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# COMMUNICATION

Elaborated by ARID



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- appeared in the 14th century and meant 'entering into community, having relations with someone',
- by the 16th century the term functioned in the sense of 'communion, participation, sharing',
- In the 16th century, it was given a second meaning of 'transmission, conveyance', which was associated with the development of post offices and roads,
- from the 19th century to the present day means: - the movement of people and objects through space (train, car, aeroplane), - the transmission of information at a distance (telephone, radio, television, internet).

Communication is communication between people. Communication is a process in which people share meanings through messages established in a particular culture. We communicate via telephones, videophones of the Internet, but we value face-to-face contact most highly. Most of us spend several hours a day communicating and we seem to be able to communicate. However, effective communication does not always take place, for various reasons. Communication has a variety of functions in human social life. Being aware of the importance of the function of communication will enable us to better understand and interpret the statements and behaviour of the people we communicate with.

Source: Canva

### **Communication functions:**

**Information function** - In the process of communicating, human beings gather a variety of information that is necessary to make decisions and accurately assess situations. By communicating with people, we gain knowledge, information through which we can verify our way of thinking and structure our existing knowledge. Through communication, we can develop in various areas of life and share our own life experiences.

**Motivational function** - Communication creates opportunities to motivate others to take action to achieve specific goals. A person's state of readiness to engage in a variety of endeavours is assessed on the basis of their needs and their assessment of the situation they are in. Communicating provides an opportunity to encourage others to actively pursue their needs and consistently pursue their goals.

**Regulatory function** - The process of communication is important when communicating norms, responsibilities and patterns of behaviour. In this context, communication acts as a regulator of human behaviour and it is through communication that values are enforced and desired behaviours disseminated. By communicating we can clarify our expectations and attitudes, thus avoiding misunderstandings and conflicts.

**Emotional function** - Communication creates opportunities for a person to express emotions, feelings. By communicating, a person can express his/her emotional attitude to the issues and life situations raised. Expressing emotional states through communication allows us to understand a person's intentions which is important in interpreting their behaviour e.g.: "I am so upset today that I can't concentrate". The message quickly explains why someone is not coping with a task, moreover it provides information as to why this is happening.

**Social function** - Communication creates opportunities for relationships and contacts between people. As a social being, human beings need acceptance and approval from people who are important to them. Communication makes it possible to reach out to others through various channels, which contributes to building relationships and satisfying needs of a social nature.

## Communication in the community

At present, the priority has become social integration, supporting the social aspirations of the rural population, including helping rural women to fulfil their family and professional role, which is obliged, among other things, by the unfavourable demographic changes in the countryside. Workshops are therefore organised to improve participants' knowledge and skills in overcoming barriers to effective communication, based on principles that ensure that the interests of all stakeholders are respected.

Zdj. Sebastian Góra

During the workshops/courses/training sessions, basic issues are presented in a theoretical and practical way, including the following:

- ways of breaking down barriers to communication,
- using effective communication tools,
- having effective, emotionally scorching-free conversations in difficult situations,
- learning and using the rules of social influence in local activities,
- learn and practise communication tools and techniques for effective interpersonal and social communication,
- cooperation with the local authority.



## 2. COMMUNICATION

### VERBAL

It is the basic form of interpersonal communication. It is on it, to a large extent, that our good relations with family members, co-workers and other people around us depend. Verbal communication is simply spoken language, which, if not supplemented by so-called non-verbal communication, i.e. so-called body language, can become a source of misunderstandings.

Verbal communication is a part of interpersonal communication, which consists of another important factor - non-verbal communication, i.e. so-called body language, eye contact, facial expressions and gestures. It turns out that verbal communication does not make up the majority of our communications, as 65% of them are non-verbal. The conclusion is that verbal communication, i.e. simply spoken language (but this also includes listening, reading, writing - any communication based on words), is quite poor and incomplete and is sometimes completely inadequate in everyday life.

