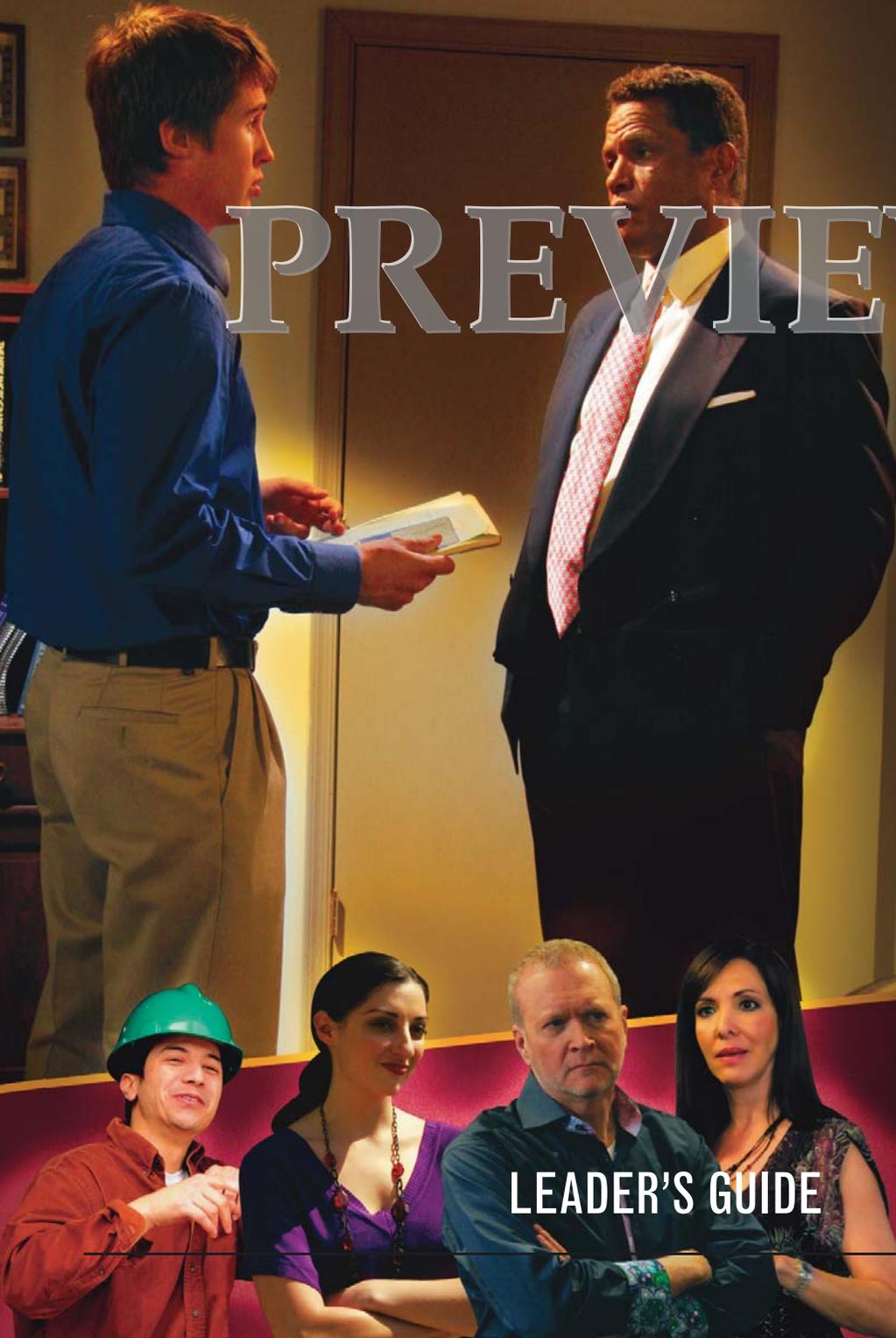


Harassment A New Look

PREVIEW



LEADER'S GUIDE

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INTRODUCTION

About This Program

Title VII of the 1964 Civil Rights Act forbids harassment and discrimination based on a person's race, color, religion, sex and national origin. However, many recent forms of harassment are not necessarily covered by this landmark law. Harassment can and does occur outside these legally "protected categories," manifesting as workplace bullying and intimidation, cyber bullying, sexting, and discrimination against younger employees. This program is designed to provide your employees an opportunity to examine and discuss these new manifestations of harassment in the workplace.

This Leader's Guide is designed to help you facilitate a training session for all employees on harassment in the workplace. It offers ideas on how to use this program in different ways, giving your organization flexibility to determine which training format is best for its specific needs. The program is 21 minutes long. On the DVD, there is an option to show the program in scenes. On the DVD, a quiz is available on-screen and in this Leader's Guide, a Pre-Test and a Post-Test are available.

Training Points have been created on the DVD format of this program to provide visual aids when sharing important training material, or reviewing the content of the program. Video links are included to provide visual reinforcement of some of the Training Points.

A PowerPoint® presentation, identical to the Training Points content of this program, has been included in both formats for your use. The customizable version is available for you to add specific information for your company. Tips for customizing this presentation are included at the end of this guide. As an alternative, the slide information may be printed or transferred to transparency sheets or a flipchart when used in conjunction with the program.

Illustrated handbooks are also available for use with this program. These handbooks may be given to participants as a helpful note-taking and reference tool. A quiz is available at the end of the handbook.

We recommend that you tailor the program to your organization's needs by including specific information unique to your employees. The specifics of how you facilitate the program are up to you.

Training Materials

There are a few things you'll need for an effective training session:

- A training room located away from major distractions or interruptions
- A comfortable arrangement of chairs and tables, preferably in a circular pattern, with an opening for a TV monitor and other visual aids. (Be certain all participants can see the TV monitor and other visual aids.)
- Adequate lighting that can be adjusted while viewing the program
- A location, possibly including a podium and/or a flip chart, from which the trainer/speaker can lead discussion
- The training program *Harassment: A New Look*
- TV and VCR or DVD player/computer with projector and remote
- Copies of the class agenda
- A copy of the handbook, paper and pencil for each participant
- A flip chart or dry-erase board and appropriate markers
- A computer with PowerPoint® software and the PowerPoint® Presentation
- Copies of any worksheets and handouts you plan to use, and the Post-Test and Evaluation.

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Preparation

Preparation is the key to effective training. Do these things prior to the session:

Establish Training Objectives

Determine the training objectives in advance so that you can identify the best approach to take for the training session. It is also important to decide what level of understanding is expected from participants upon completion of the training.

