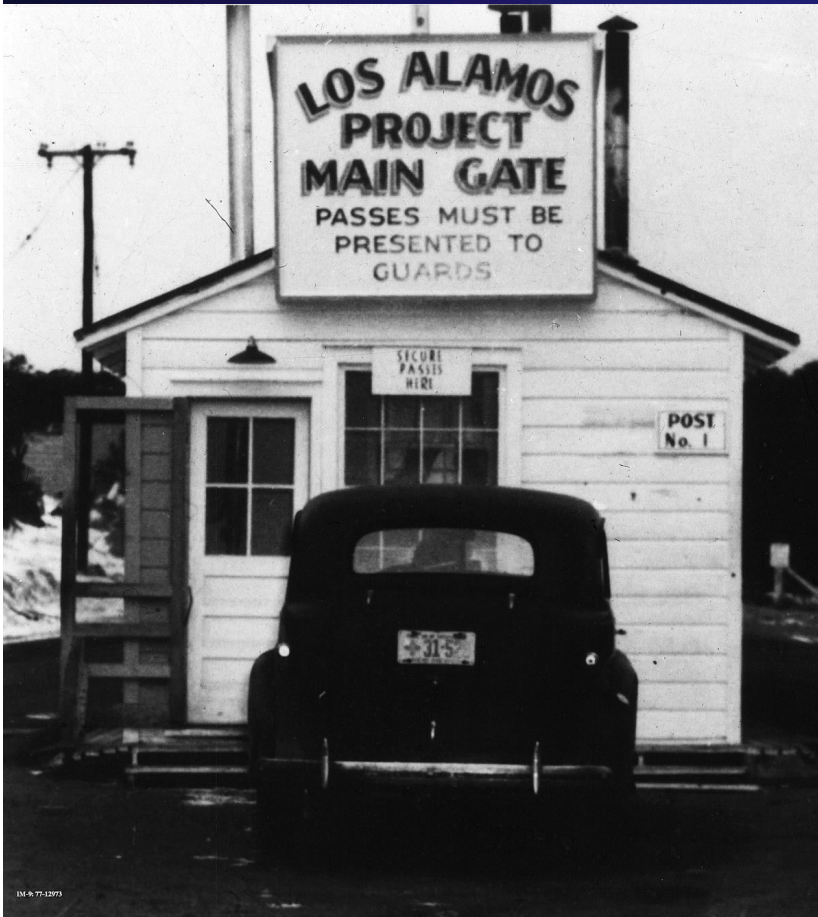




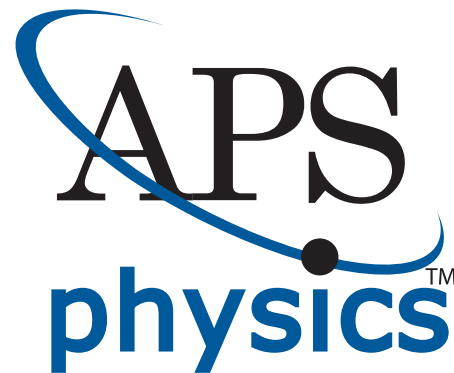
 **Los Alamos**  
NATIONAL LABORATORY  
— EST. 1943 —

