1.2 Training course network mangement

Schools can use and develop existing support structures for families through networking. Net-working protects and fosters "little children" and strengthens families.

Networks create added value in schools
- information growth and improved structures
- networks have characteristics of continuing professional development (CPD)

Social networking brings together information from the town area, enables the networking of information, individual advice and the courses in parental education. Networking aids the planned use of resources in districts, bundles competen-ces, creates entry to target groups accustomed to learning and promotes the opening of institutions to the theme of parental education.

Networks function in a legally different way from other organisations. Different cultures come to-gether; conflicts of interest and competition are a permanent component of networking.

Additionally, network projects must be tied in with the local authorities and soon take on their own momentum. Inter- organisational networks require special competences of those involved.

In the framework of the appropriate course, teachers should be empowered to create and manage networks and their projects.

Target group

The target group of this INSET course is intend to be teachers who work as coordinators in a net-work, with a name like "School and its external partners" and who help to manage crisis times in the school year and in school careers and who are organising transitions.

Course programme

Session 1
Welcome, getting to know one another, Evaluation

▸▸ Material 1

Session 2
Role and identity of the network managers

▸▸ Materials 2 and 3

Session 3
Network diagnosis

▸▸ Materials 4 and 5

Session 4
Features and properties of networking

▸▸ Additional materials 3

Session 6
Formulating network goals

▸▸ Materials 7

Session 7
Networks - Opportunities and risks

Session 8
Background Institutions

Session 9
Possible conference methods for networks

▸▸ Additional materials 8 and 9

Appendix

▸▸ Material

According to professionally managed networks and co-operative networks of Move Organisationsberatung GbR, Münster

Session 1: Welcome, getting to know you, evaluation

Step 1

Mutual Introductions
1. Seminar staff
2. Using card (see Material 1) "…and I´ll tell you who you are"- important questions are asked in a partner interview and the answers noted on a card. In a plenary a participant will introduce his/her partner with the help of the card notes.

Step 2

This activity can be done as an extension or at the beginning of the next session.
a. Each participant takes his/her own details and goes up to someone and says "My name is … I am …"
b. The other person introduces him/herself using his/her card and then they swap cards.
c. In the next round I take the details of person x and go to another person and say: these details belong to person x . I got them from … . My name is … and I am …

Step 3

Conversation guides to ascertain the expectations of the participants. Questions which you could ask the participants at the beginning of the CPD course.

What goals do you wish to achieve through participation in this course?
What are your expectations of the course?
What are your expectations of the tutors and the group members?
Do you wish to change anything regarding timing and venue?

Tell the participants to ask if they have problems or suggestions for improvement.

Step 4

Evaluation

Interview/ Conversation guide to record the participants 'level of satisfaction' at the end of a session, at the halfway stage or at the end.

Effect
1. Does the content of the course meet your expectations?
2. Will you be able to use the information gained?
3. How do you value the relationship between effort and gain?

Programme
4. Do you wish to comment on the structure of the course?
5. Would you change the activities, methods or handouts?
6. Do you have any comments on the tutors?
7. Do you have any comments on the group?

Organisation
8. Is the timing of the class suitable for you, e.g. start, breaks, finishing times?
9. Do you have any comments about the venue or the rooms?

General
10. Do you have any further positive or negative comments?
11. Do you have any further comments and/or suggestions for improvement?

Encourage the participants to give their feedback and their comments also in one-to-one conversations with you.

Sample questionnaire

Your opinion interests us. Please answer the following questions so that we can improve our course. Please judge to which extent the following statements match your opinion:

Categories:	+ +	matches to the greatest extent
	+	mainly matches
	+/–	matches about 50%
	–	matches to the least extent
	– –	doesn't match at all

1. The course completely met my expectations.

....

2. The stated aims of the course were entirely met.

....

3. The course is of great use in my work.

....

4. The course is of great personal use to me.

....

5. The effort and benefits are well balanced.

....

6. The structure of the course was clear, the learning approach suitable.

....

