

# Creating the right impression

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# Creating the right impression

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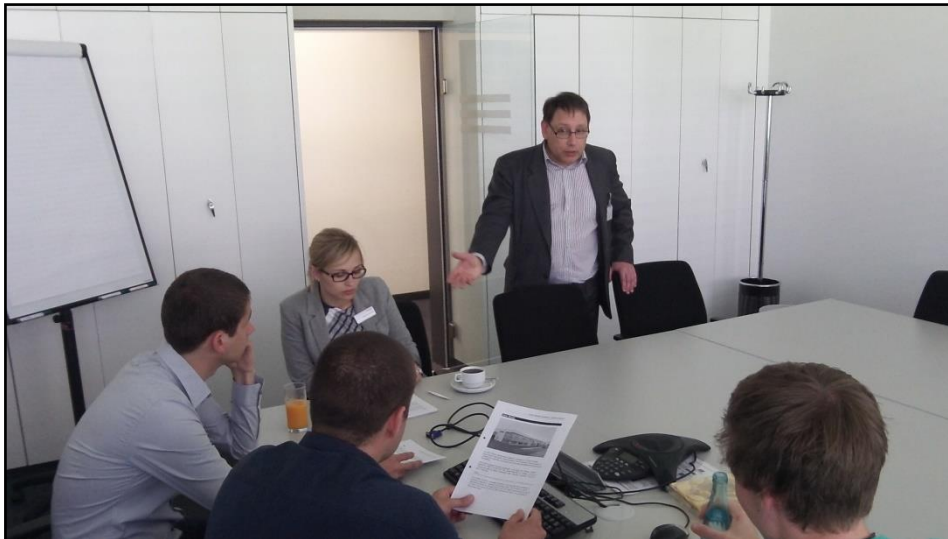
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These slides are available  
on my website



