

RESEARCH COACH PROJECT

FOCUS GROUP NETWORKING EVENT

PRESENTED BY ANGEL MASANO,
LEANNE MIHALICZ & HARHSITA
DHIMAN

Territorial Acknowledgement

The campuses of Thompson Rivers University are located on the ancestral and unceded territory of the Secwepemc Nation within Secwepemcul'ecw

Agenda

11:30 to 12:00

Welcome and Introduction to Research Project

12:00 to 12:40

Focus Group Discussions

12:40 to 1:00

Student Groups Introduce Employers and Share for Prizes

1:00 to 1:15

Event Wrap-up





Gratitude

Thank you to the students who are
CURIOS and **COURAGEOUS**

Thank you to the employers, our partners in **TEACHING**
& **LEARNING**, who are here to share some career
knowledge and advice

Thank you to the Research Office for providing
undergraduate research opportunities

Thank you to **TRU World** for the lovely room

Thank you to the ESTR's Market for the yummy snacks

And thank you to **CEL volunteers**

Partners in Learning

Interior Health

CIBC

TRU Open Press

Tourism Kamloops

Urban Systems

Downtown Kamloops

Iron Code

IT ISIN Solutions

D-Pace

Dawson Group

TRU FSD

Kamloops Sports Council

Xenon Cyber

Acres Enterprise Ltd.

Doane Grant Thorton

TRU IT

BCLC

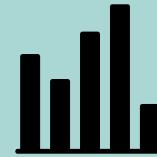
TRU Wolfpack

Student Benefits



Research Principles

Gain a solid introduction to research principles and methodologies. Critically evaluate information & develop evidence-based arguments.



Professional Insights

Extract valuable insights from industry professionals regarding AI's impact on work.



Career Confidence

Boost your confidence in career development pathways.



Experiential Learning

To integrate experiential learning into Co-op (prep-course)



Employability Skills

Develop crucial employability skills for the future workforce.



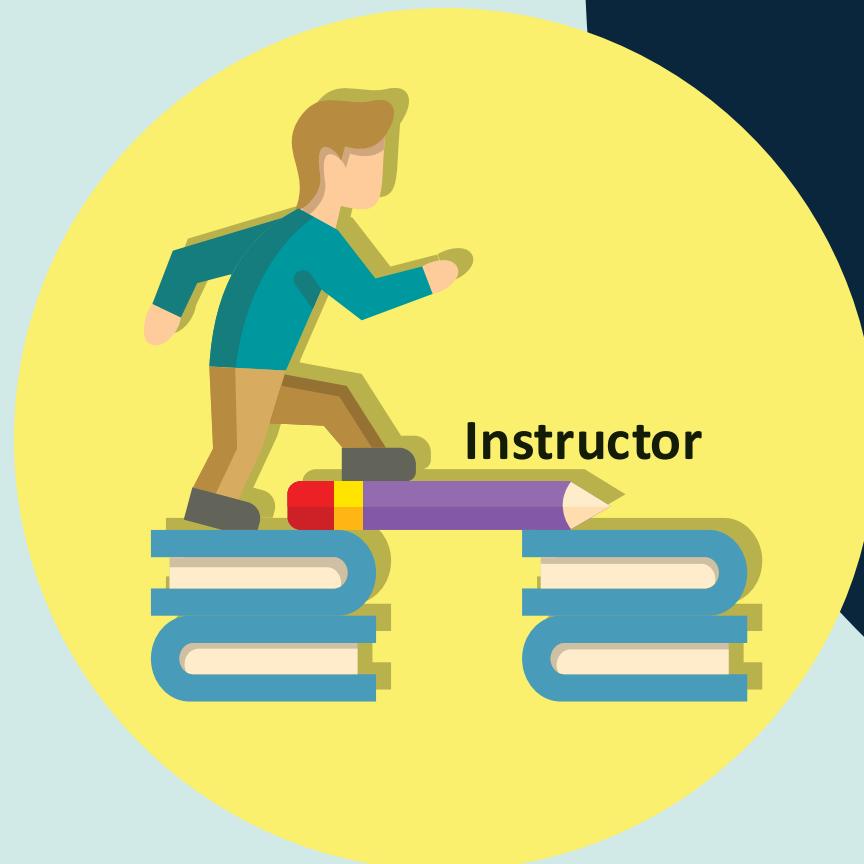
Professional Networking

Practice effective networking and communication strategies.