7. The support material and handouts were meaningful.

....

8. The course was well organised (venue, locality, infrastructure, timing, breaks, course description, information etc.)

....

9. There was a pleasant, stimulating climate for working and learning.

....

10. Which topics could have been shortened or left out?

....

11. Which topics were missing or should have been covered in greater detail?

....…..…

12. What struck you most positively?

....…..…

13. What could be improved?

....…..…

14. How do you judge the longer term effects of this course (in a professional or personal capacity)?

....…..…

15. On what topics would you be interested in taking another course or extension course?

Finally please give us some personal details

16. year of birth: ....…......

17. gender: female   male

18. How did you find out about the course?

....…..…

Session 2: Role and identity of the network manager

Network management is a demanding leadership task. Those in the network perceive in different ways how network management works. Different representations exist because of different patterns of experience. The network managers also feel they are addressed differently through the behaviour of those involved and influence the work of the network though their personal values and opinions.
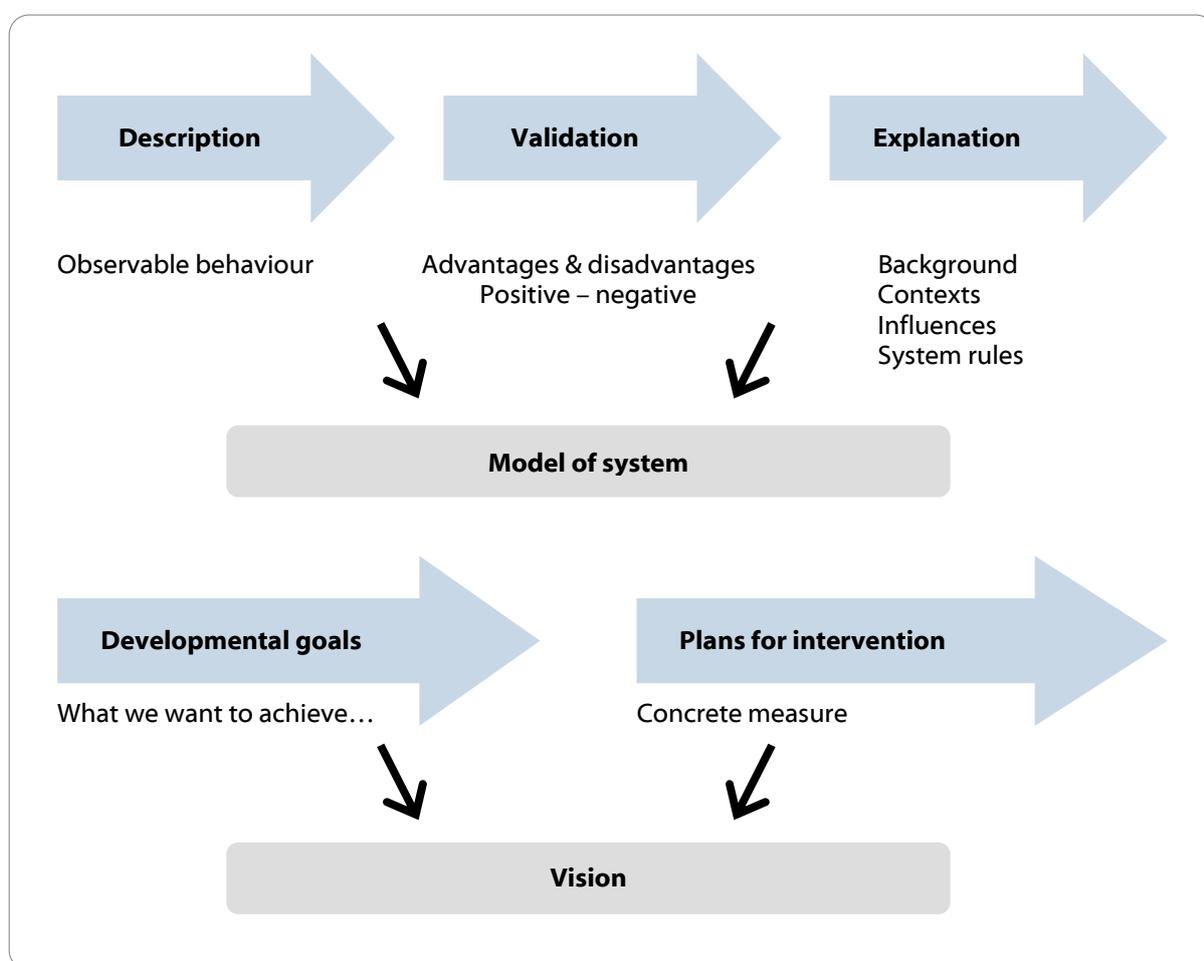
⏩ **See: Material 2 and 3**

