

GSL INTERNATIONAL

ENTREPRENEURIAL LEADERSHIP TRAINING

POWER OF ONE

WOMEN'S BUSINESS CONFERENCE 2010

One Woman. One Business. One Voice

2010

GSL INTERNATIONAL AND IYOLOSIWA AC
PURCHASE, NY AND CAMDEN, MAINE

INTRODUCTION

The *Power of One* is both an individual and a collective perspective. Through what lens do you see the world: a single focus or a multiple focus? Do you operate from a me or a we perspective? From where and with whom are you empowered; and, how can you be more powerful?

What is your concept of power? How can you, your organization, your business, your community, your world, be more powerful? How do you connect with power and leadership? To fully understand and become powerful leaders, we must explore the internal and external influences effecting our reactions, beliefs and actions.

We are part of a system that believes to have power is to have money, influence, control, position, etc., and any of our decisions and choices are influenced by our dominant patriarchal systems. Today we come together as women with power, responsibility, and experience. Together we are owners of small and big businesses, presidents, directors, strategists, policy-makers, leaders; people with power. Yet, how do we articulate this power? How do we show up as leaders?

Is our power making a difference in the world? For us to sustain our power and influence, we must create effective linkages between power, advocacy and leadership. To enliven and sustain our significant role in society and in the economy, we must be students of our businesses, organizations, communities, nation and ourselves. We must invite the questions that lead us to an awakened vision, a vision that encourages us to embody our power, leadership and voice in order to create a world of hope, vitality, and opportunity.

This leadership training will explore the meaning and applications of power, leadership and advocacy. Together, we will inform our views of leadership and power in order to direct organizations and launch businesses that are congruent with our values and goals. Heretofore, we will be recognized as people *who do what we say, say what we mean, do what we love and love what we do*.

This leadership training manual, with available readings and references, will support your continued learning. Used as a practice, you will awaken your leadership, power and voice.

Warm regards,

GSL International and Iyolosiwa Team

Training Agenda

Part I: Introduction and Organizational Learning

1. Reading – The Power of the Tongue
 2. Perpetuum Jazzile, Africa
 3. Group Reflection and Discussion.
 4. Small Group Activity
 - The Window (Appendix 1)
-
- a. Organizational Reflection: Window into the Business or Organization
 - ✓ What changes have your organization or business inspired? (Appendix 2)
 - ✓ Write in each corresponding sections of the window the changes your organization/ business have achieved or inspired. (Appendix 2)

 - b. Group Learning: Window into the Community of Women Entrepreneurship
 - ✓ Individually share your windows and together create a common window.
 - ✓ Discuss what similarities exist among the individual windows? (Appendix 3)

Part II: System Learning: Taking Action (Appendix 4)

- ✓ What do you learn from the information in the windows?
 - ✓ What sections of the windows are stronger? Weaker?
 - ✓ What are the root causes/influences for change?
 - ✓ How do power, leadership influence change?
 - ✓ Record the “whys”, the discovered root causes.
-
- c. Large Group Conversation- Group Awareness and Commitments

 - d. Feedback

Appendix 1

The Power of the Tongue

A group of frogs were traveling through the woods, and two of them fell into a deep pit. All the other frogs gathered around the pit. When they saw how depth of the pit, they told the two frogs that they were as good as dead.

The two frogs ignored the comments and tried to jump up out of the pit with all of their might. The other frogs kept telling them to “stop”, that they were as good as dead. Finally, one of the frogs acquiesced to the other frogs’ advice and gave up. She fell down and died.

The other frog continued to jump as hard as she could. Once again, the crowd of frogs yelled at her to stop the pain and just die. She jumped even harder and finally made it out. When she got out, the other frogs said, "Did you not hear us?" The frog explained to them that she was deaf. She thought they were encouraging her the entire time.

This story teaches three lessons:

1. There is power of life and death in the tongue. An encouraging word to someone who is down can lift them up and help them make it through the day.
2. A destructive word to someone who is down can be what it takes to kill him or her. Be careful of what you say. Speak life to those who cross your path.
3. If someone believes in what her/she thinking and doing, he/she can achieve a miracle like the deaf frog.

The power of words... it is sometimes hard to understand that the power of an encouraging word can go such a long way. Anyone can speak words that can rob another of the spirit to continue in difficult times.

Special is the individual who will take the time to encourage another. Powerful is the leader who will use her/his voice to support and empower another.

