

Talent Denied and Talent Lost: Choices and Compromises of Talented Girls and Women



Sally Reis
sally.reis@uconn.edu

Socialization

- **Socialization** acquaints individuals with the norms of a given social group or society. It prepares individuals to participate in a group by illustrating the expectations of that group.
- This can be negative, at times!

Work Left Undone

Choices & Compromises of Talented Females

Sally Morgan Reis



Creative Girls and Women: Lessons Learned and Choices Made



Poverty and Illiteracy

- Of the world's 1.3 billion poor people, nearly 70% are women.
- Of the world's nearly 1 billion illiterate adults, two-thirds are women.



- Women make up less than 13 percent of the world's parliaments, and less than 10 percent of political party leaders.
- Only tiny fraction of Fortune 500 CEOs are women — just over 6 percent and that number is decreasing



Women in Government

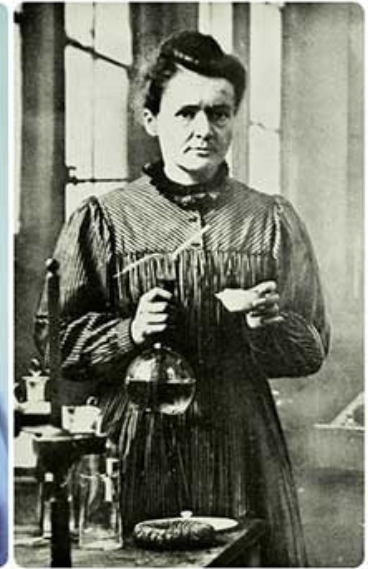
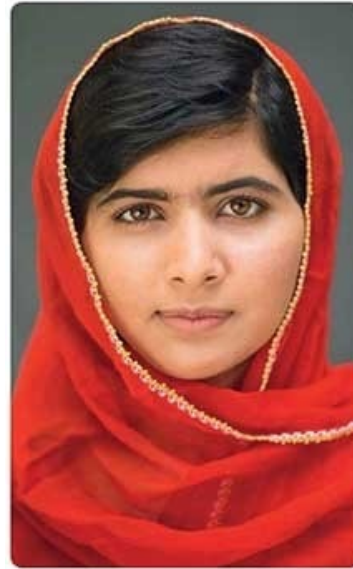
In the U.S. Congress,
women have only 19% of
the seats

Compare this to the
percentage
of women in the
legislature in
the following countries:

- Cuba 49%
- Mexico 49%
- Iceland 48%
- Nicaragua 46%
- Sweden 45%
- Finland 43%
- Senegal 43%
- South Africa 43%
- Norway 40%
- Denmark 39%
- Spain 39%
- France 39%

**Women Have Lower
Participation Rate in
Leadership Roles in
every country**

To date, only 43 women have been awarded a Nobel Prize, out of over 900 people and organizations who have been named laureates. (A total of 44 prizes have been awarded to women: Marie Curie won twice.)



Only 15 Women Have Won Science Nobel Prizes since Marie Curie

But even in areas in which women are supposed to excel, such as writing and the arts--

- Men win more awards than women in the arts and humanities.
- Men write more books, publish more articles, and excel in almost all professional areas
- For example, of all Pulitzer Prize winners—from 1917 to 2015, only 113 of the 814 were women.

From 1809 to 2000, only 1 in 1,000 patents granted was issued to a female inventor. Even now, why in 2018, are over 90 percent of all patents are held by men?



A Few Barriers

External

- Home
- School, Work Environment
- Stereotypes

Internal

- Confidence, Hiding Abilities, Self-Doubt
- Multipotentiality

Early in my work, I identified External Barriers

Click, Click, Click:

Forming Attitudes and Opinions

- Television
- Print media
- Environmental influences
- Stereotypes in home, school, and life

The Interaction of External and Internal Barriers



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Negative Societal Messages



- Girls (and Women)
 - Less is good: Diet to excess.
 - Life is mainly about the way you look and the men you date and marry.



Graphic designer Katherine Young compares what is to what should be!

Kindergarten Awards

Boy' s Awards

- Very Best Thinker
- Most Eager Learner
- Most Imaginative
- Most Enthusiastic
- Most Scientific
- Best Friend
- Mr. Personality
- Hardest Worker
- Best Sense of Humor

Girl' s Awards

- All-Around Sweetheart
- Sweetest Personality
- Cutest Personality
- Best Sharer
- Best Artist
- Biggest Heart
- Best Manners
- Best Helper
- Best Creative



- Female musicians are drastically underrepresented in major orchestras of the world.



- In the 27 highest budgeted orchestras in the United States, there are no female musical directors or conductors in permanent positions.





Internal Barriers Facing Talented Females

- Am I Superwoman or Why can't I Do It All?
- Creation of a Feminine Identity Redefining Achievement
- The Development of Self-Efficacy and Resilience
- Multipotentiality



***I also identified:
Internal Barriers Facing Talented Women***

- Fear of Success, or What Might Accompany Success
- (Perhaps) Fear of Never Finding a Partner Who Celebrates or Understands Your Need for Success
- Hiding Abilities, Doubting Abilities, and Feelings of being Different
- Perfectionism
- The Imposter Syndrome



Hiding Abilities

“A woman, especially, if she has the misfortune of knowing anything, should conceal it as well as she can.”

