



# USAID Opportunity 2.0 Program: Second-Chance Opportunities for Out-of-school Youth

LIFE SKILLS FOR SELF-DIRECTED LEARNING



MODULE 3: LEADERSHIP & TEAMWORK LEARNER'S HANDBOOK

# Acknowledgements

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As part of the Journey to Self-Reliance, the education system of DepED ALS will be strengthened to reach vulnerable out-of-school youth through providing them with second chance education so that learners are better equipped with the soft and leadership skills they need to excel in the labor market today and into the future.

The Life Skills Curriculum is an adaptation of EDC's globally recognized Work Ready Now.

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# Module 3: Leadership & Teamwork

# "Ang mga lider ay tinuturing na huwaran."

Leaders are always taken as role models.



# **Module Overview**

<i>⊯</i> Activity	() Time
📋 Session 1: We Are All Leaders	
1: Introductory Activity & Learner's Reflection	90-150 minutes
2: Leadership Styles	60-120 minutes
Session 2: Leading Teamwork / Group Cooperation	
3: Introductory Activity	25-35 minutes
4: Floating Stick – Working Together	60-120 minutes
Session 3: Problem Solving & Decision Making	
5: The Human Knot – Group Problem Solving	60-90 minutes
6: Problem Solving Steps	120 minutes
🗒 Session 4: Task Leadership	
7: Task Leadership Competition	60-120 minutes
8: Leadership in Real Workplaces	60-80 minutes
9: Module 4 Review and Application	120 minutes
	Total Time: 11-12
	hours

# Written Assignments

This is a checklist of all the written documents for learners to accomplish. The facilitator will put a tick mark on the submitted outputs and follow-up on those that have not been submitted yet.

- □ 3.1: What Makes a Great Leader?
- □ 3.2: Leadership Styles
- Session 1 Writing Space: Thoughts on Leadership Qualities & Style
- **3.3** Cooperation and Leading Teamwork
- Session 2 Writing Space: Leading Teamwork and Group Cooperation
- □ 3.4: Problem Solving Steps and Tips
- **3.5:** Scenarios for Problem Solving Steps
- **3**.6: Leadership in the Workplace Interview with a Manager
- Session 3 Writing Space: Problem Solving & Decision Making
- Session 4 Writing Space: Leadership & Teamwork

# SESSION 1: WE ARE ALL LEADERS

Learning Strand 5: Understanding the Self & Society Content Standard: Knowledge, Acceptance, Respect and Appreciation of Diversity Performance Standard: Demonstrate tolerance, appreciation and respect for cultural diversity

#### Learning Competencies:

1	Describe the way of life or culture observed in one's community:		
	<ul> <li>Traditions followed: Types of leaders observed – – LS5US-KA-</li> </ul>		
	PSD-JHS-1		

🏎 Key Topics and Learning Points 🛶			
1. Leadership qualities			
2. Leadership styles			
* Characteristics of a good leader:			
1) Determination	7) Responsibility		
2) Flexibility	8) Good Communication Skills		
3) Resourcefulness	9) Consistency / Reliability / Accountability		
4) Creativity	10) Planning Ahead		
5) Self-confidence	11) Patience		

6) Positive Attitude / Optimism

#### **\*** Leadership Styles:

- 1) **Authoritarian:** identifies problem & possible solutions, chooses solutions and assigns roles (no participation in decision making by others)
- 2) **Persuading:** makes decisions without consulting others but convinces them why she or he made the right decision
- 3) **Consulting:** presents problem to group and asks for ideas on how to solve it; selects option group wants
- 4) Joining: participates as another group member; tends to guide rather than rule
- ★ Leadership styles should change according to the situation. Ex: In an emergency situation such as a fire you would need an authoritarian leader.

# Activity 1: Introductory Activity & Learner's Reflection

# **Objectives**:

- Review the main concepts of the previous module (Interpersonal Communication)
- ✓ 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
- ✓ Take a Learner's Reflection

Becommended Time: 90-150 minutes

**Welcome** to Module 3, which is about Leadership & Teamwork! Before we proceed to this module let us have a quick review of the key points that we have learned in Interpersonal Communication.



**Write** five ideas that you can recall about the demonstration of non-verbal communication, listening actively and appropriately, or practice of good customer service skills.



**Read** the proverb at the beginning of the module. "Leaders are always taken as role models" (Ang mga lider ay tinuturing na huwaran). What does it mean?



In your own words, how do you relate this proverb to yourself? Can you recall your first role model when you were younger? What were his or her qualities that you liked? Why?



This module will focus on leadership and teamwork at work. What do you think is the relevance between the proverb and the importance of leadership skills at work? How does it relate to your real-life situation?

# Learners' Reflection: Module 3 Leadership and Teamwork

This is not a test but is a way for you to see what you already know or do not know about the topics. You will read a skill that is listed in the left column. Think about yourself and your experience. Then read the statements across the top. Check the column that best represents your situation. The results will help you and your teacher know which topics may require more time, effort and guidance.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman mo ang iyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Basahin mo ang mga kaalaman, kasanayan o kakayahan na nakalista sa kaliwang kolum. Magbalik---tanaw sa iyong sarili at mga karanasan, basahin ang lahat ng mga pangungusap at i---tsek ang sagot na naaangkop sa iyong sitwasyon. Ang iyong kasagutan ay magiging gabay mo at ng iyong guro sa pagpapalawak ng iyong kaalaman tungkol sa paksang ito.

