EHRC

Building a **Sexual Harassment-Free Workplace** in Electricity

Facilitator Guide

About
Electricity Human Resources Canada
(EHRC)

Electricity Human Resources Canada (EHRC) embarked on a key initiative to address sexual harassment and violence in the workplace. Funded by the Department of Justice Canada, the resulting program will equip employers with clear policies, procedures and practices to build a respectful and safe work environment for all employees.

It builds on EHRC's years of work tackling gender discrimination in the electricity sector through the Leadership Accord on Diversity, Equity and Inclusion.

Our vision is to build a world-class electricity workforce. We will achieve this by growing our Canadian electricity labour force to be safety-focused, innovative and inclusive.

Our mandate is to:

- **Deliver critical business intelligence to inform labour market decision-making.**
- **Forge partnerships that enable the industry to adapt, upskill and innovate.**
- **Lead the industry in creating and sustaining a skilled and inclusive workforce.**
- **Inspire our future workforce to build a low carbon economy.**

Further information on EHRC is available at <u>ehrc.ca</u>.

Contents

Facilitation Instructions

The *Facilitation Instructional Guide* is designed to support facilitators to deliver training to employees and those with responsibility for addressing gender-based harassment and violence in electricity sector organizations. The training consists of two modules: *Module 1: Preventing and Addressing Gender-Based Harassment and Violence in the Workplace*; and, *Module 2: Responding to Gender-Based Violence in the Workplace*. The materials can be used as a complete guide for the in-person delivery of the 2-hour courses or can be adapted for virtual or hybrid delivery.

Tips for using the Facilitation Instructional Guide:

- This guide is meant to be used in the delivery of the two modules of training, and draws on the materials developed for the *Building a Gender-Based Harassment and Violence Free Workplace in Electricity Toolkit*
- Throughout the training presentations there are suggested links to resources and tools in the Toolkit
- Each organization is also encouraged to select from the resources, modifying adding to them to suit particular legislative, policy and practice contexts. It is important that participants see the relevance of these learning activities to their daily work and organizational context
- The guide also includes information about the **role and competencies** of facilitators of the training.

Permissions

The facilitator materials that follow are for the use of facilitator(s) of the *Preventing and Addressing Gender-Based Harassment Violence [GBHV] in the Workplace*, and *Responding to Gender-Based Harassment and Violence [GBHV] in the Workplace* developed by Electricity Human Resources Canada [EHRC]. The training is one component of a three-pronged support initiative intended to assist electricity sector partners in preventing and addressing incidents of GBHV in the workplace using a trauma-informed, intersectional lens.

The information contained in this work has been compiled, developed, adapted and built upon from multiple sources.

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Context

In 2020, Electricity Human Resource Canada (EHRC) conducted research into the electricity sector's gender inclusion status. The resulting report, Leadershift: Pathways to Gender Equity,[1] *identified that women's workplace experiences often differ from those of their male colleagues.*

For example, while 1 in 5 female research participants reported personal experiences with harassment, violence, or bullying in their workplace, male research participants were surprised and dismayed at some of the behaviours and situations that women regularly confront in the workplace. These findings are supported by other research that describes the impact of toxic masculinity on safety and other organizational results.

Gender-based harassment and violence [GBHV] is harassment and violence directed at persons because of their gender identity (masculine, feminine, gender-nonconforming) or gender expression, or that affects persons of a particular gender disproportionately.

GBHV also includes sexual harassment and intimate partner violence. While it is recognized that people of any gender can experience GBHV in the workplace, women are at higher risk.[2]

The prevalence of sexual harassment and violence in work-related environments is becoming more publicized and scrutinized. Consequently, workplaces face increasing pressure to implement effective policies and procedures and to create the appropriate workplace climate. EHRC's *Building a Sexual Harassment Free Workplace* is a multi-component initiative to support electricity industry stakeholders in preventing and addressing GBHV.

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1   EHRC. (2020) Leadershift: Pathways to Gender Equity. Retrieved April 7, 2022, **https://electricityhr.ca/wp-content/uploads/2020/05/EH-RC-Leadershift-Report-English-WEB-5.pdf**.

2   **https://osstfupdate.ca/2020/06/08/sexual-harassment-abuse-in-the-canadian-workplace/#:~:text=In%202016%2C%20a%20report%20conducted%20by%20Statistics%20Canada,type%20of%20abuse%20were%20young%2C%20single%20or%20unmarried**.
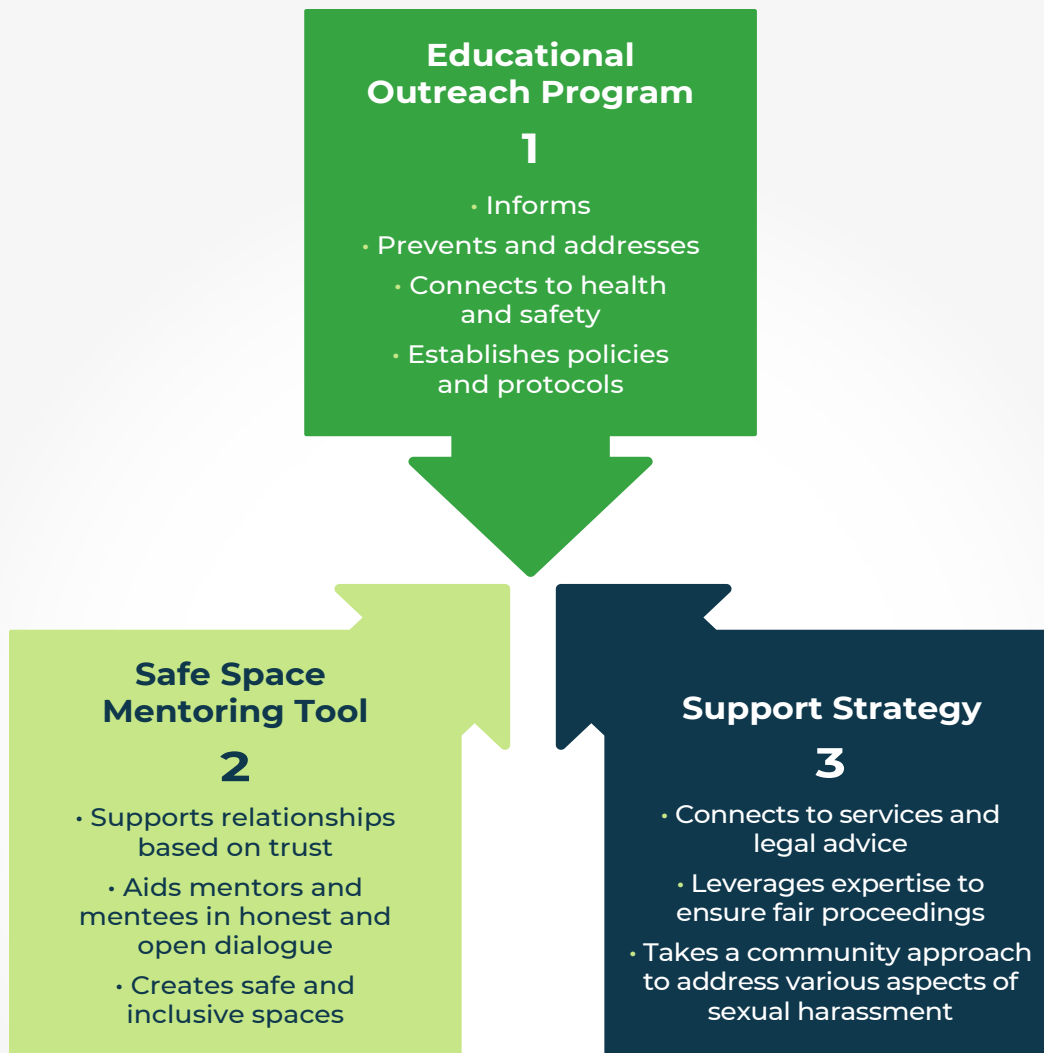
Educational Outreach Program

1

- Informs
- Prevents and addresses
- Connects to health and safety
- Establishes policies and protocols

Safe Space Mentoring Tool

2

- Supports relationships based on trust
- Aids mentors and mentees in honest and open dialogue
- Creates safe and inclusive spaces

Support Strategy

3

- Connects to services and legal advice
- Leverages expertise to ensure fair proceedings
- Takes a community approach to address various aspects of sexual harassment

Figure 1: Sexual Harassment-Free Workplace Initiative

GBHV compromises workplace safety, reduces productivity and engagement among staff, increases absenteeism and employee turnover, damages workplace culture, increases administrative costs for investigating and resolving incidents, and creates potential liability for harm caused. Employers have specific obligations to provide a harassment-free workplace.

The Facilitation Guide and training modules are one component of the Educational and Outreach component of the initiative. The Guide aims to equip trainers to be able to deliver the training in a manner that supports learning and encourages participants to critically consider their work environments and their own actions and behaviours that contribute to or reduce the incidents of gender-based harassment and violence. Modules may be instructor-facilitated in-person or virtually. **Online, self-directed, asynchronous delivery is not recommended for either module.**

About the Training Modules

> Training for all employees irrespective of position is an important component of any organization's efforts to address and respond to GBHV.

Training provides a uniformed approach for developing company-wide awareness of existing policies, responsibilities and supports, thereby creating safe workplaces for everyone. By educating employees, the training helps organizations better understand gender-based harassment and violence looks like by increasing awareness of incidents and potential risks, while providing a consistent and repeatable training program to implement and support improvements in combatting GBHV. The investment in providing training is worth the payoff for employees and organizations alike.

Module 1: Preventing and Addressing Gender-Based Harassment & Violence [GBHV] in the Workplace provides fundamental training for all electricity industry employees, trainees, contractors, and members of unions, and associations. The training begins with a discussion about the basic concepts and principles that will lead participants to a clear understanding of the term "gender-based harassment and violence" and how it manifests in various workplace settings. The training continues with detailed information about the consequences of GBHV and the impact of GBHV not only on the survivor, but as health and safety issues for the organization as a whole and the survivor support services needed. Case studies offer participants an opportunity to apply the information covered in the training and engage them in preventing, responding and connecting those impacted by GBHV to support when necessary.

Module 2: Responding to Gender-Based Harassment and Violence in the Workplace is advanced training developed primarily for those in leadership positions (supervisors, managers, HR/EID personnel, H&S Committee members/captains, union representatives etc.) who have direct responsibility for preventing and addressing workplace GBHV. It is highly recommended that Module 2 training participants have completed *Module 1: Preventing and Addressing Gender-Based Harassment & Violence in the Workplace.* Module 2 may be facilitated in-person or offered in a blended format.

The Facilitator Guide enables the training facilitator to conduct either of the two training modules in person or virtually. Several methods are used in the delivery of the training:

- *Mini lectures and presentations*
- *Self-reflection*
- *Pairs/small group discussions*
- *Scenario analysis*

Training Preparation

This *Facilitator Guide* will lead you through both of the two-hour modules, Module 1: Preventing and Addressing Gender-Based Harassment & Violence [GBHV] in the Workplace; Module 2: Responding to Gender-Based Harassment and Violence in the Workplace. Several methods are used in the delivery of the training:

- **PowerPoint presentations**
- **Reflection exercises**
- **Small group case analysis activities**
- **References to tools and resources found in the *Preventing Gender-Based Harassment and Violence Toolkit***

It is recognized that variations in region, workplace settings, and organizational capacities may require flexibility in delivery, the time allocated to each training component, and some content. However, it is important to meet all of the learning objectives in a manner consistent with the approach and goals of the overall initiative.

Role and Competencies of Facilitators

The facilitator's role will be to create a learning environment which is conducive to electricity sector employees/professionals acquiring the knowledge and skills necessary to recognize and prevent GBHV, as well as support those affected by GBHV in the workplace. Specifically, facilitators should demonstrate:

- Experience facilitating adult learning and development
- Familiarity with adult learning principles
- Comfort with the training content and material
- Sound understanding of issues related to harassment and violence based on gender identity

- Awareness of intersectionality and how multiple intersecting identities and experiences (race, age, ethnicity, class, position within the organization, sexuality, colonization etc.) combine to heighten risk and create complex issues for individuals experiencing GBHV
- Sound understanding of legislation and issues related to GBHV
- Recognition of the benefit of trauma informed approaches and interventions
- Ability to create an inclusive and safe learning environment
- Understanding of group dynamics and resistance
- Ability to work effectively with diverse populations
- Ability to deal effectively with participants who may disclose that they have experienced GBHV, and connecting them to supports and resources
- Comfort using virtual tools like videoconferencing platforms to deliver interactive training

Although having a good understanding and awareness of GBHV and the electricity sector is important, valuing ongoing learning and having the ability to create an effective and inclusive learning environment are also critical. Participants learn best when they are actually involved in the learning process. They tend to be more engaged when they feel safe, have some familiarity and commonality with others, and know what to expect from the training and the facilitator.

Recognizing the potential sensitivity and challenges in delivering this training, it is recommended that co-facilitation[3] be thoughtfully considered. Co-facilitation has several advantages:

- Allows for combining expertise in the areas of GBHV with an understanding of the electricity sector and representation of facilitators of different gender identities
- The subject matter has the potential to "trigger" training participants – at any given time it allows one facilitator to focus on delivery while the other is in a position to attend to specific needs of individuals trainees
- It offers support if a participant become particularly disruptive or resistant
- It presents an opportunity for facilitators of different gender identities to model equitable and respectful working relationships

Materials

Handouts (1/participant)

- [ ] Case scenarios
- [ ] Note paper
- [ ] Pens/pencils
- [ ] GBHV information materials
- [ ] Resource list of links to various GBHV resources
- [ ] List of links used during the training for virtual participants
- [ ] Other:

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Multimedia

- [ ] PowerPoint presentation(s)
- [ ] Speakers

Materials for the facilitator

- [ ] Participant attendance sheet and email contacts
- [ ] Tent cards (1/participant)
- [ ] Masking tape
- [ ] Markers (white board and/or flipchart)
- [ ] Fine point markers for participants
- [ ] Flipcharts/virtual whiteboards
- [ ] Post-its
- [ ] Course Evaluation Forms (hard copy or online)
- [ ] Information on support and services
- [ ] Box of facial tissue
- [ ] Guidelines for Working Together
- [ ] Case scenario debriefing notes
- [ ] Other:

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Suggestions

DAY(S) BEFORE WORKSHOP:

- **Review the lesson plan:** Become very comfortable with the material. You do not need to memorize the short lectures but find a way to remember the key points. This might mean talking out loud as you read the lesson plan and highlighting the first line of each key step or key words. Some facilitators

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3   Co- facilitation - when more than one person facilitates a workshop. Co-facilitators can share the role and assume equal responsibility including planning and delivering the training, or a co-facilitator may play a supporting role as subject matter experts facilitating a specify component of the training, or taking notes, keeping an eye on group dynamics, and stepping in if an extra pair of hands is needed.

get to know new material by jotting notes in this manual, on the one-page agenda (a handout), or in the PowerPoint notes section. Others will use sticky notes with just one or two key words on key pages and handouts. Do whatever works so that you can see, at a glance, what's next.

- **Know your audience:** The electricity sector is diverse and each organization may have varying working environments (i.e., office, virtually and/or geographically remote, off-site etc.) each posing different challenges, risks and opportunities. The more the facilitator can connect the training to the experience of the training participants, the more apt the material is to resonate.
- **Plan your introduction:** This will help you get off to a smooth start, capturing the group's attention, and setting the tone for your time together.
- **Examples:** Think of a few examples to share during the course to illustrate key points.
- **Materials:** Ensure that you have everything you need.
- **Co-facilitation:** Decide on the components that each facilitator will lead or present.

