

# INTERCULTURAL COMMUNICATION

## Lecture 1

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# OBJECTIVE ISSUES

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- List and discuss the benefits of intercultural communication.
- Identify and discuss the eight dimensions of human communication.
- Define and discuss the nature of culture.
- Identify and discuss the five contexts of intercultural communication.
- Discuss the relationship between intercultural communication, uncertainty, and anxiety.
- Assess your degree of intercultural communication apprehension.

# BENEFITS OF INTERCULTURAL COMMUNICATION

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- Healthier communities
- Increased commerce
- Reduced conflict
- Personal growth through tolerance

# COMMON STEREOTYPES

*...about blacks*

“They’re lazy.”

“All of them are on welfare.”

“They like to dance.”

“They do drugs.”

*...about whites*

“They think they know everything.”

“Most of them are arrogant.”

“They’re all rich.”

“They are really materialistic.”

*...about Asians*

“They’re sneaky.”

“They are hard to figure out.”

“They are really good at math.”

“I wouldn’t trust them.”

# DIMENSIONS OF HUMAN COMMUNICATION

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- PROCESS
- DYNAMIC
- INTERACTIVE/ TRANSACTIVE
- SYMBOLIC
- INTENTIONAL
- CONTEXTUAL
- UBIQUITOUS
- CULTURAL

# THE NATURE OF CULTURE

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- CULTURE is an accumulated pattern of values, beliefs, and behaviours shared by an identifiable group of people with a common history and a verbal and nonverbal symbol system.

# THE NATURE OF CULTURE

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- PATTERN CULTURE - ACCUMULATED OF VALUES, BELIEFS, AND BEHAVIOURS
- CULTURE AS AN IDENTIFIABLE GROUP OF PEOPLE WITH A COMMON HISTORY
- CULTURE AS A VERBAL AND NONVERBAL SYMBOL SYSTEM
- MICROCULTURAL GROUPS

# COMMUNICATION COMPETENCE COMPONENTS



**COGNITIVE**

**AFFECTIVE**

**BEHAVIORAL**

- 
- **COGNITIVE COMPONENT-** refers to how much one knows about communication
  - **AFFECTIVE COMPONENT-** includes one's motivation to approach or avoid communication
  - **BEHAVIORAL COMPONENT-** refers to the skills one has to interact competently

- 
- **INTERCULTURALLY COMPETENT COMMUNICATOR** is
  - ***MOTIVATED*** to communicate,
  - ***KNOWLEDGEABLE*** about how to communicate,
  - and ***SKILLED*** in communicating.
  - ***SENSITIVE*** to the expectations of the context in which communication occurs

## **THE CULTURAL CONTEXT**

**Culture hides more than it reveals, and  
strangely enough what it hides, it hides  
most effectively from its own participants.**

*/Edward T. Hall/*

# INTERCULTURAL COMMUNICATION

## Lecture 2

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# **OBJECTIVE ISSUES**

- **Compare and contrast individualism and collectivism**
- **Identify some cultures that are individualistic and some that are collectivistic**
- **Compare and contrast high- and low-context cultures**
- **Identify some cultures that are high-context and some that are low-context**
- **Compare value orientations among cultures**
- **Compare and contrast power distance**
- **Uncertainty avoidance cultures**

# **BASIC CHARACTERISTICS OF CULTURE**

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- **CULTURE IS LEARNED**
- **CULTURES VARY IN STABILITY**
- **CULTURES VARY IN COMPLEXITY**
- **CULTURES VARY IN TOLERANCE**

# **DIMENSIONS OF CULTURAL VARIABILITY**

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- **INDIVIDUALISM / COLLECTIVISM**
- **HIGH / LOW CONTEXT**
- **VALUE ORIENTATIONS**
- **POWER DISTANCE**
- **UNCERTAINTY AVOIDANCE**

# **INDIVIDUALISTIC CULTURES:**

- **INDIVIDUAL'S GOALS OVER GROUP GOALS**
- **SOCIAL BEHAVIOUR IS GUIDED BY PERSONAL GOALS**
- **STRESS VALUES THAT BENEFIT THE INDIVIDUAL PERSON**
- **INDIVIDUALS ARE ENCOURAGED TO PURSUE AND DEVELOP THEIR ABILITIES AND APTITUDES**
- **PEOPLE ARE TAUGHT TO BE CREATIVE, SELF-RELIANT, COMPETITIVE, AND ASSERTIVE**
- **MODERN, INDUSTRIAL-URBAN, FAST-CHANGING CULTURES TEND TO BE INDIVIDUALISTIC**
- **OFTEN ARE HIGHLY COMPLEX AND AFFLUENT**
- **?? CLIMATE??**
- **USA, CANADA, GERMANY, SWITZERLAND, ENGLAND**

# **COLLECTIVISTIC CULTURES:**

- **GROUP GOALS HAVE PRECEDENCE OVER INDIVIDUAL GOALS**
- **STRESS VALUES THAT SERVE THE IN-GROUP**
- **CHARACTERISED BY EXTENDED PRIMARY GROUPS /FAMILY, NEIGHBOURHOOD, OCCUPATIONAL GROUP/**
- **PEOPLE ARE NOT SEEN AS ISOLATED INDIVIDUALS, BUT AS A MEMBER OF A GROUP**
- **PRIMARY VALUE IS HARMONY WITH OTHERS**
- **VALUE SOCIAL RECIPROCITY, OBLIGATION, DEPENDENCE, AND OBEDIENCE**
- **COLLABORATION AND COOPERATION ULTIMATELY LEAD TO SURVIVAL**
- **AUTHORITY OR ONE'S RANK IN THE GROUP**
- **ITALY, rural GREECE, much of AFRICA, ASIA, AND LATIN AMERICA**

<b>INDIVIDUALISM</b>	<b>WISDOM BROAD-MINDEDNESS INNER HARMONY IN-GROUP INTERESTS EQUALITY FOR ALL SOCIAL JUSTICE PRESERVING THE NATURAL ENVIRONMENT WORLD PEACE</b>	<b>COLLECTIVISM</b>
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	<i><b>HIGH CONTEXT CULTURES</b></i>	<i><b>LOW CONTEXT CULTURES</b></i>
<i><b>CONTEXTUAL DIFFERENCES</b></i>	RELY ON IMPLICIT NONVERBAL ACTIONS AND ENVIRONMENTAL SETTING TO CONVEY MEANING	RELY HEAVILY ON EXPLICIT VERBAL COMMUNICATION
<i><b>DIFFERENCES IN NEGOTIATING STYLES</b></i>		
<i><b>DIFFERENCES IN DECISION-MAKING PRACTICES</b></i>		
<i><b>DIFFERENCES IN PROBLEM-SOLVING TECHNIQUES</b></i>		
<i><b>ETHICAL DIFFERENCES</b></i>		

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<b><i>DIFFERENCES IN DECISION-MAKING PRACTICES</i></b>		
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<b><i>ETHICAL DIFFERENCES</i></b>		

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<b><i>DIFFERENCES IN PROBLEM-SOLVING TECHNIQUES</i></b>	AVOID CONFRONTATION AND DEBATE	ENCOURAGE OPEN DISAGREEMENT
<b><i>ETHICAL DIFFERENCES</i></b>	VIEW LAWS AS BEING MORE FLEXIBLE	TEND TO VALUE WRITTEN AGREEMENTS AND INTERPRET LAWS STRICTLY

# HOW CULTURAL CONTEXT AFFECTS BUSINESS

## ■ IN LOW-CONTEXT COMPANIES

- **Executive offices** are separate with controlled access.
- **Workers** rely on detailed background information.
- **Information** is highly centralized and controlled.
- **Objective** data are valued over subjective relationships.
- **Business and social relationships** are discrete.
- **Competence** is valued as much as position and status.
- **Meetings** have fixed agendas and plenty of advance notice.