Suggested training objectives for this presentation are:

- Describe behaviors indicative of bullying at work
- Explain the two types of harassment
- Establish a barometer for humor at work
- Identify the two types of third party harassment
- Develop skills for working with multiple generations
- Delineate procedures for addressing harassing behaviors
- Identify behaviors and practices that put you at risk of offending and ways to avoid doing so.

Feel free to edit the training objectives to meet the particular needs of your organization. Training objectives should reflect the content of the program.

Determine the Audience

Another aspect to consider in planning this training session is the audience. Tailor your presentation to the skills or experience of the participants. The focus of your discussion and the depth of content presented may vary, depending on whether you are providing an orientation for new employees or a refresher course for all employees.

The ideal group size should range between 10 and 20 people. Most of the exercises in this program require that the group break into smaller groups to increase participation. When the group is too large, individual attention may be lost.

Agenda

1-Hour Session Agenda

Introduction	10 minutes
Program & Discussion	40 minutes
Session Summary	10 minutes

2-Hour Session Agenda

Introduction	5 minutes
Program & Discussion	35 minutes
Exercise 1	15 minutes
Exercise 2	15 minutes
Exercise 3	15 minutes
Exercise 4	30 minutes
Session Summary	5 minutes

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Invite Participants

Send out letters or memos to participants or post a notice two weeks in advance of the training date. State the location, date and time, and meeting agenda. Administer the Pre-Test in advance.

Sample Invitation

Date: (Insert date)

To: All Employees

From: Sonya Alvarez, Human Resources Manager

Re: Harassment: A New Look Training Session

Please make plans to attend a new program focusing on harassment in the workplace. Plan to be at the training session on (insert date), at (insert time). We will be meeting in the main conference room for a one-hour session. If you are unable to attend, please contact me as soon as possible.

Agenda:

- Introduction 2:00 - 2:10
- Program & Discussion 2:10 - 2:50
- Session Summary 2:50 - 3:00

Please mark your calendar so you can attend this very important training session.

Thanks!

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Presentation Tips

Overcoming anxiety

The best way to overcome anxiety about speaking before a group is to be prepared. Although it is natural to be nervous, your sweaty palms will disappear once you focus on what you are saying. Concentrate on communicating your message and your presentation will flow naturally.

Choosing your vocabulary

It's best to use the same comfortable language that you would use when speaking one-on-one. Avoid jargon and overly complicated words or phrases.

Getting rid of the “umms”

One of the most annoying mistakes a speaker makes is saying “umm” every time there is a break between thoughts. Remain silent while you think about what you're going to say next. The silence will seem longer to you than it will to the audience. If you remember this, you'll feel less pressure to fill the silence. You can control your “umms” by jotting down notes beforehand. If you want to include personal anecdotes or examples, write down a few notes to trigger your memory. Beware of writing down too much, however. You'll deliver your message to your note cards instead of your audience.

Controlling the speed and tone of your voice

You'll put your audience to sleep if you speak too slowly, and they won't be able to keep up with the content if you speak too quickly. Approximately 150 words per minute is the best speed (that's about two-thirds of a page, typed, double-spaced). Vary your tone often, especially when making an important point. Adding emotion to your presentation will keep your audience involved. Again, strive for a conversational tone.

Sticking to the schedule

Begin class on time, and restart the session promptly at the end of the break. Except for emergencies, participants should not be interrupted for messages.

Asking for questions

Ask for questions throughout the session. Be prepared to answer all types of questions, but don't be worried you don't know every answer. You can simply say, “Let me find out and get back to you.” Keep in mind many questions are best answered through discussion. An appropriate response might be, “Good question. Let's hear some discussion on that one.” Watch the clock, though. Too many unplanned discussions can eat up your time.

TRAINING SESSION OVERVIEW

Giving the Pre-Test

It is recommended that you give the Pre-Test prior to the training session. That way, you will have an opportunity before the session begins to review participants' answers and get an idea of what they already know. Otherwise, administer the Pre-Test at the start of the session so you can review participants' responses during the break.

Presentation Outline

Introduce yourself and the training session. Welcome participants and offer a brief explanation of how the session will be beneficial to both participants and the organization. Have participants introduce themselves and state the department or area in which they work. Use an "icebreaker" to relax the class.

Use Slide 2 to introduce the objectives of the training session:

- Describe behaviors indicative of bullying at work
- Explain the two types of harassment
- Establish a barometer for humor at work
- Identify the two types of third party harassment
- Develop skills for working with multiple generations
- Delineate procedures for addressing harassing behaviors
- Identify behaviors and practices that put you at risk of offending and ways to avoid doing so.

Be sure participants understand what you expect them to learn and what skills they need to display as a result of this training. Knowing what is expected in advance better prepares the employees and helps them to participate successfully.

Start the program. To avoid unpleasant surprises, it's a good idea to pre-set the volume of your monitor before the training session begins.

DISCUSSION GUIDE

The six chapters in this program help facilitate discussion. On the Interactive Training Scenes portion of the DVD, discussion questions are provided at the end of each scene. This guide is broken down with a summary of each portion of the program, offering discussion questions for each. The handbook is also a valuable tool for participants to use during the discussion and exercises, and to take back to their workplaces as a handy resource following the program.

Bullying in the Workplace

The program begins with an examination of bullying in the workplace. At the end of the scene the question “What examples of workplace bullying can you think of?” is offered to start discussion. Responses may include:

- Invading a person’s private time or personal matters
- Intimidating, yelling or verbally assaulting a person
- Excluding someone or withholding information
- Spreading rumors, gossip or innuendo
- Belittling a person’s beliefs or opinions
- Sabotaging someone’s work

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The handbook also includes a list of examples of bullying that occur in some workplaces. Slide 3 lists behaviors of a bully. Ask participants:

- *What other behaviors are indicative of bullying?*

Responses may include:

- Constantly criticizing a person
- Denying requests for training opportunities
- Removing areas of responsibilities without cause
- Establishing impossible deadlines
- Underutilizing an employee.

Exercise 1: *Handle the Bully* provides an opportunity to learn how to address behaviors of a bully.

37% of employees have been bullied at work. When you add witnesses to bullying behavior, that number rises to 49% of employees. Ask participants:

- *How do you know the difference between a bully and a tough manager?* Use the table in the handbook as a reference tool during discussion.
- *What do you think? Does a bully always have to be a manager or supervisor?*

Note: In the U.S. 72% of bullies are bosses, but bullying also occurs across genders and within the same gender. 60% of all bullies are male and 31% of all bullying is men-on-men, with 29% being woman-on-woman, leaving 40% of bullying occurring across genders.

