**Your Network**

## The **BIG** Idea

- Who in my personal network can help me get started on my job search?

## AGENDA

Approx. 45 minutes

I.   Warm Up: Job Hunting Techniques Revisited (5 minutes)

II.  The Power of Networking (15 minutes)

III. Networking Etiquette (20 minutes)

IV.  Wrap Up: Networking Log (5 minutes)

## MATERIALS

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 41, Job Hunting Techniques

- Student Handbook pages 42-44, Who's In Your Network?

- Student Handbook page 45, Script for Calling Contacts and Referrals

- Student Handbook page 46, Networking Log

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Job Hunting Techniques ANSWERS

- Facilitator Resource 2, Networking Challenges and Strategies

- Facilitator Resource 3, Script for Calling a Known Contact

❑ Overhead projector

## OBJECTIVES

During this lesson, the student(s) will:

- List people in personal network.

- Consider ways to expand and maintain contacts.

- Practice appropriate ways to enlist help in their job searches.

## OVERVIEW

This lesson focuses on networking — what it is and how it works. Students begin by reviewing the power of networking, and begin to consider who is in their own networks. Through discussion, students understand the nature of networking, recognizing that job hunting is one of many ways people within a network help each other. Next, students share their feelings about approaching a contact, and review solutions to address their challenges. Using a role-play activity, you will model how to call a contact. The lesson wraps up with a review of a networking log as a way to keep track of job hunting information and activity (e.g., conversations, follow-up notes, etc.). As homework, students are to get one referral from a contact by the next class meeting.

## PREPARATION

❑ List the day's **BIG IDEA** and activities on the board.

❑ Write the day's vocabulary words and definitions on the board.

❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
- **Facilitator Resource 1, Job Hunting Techniques ANSWERS**
- **Facilitator Resource 2, Networking Challenges and Strategies**
- **Student Handbook page 46, Networking Log**

❑ For **Activity III,** decide in advance which three students will play the parts of the contacts. Assign each student the part of Contact 1, 2, or 3. Provide them with **Facilitator Resource 4, Script for Calling a Known Contact** so they can review before role playing.

## BACKGROUND INFORMATION

If you've ever used a social networking site such as Facebook, My Space, or Linked In, you've experienced the power of networking. But networking is not revolutionary — people have been networking at parties, supermarkets, offices, and anywhere people get together, long before the digital age. Networking is about connecting with people and building relationships. When you need information, whether it's a job lead or the name of a good mechanic, you have resources to call on, and you would expect to be helpful in return.

Some studies show that people find jobs through networking more than any other strategy. (Richard Bolles ranks several job hunting methods as more effective: direct company contact or a combination of techniques.) One established consulting firm, Career Xroads, notes that a referred candidate (referred via a network) has a 35 to 1 chance of getting hired in contrast to 500 to 1 for a typical candidate (not via a referral)*. Approximately 75 to 95 percent of job openings are not advertised,** so networking is a valuable tool for uncovering the hidden job market.

**Sources:**

 *About.Com, http://jobsearch.about.com/od/networking/a/jobster.htm   statistic within article comes from Mark Mehler of Career Crossroads, http://www.careerxroads.com/

** Frequently Asked Questions (FAQs) About Career Networking
 http://www.quintcareers.com/career_networking_FAQ.html

## VOCABULARY

**Contact:** A person you know; a connection.

**Network (verb):** To gather contacts and reach out to them to share help and information.

**Network (noun):** A broad list of contacts, each of whom may be able to give you job leads, offer you advice and information about a particular company, and introduce you to others so that you can expand your network.

**Referral:** A person that someone in your network has sent you to for job information or advice.

## IMPLEMENTATION OPTIONS

For **Activity III**, depending on students' understanding of the job seeker/contact relationship, they may improvise a contact's response, rather than use the script.

# ACTIVITY STEPS

## I. Warm Up: Job Hunting Techniques Revisited (5 minutes)

1. [As students enter the class, have them open to **Student Handbook page 41, Job Hunting Techniques** and complete the page independently.]

