

**Analysing Multiple Identities in the Workplace  
Discourse: A Gender Based Study**

**By**

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES**

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# **Analysing Multiple Identities in the Workplace Discourse: A Gender Based Study**

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## **ABSTRACT**

### **Thesis Title: Analysing Multiple Identities in the Workplace Discourse: A Gender Based Study**

This research aims to explore how males and females in leadership positions negotiate and construct their multiple identities within the micro instances of workplace interactions. This study is grounded in the social constructionist paradigm, where the research on identity shifted from exploration of having a pre-given singular identity based on static categories of age, gender, class and status to discursively negotiating and constructing multiple identities in talk. This research is conducted in the academic settings of selected public sector universities of Rawalpindi and Islamabad. The qualitative data for this research is collected from workplace meetings and interviews of males and females whereas quantitative data is collected through a structured questionnaire. The research adopts Judith Butler's theory of 'performativity' and West and Zimmerman's notion of 'doing gender' to explore the dynamic and fluid negotiation of identities within workplace interactions. The analytical framework adopted for this study for the analysis of qualitative data draws on various concepts and approaches: the community of practice (cofp) approach, the notion of gendered discourses, Foucault's conception of discourse and power and Ochs's concept of indexicality. The quantitative data is analyzed with the help of two statistical tests which include Chi Square and independent t-Test. The key finding of this study is that both male and female leaders use language as a flexible resource and employ a variety of discursive strategies and linguistic forms for doing leadership and negotiating identities according to settings and various contextual factors. Hence the study concluded that there is variation in the features of interactional styles of male and female leaders and they cannot be neatly and permanently fixed into masculine and feminine styles of interaction. The shift from static and fixed to more fluid and dynamic investigation of identity attempted in this study has potential of social change and transformation as it contests the stereotypical notions which constrain individual agency and attempt to impose normative patterns. The significant contribution of this research is that studies like this bring forth the alternative, diverse and dynamic models of doing leadership and negotiating professional identity which is important in order to de-gender the notion of leadership and set it free from its confining associations with masculinity and the normatively masculine features of discourse.



# TABLE OF CONTENTS

<b>AUTHOR’S DECLARATION .....</b>	<b>iii</b>
<b>PLAGIARISM UNDERTAKING .....</b>	<b>iv</b>
<b>ABSTRACT.....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>xiii</b>
<b>LIST OF FIGURES .....</b>	<b>xix</b>
<b>LIST OF ABBREVIATIONS .....</b>	<b>xx</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>xxi</b>
<b>DEDICATION.....</b>	<b>xxii</b>
<b>CHAPTER 1 .....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Rationale of the Study .....	4
1.3 Statement of Problem .....	5
1.4 Language and Identity .....	6
1.5 Multiple Identities .....	7
1.6 Negotiation of Multiple Identities .....	8
1.7 Language and Gender.....	9
1.8 Language, Workplace, and Identity Negotiation .....	12
1.9 Language, Gender, and Social Constructionism .....	12
1.10 Gender Norms and Stereotypes.....	14
1.11 Research Objectives .....	15
1.12 Research Questions .....	15
1.13 The Significance of the Study .....	15
1.14 Parameters for the Study .....	18
1.15 Delimitation of the Study .....	21
1.16 Thesis Breakdown .....	22
<b>CHAPTER 2 .....</b>	<b>24</b>
<b>LITERATURE REVIEW .....</b>	<b>24</b>



2.1 Defining Identity .....	24
2.2 Multidisciplinary Investigations of Identity .....	25
2.3 Research Perspectives on the Relation between Language and Identity .....	26
2.3.1 The Essentialist Perspective on Identity .....	26
2.3.2 Constructed Identities .....	27
2.4 Discourse and Identity .....	27
2.5 The Performative understanding of Language and Identity .....	29
2.6 The Constitutive Potential of Performative Model .....	30
2.6.1 Performativity and Post-Structuralism .....	31
2.7 Construction of Multiple Identities .....	32
2.8 Types of Identity Negotiated within Discourse .....	33
2.9 Analyzing Relationship between Language and Gender: The Paradigms of Gender Differences and Diversity .....	34
2.10 Constructing and Negotiating Identities at Micro Levels of Discourse .....	35
2.11 Implications of the Departure from Fixed to Fluid Identities .....	36
2.12 The Theoretical Shift in Approaches to Language and Gender: From Deficit to Discourse .....	37
2.12.1 Deficit, Dominance, Difference and Discursive Approaches to Language and Gender .....	38
2.12.2 The Deficit Approach .....	38
2.12.3 Criticism on the Deficit Approach .....	39
2.12.4 The Dominance Approach .....	41
2.12.5 The Difference Approach .....	42
2.12.6 Criticism on the Dominance and the Difference Approaches .....	43
2.12.7 The Discursive Approach .....	45
2.13 Review of Related Research Studies .....	47
2.14 Researcher's Quest .....	60
<b>CHAPTER 3 .....</b>	<b>63</b>
<b>RESEARCH METHODOLOGY .....</b>	<b>63</b>
3.1 Epistemological Stance .....	63
3.2 Theoretical and Analytical Frameworks .....	64
3.2.1 Butler's Theory of Gender Performativity .....	65
3.2.2 Rationale for using Theory of Performativity .....	70
3.2.3 West and Zimmerman's theory of 'Doing Gender.' .....	71

3.2.4 Rationale for using Theory of ‘Doing Gender’ .....	73
3.3 Methodological Framework .....	73
3.3.1 Research Sites .....	74
3.3.2 Research Sample .....	76
3.3.3 Data Collection Tools .....	78
3.3.4 Interviews.....	78
3.3.5 Sample of Interviewees.....	79
3.3.6 Ethical Considerations for Interviews.....	80
3.3.7 Audio Recordings and Observations.....	82
3.3.8 Ethical Considerations .....	83
3.4 Coding of Qualitative Data: Thematic Analysis .....	83
3.5 Analytical Framework for Analysis of Qualitative Data .....	85
3.5.1 Community of Practice: .....	86
3.5.2 Rationale for using Community of Practice Approach .....	88
3.5.3 From Micro-level Linguistic Analysis to Macro-level Discourse Analysis .....	89
3.5.4 Gendered discourses .....	90
3.5.5 Conceptualization of Gender and Discourse.....	91
3.5.6 Ochs’s notion of Indexicality .....	93
3.5.7 Rationale for using Ochs’s notion of Indexicality .....	95
3.5.8 Foucault’s Notion of Discourse and Power .....	95
3.6 Quantitative Methodology.....	96
3.6.1 Questionnaire Development.....	97
3.6.2 Validity and Reliability of Questionnaire .....	97
3.6.3 Quantitative Data Analysis .....	98
3.6.4 Chi-Square test.....	98
3.6.5 Assumptions of Chi-Square: .....	98
3.6.6 Rationale for using Chi square.....	99
3.6.7 Independent t-Test.....	99
3.6.8 Rationale of using Independent T test.....	100
<b>CHAPTER 4 .....</b>	<b>101</b>
<b>ANALYSIS OF MEETINGS .....</b>	<b>101</b>
4.1 Analysis of Meeting No.1-Monthly Departmental meeting held in a Predominantly Female Setup.....	102
4.2 Conclusion of Meeting 1 Analysis .....	120

4.3 Analysis of Meeting No 2-Planning meeting International Conference of the Linguistic Association of Pakistan (ICLAP)-held in a predominantly female setup .....	120
4.4 Conclusion of Meeting 2 Analysis .....	125
4.5 Meeting No.3-Preparatory Meeting ICLAP-2018 –held in a predominantly female set-up .....	126
4.6 Conclusion of Meeting 3 Analysis .....	136
4.7 Meeting No.4-Department meeting in a gender segregated all Male setup commenced at the start of new semester to discuss Course Allocation & Workload, Timetable and students attendance criteria .....	137
4.8 Conclusion of Meeting 4 Analysis .....	159
4.9 Meeting No.5-held in an all-male set up to discuss about Course Allocation for the New Semester .....	160
4.10 Conclusion of Meeting 5 Analysis .....	177
4.11 Meeting No.6- Meeting of In charge Campus held in a mixed gender setup with Heads and Members of the Committees formed for University’s Foundation Stone laying ceremony event. ....	178
4.12 Conclusion of Meeting 6 Analysis .....	188
4.13 Meeting No.7-Planning meeting held in a mixed gender setup to discuss about management of students week.....	189
4.14 Conclusion of Meeting 7 Analysis .....	212
4.15 Final Conclusion-Analysis of Formal Meetings .....	212
<b>CHAPTER 5 .....</b>	<b>215</b>
<b>ANALYSIS OF INTERVIEWS.....</b>	<b>215</b>
5.1 Differences and Similarities in the communication styles of men and women .....	218
5.2 Communication Style of Women Holding Position of Authority.....	221
5.3 Genders stereotyping about the communication styles of men and women .....	225
5.4 Uniformity or Variability in communication Style of men and women .....	229
5.5 Subordinates’ Response to Authority and Leadership of Males and Females.....	233
5.6 Using Direct and Indirect Structures for giving Directives and Instructions.....	237
5.7 Dealing with Requests and Refusals .....	239
5.8 Dealing with disagreements and Conflicts.....	241
5.9 Use of I and We statements.....	244
5.10 Using Humor as a discourse strategy. ....	247

5.11 Negotiating Multiple Identities-Drawing a balance between personal, social and professional identity .....	250
5.12 Interviews -Males .....	253
5.13 Conclusion Analysis of Interviews .....	285
<b>CHAPTER 6.....</b>	<b>292</b>
<b>QUANTITATIVE ANALYSIS.....</b>	<b>292</b>
6.1 Cronbach's Alpha .....	292
6.2 Analysis of Quantitative Data-Chi Square Test .....	293
6.3 Test Value Significance-One Sample T-Test.....	340
<b>CHAPTER 7 .....</b>	<b>348</b>
<b>CONCLUSION .....</b>	<b>348</b>
7.1 Findings of the Research .....	350
7.2 Recommendations .....	366
7.3 Recommendations for Future Researchers.....	368
<b>References .....</b>	<b>370</b>
1. Place of Meeting: held in a Predominantly Female Setup .....	409
1. Place of Meeting: held in a Predominantly Female Setup .....	411
1. Place of Meeting: held in a Predominantly Female Setup .....	413
1. Place of Meeting: held in gender segregated all-male Setup .....	415
1. Place of Meeting: held in gender segregated all-male Setup .....	417
1. Place of Meeting: held in mixed gender Setup .....	418
1. Place of Meeting: held in mixed gender Setup .....	420



## LIST OF TABLES

Table 1.1: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006).....	20
Table 3.1: Research Sites .....	76
Table 3.2: Details of Female Interviewees .....	80
Table 3.3: Details of Male Interviewees .....	81
Table 4.1: Pre-Meeting Conversation .....	102
Table 4.2: Formation of WhatsApp Group-Collaborative, Autonomous, Authoritative Identity Construction.....	106
Table 4.3: Twenty Years Celebrations Event Assertive-Autonomous Identity Construction ....	109
Table 4.4: Judge for the Videography Event- Consensus oriented conflict management, Contestive Humor .....	111
Table 4.5: Annual Dinner- Direct Instructions and Orders-Enacting professional identity as autonomous head .....	116
Table 4.6: Phone call during Meeting- Direct and Assertive Linguistic expressions for Disapproval .....	118
Table 4.7: Extension in registration deadline for the Conference Participants.....	121
Table 4.8: Shields and Certificates for the Participants- Collaborative Humor .....	124
Table 4.9: ICLAP Conference Planning & Preparation City Trip and Cultural Night for the Conference Guests Assertive Authoritative Leadership.....	127
Table 4.10: ICLAP Conference Planning & Preparation – Contacting Sponsors for the Event Communicating in Conflict situation+ Confrontational Discourse. ....	131
Table 4.11: ICLAP Conference Planning & Preparation –hotel bookings for the conference guests Assertive & Autonomous Leadership – Performing/Enacting professional identity.....	134
Table 4.12: Guidelines and Instructions for Upcoming New Semester- Collaborative & Team Oriented Leadership.....	138
Table 4.13: Course Allocation Head of Department Conciliatory Team Oriented Consensus Oriented Approach.....	141
Table 4.14: Course Allocation Junior Faculty- Collaborative Humor as a Discourse strategy ..	145
Table 4.15: Extra Courses and rooms for classes -Conciliatory Collaborative .....	148

Table 4.16: TimeTableandTeacher’sAttendance-IndirectInstructions+Conciliatory+Consensus Oriented Team Oriented .....	150
Table 4.17: Attendance requirement of Students for sitting in Final Exams Assertive and Autonomous Leadership .....	153
Table 4.18: Introductory remarks about Course Allocation- Autonomous Leadership.....	160
Table 4.19: Course Allocation – Confrontational starting.....	163
Table 4.20: Course Allocation – Strategic Humor.....	164
Table 4.21: Course Folders + Change in Duties -Direct+Assertive+Confrontational Leadership .....	168
Table 4.22: Seminar Courses and (extra) Visiting courses of faculty-Autonomous + Authoritative Leadership.....	175
Table 4.23: Invitation Committee .....	178
Table 4.24: Pindaal Committee-Confrontational+ Assertive .....	181
Table 4.25: Security, Parking and Reception Committee- Direct and Firm Imperatives .....	184
Table 4.26: Transport Committee-Assertive and Autonomous .....	186
Table 4.27: Opening Ceremony of Students Week .....	189
Table 4.28: Students specified entrance during students Week.....	193
Table 4.29: Arts Society Competitions – Assertive+Autonomous+Authoritative .....	198
Table 4.30: Students Membership for Societies + Stall Management- Assertive and Autonomous .....	199
Table 4.31: Sports Events+ Faculty Nomination from Departments Confrontational and contestive Discourse .....	203
Table 5.1: Differences and Similarities in the communication styles of men and women holding positions of authority in universities.....	216
Table 5.2: Women holding position of authority in universities and their communication style.....	220
Table 5.3: Genders stereotyping about the communication styles of men and women and the pressure to adhere to norms of appropriacy .....	223
Table 5.4: Uniformity or Variability in communication Style of men and women holding positions of authority in universities.....	228
Table 5.5: How your subordinates receive your authority and leadership?.....	231

Table 5.6: Giving directives, orders and instructions-Direct or Indirect .....	236
Table 5.7: Dealing with Requests and Refusals – Direct or Indirect.....	238
Table 5.8: Dealing with disagreements and Conflicts-Direct or Indirect .....	240
Table 5.9: Using I and We statements .....	243
Table 5.10: Using Humor as a discourse strategy during Formal Communication.....	246
Table 5.11: Drawing a balance between personal, social and professional identity- Negotiating Multiple Identities .....	249
Table 5.12: Differences and Similarities in the communication styles of men and women holding positions of authority in universities.....	253
Table 5.13: Men holding position of authority in universities and their communication style ..	257
Table 5.14: Women holding position of authority in universities and their communication style.....	261
Table 5.15: Genders stereotyping about the communication styles and the pressure to adhere to norms of appropriacy .....	263
Table 5.16: Uniformity or Variability in communication Styles of men and women holding positions of authority in universities.....	267
Table 5.17: How your subordinates receive your authority and leadership?.....	269
Table 5.18: Giving directives, orders and instructions-Direct or Indirect .....	272
Table 5.19: Dealing with Requests and Refusals – Direct or Indirect.....	275
Table 5.20: Dealing with Disagreements and Conflicts .....	277
Table 5.21: I and We statements.....	280
Table 5.22: Using Humor as a discourse strategy during Formal Communication.....	282
Table 5.23: Drawing a balance between personal, social and professional identity- Negotiating Multiple Identities .....	284
Table 6.2.1: Giving Orders-Direct Structure .....	295
Table 6.2.2: Designation wise data.....	295
Table 6.2.3: Institution wise data.....	296
Table 6.2.4: Giving Orders and Instructions-Indirect Structure .....	296
Table 6.2.5: Designation wise data.....	297
Table 6.2.6: Institution wise data.....	297
Table 6.2.7: Starting Meetings-Use of Direct Structure .....	298
Table 6.2.8: Designation wise data.....	298



Table 6.2.9: Institution wise data.....	299
Table 6.2.10: Starting Meetings-Use of Indirect Structure.....	299
Table 6.2.11: Designation wise data.....	300
Table 6.2.12: Institution wise data.....	300
Table 6.2.13: Communicating Disagreements-Use of Direct Structure.....	301
Table 6.2.14: Designation wise data.....	301
Table 6.2.15: Institution wise data.....	302
Table 6.2.16: Communicating Disagreements-Use of Indirect Structure.....	302
Table 6.2.17: Designation wise data.....	303
Table 6.2.18: Institution wise data.....	303
Table 6.2.19: Refusing Requests-Use of Direct Structure.....	304
Table 6.2.20: Designation wise data.....	304
Table 6.2.21: Institution wise data.....	305
Table 6.2.22: Refusing Requests-Use of Indirect Structure.....	305
Table 6.2.23: Designation wise data.....	306
Table 6.2.24: Institution wise data.....	306
Table 6.2.25: Moderating Discussions-One person speaking at a time.....	307
Table 6.2.26: Designation wise data.....	307
Table 6.2.27: Institution wise data.....	308
Table 6.2.28: Moderating Discussions-Encouraging others to participate.....	308
Table 6.2.29: Designation wise data.....	309
Table 6.2.30: Institution wise data.....	309
Table 6.2.31: Choosing to interrupt for making a point in discussion.....	310
Table 6.2.32: Designation wise data.....	310
Table 6.2.33: Institution wise data.....	311
Table 6.2.34: providing feedback responses and not interrupting.....	311
Table 6.2.35: Designation wise data.....	312
Table 6.2.36: Institution wise data.....	312
Table 6.2.37: Making More Contribution in Mixed Gender discussions.....	313
Table 6.2.38: Designation wise data.....	313
Table 6.2.39: Institution wise data.....	314

Table 6.2.40: Making less contribution in mixed Gender Discussions .....	314
Table 6.2.41: Designation wise data .....	315
Table 6.2.42: Institution wise data .....	315
Table 6.2.43: Pointing out Mistakes-Use of Direct Structure.....	316
Table 6.2.44: Designation wise data .....	316
Table 6.2.45: Institution wise data .....	317
Table 6.2.46: Pointing out Mistakes-Use of Indirect Structure .....	317
Table 6.2.47: Designation wise data .....	318
Table 6.2.48: Institution wise data .....	318
Table 6.2.49: Using ‘I’ statements .....	319
Table 6.2.50: Designation wise data .....	319
Table 6.2.51: Institution wise data .....	320
Table 6.2.52: Using ‘WE’ and ‘US’ Statements.....	320
Table 6.2.53: Designation wise data .....	321
Table 6.2.54: Institution wise data .....	321
Table 6.2.55: Cutting off pre-meeting talk abruptly .....	322
Table 6.2.56: Designation wise data .....	322
Table 6.2.57: Institution wise data .....	323
Table 6.2.58: Allowing space and time for pre-meeting talk .....	323
Table 6.2.59: Designation wise data .....	324
Table 6.2.60: Institution wise data .....	324
Table 6.2.61: Sticking to Agenda of Meeting.....	325
Table 6.2.62: Designation wise data .....	325
Table 6.2.63: Institution wise data .....	326
Table 6.2.64: Allowing space for points beyond agenda.....	326
Table 6.2.65: Designation wise data .....	327
Table 6.2.66: Institution wise data .....	327
Table 6.2.67: Expecting subordinates to be clear about performing tasks .....	328
Table 6.2.68: Designation wise data .....	328
Table 6.2.69: Institution wise data .....	329
Table 6.2.70: Supporting and mentoring subordinates for performing tasks .....	329

Table 6.2.71: Designation wise data .....	330
Table 6.2.72: Institution wise data .....	330
Table 6.2.73: Talking about work and task related topics during informal chat with colleagues .....	331
Table 6.2.74: Designation wise data .....	331
Table 6.2.75: Institution wise data .....	332
Table 6.2.76: Talking about personal and family related topics during informal chat with colleagues.....	332
Table 6.2.77: Designation wise data .....	333
Table 6.2.78: Institution wise data .....	333
Table 6.2.79: Resolving Conflicts-Avoidance.....	334
Table 6.2.80: Designation wise data .....	334
Table 6.2.81: Institution wise data .....	335
Table 6.2.82: Managing Conflicts-Confrontation.....	335
Table 6.2.83: Designation wise data .....	336
Table 6.2.84: Institution wise data .....	336
Table 6.2.85: Managing Conflicts-Building Consensus .....	336
Table 6.2.86: Designation wise data .....	337
Table 6.2.87: Institution wise data .....	338
Table 6.2.88: Managing Conflicts-exercising authority-Being assertive .....	338
Table 6.2.89: Designation wise data .....	339
Table 6.2.90: Institution wise data .....	339

## LIST OF FIGURES

Figure 3.1 Research Sites.....	76
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## **LIST OF ABBREVIATIONS**

CofP: Community of practice

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# **DEDICATION**

Dedicated to my (Late) Parents

To my father, Prof. Muhammad Anwer Sheikh

To my Mother, Hameeda Begum

# CHAPTER 1

## INTRODUCTION

This chapter first discusses the background of the study and establishes rationale for investigation of workplace discourse to get an insight into the process of multiple identity negotiation through language. In order to establish the orientation of this study, the chapter then elaborates the key concepts which are central to the research in hand, for example, the relation between language and identity, and the concepts of multiple identities and identity negotiation. The chapter also describes in detail the link between language and gender and the impact of norms and stereotypes as a constraining or enabling force on identity negotiation within workplace discourse. The chapter finally concludes on brief description of the parameters used for this study and offers rationale for using these parameters as baseline for this study.

### 1.1 Background of the Study

In traditional social and cultural setups, gender is an important aspect of an individual's identity which holds relevance as people interact with one another within personal and professional domains. Pakistan is a traditional society where gender appears to be a particularly salient dimension of social interaction. Pakistani society is a patriarchal society where men are considered the prime authority figures and women are subordinated objects. This has serious implications on women's and men's life prospects not only domestically but also professionally (Ali et al., 2011). Pakistan can thus be described as a gendered culture, a culture in which the structures of masculinity and femininity hold particular relevance as they work like organizing principle. These structures are central to the formation of society as a whole because they directly influence the personal and professional choices available to men and women. For example, these structures act as constraining as well as enabling force for men and women as they embark on their personal and professional journey. The division between private and public



domains is pervasive reality for majority of men and women. The traditional public narrative still stresses on family and home as the prime concern and responsibility of a woman whereas men are supposed to be the prime breadwinners taking up roles in the public domains.

The public/private dichotomy has consequences for the choice of professions considered appropriate for men and women. In patriarchal society like Pakistan the social and cultural norms and stereotypes regarding gender and their role are pervasive in society and influence the choices, decisions and social behaviors of women in particular (Isran & Isran, 2013). Particularly in the context of this research, the gender stereotypes and norms have potential as constraining as well as enabling force for how men and women engage in social and professional interactions by using language in myriad ways.

In order to explore the negotiation and construction of multiple identities within workplace discourse, first of all it is important to bear in mind that things have changed a lot in the recent decades as a significant number of successful career women have entered in the workforce which has changed the social patterns of Pakistani society. Although there is still a huge gap in male and female labor force participation in Pakistan, it has almost doubled in the recent decades from 13.4% in 1990 to 24.5% in 2016 (World Bank, 2016). In the past, there have been limited career options for women like school teaching, medical and nursing, which were traditionally deemed appropriate and suitable for females. But with the changing times the dynamics of these traditionally appropriate professions are also changing because both men and women are equally aspiring for these professions. In the recent two decades we can generally find Pakistani women entering into public domains which were traditionally considered male dominated, for example politics, bureaucracy, military, air force, sports, banking, and telecommunication are areas where women have made their ways in recent decades. Generally it may not paint a very optimistic picture because there is still a huge gap in the ratio of males and females presence in these domains. Despite the number gap we cannot deny the significance of this change for the changing dynamics of workplace discourse as males and females interact within these professional spaces managing the discursive enactment of their professional roles. An important result of the changing dynamics of workforce is that choices of careers for women have increased making their visibility in various professions. Teaching is one such profession where women have not only excelled in number as compared to any other profession, but have

also managed to reach the highest positions of authority. According to Academy of Educational Planning and Management statistics the number of female teachers up to degree level colleges is higher than that of male teachers both in the public and private sector. As compared to 50% female teachers, the ratio of male teachers is 41% (Academy of Educational Planning and Management , 2017). Though the number of women teachers has significantly increased at school and college level, it has not increased with the same ratio in Higher Education Institutions (HEI). However it is significant to mention here that women have reached to top managerial positions in HEIs as Vice Chancellors, Directors/Heads of various administrative departments, and as Deans and Heads of departments ,though this increase is more visible in women only HEIs (Khokhar, 2018).

Traditionally, teaching as a profession has always been considered the most appropriate profession for women in Pakistan, however in the recent decades the growing number of women reaching the high positions as vice chancellors, deans, registrars in public sector universities has brought in new dynamics in academia for the workforce in general and the communication patterns in particular. As women are taking up high positions of authority in universities, the workplace demographics and patterns in academia are changing but in patriarchal societies like Pakistan, within this academic space, men and women are faced with the challenges of this change. They have to struggle and find ways to cope with these challenges. For instance, in the wider social and cultural frame of society which is patriarchal, women who hold positions of authority in academia, still have to justify their existence in public domain, as they often have to compete with conservative stereotypes. Men, on the other hand, are also constrained to behave within the prescribed social and cultural frame. However they are spared this kind of legitimization pressure and there is easier acceptance for them. The socio-cultural norms, ideologies, ethnicity, and gender, all have an important role in determining the public domain and that is what makes this domain particularly complex. By focusing on three key areas language, gender, and identity construction, this research analyses the workplace discourse of selected three public sector universities to explore how men and women in positions of authority negotiate their multiple identities through language and draw a balance between them in such a complex setting.

## **1.2 Rationale of the Study**

This study is rationalized at two levels. Firstly, rationalization of this study at broader level explains how the change in the context influences the outcome of the research. In the western context, the research focusing on the language use of males and females and how it shapes the gender identity of men and women has come a long way. As a result the theoretical approaches as well as analytical perspectives have evolved over a period of time which has transformed the conceptualization of gender identity. Whereas in early language and gender research, the identity of individuals had initially been viewed as being determined by/arising out of the static categories of age, class, status and gender, in later research from 1990s onwards the gender identity is conceptualized as socially constructed which may vary across different contexts and various settings. Since the theoretical approaches and analytical perspectives have evolved in light of research from Western contexts, the present study holds particular significance as its findings provide insights about how far the conceptualization of gender identity has evolved from static and unified to fluid and multiple in the traditional contexts. Particularly when such researches are conducted in non-western and more traditional socio-cultural contexts like Pakistan, they not only broaden the canvas of existing research but also help in establishing the applicability and relevance of the existing theoretical and analytical perspectives. Since the current study is conducted in a different socio-cultural context, the analysis of data from the selected workplace discourse provides a comparative understanding and insights about the dynamics of gender identity and how language contributes to the construction of multiple identities.

At a more local contextual level, this study is rationalized on the premise that Pakistan is a traditional society where historically men have dominated the leadership positions which has led to ascribing more value to masculine model of doing leadership and adopting discursive strategies which are normatively indexed as features of masculine style of interaction. The reinforcement of normative discursive patterns somehow imply that men are well suited for leadership positions. Since the current study is primarily focused on the intersection between language gender and identity of males and females in leadership positions, it becomes pertinent to explore if and how the presence of women in leadership positions affects the discourse

patterns in workplace settings. Studies like this are important for traditional contexts like Pakistan because such research has transformative potential as it can highlight new and alternative versions of reality. Such studies have potential of exposing that the dominant perception of leadership may not always align with masculine model of interactional styles and that they are neither static nor final but liable to change, that language is a flexible resource which offers multiple ways of becoming.

### **1.3 Statement of Problem**

Despite the changing trends of 21<sup>st</sup> century, Pakistan is still a patriarchal society which works on drawing a line between public and private spheres of life for men and women. Although working women in Pakistan have made their ways into various public domains, they still have to struggle in order to justify and maintain their presence by negotiating multiple aspects of their identity in their professional settings. This struggle becomes even more demanding for women who hold leadership positions because leadership has traditionally been perceived and performed on a masculine model of an assertive and authoritative leader. Men, on the other hand may not have to go through the same struggle.

In Pakistan as more women are taking up careers in higher education institutions as lecturer and professors and a limited number is also making to the leadership positions, there is a need to study the changing dynamics of workplace communication in this backdrop. Since leadership roles have historically been dominated by men where masculine model of doing leadership has been taken as a norm, it is significant to investigate if and how the presence of women in leadership positions has affected the discourse patterns and ways of performing leadership role within talk. Studies like this are important because they have the possibility of challenging and slowly changing the regulatory discourse norms which prescribe the norms of appropriacy for doing leadership inclining more towards the normative patterns of discourse which sometimes disadvantage both men and women constraining their discursive agency. There is also need to study the communication patterns of male and female in leadership positions because such research brings forth new and alternative versions of professional communication and how leadership is done in discourse. In Western contexts, the wide ranging research on language, gender and identity including more specifically leadership identity (elaborated in detail in the literature review section of this study) has established the fact that the traditional

masculine model of doing leadership and using language has transformed with the changing dynamics of workplace as more women are taking up jobs and leadership roles. However, to the best of researcher's knowledge, such research is almost non-existent in Pakistani context which leads to a huge gap on such an important area of workplace discourse. Hence, the current research holds importance as it has been conducted with an aim to explore how male and female in leadership positions employ language as a discursive resource to negotiate between their gender identity and professional role. The study has also aimed to delve into the validity of normative associations of features of discourse with particular genders, and find out if and how male and female leaders adopt discourse styles and features beyond their normative associations in order to fully benefit from these linguistic resources. With its focus on micro level discourse strategies, lexical choices, and sentence structures, the study has examined the overall process of how men and women negotiate their personal, social and professional identities and perform professional roles through everyday workplace talk.

As the focus of this research is on the discursive construction and negotiation of identities, language takes the center stage as it is central to the production of identity in discourse. Therefore, this study has explored the ways in which social, professional and gender identity of men and women is conceptualized as a social construct. Instead of seeing the identities of individuals as fixed or static, the discursive construction and negotiation of identities has been seen as products which are constructed and performed in interaction. The study has also attempted to get an insight into the influence of norms and stereotypes in setting the norms of appropriacy for interactional styles at workplaces. The study has unraveled the implications of approaching identity of working men and women in their workplace from doing gender and performativity perspective.

## **1.4 Language and Identity**

As this study aims to explore the negotiation and construction of identity (ies) within workplace discourse, it is important to elaborate the link between language and identity and how language contributes to negotiation and construction of identity. Language is an important means through which the social world is constructed (Muntigl, 2002, p. 49). As people engage in various interactions in their personal, social, and professional spaces, language takes the central stage as it offers insight into the thoughts, perceptions, ideologies, and identities of people. The role of

language in constructing the social world has important implications for relation between language and identity because it points to the constitutive potential of language. From the constitutive perspective, the way we view ourselves and the world is largely formed by language use. This can be viewed as a way of constructing and maintaining relations, values and identities, as well as a way of contributing in social change (Litosseliti, 2002, p. 130).

De Fina (2011, p. 263) points out that human communication may have various aims and may perform many functions. For example, some primary and essential functions of human communication may be to exchange information, to express feelings and emotions and to get things done. However, through language and communication, humans convey to one another what kind of people they are, the geographical, ethnic and social communities they belong to, and their ethical, moral and political stances are also expressed through language. De Fina (2011, p. 263) also points out that people use language to symbolize (encode) images about themselves and equally to identify (decode) images of other people, to classify them, to support, unite or disconnect themselves, shaping their similarities and differences. Hence, Language is central in the construction and negotiation of identities.

## **1.5 Multiple Identities**

An individual's identity is a complex phenomenon which cannot be interpreted, described, and analyzed in differentiated black and white fixed categories. There are diverse shades and layers of an individual's identity some of which might vary from person to person whereas some variation is directly related to the social and cultural context of individuals. This variation and diversity in the orientation of identity has evolved over a period of time bringing in the concept of an individual having multiple identities which may vary according to the requirements of contexts where they are interacting. Instead of being viewed from the lens of essentialist categories of race, gender, age, class, and occupation, a person's identity emerged to be viewed as dynamic personalized construction emerging from an individual's environment and interactions with others. Viewed from this perspective, the identity of individuals cannot be described as a singular, unified, and final concept. When identity is seen as a dynamic construction, it indicates variation and negotiation according to the contextual factors, for instance, individuals may be required to foreground their personal, social or professional identities depending on particular contexts and settings. This research study adopts the notion of

multiple identities to explore how men and women employ linguistic resources in workplace discourse to reinforce, reproduce, resist, challenge, or redefine various identities.

## **1.6 Negotiation of Multiple Identities**

This aim of this study is to explore ways in which men and women negotiate and construct multiple identities (personal, social, professional identity) in their respective workplace. Negotiation, is viewed as a transactional interaction process, in which individuals attempt to evoke, assert, define, modify, challenge, and/or support their own and others' desired self-images (Ting-Toomey, 1999). This process of identity negotiation within interaction creates a flexible space for individuals where they employ linguistic resources in diverse ways to create and construct their desired and required personas. The focus of this study is on the ways in which these self-images are done, enacted and performed, through language. When identity is approached as something which is done, enacted and performed in discourse, it implies flexibility and variation and moves away from the fixed notion of a static identity which is uniform in all the contexts. Interactional socio-linguistics and social constructionism are important approaches for the exploration of multiple identities as they emphasize the dynamic aspects of interaction. The central focus remains on the constantly changing and developing nature of social identities, social categories, and group boundaries, a process in which talk plays an essential part. As men and women communicate in their workplaces they are constantly engaged in constructing various versions of their identity including their personal, social, professional and gender identity. The words we select, the discourse strategies we adopt, and even the pronunciations we favor may all contribute to the construction of a particular social identity (Holmes, 2006, p. 12). Hence, in social constructionist paradigm, identity is not taken as something static which people already 'have' but identity is rather seen as something which people 'do' and 'perform'. The theoretical framework which has been adopted for this study and which is elaborated in the coming sections gives a detailed insight into the notions of gender performativity and doing gender which underpins this study.

How is identity done-has been an important question in identity studies which adopt the doing gender and performativity model for the study of identity. The interactionist literature available on identity enunciates the construction, communication, and negotiation of identity through language, directly in interaction, and also discursively, through various forms of media

(McAdams, 1995). At the most elementary level, the point is simply that people dynamically produce identity through their talk. This study will focus on the ways in which men and women produce, reproduce, define, redefine, work, rework, resist, and challenge the normative ways of communication by 'doing' and performing gender in numerous ways. The focus of this study will be on negotiation of multiple identities by performing, and 'doing gender' through using language either in normative ways or in ways which do not conform to the established normative patterns. The very notion of negotiation is about flexibility and variation as the actors involved in interaction may negotiate and claim different version of their identity in different contexts. The negotiation is not a one way process since it involves more than one parties and factors. So the give and take is not completely independent to be decided by one actor, rather this give and take is negotiated within discourse, keeping in view the contextual factors. In workplace settings, men and women may not always communicate in normative ways. In order to perform the professional roles and responsibilities, the multiple aspects of their professional identities, they have to very creatively and skillfully draw on their linguistic repertoire. In order to do their professional roles and to maintain a balance between their gender identity and professional identities, they have to negotiate between the feminine-masculine spectrums and perform according to the requirement of immediate role, context and setting.

The aim of this study is to examine instances of negotiation of identities that take place between the feminine-masculine spectrums of the features of interactional style where individuals make variety of choices. The study also aims to explain the identity options available to men and women who are engaged in interaction and the factors that shape these options. It will attempt to get an insight into the identities which are being challenged within discourse and why are they challenged. Moreover, by investigating the variation in the choice of particular linguistic strategies, the analysis will contemplate how discursive strategies are adopted in construction (formation) and negotiation of specific identities as Koester positions roles and identities, as they are manifested through discourse, are not fixed and absolute, but depending on negotiation( Koester, 2010)

## **1.7 Language and Gender**

Gender is so pervasive and naturalized in our day-to-day lives that it runs the risk of being taken as a factor which needs no explanation. The categorization of humans along gender



lines and the development of gender roles along those lines starts as early as infancy. Gender is so pervasive that it manifests in all aspects of our personal, social and professional lives. Gender of individuals manifests itself in discourse through ways of speaking and doing things because it is strongly embedded in our beliefs, thoughts, and actions and desires however this manifestation of gender appears to us as quite natural.

In language and gender research, scholars have widely investigated the effects of gender on discourse (Holmes, 1986; Lakoff, 2004; Tannen, 1990). According to Jennifer Coates as men and women go through learning and socialization process they learn to use language in accordance with their gender as she states, "Learning to be male-female means among other things is learning to use gender- appropriate language"(Coates, 1993, p. 166). As men and women switch between different speech situations and contexts they adopt different linguistic behaviors. The difference in their ways of speaking, also to a great extent, accounts for the difference between how men and women perform various roles and position themselves. As people talk and engage in interaction, they use linguistic resources and discourse strategies to present themselves as a particular kind of persons. Language helps people in projecting their identity, attitude and stances to others, in changing the flow of talk and in affecting their interlocutors. Hence the different aspects of language, phonological, lexical, syntactic, as well as stylistic patterns can signal gendered aspect of the speaker's identity.

Do men and women speak differently has been an important question in the earliest research on language and gender which accounts for focusing on the difference in the speech of men and women in earlier research. By focusing on different facets of language and aspects of discourse, the language and gender research has challenged the folk linguistic assumptions and stereotypes about how men and women use language, for instance Trudgill (1998) explored the syntactical, phonological and lexical uses of language whereas topic control and interruptions as aspects of conversation analysis have been explored by West and Zimmerman (1983). Hedges, tag questions, minimal responses are the interactional features which have also been explored widely by the researchers over a period of time (Coates, 1993; Maltz & Broker, 1982). In addition to focusing on the difference in language of men and women, scholars have also explored the factors contributing to the differences in men's and women's discourse. The researchers have focused on biological as well as sociological factors thereby ascribing the differences in men's and women's discourse to either nature or nurture. Some of them have ascribed the difference to

biological factors (Bishop & Wahlsten, 1997; Baron-Cohen et al., 2005) whereas others have attributed them to nurture referring to education, society and culture, the various environmental factors (Lakoff, 2004; Cameron, 2007). On the other hand, some researchers take yet another approach as they are convinced that the difference in men's and women's language is a matter of choice. In their view, selecting certain linguistic forms, discourse strategies, and styles of interaction is a matter of choice which accounts for variation in the language usage of men and women.

This research takes the third approach which sees the difference in language of men and women as a matter of choice however this study also aligns with Eckert and McConnell-Ginet (2003) because in their view the linguistic choices are not free and equally available to men and women. There are constraints on who can make certain choices and perform and claim personae with impunity. The linguistic choices are constrained by when, where and under what circumstances an interaction is taking place. Some settings, contexts and situations force, allow or restrict us to choose specific styles, so the preference of one style over another is an important reason for differences in men's and women's discourse. In language and gender research, many studies have focused on the differences in men's and women's speech styles covering a wide range of areas. The important and influential researches to quote in this regard are Thorne and Henley's *Language and Sex: Difference and Dominance* (1975) and Dale Spender's *Man Made Language* (1981). The importance of these two researches is that they shifted the focus away from Lakoff's (1975) research in which certain features of women's language are described as markers of female's uncertainty. The above two researches offer a different perspective on Lakoff's description that the features of women's language identified and described by Lakoff should be looked at in a different way in the context of real life, mixed-gender interactions. Adopting a different optics and trend of thinking, Deborah Tannen in her book *You Just Don't Understand* (1990) also introduces a new focus in language and gender research as she introduces competitive /cooperative dichotomy as a substitute to the previously held notion of powerful-powerless taxonomy regarding the differences in language of men and women. Hence, the wide ranging research exploring the relation between language and gender over the years indicates that gender is an important variable that needs to be taken into account in order to explain the patterns or variation of language usage in various settings, particularly the workplaces in case of the current research.

## **1.8 Language, Workplace, and Identity Negotiation**

Workplaces are important sites for the study of identity construction and negotiation because in workplaces multiple identities of individuals come into play as they engage in interactions and manage workplace discourse by drawing a balance between their personal, social and professional identities. According to the requirement of each interaction's setting and context, the individuals have to maneuver between their various personas and identities. This maneuvering does not happen in a completely flexible and free situation, rather there are many wider socio-cultural and immediate contextual factors which have an influence on it. Analysts of workplace discourse are interested in how individuals negotiate their professional roles and their multiple identities, from 'getting things done (managing, leading, resolving conflict), to getting on with people (relational work, small talk and humor)' (Angouri & Marra, 2011a, p. 2). Therefore, while exploring the negotiation of multiple identities in workplace discourse, the position that this study adopts is that identity, not exclusively but to a large extent, is a linguistic phenomenon. Hence, with its focus on the here and now, this study focuses on the discursive, dynamic, and evolving aspect of the identity of men and women as they engage in workplace interaction (Angouri & Marra, 2011b, p.7).

## **1.9 Language, Gender, and Social Constructionism**

In the early researches on language and gender as elaborated in the previous section, the focus was on the varieties of speech associated with a particular gender and gender here was seen in binary categories of male and female. Analyzing the linguistic expression of men and women along the binary categories of male and female brings out the static and fixed notion of identity as something which people already have before engaging in any interaction. The studies based on the three earliest models of language and gender research i.e. deficit, dominance, and difference model considered gender in binary categories of male and female and their findings focused on differences in speech styles along the binary division of gender. Nevertheless during 1960s and 1970s, as a result of Civil Rights Movement in America and Women Rights Movement, there was a massive theoretical shift affecting towards the social construction of reality. Social constructionism was considered a paradigm in the social sciences which holds particular relevance and significance in understanding of social processes in general, and gender in particular. Understanding gender in terms of fixed dichotomies of male and female instead

sociologists and socio-linguistic researchers see it as a complex social phenomenon that changes over time and varies across cultures. This move is significant because out of many symbolic resources available for the cultural production of identity, language is the most flexible and pervasive (Blamires, 2006).

There is a significant body of research on identity that focuses on linguistic evidence in the form of interviews, narratives, life stories, and various types of media discourses, which point to the crucial role of language in the formation and negotiation of multiple identities.

Under the influence of social constructionism there were two important concepts which helped to change the whole setting of language and gender research. Originally the scholars whose work established a significant influence of social constructionism on gender, is West and Zimmerman's notion of doing gender (West and Zimmerman, 1987). Their concept of 'doing gender' came up with a new perspective on the way gender had been perceived till then. According to them gender is not something which people already have but it is something that people do (perform). With a shift in focus on 'doing' rather than 'having', the interactional nature of gender is the theoretical concept which is most accentuated by West and Zimmerman. This notion of gender accounts for the fluidity and multiplicity of one's gender identity. Also, another most important framework for the exploration of language and gender research is the notion of performativity which was espoused by the feminist philosopher Judith Butler (Butler, 1990, p.141), in her work on enactment of gender. She explicated gender as being produced and 'created through sustained social performances' rather than as fixed features of a person. These notions of gender have important implications for this research study as it aims to explore the discursive construction and negotiation of identities. Hence, the notion of 'doing gender' and 'gender performativity' provides a flexible model for looking at how individuals choose from a variety of linguistic resources to negotiate and construct persona's which may vary according to settings and context. However, as already elaborated, it is important to bear in mind that Butler also touches upon the constraining force as she refers to 'rigid regulatory frame' which indicates that linguistic choices are not completely free and accessible for performing gender in completely free environment. Therefore, she argues, that gender is 'the repeated stylization of the body, a set of repeated acts within a rigid regulatory frame that congeal over time to produce the appearance of a natural kind of being' (Butler, 1990, p. 33). By referring to rigid regulatory

framework, Butler points to the role of prevailing gender norms and stereotypes in establishing regulatory practices that generate identities which are coherent with norms and stereotypes which appear like ‘a natural kind of being’.

### **1.10 Gender Norms and Stereotypes**

In every society, the prevailing gender norms and stereotypes have an impact on how gender identity is viewed, interpreted, negotiated and constructed. We view people through ‘social spectacles and gender is one very important and unavoidable component of the lens’ (Holmes 2006, p. 137). In patriarchal society like Pakistan, the most pervasive categorization is done along the gender binary and then individuals are evaluated through the gender lens. The norms of appropriacy for appropriate role, responsibilities, ways of speaking, are all defined along gender. People who grow up and live in a particular social and cultural set up, consciously or unconsciously become familiar with these norms and appropriate behaviors for their gender. When men and women conform to the normative ways of speaking and doing things, the norms are sustained and naturalized and become the most unmarked choices for them. However, men and women do not always conform to the normative ways, rather they challenge, resist, and redefine the norms by making choices beyond the normative ways. Workplace is an important site to observe the normative and not-so-normative styles of communication employed by individuals as they perform their professional roles and responsibilities and negotiate their multiple identities. In workplace communication the resistance and redefinition of norms mostly takes place within the instance of micro level interactions where men and women employ their rich linguistic repertoire in variety of ways to construct multiple aspects of their gender and professional identity. As Gal (1989) noted that speakers may use the microstructures of interaction to transform linguistic norms and their own stigmatized social identities. This is what happens when individuals choose to speak in ways which do not neatly fit into the normative ways of speaking. Normative linguistic norms are reproduced and reinforced when the features of an individual’s interactional style are close to the normative ends of the feminine-masculine spectrum according to their gender. Whereas the linguistic norms are resisted, redefined, and at times transformed when individual make linguistic choices which do not conform to their respective masculine or feminine normative ways. So, workplace interaction also offers insight

into the constraining or enabling impact of gender norms and stereotypes as we explore patterns and variation in language use in workplace discourse.

### **1.11 Research Objectives**

1. To explore and describe the various ways in which working men and women in the selected universities employ language as a discursive resource to negotiate and construct their multiple identities (social, gender, professional).
2. To demonstrate uniformity and variation in the features of interactional styles of men and women in the selected universities.
3. To explore the factors leading to uniformity or variation in the language use of men and women.
4. To highlight the implications of reinforcing, (re)producing, OR resisting, and challenging the normative ways of interactional styles.

### **1.12 Research Questions**

**Q.1** In what ways do working men and women holding position of authority in the selected universities employ language as a discursive resource to negotiate and construct their multiple identities (social, gender, professional) ?

**Q.2** How do the features of interactional styles of men and women in the selected universities demonstrate uniformity and variation?

**Q.3** What are the key factors which lead to uniformity or variation in the language use of men and women?

**Q.4** What are the implications of reinforcing, (re)producing, OR resisting, and challenging the normative ways of interactional styles?

### **1.13 The Significance of the Study**

The study of multiple identity negotiation of men and women in the workplace from the perspective of Judith Butler's concept of performativity and West & Zimmerman's concept of doing gender is quite significant especially in the context of societies like Pakistan where majority of workplaces are male dominated and work on male-as-norm principle thereby

ascribing more value to masculine styles of interaction. As women enter into the workforce and hold position of authority, their presence impacts the dynamics of workplace interaction for both men and women as they share the professional space. By focusing on the performative potential of language, this study positions itself in a more flexible frame which is significant because it not only aims to look for the patterns along gender but also allows space to explore possible variation in the interactional styles of men and women. This may have important implications for established patterns of language use and their bearing on the roles of men and women as it may bring out alternative ways of employing language to construct identity at workplace.

The performative perspective on language would provide an optics to explore how prevailing gender norms and stereotypes can be reproduced or redefined by performing gender identity in myriad ways through discourse. This perspective would enable the readers to know that how the norms that govern contemporary concepts of reality can be probed by resisting and not conforming to prescribed patterns of language use. It will also help the readers to explore how new modes of reality can become established by using language beyond the normative and established patterns. These practices of establishing new modes of reality take place in part through the performance and doing through language.

With its focus on negotiation and construction of identity, the study would not only benefit non-specialists but the professionals working in mixed gendered organizations in knowing that gender identity of men and women is not understood as a static but accomplished fact, where language is used as a medium and mode of becoming a certain identity. Hence they would know that any gender the individual chooses to accomplish is reflection of his/her hierarchical position and not the predefined biological gender. The fact that the study throws significant light on discursive construction of identity would bring out an awareness to the non-specialists that language is not static and is a rich resource which offers multiple ways of becoming and shaping the specific identity to individuals. This would also enlighten readers that the flexibility and variation in language use has the potential to exceed or rework the norms and stereotypes governing how gender and identity is viewed. This perspective helps to make us see how realities to which we thought we were confined are not static and final but are possible to be changed.

As this study adopts the performativity model, it will be significant to explore the performative potential of language whose strength lies in the possibility for the remaking of

reality, and reconstitution of one's identity. Through micro level analysis of the features of interactions of men and women holding positions of authority in academia, this study will be significant in exploring the aspects of workplace discourse as it will make explicit the ways in which the (re)making and (re)constitution of their identities is done through different ways in instances of everyday interaction as they use language in diverse ways.

Furthermore, the performative model of studying multiple identities negotiation specifically at work would educate the readers of having element of agency in construction of one's identity in this manner presenting men and women not as passive subjects but rather as active agents who can pick and choose from variety of linguistic resources to construct and shape identity according to the contingencies of various contexts and settings. Individuals having an element of agency through variation in their language use is an empowering and transformative concept and it has huge significance as it takes them out of the static notion of identity and places them in a more flexible position. Instead of feeling completely constrained under the prescriptive influence of norms and stereotypes, the sense of having agency will contribute in eroding the negative stereotypes which disempower and disadvantage women and men in some workplace contexts.

With its focus on doing of gender, this research would suggest a gender-construction perspective which is a perspective of change and chance, as it adequately takes into account the complexity of gendered interaction. Social-constructionism has been adopted as a very significant approach in many identity studies, as it appears to be well suited to expose the trappings of strict essentialism which approaches identity as a static and given notion that continues to obscure alternative world view. This perspective on identity construction is important as it would help professionals and non-specialists to counter the negative stereotypes that limit the linguistic choices and discourse strategies to be employed by men and women.

By exposing the absolute validity and relevance of essentialism and by pointing to the possibility of the new versions of reality, this research study will undermine the prejudice that affects women in particular in many workplaces. For example, the ideal and normative model of leadership aligns with the masculine model where being assertive, direct, and competitive are desired features of interaction of the leaders whereas being polite, indirect or collaborative (features of feminine style of interaction) are not valued as the desired features of



the interactional styles of leaders. Such normative conception of leaders' interactional styles subtly leads to the prejudice which implies that men as compared to women, are well suited for leadership positions. The analysis in this research has undermined this prejudice by highlighting that the linguistic choices and discourse features are the discursive resources which are equally accessible to both male and female leaders and both leaders choose from a variety of discourse features from masculine and feminine end of spectrum for performing their leadership roles.

Hence, the current research has challenged the prevailing prejudices which are based on the essentialist conception of language and which see women as inherently being polite, indirect and collaborative, therefore not well suited for the leadership roles. But the analysis in this research reveals that as men and women perform their leadership roles by employing language in diverse ways, they challenge and redefine the normative patterns of language use as female leaders are seen to be assertive, direct and autonomous whereas male leaders are seen to be polite, indirect and collaborative. Hence the study challenges the prevailing prejudices about perception of leadership identity from a gender perspective. The study highlights that it is not only the masculine model of leadership which works in multiple and diverse contexts and settings. Instead, the study elaborates that features of discourse which are indexed as features of feminine style of interaction are equally valuable and desired features of discourse and are effectively employed by both male and female leaders according to the needs of various contexts.

### **1.14 Parameters for the Study**

Parameters for this study have been mainly drawn from Janet Holmes (2001, 2006). These parameters referred below as widely cited features of feminine and masculine interactional styles, have been used by many researchers who have investigated workplace discourse in various workplaces (Baxter 2003, 2010, Holmes 2000, 2006, Holmes & Stubbe 2003, Schnurr 2013). It is important to bear in mind that these parameters have been established as a result of extensive research on workplace interaction. Listed along the feminine and masculine spectrum, these parameters are considered as normative, unmarked, and appropriate means which men and women may use in the workplace to signal their gender or professional identity. They offer a useful starting point for analyzing micro level linguistic instances of workplace talk. They constitute implicit, taken-for-granted norms for gendered interaction against which particular performances are assessed (Holmes, 2006 p. 7). Since this study has adopted performative

approach to language and gender, it aims to explore the uniformity or diversity in the ways in which individuals use linguistic resources to perform their multiple identities. Hence, the parameters in this table provide a useful lens to explore uniformity and patterns along normatively indexed features on one hand, whereas they also provide a base to explore how and when the normative patterns have been resisted and challenged within workplace discourse as individuals use language beyond normative and unmarked patterns.

These parameters have been used as a baseline for looking into the dynamics of workplace discourse and how language is used as a discursive resource by individuals to negotiate and enact various forms of their identities. The feminine –masculine features of interactional styles as identified in the table align with the normatively indexed features of language, however they provide a relevant base to explore how men and women, who hold positions of authority in the selected universities, reproduce, reinforce, resist, challenge or redefine these normative patterns of interactional styles within workplace discourse. Since the current research is a gender-based study, the indexing of these features along feminine-masculine categories provides baseline for gender based comparative analysis of workplace interaction.

These (features) form the discursive resources from which individual construct, perform, negotiate, or interactionally accomplish the kind of identity they want to convey. By using the above features of interactional style as a base, this study has explored the ways in which men and women navigate between the masculine and feminine spectrum by negotiating linguistic choices and discourse strategies according to contextual factors to perform the various facets of their gender, social and professional identity.

As individuals engage in workplace interactions, they may use variety of linguistic choices, sentence structures and discourse strategies according to the context, setting and space they get to negotiate those choices. At times men and women reinforce masculine and feminine interactional norms in workplace interactions as they use linguistic structures and discourse strategies which construct stereotypical gender identity. Whereas, at other times, they also challenge and undermine the normative features of feminine-masculine interactional style by using linguistic features and discourse strategies which do not align with the normative patterns. Hence, the parameters adopted for this research, have provided base for exploring patterns and variation in the language use of men and women in their workplace interactions. The insight into

patterns and variation in language use of men and women has been central in exploring the negotiation and construction of their multiple identities within workplace interactions.

**Table 1.1: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006)**

<b>Feminine</b>	<b>Masculine</b>
Facilitative	Competitive
Supportive feedback	Aggressive interruptions
Conciliatory	Confrontational
Indirect	Direct
Collaborative	Autonomous
Minor contribution in public	Dominates (public) talking time
Person/process oriented	Task/outcome-oriented
Affectively oriented	Referentially oriented

Some of the above features of interactional style have repeatedly emerged in the analysis of data for the current study. These features are manifested in discourse in the lexical choices, sentence structures and discourse strategies used by the speakers. The categories which have repeatedly emerged in the analysis have been elaborated as follows. For example, the two prominent features of speakers style of interaction which have been highlighted in the analysis are “collaborative” or “collaborative leadership’ and “consensual” or “participatory leadership”. The male and female chairs of the meetings have used a variety of sentence structures, discourse strategies and lexical items to perform collaborative and participatory leadership. For instance, instead of imperatives and direct sentence structures for issuing directives, they have used indirect sentence structures (*It will be good if the time table is finalized by next Friday*), inclusive and plural pronouns (*us, we, our, let’s*).By using such discourse features the heads perform their leadership roles as collaborative and participatory leaders who take decisions on departmental matters by building consensus within their faculty members. The use of these discourse features leads to their solidarity oriented construction of leadership identity indicating that the heads consider themselves as part of their team and try to accommodate the suggestions/feedback from their team members as much as they can.

Another dimension of solidarity oriented leadership which frequently comes up in the analysis is the use of polite expressions and indirect sentence structures for refusals and disagreements. Both male and female heads of the meetings have used polite and courtesy expressions (*kindly, please*) and indirect sentence structures for refusals and disagreements. The heads have employed these discourse features to mitigate the impact of refusals and disagreements in order to ensure face saving of the meeting participants. In this way, these heads have positioned themselves as polite and solidarity oriented leaders. It is important to bear in mind that the male and female participants for this study have used a variety of discourse features to construct and negotiate between various identities. Hence, there is lot of variation and diversity in the features of interactional styles of male and female heads.

Since the focus of this research is on the role of language in construction and negotiation of identity (ies), the analysis has focused on the micro level linguistic aspects of workplace discourse which has been central in bringing out the features of interactional styles of males and females participants of this research.

### **1.15 Delimitation of the Study**

This study is delimited to the analysis of data collected from the selected three public sector universities of Islamabad and Rawalpindi. The results and findings may or may not be applicable to other geographic regions. Since the study is delimited to selected three public sector universities, it does not claim to be representative of academia in general. However, it is important to highlight here that the analysis focuses on the discursive aspects of language used by senior male and female leaders who have more than fifteen to twenty years of experience of working in various academic settings and contexts within Pakistan. Their discourse patterns are shaped by their experience of working in various academic settings and their insights come from their vast experience of serving in leadership positions in academia. Hence, the analysis provides insights about the broader discourse patterns of male and female leaders in academia. This study is delimited to the broader socio-cultural settings of Pakistan and the analysis is conducted in light of the linguistic and gender norms and stereotypes operating in the socio-cultural context of Pakistan. Since this is a gender based study, it is delimited to the analysis of intersection between gender and professional identity and the relevance and impact of broader social identity and how gender identity is conceptualized and constructed. Hence, the analytical focus of this study is

delimited to the features of interactional styles indexing masculinity and femininity and the other features and structures of interaction have not been the focus of this study. This study is delimited to the analysis of language used by working women and men who hold positions of authority in the selected three universities, and how they negotiate and construct their multiple identities by navigating various features of interactional style. Another analytical delimitation of this study is that it focusses on micro level analysis of the lexical choices, sentence structures and discourse strategies in order to unravel the negotiation, construction and performance of multiple identities of men and women who hold positions of authority in the selected universities. The study is also delimited to the analysis of data collected from the selected research sites during a specific period of time from April 2018 to December 2018. Hence it is important to bear in mind that this study is not dealing with the chronological path of identity negotiation and construction in the selected workplaces.

## **1.16 Thesis Breakdown**

The brief description of all chapters of the thesis is given in the following paragraphs.

- Chapter 1 of this thesis gives an introduction starting with the background of the study and statement of problem, which is followed by an overview of the basic themes of this study which include language and identity, multiple identities, negotiation of multiple identities, the relation between language and gender, language, workplace and identity negotiation. The chapter also includes research questions, research objectives, delimitation of the study, significance of the study, and parameters used for this study.
- Chapter 2 provides an overview of the key concepts related to this study which include the definition and multidisciplinary investigation of identity, research perspectives on language and identity, the relation between discourse and identity and the performative understanding of language and identity and construction of multiple identities. This chapter also provides an overview of the theoretical approaches on language and gender and gives review of a number of related studies.
- Chapter 3 describes the research paradigm and epistemological stance of the research study, followed by a detailed description of the theoretical framework adopted for this study. The chapter then elaborates the methodological framework which includes an overview of the research sites, research sample, data collection tools, and ethical

considerations. The chapter also provides a detailed explanation of the analytical framework for quantitative as well as qualitative data.

- Chapter 4 this chapter provides in-depth qualitative analysis of the data collected from workplace meetings. The data is organized in the form of tables which include excerpts from meetings and each table is followed by a detailed analysis of the features of interactional styles of men and women. The qualitative analysis has been conducted in light of the analytical framework adapted for the said analysis. This chapter provides conclusion of the analysis of meeting data.
- Chapter 5 this chapter includes qualitative analysis of the data collected from interviews. The interview excerpts of male and female interviewees have been organized in separate tables and a detailed qualitative analysis of the data is done on the basis of theoretical and analytical frameworks adopted for this study. This chapter also provides a comparative analysis of the data from male and female respondents.
- Chapter 6 this chapter includes analysis of quantitative data collected through questionnaire. The chapter starts with the Cronbach's Alpha Validity and reliability test values and is followed by the results of Chi Square and independent t-Test. The Chi Square test data is organized and analyzed in tabular form which is followed by t-Test results.
- Chapter 7 this chapter starts with concluding the significance of adopting relevant theoretical and analytical frameworks for the study. This chapter then encapsulates in detail the findings of the study by summing up the conclusion. The chapter includes recommendations of the study and points out potential and relevant areas for further research.

## CHAPTER 2

### LITERATURE REVIEW

This chapter gives detailed review of the relevant literature focusing on the key themes, theories and previous research which underpin this study. It starts with an overview of the relation between language, gender and identity construction which is followed by a detailed illustration of how the notion of identity has been explored over time and across various disciplines. As this study is mainly grounded in the field of language and gender, the next section of review traces development in the theoretical approaches adopted for language and gender studies. The key focus of this section remains on how gender is analyzed in relation to language. In order to contextualize and locate the current study within the domain of language, gender and identity research, the last section of this chapter explores a number of relevant studies from various contexts which prepare theoretical as well as methodological base for the current study. As the key focus of my research is discursive negotiation and construction of multiple identities in workplace talk, the studies reviewed are significant for the present research because they encapsulate detailed investigation of discursive identity construction in various settings and contexts.

#### 2.1 Defining Identity

This study aimed to highlight the connections between language, gender and identity by uncovering how individuals use language to display, perform and negotiate multiple identities in their professional settings. However, before exploring the concept of identity and its construction, it is important to look into its definitions as starting point. The word identity mainly originated from Latin word '*identitās*' meaning sameness (Merriam-Webster, n.d). According to The Oxford English Dictionary the Latin word 'idem' meaning 'same' refers to the concept of identity. There are further two different manifestations of this meaning, first one is referring to the sameness of objects whereas the second one is the consistency or continuity over time. When identity is approached from this perspective, consistency and continuity play an important role in

establishing the definiteness or the distinctiveness. So this notion of identity offers two criteria for its analysis one of which is similarities and the other one is differences. In order to fully grasp the sense of identity, the verb forms are also important to be considered for this study. In The Oxford Dictionary (2014), there are two important verb forms entries which are important for the notion of identity. The first one is 'to identify' which means 'to classify things or persons' whereas the second one is based on associations "to associate oneself with, or to attach oneself to something or someone else'. These definitions of identity are relevant for this study as they will help in exploring the patterns, variations, identifications and associations as individuals construct their identities by using language.

## **2.2 Multidisciplinary Investigations of Identity**

With advances across social sciences, the concept of identity has been explored from diverse perspectives and angles across many disciplines of social sciences including sociology, psychology, anthropology, and linguistics to mention the most prominent ones. However since 1990s the focus on identity has increased enormously which has led to new insights in the study of human behavior and interaction. There have been studies focusing on the philosophical conceptions of identity (Noonan, 2003; Garrett, 1998), whereas in the field of psychology, the identity research has focused on the psychological investigations (Cote & Levine, 2002; Schwartz, Luyckx & Vignoles, 2011). The study of identity has been central focus in the field of sociology for over a long period of times contributing to the development of analytical as well as theoretical perspectives on identity (Gumperz, 1982; Tajfel, 1981; Tajfel and Turner, 1979; Jenkins, 2014). The concept of identity has also been explored from cultural perspectives which has played central role in introducing the notion of identity as socially constructed (Hall & Gay, 2005). The multidisciplinary/interdisciplinary investigations of identity have broadened the way it is viewed adding diverse analytical angles to its investigation. De Fina (2011, p. 265) while conceptualizing identity says that it can be 'defined as a property of 'individual' or as something that comes into being and 'emerges through interaction', he further argues that identity can also be 'regarded as residing in the mind or in concrete social behavior'. Whether identity is viewed as residing in individuals or emerging through interaction, it has an important bearing on identity research because it impacts how researchers conceptualize the notion of identity and the methods which they adopt for exploring the manifestations of identity in language.



Since the first half of the 1990s the field of language and gender has gone through a paradigm shift as most of the focus shifted from binary gender differences to diversity which has significant implications for study of gender identity. With the change in paradigm, the focus shifted from considering identity as singular and fixed to viewing it as multiple and variable across different contexts (Allison, 1994).

## **2.3 Research Perspectives on the Relation between Language and Identity**

Before exploring the relation between language, gender and identity, it is important to mention at the outset that Language and gender research has mainly adopted two different perspectives on identity. The earlier research has taken an essentialist perspective where gender identity was analyzed on the basis of static fixed categories of age, class, status and profession (Lakoff, 1975; Labove, 1962; Trudgill, 1974). However, the later studies, particularly from 1990s onwards adopted a socially constructed and performed perspective on identity (Butler, 1990; Zimmerman, 1998; Baxter, 2003; Holmes, 2005, 2006; Holmes & Stubbe, 2003). In these later studies on language and gender, the focus of identity exploration shifted to diversity in language use and contextual considerations, looking not just for the differences in the language use of men and women but also focusing on diversity in their use of language as men and women interacted in various contexts and settings. These studies challenged the conventional binary distinctions in the language use of men and women and brought in broader perspective on language and gender by focusing on the diversity in language use of males and females (Swann, 2002, p. 44).

### **2.3.1 The Essentialist Perspective on Identity**

The earlier research exploring the relation between language and gender identity was based on analysis along fixed categories. The essentialist school of thought viewed identity as an expression of role which was seen as shaped by factors which were unchangeable, such as race, age, and gender. When identity was viewed from perspective of the fixed sources, it pointed to two very important assumptions. Firstly, the essentialist perspective assumed that people who belong to similar social categories (e.g. age, class, gender) will also have similarity in their life experiences and consequently in the way they act and speak. Secondly, this perspectives lead to a simplistic linear conception of identity that people having similar social categories and similar beliefs would have “singular, integral, harmonious and unproblematic identities” (Calhoun,

1994, p. 13). This linear, essentialist, and fixed conception of identity did not account for the diversity and variation in the language use of males and females as they switched between different contexts and settings nor did it have any space for alternative ways of using language and constructing identities.

### **2.3.2 Constructed Identities**

The paradigm of social constructionism has had a huge impact on social science research particularly it has influenced the research on identity by adopting a diverse, variable, and fluid notion of identity construction. A number of researchers working within this paradigm have challenged the notion of essentialist identities. Collinson (2003) explored the notion of insecurity and power in the workplace by analyzing selves and subjects at work. Mason-Schrock's (1996) study focused on the identity dynamics of trans-gendered people by exploring the ways in which they transformed their 'essential' identity through visual means like dress and appearance or through medical procedures like surgery. Somers & Gibson (1994) are also critical of categorical approaches to identity and are not convinced of the deterministic role of categories because such an approach imposes false certainties. Nkomo & Cox (1996) believe that essentialism must be avoided in interpretation and treatment of identity because it does not recognize and account for the variability of identity. They do not view identity as innate but as socially constructed

## **2.4 Discourse and Identity**

While illustrating the link between language and identity Cameron asserts "whatever else we do with words, when we speak we are always telling our listeners something about ourselves" (Cameron, 2001, p. 170). This implies that individuals do not make random choices of discourse features and linguistic structures, but these choices are made to construct particular personas which individuals want to foreground in a discursive setting. Angouri and Marra (2011) argue that as we interact with others in various settings, language is a flexible tool available to us which enables us to index our different identities, directly or indirectly, during the ongoing interaction. However the linguistic choices available to us are not completely free as the interaction does not take place in isolation nor do the identities exist in a social vacuum. These identities come into being through the linguistic choices made by the individuals. As language is a rich and flexible resource, it can be employed in multiple ways to claim, conform, negotiate, or challenge the desired or undesired identities during interaction, "we draw on a range of linguistic

resources in claiming, negotiating and renegotiating our emerging identities in interaction” (Angouri & Marra, 2011, p. 1).

The connection between discourse and identities is not unidirectional, it is rather a two way process. Litosseliti (2006, p. 62) points out that, “discourses constitute multiple identities and people’s identities give rise to particular discourses”. As people engage in a discourse and use language on different terms at different times within a particular CofP or switch between different CofPs, the discourse strategies they use, the linguistic choices they make and the ways in which they use language constitutes their identities in multiple ways. There may be patterns in the way they use language, but there is also a lot of variation which accounts for negotiation and construction of their identities in multiple ways. There are patterns in the way people use language because some aspects of peoples identity affect the way they use language so it is not only the discourse which constitutes people’s identities but vice versa.

However it is important to bear in mind that identities are neither established in isolation nor completely constituted by pre-determined features of gender, age, and class. When individuals engage in an interaction, they negotiate and establish their identities in relation to the interlocutors and the contextual factors (Goffman, 1959). Thus identities emerge out of interaction as outcomes rather than prerequisites

Antaki and Widdicombe (1998) view identities as a very dynamic and evolving phenomenon. Because they see identities as processes, as ways of being and not as objects or essences. This view of identities is dynamic, flexible, and process oriented which in the context of current study refers to interaction as an evolving process. It is a process which centers not on having an identity but more so on enacting and constituting identities within discourse as they used language to perform their professional roles and pursue their practical goals in various settings.

Viewing identities as processes and not as objects mainly incorporates the discursive construction of professional identities. Thus the focus of analysis is on the interactional practices in the workplaces and stylistic features of workplace interaction. The analysis explores the way professionals/individuals make work-related roles and relationships relevant through these practices and stylistic features (Richards, 2006). Such conceptualization of identity is important

for the current research because it also aims to explore how individuals negotiate and construct their identity within discourse by employing language as a flexible tool.

## **2.5 The Performative understanding of Language and Identity**

Judith Butler's theory of gender performativity has created significant impact on the researches which focused on exploring the relation between language, gender and identity construction. The performative understanding of language, gender and identity unravels the processes of making and remaking of identity through language. It allows us to consider how this making and remaking is done through the interplay of marked and unmarked linguistic elements, the cultural associations and identifications of linguistic expressions, and broader social relationships. The performative approach to gender identity marked a shift away from the traditional essentialist identity to recent discursive and constructed identities as discussed by Sveningsson & Alvesson (2003). The primary concern of Butler's famous argument 'gender is the repeated stylization of the body' (1990, p. 33) might be physical self-presentation but it also proved to have significant relevance for language and gender research as many linguists began to think that the use of language also offers example of 'repeated stylization'. The researchers started to focus on the performative aspect of gender by analyzing the range of ways in which linguistic resources were /can be employed to perform gender and construct multiple identities in various contexts.

Performativity is a model of change and transformation as it brings out the various ways in which seemingly fixed ways of conceptualizing linguistic, social and cultural identity are subject to change themselves. With its focus on the performative potential of language, performativity sheds light on the interplay between the construction of identity in instances of interaction and the more stable categories of identity (age, class, gender etc.) which are traditionally viewed as determinants of identity. It rejects the assumptions about static notion of identity which claims that speaker's identities pre-exist the utterances. Instead, it focusses on the coming into being of speaker's identities in the 'repeated acts of linguistic doings' (Harissi, Otsuji, & Pennycook, 2012, p. 527). The research adopting performative model of gender identity has argued that traditional essentialist variables of identity such as age, class, and gender are not as uniform, finite and absolute as they might appear (Butler, 1990). Performativity perspective on

language and identity creates space for diversity and variation in language use of individuals and facilitates in exploring the processes which constantly remake language and identity.

## **2.6 The Constitutive Potential of Performative Model**

The central focus of Butler's work was gender with prime focus on gender performativity. While referring to the constitutive potential of the performative model she argues (1990, p. 25) that "gender proves to be performative, that is, constituting the identity it is purported to be". This coming into being centers on the constitutive potential of gender performativity which is more processual in nature rather than being a finite entity to be possessed. Viewing gender in this processual sense Butler (1999, p. 33) further argues that gender "is always a doing". This argument is very significant to understand the way performativity challenges the notion of essentialist view of gender as it centers the focus on doing and not the doer as somebody who pre-exists or exists outside of the doing. The doer is not perceived as somebody entering in a conversation with a predefined self or identity but as somebody who is constructed in the process of doing "there need not be a 'doer' behind the deed, but that the 'doer' is variably constructed in and through the deed" (Butler, 1999, p. 142).

While arguing further Butler (1999) even challenges the validity and relevance of being categorized as a boy or a girl at the time of birth and rather argues that even being a boy or a girl does not exist outside of doing but it is a matter of becoming one by performing in ways associated with either of the two, 'being called a 'girl' from the inception of existence is a way in which the girl becomes transitively 'girl' over time" (p. 120). When we view gender as being performed in ways which are associated with particular genders, this also brings us to the social and cultural situatedness of such associations as they might vary from culture to culture and from society to society. Following butler's argument, we can understand performativity as ways in which individuals constitute their identities as ongoing series of social and cultural practices. Instead of being viewed as the expression of prior identity, performativity is understood as a series of ongoing practices which challenges "the common-sense perception that our verbal and other behavior is merely a 'natural' expression of our essential selves"(Cameron and Kulick, 2003, p. 150).It implies that our verbal behavior: the language we use and the linguistic choices we make during interaction are not predetermined by our essential selves, but these linguistic

choices, discourse features and styles are negotiated and done within different contexts (Cameron, 2005).

In the early language and gender studies as quoted earlier, which focused on the differences in the language use along the gender binary, male and female were taken as pre-given identity categories. The assumption behind these studies was that male and female identity categories preexist the use of language. However Butler's performativity theory addressed very different questions- individual's language use is not analyzed to look for the differences along pre-given gender identity which is being brought into interaction but the focus shifts on how gender is done with words (Cameron, 1997). Moving beyond the predetermined identity factors, performativity stresses on the importance of discourse and language in the process of 'doing' gender and brings forth the various ways in which language takes the center stage in the way gender is done. The notion of performativity is very important for contexts like Pakistan because it provides a lens which helps in seeing language as a flexible tool with a possibility of being employed in diverse ways. Hence, this study has applied the theoretical notions of performativity and doing gender on data from Pakistani context for investigating the workplace communication patterns. These theoretical notions have been pivotal in bringing forth the variation and flexibility in language use of individuals and have demonstrated how the stylistics and linguistic variation contributes to their discursive construction of identity.

### **2.6.1 Performativity and Post-Structuralism**

In linguistics two important considerations have been the central concern of poststructuralism: First there is an attempt to understand the way speakers do things with words. Here the focus moves beyond the static forms of words and incorporates the functional element as well. Second important focus is on the role of language in construction of identity and reality. The important consideration here is to explore how speakers use language as a resource in multiple and dynamic ways to index identity in different contexts (Harissi, Otsuji, & Pennycook, 2012). In poststructuralism the emphasis is on non-essentialist accounts of being where a speaker's identity is not taken as determined by either individual factors like age, nature, genes or social and cultural factors. This perspective does not buy the concept of static, fixed and uniform identity across various contexts, "poststructuralists have generally focused on identities as multiple, as contested, as changing, as contingent" (Harissi, Otsuji, & Pennycook, 2012, p.

527). Poststructuralists recognize the constitutive role of language which leads to the view that language is a rich resource available to language users which can be utilized in various ways across various contexts. When language is employed in multiple ways it opens up ways for individuals to negotiate and construct multiple identities according to the need and flexibility of different settings. When language users make choices of discursive strategies and styles, they may either choose to go in line with the normative ways or they may choose to contest the established norms and make linguistic choices which do not conform to the normative ways. So in this way the interactional settings become the sites for change where linguistic norms are contested and redefined.

Therefore, the notion of performativity has significant implications particularly for research focusing on language use and identity as it shifts the concept of identity from fixed to fluid. It opens up new ways of conceptualizing language use and identity. Performativity posits that our identity is not completely prefixed rather it comes into being because of what we do. In addition to opening up a non-essentialist view of identity, the notion of performativity also opens up the possibility of considering languages as multiple, changing, and contingent (Harissi, Otsuji, & Pennycook, 2012).

## **2.7 Construction of Multiple Identities**

Conceptualizing identity as discursively constructed by individuals by using language as a flexible resource within various contexts leads to the argument that identity cannot and should not be seen as a fixed and singular possession. This perspective on identity takes us to the conception of identity as developmental and plural as it emerges through the process of being shaped and reshaped during interactions as the participants of that interaction enact and negotiate identities with other participants of interaction in specific communities of practice (Buckingham, 2008; Lave & Wenger, 1991; Pavlenko & Blackledge, 2004). As professionals switch between different roles during various interactions they are also required to adjust their language according to the need and requirement of the professional roles they occupy. Hence identity is not taken along as a static and fixed entity rather, “Individuals engage in multiple identity practices simultaneously, and they are able to move from one identity to another” (Bucholtz, 1999, p. 209)

So the idea of plural ‘identities’ relates well with the diversity in the language use of individuals as they identify with various social groups and communicate in different communities of practice. They may choose to foreground their different identities in different settings depending on the requirement of the situation.

## **2.8 Types of Identity Negotiated within Discourse**

It is important to elaborate various types of identity because individuals may orient to one or more than one of these identities as they talk and such orientations of individuals play an important role in the process of identity negotiation. As a starting point, a general distinction can be made between *individual* and *collective* identity of people. For example, while interacting in personal and family spaces, people may mainly be negotiating and constructing their individual identity whereas in public and professional space such as, while interacting in a public gathering or a workplace meeting, people mainly draw on their group identity as member of a group. Therefore, as individuals negotiate their identities by negotiating linguistic means, their affiliation with any group based on age, class, education, profession etc. also affects their linguistic choices (De Fina, 2011, p. 268). Another important distinction can be made between the *personal identity* of individuals and their *social identities*. De Fina describes social identities as “large categories of belonging such as those pertaining to race, gender, and political affiliation” (De Fina, 2011, p. 268). The most prominent of these social identities to mention here can be Pakistani, Man or women, a Jiyala, or a Sunni or Ahle-Tashi – social identities formed on the basis of nationality, gender, political affiliation or religious orientation. According to De Fina, an individual’s personal identity is formed on the basis of personal and moral characteristics which are the individual unique features which distinguish him or her from other people within larger social identities. De Fina further explains another identity category *situational identity* which is particularly important for this research study because they account for the variation and flexibility in the interactional styles of men and women. While defining situational identities, De Fina (2011, p. 269) explains that they refer to “roles related to the specific context of interaction”. These roles include the academic, administrative and managerial roles which senior men and women have to perform while being in an academic setting as they perform their professional identity.



Zimmerman (1998, p. 90) elaborates three different types of identities which include discourse identity, situated identity, and the third one is transportable identity. In his view discourse identity refers to the role which an individual performs in an interaction, either as a speaker or a listener whereas the situated identity refers to the particular academic, administrative, or managerial role of individuals, such as, head or manager. Finally, transportable identity refers to the larger social identities which include gender, ethnic and racial identities of individuals just to mention a few. As individuals engage in interactions, they are constantly negotiating between these multiple identities by making diverse and varied linguistic choices. It is not easy and feasible to put a clear-cut demarcation regarding any one singular identity being constructed by individuals as they interact in a discursive context. For example, as they construct their personal identities, they may or may not construct on the basis of their social categories. In particular discourse contexts they can choose to foreground their situated or transportable identities focusing more on their professional identities. Whereas in some other discursive contexts they may assume their personal and social identities. For current study, it is important to keep all these types of an individual's identities in mind because they constantly assume, orient to, and negotiate between these multiple identities as they interact in various discourse contexts.

## **2.9 Analyzing Relationship between Language and Gender: The Paradigms of Gender Differences and Diversity**

There is a crucial difference between the fundamental concerns raised under the paradigms of gender differences and diversity. Whereas the gender difference framework explores the differences in language used by men and women where men and women are taken as generic categories. The diversity framework, on the other hand, does not consider all men and all women as generic homogenous groups, but rather poses following fundamental question, which men and which women? The studies adopting diversity framework do not look for the differences in linguistic features along the binary of generic masculinity and femininity. The researchers working within this paradigm do not accept the conception of generic man or woman, instead they take this stance that multiple varieties of masculinities and femininities exist which not only influence but are also inflected by other facets of social identity which includes, class, profession, ethnicity and so forth. An important insight in the diversity framework is that the construction of gender identities may be less understood by contrast with

the other gender as it runs the risk of overlooking diversity within the same gender. However gender identities might be constituted mainly by contrast not with the other gender but with the other versions of the same gender. For example, teen age girls might choose to define their femininity not in contrast with the teen age boys but may be in contrast with the femininity of elderly women equal to their mothers' generation.

The diversity framework is in line with the postmodern view that does not see identity (ies) of individuals as fixed and stable attributes but approaches it as constructed in various contexts through particular practices. This argument reinforces the same view as discussed in the previous sections that identity(ies) of an individual are not completely and solely determined by the stable categories of gender, class or ethnicity but they are constructed variably across various contexts (Cameron, 2005).

## **2.10 Constructing and Negotiating Identities at Micro Levels of Discourse**

In addition to prompting researchers to explore the diversity of masculinities and femininities, this line of investigation puts emphasis on looking locally. In such investigation the performances of gender are understood in the particularities of the local context instead of being treated as expressions of macro level overarching opposition, for example interpreting the linguistic choices of men and women with the view of male power and female powerlessness.

The emphasis on looking locally is mainly associated with a research paradigm which is quite influential for the studies of language, gender, and diversity and which mainly centers on the concept of 'community of practice' (CofP)-(Eckert and McConnell-Ginet, 1999, p. 8). The CofP approach is marked by its focus on social groupings engaged in some joint endeavor, for example, professionals jointly working in a department or organization, or students of a language class. The adherents of this approach view gender as being performed and done in interactions. They do not view gender as something which people have and what they intrinsically are but rather they see gender as emerging from practice, from doing. The relationship between language and gender is explored by focusing on the participation of men and women in the local practices.

With its focus on the nature of participation by men and women in various practices in a particular community of practice or various communities of practice, the CofP approach goes well in line with the diversity framework on identity. As people participate either in different

CofPs, or they participate in the same CofP but on different terms, their use of language will be related to the things they are doing and to the particularities of the contexts consequently their ways of using language will also tend to differ to the same extent. Community of Practice as an approach reworks the underlying assumptions of earlier variationist paradigm which explored gender differences along finite categories. Instead of attending to the structural 'being', the focus of CofP is on social doing. With its focus on the doing, CofP undermines the concept of sex and gender as pre-defined dimension of sociolinguistic structure (Eckert and McConnell-Ginet, 1999).

## **2.11 Implications of the Departure from Fixed to Fluid Identities**

The departure of identity conceptualization from static fixed categories to fluid and dynamic performativity has opened new and multiple ways of conceiving identity which goes beyond binary identifications of traditional male female binaries. The notion that identity is not something which we have but it is something which we do, that language constitutes identity, that an individual may employ language in different ways to construct multiple identities, that identity is "repeated stylization of body" (Butler, 1999, p. 33) are the arguments which have been the most influential in queer studies. These arguments have questioned the static binaries of sexual and gender identity and have created space for much broader framing of sexuality which embraces more categories of identification i.e. queer and trans (Butler, 2004; Nelson, 2009). The inclusion of these broader categories has enriched and broadened the understanding of sexuality thereby problematizing the previously established and naturalized categories like sex, gender, sexuality etc. as Jagose (1996, p. 90) puts it, "debates around performativity put a denaturalizing pressure on sex, gender, sexuality, bodies, and identities". When these categories are perceived in normative and established ways, it reinforces their normative understanding but when shift towards performativity exposes these established categories to the possibility of being challenged, contested and negotiated, and performed in ways which do not conform to the normative pattern thereby putting a denaturalizing pressure on static categories. When various forms of identity are looked at in performative terms, the denaturalizing pressure is put not only on the identities but also on the language through which the identities are realized.

## **2.12 The Theoretical Shift in Approaches to Language and Gender: From Deficit to Discourse**

Cameron (2005) captures the journey of approaches towards (re)conceptualization of language and gender since it took stage on the horizon of research. She identifies the key elements of 'old' and 'new' approaches to language and gender by using labels 'modern' and 'post-modern' but she also points out that 'these labels are not unproblematic'. She elaborates that "modern and post-modern are terms that mean different things to different people and in different fields of inquiry" (p. 2)

She explains that there is a problem with marking the chronological boundaries of terms like modern and postmodern, traditional and liberal because in her view, "they tend to imply a linear process whereby one paradigm succeeds another in chronological time." (Cameron, 2005 p. 2). She further explains that it is not possible or logical to mark clear cut before and after boundaries as far as the timeline for all these terms is concerned. Cameron further points out that beginning in the 1990s and then by the end of the decade the post-modern view of gender had taken the status of dominant view among language and gender scholars. The shift in theoretical stances from fixed to fluid notions of language gender and identity have significant implications for language and gender research in general and for the exploration of identity and gender identity in particular.

The emphasis on diversity has broadened the research canvas by taking into consideration the diverse factors and different contexts which are central to the notion of an individual's identity for instance: gender, sexual orientation, race, class, and ethnicity. One consequence of the diversity element is that the essentialist binary categories of male and female could not account for the complete essence of gender identity hence leading to "an urge to deconstruct binary opposition" (Cameron, 2005 p. 2). The nuances of gender identity could not be captured by linear identification of the differences of linguistics choices listed against the binary division of male and female as done in the early variationist paradigm. The males and females cannot be taken as homogenous groups whose linguistic behavior can be generalized to all males and females across diverse contexts and cultures. The deconstruction of binary categories lead to the possibility of multiple versions of reality instead of viewing reality as a 'fixed' or 'natural' category. So there is no one version of maleness and femaleness which can be generalized.

