



To what extent do intercultural communication barriers affect the dispute resolution process in the workplace?

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ABSTRACT

The barriers of intercultural communication in the workplace, on the one hand, the barriers are obstacles that occur in the communication process and these obstacles can hinder, distort a message, and on the other hand that these barriers they present themselves in different ways, being predominant as different types of noise, also many times, he considers that the main barrier in the chain of communication is the clumsiness of the individuals involved. Constantin M. (Manea, 2015, online).

Therefore, the purpose of this research is to determine and analyze to what extent intercultural communication barriers affect the conflict resolution process in the workplace, with the aim of delimiting how and in what way people immersed in work environments Intercultural people react particularly to communication barriers.

For the development of this research, a series of decisions were made regarding the methodology to give more shape to the content, the deductive field was chosen, which was harmonized with the choice of the quantitative method with the support of the survey-questionnaire as research strategy, in addition to a cross-sectional approach. Finally, the limitations of the object of study are exposed, as well as the discussion of the findings and conclusions.

In relation to the contributions provided by the respondents, a large percentage expressed that they are interested in learning more about intercultural communication barriers, especially those of language, in addition to the techniques to recognize or to diagnose the conflict and based on that, resolve workplace disputes.

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INTRODUCTION

In recent years, it is apparent how the world becomes smaller as the global population increases, and so too it's direct relationship with the effect on socio-economic globalization which is not a coincidence. The fact is that globalization and multiculturalism/interculturalism are linked realities, since the rapprochement between peoples of different cultures is now much more common than in previous times, whether for business, school, work and/or tourist reasons, a complex reality is lived in the direction of coexistence; where both the collective and individual migration have brought with them the immersion of ethnic groups and with it the impact of new cultures; people from different parts of the world interacting in the same situation or geographical place (Chen and Starosta, 2002).

Likewise, and due to the fact that exchanges and experiences between people of different cultures are more common than in past decades, and where migratory processes for labour and business purposes are more frequent, workplaces have become "hotspots/focal points" of diversity and intercultural exchange as suggested by Standler (2019, online), stating that today multicultural and multiethnic workplaces have become a norm where international business ventures are increasing and intercultural relations in workplaces ratify it, it also points out that the monocultural dynamics that once prevailed have become a thing of the past and instead, multilingualism and interculturality have become a standard rule, especially at work, where a homogeneous and monocultural existence has become very unlikely, if not totally impossible.

In light of this observation, diversity in the workplace is a reality and it represents both opportunities and challenges for individuals and organizations to achieve optimal performance. So, when work teams are increasingly intercultural, global and dynamic, people respond in a less predictable or static way to the complexities of intercultural understanding; especially from communication perspective, where the exchange of messages, ideas, knowledge and information are directly related to intercultural context; for the authors Hall, E.T. *et al.* (2002) in their book *Key concepts: Underlying structures of culture*, they highlights that "Culture is communication and Communication is Culture", by stating this, the researchers are not saying that both concepts are the same, but they do emphasize that communication and culture are closely related, because culture depends on diverse forms of communication to create, prosper, shared and equally re-created. Likewise, culture configures a large part of the communication patterns and their contents. Thus, communication and culture together have the capacity to reproduce and spread a large

number of thoughts, beliefs, ideologies, knowledge, ideas, content and data in the process of creating individual and/or collective meaning.

Having this in mind, communication is an essential element that may or may not determine the success of intercultural encounters in the workplace (interpersonal interactions or international business - negotiations). The reason behind why communication is capable of signifying success or not in an organization, is because it is natural or normal that at work that teams do not always show the expected performance, since, from the point of view of communication and product of the interactivity various forms of dysfunction can emerge, such as misunderstandings, misinformation, interpretations, perceptions and also disagreements that give way to conflicts (Mikkola, 2019, online). It is necessary to take into account that many of the disagreements in communication are due to cultural preferences for particular forms of communicating and pragmatic contrasts (Stadler, 2019). So, consequently, these differences make intercultural communication interactions more prone to potential conflict.

STUDY CONTRIBUTIONS

In harmony with the points developed so far, this research aims to be a contribution from two angles, on the one hand, to contribute to a better understanding of the dynamics and factors that promote, originate or provoke conflict in intercultural communicative interactions; and on the other hand, to analyze the extent to which intercultural communication barriers affect the conflict resolution process in the workplace, since although there is a large number of theoreticians/researchers of communication, culture, interculturality, disputes and conflict resolution who have made great contributions to all the conceptualizations of these terms. However, according to the review of the literature carried out, the academics have done it from a more traditional approach or focusing only on one of the concepts. Though, more recent contributions show more dynamism between these concepts, but not yet all together on the same plane.

Therefore, this research seeks to be a contribution to new studies where intercultural communication barriers and their effect on conflict resolution are considered together and not separately for a better understanding of their impact and the role as a whole in search of a better understanding of the conflict in the workplace.

RESEARCH QUESTION - AIMS

Accordingly, the purpose of this research is to determine and analyze to what extent intercultural communication barriers affect the conflict resolution process at workplace, with the aim of delimiting how and in what way people immersed in intercultural workplace environments react particularly to communication barriers, as well as if it interferes or has direct / indirect inherence in the conflict resolution process in the workplace. Hence, the study seeks to answer the following research question:

To what extent do intercultural communication barriers affect the dispute resolution process in the workplace?

In addition, expanding on the rationale behind the research question, the topic was chosen based on my current work experience in Ireland, the issue of communication intercultural barriers and especially language is a daily reality, since a non-native English speaker is even more visible when recognizing difficulties or the complexity that people face when communicating in a language other than their mother tongue. Therefore, the purpose of this research will be to identify the role of intercultural communication barriers in the conflict resolution process in the workplace.

OBJECTIVES / ASSUMPTIONS

Therefore, the objectives of this dissertation project are:

- 1) Identify the intercultural communication barriers and their effects in the workplace.
- 2) Assess the extent to which people experience intercultural communication barriers in the workplace.
- 3) Determine and analyze the role of intercultural communication barriers and their effect on the conflict resolution process.

Considering the preceding discussion, the stated objectives are intended to identify how and to what extent conflicts caused by intercultural communication barriers can be resolved in a workplace, also this research aims to determine the effects of intercultural communication barriers in terms of conflict, communication in work teams and clients as a facilitator or not in the conflict resolution process in the workplace.

SCOPE AND LIMITATIONS OF THE RESEARCH

In this study, the scope lies in making use of research in order to extend knowledge of the role and impact, as a whole, of intercultural communication barriers and their effect on the

conflict resolution process, with the support of the unification of the relevant literature about the object of study, as well as the description and presentation of the findings from the survey and from the point of view of the collaborators in the workplace. In addition to broadening the understanding of the conflict from the perspective of intercultural communication barriers. What is sought is to determine or expose with the help of quantitative information to what extent the barriers of intercultural communication may or may not affect the conflict resolution process at work.

As the main limitation of the research project can be mentioned, the target population, in terms of approach since it does not guarantee a precise evaluation of the representativeness of the population according to sector and work area, thus the most limiting factor in this scenario is the restriction in terms of the time frame to carry out the surveys. In addition, based on the information collected, a second elaboration is considered appropriate, this means, that it contemplates work areas, sectors, and even managerial positions; with the exception that the time frame to be used must be greater than that of the present investigation.

RESEARCH APPROACH

Pursuant to, this research aims to provide through the stated objectives, an analysis of various sources of information to demonstrate whether or not intercultural communication barriers affect the conflict resolution process in the workplace, but without lacking objectivity or bias in action by allowing my experience (feelings, values, opinions) to intervene in the conclusion or conclusions of the investigation. Therefore, the approach of this research is deductive.

DISSERTATION ROAD MAP

In order to provide the reader(s) with a better visualization, understanding and access to the development of the key points of this research, the present dissertation project is divided into five framework or chapters.

Introduction

As part of the structure that is developed below, the five chapters, an introduction is initially available with the aim of providing the reader(s) with the necessary background for a better understanding of the purpose as well as the context of the research topic. Therefore, the background, the justification, the statement of the problem as a research question, the objectives and scope of the research are recapitulated and developed respectively.

Chapter 1 - Literature Review

Literature review (theoretical framework), where the most outstanding publications, texts, studies, and fundamentals are exposed that cover the aspects that are related to and support the hypothesis or question of the object of investigation, as well as its objectives to provide a more extensive perspective of the study in question. Thereby, this section has been divided into four topic-relevant subheadings as follows:

- a. Communication overview:** this subheading aims to introduce the research topic through key definitions such as the concept and description as well as the process, components, and styles of communication.
- b. Culture – Intercultural communication:** this section makes it possible to link and understand the concepts of culture and interculturality communication and then, with the information collected, develop the next chapter, however, with an even more detailed approach that what it seeks is to analyze and determine the role of intercultural communication barriers and their effect in the work environments.
- c. Intercultural Communication in the workplace – Dispute Resolution:** in addition to the aforementioned; in this caption definition, sources and effects of conflict from the perspective of intercultural communication in the workplace is provided and after describing the properties and/or characteristics of cultural communication and the interculturality in the workplace, the development of this subtitle is based on deepening all the information collected to establish the nature of the communication process with a discussion focused mainly on the possible influence of cultural factors and variables in communication styles, as well as the elements of intercultural communication barriers that may or may not influence the dispute resolution process.
- d. Conflict - Dispute Resolution Process:** As the last part of the literary review, the role of communication in a conflict resolution process is disclosed and the reasons why the conflict arising from intercultural communication are determined. In addition, this chapter draws attention to the need and importance to understand the effects of intercultural communication barriers in a conflict resolution process.

It is important to mention that the literary review is based on the bibliographic revision of empirical studies and readings of secondary information sources, in order to provide reliable

information with an overview of the research topic to demonstrate and contrast the arguments, points of view and contributions on how other authors and/or researchers have interpreted, developed and addressed the impact of intercultural communication barriers and their effect on the conflict resolution process in the workplace.

Chapter 2 - Research Methodology and Methods

Following the description of the road map of this research through the use of a methodological framework and with the support of the literature as a reinforcement of the discussion, the following is detailed and justified: the type of study, the sample size, the approach, the objectives of the research method and the technique used to obtain the outcome of the object of study.

Chapter 3 - Presentation of the Data

This segment, as a crucial part of the development of this research project, has the function of analyzing, based on the support of the research method and the methodology used in the previous chapter, the results obtained from the data collected, which is represented from a quantitative approach and with graphics format support.

Chapter 4 - Data Analysis/Findings

This chapter examines and illustrates in a descriptive as well as reasonable manner the qualitative and quantitative findings of the research tool, the survey, with the purpose of providing the necessary information for a better understanding of the data/evidence collected.

Chapter 5 - Discussion

In this section, as the chapter says it is about the discussion, the intention is with a judgment and critical approach not only to reaffirm the research findings, as well as the theory, but also to build a complete, structured, and particularly concise discussion on as much as possible.

Conclusion

Finally, once the entire research process has been carried out, this chapter aims to refer to the reason for the purpose of the study, the main findings as well as the conclusion of the discoveries, and finally present the feasibility of achieving the objectives based on in the procedures used in the research project.

CHAPTER I - LITERATURE REVIEW

This chapter offers a review of the research literature based on everything related to communication, taking as its starting point the definition and description of a process and essential components, followed by a general description of the types or styles of communication.

Communication Overview

a) Communication

The focus of this research is to determine to what extent intercultural communication barriers affect the conflict resolution process in the workplace, before entering the field of intercultural communication, as well as its barriers. It is considered necessary as a first indication to cover the background in reference to communication in general terms, the intention is to put in context through history, origin, concepts, similarities, differences, dimensions in definitions, models and essential elements of communication, an overview with well-founded bases, to better understand the role of communication in intercultural interactions in the workplace, which will be developed in subsequent segments.

b) Communication – Origin of the word.

As a part of the communication concept that intervene in the development of the proposed research topic, it is timely and necessary to start from the roots of the meaning of the word communication. Thus, a first approach to the definition of communication can be given from the point of view of origin and etymology. So, without further ado, the root of the word "communication" according to the Etymological Dictionary of Modern English (Weekly, 1967, online) is derives from the Latin "*communicare*", which precisely means "to make common", "shared something, put in common", also etymologically speaking, it is related to both "community" and "communion".

From the above it can be seen and deduced that the term in English maintains the root of the Latin word, so it is also of Latin origin in the English lexicon, and the Cambridge dictionary (2022, online) correspondingly defines communication as "to share information with others by speaking, writing, or making signs in a way that can be understood, or any of the different systems of communication used in particular regions". Then, this affirms that communication is that intrinsic link in the relationships that human beings maintain when they are grouped.

c) Communication - History

The history of communication dates back to the origins of the human being, so since ancient times and throughout history, communication has always been considered a key factor in the existence of humanity and despite the fact that there is no specific date in the literature to delimit the beginning and the process of communication in humanity (Manea, 2015, online), it is possible to draw a route of the first manifestations or forms in which it emerges to access and enable the communicative act; an act that to this day is still considered a key and essential factor in the existence of the human species.

In recent years, one of the authors who brings together valuable information on communication theory from ancient times to the present is Stephen M. Croucher in his work "Understanding Communication Theory" (Croucher, 2015, online) highlights that communication from its beginnings was given in the form of signs (organized or not), and that chronologically speaking and according to anthropological calculations, it could have started no earlier than 130,000 BC; a time in which it is considered that the human being began the communication process through the development of drawings or cave paintings of Tassili n'ajjer - Algeria; It should be noted that although it is true that the specific intention or purpose of these illustrations is unknown, as is to be expected, there are many varied theories about the reason behind these images. However, some of the theoreticians maintain that the purpose of few of the engravings was to show, alert and inform their analogs of the foods and animals that were or were not fit and safe for human consumption.

Thus, referring to speech in prehistoric times, human beings carried out their first methods of communication through shouting, a form that, when transmitting large amounts of information, was inefficient. In effect, Stephen M. Croucher (2015, online) alludes to the fact that over time it is believed that humans made use of the voice approximately 90,000 to 100,000 years ago, and the way in which knowledge was transmitted and prevailed over time from one generation to another was precisely through the use of the human voice (regular channel of communication) with the help of memory. Before continuing, it is opportune to highlight that in the past man not only had the human voice and speech or language as a communication mechanism, quite the opposite, the ancestors had various and fundamental levels of communication that did not involve words, which is effectively what we refer to today as non-verbal communication.

Advocating more broadly in the history of communication, for the purposes of this research it is considered appropriate to define in a general way the beginnings of the writing system, according to literature and the estimates of the timeline, it was not until 3,300 and 3,100 BC. C. that in the places currently located in Egypt and Iraq writing system was created; likewise, to facilitate the delivery of messages, Egypt was also the first region to have a “courier service”, so by 1600 BC in Israel and Lebanon it was developed a standard alphabet which facilitated the establishment of the first postal system in present-day Iran and Iraq (ancient Persia in the year 500 BC), this produced a marked impact on the spread of communications in the regions of the Persian Empire (Corballis, 2002, cited in Croucher, 2015, online).

In relation to the advances in the writing system, the Egyptians once again played a fundamental role in the history of communication when they began to write on papyrus (type of plant in which the stem was extracted to make a flexible sheet used to write or draw on) and while it is true that by 200 BC the Chinese invented paper, it was not as a communication tool, but until the year 131 BC "*Acta Diurna*" or Daily Act were published in Rome, they were public notices that were initially used for legal matters and government affairs (Croucher, 2015, online).

These Acts were published on stone slabs, and although they were frequently censored at first, they later became more open and public, but nevertheless, one of the most significant contributions to printing for the crowds was in the 6th century ce, when China gave life to block printing and this technology gradually spread to Europe, during the following 800 years, with books written by hand and which would be called manuscripts (this word comes from the Latin term "*libri manu scripti*" and means "book written by hand"), most of them were exclusive manuscripts of a religious nature, however, most people did not know how to write and read, consequently few people could know their content (Croucher, 2015, online).