Connecting task for the plenary:
Agreeing "The rules of the game"
What are your personal expectations of working cooperatively in the seminar?

Discussion: Do these apply to networking?

Session 3: Network diagnosis

1. participants
2. target setting
3. arranging cooperation
4. successes/outcomes of the net

5. stability of the net
6. transfer of information
7. basic structure
8. finance

Description → **Validation** → **Explanation**

Observable behaviour | Advantages & disadvantages Positive – negative | Background Contexts Influences System rules

Model of system

Developmental goals → | **Plans for intervention** →

What we want to achieve… | Concrete measure

Vision

Task: to create a common view for all /to develop a common "roadmap"

▶▶ **See: Material 4 and 5**

Session 4: Comments and properties of networks

Step 1

Clarification of network terms

> *Basic inputs on:*
> 1. Networking in general
> 2. Social networking
> 3. Organisational networking
> 4. Cooperation
> 5. Structural features

1. Networking in general
A system comprising several interconnecting elements which enable and involve an exchange of information, material and/or values.

2. Social network
A personal network which has as a basis a common interest and is stimulated through current events and is visible.

3. Organisational networking:
A combination of several organisations which can exchange information and/or material if required. Organisational networks are also described as cooperative platforms.

4. Cooperation
A form of voluntary institutional cooperative working of at least two institutions. Goal-oriented cooperation takes place.

5. Structural features
- confidence/system confidence
- self engagement
- reliability
- negotiation and decisions
- on-lasting connections
- network identity
- cooperation

Step 2

Categories to describe networks
1. Who is involved? (person/ function, institution)
2. How frequently?
3. At what distance?
4. At what density? Wide or narrow meshed?
5. Number of participants in network
6. Degree of freedom of choice?
7. Equality of social units?
8. What exchange process is at the centre?
9. How is the exchange organised? Degree of institutionalisation of the interactions?

Step 3

Starting point analysis / system descriptions
- discovering and understanding the principles of construction, the "scaffolding" for one's own use
- directing "spotlights" from different angles onto particular work and also life situations
- clarification of situations – these represent a personal as well as a collective learning process
- realities of groups are created via common descriptions via the seeking of consent and via comprehensibility
- situation analyses conducted as a group aim to exchange information on individually experienced realities and raise awareness of the mutual workplace situation …

▶▶| **See: Additional material 3**

Session 5: Managing networks and cooperative alliances

Selection and inclusion
- identifying, contacting, informing and winning partners
- proceeding with identity formation

- avoiding fluctuations
- agreeing system and performance goals
- developing a strategic orientation
- recognising and consideration of subjects

Exchange and resources
- defining competences and areas of responsibility
- arranging communication
- organising the exchange of relevant information and the flow of communication. Creating opportunities for the exchange
- making mutual trust possible
- balancing competition and cooperation
- recognising conflicts and making them manageable
- enabling win-win models

Securing and validating results
- clarifying the situation with those involved
- reflecting and validating the results of the work and the form of cooperative work
- working out the consequences together
- working out new agreements

Particular functions of the management
- network management influences the rules of play and the model of relationships within the system
- the formal and informal rules of the system are influenced in that targeted attention is focussed in the communication
- on the relationship level it is important for network managers to be functionally high ranking
- on the content level a hierarchy and centralized decision-making are dysfunctional in networks.