### **2.12.1 Deficit, Dominance, Difference and Discursive Approaches to Language and Gender**

The approaches to language and gender continued to evolve with new studies thereby bringing in new insights and setting new directions. The journey from deficit to dominance, to difference and finally to discourse approach encapsulates the development in the most important theoretical approaches adopted for the study of language and gender identity. As these approaches evolved over time, they also brought in new analytical stances and the thematic focus in language and gender research. Therefore an overview of the development and evolution of these approaches is crucial for the current research study.

### **2.12.2 The Deficit Approach**

From the deficit perspective, men's language was considered as norm whereas women's language was seen as 'inferior' and 'deficient'. The differences in the language use of males and females were described on the basis of 'women's deficiencies' implicitly focusing on how the language use of women deviated from male norms.

The earlier research on language and gender focused mainly on establishing differences between the language use of men and women such as Labov attempts to establish that as compared to men, women use more prestigious language (Labov, 1962), and that men speak more vernacular as compared to women (Orton, 1962). However, the deficit approach adopted for one of the earliest researches on language and gender is attributed to grammarian Otto Jespersen whose research titled *Language: Its Nature, Development, and Origin* published in 1922 is quite significant in this regard. Jespersen examines the relationship between language and gender by focusing on the use of linguistic features along standard-normative features in comparison with the use of non-standard features which are seen as deficient. In Jespersen's study the language of males is considered normative whereas women's language is seen as non-standard and deficient. In his work, Jespersen puts high value on men's language that has more 'vigor' and 'vividness' and has a large vocabulary (Jespersen, 1922, pp. 247-248). However, Jespersen's work was criticized for having weaknesses and limitations. He was criticized for privileging men's language, for using fictional examples as he used quotations from literature as examples for his analysis, and for using information which is anecdotal. He was also questioned for making sweeping generalizations ignoring the element of diversity and alternative possibilities. He was criticized for not being able to substantiate his argument with empirical

investigation. Despite limitations, weaknesses, and criticism Jespersen's work proved to be significant starting point for further studies in the field of language and gender.

Robin Lakoff's (1975) early research on language and gender is important to mention in the context of the deficit approach. She described uncertainty and excessive politeness as the distinctive characteristics of women's language. She identified many linguistic features which indicated the uncertainty in women's language which included lexical items like adjectives and polite forms, the use of hedges and question tags, and other features of language which include hyper correct grammar and rising intonation. These differences in language women were explained by Lakoff on the basis of women's deficiencies. Her research led to the conception of women's language as deficient and deviant from the normal language i.e. men's language. However, the research in the coming years showed that Lakoff's claim about uncertainty in women's language was not substantiated. For instance, a different interpretation of the use of tag questions was given by Holmes(1995), as she pointed out that the difference lies in the perception and not in the use. In her view the use of same tag questions can be perceived differently as they are used by different persons. O'Bar and Atkins asserted that what Lakoff identified as 'women's language' cannot be solely identified with women, but it should be de-gendered and described as 'powerless language' (O'Barr and Bowman Atkins, 1980). Talbot (1998) identifies three problems with Lakoff's claim. The first one is that some linguistic features have been defined as typical of women's language, second one is that while referring to women's language, a deficit model of language has been stressed by Lakoff. The third and the last one is that by implication she looked at men's use of language as normal and standard.

### **2.12.3 Criticism on the Deficit Approach**

Although Lakoff's work introduced a new lens to language and gender research which, instead of seeing women's language as deficient, ascribed the differences between women's and men's language use to the dominance of men in society, it was also criticized and questioned on various grounds. Like Jespersen. Her work was criticized for relying on anecdotal evidence and the use of introspection as she refers to the use of "introspective methods" as base of her research (Lakoff, 2004, p. 40). For analysis of her data, she did not use any systematic quantitative observation, but relied mainly on her personal intuitions. Her work was also criticized for

focusing only on the privileged section of society, and her use of gender generalization for both men and women (Mellor, 2012).

Fishman's (1983) carried out research on mixed-sex conversations which challenged the claim made by Lakoff that women use more questions forms as compared to men and that the use of more question forms makes them seem less assertive. Fishman's work proved that the reason behind women using more question forms was not their lack of assertiveness but because of the nature of responsibility they hold. Fishman's research indicates that women asked more questions because they were responsible for making their male partners to open up, share and chat with them.

Another major criticism on Lakoff's identification of the speech features of women's speech came from O'Barr and Atkins who conducted research in courtrooms and examined the testimony of witnesses. They examined the witnesses' testimony for around 30 months and made observations on the ten basic speech features which were proposed by Lakoff as women's language. O'Bar and Atkins in their article 'Women's language or Powerless language' (1980) argue that the difference suggested by Lakoff and others are not necessarily as a result of being a woman. They argue that the speech patterns associated particularly with women are neither the characteristics of the speech of all women, nor limited to women speakers only. They further state that these features do not have fixed gender associations with any particular gender, rather they constitute the speech of powerless speakers.

Jennifer Coates (1986, 1996, and 1998) also carried out research to explore the use of features of women's language as elaborated by Lakoff. Coates examined the conversations of single-sex female groups to explore various dimensions of the features of women's language. Based on analysis of recordings of 20 conversations between female friends Coates came up with quite interesting and different findings with reference to the use of these features. Her findings reveal multiple functions of the linguistic strategies used by women while talking with their friends. She refers to the use of hedges, questions, repetition and collaborative floor as linguistic strategies which women use for establishing and maintaining equal social relationships and for minimizing social distance. Coates argues that women's use of hedges does not indicate weakness or unassertiveness, but it rather demonstrates the strength of personal and conversational skills of women. She further elaborates that hedges are a rich linguistic resource

which are not limited to a singular function but can be used for range of positive functions during a conversation.

#### **2.12.4 The Dominance Approach**

In the early 1970s an important concern of the language and gender researchers was to show how the process of becoming a woman, or a man was manifested in language use. As these researchers sought to identify and explain the gender differences based on the use of language by men and women they did not treat these differences as expressions of the innate dispositions of men and women. Rather, the differences were taken as the results of patriarchal socialization which lead to the production of the two groups as different and unequal.

The dominance approach to language and gender, is an approach which saw differences in the language of men and women through the lens of patriarchy and social inequality and located these differences in prevailing gender inequality in society. Robin Lakoff (1975), Dale Spender (1981a), Deborah Cameron (2003, 2006), and Pamela Fishman (1980, 1983) are some of the scholars who are mainly associated with the dominance paradigm. The proponents of this model stress that the differences between the speech styles of men and women are a result of persisting male domination which has kept women in subordination. According to Deborah Cameron (2007, p. 145) “any difference in men’s and women’s way of communication is not natural and inevitable but cultural and political”. Cameron’s argument challenges the essentialist interpretation for understanding the differences between men’s and women’s language as she argues that the differences are not inevitable and do not arise out of natural biological reasons. She rather opines that the reasons leading to difference in the language of men and women are mainly cultural and political.

Dale Spender’s work *Man Made Language* represents the dominance approach in the best way as it points out the male power and male privilege accounting for the differences in the language use of males and females. His study elaborates that the language use of men and women manifests patriarchal social order. Robin Lakoff (1975) talks about ‘women’s language’ as marked linguistic features indexing feminine gender. Robin Lakoff’s article ‘Language and Women’s Place’(1975) holds significant relevance for research in language and gender as it is her pioneering work which sparks off interest in language and gender based research studies in



multiple disciplines including sociology, psychology, anthropology, and education. She argues in her work that women's ways of speaking are different from men and that this difference in ways of speaking of men and women reflects the subordinate position of women in society. Lakoff points out a range of features of women's speech, which according to her, are typically displayed by them. These features include hedges, polite forms, tag questions, empty adjectives, hyper corrective grammar, and the use of intensive 'so' (Lakoff, 2004, p. 48).

For Lakoff the linguistic features of 'women's language' reflected their subordinate status in patriarchal society resulting from their patriarchal socialization. There were mainly two preconceptions that made the base for Lakoff's study. The first one was that women and men talk differently. The second preconception was that the differences between the speech of Women and Men are result of male dominance. An important consideration of the dominance approach was that gender-differentiated linguistic behavior not only reflects the male dominance and female subordination but also reproduces the same by gender-differentiated linguistic expressions and manifestations.

### **2.12.5 The Difference Approach**

As explained in the preceding discussion, the dominance approach viewed differences in women's and men's language as product of male dominance where the features identified in women's language were associated with subordination, unassertiveness, and weakness. However, later on, the researchers working within the cultural difference approach argue that the difference in the language use of men and women is not due to subordination of women but mainly because of the differentiated socialization during childhood and adolescence. Deborah Tannen (1990) is the best known among cultural differences researcher who argues that boys and girls belong to different subcultures and being part of the same-sex peer groups, they learn different ways of speaking as their socialization takes place within those peer groups. Tannen argues that as boys and girls belong to different subcultures, communication between them is equal to intercultural communication. Like any intercultural communication, the communication between boys and girls also entails the same problems confronting cross cultural (mis)communication.

The difference model also draws on Gumper's (1982) cross-cultural perspective, as its advocates argue that cross-sex miscommunication is rooted in sex-segregated behaviors at the

early stage. The socialization and interaction in sex-segregated peer groups leads to boys and girls learning 'genderlect' (Maltz and Broker, 1982). "Genderlect" refers to two separate sets of rules for engaging and interpreting conversation (Alami, 2016, p. 253). Once learned, they carry this 'genderlect' into adulthood which later on becomes the prime reason for miscommunication between them. Looking at the differences between speech styles of men and women from the lens of cultural difference model has important implications for the way in which this difference is interpreted. For the proponents of difference approach, the language use of men and women differs to such a level that they equate it to cross cultural difference which emphasizes the idea that males and females belong to different sub-cultures.

It is important to note that despite differences in focus and analytical perspective, the difference and dominance model also shared some fundamentals. The main concern of both paradigms is to focus on the speech of males and females from a sociolinguistic perspective. To unpack and comprehend the differences and similarities in the linguistic behavior of men and women, both paradigms look for sociological causes.

The researchers who adhered to these two approaches considered men and women as internally homogenous groups and looked for differences in their linguistic behaviors. They regarded these differences as socially constructed rather than innate and natural, hence the linguistic differences were seen as a matter of gender rather than social approaches ascribed the differences to early socialization of men and women. For explaining reasons and meaning of the differences in men's and women's language use, each approach offered explanation either in terms of dominance or cultural difference. An important common factor between the dominance and difference paradigms was that they focused on the language users from mainstream who were mostly white, middleclass monolinguals.

#### **2.12.6 Criticism on the Dominance and the Difference Approaches**

As the field of language and gender research was progressing and evolving, in the later years which are referred as the postmodern turn, the dominance and difference paradigms were called into question primarily because of the fundamentals they shared. Simone de Beauvoir by asserting 'One is not born, but becomes a woman' draws a distinction between gender which is

viewed as socially constructed and sex which is biologically based on the innate biological conditions of being a female (Simone de Beauvoir, 1949, p. 283 ).

Beauvoir's statement provides an important inspiration in this regard as it leads to a very important question with reference to the ontological status of being a woman. The question is not mainly about identification or about people identifying themselves or being identified as women. Obviously there are people who identify themselves and are identified as women. But the question is about the ontological status of that identification. It mainly questioned if the identification as woman had any grounding in the 'facts of biology'. For a postmodernist feminist philosopher Judith Butler, the answer to this question is 'no' as for her the identification as woman has no grounding in 'facts of biology'. For Butler, sex as well as gender both are cultural constructs. How do we know sex? The discourse about gender acts as an ideological filter and we come to know about sex through this discourse. For Butler gender comes into being through performance, through "repeated stylization of the body" (1990, p. 33). So she sees gender as an ongoing accomplishment which happens through repeated stylization of body. This view on gender is very dynamic as it does not take gender as static and fixed phenomenon acquired at early age. Hence, the conceiving of gender as an ongoing accomplishment through performance marks the transition from fixed to fluid conceptualization of gender. In the dominance and difference approach, where gender was viewed as a product of male domination female subordination, or a product of early socialization in gender segregated peer groups, it was mainly taken as coming into being once for all and then linguistic behavior of this end product (men and women) was analyzed with reference to the impact of process of that coming into being. However, postmodern feminists like Butler instead of looking at the end product rather focused on the ongoing-ness of the process and the 'repeated acts' of the participants of an interaction (Butler, 1990).

The difference approach was criticized because it did not account for the relevance and importance of the contextual factors, neither did it take into account the variation and differences within groups being studied. It was criticized for presenting gender in binary opposition of masculinity and femininity to account for the linguistic differences (Eckert and McConnell-Ginet, 1999, p. 193).

This approach also led to ‘cultural determinism’ as the language use of men and women was seen to be determined by their being socialized in two different cultures. This approach was called into question for paying less attention to individual human agency applying one way liner typing of socializing in a culture on language use of men and women. The important role and potential of language in shaping gender also did not get its due acknowledgment within the difference model (Sunderland & Litosseliti, 2002, p. 4). Talbot (1998, p. 143) while critiquing the difference approach asserts that, “Gender is represented *as* difference, with gender categories frequently being treated as bipolar, fixed and static”. Instead of contesting the prevailing gender stereotypes, the difference model implicitly and unconsciously reinforced binary gender essentialism by approaching the differences in the language use of males and females where the gender binary is assumed as a ‘natural opposite’.

### **2.12.7 The Discursive Approach**

The development and evolution in the approaches adopted for the study of relation between language, gender took a new turn as the discursive approach was adopted exploring the interface between language and gender. It is crucial to mention at the outset that this development from deficit, dominance, difference to discourse accounted for the shift of focus in identity studies from fixed to fluid notions of identity. Litosseliti and Sunderland (2002) pointed to an important aspect of adopting a discursive approach for the study of identity which is significant for the current study. In their view, the discourse approach facilitates the exploration of complex and dynamic ways in which individuals represent, negotiate, construct and contest their multiple identities through discourse. Shifting the focus of research to the constitutive potential of discourse, the works adopting the discourse approach focused on identities and institutions as being shaped by the language use. The focus shifted from exploring the question what is gender to exploring “how gender emerges as an outcome of discourse in situated contexts and communities of practice” (Lazar & Kramarae, 2011, p. 221).

Although in language and gender research one can notice the rise of interest in professional identities but more importantly since 1990s there is an increase in the number and popularity of discursive approaches for analyzing professional identities. When studied from the perspective of discursive approaches, Identity is analyzed as it emerges during the instances of interactions and not as something which is brought in interaction as a constant fixed reality. This

shift in approach to the study of identity is surprising if we consider the fact that a few years ago the concept of identity was explored in association with philosophical meditation whereas in the recent times the focus has shifted to sociological analysis. Whereas in the earlier research it has been explored in singular terms, the recent studies have approached identity in plural terms. (Bauman, 2000).

When applying discursive approaches to the study of identity, language takes the center stage because it is through language that we enact who we are and where we belong. So in this way discourse becomes central because our social lives are mediated linguistically and discursively (Sarangi and Roberts, 1999). Conceptualizing identity as a discursive construction takes the analysis of identity beyond static universalities of looking at all men or all women as homogenous groups behaving in same ways which also runs the risk of overgeneralizing. Angouri and Marra (2011, p. 1) while describing the discursive approach, state that “the dynamic and discursive approach we describe emphasizes the contextualized nature of our everyday lives. “The emphasis on the context of interaction adds new dynamics to the analysis of identity as it brings out the linguistic variation in interactional styles depending on contextual factors Angouri and Marra (2011) consists of a variety of contributions focusing on the construction of identity at work being analyzed from a variety of analytical models and approaches. However Angouri and Marra (2011, p. 1) state that there are three underlying themes which run through all the contributions made in their book and the themes they covered are particularly significant within the context of current study. The first theme referred to the ‘doing gender’ model as is argued in these contributions “Identity is something we actively do, rather than something we passively are”(Angouri & Marra, 2011, p. 1).This perspective on identity is a departure from interpreting identity on the basis of static categories like age, class, and gender. The focus here is on the doing of identity in instances of interaction. The writers emphasize that, “both personal and social identities are achieved in negotiation with others” (Angouri & Marra, 2011, p.1). So here the element of identity negotiation with others is also taken into consideration. The second theme in their contributions refers to how language use reflects the relationship between the situated nature of interaction and wider stable social structures. Considering this particular relationship helps an analyst to unravel the link between the linguistic behavior of an individual and the wider social context as Angouri and Marra (2011) state, “the discourse strategies we use in our enactment of identities draw on the inextricable link between individual linguistic behavior and

the societal context”(Angouri & Marra, 2011, p.1).The third important theme being referred to is a reflection on the conceptual link between role and identity which are very important and relevant terms for study of identity negotiation as individuals negotiate and perform multiple personal, social and professional roles which leads to construction of multiple identities. All these themes discussed above are very relevant and significant for this study as they all refer to the performative and dynamic model of identity which is the baseline for negotiation of multiple identities.

### **2.13 Review of Related Research Studies**

The discourse approach to the study of language gender and identity has stimulated particular interest in the investigation of workplace discourse since 1980s and 1990s.The researchers have investigated the language used in workplace from a number of perspectives. The research focusing on workplace interactions has widely investigated the impact of professional roles and contexts on the choice of discourse features and styles of individuals while simultaneously exploring how the discourse features and styles of individuals shape the way professional role are enacted. The research has unraveled how the professional roles are reframed and negotiated within interactions and what are the implications this reframing and negotiation. With its main focus on the micro-level of discourse, the investigation of workplace studies have problematized the notion that the identities assumed by men and women in their professional settings are predefined. The research on workplace interactions instead focused on the discursive enactment and negotiation of identities thereby adopting a dynamic perspective on construction of identities in workplace interaction.

With women reaching managerial and administrative positions, there has been a significant change affecting workplace settings in many organizations in the past century (Burke and Davidson, 1994). As women started claiming positions in professions which were previously dominated by men, the researchers started exploring how men and women used language in these workplace settings to perform their professional roles and identities. Studies focused on exploring the discourse features and styles of men and women and how they performed leadership in discourse (Tannen, 1994; West, 1990).

Tannen's (1994) study focused on the language of female managers of many large corporations. The analysis in this study mainly focused on two important aspects of their interactional styles, giving directives and feedback to their subordinates. The study illustrated that the female managers issued directives and gave feedback using non-confrontational language which helped save the face of their subordinates. Instead of using direct and assertive expressions, these females phrased their directives as suggestions. Whereas the study revealed that male managers used more direct structures for giving directives. So the study illustrated differences in the discourse features and styles of male and female managers as they issued directives. West (1990) based her study on doctor-patient discourse exploring their discourse styles for giving directives and commands. The study demonstrated that male doctors used more direct and assertive expressions for giving directives to their patients whereas female doctors tried to mitigate and attenuate their directives and commands.

Adopting Butler's theory of gender performativity (Bergvall, 1996) analyzed group discussions between engineering students and explored the construction and enactment of gender identities. As engineering is a male dominated field, Bergvall found out that these female students have to deal with the contradicting demands of being females on one hand and being engineering students and engaging in technical discussion and asserting their understanding of the concepts in order to succeed in their study. However, these students managed the contradictory demands by performing to be 'feminine' by choosing features of discourse associated with being feminine for example being cooperative and polite and at the same time being competitive and assertive. According to Bergvall that the essentialist stance and the typical models of femininity and masculinity could not have accounted for the variation and diversity in the linguistic behavior of these female students. So he asserts that the conception of identities as multiple, constructed and negotiated in discourse accounted well for the adequate interpretation of variation in the discourse features adopted by the female engineering students.

Studies have also explored the interconnection between performance of identity and indexing where linguistic means have been the focus of indexing particular identities. For example (Rowe, 2000) study focused on the language of gay men and explored how gay men used language to construct a stereotypical gay identity by employing discourse features and

linguistic forms from gay speak. However the study also found out that whenever these gay men did not want to perform gay identity, they used different linguistic forms and discourse features.

Adopting dominance approach, O'Bar and Atkins (1980) studied the language of males and females in courtrooms and explored the differences in their use of language. They concluded their finding that the differences are not because of their gender but because of the differences in status and power, so they highlighted the role of nonlinguistic processes which affects the language of men and women leading to differences.

Kira Hall (1995) study on the language of fantasy-line operators in San Francisco adopted a discursive approach to the construction of gender identity and illustrated how gender is performed through talk. The study focused on the interactional styles of these operators and the use of linguistic expressions which catered their male clients who were heterosexuals. They used lexical items and the intonation patterns from feminine style of interaction to perform and construct the persona of an 'ideal woman'. These phone sex operators employed features of discourse indexed as feminine, such as intensifiers and supportive comments and used linguistic features of feminine interactional style to construct multiple versions of femininities to the cater their male clients. This study also illustrated the interactional features of male operators who performed feminine identity projecting soft and quiet voice and adopting feature of discourse which are associated with women. Both male and female operators used language as a tool for performing gender identities as per the requirements of their clients. Hall's study hold particular significance as it illustrated the performative potential of language and explored the use of discourse features and styles for conscious performance of gender identity.

Bucholtz (2003) pointed out that the studies exploring the relation between languages, gender and discourse have adopted various approaches, and their thematic foci has also been diverse. For example, the studies within the domain of linguistic anthropology have focused on discourse as culture where the use of language is explored through anthropological methods. The aim and focus of such research was to understand discourse from cultural perspective and from the perspective of peoples of the culture being illustrated. They explored how people drew on their cultural knowledge to specific kind of language in particular contexts. The focus in these studies was not on isolated linguistic forms but the cultural associations and meaning of the



linguistic forms which individuals use to convey their messages. While analyzing language of male and female speakers of Malagasy language Keenan (1989) explored gender differences in their language use. In her study, the speech behavior of women had been identified as direct whereas men's speech behavior was identified as indirect. She highlighted that forms of power have influence on the modes of discourse adopted by these men and women. As Malagasy women engage in political and economic enterprise, the direct style of discourse helped them in their practices. Malagasy men, on the other hand, did not get much involved in such political and economic practices so maybe they were not required or pushed to use direct linguistic forms. The important point which had been highlighted in this study is that in Malagasy language high esteem is attached with the indirect style of language, which is not the case with direct style. The findings of Keenan's study had cultural implication as it pointed out that the discourse style of men was highly valued in Malagasy language whereas the discourse style of women was less valued.

Antaki and Widdicombe (1998) adopted an ethno methodological approach in order to explore the construction of identities in talk. Using the notion of membership categorization, the study analyzed data from multiple contexts and explored how individuals constructed their identities depending on their membership categorization and the particular identity orientations which they adopted in their respective settings. Using social identity theories and conversation analytical perspective, the study focused on the talk from various settings and explored how people orient to their social categories and group membership and how is that manifested in their language use. The main focus of analysis in their study had been on how identities were done in the micro level interactions. So identity is approached as something which people do and not as something which they have

Wodak (2003) study explores the multiple identities of Female parliamentarians and how they manage their discourse in a male dominated public setting. She explores how the female parliamentarians establish themselves and get accepted in this public domain and how they use language as a tool to construct their desired identities. Based on the analysis of interviews from female parliamentarians, the study analyses what different identities do they orient to and how they position themselves according to various identities. Using the discourse historical approach, Wodak underpins her study in the concepts of framing and position. She mainly focuses on the

notion of transportable identities and through analysis of interview scripts, explores how the female parliamentarians orient to these transportable identities. The study found out that they oriented to a number of identities including personal as well as professional. While there was a certain degree of variation in the identities they oriented to, most of them used the same discursive strategies in order to construct their gender identity as well as political identities.

Holmes (2006) analyzed workplace talk from gender perspective and covered a wide range of the aspects of workplace discourse. The key focus of this study was to explore the various ways in which individuals negotiated their gender identities and their professional roles within workplace interactions while managing their professional roles and responsibilities. The study approached workplace talk from a variety of perspectives. It explores the relationship between gender, discourse and leadership and unpacks the association of leadership with masculinity and associated masculine features of discourse. The analysis of directives and how individuals manage openings of meetings establishes that leadership talk is a complex phenomenon; hence the analysis questions the normative expectations of doing leadership using masculine features of discourse. The analysis explored relational practice as a feature of discourse by focusing on how it was enacted in discourse. The study found that relational practice was effectively employed by both men and women to main and strengthen professional relationships and to encourage colleagues and team members. The analysis highlighted that conceiving relational practice as a gendered feature of discourse has serious implications because it affects the range of options of discourse features to be adopted by males and females in their workplace talk. That the constraining influence of stereotyping and norms hinder and discourage the use of this important discourse feature for many professionals in their particular workplaces. The study also explores the use of humor as an important discourse strategy to perform various functions in workplace discourse. The analysis illustrated in detail the normatively masculine and feminine ways of using humor as a discourse strategy which includes whole range from collaborative, conciliatory to confrontational humor. An important finding of this analysis was that humor as a discourse feature can perform dual function, of reinforcing the gender stereotypes and it can also be used to contest and challenge the stereotypes invoked during workplace talk. The study also explored how male and female managers discursively managed workplace conflicts by drawing on a range of discursive strategies which included conflict avoidance, consensus-building, problem solving and resorting to confrontation in some

situations. Based on the analysis of a number of discourse features from the interactional styles of men and women, the study concluded that for effectively negotiating and managing professional roles and identities, men, and women require a rich linguistic repertoire and they have to draw on a variety of discourse strategies to perform their professional roles and to do leadership.

Baxter (2010) in her study explored the language of female leadership in the business and corporate sector. She aimed to explore if there is a language which can be termed as a language of female leadership and secondly to investigate how women in corporate sector utilized language as a tool to perform their leadership roles and to achieve their goals in the workplace. The study analyzed data from three different types of organization depending on the gender dynamics such as male-dominated setups and gender-multiple setups. In this study, the theory of dominance has been applied for the analysis of data from male dominated organizations. Through a detailed analysis of gendered discourses, the study explores the discourse features of male setups which are male dominated. The study illustrates that corporate language in male dominated setups perpetuated the gender stereotypes by adopting apparently gender neutral discourse strategies. It was also highlight that the prevailing gendered discourses were not contested in these organizations. Using the difference approach, this study also explored data from gender –divided corporations and presented a detailed analysis of the discourse features of women’s language illustrating that these features are essential and important for performing leadership roles and achieving workplace goals. Underpinned by the discourse theory and the social constructionist approach, the last section of the study explored data from gender-multiple corporations. In this analysis language is seen as a social practice. The constitutive role of language in constructing the multiple identities of individuals had been explored. Instead of defining people on the basis of their sex or gender finite categories, they had been understood as having multiple identities which are negotiated and constructed within discourse. By presenting a detailed analysis of the language strategies used by female leaders who had been taken up as a case study for this research, Baxter described how women leaders have developed a linguistic expertise to effectively communicate and survive in male dominated setups. The study revealed that the women leaders had to be conscious of the impact of their language on their professional roles and teams so they had to learn and use a range of discourse features and linguistic strategies to counter negative judgements. So this study explores multiple aspects of leadership discourse

focusing on the power of language and the role it plays in shaping the identities of leaders and in getting things done. On the basis of detailed analysis of the linguistic strategies and discourse features of female leaders, the study concludes that both male and female leaders are required to draw on a rich linguistic repertoire to perform their leadership roles effectively.

Preisler (1986) also based his study on the language of male and female managers. His study illustrated managers who were effective in accomplishment of tasks from their teams used more tentative features of discourse. The study points out that majority of these managers were females who used tentative discourse features to get things done from their subordinates.

Angouri and Marra (2011) study on workplace communication focused on meetings as an important interactional site. The assumption of the study was that as individuals engage in meeting communication they are constantly involved in negotiating linguistic features and constructing their professional persona. Language is employed as a rich resource as individuals instantiate and performed their identities during meeting communication. Their study focused on the interactional styles of the meeting chairs and explores the various ways in which they constructed their professional roles and identity. As the study adopted the community of practice approach as a theoretical framework, the focus of analysis was on how the chairs interacted in their particular communities of practice. The study also drew on Butler's performativity theory and social constructionism paradigm. The study demonstrates that as individuals performed their corporate identity, they constantly negotiated their role, authority, and belonging to their organization. The study illustrate that construction of identity is not a linear process but rather a multi-directional process where individual also negotiated identities which were projected on them by their team members. The study concluded the same individuals enacting their role as a chair in different contexts, constructed their identity of a chair differently varying across the contexts. The study concluded that there was a lot of variation in the way individuals constructed their chair identity thereby highlighting that their chair identity was not static or uniform but something which they did within talk.

Schnurr and Zayts (2011) while adopting a social constructionist stance investigated the construction of leadership identity in their study. Drawing on Bucholtz and Hall (2005) principles of relationality and intersubjectivity the study delves into the complexity of

interactions which arises out of institutional roles. By focusing on video-recorded data of team leader from a Hong Kong based financial organization, the study explores the interactional accomplishment of becoming a leader and how interlocutors engage in diverse processes of identity construction. The concept of leadership has not been approached as a static position but as a dynamic performance implying that leadership identity is relational. The negotiation and construction of leader identity is not seen as an individual action but rather as a fluid process where not just the individuals themselves, but other participants also contribute to construction of each other's identities. The analysis in this study illustrates that as individuals engage in interaction, they construct the leadership personas by supporting and reinforcing and also by subverting and contesting discourse practices. So, the processes which are involved in identities construction may not necessarily be in harmony as it involves complex ways of negotiating identities which are marked by opposing discursive struggles.

Rogerson-Revell (2011) centers her study on the analysis of humor as a discourse strategy employed by individuals as they enacted their leadership identity. By keeping her focus on the use of humor as a resource, she peeps into the enactment of leadership identities as individuals perform their roles as chairs of meetings. The study explored the use of humor as a discursive strategy as it was employed by meeting chairs for transactional purposes to get things done and for relational purposes in order to build relations and show collegiality. Rogerson-Revell noted that leaders have to deal with the challenge of managing the role expectations especially when their team members are linguistically and socio-culturally diverse. The study also concluded that meeting chairs may adopt various approaches and may use range of discursive features including humor to construct their leadership identity. However while choosing discursive strategies, they have to be stylistically sensitive according to what is and what is not considered appropriate in particular contexts. So, the study concludes that contextual sensitivity and stylistic diversity is important for doing leadership as meeting chairs.

Georgakopolou (2011) locates his study in classroom as a workplace and explores how teachers and students construct their identities in a school in London. The study explores how teachers and students negotiate between their professionally defined identities and roles by adhering to or flouting the normative expectations of their roles. The findings of the study illustrate that as students interact with teachers in classrooms, they do not always stick to formal

teacher-students role binary but at times they engage in peer-talk with their teachers. The peer talk coexisted with the instructional interaction lead by the teachers however teachers showed a certain level of tolerance for the peer talk. The study concluded that classrooms are diverse spaces where the boundaries of formal and informal talk cannot always be neatly drawn however both effectively negotiate between formal and informal talk as teachers employ features of discourse to construct their identities through teachers led instructions and students uses features to peer talk to avoid over dominance of instructional talk lead by teachers.

Karen Tracy (2011) conducted study on oral arguments in courts and explored the construction of professional identity of judge. In order to explore the construction of Judge as a professional identity she puts emphasis on the ideological dimensions. She explores the oral argument of US courts judges of the state level and illustrates their discourse enacts and reflects their identity as a judge. The study finds out that linguistic features do not hold a fixed meaning in isolation but the contextual use of discourse features and styles conveys meanings as it plays important role in the identity construction.

Yi (2013) has outlined the issues related to negotiating multiple identities at workplace in eTandem context. The study observes the way two L2 learners in an extracurricular setting negotiate and carry on their eTandem learning. The findings of the study indicate that they develop a sense of friendship and partnership within their community that construct and develop their identities due to productive and fruitful learning and adjustment environ.

Victoria (2014) conducted a research study about children identity and has encapsulated the notion that through portrait and drawing children display and signify diverse layers of their self which are representative of their multiple sense or tiers of identities in an academic, societal, cultural, and personal areas of self. The findings of the study are an instrument to gauge and signify the multi layered diversities of children perceptivities how they perceive the world, what they want to enact and practice in their personal as well as professional life ahead.

Swann et. al, (2009, p. 20) while talking about identity and its negotiation at work are of the view that negotiating identity or diverse identities is itself a process to construct a new and fresh sense of identity. When identities are defined in clear term at work place they are the indicators to gauge “people’s identities define their mutual expectations, obligations, and indeed,

the very nature of their relationships” (Swann et. al, 2009, p. 20). Their findings are indicative of the fact that identities negotiation may lead to better, improved and innovative organizational as well as personal level transformation leverage at diverse level.

Zubair (2006) explored the identity construction of women who aspired to study English literature. She conducted this study on selected women from Southern Punjab- a province of Pakistan. By using semi-structured interviews as primary tool of data collection coupled with participant’s observation, the researcher attempted to understand the identity constructions of Pakistani women in relation to their choice or aspiration to pursue degrees in English Literature. The findings of the research indicated that although women resisted the influence of Western culture and ideologies, they still took on positions and ascribed to prestigious identities associated with English. The study pointed out that taking up higher degrees in English would expose them to western ideologies and world views which stood in contrast with their personal aspirations. On one hand these women aspired for studying English literature whereas on the other hand they also resisted western world views which indicated conflict in the way they constructed their identities in relation with their academic aspirations.

Rahman (2009) analyzed the ways in which language is employed in Pakistani call centers and attempted to unpack the associated language ideologies in the context of Pakistan. The analysis focused on how individuals in call centers adopt a native like accent to perform like a native speaker to cater their foreign clients. Employing language as a tool, and using native accents, the call center workers performed desired identities during the telephonic interactions. The study finds out that the call center workers are required to pass as native speakers in order to serve their clients and they are required to follow the sales strategy of the call centers. The study offers a critique on language ideologies which are rooted in language discrimination thereby putting pressure on the call center workers to adopt native accents. This study is significant in a sense that it explored the performative function of language and illustrated how call center workers employ language as a resource to perform their professional roles and construct their professional identity by negotiating between their professional and personal identity.

Hashwani (2013) conducted her doctoral research to explore the professional identity construction of English teachers as they practiced teaching in the multilingual urban context of Karachi city in Pakistan. Based on analysis of data collected through personal narratives and life

stories, the study delved into how the personal and professional identities of English teachers are shaped and transformed as they operate in a multilingual setting. This study exploring the personal and professional identity construction has significance as it offers insight into how these identity constructions within narratives impact the teaching learning practices of English teachers being studied. The analysis in this study delves into how the teachers perceive their personal and professional identities and how are these identities negotiated by drawing a balance between the two. The study highlight that the teachers made a variety of linguistic choices according to audience, contexts and situations and drew on linguistic expressions from more than one languages to deal with the professional identity requirement of a multilingual context. The study concludes that it is important to explore and understand the processes of identity construction of English teachers to make sense of which they are, how they become what they are, and what is their aspiration for future. Such explorations are important for the teaching and learning processes as they highlight the role of language in constructing the identities of teachers and its role in the improvement of classroom teaching –learning practices.

Hassan & Unwin (2017) explored how male and female young students in Pakistan constructed their identities through the use of mobile phones and how culture affects and is affected by identity constructions through mobile use. The study explored the influence of internet base communication and how it has transformed the ways in which young boys and girls construct their identities as they contest the cultural norms through these internet based spaces accessed through their smart phones. The study is mainly motivated by some important factors. Firstly, the authors state that since the normative conceptions of identity are valued and positively interpreted in Pakistan, it is important to investigate how these normative conceptions are transformed through smart form communication. Secondly, the authors state that Pakistan being a traditional society which is strongly grounded in cultural and religious values offers an important context to explore how modern technologies like mobile phones are playing a role in social and cultural change and bring new conceptions of identifies into being.

Qadir, S. A., & Riaz, F. (2015) study is also significant to mention here because it highlights the constitutive potential of language and the role it plays in construction and negotiation of identities. Their study is based on data from political talk shows of private Pakistani channels and by adopting the framework of Critical Discourse Analysis the study



explores how Pakistani female politician construct their gendered political identity in the talk shows. The study also takes into account how the male politicians respond to and counteract the female political identity created by female politicians. Their study highlights the subtle ways in which language reveals issues of gender, power, and identity. The study reveals that the media platform of TV talk shows is used by the male politicians as an important discursive avenue to (re)define and display stereotypical gender identities. This study foregrounds the power of language/discourse in creating and maintaining gendered identities.

Another study which focused on the role of discourse in construction of gender identities in text was conducted by Shaikh & Khan (2012). By focusing on two short stories by a Pakistan and an Indian author, the study highlights the construction of social identities of males and females and demonstrates how these social/gender identities are perpetuated through texts. Through analysis of words, phrases and sentences, the study attempts to unravel the relationship between discourse and social practices and how it contributes to the construction of gender identity. The study finds that discourse is an important social practice which perpetuates traditional norms of society related to gender identities. Hence the study brings in the constitutive role of language in perpetuating and reinforcing the societal norms related to gender identities.

Rind (2015) explores the effects of gender roles and gender identities of female students on their learning of English as a Second Language. The study reveals mixed findings pointing out the limiting force of gender roles and identities as well as highlighting the element of individual agency and autonomy to limited extent. The study stresses on the importance of the knowledge and consideration of the social identities of students in designing and implementation of effective curriculum designing, teachers training and education policy making. This study is significant to quote here because it highlights the effects of prevailing gender identities on teaching/learning experiences.

Umar & Rasul (2015) study on Pakistani print advertisements offers insight into the construction of gender identities through graphical representations and linguistic choices. The key focus of this research is to explore how the linguistic choices and other visual signs are employed to construct and represent the gender identities of males and females in Pakistani print advertisements. The study finds that the portrayal of masculine identity aligns with stereotypical

masculine model represented as strong, enthusiastic and dominant. On the other hand, female identity is represented as delicate and soft with an element of objectification. This study offers useful insights about the role of print media in gender representation and gender identity construction in the context of Pakistan.

Khan, K. R., & Ali, S. S. (2016) analyze the essays written by male and female students and investigate how they constructed their gender identity through written discourse. The study adopts Judith Butler's theory of gender performativity and focuses on various lexical, syntactic and stylistic categories to explore how male and female students construct their identity in the written text. The study points out significant differences in the writing styles of male and female students in terms of selection of topic, syntactic and lexical choices, their level of knowledge, and grammatical accuracy etc. The significant finding of this study is that the construction of gender identity is not restricted to oral communication but is also observed in writing.

Salam (2020) study investigated the construction of gender identities of Pakistan women on Facebook. She adopted Multimodal Discourse Analysis as an analytical framework and focused on the discursive analysis of visual and linguistic resources used by Pakistani women on their Facebook profiles to construct their gender identities. She concluded in her study that Pakistani women employed a variety of visual and linguistic resources on Facebook which reflected conformity as well as resistance. In this study the Pakistan women Facebook users on one hand, were found to reinforce the socio-cultural normative patterns and on the other hand they were also found to use Facebook as a platform to resist and challenge the normative linguistic patterns. The study highlights that these women effectively employ visual and linguistic resources to construct and display their gender identities.

Shah, M., Pillai, S., & Sinayah, M. (2020) conducted their study in a multilingual academic setting in Pakistan and examined the link between codeswitching and identity by analyzing the discursive practices of students and lecturers. In order to examine the link between code-switching and identity in a multilingual academic setting, this paper examines the construction of identity that emerges from codeswitching practices among a group of lecturers and students at a university in Pakistan. The study revealed the dynamic use of code switching between English and Pashto and how it leads to construction of the hybrid identities of teachers and students in a multilingual context. By investigating the phenomena of code switching the

study points out that individuals who are socialized in a multilingual environment construct hybrid identities through their interactive practices which establishes the significant role of language in the construction of identities.

Shaheen, F., Ali, G., & Zahra, K. (2021) adopted discursive approach in their study and explored the construction of gender identity of male translators as reflected within the process of translation. Their study highlighted that the lexical choices used by male translators for women plays an instrumental role in reflecting their patriarchal mentality which is internalized by them by being socialized in Pakistani patriarchal society. The study reveals that the gender ideologies of male translators play an important role in the construction of their own identities and are reflected in their language as they discursively construct the image of women in their translations. This study is significant for the current research because it highlights the constitutive potential of language.

Keeping in view the detailed review of relevant studies elaborated in the preceding section, the researcher has narrowed down her research which has been described in the following section.

## **2.14 Researcher's Quest**

The studies elaborated in the above section, particularly those focusing on the relationship between language and identity construction in the Pakistani context have investigated the discursive construction and negotiation of social and gender identities both in the written and spoken discourse. These studies have also covered a wide range of settings and discursive aspects including lexical, syntactic, stylistic and visual manifestations of gender identity representation and construction. However, to the best of researcher's knowledge, the studies focusing on discursive negotiation and construction of leadership identity within workplace discourse and its intersection with the social and gender identity of individuals are almost non-existent in Pakistani context.

Within the paradigm of social constructionism, the discourse analytical studies in the Western contexts have explored institutional discourse and have highlighted the importance of exploring fluid and dynamic construction of identities in talk. The theoretical as well as analytical perspectives have also been mainly developed and evolved in the light of research

conducted in Western contexts. However in Pakistani context, the focus of research on language, gender and identity has mainly been on investigating the stereotypical representations of men and women in verbal, audio and visual discourses. So the focus in these studies remained on the language used FOR representations of men and women. There are very few studies (as quoted above) which are an exception as they have shifted the focus of investigation to the language used BY men and women for construction and representation of their identity.

In Pakistani context, there is a significant gap in terms of studies being conducted to explore the performative and constitutive potential of language where language users use individual agency to negotiate and claim identities beyond normatively prescribed versions. Through the current study, the researcher has aimed to fill that gap by adopting performative model and has explored the performative role of language in negotiation and construction of leadership identities bringing out the individual agency and diversity. Instead of focusing on written texts or audio visual data which is already there in the public domain, this study focused on collecting and analyzing naturally occurring data and self-reported data to elucidate how men and women employed language for negotiating between their personal, social and professional identities and performed their leadership roles. Hence the current study also filled gap in terms of analyzing the language used BY men and women because the gender based studies in the researcher's context mainly focus on the language used FOR representing and positioning men and women.

Venturing on a gender-based analysis of the discursive construction and negotiation of leadership identities of men and women in the academic settings of Pakistan has been researcher's main quest for the current study. This study is significant for unraveling the dynamics of leadership identity construction of male and female leaders in the academic settings of Pakistan. The study is particularly significant because it has highlighted the elements of conformity and resistance to prescriptive images of leadership and has also revealed alternative and dynamic model of performing leadership by employing language as a flexible tool.

This research study is underpinned in social-constructionist paradigm and has adopted a diverse, fluid and dynamic perspective on identity construction whereas in the researcher's context, the limited studies on language and identity have mainly adopted a fixed perspective on

identity where individuals ascribe to various social, cultural and individual categories in their static and given sense. As mentioned earlier, since the theoretical approaches on language and gender evolved as a result of research in the west, they had been mainly applied in Western context, however this research aimed to contribute to the theory of performativity by applying it on analysis of data from socio-culturally traditional Pakistani context. Due to limited research in the area of identity negotiation in talk, the researcher had to face challenge of finding an appropriate analytical framework for the current study, so the study has contributed in filling this gap by adapting a comprehensive analytical framework for this study, a framework which is informed by various theoretical and analytical concepts within discourse analysis.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter starts with explanation of the theoretical framework adopted as theoretical base for this research study. As the study mainly draws on theory of gender performativity and the notion of doing gender, the basic premise and tenets of both theories are elaborated in detail followed by a rationale and relevance of the two theories for this research study. Moving further, the chapter includes detailed explanation of the methodological framework which includes description and rationale of the research sites, research sample, and a detailed explanation of the data collection tools. In addition to theoretical triangulation, this study also adopts triangulation at methodological level using quantitative as well as qualitative tools. Hence, the methodological framework includes detailed explanation of all the quantitative as well as qualitative data collection tools including ethical considerations considered during collection of data. The third part of this chapter explains analytical frameworks for quantitative as well as qualitative data. It includes a detailed explanation of analytical framework which is adopted for the analysis of qualitative data. The analytical framework has been formed to cover the detailed analysis of qualitative data according to the topic under study. As the analytical framework draws on many concepts and notions, all of them have been explained in detail followed by a rationale for being adopted for this research study. The last part of this chapter explains the analytical part of quantitative analysis and explains the quantitative methods and tests used for analyzing quantitative data.

#### **3.1 Epistemological Stance**

Epistemology refers to the professed relationship of researcher with the knowledge that is undiscovered. Epistemology discusses to how we know what is to be known, or in simple terms; it means the relationship between knower and known (Crotty, 1998). In epistemology there are many concepts that could be undertaken for the research. The social constructivism is one of the concepts taken to address and collaborate with nature of discourse in this research. Budding from the sociological ground, social constructivism is associated with qualitative

research since the post-modern era (VanDijk, 1993). Also, Wodak & Meyer (2009) justified that this term is supposed to be the broad term which suggests that every action and discourse in the world is fabricated with the experiences of the world through the conscious or unconscious processes rather than any other predefined natural process.

The social constructivism focuses purely on the processes which are being formed, negotiated, sustained as well as modified with the aim of understanding the knowledge and world. According to Jørgensen & Phillips (2002), the foremost premises of social constructionism (synonymously used with constructivism) have budded from French poststructuralist theory, universalizing theories and its denunciation of totalizing. They further opined, “The social constructionism as a broader category of which poststructuralism is a subcategory” (p.6.). In the epistemological scope, another significant phenomenon postmodernism is recognised by the assumption, that the neutral entity ensuring the one-ness of the world is not constrained by a denominator such as truth or nature (Cilliers & Spurrett, 1999). It implies that nothing is absolute and nothing is natural or predefined. Postmodernism favours and focuses on the restricted, situational and conditional, approach stating that there is no stability, truth or proper reason when discourse is shaped and presented. If these two phenomena of the social constructivism are taken into contemplation in this study, focusing on the social construction of gender, the study would get benefits from the theory of Butler (1990) of gender performativity from these concepts above being positioned in epistemological stance of social constructivism.

### **3.2 Theoretical and Analytical Frameworks**

The following sections include a detailed explanation of the theories and concepts which underpin this research. Through explanation of the key concepts and tenets of the theories, their relevance is established for this study. By keeping language, gender and identity construction in key focus, this section also captures the theoretical and analytical shift in the investigation of gender identity encapsulating the journey from fixed to fluid notion of identity.

The world has become a global village where the existing body of knowledge in various disciplines is shaped by the whole world which is why the academic scholarship in various disciplines cannot be taken in isolation. The research studies conducted in different settings and contexts add to the existing body of knowledge by bringing in new insights and perspectives from across the world.

As explained in the literature review section, the research focused on language, gender and leadership identity is an under researched area in the Pakistani context which is why, to the best of researcher's knowledge, it was hard to find a well-established theoretical and analytical model developed in light of the local context by the local researchers. Hence the researcher had to draw on established western model to provide a relevant and well suited theoretical and analytical base and direction for this study. Since this study is based on primary data from academic workplace settings of Pakistan, the analysis is conducted keeping in view the local socio-cultural settings and it draws on the normative discourse patterns emerging out of the local discourse context. Despite the fact that there is difference in eastern and western culture, the use of western theoretical and analytical model still holds relevance and importance because such studies may reinforce the findings of previous research carried out in the western context or they may challenge and resist the findings of previous research from different contexts thereby bringing in new perspectives and insights. The reinforcement as well as redefinition are significant contributions of studies like this because it adds to the existing body of knowledge and provide more broadened and comprehensive understanding of the discourse patterns.

### **3.2.1 Butler's Theory of Gender Performativity**

This research draws mainly on the performativity theory given by Judith Butler and the concept of doing gender by West and Zimmerman. In 1990 Judith Butler published an influential book called *Gender Trouble: Feminism and the subversion of Identity*. In this book Butler theorizes gender from a performative perspective as a socially constructed category which is created during gendered performances (Butler, 1990). Butler approaches the concept of gender in a very different way which did not go in line with the conceptualization of gender in the previous research on Language and Gender. Butlers' book Gender Trouble is a Postmodernist reconceptualization of gender which fits well with the social constructionism paradigm with core focus on the socially constructed nature of reality. In order to comprehend Butlers reconceptualization of gender one also has to see how she makes use of the concept of *performativity* which is familiar to linguists and discourse analysts from speech act theory. *For* Butler, gender is performative, 'constituting the identity it is supposed to be' (Butler, 1990) just as J.L.Austin (1962) maintains that illocution 'I promise' do not describe a preexisting state of affairs but actually brings one into being. The very concept of performatives that Austin focuses



on adds a sense of agency to the ongoing discourse and the linguistic choices being made to construct that discourse. So according to performative model the agency lies within that act of discourse and does not completely pre-exist or lie outside. Gender emerges as a reality within the instance of discourse only to the extent that it is performed by using linguistic resources in varied ways. Looking at discourse and interaction from performative angle has significant implications for the way gender and professional identity comes into being within interaction. So, the gender identity of an individual is discursively constituted as the effect rather than the cause. Taken from this perspective the identity of any individual does not pre-exist as it does not exist behind the performance, but is created by the performance itself.

It, in fact, pulls the concept of gender identity from early essentialist categories of male and female operating within the confined gender binary and brings it to more creative domain of performativity. Butler claims that individuals do not have static, predetermined identities and roles; rather, neither do they entirely act out of any pre-determined identities. Rather the multiple identities of individuals are (re) established, (re)created, and reinforced or challenged and redefined within the performances. It means that gender roles and personal, social and professional identities of individuals are established through performance and later sustained and reinforced through repeated performances. Performative model implies that when men and women engage in a conversation and construct their identities by choosing to use language in certain ways, it is an act of performing to be a man or a woman. As Butler claims that 'feminine' and 'masculine' are neither what we are or traits we have, but effects we produce by way of particular things we *do* (Butler, 1990).

According to Butler 'Gender is the repeated stylization of the body, a set of repeated acts within a rigid regulatory frame which congeal over time to produce the appearance of substance, of a "natural" kind of being' (p.33). Here the performative model brings us to a very dynamic approach of looking at how the speech styles get their 'masculine' and 'feminine' associations by the 'repeated stylization of the body' thereby leading to the gendered speech. The process of naturalization and affirmation of the speech styles as masculine or feminine emerges out of the repeated acts of the social actors who strive to constitute themselves as 'proper' men and women.

Whereas the binary essentialism of early language and gender research, with its focus on cataloguing of differences between men and women's speech, tacitly reaffirmed the fixed and

given nature of gender. Butler view is that as men and women engage in interaction and use language in their personal, social and professional spaces, they can neither establish nor accomplish a final version of their gender identity once for all. She rather comes up with a dynamic view on gender because according to her approach gender identity of individuals is (re)enacted, (re)established, and publicly displayed as they repeatedly perform particular acts in accordance with the cultural norms which define 'masculinity' and 'femininity' (Butler, 1990). Though she refers to cultural norms as 'rigid regulatory frame' within which social actors perform their identity as men or women, but the norms itself is a socially constructed reality which is fluid and variable hence liable to change. So, the constraining influence of norms also has its own limitations leaving space for redefinition and change.

Socio-Cultural norms come into being through a historical and social trajectory of performances by social actors over a period. The norms which are repeatedly performed, reproduced, and sustained become more commonsense and naturalized. So, from this perspective, even the process of naturalization of norms itself is a performative process. As Butler explains that by agreeing to "perform, produce, and sustain discrete and polar genders as cultural fictions... the construction 'compels' our belief in its necessity and naturalness" (Butler 1990, p.178).

The process of naturalization of norms through performativity indicates that there is no preconceived notion of gender that is based on biological fact or other essentialist conceptions, rather it is within the act of performing that gender norms are defined and seen as natural and gender identity is created through the performances. According to this view performance takes the center stage, as gender does not exist outside of the performance, rather, gender and how it is perceived are constituted within the performances. The necessity and naturalness of gender identity is not an essentialist and finite fact in itself but the construction of gender in particular ways, and its reproduction and reinforcement leads this to be taken as a natural fact. Although performativity theory adopts a flexible and fluid perspective on gender which allows space for change and transformation, it also points to the role of gender performativity in reinforcing prevailing gender norms as individuals perform their gender by using language in normatively indexed ways. Hence, as individuals perform gender by using normatively indexed features of

interactional style, it reinforces and replicates social norms and roles thereby legitimizing their existence.

Identity, agency, and power are the three main tenets of performativity theory as explained by Butler. The first tenet which focuses on identity refers to an individual's understanding of himself/herself in relation to the world, an individual's sense of self through conscious or unconscious thoughts. The identity of an individual is created and recreated and constructed within discourse and this identity construction takes place through performativity, and language as conduit available to individuals, is central to this performativity. It is important to bear in mind that this performance of gender is very different from the one where characters perform fictitious roles for a play. The theory of gender performativity encapsulates an individual's sense of his/her own gender identity as it conceptualizes a connection between performing gender and gender identity. Individuals perform their roles according to the way they perceive their identity and through the act of performing; they often reinforce and recreate their gender identity. This perspective brings us to notion that sees identity as precarious and unstable, perceiving identity not a fixed state of being, but a fluid process that is able to change within discourse. This fluid nature of identity brings us to the possibility of multiple and competing identities of individuals which can possibly exist either alternatively or simultaneously depending on various contexts. Thus, an individual can choose to perform different identities in different contexts depending upon the requirements and nature of the contexts. It is within this act of performance that the second important tenet of Butler's theory comes into play. As individuals engage in this linguistic performance within discourse, they have to navigate their individual agency as well as the prevailing gender norms. Gender norms can have constraining as well as enabling role to constrain or allow individuals as they employ language to perform their gender. So, the extent of constraining or enabling force of prevailing gender norms has impact on determining the gender identity of individuals. This option to navigate gender norms and the choices to perform multiple identities in various contexts is not completely independent and free phenomena. Although individual agency is a very important tenet in performativity, still there are limitations and constraints of social conventions within different contexts.

Butler (2004) also acknowledges that "the physical body is that which can occupy the norm in myriad ways, exceed the norm, rework the norm, and expose realities to which we

thought we were confined” (Butler, 2004, p.215). Here Butler points to the fact that an individual’s agency is not entirely limited, as during the act of performance an individual can ‘occupy the norm in myriad ways’. If at one end of the spectrum lies the option to over perform the norm, at the other end individual has the option to resist and challenge the norm. When individuals manage to resist, the norm is exposed and has the potential for social transformation. This element of resistance and potential for social transformation is something which shifts the very notion of gender identity from fixed categorization to fluid constructions within discourse. This notion has implication for the way individuals use language within discourse, for instance, they may use language in normative ways aligning to the normatively indexed features of interaction thereby reinforcing and strengthening the norms. However, Butler points out that individuals also have the agency to bring new version of reality into being resisting to use language in normative ways, and by using language in marked and non-normative ways. As Butler states, “What this means is that through the practice of gender performativity, we not only see how the norms that govern reality are cited but grasp one of the mechanisms by which reality is reproduced and altered in the course of that reproduction” (Butler, 2004, p. 218).

However, the important thing to note here is that agency and resistance are not without consequences. When we explore the third tenet of Butler’s performativity theory i.e., power, we come to know that agency is further limited by hegemony. According to Butler (2004), individuals do not have complete agency to construct their gender identity freely, but in her view their agency is affected by the power dynamics of context.

Within performativity model, when an individual navigates the prevailing gender norms and chooses to either reproduce or resist the existing gender norms, there are power dynamics operating within that particular context in which the performance takes place. The alignment of identities with power is crucial, as the extent of power determines their contextual appropriacy and acceptance. As individuals negotiate their multiple identities, they do not have complete agency, as the power dynamics limit the scope of agency and identity. So the power dynamics of context is quite crucial in determining the success or failure of an Individuals choice to reproduce or resist certain identities. Keeping the power dynamics in focus, as individuals negotiate and switch between multiple gendered identities, they have to consider and face the implications of resistance as well as assimilation.

While linking power with gender norms, and the role of power in sustaining and resisting gender norms Butler also draws on the concept of regulatory power. Butler states, and, “regulatory power not only acts upon a preexisting subject but also shapes and forms that subject” (Butler 2004, p. 41). Here the role of regulatory power in shaping and forming the subject in fact points to the act of performance during which the subject is coming into being and where this shaping and forming role of regulatory power comes into play. The regulatory power generally works on a macro social and institutional level and has its own disciplinary regime which primarily functions as a norm. The disciplinary role of regulatory power sets up common standards of appropriacy by tacitly determining certain norms as common sense naturalized standards. These common sense gender norms then become hegemonic gender norms as they draw their legitimacy from, the regulatory powers. So, the act of assimilation or resistance to the hegemonic norms has significant implications in both ways, in positive as well as negative ways.

### **3.2.2 Rationale for using Theory of Performativity.**

As this research study aims to explore the negotiation of multiple identities from a gender perspective, Butler’s theory of gender performativity is essential in this study, because it establishes a flexible, fluid, socially constructed nature of gender which approaches an individual’s gender identity in his personal, social and professional space not as fixed but negotiable with the constraints of given contexts. Butler’s performativity theory is relevant for this study because it provides a befitting perspective to investigate how gender identity is constructed, negotiated, replicated, represented, reinforced, or resisted through language use. Although the individuals are making choices within the ‘rigid regulatory frame’ which has an important role in defining what kind of language is possible, intelligible, and appropriate, gender identity is still approached as a fluid and flexible social construct instead of being taken as a static version, coming into being once for all. The strength of this model is, that, the individuals are not always acting as passive reproducers of gendered behaviors, but they are actively performing and constructing multiple identities. The strength of this model lies in its potential of social transformation to redefine and rework the norms and perform multiple identities in various contexts and to take gender as fluid construct, liable to change. Nevertheless, the performances do not take place in a vacuum, rather the individuals are mostly conscious of the contextual sensitivities and the implications of assimilation and resistance. Butler’s performativity model

gives an insight into how individuals perform their gender in relation to the contextually and culturally defined roles. As the focus of current research is workplace discourse, the performativity model will help in exploring the discursive construction of leadership identity of male and female leaders. This theory also holds relevance for this research study of workplace discourse because it will help in unpacking the forms of acceptance and resistance as individuals perform their leadership roles and will help in exploring the role of power in determining acceptance or resistance as they employ language beyond normative patterns. As male and female leaders negotiate their multiple identities within workplace discourse by using language in certain ways, the forms of power operating as enabling or constraining force will become evident by understanding the nature of acceptance or resistance.

### **3.2.3 West and Zimmerman's theory of 'Doing Gender.'**

The second theoretical base adopted for this research study is the notion of 'doing gender' which was also a departure from the early fixed, unvarying, and static notion of gender. West and Zimmerman by introducing the notion of 'doing gender' marked a turning point in research on the social construction of gender as they argued that 'a person's gender is not simply an aspect of what one is, but, more fundamentally, it is something that one does, and does recurrently in interaction with others' (West and Zimmerman 1987, p. 17). In this way gender is seen as an accomplishment within interaction, hence the focus shifts from matters internal and inherent to an individual to the interactional and macro institutional arenas. Viewed from this perspective, gender is not about 'having' certain fixed, inherent traits and features but it is about 'doing' which is flexible and which may or may not vary across various contexts. Rather than seen as property of individuals, gender is conceived as an emerged feature of interactions which does not precede but comes into being within interaction by 'doing'. However, it is also important to bear in mind, that although it is individuals who 'do' gender but this doing is situated which takes place in the presence of others and within different contexts. So, the contextual factors as well as the people involved in an interaction affect the 'doing' of gender.

West and Zimmerman elaborated their proposal by stressing on the significance of making distinction between three important categories: sex, sex category, gender. They opined that it is very important to understand the distinction between these categories to comprehend the notion of gender and how it operates and comes into being in a society. They elaborated sex as a

category which is determined through biological criteria which is socially agreed and is used to classify persons into male and females either on the basis of genitalia or pre-birth chromosomal typing. They establish a direct connection between sex criteria and sex category by suggesting that 'one's sex category presumes one's sex and stand as proxy for it in many situations' (West and Zimmerman, 1987, p. 4). However when it comes to gender, they believe that it is much more than mere biological determinism. Gender, according to them, 'is the activity of managing situated conduct in light of normative conceptions of attitudes and activities appropriate for one's sex category' (West and Zimmerman 1987, p. 4). Managing involves appropriating one's attitudes and activities most importantly the use of language as a focus of this study, in accordance with the normative conceptions and this management takes place through 'doing'. Their conception of gender holds relevance for this study because it provides optics to explore the patterns and variation in the features of interactional styles of men and women beyond biological determinism.

West and Zimmerman argue that placement of persons into different sex categories exposes them to various displays of behaviors, dresses, and use of language which are socially associated with particular sex categories. They argue that each category involves the display of socially regulated external insignia of gender i.e. behavior and dress (West and Zimmerman, 2009). In a social set up members of a society do difference when they get involved in the differentiated display according to the sex categories in which they are placed. The view of individuals being placed in a sex category and being exposed to behaviors considered appropriate according to their sex category has implication for this research study because linguistic behavior is an important dimension of human behavior which is influenced by being placed in a sex category. As individuals are placed in different sex categories, they are exposed to the use of language which is deemed appropriate or desirable for them which offers particular ways of doing to them.

West and Zimmerman conceptualize relationship between sex category and gender from the perspective of 'doing' as individuals are recognized as incumbents of a sex category when they do gender in accordance with that category. As incumbents, individuals are held accountable to cultural conceptions of conduct. Their doing of gender is assessed through a normative lens based on the 'essential natures' of becoming like woman or a man. They

conceptualized this as an ongoing situated process, a ‘doing’, rather than a being’. (West and Zimmerman 2009, p. 113-114).

### **3.2.4 Rationale for using Theory of ‘Doing Gender’**

West and Zimmerman’s notion of doing gender is a significant and relevant theoretical base for this study because conceptualizing gender as a ‘doing’ has significant implications for the notions of ‘masculinity’ and ‘femininity’ which cannot be fixed to individuals on the basis of sex or sex categories. Such conceptualization also opens up possibilities for multiple alternatives to be taken into consideration regarding gender and its associated categories. An individual may not always behave in line with the normative patterns of behavior but he or she may interact in ways which are associated with the other sex category. When an individual behaves according to the other sex category in which he or she is not placed, existing categories are challenged. Hence, ‘doing’ gender is not always living up to normative conceptions of masculinity and femininity, but engaging in behaviors which are liable to gender assessment (West and Zimmerman, 1987, p.13). Gender is conceptualized and understood as a social construction which has to be enacted or performed through the individual’s own process of identity formation. The second important aspect of this construction takes place within social interactions as individuals perform their gender within normative and situated conceptions of what it means to be a man or a woman (Moloney & Fenstermaker, 2002). Taken from this perspective, gendered identities are seen as dynamic, processual, emergent, and fragmented in nature (Pullen and Simpson, 2009) and the notion of doing gender offers insights into the negotiation of these multiple identities within discourse.

### **3.3 Methodological Framework**

This study has employed triangulation at theoretical as well as methodological level. Judith Butlers theory of performativity is the main theoretical assumption for this research, in addition, this study also draws on West and Zimmerman’s concept of ‘doing gender’ which is quite compatible with Butler’s theory. This study also has used mixed research methods and tools which as a technique helps to cross verify and validate data from multiple sources and strengthens the research. Keeping the inductive nature of this research in mind, the researcher has employed both qualitative and quantitative tools of data collection. Qualitative inquiry is generally seen as a relatively flexible research design. In contrast with the quantitative research,



qualitative methods have space for categories and concepts to be redeveloped and refined during the research process. The present study has aimed to explore the discursive performance and construction of identity in the workplace which is premised on flexible and dynamic use of language. Therefore, the flexibility of qualitative inquiry makes it a fruitful approach for investigating larger dynamics of interactional styles of working women and men, the role of stereotypes and norms and the space for agency and performativity in our context. Whereas, based on these categories; a quantitative tool like structured questionnaire has proved helpful in ensuring empirical evidence of this work. The quantitative tool has helped in identifying patterns and variation in the communication styles of male and female leaders which is an important aspect of identity negotiation.

### **3.3.1 Research Sites**

Women have a very small representation in job sector in Pakistan owing to many social and cultural limitations which has resulted in huge gap between male and female work force participation. Although there is still a huge gap in male and female labor force participation in Pakistan, the female labor force participation has almost doubled in the recent decades from 13.4% in 1990 to 24.5% in 2016 (World Bank, 2016). Higher inflation and globalization pressures have been identified as the key factors causing increase in labor force participation ratio of women (Cheema and Yasmeen, 2003, p. 279).

Traditionally, there were very few professions which were socially and culturally considered appropriate for women, teaching being the most highly valued in addition to medical and nursing. However, over a period of time, with the slowly changing social and cultural dynamics, the choice of professions for women has expanded as women in Pakistan have been increasingly joining various sectors of workforce including banking and corporate sector, information technology, and various fields of engineering, arts and design. However, still one of the key areas of employability for women in Pakistan is in academia where women have sizeable representation as compared to other areas because teaching has always been socially and culturally the most valued profession for women Pakistan.

It is significant to mention here that women have reached to top managerial positions in Higher Education Institutions (HEIs) as Vice Chancellors, Directors/Heads of various administrative departments, and as Deans and Heads of departments ,though this increase is

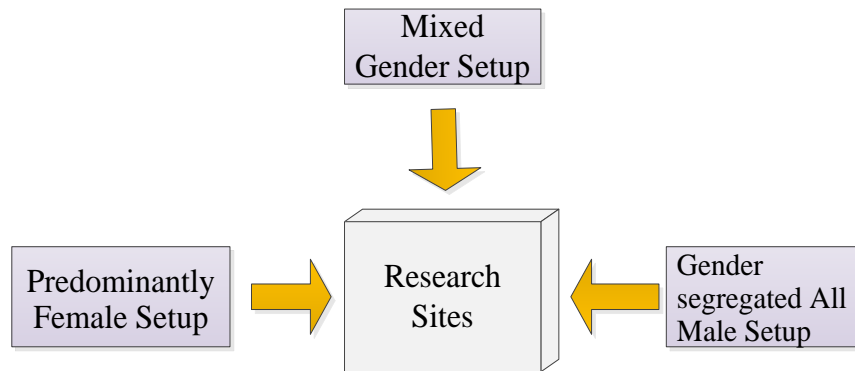
more visible in women only HEIs (Khokhar, 2018). Therefore the academic settings of universities have been selected as research sites for this study because the focus of this study is the analysis of workplace discourse to explore multiple identities of male and female leaders (particularly social, gender and professional identities ) and these universities provide the workplace settings where both males and females hold leadership positions. Hence the workplace discourse data from the selected academic settings is most suitable as it provides data to analyse the interaction between multiple identities of male and female leaders. In these selected academic settings both men and women hold leadership positions on various levels of hierarchy which is important for this study because it is important for analyzing how male and female leaders employ language in various ways to discursively accomplish their leadership identity and how they draw a balance between their gender identity and professional roles as leaders.

Most of the public as well as private sector universities in Pakistan are mixed gender set ups employing both male and female faculty. However there are few universities which are either gender segregated set ups having separate male and female campuses or women only universities. Three public sector universities of Islamabad and Rawalpindi have been selected as research sites for this study. Since this research is a gender based study, the public sector universities having a sizable number of males and females as senior faculty, holding various positions of authority along high levels of hierarchy, offer relevant sites for investigation of workplace discourse from gender perspective. Whereas the reason for selecting public sector universities of Islamabad and Rawalpindi is that the researcher is based in Islamabad and has access to these universities of twin cities. The three universities selected as research sites for this research study have different set ups with references to gender. One of the three research sites is a women university which has predominantly female faculty and females holding various senior positions of authority as deans and registrar including a female vice chancellor. However, a small number of males also work in this setup as faculty, as administration and as lower staff. The second research site is the male campus of a gender segregated public sector university having separate male and female campuses. In this gender segregated set up there is minimum opportunity for mixed gender interaction which takes place during joint meetings of the high officials of male and female campuses. Otherwise most of the routine communication takes place within their respective separated set ups. The third research site for this study is a public sector

university having a mixed gender set up which has male and female senior faculty and males and females holding various positions of authority as heads of departments and deans.

**Table 3.1: Research Sites**

S.No	University Name	University Set up	Public/Private	Location/City
1.	Fatima Jinnah	Predominantly all	Public Sector	Rawalpindi
	Women University	Female set up	University	
2.	International	Gender segregated-all	Public Sector	Islamabad
	Islamic University (Male Campus)	Male setup	University	
3.	Federal Urdu University of Arts, Science,& Technology	Mixed Gender setup	Public Sector University	Islamabad



**Figure 3.1 Research Sites**

This selection of universities with two different compositions of male and female employees proved fruitful for comparative analysis of data.

### 3.3.2 Research Sample

Sampling of the research sample is significant factor in any research as the accuracy of the findings and authenticity of the research greatly depends on the right sampling technique chosen. The researcher has employed purposive sampling and non-probability convenience

sampling technique to collect the sample for the current study. The purposive sampling is selected mostly in qualitative research for the “identification and selection of information-rich cases related to the phenomenon of interest” (Gay et al., 2009, p. 1). In purposive sampling, the researcher selects a sample that is believed to be representative of the given population. In purposive sampling, the researcher purposefully identifies criteria for selecting the sample. The liability of this sampling technique is dependent on the researcher’s criteria (Gay et al., 2009). For this purpose three major public-sector universities from the twin cities in Pakistan were selected for data collection through interviews, questionnaire, observation and recordings of naturally occurring talk/discourse in workplace meetings. The three selected universities are International Islamic University Islamabad (Male segregated campus), Fatima Jinnah Women University Rawalpindi and Federal Urdu University of Arts Sciences and Technology Islamabad. It is vital to rationalize the criteria of selecting these Universities first. Since the research in hand investigates a socially constructed phenomenon doing gender, performing leadership, and negotiating identities at workplace specifically at the universities, it was significant to choose different hierarchical dimensions in one, female-only (segregated) organizational setup; two, male-only (segregated) setup and three, mixed (gender) setup. The sample comprises of male and female faculty from the above public sector universities working on multiple levels of hierarchy working as VC, deans, and heads of departments as the study accounts for the quest of ‘doing gender’ in holding position of authority.

The universities chosen for this research are based in the twin cities (the capital and the suburb of capital known as twin cities) because of the fact there is not any concentration of single cultural ethnicity, which was least possible otherwise. Hence the samples chosen for the study in hand are highly specified and itemized beforehand, playing an important role in representing entire group and representing different strata and dynamics of hierarchy in these setups. Pertaining to the objectives of the research and the dimension of research questions the data collection was a challenging task as the research concerns the naturally occurring discourse. In that regard the researcher being resident of Rawalpindi, it was convenient, practical and manageable to access these workplaces (universities) hence the non-probability convenience sampling is another dimension and technique that sufficiently rationalizes the sampling technique. The Convenience Sampling is a non-probability sampling technique in which samples are chosen from the specific population only because they are conveniently available to the

researcher. These samples are chosen only because they are easy to lodge and research (Henry, 1990).

### **3.3.3 Data Collection Tools**

As this study is a mixed method research, quantitative as well as qualitative tools have been used for collection of data. Two qualitative tools have been used for collecting qualitative data. Audio recordings and observations of workplace meetings have been employed as tools for collecting naturally occurring talk/discourse, whereas semi structured interviews have been conducted to get detailed insights of men and women about their language use for construction and negotiation of identities in the workplace. On the other hand, a structured questionnaire has been used as a quantitative tool to collect empirical evidence on the topic of investigation.

### **3.3.4 Interviews**

Interviewing is a frequently used method for collection of data in qualitative research and mixed-methods research designs. It is considered a suitable method for holistic analysis, in depth description and interpretations of meanings in context. Therefore, interviewing is a useful starting point for in-depth understanding of complex social practices and processes such as multiple gender identity construction and negotiation which is the focal point of this study. For qualitative data, the researcher conducted semi-structured interviews with the working women and men from academia from the selected sample of larger population (universities for this study). These interviews were audio recorded and later transcribed for analysis.

The in-depth interviews helped the researcher to get a deeper insight into the understanding and perceptions of the research participants about gender dynamics of official communication in academia, and the role of norms and stereotypes in indexing the linguistic aspects of interaction as masculine or feminine. The interviews also helped the researcher in exploring the value attached to particular styles of interaction in the workplaces of interviewees, and the various ways in which the interviewees navigate these features in their interactions in order to negotiate multiple identities and construct various persons across various contexts. The interviews were conducted with the help of a semi-structured interview guide which was developed by the researcher on the basis of the review of relevant literature. The expert opinion was sought on the interview guide from experts of English Linguistics and it was finalized

according to their academic input, feedback and insights (See Annex I). The semi-structured interviews allowed informants the freedom to express their views in their own terms. Since it is a mixed method research using quantitative as well as qualitative tools for data collection, the interviews have been used as a tool to provide comparable qualitative data. The interviews of males and females working in the selected research sites of academia were conducted with an aim to help in comparative analysis of data being collected through other data collection tools used for this research which include a structured questionnaire and observations and audio recording of official meetings bringing in naturally occurring data. The interviews aimed to focus on data related to how males and females working in academia and holding positions of authority perceive their own particular interactional styles and their general observations and experience about the features of interactional styles of men and women working in various universities.

All the male and female leaders being interviewed for this study reported having three or more than three years of experience of working in the current position of authority which indicates their level of familiarity with their co-workers. However, it is important to mention here that composition of teams being led by these male and female leaders were a mix of senior level faculty and junior level faculty members. Since the key focus of analysis in this study is the gendered dynamics of language use and identity construction, the level of familiarity between heads and co-workers has not been taken as an explicit focus in the interviews. However, in the analysis of meetings data the aspect of familiarity does come up at some points where the analysis highlights the discourse strategies used by male and female heads for accommodating senior or junior team members during interaction.

### **3.3.5 Sample of Interviewees**

The researcher conducted twelve interviews in all from male and female senior faculty members from the three selected research sites. In addition to their teaching responsibilities, all the male and female interviewees held positions of authority as VC, deans, and heads of departments. The respondents were chosen randomly from the selected three research sites depending on their availability and willingness to be interviewed. However the researcher ensured that all the participants being interviewed must be serving in position of authority within their workplace and must have more than five years of experience of having served in the position of authority in their respective workplaces. This was an important consideration which

was kept in mind for the selection of the interviewees because one of the key focuses of this research study is to explore the various ways in which males and females negotiate and construct multiple identities within their academic workplace while enacting their professional roles and authority within the micro instances of discourse.

The researcher conducted twelve interviews in all, out of which six were females and six were male interviewees. All of them had more than 10 years of experience and all were PhD's except one interviewee who was MS degree holder. Four of the female interviewees were working in an all-female set up whereas two of them were working in a mixed gender setup , however all of the female interviewees mentioned having experience of working in mixed gender set up at some point in their professional career. Similarly, four of the male interviewees were working in an all-male set up and two male respondents were working in a mixed gender set up. Like female interviewees, the males also mentioned about their experience of working in mixed gender set up at some point in their professional career. The duration of all interviews lasted between 30 minutes to 60 minutes with a minor exception of two interviews which were three to four minutes less than 30 minutes.

### 3.3.6 Ethical Considerations for Interviews

**Table 3.2: Details of Female Interviewees**

S.NO	Gender	Qualification	Designation	Workplace Set-up	Years of Experience	Duration of Interview
1.	Female – Dr.Sonia	Ph.D.	VC	All female set-up	30+	30 minutes and 11 seconds
2.	Female- Dr.Asma	Ph.D.	Dean	All female set-up	15+	42 minutes and 31 seconds
3.	Female Dr.Afia	Ph.D.	Head of Department	All female set-up	10+	56 minutes and 12 seconds
4.	Female Dr.Salma	Ph.D.	Head of Department	All female set-up	20+	45 minutes and 28 seconds
5.	Female	Ph.D.	Head of	Mixed	15+	29 minutes and 5

	Dr.Sarah		Department	gender setup		seconds
6.	Female	MS	Head of	Mixed	15+	24 minutes
	Maria		Department	gender setup		and 35 seconds

Before the start of each interview, the researcher explained the purpose and background of interview in detail, ensured the confidentiality and sought the consent of each interviewee. The researcher also got a written consent form signed from each interviewee individually (see Annex II).The interviews were audio-recorded through mobile phone and the researcher informed each interviewee about recording and sought their consent for being recorded. However one of the interviewees refused to be recorded, which was positively complied by the researcher. Furthermore, the researcher has used pseudonyms for referring to the interviewees in table 3.2 and 3.3. Throughout the interview data analysis in chapter 5, the researcher has used pseudonyms for the interviewees to ensure their confidentiality.

**Table 3.3: Details of Male Interviewees**

S.No	Gender	Qualification	Designation	Workplace Set-up	Years of Experience	Duration of Interview
1.	Male	Ph.D.	Dean	All Male set up	15+	39 minutes and 25 seconds
	Dr.Hashim					
2.	Male	Ph.D.	Head of Department	All Male set up	20+	30 minutes and 18 seconds
	Dr.Mohsin					
3.	Male	Ph.D.	Head of Department	All Male set up	10+	31 minutes and 47 seconds
	Dr.Shoaib					
4.	Male	Ph.D.	Head of Department	All Male set up	15+	44 minutes and 26 seconds
	Dr.Malik					
5.	Male	Ph.D.	Head of Department	Mixed Gender setup	15+	31 seconds and 29 minutes
	Dr.Wali					



### **3.3.7 Audio Recordings and Observations**

When a research study aims to investigate the features of actual language use, recordings are the most appropriate tool for collection of such data. So the second instrument that is used for data collection is audio recordings and observations of actual workplace interactions. The researcher observed and audio recorded departmental meetings where and when she got permission and access. The researcher took detailed observation notes to supplement the recorded data. The researcher took observation notes on semi-structured observation sheets which were developed with the help of detailed review of related literature (See Annex VI ).The main focus of observation sheets was to capture general overall impressions about the patterns of the features of interactional styles of meeting chairs and the participants.The observation sheets were aimed to capture the ongoing dynamics of meeting interaction and to capture the essence of multiple identity negotiation as it emerged in the micro instances of discourse.The audio recordings were transcribed using the technique of intelligent transcription and relevant excerpts have been analyzed. The audio recordings have been submitted in CD form .The medium of interaction during meeting was mainly Urdu so the meeting excerpts of naturally occurring talk were in Urdu. The analysis focuses on the naturally occurring talk/discourse, however the excerpts have been translated from Urdu to English for the convenience of readers. In order to ensure and enhance the reliability of the translations, the translated scripts have been reviewed by four experts holding PhD in Urdu and English (See Annex IV).This review procedure of translations comprised of two steps wherein as a first step the translated scripts (translated by the researcher herself) were shared with the experts to seek their input and feedback. In the second step, the translations were revised in light of the comments and feedback of the experts and the revised translation scripts were finally reviewed and approved by the same experts.

The audio recordings of interviews have been transcribed using the technique of intelligent transcription and relevant excerpts have been presented in tables form in the analysis section. The focus of this research study is how men and women in leadership positions construct their multiple identities in workplace discourse as they perform their professional roles and enact authority, so workplace meetings offered the most appropriate instances of interaction to explore the linguistic dynamics of identity negotiation and construction. The key focus of analysis in this study is the discourse strategies and interactional styles of male and female leaders, whereas the

discourse features used by the conversational partners (participants of the meeting) are the secondary focus. The discourse features of conversational partners are analysed only to the extent they contribute to overall discursive dynamics and the gendered aspects of workplace discourse. Furthermore the analysis also focuses on the way conversational partners respond to the discursive styles of male and female leaders as they chair meetings and interactionally enact their authority.

### **3.3.8 Ethical Considerations**

In order to audio record and observe the departmental meetings in the selected universities, the researcher sought written permission at two levels. First of all the researcher got formal permission from the higher authorities of each university to collect data through questionnaires, interviewees, audio-recordings and observations of various departmental meetings. (See Annex VI) On the other hand, written permission was also sought from every meeting's chair individually before the start of each meeting. The verbal consent of meeting participants was also sought for being recorded and observed. Before the start of each meeting, the meeting chair introduced the researcher and purpose of her research in front of all meeting participants. The chairs informed the meeting participants about being recorded and observed by the researcher and verbally sought their consent. The collection of meeting data through observations and recordings was the most challenging and time taking task as the researcher had to go through meticulous efforts of tracking the departmental meetings schedules from different departments of the selected sites. Secondly, she was allowed to record and observe selected meetings depending on the content and confidentiality. When the content and agenda of meetings was highly formal, sensitive, and confidential, she was not allowed to observe and record those meetings, however she got access and permission during the routine departmental and task focused team meetings.

### **3.4 Coding of Qualitative Data: Thematic Analysis**

The qualitative data for this study has been obtained in audio form through semi-structured interviews and audio-recordings of workplace meetings. The audio recorded data has been transcribed by the researcher and has been coded using the procedure of thematic analysis. The data has been coded manually by employing deductive coding starting with predefined set of codes and these predefined codes are then assigned to the qualitative data. The codes are pre-

defined on the basis of widely cited features of feminine and masculine interactional styles which have been used as parameters for qualitative analysis of this study (see 1.14 Parameters for the Study, p. 18). In order to identify themes and find patterns in the qualitative data thematic analysis has been applied in six steps as given by Braun & Clarke (2006). As a first step, the researcher thoroughly went through the interviews and meeting transcripts in order to get familiarized with the data and to identify parts of data which answer the research questions outlined for the study. During familiarization the researcher did critical and analytical reading of the text and also took notes on individual transcripts to guide coding and analysis in the coming steps. After getting familiar with the data, in step two the researcher assigned predefined codes on the data by carefully labelling parts of data which relate to the defined codes. In step three the researcher read all the transcripts one by one and identified patterns and themes of defined codes across all the transcripts. The themes were identified by clustering and grouping the codes around common unifying feature so that they reflect and describe a coherent and meaningful pattern in the data. For example the dominant pattern which emerged from data mainly clustered around the following themes 1.uniformity and variation in the use of discursive features and conformity or resistance to the normatively indexed discursive patterns. However keeping in view the flexibility of thematic analysis, the researcher has also been open to take account of significant patterns and themes which may not be enlisted in the pre-defined codes. The important aspect of this stage is that it also involved exploring the relationships between themes in order to see how the relationship between various themes works together in highlighting an overall story about the data.

In step four, the researcher thoroughly reviewed the themes which involved a recursive process whereby the researcher reviewed the themes in relation to the coded data and overall dataset. The main aim was to see if the identified themes worked in relation to the data and whether it captured the relevant data more meaningfully. The review process aimed to ensure that the set of themes captured most relevant and important data in relation to the research questions.

The next step involved defining and naming the themes to elaborate what is meant by each theme and the essence it aimed to capture. The themes were defined in line with the parameters adopted for this study. It is important to mention here that there is variation in the patterns of codes and themes for the data collected through two different tools which include

semi-structured interviews and audio-recordings of workplace meetings. However, within the interview transcripts there are emerging patterns which indicate uniformity as well as variation in the way males and females use language to perform their leadership roles. During this step, the researcher also selected extracts from transcripts according to the emerging themes. These extracts were then arranged in tables according to the themes.

In the last step, the researcher produced a detailed analysis on the basis of data arranged in tables according to the identified themes.

### **3.5 Analytical Framework for Analysis of Qualitative Data**

The research on language and gender has passed through different phases thereby modifying its course and broadening the areas of investigation. The researchers argue that sociolinguistic studies which focused on gender can be classified into two different types: early variationism work that examines phonological and grammatical patterning is the first to mention, whereas the second broad category, in which this study falls into, is the examination of patterns of interaction within discourse. This second category is broadly termed as interactional sociolinguistics (Woyak & Benue, 1997). As part of this overall sociolinguistic approach, the researcher will utilize the technique of discourse analysis to analyze the relationship between language and gender identity construction in the workplace of the selected public sector universities. The term “discourse” is typically defined as “language beyond the sentence” and the analysis of discourse is generally concerned with the investigation and study of language in texts beyond just the level of sentence (Yule, 2010). As language-users and discourse analyst, one is capable of more than simply recognizing correct versus incorrect forms and structures hence rather analyzing the discourse in a reasonably descriptive manner in its unusual, subjective and socially constructed practice, is the point of concern. Drawing on some key concepts a framework has been developed which will be used as analytical framework for this particular research. This framework of analysis developed here integrates a range of different approaches, bringing together Butler’s (1990) notion of performativity as the main theoretical base, the community of practice (CofP) framework, Foucault’s (1972; 1981) conceptions of ‘power’ and ‘discourse’, as well as Ochs’s indexicality model. (Ochs’s, 1992).

This study has adopted social constructionist paradigm and using Butler’s performativity model, this study unravels how gender identity is negotiated, performed and accomplished in

interaction. Butler's performativity model completely conceptualizes the way identity is perceived within sociolinguistics moving away from fixed and static notion of identity to more fluid and dynamic version as Cameron puts it the performative perspective on identity construction has turned the traditional sociolinguistic acts of identity on their head (Cameron, 1996).

Butler presents an alternative view to the traditional essentialist perception of linguistic behavior. Whereas in early variationist paradigm, the main argument was that your linguistic behavior represents 'who you (already) are, but within social constructionist paradigm, Butler alternatively argues that 'who you are, and are taken to be depends on your repeated performance over time of the acts that constitute a particular identity'. Cameron (1996, p. 47).