In light of the previous discussion, from that moment on, amid the growth as well as the development of new print media and communication tools, over time great transformations have revolutionized the way in which human beings communicate.

d) Communication – First Model

In line with the previous assertions and according to Baldwin *et al.* (2013, online) is the Greek philosopher Aristotle, who was one of the most influential thinkers of the time and

today, stating that in what is now known as the "Rhetoric of Aristotle" lies the first definition of model communication, this rhetoric was a study that was based on empirical observations, which on the one hand was the recognition of the practices used by the speakers and, on the other hand the responses of the public towards the speakers, with the function of helping the speaker to decipher the means of persuasion that were available in each particular situation.

As a result of this rhetoric, Aristotle defined the study of communication as the exploration of the "set of means of persuasion that the human being has at his disposal" and likewise considered the possible other purposes or interests that a speaker may have, moreover clarifying that the primary purpose of communication is persuasion, which means explicitly, the intention of the speaker to lead others to have their same point of view; Aristotle leading people to admit how rhetoric is a social force that is always present, with a constant influence on the environment. Aristotle's view involved the insight that if people were persistently exposed to rhetorical possibilities, speakers could make use of rhetoric to influence the social realm. It was thus that Aristotle derived and shed light on the three components of communication such as the discourse, the speaker and the audience; developing one of the first communication models "Aristotle's communication model" or "Aristotelian Model" as we know it today (Baldwin *et al.*, 2013, online).

During the following years, but until the second half of the 18th century, this type of approach to the communication model was of popular interest, in effect and according to Herrick (2020, online) over time there were questions from the different authors in the matter of communication in search of a model more attached to the reality of the moment in time, the debates were given from questions such as: what are the characteristics of the rhetorical discourse that distinguish it from other types of communication?, in addition, does this mean that all communication, without taking into account the objective or the system of symbols used, means that it is rhetoric?, some historians of the time were still treating communication and rhetoric as synonyms, but voluntarily ignoring the legitimate and historical distinctions between the types of communication that range from information, reports, even informal conversations, to including direct public attention data.

e) Communication - Background of the concept

Despite the origin of the word communication, it is necessary to emphasize that the writings on the definition of communication vary according to the domain to which it refers, so there

are many classifications, and its definition depends on the context, the intentions, the channel, the space, the professional field, and its directionality.

Therefore, the approach is varied and there are many concepts that reflect the disciplinary and understanding bases that each author has developed to conceptualize, understand, and predict the term communication. Consequently, Constantin Manea (2015, online) stand out that depending on the interest of the writer - scientist, communication can be approached according to the specificity of domains such as: scientists, disciplines, sciences, domains of the methodological approaches used and the theoretical models adopted, as well as from a political point of view, social, technological, geographical, from an epistemological perspective and many others.

But then, what is communication or what is meant by communication? As mentioned above, it is quite complex and almost impossible to provide a universal definition of communication in which all professionals and researchers agree on, in the words of Stephen W. Littlejohn (Littlejohn, 2014 cited in Croucher, 2015, online) with his research on mediation, conflict management and articles on communication and conflict over the last decades, he suggests that communication is difficult to define and also catalog communication as an abstract word and asserting that like most undefined terms, it has innumerable meanings (Croucher, 2015, online).

For instance, Hoben's (1954, online) definition and interpretation of communication only encompasses the verbal exchange of ideas and thoughts, perhaps being somewhat limited or narrow since it only considers verbal messages in its concept, and in comparison with Ruesch (1957, online) he focused solely on linking discontinuous parts of the world; similarly, and related to these definitions, the concept of Barnlund (1964, online) also asserts that communication is only the reduction of uncertainty. Thus, what it is possible to highlighted from these 3 definitions as well as many others, they are communication concepts with a very distant or very limited rapprochement to the approach of this research, naturally, it may be justifiable because the contributions were made between the mid-1950s and 1960s (Croucher, 2015, online).

Nonetheless, assigning to the time factor that the concepts of communication between the authors distant from each other would be inequitable and also inappropriate. Thence, the question arises as to what are the differentiating elements or similarities on which most

authors base themselves to conceptualize the term communication, and why the meanings are particularly similar or different from each other and sometimes quite antagonistic.

f) Communication Definitions - Similarities

In this sense, it is considered opportune to resort again to the work carried out by Stephen M. Croucher (2015, online) with his book "Understanding Communication Theory" to explore and understand the differences as well as the similarities of the approaches that researchers, authors, scientists, and thinkers are based to conceptualize the term. Whereby, according to Croucher (2015, online) from the point of view of similarities, it is possible to mention 3 areas, as follows:

The first area is established on the conception of *communication understood from the symbolic perspective*: for a large number of researchers and definitions of communication, the first similarity is that communication is perceived as symbolic, this means, communication implies sharing symbols through signs, and a sign is essentially an object, exemplified a sign can be an action, a word, letter, event, phrase that represents something else; but in order to process the word "sign" in a better way, it is necessary to specify 2 binding terms: the signified and the signifier, explained in a simple way, a smartphone is used as an example, saying that the signified is the physical object the smartphone (the parts electronic and metallic that are physically part of the smartphone) and the signifier is the vocable smartphone. In such a way, the relationship between the signified and the signifier is precisely the sign, it should be noted that this relationship between the terms is often completely understood, although not always, because in the vast majority of cases, people have a referent, which means their own mental evaluations of what defines or does not define an object. Croucher (2015, online)

As a second area of likeness, is to consider *communication seen as a process*: the authors who establish their concept of communication on this similarity share the thought or ideology that communication is always changing, it is continuous and that all the components are connected with each other. This in turn, the interaction is affected by past behaviors and interactions of people and in the same way these interactions will have effects on future exchanges, since past interactions are preserved in memory, by saying that communication is a process is because it is recognized that communication is affected by present situations, but even more so, by past ones.

In the third and last area of affinity, is when the definitions of *communication are seen extensively from a transactional approach*: regarding the term transaction in communication, it is considered as a constant exchange between the sender and the receiver, in uncomplicated words, back and forth interaction. On this basis, feedback is crucial for communication. Nevertheless, Burgoon and Ruffner (1978, cited in Croucher, 2015, online) emphasize that the transactional view of communication goes over and beyond highlighting feedback, their rationale is based on the fact that individuals perpetually influence each other in the communication process, where people in several situations are acting as source and receiver at the same time; an individual when giving feedback, continuously, responds, therefore speaking, reacts and at the same time replicates, so each person is repeatedly participating in the communication activity, by doing this, other elements may be affected in the process and lead to an entirely different communication event. This is a brief understanding of the so-called transactional approach to communication that some respective thinkers use to conceptualize the term. Notwithstanding, there are more elements that are developed in greater detail in the following subtitles, namely, the description of communication as a model and process, demarcating other factors that are part of the transactional approach such as message channel, encoding and decoding message and the noise.

g) Communication Definitions - Differences

Although the previous paragraphs recognize that on the one hand, there are professors and researchers in communication who have similar points for the definition of the term either from a symbolic perspective, a process point of view or extensively from a transactional approach; on the other hand, there is another group of authors who are in a position of disagreement in the definition of communication based on the sameness referred to above. In favour of this and to encompass these contrasts what is stated by Croucher (2015, online) determines that two points suggest the greatest disagreement or differences and are represented by the following two questions.

As a first question that presupposes a deep discussion between the differences of the various definitions of communication, it asks: *does the communication necessarily have to be intentional or not?* In advance, the author Croucher (2015, online) points out that this discrepancy or debate is not yet resolved in reference to the issue of the intention in communication.

However, the fact that there is still no agreement to dissent does not restrict the disclosure of some important contributions from that group of scientists, writers and authors who question the hypothesis of intentionality, who maintain their position and therefore also question the differences in communication definitions. For example, Watzlawick, Beavin and Jackson (1967, cited in Croucher, 2015, online) together wrote and gave their point of view, that it is not possible for people not to communicate, this lies in the fact that for these authors it is impossible not to communicate, since even when someone tries not to communicate, that someone still communicates, substantially, because all behavior is communication. (In the process of developing this statement, I can't help but think, that it makes sense when some people say a kind of byword: when someone doesn't say or answer anything, in many or various ways, yes, silent is giving an answer, but maybe that is the intention of the receiver).

With the intention of going further, and with the aim of being more explicit in questioning whether communication necessarily has to be intentional or not, according to the theory of Watzlawick *et al.* (1967, online) communication can be considered from facial gestures and/or expressions, keeping silent when in physical presence, and also not responding to an email or text message, and it is precisely at this point that an author like Miller (1966, online), refutes this posture, affirming undoubtedly that the central axe or interest of communication is convey a message to a receiver with the conscious and clear intention of affecting the behavior of the receiver (s). (Cited in Croucher, 2015, online).

In response and contradictorily to this, despite Miller's argumentative position and quite convincing contribution, the author Andersen (1991, online), on the contrary, he follows the same line of debate as Watzlawick *et al.* (1967, online) and supports it by arguing that any communication or behavior received is communication with or without intention (cited in Croucher, 2015, online).

Furthermore, to add even more complexity to his point of view, in conjunction with the researcher Motley (1990, online), both differentiated between uncontrollable and controllable physical actions, as well as their communicative effects; illustrating that yawning, "squinting" as if to be falling asleep and stomach growling exemplify observable autonomic responses or *symptomatic behaviors*, and that these stimuli or responses have a source, but are not intended to influence receiver (s), and for their part, *analogical behaviors* as controllable physical actions are mimicry of symptomatic behaviors, for

example, pretending to be sleepy by squinting and / or faking a yawn. In these cases when imitating the behavior there is a clear intention to communicate tiredness or boredom, unlike when yawning naturally; the difference lies in the fact that with an analogical behavior (by means of pretending) a message is consciously communicated to a receiver (s) and with the examples mentioned above it can be of boredom or tiredness (cited in Croucher, 2015, online).

Without the intention of redounding to this point of the literary review, but to guarantee the understanding of the aforementioned perspectives and in view of the next topics to be discussed in this research in terms of communication, it is considered appropriate to visualize the following situation as an example: at college in class, the teacher is lecturing, however, at the time the teacher is explaining a topic, a classmate is sending a text message. In this scenario, the question arises, is the classmate communicating to the teacher? but the classmate using text messages is clearly communicating something to the person he is texting. However, what about the teacher? it is here where Watzlawick *et al.* (1967, online) according to his argument would ensure that the classmate is communicating to the teacher first that he is not paying attention, second perhaps disinterest, third even lack of respect and any other feeling that his attitude suggests. Nonetheless, Miller (1966, online) for his part would maintain his position arguing that the intention of the classmate is crucial, thus, does the classmate intend to communicate any of these feelings to his teacher? and if the teacher feels any lack of respect, etc., from the classmate, in this sense Andersen (1991, online) would take it for granted that the classmate has communicated it to the teacher (Croucher, 2015, online).

As a second and last question, which suggests another of the greatest disagreements or differences in the definitions of communication, but perhaps with less proportion of discussion than the first, where intentionality in communication was debated. This segment refers to whether or not the communication process is an activity that is carried out in society. Also, communication within an individual or intrapersonal communication, what happens? and if the communication needs more than one person to be carried out.

Therefore, it derives in the dilemma of, *is communication considered a social activity?* in this section, many of the researchers, scientists and authors preferred not to contemplate intrapersonal communication in their concept of communication and labeled it as something cognitive or psychological. Although this section is not as intense in terms of discussion the

author Stephen M. Croucher (2015, online) enhancement that the most important thing is to recognize that seeing communication as a social activity, is doubtlessly seeing it as a practical means of doing something and share information, thus, when people communicate through social activity (with each other) they are sharing emotions, thoughts, behavior and therefore sharing information and on many occasions even trying to reach a reciprocal understanding Therefore, when considering communication as a social activity, the intrapersonal is not rejected or denied, on the contrary, it stands out in the fact that through communication the environment is influenced, therefore, by those who are surrounded.

h) Communication Definition

Once the differences as well as the similarities of scientists, theorists, authors and researchers in conceptualizing the term communication were mentioned and analyzed, it is important to call attention to the fact that taking a single definition of communication is not something simple, it is quite opposite, it is complex and it will depend on the decision of the new researcher in choosing which concept is suitable and appropriate for the objective of the study, as the discrepancies mentioned above have persisted for years and are likely to continue with many more discrepancies over time.

In evidence of what has been mentioned, the academic Jane J. (2019, online) reveals the most common elements that some authors have proposed for the definition of communication, taking into account this, as expected, there are differences, similarities and a certain overlapping of the components. Thereby, according to Jane J. (2019, online) 9 dimensions with definitions related to the properties of communication are illustrated below:

1. *Communication as a Process*: this dimension was extensively discussed in the section on similarities in communication theories, however as an addition, highlighting other scholars in this segment are Carey (1989, online) who defines communication as "a symbolic process through which reality is maintained, repaired, produced and also transformed" likewise Moon (2002, online) determines that "Communication can be defined as the symbolic process by which meaning is created with others".
2. *Communication as a Dynamic*: for the author Anderson (1959, online) communication is the process by which individuals understand each other, and expecting reciprocity to be understood, also constantly changing, making it dynamic and therefore may or may not change completely in response to a particular situation. Barker and Barker (1993, online) add that because communication is seen as a process, it is also

perceived as dynamic, ever-changing, alterable, and endless, and finally Martin and Nakayama (2008, online) describe communication as dynamic, because it is not a unique event since it is always in progress, and because of this, communicators can be both sender (s) and receiver (s).

3. *Communication as Interactive/transactive*: Gumperz and Cook-Gumperz (2012, online) highlight that communication in face-to-face type encounters can be seen as made up of interactive exchanges of movements and counter - movements that include speaker(s) and listener(s) who actively contribute to the simultaneous production of a meaningful interaction, to give depth to the term the thinkers Schmidt *et al.* (2007, online) in sum, they refer to communication as the process by which people try to exchange symbols, feelings, ideas, in order to create common elements and lastly, with a slightly more summarized contribution Guirdham (2011, online) in simple words alludes that communication is the interchange of messages between two or more people.
4. *Communication as Symbolic*: communication from a symbolic perspective was the first area discussed (previously) in terms of the similarity shared by a large number of researchers when defining communication. On this occasion, proceeds to mention some of the authors who conceptualize the term communication from a symbolic notion, such as Berelson and Steiner (1964, online) for them the act or process of transmission that is usually called communication, is the exchange and transfer of emotions, ideas, abilities, and information, through the use of symbols like images, graphs, figures, words etc. For their part, Martin & Nakayama (2018, online) delve into an even more complex way by pointing out that the symbolic nature of communication implies that the words that are articulated and gesticulated do not have a consubstantial or inherent meaning, in fact it acquires importance to starting from a harmoniously agreed meaning, so when symbols are used for communication, it is assumed that the other individual or counterpart shares the same system of symbols, whether they are transmitted nonverbally or verbally.
5. *Communication as Intentional and unintentional*: Although it was mentioned in the previous sub-objective that the author Croucher (2015, online) emphasized that there is still no agreement not to disagree on the debate on the intentionality or not of the communication, Therefore, deliberating from this perspective, more authors and their definitions are mentioned below. For example, Miller (1966, online), in general terms, explains that communication is of interest or central axis in those behavioral

circumstances in which a source transmits a message to the receiver (s) with the clear and conscious intention of affecting the latter's behaviour, and from the point of view of Tubbs (2009, online) "Messages that are not intentional have no purpose, but nevertheless recognize that they can be transmitted by both words and actions". Furthermore, a fairly valid and convincing approach is that of the authors Martin and Nakayama (2008, online) where they state that communication does not have to be intentional, highlight that some of the most important (and sometimes tragic) communications have occurred without the sender being aware that a particular message has been sent.

