
Learning Activity 11-1. Introductions

OBJECTIVES

The objectives of this learning activity are to

- become comfortable in the learning environment by meeting others in the class
- have a first opportunity to practice networking skills.

MATERIALS

- none

TIME

- 15 minutes

INSTRUCTIONS

1. Explain that this is an opportunity to meet everyone.
2. Invite attendees to find a partner whom they don't know well.
3. Explain that they will introduce this person to the rest of the group.
4. The partners will have three minutes to talk to each other and find out each other's name, title, some interesting facts about the person, and the reason that person feels that networking skills would be helpful.
5. Each pair will come forward and introduce their partners by telling their names, titles, facts, and their interests in networking.
6. List their names on a flipchart page with their comments. Ask if anyone else shares any of these interests with the pairs.
7. Post the page so you can use it as a reminder throughout the session and even add additional items that learners bring up as questions or areas of interest.

Learning Activity 11-2. Self-Assessment

OBJECTIVES

The objective of this learning activity is to

- help participants assess their areas of strength and potential in the development of their professional networking skills.

MATERIALS


For this activity, you will need

- Assessment 11-1: Self-Assessment
- pencils.

TIME

- 20 minutes

INSTRUCTIONS

1.  Distribute **assessment 11-1**. Explain that this is an opportunity for participants to assess their networking skills and the areas they can focus on developing in this session.
2. Remind the learners that they do not have to share their responses, so they should be completely honest in the assessment.
3. Give the learners time to complete the assessment.
4. Conduct a debriefing discussion, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Which areas would you like to develop, if any?

Learning Activity 11-3. Networking Overview

OBJECTIVES

- The objective of this learning activity is to
- provide learners with an understanding of the key principles of networking.

MATERIALS





For this activity, you will need

- PowerPoint slides 11-7 through 11-22
- Training Instrument 11-1: Networking Worksheet.
- pads of sticky notes on tables
- pens or pencils.

TIME









- 60 minutes

INSTRUCTIONS

1.  Show **slide 11-7**, which quotes Juan Enriquez, the director of the life sciences project at Harvard Business School and the author of *As the Future Catches You* (2001). In his book, he writes about the power of networking through the technology of computers and the Internet. He uses various examples to show how that kind of networking has become an integral part of business today. Even the local auto repair shop can create a community of users that forms an expanding network. This module explores techniques to help set up and expand a network.
2.  Read the definition of networking on **slide 11-8** to the participants to produce a common understanding of the term.
3.  Present **slide 11-9** and let the participants know that the theory of six degrees of separation illustrates how small our world is with existing communications technology and the power of networks.
4. If you wonder why networks are so powerful, think of the origin of the term *six degrees of separation*. In the 1960s, psychologist Stanley Milgram conducted an experiment to discover how people are connected. He started a chain letter by mailing packets to 160 people in Omaha, Nebraska. The packet contained the instructions for creating the chain, including the name and address of the intended end recipient, a stockbroker who lived in Sharon, Massachusetts, and worked in Boston. These were the instructions: "Simply write your name on the packet (as a tracking device). Mail the packet to a friend or acquaintance who is likely to get it closer to the intended final recipient." In other words, each handler could only mail it to someone in his or her own existing network.
5. In the 1960s, written correspondence was the primary means of communication outside our respective local calling areas. Long-distance telephone was used sparingly because of expense and convention. Obviously, electronic media did not exist for the everyday user. Most people didn't have a network that was spread broadly across the globe as is possible today. By today's standards, most of those 160 people probably knew relatively few people outside their local communities, much less specifically closer to Massachusetts.
6. Amazingly, Milgram found that most of the packets reached their destination in five or six steps. Hence the term *six degrees of separation*. Milgram demonstrated that this is, indeed, a small world.
7. Fast-forward to the present: With the kind of connectivity we have today, people are only a degree or two away from a vast network of customers. The only question is how to tap that network effectively. The challenge is not only in the ways to make connections with the right people. The difficulty of networking is in the time and discipline it requires to cultivate and nurture our networks so they produce the results we need.
8.  Show **slide 11-10** and ask the participants the following discussion question: "What different networks do you already have?" Write their answers on a flipchart.

