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Running Head: PERSUADING

Reactions without a Baguette in the Face:  
Intercultural Persuasion involving French People

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## Abstract

The following study examines persuasion in French culture. Assuming a cultural unity of behavior and beliefs, this particular study looks at these respondents' relative preferences for statistical, anecdotal, causal, and expert evidence in particular persuasive attempts. This study suggests that the French people from this particular study are more responsive to causal and expert evidence. While there is not a lot of literature on the subject, this study presents itself as a starting point for more studies that wish to further examine the differences in usage of persuasion and which will be the best method of use when communicating with people from different cultures.

Reactions without a Baguette in the Face:  
Intercultural Persuasion involving French People

*Introduction*

People make decisions in politics, in business, and in everyday life. Sometimes, these decisions are not absolute; instead, they are a compromise between two or more parties. These parties may be from a similar country, a similar background, and have similar looks. However, chances are that, during their every day encounters, people will engage in an intercultural communication dialogue in order to convince others to go along with decisions. There are many different definitions of intercultural communication. Ting-Toomey and Chung (2005) note, “an intercultural communication is the symbolic exchange process whereby two individuals from two (or more) different cultural communities negotiate shared meanings in an interactive situation” (p. 39). More simply, it is an exchange between two people from different backgrounds. Yet, the question is, “Where do these distinctions stem from?” Culture is defined as “a learned meaning system that consists of patterns of traditions, beliefs, values, norms, meanings, and symbols that are passed on from one generation to the next and are shared to varying degrees by interacting members of a community” (Ting-Toomey and Chung, 2005, p. 28). Therefore, different cultures are based upon tradition as well as symbols and meanings. Ting-Toomey and Chung (2005) define tradition as a compilation of “myths, legends, ceremonies, and rituals that are passed on from one generation to the next via an oral or written medium” (P. 33). In other words, differences in cultures are numerous and can predict beliefs and possibly even behavior (Ting-Toomey and Chung, 2005). It is frequent when one hears that the world is small. Thus, with the inevitable intercultural interaction, especially with the

technology that is available at most fingertips today, it is necessary to examine steps that one would take in order to have an effective conversation.

Ultimately, this study tries to answer the question of what is known about the persuasion of French people in intercultural conflicts. If there is a response to this inquiry, this study further investigates the question: “What is known about the construction of a persuasive message when communicating with a French person?” In addition, how would one go about constructing his or her argument so the subject agreed upon will fall or has a better chance to fall in favor of the American stakeholder?

### *Purpose and Rationale*

The purpose of this study is to provide those who have an existing intercultural relationship with a French man or woman, or those who encounter French people in the world of business, politics, and/or everyday life, to acquire the necessary tools to assume that their conversations work effectively and instill the use of persuasion. This may lead to an avoidance of conflict and/or winning an argument if the opportunity presents itself. There are many different real life examples that support this study’s means of achievements. The first being that if an American diplomat can persuade a French one, Americans may have more power, more funds, and more support on their side. In addition, for the businessman and businesswoman, if a venture or opportunity presents itself, involving the purchase of a company that is French owned, it may be useful to have a persuasion repertoire in order to gain the most out of the situation.

### *Preview of Study*

This study examines the importance of persuasion and the construct of a message for an audience of a different culture, specifically for the exchange between French and American people. An emphasis is placed on this exchange and look at the communication structure in

order to benefit the American politician, businessman or woman, or everyday person who deals with some French person in an intercultural communication conversation. This study looks to advance knowledge of persuasion, especially in intercultural exchanges between French and American people.

### Literature Review

There is a wide variety of literature that presents an argument about persuasion (Gravel, 2001; Fitch, 2003; Cameron, 2009; Gray, 2008; Johansen and Joslyn, 2008; Rogers, 2007; Hornikx and Hoeken, 2007; Rieke and Sillars, 1984; Hoeken, 2001). Previously, persuasion literature has focused on areas such as persuasion in the classroom (Gravel, 2001), the role of persuasion in political settings in media (Johansen and Joslyn, 2008), the role of persuasion in medicine (Cameron, 2009; Gray, 2008), and persuasion types (Hornikx and Hoeken, 2007; Rieke and Sillars, 1984; Hoeken, 2001). More specifically, Cameron (2009) states, “there are almost as many different definitions of persuasion or persuasive communication as there are persuasion scholars” (p. 309). While these uses for persuasion are different, the outcome is the same; it is to change the person’s opinion or mind frame to benefit the sender of the message (Rogers, 2007).

Fitch notes in her (2003) study, “it is commonly recognized that persuasion is fundamentally shaped by culture, understood here as community-specific premises about personhood, relationships, and communication” (p. 100). While this study provides a large insight into persuasion communication methods, it does not examine the dynamics of personal relationships nor does it highlight the personhood of each French individual. These wide varieties of definitions lend themselves to many different lenses that can be applied when looking at an intercultural communication exchange between an American and a Francophone. It is believed that if the message is constructed well then there will be a specific consequence

(Chaiken, 1987; Hornikx and Hoeken, 2007; Petty and Cacioppo, 1986). In other words, how well persuasion is presented determines results. More specifically, Cameron (2009) notes “response changing is the most recognized aspect of persuasion: that of value, belief, attitude, intention, or behavior change” (p. 310). Therefore, this study measures through responses. The following paragraph is a list of where this study hopes to excel and fill gaps in previous literature dealing with persuasion and intercultural communication.

