# The Development, Delivery and Evaluation of a Harassment Awareness Training Package for a Corporate Workplace

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A Thesis

in

the Department

of

Education

Presented in Partial Fulfillment of the Requirements
for the Degree of Master of Arts
Concordia University
Montreal, Quebec, Canada

April 1998

## ABSTRACT

### The Development, Delivery and Evaluation of a Harassment Awareness Training Package for a Corporate Workplace

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The aim of this thesis-equivalent was to develop, deliver, and evaluate a harassment awareness program for airline employees. The program addressed what constitutes harassment, types of harassment and discrimination, and the effects of harassment on employees and the workplace. The target audiences were Flight Operations and In-Flight Service personnel. The development of the harassment program was based on instructional design theory, and research into flight crew and cabin crew performance.

Formative evaluation of the training package was conducted where qualitative data was collected from subject matter and facilitation experts. Two small-group reviews of the modified package were conducted with members of the target audiences. Their knowledge gain was assessed through a pretest followed by the treatment and a posttest. Feedback was gathered through the use of a course evaluation questionnaire as well as group interviews. The package was then presented to the program facilitators for their input. Response to the training was positive. The performance objectives were achieved, however, additional evaluation would be necessary to assess the long-term impact of the training on the work environment.

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# Chapter 1: Introduction

Over the last 30 years, there have been great changes to North American society as the population and the workforce have become increasingly diverse. More women, people of ethnic origins, and racial minorities are entering the job market and working in non-traditional jobs. At Air Canada, hiring policies and the make-up of the workforce have altered over the last three decades to reflect these changes in society. The cultural diversity of Air Canada's employees is a valuable asset because this workforce enables the airline to operate throughout the world, and yet these differences between employees can become the basis of harassment in the workplace. Additional factors such as the current economic climate where many individuals feel insecure about their jobs, the perception that there is constant change in today's workplace, and the high level of stress experienced by many workers helps to create an environment where harassment can flourish. Increasingly, companies are recognizing the high costs of harassment, to the company as a whole and to individual employees, and the need to take steps to curb harassment in the workplace.

## 1.1 The Problem

In 1995, Air Canada issued a corporate policy that states what constitutes harassment and what steps to follow if faced with a harassment situation. Despite the issuance of Air Canada's harassment policy, incidents of harassment and discrimination continue to be reported from employee groups about their peers and their coworkers.

Harassment and discrimination in the workplace negatively affect employee morale and productivity, and can lead to the loss of good workers. The presence of harassment and discrimination in the workplace can cause communication breakdowns leading to stressful and potentially even dangerous situations. Open lines of communication are essential for certain employee groups, such as Flight Attendants and Pilots.

Action beyond the simple issuance of the corporate policy on harassment had to be taken to prevent a situation where harassment and discrimination could interfere with onboard communication.

## 1.2 The Context

Air Canada issued a one page sheet stating the corporate policy on harassment to its 18,000 employees in October 1995. This document defined harassment, provided examples, and stated steps to take in a harassment situation. Up until this point, the policy, which had been in effect since 1986, had not been widely publicized although it was included in the employee handbook. Information on the policy had been given on an on-demand basis to employees by Air Canada's Manager of Human Rights and Equity Programs.

Approximately 80% of management personnel had attended an information session of approximately one hour on harassment and discrimination given by the Manager of Human Rights and Equity Programs. They also received detailed guidelines for investigating a complaint of harassment and whom to contact for help in dealing with such situations. Despite the corporate-wide issuance of the policy, the Manager of Human Rights and Equity Programs continued to receive or be consulted on numerous complaints of harassment and discrimination every year from employees and, on occasion, customers. Examples of harassment included incidents of sexual harassment among flight attendants and between flight attendants and pilots as well as complaints of racial harassment and harassment based on sexual orientation among union personnel. Most of the incidents that were brought to the attention of the Manager, Human Rights and Equity Programs were caused by ignorance rather than malice. In several cases, the behaviour exhibited by an individual had been going on for years, but no one had complained, and the individual claimed that he/she was unaware that his/her behaviour was offensive.

It is believed that the reported cases represented a small percentage of actual incidents that occurred in the workplace. This belief was substantiated by informal discussions with employees who experienced harassment and had not taken steps to stop it, and by the number of requests from certain employee groups for training on harassment. There was a specific request from the flight attendant union for training on harassment for the 4,000 flight attendants due to the number of incidents among flight attendants, and between flight attendants and pilots.

From a legal perspective, the Canadian Human Rights Act and the Canada Labour Code require employers to ensure that their employees work in an environment that is free from harassment and discrimination. The Canadian Labour Code states that every employer shall make every reasonable effort to ensure that no employee is subjected to harassment and that each person under the employer's direction is aware of the employer's policy statement. Although it can be argued that the Canadian Labour Code only requires an employer to give a copy of the policy to each employee, the Commission has made it clear that, in the event of a complaint, an employer's training policy will be scrutinized as tangible evidence of the seriousness with which an employer enforces their harassment and discrimination policy.

Incidents of harassment within a company can lead to complaints to the Canadian Human Rights Tribunal, and if the company is found to have taken no action to prevent

harassment in the workplace, the repercussions can be severe. A company found guilty of inaction can be liable for $250,000 per harassment or discrimination case.

In addition to the liability costs and court costs, the costs of harassment in the workplace are very high, both to the company as an entity and to the individuals who are affected by it. A study conducted in 1988 estimated that absenteeism, decreased productivity, and employee turnover due to sexual harassment alone cost the average *Fortune 500* company $6.7 million U.S. (Moynahan, 1993)

## 1.3 The Stakeholders

The Manager of Human Rights and Equity Programs was concerned that the distribution of the policy was not sending out a strong enough message to employees. As one person, the Manager of Human Rights and Equity Programs was not able to speak to all employee groups about harassment and discrimination as she had been doing in her sessions for management, and was unable to accommodate the request from the flight attendant union to provide harassment sessions for their 4,000 flight attendants. She approached the Manager of Corporate Education to help her address the problem.

The Manager of Corporate Education's role was to support departments in assessing potential training issues, and to help them obtain training materials. Upon examination of the issue, she felt that there was a need for awareness training on harassment directed at all employees due to the continued number of reported incidents, the requests for action to deal with harassment in the workplace, and to indicate to employees and to bodies such as the Canadian Human Rights Tribunal that harassment and discrimination would not be tolerated at Air Canada.

Since I was working as an Instructional Designer for the Customer Service Training group consulting and developing training material for flight attendants, the Manager of Corporate Education contacted me in January 1996 to see if the problem was of interest to me and whether I would work on developing materials on behalf of Corporate Education.

Through my work with flight attendants, I had heard many anecdotal accounts of behaviours that are not acceptable in the workplace, and was aware of the increasing problem of harassment by unruly passengers.

Although this project was beyond the scope of my regular work, it was interesting to me personally, as I could see the need for the issue to be addressed for In-Flight personnel, therefore I accepted the challenge.

# Chapter 2: Review of the Literature

## 2.1 Studies on Awareness Training

A policy, even a strongly worded one, isn't enough to eliminate harassment or to protect companies from liability (Moynahan, 1993, p. 67). Moynahan states that while writing and circulating a policy is a vital step in creating a harassment-free work environment, training is required to increase awareness of harassment. Training is the best means of creating the attitudinal shift required to prevent harassing and discriminatory behaviours. Moynahan adds that training on harassment must include "assertiveness-training", where participants are given strategies to deal with unwanted behaviour.

In order for training to be effective, Moynahan states that senior-level management must commit to its development and implementation. Procedures must also be established to deal with incidents of harassment promptly while protecting the rights of both the complainants and the accused. Moynahan expects that an effective reporting process will increase the number of internal complaints, but decrease the number of formal charges.

One of the factors leading to harassment and discrimination in the workplace is the changing face of the workforce. Jobs that were once held primarily by white males are now being filled by women and minorities. The workforce is becoming increasingly diverse, where diversity refers to differences among employees including race, gender, age, ethnicity, physical abilities, and sexual orientation. Demographics indicate that this trend

towards diversity in the North American workforce will continue into the next century (Fernandez, 1991; Loden & Rosener, 1991) (cited in Johnson, 1992).

When these diverse orientations and cultural backgrounds meet, intergroup conflicts such as harassment and discrimination may arise, affecting job performance and productivity (Adler, 1983) (cited in Johnson, 1992). Johnson states that organizations can influence their employees to value diversity in the workplace through non-threatening awareness and sensitivity training (Johnson, 1992). The initial step in valuing diversity is to assess the organization's awareness level before deciding what steps to take. Involving employees in the assessment process and sharing feedback with them are important steps for ensuring buy-in of the resulting program . The next step includes designing and implementing training, and creating support systems. Johnson calls for a summative evaluation of the program and processes, where feedback is shared, changes are made, and a follow-up assessment of the organization is made.

Hentges, Yaney, and Shields (1990) (cited in Johnson, 1992) developed a five-step training model in an effort to have workers value the ethnic differences of their peers. The model involves both trainers and trainees in the assessment and analysis of needs (step one) to cultivate ownership in the objectives of the resulting training program (step two). They recommend low risk, non-threatening training designs (step three), sharing evaluation and feedback with trainees (step four), and then follow-up training (step five). They also

emphasize the need for cultural awareness and sensitivity on the part of trainers and management.

Bayne's research indicates that although attitudes are difficult to change, when brought to the conscious level, they can be dealt with. Bayne finds that through training, individuals will consider their unconscious behaviour. The first step in changing an attitude is to create a desire to change, or demonstrate a need to change (Bayne, 1987). Although he recognizes that attitudes are difficult to change and that unconscious values are difficult if not impossible to measure, Bayne states that we can however determine the knowledge level regarding what costitutes inappropriate behaviour and can measure an individual's ability to recognize situations of inappropriate behaviour.

In their studies on changing individuals' beliefs and reducing prejudices, Haberman and Post (1992, p.30) (cited in Scott, 1995) found that: "Without in-depth conferences, discussions, and debriefing of each student's direct experiences, his/her perceptions will be self-fulfilling. Positive predisposition will be reinforced through selective perception. Similarly, negative preconceptions will be supported."

From the literature, it becomes evident that training can be an important step in effecting a change in attitude. As a result of its harassment training program, Du Pont states that they have handled more cases of harassment internally, with fewer cases going to court. (Thacker, 1992). However, it is important to note that any kind of change model is a long-

term process, not a one-time event (Batts, 1989) (cited in Johnson, 1992). Training will not be successful without a framework of managerial support, effective and timely processes and procedures, and follow-up.

## 2.2 Review of Instructional Theory

Briggs (1977) defines instructional systems design (ISD) as:

> A systematic approach to the planning and development of a means to meet instructional needs and goals; all components of the system are considered in relation to each other in an orderly but flexible sequence of processes; the resulting delivery system is tried out and improved before widespread use is encouraged (p. xxi).

A systematic approach to instructional systems design was taken, based on models such as those of Gagné and Briggs (1979) and Dick and Carey (1990). The development of this training program was based on the following steps: analysis; design, development, formative evaluation and summative evaluation (Figure 1).

