

**DISCOVER
YOUR**

NETWORK

TOPIC

4

Colophon

February 2022

The programme 'Career development: how to guide youth to vocational training and (self-) employment?' can be freely used, as long as the source is mentioned.

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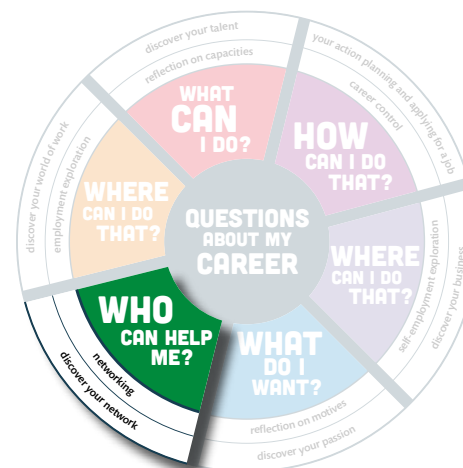
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CAREER DEVELOPMENT HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

TOPIC 4 DISCOVER YOUR NETWORK



CONTENT

This booklet 'Discover your Network' contains the materials for the 4th topic of the programme on Career Development. First you find a general introduction on the programme and how to develop the training. This is followed by a specific overview of the exercises in topic 4, separately instructions for each exercise and the worksheets.

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The titles of all six booklets of the programme Career Development: how to guide youth to vocational training and (self) employment? are:

- 1 Discover your Talent
- 2 Discover your Passion
- 3 Discover your World of Work
- 4 Discover your Network
- 5 Discover your Business
- 6 Your Action planning and Applying for a job

PowerPoint presentations and worksheets can be downloaded from www.vso.nl/cbet and www.vsointernational.org/cbet

GENERAL INTRODUCTION

CAREER DEVELOPMENT: HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

VNA project and the 'My World of Work' programme

The Vijana na Ajira (VNA), Youth and Employment project is one of the projects of VSO (Volunteer Services Oversea) in cooperation with the RGZ (Revolutionary Government of Zanzibar). The project was carried out from 2014 - 2017. One of the components of the VNA project is the 'My World of Work' programme (MWOw programme).

The MWOw programme wants to improve the social and economic position of young adults in Zanzibar by developing the various competences they need for employment, self-employment or entrepreneurship. For that purpose, stronger links between the private sector and vocational training are crucial. The Vocational Training Authority (VTA), NACTE (the National Council for Technical Education), all Vocational Training Centres and Institutes on Zanzibar are involved as partners in this MWOw programme. They have a major responsibility in equipping youth with the necessary skills to enter the labour market.

The MWOw programme has produced a toolkit with two key subjects: Competence Based Education and Training and Career Development. You can find the entire toolkit on the internet: www.vso.nl/cbet and www.vsointernational.org/cbet

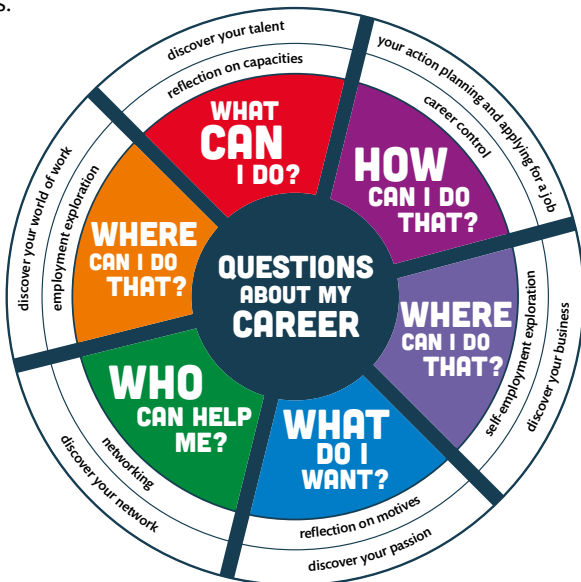
Career Development

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' includes a wide choice of structured classroom exercises that help students, jobseekers and job creators to get more exposed to the work environment. By making assignments both in the classroom and outside in the field, youth get up-to-date information about the world of work, they practice the various skills they need for their career development and they share experiences with each other. Sessions will be designed and delivered by VTC's, Technical Institutes, Secondary Schools and other Governmental and Non-Governmental Organisations, always with a contribution of local business people. Employers and human resource managers can be of help by facilitating fieldtrips, by being a guest trainer in classes or by providing industrial training.

The programme Career Development: how to guide youth to vocational training and (self-)employment?

The Career Development programme enables teachers of secondary schools, trainers of vocational training institutions, companies, NGO's, the Ministry of Labour, Employment, Elderly, Youth, Women and Children and the Ministry of Education and Vocational Training to select exercises that fit the needs and the level of their groups of youth.

The programme is not intended for youth to work on it independently, without any guidance. Of course, participants get assignments or certain tasks to work on individually, but in general, it is a programme that calls for interaction, cooperation in groups and reflection. It can't be followed without guidance. Participants need to have a notebook, a kind of portfolio in which they can write down all their findings and progress. Teachers and trainers need to be well prepared, and it is recommended that they reflect on their own career development first. In this way teachers and trainers are also a role model in steering their own career with all the ups and downs.



Six career competences and a career compass

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' has been designed around six competences that are important when you want to develop your career:

- 1 Discover your Talent: reflection on capacities, reviewing your own competences with respect to your career;
- 2 Discover your Passion: reflection on motives, reviewing your own wishes and values with respect to your career;
- 3 Discover your World of Work: employment exploration, orientation on your personal values and competences compared to what is required in professional work situations;
- 4 Discover your Business: self-employment exploration, orientation on your aspirations and competences to start a business or to develop a career as an entrepreneur;
- 5 Discover your Network: networking, making and maintaining contacts that are relevant for your career;
- 6 Your Action planning and Applying for a job: career control, career-related planning and self-navigation of your learning and work processes.

Each career competence is connected to a corresponding career question and the total of six competences are represented as a career compass or steering wheel. You need to steer your career steps all the time to find the right direction. In the detailed description of each of the six career competences, you can find more explanation about the competences you need to practice to develop a career.



How to use the programme on Career Development?

Each career competence can be trained by practising several exercises. The exercises differ in content and in method as well. This is fine, as there is more than one way to learn a career competence.

At the beginning of each new topic you will find an overview of all the exercises that belongs to that specific topic. In that overview you always find: the title of the exercise, the goal and a summary of the activating method that will be used in this exercise. In this way you can have just a quick look at all the exercises and this will help you to make a selection that suits you and your group. The best selection is the one that is in line with the career development questions that students/jobseekers and job creators have.

After having scanned the overview, you can zoom into the exercises you have selected. All of them have the same structure. In this way you can easily see how to prepare and deliver an exercise in a proper way.

By making your own selection, teachers and trainers can design a tailor-made programme. You select those exercises that fit the curriculum, the timetable of the course and the level of the students/jobseekers and job creators. The choice you make also depends on the questions that students/jobseekers and job creators have about their career.

Teachers and trainers may also choose those exercises they like to facilitate. Some exercises and methods will suit you more than others. The tips that are given at the end of the instruction are suggestions to facilitate the exercise as good as possible, but feel free to do it in a different way when you think this fits you or your group better.

Of course, you can add your own exercises to this programme. In this way the toolkit will grow and by sharing the exercises with others, career guidance will be delivered even in a better way to the youth of Zanzibar and Tanzania.



Same structure in all exercises

All the exercises are described in more detail, following the same structure. This will help you to prepare and facilitate the exercises you have selected. The structure is:

Goal: What is the aim of the exercise? What will be the expected result, looking at awareness, behaviour, skills and actions?

Preparation: What to do as a teacher/trainer in career development in order to deliver the exercise in a process-oriented way? How to organise the venue/classroom to give your participants the space they need to carry out the exercises? Some exercises need more space or a different set up of chairs/tables.

Explanation: What can you as a teacher/trainer tell your students/jobseekers and job creators as an introduction to the exercise?

Performance: What is it that students/jobseekers and job creators will have to do or show in the exercise? Here you can find the sequence of the steps that participants take to complete the exercise.

Reflection: Which questions can you ask at the end of the exercise (or after a specific step during the exercise)?

Tips: Things you need to be aware of during the exercise.

Further examination: What more can be done to give the exercise more depth or to link it with another exercise?

Worksheets: Learning aids, materials and instruments that can be used by students/jobseekers and job creators.

TOPIC 4

OVERVIEW EXERCISES 'DISCOVER YOUR NETWORK'

Discover your Network

In this booklet Topic 4 you will find 21 exercises about the career competence 'Discover your Network': networking.

Discover your Network means: identifying your network, building and maintaining it, so that you can develop your career in the best way possible. Students/jobseekers and job creators develop the skill to use their network in such a way that they first can obtain a place in the job market and later on can maintain or change it. They learn how to communicate about what they want and need for their career.

In the overview of Topic 4 you can find exercises in which participants will become aware what a network is and will identify the persons in their own network; will explore what the value is of their network, how to give and get support from it; will become aware of their communication skills and what the effect of their communication is and will learn to build, use and maintain their network.

The number that the exercise has corresponds to the numbers of the detailed description of the exercise and that of the worksheets. The worksheets can easily be copied for your youth. Make sure you provide a notebook in which participants can write down their findings and can save their results and progress. On the cover of the notebook, you can put the career compass or participants can design their own front page.

Exercises: 'Discover your Network'	Goal of the exercise	Activating method
4.1 The network of our group	Youth get an idea - in a playful manner - what a network is. They discover how all group members are related to each other and that they form a network.	By throwing a ball - made of wool or a cord - participants create a network between the members in their group. It helps them to understand how they can map a professional network later on.
4.2 The silent wall discussion	Youth formulate a definition of the concept of 'networking'.	First, youth answer individually two questions about the groups they belong to. After that, they brainstorm (without saying anything) about the concept of 'networking' by writing their ideas on a sheet. Then they make in a group of three a definition of a network and finally, in the whole group they come up with a shared version.
4.3 What does my network look like?	Youth give a picture of their network and become aware how big their network can be.	Youth make a mindmap with different categories of people they know. They present their network in small groups and talk about it.
4.4 A picture of my network	Youth make a drawing of their network and learn to analyse it.	First, youth cluster people they know into different categories. After that, they make a drawing of their network. Then they reflect individually on their drawing, review it and answer several questions. Finally, they reflect in pairs on their drawing and they analyse their network.
4.5 How strong is my connection with people I know?	Youth figure out what their network looks like: the people they know, what they do, how well they know them and how they are related.	After some buzzing, chatting and explanation about strong and weak connections between people, youth make a list of people they know, complete with their jobs or functions. They indicate how strong their connections are. After that they write all the names in a circle and they draw lines between people who know each other. So, they show who is connected to whom and a network becomes visible.
4.6 Similarities and differences in my network	Youth examine the similarities and differences between the members of their network. How diverse is their network?	After some brainstorming youth fill in a scheme with ten persons in their network and write down two similarities and two differences between them. In pairs, they reflect on their list and they draw some conclusions about the diversity of their network.
4.7 Which professions show up in my network?	Youth map their network by allocating professions to the people they know. They get a better insight how the different people in their network can be beneficial to them.	Youth fill in a list with names and professions of 30 persons. In a group of four they reflect on their network and add to their list two contacts recommended by others. After discussing and comparing each other's lists, youth select two people they can ask for support.

