

Faculteit der Letteren

Master Communicatie en Beïnvloeding

Master thesis

The difference in communication styles of male and female managers based on the perception of the employees.

Het verschil in de communicatiestijlen van mannelijke en vrouwelijke leidinggevendenden gebaseerd op de perceptie van de medewerker.



Radboud University Nijmegen

Maxim Plessa

s4152476

maxim.plessa@student.ru.nl

0624504434

30-05-2017

Supervisor: Jantien van Berkel

Assessors: Lidwien van de Wijngaert & Enny Das

Abstract

More women occupy managerial positions today than in the past. Nevertheless, women still often experience gendered processes and are treated differently than men on the working floor. For example, women are typically not asked whether they would like to apply for a promotion, while men are asked even when the position is open to all qualified people.

Research has shown that men and women have different styles of leadership. Women appear to be 'softer', thus more democratic and participatory and men tend to be 'harder', thus more directive and autocratic. Because of gendering in organizations, women are evaluated more negatively than men, when evaluated by men. For that reason, women tend to avoid the directive and autocratic styles, because doing so is perceived to decrease the chance of a negative evaluation. However, whether male and female managers differ in communication styles in organizations has yet to be investigated.

Although women are more often in managerial positions in an organization than before, the prejudice remains that women are less capable in this position than men; thus, this issue should be investigated. In this study, employees were divided into four groups based on their sex and the sex of their manager. This study design examined whether the sex of the employee and that of the manager influences the perception of the communication of the manager. The results of the study showed that male and female managers did not differ as much as was expected. The most unexpected result was that employees felt that female managers showed their emotions less often than male managers. Additionally, female employees rated managers nicer than male employees did. Similarly, employees that had a manager with the same sex found that the manager reflected more often than employees that had managers with the opposite sex. These results show that the prejudice that male managers are 'better' than female managers is not correct. This study rather demonstrates that there is a very small difference between the way male and female employees perceive communication with managers.

Preface

Writing this thesis begun with some struggles. After working on it an entire year, I can say I am proud of what I finally hand in. I hope my hard work, the many hours sitting behind my computer and the many appointments at the ASN will pay off.

Seven and a half years ago, I moved from Greece to the Netherlands to fulfil my dreams. I began at the HAN where I could not find my way. My time as a student had a bumpy start. In 2011, I enrolled at the Radboud University for the Business Communications program. It did not start very good, my first year was anything but successful, but I did not give up. In March 2016, I finally received my Bachelor's Degree and a year later I am almost finished with my Master Degree. I can say I am proud of myself. My time as a student has come to an end. On the one hand, it feels good to be leaving the university but on the other hand it feels terrifying that real life is about to start.

I want to thank all my professors that helped and guided me during the five and a half years I attended the Radboud University. I also would like to thank my students' advisors for helping me through my first years at the Radboud University. I want to thank my supervisor Dr. Jantien van Berkel for helping me through all the phases of the master thesis with her guidance and patience.

Next, I want to thank my fellow students for the good times we had during this year and the times that we helped each other. A big thank you for my family for supporting me and believing in me. Not to forget my friends that helped me collecting the data for my numerous researchers. Last but not least I would like to thank my boyfriend Maarten from the bottom of my heart for standing next to me and supporting me all those years when I was studying and being terribly stressed at home. Without him I could not have achieved this.

Maxim Plessa

Nijmegen 30 May 2017

Introduction

Background

In the past, higher ranked managerial positions were typically occupied by men. Women generally stayed at home to take care of the children or were secretaries, clerks, servers, care providers, or had other supportive jobs (Acker, 2006). However, in the past two decades more women have begun working in higher positions, in the Netherlands (Zaccai, 2010). In 2013, a new law was introduced declaring that higher positions in organizations in the Netherlands should be fairly distributed among the two genders (Heemskerk & Fennema, 2013). According to CBS (2014), the biggest increase in women working in higher positions took place between 2003 and 2013. Approximately 45% of the working population in the Netherlands are women. The percentage of women working in the highest rank of the working population increased from 37% to 43% according to the ISCO (International Standard Classification of Occupations) system, from 2003 to 2013. Despite the new law, organizations still do not have an equal number of men and women managers.

The cause for the inequality in organizations could be that women are expected to be less capable and more vulnerable than men, in managerial positions (Benschop & Doorewaard, 1998). The expectations for women in managerial positions are higher than for men (Acker, 2006). Gender could influence these expectations. Research shows that gender can play an important role in the way people communicate and in their leadership styles (Appelbaum, Audet & Miller, 2003). In addition, the growing presence of women in higher positions raises the question of how women communicate with their employees when they are in a managerial position, in comparison to their male colleagues. This can be accomplished by assessing the perception that employees have of managers of both genders. By examining this from the viewpoint of the employees, it is possible to determine how communication takes place with employees and whether they experience a difference between male and female managers. The results could debunk the stereotype of women being less capable as managers when it comes to the way they communicate to their employees. Gender, leadership, and communication styles will be discussed in the following paragraphs.

Literature Review

Gender in organizations

There are various definitions of gender. Zimmerman and West (1987) claim that sex is the biological difference between people (i.e., anatomy, hormones and physiology), and gender is

the achieved status people have in terms of psychological, cultural, and social means. A second definition is from Weatherall (2000), who explains gender as “*the identification of a person as belonging to one of two gender groups is a fundamental guide to how they are perceived, how their behaviour is interpreted and how they are responded to in every interaction and throughout the course of their life*” (p. 287). The third and final definition of gender is the one that will be used in the present study. That definition is, that ‘gender’ is used when referring to the social, cultural, and psychological constructs of a person, and ‘sex’ is used when referring only to the biological differences between females and males (Holmes & Meyerhoff, 2003; Shapiro, 1981). The definition clearly shows what gender means in society and what the expectations of people are when referring to gender. It also shows the difference between gender and sex in a way that is straightforward to understand. For example, gender is reflected in the daily life of people in Western societies in the household roles people assume, where traditionally men work and earn money and women take care of the children (Hartmann, 1981). Another example is the inequality in women’s opportunities to pursue a higher education or get a promotion (Sen, 2010).

The inequality that women experience in organizations is caused by gendered processes. Gendered processes are the differences between the advantages and disadvantages, exploitation and control, action and emotion, and meaning and identity that are found through and in terms of distinction between males and females or the masculine and feminine (Acker, 1992).

For example, women are typically not asked whether they would like to apply for a promotion, while men are asked even when the position is open to everyone who is qualified. Another example of gendered processes in an organization is that women are treated differently than men when they become managers. This is because the expectations of women who become managers are lower and women are believed to be less capable than men. Women are put in the spotlight and shown as a trophy by the organization, but women are more vulnerable than men when they are in the position of a manager (Benschop & Doorewaard, 1998). Women are burdened with higher expectations and must prove that they are just as competent as men for the same managerial position. The wages of women tend to be lower than those of their male colleagues for a job at the same managerial rank (Acker, 2006). Since these gendered processes take place in organizations and women are treated differently, it could be expected that they also behave differently compared to men, and that men and women differ in leadership styles.

Gender and leadership styles

As mentioned above, gender and gendered processes occur in organizations. Another essential element in an organization is leadership. Leadership can be defined as the qualities, traits, and behaviour of a leader, but also as the interaction between the leader and the followers. A leader tries to help the followers to reach certain goals and desired outcomes (Horner, 1997). According to Vroom-Yetton (1973), theory leadership is what the leader does in certain circumstances regarding the level of involvement of the followers in making decisions (Vroom-Yetton as cited in Horner, 1997).

