



Harassment Is...

Leader's Guide

PREVIEW

CONTENTS

- Introduction**
- Training Session Overview**
- Discussion Guides**
- Icebreaker**
- Exercises**
- Session Summary**
- Administer the Post-Test**
- Handouts**
- Worksheets**
- Pre-Test/Post-Test**
- Evaluation Form**
- Resource Information**
- Training Points/
PowerPoint® Presentation**
- Customizing a
PowerPoint® Presentation**

INTRODUCTION

About this Program

Most people recognize that harassment is when someone openly bullies, threatens or even terrorizes another person. However, harassment isn't always that obvious, and is often subtle in nature. Distinguishing what is, and what is not harassment can be challenging! One thing is clear – harassment is costly to all involved. It interferes with the productivity of employees, their morale and their commitment to the job. The U.S. Department of Labor has estimated that harassment costs American business \$1 billion a year. The key to eliminating harassment in today's workplace is prevention. That's where this training session comes in. During this session, participants will learn how to identify the ways people experience harassment and how they can prevent harassment in the workplace.

This Leader's Guide is designed to help you conduct a thorough training session on the topic of harassment. It permits you to use this program in many different ways; giving you the flexibility to determine which training format best suits your organization's needs. The program is approximately 20 minutes long. On the DVD, there is an option to show the program in scenes and an on-screen quiz is available. The leader's guide also contains a Pre-Test/Post-Test.

Illustrated employee 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.

Training points have been created on the DVD format of this program to provide visual aids when sharing important training material, or reviewing 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.

We recommend that you tailor the program to your organization's needs by including specific information unique to your employees.

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 with an opening for a TV monitor or projection screen and other visual aids. (Be certain all participants can see the screen and each other)
- Adequate lighting that can be adjusted while viewing the program
- A location, possibly including a podium and/or flipchart, from which the trainer/speaker can lead discussion
- The training program *Harassment Is...*
- 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 flipchart or dry-erase board and appropriate markers
- A computer with PowerPoint® software and the PowerPoint® Presentation
- Copies of the Post-Test and Evaluation.



Preparation

Preparation is the key to effective training. There are several things you need to do prior to the session:

Establish 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:

- Define the key terms surrounding harassment
- Explain the negative effects of harassment
- Describe ways to prevent harassment
- Identify the two kinds of sexual harassment
- List ways to take responsibility for eliminating harassment.

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.

All employees within the organization will benefit from the “Harassment Is...” training program. Building awareness and skills to eliminate harassment is essential to providing a safe and productive working environment for everyone.

The training group size should range from 10 to 20 people. When the group is too large, individual attention may be lost and participation will not be as high.

Agenda

1-Hour Session

Activity	Time
Introduction	5 minutes
View program and discuss	45 minutes
Post-Test	5 minutes
Session evaluation	5 minutes

3-Hour Session

Activity	Time
Introduction and icebreaker	15 minutes
Interactive scene selection and discussion	60 minutes
Exercise 1	20 minutes
Break	10 minutes
Exercise 2	10 minutes
Exercise 3	45 minutes
Summary	10 minutes
Post-Test	5 minutes
Session evaluation	5 minutes

Invite Participants

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

Sample Invitation

Date: (Insert date)

To: Managers

From: Maria Gonzalez, Human Resources

Re: Harassment Is... Training Session

Most people recognize that harassment is when someone openly bullies, threatens or even terrorizes another person. However, harassment isn't always that obvious, and is often subtle in nature. Distinguishing what is, and what is not harassment can be challenging! The key to eliminating harassment in today's workplace is in prevention. That's where this training session comes in. On (insert date), we will be holding a 3 hour training session on preventing harassment in today's workplace. During this session you will learn about the concept of harassment, how to recognize if it's happening in your workplace, and how to prevent it from happening at all. The session will be held at (insert location). During the session, you will learn how to:

- Define the key terms surrounding harassment
- Explain the negative effects of harassment
- Describe ways to prevent harassment
- Identify the two kinds of sexual harassment
- List ways to take responsibility for eliminating harassment.

To help us get the most out of our training session, please take the time to complete the enclosed Pre-Test and return it to me by (insert date). Your honest response to these questions will help us place emphasis on critical areas.

Our Agenda Will Be:

Introduction	15 minutes
View program and discuss	60 minutes
Exercise	20 minutes
Break	10 minutes
Exercises	55 minutes
Summary and evaluation	20 minutes

To help us get the most out of our training session, please take the time to complete the enclosed Pre-Test, and return it to me by (insert date). Your honest response to these questions will help us place emphasis on critical areas.

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

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 for you 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 while they are watching the program.

Presentation Outline

Introduce yourself and the training session. Welcome the participants and offer a brief explanation of the purpose of the session. Use Slide 2 to introduce the objectives of the training session:

- Define the key terms surrounding harassment
- Explain the negative effects of harassment
- Describe ways to prevent harassment
- Identify the two kinds of sexual harassment
- List ways to take responsibility for eliminating harassment.

Use an “icebreaker” to relax the class. One is provided in this guide. Explain your goals and expectations of the training session. 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 GUIDES

Two discussion guides have been developed for this program. The “Scene-Specific Discussion Guide” may be used if you choose to view the program in chapters and discuss as you go. The “Slide Discussion Guide” is designed for use in conjunction with the PowerPoint® presentation after watching the program in its entirety.

