

# MANLY AWARENESS WORKSHOP

Version 3

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# Introduction

## Manly Awareness Workshop

What is it to be a man?

This seems to be the basic question for the workshop. John Shuford's agenda for the Manly Awareness Workshop begins to address the problem. Masculine stereotypes and the "Macho Image" are a good place to start. John Shuford makes the connection between violence and the masculine stereotype and also establishes the goals of Emotional Maturity, Spiritual Growth and Social Responsibility. However, John's agenda also includes a great deal of material about anger that has already been covered in the Anger Management Workshop.

It seems to me that "manliness" means something very different to someone in his 20s as compared to someone in his 50s or 60s. Perhaps the workshop needs to take into account the age of the participants. A young man in his 20s may be struggling with adolescent development issues, independence, and separation from family. The concept of "manliness" may be very different for someone in his 50s or 60s who has had a successful career, raised a family, has gone through a midlife transition and is looking for a new direction in life.

Stages of manliness have been outlined by Gail Sheehy in her "Passages" books and by Eric Erikson's Stages of Psychosocial Development, Abraham Maslow's Needs Hierarchy and Lawrence Kohlberg's Moral Development Model. Perhaps this material can provide a conceptual background for the Manly Awareness Workshop.

It also seems to me that many men in prison are struggling from adolescence to adulthood. They may have separated from their families physically, but many are still emotionally and financially dependent on their mothers. Frequently, the only persons who visit them are their mothers.

The prison system is a difficult place to become an adult. In many ways, the system treats the inmates like children. They are told when to get up, what to eat and when to go to bed. Their meals are served to them. The yard is not much different than a playground. They live by strict "house" rules. This is not a path to independence.

Being a man is a biological fact..

But masculinity is a social construct... by society

Developing emotional intelligence... and maturity

Shifting focus from outside problems to inner responsibility

Searching for authenticity

Typical Masculine Stereotypes: John Wayne, Clint Eastwood, Clark Gable, Gary Cooper

## **Goals of the Workshop**

1. Become Emotionally Mature
2. Become Spiritual Aware
3. Become Socially Responsible

## **Workshop Structure**

The structure follows a chronological order in our growth in manliness from childhood to a mature adult. The exercises are designed to examine our ideas about manliness and to serve as guides on that path.

### **The Structure of the Workshop Sessions are:**

- Session 1 – Introduction and Community Building
- Session 2 – Manhood Role Models (Childhood and masculine stereotypes)
- Session 3 – Steps to Manliness (Adolescence and youth)
- Session 4 – The Manly Path of Life (Adulthood and Maturity)
- Session 5 – Manliness in Prison (The prison experience as a man)
- Session 6 – Closure

### **The Structure of Each Session is:**

Select a topic or theme for each session of the workshop

Arrange the topics in chronological order

Organize each session of the workshop as follows:

- Select a gathering about the theme of the session
- Do a brainstorm to discover the participant's understanding of the topic
- Do an experiential exercise on the topic followed by small group discussions
- Include a Light & Lively in the session
- Do a talk on the concept of the topic with tools as a takeaway\*
- Include an evaluation of the session

It is helpful if the talk includes both verbal and visual elements and a handout is provided for the takeaway.

# **Goals of the Manly Awareness Workshop**

## **1. Emotional Maturity**

- Become more open to change
- Be able to express my feelings to others in a positive and assertive way
- Become a good listener who can empathize with the feelings of others
- Identify and let go of stereotypes about masculinity
- Manage my anger so it does not hurt myself or others
- Be willing to admit when I am wrong.
- Develop loving and supportive relationships

## **2. Spiritual Growth**

- Maintain strong moral values
- Be in touch with my inner spiritual feelings
- Look for a higher power to guide my life
- Develop a sense of mission in my life
- Be willing to forgive others
- Live a life of honesty and truth

## **3. Social Responsibility**

- Be aware of how my decisions can affect my family and my community
- Provide material and moral support for the family
- Contribute to the health of my community
- Reach out and help those in need
- Work for social change in the society
- Be a positive role model
- Become a Mentor and empower young men

## Transforming Power for Men

1. Men seek to resolve conflicts by reaching for common ground.
2. Men reach for that which is good in others.
3. Men listen before making judgments.
4. Men base their position on truth.
5. Men are ready to revise their position, if it is wrong.
6. Men expect to experience great inward power to act.
7. Men risk being creative rather than violent.
8. Men use surprise and humor to defuse conflicts.
9. Men trust their inner sense when to act and when to withdraw.
10. Men are willing to suffer for what is important.
11. Men are patient and persistent.
12. Men build a community based on honesty, respect and caring.



## **Suggested Manly Awareness Agenda**

### SESSION 1 – Friday Afternoon

Theme: Community Building

Introduction of Leaders

Opening Talk: Goals, Overview & Structure, Expectations, Housekeeping

Agenda Review

Introduction of Participants: What I want to get out of this workshop is...

Adjective Name Game

Light & Lively

Stand Up Exercise

Definition of a “Man” Exercise

Concentric Circles Exercise

Evaluation

### SESSION 2 – Friday Evening

Theme: Manhood Role Models – Childhood and Masculine Stereotypes

Reading: Poem from Luther Sanders

Gathering: A time I was proud to be a man...

Brainstorm: Violence and Masculine Stereotypes

“A Man vs “The Man” Exercise

Light & Lively

Whip: Qualities I would like to have in a father are...

Role Models for Manliness as a Child

The Message Exercise

Evaluation

Homework: Write: My experience as a man is...

### SESSION 3 – Saturday Morning

Theme: Steps to Manliness – Adolescence and Youth

Reading: Poem from Luther Sanders

Gathering: Read: My experience as a msn is...

Seven Steps to Manliness Exercise

Light & Lively

Labels Exercise:

Emotional Maturity, Spiritual Growth, and Social Responsibility

Evaluation

#### SESSION 4 – Saturday Afternoon

Theme: The Manly Path of Life – Adulthood and Maturity

Reading: Poem from Luther Sanders

Gathering: Something that I find difficult about being a man is...

Manly Mandala, Right to Empowerment and Tips for a Lifetime

The Manly Path of Life Exercise – Discussion of personal stage of life

Light & Lively

The Mission Exercise

Evaluation

Homework: Write: My personal mission statement is...

#### SESSION 5 – Sunday Morning

Theme: Manliness in Prison – The Prison Experience as a Man

Reading: Poem from Luther Sanders

Gathering: Read personal mission statement

Find Your Strong Suit Exercise

Discussion: How does the prison experience reinforce masculine stereotypes?

Light & Lively

Roles Exercise

Empathy Exercise: Something about Manliness that I'm working on now is...

Evaluation

#### SESSION 6 – Sunday Afternoon

Theme: Closure

Affirmation Posters

Gathering: Something I've learned about Manliness in this workshop is... \ or Something that I like about this group is...

Magic Carpet Exercise

Written evaluation of workshop

Where do we go from here?

Peace Pledges

Certificates

Closing Circle

## Manly Awareness Stand Up Exercise

**Purpose:** To begin to build a sense of community. To initiate the awareness of the experiences we have in common.

**Time:** 30 Minutes

**Materials:** Manly Stand Up Statements

**Sequence:** 1. Have group seated in a circle. Tell the group that you will be making different statements and that they should stand up on all the statements that apply to them. Have everyone sit back down before reading a new statement. Tell the group that this is a silent exercise and that they will have an opportunity to speak after the exercise is completed. Read the manly Stand Up Statements and pause between each statement.

**Processing:**

- How did this exercise make you feel?
- What kind of awareness does an exercise like this bring about?
- Were you surprised about the things that you have in common with the group?
- Were there any statements that you were hesitant stand up on? If so, which statement was it?
- Did seeing others stand make it easier for others to stand during a personal or uncomfortable statement?
- What does this exercise have to do with manly awareness?



## Stand-Up Topics on Manly Awareness

*\* (Topics that relate to the themes of the workshop.)*

Stand up silently if...

You come from a single parent family.

\* You are over 40.

You were raised poor.

You grew up in the city.

You came from a family where drugs or alcohol was/is a problem.

You are a veteran.

You were told that boys don't show feelings.

You had trouble in school.

\* You have been so angry that you saw red.

You wanted to be a jock.

\* You were ever told not to cry.

You have been in love

\* You are married.

\* You have children.

You believe that a man should be the master of the family.

You have ever physically, mentally or emotionally hurt a person of the opposite sex.

You believe that a woman should raise the children and that men should earn the bacon..

\* You have had a job with a regular paycheck.

\* You have been laid off or fired from a job.

You have treated your children the way your father treated you.

\* You have ever hugged your father during your adult life.

You have ever been encouraged by a woman other than your mother.

You have ever witnessed/or known your father to cheat on your mother.

You grew up in a family with domestic violence.

You have ever been accused of doing something you did not do.

You have ever accused someone of doing something they did not do.

\* You believe that men should be tough and strong.

You have a mother figure that you love.

You have ever laughed so hard it hurt.

\* You have ever has a spiritual experience

You are your father's son.