Role of the Research Coach

Assist students in the course with:

- Exploring & understanding research topic
- Developing focus group questions
- Facilitating employer interaction
- Designing poster dissemination
- Encourage critical thinking



Integrating research

Sukh Heer Matonovich, BSW, MA

Director, Student Research & Graduate Studies



Research Topic

How is the increasing use of **generative AI and automation changing knowledge-based professions**, and will there be a demand for **human skills** such as critical thinking and emotional intelligence?





Workplace Skills Survey

Oct 21, 2024

87%

say human skills are necessary for career advancement.

65%

want teamwork & collaboration prioritized over tech skills

“Organizations that overemphasize technical training at the expense of enduring human capabilities — like divergent thinking, emotional agility, and resilience — could end up impeding innovation and leaving employees ill-equipped to lead teams, adapt to market opportunities, and fully harness the potential of technology,” said [Anthony Stephan](#), chief learning officer, Deloitte US.

94%

worry future generations will lack adequate human skills.

95%

agree human skills are “timeless” and always important.

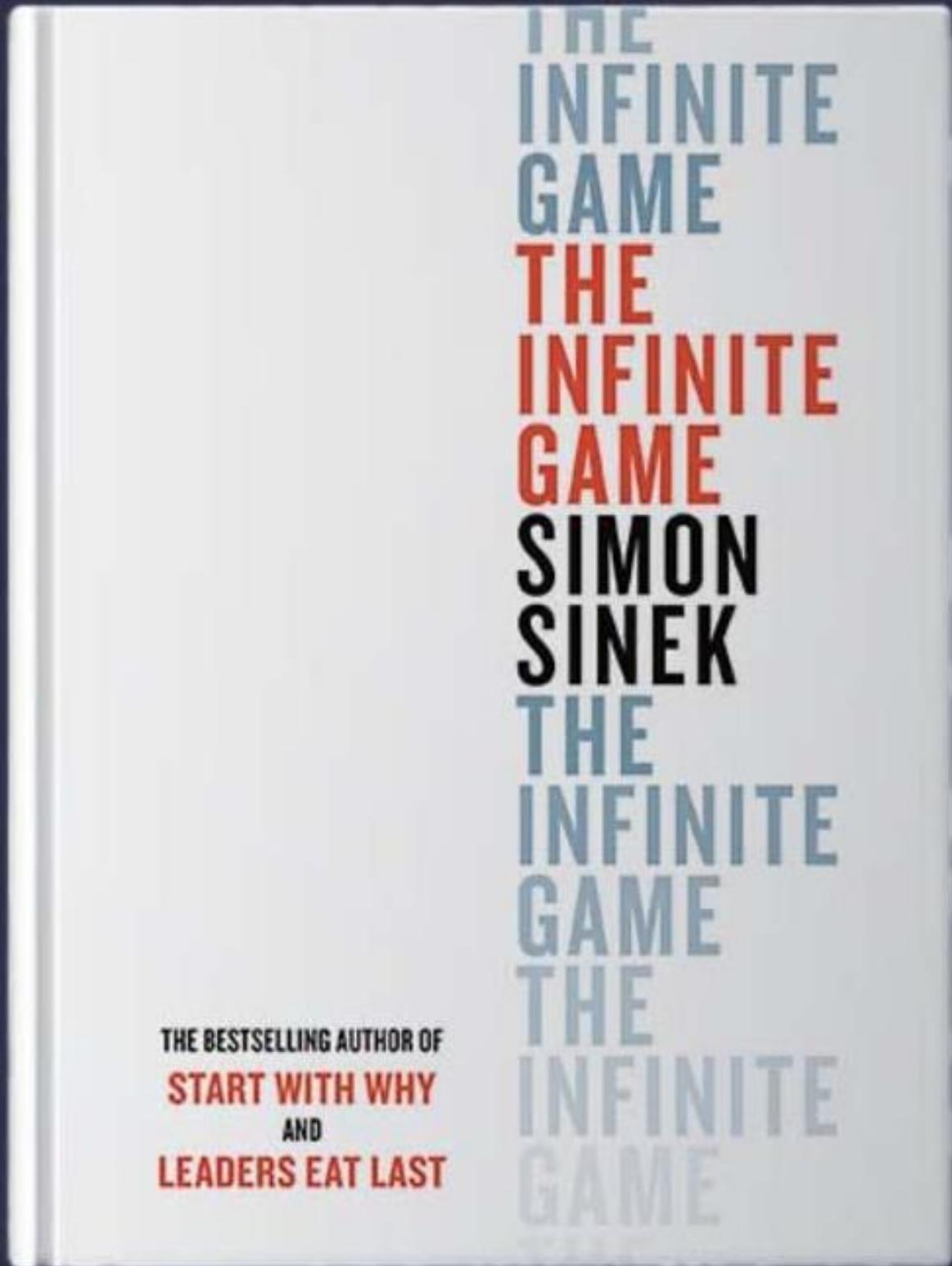
"To ask "What's best for me?"

