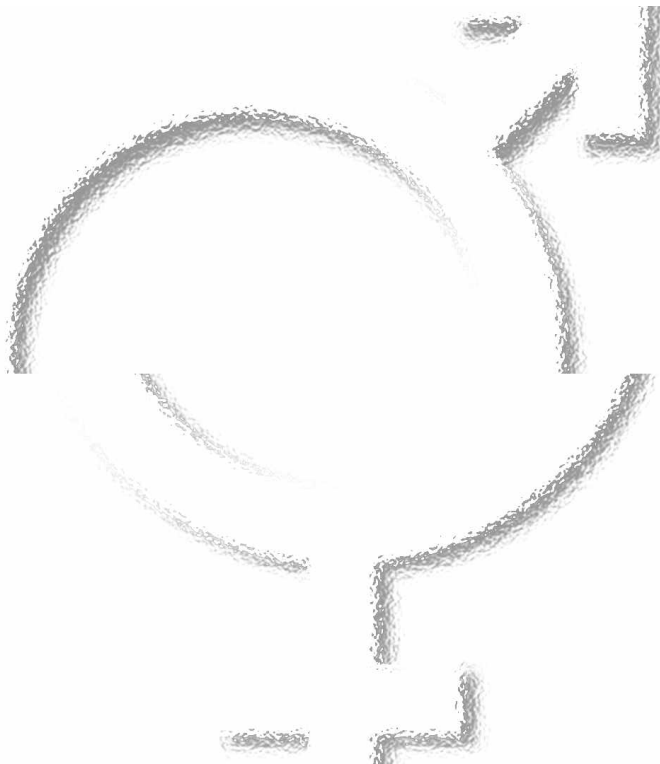Participant Materials

Eradicating Sexual Harassment:
Protecting Yourself and Your Organization

Presented by Steven Dranoff, Ph.D. and Wanda Dobrich, Ph.D.
Corporate Matters, Ltd.

An innovative approach to sexual harassment training focusing on perception, behavior change and prevention

CM ™
CORPORATE MATTERS, LTD.

PBS
THE BUSINESS CHANNEL

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Before Training: Welcome

Corporate Matters, Ltd. and PBS The Business Channel welcome you to **Eradicating Sexual Harassment: Protecting Yourself and Your Organization.** These Participant Materials are an integral part of this 3-hour interactive satellite broadcast.

Your trainers today are **Steven Dranoff, Ph.D** and **Wanda Dobrich, Ph.D.** Dr. Dranoff is a psychologist and psychoanalyst with over 25 years of experience consulting to industry and direct clinical practice. Dr. Dobrich is a developmental psychologist who specializes in research, assessment and direct clinical practice. Through Corporate Matters, Ltd., they have produced the award winning Eradicating Sexual Harassment series (video, CD-ROM, satellite and online editions). They have co-authored The First Line of Defense (John Wiley & Sons), an innovative self-help paperback on sexual harassment prevention. Drs. Dobrich and Dranoff have extensive teaching experience and are currently affiliated with Rutgers University.

Additional faculty:

- **Gerald L. Maatman, Jr.**, Partner, Baker & McKenzie, Chicago, IL
- **Linda H. Lamel**, Exec. Director, Risk & Insurance Management Society, Inc.

How does this program differ from others on sexual harassment training?

Please turn to the next page.

The Scorpion and the Frog

The scorpion needed to get across the river but he could not swim. Thinking himself a clever and resourceful fellow, he asked the frog, "Would you let me swim on your back so that I can get to the other side?"

The frog was no fool. He replied, "Certainly NOT! Why should I help you? You can sting me and I will be hurt."

"No, no," replied the scorpion. "I would not do that! I am asking for your help."

The frog contemplated the scorpion's words. Perhaps he was correct and he should help a fellow pond dweller. He reconsidered his position and offered the scorpion a ride. "Climb upon my back and we will go together."

The scorpion hastened to the offer. He jumped onto the frog's back and the two creatures took off to cross the pond.

Half way into their journey, the scorpion stung the frog. Baffled, the dying frog asked the scorpion, "Why did you do that? Now we shall both die!"

And the scorpion replied, "Because I am a scorpion and that is what scorpions do."

***

Substitute the word *scorpion* for sexual harasser. Substitute the *frogs* for others in the workplace who live in the environs. Think of the *corporation* as the pond.

The Problem

Training in sexual harassment in this country has focused only on the scorpion. We have *punished* the scorpion to make him stop. We have tried to *rehabilitate* the scorpion to change his scorpion ways. We have helped frogs to *identify* scorpions so that they could keep a safe distance.

What has been the result of over a decade of training that is focused on *identifying*, *changing* or *punishing* the harasser?

- In a recent study the Equal Employment Opportunity Commission reported a 300% increase in complaints of coworker sexual harassment.

- In a second recently published study released in March 1999 by the Society of Human Resource and Management, based on 496 respondents sampled nationally, annual increases in reporting were found each year from 1995-1998. The vast majority of these complaints were coworker disputes between rank and file employees. Most significantly, however, 97% of the organizations sampled had written policies against sexual harassment, 63% provided training and 86% reported having formal processes to investigate complaints.

It would seem that the more we train the bigger the problem.

Sexual harassment training that is focused on identifying and stopping the scorpion does not work very well, particularly in the prevention of coworker or hostile environment problems. There is a good reason for this. Hostility in the workplace between employees cannot be reduced to a list of "do's and don'ts" or by threat of punishment. It is based on individual perception and is in 'the eyes of the beholder'. The beholder is YOU.

Learning Objectives

YOU are therefore the focus of today's training session. The program you are about to begin is authored by psychologists and takes an entirely different approach to sexual harassment prevention. Instead of focusing exclusively on the *identifying* and *stopping* the scorpion, we will also look at the *frog* and the *pond* in which they all live. We will help you to understand your perceptions of and reactions to sexual harassment as it naturally occurs.

To do this, you will be asked to view our video dramatization of sexual harassment over seven successive episodes. After each critical scene, you will be asked to complete the written scales in this booklet that assess and chart your perceptions of the characters and their interactions. You will watch our live studio audience engage in group discussion and role-playing about the dramatization. You will be given feedback on your self-assessment so that you can monitor your perceptions of the critical events as the training progresses. You will learn how others react these same events so that you can evaluate your responses. You will be given the opportunity to interact directly with your trainers and other faculty members at specified times.

With the assistance of an outstanding faculty including a prominent employment discrimination litigator and a risk manager, we will help you to discover how the law and human resource policy coincide or contradict with your perceptions and reactions to sexual harassment. By "connecting the dots" between the laws against sexual harassment and the human experience of it as it naturally occurs in the workplace, we hope to empower you to be stronger "frogs".

Most of us *know* what sexual harassment is without any formal training. Most of us *know* the right thing to do if it occurs to others or ourselves in the workplace. But "knowing the right thing to do" and "doing the right thing" do not always coincide. Our goal in training is to remove the roadblocks that prevent people from *acting* constructively on what they *know*.

