

## Financial Services Sector – Social Responsibility Facilitator - Training Material

### UNIT 4: Professional Knowledge, Skills and Competences for the Social Responsibility Facilitator (2 ECVET)

#### Unit Description:

In order for the social responsibility facilitator to be effective in his/her role, certain knowledge, skills and competences are required. These can be considered to be a package that enables the social responsibility facilitator (SRF) to work concretely in the field of CSR. Effective communication, problem solving skills, conflict resolution, team-work and work ethics are few of the most important soft skills that enable the social responsibility facilitator to fulfil his duties.

Moreover, the social responsibility facilitator needs to be sensitive to issues affecting society and the environment around his/her organisation. S/he needs to be able to think critically and creatively and suggest activities which the company can pursue in order to improve these challenges. This unit will therefore introduce learners to such topics.

#### Learning Outcomes:

**On completion of this unit the learner will be able to :**

1. Apply the techniques of effective communication
2. Practice critical and creative thinking and emotional intelligence
3. Use appropriate techniques to solve problems and deal with conflicts

### BOOK 1 - APPLY THE TECHNIQUES OF EFFECTIVE COMMUNICATION

This book focuses on the first Learning Outcome for this particular Unit. In you will find information related to the various topics related to this Learning Outcome. Information is provided in different forms and media including text, video and/or audio. In some cases a number of links leading you to external sources of information have been provided. It is recommended that you thoroughly read and follow all the information provided.

Reading through the different chapters and topics will enable you to complete any Assignments and Assessment Activities related to this Unit.

#### 1. The Elements of Communication Process (Kotler)

Communication is the process by which information is exchanged between two or more individuals. For communication to occur there must be a minimum of two individuals one of which takes the role of the sender, whilst the other acts as the receiver.

The following Diagram by Kotler represents communication and identifies nine important elements:

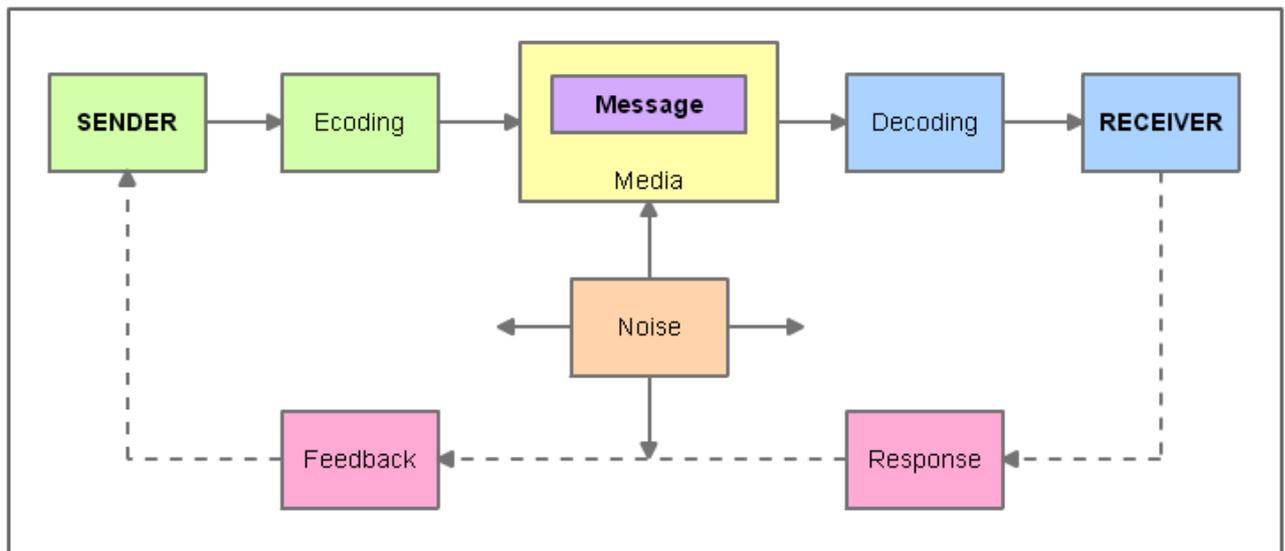


Fig 1.1 Elements in the Communication Process (Kotler, 2009, p.512)

In this model, Kotler represents communication through nine elements as follows:

- **Sender and Receiver:** representing the major parties in a communication;
- **Message and Media:** representing the major communication tools;
- **Encoding; decoding; response and feedback:** representing the major communication functions; and
- **Noise:** representing random and competing messages that may interfere with intended communication

Follow this [link](#) for a further explanation of the Communication Process.

## 2. Key Factors in Communication

There are a number of factors which need to be kept in mind in order to ensure successful communication. As we have already seen in the previous chapter, communication is done between a minimum of 2 individuals i.e.:

1. **the Sender** - which is normally identified as the person (or persons) sending forward the message/communication such as the speaker or the writer
2. **the Receiver** - which is normally identified as the person (or persons) receiving the message/communication such as the audience or the readers etc.

Communication is the process by which we exchange information between individuals or groups of people. In order for communication to be effective the Sender needs to keep in mind a number of factors so as to not risk that his message fails to reach its intended target and is either ignored or misinterpreted. Communication's success is based on the ability of the sender to produce messages which:

1. are easily deciphered by his/her audience;
2. elicit emotion in his/ her audience.

In order to achieve this, the sender needs to know his/her target audience and adapt his/her message according to their needs and beliefs. Adapting the message to the target audience will ensure that the message is delivered as intended and there are no misinterpretations. The sender must never assume that the audience shares his same beliefs or values, and s/he cannot expect an audience to adapt to him/her/ instead it is s/he who needs to analyse the audience and construct the message in a way that this is more likely to be comprehended and appreciated by the said audience. This is relevant to both spoken messages as well as written. :

### [YOUTUBE VIDEO: KNOWING YOUR AUDIENCE](#)<sup>1</sup>

Once the message is complete, the sender needs to develop feedback channels in order to monitor reception and ensure that his message is reaching its intended goal. Feedback channels vary depending on the nature of the communication, for example; in a one on one conversation, or in a situation where the sender is speaking actively to an audience, s/he may check reception by asking questions to the audience to check whether they understood. There may be times where the audience will not participate actively, or where the response will be solely to remove attention from them and return it to the sender. This happens mostly with Yes or No questions such as: Does this make sense? or Do you understand?. For this reasons it is important to avoid asking yes or no questions but ask specific WH questions (What?, Who?, Where? When?) in order to get the audience to think longer before replying. Replies generated by such questions will most of the time provide the sender with enough information to determine reception.

In the Following video, Anne Rickettes, Founder of Lighthouse Communications provides three tips for making sure that the audience understands your ideas.

### [YOUTUBE VIDEO: COMMUNICATION TIPS VIDEO: MAKE SURE YOUR AUDIENCE UNDERSTANDS YOUR IDEAS](#)<sup>2</sup>

In the case of written material this is a bit less straight forward and is harder to achieve. For this reason, knowing the audience becomes more important. Knowing the age; preferred language; values, religious and political beliefs, Historical and Societal information etc. will help the sender to construct the message in such a way as to ensure it is comprehended and appreciated by the specific audience.

