



Career Acceleration Virtual Event Series Fall 2023

Leadership in Action: Defining Your Personal Leadership Philosophy and Overcoming Imposter Syndrome

IN PARTNERSHIP WITH CLAREMONT LINCOLN UNIVERSITY

OCTOBER 5, 2023 | 7pm EDT

<Thank you for your responses from your registration forms>

What do you hope to gain?

- A greater grasp on my leadership philosophy, defining what I want and what my goals are
- I am currently in a leadership program and often get imposter syndrome: I am too young, I don't have enough experience. I want to gain valuable tools to overcome that
- Inspiration. Confidence building and strategies to push myself to be greater.
- How do I find my identity in leadership - in the scopes of my values, beliefs, security in my growth now
- Transferable skills on how to more clearly define my educational philosophy
- Mission statement support. Start to develop my brand
- A synthesized elevator speech of my own personal vision about my own leadership
- How to feel better about selling myself in networking meetings (imposter syndrome)
- I drafted a personal mission statement (for work) a couple years ago and I'd like to refine it. In time, I'm interested in building an organization from the ground up and I think this could be a great way to focus my intention.
- Additional tools, resources and strategies to support growth and mindsets related to self-confidence, leadership presence, etc
- Career acceleration, support in thinking around my own leadership and capabilities.
- Opportunity for some guided self reflection on my current values and guiding principles as a leader and ways to refine/further define what they mean to me; opportunity to grow and gain more confidence in who I am as a leader

Questions for our presenters?



- How do you stay resilient and positive amidst all the challenges you encounter in your work? How do you refresh and revitalize that optimism and your mission statement?
- How do you see this mission statement playing a role in a person's career over time?
- How do you decide when it's time to leave a job and when it's time to tough it out and stay?
- How do I change my reputation within the company when I am not seen as a leader or influencer
- Engaging in educational equity requires political thought... Are there any "advocacy roads" that have minimum involvement in politics?
- How open should I be to adjusting this, how do you discern core elements from situational ones?
- How do you grow as a leader and model vulnerability and servant leadership while balancing being strong and decisive?
- What are suggestions you have for balancing the desire to meet people's expectations/needs and excel in a new leadership role without succumbing to the stress of perfectionism (maintaining a healthy view of self and healthy boundaries)?
- What are approachable and feasible steps towards overcoming imposter syndrome and how can I lessen feelings of self-doubt in the students I serve?
- What if you are navigating the question of "am I just not equipped" vs "is my role unclear / not setting me up for success". The biggest fear is of trying to quiet the voice of self doubt when it seeks evidence to prove me unfit. Woof.
- How do you build your confidence in new and unfamiliar environments?
- What advice — particularly in terms of seeking opportunities for career advancement — would you recommend for those who aspire to be instructional leaders (curriculum directors, program managers, data and assessment officers) in particular. How might this journey look distinct from those who enter into roles as operational or administrative leaders, if at all?