After determining the best approach for your training group, start the program. It's a good idea to adjust the volume of the monitor before the training session begins. Doing so avoids startling participants if the sound is too loud or frustrating the participants with missed information because the sound is too low.

Scene-Specific Discussion Guide

The five segments in this program provide an opportunity to discuss harassment in today's workplace. This guide is broken down with a summary of each scene, offering discussion questions for each segment of the program. 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.

What is Harassment?

Before viewing this segment, review program objectives by displaying slide 2. Ask participants:

- What else would you like this program to cover?

The first scenario in this segment revolves around issues of faith, stereotypes and fear. In this scene, Jim is playing a joke on Ira. Although Shelly tries to address her concerns, Jim does not find them valid. The scenario concludes with Ira expressing concern for how far Jim will go with his antics. Fear is a common feeling when faced with harassment.

Ask participants:

- What should Ira do to handle this situation?
- Did Shelley do enough? What else could she do to encourage Jim to consider another perspective?

The second scenario in this segment focuses on a team, and the various protected groups represented. At the end of the scenario Frank expresses his frustration that his years of experience aren't valued by the team and he is not being given an opportunity to contribute his expertise. Ask participants:

- How can Frank ensure he receives a fair opportunity to contribute?
- How might the team be made aware of their offensive behavior?

Following the scenario the host provides an explanation of the laws surrounding harassment, and a definition of hostile environment and the reasonable person standard. Using the following slides in your review:

- Slide 4, Protected Classes as provided by the Civil Rights Act of 1964
- Slide 5, Other Protected Classes
- Slide 6, Hostile Environment
- Slide 7, Reasonable Person Standard

At the end of the scene, participants are asked to complete the statement "Harassment is..." Once participants have arrived at consensus of "Yes" or "No" for each, select their response. If correct, their response is affirmed. If incorrect, remediation is offered.

Further clarification may be made by displaying slide 3.

Impact of Harassment

This segment in the office version begins with a scenario depicting the difficulties Sumati, a woman of Indian descent, has encountered while integrating to her workplace. This segment in the manufacturing, government, hospitality and retail versions begins with Carmen, of Mexican descent, encountering similar issues. Each participant watching this scenario has probably heard the press coverage regarding jobs moving to India, or of Mexicans crossing the border to the USA. Each participant can also recognize that although a person shares an ethnicity, they don't necessarily contribute to any issues surrounding their ethnicity. Unfortunately, each encounter in these scenes causes the victim further isolation and distraction. Ask participants:

- What can Sumati/Carmen do to improve this situation?
- What can the organization do to help integrate Sumati/Carmen into the workplace?

The second scenario in all versions shows a couple of men having a casual conversation. It's normal to share things going on outside of work with coworkers, and humor and personal opinion is interspersed often in these dialogues. It's important to remember that there may be someone within earshot of the conversation. And, as in this scene, the person may be offended. Ask participants:

- Nate has chosen not to reveal his sexual preference at work, but still has the right to find offense at JT & Frisco's bantering. How can he address his concern without revealing his sexual preference?
- In what ways may people engage in conversations at work while still demonstrating respect for others?

At the end of the scene, a multiple choice question is offered for discussion. Once participants have arrived at consensus, select their response. If correct, their response is affirmed. If incorrect, participants are returned to a portion of the program for remediation. Review the impacts of harassment with the group by displaying slide 8.

Preventing Harassment

Harassment is about respect in the workplace. Each employee deserves a place to work where they feel safe and respected for their contributions. During the first scenario of this segment, participants observe two women gossiping about a coworker's mental disability. Unfortunately the conversation occurs within earshot of Jared, the coworker. Jared shares the pain the remarks cause him. Ask participants:

- What should Jared do?
- What can the organization do for Jared?

The segment continues with tips on how to handle:

- If you are feeling harassed (Slide 9)
- If you have offended someone (Slide 10)
- If you have been a third party to offensive behavior.

The segment ends with an on-screen discussion question "What can you do to help prevent harassment in your workplace?" Record participant responses on a flipchart/whiteboard.

Sexual Harassment

This last segment of the program focuses specifically on sexual harassment. During this segment, participants observe Mel and Teddy commenting on Stacy's physique, and then gossiping about her personal affairs. Exasperated, Stacy expresses her anger and frustration. Ask participants:

- What should Stacy do?

At the end of the segment, a multiple choice question is offered for discussion. Once participants have arrived at consensus, select their response. If correct, their response is affirmed. If incorrect, participants are returned to a portion of the program for remediation. Use slide 11 while discussing hostile environment sexual harassment, and slide 12 while reviewing "quid pro quo".

Summary

The program closes with a summary of how to prevent harassment in the workplace. Emphasize the statement the host makes "If a behavior is not appropriate somewhere else, then it's probably not appropriate for the workplace." At the end of the scene, a series of 3 statements are offered for discussion. Once participants have arrived at consensus of "True" or "False" for each, select their response. If correct, their response is affirmed. If incorrect, remediation is offered. Slide 13 may be used while discussing concluding this portion of the program.

The government version includes two additional scenarios specific to the government sector. These scenarios precede the above scenario. The Sexual Harassment segment begins with a suggestive conversation between Harvey and Rhonda. Rhonda concludes the segment expressing her frustration with the situation. Ask participants:

- Harvey thought he was being subtle. Why is his behavior considered hostile environment harassment?
- Rhonda has addressed her discomfort with Harvey. What should Rhonda's next step be?

