



## Module 4: Communication and Personal Brand

# IO3: Training package for reinforcing migrants and refugees' competences and promoting their social and labor integration



\*This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.  
[Project Number: 2017-1-ES01-KA204-038091]



Co-funded by the Erasmus+ Programme of the European Union



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## MODULE 4 - Communication and Personal Brand

### Trainer

Professional with specific competence and expertise in learning courses and/or empowerment activities addressed to migrants/refugees or people with social disadvantage.

### Participants

Migrants and/or refugees and/or asylum seekers already positively involved in the Orientation and Counselling Itinerary (Activity 3-IO2).

Requirements for participants are: motivation, interest in the content and capability to work in group.

### Short description of the content

The module is aimed at developing the necessary competences for the correct and successful business management, for activation, expansion and maintenance of networks, to meet new people potentially useful and creating new alliances.

With the help of interactive methodologies and self-reflections, this module allows to raise the awareness of the participants on the fact that identifying and using adequately one's own competences has benefits at work and in private life.

Training personal development, practicing self-enhancement, finding a personal branding and using social networks are further topics that have been didactically worked out to provide trainers in the field with practical tools.

The lessons we can learn from our experience

The concept of competence (knowledge, skills, aptitudes)

Competences useful for life and work

Personal development and enhancement

Personal branding

The relevance of the personal and social networks

## Work plan for the Module

The Module is organized in 4 sessions of 3 hours each; each session is developed in different activities as following

- Session 1: The values of the life experience to achieve competences. Activity 1: Welcome and Introduction to the Module. Activity 2: What did I learn? Activity 3: The key competences I need.
- Session 2: The personal branding. Activity 1: Clarify my values / identify my talents. Activity 2: Personal growth.
- Session 3: Communicating. Activity 1: Communication and Communication skills. Activity 2: Networking.
- Session 4: Communicating your personal brand. Activity 1: Develop a strategic plan. Activity 2: How to enhance our personal brand.

Participants are instructed by the trainer who also provide theoretical inputs and practical impulse.

Throughout the module, they deploy themselves in individual and plenary activities. Open discussions and reflections assure a good sharing among the group.

A short break is recommended, to be planned in the middle of the session itself (15 minutes breaks after 90 minutes).

## Learning outcomes (goals)

After completing this Module participants will:

- Know (Knowledge):

- How to learn from personal experience
- How to put in practice the lessons learned
- How to enhance personal values/personal talents

- Understand (Skills):

- Identify the competences useful for life and work
- Understand the proper use of personal and social resources
- Understand the meaning and significance of the personal and social networks / social resources for the purposes of social and labour integration.
- Competences to be enhanced/developed in order to be employed
- Self-promotion

- Be able to (Competences):

- 
- Promote oneself;
  - Activate an effective communication;
  - Manage networks and relationships.

# Session 1: The Value of the life experience to achieve competences

## Activity 1: Welcome and introduction to the module

<b>Title</b>	Introduction to the Module
<b>Overview</b>	<p>The participants are welcomed to the classroom by the trainer and introduced each other. The ACROSTIC game facilitates their better acquaintance.</p> <p>The trainer introduces the Module explaining its aims and structure by using a PPT presentation.</p>
<b>Type of activities</b>	<p>Mutual acquaintance</p> <p>Brief presentation</p> <p>ACROSTIC game: individual activity</p> <p>Group discussion</p>
<b>Time required</b>	70 minutes
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Whiteboard/ flipchart. Beamer, pens. Annexes 4/1 and 4/2 (part 1)

### Procedure

#### 1. Preparation

Prepare the classroom putting the chairs in a circle to facilitate the acquaintance.

Prepare the flipchart and the beamer.

Prepare this session and this 1<sup>st</sup> activity keeping in mind the Module is a learning process that should be developed gradually; the contents of each unit and activity are linked to the others and what is mentioned at the beginning (e.g. during the 1<sup>st</sup> session) will be deepened later.

Develop the impulse: read through the PPT of the Session 1 – 1st part “Welcome, acquaintance and Introduction to the Module” provided.

