

INTELLECTUAL OUTPUT I.O.3

DESIGNED EXPERIENTIAL TRAINING ACTIVITIES

5.3 PERSONAL BRANDING

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EXPERIENTIAL TRAINING ACTIVITY 5GUIDE INDEX	
INTELLECTUAL OUTPUT PRESENTATION.	p. 3
TRAINING COURSE PLANING.	p. 6
EXPERIENTIAL TRAINING ACTIVITY 5.1. PERSONAL BRANDING. INTRODUCTION.	p.7
FACE TO FACE TRAINING. GUIDELINES, TIMING AND TOOLS.	p.8
ONLINE TRAINING SESSIONS 1 AND 2. GUIDELINES, TIMING AND TOOLS.	p.15
TRANSVERSAL TRAINING. CO-WORKING SPACE AND COACH/MENTOR	p.17

INTELLECTUAL OUTPUT PRESENTATION

This Intellectual Output, Designed Experiential Training Activities belongs to the project ERASMUS+ CO_LABOURative_LAB. The contents we are going to show you in the next pages, are the result of the integration of IO.1, co-created training methodology, and IO.2 training materials.

IO.3 is where the training activities take place, and is the final result of the next activities:

- O3-A1. Design of Experiential Training Activities and Materials.
- O3-A2. Development of Trainers Materials for Experiential Training Activities.
- O3-A3. Translations of Experiential Training Activities.

As stated in IO.1, The **Co_LABOURative_LAB PROJECT** *“Enhancing Employability of Unemployed Persons through New Forms of Employment and Sharing Economy”* has as main goal to **develop and implement a training program** for increasing the competences of long term unemployed, including young unemployed persons, and Human Resources (HR) Directors or Technicians, about how to exploit the Sharing Economy and New Forms of Employment to increase their entrepreneurship and self-employment opportunities. **Co_LABOURative_LAB** aims to transfer to the target groups, innovative knowledge, tools and practices based on work-based learning knowledge, learning-by-doing, collaboration between trainees and exploitation of ICT Tools in these fields, so future trainees, can have an excellent training experience with high impact in their future working life.

The course has been designed with the next **characteristics**:

1. The Duration of the course is of 62 hours, of which:
 - a. Face to face sessions: 26 hours.
 - b. Online Sessions: 28 hours
 - c. Experts’ Seminars: 8 hours (6 seminars).
2. There will be final workshops for all trainees dedicated to the presentation of their projects.
3. The methodology will be active and participative, it will take place in different workshops and will include the next tools and training materials:
 - a. Face to face sessions.
 - b. Online sessions.
 - c. Webinars.
 - d. Virtual Co-working.
 - e. Physical space for trainees during the course (co-working).
 - f. Mentors or coaches will support trainees during the course.
 - g. Practical Approach with study cases, videos, experts’ seminars, complementary readings.
4. An e-Training Platform will be developed with the next purposes:

- a. Allocation the different training materials and resources with access to trainees.
- b. Virtual co-working.

The **trainees** will have the next profiles,

- Unemployed persons (mainly those that have been unemployed more than 1 year, and that are older than 45 years and younger than 30 years old).
- HR professionals.

It is recommended that training courses don't have more than 12-15 trainees per training group so resources can be assigned and organized efficiently and therefore the training can reach the objectives.

The **General Objective** of the project co-LABOURative LAB project will be to increase the competences of Long Term Unemployed, including young unemployed people, and Human Resources (HR) Directors or Technicians, about how to exploit the Sharing Economy (SHE) and New Forms of Employment (NFE) to increase Entrepreneurship (EPS) and Self-employment (SE) opportunities, through the transference of innovative knowledge, tools and practices based on work-based learning knowledge, learning by doing, collaboration between trainees and exploitation of ICT Tools in these fields.

