



Tool 3

CHANGE LEADERSHIP MAP

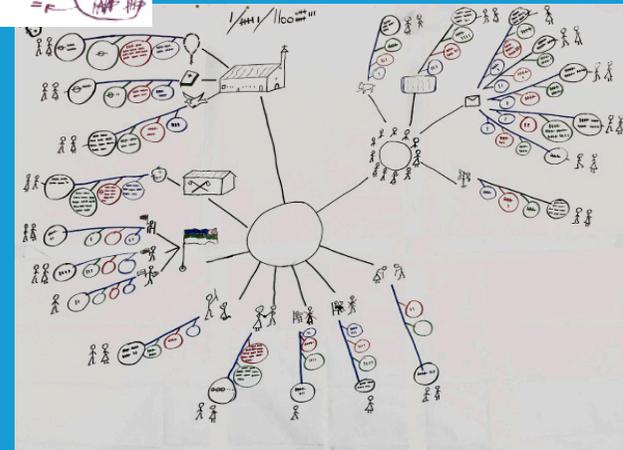
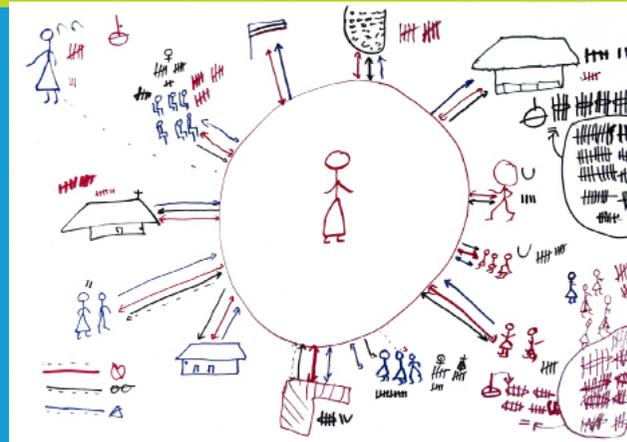
Steps and Workshop Facilitation

Participatory
Action
Learning for
Sustainability

Toolkit for
GYEM Ethiopia

Linda Mayoux
and
Sarah De Smet

with
GYEM staff
and champions



Introductory narrative

This is the point, if you have not already done so, to share your own experience of visioning, vision journey and sharing with others.

From this point onwards it is good to use 'we' as much as possible. Rather than 'you'. We are all grappling with issues and learning from each other.

Not 'them and us'. Though facilitators may have more privileges, and would be much less able to cope with challenges of poverty and discrimination many champions may face.

Building the strength to move towards our vision begins with ourselves and those close to us. The personal suffering, isolation and lack of unity within the family and community are causes of unhappiness and poverty which most women and men can start to change themselves. The more we can do ourselves through individual and collective effort, the stronger our voice will be when we ask for outside help and changes in the wider environment.

Families, friendships and communities can be very important sources of support. Building better friendships, working together with people we see as rivals (e.g. co-wives, business competitors), stopping hurtful gossip, curbing our own anger, helping our friends stop drinking and ruining their lives will make our own lives happier. Together with actions from the Happy Family Tree (Tool 4), these changes will help increase incomes and resources available to us.

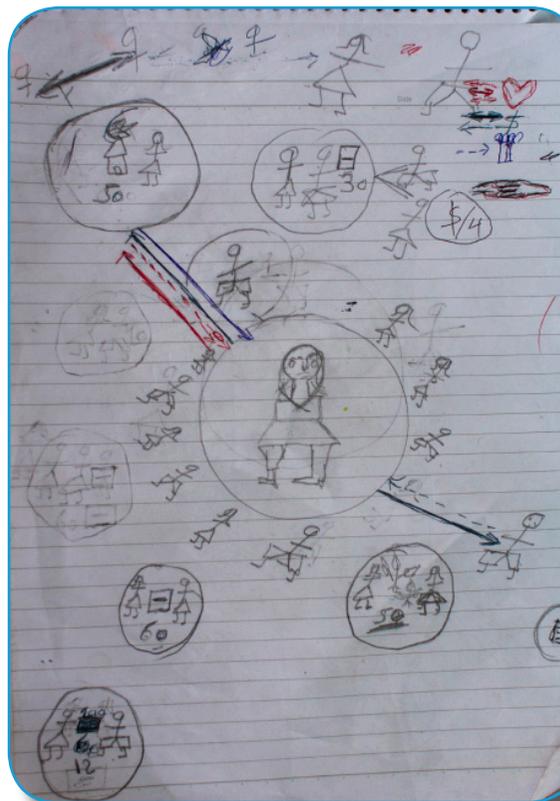
But changing these things means we need to share what we have learned about visioning improvements in our lives and households, and PALS tools with those around us. We need to share what we have learned to help those we love also move forward - as they also help us in return. Focusing first where we can easily make a difference will then build strength to later help those in our family and community who have more difficulties to change than others.