#### *The Lack of Specificity (The Gap)*

Previous studies indicate that there are a few different ways to approach persuasion (Cameron, 2009; Hornikx and Hoeken, 2007; Gravel, 2001; Fitch, 2003; Gray, 2008; Johansen and Joslyn, 2008). Very little is known about which persuasion types are best used in French culture. In a study by Hornikx and Hoeken (2007), they examine the differences of persuasion between Eastern and Western cultures, and then proceed to find differences within Western cultures. Although, they reference the French and French culture, they are not solely examining France. Instead, the study is a compilation and comparison between the Netherlands and France. In addition, Hornikx and Hoeken (2007) do not discuss anecdotal evidence, which is included in this specific study. While Hornikx and Hoeken’s (2007) research is key to the current study, the literature and findings are not specific enough to the French culture itself; a gap that this study attempts to fill.

#### *Defining Variables*

While there is not much literature in the communication field regarding this subject, within the last few years, communication scholars have begun to make big impressions with their discoveries (Hornikx and Hoeken, 2007; Fitch 2003). The following three sub-sections are ordered first by defining the separate variables and then theorizing what happens when these two

variables are joined together. These sections heavily draw on previous literature that is founded specifically on the idea that French people are persuaded and the study of Hornikx and Hoeken (2007). The analysis of the separate pieces and the combination of variables leads to the hypothesis and introduce which population this study targets and how the variables are measured.

*Independent variable as French culture.* French culture is defined in many different ways. However, Hornikx and Hoeken (2007) note, “in cultures with large power distance, such as the French or the Belgian culture, people accept and expect that some people determine other people’s behavior” (p. 446). They further state that “in large power distance cultures, students depend on teachers, authoritarian values are adhered to regardless of one’s educational level, and education is teacher-centered” (p. 446-447). Ting-Toomey and Chung (2005) explain large power distance cultures as cultures that “tend to accept unequal power distributions, hierarchical rights, asymmetrical role relations, and rewards and punishments based on age, rank, status, title, and seniority” (p. 63). In simpler terms, French people take cues from their superiors, which in this case are people with more power, people with expert knowledge, or older generations. Not only is France in the power distance category, it is characterized as being a high power distance country (Hornikx and Hoeken, 2007). Therefore, with the knowledge that French culture is highly influenced by power distance, one can determine which persuasion method is best used and if that message is credible.

*Dependent variable as persuasion evidence.* There are many different kinds of persuasion models explained in a study by Cameron (2009). However, this study specifically looks at how a French person responds when persuaded by with expert evidence. These messages are typically to the point (Hornikx and Hoeken, 2007; Schellens and Verhoeven, 1994). The credibility of an



argument usually depends on the outcome and the desires of both individuals (Feteris, 2002; Hornikx and Hoeken, 2007). It is argued that there are four different kinds of persuasion evidence: statistical, anecdotal, causal, and expert (Hornikx and Hoeken, 2007). These four types of evidence and cultural cues combined yield for an intriguing study.

*Statistical, Anecdotal, Causal, and Expert Persuasion*

Statistical, anecdotal, causal and expert persuasions are the four different kinds of persuasion evidence presented in Hornikx and Hoeken's (2007) study of persuasion evidence and culture. Statistical persuasion is the first type of argumentative evidence. It is using numbers to explain a point (Hoeken, 2001):

For instance, to support a claim about the beneficial economic effect of building a second airport, proponents may give an example of another country in which the building of a second airport had a strong beneficial effect on that country's economy. [To provide statistical evidence in this situation], one [would present] a percentage or some other descriptive statistic representing the proportion of countries profiting from building a second airport (Hoeken, 2001, p. 426 – 427).

However, Hoeken (2001) warns that even though statistical evidence is a good form of persuasion, one must be aware that the source is relevant and strong in the eyes of the receiver.

In other words, does the statistical analysis represent that which one wishes to examine?

An example of this type of evidence is data that is provided looking at "building a second airport in developing countries [which] may not be comparable to developing a second airport in The Netherlands" (Hoeken, 2001, p. 427). Anecdotal evidence explained by Rieke and Sillars (1984) notes that this type of evidence is a combination of two variables that makes sense. They continue that if one exists then it makes sense for the other to exist. In terms of the airport

example, “the second airport in this other country serves as an example for the beneficial economic effects a second airport can have. As such, it is an instance of anecdotal evidence” (Hoeken, 2001, p. 426).

The third type of evidence is causal. Causal is a simple reason why occurrences may or may not happen (Rieke and Sillars, 1984). Back to the airport example, Hoeken (2001) notes that people may want to build an airport for numerous reasons, such as opening the airport to open up more jobs to citizens or to increase tourism traffic by having more than one airport to have a quicker turnaround.

The last type of evidence and the ones that this study focuses on the most is expert persuasion evidence. This type of evidence is “confirmation by an expert” pertaining to a statement or an area of uncertainty (Hornikx, 20008). Therefore, if this is applied to the airport model, a foreign official from a tourism department might claim that tourists are more likely to come to The Netherlands on vacation if there was a quicker turnaround which in the end, may call for the construction of a new airport. While each of these different evidence types is important in the communication field while studying persuasion techniques, this study specifically seeks out the correlation between expert persuasion in French culture.