4.8 My support to others	Youth reflect on the support they have given to others in the last month. They formulate their own qualities and experiences which can be of use to support others in the future.	After some brainstorming or buzzing about the concepts of 'giving and getting help' and 'the law of reciprocity', youth reflect on the support they have offered recently. After that they write down the support they can give in the future, based on their knowledge, qualities and useful contacts they have. Based on the reflection in the whole group youth make a list of people they can ask for some help given their career development.
4.9 What support can I use?	Youth learn to formulate clear and concrete questions for support about their career development.	First, they brainstorm about the criteria that clear and concrete questions should meet. Together they make a list. Individually they formulate a realistic question for support, in pairs they make some adjustments and after that they search in their network who can be of help. As homework, they get the assignment to ask that question to a person they have chosen and they report the answers.
4.10 Communication: can you learn this?	Youth learn about the importance of good communication and the effect it can have on their relation to others.	Each participant reflects on several statements about his/her way of communication. In a group of four they talk about their answers on these statements. After that each participant draws a conclusion what he/she is good at in communication and what he/she finds difficult.
4.11 Opening sentences: a good introduction is half the battle!	Youth think of opening sentences they can use in situations in which they find it difficult to present themselves to people they do not know. They learn that it is important to be well prepared.	Together youth mention some situations in which they find it difficult to start a conversation. They write down an opening sentence on a piece of paper, fold it and put it into a bowl. Then the papers are read aloud one by one and three participants give their feedback. All the good opening sentences are put on a list.
4.12 Who do I find interesting?	Youth investigate who are the persons they find interesting or who they admire. The aim of sharing is also to listen carefully and to make clear summaries.	Youth write down which persons they admire and why. They think about what they would like to learn from these persons. In groups of three they share their appreciations. Working in the subgroup, they practice communication skills as well: to listen carefully and to summarize properly.
4.13 Ehhhh, I am ehhhh....	Youth investigate how to get in touch with somebody they don't know and how to start a conversation. They develop a 'to do' and a 'not to do' list.	First, two pairs do the exercise in front of the class. After reflection and feedback on both exercises, all participants get a turn. They work in a group of three: one observer and two are having the conversation. After each conversation, they change roles. During reflection in the whole group, youth develop a 'to do' and 'not to do' list.
4.14 A real networker	Youth examine the activities of a good networker and assess their own activities related to networking.	Youth study the activities of a good networker they know, make their own list of network activities, evaluate what they like/don't like to do and assess the results of their activities. In interaction in pairs and in the whole group they share their assessments.

4.15 And then there was silence....	Youth investigate situations in which they got stuck in a conversation. They practice how to keep a conversation going with the aim to establish a network connection.	In pairs, youth reflect and buzz about engaging in conversations. What is helpful, what is disturbing? After discussing some theory about having an on-going conversation, two participants do an exercise in front of the class. After reflection on this example, everyone gets a turn, in a group of three. At the end youth summarise in the whole group what they have learned and give their input for some rules how to engage best in conversations.
4.16 Introducing two people to each other	Youth develop an approach how to introduce two people to each other. They design a worksheet with some steps and tips. They practice the approach.	In groups, youth answer three questions on a flipchart. In the whole group, they work out an approach how to introduce two people to each other. Together they make a draft worksheet for that approach. After that, three participants do a role play in front of the class, reflect on it in the whole group and check whether the draft worksheet needs improvement or not.
4.17 What does my 'World of Work' network look like?	Youth give an impression of their network in the 'World of Work' and become aware how big their network is or how it could grow.	Youth make a mindmap of their network on a flipchart. They present and explain it to each other and they discuss how they can make their own 'World of Work' network bigger.
4.18 How do I use my 'World of Work' network?	Youth investigate what their network can do for them. They plan the necessary activities to get the support they want.	Each participant formulates a clear and concrete goal he/she wants to get support for. In pairs, they improve the formulation. Then they write that goal in a circle on a flipchart or A3 paper. Around that circle they write the names of people in their network who could be of help and they add what to do to get that support. At the end, they plan two network activities for the following week.
4.19 My 'World of Work' network wishlist	Youth make a wishlist what they want to achieve concerning their own career with the help of their 'World of Work' network. They plan the activities to get the support they wish.	First, youth 'buzz' or chat in pairs about their wishes. After that they write 3 questions they want to ask a person in their network of industrial training or companies they know. In groups of 4 they discuss their wishes and how to get them fulfilled. What to do to get support? In the next two weeks, they take action to ask for the support they want. In a next session, they reflect on the results.
4.20 Speed dating: 'conversations with schoolmates I do not know'	Youth have conversations with peers they don't know.	Youth have a chat with peers from other courses about the study they follow.
4.21 Speed dating: 'small-talk with people I do not know'	Youth train themselves in having a chat with people they do not know without deciding beforehand what the topic will be.	Youth elaborate on the greetings and small-talk rituals of Tanzania and check them by using a list of tips. They choose which tips they want to practise in their conversations with several unknown persons they meet in shops, the market or in the street in the coming two weeks.

THE NETWORK OF OUR GROUP

Goal

Youth get an idea - in a playful manner - what a network is. They discover how all group members are related to each other and that they form a network.

Preparation

Make sure you have a large ball of wool or a cord. Think for yourself whether you want to keep the exercise in the way it is or do you want to apply some of the tips? Put all tables and chairs along the side of the classroom. Ask participants to help you.

Explanation

'In the context of career development, it is important to visualize your network. A clear picture of it, gives you the opportunity to take the quickest and shortest route to approach the right persons who can support you to achieve your goals. Together, we will draw a network between the members of our group: how are we in this group related to each other? This will show us how to draw our own personal professional network later on. This is just a warming up.'

Performance

- 1 Put all tables and chairs along the side and invite all participants to stand in the open space.
- 2 Ask them to walk around in the classroom, criss-cross.
- 3 Say 'Stop' when all participants are nicely spread over the classroom. The youth will stay where they stand.
- 4 Give one of them the ball of wool (or cord) with the instruction to throw the ball to someone else while holding on to the tail of the ball of wool (or cord). Let him/her say the name of that person and at the same time they explain their relation. For more suggestions of possible relations, check the tips.
- 5 The participant who catches the ball holds on to the thread and throws the rest of the ball of wool (or cord) to the next participant by saying his/her name and the type of connection.
- 6 Continue doing this until all participants are holding on to a thread. Now a spider's web (the network of relations) has been created.
- 7 Take a picture of this web/network with a smartphone and send this to the whatsapp group of your participants. They can put the picture in their notebook.
- 8 Let the last person throw the ball back to the person from whom he received the ball and let everyone wind up the ball again till it is back to the first person. Now you can use the ball again.

Reflection

Ask participants what they think of this exercise. How do they look at the concept of 'network'? Without any problem you can switch from this exercise to the next exercise 4.2 'The silent wall discussion'. In that exercise youth will formulate a definition of a 'network'.

Tips

When you don't have a ball of wool, you can easily make one yourself. Make a ball from some paper and tape, wind a cord around it that is long enough to make a network of your group. You can use a washing line or any other string. You can let the participants throw the ball to each other in a random order, but you can also ask participants to throw the ball to a person who:

- lives nearest;
- is slightly larger;
- is just a bit older;
- practices a similar sport;
- has a nice job.

THE SILENT WALL DISCUSSION

Goal

Youth formulate a definition of the concept of 'networking'.

Preparation

Put the tables in such a way that youth can work in threesomes. Also prepare this exercise for yourself as a trainer, so that you can answer the questions of the youth in a correct way. Make sure there are flipcharts, masking tape and a couple of markers.

Explanation

'Nowadays networking is the modern way to achieve your goals as a professional. There are all sorts of networking clubs. There are also jobfairs, where youth who are looking for a job can meet employers and entrepreneurs. In these meetings youth come into contact with companies and this is called 'networking'. Many people think that networking is only about giving your business card to people you do not know. But that is not quite right. It is more about creating and maintaining connections and trying to get from them the support you need to increase your job opportunities. Everybody has a network and even without a business card you can approach your network. In this exercise, we are going to explore together how 'networking' actually works.'

Performance

- 1 First, let the participants individually answer the following questions:
 - Of which associations/groups are you a member? This can be a 'live' group/association (sportsclub, group of friends) or a 'virtual' group/association (chatgroup, Facebook- or Whatsapp-group).
 - How many members do these associations/groups have?
- 2 Ask participants to write on the whiteboard/sheet all the words which, according to them, belong to the concept of 'networking'. When one participant has written down a word, he/she passes the marker on to another participant. This 'silent wall' discussion stops when the brainstorm is over and when nobody can think of a new word.
- 3 Reflect with your group on the words that are written on the sheet. Is it possible to fit the words into certain categories or topics? Which topics can be distinguished? And which words belong to which topic? Write down the different topics on a sheet and give the words that belong to a specific topic the same number as the topic.
- 4 Divide the group in groups of three. Every subgroup formulates a definition of the concept of 'networking', using the topics and the words that have come up in the 'silent wall discussion'. They write their definition on a sheet. Set a time limit.

- 5 Discuss the different descriptions/definitions in the whole group. Are there similarities? Underline the words or phrases that are found in more than one definition. Do they see (big) differences? What are the most important elements of the concept of 'networking'?
- 6 Finally, the whole group decides which descriptions should be included in the final definition. Write down the final definition on one of the sheets. Ask participants to copy the definition in their notebook.

Reflection

Ask the youth how they think about the way they made a definition of the concept of 'networking'. Is it different from memorizing a definition they find in a book or on the internet? What is the difference? Which way of learning is more helpful? And why?

Tips

Encourage the youth to write down as many words as possible and let them not argue about what is written down during the 'silent wall discussion'. Brainstorming is used to produce quantity, not quality. You can speed up this brainstorm exercise by using two markers and two sheets. Then you can give two participants the opportunity to write down what they think at the same time. Do not give any comment and do not correct anything, even if some words are used twice.

WHAT DOES MY NETWORK LOOK LIKE?

Goal

Youth give a picture of their network and become aware how big their network can be.

Preparation

Do the exercise yourself; your own mindmap can be used as an example. Furthermore, this gives you the opportunity to answer all the questions in an adequate way. Arrange the room in such a way that youth can hang their sheets on the wall and that everybody can walk around to have a look. Make sure you have flipcharts, markers and masking tape.

Explanation

'The best thing about a network is that everyone has one. It does not matter how big or small it is or how well you know people. You can use your network in many ways. To show you how big networks can be, you will visualize them by drawing a mindmap.'

Performance

- 1 Let participants write their name in the middle of a sheet.
- 2 Then, around their name, let them write down all the categories of people they can think of, like: family, professional associations/groups, colleagues, friends, mosque, church, sportsclub, neighbourhood, etcetera.
- 3 For every single category, they should come up with at least 3 names of people that belong to that group.
- 4 Let them hang their sheets on the wall, so that they can have a look at them. Give them some time to talk about each other's network.
- 5 Ask them if they want to add someone to their own network, after seeing each other's network.
- 6 Let the participants take a picture of their network, so that they can always have a look at it.