Jane Austen,
Northanger Abbey



The Imposter Syndrome

Men and women have distinct attributional differences in how they respond to success and failure. Men are more likely to attribute success to personal factors (their ability, talent, effort) and failure to outside forces. Women tend to do the opposite: they attribute success to timing or luck, and failure to personal shortcomings.

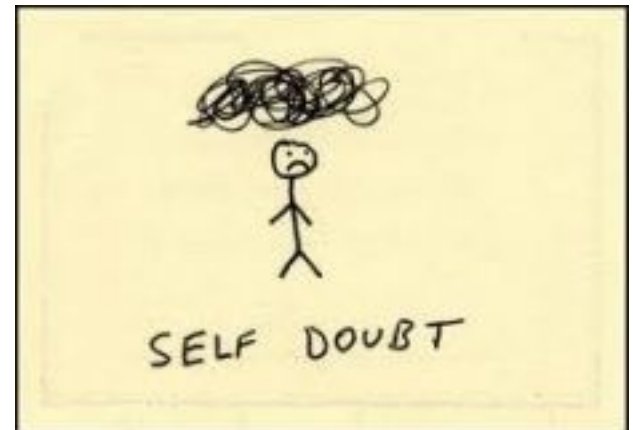
- I was lucky
- I was in the right place at the right time
- Deflecting compliments

Boys say "thank you"

Girls make excuses not to thank someone for a compliment.

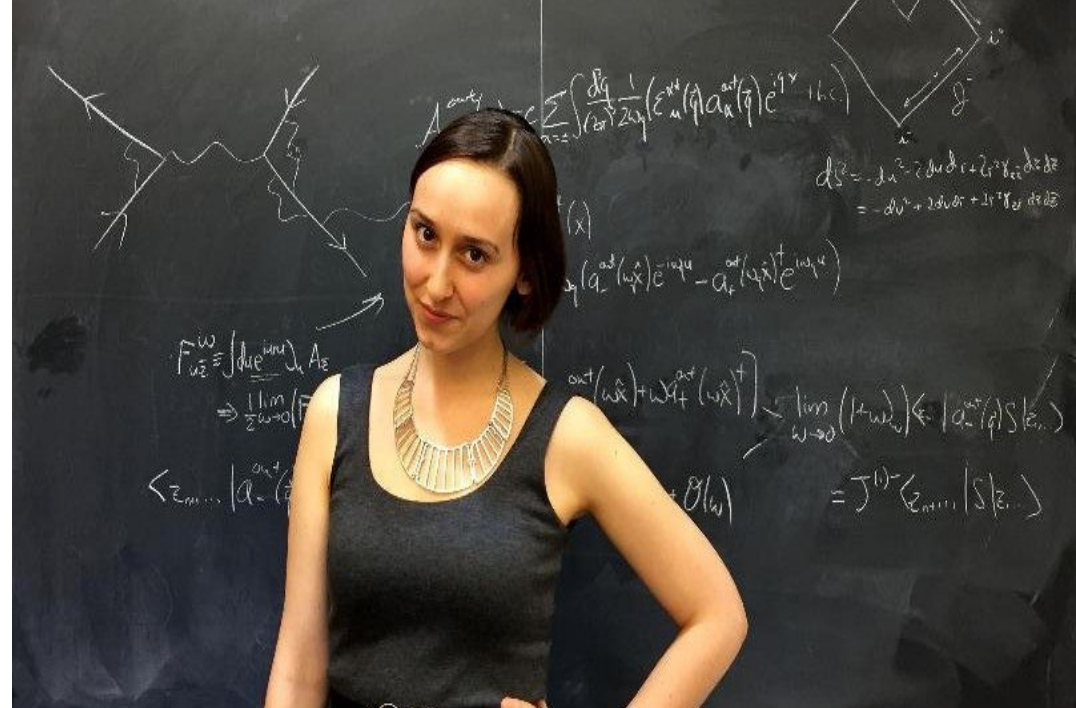
Internal/Personal Issues Facing Talented Women

- Prince Charming Myth and Selection of Partners
- Different Messages from Home and School
- Self-Doubt, Self Criticism, and Comparisons



Self-Doubt, Self Criticism, and Comparisons

A Hewlett Packard internal report found that men apply for a job or promotion when they meet only 60% of the qualifications, but women apply only if they meet 100% of them. What doomed them was not their actual ability, but rather the decision not to try.



Carter AJ, Croft A, Lukas D, Sandstrom GM
(2018)

Women's visibility in academic seminars: Women ask fewer questions than men.

Women are 2.5 times less likely than men to ask questions in departmental academic seminars, based on a [new study](#) of 250 talks at 35 institutions in 10 countries. The study also considered survey responses from some 600 academics across fields in 20 countries.

