

SEXUAL HARASSMENT

YOU MAKE THE CALL

PREVIEW

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LEADER'S GUIDE

INTRODUCTION

About This Program

This *Sexual Harassment: You Make the Call* program provides you with tools to teach participants how to identify the subtle forms of sexual harassment and to understand how perception plays a key role in determining sexual harassment complaints. This program is designed to promote discussion on the subtle types of sexual harassment so that confusion about what constitutes sexual harassment can be minimized.

During the *Sexual Harassment: You Make the Call* training, employees will be given ideas on how to avoid situations that could be perceived as sexual harassment. This will be accomplished through viewing dramatized examples of workplace interaction, and by discussing “why” or “why not” those situations depicted sexual harassment. Employees will gain an understanding of the “gray areas” of sexual harassment enabling them to avoid harassing others. They will also learn how to confront inappropriate behavior in the workplace.

All employees within the organization will benefit from attending a *Sexual Harassment: You Make the Call* training program. The training will minimize participants’ confusion about sexual harassment as they discuss its subtle nature and different forms.

This Leader’s Guide is designed to help you conduct a thorough training session on *Sexual Harassment: You Make the Call*. It permits you to use this program in many different ways, giving you the flexibility to determine which training format is best for your organization’s needs. The video is approximately 20 minutes long and can be stopped easily for discussion of important points.

A PowerPoint® presentation is provided to assist you in the presentation of this material. 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 employee handbooks are also available. These handbooks may be given to participants as a helpful note-taking and reference tool. Contact Coastal if you would like to order or review handbooks.

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 teach the class are up to you.

Training Materials

You will need:

- 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 viewing screen and each other.)
- Adequate lighting that can be adjusted while viewing the program
- A location, possibly including a podium from which the trainer/speaker can lead discussion
- The training program *Sexual Harassment: You Make the Call*
- TV and VCR with remote
- Copies of the class agenda (see page 4)
- A handbook and pencil for each participant
- A flipchart or dry-erase board and appropriate markers
- A computer with PowerPoint® software and the PowerPoint® Presentation included on the Leader's Guide CD
- Copies of the Post-Test and Evaluation (see pages 18-19).

Preparation

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

Invite Participants

Send out letters or memos to participants or post a notice two weeks in advance of the training date. (Sample is included on page 5.) State the location, date and time, and meeting agenda. Administer the Pre-Test in advance (see page 17).

Establish Training Objectives

Define the training objectives of this presentation. Training objectives should coincide with the particular needs of your organization and reflect the content of the program. Some examples are:

- Identify subtle sexual harassment in the workplace.
- Discuss third party sexual harassment.
- Examine the legitimacy of sexual harassment complaints.
- Define quid pro quo and hostile environment harassment.
- Explain the court's viewpoint of perception over intention.
- Review ways to avoid creating a hostile environment.

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

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

2-Hour Session Agenda

(Using Scene-Specific Discussion Issues)

Introduction	15 minutes
Video and Discussion	90 minutes
Session Summary	25 minutes

3-Hour Session Agenda

(Using Discussion Topics and Exercises)

Introduction	15 minutes
Video and Discussion	40 minutes
Exercise 1	20 minutes
Exercise 2	20 minutes
Break	20 minutes
Exercise 3	40 minutes
Session Summary	25 minutes

3-Hour Session Agenda

(Using Discussion Topics and Subtle Sexual Harassment Scenes from the Bonus Material section)

Introduction	15 minutes
Video and Discussion	40 minutes
Exercise 1	20 minutes
Exercise 2	20 minutes
Break	20 minutes
Scene 1 Discussion	15 minutes
Scene 2 Discussion	15 minutes
Scene 3 Discussion	10 minutes
Session Summary	25 minutes

Sample of Invitation Memo

Date: January 14, 20__

To: The Marketing Department

From: Sandy Edwards, Human Resources Manager

Re: *Sexual Harassment: You Make the Call* training session

You are invited to attend what just might be the most controversial and interesting training session of the year. *Sexual Harassment: You Make the Call* will clarify the gray areas of sexual harassment that puzzle most employees.

You will learn about the subtle areas of sexual harassment. This training will also equip you with legal information and standards to follow in order to minimize sexual harassment in our organization. Finally, you will learn the importance of a person's perception versus a person's intention.

Please plan to be at the training session on January 28, at 2:00 p.m. We will be meeting in the main conference room for a three-hour session. If you are unable to attend, please contact me at 555-8890 as soon as possible.

