

Gender makes Business Sense (GmBS)

POWER³

AGRIBUSINESS DEVELOPMENT AND
LEARNING PROGRAMME
FOR AGRIPRENEURS

MODULE 3

Me, The Change Maker |



African Union



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Module 3:



Me, The Change Maker



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1. INTRODUCTION

Gender makes Business Sense (GmBS)¹ is a training approach that addresses the skills needs for women's economic and social empowerment in agribusiness. The approach results from an analysis of the challenges many women still face despite the technical and entrepreneurial skills acquired in training support programmes implemented in Africa by GIZ and the African Union Development Agency (AUDA-NEPAD). Besides participation in skills development, women need to achieve higher economic and social empowerment. The concept of “Gender-Transformative Change” is well suited to support this progression. The GmBS approach is part of this dynamic as a training programme designed to integrate the gender dimension into the economic goals of the entrepreneur.

The training programme was jointly developed and piloted in seven African countries² by ATVET4W and E4D3 - both GIZ projects based in South Africa. The training course is mainly aimed at women who manage agri-food processing enterprises. However, it can be adapted and extended to young learners at the end of their studies in agricultural training centres. The content is structured around five modules based on exploratory tools, socio-economic analysis tools and decision-making tools that are easily adaptable to the environment and educational level of the target groups.

The methodological approach used to conduct the training is interactive, and the learning sequences are designed to respond to the recurring questions of the target groups. They are professionals with practical experience, students or graduates trained in the theoretical concepts of entrepreneurship. The tools proposed for facilitating the training sessions are familiar to the users and selected according to the priorities for each of the three phases of the learning pathway.

- The first phase is clarifying and contextualising the concept of women's socio-economic empowerment. The activities in this phase focus on empowerment indicators from the Women's Empowerment in Agriculture Index (WEAI) designed by IFPRI⁴. These indicators serve as quality criteria and are divided into three domains (personal, interpersonal, and community), considered the “chessboard of power dynamics”. To meet the learning objectives, Modules 1 and 3 provide appropriate tools such as the chart and anecdotes to differentiate “Gender” and “Sex”, the “Gender Puzzle”, and the “Quadrants of Gender-Transformative Change”.
- The next phase is the analysis of business performance concerning the socio-economic empowerment of the entrepreneur. Data are collected from local enterprises on both economic and gender aspects. These data are analysed to deliberate on the profitability and viability of the enterprises and to draw lessons. Thus, modules 2 and 4 are mainly oriented towards building skills that can increase economic empowerment. The primary tool around which other equally important tools revolve is the adapted business model canvas using a gender-transformative lens.

¹ Gender makes Business Sense

² Benin, Burkina Faso, Ghana, Kenya, Malawi, and South Africa

³ E4D: Employment for Development

⁴ IFPRI: International Food Policy Institute



- The last phase focuses on developing a **Gender-transformative business vision** customised to each enterprise. **Module 5** is devoted to this and allows each participant to consolidate the knowledge acquired in the previous modules and then converge them towards a "dream", which will be their source of inspiration for the change journey towards empowerment.

Each module is designed as three blocks of 90 min with breaks of 30 min and 60 min, respectively. Thus, contact time is 4,5 hours, while module time is 6 hrs.

Module Two explored

- The **Lean Start-Up** approach.
- Development of a **business model**; and
- Application of the above to their own businesses, using a gender-transformative lens.

Module Three focuses on **Me, the Change Maker**, as a **GmBS P3 facilitator**. Self-awareness is an essential step in the journey of becoming an effective facilitator of the Gender-transformative process. Participants are encouraged to explore their preferences concerning Feeling, Thinking, and Doing and how this can enable or block possibilities of transformative change in working with change and empowerment, the Quadrants of Change and **Working with the Power of 3**. The thinking processes are examined to surface assumptions and beliefs, open new possibilities and improve decision making in the agripreneur life. More conscious choices can be made with greater self-awareness and subsequently trigger change.