## **2. Key Factors in Communication**

### **2.1. The AIDA Model**

Once the audience is identified, the sender/ communicator need to design the message. When designing the message, the communicator needs to keep the audience in mind and design a message which:

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<sup>1</sup> Youtube video – Knowing your audience - <https://www.youtube.com/watch?v=9A80QdJPR9U>

<sup>2</sup> Youtube video – Communication Tips Video: Make Sure Your Audience Understands Your Ideas <https://www.youtube.com/watch?v=ITfqmM50M1k>

1. is attractive;
2. is interesting;
3. elicits emotions; and,
4. solicits action in the identified audience.

This is referred to as the **AIDA framework** and it is commonly used in marketing communication when designing an advertisement. This framework can easily be translated to all instances of communication as it has the audience at its core and the audience's attention as its main aim.

AIDA stands for:

- A - Attention, Awareness and the ability to Attract the attention of customers (in our case the audience)
- I - Interest and points to the ability to raise the interest of the customers by focusing on, and demonstrating advantages and benefits
- D - Desire. The advert (in our case the message) needs to be convincing to the point that it convinces the audience that they want the product and that it will satisfy their needs.
- A - Action which leads the customers to actually purchase the product.

The AIDA Model is normally depicted in the shape of a funnel or a reverse pyramid with the largest percentage of the diagram dedicated to the first 'A' symbolising 'Attention' and the second larger part dedicated to Interest.



This highlights the importance placed on grabbing the audiences' attention, and that the major effort when designing a message has to be placed on this. Once the speaker has obtained the

audience's attention, and gathered their interest, it will be easier for him/her to deliver his message successfully and as initially intended.

## ***2.2. Reception Theory: Encoding, Decoding and Constructing Meaning***

Communication is the process by which information is delivered between 2 or more individuals. We have already explored the process of communication, and we have seen the elements involved in the delivery of a message from a sender (Speaker) to a receiver (Listener/audience).

In this section we will focus on two of these Elements i.e. Encoding and Decoding and how these are incorporated within the Theory of Reception.

There are a number of factors which can hinder communication, distort it and/or cause it to fail. For this reason, any message sent by the sender has to be encoded in such a way that this is easier for the receiver to decode.

Encoding in communication means that the sender (i.e. the speaker) encodes a message with meaning which "makes sense" and is comprehensible to his/her target audience. For communication to be entirely (100%) successful, the receiver (i.e. the audience) needs to internalise the message sent by the sender, and decode it in the way the sender intended. This means that the receiver will understand the message as the sender intended it without any form of distortion. This is called the Reception Theory (Stuart Hall) and it is an important factor for Effective Communication.

Watch this video for further information on Encoding and Decoding in Communication:

[YOUTUBE VIDEO: ENCODING, DECODING AND THE CONSTRUCTION OF MEANING](#)<sup>3</sup>

The following presentation provides a summary of Stuart Hall's Reception Theory (1980) with contemporary examples: PRESENTATION: [Stuart Hall Reception Theory \(1980\)](#)<sup>4</sup>

### **2.3. Verbal Communication**

Verbal Communication is the sharing of information between two or more individuals through spoken language. It is the most effective form of communication that leads to the rapid interchanging of information and feedback.

Verbal Communication is the form of communication which is least prone to misunderstandings since:

- it allows for a rapid exchange of information, request for, and provision of, clarifications by both the receiver and the sender;
- it is aided by other non-verbal communication elements such as tone of voice and (in the case of face to face communication) body gestures and facial expressions.

Verbal communication can occur both in a face to face setting (example: in one on one conversations, lectures, public speeches, seminars, conferences etc.) or through a communication medium (such as telephone and mobile phone calls etc.)

Verbal Communication is divided into Formal Communication and Informal Communication.

[YOUTUBE VIDEO: FORMAL AND INFORMAL COMMUNICATION](#)<sup>5</sup>

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<sup>3</sup> Youtube Video: Encoding, Decoding And The Construction Of Meaning:

<https://www.youtube.com/watch?v=l7FdHtfZfw8>

<sup>4</sup> Stuart Hall Reception Theory: <https://prezi.com/rnvmuzt5myfs/copy-of-stuart-hall-reception-theory-1980/>

<sup>5</sup> Youtube Video: Formal and Informal Communication: <https://www.youtube.com/watch?v=JbayYk6oCxY>

- **Formal Communication:** Also termed as the official communication where the sender follows a pre-defined channel to transmit the information to the receiver. Formal communication is the type of communication which is commonly used in a professional setting. It makes use of strict linguistic rules and speakers within a formal setting usually make use of a higher language register with more complex vocabulary. Formal communication is also used in settings where people want to make a good first impression.
- **Informal Communication:** Is where the sender does not follow any pre-defined channels to transmit the information. It is also known as Grapevine Communication and it's pace quick and rapid as opposed. It is commonly used for colloquial and every day communication especially between individuals who share a relationship. It is the natural form of communication, easy, flowing and ideal for socialising and conversing on matters related to everyday life.

The following chart available at [KeyDifferences.com](http://KeyDifferences.com) provides a good explanation of the differences between Formal and Informal Communication:

BASIS FOR COMPARISON	FORMAL COMMUNICATION	INFORMAL COMMUNICATION
Meaning	A type of verbal communication in which the interchange of information is done through the pre-defined channels is known as formal communication.	A type of verbal communication in which the interchange of information does not follow any channels i.e. the communication stretches in all directions.
Another Name	Official Communication	Grapevine communication
Reliability	More	Comparatively less
Speed	Slow	Very Fast
Evidence	As the communication is generally written, documentary evidence is present.	No documentary evidence.
Time Consuming	Yes	No
Advantage	Effective due to timely and systematic flow of information.	Efficient because employees can discuss work related problems, this saves time and cost of the organization.
Disadvantage	Distortion due to long chain of communication.	Spread of rumors
Secrecy	Full secrecy is maintained.	It is difficult to maintain the secrecy.
Flow of Information	Only through predefined channels.	Can move freely.

Read more: <http://keydifferences.com/difference-between-formal-and-informal-communication.html#ixzz4VLRKb6Y7>

## 2.4. Non Verbal Communication

### [YOUTUBE VIDEO: NON-VERBAL COMMUNICATION](#)<sup>6</sup>

Non Verbal Communication is a type of communication between individuals which occurs through the use of visual, aural and/or tactile cues such as: body language, physical environments/appearance and tonality. Non-verbal communication involves the conscious and unconscious processes of encoding and decoding. Encoding is applied when generating specific forms of non-verbal communication such as Facial Expressions, gestures, tones and postures. Decoding is used when interpreting the signs sent by the other individual/s in communication.

Non Verbal communication is divided into a number of sub categories namely:

- **Chronemics** - This is the study of how time affects communication. This varies between different cultures. For example, being late to a meeting would be perceived as rude in some cultures whilst it would be accepted and expected in some others. Chronemics differ also from one situation to another as well as from one relationship to another. For example, it is acceptable to show up late to a party but not to a business meeting. A relationship based example is that it is acceptable for a patient to wait for a doctor, but it is not acceptable for a doctor to wait for a patient. Chronemics form part of Non Verbal Communication because they function as unstated rules that members of a particular society more or less follow.

