

be!aware

IO4 DISTANCE & FTF TRAINING COURSE DEVELOPMENT – AWARENESS IN ORGANISATIONS

INTRODUCTION

*Erasmus+: KA2 – Cooperation for Innovation and the
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Abstract

Sexual harassment at the workplace is a form of discrimination that includes any uninvited behaviour, comments or conduct regarding sex, gender or sexual orientation. It is estimated that six out of ten women in Europe have endured sexist treatment or suffered sexual violence during their careers (The Parliament Magazine, 2019).

Sexual harassment causes serious consequences for organisations such as fear and anxiety or shame between employees which leads to reduced productivity and performance and eventually affects the whole functioning and development of the organisation (Policy Department for Citizen's Rights and Constitutional Affairs, 2018).

Be Aware suggests a systematic approach by providing different tools and methods to improve the professional development of HR managers, VET trainers, teachers, mediators and workers' representatives for reducing sexual harassment. The project outcomes will improve their capability to deal with the matter of sexual harassment at the workplace professionally and help them become a so-called Be Aware mentor.



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1. GENERAL INFORMATION

1.1. Project Description

Sexual harassment at the workplace is a form of discrimination that includes any uninvited behaviour, comments or conduct regarding sex, gender or sexual orientation. Sexual harassment is a type of gender discrimination. According to The International Labour Organization, quoting UN figures, between 40 and 50 per cent of women in the EU experience forms of sexual harassment at their workplace¹.

As the workplace provides relationships of dependence, it is often very hard for the harassed employee to both stop the unwanted behaviour and/or to report it. Affected persons blame themselves or hope that the conduct will stop on its own. This is especially the case if the harassed persons are in a hierarchically inferior position and thus do not dare to talk about the issue. They try to deny the existence of the problem or fault themselves for its occurrence. Fear of losing employment or feelings of shame make it difficult to report the incidents.

In case of sexual harassment being reported, it is the responsibility of the employer to act. But it can often be observed that either there is no employer complaint mechanism or grievance system installed or superiors and workers' representatives lack the sensitivity and competence to deal with the matter. This usually stems from a lack of or insufficient quality of training, as well as a general feeling of ambiguity when dealing with the topic. In this sense, it is especially necessary to promote initiatives and actions aimed at reducing this problem.

Therefore, we identify the following needs:

- The implementation of quality training for workers' representatives and supervisors who might be addressed by an affected person.
- The promotion of adequate prevention strategies within organisations.
- To raise awareness and inform employees about the legal situation, their rights and expected behaviour.

In accordance with these needs in this project, VET training courses are developed. The trainees will, after completing the training courses, be so-called Be Aware Mentors.

¹ https://www.ilo.org/global/about-the-ilo/newsroom/features/WCMS_205996/lang--en/index.htm
(January 8, 2020)

1.2. Main Definitions

Before addressing the general Be Aware approach, an understanding of where sexual harassment is situated, in terminological terms, seems important.

Discrimination

Discrimination can be divided into two main areas, access and treatment discrimination. Whereas access discrimination refers to unequal access to jobs or positions, treatment discrimination relates to the inequality of procedures in organisations (Raver, J.L. & Nishii, L.H. 2010). It can be identified as (verbal) harassment, exclusion, bullying, incivility, etc. (Raver, J.L. & Nishii, L.H. 2010).

Harassment

Harassment can be based on various identity group characteristics: e.g. race, gender, disability, religion, national origin, sexual orientation (Raver, J.L. & Nishii, L.H. 2010). Targets of harassment often experience multiple forms of mistreatment, e.g. gender and ethnicity. From an intersectional standpoint, everybody inhabits multiple social locations. These are based on gender, race, class etc., and their levels of privileges and power vary, which will be further explored in chapter intersectional approach (Fitzgerald, L.F. & Cortina, L.M.).

Sexual harassment, in research commonly referred to as “gender harassment”, can furthermore be differentiated in:

- sexual/gender harassment
- unwanted sexual behaviour
- sexual coercion

Fitzgerald & Cortina divide them in “come-ons” (unwanted sexual behaviour and sexual coercion) and “put-downs”. The researchers suggest to “use the term sexual harassment to refer to a pattern of experience, not a legal finding of fact. Sexually harassing experiences are outnumbering the legal cases that are filed” (Fitzgerald, L.F. & Cortina, L.M.). Out of the three differentiated types mentioned above, sexual harassment is the most widespread. As it does not seek an actual sexual act, but rather an insult, a downgrading or despicable attitude towards others, gender harassment is more precise than sexual harassment (Fitzgerald, L.F. & Cortina, L.M.). This form of harassment

has nothing to do with romance or desire and sexuality per se but only with gender. Sexual harassment is fundamentally about gendered systems of power (Fitzgerald, L.F. & Cortina, L.M.).

1.3. Target Group

Target groups to carry out the training are workers' representatives, HR managers, trainers and mentors, people who are in the position in an enterprise to support people affected by sexual harassment and protect them.

For effectively preventing and reducing sexual harassment, target groups of this training can be external and internal – people are trained within organisations so that they know how to deal with sexual harassment between their own colleagues and employees. This also provides opportunities for persons affected by sexual harassment to reach out for help or support inside the organisation. Nevertheless, people affected by sexual harassment are likely not to report the problem to internal representatives and sometimes might feel more comfortable with reaching out to an external person, who is not necessarily connected to the organisation and its' employees.

Thus, this training aims to prepare both internal and external support such as Be Aware mentors for employees who have experienced or currently deal with sexual harassment at their workplace.

1.4. Objective of the Training

The distance and face to face course teaches the target persons on how to sensitise different staff members within the organisation for the problems of sexual harassment at the workplace and expand their competencies in dealing with that in training and at the workplace. After the training, they shall be able to train the staff in the organisations and make them aware of the problems related to sexual harassment.

Objectives for this training:

- To train and prepare a Be Aware mentor for preventing and dealing with sexual harassment at the workplace.
- To raise awareness on sexual harassment at the workplace and minimise risks for it to occur by providing knowledge on the identification of sexual harassment as well as on gender and diversity issues.
- To familiarize participants with power relations at the workplace, which often cause or support sexual harassment.

- To provide recommendations for a sexual harassment policy at the workplace.
- To enhance capacity in managing change at the workplace by understanding organisational structure and culture as key components of effective change.

1.5. Training Standards

The quality standards for the Be Aware training aim to address the effectiveness of the proposed innovative qualification – Be Aware mentors. They were developed using the principles of the European Quality Assurance Reference Framework for Vocational Education and Training (EQARF). This document is intended to serve as a reference instrument to help member states to promote and monitor the continuous improvement of their Vocational Education and Training (VET) systems, based on common European references.

Quality standards for the content of the training programme “Awareness in organisations”

- The training programme should provide an overview of the benefit for both the employee and the employer of implementing the Be Aware project within the organisation.
- The training programme should deepen the knowledge of learners on equal treatment for all and the prohibition of multi-discrimination at the workplace by analysing cases of discrimination and harassment at the workplace.
- The training programme should provide definitions of the concepts of discrimination and sexual harassment, diversity, organisational structure and culture.
- Learning materials and case studies should help to recognize the influence of gendered power relations, organisational structures and cultures on sexual harassment at the workplaces.

Quality standards for the methodology of the training programme “Awareness in organisations”

- Training methodology should facilitate the combination of face-to-face (FTF) training and e-learning training with the possibility to study at the workplace or else via the developed e-learning platform.
- Training methodology should be adapted to the participant’s and companies’ needs, work situation and expectations, which have to be analysed during the first FTF session.

- The combination of theory and practical exercises should be ensured within each training session.
- The Be Aware training course should be finalized with an assessment of the learner's acquisition of knowledge.
- The Be Aware training should provide a certification of the learner's acquisition of knowledge.
- Accreditation of the Be Aware training should be implemented in accordance with the country's national system for recognition and validation of training programmes.

2. CONTENT FOR “TRAIN THE TRAINER”

2.1. Organisational landscape

Although sexual harassment occurs between individuals and often is seen as prevailing within the individual level, it is strongly connected to the organisational landscape. When we think about sexual harassment and ways to reduce it, we must acknowledge the circumstances and surroundings in which such behaviour thrives. It is not only a personal decision to harass another person, it is influenced by a variety of organisational aspects, such as organisational structure, culture, working conditions, etc. It is likely that organisations which deal with sexual harassment, have power relations within their structure. These can cause harassment or they can have informal and almost intangible communication rules that are not questioned but are actually encouraging sexual harassment to occur. Thus, the organisational landscape is an important factor for fully understanding sexual harassment at the workplace.

In order to implement changes and effective organisational development for preventing and dealing with sexual harassment at the workplace, it is essential to be familiar with elements of the organisational landscape that provide basic information on how organisations function and how they should be approached.

2.1.1. Organisational structure and power relations for understanding sexual harassment at the workplace

When we speak about the organisational landscape, it is useful to start from one of the main and most visible components of any organisation which is the organisational structure. To put it in the simplest terms possible, an organisational structure describes how a company, division, team, or other organisation is built; how all of its various components fit together and function (Weisbord 1976). Something which is often underestimated – how much the organisational structure actually affects the prevalence of sexual harassment and mechanisms that support it.

The structure of an organisation has significant influence over the behaviour of its employees. It groups and separates people geographically, hierarchically, or both; it builds and limits relationships by setting up lines of reporting and teams; and it defines employees' responsibilities by outlining their area of influence and accountability (Weisbord 1976). As structure has so much influence on the employees' behaviour, it may also embody certain mechanisms for sexual harassment to prevail.

Structures prone to sexual harassment

Hierarchical structures are often aligned with power relations, which represents a potential for sexual harassment to occur. It is not the aim to criticize every hierarchical structure, but it is an invitation to be aware of relations and dependencies existing in these structures as they might hide the roots of sexual harassment. McDonald et al. point out that “organisational environments that are hierarchical, especially those where cultural norms are associated with sexual bravado and posturing and where the denigration of feminine behaviours is sanctioned” render sexual harassment (McDonald, P., Charlesworth, S. & Graham, T. 2014).

What often lies under hierarchical structures are power relations that make certain environments discriminatory. Generally, a difference is drawn between structural and personal power. The former consists of formal authority arising from the position as it lies within the organisation. Personal sources of power, on the other hand, are based on professional competences, strategic actions, or on personality features (Busse et al. 2018).

Fundamentally, sexual harassment is about gendered systems of power, thus even if the structure is not hierarchical, it surely may possess power relations and it still needs to be clearly analysed. As power takes many forms (organisationally, socially, gender-related, psychologically and physically) it is important to have in mind the whole functioning of a certain organisation and estimate any potential power relation sources.

It is highly important to be aware of not only the structural hierarchy and its' power relations but also of the gendered power system as research suggests intriguing ideas – that not only the more vulnerable workers (including women, racial minorities, and those with the most precarious positions and least workplace authority) are subject to greater harassment, but also that women who threaten men's dominance are more frequent targets. Based on research “there has been greater support for the paradoxical “power-threat” model, in which women in authority positions are most likely to face harassment and discrimination” (Blackstone et al. 2012: 3). This is important to have in mind, as not only structural power can cause sexual harassment – it can occur in dependency workplaces but in unexpected ways and be based on gender-related power issues.

Understanding sexual harassment through the organisation's functioning

Looking at the organisational structure might seem overwhelming at first sight, but if one has sufficient means to assess the organisation and its' functioning, it will help to grasp many important aspects for dealing with sexual harassment. Weisbord (1976) developed a highly used universal

framework for assessing the functioning of any organisation and formed a six-box model where each box is an essential part of the organisation.

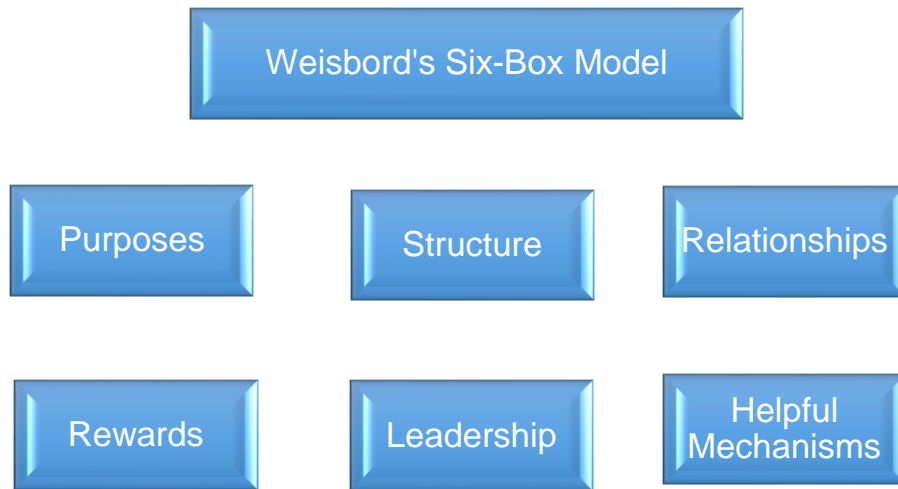


Figure 1. Weisbord's Six-Box Model. Source: <http://www.free-management-ebooks.com/news/weisbords-six-box-model/>

As Weisbord (1976) states, the situation in the organisation can be diagnosed by tracing the dissatisfactions through each box, looking for a likely intervention point. Thus, a brief description of the elements based on Weisbord (1976) is provided below:

- **Purposes.** Two critical factors in this box are goal clarity and goal agreement. It depends on how well the purposes are established and how clear they are, how members agree on organisation priorities, therefore clear concentration and goals are necessary for organisations to perform. It is recommended to assess whether the organisation states any clear purposes on sexual harassment, discrimination, zero tolerance, etc.
- **Structure.** This box overlaps the structural functioning of the organisation and includes how it works on a daily basis, who is responsible for doing what within the company, etc. This might reveal structural dependencies that can be favourable for sexual harassment to occur.
- **Relationships.** Relationships of the organisation are considered to be between people within the organisation; between units doing different tasks; between people and their technologies (i.e. systems or equipment). Thus, similarly to structure, relationships provide insights on how people interact within the organisation and how sexual harassment can be buried within those relationships.

- **Rewards.** The rewards system is important for the workers, so they invest the most in their job, remain motivated and get rewards for it. Creating a structure of worthy rewards is one of the most important things managers can do to develop a positive culture. Rewards are also useful for changing any prevailing culture (such as a culture that is prone to sexual harassment) as they motivate employees to accept changes and put effort into achieving them.
- **Leadership.** Peculiarities and styles of leadership are important for the overall functioning of organisations as it can, for example, contribute to organisational performance in a sense of setting goal clarity and goal achievement, defining problems, solving them, etc. “Leaders doesn’t have to know and do everything, but they should know where the trouble spots are and how these affect the whole organisation” (Weisbord 1976: 442). Leadership is one of the major aspects for reducing sexual harassment at the workplace as leaders are required to effectively tackle such a problem and monitor changes on it.
- **Helpful mechanisms.** “Mechanisms have proven to be a useful way to think about the cement that binds an organisation together to make it more than a collection of individuals with separate needs. Helpful mechanisms are related to the contents of all the other boxes. Mechanisms are the procedures, policies, meetings, systems, committees, bulletin boards, memos, reports, meeting rooms, space, information, and so on that facilitate concerted efforts. An effective organisation continually revises its mechanisms, eliminating some or adding others, as the need arises” (Weisbord 1976: 443). Such mechanisms as exemplified above can make a major impact on dealing with sexual harassment.

According to Weisbord (1976), each box has two potential trouble sources: the formal system that exists on paper and the informal system – or what people actually do. They both can disclose certain insights on how organisations are functioning and where or how some dysfunctions evolve. “Diagnosing the formal system requires some informed guessing, based on knowledge of what the organisation says - in its statements, reports, charts, and speeches - about how it is organised” (Weisbord 1976: 434). “Diagnosing informal systems is sometimes called “normative” diagnosis. It focuses on the frequency with which people take certain actions in relation to how important these actions are for organisational performance” (Weisbord 1976: 434). It is important to study both systems and their relationships as for organisational development and sexual harassment intervention both formal and informal aspects are significant.

2.1.2 The peculiarities of organisational culture as the key factor for dealing with sexual harassment

Understanding the structure and essential elements of the organisation's functioning are just one part of sexual harassment intervention, as organisational culture is another major factor influencing the performance, norms, behaviours and other quite latent aspects within the organisation. The latter could be considered as the aforementioned informal system which embodies norms, values and behaviours that actually might tolerate and encourage sexual harassment at the workplace. "Research on preventing sexual harassment in workplaces, consistently, include organisational culture as a critical element of any effective program of work" (Campbell and Chinnery 2018: 51).

Organisational culture can be exemplified "by the social norms that exist within a particular workplace ("the way we do things around here")" (Campbell and Chinnery 2018: 33) and these norms might be favourable for sexual harassment in a sense of tolerating it, diminishing its harm, not taking it seriously, etc. It is a set of shared assumptions that guide what happens in organisations by defining appropriate behaviour for various situations (Ravasi & Schultz, 2006).

It is often emphasized, "that workplace culture has the greatest impact on allowing harassment to flourish, or conversely, in preventing harassment" (Feldblum and Lipnic 2016: 31). Organisational culture reflects values, norms and behaviours that actually allow sexual harassment to prevail, and in order to prevent such behaviour, we need to focus on a long-term change of these prevailing norms.

Organisational values for assessing organisational culture type

As organisational culture includes values, it is important to mention that values might be either tolerating or damning sexual harassment. Some organisations state their values in certain policies or statutes, but it is not always easy – to describe certain values in exact words and trust that they really prevail in the organisational culture. "Values of organisation have grown from values of individuals that have shaped the organizational culture, and since organisational values are one of fundamentals of organisational culture" (Gorenak and Košir 2012: 564) it makes them highly important to analyse. Thus, this FTF training provides an organisational values assessment test which helps to reveal the prevailing organisational culture type based on individual values that eventually form the culture and be more aware of how sexual harassment can be invoked in these culture types.

Gender context for understanding organisational culture

It was already mentioned that gendered power relations have a significant effect on sexual harassment prevalence. Gender norms can be included in both – organisational structure, as they are a base for gendered power relations, and organisational culture, as they more often prevail within an informal system such as norms, attitudes, etc. It is stated in Campbell and Chinnery review (2018) that most successful interventions to prevent violence and harassment against women are those that sought to transform gender relations rather than just changing attitudes and behaviours. It is suggested to encourage critical awareness of gender roles and norms which include ways to create more equitable gender norms, in order to foster more equitable power relationships between women and men (Campbell and Chinnery 2018).

In conclusion, we can agree that both organisational structure and organisational culture are important for a long-term intervention and change within organisations in order to reduce and eliminate sexual harassment at the workplace. Thus, structure is more of an objective evaluation of the organisation, naming its' main elements and objectively visible peculiarities or functions. Culture can be defined as shared attitudes or assumptions that legitimize the behaviour, climate and it creates a specific context where existing social norms allow certain relations, communication, etc.

2.2. Awareness in Organisations

The skill to understand the emotion of others is part of social awareness but apart from empathy, it is essential to have organisational awareness. Goleman defines organisational awareness as an “ability to read the current emotions and political realities in groups” (Goleman & Cherniss 2001). This means one is able to understand the principles behind the organisation and its structure, it also means understanding both points of view, the organisation's and the individual's view. In general, awareness is a level of understanding different aspects of the organisation such as structure, culture, recognizing most events (both positive and destructive) in the organisation, acting according to appropriate norms or rules. Organisational awareness is the most important factor in managing proactive change in the organisation. It helps to improve staffing decisions, team building, communication, culture, and leadership effectiveness (Northup 2007), which are all important for dealing with and reducing sexual harassment.

Knowledge and information such as implemented policies, public information about sexual harassment and effective training are important for raising awareness on sexual harassment at the workplace.

Keyton and Pilgram (2009) state that the ultimate goal of sexual harassment training should be the ability of participants to demonstrate that they can identify and be aware of verbal and nonverbal sexual behaviours. “This is the piece that will be most important in helping institutions create a culture that fosters a harassment-free environment for women and other” (Keyton and Pilgram 2009: 237).

