MAPÚA UNIVERSITY

CIVIC WELFARE TRAINING SERVICE
[MAPÚA-CWTS]

PROGRAM MODULE 1
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Joyrence Mervin Q. Agas
Marie Katherine Camille C. de Leon
Michelle C. Ricafrente

Office for Social Orientation and Community Involvement Programs (SOCIP)
Mapúa-National Service Training Program (MNSTP)
Mapúa-National Service Reserve Corps School Directorate Office (MNSRCSDO)
Mapúa- Reserve Officers Training Corps (MROTC)

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Introduction to NSTP-CWTS

CHAPTER 1

MAPÚA-CWTS OFFICE

MAPÚA-CWTS OFFICE

Shall serve as the coordinating body composed of MAPÚA-CWTS Program Coordinator, Staff and Facilitators.

HISTORY OF MAPÚA-CWTS

Mapúa University, under a semestral term, initiated the National Service Training Program in the second semester of the school year 2001-2002. Students were given the option to choose between ROTC and CWTS as their NSTP Program.

A Workbook for CWTS was developed by Engr. Edward Ted Aguinaldo, the NSTP Director, Marvin Dunmas and Dr. Reynaldo A. Padilla. The workbook tackles concepts and principles regarding service, the human person, community service, nationalism and environmental protection. Subjects of the workbook were anchored to the NSTP-CWTS STET curriculum. Student activities centered on socio-civic efforts such as clean-up drive, bloodletting and Alay Lakad. Training on safety like firedrill and basic life support seminar were also participated by the students. Mini Olympics, play viewing, and orchidarium visits were conducted for cultural and recreational purposes.

For the academic year 2003-2004, MAPÚA-CWTS introduced community organizing and project development to the students and started community-based projects. Partner communities included selected barangays in Singgalong, Sampaloc, Pandacan, San Andres, Paco, Sta. Ana and Malate. It also received the Silver Flame of Virtue for the Kabalikat Awards 2003. This is a nationwide search for the outstanding STET-VIP NSTP community project. A mural in Asamba, Project 8, Quezon City was the Institute's entry.

In the succeeding academic year, MAPÚA-CWTS underwent a curriculum innovation. With the new NSTP Director, Engr. Joyrence Mervin Agas, the Office and selected CWTS Facilitators, a new CWTS module was created. It established the SERVICE Components as direction of community initiatives and the three (3) Support and Delivery System (SDS) as its implementing arm. Facilitators were designated according to their expertise. Technical programs such as structural survey and health-related projects like weighing were added to the students" community service. Even though the LTS component is not offered as a program, its concept is incorporated in the CWTS program through the literacy program called ALEAP-LSDS.

With the Manila City government, a Memorandum of Agreement was signed stating that the Institute is adopting communities from Manila as its program site. It was decided that efforts will focus on the Pandacan area. To better serve the community, a community survey was done.

In 2005, a Community Profile of selected barangays in Pandacan was produced. This became the primary basis for all CWTS endeavor. Also, EHSDS programs expanded in offering a computer literacy program called Computer Fundaments Short Term Course (CFSTC) and the Water Potability Assessment Program.

To organize and to formalize the documentation of student activities, the CWTS Office developed report templates and assessment and evaluation instruments. Online report submission and transactions were also established for a more efficient document processing.

Relevant societal concerns were discussed in class for the 2006-2007 academic year to create awareness and civic consciousness. Classroom debates were done to test the students" understanding in explaining the current issues besetting the country. Tools for issue analysis like cause-and-effect wheel and SWOT analysis were also used to assess community needs and concerns.

During the 2007-2008 academic year, the project proposal presentation was executed to uplift the quality of project being carried out in the community. This paved the way for a dialogue between students and the CWTS Office in improving the activities conducted in the adopted barangays.

On the second term of the 2009-2010 academic year, the SERVICE Workbook was developed. It contains situationer and community cases to better understand the SERVICE components and to enhance student's skill in case analysis.

In 2012, the academic community faced another obstacle as the country is plagued by unfavorable weather conditions and epidemic. Severe Acute Respiratory Syndrome (SARS) scares have spread in the different colleges and universities. As a precaution, the academic community decided to close down their campuses to ensure the safety of the students. Thus, having long periods of cancelled classes. This is also the case for the different typhoons that hit the country that called for the suspension of classes.

For the CWTS Office, they initiated the use of technology to continue the lectures and learnings of the students despite the challenges. The Office delved into online learning platforms as answer to the problem of suspended classes. This was later on formalized with the use of Moodle. Modular Object-Oriented Dynamic Learning Environment (Moodle) provided the CWTS classes the needed contact hours and classroom dynamics without the actual presence in the classroom.

In 2015, the University used Blackboard as their online learning platform to better cater to the needs of the classes. As different mode of sessions are available for the students, their learnings were enriched and at par with the experience in the classroom. Facilitators were able to use different activities and creative application to supplement their lectures.

To respond to the call for Disaster Awareness and Preparedness, the Office started to conduct basic disaster training. In 2017, both facilitators and students were taught basic emergency techniques such as bandaging, rope tying and rappelling. They experienced actual rappelling monitored by trained personnel of AFP.

Currently, the MAPÚA-CWTS continues to enhance their curriculum in training the students to become responsible citizens who could greatly contribute to the general welfare of the country. It utilizes the students' talents and technical expertise in assisting the community's development. The program is constantly changing and adjusting to the needs of the students and the community.

VISION

In line with the Mapúa University's vision, the MAPÚA- CWTS shall be the center of excellence in values education through the promotion of civic consciousness, civic responsibility and holistic development of individuals to become productive members of the society.

MISSION

The MAPÚA-CWTS thrusts are:

- To motivate, train and organize students as catalysts of change in the community;
- To harness and maximize the technical expertise and interests of different schools and department and students' courses to benefit the underprivileged and economically poor sectors of the society and;
- To develop each student to possess a high level of social awareness.

COURSE DESCRIPTION

Subject Code	Description
NSTP100	A classroom-based discussion that encompasses the common module phase for all National Service Training Program students. Topics include the orientation on the NSTP Law, discussion on the Human Person, The Filipino Value System, Groups, Leadership, Decision-Making, Disaster Preparedness, Awareness and Management and Substance Abuse Education.
CWTS101	Classroom-based discussions concerning the introduction to MAPÚA-CWTS and lectures that introduces and promotes the MAPÚA-CWTS Dimensions of Development, relevant societal concerns, the fundamentals of working with the community and project development.
CWTS102	A two-part program that re-introduces the NSTP-SERVICE components of the NSTP-CWTS Dimensions of Development and the hands-on application that involves project preparation, planning and implementation at the assigned adopted communities.
CWTS103	Part 2 of the hands-on application of the acquired skills and knowledge that involves project preparation, planning and implementation at the assigned adopted communities.

CWTS STUDENT ATTENDANCE

- Students are required to attend their classes on time.
- A student who has incurred more than twenty percent (20%) absences (more than two absences) shall no longer be allowed to continue the course and will be given a final grade of five (5.00)
- Students who report to class fifteen (15) minutes after the official start of the class will be considered tardy. Three (3) accumulated tardiness is equivalent to one (1) absence.
- Students who have failed to meet with their class and facilitator during a community-based activity will not be allowed to follow to the said area.

GRADING SYSTEM

The grading system shall be as follow:

GRADE	GRADE EQUIVALENT
P	Passed
F	Failed
I	Incomplete
ABS	Absent

- Students with an "Incomplete" grade on his/her Final Grade Report must complete the course in accordance with the University's policy as stated in the Student's Handbook.
- Any change of grade shall follow the University's policy.

The following shall be the basis of student's evaluation:

AREA	PERCENTAGE
Attendance	50%
Written Exam(s)/Reports	20%
Student's Participation/Community Involvement	30%
Total	**100%**

STUDENT ACTIVITIES

Students' initiatives are directed by connecting expertise to the community's needs. The students are trained to be the leading experts in their chosen career while acknowledging their social obligation. The students are brought up to strive for the best in their field in the aim that their skills and talents would contribute to the upliftment of the society's condition. The students" empowerment will serve as a tool in the progress of their lives as well as those of others.



Self-Awareness and Values Development

CHAPTER 2

THE HUMAN PERSON

THE HUMAN PERSON: OVERVIEW

What is a human person? What is the nature of a human person? How does a person attain his highest potential that can create a positive result towards society?

Even during ancient times, these questions had been consistently raised and evaluated. Brilliant psychologists, philosophers, theologians, and even natural scientists had written and made in- depth analyses on the topic of human nature using wide range of theories and observations.

It is essentially difficult to define man. This perspective aims to revisit and challenge, in all humility, our perception of human nature; and the possibility of achieving a productive society through the actualization of a person's highest potential.

THE HUMAN PERSON: REVISITED

When we talk about the human person, it is obviously everything that pertains to man - physical, spiritual, emotional and intellectual attributes. There are several definitions of a human person based on different perspectives:

Aristotle and Boethius described man as a rational being. As rational being, a person is able to know, reason out and apply what he knows.

Theologians describe a human person as a substance of physical and spiritual. Spiritual in nature because man has a soul and is created by a Superior Being with a divine purpose. Physical in nature, because a person is created with body and faculty that correspond to his relationship with society.

Dictionaries define a human person as a living, self-conscious animal or a thing.

WHO AM I?

To fully understand the meaning of a person, let us re-evaluate and understand the characteristics of a person:

CHARACTERISTICS OF A PERSON

Eddie Babor discussed in his book "The Human Person, Not Real But Existing" that the human person have several characteristics, among which are the following:

1. **Rational** - *Every person is a rational being.* This is what distinguishes a person from all other creatures in the world. As a rational being, a person is free to think and has the capacity to reason. He can distinguish what is right and what is wrong because he has intellect.

2. **Free** - *All human beings are born free.* A person has the freedom to do or not to do a specific action. However, every person must be responsible for his own action. In other words, a person can do whatever he pleases but not to the extent of doing harm to his co-creatures.

3. **Unique** - *Every person is unique.* Every person has his own identity such that no two persons are the same. Generally speaking, human beings have the same characteristics and physical features and but no two persons are the same because every person has its own perception, has different sets of values and priorities in life.

4. **Social being** - *Every person is intrinsically a social being.* He cannot detach his "being" from others and all other creatures in the universe. Human nature is characterized by his togetherness and relationship towards other creatures; be it a thing, object or his fellowman.

5. **Sexual** - *All created living things are sexual in nature but the uniqueness of expression of a person's sexuality makes it all different.* The expression of a person's emotions, attitudes, feelings, actions and thoughts in sexual activity best exemplifies his uniqueness from animals.

Considering the characteristics, and their definitions, given above, it can be deduced that a human person is the ultimate expression of the Supreme Being that has the freedom, capacity and ability to reason, reflect and relate to his co-existence.

CORE AND RELATED VALUES

		DIMENSION	VALUES
HUMAN PERSON	AS SELF	**PHYSICAL**	**HEALTH** Physical Fitness, cleanliness, harmony with the material universe, beauty and art
		INTELLECTUAL	**TRUTH** Knowledge, creative and critical thinking
		MORAL	**LOVE** Integrity/honesty, self-worth/self-esteem, personal discipline
		SPIRITUAL	**SPIRITUALITY** Faith in God
	IN COMMUNITY	**SOCIAL** **Family** **Society**	**SOCIAL RESPONSIBILITY** Mutual Love/respect, fidelity, responsible parenthood, concern for others/common good, freedom/equality, social justice/ respect for human rights, peace/active non-violence, popular participation
		ECONOMIC	**ECONOMIC EFFICIENCY** Thrift/conservation of resources, work ethics, self-reliance, productivity, scientific and technological knowledge, vocational efficiency, entrepreneurship
		POLITICAL	**NATIONALISM** Common identity, national unity, esteem of national heroes, commitment, civic consciousness/ pride, *"Bayanihan"*/ solidarity, loyalty to country **GLOBAL SOLIDARITY** International understanding and cooperation

SOURCE: Values Integration and Promotion: A Civic Welfare Service Core and Related Value

THE ESSENCE OF A PERSON

By understanding the character and the definition of a person, the next question would be "how are we going to maximize these characteristics to be able to create a positive result?"

There are several guiding principles in realizing a person's competence and ability. The totality of the person is best explored in the field of humanistic psychology. This study theorized that a person's behavior and relationship with others is shaped by his inner feelings and self-image.

One of the foundations of humanistic psychology is Abraham Maslow and his theory on the hierarchy of needs as illustrated below:



The hierarchy of needs has five levels, namely:

1. **Physiological Level** - these are biological needs such as food, water and clothing. They are the strongest needs because when a person is deprived of these, the person will ultimately find ways to fulfill its satisfaction.

2. **Safety** - when physiological needs are met, the person transcends in finding security and protection from physical and emotional harm.

3. **Social and Belongingness** - when the needs for physiological and safety had been satisfied, the desire for affection, belonging, friendship can become active. Maslow states that people seek to overcome feeling of loneliness and alienation.

4. **Esteem** - there are two esteem needs: The self-esteem that include achievement, mastery, confidence and the esteem the person gets from others. These include recognition, respect, attention etc. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. However, when these needs are not met, the person may feel inferior, weak, helpless and worthless.

5. **Self-Actualization** - it is the highest form of motivation. Maslow describes this need as reaching the person's peak potential.

As discussed above, Maslow's theory pointed out that a **person must satisfy first the other lower needs before he can actually realize his self-worth and potential**. Accordingly, when lower needs are unmet, the person cannot fully devote himself to fulfilling his potentials (Boeree;1988). He theorized that self - actualization is the driving force of human personality. Thus, a person cannot appreciate intellectual and aesthetic learning when the person is hungry and his safety is difficult to obtain. *"Artistic and scientific endeavors do not flourish in a society where people must struggle for food, shelter and safety. The highest motive - self-actualization - can only be fulfilled after all other needs are fulfilled"* (Intro to Psych 10th ed by Atkinson, Smith, Bem, p. 525).

Following Maslow's theory, Carl Rogers (1902-1987) in his *person- centered therapy theory*, believed that **every person has within him an inherent desire towards a positive transformation and development of his capacity**. Furthermore, he came to believe that man is basically good and inherently possesses a seed of goodness no matter how imprudent his actions are.

The theory of *person - centered therapy* of Carl Rogers explained that persons are the only ones able to change the direction of their lives and which path to take. The therapist's role is to act as a "sounding board" while the person himself explores and analyzes his problem (Intro to Psych 10th ed by Atkinson, Smith, Bem, p 523).

In accordance with the view of Roger's theory, the writer of this article personally believes that the therapist being referred to should not be restricted to psychologists only, but must also be identified with the person's environment and the people surrounding him. In other words, the role of our society should be a "sounding board" of our reflections in life to be able for the individual to realize his problem and create his own solutions for it. It is the individual who will eventually direct his own life and not the people around him.

THE EIGHT STAGES OF DEVELOPMENT By Erik H. Erikson

STAGE	CRISIS	VIRTUE
INFANCY (BIRTH)	**Basic Trust VS. Mistrust** ▪ Child is helpless dependent on adults. ▪ Caring is the satisfying needs of the child. ▪ If parents are rejecting and the satisfying needs of the child is inconsistent, it develops feelings of mistrust	**Hope** ▪ Emerges as an enduring belief in the attainability of fervent wishes (trusting children are more future- oriented) ▪ Children lacking enough trust cannot hope because they must worry constantly about whether their needs will be satisfied and therefore are tied to the present.
EARLY CHILDHOOD (AGES 1 – 3)	**Autonomy VS. Shame and Doubt** ▪ Child develops rapidly varied skills. ▪ Learns how to hold on and let go – feces and urine. ▪ Child can willfully decide to do something ort to do it. ▪ Effects of parental discipline and control over the development of child's own self-control. ▪ From a sense of self-control without loss of self-esteem comes lasting sense of good will and pride ▪ From a sense of self-control comes a lasting propensity for doubt and shame	**Will** ▪ Defined as the unbroken determination to exercise free choice as well as self-restraint.
PRE-SCHOOL AGE (AGES 4 – 5)	**Initiative VS. Guilt** ▪ Initiative – the general ability to initiate ideas and actions and to plan future events. ▪ The child begins to explore what kind of person he can become limits are tested to find out what is permissible and what is not. ▪ Guilt develops if parents ridicule the child's self-initiated behaviors and fantasies.	**Purpose** ▪ The courage to envisage (predict or visualize) and pursue goals by defeat of infantile fantasies, by guilt and by foiling fear of punishment.

STAGE	CRISIS	VIRTUE
SCHOOL AGE (AGES 6 – 11)	**Industry VS. Inferiority** ▪ Industry – the sense of enjoyment from work and from sustained attention. ▪ Child learns skills necessary for economic survival the technological skills that will allow him to become productive member of his culture. ▪ School is the place where child is trained for future employment. ▪ Inferiority causes the child to lose confidence in his ability to become contributing member of society.	**Competence** ▪ It is the free exercise of dexterity and intelligence in the completion of tasks, unimpaired by infantile inferiority.
TEEN AGE (AGES 12 – 19)	**Identity VS. Role Confusion** ▪ Identity - means essentially how a person sees themselves in relation to their world. It's a sense of self or individuality in the context of life and what lies ahead. ▪ Role Confusion - the negative perspective - an absence of identity - meaning that the person cannot see clearly or at all who they are and how they can relate positively with their environment.	**Fidelity** ▪ self-confidence and self-esteem necessary to freely associate with people and ideas based on merit, loyalty, social and interpersonal integrity, discretion, personal standards and dignity, pride and personal identity, seeing useful personal role(s) and purpose(s) in life
YOUNG ADULTHOOD (AGES 20 – 35)	**Intimacy VS. Isolation** ▪ Intimacy – the ability to merge one's identity with that of another person. ▪ Isolation – the inability to share one's identity with that of another person.	**Love** ▪ Defined as the mutuality of devotion forever subduing the antagonism inherent in dividend functions ▪ Development of a greater sense of intimacy.
MIDDLE ADULTHOOD (AGES 36-64)	**Generativity VS. Stagnation** ▪ Generativity – the impulse to help members of the next generation. ▪ Stagnation – interpersonal impoverishment – the lack of concern about the next generation.	**Care** ▪ The widening concern for what has been generated by love, necessity; it overcomes the ambivalence adhering to irresistible obligation.
OLD AGE (AGES 65 – DEATH)	**Ego Integrity VS. Despair** ▪ Edo Integrity – the satisfaction with life and the lack of fear of death. ▪ Despair – the lack of satisfaction with life	**Wisdom** ▪ The person has more ego integrity than despair ▪ Defined as detached concern with life.

The stages of development are patterned sequence encompassing appropriate physical, emotional and cognitive tasks that the individual must muster in a struggle to adjust to the demands of the social environment.

Each stage should be viewed as a psychosocial crisis or conflict – and whether the conflict of a particular stage is successfully resolved or not, the individual is pushed by both biological maturation and social demands into the next stage. The conflict in each stage involves bipolar tasks such as trust vs. mistrust.

IN A NUTSHELL

The definition and characteristics of a person, the presumptions of Carl Rogers, Abraham Maslow and Erik Erikson that had been analyzed are **simply guiding principles** and motivations to better understand ourselves and examine our potentials. As JFT Bugental pointed out, *"man's life has greater possibilities but not realized"*. In other words, there are many opportunities await each person and he is blind enough not to notice those opportunities.

As discussed previously, the person himself is the best qualified in changing and directing his life. He has always been given an alternative whether to do or not to do an act but this action should be accompanied by responsibility.

Being human, our dealings may not always be positive but that does not negate our value as a person. *Self-actualized* persons allow their innate positive values to transform further and realize that by understanding his self-first is the best way that he can effectively relate to others.

Furthermore, every person must be guided by the understanding that he exists in this world achieving his temporary assignments. Each person should start now by utilizing his gifts and talents in obtaining his goals to positively transform and help others realize their worth as person themselves. He must make use of it and fulfill the greatest challenge that the Supreme Being has bestowed upon him.



Self-Awareness and Values Development

CHAPTER 3

FILIPINO SOCIAL VALUES

FILIPINO VALUES IN THE COMMUNITY SETTING

During the NSTP sessions that discussed the different Filipino characteristics and Filipino Citizenship values, an understanding of the Filipino culture and Filipino value system was explained. It reiterated that actions, decisions and manner an individual acts and thinks can be attributed to the values they were taught and practiced since their birth.

For this chapter, it will discussed the different values that are exemplified in the social setting especially in the community. It is better to keep in mind that these values are very essential in bringing forth changes and progress in the community. These values can be an important instrument in influencing the people in the community towards productive change and development.

Below are several values that can help in bring together people for a common goal and advocacy.

1. **Pakikisama / Camaraderie** – refers to an interpersonal relationship where people are friendly with each other. To be with someone and to get along with each other indicates basic human friendliness and affinity. It is a basic tendency for Filipinos and is expressed in their private lives, their public workplaces, and in their relationship with their neighbors. Filipnos believe that they live and act together with co-equals and consider it only natural that the consideration they show other will be reciprocated. So, people show a strong tendency to help, share and cooperate with those they are with.

2. **Familial / Close Family Ties** – Filipino are said to value and take good care of their family. Genuine concern for the family is manifested in the honor and respect given to parents and elders, in the support and care extended to children and in the great sacrifices one endure for the welfare of the family. This family orientation makes every member develop a feeling of belongingness and sense of safety and security.

3. **Hospitality** – refers to the warm welcome that the Filipino gives to visitors who come to his and her home, especially strangers. Filipinos tend to create relationship and open their homes regardless of any stereotypical biases. They are easy to get along with and treats them as though they were family members.

4. **Damayan System** – refers to the sympathy for people who suffered lost and in unfavorable situations. Filipinos tend to express their sympathy very easily and pull people in their intimate circle for comfort and support.

5. **Flexibility and Adaptability** – Filipinos can keep up with whatever life throw at them. They deal with the challenges and changes in their everyday lives as it happens. They easily conforms to the situation as well as in dealing with the unexpected. This is the ability of the Filipinos to adjust to the norms of other groups to attain smooth and harmonious relationship. This is exemplified during disaster wherein many families are displaced in evacuation centers and need to cope with the hard times.

6. **Resiliency** – nothing can keep the Filipino down. Even in dire situation, Filipino always find a reason to laugh at the difficulties and proceed with their lives. This is the ability to recover and regain readily one's particular state and recover without intervention. This can be summed up with the phase *"to rise from the rubble"* .

NATIONALISM

Nationalism is a belief, creed or political ideology that involves an individual identifying with, or becoming attached to, one's nation. It is the feeling of oneness among the people of a certain country. A state of awareness that a nation does exist and is made of people who owe allegiance not only to a tribe, clan or region nor to any religious or political entity. Simply, it is the ***devotion and love of country*** with all its inhabitants.

In the article by Luz Leanie Reyes of OurHappySchool.com entitled *"10 Modern Ways to Express Filipino Nationalism",* she presented how Filipinos can express their nationalistic pride.

1. **Respect the Philippine flag and value the Filipino identity -** Being Filipinos, we should respect our Philippine flag and its purpose. The history and value of this flag are connected to the freedom we have today. Encourage our fellowmen to participate and respect our flag and its anthem and even our different symbols. They provide us our identity as Flipinos or citizens of the beautiful Republic of the Philippines.

2. **Be a productive citizen** – Be industrious and make ourselves productive, not only for ourselves but for our country as well. Serve the people, serve our nation.

3. **Be aware of the issues in our country –** We must be aware and updated on the significant issues happening in the country. Extend help to the needy fellowmen, especially the victims of disasters like typhoons, flooding, and the like.

4. **Stand proud for every Filipinos achievement –** Filipinos is globally competitive in many aspects. They are proud to be a Filipino and for the honors they bring to our country. They unite every Filipino for their achievements. We can be proud of Filipinos like Manny Pacquiao, the Azkals Football Team, the Gilas Pilipinas Basketball Team, and many more.

5. **Patronize and support our own products –** The Philippines has rich resources to create quality goods and products. The manpower services we provide are also globally competitive. Our economy will improve more if we ourselves patronize our own products which characterize our creativity, resourcefulness, and industry.

6. **Preserve the Filipino culture –** Philippines is rich in various colorful cultural elements. They are our identity. Be proud and preserve the culture we have for they are our treasure. We have to keep them for the future generation.

7. **Respect everyone and value our traditions –** Filipinos are very courteous and respectful. Even in modern times, many Filipinos show and value their noble norms and traditions. So we Filipinos must continue to exercise these good traditions like respecting our elders and others, by using "po at opo", being hospitable, and being religious.

8. **Speak out our own language –** Using our own language is manifesting and preserving our national identity. It is our unique means of communicating and interacting with our fellowmen. Our language is an important tool to achieve further unity and national development.

8. **Remember and commemorate our heroes' sacrifices for our country –** There were many Filipinos who died for our democracy, freedom, and independence. Some fought using their pens and tongues, while some used the power of their arms and weapons. Each had their own way of showing their love and respect to our country. In today's generation, let us value and treasured our heroes sacrifices and devotion for our country.

