



Module 4: Communication and Personal Brand

Annexes



Communication and Personal Brand

Annex 4/1 Communication and Personal Brand Session 1, activity 1

ACROSTIC Game

Please, write your name vertically along the left side of the paper and then start each line of your sentence or adjective with the letter on that line.

The adjectives/sentences should describe yourself

[illegible]

Annex 4/2 Communication and Personal Brand, Session 1, activity 1

Introduction to the Module

The value of the life experience to achieve competences



1st Part – Welcome, acquaintance and Introduction to the Module



Introduction to the Module

Objectives

To develop

- the necessary competences for successful job search and for the correct and successful business management,
- for activation, expansion and maintenance of networks, to meet new people potentially useful and creating new alliances

Introduction to the Module

Content: What we will discuss? - Structure of the Module

1st Session: Introduction to the Module; The values of the experience

2nd Session: Communication and personal brand

3rd and 4th Sessions: Communicating your personal brand.

12 hours → 3 hours each session

→ A break of 10 minutes in the middle of the session



Introduction to the Module

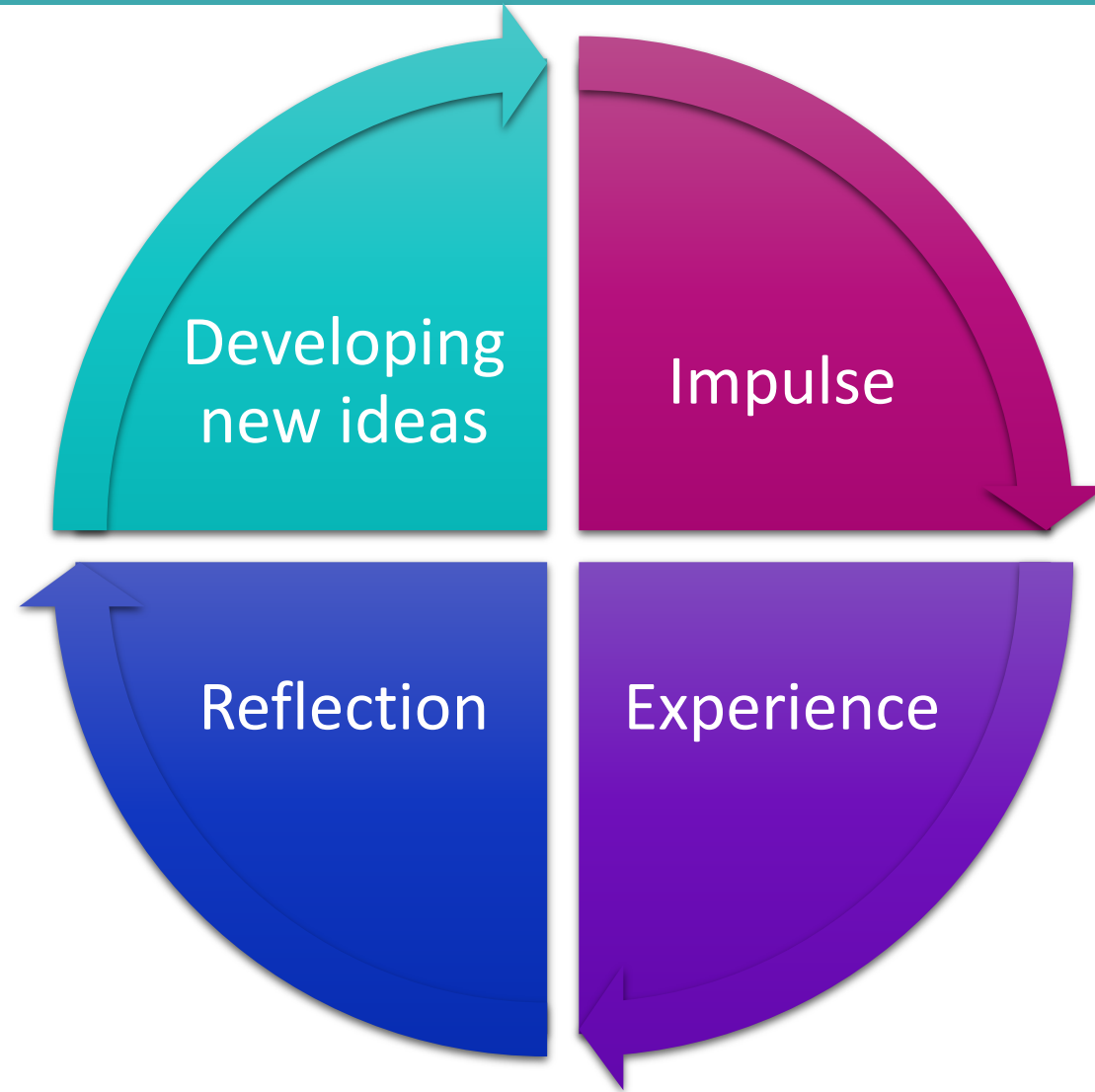
Methodology: How we will work?

- ❖ explanations,
- ❖ some individual exercises,
- ❖ group work/discussions.



Introduction to the Module

How we will work?



