



**FLORIDA CHRISTIAN
UNIVERSITY®**

MASTER OF SCIENCE IN BUSINESS ADMINISTRATION IN NEUROMARKETING

Paulo Roberto Grasiano Moreti

**PERSONAL BRANDING: DIAGNOSTIC MODEL AND PROCESS FOR ENHANCING THE
PERSONAL BRAND**

**PERSONAL BRANDING: MODELO DE DIAGNÓSTICO Y PROCESO PARA MEJORAR LA
MARCA PERSONAL**

***PERSONAL BRANDING: MODELO DE DIAGNÓSTICO E PROCESSO PARA POTENCIALIZAÇÃO
DA MARCA PESSOAL***

PUBLICADO: 08/2024

<https://doi.org/10.47820/recima21.v5i1.5635>

Florida – USA

2024



**FLORIDA CHRISTIAN
UNIVERSITY®**

MASTER OF SCIENCE IN BUSINESS ADMINISTRATION IN NEUROMARKETING

Paulo Roberto Grasiano Moreti

**PERSONAL BRANDING: DIAGNOSTIC MODEL AND PROCESS FOR ENHANCING THE
PERSONAL BRAND**

Master's thesis presented as a partial requirement to obtain the degree of Master of Science in Business Administration in Neuromarketing, from Florida Christian University.

Advisor: Prof. Davis Souza Alves, Ph.D.

Florida – USA
2024

CATALOGRAPHIC SHEET

MORETI, Paulo Roberto Grasio. Personal Branding process model for diagnosing self-knowledge and enhancing the Personal Brand.

Orlando: Florida Christian University, Master's Thesis, 2024.

Author Profile: Founding partner of Element Publicities; advertiser, personal branding specialist, speaker, coach and author. Specialized in Social Communication and Advertising from FMU (Faculdades Metropolitanas Unidas) and Postgraduate in Branding Innovation from Faculdades Integradas Rio Branco. Coach with International certifications – Latin American Coaching Society (SLAC), SOAR Behavioral Profile Analyst, Emotional Intelligence – CIS METHOD and Microexpressions – C|PME® Social Intelligence Group. Member of the PERSONAL Branding International Board (Personal Branding World). Guest Professor at Faculdades Integradas Rio Branco, Santa Marcelina, Instituto de Tecnologia Mauá, Istituto Europeo di Design, FMU Centro Universitário, Brandster School, Senac Fortaleza, Idemp – Corporate Education. Author and co-author of the books: Marketing also wears white (2012), You Brand and Personal Marketing (2018), Find your brand (2021), IPO Pessoal – how you can become a millionaire brand (2022) and Branding also wears white (2023).



**THE OFFICIAL MINUTES OF THE DISSERTATION DEFENSE OF
MASTER OF SCIENCE IN BUSINESS ADMINISTRATION IN NEUROMARKETING**

**DEGREE BY:
PAULO ROBERTO GRASIANO MORETI – 6504-01**

On July 16, 2024, in the meeting room (online) of Florida Christian University located in Orlando, Florida, **Paulo Roberto Grasiانو Moreti** defended his thesis to receive the Degree of Master of Science in Business Administration in Neuromarketing titled: **Modelo de processo em Personal Branding para diagnóstico de autoconhecimento e potencialização da Marca Pessoal**. The student had the opportunity to respond to questions and discuss the comments posed by the examining board. Upon conclusion, the examining board awarded the student the grade bellow.

GRADE
4.0 A+

Rating	Letter Grade	Percent Grade	Scale
Excellent	A +	96 - 100	4.0
	A	90 - 95	3.7 - 3.9
Above Average	B +	87 - 89	3.3 - 3.6
	B	83 - 86	3.0 - 3.2
	B -	80 - 82	2.7 - 2.9
Average	C +	77 - 79	2.3 - 2.6
	C	73 - 76	2.0 - 2.2
	C -	70 - 72	1.7 - 1.9
Bellow Average	D +	67 - 69	1.3 - 1.6
	D	65 - 66	1.0 - 1.2
Fail	F	Below 65	0.0 - 0.9

Based on this result, the President of the examining board declared the thesis approved and the official minutes were signed by the board on July 16, 2024.

Prof. Dr. Andre Medeiros 
DocuSigned by: 002304812099453 DocuSigned by:

Prof. Dr. Davis Souza Alves 
E8ED754538F9AC7

Prof. Dr. Sergio Behnken 

THANKS

I want to first thank God, for allowing me to get here, for placing special people to walk this path with me, for supporting and guiding me on this journey.

A special thank you to Jane, my wife and eternal partner, who always gives me strength, encourages me, supports me: thank you for your love and companionship throughout this process; and Jaime Bartholomeu, for accompanying me and supporting me throughout this research.

I would also like to thank my parents, who gave me the conditions to get me to where I am today.

To the various friends who accompanied this entire journey, in particular, Dulce Regina Migliorini, Daniel Borges and Lia Buratto, for their availability and patience.

I thank my advisor, Prof. Davis Souza Alves, who shared his knowledge and experience.

I would like to thank all the professionals who promptly supported me in collecting data, making this research viable.

SUMMARY

The proposed research aims to explore the influence of self-knowledge on personal brand management, based on the Personal Branding Questionnaire adapted for Brazilian culture. The study aims to validate the hypothesis that there is a positive correlation between the understanding of values, beliefs and purposes and the development of an effective positioning, as the professional deepens their self-knowledge. The methodology included a systematic review of the literature and the cross-cultural adaptation of the questionnaire, taking into account the cultural differences between Brazil and Portugal, based on Meyer's 8-dimension Model (2015). After applying the questionnaire to 56 professionals from different areas and implementing a structured personal branding model, the questionnaire was reapplied to evaluate the impact of the process. The results showed an increase in the perception of the importance of personal branding after the intervention, confirming that self-knowledge is fundamental for the effective management of the personal brand. The study proposes the Personal Branding Step by Step model to facilitate the diagnosis and enhancement of the personal brand, suggesting future research focusing on neuroplasticity, emotional intelligence and behavioral profile to complement the model.

KEYWORDS: Self-knowledge. Personal brand management. Personal Branding. Personal Branding Questionnaire. Professional positioning.

RESUMEN

La investigación propuesta tiene como objetivo explorar la influencia del autoconocimiento en la gestión de la marca personal, basada en el Cuestionario de Personal Branding adaptado a la cultura brasileña. El estudio busca validar la hipótesis de que existe una correlación positiva entre la comprensión de valores, creencias y propósitos y el desarrollo de un posicionamiento eficaz, a medida que el profesional profundiza en su autoconocimiento. La metodología incluyó una revisión sistemática de la literatura y la adaptación transcultural del cuestionario, teniendo en cuenta las diferencias culturales entre Brasil y Portugal, basada en el Modelo de 8 Dimensiones de Meyer (2015). Después de aplicar el cuestionario a 56 profesionales de diferentes áreas e implementar un modelo estructurado de personal branding, el cuestionario se volvió a aplicar para evaluar el impacto del proceso. Los resultados mostraron un aumento en la percepción de la importancia del personal branding después de la intervención, confirmando que el autoconocimiento es fundamental para la gestión efectiva de la marca personal. El estudio propone el modelo Personal Branding Paso a Paso para facilitar el diagnóstico y la mejora de la marca personal, sugiriendo futuras investigaciones enfocadas en la neuroplasticidad, la inteligencia emocional y el perfil conductual para complementar el modelo.

PALABRAS CLAVE: Autoconocimiento. Gestión de marca personal. Marca personal. Cuestionario de marca personal. Posicionamiento profesional.

RESUMO

A pesquisa proposta tem como objetivo explorar a influência do autoconhecimento na gestão de marca pessoal, com base no Questionário de Personal Branding adaptado para a cultura brasileira. O estudo busca validar a hipótese de que existe uma correlação positiva entre o entendimento de valores, crenças e propósitos e o desenvolvimento de um posicionamento eficaz, à medida que o profissional aprofunda seu autoconhecimento. A metodologia incluiu uma revisão sistemática da literatura e a adaptação transcultural do questionário, levando em consideração as diferenças culturais entre Brasil e Portugal, com base no Modelo de 8 Dimensões de Meyer (2015). Após a aplicação do questionário em 56 profissionais de diferentes áreas e a implementação de um modelo estruturado de personal branding, o questionário foi reaplicado para avaliar o impacto do processo. Os resultados mostraram um aumento na percepção da importância do personal branding após a intervenção, confirmando que o autoconhecimento é fundamental para a gestão eficaz da marca pessoal. O estudo propõe o modelo Personal Branding Passo a Passo para facilitar o diagnóstico e o aprimoramento da marca pessoal, sugerindo futuras pesquisas focadas em neuroplasticidade, inteligência emocional e perfil comportamental para complementar o modelo.

PALAVRAS-CHAVE: Autoconhecimento. Gestão de marca pessoal. Marca pessoal. Questionário de marca pessoal. Posicionamento profissional.

LIST OF ABBREVIATIONS AND ACRONYMS

BANI	<i>Brittleness, Anxiety, Nonlinearity, Incomprehensibility</i>
BT	<i>Back Translation</i>
CALTECH	<i>California Institute of Technology</i>
QC	Cultural Intelligence
CVR	Content Validity Ratio
USA	USA
SLR	Systematic Literature Review
T	Translation / <i>Translation</i>
WoS	Web of Science

LIST OF ILLUSTRATIONS

Figure 1: Erin Meyer's 8-dimensional model	27
Figure 2: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal	28
Figure 3: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal clipping on Communicating	29
Figure 4: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal clipping on Evaluating.....	29
Figure 5: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal section on Leading.....	30
Figure 6: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal clipping on Deciding	30
Figure 7: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal section on Trusting	30
Figure 8: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal clipping on Disagreeing	31
Figure 9: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal section on Scheduling.....	31
Figure 10: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal clipping on Persuading	32
Figure 11: Research design	39
Figure 12: Procedure for carrying out RSL: Pollock and Berge (2018).....	40
Figure 13: Terms used in the search key expression in the Google Scholar, WoS and Scopus databases	41
Figure 14: Results obtained from databases.....	41
Figure 15: Characteristics of the experiment.....	43
Figure 16: Determination of sample size	46
Figure 17: Graph of percentage distributions for questions 1 and 16	58
Figure 18: Graph of percentage distributions for questions 2 and 17	59
Figure 19: Graph of percentage distributions for questions 3 and 18	61
Figure 20: Graph of percentage distributions for questions 4 and 19	62

Figure 21: Graph of percentage distributions for questions 5 and 20	63
Figure 22: Graph of percentage distributions for questions 6 and 21	64
Figure 23: Graph of percentage distributions for questions 7 and 22	65
Figure 24: Graph of percentage distributions for questions 8 and 23	66
Figure 25: Graph of percentage distributions for questions 9 and 24	67
Figure 26: Graph of percentage distributions for questions 10 and 25	68
Figure 27: Graph of percentage distributions for questions 11 and 26	69
Figure 28: Graph of percentage distributions for questions 12 and 27	70
Figure 29: Graph of percentage distributions for questions 13 and 28	71
Figure 30: Graph of percentage distributions for questions 14 and 29	72
Figure 31: Graph of percentage distributions for questions 15 and 30	73
Figure 32: Print of the Instagram screen of a journalist participating in the research	91
Figure 33: Print of the Instagram screen of a journalist participating in the research	91
Figure 34: Print of the Instagram screen of a journalist participating in the research	92
Figure 35: Print of the Instagram screen of a journalist participating in the research	92
Figure 36: Print of the Instagram screen of a journalist participating in the research	93
Figure 37: Print of the Instagram screen of a journalist participating in the research	93
Figure 38: Print of the Instagram screen of a journalist participating in the research	94
Figure 39: Print of the Instagram screen of a journalist participating in the research	94
Figure 40: Print of the Instagram screen of a journalist participating in the research	95
Figure 41: Print of the Instagram screen of a journalist participating in the research	95
Figure 42: Print of the Instagram screen of a journalist participating in the research	96
Figure 43: Print of the Instagram screen of a journalist participating in the research	96
Figure 44: Print of the Instagram screen of a journalist participating in the research	97

LIST OF FRAMEWORKS

Table 1: Proposal for a complementary structured model in personal branding.....	51
--	----

LIST OF TABLES

Table 1: Data regarding the gender of the participants	55
Table 2: Age of participants.....	55
Table 3: Education level of participants.....	56
Table 4: Data regarding years of professional experience	56
Table 5: Association between questions measuring awareness and importance, questions 1 and 16.	58
Table 6: Association between questions measuring awareness and importance, questions 2 and 17.	59
Table 7: Association between questions measuring awareness and importance, questions 3 and 18.	60
Table 8: Association between questions measuring awareness and importance, questions 4 and 19.	61
Table 9: Association between questions measuring awareness and importance, questions 5 and 20.	62
Table 10: Association between questions measuring awareness and importance, questions 6 and 21	63
Table 11: Association between questions measuring awareness and importance, questions 7 and 22	64
Table 12: Association between questions measuring awareness and importance, questions 8 and 23	65
Table 13: Association between questions measuring awareness and importance, questions 9 and 24	66
Table 14: Association between questions measuring awareness and importance, questions 10 and 25	67
Table 15: Association between questions measuring awareness and importance, questions 11 and 26	68
Table 16: Association between questions measuring awareness and importance, questions 12 and 27	69
Table 17: Association between questions measuring awareness and importance, questions 13 and 28	70
Table 18: Association between questions measuring awareness and importance, questions 14 and 29	71
Table 19: Association between questions measuring awareness and importance, questions 15 and 30	72
Table 20: McNemar test of questions without and with the application of a structured personal branding process model for the complete set of questions	75
Table 21: McNemar test for questions 1 and 16 without and with the application of the structured personal branding process model	76
Table 22: McNemar test for questions 2 and 17 without and with the application of the structured personal branding process model	77
Table 23: McNemar test for questions 3 and 18 without and with the application of the structured personal branding process model	78

Table 24: McNemar test for questions 4 and 19 without and with the application of the structured personal branding process model	79
Table 25: McNemar test for questions 5 and 20 without and with the application of the structured personal branding process model	80
Table 26: McNemar test for questions 6 and 21 without and with the application of the structured personal branding process model	81
Table 27: McNemar test for questions 7 and 22 without and with the application of the structured personal branding process model	82
Table 28: McNemar test for questions 8 and 23 without and with the application of the structured personal branding process model	83
Table 29: McNemar test for questions 9 and 24 without and with the application of the structured personal branding process model	84
Table 30: McNemar test for questions 10 and 25 without and with the application of the structured personal branding process model	85
Table 31: McNemar test for questions 11 and 26 without and with the application of the structured personal branding process model	86
Table 32: McNemar test for questions 12 and 27 without and with the application of the structured personal branding process model	87
Table 33: McNemar test for questions 13 and 28 without and with the application of the structured personal branding process model	88
Table 34: McNemar test for questions 14 and 29 without and with the application of the structured personal branding process model	89
Table 35: McNemar test for questions 15 and 30 without and with the application of the structured personal branding process model	90

SUMMARY

1. INTRODUCTION	17
1.1 JUSTIFICATION.....	18
1.2 RESEARCH PROBLEM	20
1.3 HYPOTHESIS.....	21
1.4 OBJECTIVES.....	21
1.4.1 General Objective.....	21
1.4.2 Specific objectives.....	21
2 LITERATURE REVIEW	22
2.1 COGNITIVE PROCESS.....	22
2.2 SELF-KNOWLEDGE AND UNCONSCIOUS.....	23
2.3 CULTURE	25
2.3.1 The Cultural Map.....	28
2.4 CONTEXTUALIZING BRANDING	32
2.5 PERSONAL BRANDING	33
3 METHODOLOGY	37
3.1 DEFINITION OF THE TYPE OF RESEARCH	37
3.2 DESCRIPTION OF THE RESEARCH DESIGN.....	38
3.3 RESEARCH CONTEXT.....	42
3.4 POPULATION AND SAMPLE.....	42
3.4.1 Population	42
3.4.2 Sampling	43
3.5 DATA COLLECTION INSTRUMENTS.....	46
3.5.1 Cross-Cultural Adaptation Process.....	47
3.5.2 Proposal for a Structured Process Model in Personal Branding.....	50
3.6 DATA COLLECTION PROCEDURES.....	53
3.7 DATA ANALYSIS	53
3.8 ETHICAL CONSIDERATIONS	54
3.9 LIMITATIONS OF THE RESEARCH METHOD	54
4 RESULTS AND DATA ANALYSIS	55
4.1 SOCIODEMOGRAPHIC CHARACTERIZATION	55
4.2 STATISTICAL ANALYSIS OF THE RESULTS OF THE PERSONAL BRANDING QUESTIONNAIRE VALIDATED AND ADAPTED TO THE BRAZILIAN CULTURE.....	56
4.2.1 Assessment of the internal consistency of the questionnaire	57
4.2.1.1 Questions 1 to 15	57
4.2.1.2 Questions 16 to 30	57
4.3 ASSESSMENT OF THE ASSOCIATION BETWEEN QUESTIONS THAT MEASURE CONSCIOUSNESS AND IMPORTANCE.....	57
4.3.1 Questions 1 and 16	57
4.3.2 Questions 2 and 17	58
4.3.3 Questions 3 and 18	60
4.3.4 Questions 4 and 19	61
4.3.5 Questions 5 and 20	62
4.3.6 Questions 6 and 21	63
4.3.7 Questions 7 and 22	64
4.3.8 Questions 8 and 23	65
4.3.9 Questions 9 and 24	66
4.3.10 Questions 10 and 25	67
4.3.11 Questions 11 and 26	68
4.3.12 Questions 12 and 27	69
4.3.13 Questions 13 and 28	70
4.3.14 Questions 14 and 29	71
4.3.15 Questions 15 and 30	72
4.4 APPLICATION OF THE STRUCTURED PERSONAL BRANDING PROCESS MODEL	73
4.4.1 Questions 1 and 16	76
4.4.2 Questions 2 and 17	77
4.4.3 Questions 3 and 18	78

4.4.4 Questions 4 and 19	79
4.4.5 Questions 5 and 20	80
4.4.6 Questions 6 and 21	81
4.4.7 Questions 7 and 22	82
4.4.8 Questions 8 and 23	83
4.4.9 Questions 9 and 24	84
4.4.10 Questions 10 and 25	85
4.4.11 Questions 11 and 26	86
4.4.12 Questions 12 and 27	87
4.4.13 Questions 13 and 28	88
4.4.14 Questions 14 and 29	89
4.4.15 Questions 15 and 30	90
4.5 MONITORING EXAMPLE	90
4.6 DISCUSSION OF RESULTS	97
4.6.1 Application of the proposed structured personal branding model	103
5 FINAL CONSIDERATIONS	109
REFERENCES	110
ATTACHMENTS	118
ANNEX A – TEMPLATE OF INFORMED CONSENT DECLARATION.....	118
ANNEX B – TEMPLATE QUESTIONNAIRE ON PERSONAL BRANDING	119

1. INTRODUCTION

The theme of this research aims to develop a structured process model in personal branding to diagnose self-knowledge and enhance the personal brand of professionals, starting with the validation and application of a questionnaire on personal branding translated and validated according to Brazilian culture. It was created based on Meyer's Model of 8 cultural dimensions (2015) and included the application of a structured process of building a personal brand, reapplication of the questionnaire and validation of its results.

The topic is in line with research, such as the Future of Work Report 2020 (2020), carried out by the World Economic Forum, which highlights, among other topics, the behavioral skills that corporate brands consider relevant for a modern professional by 2025: intelligence emotional, cognitive flexibility, good interpersonal communication and critical thinking, skills that are acquired and that lead to a better understanding of the "self", in addition to the willingness for continuous learning, life long learning.

In past decades, corporate brands dictated the careers of professionals; nowadays, it is the professional who must manage their career to become more relevant; You must plan it, manage it, in addition to accumulating knowledge to ensure your longevity in the job market.

There are countless professionals impacted by the need to find new paths, but, due to a lack of self-knowledge and strategy, they are unable to put themselves in the spotlight and create practical actions in their favor. Identifying points that need to be developed, as well as enhancing the skills already acquired, is the aim of this research on the cognitive process, self-knowledge, culture, branding and personal branding related to personal brand management, with a view to preparing professionals for this new market that has already been established.

Branding, also known as brand management, represents a group of strategic actions by a company that are crucial to its positioning. It aims to make brands more desired by their target audience, establishing positive links with them and improving their perception of them. These actions are carried out based on the values, objectives, precepts and positioning of the organization, which are essential internal elements for building a brand.

When this corporate management is brought to the personal sphere, there is personal branding, a theme that emerged in mid-1937, in the USA, and gained notoriety over the years, but only in 1997 reached popularity, as professionals they realized the importance of having individual differences in a competitive market. In Brazil, personal brand management began to be disseminated in 2001 and, more recently, it has been understood as a necessary strategy. (Migliorini; Moreti, 2018).

Differentiating yourself, in this sense, is not just about having capabilities acquired during your professional life, more than that: it is about bringing, as a sales tactic for your personal brand, a positioning structured in intrinsic, unique truths and values. It does not, therefore, involve the construction, in a deprived way, of personal marketing, which aims only to delight the customer and attract desired corporate brands and sell something without content and with an interesting external appeal.

Personal branding is the process of managing reputation and personal image, both online and offline. It is a strategy for a professional to differentiate themselves in the job market, building solid professional and personal relationships. According to Peters (1997), author of *The Brand Called You*,

“we are all brands and, as such, we need to manage our image and reputation”. He believes that people should consider themselves sole proprietors and develop their personal brand to achieve professional success.

In view of this context, to meet the research objective, the work is formatted into five chapters, whose approaches will follow this sequence: (1) cognitive process; (2) self-knowledge; (3) culture; (4) contextualization of branding; and (5) personal branding as an instrument for building a professional career (strategies, coherent planning, contextualization of branding or brand management) and as brand management.

The proposal of this research is based on the translation and validation, according to Brazilian culture, of the Personal Branding Questionnaire. This questionnaire was initially created by Chakrabarti (2014), in English; It was later translated into Portuguese by Fernandes (2015), with a view to developing a personal branding process to diagnose self-knowledge and enhance personal brands.

Based on the objectives established in this research, it is considered to be an empirical, descriptive research, with a quantitative and qualitative approach, ex-post-facto and bibliographical with an experimental strategy.

1.1 Justification

Driven by constant transformations, the market is transitioning from Revolution 4.0 – also called the Industrial Revolution, which is a form of productive organization using automation and integration of its processes (Glória Jr.; Reis, 2021) – to Revolution 5.0, which prioritizes humanity.

Revolution 5.0, as a guide for the future of industry, is a contemporary concept that highlights the importance of sustainability, with a central focus on humans, corporate adaptation and cooperation between humans and machines, (Pereira; Santos 2022 *apud* European Commission, 2021; Di Nardo; YU, 2021). This added much more speed to the changes and the need for professionals to follow this process, otherwise they risk becoming outdated.

This new scenario has shown that professionals with more years of experience and their hard skills, technical knowledge that continues to be necessary, no longer have the same weight as in the past, losing space to those who have the agility to learn the new market dynamics and are capable of combining several soft skills, which include socio-behavioral skills.

According to Santos (2023 *apud* Kautz *et al.*, 2014), these are personal and behavioral skills that are complex to measure, as they encompass skills such as assertive communication and strategic vision, leadership and people management, as well as problem solving. According to the author, these skills are essential for an individual to communicate effectively, thus establishing interpersonal relationships at various levels in an effective way.

Entrepreneurship, according to Santos *et al.*, (2022), is based on the concept of being an innovative activity that is based on the benefit of generating profits, whether through the creation of new services and products, or through work methods focused on serving a market that yearns for news.

In this scenario, Cultural Intelligence (CQ), a concept created at the beginning of the 21st century and which represents the human capacity to adapt to different cultural environments, is also

highly sought after by companies, due to its enormous potential in terms of success. of business in foreign countries (Videira, 2019).

Today, human beings experience a context in which learning, unlearning and relearning have revolutionized the way they relate personally and professionally, which gives them more chances of achieving success in life and career. For this capacity to be awakened, it is necessary that, first, the person turns to their “self”, develops self-knowledge work and acquires a full understanding of who they are and what they want to be.

The main motivation, then, to support this research lies in the importance that the topic has for current society and for individuals, taking into account the possibility of them being able to effectively manage their career, in addition to assuming future professional responsibilities. These characteristics will have personal impacts and also the entire ecosystem around these professionals, that is, the corporate and personal brands to which they are connected.

The benefits, both for the professional and for the corporate brands that interact with him, could be countless. From the point of view of the professional who will go through the research, personal brand management, which is important in a competitive market, will become a strategy as the professional increases his awareness of who he is, what his values are, his purpose, competitive differentiators and take control of this personal brand (Personal Brand). This way, this professional will position himself clearly in the market, his brand will be expressed through personal marketing and will create positive experiences, when hiring or throughout the entire professional life cycle (career).

On the other hand, for corporate brands, personal brands can create connections, generate innovations, gains for companies, such as: strengthening teams, leaders and the corporate brand itself; gaining more customers; expanding brand awareness for its ecosystems (awareness); and humanization of the corporate brand, making these personal brands ambassadors for corporate ones and thus generating a greater feeling of trust in the customer.

There is a very large gap for many professionals to understand the difference between who they are and how they are effectively perceived by their stakeholders, which can often lead to the loss of promotion or a business opportunity, and this can occur due to a lack of deep self-knowledge or a lack of a well-defined strategy.

Many professionals even use the excuse that their competitor has better personal marketing, even if they have a similar resume and experience. The choice, at the time of hiring, ends up taking into account and valuing positive experiences that come from personal values, beliefs and purposes.

Even today, the perception is that personal branding is a job of personal marketing, coaching or personal image; Therefore, professionals focus on their CV, they do not realize that personal brand management is a previous process of structuring and understanding the characteristics of the product “YOU”, and then promoting it to the market.

Just like companies and their products, people are also brands that need to express and communicate their skills, personality and values. No one can effectively sell a product without knowing its differences and unique characteristics, just as consumers do not buy products that are not relevant and do not arouse desire, that is, they do not generate a connection.

The aim of this research is to lead participants to create perceptions and connections in search of continuous improvement in career management, through personal branding, in order to achieve professional goals.

The expectation is that they will be encouraged to use simple strategies that will make them analyze their individual strengths, as well as deepen their self-knowledge, in such a way that their personal characteristics are used to create connections and possibilities in favor of these participants, projecting them into the experiences they will cause and how they will be perceived by others.

These attributes will differentiate them from competitors, in a market that is increasingly competitive, where offers become similar, given that they involve the same services, CVs and skills. We have to leave the “professional commodities”, the basics, and take control of this management to achieve professional success. In the views of Ballback and Slater (1999), Bidart (2000) and Potter (1986), all cited by Silva *et al.*, (2020, p. 64-65), it can be considered that, in order to stand out and appear in the current job market, it is necessary for professionals to know, manage and publicize their brand and potential very well.

Therefore, this research is viable because it offers easy access to the universe to be researched; As broad as this may seem, it covers professionals from several different areas (which foreshadows the possibility of a rich vision of the topic). For the development of this thesis, no unfeasible expenses are expected, nor the need to request funding from the researcher, who already has experience in the area of personal branding.

This research can also be considered innovative because, as far as research has been carried out, no similar or related studies have been identified. It is a study of great implication, as it provides continuous improvement in the development of professionals' personal brand, and of high applicability, as it does not have any restrictions. Finally, we can consider research of medium complexity, as it refers to the use of a structured process for developing a personal brand.

It intends to be of great value to professionals in any and all areas of activity, as it seeks to develop a structured model of the personal branding process so that professionals can build their personal branding, expand their self-knowledge, be able to take ownership of the process and have all the knowledge to carry out qualified and aligned management of your personal brand.

Furthermore, with this theme we intend to reflect on the development of an individual strategy that aims to attract and develop networking from a professional and personal point of view and, in this way, the professional will be able to build his reputation and give the necessary visibility to be sought after for their knowledge and expertise.

1.2. Research Problem

Many professionals only cling to their technical skills acquired during their professional career, the hard skills, and do not realize the rapid changes and needs of the market. Careers become less and less structured and their planning depends on the professional and no longer on corporations. You can no longer look at your career in the traditional way, given the “Bani World” in which you live.

This term “Bani World” was coined by the American researcher Jamais Cascio, in 2021, and corresponds to the acronym formed by the initials of four words in English: Brittle (Fragile), Anxious

(Anxious), Non-linear (Non-linear), Incomprehensible (Incomprehensible) (Calvosa; Franco, 2022, p. 3). The authors explain that the term BANI reflects, more precisely, the environment of contemporary changes and people's need for resilience in a fragile system full of anxiety.

This global characteristic demands that the individual has the ability to manage their own career while encouraging other professionals to do the same. In this way, the individual who best manages their personal brand will have the greatest potential to achieve success.

Given what has already been exposed, this research answers the following problem question: How can a personal branding process contribute to self-knowledge and favor the management of the personal brand?

1.3. Hypothesis

Considering the question raised to direct the research, the following hypothesis was developed, which will be confirmed or refuted at the end of it:

Hypothesis 0: The more the professional works on self-knowledge, the more they understand their values, beliefs, purpose and create a positioning.

1.4. Objectives

1.4.1. General Objective

Cross-culturally validate the "Personal Branding Questionnaire" to propose a new process model for diagnosis and self-knowledge for personal brand management.

1.4.2. Specific objectives

Translate the Personal Branding Questionnaire into Brazilian Portuguese;

Validate the Personal Branding Questionnaire with an emphasis on cultural aspects in Brazil;

Apply the Personal Branding Questionnaire with an emphasis on cultural aspects in Brazil;

Apply a structured process model in personal branding;

Reapply the Personal Branding Questionnaire with an emphasis on cultural aspects in Brazil, in the group of randomly chosen respondents, as a way of comparing results with an emphasis on whether or not there was a "gain" in understanding.

2. LITERATURE REVIEW

2.1. Cognitive Process

In 1956, after several meetings and scientific meetings to discuss cognitive science or Cognitive Psychology and due to various scientific advances, the year of formal birth of Cognitive Psychology was defined (Neufeld; Brust; Stein, 2011).

According to Gardner (2003), this new science of the mind goes back to the ancient Greeks, as well as contemporary medieval philosophers – Descartes, Spinoza, Locke, Hume, Leibniz, Kant and Hegel –, who dedicated themselves to explaining the human nature of knowledge. However, it is also new, considering that it was only recognized as a science in the middle of the 20th century.

Gardner (2003, p.19-20) defines cognitive science as an empirically based effort responsible for answering questions inherent to the nature of knowledge, its elements, its principles, its progress and its use.

In 1948, in September, on the Caltech (California Institute of Technology) campus, a group of distinguished scientists participated in a meeting supported by the Hixon Trust, named the Hickson Symposium. It is a historical fact in cognitive sciences, because it was in this event that cognitive studies were recognized, giving them the status of Cognitive Science, which follows six disciplinary pillars: philosophy, linguistics, anthropology, neuroscience, artificial intelligence and psychology (Richland *et al.*, 2016).

The theory of cognitive development attempts to explain the dynamic process by which the human mind grows and changes from childhood and throughout life (Viotto Filho; Ponce; Almeida, 2009, p. 37).

Cognition is the action of thinking and understanding, as well as knowledge and learning. In this sense, all mental activities related to the conversion of stimuli of material origin into manifestations of reality and direct behavior will be understood as consciousness and, at the same time, as mental manifestations of our rich and structured reality. (Queiroz *et al.*, 2020, p. 192 *apud* Rosser, 1994).

Bjorklund (1995), on the other hand, defines cognition as the process or ability by which information is collected and used, being generally thought of as “mental”, that is, something that portrays the mind, and cannot be seen directly. (Queiroz *et al.*, 2020).

Great discussions about development theory then arise. At the heart of them is understanding whether the changes observed in an individual's abilities could be due to changes that occur within them (nativism) or could be attributed to environmental mechanisms (empiricism) (Richland; Frausel; Begolli, 2016).

These discussions come from ancient philosophy, when Plato, out of appreciation for native culture (nativism), defended the primacy of concepts such as God or the triangle, because there is no evidence in the world to evaluate these principles. In this sense, the authors make reference to Aristotle's statement that all of an individual's knowledge comes from external elements (Richland; Frausel; Begolli, 2016; Queiroz *et al.*, 2020).

Piaget, the Swiss creator of the theory of Constructivism, and Vygotsky, the Russian, of co-constructivism (also known as socio-constructivism), diverge conceptually, but their thoughts come closer when they share that human cognition is the result of a dynamic evolutionary process with an

initial focus on action , then reflection, and then self-regulation – a process that generates the ontogenesis of thought, that is, a series of transformations undergone by the individual, from the beginning to their complete development (Fonseca, 2019).

Piaget and Vygotsky differ from each other, although they defend the reciprocity of the person with the environment, when the first is interested in cognitive development from a constructivist perspective centered on the subject (therefore, internal, egocentric and individual), and the second, on the contrary , defends a co-constructivist perspective focused on the social, socio-historical, cultural, mediating and interactive conditions in which the individual is inserted and develops (Fonseca, 2019).