## II. The Power of Networking (15 minutes)

1. **SAY SOMETHING LIKE:** Last week you explored the different ways people look for jobs and which methods are most effective. Some job hunting techniques are listed on **Student Handbook page 41.** Which of these techniques are most effective?

2. [Check **Facilitator Resource 1, Job Hunting Techniques ANSWERS** to confirm they are correct. Point out that "Networking" is one of the most effective ways to look for a job - some experts say <u>the</u> most effective way - and so it is the focus of today's lesson. Next week, cold-calling will be discussed.]

3. **SAY SOMETHING LIKE:** Raise your hands if you use Facebook, My Space, or other social networking websites. These sites are popular for many reasons, mostly because they provide fast and fun ways to connect with friends and family. These websites are all about "networking," or connecting with other people. But networking is not just something you do online.

   How many of you have helped a friend and/or neighbor at one time or another? How did you help? [Allow students to respond – answers might include things like running errands for someone who is sick, or taking in mail or feeding a pet while they're on vacation.] How do your friends and neighbors help you out? [Allow students to respond.] Going to friends, family, and others for help during a job search is just another way to use your network.

4. **SAY SOMETHING LIKE:** Now you are going to make a list of the people in your network — friends, family, neighbors, doctors, etc.  You never know who in your network might know of a job that fits your needs, so it is very important to think broadly when making your list.  Most employment specialists ask adult job seekers to list 100 people in their network. Do you think you have that many? Raise your hand if you think you can come up with 25 names. (Show of hands.) Who thinks they can come up with more? (Show of hands.) Don't forget to include the adults in your lives — they'll have big networks built over many years — as well as friends your own age.

[Instruct students to complete **Student Handbook pages 42-44, Who's In Your Network?**]

## III. Networking Etiquette (20 minutes)

1. **SAY SOMETHING LIKE:** As we discussed, using your network for help with your job hunt is just an extension of other ways you use your network. If you've babysat for someone, been on a baseball team, walked someone's dog, or watered someone's plants — it's totally OK to ask for this kind of help.

   Let's brainstorm for a moment. Why would people in your network be willing to help you with your job search? [Jot down students' ideas on the chalkboard. Then add the following ideas, explaining each as you write them down:
   - If the contacts are close to you and believe in your abilities, they want to see you succeed.
   - If your contacts think highly of you, then they will be helping you AND the person they are putting you in contact with.
   - People like to help. It makes them feel good.
   - You are an "investment." If someone helps you from the very start of your career, and you end up being a great success, they will feel good and be able to say, "I knew him way back when…"
   - If you make it easy by having a specific goal, then most people are willing to help.]

   [Be sure students understand that while most people are willing to help, they need to prepare to hear "no" occasionally.]

2. **SAY SOMETHING LIKE:** Now that you've made your network list, it's time to start contacting people to let them know you're looking for work. This is sometimes known as "warm-calling," because you're speaking with people with whom you already have a friendly relationship. Who would find this easy? [Give students a moment to respond. Project **Facilitator Resource 2, Networking Challenges and Strategies** on the overhead].

   **SAY SOMETHING LIKE:** Who would find it difficult to approach contacts? Why? [Record students' responses on the challenge side of the t-chart. If students hesitate, suggest a few challenges, and jot them down, including "I don't want to bother someone who is very busy." And, "I'm nervous to ask."]

3.  [Once students brainstorm the challenges, suggest strategies to help them with contacting people in their network. Note each idea (see below) in the strategies column. Invite students to share other ideas.

    •   Plan what you want to say to the contact.
    •   Ask for specific help; not just, "I want a job."
    •   If needed, schedule a time to talk, so that your contact can prepare. Not only is this respectful of the contact's time, it shows that you are courteous and serious about your job search. Having a specified time to meet also ensures that you will not procrastinate.
    •   Make it worth the contact's time and effort to help you by being polite, expressing gratitude, and by following up to let him/her know how your job search is going. Adults have many demands on their time; make sure to thank them for making time for you.

4.  **SAY SOMETHING LIKE:** Remember, networking is a two-way street. Your contacts may be helping you today, but there may be opportunities for you to help them in the future. Saying thank you and being respectful is what you can do for them right now.