6. *Communication as Situated and contextual:* In this dimension, scholars such as Halualani and Nakayama (2010, online) emphasize that communication implicitly involves the constitution, interweaving, and creation of situated meanings, as well as social practices, structures, discourses, and the non-discursive, and for his part, Neuliep (2012, online) suggests that communication is subordinated to the context in which it occurs.
7. *Communication as Pervasive:* Rogers & Steinfatt (1999, online) for these academics communication is part of all aspects and areas of daily life, from birth to death, also because communication is so omnipresent, it is somehow universal so it is easy neither to realize this pervasive ability or even to take communication for granted, besides included is that communication is the process by which people share and create information with each other as they move toward mutual understanding. Likewise, Argyle and Trower (1979, online) exemplify that if two human beings meet or get together, it is virtually unavoidable that they communicate something between themselves, even without speaking, there are messages that are transmitted between them, either through expressions, body movements and/or looks; each one will let the other know, for example: "I'm not interested in meeting you, can you keep your distance"; in response "I guarantee the feeling is reciprocal, so I'll stay away if you do" all this through expressions only. These authors share the thought of Watzlawick, Beavin and Jackson (1967, cited in Croucher, 2015, online) mentioned above, that just as the authors just mentioned affirm that 'We cannot not communicate' that it is not possible that people do not communicate, for this group of scientists it is impossible not to communicate.
8. *Communication as Power-infused:* In this property or scope, communication is seen from an understanding of power, from this instance Schacter (1951, online) defines

communication as the mechanism by which power is exercised, and Martin and Nakayama (2008, online) on this occasion supports it by incorporating, that effectively, power is exercised and is always present in a communication process, although on many occasions it is not always obvious or evident.

9. *Communication as Cultural*: This is the last dimension, it shows the term communication from a culture criterion, a great exponent that was briefly mentioned in the introduction section, will take more prominence in the chapter on communication and the relationship with interculture, the author in question is, Edward H. (Hall, 1959, online) for him communication is culture and culture is communication, followed by Kress (1988, online) where his meaning of communication is completely related to culture "every cultural practice is a communicative event", and for Sorrells (2013, online) he shares his frame of reference indicating that communication is a process of using cultural resources. At this point of the literary review and with the knowledge of the impact of the dimensions, it should be noted that communication from a cultural perspective is key to the development of the proposed research topic, since understanding the relationship between communication and culture will allow analyzing (eventually) in the following chapters to what extent intercultural communication barriers affect the conflict resolution process in the workplace.

Regarding the concepts of communication to be used and in the midst of all the acceptable definitions of communication, in order not to neglect the focus or leave aside the center of this research study, the following is a recapitulation of some definitions of the term communication, with some overlapping fundamentals or equally shared elements, and are summaries based on the relationship that implies the interaction and interrelation between individuals.

In light of the preceding discussion, in the 90s, precisely in 1986 with the publication "The Communication Handbook" the author DeVito (1986, online) broadly defines the term communication as the act or process of transmitting a message from a sender to a receiver and vice versa, through a transmission channel and with the noise interference element. This concept of communication has great affinity with the line of study of this research project since it raises several issues for discussion or consideration such as the elements, models, styles, and communication process, and once they are developed, eventually in the following

chapters, the term communication will be covered from the cultural and intercultural aspect in the workplace.

Additionally, and supporting DeVito's communication meaning, the writers Morrow (1977), Widdowson (1978) and Candlin (1980) share that communication contains some of the following characteristics (Morrow, 1977 *et al.* cited in Richards and Schmidt, 2014, online):

- Communication represents a means of social interaction and, therefore, is normally used and acquired in the context of a social nature.
- Communication implies a great degree of creativity and unpredictability in form or mean and message.
- Communication can take place in sociocultural and discursive environments that have restrictions on the proper use of language and also on the appropriate interpretation of expressions.

Previously, the contribution made in the 90s was mentioned, and to make a contrast of ideologies or ways of thinking in 2005 Katherine Miller, in her book "Intercultural Communication for Everyday Life" she makes a summary in the midst of the debate around the notion of communication, in which it highlights that most academics agree that it is acceptable to refer to communication as a process, and not as a simple single message, as formerly contemplated. In addition, the message can be thought of as a group of symbols (images, sounds or words) arranged together to provide meaning, and although a message can transfer an idea from one individual to another, said transfer exists in a set, persistent relationships and continuous messages. In such a way that the concept of communication process not only refers to the message itself, but also to how it is sent, attempted, received, and interpreted (Miller, 2005, cited in Baldwin *et al.*, 2013, online).

i) Communication – Description as a process

In line with previous authors and to focus on the object of study, Keyton (2011, online) defines communication as the process of transmitting information and common understanding from one person to another, being the creation or exchange of thoughts, ideas, emotions and understanding (message) between sender (source) and receiver (destination), what this author defines is that communication is based on pillars, and to exemplify these points to the extent of the workplace, it can be affirmed that the message is what has meaning for the person who receives the message, it can be a document or

something verbal, sender the source is the company or team, and the destination is the worker who receives the message.

In this way, communication is the course of action that is taken to transmit information as well as to resolve conflicts to eventually reach an agreement and achieve mutual understanding between employees in order to establish high-quality relationships in the workplace (Keyton, 2011, online).

Culture – Interculture Overview

a) Culture – Concept

The word "culture" comes from the Latin culture, which means to grow or cultivate, and the closest concept that the Romans gave to the understanding of group interaction was "Humanitas", since it was associated with human events and, therefore, with the culture. So "Humanitas" was the commitment of one individual to another. Knowing the roots of the word can also help to understand people's world view and the basic assumptions that individuals have about others that could be different (The Free Dictionary, n.d. cited in Tuleja, 2016, online).

For the purposes of this research, and before covering the context of intercultural communication (which will be in the next segment), it is necessary to define the concept of culture, which, like the term communication, giving a definition of culture is not simple, because it depends on the discipline to which it refers, it can vary from one to another, as is to be expected, its definitions are innumerable and extend according to the field of study. Therefore, below is a textual definition, which is used as a starting point to introduce the concept of culture.

"Cultures are not somehow embedded in our DNA, but rather are learned, either early (i.e., during primary socialization) or later in life...culture is broadly conceived as an inclusive concept that it facilitates entry into a social system with its own common, but not absolute, place: norms, values and attitudes." (Komisarof and Hua 2016, cited in Jackson, 2019, online).

According to authors John Baldwin *et al.* (2013, online) if cultures are thought of as a system of elements and even as a process of struggle between different groups, regardless of this, cultures are built based on certain components and that act in a particular way, in addition

the existence of a list of aspects of culture itself, which helps to give a configuration of how to organize thoughts about culture. These aspects of culture consist of a variety of behaviors, concepts, systems, and artifacts such as:

Culture – Values, are those ideals or priorities that a certain culture considers important.

Culture – Beliefs, the ideas about the nature of things, in addition to a world view that has "belonging" to beliefs specifically about individuals and their role or function.

Culture - Rules, Norms, and Customs, are the expectations that dictate how people who are part of a certain culture should act for each situation, in addition to the norms associated with whether those own expectations have beliefs based on the morality of an action, and if the customs are solid enough to have social consequences, of a sanctioning type, in case of not complying with them.

Thus, regardless of the size of each group, culture dictates the norms, and these inherent rules or norms represent the expected and accepted ways of behaving and interacting with other people, however culture is not something that is always seen. The culture is learned over time, and commonly from childhood it is conditioned to develop or act, react, and learn from the environment, interacting with the group, and discover how people do and react to situations. In general terms, it can be said that culture consists of following certain patterns of group communication, for example: how a group transmits and perceives its beliefs, values, attitudes, and behaviors in common, or how that group solves problems, and also including the individual perception within the group, the environment, power, authority, etc. (Tuleja, 2016, online).

With reference to the communication system of a culture, is a complex class of meanings and behavior, that set, of symbols and signs that people use to transmit emotions, impressions, or ideas of others. This definitely includes verbal behaviors, such as interacting in a conversation, as well as non-verbal behaviors, which have to do with respect for personal spaces, and even physical aspects, such as whether or not the person has facial piercings and tattoos. The same goes for paraverbal behaviors, which include sounds like laughter and sighs; also adding speech sounds, that are not words themselves such as pronunciation, accents, intonations, pauses, and speed of speech. Finally, the mediated messages, included in these, those created through art and the media (Baldwin *et al.*, 2013, online).

b) Intercultural Communication – Concept

For the author Edward T. Hall, who is considered the founding father of intercultural communication as an academic area of study, in his book "The Silent Language " (Hall, 1959, p. 54 cited in Tuleja, 2016, online) he pointed out that one of the most effective and practical ways that human beings have to learn from themselves is to take the culture of others as a matter of great importance, since this "forces" individuals to pay attention to the particular details of life that differentiate them from each other.

In contemplation of this research, intercultural communication refers, in general terms, to interpersonal communication between individuals or large groups of people who are socialized in different cultural settings, and which in most scenarios are linguistic in nature. It is reiterated that cultural differences may include aspects such as: class, age, ethnicity, gender, nationality, race, mental and physical abilities, and language; because of this the intercultural communication marks a kind of transactional and distinctive form of human communication that implies a reciprocal affectation, commonly, with the aim of managing human relations. Thus, this type of communication deals with the personal extension in the interactions of individuals, such as the way in which groups of people use non-verbal and verbal signals to communicate their feelings and ideas with a view to achieving their relational and personal goals, for example, initiate, develop, and maintain friendships. (Jackson, 2019, online). In order to exemplify the concept of intercultural communication, 3 scenarios are mentioned:

The first, a German co-worker who interacts in English with another Spanish co-worker. In this intercultural interaction, it is assumed that neither of the two co-workers speaks their mother tongue. However, both have been socialized in a completely different cultural and linguistic environment.

As a second example, an American co-worker is on a zoom call with a British colleague, assuming that both speakers are expressing themselves in their mother tongue, both have socialized in different cultural contexts, and are equally using a different variety of the English language, this encounter is also considered intercultural.

In the third and final scenario, an Irish male co-worker over the age of 50 is having a conversation with a new Irish female co-worker in her early 20s. Although they share the

same nationality and ethnicity, these interlocutors differ in terms of age, occupation, and gender. This also corresponds to an example of intercultural communication.

From a critical view, intercultural communication, is when the communication process is used with individuals who are different, it is about how individual and/or collective efforts are used when making use of power, nature and the interpretation of time; In addition, to how cultural identity is appreciated or interpreted, and how the visions that people have of the world affect perceptions, how they persuade, negotiate and, very importantly, the treatment given to the conflict. The human condition is the common denominator of culture, the variable is the mentality or frame of reference of the group of people or the individual (Tuleja, 2016, online).

Intercultural Communication in the Workplace - Dispute Resolution

a) Cultural / Intercultural communication – Impact in the workplace.

“Commerce may be global, but culture isn’t ... behind businesses there are people who have biases, expectations, and a view of life which can unexpectedly determine and form multi-million-dollar decisions. Understanding that culture shapes people who shape business is vital to win” (Pedro Pina, Google, Head of Brand Solutions, Europe, cited in Tuleja, 2016, online).

At present, with the continuous expansion of globalization, people continue to move, causing the migratory effect in labor terms to have increased in recent years, to support this statement, according to data provided by the United Nations (2022, online) currently, many more people than ever live in a different nation than the one where they were born; However, what does this mean in terms of figures, according to the report of the International Organization for Migration Agency (IOM, 2022, online) migrations in the world in 2020, as of June 2019 they estimated that the number of international migrants was approximately 272 million worldwide (3.5% of the world population), which meant 51 million more people than for the year 2010, almost two thirds corresponded to labor migrants, it should be noted that 74% of all international migrants were of legal age to work (20 to 64 years old) and additionally within that percentage, 52% of international migrants were men and 48% women. Finally, as context, in 2019 international migrants comprised 3.5%, compared to 2000 with 2.8% and in 1980 with 2.3%.

In the midst of this widespread growth, companies with intercultural environments have become; without being a mandate, the norm and with this, as there are more people immersed in increasingly culturally diverse workplaces, intercultural communication is mostly perceived as a challenging, because its effects on intercultural work team relationships can have both a negative and positive impacts (Stadler, 2019, online).

Accordingly, the importance of intercultural communication in the workplace is undeniable, from the point of view of work teams, this lies in the fact that companies are made up of people from different social backgrounds and equally professional, but with the common goal of working together for the same objective; as highlighted by Sánchez and Guo (2005, online) both point out that communication is fundamental and vital for any administrative function, in addition to the fact that communication is a means of transmitting information and being understood by others.

Thus, it is no coincidence that one of the fundamental factors of success in a workplace lies in the strength of efficient communication between each work team. However, the power that a single or simple misunderstanding can have, as a result of inefficient intercultural communication, can generate the diversion of attention from the main objective of the work team, as well as from business goals, causing problems in the execution of a project or generating an unproductive and dissatisfied work environment, which affects the motivation and performance of employees at the same time, generating tensions and thus affecting the results of work productivity and consequently affecting the company's goals.

From this premise, Stefanie Stadler (Stadler, 2019, online) mentions that if in these workplaces the colleagues are immersed in intercultural environments, communication ceases to be fundamental to become crucial, the reason is simple, it must be remembered that the first identity reference point of an individual is culture, and the differences that may exist between a certain group of people can quickly become primary sources of purely identity disputes, and that easily favour escalating to any other greater conflict.

b) Intercultural Communication Barriers - in the workplace

In a systematic evaluation of intercultural communication barriers in the workplace, Constantin M. (Manea, 2015, online) states that, on the one hand, barriers are obstacles that occur in the communication process and that these obstacles can reach to make less understandable, hinder or distort a message, and on the other hand that these barriers occur

in different ways, being predominantly as different types of noise, also many times, he considers that the main barrier in the chain of communication is the awkwardness of the individuals involved.

However, for a better understanding of intercultural communication barriers, author Jane Jackson in her book "Introducing Language and Interculture Communication" (Jackson, 2019, online) mentions the following most common intercultural communication barriers in workplaces:

Ethnocentrism Barriers: There is much to be said about ethnocentrism, at the moment initially, it consists of the belief that one's own culture is superior to all others, which leads the individual(s) to categorize, as well as to judge the world around them using their cultural framework as a point of reference, which means specifically, from their values, their beliefs, their social, cultural and linguistic norms and also from their rules of conduct as a measurement guide. Following by, that an ethnocentric thought can cause people to make premature judgments and false assumptions about individual(s) who have been socialized and interacted in a different cultural environment.

Thus, when people resort to their own cultural norms, including linguistic ones, to evaluate unknown practices call them customs, cultural patterns, ethics, sociopragmatic norms, and religious traditions, these people behave ethnocentrically way and inevitably become involved in otherness. Finally, that ethnocentrism in the workplace can lead to even more severe reactions to intercultural differences, whether overt or covert, such as discrimination, stereotypes, and prejudice, which unfortunately are at the center of the racism. Remembering that although it does not include the workplace scenarios, in extreme cases, it can also lead to xenophobic and terrorist acts, that irrational and intense fear or aversion towards groups of people different from their group, for example: immigrants and foreigners.

Stereotypes and prejudice Barriers, ethnocentrism, unfortunately, has the ability to open the door to stereotypes, that strong drive and tendency to attribute biased characteristics to individuals from different cultural backgrounds, which are usually with negative intentions. A stereotype is attributing certain characteristics or preconceived ideas, behaviours, and intentions to all members of a certain group or social class. As well as stereotypes, prejudice are recurring phenomena that can hinder intercultural relations in the workplace, it should be noted that all individuals have prejudices, since there is a tendency to see the world in

their own terms, of what is known, of what is conceived as a world and also with what provides comfort. Consequently, prejudiced individuals can easily adhere to stereotypes even when faced with evidence that conflicts with their negative perceptions and without a doubt, prejudice is harmful and destructive for intercultural relations and even more so in labor relations.

High anxiety Barriers: This barrier has its origin in not knowing what is expected of an individual to react or do to a certain situation, causing the person not to pay attention to the communication transaction by focusing on that feeling of uncertainty fueled by anxiety, causing common mistakes, but that seem uncomfortable for other individuals.