\* Being a man is something you find you have to work at.

## Definition of a “Man”

Purpose: To explore the many different definitions of a man based on an individual’s perception.

Time: 30 Minutes

Materials: Large newsprint, markers, dictionary definition of “man”

Sequence: 1. Write the definition of “man” according to the dictionary on newsprint and post it for everyone to see. Have a volunteer read it aloud.

**Man** *n., pl., men* **1.** A human being; person; one of the species of primates having the most developed brain and articulate speech (homo sapiens).

**2.** The human race; mankind. **3.** An adult male human being.

*Webster’s New World Dictionary*

2. Explain that although there is a technical definition from the dictionary, everyone has their own perception of what a “man” is. Also, the dictionary does not define it from the essence of a moral or ethical standpoint

3. Break into groups by age brackets (ex. 30 and under, 30-40 and 40 and over). You may adjust the age range to even up the groups. Supply each group with a sheet of newsprint and a marker.

(Alternate, supply each person in the group with a 3x5 card and ask each of them to write their definition of a man.)

4. Instruct the groups that they are to work together to create their own definition of a man from a moral and/or ethical standpoint. Allow 10 to 15 minutes for this.

5. When all the groups are done, have each group post their definition for all to see. Have one person from each group read their group’s definition.

Process:

- How do you feel after the exercise?
- Did it open your eyes to anything new?
- Did it have a positive or negative effect on your individual perception?
- What is the difference in the perception in each group?
- Do you feel than any one of the other definitions is flawed?
- Are you surprised by the similarities?
- What can we learn from this exercise?
- Did anything in this exercise change the way for you to be a man?

## **Concentric Circles Topics on Manly Awareness**

Allow three minutes on each topic

1. I have the most fun when...
2. Something that I do when I'm feeling low is...
3. I feel trust in another person when...
4. A way someone helped me feel good about myself was...
5. Were there negative things that adults told you about yourself as a boy?
6. How have these negative experiences affected your life? (With the same partner as 3)
7. One of the most difficult things I have had to do as a man is ...
8. What are the benefits of being a man?
9. What are the burdens of being a man?

## **Gatherings on Manly Awareness**

1. A time I was proud to be a man was...
2. A relationship I would like to transform is...
3. Something I find difficult about being a man is...
4. A way I lower my stress level is...
5. A way that I work to be socially responsible is...
6. A way I get in touch with my spiritual power is...

## What is Violence Brainstorm

- Purpose:** Since this is an Alternatives to Violence program, it is important to explore the meaning of the word “violence.” Does this only include physical violence? Can violence be verbal or emotional? Can organizations or institutions create violence?
- Time:** 15 Minutes
- Materials:** Newsprint and Markers
- Sequence:** Write this question on the top of a sheet of newsprint: “What is Violence.”
- Explain that this is a brainstorm and we ask people to throw out ideas, words and phrases that mean violence. In a brainstorm we do not disagree or criticize the ideas of others. We are free to throw out our own ideas but may not argue about the ideas of others.
- The brainstorm may include both the causes of violence, acts of violence and the results of violence.
- After you have filled up one or more sheets of newsprint, you may want to discuss which ideas are causes or roots of violence and which are the results of violence. You may find that the causes and results are the same. This often creates an unending cycle of violence.
- Follow the “What is Violence” brainstorm with the “A Man” vs “The Man” exercise. Then it may be helpful to compare ways that the items in the masculine stereotype of “The Man” is similar to the items in the Violence Brainstorm.

## **“A Man” vs. “The Man” Exercise**

**Purpose:** To help participants to become more aware of their perceptions about being “A Man” as opposed to being “The Man.” To share their perceptions about masculinity and to come to consensus about the meaning of the terms “A Man” vs. “The Man.”

**Time:** 30 to 40 minutes

**Materials:** Newsprint, Markers and copies of the “A Man” vs. “The Man” handout

**Exercise:** Introduction and Explanation –

“The Man” does not mean the white authority figure and oppressor.  
“The Man” does mean the person who thinks that he is the king pin or the big man. “The Man” puts on a “face” and puts on the masculine stereotype.  
“The Man” is about having a fake image.  
“A Man” is about having an honest image. “A Man” is about being a healthy and balanced human being.

1. Distribute out copies of the “A Man” vs. “The Man” handout to each participant. Then ask the participants to write down the characteristics that come to mind for each category. Give examples if necessary. Allow 5 or 6 minutes for this process
2. (Optional) Divide into groups of four and depending on the number of participants. Ask each group to share their answers to the “A Man” vs. “The Man” handout. Allow 5 or 6 minutes for this process.
3. Write on newsprint two large headings (one heading per sheet of newsprint): “A Man” and “The Man.” Ask participants to return to the large circle. Instruct them one at a time to write a characteristic under one of the two headings, based on what they wrote on their handouts, and without repeating what someone else wrote. Allow 8 to 10 minutes.
4. Begin an open discussion comparing the qualities listed under “A Man” and “The Man.” Allow 8 to 10 minutes. Then compare the qualities listed under “The Man” and the previous “What is Violence” brainstorm. What conclusions can you draw about these qualities? Allow 8 to 10 minutes.
5. (If there is time) Hand out strips of paper with one of two questions on it:
  1. A time trying to be “The Man” has hurt or benefited me or someone who I care about.
  2. A time trying to be “A Man” has hurt or benefited me or someone who I care about.Allow 30 seconds for participants to think of an answer and 1 minute to write a response. Go around the room and ask participants to read their response aloud.
6. Ask for comments about the exercise and what the participants learned

**“A MAN”**

**“THE MAN”**



**“A MAN”**

**“THE MAN”**



A time trying to be “The Man” has hurt or benefited me or someone who I care about.

A time trying to be “A Man” has hurt or benefited me or someone who I care about.

A time trying to be “The Man” has hurt or benefited me or someone who I care about.

A time trying to be “A Man” has hurt or benefited me or someone who I care about.

## Role Models for Manliness

**Purpose:** As we explore our personal models of manliness, it is important to first become aware of the role models for manliness that we had when we were growing up. These role models were usually our fathers or the other influential men in our lives and they often have had a profound effect on our lives and our self-images.

**Time:** 30 Minutes

**Materials:** Newsprint chart with “Manhood Types”

**Exercise:** Begin with by explaining seven manhood types as follows:

- RAMM – Resurgent Angry Macho Man
- COW – Career Oriented Workaholic
- SNAG – Sensitive New Age Guy
- DOM – Dominant Male
- MOG – Messenger from God
- DAAD – Drug and Alcohol Addicted Dad
- PAL – Partner and Leader
- AWOL – Absent Without Leave Father
- OT – Other

Then give a personal example of a role model from childhood such as:

“I was the oldest of four children and my father was the pastor of a church. He was a very busy man. He wanted his children to be good examples to the members of the congregation. He also wanted us to help our overworked mother. He tried to set up rules for the household but we were not too pleased with the rules. In later years I had the image of my father as a man who usually carried around an invisible pulpit with him and preached to us from behind his pulpit. As a role model he was certainly a MOG – A Messenger from God. “

“Fortunately, sometimes he put down his invisible pulpit and took us for a hike in the woods where he taught us the names of the flowers and trees and talked about his own childhood.”

Divide into small groups of three or four and ask each person to share:

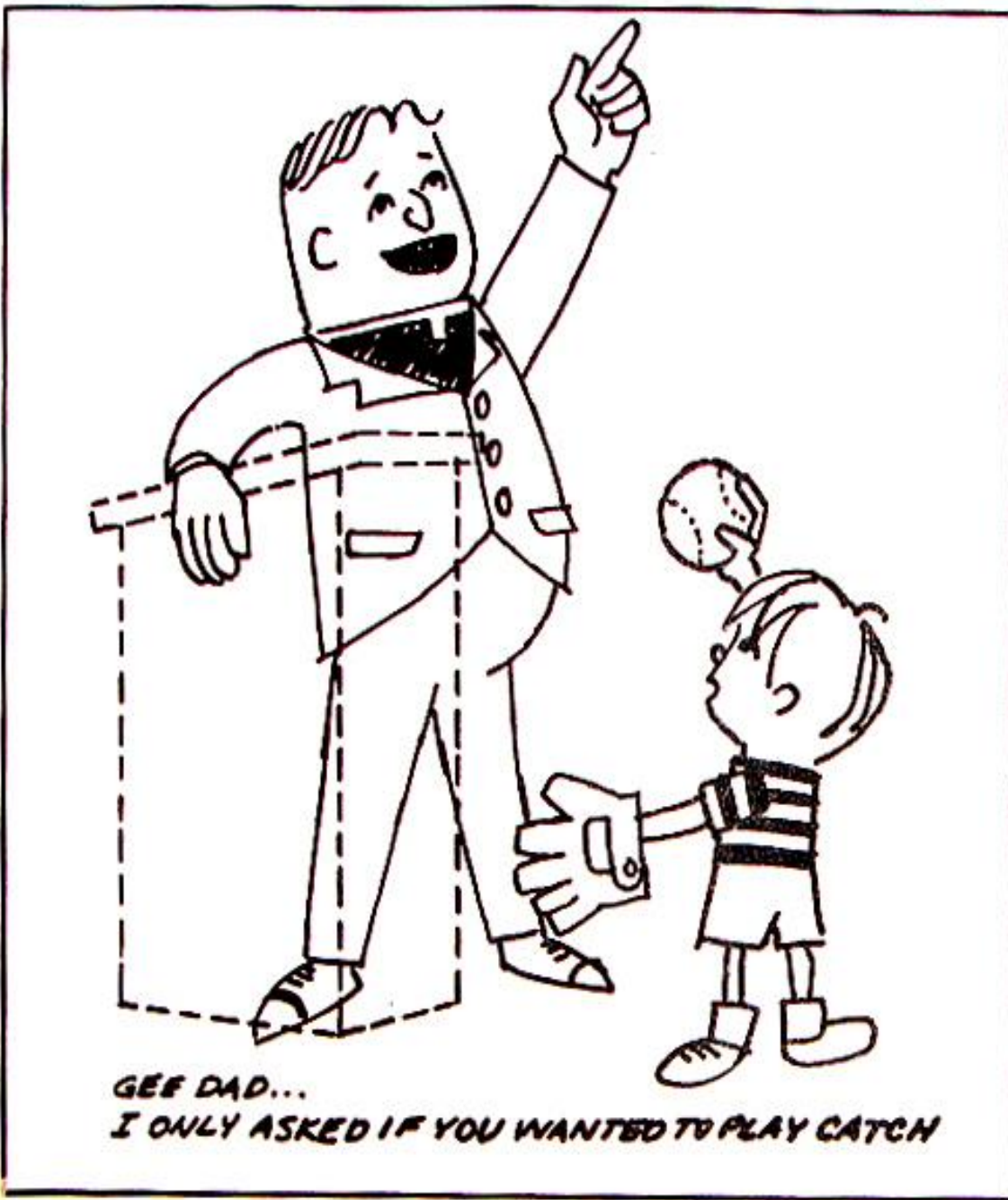
- The type of role model for manhood he had as a child.
- How this role model has affected his life as a man, a partner or a father
- Which manhood type would you like to choose for yourself today

**Process:** Return to the large group and process the exercise:

- How have the role model of manliness from childhood affected your life?
- How would you like to change your role model of manliness?



## The Invisible Pulpit



## The Message Exercise

**Purpose:** To explore the many messages that makes a man a “man.” To evaluate how these messages may have influenced you at a young age.

**Time:** 30 Minutes

**Materials:** Small sheets of paper, pencils, newsprint, markers and masking tape

**Sequence:**

1. Give each person a piece of paper and a pencil. Ask them to complete the following statements: (Allow 2-4 minutes for everyone to finish)
  - a. Something I was told as a young man about what makes a man “a man” Is... (negative or positive)
  - b. A way the message told to me has impacted me growing up is... (negative or positive)
2. Break into groups of three or four and ask each person to share their responses to the group.
3. After everyone has shared their responses, hand out newsprint and a marker for each group. Ask each group to create a positive message (one or two sentences) that can have a positive impact on the younger generation growing up.
4. After all the groups have created their messages, ask everyone to return to the large circle. Keep the group members sitting together. Ask one member of each group to read their message to the larger group, then post it somewhere for all to see during the workshop.

**Process:**

- How did this exercise make you feel?
- Was the message that impacted your life told to you by someone you admired or disliked?
- Was the message more of a social interaction? (family, peers TV)
- How do you think this exercised helped you pinpoint the origin of some of the perceptions that you may have now about bring a man?
- Was it difficult to create a positive message?
- Does anyone find their message in common with anyone else?

## Seven Steps to Manliness Exercise

Purpose: To be aware of the stages of adolescent development and to help people overcome the problems of adolescence and move toward adulthood.

Time: 30 Minutes

Materials: Seven Steps to Manliness Chart

Exercise: Begin with a Guided Meditation on a Trip Back to High School.

- Think of a time that you may have taken something you wanted from someone else without asking
- Think of a time someone disrespected you or hurt you and you plotted revenge
- Think of how much you wanted to be popular with the girls in school, how did that feel?
- Think of a time that you had a big disagreement with your parents and may have gone your own way.
- Think of a time that you did something that was really risky that you would not do today.
- Think of a time that you were put down or disrespected because of your race, ethnicity, religion or social group

Present the Seven Steps to Manliness Chart – Discuss the steps in adolescent development and show how the steps can lead to either mature adulthood or violence.

Follow with a Small Group Discussion in threes or fours.

Processing:

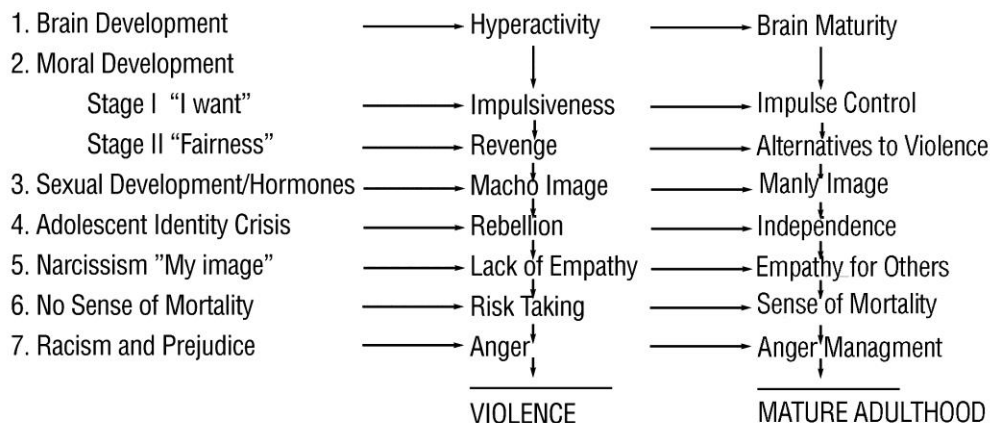
What are the steps you have taken to become a mature adult?

What did you learn about yourself in this exercise?

What does this exercise have to do with Alternatives to Violence?

### Seven Steps To Manliness

Stages of Adolescent Development



## **Blocks to Manhood**

We all lived through the emotional rollercoaster of our teenage years and probably found that it was one of the most difficult periods in our lives.. It is not just teenagers who are poor, live in the inner city, are abused, black or labeled “juvenile delinquents.” All teenagers are vulnerable. The public health approach has identified seven common psychological factors that can lead to violence.

### **The Seven Problems**

**1. Brain Development** - We now know that as the brain develops in children and young people, everything is wired to everything else and the brain tends to be disorganized. It is not until the age of 25 that the unused synapses atrophy and the brain becomes much better organized. It's no wonder that kids are “wired.” ADHD is a common problem and other learning disabilities are related to brain development.

**2. Moral Development** –Kohlberg’s first steps in moral development are:  
Stage I – The “I Want” phase is driven by desires and this can lead to impulsiveness. Instead of an inner sense of right and wrong, choices are based on outside authorities and fear of punishment.

Stage II – The “Fairness” phase. No one has a greater sense of fairness than an eight-year-old boy. If my sister gets an ice cream cone, it is “fair” that I should get one too. If Johnny gets a bike, it is “fair” that I get one too. If Sammy hits me, it is “fair” that I hit him back. If someone “pops” my friend, it is “fair” for me to “pop” him. Fairness can easily be interpreted as revenge.

**3. Sexual Development** - As hormones change the body physically they also change the body emotionally. Testosterone leads to sexual desires and may also lead to aggressiveness. This is often expressed in the “macho” image.

**4. Adolescent Identity Crisis** We know from Freud, as the adolescent begins to separate from the family, think for him or herself, and become more independent, it is natural for the teenager to rebel from the rules and authority of the parents. This may also lead to rebelliousness against society.

**5. Adolescent Self-Centeredness** – Adolescents normally become very concerned with their own image and feelings and needs. Often they fail to understand the feelings of others. We know that often adolescents can be cruel. This can be expressed as a lack of empathy.

**6. No Sense of Mortality** – Piaget points out that adolescents have a sense of uniqueness and invincibility. Because of this sense of invincibility, teenagers normally lack a sense of their own mortality and consequently may indulge in risky and dangerous behavior

**7. Dealing with Prejudice/Racism** –Anger about racism and prejudice can tip the already precarious emotional balance to violence.

All of these factors in normal adolescent development can easily lead to violent behavior. In our prison program we have all seen the results of these seven problems and the thousands and thousands of young people who have been caught in the jaws of the prison system. How do we keep young people from wasting their lives in jail?

## The Labels Exercise

**Purpose:** To explore the male roles and scripts and stereotypes that we have grown up with from our family our peers and society.