Reflection

Ask the youth how they feel about the mindmap of their network they have presented. What stands out? Are there any differences between the various networks in the group? Do they think they can use the network of their groupmates? Finalize this exercise by telling the youth how you will continue with this topic in the next lessons: how to build, use and maintain a network.

Tips

Make sure that youth are interacting when they look at each other's network. Let them work in this informal way. Understanding each other's mindmap takes a lot of time and it is very tiresome to let everyone present their network to the whole group. Make small, constantly changing groups that walk along those sheets and that stop where a participant is giving a short explanation. It can become a bit chaotic, but that is fine as long as everybody gets a turn to present his/her own network to at least one subgroup. You can also bring in more structure by making a subgroup of four people who take turns to present and discuss their network.

A PICTURE OF MY NETWORK

Goal

Youth make a drawing of their network and learn to analyse it.

Preparation

Ask participants a week before this session to take along their smartphone. Email addresses can also be useful to make an overview of one's network. Draw first your own network. Investigate how your network is build up and check whether the instructions on the worksheet give enough information how someone can draw his/her own network. Arrange the room in such a way that participants can work in pairs. Make sure there are enough materials: A3-format paper and pencils or markers in different colours. Print for all participants worksheet 4.4.1 'Drawing my network' and worksheet 4.4.2 'Analysing my network'.

Explanation

'We all have a network, even though we are not always aware of it. Everyone knows somebody and that person is part of your network. It is as simple as that. Having a good network is your 'social capital'. This is very important these days, because you can use the people in your network as a resource. For example, someone in your network may know which company is looking for employees. Or someone in your network can tell you where to go for a possible internship. You can also ask people in your network to tell you more about their job. In this way, you can find out whether this type of job could also suit you. Having a big network is very handy and wise. In this exercise, you are going to map your network by making a drawing.'

Performance

- 1 Let participants write down - individually and on a separate sheet - all categories or groups of people they know. Examples of categories or groups are: family, colleagues, classmates, friends, neighbours etc.
- 2 When they are done with this, they can start drawing their own network. See the instructions on worksheet 4.4.1 'Drawing my network'.
- 3 Let participants have a careful look at their own drawing before showing it to others. Ask them to check again whether the people in their network also know each other. When they think it is necessary, they can still add new people to their drawing. After this, let the participants give each group a colour and let them answer the questions 11 - 16 of worksheet 4.4.1:
 - How many groups are there in your network-drawing (how many different colours)?
 - What are the characteristics of these groups?
 - Which group has the most persons?
 - Which group has the most connecting lines with other groups?

- Which group has the least connecting lines with other groups?
- Are there people that have only a connection with you and don't belong to one of your groups?

- 4 Let the participants hang their drawings on the wall and let them take a picture of it with their smartphone.
- 5 Then let the participants analyse their network-drawing in pairs. For this, use the questions on worksheet 4.4.2 'Analysing my network'. The answers are input for reflection in the whole group.

Reflection

Ask youth how they look at their network. Invite participants to tell what they discovered analysing their network with a groupmate. Which group gives them the best support at the moment? Let them explain why.

Tips

Walk around in your group and give support to individuals when they have questions or when they don't understand the instruction on the worksheets.

HOW STRONG IS MY CONNECTION WITH PEOPLE I KNOW?

Goal

Youth figure out what their network looks like: the people they know, what they do, how well they know them and how they are related.

Preparation

Find out how strong your connection is with the people in your own network. How well do you know them? Do you know what function or job they have? What are the questions you can ask them? By doing this exercise yourself, you set an example for the youth. Furthermore, you are better prepared to give this training to your group. Make sure you have enough copies of worksheet 4.5.1 'My network, the jobs and the strength of the connection' and worksheet 4.5.2 'My network circle'. When printing is not possible, you can also draw the schemes on the whiteboard or a sheet. If so, make sure that there are coloured pencils for the participants to draw coloured circles in their own notebook.

Explanation

'Be aware that we do not always know which job people in our network have. If you have an open mind, you get to know more about people you meet. And when you know more, you get more ideas about questions you can ask them. All connections are different. We know some people better than others. To ask questions about your future career, it is good to get in touch with people you consider to be 'good friends' as well as people who are 'distant contacts'. In this exercise, we are going to find out who your stronger connections (good friends) are and who your weaker connections (distant contacts/acquaintances).'

Performance

- 1 Let participants 'buzz' or chat in pairs to find out who their stronger and who their weaker contacts are in their network.
- 2 Have a short discussion in the whole group about the difference between these two characteristics. Then, hand out worksheet 4.5.1 'My network, the jobs and the strength of the connection'.
- 3 Let participants fill in the first three columns individually: the people they know, how they know them and the job they have. After this, they fill in the strength of the connection: how well do they know these people?
- 4 Hand out worksheet 4.5.2 'My network circle' and let youth put the people they know very well in the green circle, the people they know reasonably well in the red circle and those they know just a bit in the blue circle.
- 5 Let youth carry out step 2 (drawing lines between the people who know each other) and step 3 (examine your own network) of worksheet 4.5.2.
- 6 Let participants discuss and examine their worksheets in the same pairs as at the start of the exercise.

Reflection

When the pairs have exchanged enough information, invite them to share their discoveries in the whole group. What did they notice while working at the assignment on the worksheet? How was it for them to identify their network and to put the names in the circles? Maybe one of the participants can tell what kind of support for his/her career development he would like to have from his network contacts? This question can function as an example to discuss in the class who would be the right person to give that support? Will it be a good friend or one of the more distant contacts/acquaintances? And why?

Tips

Encourage participants to look seriously at their own network. What strikes them? Let them interview each other in pairs. Walk around the classroom, stop at a random pair and listen what their findings are; if necessary, ask additional or in-depth questions. Examples are: Who in their network would they ask for support? Who can they contact for which questions? And why? How can their 'distant contacts' be of use for their career development? And how can 'good friends' be helpful?

SIMILARITIES AND DIFFERENCES IN MY NETWORK

Goal

Youth examine the similarities and differences between the members of their network. How diverse is their network?

Preparation

Also, in this case, it is worth doing the exercise yourself first. In this way, you can find out how diverse your network is and what your 'social network' looks like. Make sure that you have enough copies of worksheet 4.6 'Similarities and differences in my network'. Instead of using the worksheets, you can also put the scheme on the whiteboard before the class starts and, in this case, youth need to use their own notebook.

Explanation

'From the moment you are born, you belong to a group. You have parents, neighbours, brothers/sisters etc. These people around you, we call your 'social network'. This network grows naturally every time you meet new people with whom you establish a contact. 'Networking' is something natural that everyone does. It starts with curiosity and interest in other people. Networking is a matter of giving and sharing. You know each other and that is the reason why you are willing to give support and ask for support when needed. The fact that the people you know are there for you, makes your network of high value. Why? Because the people who stand around you, have an influence on what you will achieve in your life and in which way. They also have an impact on what you will become. Knowing people is just as important as knowing what your talents are and what you want to achieve in your life. Knowing people and having people around who know you, is therefore very important to achieve your goals in life. You are who you know. In this exercise, we are going to find out which similarities and differences there are between you and the people in your network. By doing this, you can notice the similarity and diversity of your network. In this way, you can see if there are enough people in your network you can ask questions about your education, profession and career.'

Performance

- 1 Introduce the theme of this exercise and exchange ideas with your group about 'why it is important to identify the similarities and differences between the people in your network'.
- 2 Hand out worksheet 4.6 'Similarities and differences in my network' and give instructions how the participants should fill in the list.
- 3 After filling in the list, they look back at it in pairs and answer the following questions:
 - What are the similarities and differences between the people in my network?
 - With what type of questions about my career development can I go to these people?
- 4 Let youth personally draw the conclusion if they think their network is (not) varied enough to answer their questions about their career development.

Reflection

Ask youth, who want to share their personal conclusions in the whole group. Why do they think their network is varied enough or not? Ask what the reasons are. How do other participants think about it? What is the advantage of a varied network? Can they already think about actions or activities that will expand their network? This can be discussed extensively in a next meeting.

Tips

Use the text as given in the explanation section to introduce the theme in an interactive way. By questioning and answering or by buzzing in pairs, participants will understand the underlying theory better than when you tell them all the ideas yourself. While the pairs are talking, it is good to walk around the room and listen here and there what they are discussing. When necessary you can help them or ask an additional or in-depth question. However, make sure that you are not taking the lead in their conversation. Just a short remark or only listening can be enough to give some direction to the reflection at the end of the exercise.

WHICH PROFESSIONS SHOW UP IN MY NETWORK?

Goal

Youth map their network by allocating professions to the people they know. They get a better insight how the different people in their network can be beneficial to them.

Preparation

Practice this exercise yourself to get a better understanding of the subject. Arrange the room in such a way, that youth can work in groups of four. Make sure you have enough copies of worksheet 4.7.1 'The professions in my network' and worksheet 4.7.2 'People I can ask for support'. When youth need to use their own notebook, write an example of the network map on the whiteboard before class starts.

Explanation

'People you know can help you to find out what you are good at and what you like. They can help you exploring what you think is important and where your interests lie. And when you want to gain work experience in a certain profession or specific sector, they may be able to introduce you to a company or an entrepreneur. Do you want support and advice? Then contact the people you know. You can ask them about their work or the training they followed. You can also tell them that you are looking for an internship and ask them for tips. It is more convenient to think beforehand what you are going to ask to whom, instead of asking all sorts of things to people you meet accidentally. A good preparation starts with thinking about who you know and who you can ask for support. Probably, everyone you know is willing to help you, but you need different people for specific subjects. In this exercise, we will start examining which professions are at hand in your network.'

Performance

- 1 Start the session with a review of the previous classes about networking. What was the subject and what did they discover?
- 2 Make a link between previous lessons and the introduction of the theme of this exercise: mapping of your network and allocating professions to the people in your network.
- 3 Let participants fill in individually worksheet 4.7.1 'The professions in my network'. They make a list of 30 names with their corresponding professions.
- 4 Participants exchange their worksheets in groups of four. When they know someone from the network of a groupmate, they can add them to their own list. In this way, the four worksheets are exchanged and completed with new data.
- 5 Let every participant choose two people (and their professions) from their list. Let them tell in their subgroup which questions or subjects are appropriate to ask these two people. Participants should give arguments why they have selected these two people.
- 6 Let youth make a list of people they like to ask some questions about their career development: see worksheet 4.7.2 'People I can ask for support'.

Reflection

Ask which experiences the youth gained during this exercise. What did they notice about the people and their professions that belong to their network? How diverse is their network? Who can they recommend to others? Is this somebody to invite to give a presentation in this group? What does this person have to offer? Why is he/she interesting? Finish the session with a preview of the following class, when the next step in networking will be made.

Tips

By doing this exercise it becomes clear that you can expand your network by making use of connections of your groupmates. Of course, this should be done carefully. While youth are working in groups of four, you can listen to what one group is talking about and, for instance, make a comment that they are actually networking now. By exchanging their contacts, they are helping each other. In between, give them the tip that they can fill in worksheet 4.7.2 'People I can ask for support'.

MY SUPPORT TO OTHERS

Goal

Youth reflect on the support they have given to others last month. They formulate their own qualities and experiences that can be of use to support others in the future.