“By gathering information, consolidating and reviewing it, organisations can gain insight into the particular organisational norms and practices that are shaping occurrences of sexual harassment. Shifting the focus from the aberrant behaviour of individuals to a systemic level allows effective challenging of the status quo” (Campbell and Chinnery 2018: 49). Continuous training and policy review, as well as encouragement to intervene, identify or report about sexual harassment, are only some examples of effective actions to raise awareness of sexual harassment in the organisation and create a culture that would be able to identify and prevent discriminatory behaviour at the workplace. This would lead to people noticing inappropriate behaviour and potentially intervene in the case of sexual harassment.

Being aware of differences

Awareness might also be seen as a part of understanding diversity – it is important to be aware of the broad variety of existing organisational structures and cultures. Diversity of both – organisations and people at workplaces – is a component that would encourage inclusion and less discriminatory behaviour, including sexual harassment which is often based on the power or gender relations and a lack of diversity promotion. “Workplace diversity is the process of developing an inclusive environment in which the different skills, cultural perspectives, and backgrounds of individuals are valued” (Odor and Samuel 2018: 42). Differences in language and expressive skills, status, gender, age, wealth, educational level, and the ability to abstract and reflect always lead to power imbalances, which a Be Aware Mentor must always bear in mind so that they are able to balance them out (Lindenmann et al. 2018).

“To achieve a workplace without harassment, the values of the organisation must focus on diversity and inclusion, must include a belief that all employees in a workplace deserve to be respected, regardless of their race, religion, national origin, sex (including pregnancy, sexual orientation, or gender identity), age, disability, or genetic information, and must make clear that

part of respect means not harassing an individual on any of those bases” (Feldblum and Lipnic 2016: 31).

Workplace diversity helps to boost relationships between workers, improve the functioning of the organisation, stabilise sustainable organisational development, etc. (Odor and Samuel 2018). It also increases sensitivity and serves as an important aspect of inclusion, which is essential for reducing discrimination or harassment at the workplace.

2.2.1. Bystander intervention

Hassan and Sanchez-Lambert (2019) distinguished the so-called “bystander effect: “if nobody openly addresses the transgression, everybody else looks the other way, too. However, as soon as one person speaks up, it is much more likely that other people will engage as they have probably noticed it all along. There are possibilities to change this culture of silence” (see page 67) as everything can change when you have an environment that you can trust and open up to.

In order to effectively deal with sexual harassment and raise awareness, bystanders are an important factor in recognition, response or support in these incidents. Thus, a bystander is seen as a person witnessing a situation and having an option and resources to intervene in it. Main stages and steps for bystanders to raise awareness and deal with sexual harassment are the following:

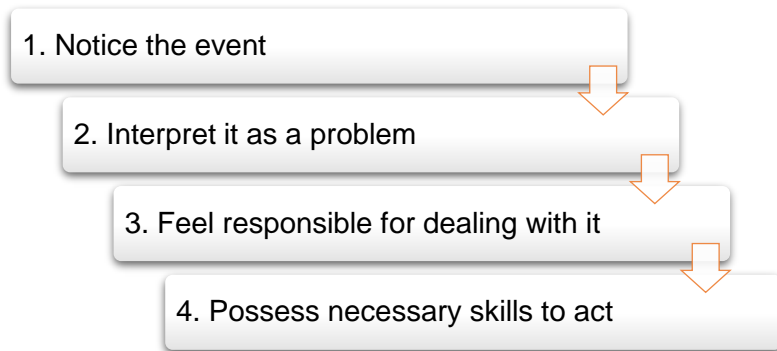


Figure 2. Bystander intervention. Source: <https://www.insidegovernment.co.uk>

Campbell and Chinnery (2018) state that “bystander training is crucial for supporting people to develop the skills and tools needed to intervene”. It is important to build the capacity of employees to intervene when, for example, comments at the workplace are sexist, enforce stereotypes or another employee seeks help and support, etc. Shifting and developing the bystanders’ approach is a significant element of a zero-tolerance workplace.

It is useful for a Be Aware mentor to know ways for bystanders to intervene and share these steps with others. It is suggested by the “Hollaback” project (internet access: www.ihollaback.org) that bystanders should be aware of 5 main steps to take in case of witnessing a sexual harassment incident. It is also named as the 5D’s to intervene:

- **Distract** - assess your safety first. Speak up about the harassment. Be firm and clear. You can also talk to the person being harassed about what’s going on. Ask “Are you okay? Should I get help? Should we get out of here?”
- **Delay** - after the incident is over, check in with the person who was harassed. You can also say: “What do you need? Can I accompany you somewhere?”
- **Delegate** - get help from someone else. Find someone in a position of authority and ask them for help. Check in with the person being harassed. You can ask them if they want you to call the police.
- **Direct** - take an indirect approach to de-escalate the situation. Start a conversation with the target or find another way to draw attention away from them. Ask them for directions or the time, or drop something.
- **Document** - it can be helpful for the target to have a video of the incident. Laws about recording at the workplace vary, so check local laws first. Only document if the situation is safe. Keep a safe distance, film street signs or other landmarks that help identify the location. Always ask the person targeted what they want to do with the footage. NEVER post it online or use it without their permission.

Thus, a Be Aware mentor should acknowledge possible ways of intervening in sexual harassment incidents at a workplace and encourage others to notice such events and prepare them not to tolerate sexual harassment and have resources on what actions could be taken in case of witnessing it.

2.3. Change Management

In order to prevent and deal with sexual harassment as a component of the organisational culture and context, it is important to know how changes in the organisation can be implemented and managed. It could be said that change management “includes anticipating, assessing, preparing for, accepting or initiating change, and the ability of an organisation to manage the effects of various changes, their positive and negative consequences” (Videikienė & Šimanskienė 2013: 342). However, change is a challenging process requiring knowledge, practice and time since

people are likely to accept changes only when they match with their inner motivation, attitudes, beliefs, etc. and as long as people cannot integrate change at the personal level, it can also not be implemented at the organisational level (Videikienė & Šimanskienė 2013).

In order to seek change, the first step to take is to evaluate the situation within the organisation and to decide what the problem is and if there is a need for change at all, and if so, what kind of change is needed. For this Weisbord (1976) suggests some tips on collecting the data. He distinguishes four main ways of collecting the data within the organisation in order to find out its' necessity to change:

1. Observation. Watch what people do in meetings, on the job, on the phone, etc.
2. Reading. Follow the written record-speeches, reports, charts, graphs, etc.
3. Interviews. Question everyone involved in a particular project.
4. Survey. Use standard questionnaires or design your own. Surveys are most useful when they ask for information not readily obtainable in any other way, such as attitudes, perceptions, opinions, preferences, beliefs, etc.

Once the organisation is estimated as in need of change, the management of this process is no less important. Change management components essential for effectively changing the organisational culture and preventing sexual harassment in a long-term are concluded by Kotter (2002). Steps 1-4 help unfreeze the status quo; Steps 5-7 introduce new practices; and Step 8 grounds the changes in a new culture to ensure sustainability. Lewin also suggested similar notions and divided change into three phases – unfreeze, change and refreeze (Mind Tools 2014):

Unfreeze: In this particular stage, a level of motivation is required to be introduced among the employees to overcome resistance to the change. In this stage, it is very important to understand why change is needed in the organisation. When a need for change is developed in the organisation's environment, the employees understand the situation and sink into the new change.

Change or transition: Transition takes place when the change is introduced in the organisation which lasts the longest. In this stage, it is very important to communicate and overcome all the rumours and the second most important thing is that empowerment is used, and people are involved in the process.

Refreeze: This is the phase when the change is introduced, people start to adopt the change and the organisation becomes stable under new guidelines. It is very important that once the change

is adapted it should be sustained by close monitoring and control and provide training and support to the struggling employees.

Kurt Lewin	John Kotter
Unfreeze	1. Creating urgency 2. Building the guiding team 3. Getting the right vision 4. Communicating the Vision
Change	5. Empowering action 6. Creating Short-term Wins 7. Consolidating Gains
Refreeze	8. Making it stick

Figure 3. Change management models. Source: <https://managementisajourney.com/unfreeze-change-refreeze-is-this-a-childs-game/#lewin-using>

Kotter’s suggested steps, connected to a sexual harassment issue are explained in more detail below (Hoey & Woltz 2018):

1. **Creating urgency** – “Kotter hypothesized that for any culture-change project to succeed, 75 percent of the leaders must be on board. You must convince your organization’s leaders that sexual harassment prevention efforts must be a priority this year. Gather key decision-makers to hear your pitch. <..> You should explain why the organization must focus on sexual harassment prevention now and what value these efforts will have” (Hoey & Woltz 2018). It is also important to address all employees so that they are aware of the importance of sexual harassment in their organisation.
2. **Building the guiding team** - identifying the effective change leaders in your organisations and also the key stakeholders, requesting their involvement and commitment towards the entire process. “This work group will help you sharpen and plan organizational changes, provide honest feedback and identify unanticipated barriers to your plans. They will help communicate messages, and ensure any needed support for initiatives on reducing sexual harassment” (Hoey & Woltz 2018).
3. **Getting the right vision** - determining the core values, defining the ultimate vision and the strategies for realizing a change in an organisation. “If you build your initiative to

eliminate sexual harassment exclusively on eliminating unwanted behaviours you will miss an opportunity to encourage positive behaviours. Remember, you're not just aiming for "harassment-free," you want a "safe, respectful, civil and inclusive" workplace" (Hoey & Woltz 2018).

4. **Communicating the Vision** - communicate the change in the vision very often powerfully and convincingly. Connect the vision with all the crucial aspects like performance reviews, training, etc. It includes encouragement to attend training, advertisement and implementation.
5. **Empowering action** - ensure that the organisational processes and structure are in place and aligned with the overall organisational vision. Continuously check for barriers or people who are resisting change. For example, "a common barrier that suppresses reporting of inappropriate workplace behaviour is an underlying fear of retaliation. If your company has a culture of retaliation (real or perceived), this can be a huge struggle to responding to and addressing sexual harassment" (Hoey & Woltz 2018). Training would be a step for empowering people to change their perceptions and behaviour.
6. **Creating Short-term Wins** - create many short-term targets instead of one long-term goal, which are achievable and less expensive and have lesser possibilities of failure. Reward the contributions of people who are involved in meeting the targets, for example for investigations completed, employees warned, disciplined or terminated for violating the policy, etc.
7. **Consolidating Gains** - achieve continuous improvement by analysing the success stories individually and improving from those experiences. "Keep the momentum alive by monitoring the rates of activity related to sexual harassment complaints you first looked at when you were "creating urgency." What has changed? Why? You may notice an increase in the number of claims you receive at first: this may be a (positive) indication that your employees trust HR to handle their concerns. Also aggregate the employee feedback you receive — including feedback about your training program, and about new procedures of investigating and responding to complaints" (Hoey & Woltz 2018).
8. **Making it stick** - discuss the success stories related to change initiatives on every given opportunity. Ensure that the change becomes an integral part of your organisational culture and is visible in every organisational aspect.

"Changing ingrained and possibly unconscious patterns of behaviour takes time and persistence. The ideas above for effecting cultural change within Kotter's eight-step change management

framework is just one way to set you on the path to success” (Hoey & Woltz 2018). It is important to note that not every organisation needs the exact same steps for managing change. For some organisations change management has to be adjusted to their structure and size, thus it is necessary to take into account one’s own organisation as a specific case and decide whether all suggested steps are necessary and how change management would be best handled at that particular workplace.

2.4. Policy Recommendations

In order to achieve a workplace free of sexual harassment, there must be certain rules and definitions on which behaviour is appropriate and which is not. Policies on sexual harassment serve as tools for tackling sexual harassment, identifying it, setting boundaries and taking actions for solving it. An organisation must have effective policies and procedures and must conduct effective training on those policies and procedures. Anti-harassment policies must be communicated and adhered to; training must ensure that employees are aware of, and understand the policy and its’ provisions on both, appropriate and not tolerated behaviour (Tankard & Paluck 2016).

It is not always clear what a sexual harassment policy should consist of as it is not that of a common document yet. Therefore, a sample company policy on sexual harassment is provided in Annex (Annex 1. Sample Sexual Harassment Policy).

Each organisation might adjust their own sexual harassment policy but in order to implement the laws and combat against sexual harassment, the Industrial Relations Committee developed a “Code of Conduct on Sexual Harassment in the Workplace, Ha Noi” (2015). The Code provides practical guidance to employers, employers’ organisations, workers and trade unions on the implementation of regulations to effectively prevent and address sexual harassment at the workplace in accordance with the Labour Code. Thus, further recommendations are quoted from the Code.

Company policy on sexual harassment:

A company’s policy on sexual harassment should generally be stand-alone. In the case of smaller companies, however, it might be appropriate to link it to the company’s policy on equality and non-discrimination. It should be written in a simple, direct language and should be easily understandable to all workplace participants, including illiterate workers.

A policy should include the following key elements:

- prohibition of sexual harassment at the workplace
- a clear definition of sexual harassment
- a clear and easy-to-understand complaints/grievance procedure
- disciplinary rules against the harasser and against anyone who makes a false accusation
- protective and remedial measures for the affected person

Commitment against sexual harassment at the workplace:

The policy statement against sexual harassment at the workplace should be articulated by top management to ensure acceptance and compliance by all workers including supervisors and managers. It should clearly indicate

- the company's commitment to ensuring a workplace free from sexual harassment
- that sexual harassment will not be tolerated under any circumstances
- that swift disciplinary action will be taken against any male or female staff member found to be in breach of the policy
- that supervisors and managers have a duty both to implement the policy and demonstrate leadership by example

Communicating the policy:

The policy on sexual harassment and its specific contents should be effectively communicated to all staff members, including managers, supervisors, workers, customers, clients, contractors, and any other business contacts, including those who supply and receive goods and services. Special efforts should be made for workers in remote areas.

Effective means of communicating the policy include newsletters, training manuals, training courses, leaflets, websites, e-mails and displaying anti-sexual harassment posters on notice boards in shared work areas. Verbal communication of the policy is particularly important.

USEFUL TIPS FOR EMPLOYERS

- The policy on sexual harassment should be officially launched at a full staff meeting.
- The policy should be endorsed by the chief executive officer or a senior management representative emphasizing that all staff are required to comply with it.
- The policy should be distributed to and signed by all staff, acknowledging that they have received and understood it.
- The policy should be placed on the company's website and intranet.
- The policy should be included in induction manuals for new staff.
- The policy should be displayed on notice boards.

Figure 4. Useful tips for employers on communicating the policy. Source: Industrial Relations Committee (2015, see page 9)

3. TRAINING DESIGN PLUS TOOLBOX

FTF Training Course Design

Recommendations for implementing Be Aware training:

- For effective results, the Be Aware Project suggests not to do training with less than 6 and not more than 15 people.
- Location: it is suggested to hold the training in a space where tables and chairs can be moved as some exercises require that. It is recommended to have enough space to move in the room in general.
- Technical equipment: Be Aware training exercises require to have a projector for slides or videos which will be used during the training. It is also highly recommended to have flipcharts or at least A3/A2 size paper sheets and a place to constantly hang them for the exercises.
- It is recommended to negotiate with the CEO/another representative of the venue if lunch, snacks or drinks can be provided.

The Be Aware Project suggests a given lesson plan as an option and primary recommendation, but it is up to the trainer to shift or change any given timings or sequence of exercises if he/she requires so.

Lesson plan				
Timing	Training	Content	Timing (in minutes)	Comments
DAY 1				
9:00-9:20	Introduction to the training	1. Icebreaker game to get to know each other	20min	“Getting to know you”
9:20-9:40		2. Introduction to the training course and content	20min	PPT presentation Questions from participants Rules for the training course
9:40-9:50		3. Expectations exercise	10min	Each participant individually thinks about their expectations for the training
9:50-10:35	Understanding of sexual harassment	4. World Café game	45min	Game for understanding main definitions of sexual harassment

10:35-10:50	BREAK			
10:50-12:00	Recognizing sexual harassment and sensitizing	5. Case study “The colleague”	70min	Participants are introduced to the <i>Red Flag System</i> and practice the recognition of sexual harassment
12:00-13:00	LUNCH BREAK			
13:00-13:45	Understanding of sexual harassment intervention	6. Good practices of sexual harassment intervention	45min	Analysis of three cases
13:45-14:00	Preparing sexual harassment policy	7. Policy recommendations	15min	PPT presentation
14:00-15:15		8. Preparing organisation’s sexual harassment policy	75 minutes	Participants will prepare sexual harassment policies
15:15-15:30	BREAK			
15:30-15:55	Organisational landscape. Diversity	9. Diversity within organisations	25min	Group game, discussion
15:55-16:10	Organisational landscape. Structure	10. Weisbord’s model for understanding organisations	15min	PPT presentation
16:10-17:00		11. Define organisational structure	50min	Participants will present organisational structures and possible power relations within them
DAY 2				
9:00-9:15	Summary of the Day 1	12. Game to summarize the Day 1 - quiz	15min	“Kahoot” quiz
9:15-9:30	Organisational culture. Main definitions	13. Organisational culture definition, introduction to organisational culture types	15min	PPT presentation on components of organisational culture, culture types
9:30-10:30	Organisational culture and values	14. The competing values culture assessment	60min	Participants individually assess their organisational culture and have a discussion afterwards
10:30-10:45	BREAK			
10:45-12:00	Techniques for awareness raising in organisations	15. Steps for raising awareness on sexual harassment in organisation	75min	Groups create a campaign for raising awareness on SH
12:00-13:00	LUNCH BREAK			

13:00-13:45	Techniques for awareness raising in organisations II	16. Bystander intervention: 5D's to intervene	45min	PPT presentation of 5D's and case study analysis
13:45-14:30	Change management for sexual harassment intervention	17. How to assess the need for change?	45min	Group work and discussion on how to assess if an organisation needs changes.
14:30-14:45	BREAK			
14:45-15:00	Change management for sexual harassment intervention II	18. Change management model	15min	PPT presentation
16:00-16:15		19. Change management for sexual harassment at the workplace	75min	Practice of change management
16:15-16:35	Knowledge assessment	20. Assessing knowledge gained over the training course	20min	Participants individually or in pairs/groups assesses their knowledge gained over the training course (Kahoot quiz)
16:35-16:50	Evaluation, summary of the training	Evaluation of the training course	15min	Filling in evaluation questionnaire (Annex 11. FTF Training Course Evaluation)
16:50-17:00		Delivery of the certificates	10min	Each participant gets a certificate for attending the training course
Total – 16 hours				

Distance Training Design

Distance training on BE AWARE contributes significantly to combat sexual harassment at the workplace, especially in areas far from training centre facilities. Distance learning is structured in 6 main units (1 unit – 50 minutes) including general information from the overall training.

Training session number	Title	Content	Duration
1.	Background knowledge on sexual harassment at the workplace.	1.1. The objectives of this training & expected impact	10min
		1.2. Main definitions – theory input and quiz	15min
		1.3. Case studies for sensitizing and identifying sexual harassment	25min
2.	People affected by sexual harassment and their background.	2.1. People affected by sexual harassment and their background - theory input and quiz	25min
		2.2. Professional communication with people affected by sexual harassment – theory input and quiz	25min
3.	How to take immediate and appropriate action in case of complaint.	3.1. Different procedures when dealing with a complaint	25 min
		3.2. How to take immediate action in case of a complaint	25 min
4.	Strategies for reducing the exposure to the risk of sexual harassment.	4.1. Strategies for reducing the exposure to the risk of sexual harassment and test for your workplace culture	25min
		4.2. Reducing the exposure to the risk of sexual harassment by better understanding of its' prevalence at the workplace – quiz	25min
5.	Prevention: installment of an effective complaint or grievance process.	5.1. Complaint process	25 min
		5.2. Prevention	25 min
6.	Support providers and further help.	6.1 Support of providers and how to approach them	50 min

Toolbox for face to face training

Exercise Nr. 1	Name	Icebreaker game to get to know each other “Getting to know each you” Source: Office of Human Resources (2018). <i>Diversity & Inclusion Activities</i> . West Virginia University.
Aim of the exercise	To learn more about each other and accept diversity in finding similarities and differences.	
Description	This exercise helps people to get to know each other better and feel included and comfortable within the group.	
Timing	20 minutes	
Resources and materials	Paper sheets (A2/A3 size); markers	
Steps for performing the task	<ol style="list-style-type: none"> 1. Provide each group with a large sheet of paper and markers. Have them draw a large flower with a centre and an equal number of petals to the number of participants in their group. 2. Through discussion within their group, have them find their similarities. They should fill in the centre of the flower with something they all have in common. 3. Each member should then fill in his or her petal with something about them that is unique - unlike any other member in their group. Participants should be instructed that they cannot use physical attributes such as hair colour, weight etc. This encourages them to have more meaningful discussions with their group members. Encourage them to be creative in their ideas and drawings. 4. Reflection: Ask the small groups to share their flower with everyone: <ul style="list-style-type: none"> • They should discuss similarities and differences • If it was easy or difficult for them to find similarities • Discuss the importance of talking with others and the value in finding both similarities and differences with one another. 	