Appendix 2

Africa

I hear the drums echoing tonight
But she hears only whispers of some quiet conversation
She's coming in 12:30 flight
The moonlit wings reflect the stars that guide me towards salvation
I stopped an old man along the way,
Hoping to find some old forgotten words or ancient melodies
He turned to me as if to say, Hurry boy, It's waiting there for you

CHORUS:

It's gonna take a lot to take me away from you
There's nothing that a hundred men or more could ever do
I bless the rains down in Africa
Gonna take some time to do the things we never have

The wild dogs cry out in the night
As they grow restless longing for some solitary company
I know that I must do what's right
As sure as Kilimanjaro rises like Olympus above the Serengeti
I seek to cure what's deep inside, frightened of this thing that I've become

CHORUS

Hurry boy, she's waiting there for you

It's gonna take a lot to take me away from you
There's nothing that a hundred men or more could ever do
I bless the rains down in Africa, I bless the rains down in Africa
I bless the rains down in Africa, I bless the rains down in Africa
I bless the rains down in Africa
Gonna take some time to do the things we never have

Lyrics by Toto

Appendix 3

What positive changes have your business/organization inspired and achieved?

SAMPLE WINDOW: Organizational or Business Change

Subjective, qualitative change	<p><u>Women's & Men's consciousness:</u> values, beliefs, commitments, capacity for empowerment -Awareness of 'real' traditional culture -Awareness of women's potential -Women feel more independent -Women and men feel happier -People consider others & community -People understand the problems of others -People create goals & dreams for the future -Women want good things for themselves -There is a feeling of hope</p>	<p><u>Quality of life:</u> health, security, education, access to resources -Peace -Safety, security, no harassment -Better wages, more income -Improved sanitation -Accessible Roads -Better health & improved care of self -Drug free communities -Better educational services, schools, teachers</p>	Objective, Measurable Change
	<p><u>Culture:</u> Cultural practices, informal rules gender, caste, or class expectations -Women and men talking, working together to solve problems -Women have more rights in the family -Women receive more respect -Women can mobilize themselves for change -Women take on non-traditional work & roles -Girl children are given equal opportunity for education</p>	<p><u>Formal Institutions:</u> Laws, policies, procedures and formally recognized ways of doing things -Equal number of women / men in organizations -Women know their rights and can ask for their rights -Women participate in decision-making at all levels -Women take senior leadership positions: chair, treasurer -Women are guaranteed leadership opportunities in organizational constitutions & in other guidelines</p>	

Social or Institutional Change

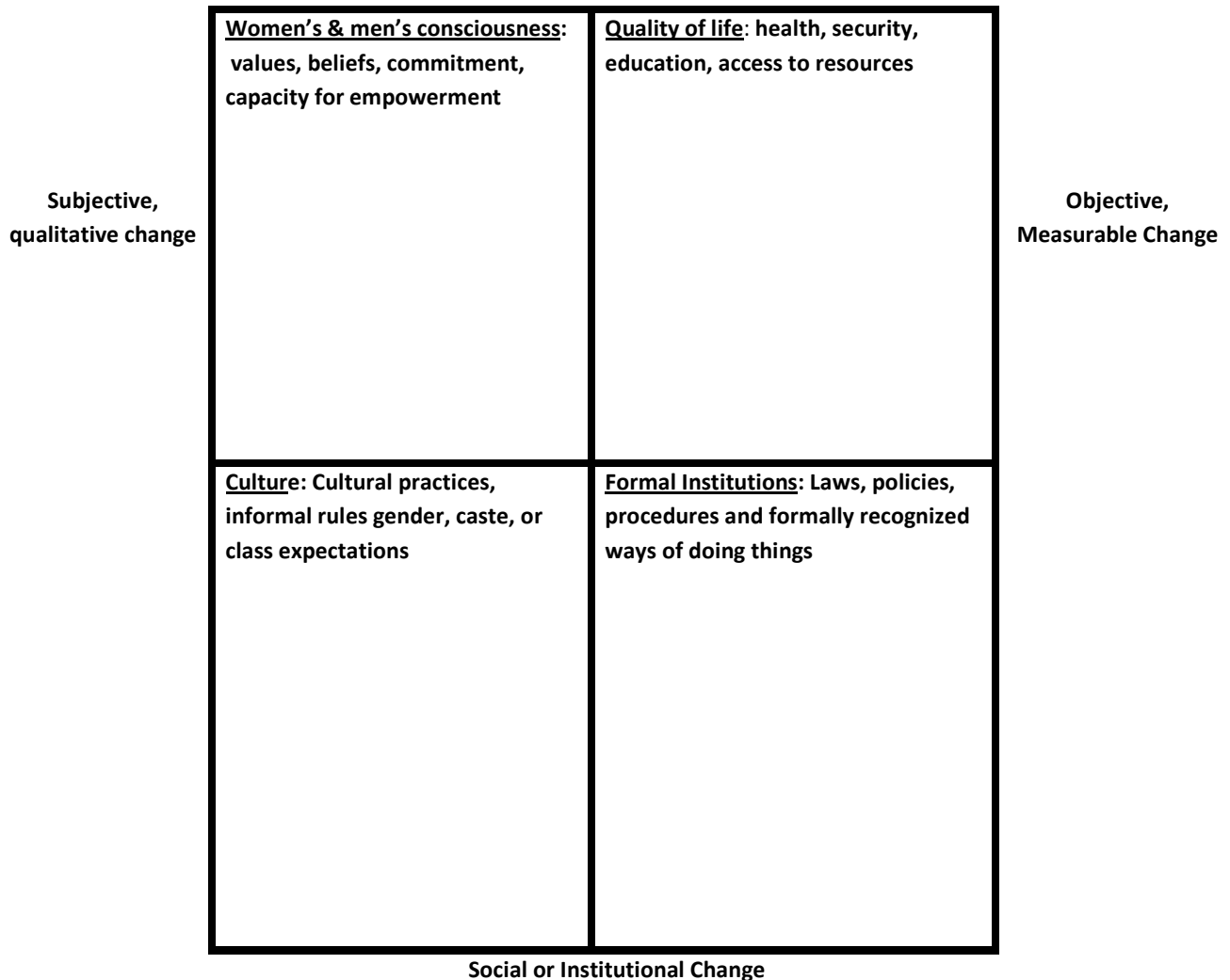
Adapted from: Meer, (2004). **Working for Equality Inside and Outside of Organizations.** Gender at Work Collaborative. www.genderatwork.org and Women Leadership Certificate program of Coady Institute