NSF Grant 1012585

# Professional Skills for Women in Science



Dr. Kathy Prestridge

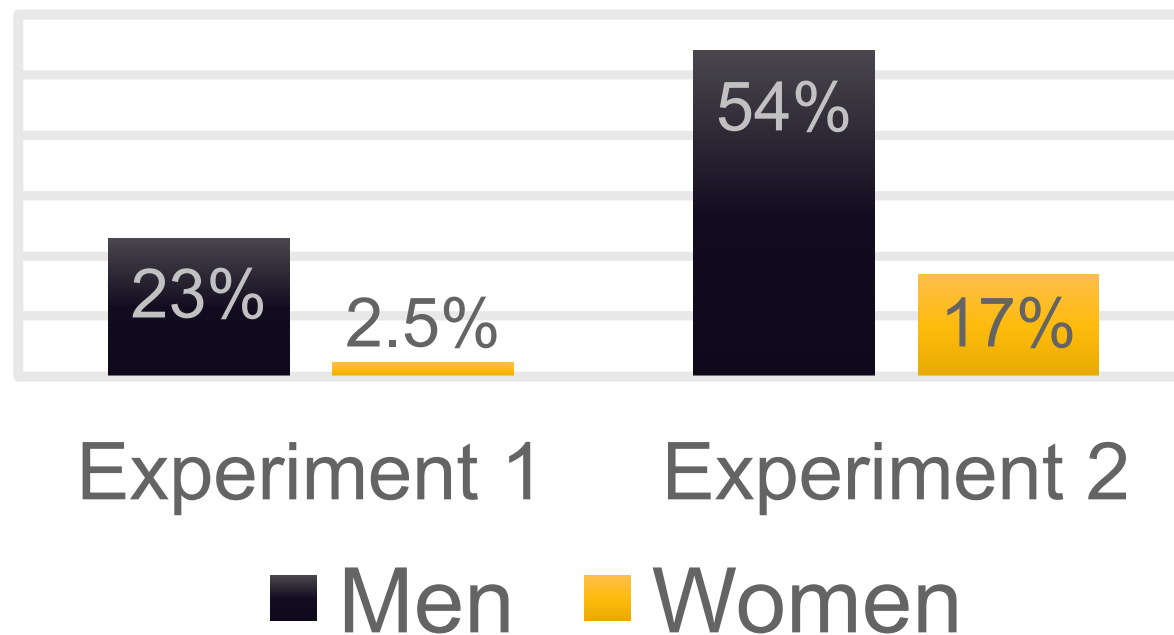


**Introductions**  
**Why we teach “professional skills”**  
**Negotiation**  
**Communication**

**Take-aways for today:**  
**Know your goals**  
**Use effective tactics**  
**Understand and control your attitude**

# Why do we have workshops like this?

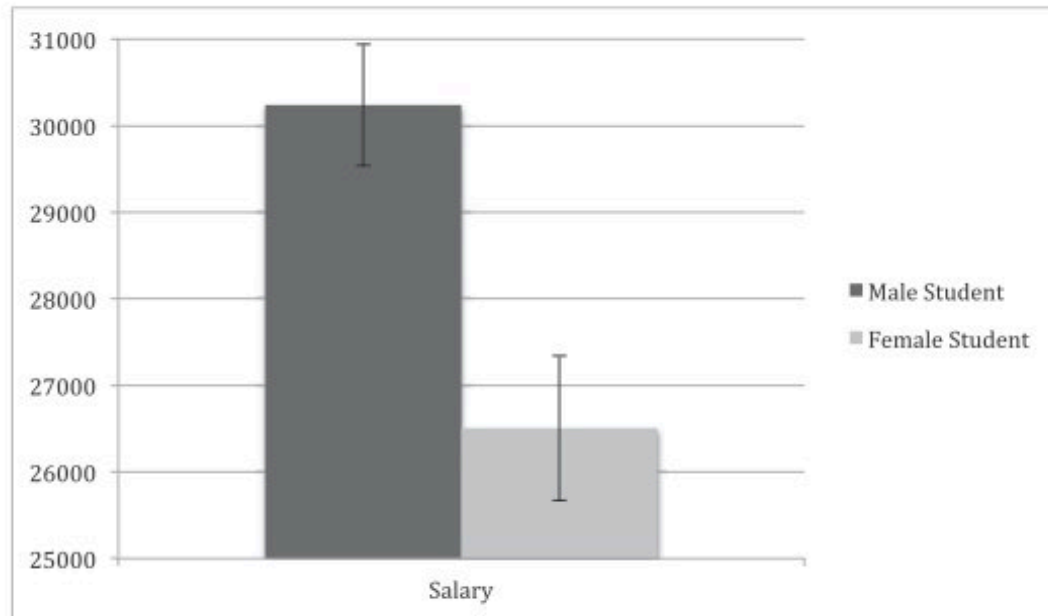
*Women Don't Ask*  
by Babcock & Laschever



*The cumulative effects of “not asking” over a career are substantial*



# Effects on the bottom line (salary) are substantial



**Fig. 2.** Salary conferral by student gender condition (collapsed across faculty gender). The student gender difference is significant ( $P < 0.01$ ). The scale ranges from \$15,000 to \$50,000. Error bars represent SEs.  $n_{\text{male student condition}} = 63$ ,  $n_{\text{female student condition}} = 64$ .