#### 2. Instructions

**Step 1:** Welcome and mutual acquaintance – Introduction to the Module

At the beginning of the session, welcome the participants and introduce yourself.

Ask participants to introduce themselves by a round of self-presentation (name, age, country of origin, how long he/she has been in the host country).

Introduce the Module showing the PPT and explaining

- the aims of the Module

- the structure (Units)
- the objectives of the Units.

**Step 2:** ACROSTIC game to build a positive group atmosphere

Ask participants to write on the worksheet “ACROSTIC game” his/her name vertically using each letter of his/her name to write a word, in order to form a sentence or a list of adjectives describing him/herself.

If the participants have difficulty to understand the exercise, please write an example on the flipchart (using your name).

After, ask participants to read their sentences/adjectives.

**Step 3:** Group discussion

Stimulate the discussion about the Module by asking the participants if they have any questions and comments. During the discussion, it is advised to maintain the vision of the PPT presentation retracing the different slides.

**3. Debriefing and Reflection**

Conduct a short debriefing and reflection on the activity, asking some questions to the group:

- How did you feel during this activity?
- What are your thoughts about the ACROSTIC exercise?
- What do you think about the Module presented?

<p><b>Annexes and Handouts</b></p>	<p>Annex 4/1: Communication and Personal Brand Session 1, activity 1 ACROSTIC game worksheet Annex 4/2 Communication and Personal Brand Session 1, activity 1 PPT (part 1) Introduction to the Module</p>
<p><b>Info box for trainers</b></p>	<p>Could be useful to read through the following websites and documents <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5606020/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5606020/</a> <a href="http://reopen.eu/learn/mod/book/view.php?id=9&amp;chapterid=12">http://reopen.eu/learn/mod/book/view.php?id=9&amp;chapterid=12</a></p>

## Activity 2: Learning from live experience?

<b>Title</b>	Learning from live experience?
<b>Overview</b>	<p>With this activity the participants are asked reflect on the personal experience of migration identifying the personal resources used (capabilities).</p> <p>They explore their feelings and thoughts on migration, trying to identify what lessons they have learned from the migration experience</p>
<b>Type of activity / methodology</b>	<p>Brief impulse by the trainer</p> <p>Individual reflection by writing feelings about the migration experience on the worksheet “My feelings related to my migration experience”</p> <p>Group discussion</p>
<b>Time required</b>	<p>60 minutes</p> <p>10 minutes/break</p>
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Flipchart. Beamer, pens Annex 4/2 (part 2) and 4/3

### Procedure

#### 1. Preparation

Read through the power point of the Session 1 – 2<sup>nd</sup> part “The values of the experience” provided and the documents and websites suggested.

Prepare the flipchart and the beamer.

Develop the impulse taking into account that migrants and refugees have often endured and come through the most traumatic human experiences. Yet they continually prove change is possible against the most overwhelming circumstances. Most of them have been marginalized in the host country - at least at the beginning - and may think they have little value and have lost their live. But many positive experience show that integration and personal development are possible. Pay close attention to the sensitivity of migration issue.

#### 2. Instructions

**Step 1:** The lessons we learned from our migration itinerary

Show the presentation inviting participants to recognize and explore the lessons learned during their experience.

Use some examples you know.

**Step 2:** My feelings related to my migration experience - Individual reflection

Ask the participants for an individual reflection by writing their feelings by using the worksheet “My feelings related to my migration experience”.

**Step 3: Group discussion**

Ask the participants to read what they have written.

Facilitate the discussion about the lessons they can learn by re-reading their feelings. The questions to be asked could be the following: How did they prepare the trip? How did they overcome fear? Have they asked someone for advice? How did they organise on arrival? .... The questions are aimed at facilitating the reflection on the feelings felt to recognize the skills used to undertake the life change.

**3. Debriefing and Reflection**

- How did you feel during this activity?
- What are your thoughts about the “My feelings” exercise? And about the discussion results?