Appendix 4

Organizational/Business: Window of Self Reflection

1. Describe the changes your organization has inspired/achieved?
2. Record the changes in the appropriate sections of the window. Refer to Appendix 1.

Organizational or Business Change Window



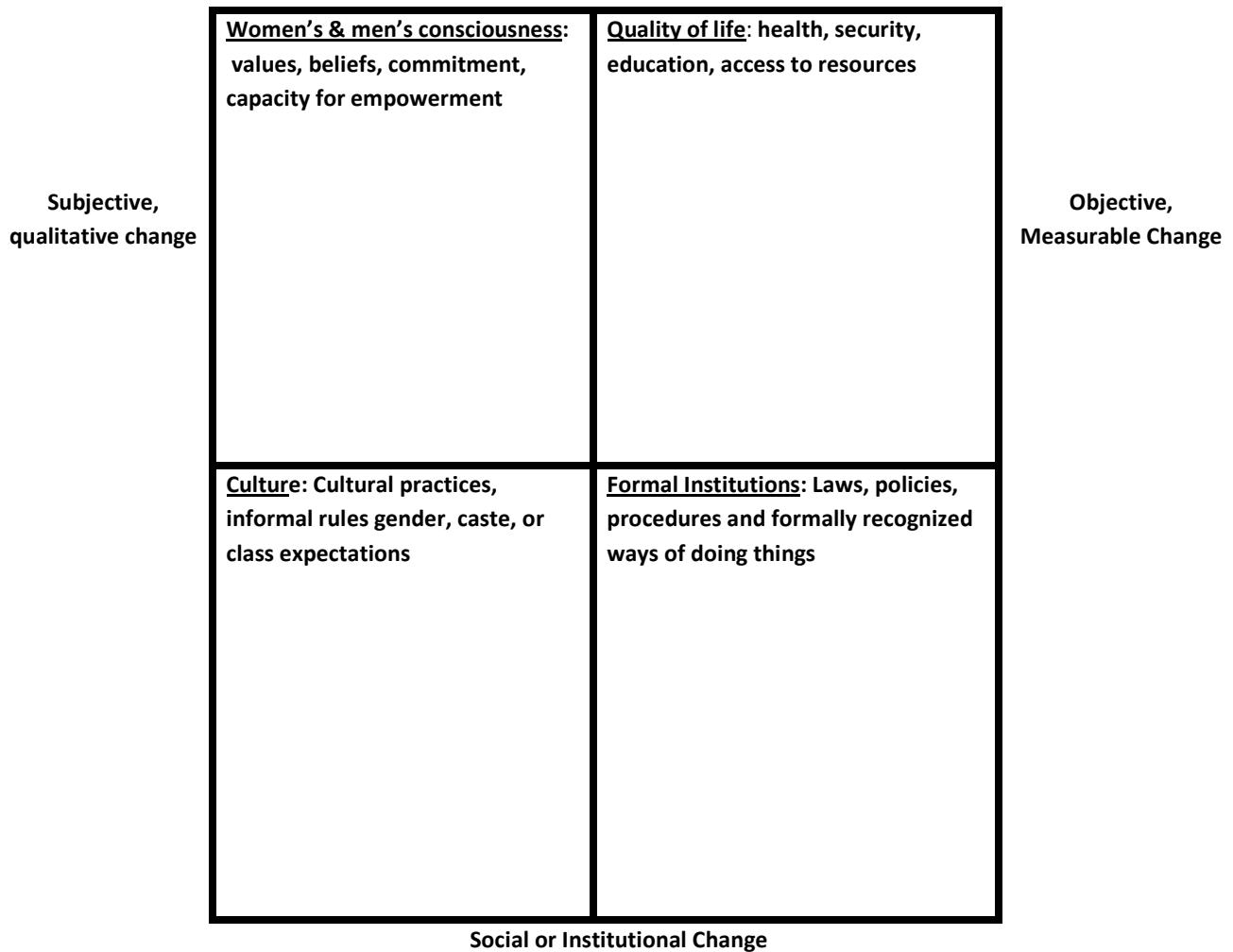
Adapted from: Meer, (2004). **Working for Equality Inside and Outside of Organizations.** Gender at Work Collaborative. www.genderatwork.org and Women Leadership Certificate program of Coady Institute

