**Lesson Plan – Module 20 Personal Branding**

By this end of this class period, students will be able to:

* Compare examples of corporate branding
* Summarize the components of personal branding
* Prioritize their own values
* Reflect on the importance of values in individual and group decision-making
* Create a personal statement that reflects a personal brand

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| Duration | Start Time |  |
| 3 mins | 10:00 | Introduction |
| 10 mins | 10:03 | Icebreaker -  Using the think-pair-share method, ask students to identify as many brands as possible. Ask students to identify the companies responsible for the brands. Compile a list of all the brands on the board.  Show some examples of corporate and personal brands or use the list created by the class.  Flex: For a global perspective, show brands that go by different names in other countries: <https://www.fastcompany.com/3055388/these-brands-go-by-different-names-in-different-countries-and-its-jus> [See what 28 brands are called in different parts of the world, and brace yourself for a bit of culture shock.]  Ask the students why these brands stand out? What is associated with these brands (characteristics, values, expectations, reputation, quality of products)?  Personal Branding takes what we know about how corporations build brands for products and applies it to people. Building a personal brand can help you obtain your career goals by giving you a strategy and a sense of confidence. |
| 2 min | 10:13 | 1 minute paper – choose 1 brand from this discussion and compare the elements of a corporate brand to the elements of a personal brand. |
| 10 min | 10:15 | In-class Quiz |
| 15 mins | 10:25 | Values Activity – Values Auction  Materials: [What I Value at Work handout](https://usflearn.instructure.com/courses/1272507/files/folder/Module%2018/Instructor%20Resources?preview=63009494)  Using the “What I Value at Work” handout, ask students to identify their top 5 values. Clarify the meaning of any values that students may not understand.  After students prioritize their values, inform them that we will be conducting an auction for values. Provide each student with a limit (ex. $2000) and set the expectation that every student must buy at least one value.  Conduct the auction: The value goes to the highest bidder.  Debrief: The prioritization exercise shows that values will influence what we do, what the most important things in life are to us as individuals. Also, the activity illuminates that we might have some shared values, but it is unlikely to have two people who hold the EXACT same value sets.  Flex: Connect values to concepts of *Identity and Community* for discussion. For example, not all values are relative – within particular communities or social contexts, certain values have primacy. Values clarification methods helps us to reflect on values learned from family, religion, culture, race, social background, gender, or professions, and from the larger community and society in which the we operate. |
| 20 mins | 10:40 | Selling Your Brand–Creating an Elevator Speech  Review criteria for an elevator speech.  Provide time for students to first work individually on the elements of their personal brand using prompting questions (10 min).  Practice: When students are ready, assign pairs to practice elevator speeches. Give instructions for how to each partner should provide feedback.  Use remaining time for practice.  If any partner feels they did well, give their elevator speeches to the entire class. |
| 10 mins | 11:00 | Mock Interviews  Materials: Interview questions  Switch how students are paired to work with a new partner. New pairs will practice interviewing.  Use the four following questions to interview your partner and provide feedback.  Peer Feedback: Check each answer to see if it represents a personal brand and if they described evidence or proof of their skills.  What is a typical week for you?  What do you do outside of school?  Can you give me an example of something you have done that motivated or built enthusiasm in others?  Describe a time when your results on a project or task were not up to your professor’s or supervisor’s expectations. What happened? What action did you take? |
| 5 mins | 11:10 | Concluding thoughts |
|  | 11:15 | Dismissal |