
I'M NEW | The Future of Neuromarketing



Erasmus+ Cooperation Partnership in
the field of youth

**PR2 - Manual of NFE activities on the topic
of innovation in marketing**

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Project Description

I'M NEW project aims to provide youth workers and NEETs with qualitative educational resources, both theoretical and practical on the topic of digital, neuro and nano marketing, in order to develop their needed skills for emerging jobs in the current labour market, to overcome the rising youth unemployment.

I'M NEW objectives are the following:

To provide educational resources to support youth workers to train NEETs on the topic of innovation in marketing;

To ensure the development of skills and competences of NEETs;

To reduce the labour market mismatch, by training youth in a needed field (new fields of marketing);

To encourage youth to continue developing their skills;

Youth unemployment increased dramatically in several European Union countries during the Global Financial Crisis. It took several years before youth unemployment rates came down to, or fell below, pre-crisis levels.

Even by 2019, this had

not been achieved in all EU countries. The COVID-19 pandemic is now posing the same threat: younger generations are facing a harsher labour market than older generations.

According to Eurostat, in August 2020, 3.032 million young people (under 25) were unemployed in the EU, of whom 2.460 million were in the euro area. In August 2020, the youth unemployment rate was 17.6% in the EU and 18.1% in the euroarea, up from 17.4% and 17.8%, respectively, in the previous month. Compared with July 2020, youth unemployment increased by 64 000 in the EU and 69 000 in the euro area.

According to the International Labour Office survey, one in six young people aged 18-29 (17.4%) stopped working since the onset of the crisis.

Overall employment in marketing is projected to grow 10 percent from 2020 to 2030, about as fast as the average for all occupations.

Before COVID-19 pandemic, brands majorly focused on reaching out to consumers through traditional or modern marketing techniques, however since the pandemic & lockdowns of cities, now brands have switched over to digital platforms to reach out to their consumers. This shall majorly remain the same even after the pandemic as it would have become a norm of the modern world by then. This lifestyle would have changed the buying habits of consumers, wherein now they would be more comfortable in spending more money on buying products online than they used to.

Brands are focusing to reach out to these consumers through various channels to

ensure maximum visibility & profitability. This primary marketplace change has left a huge void of digital marketing jobs which needs to be filled at the earliest, thus creating a huge opportunity for a career in digital marketing to grow tremendously.

Our project intends to support youth workers to develop NEETs skills and knowledge in the field of marketing (digital, nano and neuromarketing), after analysing the current labour market and its predictions and there is a need for professionals in this field. By providing educational resources, an online course (theory) and a manual of non-formal educational activities on the same topic, our project intends to offer the needed tools to youth workers to prepare future marketing professionals.

Partnership

VR Marketing Association



The VR Marketing Association is a social association which aims to enhance youngsters skills and competences in marketing. VR Marketing has as purpose: to foment, encourage, support and promote social projects developments in the North region of Portugal, based on social principles that motivated the creation.

VR Marketing promotes and organizes discussion groups, forums, panels, lectures and programs as a way to develop skills in the marketing field with a specific focus on youth in young adults, 18-25 and 25-35 years old, according to the European definition of youth as well as in the specific focus of social projects and social cooperation.

The creation of VR Marketing has to do with a reality defended by its founders which is related to the new definition of the marketing concept, something that, as we know it, died some time ago. Marketing should now be totally contextual and in the moment. They propose segmentation, thinking about the nano audience. Thinking about nano moments. Individuals, not brands, not companies or traditional media are now the biggest media producers in the world. This means a radically different media environment in which the possibilities are literally endless.

ASEID - Asociación para el Empleo, la Inclusión y el Desarrollo



ASEID Asociación para el Empleo, la Inclusión y el Desarrollo (Association for Employment, Inclusion and Development) is a non-profit association dedicated to promoting and fostering the social inclusion of young people in the Alicante province of Alicante, the development of their personal and professional skills, as well as values such as solidarity, multiculturalism and volunteering to society.

Through training and non-formal education for young people, children and adults, ASEID also collaborates with companies, associations or any other type of entity to improve and promote the professional training of unemployed or employed people to improve their employability and their opportunities to find a job. employment through the organization of courses, workshops and training activities that contribute to finding employment or, in the case of employed people, improving their working conditions. In short, ASEID promotes social innovation through youth projects defending and promoting equal opportunities and non-discrimination through formal and non-formal education as horizontal values of the association in each of the activities that are implemented.

Eurospeak Limited



Eurospeak began as a private English language school based in the UK which is accredited by the British Council and the Independent Schools Inspectorate (ISI). In 2021, we continued to expand and established our educational technology-focused spin-off, Eurospeak Ireland.

Eurospeak Ireland is an educational technology company dedicated to delivering educational products and training. We deliver online English language classes tailored to the needs of individuals and groups as well as design and develop innovative educational tools such as e-courses, online assessments, and more. Our diverse team of teachers, researchers and IT specialists make it possible for us to produce high-quality learning materials that meet the demands of today's ever-evolving society.

Additionally, Eurospeak has a special focus on Erasmus+ projects and promotes actions that take an innovative and creative approach to the inclusion of marginalised groups such as migrants, refugees, the unemployed, LGBT+, and older people.

SEN – Social Effect Network



Social Effect Network (SEN) is an association based in Lithuania. SEN was born through a common understanding among its; members about youth sector needs and address present problems many individuals are facing on the local and regional levels. Since NGO members are local and international people, it becomes easy to understand diverse backgrounds and promote EU values and diversity.

SEN builds initiative and expertise around sustainable practices, personal and professional development, sustainability, the inclusion of minorities, well-being, and other relevant contemporary challenges. SEN focuses on youth who are 18-30 years old, have diverse backgrounds, are interested in personal and professional development, have entrepreneurial mindsets, tolerant towards other cultures and attitudes, eager to learn and share their experience with others.

SEN staff built expertise in their personal and professional lives in the areas of non-formal education, facilitation, qualitative project implementation, and building sustainable practices in the field of education and training. This knowledge and practices are applied in NGO work. Additionally, SEN collaborated with other entities implementing local events and educational programs which built our presence on the local level and allowed us to develop strong ties with the youth sector.

Methodology

Few words about non-formal education

Non-formal education and learning are characterized by a person's intentional participation in any organization that offers purposeful education and training, including volunteer work, government employment, for-profit businesses, and private social services. Any type of structured and organized learning that is intentional and planned by an educational provider but does not result in formal credentials recognized by the appropriate national education authorities is considered non-formal education.

Non-formal education can come in a variety of forms. However, there are some traits that are typical:

- A planned learning process with educational goals is called NFE.
- NFE activities are developed based on student needs. NFE exercises welcome student engagement into the instructional process and promote making connections to real-world situations.
- The foundation of NFE is the learners' voluntary engagement (in other words, NFE is not a compulsory activity).
- Every young person can participate in NFE since it is inclusive and accessible, and organizers actively look for methods to include people who might suffer exclusion or marginalization.
- NFE techniques are flexible, inclusive, and learner-centered; they combine individual and group learning and promote mutual learning.
- Developing life skills and preparing for active citizenship are the main focuses of NFE.
- Since NFE is holistic, it involves the bodies, thoughts, and emotions of the learners.
- NFE programs may be directed by paid instructors or trainers or by volunteers.

On active engagement, NFE is based (doing, experiencing). Self-reflection is crucial to the learning process. The exercises in NFE are experiential in nature (e.g., role-plays and simulations), and the input is always participatory (a product of the facilitator and participants; they contribute with their experiences and knowledge).

Types of non-formal education activities can be the following:

- Role Plays;
- Simulation Games;
- Pantomime;
- World Café activities;
- Brainstorming;
- Progressive stories;
- Storytelling;
- Theatre;
- Quizzes;
- Case studies;
- Card games.

