‘Where are the men?’ asks Institute Director

Question prompted by fewer men in Leadership Program

By Joyce Akse
Director, Ford Institute for Community Building

When I was a younger mother (a long time ago), I was worried about my 15-year-old son. He was defiant and frequently angry (usually at his dad). He was a marginal performer at school and lacked motivation to do much of anything. I kept thinking: Should we be more tolerant or more strict? Believe me, if I had known what to do, I would have done it.

In my search for understanding, I stumbled upon the book A Fine Young Man by Michael Gurian. It is no exaggeration to say that this book changed my life. Gurian’s straightforward approach helped me to think differently about my role as a parent and to understand adolescent boys on their journey to manhood.

I remember so clearly reading one passage where Gurian described adolescence as spanning anywhere from pre-teen to mid-twenties. I was stunned. I thought: I can’t possibly survive that long.

Ultimately, however, understanding more about the journey of male coming-of-age and learning positive parenting strategies proved to be instrumental in achieving our family goal of raising a fine young man.

Focus on men

In our last issue of Community Vitality we explored women and leadership. As promised, this issue focuses...
Anne Kubisch: New president, CEO of The Ford Family Foundation

Anne Kubisch has spent much of her professional career studying the best ways to create strong and healthy communities. In her 19 years at the Aspen Institute in New York, Kubisch’s role was as an evaluator, a researcher, and a distiller and disseminator of lessons learned. She is considered a national expert on community building, child and family wellbeing, philanthropy, and evaluation and learning.

But after a career of big-picture thinking, Kubisch says, it was time for her to put theory into practice, and she plans to do that as the new president and CEO of The Ford Family Foundation.

“I can sit in New York and write books and exhort people to do all the stuff that we’ve learned has worked, but what’s hard is actually making it happen,” Kubisch says. “How do you implement it? What does it take to really make it happen on the ground? It’s all about going from lessons to action, from big think to practical, on-the-ground work, and doing that in a way that respects and responds to community history, leadership and priorities.

“This is my chance to be committed and deeply engaged in a place where I can take these national lessons and put them into place, working with the fabulous partners, organizations, community leaders and grantees in The Ford Family Foundation network.”

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MEN AS LEADERS

Warning. I’m about to say something that’s politically and socially charged. We need to pay more attention to men.

In every period of adult life today, it is men, not women, who carry most of the crisis stories. Take early adulthood, for example: Low achievement. High school dropout. College unpreparedness. Unemployment. High-risk sexual and social behavior. Inability to regulate emotion. Alcohol and


There is his life, and there is hers. And on a wide range of indicators, her life looks a lot better.

And yet, to even talk about “his” life or “hers” is problematic, given the extraordinary differences and inequalities among men and among women.

Women are not the only ones to live in the shadows of men. Many men do too: Poor and working-class men. Minority. Unemployed. Incarcerated. Being a man, even a white man, doesn’t necessarily ease or override these disadvantages in a culture that judges men by the resources they have.

The premiums our culture places on youth, beauty and sexual desirability are burdensome for women. But they also take a toll on men: Old men. Disabled, weak, sick, obese. Gay. These and other kinds of men are similarly burdened by

Rick Settersten is a professor of social and behavioral health sciences, and the endowed director of the Hallie Ford Center for Healthy Children & Families at Oregon State University. His book Not Quite Adults: Why 20-Somethings Are Choosing a Slower Path to Adulthood, and Why It’s Good for Everyone was published in 2010. It is available on the Ford Institute Select List. www.tfff.org/selectbooksonline

And why leadership training may be a surprising solution

By Rick Settersten
The problem(s) of men therefore, subject to similar bodies in common and are, if they do have the sex of their assume that all men have privi-

The five competency areas of the Ford Institute Leadership Program are skills that many men desperately need: 1) understanding community; 2) working in groups; 3) project management; 4) networking (relationships); and 5) communication.

There seems to be a parallel between the potentials of leadership skills for men and some of what family science has taught us about the benefits of involved fathering (and, to some extent, the benefits of higher education, which is highly correlated with involved fathering).

That is, leadership training might foster men’s psychological growth—in teaching them to be less self-centered and more giving, in providing direction and setting goals, in becoming more responsible and mature, and in tempering risk-taking.

Leadership skills might transfer to other realms, such as the family, by helping men become a better spouse or father. These skills might improve social relationships all around, serving as a mechanism for making and maintaining stronger attachments to members of extended families, schools, neighborhoods and communities.

Other articles in this issue of Community Vitality offer clues as to why men are missing in the Institute’s programs, such as whether they are unavailable because of other responsibilities or they mistakenly assume that they know how to lead.

So when we ask “Where are the men?” we must also ask: Have we made a place for them? Have we sought out the men who are hardest to reach and have the most to benefit? Have we been sensitive in our marketing and scheduling? Have we helped them see why leadership matters and provided a compelling case that any costs to family or work are worth it? In needing to be providers and in wanting to be involved fathers, men are struggling. The claims on men today as they balance work, family and other pursuits are not unlike those of women.