<b>Annexes and Handouts</b>	Annex 4/2 Communication and Personal Brand Session 1, activity 1 PPT Part 2 The values of the experience Annex 4/3 Communication and Personal Brand Session 1, activity 2 Working sheet “My feelings related to my migration experience”
<b>Info box</b>	Could be useful to read through the following websites and documents: <a href="http://ec.europa.eu/dgs/education_culture/repository/education/documents/school-vet-adult-survey-refugee_en.pdf">http://ec.europa.eu/dgs/education_culture/repository/education/documents/school-vet-adult-survey-refugee_en.pdf</a> <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC560620/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC560620/</a> <a href="http://www.migrationpolicycentre.eu/docs/medam/2017-MEDAM-Assessment-Report.pdf">http://www.migrationpolicycentre.eu/docs/medam/2017-MEDAM-Assessment-Report.pdf</a> <a href="https://www.refugeecouncil.org.au/docs/news&amp;events/rw/2010/4%20-%20Teacher%20Resources%202010.pdf">https://www.refugeecouncil.org.au/docs/news&amp;events/rw/2010/4%20-%20Teacher%20Resources%202010.pdf</a>

## Activity 3: The key competences I need

<b>Title</b>	The key competences I need
<b>Overview</b>	<p>The trainer illustrates the concept of competence (knowledge, skills, aptitudes)</p> <p>The participants are asked to identify the key competences for integration (competences useful for life and for work).</p> <p>The group agrees on the most relevant competences.</p>
<b>Type of activities</b>	<p>Brief impulse by the trainer</p> <p>Individual reflection by writing on the working sheet “The key competences for life and for work”</p> <p>Group discussion</p>
<b>Time required</b>	50 minutes
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Whiteboard/ flipchart. Annex 4/2 (Part 3) and 4/4 Post-it and pens

### Procedure

#### 1. Preparation

Prepare the impulse: read through the PPT presentation of the Session 1 – 3<sup>rd</sup> part “The competences we need” provided and the documents and websites suggested.  
Prepare the debriefing of the session.

#### 2. Instructions

##### Step 1: The concept of competence

Show the presentation. Explain the concept of “competence” using a simple language. Invite the participants to reflect on their own competences and identify which are needed for their personal life and which for job.

##### Step 2: Individual reflection

Ask the participants for an individual reflection by using the worksheet “The key competences for life and work”.

##### Step 3: Group discussion

Ask the participants to read what they have written.

Facilitate the discussion about the content emerged by making a connection with the contents of the previous discussion (experience → feelings → modalities used to plan and solve the personal situation → competences).

### 3. Debriefing and Reflection

Conduct a short debriefing and reflection on the activity, asking some questions to the group:

- How did you feel during this activity?
- What are your thoughts about the reflection on “The key competences for life and work”?
- How did you feel during this session?
- There were some interesting discoveries? (About the contents proposed, about yourself, about others).
- There were some most challenging moments? What? Why?

<b>Annexes and Handouts</b>	<p>Annex 4/2 Communication and Personal Brand Session 1, PPT Part 3 presentation “The competences we need”</p> <p>Annex 4/4: Communication and Personal Brand Session 1, activity 3 Working sheet “The key competences for life and work”</p>
<b>Info Box for trainer</b>	<p>Could be useful to read through the following websites and documents</p> <p><a href="https://ec.europa.eu/education/policy/school/competences_en">https://ec.europa.eu/education/policy/school/competences_en</a></p> <p><a href="https://ec.europa.eu/education/sites/education/files/factsheet-recommendation-key-competences-lifelong-learning.pdf">https://ec.europa.eu/education/sites/education/files/factsheet-recommendation-key-competences-lifelong-learning.pdf</a></p>

## Session 2: The personal branding

### Activity 1: Clarify my personal values / identify my talents

<b>Title</b>	Clarify my personal values / Identify my talents
<b>Overview</b>	The trainer illustrates the Personal Brand concept. The participants are asked to explore their values, strengths and aptitudes in life and work, also starting from their orientation and counselling results
<b>Type of activity</b>	Impulse by the trainer Individual reflection by writing on the working sheet Group discussion
<b>Time required</b>	90 minutes 10 minutes/break
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Flipchart, beamer. Pens, annexes 4/5 (Part 1) and 4/6

#### Procedure

##### 1. Preparation

Prepare the classroom putting the chairs in a circle to facilitate the sharing. Prepare the flipchart and the beamer.