**Time:** 30 minutes

**Materials:** A sheet of 3”x 4” pressure sensitive labels or large sticky notes for each person, newsprint and markers

**Exercise:**

1. Talk about society’s common male roles, scripts and stereotypes.  
Discuss the labels that society and various members of society such as our family, women, teachers, bosses etc. put on men. (good and bad)
2. Divide into groups of three or four. Each group will be given a sheet of six 3”x 4” mailing labels or half a dozen large sticky notes and a set of markers. Then ask each group to discuss two questions:
  - What do I expect of a man?
  - What does society expect of a man. (You may refer to the items in the “A Man” brainstorm that was done previously)Each group will make a set of labels including, both what society expects of a man and what you expect of a man.

3. Make four sheets of newsprint with these titles and put the sheets on the wall.
  - Emotional Maturity
  - Spiritual Growth
  - Social Responsibility
  - Other

Then the members of each group are asked to take their labels and place them on the appropriate sheets and explain why they place them on each sheet.

**Process:** Option A: Return to the large group and process the exercise using these questions:

- How is society’s view of masculinity different from you want in a man?
- How does this relate to your emotional maturity?
- How does this relate to your spiritual growth?
- How does this relate to your social responsibility?
- Is it hard to live up to these images?
- What did you learn in this exercise?

(See next page for Option B)

Option B: If there is time, take the three sheets from the Labels Exercise and post them in different areas of the room. Above each sheet post one of the following topics:

- An important experience in developing emotional maturity was...
- An important experience in my spiritual growth was...
- An important experience in developing social responsibility was...

Ask each facilitator to select one of the topics and share a personal story about the topic that he selected.

Divide into three groups and ask each group to sit by one of the topics. One facilitator will be assigned to the topic that they selected. Each group will rotate around the room covering each topic. (The facilitators will stay with their topic.) Participants are asked to share a personal experience about each topic. Allow 10 minutes for each topic.

Process the exercise

- Ask one person from each group to share an experience or something they learned about each topic.
- What did you learn about being a man?
- How do you feel about this exercise?

## The Manly Awareness Mandala



- Awareness:** **Internal Process:** Intuitive knowledge Opens mental, emotional and intuitive faculties to the reality of truth. Alertness of self
- Understanding:** **Internal Process:** Reaching beyond the physical manifestation to the mental and spiritual aspect of knowing. Fosters peace of mind. Strengthens and broadens vision.
- Willingness:** **Internal Process:** A state of readiness. Awakens mental alertness. Seeking within an expectation of favorable outcome.
- Commitment:** **Internal Process:** Focus Bringing thoughts and emotions into alignment in pursuit of a goal. Subdues fear and hesitation. Focus mind on victory. Strengthens self-worth and self-esteem.
- Responsibility:** **Internal Process:** Resulting in physical action. Ability to make a choice. Recognition of the consequences of choice and actions. Initiates personal empowerment. Eliminates victimization. Legitimizes personal authority.
- Right Actions:** **Physical Action:** Personal behavior resulting from awareness, understanding, willingness, commitment, responsibility and the ability to make moral and ethical choices. Solidifies vision. A demonstration of inner belief

## **Men's Right to Empowerment**

1. As a man, I have a right to show my feelings and express my fears and frustrations.
2. As a man, I have the right to change and the right to choose the directions of my changes.
3. As a man, I can ask for help when I need it and offer help when I think it is needed.
4. As a man, I have the right to ask for what I want and the wisdom to know that I cannot always get it.
5. As a man, I have a right to tell people when I cannot fulfill their expectations of me.
6. As a man, I have a right to consider new ways of thinking, acting and relating to people.
7. As a man, I am not obliged to live up to the stereotypes of how I am supposed to be.
8. As a man, I am responsible for my own moral, ethical and spiritual development.
9. As a man, I have the right to take responsibility for my own actions and not allow other people's behavior to push me into choices I do not want to make.
10. As a man, I have the right to show my strength by choosing not to hit someone who angers me.

## **Manly Awareness Tips for a Lifetime**

1. You are responsible for your own happiness. No one can make you feel inferior unless you allow them to do it.
2. People won't stay angry at you long if you say, "I was wrong, and I'm truly sorry. I hope you will forgive me."
3. When something is troubling you, tell someone you trust instead of trying to cover it up. You will be surprised to learn that the other person has been through something similar.
4. Don't pass up an opportunity to tell someone that you care about them. You may never get another chance.
5. If you enjoy your work and life, you are rich. If you aren't happy with either, how can money help?
6. Don't be afraid to try something that you think you can't do. Nothing ventured, nothing gained.
7. You can respect and learn from people, even if you don't like them. Be aware that you can learn something from everyone because everyone in the world knows something that you don't know.
8. There's no such thing as a perfect woman. Look for the best overall package of kindness, consideration, ambition and intelligence. Otherwise, you will spend your life alone.



# The Manly Path of Life Exercise

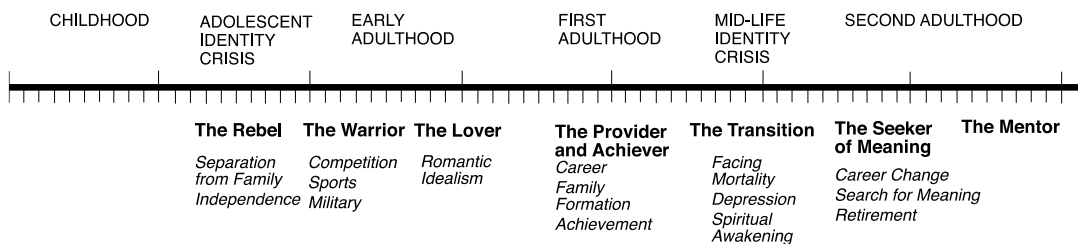
**Purpose:** To help people become aware that the stages of manliness change as we grow older and to help people move through the stages to become more mature and to realize their full potential as men.

**Time:** 30 to 45 minutes

**Materials:** Charts with the “The Manly Path of Life” and “The Roy Knutson Story.”

**Exercise:** .Talk about the stages of becoming a man and some of the stages that you have gone through in your life. Then present the “The Manly Path of Life” timeline. Being a man changes depending on your age and stage of life.

## The Manly Path of Life\*



\*Based on Eric Erikson's Stages of Psychosocial Development and the writings of Gail Shehy's "Passages," "New Passages" and "Passages for Men"

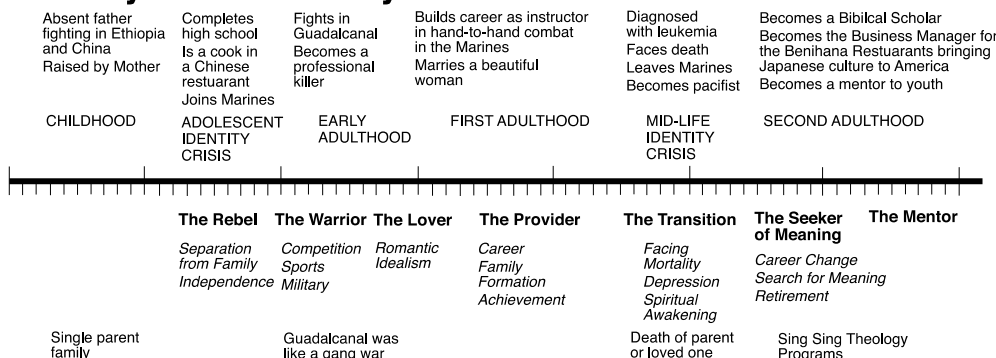
Explain and discuss each stage and give examples. After we separate from our families, most of us go through an Early Adulthood where we establish our independence, a First Adulthood where we build a family, A Mid-Life Identity Crisis where we face our mortality and a Second Adulthood where we search for meaning and become mentors.

However, some men do not experience a mid-life crisis and may go from a first adulthood to a second childhood where they may buy toys like a Harley or play games and buy a set of golf clubs. They do not seem to search for meaning.

Explain the roles that most of us go through such as the rebel, the warrior, the lover, the provider, etc. People may find that they are in more than one role

2. After you have presented the Stages of Manliness, then tell the Roy Knutson Story and use it to illustrate the Stages of Manliness using the chart below.

## The Roy Knudson Story



You may point out that Roy was raised by a single mother since his father was away during his entire childhood fighting wars in Ethiopia and China. Being a warrior in Guadalcanal was not much different than a gang war on the streets of New York.

When he became ill with leukemia he went through a mid-life crisis and searched for spiritual meaning by becoming a Biblical scholar. Some become Biblical Scholars at Sing Sing by taking the Theology Course. He was a spiritual warrior who dealt with the guilt consequences of taking many lives by helping to bring Japanese culture to America as the business manager of a Japanese restaurant chain

### Small Group Discussion

Divide into groups of three or four and ask each person to discuss the personal stages of life that they are in now.

Post signs on the wall with the following titles: **REBEL, WARRIOR, LOVER, PROVIDER, MID-LIFE TRANSITION, SEEKER OF MEANING, MENTOR, OTHER.**

Then ask the participants to stand by the sign that represents where they are in their life.

Process: Lead a discussion about the exercise.

