



# Networking Activities

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."

## Networking

*It's not what you know, it's who you know.* This common expression sums up the importance of networking as a strategy for career development and exploration. Everyone has a network, even if they don't realize it, and when it comes to job searching, this network may be just as important as skills and experience. Your personal network includes the group of people with whom you interact every day: family, friends, parents of friends, friends of friends, neighbors, teachers, bosses and coworkers. Within these networks, people exchange information and experiences 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 people online.

When networking for the purposes of career development, this means talking with friends, family members or acquaintances about your professional goals, interests and dreams. Most people learn about job openings through their personal network, and because each person in a network has a network of their own, your potential web of 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. Networking can also lead you to informational interviews with people who have relevant wisdom and experience, even if they do not have a position they are seeking to fill, and put you in a position to become a potential candidate when a job does open 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 that only one in every 200 resumes submitted results in a job offer, according to research.

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 media, text and email for networking purposes.

**Note to facilitators:** *Developing networking skills is important for all youth, but particularly for those with limited work experience, including many youth with disabilities. By teaching young people to seek opportunities for researching, talking to, and networking with those who are already established in their careers of interest, we help them make more informed choices about their future. For youth who feel hesitant about networking, consider partnering them with another participant for many of the activities in this section. Teaming is one strategy that may help participants feel supported 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 whiteboard, 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 in the list: personal contacts, secondary or postsecondary career centers, employer websites, social media, online job boards (such as Indeed, Monster, SnagAJob or ZipRecruiter), career centers, professional or trade associations, or simply by walking into the place they wish to work and inquiring.

Ask participants: 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:

- The most effective job-hunting strategy is to ask your personal contacts to find out about job leads.
- Most of us find a job through personal contacts—people we already know, such as our friends and family, doctor, dentist and other people we meet when we go shopping or 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 that people most often find jobs by interacting with other people, ask each group to spend five minutes developing five strategies they might use when looking for a job (who would they talk to, what would 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 others 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 potential future career. 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 career exploration and development. 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 contact information and how they should follow-up after the interview.

Questions to ask:

- 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 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 anyone else doing this kind of work I could talk to for my research?

Be sure to follow up the interview with a thank you note. Mention the specific information that you found to be particularly interesting or helpful. Let the person know that you appreciate their letting you ask questions and that the information they provided will be extremely 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 overcome their fear by initiating the “three Ps”: prepare, practice and pull yourself together!



### Time

20 minutes



### Materials

- One copy of Activity 17 for each participant (optional)



### 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, author of *Make Things Happen: The Key to Networking for Teens*, the “three Ps” can help allay nervousness or fear about networking: prepare, practice and pull yourself together! “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,” says Zielin.

Review and briefly discuss the three Ps in further detail. Note: The information provided in this chapter 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 Activity 17, Part 2, “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 in a few employers 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 Ps cheat sheet to help each other prepare for the opportunity.

Have participants handwrite or email a thank you note to the person with whom they met. They should thank the person for their time and for the information they provided. The note should ideally include specifics from the meeting, such as, “I really appreciated learning about...” or “Thank you for offering suggestions on how to improve my resume.” Specifics will let the recipient know that the meeting was truly worthwhile.

# The Three Ps

Adapted from *Make Things Happen: The Key to Networking for Teens* (used with permission)

## PREPARE:

Do what you need to get ready. For example:

- To prepare for a phone call, write a script and practice it. Know why you are calling and write down your key points (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 about a particular company, visit the person's and company's website and/or social media accounts to learn more about them 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-on-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 to feel good about yourself. If you feel good about your appearance, your confidence tends to get 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 (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 cause them to remember you because of your smell, not your skills or 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 where people usually wear suits, then you should wear a suit, 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 business casual, if you have it.
- Don't forget other important things like a pen and a pad of paper. Your contact might say something really useful 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 (i.e., what to do and what not to do). Pradeep was reluctant to reach out to Ray because he thought Ray would be 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 harms. 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 (i.e., 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 learn more 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 very 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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Networking Activities

Pull yourself together: \_\_\_\_\_

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### **Part 2: What are some strategies you could use?**

Prepare: \_\_\_\_\_

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Practice: \_\_\_\_\_

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Pull yourself together: \_\_\_\_\_

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## 18. Using Social Media to Network

**JUST THE FACTS:** Facebook, YouTube, LinkedIn, Instagram, TikTok. These names have become synonymous with social media. In fact, social media and digital communication have become so foundational to the way we live in the 21st century that the terminology has fully entered the lexicon. Follow, Zoom, tweet, DM, live stream—this is a language we are all familiar with. Believe it or not, the Merriam-Webster online dictionary includes all these words!

This activity gives participants the opportunity to debate the pros and cons of their social media presence in the networking process.



### Time

20 minutes



### Materials

- None required



### Directions

Ask the group the following questions:

1. Stand up if you have a TikTok account? (Now sit down.)
2. Stand up and turn around if you primarily communicate with others by texting? (Now sit down.)
3. Raise your hand if you have ever used YouTube for research? (Put your hands down.)

Now, read the following aloud or have it written for participants to read while listening: *In May 2010, the Pew Research Center in Washington, D.C., found that half of American teenagers (ages 12 to 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 cell phones 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 observers are concerned that for young people growing up in the age of social media, online interactions often eclipse real-world experiences that help develop emotions, personal connections and the necessary communication skills to succeed in the workplace and in society.

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 at least five reasons why they believe using social media and communicating digitally will not only improve the growth and development of youth today, but also help them develop higher-level communication skills than those of their parents and/or grandparents.