### **3.5.1 Community of Practice:**

Secondly, the analytic framework for this study also draws on community of practice (CofP), a framework which puts emphasis on process and interaction. The concept of community of practice has been effectively applied by the researchers to analyze language and gender in the workplace. The original CofP concept was given by Lave and Wenger (1991) but within language and gender research it was promoted by Eckert and McConnell-Ginet (1998). Who define this concept as follows?

An aggregate of people who come together around mutual engagement in an endeavor. Ways of doing things, ways of talking, beliefs, values, power relations – in short, practices – emerge in the course of this mutual endeavor. As a social construct, a CofP is different from the traditional community, primarily because it is defined simultaneously by its membership and by the practice in which that membership engages. (Eckert & McConnell-Ginet, 1998).

When we examine gender within activities of a CofP, we are provided with a focus on gender performance of individuals. One angle of these activities is localized instances of interaction, but at the same time we can also view these activities as situated within larger social systems and structures. With its focus on diverse interactional practices at the micro-level, the CofP approach enables analysis of discourse as men and women produce and reproduce their gender by different forms of participation in different community of practices.

The notion of 'practice' is fundamental in CofP approach because the focus is on what members of a CofP do. Other central concerns are the practice and activities of the members which indicate their belonging to the group. CofP also takes into consideration the values, attitudes, beliefs, and social relations underlying their practice. So, this approach does not account for the essentialist gender differences lens, but the key focus of this approach is the difference gender makes. The shift from static, essentialist to more dynamic practice and activity focused approach has significant implications for the gender based analysis of language as this research study attempts to do. When an analysis is done from this angle, the notion of gender takes very different meaning, because here it is not taken as a pre-given essential category being brought to the interaction but it emerges and takes shape during the ongoing interaction through display of gendered behaviors. The CofP approach does not go by the singular, fixed understanding of gender, but it focuses on the multiple ways in which people exploit gendered resources (language as a central resource for this study) for negotiation and construction of their identities according to the communities of practice in which they belong or in which they associate. 'Practice' being the center of analysis in this approach pulls in the main focus as it unfolds through the discourse strategies being employed and the linguistic choices being made and particular features of interaction to mark the membership or association to a particular community of practice. In this way CofP draws attention to the dynamic nature of talk. It enables the analyst to look at workplace interaction as social practice in action as the participants of the interaction are constantly negotiating meaning. Within the micro level of interaction, by making multiple linguistics choices and styles, they are reproducing, redefining, or challenging the macro social structures.

When we analyze workplace interaction, we observe that there are two levels of context in which this interaction is embedded: one level is the micro level operating within the organization at the level of various work groups or particular communities of practice. The second level of context exists at wider macro socio-cultural and institutional level. CofP approach proves quite valuable in examining how language contributes to the construction of gender identity within these two levels of contexts.

There is compatibility between the CofP approach and the social constructionism in the way they view gender as both these approaches take interest in *actions* and *process*. Many

researchers have argued that there is a strong relationship between conception of gender as a social construct and the CofP approach. As pointed out by Holmes and Meyerhoff (1999, p.180) there is a strong compatibility of the social constructionist view of gender and the CofP approach as it is a dynamic and process focused approach. According to Cameron (1996, p.45) there is a strong theoretical compatibility between the two approaches because men and women, as they interact within different CofPs, they are required to produce gendered identities. They either perform their gendered identities in accordance with the normative ways by choosing to use language in ways which are considered appropriate in the communities they belong or they may also challenge the prevailing gender norms by resisting or refusing to make normative language use.

According to these approaches *actions* and *process* are the means of constructing communities. In CofP framework language is seen more holistically, paying attention to the various features of contexts within which language is used. In such context models language is viewed as working in two ways: as being responsive to the context, being shaped by it, and at the same time shaping contexts or communities of practice. From the angle of community of practice approach the speech of people does not happen in a vacuum. There are some key contextual factors which are important to consider in order to analyze people's speech: the participants you are speaking to, the topic and purpose of conversation, and the setting in which the conversation is taking place. So it is a more fluid and dynamic model that allows space for 'performativity' and suggests that communication varies according to the contextual factors and according to the particular 'community of practice'.

### **3.5.2 Rationale for using Community of Practice Approach**

This dynamic CofP model has significant implications for the current study because the core assumptions of this model are helpful for exploring the phenomena of multiple identity negotiation that this study aims to explore. This model involves the changing identity and relationships of the participants which is key to understanding the possibility of constructing multiple identities in various contexts and communities of practice. This model also takes into consideration the purpose or goals of an interaction between the participants, the setting in which they gather, as well as the various topics of their discussion. All these core components of the

CofP model allow space and possibility for more fluid and socially variable communication styles.

Throughout their lives people keep on entering new communities of practice: they are required to constantly produce their gendered identities by performing what are taken to be the appropriate acts in the communities they belong to. But this performance does not always necessitate adherence to appropriacy of acts. The participants of an interaction also challenge prevailing gender norms as they refuse to perform those acts. (Cameron, 1996, p. 45).

CofP approach holds a particular value in analyzing workplace interactions because it focuses on the mutually constitutive nature of various elements of an interaction: ‘individual, group, activity, and meaning’ (Eckert, 2000, p.35). A change in any of the elements of interaction might also have a direct impact on the way participants engage in the linguistic practices.

The main focus of CofP is on localized social practices, which is generally examined by conducting ethnographic qualitative research. Marry Bucholtz summarizes the usefulness of the CofP approach by pointing out that it is through CofPs that individuals’ ‘local identities and the linguistic practices that produce these identities become visible to sociolinguistic analysis as the purposeful choices of agentive individuals, operating within (and alongside and outside) the constraints of the social structure’. Bucholtz (1999,p. 221)While pointing to the various level which CofP approach touches, McElhinny (2003) highlights that the CofP approach can be viewed to bridge the gap between local practices within the localized context of interaction and the overall macro power structures in society:

### **3.5.3 From Micro-level Linguistic Analysis to Macro-level Discourse Analysis**

The CofP approach accounts for the micro level analysis whereas the macro aspect requires an analysis of gender at an overarching institutional level. (McElhinny, 2003).In order to account for the macro level analysis the analysts have to go beyond the CofP approach. The macro level analysis helps to bring in more comprehensive perspectives on the relationship between languages and gender there by paving way for theories that extend beyond local communities of practice. The macro level aspects of interaction are beyond the scope of CofP approach because this approach focusses on localized context and the linguistic strategies used by the participants



within that particular setting. But the localized interactions do not take place in a vacuum but within the overall organizational setting and culture. It is crucial to explore the connection between interaction in localized specific settings or communities of practice and the larger overall organizational culture. In order to assess how gender operates at an overarching, institutional level, we need an additional analytical component. This requirement brings us to the consideration of the notion of ‘gendered discourses’ for analyzing the macro aspects to ensure that gender is also examined at the macro level of social structuration.

#### **3.5.4 Gendered discourses**

Gendered discourses play crucial role in sustaining, reproducing, and transporting gender ideologies through talk and the verbal practices that frequently recur within an institutions setup. Gendered discourses operate within every organization as sets of norms and attitudes which play an important role in conceptualizing gender within organizations. Depending on the nature of prevailing gendered discourses, gender can be conceptualized differently in a male dominated setup, in an all-female setup, or in a gender mixed setup. These norms and attitudes often play prescriptive and constraining roles in both obvious and tacit ways depending on how much space they manage to occupy within any workplace. Generally gendered discourses have quite differentiated implications for the performances of males and females in any organization as they produce more expectations and constraints upon the roles of females as compared to males. Particularly in patriarchal societies like Pakistan where it is not just the larger social fabric which is male dominated but most workplaces are also male dominated. In organizations where both men and women are employed, men do not only dominate in terms of number, but also otherwise. The socio-cultural norms operating in the social fabric of society also creep inside the organizations in the guise of gendered discourses and act as constraining force particularly for women. The sets of norms and attitudes embedded in the gendered discourses act as a constraining force thereby limiting the agency of individuals particularly women to make completely independent choices while interacting within the organization. However it is not always the case that these gendered discourses manage to constrain the individuals completely, it depends on the level of resistance from individuals how they manage to resist the prescribed set of norms and redefine, or rework by choosing to perform in different ways. The identification of gendered discourses is an academic construct in itself. Particularly two key research methods

have been employed by the sociolinguists in this regard: The first one is long-term ethnographic studies which focused on linguistic interaction in various social contexts. Whereas the second research method involved detailed micro level analysis of specific samples of language. (e.g. Baxter 2003; Mullany 2007; Sunderland 2004). The research exploring the phenomenon of gendered discourses indicate that there is some empirical evidence which enables us to argue that gendered discourses do exist as a recognizable phenomenon. While exploring the features of interactional style of women and men at workplace, which is the focus of this study, it is important to look at 'gendered discourses' because they can potentially have significant implications for their experience of working in public sector academic institutions especially while holding positions of authority. Because discourses determine the possibility for a senior officials to be evaluated positively or negatively by their colleagues and subordinates and to be regarded as an influential role model within various settings.

### **3.5.5 Conceptualization of Gender and Discourse**

The phrase 'gendered discourses' consists of two strongly debated words which makes it pertinent to define and decode both the terms 'gender' and 'discourse' for the sake of further clarity. It is important to note that difference has been drawn between 'gender' and 'sex' since early sociolinguistic research on language and gender done in the quantitative variationist paradigm. 'Sex' is a well-recognized grammatical and sociolinguistic term which refers to the biologically denoted categories, such as the 'male sex' or the 'female sex'. (Holmes, 2001; Trudgill, 2000). Gender, on the other hand, implies a social and cultural construct. Gender is a cultural construction which might be constructed differently in different cultures, and hence, is more variable. So keeping this distinction in mind, we proceed with the concept of 'feminine; and 'masculine' speech styles which are not necessarily uniformly same across all cultures. The diversity and differences of the speech styles of these two categories within different socio-cultural set ups indicates that they are neither based on nor refer to the innate characteristics of being male or female. Instead, they refer to the cultural associations of being a man or a woman, which may vary across different cultures and historical periods. The distinction between sex and gender is very crucial for the sake of clarity and simplicity. Some language and gender theorists have initiated quite radical and controversial debate regarding the status of 'sex' and 'gender' as static or socially variable categories. (E.g. Butler 1990; Cameron 2003). These theorists through

their debate have suggested that 'sex' is also a socio-cultural construct like gender, and both can be reconceptualised as scales, as a continuum rather than as absolute categories.

The notion of a continuum with reference to sex and gender adds new dynamics to these two concepts. Instead of polarizing male and female as distinct categories they have been viewed as a continuum on which these two terms are seen as operating. This particular way of looking at sex and gender is crucial for this study as it opens up possibilities for alternatives and options for the language users because they are not completely bound within fixed categories but there is an element of flexibility and alternative choices.

Now moving on to the second component of the phrase 'gendered discourse' brings us to the concept of discourse which again does not carry any one standard definition which can be considered uniformly applicable in all research endeavors. However, in the recent years there have been three working definitions of discourse. (Cameron, 2001).

Firstly, the notion of discourse has been described at a very basic level by the traditional linguist as 'language above the sentence' and discourse here is approached as an stretch of connected sentences or utterances'. The researchers and linguists who adopt this definition of discourse, their analysis focuses on discourse as texts with patterns and rules of coherence. Secondly, by the social scientists, discourse is regarded as 'language in use'. They focus on the special social functions of discourse, for instances, media discourse, educational discourse etc. Researchers who adopt this definition explore distinct and predictable feature of expression in various types of discourses. The third important definition of discourse is based on Foucault's conceptualization as he views it in the plural sense as discourses, as "language that systematically forms the object of which it speaks'. (Foucault 1972, p.49).From this perspective, discourses are viewed as 'language as social practices'. In this definition, the focus is on the social construction of reality which according to Foucault draws on the privileged knowledge or social and ideological practice.

This study will draw on the second definition of discourse to extent it aims to capture the aspects of institutional discourse which in this study is the public sector universities which are taken as research sites. However the analysis for this study will mainly draw on the third definition of discourse with its focus on the social construction of reality and language as a social practice.

### 3.5.6 Ochs's notion of Indexicality

Now coming back to the overarching notion of gendered discourse, in this study, I will adopt a dual definition of gendered discourse, keeping in mind that the two levels are inextricably interlinked. Gendered discourse is firstly defined at the level of interactional style i.e. discourse beyond the level of the sentence. In this definition speech styles are viewed as stereotypically gendered. This conceptualization of discourse is based upon Ochs (1992) work on indexing. (Ochs, 1992, p.341). Ochs based her theory on the understanding that there are very few linguistic forms which directly index gender. For example, pronouns he-she and titles including Mrs. There are very few examples of linguistic forms which index gender directly. Therefore it is important to consider that forms and linguistic strategies are indirectly indexed with gender.

Researchers have vastly explored the social meaning of several linguistic variables and their researches indicate that these variables are semiotic indexes of socially distinguishable categories, styles, and Personas (Eckert, 2003; Mendoza-Denton, 2002). This social recognition does not solely originate from the linguistic forms but the cultural meaning and interpretation that these forms acquire through repeated use over a period of time. Linguistic Variables do not carry an inherent, finite meaning but they gain their semiotic force in various local cultural contexts through indexical link with particular social groups and types. This association is not completely an automatic process, it may be faked through ideology, habitual practice, or both (Silverstein, 2003). Therefore while adopting an indexical approach to variation, the researchers are required to pay close consideration to the details of interactional context, which is important because linguistic variables attain social meaning within the interactional contexts. Interactional context has crucial role in shaping the social meanings of the linguistics forms. Ochs (1992) argues that there is no direct mapping of indexes onto social groups. Rather ,at first indexical relations are recognized between linguistic forms and brief interactional stances for example Tag questions and hesitation (direct indexicality), and when these stances are associated with the social groups who are believed to take these stances (indirect indexicality) for example women using tag questions more frequently. Hence associating hesitation with the linguistic form and then by virtue of that association of social meaning a feature of women's style is interpreted as hesitant.

The indirect indexing applies to multiples aspects of our social identities most importantly to our gender identity. The linguistic features not always index just one dimension of the socio-cultural reality but rather they index more than one dimension. However the case is that some dimensions are just taken up more frequently and are reproduced again and again so that they acquire the constitutive status of indexing some fact about gender. Nonetheless, this constitutive fact does not rule out the other multiple dimensions indexed by those same linguistic forms.

Ochs argues that the correlation between language and gender is not always based on direct indexing. This relationship is not merely, direct mapping of linguistic form to social meaning of gender. Ochs argues that the relation of language to gender is established and mediated by the relation of language to several positions, social acts, social activities, and other social constructs. In various socio-cultural contexts men and women understand gender meanings through understanding various pragmatic functions of language, for example, stating a stance. Men and women as members of a social and organizational setting understand local expectations with regard to the sharing of these functions. Being members of the social and organizational setup they are also familiar with their variable expression across social identities.

Ochs's theory points to the fact that speech styles should not simply be classified according to biological sex. Instead of this, Ochs highlights that linguistic features may perhaps index social meanings including stances, social acts, social activities, and these in turn play an important role in constituting gender meanings. Sunderland argues that language can be indexed at a complete range of different linguistic levels, phonological, lexical, and syntactic, including interactional styles (Sunderland, 2004).

A crucial aspect of Ochs's position is her reference to the understanding and knowledge of norms and expectations regarding the use and related social meanings of various linguistic forms. In this regard she argues in order to comprehend and decode the relationship of linguistic forms with gender ,individuals have to achieve a 'tacit understanding' of norms and expectations and how they related to gender identities of individuals in their personal, social and professional spaces Ochs (1992, p.341,342). Based on the sociological understanding of language we can assume that language varies across various social contexts and this variation is not just limited to the linguistic form but more importantly to the social meanings that it carries.

Particular linguistic structures acquire particular means across various situational conditions. The meanings indexed in this manner can more appropriately be referred to as social meaning contrary to the purely referential and logical meanings as expressed by the linguistic structures. In every community, the linguistic resources are available to the members of that community, for communicating such social meanings while simultaneously they are providing other levels of information.

### **3.5.7 Rationale for using Ochs's notion of Indexicality**

This research study draws on Ochs's theory (1992) because it enables us to explore the interface between language and gender in the following way. It sees the linguistic indices and forms as non-exclusive because the same features of interactional style can be used by men and women. This view offers a flexible model to explore the features of discourse from gender perspective and it also integrates with the concept of gender performativity which has been adopted as a theoretical base for this study. However, as performativity theory refers to the role of norms as 'rigid regulatory frame', Ochs's theory also takes linguistic norms into consideration, as men and women interact under the constraints of linguistic and cultural expectations about masculinity and femininity. The language preferences and choices of men and women are influenced by these norms as they engage in personal, social and professional interactions. (McElhinny 2003, p. 35).

### **3.5.8 Foucault's Notion of Discourse and Power**

The second manner in which gendered discourses are conceptualized centers on Foucault's definition of discourse. The discourse theory given by Foucault (1972; 1981) has heavily influenced the feminist linguistic studies especially since the 1990s. Foucault conceptualizes discourse in a much broader sense to examine language and gender at the level of social structuration. Therefore Foucauldian definition of pluralized discourses as 'practices that systematically form the objects of which they speak' will also guide the analysis of workplace discourse in this study (Foucault 1972, p.49). With its focus on the socially constructed nature of reality, Post-structuralism has played central role in developing understandings of the strength of the constitutive potential of discourse. The main focus of Foucault's definition of discourse is also the constitutive potential of discourse(s) as he conceptualizes social realities as discursively produced. He sees identities of speakers of an interaction being produced and continuously

reconstructed within discourse. Since he sees identities being constituted by discourse he further goes on to argue that identities are not just produced within discourse but they are also open to redefinition through discourse. Hence, according to his view both identity construction and redefinition occurs within discourse, not outside it. Drawing on this definition is important for the current study since the main theoretical framework of this study is Judith Butler's performativity model which is influenced by Foucault's notions of power and discourse to a great extent. Following Foucault, Judith Butler, also views discourse as profoundly constitutive: in her theory of gender performativity she sees 'performativity' as the aspect of discourse that has the capability to produce what it names (Butler, 1993; also 1990, 1994, 1999).

This study will also draw on Foucault's notion of power because he conceived power in much different way from the previous modes of conceiving power. His views on power cannot be easily incorporated with the previous conceptions of power. Foucault argues that 'discourse transmits and produces power; it reinforces it, but also undermines it and exposes it, renders it fragile and makes it possible to thwart it' (Foucault, 1978, p.101) .In his view power is not necessarily an oppressive tool. He does not see discourse as divided between the dominant and the dominated groups. For Foucault power is not a static force possessed by the powerful people or institutions rather he sees power not as concentrated but pervasive and diffused. He views power as embodied and enacted within discourse and stresses on the discursive role of power rather than the coercive role because in his view power constitutes agents .He does not see power as being deployed by the agents which is an important conception from the perspective of the power of discourse. Foucault's conception of power is particularly significant for this study because here power has been conceptualized as enacted and contested within interactions .As this study is also considering an insight into the role of norms and stereotypes, so his theorization of power enables resistance to the norms of gender stereotyping by bringing them to the fore of analysis. So from this perspective, individuals are not simply seen as passive and oppressed because power is not seen as deployed by any particular individuals rather it is pervasive and diffused and therefore he sees power in constant flux and negotiation.

### **3.6 Quantitative Methodology**

This section below elaborates the tool used for collection of quantitative data and the statistical tests applied for the analysis of quantitative data are also briefly explained.

### **3.6.1 Questionnaire Development**

In order to measure the patterns and variations in the features of interactional styles of men and women a questionnaire has been developed on the basis of extensive literature review. (See Annex VII). The questionnaire focuses on the parameters referred as widely cited features of feminine and masculine interactional styles. These parameters have been elaborated in the introduction of this study since they have been used as baseline for this research. As the focus of this research is negotiation of multiple identities in the workplace, the questionnaire data provides empirical evidence of patterns and variations in the features of interaction styles of men and women. This empirical data reveals whether there are any significant differences in the way men and women use language in their workplaces. The questionnaire data also reveals if men and women who hold positions of authority in the selected universities use normative features of masculine and feminine interactional styles or they resist and redefine the normative patterns of language use. The conformity as well as resistance to the normative features of interactional styles is significant for this study as it explains how individuals negotiate and construct their multiple identities within discourse.

This research instrument starts with nominal data which includes personal information of the respondents while second part deals with the features of interactional styles. The researcher has used five points Likert Scale (strongly disagree, disagree, neutral, agree and strongly agree) to measure how men and women, working in selected universities, interact in particular situations and what discourse strategies they use in the context of performativity and doing gender. In order to compute easily and for statistical convenience, the researcher has summoned responses on numerical values ranging from 1 to 5, where 1 implies strongly disagree and 5 implies strongly agree. The researcher has used the same scale for all items of the questionnaire. In order to analyze data, the researcher used data analysis software SPSS.

### **3.6.2 Validity and Reliability of Questionnaire**

Each newly constructed and designed scale is tested for validity and reliability test (Cooper & Schindler, 2006). The researcher carried out reliability and validity of questionnaire to ensure its quality. The researcher attempted to ensure face validity, content validity and reliability of the questionnaire. Face validity was ensured through looking at general lay out and scheme of questionnaire whereas the content validity was established by reviewing the



instrument whether it measures the features of interactional styles which it is aims to measure. In order to ensure that the questionnaire is measuring what it is intends to measure, the content validity was ensured through discussions, consultations and deliberations with gender experts, academicians, and relevant experts to ensure that the instrument is measuring the required features. The questionnaire was shared with experts of English linguistics for their valuable insight and was finalized after several revisions and back and forth input from relevant experts. Reliability test on questionnaire was employed to show inter item consistency through Cronbach's alpha coefficient. According to Nunnally (1967) range of Cronbach's alpha 0.70 is acceptable while 0.80 is considered good while Cronbach's alpha value equal to 1 is symbol of higher internal consistency and reliability.in the range of 0.70 are acceptable and over 0.80 are good. (Sekaran, 2003).

### **3.6.3 Quantitative Data Analysis**

The twos tests used for analysis of quantitative data are Chi-Square test and Independent t-Test which are briefly elaborated below.

### **3.6.4 Chi-Square test**

To measure the difference between observed counts and expected counts, the chi square distribution is applied. Generally, it is useful for proving assumptions (e.g. when there are two samples and comparing proportions) and in measuring confidence intervals (e.g. the confidence interval for the standard deviation). Similarly, chi square is also used for determining problem classifications in series including primarily (i) does a data set fit a particular distribution, (ii) Are the distributions of two populations same, (iii) whether two events might be independent, and(iv) Is there a difference between actual variability and expected variability within a population. Degrees of freedom  $df$  in a given problem is a key factor in a chi square distribution. The sum of squares of  $df$  standard normal variables is the random variable in chi square distribution, which must be independent. Degree of freedom is directly dependent on all the important features of chi square.

### **3.6.5 Assumptions of Chi-Square:**

- The primary distribution for these tests is chi square.
- Attribute data (X data and Y data are attribute)

- Its observations must be independent.
- It works best with > 5 observations.

In order to study the symmetry of data and degree of freedom, chi square is applied for this study. After analysis it has been observed that the data is symmetrical as per Pearson chi-square.

### **3.6.6 Rationale for using Chi square**

Chi-square tests allows the researchers to compare the actual and expected frequencies empirically, since it is not always possible to express just by looking at them whether they are different enough to be taken as statistically significant. In case of this research this helps researcher to see the statistical significance to see the differences between two groups (males and females) hence alone, but instead may be suggestive of other processes at work.(Rana & Singhal,2015). Douglas & George (2003) also suggest that to determine whether the association between two qualitative variables is statistically significant, researchers must conduct a test of significance called the Chi-Square Test. Moreover, Advantages of the Chi-square are its robustness with respect to distribution of the data, its ease of computation, the detailed information that can be derived from the test, its use in studies for which parametric assumptions cannot be met, and its flexibility in handling data from both two group and multiple group studies.

### **3.6.7 Independent t-Test**

Independent T-test is two sample t-tests. It is one of inferential statistical tests that is used to find out that is there a statistically significant difference between the means in two dissimilar groups. The assumptions of independent T test are:

1. Independent observations. This assumption is needed if every case characterizes a different person or other statistical unit.
2. Normality: A normal distribution in the population must be followed by the dependent variable. This assumption is only required for samples lesser than 25 units.
3. Homogeneity: the value of standard deviation of dependent variable must be equal in both populations. This is only required if sample sizes are (sharply) not equal.

### **3.6.8 Rationale of using Independent T test**

For the study, the t-test is applied to assess whether the means of two groups, or conditions, are statistically different from one other. T-tests are valuable for analyzing simple experiments or when making simple comparisons between levels of your Independent Variable (Marilyn & Theresia, 2003). McMillan and Schumacher (2010) also suggest that it is reasonably powerful test used on data that is parametric and normally distributed.

## CHAPTER 4

### ANALYSIS OF MEETINGS

The analysis in this chapter focusses on various excerpts from meetings which commenced in the three public sector universities selected as research sites for this study. Through this analysis, the research mainly explores some of the diverse and multiple ways in which males and females working in the selected universities and holding positions of authority, negotiate multiple identities personal, social, and professional identities while managing workplace discourse. The micro analysis of the discourse strategies and the linguistic structures of their workplace discourse illustrate the multiple ways in which these male and female authority holders in universities respond to the diverse contextual conditions and communicative demands of the workplace discourse by negotiating their multiple identities and drawing a balance.

This analysis proceeds with the goal of unpacking the discourse strategies and linguistic choices within the micro instances of interaction by using the theory of gender performativity as a post-structuralist lens. The analysis of discourse strategies and linguistic features of interactional styles of males and females draws on important theoretical shift in language and gender research moving away from the traditional approach which looked at the difference between male and female speech as pre-determined on the basis of gender and brought into interaction as if they pre-exist discourse. However, it is important to mention that this analysis focuses on the discursive construction and negotiation of social, gener, and professional identities of men and women within the instances of interaction instead of approaching the identities of men and women as static, fixed and preexisting the discourse. Hence, through the analysis of naturally occurring data of meetings, this research explores the uniform patterns as well as looks for diversity and variation in discourse strategies, linguistic structures, and features of interactional styles of men and women for exploring the various aspects of language and gender in the workplace discourse. As far as workplace interaction is concerned, professional identity is seen as the most relevant identity to come into play. However this analysis

demonstrates that multiple identities are negotiated and constructed during workplace interactions. The most relevant to mention for the sake of this analysis are the negotiation, performance, and construction of social and gender identities of males and females which figure prominently in the instances of workplace interaction. Hence, the analysis explores the linguistic construction of professional, social and gender identities and professional relationships. By analyzing the discourse features, discourse strategies and discourse styles of males and females who hold managerial positions, the analysis highlights the construction of their multiple identities as they emerge through their interactions in meetings. The analysis explores the variability as well as the patterns in the discourse strategies of males and females as they interact in official meetings. The focus on variability and patterns helps in exploring whether they utilize language in normatively feminine or masculine ways employing normatively feminine and masculine features of interactional style. Hence, the analysis also explores variety of ways in which males and females use language to meet the requirements of their professional identity, negotiate their social and gender identities, and perform professional roles.

#### **4.1 Analysis of Meeting No.1-Monthly Departmental meeting held in a Predominantly Female Setup**

This is a departmental meeting which took place in a predominantly all female university. The female head of department had called meeting of all faculty members to discuss the following agenda points:

- Formation of new WhatsApp group for department official communication
- Feedback about Milad arrangements by the department
- University’s twenty years celebrations event (Judge for the videography event, cleaning, and decoration of the department before 20 years celebration event, Annual Dinner).

The participants of the meeting comprise one junior male faculty member and seven female faculty members including the head of department Ms.Irum who is also chairing the meeting.

**Table 4.1: Pre-Meeting Conversation**

S.No	Sentence as uttered by the speaker	English Translation	Codes
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1.	<i>Uzma:Bohat achi lag rahay hain</i>  <i>Aj tou ap 4 saal pehlay wali lag rahi hain.</i>	Looking very pretty  Today you look the same as you did four years ago	Compliments on Appearance
2.	<b>Irum:hmein hmein full financial support bhi hay</b>	<b>We</b> also have full financial support	Collaborative: Use of first person plural inclusive ‘We’-Solidarity oriented pronoun
3.	<i>Irum:hum unofficially usko radio walay mein karein gy kyunkay hum kuch nahi ker sktay video mein hmein isko utha k neechay lay jana mushkil ho jayega</i>	<b>We</b> will accommodate her in radio section unofficially- <b>We</b> cannot do anything about video section-It will be difficult for <b>us</b> to carry her downstairs	Collaborative: Use of first person plural inclusive ‘We’
4.	<i>Irum:it is dangerous -I don’t want that actually</i>	it is dangerous - <b>I don’t want that actually</b>	Autonomous Use of first person singular individualistic ‘I’
5.	<i>Irum:Dekahin mein nay tou request ki hay university walu ko k agar ap nay disable bachi ko admission dia hay to hmein room neechay walay saray dain ist floor pay nahi</i>	See- <b>I</b> have requested the university(administration),if they have given admission to a handicapped girl ,they should give <b>us</b> ground floor class rooms –not the ones on first floor	Combination of Autonomous and Collaborative Mixed use of individualistic ‘I’ and inclusive ‘we’ and ‘us’.

This analysis of the above table 4.1 focuses on the pre-meeting talk which took place before the actual start of the meeting. The meeting was scheduled at 11.00. All participants were present for the meeting well in time except one faculty member. As soon as the participants take

seats they notice the new haircut of the head of department-Ms. Irum, who is also the meeting chair. The participants pass compliments on Irum's new hair style. One faculty member says: *Bohat achay lag rahay hain*

*Aj tou ap 4 saal pehlay wali lag rahi hain.* The other faculty members also give compliments which are welcomingly received by meeting chair with a smile. This brief excerpt from the pre-meeting talk from a predominantly female set up brings out an aspect of feminine community of practice (cofp) as giving compliments on appearance is traditionally associated with feminine style of interaction. This feature of compliment on appearance is conventionally coded as feminine which aligns with the normative perception of the feminine community of practice.

Moving forward, some pre-meeting talk takes place before the formal start of the meeting which lasts for around two minutes and most of which is about work related formal matter where the chair uses pre-meeting time to discuss an important issue with her staff unofficially. This particular issue is not directly part of the meeting agenda but it is discussed 'unofficially' till all the participants join the meeting. Before the formal start of meeting there is a brief discussion about a student who is handicapped. The discussion is about her access to the classrooms which are downstairs in the basement which has no access for the wheelchair, so Irum- the meeting chair is discussing this issue with the faculty members about how to manage the student's wheelchair access to the classrooms in the ground floor. The normative perception about feminine cofp is that women talk mainly about family during the pre-meeting talk whereas men talk about work related stuff even before the actual meeting starts. This brief piece of interaction seems to challenge the normative conception as the female head utilizes the pre-meeting time to discuss a work-related topic which is not directly included in the agenda.

In the above examples in table 4.1 Irum-the meeting chair predominantly uses plural, inclusive solidarity oriented pronouns 'us', 'we' and 'our' which indicate her team focused orientation as negotiates between collaborative and autonomous identities as a boss. As soon as she starts talking about dealing with the issue of handicapped student, she sets an inclusive tone in the very beginning by using the word **hmein** *full( financial) support bhi hay*-which indicates her team oriented approach towards the issue under discussion. She continues with the same approach which gives an impression that the issue will be dealt as a team and not as an individual

or boss. *Hum unofficially usko radio walay mein karein gy kyunkay hum kuch nahi ker sktay video mein hmein isko utha k neechay lay Jana mushkil ho jayega* .Here she shares a possible solution to the issue of wheelchair access to the rooms downstairs. Since the videography courses rooms and labs are downstairs not having wheelchair access Irum says that they will keep her in elective course for audio because the rooms are on ground floor and they have direct access for wheel chair. Although Irum has the authority to take decisions as head of department, she does not communicate her decisions as orders or instructions. Instead of using imperatives, she structures her sentences in more inclusive and collaborative style by using first person plural pronouns **hum, hmein**. This implies that she is considerate of possible challenges which her faculty members may face while dealing with the issue of a wheel chair bound student's access to the classrooms. Instead of positioning herself as a boss, she positions herself as part of a team. This is an example of collaborative interactional style where Irum negotiates between her authority as a boss and her role as a team oriented leader who is considerate about her team members. In line 9 and 10 we can see an important shift in Irum's linguistic choices as Uzma, a female faculty member points to the possible danger of manually transporting student's wheelchair to the down stairs class rooms. Irum reaffirms Uzma's suspected danger by sayings *it is dangerous -I don't want that actually* thereby clarifying her position as head who is having the authority and who can in future be held accountable for any mishap in the department. Here she takes position of a head and uses an individualistic 'I' structure to explain her position. In the sentence which follows, she again uses an individualistic first person pronoun 'Mein' to communicate that she has taken the required action as a head and has done her duty. *Dekahin mein nay tou request ki hay university walu ko k agar ap nay disable bachi ko admission dia hay to hmein room neechay walay saray dain ist floor pay nahi* Irum clarifies her position to her team that she has brought the matter to notice of the concerned authorities and has requested for required measures, but her request has not been positively responded by the responsible authorities. In second part of line 10 and line 11 she again switches back to collaborative sentence constructions to take her team on board. Irum skillfully integrates inclusive we and individualistic I sentence structures and effectively negotiates her identity as collaborative and autonomous boss in order to deal with the requirement of ongoing interaction. She is simultaneously performing her role as a head that is responsible for departmental decisions and



as a team leader who is considerate about the consequences of her decisions for her team members.

**Table 4.2: Formation of WhatsApp Group-Collaborative, Autonomous, Authoritative Identity Construction**

S.No	Sentence as uttered by the speaker	English Translation	Codes
1.	<i>Irum: I think I should start - theek hay?</i>	I think I should start – is that right?	Autonomous
2.	<i>Irum:Tou officially hum start ker rahay hain Mein siraf ye remind krana chahti hu k hum na ek whatsapp group bnana chahtay hain Hamara ek unofficial group already hay, hum ek official bnana chahtay hain</i>	So we are starting officially- I only want to remind that we want to form a whatsapp group –We already have an unofficial group-We want to form another official group	Collaborative Autonomous
3.	<i>Irum: jab ap chutti kertay hain exam duty walay din – tou is din agar apki duty hay tou You have to request on your personal basis –theek hay?</i>		Assertive Authoritative+ Autonomous
4.	<i>Irum:please exam duty mein jis din ap leave lain-dekhain I could also say k aap leave na lain magar ap leave lay sktay hain ....But you have to on</i>	Please when you take leave during exam duty-see I could also say you to not take leave but you can take leave..... But you have to on your personal basis request	

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	<i>your personal basis</i>	<b>somebody to do it for you</b>	
	<i>request somebody to do it</i>	and if someone does not	
	<i>for you aur agar koi nahi</i>	agree,so <b>you have to come</b>	
	<i>kerta tou you have to come</i>		
5.	<i>Irum:aur agar koi nahi</i>	and if someone does not	assertive Authoritative+
	<i>kerta tou you have to</i>	agree,so <b>you have to come</b>	Autonomous
	<i>come.</i>		

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This analysis of table 4.2 is based on the meeting discussion about formation of WhatsApp group .It explores how the meeting chair negotiates between collaborative, autonomous and authoritative identity construction. As soon as most of the participants are present in the meeting room. Irum, the meeting chair officially starts the meeting with an individualistic starting sentence *I think I should start - theek hay?* By using an individualistic *I* structure she establishes her authority as a boss and takes charge of running the meeting as a chair. She ends her opening sentence with a question tag thereby seeking affirmation from the rest of participants about the official start of the meeting. In the very next sentence *Tou officially hum start ker rahay hain Mein siraf ye remind krana chahti hu k hum na ek whatsapp group bnana chahtay hain Hamara ek unofficial group already hay, hum ek official bnana chahtay hain* Irum switches to inclusive *hum* structure to mark the start of the meeting. As we analyze this switch between initial *I* and *We* it is interesting to note the way Irum mitigates the use of individualistic *I* with a question tag and switches to a collective structure in the very next sentence in order to continue with her team oriented approach and to mitigate the assertive impact of an individualistic start . As the meeting proceeds, while announcing all the details of new WhatsApp group, Irum mainly draws on collaborative sentence structures and maintains the pluralistic approach while giving directives. In line 3 another important shift is also clearly observable in Irum’s interactional style as she explains the use of new WhatsApp group for important official departmental communication. In very clear and authoritative style Irum communicates that it is mandatory for all faculty members to ensure their own presence or arrange timely replacement for their exam duties. *Jab AP chutti kertay hain exam duty walay din –tou is din agar apki duty hay tou you have to request on your personal basis –theek hay?* Irum gives clear instructions in this regard by using modal auxiliary *have to* in order to stress the

obligatory nature of her instructions. Although she uses a question tag at the end of her instruction but it is functioning as more of a reconfirmation that her instruction has been received by the participants. The question tag here is not used to seek agreement. Rather, in the following sentences Irum repeats her instructions once again using modal auxiliary structure **have to** to communicate the obligation of her instruction.

*please exam duty mein jis din ap leave lain-dekhain I could also say k aap leave na lain magar ap leave lay sktay hain ....But you have to on your personal basis request somebody to do it for you aur agar koi nahi kerta tou you have to come* . In line 4 she starts with courteous expression *Please* and points to the accommodating space that she is willing to provide to her team by saying that she will not allow leave to any of the faculty members during exam duties but she points out that she is flexible and accommodative. In this sentence Irum implicitly refers to her authority and position that she has the authority to take strict decision but she is flexible to the genuine issues of her team. At the end she clearly makes her point in an assertive expression as she says *aur agar koi nahi kerta tou you have to come*. Irum skillfully negotiates between collaborative and assertive styles of interaction by making variety of linguistic choices at different stages of interaction and constructing her identity as boss in varied ways.

As she winds up the exam duty instructions, she again adopts collective team oriented approach by saying *exam duty aur jis din apka paper hay poori koshih krein k ap khud aen magar khuda na khasta kuch ho jata hay aur ap nahi aa sktay tou hum zaroor koshih krein gy k hum accommodate ker lain*. Knowing that she will need her team's cooperation and support in her willingness to accommodate people during exam duties she makes strategic use of collective inclusive **Hum** to indicate team ownership of her decision. The analysis of above extract shows that Irum uses inclusive *we* and **Hum** to soften the effect of directives which indicates her conciliatory approach towards her team. Although she communicates her instructions with clarity, she does not use direct and assertive structures and avoids being bossy. She skillfully integrates *me* and *us* structures to maintain her conciliatory interactional style.

The following Table 4.3 includes extracts from the meeting discussion about twenty years celebrations event of the university and explores the assertive and autonomous identity construction of meeting chair through her talk. The university is planning to hold a celebration event on completing 20 years since it was established. The departments have been asked to hold

various programs, competitions and exhibitions for 20 year’s celebrations event. Irum, the head of department, has attended planning meeting of all departments’ heads with the Vice Chancellor. Irum is now communicating with her department faculty about her department’s event organization and preparations for university’s 20 years celebration event. Irum starts with an inclusive approach saying that *twenty years celebrations ki meeting hui the VC sahiba k sath – is mein hamein request ki gaye hay k hum documentary competition ya videography competition kraen* .She uses inclusive **hamein** and **hum** to imply that they are expected to organize this event as a department and as a team. This is how she makes a very strategic start of the meeting to establish her implicit message that the event will be organized and managed by the department as a team.

**Table 4.3: Twenty Years Celebrations Event Assertive-Autonomous Identity Construction**

S.No	Sentence as uttered by the speaker	English Translation	Codes
1.	<i>Irum: 20 years celebrations ki meeting hui the VC sahiba k sath –is mein hamein request ki gaye hay k hum documentary competition ya videography competition kraen</i>	20 years celebration meeting took place with VC-We have been requested that we should organize documentary competition or videography competition	Team Oriented inclusive <b>WE</b>
2.	<i>Irum: Looking at the time that is left I was thinking –mein nay isko open ker dia hay – documentary ki bajaye mein ny open ker dia hya k short film he ho –kunkay it is not enough time to make new videos.</i>	Looking at the time that is left <b>I was thinking –I have kept it open</b> –Instead of documentary <b>I have kept it open</b> that it should be short film because it is not enough time to make New videos.	Assertive Autonomous

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<b>3.</b> <i>Irum: Tou mein is mein Maria aur Sir Hasib ko suggest kerti hu k ap donu mill k is event ko organize karein – Is it ok with both of you?</i>	So- in this regard <b>I suggest to Maria and Sir Haseeb</b> that both of you organize this even together- <b>Is it ok with both of you?</b>	Authoritative Autonomous
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However throughout the rest of the sequence of this interaction Irum communicates in an autonomous and assertive style. As head of department Irum has been asked to organize a documentary or videography competition for the event. *Looking at the time that is left I was thinking –mein nay isko open ker dia hay –documentary ki bajaye mein NY open ker dia hya k short film he ho –kunkay it is not enough time to make new videos.* In this sequence Irum is seen to be enacting and asserting her authority as a boss as she uses first person singular **I** structures to communicate the decisions which she has taken as head of department. In quite autonomous and assertive way she states *mein nay isko open ker dia hay* and further stresses the firmness of her decision by saying *kunkay it is not enough time to make new videos.* The way she announces her decision in direct individualistic way does not seem to leave space for consultation with the faculty nor does it seem to seek their approval. She enacts her identity in an autonomous manner and establishes her authority as a boss.

Irum continues with communicating what she has decided and announces the assigned roles and duties. Irum communicates her order using direct imperatives *Tou mein is mein Maria aur Sir Hasib ko suggest kerti hu k ap donu mill k is event ko organize karein ,Is it ok with both of you?* However she uses some lexical choices and discourse strategies as mitigating strategies for her direct imperative. For instance, she uses the word *suggest* in line 3 which mitigates the direct **I** structure at the beginning of her sentence. In order to further attenuate her direct imperative she uses a question tag as she asks for her team members Maria and Hasib's agreement to her decision towards the end which is instantly and positively responded by her male team member who has been assigned the role of organizer. So the analysis reveals that Irum constructs her professional identity as a boss by drawing on variety of discourse strategies. She draws on a variety of features from feminine as well as masculine styles to perform and construct her professional authority.

The extracts in the next table 4.4 are from discussion about media person and celebrity to be invited as a judge for short film/videography competition which the department has been asked to organize for upcoming twenty years celebration event at the university. This analysis explores how the meeting chair accomplishes consensus oriented conflict management through effective discourse strategies and mitigates the impact of contestive humor. During this discussion there is a lot of conflict around who should be invited as judge because many different names are suggested by the meeting participants. Irum-the meeting chair very strategically deals with this conflicting situation adopting a consensus oriented approach.

**Table 4.4: Judge for the Videography Event- Consensus oriented conflict management, Contestive Humor**

S.No	Sentence as uttered by the speaker	English Translation	Codes
1.	<i>Irum: Ab masla ye hay k they expect us to have a judge - who is prominent and well known</i>	Now the problem is that <b>they</b> expect <b>us</b> to have a judge - who is prominent and well known	Communicating instructions/orders in depersonalizing way
2.	<i>Irum: Haroon sb ko phone ker rahay hain- wo utha nahi rahay-ab btaen?</i>	We have been calling Haroon sb-he is not receiving call- now what?	
3.	<i>Irum: He is very critical –wo ho ga ye k he will not like all the entries.</i>	He is very critical-so what would happen is that he will not like all the entries	Indirect-Disagreement
4.	<i>Salma: Mam can we invite a celebrity?</i>	Mam can we invite a celebrity?	Indirect suggestion in interrogative form (junior to senior)
5.	<i>Irum: yes we can-If you can convince him or her</i>	yes we can-If you can convince him or her	
6.	<i>Rida: Wow</i>	Wow	Mocking Humor
7.	<i>Senior female faculty:</i>	our movies are worth	Mocking Humor-

	<i>hamari movies is qabil hain k celebrity aye?</i>	enough to have a celebrity as a judge?	Confrontational
8.	<i>Senior female faculty :well-I don't recommend I don't recommend</i>	Well-I don't recommend. I don't recommend	Direct Disagreement (Senior to Junior) – Confrontational
9.	<i>Senior female faculty: Hum bohat oper nahi ja sktay-(Laughs).</i>	We cannot fly so high	Satire Mocking Humor
10.	<i>Irum: Meary pas ek aur idea bhi hay – Sunil ko na bula lain?</i>	I also have another idea- shouldn't we invite Sunil?	Conflict Avoidance- (Diverging conflicting discussion)
11.	<i>Rida: Daikhain hamaray department ka koi ayega tou biase show ho ge haan- Aur ye well known bhi nahi hay.</i>	See- If someone from our own department will come-it will show bias- and he is also not well known.	Indirect Disagreement (Subordinate to Boss)
12.	<i>Uzma:is say behtar hay k hum Madam Naqvi ko bulaen kyunkay inka ek background hay</i>	It is better that we invite Mam Naqvi because she has a background	Indirect Suggestion(inclusive hum)
13.	<i>Irum: yes-that's not a bad idea.</i>	Yes- that's not a bad idea.	Conciliatory – Welcoming
14.	<i>Irum: Haroon sb ko poori koshish krein k wo aen agar nahi aaye tou Dr.Naqvi wala idea mujhy bura nahi laga – what do you think?</i>	Try your best to invite Haroon sb-if he doesn't come, I don't think inviting Dr.Naqvi is a bad idea-What do you think?	Consensus oriented- collaborative+conciliatory
15.	<i>Irum: What do you think?</i>	What do you think?	Collaborative Consensus oriented
16.	<i>Senior female faculty</i>	It's a good idea-good	Direct Agreement

	<i>:acha idea hay-acha idea hay</i>	idea	+Collaborative
17.	<i>Irum: agar wo donu nahi agree kertay tou phir tumhari suggestion ko daikhain gy.</i>	If both of them do not agree- we will see your suggestion then.	Consensus oriented- collaborative+conciliatory
18.	<i>Sara: Ali shah?</i>	Ali Shah?	Indirect suggestion (in interrogative)
19.	<i>Irum:Ali Shah-yes-Ali Shah is an option</i>	Ali Shah-yes-Ali Shah is an option	
20.	<i>Female faculty:bohat achay hain-he is very nice</i>	He is very good-he is very nice.	
21.	<i>Irum:haan-he is good option</i>	Yes-he is good option	Direct Agreement +Collaborative

She opens this discussion in a depersonalizing way referring to the higher management as collective *they* as she says *Ab masla ye hay k they expect us to have a judge - who is prominent and well known* which indicates that it is not her requirement, but the senior management expects them to bring a *prominent and well known* judge for the event-in a way she sets a level of expected suggestions from the participants. As soon as she finishes saying this, two faculty members simultaneously suggest the same name Haroon, a famous media person. Irum instantly responds to them saying *Haroon sb ko phone ker rahay hain-wo utha nahi rahay-ab btaen?* Meanwhile one of the participants suggests a prominent and famous actor's name, Irum responds in logical and non-confrontational way explaining why he can't be a suitable option. *He is very critical –wo ho ga ye k he will not like all the entries.* Using indirect refusal as a strategy Irum responds in an impersonal way giving reason which is easily agreed to by the meeting participant who had suggested that name. By explaining the reason for her refusal Irum attempts to attenuate the impact of her refusal using indirect refusal and attenuation as a feature of discourse which is traditionally indexed as feminine. The very next name is suggested by the most junior faculty



member Salma as she asks *Mam can we invite a celebrity*. To which Irum replies very welcomingly *yes we can-If you can convince him or her* but as soon as Salma mentions the name of celebrity there are mocking comments from other participants especially the senior female faculty members. One senior faculty member mockingly says *Wow* followed by laughs from other participants. Another senior member questions *hamari movies is qabil hain k celebrity aye?* One more participant assertively says *well-I don't recommend*, and she immediately repeats her sentence *I don't recommend* whereas another participant says *Hum bohat oper nahi ja sktay- (Laughs)*. At this point in meeting the participants can be heard to use humor as a strategy to mock the suggestion made by a junior faculty member because in their view the suggestion is too ambitious keeping in view the quality of event. This is an instance of contestive humor where the meeting participants are mocking the suggestion of a junior faculty. Although contestive humor is normatively associated with masculine style of interaction, in this extract it is used by female faculty members while interacting in a feminine community of practice.

As the meeting chair Irum notices the increasing conflict and mocking remarks from some of the senior faculty members, realizing that the contestive use of humor makes the meeting space quite confrontational, she changes the topic in a very lighter mood by floating a suggestion on a lighter note as laughingly she says *Meary pas ek aur idea bhi hay – Sunil ko na bula lain?* It seems that Irum mentions Sunil's name just to bring down the discussion from confrontational mode. She uses humor as a resource to diffuse the confrontational situation and as a face saving strategy for the junior faculty member who was mocked by the senior faculty members. She mentions Sunil's name as an open option because he is from the same department and is also associated with media and arts. Irum's position her identity as a solidarity oriented leader who makes effective use of humor to maintain collaborative floor while running official meeting as a chair. Here she draws on features of interactional styles of being collaborative and non-confrontational, which are conventionally coded as features of feminine interactional style. Meanwhile a senior faculty member Rida responds to Irum's suggestion *Daikhain hamaray department ka koi ayega tou biase show ho Ge haan- Aur ye well known bhi nahi hay*. Being conscious of her status as a faculty member who is going to disagree with the department head, Rida uses the strategy of indirect disagreement *thereby* explaining why Sunil will not be an appropriate option. Meanwhile another faculty member Uzma suggests that *is say behtar hay k hum Madam Naqvi ko bulaen kyunkay inka ek background hay* to which Irum instantly

responds *yes-that's not a bad idea*. Irum also uses an indirect strategy to signal that Uzma's option is just ok. She does not debate Uzma's option any further and goes back her own option which she had suggested previously. At this point in meeting, there is an important dynamic to note as the way Irum asserts her authority in a covert manner by not commenting any further on Uzma's suggestion.

Irum further refers back to the first suggested name and then says Haroon *sb ko poori koshish krein k wo aen agar nahi aaye tou Dr.Naqvi wala idea mujhy bura nahi laga –what do you think?* Instead of instantly agreeing to Uzma's suggestion, Irum floats it to all the participants and seeks their suggestion by asking *what do you think* Uzma and male faculty member Hasib respond instantly, saying *acha idea hay-acha idea hay*

Irum the meeting chair then again gets back to junior faculty member Salma's suggestion (which was initially mocked by other senior faculty member) *agar wo donu nahi agree kertay tou phir tumhari suggestion ko daikhain gy*. By getting back to Salma's suggestion, Irum constructs her identity as a consensus-oriented boss signaling that as chair she respects and welcomes each participant's suggestion.

As the discussion proceeds, Sara, one of the faculty members and participant in the meeting, who had not participated yet suggests another name as she sees various options being discussed and debated. Sara suggests name in a brief interrogative tone calling the suggested name *Ali shah?* Irum positively welcomes her suggestion by saying *Ali Shah-yes-Ali Shah is an option*. Sara further elaborates her suggestion by saying that the name she has suggested is very good for this role *bohat achay hain-he is very nice* which is immediately agreed to and supported by another participants Uzma *haan-he is good option*.

At the end Irum wraps up all suggested options in a very practical, impersonal manner positioning her as a consensus-oriented team leader. She says that she will consider the names suggested by the meeting participants and the name of judge will be finalized depending on the their availability and acceptance, *acha hum poori koshish kaya hain Haroon sb say hamara contact ho jaye aur wo final ho jaen second I think Ali shah acha rahay ga-phir ma'am Zaidi bhi achi option hain*. The analysis of above extract reveals that Irum enacts her professional role in normatively feminine ways using discourse strategies from feminine end of the spectrum. She effectively negotiates between her authority and her solidarity-oriented approach as she diffuses

the force of contestive humor by displaying consensus oriented conflict management.

Although the meeting is taking place in a relatively feminine community of practice, the female participants of the meeting in this extract use masculine discourse choices by using contestive humor to mock their colleague. However the force of contestive humor is skillfully diffused by Irum, the meeting chair.

This analysis of the next table 4.5 is based on the discussion regarding Annual dinner of university .It focuses on exploring the discourse features of meeting chair which she adopts for giving direct instructions and orders and for enacting her identity as an autonomous head. Annual dinner is also part of the twenty years celebration event of university. Irum, the meeting chair is communicating the instructions to her department’s faculty about annual dinner participation .These instructions were shared in the higher authorities meetings which were attended by Irum in her role as head of the department. Irum starts communicating the decisions and instructions( taken in Head of Departments meeting with the VC and other senior administrative staff) using direct and unmitigated imperatives and modal auxiliary *have to* in order to communicate the obligation for compliance as she says *annual dinner is compulsory for all the faculty members so you will have to pay and come*. While passing directions regarding the annual dinner, Irum takes an authoritative position from the very start and passes directives in assertive manner thereby stressing on the compulsion for compliance. As one of the faculty members asks question what *if anyone is not able to come?* Although Irum chooses to respond indirectly by referring to the orders and possible accountability for non-compliance as received by the higher authorities. At the end of the sentence, she once again stresses her instructions in quite direct and assertive way, *VC sahiba nay kaha hy k uski explanation call ho ge-so you have to come*.She attempts to attenuate the impact of threatening assertion by depersonalizing the statement as *uski explanation call ho ge* which implies that as per VC’s order she will be bound to give explanation call to those who will be absent in annual dinner.

**Table 4.5: Annual Dinner- Direct Instructions and Orders-Enacting professional identity as autonomous head**

S.No.	Sentence as uttered by the speaker	English Translation	Codes
1.	<i>Irum: Annual dinner is compulsory for all the</i>	Irum: Annual dinner is compulsory for all the	Direct Instructions

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	<i>faculty members so you will have to pay and come.</i>	faculty members so <b>you will have to pay and come.</b>	
2.	<i>Irum: VC sahiba nay kaha hy k jo nahi ayega uski explanation call ho ge-so you have to come.</i>	Irum: VC Sahiba has said that the ones who will not come, will be issued an explanation call – <b>so you have to come</b>	Direct Orders Assertive
3.	<i>Irum:if your leave is already approved then its ok –theek hay?</i>	Irum: if your leave is already approved then its ok –alright?	Conciliatory collaborative
4.	<i>Irum:One percent absence ki tou hamary pas justification hay- agar kisi aur ki bhi ho ge tou obviously hum adjust karein gy but Lets have fun (on lighter note)</i>	Irum: <b>We</b> have justification for one percent – if anyone else’s leave is approved – obviously <b>we</b> will adjust – but lets have fun	Collaborative
5.	<i>Irum: <b>Let’s have fun.</b></i>	Irum: <b>Let’s have fun.</b>	Humor-using humor as a strategy to mitigate the impact of direct order and instructions.

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Another faculty member says that she has got her leave approved in advance even before the annual dinner was announced to which Irum responds positively and says if *your leave is already approved then its ok –theek hay?* Irum closes her sentence on a question tag which seems to be used for seeking reconfirmation for what she said.

As Irum winds up her instructions and orders for the Annual dinner, she concludes on an inclusive note as a team as she switches from assertive to collaborative style. *One percent absence ki tou **hamary** pas justification hay- agar kisi aur ki bhi ho ge tou obviously **hum** adjust*

*karein gy but Lets have fun (on lighter note)*. Irum uses the first person plural **hamaray and Hum** which indicates the shift from her individualistic assertive role of boss to a team oriented leader who believes in dealing with issues as a team. As she says *obviously hum adjust karein gy*, the choice of word **hum** indicates that the situation will be handled as a team and with cooperation from the team members. Instead of being assertive or authoritative, Irum makes strategic linguistic choices which are team oriented because as an experienced administrator she knows that she will need her team member's cooperation to accommodate and adjust with any unexpected absentees of their staff members. In this small extract, we can notice that Irum strategically shifts between an assertive authoritative style as a boss who is making sure that all important orders and guidelines are clearly communicated and understood. Whereas she skillfully closes in a more collaborative and team-oriented manner adding a tinge of humor as she says on a lighter note *Lets have fun-* by concluding her message on an inclusive lighter note, it seems as if Irum is using humor as a strategy to mitigate the impact of direct order and instructions which were communicated by her in the beginning in a direct authoritative way.

The analysis of table 4.6 in the following section explores the use of direct and assertive linguistic expressions of the meeting chair which she adopts for communicating disapproval. The direct and In this meeting extract, Irum uses direct and assertive linguistic expressions for disapproval when one of the female faculty members gets up to receive a phone call as her mobile rings during the meeting. As the faculty member gets up to take her call, Irum asks a direct question *important hay call?* Which is not intended to ask a question but to communicate her message if the call is more important than the meeting? The faculty member nods her head that she has to take the call, although Irum allows her to take call, she assertively tells her to get back to meeting within two minutes with a question tag at the end to make sure that the faculty member has received her instruction clearly: *Haan 2 minute mein aa jaen-theek hy?* Irum directly and assertively communicates her disapproval for meeting participants receiving calls during meetings, she even includes herself and disapproves the idea of receiving calls during meeting *.Mein tou apna phone-mobile idhar lay ker bhi nahi aye I don't know why you bring your mobile to the meeting?*

**Table 4.6: Phone call during Meeting- Direct and Assertive Linguistic expressions for Disapproval**

S.No.	Sentence as uttered by the speaker	English Translation	Codes
1.	<i>Irum: important hay call?</i>	Irum: Is this an important call?	Direct Question-assertive
2.	<i>Irum: Haan 2 minute mein aa jaen-theek hy?</i>	Irum: Yes-be back in two minute-right?	Direct-Assertive
3.	<i>Irum:Mein tou apna phone-mobile idhar lay ker bhi nahi aye I don't know why you bring your mobile to the meeting?</i>	Irum: I don't even bring my mobile phone here- I don't know why you bring your mobile to the meeting?	Direct – Assertive-Interrogatory
4.	<i>Uzma: mera silent pay hay</i>	Uzma: mine is on silent mode	
5.	<i>Irum: haan silent pay he rakho –mein tou lay k bhi nahi aye –mera mobile idhar hay he anhi-jo calls hu ge wo miss ho jaen ge-mein unko call back ker lug e</i>	Irum: Yes-keep it on silent-I did not even bring- my mobile is not even here- the incoming calls will be missed- I will call back later on-	Direct – assertive

As a faculty member says *mera silent pay hay* Irum immediately responds in a direct and authoritative manner *haan silent pay he rakho* and further asserts that despite being Head of department and chair of the meeting she strictly disapproves the idea of receiving phone calls during meetings even for herself as she says: *mein tou lay k bhi nahi aye –mera mobile idhar hay he anhi-jo calls hu ge wo miss ho jaen ge-mein unko call back ker lu ge*. Irum communicates her disapproval in direct, assertive, and unmitigated language to make it clear to her team that it is against the decorum of official meeting to bring your cell phones to meetings or receive phone calls.

## **4.2 Conclusion of Meeting 1 Analysis**

The detailed analysis of excerpts from meeting 1 highlight the various ways in which Irum effectively integrates the various aspects of feminine and masculine interactional styles to negotiate between aspects of her gender identity and professional role. Although this meeting takes place in a feminine community of practice, Irum uses range of discourse strategies from feminine –masculine spectrum to construct her multiple identities as collaborative and conciliatory team leader on one hand and assertive and autonomous boss on the other hand. She manages that by strategically negotiating with the contextual factors which include the setting of the meeting, her role as head of department and as meeting chair, the topics under discussion and the emerging dynamics of the discourse. She skillfully integrates the indirect, mitigated, and hedged ways of giving directives and more direct, assertive imperatives depending on the points under discussion. She constructs her professional identity in dynamic ways, at times enacting her authority in low key way and other times being more assertive, individualistic and direct.

## **4.3 Analysis of Meeting No 2-Planning meeting International Conference of the Linguistic Association of Pakistan (ICLAP)-held in a predominantly female setup**

This is a preparatory meeting for an upcoming international conference and it took place in a female majority women university. The meeting was conducted by two Male members, one of them was president of organizing body of conference i.e. ICLAP, and the other was vice president. In all, two males and six female faculty members who were part of various organizing committees for the said conference were among the participants of this meeting. Only three female participants actively participated in the meeting whereas the other three female members made least to no contribution in the meeting communication. The main agenda points discussed in the meeting are as follows:

- Extension in registration deadline for the conference participants
- abstract submission+review+finalization
- Program format
- Messages to be included
- Budget management

- Media coverage

The excerpts in the table 4.7 in the coming section cover the meeting discussion on extension in registration deadline for the conference particularly for the host university students. An interesting and important dynamics of this particular meeting is that it is conducted by two male members in a Women University-a setting which has female faculty in dominant majority and which is relatively a feminine community of practice. The opening conversational sequence of the meeting is quite interesting as both male and female participants use a strategic combination of collaborative, inclusive, as well as autonomous linguistic structures which set a consensus oriented tone of the meeting. All these discourse strategies are indexed as aspects of feminine cofp. Ahmad, the meeting chair, starts his opening remarks in an individualistic linguistic expression *Meray khyal mein agar office time say pehlay receive ho Jaen but* within the same sentence he uses an impersonal and indirect structure to mitigate the impact of his individualistic start. Since Ahmed is partially chairing the meeting in a feminine cofp and that too in his temporary official responsibility, he does not assert himself directly. He attempts to mitigate his assertion by depersonalizing the sentence. As he ends his first sentence, he again uses depersonalized sentence structure, but the lexical item *chahyen* stresses the obligation of his individual opinion *tou wo shumar kernain chahyain*. However, in the very next sentence, he switches to pluralistic approach and remarks on behalf of whole team *hum presenter's k liay tou registration date extend nahi ker sktay*. Although Ahmed uses an inclusive plural *Hum*, he does not actually seek opinion from other participants, but assuming their consent he uses plural *hum*. Ahmad's remark is immediately responded by a senior female participant Lubna as she strongly puts across her point of view and adds by saying *students participants k liay hmein allow ker daina chahye*. In the same manner as Ahmad, Lubna also uses a combination of linguistic choices within her one short sentence as she switches between collaborative *hmein* and assertive *ker daina chahye*. Lubna uses an indirect strategy of disagreement and using an impersonal firm imperative makes her point strongly.

**Table 4.7: Extension in registration deadline for the Conference Participants**

S.No.	Sentence as uttered by the speaker	English Translation	Codes
1.	<i>Ahmad: Meray khyal mein agar office time say pehlay</i>	Ahmad: <b>In my opinion</b> , if they are received before the	Autonomous + Collaborative



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	<i>receive ho Jaen tou wo shumar kernain chahyain</i>	office timing, they <b>should be considered-</b> We cannot	
	<i>–hum presenters k liay tou registration date extend nahi ker sktay</i>	extend the date for presenters.	
2.	<i>Lubna: Student’s participant’s k liay hmein allow ker daina chahye.</i>	Lubna: <b>We</b> should allow for the students participants	Collaborative Assertive
3.	<i>Ahmad: 30<sup>th</sup> tak hum ker daitay hain</i>	Ahmad: Let’s extend that till 30 <sup>th</sup>	Collaborative
4.	<i>Ahmad:-is say zaida late hum nahi krein gy – kyu k jab tak poori registration ka pta nahi chalta tab tak baaki management requirements ka idea nahi ho skta</i>	Ahmad: <b>We</b> will not allow later than that-because unless <b>we</b> know about final complete registration, <b>we</b> will not have idea about management requirements.	Collaborative
5.	<i>Ahmad:Hmein margin daikhna paray ga Registered participants hmaray pas must honay chahye</i>	Ahmad: <b>We</b> will have to see the margin- <b>We must have</b> the registered participants	Collaborative Autonomous

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Lubna’s assertion is positively responded by Ahmad, the meeting chair and he uses a pluralistic structure to indicate that this is a collectively agreed upon decision and says *30<sup>th</sup> tak hum ker daitay hain*. Ahmad further continues with the same inclusive and pluralistic linguistic structures to reiterate the collaborative ownership of the decision of extending registration date up to a certain limit and clearly mentioning no possibility of further extension, *is say zaida late hum nahi krein gy-Hmein margin daikhna paray ga-Registered participants hmaray pas must honay chahye* . Ahmed uses longer explanation to mitigate his direct assertion at the beginning

of the sentence and to justify the reason for his strong assertion. He uses indirect and depersonalized structures to soften the effect of his assertions.

The important point to note is despite the fact that both male and female participants of meeting use a combination of individualistic-autonomous linguistic choices as well as pluralistic-collaborative linguistic strategies, the overall communication pattern of the opening conversational structure of meeting remains collaborative and consensus oriented retaining aspects of a feminine copf, instead of becoming competitive.

The next analysis of table 4.8 covers discussion regarding publication. A major part of this discussion involves agreements and disagreements and building consensus and giving directives. This analysis elaborates the ways in which the meeting chair negotiates between authoritative and collaborative identities. As the meeting further proceeds, the discussion focusses on points related to publication and printing. A major part of this conversational sequence focuses on seeking and giving directions and suggestions about publication of the final abstract document of the conference. The analysis of this extract from Table 4.8 explores the linguistic choices used to give directives, suggestions and communicate agreements and disagreements by male and female participants of the meeting.

As the publication committee discussion starts, one of the female participants Hira asks question from the chair - *sir conference program ka font kia choose krein?* The chair responds to her question and gives directives using direct linguistic structures-*saray mega events mention ker dain- ICLAP 2016 wala program ap check ker lain –is k hisab say ker lain*. This sequence of instructions consists of direct imperatives communicating the desired guidelines in an autonomous manner.

In the next section, the excerpts in table 4.8 cover discussion about shields and certificates for the conference participants. The analysis elaborates on discourse feature of collaborative humor. The chair is almost about to wrap up the meeting, meanwhile one of the participants raises one last point for discussion, *Acha sir shields wgera aur token of participation ka kia kerna hay?* She invites the participants' suggestions about shields and tokens of participation to be given to the conference participants. Ali and Hira immediately make their points in direct expression *Ali: Yes-shields tou milni chahye, Hira: Sir Meray khyal mein tou honi chahyain*. However the meeting chair gives his point of view simultaneously using direct

and indirect linguistic choices with a combination of humor. *Speakers ko daina zruri hay aur chief guest ko* (Direct Expression) - *baaki agar ap afford ker sktay hain tou day dain* (laughs). (Indirect Expression). Knowing the fact that management team is already trying hard to manage conference arrangements within limited budget, the chair on a lighter note makes an indirect comment which implies the limitation of budget. He further continues with a lighter note comment as he says, *Kisi ko acknowledge kerna ho tou certificate sab say sasta kaam hay*.(laughs) by which he implies that given the budget limitations all they can afford to do is give certificates to all the participants because it does not cost much as compared to shields.

**Table 4.8: Shields and Certificates for the Participants- Collaborative Humor**

S.No.	Sentence as uttered by the speaker	English Translation	Codes
1.	<i>Saadia: Acha sir shields wgera aur token of participation ka kia kerna hay?</i>	Saadia: Sir, what should be done about shields and tokens of participation?	Seeking suggestions
2.	<i>Ali: Yes-shields tou milni chahye</i>	Ali-Yes, They should get the shields.	Direct Suggestion
3.	<i>Hira: Sir meray khyal mein tou honi chahyain.</i>	Hira: Sir in my opinion, shields should be given.	Direct Assertive suggestion
4.	<i>Ahmad: Speakers ko daina zruri hay aur chief guest ko- baaki agar ap affords ker sktay hain tou day dain</i> (laughs).	Ahmad:it is important to give (shields)to speakers and chief guest-rest, if you can afford, you can give .(Laughs)	Humor
5.	<i>Ahmad: Kisi ko acknowledge kerna ho tou certificate sab say sasta kaam hay</i> .(laughs)	Ahmad: Certificates is the most economical way, if you want to acknowledge somebody.(laughs)	Humor
6.	<i>Ahmad: Meray khyal mein reception committee thori koshish kray tou sponsor laa skti hay. is say budget</i>	Ahmad: In my opinion If reception committee tries a little bit, they can get sponsors, this will manage the budget.	

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*manage ho jayega*

7. *Saadia:hamara first women bank hay-wo abhi tak stone age mein hy (laughs)* Saadia: ours is first women bank which is still I stone age. Humor  
(Laughs).
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He further refers to what the reception committee can do for increasing budget *Meray khyal mein reception committee thori koshish kray tou sponsor laa skti hay. is say budget manage ho jayega*- A female participant ,who is also member of reception committee, responds to his comment saying *hamara first women bank hay-wo abhi tak stone age mein hy (laughs)*. Using humor as a linguistic strategy she highlights the limitations and issue with the idea of getting sponsors from university bank which she terms as working in “stone age “indicating that the bank works in traditional manner and may not positively respond to a more modernistic concept of offering sponsorships. Collaborative humor is conventionally associated with feminine interactional style where the participants collaboratively use humor to manage various aspects of discourse. In the above extract, the male chair and the female participant make effective use of collaborative humor while having conversations about the challenges of limited budget and making choices to manage things within their budget. The strategy of collaborative humor is effectively utilized by them to diffuse the possibly negative potential of an issue of budget limitations which could otherwise have become a confrontational communication of disagreements and blames. The strategy of collaborative humor by male as well as female participants makes this conversational sequence more conciliatory.

#### **4.4 Conclusion of Meeting 2 Analysis**

As Ahmed is chairing meeting in feminine community of practice, he employs various discourse strategies to run the meeting and negotiate between his masculine gender identity and professional role. The analysis reveals that he does power in quite tacit and covert ways as he uses depersonalized sentence structure to communicate his assertions while still maintaining the obligatory force of his assertion by using certain lexical choices. The analysis brings out the stylistic and linguistic variability as Ahmed negotiates his professional role and masculine identity while running meeting in a feminine cofp. He enacts his professional identity in varied ways- at times using authoritarian leadership style and at other points enacting in more collaborative and conciliatory ways.

The above analysis highlights that in the particular setting and context of this meeting, both the male and the female participants have flexible space to negotiate and enact their professional identities in multiple and creative ways, sometimes strong and assertive and other times more collaborative and conciliatory depending on various contextual factors. The male and female participants use a range of linguistic strategies, both direct and indirect to make their points. All the conversational sequence in the above meeting extract is co-constructed with a balanced contribution from male and female participants. The general pattern of meeting interaction remains collaborative, conciliatory and consensus based. Even though the male and female participants of the meeting are all senior level academics, the meeting communication does not become confrontational or competitive at any point.

#### **4.5 Meeting No.3-Preparatory Meeting ICLAP-2018 –held in a predominantly female set-up**

This meeting takes place in a public sector women university which has predominantly female faculty and staff. This is a planning and preparation meeting for an upcoming international conference. The members and heads of various organizing committees have already had a separate meeting to discuss the academic, logistic and administrative matters regarding the conference. They are now having meeting with their head and are going to discuss further administrative matters with her. The meeting is chaired by Fatima, one of the senior most females in department who is also head of the department which is responsible for organizing the conference. Two males and five females are among the meeting participants which also include Saania, a senior female faculty, who holds a senior position in university.

The excerpts in the following table 4.9 are from meeting discussion on conference planning and preparation focusing on the city trip and cultural night for the conference participants. The analysis is focused on the assertive and authoritative performance of the professional identity of the meeting chair. The meeting starts with discussion about city trip and cultural evening for the guests of upcoming international conference. There is no pre-meeting talk, as soon as all the participants take their seats, one of the male participants Ahmad, (who is president ICLAP) opens discussion by mentioning the idea of organizing trip and cultural evening for the conference guests, *thora sa reception committee k baray mein hum discuss kertay hain trip ka aur cultural evening ka*. He mentions the idea in a very non-suggestive and

depersonalized, way leaving it to the organizing department to take decision on the option under discussion. When the female head asks, *kahan lay ker Jana chahtay hain? Approximately kitnay log Jaen gy?* He immediately responds that it is the hosting department's choice to decide the trip venue, *Jo ap log decide karein*. However for the number of guests participating in the intended trip and cultural evening, he gives an administrative suggestion to know that in advance *registration desk pay ap log 2 cheezu ka consent un say poochain gy k cultural evening aur trip mein ap log aen gy* . As Ahmed already has experience of organizing such conferences in the past, he takes the liberty of speaking from his experience and gives unsolicited directives.

**Table 4.9: ICLAP Conference Planning & Preparation City Trip and Cultural Night for the Conference Guests Assertive Authoritative Leadership**

S.No.	Sentence as uttered by the speaker	English Translation	Codes
1.	<i>Ahmad: thora sa reception committee k baray mein hum discuss kertay hain city trip ka aur cultural evening ka</i>	Ahmad:lets discuss a little bit about reception committee- about city trip and cultural evening	Seeking suggestions
2.	<i>Fatima: kahan lay ker jana chahtay hain? Approximately kitnay log jaen gy?</i>	Fatima: Where do you want to take? Approximately how many people will be there?	Direct questions
3.	<i>Ahmad: jo ap log decide karein-registration desk pay ap log 2 cheezu ka consent un say poochain gy k cultural evening aur trip mein ap log aen gy.</i>	Ahmad: Whatever you people decide-on reception desk ,two people will ask them if they will come for trip and cultural evening	
4.	<i>Fatima: Nahi- meray khyal mein cultural evening tou hum log university k premises mein krein gy.</i>	Fatima: <b>No</b> -in my opinion we will arrange cultural evening in the university premises.	Direct Assertive Disagreement
5.	<i>Fatima to Ahmad: Dr.sb buses ka masla nahi hay-problem ye</i>	Fatima to Ahmad: Dr.Sb buses are not a problem-the problem	Assertive

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	<i>hay k jab ap itnay logu ko lay ker jatay hain phir rap inki security k liay zimay daar hotay hain.</i>	is that when you are taking this many people –you are also responsible for their security.	
6.	<i>Ali: agar log Islamabad aa rahay hain tou wo Islamabad daikhna chahain gy.</i>	Ali: If people are coming to Islamabad-they would want to see the city.	Indirect Suggestion
7.	<i>Fatima: lekin hmein programe bnana paray ga-presenters k liay ap rakhain. –ap participants ko bhool jaen-siraf presenters ko rakhain</i>	Fatima: But we will have to make a program-keep it for presenters-forget about the participants-only for presenters.	Direct+Assertive- Confrontational
8.	<i>Ali: Normally ye hota hay k pehlay pooch lia jata hay-aur agar wo jaen gy tou iski phir extra payment hoti hay.</i>	Ali: Normally – it is asked in advance-and they want to go-then there is extra payment for that.	Indirect S+ Depersonalized suggestion
9.	<i>Sidra: .hum nay presenters k liay dinner ka bhi arrange kerna hoga tou wo kahan ho ga.</i>	Sidra: We will also have to arrange dinner for presenters- What about that?	
10.	<i>Fatima: Jo bhi ho ga bus yanhi ho ga uni k andar.</i>	Fatima: Whatever will be done-it will be here-in university premises.	Direct assertive
11.	<i>Ali: Nahi- generally qareeb k hotels mein hota hay.</i>	Ali: No-generally it is arranged in nearby hotels-	Direct disagreement- indirect suggestion
12.	<i>Fatima: so- hum ny jo cheezain</i>	Fatima: So- the tasks which are	Direct +assertive

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<p><i>kerni hain in mein ek cultural night aur ek city trip – ap in say prior consent lay lain .phir hum baaqi arrange ker lain gy.</i></p>	<p>needed to be done- one is city trip and the other is cultural evening-you take prior consent from them- rest we will manage.</p>
<p><b>13.</b> <i>Saania. Meray khyal mein consent lay lain.</i></p>	<p>Saadia: In my opinion (we) should get their consent.</p>
<p><b>14.</b> <i>Ali: Guide bhi tou hu gy in k sath trip per?</i></p>	<p>Ali: Guides will also be required to accompany them on the city trip?</p>
<p><b>15.</b> <i>Fatim: Wo hum manage ker lain gy.</i></p>	<p>Fatima: That we will manage. Assertive</p>

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Although Ahmad does not suggest any place either for the trip or the cultural evening, Fatima, the meeting chair and head of the hosting department, very strongly and assertively states that cultural evening will be organized within the premises of university, *Nahi- meray khyal mein cultural evening tou hum log university k premises mein krein gy*. She starts her assertion with a strong negative *Nahi* and makes her point by using individualistic linguistic choice *meray khyal mein*. Although she chooses an inclusive linguistic expression *hum log* in the second part of her sentence, but she neither opens the discussion for suggestions nor does she seek any other participants' agreement. In this brief opening conversational structure of the meeting, the female chair Fatima enacts her professional and personal identity in a strong and assertive manner thereby establishing her authority as a head. By using direct and assertive discourse strategies, Fatima constructs her identity as an assertive and strong leader.

When Ahmad suggests that they can use university buses as transport for taking the conference guests for city tour, in response Fatima once again makes her point strongly *Dr.sb buses ka masla nahi hay-problem ye hay k jab ap itnay logu ko lay ker jatay hain phir ap inki security k liay zimay daar hotay hain*. She retains her previous point of holding the event in university premises, but she reinforces it in an indirect way as she highlights the security concerns for guests if they are taken somewhere out for the city trip. Ali, the second male participants of the meeting, supports the idea of taking the guests out for city trip but he uses



impersonal linguistic strategies *agar log Islamabad aa rahay hain tou wo Islamabad daikhna chahain gy*. Ali supports the idea of trip in an indirect way, not expressing it as his point of view but referring to it as expectation of the guests to have city trip who would be coming from other cities and countries. Fatima shows some flexibility to consider their suggestion but she still assertively communicates her conditions for considering the idea of city trip as she *says lekin hmein programe bnana paray ga*. By using the very first word *lekin* she asserts her conditions that it has to be a well-planned and organized trip. In the next sentence she uses direct and assertive linguistic expressions and imperatives to give directives about who will be considered for participation in the city trip, presenter's *k liay AP rakhain. –ap participants ko bhool jaen-siraf presenters ko rakhain*. Fatima uses direct imperatives and enacts her authority in a very strong way and gives unmitigated directives assertively .Meanwhile a female participant Sidra asks, *hum nay presenters k liay dinner ka bhi arrange kerna hoga tou wo kahan ho ga* to which Fatima again replies quite assertively *Jo bhi ho ga bus yanhi ho ga uni k andar*. She uses very direct and assertive linguistic expressions enacting her professional authority strongly. Ali tries to suggest an alternative option starting with a strong negative *Nahi* but immediately switches to an indirect and impersonal linguistic structure *Nahi- generally qareeb k hotels mein hota hay*. He does not use assertive, direct, or individualistic linguistic expressions to give his point of view as a personal opinion. Fatima does not comment on Ali's indirect suggestion, which is her subtle way of disproving Ali's idea. She rather continues with further directives *so- hum ny jo cheezain kerni hain in mein ek cultural night aur ek city trip – ap in say prior consent lay lain. Phir hum baaqi arrange ker lain gy*. Fatima uses *Hum* structures but keeping in view the dynamics of whole conversational sequence of the meeting so far, this *hum* does not seem to imply an inclusive team oriented approach. But it rather seems to refer to Fatima's own authority as head, sounding more like a directive, as if she wants her staff to understand clearly what they are supposed to do.

The discussion on city trip closes on the same pattern with the last two remarks as Ali raises a point again using an indirect and impersonal linguistic strategy *guide bhi tou hu gy in k sath trip per?* Fatima responds to Ali's point in an autonomous linguistic expression *wo hum manage ker lain gy*, it seems that Fatima uses the linguistic expression *hum* in more individualistic sense, exclusively referring to her own authority as head to take decisions and manage things.

The analysis reveals that through this excerpt, Fatima uses direct, assertive and unmitigated discourse strategies to convey disagreements, refusals, and disapprovals. All these discourse strategies are traditionally associated with the masculine style of interaction however, the analysis reveals that Fatima, a female boss, interacting in a feminine community of practice, dominantly uses features of masculine style of interaction. All these discourse strategies construct her as an authoritarian and autocratic leader who strongly claims and retains her authority while running the meeting discourse.

The analysis of table 4.10 below focuses on aspects of confrontational discourse as conflict arises between a senior female participant and a male participant of the meeting during discussion about contacting sponsors for the event.

**Table 4.10: ICLAP Conference Planning & Preparation – Contacting Sponsors for the Event Communicating in Conflict situation+ Confrontational Discourse.**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Ahmad: mein keh raha tha k reception committee k hawalay say agar ap ko telecom companies ya banks koi cheese sponsor ker dain tou hamara kuch budget save ho jayega.</i>	Ahmad: I was saying regarding reception committee, if any telecom companies or banks give us sponsor, some of our budget will be saved.	Indirect Suggestion
2.	<i>Ali: Is mein meri ye submission hay</i>	Ali: my submission in this regard...	Ali is interrupted by Saania
3.	<i>Saania: Meray khyal mein these things should have been done a month earlier –at this moment it becomes a little tricky –is waqt apko guarantee nahi mill skti – we can try</i>	Saadia: In my opinion, these things should have been done a month earlier-at this moment it becomes a little tricky-you cannot be given guarantee at this time-we can try	Direct Confrontational
4.	<i>Ali: I think VC sahiba ya ap .....</i>	Ali: I think VC or you ....	Ali is again

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			interrupted by Saania
5.	<i>Saania: ye duties pehlay assign ho jani chahye theen takay waqt par hum manage ker laitay. –I am not debating- I am not saying k hum nahi ker sktay-lekin agar pehlay ker laitay tou possible ho skta tha.</i>	Fatima interrupts Saania: these duties should have been assigned earlier so that we would have managed in time-I am not saying that we cannot do-but had it been done earlier, it would have been managed.	Confrontational
6.	<i>Ahmad: Hum ap k dept k faiday k liay keh rahay hain k kcu h raqam buch jayege (laughs+humour used to diffuse conflict situation).</i>	Ahmad: We are saying it for your department’s benefit that some amount will be saved (laughs humor used to diffuse conflict situation).	Humor

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Saania holds a senior position in the host university where the meeting is taking place. She is head of the reception committee which is responsible for organizing and managing various events during conference. The conflict arises when Ahmad suggests that reception committee can try and manage some fund raising by contacting sponsors. Since just a few days are left for the conference and the time is very short, Saania does not seem to welcome this suggestion which leads to a confrontational discourse and a conflicting situation. Ahmad makes his suggestion using an indirect and mitigated linguistic strategy *mein keh raha tha k reception k hawalay say agar ap ko telecom companies ya banks koi cheese sponsor ker dain tou hamara kuch budget save ho jayega*, he uses a collective *hamara* to further mitigate the impact of his suggestion and gives justification that it will save their budget *hamara kuch budget save ho jayega*. As Ahmad finishes his point, Ali, the other male participant attempts to add to Ahmed’s suggestion, and speaks to make his point using an indirect linguistic structure and a courteous expression *Is mein meri ye submission hay* but he is half way interrupted by Saania before he completes his sentence or makes his point. Without letting Ali complete his point, Saania responds to Ahmad rejecting his suggestion with a strong and assertive sentence, *meray khyal mein these things should have been done a month earlier –at this moment it becomes a little tricky –is waqt apko guarantee nahi mill skti – we can try*. She makes her point clear that it is too

late to float such suggestions and she uses direct expression to say that she cannot give any guarantee that sponsors can be managed in such a short time. It seems that at the end of her sentence she tries to mitigate the confrontational and assertive impact of her sentence by saying *we can try*. As Saania completes her sentence, Ali attempts to say something *I think VC sahiba ya ap in say.....*but he is again interrupted by Saania before he completes his sentence. She again confronts Ahmad's suggestion on the same grounds that the duties to arrange sponsors should have been assigned well in advance. She uses conditional sentence which indicates that it is not that she and her team is not able to arrange sponsor but the problem is that they were not assigned this task well in time.*ye duties pehlay assign ho jani chahye theen takay waqt par hum manage ker laitay*. She further gives clarification that she is neither debating nor rejecting his suggestion but she asserts her point that they could have managed, had they been assigned to do it well in time, *I am not debating- I am not saying k hum nahi ker sktay-lekin agar pehlay ker laitay tou possible ho skta tha*. Saania enacts her identity in quite masculine way as she uses direct and strong confrontational discourse and bluntly interrupts Ali's speech twice. Saania is a female interacting in a female cofp, but knowing her authority as a senior faculty, she strongly asserts herself in quite non-normative way. Being senior, she assertively negotiates and claims an authoritative professional identity.

As the conflicting situation builds up and the interaction becomes confrontational, Ahmad uses humor as a strategy to diffuse the conflict *Hum ap k dept k faiday k liay keh rahay hain k kcuh raqam buch jayege*. Ahmad makes his point clear that he did not mean to impose or necessitate his idea of contacting sponsors; rather he was just hoping to help their department save some budget by arranging sponsors. Ahmad's explanatory remark brings some laughs amidst the confrontational discourse and the conflict is diffused effectively.