In the second government scenario, participants observe Anja and Georgia looking at a pornographic site on the computer. Maria walks into the room, and sees what they are looking at. She expresses her discomfort, yet Anja and Georgia continue looking at the site. Ask participants:

- Suggestive posters, calendars, web sites, cartoons or other images can contribute to a hostile environment. This type of material never belongs in the workplace. Is this something you've encountered in your work environment? If so, what did you do?
- Maria expressed her discomfort, yet Anja and Georgia continued looking at the site. What should Maria do next?

Slide Discussion Guide

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

Slide 1: Title Slide

Slide 2: Objectives

Review program objectives with participants using Slide 2.

Slide 3: Harassment Is...

Use this slide to review a formal definition of harassment.

Slide 4: Civil Rights Act of 1964 Forbids Discrimination Based on:

This slide lists the protected classes the act provides.

Further information about this act is included at the end of this guide.

Slide 5: Other Federal and State Laws Protect People Based on:

This slide contains a list of other protected classes.

Further information about these laws is included at the end of this guide.

Slide 6: Hostile Environment

The two criteria indicating a hostile environment exists are listed on this slide.

Slide 7: Reasonable Person Standard

The question, "Would a reasonable person consider the behavior out of bounds?" is included on this slide.

Slide 8: Negative Effects of Harassment

Everyone loses when harassment exists in the workplace.

This slide contains a list of the most common negative effects of harassment.

Slide 9: If You Feel Harassed

Review the steps to follow if feeling harassed using this slide.

Slide 10: If You Think You've Offended

Use this slide to review the steps to take if you feel like you've offended someone.

Slide 11: Hostile Environment

Hostile environment is the most common form of sexual harassment.

This slide lists characteristics of this type.

Slide 12: Quid Pro Quo

Quid Pro Quo is a more blatant, less frequent form of sexual harassment.

Use this slide to clarify this type.

Slide 13: Take Responsibility!

This slide may be used as a summary slide for the program.

ICEBREAKER

Icebreaker 1: Harassment Is...

Time: 10 minutes

Materials: Copy of the handbook or paper and pencil for each participant and a flipchart/whiteboard and markers

Purpose: To consider the meaning of harassment in the workplace.

Instructions:

1. Read or paraphrase the following:

During today's program we will be considering how people experience harassment in today's workplace. How would you complete the following statement?

Harassment is....

2. After participants have had a few minutes to reflect and write, ask them to share their thoughts with the group. Prepare a list of their responses. Make plans to review the list at the end of the program.

EXERCISES

The following exercises are provided for use 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: Biases Through Which We View our World

Time: 20 minutes

Materials: A copy of Worksheet 1: *Biases We View our World Through* and pencil for each participant

Purpose: To expose the biases we hold based on protected groups.

Instructions for Facilitator: Distribute materials. This is a word association exercise. When you call out the name of a protected group ask the participants to write down the first three things they think of. After their writing stops, ask them to share some of their responses with the group. Discourage participants from offering derogatory remarks, if necessary. At various intervals as is instructive, comment on how we all have biases. What is important is that we do not negatively act upon those biases. Use the following:

- | | |
|------------------|----------------|
| 1. Mexicans | 2. Jews |
| 3. Heterosexuals | 4. Asians |
| 5. Germans | 6. Afghans |
| 7. Catholics | 8. Homosexuals |
| 9. Hispanics | 10. Blacks |

Further information regarding biases is included as a resource at the end of this guide.

Exercise 2: In My Experience

Time: 10 minutes

Materials: Flipchart and markers

Purpose: To provide an opportunity for participants to share experiences with stereotyping, and to brainstorm ways to become more familiar with people they perceive to be different.

Instructions: Ask participants to break into small groups of 3 or 4 people. The number of groups you have will depend on the size of your training session. Each group will designate roles as follows:

- What stereotyping have you experienced or witnessed?
- How did it make you feel?
- What can you do to learn more about someone who you perceive to be different from your? Flip chart responses. Possible responses include:
 - Learn the history of the protected group in our country
 - Attend an event that celebrates the group you want to learn more about
 - Read a book, watch a movie, listen to music, learn a dance
 - Volunteer in an area where you would have an opportunity to interact with the group on a regular basis

Further information regarding stereotypes is included as a resource at the end of this guide.

Exercise 3: "Dealing With Feelings of Harassment"

Time: 45 minutes

Materials: A copy of Handout 1: *A Victim's Perspective*, Handout 2: *The Offender's Response*, Worksheet 2: *An Observer's Guide* for each participant, pencils

Purpose: To provide an opportunity for participants to share experiences with stereotyping, and to brainstorm ways to become more familiar with people they perceive to be different.

Instructions: Ask participants to break into small groups of 3 or 4 people. The number of groups you have will depend on the size of your training session. Each group will designate roles as follows:

- A victim
- The offender
- An observer, or two

These roles will rotate, as each group will have an opportunity to work through several scenarios. The number of scenarios will depend on the size of the group and the amount of time you want to designate for this exercise. Distribute the handouts to each participant, and read or paraphrase the following:

We are now going to work with of some of the harassment scenarios in this program. For this exercise each of you will take turns fulfilling the position of a victim, an offender and an observer. For each role-play the person playing the role of victim will communicate their concern to the offender. The offender will react to the feelings expressed by the victim. The observers will record the interaction on their respective handout. I will assign your first interaction as follows:

Group 1: A Gift for Ira

In this scene, Jim left a nativity scene for Ira, as a “joke.” Shelly expressed her concerns about the gift. The scene ended with Ira expressing his concern.

