



USAID
FROM THE AMERICAN PEOPLE

EDC Learning
transforms
lives.

Mindanao Youth for Development Project

Life Skills:

Learning, Working, Serving



Module 3: Leadership & Teamwork

Facilitator's Manual



MYDev Life Skills Curriculum
An Adaptation of EDC's Work Ready Now! Curriculum

Module 3: Leadership & Teamwork

*“Ang mga lider ay tinuturing na huwaran.”
Leaders are always taken as role models.*

Leadership Objectives

By the end of the module participants will:

- ✓ Define the qualities of an effective leader
- ✓ Identify some of the characteristics and behaviors of an effective leader
- ✓ Clarify their own leadership styles
- ✓ Apply cooperation skills to work effectively in a team
- ✓ Motivate and organize others
- ✓ Describe steps for problem solving and decision making

Module Overview

 Activity	 Time
 Session 1: We Are All Leaders	2 hr 10 min
1: Introductory Activity & Learner's Reflection	55 min
2: Leadership Styles	1 hr 15 min
 Session 2: Leading Teamwork / Group Cooperation	1 hr 30 min
3: Introductory Activity	25 min
4: Floating Stick – Working Together	1 hr 5 min
 Session 3: Problem Solving & Decision Making	1 hr 30 min
5: The Human Knot – Group Problem Solving	50 min
6: Problem Solving Steps	40 min
 Session 4: Task Leadership	2 hr 20 min
7: Task Leadership Competition	1 hr
8: Module 4 Review and Application	1 hr 20 min
	Total Time: 7 hr 30 min

Module 3 Materials and Preparations

- Basic training materials:** manila paper, markers, tape, A4 paper.
- Make sure participants have their Participant's Handbook available.

Session 1:

- 1 paper ball
- Learners' Reflection
- Prepare a manila paper with the proverb (below) to discuss with learners
- Review objectives of the module
- 1 rope (or a chalk to draw on the floor)
- 🖐️ **Handout 3.1: What Makes a Great Leader?**
- Make 1 copy of **Facilitator Tool 3.A: Cut-Out Page Leadership Styles**, cut out the leadership styles and fold them in half before the activity
- 🖐️ **Handout 3.2: Leadership Styles**

Session 2:

- 1 paper ball
- Review materials for the session
- Collect 3-4 long sticks beforehand (approx. 3 meters long each) (one for each group of 8-10 learners)
- 🖐️ **Handout 3.3: Cooperation and Leading Teamwork**

Session 3:

- 1 paper ball
- Review the instructions to give to participants and the debriefing questions
- 🖐️ **Handout 3.4: Problem Solving Steps and Tips**
- 🖐️ **Handout 3.5: Scenarios for Problem Solving Steps**

Session 4:

- Gather as many handkerchiefs as needed (or other cloth) for the blindfold activity
- Prepare a whistle or a bell (if available) to use for the activities.
- 🖐️ **Handout 3.6: Team Task List**
- Prepare 3 statements that represent main topics learned in this module, printed them, and cut each one into a 3-4 piece puzzle (see step 1). Prepare a set of all 3 puzzles for each of the 3 group.
- Review topics covered in the module
- Prepare a prize for the best presentation of the application of learning
Make 1 copy per participant of the End-of-Module Assessment

SESSION 1: WE ARE ALL LEADERS

Activity 1: Introductory Activity & Learner's Reflection

- ✓ **Objectives** – By the end of the activity, participants will be able to:
- Review the main concepts of the previous module (Work Habits and Conduct)
 - Identify the topics that are important for leadership and teamwork
 - Work well in a team
 - Identify the different roles people may play in a team

 **Time Required:** 55 minutes

 **Methodology:** large group discussion and activity

 **Materials and Preparation:**

- 1 paper ball
- Learners' Reflection
- Prepare a manila paper with the proverb (below) to discuss with learners
- Review objectives of the module
- 1 rope (or a chalk to draw on the floor)



Steps:

- Welcome participants to Module 3 and quickly review some of the key points on Work Habits and Conduct covered during Module 2. Have participants pass a paper ball. The person who catches it has to give an example of how they have used what they learned (wrote CV & application letter, had an interview, are improving their time management skills or balancing work and family life better, etc.)

(5 min)

- Ask participants to think about the proverb found at the beginning of Module 4: “Ang mga lider ay tinuturing na huwaran” (Leaders are always taken as role models). What is the meaning?

Explain that this module will focus on leadership and teamwork. Ask them what they think the relevance is between the proverb and the module. How does it relate to real life? Stress that we are all leaders in some way or another, either at work or in our personal lives. The first session will cover leadership styles. State the main Key Topics of this session (below).

(10min)

Key Topics

- Leadership qualities
- Leadership styles

3. Have learners take the **Learner's Reflection** in their Participant's Handbook. Explain that this is not a test but is a way to see what they already know or do not know about the topics.

Explain the meaning of each column (1, 2, 3, 4). Tell them that you will read a few statements. For each statement they need to check the column that best describes them. Stress the importance of answering honestly and independently.