The above analysis highlights an interesting aspect of the features of interactional styles of male and female participants of the meeting. The analysis reveals that the linguistic structures and strategies used by both male and female participants are opposite to the normative linguistic choices associated with males and females while enacting their professional identities. The analysis of this meeting extract brings out that confrontational and face threatening linguistic strategies is used by the female participant whereas both male participants use indirect linguistic structures to make their points. The normative perspective about interruptions also seems to be

challenged in this extract as there are two instances of interruption where the female participant interrupts the male participant. The analysis attempts to bring forth the points in meeting where normative ways of interaction are challenged by the linguistic structures and choices used by the both male and female participants and professional identities are negotiated within the micro instances of interaction.

**Table 4.11: ICLAP Conference Planning & Preparation –hotel bookings for the conference guests Assertive & Autonomous Leadership – Performing/Enacting professional identity.**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Fatima: foreign speakers ki security ka kia concern ho ga? City Trip k hawalay say?</i>	Fatima: What would be the security concern of foreign speakers? Regarding City Trip?	
2.	<i>Saania:I am concerned about the accommodation confirmation of foreign guests</i>	Saania:I am concerned about the accommodation confirmation of foreign guests	
3.	<i>Fatima: hum bilkul qareeb ja k bookings kraaen gy takay hmein cancel na kerni pray-jab final confirmation ho jayege tab hum booking kraen gy.</i>	Fatima:WE will get the bookings done when (conference)time approaches close, so that WE are not required to cancel, When final confirmations are done, then WE will do the bookings.	Direct Assertive
4.	<i>Ahmad: workshops k baray mein important baat hay k hmein ks ko priority deni chahye? Meray khyal mein phd students ko priority deni cahye.</i>	Ahmad:An important thing about workshops is that who should WE give priority to ?In my opinion PhD students should be given priority	
5.	<i>Fatima: Meray khyal mein</i>	Fatima: Dr.Sb in my opinion, lets	Disagreement

	<i>dr.sb first come basis pay kerty hain- lets not complicate it-lets keep it simple</i>	do on first come first serve basis, let's not complicate it, let's keep it simple.	Direct Assertive
6.	<i>Ali: Dr sahiba ap publishers say siraf ye baat ker lain....</i>	Ali: Dr.Sahiba you only talk this to publishers.....	Interruption-Ali is interrupted by Fatima
7.	<i>Fatima: Ap number decide kijay na pehlay</i>	Fatima: You decide the number first	Directive Direct Assertive

The analysis of extracts in table 4.11 of the meeting shows that through direct and unmitigated linguistic choices ,Fatima performs her professional identity as an autonomous and assertive leader .She strongly assumes her role as head of the department and as leader and she is direct and autonomous in her linguistic expressions . Fatima maintains the same autonomous role in the following extract as she continues with her authoritative linguistic choices. Saania raises her concern about accommodation confirmation saying *I am concerned about the accommodation confirmation of foreign guests*. Despite the fact that Saania is quite senior female, Fatima responds to her in direct statements giving her verdict clearly that she does not support the idea of hotel confirmations in advance because she does not want to take the risk of cancellations in case any of the conference guests do not confirm their participation, *hum bilkul qareeb ja k bookings kraen gy takay hmein cancel na kerni pray-jab final confirmation ho jayege tab hum booking kraen gy*. Although Fatima uses inclusive *hum* structures but she actually does not invite suggestions from meeting participants neither does she attempt to build consensus on this point. This *hum* is not inclusive of all meeting participant's point of view however Fatima asserts her authority and communicates her verdict directly and individually on behalf of all the participants.

Moving further it is observed that Fatima maintains her autonomous leadership in later part of the discussion as well.Ahmed gives his point of view about students' registration for conference workshops that PhD scholars should be given priority for workshop registration saying that *workshops k baray mein important baat hay k hmein ks ko priority deni chahye?*

*Meray khyal mein PhD students ko priority deni cahye.* Fatima immediately disapproves his suggestion using very direct, blunt and assertive linguistic expression- *Meray khyal mein dr.sb first come basis pay kertay hain- let's not complicate it-let's keep it simple.* She asserts that workshop registration should be done on first come first serve basis instead of giving priority to PhD scholars. She assertively disapproves Ahmed's suggestion and uses blunt and unmitigated linguistic choices to make her point saying that *lets not complicate it-lets keep it simple* implying that Ahmed's suggestion is complicating things which she asserts should be kept simple. This conversational sequence comes to end on a very direct interruption by Fatima when Ali suggests her to contact publisher *Dr sahiba ap publishers say siraf ye baat ker lain.....*, She interrupts him without even letting him complete his sentence and gives him direct instruction to decide the number of printing material first and then suggest her to contact the publisher *Ap number decide kijay na pehlay.*

In this discussion it can be clearly observed how Fatima enacts her professional identity in an autonomous and assertive manner by making direct and unmitigated linguistic choices. Her strong and direct assertions, disagreements and refusals at times become face threatening for other participants of the meeting. She maintains her authority as head by giving her final verdict on many points and does not opt to build consensus on every point. Fatima enacts her professional identity by making linguistic choices which are not normative. She is not choosing to adopt a consensus oriented or conciliatory leadership identity. She rather constructs herself as an autonomous and assertive head.

#### **4.6 Conclusion of Meeting 3 Analysis**

The detailed micro-analysis of the meeting interaction highlights the instances of interaction where Fatima is doing leadership in an authoritative and conventionally masculine way. By choosing direct, assertive and unmitigated discourse strategies she emerges as a self-confident, authoritative, and autonomous leader .Fatima constructs her professional identity and runs meetings in ways that challenge traditional gender stereotypes. The discourse strategies used by her demonstrate how a woman leader integrates communicative skills indexed as normatively masculine with her feminine gender identity by doing effective leadership in a predominantly feminine community of practice. She asserts her professional identity in the micro instances of discourse through the content as well the form of her discourse. She uses explicit

direct language and imperatives in order to emphasize her authority. The use of firm imperatives, direct and unmitigated discourse strategies by Fatima contribute to the construction of an authoritative and normatively masculine leadership style. As head of department and as meeting chair, Fatima strongly asserts her powerful role, using features of a style conventionally coded as masculine.

#### **4.7 Meeting No.4-Department meeting in a gender segregated all Male setup commenced at the start of new semester to discuss Course Allocation & Workload, Timetable and students attendance criteria**

This meeting takes place in an all-male setup and all participants of meeting are males. This is a department faculty meeting, and the purpose is to discuss and decide course allocation for the upcoming new semester and to discuss other administrative matters regarding time table and students attendance criteria required to appear in midterm and final exams. The meeting is chaired by the male head of department Dr.Imran. Before the formal start of the meeting there is a brief pre-meeting talk between senior and junior faculty members about one of the faculty member's PhD research completion who completed his PhD thesis recently. This pre-meeting talk takes place on a very lighter note. Afterwards the chair formally starts meeting by reciting few verses from Holy Quran and thanks all the faculty members for their cooperation in admissions for the new semester. The total duration of this meeting was one hour and six minutes, out of which five relevant extracts have been taken out for analysis.

This analysis of table 4.12 in the following section explores the collaborative and team oriented construction and doing of leadership in talk. The meeting is chaired by the head of department Dr.Imran who starts meeting with a long introductory opening which mainly focuses on referring to rules and regulations which are expected to be followed by the faculty members. He sets an inclusive tone right at the start of meeting by using solidarity oriented plural pronoun *hum* as he says *is say pehlay k hum baiqaida ye course allocate krein* which implies that the course allocation is not going to be a top down exercise where the head will decide and announce the course allocation. The linguistic structure used by Dr.Imran constructs his identity as a team oriented head and indicates his plans to do course allocation collaboratively with the consultation of his faculty members by building consensus.



**Table 4.12: Guidelines and Instructions for Upcoming New Semester- Collaborative & Team Oriented Leadership**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr. Imran : is say pehlay k hum baiqaida ye courses allocate krein-jis terha her dafa hota hay tou formally meinye bhi expect ker raha hu apnay colleagues say-ap logu say-kay ye semester coming bhi smooth chalay ga</i>	Dr.Imran: Before <b>WE</b> formally allocate these courses, as it happens always, <b>formally I am also expecting from my colleagues, from all of you,</b> that the coming semester will also run smoothly.	Inclusive + Collaborative
2.	<i>Dr.Imran:koi problem ho koi issue ho tou hum ikatha usko hull krein gy-apus mein discuss krein gy-ek doosray say mashwara lain gy</i>	Dr.Imran:If there is any problem, any issue, <b>WE</b> will resolve it together-Will discuss it <b>among ourselves</b> -will seek suggestions <b>from one another</b>	Inclusive + Collaborative
3.	<i>Dr.Imran:umeed yehi hy k time pay class mein ana -jis terha ap log ker rahay hain mujhy poora yakeen hy-agar koi class miss ho jaye tou uska makeup arrange kerna baad mein-students k sath consult ker k-her cheez k liay ap log MashAllah experts hain -siraf ye ek routine k tour pay kehna</i>	Dr.Imran: hopefully –coming to class on time-the way you all are managing-I have complete trust-if any class is missed, later on arranging makeup class for that after consulting students- <b>you are experts for everything-It has only to be reiterated as a routine</b>	Conciliatory Indirect instructions

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*perta*

4.	<i>Dr.Imran:Is k ilawa next week hum log InshAllah visiting k liay demos aur interviews rakhain gy –ap logu k mashwaray k sath-jo bhi feasibility ho ge wo hum discuss ker lain gy -aur jin nay bhi CV submit ki hay hum unko jaantay hain ya nahi jantay hum un sab ko bulaen gy aur sab ko merit py courses dain gy</i>	Dr.Imran: Furthermore, next week <b>WE</b> will have interviews and demos of visiting faculty- <b>in consultation with you- whatever will be the feasibility ,WE will discuss that-</b> and whoever has submitted CV ,either <b>WE</b> know him or not, <b>WE</b> will call all of them-( <b>we</b> ) will allocate courses to all on merit.	Collaborative Problem Solving  Inclusive decision making
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Dr.Imran builds his opening remarks further by using appreciative and positive linguistic expressions .He starts by giving his faculty credit for their previous cooperation and performance as he says *jis terha her dafa hota hay* which means they have been performing well in the past as well for which they deserve credit. Then he links his appreciation with the expectation for the next semester *tou formally mein ye bhi expect ker raha hu apnay colleagues say-ap logu say-kay ye semester coming bhi smooth chalay ga* that he is expecting the same performance and cooperation in the coming semester as well. He also makes a strategic linguistic choice as he refers to his department faculty members as *colleagues* which indicates that he takes them as team and as his colleagues rather than as subordinates.

In the following lines, he further stresses that he expects his department faculty to work collectively and collaboratively in problem solving as well as manage things in consultation with one another. He even includes himself as part of the team as he says *koi problem ho koi issue ho tou hum ikatha usko hull krein gy-apus mein discuss krein gy-ek doosray saymashwara lain gy* reaffirming his availability to be contacted and consulted as part of the team. An important point to note in this extract is that the head identifies himself as part of the team and does not distance himself as a head having authority, neither does he tell them to come to him for consultation and problem solving, he rather uses team focused expressions like *hum, apus mein, ek doosray say*

*mashwara* including himself as part of the team. The linguistic expressions which he uses in this opening sequence of the meeting position him as a team-oriented leader who believes in collaborative problem solving and cooperation.

Dr.Imran does not use direct expressions for giving directives to his faculty but rather gives instruction using indirect linguistic structures that he hopes his faculty will follow class timings as they have been doing in the past and will complete their expected number of classes *umeed yehi hy k time pay class mein ana –jis terha ap log ker rahay hain mujhy poora yakeen hy-agar koi class miss ho jaye tou uska makeup arrange kerna baad mein-students k sath consult ker k*. He continues to reaffirm his confidence in his team's commitment and professionalism as he says *her cheez k liay ap log MashAllah experts hain –siraf ye ek routine k tour pay kehna perta*. In a very conciliatory expression, he clarifies his position that although he has confidence in his faculty's performance, he still has to repeat this guidelines as part of his role as head.

As Dr.Imran is about to windup his introductory sequence of guidelines and instructions, he shares update on hiring of visiting teachers with his faculty maintaining his collaborative approach by giving a sense of inclusion and ownership to his team *Is k ilawa next week hum log InshAllah visiting k liay demos aur interviews rakhain gy –ap logu k mashwaray k sath-jo bhi feasibility ho ge wo hum discuss ker lain gy*. He reaffirms the mutual and collaborative consultative process that he had already referred to in the beginning, and hints that this consultative process is going to be two way because he will also seek his faculty's consultation for decisions which have an impact on whole department, for example , hiring of visiting faculty is one such decision which he mentions.

In this starting sequence of the meeting Dr.Imran constructs his identity as a team oriented and conciliatory team leader who stresses on collaborative problem solving and mutual consultative process to manage departmental affairs collectively. The collaborative, inclusive and consensus oriented discourse strategies used by him construct his professional identity as a collaborative leader. He is a male head of department running meeting in a predominantly masculine community of practice but the discourse strategies he uses are conventionally coded as features of feminine interactional style. Dr.Imran defies the masculine stereotype by enacting his professional identity by using conventionally feminine discourse strategies.

**Table 4.13: Course Allocation Head of Department Conciliatory Team Oriented Consensus Oriented Approach**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr.Imran: Acha is mein ek request ye hy k abhi kindly gour say zara daikhiye jo course laina hy apki merzi hay ap log lay lain –jitnay courses lainay hain lay lain-acha? baad mein koi dushwari ka samna na kerna paray</i>	Dr.Imran: Alright, there is a request, Kindly look into it carefully, the course you want to take, it is your choice, and you can take as many courses as you want – ok? So that no inconvenience is faced later on	<b>Courteous+</b> <b>Conciliatory</b> <b>+Collaborative</b>
2.	<i>Dr.Imran: foreign policy analysis-Dr.Khan ap perhaen gy?</i>	Dr.Imran: Foreign policy analysis-Dr.Khan will you teach?	
3.	<i>Dr.Khan:G mein perha lu ga)</i>	Dr.Khan :Yes ,I will teach	
4.	<i>Dr.Khan -sb log likhiye takay uniformity rahay</i>	Dr.Khan: all of you can note down so that there is uniformity.	
5.	<i>Dr.Imran: acha 2<sup>nd</sup> py theories of IR mein perha lug ga-koi aur perhana chahay tou more than welcome</i>	Dr.Imran: alright – theories of IR I can teach-if someone else wants to teach, more than welcome.	<b>Collaborative</b> <b>Consensus</b> <b>Oriented</b>
6.	<i>Dr.Imran: theories of IR acha is mein kia hum aisay ker sktay hain (sir ap nay pehlay bhi hmein assist kia hay time table bnanay mein) k in donu ko sath bithaen 6 ya 7 phd k hain aur ms k bhi I think 15-16 hain?</i>	Dr.Imran: Theories of IR, ok, canWE do one thing-Sir you have also assisted us in past in making the timetable- <b>these two classes can be merged-</b> there are 6-7 PhD students- and I think 15-16 are MS students?	Collaborative- Consensus Building
7.	<i>Dr.Khan : theek hay is terha mera khyal hay ap ker lain</i>	Dr.Khan: ok-I think you should do it like this-room	

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	<i>Room mill jaye ga</i>	can be found	
8.	<i>Aleem: sir classroom dhoondna paray ga baaki tou koi masla nahi</i>	Aleem: Sir classroom will have to be managed-Rest there is no issue	
9.	<i>Dr.Imran: time table hum adjust ker sktay hain</i>	Dr.Imran <b>WE</b> can adjust the timetable	
10.	<i>Dr.Khan: chlain – jo bhi feasible hua-preferably ye ho ga k ap k liay b thora asaan ho jayega</i>	Dr.Khan: let’s see-Whatever is feasible-Preferably, it will also become a little easy for you.	
11.	<i>Dr.Imran: acha phir yu hay is pay k –ek haftay ka time hay-7-8 din hain in mein hum class room wgera ka survey kertay hain –hmein mill jaen tou in donu ko mein ikatha perha lug e</i>	Dr.Imran: Ok-so the thing is that there is one week time-7-8 days are there- <b>WE</b> can do class rooms survey in these days-if <b>WE</b> manage that (classroom), I would teach them together.	Collaborative Inclusive – Consensus building
12.	<i>Dr.Khan: zaida behtar hy</i>	Dr.Khan-That sounds much better	
13.	<i>Dr.Imran: agar na milay tou phir hum ye kisi aur visiting teacher ko day sktay hain</i>	Dr.Imran: If <b>we</b> could not get any classroom; <b>we</b> would allocate this (course) to a visiting teacher.	Inclusive Team oriented +collaborative
14.	<i>Dr.Khan: sir ye bahar na dain-ye core course hay-bara imp course hay-ye ap he lain</i>	Dr.Khan: Sir doesn’t allocate this (course) to an outsider-it is very important course-you should take this (course).	
15.	<i>Dr.Imran-theek hy-I agree-meri bhi yehi khwahish hy-her dafa mein he perhata hu</i>	Dr.Imran: That’s right-I agree-my wish is also the same-every time I teach (this course).	

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After opening sequence in table 4.13 which focused on general guidelines for the new semester, the head of department Dr.Imran starts discussion on course allocation using expressions of courtesy like *request* and *kindly*. This section analyzes the conciliatory and team-oriented discourse features adopted by the chair to perform consensus oriented leadership identity.

*Acha is mein ek request ye hy k abhi kindly gour say zara daikhiye jo course laina hy apki merzi hay ap log lay lain –jitnay courses lainay hain lay lain-acha? baad mein koi dushwari ka samna na kerna paray . He gives freedom and choice to his faculty for choosing courses as he says jo course laina hy apki merzi hay ap log lay lain –jitnay courses lainay hain lay lain-acha? He sets an inclusive approach that the course allocation will be done collaboratively by giving space and consideration to choice of the faculty members so that later on there are no issues baad mein koi dushwari ka samna na kerna paray .*

First of all, the head expresses his own interest but he clarifies that this is not his final decision and clearly mentions that if any other faculty member is interested in teaching this course he is more than welcome. It is important to bear in mind that as head of department Dr.Imran has the authority to take decisions individually and be the first one to take courses of his choice but he positions himself as an egalitarian boss since the very beginning and explicitly mentions that he will take course allocation decisions in consultation with his faculty members *Dr.Imran: acha 2<sup>nd</sup> py theories of IR mein perha lug ga-koi aur perhana chahay tou more than welcome.* He does not take leverage of being head but seeks to build consensus and agreement of his team members.

He also consults his team members on the possibility of merging the classes MS and PhD. *acha theories of IR acha is mein kia hum aisay ker sktay hain k in donu ko sath bithaen 6 ya 7 phd k hain aur ms k bhi I think 15-16 hain?* He could have communicated this as an instruction that he as head has decided to merge these two classes since the number of students in both classes is less, but he seeks to build consensus on this and does not take individual decision.

Dr.Khan is a senior faculty member who reaffirms Head's decision to merge the classes *theek hay is terha mera khyal hay ap ker lain ...room mill jaye ga.* The other faculty members

also agree with the idea of merging classes, kaleem, and a junior faculty member agrees with both of them and says *sir classroom dhoondna paray ga baaki tou koi masla nahi*.

After getting positive agreement from two faculty members Dr.Imran reconsiders the possibility of merging of the two classes which he explains will be subject to the availability of classroom which could accommodate the required number of students. Dr.Imran uses plural linguistic expressions like *hum*, **survey kertay hain –hmein** to ascertain that it will be a collaborative decision and we will look into this together as a team, *acha phir yu hay is pay k –ek haftay ka time hay-7-8 din hain in mein hum class room wgera ka survey kertay hain –hmein mill jaen tou in donu ko mein ikatha perha lu ga*. In this extract Table 4.2 Dr Imran positions himself as a conciliatory, team oriented and consensus-oriented boss who follows an inclusive, consultative process for taking departmental decisions which need teamwork for effective implementation. Instead of positing himself as an autonomous and assertive boss, taking decisions single handedly Dr.Imran prefers to build consensus and ownership of decisions by his team members. He does not give directives but rather positions himself as part of the team in order to work together for taking decisions and managing departmental tasks. All these features of Dr.Imran’s interactional style are traditionally indexed as features of feminine style which are effectively employed by Dr.Imran to do leadership in a masculine community of practice.

Table 4.14 in the next section is an interesting sequence of interaction between two senior and two junior faculty members regarding course allocation to a junior faculty member Hamza. This sequence presents an example of collaborative humor where the senior as well junior faculty members make effective use of humor to handle a situation which could have become confrontational otherwise. The head of department takes back seat as another senior faculty member Dr.Khan leads the discussion in this sequence. Dr.Imran, the head of department announces a course for allocation and suggests name of a senior professor who had been teaching that course previously *acha public policy analysis ye aksar Dr.Kabir sb perhatay hain-wo bhi ho sktay hain*. As soon as Dr.Imran finishes , Dr.Khan, a senior faculty member takes up the discussion and asks him to stop for a while and initiates a suggestion saying *ek kaam ker lain na sir thehar jaen-ek min ruk jaen –ek min rukain* . Dr.Imran positively gives Dr.Khan a go ahead by uttering just one title firmly *Sir* which implies go ahead, so the coming discussion in this sequence is led by Dr.Khan.

**Table 4.14: Course Allocation Junior Faculty- Collaborative Humor as a Discourse strategy**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr.Imran:acha public policy analysis ye aksar Dr.Kabir sb perhatay hain- wo bhi ho sktay hain</i>	Dr.Imran: Ok-Public policy analysis-Dr.Kabir mostly teaches this course-he can also take this (course).	
2.	<i>Dr.Khan: ek kaam ker lain na sir thehar jaen-ek min ruk jaen –ek min rukain</i>	Dr.Khan: Sir do one thing-wait a minute-	
3.	<i>Dr.Imran: sir</i>	Dr.Imran- Sir	
4.	<i>Dr.Khan: Ye jo naya dr bna hay na- muftay mein tou dr nahi bntay na Is ko dain –international law dain- public policy dain- zaroori nahi hay ek core course lain</i>	Dr.Khan: The one who has become Doctor recently- he did not become doctor for free Give this course to him-give him international law-give Public policy-it not necessary that he is given one course only	<b>Humor as a strategy to initiate a discussion on a serious point</b>
5.	<i>Aleem: asal mein ye south asia mein meray khyal mein zaida comfortable hy</i>	Aleem: Actually sir-I think he is more comfortable in South Asia	
6.	<i>Dr.Khan: nae nae iski comfortability nahi daikhni hum nay...NO....waja pata hay kia (ch sir) you have to put him through...difficulty- tou Hamza ya tum International law ya public policy –donu mein say ek choice ker lo</i>	Dr.Khan: No-No-No-WE will not consider his comfortability- No-you know what the reason is? You have to put him through difficulty-so Hamza- either international law or public policy-choose any one of the two(courses).	
7.	<i>Hamza: isko mein justify nahi ker</i>	Hamza: I cannot justify this sir-	<b>Indirect Polite</b>



	<i>skta sir.</i>	don't allocate the two at this	<b>Refusal</b>
	<i>donu na abhi dain mujhy</i>	time	
8.	<i>Dr.Khan:tu phd hay abhi ... ap pay</i>	Dr.Khan: You are PhD now-all	
	<i>sb pressure khatam hain ab –mein</i>	pressures on you are over now-I	
	<i>apko sara kuch look after karu ga-</i>	will look after all with you-I	
	<i>mein teri back pay he ga.</i>	will be at you back	
9.	<i>Aleem:mera khyal hay dr sb isko</i>	Aleem:I think Dr.Sb give him	
	<i>abhi 6 maheenay day dain</i>	six months	
10.	<i>Dr.Khan: tum donu nay apus mein</i>	Dr.Khan: You both have fixed a	<b>Humor</b>
	<i>game ki hui hay-you scratch my</i>	game with each other-you	
	<i>back I scratch ur back (on a lighter</i>	scratch my back I scratch ur	
	<i>note).</i>	back (on a lighter note).	
11.	<i>Aleem: sir ye command say subject</i>	Aleem: Sir when he will teach	
	<i>perhaye ga na iska image alag</i>	subject with command, his	
	<i>rahay ga</i>	image will be different	
12.	<i>Hamza: nahi sir- students phir</i>	Hamza:No sir-Student come	<b>Indirect Polite</b>
	<i>prepared ho k atay hain sir</i>	prepared-and then they ask	<b>Refusal</b>
	<i>mashallah.and then they ask</i>	questions ...I have to be well	
	<i>questions ...I have to be well</i>	prepared to answer their	
	<i>prepared to answer their questions</i>	questions	

Dr.Khan refers to a junior faculty member Hamza who has recently completed Ph.D. under his supervision and suggests that since he is recently done with his PhD, he should be allocated new advanced courses which he has not taught previously. Dr.Khan is a senior faculty member and has also supervised Hamza's PhD but he does not use authoritative expression. He uses light humor to make his point by referring to the fact that Hamza is a fresh PhD and he should be ready to put in more efforts in teaching and take more than one advanced core courses *Ye jo naya dr bna hay na-muftay mein tou dr nahi bntay na is ko dain –international law dain-public policy dain- zaroori nahi hay ek core course lain*

Aleem, another junior faculty member responds to Dr.Khan's suggestion and gives his viewpoint in favor of his fellow that Hamza is more comfortable in his area of expertise *Aleem: asal mein ye south asia mein meray khyal mein zaida comfortable hy .* Dr.Khan politely rejects

Aleem's logic of comfortability and reasserts his own suggestion to choose at least one advanced course Dr.Khan: *nae iski comfortability nahi daikhni hum nay...NO....waja pata hay kia (addressing Dr.Imran) you have to put him through...difficulty- tou Hamza ya tum International law ya public policy –donu mein say ek choice ker lo .*

Hamza politely refuses to take the new course and gives his reason that he will not be able to justify *isko mein justify nahi ker skta sir, donu na abhi dain mujhy*

Dr.Khan again tries to convince Hamza on taking new course but he does not do it assertively, neither does he say it as a compulsion. He uses light humor as a strategy to convince Hamza and gives him assurance of his support *tu PhD hay abhi ... ap pay sb pressure khatam hain ab –mein apko sara kuch look after karu ga-mein teri back pay hu ga.*

Aleem again speaks in favor of his fellow Hamza saying that he should be given another six months' time before taking advanced course *mera khyal hay dr sb isko abhi 6 maheenay day dain .Dr.Khan responds to Aleem's suggestion on a lighter note tum donu nay Apus mein game ki hui hay-you scratch my back I scratch your back.* Aleem responds with his rationale for speaking in support of Hamza that he should be given time to get command on the subject and be well prepared so that he is able to build a good image as a teacher *sir ye command say subject perhay ga na iska image alag rahay ga.*

Hamza also humbly submits his reluctance once again that he needs some time to be well prepared so that he is able to meet the expectations of students and says , *nahi sir- students phir prepared ho k atay hain sir mashallah.and then they ask questions...I have to be well prepared to answer their questions .Dr.Khan encourages him to have faith in his abilities and appreciates him that he is intellectually sound so he should have confidence in himself tu tagra hay – tujhy MEIN nay pas kia hua hay.* He finally agrees with Hamza and does not impose his point of view and finally says *chalo theek hay.*

Dr.Khan who is a senior faculty and leading the conversation uses humor as a polite strategy to convince his junior Hamza to come out of his comfort zone and take a new course which he has never taught before. Being a senior faculty, Dr.Khan has a say and influence in department, he could have chosen to play his role in more assertive and autonomous way by

communicating his suggestion as a final verdict. By using humor, he allows space and freedom to Hamza to give his point of view and accept or reject his suggestion.

This conversational sequence in table 4.15 is an example of collaborative humor which is conventionally taken as an aspect of feminine interactional style. Dr.Khan uses humor as a discourse resource to suggest and debate options which could have been confrontational if discussed in serious mode. This humor can be called collaborative because all three participants who are contributing in the discussion use humor as an interactional strategy to give their viewpoint on lighter note without getting assertive or confrontational. They collaboratively make effective use of humor to communicate suggestions, support, agreements and disagreements. The analysis reveals an interesting dynamics of this meeting which is taking place in a predominantly masculine cofp. The use of collaborative humor by a male chair in a masculine cofp highlights that people perform their professional identities in variety of ways including normative as well as non- normative ways depending on what works best in the given context.

The brief conversational sequence in the next Table 4.15 includes extracts which show Dr.Imran's conciliatory approach for giving directives. He uses polite expressions like *kindly* and indirect linguistic structures to give directives to his team. Dr.Imran stresses on the quality of teaching keeping in mind the fact that faculty members have taken extra visiting courses in addition to their normal workload but he communicates these directives in an indirect and conciliatory manner using expressions of courtesy. *Kindly jin teachers ny extra courses liay hain ..koshish krein k is k sath insaaf ho skay* . He uses the linguistic expression *Koshih Krein* to give directive to his subordinates that they should also try to do justice to the extra courses which they have taken and should maintain the quality of teaching. The lexical items *Koshih Krein* is used to attenuate the impact of directive. Dr.Imran further elaborates that he understands that his team members have many responsibilities and engagements to deal with but still he expects them to do their best and do justice to the quality of teaching, *matlab masroofiyat boht zaida hoti hain-bnda Jo hay na sahi terha ker skay*. He consistently constructs his professional identity as a collaborative leader and maintains his conciliatory approach throughout the meeting by using polite and indirect discursive strategies to give directives to his team.

**Table 4.15: Extra Courses and rooms for classes -Conciliatory Collaborative**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr.Imran: acha sir ye ho gea- baaki ye hy k kindly jin teachers ny extra courses liay hain.koshish krein k is k sath insaaf ho skay</i>	Dr.Imran:Ok sir-this is done-the rest – <b>kindly</b> the teachers who have taken extra courses – <b>try that justice can be done with them(the courses)</b>	<b>Courtesy</b> <b>Polite + Indirect directives</b>
2.	<i>Hamza: inshAllah</i>	Hamza-InshAllah	
3.	<i>Dr.Imran: matlab masroofiyat bht zaida hoti hain-bnda jo hay na sahi terha ker skay.</i>	Dr.Imran: <b>I understand there are many commitments-one should be able to manage properly</b>	<b>Conciliatory</b> <b>Polite + Indirect directives</b>
4.	<i>Dr.Imran:Is k ilawa ap b log baithay huay hain –of course hamari koshish yehi hy k yanhi pay sari classes arrange ho jaen...class rooms hmein mill jaen- aur is k liay please as a teamwork hum ny daikhna ho ga ...classes dhoondni hu ge—blkay abhi say ap logu k dost wgera hay na samnay block mein- is block mein-un say baat karein –god forbid agar koi mushkil</i>	Dr.Imran: furthermore-you all are also sitting here- <b>of course it is our try that all classes are arranged here-WE</b> find the classrooms-and for this , <b>please, WE will have to search as a teamwork-classes will have to be searched</b> -rather from now on, you have friends in the front block-talk to them-God forbid if there is any problem-if any class has to be arranged in old campus-then <b>please WE might have to go there for a course or so if such a difficult situation arises</b>	<b>Collaborative +</b> <b>TeamOriented+Courteous</b>

ka samna kerna paray  
 tou...old campus mein  
 koi class rakhni paray-  
 tou please phir wahan  
 bhi Bohaat difficulty  
 ki haalat mein shayad  
 hmein jana ho ga ek  
 adh course perhanay

5. Dr.khan: no issue). Dr.Khan: No Issue

This analysis of the next table 4.16 explores the conciliatory and team-oriented performance of leadership identity by the meeting chair through exploration of indirect discourse strategies used by him. As Dr.Imran says *hum timetable jo hay na consensus say bnaen gy*, he once again explicitly positions himself as a consensus oriented team leader and identifies himself as one of the team members as he uses first person plural *hum* instead of first person singular *I*.

In the following lines *abhi ap sab log baithay huay hain-kyukay baad mein issue hota hay na-koi kehta hay k ni meray liay ye nahi suit kerta-ye din-bilkul wo hum tay ker lain gy*, quite categorically, Dr.Imran expresses his approach as a team leader and clearly mentions that he values consensus building on decisions which are to be implemented by all faculty members as a team.

**Table 4.16: TimeTableandTeacher’sAttendance-  
IndirectInstructions+Conciliatory+Consensus Oriented Team Oriented**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr.Imran: acha sir ek baat aur-            wo ye k hum timetable jo hay na            consensus saybnaen gy abhi ap            sab log baithay huay hain-kyukay            baad mein issue hota hay na-koi            kehta hay k ni meray liay ye nahi</i>	Dr.Imran:Alright sir-one thing more, <b>WE</b> will make <b>timetable with consensus-</b> you all are sitting here right now-because later on it becomes an issue-some of you	<b>Consensus            Oriented</b>

	<p><i>suit kerta-ye din-bilkul wo hum tay ker lain gy ...lekin ek dafa agar bun jaye na baad mein change kerna mushkil hota hay. tou naazir sb thank you-is mein hmein assist kia hay ap nay pehlay bhi-b phir bhi krein gy - ap log bhi hu gy sath- mein bhi hu ga- with consensus bnaaen gy</i></p>	<p>say, so and so day doesn't suit me-<b>WE will settle that-but once it(timetable) is made ,it is difficult to make changes later on</b>-So Nazir sb thank you, you have also assisted us in this earlier, you people will also be there, I will also be there-<b>Will make (timetable)with Consensus</b></p>	
2.	<p><i>Dr.Imran: kindly zara attendance regularity ka bhi khyal rakhiye-naya saal hay -nae commitment y- naye semsters hain -tou please regularity rakhain</i></p>	<p>Dr.Imran: <b>Kindly</b> also take care of attendance regularity – it's new year-new commitment-so <b>please</b> maintain regularity</p>	<b>Courteous</b>
3.	<p><i>Dr.Imran:Acha siraf ye zruri nahi hy k jis din class ho usi din ayen -koshish yehi hy k 5 din ayen- 2 din tou chuttiyan hoti hain</i></p>	<p>Dr.Imran:Ok-it is not that (you)come only on the days when you have a class-try is to come for five days a week- two days are already off</p>	<b>Directive –Indirect</b>
4.	<p><i>Dr.Imran : is k ilawa hum ny plan kia hua hay k as a team work hum seminars karein – aur even conference bhi-aur InshAllah her maheenay bhi possible hy k hum seminar ker skain</i></p>	<p>Dr.Imran: Other than that, <b>WE have planned that WE will arrange seminars as a teamwork</b>-and even conference-God willing it is possible that <b>WE</b> arrange seminar every month-</p>	<b>Collaborative</b>

When he says *wo hum tay ker lain gy* he follows an inclusive decision making process where he gives all team members a chance to give their input. Through an inclusive decision-making process he builds consensus and expects his team members to have ownership of the decisions that they should sit and finalize timetable after building consensus. He elaborates that he is conscious of the fact that if the time table is made without consulting the faculty members, it becomes difficult to make changes when requested by the faculty members later on *lekin ek dafa agar bun jaye na baad mein change kerna mushkil hota hay. Therefore* Dr Imran follows an inclusive and consultative decision making process for time table so that there are no issues of changes later on so he says *with consensus bnaaen gy*.

Like the previous extract in table 4.16 Dr.Imran consistently follows polite and indirect linguistic strategies to give directives. He asks the faculty members to be regular in attendance and he says it very politely using lexical expressions for courtesy like **kindly** and **please**. *Kindly zara attendance regularity ka bhi khyal rakhiye-naya saal hay –nae commitment hy- naye semsters hain –tou please regularity rakhain*. He uses expressions of politeness like *kindly* and *pleases* to mitigate his directives.

Dr.Imran further stresses on the expected regularity for teachers but again he uses indirect linguistic structure to make his point *Acha siraf ye zruri nahi hy k jis din class ho usi din ayen –koshish yehi hy k 5 din ayen- 2 din tou chuttiyan hoti hain* . When he says *koshish yehi hy k 5 din ayen*, he does not mention who he is expecting to come for five days. Whether he is passing this instruction to his faculty members to be present for five days a week or he is referring to any particular level of hierarchy, it is not clear to identify if it is a directive, an instruction, or a reminder for all. . He rather keeps it a little vague which may be a strategy to communicate the message without being specific and assertive. As a boss, Dr.Imran has the authority to be direct and assertive, but he chooses to be considerate and indirect which may be a strategy to take his subordinates in confidence for better efficiency and performance.

*Is k ilawa hum nay plan kia hua hay k as a team work hum seminars karein – aur even conference bhi-aur InshAllah her maheenay bhi possible hy k hum seminar ker skain*

Although Dr.Imran does not open discussion for the possibility of holding seminars and the expected number of seminars in a semester, he mentions seminar related statement using

plural linguistic expressions which indicates as if the decision was taken collectively by all the department faculty or it is a commitment which he is making on behalf of all the department considering his responsibility as a head. The important point to note is that Dr Imran does not use linguistic expression *I* or *mein*, he uses *Hum* which means it is not his individual commitment but rather their collective commitment as a team that all will put in efforts to organize seminars in department *hum ny plan kia hua hay k as a team work hum seminars karein*. He also adds on the expected frequency of seminars *aur InshAllah her maheenay bhi possible hy k hum seminar ker skain*. Instead of flagging it like a suggestion or a question, Dr.Imran says it like a statement or more of an ambitious commitment that their aim is to hold one seminar per month. He does not invite debate on this particular point, may be because he intends to set it as a high objective for his team to keep them motivated. Like the previous extract from the same meeting, Dr.Imran continues to enact his professional identity in collaborative ways using indirect and polite discourse strategies.

The extracts in Table 4.14 and 4.17 bring out an important dynamic of this particular meeting. Although the meeting is chaired by Dr.Imran who is head of the department, Dr.Khan can be clearly observed to take lead at some points during the meeting discussion. Since Dr.Khan is a senior faculty member in the department, even senior than the head, he takes leverage of his seniority and leads the meeting discussion at some points wherever he feels that he needs to give his input strongly. The important point to notice is that he does it in a very non –confrontational and polite way without challenging or disrespecting the authority of Dr.Imran as head of department. In the above extract in table 4.18 Dr.Khan is leading the meeting discussion and he gives his suggestions using direct, autonomous, and unmitigated linguistic expressions.

**Table 4.17: Attendance requirement of Students for sitting in Final Exams Assertive and Autonomous Leadership**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr.Khan: acha ek cheez ker lijiay-faculty apni ho ya bahar say aye-attendance k maamlay mein –teacher tou</i>	Dr.Khan: <b>Ok, do one thing-</b> either internal or external faculty- in case of attendance-teachers do take classes but the attendance of	<b>Directives</b> <b>Direct unmitigated</b>



	<i>class laitay hain lekin students ki genrally attendance short hoti hay – hmein aj say ek formula tay kerna hy k 80 % say kum student ko final exam mein na baithnay dain....aur is ka check hmein midterm say ker laina paray ga-</i>	students is generally short- <b>WE have to set a formula from today-students who have less than 80% attendance, don't allow them to appear in final exams –and WE will have to maintain its check from midterm onwards.</b>	
2.	<i>Dr.Imran: acha sir ...bilkul achi suggestion hy sir apki taraf sy- wo abhi say koi formula bnata hain hum apnay dept ki taraf sy- k kis ko entertain ker sktay hain kis ko nahi., ap nay sir 80% ka btaya ye tou sir bht acha hay-lekin minimum 70 % b ho jayena tou theek hy</i>	Dr.Imran:right sir- <b>Indeed it is a good suggestion from you-lets set a formula at department level</b> about who should and who should not be entertained –you said 80% , it is very good, but even if minimum 70% is followed, it will be alright.	<b>Indirect Consensus Oriented</b>
3.	<i>Dr.Khan: students ko 80% he rakhain 10% jo hy na ,, is mein say 5 % teacher k pas ho aur 5 % HOD k pas ho</i>	Dr.Khan: for student, keep 80%,out of remaining 10%, 5% should be with teacher and 5% should be with HOD	<b>Assertive Direct Autonomous</b>
4.	<i>Aleem. Mid-term tak ki attendance hamary pas hoti h- midterm tak jis ki 70 % ho usko rouk dain</i>	Aleem: we generally have the attendance record till mid-term – those (students)who have 70 % till midterm-stop them	
5.	<i>Dr.Khan:haan wanhi say rouk dain</i>	Dr.Khan-yes-stop them there	<b>Assertive Autonomous</b>
6.	<i>Dr.Imran: acha sir isi terh ho ga- lekin is mein for</i>	Dr.Imran:Ok sir, it will be like this-but for example if someone	<b>Indirect</b>

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	<i>example kisi ka koi genuine issue ho jaye- ya wo medical lay ker aa jaye-</i>	has a genuine issue-or he brings medical-	
7.	<i>Dr.Khan: lekin issue ye hy na k academic rules kehtay hain- no excuse-jo 20% rakhi hui hay na –ye 20% genuine reasons accommodate kernay k liay hay.,tou us mein wo lerka agar poora saal is terha guzar daita hy tou phir wo tou excuse nahi hay.</i>	Dr.Khan: but the issue is that academic rules say-No Excuse- this 20% is for accommodating genuine reasons- But if that boy spends the whole year like this that is no excuse.	<b>Assertive</b> <b>Autonomous</b>
8.	<i>Dr.Khan: mein ye kehta hu dr sahib k 80% hum rakhtay ahin aur sakhti say rakhtay hain –ye siraf hod nahi check ker skta-ye her teacher nay check kerna hay- we have to ensure- excuses her ek bnata hay- but there should be no excuse. It should be once in a semester or twice in a semester- not every day's practice. Aur phir koi aisa extreme case ata hy tou us k liay bhi wo 20 % ka jo cushion hy na wo issi kaam k liay hay.</i>	Dr.Khan: What I am saying Dr.Saab is that lets keep 80%- only HOD cannot monitor this- each teacher has to check this- WE have to ensure-everybody makes excuses-but there should be no excuse- It should be once in a semester or twice in a semester- not every day's practice, and if an extreme case comes up, the 20% cushion is there to accommodate that.	Assertive Direct
9.	<i>Dr.Imran: acha sir phir yu</i>	Dr.Imran: fine sir- the thing is-	<b>Polite</b>

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<i>hy ye k –sir ki baat theek hy-</i>	what you said is right-	<b>Each one</b>	<b>Indirect</b>
<i>hum mein say her bnda</i>	of US should tell in the first class		<b>Disagreement</b>
<i>pehlay din he btaye first</i>	that attendance should not be less		<b>Collaborative</b>
<i>class mein k attendance 80 %</i>	than 80%-it means that	<b>WE</b> can	<b>Inclusive</b>
<i>say kum nahi hona chahye –</i>	accommodate till 70%-but the		
<i>it means k hum 70 % tak lay</i>	announcement will be made on		<b>Conciliatory</b>
<i>k aa sktay hain-lekin</i>	80%-secondly if an extreme case		
<i>announce kerna hay 80 %.</i>	come up-what should be done		
<i>Doosri baat ye k bohat</i>	then? <b>I suggest that first WE</b>		
<i>extreme case aa jaye kisi ka</i>	<b>consult the teacher, after that</b>		
<i>..us ka phir kia krein ? mein</i>	<b>WE form a committee, or the</b>		
<i>ye suggest kerta hu k first</i>	<b>concerned teacher and I decide</b>		
<i>we consult the teacher- us k</i>	<b>mutually- so –tell what should</b>		
<i>baad hum ek committee bna</i>	<b>be done?</b>		
<i>lain- ya concerned teacher</i>			
<i>jo hay wo aur mein apus</i>			
<i>mein decide ker lain.... Tou</i>			
<i>btaen k phir kia krein?</i>			

As Dr.Khan flags his point he uses unmitigated directive *acha ek cheez ker lijiay*,he does not add any hedges in the beginning to indicate that this is just a suggestion .He rather says it in direct linguistic expression that it has to be done *hmein aj say ek formula tay kerna hy k 80 % say kum student ko final exam mein na baithnay dain....aur is ka check hmein midterm say ker laina paray ga-* One strong reason for using direct and assertive linguistic expression may be that his aim is to set a standard and rule for the students at the very start of the semester, which is very important to avoid unnecessary issues at the end of the semester. The linguistic strategies used by Dr.Khan are not suggestive but they are more decisive and obligatory. When he starts his sentence with *hmein aj say ek formula tay kerna hy*, the linguistic choice *hmein* does not seem to indicate inclusive approach but it implies an obligation for all the members sitting in the meeting and the obligation further gets reinforced when he even mentions the percentage and says *80 % say kum student ko final exam mein na baithnay dain....aur is ka check hmein*

*midterm say ker laina paray ga.* Using an imperative structure, he goes a step further to implementation as if he is not seeking discussion on the 80% limit mentioned by him but he is stressing on commitment to effectively implement the attendance percentage mentioned by him that the faculty members will have to ensure the implementation from midterm exams .

Dr.Imran appreciates Dr.Khan's suggestion *acha sir bilkul achi suggestion hy sir apki taraf sy* and he politely mentions that the final attendance criteria has to be decided by all department as a whole *wo abhi say koi formula bnatay hain hum apnay department ki taraf sy- k kis ko entertain ker sktay hain kis ko nahi.* He does not directly disagree, reject or disapprove Dr.Khan's idea but uses indirect strategies to indicate that the decision for attendance criteria will be taken after consultation. In all the extracts of this meeting analyzed before, this it can be clearly observed that Dr.Imran follows an inclusive consensus based decision making as a team leader .Since Dr.Khan is a senior faculty, Dr.Imran does not reject his suggestion completely but rather brings in his point of view that they will make a formula for attendance criteria in consultation with all the department. Dr.Imran maintains his respect for Dr.Khan's suggestion of 80% and does not bluntly reject his idea *ap nay sir 80% ka btaya ye tou sir bht acha hay but* in second part of his sentence he gives his suggestion *lekin minimum 70 % b ho jayena tou theek hy.* Dr.Imran uses very polite and indirect way of disagreement and a very polite way of giving his suggestion using an impersonal linguistic structure *ho jayena tou theek hy.* He does not bring in his authority in his disagreement but keeps it realistic and impersonal that it would be good if they are successful in maintaining 70% attendance criteria.

Dr.Khan once again reiterates his suggestion using direct and unmitigated linguistic structure *students ko 80% he rakhain.* In a way he positively responds to Dr.Imran's suggestion of 70% attendance criteria but puts it in a different way, *10% jo hy na, is mein say 5 % teacher k pas ho aur 5 % HOD k pas ho.* Dr.Khan agrees to Dr.Imran's suggestion of 70% but still maintains his own stance that 70% criteria should be an internal understanding at the faculty level but at students level they should be strictly told to meet 80% criteria.

Aleem , a junior faculty member chips in between the discussion of two seniors and adds his suggestion to their discussion *Midterm tak ki attendance hamary pas hoti h- midterm tak jis ki 70 % ho usko rouk dain* to which Dr.Khan again strongly reasserts his stance *haan wanhi say rouk dain.* Dr.Imran still seems to have some considerations before he completely agrees to

Dr.Khan's suggested 80% criteria so he raises possible issues that some students may have genuine medical reasons and may not be able to meet the high attendance criteria. As Head of department he is concerned about how they are going to sort such cases based on genuine medical reasons- *acha sir isi terh ho ga- lekin is mein for example kisi ka koi genuine issue ho jaye- ya wo medical lay ker aa jaye-*

Dr.Khan still maintains his stance very strongly that academic rules do not accept any excuse in this regard **lekin issue ye hy na k academic rules kehtay hain- no excuse**

He further refers to academic rules that there is already 20% cushion to accommodate genuine cases but also warns that there is no relaxation further than that *jo 20% rakhi hui hay na –ye 20% genuine reasons accommodate kernay k liay hay., tou us mein wo lerka agar poora saal is terha guzar daita hy tou phir wo tou excuse nahi hay.*

Dr.Khan strongly and consistently maintains his stance and asserts it rather more forcefully **mein ye kehta hu dr sahib k 80% hum rakhtay hain aur sakhti say rakhtay hain.** He not only reiterates his suggestion but stresses the compulsory and strict implementation. He repeatedly and assertively reiterates his point that it is very common to receive such excuses from students but he strongly rejects the idea of giving space to such excuses from students **we have to ensure-excuses her ek bnata hay- but there should be no excuse. It should be once in a semester or twice in a semester- not every day's practice.** He elaborates that some students may have genuine reasons to be absent but that can only be accommodated once or twice in a semester and he strictly opines that it cannot be entertained as an everyday practice and once again refers to 20% cushion which is already there to accommodate any unforeseen genuine reasons for students' absence from classes *Aur phir koi aisa extreme case ata hy tou us k liay bhi wo 20 % ka jo cushion hy na wo issi kaam k liay hay.*

Following all the discussion and suggestions on students attendance criteria, Dr Imran finally wraps up the discussion by positively taking all suggestions on board and maintains his concerns *acha sir phir yu hy ye k –sir ki baat theek hy- hum mein say her bnda pehlay din he btaye first class mein k attendance 80 % say kum nahi hona chahye – it means k hum 70 % tak lay k aa sktay hain-lekin announce kerna hay 80 %* Dr Imran wraps up the discussion in a very conciliatory manner accepting Dr Khans suggestion of 80% criteria to be strictly communicated

to the students and at the same time being internally flexible to accommodate 70% attendance as well.

As head of department, Dr Imran is still determined to have a mutually agreed mechanism in place to sort out any unforeseen extreme cases. *Doosri baat ye k bohat extreme case aa jaye kisi ka-us ka phir kia krein?* He suggests to have a committee or other possible mechanisms in place to sort out any unexpected cases related to student's attendance issues. Dr Imran floats some possible suggestions and seeks viewpoint from his faculty members. He does not impose any one suggestion conclusively but leaves it open to his team *Mein ye suggest kerta hu k first we consult the teacher- us k baad hum ek committee bna lain- ya concerned teacher jo hay wo aur mein apus mein decide ker lain.... Tou btaen k phir kia krein?*

Dr.Khan immediately and strongly agrees to one of the suggestion *committee behtar hay – uski waja ye hy k unity is always strength* which is further supported by another faculty member Dr. Naazir as he says *achi cheez ye hy k Kisi ek pay pressure nahi ho ga.*

The whole discussion proceeds very smoothly reaching an amicable conclusion which is supported and agreed upon by all the meeting participants. Competitiveness and confrontation are indexed as features of masculine style of interaction, but the analysis of above extract reveals that throughout its course the discussion does not get confrontational or competitive at any single point and reaches conclusion through a collaborative and conciliatory management of whole interaction. Despite the fact that this meeting takes place in a masculine cofp in an all-male setup, and all participants of the meeting are males, the discourse strategies used by them align predominantly with the feminine style of interaction.

#### **4.8 Conclusion of Meeting 4 Analysis**

The detailed micro level linguistic analysis of the extracts from meeting no 4 highlights the various ways in which two senior male faculty members negotiate their professional authority and masculine gender identity within micro instances of interaction. Dr.Imran, the head of department and chair of the meeting constructs his professional identity by using predominantly collaborative style. He performs his gender identity and his role as head using quite unconventional and non-normative linguistic strategies because collaborative and conciliatory features of interactional style are conventionally indexed as feminine. He uses less direct discourse strategies throughout meeting and attempts to achieve his goals in consensual

way. Through most of the meeting interaction, he uses discourse strategies which position him as a team oriented, collaborative, conciliatory and consensus oriented leader who follows an inclusive decision making process to help his team take decisions under his authority and supervision.

The analysis also offers an insight into the way Dr.Imran negotiates between his authority as a head and Dr.Khan's seniority by allowing him space to take leverage of leading the discussion at some points. Despite the fact that Dr.Khan takes the lead in running meeting at two points in the meeting, Dr.Imran does not get confrontational or competitive. He uses very polite, courteous and indirect linguistic strategies to express his disagreements on some of the suggestions made by Dr.Khan. He maintains his role as a head to be conscious of all possible issues before taking decisions for students and teachers' performance.

Dr.Khan, on the other hand, does not question or confront Dr.Imran's authority as head. Despite the fact that Dr.Khan uses very direct, assertive and unmitigated linguistic strategies to make his point, he does it with respect to setting standards for betterment of students otherwise while making suggestions for faculty members he uses humor as a strategy to maintain a conciliatory approach.

#### **4.9 Meeting No.5-held in an all-male set up to discuss about Course Allocation for the New Semester**

This meeting takes place in an all-male setup. All participants of the meeting are men and the meeting is chaired by a male head of department Dr.Nasir. The main purpose of meeting is to allocate courses for the new semester and discuss any other relevant issues at the start of upcoming semester.

**Table 4.18: Introductory remarks about Course Allocation- Autonomous Leadership**

<b>S.No.</b>	<b>Sentence as uttered by the Speaker</b>	<b>English Translation</b>	<b>Codes</b>
<b>1.</b>	<i>Dr.Nasir: Sab say pehla agenda course allocation ka he hay na? tou wo daikhain gy IA full fledge hamari</i>	Dr.Nasir: the first agenda point is course allocation? So will see that-God willing our full-fledged classes will be finalized- <b>so first</b>	Direct Autonomous

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<p><i>classes bun jaen ge-tou ap pehlay willingness tou ye bta dain k aap logu ny extra perhanay hain-phir usi terha ker lain .....Jitnay jis jis ny perhanay hain tou wo bta day ...baaqi us k hisaab say phir hum allocate ker dain gy...</i></p>	<p><b>of all you give willingness if you will teach extra courses – as many as you want to teach ,let us know that- the rest we will allocate accordingly</b></p>
<p><b>2.</b> <i>Dr.Nasir: technically hum nay tou 4 say attendance shuru ker daini hy – koi bacha aye na aye wo hamara tou masla nahi hay na Aur doosra ye hy k 14 ko hum ny visiting ka kerna hy- mein aur dr sb us committee mein hain –visiting teachers ka interview hy- 14 ko –Monday ko Tou wo ye hy k agar ap logu say koi course bacha tou tab-werna apki classes tou hum nay na pehlay kabhi di hain</i></p>	<p>Dr.Nasir: Technically WE will start attendance from 4<sup>th</sup> onwards-either students come or they don't-that's not our problem- secondly, on 14 WE have to interview visiting faculty- me and doctor sb is in the committee-visiting faculty's interview is on 14-on Monday-if any course is left -after you - otherwise we have never given your classes (to visiting) nor will we.</p>

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The analysis table 4.18 elaborates how the meeting chair enacts his autonomous professional identity through features of his talk. This meeting is chaired by the head of department Dr.Nasir who formally starts the meeting by reciting a few verses from holy Quran. He then formally starts the meeting by briefly pointing out some points for discussion related to workload and course allocation for the new semester. Dr Nasir claims his authority as meeting chair at the very beginning and sets an autonomous tone in the introductory remarks without



being strongly assertive. He uses straight and direct linguistic structures to announce the opening points for discussion *tou ap pehlay willingness tou ye bta dain k aap logu ny extra perhanay hain-phir usi terha ker lain - Jitnay jis jis ny perhanay hain tou wo bta day*. In all these opening sentences he uses direct structures to give opening directives and sets the track of the opening discussion. In the second half of sentence he speaks from his position as a head and while holding on to his authority he says *baaqius k hisaab say phir hum allocate ker dain gy*. The use of first person plural *hum* here does not seem to imply an inclusive approach giving much space to faculty to debate many options. Rather it seems to refer to his own authority as head or may be refers to the head and senior coordinator finalizing the course allocation

The second point which Dr.Nasir mentions in his introductory remarks is related to commencement of classes for the new semester and students' attendance. He uses very assertive and autonomous linguistic structure to convey his directive regarding students attendance *technically hum nay tou 4 say attendance shuru ker daini hy – koi bacha aye na aye wo hamara tou masla nahi hay na*. In the second half of his sentence, his expression shifts from assertive to even confrontational. He clearly communicates to his faculty that they are expected to start taking attendance from 4<sup>th</sup>, if students do not come, it should not be their problem. The third point which he mentions is regarding hiring of visiting faculty, *Aur doosra ye hy k 14 ko hum ny visiting ka kerna hy- mein aur dr sb us committee mein hain –visiting teachers ka interview hy- 14 ko –Monday ko*.

He once again refers to his authority as head and explains that visiting faculty will be engaged only if there are any courses left for allocation *Tou wo ye hy k agar ap logu say koi course bacha tou tab*. He claims his authority in subtle way when he says *werna apki classes tou hum nay na pehlay kabhi di hain*. In an indirect and subtle way he claims that he has been a considerate and accommodating boss in the past as well.

In this brief opening conversational sequence Dr.Nasir establishes his authority as head by using direct, assertive and autonomous linguistic strategies. He issues straight and unmitigated directives without allowing space for any debate and input from his faculty members. He constructs his professional identity in firm and assertive manner using features of interactional style which are conventionally associated with masculine style.

The extract in the next table 4.19 include a brief interaction between Head of department and the program coordinator Dr.Azim .The head of department Dr.Nasir asks the coordinator to provide him list of courses to be offered in the upcoming semester so that he can proceed with the discussion on course allocation *course allocation ho gea hy? Course koun say offer kernay hain?* As Dr.Azim does not have the final list of courses so he responds that it will take another day to finalize the list of courses *WO bun rahay hain sir-ek adaha din lgay ga aur.* At this point the head Dr.Nasir becomes confrontational and questions the noncompliance of his faculty members using direct interrogatives *tou meeting usi k liay tou ki the – meeting ka kia fade phir?* He uses a strong and direct interrogative structure to show his anger that there is no point in having course allocation meeting if the final list of courses is not complete. He reasserts that this responsibility was assigned to Dr.Ameen *Ye Dr.Ameen ko kaha tha na k karein* which is reaffirmed by Dr.Azim *g g ker rahay hain Dr.Ameen sb.*Dr.Nasir once again expresses his disapproval of non-compliance in direct interrogative *nahi tou meeting usi liay bulai the na k allocation ker lain.*He assertively disapproves of non-compliance from his team members who had been assigned the duty of compiling final list of courses. When Dr.Azim says that he has a rough list but not the final one, Dr.Nasir instantly asks him to bring the rough list .He uses direct and assertive linguistic structure without going into any formality to accommodate any bit of their non-compliance.

**Table 4.19: Course Allocation – Confrontational starting**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr.Nasir: course allocation ho gea hy? Course koun koun say offer kernay hain?</i>	Dr.Nasir: Course allocation is done? Which courses are to be offered?	
2.	<i>Dr.Azim-coordinator: courses wo bun rahay hain sir-ek adaha din lgay ga aur.</i>	Dr.Azim: Sir courses are being listed-it will take a day or so more.	
3.	<i>Dr.Nasir: tou meeting usi k liay tou ki the – meeting ka kia faida phir? Ye Dr.Ameen ko kaha tha</i>	Dr.Nasir: <b>So? The meeting has been called for that –what is the point of having a meeting then? Had asked Dr.Ameen to do it</b>	Assertive + Confrontational

	<i>na k karein</i>		
4.	<i>Dr.Azim: g g ker rahay hain Dr.Ameen sb</i>	Dr.Azim:Yes Sir-Dr.Ameen is doing that	
5.	<i>Dr.Nasir: nahi tou meeting usi liay bulai the na k allocation ker lain</i>	Dr.Nasir: <b>But the meeting was called for that – to do course allocation.</b>	Assertive + Confrontational
6.	<i>Dr.Azim: roughly bna lia hay sir –finalize nahi hay roughly hy</i>	Dr.Azim: Sir roughly it has been listed- not finalized but roughly.	

The analysis of above extract reveals that Dr.Nasir establishes his role and authority by using direct and assertive linguistic structures. He communicates his disapproval strongly and directly without leaving any space for accommodating. He strategically uses direct interrogatives in order to strongly confront the non-compliance of his team members. Dr.Nasir performs his role as head in conventional manner in a masculine community of practice using discourse strategies which are normatively associated with masculine style of interaction.

**Table 4.20: Course Allocation – Strategic Humor**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr.Azim:abhi roughly smajh lain k course nikal liay hain- offer kin kin ko ks terha ks teha kerna hay-wo abhi final krna hay</i>	Dr.Azim:Right now roughly consider that course have been listed –who will be offered these courses-that has to finalized now	
2.	<i>Dr.Nasir: meray liay bs seminar course chor dain –baki jo laina hay ap lay lain ---pehlay seniors ko dikhaen na</i>	Dr.Nasir: <b>Just leave one seminar course for me-rest whatever you want to take, first show it to the seniors</b>	
3.	<i>Dr.Hussain: sir is dafa tou MS mein laazmi mujhy course</i>	Dr.Hussain: <b>Sir this time Must give me a course in MS-it is a</b>	

	<i>dijiy –request hy</i>	<b>request</b>	
4.	<i>Dr.Nasir: acha request hay na-laazmi na krein na Tou pehlay seniors ko dikhaen na-phir daikhtay hain k dr sb ko-mein ny tou kaha hay na k meri ye khali request hy k seminar ko meray liay chor dain</i>	Dr.Nasir: Fine it is a request- don't declare it a must-so first show it to seniors-will see then- <b>I have said that its only my request, to leave seminar course for me</b>	<b>Humor</b>
5.	<i>Dr.Azim: nahi ye apki laazmi request hy ya</i>	Dr.Azim: <b>No-it is you MUST request</b>	<b>Humor</b>
6.	<i>Dr.Nasir: nahi nahi laazmi nahi – meri Punjabi wali request hy sahi genuine</i>	Dr.Nasir: <b>No No- Not Must- it is my Punjabi request-genuine one</b>	<b>Humor</b>
7.	(A senior faculty enters for meeting) <i>Dr.Nasir: ay note kerna 20 minute late aye nay –o kari o lagi hoye ay</i>	(A senior faculty enters for meeting) <b>Dr.Nasir: Do note ,he is 20 minutes late- the wall clock is there</b>	<b>Humor</b>
8.	<i>Dr.Mohsin- 20 nae 15 minute is na taime theek karo</i>	Dr.Mohsin: <b>Not 20 minutes- its 15 minutes- set the time</b>	
9.	(As coordinator gives him list of duties for review and signature ) <i>Dr.Nasir: jab list bnao to w.e.f.date v tay paya karo-smajh ni andi ay 2015 ka hy ya k ab ka-</i>	As coordinator gives him list of duties for review and signature Dr.Nasir: <b>When you prepare a list, do include w.e.f.date.it is not clear if it is from 2015 or present?</b>	<b>Humor</b>

In the extract in table 4.20 there are more than one instances of humor which have been strategically used by head as well as faculty members to subtly convey otherwise serious messages. Dr.Nasir, the head of department starts the course allocation by telling his preference first *meray liay bs seminar course chor dain –baki jo laina hay ap lay lain*

He then gives directive to the coordinator that seniors will be the first ones to choose courses *pehlay seniors ko dikhaen na*. Meanwhile, Dr.Hussain, a junior faculty member takes the floor and shares his request to get an opportunity to teach course to MS class *is dafa tou MS mein laazmi mujhy course dijiay –request hy*. Dr.Nasir instantly remarks catching on the juxtaposition in Dr.Hussain sentence *acha request hay na-laazmi Na krein Na*. Dr.Nasir uses direct and unmitigated linguistic structure to clarify that the faculty members have been given space to share their course preferences only. By directly disapproving the mention of compulsion by Dr.Hussain as he says *Laazmi*, Dr.Nasir assertively clarifies that the faculty members cannot take the liberty of making their preferred course choice a compulsion to be accepted by head or coordinator.

He once again refers to the senior faculty and indirectly reiterates that the senior faculty will get preference in choosing courses *Tou pehlay seniors ko dikhaen na-phir daikhtay hain*.

Considering the fact that he is head of the department who is senior and who has the authority to be the first one to choose any course, he subtly remarks that he has still been humble as he himself has requested to choose seminar course *mein ny tou kaha hay na k meri ye khali request hy k seminar ko meray liay chor dain*. That despite being head he has made request only and has not declared his course choice as a compulsion. In a way he once again disapproves the idea of a junior faculty taking the liberty of asserting his course choice as a compulsion. Moving further, Dr.Azim passes a subtle remark on Dr.Nasir's request to be given seminar course *nahi ye apki laazmi request hy ya* which again refers to the juxtaposition in Dr.Hussain's sentence *laazmi request*. This humor seems to mock or subtly criticize the request made by Dr.Hussain which is mocked because of the use of lexical item *Laazmi* by Dr.Hussain. Dr.Nasir responds to Dr.Azim in the same subtle way still using humor as a non-threatening strategy *nahi nahi laazmi nahi –meri Punjabi wali request hy sahi genuine*. By explaining his request *Punjabi wali request* and *sahi genuine* Dr.Nasir indirectly implies that Dr.Hussain's request was more of an order and less of a request.

As this point in discussion, a senior faculty member Dr.Mohsin enters the meeting room almost 15 to 20 minutes after the start of meeting. As Dr.Mohsin enters the room, the head passes a remark to point out his late arrival using Punjabi language which is a regional language mutually understood by all the participants of the meeting. Dr.Nasir remarks by addressing the

other faculty members and asks them to note that Dr.Mohsin is 20 minutes late *ay note kerna 20 minute late aye nay –o Kari o lagi hoye ay* . Dr.Nasir uses humor in very strategic and non-confrontational way to convey his message to a senior faculty. Even the choice of language, the strategy to use Punjabi, is an attempt to make it informal and non-confrontational. By using humor as a strategy Dr.Nasir skillfully manages his role as head and effectively conveys his message. On one hand he attempts to maintain a balance in performing his role as head because he is expected to treat all faculty members on equal rules and on the other hand he cannot afford to give the impression to his junior faculty members that he is allowing space to senior faculty to take liberty of being senior. In this tricky situation, where he has to negotiate the level of his authority in order to draw a balance on both fronts, he makes a strategic choice of using humor as a strategy to manage a possibly confrontational communication. His strategy helps in avoiding any possible confrontation as Dr.Mohsin also responds by using humor as a strategy *20 nae 15 minute is na taim theek karo* .Dr.Mohsin also responds in Punjabi and lightly remarks that the office wall clock time needs to be adjusted because he is late by 15 minutes and not by 20 minutes.

Moving further in the same conversational sequence Dr.Azim, the coordinator, gives Dr.Nasir the list of duties for review and signature. While signing the list Dr.Nasir notices that the date and year is not mentioned on the list. Dr.Nasir points out the mistakes using subtle humor as a strategy and tells the coordinator to add date and year *jab list bnao to w.e.f.date v tay paya karo- smjh ni andi ay 2015 ka hy ya k ab ka-* When the coordinator Dr.Azim tries to explain that the list is for last semester *Sir ye last semester ka hy*, The head once again reasserts his point and says *nae last semester tay nae na smajh andi* , that the documents remains vague , unless the date and year is mentioned clearly, it is hard to tell the exact date of the document.

Dr.Nasir strategically negotiates between his professional and gender identity by using collaborative humor to deal with possibly confrontational issues. The use of collaborative humor is normatively indexed as feminine and is generally associated with feminine cofps. The analysis of above extract reveals that the meeting chair Dr.Nasir uses humor as a strategy to point out mistakes of his team members using subtle and indirect linguistic choices. He uses indirect linguistic strategies and negotiates between being assertive, confrontational and being strategic and non-confrontational. He makes effective use of humor to negotiate between his authority as

head of department and his strategy to be non-confrontational especially with the senior faculty members who are almost the same rank as him. Dr.Nasir skillfully maintains the negotiation within discourse as other participants of the meeting also respond using humor as a strategy which helps diffuse the possibility of conflict. The analysis of this extract highlights the strategic use of humor as a feature of interactional style used by meeting participants to communicate during a possibly confrontational situation. The interactional strategy of humor used by the meeting participants seems to perform a range of functions which include disapproval, criticism, and pointing of mistakes etc. The analysis of this extract also reveals that the use of collaborative humor by Dr.Nasir proves a crucial discursive resource in facilitating effective management of discourse on possibly confrontational issues however it is important to note here that collaborative humor is indexed as a feature of feminine discourse strategy.

The extracts in next table 4.22 offer example of assertive and direct interactional style where the head of department Dr.Nasir positions himself as an autonomous and authoritative leader speaking from his position of authority. This extract starts with Dr.Nasir's clear instructions to faculty members to prepare course folders for all the courses. He uses direct linguistic structures to give a series of directives regarding course folders. He firmly announces that both visiting and regular faculty will have to make course folders in the upcoming semester *ek dafa pehlay bhi hum nay baat ki the- k ab folder bnanay hain sb nay visiting ho regular teacher ho.*

He then mentions the list of documents to be included in folder *folder jis k andar attendance ho ge –course ki outline ho ge-midterm ka result ho ga.* He continues issuing firm directives using direct linguistic structures and tells the faculty members to provide at least one copy of each reading material which they use in their classes, *reading agar ap daitay hain ek copy apnay pas rakhain-ek bachu ko dain-tou apnay pas agar ap nay rakhna hain werna coordinator ko dain-udhar rakh dain-jitnay bhi courses ap perha rahay hain.* Dr.Nasir very firmly and assertively concludes his directives by stressing the obligation to comply by using the lexical choice *laazmi, her course ka ek folder laazmi hona chahye.*

**Table 4.21: Course Folders + Change in Duties -Direct+Assertive+Confrontational Leadership**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
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1.	<p><i>Dr.Nasir:ek dafa pehlay bhi hum nay baat ki the- k <b>ab folder bnanay hain sb nay</b> – visiting ho regular teacher ho-folder jis k andar attendance ho ge – course ki outline ho ge-midterm ka result ho ga – matlab jo bhi course say related cheezain hain- reading agar ap daitay hain ek copy apnay pas rakhain-ek bachu ko dain-tou apnay pas agar ap nay rakhna hain werna Bhatti sb (coordinator) ko dain-udhar rakh dain-jitnay bhi courses ap perha rahay hain – her course ka ek folder laazmi hona chahye.</i></p>	<p>Dr.Nasir: We also talked once- that all have to make folder now-visiting as well as regular teachers-Folders which have attendance inside-and course outline-midterm result-meaning everything related to course-reading material which you give-<b>Keep one copy with you- and give one to students-If you want to keep with you, otherwise give it to Bhatti sb, keep it there-all the courses which you are teaching, there Must be separate folder for each course.</b></p>	<p><b>Giving Directives - Direct linguistic structures</b></p>
2.	<p><i>Dr.Nasir: baaki jo hay na duties change krani hain kia? Issi meeting mein decide kerna hay kia? Ye meeting jo chal ri hay?</i></p>	<p>Dr.Nasir: Rest do you want to get the duties changed? Do you want to decide in this meeting? The one which is happening right now?</p>	<p>Direct+ Assertive</p>
3.	<p><i>Dr.Hamid.agli meeting mein sir</i></p>	<p>Dr.Hamid:In next meeting sir</p>	
4.	<p><i>Dr.Nasir: pehlay tay ker lain k change kerni hain- reshuffle kerni hain k nahi? Agar nahi kerni tou aisay he chalti rahain....agar kerni hain tou phir agli mein ker lain. Pehlay</i></p>	<p>Dr.Nasir: <b>First decide if you want to change or not-if you want to reshuffle or not? If not-then let it go like this-But you want to change ,then get it settled in the next meeting-</b></p>	<p>Direct Assertive Autonomous</p>



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	<i>ye tou tay ho jaye na k change kerni hain-agar kerni hain tou agli meeting bulatay hain-nahi kerni tou phir meeting ka faida nahi hay.</i>	First let it be decided that they (duties) have to be changed- <b>If yes, then let's call the next meeting, if no, then there is no point in calling the meeting.</b>	
5.	<i>Dr.Hussain. Sir mein ye arz ker rah ahu na k mein change kerna chahta hu</i>	Dr.Hussain: Sir I am humbly requesting that I want to change.	Polite
6.	<i>Dr.Nasir:theek hay na agar change kerni hay tou bus theek hay--- is ki jaga koi aur ap pay ajayege –ye tou nahi hay k ap pay koi duty nahi ho ge</i>	<b>Dr.Nasir: that's alright-if you want to change then its ok-you will then have to do any other duty-it is not like that you will not do any duty at all.</b>	<b>Assertive +Direct</b>
7.	<i>Dr.Hussain:mein sir ye arz ker rah ahu na k koi dept mein ek nae responsibility hmein day rahay hain – k jesay overall history dept k beautification ka kuch ho-ya charts panaflex ya inhi mein say koi is terha ki responsibility day dain ...</i>	Dr, Hussain: Sir I am humbly requesting that a new responsibility is being given to us in the department-such as something like overall decoration of the history department. Or charts or Pana flex-or assign something like this sort of responsibility	Polite +Indirect
8.	<i>Dr.Nasir.asal mein yar ye daikhain ap ko bhi pata hay hum sb ko bhi-space ka masla hy-werna tou kal mein nay inko Rawalpindi ka naksha dia hay-ab wo kahan lagaen gy hum-</i>	Dr.Nasir: <b>Actually dear you know, all know, that there is issue of space-Otherwise yesterday I gave them map of Rawalpindi –Now where will we display that? We have other</b>	Indirect Disagreement

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	<i>hamaray pas aur kai cheezain hain-pictures honay chaye freedom fighters k-Pakistan movement k- <b>magar hum kahan lagaen- jaga kahan hay hamaray pas?</b></i>	stuff as well-there should be pictures of freedom fighters, of Pakistan movement, but where can we display? Where do we have space?	
9.	<i>Dr.hussain.mein nay sir ye arz kia-jesay ye jo andar gallery type hay na-yahan laga sktay hain-</i>	Dr.Hussain:Sir I have humbly submitted – like we have this gallery like space inside – stuff can be displayed there	Polite + Indirect
10.	<i>Dr.Nasir: <b>sheehsa he laga hua hay na sar-yahan py kesay lgay ga</b></i>	Dr.Nasir: <b>Sir there is a glass- How will it be displayed there?</b>	Direct + Assertive +Confrontational
11.	<i>Dr.Hussain.nae sir-jesay ye space hy na-jesay ap ny gour kia ho na female campus mein director academics k pas ...</i>	Dr.Hussain: No sir- Like there is this space-like you might have noticed in the female campus near director academic office?	Indirect
12.	<i>Dr.Nasir: <b>un k pas tou poora corridor hy na ...neechay- wo matlab itna hy k bnda usko chaltay daikh bhi skta hay.</b></i>	Dr.Nasir: they have full corridor downstairs, it is enough that a person can see it while walking	Direct Disagreement
13.	<i>Dr.Habib: <b>Offices mein bhi hum ker sktay hain – jesay quaide azam university mein chairman k office mein tasveerein</b></i>	Dr.Habib: We can do in office as well. Like in Quaide Azam university, there are pictures in the chairman office.	Polite
14.	<i>Dr.Nasir: <b>sachi baat ye hay k tasveeru ka mein khud qail nahi hu ... apni nahi lagata mein tou doosru ki kia lagaun—(laughs)</b></i>	<b>Dr.Nasir: The truth is that I am not a big fan of pictures. I don't even display my pictures, what to talk of others (laughs)</b>	<b>Interruption+</b> <b>direct</b> <b>disagreement+</b> <b>assertive</b>

15.	<p><i>Dr.Nasir: jaga ka masla hy- werna tou pelay bhi tha k merit board hona cahhaye- honay ko tou dill sb ka kerta hy k hona cahahye..Lekin proper jaga ka issue hy.</i></p> <p><i>Space k ilawa fund ka bhi issue hy- chlain is pay phir full fledge meeting bula lain gy</i></p>	<p>Dr.Nasir: Space is an issue- otherwise it was already considered that there should be merit board- the heart wishes that everything should be there- but availability of proper space is an issue –In addition to space issue, Funds are also an issue- Ok , we will call a full fledge meeting for this</p>	Indirect Refusal
16.	<p><i>Dr.Nasir:tou ideas tou sb k pas hain magar sab say bara issue hy k jaga nahi hy- tou jitna ho skya</i></p> <p><i>Chlain magar ye hy k jitna is limitation mein hum ker skain – wo ker lain gy ...phir is k liay alag meeting bula laitay hain</i></p>	<p>Dr.Nasir: So every boss has ideas but the biggest issue is space-so whatever is possible- but whatever we can do within these limitations-we will do- then let’s call a separate meeting for this.</p>	

Dr.Nasir completes his directives without allowing space for any further discussion and moves to the next point for discussion and asks faculty members if they want to get their duties changed, and whether they want to discuss that in the same meeting or if they want to hold a separate meeting for that . He basically refers to the administrative duties which each faculty member has to perform in addition to the teaching duties *baaki jo hay na duties change krani hain kia? Issi meeting mein decide kerna hay kia? Ye meeting jo chal ri hay?*

Dr.Nasir does not prolong the discussion, he uses a direct and authoritative linguistic structures to set the track of discussion. He does not invite discussion on administrative matters but issues clear directives about what needs to be done. He clearly tells his faculty members to be clear and certain if there is a need to call meeting to discuss the reshuffling of administrative duties otherwise there is no point in calling the meeting.

*Pehlay tay ker lain k change kerni hain- reshuffle kerni hain k nahi? Agar nahi kerni tou aisay he chalti rahain....agar kerni hain tou phir agli mein ker lain. Pehlay ye tou tay ho jaye na k change kerni hain-agar kerni hain tou agli meeting bulatay hain-nahi kerni tou phir meeting ka faida nahi hay.*

When Dr.Hussain, a junior faculty member, says that he wants to change his duty *sir meinye arz ker rah ahu na k mein change kerna chahta hu*, Dr.Nasir responds to him using assertive and confrontational linguistic expressions. Dr.Nasir strongly asserts that he has no problem if Dr.Hussain wants his duty to be changed *theek hay na agar change kerni hay tou bus theek hay*, but he assertively makes it clear that in any case he will have to perform any other administrative duty *Is ki jaga koi aur ap pay ajayege*, Dr.Nasir does not seem to be happy with unnecessarily reshuffling the duties, he almost becomes confrontational at a point when he say *ye tou nahi hay k ap pay koi duty nahi ho ge*. At this point the discussions becomes confrontational and the head of department asserts himself strongly as he does not seem to be receptive to the suggestions made by his junior. He strongly claims and asserts his identity as a boss and does not allow room to his subordinate for negotiation of having a say at this point in discussion. Dr.Hussain uses very polite and courteous linguistic expressions to show his interest and willingness in taking duty of department beautification, *mein sir ye arz ker rah ahu na k koi dept mein ek nae responsibility hmein day rahay hain – k jesay overall history dept k beautification ka kuch ho-ya charts panaflex ya inhi mein say koi is terha ki responsibility day dain*.

Dr.Nasir does not approve of Dr.Hussain's suggestion and strongly questions its feasibility that the idea of department beautification is not at all practical as they have come up with many ideas in the past as well but there is no space to be decorated, *asal mein yar ye daikhain ap ko bhi pata hay hum sb ko bhi-space ka masla hy-werna tou kal mein nay inko Rawalpindi ka naksha dia hay- ab wo kahan lagaen gy hum-hamaray pas aur kai cheezain hain- pictures honay chaye freedom fighters k-pakistan movement k- magar hum kahan lagaen- jaga kahan hay hamaray pas?*

Dr.Hussain again humbly and courteously tries to explain the possibility of his suggestion and mentions a space in gallery which can be utilized, *mein nay sir ye arz kia-jesay ye jo andar gallery type hay na-yahan laga sktay hain*. At this point Dr.Nasir once again becomes confrontational and using a direct interrogative, questions the feasibility of space, *sheehsa he*

*laga hua hay na sar-yahan py kesay lgay ga?* Dr.Hussain further explains by drawing comparison with another department, *nae sir-jesay ye space hy na-jesay ap ny gour kia ho na female campus mein director academics k pas....*Dr.Nasir is still not convinced on the idea but instead of making direct disagreement , he explains the reason for not being convinced that the suggested space is not big enough to invest time and energy for department beautification *un k pas tou poora corridor hy na ...neechay- wo matlab itna hy k bnda usko chaltay chaltay daikh bhi skta hay .*

Realizing that the head of department is not convinced on his suggested option, Dr.Hussain makes another suggestion that the space in faculty and Head offices can also be utilized for displaying pictures *offices mein bhi hum ker sktay hain – jesay quaide azam university mein chairman k office mein tasveerein .*Dr.Nasir completely rejects this suggestion using direct and unmitigated linguistic structure *sachi baat ye hay k tasveeru ka mein khud qail nahi hu ... apni nahi lagata mein tou doosru ki kia lagaun.* He uses first person singular *I* which strongly asserts his authority that he does not approve of the suggestion of using office space to display pictures. Then he adds a little more explanation mentioning the space and budget limitations for his strong disapproval of the idea *honay ko tou dill sb ka kerta hy k hona cahahye..Lekin proper jaga ka issue hy. -Space k ilawa fund ka bhi issue hy*

Initially Dr.Nasir strongly asserts himself and disapproves the suggestion from Dr.Hussain using direct and assertive linguistic structures, but as he winds up the discussion on department beautification point, he does try to mitigate the impact of his confrontational and assertive interactional style *ideas tou sb k pas hain magar sab say bara issue hy k jaga nahi hy-tou jitna ho skay.* He concludes by leaving some room and space for reconsidering the beautification idea some time in future keeping in view the space and budget limitations *chlain magar ye hy k jitna is limitation mein hum ker skain – wo ker lain gy ...phir is k liay alag meeting bula laitay hain*

The analysis of above extract highlights the authoritative, autonomous and at times confrontational enactment of professional identity by Dr.Nasir who uses direct and unmitigated linguistic expressions to maintain his authority and say. In the above conversation the use of direct and unmitigated assertions construct his professional identity as an authoritative boss. He does not negotiate his authority as head as he does not mitigate his directives and completely

speaks with authority as head of department. When a suggestion comes from a junior faculty member, Dr.Nasir does not even consider the idea of allowing discussion or inviting input on options suggested by the faculty member. Using direct and autonomous linguistic structures, he disapproves the suggestions by assertively questioning the feasibility of ideas. The analysis shows that Dr.Nasir is performing his professional identity in typically masculine style using features of masculine cofp where contestation and challenge is unmarked.

**Table 4.22: Seminar Courses and (extra) Visiting courses of faculty-Autonomous + Authoritative Leadership**

S.No.	Sentence as uttered by the Speaker	English Translation	Codes
1.	<i>Dr.Nasir:acha ye pichli dafa bhi hua tha – 2 2 seminar lay rahay thay- is dafa daikh lain- ek he seminar ho – kisi k pas 2 2 seminar na hu</i>	Dr.Nasir:Ok- it happened last time as well- 2 2 seminars were being taken-so <b>do check this time- it should be only one seminar each-nobody should have 2</b>	<b>Assertive Direct</b>
2.	<i>Dr.Nasir :ye ap log phir daikh lain- agar kanhi ap logu nay bahar perhanay hain na tou yahan pey phir pehlay he bta dain- to Hamidullah phir purana masla na ho- acha? (gee). Yahan pay agar commitment ker li hy tou phir yahan say main workload nahi kum ho ga – Agar yahan pay commitment ker li hay tou phir yahan say apka withdraw nahi ho ga</i>	Dr.Nasir: You people see it then-If you plan to teach outside then do inform here in advance- to Hamidullah-there should not be an issue like in past? If you have made commitment here then I will not reduce you workload from here- If you have made commitment here then it will not be withdrawn from here	<b>Assertive Direct</b>
3.	<i>Dr.Hussain: hum apko</i>	Dr.Hussain: We will inform you	

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	<i>Inshallah pehlay btaen gy</i>	in advance	
4.	<i>Dr.Nasir: 14 ko hum nay visiting kernay hain-agar ap logu nay chornay hain tou 14-15 tak bta dain phir takay visiting engage krein hum- ye na ho k ap 11<sup>th</sup> hour btaen aur hum na ker skain- jo commitment kerni hay pehlay hmein bta dain (theek hay). Werna phir ap k sath he hand ho ga-baaqiyu k sath tou nahi hona- ap k sath he hand ho ga (jo gvt ko ap nay 14 hazar ka nuqsan dia hau-tax nahi dia ap nay (lighter note-laughs).</i>	<b>Dr.Nasir:On 14 we will arrange visiting-if you are planning to withdraw then inform by 14-15 so that we engage visiting-it should not be like that you inform at the 11<sup>th</sup> are when we can't even hire visiting-whatever commitment you plan to make-let us know in advance –alright?otherwise you will have to face ,not the rest.(The 14 thousand rupees damage which you have done to government by not paying the tax –Lighter note laughs)</b>	<b>Assertive Direct</b>

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The extract in table 4.22 is taken from the last part of meeting where Dr.Nasir, the head of department, gives final instructions regarding course allocation and visiting courses. He uses strong, direct and authoritative linguistic structures to communicate his instructions loud and clear, *acha ye pichli dafa bhi hua tha – 2 2 seminar lay rahay thay-* Dr.Nasir strongly asserts his authority when he says, *is dafa daikh lain- ek he seminar ho – Kisi k pas 2 2 seminar na hu.* Despite the fact that there are senior faculty members attending the meeting, Dr.Nasir chooses to display himself as a strong and assertive boss who enacts his professional identity strongly and unapologetically .He uses strong directive and almost warns the faculty members to be clear that no one can take two seminar courses in one semester.