From the survey responses of over 600 academics in 20 countries, we found that women reported asking fewer questions after seminars compared to men. **When asked why they did not ask questions when they wanted to, women, more than men, endorsed internal factors (e.g., not working up the nerve).**

Self-Esteem in Women

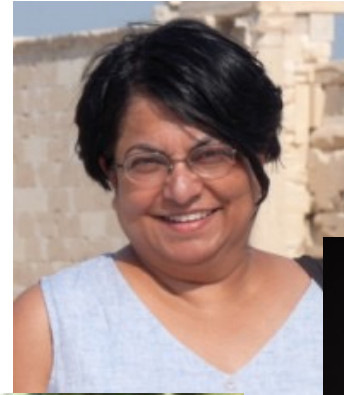
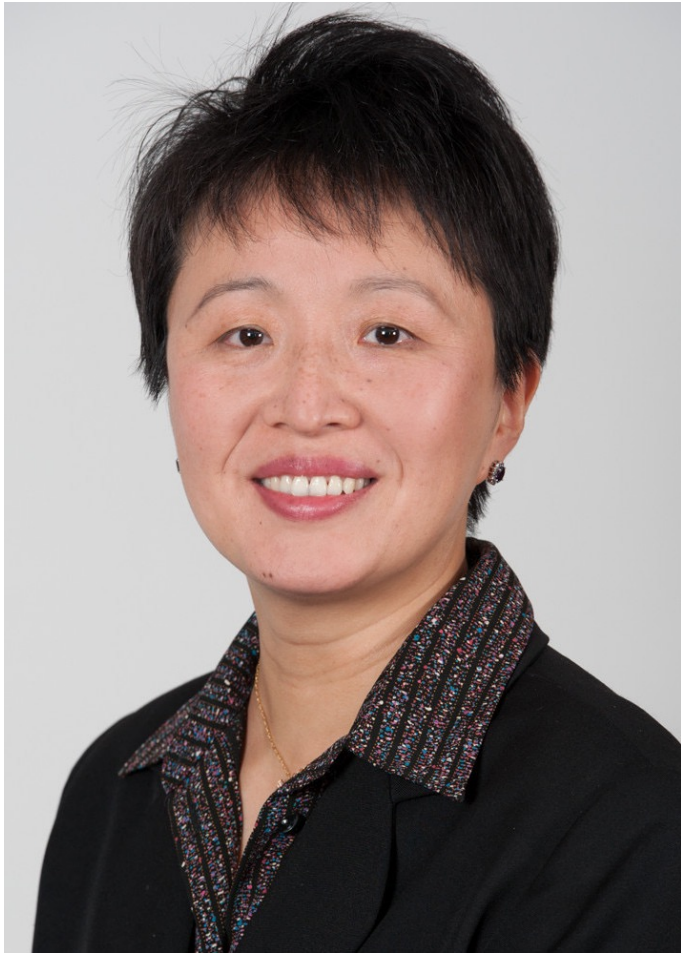
Analyzing data from over 985,000 men and women across 48 countries, from Norway to New Zealand, Kuwait to South Korea, asking them to rate the phrase: "I see myself as someone who has high self-esteem study"

Across the board – regardless of culture or country, men have higher self-esteem than women The magnitude is the biggest in the most educated societies. Wiebke Bleidorn, Ph.D.





Faces of creative women

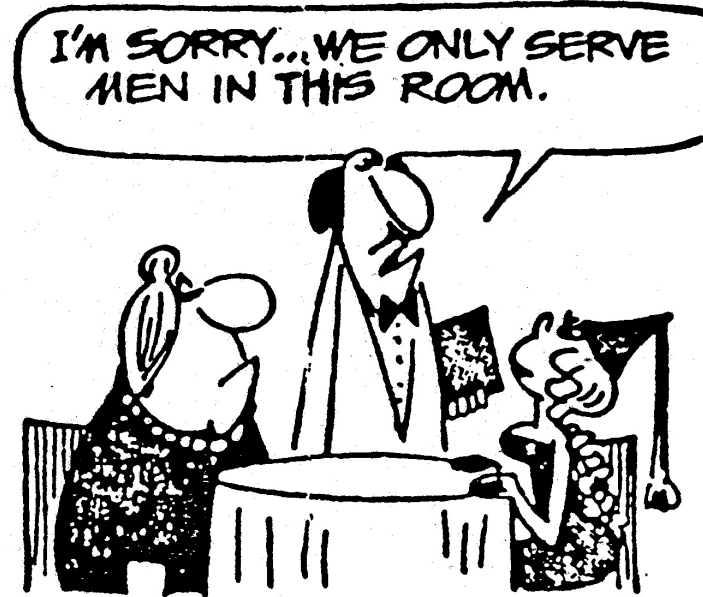
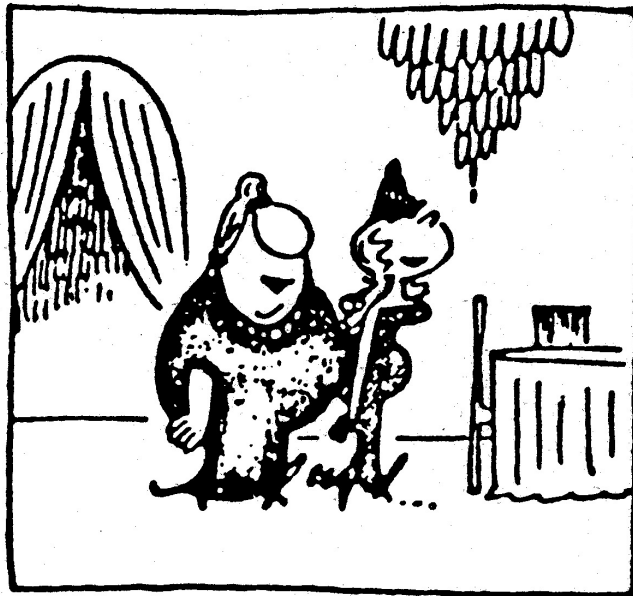


