



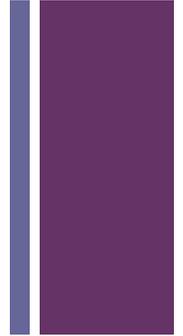
*Increasing  
your  
Professional  
Presence*



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Dorros Professor of Life Sciences

(With assistance from Alliance  
#2 of the NSF-ADVANCE  
project)

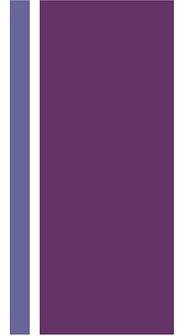
# + *5 Steps to Professional Presence*



- Step 1. Recognize the Inherent Power of your Professional Presence
- Step 2. Establish Effective Nonverbal Communication
- Step 3. Create your Virtual Presence
- Step 4. Demonstrate Good Leadership Skills
- Step 5. Engage in the Workplace

*Reference: “5 Steps to Professional Presence:  
How to Project Confidence, Competence, and Credibility at Work”  
by Susan Bixler and Lisa Scherrer Dugan*

# + Recognize the Inherent Power of your Professional Presence



- First impressions: be aware of your appearance; display good communication skills, both verbal and nonverbal; establish the value you provide
- Self-promotion: network; publish; submit grant proposals; volunteer to give talks or serve in leadership roles; make friends with the media; hand out business cards

# + Corollary for Academics: Enthuse 'em or Lose'em<sup>1</sup>

- The importance of the first class: "You Never Get a Second Chance to Make a First Impression." Hayward, P.  
[http://www.allacademic.com/meta/p74696\\_index.html](http://www.allacademic.com/meta/p74696_index.html)

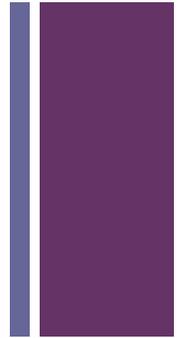
**Abstract:** University students were surveyed at the end of the first day of class to determine their initial impressions of their instructors and to find out what instructional behaviors led to those impressions... The majority of student responses focused on Communicative Competence (instructor's overall speaking ability, verbal and nonverbal communication skills, ability to adapt material to the students' knowledge level, level of clarity, organizational skills, and ability to generate interest).

<sup>1</sup>Title from a talk by Michael Silver, Frederick Garrett and Helen Floor Dekker Professor of Chemistry at Hope College.

# + Corollary for Academics: Enthuse 'em or Lose'em

- The importance of the first class: “Half a minute: Predicting teacher evaluations from thin slices of nonverbal behavior and physical attractiveness.” Ambady, N.; Rosenthal, R., *Journal of Personality and Social Psychology*. 1993 Mar Vol 64(3), 431-441.

**Abstract:** Consensual judgments of college teachers' nonverbal behavior based on very brief (under 30 sec) silent video clips significantly predicted global end-of-semester student evaluations of teachers...



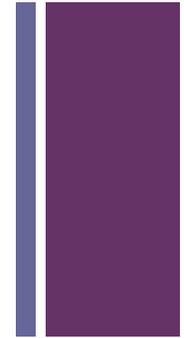
# + Corollary for Academics: Enthuse 'em or Lose'em

- The importance of enthusiasm: “How'm I doing? Problems with student ratings of instructors and courses.” Williams, W. M.; Ceci S. J., *Change*. 1997 Sept/Oct, 13-23.

For two semesters at Cornell University, Prof. Ceci taught the exact same developmental psychology course—with one exception. The second time, he adopted a more “enthusiastic” style. Student ratings of his course improved significantly, with higher scores in the second semester for his level of knowledge, organization, accessibility, fairness, and even the quality of the textbook. Students also reported increased learning, although performances on the tests were the same in both courses.

+

# Corollary for Academics: Enthuse 'em or Lose'em



## ITS THE WAY THEY LEARN,

### TRY TO DO SOMETHING VISUAL



*Reference: Dr. Michael Silver,  
Department of Chemistry, Hope  
College*

### YESTERDAY

HIGH FIDELITY LP'S

POLITICAL DEBATES

PAYING ATTENTION IN CLASS

NEW YORK TIMES

NEWS DOCUMENTARIES

USING IMAGINATION TO PLAY

READING A BOOK

LOOK UP THINGS IN  
ENCYCLOPEDIA BRITANNICA

WRITING A REPORT WITH PENCIL  
AND PAPER

### TODAY

MTV

30 SECOND SOUND BITES

ATTENTION DEFICIT SYNDROME

USA TODAY

CNN AROUND THE WORLD IN 30 MIN.