We also need to share what we have learned with people who may hinder us, or with people who can influence those people to change.

The more we share, the more we will remember what we have learned. Explaining to others deepens our own understanding - as well as increasing the respect people have for us. We also learn from the ideas of others. Those with whom we share will in turn reinforce their learning and progress more easily through sharing with others - through a pyramid peer sharing system.

In this way we can all become leaders of change in our community - people who have helped many others and changed injustices around them are important people indeed. Once we have become leaders in our families and communities we can also become leaders outside.

Through PALS women and men who were very poor and ignored by others are now leading their communities and commanding respect - some have become chairwomen/men of their cooperative unions, some are earning some income training donors and government people at international workshops - in English! And those they have taught are teaching yet others, so many people progress.



Aims

In all PALS processes, the aim is not only that the champions should share with others. But that those with whom they share will in turn share with yet other people so that the messages and methodology are disseminated exponentially to form a movement.

*The **Change Leadership Map** (also called social empowerment map) is the link between the individual and collective change process. The analysis forms the basis for voluntary pyramid peer upscaling motivated by 'enlightened self-interest' leadership development.*

Experience suggests this tool is best done next after the Vision Journey to develop drawing and diagramming skills and establish a culture of sharing as soon as possible. So that sharing networks can be firmly established for the other tools.

Those champions who have a proven record on voluntary sharing are later certified and can become paid community trainers for replication and upscaling in new areas.

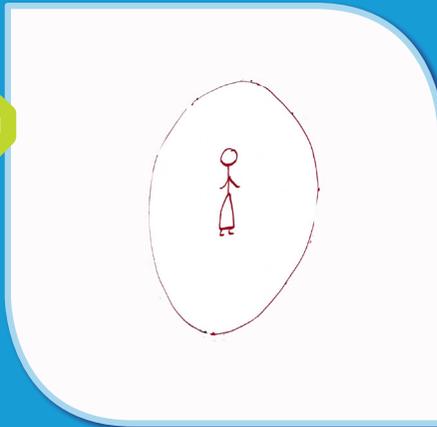
For individual farmers and staff

- analyse personal and institutional relationships that present opportunities for change including relations within joint families, relations with natal families, between co-wives, and power relations between men within families and sources of peer pressure
- identify challenges in personal and institutional relationships that need to be addressed in order to achieve the vision
- highlight the importance of pyramid peer sharing of the PALS learnings and methodology in helping people to move forward
- establish a culture and develop strategies for leadership, peer sharing and upscaling of the gender messages and methodologies
- develop more advanced analytical and diagramming skills - diversifying drawings of people so they can be recognised, using distance, colour, different types of lines and directions.

For organisations

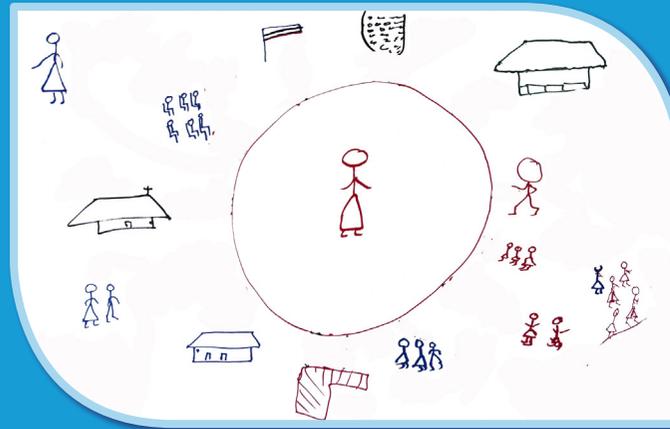
- provide understanding of different household compositions that can be taken forward in the Happy Family Tree - within joint families, relations with natal families, polygamy issues and power relations between men within families
- sensitise staff in organisations to the many facets of interpersonal emotional and power relationships, including the incidence of violence
- provide greater understanding of economic and power relationships within communities and institutions
- identify possibilities for leadership development from farmers
- establish a culture and develop strategies for pyramid peer sharing and upscaling of the gender messages and methodologies - not just for communities but also staff.