Fonseca (2019) explains that human thought is a cognitive construction that arises from action, goes from act to thought, a complex systemic organization of informational data resulting - in short, from interactions between the person and the environment, which are subject to certain functional properties, composed of multiple components of internal connectivity between the mind, the brain and the body.

For the author, cognition constitutes an essential component of learning, without which both human evolution and linguistic communication would be impossible. At its core, cognition assists the mental functions through which human beings intelligently guide their actions and, intentionally, have control over their behaviors. Fonseca (2019) further explains that cognition enjoys an internal neurofunctional connection arising from genetic and cultural inheritances:

[...] cognition arises from mental or psychological processes in their most intimate essence; it arises from a biopsychosocial equipment through which the individual in their multi-experiential dimension (child, adolescent, adult and senior) captures, filters, selects, acquires, treats, preserves, explores, searches, combines, recovers and communicates information; in a word, learn and appropriate knowledge. Such primary skills or competencies for any type of learning, also considered intellectual skills, allow the individual to: feel, know, raise awareness, think, conceptualize, abstract, infer, deduce, reason, plan, conjecture, organize, anticipate, prioritize, criticize, extrapolate, generalize, transfer, act, create, execute and solve problems. In this way, cognition has to do with intelligence, knowledge and thinking, that is, with the capture, integration, understanding, elaboration and expression of information data (Gardner, 1985; 1987 *apud* Fonseca, 2019, p. 59).

For Rosser (1994 *apud* Queiroz, 2020), knowing is thinking, acquiring knowledge and information. In this sense, cognition is understood as any mental activity related to the transformation of stimuli of physical origin into interpretations of reality that guide behavior, which is also a mental representation of our reality, as it is rich and structured.

Maturana (2006, p. 127) developed a theory of cognitive phenomena from the perspective of knowledge and, according to the author, how people are immersed in everyday life and, therefore, also in social life, by weaving epistemological considerations and thoughts in a conceptual way, observes that, because individuals focus on knowledge, they act towards each other guided by it in social life.

It is then understood through this survey that cognition is a conscious and unconscious process through which knowledge is stored that makes it possible to understand situations; without it, there would be no conditions to assimilate, interpret and imagine (Queiroz *et al.*, 2020).

2.2. Self-Knowledge and Unconscious

“Being aware of oneself corresponds to the behavior of discriminating one's own behaviors and variables that control them. Having self-knowledge is having self-awareness, so self-knowledge is self-

discrimination of behaviors and stimuli related to them. Self-knowledge is a discriminative personal behavior; in that it expresses knowledge about one's own behavior." (Brandenburg; Weber, 2005 *apud* Skinner 1993).

In the same sense, Resende (2010, p.14) explains:

Self-knowledge, which is not technical, informative or cumulative, springs from within. It has nothing to do with the act of instilling information into the brain, acquiring knowledge from outside, and not even with beliefs based on past experiences, but it concerns a flowering of free consciousness, one that perceives these mental conditionings or limitations and naturally discards them. Informational and technical knowledge has its place for practical things. When building a house or a bridge, engineering knowledge must be observed so that the construction is firm. In any technical area, there are specialists, with their accumulated set of information, which need to be considered in circumstances that concern material life. In the territory of consciousness, however, to understand life and ourselves, accumulated knowledge, most of the time, is a hindrance, a rubble that prevents us from seeing clearly, in the present, things as they are, without the distortions caused by the mental projections that we idealize based on memories arising from our past.

For Jung (2013), self-knowledge is not just about knowing your own personality: it also involves understanding the contents of the unconscious. The individual, however, usually defines himself based on what people perceive about him, not on what actually exists within himself.

The most difficult processes are self-knowledge and self-analysis, given that they require breaking down some barriers. However, it is in these processes of in-depth search for who one is, for individual values, for what one really believes in, and even for personal purposes, that the individual is able to identify what makes him or her unique or, as stated by Jung (2014), the unique being that he really is, which can be worked as a competitive differentiator:

Individuation means becoming a unique being, insofar as by "individuality" we understand our most intimate, ultimate and incomparable uniqueness, it also means that we become our own self. We can, therefore, translate "individuation" as "becoming oneself" (Verselbstung) or "the realization of the self" (Selbstverwirklichung). (Jung, 2014, p. 65)

Jung understands individuation as a process of psychological evolution in which the individual demonstrates the unique being they really are. When there is awareness of who one is, one's own essence, one's individuality, the gradual development of self-knowledge certainly takes place. This is a requirement that, every day, proves to be indispensable, whether in a personal or professional context, and will require a personal effort to understand oneself, in order to achieve results and success.

It can be said that self-knowledge is important for any individual, helping them with their goals. "Self-knowledge is useful for anyone, as it strengthens our skills and capabilities, refines our behaviors and allows us to achieve goals and objectives" (Minsberg; Morales, 2018, p. 30).

For Resende (2010), the term refers to the endless process of the individual observing and perceiving themselves and their relationship with other people and the world, instead of it being a permanent state and placing this process against the flow of cultural development and knowledge acquisition.

However, self-knowledge cannot be dealt with without addressing the issues of the unconscious. Baratto (2009, p. 75-76) in this regard recalls Freud's ideas, that the individual is divided and not oriented around his or her consciousness, explaining that what Freud discovered was that the absence of an

axis through which the psychic process that would be supported generates a decentered subject and brings to the scene an individual marked by rupture, by stretching. And more: this decentralization of the individual refers to the conception of the psychic apparatus formed by the conscious, the pre-conscious and the unconscious.

Freud (1915, p. 80-84), in the topic that deals with the multiplicity of meanings of the unconscious and the topological perspective, explains:

[...] the unconscious encompasses acts that are only latent, temporarily unconscious, but which otherwise do not differ in any way from conscious ones, and, on the other hand, processes such as repressed ones, which, if they became conscious, would contrast in the same way more raw with the remaining conscious. To put an end to all misunderstandings, it would be well to abstract completely, in the description of the various psychic acts, from the fact that they are conscious or unconscious, and classify them only according to their relation to instincts and goals, according to their composition and inclusion in the psychic systems superimposed on each other.

Freud (1996, p. 48) reports that it is not necessary to enter into discussions about how we should call something conscious, as there is no doubt about that. For him, the oldest and most precise definition of the word “unconscious” is its descriptive definition, a psychic process whose existence we are compelled to presume – due to some reason that leads us to infer it from its effects – but about which we have no knowledge.

Maia also cites Jacques Lacan, for whom the unconscious is like a censored area of our life, which was occupied by a blank space or a lie. However, this unconscious can be recovered and is usually written “elsewhere”. In this sense, it is possible for an individual to encounter situations that had an intense impact on them in the past, even if they were temporarily retained (Maia, 2013, p. 41).

Thus, nothing that was experienced ceases to exist in the psyche, given that this information was already conscious at some point, however, for numerous reasons, it was put aside, but, when essential, it can reach consciousness (Hall; Nordby, 1988).

2.3. Culture

The word culture originates from the Latin *colere*, which means the word “to cultivate” (Xavier; Baldeza, 2021, p. 284).

According to Sousa (2022), in addition to being a very old topic, the notion of culture is one of the most difficult concepts to define, being a term widely used in sociology. According to Finuras (2012, p. 27), “in fact, the question of the nature of culture and human society are very old issues that date back to Aristotle and Plato”, philosophers who had already considered how social norms and laws should be developed to ensure that human society functioned harmoniously while they were alive.

Finuras (2011) further explains that there are more than one hundred and sixty definitions of this concept. However, authors and academics agree that culture is an integral part of the human being, even being a fundamental part of their nature. No human society can exist without a defined way of life or culture, and no culture can exist without a society of men or women (Titiev, 2012, p. 213): “anthropologists use the term culture to describe a complete series of instruments not genetically acquired by humans, as well as all behavioral aspects acquired after birth”. (Sousa, 2021, p. 5)

Giddens (2008, p. 22), in the same sense, argues that culture “refers to aspects of human societies that are learned and not herded”, and explains that culture includes the “ways of life of the members of a society or of groups belonging to that society; This includes the way they dress, their family and marital structures, their work habits, and their leisure activities”, components that:

they create the common environment in which individuals within a society live their lives. The culture of a society encompasses both tangible and intangible elements, such as the beliefs, ideas, and values that constitute the core of the culture and the objects, symbols, or technology that serve to symbolize it (Giddens, 2008, p. 22).

For Solomon (2016, p. 79):

Culture is the personality of a society. It encompasses both abstract ideas, such as values and ethics, and material objects and services, such as automobiles, clothing, food, art and sports, produced by society. In other words, culture is the accumulation of meanings, rituals, norms and traditions shared among members of an organization or society.

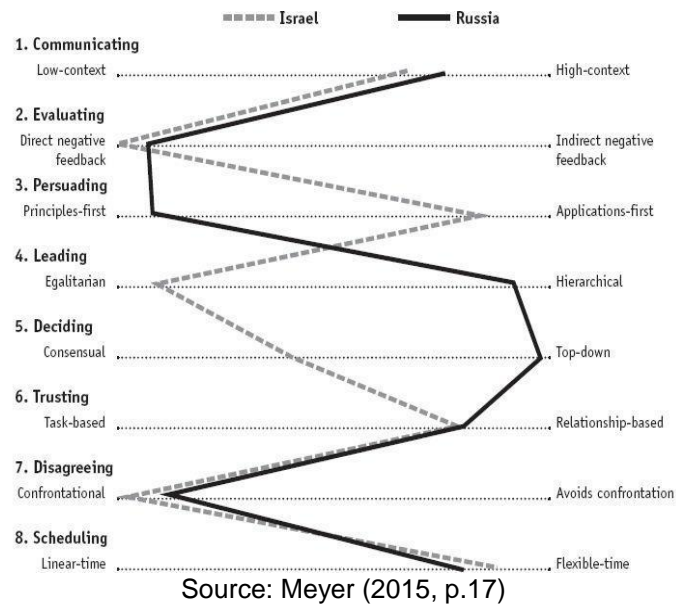
Thus, culture is not only a capital characteristic for society, but also an important characteristic that distinguishes one country from another: customs, music, art and, mainly, ways of thinking and acting, are part of the culture of a nation and must be preserved so that the uniqueness of a society is not lost (Sousa, 2022). For Costa (2006), culture is “the element that shapes the way parties react, think, behave and communicate”.

In general terms, “culture is a set of values, habits, beliefs, practices, conventions and expressions characteristic of a specific society in a historical period” (Thompson, 1989 *apud* Picáz, 2017, p. 3), culture has the characteristic to be learned and some factors may change over time, since society is changeable.

Culture is something very peculiar, as it involves values, beliefs, habits and conventions, and this becomes more visible when analyzing Meyer's 8 Dimensions Model, presented by the American professor at INSEAD Business School, Erin Meyer, (2015), in his book *The Cultural Map, Breaking through the invisible boundaries of global business* – in literal translation, *The Cultural Map, breaking the invisible boundaries of global business* – a study in which he collected data in more than thirty different countries and analyzes how Cultural differences impact business.

In her research, the author identified eight dimensions that reflect the majority of cultural differences, as shown in Figure 1.

Figure1: Erin Meyer's 8-Dimensional Model



These eight dimensions clarify how cultures vary along a spectrum, from one extreme to its opposite. The eight scales that will be explained later are:

1. Communicating: low context vs. high context high context.
2. Evaluating: Direct vs. Direct Negative Feedback indirect negative feedback.
3. Persuading: Principles First vs. applications first.
4. Leading: egalitarian vs. hierarchical.
5. Deciding: consensual vs. from top to bottom.
6. Trusting: Task-Based vs. Task-Based relationship-based.
7. Disagreeing: confrontation vs. avoids confrontation.
8. Scheduling: linear time vs. linear time flexible time.

According to Meyer (2015), regardless of what the intention is – to delight a client or to have assertive communication in a multicultural meeting, the eight dimensions will help in the effectiveness of performance: “when analyzing the positioning of one culture in relation to another, the scales will allow you to decode how culture influences your own international collaboration” (Meyer, 2015, p. 16).

This leads us to complement this topic by addressing another relevant point that is intrinsically linked to culture, which is the aforementioned Cultural Intelligence, which here is simply called CQ.

According to Dyne *et al.*, (2012 *apud* Ackerman, 1996; Gardner, 1993; Sternberg; Detterman, 1986), intelligence goes beyond the ability to understand concepts and solve problems in academic contexts: CQ complements other forms of intelligence, such as IQ (general mental capacity; Schmidt;

Hunter, 2000), EQ (emotional intelligence; Mayer; Salovey, 1993), social intelligence (Thorndike; Stein, 1937) and practical intelligence (Sternberg *et al.*, 2000).

Silva (2022 *apud* Cui *et al.*, 2019), describes CQ as an extremely valuable characteristic for an individual to act assertively in new environments, and treats it as the intercultural capacity that the individual possesses, and which is essential for their career.

For Souza (2021):

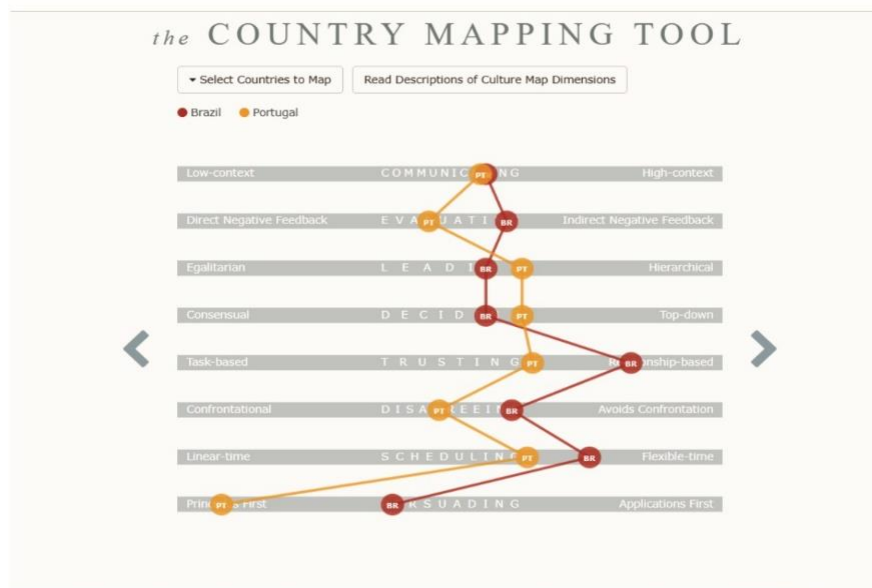
Cultural intelligence, a construct developed by Earley and Ang (2003) to meet this need to understand the phenomenon, can be understood as the human capacity to act and function effectively in multicultural contexts, formed by the set of skills that comprise four human dimensions: cognitive, metacognitive, motivational and behavioral. In other words, the potential that the individual must demonstrate to meet the demands arising from a wide spectrum of environmental contexts, culturally diverse, adapting appropriately to each of them. (Ang *et al.*, 2015)

2.3.1. The Cultural Map

Erin Meyer's 8-Dimensional Model (2015), access to the country mapping tool is available on the website <https://erinmeyer.com/tools/>,¹It is completely intuitive: on the select countries to map button, the countries you wish to map and compare are selected, and the image shown in figure 2 automatically appears (Mapping Portugal and Brazil, for example). Next to this button, there are read descriptions of culture map dimensions (read the descriptions of the cultural map dimensions) which, when clicked, brings comparisons of the two selected countries in the eight dimensions of the tool.

Figure 2: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal

The Country Mapping Tool



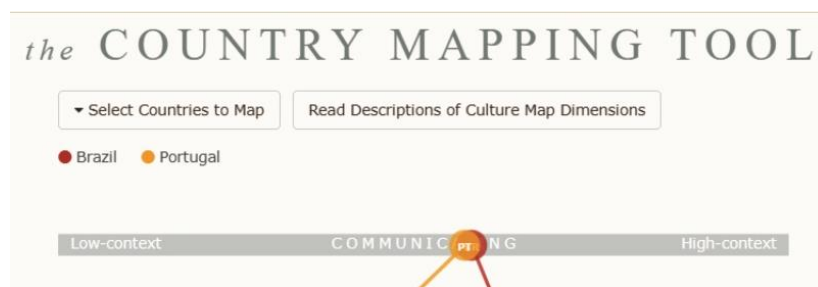
Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>. Accessed on: May 28, 2023

¹To access, the user must create an account and in the Tools tab choose The Country Mapping Tool. There you can choose to purchase by access time, 24 hours, 7 days, 1 month, 3 months or 1 year. After purchase, access to the tool is released.

Analyzing the eight dimensions of both countries, we find the following considerations. The first point addressed is communicating: it is based on two opposing points – low context and high context, the low being related to simple, clear and objective communication, whose messages are understood at their nominal value and the repetition of the message is appreciated. communication, if it helps to clarify the content; and loud sophisticated and nuanced communication – messages are spoken and read between the lines, are not clear and are often implicit.

It can be seen that the communication of both nationalities is high context, with Brazil having a little higher context than Portugal.

Figure 3: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal clipping on Communicating



Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>

Evaluating/Evaluation: is based on two opposing points – direct negative feedback and indirect negative feedback. Direct negative feedback is considered to be feedback that is provided in a frank, blunt and honest manner, messages are not softened by positive messages. When making a critique, full descriptions are usually used, and are directed at the individual before a group. Indirect negative feedback is the opposite of direct: it is provided in a gentle and diplomatic way, using positive messages alongside negative ones, with qualifications added to criticism, delivered privately, not in a group.

Regarding this item, it can be seen, in figure 4, that Portuguese culture is more objective, direct and frank in its feedback, and Brazilian culture is more focused on indirect feedback, with more diplomacy and using a communication where the positive message is associated with criticism.

Figure 4: Erin Meyer's 8-dimensional model – differences between Brazil and Portugal clipping on Evaluating



Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>. Accessed on: May 28, 2024

Figure 5, below, shows the item related to Leading. Leading is based on two opposing points: egalitarian and hierarchical, with egalitarian leadership when the distance, for example between leader and employee, is small, with the leader being a facilitator between peers. The organizational structure is horizontal, and communication may often not follow hierarchical issues.

In hierarchical leadership, the distance between leader and collaborator is greater, the best is the one who orchestrates and leads, as status is important. The organizational structure is vertical and fixed, with well-defined hierarchical communication.

Figure 5: 8-dimensional model by Erin Meyer – differences between Brazil and Portugal clipping on Leading



Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>. Accessed on: May 28, 2024

Figure 6, below, shows the item corresponding to the mapping decision.

Deciding/Decision: is based on two opposing points – consensual and top-down. In consensual, all decisions are shared and taken as a group, unanimously. At the top-down, decisions are generally made by one individual (the “boss”).

Figure 6: 8-dimensional model by Erin Meyer – differences between Brazil and Portugal clipping on Deciding



Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>. Accessed on: May 28, 2024

Regarding this topic, it is possible to observe that, although both cultures are more hierarchical, the Brazilian culture is more sharing, and decisions end up being made in groups.

Figure 7 reveals the item referring to Trusting, which is based on two opposing points: tasks and relationships. Task-based trust occurs through business-related processes; work relationships are made and unmade easily, based on functionality and practicality: “You do coherent, reliable work, I trust you”.

Relationship-based trust is built through shared emails, moments of rest (next to the coffee machine, for example), and meetings in bars at night. These are relationships that develop slowly: “I saw who you are on a deep level, I shared personal time with you, I know other people well who trust you, I trust you.”

Through this section, it is possible to notice that Brazilian culture is much more focused on trust through relationships than Portuguese culture, in which issues of indication and proximity are taken very much into account.

Figure 7: 8-dimensional model by Erin Meyer – differences between Brazil and Portugal clipping on Trusting



Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>. Accessed on: May 28, 2024

Check out, in figure 8 below, what the mapping reveals about the disagreeing item.

Degreeing/Disagreement: is based on two opposing points – confrontation and non-confrontation. Confrontation involves disagreement, but the debate proves to be beneficial and relevant, which does not negatively affect the relationship.

Figure 8: 8-dimensional model by Erin Meyer – differences between Brazil and Portugal clipping on Disagreeing



Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>. Accessed on: May 28, 2024

Non-confrontation, that is, by avoiding confrontation, the disagreement and debate aspects are negative, confrontation is considered inappropriate, it does not promote harmony, which is why it affects the relationship in a negative way.

It is observed that Portuguese culture practically balances both points; however, Brazilian culture is much more opposed to confrontation than that.

Check out the differences regarding time (scheduling), shown in figure 9.

Scheduling/Time: is based on two opposing points – linear time and flexible time. In linear time, the steps are treated sequentially, that is, one ends before the next begins, without interruptions; everything revolves around deadlines and schedules, with emphasis on good organization over flexibility. In flexible time, the steps are fluid, completed according to opportunities; in this way, several things are handled simultaneously, causing interruptions that are accepted. Adaptability and flexibility are valued much more than organization.

Figure 9: 8-dimensional model by Erin Meyer – differences between Brazil and Portugal clipping on Scheduling



Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>. Accessed on: May 28, 2024

It can be seen from figure 9 that Brazilian culture is much more flexible than Portuguese when it comes to time, as opportunities are more valued than deadlines and schedules, which results in greater flexibility and adaptability.

Finally, see figure 10, which reveals the difference between Brazilian and Portuguese cultures in relation to the item persuasion.

Persuading: is based on two opposing points: principles and application. Regarding the principle, individuals are instructed to construct complex theories and concepts before evidencing facts, statements or opinions. They prefer to start communication with theoretical arguments, before reaching any conclusion, thus valuing principles presupposed at each situation. In application, individuals start with a fact or opinion and then graft a supporting concept, or an explanation of the conclusion. They

begin communication with markers, topics and summaries, with discussions being carried out in an objective and concrete manner, without philosophical abstractions.

Figure 10: 8-dimensional model by Erin Meyer – differences between Brazil and Portugal clipping on Persuading



Source: Meyer. Available at: <<https://erinmeyer.com/tools/>>. Accessed on: May 28, 2024

Regarding this item, it is observed that Portuguese culture is almost entirely based on principles when communicating something; Brazilian culture is much more focused on application, in which facts and opinions precede concepts and conclusions.

2.4. Contextualizing Branding

Migliorini and Moreti (2018, p. 25) mention that the term branding derives from the English verb *gerund*, to brand, closely linked to the act of branding cattle. According to the authors, references to this action were found in images of animals marked with hieroglyphics, on tombstones dating back to more than 3,000 BC. The word “marca”, which in English translates as brand, comes from a Norse term “brandr”, which translates to burn.

According to Migliorini and Moreti (2018, p. 28):

The origin of the term 'brand' in a current sense is relatively new. It derives from the practice of marking or engraving, in a permanent way, a property, usually with a hot iron". Cattle or herds were marked in this way, but this also signaled misfortune. Criminals were also marked with the “mark of infamy” by a tattoo or a hot iron. Branding then signaled a loss of esteem that could not be reestablished and could be publicly acknowledged. He concludes by saying that “Branding is, mainly, the process of affixing a name and reputation to something or someone.

According to Aaker (2015), at the end of the 1980s, the concept of brand began to be understood by companies as an asset. They realized that the brand was not just an item within the scope and work of the communications teams, but rather an issue of utmost strategic importance for the business.

A company's brand goes beyond the issue of a promise made to consumers who interact with it, whether in an emotional context or in a functional context; but it creates a relationship based on perceptions and experiences that significantly influence consumers. (Aaker, 2015). This impact is called brand awareness:

Brand awareness is the presence of a brand in the minds of consumers. If the consumer's mind is full of mental posters, each illustrating an isolated brand, awareness of a specific brand will spread across the size of the poster representing it. Awareness is measured according to the different ways in which consumers recall a brand, ranging from recognition (Have you previously been exposed to this brand?), through recall (Which brands in this class of products can you remember?), reaching the top of mind (the first brand remembered) and the dominant brand (the only one remembered) (Aaker, 2007, p. 19).

You don't buy something from a brand you don't know or for which you don't have a reference obtained through lived experience or from someone who has known it. The brand is much more than a

logo, a slogan, a visual identity or the marketing it does: it is a deeper concept that encompasses values, beliefs and meanings that it projects in its communication; it is the experience that creates emotional connections with people, as well explained by Aaker (2007).

Kotler and Keller (2012) argue that branding, in this sense, means attributing a brand to a good or service, that is, creating differences for it. The authors add that branding builds mental structures that will help consumers get to know the product so that their decision-making is more objective: “Marketers need to teach consumers 'who' the product is, naming it and using other brand elements” (Kotler; Keller, 2012, p. 259), to define its purpose and the reason why the customer will show interest in it.

In the view of Pereira, Limberger and Flores (2018, *apud* Healey, 2009, p. 6): “Branding is the process of continuous struggle between producers and customers in defining this promise and meaning”. In other words, this is what Jiménez and Camirra (2015, p. 174) think, who define branding as a management process that has several objectives, including brand positioning, as well as its maintenance and recognition.

For Jiménez and Camirra (2015), branding is a program that aims to show the differences between one brand and another, thus protecting space in the market, no matter how similar they may seem. This idea is illustrated with the aforementioned branding of cattle with a hot iron, to differentiate them from other cattle, since all cows are very similar.

Estrada (2018) observes that, nowadays, in a globalized market, developing a brand is essential for companies. These, regardless of their size, can be harmed and weakened when they do not have an assertive branding strategy.

Based on the approaches of the cited authors, definitions and considerations (Estrada, 2018; Jiménez; Camirra, 2015; Limberger; Flores, 2018; Kotler; Keller, 2012; Aaker, 2015; and Migliorini; Moreti, 2018), in general terms Brands are premised on identifying a product or service and differentiating it from its competitors through solid and distinctive positioning.

2.5. PERSONAL BRANDING

Mollaei *et al.*, (2021) say that personal brand is a concept introduced by Tom Peters in 1997, being a very new idea: “Brand YOU, everything you do – and everything you choose not to do – communicate the value and character of your brand ”, which, in a literal translation, would be: “Brand YOU, everything you do – and everything you choose not to do – communicates the value and character of your brand”.

Migliorini and Moreti (2018, p. 46) say that personal branding is a topic that Al Ries and Jack Trout addressed in their book *The Battle for Your Mind* (2009) and explain that professionals can benefit from positioning strategies to advance their own careers.

In this sense, Figurska (2016) states that professional development is extremely significant in human existence, being a multi-stage process that lasts practically the entire life of a person. According to the author, despite being a personal process that differs from person to person, it is always associated with the growth of information, skills, abilities and personal traits related to professional employment. Personal branding is one of the tools that employees can use to establish a conscious and mature professional career and achieve professional goals.

Peters (1997), who popularized the concept of personal brand, in his famous article *The Brand Called You*, points out that an important characteristic of the personal brand is that everyone has the possibility of being their own brand, and their biggest job is being your own marketer.

The definition by Montoya and Vandehey (2010, p. 4) is in the same sense as the others presented here:

Your personal brand is the image that comes to potential customers' minds when they think of you. It represents your values, your personality, your qualifications and the qualities that make you a unique individual among your competitors. That's why it's so important that you stay authentic when creating your brand. People want to work with you, not the product of a marketing ploy.

Arruda (2003) reinforces the statement of Montoya and Vandehey (2010) when he says that it is in the Brand Identity Definition phase that the particular internal characteristics of each individual are identified, and which will be noticeable in their brand, such as attributes, beliefs, values, experiences. The authors also explain that the personal brand is a robust tool for building a professional career, however, in order to be successful, it is necessary to use strategies, planning and reasonableness.

Scheidt, Gelhard and Henseler (2020) also understand that personal branding has important benefits linked to differentiation, explaining that it offers an impact on the individual's personality, such as continuous self-reflection throughout the personal branding process itself, thus leading to continuous learning and thus allowing the individual to improve their capabilities to achieve greater levels of self-awareness, self-esteem and self-confidence.

According to Baltezarević and Baltezarević (2021 *apud* Morton, 2011, p. 183):

In recent years, personal branding has become a frequent and effective form of communication between a person and their audience. It allows individuals to differentiate themselves from the competition based on uniqueness and different values.

The same authors (2021 *apud* Barnett, 2010) contextualize that, with a personal brand, the individual can present themselves in a much broader way outside the CV and better identify who they are as an individual, offering important additional information for companies to know how they can benefit if they choose to hire them, in other words, self-branding. The self can be understood as a way of thinking about oneself as a brand, or as a product that can, in the highly competitive job market, be perceived as creative and strategic to bring maximum value to both the individual and their company. current or potential.

Baltezarević and Baltezarević (2021 *apud* Everett, 2008) add that personal branding goes beyond the online environment and involves personal self-presentation. Creating a strong personal brand means projecting a strong and consistent image of yourself in the way a person speaks, how they behave, what can be concluded from their body language, etc. The next step is to take command of your visibility to manage your own public relations.

According to Lair, Sullivan and Cheney (2005 *apud* Fernandes, 2015, p. 8), "the success of a professional's career comes from building their personal brands, which provide a great sense of individuality and self-awareness".

In the same sense, Smolarek and Dzieńdziora, (2022) contextualize that, in fact, personal branding is something much deeper: it is evidence of one's own "professional" identity, of the conception of values by which a given person is continually guided in any role that you exercise. The same authors (*apud* Malinowska-Parzydło, 2015) explain that "personal branding" is the purposeful and conscious management of someone's image that results in the formation of a personal brand. Thus, the main characteristic of this image is its personalization, which presupposes that a single individual has a brand and thus becomes a brand in its own right. The power of this brand depends on the reputation, popularity and trustworthiness of that person

According to the perspective of Zidar and Miha (2015, p. 1.354), personal brands have several benefits, including the magnetism of gaining more customers, becoming Top of Mind, that is, when you have an important study in hand, This personal brand is the first one that comes to people's minds in relation to other professionals. Another relevant point is that strong brands take on a leadership role, which attracts people and companies with invitations for studies and business. The authors continue to highlight that developing personal brands takes time; Even with well-defined strategies, growth has its own path.

According to Khedher (2013), a personal brand is the process of developing a unique personal identity, through which the brand is promoted to a specific target market and the impact of image and reputation is assessed to achieve personal and professional goals.

For Montoya and Vandehey (2010), professionals have a personal brand that represents a promise of action, a type of commitment that creates expectations. This, in turn, leaves an impression on the clients' unconscious mind about what to expect from both the individual and the services they are offered: "developing a personal brand is all about perception – the way others perceive you" (Montoya; Vandehey, 2010, p. 6).

There are four stages that every professional who develops their brand needs to go through: 1st) recognition – for the target audience it is not yet clear who this personal brand is and what it offers; 2nd) affinity - it is through communicated messages that the individual positively establishes the beginning of a relationship; 3rd) understanding – the moment when the affinity with the personal brand is overcome and the search for more information begins; and 4th) the decision threshold – where the client, through the perception of the qualities and values perceived in the stretch, establishes a relationship with it (Montoya; Vandehey, 2010).

Personal branding management work means, in essence, the expansion of self-knowledge to the point of being aware of who you are; This perception will lead to a personal marketing strategy that will be communicated and indexed in the other person's unconscious, so that it becomes the first to be remembered in the consumer's mind, always with great coherence and planning. As Montoya and Vandehey (2010) also state, this perception means that it was associated with memories, experiences and emotions; known as personal branding awareness.

Aaker (1991) explains that brand awareness is the ability of a buyer to remember or recognize an experience within a given category. According to the same author, brand awareness ranges from a feeling that the brand in question is recognized to the belief that it is unique in its category.

Keller and Machado (2006) corroborate Aaker (1991) when they state that brand recall refers to the customer's ability to remember and recognize it. They add that, however, there are other points involved, in addition to memory; the customer must, for example, be able to connect with the name, the logo and its symbols, among other points that carry certain associations in memory.

According to Cardoso, Aguilera, Lago (2020, p. 55):

[...] personal branding is responsible for discovering, choosing and giving visibility to the elements or attributes that make us desirable, trustworthy and ultimately chosen” (p. 83). The author believes that the personal brand is the equivalent of the person's DNA, that is, it concerns what makes each individual unique and is associated with their stages of development: A refers to analysis, attributes and authenticity; o D to differentiation; and the N to notoriety. Thus, the image represents the fundamental pillar of the personal brand.

For Karaduman (2013), personal branding is a strategic process, which differs from reputation management and impression management, as it defines the individual and their career as a brand. It is granted to an individual to generate brand value, which goes beyond the concepts of physical appearance, knowledge, but also taking into account the issue of uniqueness.

Karaduman (2013) also mentions that brand awareness (brand awareness) can be increased on social networks, using a well-defined brand management strategy.

For Moreti (2023), increased brand awareness allows the brand to be remembered by the public and gain notoriety, as well as creating differentiation from competitors in the market. Awareness consequently creates brand value (brand equity).

Based on the above, it is necessary to begin a personal brand management process through self-knowledge, as proclaimed by authors such as Montoya and Vandehey (2010), Arruda (2003) and Lair, Sullivan and Cheney (2005), cited by Fernandes (2015, p. 8).

