



# GENDER DIVERSITY



## UNIT FIVE

**Texas Commission on Law  
Enforcement** Course #3939




---

---

---


---

---

---

---

---



### **Learning Objectives**

**Learning Objective 5.0:** the participant will be able to internally analyze, process and explain his/her beliefs about gender traits and roles.

**Learning Objective 5.1:** the participant will be able to defile gender diversity

**Learning Objective 5.2:** the participant will be able to list common myths concerning gender behavior.

**Learning Objective 5.3:** the participant will be able to describe a "Patriarchal Structure".

---

---

---


---

---

---

---

---



**Learning Objective 5.4:** the participant will be able to list examples of the differences in male and female communication styles.

**Learning Objective 5.5:** the participant will be able to discuss and explain with competency the evolution of masculine and feminine personality traits.

**Learning Objective 5.6:** the participant will be able to identify and discuss with competency his/her views concerning gender traits and roles that depict their personal gender diversity awareness.

---

---

---




---

---

---

---

---

 **5.0**  
**To Become Aware of your beliefs about gender traits and roles**  
“Men and women literally live in \_\_\_\_\_, but different worlds.....D. Tannon  
 

---

---

---


---

---

---

---

---

 **5.0**  
**The movement toward more egalitarian relationships between men and women has had a major impact on our cultural patterns of \_\_\_\_\_, even though our society’s patriarchal view still has tremendous influence on gender perceptions and roles.**

---

---

---


---

---

---

---

---

 **5.0**  
**For example, as a culture we still treat boys and girls \_\_\_\_\_ from birth.**  
**Because of this cultural diversity different genders tend to have different experiences, expectations, and worldviews.**

---

---

---

---

---

---

---

---



### 5.0

- *Discussion on the impact of socialization attributes on personality characteristics?*
- *How are boys and girls raised differently?*
- *What makes our society patriarchal?*

---

---

---

---

---

---

---



### 5.0

Awareness of gender diversities can help us understand why men and women often see things differently and avert possible \_\_\_\_\_ as a result of these differences.

---

---

---

---

---

---

---



### 5.1

#### Define Gender Diversity

“Gender is the culturally specific set of \_\_\_\_\_ that identifies the social behavior of women and men and the relationship between them”.

---

---

---

---

---

---

---



### 5.1



Gender, therefore, refers not simply to women or men, but to the \_\_\_\_\_ between them, and the way it is socially constructed.

---

---

---

---

---

---

---



### 5.1

**Gender is:**

- Culturally specific set of \_\_\_\_\_
- Identifies social \_\_\_\_\_ of men/women

---

---

---

---

---

---

---



### 5.1

**Gender is:**

- Refers to the \_\_\_\_\_ between men/women
- Analytical tool for understanding social \_\_\_\_\_

---

---

---

---

---

---

---



### 5.1

Because it is a relational term, \_\_\_\_\_ must include women and men.

Like the concepts of class, race and ethnicity, gender is an \_\_\_\_\_ tool for understanding social processes."

---

---

---

---

---

---

---

---



### 5.1

Gender involves those social, cultural, and psychological aspects linked to males and females in particular social contexts. Gender is a social \_\_\_\_\_.

---

---

---

---

---

---

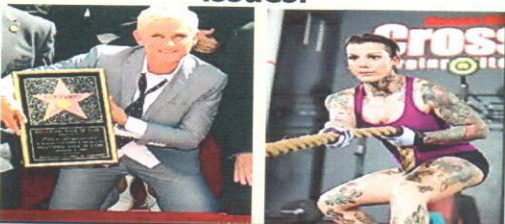
---

---



### 5.1

Regardless of your sex, you are affected by gender issues.



---

---

---

---

---

---

---

---



### 5.1

Gender stereotypes can limit your scope of

\_\_\_\_\_ /  
expression of emotions, and freedom of movement.

Gender roles can assign privilege, status, and power.

---

---

---

---

---

---

---

---



### 5.2 *List common myths concerning gender behaviors*

The \_\_\_\_\_ American family consists of a husband with a career and a wife who stays at home and takes care of their two children.

---

---

---

---

---

---

---

---



### 5.2 - Others

- There are only two types of women: \_\_\_\_\_ and \_\_\_\_\_
- Women's status is \_\_\_\_\_ to a man's

---

---

---

---

---

---

---

---



## 5.2 – Others

Continued

- Real men are in \_\_\_\_\_ of every situation
- Men do not cry (at least those who have never been in combat)

---

---

---

---

---

---

---



## 5.2

*Have class give examples of current societal gender myths.*

*Have they had to deal with any of these myths in their own lives?*

---

---

---

---

---

---

---



## 5.3

***Describe a patriarchal Structure***

\_\_\_\_\_ is the structuring of a social system on the basis of family units, where the *father* is the head of the family and have primary responsibility for the welfare of this family unit.

