

## APPENDIX A: INSTITUTIONAL IP TEST

### Institutional Accountability Scale - Imposter Syndrome Test

#### Context

This test flips the perspective of the [Clance Scale](#) and [Harvey Scale](#), which were developed for individuals to test if they are at risk of developing imposter syndrome; and instead test to see if your management style or institution creates an environment which cultivates imposter syndrome.

#### Instructions

Using the scale below, rank how true each statement is for you. Part A asks questions regarding your personal leadership style, and is applicable for all people, not just those with an official managerial or supervisory job title. Part B asks questions pertaining to the overall culture and practices of your institution. I have used the words “employees”, “colleagues”, and “workers” interchangeably.

Power structures and privilege do not impact everyone uniformly - so you can choose to take this test while considering the experience of a specific employee, or workers at your institution more collectively. Answer as quickly and honestly as possible - and do not belabour your answers, although you can certainly take more time to reflect on them later. Instructions for scoring the test follow.

#### Credit & Contact

Created by Nicola Andrews in 2020, building on the foundational work of Joan Harvey (1981) and Pauline Rose Clance (1985). For questions or comments, please contact me via [nicolaandrews.net](http://nicolaandrews.net). Citation for re-use is appreciated.

## Part A: Supervisor Questions

### Onboarding

1. I actively mentor new employees, including connecting them with people, and consistently letting them know of opportunities that may interest them.

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

2. I take the time to understand my employees (including name pronunciation and pronouns) and actively work with them to understand their needs, goals, and interests.

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

3. New employees seem to transition into their roles with ease and certainty.

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

### Communication

4. I announce meetings and agendas with enough notice to prepare and receive feedback.

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

5. I practice active listening, and if colleagues choose to share their experiences with me, I believe them and take them seriously.

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

6. If I receive constructive criticism, I can reflect on it and respond, without deflecting or immediately responding out of guilt.

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

### Confidence in Others

7. I publicly and privately name and praise the work of my colleagues and direct reports.

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

8. I am comfortable with multiple expressions of confidence and leadership style.

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

9. I am comfortable letting others lead projects or meetings I attend.

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

### Boundaries

10. I practice healthy boundaries in what personal information I share with others.

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

11. I model positive work-life balance, and do not have expectations that employees work prolonged work hours or beyond five days in a row.

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

12. I am comfortable with not knowing the answer to a question or problem.

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

13. I am happy for my colleagues if they accept an internal promotion, or job elsewhere.

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

### Psychological Safety

14. Colleagues feel comfortable sharing their goals and aspirations with me.

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

15. Colleagues seek my help with professional references, workplace concerns, or advice.

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

16. Employees respectfully push back if they disagree with a decision I have made.

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

### Accountability

17. I consider how my behaviour contributes to the culture of my workplace.

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

18. I actively work to correct problem behaviour in the workplace, including bullying or microaggressions, even if I could easily avoid getting involved.

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

19. I talk to staff about responding to traits such as “directness”, “boundary-setting”, and “abrasiveness” in the same way for all genders and identities.

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

20. I have the power to advocate for others, and to navigate power dynamics/difficult conversations on their behalf.

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

21. I make ongoing efforts to address my complicity within systems of white supremacy, and educate myself on social justice and anti-racism beyond surface level understanding.

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

## **Part B: Institutional Culture Questions**

### **Job Clarity**

1. There is a structured, effective, and welcoming onboarding procedure for all new hires.

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

2. Job roles and responsibilities are well-defined, and expectations for success are clear.

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

3. There is a practical, consistent, and transparent method for providing feedback on job performance, both formally (annual review) and informally (ad hoc basis).

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

4. If workers are asked to assume extra tasks, they are given the resources necessary to do so (staffing, budget, time/release of other duties, job title/authority).

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

### **Job Security**

5. Workers are not employed at the institution under a temporary, fire-at-will, probationary, or residency-based contract.

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

6. It is acceptable for workers to miss a day or two of work - requiring them to give notice, but not reason - without worrying about increased workload upon return.

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

7. The institution has stable or growing budgets, hiring patterns, and projected growth.

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

### **Institutional Culture**

8. There is no tangible divide between formally credentialed and non-credentialed staff.

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

9. We do not compete or have rivalries with other departments, institutions, or campuses.

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

10. There is a culture of competition/excellence which is healthy and based in growth, not fear or scarcity.

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

11. There is room within the organization to both celebrate success, and acknowledge and work through mistakes or failures.

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

12. The institution favours maintenance, innovation, public services, and technical services work equally; as reflected in markers such as its mission, budget, and communications.

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

13. The community (patrons, stakeholders, board, administration) has a clear understanding of what we do, and supports us through advocacy, donations, or other means.

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

### Equity, Diversity, and Inclusion

14. Workers of all identities can see themselves reflected at all levels of the organization.

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

15. Our institution makes substantial efforts to recruit, retain, and promote employees from all backgrounds, without subtly or explicitly demanding they assimilate into our culture.

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

16. The institution demonstrates a value of EDI (equity, diversity, and inclusion) through measures such as having a public diversity statement, a diversity committee, and an ongoing commitment to dismantle white supremacy at all levels of the organization.

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

17. Workers are able to openly and safely express their opinions to supervisors and administration, whether agreement, questioning, or dissent.

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

18. If wellness initiatives are poised as a solution for workplace stressors, then ongoing resources and work time are provided for employees to meaningfully engage with them.

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

## Scoring your Results

Add up your scores for Part A and Part B and record them below:

Part A: \_\_\_\_\_/105 possible points

Part B: \_\_\_\_\_/90 possible points

The higher your score is, the more likely it is that elements of your institutional culture, workplace policies, or your own mentorship and leadership style have the potential to contribute to the development of imposter syndrome, burnout, and low morale within your workplace. This can be uncomfortable to sit with - but try not to get overwhelmed. If you took this test voluntarily and are willing to grapple with the results, there is hope.

## Prompts for Reflection

- How do you feel about your results?
- Are results consistent for Part A and Part B?
- Are there sections of the test which stuck out to you?
- What do you have the power to influence, question, or change?
- How are you going to ensure that if changes need to be made, that the burden of managing change does not fall to those most in need of it?