I'M NEW's Manual of NFE activities

The 2nd PR - Manual of NFE activities on the topic of innovation in marketing represents the practical part, which will support youth workers, trainers, facilitators and coaches to apply the acquired knowledge in the topic of innovation in marketing, through non-formal education activities targeting the needed skills and competences required in the emerging marketing jobs in the new fields of (nano, neuro and digital marketing).

The Manual will be separated into 4 main chapters:

- Digital Marketing
- Nanomarketing
- Social Media Marketing
- Neuromarketing

Each of the chapters will contain 1 teambuilding activity and 3 NFE activities related to the respective topic, while the overall duration of each of the chapter will be 8 didactic hours.

Partners' roles and responsibilities

SKILLS	
VR Marketing	<ul style="list-style-type: none"> ● Knowledge of E-commerce ● Knowledge of Analytics and real time practices ● SEO & SEM
ASEID	<ul style="list-style-type: none"> ● Psychology ● Sociology ● Communication skills
Eurospeak	<ul style="list-style-type: none"> ● Creativity ● Analytical Skills ● Content creation
SEN	<ul style="list-style-type: none"> ● Neuromarketing ethics ● Branding and marketing ● Researching Skills

NFE activities development plan

Chapter	Digital Marketing
Activities	Team-building activity: The handshake <ul style="list-style-type: none"> • Activity 1: Safe Shopping • Activity 2: Sell me the 'nothing' • Activity 3: The Arguments
Aim	Youth workers, youths and NEETs to be able to recognize digital marketing as a useful tool, understanding and developing the skills related to this type of marketing.
Objectives	<ul style="list-style-type: none"> • Raise awareness of the possibilities offered by E-commerce and their advantages • Strengthen target group's techniques of using digital marketing and E-commerce • Gain knowledge on real time marketing tactics • Break down the concept of data analysis in digital marketing and understand its aims • Highlight the linkage between data analysis and effective real time practices in digital marketing • Raise awareness on the concepts of SEO and SEM
Methodology	<ul style="list-style-type: none"> • Open dialog • Group workshop • Self reflection • Group workshop • Debate
Target Group	<ul style="list-style-type: none"> • Youth Workers • Youth • NEETs
Overall Duration	8 hours
Tools & Material	<ul style="list-style-type: none"> • papers • pens • whiteboard/A3 page • markers • Laptops • Projector

Chapter	Nanomarketing
Activities	<ul style="list-style-type: none"> • Ice-breaking activity • Activity 1: Psychology • Activity 2: Sociology • Activity 3: Communication Skills
Aim	That youth workers, young people and NEETs can define and understand how nanomarketing works and to develop skills related to nanomarketing.
Objectives	<ul style="list-style-type: none"> • Learners will be able to explain how neuromarketing and technology connect to create nanomarketing, then to describe its process. • By completing this course, learners will be able to list the limitations of current neuromarketing and highlight pros of using nanomarketing as the future marketing. • Learners will become aware of specific opportunities that a new field of marketing could give for business. Participants will list some business case devices to be used by nanomarketing with their characteristics. • Learners will get acquainted with the labour market opportunities given by nanomarketing, being aware of skills and knowledge requirements for the field.
Methodology	<ul style="list-style-type: none"> • Group workshops • Open discussions • Group Activities • Role play • Debate • Reflection sessions
Target Group	<ul style="list-style-type: none"> • Youth Workers • Youth • NEETs
Overall Duration	8 hours
Tools & Material	<ul style="list-style-type: none"> • Slate • Projector • Pen • Paper • Laptop

Chapter	Social Media Marketing
Activities	<ul style="list-style-type: none"> • Team-building activity: Speed Dating • Activity 1: Simulation Game • Activity 2: Office Café • Activity 3: Who am I?
Aim	Youth workers, youths and NEETs to be able to define and understand how social media marketing work, as well as to develop skills related to this type of marketing.
Objectives	<ul style="list-style-type: none"> • Increase creativity • Increase knowledge on the social marketing • Be efficient in the social media marketing through the development of analytical skills • Increase the capacity of young people in creating attractive to the audience social media
Methodology	<ul style="list-style-type: none"> • Team- building activity • Group activities • Role play • Research • Open discussions • Reflection sessions • Quizzes
Target Group	<ul style="list-style-type: none"> • Youth Workers • Youth • NEETs
Overall Duration	8 hours
Tools & Material	<ul style="list-style-type: none"> • Laptops or PCs • Access to canva • Coffee/tea • Snacks

Chapter	Neuromarketing
Activities	<ul style="list-style-type: none"> • Team-building activity: Memory Snake • Activity 1: Neuromarketing ethics • Activity 2: Branding and marketing • Activity 3: Researching Skills
Aim	Youth workers, youths and NEETs to be able to define and understand how neuromarketing works, as well as to develop skills related to neuromarketing.
Objectives	<ul style="list-style-type: none"> • Expanding knowledge on neuromarketing • Know how to develop branding and marketing strategies • Be efficient in the neuromarketing • Develop/improve research skills
Methodology	<ul style="list-style-type: none"> • Team- building activity • Group activities • Research • Open discussions • Role-playing • Reflection sessions • Quizzes
Target Group	<ul style="list-style-type: none"> • Youth Workers • Youth • NEETs
Overall Duration	8 hours
Tools & Material	<ul style="list-style-type: none"> • Pen • Paper • Problem tree template • Supervisory styles • Subordinate roles • The table of emotional motivators of customers



Aim

Youth workers, youths and NEETs to be able to recognize digital marketing as a useful tool, understanding and developing the skills related to this type of marketing.



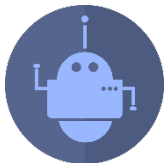
Specific Objectives

- *Raise awareness of the possibilities offered by E-commerce and their advantages*
- *Strengthen target group's techniques of using digital marketing and E-commerce*
- *Gain knowledge on real time marketing tactics*
- *Break down the concept of data analysis in digital marketing and understand its aims*
- *Highlight the linkage between data analysis and effective real time practices in digital marketing*
- *Raise awareness on the concepts of SEO and SEM*



Target Group

- Youth Workers
- Youth
- NEETs



List of Activities

- *Team-building activity: The handshake*
- *Activity 1: Safe Shopping*
- *Activity 2: Sell me the 'nothing'*
- *Activity 3: The Arguments*



Competences

- *Researching*
- *Data analysis*
- *Creativity*
- *Sales management*
- *Accounting*
- *Argumented speech*



Expected results

It is expected that by the end of the activity the target group will

- *Be able to apply real time marketing tactics*
- *Be able to explain the concept of data analysis in the context of digital marketing*
- *Recall the advantages of data analysis in digital marketing*
- *Be able to justify the relation linkage between data analysis and effective real time practices in digital marketing*
- *Have a better understanding on how to choose a reliable platform for acquiring goods*
- *Have the knowledge for a more informed usage of digital marketing and E-commerce*
- *Have a better understanding of what SEO and SEM stand for*

Methodologies Used

- *Open dialog*
- *Group workshop*
- *Self reflection*
- *Group workshop*
- *Debate*

Overall Delivery Time

- *Team-building activity: The handshake 15MIN*
 - *Activity 1: Safe Shopping 2.5H*
 - *Activity 2: Sell me the 'nothing' 2.5H*
 - *Activity 3: The Arguments 2H45MIN*
- Total 8H*

Tips for facilitators

- *Make sure that all the concepts that you are about to explain are very clear for you*
- *Make the presentations as vivid as possible so that everybody gets involved*
- *Be around the participants whenever they have any doubts.*

ICE-BREAKING ACTIVITY: The handshake



Estimated Duration

15MIN



Group Size

15-30

Instructions

This ice breaker lets participants ease up and have a little fun without a hassle. It's simple — everyone will create a fun, creative handshake.

Have the pairs split up after showing off their super cool shake and practice each with new partners. It's hard to play this without sharing a laugh.