The Faculty

We will lead you through each step of today's training, using the experience we have gained as psychologists training employees and executives of organizations of all sizes, including top corporations, small businesses, government agencies and non-profits. More information on Corporate Matters and our training programs on sexual harassment and other issues appears at the end of this booklet, and on our web site at **http://www.corporatematters.com**.

To provide additional perspective and to answer your questions related to matters of law and risk in sexual harassment situations, we will be joined by:

Gerald L. Maatman, Jr., partner at Baker & McKenzie, the largest law firm in the world, headquartered in Chicago. He is chair of the firm's U.S. Compensation & Employment Law Practices Group, which consists of 75 attorney's in the firm's nine domestic offices who specialize in labor and employment matters. Mr. Maatman has authored three books and over 45 articles on employment law issues including sexual harassment. He is regularly quoted in leading publications such as The Wall Street Journal, USA Today, Time, Forbes and Fortune. He is adjunct professor of law at Northwestern University School of Law.

Mr. Maatman will comment and answer questions on matters of employment law during the program.

Linda H. Lamel, Executive Director of The Risk and Insurance Management Society, Inc. (RIMS), based in New York City. RIMS is the oldest and largest organization dedicated to advancing the practice of risk management, a discipline that protects physical, financial and human resources. Previously, Ms. Lamel was deputy superintendent of the New York State Insurance Department, and a vice president of TIAA-CREF. During her tenure as president of the College of Insurance, she received the Insurance Woman of the Year award.

Ms. Lamel will address the various forms of risk that sexual harassment problems may pose to organizations and their employees.

Instructions to the Participant

Over the course of today's training session you will watch 7 episodes of a drama that shows sexual harassment in a fictional corporation. After each brief scene, you will be asked to evaluate the characters using the rating scales in this booklet. We will direct you to the appropriate pages as needed.

<u>There are no right or wrong answers</u>. We are interested only in your impressions of what the characters may be thinking or feeling during the events shown in the drama, and in your candid reactions to them.

After filling out the rating scales, tabulate your responses. Enter your results on the graphs according to the instructions you are given as you go along.

At the end of each unit, we will help you interpret your impressions. You will be able to compare your scores to those of subjects in our research sample who have viewed the same video events without receiving training.

Sample Rating Scale Responses

You are asked to rate Crystal, Richard and Liz each time they appear in the 7 scenes that comprise the training video. While some of the scenes show characters other than these, you will only rate Crystal, Richard and Liz.

You will use two scales to do this:

The Perception Scales. You are given a rating scale showing 10 pairs of words that describe your *perception* of the character. You will circle the number from 1-6 that describes where along the range you feel the character belongs.

For example, after watching a scene showing Crystal you will see a rating scale with 10 paired items. The first pair looks like this:

Crystal acts as she does because she is:

Shy　　1　　2　　3　　4　　5　　6　　**Outgoing**

- If you see Crystal as more *shy* than *outgoing* you will circle 1 or 2. A score of <u>1</u> is the *most shy*.
- If you see Crystal as more *outgoing* than *shy* you will circle 5 or 6. A score of <u>6</u> is the *most outgoing*.
- If you see her as in the middle you will circle 3 or 4, depending on which pole you feel she falls closer to.

You may find it hard to choose which of the two words better fits the character or feel that neither description is exactly "right". You will get the most out of this training session, however, if you think through *each* of the items and make a choice.

IT IS IMPORTANT TO ANSWER EVERY ITEM ON THE RATING SCALES.

You will graph your responses on the top portions of the graphs, labeled *Perception Scales*.

The Empathy Scales.   You are asked to make <u>two</u> judgments about the character each time you see Crystal, Liz and Richard over the seven scenes.

For example, after seeing Crystal in the first scene, you will see the following:

Please circle the <u>one</u> number that indicates your judgment on the following items.

	Strongly Disagree		Agree		Strongly Agree	
I like Crystal.	1	2	3	4	5	6
Sometimes I feel like Crystal.	1	2	3	4	5	6

- If you strongly agree with the statement circle 6
- If you strongly disagree with the statement circle 1

You will graph your responses to these two items on bottom parts of the charts, labeled *Empathy Scales*.

We will be available to answer your questions and guide you through the exercises every step of the way.

You are now ready to begin.

During Training

When the trainer indicates, write your observations in the lines below.

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CRYSTAL'S TALE: Scene 1
Starts New Job

Answer these questions based on what you have just seen. Please circle the number that best describes where Crystal falls along each of the 10 dimensions.

Crystal acts as she does because she is:

"Where do I start?"

Shy	1	2	3	4	5	6	Outgoing
Insecure	1	2	3	4	5	6	Confident
Cautious	1	2	3	4	5	6	Decisive
Weak	1	2	3	4	5	6	Strong
Inhibited	1	2	3	4	5	6	Outspoken
Embarrassed	1	2	3	4	5	6	Composed
Trying to please	1	2	3	4	5	6	Self-focused
Anxious	1	2	3	4	5	6	Calm
Vulnerable	1	2	3	4	5	6	Secure
Intimidated	1	2	3	4	5	6	Courageous

(sum of columns) ____+____+____+____+____+____ =

Total Scale Score

Add the numbers you have circled to describe Crystal. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a dot that shows Crystal's Total Scale Score on the *Perception Scales* above "Observation 1".

Please circle the one number that indicates your judgment on the following items.

	Strongly Disagree		Agree		Strongly Agree	
I like Crystal.	1	2	3	4	5	6
Sometimes I feel like Crystal.	1	2	3	4	5	6

Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a dot to show your score on *Like Crystal* and an "x" for *Feel Like Crystal* on the *Empathy Scales* above "Observation 1".

Continue to next page

CRYSTAL'S TALE: Scene 1
Starts New Job

Answer these questions based on what you have just seen. Please circle the number that best describes where Richard falls along each of the 10 dimensions.

Richard acts as he does because he is:

"I'm glad personnel decided
to send you here."

Seeking attention	1	2	3	4	5	6	Reaching out
Troubled	1	2	3	4	5	6	Content
Insecure	1	2	3	4	5	6	Confident
Intimidating	1	2	3	4	5	6	Approachable
Defensive	1	2	3	4	5	6	Open-minded
Arrogant	1	2	3	4	5	6	Respectful
Clueless	1	2	3	4	5	6	Insightful
Angry	1	2	3	4	5	6	Sociable
Vulnerable	1	2	3	4	5	6	Secure
Manipulative	1	2	3	4	5	6	Sincere

(sum of columns) ____+____+____+____+____+____ =

Total Scale Score

Add the numbers you have circled to describe Richard. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw an 'x' that shows Richard's Total Scale Score on the *Perception Scales* above "Observation 1".

Please circle the one number that indicates your judgment on the following items.

