

WOW-ME Supplemental Toolkit

WOWME

Women on Work Market
Maximising Empowerment



NorSensus
MEDIAFORUM

FutuReg



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1. Authors

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2. Supplemental Literature & Material

All Activities		
Activity	Literature (Sources)	Material – Required for all activities
All	Association of Non-Formal Education – Association of Non-Formal Education Guidelines ESCO Skills & Competences framework	Digital device (laptop, tablet, phone)/pen & paper for each participant (recommended for taking notes) Reward (Suggested in 7 Reward & Resources of each activity) Evaluation Form: Google Forms: WOW-ME Activity Evaluation Form – Template Word Template: WOW-ME Evaluation Questions Template Printable PDF: WOW-ME Evaluation Questions Template Reliable Internet Connection & Access (for online-based activities and AI-tool applications) Optional for all: - Calming background music to create a reflective atmosphere - Mentimeter (Mentimeter)
Spain – Folder: Module 2 – Spain – Narrative & Employer Personas		
Activity	Sources	Material (In addition to the material required for All Activities above)

Discovering Your Strengths With Archetypes	• Carl Gustav Jung – Man and His Symbols • Clarissa Pinkola Estés – Women Who Run With the Wolves • Caroline Myss – Gallery of Archetypes – “Archetypes are patterns of behavior that manage the flow of power through your psyche. You contact the interior of your soul through the language of archetypes, and learning to speak this symbolic language gives you access to the archetypal patterns of your soul. The challenge for all of us is to “know who we are.”	Archetype Cards by Caroline Myss/Other Archetype Cards • Virtual/Download PDF: Carolyne Myss – Gallery of Archetypes/WOW-ME Gallery of Archetypes PDF • Physical cards can be found in any bookstore: Amazon
Archetypes in Practice	• Caroline Myss – Gallery of Archetypes • Caroline Myss – Sacred Contracts – “Learning to read the language of symbols has a positive effect on your self-image and energy. [...] You can start wherever you are.”	Archetype Cards/Handout – Caroline Myss Description/Other Archetype Cards • Virtual/Download PDF: Carolyne Myss – Gallery of Archetypes/WOW-ME Gallery of Archetypes PDF • Physical cards can be found in any bookstore: Amazon
The Power of Myth	Missouri Southern State University – About Fairy Tales Friedrich Schiller – Save our Fairy Tales-Part 1: “Deeper meaning resides in the fairy tales told to me in my childhood than in the truth that is taught by life.”	Access to AI tools for Participants (Gemini , ChatGPT , Lovart.AI)
Storytelling Today	Donald Miller – Building a StoryBrand	• Donald Miller’s “Building a Story Brand” Framework (projected/online/printed): Module 2 – Build Your StoryBrand Narrative – StoryBrand Framework.pdf • CV/Social Media Profiles



		https://brand-blueprint.ea.consulting/
Slovakia		
Activity	Sources	Material (In addition to the material required for All Activities above)
Connecting with Your Future Idol	Clarissa Pinkola Estés - Women Who Run With the Wolves : "The wild woman carries the bundles for healing; she carries everything a woman needs to be and know. She carries the medicines for all things."	Inspiring Video(s) of inspirational women (examples): Choose one of the following examples, or prepare another inspiring video about successful women. International: Priyanka Chopra Accenture CEO's Advice To Women: Stand Out Success With Moira Forbes SUCCESS WOWME WOMEN MOTIVATIONAL VIDEO Czech Republic: THE MOST IMPORTANT CZECH WOMEN Spain: Mujeres que inspiran: liderazgo y capacidad de superación Slovakia: Slovakia Swears In First Female President Zuzana Caputova Norway: Norwegian Princess Märtha Louise PowerPoint presentation: MODULE 3 - Connecting with Your Future Idol - Wild Woman Archetype
Your Stall	Oprah Winfrey - "Doing the best at this moment puts you in the best place for the next moment."	Stall Visual: Module 3 - Your Stall - Visual.png



		• WOW-ME 6 Employer Personas Related to Leadership Handout (printed or digital)
WOW-ME ... BRAND-ME	Jeff Bezos – “Your brand is what other people say about you when you’re not in the room.”	• White T-shirt (real or paper template for branding exercise, white is preferred to ensure all words can be read clearly) Module 3 – WOW-ME ... BRAND-ME – T-Shirts.pdf • Example/Participants’ LinkedIn profiles/resumes

3. Supplemental Matrix – Spain

Topic	Type of Activities	Duration
Archetypes / Employer Personas (1.5h)	Energizers (pick one, use the other one for Narrative/StoryBrand): My Inner Doorway with Yarn of Physical Connection Expanding Energy and Removing Barriers	20–31 minutes 25–38 minutes
	Main Activities (pick 1–2): Archetype Personality Test Discovering Your Strengths With Archetypes Understanding Employer Personas Archetypes in Practice Collecting the Bones – Psycho-Archeological Connection to the Wild Woman Archetype	31–49 minutes 45–64 minutes 43–63 minutes 38–56 minutes 40–60 minutes
Narrative / StoryBrand (1.5h)	Energizers (pick one, use the other one for Archetypes/Employer Personas): My Inner Doorway with Yarn of Physical Connection Expanding Energy and Removing Barriers	20–31 minutes 25–38 minutes
	Main Activities (Narrative, pick one): The Power of Myth The Hero's Journey My Future Self	36–67 minutes 30–49 minutes 34–52 minutes
	Main Activities (StoryBrand, pick one): Build Your StoryBrand Narrative Storytelling Today	44–66 minutes 51–63 minutes

4. Supplemental Matrix – Slovakia

Topic	Type of Activities	Duration
Personal Development (1.5h)	Energizer (pick one, use another one for HR Strategies) Inner Colors Looking for a SuperHero Connecting with Your Future Idol	40-55 minutes 45-60 minutes 31-57 minutes
	Main Activities (pick 1-2) The Future is in Your Hands (Inner Colors recommended as Energizer) Discovering HR Strategies Your Stall FUTURE-SKILL Your Career	34-53 minutes 35-50 minutes 47-62 minutes 33-55 minutes
HR Strategies (1.5h)	Energizers (pick one, use another one for Personal Development) Inner Colors Looking for a SuperHero Connecting with Your Future Idol	40-55 minutes 45-60 minutes 31-57 minutes
	Main Activities (pick 1-2 – two if the activities are kept short) STAR Method – Storytelling Journey IKIGAI – Practical Storytelling GROW Coaching Method WOW-ME ... BRAND-ME	32-53 minutes 53-67 minutes 36-50 minutes 50-80 minutes

5. Supplemental Activities Spain – Narrative & Employer Personas

Archetypes & Employer Personas

Main Activities

Discovering Strengths With Archetypes

Activity Overview

Activity Title: Discovering Strengths With Archetypes Subtitle: Discovering Strengths and Weaknesses Through Archetype Cards		Courses on ICARUS AI
Pedagogical Details	Logistics & Setup	
Activity Goals & Overview: - Introduce archetype cards/archetypes as a non-formal tool for identifying professional strengths and challenges. - Support participants in observing how archetypal traits appear in work and teamwork contexts. - Encourage reflective discussion on how strengths and weaknesses can be addressed in job applications, interviews, and collaboration. Learning Outcomes: Knowledge: Awareness: Recognize that archetypes represent	Focus: Archetypes / Employer Personas ▾ Edu Method: Non-Formal Activity ▾ Type of Activity: Energizer ▾ Type of Skill (ESCO): Self-management skills and competences, Communication, Prepare for job interview Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities Secondary Target Groups: - Members of non-formal adult education organizations* - Trainers in non-formal adult education* - Learners in non-formal adult education*	

different professional strengths and challenges.

- **Comprehension:** Understand how archetypal traits can influence behavior in work and teamwork contexts.
- **Application:** Identify strengths and challenges linked to archetypes in example professional situations.

● **Skills:**

- **Observation:** Observe how archetypal traits appear in collective or workplace scenarios.
- **Exploration:** Explore how archetype-based strengths and weaknesses affect collaboration and roles.
- **Assisted practice:** Practice translating archetype traits into professional strengths for job-related contexts.

● **Attitudes**

- **Realization:** Acknowledge that strengths and weaknesses coexist in all professional roles.
- **Consideration:** Show openness toward diverse working styles and contributions.
- **Preference:** Express interest in using archetypes as a reflective tool for career development.

Min-Max Number of Participants: 1-40

Duration: 45 - 64 minutes

Learning Format: **In-Person** **Online**

Session Preparation:

● **Required Materials:**

- **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
- **Reward** (Suggested in **7 Reward & Resources**)
- **Evaluation Form** ([Google Forms](#)/[Word](#)/[PDF](#))
- **Archetype Cards** by Caroline Myss/Other Archetype Cards
 - Virtual/Download PDF [Carolyne Myss - Gallery of Archetypes](#)/[WOW-ME Gallery of Archetypes PDF](#)
 - Physical cards can be found in any bookstore: [Amazon](#)

● **Optional Extras:**

- Calming background music to create reflective atmosphere
- Visual aids (flipchart or projector) to display archetypes and definitions
- The Hero's Journey (Joseph Campbell)

● **Room Setup/Equipment:**

- Chairs in a circle or clusters for small group work
- Table or space to spread cards visibly

● **Other Prerequisites:**

- Trainer is familiar with basic concepts of the archetype cards by Carol Myss.

Activity Instructions

Topic: Discovering Strengths With Archetypes – Discovering Strengths and Weaknesses Through Archetype Cards

Goal / Expected Outcome:

- Participants identify professional strengths linked to selected archetypes.
- Participants practice translating archetype traits into work-related strengths.
- Participants explore how strengths can be used in CVs, interviews, or teamwork contexts.

Benefits:

- Supports confidence in describing strengths for job applications.
- Encourages strengths-based thinking rather than deficit-based reflection.
- Helps participants connect symbolic insights with real work situations.
- Promotes inclusive understanding of diverse strengths in teams.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	1. Greet participants warmly. Say: “Now, we are going to explore strengths and weaknesses through the lens of archetypes – and see how that can help people present their best selves professionally.” 2. Ask: “What is an archetype, a public figure, or a character that represents empowerment or leadership?” (Quick round.) 3. Optional Energizer: Invite participants to stand and choose a “power pose” that might represent an archetype of empowerment or confidence. Say: “Strike a pose that this archetype would strike that shows strength.”	3–4 min	Goal: Build comfort and engagement. Tone: Warm, light, and inclusive. Tip: If learners cannot think of archetypes, mention public figures, story or movie characters that could represent an archetype.
2 Main Activity Theory/ Background	1. Explain archetypes: Share definitions from Caroline Myss, Clarissa Pinkola Estés, and Carl Jung. Definitions. Say:	8–10 min	Goal: Introduce different definitions of archetypes.