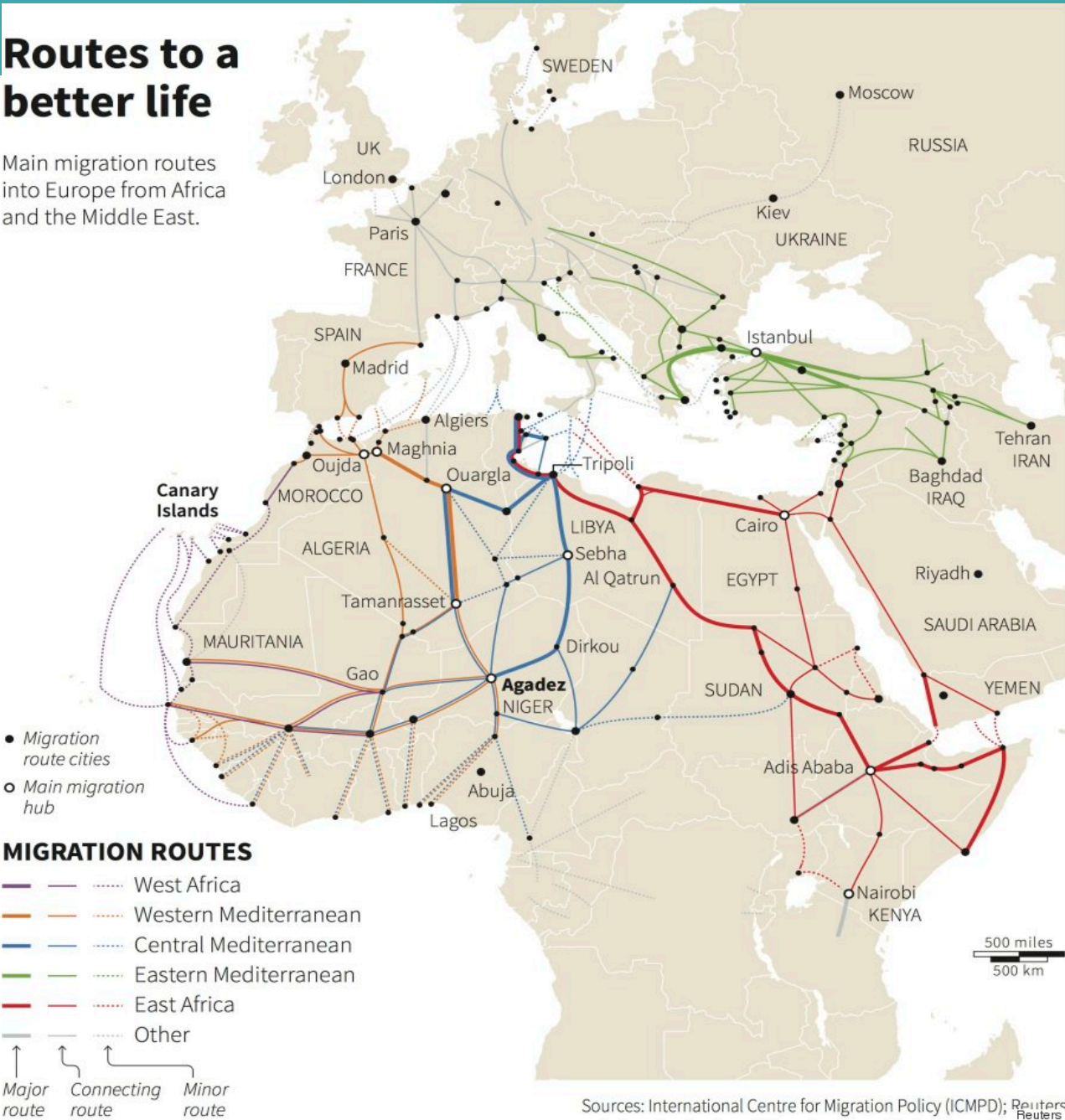
2nd Part – The values of the experience



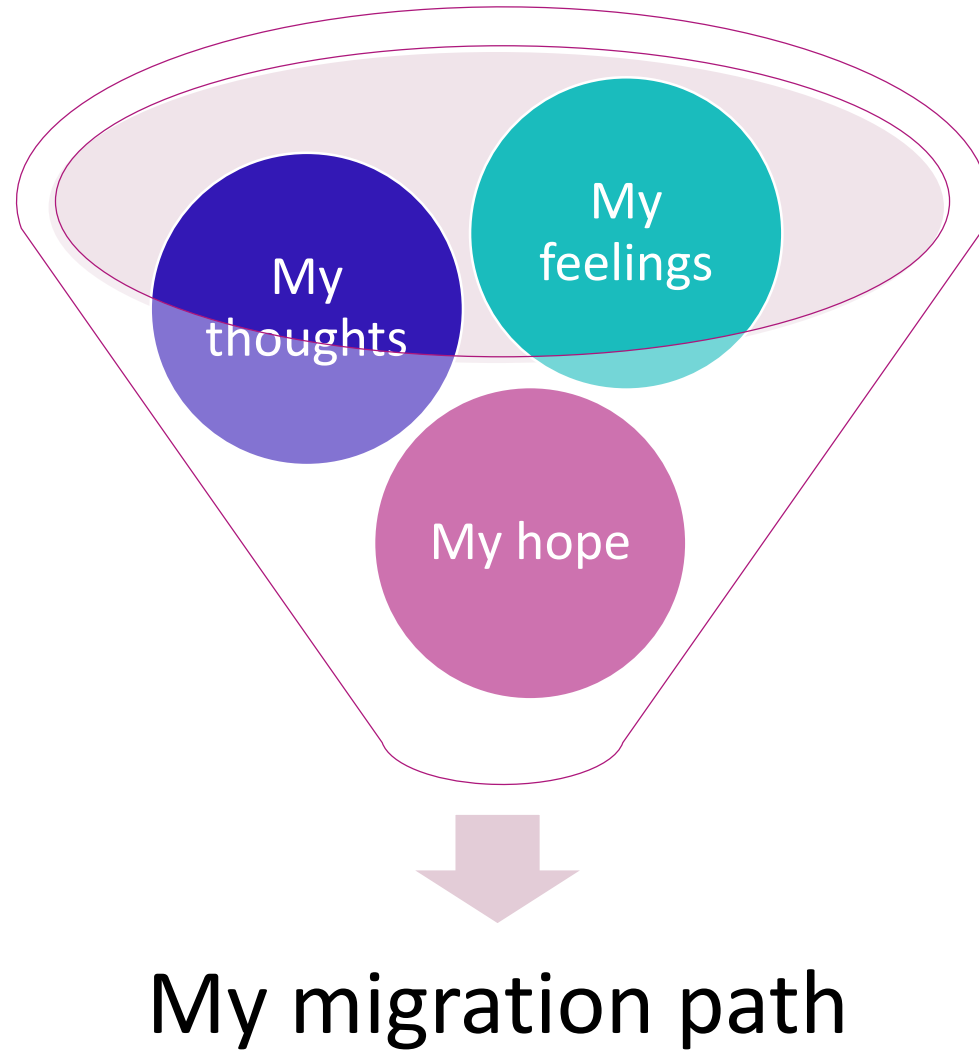
The value of the experience

Routes to a better life

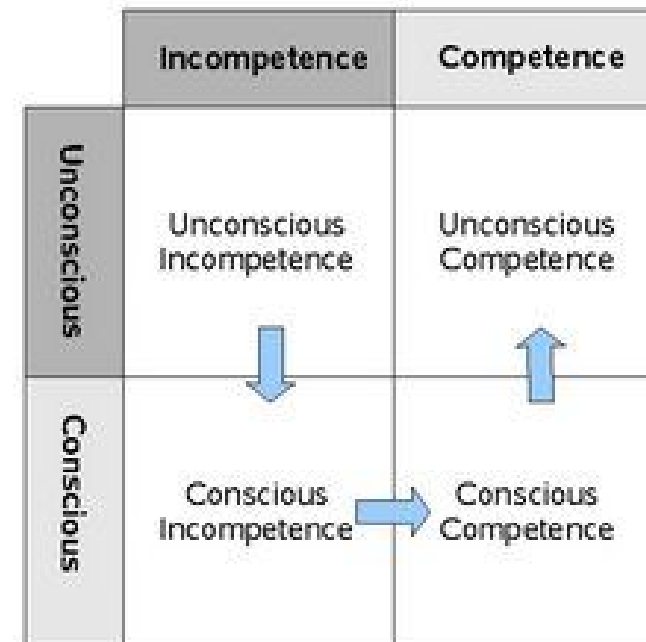
Main migration routes into Europe from Africa and the Middle East.



The value of the experience

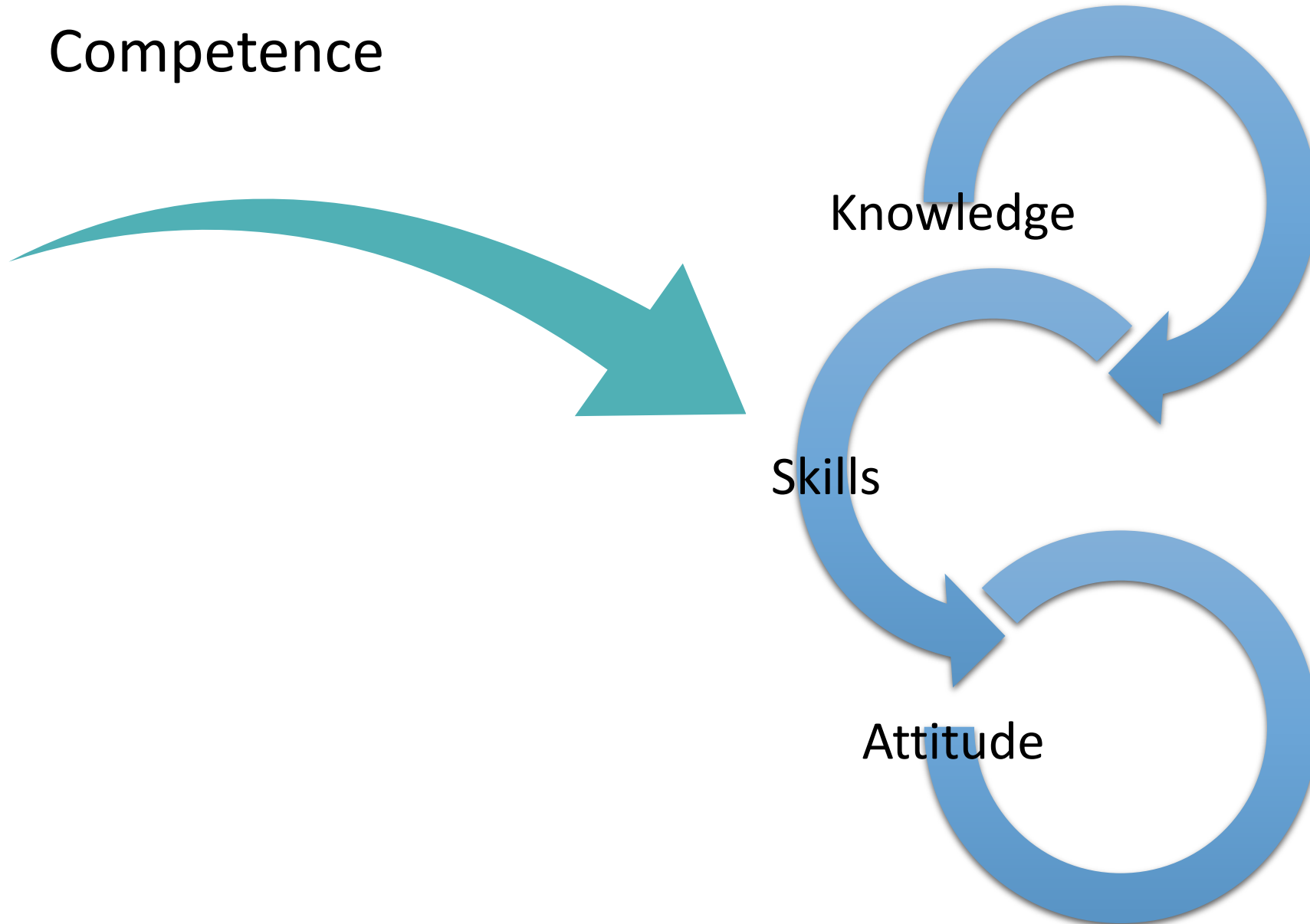


3rd Part – The competences we need



The concept of competence

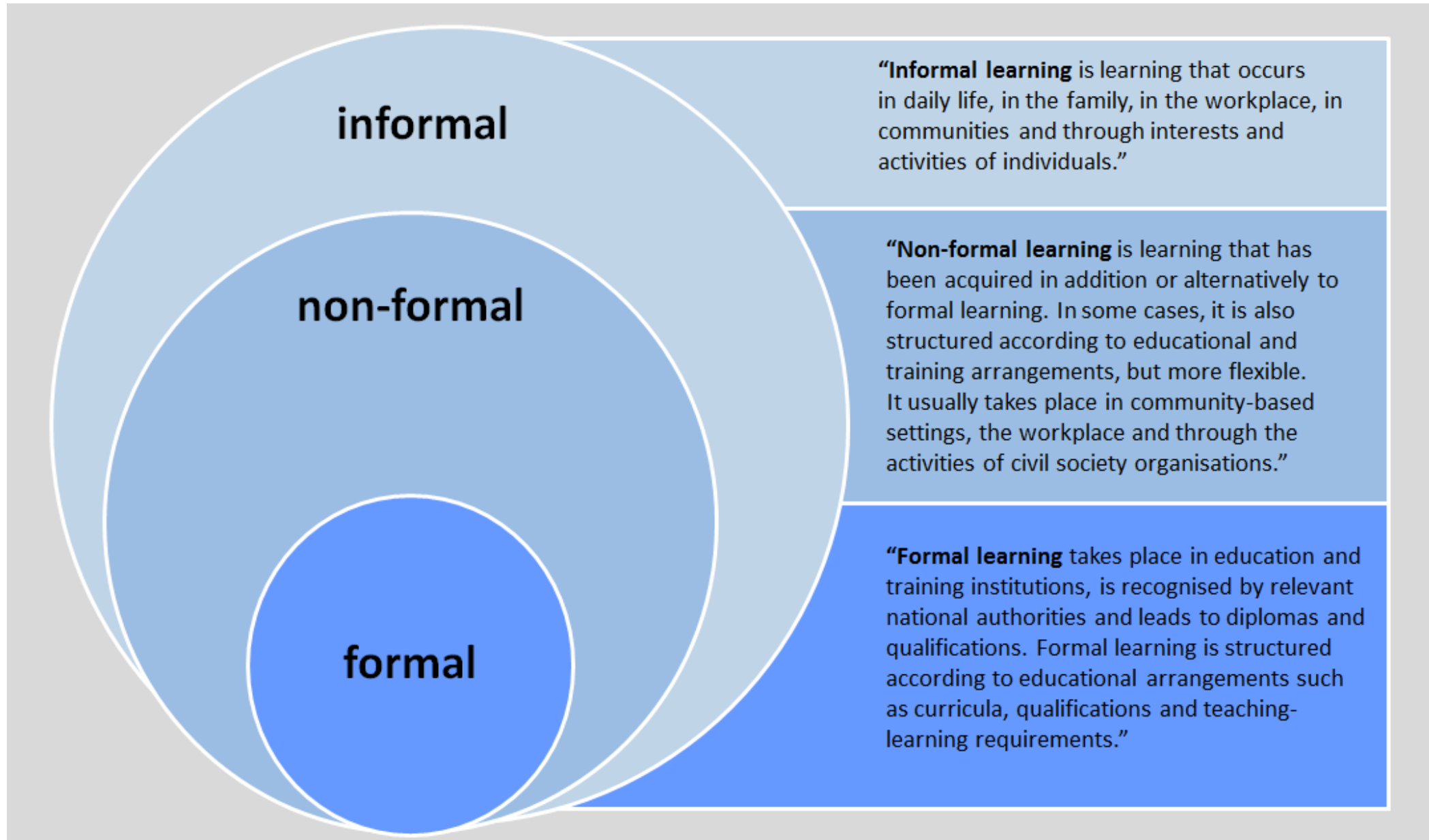
Competence



Term	Definition
Competence	'Competence' is the proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development. In the EQF, 'competence' is described in terms of responsibility and autonomy.
Knowledge	'Knowledge' is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as theoretical and/or factual.
Skills	'Skills' are the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Level Learning Outcomes	Knowledge (theoretical and/or factual)	Skills (cognitive-logical, intuitive and creative thinking, practical-manual dexterity, use of methods, materials, tools and instruments)	Competence (responsibility and autonomy)
1	Basic general knowledge	Basic skills required to carry out simple tasks.	Work or study under direct supervision in a structured context
2	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
3	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study. Adapt own behaviour to circumstances in solving problems

