INSPIRE

COLLABORATION AND DESIGN SOCIAL CAMPAIGNS

INSPIRE

Overview of the module

LESSON 01

Start networking

1. Demonstrate knowledge of the benefits of networking and how to get active in the process of expanding your network

LESSON 02

Getting over obstacles and gaining greater confidence

2. Analyzing, setting your mind and raise your self awareness.

LESSON 03

Analyzing your network

3. map your personal and operational networks
4. Identify your strategic network
5. Find out which people you use to:
    - know what's going on
    - get new perspectives
    - get help with development (mentors)

LESSON 04

Social Campaigns

6. Identify and select the most effective channels to reach out digitally with their message
7. Create a plan to test the spread via social media.
8. Gain knowledge of how to plan and structure events.

Suggested time for the whole Module: 23 hours

LESSON 01

Lesson Objectives:

1. Demonstrate knowledge of the benefits of networking and how to get active in the process of expanding your network

ACTIVITY 1.1 PRESENTATION. AN INTRODUCTORY AND WARM-UP ACTIVITY

Intended Learning Outcomes:

30 minutes

Sheets of paper, pens..etc

1. Get to know your neighbour, who they are and what gets them going.

LECTURER ACTIVITY

The interview is to make the learners feel relaxed in their new constellation. By interviewing each other instead of just introducing yourself is a great way of creating interest and ease any pressure that comes along when you have to introduce yourself. After the lesson, let them know this is a first step into their new networks and social collaboration.

LEARNER ACTIVITY

The learner is to ask questions, at least the ones presented by the lecturer, and pay attention to the answers so they can introduce each other. Some support by the interviewed while doing so is ok. All to make this into a comfortable situation for all.

LINKS TO OBJECTIVE

Link to further information about different ways to introduce people to each other:

https://www.wikihow.com/Introduce-Friends-to-Other-Friends

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ACTIVITY 1.2 DISCOVER/MAPPING THE PURPOSE OF NETWORKING AND SOCIAL COLLABORATION

Intended Learning Outcomes

2. Discover the group's collective knowledge by seeing how aware they are about their networks and networking.

3. Discover which contact brought me here.

60 minutes

Paper and pen

LECTURER ACTIVITY

The group is to map their way in to this training.

Divide into groups of 5-6 learners. Tell Each student to present the person who is the reason for being here today. They are to describe their relationship with this person, and what motivated them to participate in the training.

LEARNER ACTIVITY

Present the person who is the reason for being here today in your group. Describe your relationship with this person, and what motivated you to participate in the training.

LINKS TO OBJECTIVE

Mulder, P. (2019). Benne and Sheats Group Roles. Retrieved [20th May] from ToolsHero:

https://www.toolshero.com/leadership/benne-sheats-group-roles/

ACTIVITY 1.3 DIFFERENT TYPES OF NETWORKS

Intended Learning Outcomes

4. Identify different types of networks
5. Compare and sort contacts in different networks, based on examples
6. Justify why all types of networks are needed and important

120 minutes

https://2012books.lardbucket.org/books/management-principles-v1.1/s13-05-personal-operational-and-strat.html

LECTURER ACTIVITY

Read the literature and prepare yourself before starting this session.

Show and explain different examples of networks: personal network, operational network and strategic network. This lesson is taken from the book Management-principles by Mason Carpenter,Talya Bauer and Berrin Erdogan, used by permission.

Networking: creating a fabric of personal contacts to provide the support, feedback, and resources needed to get things done. Yet many managers avoid networking. Some think they don't have time for it. Others disdain it as manipulative. To succeed as a manager, Ibarra recommends building three types of networks:

- Personal-kindred spirits outside your organization who can help you with personal advancement.

- Operational-people you need to accomplish your assigned, routine tasks.

- Strategic-people outside your control who will enable you to reach key organizational objectives.

These networks, their purpose, and how to build network membership, are summarized in "Personal, Operational, and Strategic Networks." Most importantly, Ibarra's work suggests that leaders need to possess all three types of networks, and not just one or two. Let's take a look at each one of these networks.

	The purpose of this network is to…	If you want to find network members, try…
Personal network	exchange important referrals and needed outside information; develop professional skills through coaching and mentoring	participating in alumni groups, clubs, professional associations, and personal interest communities.
Operational network	get your work done, and get it done efficiently.	identifying individuals who can block or support a project.
Strategic network	figure out future priorities and challenges; get stakeholder support for them.	identifying lateral and vertical relationships with other functional and business unit managers-people outside your immediate control-who can help you determine how your role and contribution fit into the overall picture.

Personal Networks

"Personal networks are largely external, made up of discretionary links to people outside the workplace with whom we have something in common. As a result, what makes a personal network powerful is its referral potential. According to the famous six degrees of separation principle, our personal contacts are valuable to the extent that they help us reach, in as few connections as possible, the far-off person who has the information we need."Ibarra, H., & Hunter, M. (2007, January). How leaders create and use networks, *Harvard Business Review*, 2–8 (quote, 5)

Personal networking engages kindred spirits from outside an organization in an individual's efforts to learn and find opportunities for personal advancement. **Personal networks** are one's circle of casual acquaintances, typically composed of people outside of the company you work for. Before you have a job in a particular company, many of your network ties are personal, oriented toward current interests and future potential interests. Key contacts are typically discretionary-that is, it is not always clear who is most relevant.

Most personal networks are highly clustered-that is, your friends are likely to be friends with one another as well. And, if you made those friends by introducing yourself to them (as opposed to being introduced by a mutual acquaintance), the chances are high that their experiences and perspectives echo your own. Ideas generated within a personal network typically circulate among the same people with shared views. This creates the risk that a potential winning idea can go unexploited if no one in the group has what it takes to bring that idea to fruition.