Options for In-Person Delivery

SUGGESTIONS
The day of the workshop, before participants arrive:

- Display the guidelines for the training environment on a whiteboard or flipchart
- Prepare the training space – have packages of appropriate materials available in hard copy and/or online, markers and pens, flip-chart paper, markers and pens, name tags or name tents, post-it notes etc.
- If education materials such as posters, etc. are available then have copies of those available as take aways

- Make sure the PowerPoint presentation is in order and the audio and video equipment are working properly

ROOM SET-UP AND PREPARATION (PRIOR TO START TIME):
- Use a room set up that encourages conversation (i.e., tables set café-style: 4 tables, 4-6 chairs per table)
- Laptop and projector screen
- PowerPoints

Options for Virtual/Hybrid Delivery

SUGGESTIONS
4-8 weeks before the training:

- Become familiar with the conferencing platform you will be using and options for engaging participants. Practice using the platform.
- Hybrid training may require some additional technology so that the session is seamless and all participants feel included (i.e., speaker, camera that displays a panoramic view of in-person participants, and projection screen to display online participants, or technology that integrates all of these components).
- If possible, have a technical person available throughout the session
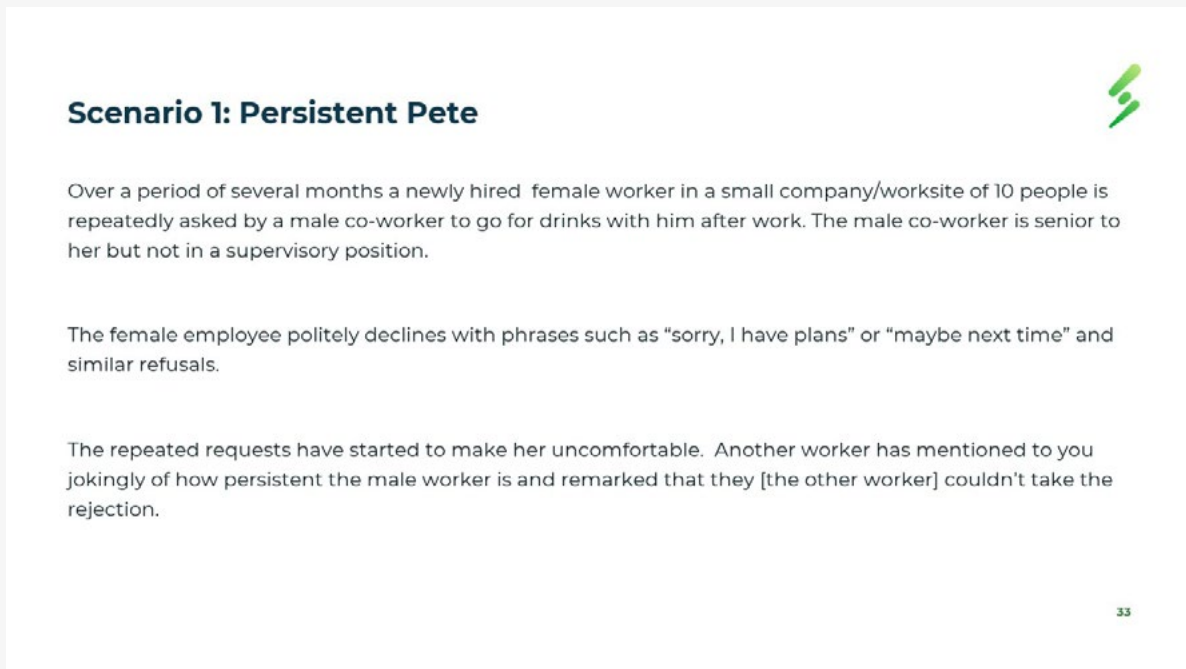
SUGGESTIONS
2 weeks before the training:

- Provide all participants with the session link and session agenda
- If necessary, provide participants with a list of links that may be used during the training (i.e., links to whiteboards, polls, surveys, videos etc.)
- Suggest that participants view videos prior to the training. Videoconferencing platforms as well as the individual's internet capacity are sometimes problematic

when trying to show video during an online session.

- Set up whiteboards and polls that may be used during small group work to capture group discussions. This is particularly useful for the case scenario group work.
- For example, Jamboards are interactive whiteboards available through the suite of products offered by Google. They are easily navigated and can be set up by the facilitator for each group prior to the training. Facilitators may place each case study on a different whiteboard and add separate pages for each of the questions that groups will be asked to consider. The facilitator can then provide each group with the specific link to their case study.

Example from EHRC GBHV Training:

Scenario 1: Persistent Pete

Over a period of several months a newly hired female worker in a small company/worksite of 10 people is repeatedly asked by a male co-worker to go for drinks with him after work. The male co-worker is senior to her but not in a supervisory position.

The female employee politely declines with phrases such as "sorry, I have plans" or "maybe next time" and similar refusals.

The repeated requests have started to make her uncomfortable. Another worker has mentioned to you jokingly of how persistent the male worker is and remarked that they [the other worker] couldn't take the rejection.

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Using Jamboard during Breakout Rooms for Group Work:
https://youtu.be/g0T4diELG6o

Using Whiteboard in Virtual Breakout Rooms:
https://www.youtube.com/watch?v=j0Jt4vhLav0

VIRTUAL/HYBRID ROOM SET-UP AND PREPARATION (PRIOR TO START TIME):

- Set up laptop, speaker, camera and projection screen
- Check "share screen" option to ensure online participants have access to the PowerPoint during presentation
- Decide on how virtual small groups will be created (i.e., how many, random or assigned, etc.)
- Use an in-person room set-up that encourages conversation and integration between online and in-person participants

The day of the workshop, before participants arrive:

- Connect to online session at least 30 minutes before the start of the training and test that all equipment is working properly.
- Be prepared to support online participants in troubleshooting any issues in connecting to the session.
- Make sure the PowerPoint presentation is in order and the audio and video equipment are working properly.
- Have a technical support person available.

During the introduction:

- During the introduction let participants know how they can participate (i.e., chat, hands up etc.)
- Have someone monitor the chat or Q&A function to ensure that online participants feel included and can engage fully.
- Co-facilitation is especially helpful during hybrid training. At any given time one facilitator can be available to support online participants.

Adapting the Training Modules

There are several opportunities within the training for organizations and facilitators to adapt training curriculum and materials to address specific regional legislation, organizational policies and practice. Facilitators may also wish to refer to other initiatives or resources within their organization or region that may support employees in addressing and responding to GBHV.

Developing Case Studies

Several case scenarios and other activities are provided in the training to assist participants in applying the training content. As facilitators become comfortable with the training content and delivery, they may wish to modify exercises.

Additional case scenarios may also be created to more specifically address the workplace setting and circumstances within an organization. These may be based on incidents or situations that have arisen or that your audience may be familiar with, for added impact.

When creating case studies, it is important to:

- Identify specific outcomes for each case scenario — carefully consider what you wish trainees to consider or learn, be able to do, better understand, as a result of engaging with the case scenario.
- Keep the case scenario concise – not every detail needs to be included – and don't overcomplicate.
- If you are basing a case scenario on actual incidents – **confidentiality and privacy are paramount**. Consider combining situations from various incidents into one, changing details and identifying information – keep it general. Review the case scenario with managers, legal professionals in your organization before integrating it into training.

Facilitation Tips [4]

Facilitators make it easier for a group to work together effectively. Here are some suggestions:

1. Build trust and rapport by listening actively, being patient with yourself and participants, finding commonalities, and demonstrating genuine curiosity and respect for others.

2. Share information, but also seek information, opinions, and experience from learners. This allows the group to learn from each other as well as from you.

3. Monitor the time without making it obvious to participants unless needed. To prepare, take note of how much time has been allocated to each activity and each module. It is fine if some activities are shorter or longer than expected but try to end each module on time. Be sure to end the session at—or before—the time stated on the agenda.

4. Promote deeper discussion and reflection. You can do this by asking open-ended questions (what, why, how, when).

5. Acknowledge and build on the participants' opinions and ideas. For example, *"I would like to add to what [person] was saying…"*

6. Evaluate the climate and relieve tension. Look around the room, taking note of how participants are interacting (group dynamics). Ask how the group is doing. Manage discussions of opposing views between learners to decrease conflict and improve cohesion.

7. Encourage and recognize participation, risk taking, and new ideas. For example, *"I want to thank [person] for sharing an example from their experience. It helps illustrate…"*

8. Let ideas 'live' before respectfully exploring the practicality of participants'

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4   Source: Summarized from St. Francis Xavier University, Certif. in Adult Ed., Module 5: Facilitating Learning, 2008.

suggestions. You can jot the ideas down and set guidelines that no idea can be critiqued until the end of a brainstorming session.

9. Be transparent. If you don't know the answer to a question that is relevant to the course, you could ask the participant to write it on a flipchart for you—or them—to follow up on later. The empty chart is sometimes called a "Parking Lot."

10. Briefly summarize key points at the end of each module or just before break and at the end of the course (or invite participants to do so); i.e., what did we do this morning? What are some of the highlights or key points for you?

Managing Facilitation Challenges

CREATING EFFECTIVE LEARNING ENVIRONMENTS

It is important for the facilitator to create a learning environment that is comfortable, safe, encourages participation, interaction, and risk taking. Establishing "Guidelines for Working Together" with the participants and/or reaching consensus on the guidelines helps to create an effective learning environment.

The need for confidentiality of personal information shared or discussed within the training should be reinforced and included in the guidelines. Given the time limitations for the training session, it is recommended that a prepared list of guidelines be posted and reviewed with all the participants at the beginning of the session. They can then be referred to if the need arises during the training.

The guidelines provided are suggestions which have been used in a variety of other trainingand workshop sessions. A condensed version is included in the PowerPoint presentation for

each module. Ask the participants if anything is missing or should be eliminated. Adjust the list as necessary.

PRESENTING SENSITIVE TOPICS

Although it is important to identify the inequalities and oppressions that are at the root of GBHV, participants are unable to learn if they feel they are targeted or need to defend themselves. If a participant experiences the information presented negatively, you can:

- Ask about participants' experience or understanding of the topic area
- Make sure you are knowledgeable about the topic
- Set the parameters for the discussion

Guidelines for Working Together

- Everyone is responsible for creating a safe and supportive learning environment
- Everyone participates in their own way
- Respect each person's right to their values, beliefs, perspective, and experiences
- Listen with a spirit of learning, curiosity, and openness
- Allow one person to speak at a time
- Speak for yourself and not for others (use "I" statements)
- Check out assumptions before reacting
- Be open – bring up issues and concerns that are important to you, and share all relevant information - give examples
- Stick to the topic at hand
- Share air-time
- Be flexible and open to alternative viewpoints and solutions
- **Maintain confidentiality:**
  - Whatever gets shared in the group, stays in the group
  - In sharing information about a particular

situation or circumstance, take care not to divulge anything that may impact on an individual's right to privacy and confidentiality

- Everyone is responsible for their own learning
- If possible, turn all cell phones and pagers off or turn off the ringer (i.e., place them on vibrate)
- Virtual participants keep themselves muted unless they are speaking

Challenging Learning Environments

Every facilitator encounters resistance and challenges in the learning environment at one time or another. Negative, resistant, or indifferent attitudes on the part of participants may be due to a number of different factors:

- **Unfocused participants:** Sometimes participants are preoccupied with other issues while attending the training or have had prior negative learning experiences.
- **Lack of interest:** Participants appear bored or uninterested in the topic or activity. They engage in side conversations with other participants. They may have been directed to attend the training by a supervisor.
- **Feelings about women and persons of other gender-identities in the workplace:** They may have stereotypical and/or discriminatory feelings toward women and persons of other genders/sexual orientations, and other populations.
- **Feelings of inadequacy:** There may be concern about "opening a can of worms"/"Pandora's box" and they may not feel confident or competent to respond.
- **Personal experiences:** They may see themselves and their co-worker reflected in the examples of inappropriate behaviour covered in the training. They may be

apprehensive about reliving experiences of abuse, either past or present, and the feelings that may emerge. They may have experienced abuse in their own life and were able to manage without anyone's assistance and feel that others should be able to do the same. They might know a perpetrator of GBHV and think the organization is taking the situation too seriously. They may have had negative experiences (being shamed or called out) with similar training in the past.

- **Feeling "targeted":** Sometimes participants may raise the issue about "men" also being harassed by women. The tone of the training or discussion may be perceived as "male bashing" by some participants.
- **Victim blaming:** Some may feel that women either deserve or "ask for" the GBHV.
- **Disruptive behaviour:** Someone may make light of or joke about the subject matter of the training.

Strategies to Manage Challenging Participants

Everyone present in the session influences the tone of the training, however as the facilitator you have the capacity to create an environment where all participants feel safe and acknowledged. This will be dependent not only on what you say, but how you say it and whether when a challenging circumstance emerges you are able to manage it in such a way that is consistent with the *Guidelines for Working Together*. However, that does not guarantee "smooth sailing".

The following strategies can be utilized to help a facilitator remain calm and centered in the moment.

- **Be prepared with something important to share.** A facilitator has no control over personal factors, however, does have control over personal reactions to participant attitudes and behaviour. Doing your homework

and preparing for the session will instill a feeling of confidence and competence.

- **Listen, reflect, adjust.** If the session does not fit participants' needs or if an activity does not work, take a step back and re-examine the objectives and/or the methods for reaching those goals. It is important to identify what participants need and expect to get out of training, and then create a plan to meet those needs.
- **Acknowledge limitations of training.** When it is apparent that the training program is not designed to meet specific identified needs, acknowledge it. Participants can then let go of their hopes and expectations regarding that specific need, and perhaps reassess what they can gain from the training.
- **Vary delivery format.** It is difficult for participants to maintain focus and concentration for extended periods, especially if their role in the session is passive. Monitor the group's reaction and schedule a break, an interactive activity or do an energizer to help participants become more active. Something fun is always a good way to infuse life back into the room. Set up situations that require the resistant participants to participate in a key role.
- **Hold the thought.** Criticism and participants' apparent lack of interest is difficult to handle even for the most seasoned facilitator. Two thoughts can help:
  - Everyone is responsible for their own learning.
  - The facilitator's role is to facilitate learning.
- **Respect different/opposing opinions.** Some participants may be resistant because they have strong opinions that conflict with the information being presented. A useful strategy for dealing with this is to acknowledge their opinion and provide information

that may help them to look at the issue from a different perspective. It is important not to engage in a debate or appear defensive. Resisters sometimes just want their opinions to be acknowledged and when you do that, they are often more open to new information, even if it goes against their original opinions.

- **Everyone is there to learn – but in their own way.** Understanding that individuals learn in different ways and/or taking time to explore the rationale behind the behaviour are useful techniques in minimizing resistance.

Strategies for Dealing with Resistance

- **Try not to get defensive and argue**
- **Acknowledge the person's opinions** so that they feel they are being heard
- **Provide information or a different perspective** and ask the individual to give it consideration
- **Remain neutral**
- **Listen to what their concerns are**
- **Ask questions to clarify**
- **Stay calm and centered**
- **Ask if anything different could be done**

Sometimes, a facilitator may feel that someone is resisting or the entire group is resisting. If so, ask. This is similar to the "elephant in the room" phenomenon. Everyone senses tension, however, no one is stating it. Check out your perceptions. The resistance is then out in the open and therefore less likely to derail you at a later and possibly more sensitive time. **Engage participants.**

Facilitator Discomfort

Remember, that facilitators are human too. Sometimes, you may feel uncomfortable or have a strong response during the training because of comments from participants that you may experience as judgmental or discriminatory, or you may become triggered due to past experiences of your own.

The facilitator should first ask themselves:

- How comfortable they are with the topic?
- What is causing the discomfort?
- Why the topic is problematic?
- What concerns do I have in presenting the topic?

Once you can identify the source for the discomfort, you can take action. If it is related to content try and increase your knowledge and comfort by using the internet, community resources or attending seminars, and workshops. You can also consult with community experts and obtain community resources.

If your discomfort is because of past or present experiences or possible your own past or present behaviour or attitude, speak to someone you can trust. Try to determine whether it is a good time for you to be delivering this type of training.

> *If you get "triggered" in the moment – stop, take a deep breath, or count to ten, and refocus. Try to determine what the "trigger" is and respond to the behaviour or comment, and not the individual. This is an important time to rely on your co-facilitator.*

Dealing with Disclosure from Participants

Due to the sensitive nature of the topic, it is safe to assume that one or more participants may know of someone has experienced or may be currently experiencing GBHV or may themselves. Similarly, the discussions may activate a past memory or experience of a participant. State this upfront and indicate the importance of recognizing and acknowledging the challenges involved in dealing with issues GBHV, which historically have been ignored or perceived as private matters.

Facilitators should have a plan as to how to respond to someone who becomes emotional or who discloses an experience with violence. The plan should include acknowledging how difficult it was for the individual to share the information and using the disclosure as a teaching moment (i.e., what were the challenges and obstacles, as well as what was helpful).

Let participants know that if they become triggered, it is okay to leave the room. The facilitator will want to check up on them to make sure they are okay. Let participants know that they can approach the facilitator to indicate they are having a reaction to the content.

Remember that the tone that is set at the outset of the training can influence how safe and comfortable participants experience the training environment in order to disclose personal information. Have resources and referrals readily available to provide to the individual.

The need for confidentiality of personal information shared or discussed with the groups should be reinforced and included in the list of "Guidelines for Working Together."

Module 1:
Preventing and Addressing Gender-Based Harassment and Violence

Purpose

The purpose of this course is to provide employees in the electricity industry with the appropriate knowledge and tools needed to identify, interrupt, and report inappropriate behavior within the workplace.

Intended as a basic training for all employees, trainees, students, contractors, and members of unions, associations.

Course Learning Objectives

As a result of this training, participants will be better able to:

- Identify workplace actions and behaviors that constitute gender-based harassment and violence and inequity, and limit employees and workplace success;

- Recognize common examples of GBHV that impact the electricity sector in particular;

- Understand every organization, employee and members' responsibility to prevent and respond to workplace related GBHV;

- Apply strategies to prevent GBHV, support coworkers who may be experiencing harassment and violence, and assist them in a manner that prioritizes their safety, agency, and privacy.