Some quick examples of chronemics are:

- walking to the door when you want someone to leave
  - purposefully maintaining eye contact too long
  - turning your back to end a conversation prematurely
  - Rhythmically tapping your fingers on the table to rush someone who is directed to speak
  - waving someone over to you (shows dominance)
  - purposefully yawning
  - looking at your watch
  - closing your eyes and taking a long deep breath
  - quietly standing your ground when someone is aggressively in your face
  - gathering up your belongings near the end of a meeting to signal the speaker that it's time to go (usually includes rattling your case keys)
  - Early Applause!
- **Kinesics** - This is communication through body movement. This is the most popular form of non-verbal communication. Communication through Kinesics is transmitted through a number of gestures, postures and facial expressions. Most of these movements are done subconsciously and are generally used to

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<sup>6</sup> Youtube Video: Non-Verbal Communication - <https://www.youtube.com/watch?v=e4hQ9FY6F8Q>

accompany verbal communication in order to reinforce an argument, stress a particular point or express feelings.

Let's look at the different types of Kinesics:

**1. Posture** - The way an individual's body is postured throughout a conversation sends out a message to the other party. A good example would be that of a parent scolding a child. In the image below we can see a clear distinction between the strong open posture taken by the male figure symbolising dominance and the closed posture of the female figure symbolising inferiority resulting from what we can imagine is guilt. Furthermore, the pointing finger gives us a clear indication that the male, which appears to be older (probably a father or Teacher), is probably angry and is imparting a lesson to (or scolding) the female who appears to be younger (possibly a daughter or student). From this image it is we can clearly understand the power of non-verbal communication. We do not need sound to understand what is going on and make out a possible role for the figures in the picture.

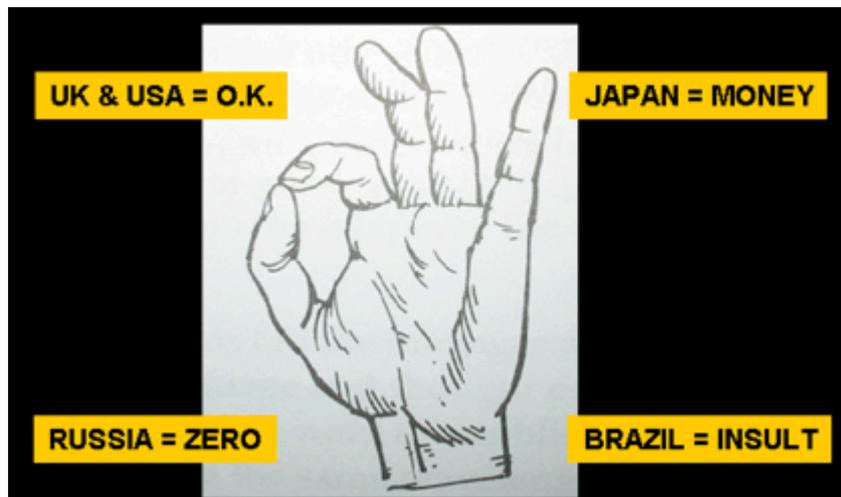


**2. Gestures** - gestures refer to the movements done by an individual with the use of his/her hands and arms whilst communicating. Ekman and Friesen (1969) identified five different types of gestures:

- Emblems: which are gestures which directly replace words. .
- Illustrators: where the speaker performs gestures to shape what is being said.
- Affect displays: by which the individual displays emotions.
- Regulators: which are gestures used to control the flow of conversation.
- Adaptors: which are used by the individual to relieve tension etc.

Although the great majority of these gestures have the same or a very similar meaning across the world, there are a number of instances where the same gesture can have totally different meanings between

cultures. There may be instances where a cordial greeting in a specific culture is considered an insult in another.



[YOUTUBE VIDEO: 10 SURPRISING WAYS TO OFFEND PEOPLE IN OTHER COUNTRIES](#)<sup>7</sup>

**3. Facial Signals** - Facial Expressions make up a major part of our non-verbal communication. Seeking eye contact when communicating is very important as facial expressions provide constant subtle feedback which confirms whether the message is being understood or not. Like other non-verbal communication types, facial signals are very fast and volatile and hence why it is important to obtain and pursue eye contact. Facial expressions using the mouth, eyebrows and forehead as well as head tilting, together with a person's gaze, can convey a message in a fast and efficient manner. Some facial expressions convey messages which cannot be expressed as efficiently with words.

[YOUTUBE VIDEO: THE HUMAN CONNECTION: EXPLORING FACIAL EXPRESSIONS WITH PAUL EKMAN](#)<sup>8</sup>

- **Oculesics** - is the study of the role of eyes in communication. Eye contact is an important aspect of communication and is important if we want to ensure that the message we want to convey is received as we intended it. The eyes can tell a lot about the state of mind of a person. They can reveal whether a person is paying attention, understanding, getting emotional, lying etc. the study of Oculesics tackles a number of aspects of the eyes such as: pupil dilation, gaze, focus, frequency of glances, patterns of fixation and blink rate, and explains how these convey messages about the individual. Like other forms of Non Verbal Communication Oculesics is determined by the society or region in which one is communicating. For example whilst in western culture eye contact is expected when communicating, in

<sup>7</sup> YOUTUBE VIDEO: 10 surprising ways to offend people in other countries - <https://www.youtube.com/watch?v=UTE0G9amZNk>

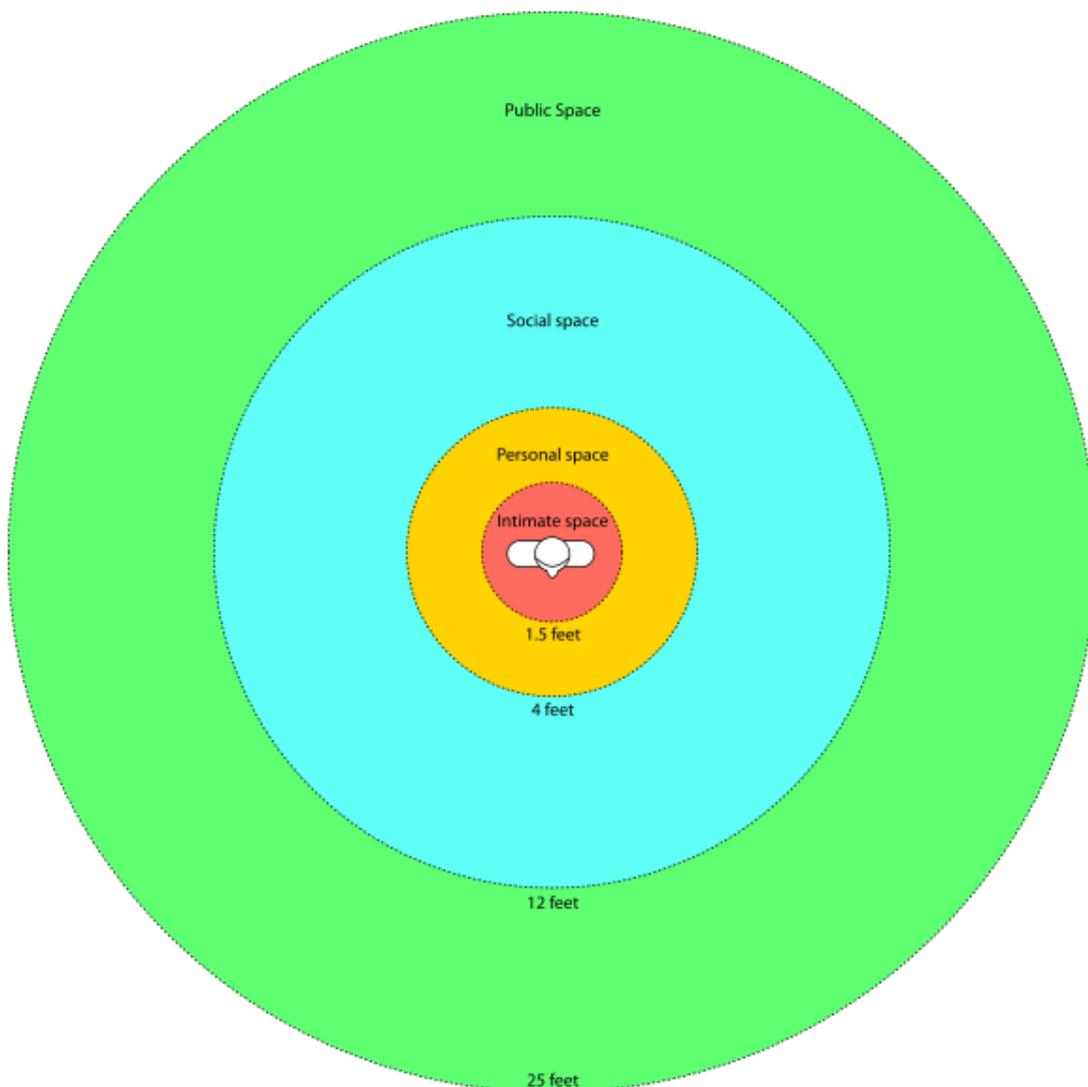
<sup>8</sup> YOUTUBE VIDEO: the human connection: exploring facial expressions with Paul Ekman - <https://www.youtube.com/watch?v=IISfh-lp-gA>