Goals of the training session are:

- To identify subtle sexual harassment in the workplace
- To discuss third party sexual harassment
- To examine the legitimacy of sexual harassment complaints
- To define quid pro quo and hostile environment harassment
- To explain the court's viewpoint of perception over intention
- To review ways to avoid creating a hostile environment.

Agenda:

- | | |
|------------------------|-------------|
| • Introduction | 2:00 - 2:15 |
| • Video and Discussion | 2:15 - 2:55 |
| • Exercise 1 | 2:55 - 3:15 |
| • Exercise 2 | 3:15 - 3:35 |
| • Break | 3:35 - 3:55 |
| • Exercise 3 | 3:55 - 4:35 |
| • Session Summary | 4:35 - 5:00 |

We look forward to seeing you on January 28.

Presentation Tips

Overcoming anxiety

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

Choosing your vocabulary

Don't lose your audience by using overly complex words or phrases. It's best to use the same comfortable language that you would use when speaking one-on-one.

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 of the points you want to cover. If you want to include personal anecdotes or examples, write down a few notes to trigger your memory.

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. If speaking too slowly doesn't put your audience to sleep, using a monotonous tone will surely do it. Vary your tone often, especially when making an important point. Adding emotion to your presentation will keep your audience involved. Again, speak to your audience as if you're having a conversation with each person individually.

Sticking to the schedule

Begin class on time and restart the session promptly at the end of the break. Explain that, except for emergencies, messages will be taken for participants during the sessions and will be distributed to them at the start of the break.

Asking for questions

Ask for questions throughout the session. Be prepared to answer all types of questions, but don't be worried if you don't know every answer. Simply say, “I'm not sure of that, but I'll find out and get back to you.” Then, after class, make sure you do find the answer to that question and give it to the person who asked the question.

TRAINING SESSION TOOLS

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 the 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

Open the session. Welcome the participants and introduce yourself to the group. Give a brief explanation of the purpose of the session and quickly review the agenda.

Have participants introduce themselves and state the department or area in which they work. You may want to use an “icebreaker” to get the class warmed up for group discussion and to get to know each other.

Distribute and review copies of the training objectives for this session. 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. Learning objectives for this program are:

- Identify sexual harassment in the workplace.
- Discuss third party sexual harassment.
- Examine the legitimacy of sexual harassment complaints.
- Define quid pro quo and hostile environment harassment.
- Explain the court's viewpoint of perception over intention.
- Review ways to avoid creating a hostile environment.

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.

Two discussion guides have been developed for this program. “Scene-Specific Discussion Issues” is recommended if you choose to stop the program for discussion after each scene. “Discussion Topics” is recommended after watching the program in its entirety.

Scene-Specific Discussion Issues

The eight scenes in this program depict incidents which have some potential to result in charges of sexual harassment. The discussions and varying opinions that typically arise after each scene contribute a great deal to increasing the awareness level and sensitivity within the group. A critical training point to remember is that perceptions can be very different. It is much more important to raise issues for consideration than to come to an agreement about each scene.

Scene 1: Inappropriate Behavior

Steve is discussing design plans with Elaine in the background. Elaine demonstrates a personal interest in Steve, but her comments are not overtly sexual in nature.

Points for discussion:

- Is flirting at work ever appropriate?
- If her comments are not welcome, what would an appropriate response be?
- Recent rulings have emphasized the importance of employees making use of complaint procedures in order to protect their rights in the event of sexual harassment.
- Discuss your company's procedures for handling a complaint.
- The influence of power or perceived power potentially adds another level of problem to this situation.
- It is important to know whether or not previous incidents have occurred before determining whether or not a problem exists. If Elaine's behavior was repetitive it would be considered a problem.
- In some cases determining whether or not sexual harassment exists depends on knowing the history of the relationship or past interactions.

Scene 2: Quid Pro Quo

Jim, the manager, discusses a possible promotion with Mary in his office at the end of the day.

Points for discussion:

- It is important to maintain a separation between personal and professional lives. Is this more important for supervisors? Why?
- Anytime an employee is offered work-related benefits in exchange for sexually oriented favors, quid pro quo harassment applies.
- Does the exchange of favors have to be blatant?
- The company would be held liable whether or not it knew of the exchange, if Mary suffered adverse job consequences due to her refusal to dine out.

Scene 3: Perceptions versus Intentions

Karen greets Jane with a hug and continually touches her throughout their brief encounter. Jane doesn't return the affection and appears uncomfortable.

Points for discussion:

- How many of you have encountered “space invaders” or “huggers” during your careers? How did you deal with them?
- How should the “victim” handle this situation?
- Even if the touchy person is innocent in his or her behavior it is the “victim’s” perception that counts. Therefore it is best to “err” on the side of those who are uncomfortable with physical contact and adhere to a “hands off” policy.
- Same sex interactions can be as problematic as male/female encounters.
- Repetitiveness of the touching would be a factor in determining whether or not a problem exists.

