

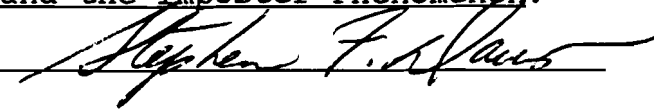
AN ABSTRACT OF THE THESIS OF

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Title: Investigation of Interpersonal Flexibility, Type A Behavior Pattern, and the Imposter Phenomenon.

Abstract Approved



The present study investigated the relationships between interpersonal flexibility, Type A Behavior Pattern, and the imposter phenomenon among undergraduate college students. No significant relationship was found between interpersonal flexibility and the Type A Behavior Pattern. However, interpersonal flexibility and the imposter phenomenon were negatively correlated for both men and women. A gender difference was found in the relationship between the imposter phenomenon and the Type A Behavior Pattern. As the male students' scores on the Imposter test increased, so did their Type A scores indicating a positive correlation. However, the correlation between the imposter phenomenon and the Type A Behavior Pattern among the female subjects was negative. These results are discussed in light of the current literature.

Investigation of Interpersonal Flexibility,
Type A Behavior Pattern,
and the Imposter Phenomenon

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Chapter 1

Introduction

The ability to function competently in a variety of roles is important in the world today. We may play the roles of child, parent, sibling, co-worker, supervisor, and student all in one day. The ability to perform adequately in all of these roles requires flexible behavior patterns. Interpersonal flexibility can be defined as the capability to adjust and adapt one's behavior according to the demands of the immediate interpersonal situation.

Little is known about interpersonal flexibility and its relationship to other personality variables. One such personality variable is the Type A behavior pattern (TABP), exemplified by a strong need for accomplishment, competition, and recognition. In today's competitive society Type A behavior, as interpersonal flexibility, may be desirable in terms of success.

A second personality variable that may be related to interpersonal flexibility is the imposter phenomenon. By definition, individuals experiencing

the imposter phenomenon are successful. However, they believe they are "imposters" and will fail at any moment, only to reveal their true identity--that of a failure. Victims of this phenomenon rarely fail; they are often perfectionistic, hardworking, extremely talented, and seemingly poised.

The personality characteristics of interpersonal flexibility, Type A behavior, and the imposter phenomenon seem to share some common ground.

Successful, competent members of society may possess one, two, or all three characteristics. Research investigating the relationship between these three variables may give further insight into the human personality. The following sections delineate the current status of research in these areas.

Interpersonal Flexibility

Interpersonal behavior, defined as any behavior related in some fashion to another human being, has been called the most important dimension of personality (Leary, 1957). Because of their helpless nature at birth, human beings, unlike other animals, depend solely upon competent interpersonal relationships for survival. This reliance on interpersonal relationships

does not relinquish itself with the passage of time and attendant maturity. Even as adults we rely on successful interpersonal relationships, whether within an industry, corporation, or the family, to thrive. Because of our reliance on relationships with others, Leary (1957) concludes that all interpersonal behavior is aimed at reducing anxiety and/or maintaining self-esteem.

Individuals, however, are caught between the safety and security of repeating the same behavioral responses within interpersonal situations and engaging in different behaviors that might facilitate adaptation. Most individuals fall somewhere in between these two polar extremities, exhibiting a stable, yet flexible, set of interpersonal behaviors. This psychologically healthy individual, said to be interpersonally flexible, is able to exhibit a stable set of personality characteristics, but can adapt his/her behavior to the specific situation. Individuals who possess stable, but flexible, interpersonal responses, are better adjusted than individuals who have rigid or completely unstable behavioral patterns (Leary, 1957).

According to Paulhus and Martin (1988) there are two dimensions within the general construct of interpersonal flexibility. First, individuals who are interpersonally flexible must have a variety of responses in their behavioral repertoire. Additionally, they must be able to choose the most appropriate and effective behavioral response for their current situation.

Researchers have investigated several personality traits considered to be indicative of interpersonal flexibility. For example, androgyny and self-monitoring involve the two dimensions of interpersonal flexibility (Paulhus & Martin, 1988; Spiro & Weitz, 1990).

Androgynous people possess both feminine and masculine traits and tend to be more sensitive to situational demands than nonandrogynous people (Bem, 1975). Since individuals who are not androgynous behave only in a manner congruent with their gender, they have a more limited range of behavioral responses. Thus, androgynous individuals are thought to be much more interpersonally flexible than nonandrogynous people (Paulhus & Martin, 1988). In addition,

androgyny, as interpersonal flexibility, is thought to be indicative of psychological health (Bem, 1974).