In this direction, we arrived at the Personal Branding Questionnaire – a scale of awareness and importance of the personal brand –, developed by Chakrabarti (2014) in the study Awareness and Importance of 'Personal Branding' Phenomenon Among Post Graduate Management Students with the aim of understanding which individuals' perception of personal branding. The questionnaire was translated into Portuguese by Fernandes (2015).

Chakrabarti (2014), according to what Moura (2017) explains, organized three focus groups with six students each; From the discussions, 39 items considered important emerged, which, however, after an evaluation carried out by a specialist in the topic of brand management, were reduced to 30 items used on the Likert scale, which is composed of 7 points.

Chakrabarti's questionnaire (2014) was translated into Portuguese by Fernandes (2015) and works on the individual's awareness and importance regarding personal branding, and the translation was done in order to adapt the language and understanding to later, be validated.

This scale on Awareness and Importance of personal branding was organized into two parts: the first 15 items focus on assessing the individual's awareness of personal branding; the other 15 are intended to verify the importance attributed to the same aspects evaluated in the first part. In this way, the scale evaluates and verifies the direct correlation between awareness and the importance attributed to it. See this example: item 1 emphasizes the awareness that the subject has of a certain aspect of the personal brand and item 16 involves the importance that the same subject attributes to this aspect.

According to Moura (2017), the translation and adaptation of the Chakrabarti (2014) scale into Portuguese proved to be relevant due to the fact that there are no other studies as complete and specific on personal branding. This observation gives relevance to the translation of the questionnaire into the language in which it is intended to be applied and the respective cultural adaptations, which confirms what Meyer (2015) explains about cultural differences.

Along this path, it is considered relevant that the questionnaire be translated into the Portuguese spoken in Brazil, as well as that it be validated based on Meyer's (2015) 8-dimension model, to meet the specificities of Brazilian culture – despite the similarities with Portuguese from Portugal. Details regarding the validation of the questionnaire will be provided in item 3.2 of this research.

3. METHODOLOGY

According to Lakatos and Marconi (2003), a methodology is an organized and logical set of tasks that, with maximum security, provides the opportunity to reach the objective with greater certainty and economy of purpose – correct and true knowledge – mapping the paths to be followed, locating errors and helping scientists make decisions.

Mineo (2001) understands that methodology occupies an important place in research and sees the importance of this quote from Lenin (1965): “the method is the soul of theory”. In this author's point of view, “methodology includes theoretical ideas about methodology, a set of techniques that allow the construction of reality and the sacred spirit of the researcher's creativity” (Minayo, 2001, p. 16).

In this way, theory and methodology go together, they are inseparable, since they involve theoretical concepts addressed in an investigative study. As a “set of techniques, the methodology must have a clear, coherent, elaborate instrument, capable of directing theoretical impasses to the challenge of practice”, according to Minayo (2001, p. 16).

This chapter will present the methodology used in this research, the Systematic Literature Review (SLR), which differs from standard narrative reviews by employing a repeatable and transparent scientific process. In this aspect, its use is also justified by reducing bias in the formation of theoretical foundations, as well as the ability to provide an audit trail of decisions and procedures (Cook; Mulrow; Haynes, 1997).

This chapter justifies the reason for using the Pollock & Berge (2018) protocol in developing the RSL, as well as explaining in detail how to obtain data in the field and its statistical treatment.

3.1. Definition of the Type of Research

The methodology chosen to achieve the research objectives is mixed in nature. Qualitative research was used to study the topic, from the perspective of different authors; and RSL, including seminal works, which produced a robust theoretical framework. The way to achieve the research objectives included quantitative research and the elaboration and validation of a research instrument (questionnaire), applied to respondents before and after using the structured personal branding model, with statistical treatment through the software Jamovi, with data obtained in the field.

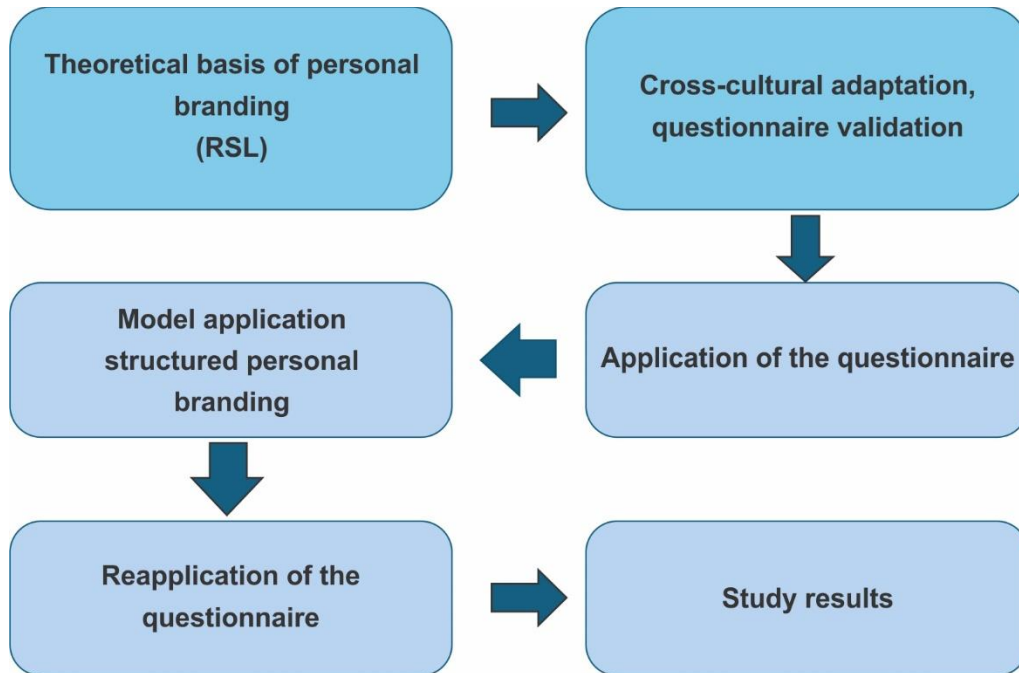
3.2. Description of The Research Design

This research is empirical in nature, with a qualitative and quantitative approach, applying a technological artifact (structured model of the personal branding process). The steps used in the research were:

1. Carrying out the aforementioned RSL, with a bibliographical survey of books, articles and websites on the cognitive process, self-knowledge, culture, branding and personal branding, with a view to providing theoretical support for approaches to the topic, using the protocol recommended by Pollock and Berge (2018).
2. Cross-cultural adaptation of the Personal Branding Questionnaire for Brazilian culture, which was developed by Chakrabarti (2014), translated and adapted into Portuguese by Fernandes (2015), which will be the basis for the research and validated for Brazilian culture according to the Model of Meyer's (2015) 8 cultural dimensions.
3. Validation of the questionnaire.
4. Submission of the questionnaire adapted to Portuguese as a pre-test for data collection.
5. Application of the already validated Personal Branding Questionnaire.
6. Statistical treatment of data from the first survey
7. Application of the structured model of the proposed Personal Branding process.
8. New application of the already validated Personal Branding Questionnaire, to compare results, on issues of awareness and importance before and after applying the structured model of the Personal Branding process.
9. Treatment of statistical data from the second questionnaire and comparison with the results of the first questionnaire.

The research design sought evidence of the hypothesis (H0): "The more the professional works on self-knowledge, the more they understand their values, beliefs, purpose and create a positioning". As noted, we initially sought to develop a solid theoretical basis by carrying out the RSL. The developed tool (questionnaire applied to respondents), validated and applied, analyzed the cause and effect relationship between the application of the structured personal branding model and the understanding of values, beliefs and purpose. The research design can be understood as shown in figure 11.

Figure11: Research design

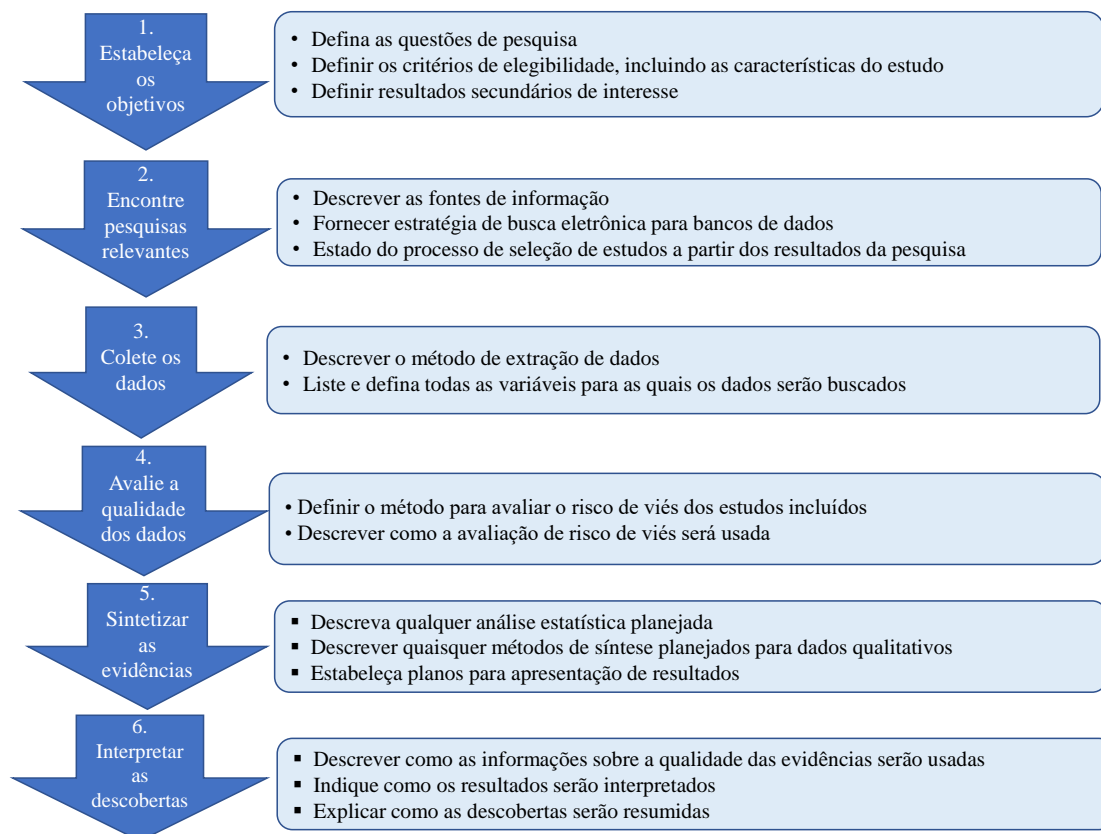


Source: the researcher (2023)

In this research, the aforementioned RSL (SLR – Systematic Literature Review) was used, which, according to the protocol by Pollock and Berge (2018), consists of six steps: (i) identification of the research objective and clarification of the objectives; (ii) identification of relevant research; (iii) data collection; (iv) assessment of the quality of studies; (v) summary of evidence; and (vi) interpretation of results.

For better understanding, figure 12 was produced.

Figure12: Procedure for performing RSL: Pollock and Berge (2018)



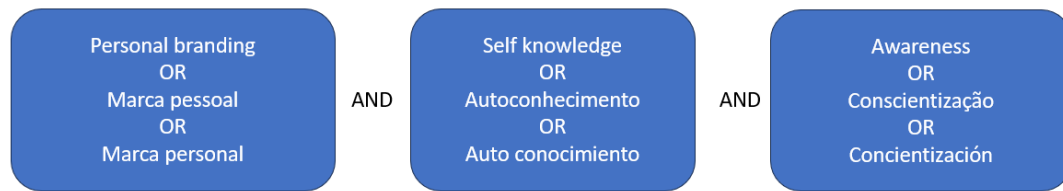
Source: Adapted from Pollock & Berge (2018)

The methodological process initially analyzed the research question: how can an international personal branding process contribute to the self-knowledge of Brazilians and favor the management of the personal brand?

Articles published in academic journals were selected based on the accuracy and rigor of the publication methodology, written in English, Spanish and Portuguese, as well as book chapters and seminar and symposium publications.

The identification of these works was carried out through search strings summarizing the research questions, as illustrated in Figure 13. The use of the Boolean operators “OR” and “AND”, as presented in Figure 13, allows a complete study of the range of topics and allows sufficient control over the topic database used in this research. It is important to highlight that in the initial research, a temporal filter was not considered, so that all study results from the subject areas of the research could be included.

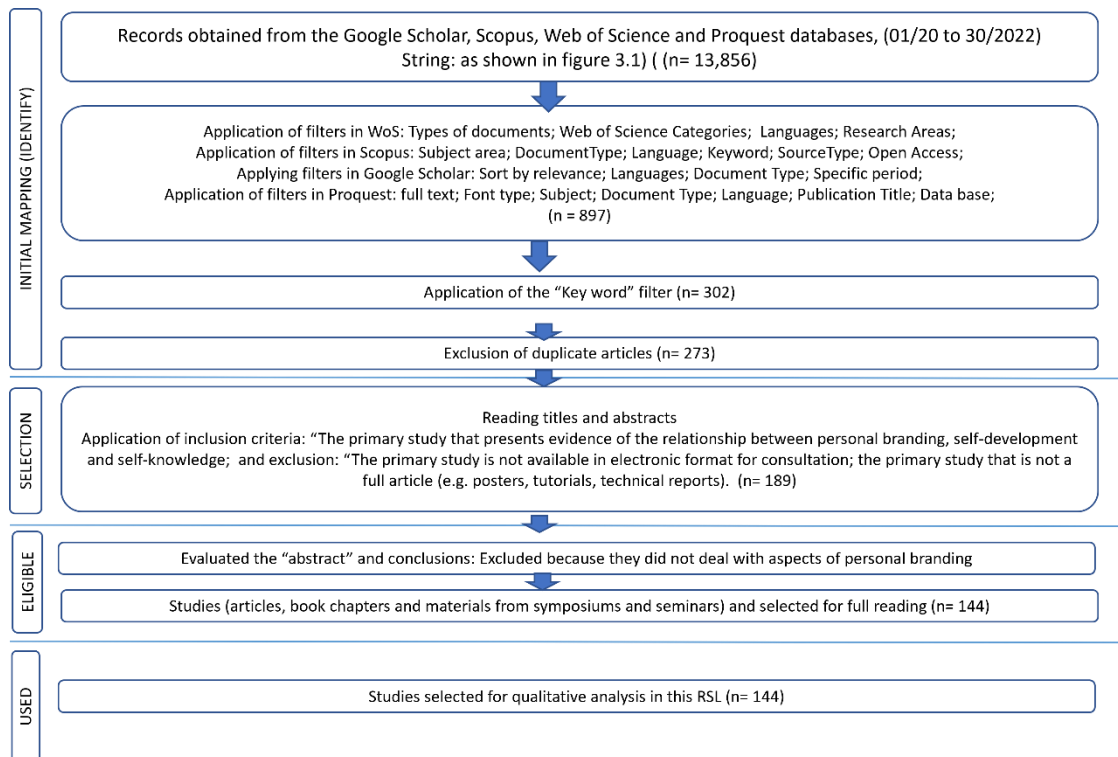
Figure13: Terms used in the search key expression in the Google Scholar, WoS and Scopus databases



Source: the researcher (2023)

The results acquired in the first phase of identifying important research and data collection led to the results presented in Figure 14.

Figure14: Results obtained from databases



Source: created by the author based on Pollock and Berge (2018)

According to Pollock and Berge (2018), the first step consists of describing the strings, followed by analyzing the studies in the databases. The next step involves selecting the results, according to the filters shown in figure 14. The next step, the third, uses the inclusion and exclusion method, from which a selection of documents that serve as support for the research to be analyzed.

This data obtained was taken directly from the databases: Google Scholar, Web of Science and Scopus and compiled into spreadsheets in Microsoft's Excel software, which allowed the reorganization of content and publications in a chronological manner, in addition to the content of the topics covered, such as also the identification of these through sources, among other characteristics.

The 48 studies, including articles, book chapters, conference publications and series, were subjected to reading and an in-depth analysis of the contents, thus allowing a classification of the topics

covered. Again, the Excel spreadsheet was used to record and classify according to Pollock and Berge (2018) recommendations: (v) summarize the evidence; and (vi) interpret them.

Therefore, it is understood that in the methodological study the researcher focuses on developing a reliable, viable instrument that can be replicated by other researchers.

3.3. Research Context

The initial sample of the research was made up of 56 professionals, a sample that fully met the theoretical conditions, divided by areas of knowledge, within which some professions were randomly selected, resulting in the following professional areas: Health Sciences; Exact and Earth Sciences; Agricultural Sciences; Engineering; Human Sciences; Applied Social Sciences; Linguistics, Literature; and Arts.

The initial research took place from 02/08/2023 to 02/23/2023, at Brazil level. The instrument for collecting data in the first stage, the Personal Branding Questionnaire, was sent digitally through a link, using the Survey Monkey® platform, and consisted of the translated questionnaire, adapted to Brazilian Portuguese and validated for the culture Brazilian.

The structured Personal Branding model was applied to 30 respondents, chosen intentionally (lower performance in the questionnaire applied) for around 15 weeks, in the period from 03/06/2023 to 06/16/2023, and the execution of the activities recommended remotely, through posts on social media platforms, such as Instagram, which resulted in respondents applying concepts, practices and initiatives recommended in the structured process model of personal branding (chapter 5).

After this period, participants were asked to respond to the questionnaire again, with the purpose of investigating H0, that is, the existence of a positive connection between the understanding of values, beliefs, purpose and creation of a positioning the more the professional works. your self-knowledge. Data collection was carried out from 07/03/2023 to 07/14/2023.

3.4. Population and Sample

3.4.1. Population

The research used a population of 56 professionals, which fully meets the theoretical conditions proposed here, which were divided into areas of knowledge, within which some professions were randomly selected, resulting in:

- A. Health Sciences: Physical Education (2), Nursing (2), Medicine (2), Nutrition (2), Dentistry (2), Pharmacy (2).
- B. Exact and Earth Sciences: Systems Analysis and Development (2), Computer Science (2), Physics (2), Statistics (2), Chemistry (2).
- C. Agricultural Sciences: Agronomy (2), Environmental Engineering (2), Veterinary Medicine (2).
- D. Engineering: Civil Engineering (2), Mechanical Engineering (2), Chemical Engineering (2).

E. Human Sciences: Psychology (2), Theology (2).

F. Applied Social Sciences: Administration (2), Architecture (2), Law (2), Journalism (2), Advertising (2), Tourism (2).

G. Linguistics, Letters and Arts: Graphic Design (2), Fashion (2), Music (2).

3.4.2 Sampling

This research is intentional (or by judgment), whose sampling, according to Mattar (1996, p. 128), if you have good judgment and strategy, will allow you to determine the cases that will be selected, obtaining a sample that is considered sufficient for the development and closure of the research. According to this author, if the judgment criteria are correct, when choosing the sample, intentional sampling will allow obtaining better results for the research.

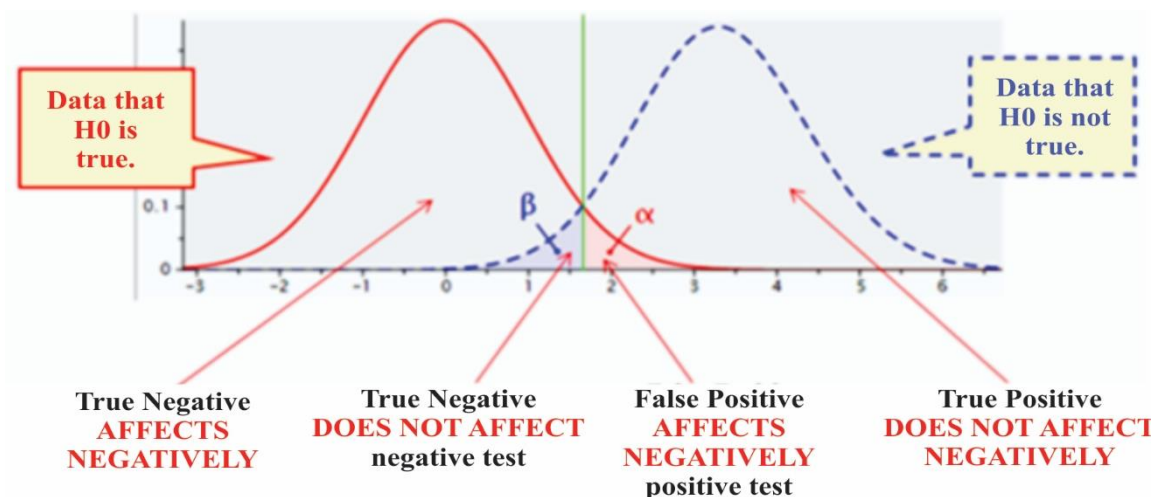
One question that arises is the appropriate sample size to be used. Before presenting a tool for calculating the ideal sample size for a study, it is necessary to summarize the probability of error in hypothesis testing. There are two main types of errors:

Type 1, which refers to the risk of incorrectly rejecting the null hypothesis (which is antagonistic to the study hypothesis) and claiming that the treatment means, and control conditions are significantly different (when they are not); It is

Type 2, which refers to the risk of incorrectly rejecting the null hypothesis (which is antagonistic to the study hypothesis) and claiming that the treatment means, and control conditions are not significantly different (if they are).

The probability of making a type 1 error is referred to as α and that of making a type 2 error as β , with $1 - \beta$ being the statistical power of the experiment (Hair et al., 2009). Given that a lack of statistical power decreases the possibility of reliably discriminating between the null hypothesis and the alternative hypothesis, it is of great importance to ensure that a study has sufficient power (Faul et al., 2007). Figure 15 represents α and β in graphical representation.

Figure15: Characteristics of the experiment



Source: prepared by the researcher

The parameterization used to determine the sample size is:

Effect Size: $f^2=0.15$

The effect size allows evaluating the importance of the constructs in explaining a certain selected intrinsic construct. In more detail, we examine how much a predictor construct contributes to the R^2 value of the objective construct (dependent variable) (Hair *et al.*, 2014, p. 198). Or, in other words, the f^2 or effect size represents an expectation regarding the behavior of a test result.

Calculated as:

$$f^2 = \frac{\text{Variance explained}}{\text{Unexplained variance}} \quad \text{or} \quad \frac{R^2}{(1-R^2)}$$

Higher values are used if the relevance is to identify as significant only effects that are considered large, for example, in physics, chemistry, etc. (hard science) – which is not the case with “behavioral sciences”. A high f^2 indicates that there is a distinct phenomenon between two samples, which implies having a favorable perspective from which to observe the differences (effect). A small f^2 suggests that the differences in a phenomenon in two samples are subtle, therefore requiring larger samples for the effect to be observed. For this reason, the sample size increases with decreasing f^2 .

To observe small differences, it is necessary to have more information (more respondents), that is, to increase the sample size.

In behavioral sciences, the evidence is not as absolute as observed in physics and chemistry. Thus, a median f^2 (0.15) and power (0.80) can be assumed, which indicates a moderate expectation regarding the dimensions of the relationships. The concept of power refers to the possibility of rejecting H_0 when it really should be rejected.

$$\alpha = 0.05$$

$$\text{Power}(1-\beta) = 0.95$$

In $\text{Power}(1-\beta)$ (err prob), β is a type II error (rejecting H_0 when it is false). If the Power adopted is 0.95%, α of 5%. Cohen (1988) recommends that power ($1-\beta$ err prob) = 0.80 (or 80%) or $\beta = 0.20$ (or 20%) as appropriate for social sciences. So, when assuming that the type II error is $\beta = 0.20$ or 20%, the study power would be 0.80 or 80%. (power = $1 - \beta$).

The 80% power analysis indicates that there is an 80% probability of identifying a difference between two treatments if this difference actually exists in the population. Otherwise, a power of 80% means that, if a difference really exists, there is an 80% chance of detecting it. Therefore, the larger the sample, the greater its power. According to Hair *et al.*, (2014), in Applied Social Sciences or behavior, a “median” effect size (f^2) is normally used (0.15) and Power = $1 - \beta = 0.80$.

Here we present an empirical tool used to calculate the sample size needed to perform an experiment. G*Power is independent software designed by Erdfelder, Faul and Buchner (1996) for statistical tests commonly used in behavioral marketing. The usefulness of G*Power is that it calculates

the required statistical power based on a series of frequently used tests, such as t, F, z, X², or binomial reference distributions.

G*Power offers a free design-based approach in which the researcher (1) selects the statistical test category they are interested in (e.g., correlations, means, proportions, variances, regressions) and (2) specifies study characteristics (e.g., number of groups, whether samples are independent or dependent, number of controls, expected level of power, etc.).

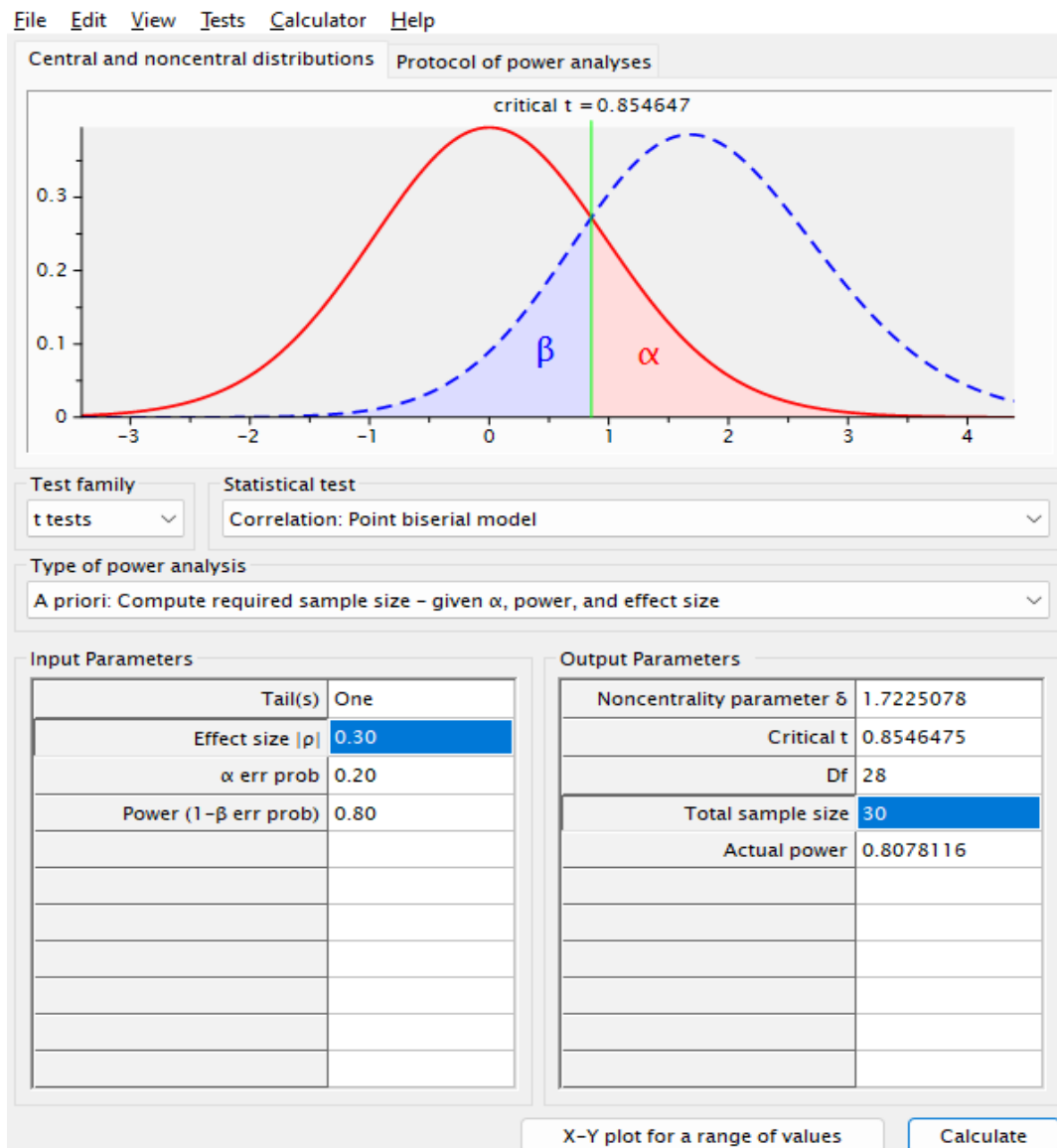
In specifying the study design, G*Power estimates a sample size that would provide the requested statistical power. The G*Power 3.1.9.7 software can be obtained free of charge from the website:<http://www.psych.uni-duesseldorf.de/abteilungen/aap/gpower3/download>.

Thus, by parameterizing the G*Power 3.1.9.7 software, with an effect size of 0.30), the power ($1 - \beta$ error prob) = 0.80 (or 80%) and the β = 0.20 (or 20%), suitable for social sciences, a sample size of 30 (thirty) was obtained, as shown in figure 16.

The use of homogeneous samples in experiments is recommended, as they minimize the presence of factors that may interfere with the results. A uniform sample allows for more precise testing of theoretical hypotheses. Error variance can increase when respondents are heterogeneous in characteristics that can influence responses, so statistical tests that identify the significance of a relationship may be less sensitive. (Calder *et al.*, 1981).

However, after testing theoretical statements, studies can be repeated using heterogeneous samples, as these correspond to greater proximity to the population and, therefore, ensure greater capacity to generalize the results (Calder *et al.*, 1981). Hair *et al.*, (2009) ensure that samples with more than 30 cases tend to present normal distribution characteristics; therefore, they recommend the use of at least 30 cases in each experimental condition, which is in accordance with the sample size calculated by the G*Power 3.1.9.7 software.

Figure 16: Determination of sample size



Source: prepared by the researcher

3.5. Data Collection Instruments

As a basis for this research, the Personal Branding Questionnaire was used, translated and adapted in Portugal. Thus, the research began with the translation of the Personal Branding Questionnaire, from Portuguese to Brazilian Portuguese and its subsequent validation, based on the Model of the eight dimensions of The Cultural Map, Breaking through the invisible boundaries of global business (Meyer, 2015), in the application of a structured model of the personal branding process and a second application of the questionnaire to a sample.

The questionnaire adapted to the Portuguese language of Portugal by Fernandes (2015) was deepened by carrying out an exploratory factor analysis of the subscales, mentioned in item 3.1, which guided, in its results (unlike the original questionnaire) to work with only two dimensions: uniqueness and self-regulation and professional identity.

Singularity and self-regulation, according to Fernandes (2015), refer to positive points of the individual, valuable for those who relate to the personal brand and the differentiation from the competition, also corresponding to the evaluation that the individual himself makes of his brand, focus on awareness.

Regarding the issue of professional identity, it emphasizes the personal brand, both in its internal and external characteristics, reflecting the items in the original questionnaire that address: image, quality, values, competitiveness, unique identity and focus on importance.

It can therefore be expected that the questionnaire will be a relevant instrument, considering that it has the first 15 questions focusing on assessing awareness about personal branding and the other 15 focusing on the importance of this process.

Therefore, the questionnaire translated and validated into Brazilian Portuguese is relevant because it takes into account, in its construction, Brazilian cultural specificities, which allows the individual to evaluate themselves and realize the importance of working on their personal brand; however, this will only occur effectively once he has full knowledge of who he is.

All of these points help in the process of self-knowledge, one of the items in the theoretical framework, which is the basis for the individual to work on their brand. Therefore, it is understood that cross-cultural adaptation and validation of the questionnaire are necessary so that Brazilian professionals can extract from them the real perception of their personal brands.

It is worth noting that all answers given by respondents are based on the Likert Scale, which varies between one and seven points, and is made up of items that should show the level of agreement, namely: (i) I strongly agree (7 points); (ii) partially agree (6 points); (iii) I agree (5 points); (iv) neither agree nor disagree (4 points); (v) disagree (3 points); (vi) partially disagree (2 points); (vii) strongly disagree (1 point).

Therefore, the higher the score, the presence of attributes favorable to greater self-knowledge will also be present. Júnior and Francisco (2014) point out that the great advantage of this scale is its easy handling, as well as the ease in which the respondent has to indicate their level of agreement on a question/statement. These authors also consider that the stability of the results obtained contributes positively to the application of the method in various research studies.

3.5.1. Cross-Cultural Adaptation Process

To carry out the translation and cross-cultural adaptation process, the model by Beaton et al. was considered. (2000), widely used.

The rapid expansion of the number of studies around the world has led to the need to adapt measuring instruments to languages other than the original instrument. In addition to translation, elements of an instrument must be adapted to the new culture to achieve parity with the original version (Beaton et al., 2000).

Next, the translation steps are described based on a guide for the adaptation process suggested by Beaton *et al.*, (2000).

Step 1 – Translation of the instrument into Brazilian Portuguese: This involves translating the instrument into the target language (Portuguese/Brazilian) and must be done by at least two translators

(T1 and T2) who have a perfect level of linguistic proficiency. One of the translators must know the purposes and concepts surrounding the tool, while the other may not have such knowledge.

Stage 2 – Synthesis of Translations: this phase aims to compare ambiguities or differences in the translated words and the differences must be resolved in order to result in a synthesis of the two versions, T1 and T2.

