

**A Conceptual Model of Impostor Phenomenon and Job Performance: Role of Vicarious Learning, Impression Management, and Self-Reflection**Huma Gorski<sup>1\*</sup>, Syed Ahmed Ali<sup>2</sup>, Shahnaila Tariq<sup>3</sup>**Abstract**

Impostor phenomenon (IP) is a psychological state in which individuals doubt their abilities and achievements and attribute them to external factors such as luck, chance, or deception. IP can have negative consequences for individuals' well-being, motivation, and career development. However, little is known about how IP affects job performance and what factors can mitigate its impact. In this study, the authors propose a conceptual model that links IP to job performance through three mediators: vicarious learning, impression management, and self-reflection. It also discusses the implications of the model for research and practice. The model suggests that IP can negatively affect job performance by hindering vicarious learning, impression management, and self-reflection. Through the use of this conceptual model and literature analysis, a total of 10 propositions were developed. Additionally, it might increase awareness to support therapies aimed at overcoming feelings of dishonesty that aid in developing people's skills to their fullest potential. The model also suggests that individual differences and contextual factors can moderate these relationships. The model provides a comprehensive and dynamic framework to understand and address the phenomenon of IP and its impact on job performance.

**Keywords:** Impostor Phenomenon, Impression Management, Job Performance, Self-Reflection, Vicarious Learning

Received: 22 May 2023; Revised Received: 27 July 2023; Accepted: 28 July 2023

<sup>1\*</sup>PhD Scholar, Department of Management, Dr Hasan Murad School of Management (HSM), University of Management & Technology, Lahore, Pakistan.

<sup>2</sup>Associate Professor, Department of Management, Dr Hasan Murad School of Management (HSM), University of Management & Technology, Lahore, Pakistan.

<sup>3</sup>Associate Professor, Department of Psychology, School of Professional Psychology, University of Management & Technology, Lahore, Pakistan.

**\*Corresponding Author Email:**

gorsihuma@gmail.com

**Introduction**

Have you ever felt like a fraud at work, despite your accomplishments and

credentials? Have you ever been afraid of being exposed as inept or unworthy by your coworkers or superiors? If you answered yes to any of these questions, you may have impostor syndrome (IP), a psychological condition characterized by persistent feelings of self-doubt and intellectual fraudulence (Clance & O'Toole, 1987). IP is not an uncommon or isolated phenomenon; in fact, it is estimated that up to 70% of people will encounter IP at some point in their lives, in a variety of domains and contexts (Sakulku & Alexander, 2011). Individuals and organizations can face serious consequences when it comes to intellectual property, particularly in the workplace. Previous research has shown that intellectual property can have a negative impact on a variety of aspects of work-related well-being, including job satisfaction, organizational commitment, career development, and mental health (Bhaskar et al., 2023). However, little is

This article is distributed under the terms of the Creative Commons Attribution Non Commercial 4.0 International License (<https://www.creativecommons.org/licenses/by-nc/4.0/>) which permits non-Commercial use, reproduction and distribution of the work without further permission provided the original work is attributed as specified.

© Copyright: The Authors (2023)

known about how intellectual property affects job performance, which is an important outcome for both employees and employers. The degree to which an individual meets the expectations and requirements of their job role is referred to as job performance (Campbell et al., 1993). It is affected by a variety of factors, including abilities, skills, motivation, feedback, and context (Borman & Motowidlo, 1993).

The Impostor Phenomenon, also known as Impostor Syndrome, is a psychological phenomenon that was first identified by psychologists Pauline Clance and Suzanne Imes in 1978 (Clance & Imes, 1978). It refers to a pattern of thoughts and feelings where individuals, despite evidence of their competence and accomplishments, believe that they are frauds and fear being exposed as such. The Impostor Phenomenon is often characterized by feelings of self-doubt, inadequacy, and a persistent fear of being discovered as an impostor in their professional pursuits. It is important to note that the Impostor Phenomenon is not recognized as a diagnosable mental disorder but rather as a common psychological experience that many high-achieving individuals face (Hudson & González-Gómez, 2021).

The impostor phenomenon refers to an individual's persistent belief that they are not as competent or intelligent as others perceive them to be, despite evidence of their accomplishments and qualifications. This self-doubt and fear of being exposed to fraud can lead to increased stress, anxiety, and overall reduced well-being among employees. Understanding the impact of the impostor phenomenon on job performance can help organizations develop strategies to support employees' mental health and well-being, leading to a more positive and productive work environment (Crawford et al., 2016).

The impostor phenomenon can undermine an individual's self-confidence and sense of competence, which may negatively affect their work engagement and motivation.

Employees experiencing impostor feelings may be hesitant to take on new challenges or seek advancement opportunities due to fear of failure or being discovered as a fraud (Kark et al., 2021). The impostor phenomenon can hinder professional growth and career advancement. Employees who believe they are impostors may avoid seeking out opportunities for skill development or promotion, believing that they do not deserve such opportunities (Campbell, 1990; López-Cabarcos et al., 2022).

The impostor phenomenon can influence team dynamics and collaboration within the workplace. Employees experiencing impostor feelings may be less likely to contribute their ideas or opinions in team settings, fearing that their thoughts are not valuable or that they will be judged negatively. By studying the impact of the impostor phenomenon, organizations can develop strategies to foster a culture of psychological safety, where employees feel comfortable sharing their perspectives, leading to improved teamwork and innovation. The impostor phenomenon can have broader implications for organizational outcomes. If a significant number of employees experience impostor feelings, it may lead to decreased overall job performance, reduced employee retention, and increased turnover rates (Shreffler et al., 2023).

The purpose of this paper is to propose a conceptual model of the Impostor phenomenon and job performance and to investigate the role of three factors: vicarious learning, impression management, and self-reflection. The process of acquiring knowledge or skills through observation or interaction with others is referred to as vicarious learning (Bandura & Adams, 1977). Impression management refers to the strategies that people use to project a positive image of themselves to others (Edeh et al., 2023). The process of examining one's own thoughts, feelings, and actions concerning oneself and the environment is referred to

as self-reflection (Ryan & Deci, 2001). Authors contend that, depending on the situation and the individual, these factors can either mitigate or exacerbate the effect of IP on job performance

The paper is structured as follows. First, we review the existing literature on IP, job performance, vicarious learning, impression management, and self-reflection, and identify the gaps or limitations in the current knowledge. Second, we present our proposed model of IP and job performance, explain its key components and relationships, and provide theoretical and empirical support for our assumptions and propositions. Third, we discuss the boundary conditions and testable implications of our model. Fourth, we summarize the main findings and contributions of our paper, discuss the implications for theory and practice, acknowledge the limitations and directions for future research, and conclude with a brief statement of our paper's value.