Exercise Nr. 2	Name	Introduction to the training course and content
Aim of the exercise	To introduce the training structure and rules for an effective process of learning.	
Description	It is important to clarify the training structure at the beginning, so that participants would have a clear idea about the implementation of the training, breaks, rules, etc.	
Timing	20 minutes	
Resources and materials	PPT presentation; flipchart/paper sheet with rules for the training	
Steps for performing the task	<ol style="list-style-type: none"> 1. Open PPT presentation. 2. Using the slides, introduce participants into the training course – present the training content and structure (Slide 2). 3. Encourage participants to ask questions or give suggestions regarding the training course. 4. Present participants a flipchart or a poster, where you already have written down the following rules for the training: <ul style="list-style-type: none"> • Punctuality: Arrive on time for each session. • Respect others: Do not interrupt when another person is speaking. • Participation: Give everyone a chance to contribute and encourage others to do so, everyone must feel free to express opinions and concerns. • No disturbances: Avoid using cell phones during the workshops unless it is required by the task. • Ask questions: You will gain much more by asking and actively participating. • Give your honest feedback: Constructive criticism is appreciated and is the only way we can improve. 	

Exercise Nr. 3	Name	Expectations exercise
Aim of the exercise	To define and discuss what the expectations of each participant are.	
Description	In order to have an efficient training course, it is recommended to discuss expectations of the participants and discuss what their desired goals are so that the training could concentrate on these expectations as well and be a helpful tool for the trainer in analysing certain topics. It is helpful to set your expectations for the training so that you can work purposefully and assess whether the training provided the desired outcomes after the course.	
Timing	10 minutes	
Resources and materials	Sticky notes or index cards; pens; flipchart or another surface to place the sticky notes/index cards on	
Steps for performing the task	<ol style="list-style-type: none"> 1. Hand each participant a pen/marker and a sticky note/index card. 2. Explain that it is important to understand your own expectations and discuss what the desired outcomes are so that the training could be implemented more efficiently. Ask each participant to think about his/her expectations of this training course and to write these expectations in a few words or sentences on the paper sheet. Ask them to think individually and concentrate on their own ideas and write them on the given paper. 3. Ask each participant one by one to read their expectations out loud and then stick the paper on the flipchart/another surface. 	

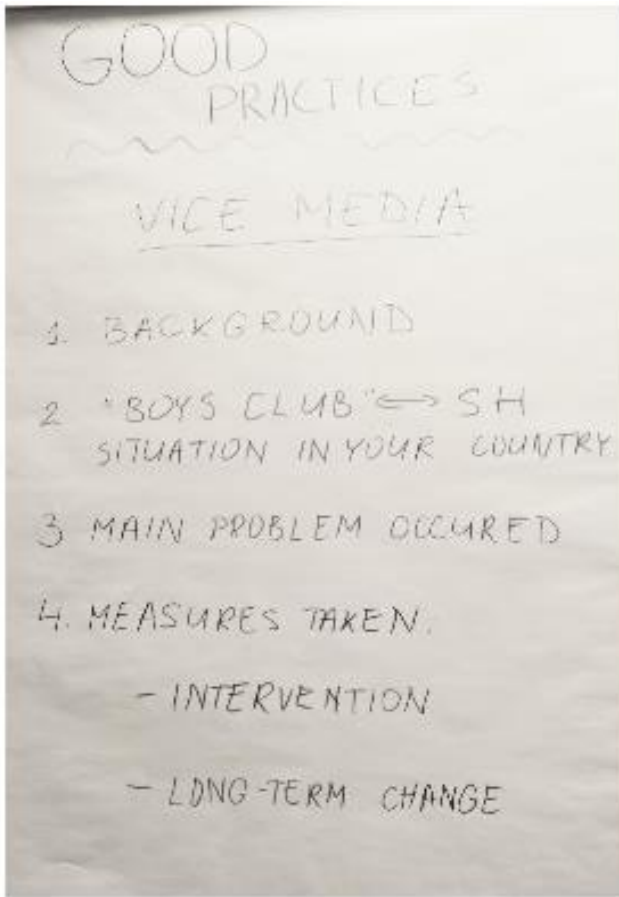
Exercise Nr. 4	Name	World Café game Source: http://www.theworldcafe.com/
Aim of the exercise	The objective of this activity is for participants to understand what sexual harassment looks like from different perspectives.	
Description	Individuals are more likely to share their thoughts, insights and knowledge when they feel comfortable, like when they are sitting at a table in their favourite coffee shop. To create a World Café in the training environment, divide participants into small groups and have them gather around work stations. Place markers and butcher paper at each station for groups to write down their thoughts and share in what ways sexual harassment can be present at the workplace. Once everyone in the group has had a chance to contribute, have groups rotate stations and observe what other groups wrote down.	
Timing	45 minutes	
Resources and materials	Tables; markers; paper sheets	

<p>Steps for performing the task</p>	<ol style="list-style-type: none"> 1. Prepare three tables or three different areas/conversation clusters and place markers and empty paper sheets or index cards on each table/area. 2. Print out three questions and place them in the middle of each table/area (one question per table). The questions include the following: <ul style="list-style-type: none"> • How to define sexual harassment? (also examples of what sexual harassment is; what is not sexual harassment) • Think of three examples of sexual harassment in the workplace. Make sure to give precise details. • Why is sexual harassment a problem? (think about effects on the affected person, workplace, etc.) 3. Divide participants into three groups. Explain to them the concept of this exercise and what you are going to do. You may say: <p><i>We are going to imagine each table/area as a different casual place, where you will be asked to discuss three different topics. Write, doodle and draw key ideas on paper sheets or index cards. After 10 minutes you will be asked to change your table, except for one person – they are going to be left as a host and gather ideas of each group. You may choose the host yourselves. This process goes on until each group has been to each table. After that, we will have a group discussion on the main outcomes and ideas.</i></p> 4. Place each group to each table/area and ask them to look at their main question written on a sheet of paper in the middle of the table/area. Ask them to choose one person who will be “the host” and will remain at the same table/area. Let participants have an open discussion on the question for 10 minutes or less if they are done earlier. 5. Upon completing the initial round of conversation, ask one person to remain at the table as the host while the others serve as “travellers”. 6. Ask the table host to welcome the new guests and have a discussion on the same topic and note down key ideas. Repeat this three times, until each group has been to each table/area. 7. After three rounds of conversation, initiate a period of sharing discoveries and insights in a conversation with the whole group. Ask hosts to present the main ideas and outcomes of summarized discussions from their table/area.
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Exercise Nr. 5	Name	Case study “The Colleague” Source: Hassan, S., Sanchez-Lambert, J. <i>It’s not that grey. How to identify the grey area — a practical guide for the twilight zone of sexual harassment.</i> (2019).
Aim of the exercise	To practice recognition of sexual harassment and sensitize participants on this topic while analysing a case of sexual harassment.	
Description	Participants read a real-life case example of sexual harassment. The stories don’t have an end. That’s because it is expected to practice identifying harassment in its early stages. S. Hassan and Sanchez-Lambert J. suggested a Red Flag System, which alerts about sexual harassment. Participants will try to find the Red Flag System signs in the provided case to practice their awareness.	
Timing	70 minutes	
Resources and materials	Handouts of <i>Red Flag System description</i> and the case “The Colleague”; red pens/pencils.	
Steps for performing the task	<ol style="list-style-type: none"> 1. Hand each participant the <i>Red Flag System description</i> (Annex 2) and ask them to read it individually. 2. Present the participants the Red Flag System and how important it is to recognize sexual harassment as soon as possible. You can discuss the given <i>Red Flag System description</i> and ask participants to give examples on how each factor could be exemplified, ask them if they have any examples of their own. 3. Give each participant a copy of the case “The colleague” (Annex 3) and a red pen/pencil. 4. Ask each participant to read the case. They will need to mark signs of sexual harassment or aspects that would alert possible sexual harassment. They may use the underlinings given as an example of the Red Flag System or note down their own factors. 5. Have a group discussion on what each participant has marked, see how many people noticed the same. 	

Exercise Nr. 6	Name	Good practices of sexual harassment intervention
Aim of the exercise	To familiarize participants with good practices in dealing with sexual harassment in organisations	
Description	This exercise provides examples of how other organisations have dealt with sexual harassment and reveals three different cases. Participants are supposed to read the cases and discuss what has been done, if those actions are appropriate, what could have been done differently and what measures could be adopted and used from the cases to deal with sexual harassment at their own organisations.	
Timing	45 minutes	
Resources and materials	Printed handouts with three examples of good practices; flipcharts or paper sheets	
Steps for performing the task	<ol style="list-style-type: none"> 1. Distribute the “Good practice No.1” (Annex 4) handout to each participant and ask them to read it individually. 2. Write the following questions on a flipchart: <ul style="list-style-type: none"> - What circumstances could lead to s.h. (sexual harassment) in this company? What is the background of the situation? - What measures were proposed for reducing and eliminating s.h.? And how was it implemented? - What long-term intervention measures are reflecting in this case? 3. When everyone has read the case, start a group discussion by talking about each written question. Write suggested answers or keywords under the questions on the flipchart. 4. Distribute the “Good practice No.2” (Annex 5) handout to each participant and ask them to read it individually. 5. Write the following questions on another flipchart/paper sheet: <ul style="list-style-type: none"> - What circumstances could lead to s.h. in this company? What is the background of the situation? - What do you think “boys club” means? How is it relevant to s.h.? Does it exist in your organisation/other organisations that you know? - What was the main problem that occurred? - What measures were taken for intervention and for long-term change? 	

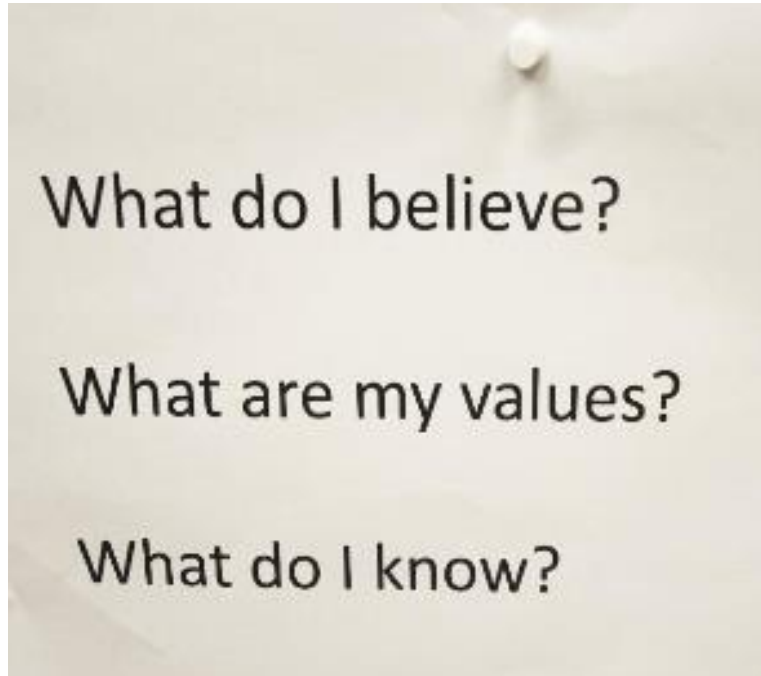
6. When everyone has read the case, start a group discussion by talking about each written question. Write suggested answers or keywords under the questions.
7. Distribute the “Good practice No.3” (Annex 6) handout to each participant and ask them to read it individually.
8. Write the following questions on another flipchart/paper sheet:
 - How did the change start in this company?
 - What measures did Google take to respond and deal with the problem of s.h.?
 - Could other companies adopt some of the measures to prevent s.h.?
9. When everyone has read the case, start a group discussion by talking about each written question. Write suggested answers or keywords under the questions.
10. Conclude the exercise by shortly reviewing measures taken by other organisations and remarks that participants have suggested.



Exercise Nr. 7	Name	Policy recommendations
Aim of the exercise	To present recommendations for preparing a sexual harassment policy for the organisation	
Description	Participants will be familiarized with the main aspects of how to prepare a sexual harassment policy.	
Timing	15 minutes	
Resources and materials	PPT presentation	
Steps for performing the task	1. Open the PPT presentation. Present what the main recommendations on creating and distributing the policy on sexual harassment in an organisation (Slide 3 and 4) are.	

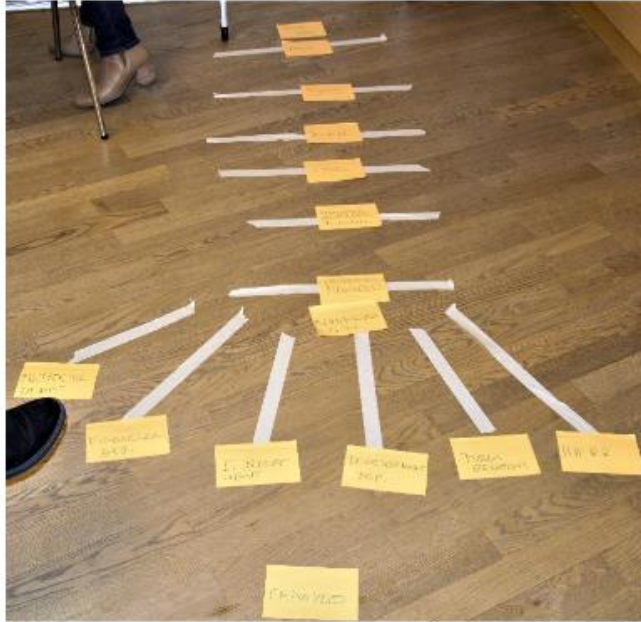
Exercise Nr. 8	Name	Preparing an organisation’s sexual harassment policy
Aim of the exercise	To practice sexual harassment policy creation and recognize important components of the policy.	
Description	It is important to have a base for protecting employees from discrimination. A sexual harassment policy can serve as a tool for that. Not all workplaces have sexual harassment policies, therefore the Be Aware mentor should have in mind what this policy is aimed to represent and how it could be formed.	
Timing	75 minutes	
Resources and materials	Printed ILO sexual harassment policy (Annex 1); components for sexual harassment policy (Annex 7); paper sheets; pens	
Steps for performing the task	<ol style="list-style-type: none"> 1. Divide participants into two/three groups. Tell them that they are going to practice creating a sexual harassment policy for a workplace. They can choose a specific organisation or think of a general imaginary one. 2. Provide each group with paper sheets, pens and components for a sexual harassment policy (Annex 7) and ask them to create a policy of their own, according to those suggested components as well as adding additional ones if preferred. 3. After participants are done – ask each group to present their policies, ask for reflections, comments of other participants. 4. Hand each participant an example of the sexual harassment policy by ILO (Annex 1) with comments and remarks on how to form a company’s policy as an extra material to have for working in their own organisations. Have a discussion on what they could add to their just created policies from the ILO one. 5. Have a summarizing discussion on how a policy should be reviewed: what components are most important, when would you need to change the policy, do they have such policies in their company (if yes – do they consist of the same information, did they find something new or something that they would like to change in their policies? If no – is it more clear how to create a sexual harassment policy, what information should you include?) 	

Exercise Nr. 9	Name	Diversity within organisations
Aim of the exercise	To be aware of diversity as a component for raising inclusion and awareness of differences between people	
Description	This exercise encourages to think about diversity and accept it as an element of inclusion which is essential for a workplace to be free of discrimination and harassment.	
Timing	25 minutes	
Resources and materials	Index cards with different traits of a person; printed paper with the questions: What do I believe? What are my values? What do I know?	
Steps for performing the task	<ol style="list-style-type: none"> 1. Prepare index cards naming categories of traits and put them on the floor in a line. For preparation - write a category per each card as follows: dietary preferences; profession; education; age; place of residence; language(s); or other categories which are suitable for your cultural context. 2. Prepare index cards naming a trait for each category. Write two traits (one on each side of the card) as the following pairs: is vegan/not vegan; army soldier/accountant; has a PhD/secondary education; 62/38; village/city; speaks one language/speaks more than one language; etc. 3. Hand each participant a card with traits on both sides and ask them to decide for themselves to which category the trait belongs to and which side he/she wants to put on the ground. Wait until everyone puts index cards next to categories with their chosen traits. 4. Ask participants to imagine a person that they all just formed. Put the printed paper with questions next to the index cards and ask the three questions about this imaginary person. 5. After the discussion, start flipping the trait cards around and ask what changes if the person, for example, goes from vegan to not vegan or from being 62 to being 38, etc. 6. Discuss how the image of a person changes if you flip his/her traits around. Discuss, is it difficult to accept diversity and why is it important at the workplaces? 	



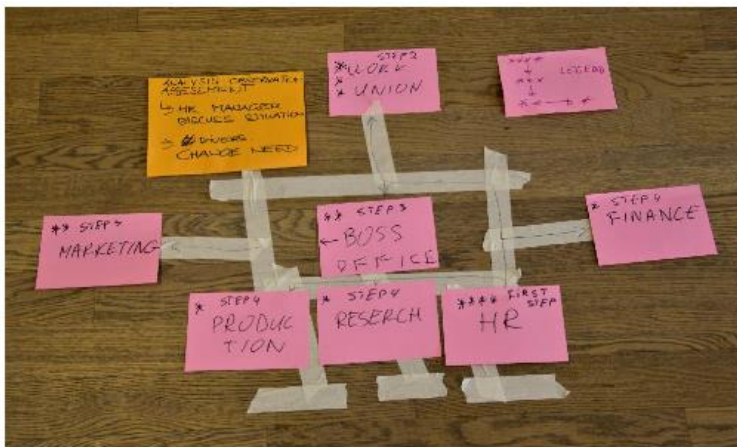
Exercise Nr. 10	Name	Weisbord's model for understanding organisations
Aim of the exercise	To introduce the six-box model by Weisbord as a tool for analysing organisations and identifying their potential problem sources.	
Description	Participants will be introduced to the six-box model in order to learn how it could be applied for identifying or solving a sexual harassment problem in the organisation.	
Timing	15 minutes	
Resources and materials	PPT presentation	
Steps for performing the task	<ol style="list-style-type: none"> 1. Open the PPT presentation and introduce participants to the six-box model by Weisbord (Slide 5 and 6). 2. Encourage participants to think about how the suggested boxes can be useful for tackling sexual harassment at the workplace. 	

Exercise Nr. 11	Name	Define organisational structure
Aim of the exercise	To analyse organisational structures in regard to power relations	
Description	Participants will think of two organisations: a profit organisation and a public organisation. They will visualize their structures and ideas about power relations and how sexual harassment should be tackled in each structure.	
Timing	50 minutes	
Resources and materials	Index cards or sticky notes; tape; pens; flipchart	
Steps for performing the task	<ol style="list-style-type: none"> 1. Divide participants into two groups. Say that one group will be working on an imaginary public organisation and another on a profit organisation. 2. Firstly ask groups to create the structure of the given type of organisation and to place each division/team/boss/etc. on a sticky note or index card. Ask participants to put tape between those segments that have dependencies so that it is visibly seen what the structure of the organisation is. It could be done on the floor so that all dependencies are clear. 3. Ask groups to think about sexual harassment happening in such a structure and to draw arrows on the tapes or to write comments on a separate paper how sexual harassment should be tackled in such an organisation (who should be responsible, who is most likely to implement changes, on whom change is most dependant, etc.). Ask them to think about clear steps of how sexual harassment should be dealt with in such a structure. 4. Ask groups to exchange places and analyse each other’s structure for a while. Ask each group to tell if it is clear which steps are suggested for reducing sexual harassment. They shall guess the steps or the proposed approach for sexual harassment elimination and then let each group tell their real ideas and whether the guessing group was correct. 5. Have a summarizing discussion in order to repeat how different structures might need different approaches for reducing sexual harassment. 	