## IN HIGH-CONTEXT COMPANIES

**Executive offices** are shared and open to all.

**Workers** do not expect or want detailed information.

**Information** is shared with everyone.

**Subjective** relationships are valued over objective data.

**Business and social relationships** overlap.

**Position and status** are valued more than competence.

**Meetings** are often called on short notice, and key people always accept.

# Ethical Differences

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- Bribing
- United States- illegal
- Kenya- bribes as a part of life /*kitu kidogo* (or “*something small*”)/
- China- *huilu*
- Russia- *vzyatka*
- Middle East- *baksheesh*
- Mexico- *una mordida* (“*a small bite*”)

# Keep your messages ethical by applying four basic principles:

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- **Actively seek mutual ground.**
- **Send and receive messages without judgement.**
- **Send messages that are honest.**
- **Show respect for cultural differences.**

# INTERCULTURAL COMMUNICATION

## Lecture 3

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# SOCIAL DIFFERENCES

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- GENDER
- WORKING HOURS
- ATTITUDES TOWARD STATUS
- ATTITUDES TOWARD MANNERS
- ATTITUDES TOWARD TIME

# **NONVERBAL DIFFERENCES**

- ATTITUDES TOWARD PERSONAL SPACE
- USE OF BODY LANGUAGE

# MOTIVATIONAL TYPES OF VALUES

- ***Self- Direction:*** The defining goal of this value type is independent thought and action. (freedom, creativity, independence, choosing own goals, curiosity, self-respect)
- ***Stimulation:*** The goal is derived from the need for variety and stimulation in order to maintain an optimal level of activation. Some of these needs are biological, whereas others are learned/ cultural. (an exciting life, a varied life, daring)
- ***Hedonism:*** The need and motivation for pleasure. (pleasure, enjoying life)
- ***Achievement:*** The need and value of personal success and prestige. (ambition, influence, capability, success, intelligence, self-respect)

# MOTIVATIONAL TYPES OF VALUES

- **Power:** Attainment of social status. (social power, wealth, authority, preserving public image, social recognition)
- **Security:** need for safety, harmony, and the stability of society and relationships. (national security, reciprocation of favours, family security, sense of belonging, social order, health, cleanliness)
- **Conformity:** Restraint of actions, inclinations, and impulses. (obedience, self-discipline, politeness, honouring of parents and elders)
- **Tradition:** The value of religious rites, beliefs, and norms of behaviour that over time are valued and passed on by a collective. (respect for children, devotion, acceptance of one's portion in life, humility, moderation)

# MOTIVATIONAL TYPES OF VALUES

- ***Spirituality:*** The goal of inner harmony through the transcendence of everyday life. (a spiritual life, meaning in life, inner harmony, detachment)
- ***Benevolence:*** The need and motivation for positive interaction and affiliation. (helpfulness, responsibility, forgiveness, honesty, loyalty, mature love, true friendship)
- ***Universalism:*** The value of understanding, appreciation, tolerance, and protection of the welfare of all people and of nature. (equality, unity with nature, wisdom, a world of beauty, social justice, broad-mindedness, protecting the environment, a world at peace)

# Value orientations

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- **Self**
- **Family**
- **Society**
- **Human nature**
- **Nature**
- **Supernatural**

# INTERCULTURAL COMMUNICATION

## Lecture 4

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# **THE MICROCULTURAL CONTEXT**

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## ■ **OBJECTIVE ISSUES**

- Idea of a microculture
- Five criteria for membership in a microculture
- Fundamental assumptions of the Muted Group Theory

# Microculture:

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- Minorities
- Subculture
- Coculture

# MICROCULTURAL GROUP STATUS

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- PHYSICAL AND CULTURAL TRAITS
- INVOLUNTARY MEMBERSHIP
- ENDOGAMY
- AWARENESS OF SUBORDINATE STATUS
- UNEQUAL TREATMENT BY THE DOMINANT GROUP

# THE ENVIRONMENTAL CONTEXT

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- **OBJECTIVE ISSUES**
- **HIGH- AND LOW-LOAD ENVIRONMENTS**
- **THE RELATIONSHIP BETWEEN CULTURE AND THE NATURAL ENVIRONMENT**
- **FIXED, SEMIFIXED, AND INFORMAL BUILT ENVIRONMENT**
- **DIMENSIONS OF PRIVACY**
- **MONOCHRONIC/ POLYCHRONIC TIME ORIENTATION**

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**Information load** of a particular environment can **affect** people's **emotional responses** in three dimensions:

- (1) arousal/ nonarousal
- (2) pleasure/ displeasure
- (3) dominance/ submissiveness

# Culture orientation toward nature:

## People as subjugated to nature

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- people believe they are at the mercy of an omnipotent nature;
- nature is perceived as a dominant and unmanageable power;
- Indians believe that the elements of natural environment dictate the health and well-being of the people;
- nothing in nature is accidental;
- the universe and all living components have a fundamental order, over which they have no control.

# Culture orientation toward nature:

## People as an inherent part of nature

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- attempt a balancing act with nature and try to live in harmony with it;
- the natural environment is seen as orderly and cyclical;
- people and environment are viewed as one, changing together in a timeless mutual relationship;
- equality among all living things;
- nature is with whom they communicate on a personal basis.

# Culture orientation toward nature:

## People as dominant over nature

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- people are not just part of the environment, but are of divine origin,- this led to a separation between humans and the environment;
- after scientific revolution nature was seen as mechanistic,- further separating people from nature;
- through technology, buildings, and modern agricultural methods, humans were able to dominate their natural setting to their liking;
- the environment is seen as an entity to be conquered.

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- **Knowing and understanding** a particular culture's orientation toward nature is a step in becoming **a competent intercultural communicator.**

# CULTURE AND NATURAL DISASTERS

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- folk or preindustrial
- Transitional
- industrial

# INTERCULTURAL COMMUNICATION

## Lecture 5

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# THE BUILT ENVIRONMENT

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- *consists of*
  - -adaptations to the terrestrial environment, including architecture, housing, lighting, and landscaping
- *artificially changes natural patterns of*
  - behaviour, heat, light, sound, odours, and human interaction
- *affects*
  - - the interaction between people and the natural environment
- *is specially designed*
  - to facilitate / restrict human interaction
- *is not random*

# THE BUILT ENVIRONMENT

- *is intentionally designed pattern of spatial relationships between*
  - -objects and objects
  - -objects and people
  - -people and people
- *organizes and manages*
  - - human communication between people and varies considerably across cultures
- *is typically structured for specific activities*

# CULTURE AFFECTS HOW THE BUILT ENVIRONMENT IS DESIGNED

## Types of layout patterns in built environment:

- fixed-feature space – defined by immovable or permanent fixture(walls, floors, windows)
- semifixed-feature space – includes movable (furniture, seating)
- informal space – is perceptual and varies according to the movement of interactants. Informal space lasts only as long as the interactants communicate.

# Levels of social distance:

- intimate
- personal
- social-consultative
- public

# THE VERBAL CODE: HUMAN LANGUAGE

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## BASIC ISSUES:

- LINGUISTIC DETERMINISM
- THE THREE LEVELS OF LANGUAGE
- THE RELATIONSHIP BETWEEN LANGUAGE AND CULTURE
- THE PRINCIPLES OF LINGUISTIC RELATIVITY AND
- THE PRINCIPLES OF UNIVERSAL LANGUAGE
- THREE UNIVERSALS OF LANGUAGE
- ELABORATED AND RESTRICTED CODES
- CROSS-CULTURAL COMMUNICATION STYLES

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THE LANGUAGE FACULTY IS A SYSTEM, A  
SUBSYSTEM OF THE BRAIN...ITS MAJOR ELEMENTS  
DON'T APPEAR TO EXIST IN OTHER SIMILAR  
ORGANISMS...TO A LARGE EXTENT IT APPEARS TO  
BE DETERMINED BY OUR BIOLOGICAL ENDOWMENT  
AND IS ESSENTIALLY INVARIANT ACROSS THE  
SPECIES.

