

Gender and communications

“If the three wise men had been women, they would have asked directions, arrived on time, helped deliver the baby, cleaned the stable, made a casserole, brought practical gifts, and there would be Peace on Earth.”

- Why Women Should Rule the World
Dee Dee Myers

Verbal Behavior

	Male	Female
1. Hedges more (e.g. sort of, you know)		
2. Offers more disclaimers (e.g. I'm not sure, I suppose)		
3. Uses more tag questions (e.g. Isn't it? Right?)		
4. Talks more		
5. Uses more aggressive language		
6. Interrupts more often		
7. Discloses more intimate information		
8. Discloses more information on non-intimate topics		
9. Offers more affective (as opposed to cognitive) info		
10. Communicates more effectively		

Nonverbal Behavior

	Male	Female
1. Dresses to avoid disapproval (rather than win approval)		
2. Uses more gestures		
3. Prefers to interact side-by-side		
4. Has more personal territory		
5. Approaches others more closely		
6. Values eye-contact more		
7. Averts gaze more often		
8. Establishes eye contact more often		
9. Values smiles more		
10. Are better judges of nonverbal behavior		

Male communication

- as status asserting, dominant and negative
- display of high levels of visual dominance, power and status
- keeping people in eyecontact and time control,
- intrusive interruption of others to gain the floor in conversation adapted to wide variety of social and professional contexts
- associated with formal leadership and authority in groups

Female communication

- disclose more personal information
- collaborative, warm and more supportive and open
- encourage others' speech and reinforcing by minimal verbal responses
- mitigated speech
- tentative manner including tag questions

e.g. Carli (2000), Mulac (1998), Grob et.al. (1997)

Maleness as a set of principles, symbols, behaviour, strategies and objectives is predominant in the backbone of organizations and in their patterns of communication and interaction.

Is there a male & female talk –and is promotion in the workplace and for leadership positions connected with linguistic styles?

**It has been documented that,
women and men have different notions of what
constitutes interruption of a *turn at talk*.**

Male perceptions and preferences:

- In relation to (western) values of individualism and gendered hierarchy in society, men prefer:**
- sole-speaker-turns,**
 - interpret any invasion into their turn as violation of their sole-speaker-right,**
 - favour competition in talks,**
 - it is important to achieve a dominant position in hierarchy.**

Female perceptions and preferences

In relation to socialization and segregation of private and public spheres in society, women prefer:

- inclusivness and egalitarianism**
- prefer ensemble or melded conversation floors**
- achieve collaborative floors through overlapping speech and completion of another woman's utterance**
- share knowledge and experience.**

(e.g. Coates 1994; Coates 1996)

According to a male gender logic in organizations, women, who want promotion, are required to *sacrifice major elements* of their gender identity.

So promotion is possible only at *higher costs* and by perpetuation of the traditional male gender order in the workplace.

Implications

1. Women have more constraints on their style of communication in order to be effective influence agents in the workplace than men.
2. Women who look for promotion and female managers must adhere more closely to gender-role-prescriptions to avoid penalties.
3. Women leaders must display exceptional levels of competence to overcome the presumption that women lack agency, competency and leadership abilities of men.

Implications II

4. Women who exhibit exceptional levels of competence may be evaluated unfavourably because such behaviour violates prescriptive gender-role-norms particularly in domains as management and leadership which are seen stereotypically as masculine.
5. Gender stereotypes thus create a double bind for women, who can be penalized for showing too little or too much agency.
6. Women may overcome the double bind by displaying communal behaviour, which can reduce resistance to female promotion, authority and influence.

Female managers have shown to employ a transformational leadership style, which effectively combines communality with competent leadership.

Men make people believe
they know what the words
mean when they choose
them.

\$, Costs, Productivity..

***Women tend to mix business talk
with talk about personal lives-
men talk sports, politics.***

Asking for Feedback

**Women are more wholesome -360
degree to include positive &
negative aspects**

**Men praise and allows only
negative feedback**

Business Communications

Listening

Sholpan Gaisina, Ph.D.
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Example

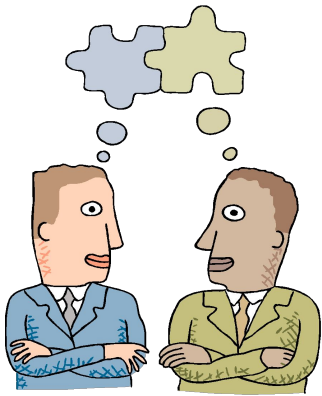
A secretary entered her boss' office and presented her boss with a copy of the schedule for the next day. The secretary told the boss that she has a packed day for tomorrow, and that she only has an hour of break time for the whole afternoon.