Read one statement at a time and allow time for learners to think of an answer.

(15 min)

4. Set a relaxed tone by doing the following energizer called All Aboard: Draw a large circle on the floor (could be with chalk or a rope in the shape of a circle). Ask all participants to fit into the circle. Reduce the size of the circle after every successful attempt and have them try to fit in it. Keep reducing the circle size until it is really impossible for all to fit in. (Encourage them to be creative by standing on one foot, lifting people, etc.). Explain that working well as a team and having good leadership activities help groups to do this activity successfully.

(15 min)

5. Debrief together.

(10 min)

Debriefing Questions:

- a. How do you find the activity? What was easy and what was difficult in this activity?

(It was increasingly difficult as the circle became smaller. Learners may say that it was difficult to agree on what to do, to find ways to fit in the circle, etc.)

- b. What are things that you did as a group that helped you find a way for everyone to fit in the circle?

(Stepping on each other's feet to save space, lifting people, laying down on the floor, etc. It is very important to cooperate with others in the team.)

- c. What were some of the roles you saw people playing in this activity?

(Some gave ideas, others just told people what to do, a few were deciding how to fit in the circle, others were following what the few said... Some roles were that of a leader – collecting ideas, helping choose the idea, and helping the group try out that idea, or think of other idea, until the task is accomplished.)



Learners' Reflection: Module 3 Leadership & Teamwork

There are no right or wrong ways to answer this survey. It is for your own use during this course. The facilitator will read a skill that is listed in the left column. Think about yourself and your experience. Read the statements across the top. Check the column that best represents your situation. At the end of this module, we'll take this survey again.

Ang mga katanungan dito ay para sa inyong sariling gabay sa inyong mga natututunan sa araling ito. Lahat ng inyong mga kasagutan ay ating tatanggapin.

Babasahin ng inyong Facilitator ang isang kaalaman, kasanayan o kakayahan. Magbalik-tanaw sa ang inyong mga karanasan at i-tsek ang sagot na naaangkop sa inyong sitwasyon. Sa pagtatapos ng araling ito, sasagutin ulit natin ang parehong mga katanungan.

<p>My experience Knowledge, skills and abilities</p> <p><i>Kaalaman, kasanayan at kakayahan</i></p>	<p>1 I don't have any experience doing this.</p> <p><i>Wala akong karanasan sa paggawa nito</i></p>	<p>2 I have little experience doing this</p> <p><i>Mayroon akong konting karanasan sa paggawa nito</i></p>	<p>3 I have some experience doing this</p> <p><i>Mayroon akong karanasan sa paggawa nito</i></p>	<p>4 I have a lot of experience doing this.</p> <p><i>Marami akong karanasan sa paggawa nito</i></p>
<p>Demonstrating leadership in my personal life and with others, at work or in the community/ <i>Personal na isinasabuhay ang katangian ng isang lider sa sarili, sa iba, sa trabaho man o sa komunidad</i></p>				
<p>Promoting group cooperation / <i>Nagtataguyod ng pagkakaisa sa grupo.</i></p>				
<p>Helping others accomplish a task by providing guidance & leadership / <i>Pagtulong sa gawain ng iba ng matagumpay kanilang gawain dahil sa iyong gabay at pamamahala.</i></p>				
<p>Understanding my own leadership style/ <i>Naiintindihan ang sariling kakayahan ng pamumuno.</i></p>				
<p>Using necessary steps to solve problems well – identification, information gathering, generating, choosing and evaluating a solution/ <i>Paggamit ng naayon na paraan sa paglutas ng problema, sa pamamagitan ng pagtukoy, pangangalap ng karampatang impormasyon nang makapaglatag ng epektibong solusyon.</i></p>				

Activity 2: Leadership Styles

- ✓ **Objectives** – By the end of the activity, participants will be able to:
- Identify characteristics or qualities of a good leader
 - Define and demonstrate different leadership styles
 - Recognize that leadership styles should change according to the context or situation

 **Time Required:** 1 hr 15 min

 **Methodology:** small group activity, role plays, large group discussion

 **Materials and Preparation:**

-  **Handout 3.1: What Makes a Great Leader?**
- Make 1 copy of **Facilitator Tool 3.A: Cut-Out Page Leadership Styles**, cut out the leadership styles and fold them in half before the activity
-  **Handout 3.2: Leadership Styles**



Steps:

- Show some pictures of famous leaders and let the participants identify what are their significant contributions to their community or to society? Let them also identify their qualities/character that made them good leaders. You may also ask the participants to give examples of leaders who they think are inspiring (people from their communities or other people they may know.)

(Expect responses on qualities such as enthusiasm, courage, self-control, to make decisions, clear vision, planner, believer in themselves and others, dedication, pleasant, empathetic and understanding, generous, responsible, cooperative, passionate)

Stress the point that each one of us can be a leader. A leader does not need to be famous or a celebrity. Each one of us can be a leader in a given situation.

(20 min)

- Ask learners to read about what makes a great leader in **Handout 3.1: What Makes a Great Leader?** in their Participant's Handbook. Explain that these are important characteristics, values, or attributes that good leaders have. Ask a few learners to give examples of 1-2 people they know who have those characteristics.