*NOAM CHOMSKY*

# Sapir- Whorf hypothesis:

- (1) the principle of linguistic determinism, which says that the way one thinks is determined by the language one speaks
- (2) the principle of linguistic relativity, which says that the differences among languages must therefore be reflected in the differences in the worldviews of their speakers.

## VOCABULARY AND GRAMMAR OF A PARTICULAR LANGUAGE PARALLEL THE NONVERBAL CULTURE:

- GEOGRAPHIC
- CLIMATIC
- KINESIC
- SPATIAL
- PROXEMIC
- ASPECTS OF A CULTURE ARE EMPHASIZED AND ECCENTED IN A CULTURE'S LANGUAGE

# THE STRUCTURE OF HUMAN LANGUAGE

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- SOUNDS AND SYMBOLS
- PHONEMES- *the small units of sounds*
- SYMBOLS- *the arbitrarily selected and learned stimulus representing sounds*
- SYMPTOMS- *are automatic, involuntary, and primary*
- Ritual semblances
- Iconic semblances
- Proper symbols
- Conceptual symbols
- Syntactic symbols

# SYNTAX AND UNIVERSAL GRAMMAR

*In a way [language] it's like the human face. A human face is very simple, two eyes, a nose, and a mouth. You can draw a simple sketch of it. but look at the incredible diversity. Each one of us has a uniquely different face. Yet each face is obviously a human face. Languages are the same. Each one is obviously a different language but they're clearly examples of the same kind of system.*

Two fundamental syntactical structures:

- 1) All languages rely on either their word order or inflection to convey in meaning
- 2) or inflection to convey in meaning.

# UNIVERSALS OF LANGUAGE

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- ALL HUMAN SPEECH IS TRANSMITTED VIA A VOCAL-AUDITORY CHANNEL
- SPEECH SOUNDS ARE EMITTED FROM THEIR SOURCE OF ORIGIN IN ALL DIRECTIONS MAKING IT POSSIBLE TO DETERMINE THE LOCATION OF THE SOURCE
- SPEECH SOUNDS ARE HEARD WITHIN A VERY LIMITED RANGE AND ONLY DURING PRODUCTION
- SPEECH IS INTERCHANGABLE
- HUMAN SPEAKERS ARE EQUIPPED WITH COMPLETE INTRAPERSONAL FEEDBACK
- SPEECH IS SPECIALIZED. HUMAN SPEECH HAS ONLY A SINGLE FUNCTION- THAT IS TO COMMUNICATE
- SPEECH CAN BE DISPLACED FROM TIME AND SPACE
- WHAT A PERSON MAY SAY CAN BE COMPLETELY FALSE
- SPEECH IS REFLEXIVE
- THE SPEAKERS OF ANY LANGUAGE CAN LEARN A SECOND LANGUAGE OR EVEN SEVERAL LANGUAGES IN ADDITION TO THEIR NATIVE TONGUE.

# Elaborated and restricted codes

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- A *restricted code* is one in which the options (not necessarily the vocabulary) are limited as to what the speakers can say or do verbally. A restricted code is considered a status-oriented speech system.
- With an *elaborated code*, the speakers can choose from among a variety of linguistic options to communicate.

# INTERCULTURAL COMMUNICATION

## Lecture 6

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# CROSS-CULTURAL COMMUNICATION STYLES

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- DIRECT/INDIRECT
- ELABORATE/ SUCCINCT
- PERSONAL/CONTEXTUAL
- INSTRUMENTAL/AFFECTIVE

# DIRECT AND INDIRECT STYLES

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- PERSONS USING A **DIRECT COMMUNICATION STYLE** EMPLOY OVERT EXPRESSIONS OF INTENTION
- CLEARLY ARTICULATE THE DESIRE AND NEEDS
- OFTEN USED IN LOW-CONTEXT, INDIVIDUALISTIC CULTURES
  
- **AN INDIRECT COMMUNICATION STYLE** IS USED IN HIGH-CONTEXT AND COLLECTIVISTIC CULTURES
- THE SPEAKER'S INTENTIONS ARE HIDDEN OR ONLY HINTED AT DURING INTERACTION
- AMBIGUITY AND VAGUENESS ARE CHARACTERISTIC OF AN INDIRECT STYLE

# ELABORATE, EXACTING, AND SUCCINCT STYLES

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- DEAL WITH THE QUANTITY AND/OR VOLUME OF TALK
- THE THREE LEVELS ARE:
  - (1) AN *ELABORATE STYLE* THAT EMPHASIZES FLASHY AND EMBELLISHED LANGUAGE
  - (2) AN *EXACTING STYLE* IN WHICH PERSONS SAY NO MORE OR LESS THAN IS NEEDED
  - (3) A *SUCCINCT STYLE* CHARACTERISED BY THE USE OF CONCISE STATEMENTS, UNDERSTATEMENTS AND EVEN SILENCE

# PERSONAL AND CONTEXTUAL STYLES

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- THE **PERSONAL COMMUNICATION STYLE** AMPLIFIES THE INDIVIDUAL IDENTITY OF THE SPEAKER
- STRESSES AND UNDERSCORES “PERSONHOOD”
- OFTEN SEEN IN INDIVIDUALISTIC CULTURES
- RELIES ON THE USE OF FIRST-PERSON PRONOUNS IN SENTENCE CONSTRUCTION
  
- THE **CONTEXTUALSTYLE** ACCENTUATES AND HIGHLIGHTS ONE’S “ROLE” IDENTITY AND STATUS
- A HEAVY RELIANCE ON THE CONTEXT RATHER THAN ON WORDS
- A FUNDAMENTAL FUNCTION IS TO RECOGNIZE THE SOCIAL STATUS, DEGREE OF INTIMACY, AGE, AND SEX OF THE INTERACTANTS
- AXIS OF ADDRESS AND AXIS OF REFERENCE

# INSTRUMENTAL AND AFFECTIVE STYLES

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- ***INSTRUMENTAL VERBAL STYLE*** IS A SENDER-BASED AND GOAL-OUTCOME BASED.
- THE INSTRUMENTAL SPEAKER "USES" COMMUNICATION TO ACHIEVE SOME GOAL OR OUTCOME
- INSTRUMENTAL MESSAGES ARE OFTEN CONSTRUCTED TO PERSUADE AND INFLUENCE OTHERS AND TO MAINTAIN ONE'S FACE
- THE USERS BELIEVE THAT THE COMMUNICATION SHOULD END AFTER SOME GOAL HAS BEEN ATTAINED AND OUTCOMES CAN BE ASSESSED
- THE BURDEN OF UNDERSTANDING OFTEN RESTS WITH THE SPEAKER, THE SPEAKER CAREFULLY CHOOSES AND ORGANIZES HIS OR HER MESSAGES SO AS TO BE UNDERSTOOD BY THE AUDIENCE