Public Administration

- ▷ Structure of a public administration
- ▷ Stages how you go through
- ▷ like a pyramid
- ▷ a lot of lines under the political system
- ▷ steps for change
- ▷ you need to start from the top to get to your results
- ▷ Can the change be initiated by the bottom?
- ▷ Aim: how a public administration works



PROFIT ORGANIZATION

- ▷ They creating a table in order to proceed with s.h. @ workplace
- ▷ way of communication
- ▷ there is a legend
- ▷ different structure formal ↔ informal
- ▷ way how to apply for a job
- ▷ how to make a company successfully
- ▷ Steps → Strategy
- ▷ Benefits → 'incentive'
- ▷ Stakeholders

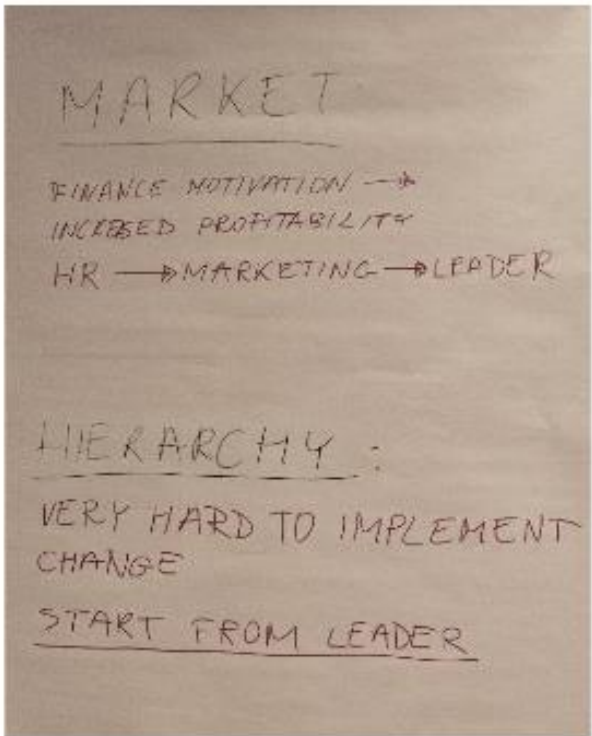
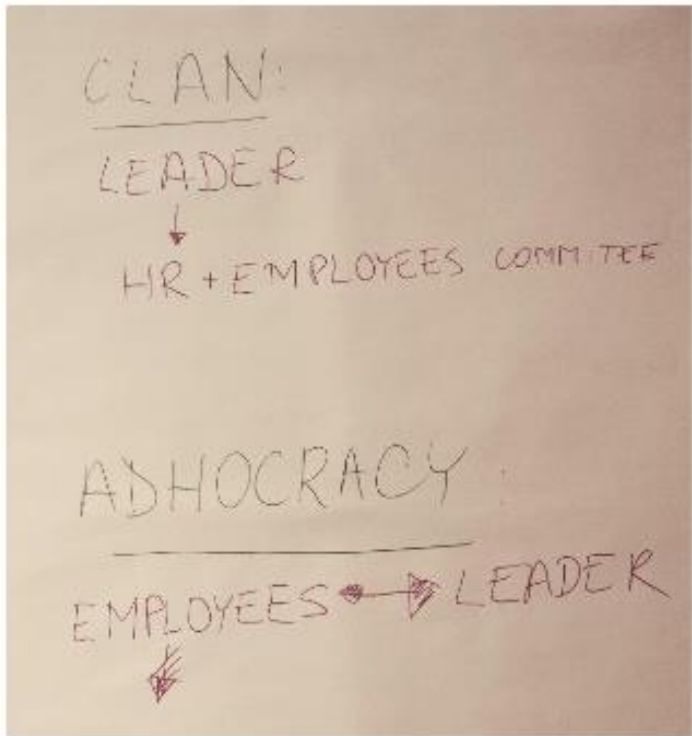
Exercise Nr. 12	Name	Game to summarize the Day 1 – Quiz
Aim of the exercise	To summarize and reflect day 1 of the training	
Description	Participants will play an interactive online quiz, “Kahoot”, with questions involving theory and practice from the first training day.	
Timing	15 minutes	
Resources and materials	Projector, internet access, smartphones, prepared “Kahoot” quiz	
Steps for performing the task	<p>1. Prepare a “Kahoot quiz at www.kahoot.com. Include the following questions and answers:</p> <ol style="list-style-type: none"> Sexual harassment is... <ul style="list-style-type: none"> A type of harassment technique with explicit or implicit sexual overtones (Correct answer) Unwanted sexual behaviour (Correct answer) A result of female inappropriate clothing A type of harassment technique found only between the employer/supervisor and the employee. Sexual harassment can occur at any place, to any person <ul style="list-style-type: none"> True (Correct answer) False Sexual harassment policies... (2 answers) <ul style="list-style-type: none"> Define which behaviour is appropriate and which is not. (Correct answer) Should define disciplinary rules against the harasser. (Correct answer) Must be communicated to every person in the organisation. Are universal and identical to every organisation. A sexual harassment policy should include disciplinary rules against the harasser <ul style="list-style-type: none"> True (Correct answer) False Diversity doesn’t serve for reducing discrimination or sexual harassment at the workplace. <ul style="list-style-type: none"> True False (Correct answer) When we look for a trouble source in the organisation, we should look at both - a formal and system. <ul style="list-style-type: none"> Participants should type in: informal. <p>2. Ask participants to prepare their smartphones or divide them into pairs/groups if some of them don’t have a smartphone.</p> <p>3. Play the game as it is instructed on the website.</p>	

Exercise Nr. 13	Name	Organisational culture definition, introduction to organisational culture types
Aim of the exercise	To gain knowledge on organisational culture	
Description	Participants will get an introduction to what organisational culture is and why it is important in sexual harassment prevention and elimination from the workplace.	
Timing	15 minutes	
Resources and materials	PPT presentation	
Steps for performing the task	<ol style="list-style-type: none"> 1. Show participants a video on organisational culture: https://www.youtube.com/watch?v=2aiJY4xfeZc 2. Open the PPT presentation and present the material on organisational culture (Slide 7, 8, 9, 10, 11). 3. Have a discussion if participants are familiar with presented (or other) organisational culture types. 	

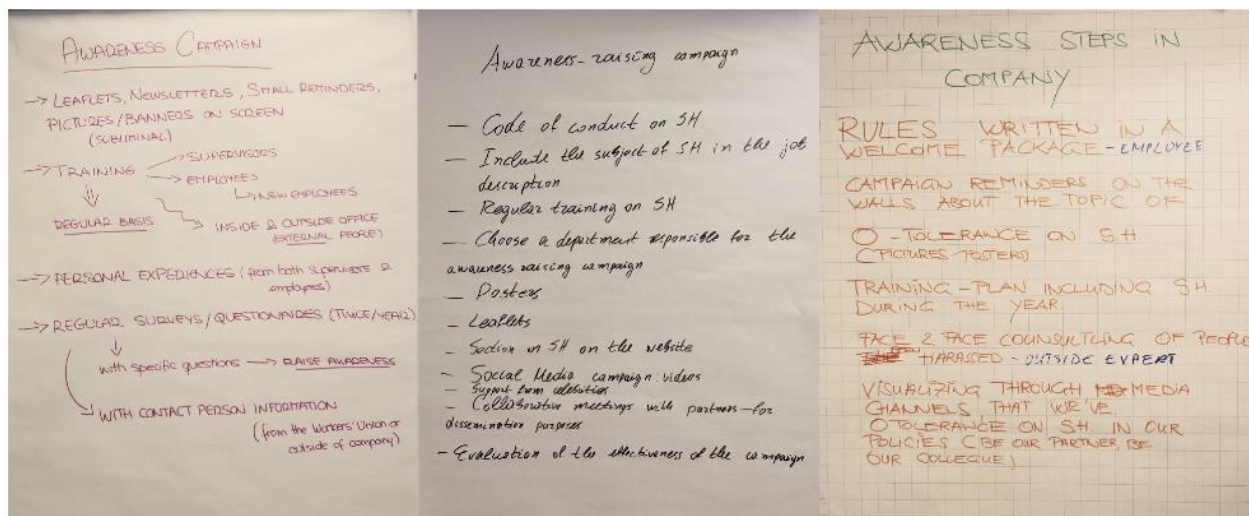
Exercise Nr. 14	Name	The competing values culture assessment Source: Kim S. Cameron and Robert E. Quinn. <i>The Competing Values Culture Assessment A Tool from the Competing Values Product Line.</i>
Aim of the exercise	To analyse organisational culture and its' importance in reducing sexual harassment	
Description	Participants individually assess their organisational culture and have a discussion afterwards including how sexual harassment could be tackled in suggested culture types.	
Timing	60 minutes	
Resources and materials	Printed competing values culture assessment test; pens	
Steps for performing the task	<ol style="list-style-type: none"> 1. Hand each participant a printed test (Annex 8) and a pen. 2. Explain the instructions of the test and ask them to fill out the test individually, thinking about their own organisational culture. Instructions are the following: <i>You will be working with six main questions which ask you to identify the way you experience your organisation right now, and, separately, the way you think it should be in the future if it is to achieve its highest aspirations. In the survey, "the organisation" refers to the organisation managed by your boss (or the organisation which you manage).</i> <i>Each of the statements should be rated by dividing 100 points between alternatives A, B, C, and D depending on how similar the description is to your firm. (100 would indicate very similar and 0 would indicate not at all similar). The total points for each question must equal 100. The assessment uses this method to better demonstrate how moving toward one profile also requires moving away from its opposite. In other words, it demonstrates the inherent trade-offs of any approach to cultural change.</i> 3. After they have filled it out, ask them to measure their results and draw the scores visually, as it is done at the end of the test. 4. Have a discussion on whether participants found out something new about their organisations, what their insights are, etc. 5. Open the PPT presentation on organisational culture (Slide 9, 10, 11) with culture types and start a discussion in regards to sexual harassment. 	

6. Ask each person to think if each culture type would have incidents of sexual harassment, how prone it would be to change and what actions would be most effective in such type. You can ask these questions:

- Would this type adapt to changes easily? Argument your answer.
- What actions would be most effective in this type if you want to stop or prevent sexual harassment?

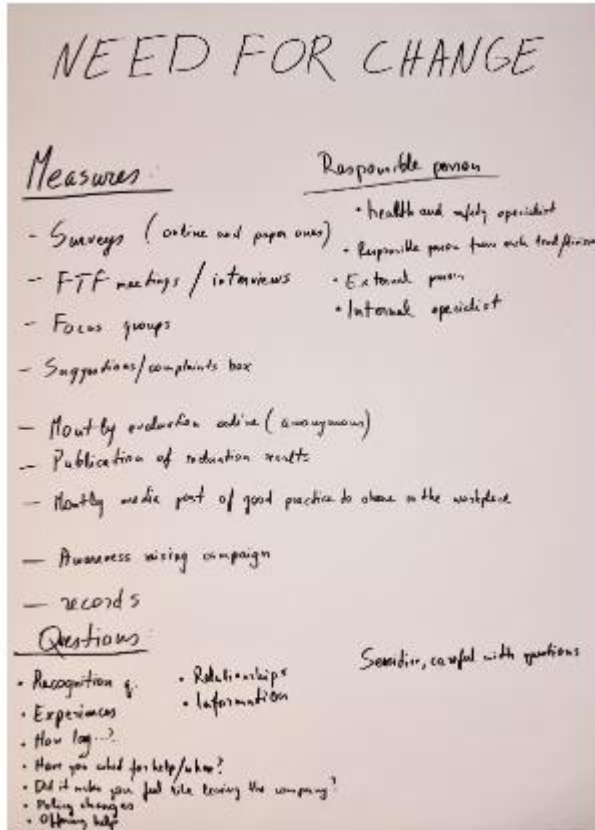


Exercise Nr. 15	Name	Steps for raising awareness on sexual harassment in the organisation
Aim of the exercise	To practice and share knowledge on how the awareness of sexual harassment in the organisation could be raised.	
Description	Participants will create campaigns with clear steps on how the awareness of sexual harassment could be raised in any organisation and what general principles/steps could be taken. This exercise will help to rethink knowledge on sexual harassment from previous activities and use it in practice.	
Timing	75 minutes	
Resources and materials	Paper sheets (A2) or flipcharts; pens; markers	
Steps for performing the task	<ol style="list-style-type: none"> 1. Divide participants into groups of 2-3 people. 2. Give each group the materials needed (papers/flipcharts and pens, markers) 3. Ask participants to think about concrete steps for a campaign that would raise awareness of sexual harassment in an organisation. There is no required number of steps, participants decide it by themselves. It is not necessary to think about a specific organisation, but groups can choose this option and create a campaign for their organisation or for the one they know. 4. Ask each group to present their campaign and encourage others to discuss or ask questions. 5. Summarize the activity by naming the most used steps and main outcomes. 	



Exercise Nr. 16	Name	Bystander intervention: 5D's to intervene Source: The University of Arizona C.A.T.S. Life Skills Program (2018). <i>Step up! A prosocial behaviour/bystander intervention program.</i>
Aim of the exercise	To sensitize participants, encourage them to become active bystanders and transfer this approach to other colleagues.	
Description	It is often hard to intervene for different reasons and though sometimes not intervening might be a safer option, more often it stops us from helping a person in need. Psychologists state that people are less likely to engage in helping in crowded places and in big groups but if someone makes the first step, others join as well. Thus, individual leadership is the key to changing and intervening in unpleasant behaviour and helping people who are affected by sexual harassment. This exercise and presentation will encourage participants to think about themselves as bystanders and will suggest some ideas on how we can become active bystanders and encourage others to be aware as well.	
Timing	45 minutes	
Resources and materials	PPT presentation; copies of „5D's of Bystander Intervention“(Annex 9); printed sexual harassment case example for bystander intervention using 5 D's; paper sheets; pens	
Steps for performing the task	<ol style="list-style-type: none"> 1. Say: <i>Though it is hard to intervene in sexual harassment, in most cases we can do that and help the person who is being harassed. Let's watch a video about how people become active bystanders:</i> https://www.youtube.com/watch?v=yT9xtrLLPFc. 2. After the video, ask if participants have any remarks, comments or ideas about the video or on the topic of being an active bystander. 3. Open a slide of 5 D's and present the information (Slide 12 and 13). 4. Divide participants into groups of 2-3 people. Hand out printed „5D's of Bystander Intervention“ copies to each group and empty paper sheets. Hand out the case example (Annex 10) to each group as well and ask them to read it. 5. Ask each group to make a list of ideas of how a person could act as an active bystander if he witnessed the case, using the 5D's. Ask them to give detailed actions and think of a few possible steps for each “D”. 6. After they are done, ask each group to present their ideas and have a discussion. 	

Exercise Nr. 17	Name	How to assess the need for change?
Aim of the exercise	To make participants think about practical ways of how they could assess if their organisation needs a change, connected to sexual harassment.	
Description	One of the first steps in preventing or dealing with sexual harassment in the organisation is the assessment of the current situation, identifying what the problems might be and how the organisation is open for changes. Participants will discuss how to assess the need for change in the organisation which deals or could be dealing with sexual harassment.	
Timing	45 minutes	
Resources and materials	Pens; paper sheets; flipchart	
Steps for performing the task	<ol style="list-style-type: none"> 1. Divide participants into groups of 2-3 people and hand them pens and paper sheets. 2. Explain that they are asked to think about possible ways to assess if an organisation needs a change regarding sexual harassment. Ask them to think about three main aspects: <ul style="list-style-type: none"> • What measures could be used to collect data if there is a need for change? • What questions should we answer while assessing? • Who should be responsible for the assessment? 3. Once everyone is done with their answers, write the same three aspects on a flipchart and ask each group to present their assessment suggestions. Write down the suggested items/ideas under each aspect on the flipchart. Do not write down the ideas if they are already mentioned by another group. 4. Summarize what participants have suggested and how the need for change could be assessed. 5. If you see that there is a lack of suggestions, you can mention the following possible ideas: <ul style="list-style-type: none"> • What measures could be used to collect data if there is a need for change? Possible answer: Records, questionnaires, focus groups, interviews, observations, surveys, etc. • What questions should we answer while assessing? Possible answer: How often do complaints of sexual harassment occur, what is their content, were the incidents continuous, etc. • Who should be responsible for the assessment? Possible answer: external person, internal specialist, health and safety specialist, etc. 	



Exercise Nr. 18	Name	Change management model
Aim of the exercise	To introduce an example of a change management model.	
Description	Participants will know more about change management and what particular sequence of steps could be taken for effective changes	
Timing	15 minutes	
Resources and materials	PPT presentation	
Steps for performing the task	<ol style="list-style-type: none"> 1. Give a presentation on change management. Present Kotter's model and its' steps for effective change management (Slide 14). 2. Have a brief discussion on how these steps could be used in a sexual harassment intervention. 	

Exercise Nr. 19	Name	Change management for sexual harassment at the workplace
Aim of the exercise	To practice change management for preventing or reducing sexual harassment at the workplace	
Description	In order to effectively reduce or prevent sexual harassment, it is essential to keep in mind that organisational changes are a process that needs to be managed and requires certain knowledge. Though such knowledge could be presented very broadly, this particular exercise offers main notions on how change could be managed and the exercise allows to practice it.	
Timing	75 minutes	
Resources and materials	Flipcharts/paper sheets, markers/pens	
Steps for performing the task	<ol style="list-style-type: none"> 1. Divide participants into groups of 2-3 people. 2. After presenting the change management model by Kotter and Lewin, ask participants to create their own change management campaign/plan. Leave Slide 14 on the screen so that they can see the change management steps and the visual presentation. Ask each group to think about any organisation (it can be a general imaginary one or a specific one) that deals with sexual harassment and wants to implement changes. Ask participants to use the presented model for creating a campaign for change management. They shall think about each step and give clear and specific examples of what will be done in each step. They also should argue how these actions will “unfreeze”, “change” and “refreeze” the workplace and its’ culture. 3. After each group is done, ask to present the campaigns and steps. Try to compare the campaigns, see if there are most frequent actions, encourage participants to ask questions for other groups. 	

Exercise Nr. 20	Name	Knowledge assessment
Aim of the exercise	To check what participants have learned	
Description	Participants will play an interactive online quiz, “Kahoot”, with questions involving theory and practice from the training course individually or in pairs/groups – depending on the group size.	
Timing	20 minutes	
Resources and materials	Projector for “Kahoot quiz”, internet access, smartphones, prepared “Kahoot quiz”	
Steps for performing the task	<p>1. Prepare a “Kahoot quiz at www.kahoot.com. Include the following questions and answers:</p> <ol style="list-style-type: none"> 1. Organisational culture is... (2 answers) <ul style="list-style-type: none"> - Social norms that exist within a particular workplace. (Correct answer) - A set of shared assumptions that guide what happens in organisations by defining appropriate behaviour. (Correct answer) - Written rules on what behaviour is appropriate. - A document stating how an organisation functions. 2. Workplace culture has the greatest impact on allowing harassment to flourish, or conversely, in preventing harassment. <ul style="list-style-type: none"> - True (Correct answer) - False 3. Transforming gender relations at the workplace is more important rather than just changing attitudes and behaviours. <ul style="list-style-type: none"> - True (Correct answer) - False 4. To achieve a workplace without harassment, the values of the organisation don't have to focus on diversity and inclusion. <ul style="list-style-type: none"> - True - False (Correct answer) 5. Workplace diversity... (2 answers) <ul style="list-style-type: none"> - Helps to boost relationships between workers. (Correct answer) - Improves the functioning of the organisation. (Correct answer) - Encourages sexual harassment. - Is not important for sexual harassment. 6. Choose the right D's for bystanders' intervention. (2 answers) <ul style="list-style-type: none"> - Document (Correct answer) - Do something - Distract (Correct answer) - Disregard 7. It is recommended to start changes in the organisations without the evaluation of the situation. <ul style="list-style-type: none"> - True - False (Correct answer) 	

	<p>8. Lewin divided change into three phases -, Change; Refreeze. (Write the first phase) - Participants should write: nfreeze</p> <p>9. It is better to use general approaches to each organisation rather than adjust them individually. - True - False (Correct answer)</p> <p>10. Being ... can make us react to discriminatory behaviour and lead us to workplaces free from sexual harassment. (Write a word) - Participants should write: aware</p> <p>2. Ask participants to prepare their smartphones or divide them into pairs/groups if some of them don't have a smartphone.</p> <p>3. Play the game as it is instructed on the website.</p>
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Toolbox for distance training

Exercise Nr. 1.1	Name	The objectives of this training & expected impact
Aim of the exercise	To introduce general information and expected outcomes of the Be Aware distance training course	
Theory input for the exercise	<p>Sexual harassment at the workplace is a form of discrimination that includes any uninvited behaviour, comments or conduct regarding sex, gender or sexual orientation. It is estimated that six out of ten women in Europe have endured sexist treatment or suffered sexual violence during their careers (The Parliament Magazine, 2019).</p> <p>Sexual harassment causes serious consequences for organisations such as fear and anxiety or shame between employees which leads to reduced productivity and performance and eventually affects the whole functioning and development of the organisation (Policy Department for Citizen's Rights and Constitutional Affairs, 2018).</p> <p>Be Aware suggests a systematic approach by providing different tools and methods to improve the professional development of HR managers, VET trainers, teachers, mediators and workers' representatives for reducing sexual harassment. The project outcomes will improve their capability to deal with the matter of sexual harassment at the workplace professionally and help them become a so-called Be Aware mentor.</p> <p>Objectives of the online training: to provide information on sexual harassment at the workplace, to sensitize learners for identifying sexual harassment, to introduce possible strategies for preventing and reducing sexual harassment at the workplace, to familiarize learners with complaint mechanisms, to provide information on further support.</p> <p>Expected outcomes: a better understanding of sexual harassment and ability to identify it, ability to think of ways how sexual harassment can be prevented and reduced at a workplace, understanding of complaint mechanisms, having resources to seek further support.</p>	

	Content for the online course includes the following topics: Background knowledge on sexual harassment at the workplace; People affected by sexual harassment and their background; How to take immediate and appropriate action in case of complaint; Strategies for reducing the exposure to the risk of sexual harassment; Prevention: instalment of an effective complaint or grievance process; Support of the providers and further help.
Timing	10 minutes
Tasks of the exercise	1. Read the presented material.

