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Imposter Syndrome and its relation to foreign people in conflicts

JOSEMAR GONÇALVES - 51720302

Contents

1	Aknowledgements.....	3
2	Abstract	4
3	Introduction.....	5
4	Literature Review	6
4.1	Understanding Imposter Syndrome.....	6
4.2	Types of Imposter Syndrome	7
4.2.1	Types and its relation to conflicts	8
4.3	Psychoanalytic theory and the imposter syndrome	8
4.4	Imposter syndrome and its relation to successful people in their field, including the famous universe	10
4.5	An elevated level of imposter syndrome among BIPC people in the United States 10	
4.6	Immigration as a phenomenon	12
4.6.1	Migrants' definition.....	8
4.6.2	Seeker of asylum	8
4.6.3	Migration's driving forces	8
4.6.4	Personal readiness to relocate.....	8
4.7	Limiting beliefs	12
4.8	Imposter Syndrome and Academic Environment.....	14
5	Methodology and Methods.....	15
5.1	Research Philosophy and approach	16
5.2	Time horizon.....	17
5.3	Ethical Research	17
5.4	Sample and Data Collection Methods.....	17
5.5	Presentation of data.....	18
5.6	General information.....	19
5.7	Interviews.....	20
5.7.1	Participant 1.....	21
5.7.2	Participant 2.....	23
5.7.3	Participant 3.....	25
5.7.4	Participant 4.....	27
5.7.5	Participant 5.....	28

5.7.6 Participant 6.....	30
5.7.7 Participant 7.....	31
6 Data analyses and findings	33
6.1 Imposter Syndrome and Language	33
6.2 Limiting beliefs	33
6.3 Imposter Syndrome among foreign people and discrimination	33
6.4 Overcoming Imposter Syndrome	34
6.5 Language, accents and expressions	34
6.6 Language and communication X Conflicts	35
7 Discussion	36
8 Conclusion	37
9 Reflection	38
10 Bibliography.....	40
11 Appendices	44

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2- Abstract

This is a dissertation associated with the Master of Arts in Dispute Resolution at Independent College. The main objectives of this study were to investigate how Imposter Syndrome can affect the lives of people in immigrant conditions and how these people face this feeling. A qualitative questionnaire was carried out, containing closed and open questions to gather all the data relevant to this research. For primary analysis, a study was conducted, where the approach to the questions was prepared according to the research objective and ethical requirements.

Through the analysis of all the data collected, the researcher presented challenges, conflicts, and emotions that the participants faced throughout their academic, personal, and especially professional experiences. As a result, the researcher noted that most participants believe that once they are abroad, feelings of inferiority tend to be intensified. Above all, when situations of cross-cultural conflict occur, they tend to cancel each other out and fear failure to communicate. However, conflict can also occur for other reasons, such as different values, cultures and beliefs, emotional issues, or religion.

A better understanding on the part of individuals on how to improve the way they process their thoughts and undo limiting beliefs would help improve the way they deal with their feeling of inferiority.

Keywords: Imposter Syndrome, interculturality, Immigration, Cultural conflicts, intercultural conflict, Communication conflicts, intercultural communication, globalization.

3- Introduction

This work aims to evaluate how and why Impostor Syndrome can affect people in immigrant conditions in different aspects of their lives, including the way they deal with conflicts and disputes. Impostor syndrome (IP), coined by psychologists Pauline Clance and Suzanne Imes, 1978, is the belief that one's academic/professional accomplishments are not due to their capability, such as skill or intellect, but rather external factors, such as luck, effort, and receiving help from others. Impostor syndrome can affect anyone, regardless of profession or social status, including students. However, studies by Clance and Imes point to a more significant occurrence of minority classes.

These sensations of inadequacy come from propagated inaccuracies. For instance, minorities are often told that they should work 'two times as hard to be seen as the 'situation is anything but favorable for them.' This misguided judgment prompts successful, influential people in their profession to attempt to feel like they need to substantiate themselves constantly. An inability to acknowledge success can perplex a person's certainty, leaving them in an ongoing condition of stress and uneasiness. Fundamental bigotry and unpretentious negligible hostilities in the working environment also add to the psychological cost for minorities who feel like outcasts. Individuals in an immigrant situation, when they find themselves far from their comfort zone, even though they are not originally framed in a minority category, often develop the feeling of being a fraud and imposters in their own lives when living an experience abroad, which in turn influences the way they carry out their activities and deal with conflicts and disputes.

The impostor syndrome dynamics may affect people in immigrant conditions as soon as they decide to live outside their countries of origin, regardless of gender, race, and age. The world is increasingly globalizing, and the interactions between different cultures are something that grows equally. This can be seen in academic and professional environments, where people from the most diverse places interact while working together.

Understanding the impacts that these people suffer and how they can better perform in their lives in general through overcoming their feelings of inferiority and self-

criticism is mandatory since it is about so many people in these conditions living an inferior version. And limited by themselves.

Through a better understanding of the imposter syndrome concept, its implications, peculiarities, the relationship with people in immigrant conditions, and the reported experience of the participants, it is possible to trace an idea of causes, factors, effects, and ways of overcoming associated challenges. The research relates the literature review with the experience of seven foreign participants who live abroad in Ireland, Portugal, and the United States.

4- Literature Review

4.1- Understanding Imposter Syndrome

Imposter syndrome is generally described as a feeling of low competence and intelligence, in addition to considering that any achievement or recognition is a result of luck itself (Young, 2011).

In the 70s, the term Imposter Phenomenon emerged through the research of the psychologists Suzanne Imes, PhD, and Pauline Rose Clance, PhD. Initially, their research addressed graduate and non-graduate women who were relatively successful in their fields but who somehow felt as if they were much more valued than they thought they should be, as well as the feeling of being an imposter (Clance & Imes, 1978) . The imposter phenomenon causes in capable people the illusion of inferiority, thinking that they are not so capable, causing them to underestimate their skills and abilities, making them believe that other less talented individuals are more competent than them.

Imposter Syndrome is not included in the Diagnostic And Statistical Manual of Mental Disorders, The DSM, or the ICD, The International Classification of Diseases, which are manuals of Psychiatry, as it is not a mental disorder (Weir, n.d.).

Still according to Clance & Imes, 1978, people who suffer from imposter syndrome permanently, temporarily or frequently, seem unable to internalize and value their achievements in life, no matter the level of success achieved in their area of study or work, irrespective of what external evidence of their competence may be. They don't think they deserve success or recognition.

A little further on in their research, Clance & Imes (1978) found that this phenomenon was a little more present between women than between men, and they attributed this to the way men and women dealt with their achievements and success. Men, in general, tended to believe that their performance and professional success came naturally through their competence and skills, while women believed that this came through any other reasons but not from their merit, as if the more skills and techniques they developed, the more doubts about their success they would feel (Bahn, 2014). This way, women with the feeling of an imposter, tend to work more than other colleagues because they want to finally reach a place they think they never

reached, and can reach greater levels of success or burn out.

Imposters tend to react in two different ways because they suffer in situations of evaluation and pressure; on the one hand, they try to compensate for the fear they feel through excessive effort, and exhaustive preparation, and on the other hand, they show self-sabotage behaviors, such as procrastination and frantic work done at the last minute (Dudau, 2014).

Thus, these individuals tend to ritualistically repeat the stages of the imposter phenomenon cycle, often believing that to succeed in a new task, it is necessary to go through the same stages of hard work and/or procrastination (Clance, 1985).

According to Schubert (2013), when trying to alleviate the feeling of insecurity, individuals who suffer from the imposter phenomenon strive to achieve great achievements, as a form of compensation, that is, as a way of living according to the image. Idealized success (of superiority) would lessen the feeling of inadequacy and falsehood. The opposite can also be observed because, for fear of failing, the imposter would react to the feeling of inadequacy, rejecting new challenges. There are also specific situations that can potentiate or mark the beginning of imposter fears, such as taking on a new job and fearing, for example, not being qualified enough for the position and experiencing deep feelings of inauthenticity and falsehood.

Therefore, it is understood that these feelings of insecurity can be experienced at small levels, which may not be a bad thing. However, people who suffer from the imposter syndrome can have severe losses, such as the paralyzing fear of failure and overwork (Sherman, 2013).

4.2- Types of imposter syndrome

Dr. Valerie Young, an expert on the subject, has categorized how imposter syndrome usually presents in individuals as different types: The Perfectionist, The Superman / Superwoman, The Natural Genius, The Soloist, and The Expert. Dr. Valerie Young, an expert on the subject, has categorized how imposter syndrome usually presents in individuals as different types: The Perfectionist, The Superman / Superwoman, The Natural Genius, The Soloist, and The Expert. Dr. Young addresses, through several years of research, how fraudulent sentiment works among people who achieve significant social or professional positions (Young, 2011).

1- The perfectionist

Young says perfectionism and imposter syndrome are closely related, especially considering that perfectionists tend to set relatively high goals for themselves. If they fail to do so, they suffer from a deep sense of self-doubt. Also familiar is the feeling that it means to be done only by them for something to be done very well.

Young completes by saying that success is very rarely satisfying for this type since they always consider that they could have done better. Thus, relating this subject's relationship with conflict situations may indicate too much discomfort since conflicts speak much more about good agreements than being the best or the winner.

2- The Super Woman / Superman

Because the imposter carries with them the feeling of inferiority, when comparing themselves with co-workers who in their opinion, are true professionals, they tend to work very hard in an attempt to adapt to the level of their peers, but only for the strategy of hiding how much inferior they feel in this dynamic. As mentioned earlier in this work, this often causes changes in the individual's mental health and may present symptoms of burnout or hinder their relationship with their co-workers.

Imposters who are workaholics need validation of their competence, especially as professionals, rather than the work done on its own.

3- The Natural Genius

Young says in her book that this category refers to people who feel like they need to be a natural genius. That means it doesn't matter that your work has achieved a brilliant result if it wasn't done in a short time given the natural competence. They feel ashamed or ridiculous if their ideas or deliverables don't come faster. Whenever their first attempt is not successful, they feel like an absolute failure.

4- The Soloist

Imposters who suffer from having to ask a question or ask for help are what Young calls soloists. It's okay to be independent, but once the individual refuses assistance or support just because they consider that it attests to their incompetence or failure, it says a lot about the severity of the subject.

5- The Specialist

This imposter tends to base their skills on how much they know or can do in their field. They believe that they never know enough and always need to avoid exposing their

ignorance about something related to their field. Dr. Young reveals that this feeling of wanting to learn more and more about the subject in which they work and the idea that they never know enough tends to provoke in the subject the development of the habit of procrastination since the individual feels that they are not competent enough. In conflict or disputes, they tend to act passively as they cannot feel secure about all knowledge.