- *Is bullying always a one-on-one interaction?* No! There are cases where one employee encourages others to gang up on a co-worker, otherwise known as ‘mobbing’.

Share with participants:

Often a person doesn’t realize the behaviors they are exposed to could be considered bullying. There are some signs to watch for, like:

- Being physically ill the night before the work week starts
- Using paid time off for mental health days on a regular basis
- Feeling lifeless on days off
- Losing sleep at night worrying about work interactions
- Changing diet or losing appetite
- Recurring headaches or stomach pains.

Ask participants:

- *How do you think a person feels when experiencing bullying?* What’s the impact of bullying on the person? Responses may include:

- » Shock and dismay
- » Anger at the behavior or the bully
- » Frustration or helplessness
- » Shame, self-blaming and culpability
- » Loss of confidence
- » Inability to concentrate
- » Low morale or productivity.

When Is It Harassment?

The nuts and bolts of harassment in the workplace are addressed during this portion of the program. During a scene in the beauty parlor, Mrs. Harrington shares a classic quid pro quo harassment example that she experienced years ago. Slide 4 provides a definition of quid pro quo harassment. Ask participants:

- *How else have people experienced a ‘this for that’ form of harassment?* Slide 5 lists some of the more common tangible employment actions experienced in the workplace.

Most of the harassment occurring in today’s workplaces is hostile environment harassment, defined on Slide 6. Bullying is one form of this type of harassment. Ask participants:

- *What other examples of harassment can you think of?* Responses will include areas addressed later in the program like humor and age. If there are laws in your state that go beyond the protections offered by Title VII of the Civil Rights Act of 1964 (see Slide 7), be sure to review them at this time.

Some of the costs of harassment identified in the program include those listed on Slide 8. Ask participants:

- *What are some other costs to an organization of harassment?* Responses may include:
 - » Increased absenteeism
 - » Increased stress
 - » Increased safety risks
 - » Impaired corporate image
 - » Reduced customer retention
 - » Poor customer service.

The Reasonable Person Standard is also discussed during this portion of the program. Lively discussion may be inspired by asking:

- *What's reasonable?*
- *Who is a reasonable person?*

At the end of this segment of the program an exercise is offered for discussion. Encourage participants to arrive at consensus of 'quid pro quo' or 'hostile environment' harassment for each scenario. Remediation is provided for each response, and background information is as follows:

- PREVIEW**
- A. This example is based on charges 18-year old Fernando Gallardo has filed with the EEOC vs. Wal-Mart in Phoenix, Arizona. Gallardo's supervisor asked him if he was gay, which he confirmed. Gallardo's supervisor then changed his work assignment, required him to wear a yellow vest rather than the standard issue blue, and ostracized him from his co-workers and other supervisors. Gallardo alleges the behaviors he endured were pervasive and ongoing.
 - B. Lowe's chose to settle with 3 parties in a claim filed by the EEOC. In this claim all three victims claimed they had been subjected to a rampant sexually hostile workplace and were bullied when they complained. One of the plaintiffs was sexually propositioned and terminated for refusing. This particular action would be considered quid pro quo harassment.
 - C. In the EEOC vs. The National Education Association, a supervisor was found guilty of bullying three female employees. Although upper management observed this supervisor yelling to the point of turning red in the face and veins bulging in his neck, raising his fist in striking distance, and using profanity – all without provocation – they promoted him to an executive director level. Courts found in favor of the plaintiffs.

Humor at Work

Share with participants:

Most of us can recall a time when we've been the brunt of a joke, or when we've gotten carried away with humor. The loading dock scene wasn't unfamiliar, but it illustrates when humor crosses the line. Humor that is shared at someone else's expense is never appropriate at work. Each person perceives humor through their own filters. Those filters are the result of personal experiences and interactions, each as diverse as the person who remembers them. The generations we grew up in, the cultures we were surrounded with, the spiritual beliefs we hold, our gender and birth order all impact how we process humor. Since we don't know each person's sensitivities and triggers, it's best to use caution when using humor at work.

This segment also illustrates the court-tested concept of a victim's perception having more value than the accused's intention. The segment ends with a discussion starter "Think of a time when someone shared something intended to be humorous with you, but you worried it crossed the line. What did you do?" Share the following tips with participants:

- Express your concern
- Share your perception
- Talk about your comfort zone for humor at work
- Arrive at an agreement for future exchanges of humor

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Third Party Harassment

Third party harassment actually has a broad scope. In this scene we saw several employees experiencing behavior from a contractor which was pervasive enough to be perceived as harassment. This happens more often than we realize, like harassment from suppliers and vendors providing us with supplies and materials, contractors providing us services or customers and visitors who cross the line of propriety. Ask participants:

- *Does anyone have a similar story of third party harassment conducted by an outside party they would like to share?*

Tell participants:

Third party harassment also occurs when an employee is harassed by behavior they cannot avoid being exposed to, like hallway conversations, water cooler humor, small talk before a meeting begins, and in some workplaces, inappropriate signs of affection. All forms of third party harassment require the same type of attention. If the behavior is pervasive to the point of impacting the work environment, then the behavior must be addressed. We'll get into those steps in a few minutes (in the Digital Harassment portion of this program). At the end of this scene a multiple choice question is offered for discussion. Once participants have arrived at consensus, select their response. Remediation is provided.

Generations at Work

At the end of the segment the question “What behaviors cause the treatment of Micky to be considered hostile environment harassment?” is posed. If your state has legislation regarding age beyond the protections offered in the Age Discrimination in Employment Act (ADEA), use this opportunity to review the law. Share with participants:

With four generations in the workplace at the same time, interactions can be challenging. When you consider that from the age of 4 or 5 on, just about everything you do is with people exactly the same age as you, it shouldn't come as a surprise. Your social group is exposed to the same world events, same societal norms and cultural references. If someone older was involved in your circle, it was usually in a position of authority, like a parent, teacher or coach. We were conditioned to be comfortable interacting with people the same age. In the workplace, you have an opportunity to learn from the experiences of others, to learn how to interact with others and to learn how to respect the differences you encounter. Let's talk about some of those differences, so we can operate from a basis of better understanding. Using Slide 13 or Handout 3: *It's Generational*, provide participants with an overview of working with the four generations in today's workplace. Ask participants:

- *What are some of the key events that happened as the Traditionalists were growing up that may have shaped that generation?*
 - » Great Depression
 - » The New Deal
 - » World War II
 - » Korean War
- *What are some of the key events that happened as the Baby Boomers were growing up that may have shaped that generation?*
 - » Vietnam
 - » Civil Rights movement
 - » Cold war
 - » Space travel
- *What are some of the key events that happened as Generation X was growing up that may have shaped that generation?*
 - » Watergate
 - » Fall of Berlin Wall
 - » Persian Gulf War
 - » Desert Storm
- *What are some of the key events that happened as Generation Y was growing up that may have shaped that generation?*
 - » School shootings
 - » Oklahoma City bombing
 - » Princess Diana fatal accident
- *What are some of the societal norms that shaped the Traditionalist's world?*
 - » Patriotism
 - » Family loyalty

- *What are some of the societal norms that shaped the Baby Boomer's world?*
 - » Focus on prosperity
 - » Television
- *What are some of the societal norms that shaped Generation X's world?*
 - » Women's Liberation
 - » Single parent homes
 - » Latch-key children
- *What are some of the societal norms that shaped Generation Y's world?*
 - » Digital cell phones
 - » Focus on children.