2. LEARNING PLAN

The Learning Plan below is the module's plan for instruction and assessment and is connected to the learning outcomes.

TOPIC NO.	TOPIC TITLE	LEARNING OBJECTIVES	K A S	LEARNING OUTCOMES [K – KNOWLEDGE; A – ATTITUDE; S - SKILLS]
1.	Review of Module 2	Test comprehension of the key concepts learned during Module 2	K	Demonstrate an understanding of the lessons learned during Module 2.
2.	My Changemaker Profile	Explore one's Change Maker profile and how one's preference- Feeling, Thinking, Doing - can enable or block possibilities of transformative change.	K	Understand how my favoured preference- Feeling, Thinking, Doing - can enable or block possibilities of transformative change.
			A	Be open to exploring my Change Maker profile and its relationship to transformative change.
			S	Identify how my Change Maker profile and preference- Feeling, Thinking, Doing - can enable or block possibilities of transformative change in my life.
3.	My Mental Models	Become more aware of the thinking processes one goes through when making decisions.	K	Understand the thinking processes we go through when making decisions.
			A	Be open to exploring my Mental Model more deeply, including my assumptions and beliefs.
			S	Apply the Mental Model to my thinking processes to open new possibilities and improve my business decision-making.
4.	Working with Gender-Transformative Change	Explore ways of working with Gender-Transformative Change.	K	Understand ways of working with Gender-Transformative Change in business.
			A	Be open to working with Gender-Transformative Change with me as the Change Maker.
			S	Apply insights from looking at Gender-Transformative Change to my own life.
5.	The Power of 3 in Business	Working with Power of 3 in Business	K	Understand the thinking of the Power of 3
			A	Acknowledge areas where power shift is required in their personal and business
			S	Apply the Power of three to reflect on their circumstances
6.	Application	Apply the lessons learned during Module 3 to open more possibilities for Gender-Transformative Change (including in business).		Participants develop actions and set goals to apply lessons from Module 3 in their businesses.



3. TECHNIQUES AND REQUIREMENTS

The table below outlines the techniques applied in each activity and the resources required to achieve activity outcomes, such as stationery or workspace.

TECHNIQUE	ACTIVITY NO	REQUIREMENTS (SPACE, EQUIPMENT, MATERIAL)	DURATION (NH)	CONCEPTS / TOOLS / TEMPLATES / WORKSHEETS
Quiz	1	Small tables with seating for 4 and 6 persons, Slides, Participant’s Guide	35 minutes	Q&A
Individual & plenary activity	2	Brown paper or Flipchart and marker pens, Participants Guide	45 minutes	My Changemaker Profile Worksheet
Plenary discussion, small group & individual activity	3	Anthill Model on flipchart or slide, Flipchart and marker pens, Two distinct colour cards, Participants Guide	65 minutes	Anthill Model
Plenary, role play in small groups & individual activity	4	Gender puzzle, Poster of the Quadrants, Role play brief, Participants Guide	70 minutes	Gender puzzle. Quadrants of Change; Types of power
Plenary, individual reflection, mapping using cards	5	Gender puzzle, Cards, Flipcharts and marker pens, Participants Guide	40 minutes	The Power of 3 (Me, We, All of Us) in business
Individual activity	6	Participants Guide, Daily log	10 minutes	Daily log



4. MODULE OVERVIEW

The module overview below summarises what participants will learn in the module, how it may build on information learned in Module Two, and its relation to the course. It also outlines the main ideas, relevant information, and material covered in the course module.