9. **Love our family, our neighbors, and our compatriots –** Love and help one another. That way, we are showing the world that we are proud to be Filipinos. Stand united! Do something to help each other and for the greater good for mother country. Love everyone and love our country as we love ourselves.

SOURCE: https://ourhappyschool.com/ap-social-studies/10-modern-ways-express-filipino-nationalism

PATRIOTISM

Patriotism came from the Latin word *"pater"* which means *"father"*. It is the willingness and determination to lay down one's life for the fatherland – the constant resolve to sacrifice one's life and limb for the preservation of the country. It is the total realization of that love for the country, which is nationalism. In other words, to be patriotic is to be nationalistic.

How can one show their patriotism? Here are some ways you can show your patriotic pride:

1. **Display your pride.** This is the cheapest and easiest way to show your patriotism. However, bear in mind the you need to observe the proper way of showing your nationalistic pride.

2. **Stay informed.** Know what is going on the country. Understand the concern and issues plaguing the society. Look at the issues especially the problems from both sides. Stay objective and find the facts.

3. **Learn about your country.** Learn the history, culture and influences of the place where you are born and living in. Don't be ignorant about the heritage and legacy of our heroes and modern social movers.

4. **Be proud of your country.** Celebrate the diversity and uniqueness of the country. Highlight the good side of the country.

5. **Keep the environment clean.** No one will take care and safeguard the country's resources but their own people. Make it last for the succeeding generations.

6. **Buy local.** Support the local businesses and local products to better boost the local producers like farmers, fishermen etc.

7. **Pay your taxes.** Contribute to the country's budget to create change and development which shall be supported by paying the right amount of taxes.

8. **Vote**. Exercise your rights and participate in the government. Chose the leaders that could shape out country's direction and future.

9. **Keep the government honest.** Don't tolerate corruption and red tape. Keep an eye out for any malpractice in the government and abusive government leaders and employee.

10. **Volunteer**. Get involve and advocate for worthwhile issues. Share your time and talent for a cause that could help the country.



Group Dynamics

CHAPTER 4
GROUPS

DEFINING GROUPS

Group is defined as any number of persons who share a consciousness of membership and interaction. A group is not a mere collection of individuals but an aggregate of personalities acting and interacting with one another in the process of living. To be a member of a group, one must participate in the common life and activities of the group.

So, what is the difference between a *group* and a *crowd*? Here is how we can explain it:

1. A group is more or less permanent while a crowd is very short lived or transitory in nature.
2. Group is a number of persons being in some relation to one another while crowd is a group of people congregated or collected into a close body without order.
3. A group generally has a centralized leadership.
4. Members of a group behave in a very organized, constructive, social and civilized manner. They are less demonstrative in their behavior and show value based activities.
5. A group is more organized while a crowd is more disorganized.

WHY DO PEOPLE JOIN GROUPS?

People join groups for a variety of reasons.

- Affiliation
- Identification
- Emotional Support
- Assistance
- Common Interest
- Common Goals
- Physical Proximity
- Assignment / Mandatory

TYPES OF GROUPS

1. **Primary Group** - described by Charles Cooley as those characterized by intimate face-to-face association and cooperation. They are primary in several senses, but chiefly in that they are fundamentally in forming the social nature and ideas of the individual. The result of intimate association, psychologically, is a certain fusion of individualities in a common whole, so that one's very self, for many purposes at least, is the common life and purpose of the group. Perhaps the simplest way of describing this wholeness is by saying that it is a "we"; it involves the sort of sympathy and mutual identification for which "we" is the natural expression. One lives in the feeling of the whole and finds the chief of his will in that feeling.

2. **Secondary Group** - those which do not necessarily involve face-to-face association or intimate and personal relations. The members are aware of these relationships and take cognizance of them, but they do not feel that their lives are bound up in them except in time of social crisis. The members may be separated from one another by distance or by lack of personal physical contact. Their contact may be through correspondences, the press, the radio, the telephone or other means.

CHARACTERISTICS OF GROUPS

1. **Interaction** - patterns of mutual influence (physical, verbal, non-verbal, emotional)

2. **Structure** - stable patterns of relationships
   - Roles - behavior expected of members in a given position
   - Norms - rules that identify and describe appropriate behaviors
   - Inter-member relations - how they relate (authority, communication)

3. **Goals** - reasons for existence

4. **Perceived Groupness** - extend to which members see themselves as one (common fate, similarity, proximity)

5. **Dynamic Interdependency** - extend to which members are active, energized, vibrant and changing

6. **Motivation** - personal needs / gain being satisfied

FACTORS AFFECTING THE GROUP PERFORMANCE

1. **Cohesiveness** – the strength of group members' desires to remain a part of their groups. Cohesion is strengthened by:
   - Homogeneity
   - Severity of the initiation to join the group
   - A high external threat or competition
   - Amount of time spent together
   - Smallness of the group
   - Group's history of success

   Group cohesion has some important consequences as well:

   Positive:
   - People enjoy the membership
   - Members participate more fully
   - They tend to be highly productive
   - They experience low turnover

   Negative
   - Groupthink arises when groups are too cohesive
   - Group commitment might hinder productivity
   - Groups may conspire to sabotage others for the group's benefit.

2. **Group Size** – How many group members is too many? This is a controversial discussion. As the saying goes – "two heads are better than one", there is strength in having a significant number of members to pursue a goal. While there is also a saying that "too many cooks soil the broth", having too many members can create conflicts.

   Advantages of a Small Group
   - Interact more with each other and easier to coordinate
   - More motivated, satisfied and committed
   - Easier to share information
   - Faster at completing tasks
   - Individuals perform better in smaller groups

   Advantages of a Big Group
   - More number of ideas
   - More resources at their disposal to achieve group goals
   - More possible division of labor

3. **Communication –** transference and the understanding of meaning

Communication Functions
- Control member behavior
- Foster motivation for what is to be done
- Provide a release for emotional expression
- Provide information needed to make decisions

Interpersonal Communication

a. Oral Communication
   Advantages – speed and feedback
   Disadvantages – distortion of the message
b. Written Communication
   Advantages – tangible and verifiable
   Disadvantages – time-consuming and lack feedback

Non-verbal Communication

a. Body Movement
b. Intonations
c. Facial Expressions
d. Physical Distance

Advantages – supports other communications and provide observable expression of emotions and feelings
Disadvantage – misperception of body language or gestures can influence receiver's interpretation of message

Barriers to Effective Communication

a. Filtering – a sender's manipulation of information so that it will be seen more favorably by the receiver.
b. Selective Perception – people selectively interpret what they see on the basis of their interests, background, experience an attitudes.
c. Information Overload – a condition in which information inflow exceeds an individual's processing capacity.
d. Emotions – how a receiver feels at the time a message is received will influence how the message is interpreted.
e. Language – words have different meanings to different people
f. Communication Apprehension – under tension and anxiety about oral communication, written communication or both.

4. **Task VS. Maintenance Roles -** task roles enable the work group to define, clarify, and pursue a common purpose. Meanwhile, maintenance roles foster supportive and constructive interpersonal relationships. In short, tasks roles keep the group together.

5. **Presence of Others –** when someone performs differently, either more effectively or less effectively, in the presence of other than when alone, they are experiencing *social facilitation.*

Individuals experience heightened emotional arousal. Then, when aroused they have a tendency to perform the most dominant response, what come normally. If the dominant response is appropriate, performance will be enhanced. If dominant response is inappropriate, as in a new situation, performance will be impaired.

6. **Social Loafing –** "Free Riding"; When working with others, additive tasks are those in which each person's contributions are added together to another's. unfortunately, as people work together, some in the group may ride on the efforts of others. This is social loafing.

   A contributing issue is that some members of a group may be more interested in getting something for themselves than getting something for the group.

   Tips for Eliminating Social Loafing
   - Select members who have high motivation and prefer to work in groups
   - Make each performer identifiable
   - Set group goals, so that group has a common purpose to strive toward
   - Make work tasks more important and interesting
   - Increase intergroup competition, which again focuses on the shared outcome
   - Reward individuals for contributing to their group's performance
   - Engage in peer evaluation so each person evaluates each other's contribution



Group Dynamics

CHAPTER 5
TEAMWORK

DEFINING TEAM AND TEAMWORK

Humans have always lived in groups. It brings a sense of unity and security, provides better chances of both surviving and thriving, but it mostly brings a sense of belonging. Whether it's a family, a tribe, or simply a band of friends, we're always better together. Thus, we look at teams and teamwork as we defined it as follows:

TEAM is defined as two or more people working together to achieve a shared goal.

TEAMWORK is a process of bringing individuals together and joining their efforts and talents collaboratively, to achieve a goal or a mission for a cause; an attitude and sense that individuals can support each other so that their strengths combine to enhance what they do.

HOW DO WE ASSESS TEAMWORK?

- Trust among members
- Feedback mechanisms
- Open communications
- Approach to decisions
- Leadership sharing
- Acceptance of goals and tasks
- Valuing diversity
- Member cohesiveness
- Support for each other
- Performance norms

DEVELOPMENT STAGES OF A TEAM

1. **FORMING** – in this stage, group members are very much occupied with their own emotions and doubts like uncertainty about whether they will find their place in the group, what will the other members be like, what to expect from others, etc. "I-thinking" is the predominant attitude. In their search for safety and structure, the group members try to become oriented, look for a safe place, search for sympathetic members and expect help from the leader.

2. **STORMING** – members try to find their place in the group. there are many discussion, subgroups are made to represent one's interests, and there is lots of competition. Many people talking at the same time and nobody listening to each other is a clear indicator that the group is in the storming stage. Failure or success in this stage will to a large extent determine how open or closed participants will be later in the process and how well they deal with conflicts and emotions.

3. **NORMING** – members have established principles and procedures for achieving results and creating a positive atmosphere. Participants have found their place and feel safe in the group. People feel a part of the group, "I-thinking" is replacing by "We-thinking". It has become easier to communicate and collaborate with each other.

4. **PERFORMING** – this is the highest point a group can accomplish. The result is similar to two people being in love – participants feel proud to belong to this group, they have a strong belief that nothing is too difficult for them, and interaction is based on complete trust and openness. Objectively, such a group is also highly productive. Most groups never reach this stage because it requires strong motivation, common goals, great emotional input and strong commitment from the participants.

5. **ADJORNING/REFRAMING** – a group is established in order to accomplish certain objectives. When these tasks have been accomplished, the group reaches a natural end to its existence or set itself new tasks – in this case, the group development processes starts again from the start. Work and processes are reflected upon and objectives are readjusted. If the team will stop existing after intensive cooperation, participants need time to tie up loose ends and become familiar with the idea that the end is near. The stronger the relationships that develop, the more emotional the parting process will be.

CREATING AN EFFECTIVE TEAM

How do we maximize the capabilities of the team? In order for any team to accomplished their goal, they need to work together and as one. Here are some steps in building an effective team:

1. *Whether you are the leader of the team or just a member – help your team define a vision and a purpose of what they do.* Members often lack a sense of purpose because all too often, they don't have all the information to allow them to understand how their efforts contribute to the bigger picture and move the world forward. As a result, some may be focused solely on getting the job done. Always give your team members enough information to realize the importance of their contribution.

2. *When forming a new team, its important to have a varied set of skills within the team.* Identify which skills and expertise you're looking for. Then ask everyone to state their strengths, what they ca do best and what are the skills they want to master.

3. *Create a habit of regular honest communication between teammates.* This way, the team can have updates or progress meeting wherein they can ask for help. If they don't know how to handle a task, they can ask for advice. Trust and communication bring the teammates together.

MAINTAINING AN EFFECTIVE TEAMWORK

Just like a well-functioning car engine, teams should be checked and maintained to provide maximum performance and to achieve the goals efficiently and effectively. Here are some things that can be done to sustain the productivity of a team:

1. *Keeping the team's motivation high is a big hassle, but it's not impossible.* The best way to maintain a high level of motivation is to enable the team members to align their personal development goals with the group's growth goals. We all want to believe we can put the team's interests ahead of our own individual interests, but if team members don't feel they can grow and thrive within their teams, they will end up leaving for a better environment or simply being unengaged and unproductive.

2. *Share weekly updates.* Update each other about general progress, milestones hit, plans for the upcoming week. The updates should be informative and serve as an opportunity to recognize progress and keep everyone in the loop about what has been done, who is doing what and what needs to be done.

3. *Nurture a sense of accountability among team members.* When each member is aware of the bigger picture, they know how being accountable for getting their part of the job done allows the group milestone to be achieved.

CELEBRATING SUCCESS

A good motivation in working as a team is recognizing the success that the team has achieved, recognizing the different members that contribute to the achievement and enforce a productive atmosphere through reinforcement of good and providing solutions to the challenges encountered.

- When your team succeeds, it is important to celebrate even the little successes. Recognize the efforts made by each member of the team. Make it a regular tradition to celebrate whether it is over a meal or a treat whenever a milestone is reached.

- When your team fails to reach the objective, still recognize the effort of each member, but have everyone talk about their own mistakes and what they could have done better. Don't point any finger or blame other. Involve everyone in planning improvements. This reassures team members that they have each other's backs, and focuses them on continuous improvements.

BEST PRACTICES

Here are some ways to develop the best working team:

1. **Effective Leadership**
   Each member should be empowered to be a leader. When you have a team of accountable leaders, teamwork is highly effective.

2. **Encourage Creativity**
   Value each member's contribution, leave room for creativity, trying new things and iteration.

3. **Reward and Recognition**
   Make it habit to recognize efforts made by the team to build team spirit.

4. **Inter-group Communication**
   Create a space for teams within each class/department to meet and share their progress, struggles, challenges and success. It gives different perspectives and assures everyone that they're all working toward the same result.

BENEFITS OF TEAMWORK

A. BENEFITS TO GROUP/ ORGANIZATION

1. Increase productivity. Successful teams often achieve something which is greater than the sum of their individual parts (Multiplier Effect).
2. Increase quality through collective measures
3. Better morale
4. Better problem solving. Teams can help to approach problems in new ways.
5. Increase creativity. Fellow team members may raise ideas you may not have thought of if working on your own.
6. Better decisions through collaborative efforts

B. BENEFITS TO INDIVIDUALS

1. Work is less stressful
2. Responsibility is hared
3. Rewards and recognition is shared
4. Members can influence each other
5. All members experience a sense of accomplishment

HELPFUL AND HARMFUL BEHAVIOR IN TEAMWORK

HELPFUL BEHAVIOR		HARMFUL BEHAVIOR	
▪ Be optimistic ▪ Be on time ▪ Support one another ▪ Be courteous ▪ Be open minded ▪ Be honest ▪ Participate	▪ Be open ▪ Listen ▪ Stay on track ▪ Share the work ▪ Complete your work ▪ Present ideas, comments clearly ▪ Be prepared	▪ Constantly critical ▪ Dominate/ monopolize ▪ Be manipulative ▪ Be judgmental ▪ Act bored/ uninterested ▪ Do unrelated things	▪ Sub-conversations ▪ Simply agree with everything ▪ Avoid decisions ▪ Go off on tangent ▪ Name-calling ▪ Attack people/ideas

DYSFUNCTIONS OF A TEAM

DYSFUNCTIONS	PRESENCE IN TEAM	ABSENCE IN TEAM
1. Absence of Trust This stems from their unwillingness to be vulnerable within the group. Team members who are not genuinely open with one another about their mistakes and weaknesses make it impossible to build a foundation for trust.	▪ Conceal their weakness and mistakes from one another ▪ Hesitate to ask for help or provide constructive feedback ▪ Hesitate to offer help outside their own areas of responsibility ▪ Jump to conclusions about the intentions and aptitudes of others without attempting to clarify them ▪ Fail to recognize and tap into one another's skills and experience ▪ Waste time and energy managing their behavior for effect ▪ Hold grudges ▪ Dread meetings and find reasons to avoid spending time together	▪ Admit weakness and mistakes ▪ Ask for help ▪ Accept questions and input about their areas of responsibility ▪ Give one another the benefit of the doubt before arriving at a negative conclusion ▪ Take risk in offering feedback and assistance ▪ Appreciate the tap into one another's skills and experiences ▪ Focus time and energy on important issues, not politics ▪ Offer and accept apologies without hesitation ▪ Look forward to meetings and other opportunities to work as a group
2. Fear of Conflict Teams that lack trust are incapable of engaging in unfiltered and passionate debate of ideas and instead resort to veiled discussions and guarded comments	▪ Have boring meetings ▪ Create environments where back-channel politics and personal attacks ▪ Ignore controversial topics that are critical to team success ▪ Fail to tap into all the opinions and perspectives of team members ▪ Waste time and energy with posturing and interpersonal risk management	▪ Have lively, interesting meetings ▪ Extract and exploit the ideas of all team members ▪ Solve real problems quickly ▪ Minimize politics ▪ Put critical topics on the table for discussion
3. Avoidance of Accountability Without committing to a clear plan of action, even the most focused and driven people often hesitate to call their peers on actions and behaviors that seem counterproductive to the good of the team.	▪ Creates resentment among team members who have different standards of performance ▪ Encourage mediocrity ▪ Misses deadlines and key deliverables ▪ Places an undue burden on the team leader as the sole source of discipline	▪ Ensures that poor performers feel pressure to improve ▪ Identifies potential problems quickly by questioning one another's approaches without hesitation ▪ Establishes respect among team members who are held to the same standards ▪ Avoid excessive bureaucracy around performance and corrective actions

DYSFUNCTIONS	PRESENCE IN TEAM	ABSENCE IN TEAM
4. Lack of Commitment Without having aired their opinions in the course of passionate and open debate, team members rarely, if buy in and commit to decisions, though they may show agreement during meetings.	▪ Creates ambiguity among the team about direction and priorities ▪ Watches windows of opportunity close due to excessive analysis and unnecessary delay ▪ Breeds lack of confidence and fear of failure ▪ Revisits discussions and decisions again and again ▪ Encourages second-guessing among the team members	▪ Creates clarity around direction and priorities ▪ Aligns the entire team around common objectives ▪ Develops an ability to learn from mistakes ▪ Takes advantage of opportunities before competitions do ▪ Moves forward with out hesitation ▪ Changes direction without hesitation or guilt
5. Inattention to Results This occurs when team members put their individual needs (such as ego, career development or recognition) or even the needs of their division above the collective goals of the team.	▪ Stagnates / fails to grow ▪ Rarely defeats competitors ▪ Loses achievements-oriented members ▪ Encourages team members to focus on their own careers and individual goals ▪ Is easily distracted	▪ Retains achievement-oriented members ▪ Minimized individualistic behaviors ▪ Enjoys successes as a team ▪ Benefits from individuals who conquer their own goals / interest for the good of the team ▪ Avoid distractions



Group Dynamics

CHAPTER 6
LEADERSHIP

THE LEADER

A LEADER IS:

- Someone who acts as a guide;
- A directing head;
- Someone who leads a body of troops;

LEADERSHIP IS:

- The position of a leader;
- The quality displayed by a leader;
- The act of leading;

HOW TO BECOME A GOOD LEADER?

We often say that some people are good leaders, while others are not. But what is really our basis for judging one's capacity for being a good leader?

From a follower's perspective, good leadership can be attributed on several qualities that a person must have. These qualities make people comply and passionately follow a leader.

21 INDISPENSABLE QUALITIES OF A LEADER

John C. Maxwell's book entitled "21 Indispensable Qualities of a Leader" defines essential traits of a leader. This book will help people recognize, develop, and refine the personal characteristics needed to be a truly effective leader, the kind of leader people want to follow. The following qualities of a leader taken from his book are as follows:

Leader Qualities # 1: CHARACTER

- The quality of a person's behavior, as revealed in his habits of thoughts and expressions, his attitudes and interests, his action and his personal philosophy in life.
- Be a piece of the rock. There would always be two paths to choose from: character and compromise. "Every time a person chooses character, he becomes stronger, even if that choice brings negative consequences."

WHAT PEOPLE MUST KNOW ABOUT CHARACTER?

- Character is more than talk;
- Talent is a gift, but character is a choice;
- Character brings lasting success with people;
- Leaders cannot rise above the limitations of their character.

CHARACTER CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Search for the cracks.*** Reflect on the major decisions that you had done in your life as far as you can remember in terms of letting people down or giving compromises.
2. ***Look for patterns.*** From the reflections that you have done, are there particular instances that kept emerging? These patterns will help you diagnose issues of character.
3. ***Face the music.*** It is when you apologize and accept your mistakes that character repairs begin.
4. ***Rebuild.*** You have been brave enough to face your past actions but more courage is needed to face the future. Let your past actions serve as your guide so as not to commit the same mistakes in the future.

Leader Qualities # 2: CHARISMA
The first impression can seal the deal.

- Special spiritual gift bestowed temporarily by the holy spirit on a group or an individual for the general good of the church
- An extraordinary power in a person, group, cause, etc. which takes hold of popular imagination, wins popular support

TO MAKE YOURSELF THE KIND OF PERSON WHO ATTRACTS OTHERS, YOU NEED TO PERSONIFY THESE POINTERS:

- Love Life;
- Put a "10" on every person's head;
- Give people hope;
- Share yourself.

CHARISMA CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Change your focus.*** Always check if your focus during conversation is towards yourself. Learn how to balance. Recognize the persons who made contributions on the success of a project.
2. ***Play the first impressions game.*** When you meet a person for the first time, focus on him. Remember his name and interests, and give positive comments. Try your best to give a very good impression.
3. ***Share yourself.*** Share your resources to others. Resources come in different ways. Share what you have: talents, skills and valuable services aside from material things. These are highly appreciated.

Leader Qualities # 3: COMMITMENT
It separates "doers" from "dreamers".

- Something which engages one to do something, a continuing obligation especially financial
- The act of committing, the state of intellectual and emotional adherence to some political, social, religious theory or action especially the conscious linking of works of literature and art with such theory of action.

TRUE NATURE OF COMMITMENT

- Commitment starts in the heart;
- Commitment is tested by action;
- Commitment opens the door to achievement.

COMMITMENT CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Measure it.*** Commitments can be measured through the following: how much time you devote at work, family, in service, in health and recreation activities, and how much you spend on living expenses, entertainment, personal development, and giving. Compare how much you devote and spend on these things. Is it justifiable?
2. ***Know what's worth dying for.*** Answer the question. Write what's in your thoughts. Match if your actions are parallel with your ideas.

Leader Qualities # 4: COMMUNICATION
Without it you travel alone.

- The act of communicating
- Something communicated
- A means of sending a message, orders, etc.

YOU CAN BE MORE EFFECTIVE AS A COMMUNICATOR IF YOU FOLLOW FOUR BASIC TRUTHS

- Simplify your message;
- See the person;
- Show the truth;
- Seek a response;

COMMUNICATION CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Be clear as a bell.*** Whether in oral or written communication, being brief and concise and direct simplifies and clarifies thoughts. Simplicity and clarity must be noted to achieve good communication.
2. ***Refocus your attention.*** Different instances require different topics. Don't make yourself arrogant. Know the needs and desires of your listener.
3. ***Live your message.*** Make sure that you had been understood. Ask questions for clarity. Accept comments without defensiveness.

Leader Qualities # 5: COMPETENCE
If you build it, they will come.

- The state of being competent

TO CULTIVATE COMPETENCE, DO THE FOLLOWING

- Show up everyday;
- Keep improving;
- Follow through with excellence;
- Accomplish more than expected;
- Inspire others.

COMPETENCE CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Get your head in the game.*** Devote yourself to your job. Be firm to give a proper amount of attention.
2. ***Redefine the standard.*** When your performance is not consistently at high levels, evaluate yourself. Define your standards. Make adjustments to fit standards of your job description.
3. ***Find three ways to improve.*** There's always room for improvement. Assess yourself and make necessary changes.

Leader Qualities # 6: COURAGE
One person with courage is a majority.

- The quality of the mind that enables the person to face difficulty, danger, etc. without fear.

TRUTHS ABOUT COURAGE

- Courage begins with an inward battle;
- Courage is making things right, not just smoothing them over;
- Courage in a leader inspires commitment from followers;
- Your life expands in proportion to your courage.

COURAGE CAN BE IMPROVED BY DOING THE FOLLOWING:

1. ***Face the music.*** Be active. Try muscle-stretching activities. Conquer your fears. Sky dive if you're afraid of heights.
2. ***Talk to that person.*** Avoiding confrontation does not solve differences. Have the courage to talk to that person but do it with love.
3. ***Take a giant step.*** When everything seems to be monotonous, don't be afraid to make a career move. There are more things out there to be enjoyed and to be discovered.

Leader Qualities # 7: DISCERNMENT

Put an end to unsolved mysteries.

DISCERN

- To perceive by the sight or the intellect
- To distinguish mentally

TO MAXIMIZE EFFECTIVENESS OF A LEADER, DO THE FOLLOWING

- Discover the root issues;
- Enhance your problem solving;
- Evaluate your options for maximum impact;
- Multiply your opportunities

DISCERNMENT CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Analyze past success.*** Remember the things you had done to succeed on your goals. Problems arise on the process of achieving these goals. Solutions that made you succeed can be used again in the future.
2. ***Learn how others think.*** We admire other personalities as leaders. Putting ourselves to think like leaders who are wise will make us more discerning.
3. ***Listen to your gut.*** Your intuition affects your decisions. There are many instances that your intuition is correct. Find a pattern of your intuitive ability. This pattern will give you imminent recourse that will affect your decision.