But what if someone within that cluster knows someone else who belongs to a whole different group? That connection, formed by an information broker, can expose your idea to a new world, filled with fresh opportunities for success. Diversity and breadth, that is, reaching out to contacts who can make referrals, makes the difference. Through professional associations, alumni groups, clubs, and personal interest communities, managers gain new perspectives that allow them to advance in their careers. This is what we mean by personal networking.

While personal networks are important, particularly to the extent that they provide you with valuable resources and access to needed resources, the challenge is to convert them into network resources that also help with operational and strategic needs. Too often, however, those individuals in the personal network just aren't the right types of ties to be beneficial operationally or strategically, which is why you need to look at broadening your network to address operating and strategic needs.

Operational Networks

"All managers need to build good working relationships with the people who can help them do their jobs. The number and breadth of people involved can be impressive-such operational networks include not only direct reports and superiors but also peers within an operational unit, other internal players with the power to block or support a project, and key outsiders such as suppliers, distributors, and customers. The purpose of this type of networking is to ensure coordination and cooperation among people who have to know and trust one another in order to accomplish their immediate tasks…Either you're necessary to the job and helping to get it done, or you're not."Ibarra, H., & Hunter, M. (2007, January). How leaders create and use networks, *Harvard Business Review*, 2–8 (quote, 3).

On the basis of a close study of 30 emerging leaders, Ibarra and Hunter found that operational networking was geared toward doing one's assigned tasks more effectively. It involves cultivating stronger relationships with colleagues whose membership in the network is clear; their roles define them as stakeholders. The previous quote provides you with a good working definition of **operational network**: "Either you're necessary to the job and helping get it done, or you're not."

That is, anyone who satisfies this criterion should be considered part of your operational network.

So, now you have two networking bases covered. At least you know how to identify the gaps in your personal and operational network. Your personal network provides access to external resources and referrals; your operational network helps you get the work done. Thus, most operational networking occurs within an organization, and ties are determined in large part by routine, short-term demands. Relationships formed with outsiders, such as board members, customers, and regulators, are directly task-related and tend to be bounded and constrained by demands determined at a higher level. But as a manager moves into a leadership role, his or her network must reorient itself externally and toward the future. This is the role played by strategic networking.

Strategic Networks

"Making a successful leadership transition requires a shift from the confines of a clearly defined operational network…It is a challenge to make the leap from a lifetime of functional contributions and hands-on control to the ambiguous process of building and working through networks. Leaders must accept that networking is one of the most important requirements of their new leadership roles and continue to allocate enough time and effort to see it pay off. "Ibarra, H., & Hunter, M. (2007, January). How leaders create and use networks, *Harvard Business Review*, 2–8 (quote, 6).

Whereas an operational network is fairly narrowly focused, with the locus of contacts formed around specific objectives, a strategic network necessarily involves lateral and vertical ties to stakeholders inside and outside of the firm. As Ibarra and Hunter found in their research, **strategic networking** is the ability to marshal information, support, and resources from one sector of a network to achieve results in another. Pushed to its logical limit, the basis of this difference is that effective leaders are highly dependent on others to get things done. The irony here is that the individuals in your network, who are the lifeline for building up the big picture, are also individuals who are likely to be outside of your immediate control. While this may seem obvious, it is often difficult to transition from a purely operational network to a strategic one, either due to simple time constraints (strategic networking takes time, often without immediate or obvious benefits) or because of negative personal attitudes toward strategic networking (for instance, "that's too political and goes against my values").

LEARNER ACTIVITY

Student preparation: look at the 15 min video with Hermina Ibarra: https://youtu.be/WMG4BRkp5xE

1.Map the networks individually for each one in the group, which network that they identify as being part of. Use the questions and talk about it within your group and analyze your network.

1. What characterizes a personal social network?
2. What benefits do members of a personal social network provide to each other?
3. What characterizes an operational social network?
4. What is a simple rule of thumb for determining if someone should be in your operational network?
5. What characterizes a strategic social network?
6. What two barriers interfere with the development of strategic networks?

2. Make up a persona.

      Describe: The persons goals, values, personal network and operational network.

      Make a plan for the person: How can this person work with its strategic network?

LINKS TO OBJECTIVE

https://knowledge.insead.edu/leadership-organisations/networking-is-vital-for-successful-managers-2085

https://youtu.be/69EmOWG8XT0

ACTIVITY 1.4 Strategies

Intended Learning Outcomes

a. Role Models

7. Analyse a role model - when it comes to contacts / networks
8. Analyse own strategies for creating contacts / networks
9. Link your own behaviour to 5 common misconceptions
10. Compare the model's strategies with your own strategies

1 hour

Support questions
Who?
Goal?
What makes this person unique?
How would you describe the person's network? Personal, operational and strategic?
How does the person make new contacts? Try to be as concrete as possible.
How does the person maintain contacts?
What does the person do to develop their strategic network?
What do you want to imitate?

LECTURER ACTIVITY

The teacher models and tells about a role model he has had when it comes to networking. In the story, the teacher describes what goals and values the role model had. What did the role model do and why does the teacher see him as a role model?

LEARNER ACTIVITY

Student preparation: Students are given the task of thinking of a person before the activity who they see as a role model when it comes to networking.