Group 2: We’re a Team, Now

In this scene, a team delegated tasks for a project. Although Frank expressed interest in several tasks, the team “excused” him. Frank expressed his frustration over his coworkers not viewing his age and experience as an asset, but rather as an impediment.

Group 3: If They Only Knew

In this scene, JT and Frisco enjoyed sharing their common perspective on homosexuality. Nate, within earshot, expressed his concerns about what he heard.

Group 4: I Didn't Choose This!

In this scene, Abby and Danesha gossiped about Jared’s mental condition, not recognizing that treating him differently because of his disability was in violation of law. Jared expressed his concern.

Group 5: Boys Will Be Boys

As Stacy walked into this scene, Mel and Teddy made comments about her physique. At the end of the scene, Stacy voiced her indignation.

Continue rotating the assignment of scenarios until each participant has played the roles of victim and offender. Conclude the exercise by paraphrasing:

Remember, if you feel harassed

- **Talk to the offender**
- **Be specific**
- **Ask offender to stop**
- **Involve HR as necessary**
- **Follow company guidelines.**

If you think you’ve offended:

- **Think before you speak**
- **Apologize if you think you offended**
- **Don’t repeat the behavior.**

SESSION SUMMARY

Summarizing techniques may include reviewing ways to prevent harassment in the workplace. Another summarizing technique is to ask each class participant to highlight what they learned from the training session. Ask the participants if they have any final questions or comments to share.

ADMINISTER THE POST-TEST

Prior to the program, decide which tool to use for assessment. On the DVD, an on-screen quiz with answer key is available. This easy to use assessment tool consists of 10 multiple choice and True/False questions. Responses may be recorded individually or discussed as a group. A Pre/Post-Test has been included in this leader's guide. A quiz is also included in the handbook. Each of these assessments is an excellent tool for determining how much each participant learned during the session.

PRE-TEST/POST-TEST ANSWER KEY

1. Complete the following statement. Harassment is **verbal or physical conduct that isolates, denigrates or shows hostility or aversion toward an individual based on that person's protected group.**
2. Laws prohibit discrimination based on (check all that apply)
 - Race
 - Religion
 - Gender
 - National Origin
 - Economic Status
 - Sexual Orientation
 - Ability
 - Disability
 - Age
 - Education
 - Volunteer Activities
3. Which of the following forms of harassment occur most frequently:
 - Hostile Environment**
 - Quid pro quo
4. A hostile environment exists when harassing behaviors:
 - Create an offensive work environment
 - Affect ability to work
 - Are extreme or pervasive.

5. When faced with an unusual complaint, apply the
 - a. Golden rule
 - b. Reasonable person standard**
 - c. Reasonable company standard
6. What are some of the negative effects of harassment in the workplace?

Answers may include any of the following:

- Financial costs
- Decreased productivity
- Lowered morale
- Increased employee turnover
- Loss of credibility in the community.

7. Match the following:

Hostile environment harassment

Quid pro quo harassment

Third party harassment

Non-participant is harassed

Involves tangible employment action

Usually occurs more than once

8. How can you prevent harassment in your workplace?

Answers may include any of the following:

- Respect each person
- Think before you speak
- Report all incidents of harassment
- Apologize if you offend someone
- Avoid joking about sensitive topics.

Evaluate

Distribute the Evaluation Forms to participants when they have finished answering the questions on the Post-Test. When each participant returns the evaluation form to you, thank him or her for attending the session.

HANDOUTS

Handout 1: A Victim's Perspective

Instructions: Read the summary of the scene. Once the group is ready, assume the role of the victim and share your concerns.

A Gift for Ira

In this scene, Jim left a nativity scene for Ira, as a “joke.” Shelly expressed her concerns about the gift. The scene ended with Ira expressing his concern. Themes in this scene revolved around faith, inappropriate humor, biases and fear.

For this exercise, you are now “Ira.” You have gone to Jim with your concern. Begin by reading or paraphrasing Ira’s statement: *“All my friends growin’ up celebrated Christmas, so I kinda did too by proximity. I wouldn’t care if the company put a Christmas tree in every cubicle. And we didn’t have a party this year because of the budget. But I can’t say that to Jim, cuz he’ll make some comment about how I should know about money — Jews always know about the money. He just won’t leave it alone. Every week I gotta deal with something from him and I kinda wonder how far he’ll go.”*

Allow the offender to respond. The observer will make notes.

We’re a Team, Now

In this scene, a team delegated tasks for a project. Although Frank expressed interest in several tasks, the team “excused” him. Frank expressed his frustration over his coworkers not viewing his age and experience as an asset, but rather as an impediment. Themes in this scene revolved around age, frustration and lack of respect.

For this exercise, you are now “Frank.” You have gone to one of the team members with your concern. Begin by reading or paraphrasing Frank’s statement: *“I always thought age gave you an advantage. You know, you have experience, you’ve seen the world. But over the last couple of years, I’ve basically been told over and over that I’m useless. Sometimes it’s subtle, but the message is clear. It’s just not true though. But if they keep me from doing anything important, how am I supposed to show people I’m still valuable? I’m angry that this is the way my career is going to end.”*

Allow the offender to respond. The observer will make notes.

If They Only Knew

In this scene, JT and Frisco enjoyed sharing their common perspective on homosexuality. Nate, within earshot, expressed his concerns about what was said. Themes in this scene revolved around sexual preference, humor, respect and third party involvement.