How to acquire the competences



The Key competences

IMPROVING 8 KEY COMPETENCES



1- Literacy

Strengthening literacy as a basis for further learning and communication in different societal and cultural contexts



2 - Languages

Enhancing the ability to use a variety of languages to be active and better cope with the challenges of today's multilingual and diverse societies



3 - Science, technology, engineering and mathematics (STEM)

Focusing on improving acquisition of these competences to nurture scientific understanding



4 - Digital

Strengthening the confident and critical use of digital technology, including coding and programming, safety and citizenship related aspects



5 - Personal, social and learning

Improving the skills necessary to participate in an active social life



6 - Civic

Stressing the importance of democratic participation, European values, sustainable development and media literacy



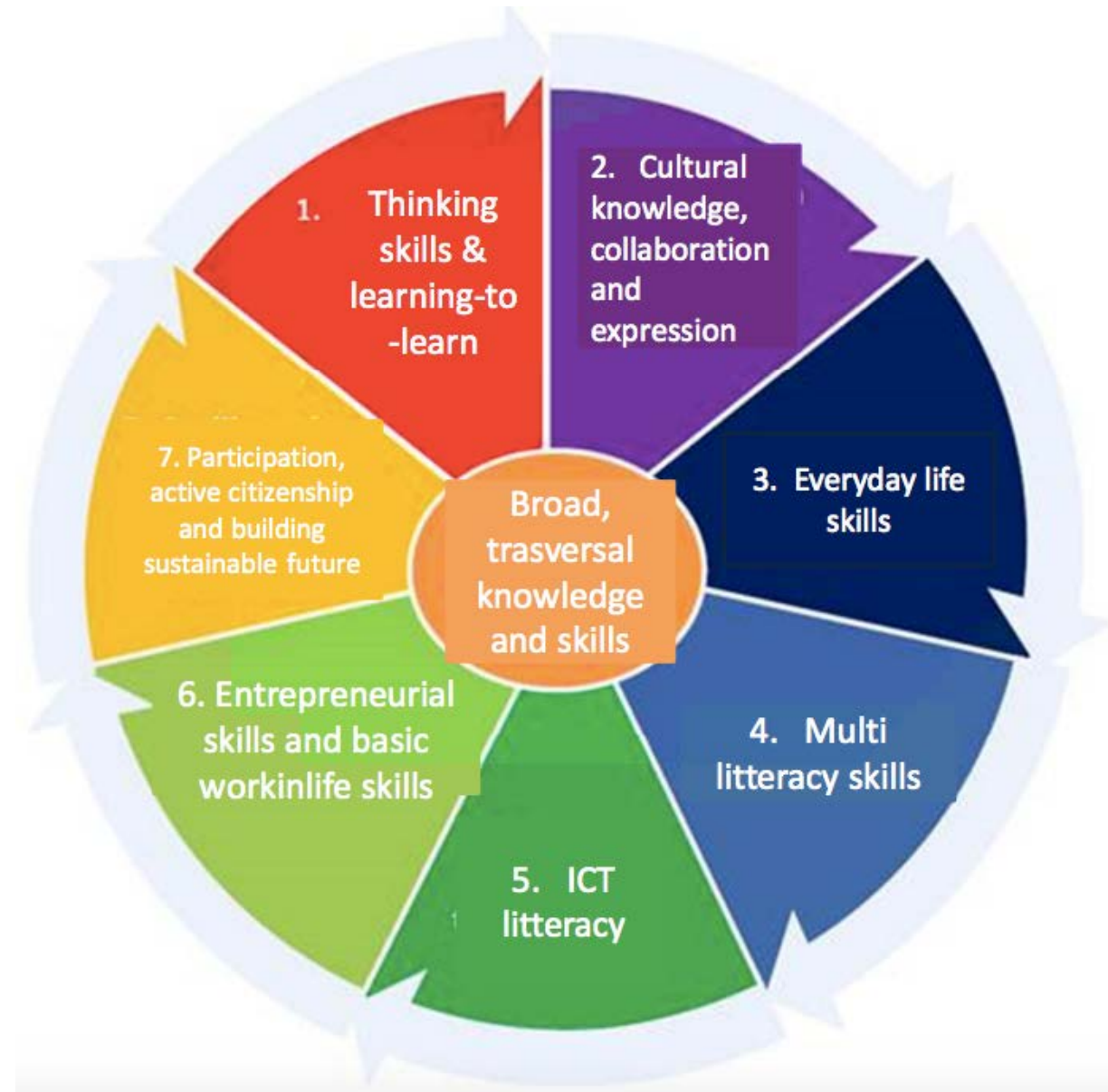
7 - Entrepreneurship

Enhancing entrepreneurial attitudes to unlock personal potential, creativity and self-initiative



8 - Cultural awareness and expression

Increasing intercultural skills and the ability to express ideas in a variety of ways and contexts



The key competences I need

For life

-
-

For
work

- For employment
-
- For business
-

Sources

<http://cpd.yolasite.com/key-competences.php>

http://ec.europa.eu/dgs/education_culture/repository/education/documents/school-vet-adult-survey-refugee_en.pdf

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5606020/>

<http://reopen.eu/learn/mod/book/view.php?id=9&chapterid=12>



End of activity




Communication and Personal Brand


Annex 4/3: Communication and Personal Brand Session 1, activity 2

Working sheet “My feelings related to my migration experience”


My feelings Before the trip

 <p>The circular diagram is divided into 18 segments, each representing a specific emotion or a combination of emotions. The segments are arranged in a circle, with some segments containing multiple labels. The colors transition from yellow at the top, through green, blue, purple, red, orange, and back to yellow at the bottom.</p> <ul style="list-style-type: none"> Top (Yellow): Serenity, Joy + Trust, Love Top-Right (Light Green): Joy, Trust, Acceptance Right (Green): Trust + Fear, Submission Bottom-Right (Light Green): Fear, Apprehension Bottom (Light Blue): Fear + Surprise, Awe Bottom-Left (Blue): Surprise, Disapproval Left (Purple): Surprise + Sadness, Remorse Top-Left (Red): Sadness, Disgust, Boredom Top (Orange): Disgust + Anger, Contempt Top-Right (Yellow): Annoyance, Anger, Rage Right (Green): Loathing, Grief, Sadness, Pensiveness Bottom (Blue): Amusement, Surprise, Disapproval Bottom-Left (Purple): Disgust, Boredom, Sadness + Disgust, Remorse Left (Red): Disgust + Anger, Contempt Top-Left (Orange): Anticipation + Anger, Agressiveness Top (Yellow): Serenity, Optimism, Interest 	<p><u>Other:</u></p>
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My feelings During the trip

	<p><u>Other:</u></p>
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My feelings just arrived

	<p><u>Other:</u></p>
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My feelings Now

	<p><u>Other:</u></p>
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Communication and Personal Brand

Annex 4/4: Communication and Personal Brand Session 1, activity 3

Working sheet “The key competences for life and work”

KEY COMPETENCES FOR LIFE	
For family ...	
For social integration ...	
KEY COMPETENCES FOR JOB	
FOR EMPLOYMENT	
FOR BUSINESS	

Annex 4/5, Communication and Personal Brand, Session 2

The personal branding



The personal branding

1st part – Personal Brand



PERSONAL BRANDING

Personal branding is the process of developing a "mark" that is created around your name or your career. You use this "mark" to express and communicate your skills, personality, and values.

We all can be a brand and cultivate our power to stand out and be unique. This uniqueness draws people to our product, our services, or even just our message. Your personal brand should be about who you are and what you have to offer.

PERSONAL BRANDING

Personal Branding is a communicative process through which a subject defines the strong points that distinguish him/her exclusively from others.

That is why it is often referred to as "self-marketing».

It is linked to the personal growth/ personal development.



PERSONAL BRANDING

It is important to distinguish yourself in order to be recognized in your profession: you have to enhance your values, your competences, your talents.

You need to create your personal brand: Your honesty and integrity are the driving forces behind your brand development

which should be authentic to you, relevant to your profession, factual and a unique message that distinguishes you from others.

It should be a clear, succinct message so people understand who you are, what you stand for and what skills you bring to your profession.