## Training & consulting



# Conferences





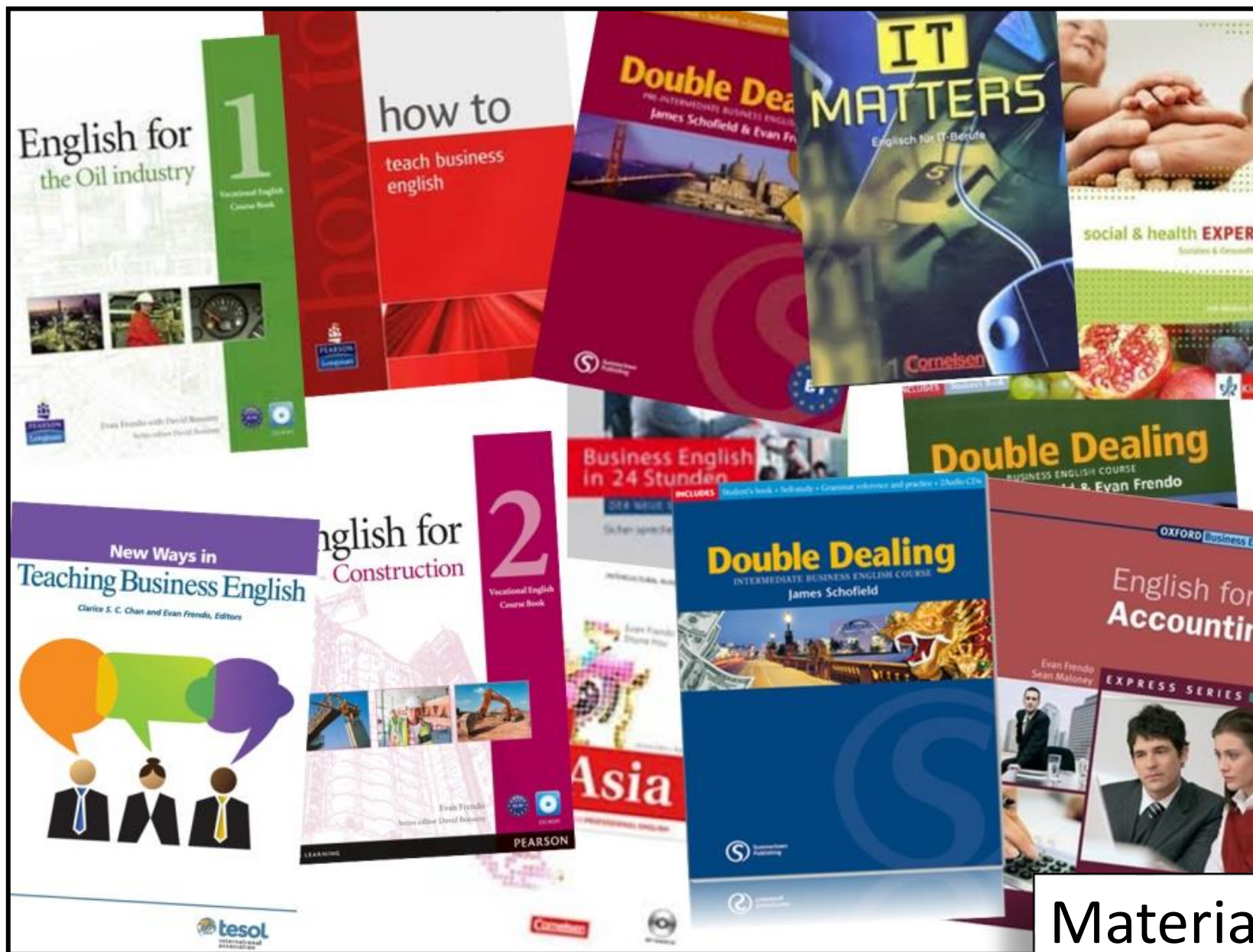
# Teacher training

A group of 12 people, including teachers and trainers, posing for a photo at the LCCI FTBE Professional Trainers Training Workshop. They are holding certificates and giving thumbs up. The background banner reads "LCCI FTBE Professional Trainers Training Workshop Feb 11 ~ 13, 2011 at NTIT, Taiwan".









Materials

Impression management is about how we seek to look and sound good when we interact with other people. Successful communicators know how to do this, and use specific language and techniques in order to create the right impression.

The workshop will be in two parts. First we will examine what we mean by impression management and look at its relevance to us in our own roles as teachers. What techniques can we use to make sure that we give the right impression as we interact with our clients, colleagues and learners? Second, we will look at activities which we might adapt for use in our own teaching contexts, and consider whether or not teaching such impression management skills and language is part of our role as language teachers.



# Outline

1. What is impression management?  
How relevant is it to us as teachers?
2. Possible classroom activities. Is  
impression management a useful  
perspective in our classrooms?

What is impression  
management?

Apple?