The boss, busy studying a report, merely nodded to the secretary, and motioned for her to place the schedule on her desk. The boss continued to study the report as if there were no interruption. In this

The problem with communication is the illusion that it has been accomplished.

LISTENING

There is a substantial difference between hearing and listening. Hearing is merely an involuntary physical response to the environment. Listening, on the other hand is a sophisticated communication skill which can be mastered only with considerable practice. You can learn to be an effective, capable listener by using the techniques we'll review.



Fast Facts



We listen at 125-250 wpm, think at 1000-3000 wpm.

75% of the time we are distracted, preoccupied or forgetful.

20% of the time, we remember what we hear.

More than 35% of businesses think listening is a top skill for success.

Less than 2% of people have had formal education with listening.

Why Listen?

- The average person spends about 70 percent of each day engaged in some type of communication.
- Of that time, 45 percent is spent listening, 30 percent speaking, 16 percent reading, and only 9 percent writing.

Percentage of Time We Spend on Each Type of Communication

<u>Mode of Communication</u>	<u>Formal Years of Training</u>	<u>Percentage of Time Used</u>
Writing	12 years	9%
Reading	6-8 years	16 %
Speaking	1-2 years	30%
Listening	0-few hours	45%

Why Listening Matters:

By taking responsibility for successful communication through active and reflective listening, you can become more successful at those activities that depend on communication, including your personal and professional life.

How Well Do You Listen?

- Rate yourself as a listener.
- How would your subordinates/peers rate you?
- How about your boss?

Listening is a system of interrelated components that include both mental processes and observable behaviors.

The six skill areas, or components, include: hearing, understanding, remembering, interpreting, evaluating, and responding.



"You weren't listening.
I said, 'DON'T fall.'"

Triple-A-Listening

- 1) Attitude
- 2) Attention
- 3) Adjustment

1)Attitude

A positive attitude paves the way for open-mindedness. Don't let reactive interference prevent you from recalling the speaker's key points.

2)Attention

You cannot attain concentration by concentrating on the act of concentration. Your attention must focus on the speech. When you hear a speaker, the words enter your short-term memory, where they have to be swiftly processed into ideas. If they aren't processed, then they will be dumped from short-term memory and will be gone forever. Attentive listening makes sure the ideas are processed.

3)Adjustment

Although some speakers clearly indicate what they intend to cover in their speech, you need to be flexible enough to follow the speech regardless of the direction it may take. If, however, you are thoroughly lost, or if the speaker's message is not coming across and you need to ask a clarifying question, do so.

Listening Attitudes

1. Take responsibility
2. Assign a high importance
3. Suspend judgment
4. Focus
5. Desire to understanding
6. Silence is my friend
7. Give the gift of listening

Adjustment

Imagine walking through the woods. You carefully move and step slowly on the uneven ground where even the exposed tree roots are all covered by leaves. We adapt to environment. Although trees might seem static and unmovable they are still flexible and adaptive. They adjust to the surrounding environment and therefore become even more stable. They do not consume extra energy to rise straight up. It is natural for them to adapt to the floor declination when they grow.



Empathy

What is it:

reflection of content and feeling at a deeper level

Purpose:

To try and get an understanding of what may be deeper feelings

It is easy to know when you are being empathic because:

1. Your body language and tone match
2. Your tone and your feelings match
3. You are focused on what your partner is saying and meaning.

