

# PATTERNS

## Facilitation Guide



Includes Program Handouts

Facilitation materials prepared by  
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## **Important Legal Notice**

**Sexual harassment is a complex behavioral and legal issue. PATTERNS is intended as a resource to help organizations communicate their policies and expectations to employees and managers. It is NOT intended to provide legal advice or to answer specific legal questions.**

**Please refer all legal questions on the topic of sexual harassment to your organization's legal counsel.**

## Foreword

In the early 1990's, controversy around the US Supreme Court candidacy of Clarence Thomas brought the issue of sexual harassment to the forefront of organizational awareness. Since then, many companies and government agencies in the United States, Canada, and other countries have taken measures to limit instances of sexual harassment and intimidation in their workplaces. Great progress has been made, but there is still much to do.

Many employees have now experienced sexual harassment prevention training at some point in their careers. The most blatant forms of harassment, where those within an organization who hold power use their positions to demand sexual favors in exchange for job security or promises of advancement are less common and are aggressively prosecuted. Huge awards and settlements have been paid to the victims of harassment, sending a clear warning to would-be offenders.

And yet the stories continue. Harassers become subtler, but their behavior is just as damaging. Women and men are still the targets of bullies and sexual predators at work. Employees still have to deal with the annoyance of the workplace suitor who just won't take "no" for an answer, the persistent shoulder massager who insists on helping you "relax", or the inappropriate sexual jokester.

**PATTERNS** is QMR's latest learning tool to help address this ongoing issue.

**PATTERNS** explores identifiable and familiar patterns of behavior present in most harassment incidents. In Program I, *Preventing Sexual Harassment* (for all employees), we look at the behavior of harassers – the habitual harasser, the bully, the smitten harasser and the jilted harasser. We also look at common fears that keep the targets of harassment from reporting the behavior and making it stop. In Program II, *Responding to Sexual Harassment* (for organizational leaders), we examine patterns of management response that can lead to trouble. These include what we are calling the ostrich, the chameleon, the mother hen, and the wounded tiger. The third program in the series, *Rights & Responsibilities*, is a short introduction to sexual harassment prevention intended for use as part of a new employee's orientation process.

**PATTERNS** looks at behavioral issues that run deep in our work cultures and in human nature. I hope you'll find these programs helpful in your efforts to provide effective harassment prevention training in your organization.



Robert Rosell  
Writer/Producer

## **Copyrights**

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Thank you.

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## **How to Use This Manual**

**PATTERNS** is divided into three separate programs --

**Program I: Preventing Sexual Harassment (for all employees)**

**Program II: Responding to Sexual Harassment (for organizational leaders)**

**Program III: Rights & Responsibilities (new employee orientation)**

Each program includes a *Facilitator's Program Outline* and a *Sample Agenda*. Handouts and exercises for all three programs begin after page 31 of this guide.

For Program I and Program II, the facilitator may choose from either an abbreviated 1½ hour session, or a longer, more experiential 3½ to 4 hour program. Each option was created to be flexible and allow the facilitator an opportunity to select handouts and exercises based on your own experience with or knowledge of the topic, as well as the learning styles of each participant group.

***We recommend presenting both Programs I and II to managers and supervisors.*** For organizational leaders participating in both programs, modify the outlines below to avoid redundancy.

### **Include Your Organization's Policy on Sexual Harassment**

When you present these programs, we recommend that you also distribute and review copies of your organization's policy on sexual harassment.

### **A Word about Timing Presentations and Activities...**

Based on time availability and classroom dynamics, you may choose to add or delete activities or materials from your presentation of the **PATTERNS** programs. Many of the activities included in this manual suggest a time allotment to conduct each module of the training. Be aware that timing suggested for each activity is an estimate. Some individuals and groups may need or want more time than others depending on the number of participants, room arrangements, current situations in the work environment, the facilitator's style preferences, and other factors.

### **PowerPoint Slides**

Many of the handouts for this series are also available on the PowerPoint CD (supplied with your **PATTERNS** kit). See the Sample Agendas for details.

## **Supplemental Activities**

Each of the 3 programs in the PATTERNS series is intended to serve as a flexible sexual harassment prevention resource. This guide has outlined recommended activities to be used in facilitating the training. These activities are modular and can be mixed and matched to best meet the needs of your organization.

In addition to the activities listed in the Facilitator's Outlines for each program above, we offer Supplemental Activities that can be used to substitute for recommended activities or can be added to your agenda to augment the training. These activities can be found in the Handouts - Activities - Resources section of this guide.

The Supplemental Activities include...

- If You Have Been Accused of Sexual Harassment...
- Retaliation
- The Impact of Sexual Harassment (Handout/PowerPoint)

## **About Confidentiality and Trust**

Sexual harassment is a sensitive topic. It may trigger unexpected reactions and comments from training participants.

Confidentiality standards and policies vary from organization to organization. At the outset of each training session, you may choose to inform employees about the way you honor and protect the confidentiality of statements from participants in training. Establishing a level of trust is important to promoting an open exchange of experiences and ideas.

Before, during or after the training, some participants may share comments about the way a specific incident of sexual harassment they experienced was reported, investigated, or handled internally. **Tell that person what you must or will do with that information.** For example, tell the person if you are obligated to report the comments to someone and who that person is. Tell the person whether or not you will keep her or his name confidential.

One option is to tell each class that you maintain a list of comments from participants regarding the way your organization handles reports of sexual harassment. If the comments you hear are protected by a Code of Confidentiality, assure class members that the list is indeed confidential, that no names appear on the list. If you are obligated to share such comments with a Human Resources representative, *let participants know in advance – before they disclose a comment they expect to be confidential.*

If you are NOT obligated to share comments but feel leaders in the organization need to know how employees feel about the issue of sexual harassment -- tell class members. In the final analysis, no matter how compelling your delivery, some participants may be skeptical or question any Code of Confidentiality and may therefore be reluctant to share sensitive information.

How you address issues like confidentiality during the training sets an important example for employees, supervisors, and managers to follow. The way you acknowledge the sensitivity of the topic demonstrates language that others may choose to emulate.

Above all else, the words and actions a facilitator uses to address the issue of sexual harassment and confidentiality sends a message about how serious the organization is about its policy. *Model open behaviors in the classroom.*

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## **Preparation**

### **Room Configuration**

If space and tables are available, seating participants at tables “clustered” throughout the room helps the facilitator lead the program and makes conversation easier for those who feel uncomfortable speaking in larger groups. More than eight participants per table may hamper open discussion.

Arrange the room so that participants have an unobstructed view of the video, of one another, of the facilitator, of images displayed on easel charts, as well as materials shown by electronic equipment.

### **Facilitator’s Role**

Regardless of the length of your session, the facilitator...

- Checks all materials and equipment prior to participants’ arrival
- Selects and presents handouts and materials to generate discussion and reinforce learning
- Distributes pens, pencils, writing paper, name tents (or name tags), and other materials at each table
- Circulates a “Sign-in Sheet” for participants to sign and return
- Introduces the program
- Leads one or more pre-viewing exercises
- Shows the videotape
- Facilitates group responses to questions that follow scenarios in the video (See Handouts)
- Leads group discussion regarding issues presented in the video
- Distributes an “Acknowledgement of Sexual Harassment Prevention Training” at the end of the training.

### **Handouts - Activities - Resources**

Facilitators may select from a range of handouts and activities in planning their sessions. Handouts are designed to assist the facilitator in generating discussion about sexual harassment and in leading exercises with participants. Many of these handouts are also available as PowerPoint slides (provided in your PATTERNS kit). Those handouts that are also available in PowerPoint format are listed in the Sample Agendas.

Take time before each training session to select the handouts and activities you would like to use during the session. Prepare an agenda as either a handout or an easel chart to review. Activities can be added or omitted based on the time available for training. Sample agendas are provided.

# **PATTERNS**

**Program I:  
Preventing Sexual Harassment**

**For All Employees**

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# **PATTERNS**

## **Program I: Preventing Sexual Harassment (for all employees)**

### **Facilitator's Outline for 1½ Hour Session**

#### I. Introduction. (4 minutes)

##### A. Facilitator Introduces Herself/Himself.

*Welcome participants to the program and explain who you are and your role in facilitating the program.*

##### B. Review the Program Objectives.

*Use the Handout "**Program Objectives -- Program I: Preventing Sexual Harassment**" to introduce the program.*

Take a few minutes to quickly review the agenda. It is unnecessary to explain each component of the program.

Explain to participants that your organization takes the issue of sexual harassment very seriously and believes that all employees have the right to work in a safe environment, free from harassment and retaliation. Distribute copies of any internal policy statements supporting your organization's perspective on the topic.