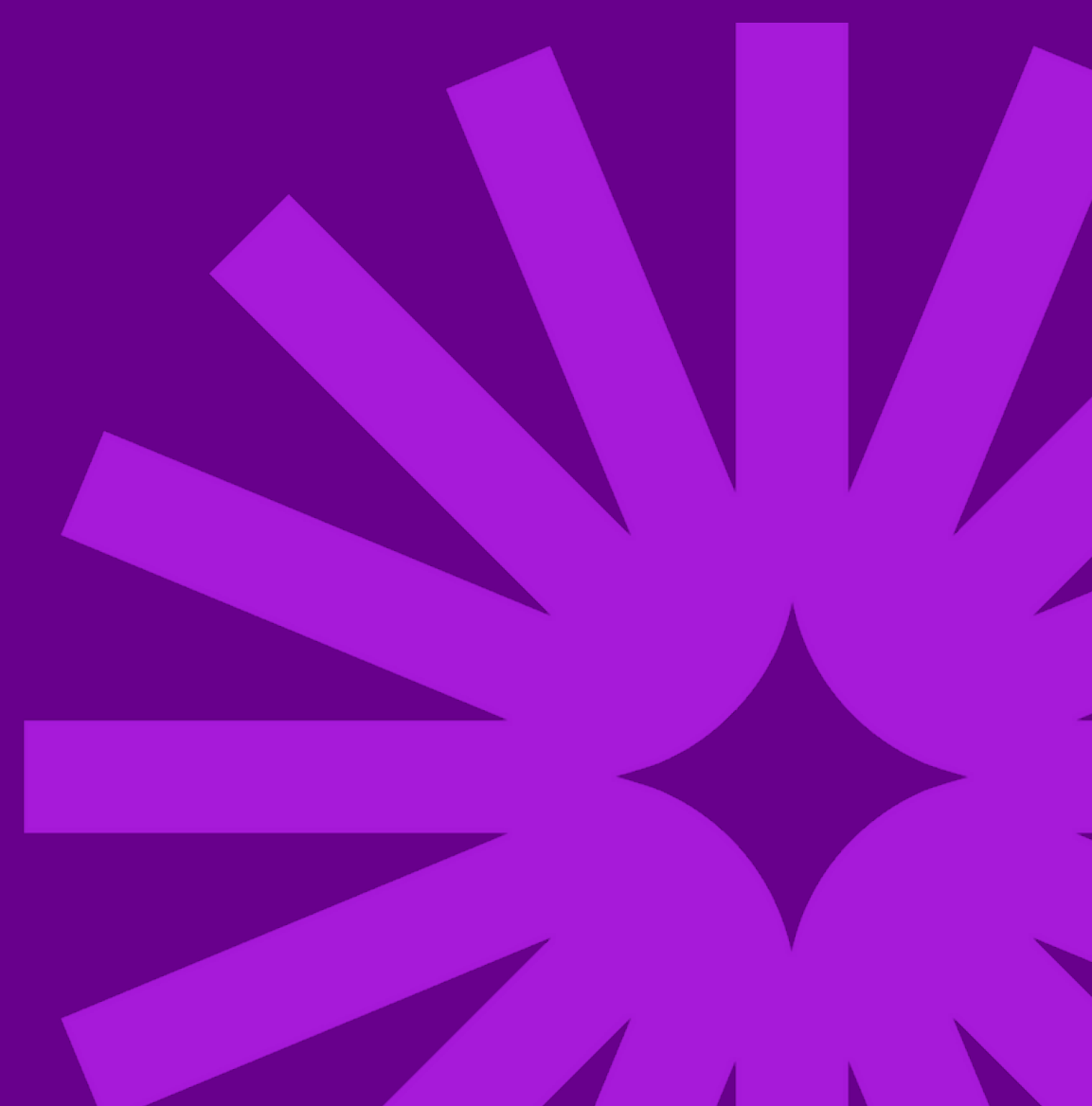
Teach For
America

Welcome!

Career Acceleration Event Series

**HOSTED BY THE TEACH FOR AMERICA CAREER CENTER AND
SELECT PARTNERS AND CONTRIBUTORS.**

**ENGAGE IN CAREER ACCELERATING TOPICS TO HELP INSPIRE
AND SUPPORT MINDSETS, KNOWLEDGE AND SKILLS THAT
ADVANCE YOUR CAREER.**

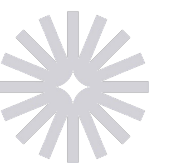


Career Acceleration Virtual Events Series Line-up



- 1 **10/5: Leadership in Action: Defining your Personal Leadership Philosophy and Overcoming Imposter Syndrome** | Presented by Claremont Lincoln University
- 2 **10/11: Applying to Doctoral Programs in Education: Making Your Application Stand Out** | Presented by Harvard Graduate School of Education
- 3 **10/18: How to Design a Career You Love** Presented by Mission Collaborative
- 4 **10/26: Building Inclusive Learning Environments: Collaborative Strategies for Educators and Stakeholders** | Presented by Teachers College, Columbia University
- 5 **11/1: Edtech Insights: A Fireside Chat with Industry Veterans** | Presented by AllCourse, Kaplan, and Youtube/Google

Register for any of the events on TFA's [Alumni Hub](#)



WELCOME!



STEPHANIE VARNON-
HUGHES, PHD., DEAN OF
TEACHING, LEARNING
AND LEADERSHIP,
CLAREMONT LINCOLN
UNIVERSITY

[<LINKEDIN BIO>](#)
[<PRESENTATION LINK>](#)

Define Your Personal Leadership Philosophy and Overcome Imposter Syndrome

Career Acceleration Virtual Event Series

Join us for a partner event that explores your personal belief system and helps you develop a leadership philosophy.

Hosted by:



In partnership with:





LEADERSHIP IN ACTION

Defining Your Personal Leadership Philosophy and Overcoming Imposter Syndrome

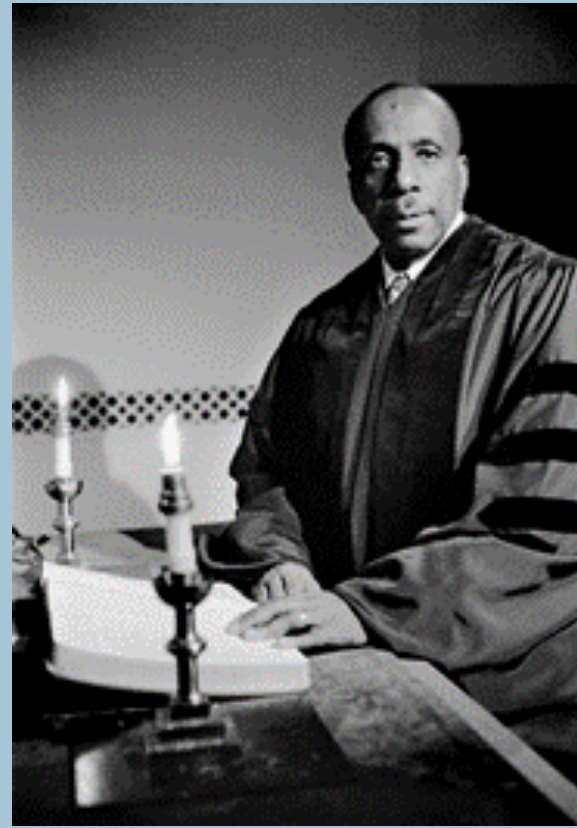
Dr. Stephanie Varnon-Hughes

Dean of Teaching, Learning & Leadership

Claremont Lincoln University

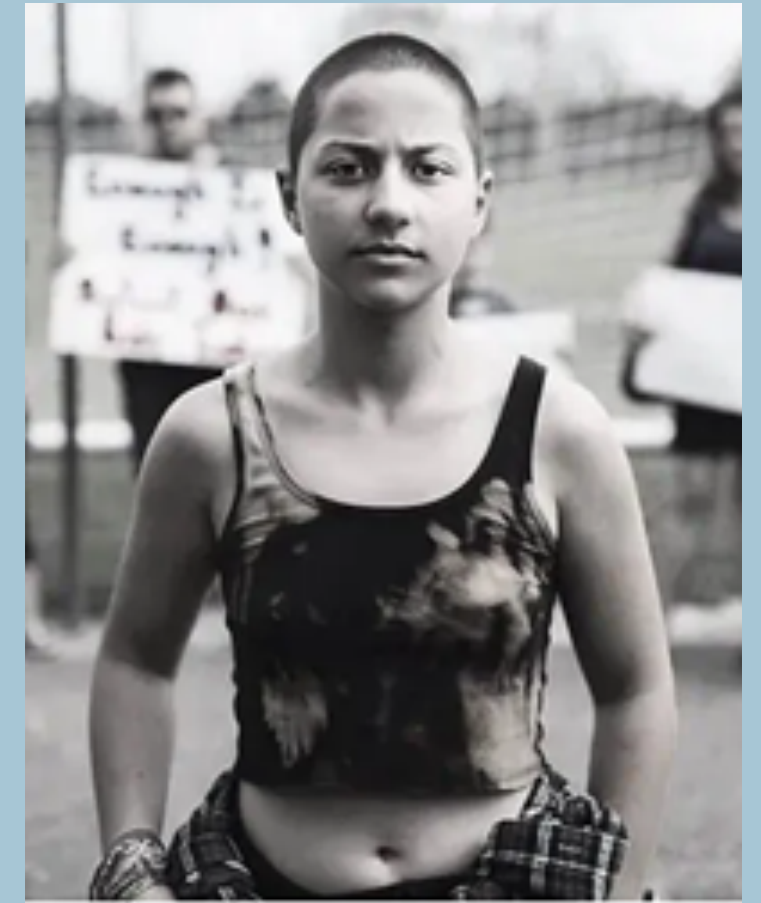


Who comes to mind when you think of a leader?



Happy Cerebral Palsy Awareness Day, friends! Here is Gabriel's third video for CP Awareness Month. He decided to talk about accessibility this week:

YOUTUBE.COM
Gabriel's 2021 CP Awareness Month week 3: Accessibility



I thought leaders looked like him!



But I looked like this...



LEADERSHIP QUALITIES



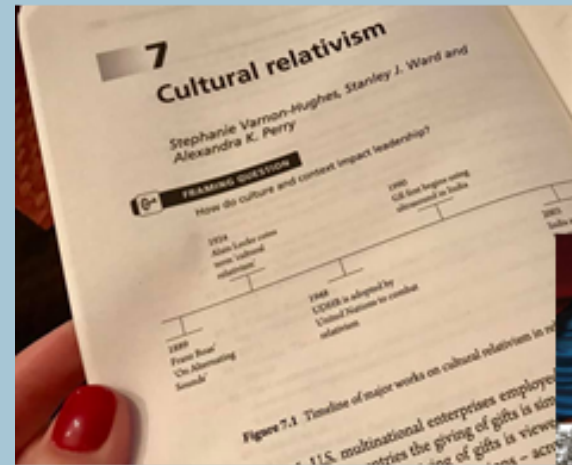
Might include...

WHAT ARE YOUR STRENGTHS?

Each one of us has specific gifts and perspectives that no one else has.

What are yours?

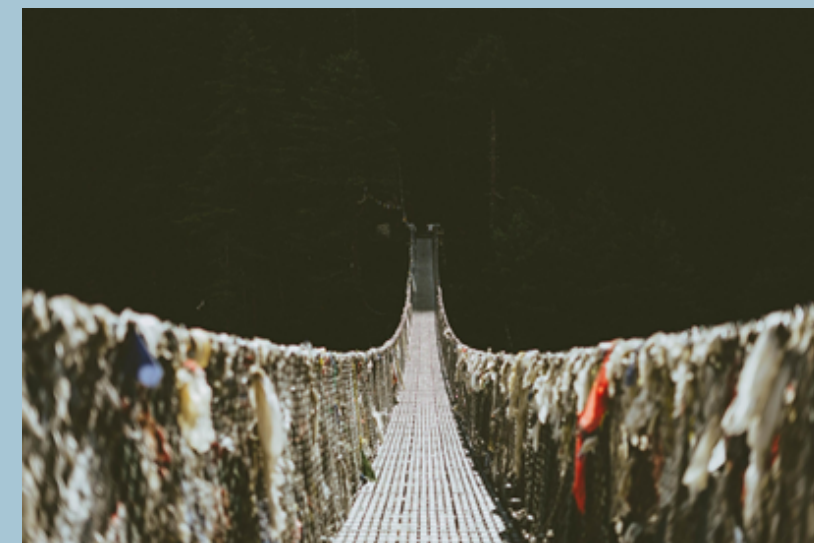
How do you discover your leadership orientation?



FIRST, WHAT DO WE DO WITH *SELF-DOUBT?*

Self-doubt can come from...

- Fear
- Lack of experience
- Childhood/youth
- Societal expectations
- Comparison
- Fear of success
- Negative self-talk (patterns in the brain)



WHAT IS “IMPOSTER’S SYNDROME” & WHO DOES IT DESCRIBE?

“The term, Imposter Syndrome, was coined by two psychologists, Dr. Pauline Rose Clance and Dr. Suzanne Imes, in the late 1970s after spending years counseling highly accomplished professors, administrators, and students, who were extremely concerned with being exposed as a fraud.”



Dr. Suzanne Imes



Dr. Pauline Rose Clance

The Imposter Phenomenon in High Achieving Women: Dynamics and Therapeutic Intervention