	• “Caroline Myss explains that archetypes shape people’s behaviors and how they use their personal power and make decisions. • Clarissa Pinkola Estés describes an archetype as a strong inner force that influences how people feel and act. Archetypes are something people can sense and express in many ways. • Carl Jung defined archetypes as universal patterns or symbols that appear in the stories, dreams, and ideas shared by all people.” 2. Give examples. Say: “Archetypes can be found everywhere in people’s daily lives. • The Hero shows up in firefighters who risk their lives for others. • The Father lives on in mythological figures like Zeus and Jupiter. • The Mother archetype is embodied by nurturing figures such as Holy Mary or the goddess Isis.” 3. Say: “Let’s discover how archetypes can help people with personal branding.”		Tip: Keep accessible and relatable. Use visuals if possible.
3 Check-In	1. Ask: Which other archetypes are often seen in professional or community roles?” (Examples: Teacher, Mentor, Caregiver, Leader, Healer.) Give participants a chance to answer. 2. Say: “Next, we’ll explore archetype cards to learn how these patterns appear in collective settings.”	1–2 min	Tip: Quick clarity check before card activity.
4 Main Activity Experience	1. Setup: Spread archetype cards physically for participants to review or provide the link to archetype cards: Carolyn Myss – Gallery of Archetypes 2. Say: “Please select 1–3 archetypes that seem most relevant or recognizable in daily professional life. Please write down your choices and feel free to make notes.”	20–30 min	Goal: Encourage group observation and comparative analysis of archetypes.

	3. Once chosen, say: “Why might these archetypes resonate with many people?” “What strengths or challenges might each represent in group or work settings?”		Tip: Trainer supports critical thinking and ensures discussion stays descriptive and collective. Materials: Archetype Cards by Caroline Myss; Carolyne Myss - Gallery of Archetypes, Digital devices/pen & paper
5 Reflection	1. Ask: “How could someone use their dominant archetypes in interviews to describe their strengths and weaknesses?” “How can someone use the archetype they personally connect with for their own job applications?” “Where might archetype tendencies create challenges in collaboration?” 2. Say: “Compose a short professional statement using archetypal language – for example, ‘As a Visionary type, a person can motivate teams by bringing creative solutions to complex challenges’.” 3. Invite volunteers to share brief insights if comfortable. Give each participant a chance to answer.	8–10 min	Goal: Support analytical reflection and group synthesis, not personal disclosure. Tone: Constructive, inclusive. Materials: Archetype Cards by Caroline Myss/Other Archetype Cards - Virtual/Download PDF Carolyne Myss - Gallery of Archetypes/WOW-ME Gallery of Archetypes PDF - Physical cards can be found in any bookstore: Amazon
6 Evaluation	1. Say: “Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with Yes or No. The answers will remain anonymous.”	3–5 min	Goal: Learners reflect on the impact of the activity in a simple, low-pressure way.

	2. Distribute the evaluation form (paper-based or digital, e.g., Google Docs). 3. Participants answer the following questions (read out if necessary): <i>"1. Did you learn something?</i> <i>2. Was this activity transformative?</i> <i>3. Did you understand the information?</i> <i>4. Does this contribute to your mission?/Do you feel empowered?</i> <i>5. Will this knowledge/skill improve your life?</i> <i>6. Did you enjoy the activity?</i> <i>7. Was your question answered?"</i>		Tip: Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. Material: Evaluation Form Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	1. Say: <i>"Your reward today is this new awareness of how people can use archetypes to reach their career goals."</i> 2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Archetype application guide for job search • Access to personal branding tips based on archetype • Invitation to follow-up networking event • PDF on how to use archetypes in CVs and interviews • Quote card from Carolyne Myss "Gallery of Archetypes" • Gallery of Archetypes Printout • Co-Creation of learners' own professional statement inspired by their archetypes. 3. End On Quote. Say: <i>"I would like to end this activity with the following quote from Caroline Myss: 'Archetypes are patterns of behavior that manage the flow of power through your psyche. You contact the interior</i>	2-3 min	Goal: End with positive reinforcement. Material: Reward



	<i>of your soul through the language of archetypes, and learning to speak this symbolic language gives you access to the archetypal patterns of your soul. The challenge for all of us is to “know who we are.” – Caroline Myss - Gallery of Archetypes</i>		
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Archetypes in Practice

Activity Overview

Activity Title: Archetypes in Practice Subtitle: Exploring Their Role in Modern Branding and Personal Development		Courses on ICARUS AI
Pedagogical Details	Logistics & Setup	
Activity Goals & Overview: - Introduce archetypes as a non-formal tool for personal branding and career development. - Support participants in identifying archetypal strengths relevant to professional identity. - Guide participants in creating a clear, archetype-based personal branding statement. Learning Outcomes: Knowledge: Awareness: Recognize archetypes as symbolic patterns used in branding and professional identity. Comprehension: Understand how archetypes influence communication style, values, and career narratives. Analysis: Analyze different archetypes to identify traits that support professional goals and branding.	Focus: Archetypes / Employer Personas ▾ Edu Method: Non-Formal Activity ▾ Type of Activity: Main Activity ▾ Type of Skill (ESCO): Define Brand Identity, Personal development, Communication Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities Secondary Target Groups: Trainers in non-formal adult education* Learners in non-formal adult education* Members of non-formal adult education organizations* Min-Max Number of Participants: 2+ Duration: 40-55 minutes Learning Format: In-Person ▾ Online ▾	

• **Skills:**

- **Exploration:** Explore archetype descriptions to identify professional strengths and work styles.
- **Assisted practice:** Develop a personal branding statement using an archetypal framework with guidance.
- **Independent practice:** Draft a clear, job-relevant personal branding statement aligned with selected archetypes.

• **Attitudes:**

- **Realization:** Become aware of personal strengths and values through archetype-based reflection.
- **Consideration:** Show openness toward diverse professional identities and symbolic self-expression.
- **Preference:** Value authenticity and intentional self-presentation in professional contexts.

Session Preparation:

• **Required Materials:**

- **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
- **Reward** (Suggested in **7 Reward & Resources**)
- **Evaluation Form** ([Google Forms](#)/[Word](#)/[PDF](#))
- **Archetype Cards** by Caroline Myss/Other Archetype Cards
 - Virtual/Download PDF: [Carolyne Myss - Gallery of Archetypes](#)/[WOW-ME Gallery of Archetypes PDF](#)
 - Physical cards can be found in any bookstore: [Amazon](#)

Optional Extras:

- Calming background music to create a reflective atmosphere
- Projector or slides with archetype visuals
- Flipcharts for group sharing

Room Setup/Equipment:

- Ensure all participants can access archetype cards or descriptions at the start
- Circle or U-shape seating for discussion
- Space for breakout sharing if needed

Other Prerequisites:

- Trainer is familiar with basic archetype concepts (Caroline Myss / Jungian framework)

Activity Instructions

Topic: Archetypes in Practice – Applying Archetypes to Personal Branding and Career Development

Goal / Expected Outcome:

- Participants identify their personal archetype(s) and use them to shape a professional branding statement.
- Participants learn how archetypes can influence branding and self-development strategies.

Benefits:

- Encourages self-reflection and self-awareness.
- Strengthens personal branding skills.
- Equips participants with a memorable and authentic self-presentation tool.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	1. Greet participants: <i>"Welcome! Now, we're going to explore archetypes for personal branding."</i> 2. Quick round: <i>"In one word, describe a character from a movie or book that is often used as a symbol of professional strength or leadership."</i> (Give participants a chance to answer.) 3. Energizer: <i>"Take a quick look at the archetype description/cards. What archetype does this character match best with?"</i> 4. Collect answers from volunteers for 2-3 minutes before moving on.	5-7 min	Goal: Warm-up and link to personal experience. Tip: Keep it light, avoid overexplaining early. Materials: Archetype Cards/Handout
2 Main Activity Theory/ Background	1. Say: <i>"An archetype is a universal character pattern, a set of motivations and values that appear in stories, myths, and people's lives. The idea comes from psychologist Carl Jung's Man and His Symbols."</i> 2. Setup: Show Archetype Handout/Cards. 3. Archetype Introduction. Say: <i>"Caroline Myss expanded Jung's idea and grouped archetypes into families such as: Survival, Feminine, Masculine, Divine, Wisdom, Healer, Creative, Active, and Wild Card."</i>	8-10 min	Goal: Give enough context for participants to see relevance. Tip: Use 2-3 relatable brand or career examples.

Optional: If using Archetype Handout, refer to page 3:

explore by family

the families of archetypes		
the survival family	the divine family	the creative family
the feminine family	the wisdom family	the active family
the masculine family	the healer family	the wild card family

3. Say: “Examples of the **Feminine Family** of archetypes include **The Queen**, **The Goddess**, and **The Mother**.

4. Say: “Companies use archetypes to define brands. People and job applicants can do the same for their personal brand to make their applications and interviews more authentic and memorable. According to Caroline Myss, no matter the gender, everyone connects to both masculine and feminine archetypes.

Examples of feminine archetypes include:

- **The Queen:**

- **Definition:** The Queen embodies power, authority, sovereignty, and responsibility. She uses her position to protect and empower her “court” (family, community, or organization). Shadow aspects include arrogance, defensiveness, or ruling with cold indifference.
 - According to Caroline Myss, the Queen archetype can help someone assert their power, take charge of situations, delegate authority, and act with benevolence”.
- **Real-world example:** Queen Elizabeth II was a living Queen; in branding, Marie Claire magazine often channels the Queen through its image of sophistication, elegance, and authority.