---

---

---

---

---

---

---



### 5.3

Men are regarded as the \_\_\_\_\_ within the family and society and thus dominant over women and children.

---

---

---

---

---

---

---

---



### 5.3

*Some sociologists and anthropologists believe that gender is not just one of many cultural diversities but it is the \_\_\_\_\_ diversity factor.*

---

---

---

---

---

---

---

---



### 5.3

*Instead of seeing women as a subculture under men as in a Patriarchal society, they see two distinct groups, with distinctive characteristics.*



---

---

---

---

---

---

---

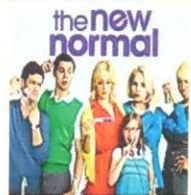
---





### 5.3

They see \_\_\_\_\_ diversities as the cultural model for all other diversities.



---

---

---

---

---

---

---

---



### 5.3 Review

Patriarchy is:

- structuring of a social system on the basis of family units
- father is (was) head of family with welfare responsibility
- Men regarded as authority within family
- Men dominant over women and children

---

---

---

---

---

---

---

---



### 5.4 Differences in male/female communication styles

- \_\_\_\_\_ or Status
- Rapport Talk or Report Talk
- Cooperative or \_\_\_\_\_
- Expertise: Play it up or down
- Agreeing or Disagreeing
- \_\_\_\_\_ Style

---

---

---

---

---

---

---

---



**5.4 CONNECTION or STATUS**

**WOMEN**

**MEN**

Live in a world of intimacy

Live in a world of status concerns

Focus on connecting with others via networks or supportive friends. Aimed at minimizing differences and building on commonalities and agreements.

Have their "old boy" networks. Due to their status concerns they place a higher priority on independence or personal freedom, not on the give and take of communication

---

---

---

---

---

---

---

---



**5.4 PAPPORT TALK or REPORT TALK**

**WOMEN**

**MEN**

Communicates to establish and maintain a \_\_\_\_\_ with others by focusing on feelings and personal thoughts, reactions and details of life.

Report type talking. They focus on \_\_\_\_\_ information that the listener needs to know and what's going on in the world.

---

---

---

---

---

---

---

---



**5.4 PAPPORT TALK or REPORT TALK**

**WOMEN**

**MEN**

Tell things to increase \_\_\_\_\_ involvement.

Men tell things to increase \_\_\_\_\_.

---

---

---

---

---

---

---

---



### 5.4

*PAPPORT TALK or REPORT TALK*

#### WOMEN

Reveal weaknesses by sharing to make others feel equal or closer from their experiences.

#### MEN

Men feel that revealing is a weakness and will lower their status in other persons eyes.

---

---

---

---

---

---

---

---



### 5.4

*COOPERATIVE or COMPETITIVE*

#### WOMEN

Words/actions revolve around giving \_\_\_\_\_.

#### MEN

Revolve around giving \_\_\_\_\_.

---

---

---

---

---

---

---

---



### 5.4

*COOPERATIVE or COMPETITIVE*

#### WOMEN

View helping, nurturing, and supporting as measures of their power.

#### MEN

Perceive power as having information, expertise and skill.

---

---

---

---

---

---

---

---



### 5.4

*COOPERATIVE or COMPETITIVE*

#### **WOMEN**

In work arena  
make decisions  
in a \_\_\_\_\_  
way.

#### **MEN**

Must act \_\_\_\_\_  
and find answer  
without help.

---

---

---

---

---

---

---

---



### 5.4

*COOPERATIVE or COMPETITIVE*

#### **WOMEN**

Focus on mastering  
their jobs,  
increasing skills,  
consulting, involving  
others in process  
and developing  
relationships with  
peers..

#### **MEN**

Focus on  
competition and  
power,  
hierarchy and  
status..

---

---

---

---

---

---

---

---



### 5.4

*COOPERATIVE or COMPETITIVE*

#### **WOMEN**

\_\_\_\_\_ conflict.

#### **MEN**

\_\_\_\_\_ issues

Perceived as  
approachable

Intimidating to  
others

---

---

---

---

---

---

---

---



### 5.4

*COOPERATIVE or COMPETITIVE*

#### **WOMEN**

Uncomfortable taking the initiative because they are more accommodating and self-sacrificing. They allow frustration to build but to overcome this they learn assertive communication skills.

#### **MEN**

Need clear facts in communication process. They have difficulty coping in an unclear situation.

---

---

---

---

---

---

---

---



### 5.4

*Expertise: Play it up or down?*

#### **WOMEN**

Down play: act as if they know less to operate as one of group.

#### **MEN**

Act as if they know more than the rest of the group by taking center stage. Feel their goal is to persuade and state opinion as fact.