My experience Knowledge, skills and abilities Kaalaman, kasanayan at kakayahan	1 I don't have any experience doing this. Wala akong karanasan sa paggawa nito	2 I have little experience doing this Mayroon akong konting karanasan sa paggawa nito	3 I have some experience doing this Mayroon akong karanasan sa paggawa nito	4 I have a lot of experience doing this. Marami akong karanasan sa paggawa nito
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> Promoting group cooperation / <i>Pagtataguyod ng pagkakaisa sa grupo.</i>				
Helping others accomplish a task by providing guidance & leadership / Pagtulong sa gawain ng iba ng matagumpay kanilang gawain dahil sa iyong gabay at pamamahala. Understanding my own leadership style/ Pag- unawa sa sariling istilo ng pamumuno.				

My experience Knowledge, skills and abilities Kaalaman, kasanayan at kakayahan	1 I don't have any experience doing this. Wala akong karanasan sa paggawa nito	2 I have little experience doing this Mayroon akong konting karanasan sa paggawa nito	3 I have some experience doing this Mayroon akong karanasan sa paggawa nito	4 I have a lot of experience doing this. Marami akong karanasan sa paggawa nito
Using necessary steps to solve problems well – identification, information gathering, generating, choosing and evaluating a solution/ Paggamit ng pamamaraang kinakailangan sa paglutas ng problema, sa pamamagitan ng pangangalap ng impormasyon, pagtukoy at pagsusuri ng epektibong solusyon.				



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**Look** at the picture and imagine that you are with your friends playing tug of war game. You are a member of the group that wins the first round, loses the second round, but wins the final round and is declared as champion. How did you feel when you won the first round? When you lost? When your team is declared as champion? **Have** you experienced participating in an actual competition in the past? What was the competition all about? Did your team win or lose the game? What do you think was your team's strategy for winning the game?



**What** were your contributions to the team that you think were factors for winning or losing the game? How about your team mates, what were their contributions? Was there a member in your group who acted as a leader and guided the team? What strategies did she or he use?

**We** are all leaders in some way or another, either at work or in our personal lives. Working well as a team and having good leadership activities help groups to do their activity successfully which you will learn in the first session that will cover leadership styles.

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### Sharing is caring

This section encourages you to share your **<u>output</u>** to family and friends. You worked hard on this so now it is time to tell others about the task you have just completed. Do it face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your thoughts and hear feedback from people who care <sup>(C)</sup>

Go ahead and share your answers above to your family and friends of your experience and strategies used when playing in a team. Don't forget to explain the skills that best describe you when you are playing or working with a team.

# **Activity 2: Leadership Styles**

# **Objectives:**

- ✓ 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

Recommended Time: 1-2 hours



Look at the picture of this famous business leader and one of the richest persons in the world. He is Mark Elliot Zuckerberg, an American media magnate, internet entrepreneur, and philanthropist. He is known for co-founding Facebook, Inc. and serves as its chairman, chief executive officer, and controlling shareholder. He was born in May 1984 in New York, United States. (Wikipedia). Facebook Corporation has 48,268 employees worldwide.



https://www.freepngimg.com/png/70347-programming-mark-zuckerberg-entrepreneur-computer-facebookcode.org">Programming Mark Zuckerberg Entrepreneur Computer Facebook Code.Org FreePNGImg.com

Do you think Mark Zuckerberg has made significant contributions to society? Why or why not?

What do you think are the qualities/characteristics that made him a leader of a big company like Facebook?



Think of a person from your community or other person you know who is an example of a leader that is inspiring and well respected. What are his/her qualities/character that made him a leader?

In addition to the qualities/characteristics that you have mentioned, underline from the word/phrase list below other qualities that your community leader demonstrates:

enthusiasm	courage	self-control	to make decis	ions clear visio	on planner
belie	ver in themselv	es and others	dedication	pleasant	
	empathetic a	and understand	ing genero	ous responsib	ble
соор	erative	passionate			J

**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.

Read about what makes a great leader in **3.1: What Makes a Great Leader?**. These are important characteristics, values, or attributes that good leaders have. Think of examples of 1-2 people you know who have those characteristics.

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# 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

A good leader does not make hasty decisions, instead carefully analyzes the situation before acting on it. A good leader also know that some results are achieved over time.

### 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.

Remember: not all leaders have the same style. A different style of leadership may be needed depending on the situation.



# 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:

Туре	Description	Appropriate Environment
The "Authoritarian" Leader:	<ul> <li>Identifies a problem, considers alternative solutions, chooses one of them, and then tells followers what they are to do.</li> <li>May or may not consider what the group will think or feel about the decision, but they clearly do not participate in the decisionmaking.</li> <li>Assigns roles.</li> <li>Relies primarily on his or her own judgment.</li> </ul>	<ul> <li>In large groups</li> <li>In passive groups</li> <li>In groups which seldom meet</li> <li>At times when a quick decision or deadline must be met</li> </ul>
The "Persuading" Leader:	<ul> <li>Like the "Authoritarian" leader, makes the decisions without consulting the group.</li> <li>Instead of simply announcing the decision he or she attempts to persuade the group members to accept the decision.</li> <li>Describes how the decision fits everyone's interests.</li> </ul>	<ul> <li>In large groups</li> <li>In passive groups</li> <li>In groups which seldom meet</li> <li>At times when a quick decision or deadline must be met</li> </ul>
The "Consulting" Leader:	<ul> <li>Gives the group a chance to influence the decision from the beginning.</li> <li>Presents the problem and relevant background information, then asks the members for their ideas on how to solve the problem.</li> <li>May offer a possible solution for the group members' reaction.</li> <li>Selects the solution the members regard as most promising.</li> </ul>	<ul> <li>In large groups</li> <li>In motivated groups</li> <li>In organized groups</li> </ul>
The "Joining" Leader:	<ul> <li>Participates in the discussions as "just another" member agreeing in advance to carry out whatever decision the group makes.</li> <li>Encourages group decisions.</li> <li>Allows for individual</li> </ul>	<ul> <li>In small groups</li> <li>In highly motivated groups</li> <li>In groups that can deal with a less structured environment. There might be a lot of</li> </ul>