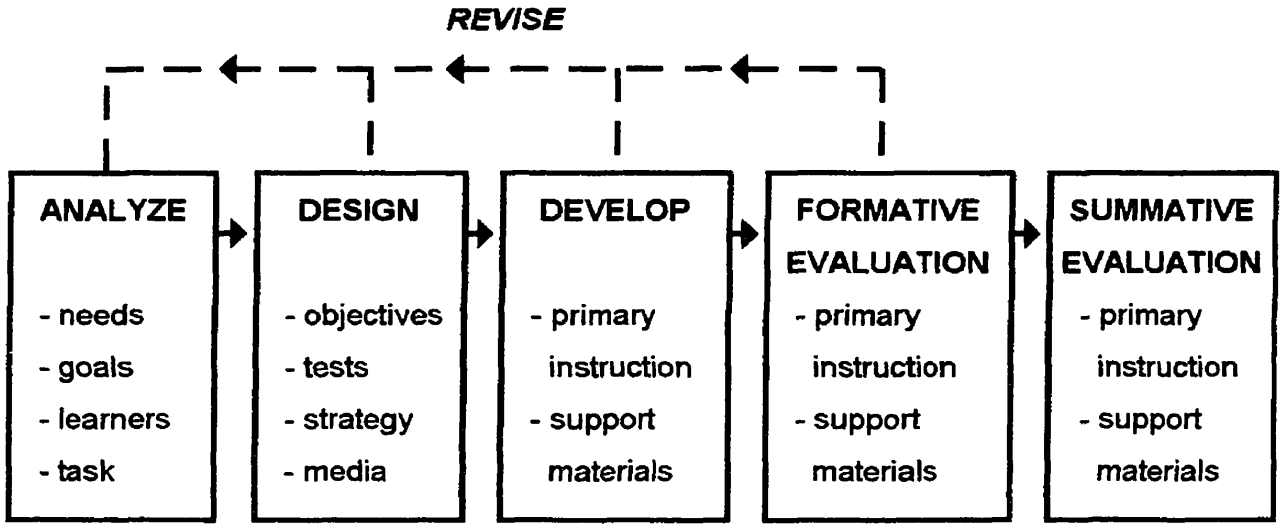


Figure 1 - Model of a Systematic Approach to Instructional Design

* based on Tessmer, M. (1994). Formative evaluation alternatives. Performance Improvement Quarterly, 7 (1), 3-18.

These models, however, tend to be rooted in behavioural psychology, and break down tasks into behaviours that the learner will be able to do upon completion of instruction. Kember and Murphy (1990) call for an adaptation of instructional design models to incorporate the constructionist position of cognitive psychology. This view of the learning process sees the learner not as an "empty vessel waiting to be filled with knowledge," but rather as approaching each learning task with a set of personal beliefs, motivations, and conceptions about the subject area (Kember & Murphy, 1990, p.42). Kember and

conceptions about the subject area (Kember & Murphy, 1990, p.42). Kember and Murphy believe that for meaningful and lasting learning to occur, designers must use techniques that encourage deep learning in participants, allowing them to integrate parts of a task into a whole, and encouraging the learner to personalize a task, making it meaningful to their own experience (Biggs, 1987, p.15) (cited in Kember & Murphy, 1990).

Designers can avoid leading learners to adopt a surface approach by creating objectives that require more than the straight memorization of facts, and by providing learning opportunities that challenge the learner to integrate aspects of a whole, and see relationships between this whole and previous knowledge.

To allow for scaffolding or building on existing knowledge, designers can use cognitive strategies such as analogies in their instructional material (West, Farmer, & Wolff, 1991). West, Farmer, & Wolff state that providing students with schemata to create a context for concepts will aid learners in paying attention, and help their learning, comprehension, and recall. Schemata are strategies for learning that can be defined as being like plays and scripts for plays (Schank & Abelson, 1977)(cited in West, Farmer, & Wolff, 1991). Such cognitive strategies also motivate learners, and provide relevance (West, Farmer, & Wolff, 1991).

This notion of relevance is incorporated into Keller's work on motivation. Keller (1983) states that a learner will question the relevancy of a situation before becoming highly

motivated (cited in Salisbury, Richards & Klein, 1985). Strategies recommended by Keller to ensure the relevancy of instruction are to relate the content of practice items to the learner's past experiences, and to state explicitly how the practice relates to future activities of the learner (Keller, 1983) (cited in Salisbury, Richards & Klein, 1985).

These instructional design theories, cognitive strategies, and motivational theories were considered in the development of the harassment instructional package.

## 2.3 Learner Analysis

The harassment training package was developed initially for In-Flight Service and Flight Operations personnel, with the long-term goal of being adapted and delivered to Air Canada's entire employee population. Air Canada is a workplace that increasingly reflects the cultural and societal diversity of Canada. The company is made up of office environments and the following contract groups: In-Flight Service (flight attendants), Flight Operations (pilots), Technical Operations (maintenance personnel), Airport personnel, and Call Centre personnel. The population of some contract groups is predominantly male, such as within Technical Operations and Flight Operations.

The initial target populations of In-Flight Service and Flight Operations personnel were selected to be the first who would receive harassment training for several reasons: a large number of reported incidents come from these groups; the flight attendant union made a specific request for this type of training; and these groups are scheduled for annual recurrent training, making them accessible and potentially relieving incremental training costs associated with bringing people in specifically for harassment training.

The differences between these work groups was considered during the instructional development as differences can lead to conflict. Harassment and discrimination tend to increase when when dissimilar groups work together and when individuals work in non-traditional jobs as well as when employees work in stressful situations, and when they think their jobs are in jeopardy (Moynahan, 1993).

The In-Flight Service branch is made up of men and women from many different cultural backgrounds. The Flight Operations branch continues to be made up largely of white males, however women and minorities are making in-roads into the non-traditional job of pilot. Efforts have been made at Air Canada to hire female pilots to reflect the diversity of the available workforce. This Equal Opportunity hiring policy has created tension for some individuals who believe that women have been hired because they are women rather than based on their credentials. In the working relationship of pilots, this type of tension can affect the communication of the flight crew team, and potentially, the safety of the flight. It is critical that the pilots communicate well not only with one another, but also with the flight attendants (Ujimoto, 1996).

To understand the working relationship between flight attendants and pilots, it is important to understand a bit of the history of the In-Flight Service branch. The role of flight attendants has changed dramatically since the early days of flying. When flight attendants were first hired in 1938 by Trans-Canada Air Lines (now known as Air Canada), they had to be qualified nurses, trained to handle emergencies and to comfort strangers. They had to be female, single, and between the ages of 21 to 25. According to former stewardess Pat (Eccleston) Maxwell, "the company wanted women young enough to be enthusiastic" (Newby, 1986, p.1). In 1945, the first males were hired to operate trans-Atlantic flights. They were hired, without age or marriage restrictions, at a higher pay scale, to the position of "purser" rather than "stewardess". These hiring criteria were similar to those of all North American airlines.

The registered nurse requirement for stewardesses was eliminated in 1957, and age and marriage restrictions for women were abolished in 1965. However, it wasn't until 1965 that minimum standards covering flight attendant training, emergency evacuation, and cabin safety were adopted, although pilots had always undergone vigorous training (Newby, 1986). Until that point and even into the mid 1970's, the role of stewardess had focused largely on glamour. Attractive young stewardesses played a major role in the marketing programs of airlines, although the sexist "Fly Me" style of advertising used by U.S. airlines was never adopted in Canada (Newby, 1986). Given this image of stewardesses as single, glamour hostesses, it is easy to see how their role in cabin safety was forgotten.

Recognizing that to ensure the safety of flights, crew members must be able to work together and communicate freely, airlines have created new procedures and training programs to move towards greater teamwork. Initiatives such as Crew Resource Management (CRM) courses were established in the late 1980's so flight crew members would understand the impact of human factors such as human behaviour, communication, decision making and physiology on flights. The main objective of CRM courses is to provide "greater appreciation and respect for what each crew or team member's responsibilities are so that important decisions can be made on the basis of having full knowledge of a given situation" (Ujimoto, 1996, p.5).

Chute of NASA Ames Research Center and Wiener of University of Miami conducted a 1994 study of aircraft incidents that were due to communication problems. Based on Chute and Wiener's findings, they call for increased professional, mature, and open communication between pilots and flight attendants. Their Five-Factor Model indicates the factors that create barriers which impede communication between the flight and cabin crews (Figure 2). The barriers to communication need to be stripped away if the two crews are going to operate as one.

| The Five-Factor Model<br>*Barriers of Communication* | |
|---|---|
| HISTORICAL | - pilots were trained, "daring", authority figures.<br>- original flight attendants were young single nurses. Focus on glamour rather than safety. |
| PHYSICAL | - flight deck door separates crews and prevents direct contact. Creates unawareness of duties, workloads, and responsibilities of each crew by the other. |
| PSYCHOSOCIAL | - differences in attributes such as age, gender, attitudes such as cognitive orientations and cultural influences. |
| REGULATORY | - regulations such as sterile cockpit regulation create barriers because cabin crew members are hesitant to enter flight deck during critical phases of flight (i.e. takeoff, landing) for fear of violating regulations, even when they have cause for concern/reason for contact with flight crew. |
| ORGANIZATIONAL | - two separate departments at most carriers create discrepancies in manuals, procedures, and training between flight and cabin crews. |

Figure 2 - The Five-Factor Model

* based on Chute, R.D., & Wiener, E.L. (1994). Cockpit/cabin communication: a tale of two cultures. In proceedings from the Eleventh Annual International Aircraft Cabin Safety Symposium and Technical Conference, Long Beach, California. Southern California Safety Institute.

Chute and Wiener interviewed pilots and flight attendants of U.S. carriers for their impressions of each other. Her survey revealed that flight attendants' main complaint was that pilots were disrespectful, whereas pilots stated that flight attendants ignored them. The study recommended joint CRM training for pilots and flight attendants who have been traditionally trained separately (Chute, 1994).

Air Canada has been a pioneer in joint training, having conducted a joint portion of annual recurrent training for these two groups since 1992. Each year, a new CRM topic is explored and airline incidents are reviewed and critiqued. The joint portion of annual recurrent training has increased understanding and respect between pilots and flight attendants, and contributed to the effective communication between crews during several emergency flight situations.

This being said, stereotypes still persisted, and incidents of harassment within and between crews continued to be reported. As any barrier to interpersonal relations between crew members can interfere with the smooth functioning of a flight, there is no room for harassing or discriminatory behaviours, making it critical that this issue be addressed with these audiences.

# Chapter 3: Development of the Instruction

## 3.1 Content Analysis

To determine the content of the training package, an examination of the possible reasons for harassment and discrimination in the workplace was done, with a view to finding what measures could be taken to deal with the reasons. A review was conducted of literature from organizations studying harassment and discrimination, and existing harassment training packages, including packages from Canadian and U.S Federal government agencies, such as Canadian Veterans Affair, and provincial governments, as well as other corporations who deal with the public.

| 1.0 The Reasons[1] | 2.0 Possible Solutions |
|---|---|
| Harassment continues for a number of reasons: | Given the reasons why harassment continues to exist in the workplace, we can assess what measures can be taken to address harassment. |
| 1.1 harassers don't realize that what they are doing is offensive and constitutes harassment. | 2.1 train potential harassers to identify situations of harassment and discrimination. |

1 based on synthesis of research and findings of organizations such as Groupe d'aide et d'information sur le harcèlement sexual au travail de la province de Québec

| | |
|---|---|
| 1.2 harassers don't believe that what they are doing is offensive and feel that their victim is overreacting. | 2.2 train potential harassers that each person has their own tolerance level for offensive and harassing behaviours. Communicate the effect harassment has on the workplace and the victim. |
| 1.3 harassers feel threatened, stressed, and resentful of the presence of individuals working in non-traditional jobs (i.e. increase of women and minorities in the workforce). | 2.3 create attitude changes through awareness training so that individuals see the value of a diverse workforce from a business standpoint and begin valuing the differences in their colleagues (Johnson, 1992). |
| 1.4 harassers feel that their victim is too vulnerable to stop their actions. | 2.4 communicate to individuals the process of resolving harassment cases: what to do if they are victims of harassment and what to do if they discover that someone else is being harassed. |

| | |
|---|---|
| 1.5 harassers feel that the corporation will not enforce its harassment policy, and there will be no consequences for his or her actions. | 2.5 communicate Air Canada's policy on harassment. Indicate that the corporation will not tolerate harassment and that this policy will be enforced. Get management buy-in so that message is supported. |

## 3.2 Educational Objectives

### *3.2.1 The Instructional Goal*

The goal of this program was to reduce the number of incidents of inappropriate behaviour, increase learner knowledge, and create a shift in attitude so that individuals would consider their actions, making a safer working environment for all.