Cultivating leadership

There is no better time than now to cultivate the leadership of men, which may be one of the most important, and surprising, solutions to addressing the problems of men in our society. Gender equality is not just about closing the gap between women and men, though the primary things still on the table for women (pay, promotions and professions) are serious. The exclusive focus on these things, however, is short-sighted.

In the bigger picture, many men have it bad. This is not a song of sorrow for or a defense of men. But it is a call to action. And in my view, that means that we might try harder to get men’s lives to look more like women’s than to get women’s to look more like men’s.

"This is not a song of sorrow for or a defense of men. But it is a call to action." —Rick Settersten

m(s) of men

cultural expectations that reward good looks, strength and stamina, sexual prowess and traditional masculine behavior.

Men also live in the shadows of women—not only in education and increasingly at work, but also in family life, where the default social and legal assumptions continue to be that this is ultimately the domain of women and mothers (particularly when parental roles and rights are contested). Many men, even when they have been good husbands and fathers, feel powerless or victimized.

The point is: We cannot assume that all men have privileges by default or that they have it uniformly. The presumably positive effect of being a man is often undone once we account for other dimensions—especially social class, race and ethnicity, and age.

Women and men are not homogenous as groups—even if they do have the sex of their bodies in common and are, therefore, subject to similar cultural expectations. Our view must be more nuanced and sensitive to various combinations of age, race, class and gender statuses. Being a young, white, middle-class woman, for example, surely trumps being a young, black, poor man. Indeed, new social-science research is revealing that the effects of social class often matter more in determining life outcomes in our society than gender and race.

Greater investments

All of this has me thinking about how much boys and men have to gain—and how much the people they are attached to and our society have to gain—if we were to make greater investments in them as leaders.

This stance rubs up against the view that men have had their time and that it is women in whom we should now invest. The scenario does not need to be set up as a zero-sum proposition. Many men have not had leadership training and opportunities either.

Leadership skills might transfer to other realms, such as the family, by helping men become a better spouse or father. These skills might improve social relationships all around, serving as a mechanism for making and maintaining stronger attachments to members of extended families, schools, neighborhoods and communities.
A town leader at age 15

Josh Savey began holding leadership positions in Reedsport while still in high school.

Myanmar, formerly Burma, is in the news a lot now as its democratic reforms and newly lifted trade sanctions open it up to the world. Reedsport native Josh Savey, 24, is nearby in Bangkok, Thailand. As a law clerk, he helps clients investigate the feasibility and particulars of investing businesses in Myanmar.

Savey, who will return to law school at Willamette University in the fall for his final year, is no stranger to projects requiring capital and research, albeit on a much smaller scale. As a high school student in Reedsport, Savey was heavily involved in improving his school.

Though Savey is many miles and several years away from his hometown, he is still missed for his involvement and leadership.

“His leaving for college in 2011 was felt by many groups, and those groups are still trying to find ways to fill the gaps,” says Kathleen Miller, who worked with Savey on several projects.

Need to be busy

“Much of my volunteer spirit is driven by a need to be busy,” Savey says.

He remembers the volunteer projects in his high school usually drew more girls than boys. “Certain projects draw more men,” he says, citing sports and buildings as bigger draws for male volunteers.

During his time at Reedsport High School, Savey served in several leadership positions, including student body president. One of his duties was keeping the antiquated reader board current with school events, a task that required hanging each letter individually.

Replacing the reader board was something previous student governments had attempted, but it kept “bogging down,” Savey recalls.

Once he learned first hand how tedious the task was, Savey decided it was time to move the stalled project forward. He helped the student council solicit money. “Now it’s a digital reader board that can rotate through several events instead of just getting changed once a week,” he says. “It’s become a community posting place.”

And if something is going on in Reedsport, it often happens in the school’s Pacific Auditorium. Renovations of the event hall began in 2004, and Savey played a role in that overhaul, too.

Community members and school staff encouraged the then-high school sophomore to get involved with Reedsport’s first cohort of the Ford Institute...
Leadership Program. The group chose the auditorium renovation as its project. Savey had helped put on shows in the theater since sixth grade and knew the facility’s problems.

A center point for Reedsport

“It’s a center point for all activities, like large meetings, high school plays and musical performances,” he says.

After he turned 18, Savey was selected as the president of the non-profit organization Coastal Douglas Arts and Business Alliance, a group formed to promote and maintain the newly renovated facility. Kathleen Miller, CDABA’s current president, says Savey led a group of adult volunteers well.

“The most unique thing about Josh as a CDABA leader and community volunteer was his youth,” she says. “Josh garnered respect from all the adults he encountered.”

Since leaving Reedsport, Savey has continued to actively volunteer. A 2007 Ford Scholar, Savey earned a political science degree from the University of Oregon in 2010.

After graduation, Savey worked for state Sen. Joanne Verger, D-Coop Bay, from January 2011 through May 2012. This year he worked at Williamette University’s Business Law Clinic, which helps start-up businesses. He chose clients who were beginning nonprofits.

“It was great to get back into that mindset. I understand nonprofits from my work with CDABA,” he says, adding that he hopes to offer similar help to such organizations in the future.