	Strongly Disagree		**Agree**		**Strongly Agree**	
I like Richard.	1	2	3	4	5	6
Sometimes I feel like Richard.	1	2	3	4	5	6

Turn to the graph titled Capacity for Self-Control on page 26 at the end of the booklet. Draw a dot to show your score on *Like Richard* and an "x" for *Feel Like Richard* on the *Empathy Scales* above "Observation 1".

Return to training session

CRYSTAL'S TALE: Scene 2
Probation Period Ends

Answer these questions based on what you have just seen. Please circle the number that best describes where Crystal falls along each of the 10 dimensions.

Crystal acts as she does because she is:

"How can I help you now?"

Shy	1	2	3	4	5	6	Outgoing
Insecure	1	2	3	4	5	6	Confident
Cautious	1	2	3	4	5	6	Decisive
Weak	1	2	3	4	5	6	Strong
Inhibited	1	2	3	4	5	6	Outspoken
Embarrassed	1	2	3	4	5	6	Composed
Trying to please	1	2	3	4	5	6	Self-focused
Anxious	1	2	3	4	5	6	Calm
Vulnerable	1	2	3	4	5	6	Secure
Intimidated	1	2	3	4	5	6	Courageous

(sum of columns)   ____+____+____+____+____+____ =   ☐

Total Scale Score

Add the numbers you have circled to describe Crystal. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a dot that shows Crystal's Total Scale Score on the *Perception Scales* above "Observation 2".

Please circle the <u>one</u> number that indicates your judgment on the following items.

	Strongly Disagree		**Agree**		**Strongly Agree**	
I like Crystal.	1	2	3	4	5	6
Sometimes I feel like Crystal.	1	2	3	4	5	6

Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a dot to show your score on *Like Crystal* and an "x" for *Feel Like Crystal* on the *Empathy Scales* above "Observation 2".

Continue to next page

CRYSTAL'S TALE: Scene 2
Probation Period Ends

Answer these questions based on what you have just seen. Please circle the number that best describes where Richard falls along the 10 dimensions.

Richard acts as he does because he is:

"I was looking for you."

Seeking attention	1	2	3	4	5	6	Reaching out
Troubled	1	2	3	4	5	6	Content
Insecure	1	2	3	4	5	6	Confident
Intimidating	1	2	3	4	5	6	Approachable
Defensive	1	2	3	4	5	6	Open-minded
Arrogant	1	2	3	4	5	6	Respectful
Clueless	1	2	3	4	5	6	Insightful
Angry	1	2	3	4	5	6	Sociable
Vulnerable	1	2	3	4	5	6	Secure
Manipulative	1	2	3	4	5	6	Sincere

(sum of columns)   ____+____+____+____+____+____ =

Total Scale Score

Add the numbers you have circled to describe Richard. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw an 'x' that shows Richard's Total Scale Score on the *Perception Scales* above "Observation 2".

Please circle the one number that indicates your judgment on the following items.

	Strongly Disagree		Agree		Strongly Agree	
I like Richard.	1	2	3	4	5	6
Sometimes I feel like Richard.	1	2	3	4	5	6

Turn to the graph titled Capacity for Self-Control on page 26 at the end of the booklet. Draw a dot to show your score on *Like Richard* and an "x" for *Feel Like Richard* on the *Empathy Scales* above "Observation 2".

Return to training session

CRYSTAL'S TALE: Scene 3
Annual Review

Answer these questions based on what you have just seen. Please circle the number that best describes where Crystal falls along the 10 dimensions.

Crystal acts as she does because she is:

"What else could I have done?"

Shy	1	2	3	4	5	6	Outgoing
Insecure	1	2	3	4	5	6	Confident
Cautious	1	2	3	4	5	6	Decisive
Weak	1	2	3	4	5	6	Strong
Inhibited	1	2	3	4	5	6	Outspoken
Embarrassed	1	2	3	4	5	6	Composed
Trying to please	1	2	3	4	5	6	Self-focused
Anxious	1	2	3	4	5	6	Calm
Vulnerable	1	2	3	4	5	6	Secure
Intimidated	1	2	3	4	5	6	Courageous

(sum of columns)   ____+____+____+____+____+____ =   ☐

Total Scale Score

Add the numbers you have circled to describe Crystal. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a dot that shows Crystal's Total Scale Score on the *Perception Scales* above "Observation 3".

Please circle the <u>one</u> number that indicates your judgment on the following items.

	Strongly Disagree		**Agree**		**Strongly Agree**	
I like Crystal.	1	2	3	4	5	6
Sometimes I feel like Crystal.	1	2	3	4	5	6

Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a dot to show your score on *Like Crystal* and an "x" for *Feel Like Crystal* on the *Empathy Scales* above "Observation 3".

CRYSTAL'S TALE: Scene 3
Annual Review

Answer these questions based on what you have just seen. Please circle the number that best describes where Richard falls along each of the 10 dimensions.

Richard acts as he does because he is:

"You and I need to talk."

Seeking attention	1	2	3	4	5	6	Reaching out
Troubled	1	2	3	4	5	6	Content
Insecure	1	2	3	4	5	6	Confident
Intimidating	1	2	3	4	5	6	Approachable
Defensive	1	2	3	4	5	6	Open-minded
Arrogant	1	2	3	4	5	6	Respectful
Clueless	1	2	3	4	5	6	Insightful
Angry	1	2	3	4	5	6	Sociable
Vulnerable	1	2	3	4	5	6	Secure
Manipulative	1	2	3	4	5	6	Sincere

(sum of columns) ____+____+____+____+____+____ =

Total Scale Score

Add the numbers you have circled to describe Richard. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw an 'x' that shows Richard's Total Scale Score on the *Perception Scales* above "Observation 3".

Please circle the one number that indicates your judgment on the following items.

	Strongly Disagree		Agree		Strongly Agree	
I like Richard.	1	2	3	4	5	6
Sometimes I feel like Richard.	1	2	3	4	5	6

Turn to the graph titled Capacity for Self-Control on page 26 at the end of the booklet. Draw a dot to show your score on *Like Richard* and an "x" for *Feel Like Richard* on the *Empathy Scales* above "Observation 3".

Return to training session

Graphing Your Impressions

CAPACITY FOR ASSERTION

The trainer will help you to plot your impressions of Crystal and Richard.

Please follow along using the graph titled CAPACITY for ASSERTION that you have filled in. It is on page 25 at the end of this booklet.

Plot your impressions of Crystal and Richard on the PERCEPTION SCALES:

> **STEP 1:** You have plotted the **Total Scale Score** for Crystal on observation 1 (Starts New Job), observation 2 (Probation Period Ends) and observation 3 (Annual Review). These are the numbers you tallied after each scene.
>
> Connect the dots and label the line *Crystal*.
>
> **STEP 2:** You have plotted the **Total Scale Score** for Richard on observation 1 (Starts New Job), observation 2 (Probation Period Ends) and observation 3 (Annual Review). These are the numbers you tallied after each scene.
>
> Connect the dots and label the line *Richard*.