(15 min)

- Explain that not all leaders have the same style. A different style of leadership may be needed depending on the situation.

Bring the 4 main styles of leadership that you cut out and folded before the class (from **Facilitator Tool 3.A: Cut- out Page: Leadership Styles**). Divide participants into 4 groups and have each group select a folded piece of paper. Explain that each group has been given a different type of leadership style and that they have to:

- a. Discuss the meaning of the leadership style and think of examples of people who usually lead in that way.
- b. Prepare a short 1-minute role play that shows the type of leader you have been assigned.

(20 min)

► **LOW LITERACY ALTERNATIVES** ◀

Make sure there is one person who can read in each group so they can read the description. The facilitator should go around to each group and describe the type of leader that the group has been given. The facilitator can also demonstrate or act out the type of leader so the group understands the qualities of their type of leader.

4. Ask each group to do their role play and have the other participants guess what type of leadership style is being shown. After some discussion, have someone from the group read the description. Discuss when this type of leadership style is most appropriate. Tell participants to refer to **Handout 3.2: Leadership Styles** in their Participant's Handbook. Repeat the process for each leadership style.

(20 min)

Application of Learning:

Ask participants to reflect upon and write about their own leadership style in the writing space at the end of Session 1 of Module 3 in their Participant's Handbook:

- a. Their own leadership qualities – Which qualities do you already have and which qualities would you like to improve upon?
- b. Their leadership style: What is your preferred leadership style? Which are you least comfortable with? Is it possible to use /adopt all types of leadership styles?

Facilitators Tool 3.A: Cut-Out Page: Leadership Styles

Cut on the dotted line and give each group one type of leadership style:

----- ✂ ----- ✂ -----

The “*Authoritarian*” Leader:

- a. Identifies a problem, considers alternative solutions, chooses one of them, and then tells followers what they are to do.
- b. May or may not consider what the group will think or feel about the decision, but they clearly do not participate in the decision---making.
- c. Assigns roles.
- d. Relies primarily on his or her own judgment.

----- ✂ ----- ✂ -----

The “*Persuading*” leader:

- Like the “*Authoritarian*” leader, makes the decisions without consulting the group. Instead of simply announcing the decision he or she attempts to persuade the group members to accept the decision.
- Describes how the decision fits everyone’s interests.

----- ✂ ----- ✂ -----

The “*Consulting*” Leader:

- Gives the group a chance to influence the decision from the beginning.
- Presents the problem and relevant background information, then asks the members for their ideas on how to solve the problem.
- May offer a possible solution for the group members’ reaction.
- Selects the solution the members regard as most promising.

----- ✂ ----- ✂ -----

The “*Joining*” Leader:

- Participates in the discussions as “just another” member agreeing in advance to carry out whatever decision the group makes.
- Encourages group decisions.
- Allows for individual recognition.
- Tends to guide, not rule.

 **Handout 3.1: What Makes A Great Leader?**

To help you improve your leadership skills, here are examples of what makes a great leader.

1) Determination

A great leader has never-ending determination. He is the first one to initiate an idea and the last one to give up. It is because of a leader's determination that projects are completed.

2) Flexibility

A great leader can adapt to any situation. He sees the situation from many different angles and can adjust himself accordingly.

3) Resourcefulness

Leaders don't always get what they want easily but they are creative. They think of ways to get what they want.

4) Creativity

Thinking of effective ways of doing things that don't require a lot of time, effort or money.

5) Self-confidence

People will follow a leader who believes in him or herself. This does not mean being arrogant; rather, it means trusting in yourself and your abilities.

6) Positive Attitude / Optimism

A great leader has a positive outlook and tries to make the best out of everything.

7) Responsibility

A great leader understands that whatever happens in his team (whether good or bad) is his responsibility. He does not take all the credit for work well done and does not blame others when there is failure.

8) Good Communication Skills

What makes a leader great is his ability to communicate effectively with his team. A good leader understands that people don't understand messages in the exact same way so is always confirming what s/he has said or has heard is understood.

9) Consistency / Reliability / Accountability

A great leader is dependable, always does his/her best, takes action & delivers good results.

10) Planning Ahead

A good leader plans and knows what is up ahead. He has good judgment in predicting what may happen in the future and can make work decisions based on that.

11) Patience**12) Being Objective**

A good leader does not take sides but is open to different opinions.

13) Perceptive

A good leader has an awareness of the people s/he is leading.

So what makes a great leader? It is a mix of these qualities. You don't necessarily have to possess all of them, but you should at least strive to develop many of them.

 **Handout 3.2: Leadership Styles**

As a leader, it is important to understand the different styles of leading. The style you choose will depend on the context in which you are working – who you are working with and what their needs and expectations are, whether or not you have a deadline, the task at hand, etc.

Four of the most typical leadership styles are:

1. The “Authoritarian” Leader:

- Identifies a problem, considers alternative solutions, chooses one of them, and then tells followers what they are to do.
- May or may not consider what the group will think or feel about the decision, but they clearly do not participate in the decision-making.
- Assigns roles.
- Relies primarily on his or her own judgment.