Non-verbal misinterpretations Barriers: Non-verbal communication is essential in interactions in the workplace and its importance lies in the tendency to look for non-verbal signals when verbal messages are not fully understandable or ambiguous, particularly when different languages are spoken. However, since nonverbal behavior is rooted in individuals' common cultural sense of what is normal, appropriate, and effective in communication, it is that people make use of different understanding systems of gestures, silences, postures, emotional expressions, physical appearance, and other non-verbal cues. Cultures tend to attribute different and varying degrees of importance to both nonverbal and verbal behaviours.

Language Barriers, in an intercultural workplace, people who are not fully fluent in the main or predominant language of the workplace in a communication process are definitely at a disadvantage, as it can be a challenge for co-workers to explain procedures and ideas in a second language. Communication difficulties are aggravated when jargon / slang or colloquialism, and special codes are used in business contexts. This causes ineffective communication that can result in frustration, confusion, misunderstandings, misinterpretations, lack of teamwork, annoyance, anger, low morale, and sooner or later conflict.

With regard to language barriers, it is highlighted that in intercultural work interactions, one of the most obvious and recurrent communication differences is language, especially if one of the parties in the exchange uses a second language or a different dialect. (Jackson, 2019, online). So today as companies continue to scale to reach global markets, this is where language barriers become a major challenge both internationally and nationally, the

possibility of interrupting the communication process due to language barriers. it is a challenge and even more so to avoid conflicts for this reason.

In line with the previous assertion, from a perspective of limitations in the communication process in the workplace, there are language barriers.

At this point, it is important to ask in terms of figures, how many languages exist in the world? According to the magazine *Ethnologue* (2022, online) it is estimated that more than 7,000 different languages are spoken in the world, it also mentions that the first 4 positions of languages with status of 'official language' is English with more than 59 countries, French with 29 countries, Arabic with 27 and finally Spanish with 20 countries. In fact, it is no coincidence that for logistics companies in a global market it is difficult to find clarity in those 7,000 languages, this is the reality that companies of this nature face all over the world on a daily basis, where language barriers can create internal and external conflicts. Regarding internal issues, Evans and Suklun (2017) mention that although native speakers of a language give a positive response to having to work with non-native speakers, although there is the possibility of unintended consequences that could affect work and employment relationships.

Conflict - Dispute Resolution Process

a) Conflict

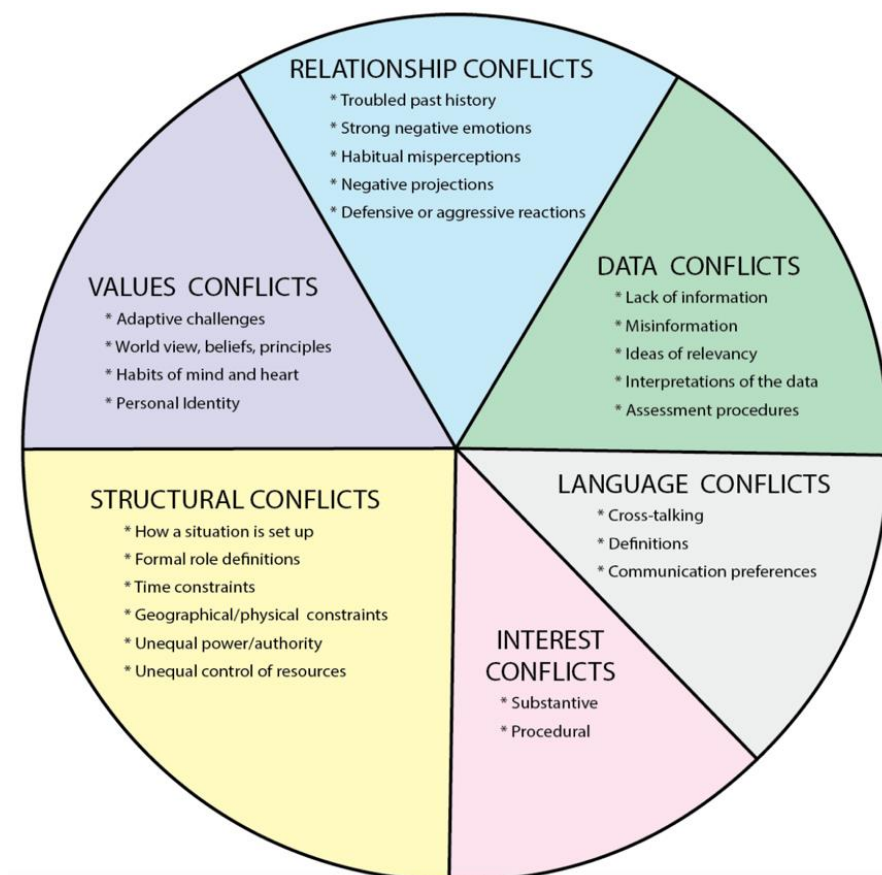
Conflict is a normal part of life and there are many issues that can cause conflict within companies. According to Bernard S. Mayer (2022, online), conflict can be considered to occur in three dimensions: emotional (feeling), cognitive (perception) and behavioural (action), emphasizing that each of these dimensions can vary independently of the others, although they usually do affect each other. This three-dimensional perspective can help to understand the complexities of the conflict and why the conflict sometimes seems to go in contradictory directions, since when a dispute occurs it involves feelings, such as anger, sadness and fear manifesting through the actions of the parties involved in the dispute when there are incompatibilities in the perception of the interests, needs or values between two or more people.

Among the effective approaches to conflict resolution, is effective communication based on caring about what the other has to say, focusing energy and cooperation on understanding, and being tolerant of people's difficulties in communicating, especially when language barriers exist, as well as assertive comments and communication are crucial for the parties

involved in a conflict to feel connected. Bernard S. Mayer (2022, online). This is where the importance of carrying out an analysis of the influence of language barriers in conflict resolution in relation to the communicative competence of those involved and mediators of the conflict, working on the social skills of active listening and assertiveness based on the responsibility of all those involved in the conflict.

In terms of conflict identification, Christopher Moore through the "Circle of Conflict" (Furlong, 2020, online) tries to illustrate or categorize the driving and underlying causes of conflict situations, in order to understand the factors or causes that are causing and in some cases fueling the conflict, to later offer a framework for diagnosis. The purpose of the "Circle of Conflict" tool is, once the causes of the conflict have been identified, to offer strategic direction on how a third party can lead the conflict towards resolution. Therefore, the model together with the 6 main drivers is represented as follows:

Figure 1: "Circle of Conflict" - Christopher Moore



Source: Based on Christopher W. Moore's Circle of Conflict © Jolie Bain Pillsbury 2015.

In addition, in the matter of mapping the styles and intentions of intercultural conflict management, professionals Kenneth Thomas and Ralph Kilmann (Thomas and Kilmann, 2020 online) developed an instrument called the *Thomas & Kilmann Conflict Modes*, with the purpose of helping to understand the tendencies of people when dealing with conflict, for these authors the key is to know and understand the tendencies that the other individual could have in order to understand other cultural differences as well. This instrument or tool is represented on five intercultural conflict styles based on the different response patterns of people when managing conflicts, as illustrated below:

Figure 2: “Conflict Modes” - Thomas & Kilmann Conflict Modes



Source: © 2009–2022 by Kilmann Diagnostics LLC. All Rights Reserved.

Competitive Mode: High assertiveness - Low cooperation.

Accommodative Mode: Low assertiveness - High cooperation.

Avoidant Mode: Low assertiveness - Low cooperation.

Collaborative Modes: High assertiveness - High cooperation.

Commitment Mode: Moderate assertiveness - moderate cooperation.

Specifically, the Thomas-Kilmann Conflicting Modes tool offers insight into how an individual's behavior develops, when the interests of at least two people are incompatible, such that the person's behavior can be described by two axes or dimensions. The first of them, cooperation, is defined as the extent to which the person shows interest in assisting the counterpart in the conflict to satisfy her wishes. The second is assertiveness, this in turn is defined as the extent to which the individual tries to exclusively satisfy their own desires. Thus, depending on the level of interest that the person shows in each of these axes or

dimensions, their mode of conflict can be defined, according to Thomas-Kilmann, as the five modes mentioned above (Thomas and Kilmann, 2020 online).

b) Conflict arising from Intercultural communication.

As has already been mentioned in the previous paragraphs, communication is a fairly complex and dynamic process, even more so in an intercultural environment, since it involves the encoding and decoding of both non-verbal and verbal messages within cultural, physiological, socio-relational environments, and own perceptions. Including the multiple dimensions of context, thus the complexity of the relationship between communication and culture is a fact and is influenced by many factors such as gender, historical relations, power, language and power, etc. For this reason, an understanding of the potential impact of variations in communication / speech styles and factors in the communication process can categorically assist companies turn their employees into more effective and responsive communicators intercultural in work teams. Especially improving interpersonal and intercultural relationships and communication processes in second language situations. (Jackson, 2019)

A significant contribution regarding the conflict derived from the barriers of intercultural communication, is the point of view of the writer Stadler (2019, online) where she states that conflict does not lead to successful interactions and does not have to come in the form of a total rupture, to negatively affect communication and relationships. In addition, according to research carried out previously, it has been consistently demonstrated that ultimately different cultures tend to have remarkably different orientations in approaches to handling situations of conversational conflict and therefore towards disagreement (Stadler, 2013 cited in Stadler, 2019, online). Demonstrating that it is essential to seek a better understanding of all the attitudes that people have towards conflict based on their cultures, and also the cultural elements that underlie them, in order to promote more fluid relationships and more successful interactions and transactions between people in workplaces with intercultural environments.

As a complement to the line followed by Stadler, the interculturalist Marshall Singer (Singer, 1987, cited in Tuleja, 2016, online) believes that the target of intercultural communication is not based only on better communication; but rather successful interaction with those with different cultures comes through a better understanding of the individual in relation to others.

Since this is because disputes and misunderstandings have always been part of the human condition, and while misunderstandings due to cultural differences cannot be completely ignored, misperception is perhaps less likely if people are aware of the implied or suggested subtleties that create the potential dispute.

c) Role of communication and effects of intercultural communication barriers in a conflict resolution process

Communication is essential to experience and conflict management, it is necessary that people understand the human nature of the counterpart, social behavior and how the individual makes use of communication in social exchange, by doing this it is possible to identify what an individual says and how the person says it indicates the approach to resolve disputes of interests, since through communication people make their desires known, and when it is for the common good they recognize differences and in the best of cases they equally try resolve those differences on their own.

The authors Putnam and Poole (1987, cited in Adejimola, 2009, online) noted that "communication constitutes the essence of conflict in the sense that on the one hand at the origin it supports the formation of opposing problems, on the other hand as part, because it frames the perceptions of the meaning of the dispute, translating the emotions and giving the perceptions into conflict behaviors and sets the stage for future conflicts".

According to Constantin Manea (2015, online), among the objectives or purposes of communication, he mentions that human communication is fraught by what he calls difficulties, individual (s) always with the desire to communicate, explain, persuade, influence, achieve a goal and also educate using communication, what people are really looking for is four main goals or objectives, such as:

- Be heard or read (received) by the counterpart.
- Be understood from their point of view.
- Be accepted with your life prospects.
- In addition, several people seek to make a change in attitudes or behaviors.

When people in a communication process, particularly in the workplace, are somehow "displaced" some of the objectives outlined above, that is when the conflict occurs, and it is possible that it is due to poor communication. It is for this reason that communication is a

crucial element in conflict management, and this is because clear communication is that powerful tool required to understand the parties involved and the problems that can lead to conflicts. Thus, its inverse, an unclear communication can be the very cause of the conflict. Finally, communication assists in understanding the differences in ideological and cultural values that cause or hinder many disputes.

According to the exposed academics, and from their points of view in terms of handling dispute resolution in intercultural environments, it is essential to work on a better understanding of the attitudes that people have towards conflict based on cultures.

CHAPTER II - RESEARCH METHODOLOGY AND METHODS

Introduction – Epistemology

According to Clifford Woody (2014, online) the term research incorporates the definition and redefinition of problems, formulating, collecting, organizing, and evaluating data on hypotheses or suggested solutions, in the same way making deductions and consequently conclusions, but as a last step it is to test carefully - to check if the determined conclusions fit the hypothesis formulated in the research proposal.

However, to carry out the points mentioned by Clifford, it is necessary for the researcher to explore and select from the wide range of available theories, and this is where Crotty (1998) mentions that one of the biggest problems, is not the number of options for theoretical perspectives and methodologies, but rather the fact that the terminology applied to them is often inconsistent and even contradictory. In addition, the author suggests that there is an interrelation between the theoretical position adopted by the researcher, the methodology and the methods used, and also the researcher's vision from the epistemological point of view.

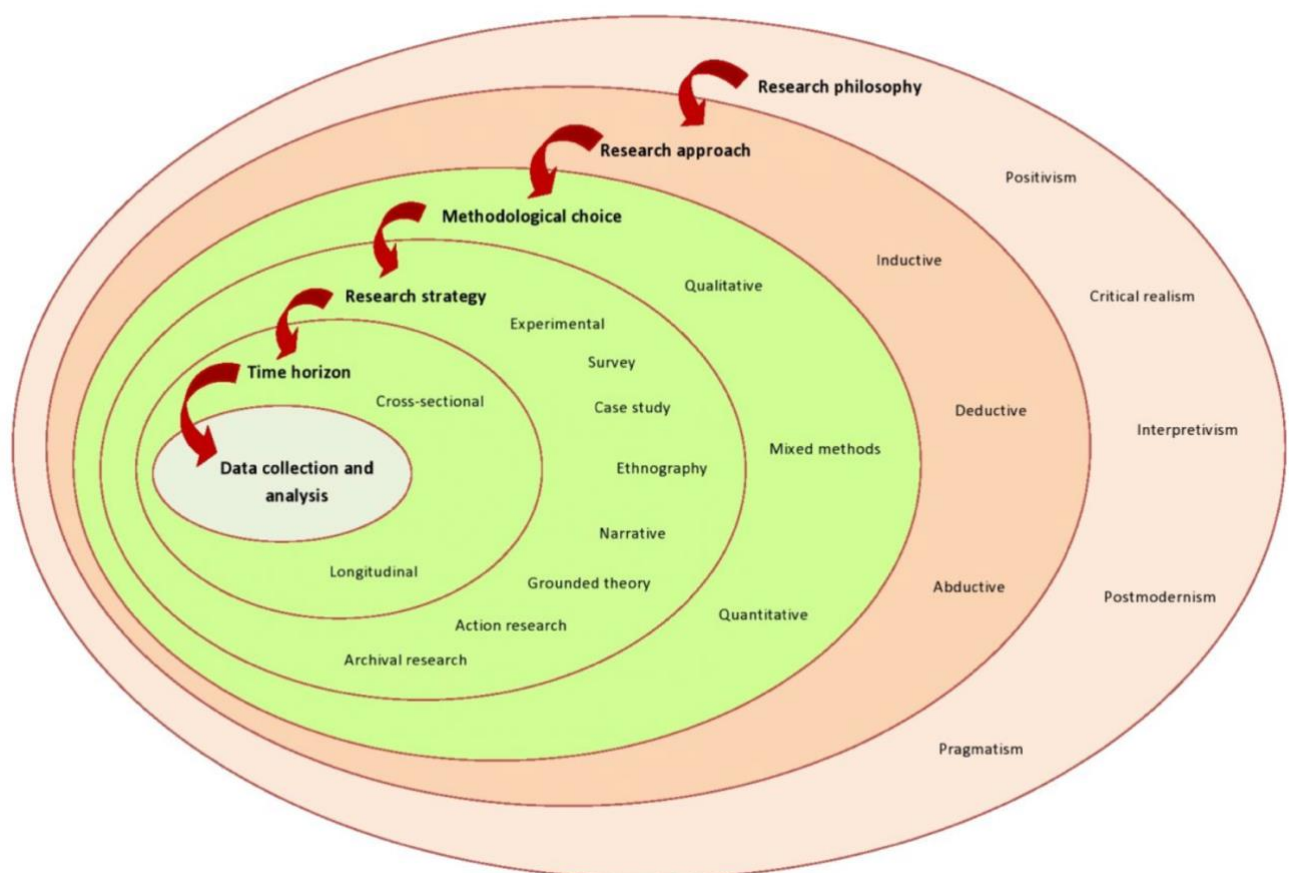
Having this in mind, to carry out this research, the philosophy of research is used from an objective epistemological character, in order to clarify aspects of the design of the proposal - research, such as the type of information collected, where it was obtained and how it will be interpreted, in addition to recognizing which designs will work for a given set of objectives and which will not.

