INDEX

Page references followed by t indicate a table.

A

Accommodating style, 302–303 Action steps for men: for changing nonverbal behaviors, 132; for changing speech for, 62; identifying participants' next steps for, 256–257; for improving conflict resolution, 215; for improving e-mail communication, 239; for improving listening skills, 169 Action steps for women: for changing

nonverbal behaviors, 133; for changing speech, 63; identifying participants' next steps for, 256–257; for improving conflict resolution, 216; for improving e-mail communication, 240; for improving listening skills, 170; when you are interrupted or overlapped, 86

Addington, D.W., 131

- Aggressive behavior: credibility built through, 212; female rejected by peers over, 177; male bantering and, 176–179. *See also* Conflict
- Androgynous gender communication: appreciating the value of, 60–63; characteristics of, 26–28; The Code-Switching Quotient on, 23–25; creating more equitable workplace using, 245–248; full-day training program on, 283–289; half-day training program

on, 272-276; one-hour training program on, 264-267. See also Code switching; Communication styles; Gender communication skills Androgyny concept: code switching ability of $2\mathfrak{c}$; communication characteristics of, 26-28; definition of, 25 Anger: confers more status for men, 204-205; crying as expression of female, 208; double standard in expressing, 202–205; female passive-aggressive behavior response to, 197-200; female suppression and male expression of, 196-197; gender role in flight or fight response, 194-197; men feel less effective when forced to hold in, 203; status level and gender expression of, 205; women experience a backlash when they express, 204. See also Emotions Anima and animus, 26 Apologies: female tendency toward making more, 46, 47; men use less emotion during, 47 Appropriate touching, 102 Artifacts: description of, 90; nonverbal communication using, 90 Atkins, M., 177

Avoidance: as male response to emotions, 209–211; Thomas-Kilmann Conflict Mode Instrument (TKI) scores on, 211, 302

B

Backlund, P., 43, 154, 281 Ball Throwing as a Metaphor for Conflict exercise, 297-300 Bantering: Case Study: The Male Banter Game on, 190-193; how women react to male, 179; male conflict behavior and role of, 176-179 Barker, L., 159 Baron, N. S., 221 Bate, B., 9, 40 Behaviors That Are "On" or "Off" the Record exercise, 96-98 Bloom, A., 26 Body movements. See Gestures and body movements Borisoff, D., 36, 45, 69 Boutin, C., 112, 115 Brajer, V., 232 Brescoll, V., 204, 205 Brown, C. D., 19, 25, 26, 29, 30, 31, 32, 33, 39, 44, 47, 49, 52, 55, 62, 63, 67, 70, 72, 75, 79, 85, 90, 91, 94, 97, 100, 107, 111, 112, 116, 117, 119, 121, 127, 130, 132, 133, 139, 141, 142, 156, 157, 158, 161, 162, 163, 167, 169, 170, 174, 176, 181, 184, 189, 191, 192, 195, 198, 201, 205, 212, 210, 211, 212, 214, 215, 216, 220, 223, 224, 227, 231, 234, 235, 236, 237, 239, 240, 244, 245, 247, 249, 251, 252, 254, 257, 265, 266, 267, 268, 269, 273, 274, 275, 276, 277, 278, 279, 289, 295 Brown, N., 123, 185 Brown, P., 36 Bullet style responses, 161-166 Byrne, D., 122

С

California State University, 232

"Can an Angry Woman Get Ahead? Gender, Status Conferral, and Workplace Emotion Expression" (Brescoll and Uhlmann), 204

Change for the Better slide, 247 Characteristics of Code Switchers slide, 29 Childhood conflict patterns, 173-179. See also Socialization Cialdini, R. B., 15 A Closing Perspective on Gender Communication exercise, 248-250 Closing the program: Change for the Better slide, 247; A Closing Perspective on Gender Communication exercise, 248-250; Creating My Next Steps exercise, 256-257; options for, 242-248; Program Reminders: The Envelope Please! exercise, 257-261; Program Reminders Handout, 260; reviewing the program's key learning points, 242; Take Charge! slide, 244; What Men and Women Can Learn from Each Other exercise, 253-255; What Men and Women Can Learn from Each Other Handout, 254; What We've Learned exercise, 250–253; What We've Learned Handout, 251; What We've Learned slide, 252; You Must Work to Create Change in the World slide, 257 Code switching: creating a more equitable workplace using, 245-248; full-day training program on, 283-289; half-day training program on, 272-276; one-hour training program on, 264-267. See also Androgynous gender communication Code Switching: How to Talk So Men Will Listen (Brown and Nelson), 208 The Code-Switching Quotient (CSQ): appreciating the value of, 60-63; characteristics of code switchers, 29; Code-Switching Quotient Total Key on, 24-25; exercise on, 23-25; testing and interpreting your, 30-33. See also Androgynous gender communication Code-Switching Quotient Total Key, 24, 33 Cognitive disclaimer, 56 Collaboration style, 302 Colley, A., 226