1. Choose a role model
2. Make a description of your role model using support questions
3. Tell someone about your role model
4. Joint review where you collect what the group wants to imitate / imitate (from their role models)

LINKS TO OBJECTIVE
https://www.jackysherman.com/networking-skills-the-3-functions-of-a-role-model

OTHER
Paper F.Liu, Jiangshui, R. Li (2019)

https://pdfs.semanticscholar.org/3be1/4915a502df673eb3cff9fe9e9b8064b1d921.pdf?_ga=2.27167677.1868850708.1599591541-2077818155.1596716657

Intended Learning Outcomes

b. Identifying strategies

1 hour

LECTURER ACTIVITY

Instruct the group on how the exercise should go and that the purpose of the exercise is to identify strategies that are good to practice in order to become better at networking analogously.

At the end of the activity, document what the group has come up with.
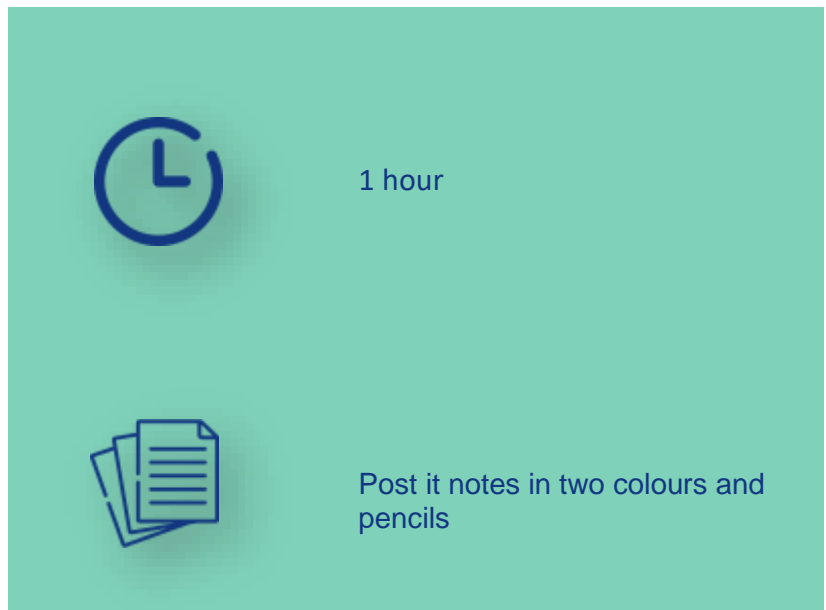
LEARNER ACTIVITY

1. Individual: Write 5 strategies that are important to develop in order to network effectively.
2. In pairs: Agree on 5 points based on each other's lists.
3. 2 couples (4 people): Agree on 5 points based on each other's lists.
4. 4 couples (8 people): Agree on 5 points based on each other's lists.
5. In whole group: Agree on 5 points

LINKS TO OBJECTIVE
https://hbr.org/2016/05/learn-to-love-networking

Intended Learning Outcomes

🕐   1 hour

c. Know your strategy

📄   Post it notes in two colours and pencils

LECTURER ACTIVITY

Based on the previous session, summarize which strategies can be effective for creating and expanding your network.

The teacher can add strategies if he or she believes that the 5 points need to be supplemented, based on the available studies. For example, to have a clear goal / values, work long-term, openness, give and take generously and to give feedback.

At the end, the teacher summarizes by compiling the strategies that the participants have indicated as those that they are comfortable with and the strategies that they feel most uncomfortable to use.

- What could be the reason that it is different?
- We have different personality traits, more extroverted and more introverted. What are the pros and cons of both?
- What type of networking can suit introverts and extroverts better?

STUDENT ACTIVITY

Student preparation: Read through what the group came up with during the previous session. Students receive post-it notes in two colours. On one of the colours, they write two strategies that they feel most comfortable with. On the other color, they write two strategies that they themselves believe they need to develop. They are then given the task of finding someone who has written the same strategy as them on the "comfortable note". They are then given a conversation in pairs or small groups 5-10 min:

- Why did you choose this strategy?
- Give an example of when you have used it?
- What do you think makes you feel comfortable with this strategy?

Half the group is allowed to focus on the strategies that they find uncomfortable. Then they are instructed to look for someone who has written and has chosen one of the strategies as their most comfortable / strongest. They then have a conversation in pairs or groups 5-10 min:

- Why do you feel uncomfortable with this strategy?
- Why did you choose this strategy as one of your strongest?
- What do you think is needed to practice this strategy? How can one act your way to another way of thinking?

The other half of the group is allowed to do the same. If it should be the case that no one has chosen any of the strategies that the people wrote as their weakest, then those who have chosen the same strategy as their development strategy can talk to each other.

LINKS TO OBJECTIVE

https://www.bu.edu/sph/files/2012/01/Higgins-Kram_Reconceptualizing-Mentoring-at-Work-A-Developmental-Network-Perspective.pdf
https://youtu.be/acg6HivAu5E
https://ideas.ted.com/an-introverts-advice-for-networking/
https://www.forbes.com/sites/ellevate/2019/10/07/how-i-learned-to-love-networking-as-an-introvert/#3d5d51492bcb
http://skilljunction.com.au/communication/overcome-six-common-networking-challenges/

Intended Learning Outcomes

d. Misconceptions

1 hour

5 large sheets of paper

Coloured pens in different colours

LECTURER ACTIVITY

Prepare by studying

5 Misconceptions About Networking

Write the 5 misconceptions on a whiteboard:

- Networking is a waste of time
- People are either naturally gifted at networking or they are not
- Relationships should form naturally
- Networks are selfish
- Our strong ties are the most valuable

LEARNER ACTIVITY

Student preparation: read an article by Hermina Ibarra, 5 misconceptions about networking

In groups discuss when you proven the myths to be wrongful myths, give examples.