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recognition. • Tends to guide, not rule.	<ul> <li>brainstorming, trying things out but switching direction as needed, etc.</li> <li>In groups which have a relatively high need for independence</li> <li>In groups where the members have the necessary knowledge and experience to deal with the problem</li> <li>In groups where the members expect to share in decision-</li> </ul>
	making



Below are statements that a leader says. Fill in the blanks with the leadership style being demonstrated.

	Statement	Leadership Style
1.	I already have the solution to our problem. I did not have time to consult you because you are all very busy. But I assure you that this solution will benefit all of you, so please accept it.	
2.	I have given you the background information about our company's problem. I think we should transfer to a new location, but I would like to get your views before I make the final decision. I am open to your recommendations.	
3.	I own this company and I have been running this for the last 10 years. Mia, contact the suppliers at once! Dan, this is not the time to ask many questions. Inform our field offices immediately about my decision.	
4.	Please feel free to discuss the issue among yourselves. You may ask me for guidance if you need to, but I leave the decision entirely up to the team.	



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**Reflect** upon and write about your own leadership style in the writing space below.

Your own leadership qualities: Which qualities do you already have? Which qualities would you like to improve upon?

Your leadership style: What is your preferred leadership style? Which leadership style are you least comfortable with? Is it possible to use /adopt all types of leadership styles?



Session 1 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on your own leadership qualities and style.

# Congratulations! You have completed the session on leadership styles. You are now ready to move to the next session on teamwork and cooperation.

# SESSION 2: LEADING TEAMWORK / GROUP COOPERATION

Learnin	g Strand 4: Life and Career Skills			
Conten	Content Standard: Ability to Earn a Living (Employment)			
Perform	Performance Standard: Apply working knowledge, attitudes, and work-related skills			
as an ei	as an employed person to earn a living and improve one's economic status			
Learnin	Learning Competencies:			
21	Demonstrate the following work readiness skills:			
	<ul> <li>Teamwork and collaboration – – LS4LC-AE-PSA-AE/JHS-21</li> </ul>			

	+ Key Topics and Learning Points +		
2.	<ol> <li>Communicating as a leader</li> <li>Fostering group cooperation</li> <li>Leading team work</li> </ol>		
*	Team leaders should:		
	Encourage discussion		
	Ensure all team members understand that their ideas & opinions are equally important & relevant		
	<ul> <li>Encourage everyone to participate</li> </ul>		
	Model respect		
	Encourage people with different abilities & personalities to work together		
	Remain calm		
	Use positive feedback		

# **Activity 3: Introductory Activity**

# **Objectives**:

- ✓ Review the main concepts of the previous session
- ✓ Reflect on prior experiences and knowledge regarding leading a group

**Becommended Time:** 25-35 minutes



Sharing is caring

In the last session, you learned about 4 different leadership styles: authoritarian, persuading, consulting, and joining. You wrote your reflections on the type of leadership style that you think you have. Go back to your reflections and share this with a family member.



This session is going to focus on leading teamwork and group cooperation. On the space provided below, **write** at least two experiences, knowledge, skills or abilities that you have about leading teams and practicing team work.

#### Look at this image:



**Write** your answers on the space provided. Share your answers with one of your family members or friends and solicit their thoughts on the same questions relating to the photo.

1.	What does the illustration tell us?	
2.	What do you think is the purpose or goal of the people in the illustration?	
3.	If you see yourself as a leader in this illustration, what would you do to help achieve the goal?	
4.	If you see yourself as one of the contributors in this illustration, how can you contribute to their goal?	



Let's do an imagination activity with a family member or friend as a partner. Close your eyes and think about a time when you were a leader. It can be a leader of anything – a group task at school or in your community, at a job, being a leader on a sports team or even a local youth group or association. How did you like playing that role? What made it difficult or easy? Take a couple of minutes to think in silence.



Take turns sharing and discussing your experience in the imagination activity you have done with your partner. Use these questions as your guide in your sharing. Jot down your answers.

1. Which is more difficult? Being a leader of the team or just being a member of the team?

2. How do you describe a good leader? A good team work?

In closing, emphasize to your partner that as a leader it is important to communicate effectively and promote group cooperation. This session should initially help you deepen your understanding of leading teamwork and group cooperation.

# *K* Activity 4: Working Together

### **Objectives**:

- ✓ Work cooperatively in a team
- ✓ Identify factors that promote effective team work
- ✓ Practice team work and value the importance of group effort

Recommended Time: 60-120 minutes

You are now going to get more practice learning how to work together and communicate in small to medium sized groups. You need to get as many family members, friends, and neighbors join you in this activity! You need to at least have a minimum of 6 people to play.