- Comments: how men present, 51–57; how women use questions with embedded, 48–50
- Communication strategies: behavioral flexibility as key to effective, 28; to change speech communication, 62–63
- Communication styles: change and adaptation of, 14–15; examining male versus female, 13–14; exploring the motivations underlying different, 36–37; gender as predictor of, 14; gender differences in e-mail, 217–240; impact of nonverbal behaviors on men's and women's, 96–98; what the opposite sex would change about, 19–21. *See also* Androgynous gender communication
- Competition: male friendships through, 178–179; male love of, 178, 185–186; Thomas-Kilmann Conflict Mode Instrument (TKI) scores on, 211, 302 Compromising style, 302
- Conflict: Ball Throwing as a Metaphor for Conflict exercise on, 297–300; e-mail communication used to address issues of, 237; importance of resolving workplace 172, 214–216; as part of all relationships, 172. *See also* Aggressive behavior; Genderstyle conflict

Conniff, R., 126, 127

- Conquering Conversational Collisions Between Men and Wonlen (full-day program): description and theme of, 283; handouts for, 289; Objectives slide on, 289; outline for concepts and activities of, 283–288
- Conquering Conversational Collisions Between Men and Women (half-day program): description and theme of, 272; Objectives slide on, 275; outline for concepts and activities of, 273–275
- Conquering Conversational Collisions Between Men and Women (one-hour program): Conquering Conversational Collisions Between Men and Women slide for, 266; description and theme of, 264;

outline for concepts and activities of, 265–266

Conversation patterns: action steps for improving, 85–86; Case Study: "Let Me Finish!" exercise on, 75–77; Case Study: When He Interrupts Her exercise on, 73–74; exhibited during gender-style conflict, 187; of interruption and overlap, 67–70; "It's Not Polite to Interrupt!" exercise on, 70–73; perspectives on other and self indicated by, 77–82; You, Me, and Chit-Chat at Work exercise on, 82–85

Cox, D., 202, 203

Creating My Next Steps exercise, 256–257 Credentialing disclamer, 57

- Credibility: aggressive behavior as building, 212; apologies as eroding, 46; double message as affecting, 94, 95, 188, 190; e-mail communication style and, 226– 229, 237; perceived as male strength, 22; precuing used to enhance, 209; selecting topic to enhance, 42; voice pitch as affecting, 130
- Criticism: female internalization response to, 212–213; male externalization response to, 212; sex differences in socialization of, 213
- Crying: as expression of female anger, 208; as female trademark, 205–206; perceived by men as indication of sadness, 209; sex differences in emotional display and, 206–209; in the workplace, 206

D

- Declarative sentences: how women characterize, 43; male tendency to speak in, 42–43
- Direct questions, 58-60
- Disclaimers: different types and functions of, 56–57; female tendency to use, 56–57
- Dominance: interruption and overlap patterns indicating, 67, 68–70; interruption impact on women's careers and, 69–70; male expression of anger as,

202–205; men's body movements indicating, 124*t*. See also Power

Double messages: Double Messages exercise on, 93–95; as affecting credibility, 94, 95, 188, 190; smiling as, 95, 189–190; by women during conflict, 188–190

Double standard for anger, 202-205

E

- E-mail communication: action steps for improving, 239-240; addressing conflict issues through, 237; credibility gap in women's, 226–228; examining the gender differences in, 218; exclamation points used in, 226-229; as extension of how men and women talk, 238; female process format versus male goal format for, 228–232; gender differences in "niceness" of, 232-236; gender differences in use of emoticons, 219-226; leveling the playing field for women by using, 236-238; lexical surrogates used in, 226-229; one sentence versus one paragraph in, 228-236; "Yakity-Yak: Who Talks Back? An E-Mail Experiment" study on, 232
- E-mail communication exercises: Case Study: Her Process Format Versus His Goal Format, 229–233; Case Study: Why Can't He Be Nice?, 233–236; Gender and Emoticons slide, 220; He and She Wired slide, 237; Her and His E-Mails slide, 227; How and Why He and She Use Emoticons slide, 223, 224; Is There a Credibility Gap in Her E-Mail Style?, 226–229; Is There a Gender Difference in the Use of Emotions?, 219–226; Why Can't He Be Nice? slide, 234 Eakins, B., 57 Eakins, G., 57
- Eakins, G., 57
- Ellison, J. M., 217, 218
- Emoticons: description and origins of, 222–223; examining gender difference in

use of, 219-223; male and female motivations for using, 223-226; self-assessing your use of, 220 The Emotional Continuum Handout, 207 Emotional display: crying, 205-209; female internalization of criticism and, 212-213; men during conflict, 209-212; perceived as loss of power by men, 206; sex differences in, 206-209 Emotions: how men are perceived when they mask their, 128; how men perceive, 209-211; male resistance to being bullied into sharing, 211; male tendency to apologize with less, 47; male unwritten rule on workplace and, 214. See also Anger Empathic listening 159–160 Evaluation Form, 304 Exclamation points: credibility gap in e-mail use of 226–229; gender differences in ermail use of, 226 Exercises and slides: for closing the program, 243–261; on gender conversation patterns, 70-86; on gender differences in e-mail communication, 219-240; on gender differences in listening, 137-167; on gender-style conflict, 173-215; on gender touch and power at work, 101-115; on introduction to gender concepts, 16-29; on kinesics (gestures and body movements), 123-131; on space to express power and status, 115-123; on unspoken gender messages, 88-101; on what different things men and women say, 37-63. See also Handouts; Training programs Eye contact, 112–113, 124t