Research Design - "Research Onion"

In view of this dissertation project, seek to investigate and expose, to what extent the intercultural communication barriers affect the dispute resolution process in the workplace. In order to meet the objective, a design and presentation of a solid as well as reliable research methodology is required, which allows exposing and presenting in a critical and orderly manner with bases that argue the research topic with a view to expanding, developing new ideas or points of view.

Therefore, in compliance with a design of a consistent research methodology, which serves as support in the description of the research process through ordered steps; the proposal of "Research Onion" by the authors Saunders *et al.* (2017, online) is taken as a starting point, since through this research framework the guidelines to follow are graphically explained, of the different elements of the research, which must be examined and planned to achieve a reliable research structure.

Figure 3: "Research Onion" - Saunders et al.



Source: adapted from Saunders *et al.* (2017, online).

As the illustration above exemplifies, Saunders *et al.* (2017, online), divided the onion of an investigation into three levels of options - decisions. The first step or the first 2 layers, correspond to the research philosophy and research approach; followed by the design of the research that constitutes the methodological choices, the research strategies, and the time horizon, in the third and last level, there are the tactics, this includes aspects of data collection and therefore the analysis of the same, the latter is contemplated in the next chapter of this research project.

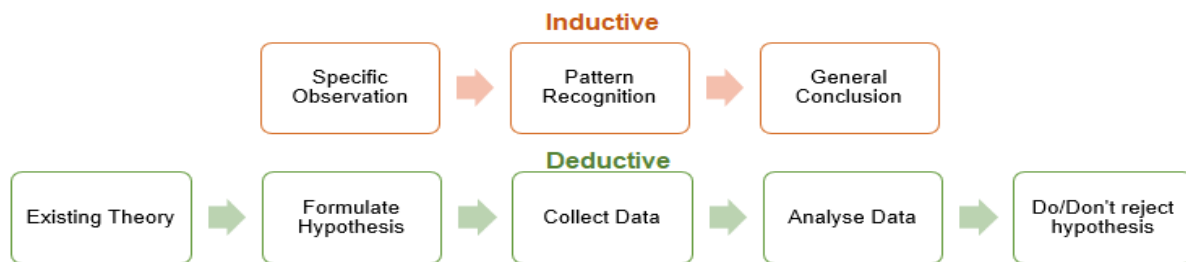
Research Approach for data Analysis or Reasoning – Deductive

At the beginning of the research project proposal, for the selection of the focus of study from the perspective of data analysis or reasoning, it was necessary to distinguish between the scope of the deductive and the inductive reasoning, in the direction of defining the most appropriate in harmony with the data collection approach.

To clarify both terms, the author Imam (2021, online) in his book "Basics of Research Methodology" First, it underlines that both scopes are essentially the opposite of each other, and that indeed, it recognizes that the distinction between the two types of approaches is not always clear or easy to understand, and that the decision as to which category is appropriate should be logically based on the nature of the research problem being addressed.

As follow, in contemplation of facilitating the choice of the suitable approach, Imam (2021, online) highlights that a simple way to distinguish these two scopes is that the deductive approach takes the general as a starting point to end with the specific; and is appropriate for arguments based on widely accepted rules, laws, or other principles are best expressed deductively; and for its part, the inductive approach starts from the specific to the general, consequently, from this approach the arguments based on observation and experience are greater expressed. However, the main difference between the two lies in the objective sought, for inductive reasoning the researcher aims to develop a theory and in the case of needing to prove an existing theory, this would be through a deductive approach. To further detail the scope of both rationales, the following graphic image shows its application.

Figure 4: Inductive vs. Deductive reasoning.



Own elaboration, based on Imam (2021, online)

Henceforth, taking into consideration the clarification between both terms, and based on the objectives and purposes of the study, the most convenient approach of the research strategy for data analysis or reasoning is deductive, and the rationale behind is for the following points:

1. Existing theory: The first reason, to consider the deductive approach, is that in the literary review, there is information and previous theories about the impacts of intercultural communication barriers, and the statement of the problem is to know how they affect the dispute resolution process in the workplace.
2. Falsifiable hypothesis based on existing theory: The second justification is found in the formulation of the hypothesis, if language as an intercultural communication barrier affects the process of conflict resolution in the workplace, if it affects the dispute resolution process in the workplace
3. Data collection to test the hypothesis and Analyses and test the data: The third substance is that the present investigation seeks, through the survey - questionnaire with a predetermined approach, closed questions and numerical data; to reason from the generic, such as the intercultural communication barriers in the workplace, to the specific, which precisely means, it does not or does not affect intercultural communication barriers in the conflict resolution process, is language a communication barrier in the workplace and in conflict resolution, etc. and thus corroborate the theory through quantitative information, or provide a specific conclusion.
4. Limitations of a deductive approach: The last reason that justifies the choice of the deductive approach is that it is recognized that as a limitation, the approach is based on the fact that the initial premises or theories are correct, this means that, through the survey, demonstrate that the sample effectively considers the barriers of intercultural communication affect the conflict resolution process in the workplace, as

well as the role of language as a communication barrier and dispute resolution, in case the questionnaire reaches another conclusion, the final argument, from the deductive approach, is not valid, even if only one premise is wrong. In addition, for the present investigation it is aware that the theory provided in the literary review must have, as far as possible, a robust level to trust, otherwise it will be recommended for future tests to be carried out many more through the method.

Methodological Choice - Research Approach for data Collection – Quantitative

In order to determine by means of numbers and quantification the opinion of the sample of the object of study, regarding the points of view, experiences and even knowledge of the concepts of intercultural communication, intercultural barriers, conflict and dispute resolution, as well as the relationship between them. The quantitative methodology was chosen for the analysis of the data of this research, since when using the questionnaire-survey technique, an attempt is made to recognize and determine the probability that intercultural communication barriers affect the conflict resolution process and, consequently, that the relationship between the variables is not due to chance.

As support for the selection of the research approach for data collection, it is based on the contribution of Tiffany Bergin (2018, online) in her book "An Introduction to Data Analysis" where she mentions that often, the objective of the research quantitative, is to discover findings that can be generalized beyond a single case or context, in contrast to the qualitative technique that tends to focus on substantiated sources of images or texts instead of numbers and aims to perform a much more specific analysis and depth of a particular setting or process, rather than searching for more general findings (Maxwell, 2013, cited in Bergin, 2018, online).

Research Strategy – Survey

As Lee, B. and Saunders, M. (2017, online) point out, they have emphasized that the choice of research strategy is guided due to the objectives and questions of the research, and also the extent of existing knowledge, the philosophical foundations and the availability of time are also important aspects to consider. Thus, through the survey - questionnaire, the research strategy will allow the discussion of the stated objectives that are intended to determine the effects of intercultural communication barriers in terms of conflict, as a

facilitator or not in the conflict resolution process in the workplace, as well as to what extent and how conflicts caused by such barriers can be resolved.

Research Population - Sample and Sample Size - Shipping Company

The selection of the study population takes place in a shipping and logistics company, first for ease of reaching the population and also because it is considered to represent an incredibly rich source of data, because quite frequently, almost norm, this type of industry is exposed to mostly intercultural work interactions, therefore different cultures, nationalities and languages. However, as part of the selection of the population, they do not exclude the possibility that the investigated population expands to other industrial areas, thus broadening the perception.

In terms of sample, according to Eichhorn (2022, online), the main benefit of the sample survey technique is the ability to make generalizations about a total population collected, by making inferences based on data drawn from a small portion of the population under study. Therefore, it is finally considered appropriate for the object of study to select 50 individuals, who currently work in a shipping and logistics company.

Research Population - Material used - Electronic Survey

For a more effective, efficient, accessible data collection and also to ensure that the participation of the selected sample is strictly anonymous, the use of the tool called *Google Forms* is required, it is a web application, a software that facilitates the creation of surveys online and also provides a link to be shared with the selected population.

The elaboration of the survey is considered effective, because it is simple, it is organized in a logical order and therefore it is characterized as being sober. It consists of the formulation of 20 questions, analysed in order to avoid bias, they are optional short-answer type, closed, multiple choice and with a last question with an open response that, if answered by the sample, can specifically justify the results obtained.

Ethical Considerations

In reference to the ethical terms, annexes A, C and D show a copy, respectively of: The Legal Disclaimer of the Survey, The Informed Consent Sheet, and the Consent Form A.

Broadly speaking, to start the research process, an ethical permission request was made with the signatures of the supervisor and the student at the Independent College Dublin, where it was made known that the study could under no circumstances break any ethical rule. In addition, as a mandatory step and to start the survey, the sample has a detail of the informed permission, the freedom to withdraw, confidentiality and data protection, in such a way that when accepting, the 50 individuals must consent to participate, to be able to participate and answer the questionnaire.

Time Horizon - Cross-Sectional

There are two types of time in which the research can be grouped, these are cross-sectional and independent longitudinal or successive samples (Lee and Saunders, 2017); the latter refers to the object of study of a phenomenon or a population during a period of time, which eventually requires years, and this is the reason why it is discarded. Therefore, the time horizon that is considered appropriate due to time limitation issues, is the cross-sectional, study where the study of the population is required only once.

Research Limitations

The objective of this research is to provide and evaluate the information collected from a survey that aims to determine to what extent intercultural communication barriers affect the conflict resolution process in the workplace, as well as to analyze how people at work responds in terms of communication in an intercultural environment and how this response affects the conflict resolution process. However, within the possible limitations to carry out the objective of the study are:

The size of the sample: Given that this research is quantitative, there is the possibility that the sample size turns out to be smaller than expected, also limiting the number of analysis units, making it difficult to find or determine significant relationships between the variables from the data. In this case, it is likely that the research will require larger statistics in the future to ensure the representativeness of the sample and the population.

Gender bias: As a latent limitation, it is that if in the presentation of the data it throws information from the point of view of only one gender (this topic is quite broad and delicate to deal with), but for the purposes of this research, it refers to the representation of men and women, because in the logistics companies it is well known over the years that this type of industry is made up of the male gender, if this is the case the result would be affected by the interpretation of the results and also the study of a single (male) gender.

CHAPTER III - PRESENTATION OF THE DATA

Description of the data

In accordance and in line with the previous chapter, all the introductory information that corresponds to this section was previously discussed, so that from now on, until moving on to chapter IV, this segment will focus exclusively on the presentation of the data.

Therefore, the research project is based on data collection through a survey-type research strategy and the information that will be detailed throughout this chapter will include the data extracted from the responses of the target population that currently works in a shipping and logistics company, highlighting that it is considered that said population represents an extremely rich source of data due to the exposure (different cultures, nationalities and languages) that people who work in this commercial sector have in terms of intercultural communication interactions in all administrative, planning and operational areas, with this it is made known that the target population and therefore the suggested sample is within a pattern that can allow the development of opinions. It should be noted that it occurs more frequently in the operational area of the company in question.

The objective of the survey is to answer the research question, namely, to what extent do intercultural communication barriers affect the conflict resolution process in the workplace. Thus, the questions formulated in the questionnaire (Appendix A) were designed according to the objectives of the research project, as follows:

- Identify the intercultural communication barriers and their effects in the workplace.
- Assess the extent to which people experience intercultural communication barriers in the workplace.
- Determine and analyze the role of intercultural communication barriers and their effect on the conflict resolution process.

Now, specifically speaking in terms of distribution, the survey was sent to the target population, requesting participation by mail with an easily accessible link, which allowed them to enter the survey. In addition, regarding the period of time available for participation, it was 4 days, from October 13 to 17, 2022, with a result of 50 participating individuals during those days, although it should be noted that after the date mentioned, 3 more individuals

added their participation, so the presentation of the data will be based on 53 interventions and not 50, which was initially suggested as the sample size.

Lastly, it should be taken into consideration that of the 20 questions elaborated, 18 questions were determined as compulsory, therefore answered by all participants, of the remaining 2, number 6 was not applicable to individuals who speak English as their first language, and question 20 was a non-mandatory open question.

Quantitative Data - Evaluation of the target population

The first block of questions, which includes numbers 1 to 7, has the function of collecting data based on demographic information of the selected sample, such as: gender, age, country, industrial sector, and language.

For the authors Murdock *et al.* (2015, online) the detailed and deep understanding of the demographic questions of the survey are fundamental, it allows to know more in depth the opinions, comments, and ways of thinking of the sample, and they also emphasize that this type of questions can allow the researcher to make or establish comparisons between two or more sections of demographic data and also have inference with the rest of the survey.

Karen R. Foster (2013, online) in her book "Generation, Discourse, and Social Change" speaks extensively about generations being cultures and that when trying to manage intergenerational variations, it is possible to draw a variety of parallels to navigate between cultural differences.

Question 1. Age range

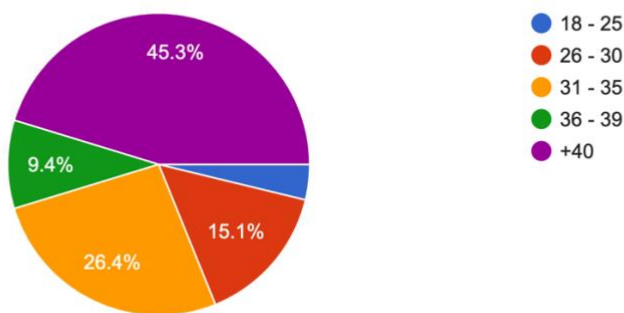
which corresponds to the distribution by age, offered 5 wide ranges, and for the selection of the intervals it was taken into account that the options for the answers were unique, this means that the ranges were not overlapped between them (Murdock *et al.* 2015, online). Also, question 1, it was considered as one of the basic aspects for the analysis of the sample as well as the main dimension for the study of the composition, the study population, and its determinants.

The data thrown in terms of age range, of the 53 respondents showed a predominant representation of the population over 40 years of age, this variable corresponds to 24 of the respondents with a percentage of 45.3%, followed by 26.4% who are part of 14 individuals between the ages of 31 to 35 years. Respondents in the age groups between 26-30 (8 people) and 36-49 (5 people) are represented from the perspective of the balance number, respectively between the percentages of 15.1% and 9.4%.

GRAPHIC 1 Age

1. Please select your age range

53 responses



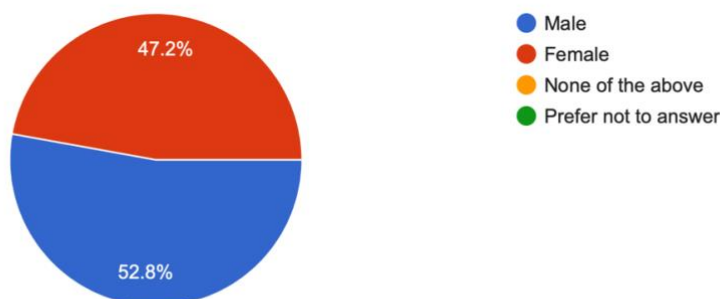
Question 2. Gender: How do you identify yourself?

The responses of the 53 respondents in terms of gender were 25, which corresponds to 47.2% of the individuals identified as female, and the percentage with the greatest representation are those defined in the category of male with 28 participations and a percentage of 52.8%, with the previous answers, the researcher can use gender as a parameter, or even as a filter, to analyze the data obtained with greater precision, also through gender the relationship with the other questions of the survey.