#### *Variables Combined: Rationale*

It is believed that expert and causal evidence yield more of a response than statistical evidence does within French culture (Hornikx and Hoeken, 2007). Thus, one could hypothesize that expert evidence in French culture has an even larger following than that of causal because of the French tendency to obey authority. In short, with this knowledge, there is a basis for a hypothesis:

*H1: French people are more likely to be influenced by a person from another culture if that foreigner uses persuasion evidence in the form of expert knowledge rather than anecdotal, causal, and statistical statements. Therefore, these French participants will respond most favorably to expert evidence.*

## Method

### *Procedure and Sampling*

While a random sample that gathers a representative analysis of all French people is ideal, it is quite difficult with the distance (space and time) and little access to records with every French address. Thus, while a mail survey is preferred due to the possible return response and a wide opinion, an e-mail survey is the best available option. This survey begins with a convenience sample and may then branch out to friends, co-workers, and family members of the original participants. Specific to this study, there are questions that have never been asked before in terms of persuasion in an intercultural context to French people. Therefore, it is pivotal that this survey not only be complete but thorough. Furthermore, an e-mail based survey yields less time and money spent on conducting and training than an experiment (Hocking et al., 2003). Faster results, less money spent, and a hopefully comprehensive response proves beneficial in studying persuasion in French culture because it gives this study faster and more conclusive results without hundreds of dollars being wasted where it is not necessary.

It has already been established that there is an advantage to using a survey in this particular study. Yet, the question remains, how and to whom will these surveys be delivered? With the implementation of an e-mail survey, this study has a wide variety of respondents. This, hopefully, reduces the risk of inconclusive or inaccurate data. An e-mail survey, which is a relatively new technique, since the introduction and acceptance of the Internet as a form of

communication, is a survey sent to various e-mail addresses providing a link connecting respondents to an online program. Here, respondents can fill out a survey themselves in the time however long it takes them to read and answer the question. More specifically, this study used an online service that helps one to design a survey, collect responses, and analyze results.

This study uses a convenience sampling with a size of 30 respondents. Convenience sampling, simply put, is “a nonprobability sampling technique where you sample from a population or universe that is convenient to you” (Hocking et al., 2003, p. 444). Due to the fact that France is far, and there is little access to the residents, a survey was e-mailed out to acquaintances in France, typically in the Berry Region, the city of Tours, and in Paris. Due to the distance and the possibility for non-response, the study calls for a small sample size of 30 to 50 French individuals who are 18 years of age or older. With convenience sampling through acquaintances, one hopes to gain the best possible representation of a French population.

Contact has been made with a high school French teacher who has agreed to look over the survey to make sure everything makes sense and is coherent. A native French person also examined the survey to further solidify its coherence.

#### *Measuring With Multiple Choice Questions and a Likert-Type Scale*

Multiple-choice questions as well as a likert-type scale are used in this study to examine the attitudes of the respondents (Hocking et al., 2003). Multiple-choice questions are used which urge each respondent to choose one method of persuasion evidence over the other. However, in each question all respondents have the option of not answering the question. In addition, a likert-type scale is a measurement with complete agreement, agreement, uncertainty, disagreement, and complete disagreement (Hocking et al., 2003). This allows people the leisure of not only taking a middle ground but also the ability to disagree with the statements slightly so that they do not

have to identify a concrete “yes” or “no” answer (Hocking et al., 2003). Therefore, it is beneficial and in some way behooves this study to use a likert-type scale with a few multiple-choice questions.

#### *Likert-Type Scale and Persuasion Evidence*

This study measures persuasion in French culture with the exception of one question. The survey is taken from Hornikx and Hoeken’s (2007) study persuasion evidence within the French culture and was modified to fit this study. There are a total of ten questions. Questions one through five ask respondents if a foreigner were to approach them with a message, which one would they be more influenced by. Each of these questions has an option of statistical, anecdotal, causal, and expert persuasion evidence, which are randomized by the computer to ensure that people do not get into a pattern of marking the same letter when responding to the survey. However, for the time being and in the Appendix of this study all the (A) options on the multiple-choice and question six are anecdotal, all the (B) options and question seven are statistical, all the (C) options and question eight are causal, and all the (D) options and question nine are expert. Respondents then evaluate the next set of four claims by circling whether they completely agree, agree, disagree, completely disagree, or are uncertain. The last question at the end of the survey will ask respondents to provide their age to ensure that no person below 18 years of age takes the survey.

#### *Data Analysis*

This study calls for a wide demographic. However, children under 18 years old are not of concern to this particular study. While their input may be of importance, there are sufficient results from respondents 18 and older. In short, the demographic are native French men and women ages 18 and older who reside in France.

### *Frequency*

This study simply calls to look at the frequencies of each evidence type. A frequency distribution is “the number of responses that fall in a category in a nonparametric analysis” (Hocking et al., 2003, p.446). They continue that these responses “can be analyzed as numbers, percentages, or proportions” (Hocking et al., 2003, p.446). Therefore, all the data was converted to numerical form to use frequency distribution to analyze the responses.