Survey: What our readers said

Leadership Program graduates weigh in on the importance of gender roles in leadership

Gender roles in leadership are a critical issue today — it’s why we devoted both the Spring 2013 and this issue of Community Vitality to the topic. We turned to our readers, people on the front lines of community leadership, to find out what they thought about the subject. We invited about 3,300 graduates of the Ford Institute Leadership Program to respond to a short survey exploring the topic. About 200 people responded, 53% of them male. Most respondents (59%) were in the 51-70 age group, with 21% in the 36-50 age group. Nearly half of our respondents described the importance of gender as a “moderate” influence on their style of leadership, with 32% describing it as “major,” and 20% crediting it with a “minor” or “insignificant” role.

“As a woman, I think first about the effects my decisions have on others,” says one respondent. “It’s not that men don’t care, but I have found their first concern is how this will affect them.”

“I am well aware that being male, white and above-average height gives me recognition in a room full of people,” says another. “It isn’t logical nor deserved, but it is a fact.”

“I think leadership is gender-neutral,” says a third respondent. “It is the followers who determine the success of an opposite-gender leader.”

Why fewer men in Leadership Program?

Participants in the Ford Institute Leadership Program are predominately female (65%), and our respondents had many ideas about why fewer men participate, many of them mentioning a difference in leadership styles. “Many men are focused on making a living and guard their weekends for home and families,” says one. “Men are less attracted to the social, group, sharing and collaborative aspects of the program.”

“I think the cooperative and social aspects of the training appeal more to women,” says another. “I also think that women are raised with more of a spirit of community service.”

“We discuss things over and over,” says a third respondent. “Men help you get to the point.”

Is having fewer men involved a bad thing? In general, our respondents felt it was, and several mentioned the downward spiral effect. “The surest way to draw men into leadership is through male leaders calling it out in them,” explains one respondent. “So with fewer men to serve as examples, an even fewer number of men can be reached.”

Our respondents had many ideas about how to attract more men to the program, including all-male classes; a more structured, outcome-based program; and men leading the training. Several also felt it was important to have an invitation to participate extended directly to men from other men in the community.

On the subject of the opportunities and challenges that men face today, our readers had a wide range of responses. “Some men appear threatened by the emergence of stronger women, while others appear relieved that the world is no longer on their shoulders alone,” says one. “There is great opportunity for men to work more collaboratively than they have in the past,” says another. “I see this as a big tension for the older generation who are still invested in the good-old-boy tradition, but younger men seem to be embracing the opportunities. I think the older, more authoritative men are frustrated with the idealism and enthusiasm of some women who are becoming leaders now.”
Providing wisdom, guidance

Mentors can appear throughout your life — from a high school teacher to current friends

By Knute Buehler

As I have moved through different phases of my life, the important role that mentors have played has become ever more apparent to me. As a society, we have grown to appreciate the need for both males and females to have role models — people we can rely on to share knowledge and impart wisdom. I have had not just one but many mentors, who provided me with guidance and perspective. The key is recognizing the need for a mentor and allowing yourself to develop the intimacy needed to achieve this relationship.

The importance of mentoring has its roots in antiquity. In the Odyssey, Homer includes the story of Telemachus, who had a great need for guidance while his father, Odysseus, was away fighting in the Trojan War and making his arduous trip home. One of Odysseus’ friends, an elderly gentleman named Mentor (thus the origin of the word), provided wisdom to the young man. As Telemachus aged, he also sought guidance from others, including the goddess Athena and the swineherder Eumaeus. So, despite the absence of his father, Telemachus developed meaningful relationships with a variety of people, helping him become a heroic Greek figure.

The story of Telemachus provides me with helpful, personal insight. At different stages in my life, I have developed mentoring relationships with a variety of people.

While a teenager (and not very receptive to parental input), I had two adult mentors — my high school math teacher, Don Crossfield, and my college baseball coach at Oregon State, Jack Riley. Both men reinforced the positive messages and examples I received at home, including the importance of being both a competitor and a gentleman.

I recall one episode when I was pitching against the University of Washington and getting balls hit into the outfield gaps left and right. Coach Riley came to the mound and before he could say anything, I blurted out, “I am not tired, I want to stay in the game.”

He looked down, scoffed and retorted, “You may not be tired but the darn outfielders are.” His remark cemented in my mind the need to be aware of the effect my competitive instinct may have on others.

In my 20s, frequent moves and the fast pace of my life made developing new relationships harder, and I relied on my brothers, both nearly a decade older, to share their similar experiences via weekly phone calls. As I started my medical career in my 30s, senior surgeons such as Dr. Cliff Colwell at Scripps Clinic taught me the importance of judgment, integrity and how to work within large organizations.

Recently, as I pursued public office, political veterans Dave Frohnmayer, Ron Saxton and others shared insight and perspective about statewide political campaigns.

Now, as I approach my 50s, I increasingly look to my peer group of trusted friends and colleagues. Some of us meet monthly to share professional and personal challenges.

My own experiences represent several mentoring lessons:
Lessons learned from the Far North

Tom Gallagher looks to Alaska Natives for ways to engage young men into communities

By Tom Gallagher

The young man could not have been over 15 years old, dressed in jeans and a light jacket although the temperature was 20 below. His black hair flowed in the wind as he drove a powerful snowmobile drawing a sled loaded with caribou he had killed to his village. His destination and home was Arctic Village, a small Athabascan community in northern Alaska.