Preparation: Don't forget to create 2 long sticks using plastic straws. Just place the



edges of each plastic straw into the edge of the next plastic straw to be able to create a long stick. Make 2 sticks that are long enough for your participants to hold up like in the photo above.

Ask your participants to this game to point their index fingers and hold their arms out. Lay the stick down on their fingers. Get the participants to adjust their finger heights until the stick is horizontal and everyone's index fingers are touching the stick. Join the participants after you have made sure that instructions and positions are clear.

Explain to your family and friends that the **objective** is to lower the stick to the ground without bending ones arms. **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. Now, begin!

#### Were you successful? Were you able to lower the stick to the ground?



With your family and friends who joined the game, discuss the questions below. Be honest in your answers! ③

- 1. What did the group do first?
- 2. What type of cooperation skills did you need to be successful as a group?

- 3. What creative ideas were suggested and how were they received?
- **4.** What roles did different people play in the group? Did some people take on a leadership role?
- 5. As a leader, how can you encourage group cooperation?
- 6. 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 <u>communicate well</u>, planning a strategy and then implementing it. <u>Cooperating</u> and <u>focusing on what each other is doing</u> 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 <u>make sure that everybody is "on board"</u> by <u>engaging individuals</u> directly, <u>asking</u> <u>questions</u>, <u>asking for ideas</u>, <u>complimenting people when they have a good idea</u> or <u>take</u> <u>an action that helps the group</u>, etc.

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**Reflect** further on the aspects of teamwork and strategies that your family and friends used in this activity by **checking the boxes** that apply to what you did in **3.3 Cooperation and Leading Teamwork** below.

# 3.3 Cooperation and Leading Teamwork

- 1. A common purpose or goal: All team members need to understand and accept the team's objectives.
- 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			g as a team means that team members:
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.	support	Consult each other Help each other Complement each other Encourage and motivate each other owing strategies can be used by the leader to 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		



You were tasked by your Barangay Captain to **lead** a Clean-up Project in your neighborhood. Your task is to gather all the youth (14-24 years old) in your community

to ensure all public spaces are clean. You also need to make sure there are labelled trash bins in key areas to encourage everyone to dispose of their trash properly.

- 1. What will you do to develop cooperation among your team members?
- **2.** What would you do to help members complete the necessary tasks that you decide to do as a team?
- **3.** If you are not the leader but just a member, how will you work to support teamwork?

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.



Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on leading teamwork and group cooperation.

Congratulations! Now that you know how to get cooperation from others and how to lead team work, you are ready to discover how to make decisions and solve problems.

# SESSION 3: PROBLEM SOLVING AND DECISION MAKING

# Learning Strand 2: Scientific and Critical Thinking Skills Content Standard: Demonstrate understanding on conducting science investigation Performance Standard: Practice the application of the scientific method in different life situations Learning Competencies:

15	Apply appropriate solutions to identified problems using scientific thinking
	skills – LS2SC-SI-PSC-LE/AE/JHS-15

# ► Key Topics and Learning Points ►

- **1.** Problem solving steps
- 2. REAL solutions
- 3. Helpful hints when problem solving

#### \* Problem solving steps:

- 1. Define the problem.
- 2. Get more information about the problem.
- 3. Generate many ideas on how to solve the problem.
- 4. Choose a solution.
- 5. Implement the solution.
- 6. Evaluate the solution.

# **\* Solutions** should be **REAL**:

- R Realistic
- E Effective
- A Acceptable
- L Logical

# Activity 5: The Human Knot – Group Problem Solving



The last session talked about cooperation in a team and how to lead teamwork. State some important aspects of cooperating in a group and strategies to lead teamwork that you learned. Remember, we saw communication as an important tool for group cooperation and leadership.

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.

# Let's play a game!





Read these instructions carefully before starting the game. In a way, you are leading the game, so be precise in your understanding of the mechanics and exact when giving instructions to your family and friends. Invite your family members and nearby neighbors to a problem solving game. You must be **even** in number with a minimum of **six** to join the game (but the more, the better!). 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 (for example across them). Then they should do the same with the right hand, but they should hold on to a different person's hand.

You now have a problem: you are all tangled! You need to solve the problem of untangling yourselves to form a large circle. You cannot lose contact with the hands you are holding. You cannot break the grip but you can loosen it.

Ask your family members and friends how quickly they think you can all undo the knot to get back to the circle. (It usually takes longer than people think it will!) Tell them that you have a maximum of 5 minutes for the game. **Let the game begin!** 



### Think about it!

Reflect on the questions below and write your answers on the space provided. Share your thoughts to your family on how the game went and on your thoughts about what happened.

- 1. What approach did you use to solve this problem?
- 2. Did you have a plan? How did you arrive to that plan?
- **3.** Did you have a leader? Several leaders? What was his/her role? How was leadership shared?
- 4. Did everyone play a role in solving the problem?
- 5. What behaviors made it hard/easy to do it?
- 6. Did you ever feel like quitting? What kept you going?
- 7. As a leader, what actions might you use when a problem becomes hard to solve?
- 8. 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 <u>remain calm</u>, <u>break the problem</u> <u>into smaller tasks</u>, <u>assign people responsibilities</u>, <u>encourage creative thinking</u>, <u>be a good</u> <u>listener</u>, <u>re-assess the problem</u> and <u>encourage everybody to share their ideas</u>. 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**:

- ✓ Identify the basic steps of problem solving
- ✓ Apply the basic steps of problem solving to work in community related problems

**Becommended Time:** 120 minutes



Based on the human knot activity as well as your previous experiences, what do you think are the basic steps in problem solving? Jot down your thoughts in the space below.

