



USAID
FROM THE AMERICAN PEOPLE

USAID'S Engendering Industries: Engaging Men for Gender Equality



Training Manual Companion Presentation

UNIT I

Introductions




Unit I – Introductions

Purpose:

- Create an atmosphere of mutual trust that is conducive to learning
- Define objectives and expectations for the training
- Integrate an experiential learning approach to set the tone for following activities

Activity 1.1

Who We Are and Why We Are Here (p 34)



Activity 1.2

Expectations (p 37)



Activity 1.3

Objectives (p 39)



Activity 1.4

Creating a Safe Space (p 41)

Step 1

Pair up with someone you don't know.

Share the following with your partner:

1. Name, company and role
2. What inspires you about your company or your role within it?
3. What positive aspect will you bring to the training? (a skill, talent, attitude, approach, experience, etc.)
4. Why are you expecting from the training?

Step 2

Introduce your partner to the group.

1.1 Introductions

Step 3

1. Walk around the room and greet each other.
2. When the facilitator claps their hands and shouts a category, participants group together by their answer (i.e. 'favorite color', all participants who prefer green will group together).
3. Facilitator names a topic for groups to discuss for 1 minute.

Step 4

Dissolve groups and walk around room until next category is called.

Questions for Group Discussion

1. What's something you have done to support gender equality that you're proud of?
2. As a child or teenager, when did you first realize there were differences between genders?
3. As an adult, has there been a time when you experienced being stereotyped with assumptions that don't fit how you define yourself ?
4. What do you most like about working for the organization? How does your organization treat women? How does it treat other people affected by harmful stereotypes like those related to race and ethnicity, age, and class?

1.2 Expectations

Step 1:

Pair up with someone you don't know. Ask your partner the following:

- *What interests or excites you about this training?*
- *What concerns you about this training?*

Step 2:

Write down each answer on a card (one answer per card).

Step 3: Tape your cards onto the flipcharts.

1.3 Objectives

Critically review attitudes on gender, equality, and diversity and put into practice changes that will contribute to safe, healthy, and equitable relations and workplaces.

Learn about key principles of and develop skills for engaging men for gender equality in workplaces.

Develop a clear sense of how engaging men for gender equality fits into the company's overall gender equality promotion efforts and business strategy.

Reflect on the importance of engaging men for gender equality in personal and professional lives and in the broader community.

Understand ways to effectively engage men for gender equality and gain confidence to do so.

Discuss and plan how to engage men within smaller work teams and at large in the company, and how men can take initiative on gender equality efforts to educate and motivate fellow employees to be allies.

Strengthen knowledge and skills to implement the men's engagement strategies to bolster the organization's change management strategy on gender equality.

1.3 Objectives

Review Training Agenda

SAMPLE TWO-DAY WORKSHOP

Target Audience: Staff with little or no previous training in gender, in a cultural context of high societal levels of GBV and potential sexual harassment within the organization.

DAY 1 – MORNING

Activity 1.1: Who we are and why we are here	30 minutes
Activity 1.2: Expectations	45 minutes
Activity 1.3: Objectives	20 minutes
Activity 1.4: Creating a safe place	45 minutes
Break	
Activity 2.2: Sex, gender, gender equality, and gender equity	30-45 minutes
Activity 2.4: Gender fishbowl	60 minutes
Activity 3.3: Man box, woman box, human box	90 minutes

DAY 1 – AFTERNOON

Activity 4.2: The work we do and the value it's given	90 minutes
Break	
Activity 5.1: Exploring the meaning of power	90 minutes

DAY 2 – MORNING

Recap of Day 1	10 minutes
Checking in	5 minutes
Activity 6.1: What is gender-based violence?	60 minutes
Break	
Activity 6.2: Effects of gender-based violence	75 minutes
Activity 7.2: Sexual harassment in the workplace environment	45 minutes

DAY 2 – AFTERNOON

Activity 7.3: Sexual harassment in the workplace case studies	45 minutes
Activity 8.2: Allyship: creating safer work environments or Activity 8.5: Allyship: bystander intervention	45 minutes
Break	
Activity 9.1: Healthy and unhealthy communication in the workplace	45 minutes
Activity 10.2: Making commitments to an equitable workplace	45 minutes

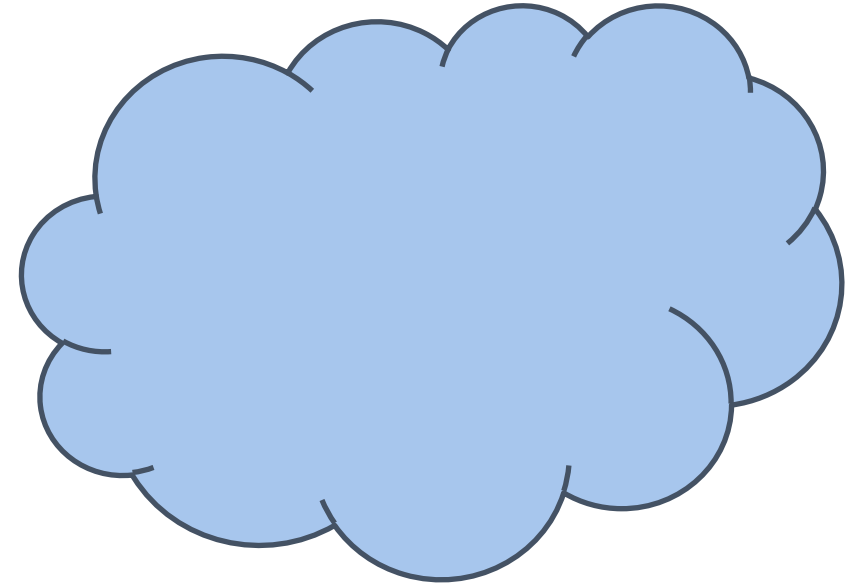
1.4 Creating a Safe Space

Step 1

- Close your eyes and reflect on a time you felt safe to share personal information with someone.

Step 2

- Brainstorm characteristics of a safe space.