If You Are Being Harassed

By the time an employee reports a concern of harassment, they've probably endured the behavior for awhile. It's not easy to raise a concern, and the victim also often faults himself. Using a scenario based on digital harassment, participants will learn how to address harassment during this scene. At the end of the scene the question "When do you know it's time to do something about a behavior you find harassing?" is offered for discussion.

Continue the discussion by asking participants:

- *What concerns do you have about the prospect of addressing harassing behavior?*

If you want to discuss digital harassment in particular, ask participants:

- *Which social media sites do you visit on a regular basis?*
- *What do you do while visiting these sites?*
- *Have you ever questioned the security of the information you choose to post?*
- *Have you ever received a post or message that made you uncomfortable? How did you handle that situation?*

Review digital harassment using Slide 14, and any policy you have on harassment in your organization using Slide 15.

If You Think You Have Harassed Someone

To avoid creating an uncomfortable environment for those you work with, think before you speak, post or click the send button. And because you don't know how each individual is going to perceive your communication, apologize when you think you've offended. The program continues with examples of texting gone awry. Ask participants:

- *What do you like about texting?*
- *What concerns about texting have arisen as a result of your utilization?*
- *What have you learned from these opportunities?*

Discussion of the various ways digital technologies have been used to create a harassing environment for others is presented in this segment. If your organization has a policy on the use of social media, or an Internet usage policy, make use of this juncture in the program to review your policies. Slide 17 provides suggestions on what to do if you think you may have offended someone. The segment closes with a True/False exercise for discussion. Once participants arrive at consensus for each statement, select their response. Remediation is provided for each.

EXERCISES

The following exercises are provided for use during or after the discussion. Refer to the agenda to determine which exercises you have scheduled in your training session. Make sure you stick to the time schedule for each exercise to avoid running out of time at the end of the training session.

Exercise 1: Handle the Bully

Time: 15 minutes

Materials: Handout 1: *Handle the Bully*

Purpose: To provide participants a system for addressing a bully's behavior.

Instructions: Divide participants into small groups and provide each with a copy of the handout. Say to participants:

So how do you handle bullying behavior at work? This worksheet has examples of some of the more common bullying situations people have encountered in various workplaces. When faced with bullying at work, there are certain techniques that work fairly well in addressing concerns, starting with clear communication. You'll want to identify the bully's intentions and reasons for the behavior. For example, if you are experiencing yelling on a fairly regular basis, you could respond with:

"Let me know when you're ready to calmly discuss this." or

"I can see that you're angry. Let's set aside some time later to continue our discussion."

When the person settles down, you could start with: "I don't appreciate you talking with me like that. What was bothering you?" or

"You were angry, but I don't understand why. Would you start from the beginning?"

We're going to be helping an employee, Lydia, cope with some behaviors she's been experiencing at work. Lydia has come to realize that she feels sick every Sunday night before her work week begins. Brainstorm possible responses for one of the following scenarios. Repeat with additional scenarios as time allows:

Constant Criticism: Lydia's team leader is constantly criticizing her work, despite her long standing history of turning out high quality work in a timely manner.

Errors: Lately Lydia's team leader has been falsely accusing her of making mistakes in her work.

Screaming: Lydia's team leader often screams insults at her, or humiliates her in front of co-workers.

Gossip Mill: Lydia has come to realize that the grapevine is being fed with gossip and untrue information about her.

Missing out on Participation: Lydia lamented she wasn't invited to a goodbye lunch for a team member 2 weeks ago, and now last week she was omitted from a meeting invite. Business discussions happened during the natural course of conversations at both events, and she's worried she's missing out on opportunities to contribute.

Impossible Schedule: Lately Lydia's team leader has been imposing impossible deadlines and changing the schedule. She's concerned she won't be able to remain successful in her job.

Exercise 2: Quid Pro Quo or Hostile Environment Harassment

Time: 15 minutes

Materials: Worksheet 1: *Which is it: Quid Pro Quo or Hostile Environment Harassment?*

Purpose: To provide participants an opportunity to examine cases of harassment.

Instructions: If you've chosen to show the program using the Interactive Training Scenes, then you've had an opportunity to discuss the following two cases:

- EEOC vs. Wal-Mart in Phoenix, Arizona
- EEOC vs. The National Education Association

and this case which was settled prior to litigation:

- 3 employees of Lowe's vs. Lowe's

If not, these cases are included in this exercise, along with three more examples (4-6).

Distribute Worksheet 1. Ask participants to determine if the charges would be considered quid pro quo or hostile environment harassment.

1. This example is based on charges 18-year old Fernando Gallardo has filed with the EEOC vs. Wal-Mart in Phoenix, Arizona. Gallardo's supervisor asked him if he was gay, which he confirmed. Gallardo's supervisor then changed his work assignment, required him to wear a yellow vest rather than the standard issue blue, and ostracized him from his co-workers and other supervisors. Gallardo alleges the behaviors he endured were pervasive and ongoing. The case could be considered **hostile environment harassment**.
2. Lowe's chose to settle with 3 parties in a claim filed by the EEOC. In this claim all three victims claimed they had been subjected to a rampant sexually hostile workplace and were bullied when they complained. One of the plaintiffs was sexually propositioned, and terminated for refusing. This particular action would be considered **quid pro quo harassment**.
3. In the EEOC vs. The National Education Association, a supervisor was found guilty of bullying three female employees. Although upper management observed this supervisor yelling to the point of turning red in the face and veins bulging in his neck, raising his fist in striking distance, and using profanity – all without provocation – they promoted him to an executive director level. Courts found in favor of the plaintiffs for **hostile environment harassment**.
4. In what is the first federally prosecuted cyber stalking case, Ligon charged Murphy of sending harassing emails and facsimiles to Ligon and other employees of the City of Seattle. The harassment escalated over time to include pornographic material. This was considered **hostile environment harassment**.
5. In Gallagher vs. C.H. Robinson, Gallagher alleged she was asked to work in a **hostile environment**, filled with prevalent use of foul language, derogatory references to female customers, drivers and co-workers, pornography, nude photographs, graphic jokes and sexual discussions. She complained to management to no avail and eventually the environment was so offensive that she quit her job.
6. EEOC vs. Bill Heard Chevrolet of Las Vegas illustrates that disrespectful treatment of employees will not be tolerated. In this case management and co-workers at the car dealership openly grabbed at a woman employee's breasts, made crude remarks about women's bodies, persistently solicited them for dates and/or sexual favors and sexually assaulted at least one female employee. The EEOC further charged that some women were repeatedly told that women should not be in the car business. When the women tried to complain about the daily verbal harassment the agency asserted, they suffered retaliation in the form of discipline, demotions and/or terminations. Both **quid pro quo** and **hostile environment harassment** were present in these charges.