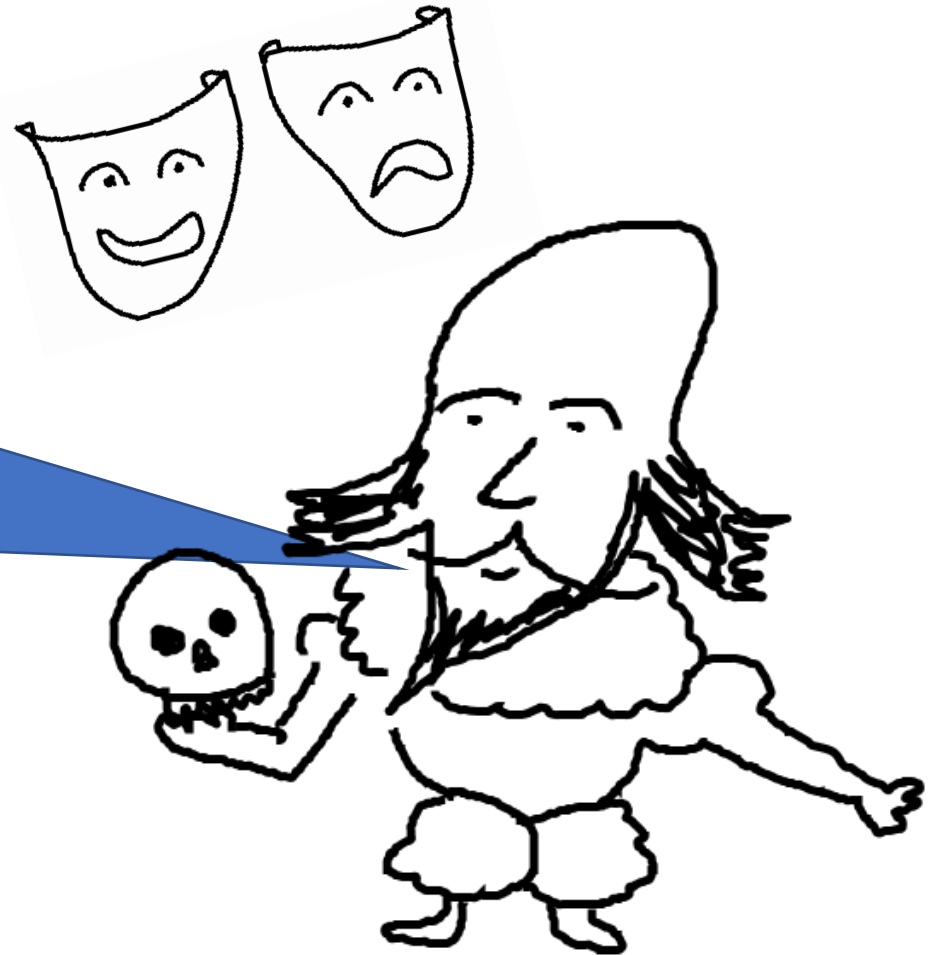




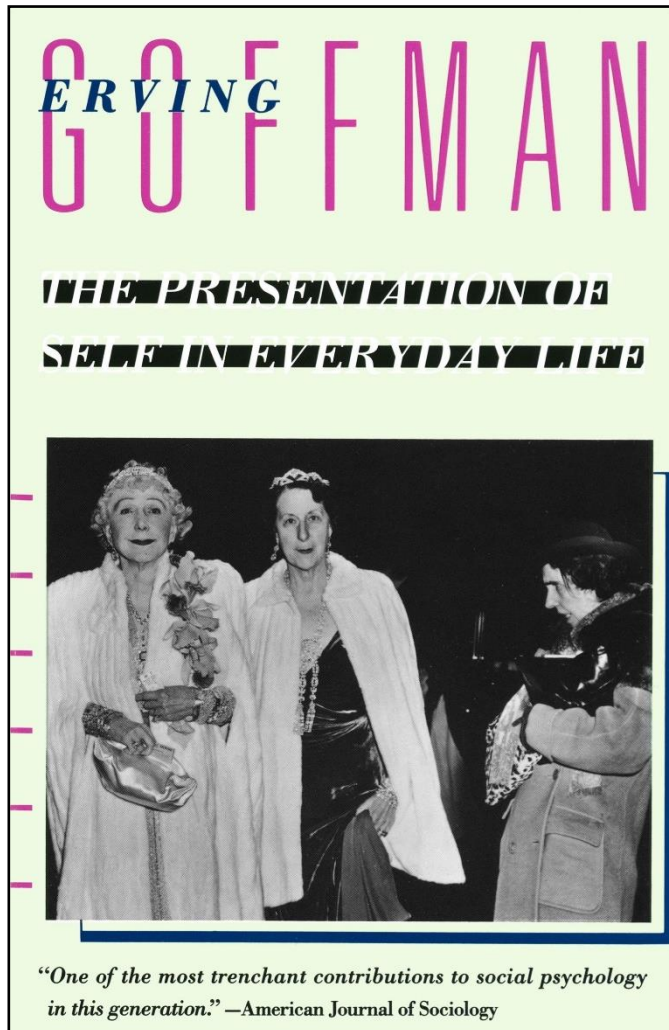
ethos  
pathos  
logos

Aristotle 384-322 BC

All the world's a  
stage, and all the  
men and women  
merely players



# Goffman



- Actors in a performance
- Front stage / back-stage
- Construction of social reality
- Identity