Leadership and gender have been investigated many times. In the research of Eagly and Johnson (1990), leadership styles were investigated between men and women. The main findings of this research were that women were found to be more democratic and participatory than men. Men were found to be more directive and autocratic. One possible explanation for this difference is that women could have a different personality or different skills than men. This research did not show whether male or female leaders were more suitable, but the researchers rather argued that both democratic and autocratic leadership styles can be useful under certain circumstances. It also appears that people show a different kind of behaviour when overseeing people of the same gender than of the opposite gender.

Another research on differences between the leaderships styles of men and women was performed by Eagly and Johannesen-Schmidt (2001). The findings of the research showed that female leaders showed more excitement and optimism about goals and future states. They also focused more on the individual needs of followers and revealed attributes that motivated the followers to show respect and pride because they identify with the leaders. Female leaders more often gave rewards for good performance to their followers. In contrast, male leaders more often rebuked followers for failures to meet standards and waited until problems became severe before intervening.

Furthermore, the experimental research of Eagly, Makhjiani, and Klonsky (1992), performed on the evaluations of men and women who assumed leadership roles, showed that when women behave autocratically, they were evaluated more negatively than when men did so. This happened when the evaluators were men and the management or leadership was executed in stereotypically masculine styles, such as autocratic and non-participative. The researchers argue that gender can influence managers' evaluations.

Hence, it is apparent that gender influences the leadership styles of men and women. Women seem to be more democratic, participatory, and approach situations and employees in

a more optimistic manner. On the other hand, men tend to be directive and autocratic and focus more on rebuking employees for their mistakes and avoiding interference. Gender could be the reason why women were evaluated more negatively than men, when evaluated by men. For that reason, women tend to avoid the directive and autocratic styles, because doing so decreases the chance of a negative evaluation.

Communication and gender

As stated by Holladay and Coombs (1993), leadership is a behaviour achieved through communication. Gilley, Gilley, and McMillan (2009) claim that communication is an essential foundation for a leader when attempting to motivate or implement a change within an organization. According to De Vries, Bakker-Pieper, and Oostenveld (2010), interpersonal communication style is a fundamental element of leadership. Therefore, it is essential to investigate to what extent male and females differ in their ways of communication.

Brinton and Hall (1995) researched both genders' beliefs on what the communication styles of men and women are in general. They discovered that both men and women think that women communicate more fluently and skilfully and that women are involved communicators. On the other hand, men were found to be less fluent, louder, more restless, and less skilled than women (Kramer, 1997). Another conclusion is that women are better at showing their emotions than men and are better in understanding the emotions of others (Drag & Shaw, 1967). These perceptions are in line with the stereotype that women are expressive, sensitive to others, and good listeners (Brinton & Hall, 1995).

Likewise, research conducted by Holmes (1999; 2008) states that gender plays a role when people communicate in a workplace. She found that people have different interactional styles, and that these interactional styles are associated with middle class white men and women. The feminine style is more facilitative, indirect, collaborative, person oriented, affectively oriented, conciliatory, lacks public contribution, and provides supportive feedback. In contrast, the masculine interaction style is competitive, conformational, direct, autonomous, task and outcome oriented, referentially oriented, dominates (public) talking time, and interrupts aggressively. It can be said that the feminine style of communication and interaction is 'softer,' and women communicate and interact more easily than men. The masculine way of communicating and interacting is 'harder,' more dominating, and less skilled. In other words, women and men communicate differently.

Besides that, men and women communicate differently it is essential to elaborate on how men and women interact with the same sex. Research done by Brass (1985) shows that

women are more skilful in interacting with their peers and especially with other women. They also tend to include more references to personal and relational matters in their communication than that men had (Davidson & Duberman, 1982). Men on the other hand, tend to purposely exclude women from informal interactions, that is a way to try to show their dominance. They also have the habit to have higher levels of spontaneous communication with other men than that women had.

Thus, not only do men and women have different leadership styles, they also communicate in different ways towards the same sex and the to the opposite sex. As previously mentioned, communication is an essential element for leaders. To investigate the communication of men and women, it is important to discuss the communication styles of leaders.

Communication styles

To provide more insight on the communicative features of leaders, De Vries et al. (2010) investigated and matched communication styles with leadership styles. Their definition of communication styles is based on the research of De Vries, Bakker-Pieper, Alting Siberg, Van Gamen and Vlug (2009), that “*the characteristic way a person sends verbal, paraverbal, and nonverbal signals in social interactions denoting (a) who he or she is or wants to (appear to) be, (b) how he or she tends to relate to people with whom he or she interacts, and (c) in what way his or her messages should usually be interpreted*” (p. 179). De Vries et al. (2010) tested whether varieties of leadership were associated with a certain kind of communication style. The research was carried out among employees; they were asked to fill out a survey referring to their leader’s behaviour regarding communication and leadership. The leadership styles that they used were ‘task oriented’, ‘charismatic’ and ‘human oriented.’ They based the communication styles on previous research of De Vries et al. (2009) for their research. The six communication styles they used are expressiveness, preciseness, verbal aggressiveness, supportiveness, argumentativeness, and assuredness.

The results of this research (De Vries et al., 2010), based on the perception of the employees, showed that ‘charismatic’ and ‘human-oriented’ leadership styles are more communicative than the ‘task oriented’ leadership style. The ‘charismatic’ leadership style can be compared to the ‘transformational’ leadership style and a charismatic leader represents all communication styles except expressiveness. The ‘human-oriented’ leadership style is related to supportiveness, to a minor extent to expressiveness, and not at all to verbal

aggressiveness. The 'charismatic' and 'human-oriented' leadership styles answer the question positively whether leadership is the same as communication. The 'task oriented' leaders are associated with preciseness, verbal aggressiveness, and assuredness. The communication styles were related to the leader's conduct, information sharing, observed performance, and satisfaction, and the team commitment of the subordinates. It should, however, be noted that they did not take the role of gender into consideration. The results of this research show the connection of leadership and communication styles. As mentioned before, research on gender and leadership showed that women and men have different leadership styles. The possible connection of gender and communication styles could be investigated in the same way.

Research questions and hypotheses

It can be concluded that gendered processes happen in organizations and that men and women have different leadership styles. It also appears that men and women communicate differently, both in general and in the workplace. Gender and leadership have often been studied together, as have communication and leadership styles. However, there is a lack of knowledge regarding the communication styles combined with the gender of the leaders. To investigate this matter further, research could be conducted on the connection between the leadership styles and communication styles of each gender. The results of the present research could help organizations with management issues. This research could show whether male or female leaders are more suitable in certain situations. Those situations could include giving employees good or bad feedback, giving the bad news of letting an employee go, announcing a promotion, trying to motivate employees, and so on. This study will focus on male and female employees' perception of their manager's communication styles, to determine whether female managers communicate differently with their employees than male managers. In this way, it is possible to find out whether male employees have different perceptions of the communication styles of male and female leaders than female employees do. The questions guiding this research are:

- 1) *To what extent do male and female managers differ when it comes to using communication styles based on employees' perception?*
- 2) *To what extent does the sex of the employee play a role in the perception of the communication style of their manager?*

Considering the theories mentioned before, women and men are expected to be different in their communication. Women tend to be ‘softer’; thus, more supportive person oriented and affectively oriented. They are also considered more skilful communicators and are better in showing their emotions. Men tend to be ‘harder’; thus, more competitive, more dominate and interrupt aggressively. Those theories in combination with the communications styles of De Vries et al., (2009) lead to the following hypothesis:

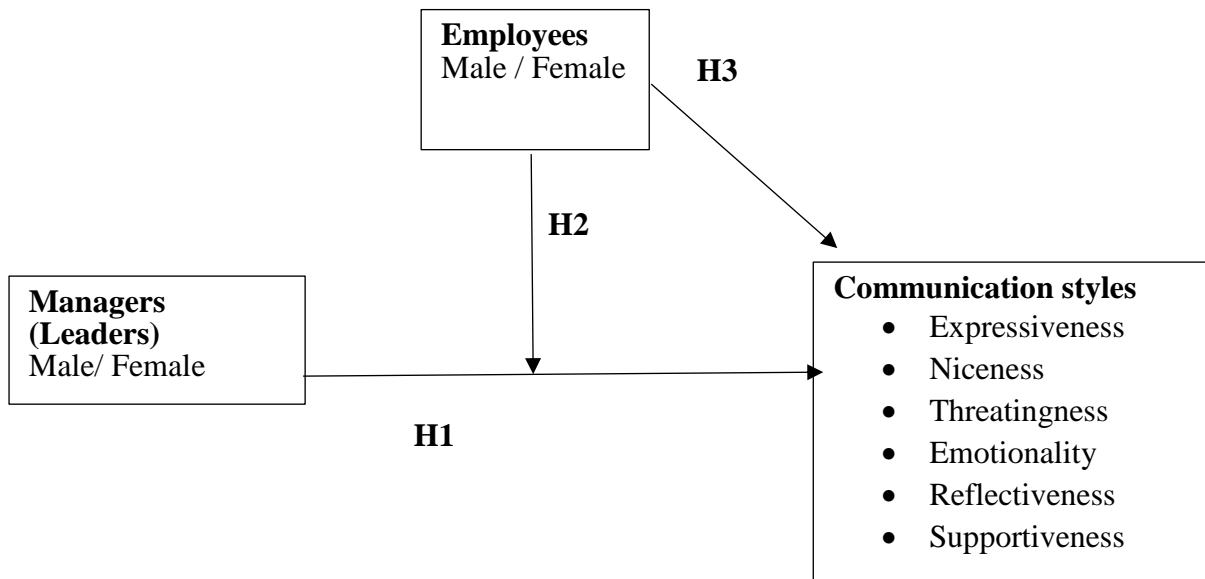
H1: The manager’s sex has an influence on how the communication style is perceived by the employee. It is expected that female managers are perceived to be nicer, more supportive, more expressive, and less threatening in their communication style than male managers. It is also expected that they are perceived to show their emotions more often and reflect more often in their communication style.

Furthermore, women in leadership roles have been shown to be evaluated more negatively than men, especially when evaluated by men (Eagly, Makhjiani & Klonsky, 1992). Finally, the interaction between the two genders was shown to be different when they communicate with the opposite sex than when communicating with the same sex (Brass, 1985; Davidson & Duberman, 1982). Thus, this leads to the following two hypotheses:

H2: The relationship between the manager’s sex and the perceived communication style is moderated by the employee’s sex.

H3: The employee’s sex determines the perceived communication style of the manager regardless of the manager’s sex.

Analysis Model



Model 1. The analysis model showing the variables and the respondents.

Method

To collect the data for the present study a cross-sectional survey was distributed. To be able to answer the research questions and the hypotheses a validated questionnaire was used containing six communication styles. A convenience sample was used, the respondents were retrieved via social media or via the network of the researcher. The respondents differed in age, educational level and working sector. The respondents participating in the survey were divided into four groups, based on their sex and the sex of their manager. The questionnaire was made and filled out in Qualtrics. The language that was used for the questionnaire was Dutch.

Instruments

The instruments for this questionnaire were based on the article from De Vries et al. (2009). A validated questionnaire containing six communication styles was used. The communication styles were 'expressiveness', 'niceness', 'threateningness', 'supportiveness', 'reflectiveness,' and finally 'emotionality. In Appendix 1 the complete questionnaire can be found. The items were tested using a seven-point Likert scale (1= Never and 7= Always). If necessary, some items of the communication styles were recoded so that the scale was the same for all the items.

Reliability

To test the reliability of the communication styles, six Cronbach's Alpha tests were carried out. The items that were deleted from the reliability tests will be examined individually.

Expressiveness

Expressiveness which is characterized by a mix of talkativeness, certainty energy and eloquence (De Vries et al., 2009), was measured by using six items and a seven-point Likert scale (1=Never and 7= Always). An example of expressiveness is "My manager is outgoing." (De Vries et al., 2009). Expressiveness achieved an adequate reliability ($\alpha = .71$), when the item "My manager often is quiet." was deleted.

Niceness

Niceness which is characterized by friendliness, uncriticalness, modesty and cheerfulness (De Vries et al., 2009), was measured by using five items and a seven-point Likert scale (1=Never and 7= Always). An example of niceness is "My manager is friendly." (De Vries et al., 2009). Niceness achieved an adequate reliability ($\alpha = .71$), when the item "My manager keeps harping on something." was deleted.

Supportiveness

Supportiveness which is characterized by accommodation, admiration and stimulation (De Vries et al., 2009), was measured by using six items and a seven-point Likert scale (1=Never and 7= Always). An example of supportiveness is "My manager comforts employees." (De Vries et al., 2009). Supportiveness achieved an adequate reliability ($\alpha = .73$).

Threateningness

Threateningness, which is characterized by abuse, threateningness and deceptiveness (De Vries et al., 2009), was measured by using three items and a seven-point Likert scale (1=Never and 7= Always). An example of threateningness is "My manager barks to people" (De Vries et al., 2009). Threateningness achieved a good reliability ($\alpha = .88$).

Emotionality

Emotionality, which is characterized by sadness, irritability, anger, and tension (De Vries et al., 2009), was measured by using six items and a seven-point Likert scale (1=Never and 7= Always). An example of emotionality is "My manager is relaxed" (De Vries et al., 2009).

Emotionality achieved an adequate reliability ($\alpha = .74$), when the item “My manager is ironic.” was deleted.

Reflectiveness

Reflectiveness, that is characterized by engagement, analytical reflectiveness, and philosophical or poetic communication behaviours (De Vries et al., 2009), was measured by using six items and a seven-point Likert scale (1=Never and 7= Always). An example of reflectiveness is “My manager analyses everything” (De Vries et al., 2009). Reflectiveness achieved an adequate reliability ($\alpha = .79$), when the items “My manager is calm”, “My manager is formal.” and “My manager makes a fool of people.” were deleted.

Respondents

In total, 218 respondents attempted to fill out the questionnaire. Finally, 153 respondents completed the questionnaire, those were used for this study. The respondents were asked what their sex and the sex of their manager was. This was done to be able to answer the research questions. If a respondent did not have a manager, the questionnaire would end for him/her. Table 1 shows the number of respondents in each group. Table 2 show the design of the groups.

Table 1. Groups based on the manager's sex and the employee's sex (n=153).

Sex manager	Sex employees		
	Male	Female	Total
Female	30	36	66
Male	43	44	87
Total	73	80	153

Table 2. Groups of the respondents.

		Manager	
		Male	Female
Employee	Female	Group 2	Group 4
	Male	Group 1	Group 3

Of the 153 respondents, 80 (52.3%) were female and 73 (47.7%) were male. Table 3 shows the demographic variables of the respondents based on the groups they belong to. Most of the respondents had attended University and were in the age group 18 to 25 years old. The four groups were almost equally divided based on the demographic variables.

