The Influence of Transformational Leadership on Personal Branding through the Learning Organization and Consideration of Future Consequences

Ali Osman UYMAZ

Graduate School of Business, Istanbul Sehir University, Kusbakisi Caddesi, No: 27
Altunizade, Uskudar, 34662, Istanbul, Turkey
Email: aliuymaz@sehir.edu.tr

Abstract
This study aims to analyze the direct and indirect effects of transformational leadership on personal branding through the learning organization and consideration of future consequences. The research was undertaken at a corporation that provides its managers with leadership and management training for organizational growth and has formed learning organization teams for this purpose. A group of 439 employees participated in the study. After applying a confirmatory factor analysis to the scales used in the research, the relationships among the research variables were analyzed, using the Structural Equation Modeling (SEM). According to the results of the study, the following were determined: a) transformational leadership has positive influence on personal branding through the learning organization and consideration of future consequences, b) As the learning organization has direct positive influence on personal branding, it also asserts indirect positive influence through the consideration of future consequences, c) the consideration of future consequences has direct positive influence on personal branding.
Keywords: Transformational Leadership, Learning Organization, Consideration Future Consequences, Personal Branding.
Jel Codes: M12, M54, D83.

1- Introduction

In organizations that need to conduct their activities under constantly changing market conditions, jobs and duties have become more complex and cognitively demanding (Humphrey, Nahrgang, & Morgeson, 2007). This has resulted in the emergence of *"knowledge workers"* equipped with advanced knowledge, skills and education (Parker, Wall, & Cordery, 2001). Organizations in today's world expect employees to make a contribution to determining the corporation's vision and goals (Senge, Roberts, Ross, & Kleiner, 1994), and

even assign authority through delegation to employees at the lowest ranks of the company. These arrangements have created a proactive employee profile. They have also resulted in the formation of new attitudes and behavior that may be what organizations demand in few cases, but in others, they may only be defined as side effects (Vecchio, Justin, & Pearce, 2010). These new attitudes and behavior have made it necessary to redefine market changes, change management in organizations and the relations between the organization and its employees (Alvesson & Willmott, 2002; Alvesson, 2010; Smith, 2010). Du Gay defines relations that reference the market and the customer as "enterprise discourse" and the related dominating culture as the *"enterprise culture"* (1996). In order to respond rapidly to the rapidly changing conditions within the enterprise culture, the employee's new identity revolves around the *"enterprising self"* and *"flexible subjectivity"* (Sennett, 1998; Bauman, 2000). Here, the relationship between the organization and the employee has been transformed into the relationship between a customer and supplier, and this becomes the new meaning and model of membership in the organization (Vallas & Cummins, 2015), valid for all employees (Fenwick, 2002). Amunsed and Martinsen describe this change as landscaping (2014). Managers are required to succeed in managing this process. In fact, the performance of a leader is evaluated on the basis of how this process is managed. The present language and rules and regulations of the market have turned into a single language, both for the organization and for the individual (Bolton & Houlihan, 2005).

Contemporarily, there is great change in every field and transformational leaders occupy a critical place in organizations. This is because transformational leaders make an important and constructive contribution to employees, to the business and to the organization (Bass, 1999). Transformational leadership is a model of leadership in which subordinates adopt a common organizational awareness and vision and are guided in the direction of achieving the targets and goals of the organization (Bass, Avolio, & Jung, 1995). The vision and support given to fulfill this vision that the transformational leader provides subordinates with ensures that followers become high-performing individuals (Vera & Crossan, 2004), thereby promoting organizational development and simultaneous growth via personal improvement (Bass & Bass, 2008; Seltzer & Bass, 1990). This basic relationship between managers and subordinates must be managed and it is the potential that emerges from this effort that is converted into performance. Goals defined for both the organization and the employee are what guide the attitudes and behavior of first the leaders, then of all employees (Thoms & Greenberger, 1995; Zhang, Wang, & Pearce, 2014). This is why change and growth (Tsai, 2001) need to be managed from a multifaceted perspective (Berson, Nemanich, Waldman, Galvin, & Keller, 2006).