Appendix 5

Small Group Discussion: Window of Organization/Business

1. Share your organizational/business window reflections.
2. Create one common window.
3. Discuss: What do the windows reflect? Which sections of the window are stronger? Weaker?
4. Discuss: What are the causes/ explanations for the differences?
5. Record the “whys” – for large group discussion.

Group Window of Organization/Business



Adapted from: Meer, (2004). **Working for Equality Inside and Outside of Organizations.** Gender at Work Collaborative. www.genderatwork.org and Women Leadership certificate program of Coady Institute

Appendix 6

Large Group Discussion and Commitments: Window into the System

1. Share your organizational/business windows
2. Create one common window reflecting the observations and commitments of entire group

Window of System Change and Commitments

Subjective, qualitative change	<p><u>Women's & men's consciousness:</u> values, beliefs, commitment, capacity for empowerment</p>	<p><u>Quality of life:</u> health, security, education, access to resources</p>	Objective, Measurable Change
	<p><u>Culture:</u> Cultural practices, informal rules gender, caste, or class expectations</p>	<p><u>Formal Institutions:</u> Laws, policies, procedures and formally recognized ways of doing things</p>	
	Social or Institutional Change		

Adapted from: Meer, (2004). **Working for Equality Inside and Outside of Organizations.** Gender at Work Collaborative. www.genderatwork.org and Women Leadership certificate program of Coady Institute

WHAT IS POPULAR EDUCATION?

by Francisco Vio Grossi

Regional Secretary, Council of Adult Education of Latin America

(excerpted with permission from Convergence, Volume XIV, No.2, 1981)¹

Popular education claims to be an alternative educational approach directed toward the promotion of social change, rather than social stability, and toward the organization of certain educational activities. These are activities that contribute to liberation from the existing social order and to transformation; not mere social and economic reforms but structural changes that make it possible to overcome the prevailing unjust situation.

Advocates of popular education do not over-emphasize the role of education in the process. Since social transformation is a very complex phenomenon made up of social-economic and political variables, education must be integrated into a more general social effort. The specific task of education is related to the need for the transformation process to be assumed by the people as a 'historic programme' which offers the concrete opportunity for them to become the subject of their own lives. To achieve this, the people need to reach new and better levels of collective action, each time more organized, wider and more critical. One of the most relevant efforts is the education of popular groups that are potentially able to act as conscious agents of the process of social change.

Thus, popular education is a tool for developing critical social consciousness among the transformation agents in order to create specific dynamics in the action/reflection relationship. This process may be summarized, for clarification, as following this sequence: critique of the existing social reality; collective mobilization for social transformation; critical review of the action carried out; re-planning of future action; re-evaluation of the previous diagnosis of social reality.

Characteristics of Popular Education

Popular education is both a theory and a practice of social action that is geared toward development of the capacity for organization, communication and critical reflection on processes and social relationships by the most deprived sectors of the population. It is a collective learning process and is implemented on the basis of a certain commitment to the popular sectors by those who take part. Consequently, popular education is also based on the participation of the popular sectors in the planning and implementation of new actions.

¹ <http://www.peopleseducation.org/populareducation.htm>

These actions are conducted so that people can reach new levels of consciousness through the process of solving actual needs. In Latin America, popular education has been generally carried out by non-government agencies. Its most relevant characteristics are:

The starting point is concrete. Popular education works within the actual world of the popular sectors. It starts from the popular culture. However, we know that popular culture has not developed in a social vacuum. It contains important elements of the dominant culture that have been transferred to the people through 'non-popular' education (among other means) in a way that exerts ideological control from within. To pay too much respect to the culture of the people may thus lead to the reinforcement of domination rather than to the promotion of liberation. The key to solving this apparent contradiction is to develop a critical ability by which people can detach the liberating forces of their culture from the oppressive ones.