Continuing in the same style, Dr.Nasir gives the next instruction regarding visiting courses. He clearly tells his faculty members to inform the department well in time about their willingness to teach visiting courses, *ye ap log phir daikh lain- agar kanhi ap logu nay bahar perhanay hain na tou yahan pey phir pehlay he bta dain.* In this extract, Dr.Nasir communicates his instructions to faculty members using authoritative linguistic structure telling them clearly

that once they finalize their courses in the department they will be committed to continue. He strongly warns them that he will not accommodate any request to reduce their workload once they make a commitment *Yahan pay agar commitment ker li hy tou phir yahan say main workload nahi kum ho ga*. He even repeats, reasserts and reiterates his instruction in direct and assertive sentences to make sure it is well received and understood *Agar yahan pay commitment ker li hay tou phir yahan say apka withdraw nahi ho ga*. This unmitigated and firm assertions construct him as an autocratic boss who warns his team about the possible accountability in an assertive manner.

He gives his faculty members a deadline to decide and inform the department about their availability by the mentioned deadline His instruction is in clear and direct sentences, *14 ko hum nay visiting kernay hain-agar ap logu nay chornay hain tou 14-15 tak bta dain phir takay visiting engage krein hum*-Moving further he issues instruction which seems to imply a warning and a disclaimer that he will not be able to accommodate any request once the deadline is over and ends his statement on a question tag *theek hay* to reconfirm that his instruction is well received, *ye na ho k ap 11<sup>th</sup> hour btaen aur hum na ker skain- jo commitment kerni hay pehlay hmein bta dain (theek hay)*.

This conversational extract is an example of assertive and direct linguistic expressions which construct autonomous and authoritative identity of Dr.Nasir who strongly maintains his authority throughout the meeting interaction. The linguistic analysis of this extract shows that in major part of this extract Dr.Nasir gives instructions and issues directives to his faculty members positioning him as an assertive head of department.

#### **4.10 Conclusion of Meeting 5 Analysis**

The analysis of above meeting offers insight into the dynamics of interaction in an all-male set up where the meeting chair Dr.Nasir positions himself as an autonomous chair and claims his authority firmly at the very start of the meeting. The micro level analysis of the discourse strategies used by head of department Dr.Nasir reveals that he performs his professional identity assertively and displays an autonomous and authoritative leadership style. The analysis also illustrates ways in which Dr.Nasir exploits the potential of collaborative humor to construct and integrate gender and professional identity as he deals with the potentially



contestive issues in meeting. During the meeting, he retains the floor most of the time and assertively continues to give directives, orders and instructions using direct and unmitigated linguistic structures. He invites minimum participation from the faculty members and does not seek to build consensus on administrative matters. He rather issues firm directives and orders and strongly communicates to his employees the obligation for compliance. The use of imperatives for giving directives, the use of direct discourse strategies, firm disagreements and confrontational discourse, all contribute to construction of Dr.Nasir's authoritative and normatively masculine leadership identity.

#### **4.11 Meeting No.6- Meeting of In charge Campus held in a mixed gender setup with Heads and Members of the Committees formed for University's Foundation Stone laying ceremony event.**

This is a planning meeting for organizing foundation stone laying ceremony for construction of new campus of a public sector university. The meeting takes place in a mixed gender setup where male and female senior faculty members and senior members of administration are meeting with director campus to discuss and plan about the ceremony. Director campus Dr.Sami has formed different committees to assign and manage various duties for the foundation stone laying ceremony. He has called all committee heads and members in this meeting in order to assign duties and give directions regarding their respective duties.

**Table 4.23: Invitation Committee**

<b>S No.</b>	<b>Sentences as uttered by the speaker</b>	<b>English Translation</b>	<b>Codes</b>
<b>1.</b>	<i>Dr.Sami: bismilla-he-Rehman ni Raheem...Ahsan minutes note kerta rahay ga. Acha sb say pehlay jo hamari committee hy Dawat committee – ye committee ye kry ge k logu ko invitation day ge-invitation cards bun rahay hain – wo print ho jaen gy- apko</i>	Dr.Sami: bismilla-he-Rehman ni Raheem...Ahsan will note the minutes...Alright first of all the committee which we have is Invitation Committee-This committee will send invitation to people-invitation cards are being made-they will get	Directives  Direct Autonomous

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	<i>mill jaen gy –jin ki security clear ho ge unko ap dain gy- hum apko ek list day dain gy- us k mutabiq ap distribute ker dain gy-</i>	printed-they will be given to those whose security will be clear-We will provide you a list-You will distribute according to that.	
2.	<i>Dr.Sami: acha Dr.Saba - ap log teenu hain – ap ki committee ka koi aur kam hay? Smajh gaye hain? K apko hum list dain gy ,jinki security clear ho ge,apko card dain gy ,us card k oper serial number likha hua ho ga-wo ap unko dispatch karein gy – yahan tak baat ho gaye- phir smjhain gy k 2 din ho gaye hain 3 din ho gaye hain – abhi uski confirmation laini hy-total 296 mein say 200 k qarib log hug y jin ki ap nay confirmation laini hay-</i>	Dr.Sami: Ok Dr Saba-You are three in all? Is there another task for your committee? Did you get it? that we will provide you a list-you will send card to those whose security will be clear-serial number will be written on that card-that you will dispatch to them-when you will see that two or three days have passed- now you have to get their confirmation –the total is 290- you will do confirmations from around 200 people.	Directives Direct Autonomous
3.	<i>Dr.Saba: unko calls krein gy hum?</i>	Dr.Saba: Will we call them?	
4.	<i>Dr.Sami: nahi pehlay ap nay bhaij diay na- 2 din mein unko deliver ho jaen gy-phir us k baad call ker k confirmation laini hay-her ek ko tick kertay jaen-is nay confirm ker dia-is nay confirm nahi kia- phir hamaray pas information aa jayege k ye nahi aa sktay aur ye aen gy- theek hy?</i>	Dr.Sami:No-First you have sent the invitations-they will be delivered to them within two days-after that you have to take confirmation on call- carry on putting a tick who has confirmed and who has not-then we will get information who is coming and who is not-alright?	Directives Direct Autonomous

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	<i>Apka kaam khatam ho gea?</i>	Your task is finished?	
5.	<i>Dr.Saba: g sir</i>	Dr.Saba:Yes Sir	
6.	<i>Dr.Sami: theek hy? Apka kaam khatam ho gea? Chai hum wesay bhi nahi pilatay</i>	Dr.Sami: is that ok? You task is done? We don't offer tea (on lighter note-)	Humor
	<i>(On lighter note-laughs by all).</i>		

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The extracts in table 4.23 focus on the interactional style of Dr.Sami who is director campus, and the chair of this meeting. He starts by giving directions to the head and members of invitation committee which is responsible for sending invitations of the ceremony to all the guests. He formerly starts the meeting with a brief verse from Holy Quran and straight away starts giving directions, *bismilla-he-Rehman ni Raheem...Ahsan minutes note kerta rahay ga*. He directs Ahsan who is from administrative staff, to take notes of the meeting. Dr.Sami addresses the concerned members of invitation committee and uses clear, direct and unmitigated sentence structures to give a series of directives. He does not invite discussion from the meeting participants on how things should be managed, but he gives direct instructions on how and what the committee is expected to do regarding distribution of invitations to the guests.

*Acha sb say pehlay jo hamari committee hy Dawat committee – ye committee ye kry ge k logu ko invitation day ge-invitation cards bun rahay hain – wo print ho jaen gy- apko mill jaen gy –jin ki security clear ho ge unko ap dain gy- hum apko ek list day dain gy- us k mutabiq ap distribute ker dain gy*. All the sentence structures used in these opening instructions are direct and firm. As chair of the meeting and being the chair of all committees, he asserts his authority by using direct sentence structures for giving instructions. In the very start of the meeting he establishes his authority as chair and takes strong autonomous identity as a boss.

Dr.Sami continues his instructions while addressing Dr.Saba who is head of invitation committee *Dr.Saba Smajh gaye hain? K apko hum list dain gy ,jinki security clear ho ge,apko card dain gy ,us card k oper serial number likha hua ho ga-wo ap unko dispatch karein gy – yahan tak baat ho gaye- phir smjhain gy k 2 din ho gaye hain 3 din ho gaye hain – abhi uski*

*confirmation laini hy-total 296 mein say 200 k qarib log hu gy jin ki ap nay confirmation laini hay-*

In the above extract Dr.Sami continues with the series of instructions and gives a number of directives about distributing cards to the guest list and following up on phone calls for getting the confirmation of invitation from the guests. Dr.Saba asks for reconfirmation to clarify if she has understood the directions clearly *unko calls krein gy hum?* Dr.Sami repeats the same instructions in response further explaining and clarifying a few things. Once he finishes his instructions he asks Dr.Saba if she has understood well and if there is anything left *theek hy. Apka kaam khatam ho gea?* As Dr.Saba responds in affirmation saying *g sir*, Dr.Sami closes his instructions for invitation committee by passing humorous remark *theek hy? Apka kaam khatam ho gea? Chai hum wesay bhi nahi pilatay.* He uses humor to indicate that the instructions for the invitation committee are complete and the committee members may leave without waiting for the tea.

The linguistic analysis of the above opening extract highlights that Dr.Sami positions himself as an autonomous leader who is clear and firm while giving directions to his subordinates. He does not opt for a consultative process which would have allowed the meeting participants to give their suggestions on how they will manage their duties. Instead of following a consultative process, Dr.Sami uses an authoritative process for giving direct instructions. The use of direct, firm and unmitigated directives set the track of meeting and construct Dr.Sami's professional identity as an authoritative and autonomous boss.

**Table 4.24: Pindaal Committee-Confrontational+ Assertive**

S.No.	Sentences as uttered by the speaker	English Translation	Codes
1.	<i>Dr.Sami: acha pindaal committee-sb says zaida important - Imran sb ap k sath aur koun koun hy? Moosa (wo nahi hain) nahi hain? Aye huay tou hain aj?</i>	Dr.Sami: Alright-Pindaal (venue) Committee-the most important of all-Imran who else is with You? Moosa? (He has not come) he is not here? He is present today?	

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2.	<i>Imran: sir unko btaya tha k 3 bjay meeting hay –lekin pohnchay nahi hain wo abhi</i>	Imran: Sir I informed him that meeting is at 3. But he has not arrived yet.	
3.	<i>Dr.Sami: hmmm Dr.Habib? wo nahi aye hua kia</i>	Dr.Sami: hmmm Dr Habib? Is he there?	
4.	<i>Imran: aye huay hain- unko mein nay btaya bhi tha</i>	Imran: He is present-I have also informed him.	
5.	<i>Dr.Sami: daikho jis ka naam sb say oper hay wo us committee ka head hay-convenor hy- ab ye uski power of command pay depend kerta hay – power of command pay depend kerta hay- bar kehta hu- k request say kahain –un say request karein k is meeting mein ap nay ana hay – <b>phir un k whereabouts apko pata honay chahye – uski zimadaari meri nahi hay- ye committee k ap head hain ye apki zimadaari hay k ap ensure karein k wo yahan pay hu – theek hy na?</b></i>	Dr.Sami: See- the person whose name is written at the top, is head of the committee- now it depends on his power of command – depends on his power of command I repeat again-request them first-request them that they have to come for the meeting- <b>then you should know their whereabouts-that is not my responsibility-you are head of this committee-this is your responsibility to ensure that they are here – is that alright?</b>	Direct Assertive +Confrontational
6.	<i>Imran: sir mein nay bateau tout ha unko</i>	Imran: Sir I have informed them	
7.	<i>Dr.Sami: batanay ki baat nahi hoti- ensure kernay ki baat hoti hay – isko power of command kehtay hain – abhi donu ap k members nahi</i>	<b>Dr.Sami: It’s not about informing-it is about ensuring-this is called power of command-both of your members are not here.</b>	Direct Assertive +Confrontational

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This meeting extract focuses on the discussion between Dr.Sami and Dr.Imran who is head of venue arrangement committee. This analysis is focused on exploring the aspects of confrontational and assertive style of interaction as they emerge during the discussion. As Dr.Sami comes to know that two members of the committee are not present in the meeting, he assertively holds the committee head, Dr.Imran, accountable for not being able to ensure the presence of his committee members.

Dr.Sami asks Dr.Imran about the other two members of the committee, *acha pindaal committee-sb say zaida important - Imran sb ap k sath aur koun koun hy? Dr.Moosa nahi hain? Aye huay tou hain aj ?* Dr. Imran informs Dr.Sami that he has informed the committee members about the meeting but they did not come *sir unko btaya tha k 3 bjay meeting hay –lekin pohinchay nahi hain wo abhi* .Dr.Sami then inquires about the other committee member *hmmm Dr.Habib? wo nahi aye hua kia* to which Dr.Imran replies *aye huay hain- unko mein nay btaya bhi tha*. As Dr.Sami discovers that both members of the committee are not present in the meeting, he turns to Dr.Imran, the committee head, and assertively holds him accountable for the absence of both of his committee members. He strongly holds Dr.Imran accountable that it was his power of command and his *zimadaari* (responsibility) to communicate with his committee members and ensure their presence. He refers to Dr.Imran’s role as head of the committee and reminds him of his power of command as head, *daikho jis ka naam sb say oper hay wo us committee ka head hay-convenor hy- ab ye uski power of command pay depend kerta hay – power of command pay depend kerta hay- bar bar kehta hu- k request say kahain –un say request karein k is meeting mein ap nay ana hay –*

Dr.Sami uses a strong and direct obligatory sentence to remind Dr.Imran of his responsibility. Very assertively and authoritatively, he directs Dr.Imran and tells him that it is his responsibility to ensure that both members of his committee should be present in future meetings, *phir un k whereabouts apko pata honay chahye – uski zimadaari meri nahi hay- ye committee k ap head hain ye apki zimadaari hay k ap ensure karein k wo yahan pay hu – theek hy na?*

Dr.Imran courteously and humbly submits that he had informed both of them *sir mein nay bataya tout ha unko* but Dr.Sami still reasserts that it was and it is his responsibility to ensure the presence of his committee members in the meeting, *batanay ki baat nahi hoti- ensure*

*kernay ki baat hoti hay – isko power of command kehtay hain – abhi donu ap k members nahi.*  
 Dr.Sami is direct and assertive when he says that the committee head’s duty is not only to inform his members about the meeting, but it is their responsibility to ensure the presence of their committee members in the meeting.

The above analysis highlights that Dr.Sami is doing power and performing his professional and gender identity in conventional masculine and normative way in a mixed gender setup, using direct, assertive and firm discourse strategies. The analysis of above extract also highlights that Dr.Sami takes a strong and authoritative identity as organizing head of the event and asserts his leading role strongly. He enacts his authority firmly when he holds his team members accountable on issue of non-compliance. He is direct in pointing out the mistakes of his team members and he conveys his disapproval very strongly. The discourse strategies and the linguistic choices made by Dr.Sami construct him as assertive and strong boss.

The analysis of next table 4.26 explores how the meeting chair is giving orders and instructions in order to get things done. The analysis highlights the masculine ways of giving directives. This extract captures the discussion between Dr.Sami and Dr.Shabbir who is head of seating arrangement committee. Dr.Sami gives a series of instructions, directives and orders to Dr.Shabbir regarding the seating plan for the ceremony. The conversation starts on a humorous note when Dr.Shabbir declares that he did not even know that he is head of the committee.

**Table 4.25: Security, Parking and Reception Committee- Direct and Firm Imperatives**

S.No.	Sentences as uttered by the speaker	English Translation	Codes
1.	<i>Dr Sami to Yousaf sb(he is convenor of the committee) : ap apnay tour pay apni committee ki ek meeting bula lain</i>	Dr Sami to Yousaf sb (he is convenor of the committee): You call a meeting of your committee on you own.	Directives Direct  Authoritative
2.	<i>Dr.Yousaf: g sir InshAllah</i>	<i>Dr.Yousaf: Ok Sir God Willing</i>	
3.	<i>Dr.Sami: aur us mein Aleem ap nay ek eham role ada kerna hay- Abid sb ap nay bhi eham</i>	Dr.Sami: Aleem you have to play an important role in that- Abid you also have to play an	Directives Direct

<p><i>role ada kerna hay- is mein ap k pas security bhi hy -parking b hy-aur istaqbaaliya bhi hay-teenu cheezain hain- ap nay kuch log-jo apko chahye hug y-students mein say lay lain-parking ka jo area wahan mohtas kia hua hay –wahan pay kuch area asa ho ga k kisi gari ko anadr anay ki ijazat nahi ho ge- <b>lehaza bahar he udhar he stop ker k unko park kerwa dain-</b></i></p> <p><i>Tou security ka ap apna plan mujhy bata dain- aur istaqbaaliya comm mein bhi ape mujhy naam day dain gy Apki ye teenu cheezain hain- is pay ap meeting ker k yousaf sb phir mujh say discuss ker lain (y sb: theek hay sir).</i></p>	<p>important role –you also have security (charge) in this – Parking as well-and reception – all three things are there-You take some people whom you want from among the students –the parking area which has been reserved there - in some part of that area no vehicle will be allowed to get in there- <b>therefore, stop outside and get them parked</b> –so let me know your security plan-and in reception committee as well you will give me the name –you have these three things-you hold a meeting with Mr. Yousaf regarding this and then discuss with me (alright sir )</p>	<p>Authoritative</p>
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Dr.Sami then gives some instructions about the reserved parking area *parking ka jo area wahan mohtas kia hua hay –wahan pay kuch area asa ho ga k kisi gari ko anadr anay ki ijazat nahi ho ge*-He then uses a direct and authoritative linguistic structure to stress his instruction ***lehaza bahar he udhar he stop ker k unko park kerwa dain.*** He asks the security committee to share their security plan with him *Tou security ka ap apna plan mujhy bata dain-* And also instructs the reception committee to nominate one person on their behalf *aur istaqbaaliya committee mein bhi ape k adh mujhy naam day dain gy* Dr.Sami then gives one more concluding instruction to the convenor of committee Dr.Yousaf and asks him to discuss the progress with him *Apki ye teenu cheezain hain- is pay ap meeting ker k yousaf sb phir mujh say discuss ker lain*



Like all the previous extracts of this meeting, the discourse strategies used by Dr.Sami in this extract again construct him as an authoritative boss who dominates floor throughout the meeting and continues to give firm directives to get things done. The analysis of all above extracts also indicates that Dr.Sami takes a transactional approach as a boss and stays focused on the goals and tasks to be accomplished, which is an interactional style conventionally coded as masculine.

This meeting extracts in next Table 4.28 focus on the instructions given to the transport committee and explores the assertive and autonomous discourse features adopted by the meeting chair. Dr .Sami starts by asking the transport committee if they have done a planning meeting among themselves to decide about the number of buses required for transportation for the ceremony transport *committee sir. Apko ktni buses chahye huge? ap nay apnay tour pay koi meeting ki hay?* Abid, the head of transport committee responds *nahi sir abhi nahi ki*

Dr.Sami instructs the convenor of transport committee Abid to hold a separate planning meeting and discuss and decide the transport management plan *Abid sb ap zara age aa jaen- is k baad bhi ap apnay tour pay meeting ker lain- k ap nay kis tareekay say yahan say logu ko lay k jana hay- aur kesay wahan pay manage kerna hay*

Dr.Sami uses very direct and assertive instructions to stress that all transport management plan should be perfectly managed and there should be no last minute technical issues with the buses and no hassel to find the drivers, *us mein koi issue nah ho- jo apni tamam gariyan hain-wo sb operational hu- kisi ka horn khran ho kisi ka tyre-ye na ho us waqt drivers ko talash kertay raho-*

**Table 4.26: Transport Committee-Assertive and Autonomous**

S.No.	Sentences as uttered by the speaker	English Translation	Codes
1.	<i>Dr.Sami: transport committee sir? Apko ktni buses chahye hug e? ap nay apnay tour pay koi meeting ki hay?</i>	Dr.Sami: Transport committee: How many buses will you need? Have you held any meeting on your own?	



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*liay siraf mehmaanoo ki* stay here-and we will use their  
*gariyaan wahan pay park hug* shuttle service  
*e- hamari gaariyan idhar he*  
*rahain ge- aur uni ki shuttle*  
*service hum istemaal krein*  
*gy-*

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Abid poses a question at this point asking about the entry of private cars *Tou sir private gariyan b hug e aur uni ki bhi*. Dr.Sami responds to Abid and gives a series of instructions to answer his question. He uses direct unmitigated sentence structures to give directions to the committee convenor Abid ,*wo bhi discuss ker laina na meray sath- k ks liay wo zruri hug e- apni buses bhi hu ge he – phir bhi agar mazeed koi chahye hug e tou wo ap mairay sath discuss ker lain- plan pehlay ap bna lain*.

Dr.Sami makes it clear to the transport committee as well as all other participants of the meeting that transport will be provided by the university because the venue does not have enough space for parking private cars of all faculty of the university ,*University transport provide kray ge –is liay k zaida gaariyan wahan pay park kernay ki jaga nahi hay- is liay siraf mehmaanoo ki gariyaan wahan pay park hug e- hamari gaariyan idhar he rahain ge- aur uni ki shuttle service hum istemaal krein gy-* Dr.Sami maintains his transactional approach and continues with his list of directives to make sure all the committee conveners and members get the required instructions for managing their tasks efficiently. By using strong and assertive discourse strategies and by keeping the floor to him, Dr.Sami does not allow the meeting participants to negotiate and claim much space for giving their input or raising their concerns. In this way, Dr.Sami strongly performs his powerful role by using features of masculine style of interaction.

#### **4.12 Conclusion of Meeting 6 Analysis**

The analysis of this meeting highlights that Dr.Sami enacts his professional identity assertively using direct linguistic structures to give orders and instructions. The meeting is attended by 15 other senior faculty members and administrative staff but Dr.Sami holds the meeting floor most of time and gives directions and orders to all committees. He does not allow

much space for discussion or consultation. He assumes an autonomous and authoritative role as leader and assertively enacts his authority by clearly articulating the roles and responsibilities to his subordinates using direct linguistic structures. Dr.Sami uses a transactional approach throughout the meeting focusing on the tasks to be performed and issuing directives for efficient performance of the tasks. The use of direct and unmitigated discourse strategies contribute to the construction of Dr.Sami's professional identity as confident and authoritative boss. He strongly asserts his power and performs his professional role assertively.

#### **4.13 Meeting No.7-Planning meeting held in a mixed gender setup to discuss about management of students week.**

This meeting is university societal board meeting which has been called to discuss and plan upcoming students' week. The participants of meeting are heads of various societies, director students' affairs, director campus, and some members from university administration. The meeting takes place in a mixed gender academic setup which has male and female faculty members and has co-education system. The total participants of meeting are 20 which includes five senior female faculty members and 15 male members. Six male members are senior faculty, and others are junior faculty members and males from administrative positions. The meeting is run by a senior female faculty Dr.Aiza who is director student's affairs and is responsible for all the planning and management of the student's week. The meeting is co-chaired by Dr.Bilal who is senior most and is director campus also.

**Table 4.27: Opening Ceremony of Students Week**

<b>S.No.</b>	<b>Sentences as uttered by the speaker</b>	<b>English Translation</b>	<b>Codes</b>
<b>1.</b>	<i>Farhan: ma'am ye ap nay ye jo stage ka kia hay-agar out door krein...</i>	Farhan: Ma'am the stage which you have decides-if you do it in outdoor...	Indirect suggestion
<b>2.</b>	<i>Dr.Aiza:( interrupted by Aiza)- sir outdoor ka kaafi discuss kia tha hum nay -2 issues thay-ek tou hum ye expect ker rahay</i>	Dr.Aiza:(interrupted by Aiza)Sir we discussed a lot on outdoor option-there were two issues-One ,we were expecting	

	<i>thay k 16 say 20 April garmi bohat ho jayege –pindaal mein garmi ho jayege-doesra ye tha k hamra itna limited budget hay k us mein gunjaish he nahi hay kisi qisam ki ...</i>	that it will get warm between 16 to 20 April-the canopy will get hot-secondly our budget was so limited that there was no such possibility within that	
3.	<i>Ahsan: madam is mein ek aur malsa bhi hay na – open pindal mein shour bara hota hay</i>	Ahsan: Madam there is also another problem in this-Open canopy becomes very noisy	
4.	<i>Dr.Aiza: gee-</i>	Dr.Aiza: yes	
5.	<i>Farhan: ma'am jab ap nay beginning kerni hay k ye hamara students week ho raha hay tou us mein wo feeta bhi katna hay na-tou mein us hawalay say keh raha hu.</i>	Farhan: Ma'am when you will do the beginning that our student's week is starting- which also includes the ribbon cutting ceremony, so I was saying in that context.	
6.	<i>Dr.Aiza: gee – Sir (Dr.Bilal) k sath <b>hum</b> neechay gaye thay tou ek idea <b>hum</b> nay ye discuss kia tha –<b>hum</b> nay ye discuss kia tha k yahan pay gate bnatay hain aur –tou ek idea ye ho skta hay k wesa gate bana k feeta laga k wahan pay saray head of departments (HODs), faculty members (moosa haan) aur ceremony ho jaye-kuch pictures wgera hu phir wahan say chal k hum log auditorium mein aa jaen. Aur baqaida jo program hay wo udhar (auditorium</i>	Dr.Aiza: Sir (Dr.Bilal) we went downstairs with Dr.Bilal, one idea which we discussed was to make a gate there-so one idea could be, that sort of gate is made and ribbon is cut there while all heads of departments and faculty members are also present and the ceremony commences there –after some photographs, we can walk to the auditorium so that the formal program starts in the auditorium-and opening is managed this way	Indirect Suggestions Seeking suggestions+ Collaborative Impersonal sentence structures

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	<i>mein) shuru ho jaye. Aur opening ko thora sa symbolic is terha kar lia jaye bahar.</i>	in a symbolic manner.
7.	<i>Ahsan: bahar say start ho tou zda acha hay entrance say</i>	Ahsan: It would be much better if it starts in the outdoor
8.	<i>Dr.Aiza: entrance say- kyu k yahan tou jaga tung hay auditorium k bahar</i>	Dr.Aiza: from entrance- because the space outside auditorium is very narrow

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This (Table 4.27) extracts analyses the discussion for planning of the opening ceremony of student's week. The participants are having discussion on feasibility of holding the opening ceremony outdoors or indoors in the university auditorium. The discussion starts when a senior male faculty member, Farhan, suggests holding the ceremony outdoors *ma'am ye ap nay ye jo stage ka kia hay-agar out door krein...* Farhan addresses Dr.Aiza and gives his suggestion using indirect sentence structure –Farhan does not challenge Dr.Aiza's authority and uses interrogative as an indirect strategy to give suggestion. However, he is interrupted by Dr.Aiza as she disproves the idea of holding the opening ceremony outdoors because of expected change in weather and the budget limitations. She makes her point clear referring to budget limitations and explains that expenses of outdoor arrangements cannot be managed in the given budget.

*sir outdoor ka kaafi discuss kia tha hum nay -2 issues thay-ek tou hum ye expect ker rahay thay k 16 say 20 April garmi bohat ho jayege –pindaal mein garmi ho jayege-doesra ye tha k hamra itna limited budget hay k us mein gunjaish he nahi hay kisi qisam ki-* Dr.Aiza enacts her professional role like a confident and autonomous team leader. She uses a mix of direct and indirect discourse strategies to make her point.

Dr.Aiza's stance is further supported by another male faculty member Ahsan, *madam is mein ek aur malsa bhi hay na – open pindal mein shour bara hota hay.*

Farhan who had initially suggested the idea of outdoor arrangements clarifies his point further that he was suggesting to only hold the inauguration ribbon cutting ceremony in the outdoors and not the complete opening ceremony event *ma'am jab ap nay beginning kerni hay k*

*ye hamara students week ho raha hay tou us mein wo feeta bhi katna hay na-tou mein us hawalay say keh raha hu.*

As Dr. Aiza and Dr.Bilal had already discussed and explored the option suggested by Farhan, she explains to him what has already been explored and planned in this regard. Dr.Aiza uses first person plural **hum** to indicate that the options were explored in consultation with director campus Dr.Bilal. May be she intends to clarify that it is not her individual decision but a consultative process has been followed to reach the decision, *sir(Dr.Bilal) k sath hum neechay gaye thay tou ek idea hum nay ye discuss kia tha –hum nay ye discuss kia tha k yahan pay gate bnatay hain aur –*

Dr.Aiza further explains the details of planned event. She uses impersonal linguistic structures which do not clearly indicate if she is saying it as her individual suggestion or if it has been decided after consultation, *tou ek idea ye ho skta hay k wesa gate bana k feeta laga k wahan pay saray head of departments (HODs) ,faculty members (moosa haan) aur ceremony ho jaye*

She does not express these points as her own suggestion or decision but uses a series of impersonal linguistic structure *kuch pictures wgera hu phir wahan say chal k hum log auditorium mein aa jaen. Aur baqaida jo program hay wo udhar (auditorium mein) shuru ho jaye. Aur opening KO thora sa symbolic is terha kar lia jaye bahar.* It seems that Dr.Aiza is strategically using these linguistic structures as a courtesy to the presence of senior male and female faculty members. Another possible reason for choosing the above linguistic strategies might be to allow space for discussion, approval, and disapproval. The use of impersonal structures may also imply that she does not want to create a face threatening situation for herself so that if the suggestions get disapproval, they will remain impersonal suggestions. However in any case, it is quite clear that Dr.Aiza is trying to avoid being assertive and authoritative in the presence of senior faculty members. As soon as Dr.Faiza completes her turn, she gets a positive agreement from a male faculty member, Ahsan, *bahar say start ho tou zda acha hay entrance say.* Ahsan also uses impersonal sentence structure and does not associate it as his personal individual opinion.

Noticing that there is no strong disagreement to what she has said, Dr.Aiza once again repeats the final verdict and also clarifies the rationale for the decision that there is not enough

open space in front of auditorium where they could hold ribbon cutting ceremony *entrance say- kyu k yahan tou jaga tung hay auditorium k bahar.*

The analysis of above extract highlights strategic, collaborative, and non-confrontational aspects of a discussion where both male and female participants are interacting. There is a clear collaborative approach as male participants support the suggestions and decisions shared by female director students' affairs Dr.Aiza. The discussion in this extract is led by Dr.Aiza as she is leading on the arrangements of student's week. She exercises her leadership indirectly and covertly and makes strategic linguistic choices which keep the overall pattern of this extract non-confrontational. The analysis highlights how Dr.Aiza negotiates her professional role by being strategic and non-confrontational. She effectively manages to get positive response and support for the administrative decisions regarding holding of opening ceremony and she does that by strategically employing non-confrontational linguistic structures which are conventionally indexed as features of feminine style of interaction. This meeting extract captures the dynamics of a meeting where both male and female senior faculty members are present as participants. As far as this extract is concerned, the floor of meeting does not seem to be competitive or confrontational at this stage. The discussion builds up collaboratively based on the input from male as well as female participants. Dr.Aiza appears to be very much in her professional identity exercising her say in the discussion. In this beginning excerpt of the meeting she uses mitigated sentence structures and exercises her role in a low-key manner without being direct and loud.

The discussion in the following table 4.28 focusses on specifying the students' entrance gate during student's week. Ahsan, a male faculty member, refers to the option for students entrance discussed in the previous meeting , *program yehi tha sir k bahar say bhi guests aen gy- tou students k liay entrance ek he rakhi jaye .*

**Table 4.28: Students specified entrance during students Week**

S.No.	Sentences as uttered by the speaker	English Translation	Codes
1.	<i>Ahsan: program yehi tha sir k bahar say bhi guests aen gy- tou students k liay</i>	Ahsan: the program was that guests will come from outside, therefore one entrance should	



	<i>entrance ek he rakhi jaye</i>	be reserved for students.	
2.	<i>Dr.Aiza: ek side ka hum nay kaha tha k ek side ko bundh ker dain gy aur usko decorate kerwa dain gy- carpets wgera stairs pay lagwa k sara decorate kerwa dain gy-aur students k liay ek staircase open rakhain gy – programs tou hmein 3 weeks ho gaye han iski planning aur sari cheez kertay huay lekin ab jesay sir nay mention kia k budget constraints hain- lekin ye cheez meray khyal mein khaali ek gate bna k wo manage ho skta hay</i>	Dr.Aiza: We had said that one we will close one side-and will get that decorated-that will get the stairs decorated after getting them carpeted, and will keep a staircase open for the students, it has been three week since we have been planning this-but as sir has mentioned there are budget constraints-but in my view making only one gate can be managed	Autonomous Assertive
3.	<i>Farhan: doosra point us mein ye tha k jab auditorium mein events krein gay na 3 full classes aye na tou auditorium bhar jana hay –itna rush parh jana hay k peechay walay sunain gy he nahi.</i>	Farhan: The second point was that when there will be events held in the auditorium , it will be full if only three classes come there, it will get so crowded that the ones at the back will not be able to hear	Indirect disagreement
4.	<i>Dr.Aiza: tou sir ap kia suggest kertay hain k pindaal hona chahye?</i>	Dr.Aiza: So sir what do you suggest? That there should be outdoor canopy?	
5.	<i>Farhan: hum samnay acha sa bnaen gy-stage bnaen gay-acha bnaen gy- kuch</i>	Farhan: We will make a good one in the front-will make a stage-will be good one-some	Suggestions

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	<i>baithain gy- adhay log tou</i>	people will sit-some people	
	<i>kharay rahain gy –bara</i>	will be standing-it will become	
	<i>easy ho jayega- apka event</i>	quite easy-how long is your	
	<i>kitni dair ka hay-ghantay ka</i>	event? One hour or half an	
	<i>adhay ghntay ka?</i>	hour?	
6.	<i>Dr.Aiza: g sir opening is</i>	Dr.Aiza: Yes sir-opening is	
	<i>half an hour. –acha yeni ap</i>	half an hour-I see, that means	
	<i>ye keh rahay hain k opening</i>	you are suggesting to arrange	
	<i>ko bahar ker lain?</i>	opening in the outdoor?	
7.	<i>Dr.Shiraz: library k samnay</i>	Dr.Shiraz: It can also be	
	<i>jo hall hay wahan bhi tou ho</i>	arranged in the hall in front of	
	<i>skta hay na?</i>	library?	
8.	<i>Dr.Aiza: sir wahan pay fix</i>	Dr.Aiza:Sir fixed benches are	Indirect disapproval
	<i>benches lgay huay hain aur</i>	placed there, secondly there are	
	<i>doosra wahan pay</i>	4 different ways there ,even if	
	<i>taqreebun 4 rastay hain –</i>	one or two of them are closed,	
	<i>agar ek ko ya 2 ko bundh</i>	even then it is smaller than	
	<i>bhi ker dia jaye –tou wo tou</i>	auditorium space and when we	
	<i>auditorium say bhi choti</i>	will make stage, it will become	
	<i>jaga hay-k nahi? Meray</i>	further small, and it is quite	
	<i>khyal mein wo auditorium</i>	pack.	
	<i>say bhi choti jagha hay aur</i>		
	<i>jab hum stage bnaen gy tou</i>		
	<i>wo mazeed choti ho jayege-</i>		
	<i>aur wo pack hay</i>		

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In response to Ahsan, Dr.Aiza while referring to the same discussion mentions some more points discussed in the previous meeting *ek side ka hum nay kaha tha k ek side ko bundh ker dain gy aur usko decorate kerwa dain gy-carpets wgera stairs pay lagwa k sara decorate kerwa dain gy-aur students k liay ek staircase open rakhain gy* . She refers to all these points from the previous meeting in order to indicate that she is well aware of all the points from

previous meeting but the budget limitations do not allow the implementation of all those points, *programs tou hmein 3 weeks ho gaye han iski planning aur sari cheez kertay huay lekin ab jesay sir nay mention kia k budget constraints hain-* Dr.Aiza sounds a little annoyed on the mention of things being decided in the previous meeting , may be because she interprets it as a question mark on her performance for not being able to stick to the decided points of the previous meeting. She, therefore, clarifies the actual hurdle which is budget constraint. Dr.Aiza strongly resists to be held responsible for noncompliance when the real problem is not her performance but the budget constraints. In these lines, she constructs professional identity as an autonomous team leader who strongly refuses to be held accountable for things which are beyond her control.

However she concludes her point by telling the participants what can be managed within budget *lekin ye cheez meray khyal mein khaali ek gate bna k wo manage ho skta hay* .In this line Dr.Aiza performs her role with authority as she asserts what is doable within the available resources.

Moving further, Farhan once again brings up the idea of holding student's week events in the outdoor explaining that university auditorium does not have enough space to accommodate more than 3 or 4 classes and becomes too noisy, *doosra point us mein ye tha k jab auditorium mein events krein gay na 3 full classes aye na tou auditorium bhar jana hay –itna rush parh jana hay k peechay walay sunain gy he nahi*. Considering Farhan's concern regarding space issue Dr.Aiza asks him for possible alternative *tou sir ap kia suggest kertay hain k pindaal hona chahye?* Farhan once again brings her to outdoor option and identifying himself as part of organizing team speaks with ownership using *hum* structure to offer his cooperation *hum samnay acha sa bnaen gy-stage bnaen gay-acha bnaen gy- kuch baithain gy- adhay log tou kharay rahain gy –bara easy ho jayega- apka event kitni dair ka hay-ghantay ka adhay ghntay ka?*

Dr.Aiza does not instantly reject Farhan's suggestion but gives him a receptive response *g sir opening is half an hour. Acha yeni ap ye keh rahay hain k opening ko bahar ker lain?* Meanwhile a senior faculty member Dr. Shiraz floats a new suggestion *libraray k samnay jo hall hay wahan bhi tou ho skta hay na?*

Dr.Aiza seems to disapprove his idea by giving a detailed reasoning for her disapproval that the space suggested by Dr.Shiraz is small to be considered for holding the opening ceremony *ge sir wahan pay fix benches lgay huay hain aur doosra wahan pay taqreebun 4 rastay hain –*

*agar ek ko ya 2 ko bundh bhi ker dia jaye –tou wo tou auditorium say bhi choti jaga hay-k nahi?*  
Dr.Aiza clearly gives her verdict by using a direct sentence structure *Meray khyal mein WO auditorium say bhi choti jagha hay aur jab hum stage bnaen gy tou wo mazeed choti ho jayege-aur wo pack hay*

An important aspect which the analysis of this extract helps to explore is the negotiation of authority between the male and female participants. Dr.Aiza seems to be open to suggestions from the participants but at many points she does not negotiate on her authority and retains it by asserting her viewpoint strongly. She allows space for discussion and suggestions, but she continues to raise concerns and questions on the feasibility of given suggestions. Since she is responsible for the arrangements of student's week's events, she focusses on practical considerations and feasibility knowing the fact that she will be held responsible for the success or failure of the events. Without being competitive or confrontational, Dr.Aiza retains her authority and performs her professional identity autonomously. She skillfully negotiates a middle space between the feminine and masculine spectrum and uses a mix of collaborative and confrontational discourse strategies.

The analysis of table 4.29 in the next section highlights the assertive display of professional identity by Dr.Aiza as she firmly exercises her authority .The director campus, Dr.Bilal inquires about the arrangements of competitions organized by arts society *acha arts society? AP k competitions? Stalls mein hu gy kiya?* The head of arts society, Dr.Sadaf, responds to the director sir *pehlay tou room's ka socha hua tha aur display library mein tha*. It seems that Dr.Sadaf finds it difficult to disapprove the idea of holding arts events on stalls because Dr.Bilal is at the most senior level position and she does not want to confront his idea. Instead of completely disapproving Dr.Bilal's idea, Dr.Sadaf makes an attempt to sound receptive to him and accepts the possibility of considering the idea of holding arts events on stalls *tou kuch competitions kerwaye ja sktay hain stalls pay*. However Dr.Aiza strongly disapproves the idea. She uses direct linguistic structure to communicate her disapproval using a strong negative **nahi**. She asserts her point strongly and leaves no space for further debate, *sir germi ho ge itni-workstations wahan pay nahi rakh sktay stall pay- zaida say zaida display rakha ja skta hay-workstation tou kisi room mein rakhna ho ga jo arts competitions k bachay hain,*

**Table 4.29: Arts Society Competitions – Assertive+Autonomous+Authoritative**

S.No.	Sentences as uttered by the speaker	English Translation	Codes
1.	<i>Dr.Bilal: acha arts society? Ap k competitions? Stalls mein hu gy kiya?</i>	Dr.Bilal: So Arts society? Your competitions? Will they be in stalls?	
2.	<i>Dr.sadaf- sir pehlay tou rooms ka socha hua tha aur display library mein tha – tou kuch competitions kerwaye ja sktay hain stalls pay</i>	Dr.Sadaf: Sir first we had thought about rooms, and the display was in the library-so some competitions can be held in the stalls	Indirect +Mitigated
3.	<i>Dr.Aiza: sir germi ho ge itni-workstations wahan pay nahi rakh sktay stall pay- zaida say zaida display rakha ja skta hay-workstation tou kisi room mein rakhna ho ga jo arts competitions k bachay hain</i>	Dr.Aiza:Sir it will be quite warm-workstations cannot be placed in stalls-maximum display can be kept there-workstations will have to be kept in the rooms , for arts competitions students	Direct assertive disagreement +Direct Disapproval
4.	<i>Dr.Bilal: acha khawateen kia kehti hain? Mehndi competition hy kia?</i>	Dr.Bilal: ok-What about females? Mehndi competition is taking place?	
5.	<i>Dr.Aiza: sir yahan pay hum nay cooking competition announce kia tha tou us mein lerku ki teams zaida aye theen aur lerkiyu ki kum (humour + laughs).exactly aisay he hua tha- hmaray pas 9 teams lerkoo ki aye the aur 2 lerkiyu ki Mehndi competition is baar</i>	Dr.Aiza: Sir we announced cooking competition in the past, there were more registrations of teams of boys as compared to girls (laughs) Exactly this happened-we had 9 male teams and 2 female teams-we are not going to hold mehndi competition this time because	Autonomous

<i>hum nay nahi rakhna kyu kay</i>	last time it was held – arts
<i>pichlay mein rakha tha-</i>	arts competitions will be held so that
<i>competitions rakhay hain</i>	boys as well as girls can
<i>takay boys girls sb us mein</i>	participate.
<i>participate ker skain</i>	

When Dr.Aiza completes her turn, there is no more discussion on that point, however Dr.Bilal moves to his next question regarding mehndi competitions *acha khawateen kia kehti hain? Mehndi competition hy kia?* In response, Dr.Aiza shares a funny experience from past with an aim to build a pretext for again disapproving the idea of holding mehndi competitions *sir yahan pay hum nay cooking competitions announce kia tha tou us mein lerku ki teams zaida aye theen aur lerkiyu ki kum, exactly aisay he hua tha- hmaray pas 9 teams lerkoo ki aye the aur 2 lerkiyu ki*

She strongly asserts her point of view without mitigating her disapproval, *Mehndi competition is baar hum nay nahi rakhna kyu kay pichlay mein rakha tha-* She expresses her disapproval in direct expression exercising her authority strongly. Afterwards She autonomously announces competitions which have already been decided and she does not seek approval or suggestions *arts competitions rakhay hain takay boys girls sb us mein participate ker skain.*

In this extract Dr.Aiza uses direct discourse strategies for disapproval and disagreements .Despite the fact that director campus Dr.Bilal, and other senior faculty members are present in the meeting, Dr.Aiza strongly asserts herself and speaks from her position as director students affairs. She strongly claims her role and displays her authority by taking stances firmly and directly. An important aspect to note is that no one confronts her assertive enactment of professional identity, and she gets enough space to negotiate and claim her authority.

**Table 4.30: Students Membership for Societies + Stall Management- Assertive and Autonomous**

S.No.	Sentences as uttered by the speaker	English Translation	Codes
1.	<i>Dr.Bilal: isko agay jis tareekay say berhana hay wo</i>	Dr.Bilal: the way it will be taken forward is that all	

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	<i>tareeka kaar ye hoga k tamaam societies apni membership berhaaen</i>	societies increase their membership	
2.	<i>Dr.Aiza: sir itnay short time mein membership kesay behay ge sir? It is hardly only two days aur us mein baaki tamam arrangements k sath students membership nahi barh skti sir-Time nahi hay time is very short –</i>	Dr.Aiza: Sir how will membership be increased in this short time? It is only two days and in that along with all the other arrangements, students membership cannot be increased – there is no time- time is very short	Direct Disagreement Direct Disapproval Assertive + Autonomous Authoritative
3.	<i>Dr Fiza: hum isko next student's week k liay plan ker sktay hain.</i>	Dr.Fiza:We can plan this for the next students week	Collaborative
4.	<i>Dr.Aiza: g next k liay</i>	Dr.Aiza: yes-for the next	
5.	<i>Farhan: societies walay baithay huay hain-Stalls ka bhi discuss ker lain-HODs apnay class counsellors ko in k sath attach ker dain. Wo classes apna stall lga sktay hain-</i>	Farhan: Societies people are sitting here-lets discuss bout the stalls-Hods attach their class counselors with them-the classes can set up their stalls	Indirect suggestions
6.	<i>Ahsan: departments ko stalls day dain</i>	Ahsan: You should assign stalls to the departments	
7.	<i>Dr.Aiza: sir department wise ker lain societies k ilawa-meray khyal say zaida feasible ho ga-jesay Farhan</i>	Dr.Aiza:Sir do it department wise, apart from societies-in my view it will be more feasible-like Farhan sb is	Autonomous Strategically

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<i>sb keh rahay hain k agar</i>	suggesting ,if it is done	indirect
<i>dept wise ker lia jaye jesay</i>	department wise-like applied	
<i>applied physics ka ho gea</i>	physics,business department	
<i>business dept ka ho gea- ap</i>	etc.-because you people have	
<i>logu k pas kyukay class</i>	class counsellors,class	
<i>counsellors hain ya</i>	coordinators-class	
<i>coordinators hain- class</i>	representatives-all structure is	
<i>representatives ki sb ki body</i>	there-so if department stall is	
<i>bani hui hay –tou unky sath</i>	managed in coordination with	
<i>coordinator ker k agar dept</i>	them, I think that would be	
<i>wise stall ho jaye tou meray</i>	most feasible in this short time	
<i>khyal mein itnay short time</i>		
<i>mein filhaal wo feasible hay</i>		
<b>8.</b> <i>Farhan: ye behtar hay – ek</i>	Farhan: this is better-each	
<i>class ek stall bray aram say</i>	class can display one stall	
<i>lga skti hay</i>	easily	

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The discussion in this extract focuses on increasing the membership of students for all students' affairs societies and managing stalls for student's week. Dr.Bilal asks all the society heads to increase student membership for their societies *isko agay jis tareekay say berhana- hay wo tareeka kaar ye hoga k tamaam societies apni membership berhaaen*. Dr.Aiza, referring to the fact that only two days are left in starting of student's week, responds with a very strong and assertive disapproval. She uses direct interrogative and questions the feasibility of Dr.Bilal's suggestion *sir itnay short time mein membership kesay berhay ge sir?* She uses direct structures to disapprove the idea of aiming for student's membership within a short time span of two days

*It is hardly only two days aur us mein baaki tamam arrangements k sath students membership nahi barh skti sir-* She sounds very assertive when she says *Time nahi hay time is very short*.

In order to diffuse the assertive disapproval from Dr.Aiza, Dr Fiza, another senior female faculty slightly modifies Dr.Bilal's suggestion *hum isko next student's week k liay plan ker sktay*



*hain*. May be Dr.Fiza makes an attempt to mitigate the assertive refusal of a senior male's idea from Dr.Aiza.Dr? Aiza approves of Dr.Fiza's modified version *g next k liay*

The second part of discussion in this extract focusses on stalls management as Farhan raises point regarding stalls and suggests that heads of departments should be given the responsibility of stalls management *societies walay baithay huay hain-Stalls ka bhi discuss ker lain-hods apnay class counsellors ko in k sath attach ker dain. Wo classes apna stall lga sktay hain-* Ahsan, another male faculty member supports Farhan's idea *departments ko stalls day dain*

Farhan's suggestion is also strongly supported by Dr.Aiza as she finds it to be a feasible option keeping in view the two days short time to complete stall arrangements. She further builds on Farhan's suggestion and uses direct structure to strongly communicate her point of view which sounds more like a directive *sir department wise ker lain societies k ilawa-meray khyal say zaida feasible ho ga-jesay Farhan sb keh rahay hain k agar dept wise ker lia jaye*

Moving further she elaborates and explains the feasibility of her idea that departments already have administrative structures like class consellers,coordinators and class representative who can be engaged to manage stalls in the given short span of time *jesay applied physics ka ho gea business dept ka ho gea- ap logu k pas kyukay class counsellors hain ya coordinators hain-class representatives ki sb ki body bani hui hay –tou unky sath coordinate ker k agar dept wise stall ho jaye tou meray khyal mein itnay short time mein filhaal wo feasible hay.* Dr.Aiza closes on an indirect sentence structure to leave the option open for discussion. She strategically chooses to be indirect in this last sentence because she knows the fact that it has to be a consensus-oriented decision as it requires involvement of departmental structures for its implementation. Therefore she is conscious of the fact that the department heads need to be part of the consultative process for agreeing to cooperate with the students affairs section for management of stalls.

The analysis of above extract focuses on the features of interactional style of Dr.Aiza highlighting the various linguistic features through which she enacts her professional identity assertively and authoritatively. She takes full charge of her role as director student's affairs and takes firm and assertive stance on disapproving the suggestions which she believes are not feasible. She performs her professional identity authoritatively when she even disapproves the

suggestion made by Dr, Bilal who is the highest position holding male in the campus. However she uses indirect strategies and skillfully enacts her role in low key mode at the end of this extract. She effectively negotiates between her role as director student's affairs and her position as a female faculty communicating in mixed gender set up.

The extracts in the next table 4.31 include discussion between university sports officer Sara who is a female and other senior male faculty members as they debate the idea of having a male sports coordinator from each department for holding sports events during student's week. The discussion starts when Dr.Bilal, director campus, asks Ms. Sara if she needs a male teacher for helping her in sports events *apko male mein say koi teacher ya non-teaching staff mein say koi help chahye games k liay*. Sara responds that she has already written to all heads of departments to nominate a person with their teams *sir mein nay sb head of departments ko ek letter likha hua hay*. Dr.Bilal once again puts the same point differently and asks from the male faculty members for the volunteers to be with their department teams *nahi wo abhi ker laitay hain-apko cricket k liay kon chahye? Cricket k liay kon volunteer hay?* At this point in discussion Sara intervenes again and attempts to avoid the suggestion made by Dr.Bilal. Sara does not assert herself directly at this point in meeting and does not directly disapprove Dr.Bilal's suggestion because he is holding a senior position in the campus. However she chooses an indirect linguistic strategy to convey her message, *sir mjhy is terha tou koi issue nahi hay – student's mein say managers and assistant managers bna rakhay hain her ek event k*. She clarifies that she does not have any issue in managing sports events and that she has already appointed managers and assistant managers from students to manage various sports events.

**Table 4.31: Sports Events+ Faculty Nomination from Departments Confrontational and contestive Discourse**

S.No.	Sentences as uttered by the speaker	English Translation	Codes
1.	<i>Dr.Bilal: apko male mein say koi teacher ya non-teaching staff mein say koi help chahye games k liay?</i>	Dr.Bilal: Do you need any teachers from male faculty, or from non-teaching staff for help in managing games?	
2.	<i>Sara: sir mein nay sb head of</i>	Sara: Sir I have written a letter	Indirect

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	<i>departments ko ek letter likha hua hay</i>	to all heads of departments.	
3.	<i>Dr.Bilal: nahi wo abhi ker laitay hain-apko cricket k liay kon chahye? Cricket k liay kon volunteer hay?</i>	Dr.Bilal: No let's do it now- who do you need for cricket? Who is volunteer for cricket?	
4.	<i>Sana: sir mjhy is terha tou koi issue nahi hay – students mein say managers and assistant managers bna rakhay hain her ek event k</i>	<b>Sana: Sir I don't have any issue-I have selected managers and assistant managers from among the students for each event</b>	Direct Autonomous Individualistic
5.	<i>Dr.Bilal: ek teacher bhi lain</i>	Dr.Bilal: take one teacher each as well	Direct
6.	<i>Sara: sae hay sir</i>	Sara:Alright sir	
7.	<i>Dr.Bilal: haan kon volunteer hay?</i>	Dr.Bilal: ok who is volunteer?	
8.	<i>Imran: sir wo sab head of departments likh k day dain gy k hmari taraf say ye teachers hy</i>	Imran: Sir all head of departments should nominate that so and so teacher is representative on their behalf.	
9.	<i>Sara: sir iski zaroorat nahi hay na - ek maira set up chal raha hay-mein nay ek sports ka bnaya hay</i>	Sara: Sir this is not needed-My setup is already in place- I have made a setup	Direct Disagreement Direct Disapproval Assertive
10.	<i>Dr.Bilal: assist kray ga na</i>	Dr.Bilal: He will assist you	
11.	<i>Sara: sir ek program bnaya hay na</i>	Sara: Sir a program has been already made	Indirect Disapproval
12.	<i>Ahsan: female hain-sath ek male teacher ho</i>	Ahsan: she is female-a male teacher should also be there with her.	Gendered Discourse Stereotyping
13.	<i>Sara: sir female isko beech na laen- gender ko beech mein na</i>	Sara: <b>Sir don't bring the female thing-don't bring</b>	Direct

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	<i>laen –mein sports chala rahi hu- 2 haftay ka mein nay ek program bnaya hua hay – ek set up hay- us set up mein koi mjhy assist kray-mujhy zrurat he nahi hay na. transport ki zrurat hay -transport ho gea- mjhy funds ki zrurat hay wo ap day dain gy sir- her event k manager and assistant manager bna dia hay mein nay</i>	<b>gender here-I am managing sports-I have made a two weeks program-there is a set up-someone comes in to assist me in that setup-I don't need that-I need transport-transport is done-I needed funds, that you will give-I have made manager and assistant manager for each event.</b>	Assertive  Confrontational
14.	<i>Dr.Bilal: wo student hain kia?</i>	Dr.Bilal: Are they students?	
15.	<i>Sara: g student hain sir</i>	Sara: Yes sir-they are students	
16.	<i>Farhan: saray event ap ker lain ge manages?</i>	Farhan: Will you be able to manage all the events?	
17.	<i>Sara: meray sath agar ap kisi ko lagaen gy mein us k sath easy nahi hu ge- sir apko report mill jayege agar thori c b kami hui tou- lekin m kisi k sath comfortable nahi hu</i>	Sara: If you will bring in anyone else, I will not be comfortable with that, sir you will get the report if there is anything lacking or not-but I am not comfortable with anybody	Firm  Assertive Direct Individualistic
18.	<i>Dr.Bilal: hmmm chlain theek hay Lekin mam mein ek baat moidbana tareekay say apko kehta hu-(g sir) k agar ap itni he confident hain students pay-tou hamray haan tou sports director aur asst director 3 3 4 4 postain hoti hain (g sir)-us k</i>	Dr.Bilal: Hmm ok that's fine- But ma'am I would say one thing with due courtesy-if you are that confident about the students-normally we have sports director and 3 or 4 additional posts (yes sir)- despite that if you do not send a faculty member with them, the	Indirect

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	<i>bawjood b agar ap un k sath faculty member nahi bhajtay tou wo event us tareekay say kamyab nahi chalta</i>	event cannot be managed that effectively.	
19.	<i>Sara: sir Faculty Members apnay dept k sath aa sktay hain wo department head khud bhajta hay sir – as a official apnay dept k sath. Wo department pay depend kerta hay.</i>	Sara: Sir Faculty Members can accompany their departments- sent by the department head themselves-as an official with their department-that depends on the department	Indirect Disapproval
20.	<i>Ahsan: madam ye keh rahi hain k meray kaam k liay mujhy zrurat nahi hay- apnay dept k sath koi aye tou mjhy aitraz nahi hay</i>	Ahsan: Madam is saying that she doesn't need for her work- if anyone accompanies his department, she has no objection.	
21.	<i>Sara: ge sir</i>	Sara: Yes sir	
22.	<i>Imran: mam agar larai ho jati hay</i>	Imran: Mam if there is a fight?	Gendered Discourse Stereotyping
23.	<i>Ahsan: mam wesay ek baat hay-lerkay hain na zaida ap k pas 100 problem ho sktay hain</i>	Ahsan: Mam there is one thing- there are so many boys- there can be 100 of problems.	Gendered Discourse Stereotyping
24.	<i>Sara: sir awohi baat hay na p apnay dept k sath assistant ya lecturer ksi ko bhaj sktay hain – wo manager ho ga ap k dept ka apki team ka</i>	Sara: Sir If the same thing, you can send an assistant or lecturer with your department-he will be manager of your department, of departments team	Direct Firm
25.	<i>Ahsan: bilkul wo ap k sath apko support kray ga</i>	Ahsan: exactly-he will be with you, will support you	
26.	<i>Sara: sir mein nay tmam heads</i>	Sara: Sir I have sent letter to all	

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	<i>ko letter bhaija hua hay k ap apnay sports representative ko sports dept k sath share ker lain – mujhy CS depot ka aya hay- baki ksi nay respond nahi kia.</i>	heads to share their sports representative with sports department-I have received from CS department-rest, no other department has responded yet	
27.	<i>Ahsan: is mein ye hay k her dept say ek bnda select kia jaye-behtar yehi hay- kyu k students ko pta hota hay k ye hmara teacher hay unki baat maanain gy- doosray bnday ki wo nahi manain gy</i>	Ahsan: The thing is, one person should be selected from each department, that's better- because students know that he is their teacher, they will listen to him	Indirect
28.	<i>Farhan: her team k sath dept ki terf say ek bnda jayega</i>	Farhan: Each team will be accompanied by one person from department	
29.	<i>Sara: g sir unko motivate kernay</i>	Sara: Yes sir-to motivate them	

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Dr.Bilal again suggests the same point by giving a directive this time *ek teacher bhi lain* .Keeping in view Dr.Bilal's seniority, Sara affirms his suggestion using a brief expression of agreement for the time being *sae hay sir*

Meanwhile, Imran, another male faculty member adds *sir wo sab head of departments likh k day dain gy k hmari taraf say ye teachers hy*. At this point in meeting Sara takes the opportunity to strongly assert herself and disapprove the idea firmly. She firmly states that she has her own sports set up and she does not need sports coordinators from male faculty *sir iski zaroorat nahi hay na - ek maira set up chal raha hay-mein nay ek sports ka bnaya hay* .It is important to note that in the beginning of discussion Sara was not direct and assertive in disapproving the idea because the suggestion was coming from a senior male faculty who held a high position of authority. However, Sara strategically grabs the opportunity to claim her authority as sports officer and negotiate her professional identity as she states her strong

disapproval when Imran, a junior male faculty, goes a step further and attempts to set the direction for Sara about how the male coordinators will be appointed.

When Sara strongly asserts that she does not need coordinators from male faculty, Dr. Bilal tries to clarify that the coordinators will only assist her which implies that they will not interfere in her program or her authority *assist kray ga na*. In response, Sara sticks to her point and again refers to the same program *sir ek program bnaya hay na*

At this point in discussion Imran once again joins in and attempts to patronize Sara by telling her that since she is a female, it will be better to have a male faculty along *female hain-sath ek male teacher ho*. Here Imran foregrounds Sara's gender over her role as a sports officer and positions her as a female who will not be able to handle sports events which are seen as masculine events. Imran's statement is based on stereotypical conceptions about the role of sports officer in a mixed gender set up where a male is considered appropriate for this role. For Imran, as well as for other male faculty, the role of sports officer can better be performed by males. They do not see a female capable enough or strong enough to handle this role and manage the players who are all boys.

Sara very strongly and assertively rejects to be stereotyped and confronts Imran's statement. She strongly objects to be perceived incapable or weak on the basis of her gender and rejects to be seen from the optics of gender, *sir female ko beech na laen- gender ko beech mein na laen*.

She ,then strongly asserts that she has been managing sports as a sports officer and she has finalized her sports set up and has finalized a program *mein sports chala rahi hu- 2 haftay ka mein nay ek program bnaya hua hay* . She does not let the male faculty members question her abilities as a sports officer and firmly claims that she has been managing sports as she says, *mein sports chala rahi hu*. She uses a strong expression using individualistic first-person pronoun *I* to claim her role and authority.

She strongly asserts that she does not need any male assistant in order to manage her program and setup, *ek set up hay- us set up mein koi mjhy assist kray-mujhy zrurat he nahi hay na*.

By referring to all the arrangements related to transport, funds and management which have already been made, she once again asserts that she does not need any assistance as she has all required arrangements in place *transport ki zrurat hay -transport ho gea- mjhy funds ki zrurat hay wo ap day dain gy sir- her event k manager and assistant manager bna dia hay mein nay.* Meanwhile, Farhan, a senior male faculty raises a question which once again subtly and indirectly questions Sara's ability to manage all sports events on her own *event ap ker lain ge manage?* Sara, in response, stays firm and responds with confidence and clarity, *meray sath agar ap kisi ko lagaen gy mein us k sath easy nahi hu ge- sir apko report mill jayege agar thori c b kami hui tou-* She claims with confidence and conviction that she will manage all events efficiently and once again firmly rejects their idea *lekin m kisi k sath comfortable nahi hu*

Noticing Sara's firm stance, Dr.Bilal speaks in affirmation *hmmm chlain theek hay* but he strongly warns Sara about the scale of events to be managed alone and particularly about any unforeseen situation. However, the important point to notice is that Dr.Bilal does not say it assertively, instead he uses polite expression to make it sound like an honest suggestion and not as an order. Another important point to note is that Dr.Bilal does not refer to Sara's gender, he only refers to the scale of events which may require a big team to handle the events smoothly. The use of Urdu lexical item *moidbana* which means most respectfully has been strategically used by Dr.Bilal to mitigate the imposing element of his suggestion

*Lekin mam mein ek baat moidbana tareekay say apko kehta hu-(Sara: g sir) k agar ap itni he confident hain students pay- tou hamray haan tou sports director aur assistant director 3 3 4 4 postain hoti hain (Sara: g sir)-us k bawjood b agar ap un k sath faculty members nahi bhajtay tou wo event us tareekay say kamyab nahi chalta*

Sara shows a little flexibility at this point and partially agrees to Dr.Bilal's suggestion but she attempts to keep it clear that the appointed male coordinator from every department will only assist departmental teams on behalf of his department. Sara clarifies that those male coordinators will have a limited role within their department teams which subtly clarifies that they will have no role in over all sports setup which is her domain of authority, sir *FM apnay dept k sath aa sktay hain wo department head khud bhajta hay sir – as an official apnay dept k sath. Wo department pay depend kerta hay.*



Imran once again raises a point to highlight another possible issue if students start fighting *mam agar larai ho jati hay*. As soon as Imran finishes, his point is supported by another male faculty member Ahsan, *mam wesay ek baat hay-lerkay hain na zaida ap k pas 100 problem ho sktay hain*. Ahsan's statement again attempts to stereotype Sara based on her gender. Through his statement he indirectly questions Sara's ability to manage many male players in sports events and in a way warns her of any unforeseen situation.

In response to Ahsan's statement, Sara once again clarifies that she has no objection if the departments appoint a male faculty member to manage their department teams *sir wohi baat hay na p apnay dept k sath assistant ya lecturer ksi ko bhaj sktay hain – wo manager ho ga ap k dept ka apki team ka*. Sara repeatedly continues to clarify that the male coordinators appointed by the departments will only have a limited role with their respective department's teams. By her repeated assertions, Sara indirectly reiterates that she will retain her authority as sports officer and male faculty coordinators will not have any role in the overall setup and program.

Ahsan agrees and adds to Sara's clarification that the male faculty will only have a supportive role *bilkul wo ap k sath apko support kray ga* Sara then explains that she has already informed all heads of departments to appoint a male faculty member as their department coordinator *sir mein nay tmam heads ko letter bhajia hua hay k ap apnay sports representative ko sports dept k sath share ker lain – mujhy CS depot ka aya hay-baki ksi nay respond nahi kia*. Ahsan supports the idea of appointing a male coordinator from faculty on the basis that students will obey him knowing the fact that he is their teacher is *mein ye hay k her dept say ek bnda select kia jaye- behtar yehi hay- kyu k students ko pta hota hay k ye hmara teacher hay unki baat maanain gy-*

Ahsan concludes his sentence on a very subtle remark without explicitly mentioning Sara *doosray bnday ki wo nahi manain gy*. Ahsan's statement seems to imply that since Sara is only a sports officer and not in the teaching faculty, the students will not listen to her. Ahsan does not particularly refer to Sara's gender but brings in another rationale to support the idea of having male sports coordinators from male faculty.

As the discussion winds up Farhan passes a concluding remark *her team k sath dept ki terf say ek bnda jayega* which is immediately responded by Sara *g sir unko motivate kernay*.

Even in the last remark Sara refuses to let Farhan to attempt to interfere in her authority. She firmly limits the role of male coordinators by clarifying that their role will be to motivate their department's teams.

The above analysis highlights an important aspect of mixed genders workplace in which male members attempt to stereotype the female sports officer on the basis of her gender and try to position her as a female sports officer who will need male coordinators to manage male students during sports. This positioning and stereotyping are done through gendered discourse where Sara's ability as a sports officer is questioned on the basis of her gender *female hain-sath ek male teacher ho*. This sentence by male faculty member Imran is an example of gendered discourse where Sara's ability to assert her authority as sports officer is questioned on the basis of her gender. That she will need a male teacher's assistance to manage her role as sports officer effectively. The workplace where this meeting is taking place is a mixed gender workplace having male and female faculty members as well as male and female students but there is not enough acceptances for a female sports officer. The analysis of meeting extract reveals that role of sports officer is stereotyped as a masculine role and there is less to minimum confidence in the ability of a female sports officer to be able to manage her role efficiently. However, Sara, the female sports officer does not compromise on her role and assertively claims her authority. By assertively rejecting to be stereotyped on the basis of her gender, Sara questions the validity of the gender stereotype being invoked by Imran. She is direct and autonomous in her expression and takes firm stance when her ability and authority is subtly questioned by some of the male faculty members. The analysis highlights that Sara successfully negotiates between her gender identity and her professional identity as she strongly confronts gender stereotyping and claims her authority firmly. This analysis also brings forth the relevance of gender identity for an understanding of what is being conveyed by a certain sentence .That understanding is important to unpack the hidden and underlying assumptions about gender identity of a working women like Sara who is interacting in a mixed gender set up. In this excerpt the gender identity of Sara contributes to the overall meaning of this interaction in a subtle way rather than a foregrounded manner.

#### **4.14 Conclusion of Meeting 7 Analysis**

The analysis of this meeting highlights the ways two females perform their professional roles and negotiate between their gender and professional identities while interacting in a mixed gender set up. Dr.Aiza and Sara integrate a variety of discourse strategies from conventionally masculine as well as feminine spectrum to perform and negotiate between their professional roles their due authority. They adjust their discourse strategies and linguistic choices according to various contextual factors which include the speakers, the point under discussion and their own level of authority to assert verdicts on certain points. However, the features of the interactional styles used by both the females indicate the ways in which both of them challenge the prevailing gender stereotypes. The way they manage their discourse strategies, redefines what it means to be a female authority holder in a mixed gender setup. By using confrontational discourse they refuse to be stereotyped and perceived on the basis of their gender identity and claim their professional identity and authority by resisting the pressure of stereotyping.

#### **4.15 Final Conclusion-Analysis of Formal Meetings**

The detailed analysis of the discourse features and linguistic structures of excerpts from seven meetings commenced in the selected public sector universities highlights that male and females working in positions of authority in these academic settings make use a range of gendered discursive resources to negotiate between their multiple identities, most importantly gender and professional identities. The social identities of the speakers, the way society constructs their social identities particularly on the basis of their gender also creeps in at some points in these meeting. When some of the speakers invoke gender stereotypes about what is considered appropriate for them on the basis of gender identity, they attempt to foreground the gender identity of other speakers. The analysis demonstrates the dynamic negotiation of multiple identities as male and female speakers use a range of discourse strategies to effectively respond to various contextual factors within the meeting setting.

The micro level analysis of the discourse strategies and features of interactional styles of the speakers reveals that each utterance contributes to social, personal and professional identity construction of the speakers. An important factor that stands out through this analysis is that contextual considerations are always fundamental while analyzing workplace discourse.The

contextual considerations are an important factor in explaining the discourse choices being made in various cofps in order to unpack how speakers discursively negotiate and accomplish personal, social, and professional identities in their respective cofps. The analysis also indicates that different professionals have varied styles of doing leadership and enacting professional identity. The analysis indicates that men and women employ the effective negotiation of identities at workplace as an important skill to be successful and to be taken seriously by their team.

The analysis highlights that female heads used a range of direct and indirect discourse strategies to communicate disapprovals. Some of the female heads used very direct unmitigated and assertive sentence structures in order to communicate their disapprovals during official meetings however some female heads used indirect and depersonalized sentence structure to soften the effect of direct assertions.

The analysis indicated that there is a lot of variation in the way men and women give directives and orders negotiating between direct and indirect discourse strategies. Academic institutions in general and public sector universities in particular have more democratic structures which do not require male and female leaders to be assertive and use direct linguistic structures for giving directives most of the time. However if there were urgent deadlines or pressures from the higher authorities, or when the team members did not comply with the polite and indirect orders, in such situations male and female leaders chose to use more direct and assertive discourse strategies to give orders.

Hence the above finding highlights that time constraint emerged as a factor for using direct sentence structures for giving directives. When time was limited, and decisions were supposed to be taken and communicated on urgent basis, men as well as women used direct structures and imperatives to communicate decisions because they did not have time to invite suggestions and build consensus of the team members. So the implication here is that the use of direct discourse strategies and imperatives by male as well as females was not always driven by gender, but sometimes the time constraints were central in adopting more direct discourse features for communicating decisions and giving directives.

The male and female leaders integrated and switched between the individualistic *I* and inclusive *WE* sentence structures in order to skillfully construct their professional identity as an autonomous boss whenever the situation required them to be, and also adopted a team

oriented collaborative approach to deal with the requirements of the context. The analysis indicated that both male and females adopted a team oriented approach, they used plural *US* and *WE* sentence structures and positioned themselves as part of the team working in collaboration instead of taking up a more authoritative and autonomous leadership identity. However, the use of *We* structure did not always indicate consensus building, but the analysis showed that it had also been used to enact authority and communicate managerial decisions. The analysis of some excerpts indicated that the use of *We* by male and female leaders for communicating their decisions was used as a discourse strategy not to build or seek the consensus of the team members but to assume their inclusion and approval.

The analysis revealed that in order to do effective leadership and perform multiple professional roles, both men and women had to negotiate their multiple identities within discourse which involved communicative behaviors and features of discourse normatively associated with both male and female styles of interaction. The analysis showed that in some contexts and situations, both men and women adopted a collaborative and participatory style of leadership and exhibited willingness to share power. Whereas, this research study also showed that men and women were stylistically flexible as they switched to more assertive and authoritative styles of discourse whenever and wherever the situation required them to. The needs and requirements of the contextual factors were one of the major factors which accounted for variation and stylistic diversity in the interactional styles of men and women.

Within the patriarchal context of Pakistan, one would expect the reinforcement and reproduction of the normative patterns within workplace discourse. However, quite interestingly the above analysis has revealed more diverse discourse patterns. The analysis has demonstrated conformity as well as variation in the styles of interaction of male and female leaders. They have effectively negotiated between their gender and professional identity by employing language as a discursive resource. For example, by using discourse features which are conventionally associated with their respective genders, they have reinforced the normative associations of certain discourse patterns. However the analysis has also highlighted that both male and female leaders have challenged and contested the normative associations of discourse features with particular gender by employing features of discourse which are conventionally not associated with their gender.

## **CHAPTER 5**

### **ANALYSIS OF INTERVIEWS**

The interviews have been used as an important data collection tool for this research to get an insight into the interactional styles of males and females who have an experience of more than ten to twenty years of working in public sector universities. The key purpose of using interviews as a data collection tool for this research is to explore the nuances and intricacies of the various discourse strategies and features of interactional styles used by men and women holding position of authority in the selected public sector universities. These interviews are expected to give a deeper insight into the language strategies and discourse features used by males and females to negotiate multiple identities and enact professional roles in universities as their workplaces. The interviews analysis focuses on extracts from twelve in-depth semi-structured interviews of males and females working in the three selected public sector universities. Six of the interviewees are senior females holding position of authority on various levels of hierarchy including vice chancellor, dean, and heads of departments whereas six of the interviewees are males who also hold positions of authority as dean and as heads of departments. All the interviewees have experience of working in the mixed gender setups at some point in their professional careers. The respondents working in predominantly female setup and those working in gender segregated all male setup-all of them have experience of working in the mixed gender set up at various points in their professional careers.

The interviews have been conducted with the help of semi-structured interview guide which was developed on the basis of the review of relevant literature. All the interviews lasted between twenty five to sixty minutes on average and were audio recorded and transcribed for the purpose of this analysis. The relevant extracts have been taken out for analysis from complete interview scripts attached at the end as annexures (See Annex V). The interview guide was designed to cover features of interactional styles relevant for this research and open ended questions were framed to bring out data on those aspects of discourse. The relevant extracts have

been taken out and analyzed according to the aspects of workplace discourse which the research is attempting to explore. The extracts from the interview scripts have been organized in tables, each table covering one aspect of workplace discourse at a time. The interview extracts from male and female respondents have been organized in separate tables to keep the analysis separately focused on the insights of male and female respondents. However a comparative analysis of the differences and similarities in the insights of male and female respondents has been drawn in the conclusion of this section.

**Table 5.1: Code: Differences and Similarities in the communication styles of men and women holding positions of authority in universities**

S.No.	Name	Extract
1.	Dr.Sonia	<p><i>Well - when men communicate with men they are different. When men communicate with women in positions of authority, they are different. I went to work for a university in Multan and there was a big difference. <b>The attitude of the males was very patronizing. Patronizing and belittling</b> in some ways as if we were there usurping their positions and somebody else should have been given that position. Right? Yeah. Some man should have been there and by being there and by usurping their position and they were <b>A patronizing B</b> in their remarks at times <b>Belittling</b> and at times very <b>envious</b>.</i></p>
2.	Dr.Salma	<p><i>I wouldn't want to stereotype, but yes, you would have, a difference in the style. <b>The written communication is the same</b>, right? , in writing the same letter goes out whether this as an email or as a hard copy. <b>But if you are issuing verbal instructions, then yes, there would be a difference.</b> Again, I would emphasize that I don't want to stereotype but, because there are differences, in the manner of speech. So when it is a question of, the actual conduct of the meeting there you would have differences in the sense that, you might have, <b>let's say a female administrator, giving instructions more casually then a male instructor or a male administrators in the sense that, the male administrate would want to, assert his authority more. Whereas the female administrators, again, I, I'm not stereotyping this is the</b></i></p>

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*majority of cases, a female administrator would want to do something with mutual consent*

3. Dr.Afia *I feel that the male head of department can get much angry and passionate about what he believes in then I can- I have to always be polite and nice.*
4. Dr.Asma *Men are more authoritative –they are more assertive or at the same time I mean this you can see in some of the women also. But sometimes I feel that. Even if the women they are assertive. Sometimes they misuse that assertiveness. That happens in the male side as well. But what I observed since like they are into the system since long And so we are new here and you get power-You are probably you need to be powerful, or you urge to be powerful*
5. Dr.Sarah *You can say they're a really mixed kind of things. Research says something different, but in reality you find that there are many women who are very authoritative –they work like man, they are very manly in communication styles. They give instructions, they will give orders most of the time, but in majority if you see them, if you just look at their brought up, what we are talking about is communication styles. Female have more coordinating, more requesting styles of giving commands or authority as compared to men.*
6. Maria *first is also the gender okay that most of the women do not want resistance or retaliation or counterarguments or challenges given by the subordinate so they try to make everybody work together as a part of Team more congenial Frank kinder sort of environment everybody's things that yes I am being heard off irrespective whatever the final outcomes or decision may be*



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*it is gender driven – since they are males they can have argument and they can be loud they can yell at one another –we have observed and experienced certain bullying or a fist fighting incidents too in the department They were all between the male colleagues and male Heads of Departments-so yes-gender plays a role in that.*

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## **5.1 Differences and Similarities in the communication styles of men and women**

This analysis is focused on the insights of the female respondents about the differences and similarities in the communication styles of men and women. Their insights are important for this analysis because they all have the experience of serving in various senior positions of authority on the higher levels of hierarchy within their universities. All six female respondents had almost the same view that in years of their experience they have observed some basic differences in the communication styles of men and women working on positions of authority in academia. They were of the view that both genders communicate very differently positions of authority. They described men's interactional style while communicating in positions of authority as *patronizing, assertive, authoritative, loud and passionate*. Whereas they described women's interactional style as *casual, preferring mutual consent, polite and nice, more coordinating more requesting* style. They also elaborated that the words which women use may not be very harsh as they try to make everybody *work together as a part of team* and try to create more *congenial frank kinder sort of environment*.

Although all of the female respondents highlighted these differences in the interactional styles of males and females in academia, they were conscious of stereotyping or giving sweeping statements. Through their responses they tried to cover the further nuances of the interactional styles which are important in understanding the aspects of their workplace discourse. For example in table 5.1, extract 1 the respondent refers to an important factor and says that there is a difference in the interactional style when men communicate with men and when they communicate with women. She subtly refers to a gender bias in this regard that when men see a women in position of authority, it invokes a sense of competition in them and they think that it is men's space and by being there women are *usurping their positions*. So they become *patronizing* and their attitude is *belittling* towards those females who are holding equal positions

of authority as men. In extract 2 the respondent brings in another factor and mentions the difference with respect to the verbal communication and makes a distinction regarding written and verbal communication. She points out that *the written communication of males and females is the same, but if you are issuing verbal instructions, then yes, there would be a difference*. In extract 4 the respondent refers to an interesting factor for men being assertive and authoritative in their interactional style. She states that since *they(men) are into the system since long and so we (women)are new here and you get power-You are probably you need to be powerful or you urge to be powerful*. So in her view due to that fact that men have been holding positions of authority since very long, they have held power since long, so they have learnt to be assertive whereas women are new to positions of power ,hence they have not learnt to be assertive yet. This is an important factor which she has referred to, that men being in position of authority for long has brought a male model of enacting professional authority into existence and that model is assertive in its display. In extract 5 the respondent says that *there are many women who are very authoritative –they work like man, they are very manly in communication styles* but she still concludes that women have a more *coordinating style* of communication. When a woman is being authoritative she is perceived through a normative binary lens and referred as working *like men*. Since being authoritative is a feature of discourse which is normatively indexed as masculine, a woman adopting this feature in her interactional style is seen as *manly* and working *like men*. In extract 6 the respondent brings an important dynamic of workplace interaction and that is conflict avoidance. She says that *most of the women do not want resistance or retaliation or counterarguments or challenges given by the subordinate so they try to make everybody work together as a part of Team more congenial Frank kinder sort of environment*. So according to her, conflict avoidance is the main reason for women being polite and kind in their interaction style .Whereas she says that men can have *fist fighting* and can get verbally loud because according to her *it is gender driven – since they are males they can have argument and they can be loud they can yell at one another*. So here her response brings out the conciliatory and the confrontational feature of the interactional styles of men and women. The extracts in table 5.1 point to normative difference in interactional styles of males and females where women leaders try to maintain a collaborative space while managing workplace discourse whereas men may tend to become competitive or confrontational.

**Table 5.2: Code: Women holding position of authority in universities and their communication style**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	(referring to first women vice chancellor under whom she had worked) <i>She had no role models, female role models to follow. So her attitude was also quite authoritative. And because when you are a woman and you are in a position of authority and you have to show the world that you deserve this position and you have the merit to hold this position. So you are, the role model that you have is male role model. It becomes a very complicated situation</i>
2.	Dr.Salma	<i>Women have a tendency to look beyond the purely professional what you, you'd call, the human aspect.</i>
3.	Dr.Afia	<i>I might be a bit more submissive, friendly and indirect so I do try to communicate in a way that it is not really directed so it never feels. Even when I have to tell my faculty that something has gone wrong and they need to correct it in such a kind manner that it is never taken negative and like <b>I am careful of offending them-</b> I would be careful about their feelings then I would communicate effectively  <i>My dean was very authoritative and assertive she was very much like men. I think it came to her naturally and I don't think it comes to me naturally if I was assertive, when I am passionate about something and I am angry then it comes naturally but generally I am not a very assertive person so it becomes difficult for me.</i></i>
4.	Dr.Asma	<i>That is also different within the communication style and language style- if a male is communicating with male and male is communicating with female. Okay. For example what kind of differences you have. Because they sometimes they use slang words and something like that during the office hours. They started this talk using. Punjabi or. Pashto or other languages as well</i>
5.	Dr.Sarah	<i>Sometimes when like managing people is not an easy task. Right. You know, and you have to make commands in certain ways because you need the work</i>

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*to be done at the right time and right place And you need to motivate people. So what if you just asked me what kind of style that I have, in managing people, I usually go with more of, sometimes **I become assertive and I say like this, this is the task and you don't have any excuse to, refuse it. Right? But sometimes it's more like kind of a coordinating or coordinator, a kind of a job that I do and I try to involve each and every person and try to work like a team***

6. Maria *most of the times when there's a female head of committee or a female convener or a female head of department ,they will focus more on being polite .like they will try to pool in everybody's effort and ideas. And they (women) will not be assertive or challenging in most of the cases and will make everybody have a win-win sort of situation - they won't be aggressive and assertive and out rightly challenging I believe. Just an effort to make everybody work through.*
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## **5.2 Communication Style of Women Holding Position of Authority**

This analysis focuses insights of female respondents about the interactional style of women holding positions of authority in universities. The selected extracts in table 5.2 focus on the insights of women respondents as they talk about their own interactional styles and also discuss about the interactional styles of their senior women who are holding positions of authority in the higher tiers of hierarchy.

In table 5.2, extract 1 the respondent highlights two important factors for senior women choosing to be authoritative while holding senior position on the hierarchy. While discussing the communication style of the first women vice chancellor with whom the respondent had worked, she states that she had *no female role models to follow* because she was the first vice chancellor. Because of this reason, the only vice chancellor model which was available to her was male model of enacting authority at the highest position in a university. So according to the respondent in extract 1, the first female VC was *authoritative in her attitude* because she was following the male role model. The respondent also refers to another factor for first VC to enact her professional identity authoritatively and that reason as she mentions is *because when you are a woman and you are in a position of authority and you have to show the world that you deserve*

*this position and you have the merit to hold this position.* So in order to prove herself competent and deserving enough for the highest position of being a vice chancellor, she had to enact her role authoritatively in line with the male model of communicating like a VC.

In extract 2 the respondent highlights the relational aspect of interactional style and states that *Women have a tendency to look beyond the purely professional what you, you'd call, the human aspect.* The same relational feature of interactional style is pointed out by the respondent in extract 3 *when I have to tell my faculty that something has gone wrong and they need to correct it in such a kind manner that it is never taken negative and like I am careful of offending them- I would be careful about their feelings then I would communicate effectively.* While talking about her own interactional style the respondent states that she communicates in *kind manner* so that she does not *offend* her subordinates and that she is considerate and careful about the feelings of her subordinates. This statements covers the *human aspect* which is mentioned in extract 2. The respondent in extract 3 also points out that *assertiveness does not come naturally to her*, however she mentions her experience of a senior female boss whom she refers as an authoritative boss, but she believes that assertiveness came to her naturally. In extract 4 the respondent mentions the use of *slang words* by males during official hours. In extract 5 the respondent explains how she integrates aspects of assertive and polite communication to act according to various situations, *I try to involve each and every person and try to work like a team* and in 6 *and they (women) will not be assertive or challenging in most of the cases and will make everybody have a win-win sort of situation - they won't be aggressive and assertive and out rightly challenging I believe. Just an effort to make everybody work through,* the respondents refer to the collaborative and consensus oriented style of communication while talking about their own communication as well as talking about general patterns of women communicating in positions of authority.

The analysis of the extracts from female respondents brings out the relational and conciliatory aspects as features of the interactional styles of women in positions of authority in the universities. The analysis also indicates that these aspects are not uniform in all situations, they may vary according to the context and the requirement of professional roles. Hence the analysis touches upon some of the factors which require women to integrate aspects of authoritative as well as collaborative interactional styles.