Snyder (1974) describes high self-monitoring individuals as being very sensitive to their self-presentation and adapting their behavior according to situational demands. Conversely, low self-monitoring individuals exhibit a much more stable pattern of behaviors across situations. Therefore, it can be reasoned that high self-monitoring individuals are more interpersonally flexible than low self-monitoring individuals.

A problem with using androgyny and self-monitoring as measures of interpersonal flexibility, however, is that although the concepts of androgyny and self-monitoring incorporate both dimensions of interpersonal flexibility, the scales designed to measure these traits do not adequately evaluate these dimensions (Paulhus & Martin, 1987). Therefore, Delroy Paulhus and Carol Martin (1987) developed the Battery of Interpersonal Capabilities (BIC) to measure interpersonal flexibility. By measuring the capability for exhibiting a variety of traits, if the situation calls for them, respondents do not have to contradict

themselves when reporting the possession of a wide variety of traits, some of which are considered opposites (e.g., warm and cold). Therefore, because the BIC addresses many different traits as well as situational appropriateness, the authors argue that its ratings are superior to those of androgyny and self-monitoring when attempting to measure interpersonal flexibility.

Type A Behavior Pattern

The Type A Behavior Pattern was first identified by two cardiologists, Friedman and Rosenman, in 1959. They observed a set of behaviors and emotions, subsequently labeled the Type A Behavior Pattern (TABP) commonly expressed by patients suffering from coronary heart disease (CHD). Since the late 1950s, a plethora of research has been conducted on the TABP. Generally, this research indicates that individuals exhibiting the TABP tend to be work oriented, competitive, impatient, hostile, and determined to achieve as much as possible in as short amount of time as possible, whereas Type B individuals are considered to exhibit the opposite characteristics (Ivancevich & Matteson, 1988).

In understanding the TABP, it is important to

realize that it is not a personality trait, but a set of behavioral responses elicited by a demanding and challenging environment. The need to control the environment is assumed by researchers to underlie the TABP (Glass, 1977). When faced with a situation in which they do not feel in control, Type A individuals engage in behaviors characteristic of the TABP, resulting in heightened physiological arousal and eventual risk for the development of coronary heart disease (Glass, 1977).

The Western Collaborative Group Study (Rosenman, Brand, Jenkins, Friedman, & Wurm, 1975) was one of the first major studies to investigate the relationship between CHD and TABP. This eight-year study found an increased risk for development of CHD among Type As compared to Type Bs. These data supported the initial contention of Friedman and Rosenman (1959).

However, a controversy involving the TABP as a risk factor to CHD surfaced when subsequent studies failed to replicate the Western Collaborative Group Study. The Multiple Risk Factors Intervention Trial study (Shekelle et al., 1985) reported an extensive study of over 12,000 men and reported no evidence for

an increased risk of CHD in Type A men over a seven-year period.

Subsequently, researchers sought the specific characteristics of TABP that might result in an increased risk for CHD. This research has reported a positive correlation between hostility, the TABP, and increased CHD (Shekelle, Gayle, Ostfeld, & Paul, 1983; Williams, 1984; Williams, Barefoot, & Shekelle, 1985). Therefore, it is proposed that it is not the TABP per se that results in an increased risk for CHD, but rather the hostility dimension of the TABP that increases risk for the development of CHD. This discovery was encouraging in that a personality characteristic that might endanger patients was identified. This identification also encouraged researchers to further investigate the desirable characteristics of the TABP. One such characteristic may be interpersonal flexibility.

In today's challenging world, employers may seek individuals who possess such Type A characteristics as a sense of time urgency, competitiveness, and aggressiveness (Ivancevich & Matteson, 1988). The research investigating the job performance of Type As

compared to Type Bs is contradictory. Laboratory research supports the idea that Type As outperform Type Bs. However, results of field research is not as clear. Depending on the occupation and criterion for job performance, either Type As outperform Type Bs, Type Bs outperform Type As, or performance between the two groups is equal. Despite this evidence, there is still a consensus held by corporate leaders that Type As are better performers (Ivancevich & Matteson, 1988). Among the student population, researchers have reported better academic performance by Type As, as well as an increased likelihood among Type As to be involved in extracurricular and leadership activities (Glass, 1977).

