



Erasmus+

GENERAL DESCRIPTION OF THE BLOCK

NETWORKING SKILLS

Networking skills (6)

DESCRIPTION:

The possibility of networking in the work of a member of the Youth Council (YC) or the Youth Parliament (YP) is equally important in the internal work of YC/YP members, as well as in contacts with the international environment. Networking makes it possible to combine information, knowledge and the skills of various people, e.g., YC/YP members and the creation of new bonds, learning from each other, the implementation of common goals. It is also important for YC/YP members to build relations with representatives of other organizations and institutions - they allow for a wide range of contacts and competencies as needed. It is also very important to have a possibility to network the groups of the youth that are represented by particular members of YC/YP.

MINDSET:

Related to the role of networker, which we want to awake in participants and encourage them to.

KNOWLEDGE:

Understands the role of networking for YC/YP operations
Knows their value and options and knows what they can offer to others
Knows working methods that contribute to networking

SKILLS:

Knows how to listen to and combine different topics and experiences.
Makes it safe for people to share their experience
Can moderate meeting and equalize the boldness/shyness of particular participants.
Knows how to deal with rejection (method of 100 rejections)
Can connect people in a functional network within one's team and in contacts with external partners.

ATTITUDE:

Proactively reveals strengths of youth council members
Sees resources that could be useful for YC/YP in every person and organization
Recognizes the power of networking

Networking skills

GOALS OF THE BLOCK

(What specifically do we want to achieve with the block)

Preparation of YC/YP members for networking people, groups and organizations by:

- enriching the participants' knowledge on networks and networking,
- experience of necessary communication and cooperation with others.
- gaining experience in involving various people and discovering their resources,
- analysis of one's own and group activities conducive to and hindering the achievement of the goal by participants of the game,
- identification of skills and attitudes important in the game that are key for the networking person,
- formulation of conclusions important for the networker,
- writing down the activities of the person building the network.

MATERIAL

(that will be necessary to prepare the block)

Flipchart + felt-tip pens

Pictures/photos/metaphorical cards (e.g., DIXIT) – slightly more than the number of participants

Post-it notes

Envelopes - one per participant

Printed, cut sheets (25 pieces) with information for participants.

A4 paper

LENGTH IN MINUTES

(how much time will be necessary for the block)

15 min. + 30 min. + 45 min. + 45 min + 10 min. = **145 min.**

SUMMARY

(list of individual activities)

- Introduction, a brief Icebreaker
- Theoretical introduction
- Game: "24 pieces"
- Analysis of the activities during the game
- Summary of the networker's competences

Introduction, short icebreaker



~ 15 min.	Introduction, short icebreaker
Goal	<ul style="list-style-type: none">• Preparation of the participants to take part in the training.• Getting the participants to know each other.
Materials/preparation	Flipchart, felt-tip pens, Illustrations/photos/metaphoric cards (e.g., DIXIT) – slightly more than the number of participants
Activity	<ul style="list-style-type: none">• Getting to know each other, getting to know the facilitator• If need be, a short Icebreaker <p>The facilitator puts various photos/metaphorical cards/illustrations on the floor and asks the participants to choose one that somehow expresses how they feel now (or recently). Then each person describes their associations with their image and shares their mood.</p>
Summary	The facilitator indicates how important it is for networking to create conditions for people to get to know each other

Theoretical introduction



~ 30 min.	Theoretical introduction
Goal	<ul style="list-style-type: none">• Enriching the YC/YP members' on networks and networking
Materials/preparation	<ul style="list-style-type: none">• Flipchart, felt-tip pens,• Post-it notes
Activity	<p>The facilitator introduces the participants to a new block - informs about the method they will work with (workshop - experimental methods), introduces participants to the goals of the block and the schedule.</p> <p>The facilitator asks the participants what their personal expectations are from these classes and asks them to write them down on pieces of paper - one on one piece of paper. Then facilitator organizes the needs into similar areas and relates to them - says which will be met and which will not be met, and why.</p> <p>The facilitator discusses the competences of the networker using the Reference Material No. 1 Networker</p>
Summary	<p>The facilitator asks if the participants see themselves in this role, if they have the experience of connecting other people, and if so, talks with the participants about how that can be used in their work at YC/YP.</p>