- *Divide the group into pairs of two.*
- *Have them make the most creative handshake they can in 5 minutes.*
- *If desired, have everyone rotate partners.*
- *Have fun!*

ACTIVITY 1:

Safe Shopping



Estimated Duration

2.5H



Skill related

E-commerce
knowledge



Group Size

15-30

Instructions

In the first hour- Scaffolding the concept of E-commerce

- 30 minutes introduce the concept of digital marketing, its upsides and downsides, as well as the relation with the target group- in the activity itself they will become the target group, by revising the Chapters 1&3 of the course. (delivery can be either with a ppt presentation, or with open dialog, however the dynamics of the group flows)
- 20 minutes Participants will be explained what E-commerce is, its relation with digital marketing, the possibility of fake advertising and unreliable platforms as well as criteria considered important when using one such platform. They will be showed the following video

<https://www.youtube.com/watch?v=skUfXudFDzA>

Afterwards a discussion should emerge on the topic of E-commerce and its opportunities both as a customer and as a business owner. In the end, in case there are still some doubts regarding any aspects discussed in the last 5-10 minutes, the participants and facilitators should clarify them.

Participants will be given papers and pens. Each of them will have to create lists of 3 platforms for each of the categories:

- Food shopping
- Electronics Shopping
- Clothes Shopping
- General Shopping (clothes, shoes, accessories, etc.)

The platforms can be the ones used by them, that they heard of, or that they find on the internet as good and reliable.

After creating their own lists, they will share in a big common table their choices. After discussing on the specific platforms, they will have to rate each of the platforms, from 1(the least) to 5(the most), regarding the following important aspects when buying online:

- 1. Privacy policy (does the website have a privacy policy? Does it seem safe?)*
- 2. Pricing information(are the prices according to the general market? Are they clear with the pricing process?)*
- 3. Delivery time frame(does the package arrive in the estimated time?)*
- 4. Order accuracy(Is te delivered product the expected one?)*
- 5. Refund and cancellation policies (can the goods be refunded or cancelled if not accurate?)*
- 6. Terms and conditions (how stiff are the service's policies?)*
- 7. General experience rating*

After rating, for each platform, participants will make a total of 'points' and for each category, they should only keep the platform with the highest rating.

Following this, again they will go to the common table and share their remainings.

As the remaining platforms are the ones found the best rated by the participants, each of them can get from the common table preferred platforms, enriching this way their options for safe E-commerce.

Reflection:

Participants will be asked to answer the following questions individually:

Did you know of E-commerce before?

How safe do you find the online buying platforms?

When you first used an online shopping platform, how well informed were you?

How you found out about the platforms?

Do you prefer online/in store shopping? Why?

Material Needed

- papers
- pens
- white board/A3 page
- markers

Evaluation:

1. Knowledge of E-commerce is a digital skill.
a) True
b) False
2. Knowledge of E-commerce is not considered a technical skill.
a) True
b) False
3. E-commerce is under any circumstance safe.
a) True
b) False
4. Digital Marketing cannot influence E-commerce.
a) True
b) False
5. Order accuracy is an important aspect when buying online.
a) True
b) False

ACTIVITY 2:

Sell me the 'nothing'



Estimated Duration
2.5H



Skill related
Data analysis and
real time practice



Group Size
15-30

Instructions

In order to perform the activity and understand its purpose, participants should be exposed to what exactly data analysis and real time practices stand for. Thus, facilitators will have an open dialog with the participants, trying to see if they already have the knowledge of the concepts and to what extent. The main purpose is to highlight the 3 main goals that marketers can achieve using marketing analytics tools:

- *effectively evaluate the success and value of digital marketing initiatives*
- *identify trends and patterns over time and make data-driven decisions*
- *target the correct audience and provide personalized user experiences*

Basically, digital marketing analytics' goal is to boost the effectiveness of marketing campaigns by ensuring that the correct audiences are targeted with relevant advertisements through the most relevant channels. As a result, customers gain access to more tailored promotions, and companies get an increased return on their marketing investments with higher brand awareness and sales conversions.

Like it sounds, "real-time marketing" is marketing done in real-time. Marketing Land defines it as: "Real-time marketing or 'RTM' moments occur when brands and agency marketers react quickly to local, national or global events happening online or offline, in an effort to interject corporate marketing into consumer conversations via social media messaging or boost brand recognition utilizing marketing platforms." Real time marketing (RTM) shows that you're aware of what's going on in the world and gives companies a chance to show a little personality.

*B2C is rife with great examples of real time marketing. For example, when fashion brand ASOS had 17,000 bags printed that misspelled "online," they were quick to point out the mistake and poke a little fun at themselves. They tweeted, "We *may* have just printed 17,000 bags with a typo. We're calling it a limited edition." They included a picture of the new bags. Facilitators will project the picture 1 from Annexe 1.*

Another example- Oreo's social media team capturing the moment when the lights went out during the 2013 Super Bowl (Picture 2 in Annexe 1). Those were both successful attention-grabbers in real-time. Actually, the Oreo post was 2 years in the making! It was only a small part of a social media RTM strategy that Oreo had decided to implement. So, when the lights went out during the Superbowl, Oreo had their ducks in a row, ready to pounce.

Facilitators will have a discussion on these 2 examples, then clarify any doubts.

Afterwards, participants should be splitted in teams of 5 and each will have to develop a post like the ones given as examples, but for unuseful goods. This challanging task will not only enrich their creativity, but also their analytical skills, as they will have to make a research- analysis and note down the perfect target audience, foreseen rate of success, expectations for the post, as well as when exactly in history and time would have been the perfect moment to share the post as a RTM. They will also have to explain how and why they got to the creation of such post.

The goods they will have to advertise will be:

- umbrella with holes*
- rocks as pets*
- expired uncooked pasta*

They will have one hour to make their analysis, think of a post idea and actually create the

Reflection:

What is Real time Marketing?

What is Data Analysis?

How do the above two mentioned concepts interconnect?

What are the advantages of Real Time Marketing?

What is more important for a good digital marketing strategy: the RTM or Data Analysis?

Material Needed

- *Laptops*
- *Projector*
- *Papers*
- *Pens*

Evaluation:

1. Knowledge of Analytics and real time practices is considered a digital and technical skill at the same time.
 - a) True**
 - b) False
2. The 3 main goals that marketers can achieve using marketing analytics tools:
(multiple choice)
 - a) effectively evaluate the success and value of digital marketing initiatives**
 - b) identify trends and patterns over time and make data-driven decisions**
 - c) boost brand recognition utilizing marketing platforms
 - d) target the correct audience and provide personalized user experiences**
3. Digital marketing analytics' goal is to boost the effectiveness of marketing campaigns.
 - a) True**
 - b) False
4. RTM does not give companies the chance to show a little personality.
 - a) True
 - b) False**
5. RTM moments occur when brands and agency marketers react quickly to local, national or global events happening online or offline.
 - a) True**
 - b) False

ACTIVITY 3:

The Arguments



Estimated Duration
2H45MIN



Skill related
SEO and SEM
knowledge



Group Size
10-15

Instructions

In the first 10 minutes the participants will be splitted into 2 groups and they will have to gather information on the concepts of SEO and SEM and make sure they get to know what they stand for and their upsides and downsides.

Participants will have to create a chart in which they will show the relation between SEO and SEM, a short definition of each and 3 advantages of each. They will be given 10 minutes for this.

The groups will share their charts and have a comparison and conclusion on what SEO an SEM are used for.

The activity consists of debate on following topics:

- *SEO is better than SEM cause it is for free.*
- *You need SEM if you want to make your business grow.*

There will be equal numbers of participants that will debate and 1/2 judges.

Each topic will be debated as following:

The 2 groups will be one pro, one con the topic and they will have 30 mins to prepare their arguments. When starting the debate, they will be seated face to face with the judge at the end of the 2 rows, seated in the middle to see everyone. The debaters will all have to speak. One of the teams will start with 5 mins speeches, followed by 2 minutes of contra-argumentation of the other team. Then the second team has 5 mins of argumentation followed by 2 minutes of the other team to react. After these 14 mins, there is a 10 minutes break in which each team has time to prepare the second round of arguments and contra-argumentation. The second round goes as the first one and at the end, the judge/judges will have to give a verdict. Meanwhile the rounds, the judge/judges will take notes and rate the speeches of each team, as well as staying impartial of their own opinion.