Exercise Nr. 1.2	Name	Main definitions – theory input and quiz
Aim of the exercise	To familiarize learners with the main definitions of sexual harassment and to improve their ability in recognizing it	
Theory input for the exercise	<p>Harassment can be based on various identity group characteristics: e.g. race, gender, disability, religion, national origin, sexual orientation.</p> <p>Sexual harassment, in research commonly referred to as “gender harassment”, can furthermore be differentiated in:</p> <ul style="list-style-type: none"> • sexual/gender harassment • unwanted sexual behaviour • sexual coercion <p>In general, sexual harassment is any behaviour, verbal or physical, of a sexual nature that has the purpose or produces the effect of violating the dignity of a person, particularly when creating an intimidating, degrading or offensive environment.</p> <p>As it does not seek an actual sexual act, but rather an insult, a downgrading or despicable attitude towards others, gender harassment is more precise than sexual harassment (Fitzgerald, L.F. & Cortina, L.M). Sexual harassment is fundamentally about gendered systems of power (Fitzgerald, L.F. & Cortina, L.M). Nevertheless, sexual harassment can affect any gender or</p>	

	<p>person, and most difficulties in reducing or preventing it are hiding within the workplace culture as it might tolerate and support discriminatory acts such as harassment.</p> <p>The Council of Europe and the European Union have taken significant steps through treaties, directives and resolutions to ensure that their member states take action to prevent and reduce sexual harassment.</p>																					
Timing	15 minutes																					
Tasks of the exercise	<p>1. Read the questions and pick the right answer.</p> <table border="1" data-bbox="284 604 1495 1215"> <thead> <tr> <th data-bbox="284 604 1252 646">Statements</th> <th data-bbox="1252 604 1365 646">TRUE</th> <th data-bbox="1365 604 1495 646">FALSE</th> </tr> </thead> <tbody> <tr> <td data-bbox="284 646 1252 726">1. Sexual harassment is just having fun</td> <td data-bbox="1252 646 1365 726"><input type="checkbox"/></td> <td data-bbox="1365 646 1495 726"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="284 726 1252 806">2. Offenders in cases of sexual harassment are always men</td> <td data-bbox="1252 726 1365 806"><input type="checkbox"/></td> <td data-bbox="1365 726 1495 806"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="284 806 1252 930">3. If women wear short skirts and tight tops it is their own fault if they are being sexually harassed.</td> <td data-bbox="1252 806 1365 930"><input type="checkbox"/></td> <td data-bbox="1365 806 1495 930"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="284 930 1252 1010">4. European law prohibits sexual harassment.</td> <td data-bbox="1252 930 1365 1010"><input type="checkbox"/></td> <td data-bbox="1365 930 1495 1010"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="284 1010 1252 1092">5. Sexual harassment is a women’s issue.</td> <td data-bbox="1252 1010 1365 1092"><input type="checkbox"/></td> <td data-bbox="1365 1010 1495 1092"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="284 1092 1252 1215">6. The workplace culture plays an important part in preventing sexual harassment and bullying.</td> <td data-bbox="1252 1092 1365 1215"><input type="checkbox"/></td> <td data-bbox="1365 1092 1495 1215"><input type="checkbox"/></td> </tr> </tbody> </table> <p>2. Correct answers:</p> <p>To statement no. 1 the correct answer is False. <u>Explanation:</u> Sexual harassment is not just a flirt at the workplace. Sexual harassment is another case. “Sexual harassment means unwanted conduct of a sexual nature, or other conduct based on sex affecting the dignity of women and men at work.” (http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:31992H0131:EN:HTML)</p> <p>To statement no. 2 the correct answer is False. <u>Explanation:</u> Sexual harassment does not only affect women. Men can be harassed, and there can also be same-sex sexual harassment (woman to woman, man to man). Source: http://womenscenter.uconn.edu/issues/sexual_harassment.php</p> <p>To statement no. 3 the correct answer is False. <u>Explanation:</u> The harasser is responsible for their own behaviour.</p> <p>To statement no. 4 the correct answer is True.</p>	Statements	TRUE	FALSE	1. Sexual harassment is just having fun	<input type="checkbox"/>	<input type="checkbox"/>	2. Offenders in cases of sexual harassment are always men	<input type="checkbox"/>	<input type="checkbox"/>	3. If women wear short skirts and tight tops it is their own fault if they are being sexually harassed.	<input type="checkbox"/>	<input type="checkbox"/>	4. European law prohibits sexual harassment.	<input type="checkbox"/>	<input type="checkbox"/>	5. Sexual harassment is a women’s issue.	<input type="checkbox"/>	<input type="checkbox"/>	6. The workplace culture plays an important part in preventing sexual harassment and bullying.	<input type="checkbox"/>	<input type="checkbox"/>
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	<p><u>Explanation:</u> The Council of Europe and the European Union have taken significant steps through treaties, directives and resolutions to ensure that their member states take action to prevent sexual harassment and to enable and encourage people affected by sexual harassment to seek redress for such conduct. Source: http://stopvaw.org/Law_Policy.html</p> <p>To statement no. 5 the correct answer is False. <u>Explanation:</u> Just as women, men can be the targets of sexual harassment and males who experience sexual harassment are equally able to protect their rights.</p> <p>To statement no. 6 the correct answer is False. <u>Explanation:</u> Fostering an atmosphere where open communication is embraced and promoted reinforces respect amongst colleagues and can help employees to avoid getting caught up in the petty politics that can lead to disrespect, bullying and harassment. Source: http://www.algonquincollege.com/humanresources/documents/HealthyWorking-October2009-ENG_000.pdf</p>
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Exercise Nr. 1.3	Name	Case studies for sensitizing and identifying sexual harassment Source: Woman Watch China (2010). <i>Guide on Prevention of Sexual Harassment in the Workplace</i> .
Aim of the exercise	To practice analysing and identifying sexual harassment	
Theory input for the exercise	None	
Timing	25 minutes	
Tasks of the exercise	1. Read the following cases and questions beneath them. 2. Think about answers to the given questions – you may write them down on a sheet of paper or something else. After each case, you will be provided with suggested answers to the questions. Cases: Question 1. You, a female worker approach your supervisor for guidance on the project that you are working on and are told that if you stay longer and put in a little effort of your own, he	

will give you the guidance you are looking for. He says this without looking in your eyes but all over your body.

- 1) How do you feel in this circumstance?
- 2) What is the best way to react?
- 3) Who can you complain to?

Answer 1.

- 1) People respond to sexual harassment in different ways. The responses can range from shame to confusion to anger. The important thing is to speak up instead of hiding or depressing your real feelings.
- 2) Sexual harassment is against the law and you do not have to be subjected to it. The best way to stop such conduct is to be direct. Have a talk with your supervisor or send him a letter which should be brief and clear. Your supervisor should be aware that his actions are making you feel uncomfortable and you would appreciate it if he stops right away.
- 3) You can first file a complaint with the relevant department of your own organization. If no proper action is taken, you can file a complaint with the supervising organisation or women’s organisation and the trade union. If all of these are ineffectual, file a case with the court.

Question 2. A new female employee has just been hired to a firm and is doing her best to make a good impression. Her boss has been complimenting her on her work and style. One day, when she is working later than the other employees, he comes to her, rubs her shoulders and reiterates how much he appreciates her efforts, but says that she could be doing more, after which he makes a hand gesture for her to follow him into his office.

- 1) Should she follow her boss into his office?
- 2) Should she tell her boss not to touch her in such a manner?
- 3) Should she request that all compliments be stopped?
- 4) Should she not stay late hours anymore?

Answer 2:

- 1) She should not give the opportunity to be alone, being in public may be a weapon against the harasser. It can provide the affected person with an opportunity to say “No” to sexual harassment with witnesses around. This can be useful if the employee does decide to take her case to court.
- 2) Yes, if she feels uncomfortable by any action towards her, she should express it right away. Otherwise, her boss may feel justified and even encouraged by her silence.

	<p>3) Some compliments are appropriate in a work setting and some are not. Compliments and appreciation towards her work may be called for in the proper context. If she is not comfortable with all the compliments of her boss, she can politely request that all compliments be stopped.</p> <p>4) Employees should not allow the action of harassers to limit their freedom. Doing so gives the harasser more power than he/she deserves. As hard as it may be, employees should not allow the harasser to affect their work as this may give the boss a reason to fire you. If you feel the need to put in late hours and you have done so before, go ahead and do it. The goal of actions against sexual harassment is to change the harasser’s actions not your own.</p>
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Exercise Nr. 2.1.	Name	People affected by sexual harassment and their background - theory input and quiz
Aim of the exercise	To understand who can be affected by sexual harassment	
Theory input for the exercise	<p>Sexual harassment can occur between men and women, between people with different sexual orientation, gender identity and transgender. Sexual harassment and harassment on the grounds of sex are a reflection of the social power relations between women and men, so their causes are related to the roles attributed to men and women in society, and as a consequence, it affects power relations at the workplace. As different studies show, the fact that women are mostly the object of these situations has to do with these power relations, in which they are perceived as subjects lacking power.</p> <p>People with a lower working status who are dependent on others are more at risk to become affected by sexual harassment than others. Therefore, it is not only a problem on an individual level, but also on an organisational level, to take measures to avoid the risk of sexual harassment at the workplace. Employees usually find it very difficult to make allegations about sexual harassment or discrimination. They worry about the consequences and the effect the complaint will have on others at the workplace. They may feel vulnerable and concerned about losing their job.</p>	

	<p>Thus, for example, the most common profile of the person affected by sexual harassment is not the young and attractive worker as it is usually assumed, but there are more often other characteristics that indicate greater social vulnerability:</p> <ul style="list-style-type: none"> • single women (single mothers, widows, separated, divorced) with family responsibilities. • women who join professional sectors or traditionally male categories and in which the presence of women is scarce. • young women who access their first job, usually temporary. • other vulnerable profiles are homosexuals and, increasingly, immigrant women. 																					
Timing	25 minutes																					
Tasks of the exercise	<p>1. Read the presented material. 2. Take the quiz by picking an answer for each question.</p> <table border="1" data-bbox="289 783 1490 1362"> <thead> <tr> <th>Statements</th> <th>TRUE</th> <th>FALSE</th> </tr> </thead> <tbody> <tr> <td>1. Sexual harassment can only affect women.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2. Power relations are one of the main causes of sexual harassment in the workplace.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. People with a lower working status who are dependent on others are more at risk to become affected by sexual harassment than others.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4. The most common profile of the person affected by sexual harassment is the young and attractive worker.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5. People affected by sexual harassment find it easy to file a complaint about it.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>6. A woman who recently started working as an engineer in a hierarchical male-dominated company is at higher risk of experiencing sexual harassment.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p>Answers:</p> <p>To statement no. 1 the correct answer is False.</p> <p><u>Explanation</u> Sexual harassment can occur between men and women, between people with different sexual orientation, gender identity and transgender.</p> <p>To statement no. 2 the correct answer is True.</p> <p><u>Explanation</u> Sexual harassment and harassment on the grounds of sex are a reflection of the social power relations between women and men, so their causes are related to the roles attributed to men and women in society, and as a consequence, it affects power relations at the workplace.</p>	Statements	TRUE	FALSE	1. Sexual harassment can only affect women.	<input type="checkbox"/>	<input type="checkbox"/>	2. Power relations are one of the main causes of sexual harassment in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	3. People with a lower working status who are dependent on others are more at risk to become affected by sexual harassment than others.	<input type="checkbox"/>	<input type="checkbox"/>	4. The most common profile of the person affected by sexual harassment is the young and attractive worker.	<input type="checkbox"/>	<input type="checkbox"/>	5. People affected by sexual harassment find it easy to file a complaint about it.	<input type="checkbox"/>	<input type="checkbox"/>	6. A woman who recently started working as an engineer in a hierarchical male-dominated company is at higher risk of experiencing sexual harassment.	<input type="checkbox"/>	<input type="checkbox"/>
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1. Sexual harassment can only affect women.	<input type="checkbox"/>	<input type="checkbox"/>																				
2. Power relations are one of the main causes of sexual harassment in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>																				
3. People with a lower working status who are dependent on others are more at risk to become affected by sexual harassment than others.	<input type="checkbox"/>	<input type="checkbox"/>																				
4. The most common profile of the person affected by sexual harassment is the young and attractive worker.	<input type="checkbox"/>	<input type="checkbox"/>																				
5. People affected by sexual harassment find it easy to file a complaint about it.	<input type="checkbox"/>	<input type="checkbox"/>																				
6. A woman who recently started working as an engineer in a hierarchical male-dominated company is at higher risk of experiencing sexual harassment.	<input type="checkbox"/>	<input type="checkbox"/>																				

	<p>To statement no. 3 the correct answer is True.</p> <p><u>Explanation</u></p> <p>People with a lower working status who are dependent on others are more at risk to become affected by sexual harassment than others. Therefore, it is not only a problem on an individual level, but also on an organisational level, to take measures to avoid the risk of sexual harassment at the workplace.</p> <p>To statement no. 4 the correct answer is False.</p> <p>To statement no. 5 the correct answer is False.</p> <p><u>Explanation</u></p> <p>Employees usually find it very difficult to make allegations about sexual harassment or discrimination. They worry about the consequences and the effect the complaint will have on others at the workplace. They may feel vulnerable and concerned about losing their job.</p> <p>To statement no. 6 the correct answer is False.</p> <p><u>Explanation</u></p> <p>Though it is definitely not always the case and surely depends on the company, employees and on other factors, women who join professional sectors or traditionally male categories and in which the presence of women is scarce, might generally be at risk of greater social vulnerability and sexual harassment.</p>
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Exercise Nr. 2.2.	Name	Professional communication with people affected by sexual harassment – theory input and quiz
Aim of the exercise	To provide resources on how to professionally communicate with people affected by sexual harassment	
Theory input for the exercise	<p>There are some experts' recommendations on how to consult and communicate with people who have experienced sexual harassment (Lithuanian Center for Human Rights 2019):</p> <ol style="list-style-type: none"> 1. Make the contact as casual as possible: <ul style="list-style-type: none"> • Create a cosy and direct environment • Constantly ensure that you believe what they are telling and that they are not responsible in any way of what has happened 	

- Think about questions in advance, do not ask questions that would project responsibility onto the person (Why didn't you say that this behaviour is unpleasant for you? Why where you dressed up like that? Don't you think that you provoked this behaviour?)
 - Control your comments in order to avoid putting any blaming on the affected person
 - Maintain an attentive and respectful relationship with the person
 - Respect differences in language, culture, religion, gender or sexual orientation
2. Strengthen the sense of safety:
- Sit with the person at the same level: equal height of the chairs, sit in a distance of outstretched hand and leave free space between you without additional furniture.
 - Control your body language: avoid crossing your arms, moving your legs, tapping the table with a pen or constantly folding a sheet of paper. Tell them that you have experience in cases like this, so you know and understand how the person is feeling.
3. Seek to recover the control and inform:
- Actively listen to the person
 - Interrupt only when trying to specify the information: ask if you understand it correctly, paraphrase if needed; no need to be afraid of asking to specify or repeat the information because by doing so you show attention to the person's story
 - Believe in what the person is telling and support him/her
 - Let the person tell what happened and express his/her feelings incessantly
 - Encourage them to tell their opinion and accept it by empathic words (yes, I understand) or nodding
 - Provide the needed information as well as information about his/her rights and possibility to get help, inform about what the next steps are and how the case will be further solved
4. Agree on means to solve the remaining problem:
- After listening to the affected person, evaluate the situation together.
 - Only look for possible solutions, after the assessment of the situation: It is recommended to write down solutions in a column on a paper, as such a visual view of the problem can help to focus on those problems that require solutions right away.
 - After figuring out the need for additional help, offer to reach out to other specialists (for example, a psychologist).
5. Get feedback:
- Show, directly or indirectly, that your communication is not over yet with this meeting

	<ul style="list-style-type: none"> Ask the affected person to reach out to you via phone or e-mail and to let you know how he/she is doing and how they feel and if the person requests, provide conditions to meet with you again. 																																	
Timing	25 minutes																																	
Tasks of the exercise	<p>1. Read the presented material.</p> <p>2. Read the short situations and pick an answer for whether in these examples the person (in this case the person is called supervisor) communicated appropriately or not with the person who was harassed or somehow else affected by sexual harassment (therefore “the person” in the questions always reflects a person who has been harassed or otherwise affected).</p> <table border="1" data-bbox="289 693 1494 1621"> <thead> <tr> <th>Statements</th> <th>Appropriate</th> <th>Not appropriate</th> </tr> </thead> <tbody> <tr> <td>1. The supervisor asked what the person was wearing during the incident.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2. The supervisor sat with his/her arms crossed all the time.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. The supervisor together with the person wrote possible solutions for the situation on a paper.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4. The supervisor often paraphrased what the person was telling.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5. The supervisor asked why the person didn't tell the harasser that such behaviour was not pleasant for them.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>6. The supervisor constantly folded a sheet of paper in his/her hands while the person was talking.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>7. After the meeting, the supervisor asked if the person wanted to meet or call again.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>8. The supervisor said that the person shouldn't be so worried because the case is not that big and he/she should relax.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>9. The supervisor said that he/she doesn't have any experience in cases of sexual harassment, and this is the first time they hear about it.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>10. The supervisor commented that “it is no big deal to get sexualised comments as men are just being men”.</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> <p>Answers:</p> <p>To statement no. 1 the correct answer is Not appropriate.</p> <p>To statement no. 2 the correct answer is Not appropriate.</p> <p>To statement no. 3 the correct answer is Appropriate.</p> <p>To statement no. 4 the correct answer is Appropriate.</p>	Statements	Appropriate	Not appropriate	1. The supervisor asked what the person was wearing during the incident.	<input type="checkbox"/>	<input type="checkbox"/>	2. The supervisor sat with his/her arms crossed all the time.	<input type="checkbox"/>	<input type="checkbox"/>	3. The supervisor together with the person wrote possible solutions for the situation on a paper.	<input type="checkbox"/>	<input type="checkbox"/>	4. The supervisor often paraphrased what the person was telling.	<input type="checkbox"/>	<input type="checkbox"/>	5. The supervisor asked why the person didn't tell the harasser that such behaviour was not pleasant for them.	<input type="checkbox"/>	<input type="checkbox"/>	6. The supervisor constantly folded a sheet of paper in his/her hands while the person was talking.	<input type="checkbox"/>	<input type="checkbox"/>	7. After the meeting, the supervisor asked if the person wanted to meet or call again.	<input type="checkbox"/>	<input type="checkbox"/>	8. The supervisor said that the person shouldn't be so worried because the case is not that big and he/she should relax.	<input type="checkbox"/>	<input type="checkbox"/>	9. The supervisor said that he/she doesn't have any experience in cases of sexual harassment, and this is the first time they hear about it.	<input type="checkbox"/>	<input type="checkbox"/>	10. The supervisor commented that “it is no big deal to get sexualised comments as men are just being men”.	<input type="checkbox"/>	<input type="checkbox"/>
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	<p>To statement no. 5 the correct answer is Not appropriate.</p> <p>To statement no. 6 the correct answer is Not appropriate.</p> <p>To statement no. 7 the correct answer is Appropriate.</p> <p>To statement no. 8 the correct answer is Not appropriate.</p> <p>To statement no. 9 the correct answer is Not appropriate.</p> <p>To statement no. 10 the correct answer is Not appropriate.</p>
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Exercise Nr. 3.1	Name	Different procedures when dealing with a complaint
Aim of the exercise	To learn the two different types of procedures that can be followed when taking action in the case of a complaint	
Theory input for the exercise	<p>There are two different procedures that can be followed when acting against a complaint:</p> <ul style="list-style-type: none"> • First of all, there is an informal procedure. It is initiated when a person in the group, which was created to process the complaints, becomes aware of a harassment case verbally. This information can originate from the affected person or another person in the staff. A person will be appointed to be in charge of the investigation and, in one week, the procedure will be applied, proposing measures that are considered necessary. This procedure will be classified as urgent and confidential. The result of the investigation will also be confidential, and only the commission established to carry out the process will have access to it. <p>On the other hand, there is a formal procedure. This kind of procedure requires a written complaint or a previous informal procedure in order to be started. Said complaint is forwarded to the established commission to take care of these records. This procedure is started with a pre-trial phase and is finished with the preparation of a conclusions report. The procedure must be fast to try to minimise the consequences of the affected person’s exposure to these behaviours. Like in the previous case, the process must be confidential.</p>	
Timing	25 minutes	

**Tasks of
the
exercise**

Fill in the gaps with the following words:

- informal
- formal
- aware
- verbally
- staff
- measures
- urgent
- confidential
- commission
- affected person
- written
- records
- pre-trial
- report
- consequences

****This is the correct order of the words, they should be changed in the platform to make the exercise a little bit more difficult.***

First of all, there is an _____ procedure. It is initiated when a person in the group, which was created to process the complaints, becomes aware of a harassment case _____. This information can originate from the _____ or another person in the staff. A person will be appointed to be in charge of the investigation and, in one week, the procedure will be applied, proposing _____ that are considered necessary. This procedure will be classified as _____ and _____. The result of the investigation will also be _____, and only the _____ established to carry out the process will have access to it.

