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Communication Styles: Increasing Awareness between Genders in the Workplace

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Abstract

Communication differences between males and females that exist often leads to miscommunication (Netshitangani, 2008). Miscommunication, especially in the workplace, can create negative behavior resulting in low productivity. Identifying problems and implementing solutions learned through research to improve relationships and create mindful interpersonal communication (Burgoon, 2000). This research will analyze how different communication styles can interfere or hinder the message sent and evaluate how this information is perceived. Training on this topic will not only educate people on how to improve workplace relationships, but it will also identify a clear path for effective communication to travel. Through effective communication skills and clear expectations, individuals will have less miscommunication within organizations (Blizard, 2012). This project will reference various academically published journals, articles, and books to compare how the flow of information between males and females differs and how it can affect communication styles.
Communication Styles

Introduction

The difference between genders is a topic that has been discussed, researched, and debated for decades with studies ranging from developmental, behavioral, performance, and physical characteristics (Costa, 2001; Merchant, 2012; Netshitangani, 2008; Wood, 2009). The topic of this project is communication differences between genders. Different communication styles between genders exist due to disagreements in the way information is conveyed and how it is received (Netshitangani, 2008). The importance of this topic is due to the lack of recognition of the differences that exist between males and females in the workplace. The awareness to these dissimilarities will help people to see the barriers that exist as this can place limitations on the information received (Quest-Else, 2006).

Communication is a process that has two levels of interpretation, encoding (before) and decoding (after). Encoding modifies information from a source to extract meaning or places it into storage (memory). Decoding deciphers verbal and nonverbal messages to identify the meaning each represents (Hall, 2001). This process defines how different meanings are interpreted from a single message and reflected in human interactions (Burgoon, 2000; Drynan, 2011; Fedaghi-Ai, 2012). These levels of interpretation help the sender and receiver to gain meaning from their observations and understanding during communication (Krauss, 2002). In the encoding process, messages are created based on a person’s perspective, comprehension, or observation. Often creators of the messages are feeding off society’s beliefs and values. Decoding determines how the audience interprets the messages based on their experiences and beliefs (Hall, 2001; Krauss, 2002). Both processes contribute to socially constructed and
expressed views on masculinity and femininity which are learned behaviors and vary within cultures and society (Nazzaro, 2009). Within cultural institutions, patterns of behavior from social groups often influence values, beliefs, and worldviews. This often results in learned changes over time affecting the communication process between the sender and receiver (Carli, 2001). Through active communication, people learn who they are and how society views their identity verbally and nonverbally (Merchant, 2012). Different styles of communication are found between males and females in the workplace. These differences often limit the flow of information between people on a personal and professional level, resulting in miscommunication (Blizard, 2012).

The purpose of this project is to compare how communication styles between males and females can affect the communication process and to analyze how these different styles can influence the message conveyed. This project will also examine findings on how managers are perceived so that when presented to an audience they will have a better understanding of the communication differences between genders. By understanding these differences, we can learn ways to improve communication skills with the opposite sex. This project will also examine how resilience can aid employers and employees to improve communication in mixed settings found in the workplace. Resilience helps people to cope with change and gather additional resources to sharpen their “ax” to help cut down the number of problems and challenges that people face in their personal and professional development (Brooks, 2004).
Communication Differences

Typically, communication styles are learned and socialized behaviors, and because of this, communication differences between males and females can affect different leadership styles found in the workplace (Netshitangani, 2008). Professionals or leaders who use vague or unclear words while carrying out forms of communication act as a barrier. When males and females use wrong channels for communication, this can lead to a loss of information and result in miscommunication (Burgoon, 2000). Unclear messages can hinder how communication flows within an organization. This lead to different communication styles found between males and female that interfere with the message that is being sent (Merchant, 2012).

Males have the tendency to be more linear focused (direct and straightforward) than females. They are likely to be more interested in the punishment or solution than the cause of the problem. Males display competitive traits, focus more on performance, are more authoritative, prefer hierarchical structure, and are more mission focused (Wood, 2009). They will rarely ask for help, will freely offer advice, are problem solvers, and look at challenges as a game (Cinardo, 2011). Lastly, some males are more goal-driven than females (Costa, 2001; Rajan, 2002).

By contrast, female communication styles have a tendency to be more circular focused (indirect and polite). Most women are socialized into feminine communication styles; females are more likely to think or react to situations based on emotions (Merchant, 2012; Netshitangani, 2008; Tannen, 2007; Wood, 2009). They are more likely to seek out relationships with others, relate to others as equals, display more nurturing tendencies, are better receivers of verbal communication and are observers of nonverbal communication (Costa, 2001). Females are more
intuitive when it comes to understanding behaviors and demeanors during the communication process (Gray, 2012; Merchant, 2012; Netshitangani, 2008; Wood, 2009). They are likely to use “cognitive flexibility,” which involves thinking and analyzing certain situations to figure out the “why” to make sense of a problem and develop several possible solutions (Chaluvadi, 2015; Senge, 2006). Females are likely to think or react to situations based on sound judgment (Costa, 2001; Quest-Else, 2006). Females seek out approval from their peers, express themselves more in private conversations, are more open to sharing their feelings, will ask for help or advice more often, and are more likely to mix personal and business talk in their conversations (Costa, 2001; Wood, 2009). Finally, Females are more compassionate, sensitive, and are more likely to show empathy towards others than males (Merchant, 2012; Netshitangani, 2008; Tannen, 2007; Wood, 2009). Less than often, males and females do not fit into masculine or feminine communication styles. Some males may have a more feminine communication style (passive), whereas some females may have a more masculine communication style (aggressive) than their counterparts. This often results in the diversity found in communication styles and what is or not considered the norm in some cultures.

Social Norms and Socialization

Culture is a learned set of values, beliefs, rules, and practices shared to some extent by members of a society that govern their behavior with one another (Ayman, 2010; Costa, 2001). Characteristics created within society are: shared, learned, adapted, integrated, and symbolic. These characteristics are acquired, allotted and used by members throughout their daily living (Carli, 2001). The communication perspective within each culture demands an understanding of their values and ideas, through learning within that culture. Communication styles developed
within each culture often influence views of masculine and feminine roles within communication (Netshitangani, 2008; Wood, 2009).

Communication patterns that are reflected and influenced by cultural norms require observation and understanding when it comes to real active communication styles (Ayman, 2010). Awareness of cultural barriers allows separation from those behaviors or problems, which allows individuals to maintain neutrality and understanding needed for effective communication (Quest-Else, 2006). Cultural differences in communication styles between males and females are only one dimension of a person’s personality, and most people do not conform to one style of communication. Because of this, communication styles are locally managed and interchanging (Wood, 2009).

Some of the communication differences between genders are established through learning, socialization, and social pressures (Carli, 2001). Communication styles are either dominant, having the tendency to display a “take charge” attitude, or sociable, to seek out and enjoy relationships (Merchant, 2012; Netshitangani, 2008; Quest-Else, 2006). Through communication, patterns of behavior detected by others through what they can see and hear, influence people in developing self. General communication skills, engaging the audience and problem solving, change the dynamics of communication resulting in parties bonding and effective communication. Thus, teaching people to be more sensitive and tolerant of others’ communication styles (Eagly, 2003a; Krauss, 2002).

Individual communication differences between males and females usually remain consistent throughout life (Wood, 2009). At a young age, adolescents typically separate themselves into appropriate groups based on sex (Ayman, 2010; Wood, 2009). Within these
relationships, different communication styles are developed based on language and thought (Drynan, 2011). Occasionally, girls and boys do come together for various leisure activities. During same-sex activities, boys tend to socialize more in larger groups that are hierarchically structured (Merchant, 2012). These activities often include physical sports, which shows off their masculinity, or activities that involve mechanical skills (Carli, 2001). Girls, on the other hand, have the tendency to socialize in smaller groups or pairs while developing social and nurturing skills (Eagly, 2003a). Normally, girls prefer acceptance from their peers, whereas boys are more interested in social positioning. During this time of early development, communication styles develop (Wood, 2009).

By learning different communication styles found in males and females, people achieve a greater self-awareness, become more sensitive and tolerant to other communication styles, and develop more productive relationships with themselves and others (Burgoon, 2000; Quest-Else, 2006). Often, personalities within communication show a unique pattern of enduring thoughts, personality traits, feelings, and actions that characterize a person (Arvey, 2007; Schmitt, 2008). The effect this can have on communication is founded by comparing the flow of information between genders (Blizard, 2012). These differences can bring about a greater understanding of communication and strengthen the styles within different settings. For example, having different behaviors at work than at home (Merchant, 2012).

**Leadership Styles**

There are particular traits, actions, and influences that define leadership. This often includes key characteristics, personalities, charisma, tasks performed, positions held, and accomplishments received throughout a person’s career (Gilley, 2009). Strong leaders can move
people towards shared goals and dreams, especially when change requires a new vision or approach (Blizard, 2012). Leaders often connect a person’s wants with organizational goals. This is appropriate when helping employees to improve their professional goals (Vecchio, 2002; Zhytnyk, 2004). They also create harmony by connecting people to each other through their strengths. Leaders control situations, improve performances, and de-escalate riffs found in teams (Men, 2014). Leaders convey clear direction by communicating ideas on how to carry out a mission, set priorities, assign responsibility for completion, and ensure employees understand their role within their team (Chaluvadi, 2015; Clisbee, 2005).

Effective communication is another important aspect a leader must have to achieve consistent success and to avoid miscommunication (Netshitangani, 2008). By successfully getting their message across, leaders can convey their thoughts and ideas adequately (Men, 2014). When communication is not successful, thoughts and ideas that leaders convey do not necessarily reflect their own, causing a communication breakdown (Blizard, 2012). This in turn, creates roadblocks that stand in the way of a leader’s goal – both personally and professionally. Communication is only successful when both the sender and receiver understand the information conveyed (Underdahl-Paustian, 2014; Zhytnyk, 2004).