There are many different ways and approaches to solve a problem. We will look at one model in this activity. Read **Problem Solving Steps and Tips** below. You will put them to

# 3.4: Problem Solving Steps and Tips

use in next step.

Problem Solving Steps:	Solutions should be REAL:

1.	Define the problem: keep emotions aside and state the problem	(REAL from Inter-Agency Peace Education Programme: Skills for Constructive Living, UNESCO, INEE, UNHCR.)	
2.	Get more information about the problem: at work – from supervisor, colleagues, written materials Generate many ideas on how to solve the	<ul> <li>Realistic: applicable not only in theory but also in practice</li> <li>Effective: the solution is an answer to the</li> </ul>	
	problem: there is often more than one solution!	problem Acceptable: the solution is accepted by all of	
4.	Choose a solution: should be acceptable to all involved	those involved Logical: the solution is not based on emotion	
5.	Implement the solution	but is fair	
6.	Evaluate the solution: Has the problem been solved?		
Problem	n Solving Tips		
	Often there is more than one solution to a pro	blem. Be open to different possibilities!	
	Your experiences, culture and background will	influence the solutions you think of.	
	<ul> <li>Avoid making assumptions.</li> <li>Never give up!</li> <li>Be prepared to listen openly to different points of view.</li> <li>Focus on the solution you want, not on things that cannot be changed.</li> </ul>		
_			
	others.	g and cooperation skills when problem solving with	

You are now going to practice the basic steps of problem solving with a few scenarios. Select <u>at</u> <u>least one</u> scenario from **Scenarios for Problem Solving** and use the 6 problem solving steps to help solve the problem in the scenario. If you would like to practice on more scenarios, you can jot down your answers on the back of this sheet or a separate piece of paper. Practicing the problem solving steps is a good way to perfect it!

I	

# 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?	
Compute 2:	
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 troublemakers 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?	



You will now use the 6 problem solving steps in to help solve the problem in the scenario of your choice. Follow the example given in Scenario 0 below.

Scenario 0:	Your chosen scenario #	
Emma feels that her parents do not trust		
her. They always check on her, curious		
about everything and ask too many		
questions. Emma wants her parents to		
leave her alone.		
1. Define the problem. Summarize the probl	em here. What is the issue? What needs fixing?	
Example for Scenario 0:		
Emma wants her parents to trust		
her.		
2. Get more information about the problem	. What else do I know or need to know about	
the problem?		
Why do Emma's parents need to		
check on her so often?		
Is her neighborhood dangerous?		
Has Emma ever been untruthful		
before? Does Emma 's family have		
financial difficulty and need to		
monitor everyone's spending		
closely?		
Checking how many times a day		
would be acceptable for Emma?		
Which of the two parents are closer		
to Emma?		
Do Emma's parents have respected		
friends who can speak to Emma?		
What are Emma and her parents'		
like? What kind of personalities?		
Etc.		
3. Generate many ideas on how to solve the problem. Write down as many ideas as you		
can that you think may solve the problem or	help with the situation.	

Emma could get a job and leave the		
house.		
Emma could ignore her parents.		
Emma could accept this as Asian		
family culture.		
Emma could try to communicate		
more with her parents.		
Emma could try to build trust by		
being reliable and dependable.		
Emma could ask her parents to		
speak to a psychologist.		
Emma could ask her parents' friends		
to speak to them.		
Emma could just tell her parents		
directly what the problem is and		
what she would like her parents to		
do.		
Etc.		
<b>4. Choose a solution.</b> Which of solutions that	you listed out above is the most <b>REAL</b>	
	Explain the reasons for choosing this solution.	
The most REAL solution is that Emma could		
try to communicate more with her parents		
and try to build trust by being reliable and dependable.		
Emma can let her parents know about her		
important activities and decisions. She can inform her parents about the time period		
during the day that they should not call e.g.		
during her work or study. Emma can use		
the communication skills that she learned		
to listen to her parents' concerns and		
communicate verbally and non-verbally to		
gain trust and avoid conflicts. If Emma's		
parents are open, Emma can tell them		
directly about the problem and what she		
would like them to do.		
<b>5. Implement the solution.</b> You do not get to implement the solution for the scenario. In the		
	-	
space below, describe what can happen in this scenario if you implement the solution.		

Emma's parents do not call her during the	
"no call" time e.g. when she is at work, so	
Emma does not get frustrated.	
Emma communicates with her parents	
more, for example, letting them know if	
she is going to be home late, telling them in	
advance when she plans to go out with	
friends, or informing them before a big	
spending even when it is her own money.	
Emma shares important plans with her	
parents and lets them know when the plan	
has changed.	
6. Evaluate the solution. How would you kno	ow if the problem is solved or if your solution
works?	
With better communication in the family,	
Emma' parents trust her and check on her	
less and less.	
If this does not happen, maybe Emma	
could try telling her parents directly that	
she needs some personal space.	