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Learning Activity 11-3. Networking Overview, *continued*

9.  Display **slide 11-11** to introduce the following key principles of networking:
 - give
 - trust
 - invest
 - embrace
 - master
 - energize.
10.  **Slide 11-12** suggests that the main networking activity should be to *give* something of value to individuals and to one's networks. Some ways to add value are to
 - help people in the network make timely and beneficial connections
 - offer qualified advice or ideas
 - share knowledge by emailing news or articles of interest
 - support people in times of need.It is important to
 - focus on giving more than you ever hope to receive
 - separate giving from receiving; don't ask for anything in the same interaction in which you are giving.
11.  When you show **slide 11-13**, explain to the learners that *trust* works here in two ways:
 - You must trust the process of building your network.
 - You must realize that it takes time to build trust in the relationships you cultivate in your network.
12.  **Slide 11-14** will give you the opportunity to tell the participants that *investing* time to truly connect, to get to know people, and to create real relationships is key. People sense when others are being authentic, and networks don't grow out of superficial relationships.
13.  Show **slide 11-15**, which highlights that one of the key principles in networking is to embrace. Explain that it is important to be inclusive and gracious—*embracing*—in every interaction you have. You never know when or with whom opportunity will knock!
14. Be open and ready for opportunities when they present themselves. Every time you go to a public place or answer the phone, be mentally prepared to interact graciously and generously.
15.  Show **slide 11-16** to discuss how essential it is to *master* a skill. Tell the group it is important to become known for something and become the sparkling center of your networks. In his book *The Tipping Point*, Malcolm Gladwell identifies those he calls mavens: people who have reliable information on one or more topics. Even without being an expert on any particular subject, you can become a hub by expertly connecting people who seek information with those who have it. Be a connector! Gladwell defines connectors as people who have a “special gift for bringing the world together.” Although it seems that some people come by this talent naturally, connecting also can be a skill that you can master.
16.  Show **slide 11-17** to start a discussion about positive energy. Ask the group this question: “Have you ever noticed how a compliment or your positive attitude caused someone to brighten up?” People naturally are attracted to those who are positive and optimistic and who exude energy. The more energy you produce, the more people will seek you out— even strangers who could lead you to windfalls.
17.  Show **slide 11-18**, which emphasizes that the word *work* is part of *network*. Make the key point that the value of effective networking is not necessarily apparent until a salesperson starts to reap the rewards. In the meantime, networking is hard work and requires discipline to maintain daily and weekly activities while you wait for results. Some routines will help salespeople network more consistently and effectively. Here are some points to emphasize with your participants:
 - Networking is hard, but fulfilling, work.
 - It takes enthusiasm and discipline.
 - It is critical that salespeople plan for the activities and tasks that build networks.
 - They should continue to explore ways to integrate networking activities into the routines that are driven by a schedule or by their task list.

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Learning Activity 11-3. Networking Overview, *continued*

18.  Show **slides 11-19 through 11-21**, which outline this exercise:

Step 1: Using 3 x 5-inch sticky notes, each participant should write down one idea per page about the different networks that are available to him or her.


Step 2: Collect the notes and post them on a wall or flipchart. Some of the ideas that people will come up with include chambers of commerce, trade associations, and clubs. Let them be creative with ideas.

Step 3: After about five minutes, when all ideas are posted, ask the class to review the ideas and sort them by priority.

Step 4: Identify the top 10 ideas for the next part of the exercise.

Step 5: Each participant selects the network that he or she wants to join. It's fine for a salesperson to choose a network to which he or she already belongs.

Step 6: Split the class into pairs.

Step 7:  Pass out copies of **training instrument 11-1**. Ask everyone to complete the worksheet for the network they selected.

Step 8: After 10 to 15 minutes, ask the pairs to share their worksheets orally with the class.

19.  Show **slide 11-22**, which outlines the following exercise.

Note to facilitator: In the following exercise, you will help the participants capture learning and prepare to use their knowledge on the job.

Step 1: Ask each pair to work together to answer the questions on the slide.

Step 2: After 10 to 15 minutes, ask each pair to share the answers.

Option: Ask the participants to write out their answers so you can give them to their managers for follow-up after training.

Learning Activity 11-4. Building Rapport

OBJECTIVES

The objectives of this learning activity are to

- demonstrate the power of focusing on discovering similarities instead of noting differences
- build rapport and relationships among participants.