I.4 Creating a Safe Space

Characteristics of a safe space:

Confidentiality

(keeping things secret or private)

Non-Judgmental Behavior

(supporting others, not looking down on them)

Open Communication

(speak without fear of repercussions, discuss issues directly, not behind someone's back)

Commitment

(to the process and a safe space)

Trust

Group Agreements

UNIT 2

Gender Basics

Page 44




Unit 2 – Gender Basics

Purpose:

- Define the concepts of sex and gender and how they are related
- Explore the concept of gender equality
- Focus on real-life experiences while leveling out any gaps in knowledge

Activity 2.1

What is this thing called Gender (p 45)



Activity 2.2

Sex, Gender, Gender Equality and Gender Equity (p 48)



Activity 2.3

Gender Values (p 54)



Activity 2.4

Gender Fishbowl(p 57)

2.1 What is this thing called gender?

PART I

Directions:
Write down what it means to “be a man” or “be a woman” in the flipcharts.

(i.e. appearance, behavior, relationships, emotions, careers, biology, etc.)

Man



Woman



2.1 What is this thing called gender?

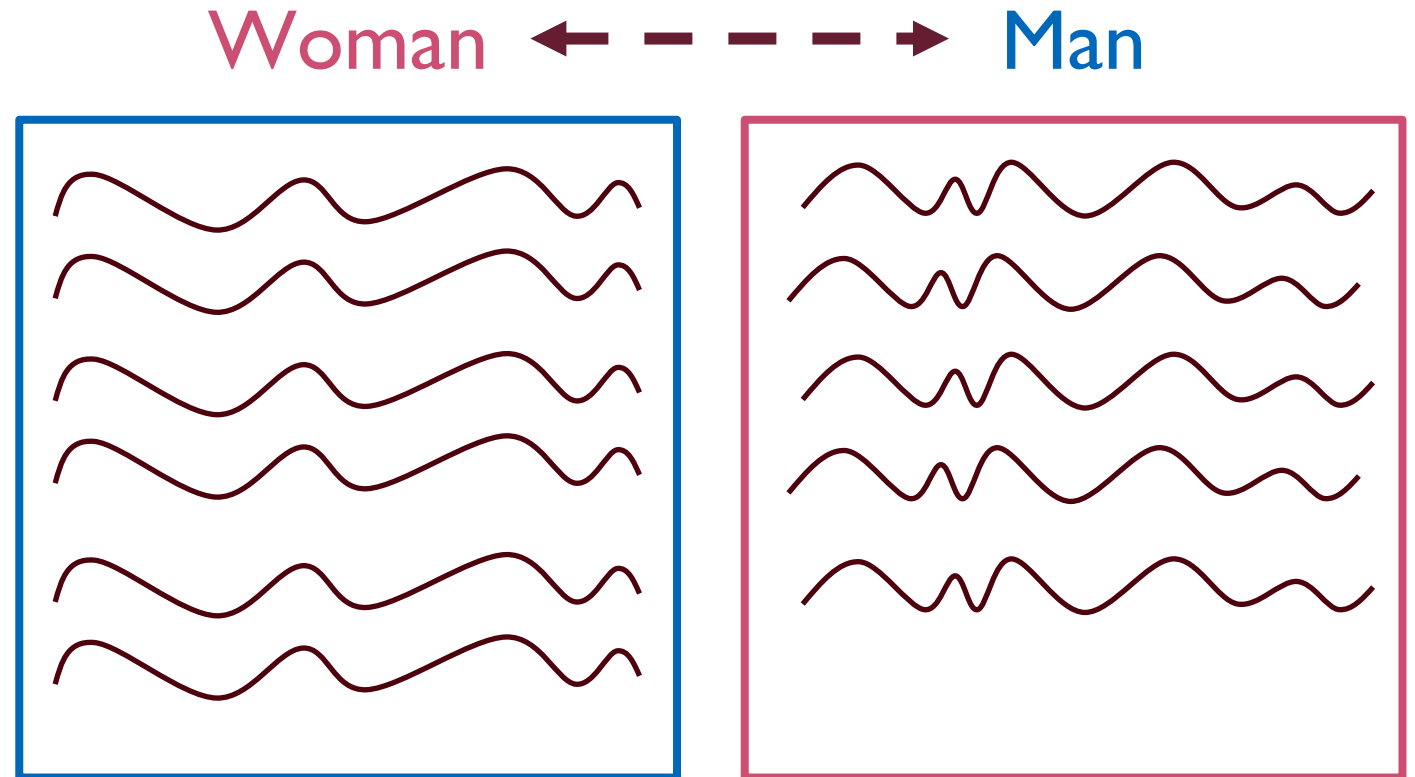
PART 2

Directions:

Once the flipcharts are filled in, swap the titles.

Which characteristics can also be attributed to the other category?

Which cannot?



2.1 What is this thing called gender?

Questions for Group Discussion

1. Where do we learn the characteristics that we associate with being a man or woman?
2. How do our families and friends influence our ideas of how women and men should look and act?
3. Do these gender roles influence the way that boys and girls are raised?
4. Is it hard to live up to these expectations of being a man or woman?
5. How do these different expectations of how women and men should act influence our relationships with our partners and families?
6. Do you think that expectations for how men and women should look and act are different today than when your parents and grandparents were growing up? How? Why?
7. How do the ways that we are supposed to “be men” and “be women” influence our work environments?
8. What are some distinct ways that men and women are treated differently in a work setting? What does this have to do with their sex or gender roles?
9. How does your organization work to make sure that all of its employees are treated equally and that their needs are met?