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_____ phase and is finished with the preparation of a conclusions _____. The procedure must be fast to try to minimise the _____ of the affected person’s exposure to these behaviours. Like in the previous case, the process must be confidential.

Exercise Nr. 3.2	Name	How to take immediate action in case of a complaint
Aim of the exercise	To learn the best measures in an appropriate way when dealing with sexual harassment.	
Theory input for the exercise	None	
Timing	25 minutes	
Tasks of the exercise	<p>The following questions can be handled like a quiz. You read the statement and the participants can guess the answer, T for true and F for false.</p> <p>Rate if the following statements are true or false:</p> <ul style="list-style-type: none"> • If an employee suffers from sexual harassment, he/she should: <ul style="list-style-type: none"> a) Inform the harasser that the behaviour is unwelcome T b) Leave their job position F c) File a report against the person T d) Report it to the police F e) Report it to the manager/human resource director, but not produce a written record T • If a manager/supervisor knows about a sexual harassment case, he/she should: <ul style="list-style-type: none"> a) Ignore it, co-workers will solve it on their own F b) Deal with it whether or not there is a written complaint T c) Take everything seriously until the truth comes out T d) Not report anything to their supervisors, they will deal with it on their own F e) Report everything to their supervisor T 	

Exercise Nr. 4.1.	Name	Strategies for reducing the exposure to the risk of sexual harassment and a test for your workplace culture
Aim of the exercise	Gain knowledge on possible strategies for reducing sexual harassment at the workplace and assess if the workplace is already prone to a culture which is free of sexual harassment.	
Theory input for the exercise	<p>The aim of the Be Aware training is to develop a system to ensure that the workplace is free from sexual harassment. This is done through the implementation of a method designed to stop any circumstance that may lead to it. Thus, according to this, any company should communicate their measure on zero tolerance for any forms of harassment, discrimination, bullying, or violence in the workplace.</p> <p>So there are a number of steps you can take to reduce the risk of sexual harassment occurring at your workplace:</p> <ul style="list-style-type: none"> - Developing a declaration of principles, indicating your commitment to the eradication of harassment and the defence of the right to dignity of working people. - Disseminating a position of rejection of any form of discrimination based on sex, among which is sexual harassment, through the most widely used internal media. - Developing codes of conduct and good practices. - Facilitating information to the staff regarding the classification of behaviours that are considered sexual harassment and the penalties that it entails. - Informing the channels and procedures provided for reporting harassment situations in the organisation. - Carrying out training actions whose objective and contents favour the development of attitudes open to equality between women and men, aimed at all the workforce and especially at senior management and middle management. - Carrying out activities like conferences, advertising campaigns, etc. oriented to the formation and/or strengthening of attitudes favourable to equality between women and men. - The inclusion of rejection and sanctioning clauses of discriminatory behaviour based on sex and sexual harassment in the collective agreement. - The incorporation of the protocol of action in situations of harassment in the articles of the collective agreement. - Developing informative actions among the staff. 	

	<ul style="list-style-type: none"> - The incorporation of content related to equality and prevention of harassment in the training activities developed by trade union organisations. - The development of activities promoting equality and a work environment that respects the dignity of working people. 																																																																																																																																																										
Timing	25 minutes																																																																																																																																																										
Tasks of the exercise	<p>1. Read the presented material.</p> <p>2. Take a test in order to find out about your workplace situation on equality and diversity as two very important aspects for ensuring an inclusive environment which is free of harassment.</p> <p>Source: https://alliancetac.com/sexual-harassment-training/articles/sexual-harassment-iq-quiz-answers</p> <p>On a scale of 1 to 6, with 6 being the ideal or best situation, please assess the situation at your own workplace (e.g. in the team, department or the whole company).</p> <table border="1"> <tr> <td>1. At my workplace, respect and tolerance are important values.</td> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> <tr> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td> </tr> <tr> <td>2. 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10. To be accepted in my department, it is necessary to work significantly more than the contractual work hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																																																																																																																																					
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11. To get recognition in a management or supervisory position, it is necessary to work significantly more than the regular 8 hours a day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																																																																																																																																					
	1	2	3	4	5	6																																																																																																																																																					

12. A manager or supervisor who works part-time is not considered to be good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
13. My colleagues understand the choice of a woman who decides to work part-time in the company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
14. My colleagues understand the choice of a man who decides to work part-time in the company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
15. When someone takes parental leave in our company, a replacement is hired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
16. My manager/supervisor accepts that women take parental leave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
17. My manager/supervisor accepts that men take parental leave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
18. Generally speaking, it is true to say that our company supports family life. It accepts that staff needs to divide their time between family and work responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
19. In my company, women and men receive equal pay for equal work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
20. Job advancement decisions are taken in a fair manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
21. Gender equality is an important objective for our company.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
22. At my workplace, women have the same career opportunities as men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6
23. At my workplace, complaints about misbehaviour and discrimination are handled in a proper way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1	2	3	4	5	6

TOTAL SCORE:

Your workplace assessment: _____ points out of 138.

Evaluation:

1-35 points: At your workplace, equality and diversity seem to be still alien concepts. This should be set on the agenda.

36-70 points: At your workplace, equality and diversity seem to be only partly developed.

71-105 points: At your workplace, equality and diversity seem to be quite well established. But there are still things to improve.

	<p>106-138 points: At your workplace, equality and diversity seem to be already a reality. Keep on living it!</p>
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Exercise Nr. 4.2.	Name	Reducing the exposure to the risk of sexual harassment by better understanding of its' prevalence at the workplace – quiz
Aim of the exercise	To deepen knowledge on sexual harassment prevalence at the workplace and be aware of its' different forms in order to effectively reduce it	
Theory input for the exercise	It is important to understand how sexual harassment can occur at the workplace and that it can be hidden within many relationships, positions or actions. Therefore, it is necessary to practice analysing cases of sexual harassment at the workplace and train the ability to identify it and choose the right decisions in case of the incident.	
Timing	25 minutes	
Tasks of the exercise	<p>Read the statements and choose one answer for each of them: true or false.</p> <p>1. An employer will not be liable for sexual harassment committed by managers or supervisors as long as the employer is not aware of the conduct. False (An employer will be liable for sexual harassment committed by managers or supervisors with direct or successively higher authority over the affected person, whether or not they are aware of the conduct).</p> <p>2. It is not unlawful harassment for a manager or supervisor to assign unfavourable work duties only to women. False (The act of assigning unfavourable work only to members of a certain gender is a form of discriminatory treatment and may be considered a hostile act that has the effect of creating a hostile work environment for employees of that particular gender).</p> <p>3. To bring a lawsuit for sexual harassment, the affected person does not need to show that he or she suffered financial or economic harm, such as being fired or demoted. True (Unwelcome sexual conduct that unreasonably interferes with the ability of a person to work or that creates an intimidating, hostile or offensive working environment can constitute sexual harassment, whether or not any monetary or economic loss has occurred).</p> <p>4. It is unlawful for a man to sexually harass another man because of his gender. True (Same-sex harassment violates the law).</p>	

	<p>5. Quid pro quo sexual harassment (e.g., promising favourable working conditions in return for sex) can be committed by managers, co-workers, vendors and even customers. False (Only supervisors or members of management with the authority to affect an employee’s working conditions can engage in quid pro quo harassment).</p> <p>6. If an employee does not immediately complain about offensive behaviour, the behaviour is probably welcome and not harassment. False (An immediate complaint strongly suggests that the conduct is unwelcome. However, an employee’s delay in complaining does not necessarily indicate that the conduct is welcome).</p> <p>7. An employee who engages in sex jokes or sexual banter in the workplace may have experienced sexual harassment. True (Although an employee’s participation may indicate that it is welcomed, it does not automatically follow that the employee was asking to be sexually harassed).</p> <p>8. An employee who consents to a supervisor’s sexual advances can state a claim for sexual harassment. True (An employee may consent to a supervisor’s sexual advances but still consider the behaviour to be unwelcome).</p> <p>9. An employer may set higher standards of conduct for their employees than the law requires. True (Not only can an employer set higher standards, but they also should do so).</p> <p>10. Abusive behaviour aimed at one’s sex that is not “sexual” in nature (e.g., a supervisor who is constantly rude to female employees and tells them that they are “dumb broads”) can be sexual harassment. True (Abusive conduct that is directed only at employees of one gender can violate Title VII).</p> <p>11. A person who works in an office where sexual harassment occurs, but to whom a harassment activity is not directed, may still sue the organisation for sexual harassment. True (Sexual or gender-based conduct does not necessarily need to be directed at the person who is making a sexual harassment complaint).</p> <p>12. A manager’s threats to retaliate against a subordinate if he or she refuses sexual advances may constitute sexual harassment even if the threats are never carried out. True (If the threats are sufficiently severe and pervasive, they may constitute sexual harassment).</p> <p>13. A romantic relationship between a manager and his or her subordinate is sexual harassment.</p>
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	<p>False (Manager-subordinate romances are not necessarily sexual harassment, but they are dangerous).</p> <p>14. An employer that has an anti-harassment policy will avoid liability for sexual harassment committed by the affected person’s co-worker.</p> <p>False (An anti-harassment policy is necessary, but this alone will not completely shield an employer from liability).</p> <p>15. Managers and supervisors can never be personally sued for sexual harassment.</p> <p>False (In some states, supervisors and managers can be held personally liable for conduct that violates Title VII and/or state law. In addition, managers and supervisors can also be held liable if their conduct is found to be a common-law tort, such as assault or battery).</p> <p>16. An employer should address a complaint of sexual harassment that allegedly occurred several years ago.</p> <p>True (Although the affected person can no longer bring their complaint to a government agency or sue in court, the complaint should serve as a warning that similar behaviour may still be occurring or may be repeated).</p> <p>17. An employer should require a person who complains of sexual harassment to provide a written statement concerning the matter.</p> <p>False (Although an employer should ask for a written statement, it should not be required. If the complainant refuses, or is unable, the employer should still investigate).</p> <p>18. If a person who has experienced sexual harassment asks a manager or supervisor not to tell anyone about the sexual harassment incident, the supervisor should not take further action.</p> <p>False (Once an employer has been made aware of conduct that may constitute sexual harassment, they must investigate and promptly take appropriate action).</p> <p>19. If a supervisor sees that an employee has placed sexually explicit posters in his or her work area, but nobody has complained about it, no further action is required.</p> <p>False (An employer’s inaction means tacit approval).</p> <p>20. A supervisor who touches an employee in a sexual manner only one time may be guilty of sexual harassment.</p> <p>True (Even just one single incident of unwanted touching can be sufficiently offensive to be sexual harassment).</p>
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Exercise Nr. 5.1	Name	Complaint process	
Aim of the exercise	Know the responsibilities of the different parties involved in the process of filing a complaint		
Theory input for the exercise		Responsible Party	Responsibility
		Operations Managers, Deputy Operations Managers	<ul style="list-style-type: none"> - Ensure compliance with this policy. - Ensure that all RF employees are informed of the Sexual Harassment Prevention Policy and have completed the required annual training.
		Organisations President or Designee	<ul style="list-style-type: none"> - Overall responsibility and authority for their location's efforts to comply with the Sexual Harassment Prevention Policy.
		All Employees	<ul style="list-style-type: none"> - All employees are required to conduct their work in a manner that prevents sexual harassment at the workplace. - Report incidents of sexual harassment in accordance with the "Reporting Sexual Harassment" section above.
		Supervisors and Managers	<ul style="list-style-type: none"> - Report complaints of sexual harassment, observations of any sexually harassing behaviour, or suspicions that sexual harassment is occurring in accordance with the "Reporting Sexual Harassment" section above.

		Organisations Human Resources Office	<ul style="list-style-type: none"> - Ensure compliance with this policy. Daily responsibility and authority for the location's efforts regarding sexual harassment prevention and compliance with this policy. - Notify Central Office of sexual harassment complaints. - Assist in investigating sexual harassment complaints involving RF employees or representatives.
		Central HR	<ul style="list-style-type: none"> - Maintain corporate policy. Provide guidance on all aspects of the policy including conducting investigations. - Provide a training solution for all employees and decision makers.
Timing	25 minutes		
Tasks of the exercise	Match the responsibility with the person responsible:		
	Deputy Operations Managers	Ensure that all employees are informed about the Sexual Harassment Prevention Policy	
	Supervisors and Managers	Report complaints of sexual harassment	
	Organisations' Human Resources Offices	Notify Central Office of sexual harassment complaints	
	Central Human Resources	Provide a training solution for all employees	

Exercise Nr. 5.2	Name	Prevention
Aim of the exercise	Learn more about the steps that should be taken to prevent sexual harassment at the workplace	
Theory input for the exercise	<p>On the European level, the European Commission establishes measures to face and fight sexual harassment at the work environment.</p> <ul style="list-style-type: none"> •The employer must make a specific statement to prohibit and condemn sexual harassment to ensure the safety of the staff. •A specific explanation to the staff about inappropriate behaviour and clear punishment measures. 	

	<ul style="list-style-type: none"> •Explanation of the procedure for people who have experienced harassment, acting confidentially and providing protection during the process. •Making sure that the staff are aware of the company’s policy on sexual harassment. •It is the employers and employees’ responsibility to achieve a respectful work environment. •Training the staff who are given specific tasks on this matter. •Having specific protocols against harassment. •Designating one person to provide advice and help. •Including an article related to sexual harassment in the collective agreement. •Encouraging complaints or reports in case of harassment or discrimination. •Encouraging employees to file a complaint or report. <p>The planning of prevention in companies is essential to reduce or avoid this kind of behaviours. It is important to understand that just having the plan and communicating its existence is not enough, but it is a first and very important step in the fight against sexual harassment at the workplace. A first step would be the declaration of principles or the commitment of the company. The management of the company makes a declaration of principles, negotiating with the staff representatives. Said declaration must be public and has to be spread by all means for all the employees to know it.</p> <p>The second step would be the elaboration of awareness and information campaigns. These campaigns must inform all the employees in the company about the different aspects of harassment. They can be carried out through talks, leaflets or any other means. Training actions must be taken as the last step. It is essential that the company encourages training in the matter of equality. These actions are directed towards all staff. In the subject of Occupational Risks Prevention, regardless of the size of the company, the employer must adopt both general and specific measures to prevent sexual harassment. Some of the preventive measures can be: training activities, monitoring mental health, identifying psychosocial risks, etc. Apart from preventing sexual harassment, their goal is to create a working environment based on equality and respect.</p>
Timing	25 minutes

<p>Tasks of the exercise</p>	<p>Fill in the gaps with the missing words:</p> <ul style="list-style-type: none"> - planning - essential - reduce - avoid - communicating - existence - fight - workplace - declaration - principles - management - representatives - public - employees <p>The _____ of prevention in companies is _____ to _____ or _____ this kind of behaviours. It is important to understand that just having the plan and _____ its _____ is not enough, but it is a first and very important step in the _____ against sexual harassment in the _____. A first step would be the _____ of _____ or the commitment of the company. The _____ of the company makes a declaration of principles negotiating with the staff _____. Said declaration must be _____ and has to be spread by all means for all the _____ to know it.</p> <ul style="list-style-type: none"> - second - awareness - information - campaigns - aspects - harassment - talks - training
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The second step would be the elaboration of _____ and _____ campaigns. These campaigns must inform all the employees in the company about the different _____ of _____. They can be carried out through _____, leaflets or any other means. _____ actions must be taken as the last step. It is essential that the company encourages training in the matter of equality. These actions are directed towards all staff.

Exercise Nr. 6.1	Name	Support of providers and how to approach them
Aim of the exercise	The participant will identify the support services that are available to them and knows how to approach them.	
Theory input for the exercise	<p><u>Lithuania</u></p> <p>Equal Opportunities Ombudsperson is the main support system in Lithuania in case of a sexual harassment incident. Each person shall have the right to file a complaint with the Equal Opportunities Ombudsperson concerning a violation of equal rights, therefore the Ombudsperson accepts complaints on any type of harassment or discrimination. The complaints shall be submitted in writing. The complainant or an authorised representative can file a complaint with the Equal Opportunities Ombudsperson by post, email, filling in the electronic complaint form or delivering the written complaint directly to the registry of the Office of the Equal Opportunities Ombudsperson. More information: https://lygybe.lt/en/</p> <p><u>Turkey</u></p> <p>There is a growing number of organisations and institutions at a national level in Turkey which take initiative to prevent sexual harassment in a general sense. Some of them also have a specific approach and methodology to prevent sexual harassment cases at the workplaces. These organisations and institutions can be listed as follows:</p> <ul style="list-style-type: none"> - Women NGOs with the aim of supporting the status of women in the labour market to increase their contribution to the national economy or with a focus on economic empowerment of women who are at risk of social exclusion. Also, a counselling and research centre, providing psychological support for the affected persons who are exposed to a different kind of violence or harassment, 	

- Social assistance and solidarity foundation, providing financial aid and support (women who are out of the labour market because their responsibilities in the family or a result of being exposed to harassment or violence can apply to this foundation to receive financial aid)
- Violence Prevention and Monitoring Centers (ŞÖNİM) which operate on a 7/24 basis and provide support and monitoring services in order to prevent the violence and to carry out the protective and preventive measures efficiently.

Moreover, there is a 24-hour violence hotline (ALO 183) that is available for people who have experienced or are at risk of all forms of violence (family and domestic violence and/or sexual harassment).