Step 3 – Translation of the tool into the source language (Back Translation): consists of translating the Portuguese (Brazilian) T1+T2 version into Portuguese from Portugal by at least two translators fluent in the target language and native speakers of the same language as the tool. These translators should not receive information about research concepts. The resulting versions will be called BT1 and BT2 (Back Translation 1 and 2).

This is a verification process designed to ensure that the translated version maintains the same content as the original. The step improves the ambiguous wording of the translation. However, consistency between the original and translated version does not guarantee continuity, as it may not be correct, but it guarantees compatible translations (Beaton *et al.*, 2000).

Stage 4 – Validation of the questionnaire: cross-cultural translation, even though it brings meaning to the translated content, still carries the issue of a literal translation based on the European language and culture, which here is Portuguese from Portugal.

Although Brazil and Portugal speak the same language, Portuguese, it is known that there are specificities of both that are directly linked to the country's culture. These issues of cultural differences are well exemplified in the book *The Cultural Map, Breaking through the invisible boundaries of global business* by Meyer (2015), presented in item 2.3.1.

Based on what was demonstrated in the eight dimensions model, the cultural differences between Brazil and Portugal can be seen; Even though the two countries have similarities in spoken language, there are significant cultural differences that demonstrate the importance of validating the Personal Branding Questionnaire, so that it is as assertive and understandable as possible for Brazilian professionals.

Step 5 – Assessment by a group of judges: include a selection of the Portuguese version by a jury based on all versions of the tool and its components. The group is asked to evaluate the questions with a focus on semantic, cultural, conceptual and idiomatic equivalence.

Semantic equivalence refers to the meaning of words. Idioms use common expressions that match the source language.

The jury must be composed of methodologists, language teachers or subject matter experts, who must review all translations to ensure that the translated versions are understandable and suitable for pre-examination (Beaton *et al.*, 2000).

Validation of the research instrument, which includes theoretical and semantic aspects, was carried out following the steps described here. Firstly, 12 experts, 5 academics and 7 specialists were

invited to read the materials, with the aim of ensuring content clarity in terms of writing and understanding.

They were also asked to analyze and qualify whether all aspects were adequate to assess awareness about personal branding and the importance of this process.

Those involved returned with observations of improvements in the writing of some of the questions, which were accepted for the final version.

In the final version, in addition to the expressed qualitative validation, quantitative criteria were also used to validate them. According to Lawshe (1975), questions need to meet the Content Validity Ratio (CVR) in order to be considered valid and used in the research instrument.

The CVR is mathematically determined as: $CVR = (ne - N/2) / (N/2)$, where:

ne – number of experts who judge the statement as “essential”.

N – is the absolute number of experts.

Still according to Lawshe (1975, p. 568), in a group of 12 experts, the minimum CVR value is 0.56.

The CVR value achieved in the quantitative assessment was 0.67. Therefore, considering the assertions of the research instrument valid.

The next step was to validate a pre-test.

Stage 6 – Pre-test: in this phase of the adaptation process, a pre-test is carried out in which the version of the instrument is applied to people who share the same characteristics as the target population of the research, that is, Brazilian professionals. Pre-tests, although they provide information about how people interpret the tool, do not guarantee its validity and reliability within the success criteria of the acculturation process. Therefore, the recommendation is that additional tests be performed on a modified version to verify these properties (Beaton *et al.*, 2000).

Gil (1999), referred to by Romeiro Filho and Fernandes (2021, p. 4), suggests that:

The chosen respondents must be typical in relation to the target population of the main research and willing to dedicate more time to answer the questionnaire and be interviewed about difficulties and limitations they encountered when answering the questionnaire.

Even if the pre-test does not confirm the success of conducting the experiment, it reduces the chance of failure. The research instrument was applied to 3 different professionals linked to marketing, branding and personal branding, with no cases in the pre-test that did not proceed normally.

At the end of each pre-test, carried out by the evaluators, the author asked if they had felt comfortable answering, if there was any problem with understanding, if the instrument in question had been objective, if the questions included assessing awareness about personal branding and the importance of this process and whether the presentation (layout) had facilitated data collection.

We consider the instrument to be valid, since all 3 responses were satisfactory, with no difficulties or any changes in form and content being signaled, making it ready to be applied. Therefore, we were prepared for the next stage.

Step 7 – Authorization: authorization of the generated report and the final version of the research were sent by email to the research author, who authorized the use of the translated version in Brazil. Reliability and validity are two closely linked measurement aspects that perform complementary functions. (Bem *et al.*, 2011).

3.5.2. Proposal for a Structured Process Model in Personal Branding

It will not only be considering the application of the questionnaire in Personal Branding, already translated and validated for Brazilian culture based on The Cultural Map, Breaking through the invisible boundaries of global business (Meyer, 2015), as presented in item 3.2 of this chapter, that the professional will have the entire basis to work on your personal brand.

This questionnaire, once validated, may help the individual to begin a movement towards awareness of the relevance of the personal brand and self-knowledge for the development of the management of their personal brand. In this way, it is intended to complement with another process model and topics that offer more individual aspects that provide support for personal brand construction and strategies.

Thus, questions were raised that should be addressed in more depth and presented in the form of questions to be answered by the participating subjects. These will be presented in topics and preceded by concepts and examples.

It is understood as essential to address the following topics: skills, competencies, value, beliefs, competitive differences, contact networks, target, strengths, weaknesses, opportunities, threats, positioning, mission, vision and purpose. In Table 1, below, the proposal for this complementary model is presented.

Table1: Proposal for a complementary structured model in personal branding

Themes	Questions	Authors/References
Skills and Competencies	<p>1) Write down what you do well.</p> <p>2) Write down what you could do and don't do.</p>	<p>GORBATOV, SERGEY & KHAPOVA, SVETLANA & LYSOVA, EVGENIA. Personal Branding: Interdisciplinary Systematic Review and Research Agenda. <i>Frontiers in Psychology</i>. 9. 1-17. 10.3389/fpsyg. 2018. They quote, on page 8, Lorgnier and O'rourke (2011)</p> <p>SAWICKI, DP; STORTI, AT Personal marketing and personal brand: a theoretical look at the importance and main concepts. 2016 They cite, on page 32, Bender (2009); Heller (1990); Davidson (2000, apud Janson, 2012)</p> <p>BOFF, DS, ZANETTE, CRS The development of skills, abilities and the formation of concepts: the founding axis of the learning process. 2010 They cite, on page 3, Azevedo, TM; Rowell, Vania Morales. Skills and abilities in the learning process.</p> <p>OLIVEIRA, P., LACERDA, J. Desirable skills and competencies for competitive intelligence professionals. 2007, They cite, on page 47, Fuld (1995); Kahaner (1996); Tarapanoff (2001); Miller (2002); Precott and Miller (2002); Choo (2003).</p>
Values and Beliefs	<p>1) What are your values, what moves you?</p> <p>2) What are your beliefs, what do you believe in?</p>	<p>MARTINS, TO, SALES, DR, NETO, MTR The Influence of Values and Beliefs on Human Behavior. 2019, page 281. FUMEC University - Faculty of Business Sciences – FACE,</p> <p>GORBATOV, SERGEY & KHAPOVA, SVETLANA & LYSOVA, EVGENIA. Personal Branding: Interdisciplinary Systematic Review and Research Agenda. 2018, page 7. <i>Frontiers in Psychology</i>. 9. 1-17.</p>
Competitive diferentials	What are your competitive differentiators?	<p>MENEZES, TL Content marketing as a branding tool: a case study of a swimwear e-commerce. 2021 Cites Powell, 2001; South, 1981. Ansoff, 1965, p. 93. Porter 1997</p> <p>SAWICKI, DP; STORTI, AT Personal marketing and personal brand: a theoretical look at the importance and main concepts. 2016. They cite Heller (1990); Bender (2009); Arruda (2003, Apud Shaker; Ha-Fiz, 2014)</p>
Network	What are your connections? List the groups?	SAWICKI, DP; STORTI, AT Personal marketing and personal brand: a theoretical

		look at the importance and main concepts. 2016. They cite Ballback E Slater (1999, Apud Janson, 2012) and Peters (2000)
Weaknesses and Threats	<p>1) What “inside me” hurts me? (sensations, sensations)</p> <p>2) What around me harms me? (environment, situations)</p>	<p>MUÑOZ, AR Creation and diffusion of a personal brand: the tucanes shirt. 2018, page 25 Universitat Politecnica de València.</p> <p>MONTERO, EG; TABOADA, MM Analyzing the self-concept and image application of the mental map to the construction of the personal brand. 2015, page 397. Universidad Camilo José Cela. Revista de Ciencias Humanas y Sociales, ISSN 1012-1587, N°. Extra 2, 2015, pages. 396-424</p>
Positioning	<p>Explain:</p> <p>1) In which category are you unique.</p> <p>2) What differentiates you from your competitors.</p> <p>3) Who are your customers</p> <p>4) What is your market (geographic)</p> <p>5) What is the level of need for you to act with your professional knowledge</p> <p>6) When do professionals need what you do?</p>	<p>GRANDEZ, A.; MILAGROS, J. “Fitness lifestyle as a basis for personal positioning”. 2019. Universidad Científica del Sur. Faculty of Human Sciences - LIMA – PERU</p> <p>SHAFIEE, M., GHEIDI, S., KHORRAMI, MS, ASADOLLAH H. Proposing a new framework for personal brand positioning. 2019, page 1. European Research on Management and Business Economics, Volume 26, Issue 1, 2020, Pages 45-54, ISSN 2444-8834 Cintam LIN (2010), TROUT & RIES (1986)</p> <p>2017 CHEDRAUI, L. The power of positioning. Nirsa case. INNOVA Research Journal, [S. l.], v. 2, no. 10.1, p. 36–41, 2017. Quotes on page 38 LAMBIN, GALLUCI, SICURELLO (2009, p.338), AAKER, (2014, p.123), LAMBIN, GALLUCI, SICURELLO, (2009, p.255), ADEMÁS, KOTTLER Y PFOERTSCH (2008, p.120).</p>
Mission and Vision	<p>1) What is your mission?</p> <p>2) What is your vision?</p>	<p>2020 FOREST, D. Analysis of vision and mission statements characteristics and their association with organizational performance: a guide to writing effective vision and mission statements, 2020. Applied Studies in Agribusiness and Commerce – APSTRACT. 2020. University of Debrecen, Faculty of Economics and Business, 4002. Pf. 400 Cites on page 88, DESMIDT et al., (2011) KING & CLELAND (1979)</p> <p>BOWEN, S. Mission and Vision. 2018. University of South Carolina, USA.</p>
Purpose	What makes you get up every day and do what you normally do?	PILATTI, G. Recommendations for using brand DNA in the construction of visual merchandising based on UX design. 2016. Federal University of Santa Catarina.

		Cites on page 44, 48, WHEELER (2012, p.30), NWORAH (2006), KOTLER, KARTAJAYA and SETIAWAN (2010, p.39)
Target / target audience	Define your target audience?	GALÃO, FP; CRESCITELLI E. Marketing How and who do you want to talk to? A study on the audiences involved in the marketing communication process of large advertisers. XV SEMEAD Seminars in Administration, 2012 They cite Shimp (2009, p.39) Kotler and Keller (2006, P. 538)
Perceived and projected image	Ask an average of 30 people from different relationship groups, via email, Facebook, WhatsApp, etc., to write a SINGLE positive word, the FIRST that comes to mind when they think of you or see your image.	GARCIA, FC BRAND IDENTITY AND IMAGE: A comparative analysis in a company in the telecommunications services sector. Federal University of Uberlândia, 2016 Cites on page 27, GARDNER and LEVY (1955), PARK, JAWORSKI and MACINNIS (1986), RAMOS (2013), RUÃO (2003), SCHIFFMAN and KANUK (2000).

Source: prepared by the researcher

3.6. Data Collection Procedures

The questionnaire was built using Survey Monkey® software, a website for creating surveys and questionnaires, and sent by email to respondents. This tool changes all data from responses based on the Likert Scale into graphs and Excel spreadsheets. The questionnaire model is included in Appendix A.

The data collected in the first and second application were recorded in an Excel spreadsheet. With the convenient filter of the data entered, it was possible to obtain: sociodemographic characterization, analysis of all questions in a paired way and creation of graphs to facilitate observation of the results.

3.7. DATA ANALYSIS

Survey Monkey® software produced a spreadsheet exportable to Excel from MSOffice. The answers were tabulated in the occurrence if there were two frequencies in the coding: totally disagree: 1; disagree: 2; partially disagree: 3; don't know/neutral: 4; Partially agree: 5; Agree: 6; Totally agree: 7.

A cross-analysis of the paired responses of awareness and importance was carried out. After applying the structured personal branding model, data was collected again in the second questionnaire and had the same initial treatment.

To compare the results before and after applying the structured personal branding model, we applied the statistical analysis of the McNemar Test, using the statistical software Jamovi 2.3.21.0, obtained free of charge on the website <http://jamovi.org>.

3.8. Ethical Considerations

Special care was taken when conducting the research to prevent participants from being aware of the nature of the stimuli and the effects expected by the researcher, as this awareness could introduce an external variable. Before applying the questionnaires, it was emphasized that the data would be treated in an aggregated form, ensuring that the identity of the respondents would not be revealed. Data security and anonymity were also ensured, highlighting that there were no right or wrong answers and asking participants to complete the task carefully. All this information was clearly detailed and available for download, for respondents, in the “Free and Informed Consent Form (TCLE)”.

The use of the research tool occurred smoothly and an average time to complete the questionnaire was identified as being between 12 and 15 minutes.

Based on an ethical perspective, it is interesting that at the end of the experiment, participants understand the true purpose of the research. This practice is an important condition for experimental research to be approved by the ethics committees of research-focused institutions. And as stated above, this was done with all interviewees: after completing the survey completely, the objective of the research to which they were invited to contribute was explained in detail and clearly.

3.9. Limitations of the Research Method

This research contributes to an increase in the perception that the understanding of values, beliefs, purpose, development of a position is directly related to the more the professional works on their self-knowledge, the more they present limitations. Among them, we highlight: possible regional cultural differences due to the territorial extension of Brazil; the influence of the respondents' IC, which was not studied as it would impact the “intensity” of understanding values, beliefs, purpose; and the nature of the companies in which the participants work, as we know that personal and professional demands are different in state-owned, private and professional Brazilian companies.

Therefore, it is suggested that future studies on the application of the structured model of personal branding be conducted by the nature of the organization, by “regional cultures”, by the level of cultural intelligence of the participants and also by the economic-social level. Furthermore, for future studies, it will be possible to research whether the “intensity” of the development of self-knowledge is related to the individual's hierarchical position.

In this chapter we present the methodology used, the way it is presented and its details, which aim to allow the reproducibility of the research by other researchers. We highlight the importance of using RSL in the construction of the theoretical corpus, as well as explaining the steps used to carry it out.

Relevant importance was given to the research instrument (questionnaire), which before its application was subjected to validation by academics and professionals. The application of the questionnaires followed the highest ethical standards, protecting the identity of the respondents. The application of the structured personal branding model was carried out in such a way that no other professional activity of the researcher interfered with the conduct of the work, dedicating himself entirely to it. We sought to have statistical rigor when processing the data, so that the reliability of the analysis could be preserved.

4. RESULTS AND DATA ANALYSIS

After applying the Personal Branding Questionnaire, cross-culturally adapted and validated, to 56 participants, and choosing a second group of 30 participants to apply the structured model of the Personal Branding process through selection of intentional sampling, the social networks that the Individuals use Instagram for professional advertising, before and after going through the process, to gain insight into the impact.

The purpose of this process was to verify whether there were changes in the way participants presented themselves, behaved or advertised themselves after being subjected to the proposed model of structured personal branding process presented in this work, and this change was captured by applying the same questionnaire, applied from same way. Subsequently, the results were grouped.

The data obtained from the instrument applied to the participants are presented below, using tables and graphs to facilitate visualization and understanding. Descriptive statistics were used to synthesize, summarize and make reading and analysis more objective; inferential statistics was used to correlate the variables.

4.1. Sociodemographic Characterization

In the analysis of the sociodemographic characteristics of the sample of 56 participants, the data described below were identified, referring to gender, age, education and length of professional experience.

There was a homogeneous and proportional distribution between participants, in relation to sex: male participants predominated in this research (30 respondents), which represents 53.6% of the total, and in relation to female participants (26 respondents), representing 46.4% of the total (Table 1).

Table1: Data regarding the gender of the participants

Sex	Amount	Percentage
Masculine	30	53.6%
Feminine	26	46.4%
Others	0	0.00%
Total	56	100%

Source: prepared by the researcher, based on research results (2023)

In relation to age, there is a greater concentration in the age group between 31 and 40 years old, representing 41.1% of the total participants, although there are also professionals in the next two groups, between 41 and 50 years old and 51 and 60 years old. (Table 2).

Table 2: Age of participants

Age	Amount	Percentage
Between 20 and 30 years old	8	14.3%
Between 31 and 40 years old	23	41.1%
Between 41 and 50 years old	11	19.6%

Between 51 and 60 years old	12	21.4%
Over 60 years old	two	3.6%
Total	56	100%

Source: prepared by the researcher, based on research results (2023)

In relation to the level of education, it was evident that there is a large and relevant concentration in the bachelor's degree, 71.4%, with the master's degree in second place (but with a great distance) at 16.1% (Table 3).

Table 3: Education level of participants

Education	Amount	Percentage
Complete high school	two	3.6%
Graduation	40	71.4%
Master's degree	9	16.1%
Doctorate degree	5	8.9%
Total	56	100%

Source: prepared by the researcher, based on research results (2023)

Regarding data on years of professional experience, we observed that there was a dilution of responses, but the period above 21 years is evident with 21 respondents, which represents 37.5% of the total (Table 4).

Table 4: Data referring to years of professional experience

Years of professional experience	Amount	Percentage
1 to 5 years	6	10.7%
6 to 10 years	7	12.5%
11 to 15 years old	8	14.3%
16 to 20 years old	14	25.0%
Over 21 years old	21	37.5%
Total	56	100%

Source: prepared by the researcher, based on research results (2023)

4.2 Statistical Analysis of the Results of the Personal Branding Questionnaire Validated and Adapted to the Brazilian Culture

To describe the variables, frequencies and percentages were considered and 95% confidence intervals were constructed for the proportions of interest. To compare the probabilities of agreement on questions corresponding to the dimensions of awareness and importance, the McNemar test was considered, statistical technique that uses the association between two categorical variables measured in the same group of individuals at two different times and is applied in paired case-control studies where the individual is evaluated before and after an intervention or exposure (Firmino, 2015).

McNemar's thesis tests the H0 hypothesis, that there is a significant difference in the proportion of individuals who change categories between the two measurement moments, thus providing a robust approach for analyzing change in relation to the same individuals.

To evaluate internal consistency, aiming at the extent to which the questions measure the same construct, in relation to each set of questions, the estimation of the Cronbach's Alpha coefficient was considered, where p values less than 0, 05 indicated statistical significance. According to Hair Jr. *et al.*, (2009) and Field (2009) *apud* Azevedo *et al.*, (2021), the alpha must present a result of 0.7, thus leading to the reliability of the instrument.

For applied social sciences, it is understood that the recommended value is adequate (Hair *et al.*, 2009).

4.2.1 Assessment of the internal consistency of the questionnaire

4.2.1.1 Questions 1 to 15

To measure the internal consistency of this set of questions, the Cronbach's Alpha coefficient was estimated. The idea is to evaluate, globally, the degree of correlation of the questions and their efficiency in measuring the latent variable associated with this group of questions related to "awareness" regarding attitudes towards the profession. The estimated result for this set of questions was equal to 0.69, or 0.7, indicating that the results are acceptable in assessing awareness of the profession.

4.2.1.2 Questions 16 to 30

To measure the internal consistency of this set of questions, the Cronbach's Alpha coefficient was also estimated. Once again, the idea is to globally evaluate the degree of correlation of the questions and their efficiency in measuring the latent variable associated with this group of questions related to the "importance" given to actions aimed at the profession. The estimated result for this set of questions was equal to 0.77, indicating that the results are acceptable in evaluating the importance given to actions aimed at the profession.

According to Hair *et al.*, (2014, p. 102), Cronbach's alpha is highly susceptible to the sample size and the number of variables included in the construct or latent variable. Values between 0.60 and 0.70 are acceptable in exploratory research.

The Cronbach's Alpha values for the Personal Branding Questionnaire, cross-culturally adapted and validated, lead us to infer that the questionnaire and its results are reliable.

4.3 Assessment of the Association Between Questions that Measure Consciousness and Importance

4.3.1 Questions 1 and 16

Question 1: Is academic training a relevant factor for professional success and does the reputation of the educational institution attended positively influence career opportunities?

Question 16: Were the prestige and reputation of the educational institution I attended, as well as the status it gave me, relevant factors in my entry into my current workplace?

Table 5 presents the frequencies and percentages of answers given by interviewees to these two questions.

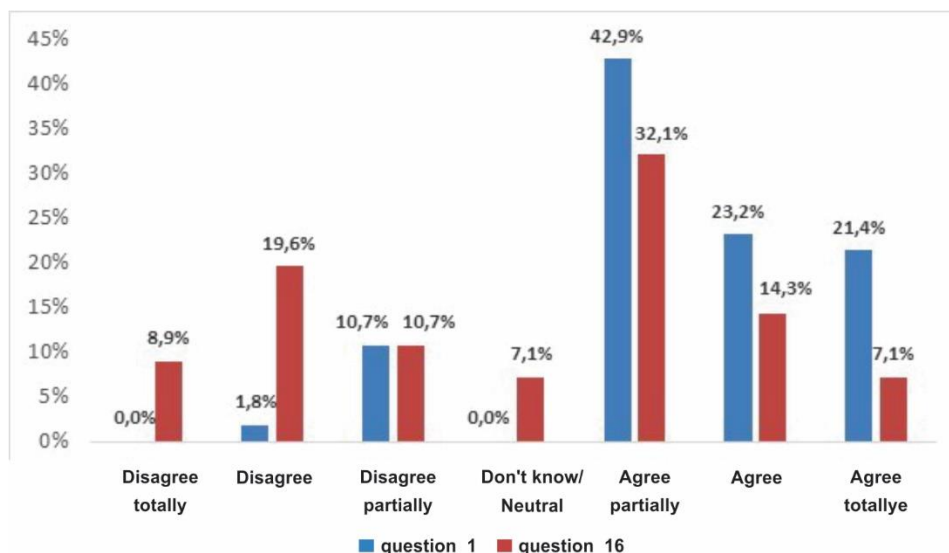
Table 5: Association between questions measuring awareness and importance, questions 1 and 16

		Question 16							Total
		Totally disagree	I disagree	Partially disagree	I don't know/ Neutral	Partially agree	I agree	I totally agree	
Question 1	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	1	0	0	0	0	0	0	1
		1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%
	Partially disagree	0	4	1	0	1	0	0	6
		0.0%	7.1%	1.8%	0.0%	1.8%	0.0%	0.0%	10.7%
	Don't know/Neutral	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Partially agree	two	3	3	4	12	0	0	24	
	3.6%	5.4%	5.4%	7.1%	21.4%	0.0%	0.0%	42.9%	
I agree	1	1	1	0	two	7	1	13	
	1.8%	1.8%	1.8%	0.0%	3.6%	12.5%	1.8%	23.2%	
I totally agree	1	3	1	0	3	1	3	12	
	1.8%	5.4%	1.8%	0.0%	5.4%	1.8%	5.4%	21.4%	
total		5	11	6	4	18	8	4	56
		8.9%	19.6%	10.7%	7.1%	32.1%	14.3%	7.1%	100.0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 17 shows the percentage distributions of responses to the two questions.

Figure17: Graph of percentage distributions for questions 1 and 16



Source: prepared by the researcher, based on research results (2023)

4.3.2. Questions 2 and 17

Question 2: Is building influential personal contacts and establishing good connections a strategy for making better decisions and developing a successful career?

Question 17: Am I looking to establish connections with influential and respected people who share values and interests and who can help me build an authentic and meaningful network?

Table 6 presents the frequencies and percentages of answers given by interviewees to these two questions.

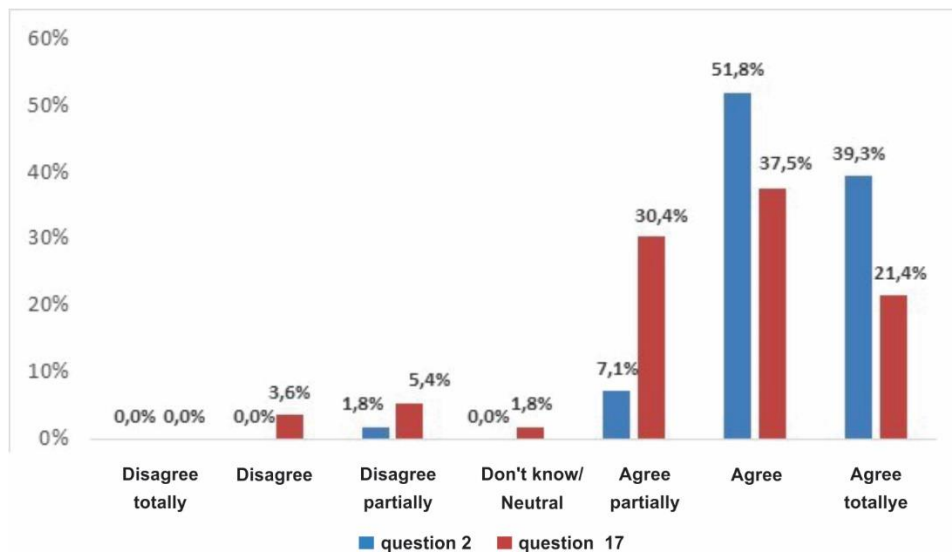
Table 6: Association between questions measuring awareness and importance, questions 2 and 17

		Question 17							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 2	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Partially disagree	0	0	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%
	Don't know/Neutral	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Partially agree	0	0	two	0	1	1	0	4
		0.0%	0.0%	3.6%	0.0%	1.8%	1.8%	0.0%	7.1%
I agree	0	1	1	1	10	11	5	29	
	0.0%	1.8%	1.8%	1.8%	17.9%	19.6%	8.9%	51.8%	
I totally agree	0	1	0	0	6	8	7	22	
	0.0%	1.8%	0.0%	0.0%	10.7%	14.3%	12.5%	39.3%	
total		0	two	3	1	17	21	12	56
		0.0%	3.6%	5.4%	1.8%	30.4%	37.5%	21.4%	100.0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 18 shows the percentage distributions of responses to the two questions.

Figure18: Graph of percentage distributions for questions 2 and 17



Source: prepared by the researcher, based on research results (2023)

4.3.3 Questions 3 and 18

Question 3: Is knowing how to use social networks strategically fundamental and an essential skill to differentiate yourself and achieve a successful career?

Question 18: Do I try to keep my LinkedIn profile updated and complete, so that people can know who I am, my skills and experiences to expand my network of professional contacts?

Table 7 presents the frequencies and percentages of answers given by interviewees to these two questions.

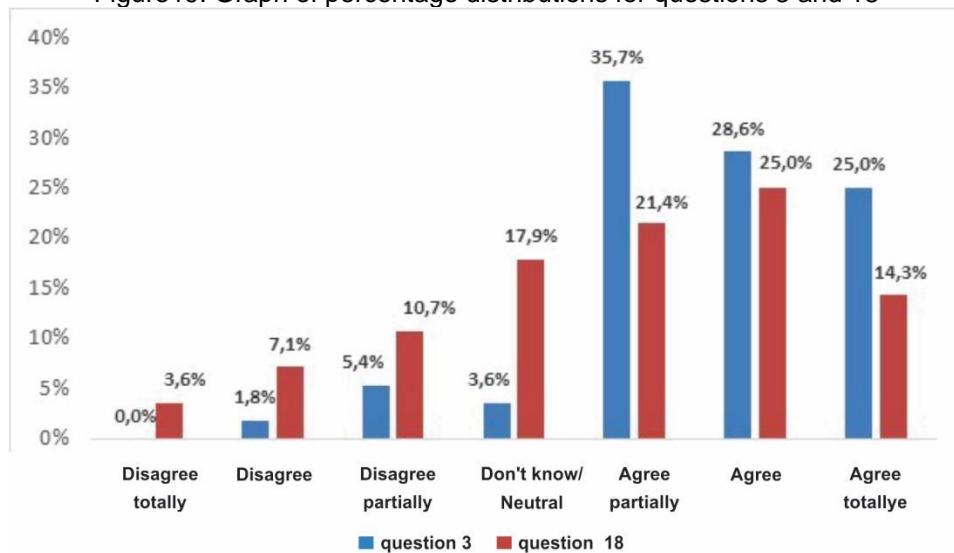
Table 7: Association between questions measuring awareness and importance, questions 3 and 18

		Question 18						
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree
3	Totally disagree	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	I disagree	0 0.0%	0 0.0%	1 1.8%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Partially disagree	1 1.8%	0 0.0%	1 1.8%	1 1.8%	0 0.0%	0 0.0%	0 0.0%
	Don't know/Neutral	0 0.0%	0 0.0%	0 0.0%	1 1.8%	1 1.8%	0 0.0%	0 0.0%
	Partially agree	1 1.8%	3 5.4%	1 1.8%	5 8.9%	4 7.1%	4 7.1%	two 3.6%
	I agree	0 0.0%	1 1.8%	two 3.6%	1 1.8%	3 5.4%	7 12.5%	two 3.6%
	I totally agree	0 0.0%	0 0.0%	1 1.8%	two 3.6%	4 7.1%	3 5.4%	4 7.1%
	total	two 3.6%	4 7.1%	6 10.7%	10 17.9%	12 21.4%	14 25.0%	8 14.3%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 19 shows the percentage distributions of responses to the two questions.

Figure19: Graph of percentage distributions for questions 3 and 18



Source: prepared by the researcher, based on research results (2023)

4.3.4 Questions 4 and 19

Question 4: Is a strategic and analytical approach essential for a successful career, which requires frequent self-analysis to adapt to changes?

Question 19: Do I regularly try to get to know myself more and more, identify my strengths and those I need to develop, to become the best version of myself?

Table 8 presents the frequencies and percentages of answers given by interviewees to these two questions.

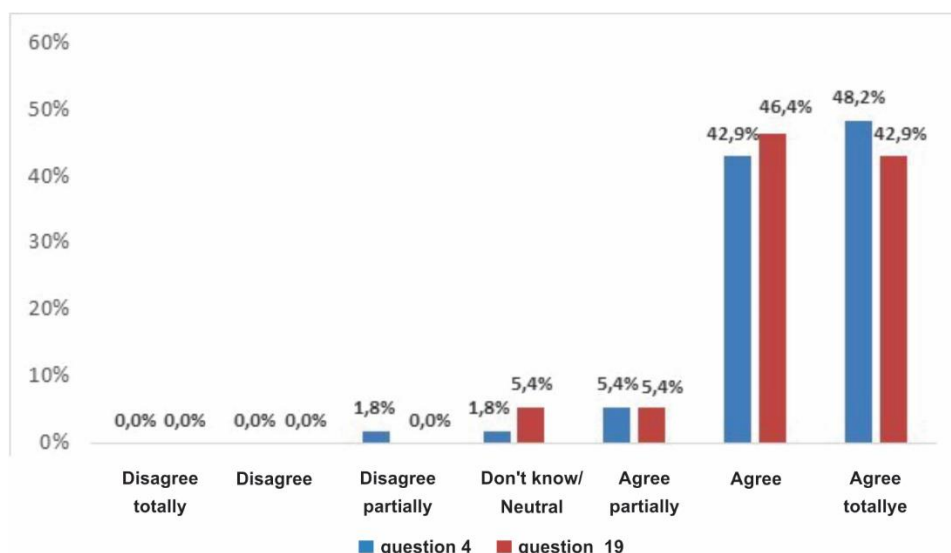
Table 8: Association between questions measuring awareness and importance, questions 4 and 19

		Question 19							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 4	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Partially disagree	0	0	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%
	Don't know/Neutral	0	0	0	0	1	0	0	1
		0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%	1.8%
	Partially agree	0	0	0	1	0	two	0	3
		0.0%	0.0%	0.0%	1.8%	0.0%	3.6%	0.0%	5.4%
I agree	0	0	0	1	two	10	11	24	
	0.0%	0.0%	0.0%	1.8%	3.6%	17.9%	19.6%	42.9%	
I totally agree	0	0	0	1	0	13	13	27	
	0.0%	0.0%	0.0%	1.8%	0.0%	23.2%	23.2%	48.2%	
total	0	0	0	3	3	26	24	56	
	0.0%	0.0%	0.0%	5.4%	5.4%	46.4%	42.9%	100.0%	

Source: prepared by the researcher, based on research results (2023)

The graph in figure 20 shows the percentage distributions of responses to the two questions.

Figure 20: Graph of percentage distributions for questions 4 and 19



Source: prepared by the researcher, based on research results (2023)

4.3.5 Questions 5 and 20

Question 5: in the current job market, should each person be recognized for the set of their skills, abilities and values?

