



Developing Leadership and Organizing Structure for Engaging Men Initiatives

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1

WHY CONSIDER LEADERSHIP AND ORGANIZING STRUCTURES FOR ENGAGING MEN?

- ▶ The aims of Engaging Men strategies center on creating ownership and investment amongst men to take action towards gender equity and against gender-based violence.
- ▶ Creating structure and processes for men to get involved, grow their skills, and lead efforts (from events, to planning, to educational sessions) is pivotal to these aims.
- ▶ This guide will address best practices and examples of *how to develop structure to assist with leadership development and sustainable organizing models* of engaging men.

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THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN

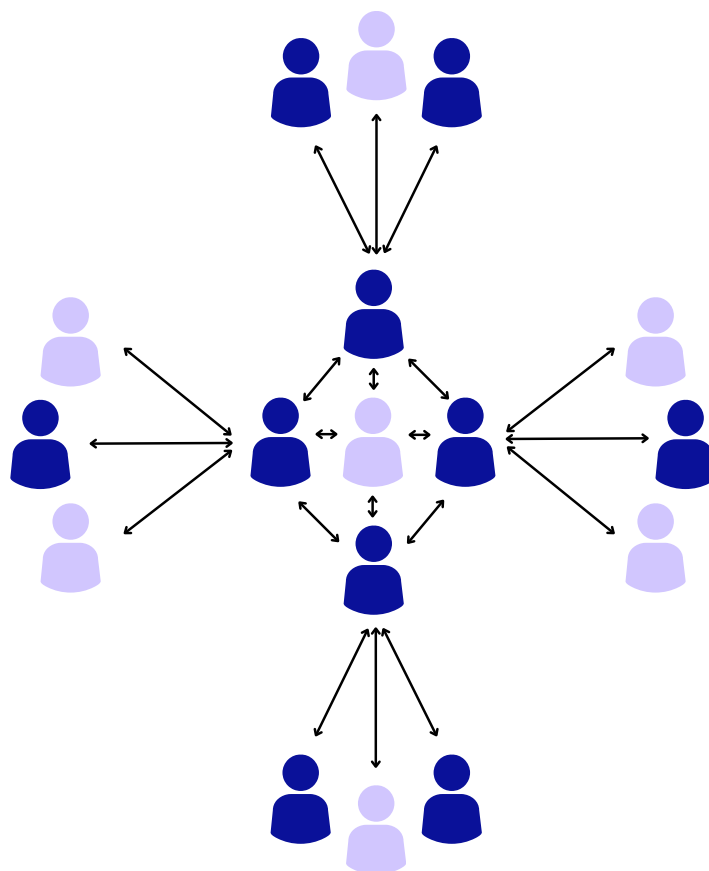
- ▶ *People need structure and accountability to engage others.*
- ▶ *The purpose of Organizing Structures is to move individuals (especially men) from outer tiers to inner tiers, thereby increasing the responsibilities, skills, and leadership of men.*



2 THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN (continued)

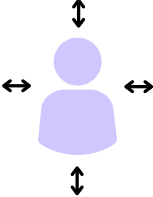
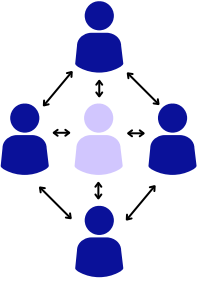
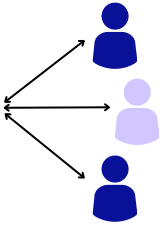
THE “SNOWFLAKE” MODEL

The “Snowflake” model, developed by Dr. Marshall Ganz in [Organizing: People, Power, Change](#), can be used to achieve this multi-tiered structure of leadership, roles, and community organizing:



2 THE “SNOWFLAKE” MODEL OF SUSTAINABLE ORGANIZING STRUCTURES FOR ENGAGING MEN (continued)

Tiers of Engagement Support Planning and Leadership Development

TIER	LEVEL OF ENGAGEMENT	SKILLS
<p>Inner</p> 	<ul style="list-style-type: none"> • Consistent (near-weekly engagement) • Invested and committed to ongoing leadership • Planners; coordinators; facilitators; leaders 	<ul style="list-style-type: none"> • All inner-tier members are trained in Engaging Men 101 (e.g., key concepts, methods) • 1-2 members are highly trained in Engaging Men skills (e.g., defining goals, strategies, best practices, facilitation)
<p>Middle</p> 	<ul style="list-style-type: none"> • Ongoing, but infrequent • Invested in mission, but not heavy commitment like “inner” circle • Support with outreach, planning, and facilitation, as needed (e.g., be a primary contact to develop a listening session) 	<ul style="list-style-type: none"> • All members have received a little training on key concepts of Engaging Men • Select individuals are trained on specific topics, as needed (e.g., facilitation, storytelling)
<p>Outer</p> 	<ul style="list-style-type: none"> • Occasional • Not invested in ongoing efforts • Connected through outreach, programming, and events 	<ul style="list-style-type: none"> • No training or engaging men skills



3 BEST PRACTICES

Best Practices for Developing an Organizing Structure

Roles: Structured roles are critical for sustainability and buy-in (e.g., Facilitation, Follow-Up, Note-Taking, Outreach, Onboarding). People can have multiple roles.

Leadership & Coordination: Identifying 1-2 primary leaders to coordinate and “hold” the initiative is essential.

Schedule: Having a clear schedule sets expectations, boundaries, and buy-in. Different models and different roles require different frequencies of meetings. The more “inner” layer of involvement, the more meetings are needed.

Purpose: Clarifying the goal of groups is essential for buy-in. “Engaging Men” doesn’t need to be the explicit, exclusive purpose. “Engaging Men” efforts could, for example, be located within a group whose focus is Mental Health or Healthy Relationships.

Training & Onboarding: The more leadership one takes, the more support they need. Ensure training and onboarding that enables one to succeed in their role.

Refreshment: Identifying new individuals to join a group, semester-upon-semester, is critical. Ensure time to discuss recruitment on an ongoing basis.

Embedding Within Institutions: Coordination, leadership development, and training require time and money. Identifying where Engaging Men efforts and organizing models can embed within student groups or academic and administrative departments is key.



3 BEST PRACTICES (continued)

SETTING ROLES & EXPECTATIONS

People need to know what they're getting into.

Providing clear roles and expectations enables individuals to commit to leadership (through supporting them to set boundaries) and allows for a sharing of responsibility that aids collectivity and prevents the consequences of turnover.

Consider the following roles and expectations to set:

ROLES	EXPECTATIONS TO SET
<ul style="list-style-type: none"> • Outreach / relationship-building • Planning • Organizing/Coordination • Facilitation / Training • Administrative Advocacy • Culture-Keepers 	<ul style="list-style-type: none"> • Time commitment • Frequency of meetings (with group, individuals, events) • Roles/responsibilities • Length of commitment to roles • Required training/preparation for role • Ground rules (e.g., standards of communication; awareness of power)



3 BEST PRACTICES (*continued*)

BEST PRACTICES FOR INCREASING INVOLVEMENT AND LEADERSHIP DEVELOPMENT

People need opportunities, training, and support to lead.

In order to gain investment and move individuals in the outer and middle tiers to move more inwards towards leadership...

- Ensure appropriate training/onboarding for individuals as they scale up their level of leadership
- Scan for prospective leadership qualities
- Identify prospective leaders' goals, values, and shared interests to align leadership opportunities with what they care about
- Don't be afraid to make "asks" for individuals to increase their leadership
- Provide clear roles and expectations



4 SAMPLE CAMPUS MODELS

Because the “Snowflake” model is a structure for defining roles and developing leadership based on the inner, middle, and outer tiers, it can be applied and integrated in many ways on campuses.

The following are examples of common campus models and groups that the “Snowflake Model” can be integrated into.