MATERIALS

- PowerPoint slide 11-24

TIME

- 60 minutes

INSTRUCTIONS

1.  Show **slide 11-24**, which lists several ways to build rapport.
2. Ask participants to brainstorm individually on the different ways they identify themselves or roles that they commonly play. Examples may include parent, spouse, musician, writer, athlete, collector, or student, to name a few. Ask them to write down all that come to mind.
3. Give them five minutes to work on their lists. Then ask them to pick the five roles that are most important to them. Remind them that these are not necessarily where they spend the most time.
4. After the participants have completed their lists, ask them to stand up, walk around the room, and network with others. Their goal is to find another person with the same roles in their top five. As they find their top five role matches, ask them to spend a few moments discussing with each other why those roles are important to them.
5. After 30 minutes, ask participants to return to their seats.
6. Use the following discussion items to build upon the discoveries they made in this networking session.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Ask if anyone found someone else with the same top five roles. Were they surprised?
- Ask if people were surprised at the number of matches they found with other people, or if they found an unexpected commonality with someone.
- Ask participants to reflect on how it felt to discuss a commonly prioritized role.
- Explore how the discovery and discussion of similarities helps to build rapport between people.

Learning Activity 11-5. Creating Partnerships

OBJECTIVES

The objective of this learning activity is to

- create a plan to develop mutually beneficial partnerships.

MATERIALS







For this activity, you will need

- PowerPoint slides 11-25 and 11-26
- Training Instrument 11-2: Planning the Partnership
- Training Instrument 11-3: Mentoring Considerations
- Training Instrument 11-4: Mentoring Starter Conversation
- Training Instrument 11-5: Effective Partnership Self-Check.

TIME

- 35 minutes

INSTRUCTIONS

1.  Present **slide 11-25** to introduce the concept of creating partnerships. Show **slide 11-26**, and discuss the first item on the slide. Explain that partnerships can take many forms, but the one thing they should all have in common is that they should be win-win situations. Mutually beneficial partnerships ensure that each party not only brings information and expertise to the table, but also benefits from the other party's experience.
2.  Distribute **training instrument 11-2**, and go through each of the items on the worksheet about planning partnerships. Discuss them, using an example that is appropriate to your organization and audience.
3.  Discuss the second item on **slide 11-26**. Another type of relationship that is vital to advancement and understanding of the levels of the organization is mentoring.
4.  Distribute **training instrument 11-3**, and go through the items on the worksheet on mentoring considerations. Ask whether this form reminds participants of any potential mentors in the organization. (If time permits, you can allow them to fill out this form with some of their initial thoughts on mentors and discuss any questions.)
5.  Distribute **training instrument 11-4**. Explain that this form is a place for them to begin their mentoring relationships. These questions, together with any of their specific concerns and interests, can help the partners understand each other and the goals for the mentoring relationship. Go through the items on the form. Ask the learners if they can think of any additional questions or topics to bring up in their initial mentoring meeting.
6.  From time to time, all partnerships need to be reviewed to ensure that they are still meeting the needs of each participant. Distribute **training instrument 11-5**, which checks to see whether the partnership is still effective. Walk the learners through this worksheet, continuing the example you described in the section on the Planning the Partnership Worksheet.
7. Conduct a debriefing discussion, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- What benefits do you see that partnerships could bring to your development?
- What partnerships do you currently have in place? How do these help you?
- Have you had a mentor in the past? What qualities do you think are important in mentors?
- Have you ever mentored anyone else? In what topics of expertise could you mentor others?

Learning Activity 11-6. Putting It All Together

OBJECTIVES

The objective of this learning activity is to

- create a plan to continue to develop networking skills.

MATERIALS



For this activity, you will need

- PowerPoint slides 11-28 and 11-29.

TIME

- 15 minutes

INSTRUCTIONS

1.  Show **slide 11-28**. Explain that it's time to ensure that today's session fulfilled the objectives you discussed at the beginning of the workshop.
2. Present the objectives for the day and briefly summarize the ways the class addressed those objectives.
3.  **Slide 11-29** outlines a plan of action for one day, one week, and one month after the workshop.
4. Ask the participants what happens if they don't immediately use information they get in workshops. (Most of the time they will respond that they'll lose it.)
5. Explain that this is why you'd like them to practice these principles right away so they will retain the valuable insights they've made today.
6. Go through each item on **slide 11-29**. You can use the items as listed or adjust them to suit your organization or any special areas of professional networking skills.
7. Ask for the learners' commitment to do these three activities.
8. Conduct a debriefing discussion, using the questions provided.

DISCUSSION QUESTIONS FOR DEBRIEFING

- Do you have any questions about the techniques we've discussed here today?
- Which of these techniques do you feel will be a useful addition to the methods you use right now?
- Do you have any other questions or concerns about developing networks, creating partnerships, or establishing mentoring situations that you'd like to discuss?