5.  [Point out that one of the strategies they just listed was to plan what to say. Remind students that their request should make it easy for the contact to help them, and not simply be "I need a job." Tell students there are two different conversations they will have when networking: 1) approaching someone you know, and 2) approaching someone you don't know — perhaps a referral suggested by your contact. You'll be talking about the first situation today.]

6.  [Have the three pre-selected volunteer contacts come up to the front of the class. Tell students you are the job seeker and the volunteers are the contacts. Read aloud **Facilitator Resource 3, Script for Calling a Known Contact** with each of the volunteers. Repeat for each of the contacts.]

7.  **SAY SOMETHING LIKE:** The best way to prepare for any type of networking call — with someone you do or do not know, is to practice.

    [Have students open to **Student Handbook page 45, Script for Calling Contacts and Referrals.** Explain that in preparation for making their calls, they can practice using these scripts, filling the blanks with their specific information.]

### IV. Wrap Up: Networking Log (5 minutes)

1. **SAY SOMETHING LIKE:** During your job search, you will talk to many people, including your direct contacts as well as people your contacts refer you to. As a result, you will have lots of information to keep track of. It is essential that you organize all this information because you never know which of the many people you speak to might lead to that perfect job. A lost phone number or missed appointment could result in losing a great opportunity.

   You may find it helpful to keep two notebooks — one to keep track of college applications and one for job hunting.

2. [Project **Student Handbook page 46, Networking Log** on the overhead. Tell students that this networking log is one way to keep track of who they talk to and any job leads they need to follow up on. They can use the networking log handout for each person they contact.
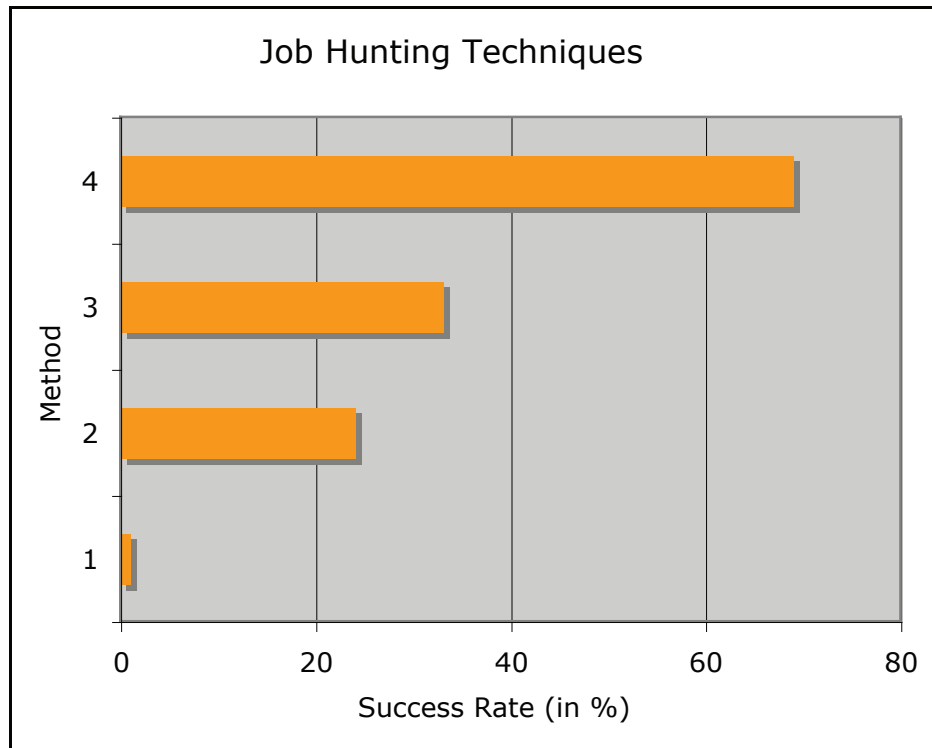
   Walk through each part of the page. Explain that in the appointment date/time and follow-up sections, they are to write down any appointments they make, including date, time, and location. In follow up, they are to note any actions they need to take.]