Dynamic brainstorm

LINKS TO OBJECTIVE

5 Misconceptions About Networking

ACTIVITY 1.5 Networking activities

Intended Learning Outcomes

a. Introduce yourself

11. Understand the importance of being able to present yourself and prepare a presentation
12. apply feedback
13. Summarize your idea / vision
14. Use open-ended curious questions
15. Explain different channels to present yourself and your idea

120 minutes

Pencil paper
Possibly mobile phones to dictate

LECTURER ACTIVITY

Gather, together with the group on a whiteboard, arguments to be used when introducing themselves and their ideas in a concise and clear way.

LEARNER ACTIVITY

Student preparation: Think through- how would you introduce yourself if you only have a very short limited time at your disposal, like in an elevator: Who are you? What do you do? What do you want?

1. Prepare and write a summary of yourself. It can contain brief information about your education, experience and strengths.
2. Go through your text. Feel free to record it while reading it aloud and then listen through.
3. Delete all redundant information until only what is necessary to tell remains.
4. Use the remaining points / information to structure a coherent presentation.
5. Read aloud or record yourself as you read your presentation. Make changes if necessary.
6. Continue to present your goals, what you are passionate about or strive for.
7. Finish with what you can contribute or what added value you can create for the person, the company, etc.
8. Go through your text. Read aloud or record.
9. Review your text with another person in the group. Give each other feedback and support. You should think together about your texts if they are:
   - possible to use to sound as natural as possible

● easy to understand, so that it does not create distance to the listener and is possible to ask follow-up questions

Intended Learning Outcomes

1 hour

b. Feedback

paper pen
Presentation or picture of feedback ladder
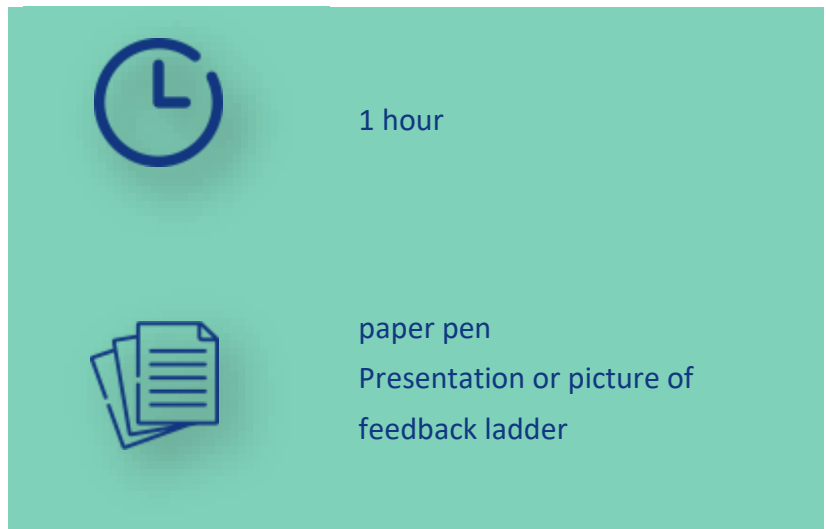
LECTURER ACTIVITY

Prepare yourself by studying

Appendix 1

Show the feedback ladder and explain what to think about when giving and receiving feedback.

Divide the group into smaller groups of 4

Give instructions:

● Two in the group must first be completely silent. Their task is to listen and possibly take notes.
● The other two in the group are given the task of presenting a vision, a project or an idea to each other, one at a time.
● After the presentation, the two who have listened give feedback on the presentation. What was good? What can the person build on? Is there anything that can be made clearer? Is it clear what goal the person has?
● When both have received feedback, the people in the group change roles and give each other feedback

LEARNER ACTIVITY

Student preparation: Summarize your vision or idea. What do you want to do and achieve?

• takes supporting notes individually
• Presents their idea
• Listens and receives feedback
• Listens when others present their idea
• Give feedback

LINKS TO OBJECTIVE

Appendix 1

[41 Ways to Get Feedback on Your Idea or Product in 2019](#)

[Five reasons why feedback may be the most important skill | World of Better Learning](#)

Intended Learning Outcomes

c. Future clients

60 minutes

Pencils, paper or digital writing possibilities, possibly portraits of different people

LECTURER ACTIVITY

Instruct the group to create personas for the target group, the people they think will benefit from their idea or become future customers. Each person in the group must create 5 personas based on:

- Name, age, gender, education, income, interests, driving force, usefulness of the idea.
- See Information and examples in section "Other"

LEARNER ACTIVITY

Student preparation: Think about who you want to reach. Who will benefit from your idea or become your future client?

Create personas

Introduce their 5 personas to someone else within the group.

1. Give the person a name
2. What age is the person?
3. Is your ideal target group married, cohabiting or single?
4. Does the person have a family? How many children?
5. What does the person work with?

6.   What is the person's income?

7.   What does the person do in their spare time?

8.   Does the person use social media? Which? How?

9.   Does the person have any special interest?

Then continue with, that in pairs, conversations about where and in what way you can find people from the target group. For those who want to develop their personas more or want to be more precise, you can use digital services for analysis of which people you want to reach.

LINKS TO OBJECTIVE

What is the difference between target group and personas.

A target group is the group of people you want to reach and sell your products / services to. This group of people share the same interests and characteristics from a demographic perspective.

Personas instead focuses on the characteristics of an individual that describes your ideal customer, including behaviour, interest, needs and lifestyle. The very purpose of a persona is that you create a fictional person who represents either the entire target group or part of your entire target group, if you have several target groups to reach. A persona should also facilitate your daily work of trying to reach your target group!

Here is an example that illustrates the difference between the information included in the target group and personas.

Targetgroup

- Gender: women.
- Demographics: Lives in Stockholm, is between 30 and 45 years old and has a monthly income of SEK 25,000 and 30,000.
- behaviour and interest: Likes shopping for clothes online and exercising after work.