Organizations use tools such as the learning organization, TQM, lean management, the Six Sigma to manage organizational change and growth. These tools are systematic growth models based on specific methodologies. Employees who work in line with these methodologies are trained, their knowledge and skills are enhanced, and they receive instruction particularly in project design, planning and implementation as they learn to manage using goals and targets. In this context, Thoms and Greenberger have shown that people are closely interested in creating a vision based on a future time perspective and those who are given training as to how to develop a vision are future-oriented and become increasingly adept in defining a vision (1995). Similarly, methodologies and tools that teach projects such as the learning organization, TQM, lean management and the Six Sigma instigate intellectual and behavioral growth in individuals enabling them to apply what they have

learned not only to the workplace but to their daily lives (Senge, 1990; Morales, Barrionuevo, & Gutierrez, 2012).

Organizations today take the market as their reference point for change. The organization's structure, its working norms and relations are redefined according to market conditions and employees are expected to be equipped with the knowledge, skills and competences, which will make them proactive players that will respond to the needs of the market. Du Gay asserts that the relationship between today's organization and the employee has transformed into the relationship between customer and supplier (du Gay, 1996). To fulfill his/her new role, the employee is required to not only understand the job and the organization but also the market and its future; the employee needs to be in communication with the market and must embrace change. As never before, the individual has now become more visible, social, connected and accessible for both the organization and the market (Peters, 1997). In the current working environment, the individual becomes aware of the opportunities that arise and may even adopt an egocentric and pragmatist approach to these opportunities. This is because never before has the individual been this stimulated (Kivetz & Tyler, 2007). The most important consequence of this for the employee is that employment guarantees in the market have replaced job security provided by organizations.

The enterprise culture leads individuals to thinking of themselves as products that have to be transformed into personal products and brands (Vallas & Cummins, 2015). Individuals who wish to increase their employment possibilities, position themselves as products and lean towards market-referenced continuous growth in order to create a personal brand. Continuous growth has become a career requirement as well as a personal responsibility. This process has been institutionalized in the market as *"lifelong learning".* The process involves creating a continuously developing perception and personal image for a personal brand. The goal of this mechanism is to generate the demand in the market for an individual's knowledge and skills and to keep this demand growing, it is the branding and commercialization of an individual for the market. This positioning and growth process is a side effect of the methodologies learned within the organization (Vecchio et al., 2010). The process encompasses setting up a personal vision, formulating a plan of action, implementing it successfully in the working environment, and finding the needed resources. The processes carried out for the organization by the transformational leader coincide with the process in which the individual engages to produce a personal brand. As self-producing subjects, the individual is the person that is solely responsible for the process.

The more long-term perception and market sensitivity that an individual attains due to the training and projects he/she has been exposed to within the organization, the more it is conducive to creating alternative constructs for the individual's own future. The individual constructs alternative identities that are parallel to personal targets and goals: possible selves, desired selves, and significant selves (Markus & Nurius, 1986). In order to meet defined goals, the individual manages his/her own personal brand; personal branding management is the individual's strategy and tool for maintaining a life in the market and creating demand for the brand (Peters, 1997). This is a normal fact of life for the contemporary employee. Another fact of life is that individuals have several CV's that reflect and focus on different aspects of the individual's identity, even professional profiles that are in conflict with one another (Labrecque, Markos, & Milne, 2011). Each individual placing importance on employment guarantees instead of job security is required to create his/her own brand and a person's main job is to be his/her own marketer. This means *"to educate yourself, to promote yourself, to get the market to reward you"* (Peters, 1997).

This study examines the influence of transformational leadership and the learning organization on the consideration of future consequences and personal branding.

2- Method
2.1. Theoretical Background and Hypotheses
2.1.1. The influence of transformational leadership on the learning organization and consideration of future consequences.

Burns defines leadership as a mutual process (1978). Transformational leaders direct their subordinates towards achieving a vision that has been defined for the organization. The work that this vision entails and the role of the employees must be re-imagined. The knowledge, skills, competencies, attitudes, and behavior needed for this process must be gained by the employees and made ready for use by the leader. The employee is now face to face with a situation that has been personalized in terms of the job and his/her own identity (Vallas & Cummins, 2015).

