



Video: Can We Date? Enlisted Scenario 2024

Can We Date? Enlisted Scenario: Facilitation Guide



Overview

This facilitation guide and accompanying video have been developed to assist equal opportunity (EO) and equal employment opportunity (EEO) professionals and practitioners in discussing *Harassment Prevention and Response in the Armed Forces*.

Additional information on how to conduct a facilitation can be found in *The Leader's Conversation* guide available at deomi.mil.

This guided discussion is focused on the *Can We Date- Enlisted* video. The video demonstrates potential behaviors one could see or hear in many environments. The facilitator can use the video and guide to discuss the demonstrated problematic behaviors and how the unit members and leaders can prevent, mitigate, or address them. Adherence to this facilitation guide is encouraged to ensure consistency in training delivery.

However, this guide is not all-inclusive and may be expanded based on the facilitator's experience. Throughout this guide, questions are framed to stimulate the facilitator's thoughts on areas to explore and consider in this process and the specific topic. Users should provide a controlled, safe, and non-attributional environment where individuals will be willing to share their perspectives. EO and EEO professionals, practitioners, and leaders can use this event to review and educate their members on policy and acceptable and unacceptable behaviors. Sexual harassment is covered in Department of Defense Instruction (DoDI) 1020.03, *Harassment Prevention and Response in the Armed Forces*.



Purpose

The objectives for this discussion:

- Define sexual harassment.
- Discuss the video and the behaviors seen within it.
- Grasp how the fear of harassment can affect the individual and the organization.
- Understand the escalation sexual harassment behaviors can take if not addressed.
- Discuss sexual harassment prevention strategies.

Preparation

This guide has been developed assuming that users have some basic facilitation skills and understand the facilitation process. Users should also review *The Leader's Conversation* guide for additional parameters, techniques, and information on facilitation (available at deomi.mil). *The Leader's Conversation* guide provides areas to consider, including the following:

- Site selection
- Ground rules the facilitation may use
- Question development
- How to conduct the discussion

Definitions

DoDI 1020.03 defines these terms as follows:

- Harassment is defined as behavior that is unwelcome or offensive to a reasonable person, whether oral, written, or physical, that creates an intimidating, hostile, or offensive environment.
- Sexual harassment involves unwelcome sexual advances, requests for sexual favors, and deliberate or repeated offensive comments or gestures of a sexual nature when:
 - Submission to such conduct is, either explicitly or implicitly, made a term or condition of a person's job, pay, or career.
 - Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person.
 - Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive working environment.
 - Such conduct is so severe or pervasive that a reasonable person would perceive, and the victim does perceive, the environment as hostile or offensive.
 - Such conduct is used or condoned by any person in a supervisory or command position, of any form of sexual behavior to control, influence, or affect the career, pay, or job of a member of the Armed Forces or a civilian employee of the Department of Defense.
 - Such conduct includes any deliberate or repeated unwelcome verbal comments or gesture of a sexual nature by any member of the Armed Forces or a civilian employee of the Department of Defense.



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What Is Sexual Harassment?

Sexual harassment involves unwelcome sexual advances, requests for sexual favors, and deliberate or repeated offensive comments or gestures of a sexual nature. According to DoDI 1020.03, Section 2.5b, the DoD will hold leaders at all levels appropriately accountable for fostering a climate of inclusion that supports diversity, is free from harassment, and does not tolerate retaliation against those filing harassment complaints. It is also important to note that DoDI 1020.03 states there is no requirement for concrete psychological harm to the complainant for behavior to constitute sexual harassment. Behavior is sufficient to constitute sexual harassment if it is so severe or pervasive that a reasonable person would perceive, and the complainant does perceive, the environment as hostile or offensive. Sexual harassment that goes unreported can affect the individual and the organization:

Individual	Organization
Fear of reporting	Passive bystanders
Low self-esteem	Lack of trust and morale
Depression or anxiety	Hostile work environment
Social exclusion	Culture of exclusion
Low productivity	Decreased readiness

Strategies to Prevent Sexual Harassment

As leaders, it is critical to be aware of our surroundings, whether in the office or out in the field. Being able to create a healthy command climate where service members feel heard and understood can make a significant impact when it comes to reporting harassment. Some principles of prevention strategies are:

- Discuss avenues (including anonymous ones) for reporting inappropriate behaviors.
- Discourage social media postings that constitute harassment and inappropriate behavior.
- Clearly post policies and reporting procedures for service members.
- Hold members accountable for leading/participating in inappropriate behaviors.