4.2.1- Five types of Imposters and their relation to Conflicts and Disputes

When analyzing the five types of imposters that Dr. Young mentions, it is possible to draw a parallel to understand how imposters behave in conflict and dispute situations. It is undeniable that the condition of an imposter causes the individual to feel threatened as they feel that they could be unmasked at any time. Conflicts are part of human nature, and generally, conflicts range from personality conflicts, conflicts of interest, or values, often being linked to confrontations.

Conflict situations are not always harmful; conflict can become the driving force for positive change when managed correctly. “Conflicts are *communicative interactions among people who are interdependent and who perceive that their interests are incompatible, inconsistent, or in tension.*” (C. Conrad, Communication Monographs, 1991) “A conflict exists when two people wish to carry out acts which are mutually inconsistent”; that is, conflict is the clash between opposing forces or divergent opinions. Where there is a group of people, there is conflict and opportunities for change. However, the imposter already carries their personality and identity conflict, which comes before any other conflict that arises, so in situations of conflict and dispute, their performance tends to be impacted by this factor.

Relating to the five types described by Dr. Young, it is possible to identify a certain passivity in common between them since there is a feeling of inherent inferiority. Kenneth Thomas and Ralph Kilmann, in their book "Conflict Modes," (1997), elaborate on the five main conflict modes: Competing, Accommodating, Avoiding, Compromising, and Collaborating. Here, we will turn our attention to the Avoiding model, which tends to be most related to imposters.

The authors describe in their book the avoiders as people who cares to invest little or

no effort in conflict situations, being able to avoid or withdraw entirely from the position that represents threat and exposure. Due to its characteristic posture, it is typical for the avoidant profile not to be bothered by an unfavorable dispute result since the end of the conflict is more important than the result itself.

4.3- Psychoanalytic theory and the imposter syndrome

Sigmund Freud, in his text *Some Character-Types Met with in Psycho-Analytic Work*, 1916, highlighted three structures that frequently appeared in clinical practice: (1) the exceptions, (2) those who fail to succeed, and (3) criminals with feelings of guilt. The second structure allows us to relate the imposter syndrome with the psychoanalytic theory, especially when Freud says in his text that the surprise, or even the confusion, will be all the greater when the analyst discovers that sometimes his patient gets sick just when he came to become ill, to fulfill a deep-seated and long-nurtured desire, it is as if they cannot stand their happiness because there is no questioning the causal relationship between success and illness. This way, it is possible to understand why people who receive a promotion with a relatively high salary increase, consciously or not, do not think they deserve it and on the day of the promotion, they get sick, inexplicably, with extreme migraines or back pain and often when going to the doctor, and the doctors can not find any physical explanation for the cause of their pain. Still in his text, Freud says that it is the feeling of unconscious guilt that takes over the individual and prevents him from enjoying the place he has achieved.

The guilt, for the Freudian theory, is related to the Oedipus complex, where Freud says that this guilt is constantly a guilt of a feeling of love, desire or destruction directed to the paternal or maternal figures, which were developed in the beginning, in early childhood, and this feeling of guilt consumes the child deeply to the point of becoming an adult who cannot enjoy what they have conquered, being all the time fake because guilt prevents them from enjoying their own achievements and merits.

A little further on in psychoanalytic theory, in 1933, when writing *The Early Development of Consciousness in the Child*, the Psychoanalyst Melanie Klein points out that the “primitive superego is much more rigorous and cruel than that of the older child or adult, literally crushing the fragile ego of the small child” (1933/1996, p. 286). The fear of being devoured, cut, is associated with the most primitive anxieties, whose

psychic instance is present. Thus, the superego is formed from the paternal and maternal imagos that turn against the child, guided by repressed aggressive impulses. Through this concept, Klein says that from the beginning there is the formation of a tyrannical superego, which is the result of the baby's projections and introjections, this way, the more the baby projects destructiveness, the more this destructiveness comes from the death drive, from the instinct of death, returns to the baby itself, thus forming a core of a tyrannical superego.

This tyrannical superego, in turn, often torments the life of this baby, this child, this adult, at different times of their development. That is, the more destructive projection is made towards the external world, the more it returns in a core of a tyrannical superego. And it is precisely when the need for exposure arises, such as speaking in public, taking a place, giving an interview or leading a team, that is when the feeling of inadequacy arises. This tyrannical superego, the result of these negative projections in the external world, paralyzes the individual, so the proposal of the analysis is an exercise to undo these small "knots" that paralyze the subject due to these psychic processes that cause new forms of suffering.

Still in the Psychoanalytic scenario, we have Donald Woods Winnicott, who in his book "Thinking about children", from 1998, also relates the aggressive and destructive impulses of the baby, who can develop feelings of guilt and anguish. Winnicott talks about the baby testing its environment, shaking its little feet, screaming at dawn, as checking if its mother survives, and because she survives, they loves her, and repairs their damage, what makes this relationship progress to what Winnicott calls the "Stage of concern", where worry appears in the baby's life as a highly sophisticated experience. By this he means that the baby has developed the capacity to experience guilt in an infantile way. This guilt consumes the individual from the inside out and also paralyzes them.

This "guilt" could be one of the roots of this feeling of farce, of an imposter that arises when they needs to show knowledge or exposure. This way, it is possible to understand that through a psychoanalytic look, the imposter syndrome can receive several meanings, and it is not simple to undo it, destroying beliefs, convictions that are often unconscious and thoughts simply by changing their meaning, especially because those beliefs can have been rooted in the beginnings of life, in childhood.

Analytical work, in this sense, would have fundamental importance in order to untie these “knots”, enabling better performances in academic and professional contexts because they do not feel blocked in relation to their self-image.

4.4- Imposter syndrome and its relation to successful people in their field, including the famous universe

Many successful people around the world share publicly about their battles with imposter syndrome and how they dealt with that. An example of this is the former First Lady of the United States, Michelle Obama, who was publicly questioned in conference at the Obama Foundation Leaders: Asia – Pacific panel in Kuala Lumpur in December 2019, and when explaining briefly about the imposter syndrome, she mentions that is something quite common in minorities, because they are always told that they are not good enough at what they do and then they develop the feeling that they will be discovered at any moment, when, for example, in a meeting room, thoughts like “maybe someone will find out that I shouldn't be here” are often frequent.

Michelle further shares that imposter syndrome is much more about something on our mind, such as self confidence and practice, that is, if you hear that you are not good enough, that is what you practice, so the ideal would be to understand how the dynamics of the imposter syndrome works and reprogramming the way to formulates thoughts and the surrounding context. Michelle continues saying that in her experience, she has shared the table with several very powerful people around the world, in different sectors, but especially in presidential ceremonies alongside her husband, Barack Obama, then President of the United States, and that she has seen many people who she genuinely believed that they shouldn't be where they were, but that before realizing it, she'd always thought, at every important table, that she was the person who shouldn't be there.

Michelle says that there is an idea of who belongs and who doesn't, minority versus privileged class. Basically about being told where we are allowed to occupy and where we are not, which doesn't always follow reality, and that's why sometimes there are people acting as belonging to groups that by competence perhaps shouldn't. That is, people being told they don't belong when they really do, and people being told they

do, when in fact they lack the competence to belong. Both wrong. *"Maybe because I'm not used to seeing people who look like I look like occupying spaces I now occupy, I wondered if I belonged"*. Michelle adds that age helps to deal with imposter syndrome, but that she still carries the feeling of one day being incompetent like people once said she would be, and that there is a fear of at some point tripping, failing or messing up, as it was always said. She remembers that when applying to university, she was warned that the college she applied to would be too difficult to get or deal with, and when she got there, she kept hoping that everyone else would be much smarter than her or that the course would be a very difficult experience, but when studying, she noticed that there were no classmates much smarter than her, only people who were said to belong to that group.

Michelle completes by saying that the practice of going to meetings where you feel you don't belong and being there, taking your seat, being yourself, knowing that your knowledge is as relevant as your colleagues', your experience is as important as that of your colleagues, your insides are just as valuable as your colleagues, and so being able to use that, share that and above all practice being yourself is the best way you've found to face the feeling of fraud. Other people won't give up on being themselves and no one will give you space to feel more integrated – because very often, they don't want you there, even though they need you there.

Michele also says that self-confidence is not something we develop through others, and that practicing a different way of thinking and acting is crucial. Finally, Michelle ends by saying that minorities and diversity are extremely important to be included in any context for producing ideas.

"How I got over this is how I got over anything. I work hard. Every time I doubted myself, I said to myself: I'm going to work even harder, I'm going to let my work speak for itself. I still do it. I feel like somehow I still have something to prove. Because of the color of my skin, the shape of my body, the way people are judging me." highlights Michelle on her book *"Becoming"*, from 2018.

The list of famous examples who publicly share their experiences with imposter syndrome is long. In February 2022, in an interview with Rolling Stones Magazine, the Puerto Rican actress and singer Jennifer Lopez reported that she considers her career

to be slow and steady, even though it is a great success, describing herself as lucky. Jennifer says that in every room, she felt as if she were the one who didn't belong, and that she admits that this feeling is related to the fact that she is Puerto Rican, being a woman and not coming from a wealthy family, but that nevertheless dared to be in these rooms and to try.

The habit of self-doubt and often feeling like a fraud or not belonging, imposter syndrome, is something that many black and Latino women, for example, can identify with. According to studies by Heriot-Watt University and the School for Chief Executive Officers (CEOs), in 2019, generally more than half of women in executive leadership positions share that they experience moments of feeling like a fraud, compared to just 24% when it comes to men. Also according to Heriot-Watt's research, for black and Latino women, imposter syndrome often reveals itself by achieving a higher level of success or being the only one, or one of the few at work or in your field. According to a report by McKinsey & Company, in 2019, 45% of black and Latino women perceive themselves as being the only ones in a corporate room. This way, back to Jennifer Lopez, it is possible to relate to her early career, when she came up with "In living color" and making small appearances in music videos, TV and movies. At that time, there weren't many Latina actresses in the Hollywood scene. Even today, with more than 30 years of resume, Jennifer has not yet been awarded any Golden Globe award, and has not even been nominated for an Oscar category, as analyzed by journalist Johanna Ferreira, in February 2022, in her column on Yahoo Life, when evaluating the repercussion of Jennifer Lopez admitting her imposter syndrome.

4.5- An elevated level of imposter syndrome among BIPOC people in the United States

The term used mainly in the United States to classify a group of ethnic minorities made up of black, indigenous and other people of color is BIPOC. In the United States, the term BIPOC covers minority groups such as: African Americans (13.4%), Native Americans (1.3%), Hispanic (18.5%), and Asians (5.9%). (Linares, 2015), (Census.gov, 2019).