Popular education is a process of creating knowledge. It has the vocation to be a new educational system for a new and more participative society. Thus, it does not pay as much attention to the transference to the people of existing knowledge as it does to creating the capacity for the generation of new knowledge that may be found in the new order. In this sense, it is an investigative activity.

Popular education is active. Like any other popular activity, popular education is directed toward action, but not any action. It gives priority to the Greek concept of praxis: the type of action that makes possible the transformation of reality.

Popular education avoids manipulation. It attempts to be an educational system which is consistent in style with the new order that will arise in the future. This style is dialogical, horizontal and participative in the sense that all those who intervene in the learning process are also engaged in the search for new knowledge.

Popular education is a collective effort. In most Third World countries, individualism is not only promoted but is even imposed. Solidarity and cooperation-basic pre-requirements for social organizations- are discouraged. Popular education, on the contrary, energetically stresses the need for approaching the learning process, and the subsequent action, in a way that promotes cooperation and common action.

Popular education is a flexible educational process of lifelong learning that continually adapts to the changing historical and local conditions of the participants.

Conclusion

Popular education is an adult education activity and, what is more, it is a specific response of adult education to the endeavor of social transformation in Third World countries. Most of the methodologies of popular education are also principles of adult education. The intent of popular education is to detach itself from the educational efforts that are directed to maintaining a social system that has been accused of being unjust and oppressive. Its appeal is for building an alternative educational approach in Third World countries that is more consistent with justice and freedom.

[This is the full text of an article that appeared, edited and in Chinese, in the above publication.] Green Herald.

Enlightened Business Leadership - What the World Needs Now

David A. Schwerin, Ph.D.

*“We are at the end of a difficult generation of business leadership.”
Jeffrey Immelt, Chairman and CEO, General Electric*

Despite the recent economic crisis, the vast majority of business leaders make thoughtful, constructive contributions to society. Their valuable innovations and continuous efforts to produce and distribute goods and services more efficiently play a critical role in achieving higher standards of living. Most of their focus, however, is on improving their company's brand and strengthening their company's growth prospects. Largely absent are business leaders who are willing to look at the big picture and help formulate, promote and implement policies that are vital to the welfare of the planet.

Without a pragmatic, unifying voice from the business community, policy makers are frequently presented with the opposing views of competing interest groups, each group believing that their ideas are 100% right and the opposition's 100% wrong. Missing in such an environment is a spirit of tolerance and cooperation that is essential to solve complex, divisive issues. Unable to find a position that is broadly acceptable, decision makers settle for superficial solutions which are ineffective or suboptimal. In addition, groups whose views are disregarded often become belligerent and resort to negative, destructive tactics that hinders the attainment of an equitable and sustainable prosperity.

This article identifies and describes four qualities that business leaders need to cultivate in order to improve the current economic climate and make the world a better place to live and work. A few business leaders who exhibit these traits, and thereby serve as role models, are highlighted under each of the four qualities.

Know yourself. In other words, discover all you can about your beliefs, values, priorities and purpose for living. This dictum was expressed in slightly different terms by Max Depree, former CEO of the Herman Miller office furniture company. According to Depree, “The first responsibility of a leader is to define reality.” More specifically, which objectives are real, meaningful and enduring enough to be worthy of one's time and effort? What goals can make a meaningful difference to a company's employees, customers, investors, the community it serves and the eco-system upon which we all depend?

Jack Ma, CEO of Alibaba, takes the need to know oneself seriously. According to an interview he gave to Green Herald Magazine, “many people are too busy walking to stop for a view of themselves.” He believes that a truly successful entrepreneur needs to develop the habit of introspection. Such contemplation helps a corporate leader determine the real purpose for which the company exists. Purpose, according to Ma, determines a company’s greatness and longevity. He believes that companies staffed by people with divergent views on purpose are doomed to fail. A company that is founded on a noble ideal and that creates value for the community is more important than its scale or profitability. Says Ma, “A company making little money is indolent and irresponsible, but companies driven by profit, are also valueless. Money making is not our goal; rather it is a result.”

The more thoroughly individuals know themselves the better they are at making impartial and objective decisions – an essential attribute of any successful leader. If a business leader is blinded by personal interest, resentment or jealousy, his or her assessments can not be objective. Andrew Pettigrew, professor of strategy and organization at the Saïd Business School at the University of Oxford believes that managers need to remain open and engage with people in order to understand the choices and evaluate significant trade-offs such as short-term vs. long-term and rational vs. emotional decisions. Leaders, therefore, need to be aware of their prejudices and biases. Our beliefs are based on assumptions, generalizations, distortions and misconceptions. These cognitive biases govern our perceptions of reality – how we understand the world – and need to be made conscious so we can analyze their accuracy before making decisions. In their book, *Born to Believe*, Andrew Newberg, M.D. and Mark Robert Waldman list twenty-seven biases that individuals must recognize in order to understand themselves and the accuracy of their beliefs about the world. Because of space limitations, only ten of the biases are listed below. They are all well worth contemplating.