2. The “Persuading” leader:

- Like the “Authoritarian” leader, makes the decisions without consulting the group. Instead of simply announcing the decision he or she attempts to persuade the group members to accept the decision.
- Describes how the decision fits everyone’s interests.

3. The “Consulting” Leader:

- Gives the group a chance to influence the decision from the beginning.
- Presents the problem and relevant background information, then asks the members for their ideas on how to solve the problem.
- May offer a possible solution for the group members’ reaction.
- Selects the solution the members regard as most promising.

4. The “Joining” Leader:

- Participates in the discussions as “just another” member agreeing in advance to carry out whatever decision the group makes.
- Encourages group decisions.
- Allows for individual recognition.
- Tends to guide, not rule.

Which style is more appropriate and when?

The **Authoritarian** and **Persuading** styles of leadership are most prevalent:

- In large groups
- In passive groups
- In groups which seldom meet
- At times when a quick decision or deadline must be met

The **Consulting** style of leadership is most effective and/or prevalent:

- In large groups
- In motivated groups
- In organized groups

The **Joining** style of leadership is most prevalent and/or effective:

- In small groups
- In highly motivated groups
- In groups that can deal with a less structured environment. There might be a lot of brainstorming, trying things out but switching direction as needed, etc.
- In groups which have a relatively high need for independence
- In groups where the members have the necessary knowledge and experience to deal with the problem
- In groups where the members expect to share in decision-making

SESSION 2: LEADING TEAMWORK / GROUP COOPERATION

Activity 3: Introductory Activity

- ✓ **Objectives** - By the end of the activity, participants will be able to:
- Review the main concepts of the previous session
 - Reflect on prior experiences and knowledge regarding leading a group

 **Time Required:** 25 minutes

 **Methodology:** individual reflection, large group discussion

 **Materials and Preparation:**

- 1 paper ball
- Review materials for the session



Steps:

- Remind participants that the last session talked about 4 different leadership styles: authoritarian, persuading, consulting, and joining and they wrote their reflections on the type of leadership style that they think they have. Ask volunteers to share their reflections. Have 5-10 learners answer.

Explain that this session is going to focus on leading teamwork and group cooperation.

(10 min)

↔ Key Topics ↔

- Communicating as a leader
- Fostering group cooperation
- Leading team work

- Ask participants to close their eyes and think about a time when they were a leader. It can be a leader of anything – a group task at school or in their community, at a job, being a leader on a sports team. How did they like playing that role? What made it difficult or easy? Allow a couple of minutes for learners to think in silence.

Ask for 2-3 volunteers to share their experiences with the large group. Emphasize that as a leader it is important to communicate effectively and promote group cooperation. This session will help them develop or deepen these skills.

(15 min)



Activity 4: Working Together

- ✓ **Objectives** – By the end of the activity, participants will be able to:
- Work cooperatively in a team
 - Identify factors that promote effective team work
 - Practice teamwork and value the importance of group effort

 **Time Required:** 1 hr 5 minutes

 **Methodology:** large group activity and discussion

 **Materials and Preparation:** Manila paper, markers, tape

- Collect 3-4 long sticks beforehand (approx. 3 meters long each) (one for each group of 8-10 learners)
-  **Handout 3.3: Cooperation and Leading Teamwork**



Steps:

- Tell participants that they are now going to get more practice learning how to work together and communicate in small to medium sized groups. Divide them into 4 groups and have them line up in two rows facing each other.

Introduce the stick (or a long, thin, lightweight rod/plastic pipe or bamboo).

Ask participants to point their index fingers and hold their arms out. Lay the stick down on their fingers. Get the group adjust their

finger heights until the stick is horizontal and everyone's index fingers are touching the stick.

Explain that the **objective** is to lower the stick to the ground. **Each person's fingers must be in contact with the stick at all times.** Pinching or grabbing the stick is not allowed --- it must rest on top of fingers.

Reiterate to the group that if anyone's finger is caught not touching the stick, the task will be restarted.

(10 min)

- Let the task begin...

(20 min)



3. After some teams have successfully lowered the stick to the ground, debrief (see below). Not all teams may have succeeded in lowering the stick. Explain that it is ok and that they can continue trying after the session. **(10 min)**

Debriefing Questions:

- a. What did the group do first?
- b. What type of cooperation skills did you need to be successful as a group?
- c. What creative ideas were suggested and how were they received?
- d. What roles did different people play in the group? Did some people take on a leadership role?
- e. As a leader, how can you encourage group cooperation?
- f. What situations in life/work/home could you compare to the stick?

Usually participants think this is going to be an easy activity but then they find that despite the light weight of the stick, it is difficult to get it down to the ground! Everybody needs to communicate well, planning a strategy and then implementing it. Cooperating and focusing on what each other is doing is the key to success in this activity. Usually people take on leadership roles at different points in the activity, depending on how it is going. The stick can represent any task or problem that a group at work, home or in the community has to work together to resolve. Leaders need to make sure that everybody is "on board" by engaging individuals directly, asking questions, asking for ideas, complimenting people when they have a good idea or take an action that helps the group, etc.