Materials: Archetype Cards/Gallery of Archetypes Handout

Optional: [Carolyne Myss - Gallery of Archetypes/WOW-ME Gallery of Archetypes PDF](#), p.3

explore by family

the families of archetypes		
the survival family	the divine family	the creative family
the feminine family	the wisdom family	the active family
the masculine family	the healer family	the wild card family

- **Career example:** A manager or executive who leads with dignity, commands respect, and creates order while protecting and supporting their team.
- **The Goddess:**
 - **Meaning:** Represents beauty, fertility, wisdom, creativity, and sensuality. She inspires strength and connection to the sacred feminine. Shadow aspects include over-identification with sexuality or exploitation through image and allure.
 - **Real-world example:** Aphrodite (love and beauty), Isis (wisdom and magic), or Durga (power and protection). In branding, Dove taps into the Goddess archetype by emphasizing beauty, self-worth, and empowerment.
 - **Career example:** An artist, designer, or innovator who channels creativity and inspires others through aesthetics, vision, and emotional resonance.
- **The Mother:**
 - **Definition:** The life-giver, nurturer, and protector, offering unconditional love, patience, and compassion. She may extend beyond biological motherhood to include mentoring, teaching, or caring for the Earth. Shadow aspects include the Devouring Mother (over-controlling), Abandoning Mother, or Abusive Mother.
 - **Real-world example (and branding):** Demeter (Greek earth mother), Mary (Christianity/Islam), or Gaia (Mother Nature). In branding, Johnson & Johnson reflects the Mother archetype with themes of protection and care.
 - **Career example:** A teacher, caregiver, or mentor who inspires growth, provides stability, and nurtures others' potential.

3 Check-In	1. Say: <i>Can any other archetypes show how people present themselves in professional settings?"</i> 2. Do: Take 1-2 short questions if needed.	1-2 min	Goal: Ensure shared understanding before starting reflection.
4 Main Activity Experience	1. Say: <i>"Now, it's your turn. Look at the archetype list and choose one or two archetypes that can represent a professional role, work style, or value proposition. You may base your choice on a general professional profile, a fictional example, or yourself. There is no requirement to share personal information."</i> 2. Continue <i>"Please answer the following:</i> <i>"How does this archetype show up in the person's skills, values, and career goals?"</i> <i>"How would an employer see this archetype in the person's behavior?"</i> 3. Say: <i>"Now we're going to turn this archetype into a professional branding statement, similar to an elevator pitch. This is like a professional 'elevator pitch'. Write a short 'personal branding statement' that starts with: 'As a [archetype], ...' and then describe what the person brings to a role or project."</i> For example: <i>"As a Creator, I bring innovative ideas and transform them into practical solutions that inspire and engage teams."</i> Give participants 10 minutes to choose and draft. Circulate and offer prompts if someone is stuck ("Which archetype feels like you in your best moments?").	15-20 min	Goal: Link archetype to real-life self-presentation and create branding statements. Materials: Carolyn Myss - Gallery of Archetypes/WOW-ME Gallery of Archetypes PDF handout, device/pen & paper Tip: If a learner has a hard time picking an archetype, ask them to describe their strengths and help guide them to find an archetype representing that strength.
5 Reflection	1. Say: <i>"Now we have discovered what archetypes can help people develop their own branding statements."</i> 2. Ask: <i>"How can people apply archetypes to their personal brands?"</i>	5-10 min	Goal: Reflect on how archetypes can help self-discovery.

	“How can archetypes align with people’s professional goals?” Give each participant a chance to answer.		Materials: Digital notes/paper for reference
6 Evaluation	1. Say: “Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with Yes or No. The answers will remain anonymous.” 2. Distribute the evaluation form (paper-based or digital, e.g., Google Docs). 3. Participants answer the following questions (read out if necessary): “1. Did you learn something? 2. Was this activity transformative? 3. Did you understand the information? 4. Does this contribute to your mission?/Do you feel empowered? 5. Will this knowledge/skill improve your life? 6. Did you enjoy the activity? 7. Was your question answered?”	3–5 min	Goal: Learners reflect on the impact of the activity in a simple, low-pressure way. Tip: Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. Material: Evaluation Form Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	1. Say: “Your reward today is learning how archetypes can be applied to personal branding in a clear and practical way.” 2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization’s interests and capabilities. - Printed/digital quick-reference archetype guide - Access to additional archetype exercises - Invitation to a follow-up workshop on personal branding - Provide students with link to Caroline Myss free online material on her website: https://myss.com/	1–2 min	Goal: End with positive reinforcement. Material: Reward



3. End On Quote. Say: *"I would like to end this activity with the following quote by New York Times Best-selling author Caroline Myss in the introduction of her book ["Sacred Contracts"](#): "Learning to read the language of symbols has a positive effect on your self-image and energy. [...] You can start wherever you are".*

Narrative/StoryBrand

The Power of Myth

Activity Overview

Activity Title: The Power of Myth Subtitle: How to Use Storytelling to Engage Your Audience		Courses on ICARUS AI
Pedagogical Details	Logistics & Setup	
Activity Goals & Overview: - Introduce storytelling and fairy tales as analytical metaphors for career journeys and professional transitions. - Support learners in identifying common narrative patterns (challenge, support, change, outcome) relevant to career development. - Help learners practice using story-based explanations to communicate professional experience in interviews and career conversations. Learning Outcomes: Knowledge: Awareness: Recognize storytelling and fairy tales as metaphors for professional journeys and career transitions. Comprehension: Understand how narrative elements	Focus: Narrative / StoryBrand ▾ Edu Method: Non-Formal Activity ▾ Type of Activity: Main Activity ▾ Type of Skill (ESCO): Tell a story, Write storylines, Define brand identity, Manage personal professional development Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities Secondary Target Groups: Learners in non-formal adult education ▾ Trainers in non-formal adult education ▾ Members of non-formal adult education organizations ▾ Min-Max Number of Participants: 2-24 Duration: 36-67 minutes Learning Format: In-Person ▾ Online ▾	

(challenge, support, transformation, resolution) reflect common career experiences.

- **Analysis:** Analyze how story structures can represent professional change, learning, and growth.

- **Skills:**

- **Observation:** Identify key narrative elements in stories that parallel professional transitions.
- **Exploration:** Explore how storytelling metaphors can be applied to career development and professional communication.
- **Assisted practice:** Practice using story-based explanations to describe professional journeys in guided reflection or group discussion.

- **Attitudes:**

- **Consideration:** Show openness toward using storytelling as a reflective tool for professional contexts.
- **Preference:** Value metaphor-based explanations as a safe and effective way to discuss career transitions.
- **Self-identification:** Recognize how professional roles and transitions can be symbolically represented without personal disclosure.

Session Preparation:

- **Required Materials:**

- **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
- **Reward** (Suggested in **7 Reward & Resources**)
- **Evaluation Form** ([Google Forms](#)/[Word](#)/[PDF](#))
- Access to [Lovart](#)/[Gemini](#)/[ChatGPT](#) link to create fictional characters

- **Optional Extras:**

- Projector or screen to display archetype visuals
- Printer to print out fairytale character images
- Calming background music to create reflective atmosphere

- **Room Setup/Equipment:**

- Individual seating for reflection
- Space for pair/small-group sharing

Activity Instructions

Topic: The Power of Myth – How to Use Storytelling to Engage Your Audience

Goal / Expected Outcome:

- Participants explore fairy tales and stories as metaphorical frameworks for understanding career journeys and professional transitions.
- Participants practice translating narrative elements (characters, challenges, transformation) into clear professional stories relevant for job search and career communication.
- Participants develop awareness of how storytelling can support personal branding, interviews, and career conversations without requiring personal disclosure.

Benefits:

- Strengthens the ability to structure professional experiences as coherent and engaging narratives.
- Supports clearer communication of strengths, values, and growth in CVs, interviews, and networking contexts.
- Builds confidence in using storytelling as a practical tool for career development and self-presentation.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	1. Greet the group warmly. Say: <i>"We are going to explore how stories and fairy tales can be used as metaphors to reflect on professional journeys and growth."</i> 2. Ask: <i>"What's the title of a fairy tale, folk tale, or movie story that many people know?"</i> (Quick round. No pressure to explain. About 1 minute.) Mini-energizer: <i>"When you say the title, add a simple gesture that represents the theme of the story (for example: courage, change, learning)."</i> Keep it light and playful to set a creative tone.	3-4 min	Goal: Build engagement and spark creativity. Tip: Keep pacing quick to maintain energy.

2 Main Activity Theory/ Background	1. Say: "Fairy tales often mirror real life: they have a hero, challenges, transformation, and resolution. These patterns are also useful metaphors for professional stories, career development and career transitions." 2. Explain: "According to Missouri Southern State University, fairytales consist of the following elements: A timeless opening: Most begin with the familiar phrase, 'Once upon a time...' Clear characters: A hero or heroine contrasted with one or more villains. For example, Cinderella faces her cruel stepmother and stepsisters. Magic and wonder: Enchanted helpers, creatures, or events often intervene – like Cinderella's fairy godmother and the magical transformation for the ball. Challenges or tasks: The hero must face obstacles that test their courage or determination, such as Cinderella's struggle to reunite with the Prince. Victory over evil: The hero ultimately triumphs, with good prevailing over cruelty or injustice. A happy ending: Stories resolve with hope and harmony – the classic 'happily ever after.'"	5–7 min	Goal: Provide conceptual grounding. Tip: Use culturally diverse examples.
3 Check-In	1. Ask: "Does everyone have at least one fairy tale in mind? If not, it could also be a Disney movie or I can suggest a few options." 2. Optional: If needed, mention 3–4 well-known fairy tale titles as inspiration, for example: - Sleeping Beauty - Snow White - The Little Mermaid "Yeh-Shen" from China (a Chinese version of Cinderella) "Mufaro's Beautiful Daughters" (African Fairytale)	1–2 min	Goal: Confirm readiness before main reflection. Tip: Make sure all participants find their fairytale.

