FILM MAKING SKILLS FOR PROMOTION OF YOUR PERSONAL BRAND: FMID PROJECT

Alicia de Pablo Sánchez
Fundación Siglo22
SPAIN
adepablo@siglo22.net

Abstract

The following article presents the need to create a personal brand and the acquisition of video creation tools to enter the job market. The new generations see everything through a screen. Nowadays, even the news is no longer read. There is a large percentage of young people who are at risk of dropping out of school because they do not know if they have a place in the labor market. The Erasmus+ Film Making for inclusion and development project provides the opportunity to train in video creation and how to use these tools to promote yourself or project your project in the job market. It has the goal of, through these tools, helping young people at risk of exclusion to generate the motivation and dedication to find their place in the world of work.

Keywords: filmmaking, project, inclusion, development, young people, risk of exclusion, youth workers, personal brand, job market, education.

Creating a Personal Brand as a Tool for Entering the Labor Market

Audiovisual culture is present in personal and professional development as well as in access to the labor market. Developing the skills to create audiovisual products is almost an obligation if we want to make our way in the professional world. We know and can identify a product and its creator without any problem thanks to its "brand". Personal brand is exactly the same, but with us taking it directly to the professional field.

Jezz Bezos, the CEO of Amazon, (Quintana, 2021) defined it as "personal brand is what they say about you when you are not in the room" (here and elsewhere, translations from Spanish texts are those of the author). Knowing this definition, we must be clear that the personal brand exists since we are born and that it is something that will remain there whether we work on it or not. It is the mark we leave on others and what others remember about us; it is something like your letter

of introduction. Your personal brand equals your professional and personal demands.

The idea is, then, to work on our personal brand in a way that benefits us. To manage and project our brand so that it is convenient for us when selling our products or ourselves. We could say that the personal brand is the brand of the product that is the person himself. To enhance those talents that make us unique and work on the qualities that we want to highlight in our professional and work environment. We can say that some of the adjectives that define the concept are discipline, constancy, dedication, focus and self-criticism (Quintana, 2021).

Within the concept of personal brand, another related term is "branding". This term refers to the process of creating our brand, the aspects needed to create a good personal brand and the importance it has in today's world of work. Helping you to know how to sell what you do, not so much what you are, starting from a brand that defines you as a professional and makes you relate to your product (Sáez Hurtado, 2020).

In this way, we can distinguish between personal brand and branding by saying that *personal brand* mixes everything that defines who we are with the actions we use to create the perception of ourselves. *Branding*, on the other hand, is the process by which we seek to develop and promote our brand. Therefore, before carrying out a branding process, it is necessary to define the aspects of our personal brand. Both terms go hand in hand and are necessary for the creation of your personal brand.

With the rise of social media and digital marketing today, we are constantly exposed. If you are not on the networks, you do not exist. Through them we manage to project an image, an attitude, and a reputation that can benefit us when it comes to selling a product. The brands we know are no longer the only ones that have to **generate an impact**. People must get on the same page and give themselves the opportunity to shine with a brand of their own. If you want to stand out and **make a professional difference** or simply create a space and a community that will follow your work, creating a strategic personal brand is essential (Ro, 2022).

Of all the reasons we find it beneficial to create a personal brand, we will highlight three that seem to us to be the most important.

The first is the **increased number of doors** it generates in the working world. Whether you work as a freelancer or in a traditional way, or you are a business entrepreneur, creating a personal brand is important to reinforce and show your capabilities to show that you are someone with presence and value (Trabajar por el Mundo, n.d.).

The second is related to **connecting and generating loyalty with a community**. Personal branding will help you reach a specific and targeted audience. With this you will be able to access, for example, customers interested in your product or investors who want to support your venture. With this you can generate a networking that will help you to move your project forward so that you have support from people and professionals in your same line of work (Pernas, n.d.).

The third and last thing we want to highlight is that your personal brand **reflects your skills and knowledge through different channels**. When building your personal brand, you should create different platforms that give you visibility in which to showcase your skills and knowledge (Quintana, 2021).

For example, a blog will give you the option to communicate interesting content in your professional area. Social networks such as Instagram or X (previously Twitter) will allow you to make visible and disseminate more targeted communications to people in the sector. LinkedIn is the social network that will help you to show yourself as a professional and define your brand as a company. You can show a more professional point of view of your progress, objectives, entrepreneurship... and these are just a few examples of everything you could cover through generating your personal brand (Ro, 2022).