The conceptual model of the Impostor Phenomenon and Job Performance incorporates three key psychological factors: vicarious learning, impression management, and self-reflection. These factors are interconnected and influence an individual's experience of the Impostor Phenomenon and, in turn, their job performance. The Impostor Phenomenon, a psychological experience of lingering doubt, feelings of inadequacy, and fear that you will be accused of fraud because of evidence of your qualifications or achievements, forms the core of this model. The foundation for looking at the connection between performance on the job and employment is this core element. One of the contributing factors to the Impostor phenomenon is vicarious learning. It is a process of observation and comparison with highly motivated peers or role models, that can be thought of as learning. Impression management is the second contributing factor to the Impostor Phenomenon. Those experiencing the Impostor Phenomenon may engage in

impression management to present a competent image and hide their self-doubt. Self-reflection is the third contributing factor to the Impostor Phenomenon. People's ability to identify erroneous beliefs, challenge bad thought patterns, and build their confidence can be helped by good self-reflection. Job performance represents the outcome of the conceptual model. It refers to an individual's ability to carry out job-related tasks effectively and achieve desired goals in the workplace.

In this study, we will conduct a literature review to find definitions and existing conceptualizations of the Impostor Phenomenon to better comprehend its nature and components. Then, as a conceptual model for analyzing IP, we examine impression management, vicarious learning, and self-reflection, and we discover the psychological pattern that leads IP to poor job performance. Following this story, we outline a more systematic technique for developing an IP conceptual model, defining factors such as impression management, vicarious learning, and self-reflection and their roles in the IP-JP model, before evaluating its implications and future research priorities.

### **Characteristics of the Impostor Phenomenon (IP)**

The imposter phenomenon, also known as imposter syndrome, refers to a psychological experience characterized by feelings of intellectual and professional fraudulence (Clance & Imes, 1978). The Impostor Phenomenon, also known as imposter syndrome or fraud syndrome, is a psychological pattern characterized by individuals doubting their accomplishments and possessing an internalized fear of being exposed as fraud. Despite evidence of their competence, skills, and achievements, individuals experiencing the imposter phenomenon believe that they are undeserving of their success and attribute their accomplishments to luck, timing, or external factors rather than their abilities (Clance & O'Toole, 1987).

Hutchins et al. (2018) imply that people who have impostor episodes expend essential resources needed to prevent psychosomatic stress by using avoidant coping mechanisms and that emotional exhaustion is linked to job discontent. Bernard et al. (2002) claimed that individuals suffering from imposter syndrome should treat their anxiety and depression before dealing with it, or they can consider having these personality traits evaluated during therapy.

Individuals with IP have a persistent belief that they are not as capable as others perceive them to be. They constantly question their abilities and fear being exposed as frauds. There is a deep fear of failure associated with IP. Individuals may avoid taking risks or pursuing opportunities due to the belief that they will inevitably fail. Many individuals with IPs strive for perfection and engage in overachievement as a means of proving their worth. They may set excessively high standards for themselves and fear that any mistake or setback will reveal their true incompetence. Individuals with IP tend to downplay their achievements and attribute them to external factors such as luck or favorable circumstances. They often struggle to internalize and accept their accomplishments (Singh & Arora, 2023).

### **Conceptualization of the Impostor Phenomenon (IP)**

The main feature of the impostor phenomenon is cognitive distortions where individuals experience internal delusions that they are not as intelligent, capable, and worthy of success as others perceive them to be. They tend to discount their achievements, attributing their successes to luck, timing, or external factors rather than acknowledging their efforts and abilities. The Impostor Phenomenon is commonly observed in high-achievers, such as students with exceptional academic records or professionals with remarkable careers. Paradoxically, their achievements can contribute to the impostor's feelings as they set high standards for themselves and strive

for perfection in everything they do. Individuals who have experienced the Impostor phenomenon face an intense fear of failure and rejection. They're reluctant to face new challenges and opportunities, afraid that they won't satisfy expectations or become a victim of fraud. This fear may prevent growth on their own as well as professionally.

There is often a need for external validation and regular reinforcement of competence from others in people affected by the impostor phenomenon. They could consider it bogus or unworthy even if they're given praise and recognition. Eradicating the Impostor Phenomenon requires recognizing and dealing with negative thinking patterns, cognitive distortions as well as illogical beliefs that lead to self-doubt. Seeking support from mentors, counselors, or peers, and embracing a growth mindset that acknowledges the potential for learning and improvement, can help build self-confidence and resilience. The phenomenon of impostor is a complex and multifaceted psychological experience that affects individuals from different backgrounds and professions. Understanding that phenomenon can help us to reflect more compassionately on ourselves, thereby opening up the possibilities for personal growth, increased self-esteem, and improvement of general well-being.

### **Impostor Phenomenon (IP) and Job Performance**

Impression management refers to the conscious or subconscious efforts individuals make to shape the perceptions others have of them (Bolino & Turnley, 1999).

Several theoretical frameworks have been proposed to understand the relationship between IP and job performance. One prominent framework is the Self-Worth Theory, which suggests that individuals with high levels of IP tend to base their self-worth on external validation and achievement (Bin, 2015). According to this

theory, individuals with IP constantly seek external affirmation of their competence and fear failure because it threatens their sense of self-worth (Duncan et al., 2023). Individuals with IP may doubt their abilities and skills despite objective evidence of competence. This self-doubt can undermine their self-efficacy, leading to reduced confidence in their job-related tasks. Lower self-efficacy can impact their motivation, effort, and overall performance in the workplace (Chakraverty, 2022). Individuals with IP may avoid taking on new challenges or seeking out opportunities for growth and advancement. The fear of failure and being exposed as impostors can lead to a reluctance to step outside their comfort zone. As a result, they may miss out on valuable experiences, learning opportunities, and career development, which can hinder their job performance and progression (Tewfik, 2021).

IP is often associated with perfectionistic tendencies and a strong desire to avoid mistakes or shortcomings. Individuals with IP may set excessively high standards for themselves, leading to increased self-criticism and a constant striving for perfection. This perfectionistic mindset can lead to procrastination, increased stress, and impaired performance as they become overwhelmed by the fear of making errors (Singh & Arora, 2023). The imposter phenomenon can impact an individual's ability to collaborate effectively with colleagues. Individuals with IP may hesitate to contribute their ideas or opinions, fearing that they will be perceived as inadequate or incompetent. This reluctance to participate fully in team settings can hinder effective communication, problem-solving, and collaboration, which are essential for optimal job performance (Gutierrez, 2020). The constant pressure to maintain the façade of competence and the fear of being exposed as impostors can lead to chronic stress and emotional strain. High levels of stress can negatively impact cognitive functioning, decision-making abilities, and

overall job performance. It is important to note that the impact of IP on job performance can vary among individuals, and some individuals may develop coping mechanisms or receive support that mitigates its negative effects (Hudson & González-Gómez, 2021). However, understanding the theoretical framework linking IP and job performance can help organizations develop strategies to support individuals experiencing IP, foster a culture of psychological safety, and promote optimal job performance and well-being in the workplace (Li & Ngo, 2023).