TOPIC	CONTENT	ACTIVITY
Review of Module 2	Test comprehension of the key concepts learned during Module 2	Activity 1 Quiz
My Change Maker Profile	Explore our preference – Feeling, Thinking, and Doing Explore how our preferred perspective can	Activity 2 My Changemaker Profile
My Mental Model	Become more aware of the thinking processes one goes through when making decisions	Activity 3 Anthill Model
Working with Gender Transformative Change	Explore ways of working with gender transformative change including the 4 Quadrants of Change, types of power and the 5 stages of gender	Activity 4 Quadrants of Change
The Power of 3 in Business	<ul style="list-style-type: none"> • Reflect on insights from the session. • Identify 3 gender topics to strengthen the business. 	Activity 5 The Power of 3
Application	Apply the lessons learned during Module 3 to explore more possibilities of gender transformative change and business	Activity 6 Identify steps to achieve the shift in gender transformative change.



5. MODULE PROGRAMME

Module 3: Me, The Change Maker					
Block 1 09:00-10:30	Mins	Block 2 11:00-12:30	Mins	Block 3 13:30-15:00	Mins
Review of Module 2 (40 mins) Activity 1 Introduction Quiz Processing	5 20 10	Exploring My Mental Models (cntd...) Activity 3 Introduction Round 1 Round 2 Sharing	10 20 20 10	Working With GTC (cntd..) Roleplays Sharing	30 10
My Change Maker Profile Introduction Activity 2 Brainstorm Individual task Sharing	5 5 10 30	Working with GTC Introduction Activity 4 Gender on the Quadrants	10 20	The Power of 3 In Business Introduction Activity 5 Reflections Sharing and learning	10 20 10
Exploring My Mental Models (70 mins) Introduction	5			Application Activity 6 Introduction Reflection Sharing	2 5 3
TOTAL	90	TOTAL	90	TOTAL	90



5.1. Review of module two

Duration	35 minutes
Techniques	Quiz
Requirements	<ul style="list-style-type: none"> • Slides • Participant's Guide
Procedure	<p>LINKAGE WITH PREVIOUS SESSION</p> <p>The quiz aims to refresh and reinforce the previous day's learning.</p> <hr/> <p>INTRODUCTION: <i>(5 Mins)</i></p> <p>The facilitator provides a brief overview of the Module 2 topics on a flip chart or PowerPoint bullet points</p> <ul style="list-style-type: none"> • Choosing the best Type of Business (legal format). • The Lean start-up approach. • Developing a Business Model, and • Applying the above to their own businesses. <hr/> <p>ACTION</p> <p>Quiz: <i>(20 Mins)</i></p> <p>Host a quick quiz with the following questions on the previous day's learning; The assessment is done in plenary by quickly throwing a ball to the participants who are to randomly respond to the questions below. It is essential to maintain the momentum that keeps everyone energised and involved.</p> <ol style="list-style-type: none"> 1. What are the criteria for a good vision for a business? 2. Name the type of business (legal format) and identify the ones most used in agribusiness 3. What are the three principles of the Lean Start-Up approach? 4. What are the building blocks of the Business Model Canvas? <hr/> <p>PROCESSING: <i>(10 Mins)</i></p> <ol style="list-style-type: none"> 1. Call for any further clarifications to any questions above or provide additional information as requested by reviewing the topics from Module 2. 2. Request participants to share one key lesson learned in the four topics covered under My Business Models in Module 2





Facilitators Tips

Keep the quiz quick and fun. Take answers from a range of participants.

The quiz should be energizing to draw participation by all

The quiz provides a recap of the previous module and a bridge into the next module

5.2. My Change Maker Profile

Duration	45 minutes
Techniques	Activity and discussion
Requirements	<ul style="list-style-type: none"> ● Flipchart and markers ● Resource Book: Module 3, par. 3.1 ● Participant's Guide.
Procedure	<p>LINKAGE WITH PREVIOUS SESSION</p> <p>The previous sessions focused primarily on the business – WE – and explored the business model with a gender-transformative lens. This session works with ME, the individual, exploring one's Change Maker Profile and how it affects working with transformative change.</p> <p>Make the link to the initial self-assessment before the course. The session aims to identify the strengths and stretches as part of the ongoing journey of becoming an effective Gender-transformative Change Maker.</p> <hr/> <p>INTRODUCTION: <i>(5 Mins)</i></p> <p>Explain that participants will explore their Change Maker profile and how their preferred perspective (of feeling, thinking, or doing) can enable or block possibilities for transformative change. Participants will become more self-aware through the practice of looking inward:</p> <ul style="list-style-type: none"> ● How does who you are affect you, your business and other relations? ● For example, how friends and family might describe you; too soft, quick, sensitive, etc. <p>The self-assessment process lets you focus on your preferred characteristics and what this means for you, your business, and your relationships with others.</p>



