

Networking

Facilitator Preparation

Take Away Message

Since 75 to 95 percent of job vacancies are never advertised, it helps to learn, plan for, and practice the art of networking to have a chance at acquiring one of these positions.

Outcome

Gain and sustain legal employment by accessing the hidden job market through networking.

Agenda for Module 13

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|----|-----------------------------------|--------------|
| A. | Take Attendance | (Concurrent) |
| B. | The Hidden Job Market | (10 minutes) |
| C. | Building a Network | (15 minutes) |
| D. | Tips for Networking | (15 minutes) |
| E. | Creating a Networking Action Plan | (15 minutes) |
| F. | Your Next Networking Step | (5 minutes) |

Preparing Your Classroom

1. Prepare the easel papers with the following titles and/or content. Post easel papers in the classroom when you arrive.

- Community Agreement

2. Copy handouts for distribution in class.

Distribute handouts only when it is time for an activity. Students will turn in handouts when completed.

- 11.4 My Job Search Schedule: Make additional copies of the handout available so that students can have additional planning schedules as needed.
- 13.1 My Network Contacts
- 13.2 Networking Tips
- 13.3 Networking Action Plan: Make one or more copies available for every student.

You can make a few packets of the following handouts in the event new students join your group at this session. These handouts are from Module 1 and include all the documents necessary for completing a resume.

- 1.1 Behavior Skills Inventory
- 1.2 Resume Information Form
- 1.3 Social Security Administration Form
- 1.5 Technical Skills Work Sheet
- 1.7 Work Experience Inventory

3. Props and templates

- Prop 1.6 Technical Skills (Have on hand if you and a new student can stay after your session to complete the Technical Skills Inventory.)
- Prop 13.4 Opening Activity Wall Signs: Print the six signs, laminate for long-term use, and cut apart.

4. Set out the following supplies:

- Attendance sheet
- Pencils
- Masking tape
- Markers

5. Prepare the following materials:

- Using **Prop 13.4 Opening Activity Wall Signs**, post % signs along one wall, in order, in a line, so that students have room to stand under the signs and/or between them.
- Using **Prop 13.4 Opening Activity Wall Signs**, post the two word signs on a second wall, in two corners of the room so that students have room to stand under the signs and/or between them.

SAMPLE

Module 13

A. Take Attendance (Concurrent)

As students enter classroom, have blank name tents and markers available on the tables for new students. Invite them to make a name tent for themselves. Ask returning students to place their name tent where others can see it. Take attendance while students work (if you record attendance).

If you have completed your Resume Information Form, Handout 1.2, since the last session, please hand it in now. Also, if you are turning in a form now, you may see me after our session to set up an appointment to create your resume on the computer. If you are new and you are interested in creating a resume for your job search, see me after this session for a packet of handouts that will help you prepare your resume.

If your resume is complete and you have participated in Module 3, Interviewing Like a STAR, and Module 4, Telling Your Story Like a STAR, or if you took these while incarcerated, you may see me after class to set up an appointment to videotape a mock interview.

If you have any new job sheets from **Prop 1.6 Technical Skills** attached to any **Handout 1.5 Technical Skills Work Sheet** you have with a student's name on it from earlier sessions, you may choose to have the student stay after to complete the work sheet, give it to the student now to complete, or ask the student to make an appointment outside of the weekly session to complete it.

Return any completed reviewed homework from previous sessions to students.

B. The Hidden Job Market (10 minutes)

To introduce our activity for the day, let's do two quick activities. On the wall you see some percentage signs in a line: 25%, 50%, 75%, and 100%. In a moment I'll be asking you to stand at some point on that line to represent your answer to the following question: What percentage of job vacancies are never advertised, but instead are part of the "hidden" job market? You may stand under a percentage or between percentages to demonstrate your answer to this question.

Wait for students to find a place on the line that represents their answer to the question. Then continue with the script below.

Amazingly, the answer is that 75 to 95 percent of job vacancies are hidden from the average job seeker. The fact is that most employers don't need to advertise because there are enough applicants available to them without advertising. Furthermore, most employers would much rather consider someone referred to them by a trusted employee, colleague, or friend than to advertise for a total stranger. Advertising for a job is generally an employer's last and most desperate attempt to fill a vacancy. To access vacancies in the hidden job market, you need to hear about them through word of mouth, and the best way to do that is through networking. Today's module is about networking.

Let's try one more activity. On the other wall you see two signs: "Do work-related networking favors for others," and "Ask others to do work-related networking favors for you." In a moment I'll be asking you to stand at some point on the line between those two responses to represent your answer to the following question: What is the best way to build your network in order to access the hidden job market? You may stand under a response or between responses to demonstrate your answer to this question.