Agenda

Training Overview	
20 mins	**Introduction**
20 mins	**Definitions and Language**
25 mins	**Gender-Based Harassment and Violence in the Workplace**
45 mins	**Interrupting and Reporting Incidents of GBHV**
10 mins	**Wrap-Up & Closing**

Lesson Plan

Section	Activities	Timing & Materials

Introduction	**Purpose: To introduce the topic and set the context for the training**
	
	• Welcome and Introductions *(5 mins)*
	• **Presentation**
	• About the GBHV-Free Workplace Initiative *(5 mins)*
	• Context setting *(5 mins)*
	  ○ Learning Objectives
	  ○ Setting ground rules
	  ○ Trigger Warning – Managing reactions
	• **Icebreaker/Reflection Activity: "My Workplace Culture" *(5 mins)***
	  ○ Personal reflection on their workplace and GBHV
		Slides 1 - 7
		20 mins
		Markers, name tents
		Virtual or Hybrid
		• **Camera**
		• **Laptop**
		• **Speaker**

Definitions and Language	**Purpose: To review some definitions and language that will be used throughout the training and that you should become familiar with.** • **Lecturette** *(8 mins)* ○ Terms related to GBHV • **Video** *(7 mins)* • Terms and concepts related to sexual orientation and gender identity • **Reflection Activity: "Response to persons who challenge society's gender and sex expectations" *(5 mins)***	**Slides 8-15** **20 mins**

Gender-Based Harassment and Violence	**Purpose: To Provide examples of the various forms of GBHV and explore common misconceptions and work-place impacts.**
	
	• **Lecturette** *(10 mins)*
	  ○ Why focus on prevention
	  ○ Forms of gender-based harassment and violence
	• **Interactive Activity: "5 Myths about GBHV in the work-place" *(5 min)***
	• **Intent vs. Impact** *(10 mins)*
	  ○ Workplace impacts
	  ○ Impacts on survivors and other employees
	  ○ Intimate partner violence in the workplace
		Slides 16-28
		25 mins

Section	Activities	Timing & Materials

Interrupting and Report- ing Incidents of GBHV	**Purpose: To present examples of the continuum of behaviours and actions that constitute GBHV**
	
	• **Lecturette** *(10 mins)*
	   ○ Employer Responsibilities (customizable)
	   ○ Addressing GBHV in the workplace (customizable
	• **Is it GBHV? Case Scenarios** *(30 mins)*
	• Participants are given a variety of scenarios to discuss in pairs/small groups.
	• **If you are the target, witness, or become aware of GBHV** *(5 mins)*
		Slides 29-39
		
		45 mins
		
		Case Scenarios for Participants (1 per group)
		
		Flipcharts/white boards/virtual whiteboards to capture responses/ group work

Wrap-Up/ Closing	**Purpose: To review key points and bring closure to the training.** • **Presentation** Failure to address GBHV- consequences • **Closing Exercise:** Reflection "My workplace culture could be…" • **Resources:** Where to find support	**Slides 40-43** **10 mins** **Evaluation forms or links**

Total Time: 120 Minutes

Facilitation Instructions

Slide 1: Module 1 - Preventing and Addressing Gender-Based Violence in the Workplace
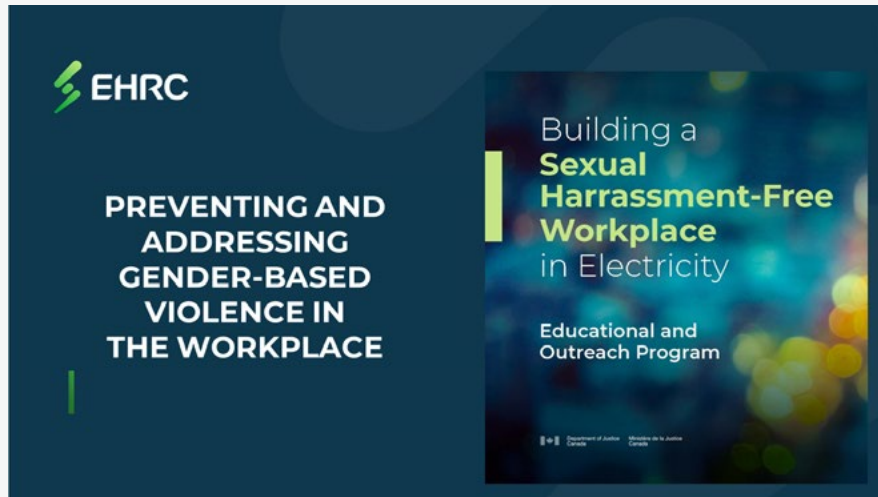
PURPOSE:

To introduce the module and its overall goal. Leave title slide up as people settle in for the course.

FACILITATOR SPEAKING NOTES:

- Welcome participants; introduce yourself, your department/organization, and the *Building a Sexual Harassment Free Workplace Initiative.*

- The prevalence of sexual harassment and violence also known as gender-based harassment and violence in work-related environments has become more publicized.

- Employers are responding to what is increasingly becoming a more prominent health and safety as well as a diversity issue in the workplace.

- Employers recognize the need to implement effective strategies to prevent and address gender-based harassment and violence in order to create safe workplace climates.

- This module is a training for employees so that they are aware of workplaces polices and why it's important to prevent and address GBHV in the workplace.

Slide 2: Building a Gender-Based Harassment and Violence Free Workplace

PURPOSE:

To position the training within the larger initiative and provide a brief overview of additional available tools and resources.

FACILITATOR SPEAKING NOTES:

- Consequently, workplaces face increasing pressure to implement effective policies and procedures and to create the appropriate workplace climate.
- To support the electricity sector EHRC has developed a three-pronged approach, adaptable to various sized organizations and settings.

3 COMPONENTS:

1. **Educational and Outreach Program**
   - *Toolkit: Preventing Gender-Based Harassment and Violence*;
   - Materials for creating a GBHV-Free Workplace Awareness Campaign;
   - Gender-Based Harassment and Violence Training.

2. **Safe Space Mentoring Tool**
   - Set of tools and resources to support respectful, safe, mentoring relationships. Aligns with Mentor Junction, and other EHRC initiatives such as *Connected Women*

3. **Support Strategy and Framework**
   - A comprehensive strategy and framework to support those affected by GBHV in the workplace

Cover logistical items: Length of course, break(s), materials they should have available.
For example: "This course is approximately two hours long. PowerPoint handouts will be provided after the training via email or can be accessed from online shared drive."

Slide 3: Organization Specific Initiatives

PURPOSE:

To highlight and connect to other related organizational initiatives.

Slide can be customized - provide information that connects to additional resources and initiatives being conducted and/or available at the organizational or local level.

Slide 4: Learning objectives

PURPOSE:

Outline what participants should know and be able to do as a result of participating in the training and how the training will be delivered.

These are the learning objectives for the training. At the end of the training participants will be able to:

- Identify workplace actions and behaviors that constitute gender-based harassment and violence and inequity, and limit employees and workplace success;
- Recognize common examples of GBHV that impact the electricity sector in particular;
- Understand every organization, employee and members' responsibility to prevent and respond to workplace related GBHV.
- Apply strategies to prevent GBHV, and support coworkers who may be experiencing harassment and violence, and assist them in a manner that prioritizes their safety, agency, and privacy.

- The training will use a combination of methods:
  - Presentation
  - Small group discussion
  - Personal reflection

- Offer an opportunity to look at examples of situations that may arise across the spectrum of inappropriate behaviours and actions, and explore how we can improve response
- **Cover logistical items:** length of course, break(s), materials they will need in front of them. For example: *"This course is approximately two hours long. Direct people to the slide handout in their materials so they can follow along with the PowerPoint presentation, and any other materials provided. Let them know where they can access additional information."*

Slide 5: Invitation to participants

Invitation to Participants

- Listen and participate with respect, curiosity and openness.
- Listen to learn, understand and with empathy.
- Be respectful when sharing your views/opinions. Recognize each individual's lived experiences.
- Give yourself permission to be uncomfortable and to shift perspectives.
- Honour and respect confidentiality.

PURPOSE:
To establish and agree upon ground rules to that create a safe learning environment.

FACILITATOR SPEAKING NOTES

- Stress the importance of people feeling safe to participate, ask questions, explore ideas and learn

- The training isn't about shaming but we do encourage people to come with an open mind and to reflect on their own behaviours, attitudes and reactions

- Facilitator should review the ground rules. You may want to ask if there is anything missing that someone needs in order to feel safe and to learn.

This might be a good place to let participants know that some of the topics discussed in this course may be triggering for some people. For example: *"Some of the content discussed today could be triggering for folks who have had difficult experiences. I hope that we will all help to create an atmosphere of mutual respect and sensitivity.*

The following are some guidelines for how we can work well together today."

Go through the points and at the end and ask participants if they have anything else that they would like to add.

> *Option: Create a more extensive list of "Guidelines for Working Together" on a flip-chart/whiteboard. Ask if anything is missing and add it. Get group agreement on the list.*

Slide 6: Recognizing and Managing Reaction

Recognizing and Managing Reaction

Emotions	Reactions
Discomfort	Dismiss
Stress	Deny
Guilt	Degrade
Resentment	Deflect
Disinterest	Distract
Anger	Defensive
Frustration	Argumentative
Distracted	Silence

PURPOSE:

Trigger Warning — to forewarn that training may include disturbing content or discussion that may "trigger" memories, feeling or other physiological symptoms for those directly or in-directly exposed to prior trauma.

FACILITATOR SPEAKING NOTES:

- Recognize that there are probably people in attendance who have experienced this type of violence and harassment or other related distressing situations.
- Acknowledge that these topics are difficult to discuss.

- **It is important to pay attention to emotions that come up for you:**
  - They can be triggered by your personal experiences with the subject matter: GBHV or by the information shared in this training
  - Emotions that come up for you can manifest in variety of ways: from strong emotional responses to being unsettled
  - If you become 'triggered' by anything in the training please do take care of your-self – this might include leaving the space and taking the time you need before

rejoining – if you do leave someone may check in with you to make sure you are ok.

- Also, please let the facilitator(s) know if you require assistance so that you can be supported–a number of resources are available that we can provide to assist – assure confidentiality.

Transition into Icebreaker.

Slide 7: Icebreaker – My workplace culture

Ice Breaker

Take a moment to think about and complete the following sentences:

1. My workplace culture when it comes to gender-based interactions is……
2. How do my actions in the workplace…..
   - Promote a safe and healthy work environment free from GBHV?
   - Foster work environment characteristics that affect the physical and psychological safety of others?

PURPOSE:

A transitional exercise to give people an opportunity to begin thinking about the subject matter and their workplace environment.

Icebreaker: 5 min.

FACILITATOR SPEAKING NOTES:

- Ask participants to think about or write down how they would complete the sentences.
- Turn to the person to the right of you or pair up with someone and discuss question #1.
- Advise participants that they **do not** need to share their responses to the second question – **this is meant for your own reflection** to start thinking about your own actions on the issue of GBHV.

- Invite participants to reflect on your thoughts throughout the training to identify what is and what is not working well throughout your organisation and where improvements could be made.
- An example transition to the next slide: *"This icebreaker got us talking about workplace culture and environment. Before we go any deeper, let's first take a look at some of the language and definitions that we will be using throughout the training."*

Slide 8: Definitions & Language
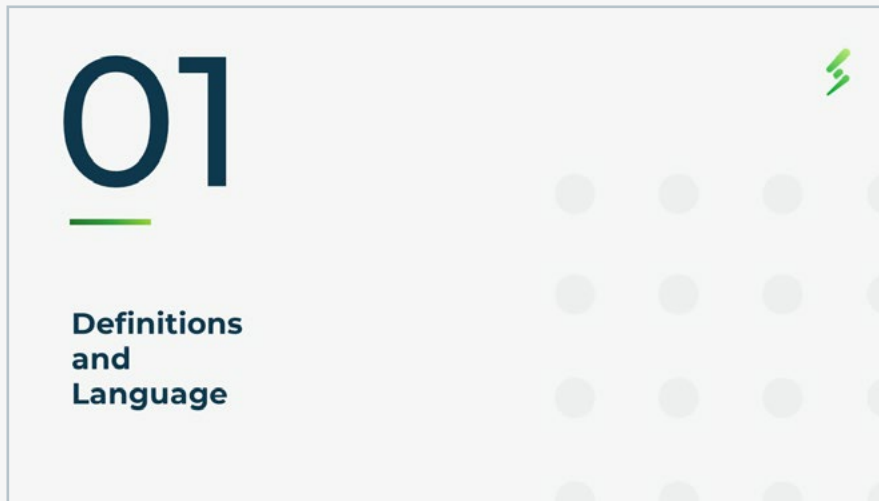
PURPOSE:

To review some definitions and language that will be used throughout the training and that you should become familiar with.

FACILITATOR SPEAKING NOTES:

- Language and definitions related to harassment and protected identities are constantly evolving. Important that workplace culture and materials reflect the most current language.

- Let's review some of the more important terms and definitions. A more extensive glossary can be found in the *Preventing Gender-Based Harassment and Violence Toolkit.*

Slide 9: What is gender-based harassment and violence [GBHV]

What is Gender-based Harassment and Violence [GBHV]

Directed at persons because of their **gender identity** (masculine, feminine, gender non-conforming), or **gender expression**, or

that **affects persons** or a particular **gender disproportionately**, and

includes **sexual harassment** and **intimate partner violence**

***While it is recognized that people of any gender can experience GBHV in the workplace, it is well documented in research that women are at higher risk.**

PURPOSE:

Create a common understanding of gender-based harassment and violence.

FACILITATOR SPEAKING NOTES:

- Traditionally we have focused on sexual harassment of women in the workplace.
- As society evolves we recognize the need to be more inclusive in our response while still recognizing the risk that women face.
- Gender-based violence or harassment is committed against someone based on their gender identity, gender expression or perceived gender.
- It includes sexual harassment and intimate partner violence.
- It most often targets women, transgender people and gender non-conforming or non-binary people.

Note: See Glossary of Terms for definitions.

Slide 10: What is workplace harassment?

What is Workplace Harassment?

"Any action, conduct, or comment, including of a sexual nature, that can reasonably be expected to cause offence, humiliation, or other physical or psychological injury or illness to an employee, including any prescribed action, conduct or comment."
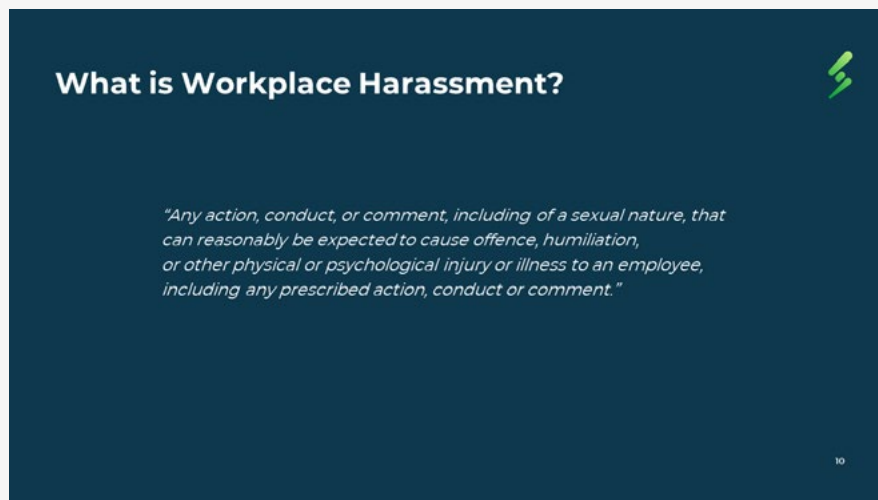
PURPOSE:

To provide a general definition of harassment that takes place in workplace settings.

FACILITATOR SPEAKING NOTES:

- *"Any action, conduct, or comment, including of a sexual nature, that can reasonably be expected to cause offence, humiliation, or other physical or psychological injury or illness to an employee, including any prescribed action, conduct or comment."*
  - Physical
  - Psychological
  - Cyber harassment
  - Stalking

- Workplace harassment is usually a pattern of ongoing behaviour but can arise from one single incident if it has a severe and lasting impact on someone.

For province-specific definitions, consult legislation in your province.

Note to Facilitator: This definition is taken from the Canada Labour Code (subsection 122(1)).

Slide 11: What is workplace violence?

What is Workplace Violence?

"Any action, conduct, threat or gesture of a person towards an employee in their workplace that can reasonably be expected to cause harm, injury or illness to that employee." (COHRS, s. 20.2)

It may include:

physical attack or aggression	
threatening behaviour	
verbal or written threats	
domestic /Intimate partner violence that spills over into the workplace	
sexual violence	

PURPOSE:

To provide a definition of workplace violence.

- *"Any action, conduct, threat or gesture of a person towards an employee in their work place that can reasonably be expected to cause harm, injury or illness to that employee."* *(COHRS, s. 20.2)*
- **It may include:**
  - Physical attack or aggression
  - Threatening behaviour
  - Verbal or written threats
  - Domestic/intimate partner violence that spills over into the workplace
  - Sexual violence
- Both the definition of workplace harassment and workplace violence on impact vs. intent.

FACILITATOR SPEAKING NOTES:

Note to facilitator: Violence definition used here is the federal workplace violence definition - definition for other provinces can be found in legislation related to your province.

Helpful link:
Definitions of Workplace Violence Throughout Canada

Slide 12: What is Intimate Partner Violence [IPV]

PURPOSE:

To include intimate violence as a form harassment or violence that can impact the workplace.

FACILITATOR SPEAKING NOTES:

- Also known as spousal or domestic violence, is a prevalent form of gender-based violence (GBV).
- Refers to behaviour within an intimate relationship that causes physical, sexual, or psychological harm, including acts of:
  - Physical aggression: hitting, punching, kicking, slapping
  - Sexual coercion or rape; drug-facilitated sexual assault
  - Psychological abuse: verbal attacks, demeaning, gaslighting and controlling behaviours – isolating the survivor from friends and family, controlling family finances, stalking

- IPV can happen in many types of relationships, including:
  - Within a marriage, common-law or dating relationship
  - Regardless of the gender and sexual orientation of the partners
  - At any time during a relationship and even after it has ended
  - Whether or not partners live together or are sexually intimate with one another

Slide 13: How do we define "workplace"?