4. To deepen the discussion on teamwork, discuss **Handout 3.3: Cooperation and Leading Team Work** in their Participant's Handbook. Connect and relate the discussion to the last activity. Reflect further on the aspects of teamwork and strategies that their own team used in this activity by checking the boxes that apply to their team.

Application of Learning: Imagine that after you finish your training as welder (*use the particular training course of the group*) you need to be organized as a group to qualify for post-training assistance. If you were elected as leader in this organization what will you do to develop cooperation among your team members? What would you do to help members complete the necessary tasks that you decide to do as a team? If you are a member, how will you work to support teamwork? You may refer to **Handout 3.3: Cooperation and Leading Team Work** in their Participant's Handbook for ideas.

(25 min)

Handout 3.3: Cooperation and Leading Teamwork

To be successful, teams need:

1. **A common purpose or goal:** All team members need to understand and accept the team's objectives.
2. **Clear roles and tasks:** All team members should understand what is expected of them. May want to use a plan that shows the tasks that each team member is responsible for and the timelines.
3. **Decision making procedures:** All team members should know how decisions are made and in what ways problems are solved. An effective team works with defined procedures to come to a unanimous decision so that action can be taken.
4. **Clear communication:** All team members should practice effective listening, speaking, and transparent communication.
5. **Trust among team members:** All team members should feel safe and supported.

Aspects of teamwork: A team is a group of individuals working together to reach a common goal. To make a team work, supervisors or leaders should consider:

As a leader you can do the following to develop team spirit:

- Work with the team to develop a common goal
- Nurture a sense of belonging; focus on what team members have in common
- Make all team members feel that they have something to contribute
- Help team members work together to efficiently solve problems
- Encourage members to set aside personal goals and desires for the benefit of the team
- Treat team members fairly and equally
- Structure the work of the team in a simple & logical fashion; distribute work fairly
- Manage the team efficiently so that every member is able to deliver his/her tasks and work proceeds in a timely manner
- Create an environment that supports and rewards openness, creativity, trust, mutual respect and a commitment to provide high quality services.

Working as a team means that team members:

- Consult each other
- Help each other
- Complement each other
- Encourage and motivate each other

The following strategies can be used by the leader to support the effectiveness of the team:

- Encourage discussion
- Ensure all team members understand that their ideas & opinions are equally important & relevant
- Encourage everyone to participate fully
- Model respect towards everyone
- Encourage people with different abilities & personalities to work together
- Use positive feedback
- Remain calm

Teams can work independently (if leader is not there) if team members:

- Are aware of strengths & weaknesses
- Are able to set their own goals
- Are able to act according to goals
- Take responsibility for their action
- Are able to avoid opinions and behavior that block change

As a leader you need to support members in helping them to understand their own individual strengths and find support from the people around them.

SESSION 3: PROBLEM SOLVING AND DECISION MAKING

Activity 5: The Human Knot – Group Problem Solving

- ✓ **Objectives** – By the end of the activity, participants will be able to:
- Review the main topics from Session 2: Leading Team Work / Group Cooperation
 - Appreciate the challenges and dynamics amongst people during the problem solving process
 - Practice good communication skills in a group

 **Time Required:** 50 minutes

 **Methodology:** large group activity, large group discussion

 **Materials and Preparation:**

- 1 paper ball
- Review the instructions to give to participants and the debriefing questions



Steps:

- Remind participants that the last session talked about cooperation in a team and how to lead teamwork. Ask a few learners to state some important aspects of cooperating in a group and strategies to lead teamwork. Remind participants that we saw communication as an important tool for group cooperation and leadership.
(10 min)
- Explain that this session is going to focus on how to solve problems and make decisions. Both of these are very important for good teamwork. And communication skills are critical for solving problems and making decisions.
Introduce the main topics of the session (see below).
(5 min)

Key Topics

- Problem solving steps
- REAL solutions
- Helpful hints when problem solving

- Divide participants into groups of 8 or 10 (it must be an even number, if not, the activity will not work) and have them stand in a circle. People with rings that have sharp edges or engravings should remove them. Ask each person to put their left hand in the circle and hold someone else's hand, but not the person's next to them. Then they should do the same with the right hand, but they should hold on to a different person's hand.
(10 min)

4. Tell the group they have a problem: they are tangled! They need to solve the problem untangling themselves to form a large circle(s). They cannot lose contact with the hands they are holding. They cannot break the grip but they can loosen it.

★ Facilitator Tip ★

*The result is always a circle .
Participants alternate, facing
inside and outside the circle.*

Ask the participants how quickly they think they can undo the knot to get back to the circle. (It usually takes longer than they think it will!) Tell them that you will give a maximum of 5 minutes. Let them begin!

(15 min)

5. Debrief the activity: Not all groups may have accomplished the task. Explain that it is fine and that they can try it again after the session.