2.1 What is this thing called gender?

Sex vs. Gender

Sex = Biological

- Biological and physiological differences between men and women
- Sex has two main categories: male and female
- Sex remains the same regardless of time and culture
- Sex is determined by reproductive characteristics and hormones

Gender = Social

- Social and cultural differences between men and women
- Gender has two main categories: masculine and feminine
- Gender roles and expectations differ across time and culture
- Gender distinctions are created by social norms

2.2 Sex, Gender, Equality, & Gender Equity

PARTICIPANT HANDOUT I: THE SEX AND GENDER GAME

Does the statement refers to gender or sex?			
		Gender	Sex
1.	Women give birth to babies; men don't.		
2.	Girls should be gentle; boys should be tough.		
3.	Women or girls are the primary caregivers for sick people in most households.		
4.	Women can breastfeed babies.		
5.	Many women cannot freely make decisions, especially regarding sexuality and couple relationships.		
6.	Men's voices change with puberty; women's voices do not.		
7.	Four-fifths of the world's injection drug users are men.		
8.	Women get paid less than men for doing the same work.		
9.	A woman should obey her husband in all things.		
10.	To be a man, you need to be tough.		
11.	A real man produces a male child.		
12.	Men need sex more than women do.		

Directions: Complete the handout as individuals. Then discuss the answers as a group.

2.2 Sex, Gender, Equality, & Gender Equity

PARTICIPANT HANDOUT I: THE SEX AND GENDER GAME

Does the statement refers to gender or sex?			
		Gender	Sex
1.	Women give birth to babies; men don't.		X
2.	Girls should be gentle; boys should be tough.	X	
3.	Women or girls are the primary caregivers for sick people in most households.	X	
4.	Women can breastfeed babies.		X
5.	Many women cannot freely make decisions, especially regarding sexuality and couple relationships.	X	
6.	Men's voices change with puberty; women's voices do not.		X
7.	Four-fifths of the world's injection drug users are men.	X	
8.	Women get paid less than men for doing the same work.	X	
9.	A woman should obey her husband in all things.	X	
10.	To be a man, you need to be tough.	X	
11.	A real man produces a male child.	X	
12.	Men need sex more than women do.	X	

Answer key

2.2 Sex, Gender, Equality, & Gender Equity

Sex

- Women menstruate and can become pregnant, while men do not.
- Women have developed breasts that are usually capable of lactating.
- Men generally have larger bones than women do.

Gender

- In most countries, women earn significantly less money than men for similar work.
- In some societies, many more men than women smoke, as female smoking has not traditionally been considered appropriate.
- Until recently, men were allowed to drive cars in Saudi Arabia while women were not.
- In most of the world, women do more unpaid housework than men.
- Gender expressions and identity can vary greatly between cultures and societies and change over time.

2.2 Sex, Gender, Equality, & Gender Equity



EQUAL TREATMENT

EQUITABLE TREATMENT

TRANSFORMATION

2.2 Sex, Gender, Equality, & Gender Equity

Definitions:

GENDER EQUALITY: Equal enjoyment of human rights, socially valued goods, opportunities, and resources by all individuals independent of a person's sex or gender identity. Gender equality means more than parity in numbers or laws on the books; it means equal access and freedoms for all people and that rights, responsibilities, and opportunities will not depend on an individual's sex assigned at birth or their gender identity. Gender equality is fundamental in human development for all women and girls, men and boys, and individuals of other gender identities. It is both a human rights issue and a precondition for, and indicator of, sustainable development. (Source: [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#))

GENDER EQUITY: The process of reaching equality. The process of being fair to women and men, boys and girls. To ensure fairness, equity measures or interventions must be taken to compensate for cumulative economic, social, and political disadvantages that prevent women and men, boys and girls from operating on a level playing field. (Source: [Interagency Gender Working Group, Gender-related Terms and Definitions](#))

2.3 Gender Values



Move to the sign that reflects your opinion on each statement.

Questions for Group Discussion

1. Which statements did you have the strongest opinions about? Why do you think this was the case?

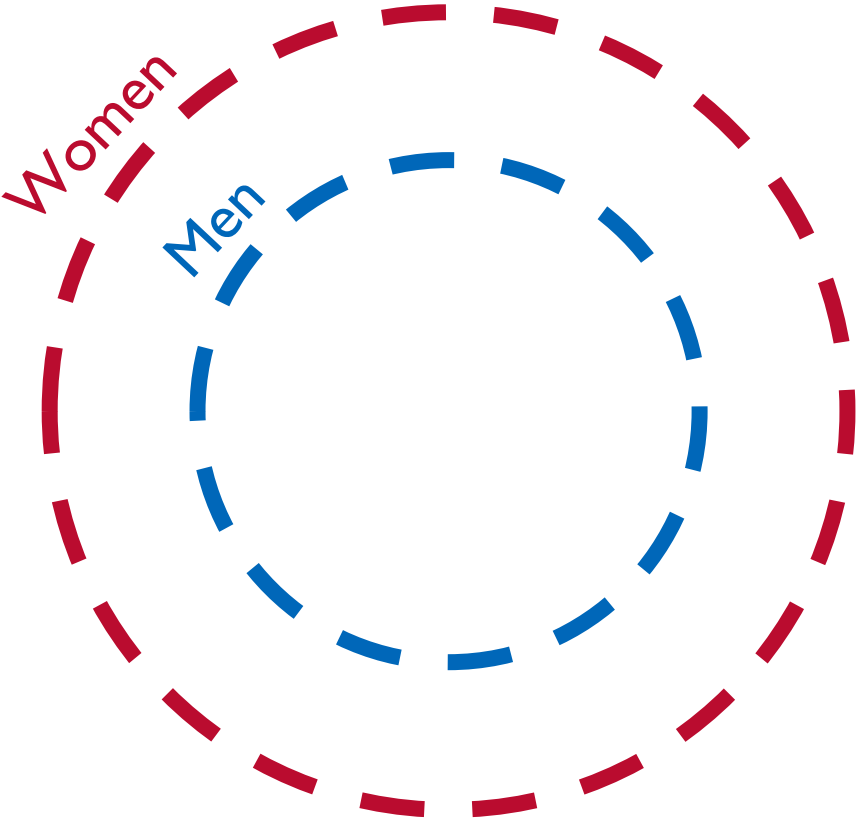
2. How did it feel to talk about an opinion that was different from some of the other participants' opinions?