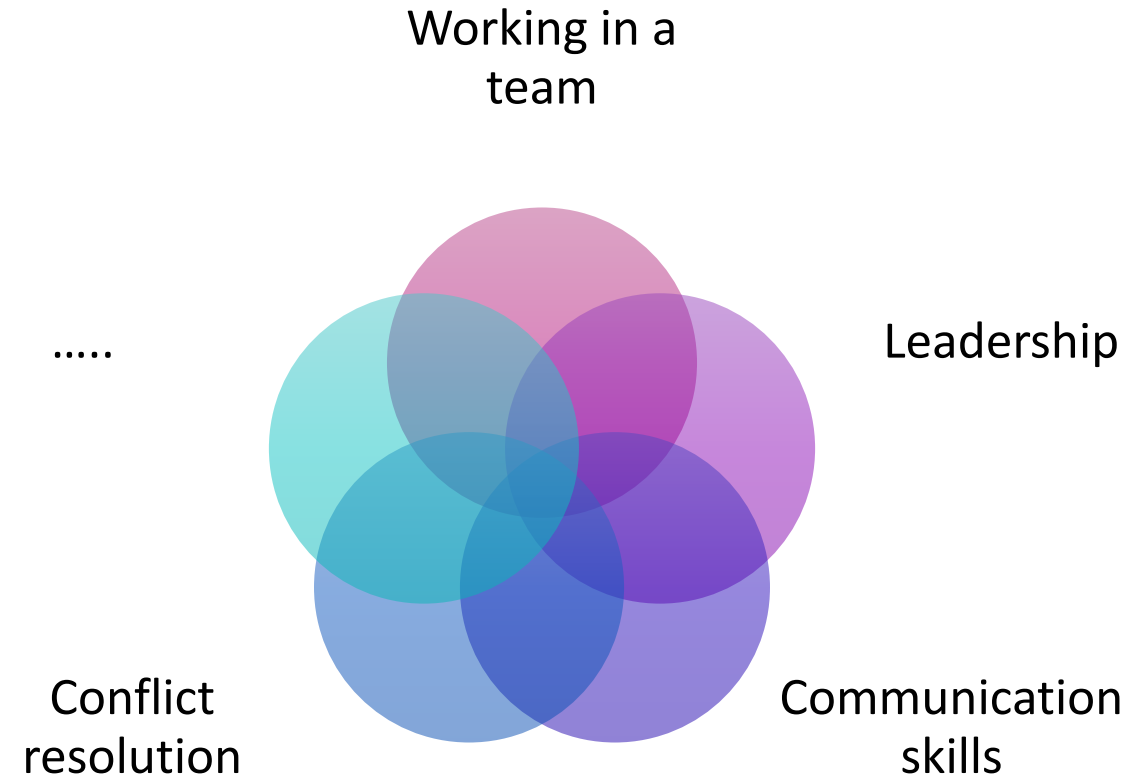
Developing your personal brand may help to enhance your professional opportunities today and in the future, and your brand can grow as you develop as a professional.

PERSONAL BRANDING

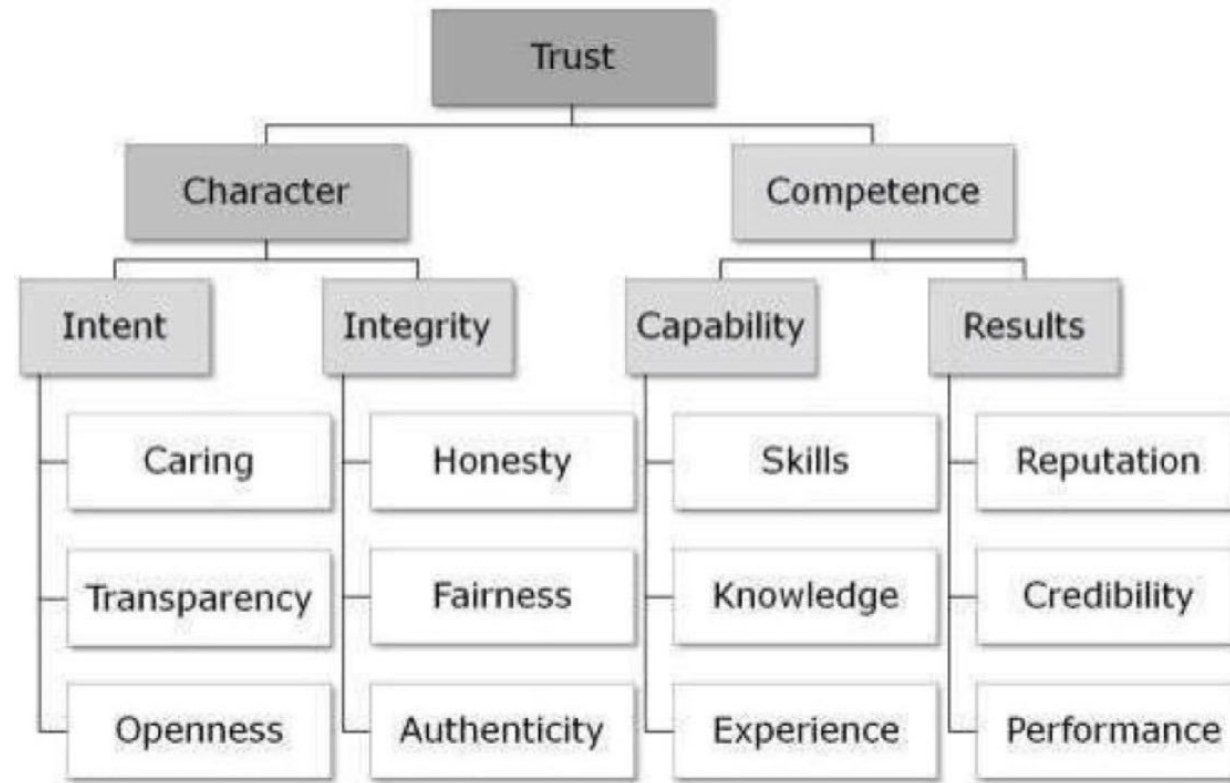
To begin, identify your top competences that you want potential employers to know about you.

Take a moment and consider the following:

1. Technical skills
2. Behavioral attitudes
3. Achievements
4. Knowledge areas
5. Problem solving skills
6. Other



Personal branding versus Personal growth



Getting clear on your values reinforces and solidifies how you choose to spend your time, to understand what plans you will establish.

2nd part – Personal Growth

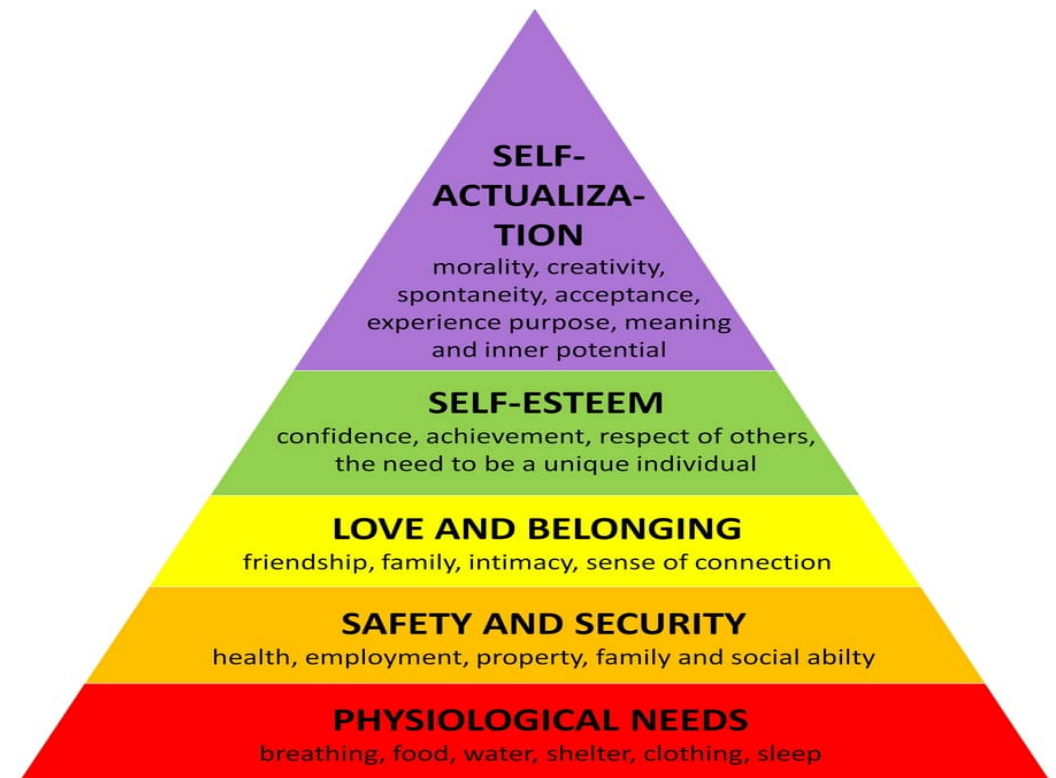


PERSONAL GROWTH

Personal growth is about expanding your horizons and enjoying what you do so you can achieve more of what you want.

Personal growth is not something that can be rushed. It is not a technique or tool to make a quick fix. Personal growth is the attitude you have that you are constantly improving your life.

Personal growth is driven by **your desire** to constantly improve yourself and to become the person that you were meant to be.



PERSONAL GROWTH



TO CREATE THE PLAN:

1. Identify what's important to you (core values).

The first step is to clarify your values. Ask yourself, "What values and virtues do I most admire and wish to incorporate into my life?"

1. Decide where you want to go (mission).

The clearer you are about what you value and believe in, the happier and more effective you will be.

1. Envision what it looks like when you get (vision).
2. Identify any roadblocks in your way (critical issues).
3. Identify the goals to breakthrough roadblocks.
4. Create a plan to meet the goals.
5. Establish check points; adjust the plan as needed.

Sources

- <https://www.thebalancesmb.com/creating-and-growing-personal-brand-2295814>
- <http://trinityiesae.blogspot.com/2016/01/ise-ii-conversation-personal-values-and.html>
- <https://www.curriculumvincente.eu/2018/01/22/personal-branding-e-big-data-la-liberta-di-essere/>
- <https://thegoodista.com/new-year-personal-growth/>
- <http://employmentnews.gov.in/newemp/MoreContentNew.aspx?n=WebExclusive&k=42>
- **“Branding yourself effective communication skills”**, Robert Dolan, Global Education and Career Development, Massachusetts Institute of Technology, Cambridge, USA (<https://academic.oup.com/femsle/article-abstract/364/2/fnw289/2735774>)
- <https://www.slideshare.net/itsaboutyou/personal-strategic-planning-10234652>



