

## Session 4: Personal Reflection & Planning for Change (14:45–16:15)

### Objective

Consolidate Day 1's lessons by turning the focus inward and encouraging participants to reflect on their **personal relationship with change** and how it affects their work as advisors. This session reinforces that to lead others through change, advisors should be aware of their own attitudes, strengths, and growth areas in managing change. Participants will engage in a guided reflection exercise to examine a change they have experienced or are currently facing, and extract lessons about coping strategies and emotions. The session then transitions to planning for application: participants begin to outline how they would approach an agroforestry change scenario, integrating the models and communication strategies learned so far. This serves as a preparation for the Day 1 homework and sets up deeper exploration on Day 2. By the end of Session 4, participants should have greater self-awareness and a rough action plan for a change case, boosting their confidence that *"I can do this"* using the new tools.

### Key Topics and Activities

#### The Advisor's Mindset: Reflection on Change

Introduce the idea that effective change agents are self-reflective. Ask: *"How do you typically react to change in your life or work?"* Some may say they embrace it, others feel anxious or resistant initially. Point out there is no "right" or "wrong" – but being aware of your tendency helps manage it. For instance, if you know you tend to be cautious, you can empathize with cautious farmers but also push yourself to be more encouraging about taking calculated risks. If you love change and innovate constantly, that is great, but remember others may need more time – don't get frustrated if they're slower. This awareness prevents us from projecting our own attitude onto others.



#### Activity - personal Change Timeline Exercise (20 min)

Each participant will create a quick "change journey" map for a significant change they went through (it could be related to work, like adopting a new extension method, or personal, like moving to a new city). Provide paper and markers.

**Instructions (5 min):** Draw a timeline of that change from start to finish, marking key moments (e.g., when it started, high points, low points, when it felt successful). Annotate it with a few words on how you felt at those points (excited, confused, frustrated, proud, etc.). Encourage a simple diagram – even a line graph of morale over time. After drawing, have them write next to it: *What factors or actions helped you overcome the low points? Was it advice from someone, information, internal determination, time, financial support, etc.* This identifies **personal coping resources**.

Now, **pair up and share (10 min each)**: Each person explains their change story to a partner. The partner listens for what helped and what was hard. Then they discuss how those insights might inform working with farmers. For example, if someone realized *"I was overwhelmed until I got proper training in the new software at my job – after that I felt confident,"* they might conclude *"Proper training is crucial for farmers too; until they feel competent with agroforestry techniques, they'll be anxious."* Another might find *"I only embraced the new policy at work after seeing my colleague succeed with it,"* which parallels how farmers might need to see a neighbour succeed. Reconvene and ask a few volunteers: *"One insight from your personal change that you can apply to helping others change?"* Document key points on a flipchart.

Likely insights: the importance of support, small steps, patience, good communication, time to adjust, etc. This exercise makes the theoretical points hit home personally and shows advisors they already have instinctive knowledge about change from their own life.



## Identifying Personal Strengths and Areas to Grow

Building on reflection, have participants take 2 minutes to write down: “*What personal strengths do I bring as a change facilitator?*” and “*What is one thing I want to improve about how I handle change?*” Strengths might be patience, technical knowledge, enthusiasm, networking skills, etc. Areas to improve could be “listening more, not rushing, better planning, handling conflict calmly,” etc. Encourage honesty – this is just for themselves (they can share if comfortable, but it is primarily a self-assessment). Suggest that knowing these will help them partner with others too – e.g., if you are not strong in detail planning, maybe team up with someone who is when executing a change project, and you bring your strength of motivating people. The goal is to foster self-improvement mindset – great change agents continuously develop their own skills.

## Integrating Day 1 – Planning a Change Process:

Now shift from reflection to action planning. Explain that we will carry forward everything learned by starting to design a change intervention for an agroforestry scenario of their choosing, which they will refine as homework and discuss tomorrow. This begins to apply models + communication in a concrete plan.

Each participant (or you can allow pairs if they share a common interest) should pick a real or hypothetical change scenario relevant to their work. Ideally something they care about – perhaps “*persuade 20 farmers in my region to adopt hedgerow planting,*” or “*get my extension agency to include agroforestry in its program,*” or even a personal change like “*I want to shift my own advisory approach to be more participatory.*” It can be big or small. The important thing is it is meaningful to them.

On a worksheet or notebook, have them outline a **basic change plan** (prompt questions on a slide or flipchart):

- 1. Define the Change:** What exactly do you want to see happen? (e.g., “*Smallholders in X village integrate fruit trees into their cropping system over the next 3 years*” or “*Our advisory team adopts an Appreciative Inquiry approach in farmer trainings*”). Being specific helps.
- 2. Who is Involved:** Identify key stakeholders for this change and their roles (farmers, co-op leaders, local government, youth groups, etc.). Who might champion it with you? Who might resist?
- 3. Use a Change Model:** Sketch out how to apply Lewin or Kotter. If Lewin: How will you ‘unfreeze’ – what will you do to create awareness/urgency and prepare people? Then what initial change action will you facilitate? How will you ‘refreeze’ – ensure it sticks? If Kotter: jot a few ideas for steps 1–3 (urgency, coalition, vision) appropriate to your case.
- 4. Communication & Engagement:** Note two communication actions you will take. For instance, “*Organize a field visit to a successful agroforestry farm nearby (to inspire and create urgency)*” or “*Set up a WhatsApp group for interested farmers for ongoing Q&A.*” Or as simple as “*Schedule one-on-one meetings with the three most influential farmers to get them onboard early.*”
- 5. Anticipate Resistance:** List one or two likely objections or challenges, and how you plan to address them (drawing on the Force Field Analysis or role-play learnings). For example, “*If cost is a barrier, I will connect them to the new agroforestry grant and help with application*” or “*If older farmers are sceptical, involve a well-regarded elder who supports the idea to talk to them.*”
- 6. Quick Win:** Identify what could be a quick win in this scenario to show progress (e.g., “*Plant one demonstration plot at the school within 6 months as a showpiece*”).

Give about 15 minutes for individuals to work on this outline. Trainers circulate to assist or give ideas if someone is stuck. Emphasize this is a brainstorm draft, not a formal plan – the aim is to apply concepts and prep for sharing.



- **Share a Few Examples:** If time allows (about 10 min), invite 1-2 volunteers to briefly describe their scenario and one element of their plan (maybe the most interesting tactic or the biggest anticipated challenge). Peer feedback can be invited: “*Anyone have a suggestion for this scenario?*” Ensure this does not turn into long presentations – keep it informal and supportive. Praise creative ideas and draw connections to today’s content (“*Great, Maria plans a radio segment to create buzz – that’s a fantastic way to create urgency and reach many people, aligning with Kotter’s steps.*”). This sharing can inspire others and shows practical variety.
- **Recap Key Learnings of Day 1:** Before closing, ask the group for **key words or takeaways** from today. Write them on a flipchart or whiteboard. They might say: “Unfreeze!”, “Listen!”, “SMART communication”, “Stakeholders”, “Force field”, etc. Add any important ones not mentioned. Reinforce how these concepts interlink: For example: “*We learned a structure (models) and the soft skills (communication) – together these are powerful. A plan without good communication can fail, and communication without a plan can drift; we need both.*”