3. How do you think our opinions and beliefs about men and women might influence how we interact with men and women?

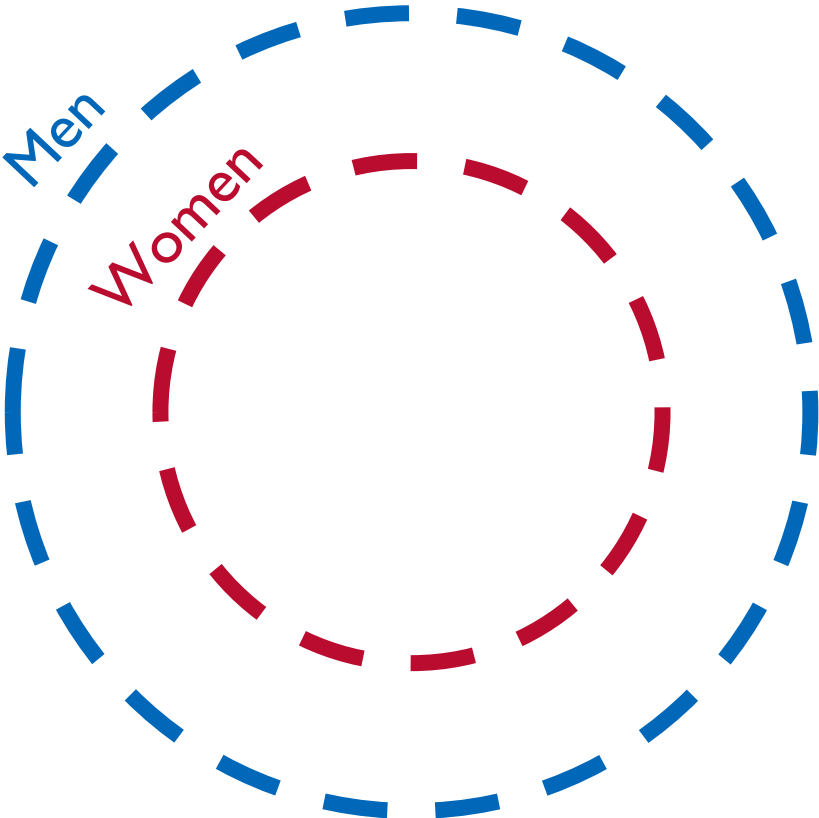
4. How do gender values influence the ways men and women interact in work environments?

2.4 Gender Fishbowl

Step 1:



Step 2:



- Directions:
- 1) Move your seats to sit in two circles, inside for men and outside for women.
 - 2) Discuss the fishbowl questions.
 - 3) Then switch and repeat, with women inside and men outside.

2.4 Gender Fishbowl

Questions for Men's Group

1. What do you think is the most difficult thing about being a man in your home country and in the country where you live now?
2. What do you remember about growing up as a boy in your home country or community? What did you like about being a boy? What did you dislike? What was difficult about being a teenage boy?
3. What do you think women need to understand better about men?
4. What do you find difficult to understand about women?
5. Name something that you never want to hear again about men.
6. How can men support women to advance in the workplace?
7. Who are some examples of women and men role models or influences supporting your advancement in the workplace?

2.4 Gender Fishbowl

Questions for Women's Group

1. What do you think is the most difficult thing about being a woman in your home country and/or the country where you live now?
2. What do you remember about growing up as a girl in your home country or community? What did you like about being a girl? What did you dislike? What was difficult about being a teenage girl?
3. What rights are hardest for women to achieve in your home country and the country where you live now?
4. What do you think men need to understand better about women?
5. What do you find hard to understand about men?
6. Name something that you never want to hear again about women.
7. Are there any instances when you feel you are being treated differently in the workplace because of your gender? If so, what would you like to change?
8. What do you need from men to be more successful or advance in the workplace?
9. Who are some examples of women and men role models or influences supporting your advancement in the workplace?

Questions for Group Discussion

1. What surprised you about this activity?

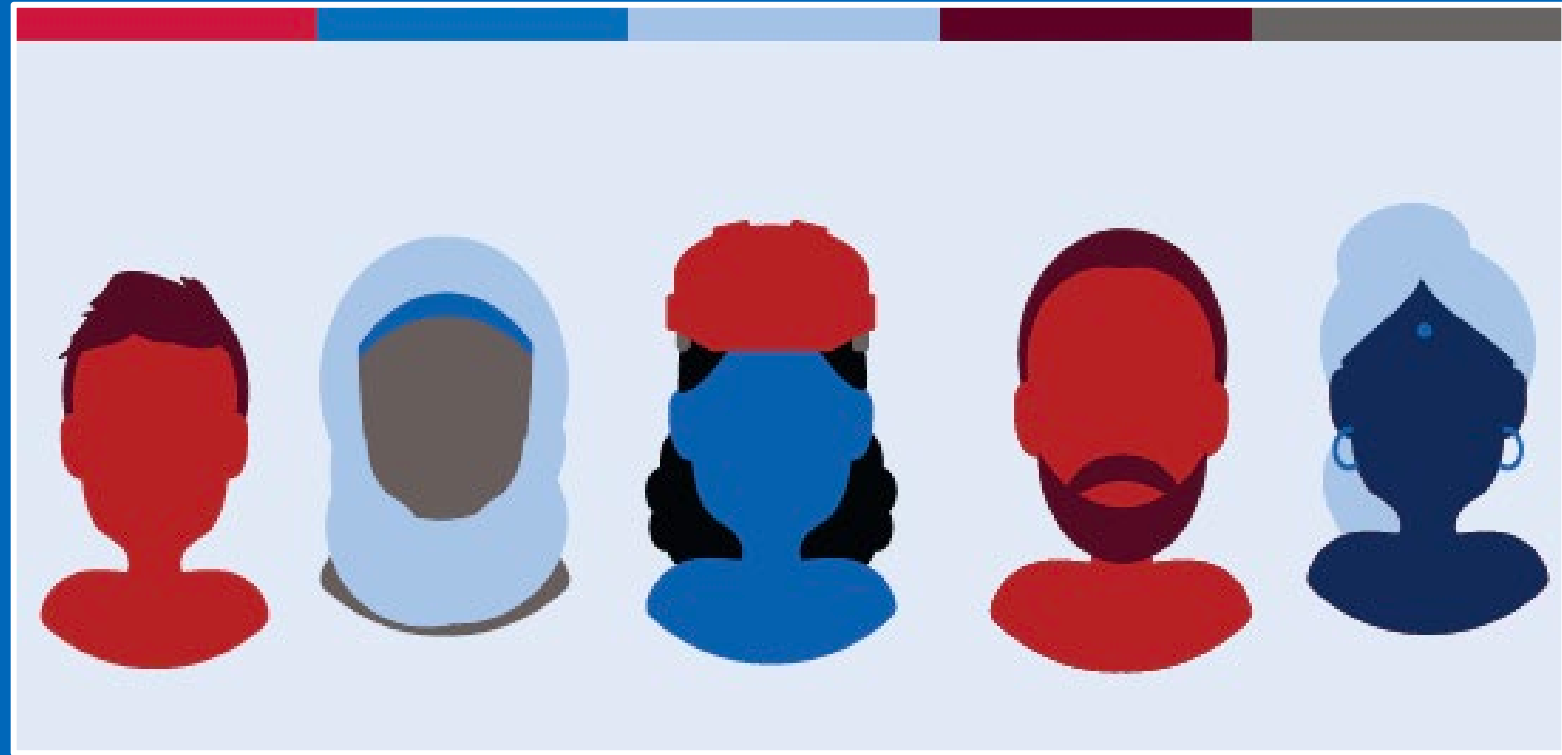
2. How did it feel to talk about these things with others listening?