Eastern countries such as China and Japan, prolonged eye contact is considered rude or even threatening (*Communication Between the Cultures* by Samovar, Porter, & McDaniel, 2009)

In particular sports such as Poker, many professional players use their eyes to communicate with the other contenders on the table. Knowing how to read the eyes of the opponent could mean the difference between a significant victory or defeat. Some players also wear dark glasses so as to not reveal too much information to their opponents.

Read the pages 261 - 267 from the book *Communication Between the Cultures* by Samovar, Porter, & McDaniel, 2009 available [here](#) for more information on this topic.

- **Proxemics** - Proxemics is the study of the use of space in communication. Edward T. Hall (1966) coined the term Distance Zones and specified four distance zones namely:



- Intimate Zone/ Space: Begins with skin contact up to 1.5 feet. This is the closest distance individuals can be to one another. It is usually reserved to people who are emotionally close and allowing people in this zone is a sign of trust. In many cultures, people will be offended or feel alarmed/threatened if such a zone is crossed by a stranger.
- Personal Zone/ Space: 1.5 feet up to 4 feet. This is a less intimate zone and one in which couples normally stand in public. It is the distance mostly adapt for one on one conversations and it is the distance used when speaking to a customer or a colleague at work. The closer the individuals stand comfortably to one another in this particular zone, while interacting, can be a sign of the level of intimacy of the relationship between them.
- Social Zone/ Space: between 4 up to 12 feet. This is the distance used mostly in business situations. it is the zone used for more formal and impersonal situations. It is a zone in which you interact with people who are acquaintances but with whom you need to interact - such as the postal delivery man etc.
- Public Distance: 12 feet plus. This is the distance used in public speaking situations such as conferences, seminars and/or lectures.

The following clips will give some further insights into proxemics especially personal space:

[YOUTUBE VIDEO: CULTURAL PROXEMICS. PERSONAL SPACE](#)<sup>9</sup>

[YOUTUBE VIDEO: HSBC PERSONAL SPACE](#)<sup>10</sup>

- **Haptics** - Haptics is the study of Communication through touch. Different forms of touch such as Handshakes, "High Fives", Shoulder taps, Kissing (lips, cheeks, hand), holding hands, Hugging etc. are all symbols of communication. Haptics is closely related to the study of Proxemics, and both studies deal with an individual's personal space and territory. Such form of communication may have strong meanings which may vary between different cultures, societies and age groups. This form of communication carries with it a lot of consequences, both positive and negative.

For example a handshake can make or break a person's perception of another individual. Having a weak handshake might give off the impression of lack of confidence in an individual resulting in lack of trust and/or credibility. Being the first form of communication by which we introduce ourselves, it is advisable to have a firm handshake so as to inspire trust and self-confidence.

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<sup>9</sup> YOUTUBE VIDEO: Cultural Proxemics. Personal Space - <https://www.youtube.com/watch?v=4OFAm-VHATw>

<sup>10</sup> Youtube Video: HSBC Personal Space - <https://www.youtube.com/watch?v=RhlzGrlqAk0>

Touch is a very sensitive form of communication and one which can easily cause either comfort or harm in an individual depending on the relationship. Whilst a hug is one of the most reassuring gestures between related individuals, it causes a lot of distress in individuals if given by a stranger without some form of introduction or request for permission. Like gestures, some forms of touch, although identical, can have totally different meanings between different cultures. Some of these are also governed by religions and traditions. For example in some conservative Muslim societies, it is not customary to shake hands since they believe that unrelated men and women should never touch. Similarly, in some Muslim societies, individuals are not allowed to shake hands with members of the opposite sex as Islam prohibits non-essential touching and physical contact.

- **Vocalics** - Is the study of the use of the voice for non-verbal communication. Such use is normally used by the speaker in order to express his/her emotions and provide cues as to what is meant. These cues include pitch, tone, rate, volume, and accent pattern and will influence how the message is received and interpreted. This is also referred to as paralanguage.

When communicating, most of the vocalics mentioned earlier are used interchangeably and subconsciously. Of the above, pitch and tone are the most frequently used? Changing the pitch and tone in specific parts of a phrase, underlining a specific word, will change the meaning as shown in the picture below. Additionally one can also give a sarcastic tone to a sentence and completely change its meaning. Other examples of vocalics include the rate at which one speaks. For example if someone speaks really fast, it could be an indicator that s/he is nervous or excited.

"I didn't **SAY** you were stupid."  
"I didn't say **YOU** were stupid."  
"I didn't say you were **STUPID**."

11

Finally watch the following video for a summary and demonstration of some of the aspects discussed above:

[YOUTUBE VIDEO: THE IMPORTANCE OF NONVERBAL CUES AS TOLD BY "FRIENDS"](#)

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<sup>11</sup>Youtube Video: The importance of nonverbal cues as told by "Friends"  
<https://www.youtube.com/watch?v=OvEci5Bjgd4>

## 2.5. Written Communication

Written Communication, as the name suggests, involves any type of communication which involves any type of message that makes use of the written word. Written communication has always been an important form of communication and it is one of the means through which we learnt about our history. Unlike verbal and nonverbal communication, written communication is more permanent. It is not immediate in the sense that it gives the opportunity to the sender to think about his message, elaborate and correct prior to sending. A number of rules apply to written communication depending on the nature of the message and the register in which the message is being sent i.e. Formal or Informal. For example there are strict rules governing the writing of Formal letters or Contracts, however the language of Informal letters and/or SMS is less rigid.

Due to its permanent Nature, Written communication is the most important form of Communication within a business setting. From emails to contracts, it is very important to keep a record of specific instances of communication and agreements within a business setting.

