



Video: Unwanted Behavior 2024

Unwanted Behavior: 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 *Unwanted Behavior* 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 and what unwanted behaviors look like.
- 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.



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.

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- Discourage social media posts that constitute harassment and inappropriate behaviors.
- Clearly post policies and reporting procedures for service members.
- Hold members accountable for leading/participating in inappropriate behaviors.

Notes:



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 predownloaded).

Video Description

Unwanted Behavior

FOR FACILITATOR USE ONLY: The video opens with a male and female encountering each other in the hallway of a work office, beginning with small-talk greetings recapping their weekends. The female character then asks the male character if he would like to see her new tattoo, indicating that it was to her side, beneath her uniform. He declines. The female objects by asking him, "What's the harm?" He then expressly declines, instructing her not to show him. The male then tries to move the conversation to a work-oriented topic about scheduling. The female then takes him by the hand and leads him to her office to explore the topic. In her office, the walls are covered with sexually provocative posters that make the male character extremely uncomfortable. His facial expressions convey his discomfort with the images. When sitting down at the female's desk to look at the upcoming schedule, she begins to stroke his hand and make sexual comments about him and his wife. The male pulls his hand away, again showing his discomfort with the situation. The female then states that her gestures are only in jest. The male states that he does not find her behaviors funny and also comments on the inappropriateness of the images on the walls of the female's office in the workplace. When the female again tries to downplay the feelings of discomfort of the male and the inappropriate nature of her actions and the pictures, he emphasizes that the images and her behavior are inappropriate and begins to get up from the desk.

Video Participants

- **Target:** Male
- **Perpetrator:** Female
- **Bystanders:** None featured

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. Explain what sexual harassment is.
6. Provide the handout (if used) to the participants.



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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 targeted individual was uncomfortable with the conduct of the perpetrator. She tried to get him to look at her tattoo (under her clothing), took him by the hand, leading him to her office, and continued to touch his hand as she talked. Her office was decorated with numerous sexually suggestive photos that the target made it clear that the perpetrator's actions and images in her office were not work appropriate and were not welcome. The perpetrator did not respond with validation or appropriately to the target's feelings, statements, or mitigating actions (pulling away and stating discomfort).

- Based on the behavior shown in the scenario, can the comments be perceived as sexual harassment?



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AR: According to DoDI 1020.03, the comments made are considered sexual harassment. 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. As noted, 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. It is clear from the targeted members reactions and non-verbal expressions that the feelings were unreciprocated and unwanted.

- If you were a bystander in a scenario like this one, how could you respond to the situation?

AR: As a bystander in this scenario, after you have identified that the behaviors you have witnessed could be potentially sexual harassing behavior, and if you feel comfortable directly intervening, you could:

- Remove the targeted member from the situation. Ask him to come assist you in some way and remove him from the local area. Inform him that the behavior he is experiencing is due to no fault of his own. If he states that this has happened multiple times, reiterate to him that this could become a hostile situation and it is important to let the command know what is occurring. Ask him what he would like to do to remedy the situation.
 - A bystander could also choose to intervene by addressing the perpetrator, pulling her aside to explain that her actions are not appropriate conduct and could be interpreted as sexual harassment. Explaining that, as an outside witness, you consider the behavior unacceptable might inspire the offender to reevaluate the situation and to stop it.
 - You might also choose to report the behavior you observed to a supervisor, IG, or EO. However, it is important to be sensitive to the feelings and effects this could have on the target.
- What are risk or protective factors that may come into play in this scenario?

AR: Risk Factors:

- One risk factor that is shown in the scenario is that the target look to be by themselves during each encounter from the harasser and there were no witnesses. Though it does not excuse the behavior of the perpetrator, the target could refuse to escort the offender and be alone with them in the office.
- Another risk factor could be the general environment. If the perpetrator feels that there is nothing wrong with her behavior because it has previously been unaddressed, or because she has observed similar interactions among others that have gone unaddressed, she might be emboldened to continue it.

Protective factors:

- One protective factor could be to identify a friend who can provide support or advice when encountering this situation. As an organization, make sure service members understand that all allegations of sexual harassment will be taken seriously and will not be tolerated.
 - Another protective factor can be a zero-tolerance approach to sexual harassment and other unwanted behaviors. If the climate, through the actions of leaders, reinforces that allegations of such unwanted behaviors are taken seriously when reported, sexual harassment and other unwanted behaviors are unlikely to be viewed as acceptable in the environment. Additionally, taking these complaints seriously and following through with appropriate action can inhibit perpetrators from feeling like the behavior is acceptable or that they can get away with it.
- 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. Understand that behaviors can be overt or subtle and can even come in the form of electronic means. Educate members on how they can intervene in scenarios, such as pulling the targeted member aside and removing them from the situation. Leaders can create a climate where individuals should feel support when reporting sexual harassment claims and that that 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 fluent 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 and what unwanted behaviors look like.
- 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.



Potential Closing Comments

Some might consider the behaviors exhibited in this scenario as harmless or simply dating-type (approach) behaviors, but they are not. Continuing to act out behaviors of a sexual nature toward another individual who has expressed discomfort with them or asked you to stop can constitute sexual harassment. Targeted individuals should clearly inform the perpetrator in these type situations that they are uncomfortable with the behavior and do not want to engage in this way with the perpetrator. Potential offenders should be attuned to others' comments and actions; if someone tells you that they are not interested or that your behavior makes them uncomfortable, back off and stop.

Both men and women can be potential offenders and/or targets. An individual's sex should have no bearing on the appropriateness or inappropriateness of the behavior toward them. Inappropriate behavior, no matter the sex of the offender, should not occur and must be addressed. Any corrective actions should also not be influenced by the sex of either the offender or the target.

If allowed to continue these behaviors can escalate and foster a variety of individual and organizational climate changes, such as a lack of trust in leadership, low unit cohesion, and low morale, in addition to becoming a potential sexually harassing event, etc. Identifying inappropriate behaviors and intervening early are crucial to developing a cohesive and professional environment.



Handout

Video: Unwanted Behaviors

1. What did you observe in the video?
2. Based on the behavior shown in the scenario, can the comments be perceived as sexual harassment?
3. If you were a bystander in this scenario, how would you respond to the situation?
4. What are risk or protective factors that may come into play in this scenario?
5. As a leader, how can you empower your team to intervene if they witness someone being sexually harassed?