24 pieces - Game



~ 45 min	24 pieces - Game
Goal	<ul style="list-style-type: none">• experience of necessary communication and cooperation with others by YC/YP members.• gaining experience in involving various people and discovering their resources.
Materials/preparation	<p>Materials: Envelopes - one per participant Printed, cut paper (25 pieces) with information for participants. Cards for each participant are to be put in an envelope. A4 paper Flipchart and felt-tip pens</p> <p>Preparation: Logistics: Number of participants: 10-24 Duration of the game: 30 minutes. Preparation time: 10 min. Number of instructors needed to prepare: 1 Number of instructors required for one game (minimum): 1 Environment: indoors</p>

24 pieces - Game



~ 45 min	24 pieces - Game
Activity	<p>24 Pieces Game</p> <p>The game is a variant of the Farmers or the ZIN Obelisk. No information is given in this game other than the quest and rules (below). Participants sit in a circle. The facilitator gives them cards with the task and says that they have 40 minutes to complete the task. The initial phase is very dramatic, because the facilitator doesn't say anything more, no questions, and at most repeats that all the necessary information is on the sheets. The facilitator has to resist pressure from participants who "don't know" what to do and will keep asking the facilitator what they are actually asking for. The facilitator has to keep repeating that they have 40 minutes to complete the task and he has already told them everything they need to do and what they need is on their cards. The facilitator observes the participants during the game - their behavior, roles taken, processes taking place in the group, the way to achieve the goal.</p> <p>The facilitator distributes the envelopes to the group (up to 24 people) of participants with information sheets. Each player has 1-2 pieces of information.</p> <p>Task for the group (written on a flipchart):</p> <ul style="list-style-type: none">- Find an answer to the question: In what order did John's group visit these countries? <p>Rules:</p> <ul style="list-style-type: none">- the player's task is to precisely answer questions asked by others, they can also ask questions- the player may not show or read information from their card to anyone
Summary	After 40 minutes, the facilitator stops the game (if the participants did not find a solution) or ends it earlier, when the participants quickly managed to find it.

Analysis of the activities during the game



~ 30 min	Analysis of the activities during the game
Goal	<ul style="list-style-type: none">• analysis of one's own and group activities conducive to and hindering the achievement of the goal by participants of the game,• identification of skills and attitudes important in the game that are key for the networking person,• formulation of conclusions important for the networker,
Materials/preparation	Flipchart, felt-tip pens,
Activity	<p>What the game has taught us - analysis The facilitator says that the participants will now discuss the game and draw conclusions from it for the person who connects people and organizations in the work of YC/YP.</p> <p>The facilitator guides the analysis according to the following points: -personal evaluation of participation in the game + feedback from other participants and the facilitator, -assessment of the team as a whole - statements of participants + information from the facilitator, - how easy/difficult it was for the participants to fulfill the role of a networker in times of stress and pressure related to the task, - what experience have they had of involving members who did not have important information to complete the task.</p>
Summary	<p>The facilitator summarizes the experience of the game: emphasizes how important it is to be able to put yourself in the shoes of others and use their potential to the full, not just resources that are obvious.</p> <p>The facilitator urges to discuss the ways to impede such an attitude and ways to limit it, and vice versa - to find mechanisms that support the competences we talked about.</p> <p>The facilitator writes down ideas on a flipchart in 2 columns.</p>

Summary of knowledge and the networker's competences and attitudes



~ 10 min	Summary of knowledge and the networker's competences and attitudes
cel	<ul style="list-style-type: none">• formulation of conclusions important for the networker,• writing down the activities of the person building the network.
materiały / przygotowanie	Flipchart, felt-tip pens, Post-it notes
Aktywności	<p>The facilitator asks the participants for their opinion on what important activities the networker performs, and what attitudes they should have.</p> <p>Lists the submitted proposals on 2 parts of the poster. Facilitator emphasizes the importance of attitudes, e.g., respect for the competences of each of the network participants allows them to be effectively involved and motivated to share their resources.</p>