Preparation

Prepare this session, by doing the exercise yourself. Arrange the room in such a way that youth can work in groups of three. Make sure you have enough copies of worksheet 4.8.1 'My support to others' and worksheet 4.8.2 'People I can ask for support' or put the text on the whiteboard before the class starts.

Explanation

'Networking is about asking for support and giving support. Sometimes you can do something small and with little effort, which really helps someone. More so, receiving support in most cases starts with giving support. That is called 'the law of reciprocity': when you help someone first, the sooner you will get help in return. It is pleasant to have a balance between the support you receive from someone and the support you give to that person. In this exercise, you will look at the support you can offer to others.'

Performance

- 1 Introduce the theme using the explanation. Stimulate the participants to think aloud by asking them to explain the concepts 'asking for support and giving support' and 'the law of reciprocity'. First, let them formulate their own ideas, before you explain the meaning of the concepts.
- 2 Let everyone answer individually the questions in worksheet 4.8.1 'My support to others'.
- 3 Let youth exchange and discuss their answers in groups of three. Let them give each other feedback on the kind of support they can offer:
 - things they know much about;
 - things they can do well;
 - networking: interesting people they can introduce to others.
- 4 Give them as a homework assignment to ask people in their own circle what type of support they can offer.
- 5 Let youth make a list of people they would like to meet with the intention to ask them for support concerning their career development, see worksheet 4.8.2 'People I can ask for support'.
- 6 Agree upon the order in which the homework assignment will be discussed in the next session and how worksheet 4.8.2 'People I can ask for support' will be finalized.

Reflection

Ask the youth what they learned from this exercise. What did they discover about 'the law of reciprocity'? And what about the relation between 'offering support' and 'asking for support'? Is there a balance? And what happens if it is not in balance? Have the youth gained new insights in their own qualities during this exercise? If yes, what? Who has some interesting contacts to offer?

Tips

In the introduction, let youth formulate first their own ideas about the concepts of 'asking and giving support' and 'the law of reciprocity'. Do not give your own definitions straight away and relate directly to the experiences participants have with asking for support and offering support. Perhaps participants should 'buzz', chat in pairs about the concepts you are writing down on the whiteboard. An interactive approach increases the involvement in the theme. Make sure the youth keep on adding names to worksheet 4.8.2 'People I can ask for support' while they are working in groups of three or in the whole group.

WHAT SUPPORT CAN I USE?

Goal

Youth learn to formulate clear and concrete questions for support about their career development.

Preparation

The ability to ask good questions requires practice. The clearer the question, the better the answer. It makes sense to practise the assignment of asking questions yourself. In this way, you are better prepared to give feedback. Set the requirements for asking good questions for support. Make sure you have enough copies of worksheet 4.9 'What support can I use?' or write the key points of the worksheet on the whiteboard.

Explanation

'Even if you have a big, diverse and interesting network, when you do not ask people for support they will not give you support. To get the support you want from your network, you need to ask clear questions. You can learn this by experimenting and practising. It helps when you talk to people and ask them questions about their studies, career and profession. Then you hit two birds with one stone, because you are practising to ask good questions and you discover more and more what you are looking for. In an open conversation, the person you are talking with will think along with you. If you want people to support you, you really should be able to formulate questions that match your needs. That is what we are going to practise right now.'

Performance

- 1 After the introduction of the theme 'learning to ask good questions about your careerdevelopment to people in your network', you invite youth to brainstorm in pairs about the criteria that good questions should meet.
- 2 Put all the criteria on a sheet or whiteboard and discuss them. Let youth clarify the criteria by using small examples. Make a collective final list of 3-5 criteria.
- 3 Let the participants individually think of a good question about their careerdevelopment while considering the criteria. Let the request for support start with: 'I am looking for someone who...'. See worksheet 4.9 'What support can I use?'
- 4 Form pairs and let participants help each other to improve their request for support. Together they practice to formulate correct questions to somebody in their network. See worksheet 4.9 'What support can I use?'
- 5 Let the youth fill in a table with names of people they can ask for support. Give them as homework the assignment to approach two or more persons of that list. Let them write down on their worksheet the answers they will receive.
- 6 Agree upon a date to discuss the homework assignment in one of the next sessions.

Reflection

You can invite participants to give an example to the whole group of a question that they have improved, while working in pairs. The group discusses whether this request for support meets the criteria they have formulated at the beginning of this exercise. Can any improvements still be made? Ask the group what they have learned from this exercise. Check properly if everybody is really going to make a request for support to the people in their network and tell them again on which date the homework assignment will be discussed.

Tips

It is recommended that participants themselves think about criteria for clear questions. This increases their critical thinking and they learn how to monitor their study and career. By doing this type of exercises, they become partly responsible for what they learn. Active searching for the most effective questions, stimulates youth to take more and more initiative to develop themselves. Taking initiative and responsibility are essential skills in the 21st century to build a career.

COMMUNICATION: CAN YOU LEARN THIS?

Goal

Youth learn about the importance of good communication and what effect it can have on their relation with others.

Preparation

As a preparation, it may be smart to take some personal examples in mind in which the way you were communicating had a positive effect. But take also a couple of examples in which your way of communication had a negative effect on someone else, while this was not your intention. By doing this, you function as a role model for the youth and you can help them when they have any questions. Make sure you have enough copies of worksheet 4.10 'Statements about my way of communicating'.

Explanation

'In this exercise, we are going to examine how your way of communication affects others, individually and in a group. Your way of communication also influences your network. Do you communicate with people in such a way that they are willing to do something for you? Or do you notice that people can be rather reluctant when you ask them something? This may have to do with the way you communicate. In this exercise, we will go deeper into this. By the time, you have become more conscious of the way you communicate, you can change it if you would want. Or when you discover you can do things well, you can train yourself to use these qualities in more situations.'

Performance

- 1 Divide the group into fours.
- 2 Ask participants to think in silence about the statements on worksheet 4.10 'Statements about my way of communication'. Let them tick each statement one by one. Does it occur: sometimes, often or never.
- 3 Next, ask them to discuss some of the statements in their subgroup. Let them talk freely. Do not give too many instructions. Ask participants to make sure that every member of the group is heard and can finish his/her comment. Ask them to give feedback when they can identify certain characteristics in each others' statements that strike them or that they don't understand.
- 4 Ask participants to think about what this exercise tells them about themselves. Let them write down and complete the following sentences: 'When I look at my own communication behaviour, I am good at ...' and 'When I look at my own communication behaviour, I find it hard to ...'.

Reflection

Ask four participants which answers they gave to the question 'What are you good at?' Ask four others to tell what they found hard in their communication. Ask the other participants if they recognize the positive and negative points in their own way of communicating. Plan an appointment with the group when and how to go deeper into these difficulties.

Tips

Be aware that looking at your own (communication) behaviour is quite hard. Although we are communicating all our life, we are not always aware what we do and how this affects others. Furthermore, we all have blind spots in the way we communicate. Therefore, make sure that all participants feel comfortable to reflect on this.

Further examination

When there are more participants who have difficulties with certain aspects of communication, you could organise a guest lecture or a workshop about this topic. You can also ask the ones who are good in communication to support the other groupmates. Discuss the way they can be of help.

OPENING SENTENCES: A GOOD INTRODUCTION IS HALF THE BATTLE!

Goal

Youth think of opening sentences they can use in situations in which they find it difficult to present themselves to people they do not know. They learn that it is important to be well prepared.

Preparation

Put the chairs in a circle, without the tables. Think of some situations in which the youth really need to handle a good introduction to open the conversation.

Explanation

'Sometimes we end up in situations that are not easy. For example, going to a party where you do not know anyone. Or a jobfair where you have never been before. Or your first day at school, at work or at internship. Then it is useful to think about your introduction (opening sentences) before you take action. This may make you a bit less nervous, because you are assured that you can start a conversation. Making a good first contact, especially in situations where more people are present, that is what we will practice today.'

Performance

- 1 After the introduction of the theme, think together about situations in which participants may feel uncomfortable because they do not know anyone yet. Choose one situation for the next step.
- 2 Let everyone write down an opening sentence on a piece of paper; work in silence.
- 3 Let them fold the piece of paper, so the participants can not read each other opening sentences. Collect all papers and put them in a bowl or box.
- 4 Let someone at random pick a paper, open it and read it aloud.
- 5 After every opening sentence, three persons can give feedback why it is a good or a bad sentence. Repeat this until all papers are opened and read aloud.
- 6 Someone writes down all the good opening sentences on the whiteboard or sheet. Everyone can copy all the good opening sentences for this situation in their notebook.

Reflection

Ask the group how they feel to start a conversation in this way. Have they heard opening sentences of which they think 'that is a sentence I can really use in a situation in which I don't know anybody'? Which one do they like most?

Tips

Encourage the youth to be as original as possible; sentences can always be improved afterwards. By letting youth decide as quickly as possible whether a sentence is good or not, you keep up the speed in the exercise. The opening sentences that are rated as 'good' are noted down at the end. Probably some laughter arises, but that happens in this type of exercise.

Further examination

As a follow up, you can ask youth to write down the situations they will encounter the coming three weeks in which they might be too shy to say certain things. Those are situations in which they will feel uncomfortable. Make an appointment when you are going to discuss these situations in the group so they can give feedback and suggestions to each other.

WHO DO I FIND INTERESTING?

Goal

Youth investigate who are the persons they find interesting or who they admire. The aim of sharing is also to listen carefully and to make clear summaries.

Preparation

To prepare yourself, it is useful to do this exercise first. Think also of the criteria for listening and summarizing. Then you can respond properly to possible questions.

Explanation

'Sometimes you meet people who make an impression on you because they can say certain things in a beautiful way. Or they can clarify certain things in a simple but transparent way. For example, there are people who have met Nelson or Winnie Mandela and they were totally moved by the way he/she spoke. In this exercise, we are going to investigate which people you find interesting or which people have made a great impression on you. Furthermore, we are going to practice the skills of listening and summarizing.'

Performance

- 1 Let youth write down the names of two people they admire or who are interesting them. This can be famous people (alive or not alive), it can also be fictitious people (for example from a book or movie). But they can also choose less famous people (family, friends).
- 2 Ask them to write behind the names three words that describe why the persons are interesting to them or why they admire them.
- 3 Divide the group into groups of three.
- 4 Let participants divide their group into person A, B and C.
- 5 Person A now tells about the persons he/she wrote down.
- 6 Person B is the interviewer and asks person A what he/she would like to learn from those persons and why. Person B goes on asking until person A has told everything what he/she wants to tell about the persons he/she admires or are interesting to him/her.
- 7 When the interview is over, person C puts him/herself into the position of person A, makes a summary by saying: A thinks that (names of the people person A told about) are interesting, because.....; A would like to learn from them (the qualities of the people person A told about).
- 8 Person C asks person A if the summary is correct. Person A gives feedback.
- 9 Person B is the next in line to tell who he/she is admiring. Person C does the questioning and person A summarizes. After this second summary, the roles change again and person C tells about the persons he/she admires, person A does the questioning and person B summarizes.
- 10 In the groups of three, participants discuss what they have learned from this exercise. They reflect on the reasons given why someone is interesting to them and they discuss whether they listened carefully and summarized well.

Reflection

Ask the group how they feel about this exercise. Did they discover something new? How went the practicing of the skills to listen and to summarize? Are there any tips to give to themselves and their groupmates?