3. What has changed in our lifetimes in relation to gender roles and identities? What has not changed (much)?

4. How might individuals who do not identify specifically as a woman or a man feel in society?

UNIT 3

Gender Socialization, Roles, Norms



Unit 3 – Gender Socialization, Roles, Norms

Purpose:

- Reflect on childhood and how we were raised as boys or girls
- Explore how harmful masculinities impact women, men, families, workplaces, and society
- Identify influence of mothers, fathers, and caregivers on gender socialization
- Reflect on gender stereotypes and prejudices
- Reflect on the role of culture and religion in reinforcing gender inequalities
- Connect topics to positive fatherhood

Activity 3.1

Gender Socialization - How we are taught our gender (p 62)



Activity 3.2

Unpacking the Man Box (p 68)



Activity 3.3

Man Box, Woman Box, Human Box (p 72)



Activity 3.4

My Father's Impact, My Mother's Impact (p 75)



Activity 3.5

Culture vs. Tradition vs. Religion - what's the difference (p 78)

3.1 Gender Socialization

Step 1:

Split into 4 groups:

- 2 of women
- 2 of men

Step 2:

Discuss how our gender attitudes and behaviors were influenced by:

Group 1: Other Men and Religion/Culture

Group 2: Other Women and Religion/Culture

Groups 3 & 4: Family, Educational System, and Workplace

Step 3:

Share reflections in large group.

Step 4:

Brainstorm proposals for change.

3.1 Gender Socialization

Group 1 Men

Discussion Questions

Influence of male relatives

When we think about our fathers, uncles, older brothers, grandfathers, and other male relatives and friends who have influenced our way of being men (or still do), what type of attitudes, values, and behavior do we associate with them?

Which of these (attitudes, values, behaviors) were beneficial for our personal development, and which were damaging, and why?

Influence of religion/ tradition

When we were growing up, what role did religion and cultural traditions and values play in forming our attitudes, values, and behaviors as men?

What were/are the benefits/advantages of religion and cultural traditions and values for our personal development as men, and what were/are the costs/disadvantages?

3.1 Gender Socialization

Group 2 Women

Discussion Questions

Influence of female relatives

When we think about our mothers, aunts, older sisters, grandmothers, and other female relatives and friends who have influenced our way of being women (or still do), what type of attitudes, values, and behavior do we associate with them?

Which of these (attitudes, values, behaviors) were beneficial for our personal development, and which were damaging, and why?

Influence of religion/ tradition

When we were growing up, what role did religion and cultural traditions and values play in forming our attitudes, values, and behaviors as men?

What were/are the benefits/advantages of religion and cultural traditions and values for our personal development as men, and what were/are the costs/disadvantages?

3.1 Gender Socialization

Group 3
Men &
Group 4
Women

Discussion
Questions

When we were children (young boys/girls), which attitudes, values, and behaviors were rewarded in us by family members (including mother, father, grandparents, brother/sisters) and at school (by teachers and peers), and which were we reprimanded or punished for?

As we grew older (young men/women), which of our attitudes, values, and behaviors were rewarded at work (by supervisors and coworkers), and which were we reprimanded or punished for, either explicitly or implicitly?

Which of these (attitudes, values, behaviors) identified in questions 1 and 2 were beneficial for our personal development, and were damaging, and why?