I knew the young man had exceeded his legal limit for caribou but I knew he was hunting for others — his parents, his extended family, as well as for elders who could no longer hunt. He kept their caribou tags in his pocket while he gathered the hundreds of pounds of meat his people would depend on through the winter. Although he was in his early teens, he was doing a man’s work.

In 1984 I had the opportunity to visit Arctic Village on the invitation of Alaska Natives. We were studying how young Native men are acculturated and become productive members of a community. At that time there was growing recognition across rural Alaska that young men had a diminishing role in their family and community. The dominant Western community and economy was replacing subsistence ways. More often than not, women now had an office or service job and could buy food, and hunting was no longer essential. Arctic Village was an exception, a very traditional community not yet fully absorbed into Western ways.

Harnessing energy and talent

The study was part of the Alaska Native Human Resource Development Program, funded by the Kellogg Foundation. The study engaged men from traditional cultures in striving to find ways to harness the energy and talent of their young men for the good of their community. Many promoted rites-of-passage activities, such as traditional gatherings and ceremonies, while others promoted education and job-skill development, and others wanted young people to be treated as adults as early as age 13. All felt great loss as their young people, particularly young men, failed to engage with the community, and either left for the city or stayed and often became unwelcome troublemakers.

The Arctic Village experience reminded me of a quip a decade earlier by a University of Michigan professor: “The purpose of society is to control juvenile males.” While certainly not the only purpose, the comment points to the importance of society in helping young men find a path that is productive for them and society. The lack of a path was visible in the Native community over 30 years ago, and now is, arguably, visible in our own communities.

Few young men in our mainstream culture grow up with responsibility equivalent to serving as the community hunter. Cities and subdivisions provide few opportunities for important engagement. Young men and women who grow up on farms and ranches, however, have more opportunity to be an important part of their community through their activities. I have little doubt that young men in rural places have more opportunity to be an important part of their community than young men in cities.

Whether urban or rural, one piece of the puzzle must be engagement of older men to mentor and guide younger men. However, if older men are themselves not engaged they cannot be of help, and if older men don’t understand their roles as mentors, the opportunity is lost both for the young man and for the community.

The rapid changes in society make crossing the age divide more difficult. Where there was probably very little difference between generations less than a century ago, now each generation has a name — Boomers, Gen-X, Millennials.

One of the core strategies of the Ford Insti-

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Knute Buehler, a native of Roseburg, studied microbiology at Oregon State University. He became the first student at OSU to receive a prestigious Rhodes Scholarship, which allowed him to earn a master’s degree in politics and economy at Oxford University. He received a medical degree from Johns Hopkins University. Buehler was the Republican nominee for the office of Oregon secretary of state in the 2012 election. Today, he is an orthopedic surgeon in Beaverton and serves as a member of the board of directors of The Ford Family Foundation.

Do not expect a single person to be your mentor. Conditions, people and your needs change — look to those who are a “best fit” for that time in your life.

Make time

If you’ve had the benefits of mentoring, consider being a mentor yourself. The lessons of mentoring often work both ways for the mentor and mentee. Make time to establish a trusted, familiar relationship. This can be done after baseball practice, in weekly phone calls, over beers after a long day in surgery, or — my current preference — at a favorite breakfast spot with lots of strong coffee.

In order to find a mentor or mentee, be engaged in your community and meet individuals from a variety of professions and perspectives.

Nurture that part of your personality that is receptive to mentoring. Share freely and honestly, and for mentees — have the humility to accept well-meaning advice.

Developing mentoring relationships with others has been an important dimension of my life, from my teenager days to now, when I am a more senior community leader. It may not allow you to become a heroic figure like Telemachus, but mentoring will most certainly allow you to have a more connected, balanced and satisfying life.
In the mid-1990s, women surpassed men in the attainment of a college degree. Today, men are the minority on college campuses nationwide.

Denise Callahan, director of Scholarship Programs at The Ford Family Foundation, says her office sees the national trend mirrored in its scholarship applicants. Last year, 37% of the total 5,595 applicants for the Ford Scholars program were male, and 36% of the total 120 Ford Scholars were male.

Why the disparity? The reasons are not clearly understood, but Callahan says coming from a working-class background, rural or urban, plays a role. “Culturally, in working-class families, ‘getting something done’ is considered masculine. If young men are a key provider for their family, it’s a luxury to attend college,” she says.

The “get-it-done” approach reflects a transactional form of leadership, which is more common in men (see “Leveraging Strengths,” Community Vitality Spring 2013). “Boys tend to be more short-term goal oriented rather than long-term,” Callahan says.

Researchers widely acknowledge that women are more holistic. They lead through a transformational style, which involves looking beyond facts to consider values, vision, and relationships. As a result, Callahan says girls make the transition to the ritual and structure of new institutions (like college) easier, building new relationships more quickly. Boys tend to want more familiarity with a built-in structure and peer network.