#### **What is verbal communication about?**

For verbal communication to take place at all, there must be:

**the sender of the message, i.e. the speaker,**

**the recipient, the addressee of the message, i.e. the listener** - listening, in the context of verbal communication, is just as important as speaking; the ability to listen actively (as opposed to passively) gives the message a chance to be processed,

**language, i.e. the code used by the speaker and the listener, which they both understand.**



In verbal communication, an important role is played by:

**the content of the speech** - this is related to the vocabulary of both the sender and the receiver of the message, different words are used to address a small child and others to address a superior at work; to convey a message, care must be taken to ensure the linguistic correctness and precision of the message,

**Speech fluency** - the reception of the message is affected by the fluency of the speech, e.g. any interruption can weaken the message,

**paraphrasing** - putting into other words a message we have heard, to make sure we have understood it correctly,

**modulation and accent** - the way in which a message is accentuated can be more significant to its recipient than the content of the utterance itself,

**ilo-time** - the process of decreasing or increasing the length of time words are spoken.

### **Forms of verbal communication**

To give a full account of what this type of communication is, we need to distinguish between two basic forms of verbal communication - oral and written. These differ significantly and each is worth discussing separately.

**Oral form** - This form of verbal communication provides more opportunities to convey information and express feelings. Especially when eye contact is maintained between the interlocutors (non-verbal communication is helpful). The interlocutor can instantly relate to someone's words and establish contact more quickly. However, there are several problems in oral communication, the most important of which are the mixing of facts or overconfidence. In addition, there is a tendency to express extreme opinions or problems with adequate analysis of facts, due to the fact that verbal communication is very fast and requires sudden reactions.

**Written form** - Communication taking place through letters, documents or printed media, and in the 21st century popularised by text messaging (SMS) and the Internet. Its most important advantage is that it gives the recipient and the sender more time to analyse the content and form an appropriate response. It also allows for a closer look at the problem, acquiring the necessary knowledge and thus minimising the risk of misjudgements or misclassifications. However, it is not as effective as the oral form. Both in terms of conveying emotions, and its formality is also a handicap for many people. In written communications, we also cannot count on an instant response, which can significantly hamper communication and the resolution of various types of problems.

## The role of listening in verbal communication

It is not a question of hearing, an activity that occurs thanks to hearing receptors. The recipient of a message can have very good hearing and hear someone say something to them, yet not process the information they hear at all. If this happens, communication simply does not take place. So listening, the real kind, involves decoding the speech heard.

We distinguish:

**Passive listening** - You could say it is merely hearing. Passive listening is when the motivation of the listener is at a very low level and, literally speaking, the listener does not care about the information (or even the speaker) or his/her thoughts are preoccupied with something else and he/she cannot focus his/her attention strongly enough on the message..

**Active listening** - In this case, the listener's mind is focused and used to a much greater extent. The listener not only processes the information heard, but is able to become familiar with the speaker's views, attitude or feelings at the same time. He follows his train of thought. At this point, he not only perceives, but also uses non-verbal communication. It understands the speaker's facial expressions and gestures, and paraphrases itself to emphasise its cooperation/understanding with the speaker. All this leads not only to the communication and proper reception of the verbal message, but communication at the level of emotions and feelings. Talking about feelings is not easy.

### 3. NON-VERBAL COMMUNICATION

Gestures play a huge role in our lives, although we do not always realise it. With a raised, open hand, we can say hello to an acquaintance, a twinkle in the eye enables us to establish a rapport with someone. Non-verbal communication (non-verbal speech) offers a range of possibilities for conveying information and establishing contact with other people. By mastering it, we can communicate more effectively with people - both in our personal and professional lives. Most of us think that it is words that have the greatest communicative power. And while speaking correctly is of course of great importance, the messages we convey without their help play a much more important role.

It turns out that as much as 65% of our communication is non-verbal. Being aware of this and being able to use and read gestures in conversation therefore has a huge impact on the effectiveness of communication or understanding the intentions of the interlocutor.