# Collective identities

- Gender
- Age
- Culture
- Profession



<https://pixabay.com/illustrations/human-silhouettes-group-668300/>

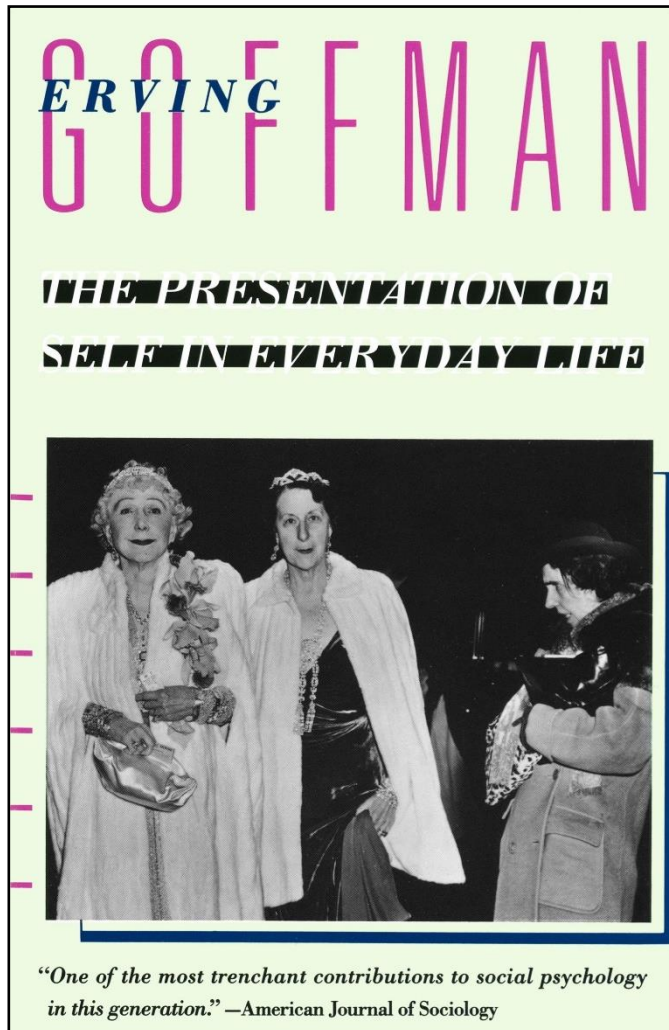
# Identity constructed through difference

- Ingroup
- Outgroup



<https://pixabay.com/photos/stormtrooper-star-wars-lego-storm-1343877/>

# Goffman



“... when an individual appears before others he will have many motives for trying to control the impression they receive of the situation.” (p. 15)



# Definition

“conscious or unconscious attempt to control the images that are projected in . . . social interactions”

Schlenker, 1980, p. 6

# Definition

language

“use of ~~behaviors~~ to intentionally regulate the impressions that observers have of oneself”

Lewis & Neighbors, 2005, p. 470

# Tactics

Did I mention I travel a lot?

You are such a wonderful audience!

I got up at three o'clock to rehearse this presentation

If you don't keep quiet I'll ask you to leave the room

I am such a poor teacher that my students fall asleep during my lessons

<b>Self-promotion</b>		
<b>Ingratiation</b>		
<b>Exemplification</b>		
<b>Intimidation</b>		
<b>Supplication</b>		



# Tactics

Did I mention I travel a lot?

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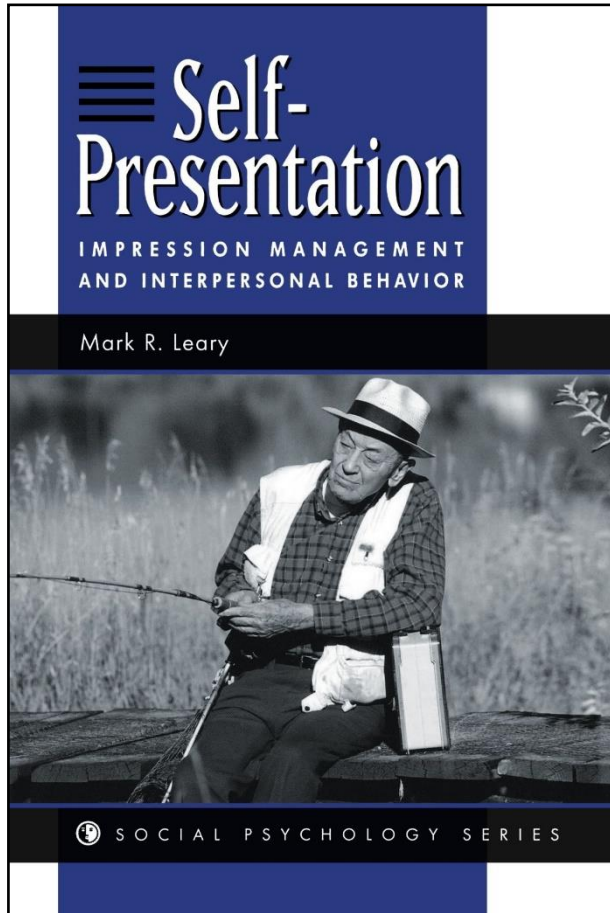
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<b>Self-promotion</b>	Competent	Conceited
<b>Ingratiation</b>	Likable	Sychophant
<b>Exemplification</b>	Dedicated	Feels superior
<b>Intimidation</b>	In control	Bossy
<b>Supplication</b>	Honesty	Lazy

# When things go wrong



- Apologies (accepting responsibility)
- Accounts (explanation for behaviour)
  - Refusals (“Nothing to do with me”)
  - Excuses (“I wasn’t feeling well”)
  - Justification (“I did it for his own good”)
  - Avoidance (“None of your business”)

Leary, 1996, pp. 125-130

# Social media self-promotion

“Chuffed to see a copy of my latest book arrive through the post.”