Tips

This exercise is primarily meant to let youth explore what exactly interests them and what they admire in other people. In this exercise, they discover the things they still want to learn.

EHHH, I AM EHHH....

Goal

Youth investigate how to get in touch with somebody they don't know and how to start a conversation. They develop a 'to do' and a 'not to do' list.

Preparation

Arrange the room in such a way that it is easy to do a role play in groups of three. A role play is a good interactive technique to observe behaviour. The behaviour of the other person 'mirrors' the way you behave yourself. This gives you an idea if any improvement is desirable. If you find it difficult to do a role play, it helps to know why to use it and what is needed for a good performance. Practice it with colleagues to get some experience and ask tips for a successful guidance. Make sure you have enough copies of worksheet 4.13 'Observation of first contact and conversation' or write down the observation questions on the whiteboard or a sheet.

Explanation

'Imagine you are at a party where you do not know anyone. Or imagine you go to your internship company for the first time and you do not know anyone yet. Or imagine you are at a jobfair where many companies present themselves and once again, you do not know anyone there. Do you dare to approach someone and start a conversation? And how are you going to do this? In this exercise, we are going to see how you can get in touch with people you do not know and start a conversation. What is useful to do and what not?'

Performance

- 1 Introduce the theme and invite two participants to do the exercise in front of the classroom.
- 2 Clarify, together with the input of the two participants, in which situation the exercise takes place. Where are you? In what kind of situation? Who are you trying to get in touch with?
- 3 Give the other participants of the group the role of observers. Let them write down in keywords what were the good points in making the first contact and starting the conversation. Tips for improvement can also be noted. They can write their thoughts on worksheet 4.13 'Observation of first contact and conversation' or in their notebook.
- 4 Let the two participants do the exercise.
- 5 After the exercise, you ask them first to give a short reaction how it went. Let them calm down a bit before going too deep into their experiences, as it can be quite scary and stressful to do the exercise in front of the whole group.
- 6 After this, you ask the observers what they have seen and what went well according to them. Are there any suggestions for improvement? Add some positive feedback if needed.

- 7 Finally, you ask the pair that did the exercise for a reaction on the feedback they received. You thank them for their contribution and show them your appreciation for being so courageous to do the exercise in front of the whole group.
- 8 Invite another pair to do the exercise in front of the whole group as well. Repeat steps 2-7.
- 9 After this, give everyone the opportunity to practise. This is done in groups of three. Follow steps 2-7. One participant of the three is the observer and uses worksheet 4.13 'Observation of first contact and conversation' to give feedback. When ready, the three participants discuss the feedback and then they change roles so the next participant gets the opportunity to practise. Make sure that everyone has played the three different roles: the one who makes contact, the one who is being approached and the one who observes.
- 10 Compile a 'to do' and 'not to do' list during the debriefing and reflection. Let youth make a copy of the lists on their worksheet or in their notebook.

Reflection

Ask youth how they feel about this way of learning? What was hard/difficult? Which discoveries have they made about contacting someone they do not know? What does that mean for future introductions? Can someone give an example how he/she will be doing some things differently next time? Make a list of 'to do' and 'not to do' when participants tell about their discoveries and the things they will do the same or differently next time.

Tips

Make sure there is a safe and positive atmosphere in the group when you are going to do this role play. You can realize this by introducing the role play as a useful exercise from which the youth can learn. Creating a 'stage' together is a nice step that lowers barriers, as youth can organise a comfortable environment to do the exercise. This makes the situation more realistic and less strained. Blowing off steam or calming down after the exercise and giving constructive feedback is important. Always start and end with positive feedback. In between, you can give some suggestions for improvement. Don't give too many suggestions for improvement, because this will make the participant think he/she made a lot of mistakes. When you ask, 'What has he/she done well?' and the answer contains only negative feedback, you must correct the group. Be strict in this: negative comment is not accepted. Let the youth know that negative constructive feedback will be of later concern and that for this moment what counts is what went well.

A REAL NETWORKER

Goal

Youth examine the activities of a good networker and assess their own activities related to networking.

Preparation

Make sure that you have enough copies of worksheet 4.14 'A real networker...' or write down the key issues on the whiteboard or a sheet. As a preparation, it is useful to do the exercise yourself. Then you can be a role model for the youth and you can support them when they find it hard to come up with some network activities.

Explanation

'People you do not know very well, for example your acquaintances, can easily give you unexpected tips. Sometimes 'far friends' can better support you with your career development than people who are very close to you. But ..., people who you know less, are also people you ask less easily for support. To ask people you do not know that well for support, you need to make sure that you are not completely unknown to them. This takes more effort than with friends. You should deliberately maintain your relationships with people to come into contact with them. Today we are going to discover the qualities of a good networker and what he/she does. Then we will look at your own network and the network activities you feel comfortable with.'

Performance

- 1 After the introduction of the theme you ask the youth to write down the names of people who are good networkers and to indicate the kind of activities these people undertake. See worksheet 4.14 'A real networker...'
- 2 Let them discuss their answers in pairs.
- 3 Youth indicate individually on their worksheets what they can do more to maintain contacts with people they don't know very well.
- 4 After that they fill in the scheme and they find out what they should do to contact people, what is comfortable for them and what it brings them.
- 5 They discuss their findings in pairs.

Reflection

Ask youth which their favourite network activities are and what they will never do. What are the reasons for this? What will their favourite network activity bring them? Is that enough to ask people they do not know that well for support?

Tips

Encourage the youth to write down on their worksheet as much network activities as possible, even when they never do that activity or when they are not comfortable with it. It is also good to know what you are not going to do and what the reasons are for this. Networking against your will is contraproductive. By making a 'to do' list and a 'not to do' list, you can get a clear picture of what fits you.

Further examination

In the topic 'Your actions and applying for jobs', you find the exercise 6.11 'My network action plan'. If you want to proceed with a more focused action planning activity as a follow up of the exercises about networking, you can schedule this exercise for a next class.

AND THEN THERE WAS SILENCE....

Goal

Youth investigate situations in which they got stuck in a conversation. They practice how to keep a conversation going with the aim to establish a network connection.

Preparation

Take a critical look at worksheet 4.15 'Steps to make contact'. Are the steps in line with the interaction that is common in your community? There are smaller and bigger differences possible in every culture. If necessary, adjust the explanation on the worksheet or do it together with your group. Make sure that you have enough copies of the worksheet. Practice the role play with your colleagues, if you are not familiar with such exercises.

Explanation

'Contacting someone you don't know is quite difficult. If you are not able to keep a conversation going, it might not really be that useful to meet that person. Maybe you have gone through such a situation. You contacted someone, you started the conversation, but it just did not go on very smoothly. The other person said almost nothing. You tried to think of new topics to keep the conversation going, but in the end, you ran out of ideas. Then you just walked away. Not a nice experience of course! In this exercise, we are going to investigate and practise how we can keep a conversation going, so you can create a new network connection.'

Performance

- 1 Ask youth to brainstorm and reflect in pairs about the following two subjects:
 - Have you ever had a conversation that just did not work out? Think of an example and share what went wrong in that conversation.
 - Together you make a list what is needed to have a good conversation.
- 2 Discuss the findings of the youth. Ask them what hinders a good conversation and what stimulates it. Write down their answers in two columns on the whiteboard or a sheet; in one column what hinders a good conversation and in the other column what stimulates it.
- 3 Next, hand out worksheet 4.15 'Steps to make contact'. Let youth read it and discuss in the same pairs to which extent they recognize their own experiences. Which elements in the discussion return in the theory on the worksheet?
- 4 Invite two participants to practise in front of the class how to keep a first conversation going.
- 5 Clarify together with the two participants in which situation the first contact takes place. Ask them questions like: Where are you, what are the circumstances and who is making the contact? Organise the 'stage' to make the situation more realistic.
- 6 Give the other participants the role of observers. The worksheet provides them with observation points. Let them write down in keywords what went well in the conversation: was there a fine contact and did the conversation run smoothly? Tips for improvement can also be written down.

- 7 Let the two participants carry out the exercise.
- 8 Afterwards, you first ask the pair how they think the conversation went. Let them blow off steam first, because it can be quite stressful to do this exercise in front of the whole group.
- 9 After this you ask the observers what they have seen and what went well according to them. Are there any suggestions for improvement? Add some positive feedback if needed.
- 10 Finally, you ask the pair that did the exercise to give their reaction to the feedback they received and you thank them for their contribution and show them your appreciation for being so courageous to do the exercise in front of the whole group.
- 11 After this, give everyone the opportunity to practise 'getting into contact with someone and keeping a conversation going'. This is done in groups of three. One of the three is the observer and uses worksheet 4.15 'Steps to make contact' to give his/her feedback. After every exercise, the threesome discusses the feedback and then they change roles so the next participant gets the opportunity to practise. Make sure that everyone has taken the three different roles: making contact, being approached and observing.
- 12 The worksheet with the observations can be given to the participant who was practising. He/she can orally give his/her reaction or add his/her own conclusions to what is written on the worksheet.
- 13 Discuss during the debriefing whether worksheet 4.15 'Steps to make contact' can be improved with the tips and traps that came up during the exercises.

Reflection

Ask the youth if they have discovered anything during the exercise that they were not aware of. Which tips are they taking home? Assuming that worksheet 4.15 'Steps to make contact' need to be improved, what should be changed or added?

Tips

Make sure there is a safe and positive atmosphere in the group when you are going to do this role play. You can realize this by introducing it as a useful exercise from which the youth can learn. Creating a 'stage' together is a nice step that lowers the barriers, as youth can organise a comfortable environment to do the exercise. This makes the situation more realistic and less constrained. Blowing off steam or calming down after the exercise and giving constructive feedback are important elements to pay attention to. Always start and end with positive feedback. In between, you can always give some suggestions for improvement. Don't give too many suggestions for improvement, because giving a lot of corrections will make the participant think that he/she did not do anything good at all. Be strict when you ask, 'What has he/she done well?' and the answer only contains negative feedback. This is not allowed. Tell the youth that negative constructive feedback will be of later concern and that right now what counts is what went well.

INTRODUCING TWO PEOPLE TO EACH OTHER

Goal

Youth develop an approach how to introduce two people to each other. They design a worksheet with some steps and tips. They practice the approach.

Preparation

Decide how you will answer yourself the three questions you can find in the first step in the section 'Performance' below. Those questions are helpful to design the worksheet with suggestions how you can introduce two people to each other. Maybe you can give some keywords or headings for the paragraphs in the worksheet, but make sure you are not going to develop the whole worksheet for the youth. The trick is to let youth develop the practical approach themselves and they experiment the steps in a role play. Make sure you have a flipchart and some green markers.

Explanation

'Because almost everybody finds it a little bit exciting or scary to meet new people, you can be of help each. Sometimes you already know somebody who someone else wants to get in touch with. You can help them to get in touch with each other. Sometimes it is the other way around; you want to meet somebody who is already known by someone you know. Then you can ask that person to introduce you to the person you want to meet. Today we are going to develop an effective approach for this introducing and we are going to practise it.'