# INSTRUMENTAL AND AFFECTIVE STYLES

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- AN **AFFECTIVE COMMUNICATION STYLE** IS RECEIVER AND PROCESS ORIENTED
- THE AFFECTIVE SPEAKER IS CONCERNED NOT SO MUCH WITH THE OUTCOME OF THE COMMUNICATION BUT WITH THE PROCESS
- THE RESPONSIBILITY OF UNDERSTANDING RESTS WITH BOTH PARTIES- THAT IS THE SPEAKER AND THE LISTENER
- AFFECTIVE SPEAKERS CAREFULLY WATCH FOR THE REACTIONS OF THEIR LISTENER
- OFTEN OPERATE ON AN INTUITIVE SENSE AND NONVERBALLY EXPRESSIVE

# INTERCULTURAL COMMUNICATION

## Lecture 7

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# LANGUAGE AND ETHNIC IDENTITY

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- LANGUAGE HAS AN IMMENSE IMPACT ON HOW INDIVIDUALS SEE THEMSELVES AND OTHERS WITHIN ANY CULTURAL MILIEU.
- LANGUAGE IS PERHAPS THA MAJOR MARKER THAT PEOPLE USE TO CATEGORISE AND GROUP OTHERS

# NONVERBAL LANGUAGE

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## OBJECTIVE ISSUES:

- DEFINE NONVERBAL COMMUNICATION
- VERBAL AND NONVERBAL CODES
- KINESIC BEHAVIOUR ACROSS CULTURES
- CROSS-CULTURAL PARALINGUISTIC DIFFERENCES
- CROSS-CULTURAL PROXEMIC DIFFERENCES
- CROSS-CULTURAL HAPTIC DIFFERENCES
- OLFACTICS; HOW SMELL IS PERCEIVED ACROSS CULTURES
- THE FUNDAMENTAL ASSUMPTIONS OF THE NONVERBAL EXPECTANCY VIOLATION THEORY

# NONVERBAL COMMUNICATION

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- KINESICS – *THE USE OF HANDS, ARMS, LEGS, AND FACE TO SEND MESSAGES*
- PARALANGUAGE- *THE USE OF VOICE, ITS VOLUME, PITCH, RATE, AND SO FORTH*
- CHRONEMICS- *THE USE OF TIME, COMMUNICATE STATUS, PUNCTUALITY*
- PROXEMICS- *EXPRESSING INTIMACY AND POWER*
- OLFACTICS- *SMELLS, SCENTS*

# NONVERBAL COMMUNICATION

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- During intercultural communication, verbal and nonverbal messages are sent simultaneously.
- Verbal communication represents the literal content of a message, whereas the nonverbal component communicates the style or “how “ the message is to be interpreted.

# NONVERBAL COMMUNICATION-

nonverbal code often

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- Complements,
- Accents,
- Substitutes,
- Repeats, or even
- Contradicts the verbal message.

# NONVERBAL COMMUNICATION

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- Verbal communication- *digital communication*
- Nonverbal communication- *analogic communication*

# Comparison and contrast of verbal and nonverbal codes

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- Verbal language is an advanced and refined form of an inherited nonlinguistic (nonverbal) system.
- Verbal language based on symbols; nonverbal system is signal based
- Nonverbal system is much more restrictive in sending capacity than the verbal code

# Channels of nonverbal communication

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- Kinesic channels:
  - (1) emblems
  - (2) illustrators
  - (3) affect displays
  - (4) regulators
  - (5) adaptors

# Channels of nonverbal communication

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- Proxemics
- Haptics
- Olfactics
- Physical appearance and dress

# FUNDAMENTAL ASSUMPTIONS OF NONVERBAL EXPECTANCY VIOLATION THEORY

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- ASSUMPTION 1: Humans have two competing needs, a need for affiliation and a need for personal space (or distance). These two needs cannot be satisfied at once.
- ASSUMPTION 2: the desire for affiliation may be elicited or magnified by the presence of rewards in the communication context. The rewards may be biological or social.
- ASSUMPTION 3: the greater the degree to which a person or situation is defined as rewarding, the greater the tendency for others to approach that person or situation; the greater the degree to which a person or situation is defined as punishing, the greater the tendency for others to avoid that person or situation.

# FUNDAMENTAL ASSUMPTIONS OF NONVERBAL EXPECTANCY VIOLATION THEORY

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- ASSUMPTION 4: Humans are able to perceive gradations in distance.
- ASSUMPTION 5: Human interaction patterns, including personal space or distance patterns, are normative.
- ASSUMPTION 6: Humans may develop idiosyncratic behaviour patterns that differ from the social norms.

# FUNDAMENTAL ASSUMPTIONS OF NONVERBAL EXPECTANCY VIOLATION THEORY

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- ASSUMPTION 7: In any communication context, the norms are a function of three classes of factors:
  - (a) characteristics of the interactants,
  - (b) features of the interaction itself,
  - (c) features of the immediate physical environment

# FUNDAMENTAL ASSUMPTIONS OF NONVERBAL EXPECTANCY VIOLATION THEORY

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- ASSUMPTION 8: Interactants develop expectations about the communication behaviour of others. Consequently, they are able to recognise or at least respond differently to normative versus deviant behaviours on the part of others.
- ASSUMPTION 9: Deviations from expectations have arousal value.

# FUNDAMENTAL ASSUMPTIONS OF NONVERBAL EXPECTANCY VIOLATION THEORY

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- ASSUMPTION 10: Interactants make evaluations of others.
- ASSUMPTION 11: Evaluations are influenced by the degree to which the other is perceived as rewarding such that a positively valued message is only rewarding if the source is highly regarded and a negatively valued message is only punishing if the source is highly regarded.
- *Source: J.K.Burgoon, "A Communication Model of Personal Space Violations:Explication and an Initial Test," Human Communication Research, 1987- NEV Theory*

# Violation of nonverbal expectancies

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- Jim violates Akira's *kinesic, proxemic, paralinguistic, haptic and olfactory* expectations
- Jim violated Akira's nonverbal expectations regarding vocal volume, personal distance, touch, and eye contact. (lines 1, 5, 7, 9, 11, and 21)
- From Jim's point, Akira violated his expectations in lines 2, 6, and 10, and during the long pause towards the end of scene 2.

# Violation of nonverbal expectancies

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- In lines 2, 4, 8, 10, 11, 14, and 19, we can see how Akira and Jim became aroused (shocked, uncomfortable, startled, annoyed) by each other's violations.
- In lines 14, 19, and 21, we can see how Burgoon's assumption 10 applies in that the arousal leads to evaluations ("This is terrible", "This is going nowhere"). In this case, the evaluations are negative.

## GLOSSARY OF TERMS:

- **Adaptors:** Mostly unconscious nonverbal actions that satisfy physiological or psychological needs, such as scratching an itch.
- **Affect displays:** Nonverbal presentations of emotion, primarily communicated through facial expressions.
- **Analogic communication:** nonverbal communication.
- **Chronemics:** The use of time.
- **Denotative communication:** The literal meaning of a word; the dictionary meaning.
- **Digital communication:** Verbal communication.
- **Emblems:** Primarily hand and arm gestures that have a direct verbal translation. Can be used to repeat or to substitute for verbal communication.
- **Haptics:** Nonverbal communication through physical contact or touch
- **Illustrations:** Primarily hand and arm movements that function to accent or complement speech.
- **Kinesics:** General category of body motion, including emblems, illustrators, affect displays, and adaptors.
- **Nonverbal expectancy violation (NEV) theory:** Theory that posits that people hold expectations about the nonverbal behaviour of others. When these expectations are violated, people evaluate the violation positively or negatively, depending on the source of the violation.
- **Olfactics:** The perception and use of smell, scent, and odour.
- **Paralanguage:** Characteristics of the voice, such as pitch, rhythm, intensity, volume, and rate.
- **Proxemics:** The perception and use of space, including territoriality and personal space.
- **Regulators:** Nonverbal acts that manage and govern communication between people, such as stance, distance, and eye contact.