Leader Qualities # 8: FOCUS

The sharper it is, the sharper you are.

- A central point of attraction, attention or activity.

GUIDELINES TO FOCUS YOUR TIME AND ENERGY

- 70% on strength;
- 25% on new things;
- 5% on areas of weakness

FOCUS CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Shift to strengths.*** Identify your strengths and dedicate 70% of your time on it.
2. ***Staff your weaknesses.*** Identify your weaknesses and try to improve on them.
3. ***Create an edge.*** Since you had identified your strengths and weaknesses, you can proceed to the next level. Think of the new tools that you need, to go to the next level.

Leader Qualities # 9: GENEROSITY

Your candle loses nothing when it lights another.

GENEROUS

- The quality of being generous.
- Giving freely.

THE FOLLOWING WILL CULTIVATE THE QUALITY OF GENEROSITY IN YOUR LIFE

- Be grateful for whatever you have. Contentment seems to be very ideal. A person cannot become generous if he is not contented with what he has. There are things that we must be grateful for and be contended with. Be generous in your own small ways.
- Put people first. Giving becomes easier when generosity comes in. A leader is measured not in terms of the number of people who serve him but rather, to the number of people he is serving.
- Don't allow the desire for possessions control you. Let your heart be in charge within you, not the material things that you possess. There would never be satisfaction if your material desires are endless.
- Regard money as a resource. Man has been a slave of money. The only way to win over money as J. C. Maxwell states is to hold it loosely and be generous with it to accomplish things of value.
- Develop the habit of giving. There is a time when all things come in abundance, and it is also a time of redistributing it for those in need. For those who don't have material things to share, let this saying be their guide: "Richness, I have nothing, but I can help through loving, with my life worth giving."

GENEROSITY CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Give something away.*** There are things that are important to you that can be replaced. Try giving this to people who will really benefit from it. As they say, giving it anonymously would be better.
2. ***Put your money to work.*** Use your money to improve other's lives. Money as resources can be put into work to outlive your expectations for better people, community, and world.
3. ***Find someone to mentor.*** A time will come when you had reached the peak of your leadership. It would be good if you have someone whom you would train to be a good leader like you.

Leader Qualities # 10: INITIATIVE

You won't leave home without it.

- An introductory act or step, readiness and the ability in initiating action, one personal, responsible decision

A LEADER POSSESSES THE FOLLOWING QUALITIES TO MAKE THINGS HAPPEN

- They know what they want;
- They push themselves to act;
- They take more risks;
- They make more mistakes.

"Only those who dare to fail greatly can ever achieve greatly" – Sen. Robert Kennedy

INITIATIVE CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Change your mind-set.*** Resistance comes from within. It is only when you had come out of your shell that you begin to take the challenge outside.
2. ***Don't wait for opportunity to knock.*** Opportunity does not knock at your door. You know that you have the potential. Find opportunities. Show and share to the world what you've got.
3. ***Take the next step.*** When opportunities come, select the best. Now that you have found the opportunity to share and show the world what you've got, work it as far as you can.

Leader Qualities # 11: LISTENING
To connect with their hearts, use your ears.

LISTEN

- To give attention for the purpose of hearing.

KEEP YOUR EARS OPEN TO THE FOLLOWING

- Your mentors;
- Your followers;
- Your customers;
- Your competitors.

LISTENING CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Change your schedule.*** Have time to listen to your mentors, followers, customers, and competitors.
2. ***Meet people on their turf.*** Seek common ground to build rapport with the person you are talking. Learn something about him so you can talk things of common interests.
3. ***Listen between the lines.*** Factual and emotional content of conversation must be given attention. Listen with your heart.

Leader Qualities # 12: PASSION
Take this life and love it.

PASSION

- Any compelling emotion, strong amorous feeling, strong sexual desire, strong fondness or enthusiasm

TRUTHS ABOUT PASSION

- Passion is the first step to achievement;
- Passion increases your willpower;
- Passion changes you;
- Passion makes the impossible possible.

PASSION CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Take your temperature.*** Assess the level of desire towards your work and your life. Passion makes the difference on how you see life.
2. ***Return to your first love.*** You are more enthusiastic when doing other things. These are the things that you had left behind because you have to attend to other obligations. Take advantage and do these things again to relax and to energize your body.
3. ***Associate with people of passion.*** Your environment affects your being. Birds of the same feather flock together. Having passionate people around gives booster to bring you back on track.

Leader Qualities # 13: POSITIVE ATTITUDE
If you believe you can, you can.

TO BE MORE POSITIVE, THINK OF THE FOLLOWING

- Your attitude is a choice;
- Your attitude determines your actions;
- Your people are a mirror of your attitude;
- Maintaining a good attitude is easier than regaining one.

POSITIVE ATTITUDE CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Feed yourself the right food.*** Books about positive attitude are available on book stands. Give yourself time to read and reflect on it.
2. ***Achieve a goal every day.*** Setting an achievable goal every day changes the attitude of a person. When a pattern of achievement has been observed, a person has the tendency to think more positively.
3. ***Write it on your wall.*** It does not mean that you vandalize your wall. Make a corner where you can show all your awards and citations. Have your plaques and trophies displayed on that corner. These will serve as a reminder that you have been doing positive things in your life and willing to do it over and over again.

Leader Qualities # 14: PROBLEM SOLVING
You can't let your problems be a problem.

FIVE (5) QUALITIES DEMONSTRATED BY A LEADER WITH GOOD PROBLEM SOLVING ABILITY

- They anticipate problems;
- They accept the truth;
- They see the big picture;
- They handle one thing at a time;
- They don't give up a major goal when they're down.

PROBLEM SOLVING CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Look for trouble.*** Don't avoid problems. Encountering and solving a problem is an experience that molds and strengthens us to deal with different situations and difficult circumstances.
2. ***Develop a method.*** TEACH method for problem solving according to J.C. Maxwell:

Time	spend time to discover the real issue.
Exposure	find out what others have done.
Assistance	have your team study all angles.
Creativity	brainstorm multiple solutions.
Hit it	implement the best solution.

3. ***Surround yourself with problem solvers.*** Be with persons who are good at problem-solving. They will complement your weaknesses and teach you on how to deal with them.

Leader Qualities # 15: RELATIONSHIPS
If you get along, they'll go along.

- The state or fact of being related.

TO CULTIVATE GOOD RELATIONSHIPS, IT REQUIRES THE FOLLOWING

- Have a leader's head – understand people;
- Have a leader's heart – love people;
- Extend a leader's hand – help people.

RELATIONSHIPS CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Improve your mind.*** Be mature enough and widen your understanding. Allot some time to observe and talk to people and try your best to understand them.
2. ***Strengthen your heart.*** Show them that you care. Show your feelings and act your way out.
3. ***Repair a hurting relationship.*** Rebuild, reconcile and reconnect relationships that had crumbled even though it has happened several years ago. Learn to forgive and apologize. Try to be more loving and understanding to people whom you had disagreement before.

Leader Qualities # 16: RESPONSIBILITY
If you won't carry the ball, you can't lead the team.

RESPONSIBLE

- The state or fact of being responsible
- A person or thing for which one is responsible
- Involves duties or obligations
- Accountable, as for something within one's power

THE ONE WHO EMBRACES RESPONSIBILITY HAS THE FOLLOWING CHARACTERISTICS

- They get the job done;
- They are willing to go the extra mile;
- They are driven by excellence;
- They produce regardless of the situation

RESPONSIBILITY CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Keep hanging in there.*** When everything seems to crumble, stop for a while then think and find ways to succeed. Be creative in finding ways to keep you on the right track.
2. ***Admit what's not good enough.*** Failing depends on standards that must be met. Reset your standards to a higher level. The standards that you have been following might not be as good as it may seem as it was, compared to this time.
3. ***Find better tools.*** It seems that things are not falling on their right places even though your standards are high, you have good attitude and you had been working hard consistently. Consider the tools that you are using. It's time to update your materials and further develop your skills. Read books.

Leader Qualities # 17: SECURITY
Competence never compensates for insecurity.

- Freedom from danger or risk
- Freedom from care, anxiety or doubt
- Something that protects and shelters

COMMON TRAITS OF INSECURE LEADERS

- They don't provide security to others;
- They take more from people than they give;
- They continually limit their best people;
- They continually limit the organization

SECURITY CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Know yourself.*** Gather information about yourself from people you know. Let them assess you as a person. Don't be defensive and reactive on their assessment. Reflect and make some necessary improvements.
2. ***Give away the credit.*** Lift the morale of your team. Recognize their contributions. This will improve the organization.
3. ***Get some help.*** Seek professional help if you cannot fight insecurities on your own. Be honest with yourself.

Leader Qualities # 18: SELF – DISCIPLINE
The first person you lead is you.

ACTION POINTS TO FOLLOW:
- Develop and follow your priorities;
- Make a disciplined lifestyle your goal;
- Challenge your excuses;
- Remove rewards until the job is done;
- Stay focused on results

SELF – DISCIPLINE CAN BE IMPROVED BY DOING THE FOLLOWING:
1. ***Sort out your priorities.*** Identify the areas in your life that are important to you. Develop a plan where you can practice self – discipline so that you can improve those areas.
2. ***List the reasons.*** Make a list why self – discipline is important and beneficial to you. Let this be your reminder to achieving your priorities.
3. ***Get rid of excuses.*** Dismiss all excuses that arise in order for you to achieve your goals. Always think of the benefits that you will harvest and the consequences you might encounter when having a lot of excuses.

Leader Qualities # 19: SERVANTHOOD
To get ahead, put others first.

A TRUE SERVANT LEADER EMBODIES THE FOLLOWING
- Puts others ahead of his own agenda;
- Possesses the confidence to serve;
- Initiates service to others;
- Is not position-conscious;
- Serves out of love.

SERVANTHOOD CAN BE IMPROVED BY DOING THE FOLLOWING
1. ***Perform small acts.*** Perform small acts of kindness to others. Show them that you care. Others greatly appreciate small things beneficial to them.
2. ***Learn to walk slowly through the crowd.*** Try to connect as much as many people in the crowd. Approach them and say hello. Be updated on what keeps them busy.
3. ***Move into action.*** Learn how to serve. You can start with your family, your church and then with your community.

Leader Qualities # 20: TEACHABILITY
To keep leading, keep learning.

GUIDELINES TO HELP CULTIVATE AND MAINTAIN TEACHABLE ATTITUDE
- Cure your destination disease;
- Overcome your success;
- Swear off shortcuts;
- Trade in your pride;
- Never pay the same price for the same mistake.

TEACHABILITY CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Observe how you react to mistakes.*** Everybody commit mistakes. How do we react to our own mistakes? Ask someone close to you on how you react when you commit mistakes. Do we ask apology or are we defensive when we commit one? Accept your mistakes and learn from it.
2. ***Try something new.*** Always open your world for challenges. Try things that need mental, emotional and physical activities.
3. ***Learn in your area of strength.*** There is always room for improvement. New things are being discovered every now and then. Read books, update yourself and get a harder grip on your field.

Leader Qualities # 21: VISION
You can seize only what you can see.

- The act or power of seeing
- A vivid imaginative conception

THINGS TO BE UNDERSTOOD TO HANDLE VISION

- Vision starts within;
- Vision draws in your history;
- Vision meets other's needs;
- Vision helps you gather resources.

VISION CAN BE IMPROVED BY DOING THE FOLLOWING

1. ***Measure yourself.*** Ask the opinions of people around you regarding your vision. If your vision is coherent then you're living your life with your vision.
2. ***Write it down.*** Writing clarifies thinking. Put your vision into writing and evaluate it every now and then. If your vision will make you achieve your best, then do everything possible to pursue it.
3. ***Do a gut check.*** Check your gut level by answering the following questions:
   What makes you cry?
   What makes you dream?
   What gives you energy?

   Your answer on the above questions has great impact on your gut level. Reflect and deal with it.

TRANSFORMATIONAL LEADERSHIP

Adopted from:
Olga Epitropaki (O.Epitropaki@sheffield.ac.uk) Institute of Work Psychology
University of Sheffield Sheffield
S10 2TN
England

Transformational leadership is a form of leadership that occurs when leaders "broaden and elevate the interests of their employees, when they generate awareness and acceptance of the purposes and the mission of the group and when they stir their employees to look beyond their own self-interest for the good of the group" (Bernard Bass 1990).

Transformational leaders have a clear collective vision and most importantly they manage to communicate it effectively to all employees. By acting as role models, they inspire employees to put the good of the whole organization above self-interest. They also stimulate employees to be more innovative, and they themselves take personal risks and are not afraid to use unconventional (but ethical) methods in order to achieve the collective vision.

This form of leadership goes beyond traditional forms of transactional leadership that emphasized corrective action, mutual exchanges and rewards only when performance expectations were met. Transactional leadership relied mainly on centralized control. Managers controlled most activities, telling each person what, when and how to do each task. Transformational leaders, on the other hand, trust their subordinates and leave them space to breathe and grow. In that respect, transformational is a more developmental and constructive form of leadership for both individual employees and the organization as a whole.

WHY IS TRANSFORMATIONAL LEADERSHIP IMPORTANT FOR ORGANIZATIONAL FUNCTIONING?

Numerous studies have shown that transformational leadership:

- Significantly increases organizational performance;
- Is positively linked with long term market share and customer satisfaction;
- Generates higher commitment to the organization from their employees;
- Increases employee trust in management and organizational citizenship behaviors (extra-role work related behaviors such as conscientiousness, unselfishness and sportsmanship that are unrestricted, not related to the formal reward system of the organization);
- Enhances employee satisfaction with both their job and the leader;
- Reduces employee stress and increases well-being.

HOW DO TRANSFORMATIONAL LEADERS BEHAVE?

Transformational leaders:

- Articulate a compelling vision of the future;
- Use stories and symbols to communicate their vision and message;
- Specify the importance of having a strong sense of purpose and a collective mission;
- Talk optimistically and enthusiastically and express confidence that goals will be achieved;
- Engender the trust and respect of their followers by doing the right thing rather that doing things right;
- Instill pride in employees for being associated with them;
- Talk about their most important values and beliefs;
- Consider the moral and ethical consequences of decisions;
- Seek different perspectives when solving problems;
- Get employees to challenge old assumptions and to think about problems in new ways;
- Spend time teaching and coaching;
- Consider each individual employee's different needs, abilities and aspirations;
- Are compassionate, appreciative and responsive to each employee and recognize and celebrate each employee's achievements.

FOUR COMPONENTS OF TRANSFORMATIONAL LEADERSHIP *(Bass, 1985, 1998, Bass & Aviolo, 1993)*

1. ***Charisma*** - If the leadership is transformational, its charisma or idealized influence is envisioning, confident, and sets high standards to be followed.

2. ***Inspirational motivation*** - If the leadership is transformational, its inspirational motivation provides followers with challenges and meaning for engaging in shared goals and undertakings.

3. ***Intellectual stimulation*** - If the leadership is transformational, its intellectual stimulation helps followers to question assumptions and to generate more creative solutions to problems.

4. ***Individualized consideration*** - If the leadership is transformational, its individualized consideration treats each follower as an individual and provides coaching, mentoring and growth opportunities

If such transformational leadership is authentic, it is characterized by high moral and ethical standards in each of the above dimensions.

SEVEN HABITS OF HIGHLY EFFECTIVE PEOPLE

In Stephen Covey's Seven Habits of Highly Effective People, he wrote about ways in which people can be productive. The seven habits of highly effective people are as follows:

Habit # 1: BE PROACTIVE
Proactive means "the ability to choose the response." We have the ability to choose between right and wrong. But it must be taken into account that we must be responsible enough for whatever consequences our actions may lead to. Use your creativity and initiatives. You are the one in charge.

Habit # 2: BEGIN WITH THE END IN MIND
Where do we go from here? Know where you want to go. In making plans and decisions, see to it that the time and efforts that will be spent and utilized conforms to what we want to achieve. Use your ability to envision. This is where I want to go and these are the things that must be done to lead me to that direction.

Habit # 3: PUT FIRST THINGS FIRST
Practice self-management. Know your priorities.

Habit # 4: THINK WIN-WIN
This concerns mutual benefit. Putting both parties on favorable situation.

Habit # 5: SEEK FIRST TO UNDERSTAND… THEN TO BE UNDERSTOOD
As the saying goes, "The best way to understand is to listen." The practice of empathy governs this habit. It is about putting ourselves on the shoes of the other person. Based on the person's explanation, we ought to evaluate, probe, advise and interpret as a way of responding to the person's feelings.

Habit # 6: SYNERGIZE
The whole is greater than the sum of its parts. More tasks will be done if we utilize all the things that we have. Even though your contribution is that small, if everybody will do their part, things will go on smoothly.

Habit # 7: SHARPEN THE SAW
What we had learned a couple of years back will become outdated. Many things evolve and develop so fast, that there is a need to update ourselves through various food-for-the brain resources.



Group Dynamics

CHAPTER 7

DECISION-MAKING & CONFLICT RESOLUTION

DEFINITION – DECISION MAKING

Decision Making is an integral part of the group process. Rational or sound decision making is one of the primary function of groups. The following are several definition of terms:

DECISION

- A course of action purposely chosen from a set of alternatives to achieve organizational objectives.

DECISION MAKING

- The process of deciding about something important.
- It involves the selection of a course of action from among two or more possible alternatives in order to arrive at a solution for a given problem *(Trewatha & Newport) .*

DECISION MAKING PROCESS

- Continuous and indispensable component of managing any organization or group activities.
- Check and balance system that keeps the organization growing both in linear and vertical directions.

DECISION-MAKING TECHNIQUES

1. **INTERACTING GROUPS** – typical groups, in which the members interact with each other fate-to-face.

2. **BRAINSTORMING** – an idea-generation process that specifically encourages any and all alternatives, while withholding any criticism of those alternatives.

3. **NOMINAL GROUP TECHNIQUE –** a group decision-making method in which individual members meet face-to-face to pool their judgements in a systematic but independent fashion.

4. **ELECTRONIC MEETING –** a meeting in which members interact on computers, allowing for anonymity of comments and aggregation of votes.

STEPS OF THE DECISION-MAKING PROCESS

1. **Identify the decision** – The first step in making the right decisions is recognizing the problem or opportunity and deciding to address it. Determine why this decision will make a difference to the recipients and the members.

2. **Gather information** – Next, its time to gather information so that you can make a decision based on facts and data. This requires making a value judgment, determining what information is relevant to the decision at hand, along with how you can get it. Ask yourself what you need to know in order to make the right decision, then actively seek out anyone who needs to be involved.

3. **Identify Alternatives –** once you have a clear understanding of the issue, it's time to identify the various solutions at your disposal. It's likely that you have many different options when its comes to making your decisions, so it is important to come up with a range of options. This helps you determine which course of actions is the best way to achieve your objective.

4. **Weigh the evidence –** In this step, you'll need to evaluate for *feasibility, acceptability and desirability* to know which alternative is best. Leaders need to be able to weigh pros and cons, then select the option that has the highest chances of success. It may be helpful to seek out a trusted second opinion to gain a new perspective on the issue at hand.

5. **Choose among alternatives** – when it's time to make your decision, be sure that you understand the risks involved with your chosen route. You may also choose a combination of alternatives now that you fully grasp all relevant information and potential risks.

6. **Take Action** – Next, you'll need to create a plan for implementation. This involves identifying what resources are required and gaining support from the members and other stakeholders. Getting other onboard with your decision is key component of executing your plan effectively, so be prepared to address any questions or concerns that may arise.

7. **Review your decision –** An often-overlooked but important step in the decision making process is evaluating your decision for effectiveness. Ask yourself what you did well and what can be improved next time.

INVOLVEMENT IN DECISIONS

1. **The Plop** - Here the group makes a decision by not making a decision. "Not to decide – is to decide" Someone makes a suggestion, but it drops like a stone into a pond, and no one pays any attention to it at all. If the person who made the suggestion really felt enthusiastic about it, the fact that it was totally ignored could make that person withdraw or resist later suggestions.

2. **The One-Person Decision** - This is quickly made, but later when the decider depends on free or voluntary support from others to implement it, he may find himself carrying it out alone.

   Topic Jumping: One person can also prevent a group reaching a decision by introducing a new point just as the group is ready to decide something. If the point is relevant it should be allowed, though it should have been brought in earlier. If it is not relevant, it should be recognized as a distraction or any attempt by one person to control the group, and should not be allowed to prevent the group from making a decision.

3. **The Handclasp** - One person makes a suggestion. Another says, "What a marvelous idea!" and without further discussion, the matter is decided. These decisions are more frequent than one thinks, and other pass unnoticed at the time but resentment comes to the surface later.

4. **The Clique** - This decision is made by a small group who plan beforehand to get their way. Because they are better organized than those who disagree, they are often successful on the immediate issue but they bring a spirit of rivalry rather than cooperation into the group.

5. **Minority** - These decisions are as consciously organized as those of the clique, but a few powerful personalities dominate the group, often unconsciously and then later they wonder why the other is apathetic.

6. **Majority Vote** - In big groups this is often the most effective way to make a decision. However, one may lose the interest or the loyalty of the minority who voted against a decision especially if they feel their point of view was not heard.

7. **Silent Consensus** - Some groups aim at unanimous decisions. These are good, if genuine, but they are rarely achieved completely on important issues. Unanimous agreement is sometimes assumed, when some members have not felt free to disagree and have kept silent.

6. **Consensus** - This is an agreement, often involving compromise or the combination of various possibilities, after all opinions have been heard. Disagreements and minority viewpoints are discussed fully. It takes time and care to build a climate in which all feel free to express themselves, but this method does built unity, cooperation and commitment. It does not mean listening to people and then doing what we were going to do in the first place. It means adapting to accommodate the concern of all. It may take longer to make a decision this way, but it will often be carried out more quickly and whole-heartedly.

DIFFICULTIES IN DECISIONS-MAKING

1. **Fear of Consequences** - The possible outcome of an impending decision may bring division and disagreement.

2. **Conflicting Loyalties** - When one person is a member of a number of groups, this frequently leads to divided loyalties about decisions.

3. **Interpersonal Conflict** - Personal differences occur which provokes feelings of affection or dislike among members and which interfere with sound decision making. Often another member who is not involved in the interpersonal conflict can bring the real problem into the open.

4. **Hidden Agenda** - One person may try to get the group to make a certain decision, which he wants for reasons which he will not share with the group.

5. **Blundering Methods** - A group may be so bound by rigid procedures that there is little chance for a free expression of differences or a group may allow itself to substitute personal opinions for adequate information. Or group may approach the decision making process without testing for consensus.

6. **Inadequate Leadership** - A leader may hinder good decision making if he restricts the expression of opinion or discussion on issues too soon. Leaders also may fail to provide assistance in selecting appropriate methods for decision making or be insensitive to the factors causing difficulty in the group.

7. **Clash of Interest** - Sometimes different groups or individuals within an organization do have opposing interest.

DEFINITION – CONFLICT

In a group dynamics, it is unavoidable to have problems and challenges. As mixed of different personalities and ideals, it is bound to create friction, division and arguments. **CONFLICT** as is defined as follows:

1. A sharp disagreement or clash of ideas, interest, etc.
2. The dynamics when two or more people, organization or group perceive one another as a threat to their needs or interest.
3. Perceived incompatibility of actions or goals between people or nations and happens when there is an imbalance between concern for oneself and those of others.

It is believed that the center of a conflict is the lack of recognition of a person's innate human values such as respect and/or justice. Individuals in conflict perceived that one's gain is another's loss. It entails such strong negative emotions such as pain, anger and misery. Reasoning is often clouded and miscommunication occurs especially since people are at heightened emotional state that may result to exchange of unpleasant words or inflict harm on other.

The conflict cycle involves a triggering event, which is perceived as a threat by another person. This is followed by an intense emotion as a reaction to the perceived threat. Acting out of emotion, which is the retaliatory act, ensues and the first party, in turn, perceives this as a threat and the cycle goes on.

STAGES OF CONFLICT

Based on the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) publication on Conflict Negotiation Skills for Youth (2003), here are the stages of conflict. They explained that the stages happen more simultaneously than exclusively.

1. **INTRAPERSONAL –** with oneself, like when one is indecisive about things
2. **INTERPERSONAL** – among two or more individuals, like having a misunderstanding between friends, family member or lovers
3. **INTRAGROUP –** within the same interest group, like a student organization
4. **INTERGROUP –** between two or more group, like fraternities

STRATEGIES IN DEALING WITH CONFLICT

According to John Crawley and Katherine Graham (2007), in the book entitled "Meditation for Managers: Resolving Conflict and Rebuilding Relationships at work, there are four strategies that people usually used when faced with a conflict in their work setting.