Leadership styles found among males and females differ in manner and approach in many ways (Merchant, 2012). More often female leaders are disregarded or not received willingly by males due to lack of trust, confidence, and perceived incompetence (Chaluvadi, 2015; Growe, 2000). Typically, patterns of performances or accomplishments differ qualitatively or quantitatively (numbers or data versus written or spoken accounts) across leadership styles between genders (Quest-Else, 2006). Sources for these differences in performance or
accomplishments between males and females leadership styles often vary by cognitive traits. These traits include but are not limited to personality, emotional responses, influences, values, beliefs, and behaviors founded in individuals over time and across circumstances that establish a sense of maleness or femaleness (Underdahl-Paustian, 2014).

Social and environmental factors can influence individual’s communication (Carli, 2001). Often, these circumstances determine a person’s leadership style and how enthusiastic their audience is in receiving messages from different or same sex leadership (Eagly, 2003b). Differences between male and female leadership approach based on personality differences can affect a person's leadership style. Females are more sensitive to others, more attentive to body language, and are better at judging emotions from nonverbal clues (Eagly, 2003a; Rajan, 2002; Tannen, 2007). Females typically express more sadness, fear, love, sorrow and have difficulties in coping with emotional events. These emotions are viewed as weak and equated with powerlessness when compared to leadership (Costa, 2001; Merchant, 2012; Quest-Else, 2006). Males typically express more anger, contempt, disgust, and pride to control their emotions and to rationalize their feelings. These emotions are viewed as dominant and equated with power when compared to leadership, and what some feels are exceptional qualities effective leaders should possess when leading or guiding others (Chaluvadi, 2015; Netshitangani, 2008; Quest-Else, 2006).

Leadership styles can often be biased against females. Emotional expressions are often judged to be excessive and exaggerated. Thus, a lack of emotional control may lead to negative evaluations that could be potentially harmful in the workplace (Clisbee, 2005; Vecchio, 2002). Though there may not be a difference in the capability of leadership between males and females,
there are differences in the execution of that leadership. The execution of leadership for both genders hinges upon small minute bias beliefs (Merchant, 2012; Zhytnyk, 2004). For example, males exhibit a more top-down leadership style while female leadership styles focus on creating relational connectivity by understanding subordinates that they oversee (Chaluvadi, 2015; Eagly, 2003b; Zhytnyk, 2004).

Power within an organization measured by the ability to lead and control the environment sometimes includes the behavior of others around them (Lunenburg, 2012). Often, power through leadership is closely linked. This aid leaders in understanding situations, people, missions, and the environment around them. (Netshitangani, 2008). People tend to follow those who are deemed powerful, and because others follow, the person with power leads (Clisbee, 2005; Merchant, 2012).

The two most important elements in building and preserving a successful leadership style are clear goals and diversity (Mohindra, 2012; Nazzaro, 2009). Leaders must have goals and expectations for the workplace before building a successful team or group (Burgoon, 2000). Having clear goals in place will improve communication, increase commitment, productivity, and create harmony and a shared sense of responsibility within the team or group (Blizard, 2012; Eagly, 2003b). To accomplish these goals, a leader must have knowledge of the importance of the diverse personalities, and skills individuals can bring to a team or group (Eagly, 2003b; Streeter, 2014). The emphasis is a person’s willingness to lead by example and show integrity through their ability to lead effectively (Gilley, 2009; Quest-Else, 2006).

Effective leaders will encourage the diversity of their employees to balance the workplace dynamic and help with brainstorming and cognitive flexibility (Grimes, 2003;
Nazzaro, 2009). Some member strengths will compensate for other member weaknesses. Thus, members become interdependent with one another (group synergy) by developing shared patterns of behavior and a collective identity (Pendry, 2007; Starkey, 2009). Group synergy occurs when the combined effect of collaboration between leadership and group memberships is greater than the effect of any individual alone (Gilley, 2009).

Leadership roles have changed to incorporate a greater measure of traditionally feminine qualities (Stirling, 2012). Successful female leaders find ways to lead with finesse while maintaining their leadership without sacrificing femininity. This shifts toward increased appropriation for females as leaders especially with work experience (Prime, 2009). Female leaders are inclined to use a transformational leadership style (aspiring to positively transform teams, groups, and workers individually people by engaging with others on a deeper level) more than males. This often creates more exchange in relationships with subordinates or employees to achieve goals (Ayman, 2010; Chaluvadi, 2015; Merchant, 2012).

In male-dominated work environments, female leadership is devalued or seen as unfavorable based more on gender differences or prejudice (Agbim, 2013; Eagly, 2003a). Leadership starts by selling a vision, and that vision is sustained by the leader’s passion and enthusiasm that will influence others (Vecchio, 2002; Zhytnyk, 2004). One way for leaders to change and transform follower’s emotions, values, morals, standards, and long-term goals is a transformational leadership style (Chaluvadi, 2015).

Transformational leadership is the process of engaging with others to create a connection that increases motivation, morale, and integrity within the workplace between both leadership and employees (Men, 2014). Often, when transformational leadership is used in the workplace
and between genders, it helps leaders to efficiently relate to others in their environment (Aldoory, 2004). With transformational leadership, a leader’s approach can cause change within individuals and the social systems found within work environments (Chaluvadi, 2015; Werder, 2009). By connecting followers sense of identity and self to the mission through transformational leadership, the collective identity of the organization develops (Givens, 2008; Nazzaro, 2009). Leaders being role models within the workplace inspire and challenge followers to take greater ownership for their work ethics (Lai, 2011). By understanding the strengths and weaknesses of followers, leaders can align followers with tasks that optimize their performance through knowledge and relationships (Ayman, 2010).

Often, females who change their attributes to a more masculine style are viewed undesirable when compared to their male counterparts (Eagly, 2003a; Growe, 2000). Females that are seen as being dominant or having masculine or aggressive leadership styles are less likable and more threatening than their male counterparts (Clisbee, 2005; Prime, 2009). Males, on the other hand, who are perceived as having more feminine qualities than their male counterparts are seen as being weak, timid, soft, or a pushover (Merchant, 2012; Underdahl-Paustian, 2014). Both leadership and identity styles are perceived as being unacceptable and are rejected, not only in the workplace but also in society, especially when it comes to positions of power (Wood, 2009).

Males have a tendency to adopt a more direct transactional leadership style (goal-task oriented). This means transactional leaders, promote compliance by their employees through both reward and punishment. They focus on short-term goals which are unbending and opposed to change (Chaluvadi, 2015; Costa, 2001; Eagly, 2003b; Merchant, 2012). Differences between
males and females leadership styles can be caused by the “glass ceiling” effect. A double-
standard produces more highly-skilled males than females in leadership positions and roles.
(Merchant, 2012; Underdahl-Paustian, 2014). This same system or sets of attitudes can prevent
females or people of certain race, religion, class, age, or ethnicity from getting positions of
power (Merchant, 2012).

Overall, males and females are equally effective as leaders (Merchant, 2012; Vecchio,
2002). There are differences between genders that are more effective in communication and
leadership roles when they are suitable for sex of the leader (Clisbee, 2005; Quest-Else, 2006).
For example, males are more efficient in roles where their masculinity is a positive factor, and
females are more effective in roles where their nurturing skills are a positive factor (Chaluvadi,
2015; Prime, 2009).

**Communication Process**

Communication is the exchange of information, thoughts, ideas, or feelings through the
use of messages to be received and interpreted by the intended audience (Burgoon, 2000; Gilley,
2009; Stirling, 2012). This exchange of information can occur through verbal means, written
communication, and nonverbal behavior to convey messages or ideas from one person(s) to
another (Blizard, 2012). Feedback is the method used to determine whether the communication
was effective or not. Effective communication promotes professional growth and prevents
misunderstandings in the workplace. The effectiveness of communication can be analyzed by
what the worker is doing or by what the workers understanding of the message was. The sender
evaluates how the message was interpreted and makes any necessary adjustments or
clarifications to the message (Drynan, 2011; Gilley, 2009).
Communication varies depending on the essential elements: sender, message, receiver, feedback. The channel by which the message was delivered, interferences or disruption (internal or external), context, setting, and the environment in which the conversation takes place (Blizard, 2012; Drynan, 2011; Morency, 2010). These elements play a significant part in the communication process and the willingness or openness a person has as far as receiving dialog with other people (Drynan, 2011; Morency, 2010). More often, psychological barriers caused by prejudice, attitudes, social influences, and personalities, cause behaviors that block or hinder the message that is being sent (Costa, 2001; Stirling, 2012). Preconceived ideas and stereotyping are barriers to effective communication (Blizard, 2012; Merchant, 2012). Preconceived thoughts, developed before the communication process begins, often contributes to miscommunication (Ayman, 2010; Carli, 2001). Such ideas or mindsets can affect the receiver’s acceptance or understanding of the message that is received, which contributes to the ineffectiveness of the communication process (Drynan, 2011).

Style of transmission for effective communication refers to the way the message is conveyed, including the use of face-to-face communication by using open or closed statements or questions (Burgoon, 2000; Gilley, 2009; Morency, 2010). If the communication style varies between genders, the communication process and the willingness to accept the information presented is often blocked, undermined, or rejected by the intended audience. In turn, the communication process between sender and receiver fails, thus dividing employees and affecting job performance (Givens, 2008; Keyton, 2013).

Effective communication between genders often has factors that impinge on the atmosphere and tone in which interactions take place (Carli, 2001; Grimes, 2003; Stirling, 2012).
These include, but are not limited to sex, sociocultural, perception, personal values, roles, relationships, environment and stereotyping (Keyton, 2013; Morency, 2010). For communication to be successful, it needs to include a strong correlation built on honesty, dependability, patience, respect, empathy, sense of humor, tolerance, commitment and acceptance between sender and receiver.