Specific Objectives are:

- Provide the trainees with the necessary awareness and knowledge about the SHE and NFE dynamics, including the functioning of related ICT tools and platforms.
- Facilitate the trainees the development of their own EPS and SE Plans using SHE and NFE concepts and ICT Platforms.
- Facilitate the trainees the acquisition and improvement of competences to boost their EPS and SE Plans (creativity and innovation, digital skills, management of social networks and personal branding).
- Facilitate the trainees the acquisition and improvement of knowledge to deal with specific topics like: access to funding, regulatory environments and access to markets.
- Connect both sides of the labour market, employers and work seekers in the same training environment.
- Provide the trainees with real and collaborative work approaches where they can apply the trained skills and increase their employability immediately during the training course.

To achieve the aforementioned objectives, it is proposed to develop a **training methodology** based on the following premises:

- Adapted and modulated to the learning capabilities of persons belonging to target groups (unemployed and HR professionals).
- The training will be based in the concepts of experiential training and learning by doing, therefore the training methodology will be mainly active and practical.
- Training sessions will take place in the classroom and online, therefore training materials and training tools will be developed to be used in both training environments.

- Participation of trainees will be a must during the training courses, therefore, trainers will boost activities where trainees could interact and exchange of experiences and knowledge between them and with different actors.
- The training course will have a mentoring/coaching approach. Technicians from the Chambers of Commerce will support the trainees along the training course.
- The Chambers of Commerce will provide a Co-working space along the project for the trainees, so they can develop their projects or plans in a supportive environment.
- An e-Training Platform will be developed to facilitate online training sessions, to share knowledge and experiences of trainees and to support training courses through different online training tools.

In the next pages, we show you a **recommendation for each of the Training Activities**, including:

- Structure and contents in each workshop.
- Timing of each workshop with a breakdown of the main activities to be done.
- Some tips and suggestions to be included.
- Some things that we shouldn't forget.

These guidelines are only a recommendation that we would like you to follow, but they must be also flexible so in the end the trainers should prepare each of the workshop as they like and think are better, always thinking in achieving the objectives of the training program but taking into account the context and the participants.

TRAINING COURSE PLANNING.

	F2F / ONLINE	PARTICIPANTS	DURATION	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
DETA 1. Introduction to sharing economy and new forms of employment.	F2F	ALL	4H.	1F2F SESSION							
	ONLINE	ALL	4H.	ONLINE							
DETA 2. SHE & NFE digital platforms: how to use and what to know.	F2F	ALL	8H.		1F2F SESSIONS	1F2F SESSION					
	ONLINE	ALL	8H.		ONLINE	ONLINE					
DETA 3. Self-assessment & development of an entrepreneurship / self-employment plan.	F2F	UNEMPLOYED	4H.			1F2F SESSION					
	ONLINE	UNEMPLOYED	4H.				ONLINE				
DETA 4. Legal and financing issues regarding SHE and NFE.	ONLINE	ALL	4H.				ONLINE				
		ALL					ONLINE				
DETA 5. Training in transversal skills for entrepreneurship and self-employment	F2F	UNEMPLOYED	12H.				1F2F SESSIONS	1F2F SESSIONS	1F2F SESSION		
	ONLINE	UNEMPLOYED	8H.						ONLINE	ONLINE	
DETA 6. Sharing experiences and best practices.	F2F	ALL	8H.								1F2F SESSION
WORKING ON SELF-EMPLOYMENT AND ENTREPRENEURSHIP PLANS	ALL	UNEMPLOYED	–	CONTINUOUS TASK							
WEBINARS	ONLINE	ALL	–	WB1	WB2	WB3	WB4	WB5	WB6	WB7	
EXPERTS' SEMINARS	F2F or VIDEO or STREAMING	ALL	2H.		DETA 1-ES1 & ES2 2 HOURS EACH			DETA 4-ES3 & ES4 1 HOUR EACH		DETA 5-ES5 & ES6 1 HOUR EACH	
CO-WORKING SPACE	F2F	UNEMPLOYED	–	CONTINUOUS TASK							
MENTORS / COACHES	F2F & ONLINE	UNEMPLOYED	–	CONTINUOUS TASK							