Scene 4: Hostile Work Environment

Michael offends Angela when he jokes about how disappointed he was about not being able to see her in a bathing suit.

Points for discussion:

- Did Angela’s reaction to the situation provide enough “feedback” to Michael?
- How should Michael respond to her reaction?
- Could just one incident of this sort of behavior result in a charge of sexual harassment?
- When are comments about someone’s appearance appropriate? When are they not appropriate?
- Thoughtless remarks and inappropriate humor can be very disruptive to a healthy work environment.

Scene 5: Inappropriate Humor

Allen and Jay are in the break room exchanging jokes of a sexual nature which are overheard by another person.

Points for discussion:

- Inappropriate humor can be very dangerous in the workplace. It is impossible to know who might overhear so caution and respect for others is required at all times.
- Exchanging inappropriate humor at work can create a hostile environment for either the participants or bystanders.
- If the “victim” is not comfortable confronting the offenders, what should be done?
- How has internet access at work increased the danger of offending others?

Scene 6: Third Party Perception

Walter and Ellen show an enthusiastic display of affection in front of Monica.

Points for discussion:

- Even when two people are comfortable with their display of affection they need to be aware of their surroundings.
- Monica shows discomfort over their display of affection. Would all people feel uncomfortable?
- Did the “victim” react appropriately?
- Though this one incident may have created a “hostile environment” for the observer, repeated incidents are required to result in a valid charge of hostile environment sexual harassment.

Scene 7: Company Liability

Barbara, the receptionist, is being harassed by a person not employed by the company.

Points for discussion:

- Barbara was acting responsibly when she reported the behavior to her boss.
- What did you think of her boss’s response?
- Managers and supervisors should take all reports of harassment very seriously – recent Supreme Court rulings have emphasized the importance of this.
- A company can be held responsible for the actions of an outside visitor when they know of the unwelcome behavior.
- It is not necessary to be an employee of the company to be guilty of harassment.
- Follow your company’s procedure on handling sexual harassment even if the harasser is not an employee. Document incidents fully, and use reasonable care to prevent and correct the sexually harassing behavior.

Scene 8: Responding to Situations

Peter comments on Rebecca’s outfit.

Points for discussion:

- Would a “reasonable person” be offended or feel harassed in this scene?
- How could the tone and body language change the situation into a hostile environment?
- What kind of comment would have been harassment?
- If Rebecca was “bothered” by his comment what should she have done?
- Would it make a difference if Peter frequently commented on Rebecca’s appearance?

Discussion Topics

If you choose to view the entire program first, follow the viewing with a 20-minute discussion. Discuss the following highlights and scenes from the program. Talk about the scenes that depict what behaviors are unacceptable in the workplace and offer ways to eliminate them.

The Objectives of this Program

Review the overall training objectives for this session.

Identifying Sexual Harassment

Lead a discussion on how to identify sexual harassment. Point out that it is important to examine the nature and context of a complaint and to know the historical relationship of those involved. Choose a scene from the program to base a discussion on, or ask for a hypothetical example. Determine whether the victim is acting as a “reasonable person.”

Quid Pro Quo

Define a quid pro quo situation. Specifically refer to the scene in the program where Mary is told by her boss, Jim, that if she goes to dinner with him he may be able to arrange a promotion for her. Offer hypothetical examples of other quid pro quo situations for further discussion. Ask why an employee would perceive each kind of behavior as sexual harassment.

Perceived Power

Ask session participants to suggest ways that they think power can be abused in the workplace. Why are supervisors, managers or people with big titles often perceived as abusing power?

Hostile Environment

Explain that hostile environment sexual harassment claims are the most common and the most subtle in nature. Ask participants to give examples of behavior that would make an employee feel uneasy and would interfere with his or her ability to work. For example:

- Using inappropriate humor or gestures
- Giving excessive compliments regarding physical appearance
- Flirting with a subordinate.

Discuss why the courts give precedence to a victim’s perception over the perpetrator’s intention. Why is the victim required to exhibit the “reasonable person” standard?

EXERCISES

The following three 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

Contrasting Quid Pro Quo and Hostile Environment Situations

Time: 20 minutes

Materials: Flipchart and markers

- Break up into small groups. Instruct groups to identify at least 5 examples each of quid pro quo and hostile environment situations. Reconvene after 10 minutes. Using the flipchart and markers, draw a T-chart and label one column Quid Pro Quo and the other column Hostile Environment. Record examples of conduct in each category that everyone agrees represents inappropriate actions that a “reasonable person” would interpret as sexual harassment. As you create the list, emphasize why each behavior could be perceived as sexual harassment and how it could interfere with job performance.