- How does the Roy Knudson Story relate to Emotional Maturity. Spiritual Growth and Social Responsibility?
- How was the Roy Knudson Story similar to your life?
- Have experiences with mortality changed your life?
- What did you learn about manliness in this exercise?
- Where do you want to go in your life?

## The Roy Knudson Story

This is the story of another men's group many years ago.

It was the winter of 1969, shortly after the assassination of Martin Luther King, Jr. and Bobby Kennedy. The Viet Nam war was raging and the evening news was filled with images of battles with the Viet Cong in the jungles of Southeast Asia.

There had been a big snowstorm on a Saturday night in February and Fred was leading a men's discussion group on Sunday morning at a Church in Chappaqua, New York.

His co-leader, Roy Knudson, was five or six years older than he was. Roy was over six feet tall, balding, a bit chubby and he was a Norski. He played the guitar and sang folk songs with the teenagers. He was a pacifist and advocate of gun control. He was a '60s type or person.

Roy was also a biblical scholar and a very spiritual person. He taught Fred about the E Source, the J Source and the other sources of the Old Testament. Fred also learned about the Gilgamesh Legend and many other things from him. Roy was a linguist who spoke six languages including Norwegian, German, Greek, Hebrew, Chinese and Japanese. He was one of the important mentors in Fred's life.

Because of the snowstorm, only two people that showed up for the discussion group, Roy and Fred. As they sat in the pastor's study waiting for the worship service to begin, the conversation turned to the news of the day and the recent assassinations of Bobby Kennedy and Martin Luther King.

Roy said to Fred, "We need to get rid of the guns."

Fred replied in a rather glib and foolish way, "If we got rid of the guns, people would find another way to kill each other."

And then Roy asked a rather shocking and challenging question, "How many people have you killed?"

Rather hesitantly, Fred replied, "Why, I've never killed anyone."

And then Fred asked very hesitantly, "How many people have you killed?"

"About thirty" Roy answered.

Then Fred asked rather hopefully, "Well...was this in some kind of an accident?"

His reply was. "No, it was on purpose."

This was one of the most shocking statements Fred had ever heard in his life and he wondered if his trusted friend was actually a serial killer.

Then he asked even more hesitantly, "Where did this happen?"

"On Guadalcanal." Roy replied.

"Oh, that's different." Fred said.

"No, it's not different than killing someone on the street." was Roy's reply.

"I was a professional killer."

And then Roy said something that Fred never forgot.

“I’ve killed people with guns and I could always say that the gun did it.

“I’ve killed people with knives and I could always say that the knife did it.

“But when I killed someone with my bare hands, there was no doubt about who did it.”

This was about accepting the responsibility of taking another’s life.

Roy had been in the Marines in the South Pacific with an outfit called Carlsten’s Raiders. Carlsten’s Raiders were known as “Professional Killers.” They were a guerilla outfit that operated behind the Japanese lines. His job was to infiltrate the Japanese lines by himself, stalk and kill Japanese soldiers and then cut off a little finger or an ear to prove his kill. He usually stayed behind the Japanese lines for a week or ten days at a time.

In this situation he was alone and outnumbered. The Japanese soldiers were trained in ju jitsu. Silence was essential and guns were noisy. Cutting a throat or strangling the victim was a way of preventing calls for help. This was obviously an extremely dangerous business and the risks of getting killed in each attack were probably 50/50. Statistically Roy’s chances of walking out of the jungles of Guadalcanal alive were probably about 1 over 2 to the 30<sup>th</sup> or one chance in a billion.

Roy knew that without a gun, no rational person would attack another and take the kinds of risks of getting killed that he took in Guadalcanal.

Roy said, “If you want to see the homicide rate cut in half, take away the guns!”

In wars, the military seeks to demonize and dehumanize the enemy so that soldiers do not feel so guilty by taking the lives of enemy soldiers. However Roy spoke some Japanese and many of the Japanese soldiers spoke some English. This was somewhat like a gang war in the jungles of Guadalcanal. It was up close and personal. It is difficult for him to deny the humanity of the other person when he spoke the same language and he had his hands around the other person’s throat.

So why was Roy telling Fred this story on Sunday morning in a church?

First, with images of the jungles of Viet Nam all over the news, he was having flashbacks at night. The jungles of Guadalcanal looked very much like the jungles of Viet Nam. Today we call this PTSD. Roy needed to talk to someone about his problems.

Secondly, Roy was a moral and spiritual person, and no matter how many medals they pinned on his chest, he knew he was responsible for taking 30 lives. The world would call Roy a “war hero” but what Roy said about himself was, “I was a professional killer.” In fact, all the members of Carlsten’s Raiders were known as “Professional Killers.”

So how did this eighteen-year-old teenager from Bay Ridge Brooklyn find himself in the Jungles of Guadalcanal in 1943?

At one point Fred asked Roy, ” You speak Norwegian, German, Greek, Hebrew, Chinese and Japanese. Those are the languages that a Lutheran missionary to the Far East would speak. Were your parents missionaries?”

His reply was, “No, my father was a mercenary.”

He said that his father had been a colonel in the Norwegian Army but when the depression came along, the Norwegian army cut back and Roy's father lost his job. He moved his family to the United States and settled in the Norwegian community in Brooklyn. In the basement of many homes of Norwegian-Americans you will find a "Viking Room" and the Viking culture is still alive in Bay Ridge, Brooklyn today

Roy's father needed a job and since he was a soldier, he looked for a war to fight. In the mid-30s, the Mussolini was trying to capture Ethiopia and Halli Salassi needed some good officers to fight the Italian Army. After Roy's father helped to drive the Italians out of Ethiopia, he needed another war to fight. Then the Japanese were invading China and the Chinese needed some officers to lead their army against the Japanese. Roy's father became a colonel in the Chinese Army.

There was another American officer fighting for the Chinese named Colonel Carlsten. Colonel Carlsten spent a year behind the Japanese lines with a Chinese guerilla outfit. When the US got into the war with Japan, Colonel Carlsten joined the Marines and formed Carlsten's Raiders. Naturally, Roy became part of Carlsten's Raiders. The name "Carlsten's Raiders" was no accident since "Viking" means "Raider" and Carlsten's Raiders also fought like Vikings with steel and their bare hands.

After 16 years in the Marines, Roy came down with leukemia and received a medical discharge. When I knew him, he had been fighting leukemia for eight years and although he had long periods of remission, periodically it would flare up and he had to go in for chemo treatment. Roy was a person who had been facing his own death for most of his life.

After leaving the Marines, Roy finished his 20 years of government service by working for Immigration and Customs, mostly screening imports from the Orient for Communist propaganda and pornography. (Pornography was the biggest problem.)

After leaving Immigration and Customs, Roy took a job as the business manager for the Benihanna Restaurant Chain working for Rocky Aioki, the millionaire sportsman and unlimited hydroplane racer. Roy knew the restaurant business since he had worked as a cook in a Chinese restaurant as a teenager. He also knew Immigration and Customs so he could bring over the showman-chefs from Japan that staffed the restaurants.

While Roy was at Benihanna, Rocky Aoki decided to build several suburban "Gosho" restaurants that were modeled after Japanese farmhouses. Roy was the person who imported the lumber, the carpenters and the cooks from Japan to build these restaurants. The Gosho Restaurants were like a piece of Japan imported to the United States. Rocky Aioki never knew about Roy's experience in Guadalcanal.

So, what was this shocking and unforgettable conversation about?

First, it was about gun control and the need to stop the homicide epidemic in the United States.

Second, it was about breaking the conspiracy of silence about the truth of war. The people who were there don't want to talk about it and the people who weren't there don't want to hear about it.

Third, it was about flashbacks and reliving the terror of Guadalcanal at night. It was about the fact that someone who has gone through these experiences will never be the same again.

Fourth, it was about the consequences of taking someone's life and how a moral and spiritual person has to deal with this for the rest of his life.

Fifth, it was about guilt and a confession of sins that took place in a Church.

Sixth, it was about redemption and bringing a piece of Japanese culture to the United States.

Roy did not drown his problems in drugs or alcohol. Roy was a person who had the courage to tell the truth.

If you ever meet someone who has faced his or her own death, listen!. Their wisdom is a priceless treasure. Roy was a military warrior who had become a spiritual warrior.

How many soldiers coming out of Iraq and Afghanistan today will be capable of becoming the spiritual warriors like Roy Knudson?

Fred Feucht

## The Mission Exercise

Purpose: Being a man is about having a purpose and goals in your life.

Being a man is about having a sense of mission in your life.

The goal of this exercise is to help people find a mission in their life.

It is best to do this exercise on the second day of the workshop so participants can share their mission statements on the third day of the workshop.

Time: 15 to 20 minutes

Exercise:

1. Ask all the participants to stand up and mill around the room and say to each person that they meet, "You have a mission."
2. Ask all the participants to mill around the room again and say to each person that they meet, "I have a mission."
3. Then ask each participant to find and partner ask that partner, "What is your mission statement?" Ask the partners to sit down and talk about what their personal missions are. Then discuss writing a personal mission statement.

