

# Personal Brands, Part 2

**SUBMITTED BY:** Kathryn McGinn

**SUBJECT(S):** Career Development

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

## ≡ OVERVIEW:

Students will consider the terms “Brand,” “Branding,” “Brand Strategy,” and “Brand Equity” in the context of individuals and think about how/why celebrities, entrepreneurs and everyday job-seekers create “personal brand images.” Students will read different articles about personal brands and work in groups to share their findings.

## ≡ NBEA STANDARD(S):

- Career Development, I. Self-Awareness

## ≡ RELATED ARTICLES:

- [“What Does That Selfie Say About You?”](#)
- [“The Business Behind the Swagger: A Look at the ‘3 Kings’ of Hip-Hop”](#)
- [“The Art and Skill of Effective Public Speaking”](#)
- [“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”](#)
- [“Miss at la Playa: Mónica Parga Is Spain’s Free Spirit Fashion Blogger”](#)
- [“Meet One of the World’s Most Well-Traveled Teens”](#)
- [“ManCans Founder Hart Main Is Well Prepared for College Life”](#)
- [“International Student Athletes Learn How to Compete at U.S. Colleges”](#)

- “From Bioscience to Haute Couture: Tony Wang’s Wide-Ranging World”
- “Educator Toolkit: Building Your Brand”
- “Crowdfunding, Creativity and Kickflips Inside a Church in Spain”
- “Building a ‘Work Brand’ that People Will Brag About”

**Knowledge@Wharton Articles:**

- “You Are Your Brand: Defining a Personal Leadership Style”
- “Tales from the Trenches: Lessons from 30 Years of Career Warfare”

**Common Core Standard(s):**

- ELA CCR Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELA CCR Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELA CCR Reading 1: Reading 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 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- 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.

**Objectives/Purposes:**

- Students will understand the following terms: Brand, Branding, Brand Strategy, and Brand Equity.
- Students will read and understand texts that discuss personal brand images.
- Students will work constructively in groups to share information about creating personal brand images.

**Other Resources/Materials:**

- Handout with terms: Brand, Branding, Brand Strategy, and Brand Equity ([Handout A](#))
- Celebrity brand graphic organizer ([Handout B](#))
- Personal brand graphic organizer for note-taking on articles ([Handout C](#))

### Activities:

1. Hand out sheet with definitions for “Brand,” “Branding,” “Brand strategy” and “Brand Equity.” Discuss and go over examples for each term.

**Brand:** The dictionary definition of a brand is a mark, a name, or a logo indicating who made a product. However, brand means more than that. Brand is better defined as a reputation, the meaning, including all of the thoughts and feelings associated with that name or logo. My favorite brand of car is Mini.

**Branding:** To give a product a distinctive identity by means of characteristic design packaging in advertising. M&M has successfully branded its chocolates through its vibrantly colored candy coating, each marked with an M, trademark characters, several product varieties, and catchy slogan “melts in your mouth, not in your hands.”

**Brand Strategy:** A plan for sustaining or building the meaning of a brand in consumers’ minds. This includes determining which consumers would most like the brand, and how best to communicate what the brand is all about, and what it can offer to those consumers. FedEx has developed a successful brand strategy, aimed at reliably delivering packages anywhere around the world the following day.

**Brand equity:** refers to the marketing of facts that are uniquely attributable to the brand. In particular, brand equity captures the outcomes, including how aware consumers are of the product, how much they like it, how committed they are to it and how much they’re willing to pay for it, that result from a product’s name — for example, Coca-Cola — that would not occur if the same product did not bear that name — example, a generic cola.

*(5 mins)*

2. Explain that not only do products have brands, but people can have their own brands, and the terms branding, brand strategy and brand equity can apply to people. Hand out Celebrity Brands graphic organizer. Using the example of Oprah, go through the first row of the chart with the students.