**Table 5.3: Code: Gender stereotyping about the communication styles of men and women and the pressure to adhere to norms of appropriacy**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<i>The pressures have become different. So I think we have also learned to, as vice chancellor, <b>I think we have learned to be women. Yeah. Act like women think professionally not like men, but as independent and empowered women and not feel guilty about that because that is also challenging, we start feeling guilty about that power we have and we undermine our own power.</b> So I don't know whether anybody else will talk about it. I'm a vice chancellor in this university, I have a staff of 1000 people, 5,000 students. It's, I take the blame, and I take the credit because when you are at the top, when you sign your name you take the blame.</i>
2.	Dr.Salma	<i>We have so many stereotypes, which concern professional women, if a woman in an administrative position becomes authoritative, you know, says do this, and don't do that. , again, she's stereotyped into either the bull-dyke kind of a position or if she happens to be unfortunate and unfortunate within quote marks , not to be married , the stereotype is because she's got no family. So, she drives us harder marital position has a lot to do with the way that she's perceived. Yes. And so, you know, if you want, let's say, your colleagues or your juniors to work longer hours or to put in more, the stereotype will be because she has nothing else, herself to do. , therefore she will keep us after hours. So it's a matter more of stereotyping. Nobody's going to stereotype a male administrator</i>
3.	Dr.Afia	<i>Another thing I wanted to mention <b>I feel as a woman getting angry is a very tricky thing - like if I was a man – I can become angry or Upset at something – as a woman it is seen as my weakness.</b> But if I was a man and if I see men getting angry, you know, if I see my brother my father and my brother is also an academic by chance-so if I see my brother getting angry <b>they (men) actually get away with this and with me I am seen as a bad person for getting angry although it's a natural emotion.</b> Firstly I have a very friendly outlook so I think getting angry for me - but I do get angry</i>

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*because I am a human. I think getting angry as a woman, you know becomes a negative connotation - and an angry man is much more an accepted in the society - and sometimes I feel like, you know, how men can get angrier in offices than woman can.*

4. Dr.Asma *Norms and stereotypes influence because when you train a girl that you need to be humble you need to be polite.so that politeness that humbleness that will become part of her personality. And that will be there. I mean. I mean. While she will be On the working place. And when the boys they're raised with this notion that they can shout and They can assert or something like that. They will definitely be practicing that thing in workplace. Though the things are bit change now. But still this is something. I mean in which is. Supported. In 80 % people of society so that influences definitely.*
5. Dr.Sarah *What I think it is most of the time, our training and the expectations - we don't expect from a woman to be assertive. We expect from her to be caring, loving, don't have much say about her herself. So it's all about what kind of expectations people have from the leader and most of the time leaders, try to meet those expectations. When I say it's a kind of their brought up, it's kind of their trainings and it also like there are a few paradigms that I can say that there are sometimes it's just being the essentially just point of view. Like you are born woman so you have to behave like in certain ways, feminine kind of things, you know. And, once you are born male or boy, you have to be masculine and masculine means like you should be independent, you should be very athletic kind of a thing. You should be very, managed, disciplined. So, it's training, it's reinforcement, it's, the culture, the expectations. They all just go side by side*
6. Maria *Because we have been a gender stereotyped sort of society having patriarchal norms. Males are always dominating even in the family setups. We do not expect women to be making bold decisions against the man's will- For example fathers or husband or sons whatever the case may be. So yes the societal norms are there. We expect different behavioral patterns when*
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*women have to be in the position of authority and command. She would have to reassure and reiterate that she's the boss there in that set up.*

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### **5.3 Genders stereotyping about the communication styles of men and women**

This analysis focuses on the responses of females on genders stereotyping about the communication styles and the pressure to adhere to norms of appropriacy. Gender stereotypes and norms have an impact on the way working men and women use language to negotiate their multiple identities in the workplace settings. The ratio of this impact may vary from society to society depending upon how traditional or how modern the social setup is. However in patriarchal societies like Pakistan, gender stereotypes and norms play an important role in determining or interpreting the features the workplace discourse through which men and women perform their gender and enact their professional identity in their workplace. The analysis of table 5.3 brings out various dynamics of the impact of stereotypes and norms on the communication styles of men and women while performing their professional roles. All the female respondents of interviews affirmed that stereotypes and norms do impact their communication style, however they hinted that the ratio of this impact may vary in various settings and it may manifest in different ways as well. In extract 1 a female respondent who held highest position of authority as VC remarks *I think we have learned to be women. Act like women. Think professionally not like men, but as independent and empowered women.* Her remark indicates an important shift in the communication patterns of doing VC-ship or doing leadership. Her remark implies that by more women holding high positions of authority in academia, they have negotiated and claimed their own female way of doing leadership instead of looking up to stereotypical male models of doing leadership which had over decades taken the status of male as norm principle. She asserts that women have claimed this model of women leadership as *independent and empowered women* and *not being guilty* about assuming power. So this extract brings out the performative potential of professional identity that can be negotiated and enacted in new ways depending on the actors involved.

Moving further, the extract 2 mentions constraining force of the prevailing genders stereotypes and norms which do not give enough space to a women in position of authority to be assertive. The respondent in extract 2 states that when a women in position of authority attempts to be assertive she is stereotyped in derogatory terms like being labeled as a *bull-dyke*. The



extract 2 also mentions that the marital status of a woman plays an important role in how she is perceived being assertive. The respondent states that if a woman enacts her authority assertively and if she happens to be single, there are maximum chances that she will be perceived negatively as her marital status will bring in another stereotype into the picture. If a female boss who is single, strongly asserts herself and strictly bounds her subordinates to perform the assigned tasks, the subordinates perceive her as someone who has no family responsibility and who does not understand the family responsibilities of her subordinates. So even the legitimate enactment of her professional role is interpreted through gender stereotypes. At the end of extract 2 the respondent also mentions that a female being assertive or authoritative while being in a position of authority runs the risk of being stereotyped whereas a male doing the same will have minimum to no chances of being stereotyped *Nobody's going to stereotype a male administrator.*

The extract 3 highlights that anger is a feature of interactional style which has been conventionally stereotyped as a masculine trait. Hence, when a female manifests anger in her discourse, she is received differently as compared to a male manifesting anger in his communication. She says that *I feel as a woman getting angry is a very tricky thing - like if I was a man - I can become angry or upset at something - as a woman it is seen as my weakness.* This statement indicates that men have more space to manifest anger in their communication while performing their professional identity whereas anger is perceived as a sign of *weakness* when manifested by a woman. The respondent further reiterates that despite the fact that anger is a natural emotion, its manifestation in discourse is seen through a gendered lens, therefore men get more space to display anger in their communication, *they (men) actually get away with this and with me I am seen as a bad person for getting angry although it's a natural emotion.* The respondent in extract 3 also subtly remarks that if anger is displayed by a woman she will be perceived through all the negative connotations, *I think getting angry as a woman, you know becomes a negative connotation - and an angry man is much more accepted in the society.* The extract 3 points to the fact that some features of interactional style are so deeply indexed as masculine that woman leaders do not have enough space to negotiate and claim those features by choosing to enact their professional identity using the stereotypically masculine features like anger. If they choose to negotiate and claim those features, they run the risk of being perceived through negative connotations.

The extract 4 brings us to an important factor that plays role in the naturalization of certain stereotypes. The respondent in extract 4 states that since girls and boys are trained and conditioned in different ways, therefore the differences in their training can be seen in their workplace interactions as they perform their professional identity drawing on their training and conditioning. She states, that there is a structural background of women being polite and humble when they hold position of authority and discursively construct their professional identity, and an important factor of that background is that she is trained to behave that way, *when you train a girl that you need to be humble you need to be polite.so that politeness that humbleness that will become part of her personality. And that will be there. I mean. I mean. While she will be on the working place.* The respondent in extract 4 points out that, *when the boys they're raised with this notion that they can shout and they can assert or something like that. They will definitely be practicing that thing in workplace.* So, according to extract 4 since boys and girls are trained on different patterns that difference also manifests in their style of interaction at the workplace.

The respondent in extract 5 once again reconfirms the same as in extract 4. She also refers to the impact of training and differing social expectations which have an impact on the communication style of men and women. She states *that I say it's a kind of their brought up, it's kind of their trainings.* The respondent also points out that the gender differentiated training which boys and girl receive during their brought up, its reinforcement and the culture and expectations all create a cumulative impact and play a role in sustaining the gendered stereotypes as she says, *it's training, it's reinforcement, it's, the culture, the expectations. They all just go side by side*

The extract 6 highlights the role of family in training of boys and girls on different behavioral patterns where male members of the family are given more space to dominate in decision making whereas females are not expected to make bold decisions independently. So this kind of family training also affects our expectations of how a female is expected to perform her professional role. According to the respondent in extract 6 the family training ,to a great extent, accounts for setting different behavioral patterns for men and women even in their workplace communication as she puts it ,*we expect different behavioral patterns when women have to be in the position of authority and command.* So all the female respondents in table 5.3 stated that the prevailing gender stereotypes and norms do have an influence on the interactional styles of

women and men as there is a push for adherence and at the same time there is fear of being judged for noncompliance. The analysis of all the extracts form table 5.3 also indicates that more women coming into the workforce and holding positions of authority have also managed to claim more space for negotiating various ways of doing professional identity in workplace discourse bringing in a feminine model of enacting professional authority.

**Table 5.4: Code: Uniformity or Variability in communication Style of men and women holding positions of authority in universities**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<p><i>It differs. I think in every category, in every situation. It differs, the communication differs. The way you communicate in your professional life is different.</i></p> <p><b><i>The communication strategies change, the style changes.</i></b></p>
2.	Dr.Salma	<p><i>my behavior, my attitude varies from situation to situation, even within the professional environment when I'm in class I'm also in a position of authority but my interaction with my students, is different.</i></p> <p><i>So within professional environment, your roles change. Again, when I am arranging something, a seminar, let's say or a talk, my roles change when I am discussing, when, when I'm having a departmental meeting. And of course when I'm dealing with a resource person, you know, with the resource person, I have to be more collaborative because I need the resource person. Yes. And so I will make greater effort , I'll facilitate the resource person more than I really facilitate let's say my juniors</i></p> <p><b><i>Because I wear a lot of hats-so variations as they say, so yes, there's definitely variation in styles of communication, modes of communication, they vary according to the situations. So it's a case to case basis</i></b></p>
3.	Dr.Afia	<p><i>there is variation I think I do sometime feel that I have been over friendly I need to assert myself but it's easy for me I can assert myself</i></p> <p><b><i>It depends on the occasion it depends on how things are going. If things are going well I do not need, I do not need to get angry without reason.</i></b></p> <p><i>I think I would be more assertive in men as a group</i></p>

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4. Dr.Sarah *You cannot have one yardstick for everything, we are dealing with human beings and they are different. So their working styles are different. So you need to put, every new strategies with every new person-So in doing, pushing or pulling in these managing things, you need to be flexible. If you become hard, it will become kind of a rebellious attitude for the people that are working under you.*
5. Maria *there is variation-Yes it is context driven in most of the cases If you have a team which is supportive and cooperative with you there will be no need to enact authority and to remind people that you are the head and if there is resistance or people are not complying to the deadlines for example then it needs to be reassured even if the head is a male or a female. So yes it is context driven.*
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#### **5.4 Uniformity or Variability in communication Style of men and women**

The extracts in table 5.4 focus on an important aspect of the interactional style .The analysis of theme of variation or uniformity in the interactional styles of men and women holding positions of authority in the selected universities is important for this research study as it is important for the idea of identity negotiation through discourse. Either variation or uniformity, both are important factors to function as an enabling or constraining element for multiple identity negotiation in workplace discourse.

All the respondents in table 5.4 stated that the communication style in the workplace cannot be uniform in all settings and all contexts, hence they affirmed that there is variation in the interactional style when men and women are performing their professional roles. The respondent in extract 1 states that the communication style *differs* in every situation and according to situation *the communication strategies change, the style changes*. The respondent in extract 2 points out an important aspect which leads to variation in the interactional styles and that is shifting between different roles within workplace settings as she says, *I wear a lot of hats- so variations as they say, so yes, there's definitely variation in styles of communication, modes of communication, they vary according to the situations*. According to her as the role changes, the style of communication also needs to change according to the requirement of the situation. So the respondent in extract 2 confirms variability in the communication styles to go in line with the

changing roles as she says, *it's a case to case basis*. This perspective has important implications for the language and interactional styles as the discourse strategies need to change on case to case basis and according to the situation and roles. In extract 3 the respondent also reaffirms the notion of variability in communication and says, *it depends on the occasion it depends on how things are going*. She elaborates that her choice to enact her professional role either in a friendly manner or assertive manner will depend on the situation and on how things are going. If the situation demands her to be friendly or assertive, she will perform accordingly.

The respondent in extract 4 states that *you cannot have one yardstick for everything* implying that the interactional style cannot be uniform in all the situations and with all the persons. She further reiterates that; *we are dealing with human beings, and they are different. So, their working styles are different. So, you need to put, every new strategy with every new person*. She brings in the notion of variation in communication strategies that human beings are unique and different, so the respondent asserts that you need *to be flexible* with your interactional styles and discourse strategies to communicate effectively with different human beings at your workplace.

In extract 5 the respondent reaffirms what is said by the respondents in the previous extracts in table 5.4 as she says, *there is variation-Yes it is context driven in most of the cases*. She also points to the fact that variation is context driven which implies that contextual factors have an important role in determining the workplace discourse and the style of interaction to be chosen by men and women while performing their professional roles. The respondent in extract 5 mentions an important contextual factor which has influence on the interactional style and this factor is the response and performance of the teams which men and women are heading while being in position of authority. She states that if the team is *supportive and cooperative* the leader may not need to be assertive in that case. However if there is *resistance* or non-compliance to the deadlines, the leader may be pushed to perform his professional identity assertively. So, in her view, the performance and the response of team is an important contextual factor which accounts for variation in the discourse strategies of team leaders in the workplace. The analysis of extracts from table 5.4 shows that variation in the interactional styles plays an important role in managing teams and negotiating multiple identities in the workplace according to the contextual factors.

**Table 5.5: Code: Subordinates' Response to Authority and Leadership of Males and Females**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<p><i>There are additional registrars and treasurers who are male and the project directorate office is predominantly male because they have to deal with construction work. <b>I think when they come to the selection board and they see me heading the tables, they I think start tuning themselves to take authority of a woman</b>, but when I joined this university. I was in all-women's university, My first experience, I had to make an effort to - the lower staff finds it very difficult. The males in admin offices, because they come to the selection board, they see me in the selection board, so they are mentally I think prepared. Right. Okay. This is the woman who is going to dictate or tell us our responsibility but <b>the lower staff doesn't know how to deal with it and I think when I joined this university for three months, I said a Salaam Alaikum to my Naib qasid and then he started responding.</b></i></p> <p><i>They have learned it like initially when they join they find it very difficult.</i></p>
2.	Dr.Salma	<p><i>Men may have the same, approach towards men, but when it comes to men viewing women, <b>they have a slightly derogatory approach</b> in the sense that they'd say yeh to aurto wali baat ha. Stereotyping, living in the same society, <b>having lived in that same society all their lives, their expectations of women in the academia, are colored by a definite bias. And so they don't have that positive approach. Towards women in the academia or women in the administration.</b></i></p> <p><i>In the professional arena when you have women administrators and you have men, administrators, anything coming from a male administrator is taken or is viewed as being something positive because you know, he is in a position of authority and he's asserting his authority. But a woman in the same position will not be perceived by her, colleagues, by her juniors in the same light. She will be perceived as, stepping out of, the boundaries, as being</i></p>

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*harsh, as being hard, as being cool as an administrator. And again, stereotyping comes in because you say, you know, Oh, she's a woman and you know, she doesn't really, think of her, female, employees or colleagues in a sympathetic manner. So it's damned if she does and damned if she doesn't. It's that kind of thing position. Yes. So, so, that stereotyping that stays in – whether it's the personal, arena or in the professional arena.*

3. Dr.Afia *I have felt that with men I need to communicate my assertiveness more and I have to do it continuously and repeatedly and I feel or maybe I am right or wrong I don't know I feel that I am pushed to be more assertive – like it is expected of me to be more assertive - because feeling like that there was a constant challenge from some male members who obviously were not very happy with young female PhD coming and getting over so there was a continuous resistance ...!Although I think it was pretty good job I was able to handle it, but you know I always felt that there was going to be a back lash every time I tried to pull the strings of my employees. So I was constantly feeling under threat of back lash.*
4. Dr.Asma *If you are working with the lower staff. And the mentality of the lower staff is. That I am Female. Male admin staff. Mostly. Because like they will not consider you the boss. They will not come to that- they will consider you the female first and then the boss. Right. Then the story becomes problematic. While they will take the. Male. Colleague as boss and boss first, and maybe only the boss. OK. So the story would be different because there is acceptability There is Obedience. These are the things for that is that the females they have to. I think they have to be polite for certain things. To make them able to understand them. I mean this is. This is something which is required.*
5. Dr.Sarah ***They don't consider their female manager as competent of having possessing that seat as competitive boss. They themselves and they think they are not competent-they think they are bossy like negative connotations – if a man is a bossy, it's being man, you know, it's, he's is assertive he is like***

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*something super human and if we a woman is a little bossy. they have literally use like un civilized kind of words for –is they are bossy they considered they are not behaving like women – (Punjabi mein kehtay hain mard maar bunn gaye hain)So, so we found out that male subordinates does not perceive their women managers as competent for heading*

6. Maria *Because there are gender stereotypes. **They do not really expect women to be authoritative and yelling and giving directions.** So yes she has to enact more authority in mastery or ... it takes her extra effort to show that yes she is. I would say qualified enough okay. And she knows the situation- the requirements -the inside out of the job -the professionalism - that we very normally expect of every man or male colleague. **Women have to reassure this – Reenact this over and over again to make it clear in the minds of the subordinates.***

*I don't think males have to spend extra effort or energy reminding people that they are the boss. What women HAVE TO because they would be constantly judged on the basis of their judgment and style and how they talk and behave. They are more judgmental about women colleagues and women heads*

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## **5.5 Subordinates' Response to Authority and Leadership of Males and Females**

The extracts in table 5.5 analyze the responses of six female interviewees about how the authority of a female leader is received by her subordinates either male or female subordinates or how they respond to a female in position of power. The extract 1 is taken from interview of a female serving in the highest position of authority as vice chancellor of a women university which has predominantly females in teaching faculty but has males on administrative positions and working as lower staff as well. While responding to the question about how her authority is taken by her subordinates she states that *I think when they (males) come to the selection board and they see me heading the tables, they I think start tuning themselves to take authority of a woman.* She states that when her subordinate men see her heading the tables, they have to *tune* themselves to that which implies that they have to do a conscious effort to accept a woman in position of authority which may or may not be the case with a male boss heading the tables. The respondent in extract 1 mentions an interesting point as she states that the lower (male) staff as



compared to men in relatively senior administrative positions, finds it more difficult to accept a woman in position of authority.

The respondent in extract 2 states that the response of male subordinates to a male boss may be different but male subordinates have *a slightly derogatory approach* to female in positions of authority and there is a danger of stereotyping as well. She states that the prevailing gender stereotypes in the society also have an impact on how the authority of women bosses is received especially by male subordinates and she says that *their expectations of women in the academia, are colored by a definite bias*. The bias which she refers to mainly originates from the gender stereotypes. So according to her due to this bias *they (men) don't have that positive approach towards women in the academia or women in the administration*. The respondent in extract 2 further states that men administrators and bosses have more space to assert their authority in professional interaction and their assertiveness is positively perceived whereas if a female boss becomes assertive, she will not be perceived in the same light as men, but according to her, *She will be perceived as, stepping out of, the boundaries, as being harsh, as being hard, as being cool as an administrator*. Her statement implies that as if being assertive, harsh and hard as a boss does not fit within the boundaries of being a woman which indicates a clash between her gender identity and her professional identity. The respondent also states *it's damned if she does and damned if she doesn't* which implies that a woman holding position of authority has to negotiate between her gender identity and her professional identity in order to find a middle ground and draw a balance between the two identities.

In extract 3 the respondent points out the difference while communicating with the male subordinates and says, *I have felt that with men I need to communicate my assertiveness more and I have to do it continuously and repeatedly*. She further elaborates that she has to face *continuous resistance* from her male subordinates, therefore she is *pushed and forced* to be assertive. The respondent also explains that although her professional role and the contextual factors required her to be assertive and she managed it well, still she *always felt that there was going to be a back lash every time I tried to pull the strings of my employees*. Since there was resistance from male subordinates towards her assertive enactment of professional identity, she had to be alert and conscious of possible backlash from them, *I was always feeling the threat of back lash*.

In extract 4 the respondent points out that the male subordinates resist to accepting woman in position of authority as a boss and says, *they will not consider you the boss*. She points out that for male subordinates the gender of their boss takes the foreground which is crucial in determining the acceptance or resistance to the authority of their head. She states that *they will consider you the female first and then the boss* which means they see you are a woman first and then as a boss. The respondent further points out that their attitude towards male boss is quite different as *they will take the male colleague as boss and boss first, and maybe only the boss*. So according to her the male subordinates show more *acceptability* and *obedience* towards male bosses as compared to female bosses. The extract 4 highlights an important aspect of men and women holding positions of authority as it offers an insight into how much space both genders have to negotiate their gender and professional roles while interacting in the workplace. The respondent in extract 4 points out to more resistance and less acceptance for authority of a females boss from males subordinates.

The extract 5 brings in another important factor, competence, which has an influence on how women are perceived in positions of authority. She states that *they* (male subordinates) *don't consider their female manager as competent of possessing that seat as competitive boss*. That the male subordinates do not consider female bosses competent enough for holding a position of authority which also impacts their perception or acceptance of a female performing her professional role assertively. Whereas in her view *if a man is bossy, it's being man, you know*, which indicates that men have more space to be bossy and assertive and that is perceived as natural and legitimate behavior being a male. The extract 6 shows that women in position of authority have to put in extra efforts to reassure that they are *qualified enough* to hold that position in order to make their subordinates accept them in the role of a boss, *women have to reassure this – Reenact this over and over again to make it clear in the minds of the subordinates*. The respondent in extract 6 also mentions that men in positions of authority don't have to spend *extra effort or energy reminding people that they are the boss*. She also mentions the role of stereotypes in male subordinates having difficulty in accepting the authority of their female bosses and females being in constant pressure of being judged about their competence and performance while holding a position of authority.

The analysis of extracts in table 5.5 highlights that women who hold senior positions in academia and who are heading different teams, they have to face resistance especially from male subordinates. The female respondents stated that male in positions of authority have more space to assert their authority and they face less to no resistance while asserting. Whereas women in positions of authority have less acceptance from male subordinates. Women bosses have to put in more extra efforts to manage acceptance and they also have more risk of being stereotyped and judged on the basis of their gender.

**Table 5.6: Code: Giving directives, orders and instructions-Direct or Indirect**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<p><i>(a)If they are orders, they have to be direct so that there is no communication gap or glitch. I try to put it mostly as a suggestion and I do ask for opinion. Right. I may have my point of view but I don't thrust it on people, I try to negotiate with them. But at the same time I know that there are certain things for which I have sort of the casting vote, you know, that my voice should prevail, Because of experience , and because I deal with all the administrative stuff</i></p> <p><i>(b)but if there are academic decisions, or other decision, which I, I try to have a consensus, I try to have a consensus because otherwise mean I'm here and I will leave ,people who are here regularly, the system has to function. So I don't want to do anything which the people will find difficult to carry on.</i></p>
2.	Dr.Salma	<p><i>Both -both- again, it depends on the situation when I want something done fast. Okay, great. , you know, like I'm compiling your reader right now, so I'll just shoot an email and say do this. Within that email I'll try to sort of, tone it down by saying, please, please do this. Yes.</i></p>
3.	Dr.Afia	<p><i>I think it will be direct order but in very kind and polite manner</i></p>
4.	Dr.Asma	<p><i>Both. Because like sometimes you have to go for direct things and sometimes. You need. To communicate indirectly first. Before. Going to the</i></p>

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*direct.*

5. Dr.Sarah *I use direct instructions- once I have to say something to somebody I use direct either like email that person or call that person that and I tell that person that You are supposed to do this or visit the department.*
6. Maria *No I am more, in my personal communication I am always polite I see no point in being authoritative or commanding or directing orders at others. It always works well for me if I am polite things work out right.*
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## **5.6 Using Direct and Indirect Structures for giving Directives and Instructions**

Since all the female respondents of interview held senior positions of authority, the second set of themes from table 5.6 onwards focused more closely on their own discourse strategies while communicating various forms of messages and while dealing with different situations arising during professional interactions. The extracts in table 5.6 focus on analysis of the use of direct and indirect discourse strategies for giving directives, orders and instructions. The respondent in extract 1 holds highest position of authority .Her response indicates that she uses a mix of direct and indirect expressions to issue orders and give directions as she says, *If they are orders, they have to be direct.* However she also mentions that in some situations she allows space for *consensus* building and *negotiation*. She states that whenever the situation allows her to be flexible she tries not to *thrust* her decisions on her subordinates but rather negotiates and tries to build consensus .Whereas at times the situation requires her to use her *casting vote* and demands that her *voice should prevail*, she then may choose to be direct and assertive depending on the situation. So she talks of using a mix of direct and indirect discourse strategies for issuing orders and giving directives depending on the situation and the nature of message being conveyed.

The respondent in extract 2 also talks about using a mix of both strategies depending on the urgency of orders or directives. She says that if the order is a matter of urgency then she may choose to be direct however she does mention about the use of courtesy expressions to *tone down* the direct force of her order. The respondent in extract 3 also mentions the same strategy like the one in extract 2. *I think it will be direct order but in very kind and polite manner.* They may choose the direct linguistic expressions to communicate order but they try to mitigate the

directness of orders by using polite and courteous expressions. Extract 4 also mentions about using a combination of direct and indirect linguistic expressions. The respondent in extract 5 talks about using direct expressions for order whereas the last extract 6 mentions about being indirect and polite because according to this respondent politeness *always works well for me if I am polite things work out right.*

So the extracts in table 5.6 show that females talk about integrating direct and indirect strategies to give orders, instructions and directives depending on what works better in the given situation. An important point to note is that they may choose to use direct expressions for giving orders but they still try to mitigate the directness adding expressions of courtesy. The integration of direct and indirect discourse strategies for giving directives and instructions also accounts for variation in linguistic expressions while enacting professional authority.

**Table 5.7: Code: Dealing with Requests and Refusals – Direct or Indirect**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<i>When there is a refusal, I think it has to have a reason, which the other person can understand think you have to give them the rationale for the refusal, which they understand.</i>
2.	Dr.Afia	<i>I try not to refuse until its very unreasonable If I think their request is reasonable then I try not to refuse-not unnecessary refusals.</i>
3.	Dr.Sarah	<i>Well, there are three things. Most of the time I try to facilitate people, so this is like my style is to facilitate people so that they work with true motivation and not to make undue hurdles for them. But so once, if there are any, say any relaxation in the rules or in the books, I most of the time I try to go by books, right? And if sometimes the situation comes there, if the request may not be, entertain able, then I tell the person that we cannot move beyond the rules.</i>
4.	Maria	<i>indirect way because I will explain the situation why we can't incorporate everybody's requests, for example and after going to lengths to try to accommodate a person's choices and requests - if that is not possible I would be very polite and I would explain the situation that this is all we have. And</i>

## **5.7 Dealing with Requests and Refusals**

This analysis explores the responses of females about dealing with requests and refusals while managing workplace interactions. Requests and refusals are an important aspect of workplace discourse, and they need careful handling. When people are in position of authority, they receive various forms of requests and applications from their subordinates. It is a common sense understanding that a person holding authority, either male or female, cannot positively entertain all requests of the subordinates. Some requests have to be refused and refusals are tricky speech acts which need careful strategies for the face saving and retaining goodwill of the one who is requesting. While dealing with refusals, men and women in positions of authority may choose a more conciliatory and person-oriented approach or a more authoritative and process oriented approach. The extracts in table 5.7 offer an insight into the discourse strategies used for refusals by women in position of authority in the selected universities. The respondent in extract 1 talks about a conciliatory approach of dealing with refusals as she says *you have to give them the rationale for the refusal, which they understand*. So being considerate about the impact of refusals on subordinates, she talks about a conciliatory approach to offer rationale so that subordinates understand the reason for refusals. Although the respondent does not explicitly mention the use of direct or indirect discourse strategies to deal with refusals, the conciliatory model which she talks about, aligns more with the indirect discourse strategies. On the contrary, the respondent in extract 3 talks of sticking to rules while dealing with refusals which is a more process-oriented approach as she states that *most of the time I try to go by book*. So she talks of referring to rule book while dealing with refusals *if the request may not be, entertain able, then I tell the person that we cannot move beyond the rules*. This approach of going by the book aligns more with the process-oriented approach which does not have much space to accommodate the face saving needs of the subordinates and may not always be able to retain their goodwill. The extract 4 again talks of more explanatory, polite and conciliatory style of dealing with refusals by using indirect discourse strategies as the respondent says, *if that is not possible, I would be very polite and I would explain the situation*.

The analysis of extracts from table 5.7 shows that while interaction in position of authority women may use a combination of direct and indirect discourse strategies ,but most of

the respondents mentioned about taking a conciliatory approach by using more explanatory and indirect discourse strategies for refusals.

**Table 5.8: Code: Dealing with disagreements and Conflicts-Direct or Indirect**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<i><b>By give and take- that okay-You have this point of view and I have this point of view. Let's look at the experience of other universities so we try and we explore and we try to rethink - I try to negotiate with people and I, if there is something which can't be resolved there and then, then we go, I don't make quick decisions. Then there are some decisions which require a spot on sort of approach, but most of the things which are policymaking, then we step back for the time being.</b></i>
2.	Dr.Salma	<i><b>It varies on a case by case basis. If a student comes in and says, you know, you've given me very few marks-I will give very direct response. But if a colleague comes in and says, you know, I have a problem, then I will try to mediate to be more collaborative. It, it varies from case to case.</b></i>
3.	Dr.Afia	<i>If it is a small disagreement I just ignore that, and if there is a big disagreement and I know I have to step in - I generally do.</i>
4.	Dr.Asma	<i>Normally we discuss and especially when I am chairing a meeting and it means the rest of the people they're junior to me and they're part of my team. And so if there is some disagreement with the people they used to do some argument and be discussing things and then we come up with a solution which is either the person is convinced. Or that I am convinced that like there should be some space for him or her too or we can conclude with some. Agreement. There is a conflict around an issue. There is a consensus building there is the assertion. The chair asserting their authority so they may be different possibilities of dealing with conflict.</i>
5.	Dr.Sarah	<i><b>I would say that I use most of times, all these kinds of things. Sometimes build consensus on thing which I think the input of everybody is necessary.</b></i>

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*So I just float the idea and ask them to discuss and give suggestions and then on the basis of consensus we make decisions and many times it happens that it becomes directional. But in that directional thing I usually do one to one meetings. I do not do it in group meeting in directional things because there is a chance of backlash-there is a chance of confrontation- there is a chance of conflicts that arises- So in order to make it more, like more straight forward, I do it one to one meetings*

6. Maria *It would be a context driven again- it would be consensus based because if it's a team there would be other peoples involved and then the majority rules.*

*It won't be I'm definite about one thing it won't be confrontation. Okay. I would not go on that length – I won't go to that extent- things don't need to go to extremes every time - the first choice will be consensus –what the team thinks so*

*It will be context driven if it is the last choice. Okay then yes it (confrontation) can be exercised but not in normal circumstances.*

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## **5.8 Dealing with disagreements and Conflicts.**

The analysis of table 5.8 elaborates responses of females about dealing with disagreements and conflicts. In all professional interactions where various teams and group of employees work together to discuss and manage office tasks, disagreements and conflicts are an inevitable feature of discourse. When a senior in position of authority is dealing with a number of employees, he or she has to deal with disagreements and conflicts that may arise during official interactions and dealing with conflicts again is a challenging aspect of workplace discourse. People may choose a number of discourse strategies from both ends of the spectrum ranging from confrontational to collaborative to even conflict avoidance. The respondents in table 8 talk about various approaches and strategies which they choose to deal with disagreement and conflicts which arise during workplace interaction. The respondent in extract 1 states that she deals with conflicts and disagreements *by give and take- that okay-You have this point of view and I have this point of view*. Instead of asserting her authority unidirectionally she says that *I try to negotiate with people*, so her approach is collaborative based on give and take and her strategy is negotiation. The respondent in extract 2 mentions a more elaborate approach as



she mentions that her approach and strategy to deal with disagreements and conflicts *varies on a case by case basis* because she may have a different strategy to deal with her students as she may be more direct and straightforward with students. But while managing disagreements or conflicts with her colleagues or team members she adopts a different approach as she says *I will try to mediate to be more collaborative*. So this implies that the choice of using direct or more indirect and collaborative discourse strategies depends on the people involved in conflict and their official relationship as student teacher or as colleagues. The respondent in extract 3 also talks about various ways of dealing with conflicts as she says *there is a conflict around an issue. There is a consensus building there is the assertion*. She considers a more flexible approach of dealing with conflicts and says that *there may be different possibilities of dealing with conflict*. The mention of different possibilities implies that both direct and indirect discourse strategies are available as options which may be opted depending on the requirement of the situation. The respondent in extract 4 also talks about an integrated and flexible approach for dealing with conflicts as she says *I would say that I use most of times, all these kinds of things*. She says that she uses a mix of different approaches in different situations. She talks of consensus oriented approach, *Sometimes build consensus on thing which I think the input of everybody is necessary*. Then she also mentions taking more direct approach which she calls directional approach and says while adopting this approach she deals with conflict by having one to one meetings, *But in that directional things I usually do one to one meetings*. Adopting a person oriented approach, she chooses to deal with conflicts by having individual meetings with the conflicting parties especially when the situation requires her to be direct in dealing with conflicts. She adopts a person oriented approach to retain the face saving of conflicting parties and to avoid the possibilities of confrontation, *I do not do it in group meeting in directional things because there is a chance of backlash-there is a chance of confrontation*.

The respondent in extract 6 explains with clarity that her approach to deal with disagreement and conflicts will be driven by the context, *it would be context driven*. Then she further elaborates the various strategies and approaches that she may adopt to deal with conflicts depending on the context, for instance, as she says *it would be consensus based because if it's a team there would be other peoples involved and then the majority rules*. She explicitly mentions that if the conflict or disagreement arises in a team, she would prefer to be inclusive of everybody's input and would try to build consensus, and would choose to go by the majority.

However she talks about a very important aspect as she says *I'm definite about one thing it won't be confrontation*. She explains that consensus building will be her first and most preferred choice and that confrontation would never be her preferred choice. But if it is the last and the only choice, only then she may think of exercising it. There are two important implications of her argument, the first one is that consensus building is her preferred approach to conflict management. The second one is that, if things go to extremes, she will be forced to take a confrontational approach but important point to note here is that she does not mention resorting to conflict avoidance at any point. Although she does not mention the use of direct or indirect discourse strategies, but the two approaches which she talks about, consensus building and confrontation, they do imply the use of indirect and direct discourse strategies to deal with conflicts and disagreements.

Despite the fact that dealing with conflicts and disagreements is a challenging aspect of discourse, the female respondents stated that they manage it by adopting a mixed and flexible approach depending on the context, the issue, and the people involved. The flexibility and variation in approaches also implies flexibility and variation in the discourse strategies to choose from direct or indirect discourse strategies or integrate both.

**Table 5.9: Code: Using I and We statements**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<i>I use The university, the institution statement that this is not, this is for the university, the university needs this. We have to do this, no, not I statement. Very rarely. Very rarely.</i>
2.	Dr.Salma	<i>WE statements.</i>
3.	Dr.Afia	<i>I think I use I statement more I am sort of a person who takes the ownership of what I think and person who takes the ownership what I feel about the situation and what I think is a right thing people can disagree with me I am a very friendly person people do disagree with me but I tend to take the ownership I never say that this is said by this and this or this is what I think or this is what I think.</i>
4.	Dr.Asma	<i>This depends upon because like when be we are working. As a. Team. Normally we use to Say. I have to say WE. This means because like I consider this that the people will be more comfortable with that particular</i>

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*thing because like they'll be thinking that I am considering myself as part of the team and so the story would be fine. But sometimes. I am Talking about. Some particular. Strategy or something like that. After this we kind of story. Sometimes I have to say I. But I Personally think that this I may offend others- Sometimes. Or sometimes this is necessary that you have to. You have to.*

5. Dr.Sarah *WE- I always use we, I am a person who does not believe on one man show and I certainly believe that one person cannot do everything –so - I prefer we and I believe in WE.*
  6. Maria *It's never a one man show. Okay. That other. In other words would be more authoritative and commanding and reminding others that I did those I instructed this, I decided this. It is never and I - it is always WE- the department or the group. It was better –I would be in depersonalized form of a third person if there is a need of the situation*
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## **5.9 Use of I and We statements**

An important dynamics of workplace discourse is the use of first person singular I statements and the use of first person plural WE statements for issuing orders, instructions, and giving directives. The use of I or WE statement has an important bearing on how the professionals position themselves while being in position of authority. They may choose to position themselves as autonomous leaders using individualistic I statements or they may choose to position themselves as team oriented leaders using inclusive WE statements or they may integrate both types while interacting in various settings and dealing with different types of issues. The respondent in extract 1 states that she rather chooses to use impersonal statements most of the times while issuing directives and giving instructions as she says, *I use The university, The institution statement* however she mentions preferring we statements most of the times *We have to do this, no, not I statement. Very rarely. Very rarely.* Despite the fact that the respondent in extract 1 holds a very high position in university she says that she uses I statements *very rarely*, her preferred choices are either impersonal statements or we statement. This implies her task oriented and team-oriented approach while communicating in position of authority and indicates that she performs her professional role in more collaborative manner. The respondent in extract 2 neatly and straightforwardly describes her discourse choices as *WE statement*. The respondent in extract 3 states that *I think I use I statement more* and then she offers explanation

for choosing I statements ,as she says , *I am sort of a person who takes the ownership of what I think and person who takes the ownership what I feel about the situation.* This points out to her autonomous style of doing leadership where she enacts her professional identity in more individualistic and autonomous way. The respondent in extract 4 states a combination of WE and I statements. She states that she prefers to use we statements so that she can send message to her team that she considers herself part of the team and does not isolate herself as a boss, *they'll be thinking that I am considering myself as part of the team.* This indicates her team oriented approach that she uses solidarity oriented pronoun WE to position herself as a team oriented head. She also talks about using I statements when and if the situation requires. The respondents in extract 5 and 6 strongly affirm that they use WE statements because they don't believe in *one man show* as they said, *WE- I always use we, I am a person who does not believe on one man show and I certainly believe that one person cannot do everything –so - I prefer we and I believe in WE.* In extract 6 the respondent states that, *it is never an I - it is always WE- the department or the group. It was better –I would be in depersonalized form of a third person if there is a need of the situation.* She points out that if a situation arises where a We statement does not fit well, she will revert to a depersonalized structure for communicating that message but I statement will never be an option to be exercised by her. So the analysis of table 5.9 reveals that except one, all the respondents state that they prefer using we statements or depersonalized sentence structures while issuing directives, order and instructions to their teams. The use of we statements correlates with a more collaborative and team oriented style of constructing professional identity and this leadership style is conventionally associated with feminine community of practice.

**Table 5.10: Code: Using Humor as a discourse strategy during Formal Communication**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<p><i>I think both. Women use it less - it's actually because women are not audible in both male and women meetings. Women are usually not audible and because <b>they are not comfortable using humor because they don't know how it will be interpreted by the other party</b>, at my age, You are comfortable Yes. So I think in my meetings I do diffuse the situation where people become heated up about things. <b>I do diffuse the situation with humor</b>, but I do tell a joke or something like that. <b>But I think men also use humor to belittle other people</b>. They make cutting remarks, women also make cutting remarks, If there are women who have a personality conflict or who have a professional conflict, they do make cutting remarks. But as the head of, as the chair of the meeting, I try to sort of diffuse it</i></p>
2.	Dr.Salma	<p><i>I don't think so except that our people are generally speaking and here I am at the risk of stereotyping, generally speaking, <b>our people do not actually have a sense of humor and this is regardless of gender or sex</b>, regardless of that maybe again within the professional environment that is very a little chance of developing a sense of humor of, exhibiting it because, we are never really sure. How is it going to be perceived?</i></p>
3.	Dr.Afia	<p><i>I can understand that humor can lighten up the mood give messages to audiences which might be very heavy however I am very aware of fact that humor is not only used for getting the messages it is also used to let people down and make fun unfortunately. <b>I am very careful about humor I would rather not be funny and not to hurt somebody feelings</b>. So I think humor if you have a good humor as I am not very good in humor. <b>I am laughy and a cheery person yet I make jokes very rarely unless I am sure about the joke meaning that it's not discriminatory</b> –because jokes can be used to make fun of somebody. Because I am so conscious about harassment so joke is another trick of harassment. Males use it as harassments-</i></p>
4.	Dr.Asma	<p><i><b>Men use humor more and they target females more – they actually they</b></i></p>

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*make fun of females but I am surprised to see that female make fun of females and instead of especially in front of males without considering particular thing and if somebody is throwing jokes about the females they would be I mean giggling or laughing or join that I don't like to crack jokes especially which are gender related to bully others.*

5. Dr.Sarah , *I would say that I don't have much experience with male but with female ones in our departmental meetings I don't think we use much of the humor. Very rare-I do*

6. Maria ***Males are likely to cut jokes more because they're know more jokes I believe.***

*Also there's a possibility that the situation is already very tense and they want to make everybody laugh out and to leave that point and move ahead- they may crack a joke- and it may also be about ridiculing or mocking somebody or both. so it depends on the situation but men are more likely to crack jokes I believe-they know more jokes*

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### **5.10 Using Humor as a discourse strategy.**

Humor is an important feature of discourse which may be intended to perform a number of positive as well as negatives functions during workplace discourse. It may be used as an effective strategy to diffuse confrontational arguments or to cheer and lighten the heated debates and arguments. However, humor may also be used as a strategy to mock, satirize and belittle other people during workplace interactions. The extracts in table 5.10 focus on the responses of female interviewees about their observation regarding the use and function of humor by males and females during workplace discourse. The respondent in extract 1 states that although both men and women use humor during workplace interaction but according to her *women use it less because she thinks women are not audible enough during these interactions, I think both. Women use it less - it's actually because women are not audible in both male and women meetings.* She also points out an important factor for women using humor less because she states that *women are not comfortable using humor because they don't know how it will be interpreted by the other party,* so in her view women run the risk of being interpreted or judged with negative connotations for their use of humor in workplace interactions. She also talks about age as an enabling or constraining factor for allowing women to use humor during workplace interaction.

Her statement implies that young women in positions of authority cannot take the liberty of using jokes in their interaction because they run the risk of being judged for being frank. However, as an older age woman, and here she refers to herself, has more space and less chance of being judged for cutting jokes or sharing a funny anecdote to lighten the conversation. She also affirms the use of humor by herself in interaction in order to diffuse confrontational conversation, *I do diffuse the situation with humor*, however she refers to men's use of humor as a way of belittling others, *But I think men also use humor to belittle other people*. So, in this brief extract she brings up various important factors about the use and function of humor by men and women during workplace discourse.

The respondent in extract 2 rejects the effective use of humor in workplace discourse and states that, *our people do not actually have a sense of humor, and this is regardless of gender or sex*. Her statements are significant in a sense that she does not view the use of humor in relation with a particular gender but views it beyond gender and sex. She does not stereotype this discourse strategy on the basis of gender; however she does mention that the reason for not employing this discourse strategy is the fear of being perceived negatively. The respondent in extract 3 takes up a more conciliatory approach towards the use of humor as a discourse strategy and says, *I am very careful about humor I would rather not be funny and not to hurt somebody feelings*. She positions herself as a considerate head who is careful about the use of humor so that it may not hurt the feelings of people, means her team members. She further points out that *I make jokes very rarely unless I am sure about the joke meaning that it's not discriminatory*, that she is conscious while cutting jokes so that they are not discriminatory, and they do not hurt the sentiments of any team member. The respondent in extract 6 also affirms that, *males are likely to cut jokes more because they're know more jokes I believe*. However, she states that there may as well be other functions of humor used by men which in her observation, *may also be about ridiculing or mocking somebody or both*.

The respondent in extract 4 says that *Men use humor more and they target females more – they actually they make fun of females*. So, the analysis of table 5.10 shows that while exploring the use of humor as a strategy being used by men and women in workplace discourse, it is important to consider the frequency of use and the function that it aims to perform. The use of confrontational humor is conventionally indexed as a feature of masculine community of

practice; however the analysis indicates that none of the female interviewees mentioned such use of humor by themselves or by other females in their community of practice.

**Table 5.11: Code: Drawing a balance between personal, social and professional identity-  
Negotiating Multiple Identities**

S.No.	NAME	EXTRACT
1.	Dr.Sonia	<p><i>Yes, we try to do our job. We end up in double bind-catch 22 situation- We want to pull ourselves as professionals and as competent professional at the same time. We have to carry all that baggage with us.</i></p> <p><i>So it's a very delicate balance that you have to deal with. I mean now I say that we have all, I also said that we have been through it. Yes. And we have dealt with it. So you learn to deal with it with it. Yeah, <b>I think we have to learn to shift gears.</b> In this office I have to be assertive. I have learned to say no to things. I have learned to take decisions quickly and then stick to those decisions and which people may not like. But at home I have, I have, I think I go to shift gears, <b>I don't take my office with me. I leave it behind</b></i></p> <p><i>I have learned very clearly to keep my position at office separate from a position at home. Yeah. Yeah. So because I mean sometimes I do get to hear at home that you make very cut throat decisions. You voice your opinion as if it's a decision because that comes from holding this position you know. <b>And also I have to tone down myself at home</b></i></p> <p><i>I think we as women are used to this. Multitasking. We automatically learn when I go home, I take off my shoes, which the vice chancellor wears, and I wear my woman's shoes in the house. And it's a different woman</i></p>
2.	Dr.Salma	<p><i>Its far more difficult, for someone in my position for any female, in an administrative position, to balance, the expectations of the professional life with those of the personal life-And one reason is because, , the expectations are higher than the expectations from men let's say, because the majority, and I'm talking about the majority, I'm not saying all- the majority of women do, have to look after the household. So they're doing two jobs. They have the</i></p>



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*household, with the family, the house itself, to take care of and to run. And the workplace, the workplace has its own demands.*

3. Dr.Afia *I do sometime I think struggle with it I feel that being myself is very important to me personally so I have managed to kind of make it work for me - with what I have somehow within those barriers- I do actually - people do like me for it – it also means that people don't say no to me either-*
4. Dr.Sarah *Having two different identities of a homemaker being the traditional, feminine, you know, feminine aura and to a person who is working outside the home and doing, having the work identity, do they go side by side? Do they facilitate each other, do they mitigate each other. How to balance that. -the both roles of work and family and being feminine or being masculine kind of things. You will need to be more and you need to be more in the middle ground for doing both kinds of things. So it's a balancing things. If it was like how to balance would be like two different spirits, the expectations of the society being women- and the expectation of the society being masculine,*

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### **5.11 Negotiating Multiple Identities-Drawing a balance between personal, social and professional identity**

This analysis of table 5.11 focuses on the interview extracts about how individuals draw a balance between their personal, social and professional identities as they engage in workplace interactions. While managing workplace discourse, an individual has to draw a balance between various identities in order to perform his or her professional role effectively. Working men and women have to manage multiple identities as they switch their roles between personal, social and professional arena. An individual's personal identity mainly draws on how an individual views his or her own self in relation to the outside world and how does he or she identify. Whereas the social identity of individuals mainly draws on the society and culture .and how it is defined and constructed by prevailing socio-cultural discourse and gender takes an important place in the definition and construction of an individual's social identity. The professional identity, however, is mainly defined by the norms and demands of the workplaces where individuals work. All

these multiple identities of individuals have an impact on one another, and they do interfere with one another as individuals have to switch between these multiple identities. While managing workplace discourse, individuals are required to enact their professional identity within the professional space, and it has its own demands and limitations. Likewise, when an individual switches from professional to personal identity, it also has its own demands and limitations. Hence working men and women are confronted with the phenomenon of drawing a balance between their personal, social and professional identities by negotiating them within the personal, social and professional spaces. The extracts in table 5.11 focus on this phenomenon of multiple identity negotiation and include responses of working women on how they draw a balance between their multiple identities while managing workplace discourse. The respondent in extract 1 terms it as being caught up in *in double bind-catch 22 situation*, which refers to the pressure of negotiating between the personal and the professional identities. She hints that they do this negotiation by drawing a delicate balance between the two forms of identities, *it's a very delicate balance that you have to deal with.... So you learn to deal with it with*. She uses a very apt analogy to describe her identity negotiation strategy as she says, *I think we have to learn to shift gears*. So the shifting of gears refers to her meeting the requirements of her professional identity by being *assertive* and by learning to *say no to things* and by *taking decisions quickly*. However when she enters in her personal family space, she has to *shift gears* as her personal identity of a homemaker, a mother, a wife takes the foreground at home. She then has to draw a balance and switch her role to a homemaker, *I don't take my office with me. I leave it behind*. This sentence implies that she leaves her professional identity of a boss at office and shifts to her personal self while being at home. She also states that *I take off my shoes, which the vice chancellor wears, and I wear my woman's shoes in the house and it's a different woman*. An important implication of her statement is that she is expected to communicate in a very different way in her family domain. She mentions learning to be *assertive* in her professional role, but she also states that as she enters home *it is a different woman* who may not be assertive in her communication. So they are required to draw a balance by dealing with the push and pull force of their multiple identities.

The respondent in extract 2 brings in a comparative perspective and states that for women who are holding senior positions, it becomes difficult *to balance, the expectations of the professional life with those of the personal life-And one reason is because, , the expectations*

are higher than the expectations from men let's say. According to her the expectations to draw balance between personal and professional identities are higher for women as compared to males. One reason for this difference in expectations may again be the *double bind* which working women have to deal with. In patriarchal societies, men are considered to be the breadwinners and therefore are not held responsible or accountable for responsibilities of home and kids whereas it is quite different for females. Even if they are working women, they are not spared from their home responsibilities. The same gets translated in their interactional style as well. A woman is expected to leave her seniority, her position of authority and all the associated discourse patterns at office whereas a man has more space to be as assertive at home as in office. There is not much pressure on men to draw such balance between the personal and the professional identities as they have more space to be assertive, authoritative and direct in their family interaction as well.

The respondent in extract 3 talks about dealing with the personal and professional identities and says, *I do sometime I think struggle with it*. However she mentions an important dynamics that she has negotiated to be herself even while interacting in her professional role *,I feel that being myself is very important to me personally so I have managed to kind of make it work for me* .She claims that she has effectively negotiated to perform her professional identity not by completely switching to professional mode but by finding a middle ground and retaining aspects of her personal identity .In the previous extracts from the same respondent ,she has repeatedly claimed to be polite and courteous in her discourse strategies while dealing with refusals , disagreements and conflicts. So her statement in extract 3 also implies that she does not choose to be assertive or direct while enacting her professional identity but remains polite and indirect and she terms it as *being myself*.

The need to find a middle ground between personal and professional identities also comes up in extract 4 as she talks about *having two different identities of a homemaker being the traditional, feminine aura*, here she refers to personal gender oriented identity of working women and then refers to their professional identity saying *a person who is working outside the home and having the work identity*. She also talks of drawing a balance between these two identities in order to communicate effectively in various settings and for her the strategy is to find a middle ground *,You will need to be more in the middle ground for doing both kinds of*

things. So it's a balancing things. Her statement refers to a realistic and practical dimension of human behavior because it may not be humanly manageable for individuals to perform personal and professional identities separately in black and white categories. The switching between these two identities on daily basis may not happen in black and white neat ways, so she talks of finding a *middle ground* between the two, which is a more practical way of drawing balance between the two. She also refers to the difference in expectations of the two roles, when society expects a working women to be a *woman* in her personal identity in ways defined by the society. And to behave masculine while being in her professional identity because professional role requires individuals to be assertive, authoritative and autonomous, all the features of interaction which are normatively associated with a masculine style of professional identity. So she states that, *if it was like how to balance would be like two different spirits, the expectations of the society being women- and the expectation of the society being masculine*. While talking about the society's differing expectations form personal gender identity of working women and their professional identity, she refers to these two identities as being *two different spirits*.

## 5.12 Interviews -Males

This second part of analysis focusses on extracts from the interview scripts of five males working as deans and heads in the selected three universities. The extracts have been selected on the basis of their relevance with themes that this research study aims to explore. The data tables have been numbered in continuation of the same sequence to avoid any confusion for the readers. This part of analysis focuses on the responses of male interviewees; however a comparative analysis of female and male interviewees has been covered in the conclusion of this chapter.

**Table 5.12: Code: Differences and Similarities in the communication styles of men and women holding positions of authority in universities**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>I think it all depends on how empowered those bosses are. I mean the extent of the empowerment that they have. If for example, the woman, the lady that I just mentioned was bossy and who was not that kind of typical, lady was, she was straightforward or direct, probably, probably because she was the owner of that institution. Okay. So she was in the position to assert her authority-sometimes we see that these, <b>government, institutions,</b></i>

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*educational institutions, they, they are probably more democratic than the private institutions –*

2. Dr.Hashim *Being the gender scientists-I don't believe in that. Like all men are not the same in their communication with the students and with even their supervisors and during the lectures or supervision practices and all women are not the same. So I don't believe in this dichotomy that men are different in their communication or in academic processes and women are different.*  
*It doesn't, depend on the gender of the academician, it just depends on the training that he or she has received.*
3. Dr.Malik *Well I think that what I have experienced that is the only difference I think that is you know that the women as a boss as in my personal experience here that is in a soft way what she spoke. And what about our male boss. Of course that is really very dominant everywhere in the world. So I think that is you know the soft communication or the way of sharing knowledge or instructions. In my opinion there are two reasons. One which is very natural with females. As Their way of communication is softer than the male.*
4. Dr.Wali *I think there are fundamental differences when it comes to interacting with the two genders. Yeah, I mean basically since you know females in our society are more conservative and more polite and more, you know, formal as compared to when you interact with males. So males are obviously are more open and more in terms of, and more direct when it comes to communication.*  
*So females probably they are less abusive, I would say. Their language is more refined, less, abusive. But yes they are. I find some females are direct as well.-probably since in our society, males and females do not interact that frequently. So we do not understand the intricacies of communication.*

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This analysis focuses on the responses of males about the differences and similarities in the communication styles of men and women holding positions of authority in universities. This

theme focuses on how male interviewees look at the differences and similarities in the communication styles of males and females holding positions of authority and managing workplace discourse. All the respondents have a reasonable experience of working with both male and female bosses and seniors and they provide insights on the basis of their experience and observation. In table 5.12 extract 1 the respondent shares his point of view and remarks, *I think it all depends on how empowered those bosses are. I mean the extent of the empowerment that they have.* So in his view being assertive or collaborative has more to do with the extent of power that an individual has which implies that it may or may not be determined by gender. In extract 2 he also quotes his experience with an assertive and authoritative female boss who was heading a private organization and being head she held a lot of power; hence, her communication style was very assertive and authoritative. Therefore, in his view assertiveness may not always be gender driven. Secondly, he also mentions another dynamic for choosing assertive or democratic style for enacting professional authority and that is the difference in hierarchy of private and government institutions. In his view *government, institutions, educational institutions, they, they are probably more democratic than the private institutions,* which implies that people who hold positions of authority in government set ups have more democratic way of doing power and performing professional roles. The important point to note in this extract is that the respondent does not see gender as a defining or influencing factor on the discourse style of male or female heads.

The respondent in extract 2 explicitly denies any correlation between gender of an individual and its impact on their interactional style or discourse strategies as he says, *I don't believe in this dichotomy that men are different in their communication or in academic processes and women are different.* In his view even if there are any individual difference or similarities, they are not driven by gender but they are the results of training that individuals receive in their course of time irrespective of their gender. He states that *it doesn't, depend on the gender of the academician, it just depends on the training that he or she has received.* He completely denies any relevance of gender and its impact on the interactional styles of males or females.

In extract 3 the respondent talks about differences in communication styles of males and females in academia and unlike the first two extracts, he relates this difference with gender as he states, *I think that is you know that the women as a boss as in my personal experience here that*

*is in a soft way what she spoke.* While talking about the interactional styles of male bosses he states that, *what about our male boss. Of course, that is really very dominant everywhere in the world.* In his view being dominant for a male is a standard prevailing pattern throughout the world whereas being polite and soft in communication is *very natural with females.* As *Their way of communication is softer than the male.* He sees it as an inherent natural way of communicating. Extract 3 shows that the respondent looks at the communication styles of men and women from a very essentialist perspective as if this is a natural way of doing leadership and authority based on some inherent traits.

The respondent in extract 4 states, *I think there are fundamental differences when it comes to interacting with the two genders,* so he categorically mentions gender as a factor having impact on the interactional patterns of male and female heads. He further elaborates the difference by stating that, *females in our society are more conservative and more polite and more, you know, formal as compared to when you interact with males.* While sharing his insights about interactional styles of women who hold position of authority in academia, he calls it conservative, polite, and formal. Whereas in his view, *males are obviously are more open and more direct when it comes to communication.* So openness and directness are the aspects of male's style of interaction which he brings up. While commenting on the linguistic expressions used by females, he states that *females probably are less abusive, I would say. Their language is more refined, less, abusive.* Although he describes the communication style of females as polite, formal, conservative and less abusive, he also says that some females use direct expressions as well, *I find some females are direct as well. I would say females are more direct than males.* Most of the features of interactional style that he associates with men and women in position of authority are those which reconfirm the normatively masculine and feminine ways of interaction. For example, women being polite and less abusive whereas men being direct and open, however it is important to note that he mentions some females being more direct in their expression as compared to males although directness is conventionally associated with masculine style of interaction

The analysis of extracts in table 5.12 shows that the male respondents do confirm about the differences in the communication styles and discourse strategies of men and women, but according to them, the gender of an individual may not always be the factor resulting in the

differences in their interactional styles. In their view, there may be other factors involved, for instance, the extent of power that an individual holds and the type of training that individuals receive during their personal and professional experiences. Two of the male respondents who stated that gender is an important factor which accounts for the differences in communication style of males and females, they highlighted differences according to the normative patterns of women being more polite and men being more direct and open in their communication, and they framed these differences within the essentialist paradigm of gender binary.

**Table 5.13: Code: Men holding position of authority in universities and their communication style**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>It depends on what kind of situation you are in. If I'm working in an all males group, I mean all the male, workplace it would be, it would be slightly different because men they behave with each other -so, so definitely I don't need any extra effort or any kind of minimizing that effort, to work with the, with the, with all male. So, that will probably remain the same. This is the blessing of being in the educational institution that we are able to, kind of remain polite and be kind you know, of less direct and more, all of those polite politeness expressions. So instead of being kind of authoritative and bossy with the students, with the non-teaching staff, with the teachers - we prefer to be - I prefer to be more polite and because the effect is the same, , the politeness brings better results in the workplace</i>
2.	Dr.Hashim	<i>The first thing that I do is that I don't take my position as something that empowers me to misuse it. I try to do things as for the rules of the university –for everything I consult a rule. And when there is not a rule available for that, I do it with my maximum clarity of mind. And for that, if I'm going to be assertive when I think it's right and it's not existing in the rule, I do it - Yeah. And if there's going to be resistance, I always ask the authorities and I put in black and white - when there's an objections that anyone who makes an objection they should submit that with substance -</i>



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*should support their objections with the proper justification. And if that is not available, I just don't believe in the hearsay or the verbal. - I don't care about that*

3. Dr.Malik *I think so it is because of experience because of the learning process with each passing day he or she learns many things how to deal how to communicate how to instruct how to get feedback and so many other things. I think that it is a learning process and with the passage of time it may changes*
- Most of the times my conduct. What you can say in my treatment and my attitude my behavior with my colleagues with my subordinates –that is polite. And sometimes I feel very frustrated and my tone might be my behavior- it also changes from soft sometimes too hard. It depends on two things One if the deadline is coming very near. And second if there is pressure from higher authorities*
4. Dr.Mohsin *We can speak loudly with a male person, right? But if you are speaking with a female person loudly I have, you can say, strong voice. Due to My strong voice people say why you shouting at us - that is not just my style but I may be unconscious and I avoid to speak in that meeting because I have some loud voice. So the female is sitting there and they think you are shouting on us.*
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In the extracts in table 5.13 the male respondents talk about their own interactional styles as they enact their authority and perform their professional identity, and they also share their observations about general patterns of the styles of interaction of males while managing workplace communication. The respondent in extract 1 talks at length about his own interactional style and the factors which have an impact on his choices. The first and important dynamics which he highlights at the outset that if you are working in an all-male, or an all-female, or a mixed gender setup , that will determine your communication style. So in his view, *it depends on what kind of situation you are in. If I'm working in an all males group, I mean all the male, workplace it would be, it would be slightly different because men they behave with each other.* He believes that while working in an all-male set up he will not be required to do

any *extra effort* which may imply that he will be more conformable and less conscious about his linguistic choices and discourse strategies while interacting with an all-male team. He describes his communication style as *more polite* and *less direct* and states that *instead of being kind of authoritative and bossy with the students, with the non-teaching staff, with the teachers - I prefer to be more polite and because the effect is the same, the politeness brings better results in the workplace.* Being *authoritative* and *bossy* are features associated with masculine style of interaction, and being *polite* is associated with feminine style of interaction, it is important to note that the respondent in extract 1 adopts features from feminine style of interaction while enacting leadership in a masculine community of practice. As the respondent in extract 1 says that *politeness brings better results in the workplace*, his statement has important implications for this study because it questions the validity and the relevance of essentialist normative patterns associated with male and female styles of interaction and points to a more flexible spectrum of features of discourse which are available to males as well as females while doing leadership in multiple contexts and settings.

The respondent in extract 2, while talking about his own interactional style, states that the *first thing that I do is that I don't take my position as something that empowers me to misuse it. I try to do things as for the rules of the university –for everything I consult a rule.* This approach of going strictly by the rules points to a process oriented style of enacting professional authority which is task oriented and is conventionally associated with masculine community of practice.

While talking about dealing with possible resistance or objection from subordinates, the respondent in extract 2 says that he does not entertain any objection unless they are supported by logic and substantiated by enough justifications, *if there's going to be resistance.....when there's an objections that anyone who makes an objection they should submit that with substance - should support their objections with the proper justification. And if that is not available, I just don't believe in the hearsay or the verbal. - I don't care about that.* He strongly asserts that he does not believe in the hearsay, if a subordinate is not able to justify his/her objection, he asserts that he does not care about that. This approach points to an autonomous style of claiming professional authority which is normatively associated with masculine style of interaction. So the analysis of extract 2 indicates that the respondent adopts a more masculine style of enacting professional identity and asserting his authority.

The respondent in extract 3 states that the interactional style and the discourse strategies of men and women in position of authority is result of the learning process that they go through. He also mentions that this learning process is an ongoing process which varies and changes with the passage of time. He states, *I think so it is because of experience because of the learning process with each passing day he or she learns many things how to deal how to communicate how to instruct how to get feedback and so many other things. I think that it is a learning process and with the passage of time it may change.* The statement of respondent in extract 3 implies that differences or similarities in the interactional styles of men and women may or may not necessarily be because of their gender. These differences may be result of the learning processes that they go through during the course of their life irrespective of their gender. He also talks about negotiating between polite and assertive style of doing leadership depending on various contextual factors, *most of the times my conduct what you can say in my treatment and my attitude my behavior with my colleagues with my subordinates –that is polite.* He describes his way of doing leadership as *polite* however he also mentions moving from polite to hard if the deadlines are urgent or when there is pressure from the senior authorities, *sometimes I feel very frustrated, and my tone might be my behavior- it also changes from soft sometimes too hard. It depends on two things One if the deadline is coming very near. And second if there is pressure from higher authorities.* The analysis of extract 3 shows that the respondent does not place his interactional style in one particular category of being polite or assertive, he rather tries to negotiate between the two styles depending on the contextual needs. According to the respondent in extract 4 there is a difference in how his interactional style is perceived by his subordinates while he is communicating with a male team or females. In his view the loud pitch of his voice may not necessarily intend assertion or authority, but if the subordinates are females, he believes there is danger of his voice being interpreted in negative connotations, *we can speak loudly with a male person, right? But if you are speaking with a female person loudly I have, you can say, strong voice.*

The analysis of table 5.13 elaborates that men choose from a variety of interactional styles while communicating in their workplaces. The male respondents mentioned variation in their communication styles according to the various contextual needs and they also mentioned employing normatively masculine as well as feminine features of interactional styles.

**Table 5.14: Code: Women holding position of authority in universities and their communication style**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>I worked with two women bosses. One lady very long time ago. I worked with the director and she was not at all, what research shows. She was assertive, I mean there were certain things that we think that they are, kind of more relevant to women, <b>but she was not like that. So, she was very direct in her speech –she was straightforward-she was assertive-she was bossy that probably is the right word- that was the adjunct faculty member at university for a couple of years, couple of semesters. And I worked with a woman Dean and she was totally opposite to that. That she's polite is, you know, she used to care, that is usually considered a womanly language. So, I think it is again, qualitative and because it varies from person to person</b></i>
2.	Dr.Hashim	<i>I had female bosses and I had male bosses, I think I had a good experience with majority of them. Majority, and again, <b>I would say it depends on their personal experiences and their training. Like there are men very cooperative and you can say very democratic in there are women, very democratic women. And there are women -Very assertive. Yes. Strong headed. So, it's depend on uh, on their personal experiences and their training</b></i>
3.	Dr.Mohsin	<i>I think that it is our perception that some females are polite but the working woman, and I'm sorry to say the working women, is not polite because she's also , because she's earning hand she thinks I am just like a man</i>
4.	Dr.Wali	<i>Language as such, you know, depends on the grooming, you know So, <b>I mean basically their language has to do with their grooming, the family background, and their academic background and the kind of organization they have worked for or they work with.</b></i>

The extracts in table 5.14 focus on the observation of male respondents about the communication styles of women working in position of authorities in universities. The

respondent in extract 1 talks about his experience of working with two female bosses who had very different interactional styles. While talking about his experience with one of the female bosses he states, *she was very direct in her speech –she was straightforward-she was assertive-she was bossy that probably is the right word*. All the features of discourse that he mentions about his female boss, are normatively associated with masculine style of interaction. However, moving further as he talks about his experience with another female boss, he points out features of her interactional style which align with the normatively feminine style of interaction as he says, *She was polite , you know, she used to care, that is usually considered a womanly language*. He concludes his argument by saying that, *I think it is again, qualitative and because it varies from person to person*. So in his observation there is no hard and fast division as feminine or masculine styles of interaction and it varies from person to person, it may or may not be determined by gender.

The respondent in extract 2 also refers to the personal experience and the training of individuals which shapes and determines their style of enacting professional identity in discourse as he says, *I would say it depends on their personal experiences and their training*. According to him any particular way of enacting professional authority and performing workplace roles cannot be solely and explicitly associated with a particular gender because in his view, *there are men very cooperative and you can say very democratic and there are women, very democratic, and there are women -very assertive Strong headed. So it's depending on their personal experiences and their training*. His observations points to the variation in communication styles of males and females and indicates that being assertive or being democratic in workplace discourse has more to do with the experiences and the training of males and females.

The respondent in extract 3 brings in another perspective while sharing his observations about the interactional styles of working women, *I think that it is our perception that some females are polite but the working woman, and I'm sorry to say the working women, is not polite*. He challenges the normative association of politeness with feminine style of interaction and asserts that it is just a perception which may not be true in case of the preferred style of interaction by working women. In his view, since working women are also performing the same duty of being the *earing hand* so that has a bearing on her communication style as well as he says, *because she's also, because she's earning hand she thinks I am just like a man*. Through

this statement he implies that being an earning hand is a masculine role and responsibility and as women take up these traditional roles they also act on male models of enacting professional identity in discourse.

While speaking about the communication styles of women holding position of authority in universities, the respondent in extract 4 states that, *basically their language has to do with their grooming, the family background, and their academic background and the kind of organization they have worked for or they work with.* According to him various social, cultural and contextual factors shape the language styles and linguistic choices of women. Like other extracts in table 5.14, the respondent in extract 4 does not talk about one to one relation between gender and the discourse styles of women and takes multiple factors into consideration to account for the communication styles of women in academia. However, the responses of all male respondents in table 5.14 point out variation in the communication styles of women in position of authority. Their responses indicate that there can be no direct one to one typing of gender on the discourse styles of these women because they may perform by choosing features of feminine as well as masculine style of interaction depending on their training, family and academic background, the kind of organization they work for and the role they are performing with their organization.

The extracts in table 5.15 focuses on the responses of male interviewees about gender stereotyping and its impact on the communication styles of working men and women holding positions of authority.

**Table 5.15: Code: Gender stereotyping about the communication styles and the pressure to adhere to norms of appropriacy**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>What I think is that being polite or embracing those stereotypes just because you are ladies and you should behave in a typical way - meeting those expectations of society sometimes that that causes inconvenience, because if you would remain in that kind of shell that the society's expecting from you, then of course the things would not happen the way you want them to happen. In the governmental institutions, where again, even if it's</i>

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*your male boss, he might not be very authoritative or very bossy. Why? Because they have space for everybody. Why? **Because people have jobs security, which is a good thing. So things run in a more democratic way. So whether it is male or female-they both act polite***

2. Dr.Hashim *Yeah we are bound we are controlled by norms. Yeah, we look into the norms and values, like we say, like norms and values are standards- like there is standard for culturally appropriate behavior and norms is the actual demonstration of that. Like what are expected and unaccepted behavior.-you have to be sensitive similarly to the culture sometime I believe that the culture is holding us, and it's not that easy that we think of it breaching it when it's necessary*
3. Dr.Mohsin *I definitely, I think because in Pakistani culture, in Eastern culture and Islamic culture, we have this, this, you can say these facets of culture in Pakistan. So definitely we have some reservations and we have some interaction. Your working relation with a female, we have to observe some norms and some values, we cannot talk freely with them, and We cannot behave freely with them. We have to act artificially because the gender sensitivity - if the female staff or female colleagues are sitting, we have to be very conscience, very apologetic.*
4. Dr.Wali *Norms do affect our, you know the vocabulary, the linguistic choices. women are expected to be more polite, more, you know I mean that's what we feel that women can get anything done in our country as long as they just shed some tears. Men cannot cry in front of superiors but females would*

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It is important to note that the respondent in extract 1 starts his remarks by referring to the constraining impact of gender stereotyping on communication styles of working women as he says, *what I think is that being polite or embracing those stereotypes just because you are ladies and you should behave in a typical way - meeting those expectations of society sometimes that causes inconvenience.* His statement has two important implications, firstly it indicates that gender stereotyping may have more constraining effects on the language and interactional styles

of females as compared to males. Secondly, as he mentions the stereotypes of a female being polite in her expression, it refers to the normatively indexed feature of feminine style of interaction indicating the pressure of compliance on women, to adhere to normative linguistics choices and discourse strategies. However, he further elaborates that, since public sector universities are government institutions where people have job security, it has an impact on the way majority of professional do power and authority in such environments as they may not be required or compelled to choose an authoritative and assertive model of interaction. In this way, he de-labels politeness as a gender stereotyped feature of interaction and places it as a resource equally accessible to and employed by both males and females while interacting in public sector universities which have more democratic environment. So while talking about public sector universities, he states, *because people have jobs security, which is a good thing. So things run in a more democratic way. So whether it is male or female-they both act polite.*

The respondent in extract 2 talks about gender stereotyping in more generic and inclusive terms without referring to any specific gender. He states his observation, *we are bound we are controlled by norms. Yeah, we look into the norms and values, like we say, like norms and values are standards- like there is standard for culturally appropriate behavior.* He looks at gender stereotyping through the optics of norms and values and talks about being *bound* and *controlled* by the norms. He also refers to the prescriptive role of norms and values in determining the *culturally appropriate behavior* which implies the linguistic behavior of individuals as well.

He also highlights the constraining impact of culture and elaborates that it is not easy to breach the patterns prescribed by norms, values and culture as he states, *you have to be sensitive similarly to the culture sometimes I believe that the culture is holding us, and it's not that easy that we think of it breaching it when it's necessary.* So the analysis of extract 2 demonstrates that the holding and constraining force of cultural and normative appropriacy does put limitations on the linguistic choices available to individuals.

In extract 3, the respondent states that norms play an important role when individuals are interacting with the opposite gender in their professional settings as he says, *your working relation with a female, we have to observe some norms and some values, we cannot talk freely with them, and we cannot behave freely with them.* This statement is important because the respondent is working in a gender segregated all male setup where he is at times required to



communicate in mixed gender meetings including heads and deans from gender segregated male and female campuses. His statement indicates that in such gender segregated contexts, where the mixed gender interactions are rare, it may require both genders to communicate on normative and prescribed communication while interacting in mixed gender discussions and meetings. Whereas, in mixed gender set ups where mixed gender communication is a matter of daily routine, gender stereotypes and adherence to normative ways of communication may not be a constraining force to such extent.

The respondent in extract 3 further brings out another aspect when he says, *we have to act artificially because of the gender sensitivity - if the female staff or female colleagues are sitting, and we have to be very conscience, very apologetic*. It implies that in gender segregated set up, when there is a mixed gender interaction, it disrupts the normal pattern of interactions and constrains the individuals to act artificially by adhering to normative patterns which may not be the case in gender segregated interactions. He talks of being *very conscious*, and *very apologetic* while interacting with the female colleagues, which implies that the consciousness originates from the gender norms of appropriacy which they are afraid of breaching. It also indicates that either under the fear of breaching the norms, or under the constraining or prescriptive force of norms, they have to be very apologetic while interacting with the female heads or colleagues.

In extract 4 the respondent also reconfirms the effect of norms on the vocabulary and the linguistic choices of professionals as he says, *Norms do affect our, you know the vocabulary, the linguistic choices*. However, in order to highlight the differing effects of gender stereotypes he brings up the notion of crying, which in his view is interpreted through a gendered lens.

*I mean that's what we feel that women can get anything done in our country as long as they just shed some tears. Men cannot cry in front of superiors but females would*. The implication of his statement is that gender stereotypes may have varying enabling or constraining effects on both genders allowing more or less space for certain behaviors.

The analysis of table 5.15 highlights that males also feel constrained and controlled by gender stereotypes as they talk of adhering to the norms of appropriacy, particularly while interacting with the females in mixed gender interactions.

**Table 5.16: Code: Uniformity or Variability in communication Styles of men and women holding positions of authority in universities**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>Of course it varies from person to person. It varies from department to department, from institution to institution, from subject to subject. All depends on who you are -so, there is a lot of variation. You cannot say that it's homogenous – no it can't be homogenous.</i>
2.	<u>Dr.Hashim</u>	<i>When I'm in the circle I say close circle, I'm a different kind of person, and I must say so many things. But when it comes to official relationship, I choose words and I choose a vocabulary which I think is appropriate. And sometime maybe when you are angry, so you go for something which is not acceptable in that setting, but that goes out of your intention. I never go for uniform in anything I strongly teach in my class and my students, my students that we have to understand and behave as per the context- So in every meeting the substance or the content has to decide about it. Right. And we cannot be uniform in all kinds of different interactions .It's not possible</i>
3.	Dr.Malik	<i>I think there is variation. As I told you it depends on cases - case to case basis it varies It depends on the situation. It depends on the environment. It depends on your on a work load. It depends on your you know schedule whether busy schedule. Are you have enough space enough time to discuss. It depends on the instruction which come from you know the higher positions your boss next boss immediate boss are the first boss. So it depends on all of these things- and it varies and I think it an administrator should not be in a uniform style  <i>You have to be very polite and sometimes you must be very assertive. So it depends on the situation – it varies from case to case. So it is very natural. Yes I have gone through this process. I'm still I'm in the process</i></i>
4.	<u>Dr.Mohsin</u>	<i>Yeah there is a lot of variation - even variation in your tone, variation in your words, and variation in your medium. Sometimes you speak in Punjabi, sometimes you speak Urdu, and sometimes we speak English.</i>

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5. Dr.Wali . *It does vary because sometimes when you're not feeling well, so yeah, people would talk differently when they are, you know, upbeat, so they would, you know, talk differently. So yeah, it does vary but as such thing. Yes. I mean it does vary depending on moods of people.*
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The table 5.16 includes extracts from responses of males about uniformity or variation in the features of interactional styles of men and women as they perform their professional roles and manage workplace discourse. In extract 1 the respondent strongly asserts that there is variation in their communication style and many contextual factors demand and lead to this variation as he says, of course it varies from person to person. It varies from department to department, from institution to institution. In his view, the communication style of men and women cannot be homogenous, it varies according to the settings, and the persons involved, their orientation, and their learning background, so he states that, there is a lot of variation. You cannot say that it's homogenous – no it can't be homogenous.

The respondent in extract 2, refers to variation and shift in his communication styles as he switches from personal to professional , *When I'm in the circle I say close circle, I'm a different kind of person, I must say so many things. But when it comes to official relationship, I choose words and I choose a vocabulary which I think is appropriate.* It shows that individuals may not have a fixed and inherent interactional style as polite or assertive, for instance. When they switch between personal and professional, they have to negotiate accordingly as they are required to choose words and vocabulary which is appropriate according to the needs of that particular context. Hence, the respondent states that the interactional style of individual may vary from meeting to meeting depending on the content and substance of that particular meeting. According to him uniformity is not possible as he says, *in every meeting the substance or the content has to decide about it. Right. And we cannot be uniform in all kinds of different interactions. It's not possible.*

The respondent in extract 3 also confirms variation in interactional styles of individuals and refers to variation on case-to-case basis depending on the contextual factors, as he says, *I think there is variation. As I told you it depends on cases - case to case basis it varies it depends on the situation. It depends on the environment. It depends on your workload.* He talks about

switching between polite and assertive styles of discourse and opines that this switch will depend on the situation, when and if the situation demands, *you have to be very polite and sometimes you must be very assertive. So it depends on the situation – it varies from case to case. So it is very natural.* It implies that being polite and assertive is not solely a gender driven way of interaction, but a professionally required variation which is employed to meet the contextual needs.

In extract 4, the respondent mentions various levels of variation in workplace discourse pointing out variation in tone and lexical choices and even mentions about code switching as a meaningful linguistic tool to manage workplace interaction. In his view, *there is a lot of variation, even variation in your tone, variation in your words, and variation in your medium. Sometimes you speak in Punjabi, sometimes you speak Urdu, and sometimes we speak English.* The respondent in extract 16.5 brings in a more natural and human angle and refers to variation in moods of individuals leading to variation in communication styles, *I mean it does vary depending on moods of people.*

The respondents in all extracts of table 5.16 state that there is variation in the communication styles of individuals because they have to adjust their discourse strategies and linguistic choices on case to case basis depending on the settings, the people involved in interaction, the content of meetings, and moods of individuals engaged in interaction . The implication of the above analysis is that it would be too reductive to look for the features of interactional styles of men and women in normative masculine and feminine categories. It also implies that there is definite variation in the styles of interaction and discourse strategies of individuals, but it needs a nuanced approach to look beyond sole category of gender and take all contextual factors into consideration to account for the variation in their interactional styles.

**Table 5.17: Code: How your subordinates receive your authority and leadership?**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>So in an all-male atmosphere, I don't think that we need to do a lot of effort. It all comes from the society. I cannot think of any personal example, of myself that I might have needed to assert my position - there was no need to assert</i>

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*When it is a women boss, officer administrator, her assertion is taken very, very, very seriously, yes, it's, uh, it's never perceived as something positive. I don't know why. I don't know because it probably is against the different, from the general belief that probably because she's a woman, she's working there. She won't be taken as a serious administrator.*

2. Dr.Hashim *I face reaction when I am assertive and then I am as assertive as the reaction was, I don't keep in like normal things- I get angry- like its human thing, yeah. And if we said that, yes, we have to be smooth in all perspective. I don't think so. We are not human, We are machine then.*
3. Dr.Malik *I have space I enjoy that space and within my that space I run my office I run my business but of course there are some limitations as well. Sometimes they make you to be hesitated so it's mixed. You have to be very conscious. You must be very careful*
4. Dr.Wali *So if a female is a superior, so she will be here more. I think if she's assertive or some more, I would say that is received more welcomingly by the subordinates -whereas men, when they do that, yes it is inherent in their personality, but sometimes. You know, female also don't like men being so assertive all the time, you know, being so strict enough, upright ,they don't like, they want a relaxed environment So yes. Depends on the mix of subordinates you have (yeah  
  
Men, they're more assertive that's considered more welcomed more by the subordinates.*

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As men and women enact their professional authority in their workplaces, they may face various levels of acceptance or resistance from their subordinates which determines their space for enacting authority assertively. The extracts in table 5.17 attempt to get an insight into the experiences of males in this regard. The respondent in extract 1 currently working as head of department in an all-male setup shares his experience and states, *in an all-male atmosphere, I don't think that we need to do a lot of effort.* He further adds that he never finds himself in a position where he is compelled to assert his authority, *I cannot think of any personal example, of myself that I might have needed to assert my position - there was no need to assert.* His statement may imply that he and his subordinates work on a collaborative pattern like a team where he

does not have to assert himself. He also brings in a comparative perspective as he says that if a female boss will assert her authority, she will not be taken positively, *when it is a women boss, officer administrator, her assertion is taken very, very, very seriously, yes, it's, uh, it's never perceived as something positive*. His statement indicates that as a male boss having position of authority in an all-male community of practice, the respondent does not have to face resistance whereas he implicitly points out an increased resistance if the boss is female in a male dominated setup, because the assertive enactment of her authority will be negatively perceived by her male subordinates.

The respondent in extract 2 is also a male dean working in an all-male set up, he states that he has to face reaction whenever he is assertive in his interaction, *I face reaction when I am assertive and then I am as assertive as the reaction was, I don't keep in like normal things- I get angry- like its human thing*. The important point to note in his statement is that the reaction of subordinates does not stop him from being assertive, he rather becomes more assertive, at times out of anger which he calls *human thing*. It is important to note that despite reaction and resistance from subordinates, he claims his authority assertively thereby negotiating more space for enacting his role.

The respondent in extract 3 gives a mixed response that at times he has enough space to enact his authority but sometimes there are limitations, *I have space I enjoy that space and within my that space I run my office I run my business but of course there are some limitations as well. Sometimes they make you to be hesitated so it's mixed*. Despite being a male, working in an all-male setup, he talks of limitations on the space for enacting professional authority assertively this indicates that even males have to face resistance while being assertive.

The respondent in extract 4 shares his experience of working in a mixed gender set-up and states that *if a female is a superior and if she's assertive or some more, I would say that is received more welcomingly by the subordinates* indicating that based on his observation about the mixed gender set-up he is working in, the female bosses have more space to enact their professional identity assertively. Whereas he states that if the subordinates are females and the boss is male, they don't appreciate male boss to be assertive, *you know, female also don't like men being so assertive all the time*. So in his view the space to enact authority politely or assertively *depends on the mix of subordinates you have*. However he concludes his argument by

saying that, *men, they're more assertive that's considered more welcomed more by the subordinates*. Although he takes a mixed stand on which gender gets more space to enact his authority during workplace interactions, he points out an important aspect that in mixed gender set-ups male bosses may also face resistance from female subordinates while enacting their professional role assertively.

The analysis of table 5.17 highlights that both men and women may face resistance from their subordinates when they assert their authority whereas females have more risk of being perceived negatively for their assertion. Although being assertive is normatively indexed as a feature of masculine interactional style, the analysis highlights that even male bosses, working in all male setups do not have free space to be assertive. The male respondents do mention about *limitations* and *reaction* in this regard.

Giving orders and instructions is an important part of workplace discourse where individuals holding position of authority may use variety of discourse strategies to get things done. The extracts in table 5.18 include responses of male heads about their discourse strategies for giving directives and orders.

The respondent in extract 1 says that, *I do not use direct instruction style for most part of the time*. He talks of using more indirect expressions for issuing directives because in his view government universities have more democratic structures, so democratic communication patterns work more effectively and bring better results as most of the time the situation does not require an individual to be commanding as he says, *I use indirect expression because I believe that, you don't need to give, command*.

**Table 5.18: Code: Giving directives, orders and instructions-Direct or Indirect**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>I do not use direct instruction style for most part of the time -I mean it is not a conscious thing. I don't do it consciously. That is how I learned the things then that is how I do that. Even when I write something, I would always like, please do that, so that is what I've learned from my seniors.</i>

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*I use indirect expression because I believe that, you don't need to give, command*

2. Dr.Hashim *I do it directly, why indirectly, like I give it directly like I need it.*
3. Dr.Malik *I think I do it in a soft way. I do my dear colleagues please. This is the thing you have to do within this time. So I do it very politely and I take start from with my dear colleagues my respected colleagues-please-such kinds of expressions.*
4. Dr.Mohsin *Mostly the notices are written it is direct that start to come from 8:00'o clock until 3:30. So that is official language, we have to follow that.*
5. Dr.Wali *I mean as far as I'm concerned, I would choose to be more indirect because we are dealing with intellectuals or I don't find them, I don't deal with them as subordinates, if it was for me, yeah I would obviously choose an indirect style of communication. Why To confront people directly and if they can understand things indirectly so you can tell them*

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The respondent in extract 2 puts it straight and clear and states, *I do it directly, why indirectly, like I give it directly like I need it*. Since he is holding a high position of authority as dean social sciences, he may be required to be direct in his orders and instructions in order to ensure smooth performance of tasks by a large number of subordinates working under his authority.

However, the respondent in extract 3 who is heading an all-male team mentions using polite and soft expressions to give instructions and issue directives as he says, *I think I do it in a soft way*. By being soft he might imply being indirect or using courtesy expressions to mitigate the direct impact of a directive or an order as he further explains, *I do it very politely and I take start from with my dear colleagues my respected colleagues-please-such kinds of expressions*. So he uses courtesy expressions to soften the direct force of an order. However extract 4 brings in a different aspect as the respondent says, *mostly the notices are written it is direct that start to come from 8:00'o clock until 3:30. So that is official language, we have to follow that*.