For this exercise, you are now “Nate.” You have gone to JT or Frisco with your concern. Begin by reading or paraphrasing Nate’s statement: *“Lotta fun being gay in a place like this. Look, I know there are a lot of people out there who don’t believe being gay is okay and I can live with that. I just think they should keep their opinions to themselves when they’re at work. If they found out that I was gay, I’d be an outcast. Wouldn’t matter that they respect me now for being a hard worker. That would all change. All I ask is that people treat each other with some amount of respect.”*

Allow the offender to respond. The observer will make notes.

I Didn't Choose This!

In this scene, Abby and Danesha gossiped about Jared's mental condition, not recognizing that treating him differently because of his disability was in violation of law. Jared expressed his concern. Themes in this scene revolved around disability, gossip and isolation.

For this exercise, you are now "Jared." You have gone to either Abby or Danesha with your concern. Begin by reading or paraphrasing Jared's statement: *"What do you want me to say? They're jerks. They think I'm a monster. People talk behind my back all the time. I've got a chemical imbalance; I'm not deaf, you idiots. Some days it just doesn't seem worth it. I didn't choose to be like this. I'd give anything to just fit in like everyone else."*

Allow the offender to respond. The observer will make notes.

Boys Will Be Boys

As Stacy walked into this scene, Mel and Teddy made comments about her physique. At the end of the scene, Stacy voiced her indignation. Themes for this scene revolved around sexuality, humor and disrespect.

For this exercise, you are now "Stacy." You have gone to either Mel or Teddy with your concern. Begin by reading or paraphrasing Stacy's statement: *"You know what? Some of us aren't adults. Some of us are teenage boys still stuck in the locker room. They make me feel so, so... they make me sick. Like women are just things you use for sex. It's like they think I'm one of the guys, so I get to hear all their trash. Lucky me, huh? Well, I'm not gonna listen to it anymore. Trouble is, I gotta work with these guys all the time, so I guess I gotta invest in earplugs."*

Allow the offender to respond. The observer will make notes.

Handout 2: The Offender's Response

Instructions: For this exercise, you are the offender. Prepare yourself to respond to the victim's concern. The background for each scenario from the program is:

A Gift for Ira

In this scene, Jim left a nativity scene for Ira, as a "joke." Shelly expressed her concerns about the gift. The scene ended with Ira expressing his concern. You are Jim.

We're a Team Now

In this scene, a team delegated tasks for a project. Although Frank expressed interest in several tasks, the team "excused" him. Frank expressed his frustration over his coworkers not viewing his age and experience as an asset, but rather as an impediment. You are one of the team members.

If They Only Knew

In this scene, JT and Frisco enjoyed sharing their common perspective on homosexuality. Nate, within earshot, expressed his concerns about what was said. You are either JT or Frisco.

I Didn't Choose This!

In this scene, Abby and Danesha gossiped about Jared's mental condition, not recognizing that treating him differently because of his disability was in violation of law. Jared expressed his concern. You are either Abby or Danesha.

Boys Will Be Boys

As Stacy walked into this scene, Mel and Teddy made comments about her physique. At the end of the scene, Stacy voiced her indignation. You are either Mel or Teddy.

Tips as you respond:

- Offer respect for the victim
- Think before you speak
- Apologize if you think you offended
- Avoid joking about sensitive topics.

WORKSHEETS

Worksheet 1: Biases We View our World Through

Instructions: For each of the following protected groups, write down the first three words that come to mind.

1. Mexicans _____
2. Jews _____
3. Heterosexuals _____
4. Asians _____
5. Germans _____
6. Afghans _____
7. Catholics _____
8. Homosexuals _____
9. Hispanics _____
10. Blacks _____

PREVIEW





Worksheet 2: An Observer's Guide

Instructions: You are an observer for this exercise. Record your observations by answering the questions provided. The background for each scenario is:

A Gift for Ira

In this scene, Jim left a nativity scene for Ira, as a "joke." Shelly expressed her concerns about the gift. The scene ended with Ira expressing his concern.

We're a Team Now

In this scene, a team delegated tasks for a project. Although Frank expressed interest in several tasks, the team "excused" him. Frank expressed his frustration over his co-workers not viewing his age and experience as an asset, but rather as an impediment.

If They Only Knew

In this scene, JT and Frisco enjoyed sharing their common perspective on homosexuality. Nate, within earshot, expressed his concerns about what was said.

I Didn't Choose This!

In this scene, Abby and Danesha gossiped about Jared's mental condition, not recognizing that treating him differently because of his disability was in violation of law. Jared expressed his concern.

Boys Will Be Boys

As Stacy walked into this scene, Mel and Teddy made comments about her physique. At the end of the scene, Stacy voiced her indignation.

First Role Play

Determine the following:

What are the victim's concerns?

Is the victim's perspective reasonable?

How did the offender respond to the victim?

What steps was the offender willing to take?



Second Role Play

Determine the following:

What are the victim's concerns?

Is the victim's perspective reasonable?

How did the offender respond to the victim?

What steps was the offender willing to take?

Third Role Play

Determine the following:

What are the victim's concerns?

Is the victim's perspective reasonable?

How did the offender respond to the victim?

What steps was the offender willing to take?