Exercise 3: Laugh In?

Time: 15-30 minutes

Materials: None.

Purpose: To encourage participants to examine humor and how it is perceived by others.

Instructions: Break into small groups. Ask for a volunteer in each group to share a time when they delivered, or were on the receiving end of humor at work that could have caused offense. Draw from the varying perspectives in the small group to discuss if offense at the humor could have been/was reasonable. Encourage the groups to repeat as time allows, but to save one example to share again with the entire training room. At a time that suits your training agenda, shift small group discussion to the entire group.

Exercise 4: Talking about My Generation

Time: 30-45 minutes

Materials: Handout 2: *Talking about My Generation* question cards, duplicated and cut apart. A board to post the question cards on once they've been answered, and something to hang them with.

Purpose: To help participants learn more about different generations in the workplace.

Instructions: Remember, these are just differences. To accept the growing diversity in the workplace, it helps to better understand those whose formative experiences are different from your own. However, use care not to label a person or a group of people based on this information. Instead, use this information as a guide to understanding the differences you experience at work.

The game is set up to have 4 categories:

- Work preferences
- Interaction preferences
- Values
- Key events

These categories have the following point value:

- 40 points = Work preferences
- 30 points = Interaction preferences
- 20 points = Values
- 10 points = Key events

Divide participants into 3-4 teams. Each team should pick their first contestant. Pick the team to start. The contestant of this team chooses a category and a point value. You then draw the card, and read the question. The answers are one of the four generations in today's workplace:

- Traditionalists
- Baby Boomers
- Generation X
- Generation Y

The contestant may not confer with the team, and the team may not replace the contestant until the round is complete. If the contestant gets the question right, then the contestant picks another question. If the contestant misses the question, then the other teams get to try and answer. If no one gets the question right, then the contestant who answered the last question correctly chooses the next question. Repeat the process till all questions have been asked. Tally points, and award a small prize to the winning team. Consider grouping the cards on a board or wall by generation, creating a collage of events, values and preferences for each.

The events, values and preferences, respective answers and point value are as follows:

• Acknowledgement they've made a difference	(Traditionalists)	30 points
• Achievement oriented	(Generation Y)	20 points
• Adheres to rules	(Traditionalists)	40 points
• AIDS	(Generation X)	10 points
• Avoid challenging authority	(Traditionalists)	30 points
• Avoid questioning the status quo	(Baby Boomers)	30 points
• Civil Rights movement	(Baby Boomers)	10 points
• Civic duty	(Generation Y)	20 points
• Cold war	(Baby Boomers)	10 points
• Computers in homes	(Generation Y)	10 points
• Dedication and sacrifice	(Traditionalists)	20 points
• Desert Storm	(Generation X)	10 points
• Desire quality	(Baby Boomers)	40 points
• Digital cell phones	(Generation Y)	10 points
• Diversity	(Generation X and Y)	20 points
• Duty before pleasure	(Traditionalists)	20 points
• Entrepreneurial	(Generation Y)	40 points
• Express their opinions	(Generation Y)	30 points
• Fall of Berlin Wall	(Generation X)	10 points
• Family loyalty	(Traditionalists)	10 points
• First computers	(Generation X)	10 points
• Focus on prosperity	(Baby Boomers)	10 points
• Focus on children	(Generation Y)	10 points
• Focus on outcome	(Generation X)	40 points
• Fun and informality	(Generation X)	20 points
• Give feedback more than it's received	(Baby Boomers)	30 points
• Goal oriented, like challenging work	(Generation Y)	40 points
• Golden Age of Radio	(Traditionalists)	10 points
• Great Depression	(Traditionalists)	10 points
• Hard work	(Traditionalists)	20 points
• Honor	(Traditionalist)	20 points

• Involvement	(Baby Boomers)	20 points
• Korean War	(Traditionalists)	10 points
• Labor unions	(Traditionalists)	10 points
• Latch-key children	(Generation X)	10 points
• Like a sense of team	(Generation X)	40 points
• Look ahead, wanting to know what's next	(Generation Y)	40 points
• Loyal, hard workers	(Traditionalists)	40 points
• MTV	(Generation X)	10 points
• Multitasking	(Generation Y)	40 points
• Need positive feedback	(Generation X)	30 points
• The New Deal	(Traditionalists)	10 points
• Oklahoma City bombing	(Generation Y)	10 points
• Optimism	(Baby Boomers or Generation Y)	20 points
• Patriotism	(Traditionalists)	10 points
• Persian Gulf War	(Generation X)	10 points
• Personal fulfillment	(Baby Boomers)	40 points
• Personal gratification	(Baby Boomers)	20 points
• Personal growth	(Baby Boomers)	20 points
• Pragmatism	(Generation X)	20 points
• Princess Diana fatal accident	(Generation Y)	10 points
• Question authority	(Baby Boomers)	40 points
• Readily sacrifice, placing duty before fun	(Traditionalists)	40 points
• Respect authority	(Traditionalist)	40 points
• Respect for rules	(Traditionalists)	20 points
• School shootings	(Generation Y)	10 points
• Self-reliance	(Generation X)	20 points
• Silver Screen	(Traditionalists)	10 points
• Single parent homes	(Generation X)	10 points
• Skeptical	(Generation X)	40 points
• Space travel	(Baby Boomers)	10 points
• Supports causes	(Baby Boomers)	40 points
• Taught to speak up	(Generation X)	30 points
• Team orientation	(Baby Boomers)	20 points
• Teamwork, having fun and making new friendships	(Generation Y)	40 points
• Television	(Baby Boomers)	10 points
• Television Talk shows	(Generation Y)	10 points
• Television Reality shows	(Generation Y)	10 points
• Tenacity	(Generation Y)	40 points
• Thrive on feeling challenged	(Generation X)	40 points