GRAPHIC 2 Gender

2. Gender: How do you identify yourself?

53 responses



Question 3. What country are you from? The answer to question number 3 allows identifying the country - nationality of the respondents to better understand the data produced by the sample, in terms of being able to establish some analytical relationship between the participants and the nationality in terms of communication barriers due to language. However, it is not possible to make that determination since the data obtained does not allow a fair comparison to be made in terms of participation percentages. The survey showed that of the 53 people surveyed, with an overwhelming 56% representing 30 responses, they responded that they had Irish nationality, that they speak English, followed by 15%, respectively, comprising 8 people of Mexican nationality that speak Spanish.

GRAPHIC 3 Countries

Nationality of the participants

Country	Responses	Percentage
.	1	1.9
Argentina	1	1.9
Bolivia	1	1.9
Brazil	1	1.9
Chile	3	5.7
England	1	1.9
India	1	1.9
Ireland	30	56.6
Lithuania	1	1.9
Mexico	8	15.1
Panama	3	5.7
Poland	1	1.9
Turkey	1	1.9
Grand Total	53	100

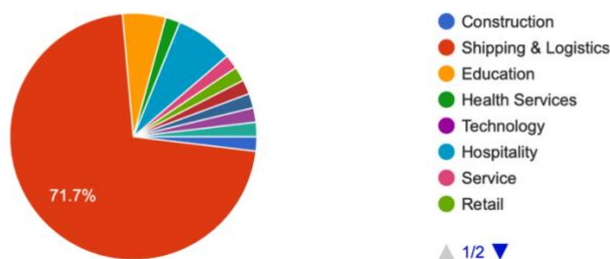
Source: own elaboration

Question 4. In which sector - industry do you currently work?

The objective of question 4 is to evaluate the contexts in which conflicts occur in the workplace, it should be noted that initially the determined population was a logistics company, in fact there was a participation of 71%. However, it was not possible to prevent people from sharing the survey link and they did take part. Although with the answers obtained, an attempt will be made to determine if there are industrial sectors more exposed to the conflict than others.

GRAPHIC 4 Sector-Industry

4. In which sector - industry do you currently work?
53 responses



Question 5. Is English your first language?

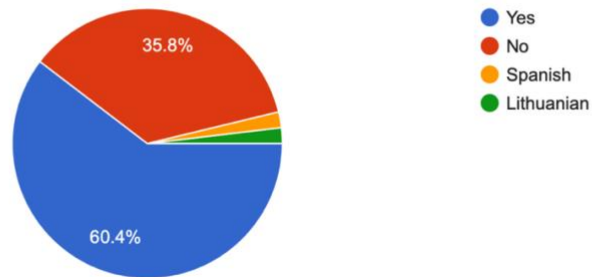
Questions 5, 6 and 7 have the function of identifying the diversity of the language in the logistics and shipping company. In addition, recording that the majority of the respondents are of Irish nationality, therefore English-speaking, an attempt is made to establish and evaluate, through a standard analysis, the diversity in terms of languages of the level of speech, and the number of languages that the participants dominate.

According to the attached graphs, a predominant percentage is shown for the English language as a first language, but also for the level or domain of the participants as a second language.

GRAPHIC 5 English-Language

5. Is English your first language?

53 responses

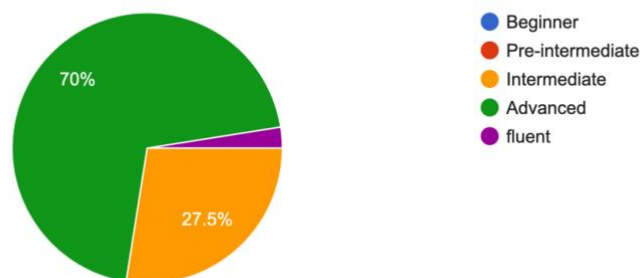


Question 6. What level of English do you think you have?

GRAPHIC 6 English Level

6. What level of English do you think you have?

40 responses

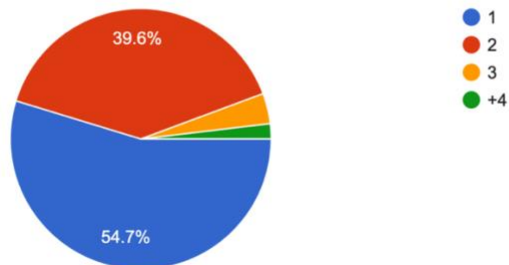


Question 7. How many languages do you speak fluently?

GRAPHIC 7 Languages

7. How many languages do you speak fluently?

53 responses



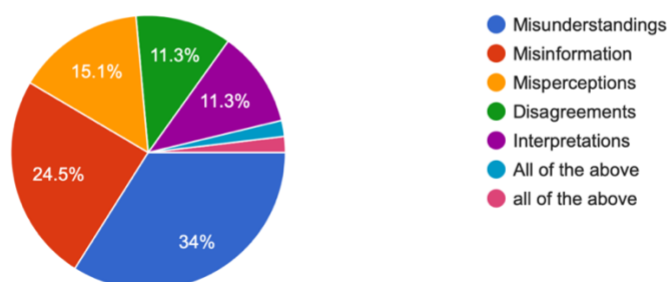
Question 8. Regarding conflict at the workplace, which of the following options do you think can increase disputes in work teams?

Research question 8, sought to know the opinion of the participants in terms of conflict resulting from the interactivity of various forms of dysfunction in the workplace. As expected, the hypothesis with the greatest response is the concept of misunderstandings with a 34 % and is related to the lack or poor communication, language is also part of it and is also understood as a barrier to intercultural communication.

GRAPHIC 8 Disputes

8. Regarding conflict at the workplace, which of the following options do you think can increase disputes in work teams?

53 responses

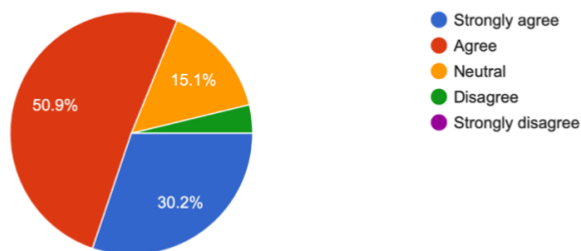


Question 9. "Culture is communication and Communication is Culture". Thus, communication and culture are closely related Hall, E.T. *et al.* (2002). What is your position with this statement?

Regarding question 9, the formulation aimed to analyse the awareness that the participants have about the relationship that exists between communication and culture. Surprisingly, the results are not what was expected, as a researcher I consider that there would be a fairly marked trend for the "Strongly Agree" hypothesis, however it only represented 30.2%, being surpassed by 50.9% of the participants who do not consider that there is a strong relationship between both terms and gave as respect "Agree" and a small but not negligible percentage indicated "Disagree" to the exposed statement.

GRAPHIC 9 Culture & Communication

9. "Culture is communication and Communication is Culture". Thus, communication and culture are closely related Hall, E.T. et al. (2002). What is your position with this statement?
53 responses



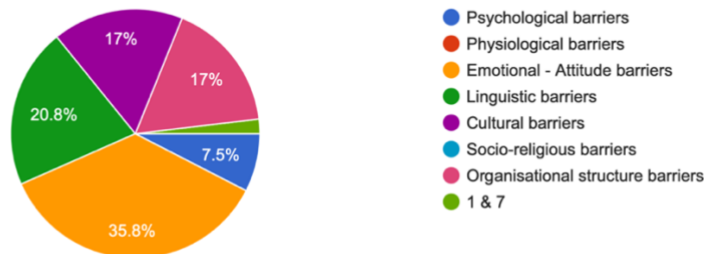
Question 10. In terms of communication barriers, which of the following do you think may generate more conflicts at work?

The function of the following questions, 10, 11 was to determine which of the options provided to the respondent considered as communication barrier and intercultural communication barriers, 20.8% and 60.4% respectively in each of the questions, both hypotheses were answered towards the trend linguistic or language barriers.

GRAPHIC 10 Communication Barriers

10. In terms of communication barriers, which of the following do you think may generate more conflicts at work?

53 responses

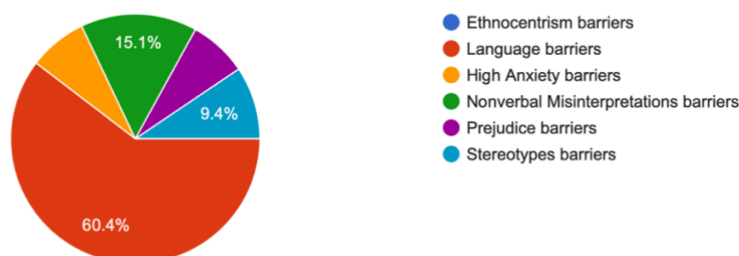


Question 11. With regard to INTERCULTURAL communication barriers in the workplace, what would you consider to be the FIRST barrier that interferes with effective communication?

GRAPHIC 11 Intercultural Communication Barriers

11. With regard to INTERCULTURAL communication barriers in the workplace, what would you consider to be the FIRST barrier that interferes with effective communication?

53 responses



Question 12. In general, how many times have you been personally involved in a conflict due to intercultural communication barriers in the workplace?

Research question 12, 13 and 14 are related to each other, the 3 evaluate in terms of conflict if the selected sample had been personally involved in a dispute due to intercultural communication barriers, to determine if these occasions language barriers they would have

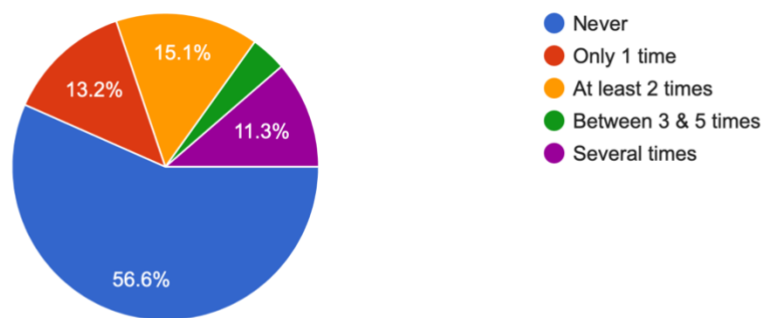
played a leading role in these conflicts and also in question 14 the respondents gave an affirmative answer to the fact that languages are a barrier to intercultural communication.

The following graph shows how, out of the 53 participants, in question 12, 56.6% stated that they had never been involved in a conflict, and in question 13, with 60.4%, they selected that they had never experienced any conflict due to communication barriers. However, one. 66% in question 14 agreed that language barriers hinder intercultural communication in the workplace

GRAPHIC 12 Conflict

12. In general, how many times have you been personally involved in a conflict due to intercultural communication barriers in the workplace?

53 responses

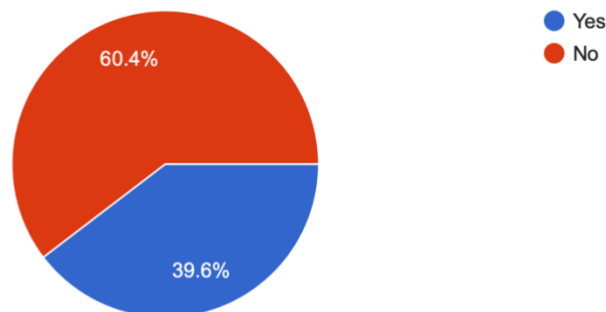


Question 13. Have you experienced any intercultural communication conflict due to language barriers in the workplace?

GRAPHIC 13 Languages Barriers

13. Have you experienced any intercultural communication conflict due to language barriers in the workplace?

53 responses

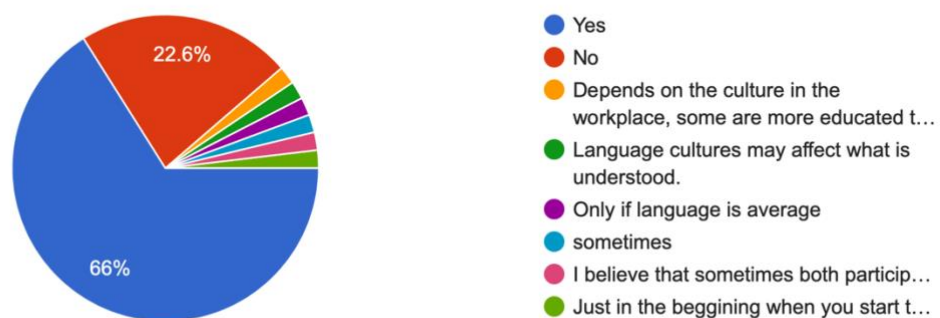


Question 14. Do you believe that language is a barrier that hinders intercultural communication in the work environment?

GRAPHIC 14 Work Environment

14. Do you believe that language is a barrier that hinders intercultural communication in the work environment?

53 responses



Question 15. In a word (communication aside), what do you consider to be an intercultural barrier that could affect the conflict resolution process at work?

Question 15 was designed to analyze the opinion of the respondents about what they considered, apart from communication, the participant was invited to in a word mention an intercultural barrier that could affect the conflict resolution process at work.

GRAPHIC 15 Open Question

15. In a word (communication aside), what do you consider to be an intercultural barrier that could affect the conflict resolution process at work?

ANXIETY

Anxiety

attitude

Attitude

Attitude

Attitude

Attitude

Attitude to Work Ethic

Behaviours

Belief's

Beliefs

Beliefs

bonding

cultural beliefs

Culture

Culture

Disengagement and Lack of trust

Disposal

Dissent

Education

Empathy

Explanation

How the other person think about

Interpretation of words

Knowledge

lack of communication, misinterpretation, misunderstandings, take certain instructions for gr

Languages

Mis understanding

misinterpretation

Misinterpretation

misunderstand

Misunderstanding

Misunderstanding certain terms

Not being clear

Opinion

Perception

Personality

Prejudice

psychological

racism

Religion

religious beliefs

Respect

Spoken language

Stereotype

Stereotypes

Stereotypes barriers

Temper

to be fair

Transparencia

Understanding

Upbringing

Us and them culture. Perception!

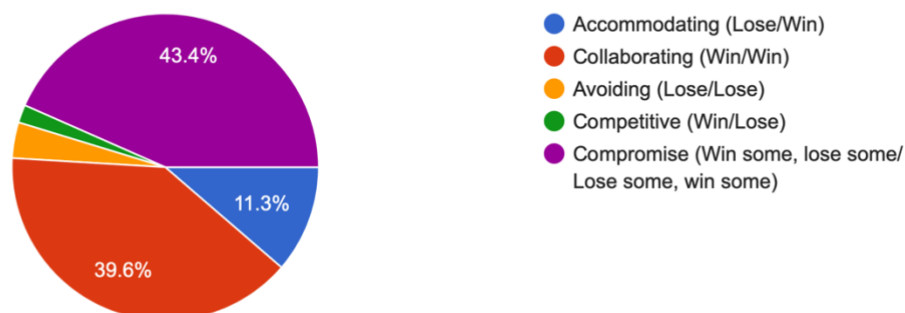
Question 16. Conflict Handling Intentions -> Thomas-Kilmann defined the 5 conflict styles based on people's different response patterns when handling conflict as illustrated below:

In order to assess the self-awareness of the respondents in terms of the predominant style in terms of conflict management, question 16, 17 were asked, thus a trend of 43.4% was observed towards the "Compromise" style followed by "Collaborating" with a 39.6%, showing a wide willingness to negotiate for both parties and with question 17 more depth was given, by describing the most common way to resolve/manage a conflict in the workplace?

GRAPHIC 16 Conflict Handling Intentions

16. Conflict Handling Intentions -> Thomas-Kilmann defined the 5 conflict styles based on people's different response patterns when handling conflict a...ribes your style in a conflict resolution process.

53 responses



Question 17. Of the below alternatives, which one describes the most common way to resolve/manage a conflict in the workplace?

GRAPHIC 17 Conflict - Resolution

17. Of the below alternatives, which one describes the most common way to resolve/manage a conflict in the workplace? If you wish, you can s...n OTHER your "common way" of resolving a dispute.