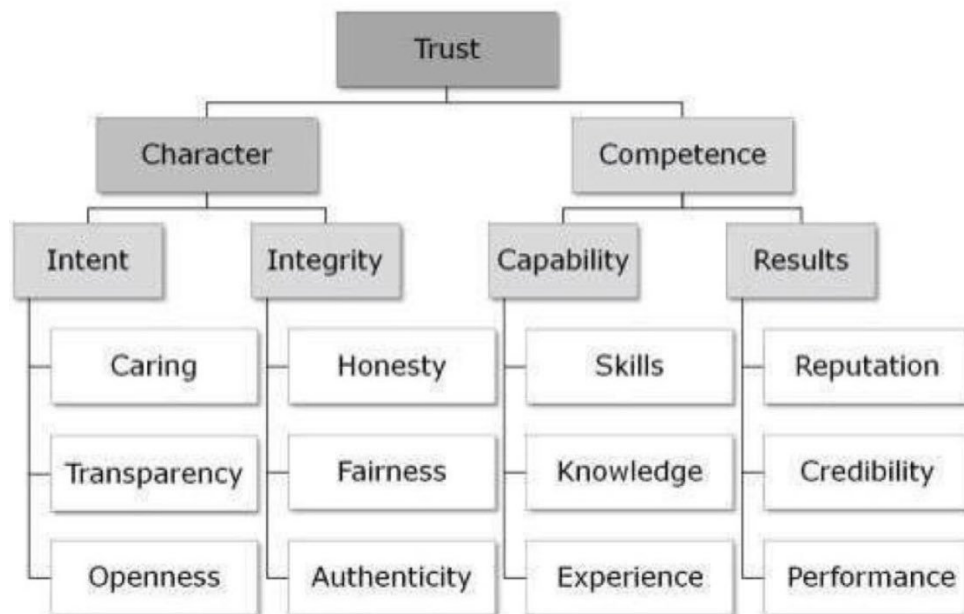
End of activity



Communication and Personal Brand

Annex 4/6 Communication and Personal Brand Session 2, activity 1

My personal values, my talents



Starting from the values suggested above, please try to identify your personal values

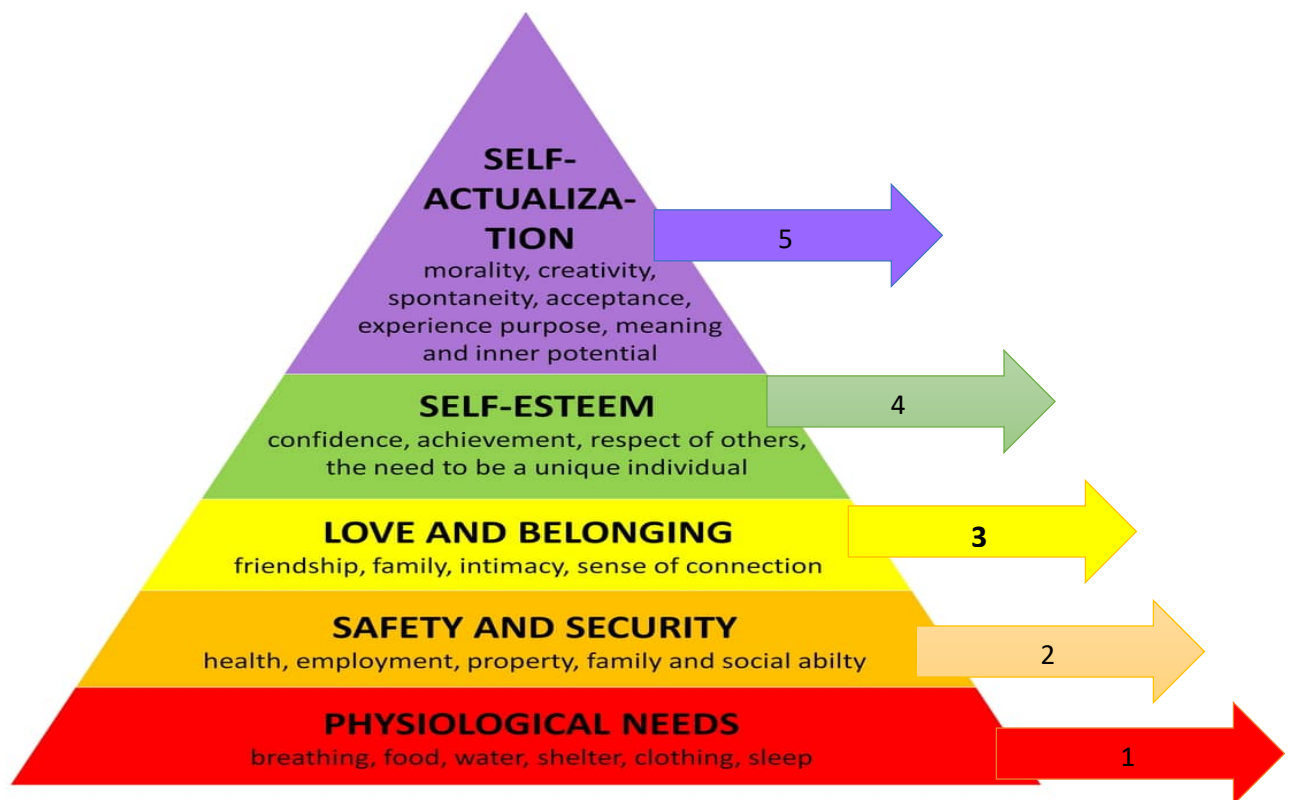
Talents - Make notes on one or more things you are really good at

Communication and Personal Brand

Annex 4/7 Communication and Personal Brand, Session 2, activity 2

My goals

Trace the trajectory you want to follow. What goals do you want to achieve?



1	
2	
3	
4	
5	

Assign the priorities

First

Second

Third

Fourth

Fifth

Annex 4/8, Communication and Personal Brand, Session 3, activity 1

Communication and Communication skills



Communication

1st part: Communication and Communication skills



Communication

Communication is the act of transferring information from one place to another.

A message or communication is sent by the sender through a communication channel to a receiver, or to multiple receivers.

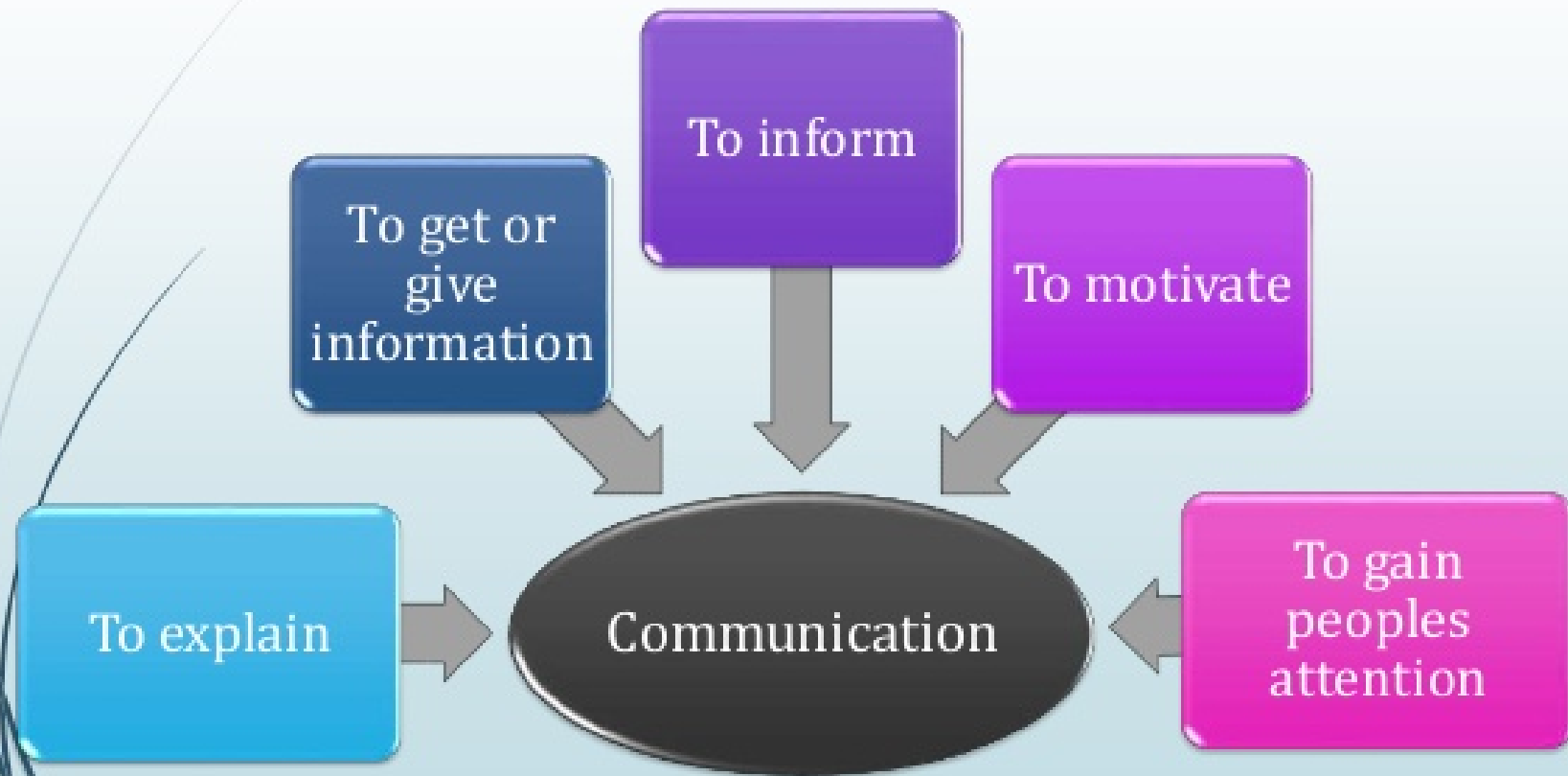
The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the receiver(s) then decodes the message to understand its meaning and significance.

Misunderstanding can occur at any stage of the communication process.