Type A Behavior Pattern and Interpersonal Flexibility

Although no research has been conducted to directly investigate the relationship between the TABP and interpersonal flexibility, research has been conducted on TABP and other factors related to interpersonal flexibility, such as interpersonal dominance, interpersonal conflict, androgyny, and self-monitoring. Straub, Grunberg, Street, and Singer (1990) reported a difference between Type A and Type B

subjects in their use of nonaggressive dominance. Nonaggressive dominance was defined in terms of persistence and resistance. When placed in a competitive situation, Type A individuals were more persistent than their Type B counterparts. Whereas no difference existed between Type A and B men on the dimension of resistance, Type A women were more resistant than Type B women. These results supported the findings of Yarnold and Grimm (1989) who reported that Type As were more interpersonally dominant than Type Bs when placed in a situation in which two subjects (one Type A and one Type B) holding differing opinions, were given the task of negotiating an agreement within a five minute time limit. Not only did the Type A individuals exhibit more dominance, but the ultimate decision after negotiation was the original opinion of the Type A individual 85% of the time. Therefore, it seems that the increased dominance exhibited by Type As can work to their benefit in interpersonal situations.

The Type A subjects in both of these experiments responded to a competitive situation by asserting dominance over their competitors. This response would

generally be an acceptable one in such situations. Therefore, the results of these two studies support the hypothesis that Type A individuals are more interpersonally flexible than Type B individuals.

Additional evidence supporting this claim comes from research relating androgyny and Type A behavior. Researchers have reported that Type A college women are more masculine, but not less feminine than their Type B peers (Heilbrun, Wydra, & Friedberg, 1989). Thus, one could infer that Type A women are more androgynous than Type B women. However, no differences were found between Type A and B men in regard to sex-typed behavior. This gender difference can be explained by the fact that the characteristics of the TABP (e.g., competitive, achievement-oriented, need for recognition) are generally considered to be masculine traits. However, the TABP does not encompass all masculine traits. Therefore, it is possible that men may exhibit sex-typed behaviors without expressing Type A behavior. Women, however, who express Type A behaviors, would be viewed as more masculine than women who expressed the more feminine Type B behaviors. Since Type B behaviors are feminine but do not

encompass all possible feminine characteristics, Type A women would not necessarily be less feminine than their Type B counterparts.

The concept of self-monitoring, described previously, has also been related to the TABP. Furnham (1989) reported a significant positive correlation between high self-monitoring and the TABP. Furnham (1989) inferred that Type A individuals are more likely than Type B individuals to regulate their behavior to fit what is perceived to be desirable and appropriate in their particular situations. Consequently Type As tend to exhibit a variety of personality traits across situations, whereas Type Bs tend to behave in a more stable pattern, reflecting their true thoughts and feelings.

The research cited thus far supports the hypothesis that Type As are more interpersonally flexible than Type Bs. However, not all research has supported this claim. For example, when placed in a behavioral role-playing situation in which subjects are presented with a request, Type A individuals are less likely than Type Bs to reflect empathy, compromise, and/or explanations when refusing the request (Bruch,

McCann, & Harvey, 1991). These data suggest that people exhibiting the TABP are more likely to engage in interpersonal communication patterns that increase conflict. Behaving in a manner that increases conflict does not seem to be the most appropriate, effective, and interpersonally flexible course of action.

Imposter Phenomenon

The term imposter phenomenon was developed by Clance and Imes (1978) to "designate an internal experience of intellectual phoniness" particularly common among successful women (Clance & O'Toole, 1988, p. 51). The women originally studied by Clance and Imes (1978) were intelligent, highly educated, and successful in their careers. However, they actually felt they were "imposters" and attributed their success to characteristics other than their own talent and intellect (e.g., luck, charm, and knowing the right people). They had difficulty accepting compliments and often dwelled on only the negative aspects of their performance. Additionally they often expressed an intense fear of failure. Consequently, they tended to be extremely hard workers, going to all lengths to avoid mistakes or failure.

Although the original research on the imposter phenomenon indicated women as its primary victims, subsequent research indicates that men are just as likely to suffer from imposter symptoms (Clance & O'Toole, 1988). However, women seem to be more adversely effected by imposter feelings (Clance & O'Toole, 1988). For example, Clance (1985) observed significantly more women than men turn down an invitation to join the honors program at a small private college, although their qualifications (grades, SAT scores, letters of recommendation) were equal to those of the men. When questioned, the women confessed to having "imposter fears." It was reasoned that the difference between the male and female students in this case was the support and encouragement male students received from the faculty, family, and society.

Victims of the imposter phenomenon generally follow the Imposter Cycle. They first experience great doubt, fear, anxiety, and possibly even nightmares, and psychosomatic problems when faced with a project, exam, or other task. Then they may work very hard and overprepare, or procrastinate and be forced to work day and night until the task is completed; their subsequent

success reinforces the cycle. Imposters may actually believe that suffering must occur together with success (Clance, 1985; Clance & Imes, 1978; Clance & O'Toole, 1988).