Employees are responsible for their own behaviors and are responsible to be aware of the impact their language and behaviors have on others. If employees can't stop harassment when they experience or observe it, they are asked to report inappropriate language and behaviors to management or Human Resources.

Explain that participants will watch a videotape that uses interviews with lawyers and Human Resources professionals combined with dramatized scenarios to explore the problem of sexual harassment at work. The videotape also demonstrates skills that help individuals respond to harassment and suggests methods employees can use to stop unwelcome and offensive sexual behavior in the workplace.

#### II. Video Pre-View Questions (10 minutes)

Ask participants to answer questions contained in the Handout "Video Pre-View Questions."

This process is most effective in smaller groups. If you are facilitating with a larger group, consider sub-dividing participants (perhaps into table groups). One option for facilitating this discussion is to print copies of each question on both sides of a card folded into a tent – so that the same question is visible by participants seated on either side of the card. Place one question on each table, so that each table group is responding to one of the questions in the handout.

Ask each table group to assign a “scribe” to record responses to their question. *Coach scribes to record comments using the speaker’s words, rather than their interpretation of the speaker’s words.* Allow 2 minutes for the groups to respond to their question.

Ask each scribe (or another group member) to report the responses to the larger group. Each report should last no more than 1 minute.

These questions are addressed in the video and in the materials included in this manual. Unless you recognize a disturbing trend in the responses, or inappropriate responses, it is not necessary to debrief the comments. You may, however, want to return to these same questions at the close of the training. If so, assign each table group a different question than the one they answered prior to the video.

III. Show the Videotape... **Program I: Preventing Sexual Harassment** (26 minutes)  
The video includes 4 scenarios or dramatizations. These are “The Habitual Harasser”, “The Bully”, “The Smitten Harasser”, and “The Jilted Harasser”. Stop the videotape after each dramatization and allow 5 minutes for discussion. Use the questions that appear at the end of each scenario to launch the group in discussion. Additional questions for each scenario appear in the Handouts section of this manual and are also included as PowerPoint slides. In the 1 ½ hour session, you may not get through more than 1 or 2 questions following each scenario. (20 minutes)

Feel free to allow participants to answer and discuss questions rather than feeling obligated to answer each question yourself. Facilitate the discussion to ensure information is correct and opinions are presented in a respectful and appropriate way. Where possible, make reference to your organization’s harassment prevention policy.

**Additional Activities:**

**Select 2 or 3 of the following activities that you feel will be most beneficial:**

- IV. Handout & Discussion: **What IS Sexual Harassment?** (10 minutes)
- V. Handout & Discussion: **Types of Sexual Harassment** (10 minutes)
- VI. Handout & Discussion: **Intent and Impact** (5 minutes)
- VII. Handout & Discussion: **Why Victims Don’t Report Harassment** (5 minutes)
- VIII. Handout & Discussion: **“I” Statements** (10 minutes)
- IX. Handout & Discussion: **What to Do If You Feel You’re Being Harassed**  
(Employee Version - 10 minutes)
- X. Conclude the Program (5 minutes)  
Have participants complete an “Acknowledgement of Sexual Harassment Prevention Training” Form (See Handouts). Thank the class for their participation and inform them of who the appropriate person would be to approach with any questions or concerns they might have.

## **Sample Agenda for Program One - 1½ Hour Session**

- [2 Minutes]            Introductions
- [2 Minutes]            Program Objectives (Handout/PowerPoint)
- [10 Minutes]          Video Pre-View Questions (Handout/PowerPoint)
- [26 Minutes]          Videotape... **Program I: Preventing Sexual Harassment**
- [20 Minutes]          Post-viewing Scenario Questions (Handout/PowerPoint)  
                              **“The Habitual Harasser”**  
                              **“The Bully”**  
                              **“The Smitten Harasser”**  
                              **“The Jilted Harasser”**

### **Select 2 or 3 of the following activities...**

- [10 Minutes]          **What IS Sexual Harassment?** (Handout)
- [10 Minutes]          **Types of Sexual Harassment** (Handout)
- [5 Minutes]            **Intent and Impact** (Handout)
- [5 Minutes]            **Why Victims Don’t Report Harassment** (Handout)
- [10 Minutes]          **“I” Statements** (Handout)
- [10 Minutes]          **What to Do If You Feel You’re Being Harassed** (Handout)
- [5 Minutes]            Close

**NOTE: You may choose substitute options from the “Additional Activities” (listed on Page 6 of this guide) for one or more of the activities above.**

# PATTERNS

## Program I: Preventing Sexual Harassment (for all employees)

### Facilitator's Outline for 3½ to 4 Hour Session

#### I. Introduction. (15 Minutes)

##### A. Facilitator Introduces Herself/Himself.

*Welcome participants to the program and explain who you are and your role in facilitating the program.*

##### B. Review the Program Objectives.

*Use the Handout “**Program Objectives -- Program I: Preventing Sexual Harassment**” to introduce the program.*

Take a few minutes to quickly review the agenda. It is unnecessary to explain each component of the program.

Explain to participants that your organization takes the issue of sexual harassment very seriously and believes that all employees have the right to work in a safe environment, free from harassment and retaliation. Distribute copies of any internal policy statements supporting your organization's perspective on the topic.

Employees are responsible for their own behaviors and are responsible to be aware of the impact their language and behaviors have on others. If employees can't stop harassment when they experience or observe it, they are asked to report inappropriate language and behaviors to management or Human Resources.

Explain that participants will watch a videotape that uses interviews with lawyers and Human Resources professionals combined with dramatized scenarios to explore the problem of sexual harassment at work. The videotape also demonstrates skills that help individuals respond to harassment and suggests methods employees can use to stop unwelcome and offensive sexual behavior in the workplace.

#### II. Video Pre-View Questions (20 minutes)

*Ask participants to answer questions contained in the Handout “Video Pre-View Questions for Employees”*

This process is most effective in smaller groups. If you are facilitating with a larger group, consider sub-dividing participants. One option for facilitating this discussion is to print copies of each question on both sides of a card folded into a tent – so that the same question is visible by participants seated on either side of the card. Place one question on each table, so that each table group is responding to one of the questions in the handout. Depending on the number of people in the session, each group may be given more than one question to discuss.

Ask each table group to assign a “scribe” to record responses to their question. *Coach scribes to record comments using the speaker’s words, rather than their interpretation of the speaker’s words.* Allow 2 minutes for the groups to respond to their question.

Once all questions have been discussed, ask each scribe (or another group member) to report the responses to the larger group. Each report should last no more than 2 minutes per question.

Debrief the reports making reference to your organization’s policy and correcting any factual inaccuracies.

III. Show the Videotape... **Program I: Preventing Sexual Harassment** (26 minutes)  
The video includes 4 scenarios or dramatizations. These are “The Habitual Harasser”, “The Bully”, “The Smitten Harasser”, and “The Jilted Harasser”. Stop the videotape after each dramatization and allow 10 minutes for discussion. Use the questions that appear at the end of each scenario to launch the group in discussion. Additional questions for each scenario appear in the Handouts section of this manual and are also included as PowerPoint slides. (40 minutes)

Feel free to allow participants to answer and discuss questions rather than feeling obligated to answer each question yourself. Facilitate the discussion to ensure information is correct and opinions are presented in a respectful and appropriate way. Where possible, make reference to your organization’s harassment prevention policy.

Other questions to consider...

- What would you have done if faced with a similar situation...
  - as the alleged offender?
  - as the person offended by the behavior?
  - as an observer of the behavior?

IV. Handout & Discussion: **What IS Sexual Harassment?** (20 minutes)

V. Handout & Discussion: **Types of Sexual Harassment** (20 minutes)

VI. Handout & Discussion: **Intent and Impact** (20 minutes)

VII. Handout & Discussion: **Why Victims Don’t Report Harassment** (10 minutes)

VIII. Handout & Discussion: **“I” Statements** (20 minutes)

IX. Handout & Discussion: **What to Do If You Feel You’re Being Harassed** (20 minutes)

X. Conclude the Program (5 minutes)

Have participants complete an “Acknowledgement of Sexual Harassment Prevention Training” Form (See Handouts). Thank the class for their participation and inform them of who the appropriate person would be to approach with any questions or concerns they might have.