**Successful Interpersonal and Intrapersonal Communication**

Intrapersonal (self-talk) and interpersonal (social interactions) communication skills must be present for communication to succeed (Blizard, 2012; Burgoon, 2000). Interpersonal communication helps people to focus on how information will be applied to a person’s life to help them improve personal goals, attitudes, performance levels, and relationships, intrapersonally and interpersonally inside and outside the workplace (Blizard, 2012; Schmitt, 2008). Effective communication is significant and valued because it will identify the differences in communication found between males and females. It can also help people to recognize barriers, obstacles, and problems that exist. These can limit the communication process between males and females, especially in the workplace (Blizard, 2012; Burgoon, 2000). Stress and personal problems limit interacting with other people on a professional level and can cause miscommunication. These often interfere or hinders relationships, which then limits growth within the work environment (Blizard, 2012; Gilley, 2009).

One goal of successful workplace communication is to educate organizations on the importance of finding harmony with the social interactions that occur in the work environment. Another goal is to help individuals to have defined objectives set for their mission (Blizard, 2012; Keyton, 2013). Through mindful interpersonal communication (social interactions),
dreams will never alter or be deemed unrealistic, and a positive workplace between males and females employees will be established (Burgoon, 2000; Eagly, 2003b). Realizing goals and communicating clear expectations with others will minimize limitations and miscommunication found in workplace settings (Blizard, 2012; Rubino-Miner, 2009). Why is this so? Interpersonal communication can build and preserve solid relationships at work with colleagues and help people to make the most out of everyday interactions with limited stress. Interpersonal communication promotes active listening, empathy, having a strong sense of teamwork, supportiveness, and a willingness to help others (Gilley, 2009; Schmitt, 2008; Senge, 2008).

In the workplace, people like to believe they have the qualities to interact with one another on a professional, effective level despite a person’s age, sex, race, gender, social class, ethnicity, or religious belief. The challenge with interpersonal communication is building on the diversity individuals will bring into a team setting so others can see that workplace emotional well-being does exist (Rubino-Miner, 2009; Streeter, 2014). Interpersonal communication is especially important as people transition into positions of leadership. Daily behavior shapes people’s opinions, and those opinions determine how they will interact with others (Carli, 2001; Pendry, 2007). Interpersonal communication allows people to navigate better and understand other’s views. People will build relationships with colleagues, which in turn will improve workplace relations and communication skills which will achieve results (Burgoon, 2000; Streeter, 2014).

By improving intrapersonal communication (self-talk), employees will have a more positive relationship with themselves. In turn, this means they will have positive relationships with others (Blizard, 2012; Sias, 2005). Workplace goals develop emotional relationships with
colleagues and develop a healthy perspective and response to one’s self (Burgoon, 2000; Gilley, 2009). By doing this, people will focus on the things they consider important on their job. By doing this, it will affect the relationships and communication processes they have with others (Christman, 2012; Givens, 2008). In short, intrapersonal and interpersonal communication between males and females will give employees the ability to recognize and appropriately express their emotions in a way that strengthens their emotional well-being and improve workplace communication (Blizard, 2012; Schmitt, 2008; Stirling, 2012).

By changing the dynamics of communication through effective communication skills, daily interactions between employees will also change. Developing a stronger relationship with one’s self, employees not only realize their potential, but it will also help them to improve their intrapersonal and interpersonal communication skills (Blizard, 2012; Burgoon, 2000). When people have a healthy mind, body, and spirit, it can change the way they communicate and interact with one another, in or outside a workplace setting (Blizard, 2012; Gilley, 2009; Mohindra, 2012).

**Approaches to Strengthen Workplace Communication**

Culture, gender and communication differences have an influence on how members of society relate with one another. Ineffective communication skills often limit self-growth, reality, and the relationship between cultures and sex (Blizard, 2012; Mohindra, 2012). An important tool to increase effective communication in the workplace is diversity. This tool should be used and practiced by everyone to provide personal and professional growth (Pendry, 2007; Streeter, 2014). How people interact and interpret communication in the workplace will determine the effectiveness of the communication process with themselves and others (Burgoon, 2000;
Schmitt, 2008). Understanding workplace diversity will not only improve relationships with others, but it will also improve perspectives on how people see themselves and the world around them (Gilley, 2009; Grimes, 2003). Effective communication skills not only build the essential foundation for personal power through change, values, skills, and shared goals, but it also develops significant workplace relationships built on knowledge and information (Blizard, 2012; Sias, 2005).

Communication is significant in everyday life because communication skills foster self-understanding to recognize personal awareness and experiences, especially in workplace settings. It develops personal traits to encourage career advancements within the workplace (Blizard, 2012; Burgoon, 2000). Communication skills apply ethics in people’s lives to demonstrate trustworthiness in others. It helps people to manage emotional reactions with one another and situations. Also, communication helps people to identify with other’s feelings, needs, and concerns to heighten interpersonal relationships. In short, effective communication in and outside the workplace helps people to grow, learn, and identify personal strengths and weaknesses (Burgoon, 2000; Keyton, 2013; Stirling, 2012). Many areas explored when communication is evaluated or used to guide people in their personal and professional lives. It allows them to see strengths and weaknesses that are displayed and learned in different communication situations (Blizard, 2012; Quest-Else, 2006). During these situations, communications in and outside the workplace can be effective. Using communication from past experiences can help build real communicative skills and abilities in people and relationships in the workplace (Blizard, 2012; Drynan, 2011). A general understanding of emotions, and the
emotions within oneself and others is a skill people should use with others in different situations (Keyton, 2013; Merchant, 2012).

Effective workplace communication allows people to have a more objective understanding of a situation by allowing time to process the situation and then develop an emotionally effective response (Blizard, 2012; Burgoon, 2000). It encourages people to know who and what emotional triggers affect them. Knowing this allows people to manage their reactions to triggers in different workplace settings (Blizard, 2012; Christman, 2012; Wood, 2009). Effective communication allows people to embrace their emotional discomfort versus avoiding it and to better understand themselves in healthy workplace environments. Also, effective communication allows people to avoid labeling emotions and situations as good or bad. It allows people to understand their feelings based on situations and to be acutely aware of them (Blizard, 2012; Burgoon, 2000).

**Workshop Vision**

**Resilience**

Resilience is another tool to increase effective communication. Resilience is the ability to grow and thrive in the face of challenges, bounce back from adversity, and build core competencies that enable mental toughness (Brooks, 2004). It also helps build optimal performance, strong leadership, and achievement of goals (Bridges, 2004). Resilience, as it pertains to communication, is necessary because change is inevitable within an organization. Through these changes, communication skills, managerial performance, and morale are positively affected (Senge, 2008). Change and challenges can then come to be viewed positively, changing attitudes, thought and responses. Through the process of learning and acceptance leads
to self-empowerment, instills a sense of purpose, and identity. This results in positive professional relationships within leadership and throughout the entire organization (Gilley, 2009). Resilience not only affects what a person does personally and professionally but it also applies to how people go about changing the way they think and how they handle certain situations. By learning new approaches for interactions and effective communication skills with others, the benefits of resilience will increase (Eagly, 2003b).

Another aspect of resilience is organization and system thinking. Organizational thinking is seeing the interconnections and relationships within an organization (Meadows, 2008). Seeing the whole picture, as well as the parts, can provide key insight for people in navigating roles, which shows the complexity of that organization (Reed, 2009). When organizational communication is hindered by a lack of resilient thinking, it can limit growth and stability in teams or organizations (Senge, 2006). When resilience and organizational communication are applied the basic elements of interdependent relationships to cope with doubt will be enforced (Siebert, 2005). Interdependent relationships to deal with environmental or workshop uncertainty, the following items must be considered: social collectivity (people relying on one another), coordinating activity (people trying to do well within organizations), personal and organizational goals, and the hierarchy structure (Zolli, 2012). In short, the core goal of resilience is to provide participants with a better understanding of the unique value of communication and to identify hidden dynamics within people. This will help employees, supervisors or organizations to become trusted advisers and develop abilities to present a more efficient communication practice (Buzzanell, 2000).
Audience

The target audience for this project will be workplace employees, supervisors and managerial staff. The goals of this workshop are, the audience will learn and recognize different styles of communication found between males and females; the basis for these communication differences, and organizational communication (Quest-Else, 2006). Workshop participants will learn about resilience so they may have positive outcomes when faced with the challenges and apply these principles in the workplace (Zolli, 2012). Finally, participants will improve their ability to work with others, which in turn, will enhance their interpersonal and intrapersonal communication skills (Blizard, 2012).

The learning tools for this workshop will include instructor-led training, case studies, leadership activities, and games to identify different communication styles and team building. Other tools that will be incorporated will be information about organizational communication, educational youtube clips showing different communication characteristics, and discussion forums. The learning goals are for participants to recognize the different communication styles of males and females, the basis for these communication differences, and organizational communication (Wood, 2009).

The learning objectives for this activity will be to identify and understand the different communication styles that males and females have with an accuracy measured by real-world situations and role-play based on workplace scenarios. The learning activities for this workshop consist of participants using performances or simulations that require them to use procedures to identify different communication styles found between genders. Participants will also gain a better understanding of organizational communication found in the workplace through system
Participants will see that this project is unique when compared with other workshops. Typically, other workshops designed to improve work relationships are periodic “check-the-box, get it out of the way, no thinking” training. This project will be teaching skills that are practical and applicable to life, in and outside of the work environment (Eagly, 2003b). It will include communication skills that can be utilized and practiced with different people who interact together throughout life (Burgoon, 2000). This project will also help people to understand that different communication styles do exist between genders. Participants will understand how these differences often prevent or hinder effective communication depending on the messages presented, who is presenting it, and how it is perceived (Underdahl-Paustian, 2014).

**Conclusion**

Effective communication is a complicated process. Different communication styles between males and females exist in the workplace, especially when it comes to the flow of information and how that information is perceived (Burgoon, 2000). With communication differences, having an awareness of these dissimilarities will help people to see the barriers that exist within the workplace, as this can place limitations on the information presented (Quest-Else, 2006). It will also improve the effectiveness of communication between genders, and in turn prevent miscommunication (Chaluvadi, 2015).