Ineffective Listening Habits

Dr. Ralph Nichols has discovered that many of us employ ineffective listening habits that interfere with learning:

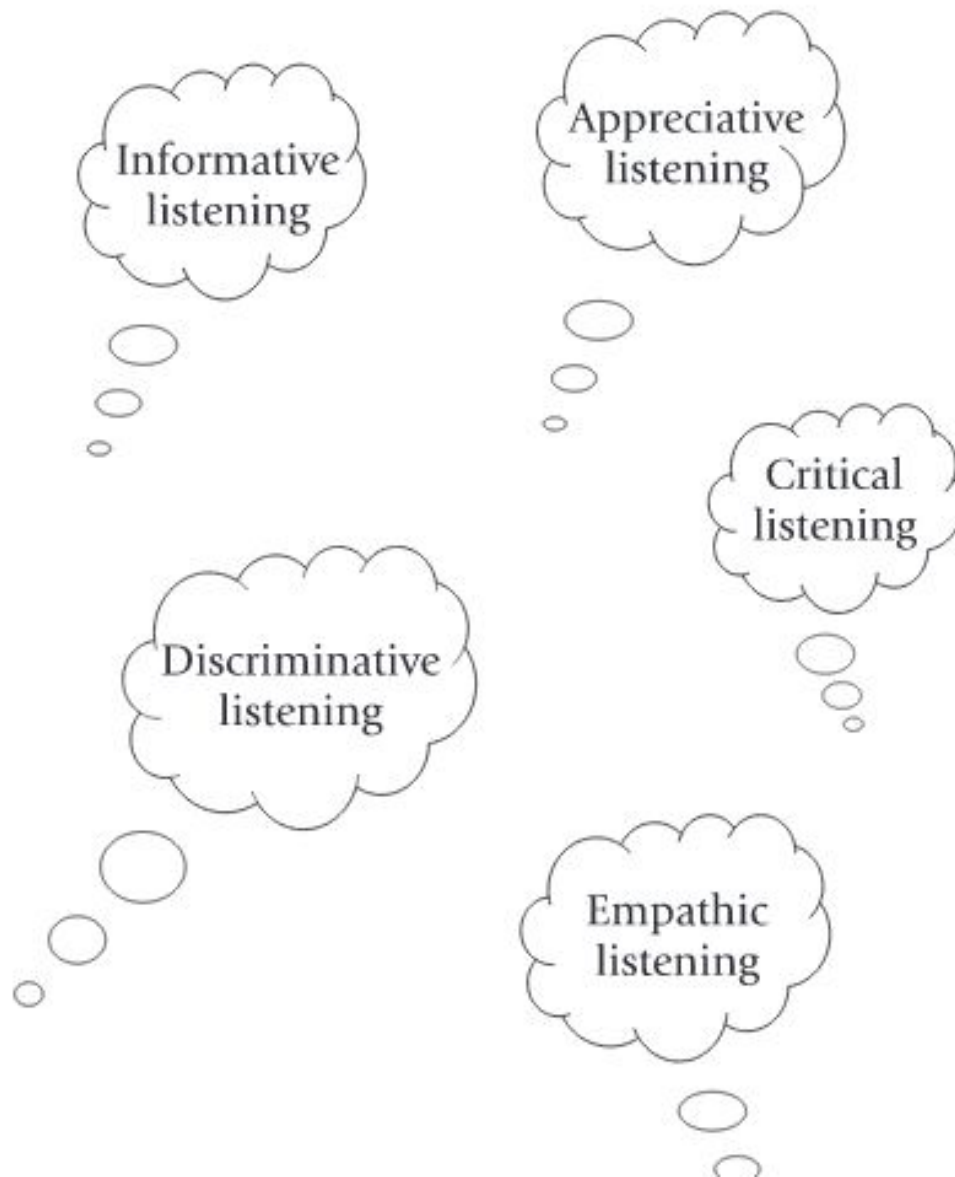
- Calling the subject uninteresting.
- Criticizing the speaker's delivery.
- Getting over-stimulated.
- Listening only for the facts.
- Trying to make an outline of everything we hear.
- Faking attention to the speaker.
- Tolerating or creating distractions.

Ineffective Listening Habits (cont.)

- Avoiding difficult, expository or technical material.
- Letting emotion-laden words throw us off the track.
- Wasting the differential between speech speed and thought speed.



TYPES OF LISTENING



INFORMATIVE LISTENING

Where your aim is to concentrate on the message being given.
This may be the content of a lesson, directions, instructions, etc.

APPRECIATIVE LISTENING

Where the listener gains pleasure/satisfaction from listening to a certain type of music for example. Appreciative sources might also include particular charismatic speakers or entertainers.