Reducing the number of harassment situations in the work environment would reduce the number of harassment-related costs, such as absenteeism, decreased productivity, and employee turnover.

### *3.2.2 Performance Objectives*

The following performance objectives state what employees were expected to be able to do after the training session:

1 Employees will be able to identify situations of harassment and discrimination.

2 Employees will state that each person has their own tolerance level for offensive and harassing behaviours.

3 Employees will be able to identify the effects harassment has in the workplace and on the victim.

4 Employees will be able identify their responsibilities if they are victims of harassment, according to Air Canada's harassment policy.

5 Employees will be able identify their responsibilities if they believe that someone else is being harassed, according to Air Canada's harassment policy.

6 Employees will be able identify their responsibilities if they are accused of harassment, according to Air Canada's harassment policy.

7 Employees will state that Air Canada has a harassment policy that will be enforced.

## 3.3 The Selection of Instructional Media

### *3.3.1 Multimedia*

Alternatives to classroom training were considered, such as Computer Based Training using multimedia. Multimedia would allow for the flexible delivery of the harassment package to all Air Canada personnel, and would allow individuals to go through the material at their own pace. Interactive scenarios could be created so that participants could determine what course of action would be most effective in dealing with harassment situations, and explore the issue without fear of judgement by peers.

There were concerns about delivering such sensitive content using this medium. Participants might be wary of interacting with a computer system that could, potentially, record their answers. Also, a multimedia package might not be able to deal with the questions of individuals in understanding the grey areas of harassment. This media would also not allow participants to hear the different viewpoints of their peers, and learn from this interaction.

Given the number of employees scheduled to participate in this training over time, and the potential cost savings on certain training variables, the multimedia option was explored further. The need to train facilitators and pay their travel expenses would be reduced. By setting up multimedia stations at each of Air Canada's largest centres (Montreal, Toronto, and Vancouver), employee travel expenses would be limited. Multimedia would provide more flexibility in scheduling employees, although it was viewed as unlikely that employees

would take the training on down time. Record keeping could also be automated, leading to increased efficiencies. There was also the expectation that the multimedia program would reduce the average learning time.

There were several disadvantages of the multimedia option from the point of view of cost savings:

- the infrastructure required to deliver this package system-wide
- the projected time to design and develop a quality interactive multimedia package
- resource people would have to be available to handle hardware and software problems.

Despite the projected cost savings of these variables, the development costs and costs of establishing a company-wide infrastructure were prohibitive, making further analysis of the multimedia option not worthwhile.

### 3.3.2 Classroom Training

Classroom instruction was selected due to time and resource constraints, and also due to the sensitive nature of this training program. Interaction amongst participants was viewed as essential if individuals were to accept that everyone has different tolerance levels. Original materials were produced based on content from existing Air Canada harassment training material, and after a survey of similar training materials from various organizations and corporations was conducted.

While individuals could explore the definitions on their own through use of a self-study package, they would miss the opportunity of discussing the issues with their peers, and challenging their own beliefs. Lippman (1922) (cited in Scott, 1995) stated that we as individuals tend to pay attention to those facts that support our stereotypes and ignore those that contradict them. A classroom setting would allow participants to explore the definition of harassment and discrimination as a means of being able to identify situations of harassment and discrimination, and encourage participants, through discussion and exercises, to arrive at the conclusion that each person has their own level of tolerance for behaviours.

It was suggested that the management personnel who attended information sessions on harassment could be asked to talk about harassment and discrimination with their staff. This idea was rejected for several reasons. Most managers are not very familiar with the subject matter, nor are they necessarily trained in facilitation skills. This would make it

difficult for them to deal with employee questions and handle negative participants. Participants also might not feel free to openly discuss and examine harassment and discrimination or relate their experiences with their supervisors. There was also the risk that some managers might be viewed by participants as guilty of harassing or inappropriate behaviours. Trained facilitators were selected in part for their ability to deal with this sensitive topic and also for their personal integrity.

Harassment has many grey areas, and it may be difficult for participants to accept why one situation is considered harassment and another may not be without the guidance of a trained facilitator. If the training environment is set up as a safe one, where participants feel free to ask questions and are sure their responses will not be recorded, then they will gain from the experiences of their peers, and be able to prepare themselves to deal with harassment and discrimination in the workplace. While some issues could be communicated to employees in a one-way communiqué, such as who to contact in a situation of harassment or discrimination, if these issues are dealt with within a training session, there is a greater chance that the message will be delivered and received. A facilitator can also answer with specific questions and clarify examples, and deal with resistance in participants.

The choice to present this harassment training session via classroom instruction with a trained facilitator influenced many decisions in the design. As Leshin, Pollock, & Reigeluth (1992) stated,

> Media selection and utilization are an excellent example of the interdependency among parts of the ISD process. Rather than being a step that comes after instructional strategy selection in a linear process, it is a design decision that influences all of the aspects of the systemic design process. (P.5)

Broad (1982) states that classroom instruction does not necessarily transfer to on-the-job competence (cited in Schiffman, 1986). A possible explanation for this is that the objectives of the classroom may not match the requirements on-the-job. It was therefore imperative that objectives were created that considered what behaviours were required of participants when they returned to the job.

## 3.4 The Training Package

The challenge was to develop a training product that would motivate Air Canada employees to make a better work environment for themselves and send out a clear message that harassment and discrimination would not be tolerated in the workplace. This product would need the backing of the different Air Canada unions and branches, so that they would support the message and the cost of the initiative.

Another challenge was to influence management to create a formal policy on dealing with unruly passengers. If In-Flight Service personnel were to accept the harassment package aimed at employees, they would need to know how the airline was going to protect them from the increasing problem of harassment and discriminatory behaviour by passengers.

The training package on harassment and discrimination in the workplace included the development of a mixed-media training package with a Facilitator's Guide and support materials, as well as a Train-the-Facilitator package. The Facilitator's Guide, or lesson plan, provided the facilitators with all the content to be delivered in the two hour time span, including exercises, group activities, and prepared overheads. A video by the Treasury Board of Canada was selected that portrayed different, fairly subtle, harassment scenarios so that learners could see situations of harassment and then discuss what they had seen. The Train-the-Facilitator package outlined how to introduce the facilitators to the content and how the facilitator training sessions should be conducted. I was to deliver the initial

Train-the-Facilitator sessions but in the future, subject matter experts might be conducting this training.

## 3.5 The Instructional Strategy

Various strategies were sought that would aid learners in achieving the objectives and would appeal to the large, diverse target audience. It was imperative that the course on harassment and discrimination engage learners, and be relevant to their experience. As a learner will only become highly motivated after questioning the relevancy of a situation (Keller, 1983) (cited in Salisbury, Richards & Klein, 1985), an exercise was developed to engage the participants. Individuals were asked to rate the level of offensiveness of situations as if these situations were occurring in their own workplaces. Learners were assured that their ratings were not going to be judged, and that the exercise was intended to provide a point of discussion. Learners were then asked to state their ratings for each scenario to show how differently individuals react to the same situation.

This exercise was positioned to immediately involve the learners in the training, and prompt them to look at their previous knowledge and experience. By demonstrating that individuals may react to the same situation in very different ways, it was hoped that participants would accept the need for this harassment program. Bayne (1987) states that the first step in changing an attitude is to create a desire to change, or demonstrate a need to change.

The scenarios were created to be deliberately ambiguous, so that the learner could interpret the scenarios in many different ways, depending from what perspective they approached the scenario. Gradually, through the course of the harassment training, additional concepts were introduced, and information was added to the deliberately vague scenarios, creating a schemata for the learners to apply the concepts, as suggested by West, Farmer, & Wolff (1991).

Much of the content of the harassment training package can be described as contextual knowledge, which requires an understanding of "knowing why, when, and where" to employ concepts, principles, and rules (Tennyson, 1992). Participants were asked to assess situations and determine under what circumstances they might be considered inappropriate, harassment, or discrimination, based on the definitions provided.

The definitions of harassment and discrimination were explored through the use of a schemata. An example of a potentially harassing behaviour was discussed, and as the definitions were introduced and elaborated on, participants were able to assess under what circumstances this behaviour might be considered harassment. Exploration of the definitions through the use of an example was chosen over having participants develop their own definition and compare it to the organization's definition. While several of the training packages surveyed chose to have participants arrive at their own definition, this approach was not adopted in this training package for several reasons. Providing a context

from which to discuss the definitions was a recommended cognitive strategy (West, Farmer, & Wolff, 1991), and analyzing the definitions in parts fit with the notion of scaffolding, or building on a concept. It was also thought that having participants develop their own definition would prompt them to focus too heavily on semantics rather than on identifying inappropriate behaviours and harassment situations. There was also no room for participants to add their input to the existing Air Canada definition, which is based on that of Canadian law, so there was the concern that participants might feel their definition was more accurate and might not buy into the company's definition.

To encourage the learners to consider their own behaviour and viewpoints, examples of how society and Air Canada have changed over time were presented throughout the training. Based on Haberman and Post's (1992) findings that individuals are more likely to reconsider their perceptions when they participate in in-depth discussions (cited in Scott, 1995), opportunities for participation and group discussion were also built into the training material.

## 3.6 Expected Outcome

It was anticipated that the number of reported harassment cases would increase in the short-term after the harassment training, because individuals would be aware of Air Canada's policy and take steps to stop harassment situations they might have been living with. Over the long-term, it was expected that harassment situations would decrease and the number of reported cases would decline, as individuals became more conscious of their behaviour and the consequences of their inappropriate behaviours, and potential victims learned how to handle harassing or discriminatory situations.

Air Canada can further predict the outcome of their harassment and discrimination program by benchmarking themselves against other firms who have chosen to implement harassment prevention training. Programs such as the one implemented at Du Pont enable companies to address more cases of harassment internally, resulting in fewer cases going to court (Thacker, 1992).

# Chapter 4: Method

## 4.1 Evaluation of the Pre-Training Situation

To confidently assess the effect of the harassment training program, a clear view of the pre-training situation at Air Canada would have been necessary. Unfortunately, the figures that the Manager of Human Rights and Equity Programs had on the number of cases reported were not reliable because many cases were being dealt with by local management, and information on these cases was not being forwarded, and there was no estimate of the number of harassment situations that were never reported.

A draft questionnaire to assess the pre-training situation was created, asking employees' for their attitudes towards harassment, their impressions of the current work environment, and whether they were aware of Air Canada's harassment policy. The questions were developed based on literature on harassment and were presented to members of the target audience and experts in the area of harassment to review. A copy of the questionnaire can be found in Appendix A.