Like other Forms of Communication, Written Communication has its Advantages and Disadvantages. Below you will find some examples:

### Advantages

- **Cheap** - you can send an email to foreign colleagues or clients without the need to make overseas calls.
- **Fast Delivery over long distances** - In modern days thanks to emails, SMS, online forums and/or chatting, messages are delivered instantly to very long distances.
- **Facilitates Mass Dissemination** - Written communication is ideal for disseminating information across a wide number of recipients without the fear of warping.
- **Facilitates Internal Communication** - Through the use of emails it is easier to communicate internally both top-down (management to employees), bottom up (employees to management) and lateral communication saving time for which would be used to travel from one office to another
- **Facilitates communication of Complex information** - Written communication makes the communication of complex information much easier like for example: A set of instructions on a specific task from a manager to an employee or a detailed report on an incident from an employee to a manager.
- **Accurate** - Written communication is accurate and gives the opportunity to the sender to think and amend in order to better shape his ideas prior to sending. It also gives the sender the opportunity to re-read the information in order to better understand the message sent.
- **Permanent** - Written Communications can be filed and referred to at a later stage. The message contained in such communication will remain the same as the day it was sent. Written communication serves as written proof in case of a dispute or a business transaction.
- **Accountability** - Most written documents have signatures which bind the writer, holding him/her responsible for whatever s/he has written

### Disadvantages

- **Time consuming** - The composition of written communication requires a lot of thought by the writer in order to develop his/her ideas and make sure s/he expresses them in an understandable manner
- **Potential Delays in communication** - Although written messages are transmitted instantaneously, mostly thanks to the use of technology, there might be delays on response depending on the time the receiver reads the communication. This means that written communication is not ideal for emergency situations
- **Lacks non Verbal Communication** - Being written, the communication is impersonal and may run the risk of being misinterpreted. Unlike face to face communication the sender needs to put extra effort in order to communicate emotions to the receiver.
- **Requires Literate communicators** - both the sender and the receiver need to be literate for written communication to occur.
- **Costly** - the entry cost in order to have the necessary technology and devices for successful written communication is expensive.
- **Filing** - Written communication needs to be filed (either electronically or in paper). Correct filing can be time consuming whilst improper filing might make the information fall into the wrong hands.
- **Lack of secrecy** - Improper filing or publication of written communication might transmit sensitive content to the wrong audience. Once a message is written it runs the risk of becoming public.

There are three main elements to written communication i.e.:

- **Structure** - (the way the content is laid out) - The structure of a written document is very important because it helps the writer to: set the flow of the written text by placing his/her ideas in a logical order; separate his/her ideas into sections, and highlight particular points by strategically placing them in specific areas within the text. On the other hand, a document's structure is very important to gather and maintain the interest of a reader. It will also determine whether a reader will be able to decipher and understand the written text as intended by the writer or not which a vital point of communication is. This is also determined by the use of punctuation and the structure of the sentences chosen by the writer. In written communication it is ideal to keep sentences and paragraphs short and to limit the amount of ideas developed in a single paragraph to just one. Last but not least, regardless of the length of a document, a strong Introduction and Conclusion are also very important as they play a vital role in grabbing the interest of the reader (introduction) and deliver the final message which the reader is sure to remember once s/he has finished reading (conclusion).
- **Style** - (the way the content is written) - The style of a written message is mostly concerned with the register which should be used depending on the intended audience and the scope of the message i.e. either Formal or Informal. The style of a Curriculum Vitae or Contract will be much different than the style used in an SMS or an online Blog. Moreover, depending on the intended audience, the writer also needs to determine the level of technical jargon and/or other specialist terms which s/he should use in his/her document. These should obviously be limited and translated if the text is intended for the

general public who are unlikely to have knowledge of such terms. Language also plays an important part when selecting the preferred or required style. This should also be based on the intended audience. For example old archaic English and/or high English would not be ideal for a text intended for teenagers and/or individuals of the general public.

- **Content** - (What the writer is writing about) The third element of written communication is the content of the written message which is based on the topic which the writer is writing about. This is a determining element of writing since both the other elements are largely based on it. The writer needs to give a lot of thought to this element in order to ensure that s/he gets his message through successfully.

In the following [link to an article by the University of Kent](#), you will find more a detailed explanation of the above mentioned points, including some tips to aid you in writing effective written communication.

### **2.6. Effective Communication in Writing**

Written communication is an important form of communication in every business setting. We have already explored the advantages and disadvantages of written communication as well as the elements of written communication. In this section you will find some tips for effective written communication focusing on one fundamental rule i.e. K.I.S.S. KISS is an acronym for Keep It Simple Stupid which was coined by the U.S. navy in the 1960's. According to this principle most systems work best if they are kept simple. The same can be said for written communication.

Most of the time we find ourselves over complicating written messages thinking that by using higher or more complex language we would be portraying a better image of ourselves, when in reality it is just the opposite. Using complex language may lead to the loss of the message, especially when the receiver is not used to that form of language. The best way to ensure that our messages will be understood by the receiver, as we intended them, is to make use of simple or plain English (if the message being sent is written in English). Writing effective communication messages using plain English is a skill that many people lack.

In [the following link by Skillsyouneed](#), you will find a comprehensive explanation and some examples of writing using plain English.

Some rules to follow when communicating in writing are:

1. **Be concise** - No matter what the nature of the message you are writing is, most people do not like reading lengthy messages (or simply do not have time to), hence why SMS messaging became so popular. Writing short messages which go straight to the point is more likely to ensure that the message is delivered and understood as intended.
2. **Be accurate** - Being accurate when sending a written message is important for two reasons:
  - i. Providing inaccurate information may confuse the reader thus causing the message to lose its purpose and the communication to fail. Inaccurate or wrong information have a negative impact on the purpose behind the message (such as a business transaction) causing a company or an individual to lose money or an opportunity etc.

ii. Written messages are permanent and can be re-read which means you will be held accountable for any wrong information you provided. This may also have a negative impact on your reputation.

3. Be polite - Using plain English to send a message doesn't mean you are being or you can be impolite. When sending a written message it is always recommended to be polite.

The following table by [Business English Resources](#) provides some examples of how to write a polite message depending on the situation:

	Situations	Language	Notes
<b>Simple Requests</b> <i>(the reader has an obligation to comply with your request)</i>	Asking an employee or coworker to do something that he/she normally handles	Could/can you...please?  Would you mind...?	For simple requests, we can be fairly direct. Keep in mind that <i>Would you mind</i> is a bit more polite than <i>Can/could you...?</i> Also, <i>could</i> is a little more polite than <i>can</i> . Remember that <i>mind</i> is followed by the gerund ( <i>ing</i> ). For example, <i>Would you mind taking to take a look at this?</i>
<b>Favors and Big Requests</b> <i>(the reader does not have an obligation to comply with your request)</i>	Getting help with something that you normally handle yourself  Special requests	I was hoping you could...  I was wondering if you could...  Do you think you might be able to...?	Favors and big requests require “softer” language. One way to make language softer is by using past tenses ( <i>I was hoping, I was wondering, I wanted to, etc.</i> ) Another way we make language softer is by using modals ( <i>might, could, etc.</i> ).
<b>Permission</b>	Vacation requests Time off requests Borrowing something	<i>I was hoping I could...</i> I was wondering if I could... <i>Would it be okay if I...?</i> Do you think I might be able to...?	Just like with favors and big requests, we use softer language to ask for permission (past tenses, modals, etc.)
<b>Suggestions</b>	Offering your point of view	<i>What about if...?</i> Maybe we	Using these expressions sounds more polite than <i>Well, I think we</i>