Non-verbal communication makes it possible to convey (and read) emotional states, intentions, character traits or temperament. We usually send these messages subconsciously. Thanks to numerous studies, it is possible to learn the exact meaning of many gestures or non-verbal behaviours and thus to use and read them skilfully in everyday life.

Non-verbal communication takes place on many levels and we can express our emotions, views or intentions in a variety of ways. Non-verbal communication consists mainly of:

- gestures,
- facial expressions,
- physical contact,
- body position,
- tone of voice,
- distance between interlocutors,
- eye contact. .

These, of course, are just some of the elements that have a huge impact on whether interpersonal communication is effective. How we place our hands, how we look at the interlocutor or how far we stand is of great importance and says a lot about the relationship between sender and receiver. Through gestures, we substitute sentences, illustrate situations, show emotions, relieve tension, influence the recipient and show our nervousness. Being able to master all non-verbal signals allows you to reinforce the messages you are communicating and to convey certain information more easily or to conceal it.





### Functions of non-verbal communication (according to Scherer and Wallbott):

- semantic, which is aimed at modifying the verbal message - this mainly refers to accentuation, making references, negation, etc,
- syntactic, which on the one hand serves to mark the phases of conversation (e.g. making eye contact to start a conversation) and on the other hand serves to synchronise the interlocutors (e.g. making them comfortable by shortening their distance or positioning their bodies accordingly),
- pragmatic, which makes it possible to influence one's partner's behaviour and emphasise one's belonging to a particular group (e.g. appropriate dress or gestures, characteristic of a given environment)
- conversation regulation to organise the conversation.

Of course, there are also other divisions and various other functions of non-verbal communication are distinguished. By gaining knowledge of non-verbal communication, we have the opportunity to use gestures, facial expressions or paralinguistic factors to achieve specific goals. We gain the chance to construct messages and convey information appropriately, as well as to recognise the emotional state or credibility of our interlocutor..

## Communication barriers

It is sometimes the case that the transmission of information is disrupted. Barriers that appear in the way of the transmission of a message, or so-called communication noise, can be physical or psychological in nature, such as:

**Cultural differences** - These are based on the fact that each person grows up in a different environment, in a different political situation, in a different culture, and is burdened by his or her own baggage of experiences. Therefore, the same message can be received quite differently by different people. E.g. in Bulgaria, "nodding" one's head means negation, etc.

**Perceptual impediments** - The message may be impaired if the speaker speaks too quickly, unclearly or uses mental shortcuts that we do not understand.

**Stereotypes** - We are more willing and attentive to listen to someone who is, in some sense, an authority figure to us than to someone with whom we don't relate too much. It seems to us that the former can pass on information worthy of attention, while the latter 'doesn't know'.

**Self-esteem** - Our own form, both physical and mental, can affect our level of concentration, motivation, politeness, etc.

**Selective attention** - We only catch the details that interest us from the message given. Focusing on certain threads can seriously distort the information being communicated.

**Inability to decentralise** - In other words, a lack of empathy. Someone who focuses all his or her awareness on oneself is incapable of accepting any point of view other than one's own. Full understanding of the interlocutor is possible by adopting his or her perspective.

## 4. ELEMENTS OF THE PROCESS COMMUNICATIONS

**Context** - the conditions in which the communication process takes place - physical, historical, psychological, cultural aspects.

- The physical aspect is determined by the environment (temperature, light, place and time of the process, i.e. the external atmosphere).
- The historical aspect refers to a communicative situation in which the participants refer to other past episodes.
- The psychological aspect refers to the way the participants in the process perceive each other, e.g. friendliness or lack thereof, formality or immediacy of the situation.
- The cultural aspect is a system of knowledge held by a relatively broad group of people, combining beliefs, values, symbols and behaviours recognised by that collective.

**Participants** - senders and receivers - formalised, informal communication process.

Formalised communication process: the roles of sender and receiver are clearly defined and not interchangeable.

Informal communication process: the roles of sender and receiver are simultaneous and interchangeable.

Each participant in the communication process is influenced by his or her individual experiences, feelings, ideas, moods, activities, religion, etc. Participants in communication processes differ in three basic elements: attitudes towards others, gender and culture.

