

Self-study Course for Trainers of Intercultural Mediators

Module 4

Communication techniques

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Krakowie



Erasmus+



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1. Objectives of module

Communication is at the core of both training and intercultural mediation. This module provides the trainer who hasn't previously received training on communication issues with an in-depth discussion of communication principles that apply in general, as well as communication issues in multicultural environments and the mediation context.

At the end of this module you will be able to:

1. Analyze and interpret verbal, non-verbal, informative and persuasive messages
2. Understand how problems in communication arise
3. Apply appropriate techniques in order to improve communication with a variety of different people including students
4. Create messages tailored to different levels of communication and choose appropriate communication tools depending on the purpose
5. Understand the dilemmas associated with conducting discussions in a multicultural context
6. Apply the principles of intercultural communication

2. Introduction to communication

2.1. Definitions

Communication is the transmission of mental content - that is thinking or feeling, between two or more people who interact with each other. At the same time one of them serves as the **sender**, and the other(s) as the **receiver**, while their roles may change during the process.

Communication takes effect through facial expressions, gestures, the touch, images, music, the body's movements, and above all, thanks to the natural languages. That's why in every aspect of life and social functioning the role of communication is so important.

In the etymological sense of the word communication comes from the Latin "communicare", which means 'to put in common', 'to share'. Although it is widely known and used in different languages, it is not always clear and well understood.

There are about 100 different definitions of communication; here we are going to mention just a few in order to highlight the different functions of the communication process:

Communication as a basic term

In 1909, Cooley in the study "Social Organization" formulates a classic definition of communication:

It is "the mechanism through which human relations exist and develop—all the symbols of the mind, together with the means of conveying them through space and preserving them in time. It includes the expression of the face, attitude and gesture, the tones of the voice, words, writing, printing, railways, telegraphs, telephones, and whatever else may be the latest achievement in the conquest of space and time."

Communication as transmission

- Transfer of information in a very broad sense of the term (Ayer).
- Transfer of information, ideas and emotions; skills or transmission process (Bertson, Steiner).

Communication as understanding

- Communication is a process by which we understand others, and try to be understood (Anderson).
- The process by which two people come to the same thoughts or feelings (Adler).

Communication as mergers

- A process that combines the discrete parts of our living environment (Reuch).
- Create a whole society of individuals using language or signs (Sherry).

Communication as interaction

Communication is social interaction through symbols (Gerbner).

Communication as a replacement

Communication is the exchange of meanings between people. It is possible to the extent that individuals have common perceptions, desires and attitudes (Balchey).

2.2. Basic terms of communication

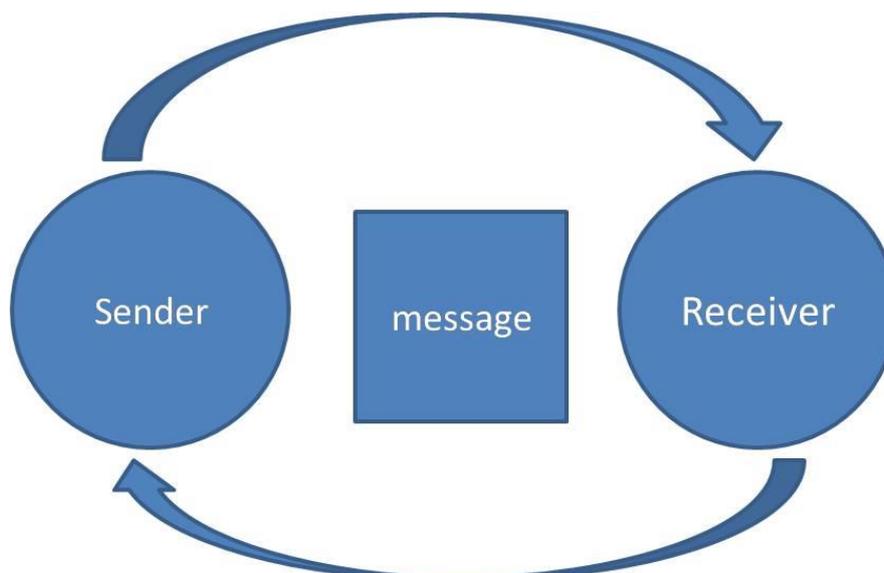
The effectiveness of communication depends on whether the sender:

- Knows the audience
- Choses the right way of communication, including the media
- Has knowledge of the rules of argumentation and persuasion
- Transmits the message at the right time
- Choses the right form of communication, including the content of the message, style, slogan, written text or spoken word

The following **principles of communication** apply when sending a message:

☞ *Prepare and inspire the audience*

A positive attitude towards the recipient is very important. 'The boomerang principle' works here - what we send to the world, comes back to us. You could say simplifying that what we get from people is what we give them.



Graph 1: Key elements of communication.

☞ *Remember about the first impression*

During the first meeting we experience hundreds of stimuli archaic, which we do not control (expansion of the pupil, muscle twitching under the eyes etc.). First impressions cannot be done second time and they are hard to change. The first 15 seconds of the first 20 words and gestures will have an impact on whether or not we will get along with that person.

☞ *Be aware of perceptions and stereotypes, and avoid them*

Stereotypes simplify our life but they do not help in communication. When stereotyping we generalize and make unauthorized inferences. Often on the basis of one characteristic we conclude about other characteristics e.g. good education is associated with good manners. However, stereotype-free thinking is essential for good communication.

☞ *Listen well*

Unfortunately, the ability to listen decreases with age. Children listen well because they are curious. Why do not adults listen as well? Because they think of something else; they are contemplating what to answer; because of the internal speakers; lack of interest. How can we help ourselves in listening? We can paraphrase words of the sender; summarize the meaning of what he says; confirm; ask questions; use confirming gestures.



Graph 2: Active listening.

The effectiveness of communication is also affected by the recipient or the target group. All the following **characteristics of the recipient** play an important role in decoding the message:

- activity level
- intellect, perceptive capability
- personality
- demographic characteristics

- knowledge
- motivation
- attitude
- self-esteem
- stereotypes, likes and dislikes

The **message** itself should also be adapted to the given situation in which we are trying to communicate. The sender should take into account:

- The recipient's attitude towards the **subject** of the message
- The recipient's attitude towards the **channel** of information
- The **objectives** of the target group
- Current **needs, interests, expectations** of the sender and the recipient
- The **environment** - family, professional, other - which affects the way of receiving and interpreting information

Learn more 

1. *Mass communication theory: An introduction*, McQuail, Denis, Thousand Oaks, CA, US

2. *Communication and Persuasion: Central and Peripheral Routes to Attitude Change* Richard Petty, John Cacioppo,

<https://books.google.pl/books?id=nFFDBAAAQBAJ&lpg=PT12&ots=idGdAtJJp9&dq=communication&lr&hl=pl&pg=PT3#v=onepage&q&f=false>

3. *Communication theory*

https://upload.wikimedia.org/wikipedia/commons/5/51/Communication_Theory.pdf

4. *Communication techniques*

http://www.urd.org/IMG/pdf/MP_GB_CHAPITRE4.pdf

3. Communication features

3.1. Classification and roles of communication

Communication processes are classified according to the purpose:

1. **Informative communication.** Its primary purpose is to establish facts, creating mutual agreement and understanding between participants, knowledge sharing, explanation and briefing, assuming that the sender does not have the intention of influencing the attitude of receivers. It fulfills strictly informational functions and is objective in nature.