Steps: Change Leadership Map



1 Who is the 'dream me'?

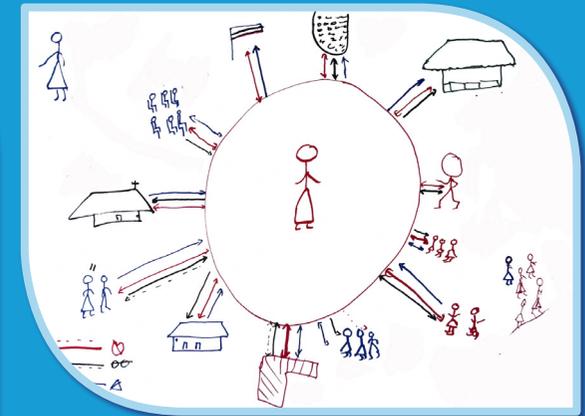
- **How do I want to be?**
Think about how you would feel and look if you are happy in your vision. Will you be thin or fat? Long hair, short hair? What sort of clothes? What will you be doing? Will you have increased education?
- **Draw yourself** Draw that image in the centre of the sheet of paper. Have fun with the drawing so it inspires you for the future.



2 Who is important in my life?

- **Who is most important in my life?**
Draw around you the different people who are 'important' in your life; working outwards from the centre. Draw those who are most important larger, those who are less important smaller. Put people who live close, or who you see often closer to your circle. Those who live far and are difficult to contact further away.
- **Who else is important to me?**
'important people' are not necessarily only your immediate household or even the wider family. It can include moneylenders, people in the market, even the president.
- **What institutions are important to me?** now think of all the types of institutions, organisations and groups that affect your life eg government, church/ mosque, cooperative etc.

Make sure you draw everything in different shapes, sizes etc so you can recognise them later. But only put those things that are important to you - do not copy from others.



3 Why are they important?

Now map the social/emotional relationships, economic and power relationships as arrows radiating from or to yourself, or between other people on you map. Use different colour lines and symbols for:

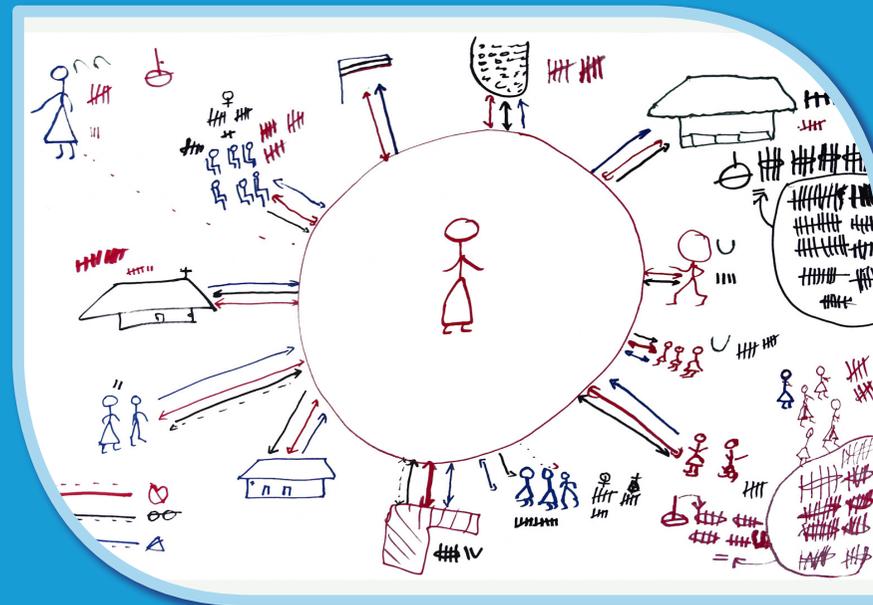
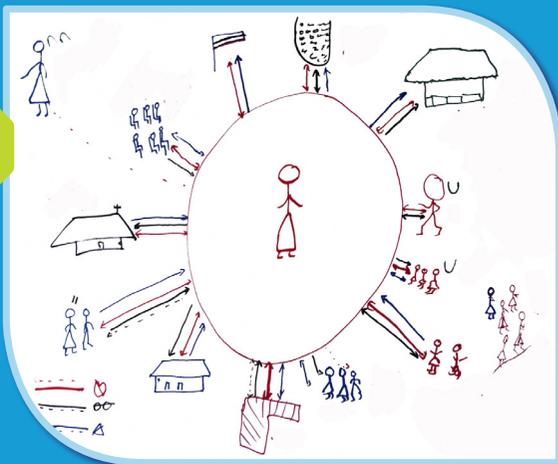
a) social/emotional relationships (red): Who do I feel closest to? Who do I love most, and who loves me?

