

Networking

“It’s not what you know, it’s who you know.” This common expression is the basis for understanding the importance of networking as a strategy for career development and exploration. Everyone has a network, even if you don’t realize it, and when it comes to job searching, this network may be just as important as your skills and experience. A personal network is that group of people with whom you interact every day - family, friends, parents of friends, friends of friends, neighbors, teachers, bosses, and co-workers. With these people, information and experiences are exchanged for both social and potential professional reasons. Networking occurs every time you participate in a school or social event, volunteer in the community, visit with members of your religious group, talk with neighbors, strike up a conversation with someone at the store, or connect with friends online.

When it comes to finding a job, you’ve got to network! According to Cornell University’s Career Center, 80% of available jobs are not advertised. These jobs are often referred to as the “hidden job market.”

When networking for the purpose of career development, this means talking with friends, family members, and acquaintances about your goals, your interests, and your dreams. Most people actually learn about job openings through friends, relatives, or others who are part of their personal network, and because each person in your network has a network of his or her own, your potential contacts can grow exponentially. This is important because more often than not, hiring managers would rather talk to a potential candidate who has been recommended by someone they know or already employ. Even if a position is not currently available, networking can lead to informational interviews that can help you not only learn about possible career paths, but also be great exposure for you to be thought of as a potential candidate when a job opens up. An informational interview is not the same as a job interview by any means, but it is probably the most effective form of networking there is. In fact, according to *Quintessential Careers*, one out of every 12 informational interviews results in a job offer. This is a remarkable number considering the fact that research indicates that only one in every 200 resumes (some studies put the number even higher) results in a job offer.

Though networking is an important skill, and one that can certainly be taught, it rarely is. Therefore the activities in this section focus on the process of networking and its relevance and importance to career development. Participants will learn about taking initiative and overcoming fear (which is quite common), informational interviewing, as well as potential guidelines to consider when using social networks, texting, and email for networking purposes.

A note for facilitators: Developing networking skills is important for all youth, but particularly for those with limited work experiences, which is unfortunately often the case for youth with disabilities. By creating opportunities whereby young people can research, talk to, and network with those working in careers of interest, the more likely they will be able to make informed choices regarding their future. For youth who are hesitant to network or take the steps necessary to arrange informational interviews (for any reason), consider using pairs of two for many of the activities in this section. Teaming is one strategy that may help participants feel as if they have the support they need while trying out new skills and learning how to become a strategic and “seasoned” networker.

16. An Introduction to Networking

JUST THE FACTS: The purpose of this activity is to introduce participants to the process of networking and to help them begin to understand its relevance to the career development process.



Time

20 minutes



Materials

- Chart paper or white board and markers



Directions

Ask participants the following question: “How do people find jobs?” [List responses]. If the following were not discussed, consider including some or all of them on the list: personal contacts, secondary or post-secondary career centers, employer websites, Craigslist, Internet job sites (such as monster.com, snagajob.com, simplyhired.com or indeed.com), One-Stop Career Centers, walk-ins, professional or trade associations.

Ask: “Did you know that approximately 80% of jobs today are NOT advertised?”

Discuss: “If employers are not advertising, how are people finding jobs?”

DISCUSSION POINTS:

- Talking to or contacting people you know to find job leads is the most effective way to find a job.
- Most of us find a job through personal contacts—people we already know such as our friends and family, doctor, dentist, and people we meet when we go shopping and during our normal everyday lives. Personal contacts are also the people that our friends and family know.
- Approximately 60% of job hunters find their new job with the help of friends, family members, and acquaintances.

Break the group into smaller groups of three or four. Considering the fact that people most often find jobs by interacting with other people, ask each group to spend five minutes developing a list of five strategies they might use when looking for a job (who could they talk to, what could they say, etc.). Strategies should be geared to creating as many ways as possible to tell others you are looking for a job.



Conclusion

Ask for a representative from each group to list the strategies they developed. Inform participants that what they just accomplished is called (traditional) Professional Networking. Learning how to network takes time and commitment. It means seeking out people you know, people who can offer advice, as well as potential friends, and building on these relationships. Networking is finding ways to “get known” by other who can help you in your job search. It is an “active” process for developing new relationships and new opportunities.



Journaling Activity

There are three types of people in this world: those who make things happen, those who watch things happen, and those who wonder what just happened. A networker is someone who makes things happen. Think about a possible career goal you have. What is it? What can you do to develop your networking skills to get more information about this career?