The basic methods of information include:

- *Narrative* - conveying the facts from the beginning to the end.
- *Description* - it usually relates to people, objects or situations. The order of facts is not the most important.
- *Demonstration* - verbal communication during the transfer accompanied by simultaneously performing other activities illustrating the message.
- *Defining* - *explaining concepts*, their classification, differentiating, pointing to synonyms, antonyms, a reference to examples or comparisons.

2. **Persuasive communication.** The main aim is to influence, using inducements and translations. Information is subjective and not necessarily reliable. The object of persuasion can be an individual, ideas, values or phenomena, i.e. anything that can be estimated at an intellectual, moral or emotional level. The fundamental value is the impact on the recipient, to get him to attitudes that are compatible with the intentions of the sender, without applying pressure.

There are three types of persuasion:

- *Convincing* - a classic example is the transaction process, where both sides seek agreement and understanding. It is the most ethical.
- *Inducing* - the intention is to attract the receiver to the sender's ideas, values and attitudes that professes unit persuasion. It is used in advertising or in education. Depending on the purpose and whom it serves, it may be either useful or harmful.
- *Stimulating* - or agitation. It aims to achieve short-term benefits. This type of persuasion is accompanied with the most ethical controversies.

3.2. Features, roles and competences

The basic characteristics of the communication process agreed by researchers from different schools and theoretical approaches are that:

- Communication is a specific social process as it relates to at least two individuals and the social environment.

- Communication always occurs in a specific social context, which is determined by the number and nature of the participants in the process. Context may be institutional, group, public, mass or intercultural.
- Communication is a creative process, during which new concepts are built and the knowledge about the surrounding reality is acquired continuously.
- Communication is always dynamic because it is about receiving, decoding and interpreting information.
- Communication is a continuous process because it takes place from the moment of birth until death, provided of course that the person will stay in a social environment.
- Communication is the process of symbolic because in most cases symbols and signs are used. In order to make communication possible, there must exist a common semiotic ground (same characters and symbols) at least at an elementary level.
- Communication is an interactive process between its participants producing certain relationships, which can be divided into two types: a) partner relationship - symmetric communication, and b) relationship of domination and subordination - unbalanced communication

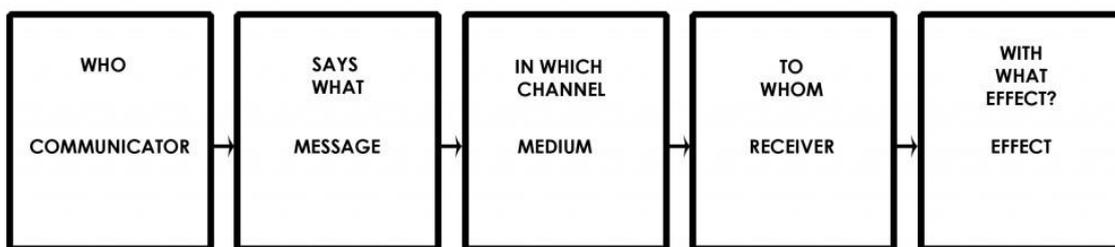
Naturally, in order to participate in verbal communication some kind of competence and efficiency is required. These competences are mutually conditioning, so that knowledge cannot occur in the human mind without specific skills. And skills cannot appear without previously acquired competences. In communication we can distinguish three main competences.

- a) *Linguistic competence*: It refers to the unconscious knowledge to build sentences grammatically correct and meaningful. Knowledge of the language system includes all three levels of language: phonological, morphological and syntactic. According to Chomsky's theory linguistic competence is the knowledge of the abstract rules that determine both message creation and reception (understanding).
- b) *Communicative competence*: It refers to knowledge about the use of language *in a social group*. It is the ability to adapt language use:
 - According to different systems and social roles, depending on cultural context, the social position of the sender and the receiver, the type of contact (official - unofficial), the stability of the contact etc.
 - According to the given situation, such as the number of speakers, time and place of the conversation, the conversation dynamic, the channel of transmission etc.
- c) *Cultural competence*: It refers to society or a social group we communicate with:
 - It is the knowledge about reality, i.e. about the phenomena surrounding us in social groups. *It is a subjective interpretation of the phenomena occurring in a social group, made from the point of view of accepted values (Grabias 1997).*

- We cannot acquire communicative competence without considering the views and perspectives of people from different cultures. *Communication requires understanding, and understanding requires the ‘incarnation’ of the foreigner and increasing his and our cultural experience, always taking into account the different culture in relation to our home culture (Kramsch 1993).*

3.3. Basic communication models

Laswell’s model



Source: <http://communicationtheory.org>

Laswell’s model is widely regarded as one of the basic models of mass communication. It is characterized by a simple and clear design based on a series of questions:

- Who communicates?
- What is the message?
- By what means of communication?
- To whom?
- With what result?

This model is about the process of communication and its function to society. According to Lasswell there are three functions of communication:

- Surveillance of the environment
- Correlation of society components
- Cultural transmission between generations

Lasswell’s model suggests also that the message flows in a multicultural society with multiple audiences. The flow of message is through various channels.

Shannon - Weaver’s model

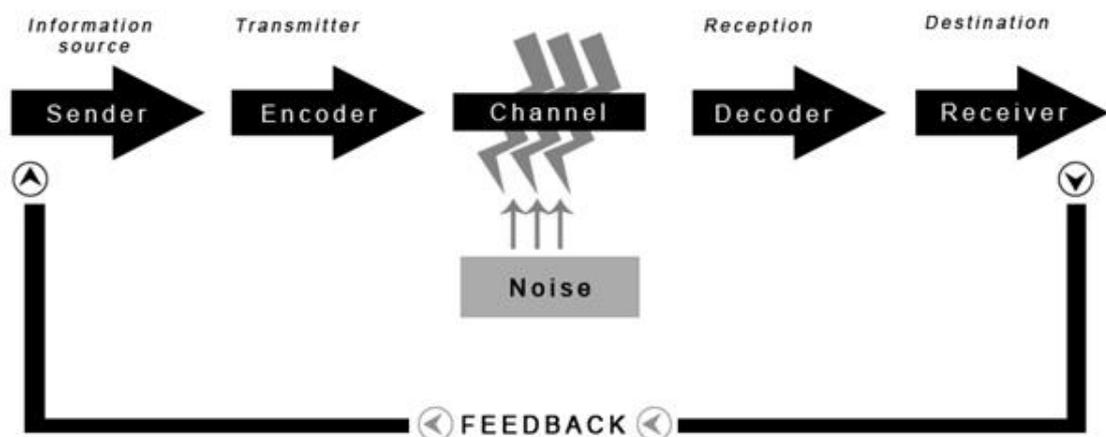
The communication model of Shannon and Weaver is characterized by simplicity and linearity. This model is specially designed to depict the effective communication between sender and receiver. It also describes factors that affect the communication process called

“noise”. At first the model was developed to improve technical communication. Later it was widely applied in the field of communication in general.

It is worth noticing that this model includes *Noise*. The messages are transferred from the encoder to the decoder through various channels. During the transmission process messages may be distorted or affected by noise, which results in the disturbance of the communication flow or in that the receiver may not receive the correct message.

Noise is understood in communication theory as any type of interference that substantially impedes the process of message decoding. We divide it into:

- a) **External noise** - connected with the outside environment of the process (i.e. volume, temperature, light);
- b) **Internal noise** - feelings and mental aptitude of participants in the communication process, i.e. headache, fatigue, forgetfulness, anger, stereotypes, prejudices;
- c) **The semiotics** -intentional or unintentional mistakes by the sender in the meaning of words or sentences block positive decoding by the receiver.