CRITICAL LISTENING

Where the listener may be trying to weigh up whether the speaker is credible, whether the message being given is logical and whether they are being duped or manipulated by the speaker. This is the type of listening that we may adopt when faced with an offer or sales pitch that requires a decision from us.

DISCRIMINATIVE LISTENING

Where the listener is able to identify and distinguish inferences or emotions through the speaker's change in voice tone, their use of pause, etc. Some people are extremely sensitive in this way, while others are less able to pick up these subtle cues.

EMPATHIC LISTENING

Where the listener tends to listen rather than talk. Their non-verbal behavior indicates that the listener is attending to what is being said. The emphasis is on understanding the speaker's feelings and being supportive and patient.

WHY LISTEN ACTIVELY?

- Our brain works four times the speed that someone can speak. You have to actively focus on listening so that your mind doesn't wander.
- It enriches you and those around you, and guides other areas of your life.
- It can build trust and respect between people, and prevent misunderstandings that can lead to conflict, frustration or hurt feelings.
- While listening to other people's point of view, you may just learn something new and fascinating!

Discussion

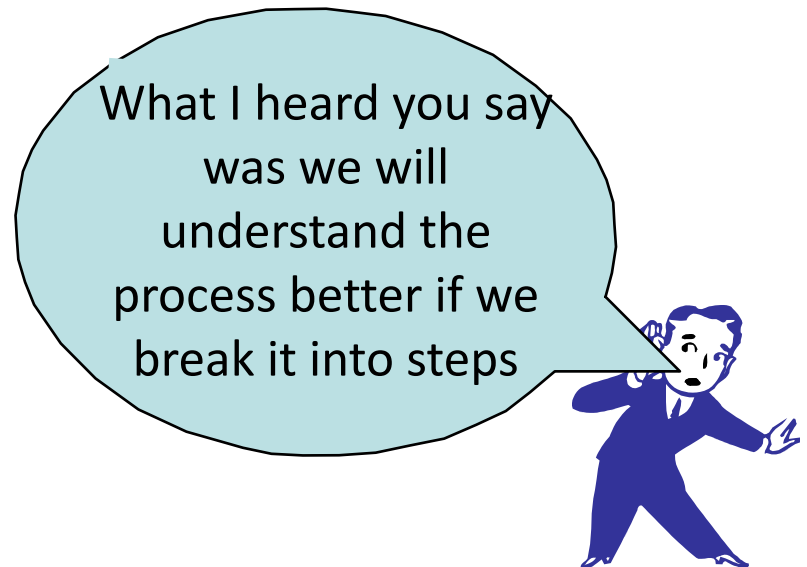
- **ACTIVE LISTENING HANDOUT**

Active Listening

Active Listening - the skill of listening carefully to another person and repeating back to the speaker the heard message to correct any inaccuracies or misunderstandings