Spain

The list of stakeholders available for those who are working in this field includes several national organisations that range from specific associations against harassment towards women at work, like the Asociación española contra el acoso laboral y la violencia en el ámbito familiar, to more generic associations that try to prevent and solve cases of workplace harassment, like the COSMI (Centro de Orientación SocioLaboral). Regarding their scope, these associations can also reach various options, from unions and non-profit associations to ministries and town councils. The common point of all these associations is their concern about any conflict that may arise in the workplace, also taking into account organisations that focus on specific groups of workers as well as specific fields and environments such as LGBT+ communities or agricultural workers.

Bulgaria

GAF - Bulgaria believes that state institutions are our primary stakeholders, but also the first organisations to introduce rules to combat sexual harassment at the workplace and set standards to be followed by other sectors. That is why we are actively working with representatives of the judiciary, such as the Plovdiv District Court, the Smolyan District Court, the Asenovgrad District Court, the Kardzhali District Court and others with which our organisation has partnered for years. At the same time, under Bulgarian conditions, an extensive office of the Bulgarian prosecutor’s office is located in each city with a local court. Prosecutors are an important part of the fight against sexual harassment at the workplace because any internal system of complaints about harassment at the workplace must be able to end with outside government intervention and protection. Prosecutors are precisely the

	<p>instruments that will actively assist affected persons to defend themselves through the judicial system if the internal capabilities of the organisation are exhausted.</p> <p>Equally important stakeholders for us are police officers. They belong to the public authorities where people who have experienced sexual harassment will turn to. For example, if the employer could not help them and the bullying has turned into violence. We partner with two of the largest universities in Bulgaria - Sofia University “Kliment Ohridski” and Plovdiv University “Paisii Hilendarski”. We are also close partners with one of the largest banks, which also employs several thousand employees. This is DSK Bank, which is part of the OTP Group. Last but not least, we are actively partnering with the local structure of the Bulgarian Anti-Discrimination Commission.</p> <p><u>Austria</u></p> <p>From the perspective of organisations, the Chamber of Commerce is throughout Austria the main provider to receive information and advice in a case of sexual harassment as it is the representation of interests of commercial business. Some big organisations (private and public) already implemented a department for equal treatment like the Tirol Kliniken GmbH, which is the biggest hospital provider in Tyrol, or the Austrian railway services. At the moment there is no independent institution in place, which advises organisations on how to prevent sexual harassment or how to deal best with sexual harassment at the workplace.</p> <p>From an individual level, there are three main organisations, which are working in the interests of employees. First, the Austrian Chamber of Labour operates as the statutory representative of the interests of employees. The Trade Union Federation is the second provider to represent the interests of employees. For more than 20 years the Austrian Ombud for Equal Treatment as a public institution is already in existence to support with legal advice against racism and discrimination including sexual harassment at the workplace. Furthermore, there are a couple of private organisations like ZARA, which is an association for civil courage and anti-discrimination work, a women’s shelter to offer women and their children help, counselling and temporary sheltered accommodation, Caritas as well as Diakonie in an ecclesiastical context.</p>
<p>Timing</p>	<p>50 minutes</p>
<p>Tasks of the exercise</p>	<p>The participants will:</p> <ul style="list-style-type: none"> - First of all, identify at least one support provider that is available in their country.

	<ul style="list-style-type: none">- Then they will describe thoroughly how they will approach the organisation/s in case there was a complaint filed in their company.
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Annex

Annex 1. Sample Sexual Harassment Policy

Source: ILO (International Labour Organisation)

Disclaimer: The term “victim” is not changed in this document due to citation.

[Explanatory note: This sample sexual harassment policy is intended for use by private and public employers in the Pacific to help them develop their own sexual harassment policies. It is based on international good practices and includes all the components which make a sexual harassment policy comprehensive. As such, it is not intended to be a collection of clauses from which employers can pick and choose. Instead, any effective policy must include most if not all of the content of this sample policy. Organisations should, of course, modify certain clauses to meet specific conditions within their organisations.]

The Policy Statement

[Name of Company] is committed to providing a safe environment for all its employees free from discrimination on any ground and from harassment at work including sexual harassment. [Name of Company] will operate a zero-tolerance policy for any form of sexual harassment at the workplace, treat all incidents seriously and promptly investigate all allegations of sexual harassment. Any person found to have sexually harassed another will face disciplinary action, up to and including dismissal from employment.

All complaints of sexual harassment will be taken seriously and treated with respect and in confidence. No one will be victimised for making such a complaint.

[Explanatory note: This explains in broad terms what the policy is about and sets out the intention of the organisation in adopting the policy.]

Definition of sexual harassment

Sexual harassment is unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated. It includes situations where a person is asked to engage in sexual activity as a condition of that person’s employment, as well as situations which create an environment which is hostile, intimidating or humiliating for the recipient.

Sexual harassment can involve one or more incidents and actions constituting harassment may be physical, verbal and non-verbal. Examples of conduct or behaviour which constitute sexual harassment include, but are not limited to:

Physical conduct

- Unwelcome physical contact including patting, pinching, stroking, kissing, hugging, fondling, or inappropriate touching
- Physical violence, including sexual assault
- Physical contact, e.g. touching, pinching
- The use of job-related threats or rewards to solicit sexual favours

Verbal conduct

- Comments on a worker’s appearance, age, private life, etc.

- Sexual comments, stories and jokes
- Sexual advances
- Repeated and unwanted social invitations for dates or physical intimacy
- Insults based on the sex of the worker
- Condescending or paternalistic remarks
- Sending sexually explicit messages (by phone or by email)

Non-verbal conduct

- Display of sexually explicit or suggestive material
- Sexually-suggestive gestures
- Whistling
- Leering

[Explanatory note: This section defines sexual harassment. If examples are included, it is important to note that they are not exhaustive and that sexual harassment can include any conduct of a sexual nature which is unwanted and unwelcome by the recipient.]

Anyone can be a victim of sexual harassment, regardless of their sex and of the sex of the harasser. [Name of company] recognises that sexual harassment may also occur between people of the same sex. What matters is that sexual conduct is unwanted and unwelcome by the person against whom the conduct is directed.

[Explanatory note: This recognises that men and women can be a victim of sexual harassment at the workplace.]

[Name of company] recognises that sexual harassment is a manifestation of power relationships and often occurs within unequal relationships in the workplace, for example between a manager or supervisor and employee.

Anyone, including employees of [company name], clients, customers, casual workers, contractors or visitors who sexually harasses another will be reprimanded in accordance with this internal policy.

[Explanatory note: This section should be adapted to the needs of the company based on the type of work it does and the people who its employees are likely to come into contact with. Although it can be difficult for a company to deal with sexual harassment when it is perpetrated by third parties, the company is nonetheless responsible for the well-being of its workers if the harassment occurs during work. For example, companies where employees are in contact with third parties, such as hotels or restaurants, should have specific policies to deal with sexual harassment of its workers by customers.]

All sexual harassment is prohibited whether it takes place within [company name] premises or outside, including at social events, business trips, training sessions or conferences sponsored by [company name].

[Explanatory note: This recognises that harassment can take place both at the office, but also at a social event where sexual harassment may be more likely to occur. This clause will vary according to the company and the type of work/activity they carry out.]

Complaints procedures

[Explanatory note: Although complaints of sexual harassment can be dealt with through the normal company complaints procedure, companies are increasingly adopting specific complaints procedures to deal with sexual harassment to respond better to the needs of victims and to ensure that the investigations are carried out properly. Individuals who deal with sexual harassment complaints should be trained specifically on this issue and on the nature of sexual harassment.]

Further, victims of sexual harassment may want to resolve the matter in different ways. Some may be happy with an informal resolution and for the matter to stop, others may want more formal measures. In addition, informal resolution mechanisms may be inappropriate where the allegation is serious or where the harasser is also the victim's supervisor. It is important that the company's complaints procedures reflect these different needs and ways of resolving conflict.]

Anyone who is a subject to sexual harassment should, if possible, inform the alleged harasser that the conduct is unwanted and unwelcome. [Company name] recognises that sexual harassment may occur in unequal relationships (i.e. between a supervisor and his/her employee) and that it may not be possible for the victim to inform the alleged harasser.

If a victim cannot directly approach an alleged harasser, he/she can approach one of the designated staff members responsible for receiving complaints of sexual harassment. This person could be another supervisor, a member of the human resources department, etc.

When a designated person receives a complaint of sexual harassment, he/she will:

- immediately record the dates, times and facts of the incident(s)
- ascertain the views of the victim as to what outcome he/she wants
- ensure that the victim understands the company's procedures for dealing with the complaint
- discuss and agree on the next steps: either informal or formal complaint, on the understanding that choosing to resolve the matter informally does not preclude the victim from pursuing a formal complaint if he/she is not satisfied with the outcome
- keep a confidential record of all discussions
- respect the choice of the victim
- ensure that the victim knows that they can lodge the complaint outside of the company through the relevant country/legal framework

[Explanatory note: It is important to give the victim options for reporting the matter and this will depend on the structure of the company. The need for options for reporting is very important because having one person only to report to limits the ability of the victim to avail themselves of the complaints procedure. If for example, the harasser is also the designated person, the designated person is away on leave, or the victim would rather report it to a woman than a man or to a man than a woman and the designated person is a man, woman etc.]

Throughout the complaints procedure, a victim is entitled to be helped by a counsellor within the company. [Company name] will nominate a number of counsellors and provide them with special training to enable them to assist victims of sexual harassment. [Company name] recognises that because sexual harassment often occurs in unequal relationships within the workplace, victims often feel that they cannot come forward. [Company name] understands the need to support victims in making complaints.

[Explanatory note: In many large companies, certain employees are designated as counsellors to help victims of sexual harassment navigate the complaints procedures.]

Informal complaints mechanism

If the victim wishes to deal with the matter informally, the designated person will:

- give an opportunity to the alleged harasser to respond to the complaint
- ensure that the alleged harasser understands the complaints mechanism
- facilitate discussion between both parties to achieve an informal resolution which is acceptable to the complainant, or refer the matter to a designated mediator within the company to resolve the matter
- ensure that a confidential record is kept of what happens
- follow up after the outcome of the complaints mechanism to ensure that the behaviour has stopped
- ensure that the above is done speedily and within [...] days of the complaint being made

Formal complaints mechanism

If the victim wants to make a formal complaint or if the informal complaint mechanism has not led to a satisfactory outcome for the victim, the formal complaint mechanism should be used to resolve the matter.

The designated person who initially received the complaint will refer the matter to a senior human resources manager to instigate a formal investigation. The senior human resources manager may deal with the matter him/herself, refer the matter to an internal or external investigator or refer it to a committee of three others in accordance with this policy [Choose which options are most appropriate for the company].

The person carrying out the investigation will:

- interview the victim and the alleged harasser separately
- interview other relevant third parties separately
- decide whether or not the incident(s) of sexual harassment took place
- produce a report detailing the investigations, findings and any recommendations
- if the harassment took place, decide what the appropriate remedy for the victim is, in consultation with the victim (i.e.- an apology, a change to working arrangements, a promotion if the victim was demoted as a result of the harassment, training for the harasser, discipline, suspension, dismissal)
- follow up to ensure that the recommendations are implemented, that the behaviour has stopped and that the victim is satisfied with the outcome
- if they cannot determine that the harassment took place, he/she may still make recommendations to ensure the proper functioning of the workplace
- keep a record of all actions taken
- ensure that all the records concerning the matter are kept confidential
- ensure that the process is done as quickly as possible and in any event within [...] days of the complaint being made

[Explanatory note: Companies will need to create a specific complaints mechanism to meet their needs. For instance, a small company may not be able to have a panel of three deciding on sexual harassment claims, and it may be more appropriate to have certain individuals trained in the company to investigate the complaints. If a committee is created to carry out the investigation, the committee should be set up bearing in mind gender-balance and could include a representative of the company, a worker representative, etc. The Committee members, just as HR personnel or investigators dealing with sexual harassment, should be trained on understanding and deciding what constitutes sexual harassment, how to investigate it, etc.]

It is also vital that the wishes and needs of the victim are incorporated into the outcome of the complaints mechanism. For example, if it is found that a victim was harassed by a colleague and that they work together on a daily basis, the views of the victim should be ascertained before making a decision on re-organising the office. For example, the victim may not want to be moved to a different department and as the victim, he/she should be entitled to decide this and not be re-victimised by being forced to move within the company.]

Outside complaints mechanisms

A person who has been subject to sexual harassment can also make a complaint outside of the company. They can do so through [insert mechanism depending on country/legal framework – i.e. employment tribunal, ombudsperson, etc].

[Explanatory note: This section is intended to inform employees of their rights to use other national mechanisms that may be available to them. Some employees may not feel comfortable bringing a complaint through the disciplinary measures at work and they should be informed of their right to seek redress elsewhere. The internal policy of a company cannot prevent an employee from also using the national mechanisms available to him or her.]

Sanctions and disciplinary measures

Anyone who has been found to have sexually harassed another person under the terms of this policy is liable to any of the following sanctions:

- verbal or written warning
- adverse performance evaluation
- reduction in wages
- transfer
- demotion
- suspension
- dismissal

The nature of the sanctions will depend on the gravity and extent of the harassment. Suitable deterrent sanctions will be applied to ensure that incidents of sexual harassment are not treated as trivial. Certain serious cases, including physical violence, will result in the immediate dismissal of the harasser.

[Explanatory note: The policy should be applied consistently throughout the company and sanctions should be based on the gravity of the conduct. Suitable deterrent sanctions should be included in workplace policies on sexual harassment to ensure that incidences of sexual

harassment are not treated as trivial events. They should become part and parcel of company regulations and/or collective labour agreements].

Implementation of this policy

[Name of company] will ensure that this policy is widely disseminated to all relevant persons. It will be included in the staff handbook. All new employees must be trained on the content of this policy as part of their induction into the company.

Every year, [name of company] will require all employees to attend a refresher training course on the content of this policy.

It is the responsibility of every manager to ensure that all his/her employees are aware of the policy. *[Explanatory note: This creates an obligation on the company to ensure that all employees are aware of the policy.]*

Monitoring and evaluation

[Company name] recognises the importance of monitoring this sexual harassment policy and will ensure that it anonymously collects statistics and data as to how it is used and whether or not it is effective.

Supervisors, managers and those responsible for dealing with sexual harassment cases will report on compliance with this policy, including the number of incidents, how they were dealt with, and any recommendations made. This will be done on a yearly basis. As a result of this report, the company will evaluate the effectiveness of this policy and make any changes needed.

[Explanatory note: Monitoring and evaluation can be done through different means, including questionnaires completed by employees, feedback from victims or those who work in the complaints procedure. This is important to review the effectiveness of the policy and the complaints procedure.]

Annex 2. Red Flag System description



Environmental factors:

Sexual harassment can take place anywhere, but people are at higher risk of being harassed in places with strong powers dynamics, dependencies or an unchallenged sexist culture.



The Good Guy Syndrome:

“This guy would never do such a thing”. When we highlight someone’s great reputation or peculiarity, making it harder to question their behaviour. This is especially a red flag if others are using reputation to brush off the possibility that someone might be harassing someone else.



Common harassment techniques:

Starting with a compliment, playing “hot and cold”, singling out, being made to feel special, isolating the target, the list goes on. All of these are what we consider “classic techniques” used by harassers to build up harassment.



Our behaviours:

From trying to convince yourself that nothing is going on (even though you have that gut feeling that something is off) to freezing when faced with a certain behaviour, these can be signs that something is wrong.

Annex 3. Case study “The colleague”

Read the following story and analyse it by marking what signs are reflecting possible or direct sexual harassment. It is not necessary to use only the Red Flag aspects, but if you use them, you can use the following underlinings:

-  Environmental factors

-  The Good Guy Syndrome

-  Common harassment techniques

-  Our behaviours


The case

I got my first job offer straight after university. I'd worked before to pay for my studies, but this was my first “real” job. My family was really proud of me for getting this job, as they had gone to great lengths to support me with my education. As the first generation in my family to attend university, I wanted to let them see that the struggle was paying off. I also needed a job urgently to get out of the constantly precarious situations I was in up until then. The company gave me a six-month probationary period during which I still earned little, but the prospect of employment and better pay made me grit my teeth and carry on.

I was flattered and happy when my boss selected me to be on his team and was impressed with my new environment, a large organisation. My boss meanwhile let the rest of the team know that he wanted to hire me, but it wasn't an easy process to run through the administration parcours. A colleague of mine, a senior advisor, jumped in and took care of it. I was very grateful to him for giving me this opportunity that would open doors I wouldn't even have dreamt of previously. My colleague offered to mentor me, and I was very keen on learning everything about this. He obviously enjoyed spending time with me. I wanted to keep focused on my work, so I didn't want anything to distract me. He invited me to dinner and took me for a beer, something that he would

never do with any of the others in my team. At first, the other colleagues were also invited, but somehow it always ended with us being the only two there. On the one hand, I was a little proud of this special position, but on the other hand, I never dared to say no if I actually wanted to go home, because I owed him so much.

Little by little, he moved from complimenting emails regarding my work to sending me ambiguous text messages virtually non-stop. For example, he would text me “#funfact I have handcuffs in my drawer :)” or “I wonder what you would do if you lost our bet and I dared you to sit at your desk naked ;)”.

I couldn't believe my eyes and was extremely uncomfortable when I read that. I tried to avoid talking about it, avoiding confrontation. I hoped the conversation would just move on to something else eventually. He knew I had a boyfriend, so I dismissed it as a casual dig, something that men simply do. I tried to avoid all his invitations, but he would reschedule right away until I ran out of excuses. One evening he invited me to yet another beer with him. It got late, I was drunk and just wanted to go home.

But every time I tried to call it a night, he would put great effort into persuading me to have another drink with him. I felt like I had provoked this situation because I hadn't confronted him clearly. It was already late, and I wouldn't be able to take the bus home. He was well aware of that and said: “You can't afford to take the taxi home anyway.” I couldn't refuse and so I stayed and became even drunker.

Annex 4. Good practice No.1

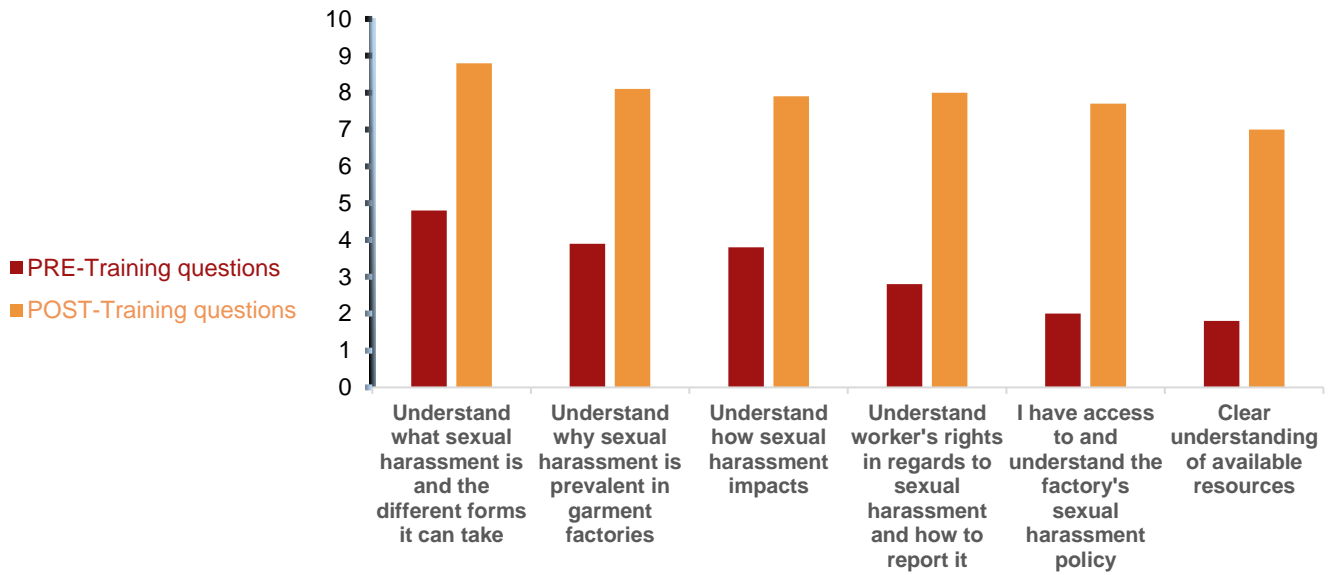
BetterWork - “Addressing sexual harassment in Jordan’s garment industry” (2013)

Sexual harassment remains high in factories because it is often large numbers of women, young, inexperienced and in some cases, illiterate, who are being supervised by a small number of men. Stereotypes of garment workers being perceived as promiscuous and having ‘low status’ also play a role, as does the intense industry pressure to meet production targets, which can lead to abusive disciplinary practices on the factory floor. In recent years, serious allegations of sexual abuse have been made across Jordan’s apparel industry.