b) economic relationships (green): Who has money and resources - and do they give them to me? Or do I give to them?

c) power relationships (blue): Who has most power? Am I frightened of them?

Think about direction of the arrow and strength of the relationship - stronger relationships should be a thicker line. Weak relationships a thin or dotted line.

Steps: Change Leadership Map continued



4 What do I want to change?

- Which 5 relationships make you happiest? Which ones do you want to strengthen? Are there any new relationships you would like to make? Mark these with 1-3 smiley faces.
- Which relationships do you want to change? Which 5 relationships are you least happy about? Do you want to change inequalities in the arrows through changing thickness? Or change the type of relationship through a different coloured arrow? Maybe even avoid that relationship. Mark these with 1-3 sad faces.
- Looking at economic relationships in particular - how would you want to change these? You can put actual figures and calculation.

5 How can I change it?

The Vision Journey and other tools you are learning here might help you to bring about some changes if you share them. Think about:

- Who do you want to help? who might benefit from the tools - if I help them, they may also help me in future with other things. Also it will just make me feel good.
- Who do you need to change? who is likely to prevent me from advancing. If they also learn to vision and plan and have new ideas, they may start to support me. Or maybe even if I cannot approach them directly because they will not listen, maybe we have a mutual friend or relative who could act as go-between if I share what I am learning with them.

Put a sign for teaching/or a particular tool next to 3-5 people you want to help and 3-5 people you want to change in the next 3 months, and select at least 2 of these to share with immediately on your return home from this workshop, or at least within 1 week.

When you share, you should also ask them to share with others. That way many people can be reached.

Change Leadership Spider Map

People should have:

- *their own pyramid sharing spider map on the page opposite the steps for the Change Leadership Map.*
- *an example of the format at the back of their notebooks (see diagram on next page)*

Each champion is a catalyst for an exponential process - they are not expected to reach everyone directly and burn themselves out. But to develop the leadership capacity in turn of those people they share with.

In terms of selection of people for initial peer sharing, it is generally better for participants to start with identifying the 'easy people' - people they think are already open to change, or will quickly realise the benefits. The more people they can get to change quickly the more self-confidence they will gain, then the stronger the collective voice will be to have greater impact without overburdening themselves.

At the same time, actively encouraging collaboration in place of conflict is also a key role for the facilitator. For example, some people have noted a problem of theft by neighbours and made commitments to sharing the tools with them so they do not need to steal. Women often put co-wives very far from themselves (if they are on the map at all) and it is important that the facilitator invites participants to question this, and ask women who have good relations with co-wives to speak.

People may make commitments to sharing with more disadvantaged members of the community. But it is important here that they share information without patronising and preaching, and realise this maybe a long and at time discouraging process.