Hand out sheets of paper so participants can write their personal mission statements. They will have an opportunity to share their mission statements on the next day of the workshop.

4. Debrief the exercise
  - How do you feel about having a mission in your life?
  - Is there something that you want to accomplish as your mission?
  - What does this exercise have to do with being a man?

Homework: Write a personal mission statement

## Find your Strong Suit Exercise

- Purpose:** To understand how we as individuals operate. To identify our strong suits which will enable us to overcome failures and achieve success. To develop self-awareness.
- Time:** 15 to 20 Minutes
- Material:** Find Your Strong Suit handout and score sheet and a pencil for each participant.
- Sequence:**
1. Give each participant a handout and a pencil
  2. Read the top of the “Find Your Strong Suit” handout or ask for a volunteer to read the instructions out loud. Make sure that everyone understands the instructions. Allow 5-8 minutes for completion.
  3. Be sure to let the group know that when they are finished they need to tally up all the As, Bs, and Cs and write the total in the proper column.
  4. Once everyone has completed the work sheet and tallied up the scores, hand out a copy of the Score Sheet Results to each participant. Ask for three volunteers and have each one read one to the profiles.
- Process:** This self-evaluation should lead to a lively discussion
- What did you learn about yourself?
  - Did you learn something new about yourself?
  - What does this have to do with Manly Awareness?



## Find your Strong Suit

Many of us go through life without a clear plan because we do not understand how we operate. To find success it is important to understand how you operate. Are you a free agent who's best at working alone, or do you do your finest work within an existing organization? Are you a positive thinker or a bit of a skeptic?

To get answers to these questions, circle the endings to the sentences below that are closest to your true feelings. Sentence completion elicits true, undistorted reactions that reveal your innermost feelings. To get your truest responses, answer the questions below as quickly as possible.

1. To me the future looks...
  - a. hopeful
  - b. questionable
  - c. promising
2. I can...
  - a. accomplish the things I've set out to accomplish
  - b. manage somehow
  - c. achieve my goal
3. I look forward to...
  - a. being my own boss
  - b. being with family
  - c. being free
4. Things would be better if...
  - a. the economy would improve
  - b. my work was appreciated more
  - c. my peers did not play so many power/politician games
5. Eventually I'll be doing...
  - a. things that really turn me on
  - b. the same things that I'm doing now
  - c. more meaningful work
6. I know...
  - a. I could change the way I feel about work
  - b. it was not the job for me
  - c. my boss will retire soon, so I could take over his position
7. I feel joy when...
  - a. I'm in total control of the situation
  - b. it's Friday night and I can quit my work
  - c. my work is recognized and appreciated
8. I shall...
  - a. overcome all the conceivable obstacle to realize my goal
  - b. be more careful about how I treat myself and others
  - c. run a successful business
9. I believe that I have the talent to...
  - a. make a lot of money
  - b. get exceptionally good at a sport
  - c. manage and motivate people
10. My dream is...
  - a. to run my own successful business
  - b. to have more peace of mind
  - c. to become the president of the company I'm working for
11. My best days are
  - a. when I have to solve a difficult problem
  - b. when my boss is out of town
  - c. when I can sell higher-ups on my ideas
12. I feel best at doing...
  - a. things that involve selling and marketing
  - b. work around the house
  - c. tasks involving planning and execution
13. My idea of a perfect life is
  - a. to be captain of my own destiny
  - b. to have enough financial security to take care of my family
  - c. to have enough money to travel and see the world

Tally you're A's, B's, and C's.

A's    B's    C's

\_\_\_\_\_

## Find Your Strong Suit – Scoring

Tally your A's, B's and C's separately and see which is your highest score.

Next identify the category your score falls under

- **The high A personality is an entrepreneur.** He wants to reap the benefits of his own work and efforts, rather than work with someone else. His response reveals a strong ego and a powerful goal. Such a person will have a conflict in a large organization as he dislikes being judged and does not easily take directions.

Further, he tends to resent authority, unless he feels that that authority has been well earned. Because of his drive to succeed, an "A" may neglect other areas of his life. It's common for this type of person to forget a family member's birthday or miss an anniversary because his attention is so focused on his work. Often such a person learns to find more balance in his life once he has realized his dreams. If he does not find balance, there is danger of burnout.

- **The high "C" personality has a strong drive to succeed.** Not as independent as an "A," he's planning to get promoted fast within an existing organization. This person is also quite strong and willing to accept any challenges he might encounter on his way to his lofty goal. Very high on the list for a 'C' is the need to be appreciated. Because achievement and power rank equally, he can tend to run roughshod over others to reach his goal. For balance, he must learn to be more empathetic to other people's needs. He's at his best as a true team player.
- **The high "B" personality tends to look on the future with trepidation, and his aspirations are rather low.** He seeks tranquility above all else and wishes to preserve the status quo. Most of us have a little of the self doubt and insecurity of the "B." If your score here equals even half of the total of either "A" or "C," you need to work on improving your sense of self worth. The best way to do that is to start to take more chances, both in your career and in your personal life.

## The Roles Exercise

**Purpose:** To be aware of the roles we played in our family's lives and the impact our absence has had on them.

**Time:** 30 Minutes

**Material:** Roles handouts 1 and 2, and pencils

**Sequence:** 1. Begin by asking "What are some of the roles that men play in society?" Once the group has some clear understanding of the different roles played in life, pass out "Roles, Part 1" and pencils to everyone. Ask everyone to put their adjective name on their papers.

2. Instruct the group to complete the handout quietly and when done, place their pencils down. (Let the group know that if anyone was not around their family when they were home that they can change "family" to "community" or "friends".)

3. Once everyone has completed the handout part 1 as volunteers to read their chosen role and the bottom half of the handout. (Allow a few volunteers to read their responses while staying within 5-10 minutes.)

4. Next, ask the group to turn their handout face down. Distribute handout "Roles, Part 2" and instruct the group to begin to answer the questions when they receive it. Ask everyone to put their adjective name on their papers. (Allow 5-8 minutes)

5. Once the group has finished, collect handout part 2 and shuffle the papers. Then let the group know that you will be randomly reading aloud some of the responses without mentioning who wrote it.

6. Process the exercise (Return papers to the participants who wrote them)

- How has your absence affected your relationship with your family?
- What are you doing to maintain your relationship with your family?
- What does this exercise have to do with Manly Awareness?

## The Roles Exercise – Part 1

Roles I played as a man in my family:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Choose one role: \_\_\_\_\_

Important things I did within this role:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The people this role had an impact on and how:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## The Roles Exercise – Part 2

Roles that are not being filled because of my absence.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Choose one vacant role: \_\_\_\_\_

Things that I am unable to do while being absent from this role:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

The people my absence has an impact on:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



## Empathy Exercise

**Purpose:** To enlarge understanding of the problems of others and to give them help in solving them. To experience what one's own problems look like to through they eyes of others. To experience the wisdom of the group aiding with each person's problems. To become aware of the common threads in all our experiences.

**Materials:** Small sheets of paper and a writing instrument for each participant.

**Time:** 45-60 minutes

- Sequence:**
1. Divide into small groups of no less than five people each.  
Provide each person with a sheet of paper and a writing instrument
  2. Instruct the group that each person is to write in the sheet of paper, "A problem I'm working on is..." and finish the sentence. The cards are not to be signed. Once written, the sheets are collected and shuffled and redistributed within each small group. (If in the redistribution, a person received his or her own problem, this is to be exchanged with someone else so that each person has a problem to deal with other than his or her own problem.
  3. Each person then reads to the group the problem that he or she has received reading it as if it were his or her own problem. It is important to use an "I Message." Then each person explains the problem to the group, perhaps including ways of solving the problem. Others then give their own experience in solving problems of this sort, and their own suggestions.
  4. Repeat this process until every problem raised in the small group has been dealt with by the group. Return to the large circle for processing.

- Processing:**
- What is it like to "put yourself in someone else's shoes?"
  - What was it like to hear someone else describe yourr problem?

**Note:** *Give plenty of time to this exercise. For many it becomes the heart of the workshop. It can be a turning point for someone who has been isolated or not understood.*

This exercise is based on the concepts of Paulo Freire

## Magic Carpet Exercise

**Purpose:** To affirm individuals, build self esteem and help people deal with or resolve some of the "unfinished business" in their lives.