Step	EXPERIENTIAL TRAINING ACTIVITY 5.3. INTRODUCTION. TRAINING IN TRANSVERSAL SKILLS FOR ENTREPRENEURSHIP AND SELF-EMPLOYMENT. PERSONAL BRANDING
0	<p>-The length of this DETA is estimated in 8 hours distributed in 3 training sessions,</p> <ul style="list-style-type: none"> • 4 hours F2F • 4 hours Online <p>- Don't forget to have the attendance list ready.</p> <p>- Don't forget to take pictures and if possible record some video of the activities.</p> <p>- Coffee breaks in the F2F sessions are not included in the timing, we estimate they can be of 30 minutes, so face to face sessions are going to have 3 hours and 30 minutes of effective work.</p>
0.1	<p>Workshop data:</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Increase the knowledge and skills of trainees about these transversal skills. • Facilitate that trainees can apply these skills to real environments. <p>Participants:</p> <ul style="list-style-type: none"> • Unemployed persons. <p>Competences to be trained:</p> <ul style="list-style-type: none"> • Building partnerships; building positive working relationships (teamwork/collaboration); building trust; Communication. <p>Training contents: TOPIC 2. Entrepreneurship and Self Employment. Boosting Transversal Competences.</p> <p>1. Personal Branding. How to build a solid image and reputation in the SHE and NFE context.</p> <ol style="list-style-type: none"> Personal branding – overview What do you need personal branding for? Building your personal brand – starting point and destination? What is social media? Classification of the social media sites Honeycomb Framework of Social Media Functionality Social media – what is in it for me (at personal level) Social media – what is in it for me (at labour level) Selecting & Managing Social Networks Online reputation management
1	FACE TO FACE SESSION 1 –GUIDELINES, TIMING AND TOOLS
1.1	<p>Opening.</p> <p>- Once attendees have arrived to the classroom, the trainerwelcomes them.</p> <p>- The trainer introduces the objectives, contents and planning of DETA 5.1.</p> <p>- The trainer makes a brief reminder of the concepts and activities done in previous DETA, and leaves some time for doubts and questions that may have arisen in that DETA and that are unresolved.</p> <p>- The objective of this part of the opening is also to connect the contents and activities seen in previous DETA with the contents and activities in DETA 5.1, so trainees can see coherence and the continuity of the course.</p> <p>- Timing: 10 minutes.</p> <p>- Tool: PPT.</p>

1.2	<p>Training contents:</p> <ol style="list-style-type: none"> 1. Personal branding – overview 2. What do you need personal branding for? <p>The trainer will introduce the attendees the concepts, the main objective is that trainees understand “What is personal branding; who needs it and why?”</p> <p>The trainer will introduce the attendees the concept of personal branding by asking trainees to share what they think this topic is about. Knowing what each of the trainees understand under this term is important for the trainer to structure the content in such a way in order to assist them further in their personal branding development. Since personal branding needs time devoted for reflection, self-evaluation of personal qualities, skills and setting personal development goals all the activities suggested below are both suitable for face-to-face and online sessions. The best way to do them is to start the activity in the face-to-face session and then leave it as an assignment to be completed by the trainees themselves. Results/recommendations/advice can be given to the trainees in the forum.</p> <p>For doing so, the trainer will start with an ACTIVITY 1 Group discussion. Methodology:</p> <p>The trainer opens the session with a topic for group discussion “What do I think personal branding is?” and takes answers of the attendees to post-it notes and put them on a board/wall. The aim of this group discussion is to make easier and smoother prelude to the next exercise. The discussion is to set the mind of the trainees into the direction that personal values and beliefs are outwardly expressed in their professional manner and behaviour, hence their personal brand is based on them. There is no need in creating a false image of yourself in order to progress further as your true identity will be revealed sooner or later. Personal branding is much more about your core values, beliefs and professional behaviour”. Therefore, the starting point for building a personal brand is making analysis of who you are and what describes you best.</p> <p>-Timing: 15 minutes - 10 min group discussion and 5 min for the trainer to make a summary -Tool: PPT</p> <ol style="list-style-type: none"> 1. After this activity the trainer introduces the concept behind personal branding – what it includes; what is it for; who is it for; when to start developing oneself personal brand; how to start developing oneself personal brand. 2. The introduction can be made with the help of a previously selected video (see example). <p>For doing so the trainer presents ACTIVITY 2 (EXAMPLE):</p>
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Methodology alternatives:

1) Another video in the respective national language can be used the overview and introduction of the concept for personal branding in general during the face-to-face training. The video can be chosen to be similar to the one given as an example below.

Tips for choosing the video: find one where personal branding is explained more as a theoretical lesson – what is it, who is it for, how to do it. The new video can be used the same approach as described above.

2) An entrepreneur/ self-employed person/ person working in the collaborative economy known for his achievements in personal branding (or just having already explored the path of personal development) can be invited to tell their testimony on how personal branding helped them advance in their career path/ entrepreneurship.

EXAMPLE VIDEOS

<https://www.youtube.com/watch?v=JR3k7Ef9kJI>

This video is very well structured as it describes the “what” and “how” of personal branding for 3 different groups of people, two of which are exactly the target audience of the CO-LAB Project (job seekers, entrepreneurs).

Conclusions.

After the previous steps are done the trainer proposes the trainees to go back to the post-it notes **(Activity 1)** and discuss with them whether their suggestions have been right, their expectations. The trainer can group the trainees depending on their number (EX: 5 groups x 3 trainees) and give each group different part/subtopic of the video for Personal branding 101 (the content is given below).

- met and all questions/doubts are answered.
Include time for questions and interaction.

-**Timing:** 1 hour and 15 min

- **Tool:** video

1.3.	<p>Training Contents:</p> <ol style="list-style-type: none"> 1. Building your personal brand – starting point and destination? <p>The trainer will introduce the attendees the concepts:</p> <ul style="list-style-type: none"> • Personal branding is based on guiding principles & a personal statement <p>For doing so, the trainer will start with <u>ACTIVITY 3: Identifying guiding principles (3 words)</u>. Methodology.</p> <p>After explaining the theory and overview of the personal branding, the trainer asks each of the trainees to think of 3 words that describe them best as a personality with the question “When thinking about yourself and what you have to offer to the world which are the three words that come to your mind? Take your time to reflect but at the same time try to be spontaneous (don’t overthink).” These 3 words do not necessarily need to be stated officially or posted somewhere, they are needed for each of the trainees to clarify what makes them unique and what guides them as persons which is then reflected in their professional life/ career. Those guiding principles should reflect trainees’ own beliefs and values. These words also form the foundation of the personal statement (see next activity). Knowing what guides, you through life and what your purpose is, it is very easy to make further analysis of the personality qualities and skills set.</p> <p>The trainer might want to show his/her own 3 guiding principles in order to show the trainees the direction of thinking and in order to clarify the purpose of this assignment. Then s/he gives the following instructions to the trainees: “write all the words that came to your mind when you heard of that exercise, then think several minutes and narrow down the list”.</p> <p>After this activity the trainer can make a group discussion according to the willingness and readiness of the participants to share their guiding principles with the rest of the group.</p> <p>Methodology alternative: If some of the trainees within the group already know each other the trainer might suggest them to work in pairs (or other group formats) and ask each other “What am I known for”. Then the words can be listed and each of the participants can work to narrow down the list.</p> <p>Conclusions.</p> <p>After the above described activities have been done, the trainer makes a summary of this subtopic, restates the aim of this activity and gives instructions to the trainees how to continue the exercise to be further continued during the online sessions. This exercise is described in details below, in the online sessions section.</p> <p>Timing: 30 min: 20 min individual work + 10 min group discussion (ACTIVITY 3 is foreseen as individual task and results might be discussed in the group)</p> <p>Tool: PPT</p> <p>Include time for questions and discussion.</p>