Each debate should take around 45 mins.

Reflection:

What does SEO stand for?

What does SEM stand for ?

What is the connection between SEO and SEM?

Give example of 2 advantages of SEO.

How can SEM improve a business marketing strategy?

Material Needed

- *white board/A3 page*
- *markers*

Evaluation:

1. SEO and SEM are considered digital skills, but not technical skills.
 - a) True
 - b) False**
2. SEO stands for:
 - a) System's External Organization
 - b) Sensorial E-commerce Orientation
 - c) Searching Engine Optimization**
3. SEM is the short version of Search Engine Marketing.
 - a) True
 - b) False**
4. Using SEM can help businesses grow.
 - a) True**
 - b) False
5. SEM is defined as a digital marketing strategy aimed at increasing the visibility of a website or webpage in search engine results pages, also known as SERPs.
 - a) True**
 - b) False
6. When a searching engine is optimized, it ranks lower in search results and therefore receives less traffic.
 - a) True
 - b) False**

ANNEXE 1

Picture 1:



Picture 2:



NANOMARKETING



Aim

That youth workers, young people and NEETs can define and understand how nanomarketing works and to develop skills related to nanomarketing.



Specific Objectives:

Learners will be able to explain how neuromarketing and technology connect to create nanomarketing, then to describe its process.

By completing this course, learners will be able to list the limitations of current neuromarketing and highlight pros of using nanomarketing as the future marketing.

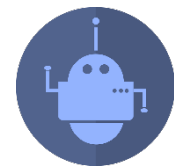
Learners will become aware of specific opportunities that a new field of marketing could give for business. Participants will list some business case devices to be used by nanomarketing with their characteristics.

Learners will get acquainted with the labour market opportunities given by nanomarketing, being aware of skills and knowledge requirements for the field,



Target Group

Youth Workers
Youth
NEETs



List of Activities

*Psychology
Sociology
Communication Skills*



Competences

Psychology
Sociology
Marketing
Communication skills
Programming
Creativity



Expected results

It is expected that by the end of the activity the target group will...

Nanomarketing Analyst.
Nanomarketing Designer.
Nanomarketing Consultant.
Nanomarketing Data Science.
Nanomarketing Team Lead.

Methodologies Used

Group workshops
Open discussions
Group Activities
Role play
Debate
Reflection sessions

Overall Delivery Time

Preparatory group activity: 30 min.
Activity 1: Psychology 2 hours and 30 minutes
Activity 2: Sociology 2 hours and 30 minutes
Activity 3: Communication Skills 2 hours and 30 minutes
TOTAL: 8 hours

Tips for facilitators

ASEID team work
Joveampa Association of young entrepreneurs capable of developing critical vision.
Ability to create dynamic and efficient activities.
Create a working session according to the expected results.



ICE-BREAKING ACTIVITY:

Preparatory group activity



Estimated Duration

30 min.



Group Size

Min. 10 people

Instructions

Short description:

The Preparatory group activity is based on giving the participants of the activity the opportunity for a quick, efficient and visual connection in view of the following activities.

They will be placed in two rows facing each other, they will have 4 minutes to talk about topics that the activity leader and trainer will say.

Steps for the hand-in:

Stand in 2 lines (5 minutes).

Answer the questions that the trainer will ask, each question will have a duration of 5 minutes for both of you to answer.

What do you do?

What extracurricular activities do you do?

What is your goal?

What do you think about Nanomarketing?

What is your vision for the future?

ACTIVITY 1:

Psychology



Estimated Duration

2 hours and 30
minutes



Skill related
Psychology and
creativity



Group Size
Min. 10 people

Instructions

Descriptive activity:

An analysis of the current situation of Nanomarketing will be carried out, followed by an open discussion among the participants.

Stages of the activity:

Step 1: Preparation (30 min)

A short presentation will be given by an expert in Nanomarketing who will explain to those present what Nanomarketing is, how it works and how it should be used. This presentation will be the starting point of the activity.

Step 2. Analysis of Nanomarketing (30 min)

This will be done using a SWOT technique, by means of which participants will have to analyse the current situation of Nanomarketing, the results obtained in this step will be of vital importance in order to be able to continue with the next step.

In this SWOT analysis, the group should write at least 5 characteristics of each section on the blackboard.

Weaknesses

Threats

Strengths

Opportunities.

Step 3. Open discussion (1 hour)

Once the SWOT analysis has been carried out, participants should discuss the results obtained, whether they are good, bad, points for improvement, critical view, changes to be made, the way forward and future developments.

Step 4. Results (30 minutes)

The results obtained will be presented.

Reflection

The need for a real analysis of the situation by fully objective participants. In marketing, a SWOT analysis is often a standard part of a strategy review or competitor analysis. It can help you understand the strengths or weaknesses of your marketing strategy and how you can outperform your competitors. You may want to consider things like:

*Current and past marketing campaigns.
Customer recognition and sentiment.
Your website, landing pages and social media.
New niche markets.
Analysis of new channels (nanomarketing).*

Material Needed

*Slate
Projector
Pen
Paper
laptop*

Evaluation:

Develop an evaluation method for the activity above. Evaluation tools can be quizzes, true/false, multiple choice. At least 5 questions should be developed:

The following statement is true: The use of nanomarketing technology to measure emotional states in real time.

False

True

With all the opportunities nanomarketing technologies bring, another opportunity arises: creating an ethical nanomarketing framework. This can help defend consumer privacy and autonomy and better protect vulnerable populations.

False

True

Nanomarketing studies could revolutionise the understanding of consumer behaviour. Fundamental marketing principles such as attitudes, purchase intention, response to advertising and satisfaction could be further investigated.

False

True

Nanomarketing can strongly improve the possibility to test advertising effectiveness, evaluate product attractiveness and select an optimised media mix.

True

False

The use of nanotechnologies can also benefit consumers as companies are in a better position to provide products and services that improve their fit lifestyles, and create more relevant advertising programmes.

False

ACTIVITY 2:

Sociology



Estimated Duration
2 hours and 30
minutes



Skill related
Sociology
Programming
Creativity



Group Size
Min. 10 people

Instructions

Descriptive activity:

Group dynamics is a sociological designation to indicate changes in a group of people with the same common goal or mutual relations as they are important, being in contact with each other, and with collective, continuous and active attitudes.

The German-born American psychologist Kurt Lewin was a pioneer in the study of groups. His behavioural field theory not only underpinned the study of individual behaviour, but also enabled the interpretation of group and social phenomena.

In this activity, sociology will be analysed from a group point of view. The aim is for the group of people who will carry out the activity to generate a social product with the objective of analysing whether nanomarketing can be a social tool for the future. The participating group will carry out an analysis from a social point of view, studying the perception that people have of certain products, services, companies, brands, ... and the probability that a certain type of customer will make a certain purchase decision when exposed to certain commercial communication stimuli, which can generate certain reactions in their brain and in their peripheral nervous system.

Stages of the activity:

Stage 1: Preparation (30 min).

A short presentation will be given by an expert in Marketing and Social Media, who will explain to those present the importance of social media, marketing and how to influence customer decision-making. This presentation will be the starting point of the activity.

Step 2. Market Analysis (30 min)

The final objective of the activity is to carry out a study on how to influence operational marketing decisions, so that the actions carried out are more efficient. Therefore, a list will be made of all the activities, proposals, workshops, dynamics, new products, etc., which are real actions and tools that can be used by a company to influence the client's decision making.