	<p>ACTION</p> <p>BRAINSTORM: <i>(5 Mins)</i></p> <p>Participants are asked to generate examples to ground the concept of self-awareness:</p> <ul style="list-style-type: none"> • From your experience, in which ways can you interfere with business or personal life? Give an example of your personal experience where you negatively influenced your process. <p>INDIVIDUAL TASK: <i>(10 Mins)</i></p> <p>Participants individually explore their preferred perspective using the Activity 2 Worksheet¹ in the Participants Guide.</p> <p>Explain that participants need to:</p> <ol style="list-style-type: none"> Draw a picture of themselves in the circle's centre in the diagram (a stick person is fine). Read the lists of Key Words. Circle the Key Words that describe them most of the time. Reflect on the Key Words they have circled. <p>Ask: Which of the three domains (Doing, Feeling, and Thinking) is most dominant in them, at home and work? Circle the most prevalent domain.</p>	<p>Activity</p> <h1>2</h1>
	<p>SHARING: <i>(30 Mins)</i></p> <p>Once everyone has completed their worksheet, ask them to sit in a circle in groups with others with a common dominant domain.</p> <p>Each group reflects on their domain using the following questions:</p> <ol style="list-style-type: none"> 1. What is helpful about this perspective? (The enablers) 2. If this perspective is overused, what is the pitfall? (The blockers) 3. On a flipchart, capture the enablers and blockers for each preferred perspective. 4. On the same flipchart, capture the symbols per preferred perspective. <p>In plenary</p> <ul style="list-style-type: none"> • Briefly summarise what can be helpful and limiting about the three change maker profiles. <p>Reinforce the key points (takeaways) from this session.</p>	





Key Points / Take-aways

Change starts with ME.

Being aware of our experiences, preferences, thought processes and biases are necessary for us to be the change maker we want to be.



Facilitators Tips

You can share your Change Maker profile as an example with the participants.

For example:

This Change Maker’s preference is DOING. What is HELPFUL includes being action and results-orientated and focused on reaching a goal. If over-used PITFALLS include ending up “stepping on the toes” of others and being authoritative to get things done.

The SYMBOL chosen is a busy bee.

5.3. Exploring My Mental Models

Making the invisible visible - “The Anthill.”

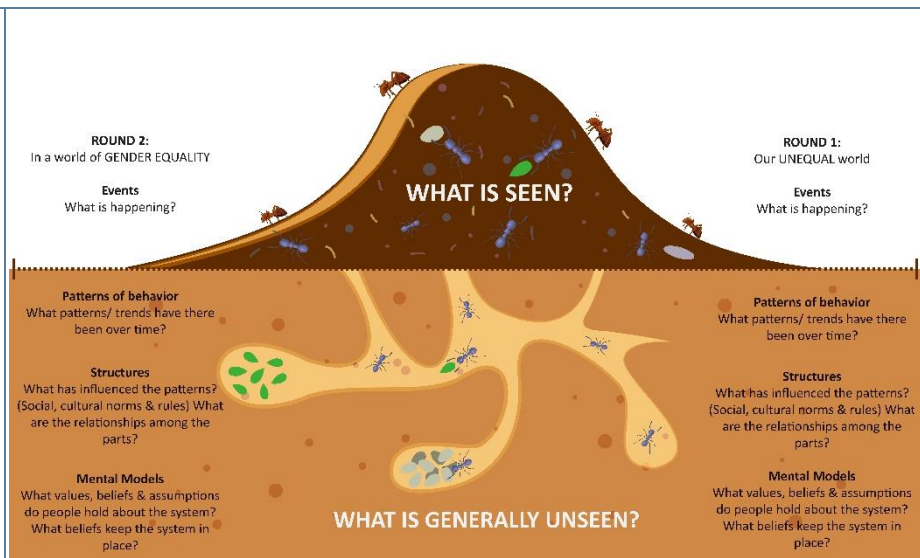
Note: This activity can be used to achieve similar learning outcomes as the Ladder of Inference. If an anthill has negative connotations in your context, you can use a tree (as a group of participants did) or an iceberg (as it is derived from the Iceberg model).