The Imposter Phenomenon and Interpersonal Flexibility

Because victims of the imposter phenomenon are successful and mask their feelings of insecurity and doubt, it could be hypothesized that they would exhibit proficient interpersonal flexibility. However, since the interpersonal flexibility measure employs self-reported capability ratings, "imposters" may, in fact, score low in interpersonal flexibility due to their intense, genuine feelings of self-doubt regarding their true capabilities.

Imposter Phenomenon and TABP

Although researchers have not directly investigated the relationship between TABP and the imposter phenomenon, research has been conducted on the relationship between the TABP and self-perception. Self-perception would seem to be logically related to the imposter phenomenon in that "imposters" would be likely to have an unjustified negative perception of self. McGregor, Eveleigh, Syler, & Davis (1991)

reported that Type As had a higher opinion of their intellectual abilities and academic achievements than did Type Bs. This result might lead one to believe that victims of the imposter phenomenon are not likely to exhibit the TABP because "imposters" do not rate themselves highly.

However, Henley & Furnham (1989) reported a significant positive correlation between the TABP and amount of discrepancy between ideal and perceived self. Extreme Type As reported a large difference between who they were and who they would like to be. It could be argued that "imposters" would report the same discrepancy between their real and ideal selves. Therefore, one could infer from these results that the TABP and the imposter phenomenon would be positively correlated. Also supportive of this claim is the research reporting that Type As tend to score higher on measures of fear of failure than Type Bs (Furnham & Linfoot, 1987). "Imposters" also tend to have a strong fear of failure (Clance, 1985). These latter pieces of evidence, would support the hypothesis that "imposters" are more likely to be Type A than Type B.

The purpose of this study was to investigate the

relationships between interpersonal flexibility, the Type A behavior pattern, and the imposter phenomenon. College students were selected to serve as subjects.

Chapter 2

Method

Subjects

The subject sample consisted of 83 students (24 men, 59 women) enrolled in undergraduate classes at Emporia State University. All subjects volunteered to participate in this study.

Instruments

Three different questionnaires in addition to a demographics survey assessing sex, age, classification level, and college major, were used in the data collection. The questionnaires are described in the following sections.

Battery of Interpersonal Capabilities (BIC). The BIC was used to assess interpersonal flexibility. This self-report questionnaire is composed of 16 sets of 5 questions, for a total of 80 questions, relating to the respondent's perceived capabilities of exhibiting 16 different personality traits, if required by the situation. The 5 questions assess (a) the likelihood of performing the behavior, (b) the difficulty in performing the behavior, (c) the anxiety felt when performing the behavior, (d) how often the behavior is

avoided, and (e) the capability of performing the behavior. Examples of traits included on the scale are gregarious, aloof, ambitious, cold, lazy, trusting, dominant, and agreeable. Subjects respond to each of the 5 questions for all 16 personality traits on a 7-point likert scale with the score of 7 corresponding to "very" and the score of 1 corresponding to "not at all." A total score is tabulated by reversing the scores on the difficulty, anxiety, and avoidance questions and summing all ratings across all traits, producing one composite score for each subject, with higher scores suggesting greater interpersonal flexibility than lower scores. Thus, the maximum score on the BIC is 560.

Paulhus and Martin (1987) established validity for the BIC by demonstrating that the scale measured something distinct from standard trait ratings. This inference was made when the subjects in the Paulhus and Martin (1987) study reported perceived capabilities as measured by the BIC for exhibiting traits considered opposites (e.g., warmth and coldness). However, these results were not found for trait ratings, in which subjects who reported a high amount of the trait warmth

subsequently reported a low amount of its opposite, coldness. In addition, although capability and trait ratings were positively correlated, subjects' capability ratings were higher than their corresponding trait ratings indicating that the scale was indeed measuring perceived capabilities and not stable personality traits.

The validity of the BIC was further established by the lack of correlation between subjects' scores on the BIC and their scores on the Marlowe-Crown Desirability Scale suggesting that subjects scoring high in interpersonal capabilities were not doing so simply as a byproduct of high social desirability (Paulhus & Martin, 1987). Criterion validity for the BIC was established by a peer-rating study conducted by Paulhus and Martin (1988). Results showed that respondents who scored high in interpersonal flexibility as measured by the BIC were also rated by their peers as interpersonally flexible.

Jenkins Activity Survey (JAS). A modified version of the Jenkins Activity Survey (JAS) (Jenkins, Rosenman & Friedman, 1967) designed especially for students was used to assess the TABP. The student JAS is a 21-item

multiple choice questionnaire. It is scored by giving 1 point for answers corresponding with Type A behavior and 0 points for answers reflecting Type B behavior. Therefore, scores can range from 0 to 21 with 0 being the most Type B and 21 being the most Type A.