	Suggesting a better way of doing something	could...? <i>I thought it might be a good idea to...</i>	<i>need to...</i>
<b>Rejecting/ Refusing/ Declining</b>	Rejecting offers, suggestions, proposals/ideas	I'm not sure that... I don't know if...	Expressions like <i>I'm not sure that...</i> , and <i>I don't know if...</i> are more polite than <i>That won't work.</i>
<b>Pointing out a Mistake</b>	Billing mistakes	It looks like... It seems...	These introductory statements help to make the message softer.
<b>Checking on the Status of Something</b>	Finding out if something is finished  Gently reminding someone that you need something he/she is working on	Have you had a chance to finish/work on...?	<i>Have you had a chance to finish/work on...</i> is much more polite than <i>Are you finished yet?</i> or <i>Is it ready yet?</i>

4. Be Coherent - Coherence in writing means that all words, sentences paragraphs and ideas within a written message are connected through a logical flow. Since written communication lacks the feedback elements to check for comprehension, the writer has to ensure coherence in his writing in order to help the reader in decoding the message as it was intended. The best way to achieve coherence is to pay attention at the placing of specific elements within a written text. For example the Topic Sentence (which is the sentence which introduces the theme of the written text) is ideally placed at the start of a paragraph, followed by a number of supporting sentences to better elaborate and explain as needed. The placing of specific words within a sentence also helps determining coherence; take for example the following sentence:

"Ramon likes to sing, dancing, and skate" the sentence feels wrong, that's because it is not coherent. The sentence should read "Ramon likes singing, dancing, and skating." This is called parallelism and it means using a similar construction between words in sentences. It is used to improve the coherency of words within a text. This means that all the words in a sentence should be constructed in the same way. In the sentences shown above you will notice that in the first sentence the verbs are not constructed using the same tense and therefore the sentence feels wrong. This is not the case in the second sentence where all verbs are constructed using the same tense.

Coherence can also be achieved through repetition of words and transitional devices in order to achieve coherence between sentences. These techniques will help with the flow of ideas between sentences and will

reinforce specific ideas in order to ensure comprehension. The following is an example of repetition of words to achieve coherence:

One of Mario's favourite hobbies is singing. Singing makes Mario feel good because it helps him to relax. Singing also helps Mario to communicate his emotional feelings.

In this example, the repetition of singing bridges the sentences together giving them a common theme and ensuring that the reader understands the importance of singing for Mario.

Transitional devices are words such as 'Again' and 'later' or phrases such as 'in the light of' or 'not to mention' are also used to achieve coherence by connecting sentences or introducing new, possibly conflicting, ideas in the text.

In the [following link by English Language Smart Words](#) you can find a complete list of transitional words and phrases.

5. Be consistent - Consistency in writing is achieved when the writer strives to maintain the same format throughout the entire text. Consistency in writing affects the way a message is understood. Inconsistent texts run the risk of being misunderstood by the reader. Moreover, messages written inconsistently also reflect badly on the person sending them, showing sloppiness and/or carelessness. The following table by Intelligent Editing shows the 10 most common consistency errors in writing

RANK	TYPE OF ERROR	EXAMPLE	FREQUENCY
1	Phrases in capitals	The word 'Government' in one location but 'government' elsewhere.	79.7%
2	Hyphenated phrases	The phrase 'decision-making' in one location but 'decision making' elsewhere.	62.5%
3	Heading case inconsistencies	Two headings at the same level but one in title case and the other in sentence case.	40.3%
4	Numbers in sentences	Numbers spelled out in one location but in numerals elsewhere.	39.4%
5	List / bullet punctuation	Within a single list, some items ending in a semi-colon but others have no punctuation.	37.8%
6	Table / figure labels	A figure called 'Graphic 1' being followed by another called 'Image 1'.	22.2%

<b>RANK</b>	<b>TYPE OF ERROR</b>	<b>EXAMPLE</b>	<b>FREQUENCY</b>
<b>7</b>	Spelling	The word 'colour' in one location but 'color' elsewhere.	22.1%
<b>8</b>	Punctuation in tables	Some entries in a column being followed by a full stop but others having no punctuation.	16.6%
<b>9</b>	Capitalization in tables	Some entries in a column starting in lowercase but others in uppercase.	13.0%
<b>10</b>	Hyphenation of compound modifiers	The word 'anti' being followed by a hyphen in some cases but not in others.	12.4%

Source: [Intelligent Editing](#)

6. Check your writing - Once a written message is completed the best way to ensure that the message can be understood as intended, is to double check what you wrote. When checking your own writing you will be able to notice errors which you wouldn't have been able to notice when writing. Most of the consistence and coherence issues can also be fixed through a thorough check of own writing. The use of proof-reading tools is an efficient form of checking own writing and fix unwanted mistakes. Checking own work is important since all written messages sent will, reflect directly or indirectly on their originator.

### 3. Barriers to Effective Communication

Successful communication depends on a number of factors. One of these is the ability of the sender to understand his/her audience and to encode his/her message according to the audience's specific needs. Another factor is the ability of the audience to decipher the message and the amount of attention paid to what they are being told. The selection of the media used to pass-on a specific message based on the audience and the nature of the message itself also plays an important role in the success of communication. Communication is an important aspect of everyday life and plays a leading role in most human endeavours. Failure to communicate may have a disastrous effect, much like the one shown in the picture below.



There are a number of factors which can hinder communication and cause it to fail. These are known as Communication Barriers and belong to a number of categories as listed below:

**1. Language Barriers** - this is one of the most common barriers to communication. In order for communication to be successful both the sender and the receiver need to be able to understand the same language. This is not the only form of language barriers. A language barrier may occur between communicators who speak the same language but do not belong to the same sector. In this case the use of sector specific jargon and/or abbreviations which are not comprehended by both parties will distort communication and might cause it to fail. Another form of language barrier is the use of regional

colloquialisms, which are not understood by everyone and might be considered and therefore disrupt communication.

The [following article from Businessstopia](#) will provide you with more information on Language Barriers.

**2. Physical Barriers** - Physical Barriers refer to the difficulties to communication brought about by physical difficulties such as communication Distance. The physical distance between a speaker and his audience might lead to a failure in communication. Shorter distances often lead to clearer communication. In this case distance can either be a few meters between the speaker and the receiver and/or longer geographical distance. Most of the time, when communication is hindered by distances, the use of communication tools and technology is required. This might create another barrier in itself i.e. a technological barrier. When technology is used to transmit a message there is the risk that communication becomes impersonal thus losing most of its impact. The quality of the equipment used to transmit a message also plays an important role in the successful delivery of a message. Technical faults may cause a message to be un-decipherable and inevitably causing the communication to fail.

The environment around us also plays an important role in the success of communication. Within an office environment the design of the working space is crucial. A badly designed office environment might interfere with the communication flow, both between employers and employees as well as between the employers themselves. Communication plays an active role in the success of any business and therefore close attention must be paid to the design of a working environment which facilitates communication.

The [following article from Businessstopia](#) contains more information on this form of Communication Barrier.