3.2 Unpacking the Man Box

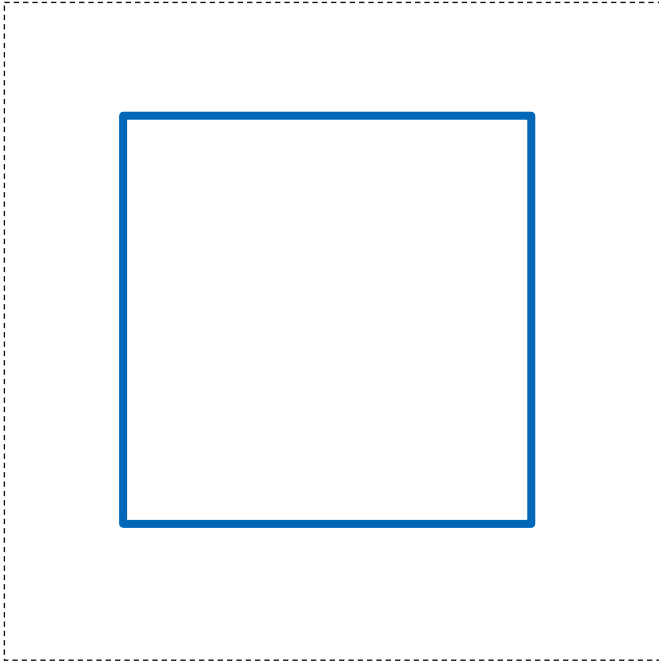
Man



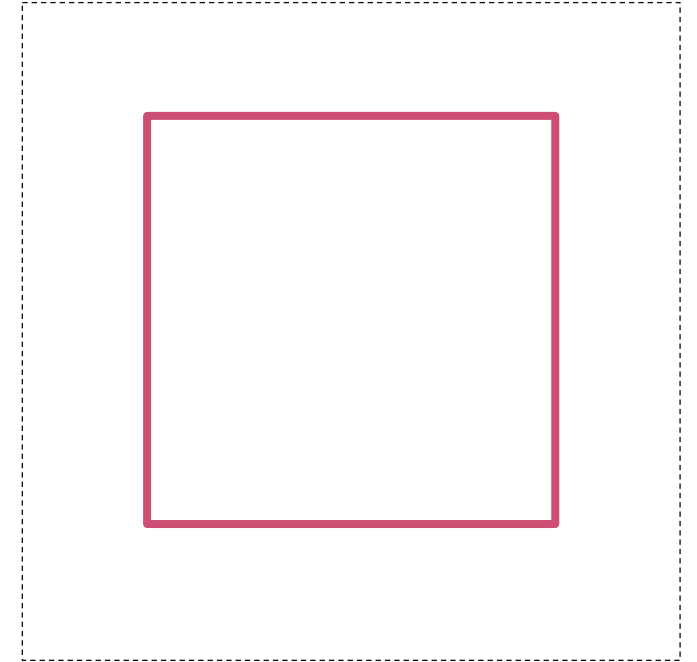
- What are advantages/disadvantages of staying **inside** the Man Box?
- What are advantages/disadvantages of stepping **outside** the Man Box?
- What are **healthy** versions of manhood?

3.3 Man Box, Woman Box, Human Box

Man



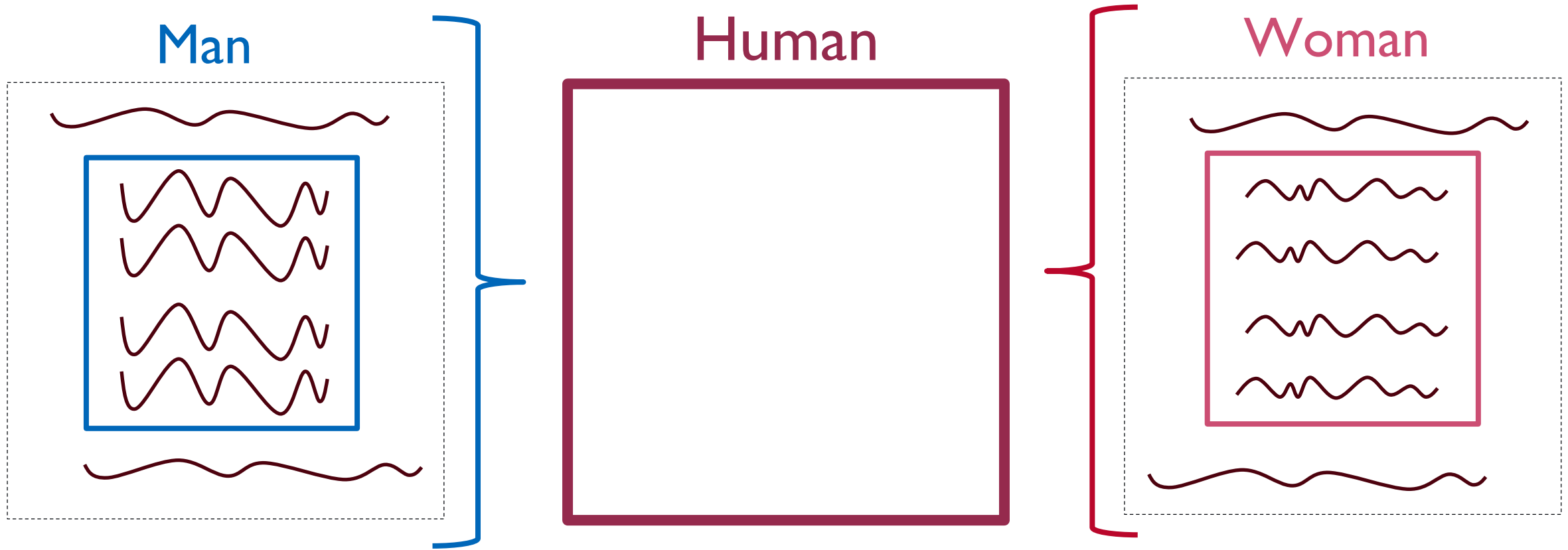
Woman



Directions:

1. Write down what it means to “be a man” or “be a woman” inside the boxes.
2. Outside the boxes, write what society labels as “not acting like a man” or “not acting like a woman”

3.3 Man Box, Woman Box, Human Box



Which positive qualities of “being a man” and “being a woman” should be placed in a human box?

3.4 My Father's Impact, My Mother's Impact

Step 1

Close your eyes and reflect on an object or smell that reminds you of your father figure.

Step 2

Share with a partner.

Step 3

Close your eyes and reflect on an object or smell that reminds you of your mother figure.

Step 4

Share with a partner.

Step 5

Discuss together how to apply this to home and workplace.

3.4 My Father's Impact, My Mother's Impact

Questions for Group Discussion

1. What are the positive things about your relationship with your father/father figure that you would like to put into practice?...In your homes?... In your workplaces?

2. Which things would you rather leave behind? How did traditional definitions of manhood impact the way our fathers cared for us as children?

3. What are the positive things about your relationship with your mother/mother figure that you would like to put into practice? Or that you would like work colleagues (men and women) to put into practice?... In your homes?... In your workplaces?