Exercise 2

Identifying Subtle Sexual Harassment

Time: 20 minutes

Materials: Paper and pencils

- Break into small groups. Provide each group with a hypothetical situation (examples below) in which an employee behaved in a manner that made a co-worker feel uncomfortable. Instruct the members of each group to work together to prepare an apology for the inappropriate behavior.

Example situations:

1. Getting too close to another employee, or in other words, invading his or her personal space
2. Frequently commenting on a co-worker’s appearance
3. Telling inappropriate jokes
4. Putting one’s hand on a co-worker’s shoulder or hand
5. Inappropriate staring or gawking.

Exercise 3

Hostile Environment Role Play

Time: 40 minutes

Materials: Props for skits and training notes

- Break up into small groups and instruct each group to plan a role play which illustrates subtle sexual harassment caused by a hostile environment. Consider assigning each group a specific hostile environment situation which includes both the harasser's action and the victim's reaction. Allow 10 minutes for planning. Then have each group perform its skit displaying how the victim could best handle the situation. After each skit identify inappropriate behaviors and perceptions that were portrayed (examples: inappropriate glances, fear of losing one's job, etc.). Ask why the victim's perceptions are given more importance in a court of law over the intentions of the perpetrator. Ask if the victim handled the situation appropriately.

PREVIEW

SESSION SUMMARY

Summarize

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

The benefits of learning what constitutes sexual harassment are:

- Understanding the difference between obvious and subtle forms of sexual harassment
- Realizing what behaviors in the workplace could be perceived as sexual harassment and knowing to avoid these behaviors
- Reducing confusion regarding the legal nature of sexual harassment
- Learning to communicate in a way that would eliminate hostile environment
- Understanding how to evaluate and respond to inappropriate situations.

Administer the Post-Test

Distribute copies of the Post-Test to each participant. You may want to customize the Post-Test to fit your organizational objectives. The Post-Test is an excellent tool for determining how much each participant learned during the session. Compare the results to the Pre-Test and review the different answers.

Evaluate

Distribute the evaluation form 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.

Glossary

Perceived Power – The term used to describe an employee’s belief or perception that another employee can positively or negatively impact their work environment. The issue of perceived power can play a part in determining the validity of a sexual harassment claim.

“Reasonable Person” Standard – The legal standard used to determine what behavior is offensive in a sexual harassment lawsuit. It is based on the victim’s perception rather than the perpetrator’s intention. If the conduct would substantially affect the work environment or psychological well-being of a reasonable woman/person, then sexual harassment has occurred.

Quid Pro Quo Harassment – Quid pro quo is a Latin phrase meaning “this for that.” It is a legal term used to define an arrangement where sexual favors are solicited in exchange for various benefits or other compensation. Quid pro quo also applies anytime benefits or other compensation are withheld from a subordinate as a result of rejecting requests for sexual favors or for reacting negatively toward sexually oriented behavior.

Hostile Environment Sexual Harassment – This is the most common type of sexual harassment in the workplace and is often subtle. It occurs anytime conduct of a sexual nature creates a working environment that is intimidating, hostile or offensive to another individual and interferes with an employee’s psychological comfort or ability to work.

PRE-TEST

Please read each question carefully and write your answer in the space provided below it. Your answers will help us adapt the *Sexual Harassment: You Make the Call* training session to best meet the needs of your group.

Questions:

1. What do you think constitutes sexual harassment?

2. Do you think a person is being reasonable if he or she complains about someone in the workplace who constantly flirts? Why or why not?

3. What kinds of behavior at work make you feel uncomfortable?

4. In what situations might misused authority in the workplace be interpreted as sexual harassment?

5. Do you think that a victim's perception of a sexual harassment situation is more important than a harasser's intention? Why?

POST-TEST

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

Questions:

1. Why is it important to understand the relationship and history between two people when evaluating whether sexual harassment took place between them?