Pauline Rose Clance & Suzanne Imes

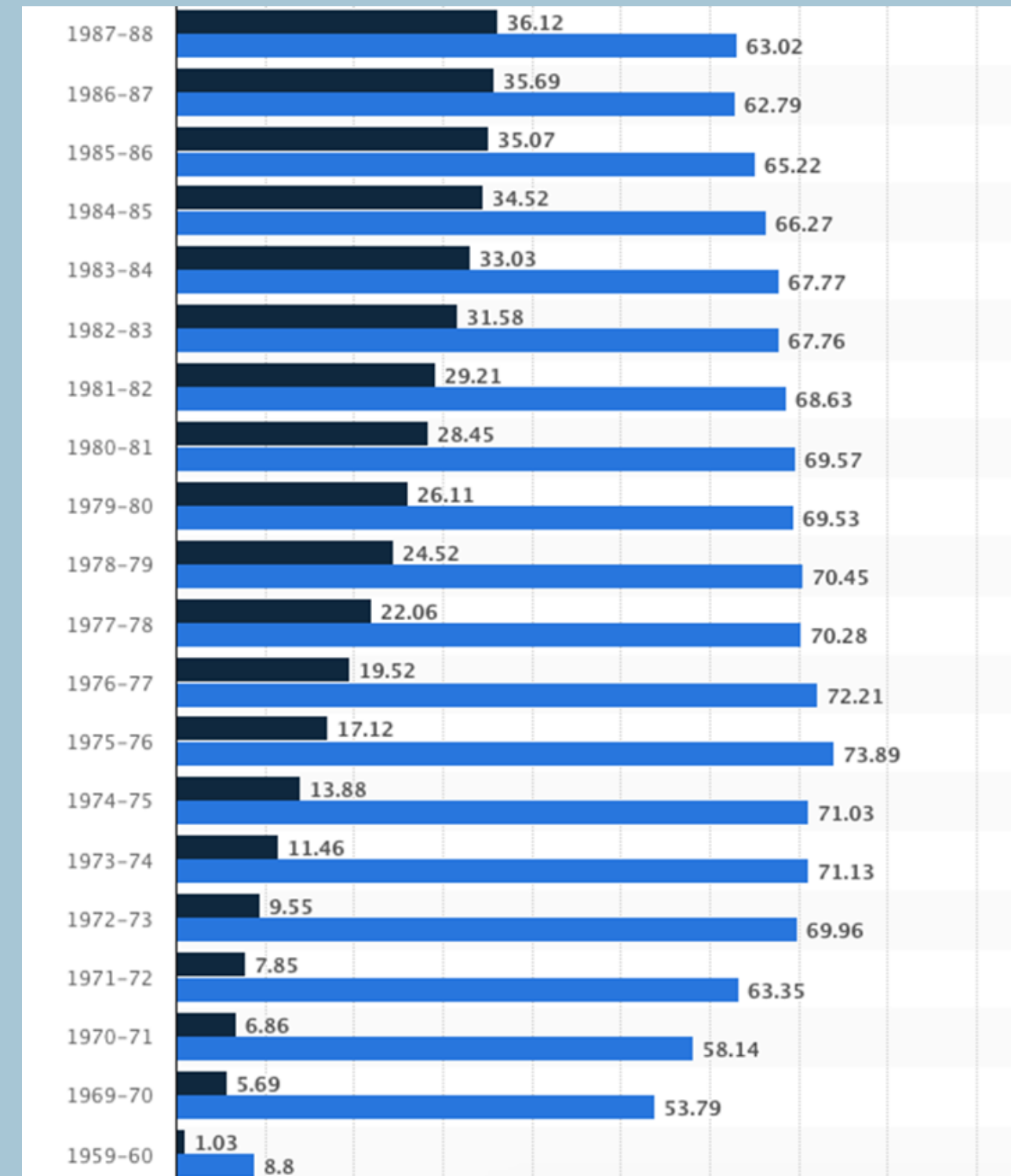
*Georgia State University
University Plaza
Atlanta, Georgia 30303*

Abstract: *The term impostor phenomenon is used to designate an internal experience of intellectual phonies, which appears to be particularly prevalent and intense among a select sample of high achieving women. Certain early family dynamics and later introjection of societal sex-role stereotyping appear to contribute significantly to the development of the impostor phenomenon. Despite outstanding academic and professional accomplishments, women who experience the imposter phenomenon persists in believing that they are really not bright and have fooled anyone who thinks otherwise. Numerous achievements, which one might expect to provide ample object evidence of superior intellectual functioning, do not appear to affect the impostor belief. Four factors, which contribute to the maintenance of impostor feelings over time, are explored. Therapeutic approaches found to be effective in helping women change the impostor self-concept are described.*

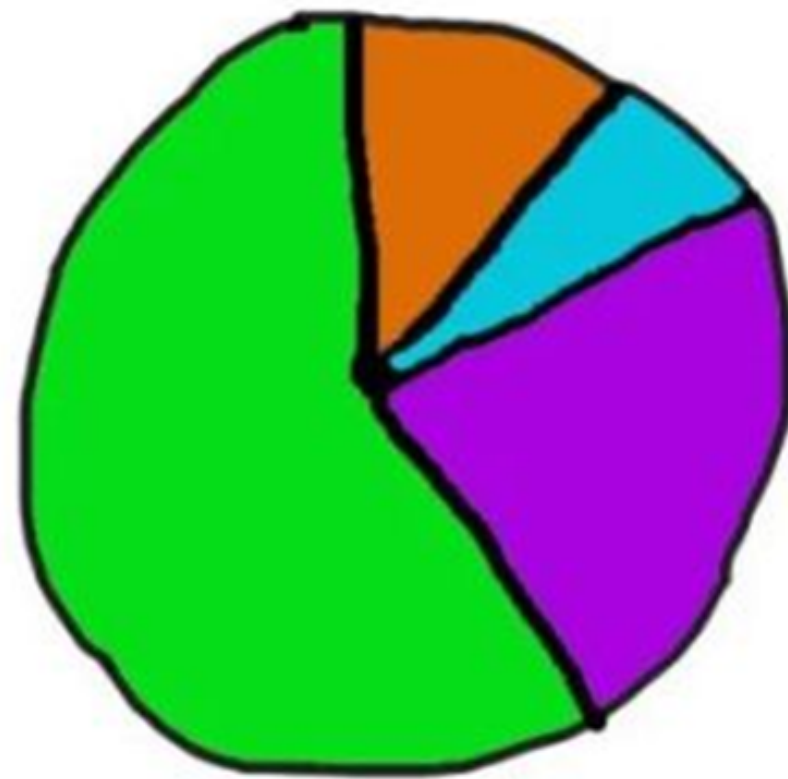
In the past five years we have worked in individual psychotherapy, theme-centered international groups, and college classes with over 150 highly successful women -- women who have earned PhDs in various specialties, who are respected professionals in their fields, or who are students recognized for their academic excellence. However, despite their earned degrees, scholastic honors, high achievement on standardized tests, praise and professional recognition from colleagues and respected authorities, these women do not experience an internal sense of success. They consider themselves to be "impostors." Women who experience the impostor phenomenon maintain a strong belief that they are not intelligent; in fact they are convinced that they have fooled anyone who thinks otherwise. For example, students often fantasize that they were mistakenly admitted to graduate school because of an error by the admissions committee.