Duration	65 minutes
Techniques	Activity and discussion
Requirements	<ul style="list-style-type: none"> • Draw the Anthill Model on a flipchart or project as a PowerPoint slide • Flipcharts and marker pens • Cards in two assorted colours • Resource book Module 3; par 3.2) • Participants Guide
Procedure	<p>LINKAGE WITH PREVIOUS SESSIONS</p> <p>This session builds on the various gender issues explored and introduced the Anthill Model to dig deeper and uncover what is below the surface and make it visible.</p>



	<p>INTRODUCTION: (5 Mins)</p> <p>This exercise helps us to reveal (i) Event as seen (ii) patterns of behaviour, (iii) structures, and (iv) mental models beneath everyday practices that hinder (right side of the Anthill) or enable (left side) women’s empowerment and gender equality.</p> <p>The anthill as a mental model provides a set of questions that allows participants to bring to the surface underlying (patterns, culture, structures, and beliefs) that shape gender perceptions and relations.</p>	
	<p>ACTION</p> <p>INSTRUCTION: (20 Mins)</p> <p>Explain that through this activity, they will discover that events are driven by underlying patterns of behaviour, supporting structures, and mental models that impact on and constrain women’s empowerment and gender equality. They will do this using the Dairy Cooperative Case Study jointly in plenary.</p> <p>Analysing Dairy Cooperative Society case using the Anthill Model</p> <p>It is common practice for farmers to register themselves in Farmer Cooperatives in order to benefit from the collective marketing of their produce and to access other services. In Dairy in Kenya, for many years the name of the man is the one that would be registered as the official member of the cooperative. Meaning that the proceeds from the milk would subsequently be paid to the man. Whereas women play a critical role in the management of the dairy cows; feeding, watering, etc., they do not have access the proceeds from the sale of milk to manage the farm, or to meet their personal and family needs. This practice is observed in different market oriented value chains; such as tea, coffee etc. What factors contribute to this scenario?</p> <p><i>Illustration in plenary:</i></p> <p>To illustrate how to work with anthill model, the facilitator works jointly with participants in plenary by going through the four levels of the anthill model for the Dairy Cooperative case study. They do this by following the detailed illustration of the of the anthill model analysis for the Dairy Cooperative Case study in the participant’s Guide (Module 3, 5.3.).</p> <ol style="list-style-type: none"> 1. Use the Anthill Model to unpack following the steps on the Right side to bring out what is happening in each of the four levels of the anthill models. 2. Now unpack what you could have done differently and write this on the left side. 3. What insights or new perspective comes up for you? 	<p>Activity</p> <p>3</p>





Round 1: The Anthill Model in an unequal world

(15 Mins)

Working in small groups participants start by drawing the Anthill Model on a flip chart. They read the case study: (*Business Vision-Resource Book Module 1, par 3.2*). Then discuss the questions below, posting answers on cards on the RIGHTHAND side of their anthill model on the flip chart.

- a. What are the presenting events in the case?
- b. Which Patterns of behaviour would make this possible?
- c. What Structures would influence such Patterns of Behaviour?
- d. What Mental Models, i.e., values, beliefs and assumptions about women empowerment, gender relations and power dynamics, would lay the foundation for this to happen?