The JAS has a reported internal consistency ranging from .75 to .85 and a test-retest reliability ranging from .60 to .70 (Zyzanski & Jenkins, 1970). The items on the JAS were written to resemble questions that are part of the Structured Interview (SI) which was developed as a method for assessing the subjects in the Western Collaborative Group Study, the first study conducted to investigate the TABP and its relationship to CHD. There is a 72% agreement between the JAS and SI. As a 50% agreement would be expected by chance, the JAS is not considered to be a good indicator for increased risk of CHD (Zyzanski & Jenkins, 1970). However, the JAS does predict the "presence of a stress-engendering behavior style" (Matthews, 1988, p. 104). Characteristics assessed by the JAS may be important to the social and emotional adjustment of individuals (Matthews, 1988). Since the present study was not concerned with the risk of CHD, but rather the

assessment of personality characteristics, the JAS was chosen to measure the TABP.

Imposter Test. The assessment tool used to measure the degree to which subjects were experiencing the imposter phenomenon was developed by Pauline Rose Clance (1985). The Imposter Test consists of 20 items to which the subject responds on a 5-point likert-type scale, with a score of 1 corresponding to "not at all true" and score of 5 corresponding to "very true." The composite score is tabulated by adding scores to all questions. A score below 40 reflects very few imposter characteristics, whereas a score greater than 80 reflects intense imposter feelings.

Procedure

During a regularly scheduled class session subjects first completed an informed consent form. After these forms were collected by the experimenter, a booklet containing all questionnaires was distributed to the subjects. The questionnaires were arranged in the following order: 1) demographics survey, 2) BIC, 3) JAS, and 4) Imposter Test. Although the subjects were allowed to complete the booklets under no time restraints, the majority were finished within 35

minutes. The informed consent form, demographics survey, and questionnaires can be found in the appendices.

Chapter 3

Results

The female participants ranged in age from 17 to 50 years ($M = 22.305$; $SD = 7.07$) and the male participants ranged in age from 18 to 41 years ($M = 22.125$; $SD = 5.102$). In order to assess the relationships between the variables in question, product-moment correlation coefficients were calculated for scores on the BIC and JAS, the BIC and Imposter Test, and the JAS and the Imposter Test for both men and women. As Table 1 and Table 2 indicate, no significant relationship was found between interpersonal flexibility and the TABP in either men or women. A significant negative correlation was found between interpersonal flexibility and the imposter phenomenon for both men and women. In addition, a significant negative correlation was found between the TABP and the imposter phenomenon among women. However, the men revealed a significant positive correlation between interpersonal flexibility and the imposter phenomenon.

Table 1

Correlations Between Interpersonal Flexibility, TABP,
and the Imposter Phenomenon for Men

Questionnaire	BIC	JAS	Imposter
(<u>n</u> = 24)			
BIC	-	-.094	-.482**
JAS		-	.401*
Imposter			-
		* <u>p</u> <.05	** <u>p</u> <.02

Table 2

Correlations Between Interpersonal Flexibility, TABP,
and the Imposter Phenomenon for Women

Questionnaire	BIC	JAS	Imposter
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(n = 59)

BIC	-	.041	-.517**
JAS		-	-.399*
Imposter			-

*p<.02 **p<.01

Chapter 4

Discussion

Contrary to the initial prediction, the present data failed to yield a significant relationship between interpersonal flexibility and the TABP. This lack of significance reflects the contradictory nature of the research regarding Type A individuals and their behavior in social situations.

For example, Straub, et al. (1990) and Yarnold and Grimm (1989) reported that Type A subjects were more dominant than Type B subjects in social situations. Because both studies placed their subjects in competitive situations, the dominance displayed by the Type A individuals may have been the most appropriate and adaptable reaction. Based on these data, it could be inferred that the Type A subjects in these two studies were more interpersonally flexible than their Type B counterparts. This relationship between the TABP and interpersonal flexibility is further supported in the literature by Furnham (1989) who reported a significant positive correlation between the TABP and self-monitoring.

However, research has also reported that Type A

individuals are more apt than Type B individuals to engage in interpersonal communication patterns that increase conflict (Bruch, McCann, & Harvey, 1991). Since behavior that elicits conflict is not likely to be viewed as the most appropriate and adaptable reaction for the situation, this evidence supports the hypothesis that Type As are less interpersonally flexible than Type Bs.

As the present research found no relationship between interpersonal flexibility and Type A characteristics, it is likely that another factor, other than interpersonal flexibility, was operating in the research reporting significant relationships between interpersonal dominance and Type A characteristics. Whether or not an individual behaves in the most appropriate and adaptable manner apparently depends on factors other than the TABP.