Extension Activity

Discuss the concept of the informational interview. Informational interviewing is a networking activity important to the career development and career exploration process. An informational interview is an interview with a person who is doing the kind of work in which you are interested. It is an excellent technique to use when you want to: explore different career options; learn more about certain occupations; and/or begin to network with people who can help you in your job search. Although it is an effective job search tool, it's very important to remember that the **primary purpose of an informational interview is to obtain information, not a job.**

Help participants arrange for an informational interview (either on or off site). Prep participants on the types of questions to ask (i.e., what is important to them), the importance of asking for a business card, and what to do after the interview.

Question examples:

- How did you decide on this field of work?
- How did you get into this field of work?
- What do you like best about your work?
- What do you like the least?
- What is a typical day or week like for someone in your occupation?
- What kind of skills, education, and/or training would I need to get into this area?
- What personal qualities are necessary for someone in this occupation?
- What is a typical entry-level salary? (Do NOT ask how much the person you are interviewing earns!)
- Do you know someone else doing this kind of work that I could talk to for my research?

Follow-up the interview with a thank you note. In it, suggest mentioning the specific information that you found to be particularly interesting or helpful. Let the person know that you appreciate him/her letting you ask questions and that the information provided will be valuable to you.

17. You Expect Me to do WHAT? TALK to People?

JUST THE FACTS: Traditional networking (talking to people) can be a pretty frightening activity. In fact, it can be so overwhelming for some that they may never attempt it! This activity will allow participants to initiate the three Ps (prepare, practice, and pull yourself together!) to overcome any fear of networking.



Time

20 minutes



Materials

- Optional: One copy of Activity 17 for each participant



Directions

Traditional networking involves talking to people. For some this may be an easy activity, while for others it may be scary and uncomfortable.

According to Lara Zielin, the author of *Make Things Happen: The Key to Networking for Teens*, to avoid feeling nervous or scared when networking, try THE THREE Ps: prepare, practice, and pull yourself together! She says, “By doing your best to accomplish each of the Ps, you’ll have a good chance of overcoming [any] obstacles and eliminating fear when you network.”

Review and briefly discuss the Three Ps in further detail (the information provided on page 83 is for facilitator reference, and is not intended to be read verbatim to the group).

Have participants explore (either independently or as a group) the scenario in Activity 17 and complete Part 1 (What did Pradeep do?).



Conclusion

Conclude the discussion by having participants discuss or complete Part 2 of the chart on Activity 17 (What are some strategies you could use?).

End with the importance of a thank you note focusing on the value of the person’s time and expertise. A thank you note goes a long way to having people remember you.



Journaling Activity

Think about Pradeep's story. Think about your wildest career dream. What is it? Now, pretend you know someone who knows someone who does that type of work. Which of the Three Ps would be the most difficult for you - and why? Which of the Three Ps would you feel most comfortable with - and why?



Extension Activity

Conduct a few role plays with participants on the value of networking. You may even choose to bring a few employers in to participate. If you bring in employers, try to coordinate the types of employers with some of the interests of the participants in your group. Have participants create a Three P "cheat" sheet to help each other prepare for the opportunity.

Have participants either hand-write or email a thank you to the person with whom they met. They should thank the person for their time and for the information that was provided. Some specifics from the meeting would be great to add, such as, "I really appreciated learning about..." Or "Thank you for offering me suggestions on how to improve my resume." Specifics will let the receiver know that the meeting was really worthwhile.

The Three Ps

ADAPTED FROM: *Make Things Happen: The Key to Networking for Teens (Used with Permission)*

PREPARE: Do what you need to do to get ready. For example:

- To prepare for a telephone call, write a script and practice it. Know why you are calling (have notes). Prepare yourself on how to leave a message if the person doesn't pick up or isn't available.
- To prepare for a face-to-face meeting, do a lot of the same as you would for a phone call. If you're meeting with someone to get information about the work they do or a particular company, visit the company's website (if they have one) to learn more about it ahead of time.

PRACTICE: Practice what you want to say over and over and over. The more you hear yourself say what you want to say, the easier it will be - and the more confident you will feel.

- Ever think about smiling when you're on the telephone? Believe it or not, people can hear that confidence in your voice. People can determine friendliness from the tone of your voice. Along the same lines, fear can be heard over the phone, too. Concentrate on speaking clearly, be calm, and breathe!
- Prepare for one-to-one meetings by practicing with a friend, parent, or someone you know and trust. Ask them to role play with you - they could pretend to be the person you are going to meet with and you could practice asking the questions you have prepared.