# INTERCULTURAL COMMUNICATION

## Lecture 8

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# Developing Intercultural Relationships

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- Fundamental assumptions of the Uncertainty Reduction Theory
- Relationship between uncertainty reduction and intercultural communication apprehension
- Assertive and responsive sociocommunicative styles
- Relational empathy and third-culture building
- Marital types across cultures
- Divorce rates across cultures

# Developing Intercultural Relationships

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- INITIATING AND MAINTAINING RELATIONSHIPS
- Uncertainty reduction
- Degree of intercultural communication apprehension
- Sociocommunicative style
- Empathy
- Similarity

# Developing Intercultural Relationships

## THE SEVEN AXIOMS OF UNCERTAINTY REDUCTION THEORY

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- AXIOM 1: Given the high level of uncertainty present at the onset of the entry phase, as the amount of verbal communication between strangers increases, the level of uncertainty for each interactant in the relationship will decrease. As uncertainty is further reduced, the amount of verbal communication will increase.
- AXIOM 2: As nonverbal affiliative expressiveness increases, uncertainty levels will decrease in an initial interaction situation. In addition, decreases in uncertainty level will cause increases in nonverbal affiliative expressiveness.

# Developing Intercultural Relationships

## THE SEVEN AXIOMS OF UNCERTAINTY REDUCTION THEORY

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- AXIOM 3: High levels of uncertainty cause increases in information-seeking behaviour. As uncertainty levels decline, information-seeking behaviour decreases.
- AXIOM 4: High levels of uncertainty in a relationship cause decreases in the intimacy level of communication content. Low levels of uncertainty produce high levels of intimacy.

# Developing Intercultural Relationships

## THE SEVEN AXIOMS OF UNCERTAINTY REDUCTION THEORY

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- AXIOM 5: High levels of uncertainty produce high rates of reciprocity. Low levels of uncertainty produce low reciprocity rates.
- AXIOM 6: Similarities between persons reduce uncertainty, whereas dissimilarities produce increases in uncertainty.
- AXIOM 7: Increases in uncertainty level produce decreases in liking; decreases in uncertainty level produce increase in liking.

# MATE SELECTION ACROSS CULTURES

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- FACTORS IN CHOOSING A MATE

(give your own factors)

- PREFERENCES CONCERNING POTENTIAL MATES

(prioritize the preferences in ranking order)

# UNIVERSALLY PREFERRED CHARACTERISTICS

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- Ranking instrument= factors in choosing a mate:
- Mutual attraction- love
- Emotional stability and maturity
- Good health
- Pleasing disposition

# UNIVERSALLY PREFERRED CHARACTERISTICS

---

- Ranking instrument= preferences concerning potential mates:
- Kind and understanding
- Intelligent
- Exciting personality
- Healthy

# INTERCULTURAL COMMUNICATION

## Lecture 9

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# INTERCULTURAL COMMUNICATION IN ORGANIZATIONS

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## OBJECTIVE ISSUES:

- Dimensions of the cultural context affecting organizations across cultures
- The environmental context affecting doing business in other cultures
- Sociorelational contexts on the job across cultures
- Verbal and nonverbal differences across cultures
- Managerial styles across cultures
- Manager/ subordinate relationships across cultures

# CONTEXTS AFFECTING ORGANIZATIONAL CULTURE

---

- CULTURAL CONTEXT
- SOCIORELATIONAL CONTEXT
- ENVIRONMENTAL CONTEXT
- PERCEPTUAL CONTEXT
- VERBAL AND NONVERBAL CODES
- INTERCULTURAL RELATIONS

# CULTURAL CONTEXT

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- INDIVIDUALISM/ COLLECTIVISM
  - HIGH/LOW CONTEXT
  - VALUE ORIENTATIONS
- HIGH/LOW POWER DISTANCE
  - UNCERTAINTY AVOIDANCE

# SOCIORELATIONAL CONTEXT

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- GROUP MEMBERSHIPS
- INGROUPS/OUTGROUPS
- MUTED GROUPS
- PERCEPTIONS OF MEN/WOMEN

# ENVIRONMENTAL CONTEXT

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- INFORMATION LOAD/ RATE
- PERCEPTION ON NATURE
  - PRIVACY
- ARCHITECTURAL PREFERENCES

# PERCEPTUAL CONTEXT

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- INFORMATION- PROCESSING STRATEGIES
- CATEGORIZATION
- STEREOTYPES

# VERBAL AND NONVERBAL CODES

---

- LANGUAGE
- VERBAL STYLE
  - KINESICS
- PARALANGUAGE
  - OLFACTICS
    - TOUCH

# INTERCULTURAL RELATIONS

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- POWER DISTANCES
- MALE/FEMALE DIFFERENCES
- RELATIONAL ORIENTATIONS
- MARRIAGE/ DIVORCE RATES

## MALE/ FEMALE RELATIONS WITHIN CORPORATIONS

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- 54% of multinational corporations in North America are hesitant to send women managers abroad

## MALE/ FEMALE RELATIONS WITHIN CORPORATIONS

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- In Japan- women are encouraged to obtain the level of education that will enable them to *marry* managers rather than attain management positions for themselves
- 1/3 of Japanese companies indicate that they will not promote women college graduates even if they are as qualified as their male counterparts

## MALE/ FEMALE RELATIONS WITHIN CORPORATIONS

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- Nearly 70% of British managers said they preferred male applicants for executive positions
- 2/3 of Italian managers said they do not want to receive orders from female managers
- In Germany, nearly 95% of job advertisements for top executives use the masculine noun form, thereby discouraging women from even applying for the position

## MALE/ FEMALE RELATIONS WITHIN CORPORATIONS

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- + in many cultures, foreign women are much better received in management positions than local women
- + the success of U.S. women abroad encourages the local community to hire more of their own women into management positions

## TRAITS CHARACTERISTIC OF PRODUCTIVE SUPERVISORS

TRAITS ENDORSED BY JAPANESE AND AMERICAN MANAGERS		
Prioritizes tasks Motivates employees Communicates clearly Leadership Makes good use of resources Decision-making ability		

## TRAITS CHARACTERISTIC OF PRODUCTIVE SUPERVISORS

TRAITS ENDORSED BY JAPANESE AND AMERICAN MANAGERS	TRAITS ENDORSED BY AMERICAN MANAGERS	
Prioritizes tasks Motivates employees Communicates clearly Leadership Makes good use of resources Decision-making ability	Works well with people Delegates Considers alternatives States expectations Good speaker Can shift attention Knowledgeable of company	

# TRAITS CHARACTERISTIC OF PRODUCTIVE SUPERVISORS

TRAITS ENDORSED BY JAPANESE AND AMERICAN MANAGERS	TRAITS ENDORSED BY AMERICAN MANAGERS	TRAITS ENDORSED BY JAPANESE MANAGERS
Prioritizes tasks Motivates employees Communicates clearly Leadership Makes good use of resources Decision-making ability	Works well with people Delegates Considers alternatives States expectations Good speaker Can shift attention Knowledgeable of company	Open to innovation Good listener Puts right person in right job Thinks in future tense Thinks about the “big picture” Helps other departments get job done Monitors employee progress

# TRAITS WHERE JAPANESE AND AMERICAN MANAGERS DIFFERED THE MOST

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- Believes in his or her ability to get job done (Americans +/ Japanese -)
- Helps other departments get their job done (Americans -/ Japanese +)
- Delegates (Americans +/ Japanese -)
- Reprimands and disciplines employees (Americans +/ Japanese -)
- Monitors employees (Americans -/ Japanese +)

# NEGOTIATING WITH THE JAPANESE

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- ***Stay in the game.*** Be prepared for long negotiations. The Japanese take their time to get to know you and your business. They want to establish a relationship before signing any deal.
- ***Understand the “need” principle.*** The Japanese will try to create and count on the idea that you “need” their deal. Once you start believing that you might lose the much-needed deal, you lose face to them.