Responsibilty for the process demands communication
- integration processes
- processes of understanding
- processes of negotiation

- decision processes
- validation processes

Actively designing networks
- Selection: Choice and connection
- Allocation: Organisation of the exchange between those involved
- Regulation: Coordination of the deployment of resources
- Evaluation: securing results and validation for the persons, the organisations and the network involved

▶▶ **See: Material 6**
▶▶ **See: also additional materials 5, 6, 7**

Session 6: Networking goals

System goals
What should be achieved through the creation of the network? What do we want?
What does the commissioning authority want?
Who should profit from the work of this network?

Structure goals
Who should be in the network?
How should the time and place of the networking be arranged?
Who should undertake the management?
Who should have what rights to information and what responsibilities?

Performance goals
What should be achieved and in what timescale?
Who does what with whom and for how long?

Obligatory goals
(difficulty with dates, finance …)?

Desirable goals
(team building, political goals …)?

▶▶ **See: Material 7**

Session 7: Networks – opportunities and risks

Features of a network
- a space free from hierarchy
- open system borders
- few available incentives and sanctions
- decentralised organisation
- multiple roles and functions of networkers

Possibilities from the partners' view:
- increased power of innovation
- control of resources
- collective intelligence and problem solving
- strengthening of one's own position

Possibilities from the client's view
- Gain through achievements
- innovative products
- everything in one place
- quality assurance

Possibilities from the view of the commissioning authority:
- networks as a means of steering
- location factor - cluster formation
- making channels of information usable
- making regional interests visible to all by people from the region.

Session 8: The institutions in the background

Working dependently
- Keep in mind the background of the stakeholders.

- Changing perspective: What do the others know or think about our institution?
- Organize reciprocal visits
- Plan the participation of colleagues and superiors.
- Take internal PR seriously.
- What do we need in the organizations to achieve successful cooperation?
- Who is doing the internal anchoring or moving the process forward?
- How can we inform colleagues?
- What are the competences of the colleagues in the network inner circle?
- How satisfied are your colleagues with what they learn from the network?
- Who has to be informed of imminent changes?
- How happy are we, the stakeholders, with the outcomes of the network?
- Keep give and take in balance.

Session 9: Possible network conferencing methods

Open Space
➲ www.agonda.de/open-space/open-space.html

World Café
➲ www.theworldcafe.com/principles.htm
➲ www.informdoku.de/themen/methoden/pdf/worldcafe.pdf

Appendix

Material 1

… and I'll tell you who you are

○ The fresh air, the sun and lots of beautiful scenery.
   The place where I live …
   The region I grew up in …

○ Work is only half of life?
   The chances of me becoming a workaholic…

○ Children are a blessing.
   Family is important for me …

○ The ploughman homeward plods his weary way
   (quote from Elegy written in a country churchyard by Thomas Gray)
   I like to spend my evenings …

○ What's important and unimportant to me…

○ Better the devil you know…
   I like my colleagues best when…

Material 2

List of possible personal values

Achievements	Fast living	Order
Adventure	Financial gain	
Appreciation	Firm position	Peak performances
Art	Freedom	Professional advancement
	Friendship	Personal development
Challenging problems		Personal time management
Cheerfulness	Good working atmosphere	Physical challenges
Cleanliness	Growth	Power and authority
Close relationships		Pressure of work
Community	Happiness	Privacy
Competency	Helping others	Public service
Competition	Helping society	
Control over others Cooperation	Home place	Quality of actions I join in with
Creativity	Honesty	
		Religion
Decision-making ability	Independence	Reputation
Democracy	Influencing others	Responsibility
	Inner harmony	
Economic security	Integrity	Security
Effectiveness	Intellectual standing	Self-respect
Efficiency		Stability
Effort	Knowledge	Status
Engagement		Subject knowledge
Environmental awareness	Leadership	
Envy	Loyalty	Truth
Ethical behaviour		
Excitement	Meaningful work	Wealth
Exciting work	Merit	Wisdom
	Money	Wordly-wise
Family		Working alone
Fame	Nature	Working with others

Material 3

Personal values and their influence on my work in the network

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Step 1

My highest value…

From the preceding list of professional and personal values choose the ten most important values for you – as indicators of behaviour or as elements of a positive lifestyle. Add further values if you want.

