E

ntre las afirmaciones de Alison Martins Meurer y Flaviano Costa, expresadas en su artículo [*Behold the best and worst of me: the impostor phenomenon and academic behavior in the business area*](https://www.scielo.br/scielo.php?pid=S1519-70772020000200348&script=sci_arttext), publicado en Revista Contabilidade & Finanças; São Paulo Tomo 31, N.º 83, (May-Aug 2020): 348-363, encontramos estas que llamaron fuertemente nuestro interés:“(…) *The results negatively associated the IP with ACBs and positively associated it with CABs. Postgraduate students with the IP may not be adequately engaging in the activities that permeate stricto sensu, damaging the climate and culture of cooperation needed to carry out the academic activities. With this, the results obtained by postgraduation programs, such as scientific publications and extension projects, may be hindered by the disengaged behaviors of these students. ꟷFrom the student perspective, the performance and knowledge of these students may be being hampered by behaviors that are not ideal, such as procrastination, workaholicism, and individualism, among other negative attitudes. Such attitudes may be prejudicial to professional development, given that commitment to the stricto sensu tasks and relationship networks are essential for the development of various academic activities, such as research, leadership roles, and teaching. ꟷAlso related to students' attitudes, in social terms, preparing them to be good professionals means incentivizing them to display citizenship behaviors. In this sense, maximizing such attitudes in postgraduate students may collaborate in training individuals who are able to meet the social demands in the environment in which they will carry out their professional activities. By the end of the course, stricto sensu postgraduates are expected to have developed abilities for analyzing and solving complex problems, managing projects, displaying critical thinking, as well as leadership and time management skills (Andrade, 2018), which are abilities that may be affected both by counterproductive attitudes, such as disengagement, and by characteristics of the IP, such as procrastination (Chassangre & Callahan, 2017).* (…)”

El artículo nos ha ayudado a entender el comportamiento de varios de nuestros estudiantes que siempre se quejan de las dificultades del aprendizaje, señalando que no están de acuerdo con la suerte, pues no entienden por qué deben esperar que en un examen les planteen preguntas fáciles para poder aprobarlo. En cuanto a los profesionales en ejercicio también hemos observado muchos que evaden la investigación, la reflexión, el análisis, la documentación, pues sienten que no están preparados para ello. Unos y otros son impostores.

La desconfianza en las propias capacidades obra como un gran obstáculo para ocuparse en actividades científicas, inclinándolos hacia tareas operativas, que los llevan a ocuparse de las labores de los tecnólogos y de los técnicos. Hay que convencerlos que estudiando serán competentes.

*Hernando Bermúdez Gómez*