According to Harvard Business Review, Imposter Syndrome is unfortunately very common in the BIPOC community largely because this group is restricted to the

expectations, histories and roles they are expected to play and occupy. Young employees belonging to the BIPOC group are more susceptible to developing the imposter syndrome, more precisely a third of them experience the imposter syndrome. This would be directly related to prejudices such as systemic racism and also classism, both with women and with those most likely to face imposter syndrome, according to research from Heriot-Watt University and the School for CEOs. Gender and race are factors strongly present in the analysis of black women who suffer from imposter syndrome. Also according to the research, while the syndrome possibly derives from childhood roles and family dynamics, the professional atmosphere tends to potentiate this feeling in BIPOC groups, since they tend not to feel that they belong. The Harvard Business Review also reveals that to combat the imposter syndrome, it is not enough for individuals to work alone in order to undo their limiting beliefs, but above all for companies to provide an environment that promotes different types of leadership and professional profiles, where there are multiple ethnicities. , races and gender identity to promote diversity and plurality of ideas.

4.6 - Immigration as a phenomenon

According to the United Nations, higher-income nations' natural population increase (births minus deaths) will be around 20 million people between 2015 and 2050, while net immigration will contribute 90 million; in other words, immigration will account for 82 per cent of the population growth. However, it is important to remember that the proportion of immigrants in the total population in advanced countries will climb from around 13% in 2015 to around 18% by 2050. This is a significant shift in the composition of advanced societies.

Given this projection, the migratory phenomena must be viewed in realistic terms rather than myths or rumours. The statement "demography is destiny" is ascribed to sociologist Auguste Comte. To paraphrase and in light of such estimates, immigration is the future for many advanced civilisations, and they would be better served to begin with a fact-based study.

According to the International Organization for Migration (IOM), as many as 244 million people were international migrants in 2015. The UN Department of Economics

and Social Affairs estimates that the figure is as high as 257.7 million in 2017. Significantly, out of the 244 million claimed by IOM in 2015, 90.2 million moved from a southern country to another southern country, while only 85.3 million were people migrating from the south to the north, the remaining being individuals from the north migrating to the south (13.6 million) or from the north to the north (55.1 million). Most international migrants are of working age and live in Europe, Asia and North America. Apart from international migrants, an astonishing figure of 740 million people is estimated to have migrated internally within their origin country.

Migration has existed since the dawn of time. People have historically relocated to seek better living conditions for themselves and their families or to flee dangerous situations in their own countries. These two critical drives were the foundations of Lee's 'push and pull' thesis, which included economic, environmental, social, and political variables pulling people away from their home countries and enticing them to the destination country.

After Ravenstein originally addressed the issue in Scotland in 1885, Lee's idea, 1983, has the distinction of being one of the first attempts to identify the drivers of such a complicated occurrence in a modern and scientific manner. Still, the Author recognises that reality in the current global world is undoubtedly much more complex and faceted, involving both local national realities and macro-level causes, as well as meso-level and micro-level causes related to the individual's link to his or her ethnic or religious group and personal characteristics. The 'pull-push plus' approach was recently suggested, which considers predisposing, proximal, precipitating, and mediating migration causes.

4.6.1- Migrants' definition

A migrant, according to the International Organization for Migration (IOM), is "any person who is moving or has moved across an international border or within a State away from his or her habitual place of residence, regardless of the person's legal status; whether the movement is voluntary or involuntary; what the causes of the movement are; or what the length of the stay is," a very broad definition. Two significant general types can be found using this description and rigorously limiting our research to south-to-north migrants:

- a. Labour (or economic) migrants (and family reunification);
- b. displaced people (asylum seekers and refugees); whose reasons for migrating may differ, even if the difference between the two categories is likely to be smaller than previously estimated, and a single migrating individual may fall into both categories simultaneously.

In this regard, the IOM's synthetic definitions of asylum seekers and refugees are helpful to report.

4.6.2- Seeker of asylum

A person was seeking protection from persecution or serious harm in a country other than his or her own while waiting for a decision on a refugee application under relevant international and state agreements. If an unfavourable decision is made, the person must leave the country and be expelled unless humanitarian reasons allow them to stay.

Refugee A person who is outside his country of nationality because of a well-founded fear of persecution for reasons of race, religion, ethnicity, membership of a particular social group, or political opinions and is unable or unwilling to seek protection from that country (Geneva Convention, 1951, Art. 1A).

4.6.3 - Migration's driving forces

Macro-elements (largely independent of the individual), meso-elements (closely related to the individual but not entirely under the individual's control), and micro-elements (closely related to the individual but not wholly under the individual's control) are the factors acting together and determining an individual's final decision to migrate (personal characteristics and attitudes).

The disparity in human progress in different parts of the world is growing. The economic and political factors that have led to this unfortunate scenario are outside the scope of this paper and will not be discussed. The United Nations Development Program established the Human Development Indicator (HDI), which is a composite index incorporating the performances of different countries on health (life expectancy), education (years of schooling), and economics (per capita income) (UNDP).

The top 20 countries in the 2016 HDI include 15 western countries (11 European, 2 North American, 2 Oceania) and 5 Asian countries.

Africa accounts for 19 of the last 20 countries with the lowest HDI scores at the other end of the spectrum, a notable contrast. However, according to the International Monetary Fund, several African countries saw

tremendous economic growth throughout the first decade of the new century, with GDP rises exceeding 5% on average. Unfortunately, the resulting relative riches have not been evenly distributed. The world economic crisis in 2011 has slowed most African countries' economic growth to just over 2% per year. As a result, most occupations in developing countries are still in the informal sector, with low pay and minimal social security, encouraging people to look for better opportunities elsewhere. Low health, education, and economic performance reflect the health, education, and productive systems caused by a lack of financial and human resources.

For example, in the health industry, situations that give little professional and economic motivation encourage talented health experts to leave their home nations, a process known as "brain drain," which creates a vicious spiral.

Poor health services, a poorly educated and trained workforce, and poverty are all factors that encourage people to migrate in quest of a better life. New communication technologies, which are widely available in urban settings even in developing countries, allow people to compare the western lifestyle with local situations, where expatriates' (and local authorities') luxurious homes and cars frequently contrast with the poor living conditions of the local population—the prosperity gradient.

Migration and development are inextricably intertwined and mutually influencing. At least in the early stages, Migration may be motivated by a lack of action and an increase in socio-economic growth in a particular country.

The world's living population has risen at an extraordinary rate during the previous two centuries, from an estimated 1 billion in 1800 to more than 6 billion at the millennium, on to the about 11 billion who will most likely occupy the planet in 2100.

The majority of this tremendous increase occurs in Asia and Africa, where high fertility rates, fueled by infant mortality and inadequate birth control programs, result in high yearly population growth rates. On the other hand, the fertility rate declines in Western industrialised countries. According to the World Bank, high-income nations

had an average fertility rate of 1.7 children per woman in 2015. In contrast, low-income countries had an average fertility rate of 4.8 children per woman. As a result, the population of western industrialised countries is shrinking and becoming increasingly old (ageing population), whereas the population of developing countries' young working-age population is rapidly expanding. The African continent serves as an excellent example.

The African population increased from 493 million in 1990 to 1 billion in 2015, and it is anticipated to increase to 2.2 billion in 2050 and 4 billion in 2100!

Concerning Africa, the growing young population will almost certainly outnumber the generally improving—but unequally distributed—economy, giving rise to the so-called "jobless generation" phenomenon. This means that, at least in the short-medium term, rising global wealth is not being matched by an equal number of employment to meet the growing demands of the talented young population.

In reality, the migration flow concerning population growth could be seen as the opposite, posing the issue of "why do so few people migrate?" Even if the stereotype of Migration suggests a paradigm of a mass invasion of rich countries by migrants from low-income countries in terms of numerical numbers, the proportion of migrants remains relatively consistent (3.3 per cent of the world population in 2015, 2.4 per cent of the world population in 1960).

4.6.4- Personal readiness to relocate

The preceding migration drivers act in different ways in different areas to create the overall framework at the macro-level of each unique geographical, economic, and political environment.

However, the meso- or even micro-levels play a role in influencing an individual's decision to migrate. For a specific individual to decide to relocate or stay, ethnic group influence and family support—both economic and societal—are critical. Educational attainment and financial resources to fund migratory travel have already been explored, but ethnic and social customs are also essential. The desire and aspiration to migrate is a critical component that interacts with other external migration variables to form the final choice to migrate.

Amartya Sen (1999) says that Migration is always the outcome of a complex interaction of macro, meso, and micro variables, with the former acting at the societal level and the latter at the family or even individual level. The relative importance of one component over another is unpredictably high.

Still, according to Sen, the origin nation's inadequate human and economic development, demographic growth and urbanisation, wars and dictatorships, social problems, and environmental changes are the critical causes of Migration among the "macro-factors." These are the primary causes of forced Migration, whether international or domestic.

Land grabbing, communication technology, and diasporic ties are all important 'meso-factors' in connecting people to their ethnic group or religious community. Today, the influence of communication technologies and social media in luring people away from their home countries is undeniable. The notion of western countries as Eldorado is fueled by awareness of living conditions in the affluent world, which is often drastically overstated. The ease of communication with the diaspora and family members who have previously migrated fuels the urge to flee poverty and start a new life in a new country.

However, 'micro-factors' such as education, religion, marital status, and personal attitudes about Migration significantly impact an individual's final decision to migrate. In any case, the cliché of the illiterate, impoverished migrant arriving at the borders of prosperous countries from the most remote rural places is untrue. The poorest individuals lack the resources to flee war and poverty and hence remain trapped in their nation or a neighbouring country. Personal qualities and decisions have a part in worldwide south-north economic Migration, as do a degree of entrepreneurship, educational level, and social and financial support. This phenomenon has a positive element in that it enhances the chances of migrants succeeding and remittances. Still, it also has a destructive aspect in that it drains the most active area of the origin country, impeding local development.

Although not specifically designed to analyse Migration, Amartya Sen's (1999) capabilities approach, which he proposed to rethink 'development,' provides useful conceptual tools that can be applied to migration analysis as well, as it allows us to grasp both the instrumental and intrinsic dimensions of migration capabilities and

aspirations, as well as how Migration is an integral part of broader development and change. Sen (1999) defined development as the process of enhancing people's substantive liberties based on his critique of narrow, income-focused definitions of development.

The Author defined human potential as the ability of human beings to live lives they have reason to value and improve their substantive choices. Sen suggested that for development theorists, whether people's skills (or freedoms) to manage their own lives have increased should be the litmus test. Sen argued that space is essential to the development process for two reasons. The intrinsic worth of human liberties indirectly improving people's quality of life must be distinguished from the second instrumental value of freedoms in contributing to human and economic progress (Sen 1999).

4.7 - Limiting beliefs

While there is no universally accepted definition of false and self-limiting beliefs, there are plenty of examples in the popular press to inform our thinking. On a position or barriers to the business world, Blackman(2018) writes that the supposed self-limiting operations are: "...some centrally thought-out way for you to seek, that you can research treatment capable of doing (2018) Black Man, looking for a notion related also to maladaptive beliefs, which can be thought of in the form of cognitive-behavioral therapy. Boden and colleagues (2012) note that these beliefs have the potential to be: central to one's identity.