The effectiveness of communication empowered through the information transmitted from sender to receiver (Agbim, 2013). Effective communication not only focuses on the style and delivery of the message shared, but it also examines the non-verbal forms of communication
which allow undivided attention between sender and the receiver (Blizard, 2012).

Communication differences between males and females vary and are dependent on the elements used in the process to determine the effectiveness of the communication (Stirling, 2012).

Empowerment, one of the results of communication, allows for the acknowledgment of information and examines the effectiveness of the message (Burgoon, 2000).

Communication exemplifies a broad range of possibilities from how a message is shared to how a message encompasses a person (Gilley, 2009). Effective communication can compel an audience to act, or it can impede the message that the messenger is trying to convey (Blizard, 2012). Ultimately, effective communication skills, especially in the workplace between genders, permits positive feedback, creative ideas, the influence of thoughts, inspires discussions, and improves relationships between colleagues and managerial staff.
References


COMMUNICATION STYLES


Communication Styles: Increasing Awareness between Genders in the Workplace

Tammie Bellephant

B.A., Eastern Illinois University, 2005

A.A.S., Community College of the Air Force, 2009

Capstone Project

Submitted in partial fulfillment of the requirements

For the Degree of Master of Communication

Governors State University

University Park, IL 60484

2017
Training Design

Course Topic and Background:

The difference between genders is a topic that has been discussed, researched, and debated for decades with studies ranging from developmental, behavioral, performance, and physical characteristics (Costa, 2001; Merchant, 2012; Netshitangani, 2008; Wood, 2009). The topic of this project is communication differences between genders. Different communication styles between genders exist due to disagreements in the way information is conveyed and how it is received (Netshitangani, 2008). The importance of this topic is due to the lack of recognition of the differences that exist between males and females in the workplace. The awareness to these dissimilarities will help people to see the barriers that exist as this can place limitations on the information received (Quest-Else, 2006).

Communication is a process that has two levels of interpretation, encoding (before) and decoding (after). Encoding modifies information from a source to extract meaning or places it into storage (memory). Decoding deciphers verbal and nonverbal messages to identify the meaning each represents (Hall, 2001). This process defines how different meanings are interpreted from a single message and reflected in human interactions (Burgoon, 2000; Drynan, 2011; Fedaghi-Ai, 2012). These levels of interpretation help the sender and receiver to gain meaning from their observations and understanding during communication (Krauss, 2002). In the encoding process, messages are created based on a person’s perspective, comprehension, or observation. Often creators of the messages are feeding off society’s beliefs and values. Decoding determines how the audience interprets the messages based on their experiences and
beliefs (Hall, 2001; Krauss, 2002). Both processes contribute to socially constructed and expressed views on masculinity and femininity which are learned behaviors and vary within cultures and society (Nazzaro, 2009). Within cultural institutions, patterns of behavior from social groups often influence values, beliefs, and worldviews. This often results in learned changes over time affecting the communication process between the sender and receiver (Carli, 2001). Through active communication, people learn who they are and how society views their identity verbally and nonverbally (Merchant, 2012). Different styles of communication are found between males and females in the workplace. These differences often limit the flow of information between people on a personal and professional level, resulting in miscommunication (Blizard, 2012).

The purpose of this project is to compare how communication styles between males and females can affect the communication process and to analyze how these different styles can influence the message conveyed. This project will also examine findings on how managers are perceived so that when presented to an audience they will have a better understanding of the communication differences between genders. By understanding these differences, we can learn ways to improve communication skills with the opposite sex. This project will also examine how resilience can aid employers and employees to improve communication in mixed settings found in the workplace. Resilience helps people to cope with change and gather additional resources to sharpen their “ax” to help cut down the number of problems and challenges that people face in their personal and professional development (Brooks, 2004).
**Target Population**

The target audience for this project will be workplace employees, supervisors and managerial staff. The goals of this workshop are, the audience will learn and recognize different styles of communication found between males and females; the basis for these communication differences, and organizational communication (Quest-Else, 2006). Workshop participants will learn about resilience so they may have positive outcomes when faced with the challenges and apply these principles in the workplace (Zolli, 2012). Finally, participants will improve their ability to work with others, which in turn, will enhance their interpersonal and intrapersonal communication skills (Blizard, 2012).

The learning tools for this workshop will include instructor-led training, case studies, leadership activities, and games to identify different communication styles and team building. Other tools that will be incorporated will be information about organizational communication, educational youtube clips showing different communication characteristics, and discussion forums. The learning goals are for participants to recognize the different communication styles of males and females, the basis for these communication differences, and organizational communication (Wood, 2009).

The learning objectives for this activity will be to identify and understand the different communication styles that males and females have with an accuracy measured by real-world situations and role-play based on workplace scenarios. The learning activities for this workshop consist of participants using performances or simulations that require them to use procedures to identify different communication styles found between genders. Participants will also gain a better understanding of organizational communication found in the workplace through system
thinking and examine the connections between the components that complete the function within that system (Meadows, 2008).

Participants will see that this project is unique when compared with other workshops. Typically, other workshops designed to improve work relationships are periodic “check-the-box, get it out of the way, no thinking” training. This project will be teaching skills that are practical and applicable to life, in and outside of the work environment (Eagly, 2003b). It will include communication skills that can be utilized and practiced with different people who interact together throughout life (Burgoon, 2000). This project will also help people to understand that different communication styles do exist between genders. Participants will understand how these differences often prevent or hinder effective communication depending on the messages presented, who is presenting it, and how it is perceived (Underdahl-Paustian, 2014).

**Need Assessment of Participants**

The needs assessment technique that will be employed to determine the material required during this training will consist of questionnaires. The questionnaires will allow the participants in the training to have input on what kind of training material or information needs to be addressed. Questionnaires allow a large group of people to give their opinion on a topic or concern while remaining anonymous. They enable people to address concerns without fear of retaliation. Data collection with the use of questionnaires allows for easy referencing when it comes to the needs and concerns of an organization. Strategies to be utilized in training will include handouts discussing active listening, communication skills, and resilience training, a small group practice of these skills and large group role playing. Flexibility will be incorporated within the training schedule so that participants will have adequate time to discuss personal
experiences and ideas. This will create a comfortable environment that encourages learning through participation and awareness of skills.

The pros for using these kinds of techniques are, they encourage feedback, insight, and growth. The cons of using these techniques may include a lack of participation, interest or motivation from some of the participants. The overall success of the training will mainly depend on the willingness and active involvement of the participants.

**Target Goal**

Participants will learn effective forms of communication styles that will help improve relationships and camaraderie in the workplace. They will learn about the different communication styles between genders and how this affects the work environment. Participants will also receive information on resilience and how this particular skill set can apply to their personal and professional lives. Resilience is the ability to grow and thrive in the face of challenges, bounce back from adversity, and build core competencies that enable mental toughness (Brooks, 2004). It also helps build optimal performance, strong leadership, and achievement of goals (Bridges, 2004). Resilience, as it pertains to communication, is necessary because change is inevitable within an organization. Through these changes, communication skills, managerial performance, and morale are positively affected (Senge, 2008).

**Target Objectives (ABCD)**

The objectives of this workshop are to educate people on the importance of different communication styles between genders within the workplace. It will point out the effects of miscommunication and how it can damage the communication process within the workplace.
Lastly, participants will learn how resilience training can be a positive pattern for adaptation in the workplace which allows for positive outcomes to overcome adversity to succeed in life.
### 1. Taxonomy Level: Understanding

<table>
<thead>
<tr>
<th>Objective</th>
<th>ABCD Criteria</th>
<th>Test Method</th>
<th>Points</th>
</tr>
</thead>
</table>
| Given a series of confrontational interactions, participants will be able to identify what constitutes as workplace communication styles between the sexes at a 75% accuracy as measured by the testing methods. | **Audience:** participants  
**Behaviors:** will be able to identify what constitutes as different communication styles between genders.  
**Condition:** given a series of confrontational interactions between genders.  
**Degree:** at a 75% accuracy as measured by the testing methods. | Activities such as problem sets that require participants to find and identify examples of the concept. | | 

### 2. Taxonomy Level: Applying

<table>
<thead>
<tr>
<th>Objective</th>
<th>ABCD Criteria</th>
<th>Test Method</th>
<th>Points</th>
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</table>
| Given real world situations by role-playing based on an actual work incident, participants will be able to apply workshop techniques to simulate real world situations based on an 80% accuracy as measured by performance testing methods. | **Audience:** participants  
**Behavior:** will be able to apply workshop techniques to simulate real world situations.  
**Condition:** given real world situations by role-playing based on actual work incidents.  
**Degree:** at an 80% accuracy as measured by performance testing methods. | Activities such as performances or simulations that require participants to use procedures to solve or complete familiar or unfamiliar tasks. | |
3. **Taxonomy Level:** Analyzing

<table>
<thead>
<tr>
<th>Objective</th>
<th>ABCD Criteria</th>
<th>Test Method</th>
<th>Points</th>
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</table>
| Given workplace scenarios, participants will be able to examine their reactions and responses and identify different communication styles between genders at an 85% accuracy as measured by performance testing methods. | **Audience:** participants  
**Behavior:** will be able to examine their reactions and response and identify different communication styles.  
**Condition:** given workshop scenarios.  
**Degree:** at an 85% accuracy as measured by performance testing methods. | Activities such as case studies, require participants to determine bias, values or underlying intent in presented material. | |

4. **Taxonomy Level:** Evaluating

<table>
<thead>
<tr>
<th>Objective</th>
<th>ABCD Criteria</th>
<th>Test Method</th>
<th>Points</th>
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</table>
| Given workplace settings, participants will be able to choose effective forms of communication at a 90% accuracy as measured by performance testing methods. | **Audience:** participants  
**Behavior:** will be able to choose effective forms of communication.  
**Condition:** given workshop settings.  
**Degree:** at a 90% accuracy as measured by performance testing. | Activities such as problem sets, require participants to judge performances against established criteria or standards. | |
## Training Workshop Outline with Timing

