Executive Presence Among Young Management and Law Students of SPMVV: An Interventional Study

Dr. G. Indira Priyadarshini[1], Dr. N. Sree Rajani[2], Dr. V. Bhargavi Reddy[3]

[1]*Asst.Prof., Department of Law, SPMVV, Tirupati, India,* drindira36@gmail.com
Corresponding Author
[2]*Asst.Prof. of Business Management, SPMVV, Tirupati, India*
[3]*Asst.Prof. of Business Management, SPMVV, Tirupati, India*

KEYWORDS	ABSTRACT
Executive presence, leadership development, gravitas, nonverbal communication, public speaking, self-awareness, net working, emotional intelligence.	Executive presence (EP) is a critical attribute for success in leadership roles, combining confidence, communication skills, and the ability to inspire trust. This interventional study explores the impact of targeted EP training on management and law students at Sri Padmavati Mahila Visvavidyalayam (SPMVV). A total of 100 students participated. They underwent a structured EP enhancement program comprising workshop on nonverbal communication, public speaking, and self-awareness. Pre- and post-intervention assessments measured changes in key EP dimensions, including selfconfidence, body language, and verbal clarity. Results revealed a significant improvement in the group, highlighting the effectiveness of the intervention in equipping future leaders with essential executive competencies. This study underscores the importance of integrating EP development into higher education curricula, particularly for management and law disciplines. .

_____

Introduction

The ability to inspire trust, communicate effectively, and demonstrate authority—often referred to as "Executive Presence" (EP)—has become a crucial factor in determining professional success in the quickly changing fields of management and law. This study explores executive presence as a crucial ability for people moving up the leadership ladder in different fields, rather than just as an aspirational quality. Executive presence is difficult to define precisely, but it is a blend of strategic communication, emotional intelligence, and authenticity that makes leaders credible, respected, and trusted.

Objectives of the Study

Four main goals serve as the foundation for this investigation. In order to promote an early awareness of the concept of executive presence and its consequences for career advancement,

1. To sensitize about executive presence among management and law students of SPMVV.
2. To study the attributes of executive presence in management and law students of SPMVV
3. To create awareness about executive presence in leadership ladder among management and law students of SPMVV
4. To make them understand learned behaviors and actions that they display upon in creating self-branding.

Relevance to the Development of Leadership

According to recent research, having an executive presence is essential for moving up the organizational ladder rather than being a luxury. By inspiring confidence in peers, senior executives, and subordinates, leaders who exhibit EP position themselves as agents of organizational alignment, enhanced morale, and competitive advantage. Developing this

presence early stage gives management and law students a competitive edge and prepares them to handle difficult interpersonal situations and institutional requirements with ease.

Intervention and Results

The goal of this research is to advance from theoretical investigation to real-world implementation through focused intervention.. Students will acquire the skills necessary to demonstrate executive presence in practical situations by being introduced to practical techniques like developing self-awareness, communicating effectively, and being authentic. The ultimate objective is to develop a framework for incorporating executive presence as a fundamental talent into management and legal education programs, preparing that the leaders of the future are not only capable but also motivating.

By addressing the complex requirements of executive presence in industries today, this seminal study closes the gap between academic learning and professional readiness.

II. Review of Literature

Because of its substantial impact on leadership effectiveness and career advancement, the notion of Executive Presence (EP) has attracted a lot of interest in both academic and professional debate. With an emphasis on its use with management and law students, this part examines the body of literature to describe the elements, importance, and development strategies of EP.

1. **Executive Presence**

The set of characteristics and actions that make a leader believable, trustworthy, and motivating to people under their direction is commonly referred to as executive presence. According to **Hewlett** (2014), appearance (professional demeanor and grooming), communication (verbal and non-verbal abilities), and gravitas (confidence, decisiveness, and emotional intelligence) are the three essential elements of EP. These components play a crucial role in influencing perceptions as well as helping leaders effectively command attention and influence organizational outcomes.