How False and Self-Limiting Beliefs Develop

An excellent first step in understanding where and how false beliefs develop is to consider them according to a systematic framework. A lot of the pain we are dealing with is just thoughts. One such framework, commonly employed in all research in psychology and sociology, is Rokeach's (1968) hierarchical belief system. According to this framework, an individual's inventory of beliefs can be structured according to five levels, depending on their level of importance. The most central forms of belief, called Type A Beliefs, are those that we consider undisputed common sense. For example, the average person knows and does not question who their family members are or where they live (Powers. 2008).

Cognitive Restructuring for False or Self-Limiting Beliefs False and self-limiting beliefs often fall under cognitive distortions addressed through cognitive behavioral therapy (CBT). Among these distortions are acts of disqualifying positive events, overgeneralization, and mind-reading. CBT therapists will turn to a series of techniques that facilitate cognitive restructuring (or cognitive reframing) to deal with this. These approaches form a central part of many CBT approaches that consider and change how we watch, interpret, reason, reflect and make sense of events (Mansell, 2008). There are many different cognitive restructuring techniques, which you can read more about in our dedicated article. Here, we will consider a particularly appropriate method for dealing with false and self-limiting beliefs - namely, Socratic questioning.

Schema Therapy for False or Self-Limiting Beliefs When false or self-limiting beliefs are deep and challenging to change, clients can benefit from schema therapy. Schema therapy addresses early maladaptive schemas, which are defined as stable and enduring themes that develop during childhood and adolescence and are worked through throughout life (Schema Therapy Institute Australia, 2016). These schemas are considered to be even more ingrained than the cognitive distortions treated with CBT, as they are profound, unconditional beliefs about oneself and one's relationships with others and the environment. Given how enduring the schemes are, this. The form of therapy tends to be medium to long term (Schema Therapy Institute Australia, 2016). As noted in our discussion of Type B beliefs, deeply held ideas about our self-esteem and self-image can be responsible for false or self-limiting beliefs in specific situations. Therefore, schema therapy helps clients access and review these deeply ingrained schemas.

In a 2008 study published in the Journal of Experimental Social Psychology. Researchers asked participants to rate an individual's score on an intelligence test. The scores were manipulated to reflect that the individual was at the 93rd percentile or the 36th percentile. They were also told there was no way to retrieve the tests to sort them with the correct answer key. Later, the participants were asked to estimate the individual's mental acuity. And their estimates were in line with the scores the subject had received on the test. Participants who initially believed that an individual had above-average intelligence continued to view that person as intelligent. Even though they knew their grades were wrong, they couldn't shake the initial beliefs they had

developed. That's why making the first impression on others is so important. Once they form judgments about you, it's hard to change their opinions. But clearly, we do the same things to ourselves. We cling to our beliefs even when they don't serve us well because it's difficult to essentially "unlearn what you know to be true."

"There is nothing good or bad, but thinking makes it so." More than 400 years after, William Shakespeare's words still ring true because we all have inner beliefs.

Empowering beliefs can open doors and be instrumental in helping us maximize our potential. Likewise, limiting beliefs can be harmful and affect closing those very doors. A common limiting belief is that conflict can be harmful to relationships, but most of us have been socialized to avoid conflict. We are taught to be friendly, be positive, and help others from childhood. Agreeableness is one of the "Big Five Personalities" that psychologists have discovered to determine a person's success in life.

We are also conditioned to avoid discomfort. Consequently, many of us have grown up to please the optimistic people who bury painful truths (small and big) under the cloak of artificial harmony.

According to marriage expert Dr. John Gottman, unhappy couples wait six years before getting help. More than 2,000 days of resentment accumulate before starting the critical learning work to resolve differences effectively. So what are we so afraid of?

Perhaps the fear is that these conversations could return to aggressive encounters that hurt feelings and produce no results. Indeed, the forms of violent communication that we are experiencing today, where petty attacks are used to coerce, shame, inhibit, and generally deny the needs and freedoms of others, are not productive.

Healthy conflict involves acknowledging brutal facts and complicated feelings, a willingness to put them on the table, and the ability to have a dialogue rather than debate, where all parties can speak and be heard. We must accept that conflict is a valuable part of life, a necessary catalyst for transformative change. There are predictable patterns and differences in how people perceive and approach each other; some people will "speak your language," and others will seem alien to your instincts and motivations. These differences can easily be misinterpreted and push buttons that can degenerate into violent communication.

4.8- Imposter Syndrome and the Academic Environment

The Imposter Syndrome usually occurs during academic life and can permeate and influence the professional career. In this way, it can negatively affect academic or professional performance and have implications for the mental health of affected people. However, it can also vary according to demographic characteristics. For example, Villwock, Sobin, Koester, and Harris (2016) observed higher levels of Imposter Syndrome in non-white, female, and final year students. Similarly, Cokley et al. (2017) observed that imposters moderates the relationship between perceived prejudice and mental health indicators (e.g., depression, anxiety) in black, Asian, and Latin American students in the United States. Due to those mentioned above, it becomes evident that the Imposter Syndrome leads to dysfunctional cognitions and behaviors that, in turn, are related to reduced psychological well-being and performance (Badawy, Gazdag, Bentley, & Brouer, 2018; Neureiter & Traut-Mattausch, 2016; Schubert & Bowker, 2017; Villwock, Sobin, Koester, & Harris, 2016). So that the effects of this syndrome can be recognized and that protective or treatment factors can be explored, it is essential to have an instrument with good psychometric properties.

The imposter syndrome is increasingly common in the academic context, given the constant demands, pressures, and competitiveness climate. The search for better results and excellence in the activities performed can encourage doubts and fears, which become obstacles to many intelligent and successful people (Houston, 2015). Within academia, it is prevalent for undergraduate students (Henning, Ey, & Shaw, 1998), graduate students (Simon & Choi, 2018), and even professors to have imposter feelings (Hutchins, Penney, & Sublett, 2018).

Feeding self-limiting beliefs such as: believing that you don't have enough knowledge to perform an academic task and postponing or simply evading responsibility; not feeling deserving of the titles conquered; self-sabotage and not being able to pass contests, despite having a high-level curriculum and knowledge; and in the specific case of higher education professors, not being able to produce innovative research or always sending students to scientific events to escape exposure (Kauati, 2013).

Henning, Ey, and Shaw (1998) explain that training for a professional career in the health area is associated with high stress, depression, and anxiety. In this sense, the authors surveyed to verify perfectionism, impostor syndrome, and psychological

adjustment in a sample of students from medicine, dentistry, nursing, and pharmacy courses.

The results indicated that the highest levels of perfectionism and the lowest psychological adjustment scores were for pharmacy students. Regarding the imposter phenomenon, they considered the cut-off point (total ≥ 62) postulated by Holmes et al. significantly above the cut-off point compared to men. The mean total score was also higher for women.

Thus, when PhD students are isolated from their academic communities, their assessments of the efforts required for academic achievement (e.g., academic outreach, obtaining research grants) become even more skewed. They do not witness the work needed for such accomplishments.

When students are integrated into their communities, on the other hand, they are more involved in the work done by community members and have a deeper understanding of academic standards, as well as the efforts and skills needed to meet those standards.

Finally, the feeling of belonging of doctoral students to their academic community is closely related to feeling valued, involved, an integral part of this community, and, therefore, academic. The relationship between imposter syndrome and psychological health (e.g., depression) in the general population has been explored primarily in professional contexts (e.g., workplaces) and has been demonstrated in several studies (see Sakulku & Alexander, 2011 for a review).

In higher education, this association between imposter syndrome and mental health problems, including anxiety, depression, and burnout, has been demonstrated in undergraduate students.

The imposter phenomenon has been widely discussed in the public domain as a potentially salient determinant of student well-being (e.g., Blake-Hedges, 2018; Farkas, 2018; Hayton, 2017; Joose, 2017), but it has not received the same empirical attention.

Of the few existing research conducted to date on the imposter phenomenon in doctoral students, studies have focused primarily on the experiences of women (e.g. Cope-Watson & Smith-Betts, 2010; Gibson-Beverly & Schwartz, 2008; Jöstl et al., 2012; Long et al., 2000; Spies, 1999) and found tendencies related to fear of being

exposed as an imposter (Cope-Watson & Smith-Betts, 2010), as well as perceived lack of adherence within their academic community (eg, the department; Cope-Watson & Smith-Betts, 2010; Jöstl et al., 2012). Recent research on the imposter phenomenon in doctoral students also highlights students' sense of doubt regarding the legitimacy of their position within their postgraduate programs (Bothello & Roulet, 2018; Henning et al., 1998; Parkman, 2016; Villwock. et al., 2016) and the associated anxiety of being "exposed" (e.g., Bothello & Roulet, 2018), as well as the extent to which perceived lack of adherence within the academic community can exacerbate these beliefs (e.g., department; Cope-Watson & Smith-Betts, 2010; Jöstl et al., 2012)

5- Methodology and Methods

A summary and presentation of the main concepts will be presented and discussed how and for what the present research proposes, what methodology was used, and how the data was collected for analysis and discussion about the main purpose, which is to evaluate how Imposter Syndrome affects foreign people when living and working abroad, considering the most critical factors that are related to this issue. Also to investigate if it makes any difference in the way these people deal with their conflicts and disputes whenever it arises in their lives.

To better understand the topic and its importance in research, a questionnaire was prepared addressing issues related to the topic. All data collected was analyzed and related to the literature previously used here.

The research design refers to the overall strategy that was chosen to integrate the different components of the study coherently and logically, thereby the research problem is effectively addressed; it constitutes the blueprint for the collection, measurement, and analysis of data (Saunders et al., 2006). This study has been designed taking into consideration The Research Onion Theory. Developed by Saunders et al. in 2003, the research onion aims to describe the stages through which the researcher must pass when designing a practical methodology.

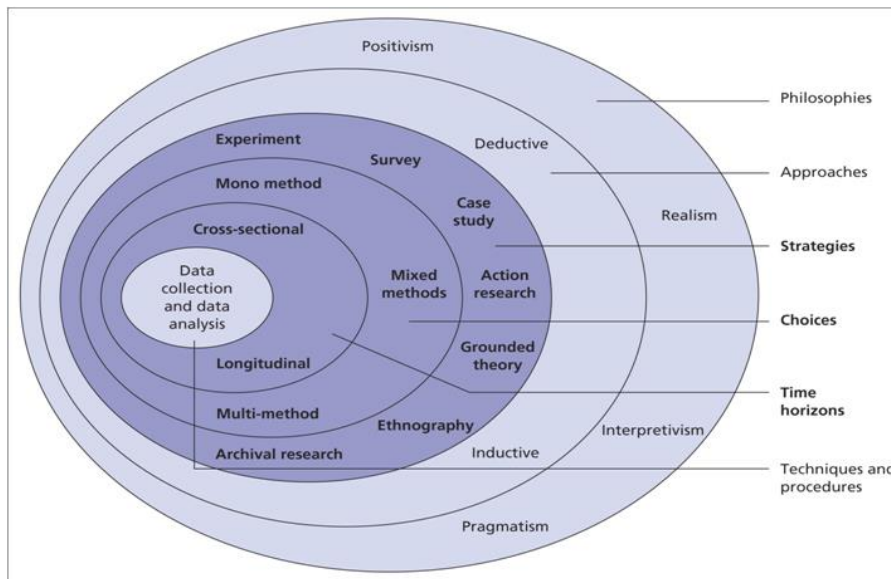


Figure 1 – The research “Onion”

(Mark Saunders, Philip Lewis, and Adrian Thornhill, 2006)

5.1- Research Philosophy and approach

The research philosophy includes questions that allow us to reflect on how the researcher sees his world. The philosophy adopted in this work is Positivism, where the researcher analyzes the alternatives for resolving cross-cultural conflicts in the workplace through data collection in partnership with secondary data collected and reviewed in detail via the literature.