**Message** - information transfer - meanings, symbols, encoding and decoding, form and organisation.

Meanings: the pure ideas and feelings that exist in people's minds are translated into meanings that must be shared with the other participants in the process, otherwise they are incomprehensible to them.

Symbols: words, sounds, actions by which meaning is communicated to other individuals; symbols (word, gesture, facial expression, tone of voice, non-verbal signals).

Encoding and decoding: the process of transforming meanings into symbols and symbols into meanings; this process is generally involuntary.

Form and organisation: particularly important in public and mass communication.



**Channel** - the way and means of transporting a message from sender to receiver - 5 channels: hearing, sight, touch, smell, taste.

**Noise** - message interference - external noise, internal noise, semantic noise.

**External noise:** associated with the external environment, e.g.: heat, cold, noise.

**Internal noise:** associated with participants in the communication process, e.g. toothache, headache, fatigue, absentmindedness, feelings of anger, prejudice.

**Semantic noise:** the consequence of the sender's intentional or unintentional misuse of meaning that blocks the receiver's precise decoding of the message.

**Feedback** - the recipient's reaction to the message after it has been decoded - immediate, delayed.

Source: canva





## 5. COMMUNICATION TECHNIQUES

### Active listening

The key to successful interpersonal relationships is active listening, which boils down to showing the interlocutor attention, respect, kindness and empathy, while refraining from making judgements, accusations and giving advice.

Maintaining eye contact helps to focus attention on the message being transmitted by the interlocutor,  
turning with the body towards the interlocutor,  
sustaining the conversation by encouraging it to continue,  
not interrupting the speaker,  
nodding and sending gestures indicating that you are listening to the interlocutor,  
asking open questions,  
refraining from judging and over-interpreting,  
openly expressing one's own needs and expectations.

How do you focus on the speaker's spoken words? The secret is intention and committed.

### Active listening techniques

**Paraphrase** - This is repeating in your own words what you have understood from your interlocutor. It gives confidence that you have understood your partner, thus preventing anger and misunderstandings; it structures the conversation and helps you to remember the information and removes or reduces possible barriers. In addition, confirming that you are listening to and understanding the other person allows you to gain their sympathy and respect.

**Precision** - When, at some stage in the conversation, an issue arises that is not clear to the recipient of the message, it is important to clarify the issue, i.e. to ask questions that help to get a fuller picture of it. Precision helps to clarify doubts and sends a signal to the interviewer that the recipient is interested in what is being said.



**Clarification** - An active listening technique that helps to structure the essential elements of a conversation. Allows interlocutors to make sure their considerations are about the same thing. Provides an opportunity to see the most important elements of a conversation in a clear form.

**Summarising** - When the conversation is over, it is time to verify that the two people have received the messages equally and to bring together in one sentence the most important findings. This is a useful technique when negotiating in a relationship or at work.

**Encouragement, appreciation, naming feelings** - During the conversation, it is useful to show your interest in the interlocutor's words by nodding and using phrases such as 'aha' and encouraging them to continue the topic - 'tell me more', 'go on'. Through appreciation, i.e. highlighting and appreciating certain points, the interlocutor feels that the effort he or she has put into the conversation is not in vain ('you're talking about important things', 'it's an important issue', 'I'm glad you're telling me this'). Mirroring, on the other hand, is a demonstration that you understand what the interlocutor is feeling. It can be compared to a mirror - your partner can see that they have support in you ('I can hear the joy in your voice when you say that').

## 6. EMOTIONS IN COMMUNICATION

**Emotions (emotions) are defined by psychologists as: "a complex pattern of bodily and psychological changes involving physiological arousal, feelings, cognitive processes, visible modes of expression (including through facial expressions and body posture) and specific behavioural responses that occur in response to a situation perceived as important to the person"( R.J. Gerrig, P. Zimbardo).**

Emotions are important in human life because of the informational potential they carry with them, enabling a response to circumstances external to the human being. However, they are more than that, because they are lived, they co-create the human experience, giving it distinctiveness and uniqueness. In human interactions, they are an important source of intrapersonal and interpersonal cues - this applies both to one's own emotions and to those perceived in others.