Step 3. Voting (1 hour)

Once the list of activities has been made, they will be scored one by one by means of a group vote, each member of the group will have one vote per activity, this vote will be on a scale from 1 (least important) to 5 (most important), so that in the end a numerical result is obtained where an evolutionary scale of activities, proposals, workshops, dynamics, new products, etc., from least important to most important, is clearly achieved.

Step 4. Open debate (1 hour)

The results will be presented and a debate will be opened in the form of a proposal of ideas where the members will have to analyse the results and further ground the mechanism by brainstorming how these ideas will be used concretely.

Reflection

Type in bullet points the questions for reflection (at least 3):

What aspects do you think are the most important when it comes to capturing the customer's attention?

What type of marketing would you use as a priority in your company?

List 3 important aspects from an operational marketing point of view that you would use for your company.

Material Needed

Insert in bullet points all material that will be needed for the delivery of this activity

Paper

Biros

Laptop computers

Evaluation:

Develop an evaluation method for the activity above. Evaluation tools can be quizzes, true/false, multiple choice. At least 5 questions should be developed:

1. *Whether your company's sales increase depends solely on the type of marketing you follow.*
 - a. **False**
 - b. *Ture*
2. *The customer's decision making can be influenced by the type of marketing your company follows.*
 - a. **Ture**
 - b. *False*
3. *Companies with strong social media support have an easier time influencing customer decision making.*
 - a. **True**
 - b. *False*
4. *The marketing area must always be up to date with new business trends and ideas that are coming out.*
 - a. **True**
 - b. *False*
5. *Good communication logistics will help to increase sales.*
 - a. **True**
 - b. *False*

ACTIVITY 3:

Communication Skills



Estimated Duration

2 hours and 30 minutes



Skill related

decision-making skills, assertiveness, creativity, teamwork, leadership and conflict resolution.



Group Size

Min. 10 people

Instructions

Description activity:

"Lost in Business" - This is an activity where participants will have to debate and make decisions under pressure in order to choose which is the best business option. It is a role-playing game.

Steps of Delivery:

Step 1: Preparation (30 min)

Participants will have 30 minutes to come up with a business idea that they create and defend in front of everyone, this business idea must be like their child, innovative, efficient and based on nanomarketing if possible.

Step 2. Presentation of business ideas (30 min)

Participants will present their business idea to the other participants.

Step 3. Implementation (1 hour)

Participants will be given the task of choosing 5 ideas from the total number of business ideas, then the group must negotiate to come to a single list of priorities and explain why they have come to this conclusion.

Step 4. Results (30 minutes)

Explain the results obtained by reasoning them out.

Reflection

This group dynamic for adults or adolescents allows them to observe decision-making skills, assertiveness, creativity, teamwork, leadership and conflict resolution.

Material Needed

Paper
Biros
Laptop computers

Evaluation:

Develop an evaluation method for the activity above. Evaluation tools can be quizzes, true/false, multiple choice. At least 5 questions should be developed:

1. *It is efficient to use nanomarketing techniques for a good future of the company.*
 - a. True**
 - b. False
2. *New market or business ideas should always be linked to nanomarketing.*
 - a. True
 - b. False**
3. *Business ideas should only be based on traditional marketing models.*
 - a. True
 - b. False**
4. *Traditional marketing models are more efficient for new businesses.*
 - a. True
 - b. False**
5. *The future will be driven by business models with a strong added value to marketing.*
 - a. True**
 - b. False

ANNEXES:

Use this space to add any Annexes if it is needed.



Aim

Youth workers, youths and NEETs to be able to define and understand how neuromarketing works, as well as to develop skills related to neuromarketing.



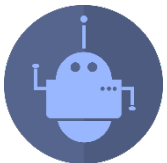
Specific Objectives

- Expanding knowledge on neuromarketing
- Know how to develop branding and marketing strategies
- Be efficient in the neuromarketing
- Develop/improve research skills



Target Group

- Youth Workers
- Youth
- NEETs



List of Activities

- Team-building activity:
- Activity 1: Neuromarketing ethics
- Activity 2: Branding and marketing
- Activity 3: Researching Skills



Competences

- Researching Skills
- Problem-Solving Skills
- Neuromarketing Skills
- Critical Thinking Skills
- Branding Skills
- Ethical Consideration



Expected results

- Youths/youth workers/NEETs enhanced their research skills;
- Youths/youth workers/NEETs know how to be aware of neuromarketing strategies and how to develop ethical considerations on them;
- Youths/youth workers/NEETs know how to develop branding skills;
- Youths/youth workers/NEETs know how to develop marketing skills;
- Youths/youth workers/NEETs know how to define their target group.

Methodologies Used

- Team-building activity
- Group activities
- Research
- Open discussions
- Role-playing
- Reflection sessions
- Quizzes

Overall Delivery Time

Game: 30 min.
Problem Tree: 2.5 h
Brand me: 2.5 h
Netiquette: 2.5 h

TOTAL: 8 hours

Tips for facilitators

- Encourage teamwork;
- Provide youths with the support needed but give them space to be creative;
- Always follow the time and stick to the duration indicated;
- Dedicate time for reflection after each activity.

ICE-BREAKING ACTIVITY: *MEMORY SNAKE*



Estimated Duration
30 min.



Group Size
Min. 10 people

Instructions

Short Description:

The participants have to stand or sit in a circle. It starts with one person saying his/her name. A person next to him/her repeats the name and says his/her name. The following person has to repeat the previous names and say his/her name and so on.

Steps for delivery:

Everything depends on the size of the group. Usually, it lasts as many minutes as there are members in the group. However, if there are more than 40 people in a group, the game should be started from the beginning after half of them finish it. And if a group is particularly small (5–7 people), the method is not that effective.

This method is based on repetition. ('Repetitio est mater studiorum' – repetition is the mother of studies). There is a great chance that the participants will remember each other's names after the whole circle has said their names.

The group leaders also take part in the process so that they can address the participants by their names later on.

ACTIVITY 1: PROBLEM TREE



Estimated Duration
2.5 hours



Skill related
Researching,
Problem-Solving



Group Size
Min. 10 people

Instructions

Activity Description:

The problem tree activity helps to research one or multiple problems in their daily life, community or society. The problem tree helps participants to think by analyzing the causes and effects of the problem(s) that they want to solve. This activity helps to understand, why the selected problem exists at all in order to make research, what are causes of the problem and what are the results of the problem.

Steps of delivery:

- **Step 1: Preparation (10 min.)**
Take a look at the template of the problem tree (provided in the material needed section). You will see 3 main parts that participants need to fill in. At the top – Effects, In the middle - Core problem, At the bottom – Causes.
- **Step 2: Implementation (110 min.)**
At first, you need to define your core problem specifically. After that, there will be some causes and effects regarding the problem. Below the core problem, write the main causes of the problem and the causes of the main causes, etc. until you understand the causes well enough. Above the core problem, write the main effects of the problem and the effects of the main effects, etc.
- **Step 3: Presentation (15 min.)**
Each group will briefly present the results of their work.
- **Step 4: Reflection Session (15 min.)**
Discuss with the group using the reflection questions.

Reflection

In this activity, the facilitator will monitor the completion of the problem tree. The evaluation method will be outcome-based which means evaluating how designing a problem tree help to think strategically.

- What was the core problem you want to solve?
- Causes - Why does this problem exist at all?
- Effects - Which negative consequences does this problem bring?
- After identifying the causes, circle the causes your idea will focus on.
- After identifying the effects, circle the effects your organization will measure to understand your impact.