F

Facial expressions, 125–128 Fahlman, S., 222 Feedback: how men externalize critical, 212; how men present, 51–57; how women internalize critical, 212–213

- Female listening truths: both genders prefer to share personal things with women, 150t, 151–152; nonverbal responses when listening, 150t, 152–153; women are capable of listening, 150t, 153; women are perceived as better listeners by men, 150t, 154; women face speakers when they listen, 152
- Female myths: on listening, 150t, 152; on speech and conversation, 39–42, 45–46. *See also* Women
- Female speech myths: women are direct with requests, 39, 45–46; women talk more than men, 39, 40–41; women usually select the topic of discussion, 39, 42
- Female speech truths: women apologize more than men, 46; women employ more self-effacing speech, 47; women engage in rapport talk to connect, 39, 43–44; women incorporate more indirect verb forms, 39, 46
- Female truths: childhood experience with conflict, 174–176; on listening, 150*t*, 151–154; reflections on conflict, 181–182, on speech and conversation, 39, 43–44, 46–47; wanting to understand then problems, 211; women follow rules, 200. *See also* Women
- Femininity: awareness of continuum of masculinity and, 23–29; expression of anger as threat to, 202–205; sex-role perceptions and expectations of, 27–28; socialization of, 9–10
- Ferguson, A., 50
- Find Meaning in What You Don't Say exercise, 88–93
- First impressions, 110–115
- Fisher, J.D., 123
- Flat organization groups, 177-178
- Flight or Fight? exercise, 194-197
- Four Questions on Gender Communication slide, 21–23
- Franklin, A., 26

- Full-day programs: Conquering Conversational Collisions Between Men and Women example of, 283–289; overview, timing, and materials for, 282–283; Talk Remedies for Communication Between Men and Women example of, 289–295
- G

Gamble, M. W., 105, 108, 109, 117, 122, 271 Gamble, T. K., 105, 108, 109, 117, 122, 271 Gender: as communication style predictor, 14; complexity of relationship between language and, 60-61; definition of, 9; distinguishing sex from, 9; socialized behaviors of 9-10 Gender and Conflict Style Self-Assessment exercise, 300-303 Gender and Emoticons slide, 220 Gender communication differences: action steps for understanding, 62–63; in e-mail, 218-240; examining the realities and myths of, 37-47; female indirect and male direct, 51-53, 58-60; in how questions are asked, 58-60; individual differences in, 15; listening, 136–170; male process-oriented and male goaloriented, 54-57; nonverbal, 87-133; speech styles, outcomes, and missed connections, 48-57; stereotyping of, 15, 27, 37-47; women as taking responsibility for communication, 15-16. See also Gender differences Gender communication skills: business need for, 1; The Code-Switching Quotient (CSQ) and code switching, 23–25, 29–33, 60-63, 245, 245-248, 264-266; genderflex ability to switch, 26; improving listening, 160-170. See also Androgynous gender communication Gender conversation patterns: Case Study: "Let me Finish!" exercise on, 75; Case Study: When He Interrupts Her exercise

on, 73–77; dominance indicated by, 66; e-mail communication as extension of, 238; exhibited during conflict, 187; of interrupting and overlapping, 67–70; Interruption Behaviors slide, 72; It's Not Polite to Interrupt! exercise on, 70–73; male self-directed versus female otheroriented perspectives of, 77–85; "Me, Me, Me, Me or You, You, You, You?" exercise on, 77–82; turn taking, 67, 72; women's and men's perspectives on self and others, 77–85; You, Me, and Chit-Chat at Work exercise on, 82–85

- Gender differences: conflict styles and, 171–216; in how language and communication is used, 36–63; male self-directed versus female other-directed perspectives, 77–85; understanding and learning from our, 8. *See also* Gender communication differences; Sex differences
- Gender relationships: changes in the, 16–17; full-day training program to improve workplace, 289–295; half-day training program to improve workplace, 276–220; one-hour training program to improve workplace, 267–269; U.S. culture on workplace power and, 108. *See also* Men; Relationships; Women
- Gender-style conflict: actions steps for resolving conflict, 215-216; anger response to conflict, 194-197; childhood patterns of, 173–179; common sex-role themes by men, 183–187; common sex-role themes by women, 180–183; criticism externalized by men, 212; criticism internalized by women, 212-213; crying and emotional expression by women during, 205-209; emotional expression by men during, 209-212; female double messages during, 93-95, 188-190; how and why women need to learn to say "no," 200-205; how e-mail communication can ease issues of, 237; importance of resolving workplace, 172,

214–216; linguistic style differences exhibited in, 187; male appreciation of adversarial stance during, 179, 193; male bantering, 176–179, 190–193; male enjoyment of fighting, 211–212; passiveaggressive response to, 197–200. *See also* Conflict