PREVIEW

- Tolerant (Generation Y) 40 points
- Used to praise and may mistake silence for disapproval (Generation Y) 30 points
- Vietnam (Baby Boomers) 10 points
- Want authority to make decisions (Traditionalists) 40 points
- Want clarity in roles and responsibilities (Traditionalists) 40 points
- Want to be of service to customers (Traditionalists) 40 points
- Want to feel valued (Traditionalists and Baby Boomers) 40 points
- Want structure and direction (Generation X) 40 points
- Watergate (Generation X) 10 points
- Women's Liberation (Generation X) 10 points
- Workaholics (Baby Boomers) 40 points
- Work efficiently (Baby Boomers) 40 points
- World War II (Traditionalist) 10 points

PREVIEW



SESSION SUMMARY

Summarize

One summarizing technique is to review the course objectives with the class. Another technique is to ask each participant to summarize what was learned from the training session. Ask the participants if they have any final questions.

Administer the Post-Test

Before the program, decide which tool to use for assessment. On the DVD, an on-screen quiz is available. A Pre-Test and a Post-Test have been included in this Leader's Guide. The handbook includes an easy-to-score quiz. These assessments are excellent tools for determining how much each participant learned during the session.

Evaluation

Distribute evaluation forms to participants when they have finished answering the questions on the Post-Test. When each participant returns the evaluation forms, thank them for attending and contributing to the session.

PREVIEW

HANDOUTS

Handout 1: Handle the Bully

Instructions: When faced with bullying at work, there are certain techniques that work fairly well in addressing your concerns, starting with clear communication. You'll want to identify the bully's intentions and reasons for the behavior. Start with asking for time to talk: "I can see that you're angry. Let's set aside some time later to continue our discussion." Or "I'm concerned about... When can we sit down and talk about this?"

When the person settles down, you could start with: "I don't appreciate you talking with me this way. What's bothering you?" or "You're angry, but I don't understand why. Would you start from the beginning?" Or, if anger isn't an issue, clearly state your concerns.

Once you start getting information from the bully, paraphrase your understanding, like this: "So what I hear you saying is... Did I get it all?" Then, clarify any areas you don't understand, using something like "Why do you feel that way?" or "I don't understand what you mean by..." Work towards understanding what's motivating the bully's behavior. Once you have this information, you may determine if you can manage the relationship on your own, or if you need the help of your supervisor, Human Resources or some other member of your organization's leadership.

Lydia has come to realize that she feels sick every Sunday night before her work week begins. These are some of the situations she's been trying to cope with. Brainstorm possible responses for one of the following scenarios. Repeat with additional scenarios as time allows:

Constant Criticism: Lydia's team leader is constantly criticizing her work, despite her long standing history of turning out high quality work in a timely manner.

Errors: Lately Lydia's team leader has been falsely accusing her of making mistakes in her work.

Screaming: Lydia's team leader often screams insults at her, or humiliates her in front of co-workers.

Gossip Mill: Lydia has come to realize that the grapevine is being fed with gossip about her... untrue information!

Missing out on Participation: Lydia lamented she wasn't invited to a goodbye lunch for a team member 2 weeks ago, and now last week she was omitted from a meeting invite. Business discussions happened during the natural course of conversations at both events, and she's worried she's missing out on opportunities to contribute.

Impossible Schedule: Lately Lydia's team leader has been imposing impossible deadlines and changing the schedule. She's concerned she won't be able to remain successful in her job.