Name	Married	Children	Blocks
Rachel	Yes	1	My own insecurities, having to fight for opportunities with male counterparts
Nora	No, Divorced	2	Time to focus on my work
Mei	Yes	2	Gender issues at work
Sandra	Yes	3	Time to do everything well
Fiona	No, Divorced	3	Time
Gina	Yes	NONE	I always want the next thing to be better
Anne	Yes	3	Time
Bandana	Yes	1	Time and focus
Cathy	Yes	NONE	Balancing the demands of your discipline with your creative work
Janine	No	NONE	Demands of service and other work
Lisa	Yes	NONE	So many creative opportunities and the need to focus
Nora	Yes	NONE	Service responsibilities
Amy	Yes	3	Time

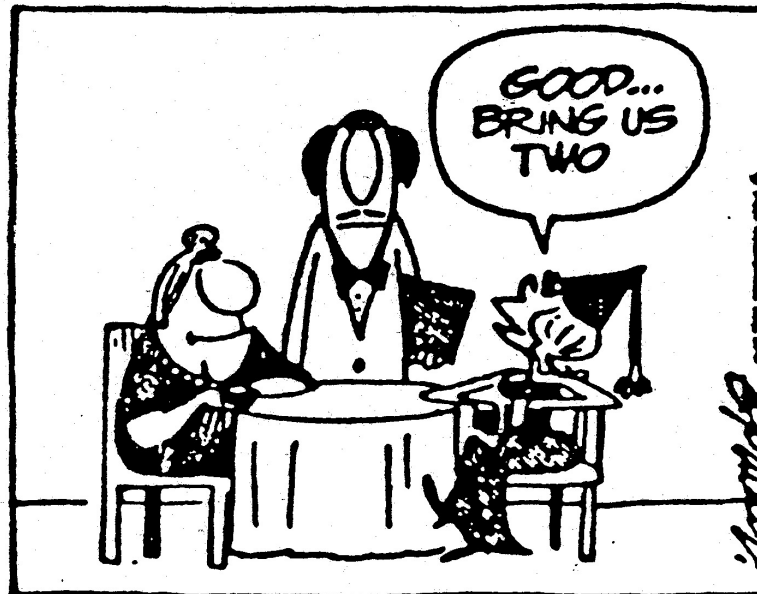
Recommendations

Help change the internal beliefs that women hold of their own potentials—Societal changes

- Identify and help girls overcome internal and external barriers
- Help talented females identify their strengths and interests and re-examine the ways in which they define success
- Help girls FOCUS and have a written plan!