PURPOSE:

To offer an expanded definition of the workplace.

FACILITATOR SPEAKING NOTES:

The workplace extends beyond the office or organization facility. It includes any setting associated with work related activities:

- Physical facilities such as offices, field camps, construction sites
- Workplace related events such as conferences, celebrations, at "off-site" locations

- Work-related travel or time spent alone-with a co-worker that affects persons or a particular gender disproportionately, and social media:
  - Email
  - Chat groups
  - Facebook/Instagram
  - Message boards

Slide 14: Sexual orientation & gender identity

PURPOSE:

To introduce participants to current terms and definitions related to gender identity and sexual orientation.

FACILITATOR SPEAKING NOTES:

Video (7 min)

We will be watching a short video to introduce us to some of the current terms used to define gender identity and sexual orientation.

- The video presents concepts of gender and sexual orientation
- Encourages us to think about gender differently
- As you watch the video be aware of your reactions

Our concept of sexuality and gender and terms used to describe them evolve and change.

Terms worth knowing and paying attention:

- Sex assigned at birth
- Intersex
- Gender identity
- Cisgender
- Transgender (Trans) – gender fluid
- Gender expression
- Sexual orientation

Make note of any terms that are new to you or that you have questions about and we can discuss them after the video.

Slide 15: Reflection

PURPOSE:

To provide an opportunity for participants to think about on their own attitudes around gender roles.

Activity (5 min)

When a person challenges society's gender or sex expectations, for example: career choice, appearance, who they are attracted to, speech, by advocating for non-conforming gender identities etc.

- How do I feel?
- What automatic reactions does it evoke?

Debrief

- What influences our attitudes?
- What factors or events have influenced changes in society?
- Suggest that participants continue to consider and challenge their assumptions and values.

Slide 16: Gender-Based Harassment and Violence in the workplace

PURPOSE:

Present information on the pervasiveness and manifestation of GBHV in workplace and explore commonly held misconceptions.

FACILITATOR SPEAKING NOTES:

- Introduction to the next section of the training.
- Explore how pervasive GBHV is and look at the different ways in which it can occur.

Slide 17: Why focus on preventing GBHV in the workplace?

PURPOSE:

Explain why prevention is important and what needs to happen in order to create meaningful and lasting change.

FACILITATOR SPEAKING NOTES:

EHRC – Leadershift 2022

Results of an Electricity Human Resource Canada study into the sector's gender inclusion status revealed that WOMEN'S workplace experiences often differed from their male colleagues with respect to harassment, bullying and violence.

Women were more likely (1 in 5) than their male colleagues to be harassed, bullied or experience violence in the workplace – the result of "*toxic*" or hyper-masculinity.

Male participants in the research were surprised and dismayed at some of GBHV that female participants in the study reported confronting in the workplace.

To create a "*shift*" in the electricity sector, to promote respectful work environments that clearly communicate behavioural standards and norms that align with safe and healthy workplaces that are free from GBHV.

We need to create a "*shift*" in the electricity sector, to promote respectful work environments that clearly communicate behavioural standards and norms that align with safe and healthy workplaces that are free from GBHV.

Slide 18: Forms of gender-based harassment and violence

Forms of Gender-Based Harassment & Violence

| Verbal | Physical |
| Psychological | Virtual |
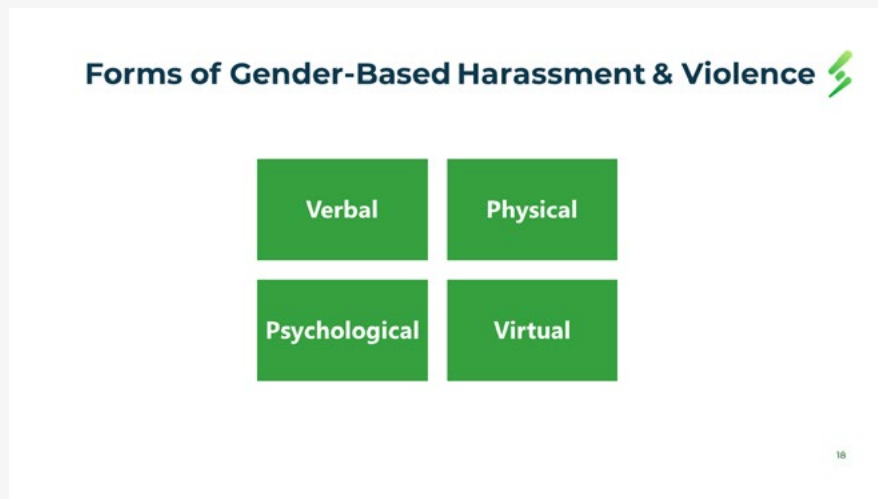
PURPOSE:

Identify the various forms of GBHV that can occur in the workplace.

FACILITATOR SPEAKING NOTES:

GBHV can take many forms from subtle to more overt behaviours and actions. They all have a negative impact on survivors and the workplace.

Verbal:

- Jokes
- Yelling
- Derogatory comments or language
- Sex-specific derogatory names
- Non-verbal (tone, body language)
- Gender-related comment about a person's physical characteristics or mannerisms
- Inappropriate (e.g., rough/vulgar humour or language related to gender)
- Sexual or gender-related comments or conduct
- used to bully a person
- Questions or discussions about sexual activities
- Advances/propositions
- Gender-related verbal abuse, threats, or taunting

- Bragging about sexual prowess
- Demanding dates or sexual favours

Non-verbal:

- Tone, body language

Physical:

- Inappropriate/unnecessary physical contact, touching or gestures
- Demanding hugs
- Touching, body contact or gestures
- Invading personal space
- Pranks/hazing
- Sexual assault

Psychological:

- Gaslighting (using information in such a way to manipulate someone into questioning their own sanity)
- Ostracizing
- Refusing to use an individual's pronoun of choice or misgendering

- Undesirable assignments
- Abuse of power/Quid pro quo: Asking for, suggesting or demanding sexual favours in exchange for something (i.e., promotion, job, raise etc.); undesirable assignments
- Leering/inappropriate staring
- Stalking
- Paternalistic behaviour based on gender which a person feels undermines their status or position of responsibility

- Requiring an employee to dress in a sexualized or gender-specific way
- Retaliation for making complaint or rejecting advances

Virtual/Technology facilitated

- Video, photos, graffiti or cartoons/drawings
- Social media, group chats, dissemination of pictures, emails (cyber-bullying or discriminatory remarks online)
- Cyber-bullying or discrimination

Slide 19: What do you think? True or False
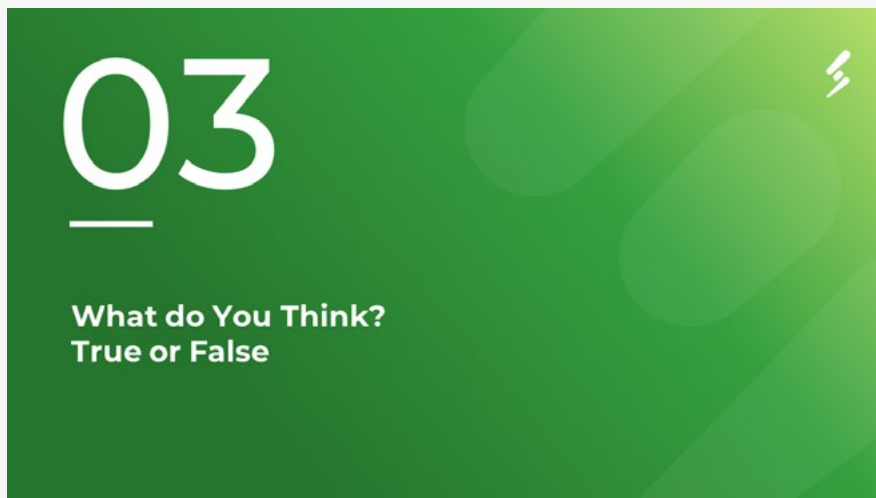
PURPOSE:
To highlight and dispel commonly held myths about GBHV in the workplace.

FACILITATOR SPEAKING NOTES:
Ask participants what information they hear about GBHV that might suggest that it's not a problem or issue in electricity sector workplaces.

Let participants know that you will presenting 5 statements. After each statement is present

encourage them to take some time to think about whether the statement is true of false and why, and what impact it can have on women and those of other gender identities in the workplace.

Slide 20: Statement #1

PURPOSE:

Understand that GBHV can affect any woman irrespective of position in the workplace or society.

FACILITATOR SPEAKING NOTES:

Research shows that harassment and violence cross all boundaries and can affect anyone regardless of:

- Gender
- Race
- Sexual orientation
- Socioeconomic background
- Ability

Some women may be at more risk:

- Young women
- Indigenous and racialized women
- Lesbian women
- Immigrant and migrant women
- Trans people
- Women with disabilities

Slide 21: Statement #2

PURPOSE:
Understand that no workplace is immune to GBHV.

FACILITATOR SPEAKING NOTES:
- Violence can happen in any workplace.
- Traditionally male-dominated industries and occupations like the electricity sector are particularly vulnerable because they are used to operating in a certain way and have developed a "boys' club" type of culture.

- Denying this risk can lead to a false sense of security and management ignoring important warning signs.
- It is best to know your risks and be prepared to assess, prevent, manage, and mitigate threats if and when they arise.

Slide 22: Statement #3

Statement #3

The situation for women and other gender identities is much improved in traditionally male dominated industries

Reality
- 28% of women working in male-dominated industries had personally experienced sexual harassment.
- Women pursuing male-dominated university majors experience higher levels of harassment.
- Male-dominated industries and occupations vulnerable to reinforcing harmful stereotypes and creating unfavorable environments.

Sources: Parker, K. (2018, March 7). Women in majority-male workplaces report higher rates of gender discrimination. Pew Research Center.; Dresden, B. E., Dresden, A. Y., Ridge, R. D., & Yamawaki, N. (2017): No girls allowed: Women in male-dominated majors experience increased gender harassment and bias. Psychological Reports, 121(3).

PURPOSE:
To highlight the challenges women and people of other identities continue to experience.

FACILITATOR SPEAKING NOTES:
- 28% of women working in male-dominated industries stated they had personally experienced sexual harassment, compared to 20% of women in female-dominated industries.
- **Harassment happens even before entering the workforce.** Women pursuing male-dominated university majors

experience higher levels of harassment than women earning degrees in gender-equivalent majors.
- Male-dominated industries and occupations vulnerable to reinforcing harmful stereotypes and creating unfavorable environments making it even more difficult for women/other gender-identities to excel.

Slide 23: Statement #4

PURPOSE:

Make the business case for diversity and inclusion in the workplace.

FACILITATOR SPEAKING NOTES:

Companies with greater gender and ethnic diversity were more likely to have above-average profitability.

Employees who feel welcome take 75% few sick days - exhibit 50% lower turnover risk - those who experience microaggressions are 3x more likely to think about leaving their jobs.

64% of candidates say that diversity is an essential factor in accepting an offer.

Gender diversity and inclusion are good for your company and promotes creativity and innovation, making companies more competitive.

Slide 24: Statement #5

PURPOSE:

To dispel the commonly held myth that survivors make up allegations of GBHV, especially sexual harassment and violence for their own benefit.

FACILITATOR SPEAKING NOTES:

- The proportion of sexual harassment/assault reports that are false claims is actually a very small minority.
- Because it's difficult to prove it is commonly assumed that the allegation was false.

- False reports of sexual harassment/assault, consistent with the number of false reports for other crimes in Canada.
- Sexual violence carries such a stigma that many women prefer not to report.

Slide 25: Intent vs. Repercussion
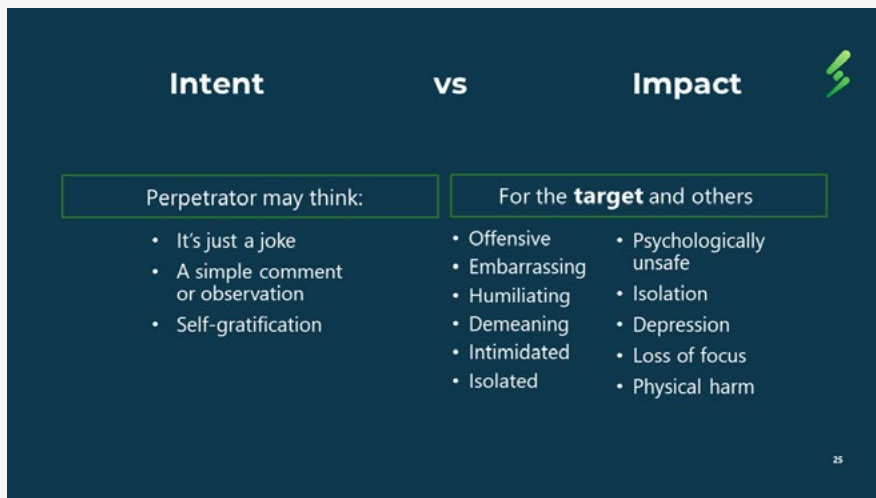
PURPOSE:

To explore intention behind a person's behaviour or action over the impact on those affected.

FACILITATOR SPEAKING NOTES:

- The intention behind the perpetrators behaviour may be very different than the impact the behaviour or action has on the "target (s)" or other who witness the behaviour.
- Connect back to the definitions of GBHV offered early in the training.
- The focus is not on what the aggressor intended by the behaviour or action, but on how it impact the person who is targeted.

- While it may just be a joke – the individual on the receiving end does not experience it as such.
- The intention behind the perpetrators behaviour may be very different than the impact the behaviour or action has on the "target(s)" or other who witness the behaviour.

Slide 26: Workplace Impacts

Workplace Impacts

Canadian employers lose an estimated 8.4 million due to sexual harassment

- 78 million due to IPV
- Damage to reputation
- Cost of complaints and investigations
- Reduced productivity
- Increased turnover
- Loss of talent and competitive edge
- Unsafe workplaces

DAMAGED REPUTATION   LOSS OF TALENT   UNSAFE WORKPLACE   INVESTIGATION   TURNOVER

PURPOSE:

To understand the workplace/corporate impact of GBHV.

FACILITATOR SPEAKING NOTES:

- GBHV does not only have negative consequences for those who perpetrator the behaviour and those who are the targets. It affects the workplace and the organization as a whole.
- Organizations who choose not to work towards creating safe and GBHV-free workplace have a lot to lose.

Economic cost

> *Refer to Educational and Outreach Program:* "*Workplace Impact*"

Canadian employers

- Lose an estimated $18.4 million due to sexual violence and $77.9 million due to intimate partner violence
- Suffer damage to their reputation as a result of inappropriate response to GBHV
- Incur legal expense related to investigation
- Pay court-imposed awards or settlements to survivors

Reduced productivity and increased staff turnover

- Survivors not able to function at their normal productivity level
- Responding to GBHV (i.e., investigating, consulting, evaluating, and acting) redirects resources that could otherwise be focused on other areas of organizational development
- Organizations lose talent—people quit or look for less or the best talent never consider working for certain organizations because of hostile work environments

Unsafe workplaces

- Mental health impact of GBHV is a workplace health and safety issue and can adversely affect the workplace or worksite
- The prevalence or threat of gender-based violence and harassment creates hostile work environments, conflict, and stress
- In-person workplaces, isolated or remote settings, and working from home all pose risk of GBHV. While in-person workplaces

offer more risk because of direct contact, remote workplace and working from home physically isolate employees, making them vulnerable by placing them in work environments with harassers and few witnesses

- GBHV impacts other workers who witness the incident or are affected by the aftermath, mainly due to concern for the survivor and for their own safety

Sources:

Hoddenbagh, J., Zhang, T. & McDonald, S. (2014). *An estimation of the economic impact of violent victimization in Canada, 2009. Research and Statistics Division, Department of Justice Government of Canada.* **www.justice.gc.ca/eng/rp-pr/cj-jp/victim/rr14_01/rr14_01.pdf**

Zhang, T., Hoddenbagh, J., McDonald, S. & Scrim, K. (2012). *An estimation of the economic impact of spousal violence in Canada, 2009. Ottawa, ON: Department of Justice Canada, Research and Statistics Division.* **www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/rr12_7/rr12_7.pdf**

Wathen, C.N., MacGregor, J.C.D. & MacQuarrie, B.J., with the Canadian Labour Congress. (2014). *Can work be safe, when home isn't? Initial findings of a pan-Canadian survey on domestic violence and the workplace. London, ON: Centre for Research & Education on Violence Against Women and Children.* **www.uwo.ca/projects/heritage/heritage3/img/survey-report.pdf**

Slide 27: Impact on survivors/other employees
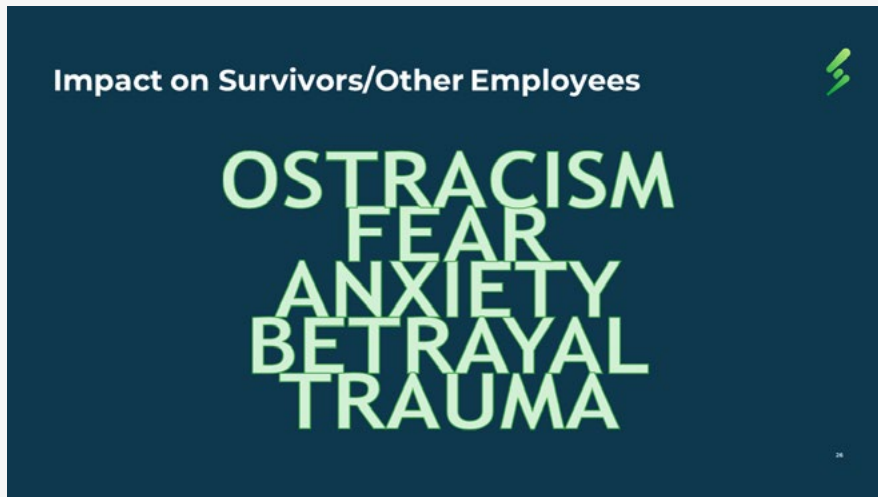
PURPOSE:

To understand the impact of GBHV in the workplace on survivors and other employees.