Table 3. Demographic variables of the respondents (n=153).

Personal information	Types	Group 1	Group 2	Group 3	Group 4	Total
Educational level	Elementary or High school	2	2	3	3	10 (6.5%)
	Community college	9	6	4	9	28 (18.3%)
	HBO (applied science)	18	11	11	5	45 (29.4%)
	WO (University)	14	25	12	19	70 (45.8%)
Age	18-25	14	25	11	23	73 (47.7%)
	26-35	15	9	9	5	38 (24.8%)
	36-50	8	6	5	5	24 (15.8%)
	50+	6	4	5	3	18 (11.8%)

Group 1: Male Manager X Female Employee, Group 2: Male Manager X Male Employee

Group 3: Female Manager X Male Employee, Group 4: Female Manager X Female Employee

The respondents were asked about their working situation. Table 4 presents information about the working situation of the respondents according to which group they belong to based on their sex and their manager's sex.

Table 4. Working situation of the respondents (n=153).

Working situation	Types	Group 1	Group 2	Group 3	Group 4	Total
Labour contract	Permanent contract	25	17	13	12	67 (43.9%)
	Temporary contract	14	10	8	12	44 (28.9%)
	0-hour contract	4	16	9	12	41 (26.8%)
Number of hours per week	0-8	4	7	5	8	24 (15.7%)
	8-16	3	11	5	7	26 (17.0%)

	16-32	4	13	6	11	34 (22.2%)
	32 or more	32	13	14	10	69 (45.1%)
Duration	Less than 6 months	8	13	4	13	38 (24.8%)
	Between 6 months and 1 year	13	8	4	7	32 (20.9%)
	More than 1 year	22	23	22	16	83 (54.2%)

Group 1: Male Manager X Female Employee, Group 2: Male Manager X Male Employee

Group 3: Female Manager X Male Employee, Group 4: Female Manager X Female Employee

Table 5 shows the different sectors respondents worked in, according to which group they belong to based on their sex and their manager's sex.

Table 5. Descriptive statistics working sector respondents (n=153)

Working sector	Group 1	Group 2	Group 3	Group 4	Total
Production / Factory	10	3	3	2	18
Educational institution	5	9	3	10	27
Construction company	2	0	0	0	2
Government Agency	3	1	5	3	12
Transport company	4	0	2	0	6
Financial institution	5	0	2	0	7
(Web) Store / Wholesale / Retail	3	9	2	8	22
ICT company	3	4	1	2	10
Catering facility	4	5	2	3	14
Healthcare facility	2	6	3	7	18
Other	2	7	7	1	17

Group 1: Male Manager X Female Employee, Group 2: Male Manager X Male Employee

Group 3: Female Manager X Male Employee, Group 4: Female Manager X Female Employee

Procedure

For this study, the questionnaire was distributed via internet using Qualtrics. Respondents received a link either by e-mail, on social media or via a message on their smartphone. They were asked if they wanted to help the author with a study about communication styles and sex of their managers. What seemed to motivate respondents was that the questionnaire did not take longer than five minutes. The respondents sometimes did not fill out the whole questionnaire. Every respondent was asked to distribute the questionnaire in their own

network. The questionnaires were distributed from 2 December 2016 until 28 December 2016.

Statistical treatment

The goal of this study was to find out whether male and female employees perceived the communication style of managers differently based on the manager's sex. As a first step to answer this question six two-way variance analyses were conducted, one for each communication style using the factors employee's sex and manager's sex. Furthermore, another six two-way variance analyses were conducted, one for each item that was tested separately using the factors employee's sex and manager's sex. Two-way ANOVAs were chosen because they made it possible to find a main effect and an interaction effect for the factors that were used. For example, the two-way ANOVA for the communication style 'niceness' and the factors employee's sex and manager's sex tests whether there is a main effect of the employee's sex on the perceived communication style 'niceness', and whether there is a main effect of the manager's sex on the perceived communication style 'niceness'. Finally, it also tests whether there is an interaction effect between the factors employee's sex and manager's sex.

Results

The main purpose of this study is to find out to what extent male and female managers differ in their use of the communications styles based on the perception of their employees, and whether the employee's sex plays a role in how they perceive the communication style of their manager. The results of the six communication styles are presented in this section, the remaining results of the items that were tested separately are presented in Appendix 2.

Results of communication styles

Table 6 presents the descriptive statistics of the communication styles of the respondents according to the group they belong to based on their own sex and their manager's sex.

Table 6. Descriptive statistics for the communications styles (1= Never and 7= Always, n= 153)

Communication styles	Group 1		Group 2		Group 3		Group 4	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Expressiveness	5.44	.74	5.46	1.10	5.39	1.15	5.60	.77
Niceness	4.65	.95	4.81	1.27	4.54	1.08	5.19	.95
Supportiveness	3.09	.76	2.73	1.00	2.88	1.15	2.86	1.01
Threateningness	1.53	.90	1.31	.87	1.39	.68	1.36	.94
Emotionality	4.04	.56	4.01	.67	3.83	.73	4.17	.56
Reflectiveness	3.91	1.30	4.11	1.29	4.06	1.39	4.58	1.38

Group 1: Male Manager X Female Employee, Group 2: Male Manager X Male Employee

Group 3: Female Manager X Male Employee, Group 4: Female Manager X Female Employee

Expressiveness

A two-way analysis of variance for the communication style of 'expressiveness' with factors *the employee's sex* and *the manager's sex* showed no main effect of *the employee's sex* on the communication style 'expressiveness' ($F(1, 149) < 1$). *The manager's sex* was not found to have a significant main effect on the communication style of 'expressiveness' ($F(1, 149) < 1$). The interaction effect between *the employee's sex* and *the manager's sex* was not statistically significant either ($F(1, 149) < 1$).

Niceness

A two-way analysis of variance for the communication style 'niceness' with factors *the employee's sex* and *the manager's sex* showed a main effect of *the employee's sex* on the

communication style ‘niceness’ ($F(1, 149) = 5.41, p = .021$). *The manager’s sex* was not found to have a significant main effect on the communication style ‘niceness’ ($F(1, 149) = 2.06, p = .153$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) < 1$). Female employees ($M = 4.81, SD = 1.27$ and $M = 5.19, SD = .95$) perceived the communication style of niceness more often and different than male employees ($M = 4.65, SD = .95$ and $M = 4.54, SD = 1.08$).

Supportiveness

A two-way analysis of variance for the communication style of ‘supportiveness’ with factors *the employee’s sex* and *the manager’s sex* showed no main effect of *the employee’s sex* on the communication style ‘supportiveness’ ($F(1, 149) < 1$). *The manager’s sex* was not found to have a significant main effect on the communication style ‘supportiveness’ ($F(1, 149) = 1.20, p = .276$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) < 1$).

Threateningness

A two-way analysis of variance for the communication style of ‘threateningness’ with factors *the employee’s sex* and *the manager’s sex* showed no main effect of *the employee’s sex* on the communication style ‘threateningness’ ($F(1, 149) < 1$). *The manager’s sex* was not found to have a significant main effect on the communication style ‘threateningness’ ($F(1, 149) < 1$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) < 1$).