A key concept to reinforce in this session is the 'pyramid' peer sharing whereby each champion becomes the centre of a process of 'pyramid marketing' or 'going viral' for exponential growth. Even on a conservative estimate of 1 champion to 5 people reached in their immediate family, if each of these people also reaches 3 people, those 3 people another 3 and so on, then from the same amount of champion effort one can have for example:

- Month 1: $1 \times 6 \times 4 = 24$
- Month 2: 24×4 to 96
- Month 3: 94×4 to 384

If more people in the first round are reached through for example sharing in savings and credit groups, church groups or schools, then if the same process of on-sharing is followed, the numbers directly and indirectly reached by each champion can be even greater. BUT IT IS ESTABLISHING THE CHAIN PRINCIPLE that is crucial for sustainability, not the numbers reached in the first month.

Role Play

A key issue to discuss is what will be shared and how. Starting with the family as the basis for personal empowerment.

In mixed sex pairs but changing sex - women play men and men play women - participants can act out how the sharing has gone so far. Trying to achieve a happy end.

It is important that what is shared are the pictorial steps so that each person does their diagram and plan for themselves. Only then should champions share their own plans and examples. That way the people they share with will benefit more, and champions will also learn from those they teach. This is a peer sharing between equals, not a top-down mentoring process.

The question then comes how people will be persuaded to get their own notebooks and pencils and pens. It is suggested that for the first sharing of the vision and vision journey the champion may give one sheet of paper from their own notebook, and share the pens they have.

But after that people should have seen the benefit and get their own. Notebooks and pencils at least are not expensive - less than a packet of cigarettes or two cups of coffee. People need to be serious and take responsibility for their own learning if they are going to benefit.

Format for Change Leadership Spider Map *Monitoring of upscaling*

Champions should also track their own process in their diaries - maybe being given a flipchart as their webs grow too large for A4.

These spider maps should be shared at group meetings to brainstorm on further ways of upscaling the methodology with champion networks, and also on ways of persuading the 'blue withered fruits'.

Who am I sharing with? Which tools?

Use the same colour-coding:

- red are for ripe fruits or achievements
- blue for those who will listen so I do not waste my time
- green are for those still in process

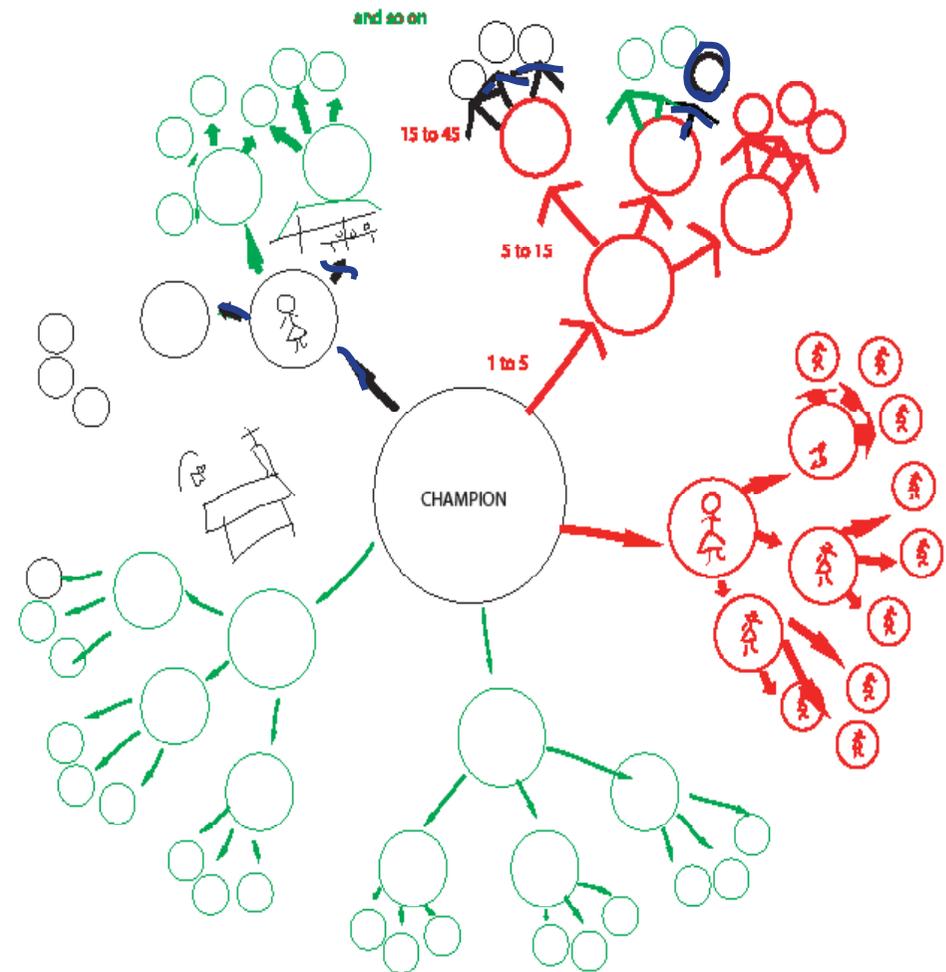
Focus first on the easy people - those who will easily listen and support you. Then you can build a network of people quickly.