Develop the impulse: read through the PPT presentation of the Session 2 – 1<sup>st</sup> part “Personal Brand” provided and the documents and websites suggested.

##### 2. Instructions

**Step 1:** Presentation of the Personal Brand concept

Show the presentation to explain the meaning of Personal brand and its significance for personal development.

Please use an interactive method of presentation, to be sure the participants understand the terms and concepts (i.e. by asking “is it clear?”, “are you agree?”, and “what do you think?”).

**Step 2:** Individual exercise

Ask the participants for an individual reflection by using the worksheet “My personal values, my talents”.

Ensure your support during the exercise, if requested.

**Step 3:** Group discussion

Ask the participants to share their reflections and activate the discussion about the significance of the values in the personal and professional life and in the process of integration.

Introduce the importance of the personal talents – to be recognised and enhanced – making a connection with the results of the Session 1.

### 3. Debriefing and Reflection

Conduct a short debriefing and reflection on the activity, asking some questions to the group:

- How did you feel during this activity?
- What are your thoughts about the exercise “My personal values, my talents”? Did you discover something new about yourself?

<b>Annexes and Handouts</b>	<p>Annex 4/5: Communication and Personal Brand Session 2, part 1 PPT presentation Personal Brand</p> <p>Annex 4/6 Communication and Personal Brand Session 2, activity 1 worksheet “My personal values, my talents”</p>
<b>Info Box for trainers</b>	<p>Could be useful to read through the following website and document</p> <p><a href="https://www.thebalancesmb.com/creating-and-growing-personal-brand-2295814">https://www.thebalancesmb.com/creating-and-growing-personal-brand-2295814</a></p> <p>“Branding yourself effective communication skills”, Robert Dolan, Global Education and Career Development, Massachusetts Institute of Technology, Cambridge, USA</p> <p><a href="https://academic.oup.com/femsle/article-abstract/364/2/fnw289/2735774">https://academic.oup.com/femsle/article-abstract/364/2/fnw289/2735774</a></p>

## Activity 2: Personal growth

<b>Title</b>	Personal Growth
<b>Overview</b>	The trainer illustrates the meaning of “Personal growth”. The participants are asked to explore their values, strengths and aptitudes in life and work, also starting from their orientation and counselling results
<b>Type of activity</b>	Impulse by the trainer Individual reflection by writing on the working sheet “My goals” Group discussion
<b>Time required</b>	90 minutes
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Flipchart, beamer. Annexes 4/5 (Part 2) and 4/7

### Procedure

#### 1. Preparation

Develop the impulse by reading through the power point presentation Session 2 – 2<sup>nd</sup> part “Personal Growth” and the documents and websites suggested.

#### 2. Instructions

##### Step 1: Introduction to the activity

Show the second part of the power point, making connection with the 1st part and with the content emerged from the discussion. Take close attention the participants understand concepts and connection.

##### Step 2: Individual exercise: “My goals”

Ask the participants for an individual reflection by using the worksheet “My goals”. Assign the exercise explaining the modality (think to your desire, to your goals, express your priorities starting to your actual life situation). Ensure your support during the exercise.

##### Step 3: Group discussion

Ask the participants to share their reflections and activate the discussion highlighting the importance of a plan to achieve the goals; maintain the vision of the slides no 10 and no 11 of the PPT presentation during this work, highlighting the different steps. Trace possible plans emerging from the discussion on the flipchart.

#### 4. Debriefing and Reflection

Conduct a short debriefing and reflection on the activity and the session, asking some questions to the group:

- How did you feel during this activity?
- Did you discover something new about yourself? (About your goals, your ideas, your plans).
- What do you think about the session?
- There were some most challenging moments? What? Why?
- What is the most important thing you learned?