PRE-TEST/POST-TEST

1. Complete the following statement. Harassment is _____

2. Laws prohibit discrimination based on (check all that apply)

- Race
- Religion
- Gender
- National Origin
- Economic Status
- Sexual Orientation
- Ability
- Disability
- Age
- Education
- Volunteer Activities

3. Which of the following forms of harassment occur most frequently:

- Hostile environment
- Quid pro quo

4. A hostile environment exists when harassing behaviors

5. When faced with an unusual complaint, apply the

- a. Golden rule
- b. Reasonable person standard
- c. Reasonable company standard

6. What are some of the negative effects of harassment in the workplace?

7. Match the following:

- | | |
|--------------------------------|-------------------------------------|
| Hostile environment harassment | Non-participant is harassed |
| Quid pro quo harassment | Involves tangible employment action |
| Third party harassment | Usually occurs more than once |

8. How can you prevent harassment in your workplace?



EVALUATION FORM

Please circle your rating for each statement.

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 (exercises) 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

Your comments on the facilitator: _____

RESOURCE INFORMATION

The following information is provided to assist you in preparing for presentation of this material.

Bias, Stereotypes and Prejudice

Biases are feelings we have that are learned based on belief systems, values, morals, and traditions we were raised with or exposed to. Biases:

- Are filters we see the world through
- Create stereotypes
- Build barriers
- Can't be masked by humor
- Are learned
- Filter out truth
- Overlook credentials and qualifications
- Are natural.

A stereotype occurs when we apply a bias we have against a whole group of people. Prejudice is taking this one step further, acting upon the stereotype we hold. The degree of action when prejudice occurs can vary from a lack of consideration; to the frequently publicized hate crimes of today. It is important to remember that biases are learned, stereotypes are the application of biases to a group of people, and prejudice is taking action on stereotypes.

Recognizing what biases we hold is an important step in preparing to facilitate a program on harassment. It is important to understand your reactions to participant's input and questions during discussion periods. It is also important for you as a facilitator to be able to recognize if there are areas where your objectivity and impartiality may be compromised. Tying the stories of the biases in your world to the training points will help you "hook" the participants to the program, and motivate them to become champions of diversity in their workplace.

The Law

Under Title VII, the ADA, and the ADEA, it is illegal to discriminate in any aspect of employment, including:

- Hiring and firing;
- Compensation, assignment, or classification of employees;
- Transfer, promotion, layoff, or recall;
- Job advertisements;
- Recruitment;
- Testing;
- Use of company facilities;
- Training and apprenticeship programs;
- Fringe benefits;

- Pay, retirement plans, and disability leave; or
- Other terms and conditions of employment.

Discriminatory practices under these laws also include:

- Harassment on the basis of race, color, religion, sex, national origin, disability, or age;
- Retaliation against an individual for filing a charge of discrimination, participating in an investigation, or opposing discriminatory practices;
- Employment decisions based on stereotypes or assumptions about the abilities, traits, or performance of individuals of a certain sex, race, age, religion, or ethnic group, or individuals with disabilities; and
- Denying employment opportunities to a person because of marriage to, or association with, an individual of a particular race, religion, national origin, or an individual with a disability. Title VII also prohibits discrimination because of participation in schools or places of worship associated with a particular racial, ethnic, or religious group.

The Equal Pay Act of 1963 (EPA), protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination.

The Civil Rights Act of 1964, Title VII makes it unlawful for an employer to fail or refuse to hire or discharge any individual, or to otherwise discriminate against any individual with respect to his compensation, terms, conditions, or privileges of employment because of their race, color, religion, sex, or national origin.

The Age Discrimination Act of 1967 provides protection for all employees over the age of 40. The Act makes it unlawful for any employer to fail or refuse to hire, promote or discharge any individual because of their age.

The Americans with Disabilities Act of 1990, affecting employers with 15 or more employees, prohibits employment discrimination against qualified individuals with disabilities.

The Civil Rights Act of 1991, which, among other things, provides monetary damages in cases of intentional employment discrimination.

The Civil Service Reform Act of 1978 (CSRA) prohibits federal employees who have authority to take, direct others to take, recommend or approve any personnel action from discriminating against applicants and employees on the bases of race, color, sex, religion, national origin, age, disability, marital status or political affiliation.

Religion

When people bring their religion to work, sometimes they encounter issues surrounding their faith, such as:

- Being ridiculed when wearing clothing typical of their faith
- Worrying about asking for time off to observe holy days of their faith
- Being told they may not take time off to observe holy days of their faith
- Expressing concern that they are not promoted as quickly as employees whose faith is not as apparent, or whose faith is more predominant
- Finding that some organizations prohibit facial hair or head coverings, even if their faith requires it

- Discovering that breaks for prayer are not allowed
- Encountering harassment because of their faith.

Age

- In 2000, 13 percent of the U.S. workforce was 55 and older.
- 2008 civilian labor force participation rates for the 55 and older group will grow to 36.8%
- By the year 2050, 19 percent of workers will be 55 and over.
- The predicted median age of the labor force for 2008 is estimated at 40.7 years
- Because people are living longer and working longer, four generations of Americans are now in the work force at the same time:
 - **The Silent Generation.** Americans who are 59 to 77 years old are in a group that came of age and entered the work force during a period of relative prosperity and contentment.
 - **Baby Boomers.** At 80 million strong, this group experienced the most workplace competition from their fellow baby boomers for the better or best jobs and promotions.
 - **Generation X.** Born between 1965 and 1981, these Americans were the most technologically savvy, and, as a result, were also the first to feel the sting of the bursting dot-com bubble. They also watched helplessly as millions of high-tech jobs were lost to lower-paid technocrats in other nations. It's a relatively small generational slice - about 59 million - but because of boomer retirements, this group is likely to have less intragenerational competition for jobs.
 - **Millennials, or Nexters, people born in 1982 through today.** Expect Millennials to have a stronger sense of team play and cooperativeness than the extremely self-reliant and individualist GenXers.
 - **Shadow Boomers, or Generation Y, are the children of Baby Boomers.** They are highly inquisitive and creative in their approach to work, eager to learn and try new things. They are service oriented, volunteering countless hours in their communities.