PULL YOURSELF TOGETHER: Part of feeling confident at a networking meeting is feeling good about yourself. If you feel good about your appearance, you tend to give your confidence a big boost!

- Good grooming isn't just for dogs. Don't forget about those day-to-day essentials like showering, brushing your teeth, combing your hair, and using deodorant (this sounds silly, but many adults need to be reminded of this, too!) Don't wear too much perfume or cologne as sometimes people are allergic - and wearing too much will make them remember you because of your smell, not for your skills or your ideas.
- Dress the way you think the other person will be dressing. If you were networking with your uncle at a family BBQ, shorts and flip-flops might be just fine. But if you're meeting with someone in a professional setting, try to find out what the dress code is and see if you can come close to dressing the same (or even one step above). For example, if you're meeting someone in an office, and people usually wear ties, then you should wear a tie, too. If you're going to meet the head of a landscaping company and people usually wear jeans and t-shirts, go one step above and wear khakis and a button down shirt, if you have them.
- Don't forget other important things like a pen and a pad of paper. Your contact might say something really great and you'll want to write it down. It's always a good idea to take a resume with you, even if you're not meeting with someone for a job. It's a good way to leave someone with a reminder of your skills, talents, and experiences. After all, who knows what might happen? Also, ask the person to suggest additional people you could contact to learn more.

Activity 17. You Expect me to do WHAT? TALK to People?

SCENARIO:

Pradeep had a friend (Bob) who had a friend (Ray) who started his own company when he was 20 years old. Pradeep is a young entrepreneur who also wants to start his own business one day and wanted to talk to Ray to learn all he could (what to do and what not to do). Pradeep was reluctant to reach out to Ray because he thought Ray was too busy or would think his questions were stupid. Plus, he was worried that Ray might tell Bob that his questions were dumb - and Pradeep didn't want his friend to laugh at him.

Eventually, Pradeep decided that the benefits of networking outweighed the potential harm. After all, he knew Ray had built a very successful business from scratch - and Pradeep figured he really had nothing to lose. Pradeep also figured that if he really wanted to start his own company, he would have to learn how to network in the traditional sense, e.g. with people (and overcome his fear of talking to people he didn't know well). He thought, "Better to do it now (and learn) than to try it later and possibly ruin opportunities for my business."

So Pradeep called Ray, who agreed to a meeting. Before the meeting, Pradeep did some basic research to get a better idea of what it takes to start a new business (he looked up average start up costs, how to secure a loan, etc.). He also wanted to know about marketing, web design, and product development, so he researched Ray's company to get a better idea of Ray's business strategy. He had his notes written down to be sure to stick to specific issues. Ray was really receptive - especially because Pradeep was prepared and didn't waste his time. In fact, Ray was flattered that Pradeep contacted him.

Part of overcoming his networking fear was just getting the courage to call Ray. The other part of overcoming his fear was doing his homework and being prepared.

The Three Ps

Part 1: What did Pradeep do?

Prepare: _____

Practice: _____

Pull Yourself Together!: _____

Part 2: What are some strategies you could use?

Prepare: _____

Practice: _____

Pull Yourself Together!: _____

18. Using Social Media to Network

JUST THE FACTS: Google, Twitter, Facebook, YouTube, LinkedIn, Skype, MySpace. These names have all become synonymous with social networking in the early 21st century. In fact, social media has become so popular it has its very own language! For example, you can “Google” or be “Googled.” You can “friend” or “unfriend” someone on Facebook. And you can send tweets to update people on your every activity every moment of the day using your Twitter account. [Believe it or not, in the Merriam Webster Online Dictionary, “text,” “tweet,” and “Google” are all listed as verbs!]

This activity gives participants the opportunity to debate the pros and cons of using social media to network.



Time

20 minutes



Materials

- None required



Directions

Ask the group the following questions:

1. Stand up if you have a Facebook account? (now sit down)
2. Stand up and turn around if you communicate with others by texting? (now sit down)
3. Raise your hand if you have ever Googled someone or something?