<table>
<thead>
<tr>
<th>Unit /Topic</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td><strong>I. Opening Exercise</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Module 1:</strong> Workshop Introductions and Objectives</td>
<td>75 Minutes/0900</td>
</tr>
<tr>
<td>A. Presenter’s Introduction</td>
<td></td>
</tr>
<tr>
<td>B. Opening Exercise Activity: Team Building Exercise – “Name Game.”</td>
<td></td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>15 Minutes/1015</td>
</tr>
<tr>
<td><strong>Module 2:</strong> Workshop Introduction, Objectives and Key terms</td>
<td>30 Minutes/1030</td>
</tr>
<tr>
<td>A. Maximize Understanding and Retention – Opening Summary</td>
<td></td>
</tr>
<tr>
<td>Activity: Tell them what I want to tell them – tell them – then tell them what I already told them.</td>
<td></td>
</tr>
<tr>
<td><strong>II. Building Blocks – Understanding Resilience</strong> (handouts and power point)</td>
<td></td>
</tr>
<tr>
<td><strong>Module 3:</strong> Building knowledge and examine participant’s thoughts</td>
<td>60 Minutes/1100</td>
</tr>
<tr>
<td>A. Discussion: What is resiliency?</td>
<td></td>
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<tr>
<td>Activity: Involve Participants during Lecture – Spot Challenges</td>
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<tr>
<td>B. Discussion: Why is resilience important?</td>
<td></td>
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<tr>
<td>Activity: Involve Participants during Lecture – Spot Challenges</td>
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<tr>
<td>C. Discussion: Who has resilience?</td>
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<tr>
<td>Activity: Involve Participants during Lecture – Spot Challenges</td>
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<tr>
<td>D. Discussion: How is resilience built?</td>
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<tr>
<td>Activity: Involve Participants during Lecture – Spot Challenges</td>
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<tr>
<td>E. Discussion: What are the pillars of resilience?</td>
<td></td>
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<tr>
<td>Activity: Involve Participants during Lecture – Spot Challenges</td>
<td></td>
</tr>
</tbody>
</table>
F. Discussion: How is resiliency applied?

Activity: Involve Participants during Lecture – Spot Challenges

Lunch 60 Minutes/1200

Module 4: Learning Participants feelings and philosophy about training topic 45 Minutes/1300

A. Activity: Involve Participants during lecture – Spot Challenge


   https://www.youtube.com/watch?v=Lsd5oDUpDjc

Module 5: Establishing interest in the workshop topic 60 Minutes/1345

C. Group Activity, Gain the Audience’s Interest: Introductory Exercise – Insight Personality Instrument “Colors Game” (Insight Personality Instrument)

D. Discussion: If communication styles between genders are based on a person’s level of knowledge, and the ability and willingness to interact with others, then is it safe to say educating oneself on effective communication skills is an ongoing process?

Activity: Immediate Learning Involvement – Conversation Exercise

E. Video Clip: YouTube video – Nick Vujicic “Look at Yourself After Watching This” (4:11).

   https://www.youtube.com/watch?v=Gc4HGQHgeFE

Break 15 Minutes

III. Middle Activities – Applying

Module 6: Workshop highlights 30 Minutes/1500

A. Maximize Understanding and Retention – Open Summary Overview
Activity: Lecture about Reinforcement Strategies, Post – Lecture Case Problem, case scripting.

**IV. Advance Knowledge Skills – Analyzing**

**Module 7:** Group scenarios 45 Minutes /1530

Activities: Experiential Learning Approach – Role Playing

B. Discussion: Participant’s knowledge on workshop topic

Activity: Alternative Methods of Lecturing – Guided Teaching Exercise, class questions from the trainer.

**Break** 15 Minutes

**V. Closing Activities – Evaluating**

**Module 8:** Participant’s knowledge 30 Minutes /1630

A. Knowledge Application Test: Putting it all together: knowledge application test.

Activities: Actions steps: future application activity, action planning.

B. Evaluation: final assessment or reaction questionnaire.
Training Evaluation Plan

Course Title: Communication Styles

Date: ________________

1. Circle the answer below that best describes thoughts concerning this workshop.

a. This workshop helped to become more aware of different communication styles found between genders.
   (strongly disagree) 1 2 3 4 5 (strongly agree)

b. The material covered in the workshop was informative.
   (strongly disagree) 1 2 3 4 5 (strongly agree)

c. The trainer encouraged active participation during the workshop.
   (strongly disagree) 1 2 3 4 5 (strongly agree)

d. The trainer prepared for the workshop.
   (strongly disagree) 1 2 3 4 5 (strongly agree)

e. The training schedule allowed participants enough time to learn and practice the information presented throughout the workshop.
   (strongly disagree) 1 2 3 4 5 (strongly agree)

f. The trainer effectively communicated the information for the workshop.
   (strongly disagree) 1 2 3 4 5 (strongly agree)

g. The following tools were effective.

PowerPoint (strongly disagree) 1 2 3 4 5 (strongly agree)

Video Clips (strongly disagree) 1 2 3 4 5 (strongly agree)
I. What material during the workshop did you find most helpful?

______________________________________________________________________________

______________________________________________________________________________

II. What material would you have liked to have addressed that was not?

______________________________________________________________________________

______________________________________________________________________________

III. Is there any part of the trainer’s presentation you would like to see improvements with?

______________________________________________________________________________

______________________________________________________________________________

IV. How would you improve the training for this workshop?

______________________________________________________________________________

______________________________________________________________________________

2. The data collected from this questionnaire will be used to improve on the success of the workshop. It will help the trainer meet the needs of the participants to develop better communication skills and to help employers and employees to become more aware of the different communication styles between genders. It will also be used to recognize if other training needs, need to be addressed such as other areas of concern. The questionnaire will change the training by improving how the workshop will be facilitated. By improving the workshop, the trainer will be further addressing the needs of the participants within their job setting. In short, when the needs of the employer and employees are met, the intercommunication for that work environment or setting will also improve. With improved communication skills, the
morale of the employees and the work productivity in organization, teams, or company will also improve.

**Opening Exercise / Training Development**

**Training Purpose of Opening Exercise:**

The goal of this exercise is to help participants to work collectively as a team in a setting that is conducive to co-equality thinking, harmony and uniformity once the workshop has ended. Participants’ interest will be sparked with the information provided in the workshop that will assist and add to the participants understanding of communication styles between genders.

**Introduction of Participants:**

**Training Goal**

The goal of this workshop is to have participants learn effective forms of intercommunication skills that will help improve relationships and camaraderie in the workplace. Workshop participants will also learn about resiliency and how this way of thinking can help with past and present life adversities.

**Objectives**

The training objectives will vary based on the Taxonomy Level and the level of understanding and performance the participants are displaying.

**Module 1**

**Team Building Exercise:**

**Activities Summary**

This activity will have participants introduce themselves and learn each other’s name or reacquaint participants to one another after a period of separation. This activity will also challenge
participant’s memory and creativity with the use of a “Name Game” to help participants to relax and to engage with one another in a positive manner.

**Activities Administration**

1. The trainer will greet each participant at the door.

2. Once all the participants have arrived in class, the trainer will pass out sheets of paper and instruct participants to write down his or her name.

3. The trainer will then ask the group to think of the answers to the following three (3) questions. Favorite food, favorite book and favorite place to be and write them down.

4. Once the participants have completed this task, the trainer will then ask the class to mingle and introduce themselves to someone else.

5. After a five (5) minute time limit, the trainer will instruct the class to switch names with another participant.

6. The participants will continue to mingle and switch names until the trainer asks each person in the workshop to introduce himself or herself as the last person they talk with in the class. If they are unable to remember the information, participants are then able to make something up.

Obtaining Participants: To increase participation during the workshop, the Insight Personality Instrument “Color Game” exercise will invoke energy and group involvement, and challenge participants to identify their and other member's personality style accurately.
Module 2

On-the-Spot Assessment Activity:

Activity Summary

This team building activity will spark participant’s interest in the workshop, break down workplace social barriers, help participants to engross themselves in workshop activities and encourage participants to work together as a team by using a conversation feedback exercise.

Activity Administration

1. The trainer will divide the class into smaller sub-groups made up of four (4) to six (6) participants.

2. The trainer will then pass out sheets of paper and writing utensils and instruct the groups to read each question quietly to themselves, in its entirety, before answering the questions that best describe them before sharing their answers with their group. Participants will be asked not to respond to each question the way they think or how others believe that they should respond, but instead respond to each question truthfully by allowing their feelings to guide them. The categories for this exercise will include values, motivation, communication, work, and supervision. This exercise will help identify participant’s color spectrum, which in turn will help participants to determine their personality style. After a fifteen (15) minute time limit, the trainer will then ask the groups to share their answers with the whole class. The class will be invited to elaborate and give examples of the different answers they have listed.

3. Once all the groups have shared their unique color spectrum and how this spectrum affects their personality and communication styles the trainer will then ask the participants to
return to their original seats and then lead into the purpose of the training workshop “Communication Styles.”

Obtaining Participants: Exercise 2, “Subgroup Discussion” method, increase active participation amongst the group members by invoking conversation on training topics, increase the involvement to workshop questions, apply training concepts to workplace scenarios and identify the need for new approaches to successful interpersonal communication skills in the workplace.

**Building Blocks**

**Training Purpose of Building Blocks:**

The purpose of this section is to build knowledge and examine participant’s position and thoughts about the topic. This activity is also designed to gain the audience’s interest to the main subject.