This questionnaire, however, was never sent out to the Air Canada population for the following reasons. Human Resources had just issued a survey on racial equity in the workplace for the Federal Government, and had had a very low response rate from the employee population. In their efforts to get the results of the survey, Human Resources was reluctant to send out a questionnaire on a related topic.

## 4.2 Formative Evaluation of Instructional Materials

The term formative evaluation was first coined by Scriven in 1967 to describe the process of trying out and revising draft versions of instructional material for improvement. During the development of the harassment course, formative evaluation was an on-going process, and occurred on several different levels. First, the training content underwent one-on-one evaluations with a subject matter expert (SME) who was the Manager, Human Rights and Equity Programs. Once the draft package had been approved, another subject matter expert, the Manager, Leadership Training, was asked to review the content and materials. This person had held the position of Manager, Human Rights and Equity Programs previously and was also a skilled facilitator. He also had an understanding of the flight attendant population and had worked extensively with that population developing and delivering a leadership program for In-Charge flight attendants. The input of these two subject matter experts was critical in determining whether the content was accurate, whether there were any gaps in the instruction, and whether the materials were clear and appropriate for the target audience.

The draft package was then reviewed by the Manager of Corporate Education (an instructional designer), and an expert facilitator specializing in the delivery of "soft skills" such as leadership courses and customer service courses. The material went through several revisions by these experts before a revised version was accepted by the client, the Manager, Human Rights and Equity Programs.

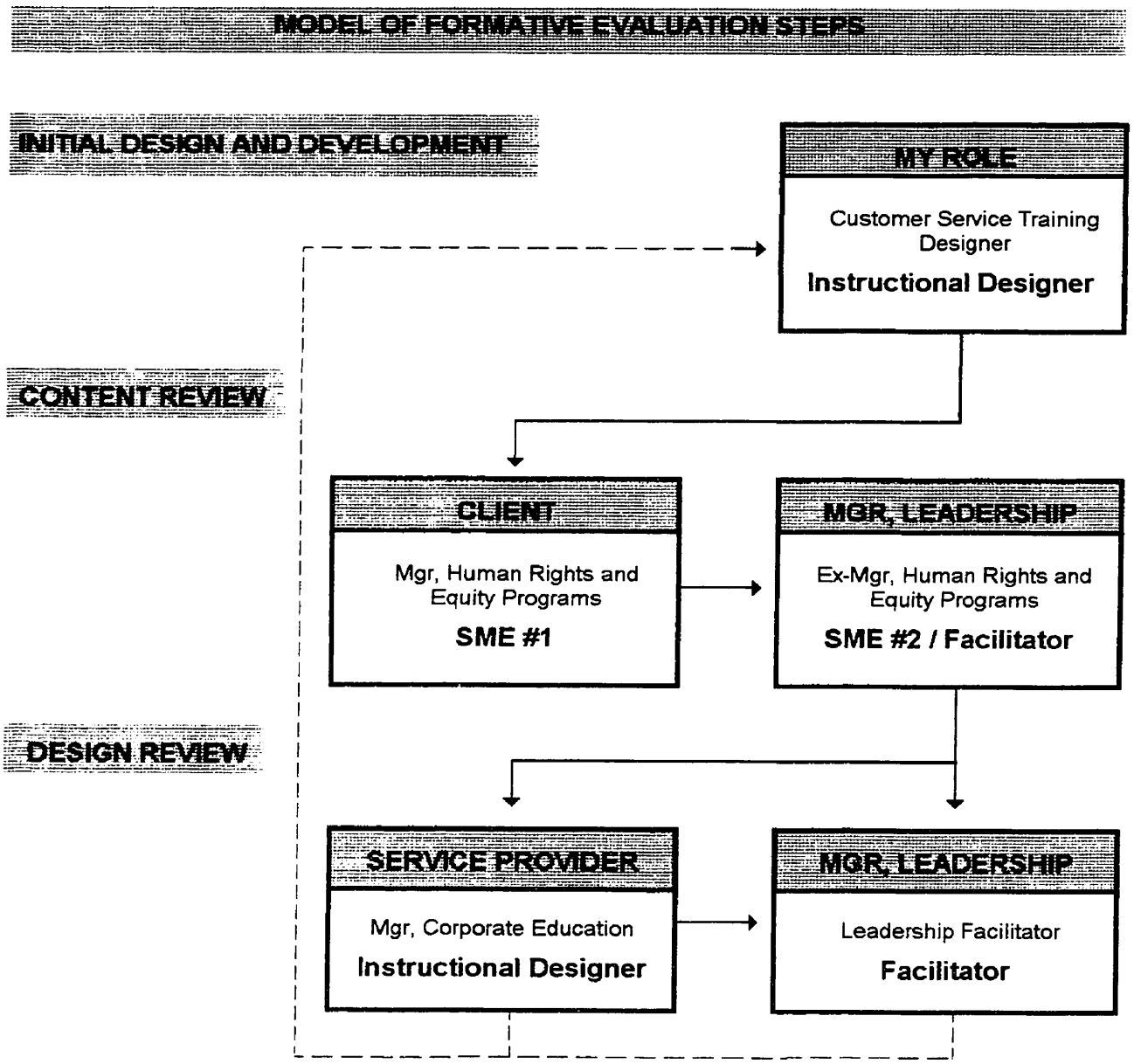


Figure 3 - Model Of Formative Evaluation Steps

As the package was being developed, I conducted self-evaluations using McAlpine and Weston's (1994) "Attributes of Instructional Materials" checklist, a series of questions on the Instructional Design, Presentation, Subject Matter and Language. Through their research, McAlpine and Weston consolidated recommendations for the evaluation of instructional material from the instructional design literature, creating an attributes checklist that allows designers to self-monitor for quality control. Their recommendations on language made me concerned about the level of language used in the facilitator's guide. While facilitators were not to lecture from the guide, I considered that the choice of vocabulary and sentence structure might be too difficult for the facilitators to use easily. The subject matter experts felt that the level of language was appropriate due to the content and that it would not be a problem for the facilitators who would be delivering, but this issue was noted, to be explored further with the facilitators.

## 4.3 Field Formative Evaluations

When the draft package was approved by the subject matter experts, field evaluations were conducted with small groups from the target populations. The initial field evaluations were conducted first with members of the flight attendant population and then with a group from the pilot population. These evaluation sessions were to assess the instructional materials and diagnose weaknesses, to determine whether materials such as acetates for the overhead projector were clear, to identify any difficulties experienced by the learners in achieving the performance objectives and, perhaps primarily, whether participants found the program to be of interest. Participants were asked open questions about the structure of the training,

the use of strategies such as frames, and their reactions to the presentation of the material. Ideas for program improvement were solicited and participants were asked whether they felt this approach would help to reduce incidents of harassment and discrimination in their work environments.

### *4.3.1 Sampling Procedures*

Although the participants in the field formative evaluations were members of the target audiences, they were not randomly sampled. The flight attendants who volunteered to participant in the initial field evaluation had been contacted by management and were given course credit for their attendance. The group itself was not homogeneous, however, being made up of senior and junior flight attendants, males and females, and individuals who were interested in the topic as well as those who were sceptical or indifferent to the topic.

The pilot group was made up mainly of male volunteers, with only one female participant. This division, however, was fairly representative of the male-dominated pilot population.

Although convenience sampling is not ideal, this sampling procedure was selected due to monetary and time constraints.

### *4.3.2 Instrumentation*

The pre- and posttest, and course evaluation were self-developed based on the performance objectives, with consideration to the related literature.

Initially, a more detailed test, found in Appendix B, was prepared as a pre- and posttest, but it was rejected by the client and Manager of Corporate Education as being unnecessary for a formative evaluation. The test was reduced to be simpler and shorter. This version of the test can be found in Appendix C.

The pre- and posttests were administered to see if there was a gain in knowledge of what constitutes harassment and the process of resolving harassment situations. Participants were given the short answer pretest followed by the treatment and then the posttest. The same test was used for the pre- and posttest. It was recognized that completing the pretest might sensitize participants to the issue of harassment and therefore affect the outcome of the treatment. It was decided this was not a concern because the initial exercise in the training package, "Behaviour in the Workplace", where participants are asked to rate ambiguous behaviours, was designed to do much the same thing, in an effort to spark the curiosity of the participants and motivate them for find the answers to their questions during the training.

In an effort to create a safe classroom environment, the purpose of the pre- and posttest evaluations was explained to the participants and they were assured that the evaluation tools

were in place to evaluate the course, and not themselves. Their feedback was solicited at the end of the course through a written course evaluation questionnaire followed by a discussion where they were asked specific open questions, such as "Was the video helpful?", "Did it increase your understanding?".

The course evaluation questionnaire was developed on a four point scale format, with space provided for individuals to add comments. This evaluation was conducted to flush out any issues, find out whether the training program was interesting, and how it could be improved. Both written course evaluation and discussions were conducted so that individuals could respond on paper confidentially if they were uncomfortable voicing their opinions.

## 4.4 Evaluation of the Long-Term Effects

Breaking down the evaluation into the following four stages allows the evaluators to state more confidently that their results are due to the treatment and not other variables (Kirkpatrick, 1987):

Level 1 measures the participants' reactions and level of satisfaction with a training program.
Level 2 assesses whether learning has taken place by measuring knowledge, skills, or attitudes.
Level 3 evaluates to what extent participants' on-the-job behaviour changed due to a program.
Level 4 assesses the final results produced by a program.

Level 1 and 2 evaluations were conducted during the implementation of this program. While Level 3 and 4 evaluation was beyond the scope of my involvement, I suggested to the client that an evaluation be conducted to assess the long-term effects of the program. I recommended that a random sample of the In-Flight Service personnel who attended the training in April 1997 be surveyed in July 1997, three months after the training was completed. This survey would determine whether the knowledge gain was retained and whether the shift in attitude was transferred from the classroom to the workplace. To assess attitudes, participants could complete the "Behaviour in the Workplace" exercise to see whether they are more likely to rate the behaviours as offensive. Participants could also be asked whether they think the policy is being enforced, whether the current processes are effective, and to gauge the state of the workplace.

As the number of harassment cases was unknown at the onset, it is not possible to compare the number of reported cases before and after training. However, to determine whether the course goal was achieved, a Level 4 evaluation could be conducted to see if fewer harassment cases went to court after the training program implementation.

# Chapter 5: Results

The harassment training was initially delivered to two groups: one group of flight attendants, and one group of pilots. The training was modified based on the results of these field evaluations. It was then delivered as part of three Train-the-Facilitator sessions, and two In-Charge flight attendant leadership courses. Overall, the response to the seven sessions was favourable. Results were compiled for the purpose of this formative evaluation report from the two initial field evaluations and the comments from two of the Train-the-Facilitator sessions.

6 pilots and 21 flight attendants participated in the initial field evaluations. It was easier to get flight attendants to attend the field evaluations because the flight attendant population is larger than the pilot population, and also because In-Flight Service management agreed to give flight attendants training credits for attending the evaluation sessions. Although these samples would not be acceptable if one was conducting a study, I feel the feedback from the participants was representative enough of their populations to enable me to modify the harassment training to suit both target audiences. Certainly subsequent deliveries of the modified harassment training to In-Charge flight attendants were very well received.