Question 20: do I believe that my work and effort can add value to the job market, which is dynamic, requiring an attitude of flexibility and adaptability and that I am always open to learning and developing myself to keep up with market changes and demands?

Table 9 presents the frequencies and percentages of answers given by interviewees to these two questions.

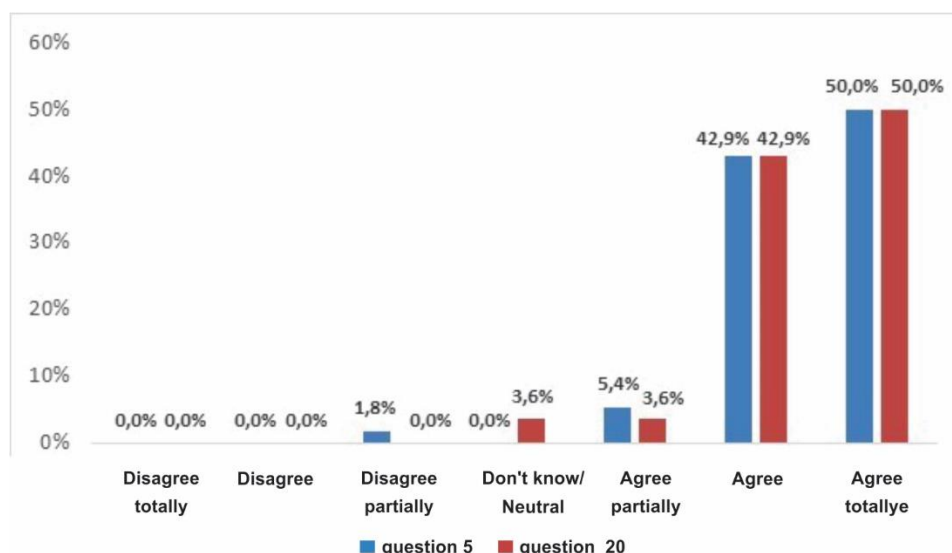
Table 9: Association between questions measuring awareness and importance, questions 5 and 20

		Question 20							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 5	Totally disagree	0	0	0	0	0	0	0	0
		0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
	I disagree	0	0	0	0	0	0	0	0
		0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
	Partially disagree	0	0	0	0	0	0	1	1
		0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	1,8%	1,8%
	Don't know/Neutral	0	0	0	0	0	0	0	0
		0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
Partially agree	0	0	0	0	0	1	two	3	
	0,0%	0,0%	0,0%	0,0%	0,0%	1,8%	3,6%	5,4%	
I agree	0	0	0	two	0	12	10	24	
	0,0%	0,0%	0,0%	3,6%	0,0%	21,4%	17,9%	42,9%	
I totally agree	0	0	0	0	two	11	15	28	
	0,0%	0,0%	0,0%	0,0%	3,6%	19,6%	26,8%	50,0%	
total	0	0	0	two	two	24	28	56	
	0,0%	0,0%	0,0%	3,6%	3,6%	42,9%	50,0%	100,0%	

Source: prepared by the researcher, based on research results (2023)

The graph in figure 21 shows the percentage distributions of responses to the two questions.

Figure 21: Graph of percentage distributions for questions 5 and 20



Source: prepared by the researcher, based on research results (2023)

4.3.6 Questions 6 and 21

Question 6: In the current scenario, is success determined by the ability to specialize in a specific area and not by trying to cover many functions?

Question 21: I understand that learning is a continuous process and that there is always room to evolve, so I seek to improve my skills and competencies, further improving what I am already good at?

Table 10 presents the frequencies and percentages of answers given by interviewees to these two questions.

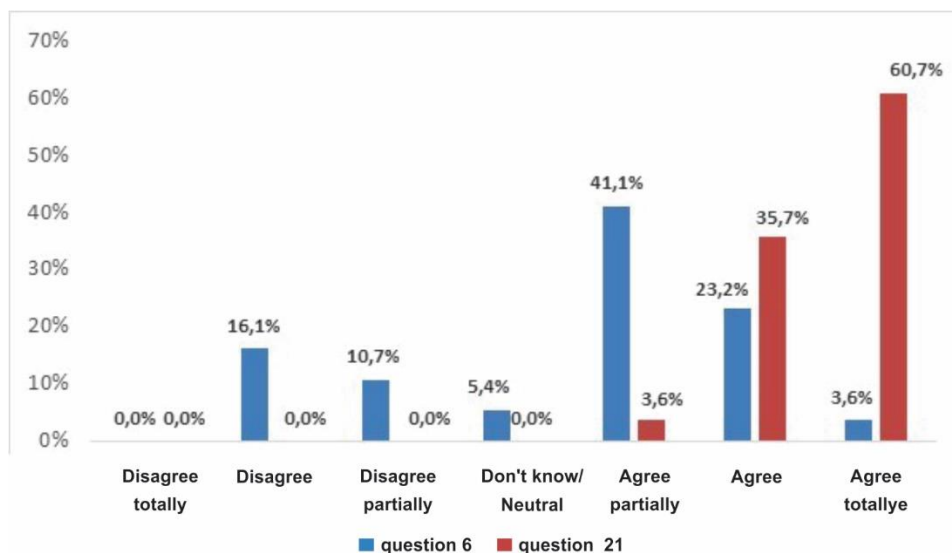
Table 10: Association between questions measuring awareness and importance, questions 6 and 21

		Question 21							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 6	Totally disagree	0	0	0	0	0	0	0	0
		0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
	I disagree	0	0	0	0	1	4	4	9
		0,0%	0,0%	0,0%	0,0%	1,8%	7,1%	7,1%	16,1%
	Partially disagree	0	0	0	0	0	1	5	6
		0,0%	0,0%	0,0%	0,0%	0,0%	1,8%	8,9%	10,7%
	Don't know/Neutral	0	0	0	0	0	1	two	3
		0,0%	0,0%	0,0%	0,0%	0,0%	1,8%	3,6%	5,4%
Partially agree	0	0	0	0	1	7	15	23	
	0,0%	0,0%	0,0%	0,0%	1,8%	12,5%	26,8%	41,1%	
I agree	0	0	0	0	0	6	7	13	
	0,0%	0,0%	0,0%	0,0%	0,0%	10,7%	12,5%	23,2%	
I totally agree	0	0	0	0	0	1	1	two	
	0,0%	0,0%	0,0%	0,0%	0,0%	1,8%	1,8%	3,6%	
total		0	0	0	0	two	20	34	56
		0,0%	0,0%	0,0%	0,0%	3,6%	35,7%	60,7%	100,0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 22 shows the percentage distributions of responses to the two questions.

Figure 22: Graph of percentage distributions for questions 6 and 21



Source: prepared by the researcher, based on research results (2023)

4.3.7. Questions 7 and 22

Question 7: Is it important to consider the impact of your image, to ensure that what you project is aligned with your expectations in relation to the perception of others?

Question 22: Do I care about cultivating trusting relationships and establishing good interpersonal connections that naturally lead me to act in the best way possible, and thus build a positive image based on my essence?

Table 11 presents the frequencies and percentages of answers given by interviewees to these two questions.

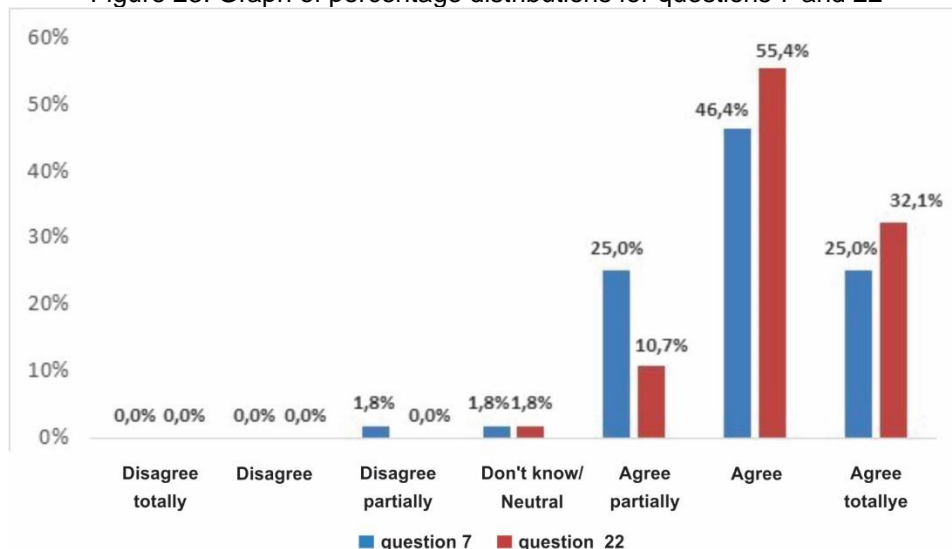
Table 11: Association between questions measuring awareness and importance, questions 7 and 22

		Question 22							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 7	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Partially disagree	0	0	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%
	Don't know/Neutral	0	0	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%
Partially agree	0	0	0	0	5	6	3	14	
	0.0%	0.0%	0.0%	0.0%	8.9%	10.7%	5.4%	25.0%	
I agree	0	0	0	1	0	18	7	26	
	0.0%	0.0%	0.0%	1.8%	0.0%	32.1%	12.5%	46.4%	
I totally agree	0	0	0	0	1	5	8	14	
	0.0%	0.0%	0.0%	0.0%	1.8%	8.9%	14.3%	25.0%	
total	0	0	0	1	6	31	18	56	
	0.0%	0.0%	0.0%	1.8%	10.7%	55.4%	32.1%	100.0%	

Source: prepared by the researcher, based on research results (2023)

The graph in figure 23 shows the percentage distributions of responses to the two questions.

Figure 23: Graph of percentage distributions for questions 7 and 22



Source: prepared by the researcher, based on research results (2023)

4.3.8. Questions 8 and 23

Question 8: Self-promotion can be viewed in different ways depending on people's culture and values. Self-promotion is not harmful in itself, but is it important to adapt communication to the public and scenario in which you are located?

Question 23: I believe it is important to talk to people about my achievements and skills, so that they can better understand my work and my personality, and thus form a more complete opinion about me?

Table 12 presents the frequencies and percentages of answers given by interviewees to these two questions.

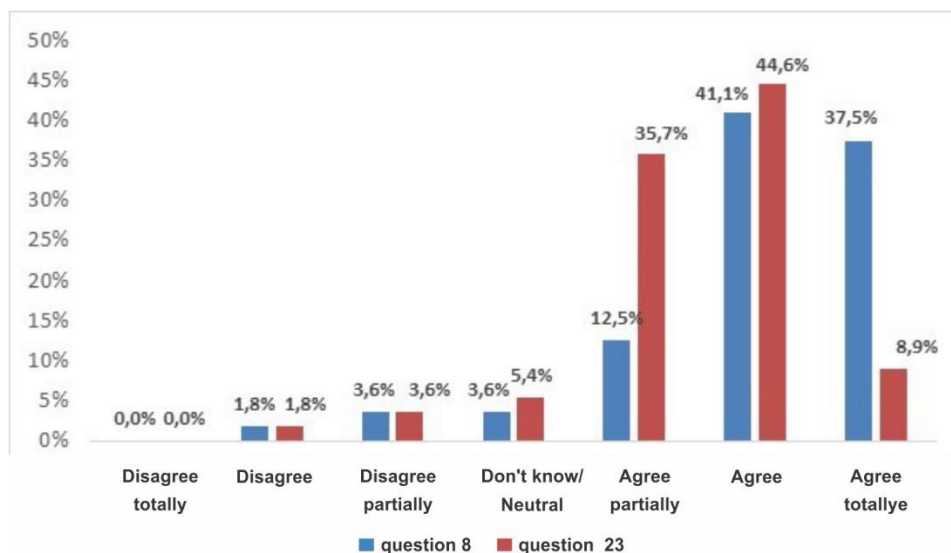
Table 12: Association between questions measuring awareness and importance, questions 8 and 23

		Question 23							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 8	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	0	0	0	0	0	0	1	1
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.8%
	Partially disagree	0	0	0	0	1	0	1	two
		0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%	3.6%
	Don't know/Neutral	0	0	0	0	1	1	0	two
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	0.0%	3.6%
Partially agree	0	1	0	1	4	1	0	7	
	0.0%	1.8%	0.0%	1.8%	7.1%	1.8%	0.0%	12.5%	
I agree	0	0	1	1	8	12	1	23	
	0.0%	0.0%	1.8%	1.8%	14.3%	21.4%	1.8%	41.1%	
I totally agree	0	0	1	1	6	11	two	21	
	0.0%	0.0%	1.8%	1.8%	10.7%	19.6%	3.6%	37.5%	
total		0	1	two	3	20	25	5	56
		0.0%	1.8%	3.6%	5.4%	35.7%	44.6%	8.9%	100.0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 24 shows the percentage distributions of responses to the two questions.

Figure 24: Graph of percentage distributions for questions 8 and 23



Source: prepared by the researcher, based on research results (2023)

4.3.9. Questions 9 and 24

Question 9: It is important to communicate in a clear and transparent way the critical success factors for achieving objectives. Are they key points that, if well executed, define and provide good performance, guarantee the achievement of success?

Question 24: Do I recognize my qualities, work and constantly strive to maintain them in order to be successful in my career?

Table 13 presents the frequencies and percentages of answers given by interviewees to these two questions.

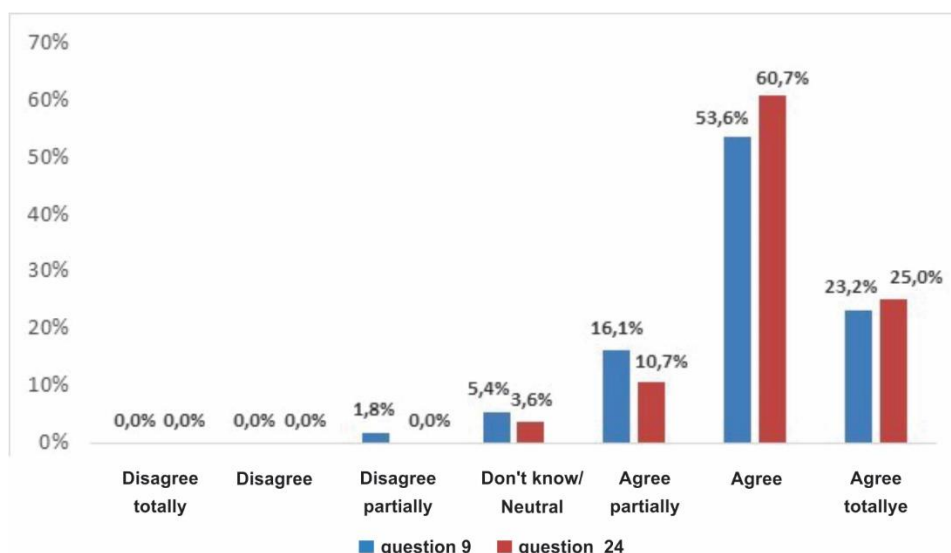
Table 13: Association between questions measuring awareness and importance, questions 9 and 24

		Question 24							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 9	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Partially disagree	0	0	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%
	Don't know/Neutral	0	0	0	0	0	two	1	3
		0.0%	0.0%	0.0%	0.0%	0.0%	3.6%	1.8%	5.4%
Partially agree	0	0	0	1	two	5	1	9	
	0.0%	0.0%	0.0%	1.8%	3.6%	8.9%	1.8%	16.1%	
I agree	0	0	0	1	4	17	8	30	
	0.0%	0.0%	0.0%	1.8%	7.1%	30.4%	14.3%	53.6%	
I totally agree	0	0	0	0	0	9	4	13	
	0.0%	0.0%	0.0%	0.0%	0.0%	16.1%	7.1%	23.2%	
total		0	0	0	two	6	34	14	56
		0.0%	0.0%	0.0%	3.6%	10.7%	60.7%	25.0%	100.0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 25 shows the percentage distributions of responses to the two questions.

Figure 25: Graph of percentage distributions for questions 9 and 24



Source: prepared by the researcher, based on research results (2023)

4.3.10. Questions 10 and 25

Question 10: Is it important to take into account and respect the world view, where dreams, values and beliefs are unquestionable?

Question 25: Do I have clear goals in my life and am I determined to achieve them, following a well-defined action plan?

Table 14 presents the frequencies and percentages of answers given by interviewees to these two questions.

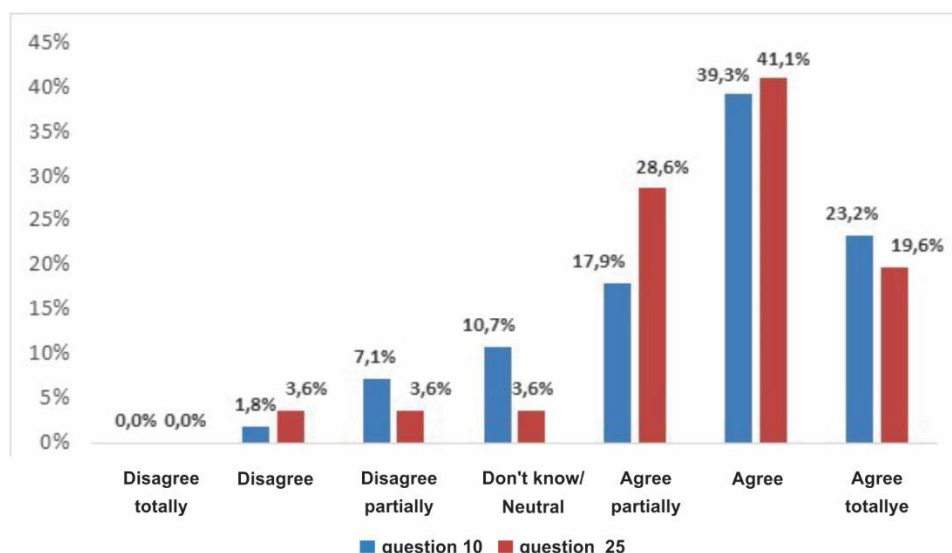
Table 14: Association between questions measuring awareness and importance, questions 10 and 25

		Question 25							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 10	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	0	0	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%
	Partially disagree	0	0	0	0	1	1	two	4
		0.0%	0.0%	0.0%	0.0%	1.8%	1.8%	3.6%	7.1%
	Don't know/Neutral	0	0	0	0	3	two	1	6
		0.0%	0.0%	0.0%	0.0%	5.4%	3.6%	1.8%	10.7%
Partially agree	0	0	0	1	1	6	two	10	
	0.0%	0.0%	0.0%	1.8%	1.8%	10.7%	3.6%	17.9%	
I agree	0	two	1	1	6	9	3	22	
	0.0%	3.6%	1.8%	1.8%	10.7%	16.1%	5.4%	39.3%	
I totally agree	0	0	1	0	5	4	3	13	
	0.0%	0.0%	1.8%	0.0%	8.9%	7.1%	5.4%	23.2%	
total		0	two	two	two	16	23	11	56
		0.0%	3.6%	3.6%	3.6%	28.6%	41.1%	19.6%	100.0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 26 shows the percentage distributions of responses to the two questions.

Figure 26: Graph of percentage distributions for questions 10 and 25



Source: prepared by the researcher, based on research results (2023)

4.3.11 Questions 11 and 26

Question 11: Is competition something we need to be aware of, carefully evaluate and know how to deal with throughout our professional lives?

Question 26: Am I aware that competition in the job market is dynamic and constantly changing, and do I strive to stay up to date and adapt to these changes?

Table 15 presents the frequencies and percentages of answers given by interviewees to these two questions.

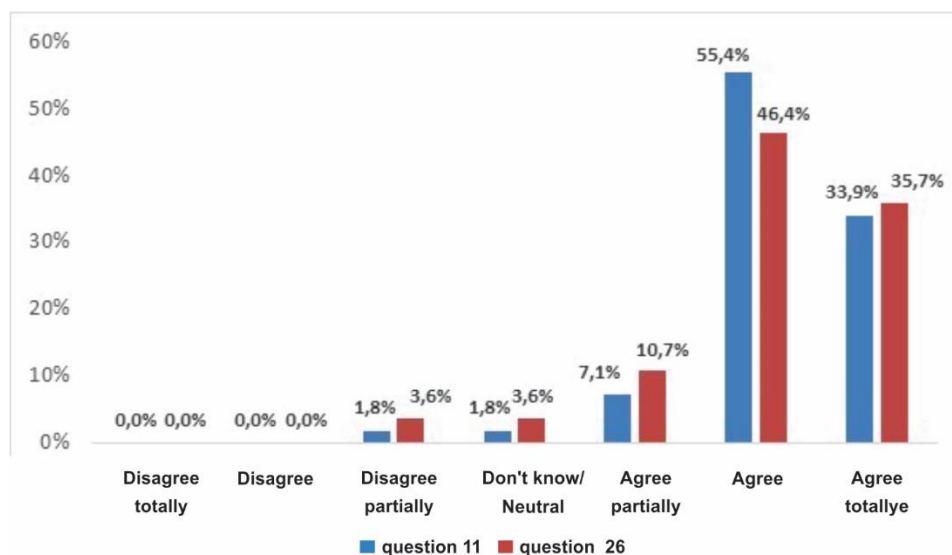
Table 15: Association between questions measuring awareness and importance, questions 11 and 26

		Question 26							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 11	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Partially disagree	0	0	0	0	0	0	1	1
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	1.8%
	Don't know/Neutral	0	0	0	0	0	1	0	1
		0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.0%	1.8%
Partially agree	0	0	0	0	1	3	0	4	
	0.0%	0.0%	0.0%	0.0%	1.8%	5.4%	0.0%	7.1%	
I agree	0	0	two	1	two	16	10	31	
	0.0%	0.0%	3.6%	1.8%	3.6%	28.6%	17.9%	55.4%	
I totally agree	0	0	0	1	3	6	9	19	
	0.0%	0.0%	0.0%	1.8%	5.4%	10.7%	16.1%	33.9%	
total		0	0	two	two	6	26	20	56
		0.0%	0.0%	3.6%	3.6%	10.7%	46.4%	35.7%	100.0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 27 shows the percentage distributions of responses to the two questions.

Figure 27: Graph of percentage distributions for questions 11 and 26



Source: prepared by the researcher, based on research results (2023)

4.3.12 Questions 12 and 27

Question 12: throughout the professional life cycle, is it extremely important to evaluate the options of employers and clients to make appropriate strategic decisions?

Question 27: I am attentive to the needs of potential employers/clients and try to adapt to their requirements to meet their expectations.?

Table 16 presents the frequencies and percentages of answers given by interviewees to these two questions.

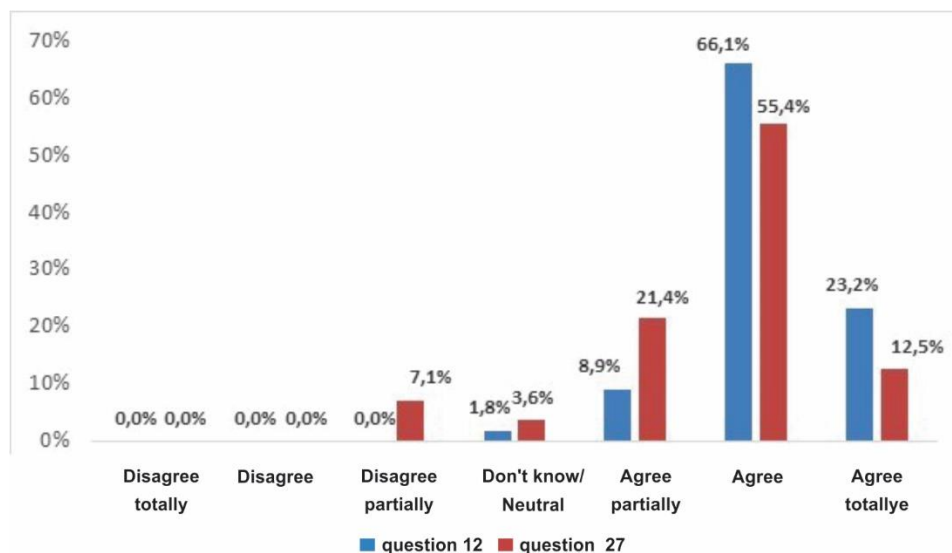
Table 16: Association between questions measuring awareness and importance, questions 12 and 27

		Question 27							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 12	Totally disagree	0	0	0	0	0	0	0	0
		0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
	Totally disagree	0	0	0	0	0	0	0	0
		0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
	Partially disagree	0	0	0	0	0	0	0	0
		0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%	0,0%
	Don't know/Neutral	0	0	0	0	1	0	0	1
		0,0%	0,0%	0,0%	0,0%	1,8%	0,0%	0,0%	1,8%
Partially agree	0	0	1	0	3	1	0	5	
	0,0%	0,0%	1,8%	0,0%	5,4%	1,8%	0,0%	8,9%	
I agree	0	0	two	two	7	23	3	37	
	0,0%	0,0%	3,6%	3,6%	12,5%	41,1%	5,4%	66,1%	
I totally agree	0	0	1	0	1	7	4	13	
	0,0%	0,0%	1,8%	0,0%	1,8%	12,5%	7,1%	23,2%	
total		0	0	4	two	12	31	7	56
		0,0%	0,0%	7,1%	3,6%	21,4%	55,4%	12,5%	100,0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 28 shows the percentage distributions of responses to the two questions.

Figure 28: Graph of percentage distributions for questions 12 and 27



Source: prepared by the researcher, based on research results (2023)

4.3.13. Questions 13 and 28

Question 13: should everyone build their own identity and learn to communicate in an authentic and emotionally connected way?

Question 28: Do I express myself clearly about my skills and achievements, staying up to date and competitive so that others recognize my value in the job market?

Table 17 presents the frequencies and percentages of answers given by interviewees to these two questions.

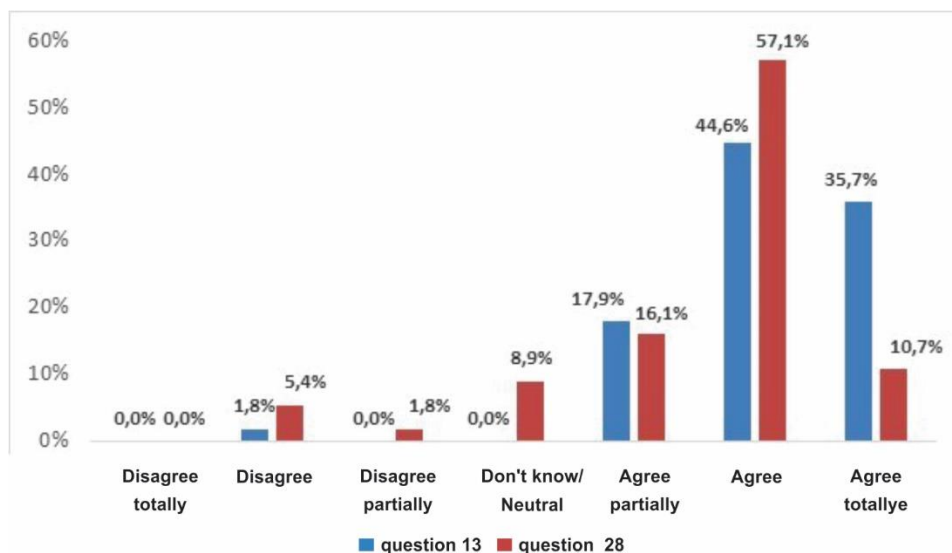
Table 17: Association between questions measuring awareness and importance, questions 13 and 28

		Question 28							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 13	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	I disagree	0	0	0	1	0	0	0	1
		0.0%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%	1.8%
	Partially disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Don't know/Neutral	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Partially agree	0	1	0	0	3	6	0	10	
	0.0%	1.8%	0.0%	0.0%	5.4%	10.7%	0.0%	17.9%	
I agree	0	1	1	4	two	16	1	25	
	0.0%	1.8%	1.8%	7.1%	3.6%	28.6%	1.8%	44.6%	
I totally agree	0	1	0	0	4	10	5	20	
	0.0%	1.8%	0.0%	0.0%	7.1%	17.9%	8.9%	35.7%	
total	0	3	1	5	9	32	6	56	
	0.0%	5.4%	1.8%	8.9%	16.1%	57.1%	10.7%	100.0%	

Source: prepared by the researcher, based on research results (2023)

The graph in figure 29 shows the percentage distributions of responses to the two questions.

Figure 29: Graph of percentage distributions for questions 13 and 28



Source: prepared by the researcher, based on research results (2023)

4.3.14. Questions 14 and 29

Question 14: Is it essential to sincerely and authentically express your characteristics, building an identity that reflects who you are and how you relate to others?

Question 29: I have honesty as a fundamental value and I value always being truthful about who I am, not pretending to be someone else, regardless of the time or situation?

Table 18 presents the frequencies and percentages of answers given by interviewees to these two questions.

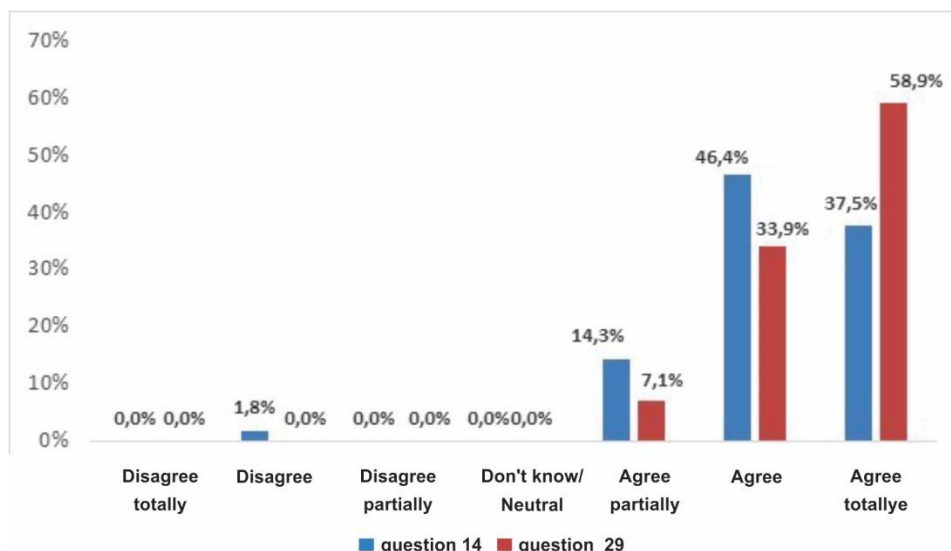
Table 18: Association between questions measuring awareness and importance, questions 14 and 29

		Question 29							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 14	Totally disagree	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Totally disagree	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 1.8%	0 0.0%	1 1.8%
	Partially disagree	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Don't know/Neutral	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Partially agree	0 0.0%	0 0.0%	0 0.0%	0 0.0%	two 3.6%	1 1.8%	5 8.9%	8 14.3%
	I agree	0 0.0%	0 0.0%	0 0.0%	0 0.0%	two 3.6%	14 25.0%	10 17.9%	26 46.4%
	I totally agree	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	3 5.4%	18 32.1%	21 37.5%
	total	0 0.0%	0 0.0%	0 0.0%	0 0.0%	4 7.1%	19 33.9%	33 58.9%	56 100.0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 30 shows the percentage distributions of responses to the two questions.

Figure 30: Graph of percentage distributions for questions 14 and 29



Source: prepared by the researcher, based on research results (2023)

4.3.15 Questions 15 and 30

Question 15: to achieve professional success in the job market, there is no problem in transmitting an image that brings success to your career.

Question 30: I strive and manage to persuade and influence people around me to believe in my potential, skills and competencies.

Table 19 presents the frequencies and percentages of answers given by interviewees to these two questions.