(10 min)

Debriefing Questions:

- a. What approach did you use to solve this problem?
- b. Did you have a plan? How did you arrive to that plan?
- c. Did you have a leader? Several leaders? What was his/her role? How was leadership shared?
- d. Did everyone play a role in solving the problem?
- e. What behaviors made it hard/easy to do it?
- f. Did you ever feel like quitting? What kept you going?
- g. As a leader, what actions might you use when a problem becomes hard to solve?
- h. If you were going to re-do the activity or a similar one, what would you do differently?

Often participants will start trying to undo themselves without talking about a plan first. After some time, somebody might take the lead and make suggestions that others will follow. Once they are communicating and working well together, the knot becomes easier to undo. To solve a problem, it is important to remain calm, break the problem into smaller tasks, assign people responsibilities, encourage creative thinking, be a good listener, re-assess the problem and encourage everybody to share their ideas. Often a group has more than one leader, each one coming in at different points of the problem solving process depending on their strengths and skills.

Activity 6: Problem Solving Steps

- ✓ **Objectives** – By the end of the activity, participants will be able to:
- Identify the basic steps of problem solving
 - Apply the basic steps of problem solving to work in community related problems

 **Time Required:** 40 minutes

 **Methodology:** small group work, large group discussion

 **Materials and Preparation:**

-  **Handout 3.4: Problem Solving Steps and Tips**
-  **Handout 3.5: Scenarios for Problem Solving Steps**

Steps:



- Ask participants if based on the human knot activity, they can identify the basic steps in problem solving. Have them share few answers.
Review with learners the problem solving steps in **Handout 3.4: Problem Solving Steps and Tips** in their Participant's Handbook.
(5 min)
- Tell participants that they are going to practice the basic steps of problem solving with a few scenarios. Divide them into small groups of 3 – 5 people, ask them to read **Handout 3.5: Scenarios for Problem Solving** in their Participant's Handbook. Assign one scenario to each group. Ask them to discuss the scenario in their groups and use the 6 problem solving steps in **Handout 3.5** to help solve the problem in the scenario.
(15 min)
- Have some groups share the scenarios with the large group, and explain how the person in that scenario can use the 6 problem solving steps to solve the problem.
Explain that after a solution is tried out, it is important to assess if it is working. If not, another solution needs to be identified that is acceptable by all. Explain that to solve problems, it is important to make decisions. The steps to solving problems can help us make good decisions.
(20 min)



 **Handout 3.4: Problem Solving Steps and Tips**

1. **Define the problem:** keep emotions aside and state the problem
2. **Get more information about the problem:** at work – from supervisor, colleagues, written materials
3. **Generate many ideas on how to solve the problem:** there is often more than one solution!
4. **Choose a solution:** should be acceptable to all involved
5. **Implement the solution**
6. **Evaluate the solution:** Has the problem been solved?

Solutions should be **REAL**:

- R** **Realistic:** applicable not only in theory but also in practice
- E** **Effective:** the solution is an answer to the problem
- A** **Acceptable:** the solution is accepted by all of those involved
- L** **Logical:** the solution is not based on emotion but is fair

(REAL from *Inter-Agency Peace Education Programme: Skills for Constructive Living*, UNESCO, INEE, UNHCR.)

Problem Solving Tips

- ❖ Often there is more than one solution to a problem. Be open to different possibilities!
- ❖ Your experiences, culture and background will influence the solutions you think of.
- ❖ Avoid making assumptions.
- ❖ Never give up!
- ❖ Be prepared to listen openly to different points of view.
- ❖ Focus on the solution you want, not on things that cannot be changed.
- ❖ Remember to use your good listening, speaking and cooperation skills when problem solving with others.

 **Handout 3.5: Scenarios for Problem Solving Steps****Scenario 1:**

Alice and her siblings are orphans. As the head of the family, she has been raising her younger sisters. She has small part time jobs. She sells vegetables and cleans houses. Alice is worried because she does not earn enough money to pay for rent and for school fees for her younger sisters.

Help Alice solve her problem.

Scenario 2:

You work at El Manuel Construction site. You notice that tools are disappearing from the worksite on a regular basis.

What will you do?

Scenario 3:

Anna is 16 years old. Her mother is an OFW and a single parent. Her mother left her in the care of her grandmother. Anna has not heard from her mother for almost a year now. Her grandmother is unable to make a living because she is sickly.

If you were in Anna's situation, how will you handle this problem?

Scenario 4

Bob, Mark, Gina and Gerry are neighbors and they often go out together to have fun. Lately, they noticed that Gerry has been avoiding them and has been hanging out with a gang of young men who are known in the neighborhood as trouble makers and suspected as drug pushers.

If you were Gerry's friends, how will you handle the situation?

Scenario 5

Nilda is new in her work as a salesperson in a department store. She noticed that a group of salespersons in her station keep on talking and not minding the customers, so she often ends up attending to so many customers. She is afraid to complain to the supervisor because she is still new in the job. What will you do if you were Nilda?