Material Needed

- *Pen*
- *Paper*
- *Problem tree template:*
- *<https://gerinorai.it/impact-management-toolbox/problem-tree/>*

Evaluation:

1. The problem tree helps participants to think strategically by analysing the of the problem(s) that they want to solve.
 - Information and results
 - **Causes and effects**
 - Sustainability
2. The activity works best during the design and/or planning process, but also anytime when your core problems need to be (re)identified or clarified
 - **True**
 - False
3. A tree is an analogy when we describe the problem tree. Why do "problem tree" put causes on the roots of the tree?
 - **As a tree has roots to grow, causes show how the problem grows**
 - As a tree has roots to need water, causes show how the problem contributes
 - As a tree has fruits to produce, causes show how the problem occurs
4. In a problem tree, the effects are on the branches of the tree. Why do we put effects on the branches of the tree?
 - As a tree has branches to give fruits, effects shows how the problem occurs
 - As a tree has branches to blossom flowers, effects shows how the problem grows
 - **As a tree has branches to expand and produce goods, effects shows how the problem influence**
5. You will see 2 main parts that participants need to fill in problem tree.
 - True
 - **False**

ACTIVITY 2: WHO NEEDS A COMPUTER?



Estimated Duration
2.5 hours



Skill related
Branding,
Marketing,
Communication



Group Size
Min. 5 people

Instructions

Activity Description:

This activity aims to develop personal branding skills by role-playing. This activity simulates a meeting environment that is happening in an IT company. 1 participant will have the superior role and the other 4 participants will have subordinate roles. Subordinates will try to convince the superior person by presenting and branding themselves.

Steps of delivery:

- **Step 1: Preparation (30 min.)**
Select a volunteer who will be superior. Separate the superior person in a different room. First, give the situation to the superior and show 4 situational supervisory roles (ANNEX I) that he/she needs to use during the activity. Give the subordinate roles (ANNEX I) one by one to the participants. Clarify the roles and situation with them.
- **Step 2: Implementation (60 min.)**
Invite back the superior participant in the room. Start the meeting activity for 17-20 min.
- **Step 3: Presentation (30 min.)**
Each group will briefly present the results of their work.
- **Step 4: Reflection Session (30 min.)**
Discuss with the group using the reflection questions.

Reflection

Share the supervisory roles with the participants.

- For Superior:
 1. How do you feel about the final decision?
 2. How did you find the process of decision-making?
- For Subordinates:
 1. What kind of branding techniques did you use during your presentation?
 2. What type of self-branding is important to get what you want?
 3. How did you observe the other participants brand themselves?

Material Needed

- *Supervisory styles (ANNEX I)*
- *Subordinate roles (ANNEX I)*

Evaluation:

1. Personal branding integrates their lived experiences into their leadership development process.

- True**
- False

2. Which option is NOT true?

In order to brand yourself, you should learn;

- How to communicate effectively
- How to manage your time**
- How to manage conflicts

3. "Who needs a computer?" activity develops a comprehensive set of practical skills such as meeting management, group dynamics, and team building.

- True**
- False

4. The process of creating a distinct identity for a business or for yourself in the mind of your target audience and consumers. What does the description mean?

- Graphic Design
- Mentoring
- Branding**

5. Which qualification is the most important to show your branding skills?

- Public Speaking**
- Project Management
- Foreign Languages

ACTIVITY 3: NEURO ETHICS



Estimated Duration
2.5 hours



Skill related
Critical thinking,
Ethical consideration



Group Size
Min. 10 people

Instructions

Activity Description:

Magids et al. (2015), in which they determined how emotional motivation directs consumer behaviour. They found that 10 cases significantly affect the customer's decision. In this activity, how do brands and advertisements address emotions? Participants will discuss how ethical to use neuromarketing strategies according to the table of Emotional Motivators of customers (ANNEX II).

Steps of delivery:

- **Step 1: Preparation (30 min.)**
Separate the participants into groups of 3-4 persons, provide them with all necessary materials and explain the activity.
- **Step 2: Implementation (90 min.)**
During this step, the groups will have to search for the brand they feel the same emotions according to the table of emotional motivators of customers (ANNEX II) and make a list of 10 brands/advertisements.
- **Step 3: Presentation (15 min.)**
Each group will briefly present the advertisements and explain how do they ethical.
- **Step 4: Reflection Session (15 min.)**
Discuss with the group using the reflection questions.

Reflection

As well as the benefits of neuromarketing for businesses, the problems that may arise in using such marketing methods.

1. How do neuromarketing methods raises some ethical concerns?
2. How do businesses use the information that customers obtain during the data collection phase of their production, marketing and sales processes?
3. What type of problems does neuromarketing have about obtaining details about individuals' life choices in ethical and legal aspects?

Material Needed

- *The table of emotional motivators of customers (ANNEX II)*

Evaluation:

1. Using neuromarketing methods raises some concerns due to businesses not only using the information that they obtain during the data collection phase of their production, marketing and sales processes. Which one is the best fit in the blank?

- Financial
- Emotional
- Ethical**

2. Neuromarketing delivers access to the subconscious.

- True
- False**

3. Neuromarketing techniques could elevate the already problematic outcomes of marketing messages to children;

- True
- False**

4. Neuromarketing techniques could elevate the already problematic outcomes of marketing messages to children. Which one is NOT a problem?

- Encouraging consumerism in children.
- Protecting the privacy of people.**
- Health problems due to the promotion of unhealthy products.

5. Neuromarketing has codes of ethics to act as guardrails for those values. What could be the best fit to describe neuromarketing ethics?

- Establishing public trust in neuromarketers' integrity.**
- Life dissatisfaction via the promotion of a world full of beautiful people and better and nicer things.
- Encouraging consumerism in children.

ANNEX I (2nd Activity)

Roles of the Participants:

Superior Role:

You are an office manager with four subordinates who all do type on outdated computers. You will be receiving a new computer to replace one of the outdated ones. (Everyone knows about it because several salespeople have been in the office.) You must decide who gets the new computer.

Supervisory Roles:

Educator: You will act as an educator when employees and team members are new when you are new to a team, when processes or conditions change and when discussing performance expectations with your direct reports.

Sponsor: When acting as a sponsor, you assume your employees have the skills they need to perform their current jobs and work to provide opportunities for them to showcase their talents and strengths.

Coach: You will be coaching an employee when you are explaining, encouraging, planning, correcting, or just checking in with your employees.

Counsel: Counselling is used when an employee's problems impact performance and are intended to mitigate any further action, including formal disciplinary action.

Director: Directing is used when performance problems continue and assumes you have been educated, coached, and counselled.

Resource: <https://hr.virginia.edu/sites/default/files/PDFs/supervisorfive roles.pdf>

Subordinate Roles:

Role 1:

Chris. He or she has been with the organization for 10 years, is 31 years old, and presently has a one-year-old computer. You are bored with your present job. You really want the new computer. Being second in seniority, you plan to be aggressive in trying to get it. You are afraid that the others will complain because you got the last new computer. So you have a good idea: You will take the new one, and Sandy can have your old one.

ANNEX I (2nd Activity)

Role 2:

Fran. He or she has been with the organization for five years, is 40 years old, and presently has a three-year-old computer. You are interested in having the new computer. You spend more time each day typing than any of the other employees. Therefore, you believe you should get a new computer.

Role 3:

Pat. He or she has been with the organization for 20 years, is 50 years old, and presently has a two-year-old computer. You are happy with the way things are now. You do not want the computer. Be firm and assertive in your stance.

Role 4:

Sandy. He or she has been with the organization for two years, is 23 years old, and presently has a five-year-old computer. You want a new computer. You believe you should get it because you are by far the fastest typist, and you have the oldest computer. You do not want a hand-me-down computer.