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1.4.	<p>Training Contents*:</p> <ol style="list-style-type: none"> 1. What is social media? 2. Classification of the social media sites 3. Honeycomb Framework of Social Media Functionality <p>The trainer will introduce the attendees the concepts of*:</p> <ul style="list-style-type: none"> • What is social media and how it functions; which are the most wide-spread social media sites and what to use them for (in terms of personal branding) <p>For doing so, the trainer will start with an explanation of what social media is, what social media networking is and will introduce the main types of social networking sites and will explain their functionalities. After that the trainer will explain the classification of the social media sites.</p> <p>The exposition of the trainer can be enhanced with the help of a previously selected video (see suggested video), especially in the part of the functionalities of the social media sites.</p> <p>SUGGESTED VIDEO: https://www.youtube.com/watch?v=BCjCbqYs_j0</p> <p>Conclusions. After having talked about different social media networking sites and watching the video it is important to verify the participants' understanding that presence on social media sites should be a deliberate choice rather than following a trend among friends and closest circle and it is an activity that should be managed.</p> <p>In order to do so and to ensure a smooth prelude to the next part of the session, the more practically oriented one, the trainer can initiate a discussion with the trainees with the question "On which social media sites you are already present and how did you make your choice?". Discussion is open and free, invited to share are only those who would like to.</p> <p>Include time for questions and discussion.</p> <p>Timing*: Total: 45 minutes: 40 minutes – exposition; 5 minutes group discussion Tool: PPT, video</p> <p>*ALTERNATIVE <i>It might turn out that executing exercises 1.1, 1.2 and 1.3 will fill in the whole time devoted for the F2F session up to now. The trainer is advised to review what is included in here, in this section, and to think about redirecting some exercises as extra activities accessible through the platform. For example, the trainer might start directly with the video explaining the functionalities of the social media and while giving examples of functionalities with concrete social media sites to discuss with trainees which social media is good to use for what. This will allow them to combine both parts of 1.4 (explanation of social media functionalities with video and discussion of presence on social media sites). Thus, the timing can be shortened to 20 minutes.</i> Alternative timing: 20 minutes</p>
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1.5	<p>Training Contents:</p> <ol style="list-style-type: none"> 1. Social media – what is in it for me (at personal level); 2. Social media – what is in it for me (at labour level); 3. Selecting Social Networks <p>Each trainer will introduce the attendees the concept:</p> <ul style="list-style-type: none"> • Social media – what is in it for me depending on my profile (individual/ business level). How to select the most appropriate social networks according to my profile – job seeker/ self-employed/ entrepreneur. <p>For doing so, the trainer will start with ACTIVITY 5* with a group discussion over a previously selected video (see example). The video tells the story of a graphic designer</p> <p>After watching the video the trainer groups the trainees (EX: 5 groups x 3 persons) and each group receives a separate question to answer according to the information given in the video: Where did he find his first job; Where did he search for other opportunities (blog, social media profiles); Which social media has he used, etc?</p> <p>After this activity, the trainer introduces the trainees the main concepts of Social media – what's in it for me depending on my profile and then will introduce the different types of social media (the most widely spread ones). This session ends with showing the participants an infographic with the most widely spread social media sites and explaining the trainees what their online session assignment would be (see below).</p> <p>Methodology alternatives:</p> <ul style="list-style-type: none"> • A real person (best case a person working in SHE/ NFE platforms) can be invited to tell their own story of how being present on social media networking sites has helped them find/ grow in their career/ business/ self-employment endeavour. • Another video in the respective national language telling a personal/ real story of someone whose career/ self-employment/ business benefited from the social media presence. <p>EXAMPLES FOR VIDEOS:</p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=qeHtvuTcy70 <p>Conclusions:</p> <p>The trainer ends this subtopic with a group discussion on whether participants have a clearer view and understanding of what social media is for. This is also the time for Q&A session and for group interaction.</p>
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Training Content:

1. Managing Social Networks

The trainer introduces the concept of managing social networks – on which media sites, how often and when content should be updated. For doing so, the trainer might again group the participants in smaller groups according to their profile – job seekers (one group) and entrepreneurs/self-employed (second group) people. Each group has a different article to read (see examples) as there is a different approach for social media behaviour and management. This will offer the trainees more practically-oriented and tailor-made content according to their profile and according to their aim (whether to find a job or start their own endeavour).

EXAMPLES FOR PRESS ARTICLES:

Entrepreneurs:

<https://www.shopify.com/blog/5130392-top-5-social-media-mistakes-entrepreneurs-make>

Job-seekers:

<https://theundercoverrecruiter.com/social-media-jobseekers-tips-career-savvy/> OR

<http://abranchofholly.com/blog/2015/11/20/how-to-brand-yourself-using-social-media>

After finishing this activity each of the groups receives a list with questions to answer. In the end both groups have the opportunity to present in front of the other group. In the end the trainer together with the trainees outline and list similarities between the two groups.

Timing: 60 minutes.

Tool: PDF;

***ALTERNATIVE**

Since this Activity 5 is planned to take 1 hour and it includes both video watching, group discussion, then articles reading and then again group discussion it might be already too exhausting for trainees especially when they have done already the previous activities. Having said this, the trainer is advised to think over the following alternative steps:

- decide prior to the start of the training whether a person can be invited as real-life example to witness how social media has helped them start/ grow their career/ entrepreneurial experience. This might shorten the timing of 1.5 as a whole as both exercises (the video watching and the article reading) can be done with the invited person;

- If there will be a person with a testimony on how social media helped them grow in their career/ business but cannot be present at the F2F sessions, the trainer might schedule a webinar with the participants. In this case the trainer must arrange the date and time while at the F2F session and to give instructions to trainees how to participate in the webinar (technical requirements plus rule for participating in an online session. Please refer to Online session 2 for more guidelines on to schedule the webinar;

-if there is no option a person to be invited to the sessions then the trainer is advised to revise the video and chose only some sections of it. The video is 16 min, can be shortened to 7-8min with putting it on pause and discussion might be done simultaneously while watching it – altogether it may take 20 min instead of 60 minutes.

Alternative timing: 20 minutes

*- trainer is advised to review articles in advance and depending on the decisions taken on the previous steps (whether there will be an invitee to interact with trainees or video for the graphic designer case will be shortened) to decide how to conduct **Activity 1.5**. The articles for reading can be well planned for the “**Online session 2/ Activity 3. Choose on which social media sites to be present on and open/register profile there**”, where trainees can be given additional 0,5 hrs to complete both tasks, including the one that is already described in that section.*