1. **FIGHT -** force the other party to accept a stand that is against that party's interest
2. **SUBMIT** – yield to the demands of the other party and agree to end the conflict
3. **FLEE –** leave the situation where the conflict is occurring or change the topic
4. **FREEZE** – do nothing and just wait for the other party's next move or allow the pressure to build up

CONFLICT RESOLUTION STYLE AND PROBLEM SOLVING

1. **"Win-Lose" Style -** One party in a conflict situation seeks to meet individual goals at all cost, without concern for the needs of his opponent or their relationship.
2. **"Yield-Lose" Style -** One party view the relationship with the other party as the most important consideration and not the attainment of one's goals. The party using this style yields and loses his position.
3. **"Lose-Leave" Style -** One party has low concern for both the goals and the relationship with the opponent. He loses by default through withdrawing from the situation.
4. **"Compromise" Style -** One party has a moderate degree of concern for both the goals and the relationship with the opponent. The party will try to reach a "compromise", or what is known as the "win some - lose some" effect.
5. **"Integrative" Style -** One party has a high concern for both the goal and the relationship with the opponent. The conflict is resolved by working collaboratively with all concerned parties so that everyone will end up a winner. This is also known as "win – win" style.

NEGOTIATING THROUGH A CONFLICT RESOLUTION

The following steps can help in negotiating and resolving a personal conflict. Keeping in mind these important measures can alleviate emotional hurt and psychological backlash that can further strain, if not destroy, relationships.

1. **Understand the nature of the conflict.** By asking significant questions, a deeper grasp of the situation and important facts can pave way to a clearer solution. You can ask the following questions:
   - Is the conflict cause by somebody else's behavior?
   - Were you expectations met?
   - Did the person promise you something but did not fulfill it?
   - Did someone fail to uphold something very important and of value to you?

2. **Acknowledge your feelings and emotions.** Be aware of the stirrings of emotions within you. Express this in a constructive way like verbalizing the emotion with the other person.

3. **Examine your relationship with this person.** How much does the person you're in conflict with matter to you? How important is your relationship with the person?

4. **Clarify your intentions.** Do you want to continue your relationship with this person or not? If yes, then proceed to undertake a dialogue. If not, decide if you want to keep the relationship or not.

5. **If you wish to keep the relationship, have a talk with the person involved** stating that you value your relationship and would like to express your feelings about what was done or not done to you, then ask for an explanation as to the other person's actions.

6. **Once the dialogue is accomplished to your and the other person's mutual satisfaction, then grant a reconciliatory act** like shaking hands or embracing each other. Grant or request for forgiveness or apology if necessary, then, promise to move on.



Working with Communities

CHAPTER 8

DIMENSIONS OF DEVELOPMENT

NSTP-CWTS DIMENSIONS OF DEVELOPMENT

An acronym was coined for the NSTP-CWTS dimensions of development, SERVICE. This stands for:

S AFETY AND SECURITY

E DUCATION

R ECREATION

V ALUES FORMATION AND MORAL RECOVERY

I NDUSTRY AND ENTREPRENEURSHIP

C ARE FOR HEALTH

E NVIRONMENT

1. **Safety and Security** - involves disaster preparedness during fire, earthquake or other calamity that needs immediate response from any trained civilians during emergency situations. Basic lifesaving seminar, fire drill and the like are some of these examples.

2. **Education** - involves enhancement of institutional support materials and facilities for the community and school such as providing materials containing basic literacy skills for pre-schoolers, alternative learning system for out-of-school youths and adults, mathematics and science tutorials and extended services of skilled students.

3. **Recreation** - involves sports fest, parlor games for street children and painting that enrich youth's capacities to relate with one another in the community.

4. **Values Formation and Moral Recovery** - involves the development of youth to be good leaders, responsible individuals imbued with good moral values and active agent of development of the community.

5. **Industry and Entrepreneurship** - includes programs and activities that are vital to economic growth. CWTS students demonstrate technical skills in communities like meat processing, silkscreen making and how to establish small business.

6. **Care for Health** - aims to give knowledge on medical-related fields and extend health services needed in the community. It includes medical services like first-aid operation, vaccination, information dissemination, basic lifesaving seminars, heath / nutrition technical assistance and training of youth to be first aid assistants.

7. **Environment** - area inculcates environmental awareness and its contribution to health and related fields. It involves management of waste, environmental protection, dissemination and application of technologies supportive of the community needs and livelihood activities related to environment and other related fields supportive of the national thrust.

SAFETY AND SECURITY

Campus Security is a system established to protect the assets of the institution and the members of the academic community. It refers to the protection of the physical plant and facilities of the institution, personnel, students, records and formulation and implementation of security plans and programs for the safety and protection of the entire community in campus.

CAMPUS SECURITY PLANS

1. **Physical Security** – involves the protection of the physical plant, facilities and members of the academic community.

    a. *Pedestrian Security* (ID System, security check, visitors' control, equipment control, familiarization of faces of officials/faculty members/frequent visitors)
    b. *Physical and Human Barriers* (guard force, gate and perimeter fence, perimeter lights, topguard and networking with law enforcement agencies)
    c. *Vehicle Control* (vehicle control and pass system, delivery van control system, parking area security system, traffic control system)

2. **Document Security** – involves the proper classification and security of records/documents, hard copies or files stored in computers of the institution.

    Classification of Documents
    [According to National Fire Protection Association]

    a. Class I (Vital Documents) – are documents if lost or destroyed may cause irreparable damage to the institution and the reproduction of which does not have the same value as the original. Example: land titles, school permit, equipment, research in process

    b. Class II (Important Documents) – are documents that the reproduction of which will involve considerable expense and labor or considerable delay. Example: scholastic records 201 file of faculty and personnel, security and contingency plans

    c. Class III (Useful Documents) – includes documents whose loss might cause inconvenience to the institution but could be readily replaced and which would not in the meantime present an insurmountable obstacle to the prompt restoration of the operations of the institution. Example: policies, rules and regulations

    d. Class IV (Non-Essential Documents) – these includes daily files, routine in nature even if lost or destroyed. This class represents the bulk of records which should not even be attempted to be protected in the event of disaster. They should, however, be kept in ordinary files ready for reference, if needed and usually discarded after some period of time. Example: school memorandum, circulars or inter- office communications)

3. **Personnel Security** – involves security measures such as security education program for personnel, personnel identification system and conduct of background checks on applicant.

4. **Student Security** – includes security education program for students, anti-drug abuse campaign, student identification system, crowd control during major student activities.

5. **Events and VIP Security** – consist of measures such as site security, crowd control, VIP security and security of celebrity/controversial personality

ORGANIZATION OF THE CAMPUS EMERGENCY MANAGEMENT GROUP

1. **The Chairman** – responsible for coordinating the efforts of all the teams under the Calamity-Disaster Control Group. He directs the conduct of drills and provides leadership during actual disasters to effect the proper synchronization of all the teams.

2. **The Vice Chairman** – serves as the Action Man of the Calamity-Disaster Control Group. He takes charge of directing the concerted efforts of all the committees in the absence of the Chairman.

3. **Plans and Operations Committee** – responsible for the preparation and updating of Campus Emergency Plans. It prepares plans for the conduct of drills and serves as the Communication Center to signal the start of evacuation or to signal whether it is already safe to return to the buildings.

4. **Disaster Assessment Response Team** – first responders to the scene of the disaster to see if there are casualties and assess the damages incurred in residential buildings and other facilities. They relay their assessment immediately to the Chairman of the Emergency Management Group for dispatching of rescuers if there are casualties. It is responsible for inspecting the different rooms/buildings after every Evacuation Drill to find out if there are still persons left inside the building and conducts initial investigation on the cause of the disaster and extent of damage on the buildings/facilities.

    a. *Security Force* – a vital component of the Campus Emergency Management Team because they are the only ones in campus after office hours and during the night. The Security should be —jack of all trades.‖ they should be trained not only in security operations but also in firefighting, evacuation, rescue and first aid. They should be equipped with first aid kits, rescue paraphernalia and firefighting equipment.

    b. *Fire Fighting Team* – is tasked to conduct fire prevention programs and primarily responsible for preparing evacuation routes and signage in case of fire. The team is primarily responsible in putting out the fire in case of emergency while waiting for the fire engines to arrive. They shall conduct fire drills in coordination with the rest of the Campus Emergency Management Team. There should be at least 1 announced drill and 1 unannounced.

    c. *Relief Team* – responsible for preparing foodstuffs, emergency clothes for victims of calamities or other emergencies. They should always have a reasonable stockpile of non-perishable goods like canned goods as well as blankets and clothes.

    d. *Evacuation Team* – responsible for the evacuation of people and properties. The team members should be aware that the priority in the evacuation procedures are people with physical defects, children and elders. They are responsible for the conduct of evacuation drills in cooperation with the rest of the Campus Emergency Management Team.

    e. *First Aid Team* – responsible for administering first aid to victims or members of the responding Emergency Management Team. They should have a ready reserve stock of medicines for emergency to include stretchers and wheel chairs. If there is an ambulance of the school, it would be of great help in transferring casualties to the nearest hospitals or clinics for further treatment. Prior coordination should be established with all hospitals and clinics by the Campus Emergency Management Group.

    f. *Engineering and Rehabilitation Team* – responsible for providing emergency evacuation shelters, repairs and lighting systems. They should be equipped with portable generators to provide light in the conduct of rescue and evacuation operations during disasters in case of brown out.

g. Transport Team – primarily composed of the faculty, non- teaching staff & students who usually bring their cars to school. The team should have an inventory of school personnel and students with vehicles and include them automatically as members of their team. The team is responsible for emergency transport of casualties to the nearest hospitals or clinics as well as transporting evacuees to include those who may be stranded.

h. Rescue Team – primarily responsible for the conduct of rescue operations in case there are those who may be trapped or hurt during disasters. The members of this team should be well trained in rescue operations and first aid. They should have strong determination and self-confidence. The team should undergo continuous training as well as train other members of the Campus Emergency Management Team who can be of help if needed.

SOURCE: Presentation Handout of Dr. Bernard R. Ramirez, SUC Vice President I, Philippine State College of Aeronautics

EDUCATION

Out-of-School Children and Youth in the Philippines (Results from the 2013 Functional Literacy, Education and Mass Media Survey)

Out-of-School Children and Youth Prevalence in the Philippines

The 2013 Functional Literacy, Education and Mass Media Survey (FLEMMS) covered around 36 million population aged 6 to 24 years. According to the survey, one in every ten or about 4 million Filipino children and youth was out-of-school in 2013. Out-of-school children is defined in the FLEMMS as persons aged 6 to 14 years who are not attending school while out-of-school youth as persons aged 15 to 24 years who are not attending school, have not finished any college or post secondary course, and are not working.

Out-of-school children and youth in ARMM comprised 14.4 percent, which is the highest across regions. Six regions have proportion of out-of-school children and youth higher than the national figure at 10.6 percent, namely, SOCCSKSARGEN, Davao, Central Luzon, Zamboanga Peninsula, Caraga and MIMAROPA (ranging from 11.2 to 12.3 percent). Meanwhile, the proportion of out-of-school children and youth was lowest in CAR at 7.1 percent.

In general, the proportion of persons who are out-of-school was higher among the youth than among children. Excluding CAR, the proportion of out-of-school youth across regions ranged from 14.5 percent to 20.4 percent. For children, the figure ranged from 1.7 percent to 4.9 percent, except ARMM with 10.9 percent. In terms of gender, the proportion of out-of-school children and youth was higher among females than males in all regions (Table 1).

Top Reasons for Not Attending School

The 2013 FLEMMS results also showed that of the nearly 4 million out-of-school children and youth, 22.9 percent have entered into union or marriage. Another 19.2 percent cited insufficient family income to send child to school as the reason for not attending school (this refers to all educational expenses other than tuition fee), while 19.1 percent lack the interest in attending school.

Among females, 4 out of every 10 have already entered marriage while 3 in every 10 males have no interest in attending school. The proportion of out-of-school children and youth whose family income was not sufficient to send child to school was 22.7 percent and 17.0 percent, among males and females, respectively (Figure 1).

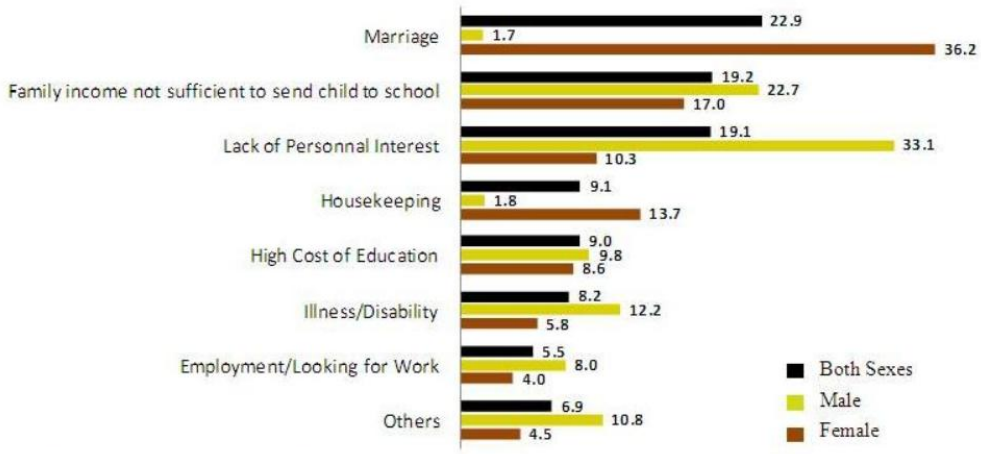
TECHNICAL NOTE:
The 2013 Functional Literacy, Education and Mass Media Survey (FLEMMS) is a nationwide survey covering around 26,000 sample households. The survey seeks to gather information on the basic and functional literacy status, educational skills qualifications of the population, and exposure to mass media. For this survey round, Region VIII was not incorporated due to typhoon Yolanda.

Table 1. Proportion of out-of-school children and youth by region, age group and sex, Philippines: 2013

Region	6 - 24	Age Group								
		6 - 24			6 - 14			15 - 24		
		Both sexes	Male	Female	Both sexes	Male	Female	Both sexes	Male	Female
Philippines (in '000)	36,238	10.6	7.9	13.3	3.5	4.6	2.4	17.5	11.2	24.0
National Capital Region	4,556	10.3	9.9	10.8	2.4	4.1	0.6	16.9	15.0	18.8
Cordillera Administrative Region	681	7.1	4.2	10.0	2.1	3.1	1.1	11.4	5.1	17.9
I - Ilocos	1,806	9.9	7.5	12.6	1.7	2.6	0.8	18.0	12.3	24.2
II - Cagayan Valley	1,261	8.7	4.3	13.3	2.5	3.8	1.0	14.5	4.8	25.0
III - Central Luzon	4,060	11.6	8.8	14.5	3.5	4.8	2.0	19.5	12.9	26.3
IVA - CALABARZON	5,209	9.7	8.0	11.5	3.5	4.9	2.1	15.9	11.2	20.6
IVB - MIMAROPA	1,189	11.2	6.9	15.7	3.4	4.3	2.5	19.9	9.7	30.9
V - Bicol	2,344	8.6	6.2	11.2	2.3	3.1	1.4	16.0	9.7	23.1
VI - Western Visayas	2,832	10.1	7.8	12.6	3.1	4.5	1.5	16.9	10.8	23.5
VII - Central Visayas	2,776	10.6	8.6	12.7	4.0	4.6	3.4	17.1	12.5	21.9
IX - Zamboanga Peninsula	1,475	11.3	7.2	15.6	3.8	4.3	3.4	19.0	10.2	28.3
X - Northern Mindanao	1,846	9.8	6.4	13.4	2.6	3.4	1.8	17.0	9.4	25.1
XI - Davao	1,862	12.2	6.3	18.4	4.2	4.3	4.2	19.7	8.1	31.8
XII - SOCCSKSARGEN	1,791	12.3	10.0	14.8	4.9	7.0	2.6	19.7	12.8	27.2
XIII - Caraga	1,039	11.3	7.4	15.5	2.5	3.4	1.6	20.4	11.5	30.3
ARMM	1,511	14.4	10.3	18.5	10.9	11.5	10.3	18.7	8.7	28.4

Source: Philippine Statistics Authority, 2013 Functional Literacy, Education and Mass Media Survey
Note: Data excludes Region VIII for this survey round.

Figure 1. Proportion of out-of-school children and youth by reason for not attending school and sex, Philippines: 2013



Source: Philippine Statistics Authority, 2013 Functional Literacy, Education and Mass Media Survey

Note: Data excludes Region VIII for this survey round.

SOURCE: https://psa.gov.ph/content/out-school-children-and-youth-philippines-results-2013-functional-literacy-education-and

RECREATION

The following recreational methodologies are the commonly used strategies of MAPÚA-CWTS in delivering activities that enhances imagination, innovativeness and creativity.

RECREATIONAL METHODOLOGIES

A. Workshop – a method by which a group of people with a common interest or problem, be it professional or sectoral, work together to improve their individual efficiency, ability or understanding either by study or by discussion. Members discuss among themselves an idea or a problem, and think, work and cooperate in arriving at decisions, suggestions and recommendations, with the help of a chosen leader or facilitator.

Conducting a Workshop

STEP 1: Explain the objectives, expected output/s and instructions.

STEP 2: Form small groups from the whole population of participants.

STEP 3: Supervise the actual workshop and assign at least one facilitator per group.

STEP 4: Process.

B. Demonstration – a method of explaining ideas, concepts, skills, processes or techniques by showing and demonstrating these to the participants. Like a lecture, it also involves telling; participants observe rather than participate though they are sometimes able to practice the skills demonstrated and receive immediate feedback. It emphasizes visual more than verbal qualities.

Conducting a Demonstration

STEP 1: Plan. Divide the skill into steps or procedures and put these in a logical sequence. Familiarize yourself with the steps by practicing them.

STEP 2: Prepare all the materials needed. Arrange or number these according to the step where they can be used.

STEP 3: Select a site that is not congested. Note that the trainer should be the one to demonstrate. Choose an elevated area where the participants can see and hear the demonstration.

STEP 4: Request everyone to listen and to observe carefully what the demonstrator will do. Clarify the objectives and the rules. Everyone should hear the demonstrator‘s voice.

STEP 5: Check whether everyone is ready and attentive, and then start the demonstration. Pause at key points in the performance and emphasize how a particular step relates to the rest of the sequence. It is important to portray a total picture of the skill, rather than a segmented image of the different steps. Repeat each step slowly and at least twice.

STEP 6: Summarize the activity by stating the various steps shown.

STEP 7: Ask participants (if possible, everyone) to perform the whole activity while stating each step.

STEP 8: Give a lecturette about the topic and relate this to the exercise.

VALUES FORMATION AND MORAL RECOVERY

The MAPÚA-CWTS uses the following methods to better inculcate and demonstrate the values to its recipients and to show applicability to real-life situations.

VALUES FORMATION AND MORAL RECOVERY METHODOLOGIES

A. Role Play – a method wherein the trainer and participants stimulate reality by enacting various roles to enable them to practice different ways of behaving in a given situation. By stimulating reality, risks and accountabilities usually faced in real life can be eliminated. This enables participants to create a manageable version of the world where they can experiment different behaviors and correct their mistakes.

Processing is a key activity in this method for participants to get a clearer idea of what was portrayed in the play and then relate this to lessons in a given topic.

Types of Role Play

1. *Structured Role Playing* – The actors select a situation from the options prepared by the trainer. They then plan to enact the roles specified by the situation and by what issue their conversation should focus. Planning before the role play is critical.

2. *Spontaneous Role Playing* – Without a plan structure or a script, participants will improvise a problem situation. They will agree on what to portray and assist each other in developing the roles and the situation as the exercise progresses. The enactment itself serves as the ―briefing. It is spontaneous because ―surprise‖ characters are secretly asked by the trainers to enter the scene without forewarning, thus triggering various reactions from the players. This is useful for testing the participants' reaction to real-life and unanticipated events.

3. *Multiple Role Play* – The trainer divides the group into small teams that will simultaneously perform role plays. In this way, everyone has a chance to participate.

4. *Role Rotation* – Volunteers take turns playing the same role. After enacting the situation, the players switch roles and demonstrate their own approach to the situation.

Conducting a Role Play

STEP 1: Give the instructions.

STEP 2: Give enough time for practice and preparations.

STEP 3: Convene the whole group.

STEP 4: Instruct the participants to observe and point out critical behavior, statements and results.

STEP 5: Manage the time and the participants.

STEP 6: Process.

B. Structured Learning Exercise (SLE) – this method helps the participants to look back to any experience, reflect on its impact or meaning, gather insights from it and allow these insights to lead into action. This implies that participants are asked to undergo meaningful exercises so they could draw lessons from their experiences. SLE is often used because it encourages more participation and more realistic responses from the participants.

Conducting SLEs

STEP 1: Create an exercise that is designed to draw out the lessons or ideas inherent in a topic or concept you wish to point out. This exercise should approximate real situations.

STEP 2: Determine the number of participants needed for the exercise.

STEP 3: Prepare the materials needed.

STEP 4: Form groups or ask for volunteer players. Give out the instructions clearly.

STEP 5: Observe the processes (e.g., behavior, reactions) that the participants undergo while they are doing the exercise.

STEP 6: Process and relate the exercise results to the topic or concept being discussed.

MAPÚA UNIVERSITY CORE VALUES

The Core Values answers to the youth's moral and social development. It emphasizes the essence of a strong moral fiber in the students as a productive and valuable part of society. It highlights the role of the youth as citizens.

D Discipline
E Excellence
C Commitment
I Integrity
R Relevance

DISCIPLINE

Self-discipline is a trait essential to personal development and growth. Mapúans strive to practice self-control in order to lead disciplined lives, knowing that personal commitment to obey rules is required to achieve success. We believe that the discipline of our outward behavior and our inward feelings will result in a life reflective of this practice and may affect change in other as well.

EXCELLENCE

We believe in the pursuit of excellence. We are driven to improve continually on our individual and our team performance. We are willing to learn, to discover, and to create, rather than being satisfied to follow and to imitate. We believe that learning is a life-long process and the pre-requisite to excellence.

COMMITMENT

Commitment is the character of determination and loyalty found in every Mapúan. We are dedicated to achieve the highest quality of results in all our undertakings. We commit to act responsible by being accountable for our actions and by fulfilling our obligations.

INTEGRITY
Mapúans adhere to honesty, fairness and respect. We believe that performance is more than the quality of the results. It is also about how results were earned. We value the importance of integrity and high ethical standards: being truthful, considerate and respectful for the rights of others in our accomplishment.

RELEVANCE
Fitting, pertinent and applicable. Mapúans believe that relevance is as important as excellence – in things that will add value and uplift lives are the things that matter.

INDUSTRY AND ENTREPRENEURSHIP

CORPORATE SOCIAL RESPONSIBILITIES (CSR) IN THE PHILIPPINES

THE WORDS —corporate social responsibility may have entered the Philippine consciousness only over the past 10 years or so, but the concept and the practice of companies going beyond just earning a profit and reaching out to their communities have been around for far longer than that.

As early as the 1900s, companies have taken the time and effort to make sure that their employees and their families are well taken care of.

But realizing that they have a greater responsibility and moral responsibility to help those in need, these private firms eventually expanded their reach to include the communities outside their gates. This trend started in a big way in the 1950s when mining companies involved themselves heavily in the welfare of the communities in which they operate. The extensive road network, schools and other public works still found today in the mining communities in northern Luzon and Mindanao are just some of the enduring signs of those times.

But back then, there was no real or carefully-crafted strategy behind community involvement. Companies big and small were simply driven to share their gains with their neighbors, reflections of the deeply ingrained Filipino values like —bayanihan (cooperative spirit).

Their help was largely in the nature of philanthropy, mainly regular donations or dole-outs when called on for assistance. This went on well into the 1960s with department units handling community relations far removed from the core activities of the enterprise.

What steered community relations into a whole new different direction were the massive demonstrations that erupted in the early 1970s following the imposition of Martial Law and the adverse effects of the oil shock that pushed more Filipino families into poverty?

The leaders of some of the largest corporations at that time realized that their business could not operate in isolation and must involve itself in solving greater social problems to ensure their survival.

Thus was born the first organized model of corporate citizenship in the Philippines – the Philippine Business for Social Progress – and there was no going back to the old style of dole-outs.

Since then, companies have adopted a more strategic approach to their involvement and have turned to helping communities help themselves. They believed that through their joint effort, more Filipinos would be rescued from the firm grip of poverty.

More companies latched on to this idea as the 1980s marched on. Called the decade of involvement, private firms at this time largely pursued organized community relations work and firmly engaged their neighbors, resulting in part in the smooth operation of their businesses that boomed following the peaceful EDSA revolution of 1986.

The 1990s came and with the era came new daunting challenges, such as the pressures of the globalizing economy and the debilitating Asian currency crisis that brought many Filipino companies to its knees.

It was during this time when thirteen pioneering corporate foundations put up the League of Corporate Foundations, initially as a subsector of the Association of Foundations, on the premise that they were confronted with pressing issues that were quite different from those facing philanthropic or community foundations, for instance.