Is finite thinking.

To ask "What's best for us?"

Is infinite thinking."

Simon Sinek



Simon Sinek: There's NO such thing as Soft Skills

Feb 25, 2021



Watch from 00:00 to 00:24 - <https://www.youtube.com/watch?v=o9uzJOLgvT0>

LinkedIn Employer Panel - Thriving with AI: The Power of Human Skills

Feb 19, 2025

Thriving with AI: The Power of Human Skills

This session will delve into how AI is reshaping the workforce and essential human skills needed to thrive in this new era.



Amanda Ruud
Senior Content Manager
LinkedIn
Moderator



Aneesh Raman
Chief Economic Opportunity Officer
LinkedIn



Christina Sass
President and CEO
International Youth Foundation



Béatrice Gherara
Co-Founder & Chief Learning Officer
Kokoroé

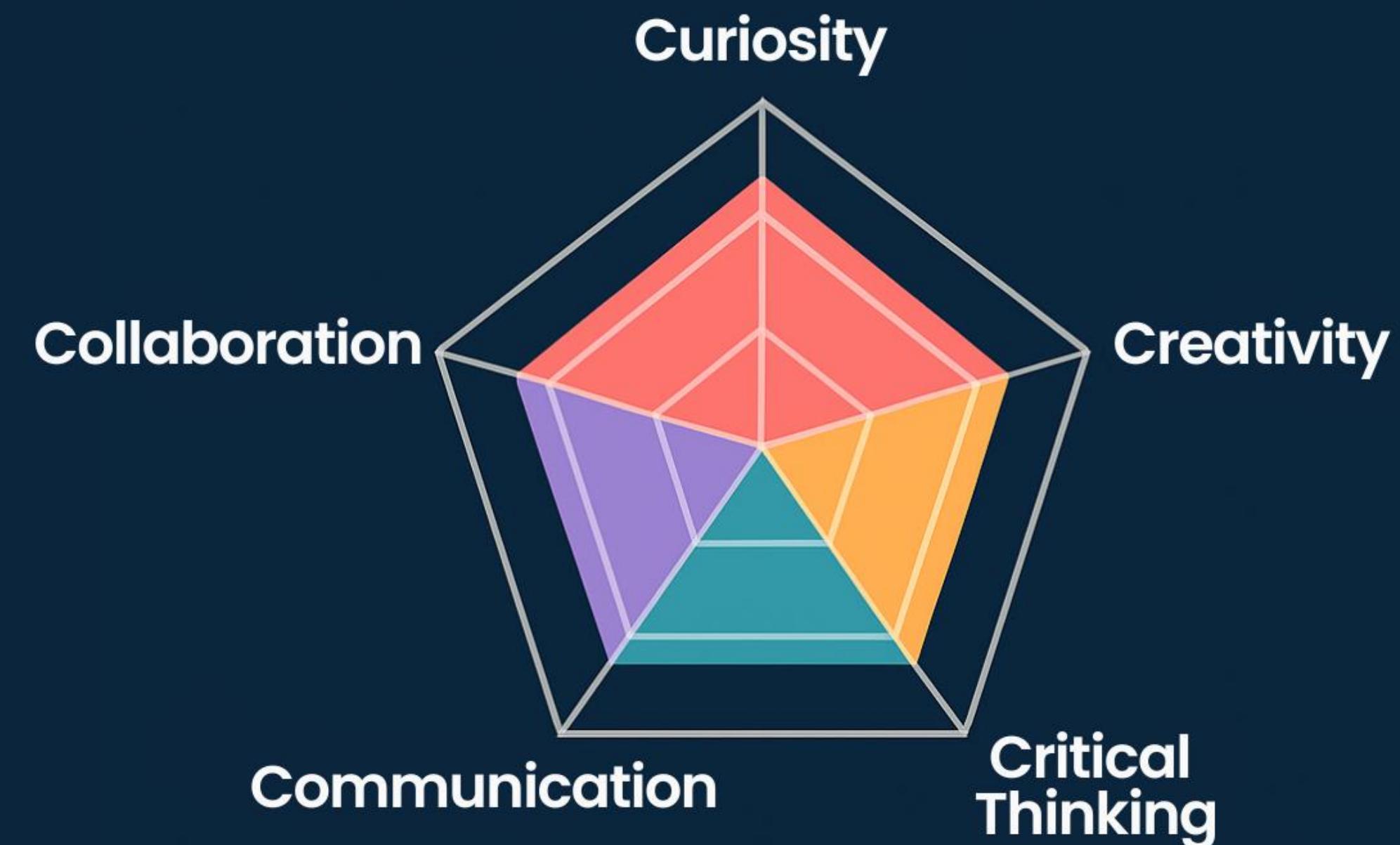


Naria Santa Lucia
General Manager
Microsoft

Learn more at aka.ms/AiSkillsNavigator

Watch [here](#) from 05:35 to 06:32- <https://www.youtube.com/watch?v=80xZ1dv-W8I>

POWERED BY HUMAN SKILLS



References:

- 5 C's inspired by Anush Raman, Chief Economic Opportunity Officer, LinkedIn
- Image by Copilot

“Human skills are the competitive advantage in a tech-driven world.”

"Regardless of technology or the speed of innovation, people are still people. And all the rules of humanity still apply."