Inspect your graph:

• Crystal's rating scale measures behaviors that predict *Capacity for Assertion.*

• Richard's rating scale measures behaviors that predict *Capacity for Self-Control.*

Ask yourself:

• How does your perception of Crystal change over the three movies? Does she get *more assertive*, *less assertive* or *stay the same*?

• How does your perception of Richard change over the three movies? Does he have *more self-control*, *less self-control* or *stay the same*?

• Is there a relationship between Crystal's *assertiveness* and Richard's *self-control*?

Continue to next page

Find out how perception shapes your CAPACITY for EMPATHY:

STEP 3:   You have plotted your answers to the questions *I like Crystal* and *Sometimes I feel like Crystal* for each of the three observations.

Connect the dots and label your lines 'Like Crystal' and 'Feel Like Crystal'.

Inspect your graph:

• The *Like* scale is a measure of your affinity to Crystal.

• The *Feel Like* scale is a measure of your identification with Crystal.

Ask yourself:

• Do you 'like' Crystal more or less than you 'feel like' Crystal?

• Do your ratings change as you get to know Crystal?

• Is there a relationship between how much you 'like' and 'feel like' Crystal and how *assertive* she is?

Return to training session

LIZ'S TALE: Scene 4
Friendly Advice

Answer these questions based on what you have just seen. Please circle the number that best describes where Liz falls along each of the 10 dimensions.

Liz acts as she does because she is:

"What could I do?"

Shy	1	2	3	4	5	6	Outgoing
Insecure	1	2	3	4	5	6	Confident
Cautious	1	2	3	4	5	6	Decisive
Weak	1	2	3	4	5	6	Strong
Inhibited	1	2	3	4	5	6	Outspoken
Embarrassed	1	2	3	4	5	6	Composed
Trying to please	1	2	3	4	5	6	Self-focused
Anxious	1	2	3	4	5	6	Calm
Vulnerable	1	2	3	4	5	6	Secure
Intimidated	1	2	3	4	5	6	Courageous

(sum of columns)   ____+____+____+____+____+____ =

Total Scale Score

Add the numbers you have circled to describe Liz. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a circle that shows Liz's Total Scale Score on the *Perception Scales* above "Observation 1".

Please circle the one number that indicates your judgment on the following items.

	Strongly Disagree		**Agree**		**Strongly Agree**	
I like Liz.	1	2	3	4	5	6
Sometimes I feel like Liz.	1	2	3	4	5	6

Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a circle to show your score on *Like Liz* and a "+" for *Feel Like Liz* on the *Empathy Scales* above "Observation 1".

Return to training session

LIZ'S TALE: Scene 5
A Bothersome Colleague

Answer these questions based on what you have just seen. Please circle the number that best describes where Liz falls along each of the 10 dimensions.

Liz acts as she does because she is:

"I don't appreciate your remarks."

Shy	1	2	3	4	5	6	Outgoing
Insecure	1	2	3	4	5	6	Confident
Cautious	1	2	3	4	5	6	Decisive
Weak	1	2	3	4	5	6	Strong
Inhibited	1	2	3	4	5	6	Outspoken
Embarrassed	1	2	3	4	5	6	Composed
Trying to please	1	2	3	4	5	6	Self-focused
Anxious	1	2	3	4	5	6	Calm
Vulnerable	1	2	3	4	5	6	Secure
Intimidated	1	2	3	4	5	6	Courageous

(sum of columns) ____+____+____+____+____+____ = [   ]

Total Scale Score

Add the numbers you have circled to describe Liz. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a circle that shows Liz's Total Scale Score on the *Perception Scales* above "Observation 2".

Please circle the one number that indicates your judgment on the following items.

	Strongly Disagree		**Agree**		**Strongly Agree**	
I like Liz.	1	2	3	4	5	6
Sometimes I feel like Liz.	1	2	3	4	5	6

Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a circle to show your score on *Like Liz* and a "+" for *Feel Like Liz* on the *Empathy Scales* above "Observation 2".

LIZ'S TALE: Scene 5
A Bothersome Colleague

Answer these questions based on what you have just seen. Please circle the number that best describes where Richard falls along each of the 10 dimensions.

Richard acts as he does because he is:

"How's about you look over here?"

Seeking attention	1	2	3	4	5	6	Reaching out
Troubled	1	2	3	4	5	6	Content
Insecure	1	2	3	4	5	6	Confident
Intimidating	1	2	3	4	5	6	Approachable
Defensive	1	2	3	4	5	6	Open-minded
Arrogant	1	2	3	4	5	6	Respectful
Clueless	1	2	3	4	5	6	Insightful
Angry	1	2	3	4	5	6	Sociable
Vulnerable	1	2	3	4	5	6	Secure
Manipulative	1	2	3	4	5	6	Sincere

(sum of columns)   ____+____+____+____+____+____ =   [ ]

Total Scale Score

Add the numbers you have circled to describe Richard. Turn to the graph titled Capacity for Self-Control on page 26 at the end of the booklet. Draw an "x" that shows Richard's Total Scale Score on the *Perception Scales* above 'Liz Observation'.

Please circle the one number that indicates your judgment on the following items.

	Strongly Disagree		Agree		Strongly Agree
I like Richard.	1 2	3	4	5	6
Sometimes I feel like Richard.	1 2	3	4	5	6

Turn to the graph titled Capacity for Self-Control on page 26 at the end of the booklet. Draw a dot to show your score on *Like Richard* and an "x" for *Feel Like Richard* on the *Empathy Scales* above "Observation 4".

Return to training session

LIZ'S TALE: Scene 6
A Complaint is Filed

Answer these questions based on what you have just seen. Please circle the number that best describes where Liz falls along each of the 10 dimensions.

Liz acts as she does because she is:

"How did the tables get turned?"

Shy	1	2	3	4	5	6	Outgoing
Insecure	1	2	3	4	5	6	Confident
Cautious	1	2	3	4	5	6	Decisive
Weak	1	2	3	4	5	6	Strong
Inhibited	1	2	3	4	5	6	Outspoken
Embarrassed	1	2	3	4	5	6	Composed
Trying to please	1	2	3	4	5	6	Self-focused
Anxious	1	2	3	4	5	6	Calm
Vulnerable	1	2	3	4	5	6	Secure
Intimidated	1	2	3	4	5	6	Courageous

(sum of columns)   ____+____+____+____+____+____ = [   ]

Total Scale Score

Add the numbers you have circled to describe Liz. Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a circle that shows Liz's Total Scale Score on the *Perception Scales* above "Observation 3".

Please circle the <u>one</u> number that indicates your judgment on the following items.

	Strongly Disagree		**Agree**		**Strongly Agree**	
I like Liz.	1	2	3	4	5	6
Sometimes I feel like Liz.	1	2	3	4	5	6

Turn to the graph titled Capacity for Assertion on page 25 at the end of the booklet. Draw a circle to show your score on *Like Liz* and a "+" for *Feel Like Liz* on the *Empathy Scales* above "Observation 3".