This complex process needs to be divided to be understood



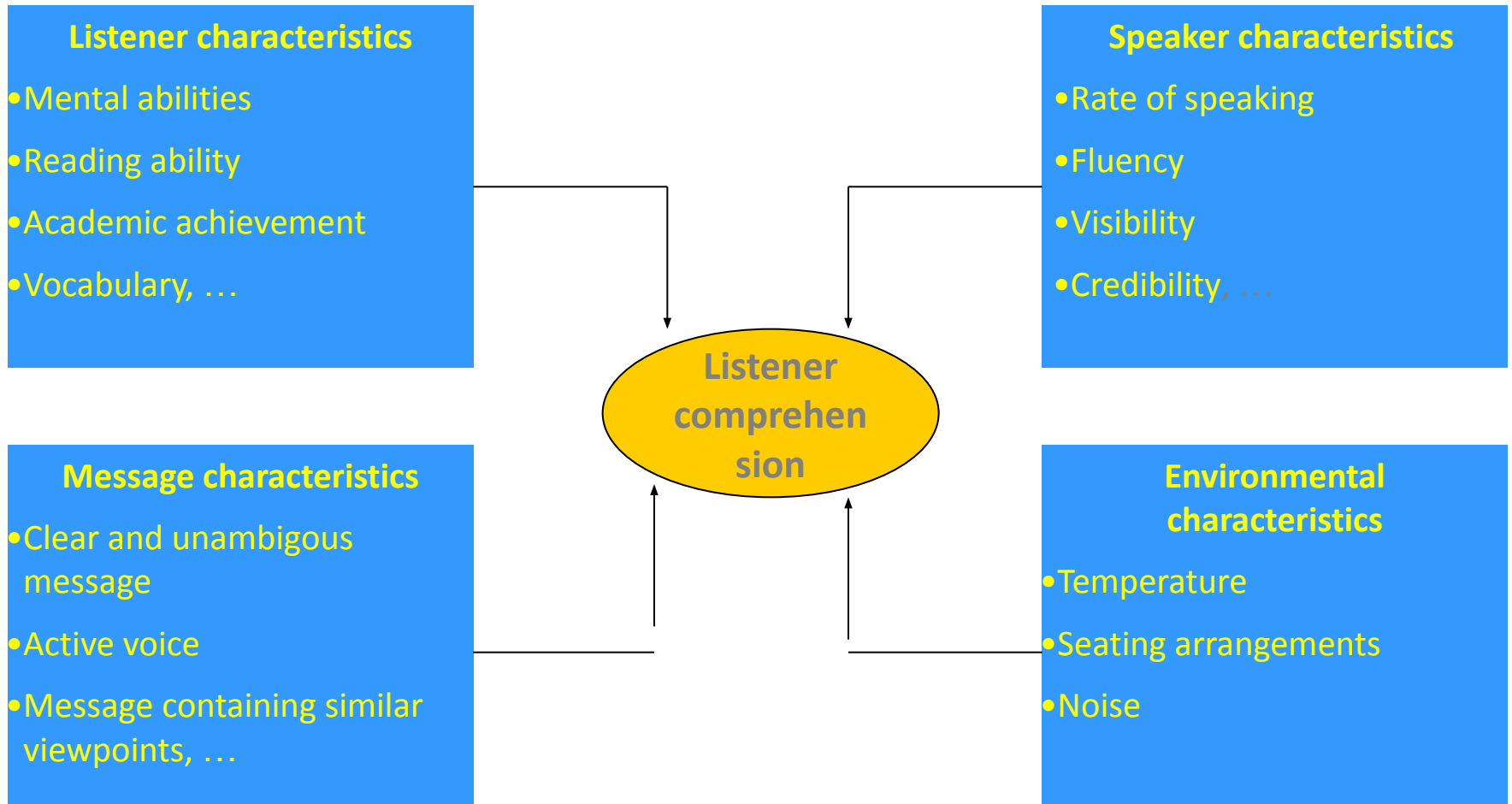
What I heard you say was we will understand the process better if we break it into steps