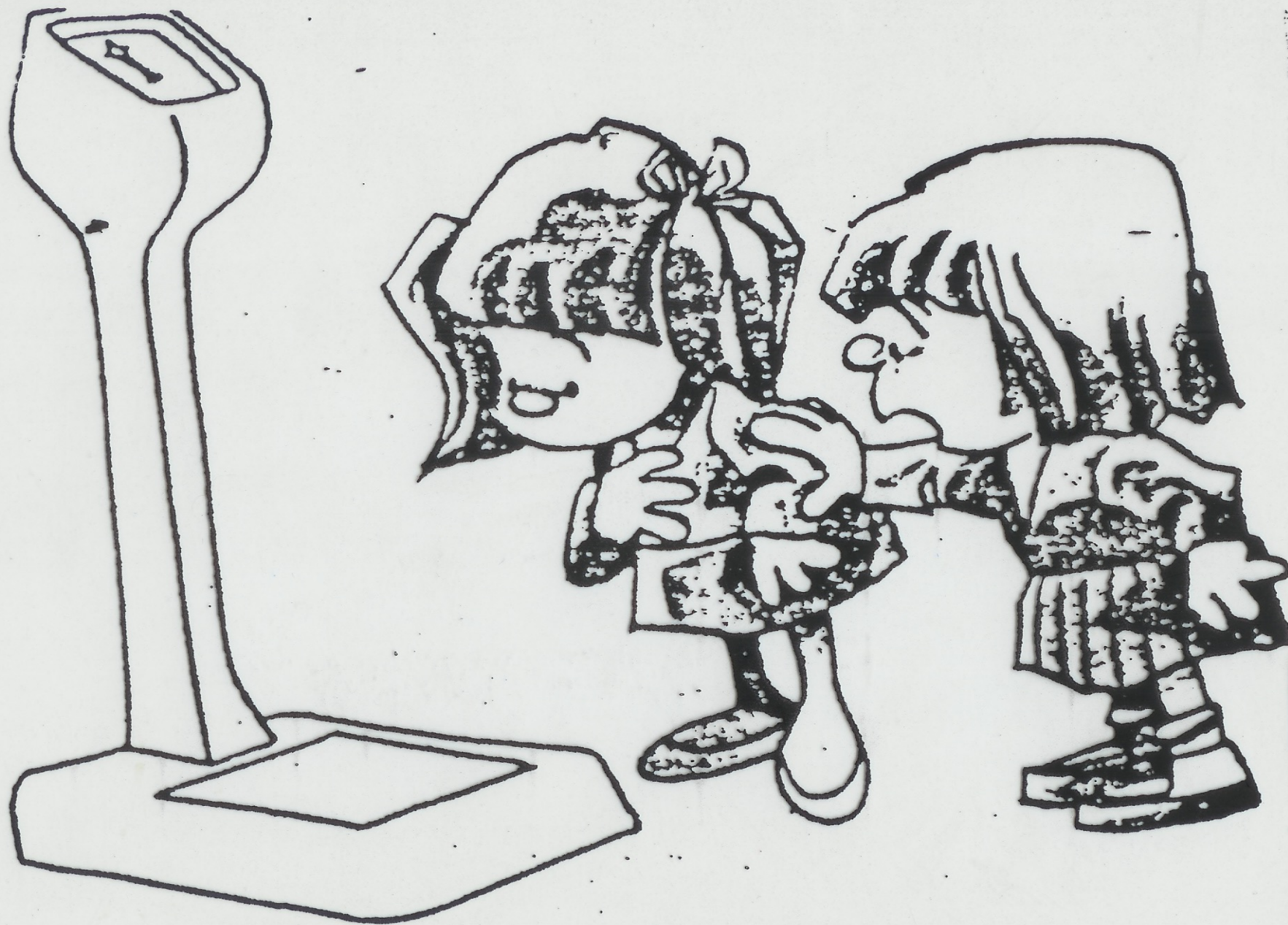
by Brent Parker and Johnny Lee



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"And I'm sure no one will mind if we fold a few clothes while we talk."



"Don't step on it... it makes you cry."

Plan for Talented Girls and Women

Before I begin my plan, I consider:

- What do I love to do and want to do again and in the future?
- What actions did I do that caused positive results?
- What did I not enjoy and don't want to repeat?

Vision:

Your vision is how you want to be remembered.

Values:

Goals:

Objectives:

Specific Plans for the year:





51 First Dates PODCAST



Support Other Women and Girls

You can easily identify the strongest, most talented women—they are the ones supporting each other



Recommendations

HELP CHANGE THE INTERNAL IMAGES THAT BLOCK SUCCESS IN GIRLS AND WOMEN AND HELP THEM TO:

- Overcome barriers and Identify their strengths and interests
 - Discuss the negative impact of continued emphasis on appearances –praise their intelligence and effort
 - **Help girls avoid early romantic relationships**
 - Help girls and women FOCUS and have a plan for their future

Photo: Christopher Dilts

“There is no boy
at this age that
is cute enough
or interesting
enough to stop
you from getting
your education.”

A mighty GIRL

MICHELLE OBAMA



Tell your daughters and students

1. They are smart and talented.
2. Smart people embrace challenge.
3. The most talented people find work they love and work very hard.

“Mindset”

For smart girls, praising only effort may be negative—praise her intelligence, also.



<https://womenshistorymonth.gov>

**WOMEN'S
HISTORY
MONTH**



- The National Archives celebrates March each year as Women's History Month, recognizing the great contributions that women have made to our nation. Schedule an event where every student assumes the role of a famous woman in history—tell HER STORY

Rachel Carson

Women's History--HERSTORY



2. RE-EDUCATE SOCIETY AND REDUCE EXTERNAL BARRIERS

- Curriculum Changes
- Television Changes, Media Changes
- Awareness Programs
 - Schedule forums and seminars for girls
 - Provide opportunities for peer support groups
 - Encourage girls to be actively involved in sports, academic competition, and extracurricular activities
 - Create women's support groups
 - Plan appropriate career counseling and planning
 - Provide role models and mentors
 - Make parents aware of barriers facing girls

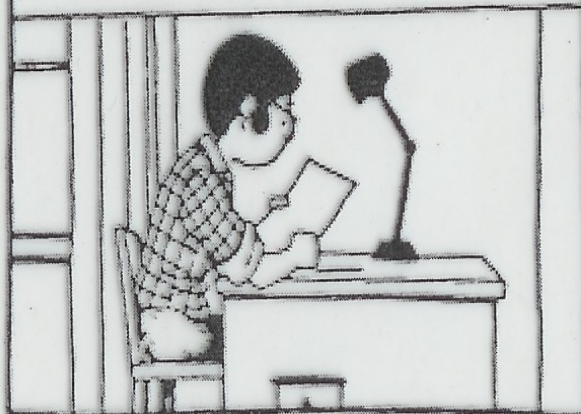
FUNKY WINKERBEAN

Tom Batiuk

Jack and Jill went
up the hill to fetch
a pail of water!



Jack fell down
and broke his
crown,



And Jill assumed
the throne!