   **SAY SOMETHING LIKE:** Staying active in your search is important. Your contacts have many things to take care of in addition to helping you look for a job — so it's up to you to keep the ball rolling. Find out from your contact the best way to follow up with him and/or the new person he refers you to. Write down these suggestions in the follow up section on the log. You should also note all dates and times in your personal calendar or planner.

3. [Advise students to fill in one of these pages for each person in their network that they contact. For homework, they need to call one person in their network. If that person recommends they speak with someone else, that name goes into one of the "new contact" boxes at the bottom of the page. ]

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# Job Hunting Techniques ANSWERS

## Job Hunting Techniques

Method (y-axis)
Success Rate (in %) (x-axis)

- Method 4: ~69
- Method 3: ~33
- Method 2: ~24
- Method 1: ~1

The experts say some job hunting techniques work better than others. Can you pair each method listed below with its success rate?* Beside the description of each job hunting technique, write the corresponding number (1, 2, 3, or 4) from the graph.

_4__ COLD-CALLING: Use Yellow Pages (from phone company or online) to identify companies who might need your services, then call them to find out if they're hiring. 69% success rate, according to Bolles.

_1__ INTERNET: Posting jobs and responding to jobs listed on the Internet. Only 1%!

_3__ NETWORKING: Asking friends, family, and professional contacts for job leads. 33% success rate.

_2__ NEWSPAPER ADS: Answering local newspaper ads. Success rate varies, 5 to 24%, depending on salary demands.

Which method listed above would you find most difficult? _____

Why? _____

Statistics from Richard Bolles' "The 14 Ways to Find a Job": http://www.jobhuntersbible.com/articles/article.php?art_item=024, Copyright Richard N. Bolles, 1996-2008..

# Networking
# Challenges & Strategies

| Challenges | Strategies |
|---|---|
|  |  |

# Script for Calling a Known Contact

**SCRIPT 1**

**Job Seeker:** Hi Ms. Smith. As you know I am graduating soon, and I'm looking for a summer job. I plan to be an education major in college, so ideally I would like to work with children this summer. As a teacher, do you have any ideas, or anyone you suggest I speak to?

**Contact 1:** It sounds like you really know what you want to do. As it happens, I'm in charge of hiring for the summer enrichment program at Hilldale Elementary and we're still looking for teacher's aides.

**Job Seeker:** Thank you, Ms. Smith! What is the next step? How do I apply for the job?

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**SCRIPT 2**

**Job Seeker:** Hi Ms. Smith. As you know I am graduating soon, and I'm looking for a summer job. I plan to be an education major in college, so ideally I would like to work with children this summer. As a teacher, do you have any ideas, or anyone you suggest I speak to?

**Contact 2:** You are catching me at a bad time. I've got dinner on the stove, and I need to help my kids with homework.

**Job Seeker:** I'm sorry. When would be a good day and time to contact you?

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**SCRIPT 3**

**Job Seeker:** Hi Ms. Smith. As you know I am graduating soon, and I'm looking for a summer job. I plan to be an education major in college, so ideally I would like to work with children this summer. As a teacher, do you have any ideas, or anyone you suggest I speak to?

**Contact 3:** I don't know of any specific jobs, but I do know that Camp Hillside is always looking for counselors. I know the camp director, Mr. Jones. I can put in a call for you.