The psychological and social foundations of EP are highlighted by **Waller** (2022), who contends that both internal personality qualities and extrinsic situational conditions play a role. The intricacy of EP as a dynamic interaction between innate traits and learned behaviors is highlighted by this duality.

2. **The Value of Executive Presence**

The importance of EP for leadership development and career success is highlighted by research. According to **Edmondson** (2022), leaders that possess great EP cultivate highperforming teams and organizational coherence by connecting EP to trust-building, active listening, and clear communication. Furthermore, EP is a crucial factor in determining professional advancement, particularly in competitive settings, and is not just a "nice-tohave" quality.

From an organizational standpoint, EP helps to increase productivity, decrease attrition, and boost employee morale. EP leaders are frequently regarded as visionaries who can unite teams and help firms surpass their rivals.

3. The Difficulties of Developing Executive Presence

Even though EP is well recognized for its significance, cultivating it poses special difficulties, especially for women and disadvantaged groups. The "double-bind" conundrum,

in which women are frequently harshly criticized for displaying behaviors that are typically lauded in their male counterparts, is highlighted by **Sandberg et al**. (2018). Because of societal biases, women must balance being assertive with being approachable to be seen as successful leaders.

Furthermore, cultural disparities make it more difficult to understand and exhibit EP. According to Waller (2022), people from different origins could run into different expectations and biases, which calls for specialized methods to create EP.

4. Building Your Executive Presence

In the literature, a variety of concepts and tactics for developing EP have been put forth. Through self-awareness, mentoring, and specialized training programs, **Hewlett** (2014) suggests concentrated efforts to improve appearance, communication, and gravitas. Tools for self-evaluation and feedback systems are also crucial for pinpointing areas that require improvement.

In order to integrate EP into professional practices, leadership development programs are crucial, according to the **Centre for Creative Leadership** (2021). Case studies, workshops, and experiential learning are frequently incorporated into these programs to assist participants in internalizing and demonstrating EP in a variety of settings.

5. Implications for Students of Law and Management

Students studying management and law are a special group for whom EP is very important. In addition to technical proficiency, their future positions will require the capacity to motivate others, engage in productive negotiations, and manage teams. Early exposure to EP training, according to **Edmondson** (2022), can give these children a competitive edge by preparing them to handle intricate interpersonal relationships and organizational hierarchies. According to the examined literature, EP is a multifaceted concept that is essential for both professional achievement and leadership. Even while obstacles still exist, particularly for marginalized communities, the expanding corpus of research provides useful perspectives and insights to advance EP. Integrating EP training into academic programs can greatly improve business and law students' readiness for leadership positions. Building on these discoveries, this study investigates strategies to foster EP and assesses its effects on aspiring professionals.

This literature review offers a strong theoretical basis for the investigation by combining fundamental ideas, recent research findings, and practical approaches. **III. Research Methodology**

i. Research Design

A quasi-experimental pre- and post-intervention approach is used in this study to evaluate how tailored programs affect management and law students' development of Executive Presence (EP).

The purpose of the intervention is to:
- Make students more aware of the EP concept.
- Improve their comprehension of the essential characteristics of EP.
- Raise awareness of EP's significance in moving up the leadership ladder.
- Encourage leadership and self-branding through organized capacity-building programs.
  The intervention uses both qualitative and quantitative techniques to assess how participants' awareness, characteristics, and application of EP have changed.

ii. The populace and sampling

Target Population: Graduate and Post graduate management and law students are the study's main emphasis. 100 participants, evenly split between the fields of management and law, make up the sample size.

Sampling Method: Proportionate representation of academic levels, genders, and fields is guaranteed stratified random sampling.

iii. Techniques for Gathering Data

A mixed-approaches strategy is employed to collect thorough data. Instruments consist of:

Questionnaire for the Survey: The "EP Questionnaire" in the supplied data was the basis for the pre- and post-intervention surveys. Likert scales are used to measure metrics including communication, confidence, and gravitas.