After the delivery of the harassment training, participants were able to provide a broader definition of harassment and much more able to list consequences of harassment in the workplace. On the pretest, many respondents viewed harassment as a sexual issue whereas

on the posttest their definitions spoke of other types of harassment and captured some of the greyer points in the definition.

The pretest indicated that many participants (23%) were not sure if Air Canada had a harassment policy. 76% of participants felt that Air Canada did have a harassment policy. No respondents stated that Air Canada had no harassment policy, perhaps indicating that they were guessing that Air Canada had a policy, given they were attending a harassment course.

Compiled results of the evaluation can be found in Appendix E. From the field formative evaluation sessions, it became clear that the flight attendants required information not only on how they should interact with their peers and coworkers, but also on Air Canada's position with respect to harassment by passengers. Abusive and inappropriate behaviour from customers onboard is increasing industry-wide, and it became apparent that Air Canada must provide facilitators with the airline's position if the harassment training was going to be meaningful and accepted by the flight attendants. Due to this feedback, steps were taken to get the appropriate people to meet with other Canadian carriers and create a policy for handling unruly passengers. A detailed policy has since been developed outlining how Customer Service personnel should deal with unruly passengers.

The issue of dealing with abusive customers was much more relevant to flight attendants than pilots, and from the discussions in the formative evaluation sessions, it became clear

that the two target audiences had different issues. Flight attendants were concerned about harassment from peers and passengers while pilots concerned with their relationship with other members of the flight crew.

Interestingly, both groups in the field evaluations stated that they did not think that having pilots and flight attendants attend the awareness training together was a good idea. Flight attendants felt that mixed training was not worthwhile because the issues for pilots and flight attendants are different. The pilots felt that the flight attendants could become abusive to the pilots and accuse them of harassing behaviours, and that the mixed sessions would deteriorate into blaming sessions.

The evaluation sessions were conducted with small groups, and participants agreed that they were better able to participate and learn from each other when the group had under 20 participants. The group of six pilots was dynamic with the participants interacting well, however I recommended that the groups not be smaller because a smaller group might result in individuals feeling self conscious and might not provide enough diversity of ideas and opinions.

Both groups requested statistics on the number of cases of harassment and discrimination reported from their work groups, to have an idea of the scope of the problem. Unfortunately, we were unable to provide participants with accurate numbers of cases. This may have worked to our advantage, however, because if we had a provided figures,

participants may have felt that the problem was not rampant and therefore not worth their attention. As it was, we discussed their experiences, and the toll harassment situations takes on the victim, alleged harasser, and coworkers working in a hostile work environment. Discussing how harassment affected their colleagues and themselves seemed to impress upon the participants what a serious matter harassment in the workplace is. The introduction was modified, however, to better position the training and state why harassment training was being conducted at this time (see Appendix F - Facilitator's Guide).

Both groups stated that the "Behaviour in the Workplace" exercise (refer to Appendix G) was very effective in demonstrating how different people's tolerance levels are, and that behaviours that may be considered harassing to one person may not offend another person, depending on the situation. Participants' ratings of the situations varied greatly, often ranging from 1 (Not Offensive) to 10 (Offensive) for the same situation. The range of responses surprised and engaged the participants. Participants also found it interesting that males and females did not rate behaviours stereotypically.

Positioning the exercise right at the beginning of the training motivated the participants and provided a point of discussion for the rest of the program. Participants stated that although they might have been reluctant to attend the harassment training initially, the exercise helped them to buy-in to the topic. This exercise seems to have successfully demonstrated to participants the need to reconsider their own behaviour to others, hopefully creating the desire to change required for an attitude shift (Bayne, 1987).

A video was incorporated into the original draft of the harassment training. This video had been used by the client in the past, and she felt it was beneficial. The video had been positioned as a tool to review the content. Interestingly, the field evaluations with both pilots and flight attendants recommended that the video not be used. Although the content of the video was well done and the production values were good, the participants preferred sharing their experiences and discussing the material further. This additional interaction resulted in more dynamic training, and provided the participants with additional learning opportunities.

Incorporating role plays into the awareness training was discussed and was rejected in the field evaluations as the issue of harassment and discrimination was seen as too sensitive. Many participants also perceived role playing as threatening. This was not a surprising finding as facilitators from past recurrent trainings stated that many pilots were not comfortable with or receptive to role play activities.

A hidden benefit of conducting field evaluations was that the flight attendants who attended the evaluation sessions spread the word that the program was worthwhile, creating a more receptive audience of In-Flight Service personnel. I was asked by several flight attendants for information about the training and when they would be receiving it.

Given that it was anticipated that most of the facilitators who were going to be delivering the harassment training were going to be member of the target populations and not experts

in the subject matter, it was felt that it would be best to have me, rather than a subject matter expert (SME), deliver the harassment training as well as the Train-the-Facilitator sessions. This way, I, as a non-SME, would be able to advise facilitators of the difficult areas in the content. By delivering the sessions myself, I was also able to test the lesson plans (both for the harassment training and for the Train-the-Facilitator session). The subject matter expert attended the field formative evaluation sessions as well as the Train-the-Facilitator sessions to ensure that questions were being addressed correctly.

The Train-the-Facilitators sessions allowed me to assess the program from a different point of view, as facilitators and members of the target audience delivered the harassment training. A concern that had arisen from a self-evaluation was the level of language of the instructional material. Despite the fact that the facilitators were new to the package, they stated that the level of language was appropriate. They also stated that, due to the sensitivity of the topic and its requisite terminology, a relatively high level of language was required.

I informally interviewed facilitators from both groups as well as several pilot and flight attendant participants. Overall, the feedback was positive, and the pilot facilitators reported that they were pleasantly surprised at how well the course was received. Their chief difficulty was that their annual recurrent training often occurred in small groups, so the discussions were less dynamic. Facilitators from both groups agreed that the more participants became

involved, the more they seemed to get out of the course and reflect on their own behaviour. Several flight attendant participants who sat in on training facilitated by different individuals stated that the quality of the training relied very heavily on the skills of the facilitator. Both participants and facilitators stated that the more facilitators were able to incorporate examples relevant to the participants' work environment, the more participants were engaged.

Once revisions were made based on the field formative evaluations, I delivered revised harassment training to three In-Charge flight attendant leadership classes. This forum brought up two new issues. The ethics of using actual stories in the classroom arose, and the issue of offending participants with strong language when relating examples. Facilitators were advised not to incorporate any "war stories" into their delivery, unless they were documented in the media. A list of "types" of incidents and behaviours was produced for their use instead (refer to Appendix H - Train-the-Facilitator Leader's Guide). Facilitators were also advised to warn participants before using potentially offensive language when providing examples. These issues were included in the facilitators' guide for the Train-the-Facilitator sessions to avoid offending future participants.

# Chapter 6: Discussion

Flight attendants attended harassment training in April 1997 while pilots continued to take harassment courses throughout 1997 as part of their annual recurrent training. Harassment training was incorporated into In-Flight Services initial flight attendant training for new hires in an ongoing effort to educate new employees about their role, rights, and behaviour in the workplace. In-Flight Service made the commitment to provide refresher harassment training on the annual basis as part of the compulsory cabin crew and In-Charge meetings. In addition, related sessions encouraging the valuing of diversity are mandatory for Customer Service personnel, including sensitivity training on cultural differences and handling customers with disabilities.

Although Chute and Wiener's study found that communication between flight attendants and pilots would be enhanced if they attended the training together, these groups expressed concern with joint harassment training in the field evaluations. Coordinating joint training was not feasible because of the additional costs that would have been incurred. In the end, the flight attendants received the harassment training in April 1997 as part of their crew meetings, while the pilots attended harassment training as part of their annual recurrent training. Fortunately, there were benefits to having separate training sessions. The groups were able to focus on the issues that were most pertinent to themselves while the lesson plan pointed out the implications of harassment from both groups' perspective and its effect on the onboard team. The training did not break down into opportunities to

accuse the other group of being the cause of harassment situations, which both flight attendants and pilots in the field evaluations had stated as a concern with conducting joint harassment training.

I recommended that the harassment training be conducted jointly for newly hired flight attendants and pilots, so that they would understand and respect each other's roles from the beginning of their careers with Air Canada.

As an instructional designer, I feel that there were some instances where I should have been more firm in expressing my views. I believe that the original pretest would have better assessed some of the performance objectives. It would have provided me with more information on the participants' ability to identify situations of harassment and discrimination, and whether participants felt that each person has their own tolerance level for offensive and harassing behaviours. Without the multiple-choice questions, I had to rely on the discussions that followed the posttest and comments on the course evaluation questionnaire.

One of the first difficulties I encountered in the development of the harassment package was convincing the client that following the instructional design model would add value to her harassment product. It became clear that she wanted essentially a written version of her existing slide presentation. Her resistance lessened, however, when performance

objectives were written and additional content was incorporated into the harassment package that she had not identified, based on the survey of related literature.

In retrospect, the validity of the course evaluation might have been increased if it had been written on a 5 point scale instead of a 4 point scale, giving participants the option of an "adequate" rating. It had been designed so that participants wouldn't be able to "sit on the fence", but this may have resulted in participants rating elements higher than they actually felt because there was no option available. One participant wrote "between 2 and 3" in response to the question of whether the training would influence people's behaviour.

Based on the feedback I received informally from facilitators and participants in this program, I feel that the delivery of the harassment training could have been improved had there been more monitoring of deliveries. This was difficult due to lack of human resources and time constraints, and because training was occurring across the system. However, monitoring the deliveries would have been allowed us to assess how the harassment package was being received, and whether facilitators were in need of additional information or skills.

The success of the training relied heavily on the delivery and I feel that some of the facilitators would have benefited from additional facilitation skills training, based on sessions I attended and feedback I received from participants. Individuals were interviewed for the positions of facilitator and attended a Train-the-Facilitator training where they

practiced delivering the training, and yet their skills varied. Some facilitators were very experienced, while others were less comfortable with facilitation.

I recommended that Level 3 and 4 evaluations be carried out to assess the effect of the harassment training and to gauge the state of the workplace. Once a benchmark of the work situation is obtained, polls of the environment can be conducted on a regular basis so that proactive steps can be taken in the future before major problems develop.

The fact that the harassment training was delivered to these target audiences was in itself an accomplishment, because the training was not mandated by the Canadian Ministry of Transport and so was not deemed essential. The success of this training paves the way for related courses. It was recommended that in upcoming years, the issue of harassment as a barrier to communication be built upon in the joint training of flight attendants and pilots through exercises, crew drills, and discussions.

Plans for the implementation of awareness training for other branches within Air Canada have not yet been finalized. I recommended that the training materials be modified for other employee groups to incorporate scenarios more relevant to their experience.

It was also recommended that management personnel attend refresher courses so that the issue of harassment and discrimination in the workplace is not forgotten and dismissed.

The program, it is hoped, will encourage all employees to reflect on their behaviour and help to create a working environment of mutual respect where every employee can flourish.

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# Appendices

## **Appendix A** - Pre-Training Situation Questionnaire

### HARASSMENT IN THE WORKPLACE

1. How do you define harassment?
2. What is the extent of harassment in this company?
3. Does harassment involve only a few people, or is it widespread?
4. How effective do you think the company's current harassment policy is?
5. Is management confronting or avoiding the issue of harassment in the workplace?
6. Do you believe senior management is committed to eliminating harassment at Air Canada?
7. Is a backlash developing among people who feel unjustly accused?
8. Do you think the issue has been blown out of proportion?