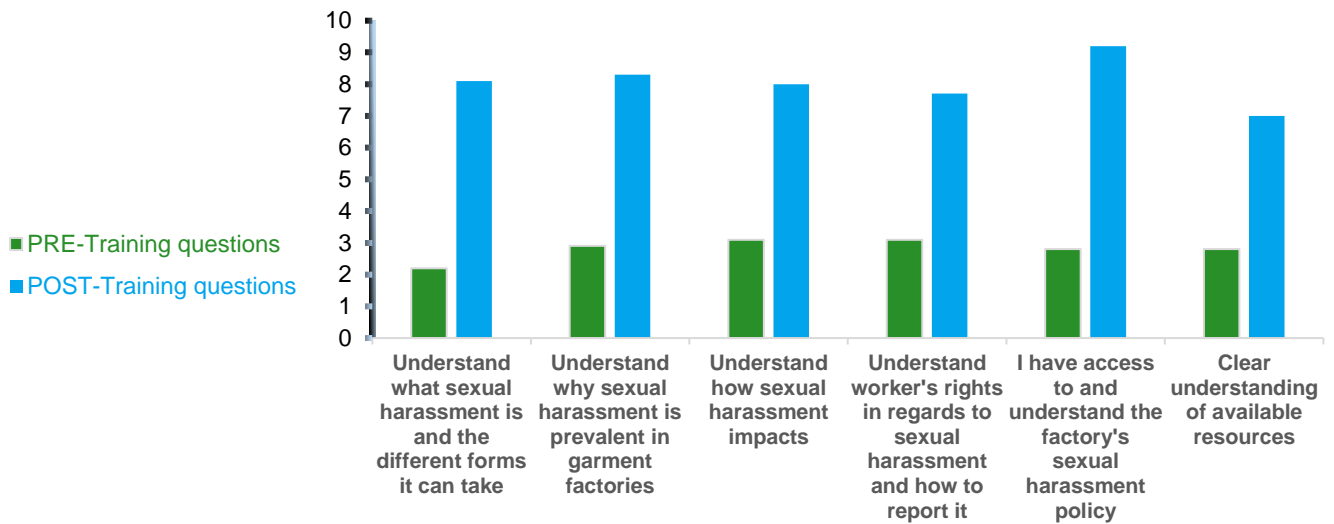
Better Work Jordan encourages factories to create and adopt internally effective policies, which address all forms of sexual harassment. The policy is a message from management to employees, which states the company’s policies, philosophy and commitment to prevent and manage harassment in order to create a positive working environment that is conducive to the enterprise or organisation – and which is accepted and observed by all employees, supervisors and managers throughout the workplace. Better Work Jordan has distributed a model policy on harassment to pilot factories, who have adapted it to meet their needs often alongside Better Work Jordan’s awareness poster campaign. In addition, a specialised training programme to combat sexual harassment was launched by Better Work Jordan in 2013.

In 2013, Jerash Garment & Fashion Manufacturing Co. Ltd. became the first factory in Jordan to take on the sexual harassment prevention training for garment factories. 139 firm’s line workers from different nationalities, along with their general manager, five middle managers and 21 supervisors, take part in the training programmes through individual sessions held according to their nationality, gender and role within the factory. The sessions give participants practical guidance on how to prevent and deal with sexual harassment, including sexual harassment policies, sensitising managers and workers on what constitutes sexual harassment, and deepening managers’ and supervisors’ understanding of how sexual harassment affects workers and the workplace. The training defines sexual harassment, identifies its forms, causes and impacts while also providing ways to prevent and resolve it.

BWJ SHP Training Course Evaluation Summary (Workers)



BWJ SHP Training Course Evaluation Summary (Supervisors)



Annex 5. Good practice No.2

Vice Media (Canada) (2017)

Referred to as a “boys club” by two of its founders in a New York Times article, Vice Media, a billion-dollar global digital media and broadcasting company, has settled four cases of defamation or sexual harassment with former employees in recent months. But the problem runs much deeper: two dozen female employees have reported that they witnessed or experienced sexual harassment at work, including some who were propositioned for sex.

A few weeks after launching an investigation on company-wide sexual misconduct, Vice fired three employees in late November for violating its HR policies. Shortly after that, in early January, the company suspended two top executives, President Andrew Creighton and Chief Digital Officer Mike Germano, in the wake of the newspaper exposé.

To address its “boys club” culture, Vice announced that it is forming an advisory board that will educate management and employees on diversity and workplace-conduct issues. In addition, the company will require sexual harassment training for full-time and freelance employees and ensure that it achieves pay parity in 2018 and a 50-50 ratio of female to male employees by 2020.

Annex 6. Good practice No.3

“Google walkout for real change” (2018)

More than 20,000 Google employees and contractors participated in the mass global walkout to protest the company’s handling of sexual harassment allegations against top executives. As of September 30th, 2018, Google had 94,372 full-time and contract employees worldwide, meaning more than 20 per cent of the entire company participated in the walkout. The event was sparked by an investigation from *The New York Times* that revealed how Android co-founder Andy Rubin was paid \$90 million upon his exit from the company after it learned of a sexual assault allegation against him.

Google is announcing new policies around sexual harassment and diversity, following a worldwide employee protest. The new policies reflect demands from the protestors, who met with Google leadership earlier this week. “We recognize that we have not always gotten everything right in the past and we are sincerely sorry for that. It’s clear we need to make some changes,” wrote CEO Sundar Pichai in an email to employees, which he posted publicly. The organisers of the walkout, however, say that Google “ignored several of the core demands” they’d put forward.

Pichai wrote that Google “will provide more transparency on how we handle concerns. We’ll give better support and care to the people who raise them. And we will double down on our commitment to be a representative, equitable, and respectful workplace.” He included a summary of the new policies; Google also released a file with more details about the policies, which meet some but not all of the original demands.

One of Google’s key changes is making arbitration optional for individual sexual harassment and sexual assault claims, so employees could take misconduct claims to court instead of privately settling them. Pichai also promises to provide “more granularity” in internal reports about harassment at Google, offering details about how many cases have been substantiated, as well as “trends,” disciplinary actions taken, and specifics on what kind of behavior “we do and do not terminate employees for.” Google will update and expand its mandatory sexual harassment training, and it will start docking the performance review scores of employees who don’t complete the training.

Pichai also promises to improve the system for reporting sexual harassment and assault. It will create a dedicated reporting site with live support, offer counselling to people who report assault or harassment, and allow Google employees to bring another person to support them when they meet to discuss their complaints.

Annex 7. Components for a sexual harassment policy

Source: <https://i-sight.com/resources/sexual-harassment-policy/>

1. Purpose

Outline the purpose of the sexual harassment policy.

Elaborate on the company's goals and commitments to a safe workplace and the approaches (such as zero-tolerance) you will take to fulfill these goals. Explain why this document has been created and what you hope to achieve with it.

2. Scope

Outline the scope of the sexual harassment policy.

If investors or contractors for the company are expected to comply with the policy, note that. Explain who may be affected persons and who may be harassers.

What if the incident occurs outside of the work building? Or outside of work hours? Answer questions like these in this section so that affected persons know they can seek help if the incident happens after work or outside of the office.

3. Definition & Examples

Many people have incorrect assumptions about sexual harassment since it's not discussed as often or as openly as it should be. For this reason, your policy depends on a clear, strong definition of sexual harassment.

One way to effectively define sexual harassment is by including both its formal definition and examples of bad behavior.

Mention that sexual harassment is subjective in the sense that an action may be considered inappropriate depending on how it is perceived by the recipient. When it comes to sexual harassment, how the affected person feels and how the harasser's actions affect the person, have priority.

4. Filing a Complaint

In this section, provide employees with the information they'd need to file a complaint in the event that they're the affected person or witness to sexual harassment.

Depending on the size and complexity of your company, as well as the location of your office(s), there may be a number of complaint mechanisms available.

List how and where to file a complaint, whether that's through an internal (designated official), external (hotline) or third-party (Ombudsman) mechanism. Explain why reporting inappropriate behaviour is beneficial for the entire company.

5. Complaint Procedure

In this section, outline the responsibilities of investigators, managers and the Human Resources department regarding sexual harassment at the workplace and the company's complaint procedure.

Explain how sexual harassment allegations are handled. Touch on informal resolutions, formal resolutions, investigations and appeals.

Providing a step-by-step plan will comfort affected persons or witnesses of harassment who are hesitant to come forward because they are unsure of the process.

This section shouldn't be too detailed since every situation will differ, just include enough information to be open and transparent with employees.

6. Employee Rights

In this section, inform employees of their rights as an employee of the company.

For example, you may wish to remind employees that they have:

- The right to a workplace free of harassment
- The right, as an affected person, to report inappropriate conduct without retaliation or repercussions
- Other...

7. Disciplinary Action

State that violations of the policy will not be tolerated and that harassers are subject to discipline appropriate to the circumstances.

Explain the disciplinary process for your company. For example, a first-time harasser who made inappropriate jokes in passing may receive a verbal warning. Second-time harassers may be demoted or transferred.



Annex 8. The Competing Values Culture Assessment

These six questions ask you to identify the way you experience your organisation right now, and, separately, the way you think it should be in the future if it is to achieve its highest aspirations. In the survey, “the organisation” refers to the organisation managed by your boss (or the organisation in which you manage).

Please rate each of the statements by dividing 100 points between alternatives A, B, C, and D depending on how similar the description is to your firm (100 would indicate very similar and 0 would indicate not similar at all). **The total points for each question must equal 100.** The assessment uses this method to better demonstrate how moving toward one profile also requires moving away from its opposite. That is, it demonstrates the inherent trade-offs of any approach to cultural change.

First, rate how you perceive the organisation to be at the present time in the NOW column. **Second**, rate the organisation again in the FUTURE column depending on how you think your organisation must be if it is to accomplish its highest objectives and achieve spectacular success.

You may divide the 100 points in any way among the four alternatives in each question. Some alternatives may get zero points, for example. Remember that the total must equal 100.

1. DOMINANT CHARACTERISTICS

	NOW	FUTURE
A. The organisation is a very personal place. It is like an extended family. People seem to share a lot of themselves.	A _____	A _____
B. The organisation is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	B _____	B _____
C. The organisation is very results-oriented. A major concern is getting the job done. People are very competitive and achievement-oriented.	C _____	C _____
D. The organisation is a very controlled and structured place. Formal procedures generally govern what people do.	D _____	D _____

Total

100

100

2. ORGANISATIONAL LEADERSHIP

	NOW	FUTURE
A. The leadership in the organisation is generally considered to exemplify mentoring, facilitation, or nurturing.	A _____	A _____
B. The leadership in the organisation is generally considered to exemplify entrepreneurship, innovation, or risk-taking.	B _____	B _____
C. The leadership in the organisation is generally considered to exemplify an aggressive, results-oriented, no-nonsense focus.	C _____	C _____
D. The leadership in the organisation is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	D _____	D _____
Total	100	100

3. MANAGEMENT OF EMPLOYEES

	NOW	FUTURE
A. The management style in the organisation is characterized by teamwork, consensus, and participation.	A _____	A _____
B. The management style in the organisation is characterized by individual risk-taking, innovation, freedom, and uniqueness.	B _____	B _____
C. The management style in the organisation is characterized by hard-driving competitiveness, high demands, and achievement.	C _____	C _____

- D. The management style in the organisation is characterized by the security of employment, conformity, predictability, and stability in relationships. D _____ D _____

Total **100** **100**

4. ORGANISATIONAL GLUE

- | | NOW | FUTURE |
|--|------------|---------------|
| A. The glue that holds the organisation together is loyalty and mutual trust. Commitment to this organization runs high. | A _____ | A _____ |
| B. The glue that holds the organisation together is the commitment to innovation and development. There is an emphasis on being on the cutting edge. | B _____ | B _____ |
| C. The glue that holds the organisation together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes. | C _____ | C _____ |
| D. The glue that holds the organisation together is formal rules and policies. Maintaining a smooth-running organisation is important. | D _____ | D _____ |

Total **100** **100**

5. STRATEGIC EMPHASES

- | | NOW | FUTURE |
|---|------------|---------------|
| A. The organisation emphasizes human development. High trust, openness, and participation persists. | A _____ | A _____ |
| B. The organisation emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued. | B _____ | B _____ |
| C. The organisation emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant. | C _____ | C _____ |

D. The organisation emphasizes permanence and stability. Efficiency, control and smooth operations are important. D _____ D _____

Total **100** **100**

6. CRITERIA OF SUCCESS

	NOW	FUTURE
A. The organisation defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	A _____	A _____
B. The organisation defines success on the basis of having the most unique or the newest products. It is a product leader and innovator.	B _____	B _____
C. The organisation defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	C _____	C _____
D. The organisation defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low-cost production are critical.	D _____	D _____
Total	100	100

Computing the Results:

Transfer all of your answers from the above questions onto the results key below. Follow the results key until you have the averages for A through D in both the “Now” and “Future” columns of the Assessment.

NOW				FUTURE			
1A.____	1B.____	1C.____	1D.____	1A.____	1B.____	1C.____	1D.____
2A.____	2B.____	2C.____	2D.____	2A.____	2B.____	2C.____	2D.____
3A.____	3B.____	3C.____	3D.____	3A.____	3B.____	3C.____	3D.____
4A.____	4B.____	4C.____	4D.____	4A.____	4B.____	4C.____	4D.____
5A.____	5B.____	5C.____	5D.____	5A.____	5B.____	5C.____	5D.____
6A.____	6B.____	6C.____	6D.____	6A.____	6B.____	6C.____	6D.____

Add 1A through 6A to get your total (T) for the A column. Do the same with all the columns:

A.____ B.____ C.____ D.____ A.____ B.____ C.____ D.____

Divide Totals by 6 to get your Averages (A):

A.____ B.____ C.____ D.____ A.____ B.____ C.____ D.____

A – represents the Collaborate Quadrant (Upper Left Corner)

B – represents the Compete Quadrant (Lower Right Corner)

C – represents the Control Quadrant (Lower left Corner)

D – represents the Create Quadrant (Upper Right Corner)

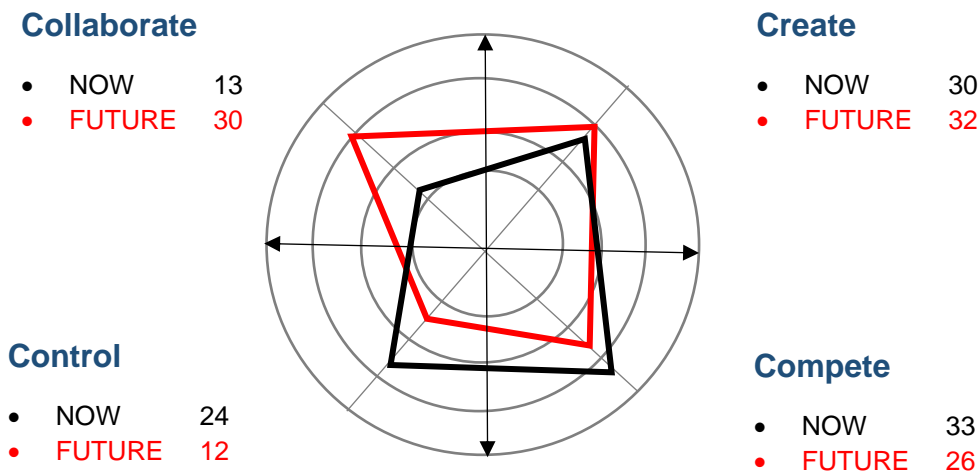
Creating the Visual Results:

Creating a visual picture allows you to think through your results with the CVF more effectively. An image also helps you make more comparisons and capture more trends than analysing numbers alone.

To create your visual results, start by taking your average number in column A of the NOW section and by plotting that point in the Collaborate quadrant. Continue to plot each column in the NOW section until the quadrants are complete. You will then start in the upper left corner and connect the plotted number with a straight solid line to the plotted number in the upper right column. Connect all of the quadrants in a clockwise direction until four solid lines have been created to form a kite-like shape.

Follow the same steps with the averages from the Future section, but instead of using four solid lines, use four dotted lines (or solid lines of a different colour) to connect the plotted numbers in each quadrant.

For example:



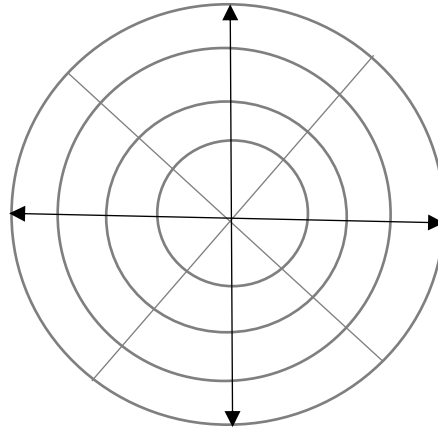
Plot Your Results Below:

Collaborate

- NOW
- FUTURE

Create

- NOW
- FUTURE



Control

- NOW
- FUTURE

Compete

- NOW
- FUTURE

Annex 9. The 5 Ds of Bystander Intervention

Source: www.ihollaback.org

1. DISTRACT

Assess your safety first. Speak up about the harassment. Be firm and clear.

*You can also talk to the person being harassed about what's going on. Ask "Are you okay? Should I get help? Should we get out of here?"

2. DELAY

After the incident is over, check in with the person who was harassed.

*You can also say: "What do you need? Can I accompany you somewhere?"

3. DELEGATE

Get help from someone else.

*Find someone in a position of authority and ask them for help. Check in with the person being harassed. You can ask them if they want you to call the police.

4. DIRECT

Take an indirect approach to de-escalate the situation.

*Start a conversation with the target or find another way to draw attention away from them. Ask them for directions or the time, or drop something.

5. DOCUMENT

It can be helpful for the target to have a video of the incident. Laws about recording in public vary, so check local laws first.

*Only document if the situation is safe. Keep a safe distance and say the day and time. Film street signs or other landmarks that help identify the location.

*ALWAYS ask the person targeted what they want to do with the footage. NEVER post it online or use it without their permission.

*Keep your attention on the person being harassed – make sure anything you do is focused on supporting them.

Annex 10. Case example for bystander intervention using 5 D's

You work in a slightly large company with over 50 employees. Most of the breaks they spend in a special coffee room at your company. It is quite spacious and has a few tables, chairs, a table for making coffee, some snacks, etc. However, this room is usually not crowded as employees take breaks at different times. It is quite usual to chat and have small conversations with other colleagues or new employees during these breaks.

You noticed that a new men employee has joined the company as you have met him in the coffee room a few times. One time, just as you walked in into the room, he was talking to another colleague of yours, a young female. He was leaning towards her and smiling, but she only seemed to blush and tried to hide her eyes looking to the ground. When they saw you, the new employee took a step back from the girl but continued talking to her and smiled. She responded to him politely and also continued the conversation. Soon they both left and went to their individual working spaces.

Another time, you were already in the coffee room and there was the same girl, as well as few more colleagues. The girl was sitting alone at a table and the new employee sat next to her as he made his coffee. He sat right next to her and put the chair even closer to her. You couldn't understand what they were talking but you saw how the girl once again looked at the floor and responded very briefly, trying not to make eye contact or show any emotion. You saw how the man touched her hair by moving it from her face and then leaned back a little bit and smiled. Then he put a hand on her leg and continued talking to her and whispered something, but she looked numb and stared to the floor. She took his hand off, but he placed it on the same leg once again. How can the 5D's be used in this case?

Annex 11. FTF Training Course Evaluation

Please, fill in this questionnaire after completing the training course:

1. Have you acquired new knowledge during this training course?
2. Would you say you are more sensitive now to sexual harassment in general?
3. And to sexual harassment at the workplace?
4. Would you say you are capable now to present a strategy to your supervisors in order to reduce or prevent sexual harassment in the company?
5. Would you say you know how to appropriately respond to a case of sexual harassment?
6. Was this training course useful for you in terms of applying new techniques to your organisation?
7. Do you think you could use this new knowledge in your working environment?
8. Would you recommend this training course to other colleagues or supervisors?

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