Remember to ask those people also to share with others and try to follow up - you are aiming at a spider web map, not a map where you yourself have to go to very many people.

If people do not want to listen, do not insist or waste your time. It is important that you yourself are happy and successful. Then others will want to come and learn from you. If you make a nuisance of yourself and push when you are not welcome you will become sour, then people will not come.

Remember it is the pictorial steps you share first, not your own plan. Then others are more likely to listen. And you will also learn from their experience and ideas.

Think how you will encourage people to get their own notebooks, pencils and pens.



Facilitation Overview

*All of Day
2 of the 5 day
catalyst workshop.*

*When used for
peer sharing, the
champion:*

- explains the purpose of the tool
- explains advantages of peer sharing and concept of the sharing chain
- goes through the steps at the back of their notebook (above)

The person learning:

- fills in the plan
- says who they will share with

*Finally they can
compare and share
ideas and see how
they can work
together.*

*The person should
by now have bought
their own notebook
together with
pencil or pens.*

Participant preparation	<ul style="list-style-type: none"> • Bring your notebook diary and your four coloured pens
Facilitator preparation	<ul style="list-style-type: none"> • Familiarise yourself with the tool and draw your own Change Leadership Map • Prepare an introductory explanation • Put up a blank flipchart at the front of the room for interactive presentation of the Map • Make sure the seating arrangements are appropriate for people to sit comfortably in groups while doing individual confidential drawings. And that there are passageways for people to come up and contribute from the front. • Think about the best composition of groups based on what you already know of the relationships between participants and the confidential nature of the exercise. It is best not to put friends and relatives sitting near to each other. • Seat yourself to the side, not at the front. You do not hold the pen at any time.
Materials/ prepared inputs	<ul style="list-style-type: none"> • Per participant: Notebook Diary or 1 flipchart and 3 differently coloured markers or pens (red, green and blue) per participant. They could have brought these. • Per group: 1 flipchart put in different corners of the venue and different coloured markers
Timing 1 day with 2 x 3 hour sessions and lunch with healthbreaks	<p>Morning session:</p> <ul style="list-style-type: none"> • Feedback on peersharing of Vision and Vision Journey, including strategies to improve (45 min) • Interactive presentation and individual drawing of own map (1 hour 30 mins with health break) • Steps at the back of notebook and clarifications/discussion (45 min) <p>Afternoon session</p> <ul style="list-style-type: none"> • Leadership spider map: individual (30 minutes) • Kebele map (1 hour) • Peer sharing role play (1 hour) • Plenary discussion of strategies and homework to share the CLM (30 minutes)
Outputs	<ul style="list-style-type: none"> • 1 individual Change Leadership Map in notebook diary or flipchart for each participant with 1- 6- 4 - 4 chain. • Steps of the map to share with others • Quantified kebele Leadership Spider maps • Clarified strategies to share with people at home or in friendship groups.
Homework for participants	<ul style="list-style-type: none"> • Review and revise your change leadership maps based on the discussion and contributions from other participants. • Share what you have learned with the first people you identified and reflect more on what was easy and what was difficult. • Review what you have learned so far and identify any questions you want to ask at the next session.
Homework for facilitator	<ul style="list-style-type: none"> • Ensure the information on the kebele Leadership Spider Map is annotated and photographed. If required, put key information on an Excel sheet. Add your notes in the margin for future adaptation. • Share the information and methodology with your colleagues.