**Sample Agenda for Program One - 3½ to 4 Hour Session**

[5 Minutes]	Introductions
[10 Minutes]	Program Objectives (Handout/PowerPoint)
[20 Minutes]	Video Pre-View Questions (Handout/PowerPoint)
[26 Minutes]	Videotape... <b>Program I: Preventing Sexual Harassment</b>
[40 Minutes]	Post-viewing Scenario Questions (Handout/PowerPoint) <b>“The Habitual Harasser”</b> <b>“The Bully”</b> <b>“The Smitten Harasser”</b> <b>“The Jilted Harasser”</b>
[15 Minutes]	Break
[20 Minutes]	<b>What IS Sexual Harassment?</b> (Handout)
[20 Minutes]	<b>Types of Sexual Harassment</b> (Handout)
[20 Minutes]	<b>Intent and Impact</b> (Handout)
[10 Minutes]	Break
[10 Minutes]	<b>Why Victims Don’t Report Harassment</b> (Handout)
[20 Minutes]	<b>“I” Statements</b> (Handout)
[20 Minutes]	<b>What to Do If You Feel You’re Being Harassed</b> (Handout)
[5 Minutes]	Close

**NOTE: You may choose substitute options from the “Additional Activities” (listed on Page 6 of this guide) for one or more of the activities above. Times noted above will need to be adjusted slightly to accommodate a session of less than 4 hours.**

# **PATTERNS**

**Program II:  
Responding to Sexual Harassment  
For Organizational Leaders**

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## PATTERNS

### Program II: Responding to Sexual Harassment (for organizational leaders)

#### Facilitator's Outline for 1½ Hour Session

I. Introduction (4 Minutes).

A. Facilitator Introduces Herself/Himself.

*Welcome participants to the program and explain who you are and your role in facilitating the program.*

B. Review the Program Objectives.

*Use the Handout “**Program Objectives -- Program 2: Responding to Sexual Harassment**” to introduce the program.*

Take a few minutes to quickly review the agenda. It is unnecessary to explain each component of the program.

Explain to participants that your organization takes the issue of sexual harassment very seriously and believes that all employees have the right to work in a safe environment, free from harassment and retaliation. Distribute copies of any internal policy statements supporting your organization's perspective on the topic.

Organizational leaders are responsible for their own behaviors and are responsible to be aware of the impact their language and behaviors have on others. They set the tone for the organization and model the behavior that employees will emulate. Managers and supervisors have significant responsibilities and liabilities related to preventing or stopping sexual harassment at work.

Explain that participants will watch a videotape that uses interviews with lawyers and Human Resources professionals combined with dramatized scenarios to explore the problem of sexual harassment at work. The videotape also demonstrates skills that help individuals respond to harassment and suggests methods employees can use to stop unwelcome and offensive sexual behavior in the workplace.

II. Video Pre-View Questions (20 minutes)

*Ask participants to answer questions contained in the Handout “Video Pre-View Questions”.*

This process is most effective in smaller groups. If you are facilitating with a larger group, consider sub-dividing participants (perhaps into table groups). One option for facilitating this discussion is to print copies of each question on both sides of a card folded into a tent – so that the same question is visible by participants seated on either side of the card. Place one question on each table, so that each table group is responding to one of the questions in the handout.

Ask each table group to assign a “scribe” to record responses to their question. Allow 2 minutes for the groups to respond to their question.

Ask each scribe (or another group member) to report the responses to the larger group. Each report should last no more than 2 minutes.

These questions are addressed in the video and in the materials included in this manual. Unless you recognize a disturbing trend in the responses, or inappropriate responses, it is not necessary to debrief the comments. You may, however, want to return to these same questions at the close of the training. If so, assign each table group a different question than the one they answered prior to the video.

III. Show the Videotape... **Program II: Responding to Sexual Harassment** (26 minutes)

The video includes 4 scenarios or dramatizations. These are “The Ostrich”, “The Chameleon”, “The Mother Hen”, and “The Wounded Tiger”. Stop the videotape after each dramatization and allow 5 minutes for discussion. Use the questions that appear at the end of each scenario to launch the group in discussion. Additional questions for each scenario appear in the Handouts section of this manual and are also included as PowerPoint slides. In the 1 ½ hour session, you may not get through all questions. (20 minutes)

Feel free to allow participants to answer and discuss questions rather than feeling obligated to answer each question yourself. Facilitate the discussion to ensure information is correct and opinions are presented in a respectful and appropriate way. Where possible, make reference to your organization’s harassment prevention policy.

**Additional Activities:**

**Select 2 or 3 of the following activities that you feel will be most beneficial:**

- IV. Handout & Discussion: **Types of Sexual Harassment** (10 minutes)
- V. Handout & Discussion: **Responsibilities of the Three O’s** (5 minutes)
- VI. Handout & Discussion: **Intent and Impact** (5 minutes)
- VII. Handout & Discussion: **Retaliation** (5 minutes)
- VIII. Handout & Discussion: **What to do Once You Know** (10 minutes)
- IX. Handout & Discussion: **Why Victims Don’t Report Harassment** (10 minutes)
- X. Handout & Discussion: **Managers’ & Supervisors’ Responsibilities** (10 minutes)
- XI. Conclude the Program (5 minutes)  
Have participants complete an “Acknowledgement of Sexual Harassment Prevention Training” Form (See Handouts). Thank the class for their participation and inform them of who the appropriate person would be to approach with any questions or concerns they might have.

## **Sample Agenda for Program Two - 1½ Hour Session**

- [2 Minutes] Introduction
- [2 Minutes] Program Objectives (Handout/PowerPoint)
- [10 Minutes] Video Pre-View Questions (Handout/PowerPoint)
- [26 Minutes] Videotape... **Program II: Responding to Sexual Harassment**
- [20 Minutes] Post-viewing Scenario Questions (Handouts/PowerPoint)

**“The Ostrich”**  
**“The Chameleon”**  
**“The Mother Hen”**  
**“The Wounded Tiger”**

### **Select 2 or 3 of the following activities...**

- [10 Minutes] **Types of Sexual Harassment** (Handout)
- [5 Minutes] **Responsibilities of the Three O’s** (Handout)
- [5 Minutes] **Intent and Impact** (Handout)
- [5 Minutes] **Retaliation** (Handout)
- [10 Minutes] **What to do Once You Know** (Handout)
- [10 Minutes] **Why Victims don’t Report Harassment** (Handout)
- [10 minutes] **Managers’ & Supervisors’ Responsibilities** (Handout)
- [5 Minutes] Close

**NOTE: You may choose substitute options from the “Additional Activities” (listed on Page 6 of this guide) for one or more of the activities above.**

## PATTERNS

### Program II: Responding to Sexual Harassment (for organizational leaders)

#### Facilitator's Outline for 3½ to 4 Hour Session

I. Introduction. (15 Minutes)

A. Facilitator Introduces Herself/Himself.

*Welcome participants to the program and explain who you are and your role in facilitating the program.*

B. Review the Program Objectives.

*Use the Handout “**Program Objectives -- Program II: Responding to Sexual Harassment**” to introduce the program.*

Take a few minutes to quickly review the agenda. It is unnecessary to explain each component of the program.

Explain to participants that your organization takes the issue of sexual harassment very seriously and believes that all employees have the right to work in a safe environment, free from harassment and retaliation. Distribute copies of any internal policy statements supporting your organization's perspective on the topic.

Organizational leaders are responsible for their own behaviors and are responsible to be aware of the impact their language and behaviors have on others. They set the tone for the organization and model the behavior that employees will emulate. Managers and supervisors have significant responsibilities and liabilities related to preventing or stopping sexual harassment at work.

Explain that participants will watch a videotape that uses interviews with lawyers and Human Resources professionals combined with dramatized scenarios to explore the problem of sexual harassment at work. The videotape also demonstrates skills that help individuals respond to harassment and suggests methods employees can use to stop unwelcome and offensive sexual behavior in the workplace.

II. Video Pre-View Questions (20 minutes)

*Ask participants to answer questions contained in the Handout “Video Pre-View Questions”*

This process is most effective in smaller groups. If you are facilitating with a larger group, consider sub-dividing participants. One option for facilitating this discussion is to print copies of each question on both sides of a card folded into a tent – so that the same question is visible by participants seated on either side of the card. Place one question on each table, so that each table group is responding to one of the questions in the handout. Depending on the number of people in the session, each group may be given more than one question to discuss.

Ask each table group to assign a “scribe” to record responses to their question. *Coach scribes to record comments using the speaker’s words, rather than their interpretation of the speaker’s words.* Allow 2 minutes for the groups to respond to their question.

Once all questions have been discussed, ask each scribe (or another group member) to report the responses to the larger group. Each report should last no more than 2 minutes per question. Debrief the reports making reference to your organization’s policy and correcting any factual inaccuracies.