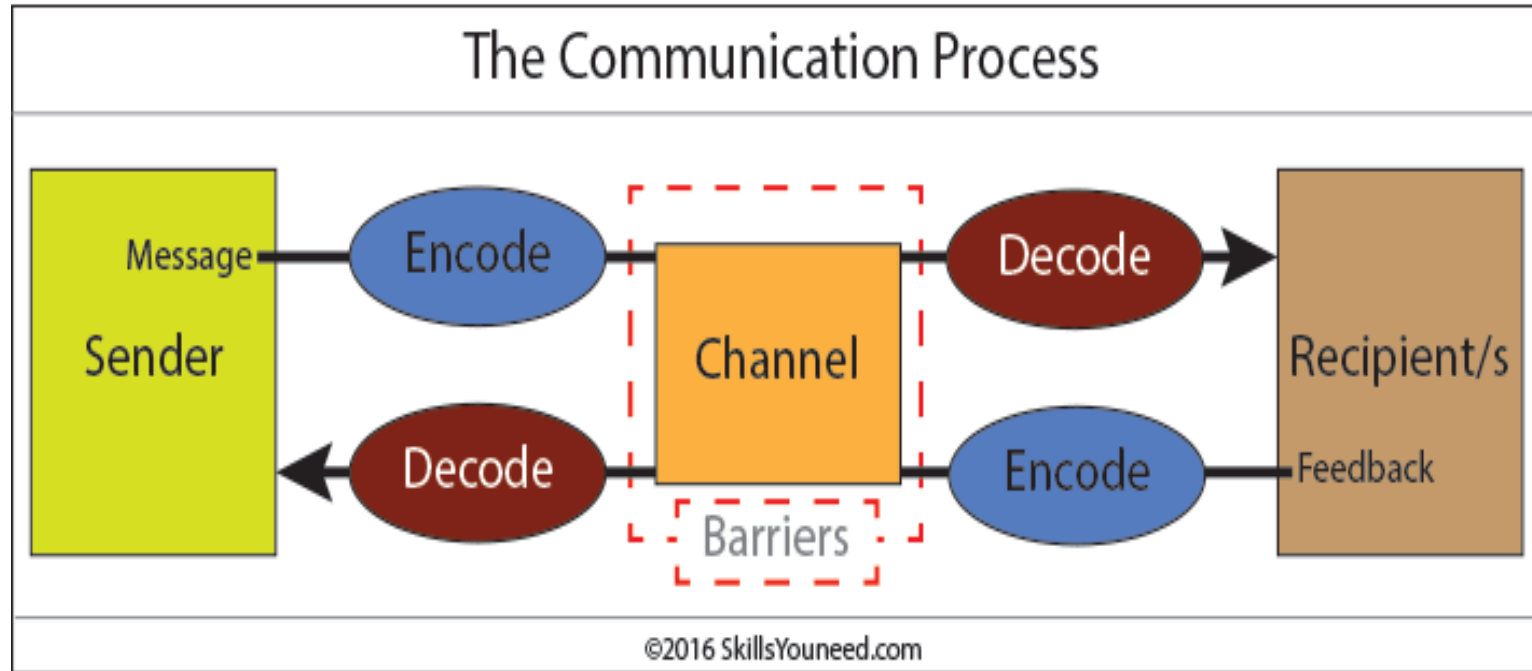
The different categories of communication include:

- **Spoken or Verbal Communication**: face-to-face, telephone, radio or television and other media.
- **Non-Verbal Communication**: body language, gestures, how we dress or act - even our scent.
- **Written Communication**: letters, e-mails, books, magazines, the Internet or via other media.
- **Visualizations**: graphs and charts, maps, logos and other visualizations can communicate messages.

❖ Goals of Communication



Communication



Communication

Common Barriers to Effective Communication:

The use of jargon. Over-complicated, unfamiliar and/or technical terms.

Emotional barriers and taboos. Some people may find it difficult to express their emotions and some topics may be completely 'off-limits' or taboo. Taboo or difficult topics may include, but are not limited to, politics, religion, disabilities (mental and physical), sexuality and sex, racism and any opinion that may be seen as unpopular.

Lack of attention, interest, distractions, or irrelevance to the receiver.

Differences in perception and viewpoint.

Physical disabilities such as hearing problems or speech difficulties.

Physical barriers to non-verbal communication. Not being able to see the non-verbal cues, gestures, posture and general body language can make communication less effective. Phone calls, text messages and other communication methods that rely on technology are often less effective than face-to-face communication.

Language differences and the difficulty in understanding unfamiliar accents.

Expectations and prejudices which may lead to false assumptions or stereotyping. People often hear what they expect to hear rather than what is actually said and jump to incorrect conclusions.

Cultural differences. The norms of social interaction vary greatly in different cultures, as do the way in which emotions are expressed. For example, the concept of personal space varies between cultures and between different social settings.

Communication

Intercultural awareness is, quite simply, having an understanding of both your own and other cultures, and particularly the similarities and differences between them.

These similarities and differences may be in terms of values, beliefs, or behaviour. They may be large or small, and they matter very much when you are meeting or interacting with people who are from another cultural background.

In a multicultural world, most of us need at least some intercultural awareness every day. For those who live or work away from our native countries, or who live or work closely with those from another country, it is absolutely vital.

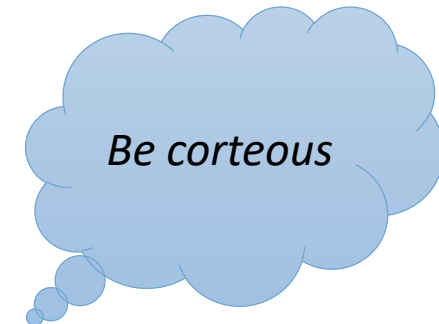
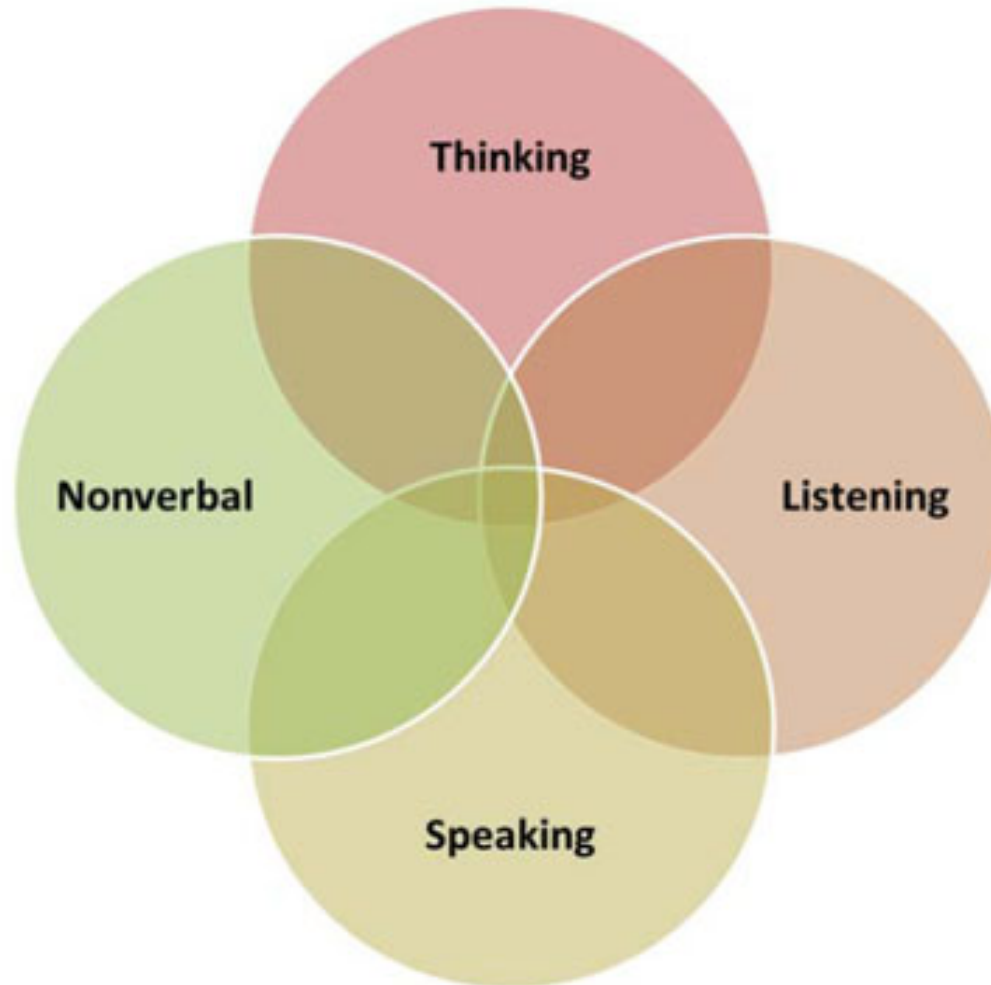
Degrees of Intercultural Awareness: A Spectrum

We can define four levels of intercultural awareness, which can broadly be considered as a spectrum. These are:

1	My way is the only way	<p>People either do not know, or do not care, that there is any other way of doing things.</p> <p>You can see this in small children, who are often stunned when they hear people talking another language because it has never occurred to them before that anyone might not be the same as them.</p>
2	My way is the best way	<p>At this level, people are aware that other people do things differently, or have different beliefs, but they don't think that's appropriate.</p> <p>Their way is not the only way, but it is unmistakably the best. We could call this world view the 'colonial' approach: we will show you how to do it our way because it is the best thing for you.</p>
3	There are several ways, my way and others	<p>People have a clear understanding that there are other world views, and that different people behave and believe differently.</p> <p>They make no judgement about the relative merits of these views as a whole, but recognise that different cultures and views may have different merits. They are willing to bring together the good from several different aspects in a synergistic way.</p>
4	Our way	<p>This final stage brings people together to create a new, shared culture, which has new meaning for everyone.</p>

Communication skills

The four communication skills (and few tips)



Video - Tips for a good communication
Please, enter here

Networking

2nd part: Networking



The importance of the network

Individuals

interact with

learn from

get information from other people



People make decision not as individuals but as actors in a social system.

The importance of the network

Many people think business networking is just about mailing out brochures or circulating around a meeting room and handing out business cards, but it is really about building long-lasting, personal relationships over time. Because networking is about building and maintaining relationships, credibility is a key element. Helping others is one sure-fire way to establish credibility.



Learn how to recover from your mistakes, in the relationships also. Everyone makes them. Just remember to never put yourself down when you do. Look for a solution that will make it work next time. Mistakes can be the very things that lead you in the new direction that turns out to be the better way than you had previously believed. What is inspiring about life is that we always have the choice to learn from our past mistakes as well as our successes.