* based on Moynahan, B. (1993). Creating harassment-free work zones. Training and Development. 47 (5), 67-70.

## **Appendix B** - Original Pre and Posttest

### QUESTIONNAIRE

1. In one or two sentences, describe what you think harassment is.

_____

_____

2. List 5 consequences of harassment in the workplace.

_____

_____

3. Does Air Canada have an official harassment policy?

YES NO I DON'T KNOW

4. You are disturbed because one of your coworkers has begun commenting on your sexual orientation. Under normal circumstances, which would be the first action you would take?

   a. Contact the Manager, Human Rights and Equity Programs, or your Personnel & Employee Relations office.
   b. Tell your coworker to stop the behaviour.
   c. Contact the Canadian Human Rights Commission.
   d. Discuss the problem with your supervisor or union representative

5. I think that if a racial joke is told in a group setting and is well received that it can not be considered harassment. What best describes your feelings about this statement?

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

6. I think that the media pays too much attention to harassment. What best describes your feelings about this statement?

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

7. I think that sexual harassment is a part of the normal interaction between the sexes. What best describes your feelings about this statement?

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

8 I think that if an incident that deeply offends someone happens only once, it can not be considered harassment. What best describes your feelings about this statement?

   a. Strongly agree
   b. Agree
   c. Disagree
   d. Strongly disagree

## **Appendix C** - Final Pre and Posttest

### QUESTIONNAIRE

1. In one or two sentences, describe what you think harassment is.

_____

_____

2. List 5 consequences of harassment in the workplace.

_____

_____

3. Does Air Canada have an official harassment policy?

YES NO I DON'T KNOW

4. You are disturbed because one of your coworkers has begun commenting on your sexual orientation. Under normal circumstances, what is the first step you would take to resolve this problem?

_____

_____

Corporate Education November 5, 1996

## **Appendix D** - Course Evaluation Form

### COURSE EVALUATION QUESTIONNAIRE

The information you supply in this evaluation will be used to improve the quality of instruction in subsequent offerings of this course. Thank you for your participation.

Circle the answer which best reflects your opinion. Please feel free to add comments.

| | | Not at all | | | Very much so |
|---|---|---|---|---|---|
| 1. | Do you think this course was worth your time? | 1 | 2 | 3 | 4 |
| 2. | Do you feel that this training will influence people's behaviour? | 1 | 2 | 3 | 4 |
| 3. | Do you feel supported by Air Canada's harassment policy? | 1 | 2 | 3 | 4 |
| 4. | To what extent do you feel you participated in this training program? | 1 | 2 | 3 | 4 |
| 5. | Did the instructor have sufficient knowledge of the subject matter? | 1 | 2 | 3 | 4 |

6. What part of this training did you find most valuable?

7. What would you change or add to this training?

8. What, if anything, did you learn from this course?

_____

9. What will you take back to the job with you?

_____

**Additional Comments:**

_____

_____

_____

_____

_____

_____

_____

_____

*Thank you for participating. Your input is truly appreciated !*

## **Appendix E** - Table of Results (summary of Course Evaluation Form and Discussion)

| QUESTIONS | | NOT AT ALL 1 | 2 | 3 | VERY MUCH SO 4 | COMMENTS |
|---|---|---|---|---|---|---|
| 1. | Do you think this course was worth your time? | | 1 P<br>1 FA | 1 P<br>6 FA | 4 P<br>14 FA | |
| 2. | Do you feel that this *training will* influence people's behaviour? | | 1 P | 3 P<br>15 FA | 2 P<br>5 FA | Between 2 and 3 *1 FA* |
| 3. | Do you feel supported by Air Canada's harassment policy? | 1 FA | | 3 P<br>8 FA | 3 P<br>11 FA | Don't know as of yet *1 FA* |
| 4. | To what extent do you feel you participated in this training program? | | 1 P<br>5 FA | 2 P<br>10 FA | 3 P<br>6 FA | |
| 5. | Did the instructor have sufficient knowledge of the subject matter? | | | 5 FA | 5 P<br>16 FA | |
| 6. | What part of this training did you find most valuable? | Definition of harassment *P (Pilot)*<br>How differently participants felt about same situations *P*<br>Group discussion *P*<br>Clarification of types of harassment and how people's individual tolerances must be considered *P* | | | | Definition of harassment<br>Discussion of how differently everyone reacts to same situation *FA*<br>Defining 11 specific grounds for harassment *FA*<br>The information on how to pursue harassment charges *FA* |

| | | | |
|---|---|---|---|
| 7. | What would you change or add to this training? | Delete video; redundant Have more discussion instead *P*<br><br>More discussion on less obvious forms of harassment *P* | Add that harassment not only amongst peers but the public we serve *FA*<br><br>I would like to know more about customer harassment. What kind of support do we have? *FA*<br><br>More video to give examples *FA*<br><br>More actual cases *FA*<br><br>Emphasis more if you're a third party what your role is *FA* |
| 8. | What, if anything, did you learn from this course? | How subtly situations can develop *P*<br><br>To respect others feelings *P*<br><br>Harassment takes many forms *P*<br><br>Definition of harassment *P* | I learned that some comments I sometimes make can be harassing someone *FA*<br><br>Air Canada does have a harassment policy *FA*<br><br>What to do if I am harassed *FA*<br><br>Don't be afraid to come forward *FA* |
| 9. | What will you take back to the job with you? | Better awareness *P*<br><br>More sensitivity to other people's views and feelings *P* | Zero tolerace for harassment at work *FA*<br><br>Knowledge of Air Canada policy *FA*<br><br>To be sensitive to others, but be careful not to take situations overboard because conflict may be created where it should have been resolved *FA*<br><br>I will try to be more supportive of new people (often younger) who may not know how to handle a particular situation. *FA* |

**ADDITIONAL COMMENTS:**

Behaviour in the Workplace exercise is good, captures attention & shows how differently people react to the same situation *P*

Prefer more interaction (no video). Excellent material being presented. *P*

Just a little too long. Excellent forum for information *P*

Air Canada should also have a harassment policy for passengers, and should back the Flight attendants up when there is a complaint of harassment by a passenger. *FA*

Great programme. Air Canada making effort to inform & protect its employees. *FA*

Training should be mandatory for all Flight attendants, pilots, passenger agents, etc. *FA*

I was aware of the Air Canada harassment policy from our employee handbook, but I'm always amazed that people obviously haven't read it. *FA*

Much more aware of the "offending" part of harassment *FA*

Harassment is too important to be covered by one discussion training. Role play would help. Flight attendants and in-charge Flight attendants are hands-on people *FA*

Should be integrated into all training *FA*

| **DISCUSSION:** | |
|---|---|
| PILOTS: Training too long because of video. Video too much of recap, although the video itself was well done. More discussion. | FLIGHT ATTENDANTS: Share more with group rather than watch video of unrelated work environment. |
| Suggestion of role play was made and rejected by other participants because issue seen as too sensitive and ole play can be threatening. Past experience shows that pilots are not comfortable with role play. | Suggestion of role play was made by participant and met with mixed response. Sensitivity of issue, participants comfort level, and time required for role play were issues. |
| Sessions without flight attendants. Discussion would be too long, and possibly abusive to pilots (these pilots perceived their group to be harassers). | Training should occur in small groups and not mixed with pilots. |
| Request for statistics on number of cases of harassment and discrimination in Flight Operations so participants can understand extent of problem. Facilitators must stress why harassment training is occuring now. | Request for statistics on number of cases of harassment and discrimination in In-Flight Service so participants can understand extent of problem. Facilitators must stress why harassment training is occuring now. |
| Issue that Captains, who are ultimate authority on aircraft, may be construed as abusing their authority / harassing. | Issue of harassment from customers on board aircraft. |
| Make sure that facilitators don't focus only on sexual harassment. | Request for more explanation of investigation process. |

**Appendix F** - Harassment in the Workplace Facilitator's Guide

| HARASSMENT IN THE WORKPLACE | 04/01/97<br>Page 1 |
|---|---|

**MODULE:** **HARASSMENT IN THE WORKPLACE**

**OBJECTIVE:** At the end of this training, employees will be able to identify situations of harassment and discrimination, describe the effects of harassment in the workplace, and identify their roles and responsibilities in preventing and resolving situations of harassment in the workplace.

**DURATION:** 90 min.

**TRAINING AIDS:** Overhead projector
Flip-chart

**Overheads**
1- Overhead 1 - "Harassment in the Workplace"
2- Overhead 2 - "Harassment is ..."
3- Overhead 3 - "11 Grounds of Discrimination"
4- Overhead 4 - "Costs & Consequences - Personal"
5- Overhead 5 - "Costs & Consequences - Company"

**Handouts**
1- "Behaviour in the Workplace" Exercise
2- "Harassment is NOT part of your job" - Air Canada's Harassment Policy

**REFERENCES:** Canadian Human Rights Act
Examples for Facilitators

**CLASS PREP:** Ensure supplies are available
Prepare "reference table" with articles

## 1.- INTRODUCTION

Method: Exercise and Lecture-led 20 minutes

Welcome to Harassment Awareness.

During this awareness session, we will be discussing what constitutes appropriate behaviour in the workplace. Harassment and discrimination do occur at Air Canada. Air Canada gets complaints from employees working in different areas of the company, as well as from customers. These complaints are sometimes dealt with at a local level, and sometimes the issue goes further.

Some of you may never have experienced inappropriate behaviour in the workplace, others may have. In either case, we all have a responsibility to prevent harassment and discrimination from occurring in the workplace.

*Distribute the* "The Behaviour in the Workplace" *handout. Ask participants to individually evaluate the following situations, and assess how appropriate these behaviours are on a scale of 1 to 10.*

Consider how each of these behaviours might affect your performance, level of comfort if it were happening in your workplace. And be honest! We are not trying to draw a profile of you but rather to have a point of discussion. Your responses will not be judged, and are for this classroom only.

*Have all participants say how they rated a behaviour before moving on to the next behaviour. Take a note of the highest and lowest ratings. Point out the range of replies. Generate discussion based on different ratings.*

As you can see, we react to the same situations very differently. Our tolerance levels vary a great deal. Gender has nothing to do with it. What I might consider to be offensive may not affect you, and behaviours that you may find demeaning, I may take as a joke.

For those of you who rated scenarios 7 or above, take another look at these behaviours. Would any of you say something if this were happening to you?

*Display Overhead 1:*

Over the next 90 minutes, we will be taking a look at harassment in the workplace. We'll be discussing:

- what constitutes harassment
- the effect inappropriate behaviour can have at our workplace, and in our home lives
- our role in ensuring that our workplace is free of harassment, in keeping with Air Canada's harassment policy.

To prevent harassment in the workplace, we need to be aware of **what it is** and **how to deal with it**. You're going to see that ensuring the work environment at Air Canada is harassment-free benefits all of us.

*Advise participants that when you are citing examples, you may use some language that may be offensive. Give people warning before using language that would normally be considered unprofessional.*

## 2.- IDENTIFYING SITUATIONS OF HARASSMENT & DISCRIMINATION

### 2.1 DEFINING HARASSMENT & INAPPROPRIATE BEHAVIOURS

Method: Lecture-led 5 minutes

Here's another scenario to consider: A man (*flight attendant, pilot, mechanic, etc.*) makes sexual comments to his female coworker, who laughs and replies with a sexual comment. Afterwards, she tells a friend that the *man* harassed her.

What do you think? Was or was she not harassed by her colleague?
To help us determine whether this constitutes harassment, let's refer to the definition.