**Activity 1: Gain the Audience’s Interest**

**Technique Name:** Introductory Exercise, Insight Personality Instrument “Color Game.”

**Activity Summary:**

This activity will introduce the main focus of this workshop to participants by pointing out what employees have seen in the workplace, what employees do not see happening in the workplace and what can be changed in the workplace to improve workplace camaraderie amongst employees. This exercise will be using “Colors” to reveal personal feelings toward communication styles between genders, the lack of camaraderie in the workplace and solutions on how to modify, adjust and change their workplace environment.
Activity Administration

- Workshop participants will divide into smaller sub-groups.
- The trainer will pass around sheets of paper with ten different categories.
- The trainer will then instruct the participants not to respond to each question the way they think or how others believe they should respond, but instead respond to each question truthfully by allowing their feelings to guide them.
- After a fifteen (15) minute time limit, the trainer will then ask the groups to share their answers with the whole class to see how other participants responded to the questions.
- After a fifteen (15) minute time limit, the trainer will then instruct the groups to brainstorm and come up with ways or solutions for improving workplace communication and interactions between genders by using the information they have from the personality instrument.
INSIGHT PERSONALITY INSTRUMENT

How to Understand People Better Than They Understand Themselves
6 Insight Personality Instrument

## 1. Values

The following statements describe the general attitudes, values, dreams, hopes, and ambitions of each personality type.

<table>
<thead>
<tr>
<th>Green</th>
<th>Orange</th>
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<tbody>
<tr>
<td><img src="image1.png" alt="Image of Green values" /></td>
<td><img src="image2.png" alt="Image of Orange values" /></td>
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</tbody>
</table>

- **Green**
  - I dream of perfection, accuracy, and truth. I place high value on answers, resolutions, and intelligence. I respect innovation, knowledge, and capability, and highly regard progress, efficiency, and increased output. I promote effectiveness, competence, and expertise, and like to explore new ideas and add to humanity's understanding of the universe.

- **Orange**
  - I dream of being free, spontaneous, and impetuous. I place high value on finesse, grace, and charisma. I respect skill and artistic expression and highly regard opportunities, options, and competition. I promote stimulation, challenge, and courage, and bring fun, excitement, and adventure to society. I am willing to take risks when others won't.

<table>
<thead>
<tr>
<th>Gold</th>
<th>Blue</th>
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<tbody>
<tr>
<td><img src="image3.png" alt="Image of Gold values" /></td>
<td><img src="image4.png" alt="Image of Blue values" /></td>
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</tbody>
</table>

- **Gold**
  - I dream of assets, wealth, influence, status, and security. I place high value on dependability, accountability, and responsibility. I respect authority, loyalty, and obligation, and highly regard service and dedication. I promote structure, associations, and organizations, and work to maintain the order, stability, and traditions that keep our society together.

- **Blue**
  - I dream of peace, love, affection, and authenticity. I place high value on compassion, sympathy, and rapport. I respect nurturing, empathy, and the sharing of feelings, and highly regard meaning, significance, and identity. I promote growth and development in others and can be relied on to take care of people's physical, spiritual, and emotional needs.
10 WAYS TO BUILD RESILIENCE

Make connections. Good relationships with close family members, friends, or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.

Avoid seeing crises as insurmountable problems. You can’t change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.

Accept that change is a part of living. Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

Move toward your goals. Develop some realistic goals, and do something regularly—even if it seems like a small accomplishment—that enables moving toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, “What’s one thing I know I can accomplish today that helps me move in the direction I want to go?”

Take decisive actions. Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

Look for opportunities for self-discovery. People often learn something about themselves and may find that they have grown in some respect as a result of their struggle with loss. Many people who have experienced tragedies and hard times have reported better relationships, greater sense of personal strength even while feeling vulnerable, increased sense of self-worth, a more developed spirituality, and heightened appreciation for their life.

Nurture a positive view of yourself. Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

Keep things in perspective. Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blow[ing the event out of proportion.

Maintain a hopeful outlook. An optimistic outlook enables you to expect that good things will happen in your life. Try visualizing what you want, rather than worrying about what you fear.

Take care of yourself. Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.
Wrap up:

Once the exercise is completed, the trainer will ask the participants to express their thoughts and any insight concerning this exercise. Participants will also be asked if this exercise brought to their attention any working conditions that were not acceptable and inappropriate that they failed to recognize before this exercise.

Activity 2: Maximize the Audience’s Understanding and Retention

Technique Name: Opening Summary

Activity Summary:

In this strategy, at the beginning of the workshop, the trainer will give participants the major points, tips, and analysis on the importance of this exercise.

Activity Administration

❖ **Tell them what I’m going to tell them:** Different communication styles between genders in the workplace and how it can affect camaraderie found amongst co-workers. Participants will learn effective forms of inter-communication skills that will help improve relationships and camaraderie in among colleagues.

❖ **Tell them:** Effective communication in the workplace is important because it will help employees to realize that there are barriers and problems within the workplace that limit co-workers, supervisors and management staff from interacting on a professional level without miscommunication. This topic points to the importance of people truly understanding the impact of their actions when it comes to positive interactions and relationships with colleagues. Possibly then miscommunication would cease to exist within the workplace. During this
exercise participants, will examine the intentional or unintentional communication differences between genders in the workplace.

❖ **Then tell them what I already told them:** Different communication styles between genders can cause miscommunication in the workplace. Effective communication is important because it will help employees to realize that there are barriers and problems within the workplace that limit co-workers, supervisors and management staff from interacting on a professional level without miscommunication.

**Wrap up:**

This exercise is designed to give participants the major points of the workshop which will act as memory aids for participants to follow and assist in organizing and understanding the information provided in the workshop.

**Activity 3: Participants Involvement – Spot Challenge**

**Technique Name:** Spot Challenge

**Activity Summary:**

This activity will challenge participant’s knowledge and understanding of the information that is being presented to them in the workshop by asking periodic questions throughout the training.

**Activity Administration**

❖ Why is effective communication in the workplace important?
❖ Give examples of ineffective communication between genders in the workplace?
❖ What are some ideas on effective communication in the workplace?
❖ What are ways to create a workplace where effective communication is valued?
What are ways to create effective intercommunication habits?
What are ways of dealing with difficult communication styles?
What are ways of improving communication styles between genders?
Describe communication styles with co-workers or other employees?

Wrap up:
This exercise is designed to help participants to address the questions concerning communication styles between genders in the workplace. The key points of this exercise summarized by the trainer by having the workshop participants to write down their major answers to questions and the reason why these issues are important. The trainer will then have the workshop participants to narrow down what is the most significant responses to these matters. The transition from this exercise, spot challenge, to the next exercise, post-lecture case problem, will be a smooth and easy transformation because this will allow the participants to use what they have learned and apply it to workshop activities.

Activity 4: Lecture Reinforcing – Post Lecture Case Problem

Technique Name: Post-Lecture Case Problem

Activity Summary:
This strategy exercise will allow the trainer to give a scenario of different communication styles between genders based on information given throughout the workshop. This will challenge the participant’s understanding and level of knowledge by examining their responses on how they will handle miscommunication in the workplace.
COMMUNICATION STYLES

Activity Administration:

For this activity, participants will be working in groups of five (5) or six (6) participants to come up with their solution on how they will handle the scenario. After a fifteen (15) to twenty (20) minute time limit, the trainer will then ask the groups to discuss their scenario solutions with the class. Once the groups have given their solutions to the scenario, the trainer will elaborate on their answers, adding in the correct ways the participants could handle the scenario, if needed. Participants will then discuss how they think the situation could be avoided. The trainer will elaborate on their answers.

- A female co-worker is starting her shift off by asking lots of questions before beginning work. At the same time, a male co-worker, who is starting the same shift, simply roll up his sleeves and start working. Thus, some co-workers may think women are not competent to do the job. These co-workers may speak negatively about female workers. However, in fact, women typically verify and validate situations before starting a task, which improves performance. How would this situation with male co-workers speaking negatively about female co-workers be handled?

Wrap up:

This exercise is designed to evoke awareness to workplace miscommunication and to increase participants’ understanding of effective workplace communication. The participants will report their answers by using an active knowledge sharing exercise. Within this exercise, there is no right or wrong response. The participants will use the information they have learned from the workshop activities to identify workplace miscommunication and ways to handle this
miscommunication. There can be more than one way to handle a situation. Thus there would not need to be a group consensus on only one way.

**Middle Activities**

**Training Purpose of Middle Activities:**

The goal of this training activity is for the trainer to come up with exercises that will help participants to examine the importance of this training and to stage the next segment of the workshop.

**Experiential Learning Approaches**

**Technique Name:** Scripting

**Activity Summary:**

The purpose of this learning approach is to help participants understand the effects miscommunication can have on employees. This method will not only help participants understand the feelings employees experience when communication is ineffective, but it will also help participants learn skills to improve communication in the workplace.

**Experiential Learning Approach: Role Playing**

**Activity Administration:**

With this learning method, the trainer will be using the Stage-front role playing for this activity. The trainer’s role, with this exercise, is to increase the participants understanding of the communication differences between genders in the workplace. The goal of the trainer is to determine if the actions the participants display, based on their role-playing of their assigned character was successful or not. This will be built on the rules and guidelines of this exercise
reviewed at the beginning of the activity. The trainer will also encourage the participants to improvise freely to help influence the outcome of the exercise.

Exercise:

This exercise will help participants to adopt the role of “victim” to examine the behavioral and psychological effects of miscommunication in the workplace. To broaden participants understanding the effects of “Communication Styles,” the trainer will have participants role-play the following for scenario 1:

1. The trainer will ask for four (4) volunteers to assist with this exercise.
2. The trainer will ask them to go into the hallway so that they can receive information on their roles.
3. Once in the hallway, the trainer will give the participants their “prescribed roles” to act out for the exercise and ask two of the volunteers to improvise freely to make the role-play exercise more real.

Scenario 1: New Employee

Teri is a new mental health technician that started four (4) weeks ago, working on a unit. The other staff often gives her the cold shoulder, and they also refuse to answer any questions she may ask. Therefore, she is having a hard time learning all the aspects of her job and completing the necessary training required for her job that the head staff should be teaching her. The other staff members often isolate and ignore Teri during her breaks and lunch hour. On a few occasions, Teri has overheard staff saying rude things about her.