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. You can see that problem solving is not a linear process.



# Sharing is caring

Share your solution to the scenario you picked to a family member or a friend. It's always great to share your thoughts and hear feedback from people who care 😊

Explain to your family or friend how the person in that scenario can use the 6 problem solving steps to solve the problem. Record ideas and feedback from the discussion in the space below.



To solve problems, it is important to make decisions. The steps to solving problems can help us make good decisions. You will get to practice more decision making and other leadership skills in the next activity.



Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on problem solving & decision making.

Congratulations! Now that you are equipped with tools on how to solve problems, you are ready to learn more leadership qualities that help in solving problems.
# SESSION 4: TASK LEADERSHIP

Learning Strand: Communication Skills (English)

Domain/Macro Skill: Listening

**Content Standard:** Demonstrate understanding of information heard to make meaningful decisions, as well as understanding of text elements to see the relationship between known and new information to facilitate comprehension. **Performance Standard:** Listen attentively and critically in English to be able to function effectively as a member of the family, the community, the nation, and the world; and to participate in community and economic development

#### Learning Competencies:

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Identify possible solutions to problems – LS1CS/EN-L-PSA-BL-14

## ⊷ Key Topics and Learning Points ⊷

- 1. Challenges during problem solving processes
- 2. The role of good communication skills in solving problems
- **3.** Problem solving steps
- 4. Use of problem solving steps in real life (work and communities)
- ★ Effective communication skills are essential in leading a team.
- Promoting creativity, positive relationships and cooperation will help a team become successful at completing a task.
- \* 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.

#### **Activity 7: Leadership Challenge**

#### **Objective**:

- ✓ Demonstrate leadership qualities and skills, including good communication, creativity, promoting cooperation, and following and giving clear instructions
- Becommended Time: 60-120 minutes

In previous lessons, you did activities and tasks on leadership. This activity is an opportunity for you to demonstrate effective leadership skills such as--- effective communication skills, creativity, leading team work, and promoting positive and cooperative relationships as you execute the tasks. (Reference: <a href="https://positivepsychology.com/leadership-activities/#games">https://positivepsychology.com/leadership</a>.



#### Task 1: My Team

**Materials:** crayons, colored pens, colored paper or colorful cut-outs, one whole sheet of bond paper

**Instructions:** Imagine that you are in a youth camp and you are assigned to make a banner for your team with 7 other friends. Using crayons, colored pens, or colorful paper cut-outs and other materials, make a banner on a whole sheet of paper showing your group name, group shout-out or slogan, you and your team members' names. This will be your group's entry to the banner-making contest and you would like your team to win!

#### Task 2: Draw As I Say

#### Materials: pens and sheets of paper

**Instructions:** Invite a family member or another person to do this activity with you. Each of you will have a pen and two clean sheets of paper. Sit facing away from each other. You first act as the leader. Think of a simple object such as a star, chair, house, boat, a stick figure etc. and draw it on your first sheet of paper. *You cannot tell or show the other person what you drew, and you can give only one clue, for example, where it is found or what is its use.* You then give instructions to the other person on how to draw the object, such as *make a line, make a circle on top of the line, make a dot in the middle of the circle,* etc. *The other person cannot ask questions while you are giving instructions.* You should complete your instructions in 2 minutes. Compare your drawing to the other person's drawing. You then switch roles, with the other person drawing another object, and you drawing the object following his/her directions.

#### Congratulations! You completed the tasks!



This section encourages you to express your <u>opinions</u> to family and friends about this activity. It's always great to share your ideas and hear more points of view.

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#### Task 1: My Team

- 1. On a scale of 1 to 10, 1 being poor and 10 being excellent, how many points will you give for your banner? Why?
- 2. Show your banner to a family member and ask him/her to give feedback on your banner:
  - a. One to two things he/she likes about your banner:
  - **b.** One to two things that you need to improve in your banner:
- **3.** In this activity, you were asked to draw the banner by yourself. If you were in a real youth camp with real team members, what do you think would be the best way to accomplish the task?
- 4. What did you learn about being a leader in this activity?

#### Task 2: Draw As I Say

- 1. How did it feel to be the leader giving instructions?
- 2. How did it feel to follow another person?
- **3.** Do you consider yourself a good follower? Why?
- 4. What are the traits of a good follower?

### **Activity 8: Leadership in Real Workplaces**

### **Objective:**

✓ Interview a manager at a local workplace to learn about their approach to leadership

Becommended Time: 60-80 minutes



You will conduct an informational interview with a manager/supervisor in your community. You will ask them about their role as a leader. They can be a manager in any type of workplace. You can do this over the phone or in person.

Instructions:

- 1. Decide which business you would like to approach. Remember, you can learn about management and leadership from any type of workplace. Your family can help you decide who to talk to.
- 2. Arrange to speak to a manager for 15-20 minutes. Explain that you are a student and the purpose of the assignment. They may ask you to come back later. It should suit their schedule.
- 3. Ask the questions and complete 3.6: Leadership in the Workplace Interview with a Manager.
- **4.** Be sure to get their contact information, especially if you may be interested in a job or internship in the future.
- **5.** Thank them for their time.



# **3.6:** Leadership in the Workplace – Interview with a Manager

Date:	
Company Name:	
Manager Name:	
Manager's Title:	
Questions for the Manager	
<ol> <li>Tell me a little bit about your role as a manager. What are your responsibilities?</li> </ol>	
2. How did you become a manager?	
3. How did you develop your leadership skills?	
4. What skills do you use to manage your team?	

