

Personal Impact and Brand: Facilitator Guide

Overview and Purpose

This session is designed to give students an insight into what a personal brand is, why it is important and how to build their own.

It is important that students are aware of the expectations of the workplace, and are equipped to understand and manage their impact on those around them. This session allows students to improve their self-awareness, and explore the different ways in which they can present themselves.

Objectives

Students will be able to:

- Understand the ways in which their behaviours and attitudes can impact others
- Understand how they can draw on their skills, experiences and values to promote themselves
- Come up with strategies to create a positive impact in their school or place of work

Vocabulary

Professionalism: The behaviour and attitudes expected of someone in a work or business environment.

Reputation: The beliefs and opinions that other people hold about you; their perception of you.

Preparation / Materials Needed

- Chart Paper / Post It Notes
- Marker pens
- Activity sheet
- Download the session PowerPoint

For virtual delivery, students can make their own notes (on paper or on a device) and can download their own copy of the activities pack.

Agenda

Getting Started (10 min)

- What is personal brand?

Building a personal brand (45 min)

- Why is personal brand important?
- How can you make a positive impact?
- Activity: what is your personal brand?

Wrap-up & Reflection (5 mins)

- Reflection on the session and its learning objectives

Teaching Guide

Section 1: Getting Started (10 minutes)

Share the agenda of the session on the screen (slide 2).

Read through the definitions of personal brand on Slide 4. Personal brand is the way in which you present yourself to the world. Your unique combination of skills, experience and values is reflected in your behaviour and communication, which then forms your **reputation**.

Ask the class to spend **3 minutes** working individually to create a mindmap of the things that they think might be involved in personal brand. They should then compare these with a partner, before feeding back as a group (slide 5).

Section 2: Building a Personal Brand (45 minutes)

Importance of Personal Brand

Ask the students how long they think it takes for our impressions or judgements of people to become fully formed when meeting them for the first time. Take guesses from the class, before revealing the correct answer (30 seconds) on slide 8.

The speed at which opinions are formed emphasises the importance of being aware of your personal brand. Ask the students what the consequences of making a poor impression on people could be. The impact that you have on people affects the way in which they react to your actions, and informs their treatment of you. It is therefore important to be mindful of the image you present to the world, and always remember to treat people with the respect you would like to receive.

Building Your Brand

Activity: get the students to pick a person that they think has a great personal brand. This could be someone that they know personally, or someone famous. They will then have 60 seconds to talk to their partners about this person, without pausing, going off topic, or repeating themselves. Whilst the first student talks, their partner will have to write down as many aspects of personal brand that their partner mentions as possible. Swap roles, and then feedback as a group, reflecting on any recurring features of a positive personal brand.

Once you have reflected as a class, talk through slide 12. This provides some strategies that enable people to create a positive personal brand. Ask the students if they can think of any others.

Moving onto slide 13, explain to students that the features of a positive personal brand can be divided into four categories: skills, experiences, values and attitudes. Define these categories, before asking students to come up with an example for each one.

Building Your Brand: Activity

Using the example answer on slide 16, ask the students to come up with three things that they would like to be known for from each category. They can use the grid on the activity sheet provided in order to do this, or draw it out themselves on paper. This will give them an idea of the impression that they would like to create with their personal brand. After 5 minutes working independently on their answers, ask for students to volunteer to share one thing they would like to be known for.

Ask the students to think about how they can use the behaviours that they discussed on slide 12 to model the personal brands that they have just created. Reflect on which of the behaviours they think will be most useful to them.

Section 3: Wrap Up & Reflection (5 minutes)

Time for students to reflect on what they have learnt from this session. Use the questions on slide 18 as a reference or discussion starter to recap the main points that students have learned. Remind students that there is no one size fits all model for a personal brand. They should spend time thinking about the values that are most important to them, and how they can display them in their personal, school and work lives.

Ask students to consider the reflective questions on slide 19 as they leave the session.

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