Each group should elect a notetaker and a reporter and will be given seven minutes to brainstorm their ideas. Reports to the larger groups should follow.



## Conclusion

Discuss the following: A recent study by an executive search firm found that 77% of recruiters run online searches of candidates to screen them; 35% of these same recruiters say they've eliminated a candidate based on the information they uncovered.

What does this mean for young job seekers with regard to their online presence?

Discuss as a group some of the types of content that young people preparing for careers should be careful to avoid posting on social media. 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 digital footprint. How do you think the use of social media and other technologies can support you or 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 social media that you wouldn't want a prospective employer to see. Derogatory comments, compromising photos, foul language and lewd jokes all will be viewed as a reflection of your character.
- 2. Be discreet.** If the platform offers the option, consider setting your account to "private," so that it is viewable only by followers of your choosing. And since you can't control what other people comment on your posts, you may want to disable the ability to comment altogether. 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. Google yourself to see what's 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 digital Do's and Don'ts cheat sheet when getting ready to look for a job. Help them understand why they should be careful about everything they post online.

## 19. Text vs. Email: Does It Really Matter?

**JUST THE FACTS:** Many teens and young adults consider email an old-fashioned way to communicate and would rather text or DM on social media, but when it comes time to apply to college or a job, they will still need email skills. Therefore, an understanding of email etiquette is worthy of discussion. These activities will offer participants a chance to challenge themselves to translate text messages to proper English and discuss some of the classic rules of email.



### Time

20 minutes



### Materials

- Activities 19a and 19b



### 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 its 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. Examples include dining etiquette (place your napkin on your lap, do not talk with food in your mouth, etc.) and social etiquette (saying “please” and “thank you,” or “excuse me” when you interrupt, etc.).

Ask participants if they have ever heard of email etiquette. Ask about instances where email would be more appropriate than texting (e.g., applying to college, emailing a professor or teacher or writing to an employer).

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



### Conclusion

Conclude by reviewing and discussing the suggested answers for Activity 19b. Additionally, talk about the use of silly 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, versus an email that simply displays one’s name, 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 that all participants have an email account. If they do not, use a computer lab or arrange for time at a local library to ensure that each has an account they can use for job searching and networking purposes. Of course, having an account and using it are two different things; write a note to each participant and practice exchanging email communications of a professional nature.

# Activity 19a.

Text vs. Email:

## Does It Really Matter? Translating Text

IDK y adults r trippin abt teens online & txtng. Its gr8 4 keepin in touch w/friends & know wut ppl r doing & where they r.

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Hey employer. I wanna apply 4 the daytime CS position I saw on FB. Resume attached, think my skills match up. Wud luv to chat abt y id be a dope employee at ur company. Ty!

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# Activity 19b.

## Text vs. Email:

## Does It Really Matter? 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, check spelling 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. Text vs. Email: Does It Really Matter? Translating Text (Answer Key)

### ANSWERS

IDK y adults r trippin abt teens online & txtng. Its gr8 4 keepin up w/friends & know wut ppl r doing & where they 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.

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Hey employer. I wanna apply 4 the daytime CS position I saw on FB. Resume attached, think my skills match up. Wud luv to chat abt y id be a dope employee at ur company. 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 at your company.

Thank you.

# Activity 19b. Text vs. Email: Does It Really Matter? Professional Email Etiquette (Answer Key)

## POSSIBLE ANSWERS

**Email etiquette:** Include a subject line that “helps” the reader.

**Possible reasons:** A meaningful subject line helps clarify what your message is about—and may also help the reader 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 sign off with “Sincerely”—this is often the safest complimentary close for a professional letter.

**Email etiquette:** Use business language, check spelling and avoid abbreviations.

**Possible reasons:** Emails are considered professional or business correspondence. You want to be sure that 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 SHOUTING. 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 or posted publicly. 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 your email has been sent, there is no turning back!

## 20. It's a Small World

**JUST THE FACTS:** This activity will get participants thinking about different relationships they have and how those relationships weave a web of networking. Participants will begin to realize how to use their current networks to broaden their future networks. After all, it's all about the people you know...who know someone...who knows someone...and so on.



### Time

30–40 minutes



### Materials

- One copy of Activity 20 per participant



### Directions

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

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

Discuss the concept of “degrees” of relationships using the chart in Activity 20 and explain 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 in Activity 20, recognizing that those listed may not be relevant to 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), then do the same with their second-degree relationships. 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, which is what networking is all about.



### Journaling Activity

Think about your career dreams. Now, who might you list in your third-degree contacts? Who might you want to meet or get to know? Do not limit yourself. You might think some people on your wish list 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 that 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 connect with them. 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 note 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 well and explore any parts that didn't go as well as expected.

# Activity 20.

## It's a Small World

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

**The bull's-eye represents your FIRST-DEGREE CONTACTS.** These are the people closest to you, the people in your life 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 <i>Example: uncle, brother, mother</i>

**The next circle contains your SECOND-DEGREE CONTACTS.** The people in this circle are those you are familiar with but might only feel comfortable interacting with occasionally. These people are aware of you, and you are aware of them, but you don't have a close relationship. These people include those who say "hi" in passing at school or at the gym, the barista at the local coffee shop, the neighbor who waves to you while walking the dog. Other examples of people in your second degree include coworkers, teachers or counselors, your friends' parents, neighbors, etc.

Name	Relationship to you <i>Example: friend's parent, neighbor</i>

**The outermost circle includes your THIRD-DEGREE CONTACTS.** These are people 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 <i>Example: local politician, chef at a local restaurant, etc.</i>