# NEGOTIATING WITH THE JAPANESE

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- ***Communicate with their top decision makers.*** Too much time is wasted interacting with people who can't and won't make decisions.
- ***Suspend assumptions and expectations.*** The deal isn't done until it's done. Do not assume that once you have an agreement it's done deal.

# NEGOTIATING WITH THE JAPANESE

---

- ***Focus on the Japanese rather than yourself.*** Attend to what the Japanese need from you and demonstrate how you can accommodate them.
- ***Instead of telling them, let the Japanese discover what you want.*** Negotiations in most of the world are often characterized by one side explicitly telling the other side what it wants and needs. But to the Japanese the skill of negotiating is to allow your position to surface on its own.

# INTERACTING EFFECTIVELY WITH GERMANS

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- Be prepared. In business, the Germans will be very informed and will expect that you are too.
- Engage in only minimal small talk.
- Be informed about, and use, appropriate titles.
- Avoid emotional appeals. Emphasize facts and figures. Germans respect quantitative reports.
- Observe hierarchical seating and order of speaking.

# INTERACTING EFFECTIVELY WITH GERMANS

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- Organize your presentation in compartments, and have your specialists present their own areas separately and as distinct parts of the presentation.
- Be very punctual; start and stop as you planned. Follow your agenda closely.
- Avoid humour. Be frank, direct, and honest. Demonstrate that you have done your homework.

# INTERCULTURAL COMMUNICATION

## Lecture 10

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# INTERCULTURAL COMPETENCE, ACCULTURATION, AND CULTURE SHOCK

---

- THREE FUNDAMENTAL COMPONENTS OF INTERCULTURAL COMMUNICATION COMPETENCE
- FACTORS THAT FACILITATE OR HINDER ACCULTURATION
- THE CAUSES OF CULTURE SHOCK
- STRATEGIES FOR MANAGING THE CULTURE SHOCK

- **INTERCULTURAL COMMUNICATION COMPETENCE** is the degree to which you effectively adapt your verbal and nonverbal messages to the appropriate cultural context.
- **ACCULTURATION** is the process whereby you adapt to a new culture by adopting its values, attitudes, and practices.
- **CULTURE SHOCK** is a multifaceted experience resulting from the stress associated with entering a new culture.

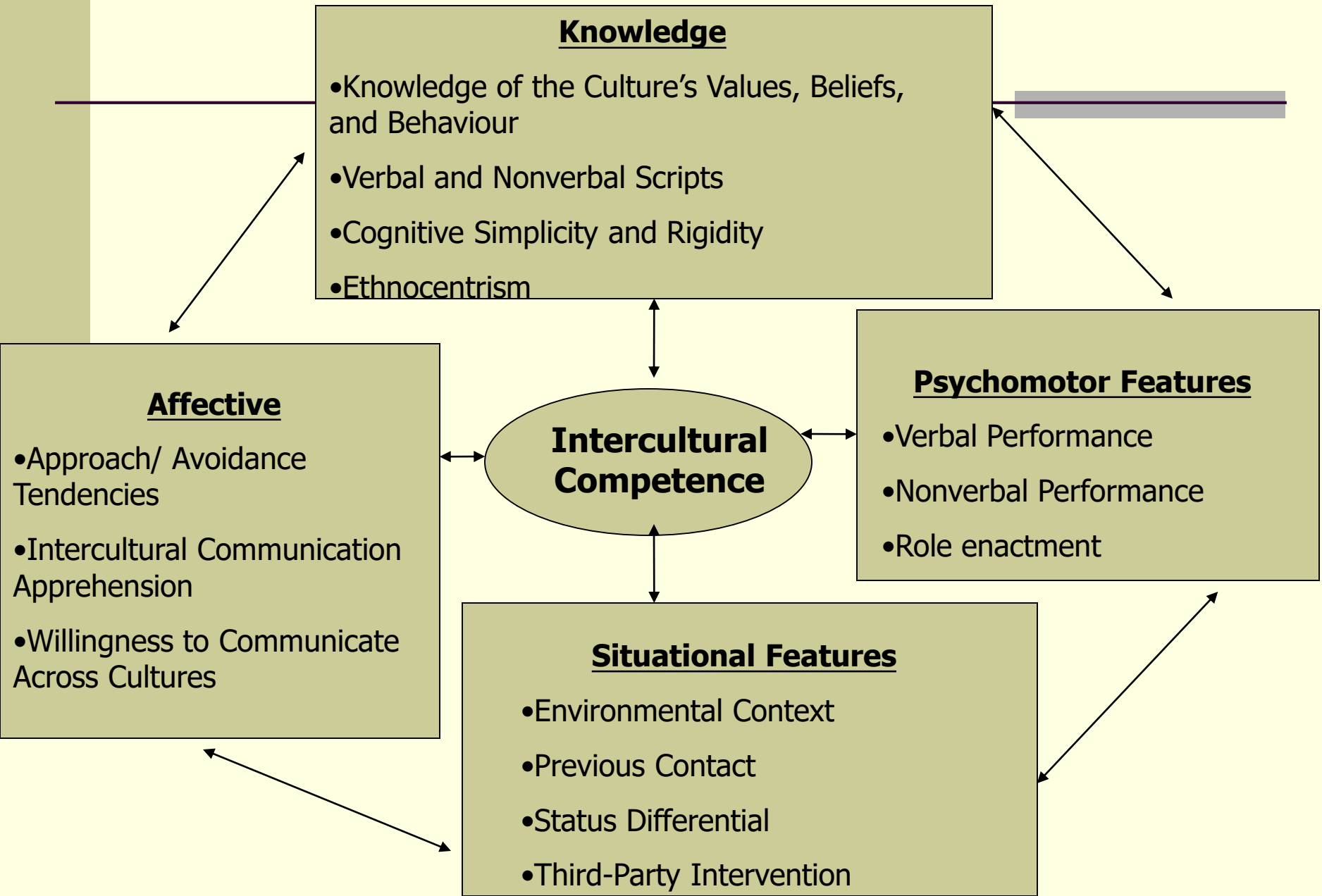
# INTERCULTURAL COMPETENCE, ACCULTURATION, AND CULTURE SHOCK

## Intercultural competence:

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- (1) knowledge
- (2) motivation
- (3) behaviour
- (+) situational features
- The *knowledge* component of intercultural competence consists of how much one knows about the culture of the person with whom one is interacting.
- The *affective* component of intercultural communication is the degree to which one approaches or avoids intercultural communication- that is, one's motivation to interact with others from different cultures.
- The *psychomotor* component of ICC is the actual enactment of the knowledge and affective components.
- The fourth component of ICC is the *actual situation* in which ICC occurs.

# A MODEL OF INTECULTURAL COMPETENCE



### **The knowledge component**

- One should have some comprehension of the other person's dominant cultural values and beliefs.
- Verbal and nonverbal scripts are also a part of the knowledge component. They guide communication action.
- Cognitive simplicity and rigidity refers to the degree to which individuals process information about persons from different cultures in a simplistic and rigid manner. The competent communicator would possess an open and flexible cognitive system.
- Ethnocentrism is the extent to which one perceives one's own group as the centre of everything, and judges other groups with reference to it.