1.6	<ul style="list-style-type: none"> • The trainer ask trainees for feedback, tries to solve all possible doubts and questions. • The trainer explains the trainees how the online training sessions are going to run and what is expected from them, and explains in a specific way the activities that will be done in the next online training session. • The trainer summons the students for the next F2F training session. <p>Include time for questions and interaction. Timing: 15 minutes. Tool: PPT</p>
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2	ONLINE SESSION 1 – GUIDELINES, TIMING AND TOOLS
2.0	<p>The trainer has already designed the online session and uploaded it in the e-Training Platform.</p> <p>Things to be done online:</p> <ul style="list-style-type: none"> • Trainees must read, see and download (if they want), the training materials (PPT, Word document, complementary readings, etc.) for Topic 2. Personal Branding.
2.1	<p>Activity 1</p> <p>This online activity is related with F2F session on “Personal branding – overview. What do you need personal branding for?”</p> <p>Participants download the e-book of Colin Wright “Personal branding” and read the sections given by the trainer. After that they should list some areas which they didn’t expect to be part of personal branding.</p> <p>The aim of this activity is to activate participants to research the topic and give them a deep and thorough understanding of personal branding is and what it includes at their own pace.</p> <p>Timing: 1 hour Tool: e-book PDF</p> <p>Complimentary Reading about personal branding overview https://en.wikipedia.org/wiki/Personal_branding</p>
2.2	<p>Activity 2</p> <ul style="list-style-type: none"> • Developing a personal statement <p>This activity is based on the exercise given in F2F “ACTIVITY 3 Identifying guiding principles (3 words)”. Trainees should have started already during their class activity with identification 3 words as guiding principles for their personality. Now they should further develop those guiding principles into their mission statement. Each of the participants have to write their mission statements and share them either in the forum online or in person with the trainer.</p> <p>The mission statement should not be more than 5 sentences. Timing: 1 hour Tool: word document</p> <p>Complimentary readings on personal branding development: https://sproutsocial.com/insights/personal-branding/ https://www.levo.com/posts/3-steps-to-defining-your-personal-brand https://www.betterbrandingcourse.com/article/cohesive-branding-as-a-multi-passionate-creative http://www.creativeandcoffee.com/what-is-branding-why-is-it-so-important/ http://freedomjunkies.com/how-do-i-put-myself-out-there-and-grow-my-brand-when-i-am-very-shy/ Complimentary reading on mission statements: https://www.forbes.com/forbes/welcome/?toURL=https://www.forbes.com/sites/drewhendricks/2014/11/10/personal-mission-statement-of-14-ceos-and-lessons-you-need-to-learn/&refURL=&referrer= https://well.blogs.nytimes.com/2015/01/05/personal-coaches-and-mission-statements/?_r=0 </p>



3	ONLINE SESSION 2– GUIDELINES, TIMING AND TOOLS
3.0	<p>The trainer has already designed the online session and uploaded it in the e-Training Platform.</p> <p>Things to be done online:</p> <ul style="list-style-type: none"> • Trainees must read, see and download (if they want), the training materials (PPT, Word document, complementary readings, etc.) for Topic 2. Personal Branding.