**Materials:** One blanket and a paper and pencil for each participant in the workshop

**Time:** 30 to 45 minutes depending on the size of the group.

**Procedure: Setup:**

1. Give each participant a pencil and paper and ask them to write down three things that they "really want (or wish) to hear" such as "I really love you son" or "You are forgiven for what you have done" or "You have changed your behavior and you deserve to go home." They can imagine that the message is coming from someone important in their lives such as a mother, brother or the parole board.
2. The exercise is done in pairs. Form pairs by counting off by half the number of participants. For example, if there are 18 participants, starting to your right, count off by nines and then, starting from your left, count off by nines. Have them write their numbers on the back of their papers, and then collect them. In two piles, remembering which came from your right, and which from your left.
3. Place the blanket in the center of the circle and tell the group: This is the magic carpet which will grant your wish. Each of you (us) will have a chance to sit or lie down or curl up on the "magic carpet." As the words are being read to you, you can imagine the person you want to say the words. When it your turn to read the words to someone, stand behind him and gently rub his shoulder or back and quietly read the three wishes. A quiet and meditative atmosphere is needed during this exercise.
4. Starting with your right, ask the first "one" to come forward to be on the carpet. When he is on the carpet and ready, give his paper to the "one" on your left to take to the carpet. Motion to the reader to come back to his seat, while saying to the recipient, "You may stay on the carpet until you are ready to come back to your seat." Then motion to the "two" on your right to take his place on the carpet and give his paper to the "two" on your left. After all the group to your right has been on the "magic carpet" they will read the messages for the group from your left.

- Processing:**
- Ask the group how it felt to be on the "magic carpet?"
  - How did it feel to have your wishes read?
  - How did it feel to be the person reading another person's wishes?
  - Do you feel differently after the exercise?

## References

The following sources were used in the preparation of the Manly Awareness Workshop:

### Gail Sheehy Passages

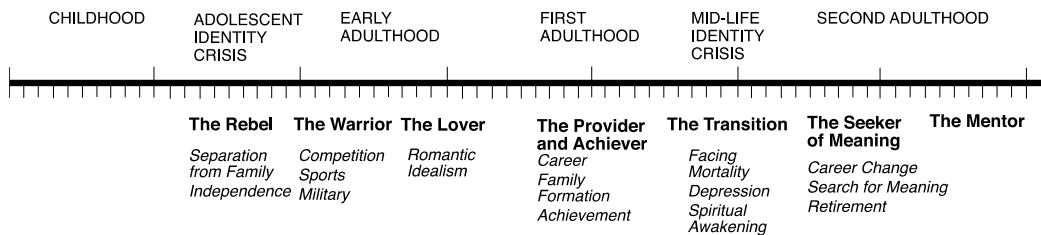
Gail Sheehy is a journalist with a great deal of interest in the stages of human development. Gail Sheehy has written extensively about adult development in her “Passages” books. This includes the original “Passages” book published in the ‘70s, the “New Passages” book published in the ‘90s and “Men’s Passages” that focuses on the second half of men’s lives.

Margaret Mead was one of Gail Sheehy’s friends and mentors and she has expanded on the work of Eric Erikson. She also relies on the work of Roger Gould, MD who’s book “Transitions” deals with stages of adult development. Her approach involves insights from psychology, sociology and anthropology. The books are based on the results of thousands of personal history surveys and she has interviewed hundreds of people as part of the research for her books. In some cases she interviewed the same people over a 20-year period to document the changes and transitions in their lives. She has also made use of extensive US Census data.

She divides adulthood into the following major stages or transitions:

- Adolescence and the Adolescent Identity Crisis
- Provisional Adult or Young Adult
- First Adulthood
- Midlife Identity Crisis
- Second Adulthood

### The Manly Path of Life\*



\*Based on Eric Erikson's Stages of Psychosocial Development and the writings of Gail Sheehy's "Passages," "New Passages" and "Passages for Men"

### Manhood Styles

Gail Sheehy lists these manhood styles in her book on “Men’s Passages” but does not expand on them or develop them. However, it seems to be quite important to examine the role models for manliness that we had as children. The style of manliness expressed by our fathers or other key male figures have had a great deal of influence on our lives.

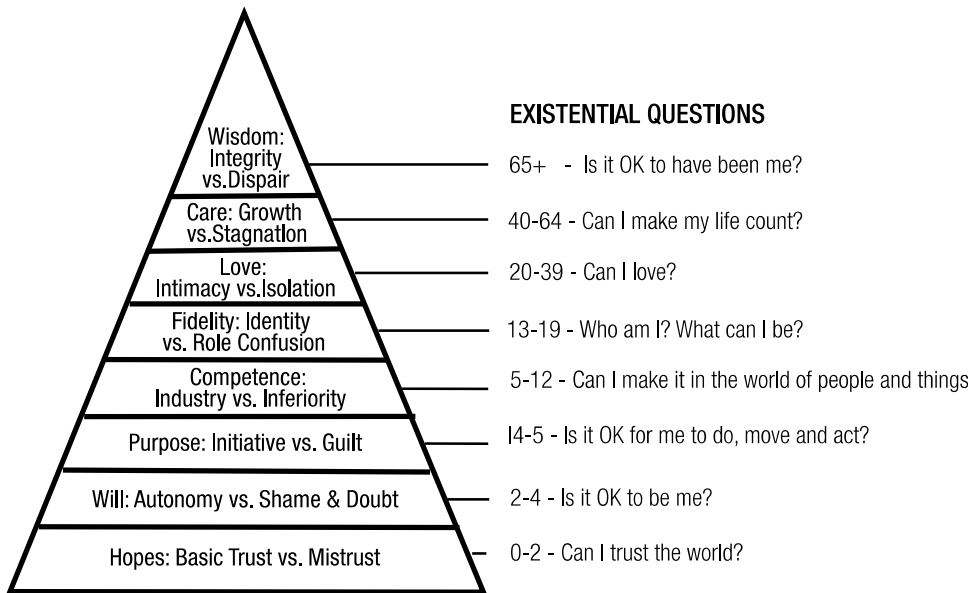
RAMM – Resurgent Angry Macho Man

SNAG – Sensitive New Age Guy

DOM – Dominant Male

MOG - Messenger of God (Peacekeepers, Fundamentalists)

PAL - Partner and Leader



## Eric Erikson's Eight Stages of Psychosocial Development

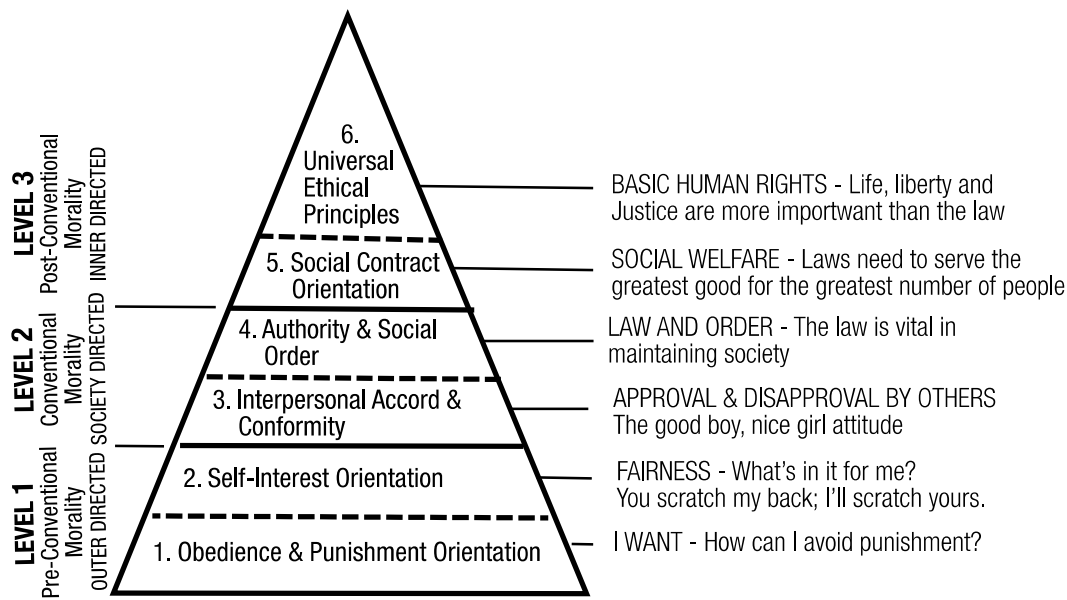
### Eric Erikson

**Erikson's stages of psychosocial development**, as articulated by [Erik Erikson](#), describes eight [stages](#) through which a healthily developing [human](#) should pass from [infancy](#) to late [adulthood](#). In each stage, the person confronts, and hopefully masters, new challenges. Each stage builds upon the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future.

However, mastery of a stage is not required to advance to the next stage. Erikson's stage theory characterizes an individual advancing through the eight life stages as a function of negotiating his or her biological forces and sociocultural forces. Each stage is characterized by a psychosocial crisis of these two conflicting forces (as shown in the diagram above). If an individual does indeed successfully reconcile these forces (favoring the first mentioned attribute in the crisis), he or she emerges from the stage with the corresponding virtue. For example, if an infant enters into the toddler stage (autonomy vs. shame & doubt) with more trust than mistrust, he or she carries the virtue of hope into the remaining life stages.

Gail Sheehy used Eric Erikson's work as a reference as she built her "Passages" model of human development.





### Kohlberg's Moral Development Model

**Lawrence Kohlberg's stages of moral development** is based on a psychological theory originally conceived by the Swiss psychologist [Jean Piaget](#).

The theory holds that [moral reasoning](#), the basis for [ethical](#) behavior, has six identifiable [developmental stages](#), each more adequate at responding to moral dilemmas than its predecessor. Expanding on Piaget's work, Kohlberg determined that the process of moral development was principally concerned with justice, and that it continued throughout the individual's lifetime.