	Remind participants that their choice can be from any culture or tradition.		
4 Main Activity Experience	1. Introduction & Framing (1-2 min) Say: "Now we'll use the story as a metaphor for career transitions. Please think about a fairy tale, folk tale, or movie story that many people might connect to when going through a career change, re-entry into the workforce, or professional transition." 2. Guided Story Analysis (7-15 min) Ask participants to write down: • Characters: "Which character in the fairytale reflects challenges or qualities that people often face in their professional lives? Which one do people find the most interesting or inspiring?" • Magic and wonder. In the story, magic or wonder often helps the character move forward. ◦ What could magic represent in a professional context? ◦ (For example: new skills, training opportunities, mentors, networks, unexpected support, technology, or learning experiences.) • Timing: Where in the story would a person who is re-entering the workforce or changing careers find themselves in? • Challenges or tasks: Which obstacles in the story resemble challenges people commonly face when changing careers or re-entering the workforce? • Victory over evil: In stories, 'victory over evil' often symbolizes overcoming barriers. ◦ In a professional setting, what could this victory represent? ◦ (For example: gaining confidence, securing a job opportunity, completing training, adapting to a new role, or achieving stability.) • A happy ending: What would a realistic and positive professional outcome look like for this character after the transition?" 3. Individual Reflection Time (5-6 min)	18-39 min	Goal: Encourage symbolic and analytical reflection on career transitions using storytelling metaphors. Tip: Respect privacy; no one is required to share. Materials: Digital Device/Pen & paper Lovart/Gemini/ChatGPT link to create fictional characters

	Say: "Please take 10 minutes to reflect on these questions and answer them." 4. Optional (5 min) Say: "If you wish, you may create an image of this fictional fairytale character using an AI tool such as Lovart/Gemini/ChatGPT, or simply sketch the character on paper." Walk around to offer prompts to anyone stuck: Walk around and offer neutral prompts if someone is stuck, for example: • "Which character changes the most in the story?" • "What helps the character move forward?" 6. Branding translation (5–7 min) Say: "Now imagine this story as a professional narrative." Ask participants to add 1–2 sentences answering: • "What message does this story communicate about the character's strengths or values?" • "How could this story be summarized as a short professional narrative for a CV, interview, or career conversation?"		
5 Reflection	1. Set up: Divide participants into groups of 2–3. 2. Say: "Now, let's work in groups of 2 or 3. Please reflect on the fairy tales you create and answer the following questions." 2. Ask guiding questions: • "How can fairy tales or stories be translated into personal branding stories?" • What makes storytelling a useful tool for explaining change, learning, or growth in professional contexts?" • How could story-based explanations help someone communicate their professional experience in interviews or career conversations?"	5–8 min	Goal: Create a safe space for analytical discussion using storytelling as a professional reflection tool. Tip: Allow both verbal and written sharing.

	Remind participants that they can pass if they prefer not to share.		
6 Evaluation	1. Say: “Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with Yes or No. The answers will remain anonymous.” 2. Distribute the evaluation form (paper-based or digital, e.g., Google Docs). 3. Participants answer the following questions (read out if necessary): 1. Did you learn something? 2. Was this activity transformative? 3. Did you understand the information? 4. Does this contribute to your mission?/Do you feel empowered? 5. Will this knowledge/skill improve your life? 6. Did you enjoy the activity? 7. Was your question answered?”	3–5 min	Goal: Learners reflect on the impact of the activity in a simple, low-pressure way. Tip: Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. Material: Evaluation Form Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	1. Say: “Your reward today is this new awareness of how story telling and fairytales can be applied to career changes and professional transitions.” 2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization’s interests and capabilities. • Printed or digital quick-guide for mapping life events using story structure. • Printed image of their fairytale character (if applicable) 3. End On Quote. Say: “I would like to end this activity with the following quote from Friedrich Schiller’s play <i>“The Piccolomini”</i>: “Deeper meaning resides in the fairytales told to me in my childhood than in any truth that is taught in life.”	1–2 min	Goal: End with positive reinforcement. Material: Reward Optional: Printer to print out fairytale images

Narrative/StoryBrand StoryBrand

Storytelling Today

Activity Overview

Activity Title: Storytelling Today Subtitle: How CVs & Social Media Profiles Tell Our Stories		Courses on ICARUS AI
Pedagogical Details	Logistics & Setup	
Activity Goals & Overview: - Help participants reflect on how their CV or social media profiles communicate their personal story. - Encourage viewing professional documents as dynamic narratives that convey aspirations, achievements, and identity. - Identify areas for improving storytelling elements in professional branding. Learning Outcomes: Knowledge: Awareness: Recognize that CVs and social media profiles function as narratives that communicate	Focus: Narrative / StoryBrand Edu Method: Non-Formal Activity Type of Activity: Main Activity Type of Skill (ESCO): Tell a story, Communication, Identify skills gaps, Manage personal professional development Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities Secondary Target Groups: - Learners in non-formal adult education - Members of non-formal adult education organizations - Trainers in non-formal adult education Min-Max Number of Participants: 4-20	

identity, values, and professional direction.

- **Comprehension:** Understand how core storytelling elements (hero, problem, guide, action, success) appear within professional documents.
- **Application:** Identify storytelling patterns and gaps within a CV or online professional profile.

● **Skills:**

- **Observation:** Examine CVs and social media profiles to notice how information is structured and presented as a story.
- **Assisted practice:** Revise a short bio or profile section using the StoryBrand framework with guidance, templates, or peer support.
- **Independent practice:** Independently adjust selected CV or profile elements to improve clarity, focus, and audience relevance.

● **Attitudes:**

- **Realization:** Acknowledge how professional documents shape first impressions and influence opportunities.
- **Consideration:** Show openness to viewing professional experience from the perspective of employers, clients, or collaborators.
- **Preference:** Value clarity, intentionality, and authenticity when presenting professional narratives.

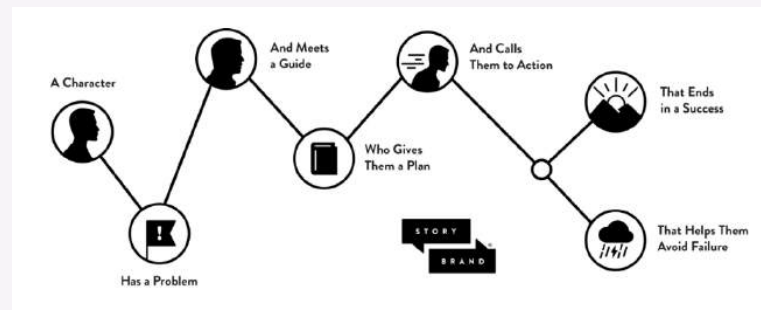
Duration: 51-63 minutes

Learning Format: **In-Person** **Online**

Session Preparation:

● **Required Materials:**

- **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
- **Reward** (Suggested in **7 Reward & Resources**)
- **Evaluation Form** ([Google Forms](#)/[Word](#)/[PDF](#))
- **Donald Miller's "Building a Story Brand" Framework** (projected/online/printed): [Module 2 – Build Your StoryBrand Narrative – StoryBrand Framework.pdf](#)



- **CV/Social Media Profiles**

● **Optional:**

- Calming background music to create reflective atmosphere
- Worksheets with personal bio prompts
- Projector for group sharing or brainstorming
- Example professional bios to inspire participants.

● **Room Setup/Equipment:**



- Tables or desks for writing
- Test Internet access.

- **Other Prerequisites:**

- Participants should ideally bring their current CV or access their social media profiles online.
- Prepare sample CVs/social media profiles for participants who do not want to work on their own CVs/social media profiles

Activity Instructions

Topic: Story Telling Today – How CVs & Social Media Profiles Tell Our Stories

Goal / Expected Outcome:

- Participants craft a personal narrative based on their CV or social media profile.
- Increased awareness of how professional documents reflect personal brand.
- Clear ideas for improving storytelling aspects in professional branding.

Benefits:

- Builds storytelling skills for career contexts.
- Enhances CVs and online profiles for stronger impact.
- Encourages participants to see their professional journey as a dynamic, evolving narrative.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	1. Welcome participants and introduce the topic: <i>"Today's activity explores how CVs and social media profiles communicate people's professional stories, and how these stories can be made more compelling."</i> 2. Ask: <i>"Has anyone ever learned something funny or unexpected about a colleague or supervisor by looking at their social media profile?"</i> (Invite quick, voluntary responses.)	3-5 min	Goal: Get participants thinking about personal brands in creative terms. Tone: fun and engaging
2 Main Activity Theory/ Background	1. Introduce the concept. Say: <i>"CVs and online profiles are often perceived as lists of facts, but they also function as narratives that communicate who people are, what they have achieved, where they are heading, and what value they offer to employers or clients."</i> 2. Explain that professional documents follow narrative logic and introduce the framework:	5 min	Goal: Shift mindset from factual listing to narrative construction. Material: Donald Miller's "Building a Story Brand" Framework (projected/online/printed)

Display or distribute the StoryBrand framework.



3. Walk through each element with a CV lens. Say: *“The StoryBrand approach, developed by Donald Miller, is inspired by narrative structures such as the Hero’s Journey. In this model, the audience is positioned as the hero, while the professional or brand acts as the guide. Applied to CVs, the employer or recruiter is the hero, and the candidate becomes the guide who helps address their needs.*

1. Character (the hero):

- **Definition:** Every story begins with a hero who wants something.
- **CV application:** The hero is the employer, recruiter, or client searching for the right candidate or solution.

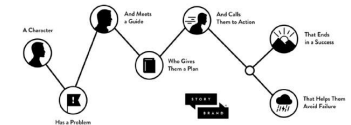
2. Has a Problem

- **Definition:** The hero faces a challenge or obstacle.
- **CV application:** Employers face problems such as skills gaps, workload pressures, unmet targets, or organizational challenges.

3. Meets a Guide

- **Definition:** The hero meets someone with empathy and authority who can help.

); [Module 2 – Build Your StoryBrand Narrative – StoryBrand Framework.pdf](#)



	○ CV application: The person presenting themselves through the CV or social media profile is the guide. Their experience, skills, and professional attitude signal understanding of the hero's problem and the ability to support a solution. 4. Who Gives Them a Plan ○ Definition: A guide provides a clear and practical path forward. ○ CV application: The CV demonstrates methods, tools, and approaches used by the guide (e.g., workflows, technical expertise, communication strategies). 5. Call to Action ○ Definition: The hero is invited to take action. ○ CV application: Action-oriented language shows how the guide actively contributes, leads, or initiates change. 6. Success ○ Definition: The hero achieves a positive outcome. ○ CV application: Achievements and results show how the guide's contribution leads to measurable success for the employer or client. 7. Avoid Failure ○ Definition: The story also highlights what is avoided by taking action. ○ CV application: Examples of risks prevented or problems solved show how the guide protects the organization from negative outcomes.		
3 Check-In	1. Ask: "Does the idea of viewing a CV or social media profile as a story make sense?" 2. Invite 1-2 quick responses.	3 min	Goal: Confirm readiness to apply the concept.