4. Which things would you rather leave behind to create more equal living and working environments? Why?

5. How do traditional definitions of womanhood impact the way women are raised and treated? How can we “leave behind” harmful practices to be more gender equitable?... In our homes?...In our workplaces?

3.5 Culture vs. Tradition vs. Religion

Definitions:

CULTURE: The set of shared attitudes, values, goals, and practices that characterize an institution, organization, or group. Culture is not static but is externally affected and capable of evolving over time through contact between societies/groups that may produce or limit change. Traditions may be unique to particular cultures or may be shared across various cultural groups.

TRADITION: Beliefs or customs that are taught by one generation to the next, often orally. Traditions are viewed as ancient, unchangeable, and deeply important, though they may sometimes be much less “natural” than is presumed. Most traditions evolved for one reason or another, often to highlight or enhance the importance of a certain political, economic, or religious institution.

RELIGION: A set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a superhuman agency (God) or agencies (gods), usually involving devotional and ritual observances and often containing a moral code governing the conduct of human affairs. It is a specific, fundamental set of beliefs and practices generally agreed upon by a number of persons or institutions.

SOCIAL NORMS: Deeply ingrained behavior patterns that are typical of specific groups. Such behaviors are learned from parents, teachers, peers, and many others whose values, attitudes, beliefs, and behaviors are influenced by the context of their own lives. Some norms are healthy, and some are not. Some contribute to the betterment of individuals, families, and communities; others contribute to oppression, ill health, and suffering.

3.5 Culture vs. Tradition vs. Religion

Questions for Group Discussion

1. How do some of the traditions and cultural practices you mentioned affect people who identify as men and women differently?

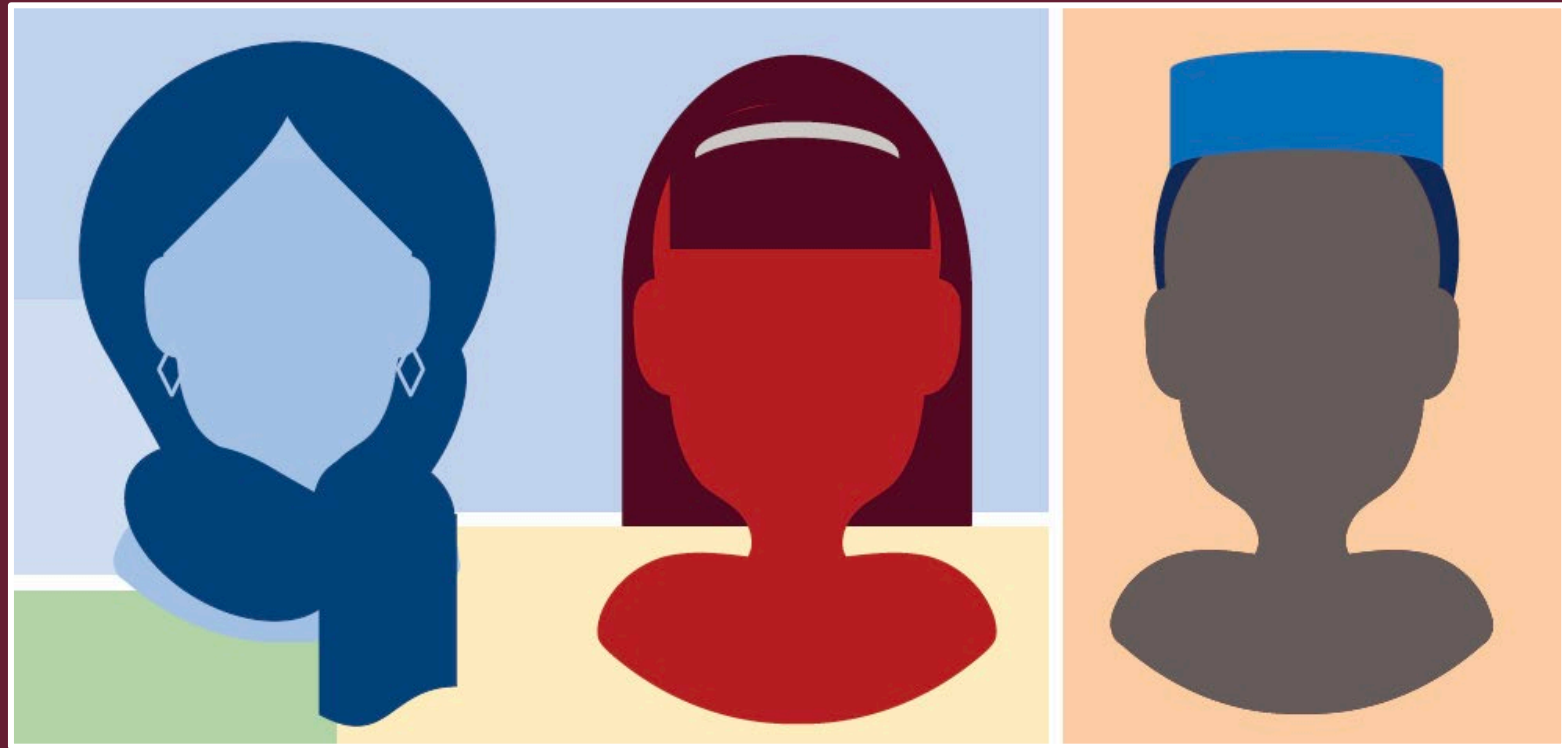
2. How do these traditions and practices constitute forms of violence against women, girls, boys, and men? How can we transform these traditions and cultural practices to break the cycle of violence?

3. Are there examples of cultural norms and traditions that celebrate gender equality? What about racial/ ethnic equality?

4. We often talk about how religion creates justifications for inequalities and violence. What are some ways that religion can actually uphold the values of peace and equality across genders?