Emotionality

A two-way analysis of variance for the communication style of ‘emotionality’ with factors *the employee’s sex* and *the manager’s sex* showed no main effect of *the employee’s sex* on the communication style ‘emotionality’ ($F(1, 149) = 1.88, p = .173$). *The manager’s sex* was found to have a marginally significant main effect on the communication style ‘emotionality’ ($F(1, 149) = 3.78, p = .054$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) < 1$). Employees found that female managers ($M = 4.01, SD = .67$ and $M = 3.83, SD = .73$) showed their emotions less often than male managers ($M = 4.04, SD = .56$ and $M = 4.17, SD = .56$).

Reflectiveness

A two-way analysis of variance for the communication style of ‘reflectiveness’ with factors *the employee’s sex* and *the manager’s sex* showed a marginally significant main effect of *the employee’s sex* on the communication style of ‘reflectiveness’ ($F(1, 149) = 2.75, p = .099$). *The manager’s sex* was not found to have a significant main effect on the communication style ‘reflectiveness’ ($F(1, 149) < 1$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) = 1.98, p = .162$). According to female employees ($M = 4.11, SD = 1.29$ and $M = 4.58, SD = 1.38$) managers showed the communication style ‘reflectiveness’ more often than they did according to male employees ($M = 3.91, SD = 1.30$ and $M = 4.06, SD = 1.39$).

Overview hypotheses

The communication styles were analysed based on three hypotheses. Table 7 shows which hypotheses are supported and which are not.

Table 7. Analysis of the hypotheses

Communication styles/ Hypotheses	Hypothesis 1	Hypothesis 2	Hypothesis 3
Expressiveness	Not supported	Not supported	Not supported
Niceness	Not supported	Not supported	Supported
Supportiveness	Not supported	Not supported	Not supported
Threateningness	Not supported	Not supported	Not supported
Emotionality	Partially supported	Not supported	Not supported
Reflectiveness	Not supported	Not supported	Supported

H1: The manager’s sex has an influence on how the communication style is perceived by the employee. It is expected that female managers are perceived to be nicer, more supportive, more expressive, and less threatening in their communication style than male managers. It is also expected that they are perceived to show their emotions more often and reflect more often in their communication style.

H2: The relationship between the manager’s sex and the perceived communication style is moderated by the employee’s sex.

H3: The employee’s sex determines the perceived communication style of the manager regardless of the manager’s sex.

Conclusion & Discussion

The present study aimed to provide insight into the differences in communication styles of male and female managers regarding the perception of male and female employees. The results did not reveal major differences in the use of the communication styles of the managers. However, some significant differences were found for certain communication styles. Firstly, the hypotheses and research questions will be answered and plausible explanations of the results will be given, secondly the limitations will be presented and further research suggestions will be given. Finally, the practical implications and ethical reflection of this study are presented.

The first hypothesis was as follows “*The manager’s sex has an influence on how the communication style is perceived by the employee. It is expected that female managers are perceived to be nicer, more supportive, more expressive, and less threatening in their communication style than male managers. It is also expected that they are perceived to show their emotions more often and reflect more often in their communication style.*” and is not supported for five of the six communication styles. The hypothesis was supported only for the communication style ‘emotionality’ but in the opposite direction. Although both male and female employees found that both female and male managers expressed their emotions regularly, it seemed that female managers showed their emotions less often than male managers. Previous studies found that women were better at showing their emotions than men (Drag & Shaw, 1967). An explanation for this outcome is that the present research was conducted many years later than the research of Drag and Shaw (1967). It might be the case that, as mentioned above, women learned to show less emotions throughout the decades, as they often had negative experiences, such as gendered processes, whereby women were treated differently than men (Acker, 1992).

The second hypothesis was as follows “*The relationship between the manager’s sex and the perceived communication style is moderated by the employee’s sex.*” and is not supported for all six communication styles. Results showed that the employee’s sex does not influence the communication style that male or female managers use. Managers do not make a distinction between men and women on the worksite.

The third hypothesis was as follows “*The employee’s sex determines the perceived communication style of the manager regardless of the manager’s sex.*” and is not supported for four of the six communication styles. The hypothesis is supported for the communication style ‘niceness’. The communication style of niceness was perceived on a regular basis

(several times a month by female and male employees), but female employees experienced it even more regularly (several times a week) than male employees, regardless of the manager's gender. An explanation for this result could be that women perceive niceness more often than men because they expect to get less, as they may think they deserve less. For that reason, it is generally expected that women are fairer than men and are easier to negotiate with (Eckel, De Oliveira & Grossman, 2008). This could be associated with gendered processes and stereotyping, whereby women are treated differently than men, often in a negative way.

Hypothesis three is also supported for the communication style 'reflectiveness'. Employees that had a manager with the same sex found that their manager scored higher on the communication style 'reflectiveness' than employees that had a manager with the opposite sex. An explanation for this result could be that employees and managers can relate better to each other if they are of the same sex. The research of Davidson and Duberman (1985) found that interaction between people of the same sex was different than between people of the opposite sex. The communication between men is more spontaneous and contains more trust than the communication between women. Women on the other hand have conversations that contain more personal and relational issues.

The first research question was "*To what extent do male and female managers differ regarding the use of communication styles based on employees' perception?*" The results showed that male and female managers do not differ much in the perception of the employee, except for the communication style 'emotionality'. Although previous research was conducted differently, it has shown that male and female leaders tend to communicate in a different way. Holmes (1999; 2008) states that women communicate and interact more easily than men and that men are more dominant and less skilled. Brinton and Hall (1995) also found that both men and women think that women communicate more fluently and skilfully and that women are involved communicators.

An explanation for the present study's result is that women try to behave and communicate in the same way as men, as they have experienced a lot of gendered processes. They might believe that by having similar communication styles as men, employees and other peers will treat them in the same way (Acker, 1992; Benschop & Doorewaard, 1998).

Another explanation based on Eagly and Johnson (1990) could be that female managers only differed in leadership styles when the research had taken place in a laboratory setting or when examined by an assessment. In a real environment, the results of organizational studies showed that male and female leaders did not differ in 'interpersonal-orientated' and 'task-orientated' leadership styles. This could also explain why the

communication styles of males and females did not differ as much as expected.

The second research question was, “*to what extent does the gender of the employee play a role in the perception of the communication style of their manager?*” As mentioned before the communications styles ‘niceness’ and ‘reflectiveness’ showed that the employee’s sex can play a small role in the perception of the manager’s communications style.

It is worth mentioning that some other results were discovered. The employees found their managers to be sporadic to occasionally supportive (less than once a month or even less than once a year) regardless of the manager’s gender. This is partly in contrast with previous studies. The research by Eagly and Johannesen-Schmidt (2001) showed that female leaders more often gave rewards for good performance to their employees, showed more excitement and optimism about goals and future goals, and were more focused on the individual needs of followers. On the other hand, male leaders rebuked followers for failures to meet the standard and waited until problems became severe before intervening. An explanation for the result is that female managers try to behave as male managers so that they are treated the same. This could be a result of the gendered processes, where women are treated differently only because they are women and not for other reasons (Acker, 1992; Benschop & Doorewaard, 1998).

According to the employee’s perception, male and female managers had a high score for the communication style ‘expressiveness.’ This result is in line with previous studies. Managers might show their expressiveness in a different way, based on their gender. Women seem to be fluent and skilful communicators, while men are louder and more restless (Brinton & Hall, 1995). Although these aspects of communication could be recognized as expressiveness, they differ a great deal.