The significant negative relationship between interpersonal flexibility and the imposter phenomenon supported the original hypothesis that as imposter feelings increase, capability ratings on the BIC would decrease. Because "imposters" feel they are frauds and not truly capable, in spite of all they have achieved,

they are unlikely to report having the capability to exhibit a variety of interpersonal abilities.

The gender difference found in the relationship between the imposter phenomenon and the TABP is perhaps the most interesting result of this project. Among men, as the Type A scores increased, so did the imposter scores indicating a positive correlation. The opposite pattern was found among women; as the Type A scores increased, the imposter scores decreased, indicating a negative correlation.

At first glance these results appear to contradict previous reports. For example, the TABP has been found to be positively correlated with psychosocial adjustment in men but not in women (Watkins, et al., 1992). If heightened imposter feelings are indicative of poor psychosocial adjustment, the present research found that psychosocial adjustment and the TABP are positively correlated in women, but not in men.

However, the results of the present study may be better understood in light of data reported by Thompson, Grisanti, and Pleck (1985). These researchers found a positive correlation between

acceptance of the traditional male role and approval of the TABP. As many Type A characteristics (e.g., competitiveness, achievement strivings, need for recognition) are considered to be masculine characteristics, this relationship was predicted. Perhaps the male subjects in the present study felt pressured to endorse the TABP in order to appear masculine. If the men endorsed the TABP at the expense of hiding their true attitudes and emotions, then their perceptions of themselves as frauds could have been enhanced. Thus, their imposter scores might also be expected to rise.

This explanation for the positive relationship between Type A behavior and "imposter" feelings does not necessarily contradict the previous research showing that the TABP correlates positively with psychosocial adjustment in men (Watkins et al., 1992). The subjects in the Watkins et al. (1992) study consisted of service-delivery employees (X age = 35 years). The subjects in the present study, however, were younger (X age = 22 years) college students. Perhaps as men mature and become more confident in their sexuality, the TABP becomes a positive factor for

adjustment. However, younger individuals who have not yet become comfortable with themselves as men, may behave in traditionally masculine ways (e.g., display Type A behaviors) so not to reveal their true self.

The positive relationship between imposter scores and the TABP among women is in accord with results reported by McGregor, Eveleigh, Syler, & Davis (1991) showing that Type As had a higher opinion of their intellectual abilities and academic achievements than Type Bs. Since "imposters" are not likely to report high opinions of themselves, they would likely score low on a scale measuring the TABP. On the other hand the present data, and those reported by McGregor et al. (1991), contradict a report by Henley and Furnham (1989) suggesting that Type As are not as happy with themselves as Type Bs. Additionally, research demonstrating a high fear of failure among Type As (Furnham & Linfoot, 1987) is also inconsistent with the present data and the McGregor et al. (1991) report. Clearly, future research is warranted to delineate the nature and causes of these inconsistencies.

The present research investigated the relationships between interpersonal flexibility, the

TABP, and the imposter phenomenon among college students. Therefore, the results cannot be extended to other populations such as professionals, housewives, and blue-collar workers. Additionally, the sample size for the men was quite small. Future research incorporating larger and more diverse subject samples is needed before generalizations can be made.

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Appendix A
Informed Consent Form

The Department of Psychology supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate, you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

In order to investigate certain personality characteristics in college students, you are asked to complete a series of questionnaires. As these questionnaires will be completed anonymously, your identity will not be known.

"I have read the above statement and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Subject and/or authorized representative

Date

Appendix B
Demographics Survey

QUESTIONNAIRE BOOKLET

Answer all questions as they pertain to you. **Thank you.**

Male _____ Female _____

Age _____

Classification: Fr So Jr Sr

Major: _____

Appendix C
Battery of Interpersonal Capabilities

WARM (tender, kind, sympathetic)

1. ---- How likely is it that you would be warm if the situation required it?
2. ---- How difficult is it for you to be warm if a situation requires it?
3. ---- How anxious would you feel being warm in a situation that required it?
4. ---- How often do you avoid situations where you need to be warm?
5. ---- How capable are you of being warm in situations that require it?

LAZY (unproductive, not industrious, laid back)

1. ---- How likely is it that you would be lazy if the situation required it?
2. ---- How difficult is it for you to be lazy if a situation requires it?
3. ---- How anxious would you feel being lazy in a situation that required it?
4. ---- How often do you avoid situations where you need to be lazy?
5. ---- How capable are you of being lazy in situations that require it?