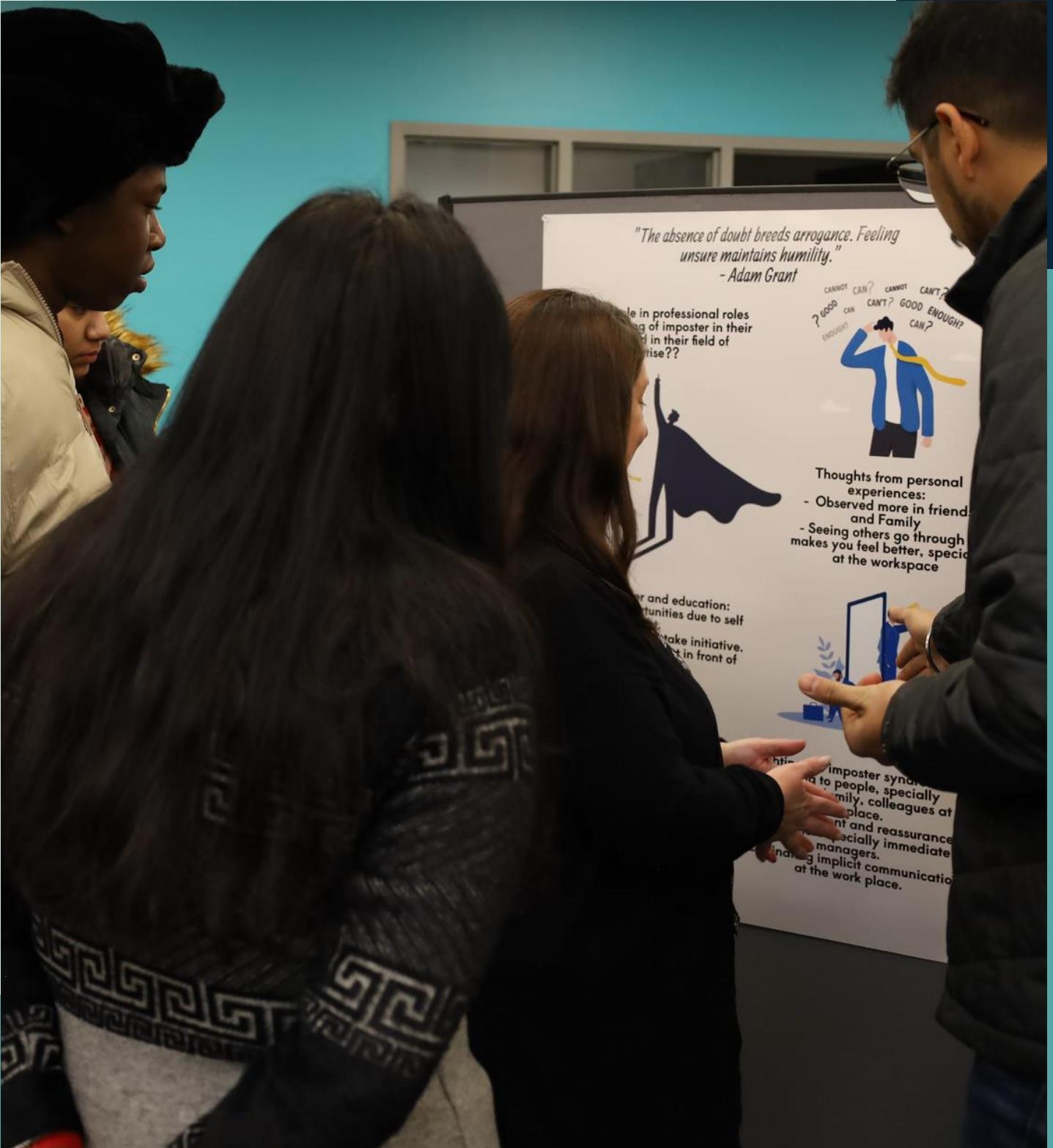
Simon Sinek

Showcasing

Poster dissemination in person and online

Students will evaluate their discoveries and enhance their research on the subject.

Their findings will be showcased online, both on a website and during an undergraduate research event held on campus.





RESEARCH COACH

"The Research Coach program was an entirely rewarding experience that allowed me valuable access to a faculty member I wouldn't have had a one-on-one engagement with otherwise.

The structure pushed me to delve deeper into subjects and topics in which I was already interested. Teaching what I learned to students ingrained this knowledge in me and gave me a lot of confidence in what I learned."

- KRISTEN GARDNER

Example Poster

Demystifying How and Why People in Professional Roles Experience Feelings of Imposter Syndrome

Sajani Gunasekera, Praise Akinade, Manik Singh, Angel Masano
Department of Career and Experiential Learning, Thompson Rivers University

Introduction
Imposter syndrome, first identified in 1978, by Psychologists Clance and Imes is a common psychological phenomenon characterized by persistent feelings of inadequacy and fear of being exposed as a fraud, despite external evidence of success.