2. What is the “reasonable person” standard?

3. Give an example of a quid pro quo arrangement and a hostile environment situation.

4. What is perceived power?

5. Why is the perception of a victim more important to the courts than the intention of the perpetrator?

COURSE EVALUATION

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, the self-assessment tool, and the exercise 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

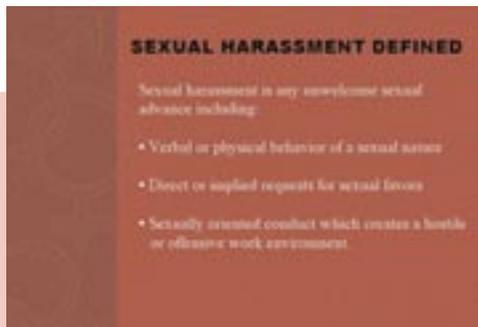
8. Was the facilitator positive and professional? Very much so Could improve
9. How well was the facilitator prepared and able to explain the information?
 - NOT well prepared 1 2 3 4 5 VERY well prepared
10. Did the facilitator create an atmosphere that encouraged questions and learning?
 - Yes No – 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: _____

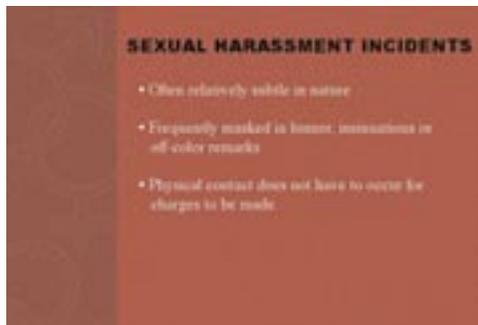
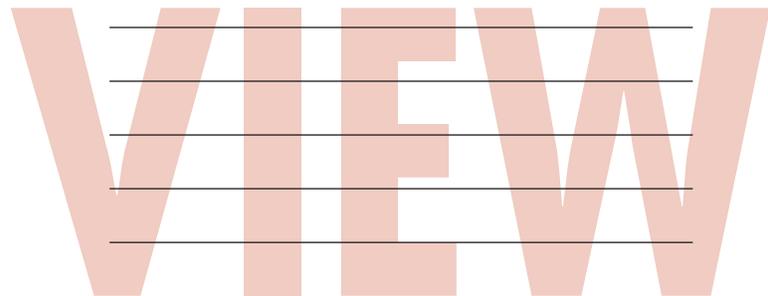
POWERPOINT® PRESENTATION OVERVIEW



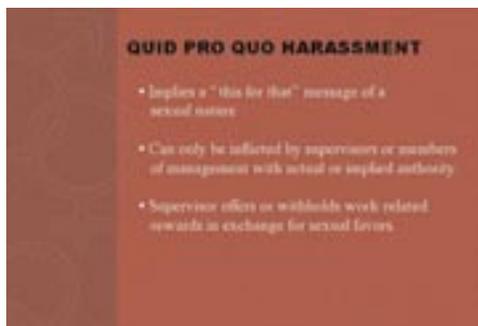
Slide 1



Slide 2



Slide 3



Slide 4

POWERPOINT® PRESENTATION OVERVIEW Continued

PERCEIVED POWER

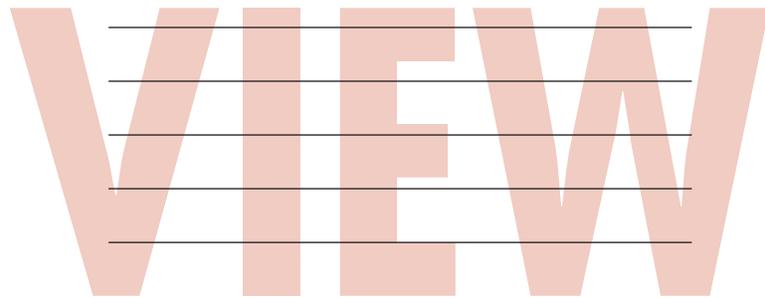
- Quid Pro Quo is linked with the abuse of real or perceived power.
- Managers are at high risk.
- You don't have to have authority to imply perceived power.
- Abuse of power creates a hostile environment.

Slide 5

HOSTILE ENVIRONMENT

- The most common and subtle form of sexual harassment.
- Interferes with a person's ability to work.
- Results from the victim's perception of behavior.
- Perception takes precedence over intention.
- Usually occurs with repeated abuse.

Slide 6



THIRD PARTY OFFENSE

- Does not require direct interaction with the person filing the charge.
- Occurs when conduct of a sexual nature causes a co-worker in the vicinity to feel uncomfortable, distressed or intimidated.
- Creates a hostile environment.

Slide 7

COMPANY LIABILITY

- Company may be liable if a sexual harassment complaint is filed and no action is taken.
- Company could be held legally responsible even if the offender is not an employee.
- Cases can involve customers, suppliers and service people.

Slide 8

POWERPOINT® PRESENTATION OVERVIEW Continued



Slide 9

PREVIEW

Customizing a PowerPoint® Presentation

The PowerPoint® presentations included on the Coastal CD and DVD 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, under 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 effects, 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 the content of.
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 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.

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