COLD (uncharitable, hardhearted, unsympathetic)

1. ---- How likely is it that you would be cold if the situation required it?
2. ---- How difficult is it for you to be cold if a situation requires it?
3. ---- How anxious would you feel being cold in a situation that required it?
4. ---- How often do you avoid situations where you need to be cold?
5. ---- How capable are you of being cold in situations that require it?

EXTROVERTED (outgoing, vivacious, enthusiastic)

1. ---- How likely is it that you would be extroverted if the situation required it?
2. ---- How difficult is it for you to be extroverted if a situation requires it?
3. ---- How anxious would you feel being extroverted in a situation that required it?
4. ---- How often do you avoid situations where you need to be extroverted?
5. ---- How capable are you of being extroverted in situations that require it?

TRUSTING (naive, gullible, not crafty)

1. ---- How likely is it that you would be trusting if the situation required it?
2. ---- How difficult is it for you to be trusting if a situation requires it?
3. ---- How anxious would you feel being trusting in a situation that required it?
4. ---- How often do you avoid situations where you need to be trusting?
5. ---- How capable are you of being trusting in situations that require it?

INTROVERTED (withdrawn, shy, unsparkling)

1. ---- How likely is it that you would be introverted if the situation required it?
2. ---- How difficult is it for you to be introverted if a situation requires it?
3. ---- How anxious would you feel being introverted in a situation that required it?
4. ---- How often do you avoid situations where you need to be introverted?
5. ---- How capable are you of being introverted in situations that require it?

CALCULATING (cunning, sly, crafty)

1. ---- How likely is it that you would be calculating if the situation required it?
2. ---- How difficult is it for you to be calculating if a situation requires it?
3. ---- How anxious would you feel being calculating in a situation that required it?
4. ---- How often do you avoid situations where you need to be calculating?
5. ---- How capable are you of being calculating in situations that require it?

DOMINANT (assertive, forceful, firm)

1. ---- How likely is it that you would be dominant if the situation required it?
2. ---- How difficult is it for you to be dominant in a situation that requires it?
3. ---- How anxious would you feel being dominant in a situation that required it?
4. ---- How often do you avoid situations where you need to be dominant?
5. ---- How capable are you of being dominant in situations that require it?

AGREEABLE (forgiving, well-mannered, cooperative)

1. ---- How likely is it that you would be agreeable if the situation required it?
2. ---- How difficult is it for you to be agreeable if a situation requires it?
3. ---- How anxious would you feel being agreeable in a situation that required it?
4. ---- How often do you avoid situations where you need to be agreeable?
5. ---- How capable are you of being agreeable in situations that require it?

SUBMISSIVE (timid, meek, unaggressive)

1. ---- How likely is it that you would be submissive if the situation required it?
2. ---- How difficult is it for you to be submissive if a situation requires it?
3. ---- How anxious would you feel being submissive in a situation that required it?
4. ---- How often do you avoid situations where you need to be submissive?
5. ---- How capable are you of being submissive in situations that require it?

HOSTILE (quarrelsome, impolite, uncooperative)

1. ---- How likely is it that you would be hostile if the situation required it?
2. ---- How difficult is it for you to be hostile if a situation requires it?
3. ---- How anxious would you feel being hostile in a situation that required it?
4. ---- How often do you avoid situations where you need to be hostile?
5. ---- How capable are you of being hostile in situations that require it?

Appendix D
Jenkins Activity Survey

ANSWER THE FOLLOWING QUESTIONS AS THEY PERTAIN TO YOU

- ___ 1. How would your husband/wife (or closest friend) rate you?
- Definitely hard-driving and competitive
 - Probably hard-driving and competitive
 - Probably relaxed and easy-going
 - Definitely relaxed and easy-going
- ___ 2. How would you rate yourself?
- Definitely hard-driving and competitive
 - Probably hard-driving and competitive
 - Probably relaxed and easy-going
 - Definitely relaxed and easy-going
- ___ 3. How do you consider yourself?
- More responsible than the average student
 - As responsible as the average student
 - Less responsible than the average student
- ___ 4. Compared to the average student,
- I give much more effort
 - I give an average amount of effort
 - I give less effort
- ___ 5. College has
- stirred me into action
 - not stirred me into action
- ___ 6. Compared to the average student,
- I am more precise
 - I am as precise
 - I am less precise
- ___ 7. Compared to the average student,
- I approach life much more seriously
 - I approach life as seriously
 - I approach life less seriously
- ___ 8. How would most people rate you?
- Definitely hard-driving and competitive
 - Probably hard-driving and competitive
 - Probably relaxed and easy-going
 - Definitely relaxed and easy-going
- ___ 9. How would you rate yourself?
- Definitely *not* having less energy than most people
 - Probably *not* having less energy than most people
 - Probably having less energy than most people
 - Definitely having less energy than most people
- ___ 10. I frequently set deadlines for myself in courses or other things.
- Yes
 - No
 - Sometimes