III. Show the Videotape... **Program II: Responding to Sexual Harassment** (26 minutes)

The video includes 4 scenarios or dramatizations. These are “The Ostrich”, “The Chameleon”, “The Mother Hen”, and “The Wounded Tiger”. Stop the videotape after each dramatization and allow 10 minutes for discussion. Use the questions that appear at the end of each scenario to launch the group in discussion. Additional questions for each scenario appear in the Handouts section of this manual and are also included as PowerPoint slides. (40 minutes)

Feel free to allow participants to answer and discuss questions rather than feeling obligated to answer each question yourself. Facilitate the discussion to ensure information is correct and opinions are presented in a respectful and appropriate way. Where possible, make reference to your organization’s harassment prevention policy.

Other questions to consider...

- What would you have done if faced with a similar situation...
  - as the alleged offender?
  - as the person offended by the behavior?
  - as an observer of the behavior?

IV. Handout & Discussion: **Types of Sexual Harassment** (20 minutes)

V. Handout & Discussion: **Responsibilities of the Three O’s** (10 minutes)

VI. Handout & Discussion: **Intent and Impact** (20 minutes)

VII. Handout & Discussion: **Retaliation** (10 minutes)

VIII. Handout & Discussion: **What to do Once You Know** (20 minutes)

IX. Handout & Discussion: **Why Victims Don’t Report Harassment** (10 minutes)

X. Handout & Discussion: **Managers’ & Supervisors’ Responsibilities** (20 minutes)

XI. Conclude the Program (5 minutes)

Have participants complete an “Acknowledgement of Sexual Harassment Prevention Training” Form (See Handouts). Thank the class for their participation and inform them of who the appropriate person would be to approach with any questions or concerns they might have.

## **Sample Agenda for Program Two - 3½ to 4 Hour Session**

[5 Minutes]	Introductions – Facilitator, Participants
[10 Minutes]	Program Objectives (Handout/PowerPoint)
[20 Minutes]	Video Pre-View Questions (Handout/PowerPoint)
[26 Minutes]	Videotape... <b>Program II: Responding to Sexual Harassment</b>
[40 Minutes]	Post-viewing Scenario Questions (Handouts/PowerPoint)
	<b>“The Ostrich”</b> <b>“The Chameleon”</b> <b>“The Mother Hen”</b> <b>“The Wounded Tiger”</b>
[15 Minutes]	Break
[20 Minutes]	<b>Types of Sexual Harassment</b> (Handout)
[10 Minutes]	<b>Responsibilities of the Three O’s</b> (Handout)
[20 Minutes]	<b>Intent and Impact</b> (Handout)
[10 Minutes]	<b>Retaliation</b> (Handout)
[10 Minutes]	Break
[20 Minutes]	<b>What to do Once You Know</b> (Handout)
[10 Minutes]	<b>Why Victims Don’t Report Harassment</b> (Handout)
[20 Minutes]	<b>Managers’ &amp; Supervisors’ Responsibilities</b> (Handout)
[5 Minutes]	Close

**NOTE: You may choose substitute options from the “Additional Activities” (listed on Page 6 of this guide) for one or more of the activities above. Times noted above will need to be adjusted slightly to accommodate a session of less than 4 hours.**

# **PATTERNS**

**Program III:  
Rights & Responsibilities  
New Employee Orientation**

**Quality Media Resources, Inc.**

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# PATTERNS

## Program III: Rights & Responsibilities (new employee orientation)

### Facilitator's Outline for 1 Hour Session

I. Introduction (5 Minutes).

A. Facilitator Introduces Herself/Himself.

*Welcome participants to the program and explain who you are and your role as facilitator.*

B. Review the Program Objectives.

*Use the Handout "**Program Objectives – Program III: Rights and Responsibilities**" to introduce the program.*

Review the agenda. Explain to participants that your organization takes the issue of sexual harassment very seriously and believes that all employees have the right to work in a safe environment free from harassment and retaliation. Distribute copies of your organization's harassment prevention policy.

Explain that employees are responsible for their own behaviors and are responsible to be aware of the impact their language and behaviors have on others. If employees can't stop harassment when they experience or observe it, they are asked to report inappropriate language and behaviors to management or Human Resources.

Explain that participants will watch a videotape that uses interviews with lawyers and Human Resources professionals combined with comments from people who have first hand experience with sexual harassment to outline the rights and responsibilities every employee has to prevent sexual harassment at work.

II. Show the Videotape... **Program III: "Rights & Responsibilities"** (10 minutes)

III. Handout & Discussion: **What IS Sexual Harassment?** (10 minutes)

IV. Handout & Discussion: **What to DO if you Experience Sexual Harassment** (10 minutes)

V. Handout & Discussion: **Responsibilities of the Three O's** (10 minutes)

VI. Handout & Discussion: **"I" Statements** (10 minutes)

VII. Conclude the Program (5 minutes)

Have participants complete an "Acknowledgement of Sexual Harassment Prevention Training" Form (see Handouts). Thank the class for their participation and encourage participants to direct any questions they may have to an appropriate person.

## **Sample Agenda for Program Three - 1 Hour Session**

[2 Minutes]	Introductions
[3 Minutes]	Program Objectives (Handout/PowerPoint)
[10 Minutes]	Videotape... <b>Program III: Rights and Responsibilities</b>
[10 Minutes]	<b>What IS Sexual Harassment?</b> (Handout)
[10 Minutes]	<b>What To Do If You Feel You're Being Harassed</b> (Handout)
[10 Minutes]	<b>Responsibilities of the Three O's</b> (Handout)
[10 Minutes]	<b>"I" Statements</b> (Handout)
[5 Minutes]	Close

**NOTE: You may choose substitute options from the "Additional Activities" (listed on Page 6 of this guide) for one or more of the activities above.**

# Who's Who in "Patterns"

## On-Screen Experts

**LueRachelle Brim-Atkins**  
**Principal Consultant**  
**Brim-Donahoe & Associates**  
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LueRachelle Brim-Atkins is Principal Consultant with Brim-Donahoe & Associates, an organizational consulting and training firm based in Seattle, Washington. Formerly Director of Staff Training and Development at the University of Washington for 15 years, she has maintained a private consulting practice since 1988. She is in partnership with her brother, Cecil Brim. They provide personalized executive coaching and team development focused on helping people see what is going on beneath the surface of their words and interactions as they work to appreciate and celebrate human diversity and improve interpersonal relationships. Rooted in a deep personal commitment to live a centered life, she has the ability to listen with her heart, help others hear their innermost voices, and provide a no-nonsense, self-honest and authentic approach as a facilitator that honors others around her. LueRachelle's engaging, high-spirited style and depth of commitment have helped her become a popular conference keynote speaker and seminar leader where she leads refreshingly practical sessions on body/mind/spirit integration in the workplace. LueRachelle has earned a B.A. degree in English, an M.A. in Urban Education and an M.A. in Spiritual Psychology.

**Sara J. Candioto**  
**Attorney**  
**Littler Mendelson**  
**E-mail: SCandioto@littler.com**

Ms. Candioto practices in a wide range of areas in employment and labor law. She also provides training to organizations on legal compliance issues.

Ms. Candioto received her B.A. degree, magna cum laude, from the University of Richmond and was a member of Phi Beta Kappa, Golden Key National Honor Society, and Pi Sigma Alpha. During college, she interned at the International Human Rights Law Group. She received her J.D. degree, cum laude, in 1998 from Notre Dame Law School, where she was an Editor of the Notre Dame Journal of Legislation and President of the Notre Dame Chapter of the National Women Law Students Association. Ms. Candioto received an American Jurisprudence award in Employment Law.



**John Howard Rosen**  
**Attorney**  
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Jon Howard Rosen has been practicing labor and employment law for over 30 years representing labor unions and individuals. He graduated from St. John's University School of Law in 1968 and worked as an attorney for the Federal Aviation Administration and the Air Line Pilots' Association before entering private practice in 1977. Mr. Rosen has been active in both the American and King County Bar Associations serving as chair of several committees. He is a Fellow of the College of Labor and Employment Lawyers and is listed in Best Lawyers in America and Who's Who in America. He co-founded the Washington Employment Lawyers Association. Mr. Rosen is frequently asked to speak on labor and employment law topics at conferences around the country. He has tried numerous sexual harassment cases since 1979 and understands the significant value of prevention.

**Jan Salisbury**  
**President**  
**Salisbury Consulting**  
**E-mail: JanSalisbury@cableone.net**

Since 1980, Jan Salisbury M.S. has been a consultant specializing in developing organizational culture with an emphasis on change, diverse teams, and leadership development. Her consultation and training approaches have included organizational assessments, team building skills and retreats, leadership development, managing cultural diversity, and conflict resolution. When it comes to preventing unlawful harassment and management abuse, Salisbury Consulting is a leader in respectful workplace training, effective train the trainer programs, and interventions designed to heal and resolve the aftermath of harassment complaints. An active researcher and expert witness, she is currently writing a book addressing the prevention and resolution of harassment in America's workplaces.