	3. Reassure: “This approach focuses on shaping professional information into a clear narrative that connects with its audience – such as employers, clients, or collaborators – rather than simply listing facts.”		
4 Main Activity Experience	Stage 1 – Short Bio Review (20 min) 1. Setup: Distribute/Display Donald Miller’s “Building a Story Brand” Framework (projected/online/printed): Module 2 – Build Your StoryBrand Narrative – StoryBrand Framework.pdf  2. Say: “As a first step, rewrite or draft your short bio on your LinkedIn profile/CV based on the StoryBrand structure by Donald Miller. You may choose to work with: • your own CV or LinkedIn profile, • an anonymized or adapted version of your profile, or • a sample or fictional professional profile provided.” “The goal is to practice narrative clarity, not to share personal information.” 3. Say: “The bio should reflect the following StoryBrand elements:” • Hero: Identify the audience being served (e.g. employer or client). ◦ Example: “Companies seeking to grow their digital presence...”	30–35 min	Goal: Create a personal narrative and link it to tangible professional documents. Material: Donald Miller’s “Building a Story Brand” Framework (projected/online/printed): Module 2 – Build Your StoryBrand Narrative – StoryBrand Framework.pdf  Learners’ CVs/

- **Problem:** Name a challenge the audience faces.
 - **Example:** "...often struggle to stand out in a crowded online market."
- **Guide:** Show how the person presented in the profile acts as a guide, combining empathy and expertise.
 - **Example:** "With 5+ years in digital marketing, this professional helps organizations clarify their brand voice and build effective campaigns."
- **Plan:** Outline methods or approaches used.
 - **Example:** "They create targeted strategies, implement content calendars, and track data to ensure measurable impact."
- **Call to Action:** Use action-oriented language that signals initiative.
 - **Example:** "They partner with teams to launch campaigns that reach the right people at the right time."
- **Success:** Describe positive outcomes if the audience engages.
 - **Example:** "This approach has helped clients increase engagement by 40% and achieve sustainable growth."

Allow 15–20 minutes for individual writing.

Stage 2 – Profile Review

4. Divide participants into pairs (or one group of three if needed).

5. Say: "If comfortable, participants may share their drafted bio or profile with a partner."

Alternatively, they may discuss a fictional or sample profile."

Ask pairs to discuss:

- "Does the bio clearly position the employer or client as the hero?"
- "Is a problem clearly identified?"
- "Does the profile present the person as a guide, showing both skills and empathy?"

	Allow 10–15 minutes for peer review and discussion.		
5 Reflection	1. Ask: ““What was surprising or unexpected when looking at the profile as a story?” “What is one storytelling element that became clearer or stronger during the activity?” “How could this type of narrative be used in future job applications, interviews, or networking situations?”	5–7 min	Goal: Allow safe sharing. Tip: Model sharing by giving your own example first.
6 Evaluation	1. Say: “Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with Yes or No . The answers will remain anonymous.” 2. Distribute the evaluation form (paper-based or digital, e.g., Google Docs). 3. Participants answer the following questions (read out if necessary): “1. Did you learn something? 2. Was this activity transformative? 3. Did you understand the information? 4. Does this contribute to your mission?/Do you feel empowered? 5. Will this knowledge/skill improve your life? 6. Did you enjoy the activity? 7. Was your question answered?”	3–5 min	Goal: Learners reflect on the impact of the activity in a simple, low-pressure way. Tip: Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. Material: Evaluation Form Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	1. Say: “You now have learned a new technique to apply a narrative framework that strengthens professional communication across CVs, online profiles, and interviews.”	2–3 min	Goal: End with positive reinforcement. Material: Reward Link to Crafting Your Brand Blueprint in a



	2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Free LinkedIn profile review • CV feedback session • Personal branding checklist PDF • Link to Crafting Your Brand Blueprint in a Tech-Driven Future: https://brand-blueprint.ea.consulting/ • Link to Brandsript Free: https://app.storybrand.ai/login 3. End On Quote. Say: <i>"I would like to end this activity with the following quote from the book "Building a StoryBrand" by Donald Miller. "When we position our customer as the hero and ourselves as the guide, we will be recognized as a trusted resource to help them overcome their challenges. Positioning the customer as the hero in the story is more than just good manners; it's also good business"."</i>		Tech-Driven Future: https://brand-blueprint.ea.consulting/ • Link to Brandsript Free: https://app.storybrand.ai/login
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Slovakia – HR Career Coaching

Connecting with Your Future Idol

Activity Overview

Activity Title: Connecting with Your Future Idol Subtitle: Learning from Inspiring Women to Build Career Strength, Confidence, and Resilience		Courses on ICARUS AI
Pedagogical Details	Logistics & Setup	
Activity Goals & Overview: - Explore inspiring women's role models in relation to current and future job-market trends. - Connect success stories to resilience, adaptability, and career confidence. - Support participants in reflecting on transferable skills for their own career paths. Learning Outcomes: Knowledge: Awareness: Recognize key job-market trends shaping women's careers, including digitalization, AI, remote work, green jobs,	Focus: Personal Development ▾ HR Strategies ▾ Edu Method: Non-Formal Activity ▾ Type of Activity: Energizer ▾ Type of Skill (ESCO): Self-management skills and competences, Think analytically, Communication, collaboration and creativity, Manage personal professional development, Personal development Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities Secondary Target Groups: Learners in non-formal adult education ▾ Min-Max Number of Participants: 4-20 Duration: 31-57 minutes	

and STEM.

- **Comprehension:** Understand how women role models navigated opportunities and barriers in changing labor markets.
- **Application:** Identify links between success stories and transferable skills relevant to personal career development.
- **Skills:**
 - **Observation:** Notice recurring skills and qualities in women's success stories across different sectors.
 - **Exploration:** Reflect on personal strengths and aspirations inspired by role models and future trends.
 - **Creative modification:** Translate insights from role models into ideas for future career direction or development.
- **Attitudes:**
 - **Realization:** Become aware of one's own potential in a changing job market.
 - **Consideration:** Show openness toward diverse career paths and leadership styles among women.
 - **Self-identification:** See oneself as capable

Learning Format: In-Person Online

Session Preparation:

● Required Materials:

- **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
- **Reward** (Suggested in **7 Reward & Resources**)
- **Evaluation Form** ([Google Forms](#)/[Word](#)/[PDF](#))
- **Inspiring Video(s) of inspirational women (examples):** Choose one of the following examples, or prepare another inspiring video about successful women.

■ International:

- [Priyanka Chopra](#)
- [Accenture CEO's Advice To Women: Stand Out | Success With Moira Forbes](#)
- [SUCCESS WOWME WOMEN MOTIVATIONAL VIDEO](#)

■ Czech Republic: [THE MOST IMPORTANT CZECH WOMEN](#)

■ Spain: [Mujeres que inspiran: liderazgo y capacidad de superación](#)

■ Slovakia: [Slovakia Swears In First Female President Zuzana Caputova](#)

■ Norway: [Norwegian Princess Märtha Louise](#)

- **PowerPoint presentation:** [MODULE 3 - Connecting with Your Future Idol - Wild Woman Archetype](#)

● Optional Extras:

- **Printout:** Pictures of Famous Women, for example, [100 women who changed the world](#)
- Projector for PowerPoint presentation
- Calming background music to create a reflective atmosphere



of developing resilience and confidence for future career challenges.

• **Room Setup/Equipment:**

- Chairs in a circle or semi-circle for discussions
- Accessibility
- Projector or large screen for video playback

Activity Instructions

Topic: Connecting with Your Future Idol – Learning from Inspiring Women to Build Career Strength, Confidence, and Resilience

Goal / Expected Outcome:

- Explore the lives and skills of inspiring women role models.
- Identify transferable skills and qualities applicable to participants' own career paths.
- Promote resilience and self-belief for job applications and leadership development.

Benefits:

- Builds confidence through connection with inspiring role models.
- Highlights transferable skills relevant to today's job market.
- Strengthens resilience by reframing challenges as growth opportunities.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	1. Say: "Welcome, everyone! Today, we're exploring the concept of the Future Woman Idol – an inspiring figure whose qualities can help us thrive in today's changing job market. We'll discover her together, connect with her skills, and see how her strengths can shape women's careers." 2. Do: Play a video of a relevant modern female leader/inspirational woman. 3. Ask after the video: "What are some of the characteristics that stand out about this/these women?" (Give volunteers a chance to answer, quick round.) 4. Then ask: "What is one important skill for women to succeed in their careers?" Let participants share their ideas. 5. Listen to 3–4 responses. Say: "The answer many experts agree on is adaptability and continuous learning. These skills help women stay relevant as industries change. We are all here to improve these skills together! Let's start!"	5–15 min	Goal: Watch the video, respond to questions. Material: Video(s) of inspiring women (localized content), Examples: • Priyanka Chopra (international) • Czech Republic • Spain • Slovakia • Norway

2 Main Activity Theory/ Background

1. Set up PowerPoint presentation: [MODULE 3 – Connecting with Your Future Idol – Wild Woman Archetype](#)

2. Present Slides 1–2. Say: *“The Wild Woman Archetype, defined by Clarissa Pinkola Estés in her book ‘Women Who Run with the Wolves’ embodies confidence, self-awareness, resilience, and the courage to challenge norms. These traits are valuable for building resilience and confidence in the workplace.”*

3. Present Slide 3: Present 4 key reasons this matters, with facts and examples:

Wild Woman Archetype

Why does this help in job search?

● Confidence & Authenticity

- Self-Understanding:** The Wild Woman archetype emphasizes knowing oneself. In the job market, this self-awareness can help women to **understand their true interests & strengths** & pursue roles and careers aligned with what they truly want.
- Confidence & Uniqueness:** By connecting with the archetype's sense of individuality and intrinsic worth, women can present themselves authentically, which is often a key differentiator in interviews and networking.

80% of women struggle with low self-esteem and shy away from self-advocacy at work
(National Bureau of Economic Research)

● Building Resilience & Strength

- Rebounding from Setbacks & Overcoming Fears:** The Wild Woman archetype embodies resilience and courage, inspiring persistence through rejection and challenges. It helps women confront imposter syndrome, societal biases, and self-doubt during career transitions.
- Defying Cultural Norms & Limiting Beliefs:** The Wild Woman's defiant energy empowers women to advocate for fairness, challenge undervaluation, and break internalized barriers holding them back in their careers.

