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# Cross Culture COMMUNICATION



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## PREFACE

This Book, Cross Culture Communication (CCC) 2nd edition, I write this book for you to improve your Understanding, Knowledge, and Behavior about communication in difference culture and language. In globalization and modern community and space in Indonesia, it is difficult for you to avoid this new era and it will derive you be involving your-self in communicating with people who have difference culture and language. Developing constructive, quality intercultural relationships can make life enriching and exciting to ourselves and to people around us. This book is an introductory cultural designed for University students, Lecturer, and practitioners and even undergraduate students and their teachers who are searching for a user-friendly book on the fundamentals of intercultural communication. Flexibility of intercultural communication, we thread through an goodness of intercultural material with a very practical theme. This book emphasizes a strong value-orientation perspective and its effect on intercultural encounters. It also addresses the complex role of cultural-ethnic identity and global and local identity and their relationship to intercultural contacts in our increasingly pluralistic and multi-ethnic group of Indonesian societies. This book is distinctive with the first edition because of its well-balanced emphasis on both international/intercultural communication issues and Indonesian domestic diversity issues. Our pedagogical approach to this book emphasizes a student-empowering philosophy through a tight integration of culture-sensitive knowledge, attitude checkpoints, and pragmatic communication skills necessary to develop intercultural communication flexibility in diverse contexts.

The second edition of the IC book is deepest explanation and original features. For example, it offers first-time students the following:

1. Understanding of Verbal Communication in Intercultural Communication: The message of action, space, time, and silence, Patients silence, Therapist's Silence., Definition of Verbal Communication.

2. Function of Verbal Communication: Verbal and Non Verbal symbol system, similarities, differences, non-verbal communication and culture, body behavior or body language, how smell sends non-verbal communication, paralanguage (advantages and limitations of paralanguage):
3. Culture Influence on Context: (context and communication, interpersonal communication, public communication, mass communication), Culture and Business context, Business model context, Cultural shock and cross cultural adaptation, Culture Intelligence theories.
4. Culture Influence on context two: culture and education, culture teaching, three fundamental thinking, the ways tests teaching (children's theories and how much testing is fair in school), assessing children's theory, multicultural education (learner as social being and cultural being).

Knowledge into action one until Knowledge into action Three: There are discussing of Philosophy of change from Individualism and collectivism, conformity, self-esteem, narcissism, intelligence, social capital, gender inequality, ecological approach, local culture, understanding communication, communication function and management, intercultural communication, purpose intercultural communication, cultural shock.

#### **RATIONALE OF WRITING THE SECOND EDITION:**

There are several reasons why My Friend and I in writing this second of Intercultural Communication. First, we really want to have deepest understanding of our students in joining classroom activity and be patiently waited to write this second edition in order to continue maturing insights of the intercultural communication/interethnic students and the booming contemporary trends related to intercultural communication. Second, we wanted to familiarize the students with various concepts of intercultural communication. Thus, we have intentionally integrated a carefully chosen set of current, international news cases and real-life personal stories to highlight

various intercultural concepts. Third, we wanted to signal to students that there is no one right way to practice competent intercultural communication in the 4.0 industries, there are many adventures awaiting them, and exciting opportunities to connect with globally and culturally different others. Thus, the recurrent theme in this text is intercultural communication flexibility. Fourth, we would like our students to develop a strong global and cultural consciousness through a self-empowered learning process—internalizing the inspiring individual stories and accounts and developing their own personal narratives, explaining them with the aid of the text’s concepts. Fifth, we wanted to have fun writing this book together as a way of developing our teaching material on Cross Cultural Understanding.

Based on the feedback of students and during classroom interaction, lecturer, dean and practitioners using this book, and in relation with our own teaching and training experiences of Cross Cultural Understanding in Muhammadiyah University of Sidenreng Rappang and other University such as STKIP YPUP Makassar, UIN Alauddin Makassar, Muhammadiyah University of Makassar, STIE NOBEL of Makassar. We now identify the reason and changes or selected highlights of teaching materials. In this second edition, We have totally attention to the important role of symbol system across the intercultural communication process; introduce the reasons for studying intercultural communication; Introduced the basic concept of understanding verbal communication, Culture influence on context, knowledge into action.

Flexible and ethical intercultural communicators via the introduction of new concepts, and streamlined a set of ethical guidelines and questions to guide students to formulate their own principled ethical stance. This book, updated and Created a new special issues to invite interactive learning through local and global knowledge to have questions and answer in classroom activity.

This book is organized in three sections. The first section (Chapters 1-2) the students will learn the Understanding Verbal

Communication and verbal and non-verbal symbol system to have deepest understanding of intercultural communication. The reasons for studying intercultural communication and practicing flexible intercultural skills are articulated. Major problem areas, such as cultural value patterns (e.g., individualism-collectivism) and cultural-ethnic identity, are explored—especially through the reflections of many cultural voices and personal stories. This section also emphasizes the process of crossing cultural boundaries and the dynamic process of intercultural verbal and nonverbal exchange encounters.