Notes:



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Process

Before the participants' arrival, determine and prepare the setting for the guided discussion. Ensure the video is prepared to view (direct from the [Center of Excellence Portal](#) or may be pre-downloaded).

Video Description

Can We Date? Enlisted Scenario

FOR FACILITATOR USE ONLY: The video opens with two female enlisted service members working out in the gym. They both walk over to grab something to drink and the higher-ranking Service member “checks out” the junior member while she is bending down to grab a drink. The junior member asks the senior enlisted member if she wants the blue sports drink, to which the senior responds, “You know what I like,” while rubbing her back. The junior member non-verbal expression indicates she is uncomfortable with the contact. The senior member states that she is retiring soon and asks the junior member if she would be interested in hooking up or going on a date with her.

Video Participants

- **Target:** Female of lower enlisted rank
- **Perpetrator:** Female senior enlisted rank
- **Bystanders:** None



Directions

1. Introduce yourself.
2. Validate: explain the purpose or objective of the discussion/training.
3. Set expectations and establish ground rules.
4. Introduce the topic (using the notes you created based on the topic).
5. Define sexual harassment.
6. Provide the handout (if used) to the participants.
7. **Read instructions:** You are about to watch a video that is made for awareness purposes only.
8. **Read instructions:** Answer the questions in your handout individually after watching the video. Then later, we will share your answers with the group.
9. Show the video.
10. Have participants answer the handout questions (5–10 minutes). Please encourage them to use critical thinking as they view the questions.
11. Lead a discussion based on the questions used.

Facilitator Notes

Suggestions: Display the questions on a bulletin board, butcher paper, or PowerPoint, or prepare them in a handout. Explain to the participants that they will need a pen and paper (or handout) to answer the questions you will use during the guided discussion. **The anticipated responses (ARs) after each question can assist the EO professional in identifying potential discussion points.**

**Facilitator Note:* The facilitator should be prepared to discuss the questions (or similar questions) with the participants.

**Give students ample time to answer the questions.*

Reflection Questions

Think about questions you may wish to ask the participants.

Question and AR:

Question and AR:



Facilitator- Developed Questions

Below are potential questions and ARs for use in guiding the discussion. Before the session, the facilitator should review them and may develop their own. The provided handout matches the questions provided below. If you modify or add additional questions, modify the handout accordingly.

**Facilitator Note:* The facilitator should be prepared to discuss the questions (or related questions) with the participants.

- What did you observe in the video?

AR: The senior member seems to want to pursue a romantic relationship with the younger enlisted member. When they get drinks at the vending machine, the senior member “checks out” the junior female when she bends down to get their drinks. She also comments, when asked what drink she wants, “You know what I like,” while rubbing the junior member’s back, which comes across in a sexual nature. At that moment, the non-verbal expression seems to indicate the junior female notices the senior member coming on to her and she looks uncomfortable. Since she is a subordinate, she may feel fearful to report any sexual harassment in this situation.

- How might the behavior shown in the video be perceived as sexual harassment?

AR: When the senior member comments, “You know what I like,” while rubbing the junior female’s back, it can be considered sexual harassment. The junior member did not ask to be touched. The video concludes with the senior member stating she is retiring soon, which could be why she is now approaching her subordinate. However, if these feelings are not shared or wanted by the junior member, this could put them in a compromising situation. Based on the senior/subordinate dynamic, this could become a hostile environment.

- If you were a bystander in this scenario, how could you approach the targeted member?