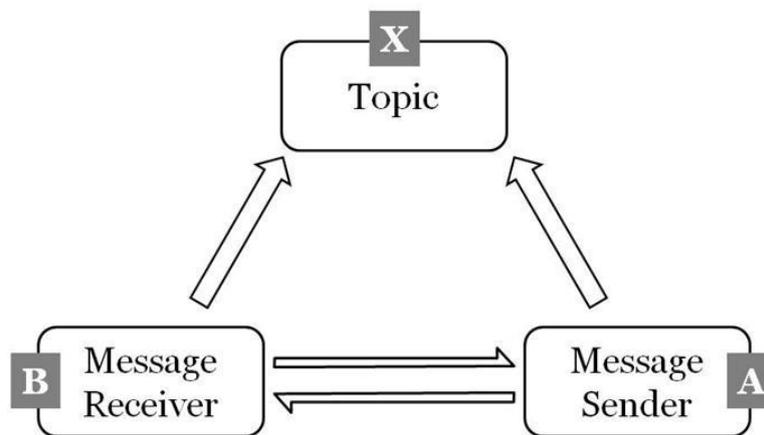


SHANNON-WEAVER'S MODEL OF COMMUNICATION

Source: <http://communicationtheory.org>

Newcomb's model

This model of communication was introduced by Theodore M. Newcomb in 1953. Newcomb adopts a different approach to the communication process. The main purpose of his theory is to introduce the role of communication in a social relationship (society) and to maintain social equilibrium within the social system. He does not include the message as a separate entity in his diagram, implying it only by use of directional arrows. He concentrates on the social purpose of communication, showing all communication processes as a means of sustaining relationships between people. Sometimes it's called an "ABX" model of communication.



The Newcomb's Model

Source: <http://communicationtheory.org>

Schramm's model

Schramm proposes a circular model, suggesting that communication is circular in nature:

Encoder = Message sender

Decoder = Message receiver

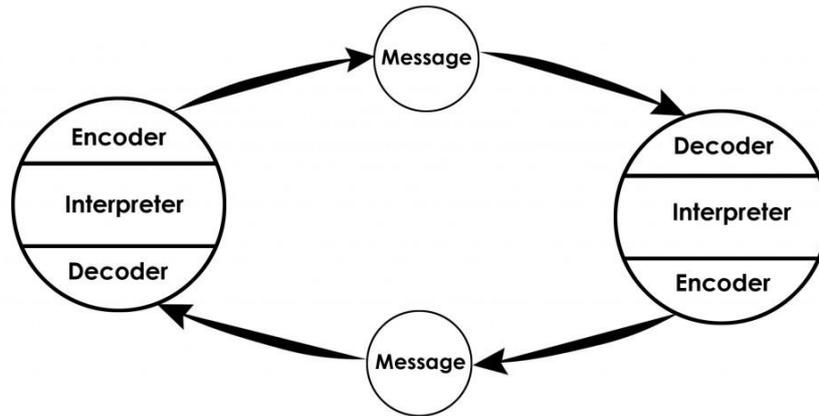
Interpreter = Person trying to understand or interpret

This model presents communication in a practical way. It is not a traditional model. It can be applied to ourselves or two people; each person acts as both sender and receiver and hence uses interpretation. Encoding, interpreting and decoding take place simultaneously.

Advantages of Schramm's model of communication are:

- It is a dynamic model - it shows how a situation can change
- It shows why redundancy is an essential part of communication
- There is no separate sender and receiver; sender and receiver is the same person

- It assumes communication to be circular in nature
- Feedback is a central feature



Source: <http://communicationtheory.org>

Learn more 

1. Laswell, H. (1948). *The structure and function of communication in society*. In L. Bryson (Ed.), *The communication of ideas*. New York: Harper.
2. Ruben, B. D. (1984). *Communication and human behavior*. New York: Macmillan Publishing Co.
3. Schramm, W. (1954). *How communication works*. In W. Schramm (Ed.), *The process and effects of mass communication*. Urbana, IL: University of Illinois Press.
4. Shannon, C. & Weaver, W. (1949). *The mathematical theory of communication*. Urbana, IL: University of Illinois Press.
5. Communication theory website, <http://communicationtheory.org>

4. Communication techniques

4.1. Levels of communication

Communication takes place at several levels:

1. *Intrapersonal* communication - it refers to biological and psychological processes, i.e. the perception and reaction of the central nervous system to stimuli coming from the body.
2. *Interpersonal* communication - the lowest level of social communication. Usually it takes place face to face.
3. *Group* communication - communication in small groups such as family, group of employees or friends.
4. *Intergroup* communication - it refers to bigger groups in which not all members have personal, direct contact, such as local communities, associations and unions.
5. *Organizational / institutional* communication - communication is formalized, while power and control are clearly defined, as are the roles of the sender and the recipient.
6. *Mass* communication - it is the widest communication process by means of media widely understood. Transmission and exchange of information involve the largest number of people. It also takes the most time.



The Five Levels of Communication

1. Intrapersonal
 2. Interpersonal
 3. Small Group Communication
 4. Public Communication
 5. Mass Communication
-

4.2. Main rules of interpersonal communication

Our effectiveness as speakers depends on both form and content of expression. It should, therefore, follow certain rules of adequate preparation of expression, as well as of conducting a conversation. The **key principles** of good communication are:

- ☞ *Know yourself* - your own goals, characteristics, preferences, temperament and motives.
- ☞ Consider the *recipient's fluctuating attention levels*. No one is able to pick up all our messages regardless of what we say and how. You have to take into account the inevitable fluctuations of listeners' attention.
- ☞ *Pay attention to feelings* - the mental state, the emotional condition of the listener.
- ☞ Pay attention to the *intended meaning*. Understanding the content of a message is fuller when we try to grasp the meaning of the entire statement, not a particular statement or isolated words. Content should be interpreted according to its context.
- ☞ *Accept opposing points of view*. Try to look at the issue from the position of your interlocutor.
- ☞ *Speak in a clear, factual way*. Confusing message presentation, poor content adaptation, as well as the excessive and exaggerated use of metaphor are common errors in message transmission.
- ☞ *Support your words with non-verbal communication*. Pay special attention to the consistency of verbal and non-verbal communication so as to avoid conflicting or unclear messages.

Active and effective listening

Interpersonal communication involves processes of listening and speaking interchangeably. During the conversation interlocutors assume the roles of both the listener and the speaker. So besides clear formulation of messages it is necessary to listen effectively as well. Here are some principles:

- ☞ *Motivation to listen* is the most important single feature that distinguishes a good listener from a bad listener. It is a mistake to assume that others do not have to tell us anything significant, because, for example, they are younger, less educated, do not occupy an important position etc.
- ☞ *Open-mindedness* while listening means respecting the way of thinking of the other part, even if we do not share their opinion.
- ☞ *Patience* is the ability to listen to the whole message, regardless of its length. Proper behavior as a listener means refraining from interrupting the speaker.

- ☞ *Insightful* listening means that we try to grasp the idea, the central meaning, not just isolated words and sentences.
- ☞ *Sensitivity* is the ability to capture any signs of emotional reactions, both positive and negative. Sensitive recipients do not only perceive these signs, but also they take into account the emotional state of the other part in their responses.
- ☞ *Put the speaker at ease*. Create an atmosphere of approval and understanding that facilitates the speaker to express all his thoughts related to the subject.