The importance of the networks

Personal Networks

Socialize

Stay in touch

Be entertained

Spend time

Share content

Feel like they belong

Find help during trouble

Professional Networks

Maintain professional identity

Make useful contacts

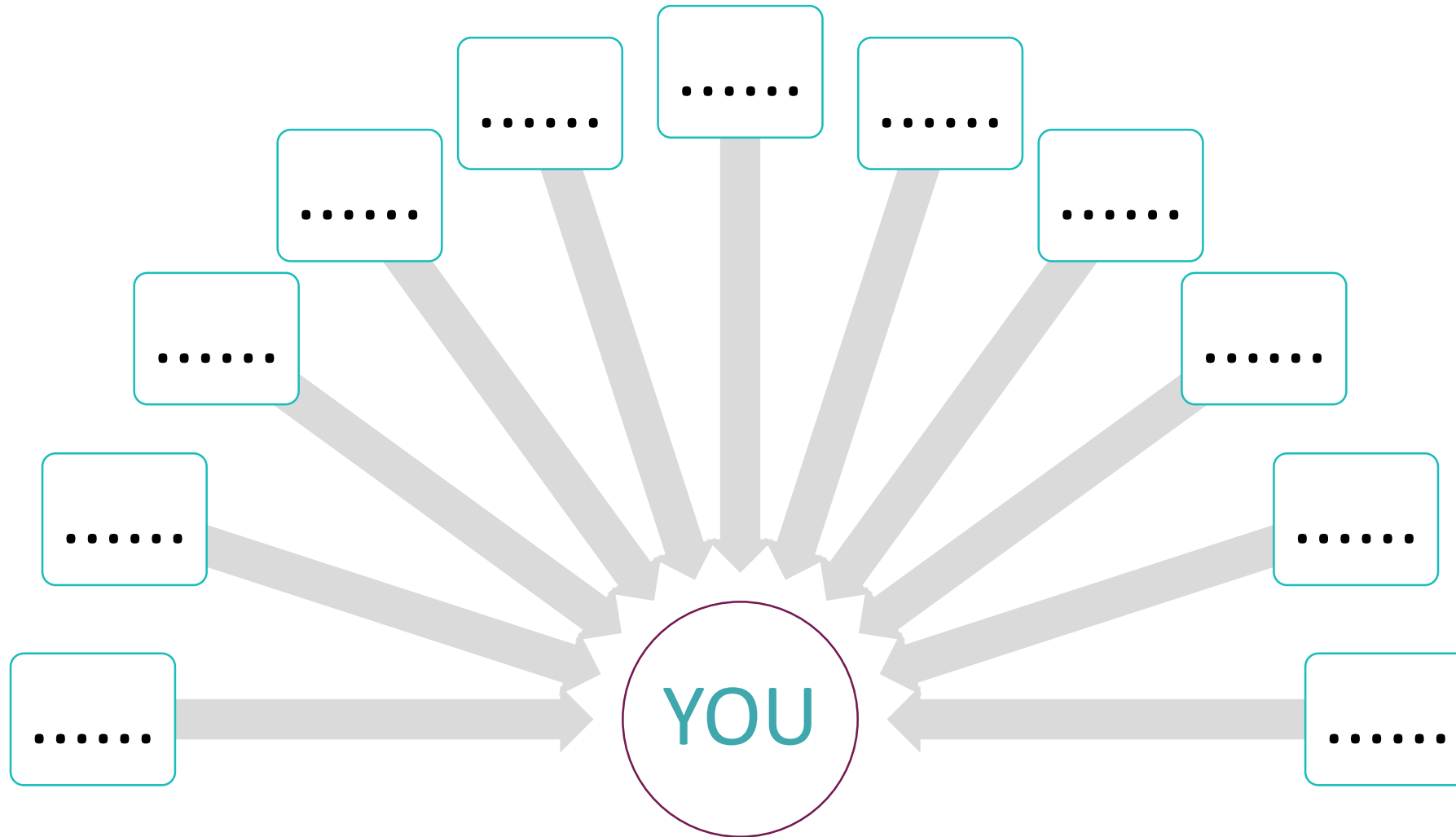
Search for opportunities

Invest time

Keep up to date for career

Networking

Do you remember?



Sources

<https://www.skillsyouneed.com/ips/what-is-communication.html>

https://blog.cengage.com/top_blog/activity-practice-your-networking-skills/



End of activity



Communication and Personal Brand

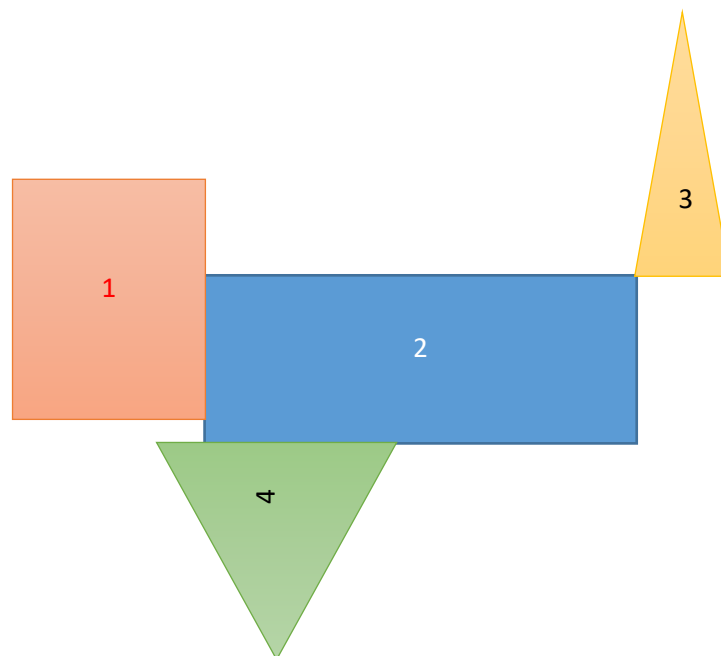
Annex 4/9 Communication and Personal Brand, Session 3, activity 2

Communicate what I see

1

The person describes the forms standing back to the participants

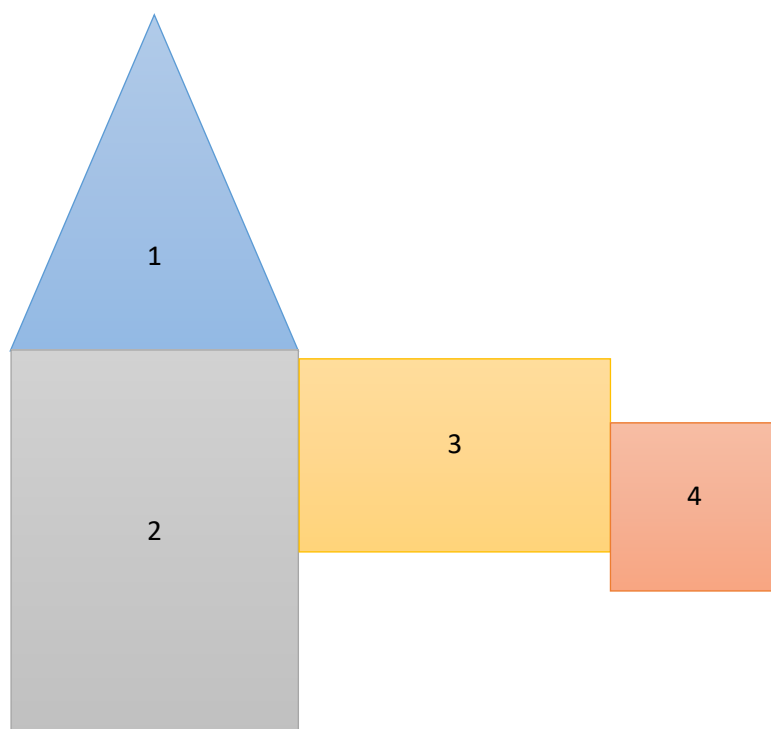
Participants cannot ask any question



2

The person describes the forms standing in front of to the participants

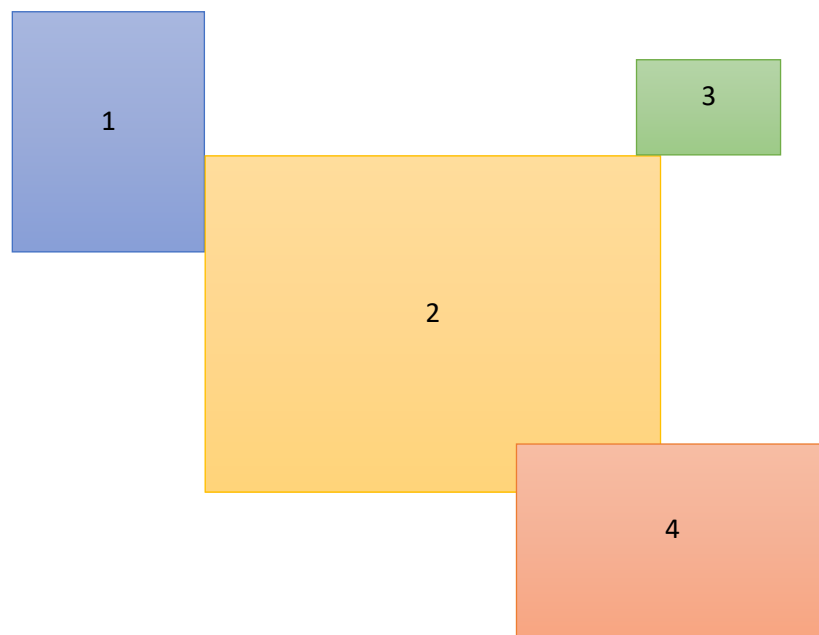
Participants cannot ask any question



3

The person describes the forms standing in front of to the participants

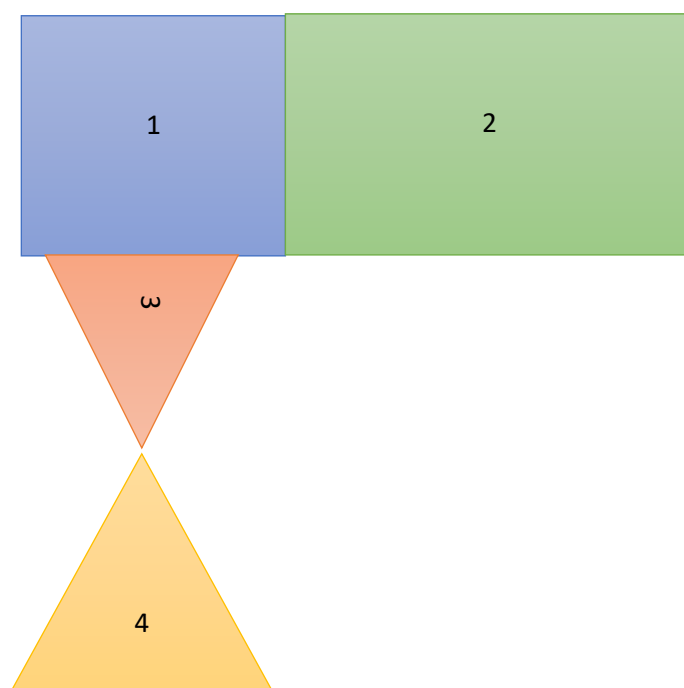
Participants can only ask 2 or 3 questions to which can be answered YES or NOT



4

The person describes the forms standing in front of to the participants

Participants can ask 2 or 3 free questions



Annex 4/10 Communication and Personal Brand, Session 4

Communicating your personal brand



Building the strategic plan

1st part: Build a strategic plan to meet your goals



Building the strategic plan

Do you remember the tips for plan presented during the 2° session?