Gender

- Sexism occurs when people are treated in a biased or prejudiced manner based on gender.
- Sexism can be subtle because people may interpret a particular behavior differently depending on whether it is exhibited by a man or a woman. Some may see a man as assertive but a woman as aggressive, a man as flexible but a woman as fickle, a woman as sensitive but a man as a wimp, or a woman as polite but a man as patronizing.
- Women account for 48% of the workforce.
- Three out of four women of childbearing age are now employed.
- 40% of working women are mothers with children under 18.

National Origin

The United States Census 2000 Supplementary Survey estimates ancestry as follows:

1.	German	17.0%
2.	Irish	12.1%
3.	English	10.3%
4.	American	7.1%
5.	Italian	5.8%
6.	French	3.6%
7.	Polish	3.3%
8.	Scottish	2.0%
9.	Scottish-Irish	1.9%
10.	Dutch	1.9%

Note: The remaining 35% is distributed amongst 17 other nations of origin.

Language

In the United States, the following languages are spoken at home in the following proportions:

English	86.1%
Spanish	7.5%
French	.7%
German	.7%
Italian	.6%
Chinese	.5%
Tagalog	.3%
Polish	.3%
Korean	.2%
Vietnamese	.2%
Portuguese	.1%

How to Communicate with English as a Second Language Co-Workers

- Avoid jargon, slang and idioms
- Speak slowly and clearly
- Exercise caution when using non-verbal signals and cues. They may mean something different in another culture
- Deliver with visual images and props
- Check for understanding by paraphrasing
- Repeat when necessary
- Use simple, easy to translate words
- Be patient.

Sexual Preference/Orientation

- The exact amount of job discrimination against homosexuals is unknown, primarily because the government does not provide gay employment discrimination statistics.
- Many homosexuals fear that they will lose their jobs or experience other forms of discrimination if their sexual orientation is revealed.
- After employment, the hidden homosexual must use a number of ploys to appear heterosexual. The strategies include bringing someone of the opposite sex to company social events and telling appropriate sexual jokes.
- Surveys show that 15% of companies with at least 200 employees offer benefits to the partners of employees who are gay or not married.

Disability

- Everyone knows someone with a disability. It is the largest minority group.
- Each of us has a 20% chance of becoming disabled, and a 50% chance of having a family member with a disability.
- When disabilities are apparent, it can be difficult not to focus on them
- The disability is only one facet of the individual.
- Anyone can become disabled. 70% of disabilities occur after birth.
- It can be difficult to fully understand how a person's disability impacts their life.
- There are 54 million Americans with disabilities, a full 20% of the population
- Almost half of these people's disability is severe.
- 72% of people with disabilities want to be employed.
- Americans with disabilities offer the lowest turnover rate of all minority groups.
- 77% of Americans with disabilities do not receive public assistance.

Americans with Disabilities Face Many Obstacles:

- The unemployment rate for Americans with disabilities has hovered at 70% for the past 12 years (as compared to much lower rates for those without disabilities.)
- 1 of 5 adults with disabilities has not graduated from high school (as compared to 1 of 10 without disabilities.)
- Computer and Internet access and usage is half that of people without disabilities.
- Over half of those that do use computers and the internet say that it significantly improved their lives (as compared to 27% without disabilities)
- Computers with adaptive technology can cost as much as \$20,000! Fortunately, only 15% of those with disabilities would need a computer to work.

Working with People with Disabilities

- Focus on the person's ability to do the job, not their disability.
- Speak with the person with the disability, not their interpreter.
- Use a normal tone of voice, and tempo of speech.
- Avoid labeling words.
- If the disability is irrelevant, don't mention it.
- Be age-appropriate and respectful.
- Help if they want help, but don't insist if they decline your offer.
- Let the person with the disability describe how you may help. They'll know the best way!
- Consider the needs of those with disabilities when planning events.
- If you offend, apologize.

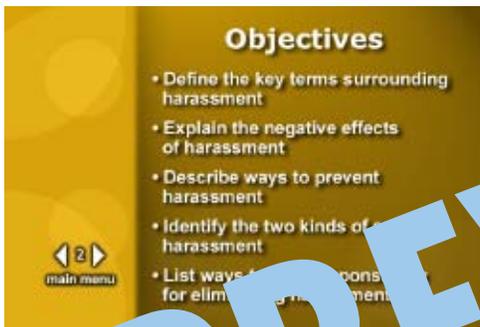
Sexual Harassment

- No occupation is immune from sexual harassment, but the incidence of harassment is higher in workplaces that have traditionally excluded women.
- Studies suggest anywhere between 40-70% of women and 10-20% of men have experienced sexual harassment in the workplace.
- Almost two-thirds of sexual harassment complaints were brought against an immediate supervisor or another person with greater power.
- It is estimated that 95 percent of sexual harassment incidents go unreported.
- 15 percent of sexual harassment suits are filed by men.
- 8 percent of companies with sexual harassment training programs were sued compared to 12 percent of those without such programs.
- 95 percent of those sexually harassed suffer from debilitating stress reactions, including anxiety, depression, headaches, sleep disorders, weight loss or gain, nausea, lowered self-esteem and sexual dysfunction.
- Sexual harassment costs a typical Fortune 500 company \$6.7 million per year in absenteeism, low productivity and employee turnover.
- Monetary awards nationwide vary from year to year, but have exceeded 37 million each year since 2000.
- Companies with a strict written policy on sexual harassment have fewer, if any, cases of sexual harassment suits against them.