Handout 2: Talking about My Generation

Talking about My Generation

Acknowledgement they've made a difference

30 points

Talking about My Generation

Achievement oriented

20 points

PREVIEW

Talking about My Generation

Adheres to rules

40 points

Talking about My Generation

AIDS

10 points



Talking about My Generation

Avoid challenging authority

30 points

Talking about My Generation

Avoid questioning the status quo

30 points

PREVIEW

Talking about My Generation

Civil Rights movement

10 points

Talking about My Generation

Civic duty

20 points

**Talking about
My Generation**

Cold war

10 points

**Talking about
My Generation**

Computers in homes

10 points

PREVIEW

**Talking about
My Generation**

*Dedication and
sacrifice*

20 points

**Talking about
My Generation**

Desert Storm

10 points

**Talking about
My Generation**

Desire quality

40 points

**Talking about
My Generation**

Digital cell phones

10 points

PREVIEW

**Talking about
My Generation**

Diversity

20 points

**Talking about
My Generation**

Duty before pleasure

20 points

**Talking about
My Generation**

Entrepreneurial

40 points

**Talking about
My Generation**

Express their opinions

30 points

PREVIEW

**Talking about
My Generation**

Fall of Berlin Wall

10 points

**Talking about
My Generation**

Family loyalty

10 points

Talking about My Generation

First computers

10 points

Talking about My Generation

Focus on prosperity

10 points

PREVIEW

Talking about My Generation

Focus on children

10 points

Talking about My Generation

Focus on outcome

40 points



Talking about My Generation

Fun and informality

20 points

Talking about My Generation

Give feedback more than it's received

30 points

PREVIEW

Talking about My Generation

Goal oriented, like challenging work

40 points

Talking about My Generation

Golden Age of Radio

10 points

**Talking about
My Generation**

Great Depression

10 points

**Talking about
My Generation**

Hard work

20 points

PREVIEW

**Talking about
My Generation**

Honor

20 points

**Talking about
My Generation**

Involvement

20 points

**Talking about
My Generation**

Korean War

10 points

**Talking about
My Generation**

Labor unions

10 points

PREVIEW

**Talking about
My Generation**

Latch-key children

10 points

**Talking about
My Generation**

Like a sense of team

40 points



Talking about My Generation

Look ahead, wanting to know what's next

40 points

Talking about My Generation

Loyal, hard workers

40 points

PREVIEW

Talking about My Generation

MTV

10 points

Talking about My Generation

Multitasking

40 points



Talking about My Generation

Need positive feedback

30 points

Talking about My Generation

The New Deal

10 points

PREVIEW

Talking about My Generation

Oklahoma City bombing

10 points

Talking about My Generation

Optimism

20 points

**Talking about
My Generation**

Patriotism

10 points

**Talking about
My Generation**

Persian Gulf War

10 points

PREVIEW

**Talking about
My Generation**

Personal fulfillment

40 points

**Talking about
My Generation**

Personal gratification

20 points

Talking about My Generation

Personal growth

20 points

Talking about My Generation

Pragmatism

20 points

PREVIEW

Talking about My Generation

Princess Diana fatal accident

10 points

Talking about My Generation

Question authority

40 points

***Talking about
My Generation***

*Readily sacrifice,
placing duty
before fun*

40 points

***Talking about
My Generation***

Respect authority

40 points

PREVIEW

***Talking about
My Generation***

Respect for rules

20 points

***Talking about
My Generation***

School shootings

10 points

**Talking about
My Generation**

Self-reliance

20 points

**Talking about
My Generation**

Silver Screen

10 points

PREVIEW

**Talking about
My Generation**

Single parent homes

10 points

**Talking about
My Generation**

Skeptical

40 points

**Talking about
My Generation**

Space travel

10 points

**Talking about
My Generation**

Supports causes

40 points

PREVIEW

**Talking about
My Generation**

Taught to speak up

30 points

**Talking about
My Generation**

Team orientation

20 points

Talking about My Generation

Teamwork, having fun and making new friendships

40 points

Talking about My Generation

Television

10 points

PREVIEW

Talking about My Generation

Television Talk shows

10 points

Talking about My Generation

Television Reality shows

10 points

**Talking about
My Generation**

Tenacity

40 points

**Talking about
My Generation**

**Thrive on feeling
challenged**

40 points

PREVIEW

**Talking about
My Generation**

Tolerant

40 points

**Talking about
My Generation**

**Used to praise and
may mistake silence
for disapproval**

30 points

Talking about My Generation

Vietnam

10 points

Talking about My Generation

Want authority to make decisions

40 points

PREVIEW

Talking about My Generation

Want clarity in roles and responsibilities

40 points

Talking about My Generation

Want to be of service to customers

40 points

Talking about My Generation

Want to feel valued

40 points

Talking about My Generation

Want structure and direction

40 points

PREVIEW

Talking about My Generation

Watergate

10 points

Talking about My Generation

Women's Liberation

10 points



**Talking about
My Generation**

Workaholics

40 points

**Talking about
My Generation**

Work efficiently

40 points

PREVIEW

**Talking about
My Generation**

World War II

10 points

Handout 3: It's Generational

Traditionalists were born between 1925 and 1946. This generation has also been called the veterans or the silent generation. This age group's values were defined by the Great Depression, World War II and the boom years after the war. In general, they:

- Are hard workers
- Have a respect for authority
- Believe in sacrifice and that work comes before fun
- Are less likely to take risks, and
- Save money and prefer to pay cash versus taking on debt.

This group is used to communicating by formal means, such as through memos. Job satisfaction comes from a job well done. They are motivated by management and coworkers valuing their experience.

Baby Boomers were born between 1946 and 1964. On the whole, this generation is optimistic and likes to be involved. They are the first generation to place a higher priority on work over personal life, helping to create the term "workaholic." This group:

- Values personal fulfillment
- Can be materialistic
- Likes to be team players
- Tends to communicate in person and call meetings
- Prefers rewards of money and promotions, and
- Is motivated by feeling needed.

Members of **Generation X** were born between 1965 and 1980. Many Gen Xers were latch-key kids with both parents working. They are independent, self-reliant and question authority. This group places a lower priority on work than Baby Boomers and strives to create a work/life balance. This could be one reason why they are often called the "slacker generation." Gen Xers:

- Have strong technical skills
- Communicate directly and immediately
- Like to take on challenges
- Value having the freedom to do things their own way, and
- Expect instant gratification.

Generation Y, also known as Millennials, were born between 1981 and 2000. Gen Yers came of age during the growth of the internet and have a more global outlook than previous generations. Like Gen Xers, they believe in a work/life balance. This group is goal-oriented and willing to work hard. Gen Yers:

- Are comfortable working in teams
- Value diversity and inclusiveness
- Are good at multitasking
- Communicate through technology
- Want work to be meaningful, and
- Expect to be rewarded for their loyalty.

WORKSHEETS

Worksheet 1: Which is it: Quid Pro Quo or Hostile Environment Harassment?

Decide whether each of the following scenarios would be considered quid pro quo harassment or hostile environment harassment.

1. A supervisor requires an employee to wear a different uniform from co-workers because he is openly gay.

Quid pro quo harassment Hostile environment harassment

2. A supervisor makes a sexual proposition of an employee and terminates her after she refuses.

Quid pro quo harassment Hostile environment harassment

3. Without provocation and on a regular basis, a supervisor yells and screams at female employees to the point of turning bright red and spitting saliva.

Quid pro quo harassment Hostile environment harassment

4. A man sends dozens of uninvited and harassing emails and facsimile messages to a woman and her co-workers.

Quid pro quo harassment Hostile environment harassment

5. A woman is subjected to foul language, derogatory references to females and posting of pornography in a cubicle office environment.

Quid pro quo harassment Hostile environment harassment

6. Management and co-workers openly grabbed at a woman employee's breasts, made crude remarks about women's bodies, persistently solicited them for dates and/or sexual favors and sexually assaulted at least one female employee. When the women tried to complain about the daily verbal harassment, they suffered retaliation in the form of discipline, demotions and/or terminations.

Quid pro quo harassment Hostile environment harassment



PRE-TEST

Please read each question carefully and write your answer in the space provided below it. Your answers will help us adapt the *Harassment: A New Look* program to best meet the needs of your group.

1. What types of behaviors would be indicative of bullying in the workplace?

2. What are the two types of harassment?

3. When is it appropriate to use humor in the workplace?

PREVIEW

4. What is third party harassment?

5. What are the benefits of having four generations in the workplace?

6. What is digital harassment?

7. What are the steps to dealing with harassment?

POST-TEST

Please read each question carefully and write your answer in the space provided below it.

1. What types of behaviors would be indicative of bullying in the workplace?

2. What are the two types of harassment? Explain the differences between these two forms.

3. How can you use humor respectfully in the workplace?

PREVIEW

4. What is third party harassment?

5. How can you capitalize on working with four generations in the workplace?

6. What can constitute digital harassment?

7. If you are experiencing harassment at work, what steps should you take?

COURSE EVALUATION

Your input is **IMPORTANT** in helping us evaluate and improve our training programs. Thank you for taking time to think about and respond to the following questions.

