

# The Importance of Developing a Personal Brand (Lesson 2)

**SUBMITTED BY:** Knowledge@Wharton Summer  
Educator

**SUBJECT(S):** Management

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

## ≡ OVERVIEW:

This second of two lessons focuses on Janet Hanson’s views on the importance of developing a “personal brand,” which she suggests shapes one’s leadership style. In the first lesson, students experimented with this concept by speculating on the personal brands of well-known celebrities. In this lesson, they will engage in the process of defining their own personal brand, which will serve in helping them reach their next most important life goal.

## ≡ NBEA STANDARD(S):

- Management, IV. Personal Management Skills

## ≡ RELATED ARTICLES:

- [“What Does That Selfie Say About You?”](#)
- [“The Business Behind the Swagger: A Look at the ‘3 Kings’ of Hip-Hop”](#)
- [“Part II: Hip Hop Artist Kayvon Asemani on Building His Brand and Controlling His Destiny”](#)
- [“Mo’Nique Bridges Is Bringing Dapper Back”](#)
- [“Lessons from the ‘Board’ Room: A Watercraft Maker Talks Beaches and Business”](#)
- [“Great Leaders Recognize and Value the Power of Emotions”](#)
- [“Following Trends at the Intersection of Fashion and Business”](#)

- “Educator Toolkit: Building Your Brand”
- “Building a ‘Work Brand’ that People Will Brag About”

### Common Core Standards:

- CCR Reading Standard for Informational Text: Determine the central idea of a text and provide an objective summary of the text.
- CCR Reading Standard for Informational Text: Determine the meaning of words and phrases as they are used in a text.
- CCR Speaking and Listening: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively
- CCR Writing: Produce clear and coherent writing in which the development, organization and style are appropriate to the task, purpose and audience.

### Knowledge@Wharton Article: “You Are your Brand: Defining a Personal Leadership Style”

### Other Resources/Materials:

- Internet Access and a Projector
- [Handout: Personal Survey Sheet](#)

### Activities:

- 1) Introduce the article: “You are Your Brand: Defining a Personal Leadership Style.” (For a change of pace, try reading it aloud as the students read with you. In doing so, you get to illustrate what it means to read actively as you stop and question/highlight various points along the way).
- 2) Discuss with students the concept of a personal brand as described in the article.
  - a. What could this mean for them in reaching the next big step in their lives?
- 3) Inform the students that they will be working on figuring out their own personal brand.

- 4) Provide students with a personal inventory sheet to help stimulate their thinking about the kind of personal brand they want to develop (see attached handout).
- 5) Have students share some of the things that came to their mind while doing the survey.
- 6) Engage students in talking about how they think they will achieve the personal brand they want. What will it take? What challenges must they first overcome? Is there someone that they hope to emulate? Why? Is there a timeline for achieving this personal brand? Where might they get help in doing so? How much of the brand depends on their personal efforts vs. the perceptions of others? (You could post these discussion questions for everyone to see).
- 7) Have students write a one-to-two page essay about the personal brand they aim to achieve and how they will go about doing it. They should feel free to build on the points discussed earlier, in addition to using their personal inventory sheets for inspiration. Encourage students to also add a graphic or picture to amplify their personal brand.

**Practice Outside of the Classroom:** Have students get feedback from others about themselves (survey family and friends). This information can be really helpful to the students in making them into the kind of people they want to be. Encourage students to read a biography or autobiography to learn more about someone they admire and would like to emulate.