AR: As a bystander in this scenario, after you have identified that the behaviors you have witnessed could be sexually harassing, you could remove the targeted member from the situation. Explain to her that the behavior she is experiencing is due to no fault of her own. Inform her that, regardless of the senior/subordinate relationship, if this behavior is making her uncomfortable, she has the right to report the behavior and that there are protections for doing so.

- If you were a bystander in this scenario, how could you approach the offender?

AR: As a bystander in this scenario, you can pull the offender to the side and inform her that, while she may find these comments to be funny or flirtatious, they can actually be perceived as sexual harassment. Inform her that, from your perspective, the other individual appeared uncomfortable by the comments that were made, and the actions taken.

- What are risk or protective factors that may come into play in this scenario?

AR: One risk factor that is shown in the scenario is the senior/subordinate relationship. The senior/subordinate dynamic can be a compromising situation for the subordinate, and they may be fearful to report any sexual harassment. A protective factor could be an organization that promotes a climate where service members understand that all allegations of sexual harassment behavior will be taken seriously, and that sexual harassment will not be tolerated.

- As a leader, how can you empower your team to intervene if they witness someone being sexually harassed?



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AR: Leaders can educate team members on ways to identify sexual harassment. Behaviors and comments such as those in the video can be perceived as sexual harassment. Educate members on how they can intervene as bystanders in these situations, such as pulling the targeted member aside and removing them from the situation. Leaders can create a climate where individuals feel supported when reporting sexual harassment claims and that the report will be taken seriously.

Lead the Discussion

Open the discussion by asking volunteers to share their responses with the group based on the questions used. As you do so, keep in mind:

General Considerations

- Ensure all participants have an opportunity to share their thoughts.
- Encourage open communication among participants.
- When applicable, ask clarifying questions.
- Use anticipated responses to help the group when needed.
- Avoid “why” and closed-ended questions.
- Remind participants of the ground rules when necessary.
- Remember to let participants know that you are listening.
- Take notes for your summary and conclusion.
- Paraphrase when participants are unclear with their answers/assist them in reaching the objectives.
- Let the discussion be fluid, with little to no disruptions or corrections.

Examples of Other Questions That Can Be Asked

- In your own words, how would you describe sexual harassment?

- What are some ways your organization can support individuals who report harassment?
- Where can a Service member go to report sexual harassment?
- As a leader, what behaviors can you show to create an environment where others feel open to report harassment?

Close the Session

**Facilitator Note:* During the conclusion, paraphrase participant comments to show that they were heard. The provided conclusion is an example on how to close out the guided discussion.

End your discussion by restating the objectives covered at the beginning and provide closing comments.

Summary:

Restate the initial objectives:

- Define sexual harassment.
- Discuss the video and the behaviors seen within it.
- Grasp how sexual harassment can affect the individual and the organization.
- Understand the escalation sexual harassment behaviors can take if not addressed.
- Discuss sexual harassment prevention strategies.



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Potential Closing Comments

Some might consider the behaviors exhibited in this scenario as harmless or simply dating-type (approach) behaviors, but they are not. Service regulations differ on dating between different ranks. An individual's sex and/or rank should have no bearing on the determination of the appropriateness or inappropriateness of behaviors directed toward them. Inappropriate behavior, no matter the rank of the offender, should not occur and must be addressed.

If allowed to continue, these behaviors can escalate and foster a variety of negative impacts for the individuals involved (e.g. anxiety or depression in the target, serious discipline for the perpetrator) and the organizational climate, such as a lack of trust in leadership, low unit cohesion, and low morale. Identifying inappropriate behaviors and intervening early are crucial to developing a cohesive and professional environment.



Handout

Video: Can We Date? Enlisted Scenario

1. What did you observe in the video?
2. How might the behavior shown in the video be perceived as sexual harassment?
3. If you were a bystander in this scenario, how could you approach the targeted member?
4. If you were a bystander in this scenario, how could you approach the offender?
5. What are risk or protective factors that may come into play in this scenario?
6. As a leader, how can you empower your team to intervene if they witness someone being sexually harassed?