Personas

Emma Andersson is 35 years old and lives in Liljeholmen with her husband and 3-year-old son. She is an educated economist, works as an accountant at Östermalm weekdays between 08.00-16.00 and has an monthly income between SEK 25,000 and SEK 30,000. In her spare time, she loves to spend time with her friends and family and exercise after work. Emma is very active on social media such as Facebook and Instagram, but Pinterest is the platform she likes the most because she is very interested in fashion and gets a lot of fashion inspiration there. She also likes to eat good food and to go out with her friends once a month.

Advantages with personas

The advantages of creating personas instead of analyzing data from your target audience are that:

- Your persona is always somewhere in the digital world such as Google, blogs, Facebook, Instagram, Twitter etc.
- You can always adjust details regarding your persona's behaviours and you will probably need to do this as you begin to get to know your potential customers more and more.
- You can create content that alludes to their interests and thus create relationships and more customized advertising for your business.

- Your personas will give you the opportunity to develop your products / services and adapt them to your ideal customers and their needs.
- Above all, you will save time and money by attracting the right customer.

As you can see, a persona is much more detailed than an audience, which is the biggest advantage.

How do I create target groups and personas?

Start analyzing the data you have in, for example, Google Analytics or Facebook Analytics to find your target groups and personas and what characterizes them.

https://blog.hootsuite.com/facebook-analytics-insights-beginners-guide/

https://marketingplatform.google.com/about/analytics/

https://blog.hubspot.com/marketing/buyer-persona-research

Intended Learning Outcomes

d. Positive impact

1 hour

Checklist after the call:
Did I listen actively and curiously?
Did I ask open-ended questions? Which?
Did I ask any follow-up questions?
How did the person look when we parted?
What did you learn from the conversation?
- About the person
- About your own conversational technique

LECTURER ACTIVITY

Purpose: Create a positive impression and a relationship

The teacher instructs the group to conduct a conversation in pairs.

In the conversation, the participants should be able to practice listening actively and be curious about the person they are talking to. An effective way to create a positive impression is to show that you are curious and interested in the person you are talking to, and a way to show interest is to ask genuine questions that aim to know more about the person.

Write support for how to start questions that invite narrative answers:

- How…?
- What…?
- How…?
- Tell me more about…

In a 5-minute conversation, the participants should try to get the conversation partner to tell them about themselves, their networks, what opportunities they see and what challenges they experience when it comes to networking.

To show that you are listening, you also need follow-up questions that build on what you have just heard. There are different types of questions to use such as:

Probing questions - used to clarify information and draw out information from reluctant participants. Example: 'Who, exactly, wanted this report?

Funnel questions - used to find out more detail about a specific point, often requiring a mix of open and closed questions. Example: 'What are your greatest challenges with this client?' 'Of those challenges, which is the biggest challenge?' 'Why?'

Dramatize a short conversation with one of the people in the group, so that the group can see an example. Evaluate the conversation with the group.

LEARNER ACTIVITY

Student preparation: Think about what kind of conversations that make you feel comfortable. What is a good introduction to start a conversation with someone unknown?

Start a conversation with one person

Use curious questions to find out as much as possible about the person's network, opportunities and challenges that the person feels they have.

Think about your body language

switch roles

Evaluate using the checklist

Repeat with a new person.

LINKS TO OBJECTIVE
23 Networking Tips for Building Effective Relationships

Disclaimer: This Lesson contains original material from Cleverism.com, 23 networking tips by author Anastasia Belyh

Remember that networking is not just about you.

Networking is done primarily so we can benefit from it. We tend to focus on what others can do for us, more than what we can do for them. As a result, we have a tendency to talk more about what we need, what we want, and what we expect. Asking about the other parties' wants, needs, expectations and opinions suddenly seem like an afterthought.

Listen. Just think that the other people in your network are in it for the same reason as you. You want them to listen to your ideas and inputs. Therefore, you should also be willing to be on the receiving end of their ideas and inputs.

Ask for their thoughts and opinions. Maybe they need some prodding or a little push for them to open up and share their ideas, thoughts and opinions. Your curiosity will be a point in your favor, because it means you are genuine and authentic in wanting to connect to – and keep connected –with them.

Intended Learning Outcomes

60 minutes

e. Spreading a message
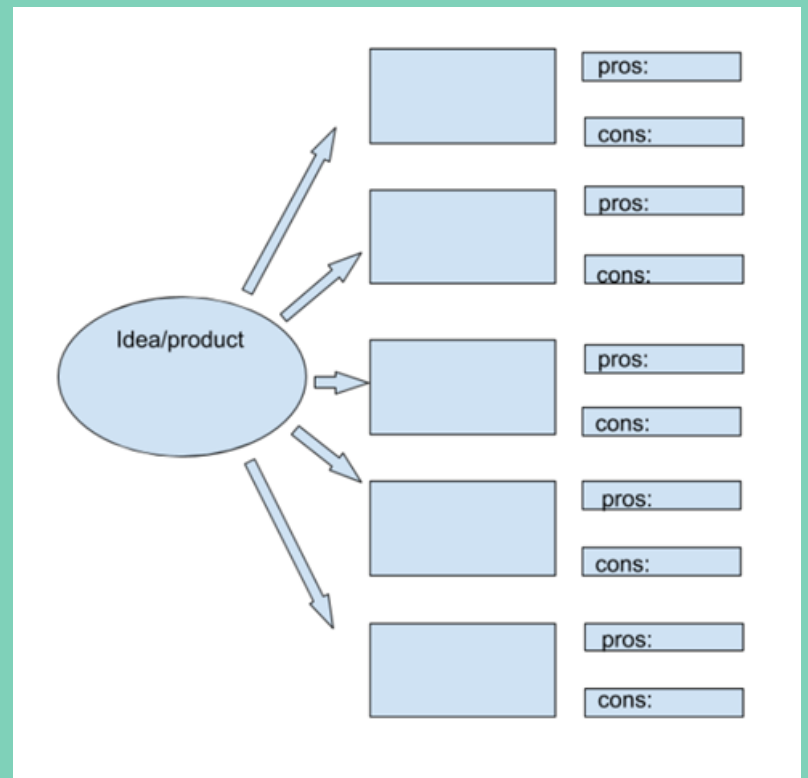
LECTURER ACTIVITY