FACILITATOR SPEAKING NOTES:

Refer to Educational and Outreach Program: "Workplace Impact"

- 90% of women in Canada report using strategies to avoid unwanted sexual advances in the workplace, including avoiding specific people and altering the way that they dress
- The sexualized nature of the violation of GBHV adds a particularly traumatic aspect

- If the harasser is in a position of trust or authority, the sense of betrayal is profound
- Tendency to isolate oneself, or not participate in work-related events as a means of protecting themselves from further harassment. Self-isolation may extend beyond the workplace

- Shock, irritability, and anger—at the offender, the organization, at how the situation was handled, and at themselves for "allowing" it to happen, not reporting
- Fear and anxiety—job security and career; **retaliation** or escalation in GBHV, being villainized or ostracized in the workplace, privacy or confidentiality being compromised, being alone with the harasser, not being believed.

References:
Angus Reid. (2018). #Metoo: Moment or movement? **angusreid.org/me-too.**
https://canadianwomen.org/the-facts/sexual-assault-harassment/

- Hyper-alertness and hypervigilance—caused by a sense of perceived threat or danger
- Internalized self-blame, feeling they caused it or didn't do enough to stop it, victim-blaming
- **Post-Traumatic Stress Disorder** (PTSD) symptoms (*See Glossary—Sexual Harassment and Gender*)

Slide 28: Intimate partner violence in the workplace

PURPOSE:

To better understand the impact of intimate partner violence in the workplace.

FACILITATOR SPEAKING NOTES:

> *Refer to Educational and Outreach Program: "Workplace Impact"*

Intimate partner violence is often perceived as a private occurrence; in reality, it also affects virtually every aspect of a survivor's life. Increasingly, it's recognized as having important impacts on the work life of survivors and perpetrators, and can put others in the workplace at risk.

Studies done by the Canadian Labour Congress and University of Toronto found that:

- 54% of survivors said the violence continued while they were at work (for example, through abusive phone calls or criminal harassment)
- Almost half of abusive partners said that issues related to their violence negatively impacted their job performance due to

distraction, sleep deprivation, anxiety, depression or needing to take time away from work

- More than one-third of survivors of intimate partner violence say their co-workers were impacted, often due to stress or concern about the survivor experiencing violence

References
1   Wathen, C.N., MacGregor, J.C.D. & MacQuarrie, B.J., with the Canadian Labour Congress. (2014). *Can work be safe, when home isn't? Initial findings of a pan-Canadian survey on domestic violence and the workplace. London, ON: Centre for Research & Education on Violence Against Women and Children.* **www.uwo.ca/projects/heritage/heritage3/img/survey-report.pdf**
2   Scott, K.L., Lim, D.B., Kelly, T., Holmes, M., MacQuarrie, B.J., Wathen, C. & MacGregor, J.C.D. (2017). *Domestic violence at the workplace: Investigating the impact of domestic violence perpetration on workers and workplaces. Toronto, ON: University of Toronto.* **dvatworknet.org/sites/dvatworknet.org/files/PAR_Partner_report-Oct-23-2017dl.pdf**

Slide 29: Interrupting and Reporting Incidents of GBHV
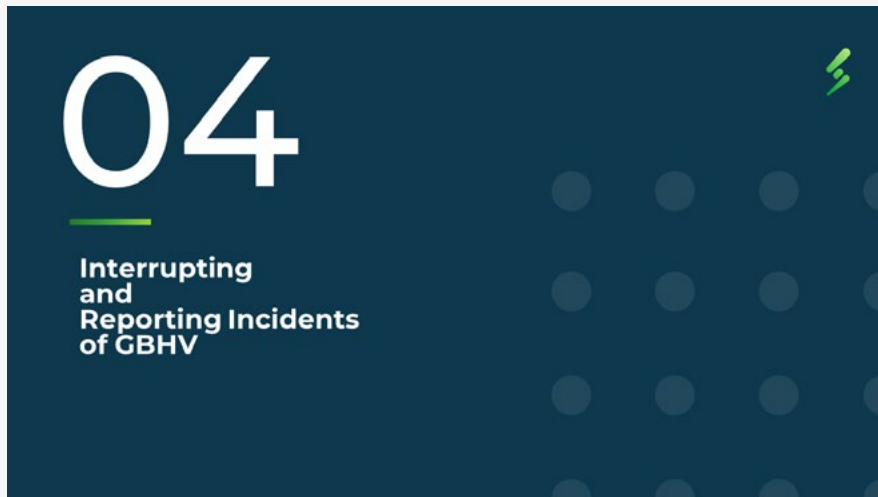
PURPOSE:
Explore ways and means of interrupting and addressing GBHV in the workplace.

FACILITATOR SPEAKING NOTES:
In this section we will begin by first looking at the responsibilities of employers and policies and procedures aimed at preventing and addressing GBHV.

Also offer an opportunity to look at some situations that will help us to apply what has been covered so far in the training.

Slide 30: Employer responsibility *(Customize)*

PURPOSE:

Familiarize participants with the specific obligations that employers have to create workplaces that are free from harassment and violence and the potential repercussions for failing to comply.

FACILITATOR SPEAKING NOTES:

The facilitator should customize this slide to provide an overview of provincial legislation and standards that address workplace harassment and violence and the responsibilities of employers.

Slide 31: Addressing GBHV in the workplace *(Customize)*

PURPOSE:

To familiarize participants about the various workplace policies that address GBHV.

FACILITATOR SPEAKING NOTES:

Customize this slide to provide an overview of relevant workplace policies and procedures related to GBHV:

- Review of definitions and examples
- How to report and what will happen
- Any supports for the survivors
- Protections, confidentiality, no retaliation etc.

Note: It may be useful to use a flow chart to illustrate.

Identify how the policy seeks to prevent GBHV and outline options and processes for reporting and responding to GBHV including supports that may be available for the survivor.

Slides 32-36: Activity: Case Scenarios – Is it GBHV?

Is it GBHV?

In pairs/small group discuss the scenario you have been assigned

Questions to consider

- What is the potential impact of this type of behaviour?
  - On the individual(s) or group being targeted
  - In the workplace
  - On the organization
- Is this gender-based harassment/violence?
- What could you do if you were in or witnessed such a situation?

Scenario 1: Persistent Pete

Over a period of several months a newly hired female worker in a small company/worksite of 10 people is repeatedly asked by a male co-worker to go for drinks with him after work. The male co-worker is senior to her but not in a supervisory position.

The female employee politely declines with phrases such as "sorry, I have plans" or "maybe next time" and similar refusals.

The repeated requests have started to make her uncomfortable. Another worker has mentioned to you jokingly of how persistent the male worker is and remarked that they [the other worker] couldn't take the rejection.

Scenario 3: Such a Disappointment

Amal, a young Muslim woman has started working as a Junior Engineer. She was excited about her new job because of the organization's policies around diversity. All of her colleagues are much older and more experienced, but Amal's knowledge and skills are quite impressive. She is curious, asks a lot of questions, and has a knack for solving problems that arise by looking at issues from a different perspective.

Amal has noticed that her colleagues are increasingly reluctant to answer her questions and avoid involving her in informal brainstorming conversations. She has also overheard them making inappropriate comments about the fact that she wears a hijab and is always modestly dressed.

Amal feels really hurt and singled out in the group. She begins to take less interest in her work and keeps to herself. She is disappointed and is contemplating looking for a different job.

Scenario 2: A Chance Encounter

Andie and Zain meet at a work-related convention. While they don't work for the same organization, they do work in the same industry.

Zain has been working in the industry for much longer than Andie. Zain is open to sharing their experience with Andie and the two begin exchanging emails.

After a few emails, Andie quickly changes the subject from work to compliments about how attractive and good-looking Zain is. Zain tries to refocus the emails back to work-related topics, but Andie continues to send regular emails to Zain and recently suggested that they meet up for a weekend.

Scenario 4: Remote & Rowdy

The workers of this offsite remote workplace are a close-knit group and can be rowdy at times. The cook, is the only worker at the site who identifies as female.

The male workers can often be heard engaging in loud, sexually-based jokes, and insults including speculation about the cook's gender. The cook has never complained but you notice that she seems pretty shaken and upset especially when the conduct becomes pretty extreme.

More and more she has tended to isolate herself from the rest of the group, particularly when the conduct is more extreme than normal.

PURPOSE:

Using case study scenario participants are given an opportunity to apply what they have learned.

ACTIVITY INSTRUCTIONS (30 MINS)

Participants are given a variety of scenarios where inappropriate behaviours may be occurring. Distribute scenarios, 1 per group. Four scenarios have been provided.

> *Option A: Select from the 4 case scenarios provided. Choose one for each group.*

> *Option B: Create scenarios based on experiences and incidents in your workplace.*

- In pairs or small groups of 4-5 participants discuss scenarios.
- If it's a large number of participants – more than one group can work on a scenario.
- You may also choose scenarios that you think will resonate with the group – either from the ones provided or create some yourself.
- Review the instructions with participants before breaking them into groups and ask if there are any questions.
- If folks have been sitting together – you may want to use a way to randomly create groups so participants get to work with other people in the group (chances are many participants are probably sitting with folks the know).
- Let participants know how long they will have in their groups.
- Let them know you will give a 1-minute warning before time is up.
- Suggest that groups identify one person to keep notes and present the information back to the larger group.

If facilitating the training virtually – it may be useful to provide a quick demonstration of how to use the "whiteboard" application if being used to capture summaries of the discussion.

Small groups will consider and discuss:

- Is the behaviour or actions gender-based harassment/violence?
- What is the potential impact of this type of behaviour:
  - On the individual(s) or group being targeted
  - In the workplace
  - On the organization
- What could you do if you were in or witnessed such a situation?

> *Note: Give participants about 15 minutes to discuss then have them come back and share highlights of their discussion and responses to the questions.*

Depending on the size of the group the facilitator can decide how many scenarios to utilize, or the facilitator can use scenarios they have created specific to their workplace environment.

Let's try applying what we have learned. We're going to work on case scenarios.

> *Case scenarios are a great way to prepare for real-world situations. Read your scenario carefully and then as a group, determine whether you think the behaviour constitutes gender-based harassment or violence. Secondly, the potential impact of the action or behaviour and what you could do if you witnessed such behaviour.*

Reflection (10 mins): Participants share in plenary a summary of their group's responses to the questions and any other issues that arose.

Wrap-Up (5 mins): Summarize some of the key learning points illustrated within the scenarios. Highlight some promising practices or ideas.

See Appendix A for additional support in debriefing the case scenarios.

Slide 37: If you are the target of GBHV…

If you are the Target of GBHV

No one should be subject to harassment or sexual violence in their workplace
- Document details
- Try to resolve the problem through the policies or resolution mechanisms
- Unionized employees: through collective agreements
- Non-unionized through workplace policies and complaint processes
- Other legal forums
  - Human Rights
  - Occupational health and safety legislation
  - Civil suits
  - Criminal charges

PURPOSE:

Offer suggestions of what can be done if someone is a target of GBHV.

FACILITATOR SPEAKING NOTES:

Most people do not report inappropriate situations until it becomes unbearable. People often do not speak up because of fear, uncertainty, or embarrassment.

What can you do if you are the **TARGET:**

- While the harassment is happening, try to keep a written record of the incidents. Make sure to include the actions, conversations, dates, times, locations and people involved. This will help keep your memories fresh.

- Try to resolve the problem through the policies or resolution mechanisms your organization has in place. This reporting can be done formally, where policies or grievance procedures exist. But you can also take action informally, by seeking support or requesting advice from someone you trust.

- For unionized workers: collective agreements should have built-in and prioritized human rights protections, including the right to be free from sexual harassment. Your union should be able to provide you with information and support.

- Non–unionized employees: workplaces should have policies in place that state how internal complaints will be handled.

- If you are dissatisfied with what your employer has done to put a stop to the harassment and resolve the situation, you can choose another legal forum.

- You may be able to make complaints or report under your province's occupational health and safety legislation. Health and safety laws now impose requirements on employers with respect to workplace violence and harassment.

There are other options:

- You can also make a complaint against your employer and/or the perpetrator to your province's human rights body

- A civil suit
- Some forms of GBHV may be criminal offences, employees can also turn to the criminal law

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Slide 38: If you witness an incident...

If you Witness an Incident.......

DIRECT......	directly confront the harasser and address their behavior.
DISTRACT...	engage with the targeted person.
DELEGATE...	seek out a third party i.e. supervisor, HR
DELAY........	follow up and offer support
DOCUMENT..	jot down the details.
REPORT....	It is your legal right to report the incident.

37

PURPOSE:
Offer suggestions of what can be done if someone witnesses and incident of GBHV.

FACILITATOR SPEAKING NOTES:
What can you do if you **WITNESS** GBHV...

- **DIRECT:** If you feel safe and its appropriate, directly confront the harasser and address their behavior
- **DISTRACT:** Engage with the targeted person-asking a simple question can give both of you the opportunity to escape the situation.
- **DELEGATE:** Seek out a third party who can and will address the situation (i.e., supervisor, HR, etc.)

- **DELAY:** Follow up with the targeted person or persons after the fact. Offer your support.
- **DOCUMENT:** Jot down the details. This may come in handy if you are asked to be a witness.
- **REPORT:** It is your legal right to report the incident. However, if the targeted person remains hesitant, see how you can support them.

Slide 39: If someone approaches you with a complaint or tells you about an incident...

PURPOSE:

Offer ideas of what can be done if you are made aware of an incident of GBHV.

FACILITATOR SPEAKING NOTES:

What can you do: if you **LEARN** about GBHV

- Listen-provide a **private space**, be **attentive**, give them **time**
- Encourage them **to report** to a supervisor and/or report the matter yourself – be sure to advise the individual if you have a re-quirement to report

- Encourage them to **document** details and preserve evidence (i.e., text messages, emails, etc.)
- Encourage them to get support, advise them of their rights
- Take **detailed notes** of your conversation

Slide 40: Failure to address GBHV: consequences

PURPOSE:

Concluding message.

FACILITATOR SPEAKING NOTES:

- Failing to address GBHV in the workplace can create a poisoned environment.
- Impacts the psychological safety of members as well as work productivity and morale.
- Negative impact on the industry.

- Can leave the organization vulnerable to negative publicity, social and legal action.
- Can affect your career trajectory within the organization – if you are the subject of a complaint or if you fail to carry out your responsibilities to create a safe and welcoming workplace.
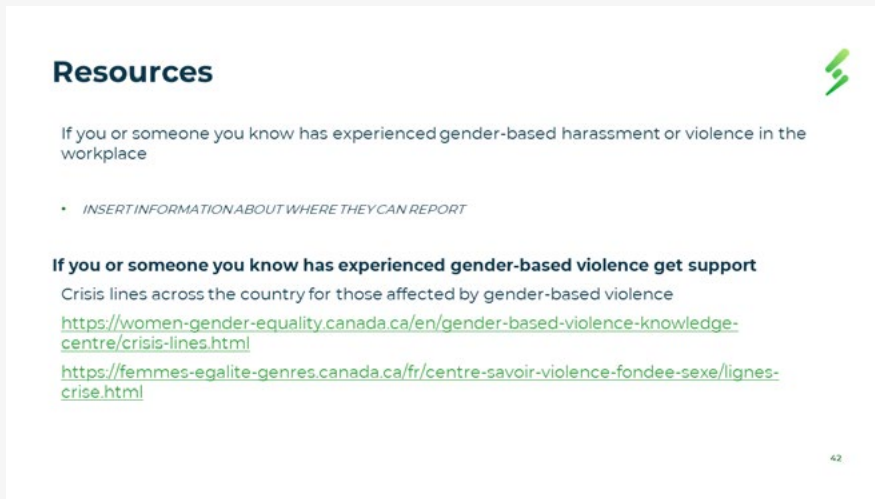
Slide 41: Closing exercise

Closing Exercise

My workplace culture could be...

and I can take the following actions to contribute to changing my workplace...

PURPOSE:

To consider how each participant can have a positive impact on their workplace.

FACILITATOR SPEAKING NOTES:

- Ask participants to think about how workplaces could be different and what they as individuals can do to effect change.

- Encourage them to make a commitment to do one thing that can have an impact on creating a GBHV-free workplace.

Slide 42: Resources

PURPOSE:

To connect participants to supportive resources.

FACILITATOR SPEAKING NOTES:

The slide can be customized to include supports and services available internal to the organization or locally.

Slide 43: Thank You

PURPOSE:

Extend appreciation for participation and hard work.

FACILITATOR SPEAKING NOTES:

Thank all participants for coming and acknowledge the challenges in discussion GBHV.

Advise them of any evaluation scheme and provide survey online or hard copy.

