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Develop a Network of People to Help with Job Leads

TRANSITION OBJECTIVE

Students will develop their own job lead list network to use in finding out about potential employment opportunities.

RELEVANCE TO SUCCESSFUL TRANSITION

Networking is a critical skill for conducting a job search based on non-traditional methods. Networking is a process whereby the job searcher develops a list of relatives and friends who may be of help with a job lead and who can refer them to others who may be able to help.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

A way people can help me find a job is . . .

❑ STEP 2: Convene Roundtable

"When I ask for help, I feel ____."

❑ STEP 3: Advance Organizer

"Today you will develop a list of people who will be on your network tree for finding job leads."

network will build as they begin to develop their list of contacts, starting with people they know. If needed, read Sandy's Network aloud to the class. In pairs, students will answer the questions by completing math computations. Have all pairs report their results to the class. In pairs, have students define the word "network," using the dictionary if needed. After five minutes, have all pairs report their definition to the class.

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CAREER MANAGEMENT: Unit 2 LESSON 6

Sandy's Network

Sandy was ready to find a job. She had finished her sports therapy program and had her certificate. Sandy had learned in her career class to use the non-traditional approach to finding a job. The first step was to develop a network of people who could give her job leads. Sandy knew that even if each person could not give her a lead, she would ask for the names of two more people she could contact who may know of a job lead. Sandy made a list of people she knew starting with her relatives. Her list included:

Uncle Bob	Cousin Larry	Cousin Sarah
Aunt Judy	Uncle Dave	Aunt Pat
Cousin Mike	Cousin Vicki	Uncle Dan

Each of these people will give Sandy two more names and possibly a job lead. How many contact leads will Sandy have after she contacts each of her relatives?

Sandy continued her list including friends and neighbors:

Debbie - family friend	George - family friend	Lynn - family friend
Mike - family friend	John - Father's friend	Mille - Mother's friend
Maria - school friend	Joe - next-door neighbor	Susan - neighbor

Each of these people will give Sandy two more names and possibly a job lead. How many leads will Sandy have after she contacts each of her relatives, friends, and neighbors? Next, Sandy will contact all of the leads she has from her family, friends, and neighbors to get two more contact leads from each of them. How many more contact leads will she have now? Multiply this number by the two contact leads she will get from this new group. How many total leads will Sandy have now?

With a partner, show the network Sandy will develop by contacting her Uncle Bob. Make up names for each contact to complete the diagram. How many leads will Sandy generate from Uncle Bob?

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❑ STEP 4: Activity - 20 Minutes

Have students work in pairs to read and answer questions on **Sandy's Network**. In this activity, students will see how easily their

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Network Tree

Write the names of family members or friends in each of the four circles. Call these people and ask for a job lead. Also ask for the names of two more people who may know of a job lead. Write the two new names in the hexagons connected to the large circles. Call these people and ask for a job lead and two more names. Write the new names in the connecting ovals. Repeat this process until all of the shapes have names. This is your network tree.

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❑ STEP 5: Activity - 25 Minutes

Students will develop their contact list using a **Networking Tree**. Have them start by labeling the top space in each section with

the name of a person they know, using the lists from Lesson 5. As they begin to contact these people, they will ask them for two more contacts and will write those names in the lines below the first name. Have students share their completed worksheets with a partner. Summarize by pointing out that a network will build very quickly if each person you contact gives you two more contacts.

☐ **STEP 6: Evaluate Outcomes**

I will start building my network by “_____.”

☐ **STEP 7: Connecting Activity**

Students will explain their networking strategy to a family member or friend.

KEY WORDS

network

contacts

**relative
job leads**

neighbor

friends

MATERIALS AND PREPARATION

- Student Handouts: **Sandy's Network**, page 67; **Network Tree**, page 68.
- Prepare to explain the concept of building networks.
- Prepare a screen image sample on **Network Tree**, using your own examples.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Math
- Thinking Skills: Creative Thinking, Decision-Making, Learning How to Learn
- Personal Qualities: Responsibility, Self-Esteem