1. <http://www.skillsyouneed.com/ips/interpersonal-communication.html>
2. "Interpersonal Communication Processes", chapter 6 from 'A Primer on Communication Studies', <http://2012books.lardbucket.org/books/a-primer-on-communication-studies/s06-interpersonal-communication-pr.html>
3. *Interpersonal Communication*, Peter Hartley, London and New York, <http://home.lu.lv/~s10178/interpersonalcommunication.pdf>
4. http://www.the-performance-factory.com/media/seh/StrategyExecutionHeroes_dwnld_06.pdf

5. Verbal and non-verbal communication

Verbal communication

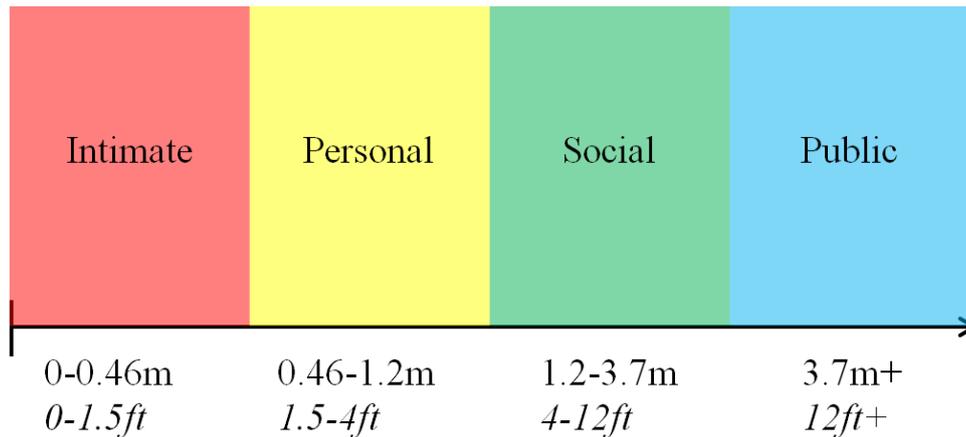
In verbal communication information is transmitted by speaking. In this type of communication crucial factors are:

- *Pronunciation and articulation* - poor pronunciation and articulation can obscure a message or make it unintelligible
- *Fluency* - the extent to which our statement is smooth and free of interludes, pauses or hesitation has a big impact on the recipient of the message, as it facilitates understanding and is related to assertiveness
- *Content expression* - choice of vocabulary and linguistic register, along with grammatical correctness, play an important role in creating or eliminating distance, gaining or losing respect and acceptance, and adapting to the interlocutor
- *Time* - lengthiness or brevity of speech can imply a lot about the speaker's competence, intentions, politeness, and context awareness

Non - verbal communication

Verbal communication is usually accompanied by several forms of non-verbal communication, expressed by:

- *gestures* - movements of the arms, hands, fingers, legs, feet, head and body;
- *facial expressions*;
- *touch and physical contact*;
- *physical appearance* - the way of dressing, grooming and visual exposure;
- *paralinguistic sounds* - such as sighs, grunts, cries, wheezing, whistling, moaning, laughter or any sounds that do not form words;
- *prosodic elements* - intonation, emphasis, tone of voice, loudness, rhythm of speech, pitch of the voice;
- *eye contact*, in which the quality and length of the looks is an important element of communication;
- *posture* - the level of tension or relaxation and openness or closure;
- *physical distance* between the interlocutors - the distance between them in the course of the conversation provides important information about social relations, level of intimacy etc.;



Graph 3: Zones of physical distance.

The above-mentioned aspects of non-verbal communication are subject to different divisions or classifications in literature. However, these expressions are the most basic phenomena, which perform the functions of non-verbal communication. A noteworthy classification of the functions of non-verbal communication was developed by Ekman and Friesen (1969). These scientists have pointed to the 5 essential functions of this type of communication, namely emblems, illustrators, indicators of emotions, regulators of conversation, and adapters.

I. Emblems

It refers to behavior such as showing someone the tongue, "winking" or the shaping with fingers the letter V. These behaviors have to us quite a clear meaning - showing the tongue is a sign of disrespect, "winking" indicates sympathy, while the letter V signals the will to win. All the gestures and other nonverbal acts that are easily translatable into words and read by conventional cultural codes, may perform the function of emblems.

II. Illustrators

Non-verbal behavior often illustrates, augments or even contradicts our speech. We emphasize for instance the size of things by using gestures. Certain gestures help us to embellish a story and add to its dynamics. A significant number of illustrators refers to something symbolic. Closed movements, hiding hand, clenching fists are usually accompanied by negative emotions and uncertainty.

III. Indicators of emotions

Indicators of emotion refer to involuntary signals about our state of emotion. The strongest emotions are expressed by means of mimic. Facial expressions are a link to the mental state of another human being, recognized intuitively and comprehensively. The range of facial expressions and gestures revealing emotional states is virtually unlimited.

IV. Regulators of conversation

Certain forms of behavior help in regulating the conversation by maintaining and modifying the way of speaking and listening, for example:

- End of speech - the speaker changes the intonation for questioning, reduces the volume and makes eye contact with the recipient
- Continuation of expression - increased volume, avoiding pauses (on behalf of the speaker), nods and agreement smiles (on behalf of the listener)
- The willingness of expression - moving hand up, rapid breathing, increasing tension in body position, striving to establish eye contact
- Unwillingness of expression - the adoption of a relaxed body position, maintaining silence, avoiding eye contact with the speaker

V. Adapters

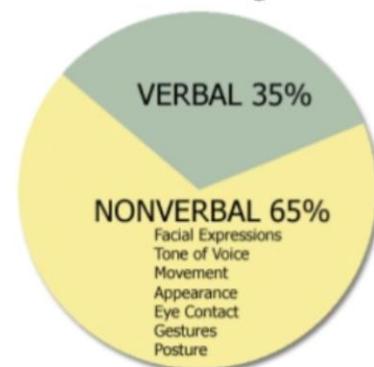
Adapters are used to achieve the most comfortable position to talk. It consists of the right body position, the desired viewing angle, etc. They also include unconscious body movements, such as touching one's face etc.



Importance of Nonverbal Communication

Verbal & nonverbal Communication plays an important role in how people interact with one another. People are using around **35% verbal communication** and **65% nonverbal communication** in daily life. Nonverbal communication has also **cultural meaning**.

“The most important thing in communication is to hear what isn't being said.”
Peter F. Drucker



Face expression

The face is the most expressive part of the body as it reflects the rapidly changing moods, reactions to the speech and behavior of the sender and receiver. The face expresses primarily feelings and emotions.

Some areas of the face are more expressive than others. Very meaningful are *eyebrows*:

- Fully raised - disbelief
- Raised to half - surprise
- Normal - no comment
- Lowered to half - embarrassed
- Completely depressed - anger

A similar power of expression we can see in the *mouth area*. Changing the position of the corners of the mouth expresses states of satisfaction (raised) to dissatisfaction or depression (lowered).

Changes in facial expression should be the result of *conscious control*. By monitoring and controlling the muscles of the face, we can hide inappropriate or unacceptable to the environment reactions. With the conscious management of facial expressions, we can often achieve effects such as intensification of emotions, neutralization of emotions, masking emotions.

This does not necessarily mean that controlling expressions allows us to hide our true emotions. This is because the expression of a particular emotional state usually involves several areas of the face. Nevertheless, the observation of the receiver's face often helps with conducting communication, reading current emotions.

Gestures and body language

When we talk we constantly move not only our hands or head, but also our whole body. These movements are coordinated with speech and they are part of the overall process of communication. Movements of our head are specific kind of gesture and have two main functions:

1. They act as enforcement, reward and encouragement for the sender to continue the speech
2. The synchronization of interaction

Gestures, depending on their function, are divided as described above in emblems, illustrators, indicators of emotions, regulators of conversation, and adapters.