According to him while giving orders and instructions in written form, the official language requires individuals to be direct, so they have to use direct expressions to communicate order with clarity. The respondent in 5 describes his preferred discourse strategies for giving orders as indirect, *I mean as far as I'm concerned, I would choose to be more indirect because we are dealing with intellectuals or I don't find them, I don't deal with them as subordinates*. He also gives rationale for using indirect strategies to give orders because while being in academia and holding position of authority as head, he is dealing with intellectuals who have more or less same academic and professional excellence as heads. The department level administrative structures in academia are not strictly hierarchical; therefore he talks of using indirect discourse strategies to give orders and instructions.

All the male respondents in table 5.18 hold positions of authority as heads and dean but some of them described their preferred discourse strategies as direct and some of them talked about using polite and indirect discourse strategies for giving orders and directives. This variation may be due to their individual personalities, the nature of professional role they perform, the requirement of the situation and the setting or the preferred and effective pattern in their respective communities of practice. But it is important to note that male respondents mentioned using both direct and indirect discourse strategies for issuing directives and orders which indicates variation in their style of interaction. The responses of males do not completely conform to the normatively indexed features of masculine interaction style which associates directness with masculine style of interaction.

The extracts in table 5.19 are about the use of direct and indirect discourse strategies for dealing with requests and refusals. When individuals are working on a position of authority in their workplaces, receiving requests from subordinates is an inevitable communication. Since all the requests cannot be positively entertained, hence refusals are an important communication to deal with while maintaining the goodwill of subordinates. Individuals may choose to refuse the request of their subordinates in more direct or authoritative way or they may take a more conciliatory and indirect approach to communicate refusals.

**Table 5.19: Code: Dealing with Requests and Refusals – Direct or Indirect**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>If I am unable to entertain that. I would discuss that. I would try to convince the person instead of being authoritative and bossy and saying that, okay this cannot happen. We would think of the possibilities, sit together. Then think of the possibilities that, okay, could we have these, these, these options</i>
2.	Dr.Hashim	<i>if this is going to make a difference at a very important point, I refuse it when , when I think it's not something genuine</i>
3.	Dr.Malik	<i>If individual requests - yes –they do discuss with me and I say if it is in my personal capacity and if it is according to rules and if it is regarding to the facilities provided by the University of course I entertain. I don't refuse directly I show them each and every aspect of the matter or the refusal and say these are the things and it is up to you and they do accept.</i>
4.	Dr.Wali	<i>request, as long as it doesn't impair the, the underlying objective of our existence, - so all the requests I would like to, you know, say yes to them. I would entertain them Favorably. But if it is impairing our primary objective, which is delivering, disseminating knowledge to our students. Yeah. So if it is affecting our academic things. So I wouldn't entertain those and try to find a way around it, not refusal.</i>

In the extracts in table 5.19, most of the male respondents mention using indirect and explanatory discourse strategies for communicating refusals as the respondent in extract 1 says, *if I am unable to entertain that. I would discuss that. I would try to convince the person instead of being authoritative and bossy and saying that, okay this cannot happen.* He puts it clearly that being authoritative and bossy in refusals is not an option that he would choose, he rather points to a more conciliatory and person oriented approach because he talks of convincing his subordinate on why the request cannot be entertained. Despite having the authority and position to directly refuse, he would still prefer to explain the reason for his refusal to his subordinates

which says a lot about his way of enacting professional authority. Using a solidarity oriented pronoun *WE* he says *we would think of the possibilities, sit together* which implies that direct refusal is not an option that he would like to use, but his response shows that he would try all possible strategies to accommodate the requests of his subordinates.

However the respondent in extract 2 is quite clear about his preferred style and he *states, if this is going to make a difference at a very important point, I refuse it when , when I think it's not something genuine.* Although he does not mention using direct or indirect discourse strategies for communicating refusals, his statement shows that he is direct in refusals because unlike other respondent he does not talk about offering any explanation to his subordinates or finding a way out . He rather puts it straight and says *I refuse it*, which is very direct and unmitigated affirmation.

The respondent in extract 3 gives a more elaborate response about dealing with requests and refusals as he says, *if it is in my personal capacity and if it is according to rules and if it is regarding to the facilities provided by the University of course I entertain.* He refers to considering all possible means for accommodating the requests of his subordinates, but it cannot be accommodated then he refuses politely and impersonally stating the reason for refusal.

*But if by all these three means if it is not possible... so I said please so you can see it's not possible.* He further states that he uses indirect discourse strategies for refusals and provides all details and reasons for refusals as he says, *I don't refuse directly I show them each and every aspect of the matter or the refusal and say these are the things and it is up to you and they do accept.* The way he explains his way of dealing with refusals indicates that he adopts a conciliatory approach while communication refusals instead of being assertive and authoritative.

The respondent in extract 4 also talks of adopting a more considerate approach while dealing with requests as he says, *request, as long as it doesn't impair the, the underlying objective of our existence, - so all the requests I would like to, you know, say yes to them. I would entertain them favorably.* He points out that he does not go for unnecessary refusals. As long as a request from subordinate is not affecting the primary objective, he prefers to positively respond. However, he says that, *if it is affecting our academic things. So I wouldn't entertain those and try to find a way around it, not refusal. I would try to find the way around it.* He explains that even if

he cannot entertain the request, direct refusals will not be an option to be exercised by him, he talks of finding a way around which implies indirect strategies to deal with refusals.

The normatively indexed features of interactional style associate direct refusals with masculine style of interaction, but the analysis of extracts in table 5.19 shows that most of the male respondents talk about using indirect and explanatory discourse strategies to deal with refusals which indicates their conciliatory approach , an approach which is normatively associated with feminine style of interaction.

**Table 5.20: Code: Dealing with Disagreements and Conflicts**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>It depends. Again, it depends on the situation. So what happens is that we usually have academic meetings, usually it's like intellectual issues, proposal or something like that. So instead of asserting my opinion, or push in my opinion on others I would like to do is I would ask every body's opinion-like I said in the beginning it's all democratic. So if more number of people agree to something, I can, you know, keep my opinion aside. Secondly, if I believe that I'm right and everybody else is not right- I would definitely try to convince. But I did not say that, okay, this is my verdict. I'm not here to give verdicts.</i>
2.	Dr.Hashim	<i>If this is going to be something policy matter. And we also see the person who is making the opposition and the intention of that-And if this is going to be referring ABCD practices, which are not correct in my point of view and then we take the consensus of the group of people and if they agree and then I have to give my justification for that. And if they agree in it, if I'm strong enough to provide my justification and this is convincing, its fine-if it's not convincing- then we have to go for the majority decision.</i>
3.	Dr.Malik	<i>It is really challenging task because everybody has its own opinion regarding an issue regarding a task –how to manage it-How to solve it. Of course different people they have different kinds of answers and opinions I take that kind of issues one. I want to resolve it in that meeting. I don't want to you know to be delayed First I try my best and that I take the</i>

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*majority vote if the majority of the people on one side so I take that position. OK I explained the method and then everybody opinions. And if more than 50 more than 60 percent people my colleagues they are on one side so that is approved*

4. Dr.Mohsin *We mutually settle down all the issues.  
I have accommodative attitude from them and they also receive accommodative attitude from me.*
  5. Dr.Wali *I try to mediate between the aggrieved parties. Right? Normally, I mean as far as I understand I would call the two parties. So, and I'll make them sit and you know, and let them speak heart and soul and then, you know, try to solve the problem. So I try to take problem solving approach.*
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The table 5.20 above includes extracts about the discourse strategies used while dealing with disagreements and conflicts. Disagreements and conflicts are inevitable when a team of individuals is working together within any department or organization. Whenever there are disagreements or conflicts within a workplace setting, there remains a possibility of confrontation which requires to be handled carefully. However, it depends on the role of leader, how he or she manages such confrontational discourse by employing various discourse strategies ranging from confrontation to problem solving to conflict avoidance. All the male participants in table 5.20 talked about adopting a consensus-oriented approach to deal with disagreements and a problem solving approach to deal with conflicts emerging in workplace discourse.

The respondent in extract 1 indirectly refers to possible reasons for disagreements and conflicts mentioning that if a boss attempts to assert his point of view without giving space to the point of views of his team members or subordinates, it may lead to disagreements and conflict during workplace interactions. So he talks of taking preemptive measures and managing workplace interaction in a manner which leaves little to minimum room for disagreements and conflicts. He states, *instead of asserting my opinion, or pushing my opinion on others I would like to do is I would ask every body's opinion-like I said in the beginning it's all democratic.* So adopting an inclusive approach, he uses a democratic way of building consensus. Although consensus building would be his first priority, but being the head, if he believes that his point is right, he would try to convince his team members instead of giving his final verdict and asserting

his point of view on the basis of his authority, so he says, *if I believe that I'm right and everybody else is not right- I would definitely try to convince. But I did not say that, okay, this is my verdict. I'm not here to give verdicts.*

In extract 2 the respondent also mentions adopting a consensus building approach to avoid disagreements and conflicts, as he says, *we take the consensus of the group of people and if they agree and then I have to give my justification for that and if they agree in it, if I'm strong enough to provide my justification and this is convincing, its fine-if it's not convincing- then we have to go for the majority decision.* He elaborates that as a boss he would give his point of view with justifications and would try to convince his team, if he is not able to do that, he states that he will go by the decision of the majority. The respondent in extract 3 describes disagreements and conflicts as *really challenging task because everybody has its own opinion regarding an issue regarding a task –how to manage it-How to solve it. Of course different people they have different kinds of answers and opinions.* He elaborates that it becomes challenging to negotiate between the difference of opinions of team members during workplace interactions. However he also goes by majority decisions as he says, *if more than 50 more than 60 percent people my colleagues they are on one side so that is approved*

The respondent in extract 4 also talks of a more collaborative and accommodative approach to manage conflicting discourse as he says, *we mutually settle down all the issues. I have accommodative attitude from them and they also receive accommodative attitude from me.* As a head, holding the position of authority, he tries to diffuse and manage the conflicting situation by being accommodative to the viewpoints of his subordinates and vice versa. The respondent in extract 5 talks about mediating approach to conflict management as he says, *I try to mediate between the aggrieved parties.* As head of department he plays role a mediator between the conflicting parties and attempts to resolve the conflict and manage their disagreements by taking problem solving approach as he himself calls it, *I try to take problem solving approach.*

The analysis of extracts in table 5.20 highlights that even male bosses working in all male setups and masculine community of practice, adopt a consensus oriented approach while managing disagreements and conflicts in workplace discourse. The consensus building approach

points to their conciliatory style of leadership which is conventionally indexed as a feature of feminine interactional style. This also indicates that consensus building is a useful discourse strategy which is equally employed by male and female heads while managing conflicting discourse in the workplace.

**Table 5.21: Code: I and We statements**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>So I think most of the times in the meetings I use first person plural-we, and again unconsciously- because we are trained as a team, Like if there is one task it is being done by multiple people, so in that it's like - we – we are holding a conference- It's not me.</i>
2.	Dr.Hashim	<i>I never use, I and YOU–when it's going to be a conversation for a particular issue which is going more toward personal fight and official fight. We can say you did this and say I did this right. I use the word dominantly WE</i>
3.	Dr.Malik	<i>I think I do use We Most of the times of course I use we. So I mean that I want each and every colleague of mine to be a participant and to be inclusive and you know to be included and on all issues and all you know I give them priorities</i>
4.	Dr.Mohsin	<i>mix you can say –that depends upon that person sitting on the other side-what type of relationship with him</i>
5.	Dr.Wali	<i>WE I think it would be. I tend to keep it to WE or US. WE sounds better. So yeah, that shows togetherness being unified on which is more cohesion and more, right. So yeah, I tend to keep it to WE so I is, unless I've done something (Yeah) In person.</i>

The use of I and We statements have a bearing on how an individual positions himself as a leader negotiating between an autonomous and individualistic style of enacting authority or

being more inclusive, collaborative and solidarity oriented. The extracts in table 5.21 are from the male respondents, working in an all-male setup as heads and dean. Almost all the male respondents stated that they use we statements most of the times during their workplace discourse. In extract 1 the respondent confirms using we statements *,I think most of the times in the meetings I use first person plural-we, and again unconsciously- because we are trained as a team.* In his view, since most of the times, the heads in academia perform tasks collaboratively as a team, hence the use of we statements becomes part of their training. Giving an example of teamwork he further explains, *like if there is one task it is being done by multiple people, so in that it's like - we – we are holding a conference- It's not me.* According to him the choice of I and we also depend on the nature of work or task being referred to, if the task is performed by a team or group of people, it would lead to the use of we statements.

The respondent in 2 also states, *I never use, I and YOU.* He mentions of using we statements most of the times, *I use the word dominantly WE.* The respondent in extract 3 confirms the same as he says, *I think I do use We, most of the times of course I use we.*

The extract 4, however brings in a different perspective as the respondent says, *mix you can say –that depends upon that person sitting on the other side-what type of relationship with him.* He mentions two important factors which may determine the choice of I and we statements, the first one being the persons involved in an interaction and the second one is their relationship. This implies that individuals may switch between I and We statements depending on the receivers of involved in their communication, so the choice may vary from receiver to receiver. By relationship, maybe he refers to the professional relationship along the hierarchy which may also have an impact on the choice of I and we statement. So the respondent in extract 4 mentions using a mix of both depending on the requirement of the situation and the people involved in an interaction.

The respondent in extract 5 also confirms using we statements as he believes they sound better, *WE I think it would be. I tend to keep it to WE or US. WE sounds better.* In his point of view the use of we statements is a team oriented approach and gives a sense of inclusion and solidarity to all the team members as he says, *that shows togetherness being unified on which is more cohesion and more, right. So yeah, I tend to keep it to WE so I is, unless I've done something In person.* He mentions of using I statement only when he has done something



individually. So the analysis of table 5.21 highlights that in academic institutions, individuals prefer to use team oriented, inclusive we statements to give a sense of team and inclusion to their subordinates. However they may sometimes switch to individualistic I depending on various contextual factors.

**Table 5.22: Code: Using Humor as a discourse strategy during Formal Communication**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>I think men make use of humor more frequently if it's like even if it is mix gender meeting. But women also do use humor-but I haven't ever seen anybody like in my context using humor or a joke to ridicule somebody for any negative reason - the purpose is always positive. Just to bring the light mood in the situation-</i>
2.	Dr.Hashim	<i>Men make more jokes in meetings, etc. but I personally believe that we don't have a sense of these things. Jokes in official meetings should be something which is very general and should not be specific towards any ethnic community.</i>
3.	Dr.Malik	<i>I would say that I don't think so that it's related to male or female. Okay. When they feel and when there is a need – even he is male or she is female they can use. But even if you ask there at least I think male use it more than the female. And about what purpose I think just for a joke –just to have lighter mood- just for fun you know to liter mood and sometimes for a serious note. Yes. Yes sometimes.</i>
4.	Dr.Mohsin	<i>We do. We do this in our departmental meetings, but not in the meeting with high officers. Its men- its men – baaz colleagues zoo maani batain females k liay – it is from males side.</i>
5.	Dr.Wali	<i>I think it's the men, its men. It's the males - males will normally cut jokes, females tend to shy away from something. They refrain from cracking jokes unnecessarily</i>

Humor is an important aspect of workplace interaction as individuals may use humor for positive as well as negative purposes. The use of humor in workplace discourse is seen through a gendered lens as the normative perception is, that in workplace interaction men use humor more as compared to women and a distinction is also made in the frequency and the nature of humor being used by men and women. The extracts in table 5.22 include responses of males and their observation about the use and the nature of humor used by men and women during workplace discourse.

The respondent in extract 1 shares his view and states that, *I think men make use of humor more frequently if it's like even if it is mix gender meeting. But women also do use humor.* According to his observation, there is a difference of frequency in which both genders use humor during formal interactions, but he affirms that both males and female use humor during formal interactions. In his observation, males use it more frequently in all male as well as mixed gender interactions. He also mentions females using humor during formal interactions, though it may not be too frequent. He further adds comment about the nature of humor whether it is used by men or women, the purpose of humor is not to *ridicule* someone, and rather it is *positive*.

The respondent in extract 3 gives a slightly different perspective as he says, *I would say that I don't think so that it's related to male or female. When they feel and when there is a need – even he is male or she is female they can use.* In his observation, there is no simple and straight forward correlation between gender of an individual and the use of humor. In his view both genders may use humor in their discourse depending on the need and context. However while talking about its frequency; he affirms that, *if you ask there at least I think male use it more than the female.* So as per his observation it is males who use humor more frequently during workplace discourse.

The male respondent in extract 4 also affirms that men use humor more as compared to women as he says, *We do. We do this in our departmental meetings, but not in the meeting with high officers.* His statement brings out an important aspect about the impact of hierarchy and level of formality on the use of humor by individuals because he talks of using humor in departmental meetings but not in the meetings with high officers. In extract 5, the respondent reconfirms that men use humor more as compared to females *I think it's the men, its men.*

He shares his experience of working in a mixed gender set-up and states that females do not cut jokes unnecessarily , *It's the males - males will normally cut jokes, females tend to shy away from something. They refrain from cracking jokes unnecessarily.*

The analysis of extracts in table 5.22 shows that according to the observation of male respondents, it is men who frequently use humor in their workplace interactions, however they did not comment much about the nature of humor. Some of them did mention about the positive function and some hinted at humor being used to ridicule others.

**Table 5.23: Code: Drawing a balance between personal, social and professional identity- Negotiating Multiple Identities**

S.No.	NAME	EXTRACT
1.	Dr.Shoaib	<i>of course we have to bring this work life balance - the society and workplace place balance, and little many things like you don't want women like the society doesn't want them to look Like men - dressed like men talk like that, there are certain things that might be the expectations like that. -so that is a compulsion from the society-and That is part of your psyche as well, you're making as well because you have learned to speak that way for example women are considered soft spoken by many, and they remain because they are sometimes the things that are psychological like women motherly figures so they are always particularly if it's the juniors will be addressing, they would definitely be kind and soft</i>

The analysis of table 5.11 above shows that female respondents talk at length about the need to draw a balance between their personal, social, and professional identities, however, all the male respondent except one did not say much in this regard. This may be due to the fact that in patriarchal social set ups, males do not feel pressurized or bound to draw a balance between their multiple identities as women have to. In patriarchal social setups men can have space to be assertive and authoritative while switching between their personal, social, as well as professional identities, whereas women are expected and required to switch their interactional styles accordingly from authoritative to polite or vice versa in order to communicate in line with their personal. Social and professional identities.

In table 5.23, extract 1 as the male respondent talks about drawing a balance , he talks with reference to females being required to draw a balance and does not mention himself under pressure of drawing any such balance, *of course we have to bring this work life balance - the society and workplace balance, and little many things like you don't want women like the society doesn't want them to look Like men - dressed like men talk like that, there are certain things that might be the expectations like that. -so that is a compulsion from the society.* He talks of various limitations that are put on how women are expected to dress, behave, and talk in their workplaces and he calls it *compulsions from the society.*

He further states that the expectations of society about how women should behave also has a bearing on how she is expected to communicate and use language in her workplace ,*That is part of your psyche as well, you're making as well because you have learned to speak that way for example women are considered soft spoken by many, and they remain because they are sometimes the things that are psychological like women motherly figures so they are always particularly if it's the juniors will be addressing, they would definitely be kind and soft.* The gendered notions of a women being polite and soft in her language and being a motherly figure are also expected to translate into their workplace discourse. The implication here is that the way society constructs the personal and the social identity of women using soft and polite language, it also expects them to translate this softness in their professional roles. On the contrary, women who hold positions of authority in their workplaces are not expected and allowed to carry features of assertive and authoritative discourse strategies in their personal and social domains. In both cases women have to put in extra effort to draw a balance for negotiating between their multiple identities in order to communicate effectively within their respective domains.

### **5.13 Conclusion Analysis of Interviews**

The detailed analysis of extracts from interviews of male and female respondents offers a deeper insight into the nuances of how individuals employ various discourse strategies and features of interactional styles to manage workplace discourse. Both men and women have their own ways and optics of looking at the similarities and differences in the communication styles of men and women while managing workplace interactions. They have their own unique experiences, observations and mental filters which has a bearing on their opinions. The female respondents strongly associated the differences in the interactional style with the gender of

individuals. All of the female respondents pointed out differences in the discourse strategies and the interactional styles of males and females and believed that these differences are gender driven. In their view when women hold a position of authority, they are most of the time polite, kind and consensus oriented in their communication and they adopt a person oriented relational approach. However the women bosses who are assertive and authoritative in their communication style are perceived as working on a male model of leadership. The male respondents gave a mixed response because half of the males associated differences in the interactional styles of men and women with the level of power they hold and the training they get during their academic and professional life. So in their view, if a man or a woman is being assertive, authoritative or polite and courteous, it is because of the power they have and their training. However, some of the male respondents stated that the differences are gender driven as well.

While responding to the difference in interactional styles, the male respondents did not refer to males being confrontational or competitive in workplace interaction. However, the female respondents pointed this out strongly as they stated that men can get *verbally loud*, can get involved in *fist fighting*, and can be *patronizing*, *authoritative* and *passionate*, referring to all the features of competitive and confrontational discourse. One possible reason for the difference in how men and women perceive their interactional styles might be that being competitive and confrontational may be an unmarked choice for males, which is why they do not point it out as remarkably different features. On the other hand, when men and woman share the same professional space in academia where positions of authority are still dominated by males, women have to deal with the competitive and confrontational interactional styles of men, so they bring this out strongly in their responses.

It is important to note that the female respondents identified differences as dominantly gender driven reinforcing the normatively indexed masculine and feminine models of interactional styles whereas the responses of males brought in a mixed perspective. In addition to gender, males also referred to the role of power and training to account for differences in interactional styles of males and females. The female as well as male respondents highlighted that in order to enact their professional identity and meet the requirements of professional role and responsibilities; they have to integrate various discourse features of interactional styles.

Their professional role at times requires them to negotiate between being polite and being assertive in order to get things done from their subordinates. So they have to negotiate and perform according to the requirement of the situation while integrating discourse features and linguistic choices which are conventionally coded along masculine and feminine spectrum of interactional styles.

The analysis also highlights the role of prevailing gender stereotypes and their impact on the communication styles of individuals as they perform professional roles. It elaborates the constraining role of gender stereotypes and how males and females manage to negotiate between conforming or resisting the gender stereotypes and norms within workplace discourse. The female respondents highlight the constraining impact of stereotypes and women being perceived negatively and labeled by derogatory terms when they become assertive and authoritative. For instance, they talk about anger and assertiveness being normatively stereotyped as a feature of masculine interactional style, so women get less space to be angry or assertive and if they do, they are perceived through a stereotypical lens. The analysis reveals that some gender stereotypes are so deeply entrenched that even if women attempt to dispel them, they run the risk of being perceived negatively. Males also talk about the constraining effect of gender stereotypes particularly with reference to mixed gender interactions in workplaces as they have to be conscious of the presence of women and they are expected to communicate in polite and well behaved manner.

The analysis demonstrates that gender stereotypes may act as a constraining force putting limitation on the broader patterns of workplace discourse but variation in discourse strategies, linguistic choices, and interactional styles of males and females also emerges as an essential aspect of workplace discourse. As individuals manage their workplace discourse and perform various professional roles, they have to negotiate between their personal, social, and professional identities. They are required to integrate a number of discourse strategies and styles to manage multiple identity negotiation. They have to interact according to the contextual factors, the people involved, and the settings which may require a lot of variation in their interactional styles. Variation is an important aspect of workplace discourse which is significant for this research, because variation in discourse strategies enables space for negotiating between personal, social and professional identities.

The analysis highlights many features of variation as males and females deal with different aspects of workplace discourse. For instance, giving orders, instructions and issuing directives is an important aspect of workplace discourse for individuals who hold position of authority. Both male and female respondents indicate variation between direct and indirect discourse strategies as they give orders, instructions, and issue directives. They elaborate that public sector academic settings have more democratic structures and do not have strict and authoritative hierarches like private sector organizations which also has a bearing on the preferred discourse strategies as individuals are most of the time not required to assert their authority by being direct while giving orders and instructions. However if there are deadlines which are to be met on urgent basis, if there is pressure from the higher authorities, or when the subordinates are reluctant while complying to indirect orders and instructions, in these cases both males and female bosses may choose to use direct discourse strategies to issue orders and instructions.

The analysis also covers another aspect of giving directives and instructions which focusses on the use of I and We sentence structures, the I statements indicating an autonomous-individualistic interactional style and we statements aligning more with a solidarity oriented-collaborative interactional style. Most of the male and females respondents stated that they prefer to use we statements or depersonalized sentence structures for issuing directives and giving orders which indicates their team oriented collaborative leadership style. The use of collaborative discourse strategies is normatively associated with feminine style of interaction, but the analysis reveals that they are equally preferred and employed by men and women as they interact with their subordinates and team members.

Variation also emerges as an important feature of discourse when male and female respondents talk about using combination of direct and indirect discourse strategies for dealing with refusals. Refusals create a face threatening scenario during workplace interaction, as male and female bosses have to deal with requests of their subordinates all of which cannot be positively entertained. Majority of male and female respondents stated indirect discourse strategies as their preferred choices to deal with refusals, however there is a difference of approach as they employ indirect discourse strategies. Whereas the female respondents showed more leaning towards using a conciliatory person-oriented approach and talked about mitigating

the impact of refusals by giving extended rationale and explanation for refusals, most of the male respondents based the reason of their refusals in rules and regulations which indicates a process oriented approach.

Dealing with disagreements and conflicts arising in workplace interactions is another challenging and face threatening aspect of workplace discourse which has the potential to lead to confrontational discourse if not dealt properly. The analysis brings out this dimension of variation as males and females talk about adopting various approaches for dealing with disagreements and conflicts during workplace interactions. They choose between a range of approaches from consensus oriented to confrontational to problem solving integrating direct and indirect discourse strategies. Both male and female bosses talk about adopting an inclusive and consensus oriented approach to avoid disagreements and conflict during workplace discourse however if a conflict or disagreement emerges, they prefer to take a problem solving approach using indirect discourse strategies.

Humor is an important discourse strategy which has a direct bearing on the interactional styles of individuals. The nature and the function of humor within a particular context determines whether it indicates a collaborative or confrontational style of interaction. The analysis highlights two important aspects of humor in workplace discourse, one being the frequency of use and the second being the function it aims to perform. Both male and female respondent strongly affirmed that males, as compared to females, are inclined to cut jokes more frequently during workplace interactions in gender segregated or mixed gender setups. The female respondents mentioned various reasons for avoiding humor especially cutting jokes in formal interactions. They highlight an important aspect as they stated that women avoid cutting jokes in workplace interaction because they have the fear of being judged and perceived negatively especially in mixed gender interactions, whereas males did not mention any such fear. The analysis also reveals another intricacy in this regard as female respondent mentions age of women bosses as a relevant factor. In their view the older women have fewer chances of being judged and perceived negatively for cutting jokes in formal interactions whereas younger women have more chance of being perceived negatively if they crack jokes in mix gender interactions. The female respondents also mentioned that they refrain from cutting jokes in workplace interaction because of their consideration not to hurt anyone or share a discriminatory joke which might hurt the



sentiments of any of the team members. There were no mentions of any such considerations by the male respondents. Although both men and women agreed that males use humor more, the male respondents mentioned the positive functions of their humor, whereas women respondents have different observation about the humor of men as they viewed it as an attempt to belittle and ridicule others especially females in mixed gender interactions.

The analysis highlights that when men and women hold senior positions, their authority is received differently by their subordinates and gender plays an important role in determining how the enactment of authority by a male or female boss is perceived by the subordinates. The female respondents stated when they assert their authority particularly on male subordinates, they face resistance, run the risk of being stereotyped and being labeled in derogatory terms. They also elaborated that their male subordinates see them as a female first and they may or may not see them as boss so they have to negotiate space in order to assert their authority and claim acceptance for their headship. The male respondents, on the other hand, gave mixed responses on acceptance or resistance for their assertion of authority. They highlighted that when a male boss is heading an all-male team, he is either not required to be assertive as things go smoothly, and when he is required to be assertive, he may have more acceptance and space from his male subordinates. However, the male respondents also highlighted that in mixed gender setups, women bosses have more space to be assertive and to enact their authority strongly whereas male bosses may not be positively perceived if they become authoritative in mixed gender set ups. The analysis shows that there is a difference of perception between males and females about how they view the acceptance or resistance to their enactment of authority. This may be due to the differences in their experiences, observations, or implicit gender biases may also have an impact on their differing perceptions.

The analysis concludes on an important aspect of workplace discourse as the male and female respondents talk about drawing a balance and negotiation between their personal, social and professional identities during workplace discourse. The analysis of extract from female respondents highlights that working women who are holding leadership positions in their workplaces and have to deal with a lot of leadership interactions, they find themselves in a pressure of drawing a balance between their multiple identities. The society as well the workplace has different, at times contrasting, expectations from them depending on which

particular identity is they enacting at that point in time. The leadership roles at their workplaces require, demand and expect them to be assertive, authoritative and autonomous in order to perform their professional identity on normative discourse patterns for leadership. Whereas in their personal and social identities, the family and society expect and demands them to be more compassionate, polite and at times submissive. So they talk of constantly struggling with these differing and at times conflicting expectations of the double bind and manage by negotiating their personal, social and professional identities by choosing diverse discourse features which help them in constructing a particular version of their identity which may reinforce, resist or challenge the normative patterns. On the contrary, the male respondents do not bring up the challenge of drawing balance between their personal and professional identities which may be due to the fact that males have more space to be equally polite as well as authoritative while switching between various roles and identities, whereas females have to draw a balance as they switch from personal to professional and vice versa.

The analysis highlights that males and females choose from a whole spectrum of discourse strategies and features of interactional styles while enacting their professional authority in workplace as they negotiate between their personal, social and gender identities. They may have comparatively more or less space and limitations in adopting certain approaches and discourse strategies but they do employ features from the whole spectrum along masculine and feminine style of interaction. An important implication of this analysis is that the interactional styles of men and women cannot be exclusively placed in the normatively indexed feminine and masculine categories. Despite limitations and fear of stereotyping, both male and females integrate discourse strategies and make linguistic choices which are conventionally coded as either masculine or feminine. There is an important significance of this analysis that women by being in positions of authority have brought in new more feminine models of doing leadership and enacting authority by performing their professional identity in feminine ways and by not completely adhering to the masculine model of doing leadership. Both males and females in positions of authority talk of using language in multiple ways for discursive negotiation of their identities by breaking away from the established patterns and stereotypes. By exploring how men and women manage various aspect of workplace interactions the analysis brings out the performative potential of language.

## CHAPTER 6

### QUANTITATIVE ANALYSIS

This chapter includes quantitative analysis of the data collected through a structured questionnaire. The chapter starts with the results of Cronbach's Alpha used to measure the validity and reliability of the questionnaire as a data collection tool. The chapter then includes detailed results of the Chi square and one sample T-Test as applied on the questionnaire data where quantitative data on each question has been organized in separate tables to present their significant values separately. The quantitative part of this study proceeds with the following hypothesis "Men and Women in leadership positions employ language as a flexible discursive resource to construct their multiple identities". In this main hypothesis the gender (male-female) and the position of authority of individuals are taken as independent variables whereas language and identity of individuals is taken as dependent variables. The focus of quantitative analysis is to find if there is any relationship between the independent and dependent variables. In light of the above hypothesis, the quantitative data collected through a structured questionnaire has provided quantitative evidence about whether gender and position of individuals has an impact on their use of language and discursive accomplishment of multiple identities.

#### 6.1 Cronbach's Alpha

**Table 6.1: Case Processing Summary**

Cases	N	%
Valid	95	100.0
Excluded	0	.0
<b>Total</b>	<b>95</b>	<b>100.0</b>

**Table 6.2: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.712	.730	30

The table 2 shows the results of Cronbach's Alpha which is being used to check the internal consistency of the questionnaire. If the value of Cronbach's Alpha is 0.7 or higher than it is considered that the items are internally consistent. The values of Cronbach's Alpha are 0.712 which indicates that the questionnaire is reliable.

## **6.2 Analysis of Quantitative Data-Chi Square Test**

By applying Chi Square test on the questionnaire data, the values of each question have been presented separately in three different categories which include gender of the respondents, their designation, and institution. The data values for each category have been kept in separate table for the sake of clarity. The questionnaire comprised of thirty questions in all, so the analysis below proceeds with the data values of each question separately.

The questionnaire data reconfirms and reiterates almost the same patterns of discourse which have emerged in the analysis of interviews and analysis of workplace meetings data. The data which has been quantified in the form of table and presented in the following section has demonstrated that both male and female respondents have reported that they use a wide range of direct and indirect linguistic forms and structures to give orders and instructions, to issue directives, to convey disagreements and refusals, to point out mistakes, and to manage conflicts. The data does not indicate any significant difference in the use of direct or indirect strategies with respect to gender and institution. However, the quantitative data indicates that the level of authority (designation) of individuals affects their choice of direct and indirect discourse strategies. Both male and female respondents who held high positions of authority reported using direct structures more as compared to those who held middle level management positions. So the quantitative data reconfirms the same pattern as mentioned in the previous analysis that level of authority and power are the main factors which account for the use of direct or indirect discourse strategies by male and female leaders. Hence, the level of authority and position plays an important role as male and female leaders negotiate between discursively performing leadership roles as assertive or collaborative leaders.

The responses on moderating and participating in workplace meetings reveals a little variation with respect to gender. Both male and female respondents reported that they adopt a team oriented and consensus building approach as meeting chair as they give attentive feedback, try to ensure that every member is encouraged to participate in the discussion and follow one

person speaking at a time rule. However the number of male respondents who admitted that they are more likely to interrupt if they have to make a pointing meeting discussion was more than the female respondents. Interruptions as a feature of discourse have been associated with masculine style of interaction indicating the assertive and confrontational aspects of the masculine discursive style. So the quantitative data reconfirms the normative use of interruptions by males.

The quantitative data also reconfirms almost the same pattern of variation and uniformity in terms of switching between collaborative and assertive style of leadership by male and female leaders. For example, both male and female respondents reported using a combination of *I* and *We*, *Us* statements for giving instructions and orders. However the number of male and female respondents reporting the use of *we* and *us* statements is more than those who reported using *I* statements. Similarly, both senior level and middle level male and female leaders responded that they do not abruptly cut off pre-meeting talk, but rather allow space for pre-meeting talk and are mostly flexible with the agenda. Both reported that they allow space for any important discussion points which may not be in agenda but which are important to be discussed. So the quantitative data reconfirms that male and female leaders negotiate various discourse strategies and styles which constructs their leadership persona as collaborative or assertive leaders.

The patterns emerging from the quantitative data highlight that both men and women chose from a variety of linguistic resources while interacting in their workplaces. By employing features of discourse on normative and non-normative patterns, they adhered to both fixed and fluid accounts of social, gender and professional identities. The conformity as well as variation in the interactional styles of male and female leaders as manifested in the quantitative data, is significant as such findings have the potential of bringing new versions of leadership into being. These versions of leadership are dynamic and fluid. These models of leadership are not static or fixed, neither can they be neatly labeled with the normative associations of masculinity and femininity.

**Table 6.2.1: Giving Orders-Direct Structure**

Question	Response	Gender		Total
		Female	Male	
I use direct expression for giving orders and instructions to my subordinate's e.g. Submit your papers at the earliest.	Strongly Agree	11	9	20
	Agree	19	24	43
	Undecided	1	0	1
	Disagree	17	14	31
	Strongly Disagree	0	7	7
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

In the above table the total numbers of respondents are 102 out of which 54 are male and 48 are female. 63 respondents agree that they use direct expression for giving orders and instructions to their subordinates and these responses reflect both genders. The data is symmetric with Pearson chi-square of 0.068.

**Table 6.2.2: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I use direct expression for giving orders and instructions to my subordinate's e.g. Submit your papers at the earliest.	Strongly Agree	8	12	20
	Agree	21	22	43
	Undecided	1	0	1
	Disagree	16	15	31
	Strongly Disagree	3	4	7
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The direct expression for giving orders and instructions is mostly used by the respondents who fall in category of high level management and amount to 34 in number followed by middle level management. The data is symmetric with Pearson chi-square of 0.764.

**Table 6.2.3: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I use direct expression for giving orders and instructions to my subordinate's e.g. Submit your papers at the earliest.	Strongly Agree	11	2	7	20
	Agree	17	11	15	43
	Undecided	1	0	0	1
	Disagree	13	9	9	31
	Strongly Disagree	0	6	1	7
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The direct expression for giving orders and instructions is used by the respondents of Fatima Jinnah University followed by Federal Urdu University of Arts, Science and Technology. The data is symmetric with Pearson chi-square of 0.028.

**Table 6.2.4: Giving Orders and Instructions-Indirect Structure**

Question	Response	Gender		Total
		Female	Male	
I use indirect expression for giving orders and instructions to my subordinates e.g. I would like to see the file by tomorrow.	Strongly Agree	4	6	10
	Agree	17	20	37
	Undecided	5	5	10
	Disagree	20	22	42
	Strongly Disagree	2	1	3
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

Out of 102 responses, 26 males agree that they use indirect expression for giving orders and instructions whereas the response of disagreeing to usage of indirect expressions is same for both the male and females. The data is symmetric with Pearson chi-square of 0.949.

**Table 6.2.5: Designation wise data**

Question	Response	Designation		Total
		Middle Level	High Level	
		Mgt	Mgt	
I use indirect expression for giving orders and instructions to my subordinates e.g. I would like to see the file by tomorrow.	Strongly Agree	7	3	10
	Agree	16	21	37
	Undecided	6	4	10
	Disagree	19	23	42
	Strongly Disagree	1	2	3
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

Respondents from both the categories of middle level management and high level management have the same response and agree to using indirect expressions for giving orders and instructions. The data is symmetric with Pearson chi-square of 0.519.

**Table 6.2.6: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I use indirect expression for giving orders and instructions to my subordinates e.g. I would like to see the file by tomorrow.	Strongly Agree	2	3	5	10
	Agree	14	12	11	37
	Undecided	5	2	3	10
	Disagree	19	11	12	42
	Strongly Disagree	2	0	1	3
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

Indirect expression of giving orders and instructions is almost same for the respondents belonging to the three categories of Fatima Jinnah University, International Islamic University and Federal Urdu University of Arts, Science and Technology. The data is symmetric with Pearson chi square of 0.791.



**Table 6.2.7: Starting Meetings-Use of Direct Structure**

Question	Response	Gender		Total
		Female	Male	
While managing a meeting I choose direct structure to mark the start of a meeting e.g. Ok, thank you, stop talking now, we are going to start.	Strongly Agree	3	3	6
	Agree	14	20	34
	Undecided	6	5	11
	Disagree	23	21	44
	Strongly Disagree	2	5	7
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

Out of 102 respondents, males are more likely to manage meeting by choosing direct structure to marks the start of meeting as compared to females. The data is symmetric with Pearson chi-square of 0.703.

**Table 6.2.8: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
While managing a meeting I choose direct structure to mark the start of a meeting e.g. Ok, thank you, stop talking now, we are going to start.	Strongly Agree	1	5	6
	Agree	14	20	34
	Undecided	5	6	11
	Disagree	25	19	44
	Strongly Disagree	4	3	7
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who are working in high level management use direct structure to mark the start of meeting while managing the meetings. The data is symmetric with Pearson chi-square of 0.328.

**Table 6.2.9: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
While managing a meeting I choose direct structure to mark the start of a meeting e.g. Ok, thank you, stop talking now, we are going to start.	Strongly Agree	3	1	2	6
	Agree	14	11	9	34
	Undecided	5	1	5	11
	Disagree	18	12	14	44
	Strongly Disagree	2	3	2	7
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

Direct structure to mark the start of meeting while managing a meeting is mostly used by the respondents of Fatima Jinnah University followed by that of International Islamic University and then Federal Urdu University of Arts, Science and Technology. The data is symmetric with Pearson Chi square of 0.864.

**Table 6.2.10: Starting Meetings-Use of Indirect Structure**

Question	Response	Gender		Total
		Female	Male	
While managing a meeting I use indirect structure to mark the start of a meeting e.g., well, shall we start now.	Strongly Agree	7	3	10
	Agree	26	26	52
	Undecided	2	1	3
	Disagree	13	23	36
	Strongly Disagree	0	1	1
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

Female respondents are more prone to use indirect structure to mark the start of meeting while they manage meeting. However, males also showed similar responses. The data is symmetric with Pearson Chi-square of 0.251.

**Table 6.2.11: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
While managing a meeting I use indirect structure to mark the start of a meeting e.g., well, shall we start now.	Strongly Agree	6	4	10
	Agree	28	24	52
	Undecided	1	2	3
	Disagree	14	22	36
	Strongly Disagree	0	1	1
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents belonging to either the middle level management or the high level management show similar response of choosing indirect structures to mark the start of meeting. The data is symmetric with the Pearson chi-square of 0.453.

**Table 6.2.12: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	Internation al Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
While managing a meeting I use indirect structure to mark the start of a meeting e.g., well, shall we start now.	Strongly Agree	4	3	3	10
	Agree	22	12	18	52
	Undecided	2	0	1	3
	Disagree	13	13	10	36
	Strongly Disagree	1	0	0	1
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

Indirect structure to mark the start of a meeting is mostly adopted by the respondents of Fatima Jinnah University, followed by Federal Urdu University of Arts, Science and Technology. The data is symmetric with Pearson chi-square of 0.792.

**Table 6.2.13: Communicating Disagreements-Use of Direct Structure**

Question	Response	Gender		Total
		Female	Male	
If I do not agree with any of my teammates' statement I will say it rather directly e.g. This is not the right time to invite quotations.	Strongly Agree	3	3	6
	Agree	11	25	36
	Undecided	5	3	8
	Disagree	25	17	42
	Strongly Disagree	4	6	10
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

Males tend to use more direct statements if they do not agree with the team mates statements as their number is 28 as compared to females who amount to 14 only. The data is symmetric with the Pearson chi-square of 0.110.

**Table 6.2.14: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
If I do not agree with any of my teammates' statement I will say it rather directly e.g. This is not the right time to invite quotations.	Strongly Agree	2	4	6
	Agree	16	20	36
	Undecided	4	4	8
	Disagree	20	22	42
	Strongly Disagree	7	3	10
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The responses of the respondents is the same, for using direct statements if they do not agree with the statements of teammates, both for the middle level management and high level management. The data is symmetric with the Pearson chi-square of 0.617.

**Table 6.2.15: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
If I do not agree with any of my teammates' statement I will say it rather directly e.g. This is not the right time to invite quotations.	Strongly Agree	2	1	3	6
	Agree	13	10	13	36
	Undecided	4	3	1	8
	Disagree	20	10	12	42
	Strongly Disagree	3	4	3	10
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The usage of direct statements if the respondents disagree with the statements of team mates is the same for both the Fatima Jinnah University and the Federal Urdu University of Arts, Science and Technology. The data is symmetric with the Pearson Chi-Square of 0.814.

**Table 6.2.16: Communicating Disagreements-Use of Indirect Structure**

Question	Response	Gender		Total
		Female	Male	
If I do not agree with any of my teammate's statement I will express, it indirectly e.g. I think we can probably reconsider the timing for inviting quotation.	Strongly Agree	8	5	13
	Agree	26	25	51
	Undecided	2	4	6
	Disagree	11	19	30
	Strongly Disagree	1	1	2
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The expression of indirect statements if the respondents disagree with the statements of the team mates is used almost equally by both males and females respondents. The data is symmetric with the Pearson chi-square of 0.530.

**Table 6.2.17: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
If I do not agree with any of my teammate's statement I will express, it indirectly e.g. I think we can probably reconsider the timing for inviting quotation.	Strongly Agree	9	4	13
	Agree	22	29	51
	Undecided	4	2	6
	Disagree	13	17	30
	Strongly Disagree	1	1	2
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The usage of indirect expressions by the respondents if they disagree with the statements of the team mates is same both for the respondents in middle level management and high level management. The data is symmetric with the Pearson chi-square of 0.415.

**Table 6.2.18: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
If I do not agree with any of my teammate's statement I will express, it indirectly e.g. I think we can probably reconsider the timing for inviting quotation.	Strongly Agree	4	5	4	13
	Agree	24	12	15	51
	Undecided	2	1	3	6
	Disagree	10	10	10	30
	Strongly Disagree	2	0	0	2
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The indirect statements to express disagreement with the statements of team mates is mostly used by the respondents of Fatima Jinnah University followed by Federal Urdu University of Arts, Science and Technology and International Islamic University respectively. The data is symmetric with the Pearson chi-square of 0.600.

**Table 6.2.19: Refusing Requests-Use of Direct Structure**

Question	Response	Gender		Total
		Female	Male	
If, my teammate has made a request which I cannot fulfill, I will respond directly e.g. I cannot spare time till Monday, I have to meet important deadlines.	Strongly Agree	4	4	8
	Agree	13	21	34
	Undecided	4	5	9
	Disagree	25	18	43
	Strongly Disagree	2	6	8
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

Male respondents are more prone to give direct response if the requests made by the teammates cannot be fulfilled as compared to the females. The data is symmetric with Pearson chi-square of 0.309.

**Table 6.2.20: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
If, my teammate has made a request which I cannot fulfill, I will respond directly e.g. I cannot spare time till Monday, I have to meet important deadlines.	Strongly Agree	2	6	8
	Agree	16	18	34
	Undecided	5	4	9
	Disagree	20	23	43
	Strongly Disagree	6	2	8
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The usage of direct responses if fulfillment of the requests by the teammates cannot be done is almost same for both the categories that is middle level management and high level management. The data is symmetric with Pearson chi-square of 0.368.

**Table 6.2.21: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
If, my teammate has made a request which I cannot fulfill, I will respond directly e.g. I cannot spare time till Monday, I have to meet important deadlines.	Strongly Agree	1	2	5	8
	Agree	15	7	12	34
	Undecided	3	3	3	9
	Disagree	21	12	10	43
	Strongly Disagree	2	4	2	8
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who adopt direct responses if the requests of the teammates cannot be fulfilled are almost the same for respondents of Fatima Jinnah University and Federal Urdu University of Arts, Science and Technology. The data is symmetric with Pearson chi-square of 0.361.

The direct responses are mostly adopted by the respondents belonging to the experience group of 10-15 years if they cannot fulfill the requests of the teammates. The data is symmetric with Pearson chi-square of 0.775.

**Table 6.2.22: Refusing Requests-Use of Indirect Structure**

Question	Response	Gender		Total
		Female	Male	
If my teammate has made a request which I cannot fulfill, I will respond indirectly, e.g. I would have helped you in completing this document, but I have to meet important deadlines by Monday.	Strongly Agree	8	7	15
	Agree	25	27	52
	Undecided	1	2	3
	Disagree	14	17	31
	Strongly Disagree	0	1	1
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>



The indirect response to the teammates if their requests cannot be fulfilled is adopted by both the males and females and response is almost the same. The data is symmetric with Pearson chi-square of 0.841.

**Table 6.2.23: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
If my teammate has made a request which I cannot fulfill, I will respond indirectly, e.g. I would have helped you in completing this document, but I have to meet important deadlines by Monday.	Strongly Agree	7	8	15
	Agree	27	25	52
	Undecided	1	2	3
	Disagree	13	18	31
	Strongly Disagree	1	0	1
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The expression of indirect response to the teammates if their requests cannot be fulfilled is adopted by respondents belonging to both the categories of middle level and high level management and response is almost the same. The data is symmetric with Pearson chi-square of 0.712.

**Table 6.2.24: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
If my teammate has made a request which I cannot fulfill, I will respond indirectly, e.g. I would have helped you in completing this	Strongly Agree	5	4	6	15
	Agree	24	15	13	52
	Undecided	1	1	1	3
	Disagree	12	7	12	31

document, but I have to meet important deadlines by Monday.	Strongly Disagree	0	1	0	1
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The indirect response to the teammates if their requests cannot be fulfilled is adopted the most by respondents of Fatima Jinnah University followed by the same response from International Islamic University and Federal Urdu University of Arts, Science and Technology is almost the same. The data is symmetric with Pearson chi-square of 0.738.

**Table 6.2.25: Moderating Discussions-One person speaking at a time**

Question	Response	Gender		Total
		Female	Male	
When I am moderating a conservation, I prefer to complete my argument by one person speaking at a time without being interrupted.	Strongly Agree	6	5	11
	Agree	29	32	61
	Undecided	6	4	10
	Disagree	7	12	19
	Strongly Disagree	0	1	1
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The response of male and female respondents is almost the same when they agree to prefer to complete their argument by one person speaking at a time without being interrupted, while moderating conservation. The data is symmetric with Pearson chi-square of 0.625.

**Table 6.2.26: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
When I am moderating a conservation, I prefer to complete my argument by one person speaking at a time without being	Strongly Agree	1	10	11
	Agree	29	32	61
	Undecided	7	3	10
	Disagree	12	7	19

interrupted.	Strongly Disagree	0	1	1
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The response of respondents belonging to the categories of middle level management and high level management is almost the same when they agree to prefer to complete their argument by one person speaking at a time without being interrupted, while moderating a conservation. The data is symmetric with Pearson chi-square of 0.024.

**Table 6.2.27: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
When I am moderating conservation, I prefer to complete my argument by one person speaking at a time without being interrupted.	Strongly Agree	6	1	4	11
	Agree	24	18	19	61
	Undecided	4	3	3	10
	Disagree	7	6	6	19
	Strongly Disagree	1	0	0	1
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents of Fatima Jinnah University agree the most to prefer to complete their argument by one person speaking at a time without being interrupted, while moderating a conservation followed by almost same response of International Islamic University and Federal Urdu University of Arts, Science and Technology. The data is symmetric with Pearson chi-square of 0.881.

**Table 6.2.28: Moderating Discussions-Encouraging others to participate**

Question	Response	Gender		Total
		Female	Male	
When I am moderating conservation, I encourage and invite other members to	Strongly Agree	9	7	16
	Agree	18	27	45

discussion e.g. I think Amina can better	Undecided	6	4	10
explain this to us, can you?	Disagree	15	15	30
	Strongly Disagree	0	1	1
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who encourage and invite other members to participate in the discussion while moderating a conversation are mostly males followed by females. The data is symmetric with Pearson chi-square of 0.540.

**Table 6.2.29: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
When I am moderating conservation, I encourage and invite other members to discussion e.g. I think Amina can better explain this to us, can you?	Strongly Agree	6	10	16
	Agree	24	21	45
	Undecided	5	5	10
	Disagree	14	16	30
	Strongly Disagree	0	1	1
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The response of the respondents who encourage and invite other members to participate in the discussion while moderating a conversation is almost same for both the categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.703.

**Table 6.2.30: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
When I am moderating conservation, I encourage and	Strongly Agree	9	2	5	16
	Agree	16	15	14	45
	Undecided	7	2	1	10

invite other members to discussion e.g. I think Amina can better explain this to us, can you?	Disagree	10	9	11	30
	Strongly Disagree	0	0	1	1
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who encourage and invite other members to participate in the discussion while moderating a conversation are mostly from Fatima Jinnah University followed by respondents from Federal Urdu University and International Islamic University. The data is symmetric with Pearson chi-square of 0.283.

**Table 6.2.31: Choosing to interrupt for making a point in discussion**

Question	Response	Gender		Total
		Female	Male	
When my teammate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point e.g. I think this issue should be tackled first.	Strongly Agree	1	1	2
	Agree	6	19	25
	Undecided	5	6	11
	Disagree	30	23	53
	Strongly Disagree	6	5	11
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The female respondents disagree the most to the question when my teammate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point. The data is symmetric with Pearson chi-square of 0.110.

**Table 6.2.32: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
When my teammate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point e.g. I think	Strongly Agree	1	1	2
	Agree	11	14	25
	Undecided	8	3	11
	Disagree	27	26	53

this issue should be tackled first.	Strongly Disagree	2	9	11
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents belonging to the designation category of middle level management and high level management have similar responses in disagreeing the most to the question when my teammate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point. The data is symmetric with Pearson chi-square of 0.138.

**Table 6.2.33: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
When my teammate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point e.g. I think this issue should be tackled first.	Strongly Agree	1	0	1	2
	Agree	5	10	10	25
	Undecided	3	2	6	11
	Disagree	26	13	14	53
	Strongly Disagree	7	3	1	11
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who disagree the most to the question when my teammate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point, belong to the Fatima Jinnah University followed by similar responses from other two universities. The data is symmetric with Pearson chi-square of 0.120.

**Table 6.2.34: providing feedback responses and not interrupting**

Question	Response	Gender		Total
		Female	Male	
When my teammate is speaking during a discussion or meeting I patiently listen and provide feedback responses e.g. hmm, mm, yeah, exactly,	Strongly			
	Agree	12	8	20
	Agree	32	39	71

you are right.	Undecided	2	0	2
	Disagree	2	7	9
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who agree with the question when my teammate is speaking during a discussion or meeting, I patiently listen and provide feedback responses is almost the same for male and female respondents. The data is symmetric with Pearson chi-square of 0.115.

**Table 6.2.35: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
When my teammate is speaking during a discussion or meeting I patiently listen and provide feedback responses e.g. hmm, mm, yeah, exactly, you are right.	Strongly Agree	9	11	20
	Agree	34	37	71
	Undecided	2	0	2
	Disagree	4	5	9
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who agree with the question when my teammate is speaking during a discussion or meeting I patiently listen and provide feedback responses is almost the same for both the designation categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.515.

**Table 6.2.36: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
When my teammate is speaking during a discussion or meeting I patiently listen and provide feedback responses e.g. hmm, mm, yeah, exactly,	Strongly Agree	11	2	7	20
	Agree	28	21	22	71
	Undecided	1	0	1	2
	Disagree	2	5	2	9

you are right.				
<b>Total</b>	<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who agree with the question when my teammate is speaking during a discussion or meeting I patiently listen and provide feedback responses is almost the same for respondents of Fatima Jinnah University and Federal Urdu University. The data is symmetric with Pearson chi-square of 0.251.

**Table 6.2.37: Making More Contribution in Mixed Gender discussions**

Question	Response	Gender		Total
		Female	Male	
During formal discussion and meeting where both male and female participants are present, I make a lot of contribution through statements, information, questions, etc.	Strongly Agree	7	5	12
	Agree	24	27	51
	Undecided	11	8	19
	Disagree	6	12	18
	Strongly Disagree	0	2	2
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who agree to the question during formal discussions and meetings where both male and female participants are present, I make a lot of contribution through statements, information, questions, arguments etc. is almost the same for both the males and females. The data is symmetric with Pearson chi-square of 0.326.

**Table 6.2.38: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
During formal discussion and meeting where both male and female participants are present, I make a lot of contribution through statements, information, questions, etc.	Strongly Agree	3	9	12
	Agree	25	26	51
	Undecided	13	6	19
	Disagree	7	11	18
	Strongly Disagree	1	1	2
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>



The respondents who agree to the question during formal discussions and meetings where both male and female participants are present, I make a lot of contribution through statements, information, questions, arguments etc. is almost the same for both the middle level and high level management respondents. The data is symmetric with Pearson chi-square of 0.175.

**Table 6.2.39: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
During formal discussion and meeting where both male and female participants are present, I make a lot of contribution through statements, information, questions, etc.	Strongly Agree	8	1	3	12
	Agree	19	15	17	51
	Undecided	11	4	4	19
	Disagree	4	7	7	18
	Strongly Disagree	0	1	1	2
	<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>

The respondents who agree to the question during formal discussions and meetings where both male and female participants are present, I make a lot of contribution through statements, information, questions, arguments etc. belong to the Fatima Jinnah University followed by Federal Urdu University and International Islamic University, respectively. The data is symmetric with Pearson chi-square of 0.241.

**Table 6.2.40: Making less contribution in mixed Gender Discussions**

Question	Response	Gender		Total
		Female	Male	
During formal discussion and meeting where both male and female participants are present, I make less contribution through statements, information,	Strongly Agree	0	1	1
	Agree	10	13	23
	Undecided	7	8	15

questions, etc.	Disagree	28	28	56
	Strongly Disagree	3	4	7
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who disagreed to the question during formal discussions and meetings where both male and female participants are present, I make less contribution through statements, information, questions, arguments etc. is almost the same for both males and females. The data is symmetric with Pearson chi-square of 0.869.

**Table 6.2.41: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
During formal discussion and meeting where both male and female participants are present, I make less contribution through statements, information, questions, etc.	Strongly Agree	0	1	1
	Agree	11	12	23
	Undecided	10	5	15
	Disagree	28	28	56
	Strongly Disagree	0	7	7
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who disagreed to the question during formal discussions and meetings where both male and female participants are present, I make less contribution through statements, information, questions, arguments etc. is almost the same for both the respondents of middle level and high level management. The data is symmetric with Pearson chi-square of 0.048.

**Table 6.2.42: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
During formal discussion and meeting where both	Strongly Agree	0	0	1	1
	Agree	8	6	9	23

male and female participants are present, I make less contribution through statements, information, questions, etc.	Undecided	6	7	2	15
	Disagree	23	15	18	56
	Strongly Disagree	5	0	2	7
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who disagreed to the question during formal discussions and meetings where both male and female participants are present, I make less contribution through statements, information, questions, arguments etc. belong mostly to the Fatima Jinnah University followed by Federal Urdu University and International Islamic University respectively. The data is symmetric with Pearson chi-square of 0.267.

**Table 6.2.43: Pointing out Mistakes-Use of Direct Structure**

Question	Response	Gender		Total
		Female	Male	
When my teammates/ subordinates make a mistake, I directly point out e.g. You have not written it properly.	Strongly Agree	2	5	7
	Agree	7	15	22
	Undecided	5	3	8
	Disagree	30	24	54
	Strongly Disagree	4	7	11
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondent who disagrees and discourages the pointing out of mistakes of the subordinates in response is almost similar for both the males and females. The data is symmetric with Pearson chi-square of 0.211.

**Table 6.2.44: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
When my teammates/ subordinates make a mistake, I directly point out e.g. You have not written it properly.	Strongly Agree	3	4	7
	Agree	10	12	22
	Undecided	3	5	8
	Disagree	25	29	54

	Strongly Disagree	8	3	11
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondent who disagrees and discourages the pointing out of mistakes of the subordinates in response is almost similar for both the categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.518.

**Table 6.2.45: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
When my teammates/ subordinates make a mistake, I directly point out e.g. You have not written it properly.	Strongly Agree	3	1	3	7
	Agree	5	6	11	22
	Undecided	5	1	2	8
	Disagree	26	14	14	54
	Strongly Disagree	3	6	2	11
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondent who disagrees and discourages the pointing out of mistakes of the subordinates in response is expressed the most by respondents of Fatima Jinnah University followed by International Islamic University and Federal Urdu University. The data is symmetric with Pearson chi-square of 0.156.

**Table 6.2.46: Pointing out Mistakes-Use of Indirect Structure**

Question	Response	Gender		Total
		Female	Male	
When my teammates/ subordinates make a mistake, I point out indirectly e.g. This letter needs some improvement.	Strongly Agree	6	5	11
	Agree	30	32	62
	Undecided	3	0	3
	Disagree	9	16	25
	Strongly Disagree	0	1	1

<b>Total</b>	<b>48</b>	<b>54</b>	<b>102</b>
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The expression of pointing out indirectly when team mates and subordinates make mistakes, is agreed by both the males and females. The data is symmetric with Pearson chi-square of 0.216.

**Table 6.2.47: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
When my teammates/ subordinates make a mistake, I point out indirectly e.g. This letter needs some improvement.	Strongly Agree	6	5	11
	Agree	28	34	62
	Undecided	2	1	3
	Disagree	13	12	25
	Strongly Disagree	0	1	1
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The expression of pointing out indirectly when team mates and subordinates make mistakes, the responses are the same for designation categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.756.

**Table 6.2.48: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
When my teammates/ subordinates make a mistake, I point out indirectly e.g. This letter needs some improvement.	Strongly Agree	6	2	3	11
	Agree	27	21	14	62
	Undecided	2	0	1	3
	Disagree	6	5	14	25
	Strongly Disagree	1	0	0	1
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The expression of pointing out indirectly when team mates and subordinates make mistakes, the response is mostly from the respondents of Fatima Jinnah University followed by International Islamic University and Federal Urdu University of Arts, Science and Technology. The data is symmetric with Pearson chi-square of 0.084.

The expression of pointing out indirectly when team mates and subordinates make mistakes, mostly belong to the experience category of 10-15 years. The data is symmetric with Pearson chi-square of 0.844. The data is also presented in the form of bar charts.

**Table 6.2.49: Using ‘I’ statements**

Question	Response	Gender		Total
		Female	Male	
As a moderator, while communicating final decisions during a discussion/meeting, I use "I" statements such as e.g. I want all members to be here by 9am sharp.	Strongly Agree	2	4	6
	Agree	7	15	22
	Undecided	5	6	11
	Disagree	29	23	52
	Strongly Disagree	5	6	11
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who agree to the statement as a moderator, while communicating final decisions during a discussion/meeting, I use "I" statements such as e.g. I want all members to be here by 9am sharp are mostly males whereas a large number of respondents both from male and females disagree with the statement. The data is symmetric with Pearson chi-square of 0.391.

**Table 6.2.50: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
As a moderator, while communicating final decisions during a discussion/meeting, I use "I" statements such as e.g. I want all members to be here by 9am sharp.	Strongly Agree	1	5	6
	Agree	10	12	22
	Undecided	6	5	11
	Disagree	27	25	52
	Strongly Disagree	5	6	11
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who disagree to the statement as a moderator, while communicating final decisions during a discussion/meeting, I use "I" statements such as e.g. I want all members to be here by 9am sharp, have almost similar responses from both the categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.565.

**Table 6.2.51: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
As a moderator, while communicating final decisions during a discussion/meeting, I use "I" statements such as e.g. I want all members to be here by 9am sharp.	Strongly Agree	2	2	2	6
	Agree	7	7	8	22
	Undecided	4	3	4	11
	Disagree	25	13	14	52
	Strongly Disagree	4	3	4	11
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who disagree to the statement as a moderator, while communicating final decisions during a discussion/meeting, I use "I" statements such as e.g. I want all members to be here by 9am sharp, have most of the responses from the respondents of Fatima Jinnah University followed by almost similar responses from the rest of categories. The data is symmetric with Pearson chi-square of 0.970.

**Table 6.2.52: Using 'WE' and 'US' Statements**

Question	Response	Gender		Total
		Female	Male	
As a moderator, while communicating final decisions during a discussion/meeting, I use inclusive "We" and "Us" structures e.g. Let us all agree to be here by 9am sharp.	Strongly Agree	11	12	23
	Agree	28	26	54
	Undecided	2	6	8
	Disagree	7	7	14
	Strongly Disagree	0	3	3

<b>Total</b>	<b>48</b>	<b>54</b>	<b>102</b>
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The respondents who agree to as a moderator, while communicating final decisions during a discussion/meeting, I use inclusive "We" and "Us" structures e.g. Let us all agree to be here by 9am sharp, have the same responses from both the males and females. The data is symmetric with Pearson chi-square of 0.310.

**Table 6.2.53: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
As a moderator, while communicating final decisions during a discussion/meeting, I use inclusive "We" and "Us" structures e.g. Let us all agree to be here by 9am sharp.	Strongly Agree	12	11	23
	Agree	24	30	54
	Undecided	6	2	8
	Disagree	6	8	14
	Strongly Disagree	1	2	3
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who agree to as a moderator, while communicating final decisions during a discussion/meeting, I use inclusive "We" and "Us" structures e.g. Let us all agree to be here by 9am sharp, have the similar responses from both the middle level and higher level management. The data is symmetric with Pearson chi-square of 0.529.

**Table 6.2.54: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
As a moderator, while communicating final decisions during a discussion/meeting, I use inclusive "We" and "Us" structures e.g. Let us all agree to be here by 9am sharp.	Strongly Agree	10	4	9	23
	Agree	25	15	14	54
	Undecided	1	4	3	8
	Disagree	5	3	6	14
	Strongly Disagree	1	2	0	3



<b>Total</b>	<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>
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The respondents who agree to as a moderator, while communicating final decisions during a discussion/meeting, I use inclusive "We" and "Us" structures e.g. Let us all agree to be here by 9am sharp, respondents belong to the Fatima Jinnah University followed by similar responses from International Islamic University and Federal Urdu University. The data is symmetric with Pearson chi-square of 0.359.

**Table 6.2.55: Cutting off pre-meeting talk abruptly**

Question	Response	Gender		Total
		Female	Male	
I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible.	Strongly Agree	3	4	7
	Agree	16	18	34
	Undecided	5	11	16
	Disagree	22	19	41
	Strongly Disagree	2	2	4
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The expression of I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible, is discouraged both by males and females alike. The data is symmetric with Pearson chi-square of 0.665.

**Table 6.2.56: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible.	Strongly Agree	0	7	7
	Agree	17	17	34
	Undecided	12	4	16
	Disagree	18	23	41
	Strongly Disagree	2	2	4
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The expression of I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible, is agreed and disagreed the most by the respondents in the designation category of high level management. The data is symmetric with Pearson chi-square of 0.022.

**Table 6.2.57: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible.	Strongly Agree	3	1	3	7
	Agree	13	10	11	34
	Undecided	5	6	5	16
	Disagree	18	11	12	41
	Strongly Disagree	3	0	1	4
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The expression of I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible, is agreed and disagreed the most by the respondents of Fatima Jinnah University followed by Federal Urdu University and International Islamic University respectively. The data is symmetric with Pearson chi-square of 0.835.

**Table 6.2.58: Allowing space and time for pre-meeting talk**

Question	Response	Gender		Total
		Female	Male	
I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow participants more space/time for pre-meeting chat.	Strongly Agree	2	5	7
	Agree	23	26	49
	Undecided	6	5	11
	Disagree	16	17	33
	Strongly Disagree	1	1	2
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who agree to the statement I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow participants more space/time for pre-meeting chat, have similar agreed responses from both the males and females. The data is symmetric with Pearson chi-square of 0.871.

**Table 6.2.59: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow participants more space/time for pre-meeting chat.	Strongly Agree	3	4	7
	Agree	24	25	49
	Undecided	9	2	11
	Disagree	13	20	33
	Strongly Disagree	0	2	2
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who agree to the statement I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow participants more space/time for pre-meeting chat, have similar agreed responses from both designation categories of middle level and high level management. However, it is also disagreed by the respondents of high level management. The data is symmetric with Pearson chi-square of 0.093.

**Table 6.2.60: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow	Strongly Agree	2	0	5	7
	Agree	20	14	15	49
	Undecided	7	4	0	11
	Disagree	12	10	11	33

participants more space/time for pre-meeting chat.	Strongly Disagree	1	0	1	2
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who agree to the statement I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow participants more space/time for pre-meeting chat, are from Fatima Jinnah University followed by Federal Urdu University and International Islamic University. The data is symmetric with Pearson chi-square of 0.149.

**Table 6.2.61: Sticking to Agenda of Meeting**

Question	Response	Gender		Total
		Female	Male	
I strictly stick to the agenda of meeting.	Strongly Agree	4	9	13
	Agree	20	22	42
	Undecided	6	8	14
	Disagree	18	15	33
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents have similar agreed responses to the statement I strictly stick to the agenda of meeting from both males and females. The disagreed responses are also almost similar from both genders. The data is symmetric with the Pearson chi-square of 0.526.

**Table 6.2.62: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I strictly stick to the agenda of meeting.	Strongly Agree	4	9	13
	Agree	25	17	42
	Undecided	8	6	14
	Disagree	12	21	33
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents have similar agreed responses to the statement I strictly stick to the agenda of meeting from both respondents of middle level and high level management.

The disagreed responses are also almost similar for both the categories. The data is symmetric with the Pearson chi-square of 0.110.

**Table 6.2.63: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I strictly stick to the agenda of meeting.	Strongly Agree	4	3	6	13
	Agree	18	12	12	42
	Undecided	4	5	5	14
	Disagree	16	8	9	33
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents have similar agreed responses to the statement I strictly stick to the agenda of meeting are from experience category of 10-15 years. The disagreed responses are also almost similar from all categories. The data is symmetric with the Pearson chi-square of 0.687

**Table 6.2.64: Allowing space for points beyond agenda**

Question	Response	Gender		Total
		Female	Male	
I allow some space for discussion on themes which are not directly part of the agenda and which come up during discussion.	Strongly Agree	4	4	8
	Agree	29	36	65
	Undecided	8	3	11
	Disagree	7	8	15
	Strongly Disagree	0	3	3
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents have almost similar response to the statement I allow some space for discussion on themes which are not directly part of the agenda and which come up during

discussion, from both males and females. The data is symmetric with Pearson chi-square of 0.218.

**Table 6.2.65: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I allow some space for discussion on themes which are not directly part of the agenda and which come up during discussion.	Strongly Agree	3	5	8
	Agree	32	33	65
	Undecided	8	3	11
	Disagree	5	10	15
	Strongly Disagree	1	2	3
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents have almost similar response to the statement I allow some space for discussion on themes which are not directly part of the agenda and which come up during discussion, from both categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.326.

**Table 6.2.66: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I allow some space for discussion on themes which are not directly part of the agenda and which come up during discussion.	Strongly Agree	3	0	5	8
	Agree	28	18	19	65
	Undecided	8	2	1	11
	Disagree	2	6	7	15
	Strongly Disagree	1	2	0	3
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents have agree to the statement I allow some space for discussion on themes which are not directly part of the agenda and which come up during discussion, from Fatima

Jinnah University followed by the similar response from the rest of universities. The data is symmetric with Pearson chi-square of 0.029.

**Table 6.2.67: Expecting subordinates to be clear about performing tasks**

Question	Response	Gender		Total
		Female	Male	
I expect my teammates/subordinates to be clear about performing tasks assigned to them e.g. You must be clear about how to do this task.	Strongly Agree	5	5	10
	Agree	22	32	54
	Undecided	7	4	11
	Disagree	13	12	25
	Strongly Disagree	1	1	2
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who agree to the statement I expect my teammates/subordinates to be clear about performing tasks assigned to them e.g. You must be clear about how to do this task, are mostly males as compared to females. The data is symmetric with Pearson chi-square of 0.669.

**Table 6.2.68: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I expect my teammates/subordinates to be clear about performing tasks assigned to them e.g. You must be clear about how to do this task.	Strongly Agree	1	9	10
	Agree	30	24	54
	Undecided	4	7	11
	Disagree	13	12	25
	Strongly Disagree	1	1	2
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who agree to the statement I expect my teammates/subordinates to be clear about performing tasks assigned to them e.g. You must be clear about how to do this task,

are similar responses from both the designation categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.100.

**Table 6.2.69: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I expect my teammates/subordinates to be clear about performing tasks assigned to them e.g. You must be clear about how to do this task.	Strongly Agree	4	0	6	10
	Agree	19	19	16	54
	Undecided	7	1	3	11
	Disagree	11	8	6	25
	Strongly Disagree	1	0	1	2
	<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>

The respondents who agree to the statement I expect my teammates/subordinates to be clear about performing tasks assigned to them e.g. You must be clear about how to do this task, have almost similar responses from respondents of all the institutions. The data is symmetric with Pearson chi-square of 0.185.

**Table 6.2.70: Supporting and mentoring subordinates for performing tasks**

Question	Response	Gender		Total
		Female	Male	
I support and mentor my teammates/subordinates for performing tasks assigned to them e.g. Let me know if you need any guidance.	Strongly Agree	10	10	20
	Agree	30	34	64
	Undecided	6	5	11
	Disagree	2	5	7
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

Both the males and females agree to the statement I support and mentor my teammates/subordinates for performing tasks assigned to them e.g. let me know if you need any guidance. The data is symmetric with Pearson chi-square of 0.734.



**Table 6.2.71: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I support and mentor my teammates/subordinates for performing tasks assigned to them e.g. Let me know if you need any guidance.	Strongly Agree	10	10	20
	Agree	32	32	64
	Undecided	4	7	11
	Disagree	3	4	7
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

Respondents from both the designation categories middle level and high level management agree to the statement I support and mentor my teammates/subordinates for performing tasks assigned to them e.g. let me know if you need any guidance. The data is symmetric with Pearson chi-square of 0.848.

**Table 6.2.72: Institution wise data**

Question	Response	Experience					Total
		Less than 5 year	5-10 Year	10-15 Years	More than 15 years	5.00	
I support and mentor my teammates/subordinates for performing tasks assigned to them e.g. Let me know if you need any guidance.	Strongly Agree	4	6	6	4	0	20
	Agree	12	15	25	11	1	64
	Undecided	2	3	5	1	0	11
	Disagree	3	1	2	1	0	7
<b>Total</b>		<b>21</b>	<b>25</b>	<b>38</b>	<b>17</b>	<b>1</b>	<b>102</b>

Respondents from Fatima Jinnah University agree the most to the statement I support and mentor my teammates/subordinates for performing tasks assigned to them e.g. let me know if you need any guidance, followed by federal University and international Islamic University. The data is symmetric with Pearson chi-square of 0.367.

**Table 6.2.73: Talking about work and task related topics during informal chat with colleagues**

Question	Response	Gender		Total
		Female	Male	
I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions.	Strongly Agree	4	8	12
	Agree	15	36	51
	Undecided	6	2	8
	Disagree	21	8	29
	Strongly Disagree	2	0	2
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who agree the most to the statement I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions, are males whereas the same is disagreed by the females. The data is symmetric with Pearson chi-square of 0.001.

**Table 6.2.74: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions.	Strongly Agree	4	8	12
	Agree	23	28	51
	Undecided	6	2	8
	Disagree	14	15	29
	Strongly Disagree	2	0	2
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who agree the most to the statement I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions, have same response from both the designation categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.022.

**Table 6.2.75: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions.	Strongly Agree	4	4	4	12
	Agree	14	18	19	51
	Undecided	7	1	0	8
	Disagree	16	5	8	29
	Strongly Disagree	1	0	1	2
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who agree the most to the statement I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions, belong to Federal Urdu University and International Islamic University. The data is symmetric with Pearson chi-square of 0.057.

**Table 6.2.76: Talking about personal and family related topics during informal chat with colleagues**

Question	Response	Gender		Total
		Female	Male	
I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions.	Agree	23	11	34
	Undecided	6	2	8
	Disagree	19	30	49
	Strongly Disagree	0	11	11
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents, who agree the most with the statement I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions, are females whereas the males greatly disagreed with the statement.

**Table 6.2.77: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions.	Agree	16	18	34
	Undecided	7	1	8
	Disagree	23	26	49
	Strongly Disagree	3	8	11
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who agree the most with the statement I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions, has similar responses from both the designation categories of middle level and high level management. Data is symmetric with Pearson chi-square of 0.074.

**Table 6.2.78: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions.	Agree	20	6	8	34
	Undecided	6	2	0	8
	Disagree	13	16	20	49
	Strongly Disagree	3	4	4	11
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who agree the most with the statement I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions, belong to the Fatima Jinnah University whereas it is disagreed

by the respondents from International Islamic University and Federal Urdu University. Data is symmetric with Pearson chi-square of 0.024.

**Table 6.2.79: Resolving Conflicts-Avoidance**

Question	Response	Gender		Total
		Female	Male	
If there is a conflict around a contentious issue I will prefer to avoid conflict e.g. Let's get back to the agenda. Can we put that on hold?	Strongly Agree	5	6	11
	Agree	30	34	64
	Undecided	5	2	7
	Disagree	8	11	19
	Strongly Disagree	0	1	1
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who agree to the statement if there is a conflict around a contentious issue I will prefer to avoid conflict e.g. let's get back to the agenda. Can we put that on hold, have almost similar responses from both the males and females. The data is symmetric with Pearson chi-square of 0.559.

**Table 6.2.80: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
If there is a conflict around a contentious issue I will prefer to avoid conflict e.g. Let's get back to the agenda. Can we put that on hold?	Strongly Agree	4	7	11
	Agree	31	33	64
	Undecided	5	2	7
	Disagree	9	10	19
	Strongly Disagree	0	1	1
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who agree to the statement if there is a conflict around a contentious issue I will prefer to avoid conflict e.g. let's get back to the agenda. Can we put that on hold, have almost similar responses from both the categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.547.

**Table 6.2.81: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
If there is a conflict around a contentious issue I will prefer to avoid conflict e.g. Let's get back to the agenda. Can we put that on hold?	Strongly Agree	3	3	5	11
	Agree	28	19	17	64
	Undecided	4	1	2	7
	Disagree	6	5	8	19
	Strongly Disagree	1	0	0	1
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who agree to the statement if there is a conflict around a contentious issue I will prefer to avoid conflict e.g. let's get back to the agenda. Can we put that on hold, have almost similar responses from all the institutions. The data is symmetric with Pearson chi-square of 0.719.

**Table 6.2.82: Managing Conflicts-Confrontation**

Question	Response	Gender		Total
		Female	Male	
If there is a conflict around contentious issue I will confront it then and there.	Strongly Agree	2	4	6
	Agree	4	10	14
	Undecided	15	12	27
	Disagree	26	24	50
	Strongly Disagree	1	4	5
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who disagree to the statement if there is a conflict around contentious issue I will confront it then and there, have the similar responses from both males and females. Data is symmetric with Pearson chi-square of 0.276.

**Table 6.2.83: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
If there is a conflict around contentious issue, I will confront it then and there.	Strongly Agree	3	3	6
	Agree	6	8	14
	Undecided	16	11	27
	Disagree	24	26	50
	Strongly Disagree	0	5	5
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who disagree to the statement if there is a conflict around contentious issue, I will confront it then and there, have the similar responses from both males and females. Data is symmetric with Pearson chi-square of 0.276.

**Table 6.2.84: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
If there is a conflict around contentious issue I will confront it then and there.	Strongly Agree	3	1	2	6
	Agree	5	2	7	14
	Undecided	13	7	7	27
	Disagree	20	15	15	50
	Strongly Disagree	1	3	1	5
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who disagree to the statement if there is a conflict around contentious issue I will confront it then and there, have the similar responses from both males and females. Data is symmetric with Pearson chi-square of 0.276.

**Table 6.2.85: Managing Conflicts-Building Consensus**

Question	Response	Gender	Total
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		Female	Male	
If there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus.	Strongly Agree	8	14	22
	Agree	34	36	70
	Undecided	4	0	4
	Disagree	2	3	5
	Strongly Disagree	0	1	1
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who agree to the statement If there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus, have almost same responses from both the males and females with the ratio of males slightly higher. The data is symmetric with Pearson chi-square of 0.276.

**Table 6.2.86: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
If there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus.	Strongly Agree	4	18	22
	Agree	40	30	70
	Undecided	3	1	4
	Disagree	2	3	5
	Strongly Disagree	0	1	1
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who agree to the statement If there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus, have almost same responses from both the categories of middle level and high level management. The data is symmetric with Pearson chi-square of 0.189.



**Table 6.2.87: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
If there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus.	Strongly Agree	7	6	9	22
	Agree	30	19	21	70
	Undecided	4	0	0	4
	Disagree	1	2	2	5
	Strongly Disagree	0	1	0	1
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who agree to the statement If there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus, belong to the Fatima Jinnah University followed by almost similar responses from the International Islamic University and Federal Urdu University. The data is symmetric with Pearson chi-square of 0.608.

**Table 6.2.88: Managing Conflicts-exercising authority-Being assertive**

Question	Response	Gender		Total
		Female	Male	
If there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view.	Strongly Agree	0	1	1
	Agree	4	9	13
	Undecided	8	6	14
	Disagree	30	30	60
	Strongly Disagree	6	8	14
<b>Total</b>		<b>48</b>	<b>54</b>	<b>102</b>

The respondents who disagree to the statement If there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view, has almost similar responses from both the males and females. The data is symmetric with Pearson chi-square of 0.533.

**Table 6.2.89: Designation wise data**

Question	Response	Designation		Total
		Middle Level Mgt	High Level Mgt	
If there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view.	Strongly Agree	0	1	1
	Agree	3	10	13
	Undecided	10	4	14
	Disagree	32	28	60
	Strongly Disagree	4	10	14
<b>Total</b>		<b>49</b>	<b>53</b>	<b>102</b>

The respondents who disagree to the statement If there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view, has almost similar responses from both the categories of middle level management and high level management. The data is symmetric with Pearson chi-square of 0.040.

**Table 6.2.90: Institution wise data**

Question	Response	Name of Institution			Total
		Fatima Jinnah University	International Islamic University Islamabad	Federal Urdu University of Arts, Science and Technology	
If there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view.	Strongly Agree	0	0	1	1
	Agree	4	113	6	13
	Undecided	6	4	4	14
	Disagree	26	17	17	60
	Strongly Disagree	6	4	4	14
<b>Total</b>		<b>42</b>	<b>28</b>	<b>32</b>	<b>102</b>

The respondents who disagree to the statement If there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view, belong to Fatima Jinnah University followed by similar responses from International Islamic University and Federal Urdu University. The data is symmetric with Pearson chi-square of 0.867.

### 6.3 Test Value Significance-One Sample T-Test

The methods of inference used to support or reject claims based on sample data are known as tests of significance. The significance level for a given hypothesis test is a value for which a P-value less than or equal to is considered statistically significant. Typical values are 0.1, 0.05, and 0.01. These values correspond to the probability of observing such an extreme value by chance.

The table below describes the test value along with the cases of test value. The values are also presented to show their significance level.

	Test Value	Cases < Test Value	Cases >= Test Value	Total Cases	Number of Runs	Z	Asymp. Sig. (2-tailed)
I use direct expression for giving orders and instructions to my subordinates e.g. Submit your papers at the earliest.	2.00	20	82	102	31	-.685	.493
I use indirect expression for giving orders and instructions to my subordinates e.g. I would like to see the file by tomorrow.	3.00	47	55	102	54	.463	.643
While managing a meeting I choose direct structure to mark the start of a meeting e.g. Ok, thank you, stop talking now, we are going to start.	3.50	51	51	102	48	-.796	.426
While managing a meeting I use indirect structure to mark the start of a meeting e.g., well, shall we start now.	2.00	10	92	102	13	-3.462	.001
If I do not agree with any of my teammates' statement, I will say it rather directly e.g. This is not the right time to invite quotations.	4.00	50	52	102	43	-1.788	.074
If I do not agree with any of my teammate's statement I will express, it indirectly e.g. I think we can probably reconsider the timing for inviting quotation.	2.00	13	89	102	25	.595	.552
If, my teammate has made a request which I cannot fulfill, I will respond directly e.g. I cannot spare time till Monday; I have to meet important deadlines.	3.50	51	51	102	41	-2.189	.029

If my teammate has made a request which I cannot fulfill, I will respond indirectly, e.g. I would have helped you in completing this document, but I have to meet important deadlines by Monday.	2.00	15	87	102	21	-2.239	.025
When I am moderating a conversation, I prefer to complete my argument by one person speaking at a time without being interrupted.	2.00	11	91	102	21	.196	.845
When I am moderating a conversation, I encourage and invite other members to discussion e.g. I think Amina can better explain this to us, can you?	2.00	16	86	102	28	.007	.994
When my teammate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point e.g. I think this issue should be tackled first.	4.00	38	64	102	52	.706	.480
When my teammate is speaking during a discussion or meeting I patiently listen and provide feedback responses e.g. hmm, mm, yeah, exactly, you are right.	2.00	20	82	102	37	1.220	.222
During formal discussion and meeting where both male and female participants are present, I make a lot of contribution through statements, information, questions, etc.	2.00	12	90	102	21	-.572	.567
During formal discussion and meeting where both male and female participants are present, I make less contribution through statements, information, questions, etc.	4.00	39	63	102	40	-1.934	.053
When my teammates/ subordinates make a mistake, I directly point out e.g. You have not written it properly.	4.00	37	65	102	33	-3.265	.001
When my teammates/ subordinates make a mistake, I point out indirectly e.g. This letter needs some improvement.	2.00	11	91	102	23	1.247	.212
As a moderator, while communicating final decisions during a discussion/meeting, I use "I" statements such as e.g. I want all members to be here by 9am sharp.	4.00	39	63	102	54	1.017	.309
As a moderator, while communicating final decisions during a discussion/meeting, I use inclusive "We" and "Us" structures e.g. Let us all agree to be here by 9am sharp.	2.00	23	79	102	36	-.180	.858

I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible.	3.00	41	61	102	60	2.062	.039
I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow participants more space/time for pre-meeting chat.	2.00	7	95	102	11	-2.438	.015
I strictly stick to the agenda of meeting.	2.00	13	89	102	27	1.501	.133
I allow some space for discussion on themes which are not directly part of the agenda and which come up during discussion.	2.00	8	94	102	15	-.526	.599
I expect my teammates/subordinates to be clear about performing tasks assigned to them e.g. You must be clear about how to do this task.	2.00	10	92	102	21	1.124	.261
I support and mentor my teammates/subordinates for performing tasks assigned to them e.g. Let me know if you need any guidance.	2.00	20	82	102	27	-1.955	.051
I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions.	2.00	12	90	102	25	1.373	.170
I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions.	4.00	42	60	102	44	-1.317	.188
If there is a conflict around a contentious issue I will prefer to avoid conflict e.g. Let's get back to the agenda. Can we put that on hold?	2.00	11	91	102	21	.196	.845
If there is a conflict around contentious issue I will confront it then and there.	4.00	47	55	102	53	.263	.792
If there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus.	2.00	22	80	102	37	.440	.660
If there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view.	4.00	28	74	102	38	-.909	.364

Test value for statements I use direct expression for giving orders and instructions to my subordinate's e.g. Submit your papers at the earliest, is 2 where the maximum respondents disagree with the statement as the responses has the case value greater than 2 and only 20 cases are below the test value which indicate agreement to the statement. All the values are insignificant at 0.493.