WHAT IS “IMPOSTER’S SYNDROME” & WHO DOES IT DESCRIBE?

Number of doctoral degrees earned in the United States from 1949/50 to 2029/30, by gender (in 1,000s)



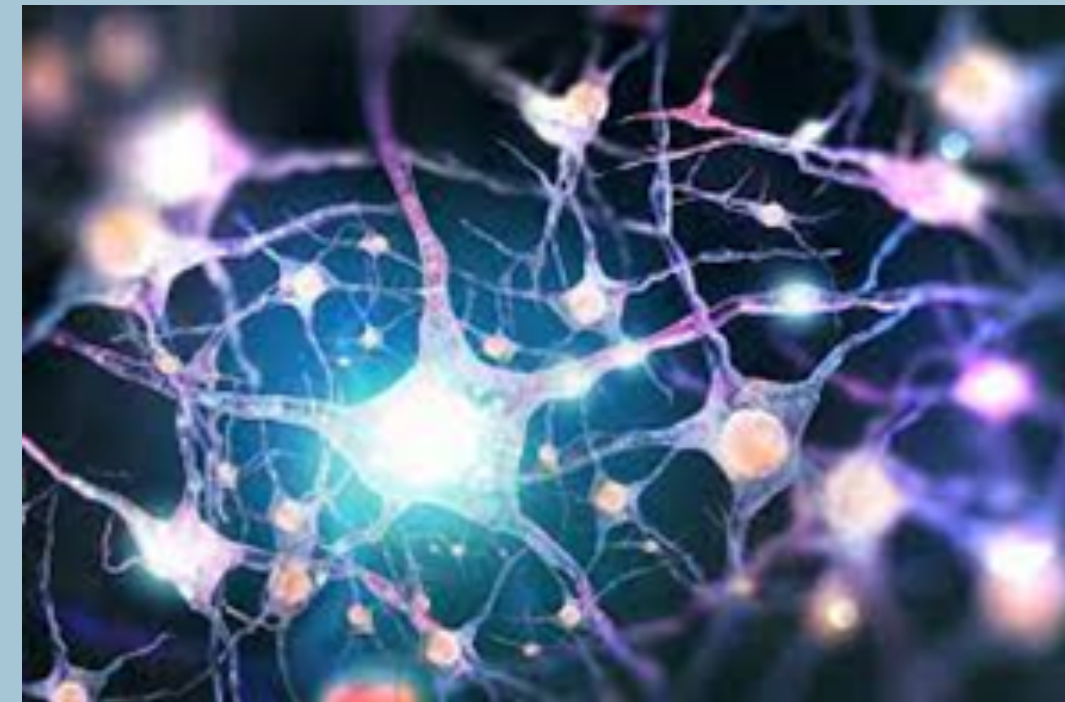
YOUR THOUGHTS WHEN SOMEONE SAYS THAT YOU WOULD BE GOOD FOR A JOB/ROLE/TEAM:



- WHAT?
- WHY?
- HAVE YOU MET ME?
- MAYBE THEY'RE JUST TRYING TO BE NICE

SO...WHAT DO WE DO WITH *SELF-DOUBT?*

- Recognize your thinking patterns
- Name and reframe
- Practice self-compassion
- Be skeptical of your thoughts (with kindness)



- Emotional Self-Awareness
- Emotional Self-Control
- Adaptability
- Achievement Orientation
- Positive Outlook
- Empathy
- Organizational Awareness
- Coach and Mentor
- Inspirational Leadership
- Influence
- Conflict Management
- Teamwork



Let's Explore Your Personal Sense of Mission

Examples of personal mission statements:

“More is more.”

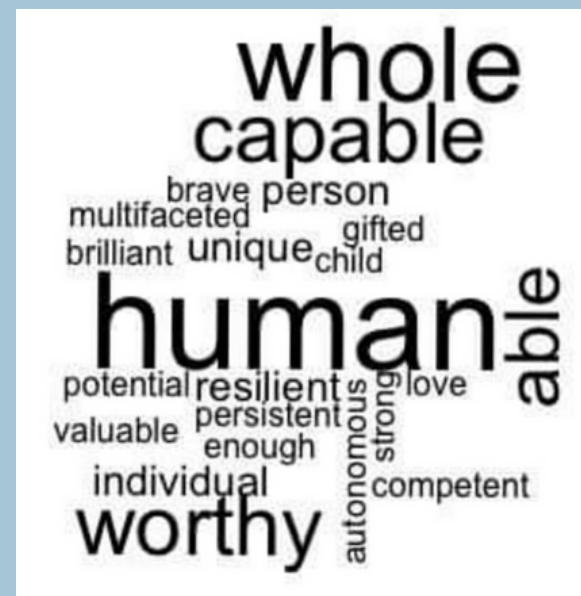
“The person with the most power speaks last.”

“Aim to leave a meaningful legacy.”

“Seek the silver lining.”

“We have to Maslow before we can Bloom.”

“Presume competence.”



Matthew Varnon-Hughes
Grade 6 English Language Arts & Social Studies
Truman Middle School

We have to **Maslow** before we can **Bloom** 🌱

Relationships before Rigor
Grace before Grades
Patience before Programs
Love before Lessons

You Matter! Ask for Help.