The constant striving for perfection and the fear of being discovered as a fraud can lead to burnout and emotional exhaustion. Individuals may push themselves excessively, leading to physical and emotional fatigue. IP is associated with an increased risk of mental health issues such as depression, anxiety disorders, and imposter-related stress. The negative impact on mental health can further exacerbate feelings of inadequacy and self-doubt. IP can hinder personal and professional growth. Individuals may avoid taking on new challenges, seeking advancement opportunities, or pursuing their goals due to the fear of failure and being exposed to fraud (Stone-Sabali et al., 2023).

### **Concept of Impression Management**

Impression management refers to the conscious or subconscious process through which individuals attempt to control or influence the perceptions others have of them. It involves shaping the way one presents themselves, their behaviors, and communication to create a desired impression (Edeh et al., 2023). The concept of impression management is rooted in social psychology and emphasizes the role of self-presentation in social interactions and the construction of identity (Bolino et al., 2008).

### **Strategies Employed by Individuals with IP to Manage Impressions**

Individuals experiencing the Impostor Phenomenon (IP) may employ various

strategies of impression management to mitigate their fears of being exposed as frauds and to maintain a positive image. Individuals with IP may engage in overworking or perfectionistic behaviors to compensate for their perceived inadequacies (Gutierrez, 2020). By striving for perfection and putting in excessive effort, they aim to create the impression of competence and dedication. Individuals with IP often downplay their accomplishments or attribute them to external factors rather than acknowledging their abilities. This strategy is employed to deflect attention from their achievements and avoid drawing scrutiny that may lead to feelings of being undeserving (Edeh et al., 2023).

Individuals with IP may actively seek external validation and affirmation from others to reinforce their self-worth and alleviate doubts. They may frequently seek reassurance or approval from colleagues, supervisors, or mentors to validate their competence and dispel their impostor feelings. Individuals with IP may avoid situations or opportunities that may expose their perceived incompetence (Hutchins et al., 2018). They may prefer to stay in the background, avoid speaking up in meetings or discussions, or decline leadership roles to minimize the chances of being evaluated and potentially exposed (McFarland et al., 2023).

### **Impression Management and its Effects on Job Performance**

Impression management strategies can have both positive and negative effects on job performance. On one hand, some strategies, such as seeking feedback and validation, can be beneficial for personal development and growth. Constructive feedback and external validation can help individuals with IP gain confidence, improve their skills, and enhance their job performance. However, certain impression management strategies employed by individuals with IP may have negative effects on job performance (Waddingham et al., 2023).

The tendency to overwork or strive for perfection as an impression management strategy can lead to burnout. Exhaustion and fatigue can hinder productivity, creativity, and overall job performance. The use of impression management strategies may result in a lack of authenticity and hinder genuine interactions and collaboration with colleagues. When individuals focus on maintaining a façade and managing impressions, it can hinder trust, open communication, and effective teamwork (Aslan & Akarçay, 2014).

The fear of failure and the need to manage impressions may lead individuals with IP to avoid taking on new challenges or pursuing growth opportunities. This avoidance can limit their potential for learning, skill development, and career advancement, thus impacting job performance in the long run. Impression management strategies are often employed by individuals with IP as a means to cope with their impostor feelings and maintain a positive image (Bhaskar et al., 2023). The interplay between IP and impression management is complex and can vary among individuals. While impression management strategies may provide temporary relief or boost self-esteem, they do not address the root causes of IP.

The reliance on impression management as a coping mechanism can perpetuate the impostor cycle, as individuals may feel compelled to continuously manage impressions to maintain their desired image. This cycle can contribute to increased stress, anxiety, and persistent fear of being exposed (Schudlik et al., 2023). Addressing IP requires a more comprehensive approach that focuses on developing authentic self-belief, building resilience, and fostering a supportive work environment. By promoting psychological safety, providing mentoring and support, and encouraging open dialogue (Bolino et al., 2008).

**Definition and Importance of Vicarious Learning**

Vicarious learning is a learning approach that enables individuals to gain knowledge and insights by observing and drawing lessons from the experiences of others (Cumming et al., 2005). Vicarious learning, also known as observational learning or social learning, refers to the process of acquiring knowledge, skills, and attitudes by observing and imitating others' behaviors and experiences (Roberts, 2010). It involves learning from the successes, failures, and outcomes of others without personally experiencing them. Vicarious learning plays a crucial role in human development and is particularly important in shaping behaviors, beliefs, and self-perceptions

**Vicarious Learning and its Relevance to Impostor Phenomenon**

Vicarious learning is highly relevant to individuals experiencing the Impostor Phenomenon (IP). Through observing others, individuals with IP can gain insights into the behaviors, strategies, and coping mechanisms employed by those who are successful and confident in their fields. This learning process can provide valuable information and alternative perspectives that challenge the distorted self-perceptions and self-doubt associated with IP (Myers, 2018).

Observing role models who have experienced similar feelings of self-doubt but have achieved success can challenge the distorted self-beliefs associated with IP. Role models can provide evidence that success is possible despite experiencing impostor feelings. Role models can serve as sources of inspiration and provide insights into effective strategies for managing challenges, setbacks, and self-doubt (Myers, 2021). By observing how role models handle difficult situations and overcome obstacles, individuals with IP can acquire new coping mechanisms and skills. Seeing role models who are confident and successful can help individuals with IP

build their self-confidence (Navidi et al., 2023).

**Enhancing Self-efficacy through Vicarious Learning**

Self-reflection and insight play essential roles as metacognitive factors in the process of intentional and focused transformation. Self-reflection entails introspection and assessment of one's thoughts, emotions, and actions, while insight refers to the clarity and comprehension of these internal experiences (Grant et al., 2002).

Vicarious learning can enhance self-efficacy, which refers to an individual's belief in their ability to successfully perform specific tasks or achieve specific goals. By observing others' successes, individuals with IP can develop a sense of self-efficacy through the following processes: Observing others' mastery experiences can provide individuals with IP with vicarious evidence that success is achievable. Witnessing others who have overcome challenges and achieved their goals can increase their belief in their capacity to succeed (Zeng et al., 2022). Individuals with IP can imitate the behaviors, strategies, and approaches of successful individuals they observe. By modeling the actions of role models, they can learn and practice new skills, gradually building their self-efficacy in specific areas. Encouragement and positive feedback from role models or supportive individuals can positively influence individuals with IP (Van Dun & Wilderom, 2021)

**Significance of Self-reflection in Understanding Impostor Phenomenon**

Self-reflection plays a significant role in understanding and addressing the Impostor Phenomenon (IP). It involves introspection and examination of one's thoughts, feelings, and behaviors. By engaging in self-reflection, individuals can gain insight into their own experiences of IP, uncover underlying beliefs and thought patterns, and develop a deeper understanding of its impact on their lives and careers (Cowden & Meyer-Weitz, 2016).