**Annexes and Handouts**

Annex 4/5 Communication and Personal Brand Session 2, Part 2 presentation Personal Growth  
Annex 4/7 Communication and Personal Brand Session 2, activity 2 worksheet “My goals”

**Info box**

Could be useful to read through the following website and document

<https://www.thebalancesmb.com/creating-and-growing-personal-brand-2295814>

“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>

## Session 3: Communicating

### Activity 1: Communication and communication skills

<b>Title</b>	Communication and Communication skills
<b>Overview</b>	The trainer presents the topic Communication (meaning, ways, channels). The participants are involved in testing their communication skills.
<b>Type of activity / methodology</b>	Impulse by trainer Group exercise: 2 options are proposed 1 <sup>st</sup> is a suitable exercise for participants with good language skills: it is the exercise on the communication skills through the annex Working sheet “Communicate what I see” 2 <sup>nd</sup> option is an exercise on the personal presentation Group discussion
<b>Time required</b>	100 minutes 10 minutes/break
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Flipchart, beamer. Pens (in case of the 1 <sup>st</sup> option choice), Annexes 4/8 and 4/9

### Procedure

#### 1. Preparation

Prepare the classroom putting the chairs in a circle to facilitate the sharing. Prepare the flipchart and the beamer.

Develop the impulse by reading through the power point presentation Session 3 – 1<sup>st</sup> Part “Communication and communication skills” provided and the documents and websites suggested. Choose a YouTube video – in local language - with which to strengthen the impulse (the Info box shows some suggestions of videos only in English). Important: choose a video that uses a simple and understandable language.

Decide which option is more suitable between the 2 proposed for the Group exercise. In the event it is better the 1<sup>st</sup> option, prepare the working sheets based on the prototype provided (“Communicate what I see”). It is recommended to draw the geometric shapes on squared sheets. In this way, the person who will have to describe the different shapes (the “sender”) could count the squares to indicate the size. The

rest of participants (the “receivers”) should have empty squared sheets on which to draw the shapes following the description made by the sender.

If the participants have language difficulties, it is better to propose a different exercise (see below)

## 2. Instructions

### **Step 1:** Impulse: Communication and communication skills

Provide the impulse showing the 1st part named “Communicating” of the power point presentation provided (Session 3 - Communication and communication skills). Strengthen the impulse by showing a YouTube video on communication skills.

### **Step 2:** Group exercise: test the communication skills

1st option (Working sheet “Communicate what I see”)

Explain the exercise writing the rules on the flipchart. When everyone has understood, start the exercise.

A voluntary has the role of the sender. He/she observes the drawn shapes on the working sheets provided and describes them to the rest of participants, with the following order and with the following modalities:

1st) the sender describes the first sheet turning his/her back on the participants; participants may not ask questions and they draft the shapes based on what they understand from the description.

2nd) the sender is in front of the participants and describes the second sheet; participants may not ask questions and they draft the shapes based on what they understand from the description.

3rd) the sender is in front of the participants and describes the third sheet; the participants may ask 2 or 3 questions can be only answered with yes or no and they draft the shapes based on what they understand from the description.

4th) the sender is in front of the participants and describes the fourth sheet; the participants may ask 2 or 3 free questions and they draft the shapes based on what they understand from the description.

If participants have a good level of skills in the language of the host country, the exercise is very useful to demonstrate that a greater interaction produces a greater understanding.

2nd option (Personal Presentation)

Ask each participant to place themselves next to the flipchart and make a presentation of themselves (name, age, country of origin, personal values and competences, personal labour integration project). Each person in turn has to develop a convincing discourse that will make others understand his/her project, also by writing the key concepts on the flipchart. At the end of each presentation, other participants have to express an evaluation in terms of comprehensibility and completeness and to make suggestions for improvement.

### **Step 3:** Group discussion

Resume the topic of the communication skills and activate the discussion highlighting the importance of a good interaction for a good communication

### 3. Debriefing and Reflection

Conduct a short debriefing and reflection on the activity, asking some questions to the group:

- How did you feel during this activity?
- What are your thoughts about the exercise?