When it comes to generating our personal brand, there are three aspects that we must keep in harmony. These three aspects are: what we say, what we do, and our attitude.

What we say. We must be clear and aware of the discourse we are going to transmit to the public. The personal brand is reflected in everything we publish or transmit, including the image we project. Develop a story that is based on your skills and your points of difference with the rest.

What we do. Actions are more valuable than words and, therefore, what we say must be in harmony with what we do. We must be consistent in what we say and what we do. Demonstrate your added value in the professional world.

Our attitude. Finally, our attitude defines both what we say and what we do. How we say and do things is also part of a good personal brand. Gradually update your personal brand by sharing your goals with an assertive and proactive attitude. We must be aware that all the insecurities and complexes we carry, even if we don't believe it and hide them, are visible (Sáez Hurtado, 2020).

One of the tools you can use to start developing your personal brand, define the adjectives that represent you, analyze your strengths and values to sell, is to create a vision board. A vision board is a mural where you physically visualize who you

are, your objectives, and your professional references. It is important to visualize where we want to get to in order to start the road to get there.

Film Making Skills to Boost Your Personal Brand and Your Project

In recent times, audiovisual content has become an indispensable tool in the performance of different tasks: we study and expand our knowledge, we contact each other and share new experiences, we learn to use new tools. It is clear that the consolidated connection of this tool with our daily lives makes it a resource that we must take into account for more than just its great illustrative value. (de Dios, 2017).

The audiovisual sector is changing at great speed. The Internet and new platforms such as Smart TVs, smartphones, tablets, social networks, etc. allow users to access and interact with audiovisual content in very different ways (Educaweb, 2015).
In this way, all the applications and resources offered by new technologies for audiovisual creation can help us to promote our personal and professional project.

To fit into this idea, experts say that the future of audiovisual production involves the creation and exploitation of content in various media, both online and offline (Educaweb, 2015). That is, it is not enough to create content, but also to value and sell that content. For example, you can generate calendars with weekly ideas for example or think of an audiovisual production strategy that fits your project and yourself.

We already know that with the advent of cinema, television and social networks, audiovisual media have not ceased to be present in our lives. So, what are their real benefits?

According to an article in Indeed (Indeed Equipo Editorial, 2022), there are eight benefits of audiovisual media: accessibility of many resources, increased motivation for learning, information preservation, interactivity, variety of tools for presenting information, videoconferencing, free content, and more information about current events.

We will focus on three of them that will help us in our personal and professional projection:
1. *Interactivity.* Audiovisual media is not just about watching and listening. The good thing about this media is that users can also intervene. You can share content by tagging people you think might be interested. You can write comments on social networks and websites to interact with the publications. You can share posts with others. There is also interactive

audiovisual contents which is prepared for users to perform a certain action and interact with them, instead of passively consuming them (Indeed, 2022), such as, for example, polls, live videos, or Instagram stories with open questions.

2. *Variety of tools to present information.* Audiovisual content can be presented through a computer, a television, a smart phone, or a video projector (Indeed, 2022). The good thing about this is that there are multiple options to share your content and be able to reach more audiences. The more impact your project's publicity has, the more promotion you will get.

3. *Increased motivation of learning.* Until now, the way of learning was mainly based on paper books. However, learning through audiovisual media or videos is more motivating for students because it feels more real and brings them closer to their generation (Indeed, 2022).

Why are we talking about classrooms? Because one of the ways to be able to use audiovisual tools for your professional future starts in the classroom.

Let's now talk about the Erasmus+ project that focuses on the creation of videos for the inclusion and development of young people at risk of dropping out of school or not being able to enter the labor market.

Erasmus+ Project *Film Making for Inclusion and Development (FMID)*

Film Making for Inclusion and Development is an Erasmus+ project (Erasmus, 2021) that aims to create an environment for the creation of audiovisual resources for those students who are disengaged from the learning process, at risk of dropping out of school, and therefore not having the same opportunities as others to develop a professional career. It is therefore important to encourage young people's commitment to their education and to equip them with skills that will increase their employability potential. This project aims to promote digital literacy among young people and teachers. In short, to encourage the desire to learn and to generate a future project through the creation of videos.