### *Assuming Reliability*

For this study, it would be wrong to assume its reliability. Due to the fact that there has been a comparison between French and Belgian culture (Hornikx and Hoeken, 2007), there is some reliability that can be drawn from past studies, which helps this study’s validity. In addition, this study had to modify the existing survey by Hornikx and Hoeken (2007). Therefore, with a new layout using existing statements, one could have destroyed all of the existing reliability with the modifications that were made. Moreover, no inferential statistics are used in this survey; therefore the study cannot statistically claim one evidence type is better than others through correlation. Therefore, because there is little previous research, this study does not use inferential statistics, and this is a study that is relatively new to the communication field, one must remain skeptical of complete reliability.

## Results

From the data collection, through the use of surveys, it is safe to assume that the French people, at least from this sample size, are more influenced by a different culture if they are persuaded with causal and expert evidence. In questions one through five, each type of evidence was given a numerical value. For example, anecdotal evidence was marked as one. Therefore, each time that a respondent chose anecdotal evidence over the other types of evidence in a

question, it was scored as one. This continues for each type of evidence. Thus, statistical evidence was a two, causal evidence was a three, expert evidence was a four, and non-response was a nine. The first data table displays the frequencies of each type of evidence corresponding to its given number (see Appendix 5).

Types		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	9.3	9.3	9.3
	2	32	21.3	21.3	30.7
	3	64	42.7	42.7	73.3
	4	35	23.3	23.3	96.7
	9	5	3.3	3.3	100.0
	Total	150	100.0	100.0	

This table suggests that there is a preference for causal evidence among these French respondents. Of the five questions between 30 respondents yielded 150 responses. Of those responses, 14 were anecdotal yielding 9.3%, 32 were statistical yielding 21.3%, 64 were causal yielding 42.7%, 35 were expert yielding 23.3%, and the non-response had five responses yielding 3.3%. Therefore, 42.7% of the time of French people, in this study, preferred causal evidence to other types of persuasive evidence. While expert evidence has the second highest frequency level, it was only chosen half of the time compared to causal. This implies that in this particular study, causal evidence was preferred among the respondents.

The second half of the study, questions four through nine were handled differently than the questions listed above but suggested similar results. Each question targeted a different type of persuasion evidence. As noted before, question six measures anecdotal evidence in a likert-type scale, which asks if French people are influenced by this particular statement. They are given five choices where they had to choose if they would strongly agree, agree, are uncertain, disagree, or strongly disagree with this statement presented by a person from another culture.

Each measurement in the scale, strongly agree, agree, uncertain, disagree, and strongly disagree were given numerical significance. Strongly agree was labeled as one, agree was labeled as two, uncertain was labeled as three, disagree was labeled as a four, and strongly disagree was labeled as a five. The second set of tables (see Appendix 6), each labeled as a different type of evidence list the frequencies of strongly agree, agree, uncertain, disagree, and strongly disagree, explaining French people's reaction to anecdotal, statistical, causal, and expert persuasive evidence.

<b>Anecdotal</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.3	3.3	3.3
	3	14	46.7	46.7	50.0
	4	8	26.7	26.7	76.7
	5	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

<b>Statistical</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8	26.7	26.7	26.7
	3	18	60.0	60.0	86.7
	4	2	6.7	6.7	93.3
	5	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

<b>Causal</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	20.0	20.0	20.0
	3	22	73.3	73.3	93.3
	5	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

<b>Expert</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	9	30.0	30.0	33.3
	3	15	50.0	50.0	83.3
	4	2	6.7	6.7	90.0
	5	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Looking at the first table examining anecdotal evidence, responses are skewed more toward the negative spectrum of the scale. One respondent or 3.3 % answered "agree" to this



statement, while fourteen others or 46.7% answered “uncertain,” eight or 26.7% answered “disagree,” and seven people or 23.3% answered “strongly disagree.” This data set suggests that when presented with anecdotal evidence in persuasive intercultural communication, many of the respondents from this study did not agree with the statement.

The second table, the statistical table, hints positive response with little disagreement among the respondents in this study. Eight respondents or 26.7% agreed to the statement. Whereas, 18 respondents or 60% answered "uncertain," two respondents or 6.7% answered "disagree," and two respondents or 6.7% answered "strongly disagree" which suggests that there is still small disagreement by French people in this study when being convinced by a foreigner with statistical evidence.

In the third table, looking at causal persuasive evidence, there is a strong middle ground of uncertainty among the sample size of French people with some agreement and little disagreement. The data concerning causal evidence is as follows: Six French people or 20% answered "strongly agree," 18 people or 73.3% responded "uncertain," and two people or 6.7% marked "strongly disagree" when asked if they believed a person from another culture when they used causal evidence. Thus, this table hints that there is a bigger consensus among French people from this study, that when using causal evidence they are more likely to be uncertain or agree than they are to disagree.

Analyzing the last table, the expert persuasive evidence, there are many respondents that agreed to this statement, yet there was also a significant amount that also "disagreed" and "strongly disagreed" with the statement. The frequencies and percentages for this table are as follows: There was one person or 3.3% that "strongly agreed," there were nine others or 30% in agreement, 15 or 50% percent answered "uncertain," two people or 6.7% answered "disagree,"

and three people or 10% strongly disagreed with the statement. Therefore, it this study implies that while there are a number of French people in this group that respond positively to expert evidence and agree with it, there are still others who disagree.