Step 2

After you have chosen ten values, imagine you can only have five. Which five would you remove? Cross them out.

Now imagine you can only have four. Which one would you get rid of? Cross it out.

Cross out another and another.

Choose now one of the remaining two values and cross the other one out. Which value is the most important for you?

Step 3

Look again at your three most important values
- What do they mean exactly? What do you expect from yourself – also in difficult times?
- What do these values mean in terms of expectations of others?
- How would a network look that encouraged its members to live by these values?

Material 4

Assessment of my network road map

Describe:

Name of the network

....

Number of networkers

....

Who are the people involved?

....

What are the central exchange processes?

....

How will the exchange processes be organised?

....

What is my role in the network?

Assessment of my network road map!

What is the meaning of the description?

....

Where are the positive aspects in your opinion?

....

What are the negative aspects?

Explanations:

Which different influences, backgrounds and frameworks can be identified?

....
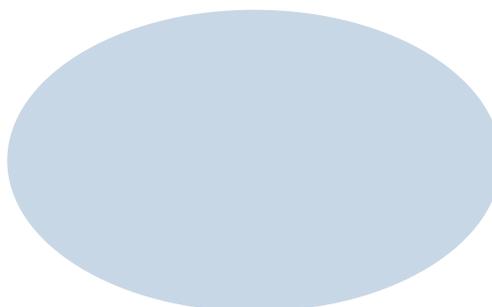
Material 5

Visualisation of network relationship

For each person involved a
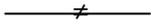circle is displayed or drawn

Person X
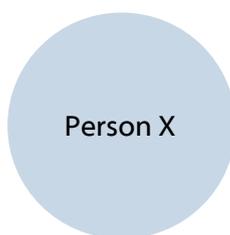
Or for a particular group of people
a larger circle or oval is chosen

The people are to be positioned so that proximity and distance reflect reality if possible from their viewpoint in the visualisation.

Using the different connecting lines, some aspects of the existing intensity of contact, frequency and direction can be made clear in the next step. It is also possible to make statements, e.g. about important conflicts.

Symbols to be used:

contact or exchange working in both directions
contact or exchange working in one direction
conflict (conflict noticeable to all, openly seen)
coalition, alliance of two people
potential contacts, not used

By circling you can make clear centres of activity in the network or identify who are the central people.

Material 6

How do I evaluate my own leadership competences?
Which leadership competences does my network currently need as a matter of priority?

	1	2	3	4	5	6	7	8	9	10	
Steering											
clear											showing possibilities
self-confident											willing to learn
traditional											modern
hands on, practical											visionary
slow to act											willing to act
goal oriented											open-ended
giving orientation											allowing uncertainty
active											reactive
setting professional standards											participating professionally
	1	2	3	4	5	6	7	8	9	10	
Coordinating											
focussed on results											open outcome
demanding											cooperative
regimenting											coordinating
results oriented											process oriented

	1	2	3	4	5	6	7	8	9	10	
setting goals											agreeing goals
avoiding dialogue											willing to enter into a dialogue
autocratic											democratic
oriented to a chain of command											team oriented
polarising											integrative

	1	2	3	4	5	6	7	8	9	10	
Consultation											
structural orientation											chaotic
directive											non-directive
judgemental											appreciative
supportive											emphasising autonomy
object oriented											people oriented
confrontational											avoiding conflict
critical											tolerant of mistakes
stimulating											listener
experienced											experimental

based on: E. Zander, Freiburg, Bavaria, 1994

Material 7

Scheme of goal categories

	System goals	Structure goals	Achievement goals
Obligatory goals			
Desirable goals			

Additional materials

Additional material 1

Warming up after a break:
Team building, a sheet of flipchart paper per group, task: at least 3 people must get to the goal without their feet touching the floor. (find a solution, tear the paper)

Additional material 2

Starting again after a break:
Different postcard mottos stimulate conversation on one's own feelings and lead the way into the next round of work.