3.1	<p>Activity 3*.</p> <ul style="list-style-type: none"> • Choose on which social media sites to be present on and open/register profile there. <p>Participants are advised to open profiles based on their mission statements – what is their purpose (finding a job or starting their own business). In order to make the right decision the following complimentary readings are at their disposal (see below the links). They can refer to the infographics shown to them during the F2F session anytime in order to support their choice. If some of the participants state that they are already present at some of the social media sites, they are strongly advised to carefully examine those profiles and if those are used more for personal life, or are more for fun then they are invited to consider opening another account on the same social media site but to be used for professional purposes.</p> <p>The choice for the social media presence can be made also having in mind the F2F session regarding managing social media presence. For example, if a person wants to open their shop online and they are the only employee, then they are advised to be present do not more than 2 social media sites as this will allow them keep those profiles updated on a regular basis.</p> <p>Upon completion of this online activity participants are invited to share with the trainer which social media sites they have chosen. The trainer then provides them with infographics on how to further improve those profiles (select the respective infographic on how to improve your profile on...EX: LinkedIn, Facebook, etc.)</p> <p>Timing: 1 hour*</p> <p>Tool: word document</p> <p>Complimentary reading on choosing the right social media sites – general overview https://www.statista.com/statistics/260808/social-network-penetration-in-western-europe/ https://blog.pepper.com/these-are-europes-biggest-social-networks/</p> <p>Complimentary reading on selecting the right social media for me https://blog.wishpond.com/post/72672192941/social-media-marketing-which-platform-is-right-for https://www.searchenginepeople.com/blog/925-social-media-platforms-around-the-world.html</p> <p>ALTERNATIVE*</p> <p><i>Please note that this online session can include additional exercise for the trainees depending on the decisions the trainers has taken under Activity 1.5, namely whether articles for reading under Activity 1.5. are included in here. In this case trainees will be given additional 0,5 hrs to complete both tasks, including the one that is already described above in this section.</i></p> <p><i>If there is a decision taken by the trainer to invite a person to interact with trainees but during the online session as a webinar, they might give the above exercises as extra activities accessible to trainees and to use the 1 hour for having an online discussion between the invitee and the trainees. If this option is chosen trainees will be given instructions prior to the webinar about the date and time of the online meeting, the technical requirements and some basic rules for participating in an online session depending on the tool chosen for the webinar.</i></p> <p><i>Example of rules are:</i></p> <ol style="list-style-type: none"> <i>1) all participants might sign in/ join the webinar at the arranged time</i> <i>2) if someone is late please sign in/ join silently and try to understand and immerse into the discussion, do not interrupt the conversation to apologize for being late;</i> <i>3) always put your microphone on mute to avoid side noise;</i> <i>4) If unable to connect get in touch with the trainer and wait patiently until problem is solved. Do not write to participants in the discussion as this will distract them.</i> <i>5) Other specific rules if any, either given by the invitee or the trainer.</i>
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3.2	<p>Activity 4</p> <ul style="list-style-type: none"> • Make a strategy for update of your social media profile. <p>From the infographics uploaded in the folder for this online session please choose the infographic which is for your preferred social media and make a strategy according to the instructions given there. (EX: if you have selected Facebook, then choose the infographic which is for Facebook and try to make a 1-month plan on what to post on that profile.</p> <p>Complimentary readings on why manage your brand: https://theundercoverrecruiter.com/things-damage-brand/</p> <p>Timing: 1 hour Tool: Infographics, Word document</p>
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3	TRANSVERSAL TRAINING – CO WORKING SPACES AND COACH/MENTOR
3.1	<p>The trainees will have the possibility of having a co-working space along the course in the facilities of the training organizations. In these co-working spaces, they will work on the training course activities and also will boost their entrepreneur and self-employment plans and activities. The facilities will have internet connection and they could decide if they attend to online sessions in these spaces.</p> <p>Regarding DETA 5.1, trainees will work on:</p> <ul style="list-style-type: none"> • Update of Self-Diagnosis: • Trainees will test and use several available personal branding self-diagnosis tools given by the trainers. • Trainees will update their self-diagnosis and will introduce them as “things to improve” in the self-employment plan • Update of Self-Employment Plan: • Trainees will get deeper and will evaluate what kind of personal branding they need to be engaged in SHE environments and platforms and how could better fit it with their own Self-Employment Plan.
3.2	<p>The trainees will have along the course the support (online and/or F2F) of a coach/mentor, that will help them to develop the activities and will try answer the doubts that can arise.</p> <p>The main objective of this coach/mentor is to facilitate that trainees, not only achieve the training objectives, but that they boost their entrepreneur or self-employment plans.</p> <p>The coach/mentor, will facilitate an alternative agenda with SHE and NFE (or related areas like ICT, etc.) events, forums, tv programs, press articles, etc. that keep trainees updated with all the things that happen around the SHE and NFE concepts in their cities and in the world.</p> <p>Coach/mentor will also boost the knowledge sharing among trainees.</p> <p>Regarding DETA 5.1, coach/mentor, will follow up:</p> <ul style="list-style-type: none"> • Online Session 1, activities 1 and 2. • Online Session2, activities3 and 4. • Knowledge Sharing in the co-virtual space and boosting the forum by sending the trainees questions, reflections on the subject, news that he or she has found, etc. • COACH/MENTOR will be available in specific schedule for checking and supporting trainees