<b>Celebrity</b>	<b>Brand:</b> <i>What words/phrases come to mind when you see this celebrity?</i>	<b>Branding:</b> <i>What does the celebrity do/wear/say to convey his/her brand message?</i>	<b>Brand Strategy:</b> <i>To whom does the celebrity appeal? How does the celebrity reach those individuals?</i>	<b>Brand Equity:</b> <i>How successful has the celebrity been in creating his/her own unique and successful brand? How can you measure his/her success?</i>
<p>Example 1: Oprah</p>	<ul style="list-style-type: none"> <li>• · Compassionate</li> <li>• · Spiritual</li> <li>• · Her Own Person</li> <li>• · Charismatic</li> <li>• · Trustworthy</li> </ul>	<ul style="list-style-type: none"> <li>• Created her own network that has television shows that relate to her values and interests</li> <li>• Endorses other products/people who share her values and interests (e.g., Dr. Phil, Dr. Oz, Bob Greene, etc.)               <ul style="list-style-type: none"> <li>• Middle-aged women: she picks topics to address that are important to women</li> </ul> </li> <li>• She used to reach women</li> </ul>		

through  
her  
television  
show, but  
she also  
has a  
magazine  
and her  
own  
network

- Very successful – everyone knows who Oprah is, and you don't even have to say her last name
- When she picks a book, everyone buys it. When she had a television show, lots of people watched it

(5 mins)

3. Ask students to pick two additional celebrities and complete the chart working in pairs. (If students have trouble thinking of brand-worthy celebrities, visit *Forbes* “Celebrity 100” <http://www.forbes.com/wealth/celebrities>). When students have completed their charts, have groups share one example each.

(10 mins)

4. Hand out the four articles above so that they are evenly divided among the students. Hand out Personal Brands Graphic Organizer. Students read their assigned articles and then work with students who have the *same* article to complete their row of the chart.

(10 mins)

5. After students complete their own rows, re-organize groups so that each group has one reader of each article. The students share their findings with one another and complete the chart. Students should address key points below:

Article	How is “personal brand” defined in the article?	How do the subjects of the article create their own personal brands?	According to the article, why is having a personal brand important?
You Are your Brand: Defining a Personal Leadership Style	How you characterize yourself as a leader.	They try to act out their leadership philosophies on the job. For example, Meryl Golden’s brand is “work hard, play hard” and she tries to keep her job in perspective and nurture others.	Helps leaders be successful in the corporate world. Having a personal brand can also help with networking.
Tales from the Trenches: Lessons from 30 Years of Career Warfare	Your personal reputation.	Paying attention to “seemingly minor moments that can push you forward.” Being respectful to your superiors but also putting forward your own ideas.	Having a strong personal brand is how you push your career forward. Your reputation is what will help you get ahead in the business world.

<p>Miss at la Playa: Mónica Parga is Spain's Free Spirit Fashion Blogger</p>	<p>Personal brand is what makes her different from other bloggers, providing original content.</p>	<p>Through her blog, in which she discusses her "passion for fashion, art, and photography." Tries to be the first person to talk about new topics in the world of fashion.</p>	<p>It helps build trust between a blogger and her readers.</p>
<p>From Bioscience to Haute Couture: Tony Wang's Wide Ranging World</p>	<p>A summary of your professional experiences, what you've done, and how you want to be judged.</p>	<p>Starts with his resume, who he networks with, and what he tells them about himself. He primarily builds his personal brand online through his blog, but he takes advantage of any/all social networks.</p>	<p>It helps you make connections and get recognized.</p>

*(5 minutes)*

6. Discuss the chart/articles as a class. What do the articles have in common? What questions do students have about the concept of "personal brand"?

*(5 minutes)*

**Tying It All Together:**

Ask students to think about how developing a personal brand could help them when they're applying to colleges or looking for jobs. What lessons can students take from how celebrities, entrepreneurs and businesspeople have created their own brands?

**Practice Outside of the Classroom:** When you watch TV or read a magazine or the newspaper, pay attention to people who "brand" themselves. What do these individuals represent? What brand strategies do they employ? How much brand equity do they have?

**What Worked and What I Would Do Differently:**

This lesson runs a little long, and if you only have 45 minutes, it's hard to fit everything in. If you are worried about time, you may complete the "Celebrity Brands" graphic organizer as a class,

not breaking into groups, in order to move more quickly through that part of the lesson. In addition, steps 5 and 6 can be combined: rather than having students reconvene in new groups, you can go over the chart as a class to save time.

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