Ask the group to Describe different ways to spread a presentation of you and your idea, mention for example- through ads, websites, physical events, campaigns and groups on social media, spreading rumors. Give examples. and fill in the form "Spreading ways"

LEARNERS ACTIVITY

Learner preparation:

Think about How can you spread information about yourself and your idea?

How do you get people to talk about it?

In groups of 4. Discuss different possibilities to spread your ideas so that you reach stakeholders and potential partners. Use the flow chart. Based on the results you should then prioritize the channel that seems to have the greatest impact and most cons.

ACTIVITY 1.6 TEST YOUR KNOWLEDGE AND SKILLS IN THIS IN THIS TOPIC

Intended Learning Outcomes

30 minutes

LECTURER ACTIVITY

Correct answer highlighted

LEARNER ACTIVITY

Some multiple answers and multiple questions that covers the main topics of activities in this module

- **What is the main idea behind interviewing each other instead of introducing oneself?**
- It is easier to maintain focus when you are new and nervous in a constellation. It's the first step in Networking.
- There is no special thought behind, it is just another way of introducing yourself.
- **What are the different types of network?**
- new, usefull and family.
- personal,operational and strategic.
- Personal, work related and friends.
- **What is the thumb rule determining if someone belongs to your operational network?**
- either you are necessary to the job or you're not.
- You work in the same company
- you are in the same field of expertise
- **Which statement is not a misconception and therefore considered true?**
- Networking is a waste of time
- People are either naturally gifted at networking or they are not
- Relationships should form naturally
- Networks are selfish
- Our strong ties are the most valuable
- Ideas within a personal network among the same people with shared views creates the risk that a potential winning idea can go unexploited

LESSON 02

Lesson Objectives:

1. Getting over obstacles and gaining greater confidence.
2. Analysing, setting your mind and raise your self-awareness.

ACTIVITY 2.1 STRATEGIC VISION I

Intended Learning Outcomes:

1 hour

Papers and pens

Whiteboard or equivalent

16. Identify strengths, weaknesses, opportunities, and threats of my organization conducting basic strategic analysis.

LECTURER ACTIVITY

The lecturer has to be prepared and up to date on what a SWOT analysis (appendix 2) is and present this technique designed for the processes of decision-making that can be used as a tool for evaluation. Commonly known as swot. This activity is to learn how to be aware of your organisation/project, its strengths and weaknesses.

LEARNERS ACTIVITY

Make your own SWOT by dividing a paper sheet into 4 fields. Present it in a group. Discuss what conclusions that you make out of it and discuss how you can take a step towards change and or improvement. analyse what needs you see.

LINKS TO OBJECTIVE

https://youtu.be/JXXHqM6RzZQ

ACTIVITY 2.2 MAKE CONTACT

Intended Learning Outcomes:

🕐   1 hour

17. Practice making contact phrases & body language

18. Prepare an " Elevator chat"

19. Present what benefit your idea and vision can do to others

20. Decide whom to contact, take the first step (Questions page 51 MI)

21. Make up with ways to regularly express appreciation of others for what they have done or are doing.

📄   pencil, paper, example of elevator pitch

LECTURER ACTIVITY

Describe the importance of being able to introduce yourself, your ideas and organizations and start a conversation within a short limited time. Sometimes that's all you get while networking, meeting new people- Just like in an elevator. This is why we call this exercise " Elevator pitch".

Show an example of an elevator pitch/ conversation, preferably based on you yourself.The example of a short introduction should be about, 45 seconds, focusing on what you think you want the recipient to know.

STUDENT ACTIVITY

Student preparation: Think about how you usually present yourself, and what you would like to convey about yourself. Prepare a short introduction individually on a paper. Use parts of the previous presentation. In pairs do your 45 second introductory.

Give and receive feedback.

1. You get to introduce yourself to a person in the group using your elevator pitch.
2. Evaluate together:
   - How did it feel?
   - What went well?
   - How did body language work? Open, smiling, distance, did you show calm and confidence?
   - How did the voice mode and speed of the call work?

- Opening the presentation for follow-up questions and a conversation?
- How can you develop your presentation so that it feels and sounds spontaneous?

LINKS TO OBJECTIVE

https://www.linkedin.com/business/learning/blog/productivity-tips/why-you-should-have-a-personal-elevator-pitch-and-how-to-do-it
https://www.linkedin.com/pulse/how-write-elevator-pitch-step-by-step-guide-elissa-bertot/
https://theinterviewguys.com/write-elevator-pitch/

ACTIVITY 2.3 MINDSET

Intended Learning Outcomes

22. Raise awareness of the importance of your mindset

120 minutes

Paper sheets and pens.

LECTURER ACTIVITY

Prepare a test to see which mindset you have, Growth or fixed mindset. Lead a discussion based on film about the mindset. Ask - What do you want to praise yourself for? Select an effort instead of a result.