Speaking of gestures, an important part is the *body position* (body language). The way of sitting or standing reveals a lot about our well-being. One of the messages emitted by the body posture is a state of *psychological tension*. This is evidenced by the static signs (feet close together, hands pressed to the body, clenched hands) and kinetic signs (continuous movement of the feet or hands, turning head).

Using the posture we can also communicate our *attitude* towards the other person. Setting the body directly for easy eye contact, body tilting forward or touching are the expressions of a positive attitude to the relation. An expression of liking is to assume a position similar to the other person's.

Eye contact

We can identify many shades of meaning contained in the look. We meet the neutral, warm, caring or dismissive gaze. It should be noted that usually we interpret not only the eyes, but also the wealth of information contained in other non-verbal behavior and situational context. The final impression is the result of receiving all the elements interpreted together. Approximately half of the duration of the conversation is maintained with eye contact between interlocutors.

The exchange of look opens a channel of communication preceding the exchange of words. There are also situations when avoiding eye contact is used to prevent the further stages of talk (for example, if students do not want to answer the teacher's question). Careful observation of our interlocutor's gaze can be very helpful in retrieving feedback on how our message was interpreted or perceived.



Eye contact has a strong cultural element. What is considered honest and respectful in certain cultures is rude and inappropriate in other cultures.

Pupils, eyebrows and eyelids are also involved in the expression of emotions. It was noted that pupils expand when viewing objects considered attractive but narrow while watching uninteresting or disliked objects. Such a reaction cannot be consciously controlled. In turns, the amount of blinking decreases in fatigue and lethargy.

On the other hand intentional eye expressions can reveal recognition, respect, sympathy, contempt or resentment, helping us express our attitude towards our interlocutor. Length and intensity of the gaze do also reveal a lot about our emotions. When a person avoids eye contact we can feel indifference, dislike or even antipathy. The quality of eye contact is one of the most important criteria in distinguishing between "warm" or "cold" interlocutors.

Cultural differences in non-verbal communication

Effective intercultural communication requires that we are closely acquainted with the communication style adopted in another culture, which in many important aspects may be quite different from the style that prevails in our country. This means that we must begin by rejecting an ethnocentric view proclaiming that the communication style of our own culture is the best.

In different cultures, we can see a variety of non-verbal behaviors. Being aware of them raises communicative competence and helps us to reliably communicate with people from another culture.

One of the most important cultural characteristics is **contact** (proximity). Proximity refers to activities or actions that signal a desire to establish a closer contact with another person, such as the manifestations of affection, eye contact, closeness and openness. Cultures that display behavior associated with high levels of proximity are known as "high contact cultures" because the members of such cultures stay closer to one another, and more often make contact by touch. Researches show that cultures that are more open are for example Saudi Arabia, France, Greece and Italy. Those cultures are usually located in "warm" climates. "Low contact cultures", that include Scandinavia, Germany, Britain, the United States, Japan, have a climate that can be described as "cool". This is an important dimension because a socially sensitive guest must know how to behave in a particular culture.

A second dimension that can be used to make comparisons between cultures is the degree of **individualism** or **collectivism**. Western cultures are associated with individualism, while Eastern cultures identify with collectivism. Countries with a culture that promotes individualism include the United States, Canada, Belgium and Denmark; while the countries with the least individualistic cultures are Colombia, Pakistan, Taiwan or Hong Kong. There are many significant differences in non-verbal behavior of members of these two types of cultures. For example, members of individualist cultures prefer a bigger distance in the relationship with the other person, but they more often use nonverbal behaviors during contact.

Another cultural dimension is **context**. Context refers to the extent to which messages are explicitly communicated or inferred through contextual cues. In low context cultures most of the information comes from explicit verbal communicues. Messages are specific, detailed and direct. Examples of low context cultures are the Scandinavian and the German. In high context cultures much is left unsaid or inferred by choice of words and the cultural context. More emphasis is put on human relations. High context cultures include countries such as China, Japan, and Korea.

The likelihood of success in intercultural communication can be increased by training aimed at developing some competences. The key skills are: maintaining appropriate eye contact, listening carefully (in the sense of information processing, not just passive listening) and smiling.



Before making contact with people belonging to other cultures, it is good to be prepared for it. Here are some aspects that should be noted:

- ☞ *Refer to the rules of showing emotions in public. It is particularly important to know how you can use facial expressions and hand gestures.*

- ☞ *Be sure to follow the rules guiding forms and sequence of behaviors during greetings.*
- ☞ *Determine the degree of physical contact, commitment and availability that is expected in public.*
- ☞ *Take into account the culture-specific expectations regarding the use of touch, movement, eye-contact and time standards (e.g. arriving late).*
- ☞ *You should learn to recognize and avoid the use of emblems and behaviors that can be perceived as an insult or offense.*
- ☞ *Specify the type of personal clothing and accessories that are compatible with the cultural convention.*

Assertiveness in communication

Assertiveness, next to empathy, is the basic skill forming part of emotional intelligence. Under this concept the ability to express opinions, criticisms, needs and wishes is described, as well as sensitivity to others, firmness, and the ability to deny to others in a way that does not hurt them.

Assertive persons are able to control their emotions. They do not readily lend themselves to manipulation and other pressures, and are able to communicate clearly their expectations. Assertive persons show how they want to be treated, knowing how to define clearly the boundaries that others cannot exceed. Moreover, this is done in a fair way, directly and boldly, without paralyzing fear, accepting limitations, regardless of whether a given situation is managed successfully or not.

An assertive attitude characterizes people who have a self-image adequate to reality. They set realistic goals, making full use of their capabilities, while at the same time they do not undertake too difficult tasks. They have their own views and do not hesitate to talk about them. They can tell the truth or their own opinion, but in a tactful manner. Assertive persons have a rare ability - they can talk about themselves and accept criticism in a constructive way.

These features make assertive people to be liked in their environment and can create sincere relationships with others. They are perceived as honest, loyal, trustworthy and consistent in their behavior. People like to discuss with assertive people, feeling comfortable.

Assertive behavior is usually acquired and it can be learnt. **Mastering assertiveness requires a lot of work** and, above all, **careful observation** of ourselves in order to understand our own needs.

However many people instead of being assertive adopt attitudes that impede communication such as: submission, aggression or manipulation. Such attitudes and behaviors lead to conflicts, misunderstandings and quarrels.

Submission

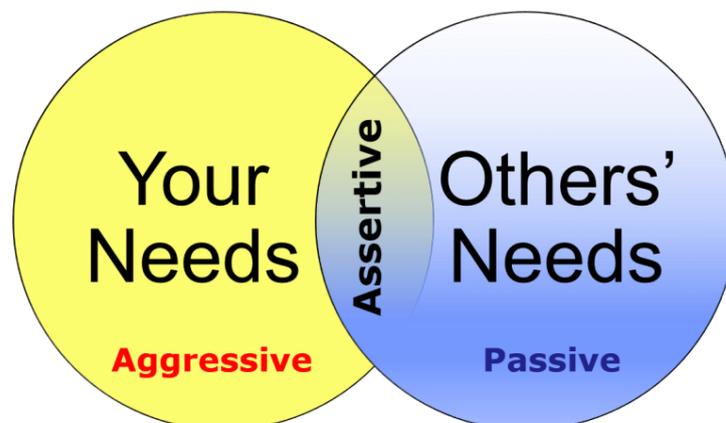
Submission in interpersonal relations is manifested by excessive respect for the rights of others and skipping, pushing or jamming of our own. Submissive people do not express their opinion if it is contrary to what the other person says, or are willing to change it. Those people rarely ask for something, because they think that others will refuse them. They cannot accept praise, as they are ashamed and embarrassed. They are eager to praise others, but excessively criticize themselves, exaggerating their faults, and ignoring their benefits.

