Who has it?

P. R. Clance and Imes (1978)

Ted Thompson (1998)

Trotman (2009) initially discovered in high achieving women studying and in academia later found in to be in other populations too Maybe higher in women, research goes both ways Maybe higher in some ethnic groups, studied in African Americans

Minorities

Weir (2013)

New endeavour

Weir (2013) neighbourhood organiser and suggesting I be a council candidate

What are the characteristics?

How does it work? attribute successes to outside factors - luck, colleagues

attribute failures to themselves

found to be far more common in women than men

women viewing ourselves as phony is consistent with societal view that we aren't competent

worse for African American women

easier to not internalize success than go against the views of society!

often believe that intelligence is fixed rather than malleable

motivated by performance goals, try to prove intelligence

when fail - react 'helpless' way, blame selves, withdraw from task, anxiety, shame

overriding concern with others' impressions, idealised self image

self worth unusually dependent on others - external validation goes away, fall apart

Hutchins (2015)

J. L. . P. Clance (1993)

Trotman (2009)

Success does not fix it

P. R. Clance and Imes (1978)

Sakulku and Alexander (2011) because they dismiss the success disregard if there is any gap between their expectations and performance repetitions of success show dif between actual and ideal standards, make it worse deny our competence, discount praise

Desire to be the best will be the biggest fish in a small pond (school)

then go to uni - lots of bright people, not the best anymore conclude that they are stupid because they aren't the best anymore

Sakulku and Alexander (2011)

Fear and guilt about success
Sakulku and Alexander (2011)
Defendence
J. L. . P. Clance (1993) mistrusting others
Low affiliation
J. L. . P. Clance (1993) in women. enjoyable involvement with other people
Low play
J. L. . P. Clance (1993) don't do things for fun
Impulsivity
J. L. . P. Clance (1993) low in women, high in men
Need for change
J. L. . P. Clance (1993) low in women, high in men
Low need for order
J. L. . P. Clance (1993) in men
What childhood circumstances create it?
Sakulku and Alexander (2011)

J. L. . P. Clance (1993) Generally either has a sibling or close relative that was the designated 'intelligent' family member

the woman is then told that she is the 'sensitive' or socially adept one, not the smart one

or, told that they are superior in every way and success will come easily

Then they can't cope with when it doesn't

Family valueing success with little effort

descrepency between feedback and actual success

lack of positive reinforcement - "nothing you do is ever good enough"

IP higher when family cohesion and expressiveness are low, family conflict and control high. Accounted for 12 of variation

if not supported or approved may feel achievements are dismissed, unimpressive, unimportant.

shame, humiliation and inauthenticity common with lack of +ve reinforcement

IP highly correlated with need to please others in family

try to live up to idealised image to win approval

Personality traits "common among individuals with particular personality traits (e.g. neuroticism, achievement-orientation), have perfectionist expectations over work" inverse with conscientiousness
Hutchins (2015)
Sakulku and Alexander (2011)

Work circumstances that contribute highly competitive, stressful occupations

what about peer review?
higher in untenured faculty - probably maps to staff on fixed term contracts
not studied in tech, but higher in systems librarians than other librarians
high tech knowledge requirements, constant technical change, feel out of date
translate to devs - expectation to keep up with emerging tech
tendency to focus on what colleagues know that we don't
how many new js frameworks should we learn per week?

Hutchins (2015)
Melanie Clark and Barba (2014)

Racial issues

Trotman (2009) studied in African Americans
people's presumed incompetence in African American women
vital for them to establish self worth and self reliance - others assessment will be unfairly negative
Group counselling with other African American women is very effective
more comfortable with people like them, see the ridicilousness of others IP
similar situation - share strategies

Self presentation

Sakulku and Alexander (2011) Do not want to appear imperfect, but actually openly disclose their imperfection.
Is it an interpersonal strategy rather than self evalution?
could be to avoid negative interpersonal implications of future failures
only express lower performance expectations when they know others see it
correlated with other favourale impression management strategies
makes *lots* of sense for women in tech, since being seen as competetent makes you less likeable

Behaviours that preserve it
Intellectual Inauthenticity

P. R. Clance and Imes (1978) chose not to reveal ideas or opinions
tell people what they want to hear
intellectual flattery - writing according to their teachers' biases
or for a developer - implementing it how the more senior developers or tech lead would want, not what you think is best

remaining silent in face of opposing view points
prevents them from finding out what people would think of their authentic views
maintains imposter syndrome

Charm

P. R. Clance and Imes (1978) aim to be liked as well as recognised intellectually
finds a candidate she respects, then tries to impress to gain approval
studies them, figures out how to impress them, sets about winning them over
may pick up ttheir hobbies listens with understanding and concern
usually gains approval, but doesn't work
will never believe the praise because it's based on liking her
if she was really that bright, would she need the outside approval?

Avoiding displays of confidence

P. R. Clance and Imes (1978) Many women have a motive to avoid success, a well justified fear of rejection or being seen as less feminine
denying their success allows them to live out achievement orientation while allaying some fears about being a successful women

What are the consequences?
Poor mental health

Sakulku and Alexander (2011)
Bouts of depression and anxiety

Hutchins (2015)
Emotional exhaustion

Hutchins (2015) stress part of burnout - fatigue, depression, emotional and cognitive distancing - low work satisfaction and performance
Psychological distress

Hutchins (2015)
Low self confidence

Hutchins (2015)
Lower job well-being, satisfaction and performance

Hutchins (2015)
Low self-efficacy

Julie A. Lyden (2002) attribute initial success to ability - higher self efficacy
higher self efficacy related to higher performance

performance analysis in early life super important - provides anchor, influencing later attribution

Ways to cope
Mentoring
Hutchins (2015) They can normalise the feelings
emotional support
instrumental support (tangible help with specific problems)
challenge to accept praise
even helpful if they don't discuss IP
mentors can be the target of unfair comparisons - 67 don't directly discuss with mentor

Positive reinforcement
Hutchins (2015)
Identify feelings
Caltech Counselling Centre (n.d.) awareness is first step to change
Reality check
Caltech Counselling Centre (n.d.) question the thoughts
Differentiate between feelings and reality
Caltech Counselling Centre (n.d.)
Humor
Hutchins (2015)
Distracting thoughts or activities
Hutchins (2015)
Social support
Caltech Counselling Centre (n.d.) discuss feelings, get perspective
Reduce dependency
J. L. . P. Clance (1993) on external validation for self esteem internalise self worth
What to do?
Talk about it discuss it in your workplace, like the group therapy sessions
Be aware when people show it yourself and others
I had such bad IP I thought 'they have IP, but I'm right!'

Challenge people to accept positive feedback
Get perspective from people that will evaluate you fairly

don't charm them

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