- Gender-style conflict exercises: Ball Throwing as a Metaphor for Conflict, 297-300; Case Study: Genet Can't Say "No," 201; Case Study: Nice Girls Don't Do Conflict, 188–190; Case Study: The Male Banter Game, 190-193; Case Study: Women and the Challenge of Saying "No," 200-205; Crying as a Female Trademark slide, 205-206; Flight or Fight?, 194-197; Gender and Conflict Style Self-Assessment, 300–303; Managing Conflict Successfully slide, 214; Men: The Hermit Crab or Refusal to Engage slide, 210; Men and Emotions, 209–215; Men Play the Devil's Advocate slide, 211; Men, Women, and Emotional Display, 206-209; Men's Conflict Mantra slide, 184; Reflection Exercise for Men, 183-187; Reflection Exercise for Women, 180-183; Self-Assessment of Childhood Conflict Pattern, 173-179; Women Internalize Criticism and Men Externalize Criticism slide, 212; Women's Conflict Mantra slide, 181
- Gender touch differences: Her and His First Impressions exercise on, 110–115; Learning Gender Touch: Touch the Girl and Not the Boy exercise on, 101–105; Touch, Power, and Perceived Power exercise on, 105–109

Genderflex, 26

Gestures and body movements: gender differences in, 123–124*t*; Her and His Facial Expressions exercise on, 125–128; nonverbal communication through, 90; The Strong Silent Type exercise on, 128–130

Gill, A., 232

Gilligan, C., 8
"Girlie men," 27
Goal-orientation: of male e-mail communication, 228–232; of male speech style, 54–57

Н

- Half-day programs: Conquering Conversational Collisions Between Men and Women example of, 272–276; overview, timing, and materials for, 272; Talk Remedies for Communication Between Men and Women example of, 276–280
- Handouts: Case Study: A Comment Hiding in a Question, 49; Case Study: Big Boys Don't Cry, 19; Case Study: Can He Be Both "Nice" and Efficient?, 235; Case Study: Genet Can't Say "No," 201; Case Study: "Get to the Point!," 165; Case Study: Her Process Format Versus His Goal Format, 231; Case Study: "Let me Finish!," 75; Case Study: Listening for the Process and Details, 165; Case Study: The Male Banter Game, 192; Case Study Nice Girls Don't Do Conflict, 189; CaseStudy: "Put Down That Smartphone and Listen to Me!," 147; Case Study: Something in the Way She Feels, 100; Case Study: Why Do I Have to Sugarcoat Everything for Women?, 52; Characteristics of Code Switchers, 29; Code-Switching Quotient, 30-33; Code-Switching Quotient Total Key, 24; Compare Most Direct to Least Direct: How Do I Ask the Question?, 59; **Conquering Conversational Collisions** Between Men and Women (full-day program), 289; Do the Men in the Group Resonate with Any of These Themes?, 185–186; Do Women in the Group Resonate with Any of These Themes?, 182; The Emotional Continuum, 207; Evaluation Form, 304; Find Meaning in What You Don't Say, 90, 102; Gender and

Emoticons, 220; Her and His Facial Expressions, 126-127; How Women and Men Listen, 150t; The Impact of Double Messages, 94; Men and Emotions: Reflection for Men, 210; Men's and Women's Listening Behaviors, 142t; Program Reminders, 260; Reflection for Women, 195; Reflection for Women on Passive-Aggressive Behavior, 199; The Seven Most-Asked Questions, 12; The Silent Behaviors of Men and Women, 129; Space Rules, Power, and Status, 116–117; Talk Remedies for Communication Between Men and Women (one-hour program), 269; Talk the Talk: Myths About Sex Differences in Speech Communication, 39; Touch, Power, and Perceived Power, 107*t*; Warm-Up Exercise: The Playground as Battleground, 174; What Men and Women Can Learn from Sach Other, 254; What We've Learned, 251; Women's and Men's Movements, 124t. See also Exercises and slides; Training programs

- Handshakes: action steps to improve, 132, 133; as appropriate workplace touch, 109, 112–114; different forms of, 114; eye contact during, 112; gender issues related to, 114–115; what is communicated through, 103
- Haptics (touch): Her and His First Impressions exercise on, 110–115; Learning Gender Touch: Touch the Girl and Not the Boy exercise on, 101–105; nonverbal communication through, 90; Touch, Power, and Perceived Power exercise on, 105–109 He and She Wired slide, 237
- Hedging: function of, 57; suggested alternatives to, 57
- Henley, N. M., 87
- Her and His Facial Expressions exercise, 125–128
- Hermit crab response, 210-211
- Herring, S. C., 232

Hess, L., 177

- Hierarchical organization groups, 177–178 His and Her Listening Behaviors exercise, 139–143
- Horng, E., 218
- How and Why He and She Use Emoticons slide, 223, 224
- How Men Think: The Seven Essential Rules for Making It in a Man's World (Mendell), 212 How Women and Men Listen exercise,