### **Self-reflection as a Tool for Managing Impostor Phenomenon**

Self-reflection serves as a valuable tool in managing IP by enabling individuals to: Through self-reflection, individuals can identify distorted beliefs and irrational thoughts associated with IP. They can critically evaluate these beliefs and challenge their accuracy, replacing them with more realistic and positive self-perceptions. Self-reflection allows individuals to practice self-compassion, treating themselves with kindness and understanding rather than harsh self-criticism (Bucknell et al., 2022). It helps individuals develop a more balanced and compassionate perspective toward their achievements, setbacks, and perceived shortcomings. Self-reflection helps individuals set realistic goals and expectations for themselves. By examining their strengths, limitations, and areas for growth, individuals can establish achievable goals that align with their abilities and aspirations. This approach helps reduce the pressure to meet unattainable standards and minimizes the impostor feelings (Lim et al., 2022). Self-reflection encourages individuals to reach out for support and seek feedback from trusted colleagues, mentors, or therapists. By reflecting on their experiences, individuals can identify areas where they may benefit from guidance, advice, or constructive criticism, ultimately aiding their growth and development (Ilmi et al., 2023).

### **Self-Regulation Theory**

According to Bandura (1988), SRT is a method of conscious self-management that entails directing one's thoughts, behaviors, and feelings in the direction of a predetermined set of objectives. Individuals must contribute to their motivation, behavior, and advancement within a network of reciprocally interacting factors during the various phases of self-regulation. According to SRT, people who believe they are intellectual impostors and intellectually incompetent act following this perception,

which causes them to perform poorly on the job and drives them to use self-regulation techniques like impression management as a preventative measure to lessen the impact of IP on JP. However, when the Impostor Phenomenon negatively affects experiential learning and results in low JP, the Impostor will control himself to use self-reflection on experiential learning, which will also minimize the impact of the Impostor Phenomenon on experiential learning and allow the individual to use experiential learning to increase performance. Some researchers advise using this SRT with the Impostor Phenomenon even if this theory has not been applied in prior studies on the phenomenon (Shreffler et al., 2023).

### **Conceptual Model and Propositions Development**

The conceptual model aims to explore the relationship between the Impostor Phenomenon and job performance, with a focus on three key psychological factors: vicarious learning, impression management, and self-reflection. Here's the rationalization for each element of the model. By including vicarious learning in the model, we acknowledge the impact of external influences on an individual's self-perception, especially concerning their abilities and achievements. This factor highlights how comparing oneself to others can contribute to impostor feelings and potentially influence job performance outcomes. Impression management is an essential component of the model as it illustrates how individuals with the Impostor Phenomenon may adopt certain behaviors to hide their insecurities. This element emphasizes the potential trade-off between maintaining appearances and allocating energy for actual job tasks, which can impact overall job performance. Including self-reflection in the model acknowledges the importance of introspection as a potential coping mechanism for those experiencing the Impostor Phenomenon. By encouraging self-awareness and



addressing irrational beliefs, this factor emphasizes how self-reflection can be a protective factor that positively impacts job performance and overall well-being.

Figure 1 shows the author's proposed model of the Impostor Phenomenon and job performance in this section. Impostor Phenomenon, job performance, vicarious learning, and impression management are the four main components of the model. Self-reflection is also mentioned by the authors as a moderating factor that can affect the relationship between IP and the other components. Authors explain each component and how it relates to the others, as well as provide theoretical support for our assumptions and propositions.

- **Impostor Phenomenon**

In our model, IP is the independent variable. It is a psychological condition characterized by persistent feelings of self-doubt and intellectual fraudulence in the face of objective evidence of competence and achievement (Clance & O'Toole, 1987). Individuals who have IP attribute their success to factors outside of their control, such as luck, charm, or deception, rather than their abilities, skills, or efforts. They also fear being exposed as imposters by others, which causes anxiety, guilt, shame, and low self-esteem (Clance, 1985).

- **Job Performance**

In our model, the dependent variable is job performance. It refers to how well an individual meets the expectations and requirements of their job (Campbell et al., 1993). It is affected by a variety of factors, including abilities, skills, motivation, feedback, and context (Borman & Motowidlo, 1993). Job performance can be measured using a variety of indicators, including output quantity and quality, process efficiency and effectiveness, idea creativity and innovation, and citizenship and cooperation with others.

- **Vicarious Learning**

In the model, vicarious learning influences the Impostor phenomenon and Job performance. It is the process of gaining knowledge or skills through observation or

interaction with others (Bandura & Adams, 1977). Vicarious learning can improve job performance by providing individuals with effective behavior models, feedback on their behaviors, reinforcement for their accomplishments, and inspiration for new ideas (Myers, 2021). Vicarious learning, on the other hand, can have an impact on IP by influencing individuals' self-evaluation and social comparison processes. Vicarious learning can either increase or decrease IP feelings depending on the similarity and relevance of the others that individuals observe or interact with.

- **Impression Management**

Another factor in our model is impression management. It refers to the strategies that people employ in order to create or maintain a positive image of themselves in the eyes of others. Impression management can have an impact on job performance by influencing people's motivation, behavior, and outcomes at work (Bolino et al., 2008; Higgins & Judge, 2004). However, impression management can also be used as a coping strategy for IP feelings, as people may try to hide their perceived inadequacy or boost their perceived competence by manipulating their self-presentation (Clance, 1985; Leary et al., 2000). Depending on the type and frequency with which individuals employ impression management tactics, impression management can either alleviate or aggravate IP feelings.