53 responses



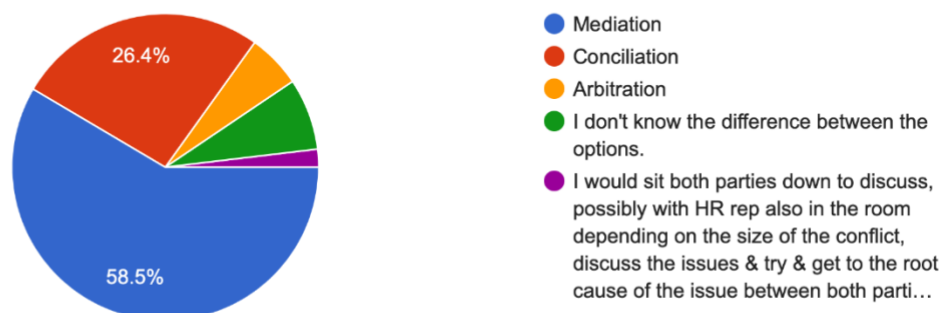
Question 18. Which of the following dispute resolution techniques do you consider appropriate to solve an intercultural communication conflict at work?

Research question 18 was elaborated with the idea that expanding the evaluation of individuals in the knowledge or not of conflict resolution techniques, in the survey a representative 58.5% was obtained who consider that Mediation is the most appropriate to solve conflicts resulting from intercultural communication barriers.

GRAPHIC 18 Dispute Resolution

18. Which of the following dispute resolution techniques do you consider appropriate to solve an intercultural communication conflict at work? If...u wish, you can specify in OTHER your "technique"

53 responses

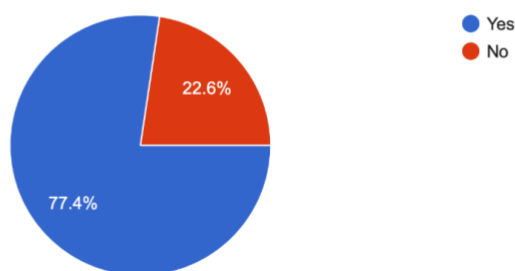


Question 19. The following image corresponds to Christopher Moore's "Circle of Conflict" tool that illustrates 6 possible sources of conflict (diagnosis of the causes of the conflict).

The last 2 questions of the survey 19 and 20 were an invitation for the respondents to give way to the willingness to learn techniques, for example 77.4% of the 53 respondents gave a positive response to learn to use the "Circle of Conflict" technique and contemplates terms of intercultural awareness in the workplace to improve communication, this curiously of the 53 participants, was the only question in which the response of the hypothesis was 100% "yes", which means that they agree with its importance.

GRAPHIC 19 "Circle of Conflict"

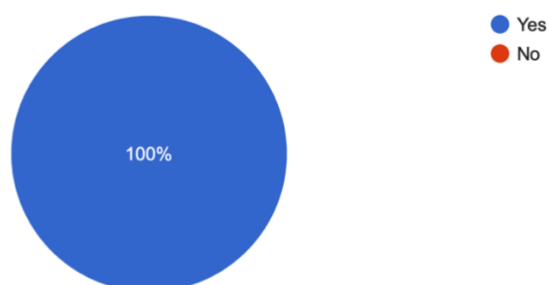
19. The following image corresponds to Christopher Moore's "Circle of Conflict" tool that illustrates 6 possible sources of conflict (diagnosis of the cau...r to find a solution to conflicts in the workplace?
53 responses



Question 20. Do you agree that intercultural awareness can help develop intercultural communication in the workplace?

GRAPHIC 20 Intercultural Awareness

20. Do you agree that intercultural awareness can help develop intercultural communication in the workplace?
53 responses



CHAPTER IV - DATA ANALYSIS / FINDINGS

In line with the previous section and in harmony with the development of the objectives of this research project, this chapter analyzes and expose the findings of the quantitative data presentation, with the intention of making important comparisons of theories and points of view of the different authors provided in the literature review with reference to the concepts of communication, intercultural communication barriers, conflict, and conflict resolution process in the workplace. As well as the relationships that exist between each of the aforementioned concepts.

Therefore, to carry out this data analysis process in an orderly manner, it is based on the stated research objectives, which were exposed in the introductory part. It is emphasized that the findings include the ideas, opinions, as well as the selections of a sample of 53 individuals, these findings were provided through a survey as a research strategy. Furthermore, the research approach for data analysis or reasoning is deductive.

Objective 1: Identify the intercultural communication barriers and their effects in the workplace.

To analyze and compare this first objective with the theory and the information provided by the sample, it was first necessary to determine the awareness that the participants had about the relationship between communication and culture.

For this purpose, question number 9 of the survey was posed, with the use of the statement "Culture is communication and Communication is culture" by the authors Hall, E.T. *et al.* (2002) it should be remembered that they mentioned that by stating this, the researchers are not stating that both concepts were the same, but they did emphasize that communication and culture are closely related.

Regarding the figures thrown by the sample, only 16 of the 53 individuals classified the estate in the "Strongly Agree" category (see graph 9) and followed by 27 individuals decided on the "Agree" hypothesis, in total numbers 43 of the 53 respondents share the line of thought of the authors Hall, E.T. *et al.* (2002). Under the previous premise, it would be correct to assume that the individuals surveyed consciously or unconsciously recognize that communication and culture together have the capacity to reproduce and spread a large

number of thoughts, beliefs, ideologies, knowledge, ideas, content and data in the world. process of creating individual and/or collective meaning, as affirmed by Hall, E.T. *et al.* (2002).

The above evidence opens the way to the identification of intercultural communication barriers and their effects in the workplace, question 11, with 66.4% corresponding to 32 responses from the respondents, of the 53 that were defined as a sample, recognized that language barriers is the first obstacle in the process of effective communication, even so, to reconfirm and corroborate the veracity or accuracy of this premise, question 14, with 66% of respondents responding with a "YES" when asked if they considered that language is a communication barrier in the workplace.

Having said the above, it can be said that the result of these hypotheses is not a coincidence, because if the contribution of the author Jane Jackson in her book "Introducing Language and Interculture Communication" (Jackson, 2019, online) is taken up, she mentioned that language has a fundamental role in the maintenance and formation of intercultural exchanges, whatever it may be through the telephone, face to face, email, online meetings.

Therefore, it is very likely that the percentage of respondents who answered these questions, admitting the responsibility that language has in intercultural communication processes, and perhaps it is because they recognize or accept linguistic differences in intercultural relations and that in situations of communicative interactions, speech and non-verbal behaviors can transmit infinite information from personality, character, social status. As well as the communicative and linguistic skills (both non-verbal and verbal) that directly influence the quality and durability of intercultural communication relationships at work (Jackson, 2019, online).

Objective 2: Assess the extent to which people experience intercultural communication barriers in the workplace.

For the evaluation of the frequency in which people at work experience conflicts as a result of intercultural communication barriers, question number 12 was proposed, with 5 hypotheses options: 1) never, 2) only 1 time, 3) at least 2 times, 4) between 3 & 5 times and 5) several times, in which precisely 30 of the 53 respondents answered with a definite "NEVER", this means that 56.6% answered that they had not been involved in a intercultural communication conflict.

However, it is noteworthy that despite the fact that 30 respondents stated that they had never been involved in a conflict due to communication barriers in question number 8, they gave answers that open up the conversation and interpretation of the questions since, how is it that part of the sample, specifically 30 individuals, have never been involved in a conflict, but a large number, based on their experiences, agree that misunderstandings and misinformation are the greatest sources of conflict, the figures and percentages indicate that of the 53 surveyed, 18 individuals with a representative 34% classified misunderstandings as the first hypothesis to increase disputes in work teams, followed by 13 respondents with 24.5% who selected the misinformation option.

Previously it was mentioned that the question opens the conversation, the reason is because if they compare the responses of the respondents with the theoretical contribution of Stefanie Stadler (Stadler, 2019, online) in the review of the literature, it was mentioned that when a company has intercultural environments, the differences that may exist between a certain group of people can quickly become primary sources of merely identity disputes, and that can easily favor much more complex conflicts, likewise it is highlighted that communication goes from being fundamental to being crucial, the reason is simple, it is necessary to remember that the first reference of identity is culture.

Another point of great importance is that the respondents mention never being involved in a dispute, but for the author Bernard S. Mayer (2022, online), conflict is a normal part of life and there are many issues that can cause conflict. within companies. Thus, a new hypothesis is considered about the respondents who answered that they had never been involved in a conflict, and that is that most people see it as something negative and uncomfortable to admit having been involved in a conflict and perhaps this has caused an unintentional bias in the question asked. The author Eunson (2012, online) talks about this topic, explaining that in general, people think of conflict as a stressful and negative experience and that extreme cases can lead to verbal violence, but much more frequently to physical violence. It is difficult to get people to admit to being part of a conflict, because by doing so they fear being perceived as conflicting people.

Therefore, this objective seems to be a discrepancy between the theory and the quantitative information provided by the sample, so it is recommended that for future research the topic be deepened to achieve consistency with the hypotheses, whether they are positive or not, to obtain higher calculation accuracy.

Objective 3: Determine and analyze the role of intercultural communication barriers and their effect on the conflict resolution process.

Questions number 17 and 18 of the survey, as a quantitative information aid, will allow to determine and analyze the role of intercultural communication barriers and their effect on the conflict resolution process, from the real perspective (respondents) and theoretical (literature review).

The first of them and with greater relevance, is question 17, the respondents were given 5 alternatives considered the most common to manage or resolve a conflict in the workplace, the answers below:

- 1) Have a conversation with the second party involvement: 62.3% of the respondents, corresponding to 33 individuals of the 53 determined as a sample, considered this hypothesis.
- 2) Talk to the supervisor about the conflict (without 2nd party involvement): 7.5% of the individuals with a representation of 4 respondents answered this question.
- 3) Go directly to the manager with the problem (without 2nd party involvement): 5.7% represented by 3 individuals in the sample.
- 4) Escalate the conflict to HR (with 2nd party involvement): 3.8% with a response from 2 respondents.
- 5) Use mediation (a third party) in order to find a solution: 15.1% corresponding to 8 respondents.

The remaining 3 respondents gave their opinion in an open question that are within category number 1

The responses provided, specifically that of the respondents who agree with "Have a conversation with the second party involvement" as one of the alternatives to manage and handle the conflict, leads us to make a comparison with the contribution of Constantin Manea (2015, online) where he mentions that what people really look for in a conflict are 4 objectives: to be heard or read (received) by the other party, to be understood from their point of view, to be accepted with their life perspectives and also, several people seek to make a change in attitudes or behaviors. In this way, the sample confirms the importance of communication in the conflict resolution process.

The answer to question 18, provides information about the techniques that the respondents consider appropriate for the resolution of a conflict due to intercultural communication barriers at work, the first thing is that the respondents, when answered, admit a basic knowledge or not of the concepts, thus 31 of those surveyed qualify mediation as the best tool to resolve the conflict, thus considering that communication is a fundamental part of conflict resolution.

Thus, it is ratified that knowledge of the role of intercultural communication barriers is essential, since this intercultural awareness can greatly help companies, so that workers become more effective and receptive intercultural communicators in work teams and especially improving interpersonal and intercultural relations communication processes in second language situations. (Jackson, 2019).

CHAPTER V - DISCUSSION

In this last chapter, an attempt will be made to incorporate all the points that were considered key to the review of the literature, the methodology, the presentation, and the analysis of the data in the development of this research project, called the dissertation.

Literature review

In the literature review, the topics discussed were communication, culture - interculture, intercultural Communication in the workplace - dispute Resolution and conflict - dispute resolution process, and all were covered with the contributions of the most renowned authors and to the extent as much as possible accompanied by recent knowledge to give it current context.

From a communication perspective, much was said but perhaps one of the most remarkable was the contribution of Katherine Miller, in her book "Intercultural Communication for Daily Life", where it is imperative to remember that communication is not just messages, or using speech to communicate; they are also a set of symbols (images, sounds or words) that provide meaning and communication not only refers to the message itself, but also to how it is sent, intended, received and interpreted (Miller, 2005, cited in Baldwin et al. , 2013, online).

It also stands out how in the workplace, the greatest conflict in intercultural communication falls on the effort of people to be understood and to understand, to generate ideas, to give

and receive feedback, in addition to making objective decisions that help determine and achieve the goals that the work team shares, and that the central axis to generate cooperation is communication. Reason why high-quality and effective communication is required to achieve the objectives and to the extent avoid conflicts, but if they arise, it responds assertively for their solution.

Research Methodology and methods

In this chapter, a series of decisions were made that were part of a systematic research proposal, which started from the epistemological philosophy of the object of study, continued with an appropriate research approach based on the philosophy and the research question, as well as for the verification of theories, the deductive field was chosen. Once these two decisions were made, the choice of the quantitative method was harmonized with the deductive approach and was supported by a questionnaire-type survey, with a cross-sectional approach, in addition, the description of the ethical aspect and the limitations of the research were added. Finally, all the factors exposed above represented and shaped a solid research methodology.

Presentation of the data

In relation to the contributions provided by the 53 respondents, they confirm, through the figures and percentages, the research question of this project, verifying that intercultural communication barriers really intervenes in the dispute resolution process and the role of language is essential. In addition, another important point is that a large percentage of the sample expressed that they are interested in learning more about intercultural communication barriers, especially those that interfere with language, in addition to techniques for diagnosing conflict and resolving disputes in the workplace. worked.

Data Analysis/Finding

In terms of the findings, the 3 points in which all the chapters of this research project are intertwined stand out, for their part, the 53 respondents gave affirmative answers regarding the role that language has in the communication process and especially intercultural communication.

It is highlighted that even though the approach of this research was of deductive origin, the existence of a discrepancy was considered in terms of the theory and the quantitative information provided by the sample in question number 12, which is considered an interpretation error. and the hypothesis of a possible involuntary bias is also supported, in which the individuals did not want to admit having been in conflict due to perception.

CONCLUSION

By carrying out this study, with the stated objectives, the information available in the literature review, and with the help of deductive, quantitative and survey approaches as part of the research strategy, a systematic evaluation of the correlation between interculturality, intercultural communication, communication barriers, resolution of conflicts and disputes, in addition, the complexities that imply or involve the situation of intercultural conflict in the workplace were highlighted.

Accordingly, throughout this research, the conceptualization of communication from the point of view of workplaces expanded even more, recognizing communication and all its forms, as one of the most complex processes of human relations, as well as the role of language as a facilitator and in turn as a barrier to the process of communication and experience of intercultural interactions.

It is worth mentioning that although the objective of this research was to evaluate the correlation between interculturality, communication and conflict, and particularly the impact of intercultural communication in the workplace from the perspective of conflict, it is highlighted that cultural differences do not always trigger misunderstandings; although if they occur frequently, it is important not to neglect that as a positive impact, it offers an enriching meaning to the work team and therefore to the company with the contribution of different points of view or way of seeing things and many other significant aspects that can be addressed in future research.

Finally, according to what has been exposed throughout the investigation, it is determined that communication is important both for the origin of the disputes, as well as their management, this is because communication is a fundamental part in all disputes. the stages of the conflict or disagreement (from the beginning to its outcome) as well as the intervention of third parties unrelated to the problem, who participate as conciliators and/or mediators in the search for understanding of the conflict and therefore of a possible solution.

REFLECTIONS

As I sit down to reflect on my overall experience after completing this dissertation, my overwhelming emotion is relief mixed with pride. Honestly, this task seemed to me one of the most difficult of all in my academic life so far, with all the challenges and the arduous research. However, the support of the dissertation manual and the Harvard reference guide played a key role in carrying out the structure as well as the development of this research, also, I cannot deny the invaluable help of the dictionary of synonyms and antonyms that was my source of meaning to understand all those new words that were presented to me throughout my dissertation project.

Along the way in this process brought out a variety of emotions and having to remain focused and disciplined throughout the process was paramount. Having researched countless sources of reliable information, my learnings were greatly influenced by the theories put forward by many authors from different periods of time. weather. Certainly, my understanding of the extent to which cross-cultural communication barriers affect the conflict resolution process in the workplace is much greater now than it was in the beginning.