149-154

I

In a Different Voice (Gilligan), 8 Inappropriate touching, 102 Indirect questions, 58-60 Indirect verb forms, 46 Internal and External Focus slide, 79 Interruption patterns: actions steps for improving, 85-86; Case Study: "Let Me Finish" exercise on, 75–77; Case Study: When He Interrupts Her exercise on, 73-74; description of, 67; of fathers and mothers with children, 69; Interruption Behaviors slide, 72; "It's Not Polite to Interrupt!" exercise on, 70-72; "Me, Me, Me, Me or You, You, You, You?" exercise on, 77-82; men's tendency toward, 40-41; as nonissue in e-mail communication, 237; positive, 68; research on dominance and gender, 67, 68-70; strategies for responding to, 69-70 Introduction to gender exercises: Case Study: Big Boys Don't Cry, 17–19; The Code-Switching Quotient, 23-25; One Thing I Wish the Opposite Sex Would Change in Their Communication Style, 19-21; The Seven Most-Asked Questions, 10 - 17Introduction to gender slides: Androgyny, 25; Characteristics of Code Switchers, 29; Code-Switching Quotient Total Key, 24; Four Questions on Gender

Communication, 21–23; The Seven Most-Asked Questions, 12 Is There a Credibility Gap in Her E-Mail Style? exercise, 226–229 Is There a Gender Difference in the Use of Emotions? exercise, 219–226 *It's Always Personal* (Kreamer and Thompson), 206 It's Not Polite to Interrupt! exercise, 70–73 Ivy, D., 43, 154, 281

J

Japanese *kaomoji* ("facemarks"), 222 Jefferson, G., 67 Johnston, M. K., 159 Jones, S., 108 Jung, C., 26

К

Katsuno, H., 222 Katzman, S., 221 Kenrick, D. T., 15 Kilmann, Ralph H., 301, 303 Kinesics (gestures and body movements): gender differences in, 123–124*t*; Her and His Facial Expressions exercise on, 125–128; nonverbal communication through, 90; The Strong Silent Type exercise on, 128–130 Kreamer, A., 206 Krohn, F., 222

L

- Lakoff, R., 50, 54, 241, 249
- Language: Action Steps for Men for using, 62; Action Steps for Women for using, 63; complexity of relationship between gender and, 60–61; gender differences in use of, 36–63. *See also* Speech style differences Levinson, S., 36
- Lexical surrogates: credibility gap in e-mail use of, 226–229; description of, 226

Listening exercises: Case Study: "Get to the Point!," 165; Case Study: Listening for the Process and Details, 163–166; Case Study:

"Put Down That Smartphone and Listen to Me!," 146-148; His and Her Listening Behaviors, 139-143, 139-142t; How Women and Men Listen, 149-154; Listening: Men and Women Do It Differently exercise on, 155–157; Listening: What Would You Like to Hear? exercise on, 157-160; Listening: Women Versus Men, 143-145; Listening: Women Versus Men exercise on, 143-145; Men and Women: Decide to Be Effective Listeners slide, 168; Start the Conversation: How She and He Listen, 137-139; Women: Tell Him What You Need slide, 167; Women's Responses Use Sound-Bite or Bullet Style slide, 162

- Listening gender differences: action steps for improving, 169–170; between him and her, 137–148; how women and men listen differently, 149–160; improving listening skills for women and men, 160–170; men do not care for too many details when listening, 150*t*, 153, 161–166; miscommunications related to, 136; myths versus truth about, 150*t*–154; "split-ear phenomena" of women, 157; women and empathic listening, 159–160
- Listening skills: action steps for improving, 169–170; deciding to be effective listeners and improve, 168; paraphrasing, 160; reflecting the message, 160; women can "precue" men before the conversation, 166–167, 208–209

Lucent Technologies, 16

Μ

Mair, V. H., 171

- Male bantering: Case Study: The Male Banter Game on, 190–193; conflict behavior and role of, 176–179; how women react to, 179
- Male listening myths: men do not listen for feelings, 150*t*, 151; men do not prefer men when sharing personal things, 150*t*, 151–152

Male listening truths: do not care for details when listening, 150t, 153, 161–166; men are capable of listening, 150t, 153; men are goal-oriented in listening, 150t, 152; men hear facts and want to take action, 150t, 152; men listen for facts only, 150t, 151; men stand indirectly when listening, 150t, 152; women are perceived as better listeners by men, 150t, 154

Male myths: on listening, 151*t*-154, 161-166; on speech and conversation, 39-43, 46. See also Men

- Male speech myths: men apologize more than women, 39, 46; men are self-effacing in their speech, 39, 47; men speak in more declarative sentences, 39, 42–43; men use more adjectives and adverbs, 39, 42
- Male speech truths: men focus on "safe" topics, 39, 44–45; men select the topic of conversation, 42; men speak more in declarative sentences, 42–43; men talk more than women, 40–41; men use less emotion when apologizing, 47
- Male truths: childhood experience with conflict, 174–176; on listening, 150*t*–154; men break rules, 200; reflections on conflict, 184–186; on speech and conversation, 39–45, 47; wanting solutions to problems, 211. *See also* Men
- Managing Conflict Successfully slide, 214

Masculinity: awareness of continuum of femininity and, 23–29; expression of anger as evidence of, 202–205; sex-role perceptions and expectations of, 27–28; socialization of, 9–10

Mayo, C., 87

- McCroskey, J., 25
- "Me, Me, Me, Me or You, You, You, You?" exercise, 77–82
- Mehrabian, A., 90
- Men: bantering by, 176–179, 190–193; changes in gender relationships impacting, 16–17; childhood experience with conflict by, 174–176; criticism externalized by, 212; gestures and body movements

