion? a seminar? a more formal presentation?
- The **composition of the audience.** Who? How many?
- The **time allotted.**
- Expectations concerning content.



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- Breathe slowly and deeply
- Project your voice. Make eye contact with your audience, but don't single out one individual.
- Avoid looking at your notes when you don't need to.



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- Try to stick to the general outline of your notes.
- Think about the ideas, and your words will follow naturally.
- Speak slowly and clearly, and use gestures.

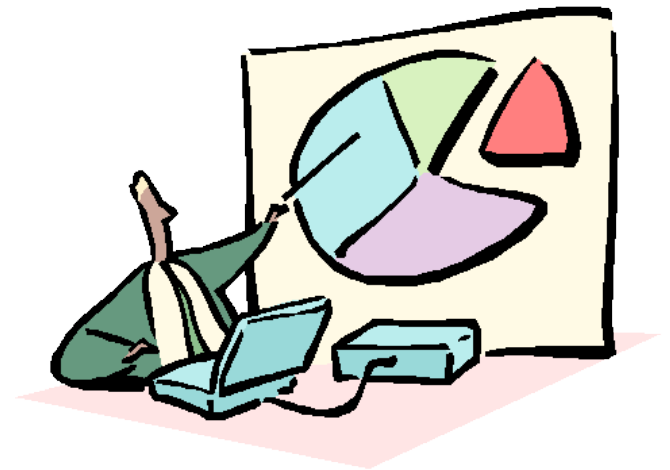


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- A tape recorder or videotape are useful tools. **Look for variation in speed or tone, or for distracting fillers like 'um's (and 'er's, 'like's and 'you know's).**
- Avoid distracting mannerisms, e.g., don't pace or adjust your clothing.
- **Make sure you are speaking to your audience,** not to the floor, ceiling, or, especially, the projection screen.



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# Methodological tool

Presentation in class  
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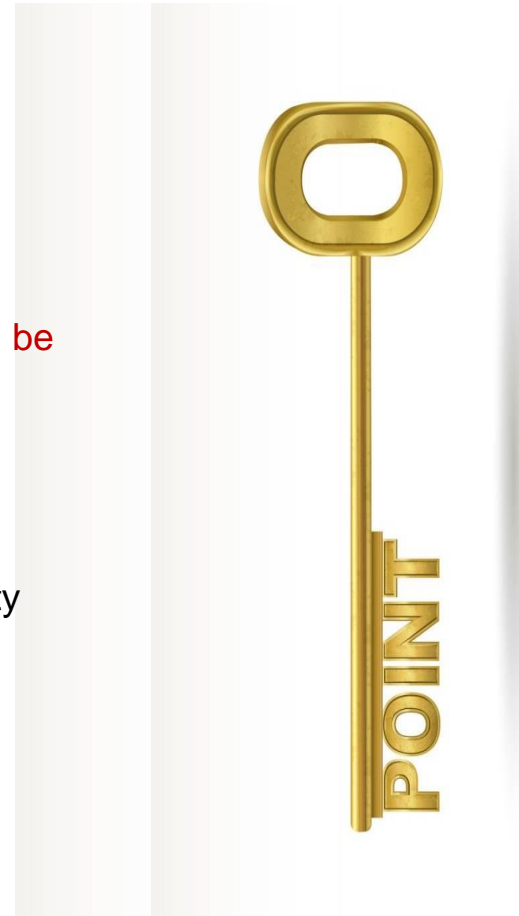
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- **Review Question 1**
  - What is a message? Can you provide a short definition?
- **Review Question 2**
  - Which is the most important element of a message?
- **Review Question 3**
  - Can you list the most important assertiveness techniques?
- **Review Question 4**
  - Can you describe the basic active listening techniques?





- **A message can be:**
  - Verbal
  - Non verbal
  - Written
  - Etc.
- **VERBAL-VOCAL**
  - Tone (How)
  - Words (What)
- **VISUAL**
  - Posture
  - Hand Gestures
  - Facial Expression
  - Degree of Relaxation
- **Needs**
  - Large-scope community
  - Root or causal
  - Informational
  - Physical
  - Personal
- **When communicating, always be aware of:**
  - Time
  - Place
  - Cultural differences
  - Etiquette/level of formality
  - Age
  - Gender
  - Social status/prestige
  - Etc.





# Well Done!

# You have completed this unit