Reflective listening

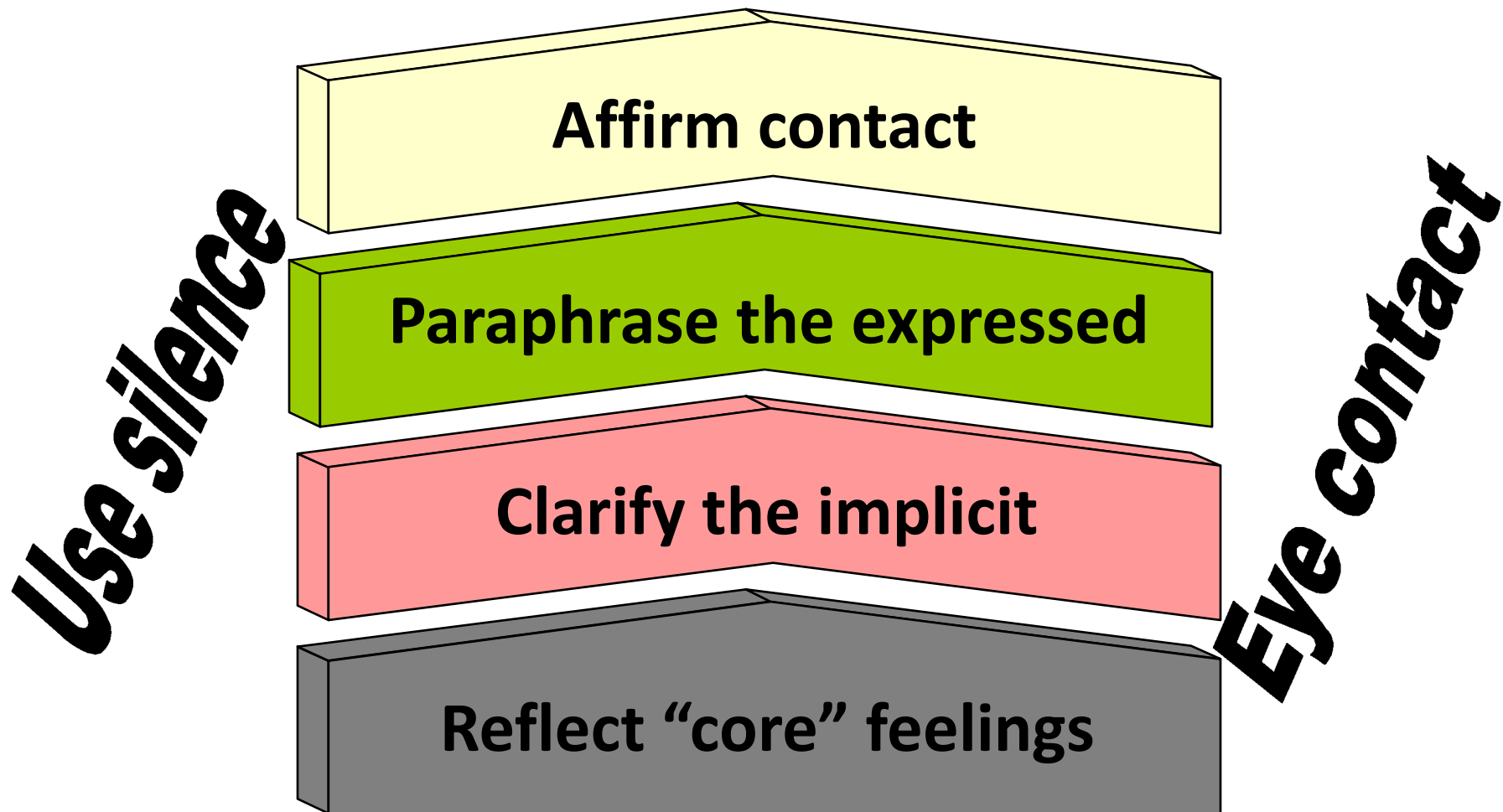
Reflective listening emphasizes

- the personal elements of the communication process
- the feelings communicated in the message
- responding to the communicator, not leading the communicator
- the role of receiver or audience
- understanding people by reducing perceptual distortions and interpersonal barriers

Active Listening



Active Listening: 4 Levels of Verbal Response



Active Listening Skills

- Effective listening is active participation in a conversation.
- The listener must actually hear and not assume what is said.
- Active listeners sit or stand alertly, maintain eye contact with the speaker, concentrate on the speaker's words, make verbal responses, and summarize parts of what has been said when clarity is needed.

Active Listening Skills

- We cannot learn anything from others if we try to do all the talking.
- Let speakers finish out their own sentences.
- Don't interrupt them to interject your own thoughts.
- Pay attention to the tone of the words and the nonverbal cues of the speaker.

Active Listening Requires...

- Definite Intent to Listen
- Focus on the Speaker
- Verbal and Non-Verbal Encouragers
- Feedback Loop to Insure Accuracy

Active Listening (3 Steps)

- Listen
- Question
- Reflect-Paraphrase



Exercise

Face to face

Step 1: Listen

- To Feelings As Well As Words
- Words - Emotions -- Implications
- Focus on Speaker
- Don't plan, speak, or get distracted
- What Is Speaker Talking About?
- Topic? Speaker? Listener? Others?
- Look At Speaker
- Use Verbal & Non-Verbal Encouragers

Step 2: Question

- 3 Purposes
- Demonstrates you are listening
- Gather information
- Clarification

Question

When you asked some questions:

- *Show interest*
- *Encourage more explanation*
- *Keep the person talking*
- *Ask questions but not too many*

Types of Questions

- 1) YES/NO QUESTIONS
- 2) OPEN-ENDED QUESTIONS
- 3) PROBING OR FOLLOW-UP QUESTIONS
- 4) LEADING QUESTIONS

1)YES/NO QUESTIONS(Closed questions)

- This type of question involves asking a question that requires only a "YES" or "NO" response

2) OPEN-ENDED QUESTIONS:

- *Observation*: "What happened?"
- *Meaning*: "What do you mean?"
- *Affect*: "How do you feel?"
- *Motive*: "What do you want?"
- *Action*: "What will you do?"