## What can you do?

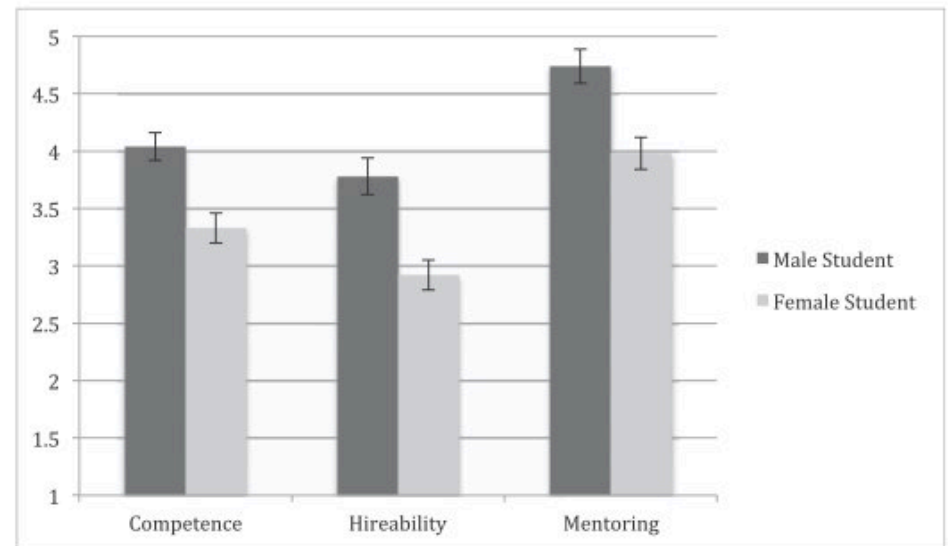
- Understand the behavior and actions of others
- Use strategies and tactics to optimize your success

**Reference: “Science faculty’s subtle gender biases favor male students”**

Moss-Racusin et al., PNAS, 2012

# Biases against women in our society

- **Behaviors:** Aggression is viewed positively in men (leadership) and negatively in women (bossy)
- **Reference letters** are different for men and women (What can you do about that?)
- **Unconscious bias:** Men and women judge identical resumes differently as a function of the name at the top (women are judged more harshly)



**Fig. 1.** Competence, hireability, and mentoring by student gender condition (collapsed across faculty gender). All student gender differences are significant ( $P < 0.001$ ). Scales range from 1 to 7, with higher numbers reflecting a greater extent of each variable. Error bars represent SEs.  $n_{\text{male student condition}} = 63$ ,  $n_{\text{female student condition}} = 64$ .