Now, read the following aloud (and/or have it written for participants to read while listening):

In May of 2010, the Pew Research Center in Washington, D.C., found that half of American teenagers (ages 12-17) send 50 or more text messages a day, with one-third sending more than 100 a day. Two-thirds of the texters surveyed said they were more likely to use their cellphones to text friends than to call them. Fifty-four percent said they text friends once a day, but only 33 percent said they talk to their friends face-to-face on a daily basis.

Many adults are concerned that for young people growing up today (in the age of “social media”), online interactions might be eliminating real-world experiences that help to develop emotions, personal connections, and the necessary communication skills to succeed in the workplace and society. The fear is that this may impact how they operate in the world as adults, and how they build adult relationships.

Go around the room and ask the group to count off by ones and twos and divide participants into two groups.

Each group will be asked to discuss and list no fewer than five reasons why they believe using social media (including Facebook and texting) will not only improve the growth and development of youth today, but help them to develop higher level communication skills than those of their parents and/or grandparents.

Each group should elect a recorder and a reporter and will be given seven minutes to brainstorm their ideas. Report outs should follow.



Conclusion

Discuss the following: A recent study by an executive search firm found that 77 percent of recruiters run searches of candidates on the Web to screen them; 35 percent of these same recruiters say they've eliminated a candidate based on the information they uncovered. What does this mean for young jobseekers with regard to online profiles? Discuss as a group some of the postings that young people preparing for careers should be careful to avoid. Examples include: complaining about a former employer, showing pictures of hard partying, descriptions of sexual exploits, abusive or aggressive language, etc.



Journaling Activity

Think about your own personal texting and social media habits. How do you think the use of these technologies can support and help you feel more comfortable in face-to-face communications? Explain.



Extension Activity

According to CareerBuilder.com, there are three things you can do to protect your online image - and your job opportunities:

1. **Be careful.** Nothing is private. Don't post anything on your site or your "friends" sites you wouldn't want a prospective employer to see. Derogatory comments, revealing or risqué photos, foul language, and lewd jokes all will be viewed as a reflection of your character.
2. **Be discreet.** If your network offers the option, consider setting your profile to "private," so that it is viewable only by friends of your choosing. And since you can't control what other people say on your site, you may want to use the "block comments" feature. Remember, everything on the Internet is archived, and there is no eraser!
3. **Be prepared.** Check your profile regularly to see what comments have been posted. Use a search engine to look for online records of yourself to see what is out there about you. If you find information you feel could be detrimental to your candidacy or career, see about getting it removed - and in the meantime make sure you have an answer ready to counter or explain "digital dirt."

Ask participants to use these strategies to create a DO and DO NOT “cheat sheet” for people their parents’ age who are getting ready to look for a job. Help them to understand, in their terms, why they should be careful about their online postings.

19. Text Vs. Email...Does it Really Matter?

JUST THE FACTS: Though many teens and young adults consider email an “adult” way to communicate and would rather communicate in real-time with texting or other forms of social media, when it comes time to apply to college or for a job, email skills will most likely be necessary. Therefore, an understanding of “email etiquette” is worthy of discussion. This activity will offer participants the chance to challenge themselves to translate text to English and then discuss some of the classic rules of email.



Time

20 minutes



Materials

- Activity 19a (Translating Text - one per participant) and Activity 19b (Email Etiquette)



Directions

Disseminate Activity 19a and ask the group to translate the two text messages. This can be done in whatever way is most comfortable for the group (individually, in pairs, writing, sharing aloud, etc.). Share with the group.

Ask if the note to the employer would be appropriate to send? Discuss why or why not. Discuss the word “etiquette.” Ask participants if they know it’s meaning and ask for some examples.

Etiquette is the customary code of polite behavior in society or among members of a particular profession or group.

Some examples include table etiquette (napkin on your lap, do not talk with food in your mouth, etc.) and social etiquette (saying please and thank you, and excuse me when you interrupt, etc.).

Ask participants if they have ever heard of email etiquette? Ask about some of the instances where email would be more appropriate than texting? [Applying to college, emailing a professor or a teacher, writing to an employer, etc.]

Ask for some possible “rules” of email. Use Activity 19b as guide/template for discussion.



Conclusion

Conclude by reviewing and discussing the suggested answers for Activity 19b. Additionally, address the use of personal email addresses vs. business/professional ones. Why should one avoid using email addresses such as hotfoxychick@xyz.net, itsallaboutme@abc.com, or partyanimal@mno.me when applying for a job?