Module 2: Responding to Gender-Based Violence in the Workplace

Purpose

The purpose of this course is to support those in leadership positions in the electricity sector to create workplace cultures that reduce the incidence of gender-based harassment and violence and apply means of address that comply with legislation and considers the unique impacts on those who are affected.

It is Intended for those in leadership positions (supervisors, managers, HR/EID personnel, H&S Committee members/captains, union representatives etc.) who have responsibility for preventing and addressing workplace GBHV. Prerequisite: Module 1 Preventing and Addressing Gender-Based Harassment & Violence in the Workplace. Module 2 may be instructor-facilitated in-person or offered in a blended format. Not recommended for self-directed or virtual delivery.

Course Learning Objectives

As a result of this training, participants will be better able to:

- Understand their responsibilities as they relate to preventing and addressing gender-based harassment and violence in the workplace.

- Recognize the risks of not taking action in response to inappropriate behaviours or complaints.

- Apply relevant legislation, policies, and processes.

- Integrate GBHV into workplace frameworks for Inclusion and for Health and Safety.

- More effectively manage reports, complaints and retaliation related to GBHV report.

- Apply investigative procedures.

Agenda

Training Overview	
10 mins	**Introduction**
15 mins	**Activating Organizational Shift**
20 mins	**Addressing Gender-Based Harassment and Violence in the Workplace**
15 mins	**Through a Trauma Informed Intersectional Lens**
10 mins	**Employer Responsibilities**
45 mins	**Responding to Gender-Based Harassment and Violence in the Workplace – Case Scenarios**
5 mins	**Wrap-Up & Closing**

Lesson Plan

| Section	Activities	Timing & Materials

Introduction	**Purpose:** To introduce the topic and set the context for the training.
	
	• Welcome and Introductions *(5 mins)*
	• **Presentation**
	• About the GBHV-Free Workplace Initiative
	• Context setting
	  ○ Learning Objectives
	  ○ Setting ground rules
	  ○ Trigger Warning – Managing reactions
	• **Icebreaker/Reflection Activity: "Innovative practices and initiatives"** *(5 mins)*
	  ○ Personal reflection on innovative practices and initiatives their workplace that advance GBHV free workplace
		Slides 1-7
		
		10 mins
		
		Markers, name tents
		
		Virtual or Hybrid
		• **Camera**
		• **Laptop**
		• **Speaker**

Activating Organizational Shift	**Purpose:** To understand that creating gender-based harassment and violence free workplace requires transforming the workplace culture.
	
	• **Lecturette**
	  ○ What is organizational culture?
	  ○ Culture is like an iceberg
	  ○ GBHV in the workplace
	  ○ Shifting organizational culture
	  ○ GBHV-Free organizations effecting change
		Slides 8-13
		
		15 mins

Section	Activities	Timing & Materials

Addressing gender-based harassment and violence in the workplace	**Purpose:** Review the various components that need to be in place to effectively address GBHV through a trauma-informed and intersectional lens. Understand the impact of GBHV.
	• **Lecturette** *(15 min.)*
	  ○ Legislation, policies and practices
	  ○ Effective policies and procedures
	  ○ Risk factors for GBHV in the workplace
	  ○ Impact on survivors and co-workers
	  ○ Creating psychologically safe environments
	• **Reflective small group activity –** Integrating GBHV protections into other frameworks *(5 min.)*
		Slides 14-20
		20 mins

Through a trauma informed-intersectional lens	**Purpose:** To have a better understanding about how trauma impact individuals and how it is compounded by multiple identities; explore trauma informed approaches.
	• **Lecturette**
	  ○ Survivor-centred approaches
	  ○ What is trauma?
	  ○ Trauma and memory
	  ○ The intersections of social identity and experiences of harassment & violence
	  ○ Principles of trauma informed approaches
		Slides 21-26
		15 mins

Employer Responsibilities	**Purpose:** To briefly highlight employer responsibilities for creating a GBHV-free workplaces and strategies for integrating GBHV into existing frameworks. • **Presentation** • Employer obligations • Policies and supports • Considerations for integrating GBHV	**Slides 27–30** **10 mins**

Section	Activities	Timing & Materials

Responding to gender-based harassment and violence in the workplace	**Purpose:** This is an opportunity for participants to think about how to practically apply some of the concepts covered in the training.
	
	• **Case Scenarios** *(30 mins)*:
	• Participants are given a variety of scenarios to discuss in pairs/small groups.
	
	Debrief *(15 mins)*
	• Questions to consider:
	  ○ What is the impact of this type of behaviour?
	  ○ What are the potential risks to the organization?
	  ○ What is your responsibility?
	  ○ What processes and options might be appropriate? – reporting, investigating, resolutions
	  ○ What supports might a complainant/survivorneed through the process?
		Slides 32-35
		
		45 mins
		
		Case Scenarios for Participants – 1 per group.
		
		Flipcharts/white boards/virtual whiteboards to capture responses/group work

Wrap-Up/ Closing	**Purpose:** To review key points and bring closure to the training. • **Presentation** • Failure to address GBHV: consequences • **Closing Exercise:** Reflection What can be done to improve my organization's response to GBHV? • **Resources:** where to find support	**Slides 36-39** **5 mins** **Evaluation forms or links**

Total Time: 120 Minutes

Facilitation Instructions

Slide 1: Module 2 - Responding to Gender-Based Violence in the Workplace
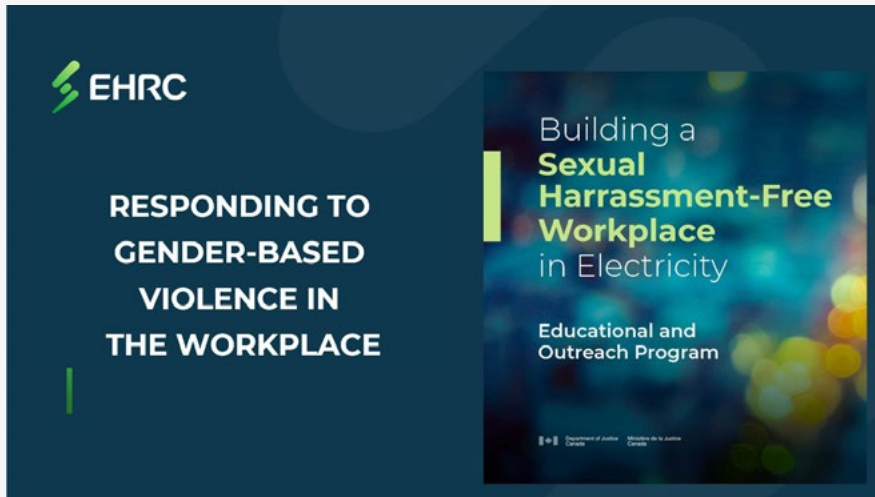
PURPOSE:

To introduce the module and its overall goal.

Leave title slide up as people settle in for the course.

FACILITATOR SPEAKING NOTES:

- The prevalence of sexual harassment and violence also known as gender-based harassment and violence in work-related environments has become more publicized.

- Employers are responding to what is increasingly becoming a more prominent health and safety as well as a diversity issue in the workplace.

- Employers recognize the need to implement effective strategies to prevent and address gender-based harassment and violence in order to create safe workplace climates.

- This module builds in Module 1: Preventing and Addressing GBHV in the workplace.

- It focuses on supporting those with direct responsibility for addressing GBHV in the workplace.

Slide 2: Building a gender-based harassment and violence-free workplace

PURPOSE:

To position the training within the larger initiative and provide a brief overview of additional available resources.

FACILITATOR SPEAKING NOTES:

- Consequently, workplaces face increasing pressure to implement effective policies and procedures and to create the appropriate workplace climate.

- To support the electricity sector EHRC has developed a three-pronged approach, adaptable to various sized organizations and settings.

3 COMPONENTS

1. **Educational and Outreach Program – includes :**
   - *Toolkit: Preventing Gender-Based Harassment and Violence;*
   - Materials for creating a GBHV-Free Workplace Awareness Campaign;
   - Gender-Based Harassment and Violence Training

2. **Safe Space Mentoring Tool**
   - Set of tools and resources to support respectful, safe, mentoring relationships. Aligns with Mentor Junction, and other EHRC initiatives such as Connected Women

3. **Support Strategy and Framework**
   - A comprehensive strategy and framework to support those affected by GBHV in the workplace

- **Cover logistical items:** length of course, materials they should have available and how to access information. For example: *This course is approximately two hours long. PowerPoint handouts will be provided after the training via email or can be accessed from online shared drive.*

Slide 3: Organization-specific initiatives

PURPOSE:
To highlight and connect to other related organizational initiatives.

Slide can be customized — provide information that connects to additional resources and initiatives being conducted and/or available at the organizational or local level.

Slide 4: Learning objectives

PURPOSE:
Outline what participants should know and be able to do as a result of participating in the training.

FACILITATOR SPEAKING NOTES:

1. Identify workplace actions and behaviors that constitute gender-based harassment and violence and inequity, and limit employees and workplace success;

2. Recognize common examples of GBHV that impact the electricity sector in particular;

3. Understand every organization, employee and members' responsibility to prevent and respond to workplace related GBHV.

4. Apply strategies to prevent GBHV, support coworkers who may be experiencing harassment and violence, and assist them in a manner that prioritizes their safety, agency, and privacy.

The training will use a combination of methods:

- Presentation
- Small group discussion
- Personal reflection
- Offer an opportunity to look at examples of situations that may arise across the spectrum of inappropriate behaviours and actions, and explore how we can improve response

Slide 5: Invitation to participants

Invitation to Participants

Listen and participate with respect, curiosity and openness.

Listen to learn, understand and with empathy

Be respectful when sharing your views/opinions. Recognize each individual's lived experiences.

Give yourself permission to be uncomfortable and to shift perspectives.

Honour and respect confidentiality.

PURPOSE:

To establish and agree upon ground rules to that create a safe learning environment.

FACILITATOR SPEAKING NOTES:

- Stress the importance of people feeling safe to participate, ask questions, explore ideas and learn.
- The training isn't about shaming but we do encourage people to come with an open mind and to reflect on their own behaviours, attitudes and reactions.
- Facilitator should review the ground rules. You may want to ask if there is anything

missing that someone needs in order to feel safe and to learn.

This might be a good place to let participants know that some of the topics discussed in this course may be triggering for some people. For example: *"Some of the content discussed today could be triggering for folks who have had difficult experiences. I hope that we will all help to create an atmosphere of mutual respect and sensitivity."*

The following are some guidelines for how we can work well together today." Go through the points and at the end, ask participants if they have anything else that they would like to add.

> **Option:** *Create a more extensive list of "Guidelines for Working Together" on a flipchart/ whiteboard. Ask if anything is missing and add it. Get group agreement on the list.*

Slide 6: Recognizing and managing reaction

Recognizing and Managing Reaction

| Emotions	Reactions
Discomfort	Dismiss
Stress	Deny
Guilt	Degrade
Resentment	Deflect
Disinterest	Distract
Anger	Defensive
Frustration	Argumentative
Distracted	Silence

PURPOSE:

Trigger Warning – to forewarn that training may include disturbing content or discussion that may "trigger" memories, feeling or other physiological symptoms for those directly or indirectly exposed to prior trauma.

FACILITATOR SPEAKING NOTES:

- Recognize that there are probably people in attendance who have experienced this type of violence and harassment or other related distressing situations.
- Acknowledge that these topics are difficult to discuss.
- It is important to pay attention to emotions that come up for you, they can be triggered by your personal experiences with the subject matter: GBHV or by the information shared in this training.
- **Emotions that come up for you can manifest in variety of ways:** from strong emotional responses to being unsettled

- If you become 'triggered' by anything in the training please do take care of yourself – this might include leaving the space and taking the time you need before rejoining – if you do leave someone may check in with you to make sure you are ok.
- Also, please let the facilitator(s) know if you require assistance so that you can be supported–a number of resources are available that we can provide to assist – assure confidentiality.

Slide 7: Icebreaker – Innovations in organizational change
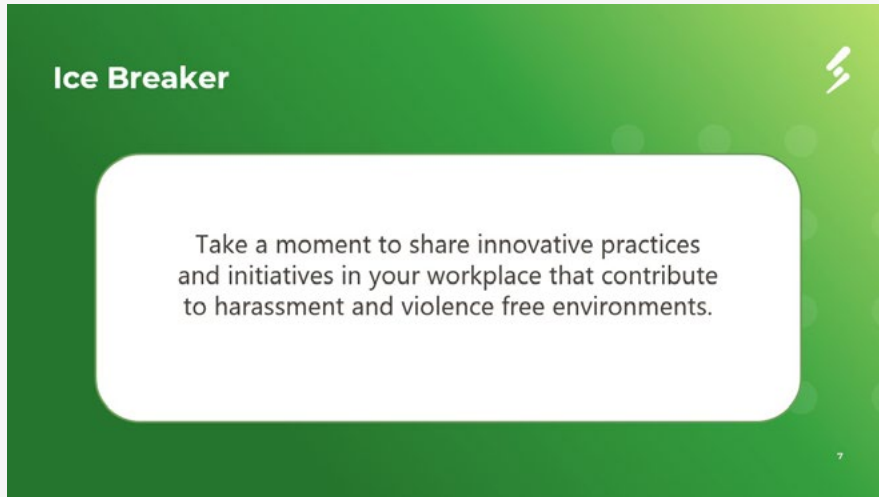
PURPOSE:

A transitional exercise to give people an opportunity to share innovative and creative practices and initiatives. **Icebreaker: 5 mins**

FACILITATOR SPEAKING NOTES:

Ask participants to think about initiatives in their workplace that contribute to organization change specifically in reducing or preventing GBHV.

In person – can turn to the person next to them.

Virtually – quickly break people into pair or small groups of 3.

An example transition to the next slide: This icebreaker got us talking about ways to effect organizational change. Let's delve a bit deeper into the organizational change process

Slide 8: Activating organizational shift

Activating Organizational Shift

Positive cultural change can only happen when all employees recognize and interrupt harassing behaviours, support coworkers, and affirm coworkers' experience.

Catalyst – Workplaces that work for women

PURPOSE:

To understand that creating gender-based harassment and violence free workplace requires transforming the workplace culture.

FACILITATORS SPEAKING NOTES:

Changing organizational culture is a collective responsibility. While organizations have a clear responsibility to create systemic change, each of us has an individual responsibility to educate ourselves so that:

- We are able to recognize when it's happening,
- Take steps to speak up and take action to interrupt behaviours, and practices that are harmful and hurtful
- Support those who are affected
- Everyone, irrespective of gender, race, sexual orientation etc. to come to work and feel safe, protected, valued and have the same opportunity for advancement.

Slide 9: What is organizational culture?

What is Organizational Culture?

Simply put, it is the personality of an organization

Shared beliefs, values, assumptions, language patterns

Shared values have a strong influence.

Culture shift requires recognition of **characteristics** and **sustained effort** to effect change.

PURPOSE:

Lays the foundation for talking about organizational culture shift and why it's important.

FACILITATOR SPEAKING NOTES:

- Culture is a shared identity. Organizational culture is the unique environment to in which we work.
- It's a system of shared beliefs, values, assumptions, language patterns that governs behaviour and decision making in a workplace.
- These shared values have a strong influence on how the people in the organization work and interact.

- Companies can express organizational culture in different ways:
  ○ How a company or business does its work and treats employees and customers
  ○ How much latitude employees are given to make decisions
  ○ How information is conveyed to employees and customers
  ○ Employee commitment towards providing a good product or service

- A shift or change in workplace culture requires a recognition of the explicit and implicit characteristics of the culture and a sustained effort over a significant period of time in order to effect change.
- Difficult to let go of "*the way we do things*"

Slide 10: Culture is like an iceberg– it's the underlying elements that will sink an organization

PURPOSE:

To better understand how invisible culture can be.

FACILITATOR SPEAKING NOTES:

Culture is like an iceberg – parts that are visible and observable i.e. :

- The uniform/unspoken or mandated dress code

- Adaptive changes – a new job requisition form
- But like an iceberg, it's the underlying elements that will sink an organization
- It is the things below the surface that often cause issues, misunderstandings, exclusion and those are harder to change.

- Transformational changes touch every part of the organization (restructuring, a merger with another company, etc.)
- Creating equity in the workplace that is free from harassment/violence requires transformational change.

> *Note: Facilitators can use examples from their own organizations that resonate with participants.*

Slide 11: GBHV In the workplace

GBHV In the Workplace

- Committed against someone based on their **gender identity, gender expression** or **perceived gender**
- Targets **women**, transgender people and **gender non-conforming** or **non-binary people**.
- Indigenous people, **immigrants** and **refugees** and **people with disabilities** at increased risk.

PURPOSE:
Introduce a common understanding of GBHV and related terms.

FACILITATOR SPEAKING NOTES:
- Traditionally we have focused on sexual harassment of women in the workplace.
- As society evolves, we recognize the need to be more inclusive in our response while still recognizing the risk that women face.
- Gender-based violence or harassment is committed against someone based on their gender identity, gender expression or perceived gender.

- It most often targets women, transgender people and gender non-conforming or non-binary people.
- Rates of violence and abuse are also higher for people who experience social marginalization and exclusion – where gender also intersects with being i.e., Indigenous people, immigrants and refugees and people with disabilities.

> *Note: See Glossary of Terms for definitions.*

Slide 12: Shifting organizational culture

Shifting Organizational Culture

Not simply an issue of compliance.

