

Facilitator's Guide

Physical Training



This guide is available for download at the
Defense Equal Opportunity Management Institute (DEOMI)
Website at www.deomi.org

Physical Training Video

Synopsis

The video, “Physical Training” presents one scenario from two different perspectives. This guide is to assist equal opportunity (EO) professionals and leaders in creating meaningful and realistic training given in a small group setting. The provided strategies in this guide are not an all-inclusive list. Unit members should be encouraged to develop their own unique strategies based on the situation.

Training Objectives

- To discuss indicators and potential effects of observed behaviors
- To generate thoughts and ideas about how to best address the situation
- To understand different approaches in addressing concerns

Training Strategy

The accompanying video provides the same situation from two different perspectives; first, with a male as an alleged offender, and after a short pause, the same situation with a female as the alleged offender. The facilitator can show the full video as designed and then have members discuss it. Or, they can show one situation, discuss it, and then show the second situation; and then discuss any changes of opinion from the first situation. Tailor the questions below to fit the style of presentation you use.

The facilitator can also tailor this training session by only showing one segment if time is of essence to process the entire video. If doing so, the facilitator will have to modify this guide to accommodate the viewed video sequence.

Procedures:

- Arrange a room where participants can observe the video
- Read the training objectives to the participants
- Show the video from deomi.org or a pre-downloaded desktop computer

Facilitator reads: The video you are about to view depicts a situation where a member at the gym is approached by an opposite sex coworker. After the video, you will answer some individual questions and then we will discuss the situation as a group.

Facilitator plays the video (pause the video at the end of the first segment if you select that option).

Facilitator reads: Now that you have viewed the scenario, you have 5 minutes to individually answer the following questions:

- What actions and/or behaviors did you observe?
- Were they appropriate or inappropriate? What made them appropriate/inappropriate?
- Are your feelings about the appropriateness of the behavior different depending on the sex of the alleged offender and the target (one segment shows the male as the aggressor; another segment shows the female as the aggressor)? How?
- Does the sex of the offender (or a target) make a difference on potential corrective actions?
- Do you consider one situation more serious than the other? Why?

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- Name some possible effects the approached individual may have felt after the incident.
- As a leader, explain how you could possibly address and correct any possible inappropriate behaviors.
- How could you prevent further occurrences such as these from occurring?

After 5 minutes of individual time, the facilitator reads: Now that you have had the opportunity to come up with your own responses, as a group (depending on the size of the group 3-5, or 5-10, etc.), share your responses with each other and come up with a consensus on corrective strategies to share with the entire group. You will have 15 minutes to discuss your responses.

After 15 minutes, ask a few small groups to share their responses with the large group.

Discussion Key and Follow-on Questions: (Points that may come out in the video discussion)

What did you observe in the video?

- Both member appeared to be younger team members.
- In each video, one member approaches another member and appears to be trying to cultivate a more personal relationship between each other.
- The targeted member is not interested in developing a more personal relationship and directly states this to the other person.
- Based on the verbal and non-verbal responses, this has happened more than once. And, the targeted individual has told the perpetrator that they are not interested and to stop.

As you observed this interaction, what assumptions could be made?

- The targeted individual was upset and repeatedly stated they were not interested.
- The perpetrator doesn't seem to care how the targeted member feels and continues to pursue a relationship; while not overtly expressing a desire for a sexual relationship, subtle language and behaviors could be construed as that is their ultimate desire/goal.
- Members feel comfortable expressing themselves, which other may deem inappropriate, in their local environment.
- Members may not understand their behaviors or how they could be interpreted and are not held accountable for them.

If you observed this interaction, what could/should you do?

- The sex of the alleged offender or the target should have no bearing on the inappropriateness or unacceptability of the behavior or the leadership actions to end it.
- If you feel the situation is more serious for one sex than the other, then your own subconscious bias might be influencing your viewpoint. This type of bias could come into play if you are a leader trying to resolve a similar situation and you should be aware of it. Since these are the same exact situation, your feelings/responses should be the same.
- Support the targeted individual and inform them that what occurred was not their fault.
- Take the perpetrator to the side and inform them what they are doing is wrong; explain to them that the target has expressed a lack of interest (told them no), and by continuing to pursue them their actions could be perceived as sexual harassment.

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- Discuss the possible effects on the individual (target of the behavior).
- Discuss boundaries and hold them accountable for their behavior (perpetrator).
- Discuss options with the targeted person on how to address the situation including informing their supervisor or filing a complaint.
- Discuss (in training environment) types of negative behaviors such as the ones in the video and their effects on the individual/organization.
- Establish and enforce policies that ensures individuals are treated with dignity and respect.

Conclusion:

Some might consider the behaviors exhibited in this scenario as harmless or simply dating type (approach) behaviors, but they are not. Pursuing an individual for a relationship after being told to stop can constitute sexual harassment. Targeted individuals should clearly inform an offender in these type situations that they are not interested in pursuing a relationship. Potential offenders should be attuned to others' comments and actions; if someone tells you that they are not interested, back off and stop. Leaders and others should also be aware of these type of, what some might consider, "pre-dating" behaviors.

Both men and women can be potential offenders and/or a target. An individual's sex should have no bearing on the appropriateness or inappropriateness of the behavior towards them. Inappropriate behavior, no matter what the sex of the offender, should not occur and must be addressed. And, 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 sexual harassment event, etc. Identifying inappropriate behaviors and intervening early are crucial to developing a cohesive and professional environment.