LCF came into its own in 1996 and, over the next twelve years, has grown to more than 70 corporate foundations and companies.

These firms embrace the idea that doing its part in the community and the country in general through strategic social investments 'should be an inextricable facet of running a business. Only then can they truly ensure that their worthwhile projects would be carried out to fruition or sustained over the long term.

This approach was further refined when the millennium drew to a close and the 2000s began, pushed yet again by new challenges such as increasingly critical consumers of products and services who demand more from the companies that produce them.

Companies are now being scrutinized as never before and they are made to measure up to standards of environmental sustainability, ethical behavior and governance structures.

Questions arise on what else they can do to make poverty history given their access to talent, resources, technology, information and capital. The quality of the company's response to these questions - the way they express corporate social responsibility - has become as much of an asset as brands, plants and cash.

Fortunately, many corporations, members of the LCF included, are already responding to these challenges. The battle cry now is to inspire the thousands of others operating in the Philippines to follow suit.

> *"CSR is doing your business responsibly. It is going beyond compliance to the law, by becoming the supplier or service provider of choice (provision of quality goods and services), employer of choice (fair to employees, compliance with labor laws) and neighbor of choice (going beyond business to serve their communities through corporate citizenship)."*
>
> Jaime Augusto Zobel de Ayala Chairman, Ayala Corporation

> *"CSR is a strategic business imperative. It allows us to achieve commercial success in ways that bring about positive and lasting changes in the workplace, the community and the environment. CSR is everybody's business."*
>
> Nicasio I. Alcantara Chairman, Petron Corporation

> *"CSR is about giving back to the communities that we serve, sharing with the less fortunate and being able to help our fellow countrymen. CSR of the past was more of just philanthropy. But over the years, it has taken on a different meaning – all good citizens should be involved in social responsibility. It is not something that you do to enhance you corporate image, it goes deeper than that."*
>
> Manuel M. Lopez Chairman, Meralco

> *"CSR is not a destination but an ongoing journey. By consuming our products, our customers invite us into their lives, and we take this very, very seriously."*
>
> Kandy Anand President, Coca-Cola Far East Ltd.

"Corporate responsibility is the belief that corporations have a responsibility to use some of their profits to improve the communities and society in which they do business, and where their employees and families live."

Emmett D. Carson, Ph.D. President and CEO, The Minneapolis Foundation

"CSR is not as alienating as it used to be, you can see more efforts of people wanting to reach out. I think people are becoming more socially conscious in general. I think this comes from the hopelessness that people feel about the country. People are beginning to examine what they can do, especially if you are in the position to be able to make a change."

Jonathan Jay P. Aldeguer, President, Island Souvenirs

Quotes taken from the LCF's "CEO Perspectives on Corporate Social Responsibilities" (2006); LCF CSR Expo 2007; and Emmett Carson's "Beyond Corporate Social Responsibilities to Social Equity Investing: A Business Case for Action" (LCF CSR Expo 2006).

SOURCE: http://www.lcf.org.ph/news/csr-philippines

CARE FOR HEALTH

Latest Philippine Nutrition Survey reveals little progress in beating hunger
By Fritzie Rodriguez, Rappler; Posted last 10 July 2014; Updated 01 September 2015

MANILA, Philippines – Not much has changed in the nutritional status of Filipino children in the past 5 years, the latest National Nutrition Survey (NNS) revealed.

The results of the 8th NNS was released by the Food and Nutrition Research Institute of the Department of Science and Technology (FNRI-DOST) in time for this year's national nutrition month.

The number of Filipino children aged 0-5 who are "wasted" – too thin for their height – even increased from 6.9% in 2008 to 7.9% in 2013.

Slight improvements, however, were observed among "stunted" – too short for their age – and underweight children.

AGED 0-5	
Prevalence of underweight children	
2008	**2013**
20.7%	19.8%

Prevalence of stunting	
2008	**2013**
32.3%	30.3%

Bahagya ang pagbaba [ng underweight], 'di ganun kalakihan. The trend is very small," Mario Capanzana, FNRI Director, said. (The decrease is only slight, not that big.)

Topping the list of the Millennium Development Goals (MDGs) is halving the number of underweight children under age 5. In the Philippines, the goal is to bring it down to at least 13.6% by 2015.

This age group marks a crucial stage for mental and physical development. Poor nutrition during this period can have irreversible health impacts which may extend into adulthood.

"If we project the results to our MDG target, theoretically, if we really work hard, it's still difficult to achieve the target. When we look at our programs, we're doing something, but it's still not enough to meet the MDGs," Capanzana added.

Bicol, Eastern Visayas, and the Zamboanga Peninsula had higher prevalence of both stunted and underweight children aged 0-5 than the national average, FNRI reported.

Meanwhile, children aged 5-10 showed better progress. There was a decrease in the prevalence in both stunting and underweight.

Teens, poverty, education

In 2013, stunted Filipinos aged 10-19 decreased from 35.7% in 2011 to 31.5% in 2013.

Prevalence of wasted Filipinos aged 5-19, however, remained virtually unchanged.

5-19 year olds		10-19 year olds	
2008	**2013**	**2008**	**2013**
8.1%	8.6%	12.4%	12.4%

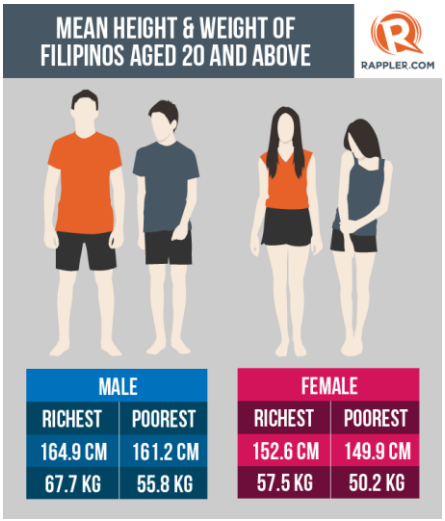
As of 2013, majority of undernourished Filipino children belong to the poorest households, while overweight children mostly belong to the wealthiest families, FNRI reported.

Ensuring that all children graduate from elementary is another MDG the Philippines has lower chances of achieving by 2015, according to the National Statistical Coordination Board's (NSCB) latest data.

As of 2012, the country's primary completion rate is only 73.7%, according to NSCB. Poverty and poor nutrition are some of the factors related to school dropouts.

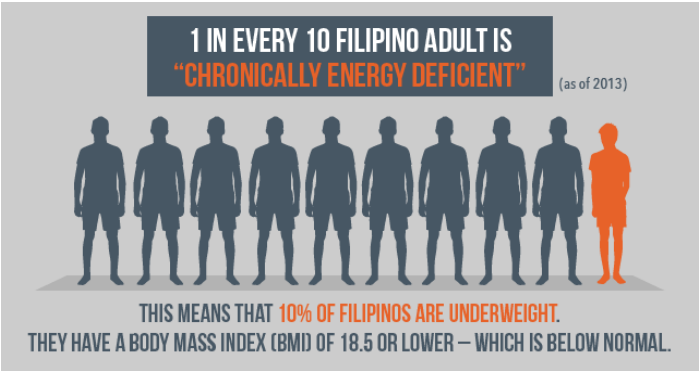
Wealth, health

The difference in the mean weight and height of the richest and poorest Filipinos is a story in itself.



The survey also compared the mean height and weight of adults in urban and rural areas; and found that the latter have a lower average.

"Underweight cases are the highest in rural areas where there is food insecurity, poor access to health services, water and sanitation, and behavior-changing information," explained Dr. Francisca Cuevas, director for health and nutrition of Save the Children.



Roots

"High poverty incidences reduce accessibility to nutrition," said Dr. Yvonnette Duque, Child wellbeing programming manager of World Vision.

Duque argued that many local government units (LGUs) do not allocate adequate budgets for nutrition programs. She also advised LGUs to create regular job positions for municipal nutrition action officers and barangay nutrition scholars.

Another problem is the "widespread practice and perception of feeding programs as a response to undernutrition, which is just, in fact, bandage solution," she added.

She also blamed the media for "advertising products detrimental to nutrition" such as fast food, instant foods and drinks.

Meanwhile, international non-profit organization SOS Children's Village criticized the government's inaction. "We believe that the government's lack of concrete policies addressing children's health care is what impedes us in improving their situation," said Maria Sarah Delos Santos, SOS national programme director.

Overweight



Ironically, the prevalence of overweight Filipino children aged 0-5 increased from 3.3% in 2008 to 5% in 2013. The number of overweight teenagers also increased.

It is important to take note that malnutrition refers to both undernutrition and being overweight.

Eating a lot does not equate to eating right, however. What matters is the kind of nutrition you are getting.

Obesity is linked to "a rise in cancer, cardiovascular disease, and diabetes," the World Health Organization warned.

WHO added that overweight women may experience more pregnancy complications, while those born to overweight mothers may be at higher risk of childhood obesity.

Pregnant



TEENAGE MOMS. 1 out of 3 Filipino mothers aged 20 and below are nutritionally-at-risk, according to the 2013 National Nutrition Survey. Graphic by Mara Mercado/Rappler.com

The prevalence of nutritionally-at-risk pregnant Filipinas in 2013 remained high at 24.8%; it barely changed in the past two years. Undernutrition among lactating mothers stood at 12.5%, which slightly increased in two years.

Teenage mothers are more likely to encounter problems, according to FNRI.

"Poor feeding practices and a relatively low prevalence of exclusive breastfeeding also contribute to malnutrition," Cuevas said.

"Nutrition policies like the Milk Code should be strongly enforced from the national to the local levels, and during disasters and normal situations alike," Duque added.

Cases of anemia, however, decreased among children and pregnant women.

What now?

"If we look at the aggregation of the age, the underweight problem already begins when the child turns one year old. It's better to focus on programs for children aged 0-2," Capanzana suggested.

This includes programs for pregnant women too.

This period – from pregnancy to birth to a child's first 1,000 days – is dubbed as a "window for opportunity." Many parents, unfortunately, do not realize this.

Duque called on government agencies, NGOs, and the private sector to work together on nutrition. "There is an urgent need to agree on standard monitoring tools on nutrition initiatives as a country."

Health promotion and education should also be prioritized, Cuevas suggested. Various NGOs like SOS agree that "local communities should be empowered and capacitated to be able to provide long-term and effective solutions to malnutrition."

Addressing the public's lack of awareness can be an excellent first step in the country's long battle against hunger. – Rappler.com

SOURCE: https://www.rappler.com/move-ph/issues/hunger/61824-2013-national-nutrition-survey

ENVIRONMENT

Why Urban Gardening is Trending in the Philippines

Most Filipinos do not realize that the Philippines is actually a haven for gardeners. We are fortunate to have a nice warm climate where gardening can be done practically all year round. In every Filipino household, there is at least one gardener, be it the grandparent, parent, or the household help. In recent years, an increasing number of Filipinos in urban areas have taken an interest in gardening, and this is evident in their online searches. If we check out the term "Urban Gardening", the Philippines ranks among the top 3 countries with the most number of searches on Google for this topic, the other two being Austria and Switzerland. So why is this so?

Why Urban Gardening?



Over the past ten years, we have seen a rapid growth in real estate developments especially in the highly urbanized areas of Metro Manila, Cebu and Davao. As a result, spacious residential places within the city center have become more expensive, as cuts are designed to be more cost efficient. More urban residents now live in residential developments where open spaces are limited, and living areas are more compact.

Filipinos have taken up gardening as a hobby because it gives them an outlet to relieve stress, whether caused by work, home, or school, or simply by the worsening daily traffic situation in these urban cities. A lot of them have also chosen to adopt a healthier lifestyle, opting to go for organically grown foods. Growing their own herbs and vegetables seems like a more cost effective alternative, instead of buying them from other growers.

Gardening supplies and information have also become more accessible online, albeit to a limited degree. Seeds, pots, garden tools, fertilizers and pesticides are available online and they can be shipped directly to every home. Social media has also helped create greater awareness among Filipinos about urban gardening.

It is interesting to note that this activity is not limited to a particular class, age group or gender. Filipinos from all walks of life have taken up urban gardening– whether living in high-end gated subdivisions, condos, or in the local barangay (community).

Urban gardening in the Philippines: still a lot of room to improve

However, I would consider urban gardening in the Philippines to be in its "seedling" stage compared to more developed countries. For instance, if I search online for organic or garden suppliers that are locally available in the Philippines, the list is still limited, as compared to the immensely wide range of choices available in more advanced countries.



The Philippines also lags behind when it comes to seed varieties and easy access to good quality garden supplies. For instance, hybrid seed varieties that are suited especially for the urban setting are in limited supply, particularly the dwarf versions that can grow well in small pots or containers. There are a few suppliers of good quality organic fertilizers and pesticides but they are not yet readily available in retail stores. Likewise, most neighborhood garden suppliers focus more on landscaping services and ornamental plants. I had to source my garden supplies all the way from Quezon City, which is about an hour's drive from home.

Worldwide, urban gardening will continue its uptrend



On the positive note, however, I believe that this increasing trend in urban gardening will continue for many years, as more communities get urbanized in the Philippines, or anywhere else around the world. This opens up a lot of opportunities for more enterprising people to develop innovative solutions to address the specialized needs of this rapidly growing niche market. Take for example the need for more efficient pots and soil mixtures, energy-saving lighting system to replace sunlight, as well as hybrid plants that produce more fruits with less inputs. With these innovations, more people are likely to be encouraged to engage in urban gardening and grow their own food in a more efficient and sustainable way.

SOURCE: http://www.urbangardeningmom.com/urban-gardening-philippines/



Working with Communities

CHAPTER 9

THE COMMUNITY AND COMMUNITY ORGANIZING

THE COMMUNITY

Each and every one of us belongs to a particular community. Each and every one of us also, may differ in defining what a community is. Our descriptions may be based on the various books and magazines that we read, television shows that we watched, and finally, on how we personally perceive our community based on the numerous experiences that we've had.

The term community was actually derived from the Latin word, ***communis***, a noun describing quality implying —fellowship, community of relations and feelings.

Webster's dictionaries, on the other hand, define a community as *a body of people living in the same place under the same laws* (geographical); *a body of people having common interests* (psychological).

One of the most common and simplest definitions was coined by R.M. McIver. According to McIver, a community is:

"an aggregation of families and individuals settled in a fairly compact and contiguous geographical area, with significant elements of common life, as shown by manners, customs, traditions and modes of speech."

According to this view, the term community was defined based on the elements that it possesses. Other elements that a community may possess are the following:

- History – from public documents, folk history, historical roots
- Space Relations – Internal Relation: within the community
- External Relation – Relation with other communities, nation and state
- Resources – Human, man-made and natural
- Technology – modern or indigenous; the technical know-how of the people
- Knowledge and Beliefs
- Values and Sentiments
- Goals
- Norms
- Position and Roles – elected and not elected
- Power
- Leadership
- Influence
- Social Rank – standing of a person in the group
- Reward and Punishment

TYPES OF COMMUNITIES

Geographical Communities	Has boundaries, territories
Rural / Urban Communities	The traditional way of classifying communities
Sectoral Communities	e.g. Women, Youth, Farmers, Fisherfolks
Functional Communities	Groups of people who share some common interest or functions
Tribal / Indigenous Communities	e.g. Aetas, Mangyans
Special Types of Communities	e.g. disabled, parishes, families

COMMUNITY ORGANIZATION

The very term "Community Organization" suggests that the community is central in the use of the method usually linked to social work. The term "Community Organizing" was first used by American Social Workers in the late 1800's to refer to the specific work they were involved in with settlement houses for new immigrants and the poor. "Community Organizing" was the term used to describe their efforts to coordinate services for these groups.

Other definitions have evolved all throughout the years and one is:

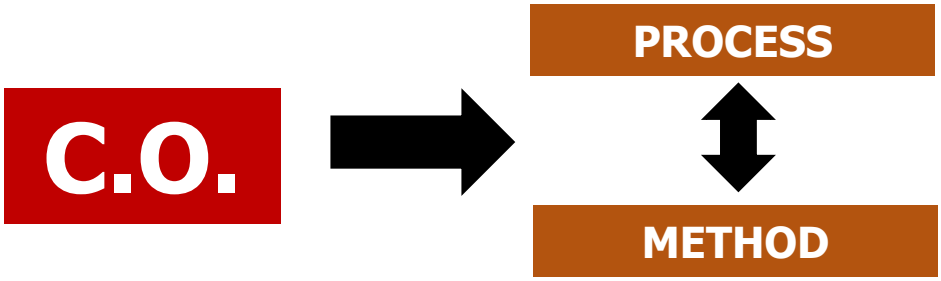
"Community Organizing is a systematic, planned and liberating change process of transforming a complacent, deprived and malfunctioning community into an organized, conscious, empowered and self-reliant, just and humane entity and institution."

Philippine Business for Social Progress (PBSP)

Community Organizing (CO) is a continuous process of:

- Educating the people to understand their critical consciousness of their existing conditions;
- Organizing people to work collectively and efficiently on their problems;
- Mobilizing people to develop their capacity and readiness to respond and take action on their immediate needs towards solving their long term problems. [UP College of Social Work and Community Development]

Collectively, the above-mentioned definitions suggest that Community Organizing (CO) is both a **process and a method.** CO is a process in the sense that it is perceived as a progressive and forward movement from one condition to another. It is also considered as a method because it consists of a dynamically conscious and deliberate undertaking to bring social change.



A BRIEF HISTORY: COMMUNITY ORGANIZATION IN THE PHILIPPINE SETTING

Through the Philippine Ecumenical Council for Community Organization (PECCO), Community Organizing was introduced in the Philippines during the First Quarter Storm of the seventies. The group organized communities in the Tondo area where the program, Zone One Tondo (ZOTO) was born. The program was replicated in other parts of the Philippines, including the rural areas and was usually introduced through church structures.

Organizing efforts continued even when the Martial Law was declared. During this time, Community Workers began pushing for people's participation and community organizing became the tool for achieving this. International Development Groups and government both began to support and fund Community Organizing Programs. Community Organizing began to proliferate.

GOALS OF COMMUNITY ORGANIZING

Community Organizing transforms a complacent community to become self-propelling and self - nourishing.

Community organizing is important because through this, people work together in an organized manner and become more effective when social change takes place. But what, basically is community organizing for? Read on to learn the different goals/ purpose why this method is still being widely used in the different parts of our country, and the whole world.

- PEOPLE EMPOWERMENT
- IMPROVED QUALITY OF LIFE
- LEADERSHIP DEVELOPMENT AND MOBILIZATION
- SOCIAL TRANSFORMATION

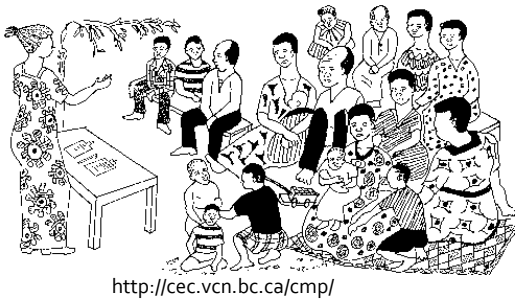
GUIDING PRINCIPLES OF COMMUNITY ORGANIZING

"Go to the People, Live Among the People"

One cannot help the community towards its development if the organizers stay and work within the comforts of an office/ school and do not integrate with the people.



http://cec.vcn.bc.ca/cmp/



http://cec.vcn.bc.ca/cmp/

"Learn, Plan and Work with the People"

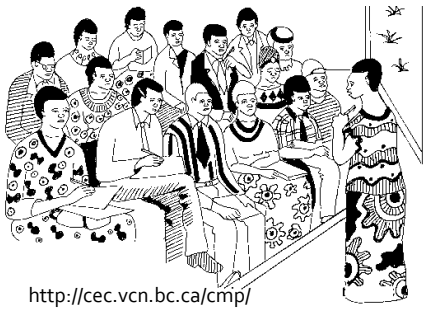
The people know better than any other outsider what their needs and problems are. The community members, with the assistance of the community organizer, must be the one to determine the program appropriate to answer their needs/ problems.

"Start With and Build on What the People Know"

Community organizers must begin with the indigenous resources, technologies and structures that the community has. Improve on their strengths!

"Teach By Showing, Learn by Doing"

For the community to learn effectively, the worker must demonstrate different procedures or techniques and not merely give instructions.



http://cec.vcn.bc.ca/cmp/



http://cec.vcn.bc.ca/cmp/

"Not Piecemeal but an Integrated Approach"

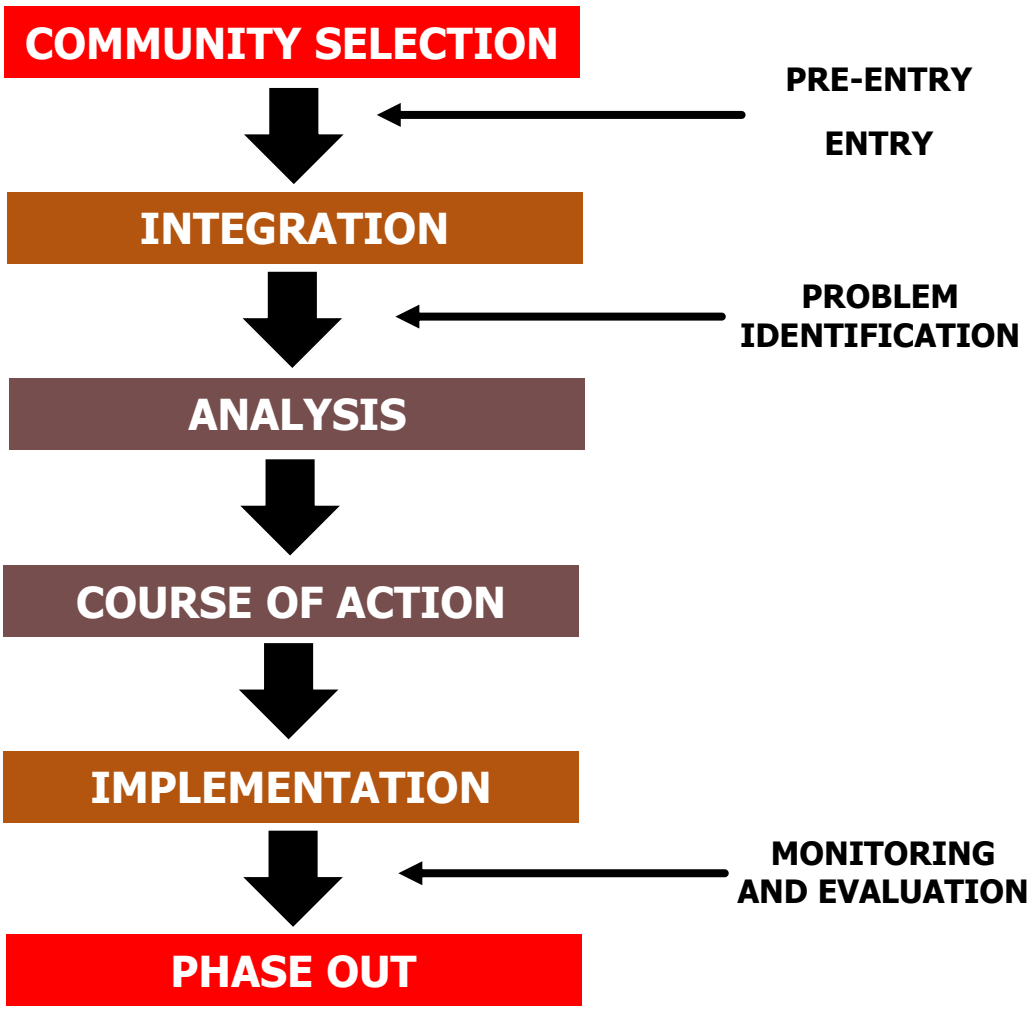
Community organizing is an inter-relationship of various elements and factors.

"Not Relief, But Release"

Community organizing is a process that liberates a community from its identified problems.

GETTING STARTED: THE COMMUNITY ORGANIZING PROCESS

As earlier defined, community organizing is a systematic process. This process, when expounded, shall consist of the following phases:



Community organizing phase here is depicted in a linear manner, but in reality, CO is a much more complex process in which phases overlap and integrate.

PHASE ONE: COMMUNITY SELECTION

Pre-Entry Stage
After your specific community has been identified, organizers are then expected to conduct a social investigation (S.I) on the said area, conduct initial interviews with the community persons and to go around performing a site/ ocular inspection. These activities shall be of great help to the organizers in acquiring pertinent information on the background of the community they are to organize.

Entry Stage
The community has the right to know of the organizer's entry in their area. Because of such, a courtesy call to the barangay officials and respected leaders form the said community is necessary. An orientation on the assisting organizer's background and purpose must also be clearly relayed.

PHASE TWO: INTEGRATION
"Integration rather than immersion"

Immersion: "Complete involvement"
Integration: "Acceptance *into* a community"

When you perform the tasks of an organizer, you do not go to the community and just make yourself "felt" by merely "showing-up". No matter how frequent you go to the area but fail to exert any effort to integrate with the community members, your visits will just go to waste.