3. EXPAND THE OPTIONS AND CHOICES FOR GIFTED GIRLS AND WOMEN – ELIMINATE THE MISSED OPPORTUNITIES

- Increase their awareness of personal dilemmas and personal differences
- Help them try many different opportunities successful strategies in content areas
- Develop individual written plans for success

RECOMMENDATIONS FOR PARENTING SMART GIRLS

- Expose them women leaders, role models and mentors, including who have successfully balanced career and family
- Love unequivocally
- Accept their unique personalities
- Help them to develop independence and intellectual risk-taking
- Understand gender stereotyping/cultural biases/gender prejudices
- Help them to develop positive self perceptions
- Expose them to numerous career options at an early age
- Enable them to pursue leadership roles and take safe risks
- Help them to learn from mistakes and try again
- Read about the lives of eminent women
- Help them to avoid early serious romantic relationships
- Develop a written plan with them

RECOMMENDATIONS

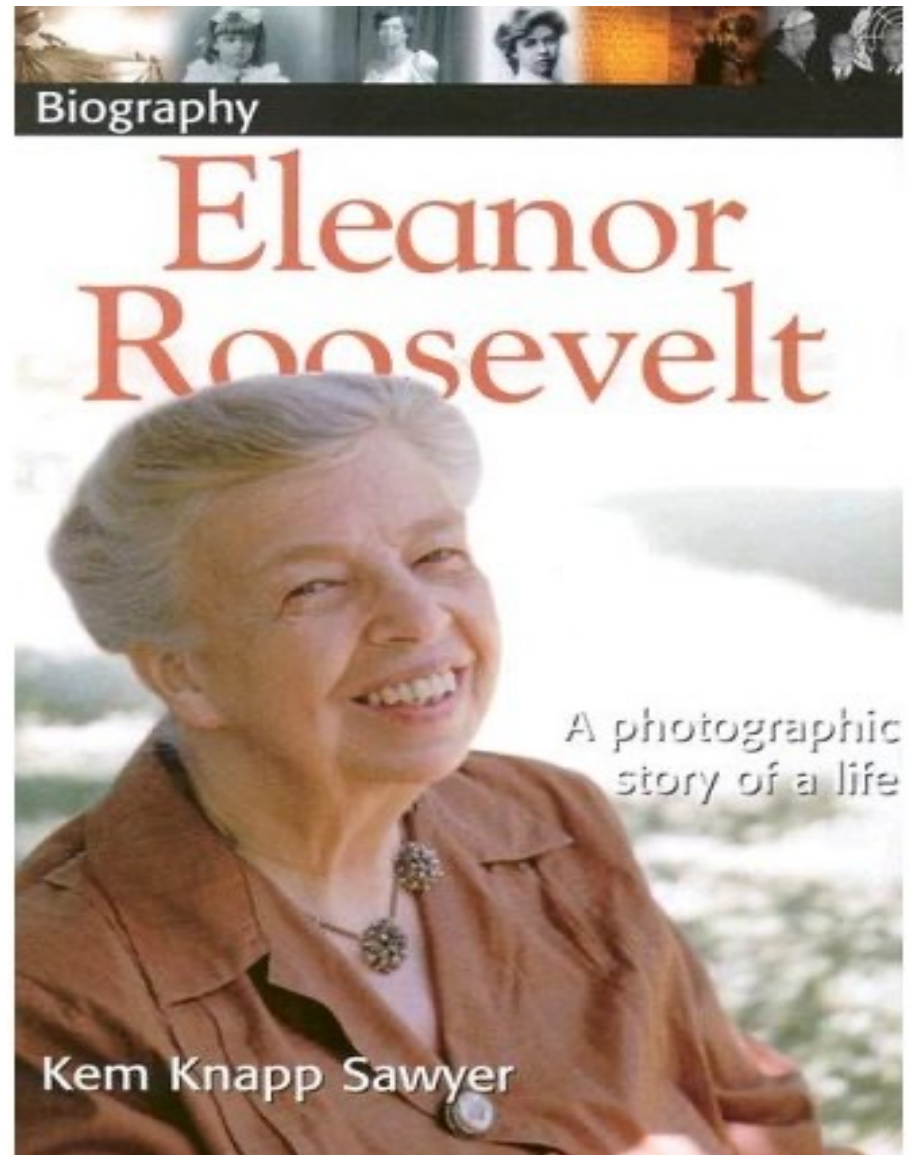
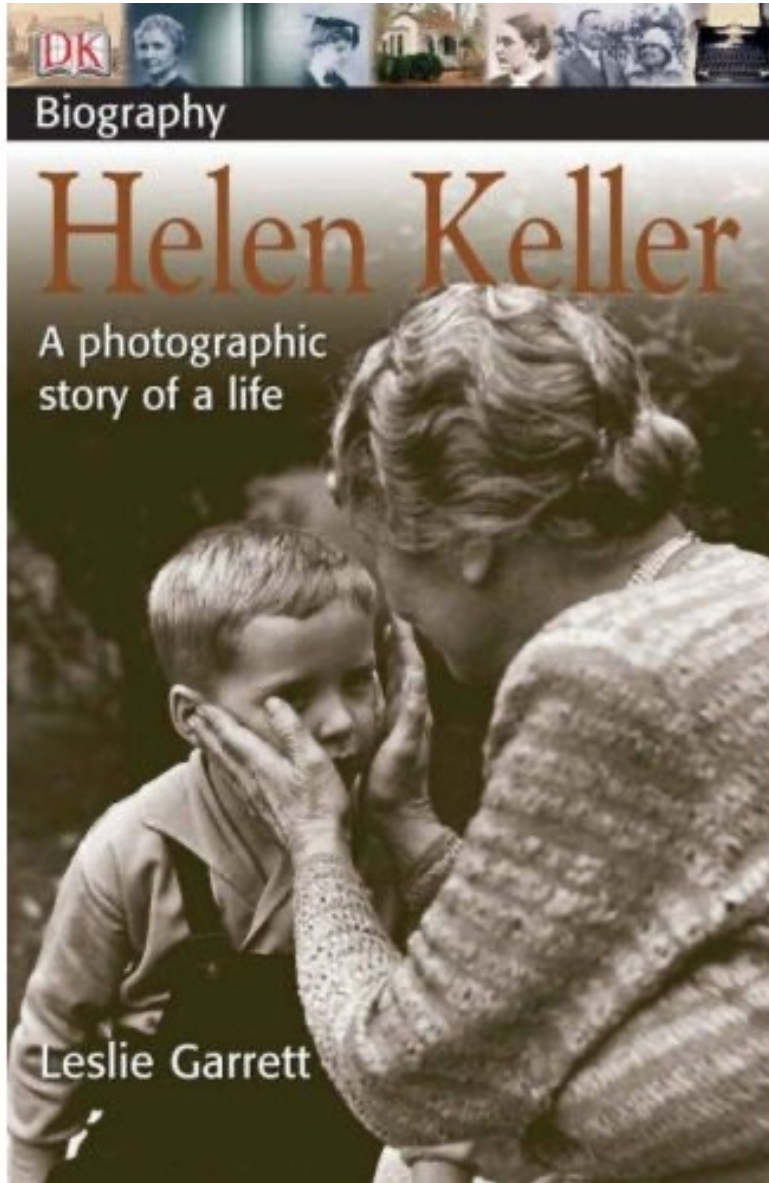
ESPECIALLY FOR TEACHERS:

- Provide equal treatment
- Math/science classes taught by females
- Reduce sexism in classroom
- Help gifted females appreciate healthy competition
- Group gifted females homogeneously in math/science
- Use practical problems in assignments
- Expose to other gifted females through direct experiences-field trips, guest speakers, seminars
- Provide educational interventions compatible with cognitive development and styles of learning
- Establish equity in classroom interactions

Books

Help smart girls and women to:

- Understand obstacles and learn how others handled challenges
- Validate feelings and fears
- Identify commonalities
- Learn coping skills
- Identify solutions
- Feel support and a sense of other female pioneers and role models





The Paper Bag Princess

STORY • ROBERT N. MUNSCH

ART • MICHAEL MARTCHENKO

The Paper Bag Princess

Story

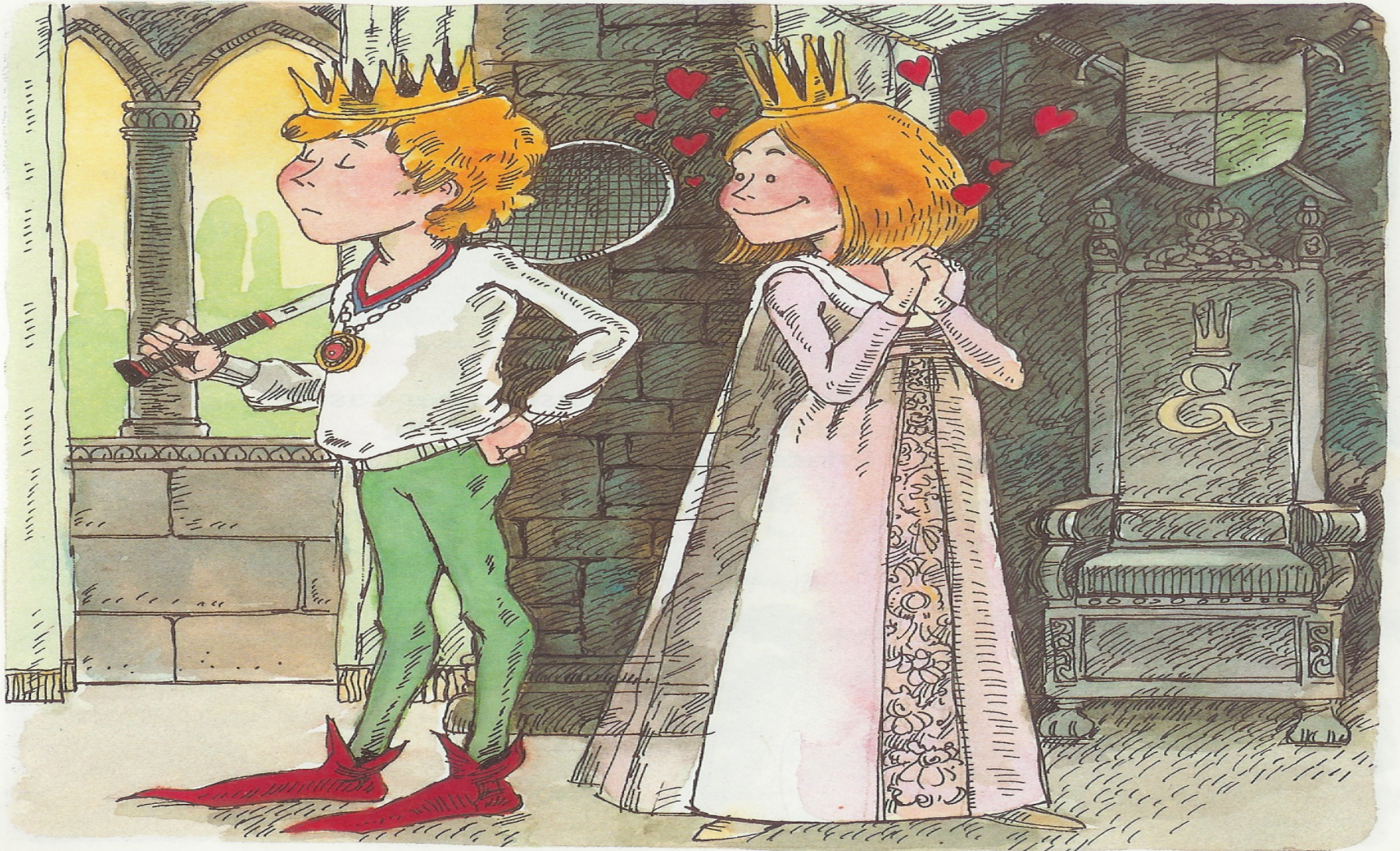
Robert N. Munsch

Illustrations

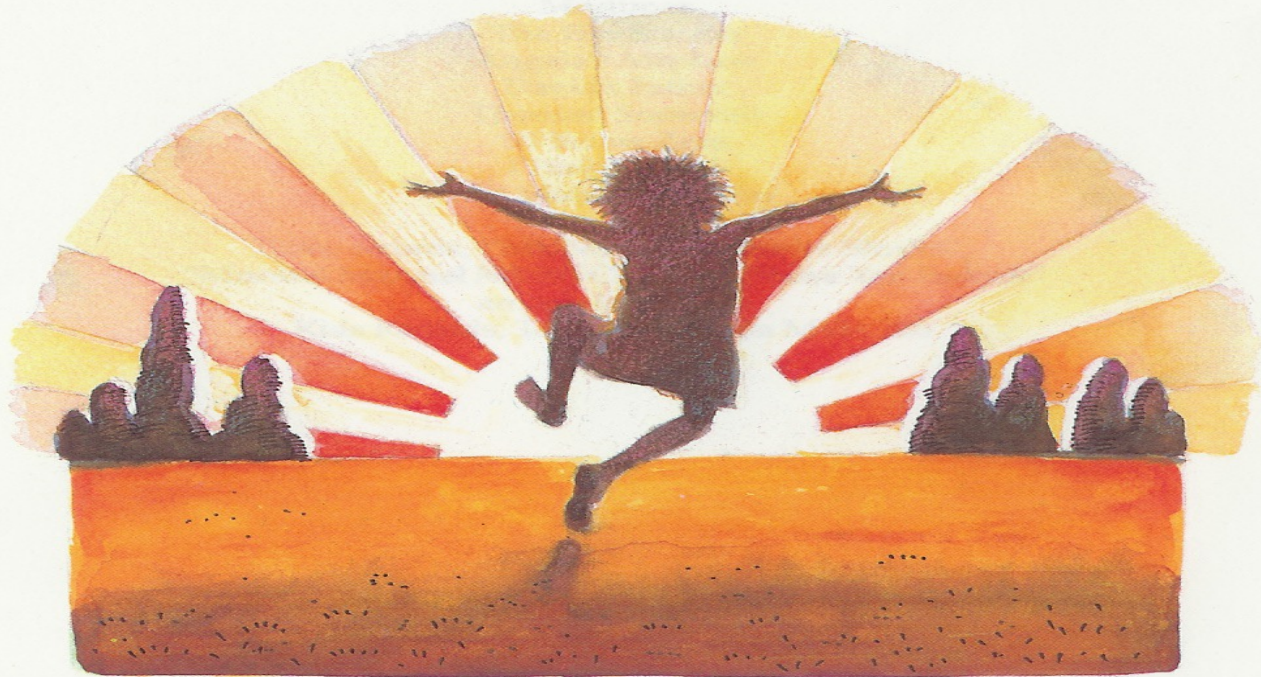
Michael Martchenko

ANNICK PRESS LTD., TORONTO, CANADA M2M 1H9

Elizabeth Was a Beautiful Princess. She lived in a castle and had expensive princess clothes. She was going to marry a prince named Ronald.



“Ronald”, said Elizabeth, “your clothes are really pretty and your hair is very neat. You look like a real prince, but you are a bum.”



They didn't get married after all.