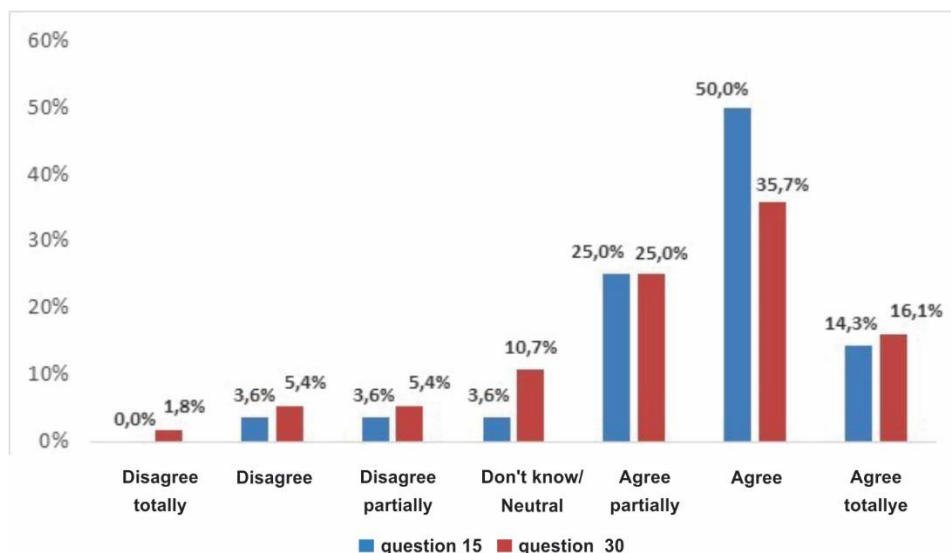
Table 19: Association between questions measuring awareness and importance, questions 15 and 30

		Question 30							Total
		Totally disagree	I disagree	Partially disagree	Don't know/Neutral	Partially agree	I agree	I totally agree	
Question 15	Totally disagree	0	0	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Totally disagree	1	0	0	1	0	0	0	two
		1.8%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%	3.6%
	Partially disagree	0	0	0	1	0	1	0	two
		0.0%	0.0%	0.0%	1.8%	0.0%	1.8%	0.0%	3.6%
	Don't know/Neutral	0	0	0	1	0	1	0	two
		0.0%	0.0%	0.0%	1.8%	0.0%	1.8%	0.0%	3.6%
Partially agree	0	1	1	1	6	5	0	14	
	0.0%	1.8%	1.8%	1.8%	10.7%	8.9%	0.0%	25.0%	
I agree	0	1	1	two	7	12	5	28	
	0.0%	1.8%	1.8%	3.6%	12.5%	21.4%	8.9%	50.0%	
I totally agree	0	1	1	0	1	1	4	8	
	0.0%	1.8%	1.8%	0.0%	1.8%	1.8%	7.1%	14.3%	
total		1	3	3	6	14	20	9	56
		1.8%	5.4%	5.4%	10.7%	25.0%	35.7%	16.1%	100.0%

Source: prepared by the researcher, based on research results (2023)

The graph in figure 31 shows the percentage distributions of responses to the two questions.

Figure31: Graph of percentage distributions for questions 15 and 30



Source: prepared by the researcher, based on research results (2023)

4.4. Application of the Structured Personal Branding Process Model

After applying the proposed model of structured process in personal branding for approximately 4 weeks to a group of 30 (thirty) respondents to the original questionnaire and monitoring the execution of the recommended activities remotely through posts on the social media platform Instagram, their application of the concepts, practices and initiatives recommended in the structured personal branding process model, they were asked to answer the questionnaire again with the aim of verifying H0, that is, whether there was a positive relationship between the understanding of values, beliefs, purpose and creation of a positioning the more the professional works on their self-knowledge.

After applying the structured personal branding process model, the association between the questions that measure awareness and importance was assessed, and the results were compared to those obtained before applying the methodology. To this end, the McNemar test was used, already explained in item 4.2, which is characterized in paired samples where each individual can give two answers: one before and one after a certain treatment is applied. It is used for significance of changes, that is, “before and after” tests, with each individual using it for their own control. The measurement can be carried out on a nominal or ordinal scale.

To test the significance of any change observable by this method, it was necessary to construct a 2x2 frequency table to represent the first and second set of responses from the same individuals.

In this context, our hypothesis is:

H0: The more the professional works on self-knowledge, the more they understand their values, beliefs, purpose and create a positioning.

With a significance level of 5%, or 0.05, the critical value is 3.841. Therefore, if the calculated X^2 is greater than the critical X^2 , we confirm H0 and conclude that the structured personal branding process model promoted an increase in the positive relationship between understanding values, beliefs, purpose, creating a positioning and the more Professionals work on their self-knowledge, thus increasing their perception of awareness and importance.

The same group of 30 individuals was evaluated before and after using the structured personal branding process model.

The software used to synthesize the data was Microsoft Excel and to process the data, statistical software was used, which can be downloaded for free from the website <http://jamovi.org>.

To consolidate the data, we considered the following score in the answers given:

Totally disagree: 1.

Disagree: 2.

Partially disagree: 3.

Don't know/neutral: 4.

Partially agree: 5.

Agree: 6.

Totally agree: 7.

For each of the thirty respondents, the sum of the answers given to each question was computed. Thus, the minimum value that the answer to a given question that the group of 30 respondents could have would be 30 points (30 respondents x 1 point) and the maximum value would be 210 points (30 respondents x 7 points). These data were tabulated in an Excel spreadsheet, which then served as feed for the Jamovi software.

Below we present the results obtained.

Table 20 shows the analysis of the complete set of responses without applying the structured personal branding process model and with the application. An increase of 14.2 percentage points was noted for the importance construct and 12.8 percentage points for the awareness construct. The calculated χ^2 was 124, well above the value of 3.841 for the critical χ^2 ($p < 0.001$). Such values confirm H_0 , which explains that there is a significant difference before and after applying the methodology in the positive relationship between understanding values, beliefs, purpose, creating a position and the more the professional works on their self-knowledge.

In other words, there is a statistically significant association between the use of the methodology and the expansion of perception in the concepts of importance and awareness, demonstrating its effectiveness, since individuals had an increased perception of the importance and awareness of personal branding after its use.

Table 20: McNemar test of questions without and with application of structured personal branding process template for the complete set of questions

Tabela de Contingência para amostras emparelhadas

Tabelas de Contingência

A		B		Total
		RESPOSTA 1 a 15	RESPOSTA 16 a 30	
SEM METODOLOGIA	Contagem	2270	2218	4488
	% em coluna	42.9 %	43.6 %	
COM METODOLOGIA	Contagem	3023	2869	5892
	% em coluna	57.1 %	56.4 %	
Total	Contagem	5293	5087	10380
	% em coluna	100.0 %	100.0 %	

Teste de McNemar

	Valor	gl	p
χ^2	124	1	< .001
N	10380		

Source: generated by Jamovi software based on survey data (2023)

Once the validity of H0 has been demonstrated, it will be evaluated how each pair of questions behaved after applying the structured personal branding process model.

4.4.1. Questions 1 and 16

Table 21: McNemar test for questions 1 and 16 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples

Contingency Table

		B			
		RESPONSE 1	RESPONSE 16	Total	
A	NO METHODOLOGY	Score	149	117	266
	% in column	43.8 %	40.5 %		
WITH METHODOLOGY	Score	191	172	363	
	% in column	56.2 %	59.5 %		
Total	Score	340	289	629	
	% in column	100.0 %	100.0 %		

McNemar test

	Value	gl	p
χ^2	17.8	1	< .001
N	629		

Source: generated by Jamovi software based on survey data (2023)

4.4.2. Questions 2 and 17

Table 22: McNemar test for questions 2 and 17 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples

Contingency Table		B			
		RESPONSE 2	RESPONSE 17	Total	
A	NO METHODOLOGY	Score	157	148	305
	% in column	42.7 %	43.1 %		
WITH METHODOLOGY	Score	211	195	406	
	% in column	57.3 %	56.9 %		
Total	Score	368	343	711	
	% in column	100.0 %	100.0 %		

McNemar test			
	Value	gl	p
χ^2	11.1	1	< .001
N	711		

Source: generated by Jamovi software based on survey data (2023)

4.4.3. Questions 3 and 18

Table 23: McNemar test for questions 3 and 18 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples

Contingency Table

A		B		Total
		RESPONSE 3	RESPONSE 18	
NO METHODOLOGY	Score	152	127	279
	% in column	43.4 %	40.7 %	
WITH METHODOLOGY	Score	198	185	383
	% in column	56.6 %	59.3 %	
Total	Score	350	312	662
	% in column	100.0 %	100.0 %	

McNemar test

	Value	gl	p
χ^2	15.5	1	< .001
N	662		

Source: generated by Jamovi software based on survey data (2023)

4.4.4. Questions 4 and 19

Table 24: McNemar test for questions 4 and 19 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples				
Contingency Table		B		
		RESPONSE 4	RESPONSE 19	Total
A				
NO METHODOLOGY	Score	161	158	319
	% in column	44.5 %	44.4 %	
WITH METHODOLOGY	Score	201	198	399
	% in column	55.5 %	55.6 %	
Total	Score	362	356	718
	% in column	100.0 %	100.0 %	

McNemar test			
	Value	df	p
χ^2	5.15	1	0.023
N	718		

Source: generated by Jamovi software based on survey data (2023)

4.4.5. Questions 5 and 20

Table 25: McNemar test of questions 5 and 20 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples

Contingency Table

A		B		Total
		RESPONSE 5	RESPONSE 20	
NO METHODOLOGY	Score	162	162	324
	% in column	43.0 %	44.9 %	
WITH METHODOLOGY	Score	215	199	414
	% in column	57.0 %	55.1 %	
Total	Score	377	361	738
	% in column	100.0 %	100.0 %	

McNemar test

	Value	gl	p
χ^2	7.45	1	0.006
N	738		

Source: generated by Jamovi software based on survey data (2023)

4.4.6. Questions 6 and 21

Table 26: McNemar test for questions 6 and 21 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples

A		B		Total
		RESPONSE 6	RESPONSE 21	
NO METHODOLOGY	Score	129	169	298
	% in column	40.3 %	45.2 %	
WITH METHODOLOGY	Score	191	205	396
	% in column	59.7 %	54.8 %	
Total	Score	320	374	694
	% in column	100.0 %	100.0 %	

McNemar test			
	Value	df	p
χ^2	1.34	1	0.246
N	694		

Source: generated by Jamovi software based on survey data (2023)

4.4.7 Questions 7 and 22

Table 27: McNemar test for questions 7 and 22 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples

Contingency Table

A		B		Total
		RESPONSE 7	RESPONSE 22	
NO METHODOLOGY	Score	153	155	308
	% in column	41.2 %	44.3 %	
WITH METHODOLOGY	Score	218	195	413
	% in column	58.8 %	55.7 %	
Total	Score	371	350	721
	% in column	100.0 %	100.0 %	

McNemar test

	Value	gl	p
χ^2	10.6	1	0.001
N	721		

Source: generated by Jamovi software based on survey data (2023)

4.4.8. Questions 8 and 23

Table 28: McNemar test for questions 8 and 23 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples				
Contingency Table				
A		B		Total
		RESPONSE 8	RESPONSE 23	
NO METHODOLOGY	Score	154	144	298
	% in column	43.4 %	43.0 %	
WITH METHODOLOGY	Score	201	191	392
	% in column	56.6 %	57.0 %	
Total	Score	355	335	690
	% in column	100.0 %	100.0 %	

McNemar test			
	Value	df	p
χ^2	9.42	1	0.002
N	690		

Source: generated by Jamovi software based on survey data (2023)

4.4.9. Questions 9 and 24

Table 29: McNemar test for questions 9 and 24 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples

Contingency Table

A		B		Total
		RESPONSE 9	RESPONSE 24	
NO METHODOLOGY	Score	149	150	299
	% in column	42.9 %	44.8 %	
WITH METHODOLOGY	Score	198	185	383
	% in column	57.1 %	55.2 %	
Total	Score	347	335	682
	% in column	100.0 %	100.0 %	

McNemar test

	Value	gl	p
χ^2	6.62	1	0.010
N	682		

Source: generated by Jamovi software based on survey data (2023)

4.4.10. Questions 10 and 25

Table 30: McNemar test of questions 10 and 25 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples

Contingency Table

A		B		Total
		RESPONSE 10	RESPONSE 25	
NO METHODOLOGY	Score	143	148	291
	% in column	41.9 %	45.4 %	
WITH METHODOLOGY	Score	198	178	376
	% in column	58.1 %	54.6 %	
Total	Score	341	326	667
	% in column	100.0 %	100.0 %	

McNemar test

	Value	gl	p
χ^2	7.23	1	0.007
N	667		

Source: generated by Jamovi software based on survey data (2023)

4.4.11. Questions 11 and 26

Table 31: McNemar test for questions 11 and 26 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples				
Contingency Table				
A		B		Total
		RESPONSE 11	RESPONSE 26	
NO METHODOLOGY	Score	153	153	306
	% in column	42.7 %	45.3 %	
WITH METHODOLOGY	Score	205	185	390
	% in column	57.3 %	54.7 %	
Total	Score	358	338	696
	% in column	100.0 %	100.0 %	

McNemar test			
	Value	df	p
χ^2	7.55	1	0.006
N	696		

Source: generated by Jamovi software based on survey data (2023)

4.4.12. Questions 12 and 27

Table 32: McNemar test for questions 12 and 27 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples				
Contingency Table				
A		B		Total
		RESPONSE 12	RESPONSE 27	
NO METHODOLOGY	Score	149	141	290
	% in column	43.3 %	42.0 %	
WITH METHODOLOGY	Score	195	195	390
	% in column	56.7 %	58.0 %	
Total	Score	344	336	680
	% in column	100.0 %	100.0 %	

McNemar test			
	Value	gl	p
χ^2	8.68	1	0.003
N	680		

Source: generated by Jamovi software based on survey data (2023)

4.4.13. Questions 13 and 28

Table 33: McNemar test for questions 13 and 28 without and with the application of the structured personal branding process model

Contingency-Table for Paired Samples

Contingency Table

A		B		Total
		RESPONSE 13	RESPONSE 28	
NO METHODOLOGY	Score	158	138	296
	% in column	44.4 %	42.7 %	
WITH METHODOLOGY	Score	198	185	383
	% in column	55.6 %	57.3 %	
Total	Score	356	323	679
	% in column	100.0 %	100.0 %	

McNemar test

	Value	gl	p
χ^2	10.7	1	0.001
N	679		

Source: generated by Jamovi software based on survey data (2023)

4.4.14. Questions 14 and 29

Table 34: McNemar test for questions 14 and 29 without and with the application of the structured personal branding process model

Contingency Table for Paired Samples				
Contingency Table				
A		B		
		RESPONSE 14	RESPONSE 29	Total
NO METHODOLOGY	Score	158	169	327
	% in column	42.8 %	43.7 %	
WITH METHODOLOGY	Score	211	218	429
	% in column	57.2 %	56.3 %	
Total	Score	369	387	756
	% in column	100.0 %	100.0 %	

McNemar test			
	Value	df	p
χ^2	4.64	1	0.031
N	756		

Source: generated by Jamovi software based on survey data (2023)

4.4.15 Questions 15 and 30

Table 25: McNemar test of questions 15 and 30 without and with the application of the structured personal branding process model

Contingency Table		B		
		RESPONSE 15	RESPONSE 30	Total
A	NO METHODOLOGY	144	138	282
	Score	43.0 %	42.7 %	
% in column				
WITH METHODOLOGY	Score	191	185	376
	% in column	57.0 %	57.3 %	
Total	Score	335	323	658
	% in column	100.0 %	100.0 %	

McNemar test			
	Value	df	p
χ^2	8.54	1	0.003
N	658		

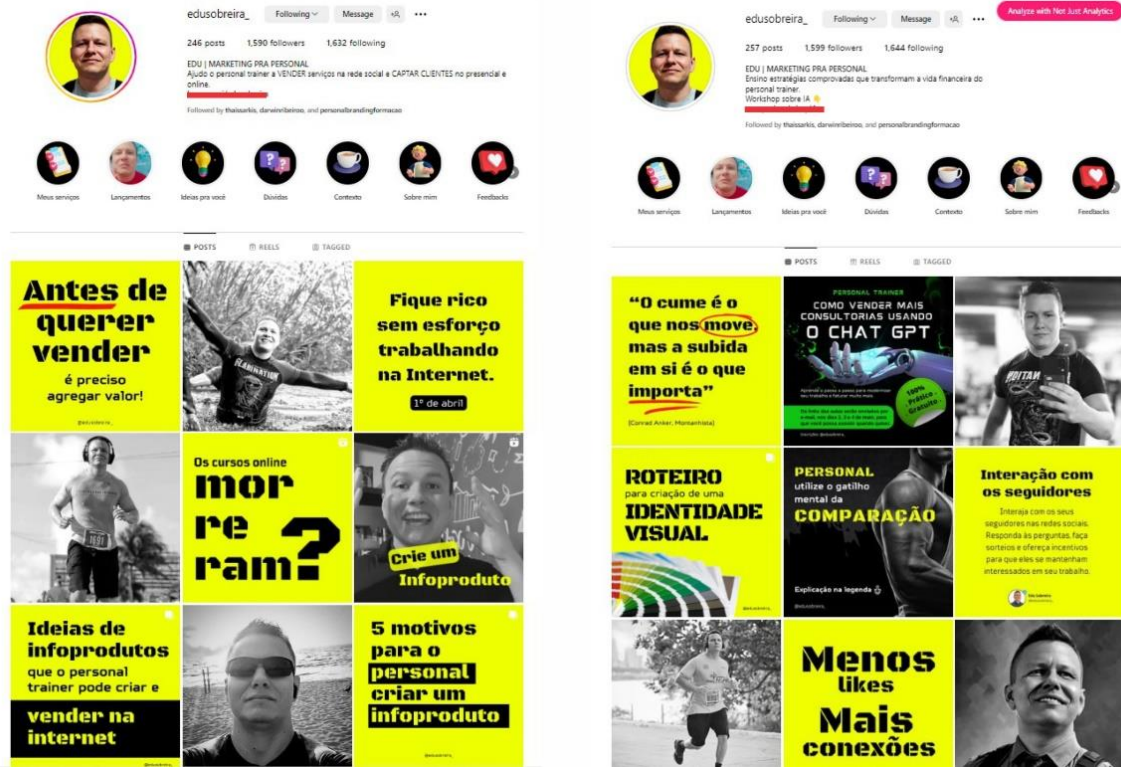
Source: generated by Jamovi software based on survey data (2023)

4.5. Monitoring Example

As explained in Chapter 4, "Systematization of Results", the online social networks of professionals who went through the complete process were monitored by way of monitoring the process: participation in the Personal Branding Questionnaire, followed by participation in the suggested structured model of personal branding and in the questionnaire, to monitor the evolution of your personal brand management.

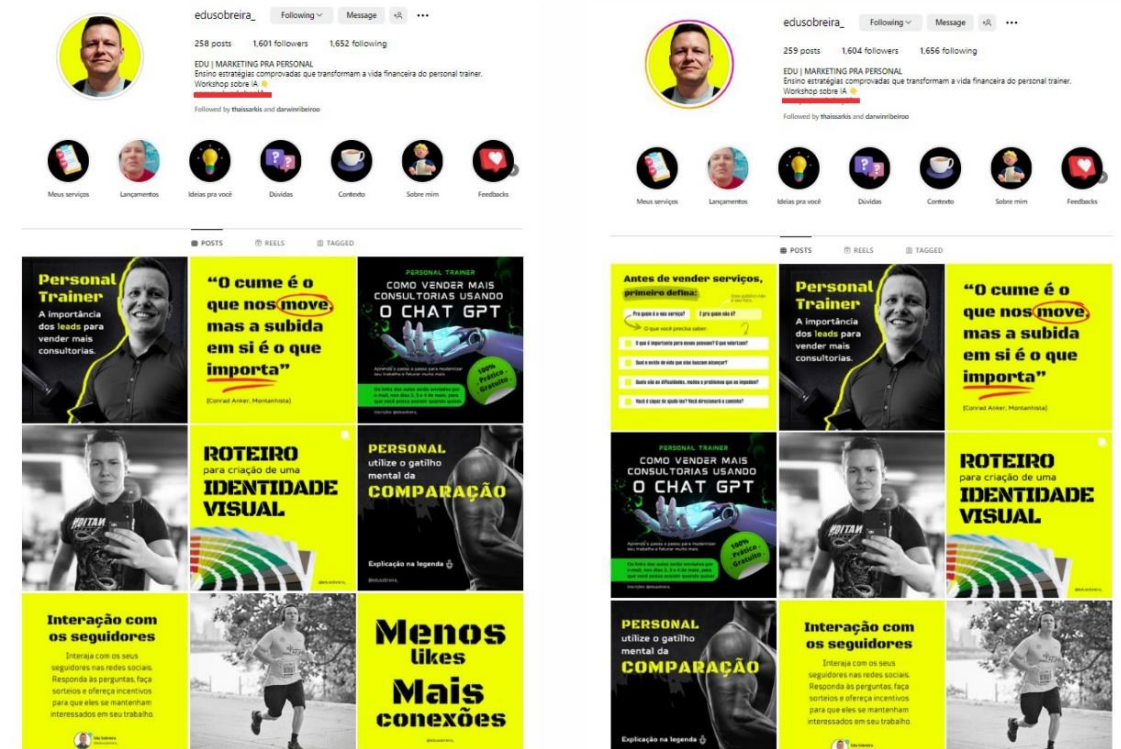
Below is the analysis of a participant (journalist). It is important to highlight that the number of followers is not being analyzed, but rather the perception of change in positioning based on the process applied.

Figure 32: Print of the Instagram screen of a journalist participating in the research



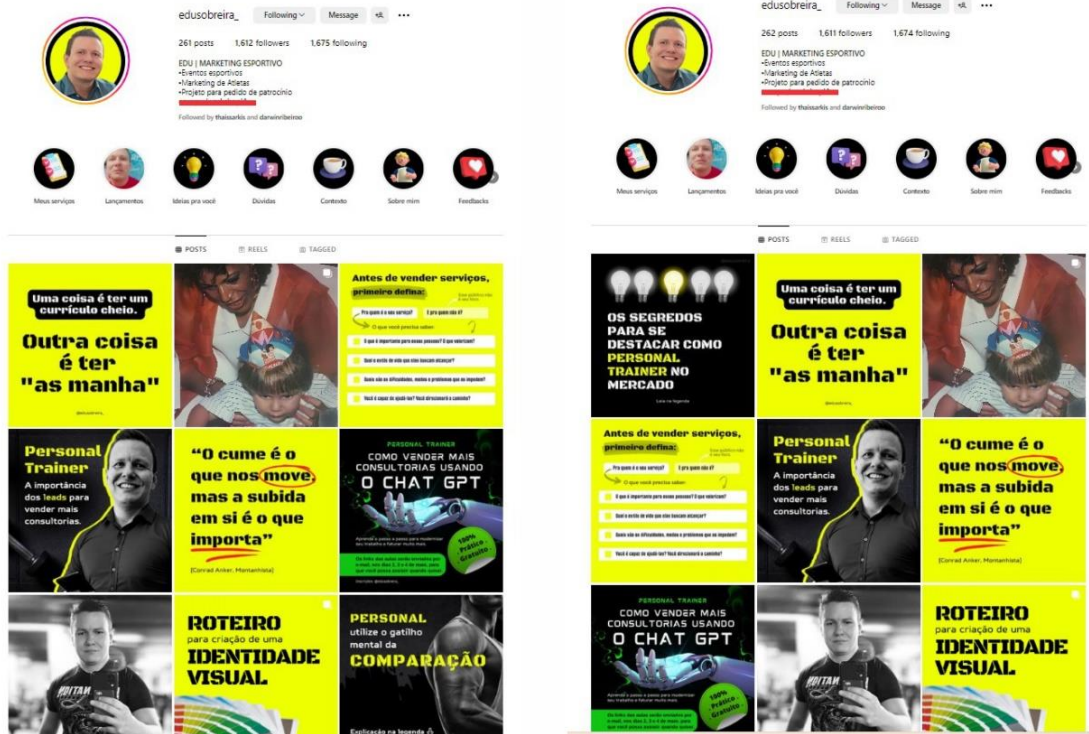
Source: Instagram (2023)

Figure 33: Print of the Instagram screen of a journalist participating in the research



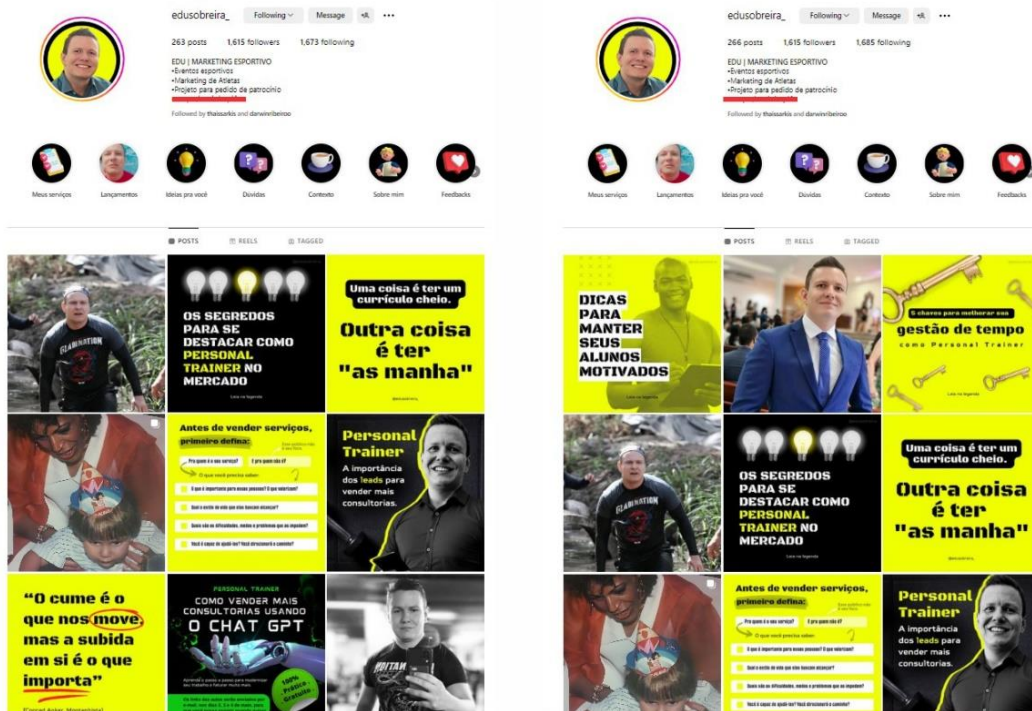
Source: Instagram (2023)

Figure 34: Print of the Instagram screen of a journalist participating in the research



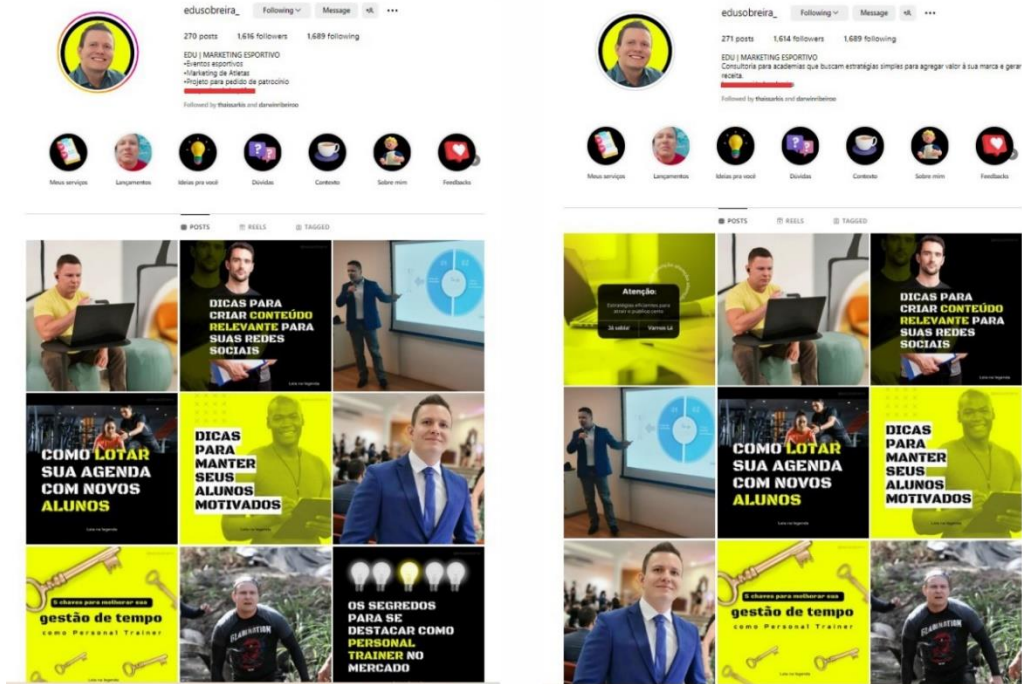
Source: Instagram (2023)

Figure 35: Print of the Instagram screen of a journalist participating in the research



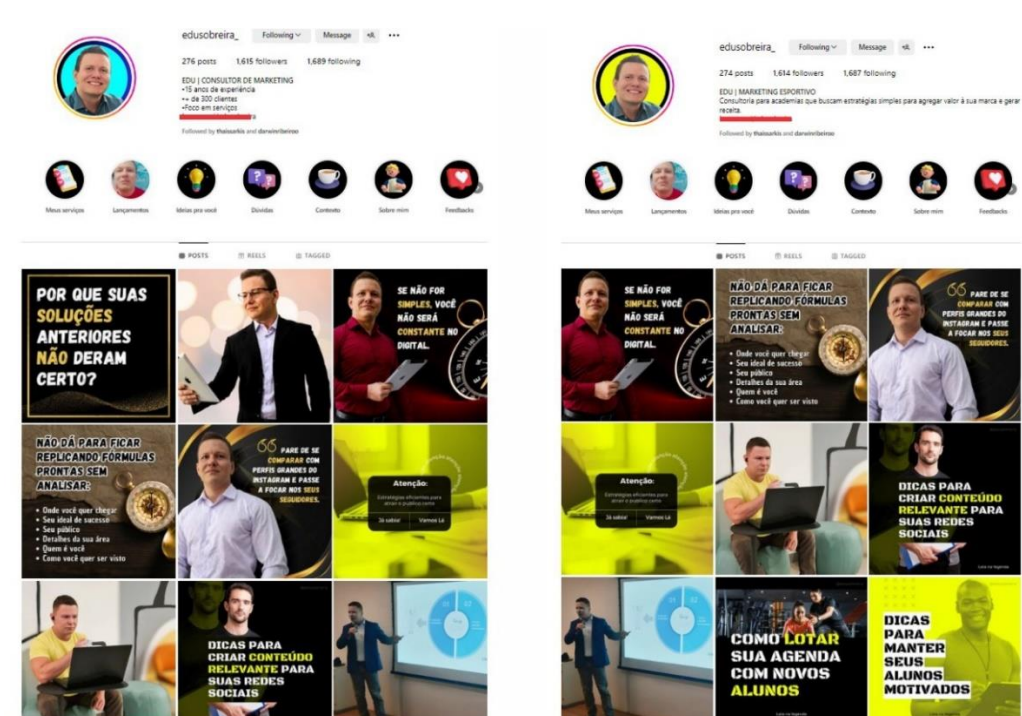
Source: Instagram (2023)

Figure 36: Print of the Instagram screen of a journalist participating in the research



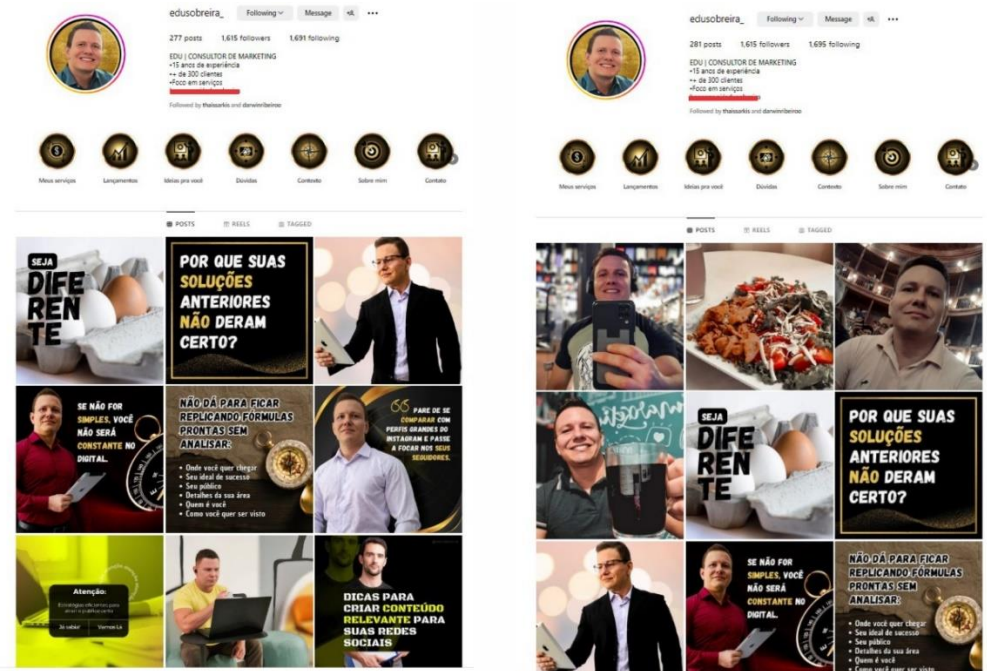
Source: Instagram (2023)

Figure 37: Print of the Instagram screen of a journalist participating in the research