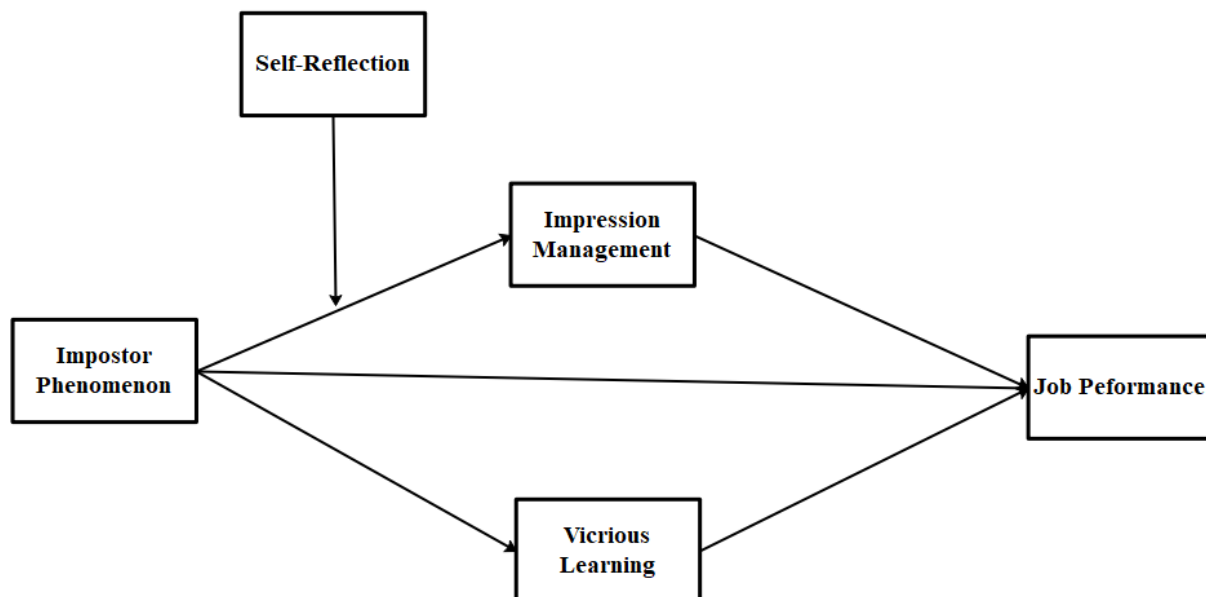
- **Self-Reflection**

The third factor in our model is self-reflection. It is a way of assessing how you feel, and what you do about yourself or the environment. By providing a framework for the learning and development of individuals, self-reflection could contribute to improved employment performance. In our model, self-reflection is a third moderating factor. That's what it means to question yourself, your thoughts, feelings, or actions about the surrounding environment (Ryan & Deci, 2001). Self-reflection can improve job performance by facilitating individuals' workplace learning,

development, and adaptation (Grant et al., 2002). Self-reflection, on the other hand, can be a coping strategy for IP feelings, as individuals may try to understand and overcome their perceived inadequacy or fraudulence through introspection and self-

regulation (Sakulku & Alexander, 2011). Depending on the IP level and quality of reflections that individuals undertake, self-reflection may either reduce or enhance feelings.

**Figure 1**  
*Conceptual Framework*



### Overview of the Model

Following are the main components of the model and how they relate to each other:

Based on these components and their relationships, we propose the following propositions for our model:

- **Proposition 1**

The impostor phenomenon negatively affects job performance directly and indirectly through its impact on self-efficacy, motivation, and goal attainment. Explanation: Individuals experiencing IP may doubt their abilities, leading to lower self-efficacy, reduced motivation, and challenges in setting and achieving work-related goals, ultimately impacting job performance.

- **Proposition 2**

Impression management mediates the relationship between the impostor phenomenon and job performance. Explanation: Individuals with IP may

engage in impression management strategies to create a positive professional image, which can positively influence job performance by mitigating the negative impact of IP on self-confidence and perceptions of competence.

- **Proposition 3**

Vicarious learning mediates the relationship between the impostor phenomenon and job performance. Explanation: Positive role models and exposure to successful individuals who have experienced IP can enhance self-efficacy and provide learning opportunities, buffering the negative effects of IP on job performance.

- **Proposition 4**

Self-reflection plays a significant role in managing the impostor phenomenon and improving job performance. Explanation: Engaging in self-reflection activities allows

individuals to gain self-awareness, accept their experiences with IP, and develop strategies to cope with and overcome its negative effects, thereby positively influencing job performance.

- **Proposition 5**

Vicarious learning can exacerbate impostor feelings and negatively impact job performance. This proposition is based on the idea that individuals who observe others succeeding or excelling in areas where they feel insecure or incompetent may feel even more like impostors themselves. This can create a negative feedback loop where their impostor feelings are reinforced and their job performance suffers.

- **Proposition 6**

Impression management behavior can backfire and have an adverse effect on job performance. The idea that other people can perceive individuals as inauthentic or manipulative when they engage in perception management practices is at the heart of this argument. This may result in a loss of confidence and respect, which could also affect the quality of work.

- **Proposition 7**

Self-reflection moderates the effect of IP on work performance, such that the effect is smaller when individuals participate in high-quality balanced, and constructive self-reflection, and stronger when individuals engage in low-quality biased or destructive self-reflection.

- **Proposition 8**

Vicarious learning has a direct effect on IP, such that IP increases when individuals observe or interact with others who are dissimilar or irrelevant to themselves, and decreases when individuals observe or interact with others who are similar and relevant to themselves.

- **Proposition 9**

Impression management has a direct effect on IP, such that IP increases when individuals use impression management tactics that are inconsistent or frequent and decreases when individuals use impression management tactics that are consistent and infrequent.

- **Proposition 10**

Self-reflection has a direct impact on, for example, when individuals engage in high-quality self-reflection that is balanced and constructive, and when individuals engage in low-quality self-reflection that is biased or destructive, there is a decrease in IP.

Individual and situational factors that may affect the occurrence and intensity of IP, the expression and measurement of job performance, and the availability and effectiveness of vicarious learning, impression management, and self-reflection are the boundary conditions of our model. Personality traits, gender identity, racial/ethnic identity, cultural background, education level, work experience, work role, work context, work culture, work climate, work goals, work feedback, work peers, and work leaders are some examples of these factors.

These propositions provide a basis for understanding the complex interplay between the impostor phenomenon, impression management, vicarious learning, self-reflection, and job performance. Further research and empirical investigations can validate and expand upon these propositions, contributing to a deeper understanding of the topic and informing interventions to support individuals impacted by IP in the workplace.

### **Method**

The present conceptual paper aims to explore and propose new insights into the phenomenon of "Impostor Phenomenon" and its potential impact on job performance. To achieve this, the methodology employed in this study focuses on a comprehensive literature review and the synthesis of existing theories, models, and concepts. Conceptual papers differ from empirical research in that they rely on a rigorous examination of the existing body of knowledge, drawing connections between various scholarly works to generate novel ideas and theoretical advancements. This methodology allows us to build on

established concepts while presenting unique perspectives on the Impostor Phenomenon.

Systematic literature reviews, which involved the definition of relevant literature by academic journals, books, and scholarly articles, were initiated as part of this research process. More than a dozen studies concerning the Impostor Phenomenon and its effects on individual performance in different fields were systematically collected using databases like PubMed, Google Scholar, or PsycINFO. Next, the key themes, theories, and models arising from the literature review were critically analyzed and synthesized to form a robust conceptual Model. This framework served as the basis for organizing and structuring the new insights and ideas presented in this conceptual paper

### **Discussion and Implications**

In this paper, we proposed a conceptual model of IP and job performance and explored the role of three factors: vicarious learning, impression management, and self-reflection. We argued that these factors can influence the relationship between IP and job performance by affecting individuals' perceptions of themselves and others, their strategies for coping with IP feelings, and their opportunities for growth and development. We also presented the assumptions and propositions of our model, as well as the boundary conditions and testable implications of our model.