Address the underlying power imbalance and behavioral norms that ignore or condone GBHV in the workplace.

Various actions are needed to alter culture, infrastructure and processes.

- Preparation
- Implementation
- Follow-through
- Monitoring and assessment

PURPOSE:

Understand what is required for organizational shift.

FACILITATOR SPEAKING NOTES:

Gender-based harassment and violence is not simply an issue of compliance.

Organizations need to first address the underlying power imbalance and behavioral norms that ignore or condone GBHV in the workplace: the parts of the iceberg that are hidden.

Various actions are needed to alter workplace culture, infrastructure and processes.

Action required for organizational change preparation:

- **Implementation**
- **Follow-through**
- **Monitoring and assessment**

It also requires leadership who is committed, dedicated and skilled in various areas of the organization.

Slide 13: GBHV-Free organizations effecting change

PURPOSE:

Introduce and explain the steps involved in creating organizational shift.

FACILITATOR SPEAKING NOTES:

1. **Organizational Change Plan:** Intentional and sustained effort that includes strategies for change, measurement of impact, and fortifies lasting change.

2. **Strong and Specific Policies:** Enforces anti-harassment and violent behaviour, reduces liability, connected to other workplace policies and standards, consultation with internal and external experts.

3. **Effective Processes:** Instills confidence, encourages reporting, supports safety

4. **Support Allyship:** Creating and supporting allies that actively confront inappropriate behaviours when they occur.

5. **Organizational Desegregation:** Increasing gender diversity and promoting to visible and meaningful positions of leadership.

6. **Training and Education:** Repeated and ongoing for all employees, based on their responsibilities and position withinthe organization, part of the onboarding process.

7. **Promote an Intersectional, Trauma-Informed Approach:** Recognize the impact of trauma and combination of social memberships on those affected by GBHV and how it influences response and access.

8. **Ongoing Monitoring and Assessment of Impact:** Determine measurable outcomes and use methods that genuinely assess outcomes and impact.

Note: Refer to Support Strategy and Framework – Activating Organizational Shift

Slide 14: Addressing gender-based harassment and violence in the workplace
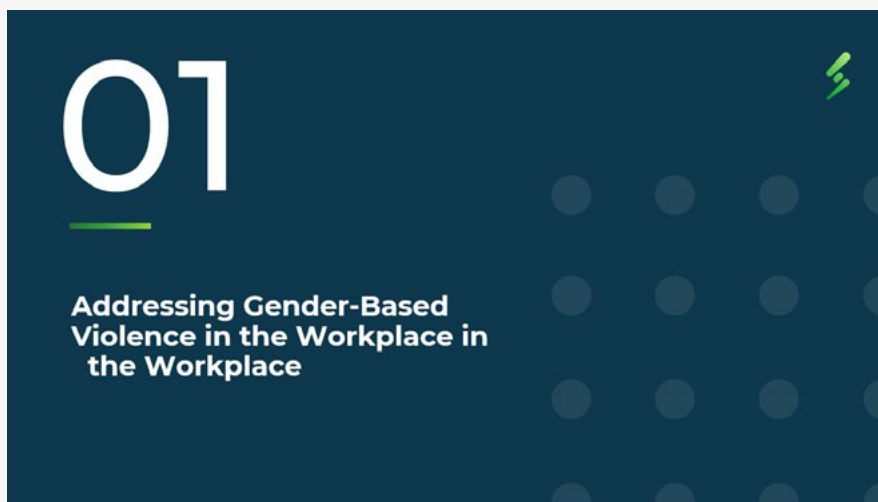
PURPOSE:

Review the various components that need to be in place to effectively address GBHV through a trauma-informed and intersectional lens. Understand the impact of GBHV.

FACILITATOR SPEAKING NOTES:

Trauma Informed responses – recognize the impact of harassment and violence – obstacles to reporting and what is needed to heal.

It looks beyond just protecting the organization from liability.

Intersectional lens – acknowledges that people's experiences are individual and influenced by their various identities.

Slide 15: Legislation, polices, practices

PURPOSE:

Review the related components of the legislation and policies specific to your province and workplace.

FACILITATOR SPEAKING NOTES:

Briefly highlight applicable areas of legislation for your province.

- Human Rights
- Occupational Health & Safety Regulations
- Worker's Compensation Acts
- Labour or Employee Codes & Standards
- Employment Acts
- Criminal Code
- Workplaces policies and practices:

  ○ Discrimination and Harassment
  ○ Ethics
  ○ Respectful workplace
  ○ Sexual harassment/gender-based harassment policies
  ○ Diversity, Equity and Inclusion

Note: Refer to - Resource: Summary of Relevant Legislation & Acts

Slide 16: Effective policies & procedures

Effective Policies & Procedures

Policies are an important element in setting and communicating organizational culture

- Policies compliant with relevant legislation
- A ZERO tolerance message
- Adopt a comprehensive approach
- Outline specific behaviours
- Recognize diversity; different workplace/work related settings
- Identify employer's expectations

- Address specific protections against retaliation
- Ensure employees are aware of the polices and procedures
- Identify and outline the roles and responsibilities department, bodies
- Outline procedures for reporting complaints
- Encourage complaints by witnesses and third parties

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PURPOSE:
Identify components of effective workplace policies that address GBHV.

FACILITATOR SPEAKING NOTES:

- Ensure policies comply with relevant legislation
- Communicate a ZERO tolerance message
- Adopt a comprehensive approach – connect with other policies that address harassment and violence in the workplace
- Outline specific behaviours
- Recognize the diversity of experiences and identities of employees and different workplace/work related settings – pay attention to high-risk settings
- Identify the employer's expectations of employees who are aware of incidents of GBHV
- Address specific protections against retaliation

- Ensure employees are aware of the policies and procedures- make them readily accessible, visible
- Identify and outline the roles and responsibilities of various department, bodies
- Outline procedures for reporting complaints
- Encourage complaints by witnesses and third parties

REFER TO...
- **Tool:** *Checklist of Characteristics of Effective Policies and Procedures*
- **Tool:** *Sample Policies and Procedures*
  It may be helpful to review and familiarize yourself with the tool prior to training.

Slide 17: Risks factors for GBHV in the workplace
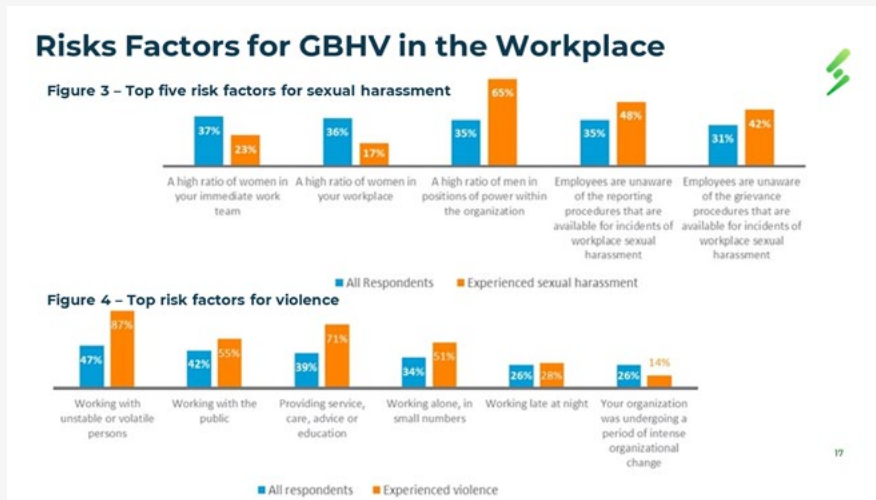
PURPOSE:

Increase awareness of factors that increase risk for sexual harassment/GBHV in the workplace.

FACILITATOR SPEAKING NOTES:

Note: The graphs compare percentage of all survey respondents who identified risk factors with respondents who reported experiencing violence.

- Working with unstable or volatile persons
- A high ratio of men in positions of power
- Working with the public
- Employees unaware of **reporting procedures** for workplace sexual harassment
- Employees unaware of **grievance procedures** for workplace sexual harassment

- Working alone, in small numbers
- Working long hours or late at night
- A high ratio of women in the workplace
- Organization undergoing a period of intense organizational change

Note: This is an opportunity to refer to specific workplace setting or factors that may be present in your organization/sector.

Slide 18: Impact on survivors and co-workers

Impact on Survivors and Co-Workers

- **90%** of women in Canada report using strategies to avoid unwanted sexual advances
- **25%** of GBHV survivors have difficulty carrying out everyday activities, including work
- GBHV results in social isolation, poor health, work productivity, inequities in pay, promotion, opportunities.
- **54%** of intimate partner violence survivors said the violence continued at work -abusive phone calls or criminal harassment
- **50%** of abusive partners said their violence negatively impacted their job performance
- GBHV impacts colleagues, whether they witness the violence or are affected by the aftermath.
- More than **30%** of survivors of intimate partner violence say their co-workers were impacted

Source: EVA BC: https://www.heretohelp.bc.ca/visions/workplace-bullying-and-harassment-vol15/gender-based-violence-and-harassment-in-the-workplace; Angus[18] Reid. (2018). #Metoo: Moment or movement? angusreid.org/me-too. https://canadianwomen.org/the-facts/sexual-assault-harassment/

PURPOSE:

Bring awareness to the impact on survivors, other co-workers and the organizational as a whole.

FACILITATOR SPEAKING NOTES:

- 90% of women in Canada report using strategies to avoid unwanted sexual advances in the workplace, including avoiding specific people and altering the way that they dress
- The sexualized nature of the violation of GBHV adds a particularly traumatic aspect
- If the harasser is in a position of trust or authority, the sense of betrayal is profound
- Tendency to isolate oneself, or not participate in work-related events as a means of protecting themselves from further harassment. Self-isolation may extend beyond the workplace
- Shock, irritability, and anger—at the offender, the organization, at how the situation was handled, and at themselves for "allowing" it to happen, not reporting
- Fear and anxiety—job security and career; **retaliation** or escalation in GBHV, being

villainized or ostracized in the workplace, privacy or confidentiality being compromised, being alone with the harasser, not being believed.

- Hyper-alertness and hypervigilance— caused by a sense of perceived threat or danger
- Internalized self-blame, feeling they caused it or didn't do enough to stop it, victim-blaming
- **Post-Traumatic Stress Disorder** (PTSD) symptoms (**See Glossary**—Sexual Harassment and Gender)

Note: Emotional/psychological impact (refer to Educational and Outreach Program - Workplace Impact)

Slide 19: Creating psychologically safe environments

PURPOSE:

To introduce strategies for creating psychological safety in the workplace.

FACILITATOR SPEAKING NOTES:

Psychological safety in the workplace is a critical component of workplace health and safety.

Recognizing GBHV as a workplace health and safety issue, and integrating it into an organization's health and safety framework and practices is a key component of systemic change.

- Challenge power dynamics that perpetuate GBHV
- Create initiatives that rebalance corporate power dynamics
- Policies, education and monitoring to eliminate toxic attitudes and behaviors
- Educate and support employees in being advocates and allies for change
- Educate leadership and hold accountable

- Engage survivors and external experts in identifying elements of safe environments.
- Conduct GBHV Risk Audits and address situations that increase risk
- Ensure survivors and those affected have access to multiple options to report and addressissues of GBHV
- Acknowledge that GBHV happens in both in person and virtual workplaces and adjust education and protective measures to recognize various situations and experience.

29% of respondents to a survey conducted by the Purple Campaign experienced unwelcomed behaviour over video calls, text messages, email or other online platforms.[1]

1   Purple campaign - **https://www.talentlms.com/employee-harassment-training**

Slide 20: Reflection - Integrating GBHV protections

PURPOSE:

Opportunity for participants to think about and share strategies of how GBHV can be integrated into existing workplace frameworks.

FACILITATOR SPEAKING NOTES:

Total time 10 minutes (*5 minutes to reflect + 5 minutes for sharing*)

- Offer participants an opportunity to share what they are already doing and any additional ideas – i.e., health and safety, DEI, HR Recruitment, Retention and Promotions, etc.

- Encourage participants to voluntarily share if they would like.

Slide 21: Through a Trauma-informed Intersectional Lens

PURPOSE:

To have a better understanding about how trauma impacts individuals and how it is compounded by multiple identities; explore trauma-informed approaches.

FACILITATOR SPEAKING NOTES:

It is important to understand how past and present experiences of trauma and an individual's identity come together to influence their response and resilience in dealing with GBHV.

It helps in creating ways of responding and supporting survivors that meet their unique circumstances, and create safer environments where people are more apt to identify and report GBHV.

Slide 22: Survivor-centred Approaches

Survivor Centered Approaches

Prioritize the rights, needs, and wishes of the survivor

The survivor has the right to:
- be treated with dignity and respect
- choose the course of action in dealing with the violence
- be treated with dignity and respect
- privacy and confidentiality
- non-discrimination
- receive comprehensive information

PURPOSE:

Explore the rights of the survivor that guide the process of reporting and investigation.

FACILITATOR SPEAKING NOTES:

The survivor has the right to:

- Be treated with dignity and respect, instead of being exposed to victim-blaming attitudes
- Choose the course of action in dealing with the violence, instead of feeling powerless
- Privacy and confidentiality, instead of exposure
- Non-discrimination, instead of discrimination based on gender identity, age, race/ethnicity, ability, sexual orientation, or any other characteristic
- Receive comprehensive information to help them make their own decision, instead of being told what to do

Slide 23: What is Trauma?

What is Trauma?

"An event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being."

Source: Substance Abuse and Mental Health Services Administration.SAMHSA's Concept of Trauma and Guidenace for a Trauma-Informed Appoach. HHS Publication No. (SMA) 14-4884. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf accessed December 11, 2020.

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PURPOSE:
To better understand trauma and how we respond to trauma.

FACILITATOR SPEAKING NOTES:
GBHV does not have to be chronic or severe in order to impact survivors negatively. If an individual has had past experience of trauma the effect can be acute.

Reactions to Trauma

We all react to trauma differently depending on our resiliency factors (the ability to bounce back):

- Reactions to trauma and toxic stress are completely normal.

- When the brain senses danger, it cues the nervous system to fight, take flight, or freeze.

- Experiences of multiple and/or prolonged trauma can cause an individual to become hyper-alert and easily triggered.

- Things associated with the original trauma or painful experience, such as colour or smell, sounds, can re-trigger memories, feelings, reactions, even if the actual threat is no longer there.

Slide 24: Trauma & Memory

PURPOSE:

To understand how and why a survivor's memory of an incident may be impaired or altered.

FACILITATOR SPEAKING NOTES:

- Survivor's credibility is often called into questions because of challenges in remembers details of an incident.
- Memory loss is a natural survival skill and defense mechanism humans develop to protect themselves from psychological damage.
- Traumatic situations such as violence, sexual abuse, gender-based harassment, and other emotionally traumatic events can result in survivors supressing or disassociating from the event, which helps a person cope by allowing them to temporarily forget details of the event.

Memory suppression and/or disassociation can cause confusion and memory loss for survivors when recounting or trying to recall the details of the incident.

Slide 25: The Intersections of Social Identity and Experiences of Harassment & Violence
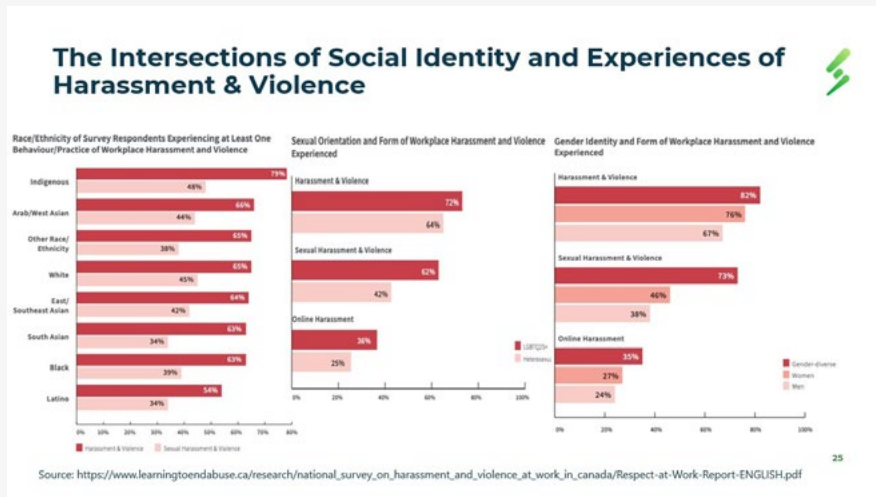
PURPOSE:

Understand how identity influences experiences of GBHV.

FACILITATOR SPEAKING NOTES:

A study conducted by the Centre for Research & Education on Violence Against Women and Children at the University of Western Ontario in partnership with the Canadian Labour Congress found that experiences of GBHV in the workplace are not the same for everyone.

