



Sample Timeline for Six-Hour CEU Workshop "Helping Men Give and Get All the Love They Can"

- 9:15–9:25:** Jack introduces himself, explains his background, experience and passion in working with men for the happiness of all.
- 9:25–10:00:** Jack asks each participant to discuss a) the work they are currently doing, b) the reasons for their interest in working with men, and c) their experiences and challenges in working with men so far. Jack emphasizes that he is "not the smartest person in the room" and he wants and expects participants to get the benefit of hearing each other's experience, thoughts and observations.
- 10:00–10:30:** We will do a feeling exercise as an icebreaker. Jack will say that he knows there is a lot of pain surrounding relationships with men. Nonetheless we will do an exercise to help participants "open their hearts to men." Each participant will be given three chenille sticks (pipe cleaners). They will be asked to fashion a symbol representing a positive man in their life, if they had one. If they had none, they will be asked to fashion a representation of what they would have liked from a man. Participants will be asked if any wish to volunteer to share and explain their symbols.
- 10:30–10:45:** Break
- 10:45–11:00:** Role-playing begins. It's 1972, the early days of the women's movement. Jack will set the stage by presenting TV commercials from that era showing the classic stereotypes of women at that time.
- 11:00–11:20:** Still 1972. Jack will role-play that he is a middle manager in a large American corporation. He is somewhat sympathetic to the women's movement and is now in a meeting of other middle managers to talk about hiring more women to join their ranks. The other participants will role-play the middle managers who are apathetic at best and hostile at worst to the idea of having women as colleagues. Jack will have a volunteer note all their objections on a flipchart.
- 11:20–11:45:** After the role-play Jack will lead a discussion about the objections on the flipchart. Together with the group he will note that some are based on stereotypes and others are based on more ostensibly practical "we can't do that because" objections. About the stereotypes, Jack will ask: How do they harm women? How do they harm the corporation that believes them? How do they harm the whole national economy? He will then ask if there is a relationship between the stereotypes and the other objections. "Do we see a certain amount of negative thinking here? A certain apathy or even resistance to women hidden in these objections?" Finally for this segment, he will ask about the very definitions of what being a "good" business manager means, and how definitions based on a male model inherently and inevitably disadvantage and demean women's style, skills and abilities.
- 11:45–12:30:** Lunch
- 12:30–12:50:** With stereotypes about women fresh on participants' minds and using the discussion in the role-play as an example, we'll talk about the nature of stereotypes: where they come from, the purposes they serve, the vested interests and power structures they protect, and the effect they have on problem-solving and progress.
- 12:50–1:05:** Jack will talk about the male power structure that was served and protected by the stereotypes of women in 1972 and the resistance women encountered from some men in positions of power. He will offer a graphic depiction of the male power structure as a hierarchical pyramid constructed of blue blocks, the genogram symbol of males, with a big green dollar sign at the top. In his graphic, a pyramid looms over a low, flat pink line symbolizing women's relative lack of power. We'll talk about all the good things the male power structure provided to men, what the big green dollar sign represents: money, power, prestige, etc. We'll talk about how this male-dominated power structures works to women's disadvantage.
- 1:05–1:20:** Jack will show a slide with a quote from Gloria Steinem in 1997: "Over the last 25 years, we've convinced ourselves and a majority of the country that women can do what men can do. Now we have to convince the majority of the country—and ourselves—that men can do what women can do." Jack will explain

that the 1972 date for the role-play was 25 years before Gloria Steinem's 1997 statement about what had happened in the previous 25 years. Jack will lead a discussion of what Gloria Steinem meant.

- 1:20–1:30:** Time to switch gears. Now it's 2014. Jack will present recent TV commercials showing stereotypes of men.
- 1:30–2:05** Jack will ask for three volunteers to take ten-minute turns playing the role of a middle manager at a social services agency. The other participants will play the role of social worker colleagues. The volunteer will explain why s/he wants to engage more men in the agency's services and programs and what, if any specific ideas s/he has for new services and programs for men s/he wants to start. The other participants will provide the pushback. A volunteer at the flipchart will note all the objections that come up.
- 2:05–2:20:** Break
- 2:20–2:30:** Just as he did following the previous role-play, Jack will lead a discussion about the objections on the flipchart. Together with the group he will note that some are based on stereotypes and others are based on more ostensibly practical "we can't do that" objections. About the stereotypes, Jack will ask: How do they harm men? How do they harm the agency that believes them? How do they harm the whole community? He will then ask if there is a relationship between the stereotypes and the other objections. "Do we see a certain amount of negative thinking here? A certain apathy or even resistance to men hidden in these objections?"
- 2:30–2:35:** Jack will ask whether the anti-male stereotypes on the second flipchart, like the anti-female stereotypes on the first, serve any purpose or protect any power structure. Typically, participants can't imagine what power structure anti-male stereotypes might serve.
- 2:35–2:50:** Jack will offer a conceptual model of a power structure that anti-male stereotypes serve. First, he will refer back to the image of the tall pyramid representing male power and the low, flat, pink line representing women's relative powerlessness. He will note that this is a horizontal view. He will then present a vertical view looking down from above. He will show that the pink structure is actually quite formidable: a circle of interlocking mother-child genograms with a big red heart at the middle. "The Sisterhood is powerful," he will say. At the same time, the male power structure is shown to be quite narrow, a relatively unstable structure — a facade in some ways. We'll talk about all the good things the female power structure provides to women, all the good things the big red heart represents: strong relationships with children, strong emotional ties, a feeling of belonging and acceptance. We'll talk about the benefits of men having those things too.
- 2:50–3:05:** Jack will refer back to the idea of how male-centered definitions of what makes a good manager automatically disqualified women and their definitions. Jack will relate that to our typical concepts of "nurturing" and suggest that the best definition of nurturing is "helping children grow up happy, strong and confident." Jack will offer examples of distinctly male styles of nurturing. Similarly, he will talk about expanding the idea of what men should "provide."
- 3:05– 3:25:** Jack will present a) published research and examples from the media that debunk common anti-male stereotypes. (Research from Edin, Pruett, Gilmore, Koestner; reference to NFI's Father Factor), b) ideas for services and programs (including some new ones for women) that did not come up in the previous round of role-playing, c) ideas for funding initiatives, and d) strategies for engaging men.
- 3:25–3:50:** We'll do another round of role-playing of the previous scenario, this time with two volunteers taking ten-minute turns.
- 3:50–4:00:** Jack will debrief the role-play by asking whether the ideas and information Jack presented made any difference in the approach or the effectiveness of the two people in the most recent round of role-plays compared to the three who went before.
- 4:00–4:10:** Summary and recap.
- 4:10–4:25:** Free discussion, wrap-up.
- 4:25–4:30:** Participants complete their evaluation forms.