In particular, having never done such detailed research at any stage before, I certainly developed skills in fine-tuning my research methods to identify theories that align with my ideas outlined in this paper, by conducting such elaborate research, I have learned that when it comes to thoroughly understanding a topic, there really is no substitute for research, to enrich and corroborate your knowledge and findings. At the heart of the research process, one of the aspects that concerned me was the issue of time and the feedback interest that my population and sample would have to participate in my research strategy. However, after all my "fears" in the end the respondents gave positive comments, perhaps the most significant was "I found it quite interesting, Mauren", this motivated me to continue and add confidence during the rest of the project

Finally, I want to thank all the support that my supervisor Gareth Leech has added to this academic experience and is perhaps responsible for almost most of the knowledge acquired during this year of studies, so there is nothing left to say but THANK YOU SO MUCH for having been my support throughout this process.

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LIST OF APPENDICES

Appendix A - Disclaimer of the Survey



To what extent do Intercultural Communication Barriers affect the Dispute Resolution process in the workplace?

 maureenjml85@gmail.com (not shared) [Switch account](#)



* Required

Information Form & Consent

You are respectfully asked to participate in this research study survey on a voluntary basis, you may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time. *

The purpose of this research study is to determine, through the identification of the main elements - factors, to what extent do Intercultural Communication barriers have effects on the process of conflict resolution in the workplace, and how people react to those barriers.

My name is **Mauren Johanna Monge Lizano**, I am a master's student and this survey is part of my dissertation project. The study is being conducted under the supervision of **Mr. Gareth Leech**, and will be used as part of my study project in order to complete a **Masters in Dispute Resolution at Independent College Dublin** (this dissertation project has been approved by the Research Ethics Committee).

You are invited to participate in this research project because you are a worker in an intercultural environment that can provide your perspective and implications in terms of intercultural communication barriers and their effect on Dispute Resolution process.

CONFIDENTIALITY OF THIS SURVEY

The procedure consists of completing an online survey (There are 20 questions to answer, it requires an approximate time of 15 to 20 minutes), the answers to each of the questions will remain anonymous, confidential and no identifying information such as your name, email address or IP address will be collected, and all data is stored in a password protected electronic format.

If you have any questions about the research study, I will be glad to answer your questions about this study at any time, and also feel free to contact **Mr. Gareth Leech** by email: gareth.leech@independentcolleges.ie

This research has been reviewed according to Independent College Dublin procedures for research involving human subject.

ELECTRONIC CONSENT: Please select your choice below by clicking on the "agree" button; below indicates that:

- you voluntarily agree to participate.
- you have read the above information.
- you are at least 18 years of age, if you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

☒ Agree

☐ Disagree

Appendix B - Questionnaire

1. Please select your age range *

- ☐ 18 - 25
- ☐ 26 - 30
- ☐ 31 - 35
- ☐ 36 - 39
- ☐ +40

2. Gender: How do you identify yourself? *

- ☐ Male
- ☒ Female
- ☐ None of the above
- ☐ Prefer not to answer
- ☐ Other: _____

3. What country are you from? *

Your answer _____

4. In which sector - industry do you currently work? *

- ☐ Construction
- ☐ Shipping & Logistics
- ☐ Education

☐ Health Services

☐ Technology

☐ Hospitality

☒ Other: _____

5. Is English your first language? *

- If your answer is YES, please continue the survey in QUESTION 7.

☐ Yes

☐ No

6. What level of English do you think you have?

☐ Beginner

☐ Pre-intermediate

☐ Intermediate

☐ Advanced

7. How many languages do you speak fluently? *

☐ 1

☐ 2

☐ 3

☐ +4

☐ Other: _____

8. Regarding conflict at the workplace, which of the following options do you think * can increase disputes in work teams?

- ☐ Misunderstandings
- ☐ Misinformation
- ☐ Misperceptions
- ☐ Disagreements
- ☐ Interpretations

9. "Culture is communication and Communication is Culture". Thus, * communication and culture are closely related **Hall, E.T. et al. (2002)**. What is your position with this statement?

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

10. In terms of communication barriers, which of the following do you think may * generate more conflicts at work?

- ☐ Psychological barriers
- ☐ Physiological barriers
- ☐ Emotional - Attitude barriers
- ☐ Linguistic barriers
- ☐ Cultural barriers

- ☐ Linguistic barriers
- ☐ Cultural barriers
- ☐ Socio-religious barriers
- ☐ Organisational structure barriers

11. With regard to INTERCULTURAL communication barriers in the workplace, *
what would you consider to be the FIRST barrier that interferes with effective communication?

- ☐ Ethnocentrism barriers
- ☐ Language barriers
- ☐ High Anxiety barriers
- ☐ Nonverbal Misinterpretations barriers
- ☐ Prejudice barriers
- ☐ Stereotypes barriers

12. In general, how many times have you been personally involved in a conflict *
due to intercultural communication barriers in the workplace?

- ☐ Never
- ☐ Only 1 time
- ☐ At least 2 times
- ☐ Between 3 & 5 times
- ☐ Several times

13. Have you experienced any intercultural communication conflict due to language barriers in the workplace? *

☐ Yes

☐ No

14. Do you believe that language is a barrier that hinders intercultural communication in the work environment? *

☐ Yes

☐ No

15. In a word (communication aside), what do you consider to be an intercultural barrier that could affect the conflict resolution process at work? *

Your answer

16. Conflict Handling Intentions -> **Thomas-Kilmann** defined the 5 conflict styles based on people's different response patterns when handling conflict as illustrated below: *

Please select what best describes your style in a conflict resolution process.



Low	Concern for Self (Assertiveness)	High
<input type="radio"/> Accommodating (Lose/Win)		
<input type="radio"/> Collaborating (Win/Win)		
<input type="radio"/> Avoiding (Lose/Lose)		
<input type="radio"/> Competitive (Win/Lose)		
<input type="radio"/> Compromise (Win some, lose some/Lose some, win some)		

17. Of the below alternatives, which one describes the most common way to resolve/manage a conflict in the workplace? *

If you wish, you can specify in OTHER your "common way" of resolving a dispute.

☐ Have a conversation with the second party involvement.
☐ Talk to the supervisor about the conflict (without 2nd party involvement).
☐ Go directly to the manager with the problem (without 2nd party involvement).
☐ Escalate the conflict to HR (with 2nd party involvement).
☐ Use mediation (a third party) in order to find a solution.
☐ Other: _____

18. Which of the following dispute resolution techniques do you consider appropriate to solve an intercultural communication conflict at work? *

If you wish, you can specify in OTHER your "technique"

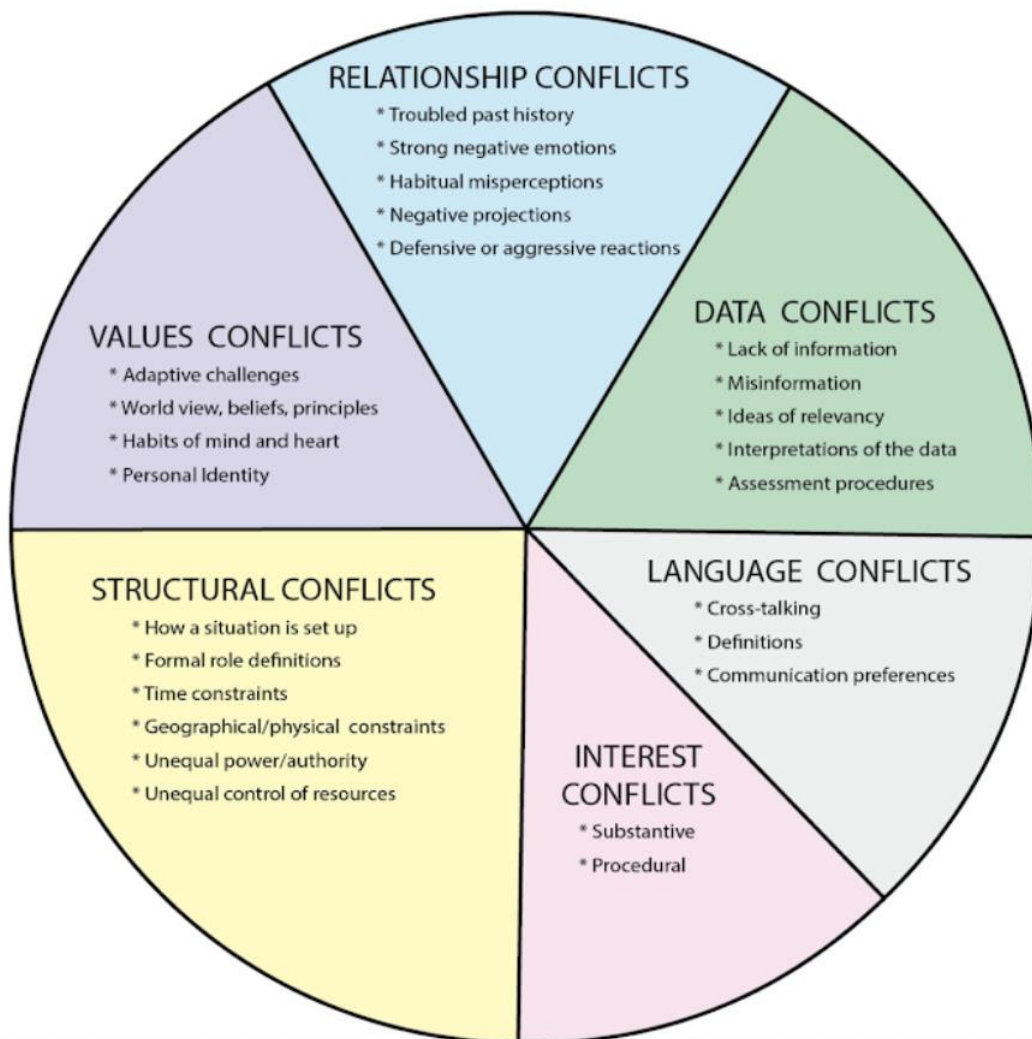
☐ Mediation
☐ Conciliation
☐ Arbitration
☐ I don't know the difference between the options

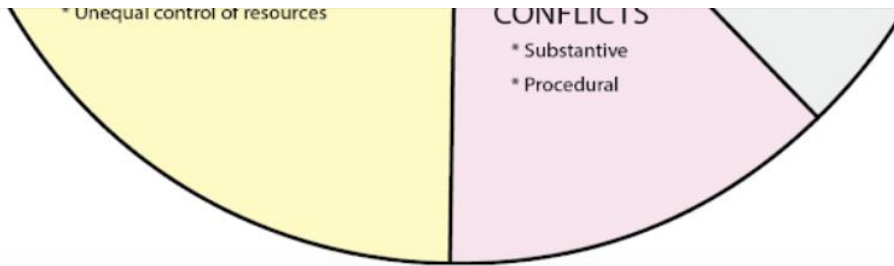
- ☐ Arbitration
- ☐ I don't know the difference between the options.
- ☐ Other: _____

19. The following image corresponds to **Christopher Moore's "Circle of Conflict"** tool that illustrates 6 possible sources of conflict (diagnosis of the causes of the conflict).

*

Would you be interested in learning how to use this tool to identify underlying causes/drivers of conflict in order to find a solution to conflicts in the workplace?





☐ Yes

☐ No

20. Do you agree that intercultural awareness can help develop intercultural communication in the workplace? *

☐ Yes

☐ No

Please feel free to comment any conflict situations about intercultural communication in the workplace with colleagues or clients you have been involved with (no need to use specific details such as: names, dates, etc.)

Your answer

Please, click to submit your responses.
Thank you very much for your participation.

Submit

Clear form

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Google Forms

Appendix C - Informed Consent Sheet.

You are respectfully asked to participate in this research study survey on a voluntary basis, you may choose not to participate. If you decide to participate in this research survey, you may withdraw at any time.

The purpose of this research study is to determine, through the identification of the main elements - factors, to what extent do Intercultural Communication barriers have effects on the process of conflict resolution in the workplace, and how people react to those barriers.

My name is **Mauren Johanna Monge Lizano**, I am a master's student and this survey is part of my dissertation project. The study is being conducted under the supervision of **Mr. Gareth Leech**, and will be used as part of my study project in order to complete a **Masters in Dispute Resolution at Independent College Dublin** (this dissertation project has been approved by the Research Ethics Committee).

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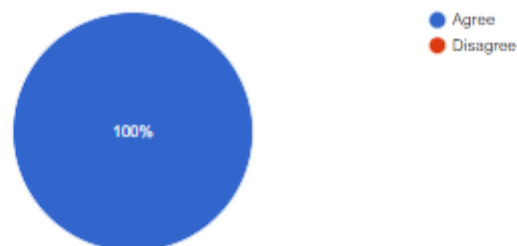
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This research has been reviewed according to Independent College Dublin procedures for research involving human subject.

ELECTRONIC CONSENT: Please select your choice below by clicking on the "agree" button; below indicates that:

- you voluntarily agree to participate.
- you have read the above information.
- you are at least 18 years of age, if you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

53 responses



Appendix D - Consent Form A

Form A: Application for Ethical Approval Undergraduate/Taught Postgraduate Research	
This form should be submitted to the module leader for the relevant initial proposal and/or the relevant supervisor if the proposal has already been accepted.	
Please save this file as STUDENT NUMBER_AEA_FormA.docx	
Title of Project	To what extent do intercultural communication barriers affect the dispute resolution process in the workplace?
Name of Learner	Mauren Johanna Monge Lizano
Student Number	51721261
Name of Supervisor/Tutor	Mr. Gareth Leech

Check the relevant boxes. All questions must be answered before submitting to the relevant lecturer / supervisor. Note: only one box per row should be selected.

Item	Question	Yes	No	NA
1	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	If the research is observational, will you ask participants for their consent to being observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Will you give participants the option of not answering any question they do not want to answer?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7	Will you ensure that participant data will be treated with full confidentiality and anonymity and, if published, will not be identifiable as any individual or group?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	If your study involves people between 16 and 18 years, will you ensure that passive consent is obtained from parents/guardians, with active consent obtained from both the child and their school/organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	If your study involves people less than 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will be present throughout the data collection period?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	If your study requires evaluation by an ethics committee/board at an external agency, will you wait until you have approval from both the Independent College Dublin and the external ethics committee before starting data collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Item	Question	Yes	No	NA
12	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.) will you inform participants in writing that their grades and/or evaluation will be in no way affected by their participation (or lack thereof) in your research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.), does your study involve asking participants about their academic or professional achievements, motivations, abilities or philosophies? (please note that this does not apply to QA1 or QA3 forms, or questionnaires limited to market research, that do not require ethical approval from the IREC)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Will your project involve deliberately misleading participants in any way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16	Does your project involve work with animals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
19	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc?)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
20	Does your study involve an external agency (e.g. for recruitment)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Do your participants fall into any of the following special groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<i>(except where one or more individuals with such characteristics may naturally occur within a general population, such as a sample of students)</i>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

If you have ticked any of the shaded boxes above, you should consult with your module leader / supervisor immediately. **You will need to fill in Form B Ethical Approval** and submit it to the Research & Ethics Committee **instead** of this form.

There is an obligation on the researcher to bring to the attention of the Research & Ethics Committee any issues with ethical implications not clearly covered by the above checklist.

I consider that this project has no significant ethical implications to be brought before the relevant Research & Ethics Committee. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the codes of professional ethics relevant to my discipline (and have discussed them with my supervisor).	<input checked="" type="checkbox"/>
---	-------------------------------------

Name of Learner	Mauren Johanna Monge Lizano
Student Number	51721261
Date	21 September 2022

I have discussed this project with the learner in question, and I agree that it has no significant ethical implications to be brought before the Research & Ethics Committee.	<input checked="" type="checkbox"/>
---	-------------------------------------

Name of Supervisor/Lecturer	Mr. Gareth Leech
Date	21 September 2022