National Suicide Prevention Lifeline 1(800) 273-8255

The Crisis Text Line Text HOME to 741741

Fontana Unified School District School Police (909)357-5020

California Youth Crisis Hotline 1(800)843-5200

National Domestic Violence Hotline 1(800)799-7233

WeTip 1(855)862-8559

LGBTQ Hotline: (866)488-7386

WHAT DOES THIS INFORM?

- How you work
- Why you work
- How you make decisions
- How you invest time, energy, resources, etc.
- Who you are willing to dialogue with
- How you establish boundaries
- Opens pathways for collaboration
- Provides focus on objectives vs. outcomes



Let's Begin Building Your Personal Sense of Mission, Part 1

Take a moment... (fill in the blank)

The last time I felt JOY I was _____

The last time I felt INCLUDED was _____

The last time I felt POWERFUL I was _____

I want to have IMPACT for _____

The world needs my PERSPECTIVE because _____

Let's Begin Building Your Personal Sense of Mission, Part 2

Some Building Blocks

Because _____ matters, I will seek _____.

My goal is _____ so I must _____.

_____ is my priority and _____ is my action.

The world needs _____ so my team will _____.

Using _____, I can _____.

For others I bring _____ because _____.



In the Chat:

Where do you feed your leadership?

REMINDERS:

These are practices. The more we practice, the stronger these skills become.

We don't have to wait for perfection, minimal mastery is a good starting place.

WHAT WILL YOU WORK ON NEXT?

Let's get started...



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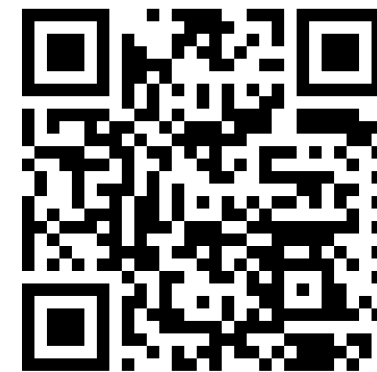
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You can visit claremontlincoln.edu/tfa for more information.



“

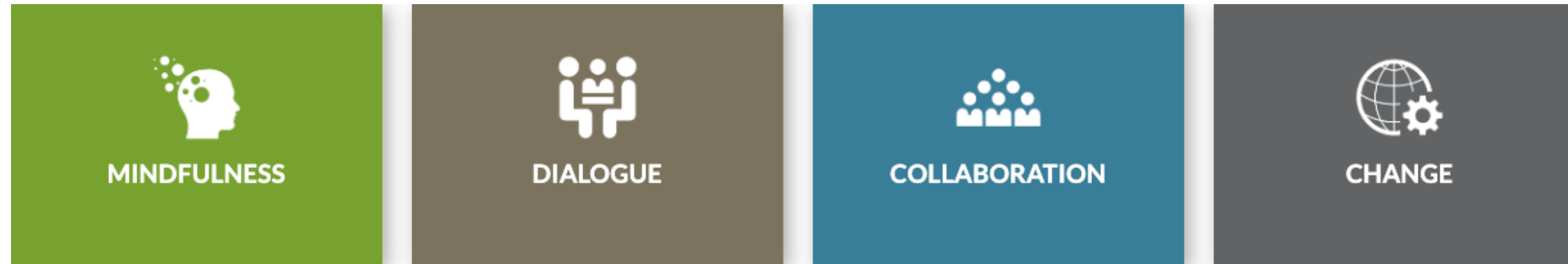
We embrace engaging leaders of today that are diverse, that seek to be more accountable to communities who are also diverse, and leave CLU equipped with the capacities and skills to be leaders who promote inclusion and seek equity in their work.