It has been found that leaders create an effective organizational learning environment by encouraging the production of new knowledge in the organization or ensuring the dissemination and application of this new knowledge (Ash, 1997), thus contributing to accelerating personal and organizational development in the environment (Nemanich & Keller, 2007). The learning organization supports an individual's creativity (Sanchez & Mahoney, 1996), and encourages the sharing of new knowledge and ideas. It also helps develop the employee's skills in interpreting knowledge and ideas, and transfer these to the job (Dishman & Pearson, 2003). In learning organization efforts, the individual is provided incentive to learn new knowledge and skills, teach what he/she knows to others and share experiences (Menguc, Auh, & Shih, 2007; Morales et al., 2012).

In learning organizations, individuals are in a constant state of learning and development (Yang, Watkins, & Marsick, 2004). For example, a leader encourages the open sharing of experiences, two-way communication (Berson et al., 2006) and the information flow (Lei, Slocum, & Pitts, 1999). It has been reported that employees in learning organizations display different attitudes and behavior that may be considered indicators of their cognitive and behavioral development (Zagorsek, Dimovski, & Skerlavay, 2009), their participatory and sharing abilities (Morales, Llorens, & Verdu, 2006), and their increased performance (Ansari & Kapoor, 1987; Colbert, Kristof-Broiatn, Bradley, & Barrick, 2008).

The leader encourages the information flow, and by lifting the barriers preventing change (Ogbonna & Harris, 2000; Rubin, Munz, & Bommer, 2005), facilitates the realization of projects as well as the development of subordinates (Uymaz, 2015). In this process, subordinates assume a high level of responsibility (Garcia, Matias, & Hurtado, 2008).

H₁: Transformational leadership is positively related to the learning organization.

Transformational leaders direct their subordinates not towards daily interests but towards common future interests (Bass, 1985). Shamir & Howell have found that leaders motivate their subordinates by promising a better future (1999). The most fundamental characteristic of the transformational leader is that this leader creates a vision to embrace both the organization and the individuals within it. It has been noted that the cognition, motivation and preferences of the subordinates whose future has been defined in the leader's vision change over time (Trope & Liberman, 2000; Trope & Liberman, 2003; Kivetz & Tyler, 2007). Vera and Crossan have directly pointed out that transformational leadership behavior is future-oriented (2004); the leader must transform subordinates into a future-oriented state

that is as his/her own. Organizations and their employees must be future-oriented today if they are to sustain themselves in the market (Schwarz, 2008).

A consideration of future consequences is seen as an important predictor of which outcomes in the short and long term an individual will prefer (Rappange, Brouwer, & Van Exel, 2009). Studies have shown that individuals exhibit better performance and dedication if they are stimulated by the future (Peters, Joireman, & Ridgway, 2005). An individual's ability to foresee the future is closely related to his/her level of awareness about the future (Schwarz, 2008). The motivation of individuals whose personal goals coincide with organizational goals is high when it comes to long-term goals (Mortenson, Liu, Burleson, & Liu, 2006).

Strathman, Gleicher, Boninger & Edwards (1994) separate individuals into two categories, as those that focus on future outcome and interests, and those that prefer the present outcome. On the other hand, research has found that today, there is no clarity between now and tomorrow and that there are actually three perceptions of time, the immediate, intermediate and future, and that individuals take these three periods into consideration (Ainin, Jaafar, & Dezdar, 2015). As the individual achieves the vision and goals set by the leader for the organization (Bass, 1985; Vera & Crossan, 2004), he/she may also have medium and long-term goals and in order to realize these goals, he/she may regard the organization's goals as instruments, using them to develop strategies (Marien, 2002).

H₂: Transformational leadership is positively related to the consideration of future consequences.

Senge et al. have defined the learning organization as a group of people that work together while also continually developing themselves in order to achieve the common future they desire (1994). In the learning organization, members of the organization play important roles in identifying visions and goals. To define these visions and goals, employees learn and teach; they work together on problems and develop creative solutions and strategies. All employees participate in creating an effective learning environment within the organization in which everyone is active (Senge, 1990). Employees work to attain the goals and results they mapped out together. The aim of the learning organization is to define a vision and goals for employees, formulate strategies and create systematic knowledge and skills that encompass application methodologies (Morales et al., 2012). The employees in a learning organization are encouraged to adopt a consideration of the future consequences approach and are taught to manage processes in accordance with this approach (Gong, Huang, & Farh, 2009; Zhang et al., 2014).