*What are some simple tactics to alleviate these issues?*

# What are your goals?

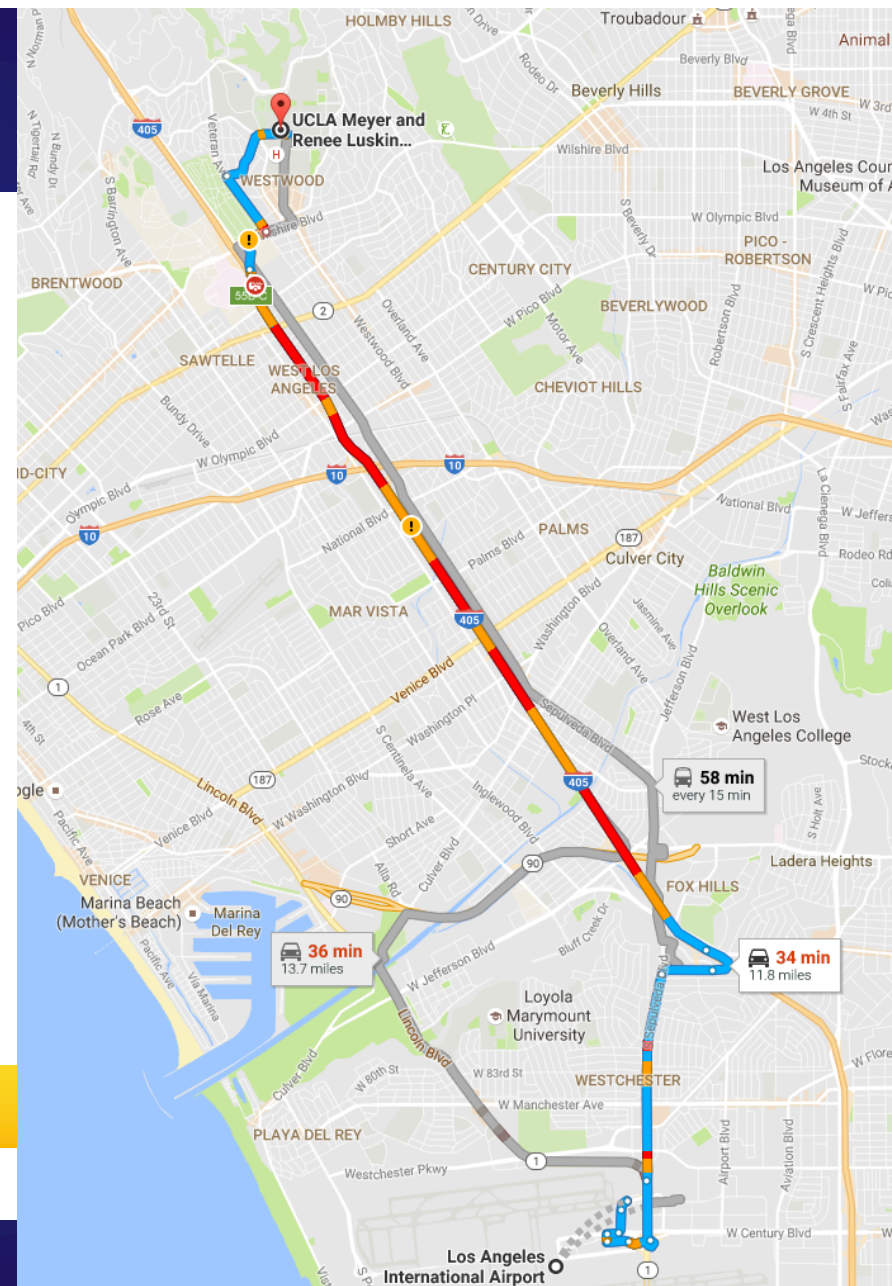
- **Short-term goals:**
  - Finish the semester
  - Get a summer job
  - Get an internship
- **Long-term goals:**
  - Get a degree
  - Get into graduate school
  - Get a job

*Brainstorm: What are some things you can ask for?*

# Be mindful of your goal during the journey.

- Always keep your goal in mind.
- Don't get distracted by
  - bad behavior
  - anger
  - insults
  - arguments
- Choose your battles
- Find common ground
- Figure out the obstacles and work around them

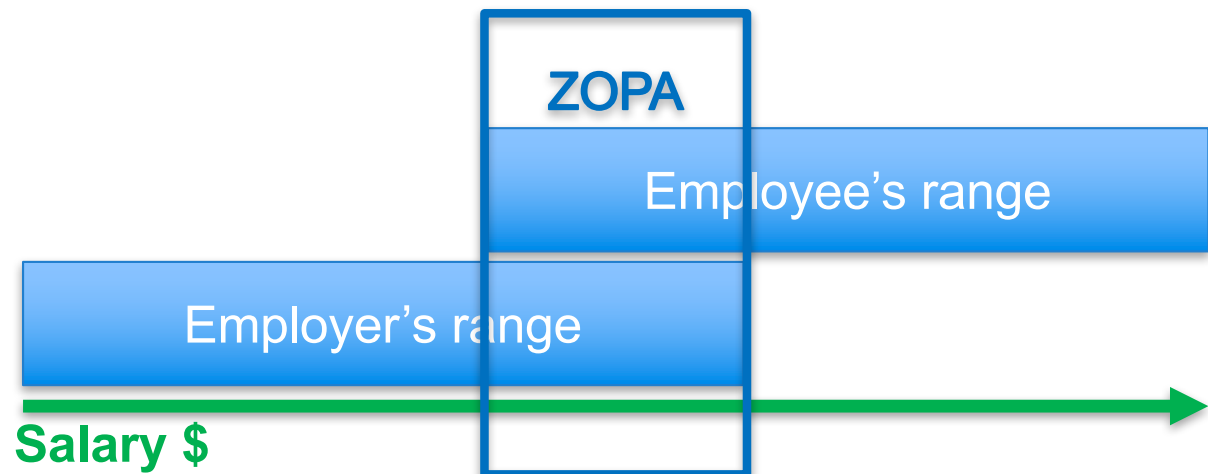
***Don't let the obstacles get you down.***





# Negotiations require research & tactics

- Understand the **person** you'll be negotiating with. What are their interests? What is their style? What is your style?
- Understand the full **scope** of what you can negotiate. What do other people get in similar situations? (**ZOPA**-Zone of Possible Agreement)



*"Getting to Yes" by Fisher & Ury is the reference for ZOPA*

# What kind of tactics can you use in a negotiation?

- Instead of “I want to survive this conversation/negotiation.”
- How about “I want to find a way to get this person to do this.”
- Have a best and worst alternative and know their BATNA (Best Alternative to a Negotiated Agreement).
  - What must I have?
  - What can I live without?
  - What can I ask for instead?
  - At what point do I walk away?