Talented women are more likely to shy away from more advanced, higher-paying positions, as they feel that they are not qualified enough (World Economic Forum)

● Creativity, Visionary Thinking & Problem-Solving

By aligning with the archetype's broader, poetic perspective, women can **envision long-term goals and strategies** that break conventional boundaries, inspiring bold career moves.

● Nurturing Connections and Leadership

As a "friend and mother to those who have lost their way," this archetype encourages women to uplift others, making them effective leaders and collaborators in the workplace.

Say: *“We’ll now look at four reasons why this archetype is helpful in job search and professional development:*

1) Confidence & Authenticity

“The Wild Woman archetype emphasizes knowing oneself. In job search, this self-understanding helps women recognize their true strengths, interests,

5–8 min

Goal: Ground the activity in professional relevance.

Tip: Use examples from industries participants are likely to work in.

Material:

PowerPoint Presentation:
[MODULE 3 – Connecting with Your Future Idol – Wild Woman Archetype](#)

Wild Woman Archetype

Why does this help in job search?

● Confidence & Authenticity

- Self-Understanding:** The Wild Woman archetype emphasizes knowing oneself. In the job market, this self-awareness can help women to understand their true interests & strengths & pursue roles and careers aligned with what they truly want.
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	and values, and communicate them authentically in applications, interviews, and networking.” 2) Building Resilience & Strength “This archetype represents resilience – the ability to recover from rejection, setbacks, and self-doubt. It supports women in confronting imposter syndrome, societal bias, and fear of failure, which are common during career transitions.” 3) Creativity, Visionary Thinking & Problem-Solving “The Wild Woman archetype encourages women to think beyond conventional paths. This supports long-term vision, creative career strategies, and problem-solving – all important in a rapidly changing job market.” 4) Nurturing Connections & Leadership “Finally, this archetype highlights relational strength. By uplifting others and building meaningful connections, women develop collaborative leadership skills that are highly valued in modern workplaces.”		
3 Check-In	1. Say: “Think of someone people know or an example of a person. Did they face a challenge where resilience, adaptability, or courage helped them? Raise your hand if you can think of a situation like that in someone else’s career.” 2. Do: Invite 2-3 participants to share short examples (max. 1 min each). 3. Say: “These are the same qualities we see in many inspiring women leaders.”	1-4 min	Goal: Connect theory to participants’ real experiences. Tip: Keep stories concise to maintain energy.
4 Main Activity Experience	1. Set up: Present Slide 4 of the presentation: Connecting with Your Future Idol - Learning from Inspiring Women to Build Career Strength, Confidence, and Resilience	10-15 min	Goal: Tip: Speak slowly, pause between prompts, and use a calm tone.

Say: "We're going to do a guided imagination exercise in three steps. Sit comfortably, close your eyes if you like, and follow my voice."

2. Complete the Activity. Say:

"Please follow the next steps. Let's open up our minds to understand our strengths intuitively."

3. Then lead the participants through these steps:

- **Step 1 – Allow unconscious material:** "Imagine standing at the edge of a forest-this is the realm of your unconscious. Step inside. Notice what you see, hear, and feel. 'Collect the bones' – the skills, ideas, and strengths you already have. Let images, sounds, or sensations come without judgment."
- **Step 2 – Reconcile and compare:** "Think of the skills you still need. How would they feel? Invite these skills in, as if welcoming old friends."
- **Step 3 – Meet the Future Idol:** "Emerging from the shadows, you see her – your Future Woman Idol. She is both fierce and nurturing."

(Wait a bit before continuing)

"What did she do in her life?"

(Wait 1 minute)

"How does she work?"

(Wait 1 minute)

"How does she organize?"

(Wait 1 minute)

"What message does she have for the world?"

(Wait 1 minute)

Learn from her."

4. Say: "Thank your future Idol for her message. Take a deep breath, and bring her qualities back with you into the present."

Materials:

Electronic devices/Pen&Paper

[Presentation, Slide 4](#)



	5. Do: After exercise, allow 3–5 minutes for silent journaling. Say: <i>“Now, let’s take a few minutes to write down our experiences and anything else that comes to mind.”</i>		
5 Reflection	1. Ask: “What skills can women learn from connecting to their future idol and apply to their professional lives?” “How can visualizing one’s future idol inspire someone in their professional journey?” Invite participants to share their ideas and thoughts. Give all voluntary participants a chance to answer.	5–7 min	Goal: Encourage workplace-focused self-reflection. Tip: Keep the reflection generic, so participants do not feel they need to share personal information
6 Evaluation	1. Say: <i>“Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with Yes or No. The answers will remain anonymous.”</i> 2. Distribute the evaluation form (paper-based or digital, e.g., Google Docs). 3. Participants answer the following questions (read out if necessary): 1. Did you learn something? 2. Was this activity transformative? 3. Did you understand the information? 4. Does this contribute to your mission?/Do you feel empowered? 5. Will this knowledge/skill improve your life? 6. Did you enjoy the activity? 7. Was your question answered?	3–5 min	Goal: Learners reflect on the impact of the activity in a simple, low-pressure way. Tip: Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. Material: Evaluation Form Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	1. Say: <i>“Today, we connected to our own idols. I hope that she can help us follow our dreams.”</i>	2–3 min	Goal: End with positive reinforcement. Material: Reward



	2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Wild Woman Archetype Handout • Heroine archetype image 3. End On Quote. Say: <i>"I would like to end this activity with the following quote from 'Women Who Run With the Wolves' by Clarissa Pinkola Estés: "The wild woman carries the bundles for healing; she carries everything a woman needs to be and know. She carries the medicines for all things'."</i>		Tip: Choose a reward that is career-relevant
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Personal Development

Your Stall

Activity Overview

Activity Title: Your Stall Subtitle: Adapting Your Job Search Strategies to Align with Employer Expectations		Courses on ICARUS AI
Pedagogical Details	Logistics & Setup	
Activity Goals & Overview: - Introduce employer personas and their expectations within recruitment processes. - Support understanding of how job application strategies can be adapted to different employer profiles. - Provide structured, hands-on practice in presenting skills and experience strategically while maintaining coherent and authentic professional communication. Learning Outcomes: Knowledge: Awareness: Recognize different employer personas and their expectations.	Focus: Personal Development Edu Method: Non-Formal Activity Type of Activity: Main Activity Type of Skill (ESCO): Communication, collaboration and creativity, Solving Problems, Prepare for job interview, Job market offers, Personal development Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities Secondary Target Groups: - Learners in non-formal adult education - Members of non-formal adult education organizations - Trainers in non-formal adult education Min-Max Number of Participants: 3-20	

- **Comprehension:** Understand how employer personas influence recruitment and selection decisions.
- **Application:** Identify employer expectations using job postings, websites, and organizational cues.

● **Skills:**

- **Observation:** Identify key employer values and priorities across different sectors.
- **Problem solving:** Adapt job application strategies to match employer expectations.
- **Creative modification:** Adjust communication and presentation of skills for different employer personas.

● **Attitudes:**

- **Realization:** Acknowledge that employer expectations vary across organizations and sectors.
- **Consideration:** Show openness toward diverse organizational cultures and communication styles.
- **Preference:** Value authentic and audience-aware job application strategies.

Duration: 47–62 minutes

Learning Format: **In-Person** **Online**

Session Preparation:

● **Required Materials:**

- **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
- **Reward** (Suggested in **7 Reward & Resources**)
- **Evaluation Form** ([Google Forms/Word/PDF](#))
- **Stall Visual:** [Module 3 – Your Stall – Visual.png](#)
- [WOW-ME 6 Employer Personas Related to Leadership Handout](#) (printed or digital)



WOWME Archetypes & Evolution
6 Employer Personas related to Leadership

Victory Leadership	Contending Leadership	Preserving Leadership	Adaptive Leadership	Disruptive Leadership	Coaching Leadership
• Focuses on winning and achieving goals. • Emphasizes competition and performance. • Often uses a top-down approach. • Values results and achievement.	• Focuses on challenging the status quo and driving change. • Emphasizes innovation and risk-taking. • Often uses a collaborative approach. • Values growth and development.	• Focuses on maintaining the current state and ensuring stability. • Emphasizes tradition and consistency. • Often uses a hierarchical approach. • Values order and structure.	• Focuses on responding to change and adapting to new circumstances. • Emphasizes flexibility and resilience. • Often uses a flexible approach. • Values adaptability and resourcefulness.	• Focuses on breaking down barriers and creating new opportunities. • Emphasizes disruption and transformation. • Often uses a radical approach. • Values boldness and vision.	• Focuses on supporting and guiding others to achieve their potential. • Emphasizes mentorship and development. • Often uses a supportive approach. • Values empathy and listening.

● **Optional Extras:**

- Calming background music to create reflective atmosphere
- Projector, Whiteboard, flipcharts
- Sample resumes and cover letters
- Salary benchmark and job search platform lists
- Mentimeter for Energizer ([Mentimeter](#))

● **Room Setup/Equipment:**

- Tables arranged to facilitate small group work



- **Other Prerequisites:**
 - Ensure room meets accessibility standards

Activity Instructions

Topic: Your Stall – Adapting Your Job Search Strategies to Align with Employer Expectations

Goal / Expected Outcome:

- Enable participants to adapt job application and interview strategies to different employer personas.
- Support the practical application of employer persona analysis to recruitment contexts.
- Strengthen understanding of how strategic adaptation can improve job-search outcomes.

Benefits:

- Increased understanding of employer expectations.
- More targeted and effective job application strategies.
- Greater confidence in adapting communication to different employer contexts.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	1. Smile and greet participants. Say: <i>“Welcome. This activity explores how job search strategies can be adapted to different types of employers. Think of it like setting up a stall in a job market: what is offered and how it is presented can attract different employers.”</i> 2. Ask: <i>“What three adjectives are commonly used to describe attractive or well-rated employers in today’s job market?”</i> (Go around quickly – 3 adjectives each.)	5–7 min	Goal: Break the ice and encourage initial reflection on employer characteristics. Tone: Warm and inclusive. Adaptation: For online sessions, invite participants to type their words in the chat. Optional: Use Mentimeter for interactive sharing.
2 Main Activity Theory/ Background	1. Introduce employer personas. Say: <i>“Different employers have different priorities. These patterns can be described as employer personas. This</i>	10–12 min	Goal: Provide clear employer type examples and actionable tips.

activity focuses on how employer personas can be identified and how application strategies can be adapted accordingly.