Discussion: Participants will come up with solutions on how Teri should handle this situation.
Wrap up/Conclusions:

Once this exercise is complete, the participants will gain active learning experience and a better understanding of the effects of effective communication styles in the workplace.

Advance Knowledge and Skills

Training Purpose of Advance Knowledge and Skills Activities:

The goal of this training activity is to allow the trainer to use an alternative training method to help keep the participants interested, to increase the participants learning the process and to accentuate other training materials that have already been discussed earlier in the workshop.

Technique Name: Guided Teaching

Activity Summary:

The purpose of this alternative method of learning will be to have the trainer ask the participant’s questions that pertain to the workshop. To allow the participants to gain and voice their understanding, and to see the importance of the workshop through the issues that are the main foundation of the lecture.

Activity Administration:

With this learning technique or method, the trainer’s role is to prompt and guide the participant’s discussion to assist or aid the participants in developing their understanding of the workshop subject. The instructor’s goal with this learning method is to evoke participants learning process through coaching with the aid of questions. Thus, the trainer must avoid leading workshop discussions with direct instructions and formats.
Exercise:

This exercise is to assist participants to work collectively as a team by using social and communication skills to exchange ideas and achieve understanding through discovery. To broaden participants understanding and knowledge of “Communication Styles,” the trainer will ask the following questions to the class:

1. Explain what “effective communication” means to you?
2. In what aspect can effective communication styles in the work environment benefit you and your co-workers?
3. What is workplace miscommunication?
4. How does miscommunication affect people and the business?
5. What’s the difference between communication styles between genders?
6. What can be done to end workplace miscommunication between genders?

(Answers to the above questions will vary amongst workshop participants)

Wrap up/Conclusion:

Once the exercise is completed, the participants will have a better understanding of camaraderie in the workplace and how important it is to speak out against unprofessionalism to end ineffective communication between genders. By using this training method, the trainer will have a good idea of participant’s knowledge and understanding concerning this training topic. With this information, the trainer will focus on the key components that the participants failed to address during this exercise.
**Closing Activity**

**Training Purpose of Closing Activities:**

The goal of this section is to have workshop participants use the knowledge that they have learned and apply this knowledge in different test methods.

**Knowledge Application Test**

**Activity Narrative:**

At this point of the workshop, the trainer will determine the participant’s level of understanding and knowledge based on the information proposed throughout the workshop. Previous workshop objectives and test methods will provide the basis for the closing workshop activity.

1. **Taxonomy Level: Understanding**

**Objective:** Given a series of confrontational interactions, participants will be able to identify what constitutes as workplace miscommunication at a 75% accuracy as measured by the testing methods.

**Test:** Activities such as problem sets that require participants to find and identify examples of concepts.

2. **Taxonomy Level: Applying**

**Objective:** Given real world, situations role-play on an actual work incident, participants will role play and be able to apply workshop techniques to simulate actual work incidents at an 80% accuracy as measured by performance testing methods.

**Test:** Activities such as performance or simulations that require participants to use procedures to solve or complete familiar or unfamiliar tasks.
3. **Taxonomy Level:** Analyzing

**Objective:** Given workshop scenarios, participants will be able to examine their reactions and responses and identify ineffective communication skills at an 85% accuracy as measured by performance testing methods.

**Test Method:** Activities such as case studies, require participants to determine bias, values or underlying intent in presented material.

4. **Taxonomy Level:** Evaluating

**Objective:** Given workshop settings, participants will be able to choose concrete forms of communication at a 90% accuracy as measured by performance testing methods.

**Test Method:** Activities such as problem sets, require employees to judge performances against established criteria or standards.

**Activity Rational:**
The intent of this exercise is to help participants to gain a clear understanding of what is expected of them in identifying ineffective workplace communication between genders and finding ways to resolving these problems. Participants must learn to work in an atmosphere of trust and workplace performance will be measured by differences of approach, ideas, and opinions and accepted by others in the workplace. Participants access to resources and information given in this workshop will help eliminate workplace miscommunication.

**Future Application Activity**

**Activity Narrative:**
This activity is designed to encourage participants to apply workshop techniques to real world or on-the-job situations. This activity will not only point out the necessary steps and actions to participants for achieving their desired goals that were learned in this workshop and will also
identify the obstacle(s) that can prevent this activity from being successful. The trainer will pass out the Action Plan forms to workshop participants toward the end of the workshop section. This form will help the trainer and participants to identify if the target objective(s) were met, and the information received from this form will also help design future workshop training classes on this training topic.

**Action Plan:**

1. Identify three (3) areas you would like to see improved or changed within your workplace based on this workshop.
   
   A. 
   
   B. 
   
   C. 

2. What resources or support will be needed for the above actions to succeed?

3. How will participant’s progress be measured based on the training received in this workshop?

4. List the obstacles that will prevent this training from succeeding?

5. Summarize what is expected of you, your co-workers and managerial staff to ensure the success of the training tools learned in this workshop?

**Activity Rational:**

This training activity will help not only the participants to identify the actions that need to take place for change to happen within the workplace and will help the trainer to determine other areas in the workshop that need to be expanded on or included. The intercommunication skills that will be required will also be defined within this exercise.
Workshop Evaluation:

Course Title: Communication Styles

1. Circle the answer below that best describes thoughts concerning this workshop.

a. This workshop helped me to become more aware of different communication styles found in the workplace between genders.

(strongly disagree)  1  2  3  4  5  (strongly agree)

b. The materials covered in the workshop was informative.

(strongly disagree)  1  2  3  4  5  (strongly agree)

c. The trainer encouraged active participation during this workshop.

(strongly disagree)  1  2  3  4  5  (strongly agree)

d. Was the trainer well prepared for this workshop?

(strongly disagree)  1  2  3  4  5  (strongly agree)

e. The training schedule allowed participants enough time to learn and practice the information presented throughout the workshop.

(strongly disagree)  1  2  3  4  5  (strongly agree)

f. The trainer effectively communicated the information for this workshop.

(strongly disagree)  1  2  3  4  5  (strongly agree)

g. The following tools were effective.

PowerPoint  (strongly disagree)  1  2  3  4  5  (strongly agree)

Video Clips  (strongly disagree)  1  2  3  4  5  (strongly agree)
2. What material during this workshop did you find most helpful?
______________________________________________________________________________
______________________________________________________________________________

3. What material would you like to have addressed that wasn’t?
______________________________________________________________________________
______________________________________________________________________________

4. Is there any part of the trainer’s presentation you would like to see improved on?
______________________________________________________________________________
______________________________________________________________________________

6. How would you improve the training for this workshop?
______________________________________________________________________________
______________________________________________________________________________

2. The data collected from this questionnaire will be used to improve on the success of the workshop. It will help the trainer meet the needs of the participants to develop better communication skills and as well as to help employers and employees to become more aware of ineffective communication styles between genders. It will also be used to recognize if other training needs or concerns that need to be addressed. The questionnaire will change the training by improving how the workshop will be facilitated. By improving the workshop, the trainer will be further addressing the needs of the participants within their job setting. In short, when the needs of the employer and employees are met, the intercommunication for that work environment or setting will also improve. With improved communication, the morale of the employees and the work productivity in the organization or company will also improve.
Conclusion

Effective communication is a complicated process. Different communication styles between males and females exist in the workplace, especially when it comes to the flow of information and how that information is perceived (Burgoon, 2000). With communication differences, having an awareness of these dissimilarities will help people to see the barriers that exist within the workplace, as this can place limitations on the information presented (Quest-Else, 2006). It will also improve the effectiveness of communication between genders, and in turn prevent miscommunication (Chaluvadi, 2015).

The effectiveness of communication empowered through the information transmitted from sender to receiver (Agbim, 2013). Effective communication not only focuses on the style and delivery of the message shared, but it also examines the non-verbal forms of communication which allow undivided attention between sender and the receiver (Blizard, 2012). Communication differences between males and females vary and are dependent on the elements used in the process to determine the effectiveness of the communication (Stirling, 2012). Empowerment, one of the results of communication, allows for the acknowledgment of information and examines the effectiveness of the message (Burgoon, 2000).

Communication exemplifies a broad range of possibilities from how a message is shared to how a message encompasses a person (Gilley, 2009). Effective communication can compel an audience to act, or it can impede the message that the messenger is trying to convey (Blizard, 2012). Ultimately, effective communication skills, especially in the workplace between genders, permits positive feedback, creative ideas, the influence of thoughts, inspires discussions, and
improves relationships between colleagues and managerial staff.
References


COMMUNICATION STYLES


RESILIENCY TRAINING

SHIFTING YOUR WAY OF THINKING

AND IMPROVING WORKPLACE COMMUNICATION
WHAT IS EFFECTIVE COMMUNICATION?

The exchange of information, thoughts, ideas and feelings, verbally or nonverbally, to achieve understanding. The intended meaning of the message must be fully understood in terms that both the sender and receiver understand.
EFFECTIVELY MASTERING SKILLFUL COMMUNICATION INCLUDES:

- EXAMINING HOW YOU COMMUNICATE WITH OTHERS
- REVIEWING EXPERIENCES
- WATCH FOR DISCOMFORT THAT CAN BE TRIGGERS TO MISCOMMUNICATION
EXPECTING AND IDENTIFYING COMMUNICATION DIFFERENCES

- Don't put your own interpretation on others' miscommunication.
- Respond effectively to change and barriers.