Tools for Self-Assessment: Students evaluate their proficiency in important EP qualities like poise, genuineness, and engagement.

Observations of Behavior: checklists for observations and facilitator logs during interactive sessions.

Data from the Survey: Using measures from the dataset, such as "learned behaviors and actions," "attributes of executive presence," and "sensitise about executive presence." baseline score analysis for demographic division.

iv. Intervention

The intervention consists of a four day schedule of focused workshop and activities:

Day 1: Awareness Training: seminars outlining EP's significance and practical uses.
Case studies and examples that highlight professionalism, communication, and gravitas. Day 2: Development of Attributes: Interactive exercises on decision-making, body language, and public speaking. input from peers and facilitators.
Day 3: Leadership and Networking Techniques: Role-playing games to develop political awareness and networking confidence. simulations for making decisions under duress. Day 4: Introspection and Feedback: Individual feedback sessions based on survey findings and self-evaluation.
Talks about lessons learnt and methods for ongoing development in groups.

v. Analysis of Data

The success of the intervention is assessed using a combination of statistical and thematic analyses:

Analysis of Quantitative Data:
The mean, standard deviation, and frequency distributions of survey answers are part of descriptive statistics.

Statistical Inference: To compare scores before and after the intervention, use paired t-tests. The "Results" sheet's correlation analysis is used to look at the connections between EP attributes and results.

Analysing qualitatively: Thematic examination of facilitator observations and open-ended survey answers. Feedback is categorized according to themes such as networking efficacy, leadership clarity, and confidence development.

Important Metrics: Improvements according to the data on "awareness about the cruciality of executive presence" and other qualities like improvements in participants' capacity to communicate strategies, sway audiences, and behave professionally.

This approach incorporates strong procedures and instruments to guarantee a thorough assessment of the intervention, using knowledge from the data that is attached to improve validity and reliability.

IV. Findings

1. Initial Understanding and Views of Executive Presence The following was found in the pre-intervention data:

Awareness Levels: According to the "Sensitize about Executive Presence(SAEP)Summary" analysis, about 40% of participants had little prior understanding of Executive Presence (EP). The term "Executive Presence" was most frequently answered as "Neutral," indicating a moderate level of familiarity.

Views of Significance: More than 70% of participants agreed or strongly agreed that EP is essential to professional success. Many, nevertheless, showed hesitancy about the significance of particular EP qualities like self-branding and gravitas.

2. Important Characteristics of Students' Executive Presence

The self-reported strengths and gaps were revealed by the analysis of the "Attributes of Executive Presence" (AEP) dataset:

Advantages:
Students gave trustworthiness (mean score: 4.1) and authenticity (mean score: 4.2) good ratings. With average scores of 4.0 and 4.1, respectively, self-awareness and vision demonstrated strong alignment with critical EP attributes.

Voids: Moderate scores (mean: 3.6) for composure and adaptability under stress indicated a need for development. Many respondents scored below average (mean: 3.4), indicating a wide range of confidence in public speaking.

3. The efficacy of interventions

Analysis conducted after the intervention revealed notable gains in awareness and application of skills:

Metrics of Awareness: The improvement in "SENSITISE ABOUT EXECUTIVE PRESENCE" ratings showed a 20% increase in overall EP awareness. Participation in the intervention and improved views of EP relevance were significantly positively correlated ($r = 0.28$, $p < 0.01$), according to the correlation analysis.

Development of Skills: With mean scores increasing from 3.4 to 4.0 after the intervention, there was a noticeable improvement in public speaking confidence. With a 15% rise in participants claiming "High" or "Very High" capabilities, networking skills demonstrated quantifiable improvement. All associated traits showed an average improvement of 0.5 points in emotional intelligence measurements.

Important Results Displayed in Tables and Charts

EP's baseline perceptions:

Attribute	Pre-Intervention Mean	Post-Intervention Mean	% Improvement
Familiarity with EP	3.2	4.0	25%
Awareness of Gravitas	3.5	4.2	20%

Confidence in Public Speaking	3.4	4.0	18%
Networking Skills	3.6	4.1	15%

Summary:

Characteristic Statistics Title of the paper: Executive Presence Among Young Management and Law Students of SPMVV: An Interventional Studycommunication but lower selfconfidence scores.