Return to training session

Graphing Your Impressions

CAPACITY FOR ASSERTION

The trainer will help you to plot your impressions of Liz.

Please follow along using the graph titled CAPACITY for ASSERTION that you have filled in. It is on page 25 at the end of this booklet.

You have already plotted your impressions of Crystal in relation to Richard.

Now you will add your impressions of Liz.

Plot your impressions of Liz on the PERCEPTION SCALES:

> **STEP 1**: You have plotted the **Total Scale Score** for Liz on observation 1 (Friendly Advice), observation 2 (A Bothersome Colleague) and observation 3 (A Complaint is Filed).
>
> Connect the dots and label the line *Liz*.
>
> You should now see your impressions of Crystal, Richard and Liz on the *Perception Scales*.

Inspect your graph:

• The rating scale for Crystal and Liz is the same and measures behaviors that predict *Capacity for Assertion*.

Ask yourself:

• Who do you perceive as having a greater *Capacity for Assertion*, Crystal or Liz?

• Does your perception of Liz or Crystal change as you watch them interact with different colleagues? Is 'assertion' a stable trait?

• Compare Liz in observation 2 to Crystal in observation 3. In these scenes they each confront Richard. What do you notice about perceived 'assertiveness'?

Find out how perception shapes your CAPACITY for EMPATHY:

> **STEP 2:** You have plotted your answers to the questions *I Like Liz* and *Sometimes I feel like Liz* for each of the three observations.
>
> Connect the dots and label your lines 'Like Liz' and 'Feel Like Liz' just as you did before for Crystal.
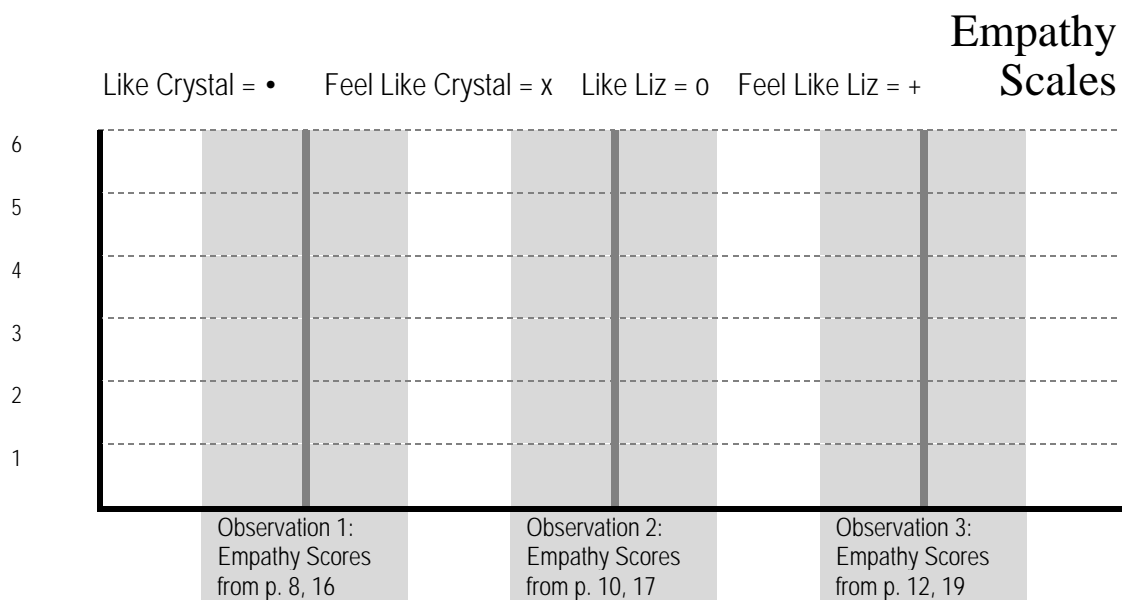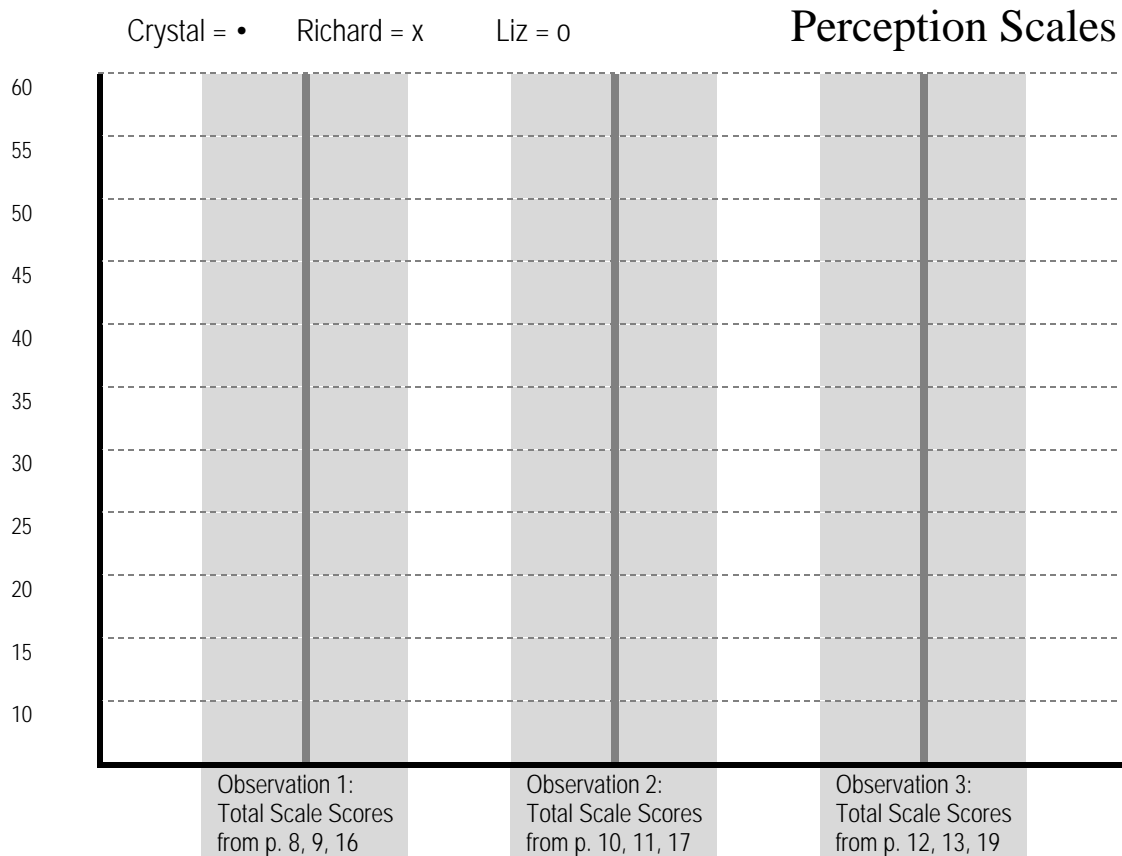
Inspect your graph:

- The *Like* scale is a measure of your affinity to Liz.

