International Women’s Day 2024 *#InspireInclusion*

**Title:** Overcoming Imposter Syndrome and Mastering the CAR Technique at interviews for International Women's Day

**Key Stage:** 3 & 4 (Ages 11-14 & 14-16)

**Subject:** Personal Development / Careers Education

**Duration:** 1 hour

**IWD24 link:** www.internationalwomensday.com

**Learning Objectives:**

1. Understand the concept of imposter syndrome.
2. Recognize the impact of imposter syndrome on self-confidence and achievements.
3. Learn strategies to overcome imposter syndrome.
4. Gain awareness of the CAR (Challenge, Action, Result) technique for interviews.
5. Practice using the CAR technique to promote oneself effectively.

**Resources:**

* Whiteboard and markers
* Handouts with information on imposter syndrome and the CAR technique
* Examples of CAR statements for interview scenarios
* Poster paper and markers for group activities

**Introduction (10 minutes):**

1. Begin by discussing International Women's Day and its significance in celebrating the achievements of women worldwide.
2. Introduce the topic of imposter syndrome, explaining that it's a feeling of inadequacy despite evidence of success and competence.
3. Engage students with questions such as:
* "Have you ever felt like you didn't deserve your accomplishments?"
* "Do you think this feeling is common?"
* "How might imposter syndrome affect someone's confidence?"

**Main Activity - Understanding Imposter Syndrome (20 minutes):**

1. Divide students into small groups and provide them with handouts on imposter syndrome.
2. Ask each group to discuss and list down:
	1. Signs and symptoms of imposter syndrome.
	2. How imposter syndrome can impact a person's life and achievements.
3. Reconvene as a class and have each group share their findings. Facilitate a discussion on how imposter syndrome affects individuals and strategies to overcome it.

**Activity - CAR Technique Introduction (10 minutes):**

1. Introduce the CAR (Challenge, Action, Result) technique for answering interview questions.
2. Explain each component briefly:
	1. Challenge: The problem or task you encountered.
	2. Action: What you did to address the challenge.
	3. Result: The outcome or impact of your actions.
3. Provide examples of CAR statements related to different scenarios.

**Practice CAR Technique (20 minutes):**

1. Pair students up and assign them roles - interviewer and interviewee.
2. Provide interview scenarios or questions (related to school achievements, extracurricular activities, etc.) to the interviewees.
3. Have the interviewees practice answering using the CAR technique while the interviewers provide feedback.
4. Rotate roles so that each student gets a chance to practice both interviewing and being interviewed.

**Conclusion (5 minutes):**

1. Recap key points about imposter syndrome and the CAR technique.
2. Encourage students to reflect on how they can apply these strategies in their lives.
3. Remind students about the importance of celebrating their achievements and supporting others, especially on International Women's Day.

**Homework/Extension:** Students can write a reflection on a time when they experienced imposter syndrome and how they overcame it, or they can practice crafting CAR statements for potential interview questions they might face in the future.

**Assessment:** Informal assessment through participation in discussions and activities, as well as the quality of reflections and CAR statements produced by students.

Imposter syndrome handout

**What it is**

People who struggle with imposter syndrome believe that they are undeserving of their achievements and the high esteem in which they are, in fact, generally held. They feel that they aren't as competent or intelligent as others might think—and that soon enough, people will discover the truth about them.

Women are most likely to experience imposter syndrome in the workplace (72 per cent), during education (29 per cent), and when out with friends (29 per cent). The majority of men admit they only ever feel like an imposter in the workplace (63 per cent) and over half (54 per cent) say they have never felt it at all. [(LINK)](https://www.independent.co.uk/life-style/women-imposter-syndrome-workplace-confidence-b2313770.html)

**What it may look like**

* Feeling like a ‘fraud’ or ‘imposter’
* Anxiety about being discovered
* Discrediting contributions
* Feeling of guilt or fear when successful
* Underestimating yourself and overestimation how others see you
* Self limitation
* Self criticism and shame
* Faking confidence
* Discomfort with praise or recognition
* Inability to ask for help or advice

**The 5 types of imposter syndrome**

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| --- | --- | --- | --- | --- |
| The perfectionist | The expert | The soloist | The natural genius | The superhuman |
| Perfectionists set excessively high goals for themselves, and when they fail to reach a goal, they experience major self-doubt and worry about measuring up. | Experts measure their competence based on “what” and “how much” they know or can do. Believing they will never know enough; they fear being exposed as inexperienced or unknowledgeable. | Sufferers who feel as though asking for help reveals their phoniness. It’s OK to be independent, but not to the extent that you refuse assistance so that you can prove your worth. | People with this competence type believe they need to be a natural “genius.” As such, they judge their competence-based ease and speed as opposed to their efforts. In other words, if they take a long time to master something, they feel shame. | These people are convinced they’re phonies amongst real-deal colleagues, they often push themselves to work harder and harder to measure up. But this is just a false cover-up for their insecurities, and the work overload may harm not only their own mental health, but also their relationships with others. |

CAR technique handout

In an interview, you’ll often be asked to give examples of a situation where you’ve used your skills or experience. It’s a good idea to think of some examples before your interview but also to structure your answer so that you’re clear and concise. This technique can support you to voice your contributions to work and projects in a positive way and promote your achievements in interviews.

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| --- | --- | --- |
| Challenge | Action | Result |
| Where were you?What did you have to do?Scenario or problem? | What action did you take?What was your role in this? | What was the outcome? What did you learn or what would you do differently next time? |
| Brainstorm outline | Move with solid fill | Presentation with pie chart outline |

Try it out yourself….

|  |  |  |
| --- | --- | --- |
| Challenge | Action | Result |
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