Limitations and further research

This study had several limitations. The first limitation is that employees differed a lot in educational level and age. The largest part consisted of respondents between the ages of 18 and 25. Additionally, most of them had attended university. These demographics are not representative for the Dutch population, as most of the people in the Netherlands have attended community college and not university. Employees with a higher educational level could perceive certain communication styles as different than people with a lower educational level. They also could be less influenced by the sex and gender of their manager. Furthermore, people between the age of 18 and 25 have less working experience than the older population. Although it is the largest group of the study, it is not representative enough.

The second limitation of this study is that male and female employees worked in different sectors. The way they communicate can be different in each sector, also some sectors may be filled by only men or women. Those sectors are called gendered sectors. The communication styles at each working sector could be different, and the normal expectation of a manager could differ across sectors.

The third limitation is the research design. Because a cross-sectional survey was used, it was only possible to retrieve the necessary information by asking the perception of the employee. It is impossible to know how the communication actually takes place on the worksite. Equally, employees were asked at only one moment, which is the reason why causality could not be tested. It is impossible to know whether there are changes in the communication during a certain period.

The fourth limitation is that some items could be interpreted in a different way by the respondents. For example, the item “My manager is calm.”/” Mijn leidinggevende is koeltjes.” has more meanings when it is translated into Dutch. Firstly, it can be interpreted as someone who’s really calm and secondly as coolly, meaning someone is distanced. Also, part of the feedback that was given for the item “My manager is eloquent.”/ “Mijn leidinggevende is goedgebekt.” is that respondents did not always understand what it meant. This could have influenced the results of that communication style.

Based on this study and previous studies, there are many avenues for further research. First, the same questionnaire could be given to the manager and employees. Then, the results from both parties could be compared to one another to find out whether managers are aware of their way of communicating with their employees. This could be beneficial because in the present research, only the employees’ perception was measured and no actual information of how communication on the work floor takes place was collected. Another option is to carry out the research and specifically look at each item separately so that differences in each communication style can be examined.

Practical implications and ethical reflection

The practical implications of this study are to give advice about the way managers communicate and to investigate whether male and female managers differ or not, in communicating toward their employees. For organizations, it is useful to know that female managers are not less suitable than male managers. Female managers can be just as supportive and expressive as male managers. This shows that gender is often used as a stereotype. For many years, women had the stigma that they were less capable than men for a managerial

position. This study shows that it is possible for women to be managers without being very different in their way of communication from men on the worksite. It can thus be said that women should have managerial positions more often than they have now. The gender of the managers plays a small role in the way they communicate. This study also shows that less attention should be given to the sex and gender of the manager and more attention to the sex and gender of the employee. The outcomes show that employees perceive communication styles differently because of their own sex and not because of the sex of their manager.

This study was conducted responsibly. Respondents participated voluntarily and their information was kept anonymous. By keeping the information anonymous, no manager or organization was insulted or reviewed negatively, and the privacy was guaranteed. This is of utmost importance in studies with potentially sensitive information. The statement that male and female managers are different does not indicate that one gender is more suitable or more preferred than the other. Both genders were treated equally. It can be said that women are entitled to equality on the worksite, as it seems that they are not less capable in managing their employees.

References

- Acker, J. (1992). Gendering organizational theory. *Classics of organizational theory*, 463-472.
- Acker, J. (2006). Inequality regimes: gender, class, and race in organizations. *Gender & Society*, 20(4), 441-464.
- Appelbaum, S. H., Audet, L., & Miller, J. C. (2003). Gender and leadership? Leadership and gender? A journey through the landscape of theories. *Leadership & Organization Development Journal*, 24(1), 43-51.
- Benschop, Y., & Doorewaard, H. (1998). Covered by equality: The gender subtext of organizations. *Organization Studies*, 19(5), 787-805.
- Brass, D. J. (1985). Men's and women's networks: A study of interaction patterns and influence in an organization. *Academy of Management journal*, 28(2), 327-343.
- Briton, N. J., & Hall, J. A. (1995). Beliefs about female and male nonverbal communication. *Sex Roles*, 32(1-2), 79-90.
- CBS (2014). *Emancipatiemonitor*. Retrieved from <https://www.cbs.nl/NR/rdonlyres/A58ACF46-9D48-4A0F-BC16-4420D714A93E/0/emancipatiemonitor2014web.pdf>
- Davidson, L. R., & Duberman, L. (1982). Friendship: Communication and interactional patterns in same-sex dyads. *Sex Roles*, 8(8), 809-822.
- De Vries, R. E., Bakker-Pieper, A., Siberg, R. A., Van Gameren, K., & Vlug, M. (2009). The content and dimensionality of communication styles. *Communication Research*, 36(2), 178-206
- De Vries, R. E., Bakker-Pieper, A., Konings, F. E., & Schouten, B. (2011). The Communication Styles Inventory (CSI): A six-dimensional behavioral model of communication styles and its relation with personality. *Communication Research*, 40(4), 506-532.
- De Vries, R. E., Bakker-Pieper, A., & Oostenveld, W. (2010). Leadership= communication? The relations of leaders' communication styles with leadership styles, knowledge

- sharing and leadership outcomes. *Journal of Business and Psychology*, 25(3), 367-380.
- Drag, R. M., & Shaw, M. E. (1967). Factors influencing the communication of emotional intent by facial expressions. *Psychonomic Science*, 8(4), 137-138.
- Eagly, A. H., & Johnson, B. T. (1990). Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108(2), 233.
- Eagly, A. H., Makhijani, M. G., & Klonsky, B. G. (1992). Gender and the evaluation of leaders: A meta-analysis. *Psychological Bulletin*, 111(1), 3-22.
- Eagly, A. H., & Johannesen-Schmidt, M. C. (2001). The leadership styles of women and men. *Journal of Social Issues*, 57(4), 781-797.
- Eckel, C., De Oliveira, A., & Grossman, P. J. (2008). Gender and negotiation in the small: are women (perceived to be) more cooperative than men?. *Negotiation Journal*, 24(4), 429-445.
- Gilley, A., Gilley, J. W., & McMillan, H. S. (2009). Organizational change: Motivation, communication, and leadership effectiveness. *Performance Improvement Quarterly*, 21(4), 75.
- Hartmann, H. I. (1981). The family as the locus of gender, class, and political struggle: The example of housework. *Signs*, 6(3), 366-394.
- Heemskerk, E., & Fennema, M. (2013). Hoe kwamen vrouwen aan de top in het bedrijfsleven? *Res Publica*, 3, 399-405.
- Holladay, S. J., & Coombs, W. T. (1993). Communication visions: An exploration of the role of delivery in the creation of leader charisma. *Management Communication Quarterly*, 6, 405-427.
- Holmes, J. (2008). *Gendered talk at work: Constructing gender identity through workplace discourse* (Vol. 3). John Wiley & Sons.
- Holmes, J. (1999). Women at work: Analysing women's talk in New Zealand workplaces. *Australian Review of Applied Linguistics*, 22(2), 1-18.