2. Explain the Stall metaphor.

1. **Set Up:** Display the Stall Visual [Module 3 - Your Stall - Visual.png](#)



2. Say:

- "In this activity, job applications are approached as a stall in a job market: the same skills and experience can be presented in different ways to attract different employer personas."
- "The same profile can be presented differently depending on which employer persona is being addressed. The goal is to adjust communication and emphasis – not identity."

2. Present quick examples of employer types. Say:

- "Some employers prioritize diversity and inclusion, which may be visible through policies, employee reviews, or flexible work options."
- "Others are growth-driven and value upskilling, adaptability, and initiative."
- "Some employers prioritize stability, long-term commitment, and consistent quality."

Materials:

Stall Visual: [Module 3 - Your Stall - Visual.png](#)



[WOW-ME 6 Employer Personas Related to Leadership Handout](#)
(printed or digital)

WOWME Archetypes & Evolution
6 Employer Personas related to Leadership

	Visionary Leadership	Connecting Leadership	Resolving Leadership	Adaptive Leadership	Domestic Leadership	Coaching Leadership
Light Attributes (Strengths)	• Inspire others to see the big picture • Communicate clearly and effectively • Encourage others to take ownership • Inspire others to take ownership • Inspire others to take ownership	• Inspire others to see the big picture • Communicate clearly and effectively • Encourage others to take ownership • Inspire others to take ownership • Inspire others to take ownership	• Inspire others to see the big picture • Communicate clearly and effectively • Encourage others to take ownership • Inspire others to take ownership • Inspire others to take ownership	• Inspire others to see the big picture • Communicate clearly and effectively • Encourage others to take ownership • Inspire others to take ownership • Inspire others to take ownership	• Inspire others to see the big picture • Communicate clearly and effectively • Encourage others to take ownership • Inspire others to take ownership • Inspire others to take ownership	• Inspire others to see the big picture • Communicate clearly and effectively • Encourage others to take ownership • Inspire others to take ownership • Inspire others to take ownership
Shadow Attributes (Weaknesses)	• Can overlook details • Can overlook details • Can overlook details • Can overlook details • Can overlook details	• Can overlook details • Can overlook details • Can overlook details • Can overlook details • Can overlook details	• Can overlook details • Can overlook details • Can overlook details • Can overlook details • Can overlook details	• Can overlook details • Can overlook details • Can overlook details • Can overlook details • Can overlook details	• Can overlook details • Can overlook details • Can overlook details • Can overlook details • Can overlook details	• Can overlook details • Can overlook details • Can overlook details • Can overlook details • Can overlook details

Adaptation: Online – screen share examples.

Archetypes & Evolution

6 Employer Personas related to Leadership

	Visionary Leadership	Commanding Leadership	Pacesetter Leadership	Affiliate Leadership	Democratic Leadership	Coaching Leadership
Light Attributes (Positive)	- Inspires with a clear long-term vision - Communicates purpose & optimism - Encourages innovation/creativity - Recognizes contributions and builds unity	- Motivates team by connecting their work to a larger strategy - Inspires team members to understand bigger purpose - Useful during times of change & uncertainty	- Holds their team (and themselves) to a high standard - Sets clear pace & high goals - Creates a results-oriented environment	- Building strong emotional bond - Building team spirit - Positive work environment	- Empowers & engages team to be part of the decision-making - Team has a sense of ownership & responsibility - Great at generating ideas	- Supports individual growth and long-term professional development Builds trust and loyalty through personalized feedback and mentorship
Shadow Attributes (Negative)	- Can overlook short-term needs Vision tied too closely to leader - Ignores other ideas if fixated - May lack follow-through & accountability	- Risks alienating team members who require more collaborative input - Can come across as overbearing or overly directive if not balanced	- Can cause frustration & employee burnout Extreme focus on perfection can make it difficult for employees to see how their individual efforts fit into the bigger picture	- May avoid addressing performance issues to maintain harmony - Underperformance if combined with insufficient structure or feedback	- Risks indecision or lack of clarity in high-pressure situations - May frustrate team members who prefer direct guidance	- Coaching can slip into everyday conversations - Time-intensive, potentially slowing productivity - Risks overstepping boundaries

3. Add: "The following employer personas will be used as analytical reference models in this activity:

- 1. Visionary Leader** - values ideas, purpose, and future-oriented thinking
- 2. Commanding Leader** - values clarity, structure, and fast decision-making
- 3. Pacesetter Leader** - values performance, efficiency, and high standards
- 4. Affiliative Leader** - values relationships, trust, and teamwork
- 5. Democratic Leader** - values collaboration, dialogue, and shared decisions
- 6. Coaching Leader** - values learning, feedback, and long-term development

	4. Share 2-3 quick job search tips. Say: <i>"Based on current recruitment practices, the following considerations are often relevant in job-search contexts:</i> <i>• Applications should apply even when not all listed requirements are met (for example, 60–70%).</i> <i>• Salary benchmarks can be researched in advance to better understand market expectations.</i> <i>• Career gaps can be addressed using skills-based and experience-focused explanations."</i>		
3 Check-In	1. Ask: <i>"What types of skills placed in a 'stall' do different employer personas tend to value most?"</i> Invite 2–3 quick responses. 2. If nobody responds, add an example. Say: <i>"For example, creative sectors often value Visionary or Democratic leadership, while logistics or manufacturing environments may lean toward Commanding or Pacesetting leadership."</i>	2–3 min	Goal: Check understanding of employer personas and sector differences. Tip: Prepare additional examples if clarification is needed.
4 Main Activity Experience	Part 1 – Employer Persona Matches (10–12 min) 1. Say: <i>"Please work in small groups to match specific skills to specific employer types."</i> 2. Set up: Divide participants into groups of 3–4. Assign specific employer persona to each group. If there are fewer groups, each group can work on 2 personas. 3. Hand out or display the WOW-ME 6 Employer Personas Related to Leadership Handout.	20–25 min	Goal: Link participant skills to employer needs. Materials: WOW-ME 6 Employer Personas Related to Leadership Handout (printed or digital)

Archetypes & Evolution

6 Employer Personas related to Leadership

Light
Attributes
(Positive)

Visionary Leadership

- Inspires with a clear **long-term vision**
- Communicates **purpose & optimism**
- Encourages innovation/creativity
- Recognizes contributions and builds unity

Commanding Leadership

- Motivates team by connecting their work to a larger strategy
- Inspires team members to understand bigger purpose.
- Useful during times of change & uncertainty.

Pacesetter Leadership

- Holds their team (and themselves) to a **high standard**
- Sets clear pace & high goals
- Creates a results-oriented environment.

Affiliate Leadership

- Building strong **emotional bond**
- Building **team spirit**
- Positive work environment

Democratic Leadership

- Empowers & engages team to be part of the decision-making
- Team has a sense of **ownership & responsibility**
- Great for generating ideas

Coaching Leadership

- Supports **individual growth** and long-term professional development.
- Builds **trust and loyalty** through personalized feedback and mentorship.

Shadow
Attributes
(Negative)

- Can overlook short-term needs
- Vision tied too closely to leader
- Ignores other ideas if fixated
- May lack follow-through & accountability

- Risks alienating team members who require more collaborative input.
- Can come across as overbearing or overly directive if not balanced.

- Can cause frustration & employee burnout
- Extreme focus on perfection can make it difficult for employees to see how their individual efforts fit into the bigger picture.

- May avoid addressing performance issues to maintain harmony.
- Underperformance if combined with insufficient structure or feedback.

- Risks indecision or lack of clarity in high-pressure situations.
- May frustrate team members who prefer direct guidance.

- Coaching can slip into everyday conversations
- Time-intensive, potentially slowing productivity
- Risks overstepping boundaries

WOWME Archetypes & Evolution

6 Employer Personas related to Leadership



Adaptation: Online – breakout rooms with shared doc.

4. Instruct: “Discuss the employer persona: What skills and qualities would this employer value most?”

5. Ask:

- How could someone adapt their CV or interview answers for this type of employer?”
- “Fill in at least three expectations this employer might have, and three ways a candidate could meet them, using a mix of hard and soft skills.”

5. Give each group about 10 minutes to work on their answers.

Part 2 – Group Presentations (10–13 min)

1. Groups present their employer persona and one way they’d adapt their application.

Say: “Now, please present your employer persona and explain how someone could adapt their application for this employer.”

(Encourage learners to ask questions for all other groups.)

5 Reflection	1. Say: <i>"This activity has highlighted how different employer personas value different skills and communication approaches."</i> 2. Ask: <i>"How do different employer requirements prioritize different aspects of a job candidate?"</i> <i>Why is it important to tailor your job search strategy based on the employer's persona?"</i> <i>What are some challenges that might arise when trying to align with a particular employer requirement, and how can they be overcome?"</i> 3. Wrap Up: <i>"Adapting applications does not mean changing identity. It involves communicating strengths in ways that resonate with different employer expectations."</i>	5-7 min	Goal: Consolidate learning, share strategies. Materials: Flip chart to capture ideas. Mentimeter Adaptation: Online – groups present via shared screen.
6 Evaluation	1. Say: <i>"Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with Yes or No. The answers will remain anonymous."</i> 2. Distribute the evaluation form (paper-based or digital, e.g., Google Docs). 3. Participants answer the following questions (read out if necessary): <i>"1. Did you learn something?"</i> <i>2. Was this activity transformative?"</i> <i>3. Did you understand the information?"</i> <i>4. Does this contribute to your mission?/Do you feel empowered?"</i> <i>5. Will this knowledge/skill improve your life?"</i> <i>6. Did you enjoy the activity?"</i> <i>7. Was your question answered?"</i>	3-5 min	Goal: Learners reflect on the impact of the activity in a simple, low-pressure way. Tip: Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results. Material: Evaluation Form Online: Google Forms or Printed: Word/PDF



7 Reward & Resources	1. Say: <i>"As a thank you, here's something to support your job search."</i> 2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Free CV review/adaptation to employer personas • Job fair pass • LinkedIn profile check • Job platform list • Module 3 - Your Stall - Visual.png 3. End On Quote. Say: <i>"I would like to end this activity with the following quote by Oprah Winfrey: 'Doing the best at this moment puts you in the best place for the next moment'."</i>	2-3 min	Goal: End with positive reinforcement. Material: Reward
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HR Strategies – Main Activities