- indicating dominance, 124*t*; interruption and overlap patterns of, 67–70; listening behaviors of, 137–142*t*; listening behaviors that women want from, 157–160; other-oriented perspectives of, 77–85; perceived as members of distinct subculture, 8–9; politeness strategies engaged in by, 77–85; process-orientation in speech styles of, 54–57; social organization of, 177–178; what they can learn from women, 253–255; what they really think of women, 21–23; what we have learned about, 250–253. *See also* Gender relationships; Male myths; Male truths; Women
- Men: The Hermit Crab or Refusal to Engage slide, 210
- Men-action steps: for changing nonverbal behaviors, 132; for changing speech for, 62; identifying participants' next, 256-257; for improving conflict resolution, 215; for improving e-mail communication, 239; for improving listening skills, 169; when you are interrupted or overlapped, 85 Men and Emotions exercise, 209-215 Men and Women: Decide to Be Effective Listeners slide, 168 Men Play the Devil's Advocate slide, 211 Men, Women, and Emotional Display exercise, 206-209 Mencken, H. L., 26 Mendell, A., 212 Men's Conflict Mantra slide, 184 Merrill, L., 36, 45, 69 Metrosexual, 27 Mindell, P., 40, 57 Muskie, E., 249

Ν

Nature vs. nurture, 13 Nelson, A., 12, 19, 21, 25, 26, 29, 30, 31, 32, 33, 39, 44, 47, 49, 52, 55, 62, 63, 67, 70, 72, 75, 79, 85, 90, 91, 92, 94, 97, 100,

101, 107, 111, 112, 116, 117, 119, 121, 127, 130, 132, 133, 139, 141, 142, 156, 157, 158, 159, 160, 161, 162, 165, 167, 169, 170, 174, 176, 181, 185, 189, 191, 192, 195, 198, 201, 205, 208, 210, 211, 212, 214, 215, 216, 220, 223, 224, 227, 231, 234, 235, 236, 237, 239, 240, 244, 245, 247, 249, 251, 252, 254, 257, 265, 266, 267, 268, 269, 273, 274, 275, 276, 277, 278, 279, 289, 295 Neuberg, S. L., 15, 184 "Nice" e-mail communication, 232-236 Nonverbal behaviors: action steps to improve, 132-133; eye contact, 112-113; gender touch and power at work, 101-115; how space is used to influence power and status, 115-123; impact on gender communication styles by, 96-98; kinesics (gestures and body movements), 123–130; listening and related, 150t, 152–153, 154–157; nonverbal communication through different types of, 90-91; nonverbal messages, 88; unspoken gender messages, 88-101. See also Verbal messages Nonverbal communication: double messages of conflicting verbal and, 93-95, 189-190; elements of, 91; gender differences in use and deciphering of, 92-93; listening and role of, 150t, 152-153, 154-157; types of, 90-91 Nurture: debate over nature vs., 13; sex-role message and influence of, 17-19. See also Socialization Nurturing touch, 103, 109

0

One-hour programs: Conquering Conversational Collisions Between Men and Women example of, 264–267; overview, timing, and materials for, 264; Talk Remedies for Communication Between Men and Women example of, 267–269

- One Thing I Wish the Opposite Sex Would Change exercise, 19–21
- Other-directed perspective: Internal and External Focus slide on, 79; "Me, Me, Me, Me or You, You, You, You?" exercise on, 77–82; You, Me, and Chit-Chat at Work exercise on, 82–85
- Overlap patterns: actions steps for improving, 85–86; description of, 67; of fathers and mothers with children, 69; "It's Not Polite to Interrupt!" exercise on, 70–72; as nonissue in e-mail communication, 237; positive, 68; research on dominance and gender, 67, 68–70; strategies for responding to, 69–70

P

- Paralinguistics (vocal cues), nonverbal communication using, 90
- D 1. . 1.0
- Paraphrasing, 160
- Passive-aggressive behavior, 198-200
- Payne, S., 25, 104, 105, 108, 124, 130, 131
- Pearson, J., 135
- Personal space and distance: nonverbal communication using, 90; Space Rules, Power, and Status exercise on, 115–119; Who Are the Space Invaders: Women or Man? exercise on, 120–123

Phillips, L., 50

- Power: adept at reading nonverbal messages related to, 92–93; emotions perceived by men as loss of, 206; interruption and overlap patterns indicating, 67, 68–70; interruption impact on women's careers and, 69–70; socialization on using touch to express, 104–105; Touch, Power, and Perceived Power exercise on, 105–109; U.S. culture on gender differences in workplace, 108. *See also* Dominance; Relationships; Status
- Precuing technique: by women to improve listening by men, 166–167; by women to set up conflict communication, 208–209

The Princessa: Machiavelli for Women (Rubin), 196–197

Problems: female search for understanding, 211; male search for solutions to, 211

Process-orientation: of female e-mail communication, 228–232; of female speech style, 54–57. See also Relationships
Program Reminders: The Envelope Please! exercise, 257–261
Program Reminders Handout, 260
Program training. See Training programs
Proxemics (personal space): nonverbal communication using, 90; Space Rules, Power, and Status exercise on, 115–119; Who Are the Space Invaders: Women or Man? exercise on, 120–123
Psychological Science (journal), 204
Purdue University, 177
Pyramid science, 54