Additional material 3

A hen with a squint saw the world at an angle and thought that it was really like that and that the other hens and the cockerel also saw it at an angle. She always walked sort of sidewards and was often bumping into walls. One windy day, she and the other hens were walking past the Leaning Tower of Pisa. "Look at that," said the hens, "the wind has blown this tower to the side." The hen with the squint looked at the tower and thought it was perfectly straight. She thought the other hens probably had a squint. *(from: Malerba; Die nachdenklichen Hühner, 1991)*

Additional material 4

"Consciousness is no more than the cultivation of talking to one another and unconsciousness is nothing more than the loss of things from such conversation – a keeping silent of things"

(Hillmann J./Ventura M.; Hundert Jahre Psychotherapie – und der Welt geht's immer schlechter, 1993)

Additional material 5

Network managers are like elephants with godlike authority who must see to it that the garden fence gets painted.
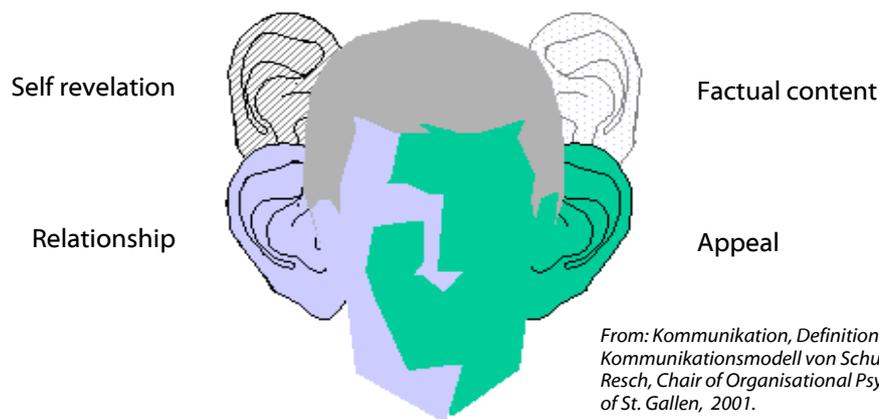
Additional material 6

Network managers mustn't take the train but sail! (= act in different ways depending on changing conditions!)

Additional material 7

The four eared receiver (Schulz von Thun) is divided into four categories: revelation ear, factual ear, relationship ear, appeal ear. According to Schulz von Thun, the receiver hears news in these four categories and must decide how he wants to absorb it. The model of the four-eared receiver below should be applied.

Model of the four eared receiver:

Self revelation   Factual content

Relationship   Appeal

From: Kommunikation, Definition Kommunikation, Kommunikationsmodell von Schulz v. Thun by D. Resch, Chair of Organisational Psychology University of St. Gallen, 2001.

To illustrate this model, there follows an appropriate example, representing all of Schulz von Thun's four ears:

A teacher is walking along the corridor to his class when a schoolgirl runs up to him and says, "Please, sir, Rosie has chucked her atlas into the corner."

The teacher may hear it in four ways:
- Factual content: Did she do it on purpose?
- (Self-) revelation "You are a telltale".
- Relationship: "Why are you telling me this? I'm not your policeman" or "I'm pleased you trust me."

- Appeal: "I'll come and see what the problem is."

People react mostly in one dimension and listen particularly sensitively through one ear. This can consequently interfere with communication, even regarding the piece of information. How does this happen? The sender must encode a piece of information in order to communicate; that means he/she conveys his inner state to the receiver with the help of signs during the transfer. Now it is the task of the receiver to decode these signs and to interpret them in his way.
⊃ wwwg.uni-klu.ac.at/psy/download/klin_02.pdf