ANNEX II (3rd Activity)

CASES: The topic that inspires people, such as an idea, trend, or desire:	RESULT: Reasons and activities that brands can use to increase customer motivation
Case 1: Avoiding the mess and being simple	Project a unique social identity; be seen in private
Case 2: Trusting the future	Perceiving the future as better than the past; Having a positive mental picture of what will happen in the future
Case 3: Enjoying the feeling of well-being	Making you feel that life meets expectations and balance is achieved; offering a stress-free place without conflicts or threats
Case 4: Feeling a sense of freedom	Demonstrating that they can act independently without obligations or restrictions
Case 5: Feeling a sense of excitement	Instinctively, to experience pleasure and excitement; participating in fun events
Case 6: Feeling a sense of belonging	Have a connection with people they are related to or want to be like; feeling part of a group
Case 7: Protect the environment	To maintain the belief that the environment is sacred; take action to improve their environment
Case 8: To be the person you want to be	Fulfilling the desire for continued self-improvement; living according to the ideal self-image
Case 9: To feel safe	Believing that what you have today will be there tomorrow; chasing goals and dreams without worry
Case 10: Being successful in life	To make them feel that they lead meaningful lives; find a value that goes beyond financial or socioeconomic measures

Resource: *Emotional Motivators of customers (Magids et al., 2015) Magids, S., Zorfas, A., & Leemon, D. (2015). The new science of customer emotions. Harvard Business Review, 76(11), 66-74*

SOCIAL MEDIA MARKETING



Aim

Youth workers, youths and NEETs to be able to define and understand how social media marketing work, as well as to develop skills related to this type of marketing.



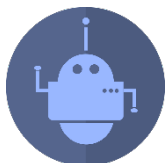
Specific Objectives

- Increase creativity
- Increase knowledge on the social marketing
- Be efficient in the social media marketing through the development of analytical skills
- Increase the capacity of young people in creating attractive to the audience social media content



Target Group

- Youth Workers
- Youth
- NEETs



List of Activities

- Team-building activity: Speed Dating
- Activity 1: Simulation Game
- Activity 2: Office Café
- Activity 3: Who am I?



Competences

- Creativity
- Content creation skills
- Analytical Skills



Expected results

- Youths/youth workers/NEETs enhanced their creativity and content development skills;
- Youths/youth workers/NEETs know how to develop successful social media strategies;
- Youths/youth workers/NEETs know how to develop attractive social media content;
- Youths/youth workers/NEETs know how to analyse their social media presence;
- Youths/youth workers/NEETs know how to define their target group.

Methodologies Used

- Team-building activity
- Group activities
- Role play
- Research
- Open discussions
- Reflection sessions
- Quizzes

Overall Delivery Time

Speed dating: 30 min.
Simulation Game: 2.5 h
Office Café: 2.5 h
Who am I?: 2.5 h

TOTAL: 8 hours

Tips for facilitators

- Encourage team work;
- Provide youths with the support needed but give them space to be creative;
- Always follow the time and stick to the duration indicated;
- Dedicate time for reflection after each activity.

ICE-BREAKING ACTIVITY: *Speed Dating*



Estimated Duration
30 min.



Group Size
Min. 10 people

Instructions

Short Description:

The idea behind the Speed Dating activity is to give the chance to the group member to get to know each other better in a fast and funny way.

Each member of the group will need to draw a clock on a paper. Then, they will have to arrange meeting with one member on each hour of the day. Once this is completed, they will have 1 minute on their disposal with each of their dates to discuss upon specific topics.

Steps for delivery:

- Ask each group member to draw a clock on a paper and arrange meetings with the rest of the group member on each hour of the day **(10 minutes)**
- Use a project to present the questions found on Annex I. Use one question for each hour.
- Start implementing the activity. Each meeting should last up to 1 minute. During the meetings the group members should talk about the topic presented **(15 minutes)**
- Once you have reached the 12th question, the activity will be completed
- Discuss with the group and ask them if they feel like knowing each other better after the completion of the activity **(5 minutes)**

ACTIVITY 1:

Simulation Game



Estimated Duration

2.5 hours



Skill related

Analytical Skills
Creativity



Group Size

Min. 10 people

Instructions

Activity Description:

Participants will take the role of Social Media Strategists, who have to prepare a short social media strategy for a brand they will choose from Annex II.

Steps of delivery:

- **Step 1: Preparation**
Separate the participants into groups of 3-4 persons, provide them with all necessary materials and explain them the activity. During this step, the groups will have to choose the brand they will be focusing their strategy on. **(30 min.)**
- **Step 2: Implementation**
Each group will work on the strategy for the brands they have chosen. To complete the task, the groups will be working on their laptops/PCs. **(1 h. & 30 min.)**
- **Step 3: Presentation**
Each group will briefly present the results of their work. **(15 min.)**
- **Step 4: Reflection Session**
Discuss with the group using the reflection questions. **(15 min.)**

Reflection

- How were the responsibilities and roles divided? How did they choose which person will occupy each role assigned?
- Which were the main difficulties while developing the strategy? How did you overcome it/them?
- Which do you think are the most important features of a social media strategy in order to be successful?

Material Needed

- ANNEX II
- Laptops or PCs

Evaluation:

1. By integrating a social media strategy, companies/entrepreneurs can better understand their industry sector, the marketplace, and their competitors.
 - True**
 - False
2. Which social media platform was introduced first?
 - Facebook
 - LinkedIn**
 - Twitter
3. Which social media platform was introduced first?
 - Facebook
 - LinkedIn**
 - Twitter
4. Platforms like Instagram and Facebook give the chance to smaller brands to increase their profile easily.
 - True
 - False**
5. It is not important to consider your target group's profile when developing a social media strategy.
 - True
 - False**

ACTIVITY 2:

Office Café



Estimated Duration
2.5 h.



Skill related
Content Creation
Creativity



Group Size
Min. 10 people

Instructions

Activity Description:

Create a space that corresponds to an office. Participants will be separated into groups and each group will prepare a social media content for a brand they will choose from Annex II. Participants should act as brand managers and social media managers.

Steps of delivery:

- **Step 1: Preparation**

Organize the room that way so it looks like an office. Prepare some coffee/tea and snacks for the participants. Separate them into groups of 3-4 persons, provide them with all necessary materials and explain them the activity. During this step, the groups will have to choose the brand they will be focusing their strategy on. **(30 min.)**

- **Step 2: Implementation**

Each group will organize unofficial meetings among their member, and discuss the type/style of the social media posts they will prepare for the brand they have chosen. To do so they will use their laptops/PCs and on canva. **(1 h. & 30 min.)**

- **Step 3: Presentation**

Each group will briefly present the results of their work. **(15 min.)**

- **Step 4: Reflection Session**

Using the reflection questions, the groups will discuss on their work. **(15 min.)**

Reflection

- According to your point of view, how can someone create an attractive social media post?
- How the different industries choose the style of the social media posts they will use?
- Is it important that a company uses all social media tools/pages to promote their products/services?

Material Needed

- ANNEX II
- Laptops or PCs
- Access to [canva](#)
- Coffee/tea
- Snacks

Evaluation:

1. Among the responsibilities of a brand manager is/are the following:
 - **Control the social media teams that implement the brand's posting plan**
 - Directing, creating, and executing content strategy, sometimes with a team
 - **Take part in routine scheduling and posting chores with the rest of the team**
2. Among the responsibilities of a social media manager is/are the following:
 - **Ensure direct audience involvement**
 - Encourage participation to increase brand awareness
 - Checking the content of posts on social media
3. Strategic thinking can be an essential skills for social media managers.
 - True
 - **False**
4. Companies/entrepreneurs have to choose the social media platform that suits their profile the best in order to promote their activity/products/services.
 - **True**
 - False
5. When developing social media content is very important to adapt to your audience's profile.
 - **True**
 - False

ACTIVITY 3:

Who am I?



Estimated Duration
2.5 h.



Skill related
Analytical Skills



Group Size
Min. 10 people

Instructions

Activity Description:

Participants will be separated into groups. Each group has to select a social media feed for a news outlet, company, celebrity, product, service, etc. to evaluate. Following the questions in Annex III, each group has to conduct an analysis of the feature selected.

Steps of delivery:

- **Step 1: Preparation**

Separate the participants into groups of 3-4 persons, provide them with all necessary materials and explain them the activity. During this step, the groups will have to choose a news outlet, company, celebrity, product, service, etc. to evaluate. **(30 min.)**

- **Step 2: Implementation**

Following the Annex III, each group will conduct an analysis of the feature selected. To do so they will use their laptops/PCs and the analysis has to be developed on padlet. **(1 h. & 30 min.)**

- **Step 3: Presentation**

Each group will briefly present the results of their work. **(15 min.)**

- **Step 4: Reflection Session**

Using the reflection questions, the groups will discuss on their work. **(15 min.)**

Reflection

- Compare and contrast your group's results with the rest. Which are the main differences and similarities?
- Which factors make your results similar to the other ones?
- Which factors make your results different to the other ones?