In this context, Thoms and Greenberger have shown that people are interested in creating a vision based on a future time perspective and those that are given training as to how to develop a vision become increasingly adept in defining a vision (1995). Similarly in a learning organization project, employees use specific methodologies and tools in order to achieve their defined goals for the future. The individual applies what has been learned to his/her own life, achieving both cognitive and behavioral development (Senge, 1990; Morales et al., 2012).

Although it may appear as if the individual prefers short-term results to long-term outcome, he/she may be targeting the realization of both short-term and distant plans at once (Kivetz & Tyler, 2007). The individual has a multidimensional perception of time and defines goals and strategies according to this perception, making changes from time to time. These changes may stem not only from the individual but also from the organization and/or the market.

H₃: Organizational learning is positively related to the consideration of future consequences.

2.1.2. The influence of the learning organization and consideration of future consequences on personal branding

Senge (1990) explains the five disciplines of the learning organization as mental models, personal mastery, shared vision, systems thinking, and team learning. Personal mastery involves having a personal vision and constantly improving oneself in order to attain such vision (Senge et al., 1994). The work carried out in a learning organization results in the systematic changing of an individual's mental models, preferences, and evaluation processes (Förster, Friedman, & Liberman, 2004; Kivetz & Tyler, 2007).

Du Gay (1996) stated the character of the customer that shapes the market today also shapes the internal workings of the organization as well as the relationship between the organization and the employee. The learning organization's TQM, just in time, lean management, EFQM, the Six Sigma, and corporate re-engineering projects not only contribute to the development of the organization and the individual but also turn the relationship between the organization and the employee into a relationship between customer and supplier. The employee, in his/her customer and supplier-based relationship with the organization, is not only required to prove his/her potential in evaluations but he/she also has to make it evident that his/her identity within the corporation is meaningful at the optimum level (Alvesson & Willmott, 2002).

The individual, who is expected to contribute to the organization's vision, to be strengthened by the delegation of powers and responsibilities, becomes more visible, social, connected and accessible than ever before, both for the organization and for the market (Peters, 1997). To have acquired the knowledge and skills that are needed in the market in order to be a person that is aware of market opportunities and is in demand is an important step taken on the way to creating a personal brand.

The recommendations of Trepanier & Gooch (2014) for developing a personal brand in order to increase employment possibilities are similar with the disciplines delineated by Senge et al. (1994). *Vision:* Define the future of the sector and your place in that future. *Systems thinking:* Understand the market, know the players, look for and see the opportunities, and wait for the unexpected. *Personal competence:* have an enterprising spirit, do not lose your passion and excitement, proceed with a goal, and pay attention to personal development. *Mental models:* have the skills to always be able to detach from the myth.

H₄: Organizational learning is positively related to personal branding.

Strathman et al. (1994) separate individuals into two categories: those who focus on future outcome in terms of a consideration of future consequences and those who prefer present outcome. On the other hand, research has found that today, there is no clarity between now and tomorrow, there are actually three perceptions of time: the immediate, intermediate and future, and individuals take these three periods into consideration (Ainin, Jaafar, & Dezdar, 2015). When the individual achieves the vision and short-term goals that the leader has defined for him/her (Bass, 1985; Vera & Crossan, 2004), he/she also determines medium and long-term personal goals. The individual may use the organization's goals, and the knowledge and skills gained as tools in order to achieve these long-term personal goals (Marien, 2002). The effort of the individual to match up and use these goals to attain other goals is a natural result of the process. This is because, in working for the organization, the individual must attain personal goals as well, be it for short or long-term. While working in the organization, the individual develops relationships in order to communicate with the market.