Imposters struggle with ongoing self-doubt, incorrect performance evaluation, and the fear of being exposed as academic fraud by others. To make up for any perceived flaw, impostors frequently engage in maladaptive behaviors, which can have detrimental psychological and professional effects (Hutchins et al., 2018; Tewfik, 2022). It was discovered by Vergauwe et al. (2015) organizational commitment, job happiness, organizational citizenship behaviors, and other workplace outcomes have all been demonstrated to be negatively correlated with impostor syndrome. Studies show that certain professionals in their field who

experienced the Impostor Phenomenon more frequently had reduced motivation, which led to less career planning, professional ambition, and enthusiasm for leadership (Hudson & González-Gómez, 2021).

### **Implications for Theory and Practice**

The paper has several theoretical and practical implications. In terms of theory, the paper offers a fresh look at how intellectual property affects job performance and what factors can mitigate or exacerbate this effect. The paper also suggests new empirical research avenues for testing the validity and generalizability of our model across different samples, settings, and measures. In practice, the paper offers useful insights and recommendations for individuals who face IP in the workplace, as well as managers and organizations that want to help them. According to the paper, individuals can cope with or reduce IP by engaging in vicarious learning from similar and relevant others, employing consistent and infrequent impression management tactics, and engaging in high-quality self-reflection. Secondly, our findings suggest that organizations and individuals can take steps to mitigate the negative impact of the impostor phenomenon on job performance. For example, organizations can provide training and support to help individuals develop their self-reflection skills and manage their impression management behaviors. They can also create a culture of psychological safety and promote a growth mindset, which can help to normalize the experience of self-doubt and reduce the stigma associated with the impostor phenomenon.

Thirdly, our findings suggest that individuals can take proactive steps to manage their impostor feelings and improve their job performance. For example, they can engage in self-reflection and challenge their negative thought patterns, seek out supportive mentors and peers, and deliberately expose themselves

to situations that challenge their perceived weaknesses.

The findings of the study, which highlight the need for a more sophisticated understanding of impostor syndrome and its impact on job performance as well as providing professional guidance to individuals and organizations in mitigating their adverse impacts, have significant implications for both theory and practice.

The influence of the imposter phenomenon on job performance was investigated in this article using a conceptual model that included aspects such as vicarious learning, impression management, and self-reflection. Our study of the literature and model analysis indicate that imposter sentiments can have a detrimental influence on work performance, but that this impact can be mediated by several factors. Our results provide businesses and people with realistic techniques for managing the imposter phenomenon and improving work performance.

#### **Limitations and Recommendations**

One limitation of this study is that it is primarily based on a review of the existing literature, rather than empirical data. While our conceptual model provides a useful framework for understanding the complex relationship between impostor feelings and job performance, future research should test this model using quantitative and qualitative data. Additionally, future research could explore the role of other factors not included in our model, such as personality traits, social identity, and cultural differences.

Future research is required to fully understand the impostor phenomenon. Through another focused approach, this analysis clarified how and why impostor notions at work affect how others evaluate a person's interpersonal ability. The ongoing debate over a phenomenon that is widely believed to be dangerous. It raises a lot of additional questions, though. Future studies could first look at the border conditions around this interpersonal result. For instance, at the individual level, it is

possible to conjecture that, because increased authority is associated with a larger self-focus, it may diminish the positive relationship between workplace impostor concepts and an other-focused orientation (Tewfik, 2022).

In a similar vein, it is crucial to avoid generalizing from these non-binding results, even though this work aimed to present a more thorough picture of the conjectured benefit of perceived interpersonal effectiveness in the context of work and performance by including supplemental analyses that did not find a negative relationship between such thoughts and competence-related outcomes (Hutchins et al., 2018). It might be beneficial to carefully consider when the phenomena are likely to have negative effects on interpersonal, competence-based, and well-being outcomes. For instance, moderators can draw attention to a contradiction between impostor beliefs' favorable link with interpersonal success in the workplace and their negative correlation with competence-related outcomes.

On the other side, people with workplace impostor concepts who engage in activities or do tasks that are highly socially embedded may have a wealth of opportunities to become more other-oriented, improving interpersonal benefits while perhaps minimizing competence-related drawbacks. Future studies could look at gender's role as an effect modifier rather than an antecedent (Tewfik, 2022).

#### **Conclusion**

The paper added to the body of knowledge on intellectual property and job performance by offering a fresh perspective and a comprehensive framework for comprehending and addressing this phenomenon in the workplace. The paper also provided practical implications and recommendations for individuals who are subjected to IP in the workplace, as well as managers and organizations who want to help them. The paper proposed that individuals can cope with or reduce IP by

engaging in vicarious learning from similar and relevant others, employing consistent and infrequent impression management tactics, and engaging in balanced and constructive high-quality self-reflection. Managers and organizations can also help individuals by providing positive feedback, recognition, mentoring, coaching, training, and development opportunities, according to the paper.

The impostor phenomenon is a pervasive experience that affects individuals across a range of professions and contexts. By shedding light on the complex relationship between impostor feelings and job performance, this paper contributes to our understanding of the psychological factors that shape human behavior and performance. Ultimately, our findings suggest that managing the impostor phenomenon requires a combination of social and cognitive strategies and that creating a supportive and growth-oriented environment is key to fostering resilience and success in the face of self-doubt.

Our study concludes that SRT theory is a useful lens for understanding how people deal with the lingering effects of "feeling like a phony" and the residual effects of employee self-reflection and job performance. According to this study's findings, which are in line with SRT theory, people who have high levels of IP may be able to use impression management, vicarious learning, and self-reflection to deal with these sensations and enhance their performance at work. Although imposters are frequently characterized as people who are objectively successful and competent, their ongoing imposter anxieties affect not just their well-being but also their ability to contribute on the job. Continued investigation into impostorism may assist HRD professionals, administrators, and organizational scientists in better comprehending how to utilize it.

#### Contribution of Authors

Huma Gorsi: Conceptualization, Investigation, Methodology, Data

Curation, Formal Analysis, Writing – Original Draft

Syed Ahmed Ali: Methodology, Writing - Reviewing & Editing, Supervision

Shahnila Tariq: Methodology, Writing - Reviewing & Editing

#### Conflict of Interest

There is no conflict of interest declared by the authors.

#### Source of Funding

The authors declared no source of funding.

#### Data Availability Statement

The datasets of the current study are not available publicly due to ethical reasons but are available from the corresponding author [H.G.] upon the reasonable request.