Material Needed

- Annex III
- PC/Laptop
- Access to [padlet](#)

Evaluation:

1. Among the most important responsibilities of a social media analyst is to examine performance and engagement across all social networks:
 - True**
 - False
2. Besides the target group is also essential to analyse your competitors:
 - True**
 - False
3. When conducting a social media analysis, the following must be taken into account:
 - Target group's age**
 - Target group's favourite colours
 - Hashtags**
4. To understand how the target can be easily approached, social media analysts need to study the language and the words they are using.
 - True**
 - False
5. To make your social media content, you have to publish it during hours that the target group is active.
 - True**
 - False

ANNEX I (ice-breaking activity)

1. What's your favourite type of music?
2. What is one habit you can't stand?
3. What's your favourite movie/series?
4. If you had a superpower, which one would you choose and why?
5. If you were an animal, which animal would you like to be?
6. Which famous person would you like to meet and why?
7. Have you ever considered moving abroad? If yes where?
8. What was the best vacation you've ever had so far?
9. How would your best friends describe you?
10. What is one good thing that happened to you this week?
11. Do you speak any other languages? Would you like to learn more languages? If yes, which ones?
12. Are you a dog or a cat person?

ANNEX II (Simulation Game)

1. Kellogg Co:

Kellogg Co (Kellogg) is a producer and marketer of ready-to-eat cereal and convenience foods. Its product portfolio includes cereals, cookies, crackers, savory snacks, frozen waffles, toaster pastries, cereal bars, fruit-flavored snacks, and veggie foods. The company markets its snacks products under Kellogg's Cheez-It, Murray, Pringles, Austin, Parati, and RXBAR, Bear Naked and Kashi, Morningstar Farms and Eggo brand names. Kellogg supplies its products to retailers and supermarkets for resale through direct sales force, distributors, and brokers. The company has business operations spanning across the Americas, Europe, Middle East, Africa, Oceania, and Asia Pacific. Kellogg is headquartered in Battle Creek, Michigan, the US

Source: <https://www.globaldata.com/company-profile/kellogg-co/>

2. Harley-Davidson Inc

Harley-Davidson Inc (Harley-Davidson) is a manufacturer of premium motorcycles. The company designs, assembles and markets motorcycles and motorcycle parts and accessories. It also offers motor cycle related general merchandise on a wholesale basis. Harley-Davidson provides wholesale and retail financing and insurance programs to its dealers and customers in the US and Canada. It conducts e-Commerce business through which it sells motorcycle parts, accessories, and related products and services. The company also sells electric bikes. The company sells and markets motorcycles through a network of independent dealers in the US, Europe, Middle East, Africa, Japan, Canada, Australia, New Zealand and others.

Source: <https://www.globaldata.com/company-profile/harley-davidson-inc/>

3. Starbucks Corp

Starbucks Corp (Starbucks) is a specialty coffee retailer. It roasts, markets, and retails specialty coffee. The company, through its stores, offers several blends of coffee, handcrafted beverages, merchandise, and food items. Starbucks also offers whole bean and ground coffee, readymade drinks, snacks, and other beverages. Its brands include Teavana, Evolution Fresh, Starbucks Reserve, Princi, Seattle's Best Coffee, and Ethos. The company, through its owned and licensed stores, has a presence in Asia-Pacific, the Middle East, Africa, Europe, and the Americas. The company operates

roasting, manufacturing facilities, warehouse, and distribution facilities in Nevada, Pennsylvania, Tennessee, and Washington in the US; and China.

Source: <https://www.globaldata.com/company-profile/starbucks-corp/>

4. General Motors Co

General Motors Co (GM) is an automobile manufacturing company. The company, along with its partners, designs, builds, and markets cars, SUVs, crossovers trucks, and automobile parts around the world. GM also provides automotive financing services through its subsidiary, General Motors Financial Company. The company sells cars and trucks to commercial fleet customers, daily rental car companies, leasing companies, and governments directly or through a network of dealers. The company's key brands include Chevrolet, Cadillac, Buick, GMC, Holden, ACDelco, On, Periscope, ultium, Baojun, Wuling, among others. It has operations in North America, Asia Pacific, the Middle East and Africa, and South America.

Source: <https://www.globaldata.com/company-profile/general-motors-co/>

5. Hewlett Packard Enterprise Co (HPE)

Hewlett Packard Enterprise Co (HPE) is a provider of intelligent solutions and cloud-based services. The company's product portfolio comprises servers, storage devices, networking products, converged systems, software, customized financial solutions and cloud service-based products. It also provides information technology (IT) consulting, IT support, education and training services. HPE serves financial institutes, commercial and large enterprise groups, including business and public sector enterprises, small and medium-sized businesses, service and telecommunications industries. HPE markets products through resellers, distribution partners, original equipment manufacturers, independent software vendors, system integrators and direct customers.

Source: <https://www.globaldata.com/company-profile/hewlett-packard-enterprise-co/>

6. FedEx Corp (FedEx)

FedEx Corp (FedEx) is a provider of transportation, e-commerce and business services. It offers time-definite delivery services and international trade services such as customs brokerage, and global ocean and air freight forwarding. The company provides small-package ground delivery services, residential delivery services, less-than-truckload (LTL) freight services, in-

store services and other business solutions. FedEx also offers technical support, information technology, communications, and billing and collection services. The company operates under the brand names FedEx, FedEx Express, FedEx Ground, FedEx Freight, FedEx Office, FedEx Logistics, FedEx Office, FedEx Dataworks, and FedEx Services. It has a market presence across various countries.

Source: <https://www.globaldata.com/company-profile/fedex-corp/>

7. Mondelez International Inc (Mondelez)

Mondelez International Inc (Mondelez) manufactures and markets food products and beverages. The company's product portfolio comprises snacks, including cookies, crackers, and salted snacks, chocolate, gum and candy, cheese and grocery products and powdered beverages. It markets products under the Barni, belVita, Chips Ahoy, Club Social, Enjoy Life Foods, Cadbury Dairy Milk, 5 Star, Clorets, Halls, Maynards Bassetts, Sour Patch Kids, Stride, Trident, Philadelphia, Bournvita and Tang brand names. The company sells products to supermarket chains, wholesalers, club stores, mass merchandisers, distributors, gasoline stations, convenience stores, value stores, drug stores, and other retail food outlets.

Source: <https://www.globaldata.com/company-profile/mondelez-international-inc/>

8. Air France-KLM SA (Air France-KLM)

Air France-KLM SA (Air France-KLM) is a global provider of air passenger and cargo transportation. It also carries out other business activities such as aeronautics maintenance, repair and overhauls (MRO) services, and other air-transport-related activities, including catering and air transport services. The company serves various destinations through its network airlines, Air France, Air France, KLM Royal Dutch, Air France Hop, and Transavia. The company through Air France-KLM Martinair Cargo transports a wide range of goods globally through its combined fleet of three airlines. Through Air France Industries KLM Engineering & Maintenance (AFI KLM E&M), the company offers a range of MRO services from safeguarding and managing aircraft.

Source: <https://www.globaldata.com/company-profile/air-france-klm-sa/>

ANNEX III (Who am I?)

- What does the selected account/page choose to share and not share?
- What is the profile of the followers of the selected account/page?
- What hashtags are being used in their posts?
- What language and words do they use most often?
- What content do they re-share or like?
- What parts of their content has the most popular likes and shares?
- What times of day do they share?
- How often do they share?
- Based on your findings describe the profile of the account/page selected as well as the goals they want to achieve through the social media strategy selected (max. 1000 characters)