5.	What is your style as a leader?	
6.	As a leader, how do you deal with challenges?	
7.	How do you help your team solve task- related problems?	
8.	How do you help your employees improve their quality of work?	
9.	What is the most important thing you have learned as a leader?	
10	Can I contact you in the future? If yes, get their contact information.	

# Activity 9: Module 3 Review and Application

# **Objectives**:

- ✓ Review the main topics covered in the leadership module
- ✓ Write an essay that will elaborate his/her learnings about leadership and teamwork

Becommended Time: 120 minutes



Let's Exercise! This activity will help you review what you learned about cooperation,

teamwork, and leadership in this module, and what you still need to get better at. We will start with a fun quiz. Group these sentence fragments below to summarize some of the key ideas of this module.



Write the resulting complete sentences below.



Choose 1 out of 3 statements formed from the puzzles to present creatively in the form of song, poem, rap, etc. If you wish, you can also pick a different key learning from this module. Record your lyrics or poem or other output in the space below. If your work is digital, you can provide a link to your work.

Key learning from the module that I chose to work on:

Answer key for the activity quiz:

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.

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.

Problem Solving can follow these steps: define the problem, get more information about the problem, generate many ideas on how to solve the problem, choose a solution, implement the solution and evaluate the solution.

My output (lyrics or poem or other creative outputs):



#### Sharing is caring

This section encourages you to share your <u>output</u> to family and friends. You worked hard on this so now it is time to tell others about the task you have just completed. Do it face to face, via text, chat, or whatever means available and comfortable to you. It's always great to share your thoughts and hear feedback from people who care <sup>(2)</sup>

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Ask a family member to review your creative work, for example, listen to your rap, read your poem or look at your poster, and give you a score out of 100% by breaking it down to 70% for ability to convey the message, and 30% for creativity. Record the score below. If you feel more comfortable you can choose to self-evaluate your work.

Evaluator	Content 70%	Creativity 30%	Total 100%	Comments



# Session 4 – Writing Space

Use this space to complete any of the written assignments above or write any thoughts or ideas that have come to mind on leadership and teamwork as a whole.

### Learners' Reflection: Module 3 Leadership and Teamwork

Remember this? You answered this at the beginning of the module. Answer it again and compare your results with your previous reflection. Is there a difference?

This is not a test but is a way for you to see what you already know or do not know about the topics. You will read a skill that is listed in the left column. Think about yourself and your experience. Then read the statements across the top. Check the column that best represents your situation. The results will help you and your teacher know which topics may require more time, effort and guidance.

Ang mga katanungan dito ay hindi test. Ito ay isang paraan upang malaman mo ang iyong kaalaman, kasanayan o kakayahan tungkol sa paksang ito. Basahin mo ang mga kaalaman, kasanayan o kakayahan na nakalista sa kaliwang kolum. Magbalik---tanaw sa iyong sarili at mga karanasan, basahin ang lahat ng mga pangungusap at i---tsek ang sagot na naaangkop sa iyong sitwasyon. Ang iyong kasagutan ay magiging gabay mo at ng iyong guro sa pagpapalawak ng iyong kaalaman tungkol sa paksang ito.

My experience Knowledge, skills and abilities Kaalaman, kasanayan at kakayahan	1 I don't have any experience doing this. Wala akong karanasan sa paggawa nito	2 I have little experience doing this Mayroon akong konting karanasan sa paggawa nito	3 I have some experience doing this Mayroon akong karanasan sa paggawa nito	4 I have a lot of experience doing this. Marami akong karanasan sa paggawa nito
Demonstrating leadership in my personal life and with others, at work or in the community/ Personal na isinasabuhay ang katangian ng isang lider sa sarili, sa iba, sa trabaho man o sa komunidad				
Promoting group cooperation / Pagtataguyod ng pagkakaisa sa grupo.				
Helping others accomplish a task by providing guidance & leadership / Pagtulong sa gawain ng iba upang maging matagumpay ang kanilang gawain dahil sa iyong gabay at pamamahala.				
Understanding my own leadership style/ Pag- unawa sa sariling istilo ng pamumuno.				

My experience Knowledge, skills and abilities Kaalaman, kasanayan at kakayahan	1 I don't have any experience doing this. Wala akong karanasan sa paggawa nito	2 I have little experience doing this Mayroon akong konting karanasan sa paggawa nito	3 I have some experience doing this Mayroon akong karanasan sa paggawa nito	4 I have a lot of experience doing this. Marami akong karanasan sa paggawa nito
Using necessary steps to solve problems well – identification, information gathering, generating, choosing and evaluating a solution/ Paggamit ng pamamaraang kinakailangan sa paglutas ng problema, sa pamamagitan ng pangangalap ng impormasyon, pagtukoy at pagsusuri ng epektibong solusyon.				

# **End-of-Module Assessment**

Congratulations for finishing Module 3: Leadership & Teamwork! At the end of every module you will take a short assessment to see how much you have learned. It will help you and your teacher identify the knowledge and skills you know and what still needs reinforcing. The results will <u>not</u> affect your ability to continue in the program.

Structure of the Assessment: It has a total of 10 questions. Some questions are multiple choice and some questions are true or false. You should choose only <u>ONE</u> answer for each question.