## **Instructional Designers**

**Jane DeGidio**  
**Professor and Student Affairs Faculty**  
**University of Oregon**  
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Dr. Jane DeGidio is a professor in Educational Leadership and Associate Vice Provost for Student Academic Affairs at the University of Oregon. She served as Dean of Students and works with the University and local community on issues of sexual harassment, sexual assault and rape prevention. For over twenty-five years, Dr. DeGidio has provided leadership for numerous international, national, state and local organizations, often serving as a keynote speaker. She has assisted companies in developing and implementing innovative training programs and policies to address issues of sexual harassment, sexual assault and discrimination. Her passion is engaging work groups in dialogue and discussion with an emphasis on diversity, race, gender and economics. She was a Fulbright Scholar in Swaziland and worked for USIA in Zimbabwe. She emphasizes creating an inclusive work environment and personal skill development for all members of the organization.

**Lonnie Lusardo**  
**Owner and Principal Consultant**  
**The Diversity Collaborative**  
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Lonnie Lusardo is Owner and Principal Consultant for The Diversity Collaborative in Seattle, WA. The company conducts sexual harassment prevention training, strategic diversity management programs, diversity training, and cultural assessments for corporations, government agencies, and not-for-profit organizations throughout the United States. Mr. Lusardo also designs curricula and materials for a variety of training programs. He is the author many journal articles of issues relating to diversity. Mr. Lusardo is a popular presenter on these topics at national and international conferences.

## **Writer-Director**

**Robert Rosell**  
**President**  
**Quality Media Resources, Inc.**  
**E-mail: [Robert@qmr.com](mailto:Robert@qmr.com)**

Robert Rosell has worked as a high school teacher, a theater and video director, a university professor, a writer, and has served as president of 3 media production companies. Since Robert and his wife Patricia founded QMR in 1992, the company has produced over 40 workplace-related training programs. These have won numerous national and international awards and have been used by over 15,000 major public and private sector organizations in 14 countries. Robert has served as president of the Training Media Association (TMA), the Digital Learning Organization (DLO), the International Youth Hall of Fame, and sits on the Board of the Instructional Systems Association (ISA). Robert also appears as a speaker on issues related to developing respectful workplace relationships in today's organizations.



# PATTERNS

## Sexual Harassment Prevention Series

**Handouts – Activities – Resources**

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## **Preventing Sexual Harassment: Program Objectives (For All Employees)**

Upon completion of this program, employees will...

- understand that both illegal sexual harassment and inappropriate behavior can carry severe personal penalties at work.**
- be able to distinguish common patterns of harassing behaviors at work and know appropriate responses.**
- know what action to take if they feel personally harassed at work.**
- feel empowered to take responsibility to stop both illegal and inappropriate sexual harassment.**
- understand how they are expected to act once told their behavior is making a colleague feel uncomfortable or harassed.**



## **Responding to Sexual Harassment: Program Objectives (For Organizational Leaders)**

Upon completion of this program, managers, supervisors, team leaders and executives will...

- understand that both illegal sexual harassment and inappropriate behavior can carry severe personal penalties at work.**
- be able to distinguish common patterns of how managers may respond inappropriately to sexual harassment incidents and more effective alternatives.**
- understand the legal liabilities they and their organization can face when a case of sexual harassment surfaces.**
- know what action to take if they become aware of an incident of sexual harassment.**
- feel it is their responsibility to stop both illegal and inappropriate sexual harassment.**
- be familiar with how a harassment complaint is investigated.**
- understand why employees might not report sexual harassment incidents.**



## **Rights & Responsibilities: Program Objectives (New Employee Orientation)**

Upon completion of this program, new employees will...

- understand that both illegal sexual harassment and inappropriate behaviors can carry severe personal penalties at work.**
  
- know what action to take if they feel personally harassed at work.**
  
- feel empowered to take responsibility to stop both illegal and inappropriate sexual harassment.**
  
- understand how they are expected to act once told their behavior is making a colleague feel uncomfortable or harassed.**



## **Video Pre-View Questions**

**I believe sexual harassment occurs when...**

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**Behaviors that could constitute sexual harassment would include...**

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**People who are being harassed may not say anything to the harasser because...**

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**I believe incidents of sexual harassment can be prevented by...**

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---

**My organization's policy on sexual harassment is...**

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## **“The Habitual Harasser”**

**Zak, Elise and Leanne**

- ➡ Is Zak harassing Elise? Explain your response.
- ➡ At what point does Zak’s behavior become harassment?
- ➡ What can Elise do about this? What are her options?
- ➡ What might Leanne have done differently to help Elise?
- ➡ What are the characteristics of the “habitual harasser”?
- ➡ How do you get the habitual harasser to stop this kind of behavior?
- ➡ Other comments or questions?



## **“The Bully”**

### **Pete, Terry, and Cindy**

- ➡ Is Terry being sexually harassed? Explain your response.
- ➡ Can men harass men and women harass women?
- ➡ What can Terry do to stop Pete’s bullying?
- ➡ Do the other members of the team have a role to play here? What might they have done differently?
- ➡ What could Cindy the supervisor do? What is Cindy’s responsibility?
- ➡ Can the rumors Pete is spreading constitute harassment?
- ➡ What are the characteristics of the “Bully” harasser? How do you get the bully to stop this kind of behavior?
- ➡ Other comments or questions?



## **“The Smitten Harasser”**

### **Scott and Britt**

- ➡ Is Scott harassing Britt?
- ➡ How could Britt have handled this situation differently?
- ➡ How should Scott respond once Britt asks him to stop?
- ➡ How is this situation damaging for Britt, Scott, the workgroup, and the organization?
- ➡ Will there have to be an investigation and “trouble” once Britt reports Scott’s behavior?
- ➡ What are the characteristics of the smitten harasser?
- ➡ Other comments or questions?



## **“The Jilted Harasser”**

**Katrina, Tony, and Pamela**

- ➡ Is Pamela being harassed? Is Tony?
- ➡ How can Pamela improve her situation and end the harassment?
- ➡ What are the impacts of a workplace relationship on the two parties involved? On the wider workgroup?
- ➡ What should the rules around workplace relationships be?
- ➡ Is this a case of retaliation against Tony?
- ➡ How would this situation be different if Katrina was Tony’s supervisor?
- ➡ What are the characteristics of the “jilted harasser”?
- ➡ Other comments or questions?



## **“The Ostrich”**

### **Jesse, Cherie, and Nate**

- ➡ Is Jesse harassing Cherie?
- ➡ At what point did Jesse’s behavior step over the line and become harassment?
- ➡ How should Nate have responded -- and when?
- ➡ What are the likely results of the Ostrich approach to harassment incidents?
- ➡ What liabilities does this organization face?
- ➡ Does Nate face possible personal liability in this situation? Explain why.
- ➡ The ostrich myth says that when faced with a dangerous situation this large bird buries its head so as not to see what’s coming. What is the implication for an organization when a manager takes this “ostrich” approach to sexual harassment?
- ➡ Other comments or questions?



## **“The Chameleon”**

**Michael, Tanya, and Liz**

- ➡ Is Tanya being harassed? If so, by whom?
- ➡ What is wrong with Michael’s story?
- ➡ A chameleon changes its appearance to “fit in” with its environment. What happens when a manager sets a standard for workplace behavior and then doesn’t live up to that standard?
- ➡ Are we becoming too sensitive about sexual behavior and humor at work? What should the standard be?
- ➡ What was the impact of this incident on the harasser? On the target of the harassment?
- ➡ Other comments or questions?



## **“The Mother Hen”**

**Lauren and Alicia**

- ➡ Is it better to over-react than to under-react to suspected sexual harassment?
- ➡ Do you feel Alicia over-reacted to Lauren’s complaint about John?
- ➡ How would you have reacted if Lauren had approached you with this issue?
- ➡ Do all interactions of a sexual nature at work constitute either harassment or inappropriate behavior? If not, where do we draw the line?
- ➡ The image of the “mother hen” suggests over-protectiveness. How can a manager protect her/his employees without becoming over-protective? What should the standard be?
- ➡ Other comments or questions?