### Discussion

Findings suggest that in this study anecdotal evidence types had less strength in arguments compared to other evidence types. Statistical evidence, on the other hand, hinted a positive response but had little disagreement among respondents as well. Overall, statistical evidence while, suggesting a strong agreement in this study, may have more disagreement than causal evidence but may have less than expert evidence. Causal evidence had the smallest amount of disagreement and the largest amount of responses in favor of uncertainty among respondents in this study. Lastly, expert evidence had the most positive responses among all of the evidence types. However, it had the second highest number of responses where people “disagreed” or “strongly disagreed.” Therefore, in terms of agreement, expert evidence, particular to this study, wins in terms of respondents who advocated in favor of this evidence type. Results suggest that when looking at the least disagreement, causal is the preferred choice of persuasive evidence over the other evidence types. Ultimately, this study implies that among respondents from this particular study, both expert and causal evidence may have better odds to be accepted or not rejected.

### *Both Sets of Data Combined*

This study, with support by both sets of data, reveals that people from another culture may influence the French people in this study when these outsiders use causal and expert persuasive evidence in arguments. Furthermore, this study hints that people may want to consult experts in the field of study when constructing their argument before presenting it to French

people. In addition, this study implies that it may be beneficial to tailor arguments to fit each situation. By combining these two persuasive types of evidence, one could potentially gain the support and agreement from a French person in response to an argument.

### Conclusion

While this is not by the particular outcome that the study predicted, because it suggests that French people in this study are heavily influenced by causal evidence as well, there may be a few areas where the study was not carried out correctly. By looking at French cultural backgrounds, there may be a simple error with the survey, the personhood may differ too much in persuasion to be categorized, cultural regions may differ in comparison to others therefore requiring communication scholars to look at each region through a different cultural lens, or there may need to be a larger and more one-on-one, personal survey to really understand the connection between culture and persuasion. However, this study did highlight some key discoveries in the communication spectrum, all somehow relating back to persuasion.

There are many applications for persuasion that further encourage the development of this area of communication. The following two paragraphs highlight possible advantages that can be drawn from further studies on this subject and what this study suggests to help in intercultural communication. These real life examples of political and business intercultural exchanges thus show that there is a real need for further research on this subject.

#### *Politics at an International Level (With Focus on Franco-American Alliance)*

There are many exchanges, foreign and at-home, that involve people from cross-cultures who communicate for political purposes. According to the Diplomatic List: Order of Precedence and Date of Presentation of Credentials (2009, November 19), there are, in the United States alone, one hundred and eighty-nine international and regional representatives. Not only is this

number large, but it also implies that there is, as noted, a large foreign presence in the United States. Therefore, with a proper model and analysis of how to conduct oneself in an intercultural exchange, specifically emphasizing the exchange between French people and Americans, one can hope to persuade a government official to vote, side, or act in his or her favor. A possible future advantage from the results of this research could shed some light on recent disagreements between the French and American Governments, specifically those taking place in 2001.

Following the aftermath of September 11, 2001, the French President at the time, Jacques Chirac, stated, in an interview with former President George W. Bush dated on September 18, 2001, “Indeed, [September 11th] is a tragic event, something which is beyond crime; there are no words to qualify it” (President Chirac pledges support, 2001, September 18). He continued, “I want to tell President Bush, who is my friend, that we stand in total solidarity. We bring you the total solidarity of France and the French people. It is solidarity of the heart” (President Chirac pledges support, 2001, September 18). While France agreed with Bush’s decision to declare war with Afghanistan, which was announced that same day, Chirac did not feel similarly about America’s choice to invade Iraq. On March 10, 2003, a headline in Online NewsHour Update read, “Chirac says France Will Veto U.N. Resolution on Iraq.” In the article, Chirac states, in response to Bush’s desire to invade Iraq:

There could, effectively, be a majority of nine votes or more for a new resolution, one which would authorize war," Chirac told French television. "If that was the case, then France would vote 'no'. France will vote 'no' because she considers tonight that there is no reason to wage a war to reach the goal we set ourselves, that is the disarmament of Iraq (Online NewsHour Update, 2003, March 10).

When comparing these two statements, it makes one wonder what the construct of the message was that Bush proposed to Chirac when Bush wanted the French's support to enter the wars in both Iraq and Afghanistan. What persuasion techniques were used, if any? In addition, how would France's resolution to not join war efforts in Iraq have differed from those of Afghanistan? In glancing at this political intercultural exchange and disagreement, Bush may have been able to persuade Chirac differently, which is a hole this study looked to fill but failed to specifically narrow on form of persuasive evidence over another.

*International Companies in the United States (With Focus on French Companies in America)*

There are many successful international companies within the United States. A well-known French business is the makeup and skin care company, L'Oréal Paris. L'Oréal Paris is a household name. A lot of Americans rely on their beauty products. Today, L'Oréal Paris makes a wide variety of products from hair dye to skincare (L'Oréal Paris: One hundred years of legendary beauty, 2009). It sells its products in twenty-six different countries in Europe alone (Choose your country and follow us, 2009). L'Oréal products are available in three Asian countries, three countries in North America and one country in Oceania (Choose your country and follow us, 2009). While the company has lost 13.7 % in profits recently, it is still worth a total of 1.09 billion euros (Weil, 2009, August 28). Therefore, while this company lost money in the first half of the year, it has seen a growth in profits more recently (Weil, 2009, August 28). How can this be applied to persuasion? Well, American businessmen and women in association with L'Oréal could persuade top French stakeholders like Jean-Paul Agon the chief executive officer of L'Oréal to put more money into the American branches. This may prove beneficial to local growth and productivity. Therefore, through the proper use of argument evidence

American executives and employers may be able to convince the French stakeholders to invest time and money into the United States market.