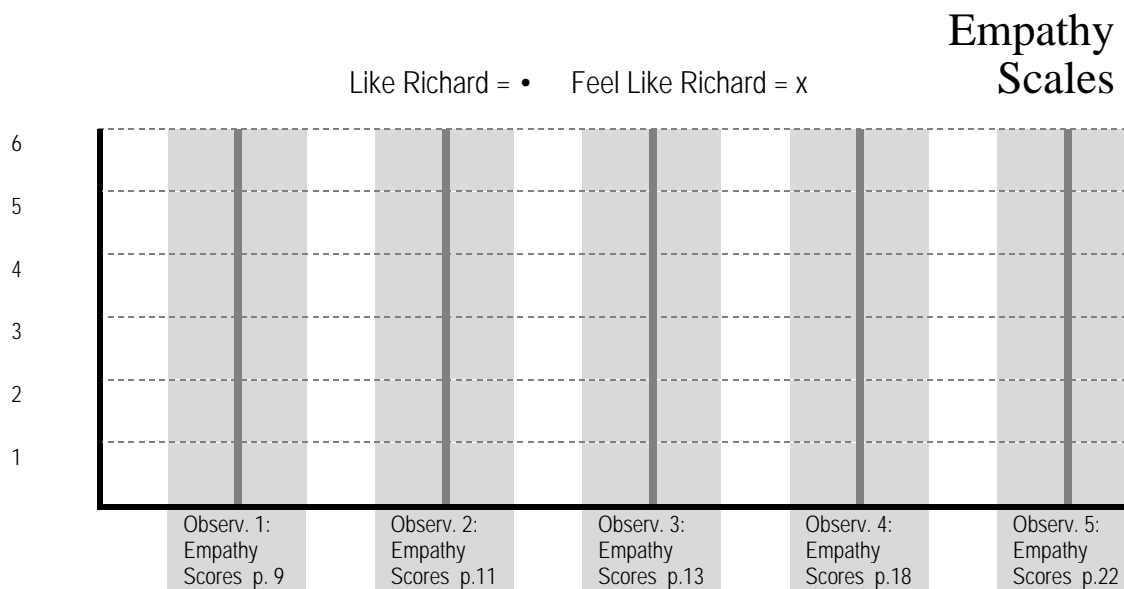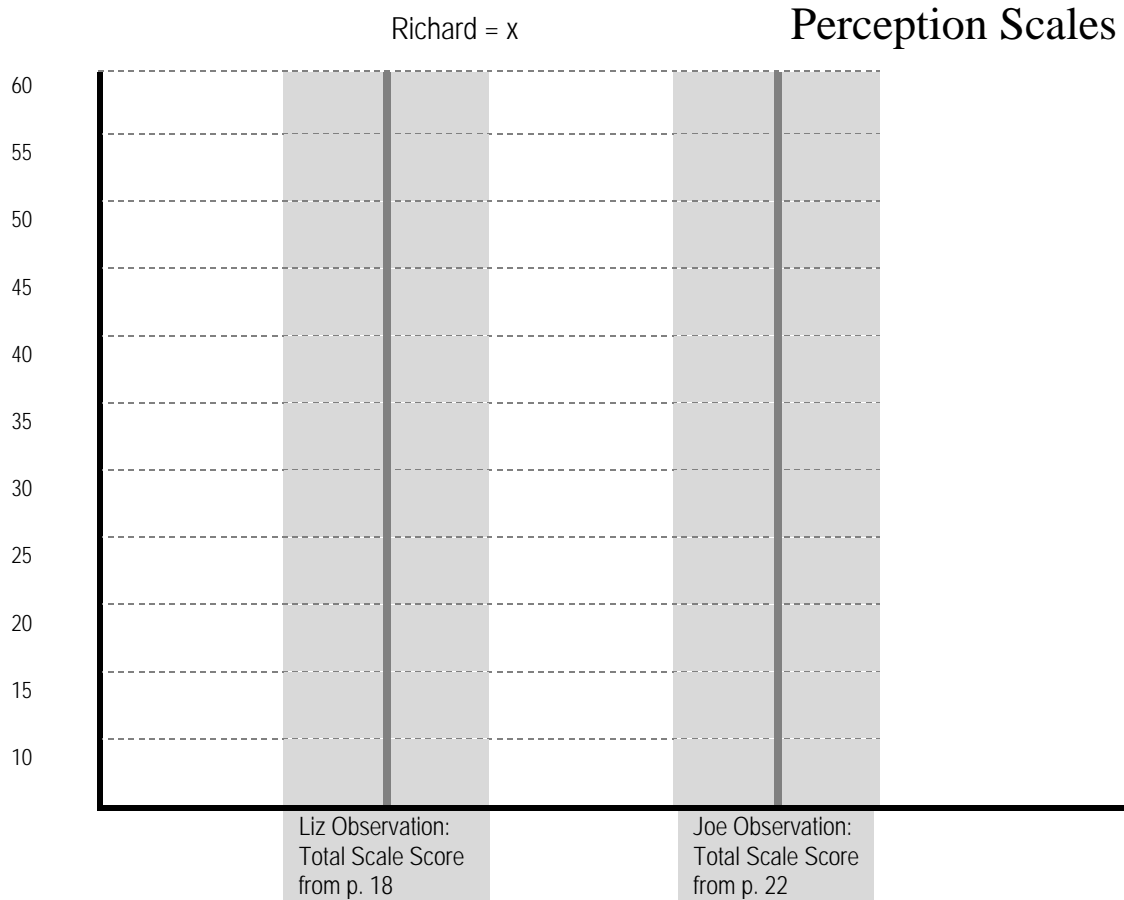- The *Feel Like* scale is a measure of your identification with Liz.

Ask Yourself:

- Who do you 'like' more, Crystal or Liz?

- Is there a relationship between how much you 'like' Crystal or Liz and how *assertive* they are?

Return to training session

RICHARD′S TALE: Scene 7
Office Relocation

Answer these questions based on what you have just seen. Please circle the number that best describes where Richard falls along each of the 10 dimensions.

Richard acts as he does because he is:

Seeking attention	1	2	3	4	5	6	Reaching out
Troubled	1	2	3	4	5	6	Content
Insecure	1	2	3	4	5	6	Confident
Intimidating	1	2	3	4	5	6	Approachable
Defensive	1	2	3	4	5	6	Open-minded
Arrogant	1	2	3	4	5	6	Respectful
Clueless	1	2	3	4	5	6	Insightful
Angry	1	2	3	4	5	6	Sociable
Vulnerable	1	2	3	4	5	6	Secure
Manipulative	1	2	3	4	5	6	Sincere

"It wasn't exactly my choice."