The individual must achieve the organization's goals as his/her organizational performance. The organizational goals in which he/she attains success will also serve his/her own career

and he/she will now be in a position to increase employment possibilities in the market and strengthen his/her own personal brand (Peters, 1997). This is the phenomenon of short-term outcomes serving long-term goals (Ainin, Jaafar, & Dezdar, 2015). An individual that places importance on employment guarantees rather than job security must attain all goals, whether in the short or long term, and share these with the market if he/she is to create and develop his/her own brand. In other words, a person's main job is to be his/her own designer and marketer (Peters, 1997)

H₅: Consideration of future consequences is positively related to personal branding.

2.2. Participants and Procedure

The study was conducted at a fast moving consumer goods sales company in Turkey that formed learning organization teams for organizational development. A questionnaire was distributed to the company's 725 employees; 439 of the forms were returned but 32 were incomplete and therefore not used in the study. The rate of participation in the study was 60%.

The mean age of the participants was 36.2 (SD=8.26); mean work experience was 13.2 (SD=8.3) and mean seniority in the organization was 8.3 (SD=4.9).

2.3. Measures

The questions were generally based on a 5-item Likert-type scale. The data collected were first analyzed using confirmatory factor analysis. The results of the analysis of the model, X^2=258.21, RMR= .04, GFI= .94, NFI= .95, TLI= .96, RMSEA= .07 exhibited satisfying results. Cronbach's Alpha (α) coefficient was computed for internal consistency. Cronbach's Alpha coefficient was found to be α= .92. A Cronbach Alpha coefficient of >.70 is accepted as an indication of scale reliability (Morgan, Leech, Glorckne & Barret, 2004).

2.3.1. Transformational Leadership

The four-statement transformational leadership scale developed by McColl-Kennedy & Anderson (2002) was used in the study. The participants used the scale to assess the transformational leadership attitude and behavior of their managers. Cronbach's Alpha (α) coefficient was computed for internal consistency. Cronbach's Alpha coefficient was found to be α= .89.

2.3.2. Learning Organization

The four-statement organizational learning scale developed by Garcia et al. (2006) was used. In the internal consistency analysis of the scale, Cronbach's Alpha coefficient was found to be α= .88.

2.3.3. Consideration of Future Consequences

The 12-statement scale develop by Strathman et al. (1994) was used for consideration of future consequences (CFC). In the internal consistency analysis of the scale, Cronbach's Alpha coefficient was found to be α= .78.

2.3.4. Personal Branding

A seven-statement scale developed by the researcher was used for personal branding (see Appendix A). In the internal consistency analysis of the scale, Cronbach's Alpha coefficient was found to be α= .89.

2.4. Analysis and Results

The study analyzed the causal link between the structural equivalence model and the variables. The variables of the study were transformational leadership (the exogenous latent

variable), the learning organization (first grade endogenous latent variable), and consideration of future consequences and personal branding (second grade endogenous latent variables). The analyses were performed in the SPSS 17 and AMOS 18.

Table 1.

Means, standard deviations and correlations

		M	SD	1	2	3	4
1.	Transformational leadership	3.50	.74	1.00			
2.	Learning organization	3.32	.68	.30**	1.00		
3.	Consideration of future consequences	3.08	.98	.23**	.24**	1.00	
4.	Personal branding	2.90	.86	.20*	.18*	.19*	1.00

*p<.05, **p<.01, n= 407

The correlation table found statistically significant and positive correlations between transformational leadership, the learning organization, consideration of future consequences and personal branding.

Table 2.

Results of regression

Dependent variables	Learning organization				Consideration of future consequences				Personal branding			
Independent variables	COE	(t)	TOL	VIF	COE	(t)	TOL	VIF	COE	(t)	TOL	VIF
Constant	3.32***	13.12			2.22**	5.15			1.47**	3.25		
Transformational leadership	0.61***	9.82	1.00	1.52	0.32**	4.89	0.88	1.32				
Organizational learning					0.18*	2.12	0.88	1.32	0.32***	4.19	0.59	1.19
Consideration of future consequences									0.24**	2.46	0.59	1.19
R^2	0.35				0.27				0.18			
Adjusted R^2	0.34				0.24				0.16			
F	90.01 ***				33.22 ***				19.06 ***			
Standard error	0.80				1.02				.82			

* p<.05, **p<.01, ***p<.001 (two tailed); COE= Coefficients; t= t statistics; TOL= Tolerance; VIF= Variance inflation factor.