- ✓ Family bias – we accept information provided by family and friends without verifying its accuracy.
- ✓ Authoritarian bias – we tend to believe people with power and status without checking their sources.
- ✓ Attractiveness bias – taller, more attractive individuals are given greater credence because we seek what is aesthetically pleasing.
- ✓ Confirmation bias – we tend to emphasize information that supports our beliefs while ignoring contradictory ideas.
- ✓ Self-serving bias – we tend to maintain beliefs that benefit our interests and goals.

- ✓ In-group bias – we give preference and benefit of doubt to members of “our group.”
- ✓ Out-group bias – we reject or disparage beliefs of people outside “our group.”
- ✓ Perceptual bias – we assume our perceptions and beliefs reflect objective truths.
- ✓ Perseverance bias – the longer we maintain specific beliefs the more ingrained they become.
- ✓ Uncertainty bias – we prefer to believe or disbelieve rather than remain uncertain.

Cultivate generosity. Selfishness is often cited as the primary cause for many of our recent economic problems. Many people feel that greedy, shortsighted, reckless conduct has become widespread in all professions. People who understand themselves realize they are merely a tiny part in an unending chain; all links in the chain must be respected and nourished if the economic and ecological systems upon which we all depend are to flourish. Being generous is simply an acknowledgement that those who are thriving need to help those who are struggling. As Jeff Immelt, CEO of GE said in the December 9, 2009 speech cited above, “Ethically, leaders do share a common responsibility to narrow the gap between the weak and the strong.” Moreover, business leaders need to view problems in an integrated way instead of approaching difficult issues as if they were isolated conditions. Climate change, for example, is not just an energy issue but one that impacts food security, water supply, land use, air quality and biodiversity. When species become extinct, for example, the food chain is affected in ways we are just beginning to comprehend. The systemic consequences are more pervasive and severe than we are able to imagine.

One businessperson who has devoted most of his time and money to helping others is Hal Taussig, founder of Untours, a successful travel business. In 1992 he and his wife, Norma created the Untours Foundation, funded by 100% of the profits from Untours. Over the years the foundation has provided millions of dollars in low-interest loans to entrepreneurs worldwide. The foundation’s motto is to give a person “a hand up, not a hand out.” He wants to give the economically disadvantaged the capital and skills to become self-reliant, successful individuals. Taussig is equally concerned about the impact businesses have on the environment. Accordingly, he loaned money to the Landless Workers Movement of Brazil which has reclaimed land for over one million landless Brazilians. Taussig was one of the first to try micro-lending including high-risk loans requiring no collateral. In 1999 actor Paul Newman and John Kennedy, Jr. presented him with George Magazine’s “Most Generous Company in America” award.

Despite receiving many awards, Hal Taussig lives a simple, frugal life based on the philosophy that you don't need a lot of material things to be happy and have a rich, fulfilling life.

Peter G. Peterson co-founded the Blackstone Group after a distinguished career in politics and investment banking. Deeply troubled by his fellow countrymen's unsustainable spending and borrowing habits, he donated one billion dollars to the Peter G. Peterson foundation to focus on fiscal sustainability challenges. Peterson believes his foundation must educate people about the perils of rampant overspending and the need for shared sacrifice. This means telling people the truth – they will have to give back some of the (unfunded) benefits they were promised because it is foolhardy to keep ignoring the long term consequences of imprudent decisions. In other words, Peterson believes, we can no longer “pretend we can sustain the unsustainable.” Giving away one billion dollars, which represents the vast majority of his net proceeds from the Blackstone public offering, was not as hard as it might seem.

First, it was for a cause he sincerely believed in. Second he had observed that of all the billionaires he admired - Warren Buffet, Bill Gates, Michael Bloomberg, George Soros – all got great pleasure from giving their money away. Says Peterson, “I have far more than enough.”

Act courageously. Making unpopular decisions that may expose a business leader to criticism or hinder his company's short term results takes a great deal of courage. But there are times when the desires of special interests must give way to the needs of the whole. Jeffery E. Garten, former Dean of the Yale School of Management has written in *The Politics of Fortune: A New Agenda for Business Leaders* (2002), about leaders in the past who, “rose above the interests of any firms or industry and focused instead on the public interest through a pragmatic business lens.” We desperately need more leaders in the business community to lead by example. As Gandhi said, “You must be the change you want to see in the world.” Successful businesspeople need to take the lead in: restructuring compensation packages so they only reward long-term performance, shouldering more of the tax burden, speaking out for the less fortunate and accepting short-term sacrifices that strengthen the viability of the economy and the sustainability of the environment. They also need to support politicians that act courageously by making the hard choices they might otherwise like to avoid.