Journaling Activity

You own a business and have decided you need an email policy for your employees. What are the three most important factors you would like your employees to understand about using their business email accounts?



Extension Activity

Use this opportunity to ensure all participants have an email account. If they do not, use a computer lab or arrange for time at a local library to ensure each has an account they can use for job searching and networking purposes. Of course, having an account and using one are two different things; write a note to each participant and practice exchanging email communications of a professional nature.

Activity 19a. Translating Text

I dun knO Y adults R makin such a big deal out of d amount of tym tEnz spNd txtN! It's a gr8 way 2 kEp n tuch w yor fRnds & knO wot ppl R doin & whr dey R.

dEr Employer,

I wud lik 2 apply 4 d dA tym customer srvc positN I saw advRtized on FB. I hav atachd my resume & hOp U wiL agrE dat my skiLz & intrStz R diRctIE relAtd 2 d positN U hav avail. I wud aPrec8 d opRtunET 2 MEt w U n prsn 2 discuS Y I wud mAk an XLNT employE 4 yor co.

ty

Activity 19b. Professional Email Etiquette

WHEN EMAILING PEOPLE YOU DON'T KNOW

Email Etiquette: Include a subject line that “helps” the reader

Possible Reasons:

Email Etiquette: Include a greeting (Dear...) and a closing (Sincerely,)

Possible Reasons:

Email Etiquette: Use business language, spell check, and avoid abbreviations

Possible Reasons:

Email Etiquette: Use business punctuation and formatting

Possible Reasons:

Email Etiquette: Avoid using ALL CAPS

Possible Reasons:

Email Etiquette: Do not use jokes, witty remarks, or sarcasm

Possible Reasons:

Email Etiquette: Avoid gossiping or complaining

Possible Reasons:

Email Etiquette: Keep the communication short and to the point

Possible Reasons:

Email Etiquette: Do not use emoticons (for introductory emails)

Possible Reasons:

Email Etiquette: Reread before hitting “send”

Possible Reasons:

Activity 19a. Translating Text

ANSWERS

I dun knO Y adults R makin such a big deal out of d amount of tym tEnz spNd txtN! It's a gr8 way 2 kEp n tuch w yor fRnds & knO wot ppl R doin & whr dey R.

I don't know why adults are making such a big deal out of the amount of time teens spend texting! It's a great way to keep in touch with your friends and know what people are doing and where they are.

dEr Employer,

I wud lik 2 apply 4 d dA tym customer srvic positN I saw advRtizr on FB. I hav atachd my resume & hOp U wiL agrE dat my skiLz & intrStz R diRctly relAtd 2 d positN U hav avail. I wud aPrec8 d opRtunET 2 MEt w U n prsn 2 discuS Y I wud mAk an XLNT employE 4 yor co. ty

Dear Employer,

I would like to apply for the daytime customer service position I saw advertised on Facebook. I have attached my resume and hope you will agree that my skills and interests are directly related to the position you have available. I would appreciate the opportunity to meet with you in person to discuss why I would make an excellent employee for your company.

Thank you.

Activity 19b. Professional Email Etiquette

POSSIBLE ANSWERS

Email Etiquette: Include a subject line that “helps” the reader

Possible Reasons: A meaningful subject line helps to clarify what your message is about - and also might help the reader to prioritize reading your email.

Email Etiquette: Include a greeting (Dear...) and a closing (Sincerely,)

Possible Reasons: Email should mimic a written letter. Always begin with Dear... - and end with Sincerely. Sincerely is often the best “professional” choice for a closing.

Email Etiquette: Use business language, spell check, and avoid abbreviations.

Possible Reasons: Emails are considered professional or business correspondence. You want to be sure everything is spelled correctly and can be easily understood.

Email Etiquette: Use business punctuation and formatting

Possible Reasons: Same as above.

Email Etiquette: Avoid using ALL CAPS

Possible Reasons: ALL CAPS USUALLY MEANS YOU ARE SCREAMING. NO ONE LIKES TO BE YELLED AT, EVEN IN AN EMAIL.

Email Etiquette: Do not use jokes, witty remarks, or sarcasm

Possible Reasons: Jokes and witty remarks may be inappropriate and often do not translate well in email (since the reader decides the “tone”).

Email Etiquette: Avoid gossiping or complaining

Possible Reasons: Emails can be forwarded to others quickly. You never know who will see/hear what you wrote.

Email Etiquette: Keep the communication short and to the point

Possible Reasons: Anything long or complex should be addressed in person or over the telephone.