According to Saunders et al. (2006, p. 121), “Positivism is related to the philosophical posture of the natural scientist. This implies working with observable social reality, and the end product can be law-like generalizations.”

Also, according to Saunders et al. (2006), there are two more generally applied ways of research used when it comes to performing analysis: a deductive or inductive approach. Thus, the deductive approach based on the possibility with which primary and secondary information is used was used.

5.2- Time horizon

Research can be carried out considering two alternatives: cross-sectional (the study of a particular phenomenon in a specific time) or longitudinal (a diary perspective of events).

The time horizon defined for this research is cross-sectional since the researcher is interested in the experience and report of his interviewees about the literature addressed. Also, the time horizon is independent of the chosen strategy or method.

5.3- Ethical Research

According to Saunders et al. (2006, p. 178), "Research ethics, therefore, relates to questions about how the researcher formulates and clarify our research topic, design our research and gain Access, collect data, process and store our data, analyze data and write up our research findings morally and responsibly."

This study was conducted respectfully and attentive to ethical standards to extract the information from the literature and from the participants who responded to the questionnaire with maximum reliability.

The researcher detailed the literature relating it to the topic addressed concerning secondary information. The researcher evaluated all information to bring reflections about foreigners who may be affected by the imposter syndrome and how they deal with it. Responses will not be used or published on any platform or media other than this one.

5.4- Sample and Data Collection Methods

The use of sampling is necessary to answer research questions and objectives.

According to Saunders et al. (2006) no matter what the objectives of the study, researchers need to consider the use of sampling. It is rarely the case that all possible participants can be questioned and their data collected and analysed for various reasons associated with time, money, and access issues. With 'sampling', it is possible to cut down on the amount of data that needs to be collected by thinking about data from sub-groups rather than the cohort as a whole (Saunders, 2006).

Therefore, the researcher collects and analyzes the data of what is called a subgroup instead of all possible cases or available elements. To converge the research questions

and objectives and better understand the subject, many individuals who live outside their original country all experience situations of work, studies, or relationships with natives where they live. First, it was necessary to meet the objective of the study, which focuses on analyzing and understanding the possible intercultural conflicts in the work environment, impacts and consequences, and how they are managed (especially considering the imposter syndrome as the primary influencer) and also the barriers and conflicts encountered by them. There was a selection of participants from different countries, such as Brazil, Nigeria, Kuwait, and France, who currently live in Ireland, the United States, and Portugal.

According to Saunders et al (2006, p.247), for many types of research projects, such as those requiring national or international comparisons, secondary data will probably give a primary source for answering question(s) of research and address its objectives. The research objective can be classified as script-explanatory. It is descriptive in that it accurately portrays, "the profile of people, events, and situations as well an extension of explanatory research in terms of establishing causal relationships between variables" (Saunders et al. 2006, pg.140). Participants were selected for their experience in a multicultural environment and were perceived as a valuable source for data collection. The questionnaire consisted of nine questions and aimed to help the researcher analyze possible intercultural conflicts.

5.5- Presentation of the data

The researcher interviewed seven people who have had an experience of being a foreigner in another country; nine questions were asked to understand how people deal with their goals of feeling like an imposter concerning professionals, academic environment, or relationships. Participating originated from Nigeria, Brazil, Kuwait, and France and have migrated to Ireland, the United States, and Portugal.

Participants from different backgrounds and cultures were chose for this study to enable less homogeneous and more representative results for the objectives. All participants have experienced living abroad, and some shared experiences about relationships and studies and conflicts arising from these. As gender was not an approach in this research, it was not a criteria to pick the participants. It was comprised of six women and one man.

Before starting the interviews with the participants, the project topic was introduced. The interviews with the participants began with the sharing of vital information, including ethical and data protection considerations. Participants felt they were not limited in time to share their experiences and feelings.

The questionnaire starts with general and closed questions, such as name, age, and nationality. During the interview, more questions allowing open-ended answers were asked to expand the information extracted from the research and understand who may have been impacted by the imposter syndrome and how this experience happened, in addition to raising possible reflections on which factors contribute to a greater extent. Also to enable considerations of its impacts in different areas, such as the relationship of this individual with conflict and dispute situations.

The questions

- 1- Where are you from?
- 2- What is your age?
- 3- Have you experienced living abroad? If yes, where?
- 4- Have you experienced being an "imposter" somehow while living, studying, and working abroad?
- 5- If yes, is this feeling any stronger between relationships, work, or academics?
- 6- Did you feel any impact on your performance due to this feeling?
- 7- Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?
- 8- Still about conflicts, what factors do you think could be most relevant in this aspect?
- 9 - Have you overcome 'imposter syndrome'? Would you be able to give any advice for others who might be experiencing those feelings?

5.6 - General Information

<i>Question 1</i>	<i>Where are you from?</i>
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	<i>Brazil</i>	<i>France</i>	<i>Kuwait</i>	<i>Nigeria</i>	Total
<i>Number of participants</i>	3	1	1	1	6

As can be seen from the table above, three of the participants are from Brazil, with one each coming from France, Kuwait and Nigeria.

Question 2	What is your age?						
	24	30	23	32	41	40	34

As can be seen from the table above, the average age between the participants is 30's.

Question 3	Have you experieced living abroad? If yes, where?		
	<i>Ireland</i>	<i>Portugal</i>	<i>USA</i>
<i>Number of participants</i>	5	1	1

As can be seen above, the majority are living their experience abroad in Ireland, followed by Portugal and USA.

Question 4	Have you experienced being an "imposter" somehow while living, studying, and working abroad?	
	<i>Yes</i>	<i>No</i>
<i>Number of participants</i>	7	0

As can be seen, all the participants confirmed having experienced the feelinf of being an “impostor” while living abroad. All the extra comments from the participants for this answer are shared in the next chapter.

Question 5	If yes, is this feeling any stronger between relationships, work, or academics?		
	<i>Work</i>	<i>Academics</i>	<i>Relationships</i>
<i>Number of participants</i>	7	2	1

As can be seen, for the majority the impostor feeling can be stronger when it comes to work environment, but 1 of the participants said that all those areas are impacted in their life. Another one said the as much as work, relationships are also impacted by this feeling. All the extra comments from the participants for this answer are shared in the next chapter.

Question 6	<i>Did you feel any impact on your performance due to this feeling?</i>	
	<i>Yes</i>	<i>No</i>
<i>Number of participants</i>	<i>7</i>	<i>0</i>

As can be seen, all the participants felt their performance impacted by the feeling of being an imposter. All the extra comments from the participants for this answer are shared in the next chapter.

Question 7	<i>Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?</i>	
	<i>Yes</i>	<i>No</i>
<i>Number of participants</i>	<i>6</i>	<i>1</i>

As can be seen, only one participant did not feel impact in the way how she deal with conflicts due the Imposter Syndrome. All the extra comments from the participants for this answer are shared in the next chapter.

Question 8	<i>Still about conflicts, what factors do you think could be most relevant in this aspect?</i>		
	<i>Culture</i>	<i>Language</i>	<i>Both</i>
<i>Number of participants</i>	<i>2</i>	<i>3</i>	<i>2</i>

For this questions, the majority mentioned Culture and Language as most relevant aspects when it comes to conflicts and disputes. All the extra comments from the participants for this answer are shared in the next chapter.

Question 9	<i>Have you overcome 'imposter syndrome'? Would you be able to give any advice for others who might be experiencing those feelings?</i>
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As the last question of this questionnaire talks about personal experiences and many ways of overcoming the syndrome comes up, it is advised to have a look at them in particular.

5.7- Interviews

The following subsection will present each participant responding to this research's primary and secondary objectives. All the information collected here from the interviews had the primary purpose of helping the research identify factors that most relate to the theme, its impacts, and ways to overcome it.

In the next chapter, all the information presented here will be analyzed and discussed, supported by the literary review.

5.7.1- Participant 1

1- Where are you from?

I am from Kuwait..

2- What is your age?

24.

3- Have you experienced living abroad? If yes, where?

Yes, currently living in Ireland

4- Have you experienced being an "imposter" somehow while living, studying, and working abroad?

Yes, here in Ireland, to be honest. Sometimes I feel it, especially when I go to my internship as I am studying to become a doctor soon and I need to do my clinical exposure etc.; some people, but not all the people, let me feel this feeling. It depends on the situation. Sometimes I feel like I am at the top, and sometimes I feel like the lowest one in the room. It depends on the people who are around me.

5- If yes, is this feeling any stronger between relationships, work, or academics?

It is more in work, like, because I am a final year medical student, so I am on my way to being a doctor in two or three months, so I feel like it is more potent when it comes to the work environment.

6- Did you feel any impact on your performance due to this feeling?

Yes, for sure. Like, if I am feeling very low or if I feel like I do not have the same as my colleague's knowledge, or I do not have same as their accent, the way how they talk or their communication, even if they are Irish or other nationality as well, it does yes impact my performance.

7- Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?

Yes, it does affect me. My way of dealing with the conflict or how I am solving the problem is because I am not in my country or surrounded by people who know me very well, and I feel like I can not do it.

8- Still about conflicts, what factors do you think could be most relevant in this aspect?

I would say that mainly the language, not the accent. Sometimes in my language, Arabic, we have some different phrases that only we understand these words. If the native in front of me says words like that example that I do not understand, it affects the communication. I will not know what they are saying because of how they are expressed. So culture and communication are factors that affect conflicts.

9 - Have you overcome 'imposter syndrome'? Would you be able to give any advice for others who might be experiencing those feelings?

If I feel shallow, I try to relax, believe in myself, and think I can do it. I also like to talk to my mom because she always helps me bring me back to my place.

5.7.2- Participant 2

1- Where are you from?

I was born and raised in France, having Portuguese parents.

2- What is your age?

30.

3- Have you experienced living abroad? If yes, where?

Yes, in Ireland.

4- Have you experienced being an "imposter" somehow while living, studying, and working abroad?

Yes, I had.