LEARNERS ACTIVITY

Student preparation: Watch Carol Dweck's TED talk The power of yet (subtitles are available). Do a test to see which mindset you have, Growth or fixed mindset. Discuss based on film about the mindset.

Answer - What do you want to praise yourself for? Select an effort instead of a result.

LINKS TO OBJECTIVE

Test: https://www.londonacademyofit.co.uk/blog/interactive-quiz-fixed-vs-growth-mindset

Change your mindset, change the game | Dr. Alia Crum | TEDxTraverseCity
https://www.youtube.com/watch?v=0tqq66zwa7g

OTHER
https://youtu.be/-71zdXCMU6A

INSPIRE

ACTIVITY 2.4 TEST YOUR KNOWLEDGE AND SKILLS IN THIS IN THIS TOPIC

Intended Learning Outcomes

10 minutes

LEARNER ACTIVITY

Some multiple answers and multiple questions that covers the main topics of activities in this module

1. What is true about having a fixed mindset?
    a. Embracing challenges
    b. ignores feedback
    c. accept criticism

2. What is true about having a Growth mindset?

    a. Challenges helps growth
    b. Gives up easily
    c. I stick to what I know

LESSON 03

Lesson Objectives:

1.   See your Network.

ACTIVITY 3.1 ANALYSING YOUR NETWORK

Intended Learning Outcomes:

23. Map your personal and operational networks
24. Identify your strategic network
25. Find out which people you use to:
26. know what's going on
27. get new perspectives
28. get help with development (mentors)

1 hour

Cards, pens, online timer. Template A
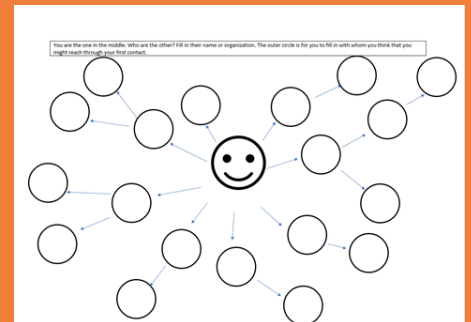
LECTURER ACTIVITY

Give instructions on how to fill in the form presented. In the form you should write down different people or organizations in the network surrounding you. The outer circles are for contacts of your contacts. Their contacts might be your most valuable contact. The learner is to write them down and in a group explain who is where and why. Let them all discuss in the group how they see it, what new angels can you get from another perspective.

LEARNER ACTIVITY

Fill in the template individually. Present your network. Let the others give their point of view upon how you can use your network.

LINKS TO OBJECTIVE

https://hbr.org/2005/12/how-to-build-your-network

LESSON 04

Lesson Objectives:

1. Learn how to prepare effective social campaigns.
2. Campaign strategy
3. Campaign event

ACTIVITY 4.1 DESIGN CAMPAIGN ON SOCIAL MEDIA

Intended Learning Outcomes:

90 minutes

Social media and Strategy	purpose	pro	con	who?	help?	when?

29. Identify and select the most effective channels to reach out digitally with a message Create a plan to test the spread via social media.

strategy? time? → evaluation → new strategi time? / continue time?

strategy? time? / stategy? time? → evaluation compare → continue time?
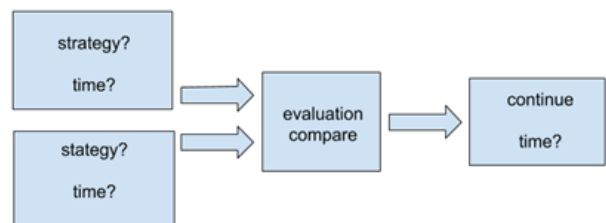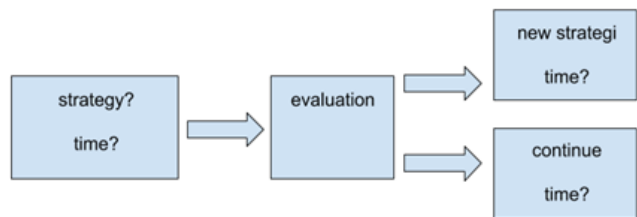
LECTURER ACTIVITY

1. Ask open questions and write on a whiteboard to Gather the group's knowledge about what social media is and for what purposes they are used, privately, professionally, for continuing education, entertainment, keeping up to date, etc. Write down what the group comes up with in a mind folder or lists.

Instruct the group to divide into pairs and think about which social media the people described in personas use, and for what purpose they use the different media.

2. The next step is to gather the whole group's experiences and knowledge regarding how to reach out and create added value for the people you want to reach. Write down what the group comes up with in a mind folder or lists.
   – Examples of strategies:
   – User-generated content
   – Giveaway
   – Hashtag (- simple, clear, with values)
   – Contest
   – Challenges
   – Create groups with similar interest
   – Share knowledge and information
   – Retell stories that will create an interest and commitment
   – Raise questions and participate in discussions

3. Ask the same couple to make a list of some strategies you can think of to use, purpose of the strategy, advantages and disadvantages, who can be responsible for implementing it, any help or support you need and a schedule

LEARNER ACTIVITY

Student preparation: Bring the personas created earlier.