**3. Physiological Barriers** - These types of barriers are generated by hindrances related to the human body and mind. In certain occasions, human physiological defects or disabilities might have a negative effect on communication. When communicating, humans make use of a number of senses which play an important role in both the encoding and in the decoding of a specific message. Some examples of physiological barriers are:

1. Deafness and Hearing impairment - A person with a hearing disability will find it difficult or impossible to decipher spoken or recorded audio messages. The individual might also have a hard time to communicate his/her own messages to other individuals due to the fact that s/he might not be able to receive clear feedback. Similarly in some cases hearing impairment might also affect the individual's ability to speak thus making communication more difficult.

2. Blindness and vision Impairment - A blind or visually impaired person will have a difficulty to decipher written messages or symbols. When sending a message, s/he will find it difficult to enhance his/her message with visual descriptions and will not be able to or will have problems to decipher non-verbal understanding cues sent by his/her audience.

Other physiological barriers may arise from temporary physical conditions suffered by either the speaker or the listener such as pain, illness, disease and/or sickness. Apart from hindering communication these conditions also affect the mental state of the individual.

For more information on Physiological Barriers have a look at [the following article from Businessstopia](#).

**3. Psychological Barriers** - The state of mind of a speaker or even a listener at the time of communication may have an effect on the message being transmitted. An angry speaker will find it hard to deliver praise and is more likely to say things s/he will regret, on the other hand an angry listener is very likely to misunderstand what he is being told. Similarly a highly stressed speaker will have a hard time to inspire confidence whilst a stressed or preoccupied listener will once again find it difficult to concentrate and to decipher a message. Although 2 speakers might be saying the exact same thing, the emotional charge given to a message will give it different meanings. Other psychological matters such as: self-esteem, social acceptance, group identification, prejudice (The physical appearance of an individual might trigger psychological barriers) etc. will affect the way we perceive a message or how we are perceived.

Have a look at this [article from Businessstopia](#) for more information.

**4. Cultural Barriers** - Cultural Barriers, as the name suggests, emerge from the differences between cultures. Different cultures often have different languages, different values and beliefs, different concepts of space and time, different use of gestures and manners and most importantly different mindsets. Some cultures may also give rise to prejudices and ethnocentrism further accentuating the differences. All these factors act as barriers to communication between individuals coming from different cultures

The [following article from Businessstopia](#) will give you a more comprehensive look at cultural barriers.

In the following video you will see an example of miscommunication. Although both speakers are speaking and understand the same same language, communication still fails due to the way the message is expressed, the lack of clarification, and the lack of request for and provision of Feedback.

[YOUTUBE VIDEO – COMMUNICATION BARRIERS](#)<sup>12</sup>

### **3.1. Recommended Readings**

- [Effective Communications - Communication Skills](#)

## **4. Providing Effective Feedback**

The provision of Feedback is one of the most important mechanisms for continuous improvement. When provided effectively, Feedback can be a means of growth. It is present in many aspects of our social lives and it helps us identify our strengths and weaknesses and give us an indication on how to move forward.

The following is a definition of Feedback as found in the Business Dictionary online available [here](#).

"Process in which the effect or output of an action is 'returned' (fed-back) to modify the next action. Feedback is essential to the working and survival of all regulatory mechanisms found throughout living and non-living nature, and in man-made systems such as education system and economy. As a two-way flow,

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<sup>12</sup> Youtube Video – Communication Barriers - <https://www.youtube.com/watch?v=D3a3fgUkw6c>

feedback is inherent to all interactions, whether human-to-human, human-to-machine, or machine-to-machine. In an organisational context, feedback is the information sent to an entity (individual or a group) about its prior behaviour so that the entity may adjust its current and future behaviour to achieve the desired result.

Feedback occurs when an environment reacts to an action or behaviour. For example, 'customer feedback' is the buyers' reaction to a firm's products and policies, and 'operational feedback' is the internally generated information on a firm's performance. Response to a stimuli (such as criticism or praise) is considered a feedback only if it brings about a change in the recipient's behaviour."

Read more: <http://www.businessdictionary.com/definition/feedback.html>

Feedback is widely used in an educational or an employment setting. Providing effective feedback requires specific skills. Feedback can be either positive (to praise an individual on a job done well or an achievement) or constructive (to indicate particular areas and opportunities for improvement). Feedback should never be negative as negative feedback will only have a demotivating effect on the individual. The aim of feedback should always be that of motivating the receiver to 'keep up the good' work or to 'improve a specific task by...'

When giving feedback, the provider (which is usually a manager, supervisor, mentor or lecturer) needs to pay attention to his/her choice of words and to the emotions of the receiver (usually a subordinate or a student). For this reason it is important that the feedback provider develops the skills required to provide constructive feedback.

The following are some example of provision of feedback:

[YOUTUBE VIDEO: HOW CAN MANAGERS GIVE FEEDBACK](#)<sup>13</sup>

[YOUTUBE VIDEO: VIDEO TRAINING: HOW TO GIVE 'EFFEC TIVE FEEDBACK'? \(DEMO-VIDEO\)](#)<sup>14</sup>

The following section is adapted from Grant Wiggins' Seven keys to Effective Feedback which can be found [here](#).

In order for Feedback to be Effective, it needs to be:

1. **Goal referenced:** When providing Feedback the provider needs to keep the individual's goal or targets at the centre of the feedback. Feedback needs to include information related to the actions taken by the individual in the process of achieving his/her goal and makes him/her understand whether s/he is on the right track or not. Goal referenced feedback is used to prompt the individual to identify how s/he can improve his/her work and help him/her in validating any results achieved.

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<sup>13</sup> Youtube Video: How Can Managers Give Feedback - <https://www.youtube.com/watch?v=kHyeIDJvsCI>

<sup>14</sup> Youtube Video: Video Training: How To Give 'Effective Feedback'? (Demo-Video) - <https://www.youtube.com/watch?v=SMAQfUBuHxU>

2. Tangible and Transparent: Tangible feedback is feedback which an individual gets in the form of a consequence of achieving or trying to achieve a goal. For example: When an individual says a joke, s/he expects the audience to laugh. If the audience doesn't, it means that something went wrong: either the joke was not good, or the individual is not capable of telling the joke correctly or the audience did not pay attention to the speaker etc. In this case feedback comes in the form of a reaction from the audience. There are a lot of similar situations in our everyday lives and these are some of the most effective ways with which we learn.

Tangible feedback is feedback which makes an individual question what s/he needs to adjust in order to obtain a better result the next time s/he attempts the same (or a similar) task or performance. It is possible that an individual does not notice these instances of Tangible Feedback, most likely because s/he is too focused on achieving the goal, to notice what is keeping him/her from achieving it.

Tangible and transparent Feedback also means feedback which is clear and direct and which the individual can implement. When providing feedback, the provider needs to avoid vague comments as these will only confuse the individual receiving the feedback. All comments provided as part of the Feedback process need to be concrete and transparent. Telling someone that they "could have done something better" is not tangible feedback as it is too vague and does not give any information to the receiver on how to improve. Tangible guidance for improvement is a vital aspect of feedback provision.

3. Actionable: Actionable feedback means; feedback which can be carried out and/or followed-up-on by the individual. As previously mentioned, comments such as "Good" and/or "Not Good Enough" cannot be considered as feedback as they do not provide the individual with an opportunity to learn from his/her performance. Individuals receiving such comments as feedback will not be able to know what was good and/or bad in their work. Therefore feedback needs to be concrete and detailed explaining what was "Good" and what was "Bad". Feedback should not be used to highlight only the negative aspects of an individual's work or performance. People learn from mistakes as well as from successes.