## **“The Wounded Tiger”**

**Nattie and Ryan**

- ➡ Is Ryan facing retaliation by Nattie?
- ➡ Why is retaliation a serious concern in sexual harassment cases?
- ➡ Can a manager charged with harassment continue to supervise the person who accused him/her? If so, how?
- ➡ What could the organization have done to avoid retaliation once Ryan reported Nattie’s behavior?
- ➡ Should Ryan have handled the situation differently?
- ➡ Should Nattie have handled the situation differently?
- ➡ Do you find people are often reluctant to report incidents of sexual harassment? If so, why?
- ➡ Other comments or questions?



## What IS Sexual Harassment?

To constitute sexual harassment, conduct or workplace conditions must...

1. *be unwelcome or unwanted*
2. *be sexual in nature or related to gender*
3. *be offensive or threatening to the recipient*

When colleagues meet and mutually decide to develop a romance at work, sexual harassment is unlikely to be involved. When an employee feels threatened, intimidated coerced or otherwise demeaned at work as the result of her or his gender -- sexual harassment is most likely involved.

To constitute illegal harassment in most jurisdictions, the behavior must be pervasive or severe and must be considered offensive by a “reasonable person”.

**Behavior does NOT have to reach the threshold of illegality to be inappropriate or to violate an organization’s anti-harassment policy.**

**Employees can face disciplinary action, including termination, for behavior that violates their organization’s sexual harassment policy even if that behavior would not be considered illegal in court.**

### Questions for discussion:

1. What is your organization’s standard for inappropriate behavior?
2. What are some behaviors or conditions at work that you would find offensive? What is your personal standard?
3. What are examples of situations that might be inappropriate in your workplace but wouldn’t necessarily constitute illegal harassment?
4. Organizations are required to offer employees reasonable channels by which they can report incidents of sexual harassment to management. What are those channels in your organization?



## Types of Sexual Harassment

### Quid Pro Quo

Quid Pro Quo is a Latin phrase that means “this for that.” Quid Pro Quo sexual harassment involves situations in which workplace issues such as promotion, job retention, or time off, are offered in return for dating or sexual favors. This is often the most blatant form of sexual harassment and the easiest to recognize.

Quid Pro Quo harassment may include...

- Disciplining or firing a subordinate who ends a romantic relationship.
- Changing performance expectations after a subordinate refuses repeated requests for a date.
- Demanding or suggesting sexual favors in exchange for some job benefit.

### Hostile Work Environment

Hostile Environment sexual harassment occurs as a result of hostile or abusive language, illustrations or visuals, and/or conduct in the workplace – words, gestures or images that are considered offensive by one or more individuals.

Hostile Environment sexual harassment...

- (1) Is sexual in nature or occurs because of the person’s gender,
- (2) Is unwanted or unwelcome, and
- (3) Is severe or pervasive enough to affect a person’s ability to do their work.

Hostile Environment sexual harassment can include a broad range of behaviors including...

- Off-color jokes or teasing
- Comments about body parts or sex life
- Suggestive pictures, posters, calendars or cartoons
- Leering, stares or gestures
- Repeated requests for dates or sexual favors
- Touching – brushes, pats, hugs, shoulder rubs, pinches
- Assault or rape

A hostile environment does not have to be sexual. It can also be an environment where the employee is made to feel unwelcome, scorned, ridiculed, or intimidated on the basis of her or his gender. For example, photographs of scantily dressed women or men, language that tends to put down women or men, or preferential treatment to one gender may constitute a hostile environment.



### **Third Party Sexual Harassment**

Individuals who are not directly affected by a specific behavior but who are uncomfortable when it occurs, experience another form of sexual harassment: Third Party Sexual Harassment. This may include, for example, a coworker who is disturbed by the way managers or coworkers treat one another – even if the others are unaffected. Third Party Sexual Harassment may also involve vendors or service providers who use offensive sexual language or behaviors with internal employees.

### **Same Sex Sexual Harassment**

Many times, sexual harassment involves two or more men – or two or more women. Both men and women can feel threatened or sexually harassed at work. While this may involve gay, lesbian, bisexual or transgender employees, that is not always the case. For example, non-gay workers, male or female, may be offended by hazing, jokes, or touching by coworkers of their same gender that is sexual or sexually suggestive. Depending on the circumstance, these behaviors may be considered a form of sexual harassment.

## **Types of Sexual Harassment - Questions**

1. Describe two examples of “quid pro quo (“this for that”) sexual harassment.”
2. Describe two examples of “hostile work environment sexual harassment.”
3. Describe two examples of “third party sexual harassment.”
4. Describe two examples of “same sex sexual harassment.”
5. You overhear a coworker’s conversation at work involving sexually explicit language that is offensive to you. How would you respond?



## Intent and Impact

### Intent

Our intentions represent the goal or purpose in what we say or do. It is possible to do harm to someone without intending to do so. Our choice of words, facial expressions, body language, tone of voice, the selection of materials to display in our workspaces all communicate our intent.

### Impact

Impact is the emotion we feel when we receive a message, a gesture, or some other communication from another person. The impact of someone else's language or behaviors creates an emotional response in us. This may be a positive or a negative impact, and it does not necessarily reflect the other person's intent.

In cases of harassment, the law does not pay much attention to the harasser's INTENT. The law is primarily concerned with the IMPACT on the target or receiver of the behavior.

### Why is IMPACT more important?

If someone feels harassed because of something that happens at work – and a reasonable person would agree that the behavior could be seen as offensive, the intent of the offending person becomes irrelevant. Therefore, regardless of your intent, if you become aware that your behavior is having a negative or harassing impact on a colleague, **it is your responsibility to stop the offending behavior.**

A person commenting on a coworker's body may intend the remarks to be a compliment. What may be the positive INTENT of a person engaged in the following activities? What may be a potentially negative IMPACT on a listener or observer?

- ➔ Telling a dirty joke?
- ➔ Making a lewd gesture?
- ➔ Commenting about a coworker's body?
- ➔ Hanging a poster of a scantily clad athlete (male or female)?
- ➔ Repeatedly asking a coworker for a date?



## Why Victims Don't Report Sexual Harassment

### FEAR.

- Fear of loss of job opportunities
- Fear of rejection by co-workers
- Fear of being labeled...
  - “Trouble maker”
  - “Feminist”
  - “Over-sensitive”
  - “Mentally unstable”
- Fear of not being considered a “team player”
- Fear of being accused of not having a “sense of humor”
- Fear of being wrong
- Fear of the “rumor mill”
- Fear of not being believed
- Fear of retaliation
- Embarrassment

### Why Victims Don't Report - Questions

- ➡ What are other reasons someone may choose to not report Sexual Harassment?
- ➡ What would you do if you felt you were being sexually harassed, but were afraid to tell someone?
- ➡ What would you like a coworker to do if she or he felt the same way?



## **“I” Statements – Facilitation Notes**

### **Example of an “I” Statement**

“WHEN you keep asking me out for a date, I FEEL threatened and frustrated...  
I NEED you to treat me as a colleague and not as a potential boyfriend/girlfriend.”

### **The Value of “I” Statements**

The value of the “I” Statement is that it allows an offended person to identify her or his boundaries. These statements allow you to...

- ➡ Report your observations of the offender’s behavior clearly and accurately
- ➡ Explain the impact the offender’s behavior has on you
- ➡ Describe an alternative behavior that creates a more positive interaction.

When you use an “I” Statement, you’re speaking about yourself. The “I” Statement allows you an opportunity to express what you are experiencing without judging or blaming others.

An effective “I” Statement includes at least one specific behavior that is perceived to be offensive, inappropriate, or unwanted.

### **What to Look For in “I” Statements...**

#### *1. Judgment*

Judgment has a way of seeping into a person’s words, tone of voice, or body language. Avoiding judgment is very difficult for many people. When we detect behaviors that are disturbing or offensive, we tend to believe our way is “right.” In sexual harassment incidents, right and wrong may be subject to different interpretations.

If you detect judgment in a participant’s “I” Statement, bring it to the person’s attention by saying something like, “I sense some judgment in your voice. Can you try that again without judgment?” You may also tell the participant what suggested judgment to you. This could be a word, an expression, tone of voice, eyes rolling, or another gesture.



## 2. *“Should”*

The word “should” tends to suggest the person using it is “right” and the other person is “wrong.” A “should” conveys a sense of correctness and may trigger a defensive reaction. An “I” Statement is most effective when it is not about being right or wrong. It is about sharing personal boundaries and explaining what is bothersome to an individual.

If you hear a “should” in a participant’s example of an “I” Statement, ask that person how he or she may communicate what is wanted or a specific alternate behavior. For example, if a participant closes an “I” Statement by saying “People should never touch employees at work”, suggest that the person be more specific in communicating what is expected by saying, “Please don’t touch me again” or “I want to be respected by my coworkers and for me that means I don’t want to be touched.”