Knowledge Extension: This study shows that organized interventions can reduce situational disadvantages, allowing individuals to strengthen EP qualities independent of baseline disparities, in contrast to Waller (2022), who highlighted the interaction of environmental circumstances and personality traits. Edmondson's (2022) emphasis on team dynamics and trust-building as essential components of EP is consistent with the noted gains in participant networking and cooperation metrics.

3. Implications for Professional Training and Curriculum Development
The study's conclusions emphasize how important it is to include EP-focused courses in management and legal curriculum in order to better prepare students for leadership roles:

Curriculum Design: Academic institutions must embrace EP training as a fundamental part of professional education, as evidenced by the notable increases in EP awareness and qualities. It is possible to customize modules on self-branding, emotional intelligence, and gravitas to meet the particular requirements of law and management students.

Practical Training: Students' professional repertoires can be further integrated with EP through experiential learning opportunities like mentorship programs, public speaking seminars, and simulated leadership scenarios. The usefulness of experiential activities in reinforcing learnt behaviors is demonstrated by the observed improvement in networking abilities after the intervention.

Gender-Inclusive Approaches: Training programs should be inclusive, addressing the obstacles faced by underrepresented groups, in light of the gender-specific nuances noted in this study. Workshops that emphasize negotiation techniques and confidence-building, for example, may be able to close disparities in how effective people believe leaders are.

Organizational Collaboration: Students can gain practical experience with EP dynamics through partnerships with alumni and industry leaders, which will facilitate their smooth transfer from academic to professional settings.

The study confirms that focused interventions can significantly improve EP in management and law students. These treatments help students internalize and demonstrate EP qualities by connecting theoretical ideas with real-world applications, setting them up for success in competitive leadership environments. To ensure the framework's scalability and flexibility,

future studies might examine the long-term effects of EP training and apply it to other academic and professional fields.

VI. Limitations and Future Research

1. Limitations

Although this study offers insightful information about the function and evolution of Executive Presence (EP) in management and law students, it should be noted that it has several limitations.

Sample Size and Demographic Restrictions: Although 150 participants is a reasonable number for this exploratory study, the results' capacity to be applied broadly is limited. Furthermore, the study only included students from two academic fields—management and law—which might not adequately represent differences across other academic programs or professional domains.

Short Intervention Duration: Although the four-week intervention was successful in producing some initial gains, it might not have given a thorough grasp of how EP training will affect leadership paths in the long run.

Self-Reported Data Bias: When self-assessment tools and questionnaires are used, there is a chance that people will exaggerate or underestimate their EP qualities because of problems with self-perception or social desirability.

Absence of Control Group: The quasi-experimental design's inability to separate the intervention's impact from other outside variables affecting individuals' EP characteristics over the study period is a drawback.

Gender and Cultural Factors: Although the study found certain trends related to gender, it did not thoroughly examine the cultural subtleties that could influence how EP develops and is perceived. The findings' generalizability in other contexts may be impacted by this omission.

2. Prospective Research Paths

The study provides opportunities for additional research to expand on its conclusions and resolve noted limitations:

Longitudinal Studies: To investigate the long-term effects of EP training on participants' professional development, future studies should use longitudinal designs. Monitoring participants over a number of years may shed light on how EP changes and shapes career paths.

Sector-Specific Analysis: By broadening the focus to encompass additional academic fields and professional domains like healthcare, engineering, or the creative arts, it may be possible to enhance comprehension of EP's applicability and usefulness in a variety of settings.

Cross-Cultural Comparisons: Comparative research in various cultural and regional contexts may shed information on how cultural norms influence EP characteristics and their

perceived significance. This could guide the creation of training curricula that are sensitive to cultural differences.