3)PROBING/FOLLOW-UP QUESTIONS

- Asking another question to clarify or obtain further information about a interviewee's response.

4) LEADING QUESTIONS

- Phrased to indicate a preferred response
- Indicates the auditor asking the question isn't objective

Other Questioning Tips

- Avoid asking multiple questions at once.
- Generally, it's best to start with open questions
- Best questions are short, clear, objective.
- Ask questions in logical order.
- Allow for quiet, thinking time.
- Limit **why-questions**.
- Take notes.

Handouts

Guidelines for Reflexive Listeners

Step 3: Reflect-Paraphrase

- Reflect What Is Said (In your words)
- Reflect Feelings
- Reframe
- Capture the essence of the communication
- Remove negative framing
- Move toward problem solving

Act like a mirror and reflect feelings that you see and hear. This is particularly useful when the person's tone of voice or gestures don't match the person's words.

😊 “Seems like you had a fun time, right? OR

😞 “I sense you’ve become worried. Is that so?”

Exercise

Giving feedback

2. REFRAMING

Why You Do It?

- to help the other person see their concerns in a new light
- to broaden the meaning of an issue to identify needs or interests
- to diffuse negative feelings
- to establish the focus for resolution

How You Do It?

- recognize underlying needs
- re-word concerns from negative → neutral/positive past → future; problem → opportunity; interpersonal → system rights/wrongs → impacts positions → interests singular → multiple

REFRAMING(cont.)

- *Concern:* "She always talks to everyone else but me when there is a problem."
- *Reframe:* "It sounds as if you would like more direct communication to resolve concerns."

3. PARAPHRASING

PARAPHRASE the speaker to acknowledge the story and capture the content.

EXAMPLE: "Let's see if I got this right."

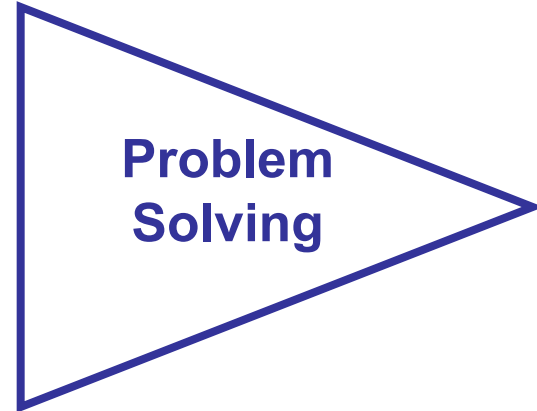
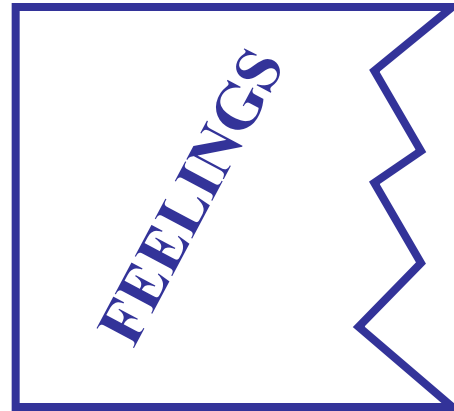
You're upset because you think we're going off in the wrong direction and you want to clarify our objective before we write this assignment. Is that right?"