SESSION 4: TASK LEADERSHIP

Activity 7: Task Leadership Competition

- ✓ **Objectives** – By the end of the activity, participants will be able to:
- Demonstrate leadership qualities and skills, including good communication, team building, promoting group cooperation, and giving clear instructions
 - Lead the group in accomplishing a task

 **Time Required:** 1 hr

 **Methodology:** series of small group activities, large group discussion

 **Materials and Preparation:** handkerchief, marker, paper, whistle

- Gather as many handkerchiefs as needed (or other cloth) for the blindfold activity
- Prepare a whistle or a bell (if available) to use for the activities.
-  **Handout 3.6: Team Task List**



Steps:

- Tell the participants that they have been involved in many activities and tasks from the beginning that required them to work as a group and show leadership. This is an opportunity for them to demonstrate leadership skills and all those other areas of learning they have gone through so far. Underscore that they must demonstrate effective leadership skills --- effective communication skills, team building and leading team work, leading problem solving and decision making and promoting positive and cooperative relationships --- as they execute the tasks.

Group participants as appropriate, each group will perform tasks on leadership. Each activity must be led by a different task leader, who will follow the instructions **Handout 3.6: Team Task List** in their Participant's Handbook. The task leader should be the only one holding a Participant Handbook, while others focus on doing the activity. The teams will have to do each activity in 2 minutes or less. The team who finishes first, wins. You may use other group games that show leadership and teamwork.

(20 min)

Key Topics

- Challenges during problem solving processes
- The role of good communication skills in solving problems
- Problem solving steps
- Use of problem solving steps in real life (work and communities)

2. Blow the whistle (or ring the bell) to signal the start. Let the games begin!
(25 min)
3. After the activity, debrief with the large group, which includes a review of the qualities and skills of effective leadership learned throughout the module:
(15 min)

Debriefing Questions:**Leading Others**

1. Who assumed leadership roles during the activity?
2. What leadership qualities did leaders demonstrate?
3. What made you follow your leader?
4. What inspired you to take leadership role?

Following Others

1. Who assumed a follower role at times throughout the activity? How did it feel?
2. How did it feel to follow different leaders?
3. Do you consider yourself a good follower? What are the traits of a good follower?

Making Group Decisions

1. Did the group arrive at any decisions through group consensus? (Some didn't get their first choice, but they could "live" with the decision.)
2. Did everyone in the group express an opinion when a choice was available? If not, why not?
3. What is the best way for this group to make decisions? Explain.

4. Congratulate the winning group.



Handout 3.6: Team Task List

Activity 1: Stand Up

Try this one in pairs first, then groups of three, then four and work up to the entire group. For culture sensitivity, have all females work in pairs, groups of three, four and so on and let males work as another group. Sit on the ground, back-to-back, knees bent and elbows locked. Try to stand up without falling down. For the large group, sit as tightly packed as possible and work in unison!

Activity 2. Line Up

Equipment: Blindfolds

Instructions: Divide the participants equally into a desired number of groups, at least all males and all females in each group. Blindfold the participants using their handkerchiefs. Instruct them that in this activity, they are not allowed to speak. Get them to move around slowly to a new position (so no-one knows who is where). Once they are jumbled up, stop there and explain that they are going to arrange themselves from the shortest to the tallest.

Their task now is to line themselves up without saying a word. (It is important to be firm about the no talking restraint.)

When they have achieved the line, get them to take off blindfolds.

Activity 8: Module 3 Review and Application

- ✓ **Objectives** – By the end of the activity, participants will be able to:
- Review the main topics covered in the leadership module
 - Write an essay that will elaborate his/her learnings about Leadership and teamwork

 **Time Required:** 1 hr 20 min

 **Methodology:** large group activity (stand up / sit down), large group discussion and individual work

 **Materials and Preparation:**

- Prepare 3 statements that represent main topics learned in this module, printed them, and cut each one into a 3-4 piece puzzle (see step 1). Prepare a set of all 3 puzzles for each of the 3 group.
- Review topics covered in the module
- Prepare a prize for the best presentation of the application of learning
- Make 1 copy per participant of the End-of-Module Assessment



Steps:

1. Explain that this activity will help us review what we learned about cooperation, teamwork, and leadership in this module, and what we still need to get better at.

Review: Ask the learners to form 3 small groups and come-up with their own yell to be recognized. Each group receives the 3 puzzles of topics or statements from this module that you have prepared earlier. Each group will rearrange them, once they get the correct statement they will shout their yell so that they will be recognized by the facilitator. The fastest group to arrange all strips will be declared winner.

(20 min)

Note: Facilitator should prepare the puzzle ahead of time. Here is an example:
To work well in a team we should be kind, polite, patient, show that everyone is important, do our part, and help others if needed.

2. **Application of learning:** Use the same small groups as above. Using the same 3 statements formed from the puzzles, ask each group to **present creatively** the statement that they have drawn in the form of song, dance, poem, rap, etc. The presentation will be judged, 70% for ability to convey the message, and 30% for creativity. Prepare a prize for the best presentation.