### Powerful and Powerless Language

<table>
<thead>
<tr>
<th>Powerful language is stereotypically masculine</th>
<th>Powerless language is stereotypically feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characterized by assertiveness</td>
<td>Places an emphasis on connection with others</td>
</tr>
<tr>
<td>Is more task oriented</td>
<td>Attempts to foster harmonious relationships</td>
</tr>
<tr>
<td>More focused on the <em>what</em> of the information being exchanged</td>
<td>More focused on <em>how</em> something is communicated</td>
</tr>
</tbody>
</table>

- Communication Barriers
  - distort or destroy your message
LOOK OUT FOR COMMUNICATION DIFFERENCES

• DRAW CUES FROM NONVERBAL COMMUNICATION
• SPEAK AND WRITE CLEARLY FOR OTHERS
• USE HUMOR JUDICIOUSLY
• SHOW RESPECT FOR OTHER PEOPLE
• BECOME A LONGTIME LEARNER OF EFFECTIVE COMMUNICATION
• ADAPT TO DIFFERENT COMMUNICATION STYLES
ARE YOU WILLING TO ADJUST YOUR COMMUNICATION IN ORDER TO COMMUNICATE MORE EFFECTIVELY?

- ACCEPT POSITIVE CHANGE
- SEEK CONSTRUCTIVE FEEDBACK
- LEAD BY EXAMPLE
- SEE CHANGE AS AN OPPORTUNITY FOR IMPROVEMENTS
COMMUNICATING EFFECTIVELY

LOOK THROUGH THE LENS OF YOUR OWN COMMUNICATION EXPERIENCES TO RECOGNIZE AND MODIFY YOUR COMMUNICATION APPROACHES WITH OTHERS.
COMMUNICATING EFFECTIVELY REQUIRES?

• PEOPLE TO STEP OUTSIDE OF THEIR OWN COMMUNICATION BOUNDARIES
• TAKING TIME OUT TO UNDERSTAND YOUR OWN COMMUNICATION STYLE
• APPROACHING INTERPERSONAL ENCOUNTERS WITH AN AWARENESS OF HOW DIFFERENCES CAN AFFECT COMMUNICATION RELATIONSHIPS
THE POWER OF RESILIENCE AND WHY IT’S SO IMPORTANT TO ACHIEVE BALANCE
WHAT IS RESILIENCY?

• Resiliency is the ability to withstand, recover, and/or grow in the face of stressors and changes

• Resiliency is a process

• Resilience can be taught and practiced

• Resiliency can help you adapt to life situations

• Resiliency emphasizes human strengths and potential

― Dr. Maya Angelou

"You may encounter many defeats but you must not be defeated."
WHY IS BEING RESILIENT IMPORTANT?

RESILIENT PEOPLE ARE:

• OPTIMISTIC
• ENTHUSIASTIC
• OPEN TO NEW EXPERIENCES
• PERSEVERANT
• TEAM PLAYERS
• POSITIVE THINKERS
• CONFIDENT
WE ALL HAVE RESILIENCY!

EVERYONE IS RESILIENT IN THEIR OWN WAY AND BY BUILDING ON THESE RESILIENCY SKILLS WE WILL BECOME MORE RESILIENT, BOUNCE BACK, AND RECOVER FROM ADVERSITIES EASIER WITH EACH PASSING DAY.

She stood in the storm and when the wind did not blow her away, she adjusted her sails.

- Elizabeth Edwards
KEY POINTS OF RESILIENCE

Dimensions of Resilience

Physical
- Physical flexibility
- Endurance
- Strength
- Vitality

Emotional
- Emotional range and flexibility
- Positive feelings
- Self-regulation
- Relationships
- Ease instead of resistance

Mental
- Mental flexibility
- Attention span
- Optimistic world view
- Incorporating multiple points of view
BUILDING RESILIENCE

10 tips for building resilience
assembled by The American Psychological Association

1. Make connections
2. Help others
3. Maintain a daily routine
4. Take regular breaks
5. Promote a balanced lifestyle
6. Keep moving toward goals you care about
7. Nourish a positive self view
8. Cultivate an optimistic outlook
9. Develop your ability to play to your strengths
10. Keep learning
KEY POINTS IN BEING A RESILIENT PERSON

- ALWAYS FOCUS ON THE POSITIVE
- COPE WITH HARD TIMES THOUGH LAUGHTER AND HUMOR
- MAKE TIME FOR FUN
- INCREASE CONTACT AND SUPPORT WITH IMPORTANT PEOPLE WITHIN YOUR LIFE
- BE OPEN TO CHANGE AND NEW THINGS
- BE FLEXIBLE
- USE EFFECTIVE PROBLEM SOLVING SKILLS
- PRACTICE IMPULSE CONTROL
What to avoid when building resilience

• AVOID UNPLEASANT MEMORIES AND THOUGHTS
• FEELINGS OF HOPELESSNESS
• NEGATIVE THINKING

THESE TEND TO KEEP PEOPLE STUCK AND MAKE IT DIFFICULT TO REBOUND FROM PAST AND PRESENT ADVERSITIES
ROAD TO RESILIENCY

• USE DIFFERENT VIEWS WHEN APPROACHING PROBLEMS
• LOOK FOR AND CONSIDER CREATIVE SOLUTIONS
• TURN MISTAKES INTO LEARNING OPPORTUNITIES
• NEVER GIVE UP
• ASK FOR ASSISTANCE WHEN NEEDED
MOVING UP AND AHEAD

- Recognize changeable and unchangeable situations
- Focus on the future
- See changes as opportunities and growth
- Learn from mistakes
- Always plan ahead
BUILDING RESILIENT MUSCLES

• REGULARLY WORK YOUR REBOUNDING MUSCLES
• SHIFT GEARS WHEN NEEDED
• PRACTICE WORKING ON COPING SKILLS FOR UNEXPECTED SITUATIONS
• PRACTICE REBOUNDING UNTIL IT BECOMES EASY AND NATURAL
A RESILIENT PERSON IS FIT IN ALL DOMAINS OF THEIR LIFE:

- MENTAL – THE ABILITY TO EFFECTIVELY COPE WITH STRESS AND LIFE’S CHALLENGES
- PHYSICAL – THE ABILITY TO ADOPT AND SUSTAIN HEALTHY BEHAVIORS
- SOCIAL - THE ABILITY TO BUILD HEALTHY, TRUSTING, NURTURING RELATIONSHIPS
- SPIRITUAL – THE ABILITY TO HAVE A PURPOSE IN LIFE GREATER THAN ONESELF
RESILIENCE

RESILIENCE IS A SKILL WHERE A PERSON CAN BUILD A STRONG AND STURDY FOUNDATION. ONE THAT CAN WITHSTAND THE TOUGHEST OF TIMES. BY CONTINUALLY WORKING ON AND STRENGTHENING THESE SKILLS, RESILIENCE WILL ALLOW FOR GROWTH WITHIN A PERSON’S LIFE.
RESILIENT PEOPLE HAVE A SENSE OF CONFIDENCE WHICH INCLUDES THE EXPECTATION THAT LIFE EVENTS WILL MAKE SENSE, THE BELIEF THAT THEY HAVE THE NECESSARY PERSONAL AND SOCIAL RESOURCES TO MEET THE DEMANDS OF THESE EVENTS, AND THE CONVICTION THAT THESE DEMANDS ARE WORTHY OF INVESTMENT AND COMMITMENT.

EMPOWERMENT THROUGH RESILIENCE

- Feel in control
- Create a personal vision
- Be flexible
- Be able to solve problems
- Get organised
- Be socially competent
- Get connected
- Be proactive
CATEGORIES OF RESILIENCY

- APPRECIATION FOR LIFE
- POSITIVE RELATIONSHIPS WITH OTHERS
- OPENNESS TO NEW POSSIBILITIES
- PERSONAL GROWTH
- SPIRITUAL CHANGE
RESILIENT RESPONSES

KEY ASPECTS OF BEING RESILIENT AND HAVING RESILIENT RESPONSES TO TRAUMA, STRESS, AND ADVERSITY ARE SUPPORTING RELATIONSHIPS, COGNITIVE AWARENESS AND THINKING, AND TALKING WITH OTHERS TO GET YOU THROUGH THE PROCESS.
HOW CAN YOU PUT WHAT YOU HAVE LEARNED INTO ACTION?

STRESS!
RECAP

• WHAT ARE THE COMMUNICATION DIFFERENCES BETWEEN GENDERS?

• CAN A PERSON’S COMMUNICATION STYLES EFFECT A PERSON’S COMMUNICATION PROCESS?
RECAP

• WHAT IS EFFECTIVE COMMUNICATION?

• CAN A PERSON’S CULTURE INFLUENCE A PERSON’S COMMUNICATION STYLE?
RECAP

• HOW CAN EFFECTIVE COMMUNICATION BE APPLIED IN THE WORKPLACE?

• WHAT ROLE DOES POWER HAVE WITH EFFECTIVE COMMUNICATION?
RECAP

• CAN A PERSON’S SEX IMPACT A PERSON COMMUNICATION STYLE?

• IS EFFECTIVE COMMUNICATION A CONTINUING LEARNING PROCESS?
RECAP

• WHAT IS RESILIENCY?
• WHY IS RESILIENCE IMPORTANT?
RECAP

- WHO HAS RESILIENCY?
- WHAT ARE THE KEY POINTS OF BEING RESILIENT?
RECAP

• HOW IS RESILIENCE BUILT?
• WHAT SHOULD YOU AVOID WHEN BUILDING RESILIENCY?
RECAP

• WHAT ARE THE ROADS TO RESILIENCE?
• WHAT ARE THE PILLARS OF RESILIENCE?
RECAP

• HOW IS RESILIENCY APPLIED?
• WHAT ARE THE CATEGORIES OF RESILIENCY?
DISCUSSION AND ANSWERS
RESILIENT QUOTES

Life does not get better by chance, it gets better by change...

Have the courage to make the change, the strength to see you through it, and faith that everything will turn out for the Best.

What defines us is how well we rise after falling.

Prosperity is a great teacher, adversity a greater.

STRENGTH to endure the pain,
WISDOM to think things through,
COURAGE to face the fears.

Resilience is not what happens to you. It's how you react to, respond to, and recover from what happens to you.

As you think, so shall you become.