(sum of columns)   ____+____+____+____+____+____ =

Total Scale Score

Add the numbers you have circled to describe Richard. Turn to the graph titled Capacity for Self-Control on page 26 at the end of the booklet. Draw an "x" that shows Richard's Total Scale Score on the *Perception Scales* above 'Joe Observation'.

Please circle the one number that indicates your judgment on the following items.

	Strongly Disagree		**Agree**		**Strongly Agree**	
I like Richard.	1	2	3	4	5	6
Sometimes I feel like Richard.	1	2	3	4	5	6

Turn to the graph titled Capacity for Self-Control on page 26 at the end of the booklet. Draw a dot to show your score on *Like Richard* and an "x" for *Feel Like Richard* on the *Empathy Scales* above "Observation 5".

Return to training session

CAPACITY FOR SELF-CONTROL

The trainer will help you to plot your impressions of Richard.

Please follow along using the graph titled CAPACITY for SELF-CONTROL that you have filled in. It is on page 26 at the end of this booklet.

Examine your impressions of Richard in relation to two of his co-workers, Liz and Joe, on the Perception Scales.

Plot your impressions of Richard on the PERCEPTION SCALES:

> **STEP 1:** You have plotted the **Total Scale Score** for Richard in relation to Liz (A Bothersome Colleague) and Joe (Office Relocation).
>
> Draw a bar graph. Label the first bar *Liz* and the second *Joe*, above the axis labels 'Liz Observation' and 'Joe observation'.
>
> These show your perception of Richard in relation to two co-workers.

Inspect your graph:

• Richard's rating scale measures behaviors that predict *Capacity for Self-Control.*

Ask yourself:

• Do you perceive Richard as having *more*, *less* or the *same* degree of *self-control* in relation to Liz compared to Joe?

• Is self-control a stable trait?

Find out how perception shapes your CAPACITY for EMPATHY:

STEP 2: You have plotted your answers to the questions *I like Richard* and *Sometimes I feel like Richard* for each of the five observations.

Connect the dots and label your lines 'Like Richard' and 'Feel Like Richard'.

Inspect your graph:

· The *Like* scale is a measure of your affinity to Richard.

·   The *Feel Like* scale is a measure of your identification with Richard.

Ask yourself:

· Do you 'like' Richard more or less than you 'feel like' Richard?

· Do your scores fall in the same pattern as those for Crystal and Liz?

· Why do people sometimes 'feel like' Richard *more* than they 'like' Richard?

Return to training session

Capacity for Assertion

Crystal = •   Richard = x   Liz = o

60		
55		
50		
45		
40		
35		
30		
25		
20		
15		
10		

Observation 1:	Observation 2:	Observation 3:
Total Scale Scores from p. 8, 9, 16	Total Scale Scores from p. 10, 11, 17	Total Scale Scores from p. 12, 13, 19

Like Crystal = •   Feel Like Crystal = x   Like Liz = o   Feel Like Liz = +

6		
5		
4		
3		
2		
1		

Observation 1:	Observation 2:	Observation 3:
Empathy Scores from p. 8, 16	Empathy Scores from p. 10, 17	Empathy Scores from p. 12, 19

Capacity for Self-Control

Richard = x

Perception Scales

60
55
50
45
40
35
30
25
20
15
10

Liz Observation:
Total Scale Score
from p. 18

Joe Observation:
Total Scale Score
from p. 22

Empathy Scales

Like Richard = •   Feel Like Richard = x

6
5
4
3
2
1

Observ. 1:
Empathy
Scores p. 9

Observ. 2:
Empathy
Scores p.11

Observ. 3:
Empathy
Scores p.13

Observ. 4:
Empathy
Scores p.18

Observ. 5:
Empathy
Scores p.22

After Training

Research Study Invitation

We invite and encourage you to become a part of a national research database on the perception of sexual harassment by simply returning this page and the graphs on the preceding 2 pages to the address shown below at the completion of training. Please answer the questions below. Your responses will be kept confidential.

PRESENT EMPLOYER_____

DATE OF TRAINING SESSION_____

Please circle your answers to the following questions:

GENDER

Male
Female

AGE (Optional)

18-24
25-34
35-44
45-54
55 +

JOB TITLE

Supervisory
Non-Supervisory
Professional
Other

YEARS OF EMPLOYMENT

1-5
6-10
11-20
21 +

Have you had sexual harassment training before?   Yes   No

Have you participated in interactive distance learning before?   Yes   No

Additional Information

Web Site Information & Chat

We invite you to visit the Corporate Matters, Ltd. web site at:

http://www.corporatematters.com

The site offers background information, research papers and other material on sexual harassment in the workplace, available to you before or after the broadcast. The site also contains information on Corporate Matters' series of *Eradicating Sexual Harassment* products, including the video, CD-ROM and online versions.

In addition, the site offers an interactive **message board**, in which you are invited to post questions and to share experiences on the subject of today's program. We will respond to your posts on a regular basis.

About Corporate Matters, Ltd.

Corporate Matters is an industrial psychology firm committed to the design and development of human resource training materials on sexual harassment and other areas in order to aid organizational development. The partners **are D&D Industrial Consultants, Inc.** of Montclair, NJ and **Telequest, Inc.**, of Trenton, NJ, a film, video and multimedia company that has received numerous national awards for its work, as well as Emmy and Academy Award Nominations.

By combining the expertise of D & D as content providers and consultation experts to industry and government with the video and multimedia resources of Telequest, Corporate Matters was formed as an independent publishing firm. The companies possess the joint expertise to author and produce psychological materials to high professional standards and to customize work to individual client specifications. This capability allows us to push the envelope of traditional psychology and to explore new methods of practice that incorporate multiple presentation platforms in the delivery of content and consulting services.

Two product lines are currently available from Corporate Matters. *Eradicating Sexual Harassment* provides a uniquely powerful approach to sexual harassment prevention for government and business organizations, and is available in video, CD-ROM and online editions, for individual as well as group administration. *Respect* is a video and group training program aimed at middle school children dealing with the subjects of violence, sexual harassment and peer pressure.

The products are available direct from Corporate Matters and through selected national providers (e.g. Coastal Video and Training Technologies, Media Learning Resources, and Training Edge). Satellite broadcasts are also available through PBS The Business Channel and the Insurance Broadcast Network. Products in development include multimedia training programs in leadership and change management.

About D&D Industrial Consultants, Inc.