Facilitation details

Pairwise to Pyramid Discussion

45 min

Individual analysis Participants Diaries Steps 1-5

1 hour 30 min with health break

Steps in Notebooks for Peer Sharing and plenary discussion 45 min

Kebele map draft 1 hour 30 minutes

Role Play and discussion of strategies 1 hour

Facilitator Wrap Up and spider leadership tracking diagram

30 minutes

As soon as people start to arrive the facilitator asks them to pair up with other participants - preferably people they do not know well so they make new friends - to recap on the homework from the previous session:

- Who did they share the Vision and Vision Journey tools with, and what was the response?
- What were the types of strategies and persuasion that worked?
- What did not work and what was not clear?
- Did you learn anything new about the people you shared with?
- Try to clarify any questions and think of ways to improve.

When everyone has arrived or the start time is reached, the pairs should be grouped into 6-8 people and discuss in the bigger group as a pyramid discussion. Then the groups feed back to the plenary. (See GYEM PALS Guide Part 2 Facilitation and/or Visioning Step 1b if you are not clear what these terms mean).

- The facilitator then explains the purpose of the Change Leadership Map, adapting the narrative above to the participant context.
- Women and men draw individually but again it is good for them to sit in single sex groups according to marital status. Groups might be: married in nuclear family; married in polygamous family; single divorced; single never married; widowed. But people from the same household should not be in the same group eg co-wives.
- Then go through the participant instructions for the Change Leadership Map interactively step by step, inviting people to give examples on the flipchart at the front as the others draw in individual notebook diaries. But it is particularly important in this activity that **all stages are completely confidential**, and people do not look at each other's drawings. What people wish to discuss with others in the group is up to them.

- Participatory recap on steps and copying on the back page of the notebook diaries
- Plenary discussion asking women and men to volunteer anything new they learned/things they want to change

- Leadership spider map: individual (30 minutes)
- Kebele map draft (1 hour). This will be discussed more on Day 4.

- Peer sharing role play (1 hour)
- Plenary discussion of strategies and homework to share the CLM (30 minutes)

- The facilitator gives a brief wrap up and points of clarification
- Clarification on homework - to continue sharing. Either the Vision and Vision Journey with new people, or the CLM with family
- They will be asked to report back on this peer sharing again the following day - with practical ideas for improvement.

Additional Facilitation Notes

NOTE

Unlike the Happy Family Tree which is an awareness tool that can be shared with others and quantified, the change leadership map is a very detailed analysis of very sensitive personal issues. At a later stage, once trust and appropriate support services (eg for survivors of domestic abuse) are in place/contacted, the individual maps can be the basis for detailed analysis of emotional, economic and power relationships within families and communities, including analysis of patterns of violence.

BUT AT THIS STAGE THE INDIVIDUAL MAPS MUST BE CONFIDENTIAL. ENSURE THAT SHARING SENSITIVE INFORMATION DOES NOT MAKE PEOPLE VULNERABLE.

If participants feel safe, many important issues will emerge of themselves in ways which help them. But participants must decide for themselves what they want to share with their group or in plenaries - or their analyses will not be deep enough to be useful. Only the peer sharing commitments are quantified at this stage.

WHAT IS SHARED IN PUBLIC ARE THE PYRAMID PEER SHARING COMMITMENTS on the individual and kebele Spider Maps.

Facilitation Checklist for Change Leadership Map

The main outcomes for participants should be:

- Do participants have their own Change Leadership Map with action steps in the front of their notebook diaries?
- Do participants feel less isolated? have they been able to identify people or institutions who can help them? If not can any of the other participants help them to see a way forward?
- Have participants considered strategies for relations with people who they may need to change in order to advance? If not can any other participants help them to see a way forward?

Facilitation Checklist for Change Leadership Spider Map

- Do participants have the pictorial steps for the Change Leadership Map at the back of their notebook diaries?
- Do participants have the pictorial steps for the Vision Journey at the back of their notebook diaries?
- Do participants have the CLM tool steps at the back of their diaries?
- Do participants understand that it is the pictorial steps that they share with others - so that others do their own tool. Before sharing their own plans and examples?
- Do participants understand the pyramid peer sharing concept?
- Do they have the spider diagram in their notebooks for sharing and tracking on the page opposite?
- Has there been discussion of how to encourage others to get their own paper and pens - and how to start the process?