The second section (Chapters 3-4) emphasize the topics such as Culture Influence on context, context and communication, interpersonal communication, public communication, mass communication, culture and business context, business context model, cultural shock and cross cultural adaptation, culture intelligence theory, culture and education, culture and teaching, three fundamental thinking and so on. The third section (chapter 5-7) emphasize on knowledge into action: philosophy of change, individualism vs collectivism, conformity, self-esteem, narcissism, intelligence, social capital, gender inequality, cultural evolutionary, ecological approach, local culture, undetsnading communication, communication function and management, intercultural communication, purpose of intercultural communication, cultural shock and so on.

Finally, a cornerstone theme, becoming an ethical and flexible intercultural communicator, rounds out the book. Throughout this book, personal stories, legend, news cases, tic-toc, YouTube, instagram, global trend issues, ethical dilemmas, and practical skill are offered to empower students to engage in active learning and to master the basic concepts of intercultural communication. At the same time, we strive to give first-time students an accurate and enjoyable basic concept to learn about intercultural communication. We want students to come away with a special appreciation for the mindful efforts and the artful skills it takes to communicate across cultures adaptively and flexibly.



We want them to also resonate with the identity struggles in various forms as expressed by the diverse voices of multiple individuals in many of the special feature stories. As we and you begin traversing the landscape of this book, we hope we have succeeded in motivating students and teachers to discover and to explore together: the unfamiliar worlds and some unfamiliar words, the slippery slopes and the diverse terrains, and the vulnerable faces and the amazing voices that struggle to be affirmed and listened to--from within and beyond the classroom instructional setting.

Sidenreng Rappang, 14 January 2022

Buhari et al

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UNDERSTANDING  
VERBAL  
COMMUNICATION**A. The Message of action, space, time, and silence,**

Using Kiesler's communication theory of psychotherapy and behavior change (D. J. Kiesler, 1979, *Psychiatry*, **42**, 299–311; D. J. Kiesler, A. B. Bernstein, & J. C. Anchin, 1976, *Interpersonal communication, relationship, and the behavior therapies*, Richmond: Virginia Commonwealth University) for theoretical inspiration, we investigated how verbal/vocal and nonverbal cues contribute to the communication of four interpersonal styles (Hostile Dominant, Hostile Submissive, Friendly Dominant, Friendly Submissive). Data collected for this study lent support to the following three propositions: different modes of stimulus presentation (transcript only, audio only, video only, audiovisual) resulted in varying accuracies in judging the evoking message styles; for any given interpersonal style, accuracy in correctly identifying the style varied depending upon mode of presentation; within a given presentation mode, subjects' ability to judge accurately evoking message styles varied. The relevance of findings for interpersonal conceptualizations of personality and psychopathology were discussed.

In traditional psychoanalysis, Freud (1912, p. 102) viewed silence somewhat negatively, as “the most powerful resistance” to transference thoughts regarding the analyst, to remembering in general and, specifically, as a resistance against anal erotic wishes. Ferenczi, 1911, Ferenczi, 1916, elaborating upon Freud's

# VERBAL AND NONVERBAL SYMBOL SYSTEM

## A. Similarities

Similarities between Verbal and Non-Verbal Communications. Research has it that numerous forms of nonverbal communications of certain culture are seen on birthdays. This is precisely when human assigns symbolic values of such behaviors which include facial expressions, postures, eye contact, and onomatopoeia among others. A baby can notice household faces and places due to such visual communications. This is because a baby cannot send verbal signals but instead, can log visual communications through her sensory systems.

Despite the slight differences between verbal and non-verbal communications, there is no much inconsistency in their uses. This is mostly because, for effective communication, it can be achieved by combining both the two types of communications. By a closer look, it appears that one cannot exist without the other. For instance, reacting to a hot surface and saying it is hot. Non-verbal communication has an extensive role in communication. Such functions include reinforcement, substitution, contradiction, accentuation, and regulation. According to research, both these forms of communication are mostly learned and not inborn.

In summary, the most brilliant similarity between both these ways of communications is that they both deal with transferring and receiving information. In addition to that, none of them, verbal and non-verbal communication, are not connected to the brain. It, therefore, indicates that in both



## CULTURE INFLUENCE ON CONTEXT: THE BUSINESS SETTING

### A. Context and Communication

The context that results in a basic understanding of the situation in which the communication is taking place, and the factors that influence the communication also becomes quite important in this respect. There is a possibility that the contexts might influence and overlap with each other, that can make the communication even more robust. The context can be categorized as:

1. Interpersonal
2. Intrapersonal
3. Public
4. Mass

#### *What is Intrapersonal Communication?*

Intrapersonal communication is when a person is involved in communication with themselves. It is often regarded as self-talk. This may include imaginary conversation with oneself, a particular visual and any self-retrospection. The interpersonal communication can have either positive or negative impact, and can impact how one perceives others and influence their world view. One's culture, native languages and outlook shape their personal selves and have a bearing on their experiences and how they communicate with others. This form of communication serves as the basis and forms the nuances of communication.