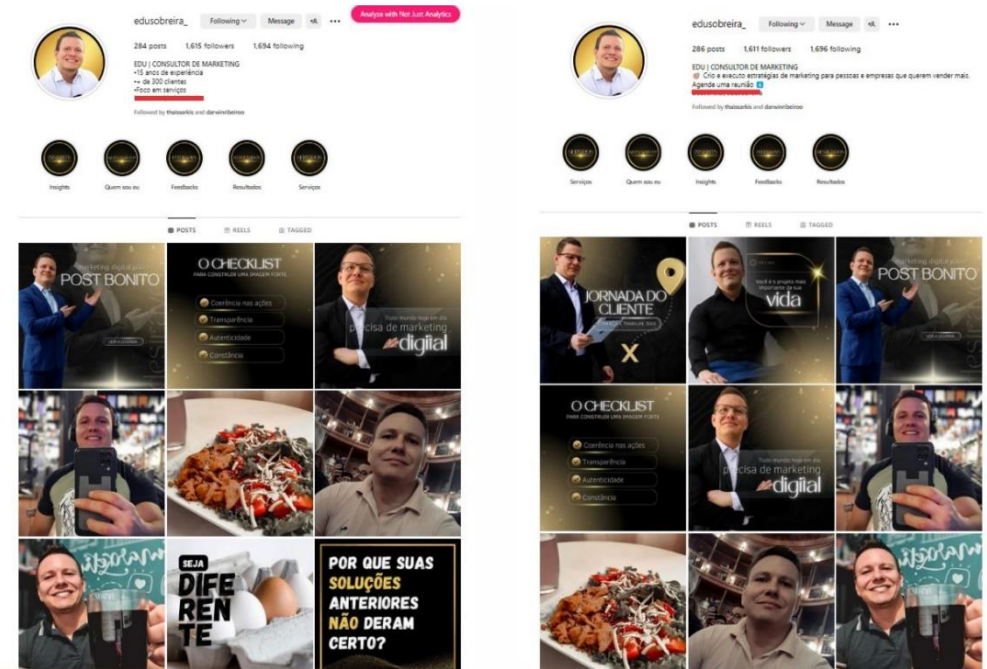
Source: Instagram (2023)

Figure 38: Print of the Instagram screen of a journalist participating in the research



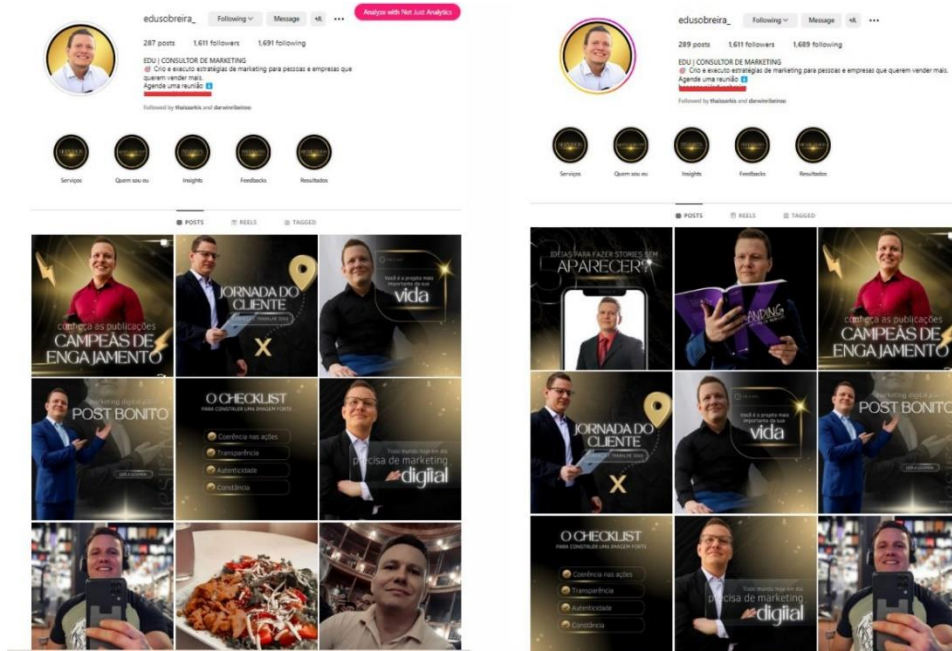
Source: Instagram (2023)

Figure 39: Print of the Instagram screen of a journalist participating in the research



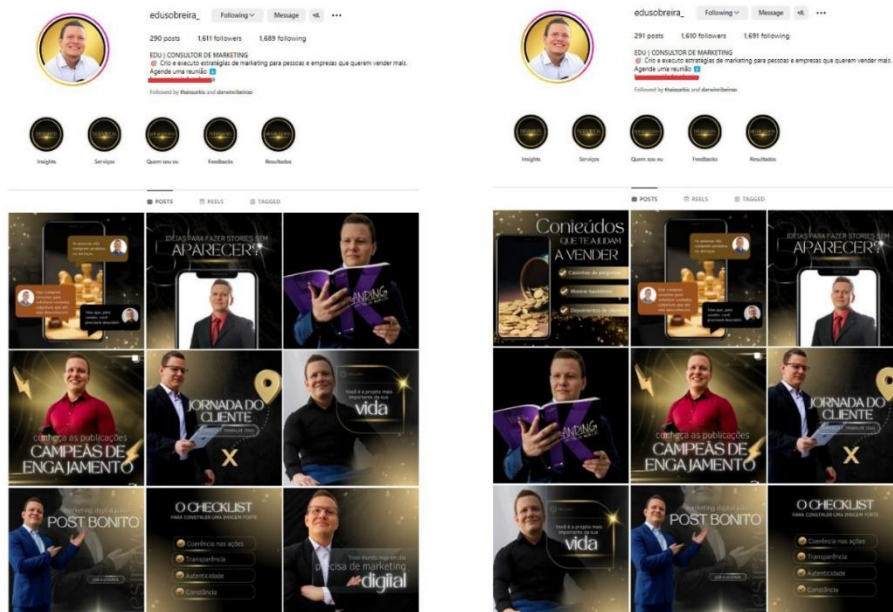
Source: Instagram (2023)

Figure 40: Print of the Instagram screen of a journalist participating in the research



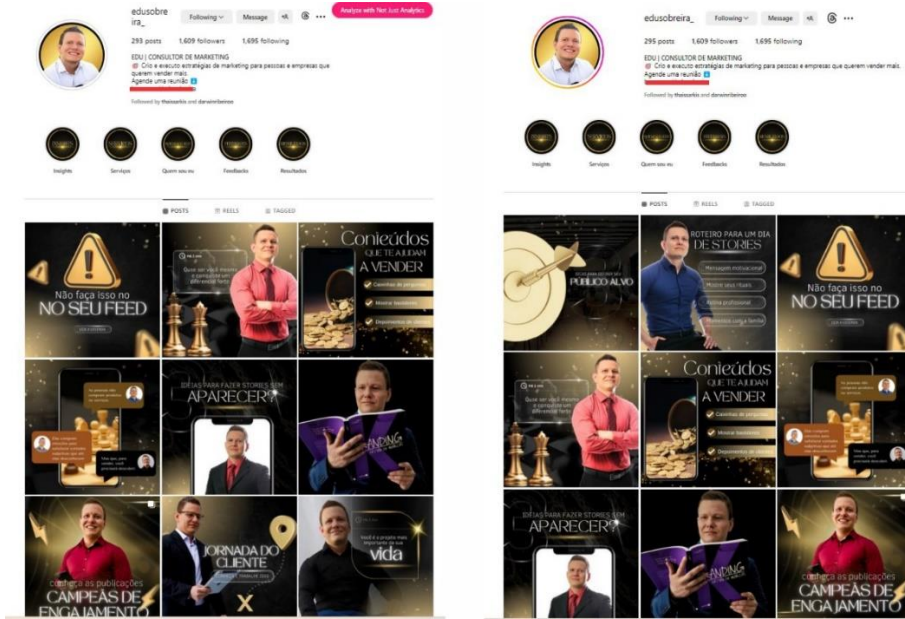
Source: Instagram (2023)

Figure 41: Print of the Instagram screen of a journalist participating in the research



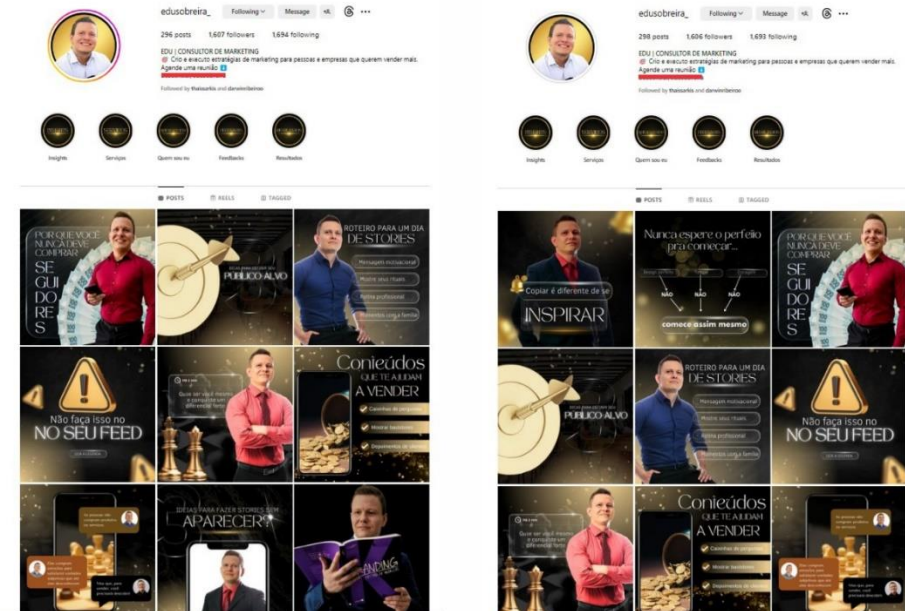
Source: Instagram (2023)

Figure 42: Print of the Instagram screen of a journalist participating in the research



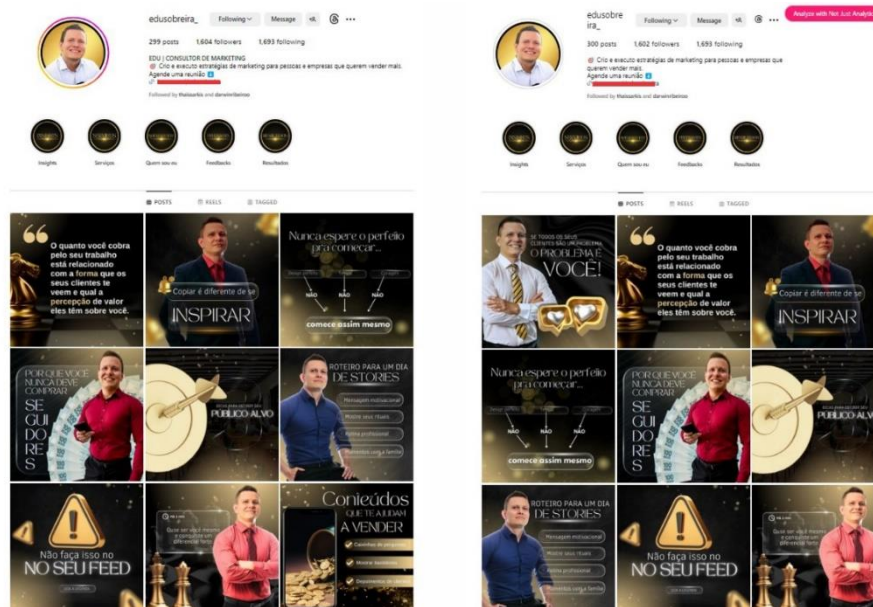
Source: Instagram (2023)

Figure 43: Print of the Instagram screen of a journalist participating in the research



Source: Instagram (2023)

Figure 44: Print of the Instagram screen of a journalist participating in the research



Source: Instagram (2023)

In figures 31 and 32 you can see the description edu | mkt personal, alluding to professionals who work as personal trainers, many highlights, posts with content along with photos of their personal training and some variations in the bio description, which does not bring focus to the page.

In figures 33, 34 and 35, we see a change in the description of the edu bio | personal mkt for edu | sports mkt. Even though there is a visual and typographic identity, there is still a conceptual mix of positioning in the posts, sometimes as an athlete, sometimes as a professional.

In figures 36 and 37, a post-process change of applying the structured personal branding model has already begun, a clear change: the adjustment of positioning, change in bio, moving to edu | marketing consultant, bio adaptation based on positioning, standardization of visual conceptualization, bringing more evidence to professionalism and competitive differences, and mixing personal life a little; There was also a standardization of the highlight icons, bringing greater visual harmony.

From figures 38 to 44, there is a change in typography to one that conveys greater sobriety and credibility, a reduction in the number of highlights, giving greater objectivity to the profile page, photos more aligned with the positioning objective, more intriguing themes for followers and finally, a clear positioning from a marketing expert.

4.6. Discussion of Results

Firstly, it is important to highlight that, to measure the internal consistency of the Personal Branding Questionnaire, translated cross-culturally and validated with an emphasis on Brazilian cultural aspects based on Meyer's (2017) 8-dimension model, the Cronbach's Alpha coefficient was estimated, which, according to Hair *et al.*, (2014, p. 102) is highly susceptible to the sample size and the number of variables included in the construct or latent variable. The author says that values between 0.60 and 0.70 are considered appropriate in exploratory research.

In questions 1 to 15, the idea was to evaluate, globally, the degree of correlation of the questions and their efficiency in measuring the latent variable, associated with this group of questions, relating to

“awareness” regarding attitudes towards the profession. In questions 16 to 30, the degree of correlation of the questions and their efficiency in measuring the latent variable, associated with this group of questions, related to the “importance” given to actions aimed at the profession, were also evaluated globally.

A value of 0.69 was obtained for the first group of questions and a value of 0.77 for the second group of questions, which shows that both results are acceptable.

Regarding the sample studied, it was clear in the first application of the questionnaire that in questions 1 and 16:

1: Academic training is a relevant factor for professional success and the reputation of the educational institution attended positively influences career opportunities.

16: The prestige and reputation of the educational institution I attended, as well as the status it gave me, were relevant factors in my entry into my current workplace.

Of the 56 responses, there was exact agreement (same classification on both questions) 41.1% of the time. The range has a 95% chance of containing the true percentage of exact agreement for these two questions.

The average response to question 1 was 5.50 with SD (standard deviation) of 1.44. The mean for question 16 was 4.32 with an SD of 1.84. This means that respondents understand that academic training is a relevant factor for professional success and that the prestige and reputation of the educational institution are important, but less so than the academic training obtained.

In questions 2 and 17:

2: Building influential personal contacts and establishing good connections is a strategy for making better decisions and building a successful career.

17: I seek to establish connections with influential and respected people who share values and interests and who can help me build an authentic and meaningful network.

Of the 56 responses, there was exact agreement (same classification on both questions) 33.9% of the time. The range (21.5%; 46.3%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 18 shows the percentage distributions of responses to the two questions.

The average response to question 2 was 5.80 with a SD of 1.08. The mean for question 17 was 5.48 with SD of 1.25, and this means that respondents believe that building influential personal contacts and establishing good connections is a tactic for better decision-making and building a successful career; however, they do not practice them with the same degree of importance.

In questions 3 and 18:

Question 3: Knowing how to use social networks strategically is fundamental and an essential skill to differentiate yourself and achieve a successful career.

Question 18: I try to keep my LinkedIn profile updated and complete, so that people can know who I am, my skills and experiences to expand my network of professional contacts.

Of the 56 answers, there was exact agreement (same classification on both questions) 30.4% of the time. The range (18.3%; 42.4%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 19 shows the percentage distributions of responses to the two questions.

The average response to question 3 was 5.63 with an SD of 1.25. The average for question 18 was 4.71 with SD of 1.64, and this means that respondents know the importance of using social networks strategically to differentiate themselves and achieve a successful career, however, they declare that they have Difficulty in “showing yourself” and explaining your personal and professional talents.

In questions 4 and 19:

Question 4: A strategic and analytical approach is essential for a successful career, which requires frequent self-analysis to adapt to changes.

Question 19: I regularly try to get to know myself more and more, identify my strengths and those I need to develop, to become the best version of myself.

Of the 56 responses, there was exact agreement (same classification on both questions) 41.1% of the time. The range (28.2%; 54.0%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 20 shows the percentage distributions of responses to the two questions.

The average response to question 4 was 5.95 with an SD of 1.12. The mean for question 19 was 5.86 with SD of 1.04, and this means that respondents practically gave the same assessment (importance) to having a strategic and analytical approach as being essential for a successful career and the self-analysis they carry out.

In questions 5 and 20:

Question 5: In the current job market, each person must be recognized for the set of their skills, abilities and values.

Question 20: I believe that my work and effort can add value to the job market, which is dynamic, requires an attitude of flexibility and adaptability and I am always open to learning and developing myself to keep up with market changes and demands.

Of the 56 responses, there was exact agreement (same classification on both questions) 48.2% of the time. The range (35.1%; 61.3%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 21 shows the percentage distributions of responses to the two questions.

The average response to question 5 was 6.00 with a SD of 1.10. The average for question 20 was 6.00 with SD of 1.04, and this means that respondents attribute equal importance and awareness that the current job market recognizes the set of their skills, abilities and values as essential to success and that they must prepare for this with an attitude of flexibility and adaptability, being willing to develop themselves to keep up with the requirements of the job market

In questions 6 and 21:

Question 6: In the current scenario, success is determined by the ability to specialize in a specific area and not by trying to cover too many functions.

Question 21: I understand that learning is a continuous process and that there is always room to evolve, which is why I seek to improve my skills and competencies, further improving what I am already good at.

Of the 56 responses, there was exact agreement (same classification on both questions) 14.3% of the time. The range (5.1%; 23.5%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 22 shows the percentage distributions of responses to the two questions.

The average response to question 6 was 4.79 with a SD of 1.47. The mean for question 21 was 6.25 with a SD of 0.95, and this means that respondents are aware that they must have continuous learning, improving their skills and competencies, further improving their talents and that success does not it is linked to the ability to improve in a different area, but rather to have the ability to develop more functions.

In questions 7 and 22:

Question 7: It is important to consider the impact of your image, to ensure that what you project is aligned with your expectations regarding the perception of others.

Question 22: I care about cultivating trusting relationships and establishing good interpersonal connections that naturally lead me to act in the best possible way, and thus build a positive image based on my essence.

Of the 56 responses, there was exact agreement (same classification on both questions) 55.4% of the time. The range (42.3%; 68.4%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 23 shows the percentage distributions of responses to the two questions.

The average response to question 7 was 5.68 with a SD of 0.98. The mean for question 22 was 5.73 with SD of 0.94, and this means that respondents practically equally evaluate the impact on their image to meet expectations in relation to the perception of others and the concern in cultivating relationships trust and establish good interpersonal connections to build a positive image.

In questions 8 and 23:

Question 8: Self-promotion can be viewed in different ways depending on people's culture and values. Self-promotion is not harmful in itself, but it is important to adapt communication to the public and context in which you are inserted.

Question 23: I believe it is important to talk to people about my achievements and skills, so that they can better understand my work and my personality, and thus form a more complete opinion about me.

Of the 56 answers, there was exact agreement (same classification on both questions) 32.1% of the time. The range (19.9%; 44.4%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 24 shows the percentage distributions of responses to the two questions.

The average response to question 8 was 5.70 with a SD of 1.25. The average for question 23 was 5.34 with a SD of 1.02, and this means that respondents gave greater importance to how to promote themselves than to explaining them, even though they are very important for others to know.

In questions 9 and 24:

Question 9: It is important to communicate in a clear and transparent way the critical success factors for achieving objectives, they are key points that, if well executed, define and provide good performance, guarantee the achievement of success.

Question 24: I recognize my qualities, work and constantly strive to maintain them in order to be successful in my career.

Of the 56 responses, there was exact agreement (same classification on both questions) 41.1% of the time. The range (28.2%; 54.0%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 25 shows the percentage distributions of responses to the two questions.

The average response to question 9 was 5.52 with an SD of 1.02. The average for question 24 was 5.57 with SD of 0.90, and this means that respondents considered it important to recognize their qualities and make efforts to improve, as well as clear communication and good execution them.

In questions 10 and 25:

Question 10: It is important to take into account and respect the worldview, where dreams, values and beliefs are unquestionable.

Question 25: I have clear goals in my life and I am determined to achieve them, following a well-defined action plan.

Of the 56 responses, there was exact agreement (same classification on both questions) 23.2% of the time. The range (12.2%; 34.3%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 26 shows the percentage distributions of responses to the two questions.

The average response to question 10 was 5.29 with a SD of 1.36. The mean for question 25 was 5.46 with SD of 1.16, and this means that respondents indicated that having clear objectives and the determination to achieve them, following a well-defined action plan, has a little more relevance than the unquestionability of worldview, values and beliefs.

In questions 11 and 26:

Question 11: Competition is something that we need to be aware of, carefully evaluate and know how to deal with throughout our professional lives.

Question 26: I am aware that competition in the job market is dynamic and constantly changing, and I strive to stay up to date and adapt to these changes.

Of the 56 answers, there was exact agreement (same classification on both questions) 46.4% of the time. The range (33.4%; 59.5%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 27 shows the percentage distributions of responses to the two questions.

The average response to question 11 was 5.68 with a SD of 1.07. The mean for question 26 was 5.58 with SD of 1.20, and this means that respondents equally assessed that having clear objectives and determination to achieve them, following a well-defined action plan, is important to deal with with competition throughout your professional life.

In questions 12 and 27:

Question 12: Throughout the professional life cycle, it is extremely important to evaluate the options of employers and clients to make appropriate strategic decisions.

Question 27: I am attentive to the needs of potential employers/clients and try to adapt to their requirements to meet their expectations.

Of the 56 answers, there was exact agreement (same classification on both questions) 53.6% of the time. The range (40.5%; 66.6%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 28 shows the percentage distributions of responses to the two questions.

The average response to question 12 was 5.54 with an SD of 0.87. The mean for question 27 was 5.21 with SD of 1.16, and this means that respondents stated that it is extremely important to evaluate the options of employers and clients for making strategic decisions and that, to be competitive in the labor market work (dynamic and constantly changing), it is important to be updated and adapted to them.

In questions 13 and 28:

Question 13: Everyone must build their own identity and learn to communicate in an authentic and emotionally connected way.

Question 28: I express myself clearly about my skills and achievements, staying current and competitive so that others recognize my value in the job market.

Of the 56 responses, there was exact agreement (same classification on both questions) 42.9% of the time. The range (29.9%; 55.8%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 29 shows the percentage distributions of responses to the two questions.

The average response to question 13 was 5.86 with a SD of 0.97. The mean for question 28 was 5.13 with SD of 1.02, and this means that respondents declared that it was more relevant to build their own identity and learn to communicate in an authentic and emotionally connected way than to express their skills and achievements.

In questions 14 and 29:

Question 14: It is essential to sincerely and authentically express your characteristics, building an identity that reflects who you are and how you relate to others.

Question 29: I have honesty as a fundamental value and I value always being truthful about who I am, not pretending to be someone else, regardless of the time or situation.

Of the 56 responses, there was exact agreement (same classification on both questions) 60.7% of the time. The range (47.9%; 73.5%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 30 shows the percentage distributions of responses to the two questions.

The average response to question 14 was 5.86 with an SD of 0.99. The average for question 29 was 6.25 with SD of 0.93, and this means that respondents declared that honesty is very important as a fundamental value and always showing truthfulness, regardless of the time or situation. This makes it essential to express your characteristics in a sincere and authentic way, building an identity that reflects who you are and how you relate to others.

In questions 15 and 30:

Question 15: To achieve professional success in the job market, there is no problem in transmitting an image that brings success to your career.

Question 30: I strive and manage to persuade and influence people around me to believe in my potential, skills and competencies.

Of the 56 responses, there was exact agreement (same classification on both questions) 41.1% of the time. The range (28.2%; 54.0%) has a 95% chance of containing the true percentage of exact agreement for these two questions.

The graph in figure 31 shows the percentage distributions of responses to the two questions.

The average response to question 15 was 5.32 with a SD of 1.10. The average for question 30 was 5.13 with SD of 1.40, and this means that respondents considered it important to achieve professional success to transmit an image that brings success to their career and to strive to persuade and influence people to believe in potential, skills and competencies.

4.6.1. Application of the proposed structured personal branding model

Below we display the results obtained.

Table 20 shows the analysis of the complete set of responses without applying the structured personal branding process model and with the application. An increase of 14.2 percentage points is noted for the importance construct and 12.8 percentage points for the awareness construct. The calculated X^2 was 124, well above the value of 3.841 for the critical X^2 ($p < 0.001$). Such values confirm H_0 , which explains that there is a significant difference before and after the application of the structured personal branding process model in the positive relationship between understanding values, beliefs, purpose, creating a positioning and the more the professional works on their self-knowledge.

In other words, there is a statistically significant association between the use of the proposed structured personal branding model and the increase in perception in the constructs of importance and awareness, demonstrating its effectiveness. Individuals had an increased perception of the importance and awareness of personal branding after using it.

Once the validity of H_0 has been demonstrated

In questions 1 and 16

In table 21 there is data that shows an increase of 12.4 percentage points in importance and an increase of 19.4 percentage points in awareness. This means that respondents understand that academic training is a relevant factor for professional success and that the prestige and reputation of the educational institution are important. After applying the proposed structured personal branding model, respondents demonstrated an increase in their awareness that the academic training obtained was a relevant factor for their entry into their current workplace.

We emphasize that this was not the perception indicated by the group before using the structured personal branding process model.

The calculated X^2 was 17.8 above the value of 3.841 for the critical X^2 ($p < 0.001$), demonstrating the significant association after using the structured personal branding process model.

In questions 2 and 17

In table 22 we see an increase of 14.6 percentage points in importance and 13.8 percentage points in awareness. This means that respondents increased their assessment of building influential personal contacts and establishing good connections, which are strategies for making better decisions and building a successful career. Here again we notice a change in relation to the answers before the application of the structured personal branding process model, as now the respondents indicate that they practice them with the same degree of importance.

As before, this was not the perception indicated by the group before using the structured personal branding process model.

The calculated X^2 was 11.1 above the value of 3.841 for the critical X^2 ($p < 0.001$), demonstrating the significant association after using the structured personal branding process model.

In questions 3 and 18

The data is presented in table 23, where we observe an increase of 13.2 percentage points in importance and an increase of 18.6 percentage points in awareness. This means that respondents attributed greater importance to using social networks strategically to differentiate themselves and achieve a successful career, compared to the previous condition. Here a significant improvement in awareness is noted, as there was a significant increase in the knowledge aspects of their skills and experiences to expand my network of professional contacts.

We noticed the effect of the model again, because before applying the structured personal branding process model, the group declared having difficulty "showing themselves" and explaining their personal and professional talents.

The calculated X^2 was 15.5 above the value of 3.841 for the critical X^2 ($p < 0.001$), demonstrating the significant association after using the structured personal branding process model.

In questions 4 and 19

The data is presented in table 24, where we observe an increase of 11.0 percentage points in importance and an increase of 11.2 percentage points in awareness. This means that respondents also demonstrated an increased importance of having a strategic and analytical approach as essential for a successful career and carrying out self-analysis to identify strengths and those to be developed, to improve their version.

Here, the effect of the structured process model of personal branding also showed a significant increase in the aspects of importance and awareness.

The calculated X^2 was 5.15 above the value of 3.841 for the critical X^2 ($p = 0.023$), demonstrating the significant association after using the structured personal branding process model.

In questions 5 and 20

The data is presented in table 25, where we observe an increase of 14.0 percentage points in importance and an increase of 10.2 percentage points in awareness. This means that respondents demonstrated an increase in the assessment of importance and awareness. However, there is a greater increase in the importance that in the current job market, each person must be recognized for the set of their skills, abilities and values.

This greater increase in the importance aspect indicates yet another effect of the structured personal branding process model that sought to develop the perception of respondents' skills and abilities.

The calculated X^2 was 7.45 above the value of 3.841 for the critical X^2 ($p = 0.006$). Demonstrating the significant association after using the structured personal branding process model.

In questions 6 and 21

The data is presented in table 26, where we observe an increase of 19.4 percentage points in importance and an increase of 9.6 percentage points in awareness. This means that respondents demonstrated an increase in the perception that they must have continuous learning, improving their skills and competencies, further improving their talents and that success is not linked to the ability to specialize in a specific area, but rather to have an ability to develop more functions. A more muted increase has been in the realization that success is determined by the ability to specialize in a specific area rather than by trying to cover too many functions.

This greater increase in the awareness aspect indicates yet another effect of the structured personal branding process model that sought and/or encouraged the development of respondents' talents.

The calculated X^2 was 1.34 below the value of 3.841 for the critical X^2 ($p = 2.46$), demonstrating the lack of a significant association after using the structured personal branding process model. In other words, success is determined by the ability to specialize in a specific area, which has not yet been realized, most likely due to the short time interval between the application of the structured personal branding process model and the response to the second questionnaire.

In questions 7 and 22

The data is presented in table 27, where we observe an increase of 17.6 percentage points in importance and an increase of 11.4 percentage points in awareness. This means that the respondents, at this moment, indicated a greater increase in the construction of their image than in the concern with cultivating trusting relationships and establishing good interpersonal connections that naturally lead to acting in the best way possible, and thus building a positive image based on my essence. Although this aspect has achieved a significant increase compared to not applying the structured personal branding process model.

This greater increase in the aspect of image construction may also indicate an effect of the structured personal branding process model rather than its construction, that is, the construction of your personal branding.

The calculated X^2 was 10.6 above the value of 3.841 for the critical X^2 ($p = 0.001$), demonstrating the significant association after using the structured personal branding process model.

In questions 8 and 23

The data is presented in table 28, where we observed an increase of 13.2 percentage points in importance and an increase of 14.0 percentage points in awareness, meaning that there were similar increases in the way in which self-promotion and the explanation of achievements and skills, so that you can better understand the work and personality, and thus form a more complete opinion.

The calculated X^2 was 9.42 above the value of 3.841 for the critical X^2 ($p = 0.002$), demonstrating the significant association after using the structured personal branding process model.

In questions 9 and 24

The data is presented in table 29, where we observe an increase of 14.2 percentage points in importance and an increase of 10.4 percentage points in awareness. The application of the structured personal branding process model has increased the importance of clearly and transparently communicating the critical success factors for achieving objectives, as they are key points that, when well executed, define and provide good performance, guarantee the achievement of success.

The calculated X^2 was 6.62 above the value of 3.841 for the critical X^2 ($p = 0.010$). Demonstrating the significant association after using the structured personal branding process model.

In questions 10 and 25

The data is presented in table 30, where we observe an increase of 16.2 percentage points in importance and an increase of 9.2 percentage points in awareness. The application of the structured personal branding process model significantly increased the aspect of the importance of taking into account and respecting the world view, where dreams, values and beliefs are unquestionable in relation to increasing the determination of clear objectives in my life and I am determined to achieve them, following a well-defined action plan. This is somewhat expected, as self-knowledge is an essential component of the process.

The calculated X^2 was 7.23 above the value of 3.841 for the critical X^2 ($p = 0.007$), demonstrating the significant association after using the structured personal branding process model.

In questions 11 and 26

The data is presented in table 31, where we observe an increase of 14.6 percentage points in importance and an increase of 9.4 percentage points in awareness. The application of the structured personal branding process model significantly increased the importance of carefully evaluating the competition and knowing how to deal with it throughout one's professional life when compared to the awareness that competition in the job market is dynamic and constantly changing, and I strive to stay up to date and adapt to these changes.

This greater increase in the importance of competition indicates yet another effect of the proposed model that sought and/or encouraged self-knowledge and, therefore, positioning itself in the market, which has high competition.

The calculated X^2 was 7.55 above the value of 3.841 for the critical X^2 ($p = 0.006$). Demonstrating the significant association after using the structured personal branding process model.

In questions 12 and 27

The data is presented in table 32, where we observe an increase of 13.4 percentage points in importance and an increase of 16.0 percentage points in awareness. The application of the structured personal branding process model has significantly increased awareness of being attentive to the needs of potential employers/clients and trying to adapt to their requirements to meet their expectations - although the aspect of the importance of, throughout the professional life cycle, evaluate the options of employers and clients to make appropriate strategic decisions.

The calculated X^2 was 8.68 above the value of 3.841 for the critical X^2 ($p = 0.003$), demonstrating the significant association after using the structured personal branding process model.

In questions 13 and 28

The data is presented in table 33, where we observe an increase of 11.2 percentage points in importance and an increase of 14.6 percentage points in awareness. The application of the structured personal branding process model promoted an improvement in the assessment, both being more relevant in the aspect of building your own identity and in learning to communicate in an authentic and emotionally connected way to express skills and achievements.

The calculated X^2 was 10.7 above the value of 3.841 for the critical X^2 ($p = 0.001$), demonstrating the significant association after using the structured personal branding process model.

In questions 14 and 29

The data is presented in table 34, where we observe an increase of 14.4 percentage points in importance and an increase of 12.6 percentage points in awareness. The application of the structured personal branding process model once again promoted an improvement in the assessment of both the importance of expressing your characteristics in a sincere and authentic way, building an identity that reflects who you are and how you relate to others, as well as with the I am aware that honesty is a fundamental value, and I value always being truthful about who I am.

The calculated X^2 was 4.64 above the value of 3.841 for the critical X^2 ($p = 0.031$), demonstrating the significant association after using the structured personal branding process model.