Emotions are most fully expressed through body language, although joy, agitation or uncertainty can also be communicated through words. However, body language, compared to verbal speech, offers more possibilities, if only because it is multichannel, i.e. information can be conveyed at the same time by facial expression, gesture, posture, tone of voice or gaze, and because it is less controlled by consciousness - if body language contradicts verbal speech, we are most likely to believe non-verbal messages. People can sense falseness because on the basis of non-verbal reactions, on a level that is also unconscious, the reception and interpretation of messages takes place.

Source: canva



When words do not match the non-verbal message, we are inclined to believe more what we see than what we hear. The verbal communication of emotions is based primarily on the right choice of words and the appropriate construction of sentences. Leaving written communication aside, paralinguistics (timbre, volume, tonality, rhythm, tone of voice, rate of speech, articulation, etc.) are inextricably linked to it. The ability to recognise emotions in oneself and others allows for communicative expression appropriate to the situation (inhibition or disclosure of emotions).

Emotions can be positive and negative. Positive ones warm relationships. Using them during negotiations brings excellent results. Knowing how to share them is a great art.

Negative emotions, on the other hand, introduce a lot of destruction and hurt the conflicting parties. They generally change the substance of the disagreement. Positive ones have a huge, uplifting potential. In contrast, we tend to focus on negative emotions. Their destructive role has contributed to the collapse of many countries, and they have been the cause of failed business contracts. The thing with emotions is that they come very quickly, but fortunately they pass just as quickly. Their life span is dynamic, but it lasts a while, leaving a great deal of havoc in its wake. They are like a contagious disease - they infect all who are in the field of the infectious. Sent into the ether, they live on in the imaginations of those to whom they are directed. Unfortunately, from that moment on, we no longer have any influence over them. With the help of emotions, we express the problems that affect us. Of course, the signals sent are generally not very clear. The conflicting party tries to decode them effectively. It turns out that very often their interpretation is wrong. With emotions, it is similar to the packaging of a precious gift. To enjoy it, you have to get through unwrapping it. Judging a surprise on the basis of the packaging is like interpreting an opponent's intentions by means of emotion. After all, you never know whether the person expressing the emotion is doing so consciously and wants to give a message in this way, or whether it is perhaps just a subconscious fear. Each situation is different and a different solution must be found for each.

The opponent's emotions should always be treated as a signal behind which the substance is hidden. To recognise them, one needs inner calm. When we are in this state, it is a mistake to argue our own case, and even more so, to attack the other side's case. The opponent's emotions force us to focus on ourselves and fight for our own reasons. It is necessary to move away from the power of arguments, which manifests itself in talking and attacking, to listening to the other side's rationale and understanding what lies behind those emotions.

## 7. CONFLICT RESOLUTION

The word conflict comes from the Latin language and literally translated means 'clash'. Two different: tendencies, values, attitudes, expectations, views, interests, goals, ideas, feelings, needs or perceptions of reality collide at the same time. These differences are not accepted by the parties and a dispute occurs.

Conflicts are inherent in human nature, they are even inevitable, they arise from the dynamics of processes between people. One could say that the more social contacts we have, the greater the risk of conflict situations. Conflicts have been, are and will be there, they cannot be completely eliminated from life, but we can learn how to prevent them, how to mitigate their negative effects and how to resolve conflicts in a constructive way, i.e. for the benefit of both parties involved. The psychological determinants of conflict formation assume that the emergence of conflict depends on how the situation is perceived and understood, and whether and what action will be taken by the conflicting parties. This is about the cognitive evaluation of the situation. Some people will perceive a situation as conflictual, while others will not.