Training Instrument 11-1. Networking Worksheet

| |
|---|
| <i>Networking Strategies</i> |
| 1. _____ |
| 2. _____ |
| 3. _____ |
| <i>Tactics . . . First Steps</i> |
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
| 5. _____ |
| <i>The Ways I Will Measure Success</i> |
| 1. _____ |
| 2. _____ |
| 3. _____ |
| 4. _____ |
| 5. _____ |

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Training Instrument 11-1. Networking Worksheet, *continued*

Networking Worksheet Example

| |
|--|
| <i>Networking Strategies</i> |
| <ol style="list-style-type: none">1. Get more business from current customers2. Join XYZ Club |
| <i>Tactics ... first steps</i> |
| <ol style="list-style-type: none">1. Segment current customers into three groups (used us in past three months; used us in past six months; and more than nine months since they used us); send a customized email to each and set up a trace system to send articles or other value-added communications.2. Find out the cost of joining XYZ Club and get budget approval. After joining, select a committee to join, such as membership, and become active in the club. |
| <i>The ways I will measure success</i> |
| <ol style="list-style-type: none">1. Keep track of the responses I get from customers to my communications and keep track of how many customers increase their number of purchases.2. I get accepted to a committee within three months of joining. After six months, I have five strong relationships. Before nine months I have at least three referrals for business and one purchase. |

Training Instrument 11-2. Planning the Partnership

Whether you are planning a formal or informal partnership structure, all of the parties involved in the partnership effort should be part of the planning process. If representatives create a draft document, then the plan needs to be discussed and all questions answered at the partnership kick-off meeting. Every effort should be made to eliminate assumptions and document expectations. Use the worksheet to develop the draft plan.

| |
|---|
| Goals and Objectives of Effort |
| Roles of Partnership Parties |
| Measures of Success for Effort and Partnership |
| Resources and Champions for Efforts |
| Accountability (When and What) |

Training Instrument 11-3. Mentoring Considerations

| KNOW YOURSELF | |
|---|--|
| Where are you in your career? | Where do you want to be? |
| What are your strengths? | What are your weaknesses? |
| What do you want from a mentoring relationship? | |
| FINDING A MENTOR | |
| Whom could you ask for referrals? | What networks, organizations, or contacts could you use to locate potential mentors? |
| Who are some people who exemplify the traits and skills you want to develop? | Think about past mentors. What were the qualities you appreciated most in them? |
| How would you describe your needs to a prospective mentor? | |
| Finish this statement: If my mentoring relationship is wonderfully successful, I will be able to: | |

Training Instrument 11-4. Mentoring Starter Conversation

GETTING TO KNOW YOU

Tell me about an accomplishment of which you are particularly proud.

What assignments have been challenging to you in the past? Which ones have been least challenging?

What are your most important values?

What are your strengths? What areas do you need to develop?

What makes you unique? (Consider your values, interests, competencies, skills, personal traits, and style.)

What part of your education or work experience has been the most valuable to you over the years?

What actions have you taken to manage your career? What assistance may I provide?

What lessons have you learned from your successes and failures?

Who is a mentor who has helped you in the past? (Consider co-workers, supervisors, coaches, teachers, and friends.) How did they help you?

What is your biggest challenge in trying to balance your work and personal life?

What questions do you have for me?

Finish this statement: If my mentoring relationship is wonderfully successful, I will be able to:

Training Instrument 11-5. Effective Partnership Self-Check

Effective Partnership Self-Check

Directions: As partnerships progress, consider important aspects of the partnership, to appreciate what's effective and healthy and to identify stumbling blocks and work to rectify any impediments. Key participants in the partnership need to discuss together, frankly and openly, each factor listed below. Revisit earlier issues to confirm that the partnership has remained on course and not veered into unexpected paths. If it has, this job aid can suggest a course correction.

| |
|--|
| GOAL ALIGNMENT—KEY QUESTIONS |
| <input type="checkbox"/> Determine Goals What does each stakeholder hope to achieve? |
| <input type="checkbox"/> Seek Clarity Does each stakeholder understand and support the partners' goals? |
| <input type="checkbox"/> Achieve Reciprocity Is there perceived equity in goal achievement? |
| ROLE CLARITY—KEY QUESTIONS |
| <input type="checkbox"/> Tasks What are the responsibilities of key stakeholders? |
| <input type="checkbox"/> Power How is authority distributed? |
| TRUST BUILDING—KEY ACTIONS |
| How are the key stakeholders doing on the following trust-building efforts? <input type="checkbox"/> Be credible. <input type="checkbox"/> Be nice. <input type="checkbox"/> Be optimistic. <input type="checkbox"/> Be flexible. <input type="checkbox"/> Be open and honest. <input type="checkbox"/> Be supportive. |
| PROCESSES |
| How are the following key processes working for the key stakeholders? <input type="checkbox"/> decision making <input type="checkbox"/> conflict resolution <input type="checkbox"/> communications <input type="checkbox"/> health check review. |

Assessment 11-1. Self-Assessment

| 1 = Never | 2 = Seldom | 3 = Sometimes | 4 = Often | 5 = Most of the Time |
|-----------|------------|---------------|-----------|----------------------|
|-----------|------------|---------------|-----------|----------------------|

How are your networking skills and your abilities at building rapport? Next to each behavior listed below, write the number that indicates how frequently you act or respond in these ways.