As can be seen the Regression Table 2, a multicollinearity test was performed to determine whether there was a high correlation between variables. The test results determined that

multicollinearity did not exist. Besides the multicollinearity test, a regression analysis was also performed in order to examine the direct effects between variables.

The relationships between the variables in the study model were analyzed on the basis of the structural equivalence model. The results of the analysis of the model, X^2=258.21, RMR= .04, GFI= .94, NFI= .95, TLI= .96, RMSEA= .07 exhibited satisfying results. Figure 1. shows standardized structural coefficients and Table 3 the direct, indirect and total effects between the variables.
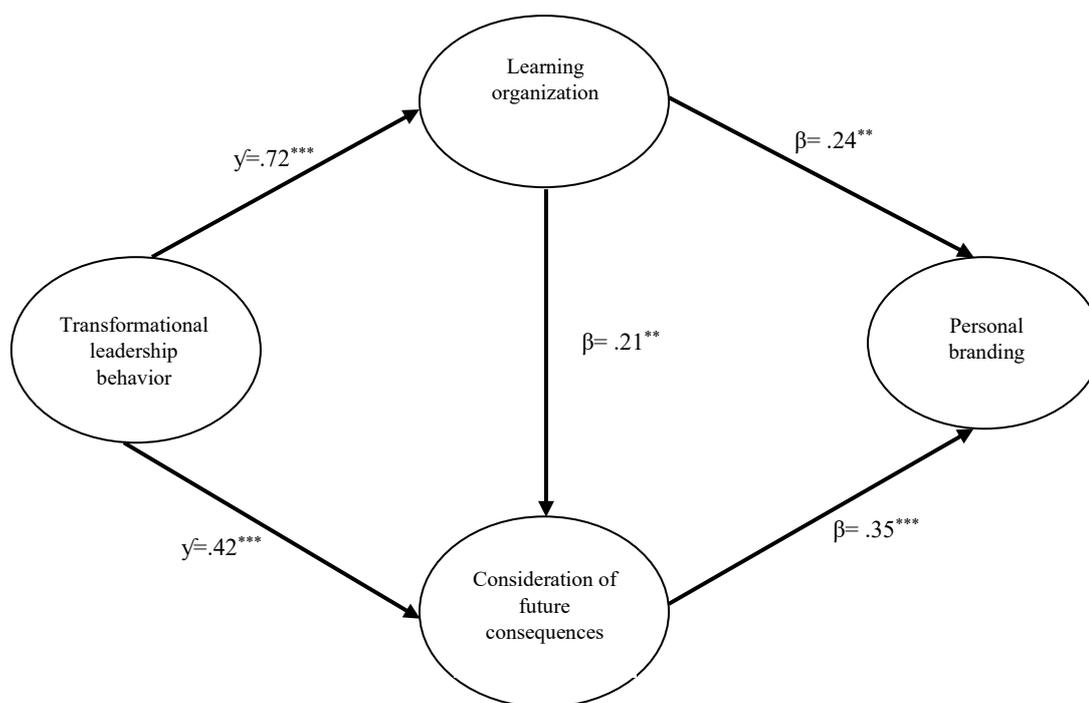

Figure 1. Results of structural equation model

Table 3.
Structural model results (direct, indirect and total effects)

		Direct effects[a]	C.R.	Indirect effects	Total effects
Transformational leadership	→ Learning organization	.72***	10.8		.72***
Transformational leadership	→ Consideration of future consequences	.42***	7.15	.15**	.57***
Transformational leadership	→ Personal branding			.49***	.49***
Learning organization	→ Consideration of future consequences	.21**	5.88		.21***
Learning organization	→ Personal branding	.24***	4.77	.07*	.31***
Consideration of future consequences	→ Personal branding	.35***	5.46		.35***

[a] Standardized structural coefficients; * p<.05, **p<.01, ***p<.001.