Source: canva

The American mediator Ch. W. Moore distinguished 5 potential sources and thus types of conflict. These are:

- **Conflict of values** (differences in religion, ideology, traditions; values related to one's own self - the identity of the person; everyday values - customs, conventions),
- **Relationship conflict** (misperception; poor communication; strong emotions; stereotypes; negative, retaliatory actions),
- **Conflicts of interest** (material interests - money, time, division of labour; procedural interests - the way the conversation is conducted; psychological interests - self-esteem, dignity, respect, trust),
- **Data conflict** (missing information; misunderstanding of data; different interpretations of data, different data collection procedures),
- **Structural conflict** (unequal control of resources; unequal distribution of power; spatial distribution; time constraints; excess tasks; different social roles).

It is worth pointing out that sometimes several causes overlap in one conflict situation. If the conflict is exacerbated, new issues are added to the original cause. This shows how important it is to take swift action so that contentious issues do not build up. Conflict is a dynamic phenomenon, so we can identify successive phases in it. The first phase is the recognition of the conflict - we realise that something is wrong, we feel bad about it, there are initial disagreements. Then mutual hostility emerges - in the form of negative accusations, verbal aggression. The next phase is the climax of the conflict - as a rule it lasts a short time, but it is very turbulent, strong emotions appear, including hatred, it is much more difficult to have common sense and to listen to each other. The escalation of the conflict is followed by a calming down

- then a constructive dialogue can take place, separating emotions from facts. The last step we should strive for in a conflict is agreement - a rational confrontation of positions and argumentation allows us to find a mutually satisfactory solution to the conflict.

## Constructive ways to resolve conflicts:

- The primary and most constructive way to resolve conflicts is through conversation. When emotions have subsided a little, prepare for it by choosing a favourable place and time: a quiet place, preferably without the presence of third parties - their presence unnecessarily encourages parties to escalate. It is better to carve out more time than less - time pressure can amplify tension, making constructive dialogue difficult. Express approval of the meeting and optimism about the outcome; ask the other side to express their point of view; have a dialogue - this assumes an 'us vs. the problem' attitude and a win-win strategy. Identify the source of the problem and then ways to mitigate or eliminate it for the benefit of both parties. If you come to an agreement, it is useful to conclude a contract - of a psychological nature - write down your conclusions and observations or verbally summarise the conversation.
- Applying an assertive attitude.
- Strengthening active listening skills.
- Using 'I' messages in conversation, e.g. if you look at your phone when I am talking to you (fact - the other person's behaviour - no judgement), then I feel ignored (my reaction).
- Treating the conflict as a problem to be solved (entering into direct negotiations, using mediation).
- Seeking support (appealing to authority or others to build a coalition).
- Appealing to a third party to decide whose side is right (calling an arbitrator, taking legal action).



## How to resolve conflict in the local community?

When conflicts arise in the local community, it is useful to use the conflict resolution methods mentioned above. Rural housewives' circles are groups whose aim is to integrate and provide mutual emotional and social support to their members and the wider village community. The activities of the circles unite and unify the village socially, which contributes to improving the quality of life of the village community. It is therefore important to remember to always analyse the conflict and graded ways of resolving it. In the event of conflict, common ground should be sought to solve the problem. This is about the atmosphere and the relationship with the person in conflict, as well as other people who will be aware of the conflict, and there will certainly be many of them.

## 8. MANAGING THE COMMUNICATION PROCESS

Creating process of communication is a requirement proper functioning of the organisational unit. Of course, at competitiveness the competitiveness of a company is of course influenced by other factors besides the quality of the tasks carried out by the employees, whether they originate from the internal or external environment. However, the basis of management is the communication process, which mediates tasks tasks of planning, organising, motivating and controlling. Positive interpersonal relations and good teamwork require adequate communication skills, which should be skilfully supported and improved with the help of appropriate training. Effective team cooperation fosters innovation and creativity within the team. Organisational managers should support it through both technological solutions (IT tools, online information exchange forums, etc.) and face-to-face forums for the exchange of information and knowledge face to face.



## 9. LITERATURE / SOBILITY

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**PROJECT  
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**Enhancement of  
Rural Women's Associations  
as a Chance for  
Growth of Women  
Entrepreneurship**

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