Integrating with the locals is also one of the best strategies one organizer can practice in order to catch-up with the current situation of the community. Joining a small *"umpukan"* of housewives, or some of the local youths at their *"tambayan"*, can, one way or another help you gather pertinent information (identification of problems and current issues) on the community.

Be observant. Attentively watch the community's "*pamumuhay"* or way of living. What do the youths normally do? How do the community members spend their spare time? What is their common source of income? What type of houses do they have? These are just some of the things you can initially observe during your visit. TRUST BUILDING is important at this stage.

PHASE THREE: ANALYSIS
The community organizers during this stage assist the community in identifying, analyzing and prioritizing current community needs and issues. A compromise between the felt and objective needs must be met. Let the locals decide on to which program they think is appropriate for them.

A. Community Profile
The community profile is a summary of the history and present conditions of a community. It provides a detailed demographic, economic and cultural information of the community. It gives an overview or series of snapshots of the area and is used as a basis for identifying its potentials.

The Community Profile includes:

1. **Narrative text** that describes community characteristics, such as population demographics, economic and social history of the communities, the importance of various facilities.

2. **Tables or graphics** that summarize important data or conclusions, such as population demographics or employment trends.

3. **A visual map or maps** that depict physical characteristics, such as neighborhood boundaries, land uses, public facilities, and commercial centers.

Community Characteristics
The following are examples of the types of data to collect and incorporate into a community profile.

1. **Population and Demographic Characteristics**
   - Trends in population growth and demographics
   - Ethnicity and race
   - Age and gender distribution
   - Income levels
   - Educational attainment
   - Employment status
   - Special population subgroups such as disabled persons
   - Indian tribal governments, as appropriate

2. **Socio-Economic History / Characteristics**
   - Community historical background and context
   - Population of indigenous groups
   - Community values and issues (e.g. security and solitude)
   - Economic base/livelihood
   - Other economic characteristics

3. **Physical Characteristics**
   - Community centers/activity centers
   - Infrastructure (e.g. roads, transit, and water and sewage systems)
   - Public services and facilities (e..g. schools, police, fire, libraries and hospitals)
   - Land-use plans and zoning
   - Special areas, historic districts and parklands
   - Businesses
   - Housing
   - Planned and approved future development
   - Community focal points or informal meeting places (e.g. places of worship, playgrounds, hair salons, and laundromats)

4. **Health Status**
   - Common and endemic diseases
   - Disease causes and management
   - Maternal and child-care practices
   - Sources of water, waste and disposal
   - Dietary patterns

5. **Access to Service**
   - Groups and agencies that are providing service, and the type and frequency of the service they provide

6. **Community Organizations**
   - Organizations in the barangay, their projects, activities and organizational set-up

B. Tools for Analysis

To provide direction to any community activities, community organizers analyze the community situation through the use of analyzing techniques. These tools give a picture to what the community's challenges, areas of improvement and resources. *(refer to Chapter 10 for the Tools for Analysis)*

PHASE FOUR: COURSE OF ACTION
"People's participation is the essence of community organizing"

After the problems and issues of the community have been identified, a systematic course of action may now be determined. The organizer, during this stage, plays the role of a facilitator – to which he ensures that the community is able to encourage them to give their own suggestions on how they could possibly resolve their problems. Finally, organizers must also ensure of the community's **participation** and **commitment** on the produced plan.

Consider also the available resources (human, man-made, natural) in the community which can be utilized during the implementation of the project.

PHASE FIVE: IMPLEMENTATION

Implementation
The plan that was initially formulated with the community is now put into action. Collective work from the community members must be encouraged by the worker, after all, *the project is for them, therefore, should also be participated by the people themselves.*

Monitoring
All the activities that was put into motion must be constantly looked at and supervised if they are being done accordingly. Since all the aspects of the project is being observed and examined, problems can be easily detected as well as factors that could create challenges can be remedied. The community organizer may help the community in what areas of the project they need to watch out for.

Evaluation
In some inevitable cases when problems during the implementation may arise, the community organizer, again, as a facilitator, may assists the community in examining what happened, what went well, what has been learned and what should happen next.

PHASE SIX: PHASE OUT
After the goals of the community have been met, and its members are empowered, the community organizer can now pull out from the community. Remember that prior to this, the worker **must** prepare the community before phasing-out. This is basic courtesy to the people.

METHODS OF COMMUNITY ORGANIZING

Community organizing exemplifies processes and strategies in order to achieve its goals. The following are several methods of community organizing:

1. **Social Preparation -** This is related to community readiness. It has four (4) stages:
   a. General Assembly
   b. Formation of Committees
   c. Survey of Needs and Prioritization of Projects
   d. Preparation of Trainings

   All these activities are implemented using the participatory approach.

2. **Education and Training** – Community organizing is essentially a learning process and central to it is the development of awareness through experiential learning (Apuan 1988).

3. **Value orientation –** Since the desired ends of community organizing are people empowerment, self-reliance and participation, there is a need to transform the negative value of the people from selfish individualism to one that is socially oriented. It essentially entails value re-orientation or transformation.

4. **Mobilization** – This refers to the *"process whereby a group of people have transcended their differences to meet on equal terms in order to facilitate a participatory decision-making process" .* Mobilization arises from a number of factors: (1) presence of expertise amongst the community members, (2) the willingness of the community as a whole to give up individual interests to form a broader cooperative, and (3) presence of available resources to facilitate the mobilization process (Ben-Ali & Carvalho 1996).

THE COMMUNITY ORGANIZER

ROLE OF A COMMUNITY ORGANIZER

An organizer, while at the community, plays various roles, depending on what the situation calls for. Below are the four (4) basic roles they portray, at one time or another:

1. **A Facilitator -** Facilitates the community process through *listening* and *questioning* and by giving continuous encouragement and support to the local strivings.

2. **An Animator** – Stimulates the people to think critically when identifying problems and finding new solutions.

3. **An Enabler –** Consistently directed at freeing the community (through key persons like leaders) to realize their strengths and potentials in cooperative work.

4. **A Catalyst** – Hastens the process of transformation/change

IDEAL PERSONAL QUALITIES OF A COMMUNITY ORGANIZER

- Integrity
- Creativity
- Courage
- Flexibility
- Objectivity
- Self-discipline
- Tact
- Sensitivity
- Honesty
- Adaptability
- Imagination
- Sense of Humor

The Community Organizer is a vital person in facilitating the whole community organizing process. A community organizer should have:

- *An understanding of development theories and concepts and processing of community organizing*
- *Good social and community relation skills to promote social integration in the community*
- *An ability to work with other teams of professionals*
- *Knowledge and skills to enable communities to access specialized technical assistance in instances when this is needed*
- *Sensitivity to the local culture*
- *Gender-sensitivity*



http://www.nzdl.org



Working with Communities

CHAPTER 10

TOOLS FOR ANALYSIS

TOOLS FOR ANALYSIS

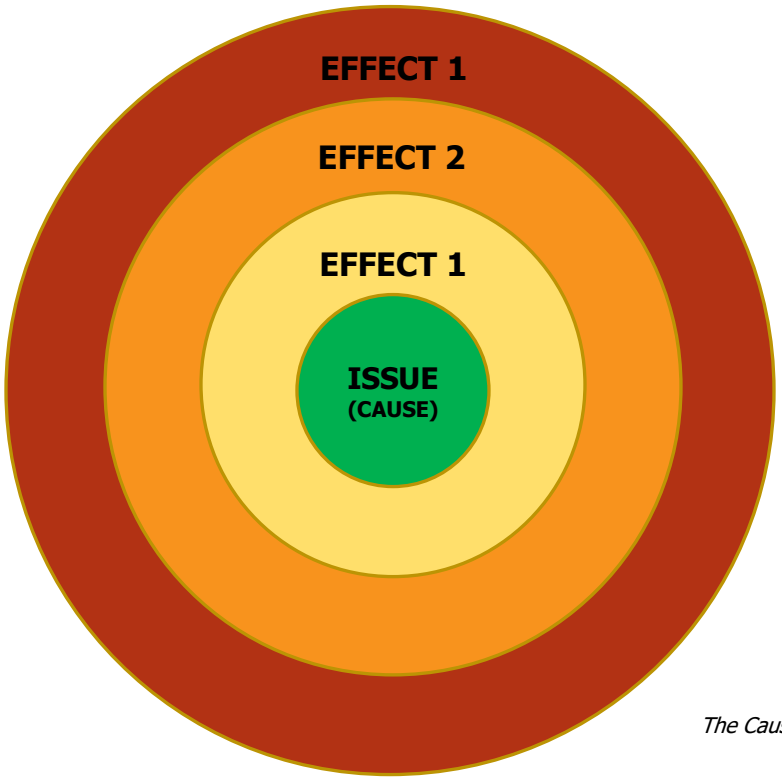
These tools for analysis provides us with a much systematic way of looking and analyzing different relevant societal concerns our country is currently facing. Knowing and seeing the problem at its different facets will make it much easier for us to identify and provide possible action steps or solutions to address them.

There are actually different countless tools for analysis. However, for our module, these two tools were picked for their simple, yet interesting processes of exploring different problems.

[Adopted from Teaching and Learning Resource Support Materials]
[http://vels.vcaa.vic.edu.au/support/teaching]

CAUSE AND EFFECT WHEEL

A cause and effect wheel is also known as concentric circles. This tool assists students in understanding the relationships between cause and effect, action and reaction.



The Cause and Effect Wheel

CREATING YOUR WHEEL:

1. Draw a circle on a large sheet of paper.
2. Write the specified relevant societal concern at the innermost circle.
3. Proceed by making further circles building on the original cause in the middle. Each of these circles focuses on exploring the effects in greater detail. You may also consider the relationship between ideas not directly connected or reflect on what might happen if the links were reversed.

BARANGAY CABACNITAN

Try to use the Cause and Effect Wheel on the barangay below. Let's get to know Brgy. Cabacnitan and their community challenges.

The barangay of Cabacnitan is located in the southern tip of Batuan, Bohol, a municipality in the Loboc Watershed. Loboc Watershed covers four protected areas: the Chocolate Hills National Monument, the Rajah Sikatuna National Park, the Loboc Watershed Reforestation Project, and the Loay Marine Reserve. Cabacnitan occupies 311 hectares (about one-third of which is within the protected area) and is five kilometers from the national highway. It has a population of 785 people in 135 households (as of 2001) and has no barangay health station. Farming is the main occupation of its residents.

It was Monday afternoon. Lolo Jose was sitting on the floor by the doorstep of a bamboo house, listening to an old transistor radio.

"Lolo, I am back. How are you?"said Inday, approaching her grandfather.

"Oh Inday, why are you back from the city? I did not expect to see you again until our town fiesta next month," Lolo Jose responded in surprise.

"I met an 'accident,'" Inday explained, sobbing.

"I am pregnant and my employer kicked me out. What will I do now? I can no longer work and help our family."

Lolo Jose tried to get some water for Inday to drink but the jar was empty.

He sighed and turned back to his granddaughter. "It is okay, Inday," he said. "It is not uncommon for a girl to get pregnant. Two of your friends also came back from Manila last month. They are pregnant just like you." Lolo Jose consoled Inday.

Anne, a development worker with World Neighbors, came by. She stopped momentarily, wanting to join the conversation of the grandfather and granddaughter. Listening to them talking, Anne was speechless. She began to wonder how a development program could address a problem like Inday's, a problem that was increasingly common in Cabacnitan.

On another occasion, Anne had just come from a meeting with the barangay captain, who described to her how the farming situation of the barangay had changed over the years. Because irrigation water had become increasingly scarce, the people of the barangay were converting more and more of their rice fields into corn production. The farmers now felt it was better to grow corn since it needs less water and takes only three months from planting to harvest, while producing rice takes much longer. But even with these changes, the farmers worried that they were still not producing enough to adequately feed their families.

Back in her office, Anne went through a shelf of reading materials, trying to find a model for programs that address such interrelated problems on a community level. She called up her friends in other NGOs, asking about projects that respond to the problems of community, but met with no luck. She was frustrated.

The next morning, Anne realized that the solution to Cabacnitan's problems wasn't likely to be found in any of the books on her shelf. As an outside r, she knew she couldn't fully grasp the extent of the challenges in the barangay or understand how those challenges related to each other. The problems of the village could only be solved by the community itself, and Anne trusted that, with guidance and support, the women, men, and youth of the community had the capacity to reverse the village's worsening conditions and improve their lives.

Anne also realized that the local government would need to be key players in the development process in Cabacnitan. She decided to talk with Babes—a project coordinator for Kauswagan Community Social Development Center, World Neighbors' partner in Cabacnitan—about how they might get the community involved in their efforts.

Anne and Babes met with Batuan's municipal health officer and her staff.

"What kinds of reproductive health issues exist in your municipality?" Babes asked the health workers.

A young volunteer doctor told stories of adolescent boys and girls engaging in sexual activities, explaining that "most, if not all, teenagers who marry do so because the young woman is pregnant." Dr. Nenita Tumanda, the municipal health officer, said she had female clients who had many children and wanted to use contraceptives.

"My department needs training on family planning to be able to help women who no longer want to have children," Dr. Tumanda said.

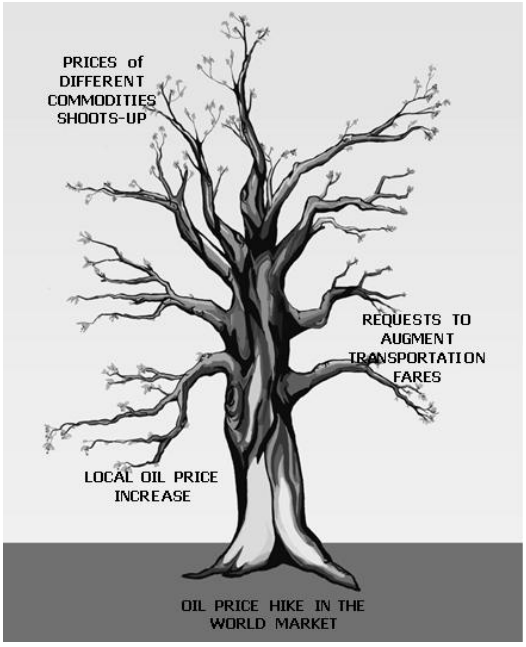
Anne engaged the municipal health staff in a guided discussion on the reproductive health problems in the municipality.

"We have many cases of teenage pregnancy and reproductive tract infections affecting men 20 to 45 years old," offered one staff member. These issues were two among many health problems identified by the Batuan health staff.

To narrow down their knowledge of the community health conditions to Cabacnitan, which is just one barangay among many in the municipality, Anne and Babes engaged the village leaders of Cabacnitan in the same process. The discussion showed that Inday was not at all an isolated case. One community member explained that the conflict between the government and the New People's Army, a communist-based revolutionary group in the Philippines, had resulted in disoriented social relationships in the community; consequentially, sexual values and interaction in the barangay had changed. Others confirmed that childbearing before and beyond marriage had started to become a common occurrence.

TREE ANALYSIS

This tool enables you to look at effects and the causes that create or contribute to those effects.



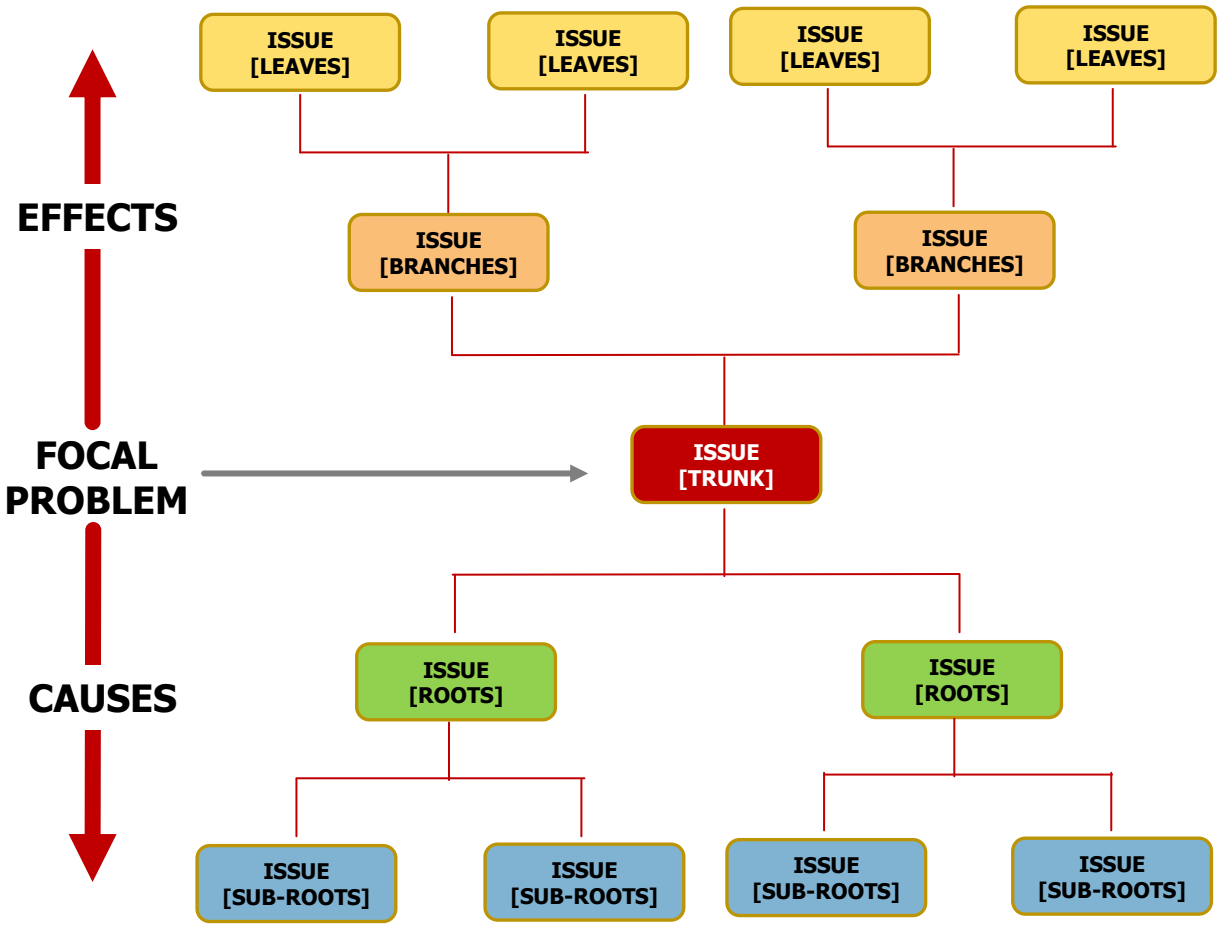
A Tree Analysis Tool Sample

STEPS IN MAKING YOUR TREE:

1. Initially start making your tree by identifying one particular issue to tackle.

2. Place your chosen issue at any portion of your tree [roots, trunks, branches or leaves]. Take note that each part of the tree represents one particular problem stage as defined below:

   - **Roots** - The bottom part of the tree that represents those issues perceived as the root causes of other issues.
   - **Trunk** - Defined as primary problems resulting from the issue identified at the roots of your tree.
   - **Branches** - Secondary concerns that off-shoots from the primary concerns cited at the tree's trunk.
   - **Leaves** - Pertains to the end -result of the different problems or issues you have given on your tree's roots, trunk and branches.



Relational Scheme of the Tree Analysis

BARANGAY REAL DE CACARONG

Look at the next barangay – Brgy. Real de Cacarong using the tree analysis.

In contrast, Barangay Real de Cacarong is an upland community where agriculture is a major source of income and livelihood. Other working members of the community are involved in menial jobs in the construction industry.

Table 1 shows the summary of the results of the latest surveys for the barangays. The data obtained from these surveys show improvements in the welfare status of the households in terms of their health, nutrition, sanitation, literacy, and security needs as compared with the previous surveys conducted.

Table 1: Summary of Survey Result in Barangay Real de Cacarong

AREA OF CONCERN	INDICATORS	1996[a]	1999[a]	% Change ('99-'96)
A. Survival	Household			
Health	1. With no infant death	84.2	100.0	15.8
	2. With no deaths of children (1-6 yrs. old)	100.0	100.0	0.0
Nutrition	3. With no malnourished children (0-6 yrs. old)	78.5	85.5	7.0
Water and Sanitation	4. With access to safe water supply	100.0	100.0	0.0
	5. With access to sanitary toilet facility	71.2	71.2	8.3
B. Security				
Shelter	6. Not in makeshift housing	95.2	98.4	3.2
Peace and Order	7. With no members who were victims of crime	96.1	99.2	3.1
	8. With no members who were victims of armed encounters	-	100.0	-
C. Enabling				
Income and Livelihood	9. With income greater than the poverty threshold	40.0	32.0	(8.0)
	10. With at least 1 employed member (15 yrs. Old and above)	94.2	85.2	(9.0)
	11. With no underemployed worker	22.4	13.5	(9.0)
Basic Education and Literacy	12. With all children 6-12 yrs old attending elementary schooling	81.0	65.6	(15.5)
	13. With all children 13-16 yrs old attending secondary schooling	63.9	54.3	(9.6)
	14. With all members who are literate	80.8	91.0	10.2
Political Participation	15. With at least 1 member who is a member of any organization	40.4	31.1	(9.2)
	16. With at least 1 member who participated in the last electoral process	96.2	93.4	(2.7)

[a] Divisor used is the total number of households for which the indicator is relevant. For example, for the indicator on infant death, the divisor used is the total number of households with at least 1 livebirth during the year.

- Data not available

In Real de Cacarong, the results show a decline of 8 percentage points in the number of households with income greater than the poverty threshold. This may be attributed to the fall in the proportion of households with at least one employed member, from 94.2 percent in 1996 to 85.2 percent in 1999. It may be noted that a significant number of the working members of households in Real are either involved in agriculture or the construction industry.

Despite the heavy dependence in agriculture, though, there is no irrigation system that would facilitate year-round farming in Real. With this situation, and especially as a result of the effects of El Niño, many farmers were left jobless. Some therefore resorted to working as construction workers in nearby areas or in far-off cities while others resorted to other means of livelihood, such as hog raising, quarrying, retailing and mango picking.

Underemployment also worsened in Real, with the number of households having no underemployed worker declining by 9 percentage points, from 22.4 percent in 1996 to 13.5 percent in 1999.

In terms of health and nutrition, meanwhile, the recent survey shows that the municipal government of Pandi and the province of Bulacan, as a whole, have relatively succeeded in prioritizing health programs, specifically among children, in their budgets. Some of the programs implemented were on immunization, health and nutritional education, family planning services and medical care services. These are reflected in the marked improvement in health conditions among children in Real de Cacarong. In fact, none of the households surveyed in Real experienced infant and child death. In addition, the proportion of households without malnourished children increased by 7 percentage points.

In Real, the proportion of households with access to sanitary toilet facilities increased by 8.3 percent. This may be attributed to the construction of 15 toilet facilities in the area in 1997, a project by the municipal government. On the other hand, there was no change in the proportion of households in Real having access to safe water supply in spite of the installation of two artesian wells in the community. The reason may be due to the increase in the number of households in the community.

The survey result in Real indicates a decline in the rate of school attendance in the community. Households with children attending primary education had decreased by 15.4 percent since 1996. Likewise, households with children attending secondary education marked a decline from 63.9 percent in 1996 to 54.3 percent in 1999.

The major reason for the decline may be attributed to the distance of the schools from the barangay. The Real elementary school only offers up to Grade 2. Thus, children enrolled in Grade 3 or higher have to walk a long distance to go to their school in the next barangay. Likewise, children studying in high school have to travel far just to attend their classes.

SWOT ANALYSIS

SWOT analysis is a technique to analyze the Strengths, Weaknesses, Opportunities and Threats of a decision, problem, place, etc. In community development and urban planning, SWOT is often used at community meetings to structure conversations about quality of life in a neighborhood or a controversial project. Carrying out this analysis often illuminates what needs to be done and put problems into perspective.

A SWOT analysis can offer helpful perspectives at any stage of an effort. It can be use to:

- Explore possibilities for new efforts or solutions to problems.
- Make decisions about the best path for initiatives. Identifying the opportunities for success in context of threats to success can clarify directions and choices.
- Determine where change is possible. If at a juncture or turning point, an inventory of the strengths and weaknesses can reveal priorities as well as possibilities.
- Adjust and refine plans mid-course. A new opportunity might open wider avenues, while a new threat could close a path that once existed.

STRENGTHS:
- attributes of the community that are helpful to achieving their development
- like human/material resources
  - What are the advantages/strengths of the community?
  - What are the untapped resources in the community that can be utilized?

WEAKNESSES:
- attributes of the community that are harmful to achieving their development
- like lack of trained manpower
  - What could be improved in the community?
  - What factors/forces should be avoided?

OPPORTUNITIES:
- external conditions that are helpful to achieving their development
- like support from LGUs, NGOs, GOs
  - What are the good opportunities facing community?
  - What opportunities were not taken advantage of?

THREATS:
- external conditions which could do damage to the community's performance
- like outside organization's implementation problem
  - What should the community be mindful of?
  - What has to be overcome to increase opportunities?
  - What external factors threaten community?