One of the most popular and well received models of inter-personal communication (that appears as a transaction with one's self) takes into consideration some of the key

# CULTURE INFLUENCE ON CONTEXT

Culture is a strong part of people's lives. It influences their views, their values, their humor, their hopes, their loyalties, and their worries and fears. So when you are working with people and building relationships with them, it helps to have some perspective and understanding of their cultures.

But as explore culture, it's also important to remember how much have in common. People see the world very differently, but they know what it is like to wake up in the morning and look forward to the adventures that of the day. We are all human beings. We all love deeply, want to learn, have hopes and dreams, and have experienced pain and fear.

Understanding culture is critical for educators because our individual cultural orientation is present in every interaction. Too often, we make assumptions about a person's beliefs or behaviors based on a single cultural indicator, particularly race or ethnicity, when in reality, our cultural identities are a complex weave of all the cultural groups we belong to that influence our values, beliefs, and behaviors.

## **A. Culture and Education**

Countries throughout the world are re-organising their education systems. Like us, they are engulfed in rapid economic and social change. Everywhere, education is seen as the main way of enabling individuals and nations alike to meet these changes. Schools have a complex task. We expect education to prepare young people for the world of work and for economic independence; to enable them to live

KNOWLEDGE  
INTO ACTION

Knowledge transfer is recognised as a complex and messy process which goes beyond the one-way push of information from researchers to decision makers . Methods include encouraging researchers and decision makers to work in partnership on planning, disseminating and implementing research, ensuring that research is relevant, timely and can be readily applied to the users' context, and identifying and supporting opinion leaders and champions within the academic and practice environments.

Doing health research is costly and time-consuming but often the results are acted upon slowly or not at all. The gap between what is known and what is done leads not only to the under-use of effective treatments but also to the incorrect use of treatments and the over-use of unhelpful or unproven treatments. This results in poor health outcomes, health inequities and wasted time and money . The realisation that failing to use research findings in healthcare has a negative impact on patient care has led to an increased emphasis on finding and using appropriate ways of transferring research into practice. This process is commonly referred to as 'knowledge transfer' but a number of other terms have been used including knowledge translation, knowledge exchange, research utilization, innovation spread and linkage and exchange. In recent years knowledge transfer has become a significant focus for policy makers and researchers and activities which link research-generated evidence to policy and practice are now starting to be mandated by research councils.

Whilst there is widespread agreement about the importance of transferring knowledge into action we are still far from knowing

KNOWLEDGE  
INTO ACTION

In a pluralistic social life, human relations will always becollide with different cultures, so understanding a culture is very important in intercultural communication.

With studying and understanding intercultural communication means understanding reality culture that influences and plays a role in communication. Communication Intercultural communication is communication between people of different cultures, both in terms of race, ethnicity, or socio-economic differences (S.L. Tubbs and S. Moss, 2005; 236). Likewise Larry A. Samovar et al. (2010; 55) explains Intercultural communication is communication between people who perceive culture and the symbol system is different. From the definition of intercultural communication above, then the author understands intercultural communication is communication that involving individuals from different cultures, which are cultural differencesThis affects each individual to communicate both verbally and non-verbally. The phenomenon of intercultural communication itself occurs in everyday life involving individuals from different cultural backgrounds. Culture what is meant is a culture that is not only based on the ethnicity of each individual.

This is in accordance with what was conveyed by Deddy Mulyana and Jalaluddin Rakhmat (2006; 25) culture is a pattern of life comprehensive, culture is complex, abstract, and broad. Many aspects of culture also determine communicative behavior. These socio-cultural elements are scattered and includes many human social activities in the communication process. During In the process of intercultural communication, there will certainly be

# KNOWLEDGE INTO ACTION

## Understand Knowledge into Action

The present chapter analyzes the features of the understanding of learning in action. Understanding is defined as the ability to think and act with flexibility using what one knows, implies being able to take knowledge and use it in different ways, constitutes a final cognitive process, producing a generative knowledge. Understanding involves an active knowledge, that is, being able to be used in different situations, it is transferable, it consolidates a vertebrate pedagogical model around thinking, allowing students to actively use learning. This paper analyzes the multidimensional role of understanding, describing it in cognitive terms, qualitatively describes its performance. It ends by offering a detailed analytical-methodological description of the levels and qualities of understanding. Finally, it contributes to knowledge by providing clues and solutions for the design of the school curriculum, teaching and evaluation through the principles of understanding.

### A. Knowledge, Action, and Space: An Introduction

This book starts from the widely accepted premise that parts of knowledge can be defined as ability, aptitude, or “capacity for social action” (Stehr, 1994, p. 95)<sup>1</sup> and that the production and dissemination of knowledge are always embedded in specific environments (spatial context, spatial relations, and power structures). That point of departure makes it evident that the mutual relations between

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