***Brainstorm: Tactics that you can use in a conversation or negotiation***

# Some gender-specific negotiation and tactics issues

- **Connect to the organization or person's goals, needs, or interests.**
  - To be successful for the department, we will need...
- **Use relationship language**
  - I've talked with several people who..
  - [Person] suggested that I talk with you...
- **Don't take it personally! (Defensive Driving)**
  - Know your purpose/goal
  - It's not about you, but about you in a role
  - Go around, over, under bad behavior
  - Try to view it as a game

## **Allies are tactically & strategically valuable**

- **Allies agree with you on a particular issue or goal**
- **Allies need not be friends or confidants**
- **Meet with allies BEFORE a big meeting**
  - **Allies should back you up on that issue**

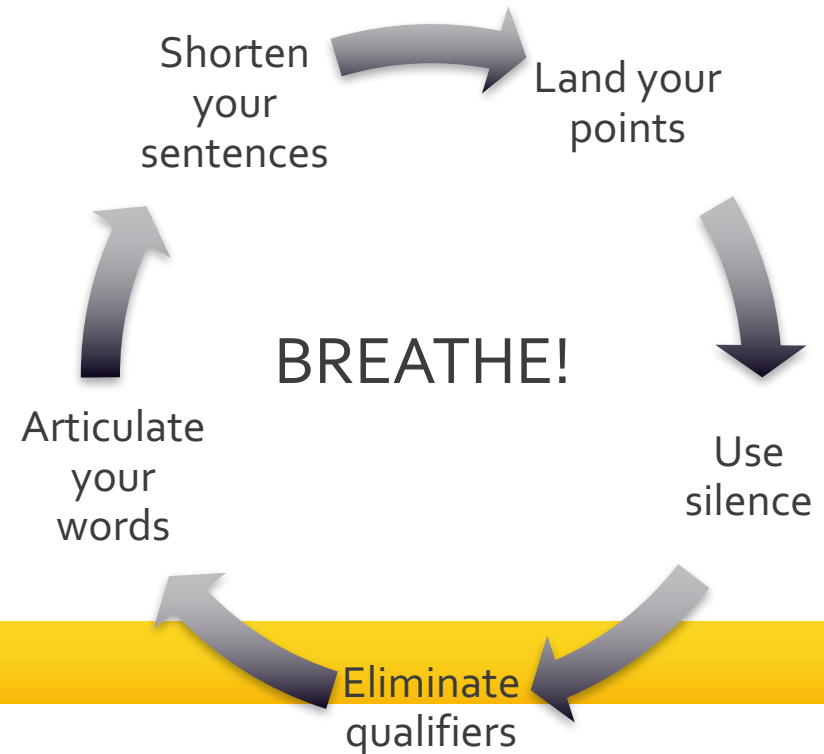
## **Now that you've developed tactics and lined up allies, how can you control your own attitude?**

- **Maintain focus on goals**
- **Use body language and presence**
  - **Posture**
  - **Take deep breaths**
  - **Keep expression neutral**



# Communication skills leave a big impression

- **One-on-one, in a meeting, or for a seminar. People will remember very little of what you say and a lot about how you say it!**
  - **Stick to a few take-aways (1-2 for a meeting, no more than 3 for a seminar)**
  - **Speak clearly**
  - **Make eye contact**
  - **No upspeak**
  - **Don't touch your hair or face**
  - **Rehearse to see if you have any verbal tics (ahs, ums, likes)**



## Three things to remember

- **Goals**
  - Define your goals
  - Do your research ahead of time
- **Tactics**
  - Use your full arsenal of tactics, adjust as needed
  - Recognize tactics that are being used on you
- **Attitude**
  - Don't take it personally
  - Rehearse for focus and communication skills