- Holmes, J., & Meyerhoff, M. (2003). *The handbook of language and gender*. Malden, MA: Blackwell Pub.
- Horner, M. (1997). Leadership theory: past, present and future. *Team Performance Management: An International Journal*, 3(4), 270-287.
- Kramer, C. (1977). Perceptions of female and male speech. *Language and speech*, 20(2), 151-161.
- Sen, A. (2001). The many faces of gender inequality. *New republic*, 35-39.
- Shapiro, J. (1981) Anthropology and the study of gender. *Soundings: An Interdisciplinary Journal*, 64(4), 446-65.
- Weatherall, A. (2000). Gender relevance in talk-in-interaction and discourse. *Discourse & Society*, 11(2), 286-288.
- West, C., & Zimmerman, D. H. (1987). Doing gender. *Gender & society*, 1(2), 125-151.
- Zaccai, C. (2010). Vrouwen aan de top. Een schimmig krachtenveld. (Masterscriptie Universiteit van Utrecht)

Appendices

Appendix 1: Questionnaire in Dutch

Geachte heer/mevrouw,

Hartelijk dank voor uw tijd en bereidheid om deel te nemen aan dit onderzoek. Dit onderzoek wordt uitgevoerd in het kader van mijn masterscriptie voor de opleiding Communicatie- en Informatiewetenschappen aan de Radboud Universiteit Nijmegen. Met dit onderzoek probeer ik meer inzicht te verkrijgen in de communicatiestijlen die leidinggevenden gebruiken richting hun werknemers. U zou mij kunnen helpen door deze vragenlijst in te vullen. Het invullen duurt ongeveer 5 minuten. **Uw gegevens zullen vertrouwelijk en anoniem worden behandeld. Ze worden uitsluitend voor dit onderzoek gebruikt en zullen niet met andere partijen worden gedeeld.** Bij het beantwoorden van de vragen zijn geen goede of foute antwoorden mogelijk, het gaat om uw mening. Door op volgende te klikken geeft u toestemming om uw gegevens te gebruiken voor onderzoeksdoeleinden.

Voor vragen kunt u contact opnemen met mijn begeleider: dr. Jantien van Berkel (j.vanberkel@let.ru.nl)

Alvast bedankt voor uw medewerking aan dit onderzoek!

Maxim Plessa

Om te beginnen volgen er enkele vragen over uw leidinggevende. Heeft u meer dan één leidinggevende beantwoord alle vragen dan over de leidinggevende waar u het meest voor werkt.

Werkt u momenteel onder een leidinggevende?

- Ja
- Nee

Wat is het geslacht van uw leidinggevende?

- Man
- Vrouw

Hoe lang werkt u onder uw leidinggevende?

- Minder dan 6 maanden
- Tussen 6 maanden en 1 jaar
- Meer dan 1 jaar

De volgende vragen gaan over uw werksituatie.

Hoeveel uur werkt u (gemiddeld) per week?

- 0-8 uur
- 8-16 uur
- 16-32 uur
- 32 uur of meer

Wat voor soort arbeidscontract heeft u?

- Vast contract
- Tijdelijk contract
- 0-uren contract

In welke sector bent u werkzaam?

- Productiebedrijf / Fabriek
- Onderwijsinstelling
- Bouwbedrijf
- Overheidsinstelling
- Transport- of vervoersbedrijf
- Financiële instelling
- (Web)Winkel / Groothandel / Detailhandel
- ICT-bedrijf
- Horecagelegenheid
- Gezondheids- of zorginstelling
- Anders

De volgende vragen gaan over de communicatie van uw leidinggevende. Heeft u meer dan één leidinggevende beantwoord alle vragen dan over de leidinggevende waar u het meest voor werkt.

	Nooit	Sporadisch	Af en toe	Regelmatig	Dikwijls	Zeer dikwijls	Altijd
		(Een keer per jaar of minder)	(Eens per maand of minder)	(Een paar keer per maand)	(Eens per week)	(Een paar keer per week)	(Dagelijks)
Mijn leidinggevende is extravert .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is goedgebekt .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is welbespraakt .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende kruip t in zijn/haar schulp .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Nooit	Sporadisch (Een keer per jaar of minder)	Af en toe (Eens per maand of minder)	Regelmatig (Een paar keer per maand)	Dikwijls (Eens per week)	Zeerdikwijls (Een paar keer per week)	Altijd (Dagelijks)
Mijn leidinggevende valt vaak stil.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende klapt vaak dicht.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De volgende vragen gaan over de communicatie van uw leidinggevende. Heeft u meer dan één leidinggevende beantwoord alle vragen dan over de leidinggevende waar u het meest voor werkt.

	Nooit	Sporadisch	Af en toe	Regelmatig	Dikwijls	Zeerdikwijls	Altijd
		(Een keer per jaar of minder)	(Eens per maand of minder)	(Een paar keer per maand)	(Eens per week)	(Een paar keer per week)	(Dagelijks)
Mijn leidinggevende is aardig .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is zachtaardig .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is vreundelijk .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Nooit	Sporadisch (Een keer per jaar of minder)	Af en toe (Eens per maand of minder)	Regelmatig (Een paar keer per maand)	Dikwijls (Eens per week)	Zeer dikwijls (Een paar keer per week)	Altijd (Dagelijks)
Mijn leidinggevende blijft ergens op hameren.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			Af en toe	Regelmatig	Dikwijls	Zeer dikwijls	Altijd
	Nooit	Sporadisch (Een keer per jaar of minder)	(Eens per maand of minder)	(Een paar keer per maand)	(Eens per week)	(Een paar keer per week)	(Dagelijks)
Mijn leidinggevende vecht dingen aan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De volgende vragen gaan over de communicatie van uw leidinggevende. Heeft u meer dan één leidinggevende beantwoord alle vragen dan over de leidinggevende waar u het meest voor werkt.

	No oit	Sporadi sch (Een keer per jaar of minder)	Af en toe (Een s per maan d of mind er)	Regelm atig (Een paar keer per maand)	Dikwi jls (Eens per week)	Ze er dikwi jls (Een paar keer per week)	Altijd (Dageli jks)
Mijn leidinggevende troost medewerkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende zet medewerkers in het zonnetje.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende complimenteert medewerkers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No oit	Sporadi sch (Een keer per jaar of minder)	Af en toe (Een s per maan d of mind er)	Regelm atig (Een paar keer per maand)	Dikwi jls (Eens per week)	Ze er dikwi jls (Een paar keer per week)	Altijd (Dageli jks)
		(Een keer per jaar of minder)	(Een s per maan d of mind er)	(Een paar keer per maand)	(Eens per week)	(Een paar keer per week)	jks)
Mijn leidinggevende uit zich op een sarcastische manier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		(Een keer per jaar of minder)	(Een s per maan d of mind er)	(Een paar keer per maand)	(Eens per week)	(Een paar keer per week)	jks)
Mijn leidinggevende communiceert op een cynische manier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		(Een keer per jaar of minder)	(Een s per maan d of mind er)	(Een paar keer per maand)	(Eens per week)	(Een paar keer per week)	jks)
Mijn leidinggevende drukt zich uit op een gemene manier.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De volgende vragen gaan over de communicatie van uw leidinggevende. Heeft u meer dan één leidinggevende beantwoord alle vragen dan over de leidinggevende waar u het meest voor werkt.

	Nooit	Sporadisch (Een keer per jaar of minder)	Af en toe (Eens per maand of minder)	Regelmatig (Een paar keer per maand)	Dikwijls (Eens per week)	Zeerdikwijls (Een paar keer per week)	Altijd (Dagelijks)
Mijn leidinggevende scheldt mensen uit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende blaft mensen af.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is bedreigend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De volgende vragen gaan over de communicatie van uw leidinggevende. Heeft u meer dan één leidinggevende beantwoord alle vragen dan over de leidinggevende waar u het meest voor werkt.