In questions 15 and 30

The data is presented in table 35, where we observe an increase of 14.0 percentage points in importance and an increase of 14.6 percentage points in awareness. The application of the structured personal branding process model continues to promote an improvement in the aspect of the importance of achieving professional success in the job market, transmitting an image that brings success to the career, as well as the awareness of committing, persuading and influencing people. people around to believe in my potential, skills and competencies.

The calculated X^2 was 8.54 above the value of 3.841 for the critical X^2 ($p = 0.003$), demonstrating the significant association after using the structured personal branding process model.

The results obtained in chapter 4 and consolidated in this chapter, referring to the application of the Personal Branding Questionnaire, followed by the application of the suggested structured model of personal branding and a second application of the questionnaire, led to the conclusion of the effectiveness of the proposed research through the cognition approach, self-knowledge and personal branding.

The cognitive issue proved to be important within the proposed process and confirmed what Queiroz et al (2020, p. 192 apud Rosser, 1994) dealt with in terms of cognition: the action of thinking and knowing, just like knowledge and its acquisition. The same authors (apud Bjorklund, 1995) stated that cognition refers to the processes through which knowledge is acquired and manipulated, which can be proven in this research.

Another author who also confirms this line of thought is Fonseca (2019), who treats cognition as essential for learning and without which human evolution would be impossible, which is also clear in the results obtained before and after the structured model of personal branding applied.

Queiroz *et al.*, (2020) also strengthen this line of thought, as well as the results obtained here, when they understand cognition as a conscious and unconscious process through which knowledge is stored that makes it possible to understand situations; without it, there would be no conditions for assimilation and interpretation.

Analyzing the results and having self-knowledge as a background, when the suggested structured model process of personal branding was worked on, it was possible to verify that the results obtained also corroborated Jung (2014), who states that the process of self-knowledge and self-analysis does not It is easy, however, by breaking this barrier, it is in this process of deeply searching for who you are, your individual values, what you really believe in and, even your personal purposes, that the individual is able to identify what makes them unique.

With this, it is stated, as do Minsberg and Morales (2018, p. 30), that self-knowledge is important for any individual, helping them with their goals. "Self-knowledge is useful for anyone, as it strengthens our skills and capabilities, refines our behaviors and allows us to achieve goals and objectives."

When analyzing the results obtained through the lens of personal branding, the gains were large and intrinsically linked to self-knowledge, as stated by Scheidt, Gelhard and Henseler, (2020), who mention that the personal brand offers an impact on the individual's personality, as continuous self-reflection throughout the personal branding process itself, thus leading him to continuous learning and allowing him to improve his capabilities and achieve much greater self-awareness, self-esteem and self-confidentiality.

Giving greater robustness to this understanding and results that led to the understanding of the importance of personal branding as a relevant process for an individual's career, as well as the need, in this process of self-knowledge, to offer a structured model of personal branding, Baltezarević and Baltezarević (2021 *apud* Barnett, 2010) state that, with a personal brand, the individual can present themselves in a much broader way outside of the resume and better identify who they are as an individual.

Showing compliance with the results obtained and with the thoughts of the authors cited so far in this discussion, Montoya and Vandehey (2010) also state that the work of managing a personal brand means, in essence, the expansion of self-knowledge to the point of be aware of who you are; This perception will lead to a personal marketing strategy that will be communicated and indexed in the other person's unconscious, so that it becomes the first to be remembered in the consumer's mind, always with great coherence and planning.

Finally, once the validity of H0 has been demonstrated, which states that there is a significant difference before and after the application of the methodology in the positive relationship between the understanding of values, beliefs, purpose, creation of a positioning and the more the professional works on their self-knowledge, it can be To conclude the above with the positioning of the following authors, Montoya and Vandehey (2010), Arruda (2003) and Lair, Sullivan and Cheney (2005), cited by Fernandes (2015, p. 8): it is necessary to begin a process of managing your personal brand through self-knowledge.

5. FINAL CONSIDERATIONS

The research aimed to find an answer to the following question:

The existence of a positive relationship between the understanding of values, beliefs, purpose, creation of a positioning the more the professional works on their self-knowledge.

After applying the Personal Branding Questionnaire translated cross-culturally and validating it with an emphasis on Brazilian cultural aspects to assess the professional's awareness and importance on various topics that impact their career and consequently their personal brand for 56 professionals from different areas of activity, we proceeded. The structured model of the personal branding process suggested for a group of 30 professionals was applied, and finally a new application of the Personal Branding Questionnaire for them.

With the results obtained, it was possible to validate the H0 hypothesis, which explains that there is a positive relationship between the understanding of values, beliefs, purpose, creation of positioning, the more the professional works on self-knowledge.

The objective of this research was to identify the relationship between self-knowledge and understanding of the various points that are part of the structured model of the personal branding process for a better diagnosis and enhancement of the professional's personal brand.

Analyzing the results collected, it was deduced that the 56 respondents are aware of their attitudes towards the profession and its importance. However, after the randomly selected group of 30 professionals out of the 56 who initially participated in the first questionnaire went through the suggested structured personal branding process and was asked to answer the questionnaire again, there was a percentage gain in both importance and awareness, with a statistically significant association significant difference between the use of the structured model of the personal branding process and the increased understanding of the constructs of importance and awareness, thus demonstrating its effectiveness.

It is worth highlighting that, in questions 6 and 21, presented in table 26, there was an increase of 19.4 percentage points in importance and an increase of 9.6 percentage points in awareness, leaving the calculated χ^2 with 1.34 below the value of 3.841 for critical χ^2 ($p = 2.46$), demonstrating the lack of a significant association after using the structured personal branding process model. In other words, the question that success is determined by the ability to specialize in a specific area has not yet been perceived by the respondents.

It is believed that what happened is most likely due to the short period of time between the application of the structured personal branding process model and the response to the second questionnaire.

That said, it is understood that it is not enough to simply have technical skills as essential tools for managing a personal brand and enhancing it: it is necessary to combine this with a structured personal branding process model that makes the individual/ professionals work on self-knowledge by seeking important and sufficient information to help diagnose and subsequently build a personal brand strategy, which will require constant maintenance of the brand management process.

It is expected that this research will contribute to the development of the management of professionals' personal brands, making their diagnosis clearer and helping to enhance them, as a structured model of the Personal Branding process has been developed, which will be called Personal

Branding. Step by Step Branding, alluding to a step-by-step process of self-knowledge and strategy building; In other words, when all the points covered are added together, it creates a growing set of information that will provide support to the professional to develop and communicate their personal brand in a strategic and assertive way to the market.

It is also clear that there is still a very fertile field for new studies and more in-depth research with larger groups on the impact of self-knowledge in relation to personal brand management (personal branding) as well as other topics such as issues of neuroplasticity, emotional intelligence and behavioral profile that can further enrich the suggested model called Personal Branding Step by Step.

REFERENCES

AAKER, D. A. **Building strong brands**. Porto Alegre: Bookman, 2007.

AAKER, D. A. **Managing Brand Equity**. New York: The Free Press, 1991.

AAKER, D. A. **On Branding**: 20 principles that decide the success of brands. Kindle Edition. Porto Alegre: Bookman, 2015.

ARRUDA, W. **An introduction to personal branding**: A revolution in the way we manage our careers. [S. l.]: Research Communication Consulting, Inc., 2003.

AZEVEDO, I. M.; DIAS, M. S.; NETO, P. R. B.; CARVALHO, R. A. Relationship with the brand: development of a diagnostic instrument. **Human Knowledge**, v. 11, n. 18, p. 14-35, jan./jun. 2021. ISBN. 2446-6298.

BALTEZAREVIĆ, R.; BALTEZAREVIĆ, I. The role of personal branding in the digital environment on Career development during the covid-19 pandemic. In: **11th International Symposium on Natural Resources Management**. Faculty of Management Zaječar, Megatrend university Belgrade. ISNRM 2021. Available at: https://www.researchgate.net/publication/358466526_THE_ROLE_OF_PERSONAL_BRANDING_IN_THE_DIGITAL_ENVIRONMENT_ON_CAREER_DEVELOPMENT_DURING_THE_COVID-19_PANDEMIC.

BARATTO, G. The discovery of the unconscious and the historical path of its elaboration. **Psychol. science. prof.**, Brasília, v. 29, n. 1, p. 74-87, mar. 2009. Available at http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1414-98932009000100007&lng=pt&nrm=iso. Accessed on: 9 Jan. 2023.

BEATON, D. E.; BOMBARDIER, C.; GUILLEMIN, F.; FERRAZ, M. B. Guidelines for the process of cross-cultural adaptation of self-report measures. **Spine**, v. 25, n. 24, p. 3186-91, 2000.

BEM, A. B.; LANZER, E. A.; TAMBOSI FILHO, E.; SANCHEZ, O. P.; BERNARDI JUNIOR, P. Validity and reliability of a teaching evaluation instrument from the perspective of structural equation models. **Higher Education Assessment Magazine** (Campinas), v. 16, n. 2, p. 375-401, 2011.

BOFF, D. S.; ZANETTE, C. R. S. The development of skills, abilities and the formation of concepts: the founding axis of the learning process. In: **V CINFE, International Congress of Philosophy and Education**. Caxias do Sul, RS. 2010.

BOWEN, S. Mission and Vision. **The International Encyclopedia of Strategic Communication**. [S. l.]: John Wiley & Sons, 2018 DOI: 10.1002/9781119010722.iesc01112018.

BRANDENBURG, O. J.; WEBER, L. N. D. Self-knowledge and freedom in radical behaviorism. **PsicoUSF**, Itatiba, v. 10, n. 1, p. 87-92, jun. 2005. Available at http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1413-82712005000100011&lng=pt&nrm=iso. Accessed on: 7 jan. 2023.

CALDER, B. J.; PHILLIPS, L.W.; TYBOUT, A. M. Designing research for application. **Journal of Consumer Research**, v. 8, n. 2, p. 197–207, 1981.

CALVOSA, M. V. D.; FRANCO, I. M. Uncomplicating VUCA (Volatility, Uncertainty, Complexity and Ambiguity). Investigation and Considerations on Publications A1 of Area 27 of Qualis/Capes. *In: XLVI ANPAD Meeting – EnANPAD*, 2022 Online - Sep 21 - 23, 2022 2177-2576 online version. Available at: <chromeextension://efaidnbmnnnibpccajpcgclefindmkaj/http://anpad.com.br/uplods/articles/120/approve/d/21c2c25487b9f30af6c4a9f6f10b09b2.pdf>. Accessed on: 19 dec. 2022.

CARDOSO, J. M.; AGUILETA, C. L.; LAGO, B. L. The importance of personal branding as an element of public relations: an international evaluation experience. **Communication and society** [Online], Special Issue, 2020. Available at: URL: <http://journals.openedition.org/cs/2945>. Accessed on: 21 jan. 2023

CHAKRABARTI, D. Awareness and importance of 'personal branding' phenomenon among post graduate management students: an empirical inquiry. **International Journal of Research & Development in Technology and Management Science**, Kailash, v. 21, n. 4, p. 88-101, 2014.

CHEDRAUI, L. The power of positioning. Nirsa case. **INNOVA Research Journal**, [S. l.], v. 2, n. 10, p. 36–41, 2017.

COOK, D. J.; MULROW, C. D.; HAYNES, R. B. Systematic reviews: synthesis of best evidence for clinical decisions. **Annals of internal medicine**, v. 126, n. 5, p. 376-380, 1997.

COSTA, L. M. Negotiation the Brazilian way. **Special International Business**, v. 5, n. 4, sep./oct. 2006. Available at <https://bibliotecadigital.fgv.br/ojs/index.php/gvênio/article/view/34226/33023>. Accessed on: 9 Jan. 2023.

DYNE, L. V.; ANG, S.; YEE, N. G. K.; ROCKSTUHL, T.; TAN, M. L; KOH, C. Sub-dimensions of the four factors model of cultural intelligence: expanding the conceptualization and measurement of cultural intelligence. **Social and Personality Psychology Compass**, v. 6, n. 4, p. 295–313, 2012. DOI:10.1111/j.1751-9004.2012.00429.x. Available at: <https://culturalq.com/wp-content/uploads/2016/05/Compass-2012-Van-Dyne-et-al-Sub-dimensions.pdf>

ERDFELDER, E.; FAUL, F.; BUCHNER, A. GPOWER: A general power analysis program. **Behavior Research Methods, Instruments, & Computers**, v. 28, n. 1, p. 1–11, 1996.

ESTRADA, N. M. **El Branding**. 2018. (Research work) - The Universidad Privada del Norte, 2018. Available at: <http://hdl.handle.net/11537/15282>. Accessed on: 16 Nov. 2022.

FAUL, F.; ERDFELDER, E.; LANG, A. G.; BUCHNER, A. G* Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. **Behavior Research Methods**, v. 39, n. 2, p. 175–191, 2007.

FERNANDES, M. P. **Personal Branding in the context of careers**: The relationship between career self-management and Personal Branding. 2015. Dissertation (Integrated Master's Degree in Psychology) – Faculty of Psychology, University of Lisbon, Lisbon, 2015. Available at: <https://repositorio.ul.pt/>.

FIGURSKA, I. Personal branding as an element of employees' professional development. **Human Resources Management & Ergonomics**, v. 10, n. 2, p. 33-47, 2016.

FIRMINO, M. J. A. C. S. Hypothesis testing: a non-parametric approach. 2015. Dissertation (Master's in Mathematics for Teachers) – University of Lisbon Faculty of Sciences – Department of Statistics and Operational Research, Lisbon, 2015. Available at: https://repositorio.ul.pt/bitstream/10451/18146/1/ulfc113805_tm_Maria_Jos%25C3%25A9_Firmino.pdf

FLEURY, M. T. L.; WERLANG, S. R. C. **Applied research**: concepts and approaches. FGV Pesquisas Research yearbook 2016-2017. Available at: <https://docplayer.com.br/108075577-Pesquisa-aplicada-conceitos-e-abordagens.html>. Accessed on: 24 Jan. 2023.

FONSECA, J. J. S. Scientific research methodology. Fortaleza: UEC, 2002. Handbook. Available at https://books.google.com.br/books?hl=en&lr=&id=oB5x2SChpSEC&oi=fnd&pg=PA6&dq=FONSECA,+J.+J.+S.+Metodologia+da+pesquisa+cient%C3%ADfica+Fortaleza:+UEC,+2002.+Apostila.&ots=ORVXralk_&sig=WrbgoStLyYTX4Eb2zqvAFgnSXZk#v=onepage&q&f=false. Accessed on: 16 Jan. 2023.

FONSECA, V. **Cognitive development and the Teaching-Learning Process**: psychopedagogical approach in the light of Vygotsky. Petrópolis, RJ: Vozes, 2019. [*Kindle edition*].

FOREST, D. Analysis of vision and mission statements characteristics and their association with organizational performance: a guide to writing effective vision and mission statements, 2020. *In*: **Applied Studies in Agribusiness and Commerce – APSTRACT**. 2020. University of Debrecen, Faculty of Economics and Business, 4002. Pf. 400

FREUD, S. **Complete psychological works of Sigmund Freud**. New introductory lectures on psychoanalysis and other works. Vol XXII, (1932-1936). Rio de Janeiro: Imago, 1996. Available at: <https://www.cefas.com.br/download/1130/>. Accessed on: 9 Jan. 2023.

FREUD, S. **The unconscious**. [S. l.: s. n.], 1980. (Original work published in 1915). Available in: <https://www.studocu.com/pt-br/document/universidade-do-vale-do-rio-dos-sinos/bases-da-teoria-psicanalitica/freud-o-inconsciente-1915/7565591>. Accessed on: 5 Jan. 2023.

GALÃO, F. P.; CRESCITELLI, E. Marketing How and who do you want to talk to? A study on the audiences involved in the marketing communication process of large advertisers. **RAD**, v. 16, n. 2, p.48-69, may/jun/jul/aug. 2014.

GARCIA, F. C. **Brand identity and image**: A comparative analysis in a company in the telecommunications services sector. Uberlândia: Federal University of Uberlândia, 2016.

GARDNER, H. **The New Science of Mind**: A History of the Cognitive Revolution. 3rd ed. São Paulo: Atlas, 2003.

GIL, A. C. **How to prepare research studies**. 4th ed. São Paulo: Atlas, 2002.

GIL, A. C. **How to prepare research studies**. 6. ed. São Paulo: Atlas, 2017.

GIL, A. C. **Social research methods and techniques**. 6. ed. São Paulo: Atlas, 2008.

GLÓRIA JR, I.; REIS, J. G. M. Industry 4.0 and Society 5.0: comparative views. **Research, Society and Development**, v. 10, n. 11, e23101119192, 2021. ISSN 2525-3409. DOI: <http://dx.doi.org/10.33448/rsd-v10i11.19192>.

GORBATOV, S.; KHAPOVA, S. N.; LYSOVA, E. L. Personal Branding: Interdisciplinary Systematic Review and Research Agenda. **Frontiers in Psychology**, v. 9, p. 1-17. 2018. 10.3389/fpsyg.

GRANDEZ, A.; MILAGROS, J. **Fitness lifestyle as a basis for personal positioning**. Lima – Perú: Universidad Científica del Sur. Faculty of Human Sciences, 2019.

GUADANHIN, C. Self-knowledge, success and leadership: how can the practice of studying and knowing oneself impact a leader's trajectory and transform their communities of influence? **Ibero-American Journal of Humanities, Sciences and Education**, [S. l.], v. 8, no. 6, p. 947–971, 2022. DOI: 10.51891/rease.v8i6.5940. Available at: <https://periodicorease.pro.br/rease/article/view/5940>. Accessed on: 7 Jan. 2023.

HAIR, J. F. *et al.* **Multivariate data analysis**. Porto Alegre: Bookman. 2009.

HAIR, J. F.; HULT, G. T. M.; RINGLE, C. M.; SARTEDT, M. **A Prime on Partial Least Squares Structural Equation Modeling (PLS-SEM)**. [S. l.]: Sage Publications, 2014.

HALL, C. S.; NORDBY, V. J. **Introduction to Jungian Psychology**. São Paulo: Editora Cultrix, 1988.

JIMÉNEZ R, A.; CAMIRRA, H. New international market trends: focus on branding and its connection with the consumer. **Economy. LX.**, v. 16, 2015. Available at: https://www.researchgate.net/publication/311536541_Nuevas_tendencias_del_mercadeo_internacional_al_enfoque_del_branding_y_su_vinculacion_con_el_consumidor_New_trends_international_marketing_branding_approach_and_its_relationship_with_the_consumer Accessed at: 15 nov. 2022.

JUNG, C. G. **The Self and the Unconscious**: Complete works. Petrópolis: Vozes, 2013.

JUNG, C. G. **7/2 Two writings on analytical psychology**. The self and the unconscious. Complete work. 27th edition. Petrópolis: Vozes, 2014. (Kindle edition translated by Dora Ferreira da Silva).

JUNIOR, S. D. S.; FRANCISCO, J. C. Measurement and verification scales: a comparative analysis of Likert and Phrase Completion scales. **PMKT–Brazilian Journal of Marketing Research, Opinion and Media**, v. 15, n. 61, p. 1-16, 2014.

KARADUMAN, İ. The Effect of Social Media on Personal Branding Efforts of Top-Level Executives. **Procedia - Social and Behavioral Sciences**, v. 99, p. 465-473, 2013. Available at: <https://doi.org/10.1016/j.sbspro.2013.10.515>.

KELLER, K. L.; MACHADO, M. **Strategic brand management**. São Paulo: Pearson Education do Brasil, 2006.

KHEDHER, M. Personal Branding: towards conceptualization. **Economics & Strategic Management of Business Process**, 2013.

KOTLER, P.; KELLER, K. L. **Marketing management**. 14. ed. São Paulo: Pearson Education do Brasil, 2012.

- KOTTLER, P.; PFOERTSCH, W. **Brand Management in B2B Markets**. Porto Alegre: Publisher Bookman, 2007.
- LAKATOS, E. V.; MARCONI, M. A. **Fundamentals of scientific methodology**. 5. ed. São Paulo: Atlas, 2003.
- LAWSHE, C. H. A quantitative approach to content validity. **Personnel psychology**, v. 28, n. 4, p. 563-575, 1975.
- MAIA FILHO, M. S. **Between the past and the present, the affirmation of memory as a fundamental right**. 2013. 260 f. Thesis (Doctorate in Law) — University of Brasília, Brasília, 2013.
- MALHORTA, N. K. **Marketing Research: applied guidance**. 6th ed. Porto Alegre: Editora Bookman, 2012.
- MARTINS, T. O.; SALES, D. R.; NETO, M. T. R. **The Influence of Values and Beliefs on Human Behavior**. Belo Horizonte: FUMEC University - Faculty of Business Sciences – FACE, 2019.
- MATTAR, F. N. **Marketing research: compact edition**. São Paulo: Atlas, 1996.
- MATURANA, H. **Cognition, Science and Everyday Life**. 2nd ed. Belo Horizonte–MG: UFMG, 2006.
- MENEZES, T. L. **Content marketing as a branding tool: a case study of a swimwear e-commerce**. João Pessoa: Federal Institute of Education of Paraíba / Management and Business Academic Unit, 2021.
- MEYER, E. The Cultural Map. **Breaking through the invisible boundaries of global business**. United States of America: Publics Affairs™, 2015.
- MIGLIORINI, D. R.; MORETI, P. R. G. **You: personal brand and personal marketing: when brand and marketing connect**. São Paulo: RG Editores, 2018.
- MINAYO, M. C. de S. (Org.). **Social Research: Theory, method and creativity**. 18. ed. Petrópolis: Voices, 2001.
- MINSBERG, L. C.; MORALES, E. R. Self-awareness: a look at our internal universe. **Didac.**, v. 72, p. 29-37, 2018.
- MOLLAEI, R.; SIADAT, S. A.; HOVEIDA, R.; RIZANEH, J. Designing a Model of Personal Branding for Employees with an Emphasis on Organizational Training: The Case of the Administrative Staff of the Judiciary of the Islamic Republic of Iran. **Interdisciplinary Journal of Management Studies** (Formerly known as Iranian Journal of Management Studies), v. 14, n. 4, p. 699-720, 2021. doi: 10.22059/ijms.2020.309396.674202
- MONTERO, E. G.; TABOADA, M. M. Analyzing the self-concept and image application of the mental map to the construction of the personal brand. Camilo José Cela University. **Option: Revista de Ciencias Humanas y Sociales**, n. Extra 2, p. 396-424, 2015.
- MONTOYA, P.; VANDEHEY, T. **The brand called you: Create an outstanding Personal Brand and grow your business**. São Paulo: DVS, 2010.

MORETI, P. R. G. **The branding also wears white**: Building the healthcare professional's personal brand. São Paulo: Pharmaceutical Segment, 2023.

MOURA, I. N. M. **The Importance of Building Personal Branding in the Millennial Generation**. 2017. Master's (Dissertation in Marketing and Communication in the specialty of Marketing Management, Higher Education) - School of Coimbra and Higher School of Technology and Management of Oliveira do Hospital, Coimbra, 2017. Available at <https://comum.rcaap.pt/handle/10400.26/22925>. Accessed on: 21 Jan. 2023

MUÑOZ, A. R. **Creation and diffusion of a personal brand**: the tucanes shirt. [S. l.]: Universitat Politècnica de València, 2018.

NEUFELD, C. B.; BRUST, P. G.; STEIN, L. M. Psychology: Theory and Research. **Epistemological Bases of Experimental Cognitive Psychology**, v. 27, n. 1, p. 103-112, jan./mar. 2011. Available at: <https://www.scielo.br/j/ptp/a/DJVCxtqRTDRG6y45VJHbgzS/?format=pdf&lang=pt>. Accessed on: 21 Jan. 2023.

OLIVEIRA, P.; LACERDA, J. Desirable skills and competencies for competitive intelligence professionals. **Ci. Inf.**, Brasília, v. 36, n. 2, p. 46-53, May/Aug. 2007.

PEREIRA, L. A.; LIMBERGER, P. F.; FLORES, L. C. da S. Identification of Conceptual Aspects and elements that constitute Branding and Destination Branding. **Revista Turismo em Análise**, v. 29, n. 1, p. 56-73, 2018. Available at: <https://doi.org/10.11606/issn.1984-4867.v29i1p56-73>.

PEREIRA, R.; SANTOS, N. Industry 5.0: reflections on a new paradigmatic approach to industry. *In: XLVI Meeting of ANPAD – EnANPAD* (2022, p. 2). Available at: <chromeextension://efaidnbmnmbpcajpcglclefindmkaj/http://anpad.com.br/uploads/articles/120/approved/5cdf0f9533d6b4c0984fc5ae00913459.pdf>. Accessed on: 21 Jan. 2023

PETERS, T. The Band called you. **Fast Company Magazine**, 1997. Available at: <http://www.fastcompany.com/28905/brand-called-you>. Accessed on: 21 Jan. 2023

PICÁZ, A. C. Z. **Cultural aspects in international negotiations**: characteristics of the German and Brazilian profile. 2017. Monograph (Article) – UNISUL, Florianópolis, 2017. Available at: <https://repositorio.animaeducacao.com.br/handle/ANIMA/11798>. Accessed on: 9 Jan. 2023.

PILATTI, G. **Recommendations for using brand DNA in the construction of visual merchandising based on UX design**. Florianópolis: Federal University of Santa Catarina, 2016.

QUEIROZ, W.; MARTINS, E. de P.; MELO, V. dos S.; GODIM, D. G. de N.; TEIXEIRA, H. J. B. Analysis of the cognitive process and its didactic implications in teaching. **Ibero-American Journal of Humanities, Sciences and Education**, v. 6, n. 12, p. 19, 2020. Available at: <https://periodicorease.pro.br/rease/article/view/320>. Accessed on: 21 Jan. 2023

RESENDE, M. **Self-knowledge**. Brasília: Teosofica, 2010.

RICHLAND, L.; FRAUSEL, R.; BEGOLLI, K. **The SAGE Encyclopedia of Theory in Psychology**. [S. l.]: SAGE Publications, 2016. Available in: <https://dx.doi.org/10.4135/9781483346274>. Accessed on: 21 Jan. 2023

ROMEIRO FILHO, E.; FERNANDES, G. L. Pre-test of a questionnaire to study the recording of data in the search for technological information. *In: 13th Brazilian Congress of Innovation and Product Development Management – São Carlos School of Engineering - University of São Paulo*, 2021.

SANTOS, I. C.; SEMENZATO, F.; MAIELLARO, B. B.; SOUZA, M. S. A theoretical review of entrepreneurship: domain, categories and classes. **Revista Ciências Exatas**, Taubaté/SP, v. 28, n. 1, 2022. ISSN: 1516-2893

SANTOS, K. G. Z. **Analysis of the development of soft skills proposed by the Pedagogical Political Study in students and graduates of the Bioprocess Engineering and Biotechnology course, employability and the impact of actively participating in extension studies**. 2023. Undergraduate (course Bioprocess Engineering and Biotechnology) - Universidade Estadual Paulista "Júlio De Mesquita Filho" Faculty of Pharmaceutical Sciences, Araraquara, São Paulo, 2023.

SAWICKI, D. P.; STORTI, A. T. Personal marketing and personal brand: a theoretical look at the importance and main concepts. **PERSPECTIVE**, Erechim, v. 40, n.150, p. 27-38, june. 2016.

SCHEIDT, S.; GELHARD, C.; HENSELER, J. Old practice, but young research field: A systematic bibliographic review of personal branding. **Frontiers in psychology**, v. 11, p. 1809, 2020.

SEVERINO, A. J. **Methodology of scientific work**. 22. ed. São Paulo: Cortez, 2014

SHAFIEE, M.; GHEIDI, S.; KHORRAMI, M. S. ASADOLLAH, H. Proposing a new framework for personal brand positioning. **European Research on Management and Business Economics**, v. 26, n. 1, p. 45-54, 2020. ISSN 2444-8834.

SILVA, E. B.; BAGETTI, J.; ZANARDI, F.; MUELLER, A. A. "Personal branding and personal marketing: personal brand management in professional development". **Revista Observatorio de la Economía Latinoamericana**, feb. 2020. Online: <https://www.eumed.net/rev/oel/2020/02/personal-branding-marketing.html>. Accessed on: 21 Jan. 2023.

SILVA, R. C. **The influence of cultural intelligence on the relationship between individual learning of the study manager and success in studies**. 2022. Thesis (Doctorate) - Universidade Nove de Julho - UNINOVE, São Paulo, 2022. Available at: <https://bibliotecatede.uninove.br/bitstream/tede/2961/2/Ronaldo%20Cruz%20da%20Silva.pdf>. Accessed on: 21 Jan. 2023.

SMOLAREK, M.; DZIĘDZIÓRA, J. Impact of personal branding on the development of professional careers of managers. **International Strategic Management Association, European Research Studies Journal**, v. XXV, n. 1, p. 133-147, 2022.

SOLOMON, M. R. **Consumer behavior: buying, owning and being**. 5. ed. Porto Alegre: Bookman, 2016.

SOUSA, J. F. M. B. **Happiness at work: a cultural approach**. Vila Nova de Gaia, Portugal: Polytechnic Institute of Management and Technology, 2021. Available at: <https://recil.ensinulusofona.pt/bitstream/10437/12855/1/Felicidade%20Laboral%20Uma%20Abordagem%20Cultural.pdf>

SOUZA, A. C. M. B. M. Leadership and cultural intelligence: an analysis of international scientific production from 2003 to 2020. **GESTO Magazine: Journal of Strategic Management of Organizations**, Santo Ângelo, v. 9, n. 2, p. 37-54, jul./dec. 2021. DOI: <http://dx.doi.org/10.31512/gesto.v9i2.320>

VIDEIRA, N. M. C. **The Importance of Cultural Intelligence in the Business World: the Case of China and Portugal**. Institute of Letters and Human Sciences. Minho's university, Portuguese, 2019.

VIOTTO FILHO, I. A. T. V.; PONCE, R. F.; ALMEIDA, S. H. V. The understandings of the human for Skinner, Piaget, Vygotski and Wallon: short introduction to theories and their implications in school. **Psych. da Ed.**, São Paulo, v. 29, p. 27-55, 2nd semester. 2009.

WORLD ECONOMIC FORUM. **The Future of Jobs Report 2020**. [S. l.]: World Economic Forum, 2020. Available at: <https://www.weforum.org/reports/the-future-of-jobs-report-2020/digest>. Accessed on: 25 Mar. 2022.

XAVIERA, W. S.; BALDEZA, M. A. N. A. Municipal Culture Incentive Law: What are the Inclusive and Democratic Effects on Local Cultural Production? **Organizations & Society Magazine**, v. 28, n. 97, p. 282-305, 2021. ISSN 1984-9230. Available at: <https://www.scielo.br/j/osoc/a/SHNM5L7KxJwjJsh6pVjKMsG/?format=pdf&lang=pt>. Accessed on: 21 Jan. 2023

ZIDAR, P. Personal brand. *In*: **34th International Conference on Organizational Science Development. Internationalization and Cooperation, University of Maribor, Faculty of Organizational Sciences**. Portorož, Slovenia, 2015.

ATTACHMENTS

ANNEX A – TEMPLATE OF INFORMED CONSENT DECLARATION



No âmbito de uma investigação, para efeitos de dissertação de mestrado, que tem como objectivo estudar a relação entre Marca Pessoal (*Personal Branding*) e as exigências do actual mercado de trabalho, a Adaptabilidade e a Empregabilidade, solicita-se a sua colaboração na resposta a três Questionários, que tem a duração aproximada de 15 minutos. A sua participação é totalmente voluntária e anónima, e os dados obtidos serão utilizados apenas e exclusivamente para efeitos de investigação. A análise e tratamento dos dados é totalmente confidencial, sendo que serão recolhidos alguns dados sociodemográficos necessários à caracterização da amostra.

Antes de prosseguir, por favor confira a Declaração de Consentimento Informado abaixo indicada:

- Li e compreendi a informação supramencionada, preenchendo todas as condições de participação.
- Declaro que consinto a utilização dos dados pessoais que indiquei, bem como dos provenientes do preenchimento dos Questionários, para fins de investigação.

20. Enquanto indivíduo, estou muito certo(a) sobre a minha proposta única de valor no mercado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Eu tento sempre melhorar aquilo no que já sou bom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Eu tento dar o meu melhor para que os outros tenham uma boa imagem de mim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Eu não sou tímido(a) para falar com os outros sobre mim mesmo e sobre as minhas realizações.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Estou ciente que tenho determinadas qualidades para ser bem-sucedido(a) na minha carreira, e trabalho para as manter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Eu sei o que quero alcançar na vida e como o quero fazer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Eu sei como lidar com a concorrência na minha carreira.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Eu preocupo-me em me adequar aos requisitos de potenciais empregadores/clientes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Eu procuro destacar-me dos outros no mercado de trabalho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Eu nunca minto sobre quem realmente sou enquanto pessoa.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Eu esforço-me por apresentar ao mundo uma imagem da minha pessoa como sendo promissora.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Source: FERNANDES, MP Personal Branding in the context of careers: The relationship between career self-management and Personal Branding. Thesis (Integrated Master's Degree in Psychology) – Faculty of Psychology, University of Lisbon. Lisbon, 2015.