DR. AUDREY JORDAN
JERRY D. CAMPBELL PROFESSOR AND DEI SPECIALIST
CLAREMONT LINCOLN UNIVERSITY

CLAREMONT CORE®

OUR PROPRIETARY LEADERSHIP FRAMEWORK

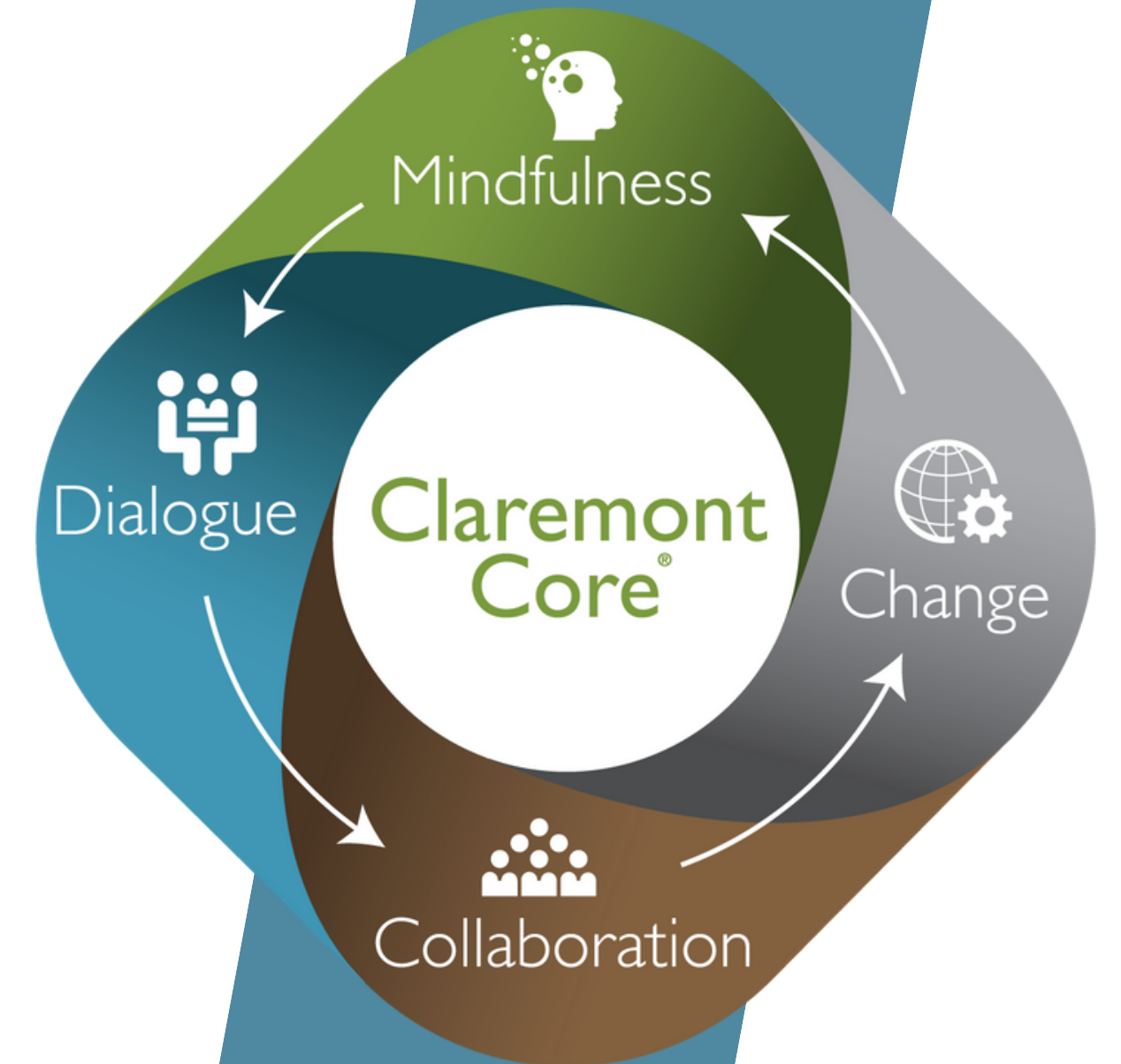


Be present, attentive, and aware of yourself, your surroundings, and your capacity to cultivate compassionate change.

Communicate in a way that welcomes diverse perspectives, reframes conflict, and results in achievable solutions.

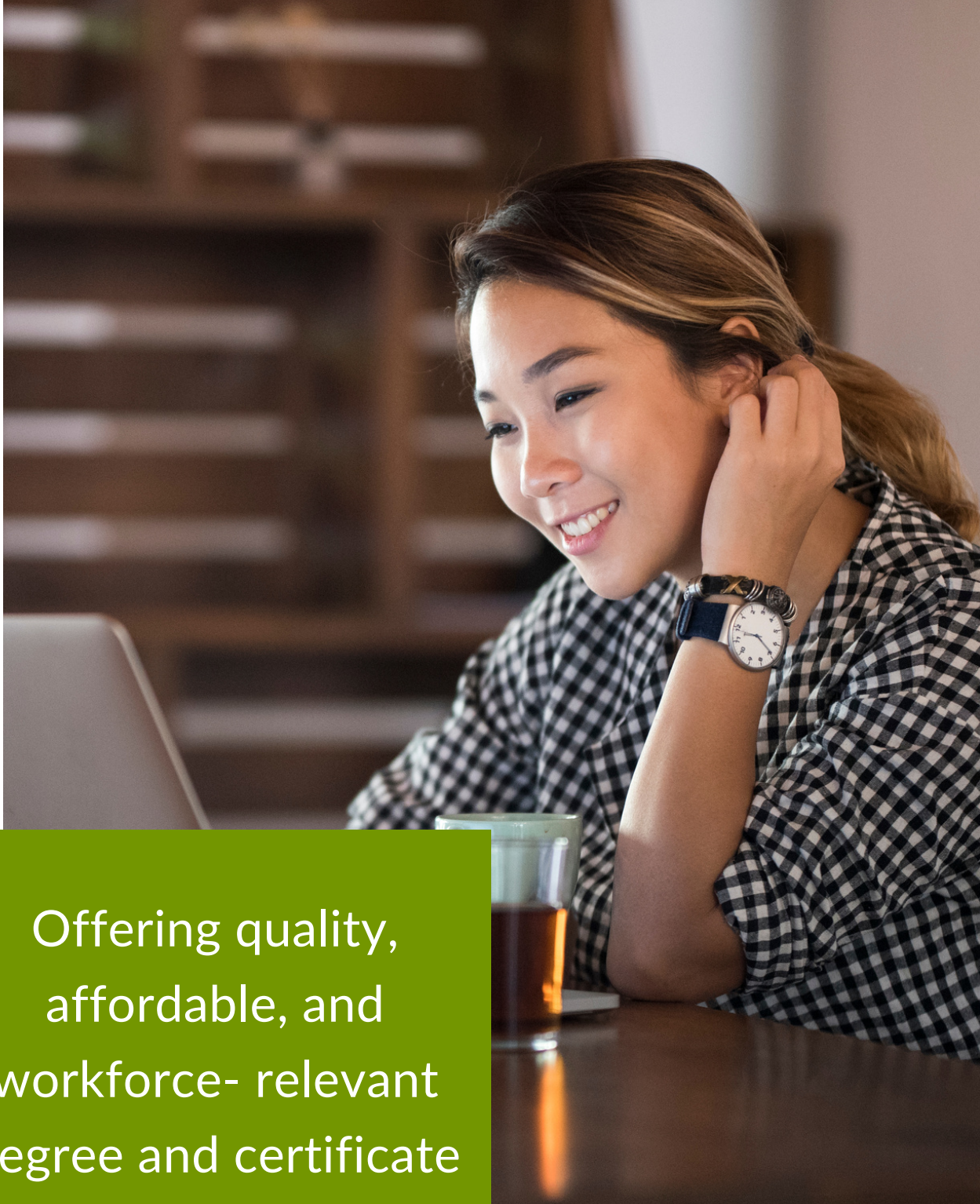
Facilitate co-creative dialogue to manage interpersonal and organizational challenges and bring stakeholders to consensus.