Leaders at Apple and Ikea recently took principled positions that were not only costly but exposed them to considerable criticism. Apple quit the U.S. Chamber of Commerce because of the Chamber's opposition to federal efforts to limit greenhouse gases. The Chamber is the world's largest business federation, representing some 3 million business members. Apple is not only speaking out about the Chambers shortsighted stance but is using a “life-cycle analysis” to calculate CO2 emissions for each

of its products, from production to transportation to consumer use and recycling. According to Apple, “No other electronics company reports this information (the carbon footprint for each of its new products) at the product level, but we think they should.”

Ikea recently decided to suspend further investment in Russia due to widespread corruption and continual demands for bribes. The announcement came after a radio interview with Ikea’s 83 year old founder, Ingvar Kamprad, where he said that Ikea decided not to solve problems by pushing money under the table. This decision wasn’t easy as Russia is a perfect market for Ikea’s reasonably priced home furnishings. Other Western business executives have complained about the corruption in Russia but most have decided to put profits ahead of principle and silently tolerate the situation.

Embrace change. Resisting change and adhering to the status quo are common attitudes in business today. With everything constantly changing - new markets to understand, new competitors to deal with, new products to develop, new personnel to train, new bosses to appease – opportunities for decision-making abound. Maintaining the status quo is not only unwise but unfeasible. Since change affects people differently, some may be advantaged and others disadvantaged by shifting conditions.

Those feeling deprived may try and maintain the status quo and a leader must learn to tolerate and dispassionately confront malcontents and the obstacles they erect. It is usually helpful to try and anticipate objections so that those opposed to changes can be placated and their protests minimized. Finally, change does not happen quickly or easily so leaders must learn to transcend the feelings of frustration that occur when things don’t happen in exactly the way or in precisely the timeframe something is desired.

Two organizations that have embraced change, one with some reticence and the other enthusiastically reflect the need and advisability to remain flexible and adaptable. Until recently many considered Wal-Mart to be a strong proponent of the status quo. As a result, Wal-Mart faced a great deal of negative publicity related to mistreatment of workers and suppliers and detrimental environmental policies. While some progress has been made with regard to employees and suppliers, Wal-Mart’s greatest transformation has come with a new vision of its environmental opportunities and responsibilities. It has equipped stores with solar panels, integrated wind power into its energy load and made its huge fleet of trucks more fuel efficient. In addition, it has committed to locally grown produce, which reduces the distance food travels and, therefore, the amount of energy needed to get the produce to their stores. It has also undertaken several significant initiatives to reduce waste and improve energy efficiency. Most recently it has used its influence to require its vast network of suppliers to provide a sustainability score so shoppers can tell at a glance how each product stacks up

based on a sustainability index it is creating. This will be analogous to a nutritional label on food. Wal-Mart's metamorphosis from an environmental oppressor to an environmental ally has been enormously successful and helped the company not only to improve its image but to increase sales and reduce costs. Change – even by a huge company – can be implemented on a massive scale if the leaders of the company are solidly behind the actions and their motives are sincere.

Meaningful change can also be facilitated by less well-known business leaders. Jay Coen Gilbert and Bart and Chrissy Houlahan built a successful sports apparel company. After selling the company they joined with Andrew Kassoy and created a non-profit organization to promote a new type of corporation designated by a single letter, “B,” which stands for benefit. “B” corporations are ones that create benefits for everyone, not just for themselves. When I interviewed Jay Coen Gilbert for this article he made it clear that their vision is to “create a new economic sector that uses the power of business to solve social and environmental problems.”

Their trademarked motto is “the change we seek.” More specifically, a “B” corporation is one that does business in a more sustainable, less wasteful way and that treats all its stakeholders fairly. To be designated a “B” Corporation a business must attain certification by answering about 200 questions to assess the company's effect on its stakeholders. In addition, a company seeking certification must amend its articles of incorporation to document their dedication to stakeholder interests and to preserve these policies even if new investors or management takes over.

The rating system was developed by the non-profit B Lab which then advocates for and supports these companies. Since B Lab's creation in 2006, 240 companies from around the U.S. have been certified.

They represent 54 industries and have around \$7 billion in assets. How far this movement will go is yet to be determined but the concept illustrates how visionary ideas can spread and offer the potential for improving the world in a major way.