- ___ 11. Do you maintain a regular study schedule during vacations such as Thanksgiving, Christmas, and Easter?
- Yes
 - No
 - Sometimes
- ___ 12. I hurry even when there is plenty of time.
- Often
 - Once in a while
 - Never
- ___ 13. I have been told of eating too fast.
- Often
 - Once in a while
 - Never
- ___ 14. How would you rate yourself?
- I eat more rapidly than most people
 - I eat as rapidly as most people
 - I eat less rapidly than most people
- ___ 15. I hurry a speaker to the point.
- Frequently
 - Once in a while
 - I never hurry a speaker
- ___ 16. How would most people rate you?
- Definitely *not* doing most things in a hurry
 - Probably *not* doing most things in a hurry
 - Probably doing most things in a hurry
 - Definitely doing most things in a hurry
- ___ 17. Compared to the average student,
- I hurry much less
 - I hurry as much
 - I hurry much more
- ___ 18. How often are there deadlines in your courses?
- Frequently
 - Once in a while
 - Never
- ___ 19. Everyday life is filled with challenges to be met.
- Yes
 - No
 - Sometimes
- ___ 20. I have held an office in an activity group or held a part-time job when in school.
- Frequently
 - Once in a while
 - Never
- ___ 21. I stay in the library at night while studying until closing.
- Frequently
 - Once in a while
 - Never

Appendix E
Imposter Test

Give the first response that enters your mind. Do not dwell on each statement and think about it over and over. Circle your choice.

-
1. I have often succeeded on a test or task even though I was afraid that I would not do well before I undertook the task.

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

 2. I can give the impression that I'm more competent than I really am.

1	2	3	4	5
---	---	---	---	---

 3. I avoid evaluation if possible and have a dread of others evaluating me.

1	2	3	4	5
---	---	---	---	---

 4. When people praise me for something I've accomplished, I'm afraid I won't be able to live up to their expectations of me in the future.

1	2	3	4	5
---	---	---	---	---

 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	2	3	4	5
---	---	---	---	---

 6. I'm afraid people important to me may find out that I'm not as capable as they think.

1	2	3	4	5
---	---	---	---	---

 7. I tend to remember the incidents in which I have not done my best more than those times I have done my best.

1	2	3	4	5
---	---	---	---	---

 8. I rarely do a project or task as well as I'd like to do it.

1	2	3	4	5
---	---	---	---	---

 9. Sometimes I feel or believe that my success in my life or in my job has been the result of some kind of error.

1	2	3	4	5
---	---	---	---	---

 10. It's hard for me to accept compliments or praise about my intelligence or accomplishments.

1	2	3	4	5
---	---	---	---	---

 11. At times, I feel my success has been due to some kind of luck.

1	2	3	4	5
---	---	---	---	---

 12. I'm disappointed at times in my present accomplishments and think I should have accomplished much more.

1	2	3	4	5
---	---	---	---	---

13. Sometimes I'm afraid others will discover how much knowledge or ability I really lack.
- | 1
(not at all true) | 2
(rarely) | 3
(sometimes) | 4
(often) | 5
(very true) |
|------------------------|---------------|------------------|--------------|------------------|
|------------------------|---------------|------------------|--------------|------------------|
14. I'm often afraid that I may fail at a new assignment or undertaking even though I generally do well at what I attempt.
- | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|---|---|---|---|---|
15. When I've succeeded at something and received recognition for my accomplishments, I have doubts that I can keep repeating that success.
- | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|---|---|---|---|---|
16. If I receive a great deal of praise and recognition for something I've accomplished, I tend to discount the importance of what I have done.
- | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|---|---|---|---|---|
17. I often compare my ability to those around me and think they may be more intelligent than I am.
- | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|---|---|---|---|---|
18. I often worry about not succeeding with a project or an examination, even though others around me have considerable confidence that I will do well.
- | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|---|---|---|---|---|
19. If I'm going to receive a promotion or gain recognition of some kind, I hesitate to tell others until it is an accomplished fact.
- | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|---|---|---|---|---|
20. I feel bad and discouraged if I'm not "the best" or at least "very special" in situations that involve achievement.
- | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
|---|---|---|---|---|

TO: All Graduate Students Who Submit a Thesis or
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Fulfillment of The Requirements for an
Advanced Degree

FROM: Emporia State University Graduate School

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Investigation of Interpersonal Flexibility, Type A
Behavior Pattern, and the Imposter Phenomenon
Title of Thesis/Research
Project

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