In addition to the above, when writing/designing feedback, the receiver needs to be kept at the centre of the design/writing process. Any feedback on performance, needs to be written with the individual's means and skills in mind so as to ensure that the individual can put into action any feedback provided. Feedback needs to be designed for an individual and it needs to be actionable and/or achievable by him/her.

4. User-Friendly (specific and personalised): Feedback needs to be designed according to the receiver's needs, means and abilities. It needs to be designed in a way so as to ensure that the individual is able to understand it and carry it out effectively. Before providing feedback it is important to analyse the individual to whom the feedback is addressed. Personalised feedback is more likely to be understood, appreciated and implemented by the said individual.

Feedback also needs to be specific. It needs to focus only on the most relevant aspects of an individual's work/performance. Rather than pinpointing every minor defect in an individual's work/ performance, the feedback provider should focus only on the most relevant aspects which when changed are more likely to improve the said work/performance.

5. Timely: Feedback timing also plays an important role in determining whether it will be followed up by the individual or not. When an individual finishes and submits a task for which he knows he will receive feedback, s/he would prefer to receive this feedback as early as possible. Providing feedback in a timely fashion, while the individual is still interested and excited about a specific performance or task, is more likely to have an impact on the said individual. Immediate feedback is not always possible, however it is important to try and provide feedback at the earliest possible to ensure it has the maximum impact.

6. On-going: Providing on-going feedback is the best way to allow an individual to learn and improve his/her performance and achieve better results. Providing feedback whilst an individual is carrying out a task will

give him/her the opportunity to learn whilst working, and allow him to modify his work accordingly thus giving him a better opportunity to achieve a better result. This form of feedback is also known as Formative Feedback. It is different than summative feedback which occurs at the end of an individual's work or performance. Some might argue that in a Summative Feedback setting, feedback is given "too late" since the work or performance is over and therefore the individual has to wait for another session/opportunity to apply any feedback received. Through formative feedback an individual also develops his/her ability of "learning from mistakes" and the ability to adapt his work/performance in order to achieve a better result. As explained earlier, it is evident that the best feedback is the one provided in a timely fashion.

7. Consistent: In certain situations, an individual will be subject to different sources of feedback. In these situations it is important that the feedback provided to the individual is consistent both in the level and depth. The quality of feedback provided to an individual will have an effect on how the individual perceives it. Feedback providers need to find ways on how to match the quality of feedback they provide and ensure that this is of a similar level. Finally, individuals can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy.

#### **4.1. Constructive Feedback/ Criticism**

We have already seen the elements of Effective Feedback and its importance in different aspects of our life. In this section we will focus more on criticism and different ways in which to provide it without offending and/or hurting the person receiving it. Moreover we will also put ourselves in the receiving end and explore some useful techniques which we can employ to receive criticism and make the most of it in terms of improvement.

Whilst the term feedback usually has neutral connotations, and can refer to comments used as positive reinforcement or indication of opportunities for improvement, criticism is generally given more negative connotations. In fact a quick search in an online dictionary such as [Dictionary.com](http://Dictionary.com) would generate the following results:

##### *Criticism*

*noun*

1. *the act of passing judgment as to the merits of anything.*
2. *the act of passing severe judgment; censure; fault-finding.*
3. *the act or art of analyzing and evaluating or judging the quality of aliterary or artistic work, musical performance, art exhibit, dramaticproduction, etc.*
4. *a [critical](#) comment, article, or essay; [critique](#)...*

it is not uncommon that when faced with criticism we put up barriers, take a defensive tone and/or feel offended.

In this section we will also explore skills which we can

In reality, feedback and criticism are very similar and can both be either positive or negative. Constructive criticism

The following link by Forbes Magazine provides you with insight on how to take Constructive Criticism. Taking criticism is not something which most individuals would enjoy. The ability to take constructive criticism and learning from it is enables an individual to achieve continuous improvement.

Read the following Article which will give you a good insight on how to [take constructive criticism like a Champ](#)

## 5. Active Listening

The University of Colorado Defines Active Listening as:

"Active listening is a structured form of listening and responding that focuses the attention on the speaker. The listener must take care to attend to the speaker fully, and then repeats, in the listener's own words, what he or she thinks the speaker has said. The listener does not have to agree with the speaker he or she must simply state what they think the speaker said. This enables the speaker to find out whether the listener really understood. If the listener did not, the speaker can explain some more.

Often, the listener is encouraged to interpret the speaker's words in terms of feelings. Thus, instead of just repeating what happened, the active listener might gather that you felt *angry* or *frustrated* or *confused* when a particular event happened. Then the speaker can go beyond confirming that the listener understood what happened, but can indicate that s/he also understood the speaker's psychological response to it.

Active listening has several benefits. First, it forces people to listen attentively to others. Second, it avoids misunderstandings, as people have to confirm that they do really understand what another person has said. Third, it tends to open people up, to get them to say more. When people are in conflict, they often contradict each other, denying the opponent's description of a situation. This tends to make people defensive, and they will either lash out, or withdraw and say nothing more. However, if they feel that their opponent is really attuned to their concerns and wants to listen, they are likely to explain in detail what they feel and why. If both parties to a conflict do this, the chance of being able to develop a solution to their mutual problem becomes much greater."

You will be able to read the full article and find links to examples of Active Listening by following this [Link](#).

## 6. Questioning Techniques

**"Good learning starts with questions, not answers"**

Guy Claxton, Professor in Education and Director of CLIO Development University of Bristol.

[YOUTUBE VIDEO: QUESTIONING TECHNIQUES](#)<sup>15</sup>

The above video is taken from the following [link prepared by Mindtools.com](#). Visit the link for more information on questioning techniques.

## 7. Ethical Communication and Netiquette

Ethical Communication refers to the moral aspects which affect communication. Ethics are the principles which help us to understand whether something is right or wrong. In the current society which we are living

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<sup>15</sup> Youtube Video: Questioning Techniques - <https://www.youtube.com/watch?v=lmfU12epYcl>

in, which is based on diversity and is evermore encompassing globalisation, Ethics are a very important aspect which defines our interactions, and help us to behave in a way which does not offend or hurt others. Ethical Communication can be applied to all forms of communication be they private and/or public, verbal or non-verbal.

What is considered unethical in communication?

The answer to such a question is vast and depends on the social and cultural background of the individual and/or the location in which communication is taking place. However some aspects are considered unethical in various cultures such as:

- Communication which is used to undermine relationships or encourage social immorality;
- Racist, sexist comments, hate speech, profanity and/or offensive language;
- Plagiarism;
- Sharing information from Non-reputable sources;

[YOUTUBE VIDEO: ETHICAL UNETHICAL COMMUNICATION](#)

Netiquette is the application of Ethics to the use of Internet. The rules of netiquette are similar to those of Ethical communication however there are some factors which are only applicable to communication over the internet . The following [link](#) will give you a good introduction to the rules of Netiquette.

[YOUTUBE VIDEO: NETIQUETTE BASICS](#)<sup>16</sup>

[YOUTUBE VIDEO: WEB WORKS INTERNET SAFETY](#)<sup>17</sup>

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<sup>16</sup> Youtube Video: Netiquette Basics: <https://www.youtube.com/watch?v=J3iCuT0ONT0>

<sup>17</sup> Youtube Video: Web Works Internet Safety: <https://www.youtube.com/watch?v=6zsy3BfQmVQ>