#### Annexes and Handouts

Annex 4/8 Communication and Personal Brand Session 3, part 1 presentation Communication and Communication skills

Annex 4/9 Communication and Personal Brand Session 3, activity 2 worksheet “Communicate what I see”

#### Info box

Could be useful to read through the following websites, documents and videos

- <https://workspirited.com/workplace-communication-skills>
- “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.youtube.com/watch?v=dKzL\\_82PbU](https://www.youtube.com/watch?v=dKzL_82PbU)

## Activity 2: Networking

<b>Title</b>	Networking
<b>Overview</b>	<p>The trainer presents the topic.</p> <p>The participants are involved in testing their communication and networking skills.</p> <p>Unit will be developed during 2 sessions (3 and 4); it is aimed to develop a communication strategy of one's own working value and reposition oneself professionally.</p> <p>Content of session 3:</p> <p>Communication – Ways, Channels, Means</p> <p>The relevance of the</p> <p>Exercise:</p> <p>My cover letter</p>
<b>Type of activity / methodology</b>	<p>Impulse by trainer</p> <p>Exercise on the networking skills in pairs</p> <p>Group discussion</p>
<b>Time required</b>	50 minutes
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Flipchart, beamer. Annex 4/8 (Part 2)

### Procedure

#### 1. Preparation

Prepare the classroom putting the chairs in a circle to facilitate the sharing. Prepare the flipchart and the beamer.

Develop the impulse by reading through the power point presentation Session 3 – Communication and Communication skills. 2<sup>nd</sup> part: Networking

#### 2. Instructions

**Step 1:** Impulse: Networking

Provide the impulse showing the 2nd part named “Networking” of the power point presentation provided (Session 3 - Communication and communication skills).

**Step 2:** Exercise: Test our networking skills

Place the chairs along the walls. Split participants into pairs and expect them to move around the room. Tell the participants that their goal is create a comfortable interaction in which people share something about themselves. In each dyad they must learn what activities they participate in, what communities/associations they belong to, etc.

Tell participants to switch every 3 minutes; in this way, everyone has at least 3 informational conversations with 3 other persons.

**Step 3:** Group discussion

Resume the topic of the communication skills and activate the discussion highlighting the importance of a good interaction for a good networking.

**3. Debriefing and Reflection**

Conduct a short debriefing and reflection on the activity, asking some questions to the group:

- How much did you learn in few minutes?
- Did it feel like a conversation?
- Did it get easier as you interviewed more people?
- Did you notice that it was easier to connect with some people?
- What made it easier or more difficult?

<b>Annexes and Handouts</b>	Annex 4/8 Communication and Personal Brand Session 3, part 2 presentation Networking
<b>Info box</b>	Could be useful to read through the following website <a href="https://blog.cengage.com/top_blog/activity-practice-your-networking-skills/">https://blog.cengage.com/top_blog/activity-practice-your-networking-skills/</a>

## Session 4: Communicating your personal brand

### Activity 1: Develop a strategic plan

<b>Title</b>	Develop a strategic plan
<b>Overview</b>	The trainer presents the impulse focusing on the goals of social and labour integration. Participants will be asked to build a strategic plan.
<b>Type of activity</b>	Impulse by trainer Group Exercise (in plenary) Group discussion
<b>Time required</b>	80 minutes 15 minutes/break
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Flipchart , Beamer, Power point presentation Annex 4/10 “Communicating your brand”

#### Procedure

##### 1. Preparation

Prepare the classroom putting the chairs in a circle to facilitate the sharing. Prepare the flipchart and the beamer.

Develop the impulse by reading through the power point presentation Session 4 – Communicating your personal brand. 1<sup>st</sup> part: Build a strategic plan to build your goals. Prepare the group exercise to do in plenary drawing on the flipchart the outline that is in the slide no 5 of the PPT.