1. Use personas created in activity 4. Define which social media people use. What social media does the person use? For what purpose are the respective media used?
2. Choose some social media and strategies that you think can be effective in reaching this persona. Fill in the table with information about which media and strategy you have chosen. The purpose of the strategy, advantages and disadvantages, who should / can be responsible for the implementation, what help you may need and when it should / can be implemented.
3. Study How to Create a Social Media Strategy in 8 Easy Steps (Free Template)
4. Create a plan for the test period of implementation. Choose whether you want to use several strategies at the same time or one at a time. Fill in the flow chart and use S.m.a.r.t. to support your plan. Decide:
   - which strategy or strategies you should use
   - goal, What do you hope the strategy will generate?
   - when it should be evaluated and how it should be evaluated
   - which strategies you want to try in the next step

LINKS TO OBJECTIVE

https://blog.hootsuite.com/how-to-create-a-social-media-marketing-plan/

https://philanthropynewsdigest.org/columns/the-sustainable-nonprofit/5-mistakes-you-re-making-with-your-awareness-campaigns

https://brainzooming.com/6-social-media-metrics-you-should-be-tracking/3879/

https://www.eventbrite.co.uk/blog/academy/essential-guide-social-media-events/

ACTIVITY 4.2 DESIGN EVENTS AND SOCIAL CAMPAIGNS

Intended Learning Outcomes:

120 minutes

30. To be able to plan and execute a social campaign

Overview

Name:	
Date:	
Location:	
Purpose:	
Need:	

The Event Planning Cycle
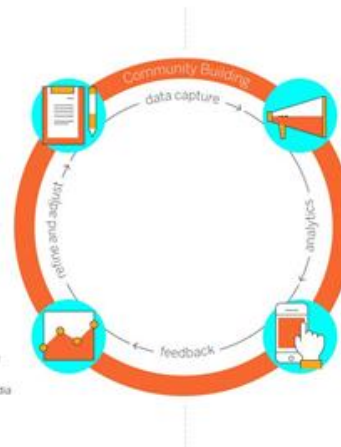
Eventbrite   www.eventbrite.co.uk

LECTURER ACTIVITY

Introduce events as an opportunity to create attention, expand your network and spread your ideas.

Start by collecting together with the group examples of different types of events that can be carried out with a limited budget. It can be, for example, flea markets, lectures, different types of cafe activities or the like. Ask everyone to individually write down all the ideas for events they can come up with. Then, they get in pairs to compare and fill in their lists. The whole group finally creates a common list with all suggestions for events. In groups of four, students can then choose to create an event based on one of the group members' needs and situation. The group will then use the planning tool (template).

LEARNERS ACTIVITY

Sort and select an event that suits your purpose and goals, which you in the group have agreed to focus on. Motivate why you have chosen the type of event you have chosen.

Fill in an overview of the event together. In that you must decide.

- the name of the event
- date to be implemented
- where and what premises are needed
- purpose and goals of the event, profit / fundraising / networking
- education ...
- needs, staff, skills, funding

The next step is to fill in the template for planning the event.

LINKS TO OBJECTIVE
https://www.eventbrite.co.uk/blog/academy/event-plan-and-template-ds00/

INSPIRE

ACTIVITY 4.3 Test your knowledge and skills in this in this topic

20 minutes

LEARNER ACTIVITY

Some multiple answers and multiple questions that covers the main topics of activities in this module

1. When setting up a social campaign it is good to set S.M.A.R.T. goals, What does s.m.a.r.t. stand for?
a. Smart ways to manage a campaign
b. Sustainable.Metrical.Affordable.Realistic.Timesaving
c. Specific.measurable.Attainable.Relevant.Time-bound

2. Decide on a change you want to make in your life. Use the s.m.a.r.t. method and concretize your plan.

3. Make a plan, showing the different phases you need to go through when creating a campaign.

APPENDIX I

To give feedback

- Wanted and requested
- Timing (Is it appropriate to give feedback right here and now?)
- I-message, (I think that, I perceive it as.)
- Specific and concrete
- It must be possible for the person to change/improve
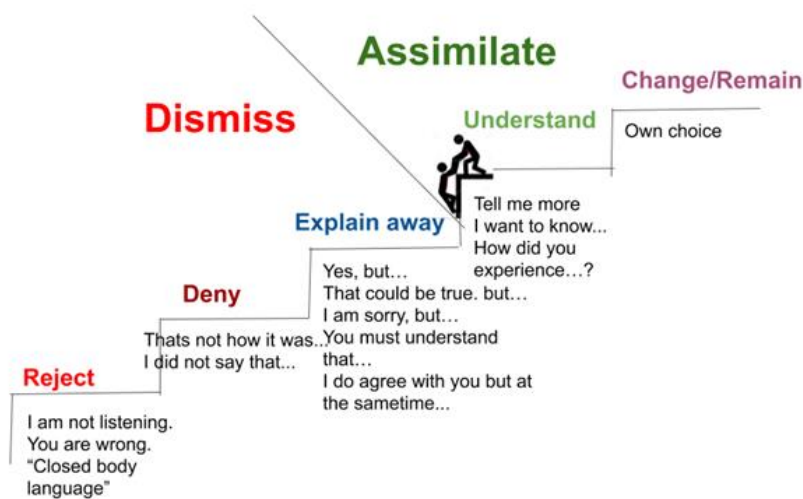
APPENDIX II

SWOT Analysis

A SWOT analysis is a technique used to determine and define your Strengths, Weaknesses, Opportunities, and Threats – SWOT.

INSPIRE

Strengths
What do you do well?
What unique resources can you draw on?
What do others see as your strengths?

Weaknesses
What could you improve?
Where do you have fewer resources than others?
What are others likely to see as weaknesses?

Opportunities
What opportunities are open to you?
What trends could you take advantage of?
How can you turn your strengths into opportunities?

Threats
What threats could harm you?
What is your competition doing?
What threats do your weaknesses expose to you?

Strengths

This element addresses things that you and your organisation or project does especially well.

Weaknesses

What's holding you or your project back?

Opportunities

Opportunities are external attractive factors that represent reasons your organisation/project is likely to prosper.

Threats

Everything that poses a risk to either your organisation/project or its likelihood of success or growth.