

Personal Brands, Part 1

SUBMITTED BY: Kathryn McGinn

SUBJECT(S): Career Development

GRADE LEVEL(S): 9, 10, 11, 12

≡ OVERVIEW:

Students will reflect on their own strengths and achievements while participating in interviews with partners. Students will use the information gleaned from these interviews to create “movie posters,” which they will use to introduce their partners to the class. While this lesson can be used on its own, it is also the first lesson in a series designed to help students think about their personal “brands” as they begin a process of career development.

≡ NBEA STANDARD(S):

- Career Development, I. Self-Awareness

≡ RELATED ARTICLES:

- [“The Business Behind the Swagger: A Look at the ‘3 Kings’ of Hip-Hop”](#)
- [“Roadtrip! A Year of Brand Building and Self Discovery Inside the Wienermobile”](#)
- [“Part II: Hip Hop Artist Kayvon Asemani on Building His Brand and Controlling His Destiny”](#)
- [“MoZIAH Bridges Is Bringing Dapper Back”](#)
- [“ManCans Founder Hart Main Is Well Prepared for College Life”](#)
- [“Educator Toolkit: Building Your Brand”](#)
- [“Companies Respond to the Tide Pod Challenge”](#)
- [“Career Spotlight: Scientist Charu Chaudhry on Life in a Big Biopharmaceutical Lab”](#)
- [“Building a ‘Work Brand’ that People Will Brag About”](#)

Common Core Standard(s):

- ELA CCR Reading 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ELA CCR Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ELA CCR Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ELA CCR Speaking and Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ELA CCR Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Objectives/Purposes:

- Students will reflect on their skills and accomplishments.
- Students will discuss future goals.
- Students will creatively introduce each other to their peers.
- Students will begin to reflect on the concept of “brand” as it relates to individuals.

Knowledge@Wharton Article:

- [Career Assessment: Getting in Touch with Your Talents](#)

Other Resources/Materials:

- Newsprint/construction paper
- Markers
- Interview questions ([Handout A](#))
- Practice Outside the Classroom Suggestions ([Handout B](#))

Activities:

1. Write “Self-Awareness” on the board. Ask students what they think it means, and discuss why self-awareness is important for anyone embarking on a job search.

(5 mins)

2. Read “Career Assessment” aloud with students. Discuss the following questions with students, and try to address the key points below each question:
 - How did Tajamala Lester realize her career goals? What steps did she take to achieve them?
 - Gradual process: worked at a media company interviewing venture capitalists, realized she wanted to be an entrepreneur, enrolled in an MBA program in corporate finance
 - What kind of self-assessment does Barbara Blissert recommend?
 - Teens should take personality tests to get an idea of their personality types
 - Get in touch with yourself through career counseling
 - Ask students how many of them know what they want to do after high school, and have a couple students share how they developed their plans.

(5 mins)

3. Explain that in this unit, we are going to think about self-awareness and use self-awareness to help create personal brands (more on that later!). As a first step, students are going to share a bit about themselves with each other, using the provided interview guide. Students take notes on their partners’ responses.

(10 mins)

4. Students use the information gathered in their interviews to create a “movie poster” to introduce their partner to the class. Essentially, the movie poster is a creative way to display their partners’ responses to the questions; students pretend their interviewee is the subject of an exciting new film. Using construction paper and markers, students each create a poster that includes:

1. Title: a word or phrase that relates to an important part of the interviewee's life;
2. Adjectives (at least five): words that describe the interviewee's strengths and abilities;
3. Plot "teasers" (at least two): short descriptions of important events or accomplishments that are part of the interviewee's life;
4. Illustration: image that represents one of the interviewee's future goals

Encourage students to use their creativity, and they may include even more than the required elements on the movie poster, as long as the elements represent important features of the interviewee's life/goals.

(10 mins)

5. Students use the posters to introduce each other to the rest of the class.

(5 mins)

Tying It All Together:

Ask students to think about what they learned about themselves through participating in the interview process. Introduce the term "Brand" (A mark, a name, or a logo indicating who made a product. Brand can also include the reputation or the meaning of a product, including all of the thoughts and feelings associated with a name, logo, *or a person.*) Have students look at their movie posters and think about which words/phrases best describe their own personal brand. What adjectives might they add?

(5 mins)

Practice Outside of the Classroom:

Hand out the following information and encourage students to explore more online about the idea of self-assessment:

In "Career Assessment: Getting in Touch with Your Talents," Lester describes taking the Myers-Briggs personality test to learn more about herself. While you have to pay money to take the actual test, you can read more about the different Myers-Briggs personality types for free on the

Internet. Encourage students to visit some websites and think about what personality type best describes them. Some useful sites:

<http://www.humanmetrics.com/cgi-win/jtypes2.asp> (not an official version, but fun to try)

<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

http://en.wikipedia.org/wiki/Myers-Briggs_Type_Indicator

(5 mins)

What Worked and What I Would Do Differently:

I used this lesson to help the students get to know one another, as it was the first class for a summer course. This lesson may be less useful/enjoyable if students already know each other. However, I think if this activity is framed as an opportunity for students to begin to think about their own personal brands, they can still benefit from making movie posters about their partners, as well as from seeing how their partners choose to portray them.

There was not extra time when I taught this lesson, but if a teacher has a longer class period or extra time to fill, it would be fun to look at some of the sample Myers-Briggs personality tests together online.

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