Boys also mature later. According to neuroscientist Dr. Sandra Aamodt, former editor-in-chief of Nature Neuroscience, brain scans show clearly that the brain is not fully developed until about age 25. In particular, the prefrontal cortex is not yet fully developed. That’s the part of the brain that helps young people inhibit impulses and to plan and organize their behavior to reach a goal, such as a college degree. Females’ brains develop on average about two years earlier than male brains, Aamodt says.

Widening gap

In his article “Ten Reasons Why Men Aren’t Going to College,” James Shelley, director of the Men’s Resource Center in Lakeland Community College, writes the gap continues to widen at college graduation, with 57% of undergraduate degrees going to women and 43% to men.

Shelley says that the draw of a “good job” out of high school often pulls boys off the education track and puts them to work in traditional blue-collar jobs — jobs that are increasingly going away or being shipped overseas.

The value of higher education is measurable. U.S. Census Bureau data show that, as of 2007, Oregonians with just some college earned an average of $13,000 more annually than...
Identifying mentors and the long-term benefits may be helpful in getting boys to shift their focus to a more distant, educated future.

—Denise Callahan

those without a high school diploma. Those with associate’s, bachelor’s and master’s degrees had even higher annual incomes.

The gender gap is also striking among high school dropouts. Despite graduation rates being the highest they have been since 1974, boys had a higher dropout rate than girls in every state. The Oregon high school class of 2012 graduated 68% of its students; California graduated 76%.

What to do

Back at The Ford Family Foundation Scholarship Office, Callahan says she believes a number of factors could be addressed to begin changing the way young men think about education and college. Identifying mentors and the long-term benefits may be helpful in getting boys to shift their focus to a more distant, educated future.

The Scholarship Office stays in close touch with its Scholars to help keep them on track. A peer-mentor program matches new recipients with current Scholars at their colleges.

The Scholarship Office also has implemented an emotional quotient inventory assessment. The 133-question survey reveals where a student might stumble based on behavior tendencies. Research indicates a significant positive relationship between emotional intelligence skills and academic success.

Shamra Clark, a student success counselor in the Scholarship Office, says there are no significant differences between the men and women who chose to take the test, but she has noticed males tend to score lower in the area of impulse control.

“The assessment gives students a much bigger awareness of how they respond and react,” Callahan says. “It’s another way we can make sure we put together the best possible support so the student we fund — male or female — is as successful as possible.”

Anne Kubisch assumed her new duties at The Ford Family Foundation on May 15, taking over from Norm Smith.

Kubisch: New president, CEO

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Kubisch assumed her new duties on May 15, taking over from Norm Smith, who retired after 16 years in the position. She is the founder and director of the Aspen Roundtable on Community Change, a national resource center that gleans lessons about how to improve outcomes for low-income children, families and neighborhoods, and advises policymakers, funders and practitioners on strategies for promoting vibrant and equitable communities.

Kubisch holds a master’s degree from the Woodrow Wilson School of Public and International Affairs at Princeton University and a Bachelor of Arts degree in English from Tufts University.

Besides the attraction of the job, Kubisch and her family were drawn to Oregon by the quality of life. Kubisch, 57, is married to Mark Montgomery, a professor at Stony Brook University in New York. They have two teenage children. “We’re moving from a second-floor apartment overlooking the dirty, busy, Harlem area of New York City. I’m overwhelmed by the beauty of Oregon,” she says.

But the beauty is not blinding her to the work that needs to be done. “One of the things that I don’t think I really knew about Oregon is the level of poverty in rural areas,” she says. “I thought of it as a beautiful resource-rich state, but in many places the economic engine has fallen out with not much to replace it. There’s a lot of work ahead.”

Kubisch has spent her first few months getting to know systems, the staff and the board at the Foundation. She’s looking forward to soon spending more time traveling to rural communities throughout Oregon and Northern California, and learning more about what’s happening there.

“I believe one of the lessons we’ve learned from the last 20-30 years of doing this work is that you need community leadership and capacity to make things happen,” Kubisch says. “The reason that this foundation is so exciting to me is because it so clearly committed to that concept—it understands deep in its DNA that community capacity is core.

“I feel incredibly lucky that I can carry out the vision of Kenneth Ford,” Kubisch adds. “I get to step into a position where Norm Smith took a foundation from nothing and created the well-respected, high-functioning, incredibly well-staffed organization that it is.”
Encouraging boys and men to step up

Scott Eastman works with volunteers daily and says the organization he operates runs “off the backs” of those individuals.

Eastman, 37, is the executive director of the Siskiyou Family YMCA in Yreka, Calif. He directs a staff that includes just two full-time employees, between 25 and 30 part-timers and a volunteer crew of 200 to 250.

“The volunteer effort and support we’re given in this rural community is what keeps us here year to year,” he says. “The Y’s success is directly related to the passion we have from our volunteers.”

The male-female split among his volunteers is heavily activity-specific. About 70% of youth sports coaches are men; most volunteer spots for other activities are filled by women.

“If you’re looking for volunteers who are going to volunteer purely as a social responsibility to give back, it’s probably more women than men,” he says.

It’s a trend, Eastman guesses, that is on par with the rest of the nation, as well as across age groups in Yreka.