5- If yes, is this feeling any stronger between relationships, work, or academics?

So let's say that it started in college, during studies, still back in France, and it kept being present at work till nowadays.

6- Did you feel any impact on your performance due to this feeling?

So, it is a bit annoying because I feel like I can not participate in work discussions. After all, every time I think that what I am going to say will be something stupid, I should just shut up. So it is like, how could I say... disabling?! In the sense that I do not allow myself to perform better, because I am always affraid to say something wrong, in order not to appear like I am stupid or not to reveal that I am not good enough, so I end up not taking part of the discussions and avoiding to discuss, because I am always affraid to say something wrong or stupid.

7- Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?

Yes, because I had a problem, I would feel less comfortable talking about it. I would feel afraid of saying something wrong, mainly if it is with a native speaker because I am not. I tend to avoid conflicts. I do not know if my fear of conflict is related to being abroad or not sharing the same native language itself. It would be another barrier in a conflict context, I guess.

8- Still about conflicts, what factors do you think could be most relevant in this aspect?

Language, accents, expressions. The culture, I do not think, but mainly about the language. I do tend to have difficulties discussing the problems in another language. Let's say I am in a situation where I am trying to defend myself; then, if I say something wrong, I would be taken as a fool or ridiculous, so the person in front of me would just stop listening to me because I am not able to express myself properly.

9 - Have you overcome 'imposter syndrome'? Would you be able to give any advice for others who might be experiencing those feelings?

I am trying to get out of my comfort zones. It is very rare to find the courage to face these situations, so I feel like I am still struggling with it deeply. It is something still very present. So yes, I am definitely still struggling.

5.7.3- Participant 3

1- Where are you from?

Nigeria

2- What is your age?

23.

3- Have you experienced living abroad? If yes, where?

Yes, Ireland.

4- Have you experienced being an "imposter" somehow while living, studying, and working abroad?

Yes, definitely. Pretty much in your whole life when you move in as an immigrant because first, you have to adapt to that environment and learn how to speak, the language, and how they express it. When I was still a child, I first came to Ireland, which I think is even more challenging. I remember situations when I behaved like a people pleaser just because I wanted hard to feel accepted by them or studied their culture to feel more integrated, literally competing with my friends who know more about it.

5- If yes, is this feeling any stronger between relationships, work, or academics?

I think that it is stronger in all those areas. I personally felt affected in all of them.

6- Did you feel any impact on your performance due to this feeling?

Yes, definitely. Let's say, for example, my work when I had just started the early days, I felt like all people were looking at me and questioning my abilities to be a manager, so I was trying harder to show my skills and prove to them that I was there because I was meant to be. But many other days I just arrived at work thinking that all those people do not want me to be there with them and this kind of thought, you know?! It impacted negatively my performance many times, I guess. When I feel not mentally or emotionally stronger a few days, it negatively affects how I perform my job.

7- Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?

Yes, for example, when I have conflicts with another guy, like native guys and the same age as me, I tend to put on some stronger Irish accent to make me feel like I am at the same level as them to discuss. It is like a proper switch. When my Irish accent was not decisive as it is now, I used to feel less comfortable arguing.

8- Still about conflicts, what factors do you think could be most relevant in this aspect?
Language stuff, definitely.

9 - Have you overcome 'imposter syndrome'? Would you be able to give any advice for others who might be experiencing those feelings?

Sometimes it sounds tough to say things like 'just be yourself because you can not know what it is yourself until you are lost. It is all in your head.

For example, I got a manager position when I decided that I would not work to get paid the minimum wage anymore. I just allowed myself to realize that I was able to get that. So believing that I was not good enough made me stay in a few places longer than I needed. Working in my confidence made all the difference.

The best way to fit in is to be comfortable being yourself. You have to be lost sometimes to figure out who you are. Now I believe that I am a manager in my work because I am different, and I give them plus from being different.

5.7.4 - Participant 4

1- Where are you from?

Brazil.

2- What is your age?

32.

3- Have you experienced living abroad? If yes, where?

Yes, I live in the USA.

4- Have you somehow experienced being an "imposter" while living, studying, and working abroad?

Yes, definitely. Working with operational areas was more manageable, but when I got a job in the council city, I felt pretty embarrassed with my level of English. I felt like people could not understand what I was saying, so I felt lower.

I've been working for three years in my current there, and there is a strong possibility of becoming the department manager. Still, I am already struggling with my self-doubt about it because of how I speak and a few other activities that I still work with. Sometimes I wonder why they hired me for that position instead of someone native who could maybe perform better.

5- If yes, is this feeling any stronger between relationships, work, or academics?

The feeling is much stronger when it comes to the work environment. I also had the feeling of being a fraud when I was studying a short course here in New York, but more assertive at work.

6- Did you feel any impact on your performance due to this feeling?

Yes, I feel my performance was impacted. I could perform much better if I did not feel insecure and uncomfortable, and I can not give my best if I think this way.

7- Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?

Yes, I believe that cultural aspects and language affect. Solving conflicts or arguing about something is significantly related to communication, and because my vocabulary

is not as rich as in my native language, every time when I am discussing anything with a native speaker, I feel like coming from a lower level to argue. I will not be able to discuss the same quality.

8- Still about conflicts, what factors do you think could be most relevant in this aspect?

I think that culture and language are very relevant for conflicts.

9 - Have you overcome 'imposter syndrome'? Would you be able to give any advice for others who might be experiencing those feelings?

I do not quit a position or give up on situations. I keep trying.

5.7.5 - Participant 5

1- Where are you from?

Brazil

2- What is your age?

41.

3- Have you experienced living abroad? If yes, where?

Ireland

4- Have you experienced being an "imposter" somehow while living, studying, and working abroad?

Yes, without a doubt! I think it is interesting to be shared that I was always someone very confident, and I never had such a feeling when I was still living in my own country. Everything I wanted to do, I did. But when I started living abroad, I noticed that I began to develop self-doubts about myself. I began to feel like everything I was doing was never good enough. I saw that something wrong was happening.

5- If yes, is this feeling any stronger between relationships, work, or academics?

I do not think that there is a difference between them. Ok, maybe stronger considering work and academic environment. I believe that the imposter syndrome gets mixed with other barriers such as discrimination, for example, and this way is tough to know to ask yourself if you are doing well or not.

6- Did you feel any impact on your performance due to this feeling?

No doubts. For example, I am now working for an American company here in Ireland. Still, when I was working for a local company, even though I was working there for a long time and felt capable of applying for higher positions, I saw interns who were natives getting higher positions than me, which made me feel terrible. So I feel like my feeling of being 'less came from natural things and not only my negative thoughts. When I started in my current company, I tended to feel insecure about showing how good I could be because of my previous experiences. So when I realized that, I tried to change these patterns to improve my performance.

7- Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?

I think so. Many times I catch myself feeling less when dealing with a native person. For example, when I first came to Ireland, my landlord did not give my deposit back, and I ended up giving up my money just because I preferred to avoid having a conflict with him, mainly because I am foreign and he is in his own country. There is a fake common sense that we often unconsciously practice not complaining about what is wrong in Ireland because we are from a third-world country. I believe that Imposter Syndrome is very also related to social issues.

8- Still about conflicts, what factors do you think could be most relevant in this aspect?

I would say language, for sure. Cultural aspects, as well. The way we see ourselves affects how we deal with others, I guess.

9 - Have you overcome 'imposter syndrome'? Would you be able to give any advice for others who might be experiencing those feelings?

I think therapy is mandatory, and I understand that not everyone can afford it, but it helps. Also, questioning yourself, mapping your achievements, understanding who you are, and comfortable being yourself.

Nowadays, I feel much more confident. I catch myself laughing loudly, giving my opinion, and arguing with my managers. So I can see how I improved concerning that. Something beyond therapy that also helps is speaking to people facing the same challenges as you.

5.7.6 - Participant 6

1- Where are you from?

Brazil

2- What is your age?

40.

3- Have you experienced living abroad? If yes, where?

Yes, Ireland.

4- Have you experienced being an "imposter" somehow while living, studying, and working abroad?

When I first came to Ireland, I was not comfortable performing activities that I was for long doing in my country before moving abroad. That was why I preferred to start working with things that I felt could be easier to do, like minder. I even remember situations when I thought that I would not be able to do something like looking after a child or cleaning, even though I was ultimately used to doing that.

5- If yes, is this feeling any stronger between relationships, work, or academics?

Nowadays, not anymore, but usually much more potent when working more than anything. Cultural differences impact, I guess.

6- Did you feel any impact on your performance due to this feeling?

Yes, definitely. When I worked as a minder, I was helping a little boy with his homework about world history, something that I sure knew how to help but even felt very insecure about doing.

7- Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?

Yes, it does. I feel like European people tend to protect themselves as a group, so I often felt like fighting with a group in conflict situations instead of an individual.

8- Still about conflicts, what factors do you think could be most relevant in this aspect?

Culture, vocabulary, Grammar. I do not feel comfortable discussing if I am not satisfied with how I communicate.

9 - Have you overcome 'imposter syndrome? Would you be able to give any advice to others who might be experiencing those feelings?

Therapy definitely helps. Getting to know yourself, your achievements, and your skills also help.

5.7.7 - Participant 7

1- Where are you from?

Brazil.

2- What is your age?

34.

3- Have you experienced living abroad? If yes, where?

Yes, I've been living in Portugal for five years.

4- Have you somehow experienced being an "imposter" while living, studying, and working abroad?

Yes, I had. I believe that this is something relatively high between women. But since I came to Portugal, I feel it became something even stronger because of Portugal's 'bad fame' for discriminating against Brazilians, mainly Brazilian women. I can see improvement in that way, though. But I would say that the feeling of being an imposter came stronger when I started having job interviews in Portugal.

Nowadays working I still feel uncomfortable to send an email, so I still ask a colleague to double check before sending it, because even though Portuguese is my mother tongue there are few different expressions and way to say things that I do not want to impact the way how I am going to be interpreted.

5- If yes, is this feeling any stronger between relationships, work, or academics?

Much stronger when it comes to the work environment, definitely.

6- Did you feel any impact on your performance due to this feeling?

No, I do not think so. I can still perform as well as I would if I did not have the imposter feeling, and I do not feel affected in that way.

7- Do you think that being a foreign person makes any difference when dealing with conflicts or disputes somehow? If yes, in which way?

Yes, it does impact my behavior facing conflicts. When I first arrived in Portugal, I used to act in a very passive way. Now that I feel more comfortable with the language and culture, I am no longer passive. I speak when I think that I have to. I feel much freer in that way. Very different than when I just arrived here.

8- Still about conflicts, what factors do you think could be most relevant in this aspect?