DATA GATHERING THROUGH OBSERVATION AND INTERVIEW

Prior the conduct of any community activity, it is important to be oriented with the aim of the particular visit. The purpose, likewise, the limitations of the visit must be made clear.

The ocular visit, which will serve as their initial activity in the community aims to provide a backgrounder on the conditions of the barangay. Through the conduct of observation and informal interviews with the local officials and residents, the organizer is provided with an actual "feel" of how life is at that community.

During this visit, it is essential to take note of the different elements present in the community. As to make the observation much more convenient, these elements may be clustered according to the following:

- **Social Elements**
  Encompasses the different elements found in the community such as the demographic profile, housing, health and nutrition, customs and traditions, religious beliefs and the relationship and interactions of different social groups.

- **Political Elements**
  Factors concerning the existing political structure in the community.

- **Economic Elements**
  This may include points that affect the economic condition of community such as the people's employment level, trade and industries and the like.

- **Ecological Factors Elements**
  Collaboratively, this element refers to the air, water and land resources of the community.

Take note that the observation on one's assigned community is not contained within its geographic boundaries. It will be quite helpful to also observe the situation around the vicinity of the barangay. Remember that these factors may one way or another, also affect the community.

Maximize the limited time of the visit and ensure that there are sufficient data on the community. Remember that in order to provide acceptable and realistic plans for the barangay, the organizer must be familiarized with the community through the data collected.

CLUSTERING OF DATA GATHERED: UTILIZING THE TOOL

With numerous data on hand, the next plausible process to undertake is to further classify them accordingly. *Which data came from within and which ones came from outside the community? What can be considered as the community's strengths and weaknesses? What data can be categorized as opportunities and possible threats?*

For the class' convenience, a ready tool for analysis will be utilized in this stage of the data processing. The SWOT Analysis, a tool usually used in performing industry analyses will be applied.

SWOT MATRIX		
EXTERNAL / **INTERNAL**	**OPPORTUNITIES** **[STEPS 2-3]**	**THREATS** **[STEPS 2-3]**
STRENGTHS **[STEPS 2-3]**	**S-O [STEP 4a] (OPTIONS)**	**S-T [STEP 4b] (OPTIONS)**
WEAKNESSES **[STEPS 2-3]**	**W-O [STEP 4c] (OPTIONS)**	**W-T [STEP 4d] (OPTIONS)**

The SWOT Analysis Matrix

STEPS IN PERFORMING THE SWOT ANALYSIS

Step 1: Collate and list the data gathered during the ocular visit. Sift through these data which among is relevant or will be useful in performing your SWOT analysis.

Step 2: Collaboratively discuss each item from the data gathered. Was the said data observed within (internal) the community or outside (external)?

Take note that there are no exactly the same set of observations that the individual may provide. Hence, the importance of having a joint discussion about the data they were able to gather from observing their barangay is necessary.

Step 3: Now that the group has already classified their data in terms of its sources, they may now further categorize each item as either:

Strength or Weakness for data classified under the internal or;
Opportunities or Threats for those data collected from outside the community.

Strength if…	Weakness if…	Opportunity if…	Threat if…
It should be *maintained*	It should be *remedied, changed or stopped*	It should be *prioritized, captured, built on* and *optimized*	It should be *countered, minimized* and *managed*

Step 4: After listing, the group may now proceed with the assessment proper. During this point, options are now identified, based on the classified observations within and outside their assigned community.

To make it easier, a set of guide questions are included below for additional references in identifying and formulating possible options:

Step 4a Strengths - Opportunities [SO]:
How can strengths be employed to take advantage of the opportunities?

Step 4b Strengths - Threats [ST]:
How can strengths be used to counteract threats?

Step 4c Weakness - Opportunities [WO]:
How can weaknesses be overcome to take advantage of development opportunities?

Step 4d Weakness-Threats [WT]:
How can weaknesses be overcome to counteract threats?

Options may be limitless, just make sure that what you will be providing are feasible and are guided by the SMART [specific, measurable, attainable, realistic and time-bounded] criteria.

THE USE OF OPTIONS

Make sure to give a thorough thought and planning on the options you intend to formulate. These options will play a vital role in the identification of appropriate or fitting programs and projects that can be implemented on the community being assessed.

References: Raul Manaligod. [IM 218] Strategic Planning and Management in Education Hand-outs Miriam College Foundation Inc. http://managementhelp.org/plan_dec/str_plan/str_plan.htm#anchor32 3314

BARANGAY LUNINGNING

To give you an idea on how a community profile looks like, a sample, based on the pseudo-community of Barangay Luningning is included below:

Barangay Luningning is a community surrounded by the infamous oil depots of Pandacan. Rows of houses usually made out of plywood and cement occupies the narrow streets of the area. Fishball and ice cream peddling *karitons*, children, running around barefoot and wandering dogs would be the sight that welcomes any visitor. Mothers, usually with their babies stay at the nearby community park exchanging stories, while their husbands on the other hand, waits in line for pedicab customers.

A number of young male adults can also be found shooting hoops at the improvised basketball court while some, chooses to quietly play chess on the benches set-up infront of an improvised barangay hall. Female youths, still clad in their school uniforms, sell fried hotdogs and *samalamig* after coming home from school. Rented videoke machines and billiard halls also livens-up the area. Heritage buildings, worn-out from years of use have been obviously neglected. Foul smell coming from clogged drainage, spaghetti-like electrical wirings serves as evident threat to its people.

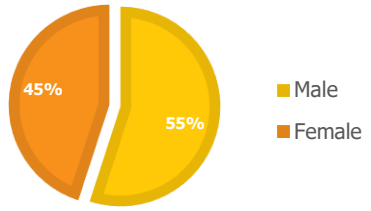
According to informal interviews also, a number of petty crimes and drug-related violence involved by some misguided youths were recorded during the past. Local health officials also confirmed the high number of high blood pressure and diabetes related cases in the older members of the community and diarrhea, dental problems and primary complex for the children.

It has a total population of one hundred fifty families (150), consisting of one thousand eight hundred ninety-one individuals (1,891).

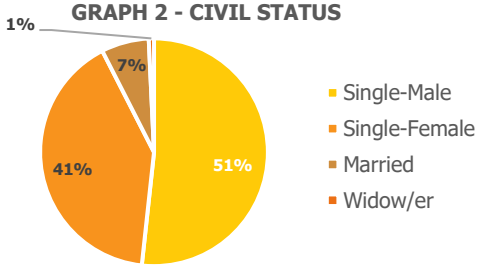
HOUSEHOLD DESCRIPTION

Fifty-five percent or one thousand forty (1,040) are male, while the remaining forty-five percent or eight hundred fifty-one (851) makes-up the female population of the said barangay.

GRAPH 1 - SEX DEMOGRAPHY

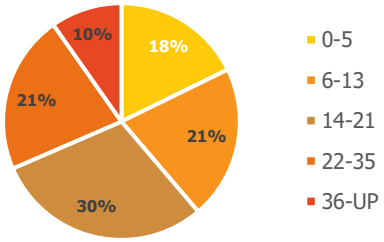


GRAPH 2 - CIVIL STATUS



Nine hundred seventy-eight (978) males are unmarried or single, whereas seven hundred seventy-one (771) are unmarried or single women. One hundred twenty-eight (128) are married, while a total of fourteen (14) are either widows or widowers

GRAPH 3 - AGE RANGE

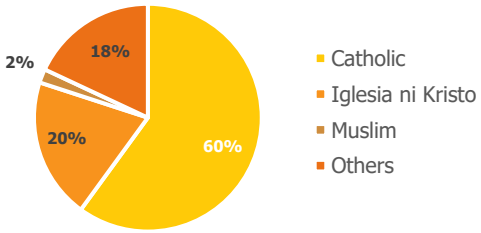


Three hundred thirty-five (335) belongs to the "toddler-age" of zero to five (0-5) years of age. Three hundred ninety-six (396) on the other hand, falls on the six to thirteen (6-13) years. Five hundred sixty-one (561) falls on the age of fourteen to twenty (14-20), four hundred ten (410) are between the age of twenty to thirty-five (20-35). Lastly, one hundred eighty-four (184) comprises the population of those belonging to the thirty-six years old and above (36-above) category.

RELIGION

A total of one thousand one hundred thirty-five (1,135) are Catholics, making the mentioned religion the most prevalent religion at barangay Luningning. Coming in second is Iglesia ni Kristo (INC) with three hundred seventy-eight (378) believers. Thirty-seven (37), on the other hand are Muslems and the remaining three hundred forty-one (341) are linked with other religions.

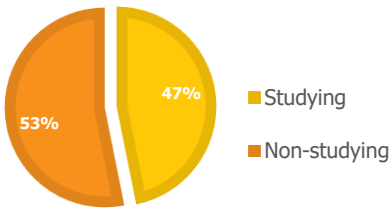
GRAPH 4 - RELIGION



EDUCATION

Currently, eight hundred eighty-six (886) of Barangay Luningning's total population are attending school.

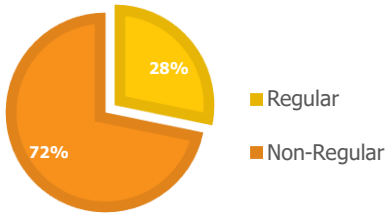
GRAPH 5 - EDUCATION



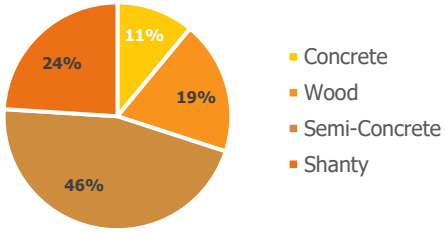
SOURCE OF INCOME/ECONOMIC ASPECT

Majority of the working population of barangay Luningning doesn't have a permanent job / work. A total of four hundred thirty (430) are either seasonal or contractual workers. A measly one hundred sixty nine (169) individuals however, are fortunate enough to have a regular work.

GRAPH 6 - SOURCE OF INCOME



GRAPH 7 - TYPES OF HOUSING

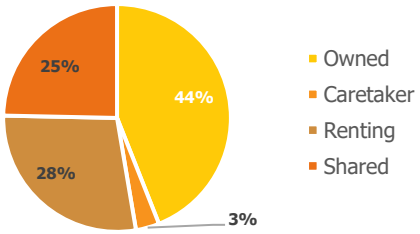


HOUSING

Majority of the houses that can be found at barangay Luningning are made-up of semi-concrete materials. The rest, however, are either solely made-up of wood or concrete. Houses made up of "patched materials" or commonly known as *shanties* can also be located from the said barangay.

A total of sixty-six (66) houses located at Barangay Luningning are owned by its respective residents. Forty-two (42) families, on the other hand, have opted to live at "for rent" apartments. Furthermore, thirty-seven (37) families chose to live either at their relatives' or acquaintances' houses. Only five (5) families, serving as caretakers of their "*amos*" or distant relative's houses were counted from the survey.

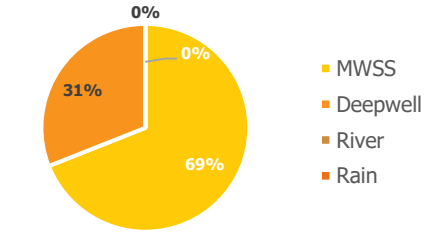
GRAPH 8 - OWNERSHIP



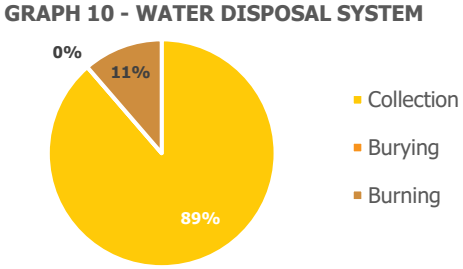
HEALTH

Majority of the families of barangay Luningning have acquired the services of NAWASA to supply them with water. Forty-seven (47) families, however, preferred to get their water from the available deep well situated at the heart of the barangay.

GRAPH 9 - WATER SUPPLY SYSTEM



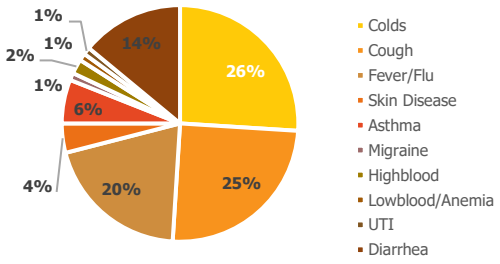
GRAPH 10 - WATER DISPOSAL SYSTEM



One hundred thirty-three (133) families are willing to wait for the scheduled garbage collection conducted by the local government of Manila. The remaining seventeen (17) families practice garbage burning or "pag-siga".

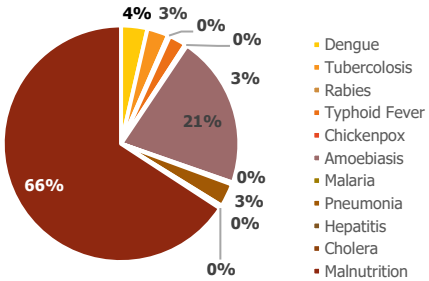
Apparently, based on the survey conducted, colds or sipon topped the list as the most common illness the residents of barangay Luningning are frequently experiencing. Cough (ubo), fever/ flu (lagnat/ trangkaso), diarrhea (pagtatae), asthma (hika), skin irritation (sakit sa balat), highblood (altapresyon), anemia, migraine and UTI (Urinary Track Infection) followed respectively as second, third, fourth, fifth, sixth, seventh, eighth, ninth and the tenth most common illnesses.

GRAPH 11 - COMMON ILLNESS

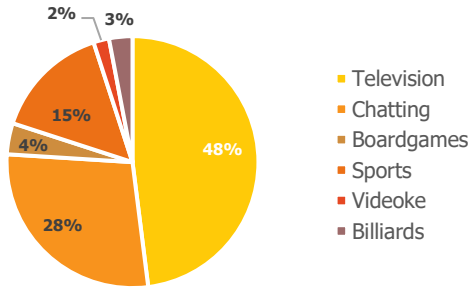


An alarming number of malnutrition cases were garnered from the survey. Four hundred seventy five (475) of the residents were tallied to have been suffering from the said problem. Amoebiasis, registered as the second, with one hundred fifty one (151) cases. Pneumonia, with twenty three (23) cases was also mentioned by the residents. Twenty one (21) individuals were reckoned to be ill with the perennial tuberculosis. In addition, seventeen (17) individuals are enduring typhoid fever. Hepatitis, rabies and chicken pox (bulutong) had two (2) incidents each. Lastly, a lone case of cholera was also recorded.

GRAPH 12 - COMMON DISEASES



GRAPH 13 - RECREATION



SOCIO-POLITICAL ASPECT

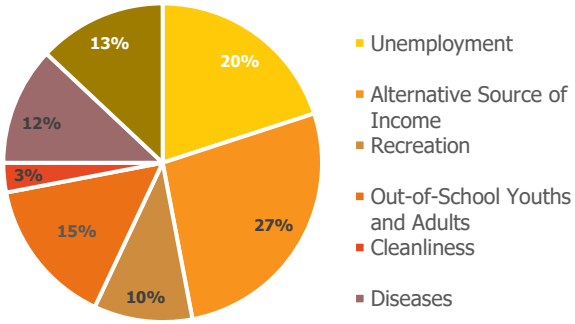
A bulk number of survey respondents have cited that watching television as their favorite recreation activity. Exchange of stories or pakikipag-huntahan with their neighbors, evidently practiced by housewives trying to kill time was the second most favorite. Engaging in various sports also followed. Board games, such as chess and bingo, are also popular.

Only two formal organizations are mentioned to be actively working with the residents of barangay Luningning. These two are the Sangguniang Kabataan (SK) and the religiously-affiliated organization of Couples for Christ (CFC).

MAJOR PROBLEM

Apparently, the majority of the respondents perceive that the issue on the lack of additional source of income as their current major concern. Unemployment was positioned on the second while the increase on the number of out of school youths (OSY) came in third. Rampant use of prohibited drugs by some of the locals also alarms the respondents. The spread of illnesses such as those mentioned earlier was identified as the fifth most pressing concern. Furthermore, the lack of recreational activities and the upkeep (cleanliness) of their surroundings respectively came in as Barangay Luningning's sixth and seventh most prevalent concerns.

GRAPH 14 - MAJOR PROBLEMS

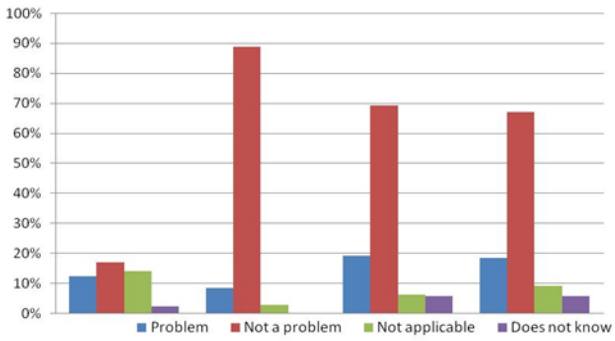


SURVIVAL NEEDS

Food and Nutrition

Twenty respondents (20) agreed the most of the babies in their community are malnourished while one hundred and thirty (130) did not agree. The rest of the respondents stated it as unsuitable and they did not know the answer. Fifteen (15) respondents also agreed that (five) 5-year old kids and below are malnourished while one hundred and fifty-nine (159) responded otherwise. Thirty-four (34) respondents agreed that pregnant women/breastfeeding mothers were well provided for in terms of the right measurement/amount of vitamins (iron and iodized oil) during their pregnancy and breastfeeding stage. One hundred and twenty (120 respondents disagreed. Lastly, one hundred twenty (120) respondents agreed that babies were breastfed during their first four months of existence and thirty-three (33) respondents proved otherwise.

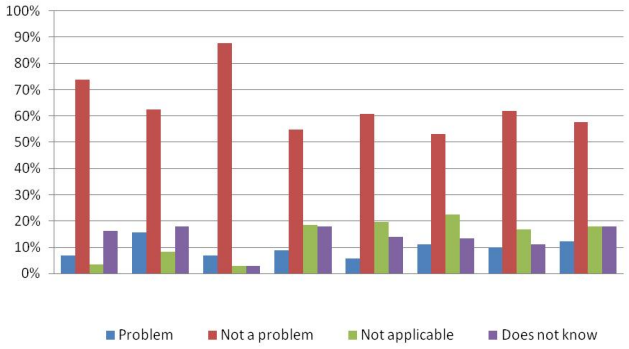
Graph 1.1 - Food and Nutrition



Health

One hundred and thirty two (132) respondents thought that it is not a problem giving birth the unconventional way, 12 thought otherwise. The remaining respondents did not know or thought that the question was unsuitable to describe their community. Almost all (112) respondents thought that it is not a problem that babies less than a year old have received a complete set of vaccines. Same with item 2, majority of the respondents did not see that 5 year olds experienced diarrhea or that there's someone in the family that died from a curable disease, or that married couples get family planning services or even practice family planning or that a single parent gets health services from the government or from a private institution (157, 98, 109, 95, 111 and 103 respectively).

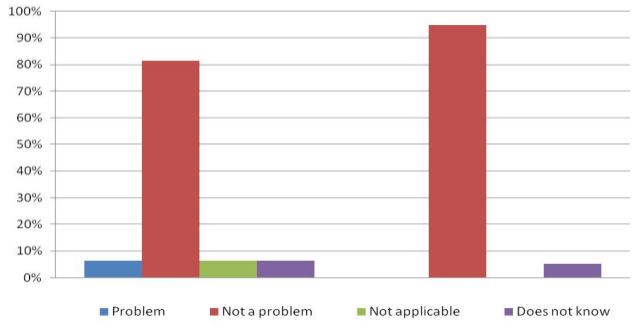
Graph 1.2 - Health



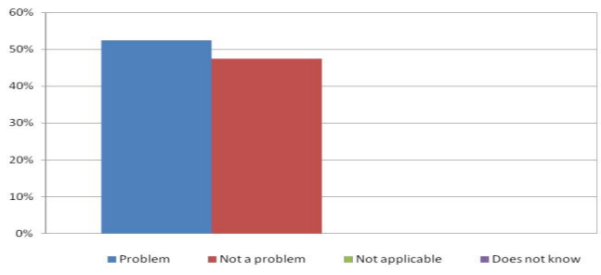
Water and Cleanliness

Majority of the respondents have a clean toilet and has a source of clean, potable water (170 and 146 respectively).

Graph 1.3 - Water and Cleanliness



Graph 1.4 - Grooming and Clothing



Grooming and Clothing

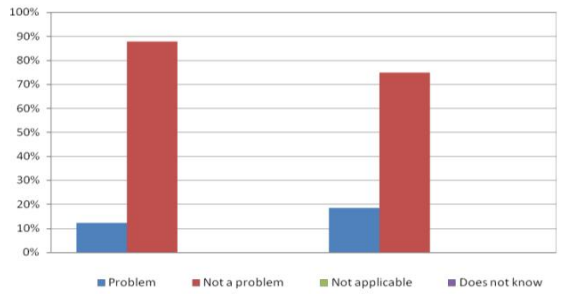
Ninety-four (94) respondents thought that having 6 sets of clothing is a problem while eighty-five (85) thought it was not a problem at all.

SECURITY NEEDS

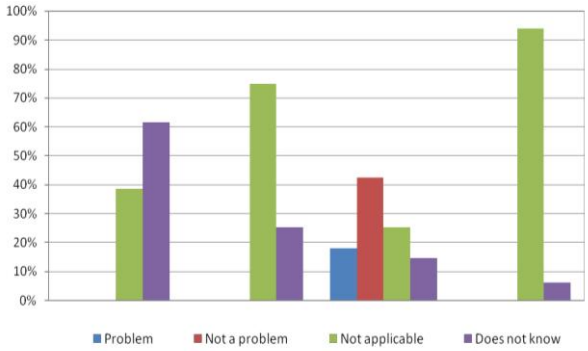
Housing

One hundred fifty-seven (157) respondents did not think that having their own house, renting one or living in the space of someone they know/relative, as a problem, same with the quality of their houses (134 respectively).

Graph 2.1 - Housing



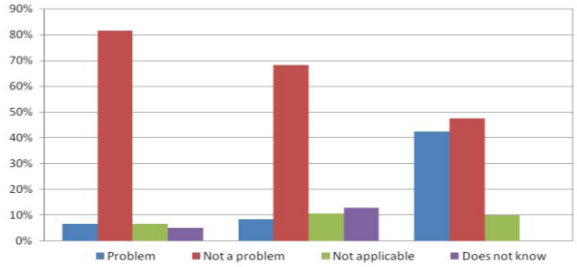
Graph 2.2 - Peace and Order



Peace and Order/Public Safety

Majority of the responses came in from the "not suitable" and "does not know" criteria regarding the peace and order of their families in the community. With regard to calamity issues, almost forty percent (76 responses) 40% responses were from the "not a problem" column.

Graph 2.3- Income and Livelihood



Income and Livelihood

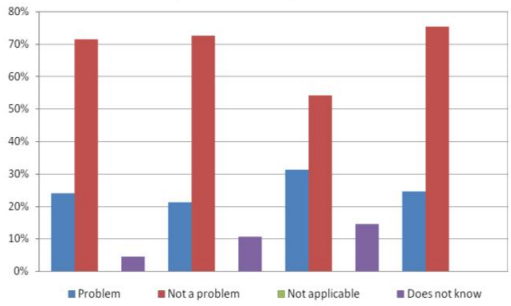
More than eighty percent (146 responses respectively) stated that it is not a problem for them that the head of their families have a source of income. On the other hand, 76 responses said that the income of their family is just enough (sometimes scarce) for the needs of the family.

ENABLING NEEDS

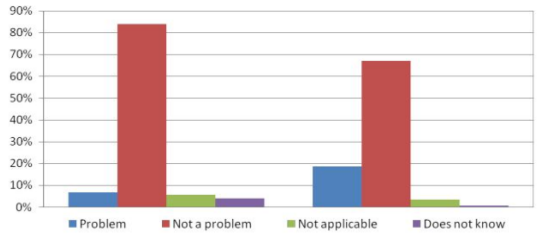
Primary Education and Capacity to Read, Write and Count

Responses were mostly positive. Almost all of the kids in the family in the said community know how to write, read and do simple calculations. Majority of the kids are enrolled in pre-school, followed by elementary and last would be high school (128, 130, and 97 responses respectively).

Graph 3.1 - Primary Education



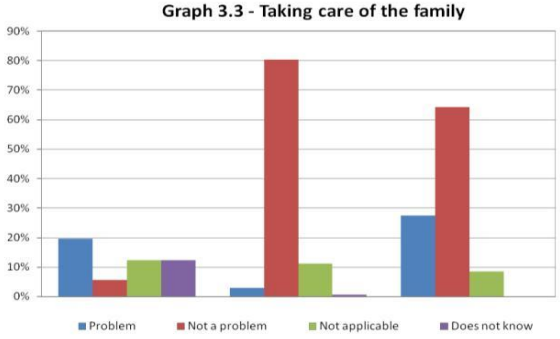
Graph 3.2 - Participation on Activities for Community Development



Participation on Activities for Community Development

At least one of the respondents' family members is at an active member of a known community organization or is actively participating in projects beneficial for the community's development (150 and 120 responses respectively).