**Job Seeker:** Thank you, Ms. Smith! What would be the best way for me to follow up with Mr. Jones? Do you have his contact information?
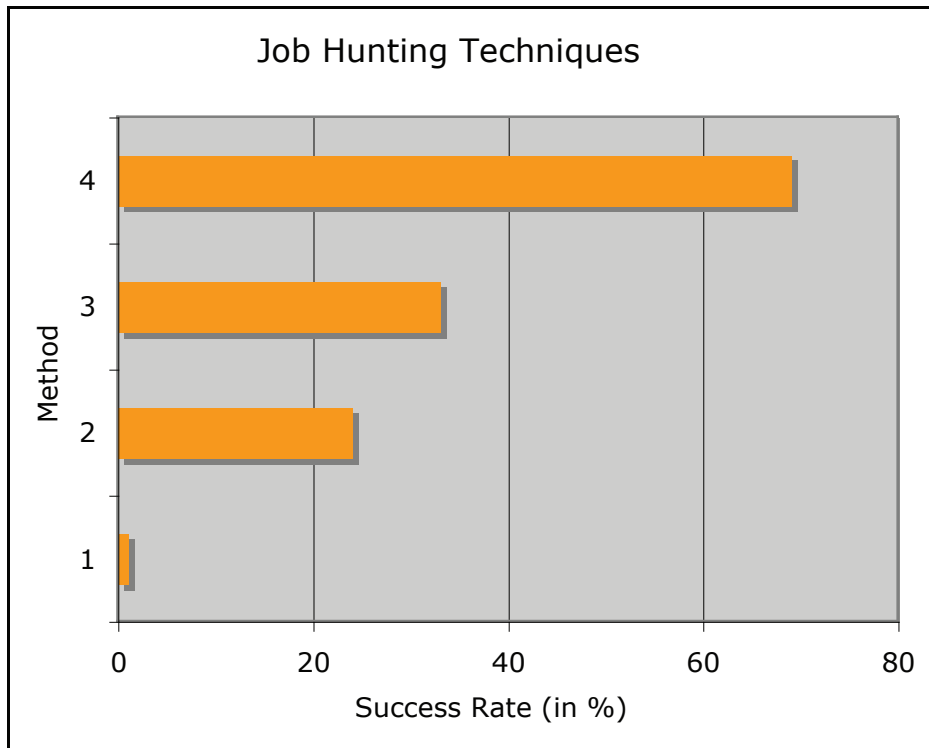
## Job Hunting Techniques

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_____ INTERNET: Posting jobs and responding to jobs listed on the Internet.

_____ NETWORKING: Asking friends, family, and professional contacts for job leads.

_____ NEWSPAPER ADS: Answering local newspaper ads.

Which method listed above would you find most difficult? _____

Why? _____

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# Who's in Your Network?

Next to each category, write the names of people in your network.

**1. People You Know Well**

| • Friends | • Family |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| • Neighbors | • Teammates or club members |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

### 1. People You Know Well

| • Teachers | • Coaches or youth group leaders |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| • People from religious organizations | • Coworkers |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

**2. People You See Occasionally**

| | |
|---|---|
| • Doctor, dentist, eye doctor, orthodontist<br><br>_____<br><br>_____<br><br>_____<br><br>_____ | • Car mechanic<br><br>_____ |
| • Bank teller<br><br>_____ | • Librarian<br><br>_____ |
| • Vet<br><br>_____ | • Other<br><br>_____ |

# Script for Calling Contacts and Referrals

Practice making calls to contacts using this script.

**Introduction:**

My name is _____ (your name). I was wondering if _____ (name of person you're calling) is available.

(Remind them of the relationship if you think they won't remember you, for example, "Joe Smith's daughter," or "I was on your son's Little League baseball team.")

I'm looking for work _____ (when), and thought you may be able to help me.

Is this a good time to talk? I'm interested in _____ (kind of work).

Do you have any ideas about who might be hiring, or who might know someone who is hiring?

**[follow up if you get a referral]**

Thank you so much. I'll give _____ a call in the next few days. Would you prefer to alert him to my call, or is it OK for me to call him directly? [Ask for the phone number and/or e-mail address.]

**[follow up if you don't get a referral]**

Thanks so much for your time. If you hear of anything, please be sure and let me know.

[Give contact info – phone and e-mail – if needed. Be sure your outgoing phone message is work-appropriate.]

# Networking Log

Your job search begins with your personal network. Tell everyone you know (and everybody they know) that you're looking for a job. Use this page to keep track of the information you gather — **one page per contact.**

### Contact Information

| | |
|---|---|
| Contact Name | |
| Date Called | |
| | |
| Employer Name | |
| Address | |
| Phone | |
| E-mail | |
| Fax | |
| | |
| Appointment Date/Time? | |
| Follow-Up | |

### New Contacts

| Did this contact give you referrals? List them below. | |
|---|---|
| Name | Name |
| Position | Position |
| Employer | Employer |
| Phone | Phone |
| E-mail | E-mail |
| Fax | Fax |
| Other | Other |

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