“I’m am very excited to be working with [INSERT NAME] on our new project starting next week. So pleased we got the funding from the EU.”

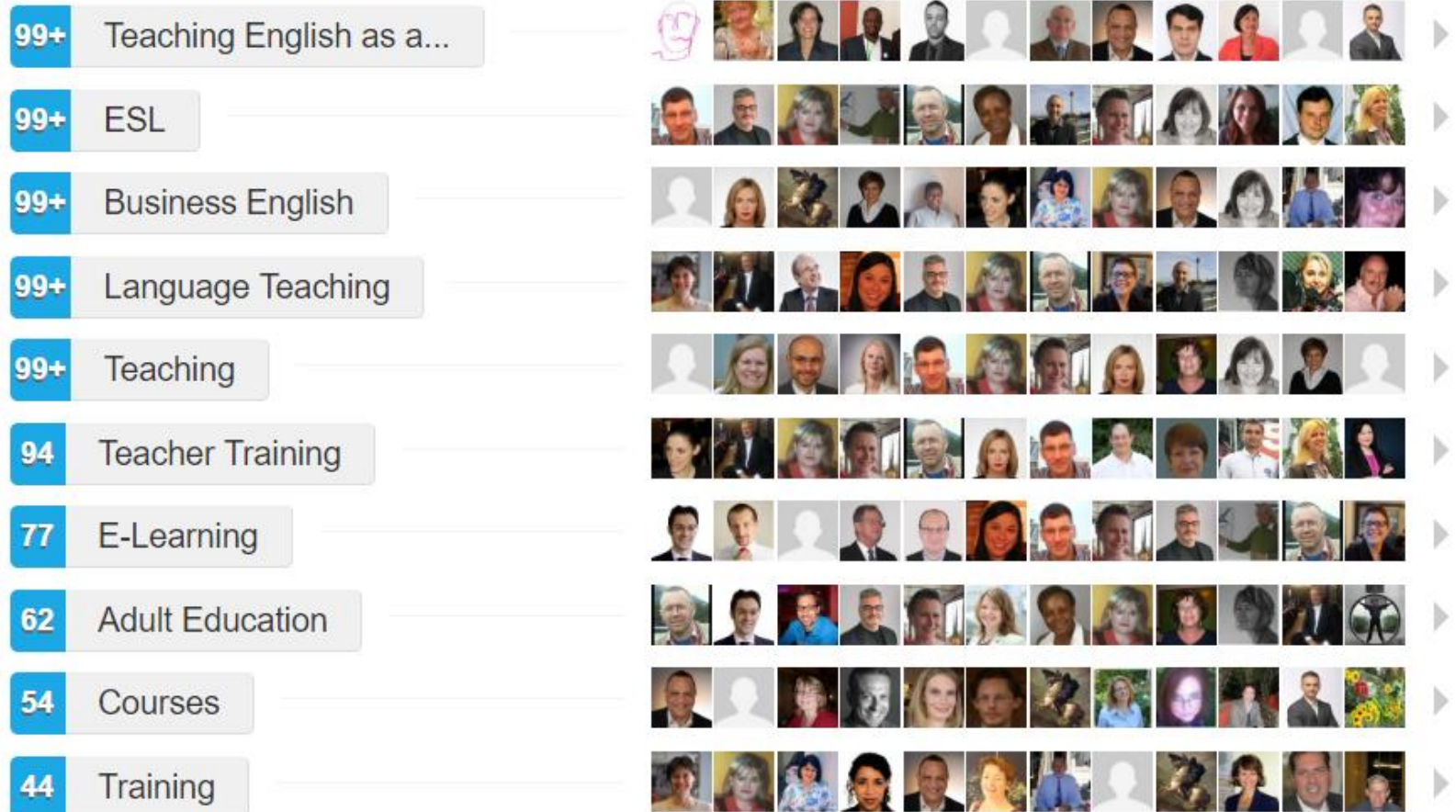
“So nice to finally meet [INSERT NAME OF FAMOUS ELT PERSON] at the [INSERT NAME OF CONFERENCE].”