Course: _____ Date: _____ Facilitator: _____

About the Course

1. Were the objectives of the course clearly stated? YES NO
2. How well were the objectives met by the course?
 Were not met 1 2 3 4 5 Were met very well
3. How applicable will this training be to your job?
 - Almost none of the material will be applicable to my job.
 - Some will be applicable, but some was confusing or irrelevant.
 - Absolutely applicable! I look forward to seeing results soon!
4. Was the information presented in a logical and understandable order?
 - Didn't seem logical at all.
 - Some was, some wasn't.
 - Yes, all of it seemed logical and understandable.
5. How useful were the discussions and the exercise(s) in helping you learn the information?
 - Not useful at all Somewhat useful Very useful
6. To what extent did this training meet your expectations?
 - DID NOT meet my expectations MET expectations EXCEEDED expectations
7. What would you add or change to improve this course?

About the Facilitator

8. Was the facilitator positive and professional? Very much so Could improve
9. How well was the facilitator prepared and able to explain the information?
 NOT well prepared 1 2 3 4 5 VERY well prepared
10. Did the facilitator create an atmosphere that encouraged questions and learning?
 - Yes No – Facilitator should have: _____
11. Did the facilitator explain the material in ways that made it applicable to your job?
 - Very much so Sometimes Almost none was connected to my job
12. Your comments on the facilitator: _____

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE

Follow the program with a discussion using the Training Point or PowerPoint® presentation to support your discussion.



Title Slide



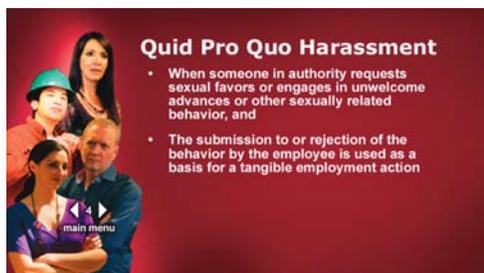
Slide 2 – Objectives

Use these slides to review your objectives for this program. Be sure to ask participants if they have any additional objectives they would like to have addressed.



Slide 3 – A Bully is Often

This slide lists behaviors typical of a workplace bully. Encourage participants to add to the list.



Slide 4 – Quid Pro Quo Harassment

The definition of quid pro quo harassment is provided on this slide.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED



Slide 5 – Tangible Employment Action

The action taken in quid pro quo harassment is spelled out on this slide.



Slide 6 – Hostile Environment Harassment

This slide offers a definition for hostile environment harassment.



Slide 7 – Title VII of the Civil Rights Act of 1964

Use this slide to review the protections offered by this landmark legislation.



Slide 8 – Costs of Harassment

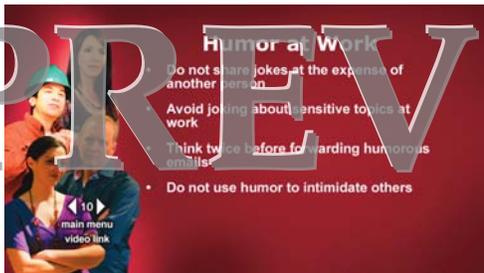
The more common costs to an organization of harassment are included on this slide. Ask participants if they can think of others!

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED



Slide 9 – Reasonable Person Standard

The question always used to determine if a concern is reasonable is included on this slide.



Slide 10 – Humor at Work

Enter a discussion of respectful humor to use in the workplace using this slide.



Slide 11 – Third Party Harassment

The two forms of third party harassment may be reviewed with this slide. Ask participants for examples.



Slide 12 – Age Discrimination in Employment Act

Use this slide to review the details of this Act.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED



Slide 13 – Four Generations at Work

The timeline of the four generations in today’s workplace are listed on this slide.



Slide 14 – Digital Harassment

This slide allows for a review of this form of harassment in today’s workplace.



Slide 15 – Avoid Digital Harassment

Continue your discussion of digital harassment with these tips on avoiding this form of harassment.



Slide 16 – If You Are Being Harassed

Discuss your organization’s procedures for addressing and reporting harassment using this slide.

TRAINING POINTS AND POWERPOINT® OVERVIEW & DISCUSSION GUIDE CONTINUED



Slide 17 – If You Think You Have Harassed Someone

Provide guidance on handling situations that may have been harassing to another person using this slide.



Slide 18 – Summary

This slide is provided to summarize the key elements of this program.

PREVIEW



CUSTOMIZING A POWERPOINT® PRESENTATION

The PowerPoint® presentations included on the Coastal DVD and CD products are customizable when used on a computer loaded with Microsoft PowerPoint® software. (Note: In the following instructions, “click” implies a click with your left mouse button. If a “right” click is necessary, it will be so indicated.) Microsoft PowerPoint® has many features. The following steps will help you customize our presentations quickly.

To customize a presentation:

If the “Customizable Version” icon is displayed on the landing screen, click on this option. If this option is not available, click on the PowerPoint® presentation to open it.

Save this presentation to another location, such as your hard drive or a folder on the network. You will make your customizations on the saved version.

To add, copy, hide or remove a slide, or to change the order of the slides in the presentation:

Click on “View” on the menu bar.

Click on “Slide Sorter” from the “View” menu. Or, under the “Normal” view, you may use the “Outline” on the left side of the screen.

To add a slide, place your cursor in front of the slide where you want to add a slide. Click on “Insert” on the menu bar. Then, click on “New Slide” on the “Insert” menu. Or, click on the “New Slide” tool on the tool bar. Choose a slide format to fit your desired content, and follow the prompts given.

Sometimes it’s easier to copy a slide, and then change the content of the slide than to create a new one. To copy a slide, click on the original slide. Click on “Edit” on the menu bar, and choose “Duplicate.” A new copy will be created to the right of the original slide. Or, click on “Edit” on your menu bar, and choose “Copy.”

You may then “Paste” the slide wherever you want it to appear.

To hide a slide from your presentation, but to keep it for future use, right click on the slide you wish to hide, and choose “Hide Slide” from the menu. Or, click on the “Hide Slide” tool on the tool bar.

To remove a slide from the presentation, click on the slide you want to remove. Click on “Edit” on the menu bar. Then, click on “Delete Slide” on the “Edit” menu. Or, click on the slide, and press the “Delete” key on your keyboard.

To change the order of the slides in the presentation, click on the slide to be moved and while holding the mouse button depressed, drag the slide to its new location. Release your mouse button to place the slide.

If you wish to change or remove the animation effect as you move from slide to slide:

Double click on the slide you want to change the animated transition on.

Double click on the text box of the slide. A border and white handles appear around the text box.

Click on “Slide Show” on the menu bar. Then, click on “Preset Animation.” To turn off the effect, choose “Off.” If you wish to change the effect, there are many options to consider.

To edit content of any slide:

Double click on the slide you want to change.

Double click on the text box of the slide. A border and white handles appear around the text. Type the desired changes.

Remember to save any changes made to your presentation!

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PREVIEW

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