These two conclusions – about risks of early school leaving and marginalization, and the potential of video creation and usage—do not seem related at the first sight. However, the connection is significant – video creation skills have become a great advantage of any person entering the labour market or planning their own business. These skills can be used to support endangered youth communities in self-expression, but also professional networking, job searching, branding, life- long learning, sales etc. Online video creators seem to be more likely to recover from crisis than solely-traditional job professionals

All the partners forming the consortium have prior experience in implementing Erasmus+ projects. The coordinating organization of the project is Jugendförderverein Parchim/Lübz e.V (JFV), which has extensive previous experience in coordinating Erasmus+ projects and projects of inclusion of people at risk of exclusion as refugees.

This 24-month project consists of three project results: the first one dedicated to resources development for youth; a second result focused on resources development for youth educators; the third result is the development of a platform for upload all the resources.

In essence, the project has consisted of developing resources for the two main target groups: youth students in risk of exclusion and youth workers or educators.

Development of Resources for Young People (PR1)

This outcome consists of four steps: the creation of a value proposition, the development of resources, the translation of the resources and the implementation of those resources. The leading partner of this result was Siglo22.

The bespoke resources in video-making for young people have used an embedded-learning and enquiry-based learning approaches mixed together in proportions to better target the youth that would benefit the most from the acquisition of the new skills.

The resources have been created for participants to help them express themselves and create high-quality videos, with a special emphasis on the usefulness of these skills in contexts of employability, self- development, and entrepreneurship. Harnessing the natural creativity of young people and using their interest in social media with teaching the entrepreneurial skills will help them channel their hobbies and strengths into more effective job seeking and business development in the future.

The learning resources for young people have been divided into four main areas, covering video creation, production, and usage in the four contexts. These main topics describe the areas you need to consider when creating a video or audiovisual production:

1) Storytelling: what I want to tell, the narrative, the basic story of my project.
2) Personal brand: who I am and who my project is in relation to myself. The personality of my project, how I make myself known, and what I want to show my audience with my proposal.

3) Business development: who my audience is, whom I want to address, who might be interested in what I want to tell. Plan the strategy to contact the audience and the way to approach them.
4) Advertisement: how I want to do my project, the way to produce it, who to count on for it, the general shape of the shooting.

The total resources that have been developed are: four podcasts, four animations, four breakouts, twenty PDFs, twenty videos and twenty infographics. All resources will be accessible in all the languages of the partners to ensure the accessibility of content for all individuals participating in the pilot phases and the future autonomy of the project.

The Implementation

The implementation of the project consisted of a local film festival as a multiplayer event and a masterclass as a C2.

Each country held its local film festival, which consisted of a previous training of resources for both young people and youth educators. This was followed by a series of videos with 20 young people in pairs. A total of ten videos were presented at the festival. Of these, one pair per country won. The prize of the local film festival was the masterclass that took place in Madrid.

The partner leading the masterclass was Siglo22. The masterclass lasted five days during which different activities took place. The general idea of the project was presented, the winning videos were screened, and two masterclasses were held.

The first masterclass was given by Spanish director and screenwriter Sergio Milán and Spanish actress Beatriz Melgares. They talked about the different professional opportunities related to the audiovisual world and the young people were also able to see live how the different shots affect the camera.

The second masterclass was given by actress and teacher Alicia de Pablo and consisted of promoting these videos or projects through social networks. Each pair was able to make a promotion strategy that was shared on the project's Instagram.

The idea of the implementation in this project was to make it as dynamic and interactive as possible, with the objective that young people could have a direct contact with the creation of videos and see their possibilities in the working world. Thus, they could use these tools as a projection of their ideas both in the audiovisual world and in the rest of professions.

Conclusions

As we have seen, creating a personal brand, and acquiring tools for film making, is a closer way to enter the working world not only in general but also and especially for young people at risk of exclusion.

So why not promote the creation of videos as a tool to get closer to the working world? As we have seen, audiovisual platforms are already part of our daily lives and even more so for young people. Everything is done through a screen, and news is no longer read, it is seen and heard. So, it seems quite logical to include film making tools when proposing a project, an idea or simply a brand.

Thanks to initiatives like the Erasmus+ *Film Making* project, the integration of video creation skills in young people at risk of exclusion is necessary to generate motivation and dedication in them.

The project is in the final stages of development. Starting in September 2023, the resources will be available to everyone. It is in our hands to help our young people get started in the world of work and show them that there is a place for them.

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Author Details

Alicia de Pablo Sánchez
Fundación Siglo22
Spain
adepablo@siglo22.net