S Outelife

Qualifiers, 56

Questions: direct versus least direct way to ask, 58–60; female tendency to use disclaimers in, 56–57; female tendency to use qualifiers in, 56; how women present a comment embedded in, 48–50; pyramid style to answer, 54; sound-bite or bullet style responses to, 161–166; tag, 54–56. *See also* Requests

R

- Rapport talk, 39, 43-44
- Reflecting the message, 160
- Reflection Exercise for Men exercise, 183–187
- Reflection Exercise for Women exercise, 180–183
- Relationships: accepting conflict as part of all, 172; female childhood conflict patterns organized around, 174–179; female other-oriented perspective in terms of, 77–85; female rapport talk to build, 39, 43–44; touch used to nurture, 103,

109; women use emoticons in e-mails to build, 225. *See also* Gender relationships; Power; Process-orientation

Report talk, 43, 211, 216

Requests: female polite strategy of lengthening, 60; female tendency to be indirect in their, 45–46. *See also* Questions Richmond, V., 25

Rubin, H., 196–197

Rules: double standard for expressing anger and breaking, 202–205; fair fighting, 212; men break, 200; by men on leaving feelings out of workplace, 214; women follow, 200

S

Sacks, H., 67

- Sargent, S. L., 159
- Schegloff, E. A., 67

Self-Assessment of Childhood Conflict Patterns exercise, 173–179

- Self-directed perspective: Internal and External Focus slide on, 79; "Me, Me, Me, Me or You, You, You, You?" exercise on, 77–82; You, Me, and Chit-Chat at Work exercise on, 82–85
- Self-effacing speech, female tendency toward, 47

The Seven Most-Asked Questions exercise, 10–17

The Seven Most-Asked Questions slide, 12 Sex, 9

Sex differences: in brain functioning, 213–214; in socialization of making mistakes and taking criticism, 213. *See also* Gender differences

Sex speech differences: Action Steps for Men slide on, 62; Action Steps for Women slide on, 63; actions steps for understanding, 62–63; alternatives to hedges slide on, 57; Case Study: A Comment Hiding in a Question exercise on, 48–51; Case Study: Why Do I Have to Sugarcoat Everything for a Woman? exercise on, 51–57; Gender Gabber Dilemma: Process versus goal slide on, 53; Most Direct Question versus Least Direct Question exercise on, 58–60; Talk the Talk exercise on, 37–47; Trick Questions slide on, 55–57

- Sex speech differences myths: men apologize more than women, 46; men are self-effacing in their speech, 39, 47; men speak more in declarative sentences, 39, 42–43; men use more adjectives and adverbs, 39, 42; separating the realities from, 37–38; women are direct with requests, 39, 45–46; women talk more than men 40, 39, 40–41; women usually select the topic of discussion, 39, 42
- Sex speech differences truths: men focus on "safe" topics, 39, 44–45; women engage in rapport talk to connect, 39, 43–44; women incorporate more indirect verb forms, 39, 46
- Silence/silent behaviors, 128-130
- Slides. See Exercises and slides
- Smiling: as double message, 95, 189–190; first impression and, 113; gender differences in, 92

Social organization: female flat, 177–178; male hierarchical, 177–178

- Socialization: of gender differences related to rules, 202–205; how vocal cues reflect gender, 130–131; of masculine and feminine behavior, 10; sex differences in making mistakes and taking criticism, 213; of style and control using touch, 104–105. *See also* Childhood conflict patterns; Nurture
- Sound-bite responses, 161–166
- Southey, R., 7
- Southwest Missouri State University, 203
- Space. See Personal space and distance
- Space Rules, Power, and Status exercise, 115–119

Speech style differences: e-mail communication as extension of, 238;

exhibited during conflict, 187; female process-oriented and male goal-oriented, 54-57; female use of indirect verb forms, 46; how men present direct comments and feedback, 51-53; male use of adjectives and adverbs, 39, 42; male use of declarative sentences, 39, 42-43; most direct to least direct way to ask questions, 58-60; women presenting comment embedded in questions, 48-50. See also Language

"Split-ear phenomena," 157

- Status: expression of anger and, 204-205; skill at deciphering nonverbal messages related to, 92-93; Space Rules, Power, and Status exercise on, 115-119; touch implications for workplace, 109. See also Power
- Stereotyping: about sex differences in speech communication, 37-47; of gender communication differences, 15; of sex-role perceptions and expectations, 27

The Strong Silent Type exercise, 128-130 ILANAR! Suspending judgment disclaimer, 56

т

- Tag questions, 54-56
- Take Charge! slide, 244
- Talk Remedies for Communication Between Men and Women (full-day program): description and theme of, 289; Objectives slide on, 295; outline and activities of, 290-294

Talk Remedies for Communication Between Men and Women (half-day program): description and theme of, 276; Objectives slide of, 279; outline and activities of, 276-279

Talk Remedies for Communication Between Men and Women (one-hour program): description and theme of, 267; handouts for, 269; outline and activities of, 267-268; talk remedies and objectives slides for, 269