---

---

---

---

---

---

---

---



### 5.4

*Expertise: Play it up or down?*

#### **WOMEN**

When female experts speak to men they supportively agree, listen and go along (assent). They emphasize similarities and avoid showing off. Their major concern is have they been helpful and do they like me

#### **MEN**

When male experts speak to females they are domineering, talk more, interrupt and control topic. They respond this way to males or females. They emphasize their superiority and display expertise. Their major concern is Have I won and Do you respect me?

---

---

---

---

---

---

---

---



### 5.4

#### AGREEING or DISAGREEING?

##### WOMEN

More positive with feedback. They ask questions, take turns, give and want full attention, agree and laugh at humorous comments, focus on big picture not just literal message.

##### MEN

Give fewer listening responses. They are silent and listen less, challenge statements, focus on the literal message.

---

---

---

---

---

---

---

---



### 5.4

#### AGREEING or DISAGREEING?

##### WOMEN

Because women listen so attentively they think a man being silent also means they are listening...but they may not be.

##### MEN

Men challenge when they disagree so when a women is silent they interpret as agreement and later conclude she changed her mind or is insincere.

---

---

---

---

---

---

---

---



### 5.4

#### COMMUNICATION STYLE

##### WOMEN

More tentative. Due to being over polite, it is interpreted by men as indecisive. This leads to a lower-credibility stereotype.

##### MEN

Carry assertiveness too far and are perceived as overbearing and authoritarian

Source: "Gender Issues..." Cynthia Torppa

---

---

---

---

---

---

---

---



**5.5** Discuss the evolution of masculine/feminine personality Traits

- 1972: Traits Most Admired
- 1990: Typical Traits
- Current Traits

---

---

---

---

---

---

---

---



**5.5 Masculine Traits**  
1972 Traits Most Admired

- \_\_\_\_\_
- **INDEPENDENT**
- \_\_\_\_\_
- **OBJECTIVE Team Play**
- \_\_\_\_\_
- **LIKES MATH, SCIENCE**
- **NOT EXCITABLE** in minor crisis
- **ACTIVE – COMPETITIVE**
- **LOGICAL**
- \_\_\_\_\_
- **SKILLED IN BUSINESS**

---

---

---

---

---

---

---

---



**5.5 Masculine Traits**  
1990 Typical Traits



- \_\_\_\_\_
- **Strong**
- **Proud**
- \_\_\_\_\_
- **Independent**
- **Courageous**
- \_\_\_\_\_
- **Ambitious**

---

---

---


---

---

---

---

---



**5.5 FEMININE Traits**  
1972 Traits Most Admired

- No use of harsh \_\_\_\_\_
- Talkative in appropriate situations
- Tactful – \_\_\_\_\_
- Aware of others feelings
- Religious \_\_\_\_\_
- Interested in her \_\_\_\_\_
- Neat Quite
- Strong Need for Security
- Appreciates Art & Literature
- Expresses Tender \_\_\_\_\_

---

---

---


---

---

---

---

---



**5.5 FEMININE Traits**  
1990 Typical Traits

- Emotional \_\_\_\_\_
- Sensitive
- Affectionate \_\_\_\_\_
- Patient
- Romantic
- Cautious \_\_\_\_\_
- Men Also said manipulative, Women said Creative.

Sources: Loring and wells, 1972; Gallup polls, 1990

---

---

---


---

---

---

---

---



**5.5 Current Traits**

**WOMEN**

- Take a few minutes and write out your opinions.

**MEN**

- We will discuss them as a class.

---

---

---

---

---

---

---

---





## **NOTES**

---

---

---

---

---

---

---

---



### **5.6 Identify views concerning gender traits and roles that depict your personal gender diversity awareness**

- Become in touch with your personal belief system and stereotypes
- Experience how judgmental beliefs affect your thinking and feeling process

---

---

---

---

---

---

---

---



## **5.6**

**Understand ways in which your beliefs create your \_\_\_\_\_ regarding other persons, even before you have interaction with them.**

---

---

---

---

---

---

---

---



## 5.6

Each student please stand and share what you have learned in today's Gender Diversity Lesson.

---

---

---

---

---

---

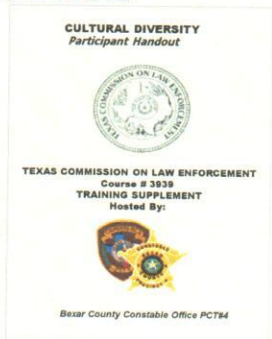
---

---



## RESOURCE

All Course Sources and/or Resources are listed in your Participant Handout



---

---

---

---

---

---

---

---



## QUESTIONS

I Have A Question



---

---

---

---

---

---

---

---