“I’m in [NAME OF TOWN] next week for a conference. Any tips on a good restaurant?”

“Amazing city and amazing conference. So lucky to get a chance to speak. Fantastic line up including [NAMES OF FAMOUS ELT PERSONS].”

# Skills & Endorsements

## Top Skills



Evan also knows about...



# Warranting

14

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**Cues Filtered Out, Cues Filtered In**  
*Computer-Mediated  
Communication and Relationships*

JOSEPH B. WALTHER  
MALCOLM R. PARKS

Information about  
a person is more  
valuable if it  
comes from  
someone else.

Walther & Parks, 2002

# Warranting in social media

“If you like using music in your lessons then you will love this book.”

“Hope to see you at the workshop next week. [INSERT NAME]'s a really good speaker.”

“Fantastic talk about Impression Management.”

“So nice to see that [INSERT NAME] was able to step in at the last minute. He is such a pro and always happy to help.”

“Some great tips in this blog post.”

# Task one - job interview

- Imagine you are looking for more work
- You apply to a large online language school
- Pay rates are 25 – 150 euros per hour
- You are asked to come to an interview

**Download worksheet from chat or  
[www.e4b.de/resources/](http://www.e4b.de/resources/)**

# Phase one - preparation

Prepare for the interview. Spend 5 minutes thinking about your three most useful attributes as a teacher which you could use to promote yourself.

# Phase two - role-play

1. Teacher, Language School, Observer
2. Opening question from language school: Why should we employ you? What do you have to offer?
3. Take turns swapping roles. 3-4 minutes per interview.

# Phase three

Any comments or feedback to share?



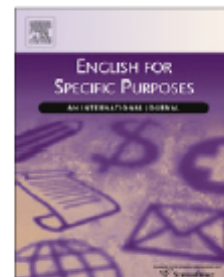


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## English for Specific Purposes

journal homepage: [www.elsevier.com/locate/esp](http://www.elsevier.com/locate/esp)



### The presentation of self in scholarly life: Identity and marginalization in academic homepages

Ken Hyland\*

*University of Hong Kong, Centre for Applied English Studies, 7[th] Floor KK Leung Building, The University of Hong Kong, KK Leung Building, Pokfulam Road, Hong Kong*

# **Speed Dating and the Presentation of Self: A Teaching Exercise in Impression Management and Formation**

**Jeff A. Larson<sup>1</sup> and William Tsitsos<sup>1</sup>**

Teaching Sociology

41(3) 307–313

© American Sociological Association 2012

DOI: 10.1177/0092055X12466830

ts.sagepub.com



# **Facing Facebook: Impression Management Strategies in Company–Consumer Interactions**

Journal of Business and Technical

Communication

2014, Vol 28(1) 3-30

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DOI: 10.1177/1050651913502359

[jbt.c.sagepub.com](http://jbt.c.sagepub.com)



**Ella Lillqvist<sup>1</sup> and Leena Louhiala-Salminen<sup>1</sup>**

## **Abstract**

This study examines interaction between corporate representatives and critical consumers in today's social media environment. Applying a micro-analytical form of discourse analysis to a data set of corporate Facebook page discussions, the study contributes to a better understanding of the communicative resources that organizations use as part of their impression management (IM) for upholding their acceptability and promoting their credibility. The study also reveals the complexity of the work of corporate Facebook representatives, who need to align their individual IM with that of the

(Reviewed in BESIG Issues Spring 2014, Issue 86)

# Classroom activities

# Classroom activities

- 1. Use authentic texts – analyse IM language.**

## Task two – small talk text

1. Read the text. Get a feel for what is happening.
2. Identify examples of *self-promotion* language.



# Task three

Read the text.

- What impression do you get of the speaker?
- Does she come across as competent and in control?

# Leadership

How do you give the impression that you are competent as a leader?

- Have a grip of the facts – you show that you know what is happening
- Explain your vision – you know where you are going
- Give guidance and directions
- Remember the names of people

# Classroom activities

1. Use authentic texts – analyse IM language.
- 2. Focus on useful lexis.**

# Ingratiation in emails

Making the other person feel good.