I think that culture is something that impacts a lot. I believe people from different places tend to face situations in other ways, so cultural aspects affect a lot when it comes to conflicts. I always felt like trying to fit in, considering the cultural differences. I also think that impacts, at least in my case, is that culturally Portuguese people tend to be very straightforward. In contrast, we Brazilians tend to be more cautious about how we speak and affect others, so in a conflict with a Portuguese person, I could quickly feel offended by how they communicate and react passively. In the beginning, I used to think that they were being rude to me because I am Brazilian or not from here, and now I understand that they behave in the same way when dealing with other Portuguese as well.

9 - Have you overcome 'imposter syndrome'? Would you be able to give any advice for others who might be experiencing those feelings?

I think day-by-day situations help to understand how it works and deal with that better, maybe because now I am used to the people I am dealing with daily. I also had a good manager who always encouraged me to do things even when uncomfortable.

6- Data analyses and findings

6.1- Imposter Syndrome and Language

Through the participants' answers, it was possible to identify that the language issue is closely associated with the feeling of being an imposter once these individuals begin to live the immigrant experience. For example, in answers two and six, it is possible to identify how much it is possible to feel that the parties involved are recognized by the language with confidence with the answers, to the point of assuming that they are more passive or null. Even participant number 7, who lives in a country where he speaks the same language as his original country, language appears in responses as an impacting factor in the dynamics.

Nelde (2010), discusses the relationship of language in conflicts, especially about differences and impacts. For him, conflict plays a role in many social sciences. Thus, the conflict between different ethnic groups usually results from linguistic contact.

Problems like this can often be seen as natural, economic, or sociological and are often rooted in linguistic conflict. In the literature, however, contact overshadowed conflict.

Language contact and conflict are phenomena represented only between similar and similar, symmetrical elements, but when these phenomena are described only between languages, they are not presented only in languages.

For Peter H. Nelde, the overview describes the characteristics of language conflict. It looks at areas of emphasis in the literature, including multilingualism and linguistic identity, glottophagy and minority/majority relationships, the danger of relying on language censorship, and conflict resolution/avoidance. And the importance of ecolinguistics in conflict descriptions and for research in the area of linguistic conflict.

6.2- Limiting Beliefs

Although the participants did not mention it explicitly, it is possible to draw a parallel between the description of feelings they bring with limiting beliefs.

Limiting beliefs are not always recognized as such. In the same way that these beliefs can be positive or protective, they can also be harmful and limit us and prevent us from growing and achieving success, whether personally or professionally. Participant number 2, for example, mentions in her answers that because she believes in the possibility of sounding silly or making grammatical errors, she prefers to assume a non-participatory stance. Like participant number 6 too.

6.3- Imposter Syndrome among foreign people and discrimination

Something possible to identify during the interviews was that, although presenting a summary of the subject and the proposal of the study, some of the participants, when responding to the survey, related the imposter syndrome with the idea of discrimination. Except for the participants from Kuwait and France, all the others (Brazil and Nigeria) mentioned that somehow.

"For us, imposter syndrome isn't just an imaginary voice in our heads," Jolie A. Doggett, Black, wrote in a recent HuffPost article. "We can hear it loud and clear when we receive almost daily messages from society that we truly don't belong." In her article, Jolie says that there is no other way to face the syndrome and the discrimination of people than to face them by being who you are, showing yourself. As discussed earlier in the literature review, there is a relationship between the imposter phenomenon and several factors, such as family and society. Still, it is very present when we talk about minorities in general.

6.4- Overcoming Imposter Syndrome

Participants 5 and 6 mentioned that the best way to overcome the syndrome was mainly through therapy. Other participants mentioned that they just insisted that the issue was so problematic.

In an interview with Forbes magazine in April 2021, Psychologist Lisa Orbé-Austin gave tips on overcoming the problem and having a more rewarding career. According to Lisa, there are many tips, but I think among the most important ones is learning to challenge the negative thoughts triggered by triggers. She mentions the quote: "You are not your thoughts, you are the observer of your thoughts." Learning to analyze yourself and then combat what's wrong with your mind allows you to act based on reality. Knowing the difference between "the presentation was horrible" and "I made a single solitary mistake, it happens, I'm human" is a much healthier way to criticize yourself.

Also, another tip she highlights is about learning to prioritize self-care. When we have imposter syndrome, we get into trouble. It is essential to learn to structure yourself and take care of yourself thoughtfully. Watch your exhaustion and watch your recovery. Doing practices to ensure you are taking care of yourself.

It can also be essential to have a community around you, with a team that has good mentors. Lisa also uses the habit of choosing people to do things together as an example. Then watch as you narrate your successes and accomplishments to them. Here it is possible to relate to the answers of participant 5, who mentions that the support network helped her to deal much better with her feeling of being an imposter. Don't put yourself down - learning to receive good praise is a method of internalizing your victories. Lisa points out that there are many different techniques. The most important thing is to do something about it, and step forward. It won't take 30 or 40 years to get over this; the important thing is to change.

6.5 - Language, accents and expressions

Something that also appeared frequently in the participants' responses was how accents and different expressions tend to become a factor that hinders and influences the safety of these individuals in a conflict situation. Participant number seven also reports cases of difficulty with terms and accents. From all the participants, this is the only one who, although she is living an experience abroad, the new country (Portugal) speaks the same language as her original country (Brazil), Portuguese, which, despite naturally having variations, would tend to be a less relevant factor for her than for the others.

In her book *The Human Condition*, which deals, among other things, with how we reveal ourselves to one another by focusing on abstract, subjective experiences rather than fundamental truths, Hannah Arendt argues: "In action and speech, men show who they are, actively reveal their personal and unique identities and, thus, present themselves to the human world, while their physical identities are revealed, without any activity of their own, in the unique configuration of their body and the no less singular sound of his voice."

6.6 - Language and communication x Conflict

Language is considered an indispensable human endowment that is conceptualized, according to Crystal (1987), as perhaps having 'a magical and mystical and unique role in capturing the breadth of human thought and efforts'. Many studies derived from the famous hypothesis of linguistic determinism and the linguistic relativity of Sapir-Wharf have shown a relationship between language and thought. Such a relationship

indicates that language is the vehicle for thought. When we talk about conflicts, the idea of agreement appears as the best alternative, but friendly means are necessary. When we consider non-violent conflict management and resolution methods, we involve the quality of communication to resolve such disputes. Language itself is nothing without the substance of the communication. According to David (2006), six meanings of peace are generally accepted by many peace researchers from African perspectives: peace as the absence of war (absence of direct violence); peace as justice and development (absence of structural violence); peace as respect and tolerance among peoples; peace as Gaia (balance in and with the ecosphere); inner peace (spiritual peace); and peace as wholeness and creation.

When peace is perceived to be threatened or absent, people seek it with peaceful approaches or forcefully demand it, leading to violent situations. Even in and thought in conflict management and resolution. The absence of conflict is a desirable condition, but conflicts are inevitable in any society. Therefore, language, information, and communication are essential in promoting, preventing, and resolving conflict situations. Negotiation or dialogue can only occur when exchanging and sharing knowledge are possible.

Communication, therefore, is the goal of language, just as the mutual agreement is the goal of conflict resolution. In this way, language, communication, and conflict resolution are examined in order to see their interconnectivity and productivity.

7 - Discussion

According to the content covered in this study, the literature review, and the qualitative interviews through the questionnaire, some factors appear more frequently

when we evaluate the situation of those who identify with the imposter syndrome when living an experience of an immigrant.

The results of this research show that the feeling of discrimination and the imposter syndrome are closely related, so some participants at one time presented confusion about the concepts even though they were briefly briefed on the conceptualization and proposal of the study. One of the participants reported an experience of not being recognized for a promotion opportunity and being at a disadvantage to a younger and less experienced colleague in the role. Many foreigners tend to face barriers when they move to a new country and start looking for new professional opportunities.

The results indicate that communication is a very present and even determining factor for people in immigrant conditions to develop insecurity in professional and academic dynamics, impacting their way of performing professionally, academically, or in situations of conflict and dispute.

In line with the initial hypothesis, the results confirm that the immigrant condition, which takes the individual out of their comfort zone, also brings the challenges of, quite possibly, facing the feeling of inferiority and self-doubt, influencing their communication and ability. To perform skills that were previously easily accomplished. The information collected also suggests that the initial phase of a recent immigrant may be the most critical and that time contributes to inferiority beliefs being gradually undone or diminished. The studies also support the literature (Clance and Imes, 1978) that says the imposter phenomenon tends to be higher among women and minorities in general, since someone in an immigrant, non-local/non-native condition, regardless of their original condition in its place of origin.

The analysis agrees with the literature regarding the way the subject deals with their beliefs and re-processes the models of thoughts to gradually undo these beliefs and gain self-confidence, becoming aware of who they are and why they should be where they are, for deservedness.

As assumed in the initial hypothesis of this research, the results indicate that the dynamics of conflicts and disputes are strongly affected in individuals who develop the imposter syndrome when in an immigrant situation. The feeling of inferiority sometimes provokes a passive or apathetic reaction because they do not see themselves as subjects capable of confronting others, even as a matter of justice.

8 - Conclusion

This dissertation proposed to discuss the relationship between the imposter syndrome and people in foreign conditions. The research clearly illustrates that immigrants tend

to strongly develop or enhance their feeling of being an imposter after they leave their country of origin. Still, it also shows us a relationship between fear of discrimination and the feeling of being an imposter. Because they are not in their comfort zone and consider the possibility of being discriminated against, they behave discreetly or cancel themselves out so that they do not feel threatened by being "discovered" as a fake, a fraud.

Based on this conclusion, immigrants should consider evaluating their own limiting beliefs, undoing them, and, above all, developing self-confidence through the understanding and feeling of ownership of their abilities and achievements and differences, and competencies.

Perhaps to better understand the implications of the results of this research, future studies could assess in greater depth the relationship that emerges between discrimination and the imposter syndrome, addressing the immigrant community. In this research, the proposal was to approach different people to participate in the study. Understanding their different opinions, lived situations, conflicts, problems, emotions and different perspectives brought me a much more humanistic understanding of the study of this topic. But beyond that, it is still possible to understand that we all have insecurities, especially when exploring new environments and away from those that bring us a sense of comfort.

From my study of the literature, identifying how the stories of individuals from different countries, ages and genders may have something in common, understanding the academic importance of this dissertation and interacting with professionals I admire, I was able to reflect on possible causes and solutions for identity and self-image conflicts.

I end my work with the following quote:

"If you avoid conflict to keep the peace, you start a war within yourself." Sandra Caselato

9- Reflection

My first degree was in Psychology, and even during college, I developed interests in the corporate area of Psychology, continuing my studies with an MBA in Human

Resources; that said, I think it is clear to understand my interest in human behavior and factors that can contribute to their performance in contact with others. When starting my master's degree in Dispute Resolution, my attention and interest were always greater when psychological aspects and influences were addressed in class. My desire to live an experience abroad has accompanied me from childhood as a curious child to my adult phase, where I remain interested in cultures. Moving from Brazil to Ireland, leaving family, friends, my mother tongue, and my comfort zone behind, I knew it would be a challenging experience. But the thing is, I didn't know how much, and I had no idea or dimension of how much this process can be influenced by factors intrinsic to our minds and beliefs.