INTERPERSONAL COMMUNICATIONS

- | | | | | | |
|--|---|---|---|---|---|
| 1. I listen more than I talk. | 1 | 2 | 3 | 4 | 5 |
| 2. People are not hesitant to approach me or ask questions of me. | 1 | 2 | 3 | 4 | 5 |
| 3. I follow up with the new contacts I make. | 1 | 2 | 3 | 4 | 5 |
| 4. I work to develop mutually beneficial relationships. | 1 | 2 | 3 | 4 | 5 |
| 5. I pay attention to the body language of others. | 1 | 2 | 3 | 4 | 5 |
| 6. I ignore distractions when in conversation with others. | 1 | 2 | 3 | 4 | 5 |
| 7. I am conscious of my tone and body language and the messages they send. | 1 | 2 | 3 | 4 | 5 |
| 8. I do not make inappropriate comments or use foul language. | 1 | 2 | 3 | 4 | 5 |

*Total score for this section*_____

NETWORKS

- | | | | | | |
|---|---|---|---|---|---|
| 9. I am active in professional, social, or community organizations. | 1 | 2 | 3 | 4 | 5 |
| 10. I continually seek new networks and partnerships. | 1 | 2 | 3 | 4 | 5 |
| 11. I have a mentor to help me in my career and meet regularly with this person. | 1 | 2 | 3 | 4 | 5 |
| 12. I use online networks to develop business relationships. | 1 | 2 | 3 | 4 | 5 |
| 13. I have an online identity that reflects my business goals. | 1 | 2 | 3 | 4 | 5 |
| 14. I use networks to find the answers to business challenges. | 1 | 2 | 3 | 4 | 5 |
| 15. I ensure that my networks are productive and positive. | 1 | 2 | 3 | 4 | 5 |
| 16. I contribute information and assistance to those I partner with, as well as soliciting information from them. | 1 | 2 | 3 | 4 | 5 |

*Total score for this section*_____

*Survey TOTAL*_____

Review each section to determine the areas in which you would like to make improvements. As you go through today's session, think about the ideas you hear that will allow you to be more effective in those areas. List those ideas in the spaces provided.

INTERPERSONAL COMMUNICATIONS

NETWORKS

Assessment 11-2. Program Evaluation

Name (optional):

Course:

Date:

Company:

Instructor:

Time:

Instructions: Answer the questions below. For questions 1 through 10, circle the appropriate number, using the following scale:

1 = Definitely No; 2 = No; 3 = Not Sure/Not Applicable; 4 = Yes; 5 = Definitely Yes

- | | | | | | |
|--|---|---|---|---|---|
| 1. Did you enjoy this workshop? | 1 | 2 | 3 | 4 | 5 |
| 2. Did you obtain the information that you needed? | 1 | 2 | 3 | 4 | 5 |
| 3. Will the handouts be valuable as job aids? | 1 | 2 | 3 | 4 | 5 |
| 4. Do you feel that the information from this workshop will help improve your networking skills? | 1 | 2 | 3 | 4 | 5 |
| 5. Would you like to attend an advanced course on this topic? | 1 | 2 | 3 | 4 | 5 |
| 6. Did the instructor know the subject matter? | 1 | 2 | 3 | 4 | 5 |
| 7. Was the pacing of the class comfortable for you? | 1 | 2 | 3 | 4 | 5 |
| 8. Were questions answered completely and clearly? | 1 | 2 | 3 | 4 | 5 |
| 9. Did the instructor's presentation style keep your attention and interest in the subject matter? | 1 | 2 | 3 | 4 | 5 |
| 10. Would you recommend this program to others? | 1 | 2 | 3 | 4 | 5 |
| 11. What would you have liked to see more of in this program? | | | | | |
| 12. What would you have liked to see less of in this program? | | | | | |
| 13. What is one thing you learned in this program that you will be able to put into practice in the workplace? | | | | | |