*Display Overhead 2:*

**Harassment is any behaviour, comment or gesture, either overt or subtle, that is likely to demean, humiliate or offend an individual.**

This man's behaviour was **overt**, and being sexual in nature, there was a good chance that, in our society, it would offend her. How she reacted to his behaviour depends on her level of tolerance, and on their relationship.

We've determined that his behaviour might be offensive, depending on their relationship, but there is more to the definition that can help us to clarify whether this was harassment or not.

**Behaviour is considered to be harassment *when a person reasonably ought to have known* that such behaviour would be unwelcome, unsolicited or offensive.**

***"when a person reasonably ought to have known"*** - If an objective, reasonable third party looked at the behaviour and considered it to be harassment, then the person reasonably ought to have known that a behaviour was inappropriate.

What if he believed that he was flirting with her?

**Answer:** Flirting can only take place between **consenting** people. Her reaction should guide him. If she responds favourably to his behaviour, then he has reason to believe that his comments are welcome.

Do you think that her behaviour gave him the message that his comments were **unwelcome**?

*Point out that she joked with him, appearing to welcome his comments.*

If his comments were unwelcome, but could have been attempts at flirting, she could have ignored him, or tried to change the topic. Chances are that he would have got the message and stopped. If he kept up with the comments, then she **must** tell him to stop.

Often, harassment is caused by ignorance rather than malice. However, once someone asks us to stop a behaviour, we can no longer plead ignorance. When we are asked to, we must STOP. If we continue, then we risk being guilty of harassment.

Harassment is usually repetitive, unless the behaviour is totally blatant.

Say a person is teasing a co-worker who is short. At first, the co-worker does not mind comments such as "Do you want us to lift you up to the water fountain?", and takes them as a joke. But the comments are constant, and the co-worker becomes annoyed. The co-worker asks the person to stop. The person replies "Sure, I'm sorry, Shorty!". The co-worker gets mad, the person continues with the offensive comments, and soon the situation escalates out of control.

The person didn't intend to harass the co-worker, but the situation developed into harassment because the person did not stop the behaviour when asked to.

It is our responsibility to be sensitive to our co-workers feelings and differences, and think before we act.

## 2.2 TYPES OF HARASSMENT

Method: Lecture-led 18 minutes

Most harassment that takes place at Air Canada is between peers. However, supervisors can harass employees, just as employees can harass supervisors. Harassment can happen at any level of the company, to men **and** women alike, and harassers can be of either sex.

Harassment can take a number of forms.

**Can you identify any types of harassment?** *Write down people's replies on a flipchart.*

**Sexual harassment** tends to be the most widely publicized type of harassment. Sexual harassment is any conduct, comment, gesture or contact of a sexual nature that is likely to offend or humiliate an employee or co-worker. Some extreme examples of sexual harassment are behaviours that can be perceived, on reasonable grounds, as placing a condition of a sexual nature on your employment or opportunity for training or promotion are.

An individual who makes improper use of their position and authority to interfere with the career of an employee is also guilty of harassment. Some **abuses of authority** are endangering an employee's job **without cause**. This is different from performance problems where a boss is taking corrective action! An **abuse of authority** could also be threatening an employee's livelihood through such means as intimidation, threats, blackmail. Fortunately, such blatant acts of harassment don't happen very often.

Individuals are often harassed on a personal basis. Some examples of **personal harassment** are: verbal or physical abuse, taunts, or derogatory remarks and prejudicial behaviour such as displaying racist or pornographic materials.

Harassment is a form of **discrimination**, or unequal treatment, often based on prejudice. Canadian law prohibits Discrimination, and has determined 11 specific grounds of discrimination. Personal harassment is often related to these 11 grounds.

*Display Overhead 3. Refer back to types of harassment from group noted on flipchart. Be sure to state the Air Canada examples* (in plain text). *Examples in italics are for your reference.*

# ELEVEN GROUNDS OF DISCRIMINATION

| | | |
|---|---|---|
| 1. | Race | An Air Canada case involving a Sikh employee went to the Human Rights tribunal. An article about the case was written up in the newspaper. Someone at Air Canada highlighted the article, posted it up, and wrote on it "Because he never washed that rag on his head". This is an example of racial harassment. |
| 2. | Religion | *Slandering Jehovah's Witnesses is an example of religious harassment.* |
| 3. | Sex (meaning gender) | Applications of 2 female pilots were turned down because they did not meet the minimum height requirements, which were based on a man's height. Air Canada was unable to show why a pilot had to be this height in order to do the job, and the height requirement was changed, making it possible for women to be hired as pilots.<br><br>At Air Canada, men were hired as pursers, women as flight attendants, with a different pay scale. |
| 4. | National or ethnic origin | *Not hiring someone because of their nationality i.e. Pakistani, or Aboriginal is discrimination.*<br><br>*Using an East Indian accent when asking an East Indian co-worker to complete a task is harassment.* |

| | | |
|---|---|---|
| 5. | Marital status | 35 years ago, flight attendants at Air Canada had to resign when they married. Today this would constitute discrimination.<br><br>*A supervisor continually asking why single employees aren't married could be harassment based on marital status.* |
| 6. | Family status | *Awarding all children of Air Canada employees job interviews would be discriminatory.*<br><br>*Not being given a position because people assume that you can not handle it because you have a young child.* |
| 7. | Colour of a person's skin | *Harassment includes inappropriate statements such as "What am I, Black?" when asked to do something that is perceived as menial.*<br><br>*Telling a black co-worker that he/she won't be promoted because Blacks are too slow is harassment.* |
| 8. | Age | Pilots had to be under 30 years old to be hired by Air Canada. This hiring policy has been changed as it was discriminatory.<br><br>*Saying someone is too old to learn a new skill is also discriminatory.* |
| 9. | Disability | *An employee who uses a derogatory name to refer to a colleague with a disability, "gimp" is guilty of harassment. This is verbal abuse.* |
| 10. | Pardoned conviction | *An individual who is pardoned of a crime must be treated as though the conviction never happened.* |
| 11. | Sexual Orientation | *Making rude comments about someone's sexual orientation is harassment.* |

The workplace and society in Canada have changed. We've talked about some instances where Air Canada has made changes to keep up with society. There are more women and ethnic people in the workforce and more people are working in non-traditional jobs. Things that were once tolerated are now not acceptable. Comments like "She's gonna have to get used to working with men" do not justify inappropriate behaviours and dismissing offensive conduct by saying things like "Boys will be boys" is not acceptable. Chances are that some of the "boys" in the workplace do not appreciate the offensive behaviour either, but we all know that social pressure to keep quiet is great.

Now let's go back to the "Behaviour in the Workplace" exercise.

Each of these situations has the potential to be either discriminatory or harassing. Regardless, some of these behaviours are not acceptable in the workplace, even if no one is offended. For instance, calling someone "Paki", even if the person seems to accepts this nickname, is not acceptable. It promotes other forms of discrimination. Others see that this behaviour is accepted by management, and won't complain if they see or are involved in offensive incidents.

What about Scenario G on the Behaviour in the Workplace exercise? These employees are not an office workplace.

*Refer to Scenario G on the Behaviour in the Workplace exercise - "With the cockpit door open, two pilots brag about their recent sexual conquests." Solicit opinions on whether this constitutes harassment.*

Now, it may be that the pilots know that no one can hear them, and that they are good friends who discuss intimate things. The initiator of this conversation must be sure that other person is not uncomfortable or offended by this conduct. While this behaviour might be acceptable between friends in a private place, this conduct is likely to be offensive to other crew members and customers.

Scenario G could just as well be two Flight Attendants in the galley. One Flight Attendant might not appreciate the conversation, nor may the passengers!

Let's consider Scenario F. *"A coworker repeatedly asks you out when you are on business trips together, although you have always said no."*. Let's assume that the coworker is always asking you out on a date of a sexual nature. Air Canada has a workforce where many employees are required to travel as part of their job. While employees are travelling for the company, whether on a layover or a convention, they are still subject to the harassment policy and its protection. Any improper behaviour at or away from the workplace can be considered harassment.

We have talked about how we must treat our coworkers and customers. If a customer is behaving inappropriately, you do not have to tolerate the behaviour, however, you do have to be courteous. Remember your goal is to have the behaviour stop, so use your skills to diffuse the situation.

Look back at the "Behaviour in the Workplace" exercise. If one of these things was happening to you, for example, jokes always being told about your ethnicity, would you want to come into work everyday? If you think that you yourself would never do anything to harass anyone, consider that individuals may not have mean to be malicious, and yet some of their actions were offensive to us. None of us can say that we've **never** said the wrong thing or inadvertently offended someone. Just remember, some people have a high tolerance level, but others don't, nor should they be expected to.

## 3.- COSTS AND CONSEQUENCES

Method: Lecture-led 10 minutes

The costs of harassment are high - to everyone involved, including the person who harassed.

What are some of the consequences that occur when a work environment is poisoned by harassment?

*Give the participants 5 minutes to work in small groups to come up with consequences of harassment. Ask each group to report back. Compare the group answers to those listed on the Overheads.*

*Display Overhead 4:*

**Personal consequences:**

- anger, fear, tension, frustration, stress
- mixed feelings of helplessness and guilt and isolation
- reduced career aspirations and motivation
- poor concentration
- headaches, insomnia, ulcers
- problems in personal life

*Display Overhead 5:*

**Company consequences:**

- poor employee morale
- negative work atmosphere
- creates mistrust
- decreased productivity
- loss of good workers
- increased absenteeism due to sickness / stress
- time lost due to investigations of complaints
- if ignored, harassment situations promote other forms of harassment and discrimination
- reduced communication between team members / creation of barriers
- poor customer service / satisfaction.

## 4.- AIR CANADA'S POLICY ON HARASSMENT

Method: Lecture-led 2 minutes

Air Canada has a strict policy on harassment and will not tolerate harassment or discrimination. We have a responsibility to make our best effort to create a harassment-free environment, and if harassment occurs, we will conduct an investigation and take the necessary action.

This policy is in keeping with the anti-discrimination laws set out in the Canadian Human Rights Act, and the Canadian Labour Code's sexual harassment policy requirements.

The policy outlines the process to investigate allegations of inappropriate behaviour. It should be posted in your workplaces, and you should all be aware of it.

*Distribute handout "Harassment is NOT part of your job"*

The goal is to prevent harassment and discrimination from developing in our workplace. However, if a harassment situation does arise, we must move quickly to stop the harassment, and recreate a safe and healthy working environment.

*The policy has been in effect since 1986.*

## 5.- OUR RESPONSIBILITIES

Method: Lecture-led 15 minutes

Now we are going is discuss what we do to handle a harassment situation.

If you feel you are being harassed, what is the first step you must take?

*Facilitate discussion on additional steps that are covered in Air Canada's harassment policy.*

1. Move quickly to stop the harassment, by saying **"No"**. **Clearly state** that the behaviour is unwelcome, and ask that it stop.

   Don't rely on body language to get your message across. Often, informing the person that their behaviour is offensive will make them stop. People aren't always aware that their behaviour is inappropriate.

   Do not joke with the person who is demonstrating the harassing behaviour. Sometimes, out of nervousness or embarrassment, we will joke, but this may imply consent, or that their actions are welcome.

2. If the harassment persists, document the incidents. Include dates and any witnesses.

3. Discuss the problem with your supervisor or union representative if the behaviour continues after you have told the harasser to stop. Remember, the goal is to resolve the situation - You still have to work with this person!