HOURS OF VIDEO GAMES

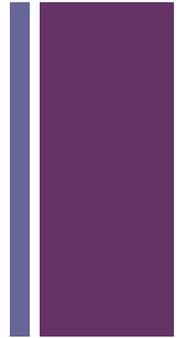
WATCHING TV

ACCESS AND CROSS REFERENCE  
FROM A CD-ROM

WORD PROCESS ON A 586-90MHz  
7.5 MEGAFLOP PC WITH BUILT IN  
SPELL CHECK AND THESAURUS



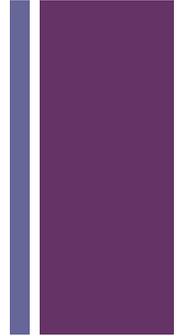
# Establish Effective Nonverbal Communication



- Never let them see you sweat: nobody likes a complainer
- Language of presence: display energy, confidence, and enthusiasm
- Make eye contact and have good posture
- Dress appropriately



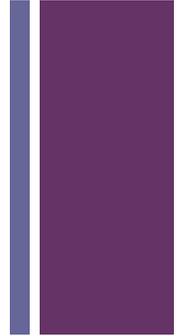
# Create your Virtual Presence



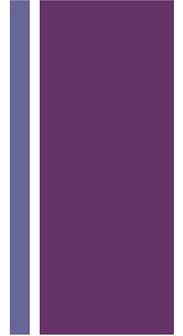
- Go high tech and high touch: your webpages may substitute for first impressions, so make sure they are effective
- Phone presence: evaluate before you answer; keep your outgoing message short and friendly and change it every 3 months; leave short messages; do not leave a harsh voicemail; make phone appointments for important business
- Email: cc'ing the Dean is a power play; be careful what you send (it's in writing and could be forwarded); don't send an email when you are angry; proof read before sending

# + Demonstrate Good Leadership Skills

- Effective meeting management: have an agenda; be punctual- start and end on time; don't recap information for latecomers; keep the meeting brief and to the point (50 minutes is generally long enough); always end with action steps

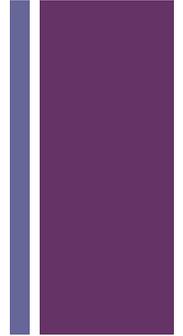


# + Promega's 10 Golden Rules for Running Meetings



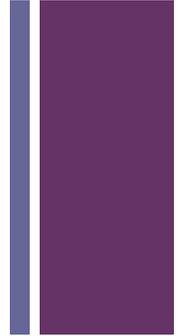
- Know the results you are after! Set goals and stay focused on achieving them; send necessary data, reports, etc. prior to meeting, and set expectations that these materials must be reviewed before the meeting to use meeting time effectively.
- Position people to add value! Send questions instead of topics on the meeting agenda; call individuals to let them know where you want them to really contribute.
- Model conduct you would expect! Show effective active reflective listening. If you don't want distractions in the room (cell phones, etc.) make that clear and "walk the talk."
- Have an agenda and timeline...and stick to them! For each agenda item, assign a range of time that will be spent on the item. If more time is necessary for an item, move past it and complete the rest of the agenda. Return to the item as time allows.

# + Promega's 10 Golden Rules for Running Meetings



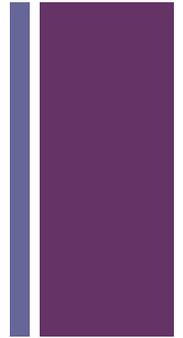
- Share responsibility! Appoint agenda item leaders; delegate and rotate responsibility for various roles in the meeting (minutes, etc.).
- Be ready for surprises! Out-of-the box thinking - don't dismiss this right away.
- Have rules of engagement! Interruptions - when and under what circumstances; if you want participation, tell people that is the expectation.
- Beware spontaneous meetings! In the hallway is expedient but may not assure follow-through; consider when to "take" the spontaneous meeting and when to ask instead for a sit-down
- Follow-up! At the end of meetings, review actions to be taken and member responsibilities; use individual e-mails or calls to track needs and results.
- Don't hold a meeting just because that's what you've always done!

# + Engage in the Workplace



- Participate in social events when possible: department parties, outings, retreats
- Show “team spirit”: meet with prospective students; be enthusiastic about the department and College; wear departmental t-shirts when appropriate; give credit where credit is due
- Lead by example: if you are actively engaged in your scholarship, students are more likely to be engaged as well
- Embrace success through the five R’s:

# + The Five R's<sup>1</sup>



- Respect: both earned and given
- Responsibility: willingness to be responsible for your own actions
- Resourcefulness: when given lemons, make lemonade
- Revenue development: individually and institutionally
- Risk taking: essential to innovation and prevents getting stuck in a rut

*Reference*: “Membership in the Club: The Coming of Age of Executive Women” by Dawn-Marie Driscoll and Carol R. Greenberg, as summarized by Madeline Jacobs, *Chemical and Engineering News*, Nov 9, 1998, 62-66.