Round 2: The Anthill Model in a world of gender equality

(15 Mins)

Participants continue in their groups, writing and posting cards this time on the LEFTHAND SIDE of their Anthill Model. In this round, they imagine the same scenario in a world where there is gender equality and everyone has a voice; how will this scenario play out:

- a. What would be the possible events?
- b. Which Patterns of behaviour would make this possible?
- c. What Structures would influence such Patterns of Behaviour?
- d. What Mental Models, i.e., values, beliefs and assumptions about women empowerment, gender relations and power dynamics, would lay the foundation?

Groups must appoint a presenter who will summarise critical insights in the plenary.

Sharing:

(10 Mins)



	<ol style="list-style-type: none"> a. Invite presenters from each group to present a summary of their most important insights. Each group has 2 minutes. b. Ask participants about their feelings about the activity. c. Ask participants how the Anthill Model helps broaden their perspective and how they can use it. <p>Conclusion</p> <p>Remind participants that the scenarios exemplify how things typically play out in certain situations. Please encourage them to take the lessons learned to their everyday contexts and reflect on how some situations play out in their daily lives. Also, please enable them to use the Anthill Model to help unpack what is happening around them and become more aware of gender relations and power dynamics. Remind them that power and influence transform gender relations and dynamics by surfacing and confronting underlying behaviours, structures, and mental models.</p>	
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5.4. Working with Gender-Transformative Change

Duration	70 minutes
Techniques	Activity and discussion
Requirements	<ul style="list-style-type: none"> • Draw the Quadrants of Change on a flipchart • Sufficient space (inside or outside for role plays) • Resource Book: Module 1 par. 1.2 Case Study 1 & par. 1.5 • Participants Guide Activity 3
Procedure	<p>LINKAGE WITH PREVIOUS SESSIONS</p> <p>Participants have identified their Change Maker profile and have realised that “Change starts with ME.” This session focuses on empowerment both individually and collectively. The Quadrants of Change² provide a framework to understand and work towards transformative change. It enables us to link the three Change Maker preferences to domains in the Quadrants of Change – Individual (Agency), Relationships, Culture and Systems.</p>
	<p>INTRODUCTION: <i>(10 Mins)</i></p> <p>Introduce the concept of the Quadrants of Change. Put up a poster of the Quadrants of Change on the wall or PowerPoint slide. Explain how each quadrant can assist in seeing and addressing a different aspect of transformative change. The Quadrants provide a lens from which to view individual and collective empowerment. Emphasise that work in all four quadrants is needed for transformative change. Work with an example to explain each quadrant. You can use the table of the quadrants (3.2.1) for more detail, the cartoon in the Resource Book or your example.</p>



	<p>ACTION</p> <p>GENDER ON THE QUADRANTS: (20 Mins)</p> <p><i>We continue working with the Case Study: MJ's Chilli Paste (Resource Book 1.2, Case Study 1).</i></p> <p>Participants form groups of approx. five members each. The instruction to the groups is:</p> <ol style="list-style-type: none"> a. Draw the Quadrants of Change on the flipchart and place them on the table. b. Take each puzzle piece and locate it within one (or more) of the four quadrants. <p><i>NB: Keep these gender-transformative business themes in mind</i></p>	<p>Activity</p> <p>4</p>
	<p>ROLE PLAYING GENDER IN BUSINESS (30 Mins)</p> <p><i>Same groups and same Case Study: MJ's Chilli Paste (Resource Book 1.2, Case Study 1) prepare a role play:</i></p> <p>Each group is allocated a Quadrant. They have 10 min to prepare a role-play on the gender-transformative aspects of MJ's Chilli Paste business in that quadrant.</p> <p>Groups do not know who is assigned which Quadrant (Individual, Relations, Cultural and Systems and Structures).</p> <p>They have 3 mins each to perform the role-play</p> <p>The other participants have to guess the quadrant presented in the role play.</p>	
	<p>SHARING: (10 Mins)</p> <p>Ask participants to share</p> <ul style="list-style-type: none"> • Lessons learned about Gender-Transformative Change in business, using the 4 Quadrants of Change: Individual, Relations, Cultural and Systems and Structures. • What power dynamics and types of power were evident in the role-plays? • In the plenary, briefly summarise issues that emerged in the session. Reinforce the key points. 	