- Tannen, D., 35, 43-44, 61, 68, 179, 187
- Thomas, Kenneth W., 301, 303
- Thomas-Kilmann Conflict Mode Instrument (TKI), 211, 301–303

Thompson, W., 206

Tingley, J., 26, 44-45, 160, 263

Todd, Z., 226

- Todorov, A., 111-112
- Topics: female tendency toward "troublestalk," 44; male focus on "safe," 44-45; male tendency to select the, 42
- Touch, Power, and Perceived Power exercise, 105 - 109
- Touching: appropriate or inappropriate, 102; Her and His First Impressions exercise on, 110-115; Learning Gender Touch: Touch the Girl and Not the Boy exercise on, 101-105: nonverbal communication through, 90; Touch, Power, and Perceived Power exercise on, 105–109
- Training programs: additional instruments and training tools for, 297–304; closing the, 242-261; Evaluation Form, 304; full-day programs, 281-295; half-day programs, 271-280. See also Exercises and slides; Handouts "Troubles-talk," 44

Turn taking, 67, 72, 76

U

Uhlmann, E. L., 204

- Unspoken gender messages: Behaviors That Are "On" or "Off" the Record exercise on, 96-98; Case Study: Something in the Way She Feels exercise on, 99-101; double messages and, 93-95, 189-190; Find Meaning in What You Don't Say exercise on, 88-93; Nonverbal Communication slide on, 90
- U.S. culture: on fair fighting, 212; gender differences in workplace power in the, 108; space and distance indicators of gender power/status in, 117-118
- U.S. Senate study, 205

V

Verbal messages: description of, 88; how the voice conveys, 130–131. See also Nonverbal behaviors
Vocal cues: reflecting workplace power and status, 130–131; vocal pitch and credibility in the workplace, 130–131

W

Warm-Up Exercise: The Playground as Battleground Handout, 174 Watson, K., 159 Weaver, J., 159 West, C., 40, 65, 67, 68 What Men and Women Can Learn from Each Other exercise, 253-255 What We've Learned exercise, 250-253 What We've Learned Handout, 251 What We've Learned slide, 252 Who Are the Space Invaders: Women or Men? exercise, 120-123 Why Can't He Be Nice? slide, 234 Willis, J., 111 Witmer, D., 221 Wolf, A., 221, 223 Women: building polite repertoire of interruptions, 40-41; changes in gender relationships impacting, 16-17; childhood experience with conflict by, 174-176; criticism internalized by, 212-213; crying and emotional expression by, 205-209; double messages sent by, 93-95, 189-190; gestures and body movements indicating submissiveness, 124t; how e-mail can level the playing field for, 236-238; interruption and overlap patterns of, 67-70; listening behaviors of, 137–142t; listening behaviors they want from men, 157-160; more adept at reading nonverbal messages, 92-93; other-oriented perspectives of, 77-85; passive-aggressive behavior by, 198-200; perceived as members of distinct subculture, 8-9;

perspectives on self and others by, 77-85; politeness strategies engaged in by, 36; process-orientation in speech styles of, 54-57; pyramid style to use when speaking to men, 54; social organization of, 177-178; "split-ear phenomena" of, 157; what they can learn from men, 253-255; what they really think of men, 21-23; what we have learned about, 250-253. See also Female myths; Female truths; Gender relationships; Men Women: Tell Him What You Need slide, 167 Women: The Queens of Passive-Aggressive Behavior slide, 198 Women—actions steps: for changing nonverbal behaviors, 133; for changing speech, 63; identifying participants' next, 256–257, for improving conflict resolution, 216; for improving e-mail communication, 240; for improving Intening skills, 170; when you are interrupted or overlapped, 86 Women Internalize Criticism and Men Externalize Criticism slide, 212 Women's Conflict Mantra slide, 181 Women's Responses Use Sound-Bite or Bullet Style slide, 162 Wood, J., 69, 88, 92, 93, 105, 119, 130, 131 Workplace: code-switching and androgynous communication for a more equitable, 245-248; crying in the, 206; full-day training program to improve male and female interactions at, 289-295; gender differences in e-mail communication in the, 218-240; gender touch and power at, 101-115; gestures and body movements affected by power and status at, 123–130; half-day training program to improve male and female interactions at, 276-280; handshakes as appropriate touch at, 109, 112-114; how e-mail can level the playing field for women, 236-238; importance of resolving conflict in the, 172, 214-216; male unwritten rule on leaving emotions out of, 214; one-hour training program to improve male and female interactions at,

267–269; space rules, power, and status at the, 115–123; U.S. culture on gender differences and power in the, 108; vocal cues reflecting power and status at the, 130–131; vocal pitch which may lower credibility in the, 130

Υ

"Yakity-Yak: Who Talks Back? An E-Mail Experiment" study, 232 Yano, C., 222

Yin and yang, 26 You Just Don't Understand (Tannen), 187

You, Me, and Chit-Chat at Work exercise,

82–85 You Must Work to Create Change in the World Slide, 257

Ζ

Zimmerman, D., 40, 65, 67

http://www.bbookshop.com

http://www.pbookshop.com