TO CREATE THE PLAN:


1. **Identify what's important to you** (core values).
The first step is to clarify your values. Ask yourself, "What values and virtues do I most admire and wish to incorporate into my life?"
1. **Decide where you want to go** (mission).
The clearer you are about what you value and believe in, the happier and more effective you will be.
1. **Envision what it looks like when you get** (vision).
2. **Identify any roadblocks in your way** (critical issues).
3. **Identify the goals to breakthrough roadblocks.**
4. **Create a plan to meet the goals.**
5. **Establish check points; adjust the plan as needed.**

Building the strategic plan

Do you remember the work on the values?

NECESSARY ACTION STEPS:

1. Make a list of your core values.
2. Make your mission your priority.
3. Create a picture of what your mission looks like completed.
4. Clearly state the qualities you will demonstrate.
5. Make your decisions based on your values and the end results you want.
6. Revisit your values and vision periodically.
7. Live every day based on what you have decided to be the *most* important in your life.



We can play
an exercise

Building the strategic plan → Group exercise

Identify an objective (related to the social or labour integration) WHAT DO YOU WANT TO ACHIEVE?

Identify resources, problems, obstacles

[illegible]

Communicating your personal brand

2nd part: How to enhance your personal brand



Communication skills in job search

Communication skills (or the lack of communication skills) can have a large impact on your success in both your business and personal life

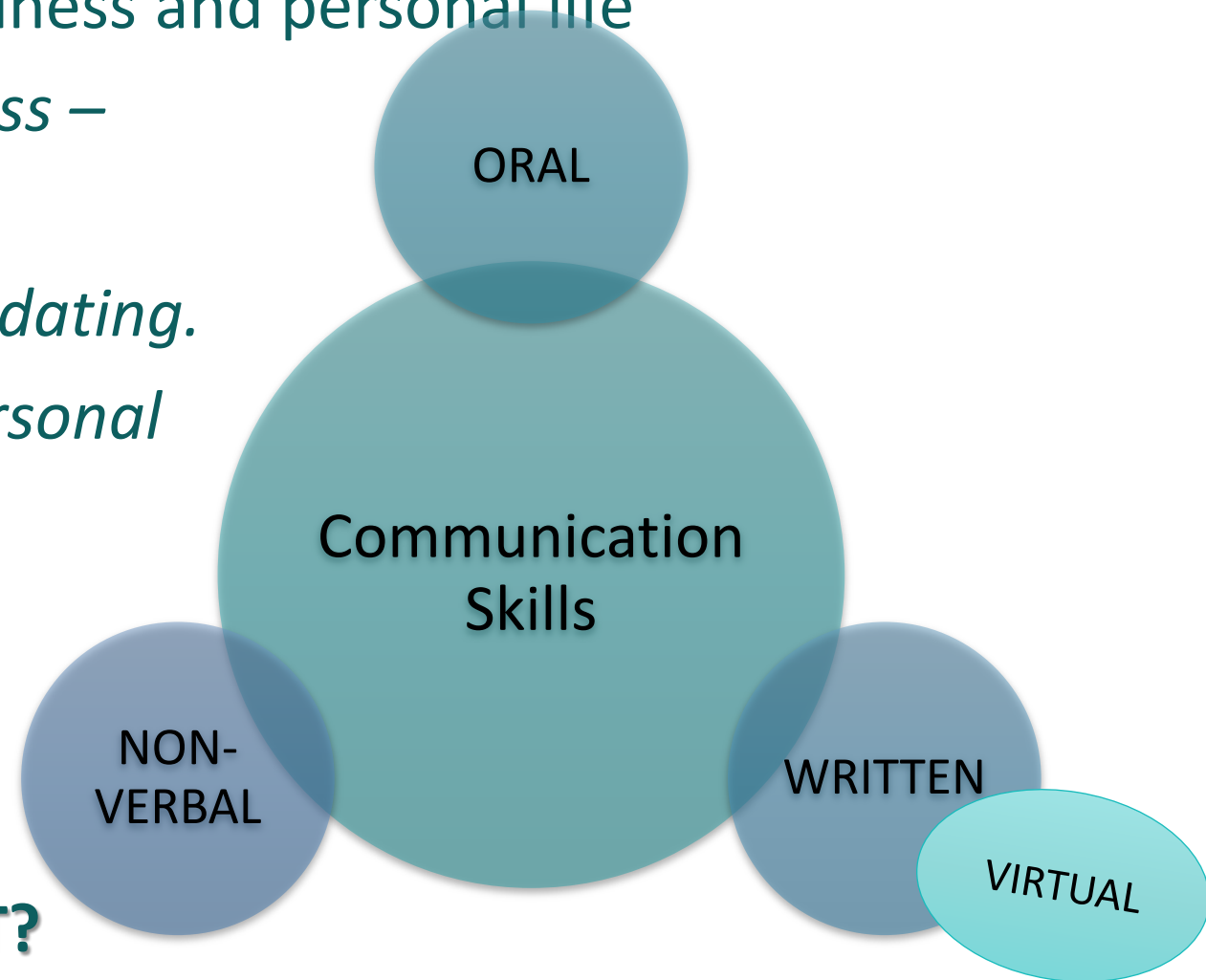
ORAL: Presentation – Audience Awareness – Critical Listening.

WRITTEN: CV / Cover Letter writing – Updating.

NON-VERBAL: Audience Awareness – Personal Presentation – Body Language

VIRTUAL: LinkedIn, website, other social media (use caution and be professional)

HOW DO YOU GET YOUR MESSAGE OUT?



The Cover Letter

Send your CV with the cover letter

This document is generally one page in length. The contents include an introduction, followed by your message that aligns with your audience and then followed by your closing statement. The cover letter provides you with an opportunity to create a connection by showcasing your knowledge about the company/ industry/ employer you might be targeting. It allows you to express how your skills, interest and experiences meet the needs of the position, both technically and behaviorally, and certainly will highlight your ability to communicate in written form.

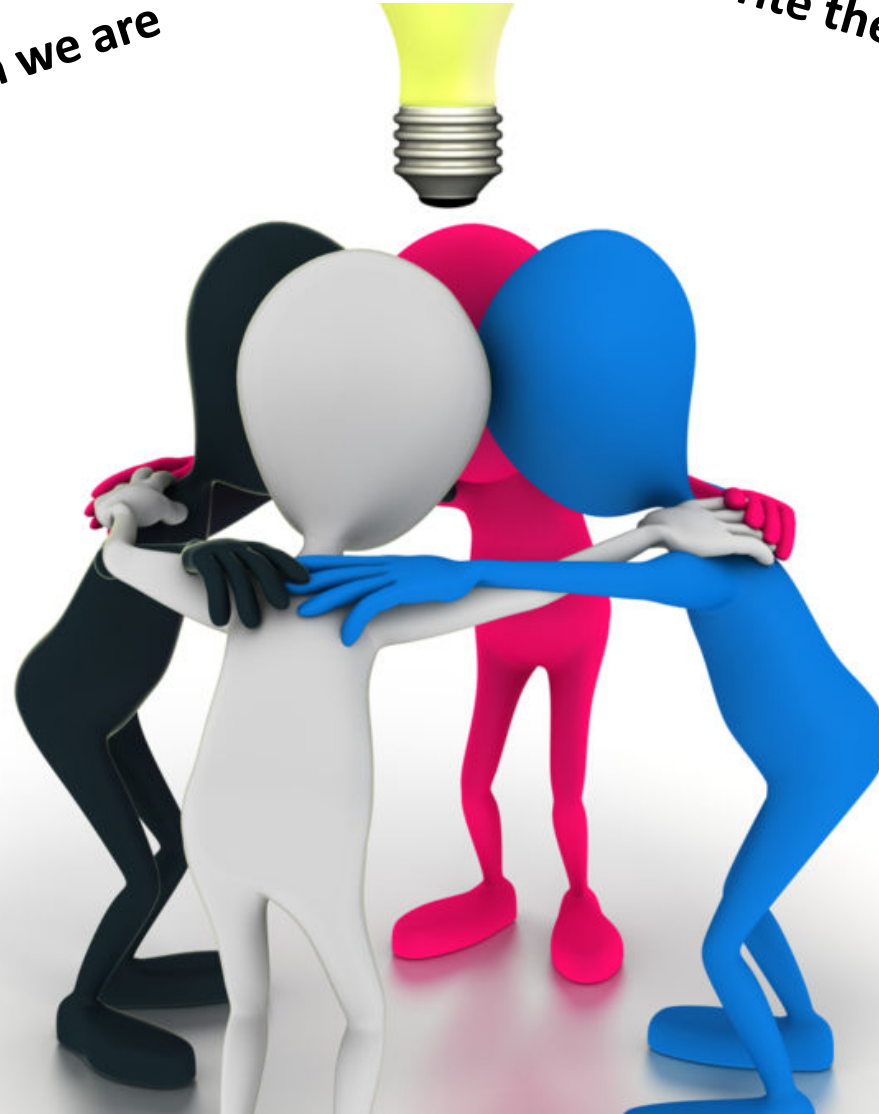
John Doe 300 West First St Auburn, ME 04211 Phone: 207.555.0145	Name, Address and Contact
September 10, 2012	Date
Sally Jenkins ABC Company 123 Main St. Auburn, ME 04211	Receipient's name and company address
Dear Ms. Jenkins, I am writing to inquire about possible op- a research assistant. I am interested in a the opportunity for travel and advanced As a professional administrative assistant I am eager to contribute my abilities and Given my extensive training and backgre Company meet its goal of providing only information to its clients. Please find enclosed my resume and a to call me at 207.555.0145, to arrange a tim hearing from you.	Body
Sincerely, John Doe Enclosures	Sign Enclosures

The Cover Letter

Let's write a perfect cover letter

1. decide what type of application we are interested in

2. write the competences we want to highlight



Verbal Communication – The job interview

Verbal—interviewing response to ‘tell me about yourself’

Your response should always align with the information needs of the listener.

Consider this response structure to these question:

- o ‘I am a...’
- o ‘With expertise/experience in...’
- o ‘I have had project work on, led teams, had internships...’
- o ‘My strengths include skill, skill, skill’



The job interview

Let's try a job interview

try
listen
observe
suggest
give feedback





End of activity