Once you have finished answering the questions, note down any clarifications you want to ask your instructor.

# Module 3: Leadership & Teamwork

Circle an answer for each statement.

English	Tagalog
<ol> <li>Leaders should always make decisions on their own without getting input from others who are not leaders.</li> <li>a. True</li> <li>b. False</li> </ol>	<ol> <li>Lagi dapat magpasyang mag-isa ang mga pinuno nang walang sinasangguning ibang hindi pinuno.</li> <li>a. Tama b. Mali</li> </ol>
<ul> <li>2. Effective leaders:</li> <li>a. Are creative</li> <li>b. Have self confidence</li> <li>c. Are flexible</li> <li>d. Have a positive attitude</li> <li>e. All of the above</li> </ul>	<ul> <li>2. Ang mahuhusay na pinuno ay:</li> <li>a. Malikhain</li> <li>b. May kumpiyansa sa sarili</li> <li>c. Nakikibagay</li> <li>d. May positibong ugali</li> <li>e. Lahat ng nabanggit</li> </ul>
<ul> <li>3. A leader should choose one style of leadership and always stick to it – authoritarian, persuading, consulting, or joining.</li> <li>a. True</li> <li>b. False</li> </ul>	<ul> <li>Kailangang pumili ng isang pinuno ng isang paraan ng pamumuno at lagi itong sundin — authoritarian, nanghihikayat, sumasangguni, o nakikilahok.</li> <li>a. Tama</li> <li>b. Mali</li> </ul>
<ul> <li>4. When giving instructions to a group of people, you should:</li> <li>a. Repeat the question</li> <li>b. Ask if the question is clear</li> <li>c. Ask someone to say the question back to you in their own words</li> <li>d. All of the above</li> <li>e. None of the above</li> </ul>	<ul> <li>4. Kapag may pinasasagutan o pinagagawa:</li> <li>a. Ulitin ang tanong</li> <li>b. Tanungin kung malinaw ba ang tanong</li> <li>c. Hilingin sa isang taong ulitin ang tanong gamit ang sarili nilang mga salita</li> <li>d. Lahat ng nabanggit</li> <li>e. Wala sa nabanggit</li> </ul>

<ul> <li>5. To be successful, teams need:</li> <li>a. Different goals</li> <li>b. Vague roles and tasks</li> <li>c. Trusting relationships among team members</li> <li>d. All of the above</li> <li>e. None of the above</li> </ul>	<ul> <li>5. Para maging matagumpay, kailangan ng mga grupo ng:</li> <li>a. Magkakaibang layunin</li> <li>b. Malabong mga tungkulin at gawain</li> <li>c. Mapagtiwalang ugnayan ng mga kasapi ng grupo</li> </ul>
	d. Lahat ng nabanggit e. Wala sa nabanggit
<ul> <li>6. To develop team spirit, develop a common goal and make sure all team members feel they have something to contribute.</li> <li>a. True</li> <li>b. False</li> </ul>	<ol> <li>Para makabuo ng diwa ng pagkakaisa sa isang grupo, lumikha ng iisang layunin at siguraduhing nararamdaman ng lahat ng kasapi may mayroon silang maiaambag.</li> </ol>
	a. Tama b. Mali
<ul><li>7. Problem solving steps include:</li><li>a. Defining the problem and getting more</li></ul>	<ol> <li>Kasama sa mga hakbang sa paglutas ng problema ang:</li> </ol>
information b. Generating ideas on how to solve the problem	a. Pagkilala sa problema at pagkuha ng mas maraming impormasyon
c. Choosing, implementing and evaluating a solution	<ul> <li>b. Pagkalap ng mga idea kung paano lutasin ang problema</li> <li>pagaili pagagagagaga at</li> </ul>
d. All of the above e. None of the above	<ul> <li>c. Pagpili, pagsasagawa, at pagsuri sa solusyon</li> <li>d. Lahat ng nabanggit</li> <li>e. Wala sa nabanggit</li> </ul>

8. You are leading a team to accomplish a task that is more difficult than you expected. You should:	8. Namumuno ka ng isang grupong humaharap sa isang gawaing mas mahirap kaysa inasahan. Dapat:
<ul> <li>a. Give up in order to stop wasting valuable time</li> <li>b. Listen to only those team members who agree with your opinions</li> <li>c. Maintain a positive attitude and encourage others to participate</li> <li>d. Focus on one solution</li> </ul>	<ul> <li>a. Sumuko ka na para hindi na makapagsayang ng mahalagang oras</li> <li>b. Makinig lamang sa mga kasapi ng grupong sumasangayon sa mga opinyon mo</li> <li>c. Magpanatili ng positibong ugali at hikayatin ang pakikilahok ng iba</li> <li>d. Magtuon sa iisang solusyon</li> </ul>
9. Real leaders include only those who are famous.	9. Ang matatawag lang na tunay na pinuno ay iyong mga sikat.
a. True b. False	a. Totoo b. Mali
<ul> <li>10. Promoting group cooperation means encouraging people to be open to the ideas of others.</li> <li>a. True</li> </ul>	10. Ang pagtataguyod ng pagkakaisa sa isang grupo ay nangangahulugang hihikayatin ang mga taong maging bukas sa mga idea ng iba.
b. False	a. Tama b. Mali

# Congratulations! You have completed the module on Leadership & Teamwork! You are now ready to conquer the next module on Work Habits.