Performance

- 1 After introducing the theme, participants are going to develop together as a group an effective approach, based on the following questions:
 - Why would you want to introduce people to each other?
 - What is important to know when you introduce people to each other?
 - Which steps do you take when you want to introduce people to each other?
- 2 Let youth think about the questions in groups of four and let them write down their answers on a sheet of the flipchart.
- 3 Ask the youth to hang up their sheet on the wall. Provide a green marker for every sheet.
- 4 Let participants walk around and discuss each other's sheets. They can mark the points that are good according to them.
- 5 Then, everybody sits down again in the same subgroup. Every group is going to summarize the best answers on the three questions on a new sheet. Ask them to make a draft worksheet 4.16 'Introducing two people to each other'. It is their 'theory' how to act most effectively.
- 6 Discuss the summaries and draft designs in the whole group and adjust the text to come to one shared worksheet 4.16 'Introducing two people to each other'. This is still a draft version.

- 7 When the draft-worksheet is ready, you can start the role play 'Introducing two people to each other'. Invite three participants to do this role play in front of the group. Explain the exercise and the different roles:
 - Who is going to be introduced to whom? By who? And why?
 - What is the situation? What are the circumstances these people are in?
 - What does the one who is going to introduce two people to each other know about them?
 - Which actions are going to be undertaken? What is his/her introduction?
- 8 When the preparations are made, the role play can start and all other participants are observers.
- 9 Afterwards, you first ask the three role players how they think they did it. Let them blow off steam a bit because it can be quite stressful to do this exercise in front of the whole group.
- 10 After this you ask the observers what they have seen and what went well according to them. Are there any suggestions for improvement? Add some positive feedback if needed. Then you thank the role players for their contribution and show them your appreciation being so courageous to do the exercise in front of the whole group.
- 11 Discuss with the whole group if there is any need for improvement of the draft worksheet in response to the exercise. If so, improve or add it.
- 12 Ask who wants to type a beautiful worksheet 4.16 'Introducing two people to each other'. This is the final version.

Reflection

Ask youth how they experienced this way of learning. How was it to develop a theory themselves? Which tips are they taking home to introduce two people to each other in real life? Let everybody mention at least one tip.

Tips

Developing your own theory motivates, especially when the process of thinking results into an official worksheet. It is a practical theory with a small t, based comes on experiences in daily life and from reflection on this. When the draft worksheet is ready, the group can immediately apply the theory in the role play. If there is enough time, you can decide to do the role play exercise in groups of four after step 10. Three participants are needed for the role play and one of them is the observer and timekeeper. Change roles when the exercise is finished. Ask youth to have a critical look at the draft worksheet and ask if improvements are needed. If so, improve it or add things.

WHAT DOES MY 'WORLD OF WORK' NETWORK LOOK LIKE?

Goal

Youth give an impression of their network in the 'World of Work' and become aware how big their network is or how it could grow.

Preparation

Do this exercise yourself; your mindmap can serve as an example for the youth. And you are also more prepared to respond to questions. Make sure you have the network of the school at hand, showing all the institutions and companies that are connected to it. Arrange the room in such a way that youth can hang their sheets on the wall and are able to walk around. Make sure there are enough flipcharts, markers and masking tape.

Explanation

'The great thing of a network is that everybody has one. Also, in the 'World of Work'. You have a network even when that network is small or big, strong or weak. And the good thing about it, is that you can use that network in many ways. To show how big your network is or how it could grow, you are going to draw your network through the shape of a mindmap.'

Performance

- 1 Let the participants write down their name in the middle of the sheet.
- 2 Then let them add all sorts of categories that exist in the 'World of Work' like companies, institutions, associations and other groups. Mention also the type of workers or functions/positions that form this group. For example, the internship company consists of managers, supervisors, colleagues, customers, etcetera. Youth can also choose companies and functions, they have heard of through parents, family, part-time jobs or field trips. They can also use the network of the school as an example. Put a big circle around each category and write in this circle the type of workers that form this group.
- 3 For the different categories, participants write down at least two names of people they know who belong to that category.
- 4 Let participants hang their sheets on the wall, so that they have a look at it and consequently can discuss each other's network. Ask them to reflect on the question whether their network needs to grow and ask them if they want to adjust their own network after they have seen the networks of their groupmates.
- 5 Let the participants take a picture of their own network of 'the World of Work', so that they can always have a look at it.

Reflection

Ask participants what they noticed doing this exercise. Which new ideas appeared on the sheets of their classmates? What did they add after having looked at the network of other participants?

Tips

This exercise 4.17 is almost the same as exercise 4.3 'What does my network look like?'. In exercise 4.3 the focus is on all kind of connections - both private and professional - and in 4.17 the focus is on network connections in the 'World of Work'. It is possible that participants work in a small or one-man company. Then ask these participants how they would like to expand their network, for example, with people they know and who work in the same sector. Or people they know who did their internship in the same company, or people they know because they were customers of that company. In this way, they can expand their network around a small company.

HOW DO I USE MY 'WORLD OF WORK' NETWORK?

Goal

Youth investigate what their network can do for them. They plan the necessary activities to get the support they want.

Preparation

Arrange the tables in the room in such a way that participants can easily use A3-sheets. Make sure you have enough markers and pencils.

Explanation

'The most important thing about your network is to be aware of the fact there are all sorts of people around you who you can ask for support about many different issues. In turn, your contacts can also ask you for support. The bigger and stronger your network is, the more support you can ask and give. In this exercise, we are going to investigate what your network can mean to you when you have a question about work, your future profession or job.'

Performance

- 1 Ask participants what they want to achieve, driven by their experiences with the little jobs they had, their internship or the job they want to get in the future. Ask them to describe their goal as specific as possible, so other participants can also form an idea about it.
- 2 Let them discuss their goals in pairs and let them improve things where needed to get bright and clear descriptions. Let them first make a draft description.
- 3 Give the participants a sheet of paper, pencils and markers.
- 4 Ask them to draw a circle with their goal in the middle. Start the sentence with: 'I want...'
- 5 Ask them to think which persons in their network could be of help to achieve that goal. They can use the network they have drawn in exercise 4.3 'What does my network look like?' or exercise 4.17 'What does my 'World of Work' network look like?'
- 6 Let the participants write the names of these people around the circle. Names of contacts that are very useful are written close to the circle, names of people from whom they expect less help are written further away from the circle.
- 7 Ask the participants to look at the names of the people they have written down. How can they make sure that these people are going to support them? For example: are they going to give them a call, pay them a visit, ask an intermediate person to contact them, send an e-mail?
- 8 Let the participants add to every name how they will get into contact with that person.
- 9 Ask the participants to write down two specific things they are going to work on in the coming two weeks: things that should fit with the issue how to get help from their network to achieve their goals.
- 10 Fix a date to discuss the home assignments, so you can check if all participants have carried out their network activities.

Reflection

Ask participants how they feel about this way of looking at their network. Did they manage to set specific goals and steps to achieve their goal? Ask a couple of participants which steps they are going to take the coming period and encourage the whole group to come into action. In the next session, the implementation of an action plan could be addressed (See exercise 6.11). Ask youth what they experienced. Which steps did they really take in the real world? Which positive encounters or actions have they come across? Which negatives aspects did they face? How did they solve these? Have they achieved the targets they have set? What are they planning to do when they have not yet reached their goal?

Tips

To make sure that all participants will achieve their goal, it might be necessary that a few of them should undertake some actions again. Learning how to build up a network sometimes takes longer than expected and you cannot arrange everything at once. Make sure that the set goals are realistic and at least clear to themselves. The vaguer the goals, the harder it will be for people in the network to help. Create an app-group/chatgroup, so that you and your group can encourage each other to carry out the intended network activities and to give each other tips.

MY 'WORLD OF WORK' NETWORK WISHLIST

Goal

Youth make a wishlist what they want to achieve concerning their own career with the help of their 'World of Work' network. They plan the activities to get the support they wish.

Preparation

It would be useful to formulate beforehand some targets or longings that youth can add to their list of wishes. Think of: figuring out information about a certain profession, talking to someone from their internship company, talking to a graduate who works at that company, spending a day at the company with a supervisor or with an employee with a totally different position, getting the chance to talk with a supervisor of the company, holding an interview with someone from the company.

Explanation

'If you want to have a job that suits you, you probably also want to know everything about that profession. You are highly interested and motivated! In this exercise, we are going to work on this by setting up a so called 'network wishlist'. You can wish anything you want; that is the best part of a wishlist. But it is up to the other person to decide if he/she wants to live up to your wishes.'

Performance

- 1 Ask the participants to write down what their network wishes are. They look back at what they wanted to achieve by using their 'World of Work' network and they decide which people they want to talk to. Give them some examples when necessary, but make sure they think for themselves. Let them 'buzz' or chat in pairs.
- 2 When participants have written down their network wishes, ask them for more details what they will ask to get what they want. Let them write down at least three questions.
- 3 Put the participants together in groups of four and let them discuss their wishlist they want to present to people of their 'World of Work' network. Ask them to give each other tips, specifying what they want from the (internship) company.
- 4 As a summary, participants can answer the following questions individually: Who do I know who ...? (formulate your wish) or, Who do I know who knows someone who...? (formulate the support you want) or, Who do I know who did ...? (formulate the action).
- 5 Make clear appointments with the participants when they are going to approach at least one person in their network who might fulfill one of their wishes. Fix a date when participants are going to give each other feedback on what they did and exchange how the activity went.

Reflection

Ask the youth how they felt about this exercise. Ask a couple of participants what they wrote down on their network wishlist and what they are going to do. Ask them whether they need any guidance to put their plan into effect. In the next class, you discuss the results of the homework assignment. Ask participants what they achieved carrying out some elements of their network wishlist. Did they achieve what they wanted? Have they become wiser? Are there any tips for follow-up actions?

Tips

Encourage the youth to not think immediately that their goals are not feasible; they can always cross them out later. Encourage them to make their wishes explicit. In this way they can learn more about themselves and it helps them to express realistic wishes. It may be possible that youth work in a small or a one-man company. Then it will be hard to fulfill their wishes. In that case, let the person from that company help the participant to find another company to talk about one or two questions from their wishlist. In this way, a participant can use his own company as a tool to expand his network.

SPEED-DATING: CONVERSATIONS WITH SCHOOLMATES I DO NOT KNOW

Goal

Youth have conversations with peers they don't know.

Preparation

For this exercise, it is important to bring the youth from the different training groups together. Basically, these youngsters do not know each other. Arrange the chairs in the room in such a way that youth can talk in pairs; no tables.

Explanation

'During your whole life, you talk to people you don't know. This can be small talk, for example at the marketplace or in a shop. And although we do this often, it is not always easy. Nevertheless, it is important to learn to talk to people you do not know, because by having conversations with strangers, you pick up things you will not have learned otherwise. You meet people who might become your friends in the end. Or you get to know people who might be useful to you with regard to your career development. In this exercise, we are going to have conversations about the different training courses we follow.'

Performance

- 1 Let participants who do not know each other form pairs.
- 2 Let them have a conversation about their training.
- 3 This conversation lasts for 7 minutes, maximum.
- 4 Then you ask the participants to move places to someone they do not know.
- 5 Then a new conversation starts again.
- 6 The exercise is over after having changed places 5 times.

Reflection

How did they find it to exchange training experiences with an unknown participant? What were interesting/special/funny questions? What did youth learn they did not know before? Is there anyone who wants to ask a final question?