In 2003, Eastman was a participant in the first Yreka Ford Institute Leadership Program. “It had a tremendous impact on my career and on some of the programming that we created,” he says.

Y’s Teen Leadership Council

One of the leadership program spin-offs was the Y’s Teen Leadership Council, which consists of seven girls and seven boys elected by their peers. The council advises the Y on teen programming and helps community groups, like the Soroptomists and Rotary club, with their events.

Eastman says the group formed because the teens wanted to combat a negative image in the community. “They felt like teens had a bad rap, that community members saw teens as being irresponsible.” The teens on the council often become camp councilors and part-time staff members at the Y.

Scott Eastman fishes on the Sacramento River while his son Ryan guides the boat. Eastman is the executive director of the Siskiyou Family YMCA in Yreka, Calif.

The council teens are heavily vetted through their peers, teachers and other community members to qualify for the leadership position. Like with adult volunteers, Eastman says it’s easier to find qualified girls to fill the council.

“We’ve been very lucky. The guys that we’ve had have been phenomenal, but when you go through the list of candidates, it’s 10 to 12 girls and five to seven guys. There’s a greater social-responsibility disconnect from young men.”

Eastman speaks frankly about what he sees as the gender differences in volunteerism. “The heavy push to equalize girls’ opportunities has almost allowed boys to become lazy. I see a lot of boys just defer to...
He planned to be a strength coach. An athlete himself, he spent four years on the U.S. Whitewater Rafting Team.

He soon discovered he wanted to shift his focus. “It became apparent that my joy and love was working with kids and teens than with professional athletes.”

In 1999 Eastman, his wife, Kim, and their three children moved back to Yreka. In 2000 he became the program director at the Y and has been the executive director for almost four years.

About the same time Eastman was hired at the Y, the City of Yreka and the YMCA contracted to have the Y run all of its adult and children’s recreation programs. Between the city and Y programs, Eastman says there are about 42 youth programs and 11 adult programs.

“Our Y is not just a fitness center, it extends beyond the walls of our building.” The organization served 4,800 people in the county in 2012 on an operating budget of about $575,000.

Eastman’s favorite days are out of the office, guiding rafts on the Klamath River, also a part of the Y’s programming.

Eastman fully expected to leave Yreka when he grew up. He attended Pacific Union College in Napa Valley and studied commercial fitness management.

As a coach of both sexes, Eastman has seen the different mentality first-hand. Boys operate on a competitive basis, while girls often focus on getting the group working well together first and the game second.

**Room for boys**

Eastman applauds the increased role for women in community involvement and leadership, but he sees room for boys and men to step up and join in.

“This is a point in history where we’re seeing more leadership qualities being expressed by women, when previously they were suppressed.

“But whenever there is a lack of balance between the genders, there is a problem,” he says. “‘We’ is stronger than ‘Me.’ You’re a better family when you’re thinking about more than yourself. We’re a better society when we’re focused on more than ourselves.”

A transplant from Maryland, Eastman moved to Yreka at age 7 when his father began a private medical practice in the area. He describes the Northern California town of just under 8,000 people as a “kind of a ‘Cheers’ environment,” referring to the television series. “You know everybody.”

Eastman fully expected to leave Yreka when he grew up. He attended Pacific Union College in Napa Valley and studied commercial fitness management.

“**We’ is stronger than ‘Me.’ … We’re a better society when we’re focused on more than ourselves.**”

—Scott Eastman

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**The Purpose of Boys** by Michael Gurian. 264 pages. © 2010. Gurian reveals how important purpose is for the success and happiness of boys and explains how a boy’s core personality, nature and genetic predisposition function to create both strengths and weaknesses in his journey towards maturity. For a complete review, see back cover.

**Sharing the Rock** by Bill Grace. 224 pages, ©2011. Bill Grace presents a leadership model designed to cultivate a world view suited for today’s interconnected global society. He offers a framework for people aspiring to live for the good of others. Through concrete exercises, the book helps readers determine their deepest values, which Grace shows are the heart and soul of leadership.

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Newberg High School student Dylan Beam sees a distinct difference between the way he operates in leadership situations and the way his dad, David Beam, leads. The father-son team are currently practicing their skills in the Ford Institute Leadership Program in Newberg.

“I feel like my brain is a little more free than his,” Dylan says of his dad, who is the city of Newberg’s economic development planner. “I’m more abstract. I’m a big-picture kind of guy, and he seems more interested in all the details that go along with that.”

Dylan, 15, sees the differences as an extension of their personalities and occupations, but he also says they reflect a generational trend.

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Diverging leadership styles between generations of men is nothing new. Part of it is just the steady march of time that changes perspective.

“Younger, more flexible leaders are going to be the rigid leaders in 40 to 50 years,” says Max Gimbel, associate director of the Ford Institute for Community Building.

Still, members of today’s younger generation are markedly different in the way they lead, with the shift illustrated in a recent survey by the Ford Institute (see survey results, page 5), which asked respondents to describe older and younger generations of male leaders.

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The most-mentioned adjective for the next generation of male leaders was “Open-minded,” followed by “Collaborative,” “Flexible,” “Authoritative” and “Inclusive.”