Seeing as how persuasion in politics and business is important, it is equally imperative in this world that people know how to communicate with other cultures. This need mainly stems from the Internet and the development of what Marshall McLuhan called a “global village.” This study examined four different types of persuasive evidence so if an American ever had to persuade a French man or woman, he or she would know how to construct a potent argument. However, what I thought would happen, did not, and there was a large favoritism toward causal and expert evidence. Therefore, this study opens doors for new studies and may even demand that the past research be tested again.

#### *Further Research*

While this particular study had implications pointing to the inconclusiveness of this area of investigation, it behooves other intercultural communication experts to look further into persuasion in French culture. As noted before, there could have been many problems with this study, which corresponds mostly to the sample size and the questionnaire itself. Therefore, it may be worthwhile to run the same test again but with a different, perhaps, larger sample size. In addition, researchers should design a study that examines not only the communication approach to persuasion, but also the relationship between the message holder and receiver as well as the personhood of the receiver. In addition, it would be rewarding for rhetorical theorists to examine the differences between persuasion methods and construction of evidence types in French culture. There is a lot more to be explored and uncovered in this area of communication that, if hypothesized correctly, could yield world changing argumentative and persuasive techniques with French people.

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Appendix I

UNIVERSITY OF PORTLAND, DEPT. OF COMMUNICATION STUDIES  
PARTICIPANT CONSENT FORM

**Title:** “Reactions without a Baguette in the Face:  
Intercultural Persuasion involving French People”

**Primary Investigator:**

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**DESCRIPTION**

***We are asking you to participate in a study about persuasion in French culture.*** Approximately 30 to 50 French natives will participate in this study. We expect the study to help us better understand the role of persuasion in intercultural communication. ***If you decide to participate, you'll be asked to fill out the attached questionnaire and survey instrument,*** which do not ask for personally sensitive information. Completing the items should take you no longer than ***10 minutes.***

**RISKS AND BENEFITS**

No known risks, stress, or discomfort are involved with this study. You will be reporting only your perceptions about interactions. Results of the study may not benefit you directly, though you may gain some understanding about your own motivations to learn.

**COSTS AND PAYMENTS**

You will not receive any inducements (money, service, course credit) for your participation in the study, nor will you bear any costs for your participation.

**CONFIDENTIALITY**

***All information obtained from you will be kept strictly confidential. It will include no means of identifying you as a participant in the study. You will never be identified in any description of the study. The survey itself will be shredded upon completing this project.***

**RIGHT TO REFUSE OR END PARTICIPATION**

Participation in the study is voluntary. You may refuse to participate, choose not to answer any question on the survey, or withdraw from the study at any time. All participants have the right to review and delete any of their responses on research records if requested.

***VOLUNTARY CONSENT: I have read this form. I have had an opportunity to ask questions. I understand that any future questions I may have about the research or about my rights as a participant will be addressed by one of the investigators identified above.***

***Filling out the attached survey signifies your voluntarily consent to participate in this project.***

Appendix 2

**L'ACCORD DU PARTICIPANT L'UNIVERSITE DE PORTLAND, DEPARTMENT DE  
COMMUNICATION**

**Titre :** “Des réactions sans baguette au visage : La persuasion avec des Français”

**Responsable Primaire :**  
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**LA DESCRIPTION**

**Nous vous invitons de participer à cette enquête de persuasion dans la culture française.** Entre 30 et 50 Français peuvent participer. Nous exigeons que cette enquête puisse nous aider comprendre mieux le rôle de la persuasion dans le contexte de communication entre les gens des cultures différentes. **Si vous décidez de participer, nous vous invitons de répondre aux questions au-dessus**, qui n'ont aucune demande d'information sensible. Ce questionnaire ne va prendre que **dix minutes** de votre temps.

**DES RISQUES ET DES AVANTAGES**

Il n'y a pas de risque connu, de stress, ou de malaises contenus de cette enquête. Vous allez répondre seulement de vos perceptions d'échanges. Même qu'il n'y a pas de résultats de cette enquête qui peuvent vous bénéficier, il est possible que vous gagniez un peu de compréhension de vos motivations personnelles.

**LES PRIX ET LES PAIEMENTS**

Vous ne recevra rien (ni argent, ni services, ni crédit de cours) pour votre participation dans cette enquête. Il ne coûtera rien de participer non plus.

**LA CONFIDENCE**

***Toute information que vous nous donnez sera gardée strictement confidentielle. Il n'y a aucun moyen de vous identifier comme participant de cette enquête. Vous ne serez jamais identifié dans la description de cette enquête non plus. L'enquête, elle-même, aura détruite quand ce projet est terminé.***

**LE DROIT DE REFUSER OU TERMINER VOTRE PARTICIPATION**

La participation dans cette enquête est complètement volontaire. Vous pouvez décider de ne pas participer, choisir de ne pas répondre à aucune question dans l'enquête, ou décider de se retirer de l'enquête comme vous voulez. Tous les participants ont le droit de réviser et effacer leurs réponses de recherche s'ils le demandent.