SAMPLE MODELS	STRUCTURE/DETAILS
<p>CCRT Working Groups or Sub-Committees</p>	<ul style="list-style-type: none"> Working groups are a <u>useful structure if there is already an existing body for coordinating prevention education and victim services.</u> Working groups are strong in <u>drawing participation from students, staff, and faculty across different sectors of campus.</u> With a working group at the center of the Snowflake, members can access diverse sectors of the institution (e.g., Residential Life, Athletics, Student Groups; Admissions). Useful to encourage <u>student-staff collaboration.</u> <u>Working groups create a leadership ladder</u> for individuals to grow their commitment.



4 SAMPLE CAMPUS MODELS *(continued)*

SAMPLE MODELS	STRUCTURE/DETAILS
<p>Student Advisory Groups</p>	<ul style="list-style-type: none"> • Student Advisory Groups are strong in <u>cultivating new, energized leaders.</u> • <u>It is important to ensure Student Advisory Groups have power to create and advance strategies.</u> Creating a group to “loosely advise,” but not coordinate efforts, risks losing trust and preventing leadership development. • <u>Identifying a location for an advisory group is key for sustainability</u> (e.g., Student Affairs or DEI office).
<p>Liaison-Based Coalition</p>	<ul style="list-style-type: none"> • Embedding liaisons across departments and/or student groups creates <u>sustainability shared commitment.</u> • <u>A liaison structure creates a clear, manageable expectation</u> (and a healthy “nudge”) <u>for male student groups, in particular, to participate.</u> • Identifying the purpose of the coalition and/or who is the primary coordinator of the coalition, is key for buy-in.

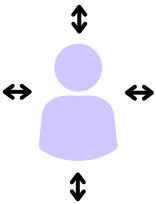
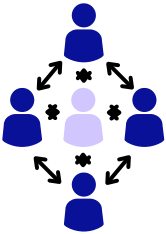
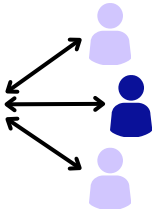


4 SAMPLE CAMPUS MODELS *(continued)*

SAMPLE MODELS	STRUCTURE/DETAILS
<p style="text-align: center;">Event or Programming-Based Structure</p>	<ul style="list-style-type: none"> • <u>If your Engaging Men strategy focuses on a single event</u> (e.g., Sexual Assault Awareness Month) or type of programming (e.g., tailoring your bystander intervention training), <u>consider creating a structure—with tiers of leadership and roles—that focuses on this single strategy.</u> • Focusing on a single event or strategy can clarify expectations and prevent members from being overwhelmed by the task of engaging “all” men.
<p style="text-align: center;">Existing Group Structures</p>	<ul style="list-style-type: none"> • If developing new groups or models is not possible, consider how to embed Engaging Men initiatives and leadership roles into <u>existing student or faculty structures.</u> • <u>Examples of existing structures to leverage include:</u> Student-Athlete Advisory Councils, Peer Educators, Cultural Organizations, Panhellenic Councils.

4 SAMPLE CAMPUS MODELS (continued)

**PUTTING IT ALL TOGETHER:
“STUDENTS FOR SAFE LIVING” LIAISON-MODEL**

TIER	CAMPUS ROLE(S)	RESPONSIBILITIES	TRAINING REQUIRED
	Assistant Dean of Resident Life	<ul style="list-style-type: none"> • Coordination, scheduling, and follow-up • Facilitation • Strategic planning • Training new leaders • Presenting • Frequency: Almost daily 	<ul style="list-style-type: none"> • FUTURES Engaging Men “Train-the-Trainer” • Key Concepts; Facilitation; Best Practices for Engagement and Messaging; Organizing Models; Storytelling
	Student Liaisons (athletics, Greek life, student clubs)	<ul style="list-style-type: none"> • Facilitation & presentation at events • Planning • Outreach & recruitment • Note-taking • Frequency: Meet monthly 	<ul style="list-style-type: none"> • Trained by Assistant Dean of Resident Life • Basics on healthy relationships and gender norms • Best practices for engagement and messaging • Facilitation
	Students in liaisons’ groups	<ul style="list-style-type: none"> • Participate in listening sessions or expanded planning sessions • Attend events 	No training required