Test value for the statement I use indirect expression for giving orders and instructions to my subordinates e.g. I would like to see the file by tomorrow, is 3. The collective wisdom in responses disagree with the statement as the cases for values greater than 3 are 55 and only 47 cases lie below test value of 3 showing agreement to the statement. All values are insignificant at 0.426.

The test value for the statement While managing a meeting I choose direct structure to mark the start of a meeting e.g. Ok, thank you, stop talking now, we are going to start, is 3.50 and the collective wisdom for the statement both showing agreement and disagreement to the statement is same as the cases for both lying above and below the test value is the same that is 51. All the values are insignificant at level of 0.426.

The test value for the statement While managing a meeting I use indirect structure to mark the start of a meeting e.g., well, shall we start now, is 2. The cases that lie below the test value and show agreement are 10 in number whereas collective wisdom can be found in disagreement with the statement as the number of cases amount to 92. All the values are significant at 0.01.

The test value for the statement If I do not agree with any of my teammates' statement I will say it rather directly e.g. This is not the right time to invite quotations, is 4 and the responses are almost similar as the number of case above and below the test value are almost similar and recorded at 50 and 52 respectively. All the values are somewhat insignificant at 0.074.

The test value for the statement If I do not agree with any of my teammate's statement I will express, it indirectly e.g. I think we can probably reconsider the timing for inviting quotation, is 2. The number of cases that lie below the test value are 13 and are reflective of agreeing to the statement whereas the cases that lie above the test value are more in number and

amount to 89 which reflect disagreement to the statement. All the values recorded are highly insignificant at 0.552.

The statement If my teammate has made a request which I cannot fulfill, I will respond directly e.g. I cannot spare time till Monday, I have to meet important deadlines, has the test value of 3.50 and collective wisdom of agreeing and disagreeing with the statement is similar as the number of cases above and below the test value is same and recorded at 51. The values are insignificant and recorded at 0.029.

The statement when I am moderating a conversation, I prefer to complete my argument by one person speaking at a time without being interrupted, has test value of 2. The cases that lie below the test value are 11 demonstrating the agreement with the statement. Whereas collective wisdom is found in disagreement with the statement and is indicated by the number of cases that lie below the test value are 91. All the values are highly insignificant at 0.845.

The test value for the statement when I am moderating a conversation, I encourage and invite other members to discussion e.g. I think Amina can better explain this to us, can you? is 2. The collective wisdom is in disagreement with the statement as the number of cases that lie above the test value are 86 and only 16 cases lie below the test value. All the values are highly insignificant at 0.994.

The test value for the statement when my teammate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point e.g. I think this issue should be tackled first, is 4. The cases below the test value amount to 38 which reflect the agreement with the statement whereas majority of the cases lie above the test value and are 64 in number. All the values are highly insignificant at 0.480.

The statement When my teammate is speaking during a discussion or meeting I patiently listen and provide feedback responses e.g. hmm, mm, yeah, exactly, you are right, has test value of 2. The collective wisdom is found in disagreement with the statement where the number of cases that lie above the test value are 82 and the cases below the test value are 20 showing agreement with the statement. All the values are insignificant at 0.222.

The test value for the statement during formal discussion and meeting where both male and female participants are present, I make a lot of contribution through statements, and information, questions, etc. is 2. The cases below the test value which demonstrate agreement with the statement are 12. Whereas the collective wisdom is in the disagreement with the statement with 90 case above the test value. The values are highly insignificant at 0.567.

The statement during formal discussion and meeting where both male and female participants are present, I make less contribution through statements, information, questions, etc. has the test value of 4. The collective wisdom is in disagreement with the statement as the number of cases above the test value are 63 whereas only 39 cases show agreement with the statement. All the values are somewhat significant at 0.053.

The test value for the statement when my teammates/ subordinates make a mistake, I directly point out e.g. you have not written it properly, is 4. Only 37 cases lie below the test value showing agreement with the statement whereas collective wisdom lies in disagreement with the statement with 65 cases above the test value. The values are highly significant at 0.001.

The statement when my teammates/ subordinates make a mistake, I point out indirectly e.g. this letter needs some improvement, has the test value of 2. The cases that show agreement with the statement are 11 in lying below the test value. Whereas 91 cases that define disagreement show collective wisdom. All the values are highly insignificant at 0.212.

The test value for the statement as a moderator, while communicating final decisions during a discussion/meeting, I use "I" statements such as e.g. I want all members to be here by 9am sharp, is 4. The number of cases that show agreement with the statement are 39 whereas the shared knowledge arrived at lies in the disagreement with the statement with 63 case above the test value. The values are highly significant at 0.309.

The statement As a moderator, while communicating final decisions during a discussion/meeting, I use inclusive "We" and "Us" structures e.g. Let us all agree to be here by 9am sharp., has a test value of 2. The cases that lie below the test value are 23 and show agreement with the statement whereas 79 cases define collective wisdom in disagreement with the statement. The values are highly insignificant at 0.858.



The test value for the statement I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible, is 3. The cases that disagree with the statement are 61 as their values lie above the test value whereas the cases whose values lie below the test value are 41 and show agreement with the statement. The values are insignificant at 0.039.

The statement I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow participants more space/time for pre-meeting chat, has the test value of 2 where only 7 cases lie below the test value showing agreement with the statement. The collective wisdom arrived at lies in the disagreement with the statement with 95 cases above the test value. The values are significant at 0.015.

The test value for the statement I strictly stick to the agenda of meeting, is 2. The number of cases that lie below the test value are 13 and show agreement with the statement. The shared knowledge is found in disagreement with the statement with 89 cases above the test value. All the values are insignificant at 0.133.

The statement I allow some space for discussion on themes which are not directly part of the agenda and which come up during discussion, has the test value of 2 with only 8 cases below the test value and maximum cases above the test value that is 94 and reflect collective wisdom in disagreeing with the statement. The values are highly insignificant at 0.599.

The test value for the statement I expect my teammates/subordinates to be clear about performing tasks assigned to them e.g. you must be clear about how to do this task, is 2. Only 10 cases lie below the test value showing agreement with the statement. Whereas 92 cases are above the test value which reflect disagreement with the statement. All the values are insignificant at 0.261.

The statement I support and mentor my teammates/subordinates for performing tasks assigned to them e.g. let me know if you need any guidance, has the test value of 2 where collective wisdom is in the disagreement with the statement as 82 cases lie above the test value. The values are significant at 0.051.

The test value for the statement I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal

discussions, is 2 where only 12 cases are below the test value showing agreement and 90 cases lie above the test value showing collective wisdom in disagreement with the statement. The values are insignificant at 0.170.

The statement I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions, has the test value of 4 which is supported by collective wisdom of 60 cases that lie above the test value showing disagreement whereas only 42 cases lie below the test value showing the agreement with the statement. The values are insignificant at 0.188.

The test value for the statement I there is a conflict around a contentious issue I will prefer to avoid conflict e.g. let's get back to the agenda. Can we put that on hold? is 2. 91 cases lie above the test value which disagree with the statement and only 11 cases agree with the statement. The values are highly insignificant at 0.845.

The statement if there is a conflict around contentious issue I will confront it then and there, has test value of 4. And the cases that agree and disagree with the statement re almost similar recorded at 47 and 55 respectively. The values are highly insignificant at 0.792.

Test value for the statement if there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus, is 2. 8 cases lie above the test value and reflect shared knowledge in disagreement with the statement whereas 22 cases lie below the test value showing agreement with the statement. The values are highly insignificant at 0.660.

The statement if there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view, has test value of 4 reflected in the collective wisdom of disagreement with the statement by 74 cases whereas only 28 cases lie below the test value. The values are highly insignificant at 0.364.

## CHAPTER 7

### CONCLUSION

This research study sought to explore the negotiation of multiple identities of males and females within workplace discourse with key focus on the discourse features, linguistic structures, and the features of interactional styles adopted by men and women as they engaged in formal interactions. In order to analyze how individuals negotiated, constructed, performed and claimed multiple personas while enacting their professional roles according to various contexts, settings, topics of discussion and communities of practice, this study focused on analyzing the features of interactional styles of those males and females who held positions of authority in the selected public sector universities. This chapter establishes conclusion of the whole research study and elaborates how far the research has met the aims and objectives set at the outset. The conclusion presents the findings of this research study in line with the research questions and objectives which remained the focus of the whole analysis.

The theoretical and analytical frameworks adopted for this study proved to be very useful and relevant for exploring the phenomena of identity negotiation from a gender perspective. Judith Butler's theory of performativity and West and Zimmerman's concept of *doing gender* had been adopted as theoretical framework for this study, which provided an appropriate theoretical lens for exploring the dynamic aspects of interaction and workplace discourse from a gendered perspective. These theories provided a baseline for changing and developing nature of various identities and personas of men and women and how they used language in dynamic ways and engaged in workplace interactions. The triangulation of these two theoretical concepts provided a flexible model which was central in exploring the ways in which individuals used language as a discursive resource to construct and negotiate between their gender and professional identities by reinforcing, reproducing, resisting, challenging, contesting, modifying and redefining various aspects of their personal, social and professional identities. The theoretical base kept the study focused on how these identities were performed and done through language. Butler's theory of performativity focused on three basic tenets: identity, individual

agency and the power of regulatory norms which was significant for unpacking the normative patterns and the variation in interactional styles of men and women as they employed language as a discursive resource for negotiating and constructing identities. By applying theory of performativity on data from a traditional setting of Pakistan, this research study has made significant contribution to the extension of theory of performativity. An important finding of this research in the context of performativity theory is that both male and female professional performed their gender beyond normative and prescribed patterns and established new and alternative versions of doing gender and constructing their identities which indicated social change and transformation. If seen in comparative perspective with the Western context, the change may be slow, but it is significant to find that the change is happening which has implications especially for women who are aspiring to claim leadership and managerial positions.

The analytical framework adopted for this study for the analysis of qualitative data drew on various concepts and approaches: the community of practice (cofp) approach, the notion of gendered discourses, Foucault's conception of discourse and power and Ochs's concept of indexicality. All these concepts and approaches proved important for exploring the multiple aspects of the workplace discourse of men and women and the role of language in identity construction and negotiation.

The community of practice (cofp) approach with its focus on *actions* and *process* enabled the researcher to look at workplace discourse as social practice, where men and women constantly negotiated meaning and identities by employing features of discourse and styles of interaction according to the needs of cofps in which they were interacting. Cofp approach provided a fluid model for this study to explore discourse patterns as well as stylistic variation according to the contextual factors. The notion of gendered discourses provided an analytical lens to explore the role of social norms and stereotypes in conceptualization of gender and their impact on the discourse styles and features of interactional styles of men and women as they enacted leadership roles in their workplaces.

Foucault's conceptualization of power and discourse also proved to be important analytical tools as they enabled the researcher to find out how identities of men and women were constituted, reproduced and redefined with discourse as a result of the constitutive potential of

discourse. The conception of power as pervasive and diffused proved significant for this study because it accounted well for the process of identity negotiation within discourse as men and women challenged and transformed the normative conception of professional and leadership identity and its connection with an individual's gender and social identity. Drawing on Foucault's notion of power as he saw it in constant flux and negotiation, the analysis revealed that as men and women used linguistic structures and integrated a variety of features of interactional styles from masculine as well as feminine styles, they not only negotiated their multiple identities, but they also negotiated power.

Finally using Ochs's model of indexicality, this research concluded that there is no inherent, direct and finite association between linguistic forms, discourse features, and the gender of individuals. The study also reconfirmed that the association of linguistic forms and discourse features with particular gender is based on indirect indexing and not on any inherent fact about linguistic forms. The research reaffirmed that social and cultural norms played an important role in creating, sustaining, and reinforcing the associations of linguistic forms with particular gender.

The analytical framework described in the above section is an important contribution of this study for language and gender research in the Pakistani context and elsewhere. This dynamic and flexible analytical framework suited best to the phenomenon of multiple identities with its focus on the discursive construction of identities which stood in opposition to the notion of static and fixed identity which pre-existed interaction.

## **7.1 Findings of the Research**

This section presents the findings of this research study on the basis of detailed discourse analysis of the data. It presents findings about how men and women negotiated their multiple identities by employing various linguistic structures, features of discourse and interactional styles within workplace interactions. The findings of this study are as follows.

1. This research study demonstrated that men and women leaders in the selected universities effectively negotiated and constructed their multiple identities using a wide range of linguistic forms to give orders and instructions, to issue directives, to convey disagreements and refusals, to point out mistakes, and to manage conflicts

negotiating linguistic choices and discourse features according to contextual factors. Like Holmes (2006), the current research found that in some contexts, male and female leaders enacted their professional roles in uniform way conforming to the normative patterns. They adopted normatively masculine and feminine features of discourse and constructed their leadership identities in ways which aligned with the normative conceptions of their social and gender identities. For example, female leaders enacted their professional roles and used polite, indirect and collaborative discourse features for giving directives, communicating refusals and disagreements, and managing conflicts. The use of normative discourse features constructed these females as empathetic and conciliatory leaders who conformed to normative discourse norms for feminine style of interaction. On the contrary, the research also identified variation in the discourse styles as some female leaders challenged the normative discourse patterns and adopted more masculine discourse features including direct, unmitigated, and assertive sentence structures and discourse features for giving orders, instructions, and communicating disagreements and disapprovals. Hence, by using features of masculine interaction style, they negotiated more masculine and authoritative professional identity for themselves which did not align with the normative conventions of their female gender identity.

2. Male leaders, on the other hand, also employed uniformity and variation in their interactional styles and used direct, unmitigated and confrontational discourse strategies for constructing an authoritarian professional identity which aligned with their social conceptions of a masculine professional identity. Whereas some male leaders also employed indirect and collaborative discourse features and constructed more team oriented and collaborative professional identity for themselves. Hence, the research showed that male and female leaders in the selected academic settings used a wide range of discourse features and linguistic forms in order to negotiate between their gender identity and professional roles. They conformed to normative social conceptions of their gender and professional identities in some settings, whereas, they also contested, challenged, and transformed the normative conceptions of their gender and professional identity by using non-normative discourse features and linguistic structures in some other settings and situations. So in this research, identity

construction and negotiation through language emerged as a dynamic and context specific phenomenon. The finding of current research reiterates Baxter (2010) conclusion that both male and female leaders are required to draw on a rich linguistic repertoire to perform their leadership roles effectively.

3. The analysis found that female leaders effectively negotiated between masculine and feminine features of discourse in order to get things done efficiently. For instance, often as they issued directives in direct sentence structures, once the directions were complete, they either used questions tags or *WE* structures to mitigate and soften the effect of direct sentence structures. Some of the females did not even attempt to soften the impact of direct assertions, instead these leaders enacted their professional identity in an autonomous and assertive manner by making direct and unmitigated linguistic choices. They used imperatives, strong and direct assertions, auxiliaries for obligation *must, should, have to*, and communicated disagreements and refusals using direct sentence structures which at times became face threatening for other participants of the meeting. By using features of masculine discourse, these women leaders challenged and contested the stereotypes and discourse norms about their social and gender identity and by negotiating features of discourse they claimed an autonomous and authoritative professional identity for themselves. This research finding has implications for stereotypical associations of leadership and discourse features with masculinity particularly in Pakistani context .By disrupting the normative discourse patterns women leaders have not only rendered these discourse features free from gendered associations but have also presented them as neutral discursive features accessible to both male and female leaders.
4. The analysis has also demonstrated variation in the use of humor as a discourse strategy. The analysis in this research study highlighted that males and females employed humor in different ways depending on the negotiating space and flexibility possible in particular contexts and settings. The analysis highlighted that as females communicated in feminine community of practice (cofp), they also used features of masculine discourse, for example, contestive humor is conventionally termed as a masculine feature of discourse, but the analysis brings out examples where it is displayed by females in a feminine community of practice. However within the same

cofp, the female leaders used humor as a resource to diffuse possibly confrontational situation, and adopted approach of conciliatory conflict management. They also used humor to mitigate the impact of direct orders and to lighten the discussion once orders were communicated loud and clear. The use of collaborative humor is conventionally indexed as feature of feminine discourse but the analysis demonstrated that the discourse strategy of collaborative humor had been skillfully employed by male as well as female leaders to manage possibly conflicting and confrontational aspects of workplace discourse. The analysis highlighted that dealing with disagreements, refusals, pointing out mistakes, and issuing warnings offered challenging and confrontational scenarios during workplace interaction but male and female heads effectively negotiated between being confrontational and conciliatory and used collaborative humor as a discourse strategy not just to diffuse the situation but also to convey the required messages disguised in humor. Humor, the same discourse feature, but indexed differently, had been employed in conventionally masculine as well as feminine ways by the females as they interacted in a predominantly female setup.

5. Although both men and women admitted that they used humor as a discourse feature in their formal interactions, there was a marked difference and variation in the frequency and function of humor employed by male and females. Both men and women reconfirmed that during formal meetings, and mixed gender interaction males were more likely to cut jokes more frequently as compared to females. The reason being that males did not run the risk of being judged and stereotyped if they cut jokes during formal interactions, whereas females refrained from frequently cutting jokes because they had more chances of being judged and stereotyped. The age of females also emerged as an important factor for being judged for the use of humor, as young aged women had more risk of being judged for their use of humor. Women used humor as a discourse strategy to diffuse tension as a confrontational discussions built up, whereas men used humor with its positive as well as negative function, such as to satirize, ridicule, discriminate and belittle others. With exception of one or two examples, the humor of females did not show negative and confrontational function of humor.



6. The analysis also indicated variation between direct and indirect discourse strategies as men and women dealt with refusals while responding to requests of subordinates which cannot be positively entertained. As both males and females preferred indirect discourse strategies for communicating refusals, there was difference in their motivation for choosing indirect structures. Reinforcing the findings of Tannen (1994), the current study highlights that female heads used non-confrontational discourse strategies which helped save the face of their subordinates. For example, the current analysis found that women leaders used indirect discourse strategies for refusals, giving details and explanations for refusals and sometimes also giving assurances for positively entertaining the requests of subordinates in future which showed their conciliatory and person oriented approach, a feature of feminine discourse. However, despite the fact that male leaders also used indirect discourse strategies for refusals, they directly referred to rules which had no space for accommodating the requests of subordinates, which indicated their process oriented approach which focusses on the rules and regulations for getting things done, a feature of masculine discourse. This finding reconfirms the normative association of relationally oriented person approach, a feature of feminine style, and transactionally oriented process approach which is indexed as feature of masculine style. The reinforcement of uniform and normative patterns of discourse has significant implication that normatively indexed discourse features are adopted by male and female leaders not always as a compulsion but as an appropriate and effective resource to accomplish workplace tasks.
7. The analysis highlights that there is variation in the choice of discourse strategies for managing conflicts and confrontation. The male and female leaders in the selected academic settings chose a range of discourse strategies to deal with these face threatening scenarios emerging during workplace interactions. For instance, both used indirect linguistic structures to communicate disagreements and manage conflicts and adopted collaborative, consensus building approach to manage conflicts and disagreements. At times they employed problem solving approach by using indirect strategies, and at times they employed confrontational discourse features using direct linguistic structures for asserting their authority and giving final verdict on issues which involve prolonged conflict and confrontation. Such variation in conflict

management implies that both male and female leaders have to adopt a range of discourse features to deal with conflicts effectively and that there can be no uniform or gender exclusive approach to manage conflicts.

8. The analysis of some meeting extracts revealed that level of authority and position are also important factors leading to variation in discourse features .Here the finding of current study reiterates O'Bar and Atkins (1980) conclusion that the difference and variation in discourse features of male and female leaders is not solely because of their gender but because of the differences in status and power. For example meeting excerpts from a predominantly female set up, where females held high positions of authority, they adopted assertive, confrontational and authoritative discourse features claiming a powerful professional identity as senior bosses. In the same feminine community of practice, the male participants of meeting used more collaborative discourse features and indirect sentence structures to give their point of view in more suggestions oriented and indirect language. In this cofp ,since some of the females held quite senior positions of authority ,they did leadership in masculine ways using features of discourse which are associated with masculine style of interaction whereas male members, who were there in assisting and supportive roles , they used features of discourse which are conventionally associated with feminine style of interaction. The finding implies that the gender of male or female leaders may not always necessarily confine them to the normative discourse patterns. But rather the position and authority of their leadership role gives them a certain level of agency to contest the normative patterns of discourse by using discursive strategies beyond their conventional associations. This implication is significant because it carries the potential of transformation and change about the way leadership is perceived performed in workplace settings.
9. The analysis of interview excerpts from male and female interviewees highlighted that the level of power, authority, and the training of men and women during their social and professional interactions is an important factor to have a bearing on their interactional styles. The analysis brings out an important implication that a female boss can also be as assertive and authoritative as a male boss depending on the level of power she has and the training she received through her professional experience. This

implication is significant because it exposes the static and essentialized associations of discursive choices of male females on the basis of gender and draws attention to the structural factors leading to the differences of discourse styles. Hence it brings forth the possibility of new and alternative leadership discursive patterns. An important aspect which emerged through analysis is that there is a structural background which accounts for the differences in the interactional style of men and women because they are trained and socialized on different patterns. Hence, the role of training, reinforcement of gendered patterns of interactional styles, social and cultural expectations about language choice and expression of males and females, all played role in sustaining the stereotypes regarding expected interactional style of men and women.

- 10.** The diversity and variation in the discourse strategies and linguistic resources used by males and females in this study while managing their workplace interaction, implied the view of language as performative which has significant implications on how language has been viewed and used as a resource. The performative potential of language as conceptualized by Butler (1990) has been demonstrated in this research study which is important because it has highlighted the discursive potential of linguistic means and their crucial role in the discursive negotiation, construction and performance of multiple identities as males and females employed language in their workplace interactions. The analysis revealed that as men and women on leading positions engaged in workplace interactions, every time they talked, they negotiated what it meant to be a leader by integrating a range of discourse features such as assertiveness, politeness, confrontation or conciliatory expressions. As they chose various linguistic forms, structures and discourse strategies, they negotiated linguistic choices as well as meaning, and their gender and professional identity in various ways, sometimes positioning themselves as authoritative and autonomous leaders whereas at other times, adopting a more conciliatory and consensus oriented professional identity.
- 11.** Focusing on the performative role and potential of language has implications on how this workplace discourse has been analyzed because the discourse features and the interview responses of males and females have been analyzed as contributing to multiple aspects of an individual's identity simultaneously. For example, discursive

styles of men and women as they interacted during meetings have been analyzed as simultaneously contributing to construction of their gender identity as they made linguistic choices from masculine and feminine features, and their institutional and professional identity as individuals who held positions of authority as heads and bosses.

- 12.** As both men and women in this analysis chose from a variety of linguistic resources while interacting in their workplaces, they adhered to both fixed and fluid accounts of social, gender and professional identities bringing new versions of leadership into being through instances of interaction within workplace discourse. By drawing on a variety of linguistic resources they pushed and pulled the fixed and fluid notions of masculine and feminine styles of interaction, and their social, professional and gender identity constructions. The aspect of negotiation between fixed and fluid discursive enactment of leadership is important because reinforces as well as redefines the existing patterns.
- 13.** This study was conducted in light of the wide ranging research on the relation between language and gender which has established broader parameters of the features of interactional styles of men and women (Baxter, 2003; Holmes, 2005, 2006; Holmes & Stubbe, 2003). The analysis of data revealed that even in patriarchal social setups like Pakistan, it is not possible to describe and place the interactional styles of men and women along neatly differentiated masculine and feminine styles of interaction. Though Pakistan, as patriarchal social set up, to a great extent works along defined and differentiated gender roles for males and females within public and private domains, the analysis of the features of workplace discourse in this research revealed that men and women employed language as a more flexible resource to construct identities and perform roles beyond traditionally defined patterns. This finding is very much in line with the theoretical foundations which underpin this study because it highlights the dynamic and fluid process of identity construction. This research finding brings forth one of the basic tenets of Butler's theory of performativity which is the element of individual agency and power which is central in dynamic and flexible negotiation of identity as demonstrated in this analysis.

- 14.** Both men and women negotiated and constructed their professional identities in dynamic ways by depending on the context, the topic of discussion, and the emerging nature of discourse. At times they chose features of discourse which were polite and low-key, whereas at other times they employed assertive and direct discourse features. Angouri and Marra (2011) argue that language is a flexible tool available to both male and female leaders however they have to make the linguistic choices according to various contextual factors. Hence, the analysis in the current study demonstrated that both men and women chose from normatively masculine and feminine styles of interaction and discourse strategies and kept a number of contextual factors in view, like the broader organizational and institutional culture, the immediate settings, the topic and purpose of interaction, the people involved, and the community of practice within which the interaction took place.
- 15.** An important factor that stood out through this analysis is that contextual considerations are fundamental in accounting for the uniformity or variation in workplace discourse. The contextual considerations are an important factor in explaining the normative or non-normative discourse choices being made by males and females in various communities of practice. The analysis highlighted that a careful attention to contextual factors is imperative in order to explore the various ways in which speakers discursively negotiate and accomplish personal, social and professional identities while interacting in the workplaces. In order to effectively manage their leadership role, both males and females responded to various contextual needs and showed flexibility in their interactional styles according to the requirements of different contexts and settings. They employed diverse discursive resources from masculine and feminine stylistic options and accomplished relational as well as transactional objectives within workplaces.
- 16.** This research affirmed that sensitivity to various contextual factors and stylistic diversity is equally essential for males as well as females for performing professional roles and doing leadership in the workplace. There was no uniform style of interaction which worked in all settings and situations. Both males and females had to be flexible in their linguistic choices by negotiating professional and gender personas within

discourse which helped to get things done while maintaining their professional authority.

- 17.** Another important implication of this study is the contextual sensitivity and stylistic diversity which this research study has highlighted. This finding reaffirms the theoretical perspectives of ‘doing gender’ and gender ‘performativity’ as males and females engaged in workplace interactions, through their discursive choices they were constantly engaged in ‘doing’ and ‘performing’ masculinity and femininity by drawing on features of discourse which are conventionally indexed as masculine or feminine. In line with Antaki and Widdicombe’s (1998) view of identity(ies) as dynamic, flexible and evolving phenomenon ,the current research found that masculinity and femininity are not static and fixed identities possessed by either men or women and brought to interaction, but they are ongoing processes which emerged and came into being within discourse, subject to systematic restatement. The way men and women in this study employed linguistic means also disrupted the normal patterns of masculine and feminine styles. The important implication of this finding is that it reinforces the notion of doing gender and gender performativity because it helps in seeing workplace interaction as a dynamic process where male and female leaders disrupted the normative patterns of discourse and made use of interactional opportunities to contest and dispel the stereotypes of effective leadership. This finding contributes to the very essence of gender performativity and doing gender by contesting and dispelling the prevailing stereotypes.
- 18.** As this study focused on the interactional styles of women who held senior level positions in academia as vice chancellors, deans, and heads of departments, the analysis highlighted that the way they integrated aspects of feminine discourse styles in their interaction and workplace talk, it brought alternative versions of performing and constructing professional identity which did not necessarily conform to the male model of doing leadership. This research illustrated that senior women who held leadership positions in academia, as they effectively adopted feminine features of discourse while doing leadership, they negotiated between the normative masculine conceptions of leadership and enactment of their professional identity in more feminine ways. By adopting feminine discourse styles for performing leadership roles,

they challenged the traditional association of leadership with masculinity and masculine features of discourse, for instance being assertive, direct and authoritative are some to mention. By adopting feminine features of talk, these women introduced alternative models of performing leadership identities which were more collaborative, polite and team oriented.

- 19.** The research demonstrated that not just females who held position of authority in the selected academic settings, but males also effectively integrated aspects of feminine discourse styles in their workplace talk as they also adopted more polite, indirect sentence structures, collaborative decision making and problem solving ,consensus oriented discourse features and expressions of politeness to soften and attenuate the effect of orders and directives as they enacted their professional authority in an all-male setup. The analyses of meeting excerpts highlighted that as senior male members engaged in workplace meetings, in order to allow space for seeking suggestions from their team members and adopt consensus oriented decision making they effectively negotiated between their authority and seniority and their position as head of a team by using strategic linguistic choices throughout the discussion in a predominantly masculine community of practice.

So the analysis found that it is not just the female leaders who contested feminine stereotypes and discourse norms but male leaders by adopting features of discourse from feminine style of interaction also challenged the stereotypical discourse norms about features of leadership discourse and its association with masculine style of interaction. Even though confrontation and competitiveness is associated with masculine style of discourse, but male leaders adopted more conciliatory and consensus oriented discourse features while managing conflicts and disagreements within workplace discourse. This finding has significant implications in the sense that as men integrated feminine discourse styles in their workplace talk, it not only disrupted the traditional patterns of discourse but also established the need, acceptability and importance of more feminine ways of interacting where appropriate according to the contextual needs and settings.

- 20.** The analysis highlighted that the interactional styles of some male leaders reinforced the normative patterns as they did gender and power in conventionally masculine style by using direct and unmitigated discourse strategies which are unmarked choices in a

masculine copf. They enacted their professional identity by using normatively masculine features of discourse including direct and assertive linguistic features giving unmitigated orders and instructions .These male leaders adopted a transactional approach and focused on accomplishing the workplace task and achieving goals instead of adopting a person oriented relational approach which also takes into account relationship building and collegiality. Their transactional approach included discourse features such as the use of firm imperatives for issuing directives, and the use of direct interrogatives to question the noncompliance of their team members.

- 21.** The analysis of data from mixed gender setups revealed that men and well as women effectively negotiated between their gender identities and professional roles by being stylistically flexible in various settings and scenarios. In mixed gender setup, it was very hard to describe them as a masculine community of practice or a feminine community of practice because ways of doing things and interacting were so diverse and varied and the discourse patterns fluctuated between the masculine and feminine spectrum of the features of interactional styles.
- 22.** The research findings also further the two basic tenets of performativity theory which include agency and power. For instance in mixed gender interactions female leaders skillfully drew on a wide range of discourse features demonstrating a diverse linguistic repertoire to negotiate between claiming an authoritative leadership and a collaborative team member. Here the finding of current research echoes Rahman (2009) study on Pakistan call center operators and Kira Hall's (1995) significant study where both studies reinforce theory of performativity by elaborating how the call center operators in Pakistan and fantasy-line operators in San Francisco used language as a tool for performing the desired identities as per the requirements of their clients and settings. The current study finds when the settings and the discussion required female heads to claim and hold their authority, they used assertive, direct and unmitigated linguistic choices and discourse features which are features of masculine discourse. However, when the female heads aimed to build consensus and collective ownership and responsibility of the decisions being taken, they adopted more collaborative, consensual, and solidarity oriented discourse features. Hence, like Hall's and Rahman's study, the current research also illustrated the performative potential of



language and explored the use of discourse features and styles for conscious performance of gender identity.

- 23.** The analysis of this research demonstrated that normatively feminine features of discourse were adopted by both men and women as they performed their professional identity and leadership roles in feminine as well as masculine communities of practice. This finding has significant implications for promoting the positive aspects of normatively feminine talk. This indicated that some aspects of feminine discourse, for example, being polite, collaborative, and conciliatory played valuable role in workplace interaction which gradually reduces and transforms the association of leadership and seniority with masculinity. As feminine features of discourse were adopted by men and women for effective communication at workplace, it played an important role in establishing the association of effectiveness with features of discourse conventionally indexed as feminine which is crucial in transforming the normative associations of linguistic forms and structures along masculine and feminine gender.
- 24.** As men and women integrated features of discourse from masculine as well as feminine styles of interaction, it had a significant impact on the traditional associations of discourse features with masculinity or femininity. As men used discourse features which are traditionally associated with feminine ways of talking and as women used discourse features which are traditionally associated with masculine ways of talking, it played a crucial role in de-gendering and re-categorizing these discourse features as neutral tools of leadership discourse which were integrated by men and women as they negotiated multiple identities while managing workplace discourse. This highlights a significant aspect that instead of being perceived as exclusively male or female discursive resources, they could be perceived as neutral features of discourse which were employed by male and female leaders during their workplace talk.
- 25.** The variation and diversity in the features of discourse styles used by men and women has implications for the gendered discourse norms which prevail in many workplaces and constrain the agency of individuals in freely integrating the features of masculine and feminine discourse. As men and women negotiated and performed gender and professional identity through employing features of discourse which were non-

normative, they not only contested but also troubled the gendered discourse norms in a range of ways. Like Schnurr and Zayts (2011) study, while adopting a social constructionist stance, the current research has presented the concept of leadership not as a static position but as a dynamic performance. As Schnurr and Zayts (2011) study argues that as individuals engage in interaction, they construct the leadership personas not only by supporting and reinforcing but also by subverting and contesting discourse practices. The current research also highlighted discourse features of women leaders who negotiated between their gender identity and professional roles and claimed an autonomous leadership persona by using direct, assertive, and confrontational features of discourse whereas stereotypically as females they were expected to be polite and indirect. On the other hand, the analysis also elaborated features of discourse of male leaders as they adopted more collaborative and polite discursive strategies to enact their professional authority, whereas stereotypically they were expected to be more assertive and direct. Hence, gendered discourse norms had been challenged and at times redefined as male and female leaders frequently flouted these norms.

- 26.** As the analysis highlighted variation and diversity in the features of language of men and women, it provided a valuable position for challenging the absolute validity and essentialism of the pervasive as well as prescriptive normative associations regarding the feminine and masculine discourse features. The view that certain discourse features are normatively indexed as masculine or feminine did not essentialize these linguistic forms and features as feminine or masculine, neither did it rule out the possibility of other alternatives, referred to earlier, where men and women drew on a range of diverse discourse features from masculine as well as feminine end of spectrum and by doing so, they de-gendered these discourse features and positioned them as neutral linguistic means accessible by both genders.
- 27.** The diversity of discourse styles and features in the workplace discourse of males and females, analyzed in this research study, indicated that normatively feminine styles are neither deficient nor inappropriate but rather they are valuable and essential for effective communication in many workplace settings and contexts. The analysis suggested that efficient leaders, whether males or females, effectively negotiated their multiple identities at times drawing a balance between their social, gender and

professional identities, whereas ,at other times foregrounding either of these identities according to the particular workplace context in which interaction took place. As they engaged in this multiple identity negotiation, they employed a variety of discourse features in order to discursively accomplish the required identity which they aimed to foreground.

- 28.** The analysis in this study highlights that women leaders had to deal more with the pressure of negotiating and drawing a balance between their personal, social and gender identities because all these multiple identities required different discourse patterns from women. According to the normative patterns their personal and social gender identity expected them to be polite and collaborative in their language whereas their professional roles and identity required them to be direct and assertive for getting things done. So women leaders employed a range of discourse features from feminine and masculine styles to draw a balance between their multiple identities. Men, on the other hand were not under same level of pressure for drawing a balance between their personal and professional identities, because they had more space to be polite while enacting their personal as well as professional identity.
- 29.** The analysis found that when females used masculine discourse features such as anger, assertiveness, direct orders and imperative structures, confrontational discourse, they ran the risk of being judged and negatively stereotyped. However when men used the same masculine features of discourse for performing their professional and leadership roles, they were considered to be doing leadership in the right ways because assertiveness, directness, and confrontational features of discourse traditionally align with the male models of doing leadership, hence they were seen as unmarked discourse features to be adopted by males as they enacted their professional roles. On the contrary, when males use features of feminine discourse such as politeness, indirectness, collaborative and conciliatory discourse strategies, they were perceived as effective leaders and their use of feminine discourse strategies was valued positively without being stereotyped.

30. By elaborating the diversity and variation in the discourse styles of men and women, this research analysis highlighted possibilities of resisting, challenging and redefining the regulatory discourse norms.

In light of the above findings this study has contributed to the area of language, gender and identity research in general by focusing on primary discourse data from the academic workplace settings of Pakistan. When studies like this are conducted in different workplace settings and socio-culturally diverse contexts, they contribute to the broader and richer understanding of overall discourse patterns which emerge as a result of research carried out in different settings and contexts. Hence, the current study has contributed to the broader field of knowledge by bringing in discourse based analysis of primary data from socio-culturally different settings and context of Pakistan.

This research has more specifically contributed to the dynamics of language, gender and identity research in the Pakistani context. This study is unique because in this study, unlike the previous research, the identity of individuals is not conceptualized as static and singular but as dynamic and multiple where individuals have an element of agency in the way they employ language according to various contexts and settings and construct multiple identities. As elaborated in the literature review section, in Pakistan, limited number of studies have been conducted to explore the relationship between language gender and identity. By focusing on written as well as spoken discourse, these previous studies have analysed various discursive aspects (lexical, syntactic, and visual) to explore the relation between language gender and identity. However, the central focus of the previous studies remains on conceptualization of gender identity in simplistic and singular terms and the extent to which the discursive patterns of males and females conform to or resist the stereotypical notions of gender identity. Keeping in view the focus of previous research, the current study is different from the previous research as it is premised on conceptualization of identity as multiple, dynamic and fluid.

Furthermore, the uniqueness of this study is that it has also made some methodological, analytical and theoretical contributions. For example, the research design of this study has made methodological contributions in terms of data collection instruments. The researchers has developed and applied three data collection instruments for this study which include a structured

questionnaire, a semi-structured interview guide and observation sheets. The development of data collection instruments is an important contribution of this study as the future researchers can adopt/adapt these instruments for further research in different workplace settings.

The analytical framework developed for this research study is also an important contribution as it draws on various concepts and approaches and is well suited for the analysis of data. This analytical framework will also prove helpful for future researchers.

This study has also made some significant theoretical contribution by applying the theory of performativity and doing gender on primary data from a non-western traditional context of Pakistan. When a theory is applied to diverse contexts and settings and the relevance and appropriateness of that theory is established on the basis of results and findings, it not only strengthens the existing theory but also broadens its scope and applicability. Hence, this study has extended the relevance and applicability of the theory of gender performativity and the notion of doing gender.

Lastly this study has also made significant contribution by attempting to fill the research gap as identified in the researcher's quest section of literature review. For example, the previous research exploring the relation between language and gender identity has primarily focused on the language used FOR positioning and representing men and women. However, the focus of current study differs from the previous research as the analysis and findings of this study are based on the language used BY men and women themselves to discursively position and display their multiple identities according to the needs and requirements of various contexts and settings.

## **7.2 Recommendations**

On the basis of detailed analysis of variation as well as patterns in the features of interactional styles of males and females, this study attempts to give some recommendations about the discursive construction and negotiation of multiple identities of male and female leaders in academia and the crucial role of language in this process.

This study recommends that both male and female leaders working in the academic settings of Pakistan need to recognize the potential of language and its crucial role in performing their professional roles and getting things done in their workplaces. Instead of falling prey to the

normative associations of features of discourse with particular genders, they can look at discourse styles and features beyond their normative associations in order to fully benefit from these linguistic resources. This research recommends that male and females who hold positions of authority in the academic settings need to realize their role as agents of change for positively transforming the conception of how leadership and power is done within workplace interactions and the crucial role of language in this regard. They can not only realize but also lead this transformative process by introducing new versions of professional communication and identity construction through effective and more flexible use of language. The study recommends that male and female leaders in academic settings can play central role for introducing and promoting more conciliatory and collaborative models of leadership by choosing indirect, polite, and solidarity oriented discursive strategies. The study recommends that promoting these alternative models of doing leadership and professional identity is important for academia and many other workplaces in order to de-gender the notion of leadership and set it free from its confining associations with masculinity and the masculine features of discourse.

On the basis of detailed analysis it is also recommended that male and female leaders in academic settings must recognize the performative potential of language and be willing and flexible to choose from range of discourse features and styles indexed as masculine or feminine. The study recommends that male and female leaders in academia should be well aware of the fact that contextual sensitivity and discursive flexibility is a crucial skill needed to skillfully communicate in dynamic workplace settings. The study also recommends that in order to effectively negotiate between socially constructed gender identity and the requirements of professional identity and roles, males and females holding leadership positions in academic settings are required to integrate discourse features from masculine as well as feminine styles of interaction.

It is also recommended that males and females who have managed to reach positions of authority in academic settings, have more responsible role to play in contesting and transforming the stereotypical and confining notions about the interactional styles of males and females. This research recommends that professionals in academia need to grasp the notion of identity as fluid, dynamic, and multiple which varies from context to context and which can be negotiated within

discourse. This study concludes that the static and fixed notion of one's identity essentializes the stereotypical conceptions and leaves no space for social transformation and positive change.

### **7.3 Recommendations for Future Researchers**

This study recommends that in language and gender research there is a need to expand the focus of research from exploring how men and women are positioned and represented through language, to the research on how men and women use language themselves in various settings. Without denying the importance of exploring the implications of language used to represent men and women, this research recommends that language and gender researchers should increase focus on the language used by men and women to position and represent themselves in order to get more nuanced understanding of the ways in which they employ language for constructing and negotiating their own multiple identities.

As this research was conducted in academic settings where the ratio of females was reasonable enough to explore the gender dynamics of the interactional styles of males and females in comparative perspective, the same research can be extended to other settings like medical and nursing where a reasonable number of females is present. The extension of this research to other settings can be important in creating a more holistic understanding of how language is employed as a discursive resource by males and females during their workplace interactions.

The future researchers can also explore the dynamics of language use of males and females in male dominated workplaces, for example, army and air force, business and corporate sector, engineering and technical industries. The analysis of workplace discourse from the male dominated workplaces will provide significant insight into the patterns of discourse and how the limited number of women in these workplaces use language to enact their professional roles within male dominated settings. It will also shed light on an important aspect of the interactional style of males by exploring the use of interactional styles of men in male dominated professions.

In addition to formal meetings data, this research can also be extended to the analysis of more diverse naturally occurring data of workplaces including more informal workplace interactions which can be analyzed for comparative analysis of formal and informal interactions

in the workplaces and which can be significant in exploring any remarkable differences in the way men and women use language in formal and informal interactions.

The future researchers can also focus exclusively on the written texts of formal correspondence of the males and females in various workplace settings and draw a comparative analysis of the discourse features and differences and similarities in their written expression. A comparative analysis of written and verbal styles of interaction of males and females can also prove significant in exploring another important layer of workplace discourse.



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# Annexure 1

## Interview Guide

### Analysing Multiple Identities in the Workplace Discourse: A Gender Based Study

#### Semi-Structured Interview Guide

Name of Participant:

Designation:

Experience

Organization:

Date:

#### **Questions:**

1. Have you held any administrative/authoritative positions other than teaching? If yes, can you please explain what type of positions have you held in your professional experience?
2. Briefly tell about the nature of your working experience? Have you worked in all males OR all females OR mixed gender employees setup?
3. Do men and women communicate in the same way or are there differences in the interactional styles of men and women? What can you tell from your experience?
4. Can you point out the most prominent similarities/differences? (e.g. direct-indirect, aggressive-conciliatory, authoritative-collaborative, etc.).
5. If more differences? What are the reasons for these differences?
6. Every society has norms for appropriate styles of interaction for Men and Women, do you think these societal norms have impact on your professional interactional styles? If yes, can you briefly explain how?
7. Does it take some extra effort to draw a balance between the expected communication styles on the basis of your gender (male-female) and expected communication style of your professional role?
8. How do you draw a balance between communication styles of your gender and your professional role?
9. With reference to the choice of interactional style, do you find a clash between your gender (as a male or female) and your professional role requirements? If yes, how do you deal with this clash?
10. Is your style of interaction uniform in all situations (do you always communicate in the same way or is there variation according to the context?
11. If variation, what are the factors leading to variation?(The contextual factors?)
12. Can you give 1-2 examples of this variation?

13. How do people respond, when you assert your professional authority through your communication? Do you think you get enough space to assert your authority?

### Quick Questions

14. How do you give orders and instructions? (Direct, indirect?)-Examples
15. According to your experiences did you notice any difference in the topics of pre-meeting talk that men and women engage in. family personal –Task work related
16. How do you formally start meeting? Direct or indirect?-Examples?
17. How do you deal with disagreements in meetings? (Direct, indirect, consensus building?)
18. How do you deal with conflicts? (Confrontation? consensus? Assertion?)
19. How do you deal with requests?
20. How do you deal with refusals? (Direct or Indirect?)
21. How do you ensure inclusion of all participants?
22. Floor taking- in your observation who dominates the talking time during meetings? Men or Women? Reasons?
23. Who interrupts more during meetings and discussions? Men or Women? (Gender dynamics of interruptions).
24. Pointing out mistakes? (Directly or indirectly).
25. Using I or we statements?
26. Managing Agenda of meeting
27. Starting and ending of meeting-informal discussions (family related topic, work related topics).
  
28. Amount of participation/contribution from males and females?
29. Humor? Do men and women use humor in meetings? Sarcastic humor or just humor?
30. Is there anything else that you would like to share?



## ANNEXURE 2

### Consent form for Interview

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: *Saumā Amin Dadu*

Designation: *Vice Chancellor*

University: *Fatima Jinnah Women University, Rawalpindi*

Signature: *SADADU*

*26/9/18*

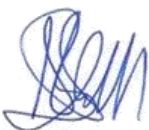
### Consent form for Interview

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: Dr. Shaheena Ayub Bhatti

Designation: Director, WRRC

University: Fatima Jinnah Women University, Rawalpindi

Signature: 

Consent form for Interview

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: Dr. Mohayuddin

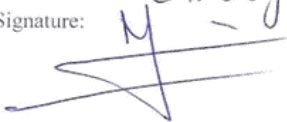
Designation: Assistant Professor

University: Federal Urdu University of Arts Science & Technology

Signature: 


Consent form for Interview

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: Dr. Mohayuddin  
Designation: Assistant Professor  
University: Federal Urdu University of Arts Science & Technology  
Signature: 

**Consent form for Interview**


Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: *Dr. Manzoor Khan Afridi*  
Designation: *HOD / Associate Professor*  
University: *International Islamic Univ. Islamabad*  
Signature:   
*25/9/2018*

**Consent form for Interview**

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: *Mujeeb Ahmad*  
Designation: *Chairman, Dept. of H & PS*  
University: *IU*

Signature:   
*25/9/18*

### Consent form for Interview

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: *Dr. Muhammadiad Sheeraz*  
Designation: *Head of Department of English*  
University: *IIUI*

Signature:

  
*28-09-2018*

**Consent form for Interview**

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research. *I believe that the information will be used only for Academic purpose with all the protocol and research ethics.*

Name: **DR. HAZIR ULLAH**  
Dy. Dean  
Designation: Faculty of Social Sciences  
University: International Islamic University, Islamabad  
Signature: *[Handwritten Signature]*




### Consent form for Interview

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: Dr. Sahire Zeman  
Designation: Incharge CRD dept.  
University: FSWU.

Signature:

  
26/9/2018

### Consent form for Interview

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: Prof. Dr. Azsa Yasmin.  
Designation: Dean / Chairperson.  
University: Fatma Jimmah Women University, Kup.  
Signature: Dm Yamin  
27/05/18

Consent form for Interview

Ms. Atia Anwer Zoon- a Ph.D. scholar who is working on her doctoral dissertation "Negotiating Multiple identities in the workplace: A Gender based Study" has sought prior permission from me to conduct and record this interview for her research work. I give my consent for using this interview information for her research.

Name: *Dr. Ahlam Taniq*  
Designation: *AP& Incharge CMS*  
University: *FTWU*

Signature: *Atia*

ANNEXURE 3

Diary No 1925

06 JUN 2018



# Fatima Jinnah Women University

Fatima Jinnah Women University  
Rawalpindi

## INTER-OFFICE MEMORANDUM

Ref: FJWU/Reg./2018/  
To: Prof. Dr. Samina A.Qadir  
From: Farzana Akhtar  
Office:

Dated: June 5, 2018  
Designation: Vice Chancellor  
Designation: Deputy Registrar (Acad.)

Urgent       Confidential       Please reply       For Information

**Subject: Administrative approval for data collection**

PUC is an application from Ms. Atia Anwer Zoon, PhD Scholar- English Linguistics, NUML. Ms. Anwer has requested to collect data from the faculty members of Department of English and Department of Gender Studies. She has requested to collect data in form of

- Audio-recordings and observations of the faculty and admin meetings.
- Interviews with the volunteer faculty members
- Questionnaire for the faculty members

Institutional Support Letter and Questionnaire is attached along with her application. Administrative approval may kindly be granted so that Ms. Atia Anwer Zoon can collect data from Fatima Jinnah Women University, Rawalpindi.

Submitted for your kindly perusal /approval.

Farzana Akhtar  
Farzana Akhtar  
Deputy Registrar

Approved as per policy

V.C.

S.A. Qadir

06 JUN 2018

if she needs to  
contact other  
departments, she  
may be allowed.

S.A. Qadir

26/9/18

397

11:00 Wed 6/6/18  
Nawaz

Incharge Islamabad Campus,

Federal Urdu University,

Islamabad.

16 May 2018

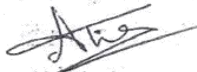
Subject: Request for Cooperation for Research Purpose

With due respect it is stated that I am PhD scholar in English at National University of Modern Languages (NUML), Islamabad. I am conducting doctoral study on Negotiating Multiple Identities in the Workplace: A Gender Based Study. As per requirement of my research study I need to collect the following data from your organization.

- Audio-recordings and observations of the faculty and admin meetings
- Interviews with the volunteer faculty members
- Questionnaire for the faculty members

All information provided will be treated strictly as confidential and will be used purely for academic purpose. I request for your kind cooperation.

Kindly find attached approval and reference letter from NUML.



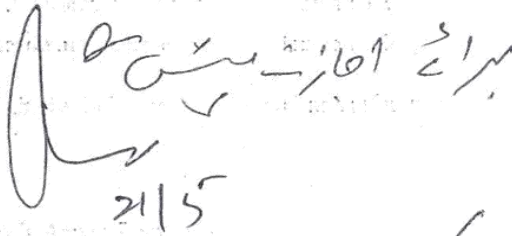
Atia Anwer Zoon

Assistant Professor-English

Federal Urdu University, Islamabad.

*Add Registrars.  
Please put up on file*

*At  
21/5/2018*

  
21/5

*Approved.  
At  
21/5/2018*



الجامعة الإسلامية العالمية  
International Islamic University  
Islamabad – Pakistan  
Faculty of Social Sciences

---

P.O Box 1243 Islamabad – Pakistan: Ph: +92-51-9019474

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Subject: **PERMISSION FOR RESEARCH AND DATA COLLECTION.**

PUC is an application from MS. Atia Anwer Zoon, Ph.D English Scholar at NUML, Islamabad has requested to collect data from the faculty members of IIU

- Audio-recordings and observations of the faculty and admin meetings.
- Interviews with the volunteer faculty members.
- Questionnaire for the faculty members.

She is allowed to collect the data from different Department of International Islamic University, Islamabad.

Dr. Muhammad Khan  
Professor  
Faculty of Social Sciences

---

Faculty of Social Sciences, International Islamic University, New Campus, Sector H-10  
Post Box No.1243, Sector H-10, New Campus, Islamabad – Ph: +92 51 9258030

ANNEXURE 4

TO WHOM IT MAY CONCERN

Authors	Document Title	Date Issued
Ms. Atia Anwar Zoon	Thesis: Negotiating Multiple Identities in the Workplace : A Gender Based Study	03 July 2019

*This is to confirm that I have thoroughly reviewed the Urdu to English script translations in the above named document. The translations excellently convey the required meaning. I confirm that the language is grammatical, and meaning & sense are true and accurate, to the best of my understanding.*

Mr. Ubaidullah A Qazi  
(Editor)

MPhil GLCP, University of Oxford, UK  
MA ALS, University of Westminster, UK

**Ubaidullah Abid Qazi**  
Assistant Professor (English)  
Department of English  
Foundation University  
Rawalpindi Campus



September 25, 2019

# FOUNDATION UNIVERSITY

## RAWALPINDI CAMPUS

### TO WHOM IT MAY CONCERN

It is hereby certified that I, Dr. Saadia Fatima, have thoroughly checked and reviewed *Urdu to English translation* of the document originated for the purpose of data collection for the PhD research (of undermentioned details).

It is further ensured that the translated scripts are correct and complete in the syntactic and semantic sense to the best of my knowledge & abilities, of the naturally occurring discourse extracted from organisational meetings of three public sector universities of the twin cities, as presented to me.

Researcher's Name: Ms Atia Anwer Zoon

*(PhD Scholar in English Linguistics at NUML, Islamabad)*

Registration: 488-PhD/Ling/S14

PhD Research Title: Negotiating Multiple Identities in the Workplace: A Gender Based Study.

I wish her the best of the luck for the successful completion of her PhD.

Dr. Saadia Fatima  
Assistant Professor  
Dept. of English

**Dr Saadia Fatima**  
Assistant Professor  
Department of English  
Foundation University  
Islamabad



# وفاقی اردو یونیورسٹی برائے فنون، سائنس و ٹیکنالوجی اسلام آباد

شعبہ اردو- سہروردی روڈ، نزد زیر پوائنٹ، اسلام آباد



**Dated:** 04 June 2019

## To Whom It My Concern

This is to certify that I have reviewed the translations from Urdu to English done by **Ms. Atia Anwar Zoon (PhD Scholar- English linguistics- NUML, Islamabad)** for her thesis data of workplace meetings.

She has done a good job and translations are as close as possible.

**Dr. Syed Aoun Sajid**  
Assistant Professor  
Department of Urdu

# وفاقی اردو یونیورسٹی برائے فنون، سائنس و ٹیکنالوجی اسلام آباد

شعبہ اردو- سہروردی روڈ، نزد زیر پوائنٹ، اسلام آباد



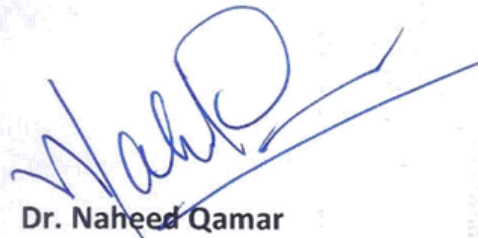
**Dated: June 2019**

## **To Whom It My Concern**

I, Dr. Naheed Qamar, hereby certify that I have reviewed the PhD thesis data of workplace meeting scripts-translation from Urdu to English of **Ms. Atia Anwar Zoon (PhD Scholar NUML, Islamabad)**.

I further certify that the English translation of the Urdu language document to the best of my abilities, to be true and accurate.

**Ms. Atia Anwar Zoon** has done a good job in rendering the translation.

  
**Dr. Naheed Qamar**  
Assistant Professor  
Department of Urdu

**Dr. Naheed Qamar**  
Assistant Professor  
Federal Urdu University of Arts,  
Science & Technology Islamabad

## Annexure 5

### Questionnaire

This questionnaire is intended to collect data for a Ph.D. research. The researcher is a Ph.D. Scholar in English Linguistics at National University of Modern Languages (NUML), Islamabad. She is conducting her doctoral study on Features of Interactional Style of working men and women. The title of her research is *Analysing Multiple Identities in the Workplace Discourse: A Gender based Study*. Keeping in view your professional experience you are requested to respond to this questionnaire. All information provided will be treated strictly as confidential and will be used purely for academic purpose.

The questionnaire includes questions about your individual interactional style where you are required to answer questions about your personal style of interaction.

#### **Personal Information**

**(i) Name (Optional)** ----- **(ii) Gender (Male/Female)** -----

**(iii) Qualification**----- **(iv) Designation**-----

**(v) Name of Institution**-----

**(vi) Experience (years)** -----

**(vii) Please tick All the relevant administrative positions which you have held during your work experience:** 1. Dean 2.Head of Department 3.Coordinator 4.Head of Committee 5.Focal person of department OR project 6.Team leader of a project 7.Others

**Please read the statements carefully and tick mark in the relevant box according to the scale**

**below. SCALE: Strongly Agree , Agree , Un-decided , Disagree , Strongly Disagree**

Q1. I use direct expression for giving orders and instructions to my subordinates e.g. Submit your papers at the earliest.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q2. I use indirect expression for giving orders and instructions to my subordinates e.g. I would like to see the file by tomorrow.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q3. While managing a meeting I choose direct structure to mark the start of a meeting e.g. Ok, thank you, stop talking now, we are going to start.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q4. While managing a meeting I use indirect structure to mark the start of a meeting e.g., well, shall we start now?

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q5. If I do not agree with any of my teammates' statement I will say it rather directly e.g. This is not the right time to invite quotations.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q6. If I do not agree with any of my team mate's statement I will express, it indirectly e.g. I think we can probably re-consider the timing for inviting quotation.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q7. If my team mate has made a request which I cannot fulfill, I will respond directly e.g. I cannot spare time till Monday, I have to meet important deadlines.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q8. If my team mate has made a request which I cannot fulfill, I will respond indirectly e.g. I would have helped you in completing this document, but I have to meet important deadlines by Monday.

Strongly Agree  Agree  Undecided  Disagree  Strongly disagree

Q9. When I am moderating a conversation, I prefer to complete my argument by one-person-speaking at-a-time without being interrupted.

Strongly Agree  Agree  Undecided  Disagree  Strongly disagree

Q10. When I am moderating a conversation, I encourage and invite other members to discussion e.g. I think Amina can better explain this to us, can you?

Strongly Agree  Agree  Undecided  Disagree  Strongly disagree

Q11. When my team mate is speaking during a discussion or meeting, if I must make a point, I would choose to interrupt and contribute my point e.g. I think this issue should be tackled first.

Strongly Agree  Agree  Undecided  Disagree  Strongly disagree

Q12. When my team mate is speaking during a discussion or meeting I patiently listen and provide feedback responses e.g. hmm, mm, Yeah, exactly, you are right.

Strongly Agree  Agree  Undecided  Disagree  Strongly disagree

Q13. During formal discussions and meetings where both male and female participants are present, I make a lot of contribution through statements, information, questions, arguments etc.

Strongly Agree  Agree  Undecided  Disagree  Strongly disagree

Q14. During formal discussions and meetings where both male and female participants are present, I make less contribution through statements, information, questions, arguments etc.

Strongly Agree  Agree  Undecided  Disagree  Strongly disagree

Q15. When my team-mates/subordinates make a mistake, I directly point out e.g. You have not written it properly.

Strongly Agree  Agree  Undecided  Disagree  Strongly disagree

Q16. When my team-mates/subordinates make a mistake, I point out indirectly e.g. This letter needs some improvement.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q17. As a moderator, while communicating final decisions during a discussion/meeting, I use 'I' statements such as e.g. I want all members to be here by 9.00 am sharp.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q18. As a moderator, while communicating final decisions during a discussion/meeting, I use inclusive 'We' and 'Us' structures e.g. Let's us all agree to be here by 9.00 am sharp.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q19. I cut off pre meeting chat abruptly to start meeting as close to the appointed time as possible.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q20. I do not abruptly cut off the pre-meeting chat before the formal start of meeting/discussion I rather allow participants more space/time for pre meeting chat.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q21. I strictly stick to agenda of the meeting.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q22. I allow some space for discussion on themes which are not directly part of the agenda and which come up during discussion.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q23. I expect my team mates /subordinates to be clear about performing tasks assigned to them. e.g. You must be clear about how to do this task.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q24. I support and mentor my team-mates/subordinates for performing tasks

assigned to them e.g. Let me know if you need any guidance.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q25. I mostly talk about Work and tasks related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q26. I mostly talk about personal and family related topics during informal chat with my colleagues before the start and after the end of meetings and formal discussions

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q27. If there is a conflict around a contentious issue I will prefer to avoid conflict.

- e.g. Let's get back to the agenda
- Can we put that on hold?

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q28. If there is a conflict around a contentious issue I will confront it then and there

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q29. If there is a conflict around an issue, as a moderator/chair I will choose to seek consensus by facilitating the discussion towards consensus.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

Q30. If there is a conflict around an issue, as a moderator/chair I will use my authority and assert my point of view.

Strongly Agree    Agree    Undecided    Disagree    Strongly disagree

## Annexure No.VI

### Observation Sheet-Meeting No.1

**1. Place of Meeting: held in a Predominantly Female Setup**

2. Nature of Meeting: Monthly Departmental meeting

3. Chair of Meeting: Female-Head of Department

4. Topic/Agenda: following are the meeting agenda points

- Formation of new WhatsApp group for department official communication
- Feedback about Milad arrangements by the department
- University's twenty years celebrations event

5. No + Gender of Participants: Total 8 participants – 1junior male+7 females

6. Key Points for Observation: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006)

Feminine	Masculine
Facilitative	Competitive
Supportive feedback	Aggressive interruptions
Conciliatory	Confrontational
Indirect	Direct
Collaborative	Autonomous
Minor contribution in public	Dominates (public) talking time
Person/process oriented	Task/outcome-oriented

<b>Speaker(s)</b>	<b>General Observations</b>
Meeting Chair- Ms.Irum	<ul style="list-style-type: none"> <li>• As a female chair she challenges the normative conception about feminine style of interaction because she utilizes the pre-meeting time to discuss a work related topic which is not directly included in the agenda. The normative conception about feminine style of interaction is that in feminine community of practice women tend to have more family oriented and personal conversation during pre-meeting talk.</li> <li>• Uses a combination of <i>I</i> and <i>We</i> structures</li> </ul>



	<ul style="list-style-type: none"> <li>• By using variety of linguistic structures and discourse features the meeting chair effectively performs and negotiates between collaborative and autonomous identity as head ,for example: use of inclusive <i>we, us</i> structures for building consensus on agenda points and use of direct + individualistic <i>I +me</i> statements for giving directives &amp; instructions</li> <li>• Adopts consensus oriented approach to manage conflict which arises during the meeting (e.g. selection of judge for videography competition)</li> <li>• At times she uses humor as a discourse strategy to mitigate and attenuate the force of direct orders and instructions</li> <li>• She uses a combination of relational and transactional approaches: Sometimes adopting relational/person oriented approach and being receptive and accommodating towards her staff. But sometimes she adopts transactional/task oriented approach by giving direct and unmitigated orders to firmly stress on the tasks being done.</li> <li>• While building consensus on agenda points ,instead of positioning herself as a boss, she positions herself as part of a team using solidarity oriented pronouns like <i>lets,us,we</i> -an example of collaborative interactional style</li> <li>• She uses direct and unmitigated linguistic structures to communicate disapproval (eg.when a female member gets up to take call during the meeting).</li> <li>• She draws on a variety of features from feminine as well as masculine styles of interaction to perform and construct her professional role as head and to negotiate between her gender identity and professional role. At times she becomes assertive to communicate the instructions loud and clear.</li> <li>• She constructs her professional identity in dynamic ways, at times enacting her authority in low key way by using indirect and mitigated structures and other times being more assertive, individualistic and direct.</li> <li>• She maintains the overall floor of meeting as collaborative and facilitative .However it does become competitive &amp; confrontational at times (eg.selection of judge).</li> </ul>
Meeting Participants	<ul style="list-style-type: none"> <li>• Most of the time meeting floor is held by the meeting chair. The reason for this is the nature of meeting agenda which mainly focusses on communicating new updates and decisions related to the department. However on some agenda points, the chair generates discussion and engages the participants in order to take suggestions and build consensus on department and faculty related matters.</li> <li>• Although the meeting is taking place in a relatively feminine community of practice, the female participants of the meeting in this extract use discourse features which are indexed as features of masculine interactional styles. For example the female participants use confrontational humor to mock their junior female colleague.</li> <li>• There is only one male participant in the meeting who is a junior faculty member. He makes very little contribution in the discussion</li> <li>• The senior as well as junior participants of the meeting are very receptive to</li> </ul>

	<p>the meeting chairs orders and instructions. The meeting floor is mainly collaborative and conciliatory as most of the discussion points are finalized by building consensus.</p> <ul style="list-style-type: none"> <li>• There is very little conflict as the participants take part in discussion and the overall discussion is not confrontational.</li> </ul>
--	--

## Observation Sheet-Meeting No.2

### **1. Place of Meeting: held in a Predominantly Female Setup**

2. Nature of Meeting: Planning Meeting for an upcoming International Conference.

3. Chair of Meeting: co-chaired by two male members who are president & vice president of the organizing committee)

4. Topic/Agenda: following are the meeting agenda points

- Extension in registration deadline for the conference participants
- abstract submission+review+finalization
- Program format
- Messages to be included
- Budget management
- Media coverage

5. No + Gender of Participants: Total 8 participants – 2 males + 6 females

6. Key Points for Observation: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006)

Feminine	Masculine
Facilitative	Competitive
Supportive feedback	Aggressive interruptions
Conciliatory	Confrontational
Indirect	Direct
Collaborative	Autonomous
Minor contribution in public	Dominates (public) talking time
Person/process oriented	Task/outcome-oriented

Speaker(s)	General Observations
Meeting Chair and Co-Chair Ahmed & Ali	<ul style="list-style-type: none"> <li>• Both male leaders use longer explanations, indirect and depersonalized structures to soften the effect of their assertions.</li> <li>• Male Chair Ahmad, most of the times, positively accommodates the direct disagreements from female participants – He adopts conciliatory conversational style and does not become confrontational.</li> <li>• Both males create a collaborative and consensus based conversational floor</li> <li>• There is stylistic and linguistic variability in the way they perform their professional role in a feminine context. They do not position themselves as authoritarian and autocratic chairs, but generate discussion and allow space for suggestions of other meeting participants and accommodate some of their suggestions positively.</li> <li>• Meeting chair Ahmed enacts his professional identity in flexible ways by employing multiple discourse strategies at different points—a combination of direct and indirect discourse features.</li> <li>• At some points in meeting he performs his role as a team oriented professional, whereas he adopts a more authoritative professional identity at some points as he realizes that there is not enough time to debate and build consensus on every minor point.</li> <li>• He employs various discourse strategies to run the meeting and negotiate between his masculine gender identity and professional role.</li> <li>• Towards the end, as the chair wraps meeting quickly, he gives a number of directives using direct linguistic structures.</li> <li>• Keeping the time constraint in mind, the chair makes sure all the required and due directives are communicated clearly. Instead of having lengthy discussions, he uses direct and brief linguistic structures to give directives within the short time that was left to wind up the meeting proceedings.</li> <li>• As Ahmed switches from collaborative to imperative discourse strategies, it can be clearly noticed that the reason for using imperative structures originates from contextual factor, which is time constraint in this case, and not directly from the gender of the speaker.</li> </ul>
Meeting Participants	<ul style="list-style-type: none"> <li>• The conversational sequence in this meeting is co-constructed with a balanced contribution from male and female participants.</li> <li>• Since the start of the meeting, both male and female participants use a strategic combination of collaborative, inclusive (e.g. <i>we, us</i>), as well as autonomous linguistic structures (e.g. <i>in my opinion, I think, must have</i>).</li> <li>• At some points, the female participants use direct structures <i>I don't think, no, do not include this</i> and modal auxiliary <i>must</i> and <i>should</i> to express disagreements and agreements on points of discussion. Yet the conversational floor does not become competitive or confrontational.</li> <li>• Collaborative humor conventionally associated with feminine interactional style: In this meeting, the male chair and the female participants make effective use of collaborative humor while having conversations about the</li> </ul>

	<p>challenges of limited budget. Collaborative humor makes the conversation more conciliatory and less confrontational.</p> <ul style="list-style-type: none"> <li>• There is not much small-talk or pre-meeting talk. The meeting starts formally on time and the chair sticks to agenda with an aim to complete discussion on all points within time.</li> <li>• The meeting participants mostly give supportive feedback on suggestions which are acceptable.</li> <li>• There are no aggressive interruptions by any of the participants-male or female.</li> </ul>
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### **Observation Sheet-Meeting No.3**

**1. Place of Meeting: held in a Predominantly Female Setup**

2. Nature of Meeting: Preparatory Meeting for an upcoming International Conference.

3. Chair of Meeting: Chaired by Female head of department which is hosting the conference

4. Topic/Agenda: following are the meeting agenda points:

- Planning and Preparation of cultural and recreational events during international conference
- Accommodation booking for foreign guests
- Shields and certificates for speakers

5. No + Gender of Participants: Total 8 participants – 2 males + 6 females

6. Key Points for Observation: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006)

Feminine	Masculine
Facilitative	Competitive
Supportive feedback	Aggressive interruptions
Conciliatory	Confrontational
Indirect	Direct
Collaborative	Autonomous
Minor contribution in public	Dominates (public) talking time
Person/process oriented	Task/outcome-oriented

Speaker(s)	General Observations
Meeting Chair-Fatima	<ul style="list-style-type: none"> <li>• In the opening conversational sequence of the meeting, the female chair Fatima enacts her professional and personal identity in a strong and assertive manner thereby establishing her authority as a head.</li> <li>• By using direct and assertive discourse strategies, she constructs and performs her identity as an assertive, autonomous and strong leader.</li> <li>• She uses imperatives and enacts her authority in a very strong way and gives unmitigated directives assertively</li> <li>• She is doing gender and performing leadership by using direct, assertive and unmitigated discourse strategies to convey disagreements, refusals, and disapprovals. All these discourse strategies are traditionally associated with the masculine style of interaction.</li> <li>• Though she is interacting in a feminine community of practice, she dominantly uses features of masculine style of interaction. All these discourse strategies construct her as an authoritarian leader who strongly claims and retains her authority while running the meeting interaction.</li> <li>• She uses <i>Hum (us)</i> structures, but the use of <i>hum (us)</i> does not seem to imply an inclusive team oriented approach.</li> <li>• By using imperatives and direct structures ,she constructs her professional identity and runs meetings in ways that challenge traditional gender norms and stereotypes</li> <li>• She enacts and performs her professional identity in an autonomous and assertive manner</li> <li>• The discourse strategies used by her demonstrate how a woman leader integrates communicative skills indexed as normatively masculine with her feminine gender identity by doing effective leadership in a predominantly feminine community of practice.</li> </ul>
Meeting Participants	<ul style="list-style-type: none"> <li>• Both male and female participants are doing gender and performing their gender and professional identities in non-normative ways. The male members give indirect and depersonalized suggestions- they are not assertive- male participants are using features of feminine style of interaction whereas female participants are using features of masculine style of interaction.</li> <li>• In the presence of two senior female participants one of whom is meeting chair, the two male participants mostly use indirect and mitigated structures for giving suggestions and expressing their point of view.</li> <li>• When one male participant Ahmad makes his suggestion using an indirect and mitigated linguistic strategy – a senior female participant Saania responds to Ahmad rejecting his suggestion with a strong and assertive sentence,</li> <li>• Aggressive interruptions-Both male participants are assertively interrupted by Saania</li> <li>• Saania enacts her identity in quite masculine way as she uses direct and strong confrontational discourse and bluntly interrupts Ali’s speech twice. Saania is a</li> </ul>

	<p>female interacting in a female cosp, but knowing her authority as a senior faculty, she strongly asserts herself in quite non-normative way. Being senior, she assertively negotiates and claims an authoritative professional identity.</p> <ul style="list-style-type: none"> <li>• In the presence of a strong and assertive female chair who does not mitigate her disapprovals, the male participants give their point of views and suggestions mostly using indirect and depersonalized sentence structures.</li> <li>• The linguistics structures and strategies used by both male and female participants are opposite to the normative linguistic choices associated with males and females while enacting their professional identities</li> <li>• In this meeting the normative ways of interaction are challenged by the linguistic structures and choices used by the both male and female participants and professional and gender identities are negotiated within the micro instances of interaction.</li> </ul>
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### Observation Sheet-Meeting No.4

**1. Place of Meeting: held in gender segregated all-male Setup**

2. Nature of Meeting: department faculty meeting-Planning & Preparation for the new semester

3. Chair of Meeting: Chaired by Male head of department

4. Topic/Agenda: following are the meeting agenda points:

- Course Allocation
- Workload, Time Table
- Students attendance criteria for exams

5. No + Gender of Participants: Total 8 participants – All males

6. Key Points for Observation: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006)

Feminine	Masculine
Facilitative	Competitive
Supportive feedback	Aggressive interruptions
Conciliatory	Confrontational
Indirect	Direct
Collaborative	Autonomous

Minor contribution in public    Dominates (public) talking time  
 Person/process oriented            Task/outcome-oriented

Speaker(s)	General Observations
Meeting Chair-Male head of department-Dr.Imran	<ul style="list-style-type: none"> <li>• The chair Dr.Imran sets an inclusive tone right at the start of meeting by using solidarity oriented plural pronoun <i>hum</i></li> <li>• In the opening conversational sequence the linguistic structures used by the chair construct his identity as a team oriented head and indicate his plans to do course allocation collaboratively with the consultation of his faculty members by building consensus.</li> <li>• He uses collaborative interactional style and by using words like <i>hum, apus mein, ek doosray say mashwara</i> he identifies himself as part of the team and does not distance himself as a head.</li> <li>• Uses indirect structures for giving directives</li> <li>• The collaborative, inclusive and consensus oriented discourse strategies used by him construct his professional identity as a collaborative and conciliatory leader.</li> <li>• He is a male head of department running meeting in a predominantly masculine community of practice but the discourse strategies he uses are conventionally coded as features of feminine interactional style</li> <li>• His style of interaction defies the masculine stereotype as he performs his professional identity by using conventionally feminine discourse strategies.</li> <li>• He uses conciliatory and team oriented discourse features adopted to perform consensus oriented leadership identity. (Use of <i>kindly, we will decide together, let's discuss together</i>).</li> <li>• Uses indirect and polite discourse strategies (<i>Kindly, please</i>)</li> <li>• He does not give directives but rather positions himself as part of the team in order to work together for taking decisions and managing departmental tasks.</li> <li>• He effectively negotiates between his gender identity and his role as head using quite unconventional and non-normative linguistic strategies because collaborative and conciliatory features of interactional style are conventionally indexed as feminine.</li> <li>• Features of discourse associated with feminine style of interaction are effectively employed by him to perform leadership and do gender in a masculine community of practice.</li> </ul>
Meeting Participants	<ul style="list-style-type: none"> <li>• The meeting chair, and the senior as well as junior participants of the meeting interact collaboratively. Throughout its course the discussion does not get confrontational or competitive at any single point and reaches conclusion through a collaborative and conciliatory management of whole interaction</li> <li>• Despite the fact that this meeting takes place in a masculine cofp in an all-male setup, and all participants of the meeting are males, the discourse strategies used by them align predominantly with the feminine style of interaction.</li> <li>• Effective use of collaborative humor(conventionally indexed as an aspect of</li> </ul>

	<p>feminine interactional style) where the senior as well junior faculty members make effective use of humor to handle a situation which could have become confrontational otherwise.</p> <ul style="list-style-type: none"> <li>• The use of collaborative humor by a males in a masculine cofp highlights that people perform their professional identities in variety of ways including normative as well as non- normative ways depending on what works best in the given context.</li> <li>• Dr.Khan, who is a senior male faculty member, gives his suggestions using direct, autonomous, and unmitigated linguistic expressions. Despite this, the meeting floor does not become competitive or confrontational.</li> </ul>
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### Observation Sheet-Meeting No.5

**1. Place of Meeting: held in gender segregated all-male Setup**

2. Nature of Meeting: department faculty meeting-Planning & Preparation for the new semester

3. Chair of Meeting: Chaired by Male head of department

4. Topic/Agenda: following are the meeting agenda points:

- Course Allocation
- Hiring of visiting faculty
- Issues of rooms and space for the classes

5. No + Gender of Participants: Total 7 participants – All males

6. Key Points for Observation: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006)

Feminine	Masculine
Facilitative	Competitive
Supportive feedback	Aggressive interruptions
Conciliatory	Confrontational
Indirect	Direct
Collaborative	Autonomous
Minor contribution in public	Dominates (public) talking time
Person/process oriented	Task/outcome-oriented

<b>Speaker(s)</b>	<b>General Observations</b>
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<p>Meeting Chair-Male head of department-Dr.Nasir</p>	<ul style="list-style-type: none"> <li>• Dr.Nasir, claims his authority as meeting chair at the very beginning and sets an autonomous tone in the introductory remarks</li> <li>• He uses direct and assertive linguistic structures for giving directives using features of interactional style which are conventionally associated with masculine style.</li> <li>• Dr.Nasir performs his role as head in conventional manner in a masculine community of practice (cofp) using discourse strategies which are normatively associated with masculine style of interaction.</li> <li>• He issues straight and unmitigated directives without allowing space for any debate and input from his faculty members.</li> <li>• The direct and assertive discourse features used by the chair do not position him as a consensus oriented leader.</li> <li>• He gives instructions and issues directives to his faculty members</li> <li>• He is performing his professional identity in typically masculine style using features of masculine cofp where contestation and challenge is unmarked.</li> <li>• The use of imperatives for giving directives, the use of direct discourse strategies, firm disagreements and confrontational discourse, all contribute to construction of Dr.Nasir’s authoritative and normatively masculine leadership identity.</li> <li>• At some points he makes strategic choice of using humor as a discourse strategy to manage a possibly confrontational communication.</li> <li>• The use of collaborative humor as a discursive resource helps him in facilitating effective management of discourse on possibly confrontational issue.</li> </ul>
<p>Meeting Participants</p>	<ul style="list-style-type: none"> <li>• The meeting chair dominates most of the conversation and invites minimum participation from the faculty members and does not seek to build consensus on administrative matters.</li> <li>• The participants of the meeting use indirect and mitigated discourse strategies to communicate their requests and suggestions.</li> <li>• This meeting takes place in an all-male setup but in the presence of an assertive chair, the male participants are using indirect ,polite and mitigated discursive strategies which are normatively indexed as feature of feminine interactional style</li> <li>• The participants also make strategic use of humor as a feature of interactional style to communicate during a possibly confrontational situation.</li> </ul>

### **Observation Sheet-Meeting No.6**

**1. Place of Meeting: held in mixed gender Setup**

2. Nature of Meeting: Director Campus meeting with heads and members of the committees formed for university’s foundation stone laying ceremony event

3. Chair of Meeting: Chaired by Male Director Campus

4. Topic/Agenda: following are the meeting agenda points:

- To assign duties to all committees and give directions regarding deadlines and SOPs

5. No + Gender of Participants: Total 16 participants – 10 males + 6 females

6. Key Points for Observation: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006)

Feminine	Masculine
Facilitative	Competitive
Supportive feedback	Aggressive interruptions
Conciliatory	Confrontational
Indirect	Direct
Collaborative	Autonomous
Minor contribution in public	Dominates (public) talking time
Person/process oriented	Task/outcome-oriented

Speaker(s)	General Observations
Meeting Chair-Male Director Campus-Dr.Sami	<ul style="list-style-type: none"> <li>• As chair of the meeting and being the chair of all committees, Dr.Sami asserts his authority by using direct, firm, and unmitigated directives for giving instructions. In the very start of the meeting he establishes his authority as chair and takes strong autonomous identity as a boss.</li> <li>• He enacts his authority firmly when he holds his team members accountable on issue of non-compliance. He is direct in pointing out the mistakes of his team members and he conveys his disapproval very strongly</li> <li>• Dr.Sami is doing power and performing his professional and gender identity in conventional masculine and normative way in a mixed gender setup, using direct, assertive and firm discourse strategies.</li> <li>• Dr.Sami adopts transactional approach as a boss and stays focused on the goals and tasks to be accomplished, which is an interactional style conventionally coded as masculine.</li> </ul>
Meeting Participants	<ul style="list-style-type: none"> <li>• The meeting is attended by 15 other senior faculty members and administrative staff but Dr.Sami holds the meeting floor most of time and gives directions and orders to all committees. He does not allow much space</li> </ul>

	<p>for discussion or consultation. He enacts his professional identity assertively using direct linguistic structures to give orders and instructions.</p> <ul style="list-style-type: none"> <li>• The meeting participants are mostly at the receptive end of communication as the meeting chair is assigning duties and giving instructions.</li> <li>• The participants use polite, indirect and courteous discourse features to receive instructions and ask questions for clarification from the meeting chair.</li> </ul>
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### Observation Sheet-Meeting No.7

**1. Place of Meeting: held in mixed gender Setup**

2. Nature of Meeting: Planning meeting of university societal board held in a mixed gender setup to discuss about management of students week

3. Chair of Meeting: Chaired by a senior female faculty Dr.Aiza who is director students’ affairs. The meeting is co-chaired by Dr.Bilal who is senior most male faculty member and is director campus also.

4. Topic/Agenda: following is the meeting agenda:

- Arrangements of Students Week

5. No + Gender of Participants: Total 16 participants – 10 males + 6 females

6. Key Points for Observation: Widely cited features of feminine and Masculine Interactional Styles (Adopted from Holmes 2006)

Feminine	Masculine
Facilitative	Competitive
Supportive feedback	Aggressive interruptions
Conciliatory	Confrontational
Indirect	Direct
Collaborative	Autonomous
Minor contribution in public	Dominates (public) talking time
Person/process oriented	Task/outcome-oriented

Speaker(s)	General Observations
<p>Meeting Chair- senior female faculty Dr.Aiza who is director students affairs</p> <p>Co-chaired by Dr.Bilal who is senior most male faculty member</p>	<ul style="list-style-type: none"> <li>• The meeting is chaired by a female and a male together but the floor of meeting does not seem to be competitive or confrontational in the start. The discussion builds up collaboratively based on the input from male as well as female participants.</li> <li>• Dr.Aiza appears to be very much in her professional identity exercising her say in the discussion. In this beginning excerpt of the meeting she uses mitigated sentence structures and exercises her role in a low-key manner without being direct and loud.</li> <li>• Dr.Aiza is strategically using the indirect and impersonal linguistic structures for directives as a courtesy to the presence of senior male and female faculty members. Another possible reason for choosing the above linguistic strategies might be to be flexible and allow space for discussion, approval and disapproval.</li> <li>• In the presence of senior faculty members and a senior co-chair, sometimes Dr.Aiza exercises her leadership indirectly and covertly and makes strategic linguistic choices which keep the overall pattern meeting discussion non-confrontational.</li> <li>• She negotiates between her professional role as meeting chair and her gender identity as a female faculty by being strategic and non-confrontational.</li> <li>• By strategically employing non-confrontational linguistic structures which are conventionally indexed as features of feminine style of interaction, she gets positive response from all senior male and female participants for her directives and decisions.</li> <li>• She constructs her professional identity as an autonomous team leader who strongly refuses to be held accountable for things which are beyond her control.</li> <li>• She performs her role as chair with authority as she asserts what is doable within the available resources.</li> </ul>

	<ul style="list-style-type: none"> <li>• She skillfully negotiates a middle space between the feminine and masculine spectrum and uses a mix of collaborative and confrontational discourse strategies.</li> <li>• However at some points she uses direct linguistic structures to communicate her disapproval using a strong negative <i>nahi(No)</i>. She asserts her point strongly and leaves no space for further debate as she disproves the suggestion made by male co-chair Dr.Bilal about holding Arts competitions.</li> <li>• Dr.Aiza uses direct discourse strategies for disapproval and disagreements</li> <li>• She strongly claims her role and displays her authority by taking stances firmly and directly.</li> <li>• She takes full charge of her role as director student’s affairs and takes firm and assertive stance on disapproving the suggestions which she believes are not feasible.</li> </ul>
Meeting Participants	<ul style="list-style-type: none"> <li>• The Collaborative and non-confrontational aspects of the meeting discussion are important to note as in a mixed gender setup both male and female faculty members are interacting.</li> <li>• There is a clear collaborative approach as male participants support the suggestions and decisions shared by female director students affairs Dr.Aiza</li> <li>• The negotiation of authority between the male and female participants is an interesting aspect of this mixed gender setup meeting. Dr.Aiza seems to be open to suggestions from the participants but at many points she does not negotiate on her authority and retains it by asserting her viewpoint strongly.</li> <li>• An important aspect to note is that no one confronts her assertive enactment of professional identity and she gets enough space to negotiate and claim her authority.</li> <li>• This meeting interaction highlights an important aspect of mixed gender workplace discourse in which male members attempt to stereotype the female sports officer on the basis of her gender and try to position her as a female sports officer who will need male coordinators to manage male students during sports. This positioning and stereotyping is done through gendered discourse where Sara’s ability as a sports officer is questioned on the basis of her gender <i>female hain-sath ek male teacher ho</i>.</li> <li>• Sara (the female sports officer) very strongly and assertively rejects to be</li> </ul>

	<p>stereotyped by male colleagues and confronts their remarks. She strongly objects to be perceived incapable or weak on the basis of her gender and rejects to be seen from the optics of gender</p> <ul style="list-style-type: none"><li>• Sara successfully negotiates between her gender identity and her professional identity as she strongly confronts gender stereotyping and claims her authority firmly.</li><li>• Dr.Aiza and Sara integrate a variety of discourse strategies from conventionally masculine as well as feminine spectrum to perform and negotiate between their professional roles and their due authority.</li><li>• The way they manage their discourse strategies, redefines what it means to be a female authority holder in a mixed gender setup</li></ul>
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