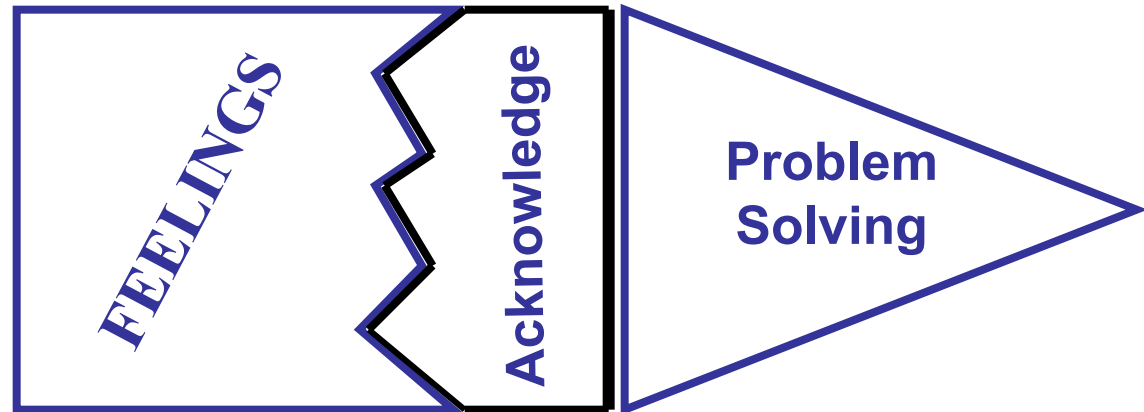
CAUTION: Don't parrot back; be sure to put the message in your own words - that's active listening.

4. ACKNOWLEDGING

Problem
Solving Might
Not Work In the
Face of Strong
Feelings



Feelings May Need
Acknowledgement
Before Effective
Problem Solving



5. SUMMARIZE

Why You Do It?

- to review progress
- to pull together important ideas and information
- to establish a foundation for further discussion

How You Do It?

- restate the central ideas and feelings you have heard

Example: "Let's see if I have a clear understanding of your experience at this point..."

"So basically what is most important to you is..."

Why is active listening difficult?

- When people are preoccupied with current life stresses or difficult situations, it is hard for them to listen.
- Anxiety can make it hard to listen.
- Being angry at the person who is talking also makes it hard to listen.
- Having an idea in mind of what a person "should do" makes it hard to listen to that person's point of view.

Active Listening

- Emphasizes receiver's role
- Helps the receiver & communicator clearly & fully understand the message sent
- Useful in problem solving



ACTIVE LISTENING BARRIERS

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graph TD; A[ACTIVE LISTENING BARRIERS] --> B[EXTERNAL BARRIERS]; A --> C[INTERNAL BARRIERS]
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EXTERNAL
BARRIERS

INTERNAL
BARRIERS

Internal Barriers
Within The
Listener

Internal Barriers
Within The
Speaker

External Barriers

- noises
- clutter
- other interruptions

Internal Barriers Within the Listener

- Comparing
- Personal Experience
- Automatic Talking
- Mind-Reading
- Judging
- Day Dreaming
- Perceptual Errors

Barriers Within the Speaker

- Expectations
- Avoidance
- Speaking in Code
- Boundary

When to Use Active Listening

Inappropriate

- Routine interactions
- Physical emergencies

Appropriate

- Organizational Crises
- Conflict situations
- Giving and receiving feedback
- Brainstorming, problem solving
- Seeking peers' cooperation



Non-Verbal Behavior

Non-Verbal Active Listening Techniques:

- Maintaining appropriate eye contact with the interviewee.
- Occasionally nodding affirmatively to display understanding and interest.
- Using expectant pauses to indicate to the interviewee that more is expected

The various forms of NVC

- touch
- sound
- smell
- timing and speed of delivery of speech
- proximity
- posture
- dress
- eye contact
- gestures
- facial expressions
- use of silence

REFLECTING FEELINGS

- Someone may say: "Don't worry. I'm fine" (when she actually looks very upset)...

Reflecting, you say

- "You say you're OK, but by the tone of your voice, you seem upset, correct?"

Active styles

1. Result-style listeners

- ❖ Direct and explicit
- ❖ Action-oriented
- ❖ Present-oriented
- ❖ Solve problems
- ❖ Interest in the bottom line

Listening styles (2)

2. Reasons-style listeners

- ❖ Is a solution practical, realistic and reasonable for the situation?
- ❖ Weighing and balancing everything
- ❖ If asked a direct question - 'It depends'
- ❖ Arguing out loud or internally
- ❖ Very organised
- ❖ First concern= why?

Listening styles (3)

3. Process-style listeners

- ❖ People oriented
- ❖ The whole story first before making a decision
- ❖ High regard for quality
- ❖ Future oriented
- ❖ Jump from one subject to another
- ❖ Language and messages are indirect
- ❖ First concern=how? and “what are the benefits?”

Remember that the objective of all of this is increase understanding of the other's point of view, not necessarily to agree with it or support it.