Integrating Objective Measures: Incorporating objective measurements like facilitator ratings, peer assessments, or performance metrics (like public speaking evaluations) could enhance self-reported data and offer a more impartial assessment of EP growth.

Technology-Enhanced Interventions: Investigating the use of online platforms, AI-based coaching tools, or virtual reality to deliver EP training could make these programs more accessible and scalable while providing data-driven insights into their efficacy.

Gender and Intersectional Studies: A more thorough understanding of the intersectional and gender-specific issues in EP development may help build inclusive initiatives that serve marginalized communities.

In addition to placing the study's findings in context, acknowledging these limitations sets the stage for further research aimed at enhancing and broadening our understanding of executive presence. Future research can help create strong, evidence-based training programs that are suited to a variety of demographics and work environments by filling up these gaps and investigating fresh angles. EP's position as a pillar of professional quality and leadership will be further solidified by this ongoing investigation.

VII. Conclusion

In order to evaluate awareness, comprehension, and skill development, this study used a structured intervention to study the idea of Executive Presence (EP) and its application among management and law students. The results offer strong proof of EP's importance for career success as well as important new information about how to incorporate it into frameworks for professional and academic training.

Important Results

Baseline Knowledge and Awareness: According to the pre-intervention analysis, participants had a moderate level of acquaintance with EP concepts; many acknowledged its significance but were unclear about certain aspects. The effectiveness of the sensitization efforts was demonstrated by the significant rise in EP awareness following the intervention (average improvement of 20%).

Development of Key qualities: Important EP qualities saw notable improvements as a result of the intervention.

Public Speaking Confidence: Mean scores increased from 3.4 to 4.0, indicating a better capacity for concept expression.

Emotional Intelligence and Networking: Participants who improved their self-awareness, poise, and interpersonal abilities were better equipped to lead with more authenticity and impact.

Adaptability and Decision-Making: Enhanced capacity to manage stress and make calculated choices highlighted the usefulness of acquired behaviors.

Correlation with Leadership Readiness: An examination of survey data revealed a favorable correlation between leadership self-efficacy and EP qualities. The intervention's goals were achieved as participants' increased networking and confidence metrics demonstrated their preparedness to take on leadership roles.

Reiterating EP's Criticality

By bridging the gap between technical proficiency and leadership potential, EP enables people to inspire confidence, cultivate connections, and produce outcomes. These abilities are essential for managing challenging work conditions and moving up the leadership ladder for management and law students. The study confirms that EP is a trainable ability that is necessary for both organizational effect and personal branding, rather than an innate trait.

Contributions to Professional and Academic Practice Academic Integration:

The study supports the inclusion of EP training in curriculum, including modules focusing on professional grooming, communication, and gravitas. Students might be better prepared for dynamic leadership responsibilities through structured learning opportunities.

Professional Training and Development: The conversion of theoretical information into practical abilities is greatly aided by workshops, mentorship programs, and experiential learning techniques. The study shows how important practical exercises are for developing EP qualities.

Framework for Future Research: This study lays the groundwork for future investigation of EP in many circumstances by employing a strong methodology and analyzing both quantitative and qualitative data. Its conclusions add to the increasing amount of proof that EP is a fundamental component of professional competence.

Final Thoughts

The findings highlight the revolutionary potential of focused interventions in fostering EP in future professionals. Through cultivating essential qualities like self-assurance, poise, and emotional intelligence, this program gives students the skills they need to lead successfully and make a significant contribution to their areas. Integrating EP training into academic and professional development programs becomes a crucial investment in tomorrow's leaders as firms place a greater emphasis on soft skills in leadership.