Every country faces some or all of the following challenges: pervasive poverty, pollution and corruption; inadequate health care, education and energy resources. Every one of these issues affects businesses. Today's business leaders, who have practical experience solving problems and making operations more efficient, must be willing to subordinate their short-term, narrow interests and work toward solving problems that affect the welfare of all people. Leaders who understand themselves, want to share their bounty, are willing to risk derision, and know that the status quo is untenable are

the ones that need to step forward. We can solve our problems but we can't do it without farsighted leadership and we cannot afford to wait.

THREE FACES OF POWER: A FRAMEWORK FOR ADVOCACY²

Advocacy Approach	Assumptions about Power	Assumptions about Powerlessness	Who is Driving the Action?	What is changing in the process?	At what level is change occurring?
<p><i>Public Interest</i></p> <p>Advocacy <i>for</i> the people</p>	Which interest group <i>wins or loses</i> on key, clear recognizable issues	<ul style="list-style-type: none"> - Individual choice, inaction not seen as serious problem, reflects either apathy or relative contentment of citizenry with the status quo. - Lack of resources to compete effectively 	Professional policy leadership and 'expert knowledge'	<ul style="list-style-type: none"> - Policy issues that is narrow and winnable according to the rules of the game of the current system. - Does not usually concern strengthening or organizing grassroots groups. - Assumes policy change is enough to get concerns addressed. 	Change occurs primarily at the policy level.
<p><i>Citizen Action</i></p> <p>Advocacy <i>with and by</i> the people</p>	Who or which group sits at the table <i>to set the agenda</i> and get issues recognized	<ul style="list-style-type: none"> - Systemic or structural barriers keep certain groups and issues from the table - Lack of resources 	Professional organizers build local leadership	<ul style="list-style-type: none"> - Galvanize grass roots and challenge structures; - Build and strengthen powerful grassroots organizations and coalitions to influence change (NGO/CBO) - The NGOs and CBOs get issues to the policy table for action and enforcement. 	Change occurs at the policy level and civil society level.
<p><i>Transformational</i></p> <p>Advocacy <i>by</i> the people</p>	<i>Powerholders shape consciousness</i> and awareness of issues through processes of socialization, secrecy, information control, etc.	<ul style="list-style-type: none"> - Barriers exist due to lack of awareness, critical consciousness and information - Oppression is internalized and people blame themselves 	Indigenous/ grass roots leadership	<ul style="list-style-type: none"> - Education to develop political awareness, confidence, and sense of rights - Identify urgent issues that challenge structures. - Local leaders and organizations are involved in decision-making, challenge policies and structures and work to influence change. - Local knowledge and monitoring of policy implementation and enforcement. 	Change occurs at three levels: policy, civil society and democracy.

² Adapted by the Advocacy and Networking Certificate, Coady International Institute, November 2002 from John Gaventa, [Citizen Knowledge, Citizen Competence and Democracy Building](#), Chapter 1X.

NOTES

GSL International, New York and Maine

Founded in 2000, GSL is one of the few training programs for emerging social change leaders that provide leadership and entrepreneurial training for local community leadership. To date, over 400 participants from more than 38 countries have graduated from GSL International. GSL offers programs in Africa, Latin America, Eastern Europe and the USA/ New York. Through the interactive and experiential training, participants complete the training program with an enhanced understanding of who they are, where they are going, and how they can make a difference in their communities and the world. It is this self-knowledge and self-confidence that form the foundation of personal leadership and empowers them to take action in realizing their dreams. GSL's entrepreneurial training and leadership development programs are transforming local communities. The training provides community leaders with transferable skills and education; community-based reinvestment strategies; a collaborative partnership and alliance building orientation; and a commitment to visionary and inclusive leadership. GSL International is a sustainable solution that not only responds to the demand for well formed, inspired global leaders but also provides well trained, economically empowered entrepreneurs with articulate, informed voices that advocate for systems, policies and practices necessary for a new landscape of leadership. GSL International encourages leaders to rebuild the fabric of our world by purposefully empowering them with leadership skills, entrepreneurial training and advocacy abilities. For more information: gslnetinternational@gmail.com
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Iyolosiwa

Iyolosiwa A.C. is an organization that provides an educational process that adopts the Popular Education perspective. Through this educational methodology, individuals and groups who share their knowledge and processes can generate social change. Iyolosiwa A.C. is currently located in six cities of the country (Arteaga, Coahuila, Ayutla de los Libres, Gro., Guadalajara, Jalisco, León, Gto, México, D.F, San Luis Potosi, SLP) with approximately forty members in various programs.

Iyolosiwa, a civil association, since its conception has adopted the practice of popular education to promote educational projects and social change processes where we work with the poor to improve the living conditions of communities. Together we collaborate to build a world of justice, fairness and respect for the dignity of every person and of every culture. For more information:

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