Key Points / Take-aways

Change starts with ME, the individual. Our Change Maker profile influences which quadrant of change is top of mind and preferred.

For change to be transformative, we must address power dynamics and act in all four quadrants: individual, relations, culture, and Systems and Structures.

This framework can further assist us in reflecting on how change happens and where to focus on keeping the momentum. Transformative change is about growth and that we are not the same after the change process.



Facilitators Tips

Suppose I have Power Over because of my position (like the Co-op Chair in Scenario 1).

Where and how can I use my influence by strengthening other people's power within/to and with, so they have Power Over their own lives, make their own decisions, etc. Use the examples provided or choose your own if the points can be well illustrated.

NB. There are no superior or inferior profiles. The exercise is aimed at creating self-awareness of our preferred profile and how this could impact our interactions.

5.5. The Power of 3 In Business

Duration	40 minutes
Technique	Activity discussion
Requirements	<ul style="list-style-type: none"> • Wall space or Flip chart to paste cards • Resource Book: Module 3 • Participants Guide
Procedure	<p>LINKAGES WITH THE PREVIOUS SESSION</p> <p>The previous session focused on empowerment both individually and collectively using the Quadrants of Change. This session on the Power of Three focuses on how to work with transforming power relations, involving Me (individual), We (family and business), and All of Us (the community and broader context).</p>
	<p>INTRODUCTION: <i>(10 Mins)</i></p> <p>Present the Power of Three on a flip chart or PowerPoint slides. The name Power of Three (Power 3) expresses that to transform power relations, change is needed at the level of:</p> <ul style="list-style-type: none"> • Me – The individual • We – The family and business • All of Us – The community, economy, and society at large



	<p>For agripreneurs and their families, this means the need to address the realities in their business. The Power of three also refers to forms of power that are needed to shift unequal power relations (Power over), namely:</p> <ul style="list-style-type: none"> • The power within (self-awareness) • Ability to (act and have influence) • Control with (coming together and taking collective action on a common agenda) 	
	<p>ACTION</p> <p>REFLECTIONS: (20 Mins)</p> <p><i>Individual</i></p> <p>Take 5 minutes to reflect individually on: What you have learnt about yourself and your business in this session (Activity 2, 3, and 4, and what you just learnt about power). And which two to three gender topics you must address to strengthen your business? You can use the gender puzzle if that helps. Write each topic on a separate card.</p> <p><i>Small groups</i></p> <p>Take 10 mins to share and discuss your gender topics.</p> <p><i>Plenary</i></p> <p>Take 5 minutes for all groups to jointly post their cards on a wall, grouping them in the three areas: Me; We; All of us</p>	<p>Activity</p> <p>5</p>
	<p>SHARING: (10 Mins)</p> <p>In plenary brainstorm:</p> <ul style="list-style-type: none"> • What forms of power do you as an agripreneur need to shift for transformative change for you as an individual and for your business? • What are the key insights from this session? 	



Key Points / Take-aways

Working with the power of three:

- The name Power of Three (Power 3) expresses that for the transformation of power relations to occur, real change needs to evolve from Me, We and All of us
- The Power of Three also refers to forms of power that are needed to shift unequal power relations