REFERENCE MATERIALS

Reference Material No 1

Networker

Networker is a person who is deeply convinced that each person has some unique gifts that can be shared with others. They are open to each person and their uniqueness, actively discover and bring out the strengths and possibilities of the people with whom they come into contact, and proactively create and search for possible connections with other people and organizations. A networker can think and empathize with the qualities and needs of individuals and entire organizations, simplify these needs to comprehensible complete concepts and forms of expression, and in this simplicity combine them with other network links that either offer it themselves or have these possibilities, but do not yet deliver them at their full potential.



REFERENCE MATERIALS

Reference Material No 2

Info cards for players

You can only tell this information to others – you cannot show it!!!	Some information you received are irrelevant and will not help you to solve the task.	You can only tell this information to others – you cannot show it!!!	Having studied the maps, managers decided to exchange all rental cars for 4x4 ones.	You can only tell this information to others – you cannot show it!!!	Slovakia was the first country visited by Paul's group.
You can only tell this information to others – you cannot show it!!!	Before preparing the schedule, Pavla asked employees of tourist guide office for information.	You can only tell this information to others – you cannot show it!!!	During the trip, there were a lot of problems with communication and cultural misunderstandings.	You can only tell this information to others – you cannot show it!!!	Peter's group visited Hungary as the last one.
You can only tell this information to others – you cannot show it!!!	It was hard to decide which group was the best when it came to foreign languages.	You can only tell this information to others – you cannot show it!!!	Meteorologists forecasted a clear and humid day.	You can only tell this information to others – you cannot show it!!!	The group needs to answer the following question: "In which order did Peter's group visit chosen countries?" Your group has all the necessary information.

Materiały pomocnicze

Materiał pomocniczy nr 2

Karty z informacjami dla graczy

You can only tell this information to others – you cannot show it!!!	Pavla and Petra were happy how the groups handled the language and cultural barrier.	You can only tell this information to others – you cannot show it!!!	All four groups visited different countries at the same time and exchanged in the end of their trip to each.	You can only tell this information to others – you cannot show it!!!	Before exchanging the rental cars – it was proved they can't go on unpaved roads.
You can only tell this information to others – you cannot show it!!!	Paul met with Peter to discuss their trip plan, but it was Pavla who prepared the schedule.	You can only tell this information to others – you cannot show it!!!	During his trip, Paul visited the Czech Republic as the third country.	You can only tell this information to others – you cannot show it!!!	New dictionaries turned out not to be very useful in breaking the language barrier in particular countries.
You can only tell this information to others – you cannot show it!!!	All four IBM managers visited four countries in a different order.	You can only tell this information to others – you cannot show it!!!	Each IBM manager had their favorite country and prepared their trip plan to visit their favorite country as the first one.	You can only tell this information to others – you cannot show it!!!	IBM's training also talked about excursions to four countries, when participants divided into four groups lead by four managers.

Materiały pomocnicze

Materiał pomocniczy nr 2

Karty z informacjami dla graczy

You can only tell this information to others – you cannot show it!!!	Although Robert did not lead any of the groups, he significantly helped to solve a lot of issues that day.
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You can only tell this information to others – you cannot show it!!!!	The group that got early for breakfast started their trip in Poland.
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You can only tell this information to others – you cannot show it!!!	Pavla's group was not the last in the Czech Republic.
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You can only tell this information to others – you cannot show it!!!	Pavla's group is the one that got up early for breakfast.
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You can only tell this information to others – you cannot show it!!!!	Petra's group was in Poland before going to Slovakia.
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You can only tell this information to others – you cannot show it!!!	Peter, Petra and Paul spend the first evening discussing the countries they visited and going through the maps.
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You can only tell this information to others – you cannot show it!!!!	Preparing the schedule was difficult because Peter and Pavla wanted to start their trip in the same country.
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