Aggression

Aggression in daily contact between people is the desire to dominate over others, to prove that we are always right. Aggressive people as opposed to the submissive as they pose their own rights, needs and desires above the rights, needs and desires of others. They do not simply express their opinion, but they impose it on others. Their requests are more like orders, not taking into account that anyone can deny. They criticize everything and everyone, not accepting self-criticism.

Manipulation

Manipulation manifests a lack of integrity, authenticity and spontaneity in dealing with people. Manipulators deliberately choose influencing techniques in order to reach a certain effect for their own interest. The key factor is not the number of influence techniques used, but the intention of the speaker. Influencing the audience for your own selfish interests is considered manipulation, and has a negative connotation, as it is veiled domination over others. During manipulation we do not express opinions, we say what is the most cost-effective in a given situation.



Neither of these approaches helps in establishing and maintaining successful relationships. The attitude that helps to achieve satisfaction in dealing with people is assertiveness. Assertive people are able to express their requests freely, but take into account the fact

that someone can refuse them. They can receive both criticism and praise because they know their pros and cons. Being assertive is not easy, requires training and intensive work, but this effort is profitable both for professional and personal contacts.

Learn more 

1. <http://www.skillsyouneed.com/ips/nonverbal-communication.html>
2. <https://www.andrews.edu/~tidwell/bsad560/NonVerbal.html>
3. *Nonverbal Behavior and Nonverbal Communication: What Do Conversational Hand Gestures Tell Us?* Robert M. Krauss, Yihsiu Chen, and Purnima Chawla, Columbia University, <http://www.columbia.edu/~rmk7/PDF/Adv.pdf>
4. <https://www.boundless.com/communications/textbooks/boundless-communications-textbook/delivering-the-speech-12/effective-visual-delivery-65/proxemics-263-7998/>
5. Communication skills
http://cw.routledge.com/textbooks/9780415537902/data/learning/11_Communication%20Skills.pdf
6. *Successful Nonverbal Communication: Principles and Applications*, Dale G. Leathers, Michael Howard Eaves
https://books.google.pl/books/about/Successful_Nonverbal_Communication.html?id=ZXhWAAAAYAAJ&redir_esc=y

6. Improving communication effectiveness and argumentation

6.1. Effective communication

There are 7 C's of effective communication which are applicable to both written as well as oral communication. These are as follows:

Clarity - Clarity implies emphasizing on a specific message or goal at a time, rather than trying to achieve too much at once. Clarity in communication has the following features:

- It makes understanding easier.
- Complete clarity of thoughts and ideas enhances the meaning of the message.
- A clear message makes use of exact, appropriate and concrete words.

Conciseness - Conciseness means wordiness, i.e. conveying your message in the least possible words without forgoing the other C's of communication. It is both time-saving and cost-saving.

- It underlines and highlights the main message as it avoids using excessive and needless words.
- Concise communication provides short and essential message in limited words to the audience.
- Concise message is more appealing and comprehensible to the audience.

Concreteness - Concrete communication implies being particular and clear. Concreteness strengthens confidence. A concrete message has the following features:

- It is supported by specific facts and figures.
- It makes use of words that are clear and build reputation.
- Concrete messages are not misinterpreted.



The 7'Cs of Communication:

According to the 7' Cs, communication needs to be:

- CLEAR
- CONCISE
- CONCRETE
- CORRECT
- COHERENT
- COMPLETE
- COURTEOUS



Correctness - Correctness in communication implies that there are no grammatical errors in communication. Correct communication has the following features:

- Use the right level of language
- Correct use of grammar, spelling and punctuation
- Accuracy in stating facts and figures

Coherence - Consideration implies “stepping into the shoes of others”. Effective communication must take the audience into consideration, i.e. the audience’s viewpoints, background, mind-set, education level, etc.

Completeness - The message must be complete. It should convey all facts required by the audience. The sender of the message must take into consideration the receiver’s mindset and convey the message accordingly. A complete message has the following features:

- It develops and enhances the sender’s reputation
- It always gives additional information wherever required; it leaves no questions in the mind of the recipient
- It helps in better decision-making

Courtesy - Courtesy in a message implies that the sender expresses not only his thoughts but also respect for the recipient. The sender of the message should be sincerely polite, judicious, reflective and enthusiastic.

6.2. Argumentation

There are three types of argumentation or reasoning:

Objective (factual) arguments

True, authentic specific examples that confirm the validity of the thesis proclaimed. The listener treats them as evidence. There can be no doubt; it is difficult to disprove the thesis. Examples:

- *Numbers* e.g. statistical data, research results, summarizing statements
- *Statements* of reputable scientists
- *Quotes* from scientific publications; historical documents
- Literal quotations, *statements of authorities*

Logical arguments

Drawing conclusions from true or probable grounds. Examples:

- *Analogies*: inference of similarities.
- *Induction*: gathering detailed information in order to make generalizations. The sender collects facts in order to reach an accurate conclusion. From specific to general.
- *Deduction*: reverse reasoning from induction. From general to specific.
- *Dilemma*: two conditions of mutually excluding nature that lead to the need to choose one of them. A dilemma correctly constructed is irreversible.

Emotional arguments

They appeal to the feelings of the audience or the speaker. The sender is trying to build his argument on sympathy, fear, resentment, pity, compassion, etc. It is the weakest way of argumentation and should rather be used for coloring statements or giving them specific individual characteristics (such as individual style, pathos or being moved). In official statements this type of argument is rather unwelcome.

6.3. Persuasion techniques

Persuasion is a basic psychological and communicative means of modifying attitudes and behavior. Effective persuasion has the following features:

- Specific objectives and goals - an indication of concrete results
- The use of logical arguments in the form of rational lines of reasoning, supported by reference to evidence
- Recognition of existing attitudes and behavior patterns on behalf of the recipient
- Motivating use of language to induce action
- Building credibility based on telling the truth
- Convincing and attractive message formulation

There are six phases in the process of persuasive communication:

1. The message should be presented in a good place, in a good time and by the channel easily available for the receivers.
2. Getting and maintaining the attention of the recipient
3. Decoding meanings
4. Reflection upon interpretation of the message, followed by acceptance or rejection
5. Remembering the content by the receivers. Content should be easy to remember.
6. Changing attitudes, the most important impact of persuasive communication

6.4. Tools of communication

Paraphrase

Paraphrase is a free modification of the sentence, which develops and modifies the content of the original, while retaining its essential meaning. The communication paraphrase is repeating in own words what has been told by the sender.

Paraphrase is a very useful tool because:

- It is a way to **make sure that we understood** the gist of another person.
- It **facilitates remembering** content of the conversation.
- It is a **signal of interest** in the conversation and builds contact.
- It creates an atmosphere of **safety**.

- If we find that we have understood the words of the sender incorrectly, paraphrase would **give a chance to correct it**.

Paraphrase begins usually with sentences like the following:

- "Do I understand that you..."
- "If I understand well..."
- "From what you said, I understood that..."
- "Do you mean that..."
- "If I understand you correctly, you think that ..."
- "I understand that ..."
- "In other words..."

Asking

Asking the right questions is at the heart of effective communications and information exchange. By using the right questions in a particular situation we can improve a whole range of communications skills, such as: gathering better information and learning more, building stronger relationships, helping others to understand.