#### **Level 1 (Pre-Conventional)**

1. Obedience and punishment orientation  
(*How can I avoid punishment?*)
2. Self-interest orientation  
(*What's in it for me?*)  
(*Paying for a benefit*)

#### **Level 2 (Conventional)**

3. Interpersonal accord and conformity  
(*Social norms*)  
(*The good boy/girl attitude*)
4. Authority and social-order maintaining orientation  
(*Law and order morality*)

#### **Level 3 (Post-Conventional)**

5. Social contract orientation  
(*Basic human rights as life, liberty, and justice*).
6. Universal ethical principles  
(*Principled conscience*)

## Moral Dilemmas

Kohlberg used a series of moral dilemma scenarios to explore moral reasoning as follows:

“A woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to produce. He paid \$200 for the radium and charged \$2,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000 which is half of what it cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But the druggist said: “No, I discovered the drug and I'm going to make money from it.”

So Heinz got desperate and broke into the man's store to steal the drug for his wife.

Should Heinz have broken into the laboratory to steal the drug for his wife?  
Why or why not?

From a theoretical point of view, it is not important what the participant thinks that Heinz should *do*. Kohlberg's theory holds that the justification the participant offers is what is significant, the *form* of their response. Below are some of many examples of possible arguments that belong to the six stages:

- **Stage one (*obedience*):**

Heinz should not steal the medicine because he will consequently be put in prison which will mean he is a bad person.

Or: Heinz should steal the medicine because his wife will hate him if he doesn't steal the drug.

- **Stage two (*self-interest*):**

Heinz should steal the medicine because he will be much happier if he saves his wife, even if he will have to serve a prison sentence.

Or: Heinz should not steal the medicine because prison is an awful place, and he would more likely languish in a jail cell than over his wife's death.

- **Stage three (*conformity*):**

Heinz should steal the medicine because his wife expects it; he wants to be a good husband.

Or: Heinz should not steal the drug because stealing is bad and he is not a criminal; he has tried to do everything he can without breaking the law, you cannot blame him.

- **Stage four (*law-and-order*):**

Heinz should not steal the medicine because the law prohibits stealing, making it illegal.

Or: actions have consequences.

- **Stage five (*human rights*):**

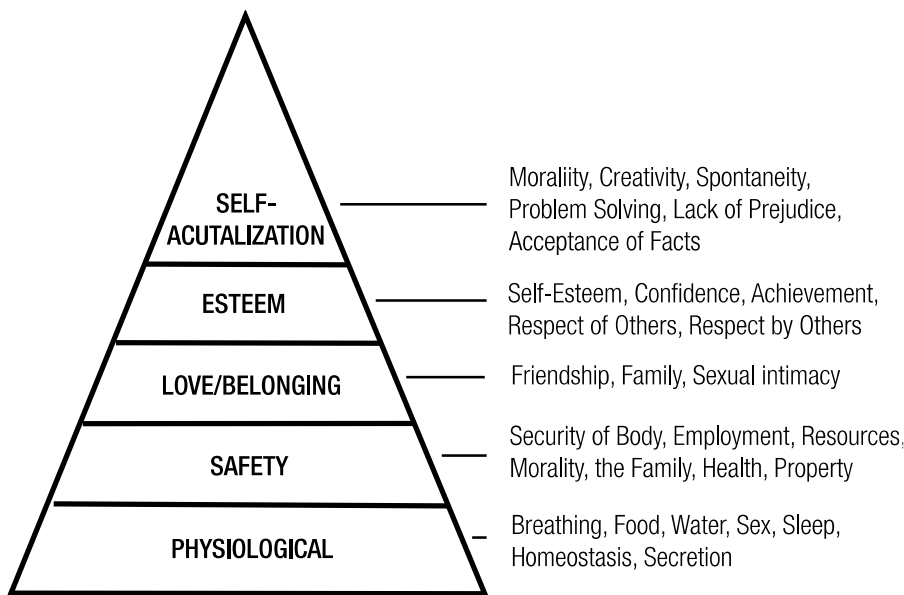
Heinz should steal the medicine because everyone has a right to choose life, regardless of the law.

Or: Heinz should not steal the medicine because the scientist has a right to fair compensation. Even if his wife is sick, it does not make his actions right.

- **Stage six (*universal human ethics*):**

Heinz should steal the medicine, because saving a human life is a more fundamental value than the property rights of another person.

Or: Heinz should not steal the medicine, because others may need the medicine just as badly, and their lives are equally significant.



### Maslow's Needs Hierarchy

**Maslow's hierarchy of needs** was developed by [Abraham Maslow](#) in his 1943 paper "A Theory of Human Motivation" in *Psychological Review*. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human [developmental psychology](#), some of which focus on describing the stages of growth in humans. Maslow used the terms Physiological, Safety, Belongingness and Love, Esteem, Self-Actualization and Self-Transcendence needs to describe the pattern that human motivations generally move through. Maslow's theory was fully expressed in his 1954 book *Motivation and Personality*.

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid with the largest, most fundamental levels of needs at the bottom and the need for [self-actualization](#) at the top.

The most fundamental and basic four layers of the pyramid contain what Maslow called "deficiency needs" esteem, friendship and love, security, and physical needs. If these "deficiency needs" are not met – with the exception of the most fundamental need – there may not be a physical indication, but the individual will feel anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus motivation upon) the secondary or higher level needs.

The human mind and brain are complex and have parallel processes running at the same time, thus many different motivations from various levels of Maslow's hierarchy can occur at the same time. Maslow spoke clearly about these levels and their satisfaction in terms such as "relative," "general," and "primarily. Maslow acknowledged the likelihood that the different levels of motivation could occur at any time in the human mind, but he focused on identifying the basic types of motivation and the order in which they should be met.



**Arnold Mitchell's  
Nine American Lifestyles Model**

## **The Nine American Lifestyles Model**

by Arnold Mitchell, PhD

This model was developed by Stanford Research Institute and was based on a series of proprietary market research studies called the VALS Studies conducted in the 1970s and 1980s. The surveys focused on consumer values and measured attitudes, interests and opinions (AIO). Based on this data, the population was clustered into nine lifestyle groups. Arnold Mitchell based the clusters on Maslow's Needs Hierarchy but found that the middle passage was not so simple. He discovered that there was an Outer Directed Path and an Inner Directed Path similar to David Riesman's Lonely Crowd. The studies were conducted in the United States, Canada and Europe and the lifestyle clusters were similar in each of the countries that were studied

Major corporations subscribed to the studies at an annual fee of \$10,000 to \$15,000 per year. Arnold Mitchell published the results of these studies before he died.

### **Survivors**

The Survivors are motivated by basic survival concerns such as food, shelter, health and safety. Most but not all of the Survivors have low incomes. They are not risk takers and tend to accept their status and live within their means.

### **Sustainers**

The sustainers are motivated by their desires. They are risk takers and they tend to live in the moment. Most of them have low incomes but when they have money they spend it. They have been broke and have hit bottom and they know that they can pick themselves up again.

## **Belongers**

The Belongers are motivated by their community. Most of them have modest incomes and often live in small towns. They are community oriented have conservative moral values. They tend to conform. Keeping up with the Joneses is important to them. They have never hit bottom and are afraid of hitting bottom. They are not risk takers.

## **Emulators**

The Emulators are motivated by success. Most of them have medium incomes, are on the way up, and would like to become Achievers. Money, status, and career are important. They frequently choose careers in marketing and sales. They tend to be young and mobile. They are trend-setters. They do not tend to be socially concerned.

## **Achievers**

The Achievers are motivated by responsibility to their jobs, family and the community. They generally have upper incomes and have a comfortable lifestyle. They have achieved some success in their careers. They are family oriented and are concerned about social values and the community that they live in. They may be leaders in the community.

## **I Am Me's**

The I Am Me's are motivated by the need to be different. They are usually young, inner directed, sometimes rebellious, and nonconformists. They tend to be artists, musicians, etc. Money is not a major concern. They are individualists and may be loners. They are often concerned about social change.

## **Experientials**

The Experientials are motivated by their inner guides and they seek new experiences and personal growth. They tend to be mystical and may join spiritual study groups. They tend to read self help books and have a positive attitude toward psychotherapy. They are not strongly career oriented and do not follow the mainstream.

## **Socially Conscious**

The Socially Conscious are motivated by their inner guides and a desire for social change. They may also have successful careers comfortable incomes. They may work for social agencies. They tend to build social networks and may be leaders in the community. They have strong ethical values and are often involved in social action campaigns.

## **Integrations**

The Integrations are motivated by both their inner values and a sense of accomplishment in the world. They combine inner growth and outer success. They may be role models and mentors to others. They have a sense of integrity in their lives. The Integrations tend to be exceptional and rare.

Arnold Mitchell found that the children of parents on the outer directed path, tend to take the inner directed path and that the children of parents on the inner directed path tend to take the outer directed path.