**DIGI.JOB.ID**

**Unit 4 – Social Media Communication**

**Information for trainers**

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## Digital Job Identities

# Editorial information:

This collection of training material has been developed by the ERASMUS+ project partnership digi.job.id, digijobid.eu, coordinated by BFI OÖ.

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**LO3 – Identify Tips & Tricks for using the most important social media platforms.**

**PPT slides and instructions for starting the unit**

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# Information for trainers

## **Introduction**

The use of social media can widely expand your potential network. Instead of only having your friends and family to reach out to as contacts, social media allows you to see the friends and family of all of your connections. You can see who they are, where they work and how you know them. Social media also allows you to make a more personal connection with a potential employer who may not recruit on campus or be near your current location. By following them on social media and interacting with them, you are able to get their attention in a way that you would not previously be able to.

The aim of the Social Media Communication unit is to give an insight into which the different uses of social media can be used by the learners to design a good digital self-branding strategy.

After completing the Unit 4, the learners will be able to identify which social media platforms are used most by talent recruiters and companies. In addition, learners will choose the two more suitable social media platforms for their professional sector and learn how to use them. For this reason, it is very important to identify which social media platform(s) fits better with your target employers and how to use it/them correctly.

## STRUCTURE OF THE UNIT

This training will help the learners to design a good digital self-branding strategy by:

1. Identifying the most important social media channels used by recruiters/companies (LO 1).
2. Recognising which social media channel best suit the learners' target recruiters (LO 2).
3. Identifying Tips & Tricks for using the most important social media platforms. (LO 3).

The activities are held alternately in group activities and individual activities. The result of the activities will be discussed in the classroom. The trainer will aim to furnish a theoretical basis for different conceptual groups and later support students during the operational phase of elaboration.

## LO1 – Identify the most important social media channels.

Aim: the trainer supports students in analyzing the different ways that the recruiters use social media platforms.

With lots of digital tools, it is important to identify how your target - the recruiters, use social media to adapt our implementations, so the first part of training we will learn to:

- Analyze how social media is used by professionals
- Identify the most common social media channels used by recruiters/companies.

**After having analyzed the recruiter's use of social media platforms, and how they** interact with different users, students should make a list of the companies where they would like to work using the slides of LO1.

The learners will discuss how these companies use social media from the point of view of recruitment, type of content, job opportunities, and tone of voice.

Didactic Methodology: cooperative learning, brainstorming, face-2-face lesson.
Time available: 2 hours

# LO2 - Recognizing the correct social media channels.

Aim: Once you have known how recruiters/companies use the different social media platforms, the next step is to choose the digital tool which best suits your CV and sector.

In this session, we will learn to identify which social media platform fits better with specific recruiters /companies.

Using the slides, the teacher presents the key information about the most important social media platforms so that the students can learn the key applications.

After the teacher presentation, the students get into groups to perform the following exercises:

- List the social media platforms where these companies are more active

- Examine how they use social networks
  - How often they post
  - What are their topics of conversation
  - How do they converse about these topics
  - How can we participate in these conversations.

- Find similar profiles on social networks and perform similar analysis :
  - How often they post
  - What are their topics of conversation.
  - How do they converse about these topics
  - How can we participate in these conversations.

- Group discussion, the objective of the discussion is to decide which social media platform fits best with your target recruiters/organisations

Didactic methodology: Cooperative learning, Brainstorming, Lectures.
Time available:  2,5 hours.

## LO3 - Identifying Tips & Tricks for using the most important social media platforms

Aim: Finally, the last step is to use social media correctly to present a professional profile.

This part of training consists in knowing some tips & tricks for Facebook and Twitter usage. This section will focus on the use of social media platforms in presenting a professional profile. Facebook and Twitter are the most used social media tools, so it is evident that it is fundamental to have a highly developed professional profile.

Using the ppt file, the trainer will introduce some different tips & tricks to use Facebook and Twitter correctly

After the presentation, each trainee (individually) will complete the next steps:
- Complete his/her professional history on Facebook.
- Classify their Facebook contacts in lists.
- Check/create her/his public profile in Twitter.
- Create a Calendar post, based on the exercise done in LO2.

At the end of the exercise the whole group will discuss the conclusions.

Didactical methodology: Lectures, Cooperative learning
Time available:  3, 5 hours.

**NOTE: In order to complete this training, a computer with internet connection is required to access to the most important social media platforms.**

## PPT slides and instructions for starting the unit

See file "Unit 4 PowerPoint students.ppt"

## WORKSHEETS

See file .. "Unit 4 Worksheets.doc"

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AKLUB

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bfi
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ENAIP
veneto
Dal 1951 protagonisti della crescita.

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