

Overview

What This Questionnaire Measures

In the context of education, networking allows students to build and use social ties to gain support. Students who can successfully network perceive they are cared for, esteemed, and connected to a large group of concerned people (Davidson & Demaray, 2007; Malecki & Demaray, 2002). Researchers have found that adolescents who have a supportive network comprised of teachers, parents, and friends have improved school outcomes (Rosenfeld, Richman, & Bowman, 2000).

The Networking Questionnaire is designed to measure a student's proficiency in the three essential components of networking, which are:

1. Create ties with peers and adults.
2. Utilize ties for support to overcome barriers and achieve goals.
3. Support others to overcome barriers and achieve goals.

How This Questionnaire Is Accessed

Teachers can launch questionnaires and view both individual and aggregate student results by visiting <http://ResearchCollaborationSurveys.org>, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the questionnaires, teachers can see graphed results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel.

How This Questionnaire Is Completed

Teachers make the questionnaire available to students by providing the URL to the survey site and a survey code. Students then enter the survey code and a student number assigned by the teacher. Students complete the questionnaire by self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (*Not very like me*) to 5 (*Very like me*). The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.

The following example items represent each of the three essential components:

- *When I'm around someone I don't know, I introduce myself.* (Create Ties)
- *If there is something that I want to find out about, I ask around.* (Utilize Ties)
- *I try to help people the best I can.* (Support Others)

The items on the questionnaire are written at a fifth grade reading level, per the Flesch-Kincaid¹ readability score. Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, and having a scribe fill in the response option.

¹ Kincaid, J.P., Fishburne, R.P., Rogers, R.L., & Chissom, B.S. (1975). Derivation of new readability formulas (automated readability index, fog count, and flesch reading ease formula) for Navy enlisted personnel. Research Branch Report 8-75. Chief of Naval Technical Training: Naval Air Station Memphis.

How to Use the Results

Networking Questionnaire results can be used by both teachers and students. To ease interpretation, results are displayed on a 100-point scale. These scores can be interpreted similar to grades (e.g., 70-79 is a C). Results by essential component support reflection on relative strengths and areas for improvement.

Students can use the questionnaire results to build an awareness of their social support network. They can use their individual results to cultivate or strengthen ties with others and then use those ties to build a strong support network.

Teachers can enhance their instructional practices by encouraging peer interactions, and then reinforcing the importance of networking. After combining this targeted instruction with guided practice and independent practice, teachers can continually re-administer the Networking Questionnaire and alter their instruction accordingly. This allows teachers to engage in a process of data-driven decision making in order to increase their students' fundamental ability to create and utilize ties with peers and adults. Numerous resources for teaching networking are available at <http://CCCFramework.org/Resources.html>.

Technical Information

The Networking Questionnaire was developed in 2015 by Research Collaboration (<http://ResearchCollaboration.org>). An extensive review of related research resulted in the identification of three components that are essential for successfully applying networking. Following this literature review, it was determined that networking requires individuals to create and utilize ties to overcome barriers and achieve goals, and to support others in doing so as well.

The questionnaire is currently being beta-tested with high school and middle school students.

Questionnaire

Networking Questionnaire

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID _____

Date _____

	Not very like me → Very like me				
	1	2	3	4	5
1. When I'm around someone I don't know, I introduce myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I participate in extracurricular activities like clubs or sports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There are very few people that I can turn to for support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I make an effort to stay in touch with people I don't see often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When I meet people, I ask questions to get to know them better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Whether I know someone or not, I often start up a conversation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There are a lot of people in my school I can rely on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Instead of just making small talk, I usually tell people about myself or talk about common interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I ask for help when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I accept help if I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If there is something that I want to find out about, I ask around.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I'd rather deal with a problem on my own than ask anyone to help me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I have trouble keeping friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If I need support, I reach out to others for their advice or assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. If I'm struggling on an assignment, I ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I try to help people the best I can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. When people talk to me, I show that I'm interested by giving them my full attention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I try to avoid hearing about other people's troubles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I'll help a classmate if they're struggling with an assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When my friends have problems, I listen to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I rarely help others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I'll talk about whatever other people feel like talking about, not just my own interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>