Learn to Lead

Networking Breakout Session: Facilitator guideline

***“It is not your duty to complete the work, neither are you free to desist from it.” Mishna Avot***

The facilitator will use three different white board pages to record the group’s discussions. First they will begin by asking each individual to say what they think networking is, and then they will have the group vote on the 5 main networking related words. From there the group will create a working definition of networking specific to Hillel.

1. What is networking?
* Each person will define the term networking.
* The group will vote on 5 main networking related words.
* The group will create a working definition for “Networking” in relationship to UM Hillel specifically.
1. How to network and create networks?

The Facilitator will ask each participant to use a blank sheet of paper and for them to draw circles of their various networks. They will then discuss ways to get connect these circles together.

Example of Networks: Fraternity Brothers, Work Associates, Classmates, Intramural Sprots, Hillel friends, etc.

Example of connecting Networks together: U-doodle creates an interfaith doodle about God, using relationships with Fraternity, JAMS, conversation with Father Corbishley, and the Hillel Rabbi.

The facilitator will guide a discussion on the important strategies that are derived from this exercise. Discussions should emphasize the following.

* Go out there have conversations and understand and be prepared with your message.
* Document your conversations
* Sharing and follow –up.
* The importance of networking for leaders.
* Data base/network of key players.
* Sharing information.
* Create opportunities.

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Listening Breakout Session: Facilitator guideline

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1. The Facilitator will ask each person to take their shoes off and to put them in the middle. Each person will take one of the pairs and try to identify the person who it belongs to. After each person identifies the owner, the owner will then try to find the pair of the other person. They each will explain why they think the shoes belong to that person. After, each pair will ask the other specific questions and will work to listen to the answers.
* Your first kiss? Best trip? Who is your idol?
* Details to remember - what was the feeling?

1. The facilitator will use three different white board pages to record the group’s discussions. First they will begin by asking each individual to say what they think ‘Listening’ is, and then they will have the group vote on the 5 main ‘Listening’ related words. From there the group will create a working definition of “Listening”.

What is ‘Listening’?

* Each person will define the term ‘listening’.
* The group will vote on 5 main ‘listening’ related words.
* The group will create a working definition for “Listening”

 The facilitator will try to emphasize the following important traits of good listening.

* Active listing – from the beginning to the end, ask open questions.
* The importance of setting up the tone so that good listening is possible.
* Comfortable environment with no distractions.
* What to ask?

\*\*\*\*\*\*\*\*\*\*If there is time\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

1. Group story telling.

***The group will be asked to tell a story about dating. One person will begin and after 30 seconds the next person will continue the story making sure that through good listening the story continues congruently to the first storyteller. Each participant continues the story after 30 seconds.***

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Personal Narrative for Leadership Breakout Session: Facilitator guideline

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The Facilitator guides the session according to the Telling your programmatic story:

1. Why is important to tell your story. (see the personal narrative below)
2. Give them the work sheet. (see below)
3. Than each person tells his personal story.
4. Build the definition together.

**The Personal Narrative**

* Personal Narrative
	+ A real story describing something important and memorable that **happened to you**
	+ Stories that are important either
		- Engender an **emotion**
		- Teach a **lesson**
	+ The Narrative describes how the emotion or lesson influenced you to take action
* Personal Narrative reflects
	+ Values
	+ Passions
	+ Motivations
* Personal Narrative allows you to
	+ Be vulnerable and emotional
	+ Open up to the person sitting across from you
	+ Create an open, safe space that inspires the person across from you to open up
	+ Have a conversation where two people see their commonalities so that they can work together

The Personal Narrative Worksheet

|  |  |  |
| --- | --- | --- |
|  | Example | Your Personal Narrative |
| Story | I went to Israel on Birthright. We were hiking in Ein Gedi and I was looking at the waterfall and for the first time really realized that I was in the homeland of the Jewish people. |  |
| Emotion/Lesson | In that moment I felt a sense of home and belonging that I never felt before. I really enjoyed that feeling that Israel gave me. |  |
| Action | I came back from Birthright but knew that I needed to give back in some way. I decided to donate to the Jewish National Fund and be a volunteer for them in the US.  |  |