4. If you are unable to resolve the situation, or are unsure of how to proceed, contact your local Personnel & Employee Relations office, or the Manager, Human Rights and Equity Programs.

5. Complaints to the company will be kept confidential, however information will be disclosed for the purpose of any investigation. The alleged harasser has the right to know what he or she is accused of, and by whom.

Once you've made a complaint, please don't discuss the matter with others. It's detrimental to you as well as the alleged harasser. People may turn on you. Our objective is to make the workplace a place where everyone is comfortable. You may end up working with this person and all the people who've been told the story. If there's been gossip and people have taken sides, the healing process will be difficult. Also, talking about the alleged harasser can be very damaging.

We all make mistakes. The alleged harasser could have been acting this way for the last 20 years, and nobody ever said that the behaviour was offensive. All of us should have the opportunity to correct our behaviour.

6. Complaints that are made in good faith, even those that prove to be unfounded, will be taken seriously and will not affect your career adversely.

   The Company may take disciplinary action when an individual knowingly makes allegations of harassment without having reasonable grounds.

   For instance, someone had been having an affair with a colleague and it has just ended badly. If this person claims harassment, he or she should be disciplined. They are creating a false allegation out of spite as a personal vendetta. Fortunately, malicious allegations are infrequent.

7. Air Canada moves quickly to try to resolve problems. However, if you have gone through all these steps, and there has been no resolution after a reasonable length of time, you can file your complaint with the Canadian Human Rights Commission (CHRC).

8. Individuals found to be guilty of harassment or discriminatory conduct are subject to disciplinary action, up to and including discharge.

None of us should tolerate unacceptable behaviour, be it directed at us or at another. We should all be aware of the procedures for the investigation of a complaint.

As an employee, if you are in a situation or see a situation of harassment or discrimination, we would encourage you to try and stop the inappropriate conduct. By not doing anything, you are sending out the message that you condone this behaviour.

## 6.- CONCLUSION

Method: Lecture-led 10 minutes

What is required from us is a commitment to be sensitive to our co-workers, and our customers, and to be aware of how our behaviour affects others and the safety of the environment in which we work. Monitoring our actions isn't about simply saying that we are "politically correct", it is about creating an environment where people can work without fear of harassment or discrimination.

Look at your own workplace. What can you do to create an environment of respect?

*Thank the participants for their involvement in the session.*

## **Appendix G** - Behaviour in the Workplace Exercise

### Behaviour in the Workplace

Rate the following scenarios on whether you consider the behaviours offensive. Consider how each of these behaviours might affect your performance and level of comfort in the workplace if this was occurring in your workplace.

Scale: **Not Offensive** **Offensive**

1 2 3 4 5 6 7 8 9 10

_____ A. A female employee has postcards of men in thong bathing suits pinned to her wall.

_____ B. A male co-worker in the machine shop has been called Tinkerbell for years by many people.

_____ C. A popular employee often tells ethnic jokes to co-workers.

_____ D. An injured employee on light duty is teased by coworkers for not pulling his weight.

_____ E. Two coworkers spend a lot of time in the galley necking with the curtain closed during a flight.

_____ F. A coworker repeatedly asks you out when you are on business trips together, although you always say no.

_____ G. With the cockpit door open, two pilots brag about their recent sexual conquests.

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Corporate Education - November 5, 1996 har_exe.doc

## **Appendix H** - Train-the-Facilitator Leader's Guide



| | |
|---|---|
| **MODULE:** | **HARASSMENT IN THE WORKPLACE** |
| **LESSON:** | Train-the-Facilitator |
| **OBJECTIVE:** | At the end of this training, facilitators will demonstrate that they are able to deliver the Harassment awareness session and answer questions related to behaviour in the workplace. |
| **DURATION:** | 4 hours (plus 30 minutes for each facilitator participant) |
| **TRAINING AIDS:** | Overhead projector<br>Flipchart |
| **Overheads** | 1- Overhead 1 - "Harassment in the Workplace"<br>2- Overhead 2 - "Harassment is ..."<br>3- Overhead 3 - "11 Grounds of Discrimination"<br>4- Overhead 4 - "Costs & Consequences - Personal"<br>5- Overhead 5 - "Costs & Consequences - Company" |
| **Handouts** | 1- "Behaviour in the Workplace" Exercise<br>2- "Harassment is NOT part of your job" - Air Canada's Harassment Policy<br>3- Examples for Facilitators<br>Facilitator Evaluation sheets |
| **REFERENCES:** | Canadian Human Rights Act |
| **CLASS PREP:** | Prepare "reference table" with articles<br>Name Cards<br>Employee Handbook |

## 1.- INTRODUCTION

Method: Lecture-led 10 minutes

Welcome to the "Harassment in the Workplace" train-the-facilitator session.

*Introduce self and explain your involvement in this package. Introduce other resource members, and explain their roles. Ask participants to introduce themselves.*

Air Canada has had a policy on harassment in the workplace since 1988.

This particular awareness session is relatively new, and will be delivered to all employees over a period of time.

The Harassment in the Workplace awareness session has been developed based on this policy, which is included in the Employee Handbook.

*Show the policy. Ensure that facilitators have received their train-the-facilitator packages before the session. Have extra copies available for those who did not.*

*Outline the process of the Train-the-Facilitator session:*

First, I will deliver the session to you, with you acting as regular participants. This is just to familiarize you with the delivery of the content.

Then, we'll go over the facilitator's guide together and I will answer questions regarding the content, with help from the subject matter expert(s).

At this time, we will also go over questions that may be asked and discuss examples and situations that illustrate what is considered harassment.

Following this, we will give you some time to prepare to deliver a portion of the Harassment session, approximately 20 minutes. This will give you the opportunity to try out the material in a safe environment, and get answers to any questions you may have as you deliver the information. After each teach-back, we will debrief as a group. This will help everyone by clarifying any confusing or sticky areas.

Often as facilitators, we don't get the chance to receive feedback on what we are doing well in the classroom, and ideas on how we could do things differently. We would like to take this opportunity to give you some feedback so that these teach-back sessions are a valuable use of your time.

*Answer any questions facilitators may have at this time.*

## 2.- DELIVERY OF PACKAGE

Method: Lecture-led 90 minutes

*Deliver Harassment in the Workplace program as outlined in the lesson plan. Have participants complete name cards. Remind participants to act purely as participants during the awareness training.*

*Following the delivery, cover these points:*

**Use of Language** Method: Lecture-led 10 minutes

This session is about being sensitive to others. As such, we try to use vocabulary that is also sensitive. For instance, please note that the term "the disabled" is replaced by "people with disabilities".

Also, please avoid using explicit language in your examples or advise your participants that this language is coming up, to illustrate a point. Otherwise, you risk offending individuals, or making them uncomfortable in your class, and you may lose them for the rest of the session.

**Handling Difficult Participants** Method: Lecture-led 10 minutes

If a participant makes a comment which is controversial, what are some of the methods you can use to diffuse the controversy and make the participant consider new viewpoints? *Discuss options with facilitators.*

You can prompt other participants to respond by asking these types of questions:

Consensus: "Does everyone feel this way?"
What ifs: "What if this was the case ...?"
Clarification: "So you mean that ...?"

The group may challenge the participant. If the discussion gets out of hand, remind people that in the introduction of the session, we talked about being open minded.

**The Lesson Plan** Method: Lecture-led 50 minutes

Now that you have participated in the awareness session as a participant, let's go over the lesson plan. The lesson plan has been created to help you, the facilitator, deliver the learning points. The plain text indicates learning points to be delivered, while text in italics indicates facilitator's notes.

This lesson plan is to be used as a guideline. It is not intended to be read word for word. For the most part, the learning points can be delivered in your own words, as long as the points are made. The message of each awareness session should be consistent between groups.

This being said, you saw that there are legal aspects to harassment. We must be careful not to make statements that we are unsure of, because individuals may be leave with the wrong information. If you are unsure of your wording, or need an issue to be clarified, contact a resource and get back to the group.

The first page of the lesson plan lists the objectives for the session, the duration, as well as the facilitator aids you will need, including handouts and overheads.

The session is 90 minutes long, and has a lot of learning points to get through. While participation is welcome, you as facilitator may have to limit participation if time is short. The facilitator must keep track of the allotted times for each section so that learning points don't have to be excluded.

*Go over the lesson plan with the facilitator's. Clarify areas of confusion.*

*Discuss questions that may be asked by participants, and examples of what is and is not considered harassment.*

## 3.- PREPARATION FOR TEACHBACK

Method: Lecture-led 60 minutes

*Have each facilitator teach-back one of the following topics, as these are the most challenging pieces and will expose the facilitator's to the more demanding questions*

1. Introduction (20 minutes)
2.1 Defining Harassment (15 minutes)
2.2 Types of Harassment (Part 1, ending after the examples of the 11 Grounds of Discrimination) (15 minutes)
2.2 Types of Harassment (Part 2, beginning after the examples of the 11 Grounds of Discrimination) (15 minutes)
5. Our Responsibilities (15 minutes)

*Give each facilitator an Facilitator Evaluation sheet so that they can see what is expected of them.*

## 4.- TEACHBACKS

Method: Teach-back exercises, and Feedback 30 minutes per participant

*It is very important that the Facilitator Evaluations be conducted sensitively, so that it can be a comfortable development session for all facilitators.*

*Remember that when we are receiving feedback, we need to know what we are doing right as well as what we can improve upon. If we just hear negative feedback, we may not accept the feedback.*

*When giving feedback, always begin with positive points. Don't end a positive statement with a "But" or "however" that will nullify your positive feedback, rather begin a new sentence. For example:*

> *"You speak clearly, and your voice is easy to listen to. When you are showing overheads, make sure that you move away from the machine, and that all participants in the room can see the screen"*

*rather than:*

> *"You speak clearly, and your voice is easy to listen to, but when you showed overheads, you were standing in front of the screen"*

*Have each participant deliver his/her section of the program.*
*Once completed, provide feedback and discuss as required.*

## 5.- CONCLUSION

Method: Lecture-led 10 minutes

*Ensure that there are no outstanding questions, and that participants are aware of who their resources are.*

*Thank facilitators for their effort and their participation.*

## Examples for the Facilitator

These examples of inappropriate behaviour do not refer to any particular incidents but are based on types of reported situations.

A. An In-Charge Flight Attendant makes anti-gay comments in the flight deck every time a certain male flight attendant is nearby. The First Officer takes a leadership role and stops this behaviour by stating to the In-Charge that these comments are not welcome, and that the In-Charge has no knowledge of the sexual orientation of either the First Officer or the Captain.

B. As a joke, a group of employees take a banana from the lunchbox of a black co-worker, hang it from a crane, and tell the black co-worker to jump for it.

C. Before a flight, an In-Charge yells at a Flight Attendant who made an error and calls him incompetent in front of the rest of the crew.

D. A Captain tells a new Flight Attendant that he is her boss on and off the aircraft, and pursues her on the layover.

E. Racist graffiti is written on the walls of the aircraft galley.

F. A mechanic / pilot has a pin-up of a naked woman in his toolbox / flight bag.

G. A Pilot asks a Flight Attendant why there aren't more pretty, young flight attendants working the flight.

H. A Captain makes anti-French comments to the First Officer, who has a French last name.

I. A Jewish person is jokingly referred to as "Jew Boy" and he puts this nickname on his toolbox.

J. In front of a group of employees, an employee yells at a coworker who made an error and calls him incompetent.