WOW-ME ... BRAND-ME

Activity Overview

Activity Title: WOW-ME ... BRAND-ME Subtitle: Building Your Personal Brand through CVs, Social Media & Creative Self-Presentation		Courses on ICARUS AI
Pedagogical Details	Logistics & Setup	
Activity Goals & Overview: - Help participants see their CV or social media profiles as personal brand stories. - Encourage a compelling, narrative-based approach to professional documents. - Provide practical tools for identifying and communicating personal brand values. Learning Outcomes: Knowledge: Awareness: Recognize the role of personal branding in recruitment processes and long-term career development.	Focus: HR Strategies Edu Method: Non-Formal Activity Type of Activity: Main Activity Type of Skill (ESCO): Self-management skills and competences, Personal skills and development, Define brand identity, Manage personal professional development, Manage online communications Primary Target Group: Women re-entering the workforce, particularly those facing disadvantages or with limited opportunities Secondary Target Groups: - Learners in non-formal adult education - Members of non-formal adult education organizations - Trainers in non-formal adult education Min-Max Number of Participants: 4-20	

- **Comprehension:** Understand how CVs, LinkedIn profiles, and online presence shape first impressions and professional credibility.
- **Application:** Identify key branding principles used in HR evaluation, such as clarity, consistency, and value communication.
- **Skills:**
 - **Observation:** Observe how professional profiles and branding elements are presented and interpreted in HR contexts.
 - **Exploration:** Explore different ways branding elements (keywords, strengths, mission statements) can be expressed across CVs and online profiles.
 - **Assisted practice:** Apply branding elements through guided activities, peer feedback, and structured profile review.
- **Attitudes:**
 - **Realization:** Awareness of gap that can exist between professional profiles and actual strengths or work styles.
 - **Consideration:** Show openness to refining professional presentation based on feedback and alignment with career goals.
 - **Preference:** Value clarity, authenticity, and constructive peer support in professional branding processes.

Duration: 50–80 minutes

Learning Format: In-Person

Session Preparation:

- **Required Materials:**
 - **Digital device** (laptop, tablet, phone)/**pen & paper** for each participant
 - **Reward** (Suggested in **7 Reward & Resources**)
 - **Evaluation Form** ([Google Forms/Word/PDF](#))
 - **White T-shirt** (real or paper template for branding exercise, white is preferred to ensure all words can be read clearly)
[Module 3 - WOW-ME ... BRAND-ME - T-Shirts.pdf](#)
 - **Example/Participants' LinkedIn profiles/resumes**
- **Optional Extras;**
 - Calming background music to create reflective atmosphere
 - White board
 - Mentimeter ([Mentimeter](#))
 - Goal-writing worksheet
 - Projector for group sharing
 - Branding keywords list for inspiration
- **Room Setup/Equipment:**
 - Chairs arranged for group work
 - Screen/projector for examples if available
- **Other Prerequisites:**
 - Prepare 2–3 example LinkedIn profiles/CVs to show
 - Participants bring their CV or social profile for reference

Activity Instructions

Topic: WOW-ME ... BRAND-ME

Goal / Expected Outcome:

- Participants identify their personal brand values.
- They express their brand through creative exercises and a digital audit.
- They set one actionable branding improvement goal.

Benefits:

- More consistent professional image across CV, interviews, and social media.
- Clearer, stronger professional identity for networking and job applications.
- Increased HR appeal through brand alignment.

Step	Trainer Instructions	Time	Notes & Tips
1 Check-In & Mini-Energizer	1. Say: <i>"Welcome! Today we'll explore how professional identities and personal brands are communicated in work and career contexts."</i> 2. Ask: <i>Let's start this session with a quick energizer. What are three important elements most HR managers look for in LinkedIn profiles or resumes?"</i> 3. Provide Examples (if necessary): • Clear job title or professional role • Relevant skills or keywords • Consistent career story • Evidence of experience or results • Professional photo (for LinkedIn) • Clarity and readability • Alignment with the role or sector	3-5 min	Tone: Keep tone upbeat; this primes participants to think in branding terms. Tip: Keep answers short to warm up the group. Materials (Optional): White Board, Mentimeter (Mentimeter)

	(Quick round.) 4. Optional: Write words/answers on a whiteboard, or use Mentimeter/other online sharing platform.		
2 Main Activity Theory/ Background	1. Say: <i>"Personal branding is how people present themselves to employers, clients, and your network. HR sees branding as a key to trust, career growth, and opportunity."</i> Explain: <i>"The 5 HR benefits of strong personal branding:</i> <i>1) Builds professional credibility & trust.</i> <i>2) Enhances career growth & mobility.</i> <i>3) Attracts networking opportunities.</i> <i>4) Aligns with company values.</i> <i>5) Improves job security."</i> 3. Set up: Show 1-2 strong LinkedIn profile/resume examples. 4. Say: <i>"We'll now work on exercises to express your brand in words, visuals, and your online presence."</i>	5-7 min	Goal: Show real-world relevance from an HR perspective. Tip: Use diverse LinkedIn examples so participants can relate. Materials: Projector or printed profile examples. 2-3 example LinkedIn profiles/CVs to show
3 Check-In	1. Say: <i>"We've just talked about what HR looks for. Now let's check something important."</i> 2. Ask: <i>"In general, how often do people's CVs or LinkedIn profiles match how they actually work or what they are good at?"</i> 3. Give response options (show of hands or Mentimeter): • Option 1 - Mostly match • Option 2 - Sometimes match • Option 3 - Rarely match 3. Say: <i>"We'll test this today."</i>	2-3 min	Goal: Show real-world relevance from an HR perspective by highlighting the common gap between professional profiles and actual workplace strengths. Material (Optional): Mentimeter (Mentimeter)

	4. Optional: If most learners raised their hands for “Rarely match”, ask: “Why do people’s profiles often mismatch with their actual work or strengths?”		
4 Main Activity Experience	Part 1 – Personal Brand T-shirt (5–10) 1. Say: “We’re going to create your Personal Brand T-shirt. On it, write or design: • Your 3 brand words • Your career mission statement in one sentence • A simple visual/symbol.” 2. Set up: Provide T-shirt templates (real or paper). 3. Instruct: “Try to keep your three words simple and positive, for example ‘curious, resilient, creative.’ 4. Tip: Encourage them to sketch or add symbols, but reassure them that simple text is fine too. (Give participants 5–10 minutes to complete this step) Part 2 – Peer Branding: Group Signatures & Qualities (10–25 min) 1. Do: Ask participants to stand up and circulate around the room. 2. Explain the task clearly: “Each of you will receive 3 positive professional qualities from each group member. Write them on the back of the T-shirt of the person.” 3. Give examples of qualities: • Reliable • Creative • Calm under pressure • Good listener • Strong communicator	30–50 min	Goal: Blend creative branding with practical application. External validation of personal brand Confidence-building through peer recognition Creates a powerful emotional and social learning moment Tip: Encourage originality in T-shirt design but tie all ideas back to professional goals. Materials: White T-shirt (real or paper template for branding exercise, white is preferred to ensure all words can be read clearly) Module 3 – WOW-ME ... BRAND-ME – T-Shirts.pdf Examples WOW-ME:

- Supportive

4. Continue until each participant has collected qualities from the whole group

(e.g. 10 people → ~30 qualities total).

Note: The timeframe of this activity heavily depends on the number of participants. The more participants, the longer it will take. Try to keep to 25 minutes max.

Part 3 – Elevator Pitch (5 min)

1. Say: “Now, create a 30-second pitch: Who you are, what you do, what makes you unique.” Pair up to practice.

2. Give them a structure: “An example for a structure could be: [Who I am] + [What I do] + [What makes me unique] + [My goal].”

Example: “I’m Sara, a digital marketer who loves data storytelling. I help companies turn numbers into compelling campaigns, and I’m looking for roles where I can grow analytics-driven creativity.”

Feel free to add your own example instead.

Part 3 – Digital Presence & Networking Audit (10 min)

1. Say: “Open LinkedIn. Check if your headline, photo, and summary reflect your T-shirt brand. List 5 industry people to connect with and 2-3 online engagement actions to take this month.”

2. Do: Walk around to support participants with mission statements and profile audits



5 Reflection	1. Say: "In pairs, briefly review the T-shirt and elevator pitch as a professional profile." 2. Ask: "Does your LinkedIn or CV match what's on your T-shirt? If not, what's missing?" 3. Set up: Encourage participants to compare their T-shirt brand and elevator pitch with their LinkedIn headline and summary. 4. Say: "Now, work in pairs to compare the T-shirt and elevator pitch with a LinkedIn profile or CV. If there are differences, note one update that could improve alignment. When giving feedback, focus on strengths and suggest improvements in a constructive and supportive way." If participants are not active on LinkedIn, suggest drafting a professional bio they can use anywhere. 5. Then, ask reflection questions: "Which branding elements were easiest to translate into a CV or headline?" "Which profile sections typically need the most adjustment?" Do: Invite 2-3 volunteers to share insights with the group.	5-7 min	Goal: Link exercise to actionable branding updates. Tip: In group activity, encourage participants to frame feedback as support for clarity and alignment, focusing on strengths and constructive improvements rather than evaluation.
6 Evaluation	1. Say: "Before we wrap up, please take a moment to evaluate this activity by answering a few short questions with Yes or No. The answers will remain anonymous." 2. Distribute the evaluation form (paper-based or digital, e.g., Google Docs). 3. Participants answer the following questions (read out if necessary): 1. Did you learn something? 2. Was this activity transformative? 3. Did you understand the information?	3-5 min	Goal: Learners reflect on the impact of the activity in a simple, low-pressure way. Tip: Google Docs accessed via devices is ideal, as it allows for automated evaluation of the results.



	4. Does this contribute to your mission?/Do you feel empowered? 5. Will this knowledge/skill improve your life? 6. Did you enjoy the activity? 7. Was your question answered?"		Material: Evaluation Form Online: Google Forms or Printed: Word/PDF
7 Reward & Resources	1. Say: "You now have your brand in words and visuals. Here's your reward for taking action today." 2. Offer Reward: At the end of the activity, please provide the learners with a reward. Feel free to adjust these ideas according to your organization's interests and capabilities. • Free LinkedIn headline review • curated branding resource list • invite me to a branding workshop. 3. End On Quote. Say: "I would like to end this activity with a quote by Jeff Bezos: "Your brand is what other people say about you when you're not in the room".	2-3 min	Goal: End with positive reinforcement. Material: Reward