### **The affective component**

- The predisposition to initiate intercultural interactions is called intercultural willingness to communicate.
- Situations in which person might choose to communicate or not to communicate:
  - 1) talk with someone I perceive to be different than me,
  - 2) talk with someone from another country,
  - 3) talk with someone from a culture I know very little about,
  - 4) talk with someone from a different race than mine,
  - 5) talk with someone from a different culture,
  - 6) talk with someone who speaks English as a second language

## **The psychomotor component**

- (1) verbal and nonverbal performance
- (2) role enactment

## **Situational features**

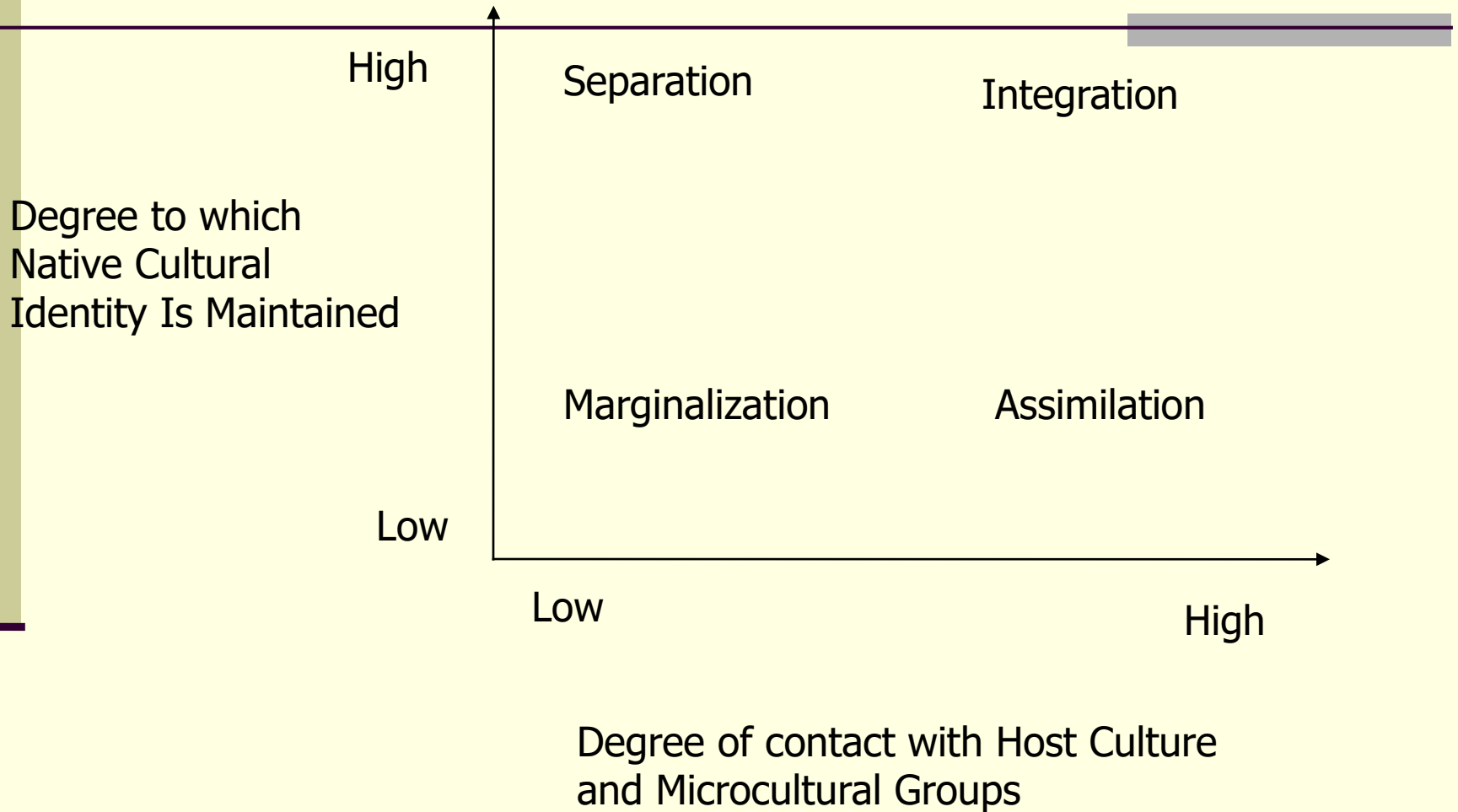
- Perceived competence varies with the situation:
- Environmental context,
- Previous contact,
- Status differential,
- Third-party interventions

### ACCULTURATION

- Acculturation is a process of cultural change that results from ongoing contact between two or more culturally different groups.
- The degree of acculturative stress varies according to the similarities and dissimilarities between the host culture and the native culture of the immigrants.
- Four modes of acculturation:
  - 1) assimilation;
  - 2) integration;
  - 3) separation;
  - 4) marginalization