Open and closed questions

A closed question usually receives a single word or very short, factual answer. The answer is usually "Yes" or "No". Open questions elicit longer answers. They usually begin with what, why, how. An open question asks the respondent for his or her knowledge, opinion or feelings. "Tell me" and "describe" can also be used in the same way as open questions.

Open questions are good for:

- Developing an open conversation
- Finding out more detail
- Finding out the other person's opinion or issues

Closed questions are good for:

- Testing your or the other person's understanding
- Concluding a discussion or making a decision
- A misplaced closed question can disturb the conversation and lead to awkward silences, so they are best avoided when a conversation is in progress.

Funnel questions

This technique involves starting with general questions, and then homing in on a point in each answer, and asking more and more detail at each level. Funnel questions are good for:

- Finding out more detail about a specific point
- Gaining the interest or increasing the confidence of the person you're speaking with

Rhetorical questions

Rhetorical questions aren't really questions at all, in that they don't expect an answer. They are just statements phrased in question form. Rhetorical questions are good for engaging the listener.

Using questions in communication

Questions are a powerful way of:

- **Learning**
- **Relationship building**
- **Managing and coaching**
- **Avoiding misunderstandings**
- **Easing a heated situation**
- **Persuading people**

Summarize

A summary is a concise overview of the most important points from a communication, whether it's from a conversation, presentation or document. Summarizing is a very important skill for an effective communicator. A good summary can verify that people are understanding each other, can make communications more efficient, and can ensure that the highlights of communication are captured and utilized.

When summarizing, consider the following **guidelines**:

- ☞ When listening or reading, **look for the main ideas** being conveyed.
- ☞ Look for any major point that comes from the communication. **What is the person trying to accomplish** in the communication?
- ☞ **Organize the main ideas**, either just in your mind or written down.
- ☞ **Write a summary** that lists and organizes the main ideas, along with the major point of the communicator. The summary should always be shorter than the original communication.
- ☞ **Does not introduce any new main points** into the summary - if you do, make it clear that you're adding them.
- ☞ If possible, **have other readers or listeners also read your summary** and tell you if it is understandable, accurate and complete.



Learn more 

1. *Effective Communications*
<http://www.nationalarchives.gov.uk/documents/archives/effective-communications.pdf>
2. <http://www.skillsyouneed.com/ips/improving-communication.html>
3. *Effective communication, communication skills*
<http://www.free-management-ebooks.com/dldebk-pdf/fme-effective-communication.pdf>
4. <https://www.uscg.mil/auxiliary/training/tct/chap7.pdf>
5. <http://managementhelp.org>

7. Problems in communication

7.1. Communication barriers

Most people would agree that communication between two individuals should be simple. However, it is important to remember that there are differences between talking and communicating. When you communicate, you are successful in getting your point across to the person you're talking to. When we talk, we tend to erect barriers that hinder our ability to communicate. There are seven of these types of barriers to effective communication, including:

- Physical barriers
- Perceptual barriers
- Emotional barriers
- Cultural barriers
- Language barriers
- Gender barriers
- Interpersonal barriers

If we want to communicate smoothly, we need to pay particular attention to some very important factors in mutual contacts:

- Empathy, or to empathize with the other person;
- Kindness, that is, respect for others and their opinions, even if they differ from our own;
- Authenticity, namely a ratio of the real to the various problems;
- Directness in expressing their feelings and ideas;
- Openness in expressing feelings;
- Acceptance of feelings. Expressing what we feel and the expectation that the other person will take the same attitude, is essential.

Learn more



Recommended video: <https://www.youtube.com/watch?v=hn1FRhNa-Ts>

7.2. Barriers to accurate perception

- *Stereotyping and generalizing.* Be careful not to hold on to preconceptions about people or things. We often have a tendency to see what we want to see, forming an impression from a small amount of information or one experience, and assuming that to be highly representative of the whole person or situation.

- *Not investing time.* Making assumptions and ignoring details or circumstances can lead to misconceptions. When we fail to look in-depth for causes or circumstances, we miss important details, and do not allow for the complexity of the situation.
- *Having a distorted focus.* Focusing on the negative aspects of a conversation or a situation is a habit common to many people. Even though we may recognize the positive things, we often give more weight to the negative, allowing one negative comment to overshadow numerous positive ones.
- *Assuming similar interpretations.* Not everyone will draw the same conclusions from a given situation or set of information. Everybody interprets things differently. Make sure to check for other people's interpretations, and be explicit about your own.
- *Experiencing incongruent cues.* As speakers and as listeners we are constantly and simultaneously sending cues and receiving them from other people. Try to be consistent with your verbal cues and your body language. Do not say one thing and express something else through your body language. Be aware of how your non-verbal communication relates to your spoken words.

Strategies for accurate perception

- ☞ *Analyze your own perceptions.* Question your perceptions, and think about how they are formed. Check in with others around you regularly, and be aware of assumptions that you are making. Seek additional information and observations.
- ☞ *Work on improving your perception.* Increase your awareness of barriers to perception, and which ones you tend towards. Check in with yourself regularly. Seek honest, constructive feedback from others regarding their perceptions of you as a means of increasing your self-awareness.
- ☞ *Focus on others.* Develop your ability to focus on other people, and understand them better by trying to gather knowledge about them, listening to them actively, and imagining how you would feel in their situation.



7.3. Barriers to effective verbal communication

- Lack of clarity.
- Using stereotypes and generalizations.
- Jumping to conclusions.
- Dysfunctional responses. Ignoring or not responding to a comment or question quickly undermines effective communication.
- Lack of confidence.

Strategies for effective verbal communication

- ☞ *Focus on the issue, not the person.* Try not to take everything personally, and similarly, express your own needs and opinions in terms of the job at hand. Solve problems rather than attempt to control others.
- ☞ *Be genuine rather than manipulative.* Be yourself, honestly and openly. Be honest with yourself, and focus on working well with the people around you, and acting with integrity.
- ☞ *Empathize* rather than remain detached.
- ☞ *Be flexible towards others.* Allow for other points of view, and be open to other.
- ☞ *Value yourself and your own experiences.* Be firm about your own rights and needs. Undervaluing yourself encourages others to undervalue you, too.
- ☞ *Present yourself as an equal* rather than a superior, even when you are in a position of authority.
- ☞ *Use affirming responses.* Ask questions, express positive feelings, and provide positive feedback when you can.



Sources:

1. Beebe et al. *Interpersonal Communication: Relating to Others* 2nd Canadian Edition. (Scarborough, Ontario: Allyn and Bacon, 2000).
2. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/communicating-students/telling/effective-communication-barriers-and-strategies>

Learn more 

1. Communication: The Process, Barriers, And Improving Effectiveness
<http://www.nationalforum.com/Electronic%20Journal%20Volumes/Lunenburg,%20Fred%20C,%20Communication%20Schooling%20V1%20N1%202010.pdf>
2. OVERCOMING BARRIERS TO COMMUNICATION
http://aede.osu.edu/sites/aede/files/publication_files/Overcoming%20Barriers%20to%20Communication.pdf
3. How to Overcome Communication Barriers in the Workplace
<http://www.bizmove.com/books/how-to-overcome-communication-barriers-in-the-workplace.htm>
4. Study on Communication Barriers in the Classroom: A Teacher's Perspective
<http://www.ojcmt.net/articles/61/618.pdf>

8. Principles of intercultural communication

As described before, communication can be a challenge. The challenge becomes even bigger when interlocutors belong to different cultures, adopting different values, communication styles and non-verbal signs. The art of intercultural communication (or cross-cultural) is the subject of numerous books, studies, and even post-graduate courses. To get started, however, some principles or key-assumptions of intercultural communication are presented here, as described in an essay on cross-cultural communication (<http://www.termpaperwarehouse.com/essay-on/Cross-Cultural-Communication/283583>):

- 1) The **less knowledge or understanding** that you have about a culture, the broader the differences are, and communication between parties will be more difficult.
- 2) Cultural differences and understandings are the cause of breakdowns in communication.
- 3) Communicating across cultures helps people to become more aware of their own communication processes, such as their tone, word choices, and hand gestures they use when speaking.
- 4) Cultures vary with their different types of acceptable behaviors; in cross-cultural communication you have to be aware of what is taboo and what is acceptable in that culture.
- 5) Other cultures' understanding or normalcy may be different than your own. Be mindful how the worldview or values of different groups affect their patterns of communication.
- 6) Your view of people affects the way that you communicate with them (the boomerang effect described earlier in this document).