Objective
To raise awareness and promote a positive mindset in professional settings by addressing the issue of imposter syndrome. Ultimately, it is to inspire professionals to embrace their expertise, break the imposter syndrome cycle, and create a sense of confidence and belonging in their respective fields.

Background
• Adam Grant's observations on imposter syndrome challenge the popular narrative that frequently characterizes it as exclusively harmful.

Benefits of Imposter Syndrome as argued by Adam Grant in his book "Think Again":
1. **Motivation to work harder:** Self-doubt can drive individuals to put in more effort and take on challenges outside their comfort zone.
2. **Openness to new approaches:** Imposter feelings can make individuals more receptive to feedback and different perspectives, leading to innovative problem-solving.
3. **Getting better at learning:** Acknowledging knowledge gaps can encourage active learning and seeking out guidance from others, fostering continuous improvement.

• Traci Foster, a renowned Radiologist described Impostor Syndrome in her article **Feeling Like a Fraud: Imposter Syndrome and the Workplace.**

Methodology
• **Approach:** ask multiple focus group questions to the industry professionals in a networking event. Each group member asked questions and the responses were noted down.
• **Purpose:** get the underlying answer to the main research question: "How do people in professional roles experience feelings of imposter in their workplace and in their field of expertise?"

The curated research question had 2 levels:
A. *How does imposter syndrome affect education and career?*
1. What opportunities have you missed because of imposter syndrome? What are ways imposter syndrome can impact people's careers?
2. How has imposter syndrome affected your education/career experiences?
B. *What can we do to demystify, normalize, or rethink imposter syndrome?*
1. How can an employer recognize imposter syndrome in their employees?
2. How can different ways of assessing mistakes at the workplace negatively affect imposter syndrome in employees?

Analysis and Key Implications
• **Findings:** imposter syndrome is more of a social issue rather than an individual issue since the society and the environment we live in feed us feelings of inadequacy of imposter syndrome.
• **Example:** imposter syndrome gives a sense of inadequacy that can lead to exploitation by employers to overwork to prove ourselves at work.

Fig 2. The reasons for imposter syndrome in workplaces

Fig 1. The five types of imposter syndrome as identified by Dr. Valerie

How to reduce imposter syndrome in new employees
• Ensuring safety and equity in the workplace
• Communication
• Open to learn
• Having a mentor

Benefits of imposter syndrome
• Motivation
• Recognition of your mistakes and take corrective actions
• Humility
• Equity
• Belief in yourself

Figure 3. Reducing imposter syndrome and benefits of imposter syndrome

Conclusions
Imposter syndrome is usually perceived as an internal issue. However, the external factors that help foster the feelings of imposter syndrome are overlooked.

The usual focus is on the idea that feelings of imposter syndrome arise solely because of an individual's shortcomings. This focus overlooks the culture, environment, and relations that the individual has which contribute to the feelings of imposter syndrome.

The networking event that was attended by all group members and professionals, helped the group members become more confident in their ability to ask employers meaningful questions.

Group members gained insights about the importance of self-reflection while also considering the bigger picture of elements that we can not control but affect our lives.

Acknowledgements
• Dr. Leanne Mihalicz, TRU COOP 1000_04 instructor
• Jill Hayes, TRU Undergraduate Researcher leading the research on this topic
• All the professionals who attended the networking event
• Everyone who assisted in planning, coordinating and running the networking event
• TRU Department of Career and Experiential Learning
• TRU Faculty of Student Development

Example Posters

“Mask off Cape on: Unveiling imposter syndrome in the workplace”

“How does imposter syndrome manifest across personal and professional domains?”

AUTHORS

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THOMPSON RIVERS UNIVERSITY

SPECIAL THANKS TO:

Thompson Rivers University
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Career and Executive Learning Department
Student Services
Orea Central
Student Government

Background

What is it?
Imposter syndrome is a psychological pattern in which an individual has doubts about his or her accomplishments and persistently internalizes the fear of being exposed as a “fraud.”

