

## Lesson Seven: Necessary Engagement: Networking

This lesson will introduce participants to the concepts of the importance of networking, the advantages of tapping into the hidden job market, and selling yourself in the elevator speech. Participants will engage in group discussions, hear a scenario, apply concepts learned, and provide feedback to their partners.

### STANDARDS ALIGNMENT

#### North Carolina Career Development Coordinator Standards

- Standard IV.b. Help students develop global employability skills.

#### North Carolina Guidance Essential Standards

- I. CR.2.2 Apply job readiness skills to seek employment opportunities and related academic opportunities

#### ISTE Standards

- Creative Communicator 6.d  
Students publish or present content that customizes the message and medium for their intended audiences.

#### North Carolina Community College System College and Career Ready Adult Basic Education Standards

- S.2 The student will develop and apply skills to demonstrate presentation of knowledge of oral and aural information.

#### Workforce Development Standards

- 20 CFR Parts 676, 677, and 678: Workforce Innovation and Opportunity Act is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Programs are based on eligibility.

### STUDENT OBJECTIVES

*At the close of the lesson, learners will be able to say... I can:*

- Understand the core concepts of networking, hidden job market, and elevator speech.
- Market myself in a professional and positive manner.
- Discuss the advantages and disadvantages of the hidden job market.
- Develop appropriate dialogue to market my skills and abilities.

### MATERIALS NEEDED

- Plain white paper for each participant.
- Pens for each participant.
- 30 Second Commercial Worksheet for each participant.

### DELIVERY SUGGESTIONS

The suggested *time* for the following lesson is 45-60 minutes. Participants should be in groups of two, and have a paper, pen and worksheet. Maximum number of participants: 10.

The following lesson is appropriate for:

- ☒ high school students
- ☒ adult learners

### INSTRUCTIONS

1. State and share **I can** statements with participants, so they will know the purpose of the lesson.
2. Presenter will discuss and review the definitions of networking, hidden job market, and elevator speech. Networking is asking for information, advice, and referrals about a specific job when talking to agencies, providers, family, friends, teachers, and counselors. During the neworking phase it is important to cultivate and build relationships with others. Hidden Job Market: Jobs that are not publicly advertised by the employer. Elevator Speech: An elevator speech is a clear, brief message or “commercial” about you. It communicates who you are, what you’re looking for and how you can benefit a company or organization. It lets the employer know what skills and experience you offer to help their business. It’s typically about 30 seconds long.
3. Turn to a partner and share your thoughts about networking. Think about your ideas you have about what networking is, what you think the importance of networking is, and who would you contact (provide some examples). Allow participants 5 minutes to discuss.
4. After the discussion on networking, the instructor will provide a scenario related to the hidden job market. Scenario: Ben works for the city and knows that his coworker Don is coming up for retirement next month. However, Ben’s best friend Earl is seeking employment and has all the required skills to fill Don’s position. Ben notifies his friend Earl about the vacancy since it’s not being advertised. Ben also informs his supervisor that his friend Earl is applying. The supervisor tells Ben to coordinate a meeting between him and Earl to discuss possible employment opportunities. Now, Ben gives the supervisor his elevator speech. Now it’s your turn!!

5. Participants will have 5 minutes to complete the “30- Second Commercial Worksheet.” (located in folder and end of this lesson plan) Once they are done, they will turn back to their partner and practice. Remind participants that talking about their skills and interests may not come naturally so writing an elevator pitch and practicing it is one way to make it more comfortable and increase the success of networking. Reinforce that this is an opportunity for participants to practice how they present themselves and talk with industry representatives. EXTENSION ACTIVITY (if time permits): have your partner video you on your phone while giving the speech so you may evaluate yourself or have others evaluate you.

*Developing Your 30-second Commercial* worksheet can be downloaded from:  
**<https://bit.ly/37sTIYa>**

6. At the end of the activity, partners will provide feedback.
7. In conclusion, reread the “I can” statements and ask for a thumbs up or thumbs down if they feel the objective was met.
8. You may choose to ask participants to provide formal feedback by accessing the following link: **<https://conta.cc/3Cx9sSO>**

#### RESOURCES

Employment Marketing Skills Job Seekers Tool Kit by NC DHHS

- **<https://www.ncdhhs.gov/document/job-seekers-toolkit>**
- **<https://www.placer.ca.gov/DocumentCenter/View/2845/30-Second-Me-PDF>**

#### LESSON CONTRIBUTORS

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Your commercial is a brief monologue describing the benefits of buying your product—YOU

- You come across more poised and confident simply by opening with your commercial.
- Your commercial makes the listener aware (in a brief amount of time) of your specific, unique, and impressive attributes that you can bring to the position.

- During your **INTERVIEW**. Your commercial can help you answer questions such as: *"Tell me about yourself"* *"What are your greatest strengths?"* and *"What can you bring to this position?"*
- In a **COVER LETTER**. Your commercial can highlight your background and key abilities.
- At **PROFESSIONAL, SOCIAL, or ORGANIZATIONAL** meetings. Use your commercial to introduce yourself and network with others.

- Use concise and clear language that is not overly detailed.
- Sell your professional abilities and experience.
- Emphasize your strengths and link them to the needs of the employer.
- Use descriptive statements or specific examples of your acquired skills and abilities.
- State the kind of position you are seeking.

GREETING: Hello, my name is \_\_\_\_\_.

EXPERIENCE: I am a/an \_\_\_\_\_ currently between positions.

INTEREST/PASSION: I am mainly interested in \_\_\_\_\_.

STRENGTHS: My strengths include \_\_\_\_\_ and \_\_\_\_\_.

BRIEF EXAMPLE: At my last position with \_\_\_\_\_, I was able to \_\_\_\_\_.

GOAL: I am looking for a position in \_\_\_\_\_.

I have a solid background in...  
I am particularly good at...  
My strongest skills are...  
I have \_\_\_\_\_ years of experience...  
I have a good working knowledge of...  
I am proficient in...  
I am skilled in...  
I have been trained in...  
My experience includes...  
I have a talent for...  
I have exposure to...  
My abilities include...  
My goals are...  
I am passionate about...  
I am interested in...  
I enjoy...  
I would like the opportunity to...  
I am looking forward to...

## TRAITS

## ACCOMPLISHMENTS

Analyze	Budget	Assertive	Conscientious	Built	Coordinated
Communicate	Create	Decisive	Detail-oriented	Developed	Implemented
Facilitate	Lead	Enthusiastic	Honest	Improved	Managed
Manage	Motivate	Independent	Innovative	Marketed	Organized
Negotiate	Plan	Loyal	Perceptive	Promoted	Reduced
Supervise		Resourceful	Team player	Resolved	Trained

Write down three or four key strengths or accomplishments. Make sure to pick your best strengths or accomplishments. Include those that relate to the employer. The idea is to interest the listener, not overwhelm the listener with your entire life.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

If education, language skills, or certificates/awards pertain to the position for which you are interviewing, you should include this in your summary. Remember to back up your strengths or accomplishments with examples.