Gimbel says, broadly speaking, he sees a little more rigidity in some of the older leaders and a little more flexibility in the younger ones. He attributes that in part to the shifting role of men in society. “The older generation of male leaders is seen as more decisive,” he says. “But the identity of being a male leader is not just about being a breadwinner anymore. It’s more fluid, with male retreats, men doing more household chores, and more women being the primary breadwinners. It is just an evolution of how we are changing, and it mirrors society.”

‘Generational gap’

Leadership Program participant Maurizio Valerio agrees. Valerio was part of the 2005 Baker County cohort. He then worked as a trainer in the 2012 cohort that included his son, Marco. “There is indeed a generational gap,” says Valerio. “I need a constant reminder of the new style. The new generation has never known the old ways of my father and grandfather.

“I think the new generation is demonstrating more inclusive, participatory leadership as opposed to the older, more authoritative style.”

 Besides being instructional, the Valerios’ participation in the Leadership Program was a good time. “It was fun sharing the floor with my son and
Dylan and David Beam of Newberg are currently participating in the Ford Institute Leadership Program.

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—Max Gimbel

in leadership styles. The gender difference is also well documented. For example, the Ford Institute Leadership Program training focuses on group dynamics, relationship building and networking, which Gimbel calls “soft skills,” and which research has shown to be attractive to women. That may explain, in part, why women make up 65% of participants of the Leadership Program. Men, on the other hand, are thought to be more results-oriented and focused on results.

“Many of our projects in the Leadership Program are around family and youth, and downtown beautification,” Gimbel says. “With more males, we might focus more on economic development and things similar.”

Societal changes

But even that gender generalization is changing today to mirror societal changes. There is a new emphasis on soft skills, due to an economy driven by service jobs rather than manufacturing work, which called for a skill set that tended to fall heavily along traditional gender-lines.

In the Journal of College Student Development, researcher John P. Dugan looked at the difference in leadership between college men and women.

In industrial times, Dugan says society’s understanding of leadership was dominated by the idea of a single individual as leader who was in command, controlling and got things done in an autocratic style.

Today, Dugan writes that leaders who succeed are more democratic and “grounded in human relations and characterized by shared goals. This post-industrial perspective is process-oriented, transformative, value-centered, non-coercive, and collaborative.”

Home roles changing, too

Traditional roles at home are also changing as fathers and mothers balance work and child-rearing more equally than in the past, according to the Pew Research Center report “Modern Parenthood.”

Pew analysis compared how men and women divide time between paid work, housework and child care from 1965 to 2011. Data show a gap still exists, but men have started to take on more duties at home, and women are spending more time at paid work.

In 1965, men were occupied with paid work 42 hours a week, while spending four hours on housework and 2.5 on childcare. In 2011, fathers were spending 10 hours on housework and seven on childcare, while paid work accounted for an average of 37 hours during their week.

Dylan Beam sees the new zeitgeist coming.

“Society is affecting my generation. We’re definitely going to lead much differently than my father’s generation,” he says. And, though different, those differences can still work well together. He adds: “Dad is a little less flexible than I am, but it’s not any less productive than the way I lead. It’s just different.”
Where are the men?

Continued from page 1

The past and present dominance of men in leadership roles throughout the United States provides an intriguing contrast to the Ford Institute Leadership Program’s experience. Since the program began in 2003, just 35% of the nearly 5,000 program graduates are male—despite our equal recruitment of men and women.

This fact has me wondering: Where are the men? Do men not value community leadership training and community volunteerism? Or, are they sufficiently overwhelmed and challenged in their day-to-day work with no room for additional commitments? We know that in Western culture, men have been seen as the predominate breadwinner. That expectation is shifting, however, as more women enter the workforce, many following a successful college experience.

Perhaps the idea of volunteering one’s time to participate in a “community leadership class” is just not attractive to many men.

But make no mistake, both men and women volunteer their time. In a 2011 study conducted by Georgetown University’s Center for Social Impact Communication, 45% of Americans are active supporters of charitable causes. However, women make up a significantly larger portion of that 45%.

Perhaps volunteer activities are simply less appealing to men than women? According to the Georgetown study, men report being more pessimistic about the power of getting things done in volunteer positions.

As the Ford Institute’s curiosity continued to grow, we decided to seek opinions from our favorite experts in community leadership, our Ford Institute Leadership Program alumni (both men and women). Who better to weigh in on this issue than past participants? The results of our informal survey are summarized on page 5. As you read the findings, give some thought to your own perspective.

Social context

One cannot wonder about the absence of men in volunteer community leadership without at least considering the social context and environment in which today’s young males are growing up. Our 21st century culture is a challenging place for many boys. An African proverb says, “If we do not initiate the boys, they will burn the village down.” Experience through the centuries validates this proverb. Successfully raising all boys in our communities is serious business.

Engaging young men

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Engaging young men

Engaging youth and elders

Most community leadership programs target mid-career adults; I’m very pleased that the Institute’s leadership classes engage youth and elders as well. It was a model I learned in Alaska but one that is working for the Institute and for rural Oregon and Northern California.