Combine mindfulness, dialogue, and collaboration to generate positive and sustainable change in society.



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FOR MORE INFO:

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COMMUNITY PERFORMANCE



WEB

claremontlincoln.edu



EMAIL

Becky Rogers
Director of Educational Partnerships
brogers@claremontlincoln.edu



PHONE NUMBER

(909) 667-4423

Schedule a
meeting!



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QUESTIONS?

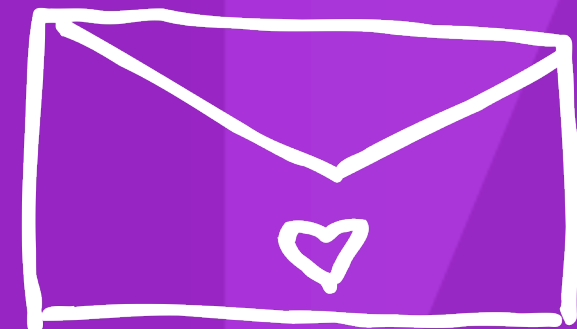
You may reach out anytime to:

Dr. Stephanie Varnon-Hughes

Dean of Teaching, Learning, and Leadership

svarnon-hughes@claremontlincoln.edu

◆ Thank you!



A post-event Email will be sent
on **October, 12th** with the event
recording and resources.

◆ Thank You!

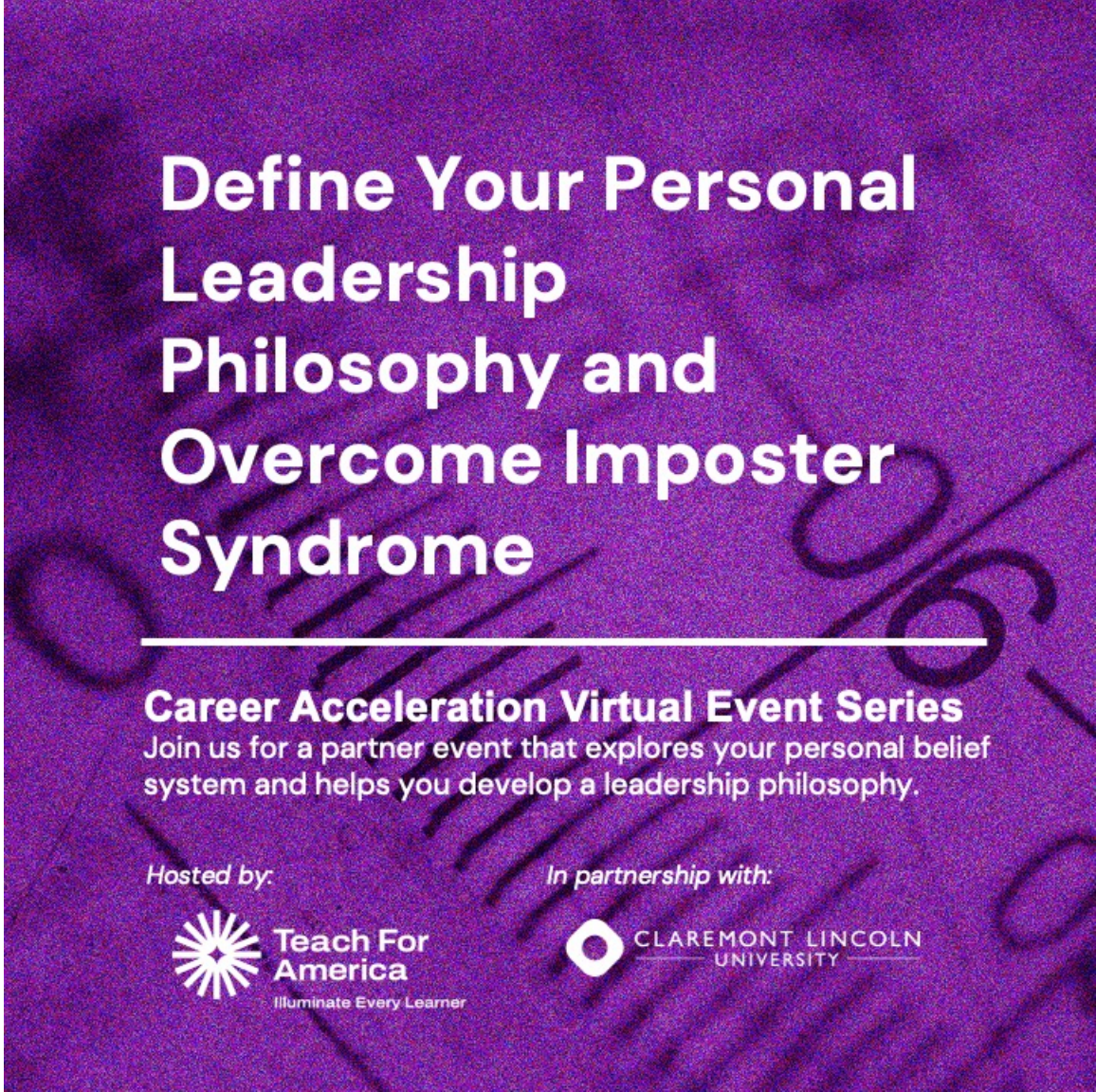


We'd Love Your Feedback. Please take a moment to complete the brief survey. Your responses will help us evaluate and design programming to continue to support and develop our network. **All survey responses are anonymous.**

Thank You For Joining Tonight's Event


For even more ways to connect with TFA's alumni network, explore the wealth of resources, events, and more on our online platform:


[TFA Alumni Hub](#).



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Join us for a partner event that explores your personal belief system and helps you develop a leadership philosophy.

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