## 3. *Consequences*

An “I” Statement works best when the person hearing it understands what happens next. For example, “We’ve talked about this before. I’ll make another note in my calendar about our conversation today. I expect this to stop. The next time I’ll go directly to Human Resources.”



## **Create an “I” Statement**

Working with a partner, think of a situation in which you would use an “I” Statement to express how you feel about someone else’s conduct. The situation can (but does not have to) involve sexual harassment. Write your statement following the “When...I feel...I need (or want/prefer)” formula.

➡ When [Describe the behavior]:

➡ I Feel [Explain Impact/Emotion]:

➡ Because [Optional]:

➡ What I Need, want or prefer is [Describe an alternate behavior]:

Review your “I” Statement to be sure you’ve taken out judgmental phrases, avoided “shoulds” and included consequences if appropriate. Be prepared to share your example.



## What To Do If You Feel You're Being Harassed

### **Silence Implies Consent - Let Others Know**

If you feel harassed at work, whether by a coworker, customer, supervisor or manager, talk to someone you trust in management about what is happening. Managers have a responsibility to ensure that the behavior stops and that there is no retaliation or other negative impact on you for reporting the harassment. If you prefer, you may also talk to your organization's Human Resources or Legal department.

If you feel safe and comfortable doing so, you may choose to talk directly with the harasser. If you decide to confront the harasser directly...

#### *Communicate Clearly Using "I" Statements*

- ➡ Be specific about what the behavior is
- ➡ Describe how the behavior makes you feel
- ➡ Clearly state that you want the behavior to stop
- ➡ If possible, describe an alternate behavior that is acceptable to you

For example, you might say something like...

"When I see the pictures of naked women you've hung on the wall it makes me feel embarrassed and uncomfortable. It also communicates a negative message about women that I find offensive. Please take them down today. I really appreciate you showing me and the other women here respect by not putting those pictures up in the future."

If the behavior continues or you get a negative reaction to your request, speak to a manager or the Human Resources department immediately.



## **Responsibilities of the Three O's**

Everyone involved in an incident of sexual harassment has responsibilities. This includes the offended party, the offender, and observers of the behavior.

### **The Offended Party's Responsibilities**

As an offended party, you have a responsibility to yourself, to the offender, to your supervisor or manager, to your work group, and to your organization.

#### *To yourself...*

You have a responsibility to take action to stop behavior that interferes with your ability to do your best work. You have a responsibility to be true to your personal values and beliefs.

#### *To the offender...*

If you feel safe doing so, you have a responsibility to inform the offender or harasser of the specific behavior that is unacceptable, how you would like that behavior to change, and what action you will take if the harassment continues.

#### *To your supervisor or manager...*

You have a responsibility to allow the leadership of your organization to act on your behalf when you feel harassed at work. Your manager is unable to correct behavior or stop harassment he or she is not aware of.

#### *To your team...*

You have a responsibility to clearly set personal boundaries so that coworkers know what is acceptable, what is unacceptable, and how certain behaviors affect you. Use language that is sensitive and respectful.

#### *To your organization...*

You have a responsibility to inform a representative of the organization when you feel harassed.

- ➡ What additional responsibilities do you see as important to the offended party?



## **The Offender's Responsibilities**

### *To yourself...*

You have a responsibility to alert organizational leaders when or if you feel there may be a challenge arising over a situation that could be considered sexual harassment. You have a responsibility to protect your career and your reputation by not sexually harassing anyone at work.

### *To the person you have harassed...*

You have a responsibility to ensure someone who feels offended or harassed by your behavior knows that you will stop the behavior and that it will not happen again.

### *To your team...*

You have a responsibility to avoid behaviors that can negatively impact the productivity and effectiveness of your work group.

### *To your manager and organization...*

You have a responsibility to cooperate with any investigation of a complaint that has been raised against you. You have a responsibility to tell the truth.

- ➡ What additional responsibilities do you see as important to the offender?

## **An Observer's Responsibilities**

### *To yourself and your colleagues...*

You have a responsibility to do what you can to ensure that your workplace is free of sexual harassment.

### *To the offended party...*

You have a responsibility to assist and support the offended party, helping her or him to ensure that the harassing behavior stops.

### *To your manager and organization...*

You have a responsibility to report incidents of harassment that you are aware of and to tell the truth as part of any investigation of harassment to which you were a witness.

- ➡ What additional responsibilities do you see as important to someone who observes sexual harassment at work?



## **Retaliation**

Retaliation happens when an employee who has raised a complaint about sexual harassment experiences a negative workplace consequence as a result of that complaint. Incidents of discrimination or harassment often heighten feelings of distress and engender adversarial behaviors.

Retaliation can take many forms and in most cases is not only inappropriate, but also illegal. Retaliation can include...

- ➡ poor performance reviews
- ➡ longer work hours
- ➡ “cold shoulder” or social isolation from the work group
- ➡ threats from the accused harasser
- ➡ transfer to less desirable work location
- ➡ assignment of excessive work

If you feel you are a victim of retaliation, report the situation to your Human Resources Department.

### **Retaliation - Questions**

1. Why might a person who is charged with sexual harassment retaliate against the complaining party?
2. Why might a work group retaliate against a person who has raised a sexual harassment complaint?
3. Retaliation is always inappropriate and often illegal, even if the initial harassment complaint proves to be false. Why do you think this is?



## **What to Do Once You Know**

### **For Supervisors and Managers**

#### *Talk Less; Listen More*

Every employee has the right to let you know when he or she is feeling harassed at work. Ask questions that allow individuals to explain what they have experienced or observed. Listen to the employee's concerns with compassion and your full attention. By coming forward and reporting sexual harassment to you, the employee is giving the organization notice and you are obligated to take appropriate measures to see that the behavior stops.

#### *Be Observant*

If you suspect sexual harassment is taking place but the targeted employee has not reported the situation, ask questions like, "Are things going okay between you and the others at work?" Empower all employees to feel comfortable enough to tell you whenever they feel threatened, offended, or violated in any way at work. Explain what you have seen and ask questions like, "How do you feel about that?" and "Is there any way I can help?"

#### *Be Cautious*

A sexual relationship between a manager and his or her direct report is almost always a recipe for disaster. It is advisable where possible for either the manager or subordinate employee to change work assignments to avoid a direct reporting relationship. A relationship between a manager and his or her direct report can also have negative impacts on the wider work group.

#### *Be Responsible*

Once you are aware of an incident of sexual harassment, you and your organization can face significant liability if you fail to take appropriate action to stop the behavior. Don't wait for the harassment to go away by itself.

#### *Ensure Follow-up*

Individuals who complain about sexual harassment will want to know what happens after they've reported the behavior. Explain to the complainant what you or others will do, and to what extent you will keep him or her informed of progress in the case. Make sure you follow-through with these commitments.



## Managers' and Supervisors' Responsibilities

1. *What is a manager's responsibility if she or he is aware of a harassment situation but the victim does not complain?*

Whether or not an employee complains about an incident of sexual harassment does not alter the supervisor's or manager's responsibility to take action to stop the harassing behavior. **Failure to respond to such a situation may put the manager at personal risk of legal action and opens the organization to legal vulnerability.**

2. *What is a manager's responsibility when someone complains about sexual harassment?*

A manager has the responsibility to listen to the complaint, make a written record of what is said and, where appropriate, to either launch an investigation or turn the issue over to Human Resources or others in management charged with investigating such complaints. It is important that all actions taken by management reflect the organization's policies as well as any pertinent laws.

3. *Who should investigate a sexual harassment complaint?*

Be sure you know your organization's policies regarding the investigation of sexual harassment complaints. Investigating a complaint is a complex process and a poorly run investigation can do more harm than good. It is generally the responsibility of an organization's Human Resources Department (or Legal Department) to investigate sexual harassment complaints – not the responsibility of supervisors or managers.

4. *What are the most important responsibilities a leader has in ensuring a work environment free of harassment?*

- ➡ Model appropriate behavior. Employees look to their leaders to determine what is and what is not acceptable workplace behavior. Managers must be especially vigilant to ensure that their own behavior is consistent with the policies and expectations of the organization concerning sexual harassment.
- ➡ Take complaints seriously. Most people find it difficult to come forward with a sexual harassment complaint. When they do, it must be treated with appropriate sensitivity and attention.
- ➡ Inform the organization. When an incident happens, make sure your HR or legal department is aware.