Email Etiquette: Do not use emoticons (for introductory emails)

Possible Reasons: Business emails should not use emoticons because they are not considered “professional” - plus not everyone knows what they mean. If you know the person, you can use them sparingly (if you want to shed light on how you are feeling).

Email Etiquette: Reread before hitting “send”

Possible Reasons: Once you hit “send,” there is no turning back!

20. It's a Small World

JUST THE FACTS: This activity will get participants thinking about different relationships and how those relationships start to “weave a web” of networking. It will help them begin to realize how to use their current networks to broaden their future networks. After all, it’s all about whom you know...who knows someone...who knows someone...and so on.



Time

30 - 40 minutes



Materials

- Activity 20 (Degrees of Separation - one copy for each participant)



Directions

Ask participants if they have ever heard of the concept “six degrees of separation” (a networking theory that explains that everyone is, on the average, connected to everyone else by six steps (i.e., friend of a friend)).

Let participants know you will be spending a bit of time thinking about whom they know - and how to expand this list of whom they know to whom they want to know.

Discuss the concept of “degrees” of relationships using the chart on Activity 20 - and the differences between first, second, and third degree relationships. Further explain that networking is all about weaving a web of contacts and strengthening relationships (so others can help you and you can help others).

Spend a few minutes brainstorming what type of person might be a first or second degree contact (use the examples listed on Activity 20, but recognize that those listed may not be appropriate for all participants).

Participants should spend a bit of time thinking about and writing down the names of people who are closest to them (first degree). Do the same with second degree. Participants should consider acquaintances, or people they don’t know very well - but might be helpful to get to know a little better.



Conclusion

Conclude this activity by discussing ways to strengthen second degree contacts. For example, take some time to get to know the barista's name at the coffee shop, send your counselor a birthday card, or congratulate your neighbor on the birth of a child. Discuss the fact that it is often the small things we do that help to make a connection with someone else and this is what networking is all about.



Journaling Activity

Think about your career dreams. Now, who might you list in your third degree? Who might you want to meet or get to know? Do not limit yourself. You might think some of these people will be impossible to meet - but if you are patient, persistent, and up for a challenge, you just never know. The only thing you DO know is if you don't try, you'll never find out.



Extension Activity

Work with participants to build a list of third degree contacts and work together to develop a plan for possible ways to make contact. Then, use third degree contacts to set up a series of informational interviews. As a group, decide on some of the questions that might be important to ask during an informational interview (see below for examples), and why it would be important to send a thank-you after the interview.

Sample questions to ask during an informational interview:

- What do you do at this company?
- What is the best part of your job?
- What type of education or training is necessary to do this type of job?
- What other types of jobs are there at this company?
- Can you tell me more about this company?
- How do you apply for a job at this company?
- Can you look at my resume and give me some feedback on it?

Participants should share experiences with the group after informational interviews occur. Each should be prepared to discuss the aspects of the informational interview that went really well, and explore any parts that didn't go as well as expected.

Activity 20. Degrees of Separation

Picture or draw a dart board with three concentric circles (a middle bull's eye/target with a larger circle around it, and then another larger circle around it).

The middle circle - or the bull's eye - is your FIRST DEGREE CONTACTS. These are the people closest to you - those people in your life who you love and can depend on. You see these people often and have good relationships with them. Examples of people in your first degree might include: parents and siblings, best friends, relatives (including grandparents, aunts, uncles, and cousins), coaches, a boyfriend or girlfriend, etc.

Name	Relationship to you
	Example: uncle, brother, mother

The next circle is your SECOND DEGREE CONTACTS. The people in this circle are those you “kinda-sorta” know - but you might only feel comfortable interacting with them occasionally. These people are aware of you, and you are aware of them, but you don't have a close relationship. Some of these people might be those you say “hi” to in school or at the gym, the barista at the local coffee shop, the neighbor who waves to you while walking the dog. **EXAMPLES** of people in your second degree might include: co-workers (if you have a job), teachers or counselors, your friends' parents, neighbors, etc.

Name	Relationship to you
	Example: friend's parent, neighbor

The outermost circle is your THIRD DEGREE CONTACTS. These are people who you WANT to meet or know. These are people who could potentially help you with your career dreams. This could be anyone. Don't underestimate yourself!

Name	Relationship to you
	Example: local politician, chef at a local restaurant, etc.