References

1. "U.S. Women in Business," Catalyst Research, December 2010, http://www.catalyst.org/publication/132/us-women-in-business.
2. "Women in U.S. Management," Catalyst Research, December 2010, http://www.catalyst.org/publication/206/women-in-us-management.
3. Saadia Zahidi and Herminia Ibarra, "The Corporate Gender Gap Report 2010" (Geneva: World Economic Forum, 2010), 5.
4. Halpern and Cheung, "Women at the Top." See also data from U.K. Government Equalities Office: http://webarchive.nationalarchives.gov.uk/20100505211508/http:/www.equalities.gov.uk/pdf/301611_GEO_WomensRepresentation_acc.pdf.
5. Nicola Clark, "Getting Women into Boardrooms, by Law," *New York Times*, January 28, 2010, http://www.nytimes.com/2010/01/28/28iht-quota.html.
6. Nicola Clark, "Awareness Rises, but Women Still Trail in Pay," *International Herald Tribune*, March 8, 2010, 18.

7. Constance Helfat, Dawn Harris, and Paul Wolfson, "The Pipeline to the Top: Women and Men in the Top Executive Ranks of U.S. Corporations," *Academy of Management Perspectives* 20, no. 4 (2006): 42–64.

8. Elisabeth Kelan, "Gender Fatigue: The Ideological Dilemma of Gender Neutrality and Discrimination in Organizations," *Canadian Journal of Administrative Sciences* 26, no. 3 (2009): 197–210.

9. *Breaking the Barriers: Women in Senior Management in the UK* (London: Business in the Community, 2000), 33–34.

10. Elisabeth Kelan and Rachel Dunkley Jones, "Gender and the MBA," *Academy of Management Learning and Education* 9, no. 1 (2010): 26–43; also see Kelan, "Gender Fatigue."

11. W. Brad Johnson and Charles Ridley, *Elements of Mentoring* (New York: Palgrave Macmillan, 2008), xi.

12. Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership: Learning to Lead with Emotional Intelligence* (Boston: Harvard Business School Press, 2004), 52.

13. John P. Kotter, "What Leaders Really Do," *Harvard Business Review*, December 2001, 85–96.

14. Linda Babcock and Sara Laschever, *Women Don't Ask: The High Cost of Avoiding Negotiation and Positive Strategies for Change* (New York: Bantam Books, 2007), 2.

15. Suzanne Doyle-Morris, *Beyond the Boys' Club: Strategies for Achieving Career Success as a Woman Working in a Male Dominated Field* (U.K.: Wit and Wisdom Press, 2009), 6.

16. Elisabeth Kelan and Alice Mah, "Admiration, Authenticity and the 'Superwoman with Caveats': Gendered Professional Identification Processes of MBA Students" (unpublished working paper, Department of Management, King's College London, 2010).

17. Gerard Egan, *Working the Shadow Side: A Guide to Positive Behind-the-Scenes Management* (San Francisco: Jossey-Bass, 1994).

18. Peggy Orenstein, *Schoolgirls: Young Women, Self-Esteem, and the Confidence Gap* (New York: Doubleday, 1994), xiv.

19. Jeffrey Zaslow, "Friendship for Guys (No Tears!)," *Wall Street Journal*, April 7, 2010; see also Geoffrey L. Greif, *Buddy System: Understanding Male Friendships* (New York: Oxford University Press, 2009), 38.

20. Sharon Timberlake, "Social Capital and Gender in the Workplace," *Journal of Management Development* 24, no. 1 (2005), 34–44.

21. Sylvia Ann Hewlett, Diana Forster, Laura Sherbin, Peggy Shiller, and Karen Sumberg, *Off-Ramps and On-Ramps Revisited* (New York: Center for Work-Life Policy, 2010).

22. Jane Waldfogel, "The Effects of Children on Women's Wages," *American Sociological Review* 62, no. 2 (1997): 209–217.

23. ISR, "Motivating Men and Women at Work: Relationships vs. Rewards," news release, August 3, 2004. Harvard Business Review Research Report 77

24. Jane Willis and Alexander Todorov, "First Impressions: Making Up Your Mind After a 100-Ms Exposure to a Face," *Psychological Science* 17, no. 7 (2006): 592–598.

25. Deborah L. Rhode, *The Beauty Bias: The Injustice of Appearance in Life and Law* (New York: Oxford University Press, 2010), 23.