



BEYOND 'FAKE IT 'TIL YOU MAKE IT:'
IMPOSTOR PHENOMENON IN ARCHIVISTS

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01

LITERATURE
REVIEW

EVOLVING RESEARCH

EARLY IP RESEARCH

- Pauline R. Clance and Suzanne Imes, 1978
- Matina Souretis Horner, dissertation 1968

IP IN LIBRARIES

- “Perceived Inadequacy,” Melanie Clark, Kimberly Vardeman, and Shelley Barba - 2014
- “Imposter Syndrome, Women in Technical Services, and Minority Librarians,” Elina Lee and Paige Morfitt, 2020
- “We Here,” Jennifer Brown, Jennifer A. Ferretti, Sofia Leung, and Marisa Méndez-Brady, 2018

IP DURING COVID

- Students with limited access to technology
- Zoom difficulties
- Care of family members



02

SURVEY

METHODOLOGY

AND RESULTS

Study Methodology

Pauline Rose Clance Survey

- 20 items
- Scores ranged from 20-100

Imposter Phenomenon (IP) Levels in Participants

- Few Imposter Characteristics (<40) → 29
- Moderate Imposter Experiences (41-60) → 84
- Frequently has Imposter Feelings (61-80) → 149
- Intense Imposter Phenomenon (>80) → 63

Present Study

- 327 participants
- Average score: 65.60
- Lowest score: 25
- Highest score: 99

Imposter Phenomenon Across Demographics

Gender

- No significant differences
- 65% of scored in frequent and intense

Male	Few	6
	Moderate	12
	Frequent	26
	Intense	2
Female	Few	22
	Moderate	70
	Frequent	120
	Intense	57
Other	Few	1
	Moderate	1
	Frequent	4
	Intense	5

Caregiver Status

- No significant differences
- 65% of scored in frequent and intense

Yes	Few	5
	Moderate	27
	Frequent	40
	Intense	16
No	Few	23
	Moderate	57
	Frequent	108
	Intense	48
Not Specified	Few	1
	Moderate	2



03 WHAT IS
YOUR IP?

Clance Imposter Phenomenon Scale + Scoring



Developed by Pauline Rose Clance in 1985, the test comprises 20 statements to be responded to based on initial/gut reaction and scored on a scale of **1 (not at all true) - 5 (very true)**



[https://www.paulineroseclance.com/pdf/IPTestand
scoring.pdf](https://www.paulineroseclance.com/pdf/IPTestand%20scoring.pdf)



Sample audience polling from Clance survey


Slido.com
#2525 048

Question 5.

I sometimes think I obtained my present position or gained my present success because I happened to be in the right place at the right time or knew the right people.

- 1 (not at all true)
- 2 (rarely)
- 3 (sometimes)
- 4 (often)
- 5 (very true)





04 ADDRESSING IP IN YOUR WORK

Where are the solutions?

SAA/ALA

SAA has no formal educational offerings;
ALA has had one or two in the past



Your Employer

YMMV – may find resources for graduate/professional students, leadership.



The Literature

Nothing solutions-based in GLAMs yet. Possible translatable solutions in other fields.





Audience Poll: What do you want to see?

What solutions or support
would you like to see, either
from your home institution or
from your professional
organization(s)?

NOTES

P. R. Clance and S. A. Imes, "Impostor Phenomenon in High Achieving Women—Dynamics and Therapeutic Intervention," *Psychotherapy—Theory Research and Practice* 15, no. 3 (1978): 1, <https://psycnet.apa.org/doi/10.1037/h0086006>

Melanie Clark, Kimberly Vardeman, and Shelley Barba, "Perceived Inadequacy: A Study of the Imposter Phenomenon among College and Research Librarians," *College & Research Libraries* 75, no. 3 (2014): 258, <https://doi.org/10.5860/crl12-423>.

Jennifer Brown, Jennifer A. Ferretti, Sofia Leung, and Marisa Méndez-Brady, "We Here: Speaking Our Truth," *Library Trends* 67, no. 1 (2018): 163, <https://escholarship.org/uc/item/5cb040z6>.

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Ann C. Kimble-Hill, Armando Rivera-Figueroa, Benny C. Chan, Wasiu A. Lawal, Sheryl Gonzalez, Michael R. Adams, George L. Heard, J. Lynn Gazley, and Benjamin Fiore-Walker, "Insights Gained into Marginalized Students Access Challenges During the COVID-19 Academic Response," *Journal of Chemical Education* 97, no. 9 (2020): 3392. <https://doi.org/10.1021/acs.jchemed.0c00774>.

THANKS!

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