Tips

Tell youth they can ask anything that comes to their mind. When the other person does not want to answer a certain question, he/she will tell this. It is all about having a conversation about the ideas fellow schoolmates have about their training. There are only restrictions as far as time is concerned, not in content.

Further examination

Of course, it is also possible to give the assignment to start a conversation with three other unknown youngsters that follow a different training course. This may be possible during the break. This asks more initiative and confidence of the participant. Make an appointment when you are going to do this exercise.

SPEED-DATING: SMALL-TALK WITH PEOPLE I DO NOT KNOW

Goal

Youth train themselves in having a chat with people they do not know without deciding beforehand what the topic will be.

Preparation

Think beforehand how you want to discuss this exercise with the participants after they have had a chat with someone they did not know. How do you want the participants to share their experiences with the rest of the group? There are various ways to do this. For example, you can ask the participants to make a selfie with the people they have spoken to. Or you ask them to write down some key words that describe their experience. Another possibility is to let participants draw an image of what they have experienced in the conversations. Make sure you have enough copies of worksheet 4.21 'How to be a superstar in small-talk?'

Explanation

'When we talk about 'small-talk', we refer to the phenomenon that people are just talking about 'this, that and the other'. It seems a conversation about things that are irrelevant. But is that true? Small-talk can be very useful, because in this way you make connections with people around you. You can use this type of conversation to meet new people, to improve existing connections or just to have fun. When you start a conversation, you probably won't talk straight away about your diseases or personal problems. You start with caution and you get slowly a feeling what you can talk about with that person. In this exercise, we are going to have conversations with strangers in the street, in a shop or wherever.'

Performance

- 1 Clarify together what the customs for 'small-talk' are in Tanzania. What can you talk about when you meet strangers in the street, in a shop or in a company? And what is better not to avoid?
- 2 Hand out worksheet 4.21 'How to be a superstar in small-talk?' Let participants read the worksheet and let them discuss it in threes. Are there tips to give that are linked to the greeting rituals of Tanzania? Are there any tips about what you really cannot do, because it is rude?
- 3 Discuss the findings of the groups and the tips they come up with.
- 4 Give participants the assignment to do this exercise in the coming week (or two weeks) in several locations. The issue is not what you are talking about, but the mere fact that you are talking with people you do not know.
- 5 Set a date when you are going to reflect on this exercise.
- 6 During the next meeting, the participants share their experiences with the rest of the group. In your preparation, you have already decided how to do this.

Reflection

Ask in a next meeting how the participants experienced the assignment to meet strangers in the street and start a conversation with them? What did they find difficult? What did they find easy? Was it possible to meet strangers and start a conversation with them? What kind of nice experiences did they have? Which experiences were not so nice? Did they do the exercise alone or did they do it together with other participants? What did they learn from this exercise?

Tips

Make sure you take into consideration the greeting rituals and the usual small-talk phrases of Tanzania. Also, think of tips you can give to the participants, so you can help them to prepare the assignment.

WORKSHEET 4.4.1

DRAWING MY NETWORK

General instruction

- 1 First, write down on a separate sheet all the categories/groups of people you know. Think of your family, friends, neighbours, classmates, colleagues etc.
- 2 Next, take an A3-sheet and draw your network. Use also the contacts from your mobile phone and e-mail box. See step 3-10. After drawing your network, you will reflect on it and answer the questions 11- 16.

Draw your network

- 3 Start with yourself: make one dot with your name.
- 4 Draw a second dot and write next to it the name of one your contacts. Draw a line between you and that person.
- 5 Think about someone you both know.
- 6 Draw a dot for this person too and write his/her name next to it. Draw a line between you and this person, but also a line between this person and the one you both know.
- 7 Write down the name of another person you know and continue.
- 8 Repeat steps 4, 5, 6 and 7 until you have completed filling in the contacts you have in all categories/groups that you mentioned in step 1.
- 9 Sit back and look at your network.
- 10 Draw circles in different colours around all the different names that belong to the same group.

Answer the next questions:

- 11 How many categories/groups are there in your network-drawing (how many different colours)?
- 12 What are the characteristics of the various groups?
- 13 Which group has the most persons?
- 14 Which group has the most connecting lines with other groups?
- 15 Which group has the least connecting lines with other groups?
- 16 Are there people that have only a connection with you and don't belong to one of your groups?

WORKSHEET 4.4.2

ANALYSING MY NETWORK

In pairs, answer the following questions about your network:

- What strikes you about your network drawing?

- What strikes you about the network of your group mate?

- How many people are there in your network?

- Are these all people you know?

- What do the people that you have put in the same group (the same colour) in common? Specify for each colour what this is:

- What more do people with the same colour have in common?

- From which people in your network do you receive most support?

WORKSHEET 4.5.1

MY NETWORK, THE JOBS AND THE STRENGTH OF THE CONNECTION

Strong connections: close contacts or friends

Close contacts are like good friends. They are the ones who give you full attention and who take you as you are. They are always willing to help you. It takes time and trust to build up such a strong relationship. This goes best with people with whom you have a lot in common. Strong connections are especially useful when you want to be introduced to someone or when you want to talk about something confidential.

Weak connections: distant contacts or acquaintances

Distant contacts or acquaintances are people with whom you share less. They remember vaguely what you want to achieve and who you are. You meet each other by appointment only. You ask support and you give support. When you support that person, you expect something in return in the near future. However, also those far contacts are very important for your career development. They often have a different view on things than you. They give you access to companies you cannot come into contact with on your own and they know things you do not know. When you are searching for new opportunities, you can benefit a lot of people who are not like you.

Write down in the table the names of people you know. With this, we mean people you know, but who also know you. Maybe you know a famous singer. Does he/she know you as well and do you say hello to each other at a performance? Yes? Then you write down the name of that singer. No? Then you do not write down the name of that singer.

First fill in the 3 columns: Name, how do you know each other and profession. You can make the list as long as you need to mention all the people you know.

After that you fill in the far-right column Connection: strong or weak. A strong connection means that you know the other person very well. A weak connection means that you know that person a little.

Meaning of 'weak' (= a little) and 'strong' (= well):

- 'weak: a little' means that you have seen this person several times and, for example, you know that person from big gatherings and often you have met him/her only in more formal situations. Those contacts you know from afar and we call them 'acquaintances'.
- 'strong: well' means that you see this person regularly and, for example, you know that this person has two sisters and you know which music he/she likes. Every now and then you hang out together. You trust each other and you are not afraid to ask or tell anything.

WORKSHEET 4.5.1

MY NETWORK, THE JOBS AND THE STRENGTH OF THE CONNECTION

	NAME	HOW DO YOU KNOW EACH OTHER?	PROFESSION	CONNECTION 'STRONG' OR 'WEAK'
example	Said Juma Ali	Father	Furnisher	strong
example	Aisha Khan	Neighbourhood	Nurse	weak
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

WORKSHEET 4.5.2

MY NETWORK CIRCLE

Your network - showing the people you know - probably looks very different from the network of your groupmate or your trainer. It probably also looks very different from the network of your colleague.

In this exercise, you are going to draw your network in the circles on the next page. Follow the next steps:

Step 1

Of course, the world is not so clearly divided into either strong or weak connections, or in 'good friends' and 'acquaintances'. Some connections are positioned in between.

- a Write in the **red** circle those people you know very well ('good friends')
- b Write in the **yellow** circle those people you know reasonably well ('a familiar face')
- c Write in the **orange** circle those people you know a little ('acquaintances')

Step 2

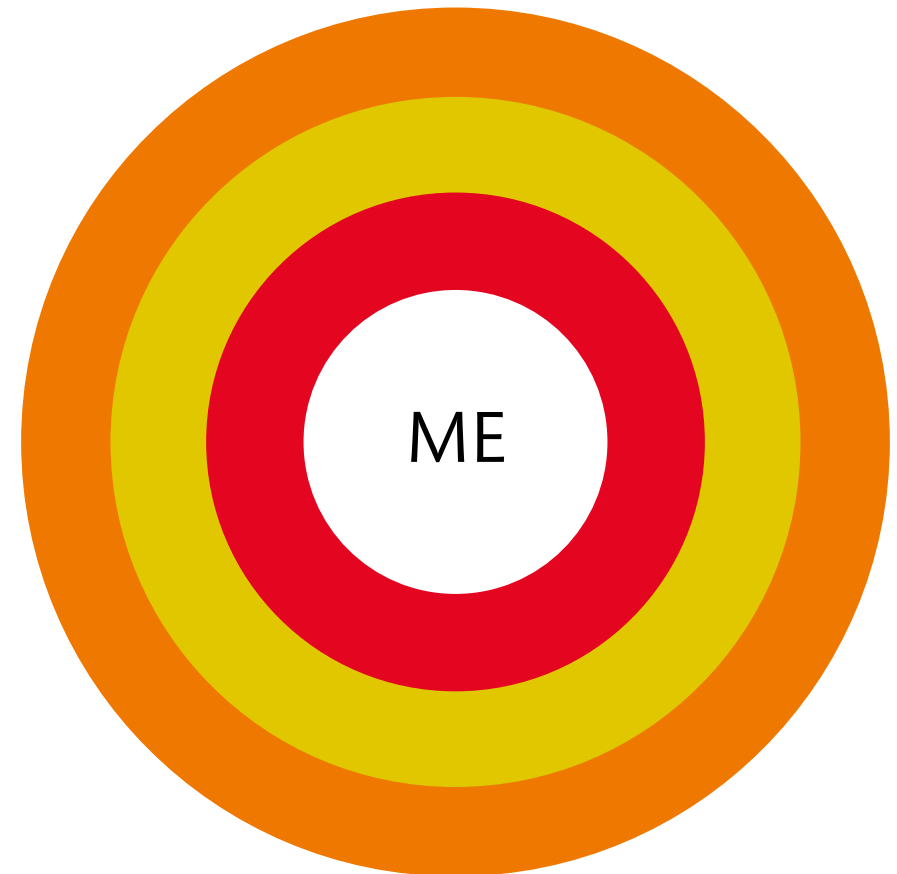
The people you know, may know each other as well. Draw a line between people you think they know each other.

Step 3

Now you have drawn your own network. Is there anything that strikes you? You can think of the following:

- Are there people who are only connected to you?
- Who is connected to many different people?
- Which circle has the most connecting lines?

Indicate in your drawing the strength or weakness of your connections



WORKSHEET 4.6

SIMILARITIES AND DIFFERENCES IN MY NETWORK

Write down in the table below the names of ten different people in your network. Mind you: you should not only mention your groupmates.

Now search for two characteristics you have in common with each of these ten people. Search also for two differences you have with them. In what sense can you speak of similarities and differences?

Besides what you yourself have in common with the people on your list, there must be similarities between your contacts. Think of age, profession, sports etc. Draw lines between the characteristics the people in your network have in common with each other.

Discuss your list with your neighbour. Answer the following questions:

- What are the similarities and differences between the people in my network?
- With what type of questions about my career development can I go to whom?
- Do I know enough people with different characteristics who can support me in my career development? Which conclusion can I draw?

	Name	Age	How do I know him/her??	m/f	Similarity	Similarity	Difference	Difference
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

WORKSHEET 4.7.1

PROFESSIONS PEOPLE IN MY NETWORK HAVE

Do you have an idea which professions people in your network have?
Write down the names and professions of 30 people you know:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____

- 15 _____
- 16 _____
- 17 _____
- 18 _____
- 19 _____
- 20 _____
- 21 _____
- 22 _____
- 23 _____
- 24 _____
- 25 _____
- 26 _____
- 27 _____
- 28 _____
- 29 _____
- 30 _____

PROFESSIONS PEOPLE IN MY NETWORK HAVE

What strikes me about the professions people in my network have?