The results of the standardized parameter estimates (Table 3) show that transformational leadership had strong impact on the learning organization (.72, p<.001, r^2=52) and on the consideration of future consequences (.42, p<.001, r^2=18); on the basis of these results, hypotheses 1 and 2 have been accepted. The total effect of transformational leadership on the consideration of future consequences is (.72 X .21= .15 + .42= .57 p<.001) .57.

The effect of the learning organization, however, on the consideration of future consequences, was found to be (.21, p<.01, R^2=.044), leading to the acceptance of hypothesis 3. It was observed that the effect of the learning organization on personal branding was (.24, p<.01), the effect of the consideration of future consequences on personal branding was (β= .35, p<.001), and according to these findings, hypotheses 4 and 5 were accepted.

3. Conclusion

It is clear, leadership style and practices have significant impact and a changing effect on all factors in the working environment as well as influence on the corporate culture and the attitudes and behavior of employees (Morales et al., 2012; Uymaz, 2014). The findings of this research confirm this argument and show that transformational leadership has a significant relationship with the learning organization and significant effect on the consideration of future consequences and personal branding.

Leadership styles and practices influence organizational learning (Ogbonna & Harris, 2000; Epitropaki & Martin, 2013). As seen in many other studies as well (Senge et al., 1994; Cable & Judge, 2003; Krishnan, 2003), the results of this study confirm that transformational leadership places importance on organizational and personal development and that it has a strong relationship with organizational learning. Transformational leaders value the development of the personal knowledge and skills of subordinates, in realizing the goals ahead. The knowledge and skills gained, however, are those attained by realizing the vision and goals defined by the organization. In order to achieve organizational goals, the leader procures resources and creates opportunities, lifting barriers so subordinates can be given the needed support (Wick & Leon, 1995).

At the same time, the work of the transformational leader and the learning organization involves methods of positive influence (Epitropaki & Martin, 2013) and is future-oriented (Vera & Crossan, 2004), i.e., the methodologies used are those needed in the working environment to achieve the goals that have been defined for the future. Both the transformational leader and the learning organization presume future consequences and accordingly draw the required arrangements and changes to attain the desired results. During this process, not only do subordinates have knowledge of goals, strategies, tools and methodologies to use, but also they employ them personally, in order to be able to manage the processes, relationships and their own actions in line with the goals they seek to achieve. The results of this research indicate there is a significant relationship among the consideration of future consequences and transformational leadership and the learning organization. Both transformational leadership and the learning organization are future oriented and adopt a management style that is goal oriented. It can also be seen from the results of the study that individuals who learn the mentioned methodologies and base their actions on future goals (Peters, 1997) place importance on personal branding.

The results of this research show, transformational leadership has transformative influence on subordinates, and it develops visionary characteristics while enhancing sensitivity towards future consequences. The results of the study lead to the understanding that individuals with a consideration for consequences place importance on personal branding. For this reason, it

can be said that such individuals have their own plans for personal development, they are in communication and are more sensitive to the market, and they question what any new business, activity, or project will contribute to their own personal growth (Kivetz & Tyler, 2007).

The study contributes not only to the theoretical knowledge but also provides insight for applications. It has been established in many studies that leadership models formulate to increase organizational and individual performance, and instigating change causes employee growth while enhancing performance. In addition, it can be said that the knowledge and skills an individual gains within an organization can be used by the person, not only on the job, but also in private life, and such individuals reposition themselves and map out their careers using the same methodologies. Organizations need to offer new opportunities and instruments to gain the loyalty of market-conscious and market-stimulated employees.

3.1. Potential Limitations

Although the results of this research were satisfactory, the study did have few limitations. The subject of the relationship between the consideration of future consequences and personal branding might be explored from the perspective of basic personality traits, which could be included in the analysis.

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Appendix A
1- Before deciding on taking a new job or joining a new project, I evaluate how it would have an impact on my career.
2- I share my achievements on the social media (e.g., Linkedin, Facebook, and Twitter).
3- I actively evaluate job proposals even if I'm not looking for a job.
4- There are more career opportunities out on the market than at my current workplace.
5- Before applying for a job, I arrange my CV in such a way that the qualifications required for the job are clearly noticeable.
6- Wide social networks such as Linkedin offer new career opportunities.
7- I consider market preferences in my personal growth rather than what my current workplace suggests.