Findings demonstrate that employees who face multiple and intersecting forms of discrimination experience different prevalence rates and impacts:

- Racialization
- Gender
- Sexual orientation
- Gender identity and expression
- Disability
- Indigeneity (identifying as Indigenous)

Slide 26: Principles of Trauma-informed Approaches
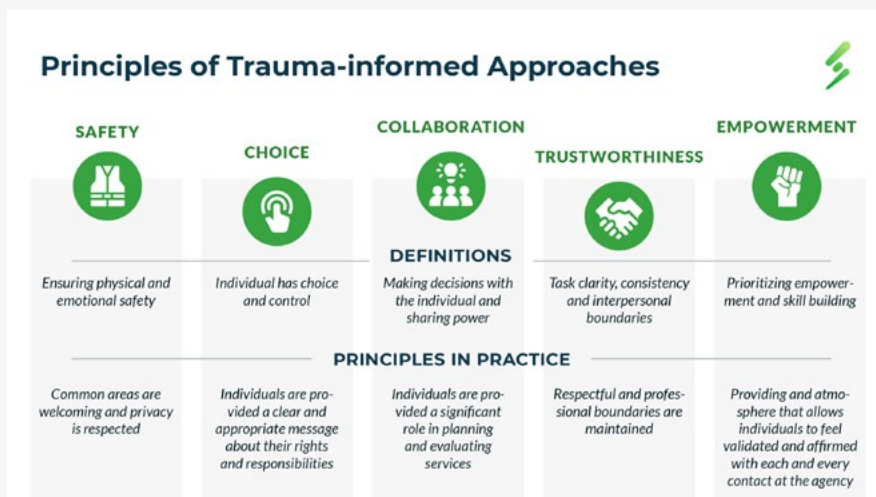
PURPOSE:

Review the principles and associated practices in creating trauma informed approaches to GBHV.

FACILITATOR SPEAKING NOTES:

Review the 5 principles, their definitions and how they are demonstrated in practice.

This is an opportunity to connect practices identified with specific initiatives within the organization.

Implementing Trauma-Informed Principles requires organizations to be:

- **Aware:** Organization becomes aware of how prevalent trauma is and its impact on workers, and business outcomes. Understand the impact of trauma on memory and recall.

- **Sensitive:** Organization begins to understand trauma-informed principles, causes, expressions, and possible ways to overcome problems that affect workers and business.

- **Responsive:** Organization begins to implement changes that affect culture, routines, and human resource processes to eliminate triggers. Actively resist re-traumatization.

- **Informed:** Organization begins to implement trauma-informed practices and monitors the impacts of changes made to policies and practices.

Source: **https://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care/what-is-trauma-informed-care.html**

Side 27: Employer Responsibilities

PURPOSE:

Present information about employer responsibilities to prevent and address GBHV and consequences of failure to do so.

FACILITATOR SPEAKING NOTES:

In this next section we will review provincial legislation and standards to protect employees from GBHV.

Slide 28: Employer Responsibility *(Customize)*

PURPOSE:
Review employers' legal obligations to provide a harassment and violence-free workplace.

FACILITATOR SPEAKING NOTES:

Note: Include specific legislative responsibilities for your province/organization

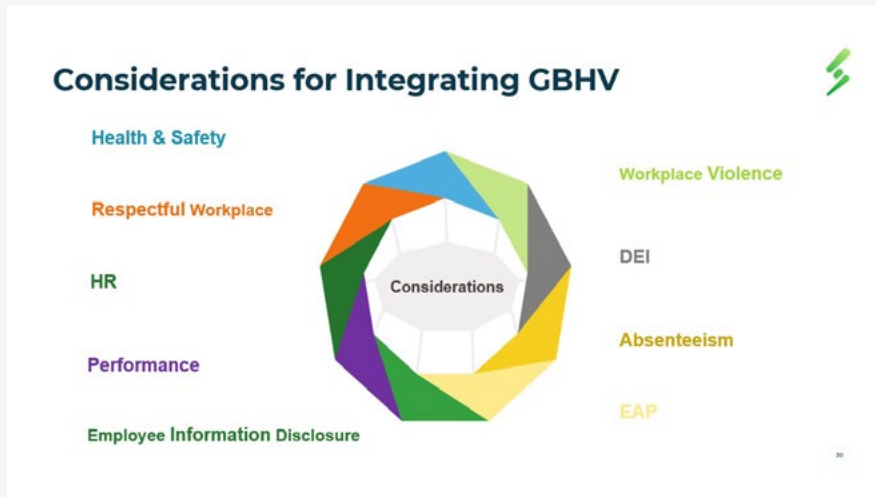## Slide 29: Policies & Supports *(Customize)*

PURPOSE:
To review key points in organization's policy.

FACILITATOR SPEAKING NOTES:
This is an opportunity to customize the content to the audience – important to have a sense of the areas of responsibility represented.

Slide 30: Considerations for Integrating GBHV

PURPOSE:

To identify additional considerations for integrating GBHV in the workplace and supporting survivors.

FACILITATOR SPEAKING NOTES:

- Recognize workplace impact of GBHV
- Address various workplace settings
- Offer learning opportunities that go beyond compliance-based training
- Recognize GBHV as a workplace health and safety issue
- Include GBHV in H & S policies, processes, initiatives, training
- Include debrief of incidents of GBHV in safety talks

> *Refer to: The Safety Talks Tool Ideas for What Should be Covered in Safety Talks, H&S Meetings or Safety Stand-downs*

Respectful Workplace

- Include definition of GBHV and examples of behaviour. Zero tolerance.

HR

- Review HR practices to identify barriers to gender diversity in workplace and leadership.

- Gather data on workplace experiences; engage employees
- Gather data on leadership pipelines, succession planning etc.

Performance

- Include performance standards related to GBHV

Employee Information Disclosure

- Ensure high level of confidentiality
- Advise of the limits of confidentiality

Workplace Violence

- Establish protocols
- Provide multiple channels for reporting
- Limit harm and retaliation

Diversity/Equity/Inclusion (DEI)

- Establishment of workplace peer supports
- Education on gender-identity
- Connect to psychologically safe workplaces

Absenteeism
- Paid leave for survivors of GBHV
- Paid mental wellness days

EAP
- Supports for survivors
- Interventions for perpetrators

Graphic Source: PresentationGO.com

Slides 31 – 35: Responding to gender-based harassment and violence in the workplace

Responding to Gender-Based Harassment and Violence in the Workplace

In pairs/small group discuss the scenario you have been assigned

Questions to consider

- What is the impact of this type of behaviour?
- What are the potential risks to the organization?
- What is your responsibility?
- What processes and options might be appropriate?– reporting, investigating, resolutions
- What supports might a complainant/survivor need through the process?

Scenario 1: The Supervisor

Chris has recently transferred to a new location within the organization. Their new supervisor is friendly and helps Chris gets familiar with the new job duties. After a few days, when no one else is around, the supervisor comes over to Chris' work area to chat. The supervisor talks about their sexual exploits over the weekend – picking up someone at a bar and going back to their apartment etc.

Chris is shocked that the supervisor would bring up such a topic and politely suggests that this is not appropriate conversation for the workplace. The supervisor responds that they didn't realize Chris was such a "stick in the mud" and suggest that Chris "needs to be less sensitive".

After that encounter Chris notices that the supervisor begins to be less helpful and often criticizes Chris' work.

Scenario 3: Not a Good Fit

José works as a clerk typist for a large employer. José likes to wear bright colours, make up and jewelry including earrings and necklaces. His boss, Nathalie, thinks José fashion choices are "weird" and that it's strange that he wants to be a clerical worker. She frequently makes sarcastic comments to him about his appearance and refers to him "jokingly" as the office boy.

José would like to advance his career in the area of customer relations and applies for a front facing customer service position that would involve working in a "front desk" area, where he would interact with the public. Nathalie advises José that if he wants that job, he had better look "more normal".

Scenario 2: Boys Will be Boys

Carla works as a line worker. Some of her male coworkers think it is fun to tease her. Carla often hears comments like "Watch out, here comes the she man" or "just give me a chance baby I could change your mind".

Someone keeps putting a handmade sign on the only port-a-potty at the worksite that says, "No dykes allowed." The word "bitch" has also been scratched on her toolbox. One worker doesn't join in on the jokes, and quietly tells Carla not to be bothered by the jokes and claims it is just "the boys having fun".

Carla makes a complaint, and the complaint is investigated, but it cannot be determined who made the sign or scratched "bitch" on her toolbox.

Scenario Debrief

- Factors to consider in reducing barriers to reporting
- Minimizing risk of retaliation
- Addressing specific needs
- Additional resources and support to feel confident in your role

Case Scenario Activity *(45 minutes)*

PURPOSE:

A lot of information has been covered. This is an opportunity for participants to think about how to practically apply some of the concepts.

FACILITATOR SPEAKING NOTES:

- Three case scenarios have been provided
- Depending on the size of the training group — break folks into 5-6 members/group
- If it's a large number of participants – more than one group can work on a scenario
- You may also choose scenarios that you think will resonate with the group — either from the ones provided or create some yourself
- Review the instructions with participants before breaking them into groups and ask if there are any questions
- If folks have been sitting together, you may want to use a way to randomly create groups so participants get to work with other people in the group (chances are many participants are probably sitting with folks the know)
- Let participants know how long they will have in their groups
- Ask them to keep a few notes of what they discussed and any suggestions they came

up with — they may also want to have one person be responsible for presenting the groups ideas when they return to the large group

- Let them know you will give a 1-minute warning before time is up

> *Note: Give participants about 15 minutes to discuss, then have them come back and share highlights of their discussion and responses to the questions.*

Depending on the size of the group, the facilitator can decide how many scenarios to utilize, or the facilitator can use scenarios they have created specific to their workplace environment.

To debrief after the exercise:

- Factors to consider in reducing barriers to reporting
- Minimizing risk of retaliation
- Addressing specific needs
- Other options for making complaints about GBHV
- Additional resources and support to feel confident in your role

> *See Appendix A for additional support in debriefing the case scenarios.*

Slide 36: Failure to Address GBHV: Consequences

Failure to Address GBHV: Consequences

Familiarize yourself with the GBHV policies and procedures of your organization – most require that incidents/allegations of harassment and violence in the workplace be reported

Impacts for failing to address:
- Can create a poisoned environment
- Impacts the psychological safety
- Can affect your career trajectory
- Uptick in external lawsuits
- Increase in negative reports in the media
- Automatic liability for the entire organization
- Negative impact on the industry

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PURPOSE:

To reinforce the cost to the organization of not addressing GBHV in the workplace.

FACILITATOR SPEAKING NOTES:

Ignoring GBHV or sweeping it under the rug doesn't make it go away. Several examples have surfaced with dire consequences – Hockey Canada, many celebrities recently charged with historic sexual assault, etc.

- Can create a poisoned environment
- Impacts the psychological safety of members as well as work productivity and morale
- Can affect your career trajectory within the organization
- Uptick in external lawsuits
- Increase in negative reports in the media
- Automatic liability for the entire organization
- Negative impact on the industry
- Social action – boycotts etc. of companies who ignore GBHV

Slide 37: Closing exercise
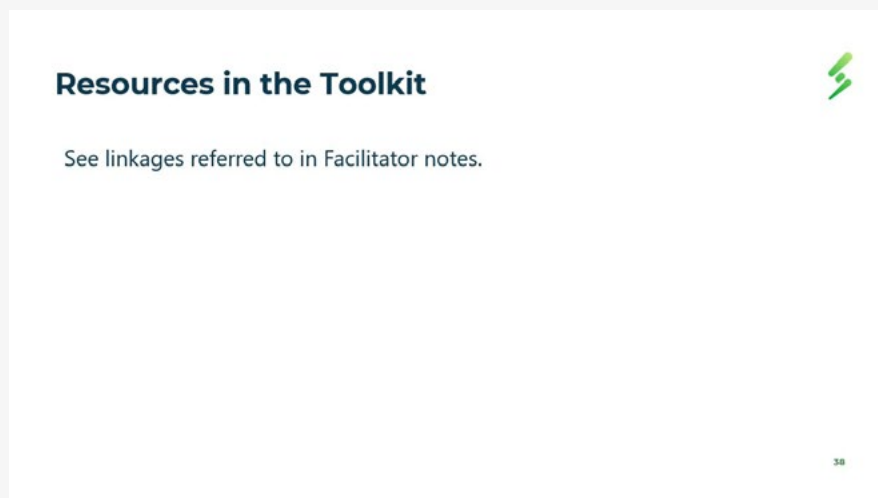
PURPOSE:

Opportunity for participants to share some final thoughts and to identify actions that can be taken in their organization.

FACILITATOR SPEAKING NOTES:

Encourage participants to share one action at their tables or in small groups.

Slide 38: Resources in the Toolkit

PURPOSE:

To connect facilitators and participants with additional tools and resources provided through the GBHV-Free Workplace initiative.

FACILITATOR SPEAKING NOTES:

Remind participants of the other components of the initiative referred to in slide 2.

These tools and resources are available to support work at the organizational level.

Slide 39: Thank you

PURPOSE:

Extend appreciation for participation and hard work.

FACILITATOR SPEAKING NOTES:

Thank all participants for coming and acknowledge the challenges in discussion GBHV.

Advise them of any evaluation scheme and provide survey online or hard copy.

Appendix A.
Scenario Discussion Notes

Case scenarios offer a good opportunity to recap the concepts covered in the training as well as related legislation and the organization's policies and procedures. The focus is not on right or wrong answers but the ability for participants to link back to and apply information presented, and for the facilitator(s) to get a sense of how well the training objectives have been achieved.

During the plenary session here are some areas to explore specific to each of the questions that participants were asked to consider in relation to the scenario they were assigned:

Module 1:

What is the potential impact of this type of behaviour?
(Refer to Resource: Education and Outreach Program – Introduction)

Is the behaviour GBHV?	• Does the behaviour/situation meet the definition of harassment/violence?
On the individual(s) or group being targeted	Refer back to slide: **Intent vs. Repercussion** **Health and Safety Issue** • Impacts the emotional and psychological safety of the individual being targeted but also sends a message to others in the work environment about the level of acceptability and tolerance of this type of behaviour if it is not addressed • Power dynamics and influence on how survivors/witnesses experience or respond to the behaviour • Other areas of the survivor's experience or identity that may influence how they experience the behaviour and respond to it. i.e., gender, race/ethnicity, faith, immigration status, age, etc. • Withdrawal and isolating self within the workplace • Individuals choosing not to work on certain teams, departments, work settings due to increased risk. • Risk to promotion or advancement of individuals or groups
In the workplace	• Impact on overall safety of the workplace • Lack of recognition of other's in the workplace of the impact of the aggressor's actions • Historical acceptance of behaviour; not seen or treated as serious • Impacts productivity of the individual and their ability to concentrate on work • Increased absenteeism as the targeted individual/group attempts to cope with the situation; avoidance or stress/anxiety related conditions • Resignation/quitting/asking for transfer • Relevant health and safety policies
On the organization	• Economic costs • Damage to reputation; sanctioned by wider community (i.e. impact of **#MeToo**) • Legal expenses and awards and settlement costs • Inability to compete within the sector for qualified workforce

IS THIS GENDER-BASED HARASSMENT/ VIOLENCE?

(Refer to relevant legislation and workplace policies)

- Participants should be able to refer back to and apply relevant definitions, provincial legislation and workplace policies and procedures to the specific scenario.

WHAT COULD YOU DO IF YOU WERE IN OR WITNESSED SUCH A SITUATION?

- As a co-worker/colleague what is my responsibility
- Refer to employer and employee responsibilities regarding creating a health, and physical and psychologically safe workplace.
- Connect back to relevant policies, procedures, practices
- What processes and resources are available to support those who are targeted?
- What can a person who witnesses such a situation do? How can I be an ally?
- How can such situations be prevented from occurring the future?

Refer to Resource: Support Strategy and Procedure Framework - Section 4: Being an Ally: Detect, Interrupt, Support; Section 5: Facilitating Connections to Supports

Module 2:

<table>
<tr>
<th colspan="2" style="background:#183040; color:#fff;">Responding and Addressing
(Refer to workplace policies, reporting and avenues for addressing such behaviour)</th>
</tr>
<tr>
<td>Considerations for Response</td>
<td>

- Does the behaviour meet the definition of harassment/violence?
- Identification of complicating factors
- Power dynamic between alleged aggressor and survivor
- Impact on other workers, overall safety of the workplace

Focus on impact vs intent

- Reference the definition of harassment and violence; provincial legislation; obligations of employers
- Consider power dynamics between Chris and the supervisor
- What other workplace policies, procedures may be contravened by the aggressor's actions?
- Management of the workplace environment, maintaining the required level of confidentiality during an investigation.

Consistency in Addressing Situations of GBHV

- Refer to workplace policies and procedures i.e., Workplace Health and Safety — psychological safety in the workplace and other relevant workplace policies, procedures, training that are applicable.
- What role can you play in addressing the issues – who else needs to be involved, informed or consulted.
- What options are available for addressing such a situation

</td>
</tr>
<tr>
<td>Options for Address</td>
<td>

- Protection of targeted individuals and witnesses from harassment or retaliation in a supportive manner that doesn't appear to penalize the survivor or put them at further risk
- Am I required to escalate if I become aware of a formal complaint is made?
- How to support the survivor if they are reluctant to become engaged in a formal/legal process; consider the survivor's identities and how that may influence impact, response and career?
- What is in place in the organization to support effective response?
- What avenues exist for addressing the situation when multiple organizations are involved?
- Challenges and gaps to an effective response?
- What are possible options for addressing such situations?
- What resources and supports are available or may be required by me and/or the person making the complaint or targeted by the behaviour?
- What can be done to prevent such behaviour in the future?

</td>
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</table>

Responding and Addressing

(Refer to workplace policies, reporting and avenues for addressing such behaviour)

On the organization	**What are the risks to the organization?** • Reputation • Monetary • Legal • Other