On a more practical level, when communicating with people with a different cultural background than your own try to

(http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2360987):

- ☞ Speak in a **simple and clear** way. Avoid using slang and idioms
- ☞ **Listen** even more carefully. If in doubt, ask for confirmation of understanding
- ☞ Be aware that **accenting and intonation** can cause meaning to vary significantly
- ☞ **Respect** the local communication formalities and styles
- ☞ **Observe body language** and try to understand how it differs across cultures
- ☞ Try to **see your culture through the eyes of others**. Why not read literature about your culture as presented by authors from different cultures in order to understand the projected views of your culture?

Check out the following tips:



<http://www.wikihow.com/Communicate-Well-With-People-from-Other-Cultures>

Then try to apply them during a cross-cultural encounter, preferably with a friend from another culture. Try to discuss afterwards aspects of non-verbal communication that caused you difficulties or you need to be especially mindful of.



Intercultural communication is at the very heart of intercultural mediation. What are common challenges faced by local professionals, IMs and migrants? What could help them? See <http://www.pcc4u.org/learning-modules/focus-topics/topic-4-culture-centred-care/2-culture-centred-communication/activity-4-intercultural-communication-principles/>

Learn more 

Intercultural communication: http://personales.upv.es/mcandel/Hybels9_Ch3.pdf

Communicating in different countries:

<http://www.forbes.com/sites/kenmakovsky/2014/04/03/communicating-in-different-countries/#1bac8d8e45ef>

9. Selected reading

Dutch

Books

1. Van Ginneken, J. (2008). *Handboek wereldburger: Een inleiding interculturele communicatie*. S.l: Boom onderwijs.
2. Muylle, C. (2008). *Communicatieleer: communicatie: een eerste inblik*. De Boeck Hoger.
3. Kijlstra, M. A., Van Wieringen, J. C. M., & Schulpen, T. W. J. (2001). *Cultuur en communicatie*. Tijdschrift voor kindergeneeskunde, 69(5), 46-50.
4. Guijt, T. (2013). *"Het is niet mijn cultuur, dat is best lastig": Een onderzoek naar de communicatie tussen verpleegkundigen en patiënten in de psychiatrie*.
5. Shadid, W.A (1998 en 2007): *Grondslagen van interculturele communicatie: studieveld en werkterrein*, Houten [etc.]: Bohn Stafleu Van Loghum.
6. Preijde, L. P. M. (2010). *Hoe communiceren Nederlandse Verpleegkundigen met patiënten die slecht Nederlands spreken?*

French

Books

1. Demattelart A. (2004). *Histoire des théories de la communication*. La Découverte, pp. 128.
2. landolo, C. (2001). *Guide pratique de la communication avec le patient: Techniques, art et erreurs de la communication*. Paris: MMI editions.
3. Watzlawick, P. (1979). *Une logique de la communication*. Paris, Éd. du Seuil, 1979.
4. Barrier G. (2013). *Le langage du corps en relation d'aide : la communication non verbale au-delà des mots*. ESF, 2013, coll. Psychologies et psychothérapies, pp. 2015

German

Books

1. *Handbuch Kommunikation: Grundlagen - Innovative Ansätze - Praktische Umsetzungen* (2008, Bruhn, Esch)
2. *Kommunikationstraining: Zwischenmenschliche Beziehungen erfolgreich gestalten* (2013, Birkenbihl)
3. *Kommunikationstechnik* (2014, Meyer)
4. *Einführung in Körpersprache und nonverbale Kommunikation* (2013, Sollmann)
5. *Kommunikation - eine Schlüsselqualifikation: Einführung zu wesentlichen Bereichen der zwischenmenschlichen Kommunikation. Ein Lehrbuch* (2008, Ternes)
6. *Interkulturelle Kommunikation: Interaktion, Fremdwahrnehmung, Kulturtransfer* (2012, Lüsebrink)

Links

1. Psychatrienet: Wie kann Kommunikation gelingen?
<http://www.psychiatrie.de/bapk/rat/kommunikation/regeln-und-techniken/>
2. Interkulturelle Kommunikation / Verbale und Non-verbale Kommunikation
<https://www.hdm-stuttgart.de/arbeitsamt/inhalt/arbeitswelt/rose-neiger/text.htm>

Greek

Books

1. Μη λεκτική επικοινωνία: Σύγχρονες θεωρητικές και ερευνητικές προσεγγίσεις στην Ελλάδα. Ν. Πολεμικός & Α. Κοντάκος (επιμ.) Αθήνα: Ελληνικά Γράμματα, 2002.
2. Κουκουνάρας - Λιάγκης, Μάριος (2009). *Ο Θεός, ο δικός μου, ο δικός σου: Πολιτισμός, εκπαίδευση, ετερότητα: Έρευνα για τη διαπολιτισμική επικοινωνία*. 1η έκδ. Αθήνα: Γρηγόρη.
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4. Κριτσωτάκης, Γιάννης. *Διαπολιτισμική Επικοινωνία*.

Italian

Links

1. S. Privitera. *Tecniche di comunicazione. La comunicazione interpersonale*.
http://www.unipa.it/archivio-intranet/.content/documenti/Dispensa_PRIVITERA.pdf
2. Michela Giangualano. *Compendio di teoria della comunicazione*.
http://www.ueonline.it/contributi_news/teoria_della_comunicazione.pdf
3. *Rapporto mondiale dell'UNESCO. Investire nella diversità culturale e nel dialogo interculturale*. <http://unesdoc.unesco.org/images/0018/001847/184755ita.pdf>
4. *La comunicazione e i suoi codici*. Luzappy.
<http://www.luzappy.eu/comunicazione/comunicazione%20e%20suoi%20segnificati.pdf>
5. Luigi Anolli. *La comunicazione non verbale*.
http://www.archivio.formazione.unimib.it/DATA/Insegnamenti/2_423/materiale/5_c_omnonverbale_2p.pdf
6. *Problemi di comunicazione interculturale*.
[http://www.usrlazio.it/_file/documenti/interculturali/1Materiali/\[31\]%20Pratiche%20interculturali%20\(a11\)/comunicazione.pdf](http://www.usrlazio.it/_file/documenti/interculturali/1Materiali/[31]%20Pratiche%20interculturali%20(a11)/comunicazione.pdf)

Polish

Books

1. Malinowski Rubio María Paula, *Imigranci a komunikacja międzykulturowa w sferze usług publicznych w Polsce*, Kraków 2011.
2. M. Szopski "Komunikowanie międzykulturowe" WSiP, Warszawa, 2005.
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