Steven Dranoff, Ph.D and **Wanda Dobrich, Ph.D** are the Principals **of D&D Industrial Consultants, Inc.**, an organizational development firm that provides training in sexual harassment and violence prevention, leadership, secession and transitioning, and change management. They specialize in clinical and research psychology and have defined a scientist-practitioner model to promote behavioral change that is applied to topics of human development in the workplace. Through Corporate Matters, Ltd., the multimedia development company they formed in partnership with Telequest, Inc., they author and produce training programs in a variety of media. Fortune 500 companies and others are currently using their training products. They work with major law firms including Baker & McKenzie, Ogletree Deakins Murphy Smith & Polk, Mintz Levin Cohn Ferris Glovsky & Popeo, and Vedder Price to train and consult in sexual harassment. Chubb Insurance Company has endorsed Eradicating Sexual Harassment as a value-added product in sexual harassment prevention for their EPL insureds. Their professional contribution to industry has been recognized by the NJ Psychological Association Media Award (1999) and the Fordham University Outstanding Career Achievement Award (1998, to Dr. Dranoff). They have performed speaking engagements at professional conferences and meetings in sexual harassment and violence prevention and have taught in undergraduate, graduate and professional schools. They have performed on live television news broadcasts on sexual harassment prevention and related topics of workplace interest.

About Telequest, Inc.

Telequest, Inc. (www.telequestinc.com) is a leading producer of film, video and multimedia programs. Partners **Dick Blofson**, **Scott Nielsen** and **Dan Preston** combine decades of experience producing television programs for PBS and commercial networks, videos and films for top corporations and educational institutions, and interactive CD-ROMs and online productions for a wide variety of clients. Telequest is able to provide full script to screen services utilizing top talent on and off screen, broadcast-quality production equipment, and the latest in digital editing and effects. Recent clients include Dow Jones & Company, Educational Testing Service, Harvard University, Hoechst AG, The New York Times, Princeton University, Public Service Electric & Gas, The Robert Wood Johnson Foundation, and the State of New Jersey. The company's productions have won numerous awards, including the Columbia Dupont Broadcast Journalism award, four Cine Golden Eagles, fifteen national and international film festival prizes, and an Emmy nomination for animation. Recent honors include 2 Telly Winner Statues, Telly Finalist, NJ CAMA First Place and Best of Show, IABC Silver Mercury, four Cindy Blue Ribbon awards, Bronze Statue, and 2 Silver Statues. *THE LINE KING,* produced by The New York Times, for which Dick Blofson of Telequest was cinematographer, was nominated for an Academy Award in 1997.

PARTICIPANT EVALUATION

Eradicating Sexual Harassment
Protecting Yourself and Your Organization

Feedback and application are vital parts of the learning process. Please take a few minutes to complete this survey and return it to your Site Coordinator. We value your input and participation.

If you are applying for Continuing Education Units (CEUs) you must:

1. Have signed in at the beginning of the satellite transmission on the log provided by the Site Coordinator

2. Complete this form in its entirety and return it to the Site Coordinator, who will send it to The Business Channel for processing

Your name   Title

Organization

Phone   E-mail

Social Security # (CEU participants only)

Date of participation in satellite program

1. Circle the score that indicates the overall usefulness of this program to you:

not at all useful   1   2   3   4   5   extremely useful

2. Listed below are the learning objectives for **Eradicating Sexual Harassment**. Now that you have completed the satellite-delivered portion of the program as well as the accompanying participant materials, please circle the number that best reflects your level of comprehension of the subject matter using the following scale.

I understand the material presented

not at all   1   2   3   4   5   completely

a. I have greater insight into the motivations and intentions of a colleague who is a sexual harasser.	1	2	3	4	5
b. I have greater insight into the motivations and intentions of a colleague who is sexually harassed.	1	2	3	4	5
c. I have greater insight into the reactions of my coworkers to sexual harassment.	1	2	3	4	5
d. I have greater insight into my own personal reactions to a colleague who is a sexual harasser.	1	2	3	4	5
e. I have greater insight into my own personal reactions to a colleague who is sexually harassed.	1	2	3	4	5
f. I have a greater appreciation of the impact of sexual harassment on the atmosphere of the workplace.	1	2	3	4	5
g. I have a greater understanding of the laws on sexual harassment.	1	2	3	4	5
h. I have a better understanding of my company's policy against sexual harassment.	1	2	3	4	5
i. I have a better understanding of what to expect if I encounter sexual harassment in my workplace.	1	2	3	4	5
j. I have a better understanding of how to help a colleague who is being sexually harassed.	1	2	3	4	5

Return this form to your site coordinator or send to:

The Business Channel
Program Development
1330 Braddock Place
Alexandria VA
22314-1698

Fax: 703.739.3854

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3. Below is a list of phrases that could be used to describe this program. Please read each phrase and check the box that best indicates the extent to which you agree or disagree.

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Current important topic	❏1	❏2	❏3	❏4
Offered ideas for immediate use	❏1	❏2	❏3	❏4
Thought provoking	❏1	❏2	❏3	❏4
Motivating	❏1	❏2	❏3	❏4
Knowledgeable presenter(s)	❏1	❏2	❏3	❏4
Effective presentation style(s)	❏1	❏2	❏3	❏4
High quality video inserts or graphics	❏1	❏2	❏3	❏4
Useful participant materials	❏1	❏2	❏3	❏4
Right time of day	❏1	❏2	❏3	❏4
Right time of month	❏1	❏2	❏3	❏4
Good audio quality	❏1	❏2	❏3	❏4
Good visual quality	❏1	❏2	❏3	❏4
Other: _____	❏1	❏2	❏3	❏4

4. Would you recommend this program to your colleagues?   Yes   No

   a. If yes, to whom? _____

5. Please give a general overall comment about the program. _____

_____

_____

   a. May we use this comment in promotional materials?   Yes   No
   b. If yes, may we use it with your name and organization?   Yes   No

6. How can this training program be improved? _____

_____

_____

7. What other programs would be of interest to you? Please check all that apply.

❏₁ Time management	❏₁ Interviewing
❏₁ Mentoring	❏₁ Employment law
❏₁ Managing and initiating change	❏₁ Health and safety
❏₁ Risk analysis	❏₁ Negotiation
❏₁ Knowledge management	❏₁ Listening skills
❏₁ Decision making	❏₁ Project leadership
❏₁ Innovation and creativity	❏₁ Understanding and managing technology
❏₁ Presentation skills	❏₁ Workplace values
❏₁ Sexual harassment prevention	❏₁ Diversity
❏₁ Problem solving	❏₁ Customer service
❏₁ Computer skills	❏₁ Strategic selling
❏₁ Conflict resolution	❏₁ Communication skills
❏₁ Performance appraisal	❏₁ Other_____

8. What is your role within your organization?

❏₁ President	❏₈ Network Manager
❏₂ Vice President	❏₉ Staff Member
❏₃ Director	❏₁₀ Sales Representative
❏₄ Manager/Supervisor	❏₁₁ Customer Service Representative
❏₅ Project Manager	❏₁₂ Administrative Staff
❏₆ Team Leader	❏₁₃ Other_____
❏₇ Professional	

9. What department?

❏₁ Product Development	❏₆ Sales
❏₂ Manufacturing/Plant Operation	❏₇ Marketing
❏₃ Research and Development	❏₈ Customer Service
❏₄ Administration	❏₉ Operations
❏₅ Finance/Accounting	❏₁₀ Other_____

Thank you for your comments!