

# Networking Formative Questionnaire Technical Report

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## 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 et al., 2000).

The Networking Formative 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 <https://www.ccc.student.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 Microsoft Excel.

The questionnaire can be cited as:

Gaumer Erickson, A. S., Soukup, J. H., Noonan, P. M., & McGurn, L. (2016). *Networking Formative Questionnaire*. College & Career Competency Framework. <https://www.cccframework.org/>

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Gaumer Erickson, A. S., Soukup, J.H., Noonan, P. M., & McGurn, L. (2022). *Networking Formative Questionnaire technical report*. College & Career Competency Framework. <https://www.cccframework.org/>

### How This Questionnaire Is Completed

Teachers make the questionnaire available to students by providing the URL to the survey (<https://www.ccc.student.org/>) and a survey code (specific code for each launched survey); both the URL and survey code are provided on the website when a survey is launched. Students 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 items on the questionnaire are written at a fifth-grade reading level, per the Flesch-Kincaid<sup>1</sup> 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.

## How to Use the Results

Networking Formative 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 and independent practice, teachers can continually re-administer the Networking Formative 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 <https://www.cccframework.org/resources>.

## Technical Information

The Networking Formative Questionnaire was developed in 2015 by Research Collaboration (<https://www.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 was tested for reliability using Cronbach's coefficient alpha<sup>2</sup> with 426 students in fourth grade through post-high school. Demographic data of grade and gender were added to the questionnaire in fall 2017. Of the 426 students that completed the survey, 99 are not included in this demographic data. Of the 327 students that responded to demographic items, 172 (53%) were female, 139 (43%) were male, and 16 (5%) did not report gender. The dataset includes 190 in fifth grade, 31 in ninth grade, 26 in 10th grade, 41 in 11th grade, 26 in 12th grade, and 11 post-high school.

Overall, the Networking Formative Questionnaire was found to be moderately reliable (22 items;  $\alpha = .855$ ). The Create Ties subscale consisted of eight items ( $\alpha = .768$ ), the Utilize Ties subscale consisted of seven items

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<sup>1</sup> 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 No. 8–75). Naval Air Station Memphis.

<sup>2</sup> Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297–334. <https://doi.org/10.1007/BF02310555>; Cronbach, L. J. (1988). Internal consistency of tests: Analyses old and new. *Psychometrika*, 53(1), 63–70. <https://doi.org/10.1007/BF02294194>

( $\alpha = .767$ ), and the Support Others subscale consisted of seven items ( $\alpha = .699$ ). When converted to a 100-point scale, the bottom quartile ranged from 32 to 67, and the top quartile ranged from 83 to 100.

The questions that make up each component are listed below. Questions that are framed negatively, and therefore reverse scored, are designated with “(N).”

#### Create Ties

1. When I’m around someone I don’t know, I introduce myself.
2. I participate in extracurricular activities like clubs or sports.
3. There are very few people that I can turn to for support. (N)
4. I make an effort to stay in touch with people I don’t see often.
5. When I meet people, I ask questions to get to know them better.
6. Whether I know someone or not, I often start up a conversation.
7. There are a lot of people in my school I can rely on.
8. Instead of just making small talk, I usually tell people about myself or talk about common interests.

#### Utilize Ties

9. I ask for help when I need it.
10. I accept help if I need it.
11. If there is something that I want to find out about, I ask around.
12. I’d rather deal with a problem on my own than ask anyone to help me. (N)
13. I have trouble keeping friends. (N)
14. If I need support, I reach out to others for their advice or assistance.
15. If I’m struggling on an assignment, I ask for help.

#### Support Others

16. I try to help people the best I can.
17. When people talk to me, I show that I’m interested by giving them my full attention.
18. I try to avoid hearing about other people’s troubles. (N)
19. I’ll help a classmate if they’re struggling with an assignment.
20. When my friends have problems, I listen to them.
21. I rarely help others. (N)
22. I’ll talk about whatever other people feel like talking about, not just my own interests.

## Networking Formative 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 <span style="font-size: 2em;">→</span> 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"/>