5.6. Application

Duration	10 minutes	
Techniques	Individual activity and discussion	
Requirements	<ul style="list-style-type: none"> • Participants Guide Activity 8 • Daily Log 	
Procedure	<p>LINKAGE WITH PREVIOUS SESSION</p> <p>Application is the final phase in the Experiential Learning Cycle. Each Module is concluded with this assignment in which participants relate and apply their insights and lessons learned to their context</p>	
	<p>INTRODUCTION</p> <p>Participants are asked to reflect on the topics covered during the Module:</p>	<i>(2 Mins)</i>
	<p>ACTION</p> <p>REFLECTION:</p> <p>Reflect individually on the topics in the Module. Consider your reflections from the earlier exercise on the Changemaker profile and the exercises on the quadrants of change and mental models. Write, draw, and document thoughts, questions, and ideas in your Daily Log in the Participants Guide (see below).</p>	<p><i>(5 Mins)</i></p> <p>Activity</p> <p>6</p>
	<p>SHARING:</p> <p>Ask for volunteers to share their insights</p>	<i>(3 Mins)</i>

DAILY LOG	Module three
What sounds most important for my context?	
How can this be applied in my business?	
What are the desired changes I want to see based on what I learned from each Module?	



6. SUMMARY

Module Three explored how greater self-awareness opens us to continuous learning and growth. This enables us to improve our relationships with others and how to work toward transformative change. The Module included: i) My Change Maker profile, ii) Mental models and how they shape attitudes toward women empowerment, iii) Working with gender-transformative change drawing on the Quadrants of Change and iv) Working with the Power of 3. We became more aware of the thinking processes that lead us to act. We saw that the individual (ME) is powerful and contributes to building the collective/group/business (WE) for the community/society (For ALL OF US). We also became more aware that we have the power to effect change through our power within, power to, and power with to shift power over.

7. MODEL ANSWERS

Activity 1 – Answers to Quiz

QUESTION	ANSWER		
What are the 3 principles of the lean start-up approach?	<ol style="list-style-type: none"> 1. Rapidly assemble minimum viable products and obtain immediate customer feedback 2. Developing products & services iteratively and incrementally 3. Develop a Business Model Canvas 		
What are the 10 building blocks of the Business Model Canvas?	<table border="0"> <tr> <td> <ol style="list-style-type: none"> 1. Customer Segments 2. Value Proposition 3. Customer Relations 4. Delivery Channels 5. Revenue Streams </td> <td> <ol style="list-style-type: none"> 6. Key Resources 7. Key Activities 8. Key Partnerships 9. Cost Structures 10. Mind shift </td> </tr> </table>	<ol style="list-style-type: none"> 1. Customer Segments 2. Value Proposition 3. Customer Relations 4. Delivery Channels 5. Revenue Streams 	<ol style="list-style-type: none"> 6. Key Resources 7. Key Activities 8. Key Partnerships 9. Cost Structures 10. Mind shift
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QUESTION	ANSWER
Name the 3 preferences that influence the way an Individual lives their life.	<ol style="list-style-type: none"> 1. Thinking 2. Feeling 3. Doing
Name the 4 elements us in the anthill model to uncover invisible mental models that affect women empowerment.	<ol style="list-style-type: none"> 1. Events 2. patterns 3. structures 4. mental models,



<p>Which are the domains in the Quadrants of Change?</p>	<ol style="list-style-type: none"> 1. Individual (Agency), 2. Relationships, 3. Culture 4. Systems.
<p>The name Power of Three (Power 3) expresses that to transform power elations, change is needed at the level of:</p>	<ol style="list-style-type: none"> 1. Me – The individual 2. We – The family and business 3. All of Us – The community, economy, and society at large

Activity 1 – Answers to Quiz

QUESTION	ANSWER	
<p>What are the 3 principles of the lean start-up approach?</p>	<ol style="list-style-type: none"> 4. Rapidly assemble minimum viable products and obtain immediate customer feedback 5. Developing products & services iteratively and incrementally 6. Develop a Business Model Canvas 	
<p>What are the 10 building blocks of the Business Model Canvas?</p>	<ol style="list-style-type: none"> 11. Customer Segments 12. Value Proposition 13. Customer Relations 14. Delivery Channels 15. Revenue Streams 	<ol style="list-style-type: none"> 16. Key Resources 17. Key Activities 18. Key Partnerships 19. Cost Structures 20. Mind shift