Sit back and have a careful look at your network and the professions people have. Are there many different professions? Are there any professions that suit your qualities and passion? Are there professions that really interest you?

Two interesting people in my network

If I should recommend two most interesting people, I would choose:

1 Name _____

I can go to him/her with questions about: _____

I can use his/her support for my career development, because he or she:

2 Name _____

I can go to him/her with questions about: _____

I can use his/her support for my career development, because he or she:

WORKSHEET 4.7.2

PEOPLE I CAN ASK FOR SUPPORT

Make a list of people who can be of use for your career development.

During class, you hear about many people who could be of interest to you for some reason. Those persons don't belong to your own network, but are a connection of somebody else. It is useful to make a list of them, maybe you want to contact one of them in your future.

Write down their name, profession, whose network connection it is and what kind of support he/she can offer.

1 Name: _____

Profession: _____

From the network of: _____

Contact details: _____

I would ask him/her for help about

2 Name: _____

Profession: _____

From the network of: _____

Contact details: _____

I would ask him/her for help about

3 Name: _____

Profession: _____

From the network of: _____

Contact details: _____

I would ask him/her for help about

WORKSHEET 4.8.1

MY SUPPORT TO OTHERS

Think back of last month. Whom did you support and with what? This can be anything!

I supported the following people:

- a. _____
- b. _____
- c. _____

I helped him/her/them with:

- a. _____
- b. _____
- c. _____

Answer the following questions:

- About what do you know a lot?
- What can you do well?
- Who do you know, you could introduce somebody to?

I know a lot about:

I can do well:

I know the following people who may be of interest for other groupmates:

WORKSHEET 4.8.1

MY SUPPORT TO OTHERS

Homework assignment

Sometimes it is quite hard to say about yourself what you are good at. Therefore, you get the assignment to ask someone else to describe this for you. You can decide who you are going to ask to do this for you: for example, your parents, your neighbours, a colleague or a friend who is not part of this group.

Let him/her indicate in the table below what you are good at (something about which you know a lot), what you can do well and who you know to introduce somebody else to. You can ask several people to fill in the list below.

(Your name) _____ knows a lot about:

(Your name) _____ can do well:

(Your name) _____ knows the following people (who are interesting for other groupmates to know):

WORKSHEET 4.8.2

PEOPLE I CAN ASK FOR SUPPORT

Make a list of people who can be of use for your career development.

During class, you hear about many people who could be of interest to you for some reason. Those persons don't belong to your own network, but are a connection of somebody else. It is useful to make a list of them, maybe you want to contact one of them in your future.

Write down their name, profession, whose network connection it is and what kind of support he/she can offer.

1 Name: _____

Profession: _____

From the network of: _____

Contact details: _____

I would ask him/her for support about

2 Name: _____

Profession: _____

From the network of: _____

Contact details: _____

I would ask him/her for support about

3 Name: _____

Profession: _____

From the network of: _____

Contact details: _____

I would ask him/her for support about

WORKSHEET 4.9

Drafting a request for support

Think of a question that you want to ask people in your network. It must be about your future job, an internship or a part-time job you want to get. You can also decide to ask someone's advice about issues like: What are you good at? What are you less good at? Which profession suits you?

The better and clearer your request for support is, the more likely that you will find an answer! Make sure you keep it simple and clear. Think about the criteria you formulated with the group at the start of this topic. Start your question with:

I am looking for someone who:

WHAT SUPPORT CAN I USE?

Improve your question in pairs

A question can be very clear to you, but that does not mean that the other person will totally understand you. Now you are going to improve your questions, so that everyone will understand what you want and can think along with you.

You improve your questions by listening very attentively to each other. Do you understand the question of your groupmate and vice versa? If not, keep on asking until you fully understand what he/she means. Make use of open questions like: Why are you asking this? What exactly do you mean? Can you explain what...? The clearer and more concrete the question is, the easier it is for the other person to help you.

When you are happy about your question, write the revised version down below. Can you explain why you find this question better?

I am looking for someone who:

WORKSHEET 4.9

WHAT SUPPORT CAN I USE?

Who in your network can support you?

Mind you: it can be people who can directly help you, but also people who can give you suggestions whom to contact.

NAME	WITH WHAT CAN HE/SHE SUPPORT ME?

The answers I got

Write down whom you asked for support and which answers you got.

NAME	THE ANSWERS I GOT

WORKSHEET 4.10

STATEMENTS ABOUT MY WAY OF COMMUNICATING

Statement	Sometimes	Often	Never
1. I talk to some people more easily than to others			
2. When I do not feel comfortable with someone, it is noticeable in my behaviour			
3. I prefer not to talk about personal issues when I find people unpleasant			
4. I keep on telling my story even though nobody is listening anymore			
5. I let other people finish talking before I start			
6. I can easily give expression to what I think and feel			
7. I look at someone when I am talking to him/her			
8. When I do not understand something, I ask for clarification			

Statement	Sometimes	Often	Never
9. When I tell somebody something, I pay attention if he/she understands me			
10. I dare to take the floor very easily, no matter where			
11. I listen very well when somebody else is talking			
12. I show that I am listening through non-verbal behaviour			
13. I pay attention to the non-verbal signals of the person I am having a conversation with			
14. I can communicate with someone without words			
15. When people tell me something, I tell them what I feel			
16. I am often the cause of miscommunication			

WORKSHEET 4.13

In the role of observer, you write down everything you notice by answering the questions below. What is your groupmate doing when he/she tries to start a conversation? Look closely at what he/she *says* and *does*. Be alert what happens and make notes what went well and what could go better. Give suggestions for improvement.

Exercise 1

What did you notice?

What went well in the conversation?

What could be done better?

OBSERVATION OF FIRST CONTACT AND CONVERSATION

Exercise 2

What did you notice?

What went well in the conversation?

What could be done better?

WORKSHEET 4.13

OBSERVATION OF FIRST CONTACT AND CONVERSATION

Exercise 3

What did you notice?

What went well in the conversation?

What can be done better?

After the exercise, your groupmate tells first how he/she thought it went; then the person with whom he/she tried to get into contact with tells how it went and finally, you give feedback as an observer. You can also give your paper with your observations to the one who starts the conversation.

List 'to do' and 'not to do'

To do

1

2

3

4

5

Not to do

1

2

3

4

5

WORKSHEET 4.14

A REAL NETWORKER...

Think of someone who is a real networker in your eyes. This is somebody who easily and frequently makes contact and who knows how to maintain contact. Who in your circle of friends or acquaintances is very attentive? This can be someone from radio or television, but of course it can also be someone from your own network, someone you know.

Write down below who you are thinking of and why you think he/she is a real networker. Especially think of what somebody does. What do you see or hear this person doing?

A real networker...

I think _____ is a real networker because he/she:

What do I do to stay in touch with people in my network?

Someone with whom you maintain contact will think of you more quickly. This means two things. You are calling regularly because you like that person. But you also deliberately maintain contact with that person because he/she may be able to help you in the future.

Maintain your contacts and make sure connections do not fade away over time, because in that case it will be harder to ask those people for help. Make sure you stay into sight both literally and figuratively for those people. So, when they know what you are up to, they are more able to help you.

What more can I do?

What more can you do to stay in contact with the people you know?

WORKSHEET 4.14

A REAL NETWORKER...

Activity	Like to/ do not like to)	How often?	With whom?	Why yes or no?	What are the benefits?
Talking on the phone	Like to	Sometimes	Uncle Mohammed	He is good at telling stories	It's fun and I learn from him
E-mailing	Like to	Sometimes	Supervisor from previous internship	It is quick and easy	This way he knows what I am looking for

WORKSHEET 4.15

STEPS TO MAKE CONTACT

- 1 Make eye-contact.
- 2 Walk towards the other person.
- 3 Introduce yourself:
 - Say 'hello', shake hands and look at each other, when that is the custom in your culture;
 - Say your name;
 - Tell something about yourself, what keeps you busy, what is your passion? This can be anything, as long as it says something about you.
- 4 Listen carefully how the other person introduces him/herself:
 - Make sure you remember the name;
 - Make sure you remember what the other person tells about him/herself and come back to this later in the conversation.

This is how you keep a conversation going:

- 1 Listen carefully at what the other has to say.
- 2 Ask open questions. These are questions you cannot answer with just yes or no. By asking open questions a conversation gets underway and you also get to know more about the other. An open question always starts with an interrogative word: who, what, where, when, how.
- 3 Keep on asking about what someone is telling you.

- 4 Make sure you have a couple of 'conversation starters'. A 'conversation starter' is a question or remark to start a conversation with. These are questions people can easily answer. Questions or remarks that are about the location where you are, about how the others ended up there, how the other knows the host(ess), about work or the company of the other, or about a certain study.
- 5 Tell something about yourself. Tell a (true) story (about yourself) about a subject which is applicable.
- 6 Tell the other what you want to know. Ask the question you have for the person in front of you.
- 7 Smile. When you smile, other people will find it more comfortable to talk with you then when you do not smile. A good conversation starts with a (short) smile.
- 8 Make sure you have eye-contact.

WORKSHEET 4.21

HOW TO BE A SUPERSTAR IN 'SMALL-TALK'?

- Make eye contact with the person you want to start a conversation with.
- When you really pay attention to someone, he/she will like that.
- And about what can you talk? A tip is to talk about things you have in common, for example the beautiful weather, the fact you are in the same line in front of the cashier etc. Other common subjects are: a common friend ('How come you know Fatma?'), a common problem ('Are you also out of electricity that often in your neighbourhood?'), a commonplace ('It is really nice here, right?'), a common interest ('How nice! I have also been there').
- Just talk to get to know the other, it does not matter how trivial the subject is.
- The trick is to let the other talk. Especially when you do not know what to talk about.
- By asking questions you let the other talk. People really like to talk, especially about themselves.
- Careful listening is often more interesting than talking. You can learn much from it and you can make friends by listening.
- Keep on asking and listening. Before you know it, you are having a nice conversation and you are starting to get to know the other person, little by little.
- Do not turn the conversation into an interview. When someone likes to talk, then let him/her talk and just listen.
- Many conversations are not dialogues. It often happens that two people are waiting their turn to start talking. That is unpleasant and it feels unnatural.
- Make a habit of introducing yourself.
- When it is the custom, look the other in the eyes when you shake hands, if not don't do it.
- Be aware that you will make mistakes. But do not worry; people easily forget.
- Do not take yourself too seriously. Laugh at yourself when you say or do something strange.
- Be honest and open. This works best. Do not pretend to be better than you are.
- Be aware that many people would really like to have more contact with the people around them. That is true for your friends, your family and for strangers in the street. Everybody likes a smile, a happy 'good morning', a cosy little conversation. Everybody likes it when someone else shows sincere interest in him/her.
- Small-talk is very useful. It is always the start of something beautiful. The better you are in making connections, the more quality your life will get. You meet people who match well with you; you learn about new ways of thinking; you have more fun with people and you have a stronger social safety net.