Building community capacity cannot be about a targeted population, but must draw from the breadth and diversity of the community. Within this strategy is the very real value of engaging young men in community.

Tom Gallagher served as the director of the Ford Institute for Community Building from 2003 until his retirement in 2011.

Arctic Village photo: nativeamericanencyclopedia.com
The ‘Ten Values’

In his book The Purpose of Boys, Michael Gurian outlines “Ten Values,” a tool to help parents define “destiny” in the context of the ethics and values of family. The tool helps parents gauge whether or not they have enough of an extended family system in place. The Ten Values are: Legacy, Give and Take, Failure, Independence, Identity, Self-Reflection, Ethical Action, Self-Discipline, Self-Doubt and Faith. In this excerpt, Gurian explores two of The Ten: The Value of Give and Take and the Value of Failure.

The Value of Give and Take is a crucial one to teach boys in our society. We parents give a lot of personal services and material possessions to our sons today, hoping our boys will appreciate the ease of life we have worked so hard to earn for them. At the same time, we might give too much. It might be better to have grandparents doing the more generous giving, so we parents can require the son to earn more at home and receive less for free.

One innovation I’ve seen used a great deal in three-family systems is a literal give-and-take ritual. Your son can quite literally expand his sense of family by giving one object to a charity organization that supports impoverished families for every gift or toy he receives from you or others. The value of equitable exchange that surrounds this innovation can be taught in part by one or two parents, but it also helps to have a number of “parents” echoing its necessity.

When a boy is old enough to work outside the home, extended family and community can become like “parents,” helping him by hiring him to rake lawns, cut grass, do anything that teaches give-and-take, and thus help him learn more about his own real power, destiny and purpose through work.

The Value of Failure is often forgotten in our families because so many of us have been convinced somehow that sadness or guilt or shame will automatically bring adult failure to our children. Most of us want our sons’ self-esteem to be as high as possible at all times, and we worry when he seems unhappy.

Clinical depression is certainly a reason to worry, but it is also generally true that failure is not a reason to worry, especially when there is a strong safety net of parents and caregivers to help a boy navigate through his failures. Failure is a unique kind of sadness for someone who is seeking his destiny, a sadness that ideally inspires deep, helpful changes in self.

Acknowledging the value of failure without jumping in to rescue our son may be more difficult for us as mom or dad than for another extended family or community member. Because it’s pretty instinctive for a parent to want to keep a son’s success ratio very high, we parents may need help from extended family members in making sure we don’t overprotect.

Gurian encourages boys to learn more about their purpose through work.

Tough time

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when little, boys will often try to do something rather than talk about it. “Because of brain-blood flow differences,” Gurian goes on to explain, “boys are also more likely than girls to spend larger parts of their day ‘zon- ing out.’”

Tools to help boys grow

But the book is not just about science and theory. Its overriding purpose is to provide readers with tools to help boys grow up, as well as the step-by-step road map that makes those tools work.

To that end, the second half of the book offers insight, practical strategies and a host of social and emotional tools. Particularly useful are the chapter-enders, questions and conversation-starters (see below) intended to aid communication, as well as inspirational anecdotes of boys who were turned around.

There’s instruction for parents on how to develop and lead a team of adults (educators, coaches, older relatives) to help guide a boy.

And there’s even a chapter on the benefits of a rite of passage — a ceremony or event that helps usher the boy through adolescence and formally acknowledges his changing relationship with the world and with himself.

“The time has come to re-invent boyhood in our culture, and to celebrate manhood as a servant of the greater good of our new millennium,” Gurian writes.
A tough time to be a boy

Author offers a road map to help our sons find meaning, direction

“. . . I see a world in which boys are asking us every day, and mainly through their actions, ‘What is the purpose of boys?’ And for the most part, our culture is answering, ‘We don’t know.’ “ — Michael Gurian

It’s a tough time to be a boy. In the not-so-distant past, gender roles in society were well defined: Men were expected to be the decision-makers, the breadwinners, and the leaders. Society has undergone a seismic shift since then, with gender roles, expectations and responsibilities in constant flux as the X, Y, and Millennial generations entered the world.

Social philosopher Michael Gurian has made a career of studying boys and their development. In his newest book, The Purpose of Boys, Gurian offers parents a powerful program designed to give them what he says they lack in today’s world: a core purpose.

It’s this sense of purpose that is essential in building the success and happiness of boys today, Gurian says. His program is based on building morality, character, career goals, developing the capacity for intimate relationships and personal and community responsibility. Sounds daunting? It can be done.

And more importantly, it must be done. Boys are currently not being directed toward joyful roles and positive purposes, Gurian says, and that is a serious problem for society as a whole. Consider this: Boys in America take 85% of the world’s Ritalin. For every 15-19 year-old girl that commits suicide, there are 5.5 boys who do so in that same age range. The list goes on.

Gurian divides the book into two main sections. The first looks at the situation from research and science perspectives, and offers fascinating insights about what’s going on with boys — inside their heads and bodies, in biology and in culture.

Advances in biological sciences have revealed new information about boy biology and its “hardwiring” toward the development of purpose. Boys have fewer verbal-emotive centers in their brains, for example, and that is why even (continued on page 15)