***L'ACCORD DES VOLONTIERS : J'ai lu ce document. J'avais eu l'occasion de poser des questions. Je comprends que toutes les questions dont j'aurais de recherche ou de mes droits comme participant seront répondues par les responsables de ce projet.***

***En répondant à cette enquête, vous vérifiez que vous êtes d'accord de participer à ce projet.***

### A Survey

*Please circle one for each of the following questions.*

1. Being employed as an intermediary by an employment agency helps you to find a job later.

**I would be persuaded by a foreigner/ person from a different culture more if:**

(A) A person said that the CEO of the Bank of America, Kenneth D. Lewis was employed first as an intermediary before moving to Bank of America.

(B) The results of a Norwegian study noted that 78% people who are first employed as an intermediary were helped finding a better job later.

(C) Being employed as an intermediary helps establish contacts, which then leads to a better job.

(D) Professor Kimble of Oxford says that an employment agency is the starting point to launching a better professional career.

2. Compulsory driving lessons for people over 70 reduce their uncertainty in traffic.

**I would be persuaded by a foreigner/ person from a different culture more if :**

(A) Charles Hanson, age 72 said that he was involved in fewer accidents when he took compulsory driving lessons before he turned 70 years old.

(B) The results of a 2008 study conducted by the Department of Motor Vehicles in California said that seniors are 83% less likely to make a mistake on the road after taking a compulsory driving lesson.

(C) Compulsory driving lessons helps citizens to learn a few easy steps when driving in the older age, steps that younger people do not need until the age of 70.

(D) Professor Dennis of New York University says that people who take compulsory driving lessons before the age of 70 drive much better than those who do not take the class.

3. Boys' performance in school can be improved by putting them next to girls in class.

**I would be persuaded by a foreigner/ person from a different culture more if :**

(A) Tiger Woods was struggling in school until he was seated next to Anne Marie Connors who helped him concentrate more on his schoolwork.

(B) A Canadian study notes that boys' performance increase by 92% when they are seated next to girls in class.

(C) Being seated next to girls in class promotes competition between the sexes making boys more motivated to perform better.

(D) Professor Johnson of the University of Chicago said that boys seated next to girls helps to increase boys' productivity in the classroom.

4. The consumption of basil in tomato pasta sauce improves sporting performance.

**I would be persuaded by a foreigner/ person from a different country more if :**

(A) A person said since Peter Johnson from Amsterdam regularly eats tomato pasta sauce with basil, his sporting performance has improved.

(B) The results in a French study among 315 participants showed that the sporting performance of 74% of them has improved after having regularly eaten tomato sauce with basil.

(C) Basil improves the production of adrenaline, the substance that is necessary for better sporting performance.

(D) Professor Dr. Giraud, a specialist in the field of dietetics at the University of Bordeaux, underscores that the consumption of basil in tomato pasta sauce improves sporting performance.

5. Playing slow music in supermarkets increases sales.

**I would be persuaded by a foreigner/ person from a different culture more if :**

(A) A person said since Carrefour has played music in its supermarkets, people have purchased more products.

(B) An American study of supermarket sales said that playing music increases sales by 85%.

(C) Playing music increases time spent in the supermarket, which leads to more sales.

(D) Professor Jones, a Marketing Professor at Harvard University says that playing music increases supermarket sales.

*Please place the number that best corresponds in response to the question in below:*

*Strongly Agree (1)   Agree (2)   Uncertain (3)   Disagree (4)   Strongly Disagree (5)*

**Wearing a tie too tightly leads to reduced eyesight.**

**I would be persuaded by a foreigner/ person from a different culture more if :**

6. \_\_\_ Patrick van de Ven from Appeldoorn suffers from a reduced sight since he has been wearing his ties too tightly.

7. \_\_\_ A Dutch study among 246 people showed reduced sight for 74% of them as a result of regularly wearing a tie too tightly.

8. \_\_\_ Wearing a tie too tightly increases pressure on the eyeball, which damages the nerves, and reduces the sight.

9. \_\_\_ According to Prof. Dr. Van Zanten from Utrecht University, an expert in eye diseases,  
wearing a tie too tightly leads to reduced sight.

*Please answer this last question.*

10. How old are you?

I am \_\_\_ years of age.

THANK YOU!

Appendix 4

**Une Enquête**

*S'il vous plaît, encerclez la meilleure réponse (une réponse pour chaque question.)*

1. Être employé comme intermédiaire par une agence d'emploi vous aide à trouver un poste plus tard.

**Je serais influencé par un étranger d'une culture différente si :**

(A) Quelqu'un a dit que le PDG de la Banque d'Amérique, Kenneth D. Lewis, a 'abord été employé comme intermédiaire avant d'être engagé par la Banque d'Amérique.

(B) Les résultats d'une enquête norvégienne montrent que 78% des gens d'abord employés comme intermédiaires ont pu trouver un meilleur travail plus tard.

(C) Être employé comme intermédiaire peut aider à établir des relations aboutissant à un meilleur poste.

(D) Le professeur Kimble d'Oxford a dit qu'une agence d'emploi est le point de départ pour lancer une meilleure carrière professionnelle.