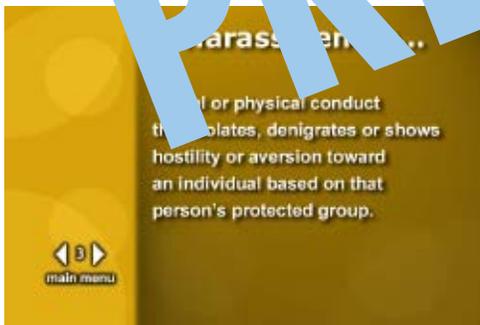
TRAINING POINTS AND POWERPOINT® OVERVIEW



Slide 1



Slide 2



Slide 3



Slide 4

PREVIEW



TRAINING POINTS AND POWERPOINT® OVERVIEW Continued



Other Federal and State Laws

Protect people based on:

- Gender
- Marital status
- Sexual orientation
- Age
- Disability.

◀ 5 ▶
main menu

Slide 5

Hostile Environment

Exists when harassing behaviors:

- Create an offensive work environment
- Affect ability to work
- Are extreme or pervasive.

◀ 6 ▶
main menu

Slide 6

Reasonable Person Standard

Would a "reasonable" person consider the behavior out-of-bounds?

◀ 7 ▶
main menu

Slide 7

Negative Effects of Harassment

- Financial costs
- Decreased productivity
- Lowered morale
- Increased employee turnover
- Loss of credibility in the community.

◀ 8 ▶
main menu

Slide 8

PREVIEW

TRAINING POINTS AND POWERPOINT® OVERVIEW Continued



If You Feel Harassed

- Talk to the offender
- Be specific
- Ask offender to stop
- Involve HR as necessary
- Follow company guidelines.

◀ 9 ▶
main menu
video link

Slide 9

If You Think You've Offended

- Think before you speak
- Apologize if you think you offended
- Don't repeat the behavior.

◀ 10 ▶
main menu

Slide 10

Hostile Environment

Most common form of harassment

- Interferes with a person's ability to work
- Usually occurs more than once
- Based on victim's perception
- Perception takes precedence over intention.

◀ 11 ▶
main menu

Slide 11

Quid Pro Quo Harassment

- "This for that"
- Much less common than hostile environment harassment
- Involves a tangible employment action.

◀ 12 ▶
main menu

Slide 12

TRAINING POINTS AND POWERPOINT® OVERVIEW Continued

Take Responsibility!

- Respect each person
- Think before you speak
- Report all incidents of harassment
- Apologize if you offend someone
- Avoid sensitive topics.

◀ main menu
video list

Slide 1

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:

1. 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:

2. Click on “View” on the menu bar.
3. Click on “Slide Sorter” from the “View” menu. Or, click on the “Normal” view, you may use the “Outline” on the left side of the screen.
4. 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.
5. 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.
6. 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.
7. 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.
8. 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:

1. Double click on the slide you want to change the animated transition on.
2. Double click on the text box of the slide. A border and white handles appear around the text box.
3. 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:

1. Double click on the slide you want to change.
2. Double click on the text box of the slide. A border and white handles appear around the text box.
3. Type the desired changes.

Remember to save any changes made to your presentation!

PREVIEW



This Leader's Guide is designed to provide accurate and authoritative information regarding the subject matter covered. Sources for this information are believed to be reliable. Because of the possibility of human error, the publisher does not guarantee its accuracy, adequacy or completeness. Coastal is not responsible for any errors, omissions, misprinting or ambiguities contained herein or for the results obtained from use of such information. If legal advice or other expert assistance is required, the services of a competent professional should be sought.



This leader's guide is one of a series of print materials, video, interactive CD-ROM, Web-based and DVD programs produced by Coastal Training Technologies Corporation. Each product is the result of painstaking analysis, design, development and production by the instructional designers and technical specialists on our staff.

Our catalog is constantly being revised and expanded, so we would appreciate any comments on current titles or suggestions for future ones. For further information on any Coastal product, or to receive a free catalog, call Coastal Training Technologies Corp. (Virginia Beach, VA) at 800-285-9107 or send a FAX to 757-498-3657. Visit us on the Web at www.coastal.com.

This guide is for educational purposes only. Nothing herein is to be regarded as indicating approval or disapproval of any specific practice or product.



Copyright © 2005 Coastal Training Technologies Corp. Purchasers and renters may copy the Pre-Test/Post-Test, Sample Invitation Memo and Evaluation Form found in the Leader's Guide when used in conjunction with the program. You may also reproduce the Worksheets, Handouts and PowerPoint® slides to use with the program. Any other part of this product may not be copied by any means or for any reason without the written permission of Coastal Training Technologies Corporation. All Rights Reserved. Printed in U.S.A.