Graph 3.3 - Taking care of the family



Taking care of the family/Psycho-social needs

Family members are well taken-cared of based on the responses of the community members. Eighty percent (80%) of the responses said that domestic violence is not a problem in their household. Family member/s are also safe from harmful/dangerous jobs and kids aged 7 years old and below are taken-cared of/looked after by someone 18 years old and above (110 and 115 responses respectively).

SAMPLE SWOT ANALYSIS

To further illustrate how the SWOT Analysis is performed, a sample analysis was done. Compare your SWOT Analysis to the one below:

Step 1:

CLASSIFIED OBSERVATION ON THE ADOPTED COMMUNITY			
Social Aspect	**Political Aspect**	**Economic Aspect**	**Ecological Aspect**
▪ Access to government programs being offered. ▪ Conduct of seminars on the fight against prohibited drugs. ▪ Use of prohibited drug among OSYs of the barangay. ▪ Residents' active involvement in sports. ▪ Active church organizations run by some youths and adults in the community. ▪ Lack of productive recreational activities for the children. ▪ Multiple families residing in one house. ▪ Presence of out-of-school youths. ▪ Easy access on government infrastructures such as health centers and public schools. ▪ Improper waste disposal by the residents. ▪ Rampant cases of malnutrition among the school-aged residents. ▪ Residences are made-up from easily combustible materials.	▪ Active organizations within the barangay such as YFC, Samahan ng mga Kababaihan. ▪ Some residents are not in favor of the current barangay chairman.	▪ Presence of the oil depots near the geographic boundaries of the community. ▪ A number of individuals are unemployed. ▪ Vending as an alternative source of income for the families. ▪ Most of the working individuals are categorized as contractual employees. ▪ Presence of active railroad tracks near the community.	▪ Majority of the families have acquired the services of MWSS. ▪ The community is situated near the Estero de Pandacan. ▪ Untidy surroundings.

Step 2-3:

SWOT MATRIX		
EXTERNAL / **INTERNAL**	**OPPORTUNITIES** ▪ Access to government programs offered ▪ Easy access on government infrastructures such as health centers and public schools ▪ Presence of the oil depots near the geographic boundaries of the community	**THREATS** ▪ Presence of the oil depots near the geographic boundaries of the community ▪ Presence of active railroad tracks near the community ▪ The community is situated near the Estero de Pandacan ▪ Untidy surroundings
STRENGTHS ▪ Conduct of seminars on the fight against prohibited drugs ▪ Residents' active involvement in sports ▪ Active church organizations run by some youths and adults of the community ▪ Active organizations within the barangay such as YFC, Samahan ng mga Kababaihan ▪ Majority of the families have acquired the services of MWSS ▪ Vending as an alternative source of income for the families	▪ Coordinate with the appropriate government agency for the conduct of seminars that promote the fight against the use of prohibited drugs ▪ Strengthen the campaign to introduce available government education-related programs to the community members ▪ Utilization of presence of water supply in the conduct of proper hygiene promotion	▪ Initiate water potability tests to check water conditions of the community ▪ Initiate campaign that promote the restoration of the Estero de Pandacan ▪ Posting of various warning signs near the railroad tracks to help prevent any accidents
WEAKNESSES ▪ Use of prohibited drugs among OSYs of the barangay ▪ Lack of productive recreational activities for day-care-aged children ▪ Multiple families residing in one house ▪ Presence of out-of-school youths ▪ Improper waste disposal by the residents ▪ Rampant cases of malnutrition among the school-aged residents ▪ Some residents are not in favor of the current barangay chairman ▪ A number of individuals are unemployed ▪ Residences are made-up from early combustible materials ▪ Most of the working individuals are categorized as contractual employees	▪ Offer alternative learning programs for the OSYs ▪ Seek possible programs as substitute for daycare activities ▪ Organize residents for capability and skills training, livelihood programs and other related seminars ▪ Equip the unemployed individuals with practical knowledge on resume preparation and job interview etiquette ▪ Delivery of seminars focusing on the Introduction of a healthy lifestyle through exercise and presentation of alternative and healthy meals families from the community can prepare ▪ Conduct seminars on responsible voting	▪ Provide skills-based training workshops ▪ Introduction of the different means of proper waste disposal ▪ Delivery of seminars that focuses on fire prevention and safety with first-aid tutorial



Working with Communities

CHAPTER 11

PROJECT DEVELOPMENT

PROJECT PLANNING

Each and every one of us at some point plans and implements a project. Whether you are a student finishing a homework, an engineer designing a plan, an events coordinator organizing for a friend's wedding or a director shooting a movie- whatever field or profession you might choose, it can be safely said that it is imperative for us to be familiar with the steps involved in planning and preparing for a project. Not only this knowledge will be able to make our task easier-but shall also give direction in achieving our project's success.

Projects can be easily demonstrated with the aid of a systematically prepared project plan. A plan is defined as:

"an outline which consists of strategies and specific actions or steps to be undertaken in order to reach the goals."

Developing a plan is said to be the first critical step in ensuring a project's success. Through the process of planning, the persons involved collaborate and determine the best possible way of achieving the established goals within a given time frame at the least possible cost.

WHO DEVELOPS A PLAN?

Other than the group or section spearheading the project, other key persons can also be invited to help prepare a project plan. These key persons may include the following:

- *Community members directly affected by the problem* (e.g. youth, mothers, workers, etc.)
- *Influential persons from the community* (community leaders, elected or not)
- *Experts who have been working with the said community* (e.g. community organizers)

WHAT ARE THE STEPS IN DEVELOPING A PLAN?

A Pre-requisite in developing your plan is the awareness of your partner community's current condition. Through the aid of the collated results (which will be provided) of the community assessment conducted, it will be much easier for your class to identify possible projects for your partner community.

The steps involved in developing a plan include the following:

1. **ESTABLISH YOUR GOAL**

   The initial step in developing a plan is to establish a common goal. Goals are the desired or expected outcome of an endeavor-therefore, goals are ends or targets.

   These goals serve as the backbone to your plans. It provides your class the guide and direction that you need in determining the projects you intend to implement.

   Because of the crucial role it plays, make sure to consider the following points while formulating your goals:

   - *Be Specific*

     Goals broadly or vaguely stated would not be of any help to your class. Make sure your goal/s are specific as possible.

   - Be Realistic

     There would be no sense in developing a goal, of which your class knew from the very start, would be impossible to accomplish.

   Bear in mind also that goal/s after having been set can be changed. In fact, goals should be constantly evaluated to fit changes.

2. IDENTIFY STRATEGIES / ACTIONS STEPS / ACTIVITIES TO BE TAKEN

Assuming that a common goal has already been established, it will now be the time for your class to determine the various action steps you shall undertake. These strategies/ action steps are the —how's‖ to achieve your goals.

In identifying your strategies/ action steps, make sure to also include in your list the following:

- PERSONS INVOLVED
  "Who would be in-charge of the identified action steps?"
  "What would be my role?"

During this part of the planning, roles and responsibilities are designated to the planning participants. Who to do what is usually determined by the individual's expertise or capability and willingness to perform the assigned task.

- TIME FRAME
  "When will the action steps be performed?"
  "When do we intend to finish the tasks?"

A specific schedule shall be set to determine when the identified action steps shall be carried-out and up to when these activities shall be performed.

- RESOURCES NEEDED
  "What are the materials that we need?"

These resources needed by your class to deliver the action steps may not be limited to material objects but may also include the needed human resources (manpower) as well.

- EXPECTED OUTPUT
  "What do we expect after the action steps have been performed?"

GOAL:					
STRATEGIES/ ACTION PLAN/ ACTIVITIES	PERSONS INVOLVED	TIME FRAME		RESOURCES NEEDED	EXPECTED OUTPUT
		TIME START	END FRAME		
1. 2. 3.					

A sample plan in a chart form

THE PROJECT

Now that your class has agreed upon the specific action steps directed to achieve your set goals, it is now time to take your plans to the next level. Now, ask yourselves, how are we going to perform these activities? The solutions to this query are **projects**.

Projects, as defined by the Webster's Dictionaries are *planned undertakings*. These projects usually possess various elements which can be categorized namely as:

- Project Objectives
  This element tries to answer what your project aims to do and what the project is for.

- Project Boundaries
  This element specifies the scope and limitations of your project.

- Project Location
  Specifies where the project will be implemented.

- Project Target Beneficiaries
  For which group is the project and who would benefit from its implementation is addressed by this element.

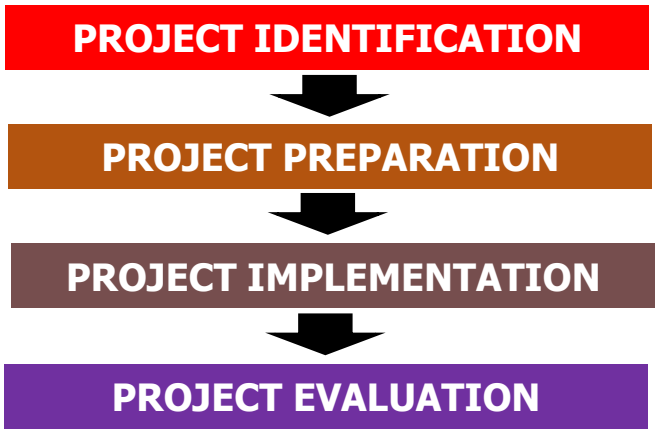
- Project Duration
  Planners must decide upon a particular schedule when the project will be executed and up to when it shall be implemented.

- Project Methodologies
  What techniques or procedures shall be used by the group to deliver the project is clarified in this element.

- Project Cost
  This element will be based on the expected expenses your class shall incur in the event that the project is implemented.

PROJECT DEVELOPMENT CYCLE

Projects may be differentiated according to its purpose, objectives, target beneficiaries, duration and scope. However, all projects are subject to undergo a similar process. This process is referred to as: *The Project Development Cycle.*



Although the phases may appear sequentially separated, the project life is actually a circular concept, wherein the phases continually interface back and forth.

PHASE ONE: PROJECT IDENTIFICATION

During this phase in the project development cycle, the "planners" undergo the process of searching for potential projects directed to achieve their goals.

PHASE TWO: PROJECT PREPARATION

Once a particular project has been agreed upon, the next step would be to involve the planners to determine how and when the project will be implemented.

PHASE THREE: PROJECT IMPLEMENTATION

Finally, the plans are executed during this stage. The project is carried-out by the assigned persons for the target beneficiaries during the set schedule.

PHASE FOUR: PROJECT EVALUATION

Sometime after the project has been implemented, an evaluation is usually conducted to determine whether the project objectives has been realized, and if so, to what extent.

PROJECT PROPOSAL

Each MAPÚA - CWTS class, through the aid of their Facilitators would be asked to submit a project proposal, based on their adopted community's assessment.

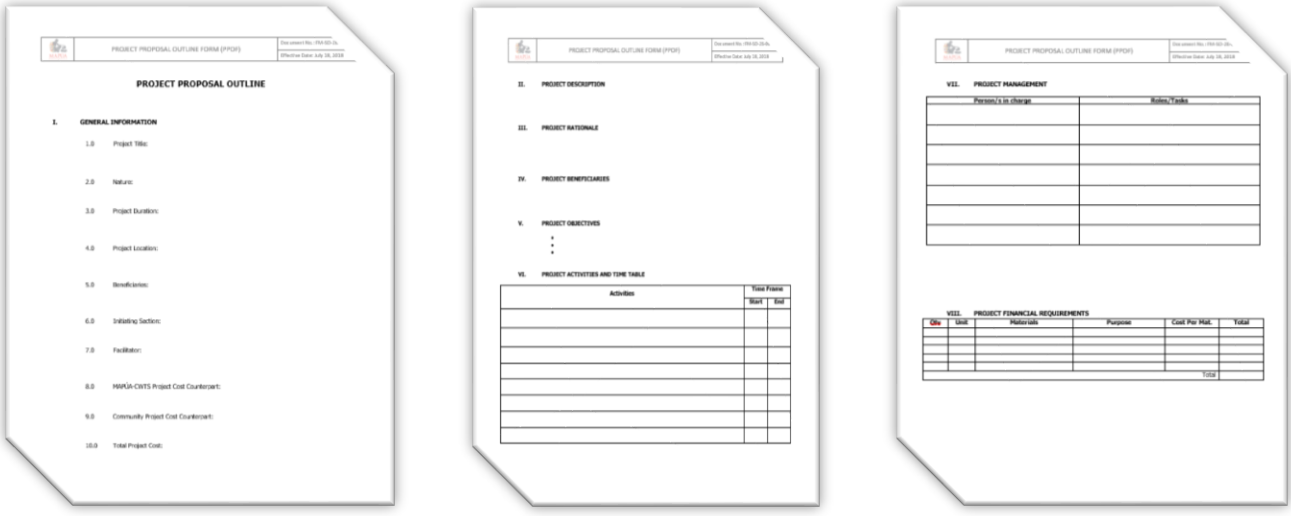
A prescribed project proposal format shall also be followed to ensure uniformity of the documents being submitted.

All proposals will be assessed and evaluated by the MAPÚA - CWTS Social Workers and Social and Community Relations Officer and shall later on be endorsed to the NSTP-MAPÚA Director, for final approval.

Each class would also have a specific budget allotment per term to facilitate the project implementation.

HOW TO ACCOMPLISH THE PROJECT PROPOSAL FORM

As to ensure uniformity among the proposals being submitted, a project proposal outline is provided by the MAPÚA-CWTS Office. The said outline is composed of different chapters that aim to thoroughly discuss the class' proposed endeavor.



Project Proposal Template

Each of the chapters included in the project proposal form are fundamental in thoroughly describing a class' project proposal. Hence, it is essential for the class, through the aid of their Facilitators to accomplish the said document accordingly.

On this portion of the module, the class is taught on the recommended contents of each of the project proposal form's chapter.

Chapter I: The Project Proposal Outline
This chapter serves as the document's cover page. Included on the outline are the basic information regarding the proposed activity.

1.0 *Project Title*
The project title should be creative and catchy, without actually compromising the goals of the activity. Also, the title must at least give the class' target participants an idea on what the activity is all about.

2.0 *Project Nature*
As discussed previously, the MAPÚA-CWTS is guided by the SERVICE components. These are the same components that helps classify the project to be implemented. Each nature delineates the project according to the specific goals and activities being proposed.

COMPONENT/NATURE	OBJECTIVE/S
SAFETY AND SECURITY	▪ To provide information regarding disaster preparedness during calamities and emergency situations ▪ To train the participants about basic life saving procedures
EDUCATION	▪ To impart supplementary knowledge concerning Basic Studies [Mathematics, English and Science] ▪ To enhance the basic literacy skills of the participants
RECREATION	▪ To enrich the skills and talents of the participants ▪ To develop creativity, imagination and innovativeness of the participants ▪ To foster cooperation, solidarity and camaraderie among the participants
VALUES FORMATION AND MORAL RECOVERY	▪ To promote good moral and citizenship values ▪ To develop the participants to be good leaders, responsible individuals and model citizens
INDUSTRY AND ENTREPRENEURSHIP	▪ To present idea regarding possible alternative income generating ventures ▪ To provide information about establishing and managing small scale business
CARE FOR HEALTH	▪ To give knowledge regarding illnesses and disease ▪ To inform the participants regarding preventive and remedial measures for illnesses and diseases
ENVIRONMENT	▪ To create awareness about the environment ▪ To give information regarding the conservation and rehabilitation of the environment

There are two ways the class can identify their project nature.



A. The class may initially define the project nature they wanted to promote and then utilize it as a guide in identifying the appropriate activities complimenting the said nature or
B. The class may start conceptualizing the activities they wanted to perform and then start clustering it according to the suitable project nature.

Either way, it is imperative to take note that each of the project proposal will only be required to have a **single** (one) project nature. Multiple project natured-projects, which more often than not produce a *chopseuy* of activities, are discouraged.

3.0 *Project Duration*
The Facilitator must advise the class on the specific date/s allocated for the CWTS classes to implement their projects. Only the date/s recommended for the implementation should be reflected on this part of the form.

4.0 *Project Location*
The adopted community given to the class should be stated here. Always check with the MAPÚA-CWTS Office on the complete list of community assignments for the current term.

5.0 *Beneficiaries*
This should display a summary of the number of target participants and their age range.

6.0 *Initiating Section*
Place here the class' complete section name.

7.0 *Contact Person*
The contact person for each of the MAPÚA-CWTS SCSDS section is the Facilitator.

8.0 *MAPÚA-CWTS Project Cost Counterpart*
This should bear the monetary counterpart of the MAPÚA-CWTS during the project's implementation. The amount reflected here must be consistent with item no. 10.0 of the project proposal outline. It should answer the question: *"How much will be allocated by the MAPÚA-CWTS Office for your class to push through with the implementation?"*

9.0 *Community Project Counterpart*
The class may identify here the materials that the community can provide during the project's implementation. As a tip for the Facilitator and the class, you may want to recall the different resources available in the community that you think will be useful. Just make sure to ask permission from the community during the next visit if they are willing to lend the class the materials that you are eyeing for your project.

Some common community project counterparts:

- Participants
- Venue
- Chairs
- Tables
- Sound System / Microphone
- Television Set

10.0 *Total Project Cost*
After listing all the materials that you need for your project, you may now already compute for its total cost. The amount you need to place here can be derived from the project proposal's chapter VIII on *Project Proposal Requirements*.

Chapter II: Project Description
What is the project all about? Narrate and describe what the project intends to do and accomplish. Make sure that the readers of your proposal will be able to comprehend and will be able to have a clear picture of *what* your project is. Be specific on the ideas that you will be presenting.

Likewise, the class may also opt to narrate here the following:
- *The history behind the project title*
- *The methodology the class will utilize to deliver the project*
- *[Say, will it be a seminar? Will it be a role play? etc.]*
- *The gist of the activities the class will be performing*

Chapter III: Project Rationale
Every project proposed has a history behind it. *"Why was it proposed by the students? What were their different bases for coming-up with such? Is there really a need for this kind of endeavor?"* - are just some of the guide questions that the class may use to fill this part of the proposal. It is through this chapter that the class is asked to express fully, in detail the reason why the project is relevant.

Chapter IV: Project Beneficiaries
Part of conceptualizing a project is identifying the group of individuals that will be benefiting the most on the project being proposed. It will be helpful for the initiating class to present the current conditions of their target participants, so as to justify why the said group will be the most fitting amongst the residents from their adopted community.

The class may mention here the age group your target participants belongs to, what common traits do they have and the like.

Chapter V: Project Objectives
Unlike the other parts of the proposal that requires being in narrative form, this chapter shall only ask the initiators to jot down, in bullet form the aims of the project being proposed.

This chapter is also most likely where you will be basing your post-project evaluations. The project objectives that you formulated will help you gauge how successful your project is. Given such, the classes are advised to compose a better set of objectives, following the *S.M.A.R.T* [specific, measurable, attainable, realistic and time bounded] criteria.

Chapter VI: Project Activities and Time Table
The MAPÚA-CWTS SCSDS students are allocated with a single class meeting (equivalent to 4.0-4.5 hrs.) for their project implementation. Given the said set-up, the students are then faced with the challenge on properly optimizing their schedule. Proposed activities must be sifted according to its relevance and appropriateness to the project's objectives and beneficiaries. Specific titles of the activities and its duration are also indicated in this portion of the document.

ACTIVITIES	TIME FRAME	
	START	END
	XX:XX	XX:XX
	XX:XX	XX:XX
	XX:XX	XX:XX

Some guide questions in identifying your project activities:

- Do the activities compliment each other? Are they related?
- Will it be feasible to implement the activities?

Chapter VII: Project Management

It is assumed that each student plays a vital role in the success of a project. For the MAPÚA-CWTS SCSDS classes, a normal class size is usually composed of 30-40 students. Given such number, the classes, together with their Facilitator are now given the challenge to optimize the capability of each of the student belonging to the class.

It is suggested to form groups within the class to perform a specific task. The students may either be involved in the preparation of the project, during the project implementation or the project's post-assessment. Students while accomplishing this chapter must be encouraged to choose among the groups created in which they could contribute the most.

PERSON/S-IN-CHARGE	ROLES/TAKS
How many per group?	

Chapter VIII: Project Financial Requirements

On the table provided on the project proposal form, indicate the different materials that the class needs for the project. Each class is allocated with a specific budget that they need to maximize for the said materials. Since it will be the MAPÚA-CWTS Office who will be purchasing the items, the class is therefore requested to be specific on the supplies that they will be asking.

QTY	UNIT	ITEM	PURPOSE	UNIT PRICE	TOTAL
			What part of the project will you be	00.00	00.00
			using the requested materials for?	00.00	00.00
				00.00	00.00
				00.00	00.00
TOTAL					Php 00.00

Project Attachments

This is also a must for each of the project proposal being submitted. The contents of this may include but is not limited to the following documents:

- Topic outline for projects with discussions/seminars
- Discussion materials
- Researches (include/cite sources)
- Scripts for skits or role plays
- Procedures/ steps on a skill/activity the class will teach
- Sketches / pictures
- Processing Questions

SOME HELPFUL TIPS IN ASSESSING A PROJECT PROPOSAL

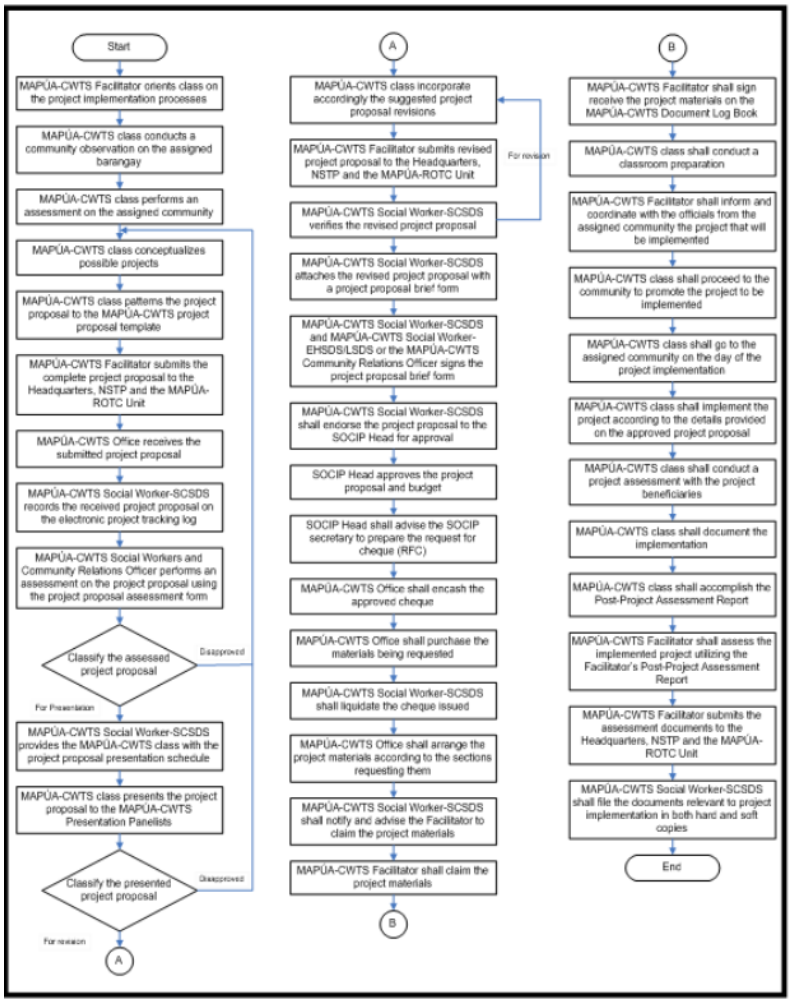
Hereunder are some helpful tips for the class and the Facilitator in assessing their project proposal:

1. Ensure that you utilize the prescribed project proposal form. Make sure that it is the updated template.
2. Check each of the proposal's chapters. Does it comply with the prescribed contents, as discussed above? Is it complete and can stand on its own?
3. Is the nature of the activity in compliance with the goals of the MAPÚA-CWTS? Take note that the following types of project proposals are automatically disapproved:
   - Community Clean-ups /clean and green
   - Pageants, talent searches, raffles
   - Medical and Dental missions
   - Tutorials (as it will require multiple meetings with the target beneficiaries)

Having an affirmative response on the tips cited above, the class is now said to be ready to submit their proposals and have it assessed and approved by the MAPÚA-CWTS Office.

MAPÚA-CWTS PROJECT PROCESS

The project process is composed of multiple stages - from the initial juncture of the students brainstorming and coming-up with a project proposal, having it approved and implemented and later on performing an assessment on it.



The Processes involved in the Pre-Implementation, Implementation and Post-Implementation of MAPÚA-CWTS SCSDS Projects



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