##### 2. Instructions

###### Step 1: Impulse: Strategic plan

Provide the impulse showing the 1st part named “Build a strategic plan to build your goals” of the power point presentation provided (Session 4 - Communicating your personal brand). Explain the concept of SMART goals and focus on a plan steps, making a connection with the values topic discussed during the Session 2.

###### Step 2: Group Exercise: Building a strategic plan

Invite the participants to identify a development goal (related to the social or labour integration) and to build a strategic plan. Maintain the vision of the slide no 5 and conduct the work writing the proposals on the flipchart.

###### Step 3: Group discussion

Resume the results of the group exercise and activate the discussion asking participants for an evaluation of plan built, in terms of measurability, effective possibility to reach the goals.

### **3. Debriefing and Reflection**

Conduct a short debriefing and reflection on the activity, asking some questions to the group:

- How did you feel during this activity?
- What are your thoughts about the exercise?
- What made it easier or more difficult the agreement with the different points of view?

#### **Annexes and Handouts**

Annex 4/10 Communication and Personal Brand Session 4,  
Part 1 presentation Communicating your personal brand

## Activity 2: How to communicate our personal brand

<b>Title</b>	How to communicate our personal brand
<b>Overview</b>	The trainer presents the topic focused on the development of a communication strategy of one's own working value and reposition oneself professionally. The participants are asked to be involved in 2 exercises to build a cover letter
<b>Type of activity</b>	Impulse by trainer 2 exercises (to be developed in plenary with all participants) Group discussion
<b>Time required</b>	180 minutes 15 minutes to evaluate the Module
<b>Size of the group</b>	A group of 15 people maximum
<b>Materials needed</b>	Flipchart, Beamer, Blank papers, pens, Annex 4/10

### Procedure

#### 1. Preparation

Prepare the classroom putting the chairs in a circle to facilitate the sharing. Prepare the flipchart and the beamer.

Develop the impulse by reading through the power point presentation Session 4 – Communicating your personal brand. 2nd part: How to enhance your personal brand. Prepare the video.

Prepare the exercise to do in plenary drawing on the flipchart an outline for the cover letter.

Prepare the evaluation questionnaire.

#### 2. Instructions

**Step 1:** Impulse: Strategic plan

Provide the impulse showing the 2nd part named “How to enhance your personal brand” of the power point presentation provided (Session 4 - Communicating your personal brand) highlighting the importance to enhance personal reputation and credibility by effectively communicating core competencies on social and online channels and determine the quality of future business. Show a video on the topic Invite the participants to cooperate in 2 exercises.

**Step 2:** Group Exercise 1 (in plenary): The cover letter

Ask the group for building a cover letter through a brainstorming. Maintain the vision of the slide no 8 and conduct the work writing the proposals on the flipchart. Write the final Cover Letter Model on the flipchart.

**Step 3:** Group Exercise 2 (in plenary): The job interview

Organize the role play. Maintain the vision of the slide no 10. Ask 2 voluntaries to play the roles of “the entrepreneur” and “the candidate”. Both have 3 minutes to prepare questions and answers (separately). They sit opposite each other, in the centre of the room. Other participants observe the interview writing notes on the blank papers.

**Step 4:** Group discussion

Resume the results of the group exercise 2 and activate the discussion asking participants for a feedback about the job interview and the roles played, in particular about the attitude of “the candidate”, appropriateness of his/her answers.

### 3. Debriefing and Reflection

Conduct a short debriefing and reflection on the activity, asking some questions to the group:

- How did you feel during this activity?
- What are your thoughts about the exercises?
- What do you think about the session?
- There were some most challenging moments? What? Why?
- What is the most important thing you learned?

<b>Annexes and Handouts</b>	Annex 4/10 Communication and Personal Brand Session 4, Part 2 presentation Communicating your personal brand
<b>Info box</b>	<a href="https://www.youtube.com/watch?v=zi572rshvgg;">https://www.youtube.com/watch?v=zi572rshvgg;</a> Personal branding: differentiation <a href="https://www.youtube.com/watch?v=aD_oj1cCmTk">https://www.youtube.com/watch?v=aD_oj1cCmTk</a>