Wait for students to find a place on the line that represents their answer to the question. Then continue with the script below.

Surprisingly, the answer is, Ask them to do work-related networking favors for you! In his book, *A Foot in the Door*, Chris Matthews says the art of letting someone do you a favor is one of the best ways to be an effective networker. Matthews tells readers, "Contrary to what many people assume, the most effective way to gain a person's loyalty is not to do him or her a favor, but to let that person do one for you." By asking for someone's help, you are asking him to invest in your success. The other person generally feels good about helping you and will want to watch out for you in the future to be sure his faith in you was not misguided. Matthews concludes by saying, "Those who give you one helping hand very often make a habit of looking out for you further down the road. We tend naturally to remember the people we 'discover' along the way and seek to ensure that they prove us correct."

We've started with two surprising facts today that point to the power of networking in obtaining employment. I hope these two facts will encourage you to consider networking as a way to find and obtain employment. If you are ready to consider

networking, let's look together at how you can begin to build your employment network.

C. Building a Network (15 minutes)

If you've decided that you'd like to build a network to access the hidden job market, the next question is, Who should be in your network? Here is a handout with some categories of people who are the best kinds of network contacts.

Distribute **Handout 13.1 My Network Contacts**. Review the categories. Inform students that you will be covering informational interviewing in an upcoming session. Also reiterate that old friends should be folks who are drug and alcohol free, pro-social, and do well in the community. Note that they should not make contact with prior associates engaged in unhealthy or illegal activities.

Take a few minutes now to write down some names of people in each of the categories who might make good networking contacts for you.

Provide several minutes for students to write down possible network contacts. Bring closure to this activity with the script below.

This is your list of possible network contacts. Let's talk now about what it is you will actually do as we review 10 tips for networking.

D. Tips for Networking (15 minutes)

Let's talk about what you do when you network. Let's look together at this handout of networking tips.

Distribute and review **Handout 13.2 Networking Tips**. Invite discussion and examples of how students have used these tips in the past. Answer questions.

Now let's spend some time developing a networking action plan.

E. Creating a Networking Action Plan (15 minutes)

In an earlier module you worked on using a job search schedule to organize your job search. Networking is an important job search strategy that you should be making

time for on your planning schedule. You will want to input time on your schedule for both planning your networking, as well as doing the networking. If you need additional copies of the Job Search Schedule, please help yourselves to the extras here.

Make additional copies of **Handout 11.4 My Job Search Schedule** available to students.

After you schedule time on your calendar for planning your networking, you can use this action plan to organize your efforts.

Distribute and review **Handout 13.3 Networking Action Plan**.

The action plan organizes the networking tips into action items. You can use one copy of this handout for each contact you plan to make. Please take several copies. In the next 10 minutes or so, begin to transfer some of the names on your handout titled My Network Contacts to one of the Networking Action Plans. Begin filling in contact information if you know it. If you don't have contact information with you, skip down to the sections on what you want to accomplish by making this contact. Look back at the Networking Tips handout if you need ideas. Fill in a goal date for making the contact and write down what you want to ask that person or gain from the contact. If you have your planning schedule with you, write in when you plan to make these contacts. Call me if you need assistance.

Circulate and assist as needed. Monitor time. When there are five minutes left in today's session, call the group back together for a quick debrief.

Please continue working on these at home.

We have five minutes remaining, so let's wrap up today's session.

F. **Next Networking Step (5 minutes)**

In the remaining five minutes, I'd like to invite each one of you to share your very next networking step. You've had some time to think about whom your contacts are and to plan what you'd like to accomplish with some of those initial contacts. Let's go around the room and hear your very next networking step, one per person. For example, a next networking step might be, "Contact my old supervisor by next Wednesday and ask if I can buy her a cup of coffee; spend 30 minutes getting an

update on the industry here in Portland.” Who would like to go first? Let’s be brief so that everyone has time to share.

Facilitate sharing of each person’s next networking step.

Thank you for sharing. I’m looking forward to hearing about your networking accomplishments the next time we meet.

We are out of time for today, but if you need to see me for anything, I’ll be here. If you need to set up an appointment with me to complete your skills inventories or to videotape your mock interview, please see me before you leave.

Thank you for your great work today. See you next time.

Facilitator’s After Class Activities

1. Set up appointments to videotape mock interviews.
2. Continue meeting with students outside of class to create their resumes on a computer. See instructions for how to do this in Module 1 in the Facilitator’s After Class Activities.
3. Meet with new students outside of class so that they can complete the Technical Skills Inventory. See instructions for how to do this in Module 1, Activity C.
4. Meet with students to videotape their mock interviews. See Module 5, Videotaped Interviews, for instructions.