Having my first professional experience in line with my background and experience in Brazil, I identified a strong feeling of inferiority and self-doubt. However, I could not elaborate on what was happening to me. I felt incapable of delivering simple activities that I was completely fit for. I never believed the praise I received for the work I had. I feared that someone would call me into a private meeting to express their displeasure at my contraction and the disappointment of realizing that I was a mistake and that I wasn't good enough to be part of that team. Feelings like this definitely affected my ability to perform.

Even in Brazil, on a higher or lower minor level, I already carried the feeling of being a fraud and the fear of being discovered at any moment. Still, in my first professional experience, this blossomed with greater intensity. So, at some point, the concept of Imposter Syndrome was brought up in informal conversations with friends, and I felt completely drawn to the definition and wholly identified. That's when I started reading, researching, watching videos, talking to people about the dynamics of this feeling, and noticing its impacts on our lives, including in situations of conflict and dispute.

During my master's classes, I also felt insecure about participating at various times. And when the subject of "dissertation" came up, and I asked myself what topic would give me pleasure to research and develop a focused study, the imposter syndrome and its relationship with the foreign community seemed very appropriate. Although I am personally interested in studying issues related to human conflict, there were several books and articles that I was only able to access because of this research.

Beyond the literature review, I found extremely interesting and, above all, relevant answers not only for this research but also for my personal and professional life. To a greater or lesser degree, I believe that all of us go through different fears, conflicts, situations, and insecurities when dealing with people from so many cultures different from ours. I have questioned myself several times, and I also went through a cultural conflict event where I thought about leaving a job because of conflict-to-conflict situations where I didn't feel able to express myself.

Thus, I analyzed and compared all the answers with my personal and professional experience also through the knowledge acquired from the literature review. Finally, I would like to thank you for the incredible opportunity to carry out this research, which has brought me so much breadth in my knowledge and especially to be able to provide the participants and readers of this research with the possibility to reflect on the topic addressed. I genuinely believe that this research topic is relevant to everyone, regardless of nationality, social status, age, or beliefs. I am very proud of the work I have done and the conclusions I have reached throughout this study.

During the research of this study I felt triggered at several times, but at the same time very excited to discover the complexity of the topic and how interesting it can be.

Finding so many cases of people who narrate experiences so similar to those I had in the past, but with another bias and words, made me realize that my very real beliefs are actually influenced by a number of factors, and not with reality itself.

The master's degree allowed me to expand my knowledge beyond all the theories covered. In addition to my pleasure, my professional area also involves interacting with people from different cultures. Without a doubt, my research was fundamental to me to allow me to develop the idea of this better. I am incredibly grateful for this challenge.

Finally, I would like to thank the Independent College again for the opportunity to expand my knowledge and for guiding me in this dissertation. I hope I have achieved the expectations and goals expected.

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11- Appendices

Form A: Application for Ethical Approval

Undergraduate/Taught Postgraduate Research

This form should be submitted to the module leader for the relevant initial proposal and/or the relevant supervisor if the proposal has already been accepted.
Please save this file as *STUDENT NUMBER_AEA_FormA.docx*

Title of Project	Analyses of a foreign person dealing with their imposter syndrome when living and working abroad
Name of Learner	Josemar Gomes
Student Number	51720302
Name of Supervisor/Tutor	Orla Tuohy

Check the relevant boxes. All questions must be answered before submitting to the relevant lecturer / supervisor.

Note: only one box per row should be selected.

Item	Question	Yes	No	NA
1	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	If the research is observational, will you ask participants for their consent to being observed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Will you give participants the option of not answering any question they do not want to answer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Will you ensure that participant data will be treated with full confidentiality and anonymity and, if published, will not be identifiable as any individual or group?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	If your study involves people between 16 and 18 years, will you ensure that passive consent is obtained from parents/guardians, with active consent obtained from both the child and their school/organisation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	If your study involves people less than 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will be present throughout the data collection period?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	If your study requires evaluation by an ethics committee/board at an external agency, will you wait until you have approval from both the Independent College Dublin and the external ethics committee before starting data collection.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.) will you inform participants in writing that their grades and/or evaluation will be in no way affected by their participation (or lack thereof) in your research?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.), does your study involve asking participants about their academic or professional achievements, motivations, abilities or philosophies? (please note that this does not apply to QA1 or QA3 forms, or questionnaires limited to market research, that do not require ethical approval from the IREC)		x	<input type="checkbox"/>
14	Will your project involve deliberately misleading participants in any way?		x	
15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?		x	
16	Does your project involve work with animals?	<input type="checkbox"/>	x	
17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?		x	<input type="checkbox"/>
18	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, etc.)	<input type="checkbox"/>	x	
19	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc?)	<input type="checkbox"/>	x	
20	Does your study involve an external agency (e.g. for recruitment)?	<input type="checkbox"/>	x	
21	Do your participants fall into any of the following special groups? <i>(except where one or more individuals with such characteristics may naturally occur within a general population, such as a sample of students)</i>	<input type="checkbox"/>	x	
		<input type="checkbox"/>	x	
		<input type="checkbox"/>	x	
		<input type="checkbox"/>	x	
		<input type="checkbox"/>	x	

☐

If you have ticked any of the shaded boxes above, you should consult with your module leader / supervisor immediately. **You will need to fill in Form B Ethical Approval** and submit it to the Research & Ethics Committee **instead** of this form.

There is an obligation on the researcher to bring to the attention of the Research & Ethics Committee any issues with ethical implications not clearly covered by the above checklist.

I consider that this project has no significant ethical implications to be brought before the relevant Research & Ethics Committee. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the codes of professional ethics relevant to my discipline (and have discussed them with my supervisor).	x
Name of Learner	Josemar Gomes
Student Number	51720302
Date	15/04/2022
I have discussed this project with the learner in question, and I agree that it has no significant ethical implications to be brought before the Research & Ethics Committee.	<input type="checkbox"/>
Name of Supervisor/Lecturer	Orla Tuohy
Date	15/4/2022

Information Form & Consent Sheet

INFORMATION SHEET FOR PARTICIPANTS

IMPOSTER SYNDROME AND ITS RELATION TO FOREIGN PEOPLE

You are being asked to participate in a research study on Imposter Syndrome and its relation to foreign people living and working abroad.

This work has as its primary objective to understand how imposter syndrome works and how this syndrome influences the quality of performances at work, the academic environment, and relationships. How do these people who are traded by the imposter syndrome tend to deal with it and overcome it.

My name is Josemar Gomes, and my supervisor in this work is Orla Tuohy. The research is under the Independent College Dublin institution.

Interview

In this study, you will be asked about experiences to contribute to the data analysis and the relationship of these data with the related literature. Your data are registered in this study for an indefinite period in the institution's domain for consultation and study purposes.

TIME COMMITMENT

The study typically takes 20 to 30 minutes maximum, with one session.

PARTICIPANTS' RIGHTS

You may decide to stop being a part of the research study without any explanation required from you. You have the right to ask that any data you have supplied to that point be withdrawn/destroyed.

You have the right to omit or refuse to answer or respond to any question you ask.

You have the right to have your questions about the procedures answered (unless answering these questions would interfere with the study's outcome. A full debriefing will be given after the survey).

After reading this information sheet, you should ask the researcher before the study begins if you have any questions.

CONFIDENTIALITY/ANONYMITY

The data I collect does not contain any personal information about you except your age, nationality and experiences shared. These data intend to boost the material for analysis.

FOR FURTHER INFORMATION

Orla Tuohy and I will be glad to answer your questions about this study at any time.

You may contact my supervisor at oria.tuohy@independentcolleges.ie email and Independent College Dublin at (01) 877 3900

INFORMED CONSENT FORM

IMPOSTER SYNDROME AND ITS RELATION TO FOREIGN PEOPLE:

PROJECT SUMMARY:

By signing below, you agree that:

- (1) you have read and understood the Participant Information Sheet,
- (2) questions about your participation in this study have been answered satisfactorily,
- (3) you are aware of the potential risks (if any), and
- (4) you are participating in this research study voluntarily (without coercion).

DEBORAH ALVES DA ROCHA MOTA
Participant's Name (PRINTED)

Deborah Alves da R. Motta
Participant's signature
josmar gomes

Learner Name (PRINTED)

josmar gomes

Learner signature

FOR FURTHER INFORMATION

Orla Tuohy and I will be glad to answer your questions about this study at any time.

You may contact my supervisor at orla.tuohy@independentcolleges.ie email and Independent College Dublin at (01) 877 3900

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EODY BISI - ADEPOJU

Participant's Name (PRINTED)

Edward

Participant's signature

JOSEMAR GOMES

Learner Name (PRINTED)

JOSEMAR GOMES

Learner signature

FOR FURTHER INFORMATION

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- (4) you are participating in this research study voluntarily (without coercion).

Mayara Fernandes
Participant's Name (PRINTED)

Maya Fernandes
Participant's signature

gusman gonzalez gomez
Learner Name (PRINTED)

gusman gonzalez gomez
Learner signature

FOR FURTHER INFORMATION

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- (4) you are participating in this research study voluntarily (without coercion).

Nouri Mobarak

Participant's Name (PRINTED)

Nouri Mobarak

Participant's signature

Josemar Gomes

Learner Name (PRINTED)



Learner signature

FOR FURTHER INFORMATION

Orla Tuohy and I will be glad to answer your questions about this study at any time.

You may contact my supervisor at orla.tuohy@independentcolleges.ie email and Independent College Dublin at (01) 877 3900

INFORMED CONSENT FORM

IMPOSTER SYNDROME AND ITS RELATION TO FOREIGN PEOPLE:

PROJECT SUMMARY:

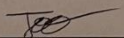
By signing below, you agree that:

- (1) you have read and understood the Participant Information Sheet,
- (2) questions about your participation in this study have been answered satisfactorily,
- (3) you are aware of the potential risks (if any), and
- (4) you are participating in this research study voluntarily (without coercion).

Patricia Dias
Participant's Name (PRINTED)

Patricia Dias
Participant's signature

JOSEMAR GOMES
Learner Name (PRINTED)


Learner signature

FOR FURTHER INFORMATION

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You may contact my supervisor at orla.tuohy@independentcolleges.ie email and Independent College Dublin at (01) 877 3900

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- (3) you are aware of the potential risks (if any), and
- (4) you are participating in this research study voluntarily (without coercion).

Camila Teles Bender

Participant's Name (PRINTED)



Participant's signature



Learner Name (PRINTED)



Learner signature

FOR FURTHER INFORMATION

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- (4) you are participating in this research study voluntarily (without coercion).

Nathalie SARIVA ROSA
Participant's Name (PRINTED)

[Signature]
Participant's signature

Josemar Gomes
Learner Name (PRINTED)

[Signature]
Learner signature