# INTERCULTURAL COMPETENCE, ACCULTURATION, AND CULTURE SHOCK

## MODES OF ACCULTURATION

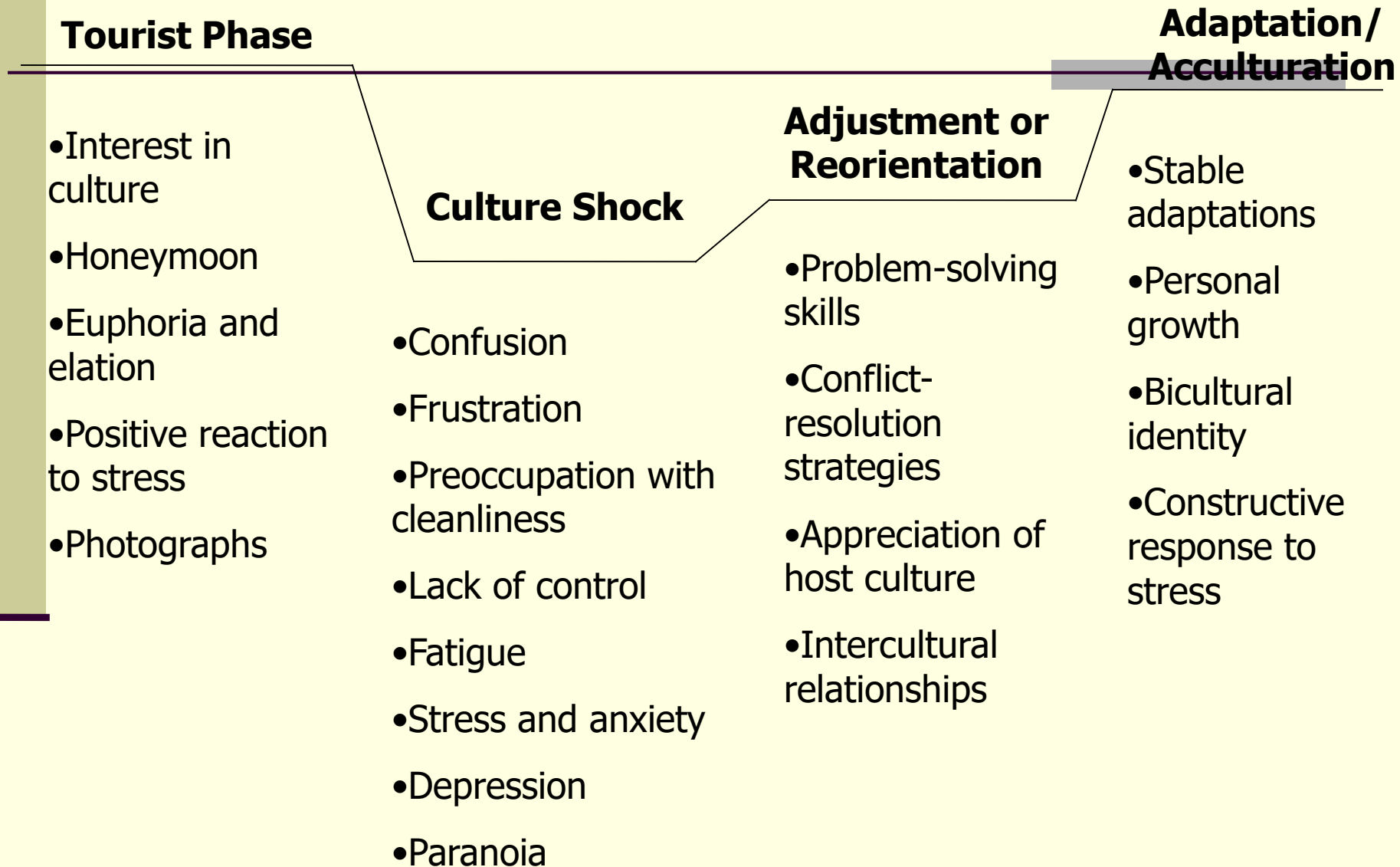


## CULTURE SHOCK

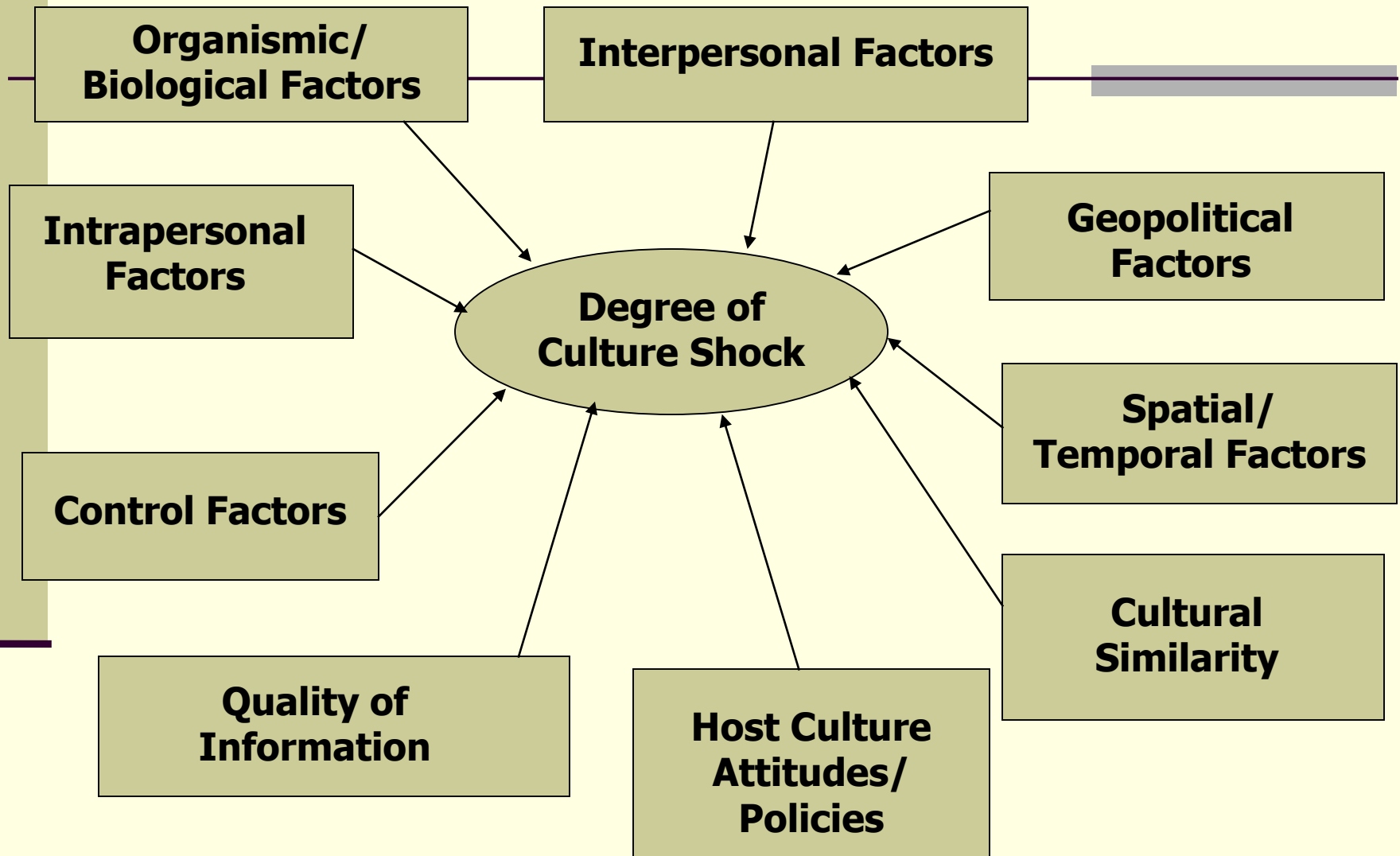
- Clashes between the old and the new culture, the values, beliefs, customs, and behaviours;
- It can result in disorientation, misunderstandings, conflict, stress, and anxiety;
- It can occur with immigrant groups, such as foreign students and refugees, international business exchanges, Peace Corps volunteers, and social workers, etc.;
- Expatriate professors teaching abroad often describe their experiences using the term *education shock*.

# INTERCULTURAL COMPETENCE, ACCULTURATION, AND CULTURE SHOCK

## The “U Curve” model of Culture Shock



# FACTORS AFFECTING DEGREE OF CULTURE SHOCK



# FACTORS AFFECTING DEGREE OF CULTURE SHOCK

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## CONTROL FACTORS:

- Degree of control one has over initiating the move to a new culture

## INTRAPERSONAL FACTORS:

- Age
- Previous travel
- Language skills
- Resourcefulness
- Independence
- Fortitude
- Tolerance for ambiguity

# FACTORS AFFECTING DEGREE OF CULTURE SHOCK

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- ORGANISMIC/ BIOLOGICAL FACTORS:
  - Physical condition
  - Medical or dietary needs
  - Ability to tolerate biorhythmic disruptions
- INTERPERSONAL FACTORS:
  - Social support network
  - Intercultural relationships
  - Intracultural relationships

# FACTORS AFFECTING DEGREE OF CULTURE SHOCK

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- GEOPOLITICAL FACTORS:
  - International, national, regional, or local tensions
- SPATIAL/ TEMPORAL FACTORS:
  - Physical/ geographical locale
  - Length of stay
- CULTURAL SIMILARITY:
  - Degree of similarity between old and new culture

# FACTORS AFFECTING DEGREE OF CULTURE SHOCK

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## HOST CULTURE ATTITUDES/ POLICIES:

- Immigration policies
- Racism
- Stereotypes of newcomers
- Discrimination

## QUALITY OF INFORMATION:

- Amount and calibre of information about new environment
- Channels of communication
- Media exposure

# STRATEGIES FOR MANAGING CULTURE SHOCK

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- SUCCESSFUL MANAGEMENT OF CULTURE SHOCK DEPENDS ON AN *AWARENESS OF ITS SYMPTOMS* AND THE DEGREE OF ITS *SEVERITY*.
- STUDY THE HOST CULTURE
- STUDY THE LOCAL ENVIRONMENT
- LEARN BASIC VERBAL AND NONVERBAL LANGUAGE SKILLS
- DEVELOP INTERCULTURAL RELATIONSHIPS
- MAINTAIN AN INTIMATE SOCIAL NETWORK
- ASSUME THE PRINCIPLE OF DIFFERENCE/ REMEMBER YOUR PERCEPTUAL CONTEXT
- ANTICIPATE FAILURE EVENTS