*great job*

*well done*

*way to go*

# Enron email corpus examples

- **Great job** – I am impressed.
- You do a **great job**, and we appreciate it a lot.
- Thanks again for a **great job**.
- You did a **great job** of pulling it together.
- Everyone did a **great job** today. Thanks again.
- You've done a **great job** of training your guys.
- You're doing a **great job** – don't be rattled.

# Enron email corpus examples

- **Well done.** Thanks for your help.
- The report is **well done**.
- Congratulations on a job **well done**.
- Kudos for a job **well done**.
- Looks like a good solution – **well done**.
- To all of you ... job **well done**.
- **Well done** to Fred, and Kathy of course.



# Enron email corpus examples

- **Way to go** Ken!
- Congratulations are in order boys! **Way to go!**
- Congrats on your promotion. **Way to go.**
- I think the **way to go** is first to see if ...
- Maybe outsourcing is the **way to go?**
- Still a very long **way to go.**
- I'm not sure this is the best **way to go.**

# Apologies using “Drop the ball”

You can count on us not **dropping the ball**.

They really **dropped the ball** on that one, although I wish I had ...

XXX **dropped the ball**, unfortunately.

Sorry if I **dropped the ball**

Someone REALLY **dropped the ball** here!

If we **dropped the ball** on this, I apologize.

While I am not sure who **dropped the ball** on this item, the fact remains ...

I owe you an apology for **dropping the ball**

# Apologies using “Drop the ball”

You can count on us not **dropping the ball**.

They really **dropped the ball** on that one, although I wish I had ...

XXX **dropped the ball**, unfortunately.

**Sorry** if I **dropped the ball**

Someone REALLY **dropped the ball** here!

If we **dropped the ball** on this, I **apologize**.

While I am not sure who **dropped the ball** on this item, the fact remains ...

I owe you an **apology** for **dropping the ball**.

# Gap-fills

1. Great job – I am \_\_\_\_\_.
2. You do a great job, and we \_\_\_\_\_ it a lot.
3. Thanks \_\_\_\_\_ for a great job.
4. You did a great job of \_\_\_\_\_ it together.
5. \_\_\_\_\_ did a great job today. Thanks again.
6. You've done a great job of \_\_\_\_\_ your guys.
7. You're doing a great job – \_\_\_\_\_ be rattled.

# Matching

- a. Well done. Thanks
  - b. The report
  - c. Congratulations on
  - d. Kudos
  - e. Looks like a good
  - f. To all of
  - g. Well done to
- 
- 1. for your help.
  - 2. is well done.
  - 3. a job well done.
  - 4. for a job well done.
  - 5. solution – well done.
  - 6. you ... job well done.
  - 7. Fred, and Kathy of course.

# Which are compliments?

- **Way to go** Ken!
- Congratulations are in order boys! **Way to go!**
- Congrats on your promotion. **Way to go.**
- I think the **way to go** is first to see if ...
- Maybe outsourcing is the **way to go?**
- Still a very long **way to go.**
- I'm not sure this is the best **way to go.**



# Hilary Clinton emails

Thanks for all your great work on my behalf. It's been a professional and personal pleasure getting to know you. Doc No. C05794131

I just heard the good news about your new job w Rubenstein and am so happy for you. .... Doc No. C05797580

First, congratulations on a superb job organizing the WIW conference. It really made a big impact. Doc No. C05794616

Once again, you are amazing! Thanks for everything. Doc No. C05787213

Capricia: from the White House, to the campaign, to your legacy as Chief of Protocol, you have been a true trailblazer. Congratulations on this special award. Doc No. C05794588

# Classroom activities

1. Use authentic texts – analyse IM language.
2. Focus on useful lexis.
- 3. Role-play common situations relevant to your students. Include IM in your feedback.**
  - Job interviews
  - Small talk
  - Starting a presentation
  - Opening a meeting
  - Giving feedback

# Observer

Your task is to observe the role-play. Note examples of the following:

Compliments

Self-promotion



# Warm-up activity

actors

identity

influence

self-promotion

performance

control

image

ingratiation

1. What is impression management?  
How relevant is it to us as teachers?

job interviews

social media

2. Possible classroom activities. Is  
impression management a useful  
perspective in our classrooms?

working  
with  
texts

focus  
on lexis

role-  
plays

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