What can imposter syndrome tendencies lead to?
People who struggle with “impostorism” are more likely to experience anxiety and depression. When these individuals experience failure, they are more likely to have low self-esteem and feel less satisfied with their lives.

Signs and symptoms
People with imposter syndrome often attribute their success to luck or external factors rather than their own abilities and efforts. This syndrome is often accompanied by feelings of inferiority and fear of not being able to meet the expectations of others.

Who is affected?
This syndrome can affect anyone, regardless of their achievements or qualifications.

70%

Methodology and Questions

This research employed a qualitative interview approach to investigate the manifestation of imposter syndrome across the workplace. The study involved two participants. The primary research question guiding the interviews was “How does imposter syndrome manifest across personal and professional domains?”

Findings

Confidence vs Competence

Imposter Syndrome

How to Cope

Reflections

Results

Background

RESEARCH

ANALYSIS

Thu Tran

GROUP #6

Mayank Mehan

BACKGROUND

Imposter Syndrome refers to chronic feelings of inadequacy in individuals' professional and personal lives. The term was introduced in an article written in 1978 by Pauline Clance and Suzanne Imes.

Symptoms include a persistent fear of failure, lack of self-confidence, and difficulty accepting praise, all of which can negatively impact performance in the workplace or at home.

Our group met with an HR coordinator from NewGold Mining in Kamloops named Paige Martin to discuss her experience with IS has had on her

RESEARCH

After conducting an interview with Paige, we discovered that she experienced a form of imposter syndrome that can be described as superhuman. Initially, she struggled to manage various tasks. She often thought that she was not good enough. Fortunately, she was able to confide in her supervisor and other colleagues helped her settle in and overcome her challenges. Today, she feels confident in her work and is familiar with the entire company.

ANALYSIS

5 types of Imposters

Paige Martin

The Expert

- Over-prepared
- Knowledge hoarder

The Perfectionist

- Flawless
- Overachiever

The Natural Genius

- Quick learner
- Mastery expectation

The Superhero

- Burnout
- Overworking

The Soloist

- Avoid collaboration
- Self-reliant

Pressure

The 5 Types of Imposters

PERFECTIONIST **EXPERT** **NATURAL GENIUS** **Soloist** **Superhuman**

Adapted from *The Secret Thoughts of Successful Women* by Dr Valerie Young

DISCUSSION

Imposter syndrome is a crucial topic that demands increased discussion. Though it is widely recognized, it is insufficiently discussed, presenting various unexplored research opportunities. As students are in pivotal moments of life where Imposter Syndrome is prevalent, learning from the findings enables one to reframe imposter thoughts and behaviors, leading to increased self-confidence, a more positive outlook, and reducing self-doubt. Despite these challenges, the research underscores the potential for imposter syndrome to be harnessed as a catalyst for achieving success.

Symptoms of IS are present in more people than one might expect and can affect even the highest-achieving business executives, politicians, and artists.

Tips for Overcoming Imposter Syndrome:

- Don't compare yourself to others
- Change negative thoughts patterns
- Accept that you are in work progress
- Learn to fail better
- Seek support

REFERENCES

Cuncic, A. (2023, November 2). *Imposter Syndrome: Why You May Feel Like a Fraud*. Verywell Mind. <https://www.verywellmind.com/impostor-syndrome-and-social-anxiety-disorder-4156469>

Edinburgh, K. A. (2022, November 23). *How to overcome imposter syndrome: 10 actionable strategies to try today*. Exam Study Expert. <https://examstudyexpert.com/impostor-syndrome/>

Focus Group Discussion
~30 to 40 minutes

Share a few highlights

Employers:

Which question from the students either surprised or impressed you the most?

Students:

What new piece of information have you learned this afternoon (that perhaps you did not think about before)?