2. Les leçons de conduite obligatoires pour les gens ayant plus de 70 ans réduisent leur manque d'assurance au volant.

**Je serais influencé par un étranger d'une culture différente si :**

(A) Charles Hanson, à l'âge de 72 ans, a dit qu'il 'est trouvé impliqué dans moins d'accidents après avoir eu des leçons de conduite obligatoires avant 70 ans.

(B) Les résultats d'une enquête de 2008 menée par le département des véhicules de motorisés en Californie montrent en que les gens du troisième âge sont 83% moins des risques de commettre une erreur sur la route après avoir pris une leçon de conduite obligatoire.



(C) Les leçons de conduite obligatoires aident les gens plus âgés à apprendre les opérations faciles, mais les moins âgés n'ont pas besoin avant 70 ans.

(D) Le professeur Dennis de l'Université de New York a dit que des gens qui prennent les leçons de conduite obligatoires avant l'âge de 70 ans conduisent mieux que ceux qui n'en ont pas pris.

3. Les résultats des garçons à l'école peuvent être améliorés si on le place à côté des filles.

**Je serais influencé par un étranger d'une culture différente si :**

(A) Tiger Woods luttait à l'école jusqu'au moment où il fut assis à côté d'Anne Marie Connors ce qui l'a aidé à se concentrer sur ses devoirs.

(B) Une enquête canadienne a montré que les résultats des garçons se sont améliorés de 92% quand on les a placés à côté des filles.

(C) Être assis à côté des filles en classe favorise la compétition entre les sexes et les garçons sont davantage à réussir.

(D) Le professeur Johnson de l'Université de Chicago a dit que les garçons assis en classe à côté des filles obtiennent de meilleurs résultats.

4. La consommation de basilic dans la sauce de tomate peut améliorer les performances sportives.

**Je serais influencé par un étranger d'une culture différente si :**

(A) Quelqu'un a dit que depuis que Peter Johnson, de l'Université d'Amsterdam, mange beaucoup de sauce de tomate au basilic, ses performances sportives se sont améliorées.

(B) Les résultats d'une enquête française menée auprès de 315 participants ont montré que les performances sportives étaient améliorées de 74% après la consommation de la sauce de tomate au basilic.

(C) Le basilic a amélioré la production d'adrénaline, substance nécessaire pour de meilleures performances sportives.

(D) Le professeur Dr. Giraud, spécialiste en diététique à Bordeaux, souligne que la consommation de basilic dans la sauce tomate améliore les performances sportives.

5. La diffusion de musique légère dans les supermarchés peut augmenter la vente des soldes.

**Je serais influencé par un étranger d'une culture différente si :**

(A) Quelqu'un a dit que depuis que Carrefour diffuse de la musique dans ses supermarchés, les clients achètent davantage.

(B) Une enquête américaine sur les soldes dans les supermarchés montre qu'en diffusant de la musique, les soldes augmentent de 85%.

(C) Diffuser de la musique aide de la vente des soldes car les clients passent plus de temps dans le supermarché.

(D) Le professeur Jones, enseignant le marketing à l'Université de Harvard a dit que la musique augmente la vente des soldes dans les supermarchés.

*S'il vous plaît, marquez le numéro qui correspond le mieux quand vous répondez aux questions au-dessus.*

*Absolument d'accord (1)*

*D'accord (2)*

*Pas certain (3)*

*Pas d'accord (4)*

*Pas de tout d'accord (5)*

Porter une cravate trop serrée mène à une diminution de la vision.

**Je serais influencé par un étranger d'une culture différente si :**

6. \_\_\_ Patrick van de Ven d'Appledom souffre d'une diminution de la vision depuis qu'il porte ses cravats trop serrées.
7. \_\_\_ Une enquête hollandaise menée auprès de 246 personnes a montré une diminution de la vision chez 74% des gens qui portent régulièrement une cravate trop serrée.
8. \_\_\_ Porter une cravate trop serrée peut augmenter la pression sur le globe oculaire, ce qui endommage les nerfs et réduit la vision.
9. \_\_\_ Selon le professeur Van Zanten de l'Université d'Utrecht, expert des maladies de l'oeil, porter une cravate trop serrée mène à une diminution de la vision.

*S'il vous plait repondez à cette dernière questionne.*

10. Quel âge avez-vous ?

J'ai \_\_\_ ans.

MERCI BIEN!

## Appendix 5

**Frequency Table**

<b>Types</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	9.3	9.3	9.3
	2	32	21.3	21.3	30.7
	3	64	42.7	42.7	73.3
	4	35	23.3	23.3	96.7
	9	5	3.3	3.3	100.0
	Total	150	100.0	100.0	

Appendix 6

**Frequency Tables**

<b>Anecdotal</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	3.3	3.3	3.3
	3	14	46.7	46.7	50.0
	4	8	26.7	26.7	76.7
	5	7	23.3	23.3	100.0
	Total	30	100.0	100.0	

<b>Statistical</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	8	26.7	26.7	26.7
	3	18	60.0	60.0	86.7
	4	2	6.7	6.7	93.3
	5	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

<b>Causal</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	6	20.0	20.0	20.0
	3	22	73.3	73.3	93.3
	5	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

<b>Expert</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	3.3	3.3	3.3
	2	9	30.0	30.0	33.3
	3	15	50.0	50.0	83.3
	4	2	6.7	6.7	90.0
	5	3	10.0	10.0	100.0
	Total	30	100.0	100.0	