#### References

- Aslan, Ş., & Akarçay, D. (2014). The effects of impression management and organizational affective commitment on citizenship performance. *Commitment*, 57, 58.
- Bandura, A. (1988). Self-Regulation of Motivation and Action Through Goal Systems. In V. Hamilton, G. H. Bower, & N. H. Frijda (Eds.), *Cognitive Perspectives on Emotion and Motivation* (pp. 37-61). Springer Netherlands. [https://doi.org/10.1007/978-94-009-2792-6\\_2](https://doi.org/10.1007/978-94-009-2792-6_2)
- Bandura, A., & Adams, N. E. (1977). Analysis of the self-efficacy theory of behavioral change. *Cognitive Therapy and Research*, 1(4), 287-310. <https://doi.org/10.1007/BF01663995>
- Bernard, N. S., Dollinger, S. J., & Ramaniah, N. V. (2002). Applying the big five personality factors to the impostor phenomenon. *Journal of personality assessment*, 78(2), 321-333. [https://doi.org/http://doi.org/10.1207/S15327752JPA7802\\_07](https://doi.org/http://doi.org/10.1207/S15327752JPA7802_07)
- Bhaskar, U., Mishra, B., Yadav, N., & Sinha, P. (2023). Who uses deceptive impression management

- to succeed at job interviews? The role of ethical ideologies and work locus of control. *International Journal of Manpower*, 44(3), 453-469. <https://doi.org/10.1108/IJM-08-2021-0503>
- Bin, A. S. (2015). The relationship between job satisfaction, job performance and employee engagement: An explorative study. *Issues in Business Management, Economics*, 4(1), 1-8. <https://doi.org/http://dx.doi.org/10.15739/IBME.16.001>
- Bolino, M. C., Kacmar, K. M., Turnley, W. H., & Gilstrap, J. B. (2008). A Multi-Level Review of Impression Management Motives and Behaviors. *Journal of management*, 34(6), 1080-1109. <https://doi.org/10.1177/0149206308324325>
- Bolino, M. C., & Turnley, W. H. (1999). Measuring Impression Management in Organizations: A Scale Development Based on the Jones and Pittman Taxonomy. *Organizational Research Methods*, 2(2), 187-206. <https://doi.org/10.1177/109442819922005>
- Borman, W. C., & Motowidlo, S. (1993). Expanding the criterion domain to include elements of contextual performance. In *Personnel Selection in Organizations* (pp. 71). Psychology Faculty Publications. [https://doi.org/https://scholarcommons.usf.edu/psy\\_facpub/11](https://doi.org/https://scholarcommons.usf.edu/psy_facpub/11)
- Bucknell, K. J., Kangas, M., & Crane, M. F. (2022). Adaptive self-reflection and resilience: The moderating effects of rumination on insight as a mediator. *Personality and Individual Differences*, 185, 111234. <https://doi.org/https://doi.org/10.1016/j.paid.2021.111234>
- Campbell, J. P. (1990). Modeling the performance prediction problem in industrial and organizational psychology. In *Handbook of industrial and organizational psychology, Vol. 1, 2nd ed.* (pp. 687-732). Consulting Psychologists Press.
- Campbell, J. P., McCloy, R. A., Oppler, S. H., & Sager, C. E. (1993). A theory of performance. In *Personnel selection in organizations* (Vol. 3570, pp. 35-70).
- Chakraverty, D. (2022). Faculty Experiences of the Impostor Phenomenon in STEM Fields. *CBE—Life Sciences Education*, 21(4), ar84. <https://doi.org/10.1187/cbe.21-10-0307>
- Clance, P. R. (1985). *The impostor phenomenon: Overcoming the fear that haunts your success*. Peachtree Pub Ltd.
- Clance, P. R., & Imes, S. A. (1978). The imposter phenomenon in high achieving women: Dynamics and therapeutic intervention. *Psychotherapy: Theory, Research & Practice*, 15(3), 241. <https://doi.org/http://dx.doi.org/10.1037/h0086006>
- Clance, P. R., & O'Toole, M. A. (1987). The imposter phenomenon: An internal barrier to empowerment and achievement. *Women & Therapy*, 6(3), 51-64. [https://doi.org/http://doi.org/10.1300/J015V06N03\\_05](https://doi.org/http://doi.org/10.1300/J015V06N03_05)
- Cowden, R. G., & Meyer-Weitz, A. (2016). Self-reflection and Self-insight Predict Resilience and Stress in Competitive Tennis. *Social Behavior and Personality: An International Journal*, 44(7), 1133-1149. <https://doi.org/10.2224/sbp.2016.44.7.1133>
- Crawford, W. S., Shanine, K. K., Whitman, M. V., & Kacmar, K. M. (2016). Examining the impostor phenomenon and work-family

- conflict. *Journal of Managerial Psychology*, 31(2), 375-390. <https://doi.org/https://doi.org/10.1108/JMP-12-2013-0409>
- Cumming, J., Clark, S. E., Ste-Marie, D. M., McCullagh, P., & Hall, C. (2005). The functions of observational learning questionnaire (FOLQ). *Psychology of Sport and Exercise*, 6(5), 517-537. <https://doi.org/https://doi.org/10.1016/j.psychsport.2004.03.006>
- Duncan, L., Taasobshirazi, G., Vaudreuil, A., Kota, J. S., & Sneha, S. (2023). An Evaluation of Impostor Phenomenon in Data Science Students. *International Journal of Environmental Research and Public Health*, 20(5), 4115. <https://www.mdpi.com/1660-4601/20/5/4115>
- Edeh, F. O., Zayed, N. M., Darwish, S., Nitsenko, V., Hanechko, I., & Islam, K. A. (2023). Impression management and employee contextual performance in service organizations (enterprises). *Emerging Science Journal*, 7(2), 366-384.
- Grant, A. M., Franklin, J., & Langford, P. (2002). The self-reflection and insight scale: a new measure of private self-consciousness. *Social Behavior and Personality: An International Journal*, 30(8), 821-835. <https://doi.org/10.2224/sbp.2002.30.8.821>
- Gutierrez, A. (2020). The Impostor Phenomenon as an Antecedent to Employment Negotiations. *Academy of Management Proceedings*, 2020(1), 18368. <https://doi.org/10.5465/AMBPP.2020.18368abstract>
- Higgins, C. A., & Judge, T. A. (2004). The Effect of Applicant Influence Tactics on Recruiter Perceptions of Fit and Hiring Recommendations: A Field Study. *Journal of applied Psychology*, 89(4), 622-632. <https://doi.org/10.1037/0021-9010.89.4.622>
- Hudson, S., & González-Gómez, H. V. (2021). Can impostors thrive at work? The impostor phenomenon's role in work and career outcomes. *Journal of Vocational Behavior*, 128, 103601. <https://doi.org/https://doi.org/10.1016/j.jvb.2021.103601>
- Hutchins, H. M., Penney, L. M., & Sublett, L. W. (2018). What imposters risk at work: Exploring impostor phenomenon, stress coping, and job outcomes. *Human Resource Development Quarterly*, 29(1), 31-48. <https://doi.org/https://doi.org/10.1002/hrdq.21304>
- Ilmi, M. r., Drajadi, N. A., & Putra, K. A. (2023). Linking the theory and practice: self-reflections on technology-integrated English grammar teaching. *Reflective Practice*, 24(2), 125-136. <https://doi.org/10.1080/14623943.2022.2146080>
- Kark, R., Meister, A., & Peters, K. (2021). Now You See Me, Now You Don't: A Conceptual Model of the Antecedents and Consequences of Leader Impostorism. *Journal of Management*, 0(0), 01492063211020358. <https://doi.org/10.1177/01492063211020358>
- Leary, M. R., Patton, K. M., Orlando, A. E., & Funk, W. W. (2000). The Impostor Phenomenon: Self-Perceptions, Reflected Appraisals, and Interpersonal Strategies. 68(4), 725-756. <https://doi.org/10.1111/1467-6494.00114>
- Li, H., & Ngo, H.-y. (2023). Impostor phenomenon and career preparatory activities: testing ego depletion as mediator and gender as a moderator.