	Nooit	Sporadisch	Af en toe	Regelmatig	Dikwijls	Zeerdikwijls	Altijd
		(Een keer per jaar of minder)	(Eens per maand of minder)	(Een paar keer per maand)	(Eens per week)	(Een paar keer per week)	(Dagelijks)
Mijn leidinggevende is gepikeerd .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is gestrest .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is verdrietig .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Nooit	Sporadisch (Een keer per jaar of minder)	Af en toe (Eens per maand of minder)	Regelmatig (Een paar keer per maand)	Dikwijls (Eens per week)	Zeer dikwijls (Een paar keer per week)	Altijd (Dagelijks)
Mijn leidinggevende is grappig .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is ironisch .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is ontspannen .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De volgende vragen gaan over de communicatie van uw leidinggevende. Heeft u meer dan één leidinggevende beantwoord alle vragen dan over de leidinggevende waar u het meest voor werkt.

	Nooit	Sporadisch (Een keer per jaar of minder)	Af en toe (Eens per maand of minder)	Regelmatig (Een paar keer per maand)	Dikwijls (Eens per week)	Zeer dikwijls (Een paar keer per week)	Altijd (Dagelijks)
Mijn leidinggevende analyseert zichzelf.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende analyseert alles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is gepassioneerd.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Nooit	Sporadisch (Een keer per jaar of minder)	Af en toe (Eens per maand of minder)	Regelmatig (Een paar keer per maand)	Dikwijls (Eens per week)	Zeer dikwijls (Een paar keer per week)	Altijd (Dagelijks)
Mijn leidinggevende is koeltjes .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende is formeel .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mijn leidinggevende zet mensen voor gek .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De volgende vragen gaan over uw persoonlijke gegevens.

Wat is uw geslacht?

- Man
- Vrouw

Q10

Wat is uw leeftijd?

- 18-25 jaar
- 26-35 jaar
- 36-50 jaar
- 50+

Q12

Wat is uw hoogst genoten opleidingsniveau?

- Basisonderwijs
- Algemeen voortgezet onderwijs
- Middelbaar beroepsonderwijs
- Hoger beroepsonderwijs
- Wetenschappelijk onderwijs
- Anders

Hartelijk dank voor uw deelname aan het onderzoek! Met behulp van uw medewerking hoop ik meer inzicht te krijgen in hoe leidinggevende communiceren met hun werknemers.

Om uw antwoorden te registreren moet u op het rode pijltje klikken rechts onderin.

Appendix 2: Results of the items that were tested separately.

As mentioned before, some items were deleted from the communication style due to a low reliability (Cronbach's Alpha). In table 7 the means and standard deviations from those items and each group are presented.

Table 7. Means and standard deviations of the items that were tested separately after conducting the Cronbach's alpha. (1= Never and 7= Always, n= 153)

Items	Group 1		Group 2		Group 3		Group 4	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
My manager often is quiet. (Expressiveness)*	6.07	.86	6.14	.83	6.27	.94	6.09	1.12
My manager keeps harping on something. (Niceness)	4.16	1.50	3.89	1.43	4.03	1.59	4.00	1.75
My manager is ironic. (Emotionality)*	4.02	1.46	4.36	1.29	4.13	1.59	4.09	1.35
My manager is calm. (Reflectiveness)*	3.53	1.40	3.86	1.50	3.70	1.64	4.34	1.45
My manager is formal. (Reflectiveness)*	3.74	1.27	3.75	1.50	3.30	1.54	3.84	1.73
My manager makes a fool of people. (Reflectiveness)*	4.86	1.61	5.33	.89	5.17	1.02	5.18	1.24

* Recoded

Group 1: Male Manager X Female Employee, Group 2: Male Manager X Male Employee

Group 3: Female Manager X Male Employee, Group 4: Female Manager X Female Employee

Expressiveness Item

For the item “My manager is often quiet.” a separate two-way analysis of variance was carried out. The two-way analysis variance for the item “My manager is often quiet.” with factors *the employee's sex* and *the manager's sex* showed no main effect of *the employee's sex* on the item “My manager is eloquent” ($F(1, 149) < 1$). *The manager's sex* was not found to have a significant main effect on the item “My manager often is quiet.” ($F(1, 149) < 1$). The interaction effect between *the employee's sex* and *the manager's sex* was not statistically significant ($F(1, 149) < 1$).

Niceness Item

For the item “My manager keeps harping on something.” a separate two-way analysis of variance was performed. The two-way analysis of variance for the item “My manager keeps harping on something.” with factors *the employee’s sex* and *the manager’s sex* showed no main effect of *the employee’s sex* on the item “My manager keeps harping on something.” ($F(1, 149) < 1$). *The manager’s sex* was not found to have a significant main effect on the item “My manager keeps harping on something.” ($F(1, 149) < 1$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) < 1$).

Emotionality Item

For the item “My manager is ironic.” a separate two-way analysis of variance was done. The two-way analysis variance for the item “My manager is ironic.” with factors *the employee’s sex* and *the manager’s sex* showed no main effect of *the employee’s sex* on the item “My manager is ironic.” ($F(1, 148) < 1$). *The manager’s sex* was not found to have a significant main effect on the item “My manager is ironic.” ($F(1, 148) < 1$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 148) < 1$).

Reflectiveness Items

For the item “My manager is formal.” a separate two-way analysis of variance was conducted. The two-way analysis of variance for the item “My manager is formal.” with factors *the employee’s sex* and *the manager’s sex* showed no main effect of *the employee’s sex* on the item “My manager is formal.” ($F(1, 149) = 1.21, p = .273$). *The manager’s sex* was not found to have a significant main effect on the item “My manager is formal.” ($F(1, 149) = 1.61, p = .283$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) < 1$).

For the item “My manager makes a fool of people.” a separate two-way analysis of variance was done. The two-way analysis variance for the item “My manager makes a fool of people.” with factors *the employee’s sex* and *the manager’s sex* showed no main effect of *the employee’s sex* on the item “My manager makes a fool of people.” ($F(1, 149) = 1.25, p = .266$). *The manager’s sex* was not found to have a significant main effect on the item “My manager makes a fool of people.” ($F(1, 149) = 1.42, p = .236$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) < 1$).

For the item “My manager is calm.” a separate two-way analysis of variance was carried out. The two-way analysis variance for the item “My manager is calm.” with factors *the employee’s sex* and *the manager’s sex* showed a main effect of *the employee’s sex* on the item “My manager is calm.” ($F(1, 149) = 3.95, p = .049$). *The manager’s sex* was not found to have a significant main effect on the item “My manager is calm.” ($F(1, 149) < 1$). The interaction effect between *the employee’s sex* and *the manager’s sex* was not statistically significant ($F(1, 149) = 1.76, p = .187$). Female employees ($M = 3.86, SD = 1.50$ and $M = 4.34, SD = 1.45$) perceived the item “My manager is calm.” more often than the male employees ($M = 3.53, SD = 1.40$) and $M = 3.70, SD = 1.64$).

Verklaring Geen Fraude en Plagiaat

Aan het einde van het traject inleveren bij de eerste begeleider tegelijk met de eindversie van de scriptie.

Ondergetekende

Maxim Plessa s4152476

masterstudent Communicatie- en Informatiewetenschappen aan de Letterenfaculteit van de Radboud Universiteit Nijmegen,

Communicatie en Beïnvloeding

verklaart dat deze scriptie volledig oorspronkelijk is en uitsluitend door hem/haarzelf geschreven is. Bij alle informatie en ideeën ontleend aan andere bronnen, heeft ondergetekende expliciet en in detail verwezen naar de vindplaatsen. De erin gepresenteerde onderzoeksgegevens zijn door ondergetekende zelf verzameld op de in de scriptie beschreven wijze.

Nijmegen 30/5/2017 Handtekening.....