(40 min)

3. Congratulate participants for finishing Module 3. Explain that they will now take a short assessment to see how much they learned. Clarify that this assessment is very important for the Facilitator and for themselves to see what knowledge and skills they know and what they still need to reinforce. The results will not affect your ability to continue in the program.

(20 min)

Make sure learners are seated in a way that is conducive to testing and with enough space between learners.

Give each learner a copy of the End-of-Module Assessment and ask them to answer the questions.

Once participants have finished the post assessment, go over the answers with them if time permits.

End-of-Module Assessment

Module 3: Leadership & Teamwork

Circle an answer for each statement.

English	Tagalog
<p>1. Leaders should always make decisions on their own without getting input from others who are not leaders.</p> <p>a. True b. False</p>	<p>1. Lagi dapat magpasyang mag-isa ang mga pinuno nang walang sinasangguning ibang hindi pinuno.</p> <p>a. Tama b. Mali</p>
<p>2. Effective leaders:</p> <p>a. Are creative b. Have self confidence c. Are flexible d. Have a positive attitude e. All of the above</p>	<p>2. Ang mahuhusay na pinuno ay:</p> <p>a. Malikhain b. May kumpiyansa sa sarili c. Nakikibagay d. May positibong ugali e. Lahat ng nabanggit</p>
<p>3. A leader should choose one style of leadership and always stick to it – authoritarian, persuading, consulting, or joining.</p> <p>a. True b. False</p>	<p>3. Kailangang pumili ng isang pinuno ng isang paraan ng pamumuno at lagi itong sundin — authoritarian, nanghihikayat, sumasangguni, o nakikilahok.</p> <p>a. Tama b. Mali</p>

<p>4. When giving instructions to a group of people, you should:</p> <ol style="list-style-type: none"> Repeat the question Ask if the question is clear Ask someone to say the question back to you in their own words All of the above None of the above 	<p>4. Kapag may pinasasagutan o pinagagawa:</p> <ol style="list-style-type: none"> Ulitin ang tanong Tanungin kung malinaw ba ang tanong Hilingin sa isang taong ulitin ang tanong gamit ang sarili nilang mga salita Lahat ng nabanggit Wala sa nabanggit
<p>5. To be successful, teams need:</p> <ol style="list-style-type: none"> Different goals Vague roles and tasks Trusting relationships among team members All of the above None of the above 	<p>5. Para maging matagumpay, kailangan ng mga grupo ng:</p> <ol style="list-style-type: none"> Magkakaibang layunin Malabong mga tungkulin at gawain Mapagtiwalang ugnayan ng mga kasapi ng grupo Lahat ng nabanggit Wala sa nabanggit
<p>6. To develop team spirit, develop a common goal and make sure all team members feel they have something to contribute.</p> <ol style="list-style-type: none"> True False 	<p>6. Para makabuo ng diwa ng pagkakaisa sa isang grupo, lumikha ng iisang layunin at siguraduhing nararamdaman ng lahat ng kasapi may mayroon silang maiaambag.</p> <ol style="list-style-type: none"> Tama Mali

<p>7. Problem solving steps include:</p> <ol style="list-style-type: none"> Defining the problem and getting more information Generating ideas on how to solve the problem Choosing, implementing and evaluating a solution All of the above None of the above 	<p>7. Kasama sa mga hakbang sa paglutas ng problema ang:</p> <ol style="list-style-type: none"> Pagkilala sa problema at pagkuha ng mas maraming impormasyon Pagkalap ng mga idea kung paano lutasin ang problema Pagpili, pagsasagawa, at pagsuri sa solusyon Lahat ng nabanggit Wala sa nabanggit
<p>8. You are leading a team to accomplish a task that is more difficult than you expected. You should:</p> <ol style="list-style-type: none"> Give up in order to stop wasting valuable time Listen to only those team members who agree with your opinions Maintain a positive attitude and encourage others to participate Focus on one solution 	<p>8. Namumuno ka ng isang grupong humaharap sa isang gawaing mas mahirap kaysa inasahan. Dapat:</p> <ol style="list-style-type: none"> Sumuko ka na para hindi na makapagsayang ng mahalagang oras Makinig lamang sa mga kasapi ng grupong sumasang-ayon sa mga opinyon mo Magpanatili ng positibong ugali at hikayatin ang pakikilahok ng iba Magtuon sa iisang solusyon
<p>9. Real leaders include only those who are famous.</p> <ol style="list-style-type: none"> True False 	<p>9. Ang matatawag lang na tunay na pinuno ay iyong mga sikat.</p> <ol style="list-style-type: none"> Totoo Mali
<p>10. Promoting group cooperation means encouraging people to be open to the ideas of others.</p> <ol style="list-style-type: none"> True False 	<p>10. Ang pagtataguyod ng pagkakaisa sa isang grupo ay nangangahulugang hihikayatin ang mga taong maging bukas sa mga idea ng iba.</p> <ol style="list-style-type: none"> Tama Mali

End-of-Module Assessment Answers Module 3: Leadership & Teamwork

1. False
2. e
3. False
4. d
5. c
6. True
7. d
8. c
9. False
10. True