- Current Psychology*.  
<https://doi.org/10.1007/s12144-023-04493-5>
- Lim, R. B. T., Hoe, K. W. B., & Zheng, H. (2022). A Systematic Review of the Outcomes, Level, Facilitators, and Barriers to Deep Self-Reflection in Public Health Higher Education: Meta-Analysis and Meta-Synthesis [Systematic Review]. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/feduc.2022.938224>
- López-Cabarcos, M. Á., Vázquez-Rodríguez, P., & Quiñoá-Piñeiro, L. M. (2022). An approach to employees' job performance through work environmental variables and leadership behaviors. *Journal of Business Research*, 140, 361-369. <https://doi.org/https://doi.org/10.1016/j.jbusres.2021.11.006>
- McFarland, L. A., Hendricks, J. L., & Ward, W. B. (2023). A contextual framework for understanding impression management. *Human Resource Management Review*, 33(1), 100912. <https://doi.org/https://doi.org/10.1016/j.hrmr.2022.100912>
- Myers, C. G. (2018). Coactive Vicarious Learning: Toward a Relational Theory of Vicarious Learning in Organizations. *Academy of Management Review*, 43(4), 610-634. <https://doi.org/10.5465/amr.2016.0202>
- Myers, C. G. (2021). Performance Benefits of Reciprocal Vicarious Learning in Teams. *Academy of Management*, 64(3), 926-947. <https://doi.org/10.5465/amj.2018.0875>
- Navidi P, Saeedpour S, Ershadmanesh S, Hossein MM, Bahrami B (2023) Prosocial learning: Model-based or model-free? *PLoS ONE* 18(6), e0287563. <https://doi.org/10.1371/journal.pone.0287563>
- Roberts, D. (2010). Vicarious learning: A review of the literature. *Nurse Education in Practice*, 10(1), 13-16. <https://doi.org/https://doi.org/10.1016/j.nepr.2009.01.017>
- Ryan, R. M., & Deci, E. L. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, 52(1), 141-166. <https://doi.org/10.1146/annurev.psych.52.1.141>
- Sakulku, J., & Alexander, J. (2011). The impostor phenomenon. *International Journal of Behavioral Science*, 6(1), 75-97.
- Schudlik, K., Reinhard, M.-A., & Müller, P. (2023). The Relationship between Preparation, Impression Management, and Interview Performance in High-Stakes Personnel Selection: A Field Study of Airline Pilot Applicants. *The International Journal of Aerospace Psychology*, 33(2), 120-138. <https://doi.org/10.1080/24721840.2022.2164497>
- Shreffler, M. B., Murfree, J. R., Huecker, M. R., & Shreffler, J. R. (2023). The impostor phenomenon and work-family conflict: An assessment of higher education. *Management in Education*, 37(1), 5-12. <https://doi.org/10.1177/0892020620959745>
- Singh, A., & Arora, M. K. (2023). Perceived Incompetence: A Study of the Impostor Phenomenon among Sport Performers. *International Journal of Indian Psychology*, 11(1), 310-326. DOI:10.25215/1101.034
- Stone-Sabali, S., Bernard, D. L., Mills, K. J., & Osborn, P. R. (2023). Mapping the evolution of the impostor phenomenon research: A bibliometric analysis. *Current*

- Psychology*.  
<https://doi.org/10.1007/s12144-022-04201-9>
- Tewfik, B. (2021). Impostor phenomenon revisited: Presenting a self-affirmation theory of workplace impostor thoughts. *Academy of Management Proceedings*, 2021(1), 10612.  
<https://doi.org/10.5465/AMBPP.2021.10612abstract>
- Tewfik, B. A. (2022). The Impostor Phenomenon Revisited: Examining the Relationship between Workplace Impostor Thoughts and Interpersonal Effectiveness at Work. *Academy of Management Journal*, 65(3), 988-1018.  
<https://doi.org/10.5465/amj.2020.1627>
- Tewfik, D. B. A. (2022). The Impostor Phenomenon Revisited: Examining the Relationship between Workplace Impostor Thoughts and Interpersonal Effectiveness at Work. *Academy of Management Journal*, 0(ja), null.  
<https://doi.org/10.5465/amj.2020.1627>
- Van Dun, D. H., & Wilderom, C. P. M. (2021). Improving high lean team performance through aligned behaviour-value patterns and coactive vicarious learning-by-doing. *International Journal of Operations & Production Management*, 41(13), 65-99.  
<https://doi.org/10.1108/IJOPM-11-2020-0809>
- Vergauwe, J., Wille, B., Feys, M., De Fruyt, F., & Anseel, F. (2015). Fear of being exposed: the trait-relatedness of the impostor phenomenon and its relevance in the work context. *Journal of Business and Psychology*, 30(3), 565-581.  
<https://doi.org/https://doi.org/10.1007/s10869-014-9382-5>
- Waddingham, J. A., Hamrick, A. B., & Zachary, M. A. (2023). Addressing the entrepreneur in the room: Entrepreneurial exit and impression management tactics in the employment interview context. *Journal of Business Venturing Insights*, 19, e00370.  
<https://doi.org/https://doi.org/10.1016/j.jbvi.2022.e00370>
- Zeng, K., Wang, D., Huang, W., Li, Z., & Zheng, X. (2022). Role of moral judgment in peers' vicarious learning from employees' unethical pro-organizational behavior. *Ethics & Behavior*, 32(3), 239-258.  
<https://doi.org/10.1080/10508422.2021.1875829>