

## Four stages to motivate men as allies in ending gendered violence.

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### Abstract

Men's willingness to engage echoes Prochaska and DiClemente's (1983) Stages of Change model. Men are in a continuum of readiness (Funk, 2018). But few programs effectively change men's attitudes (Flood, 2011). Some models provide steps of engagement, e.g. the Canadian Department for Women and Gender Equality's (2018) three stages: Identify (raise awareness), Challenge (oppose harmful norms) and Sustain (support conditions for equality). Unfortunately, these usually miss the crucial aspect: *motivating* men to change.

A four-stage engagement model is described, inspired by Friere's (2000) cycle of reflection and action (look, think, plan, act), oppression/liberation theory and motivation theory.

Four questions need to be answered to effectively engage men, and activities developed to motivate men through four stages:

1. Look: "What are the issues?" (Sensitization). People in power rarely understand the lived experience of those below. Interactive experiential exercises bring this into awareness.
2. Think: "Why should I care?" (Motivation). Men often back away from a "women's issue". Exercises show men have been conditioned without their knowledge or consent to play roles within the "man box". Fear of judgement or reprisal, especially from peers, keeps them there. Psychological motivation: Autonomy.
3. Plan: "What can I do?" (Empowerment). Many men feel helpless to take on such a daunting job. Activities show how men can intervene with peers, challenging sexist behaviours that underpin the culture of violence against women. Small wins (Weick, 1984) lead to confidence to take on larger challenges. Psychological motivation: Competence.
4. Act: "Who will help?" (Sustainability; Networking). Men cannot do this work alone. It is crucial for men to support one another, and for there to be some accountability of the work to women's organizations as a check on effectiveness. Psychological motivation: Relatedness.

Examples of activities and the corporate, educational and community settings in which they were used are given.

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