## **If You Have Been Accused of Sexual Harassment...**

- ➔ Complaints are allegations. Your employer has a responsibility to do an impartial investigation to determine the accuracy of those allegations. You should cooperate with the investigation and honestly tell your side of the story.
- ➔ Make an effort to understand how your behavior may have been viewed as harassing by the complainant. Remember, the **IMPACT** on the offended party is of greater concern than your **INTENT**.
- ➔ It is **UNWISE** to try and “talk things out” with the person who has accused you – unless that person initiates the conversation **AND** no formal or informal complaint has been made. Your efforts to explain or defend yourself could be misconstrued as an effort to get the other person to withdraw their complaint or remain silent. This could be viewed as retaliation and have serious consequences.
- ➔ If you are the supervisor of a person who has filed a complaint against you, you may feel very uncomfortable in day-to-day dealings with that person. Be sure to consult your Human Resources Department, Affirmative Action Office, or your immediate supervisor, director or department head for assistance on this issue.
- ➔ If you have been asked to stop a behavior that someone has described as sexual harassment -- **STOP THE BEHAVIOR**, even if you disagree. If you feel your rights of free speech or other freedoms are being violated, consult with your Human Resources Department.
- ➔ Just as the complainant can retain a lawyer or use an outside agency or court to pursue a complaint, you also have the right to your own legal counsel.
- ➔ It is advisable to avoid talking to others in your work team or department about a complaint made against you. Sharing information with others who do not “need to know” may taint the investigative process and may polarize the work group and could lead to illegal retaliation against the complainant.
- ➔ No one likes to be accused of being a harasser. Protecting everyone’s right to complain of such behavior, however, helps make the workplace safe for everyone.



## **The Impact of Sexual Harassment**

Within an organization, a sexual harassment complaint tends to create a chain reaction. Harassers can end up getting transferred or promoted. Women are often accused of "asking for it" by the way they dress or their body movements. As rumors take hold, coworkers, work teams, and organizations are left to make up their own version of what really happened. Work groups can polarize, taking sides. Important workplace relationships can be permanently damaged. Families and entire communities may be embarrassed or scandalized.

The costs to the organization can be staggering. There is often a loss of productivity. The image of an organization dealing with a well publicized case of sexual harassment can be tarnished. Finally, court costs and settlement fees can be enormous.

### **Person(s) Directly Involved**

Those most directly involved in allegations of sexual harassment – the offended person, the alleged offender, observers, their families and friends often feel the greatest personal impact. The offended person may experience reduced productivity, tardiness, illness, and negative impacts on her or his family and other personal relationships. The alleged harasser may face reassignment, suspension or termination. The embarrassment and impact on her or his family and friends can be substantial.

### **The Work Group**

In addition to workplace conversation, a closely-knit work team tends to be aware of nuances, changes in behaviors and rumors. To a work team that is connected on a social level, an allegation of sexual harassment is likely to affect the team's overall performance. Rumors may expand beyond the immediate work group to become a subject of conversation throughout a department, a division, or an entire organization. Work groups can polarize with some members siding with the complainant and other with the accused harasser.

### **The Organization**

A publicly known sexual harassment case can become a major embarrassment. Financial costs to an organization affected by sexual harassment may include legal fees, public relations expenses, lost management time, settlement or award costs, and lost productivity. In addition, an organization can find its image among employees, the community, and its customers severely tarnished.



# Acknowledgement of Sexual Harassment Prevention Training

## PATTERNS: Preventing Sexual Harassment

I acknowledge that on \_\_\_\_\_ (date) I attended sexual harassment prevention training titled **Patterns: Preventing Sexual Harassment**. I understand that; (1) I have the right to work in an environment free from sexual harassment; (2) I have a responsibility not to engage in behaviors that constitute sexual harassment; and (3) if I feel I am being sexually harassed, I have the right and the responsibility to communicate this directly to the harasser and/or to the Human Resources Department or another representative of management.

\_\_\_\_\_  
(Name)

\_\_\_\_\_  
(Signature)



# Acknowledgement of Sexual Harassment Prevention Training

## PATTERNS: Responding to Sexual Harassment

I acknowledge that on \_\_\_\_\_ (date) I attended sexual harassment prevention training titled **Patterns: Responding to Sexual Harassment**. I understand that; (1) every employee has the right to work in an environment free from sexual harassment; (2) I have a responsibility not to engage in behaviors that constitute sexual harassment; (3) if I feel I am being sexually harassed, I have the right and the responsibility to communicate this directly to the harasser and/or to the Human Resources Department or another representative of management; and (4) as a supervisor or manager, I am responsible for preventing all forms of harassment including sexual harassment in the workplace and for taking prompt effective action if I know or have reason to know of harassment in the workplace.

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(Name)

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(Signature)



# Acknowledgement of Sexual Harassment Prevention Training

## PATTERNS: Rights & Responsibilities

I acknowledge that on \_\_\_\_\_ (date) I attended sexual harassment prevention training titled **Patterns: Rights & Responsibilities**. I understand that; (1) I have the right to work in an environment free from sexual harassment; (2) I have a responsibility not to engage in behaviors that constitute sexual harassment; and (3) if I feel I am being sexually harassed, I have the right and the responsibility to communicate this directly to the harasser and/or to a non-involved supervisor or other representative of management.

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(Name)

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(Signature)



# Sample Sexual Harassment Prevention Policy

## SAMPLE HARASSMENT POLICY

Every employee at \_\_\_\_\_ has the right to work in an environment free from harassment. Harassment of any employee on the basis of his or her race, religion, color, national origin, age, sex, sexual orientation, marital status, or the presence of any physical, mental or sensory disability is a serious violation of \_\_\_\_\_ policy and will not be tolerated.

Harassment can take many forms and can include slurs, comments, jokes, innuendoes, unwelcome compliments, pictures, cartoons, pranks or other verbal or physical conduct which:

- (1) has the purpose or effect of creating an intimidating, hostile, or offensive working environment;
- (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or
- (3) otherwise unreasonably affects an individual's employment opportunities.

SEXUAL HARASSMENT is a type of harassment and occurs when the verbal and physical conduct described above is sexual in nature or is gender-based, that is, directed at a person because of their gender. Sexual harassment exists in the workplace when: (1) submission to the conduct is either explicitly or implicitly a term or condition of employment; (2) submission to or rejection of the conduct is used as a basis for an employment decision affecting such individual; or (3) the conduct unreasonably interferes with the individual's job performance or creates a work environment that is intimidating, hostile or offensive.

Sexual harassment includes: unwelcome verbal behavior such as comments, suggestions, jokes or derogatory remarks based on sex; physical behavior such as pats, squeezes, repeatedly brushing against someone's body, or impeding or blocking normal work or movement; visual harassment such as posting of sexually suggestive or derogatory pictures, cartoons or drawings, even at one's work station; unwanted sexual advances, pressure for sexual favors and/or basing employment decisions (such as an employee's performance evaluations, work assignments, or advancement) upon the employee's acquiescence to sexually harassing behavior in the workplace.

If you feel you or other employees have been subjected to harassment of any kind, you are encouraged to immediately identify the offensive behavior to the harasser and request that it stop. If you are uncomfortable in addressing the matter directly with the harasser, or if you do so and the behavior does not stop, then discuss the matter immediately with the Human Resources Director, your supervisor, or any supervisor with whom you feel comfortable. Supervisors and managers who receive a harassment complaint are to contact the Human Resources Director.

All complaints will be investigated promptly, impartially and discreetly. Upon completion of the investigation, the appropriate parties will be notified of the findings. Any supervisor, agent, or other employee who has been found to have harassed an employee will be subject to appropriate corrective action, ranging from a disciplinary warning to termination. No employee will suffer retaliation in any form for reporting instances of harassment.

We trust that employees of \_\_\_\_\_ will act responsibly to maintain a pleasant working environment, free of discrimination and harassment, allowing each employee to perform to his or her maximum potential. \_\_\_\_\_ encourages any employee to bring questions he or she may have regarding this policy to \_\_\_\_\_.



# Reference List

## **Online Resources**

US Government, EEOC: <http://www.eeoc.gov/facts/fs-sex.html>

Penn State University: <http://www.de.psu.edu/harassment/> Includes information on sexual harassment laws in countries around the world.

The University of Akron: <http://www3.uakron.edu/lawrev/robert1.html>

## **Books**

Achampong, Francis. Workplace Sexual Harassment Law: Principles, Landmark Developments, and Framework for Effective Risk Management. Westport, CT: Quorum Books, 1999

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Dobritch, Wanda and Steven Dranoff. The First Line of Defense: A Guide to Protecting Yourself Against Sexual Harassment. New York: John Wiley & Sons, Inc. 2000.

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European Commission. Sexual Harassment at the Workplace in the European Union. Belgium: European Communities, 1999.

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Webb, Susan L. Shockwaves: The Global Impact of Sexual Harassment. New York: MasterMedia Limited, 1994.