UNIT 4

The Gendered Division of Work



Unit 4 – The Gendered Division of Work

Purpose:

- Explore explore how different types of work are distributed (in home and workplaces), the value they are given, and the gendered implications
- Discuss the work that women carry out, that is often made invisible
- Analyze limitations when women consider that men cannot provide care and do work perceived as “female” to the same standards that women do
- Understand how gender inequalities play out in families and workplaces and benefits of non-stereotypical attitudes and behavior
- Enable men to make concrete changes in their contributions to domestic work and caregiving towards shared responsibility.

Activity 4.1

Who Does the Care Work (p 82)

Activity 4.2

The Work We Do and the Value it is Given (p 85)

4.1 Who does the care work?

Step 1: Ask for volunteers to role-play.

- 1: Care for a child
- 2: Cook dinner
- 3: Wash clothes
- 4: Sweep the house
- 5: Care for sick person
- 6: Care for elderly family member

Step 2:

Each minute, have 1 person stop and give their care role to someone else.

Step 3:

Discuss and reflect in group on the gendered division of care and effect on workplaces.

4.1 Who does the care work?

Questions for Group Discussion

1. How did you feel doing this exercise? How did the people who were still working feel when the others stopped? How did the last worker feel?
2. Which of these activities do you perform at home? Who generally performs these activities? Why? Who has a role in reinforcing the distribution of activities?
3. Is it realistic for men to do this work? Why or why not? In what ways can men participate more fairly in the home, even when they work full-time?
4. There is some evidence that boys who see their fathers participate in housework are more likely to do it later in life. What are your thoughts on this?
5. What are the implications for work-life when women (and possibly teenage girls) mainly carry out these activities? For men? For women? For young women? Does it have an impact on their potential career paths and economic opportunities?
6. How can men contribute more to care-related activities in the workplace?
7. How does this activity relate to the workplace setting too? Do the same patterns and separation of roles and responsibilities exist? Which tasks or functions are stereotypically assigned to women or men in the workplace? Which do women or men take up by default?
8. Do these roles and responsibilities affect a person's performance in the workplace? Should that be taken into consideration?
9. How does this affect someone's life cycle as an employee and their career path?

4.2 The work we do and the value it is given

Step 1
Each person completes Handout 2.

Step 2
Discuss in small groups of same gender.

Step 3
Reflect all together in large group.

PARTICIPANT HANDOUT 2: THE 24-HOUR DAY

The 24-Hour Day					
The activities the women in the household carry out	Unpaid Labor [Yes/No]	Paid Labor [Yes/No]	The activities the men in the household carry out	Unpaid Labor [Yes/No]	Paid Labor [Yes/No]
1:00 a.m.			1:00 a.m.		
2:00 a.m.			2:00 a.m.		
3:00 a.m.			3:00 a.m.		
4:00 a.m.			4:00 a.m.		
5:00 a.m.			5:00 a.m.		
6:00 a.m.			6:00 a.m.		
7:00 a.m.			7:00 a.m.		
8:00 a.m.			8:00 a.m.		
9:00 a.m.			9:00 a.m.		
10:00 a.m.			10:00 a.m.		
11:00 a.m.			11:00 a.m.		
12:00 p.m., noon			12:00 p.m., noon		
1:00 p.m.			1:00 p.m.		
2:00 p.m.			2:00 p.m.		
3:00 p.m.			3:00 p.m.		
4:00 p.m.			4:00 p.m.		
5:00 p.m.			5:00 p.m.		
6:00 p.m.			6:00 p.m.		
7:00 p.m.			7:00 p.m.		
8:00 p.m.			8:00 p.m.		
9:00 p.m.			9:00 p.m.		
10:00 p.m.			10:00 p.m.		
11:00 p.m.			11:00 p.m.		
12:00 a.m., midnight			12:00 a.m., midnight		
Women:			Men:		
Total <u>unpaid</u> labor hours (A):			Total <u>unpaid</u> labor hours (A):		
Total <u>paid</u> labor hours (B):			Total <u>paid</u> labor hours (B):		
Total hours of labor (A+B):			Total hours of labor (A+B):		

4.2 The work we do and the value it is given

Questions for Group Discussion

1. How do you feel about the skit we have just seen? What most caught your attention in the skit?
2. What work were men and women doing in the skit?
3. Who was working harder, the men or the women?
4. Is “women’s work” valued in society? Why (not)?
5. What mechanisms are used to undervalue or minimize the importance of the work that women carry out?
6. Are there household tasks that men are typically expected to do? How do these tasks relate to notions of masculinity?
7. Do these roles and responsibilities affect a person’s performance in the workplace? Should that be taken into consideration?
8. If more women are doing “men’s work” these days, why are more men not doing “women’s work”?
9. How is this reflected in a workplace environment?

4.2 The work we do and the value it is given

Step 4

On 2 index cards, respond to the following statements:

- **Men:**
 - Card 1: The care work you are willing to undertake in their homes on a regular basis.
 - Card 2: One thing you will do to value the work that women carry out in the home.
- **Women:**
 - Card 1: The care work you need men to carry out with commitment and responsibility (in family and/or society)
 - Card 2: One thing that men must do to value the work that women carry out in their homes.

Step 5

Read out your cards and tape them below the corresponding signs.

UNIT 5

Power



Unit 5 – Power

Purpose:

- Understand what power is, how and why it is used, and how it relates to gender, discrimination, diversity, and inclusion
- Understand personal power and systems of power (i.e. gender, racism, classism, and ageism) and how they afford privileges, rights, and opportunities to some but not others, using an intersectional lens
- Analyze the formal and informal power hierarchies within the organization, as well as visible and invisible power dynamics
- Make individual and collective commitments to challenge and change abusive power dynamics, in homes and workplaces

Activity 5.1

Exploring the Meaning of Power (p 93)

Activity 5.2

Power Walk (p 96)

Activity 5.3

Who is More Powerful? (p 101)

Activity 5.4

The Circle of Discrimination (p 105)

Activity 5.5

Power Flower (p 109)

Activity 5.6

The Power Map (p 112)

5.1 Exploring the meaning of power

Draw a time you felt powerful:



Draw a time you felt powerless:

5.1 POSSIBLE ANSWERS: Exploring the meaning of power

Powerful feels like:

- In control
- Knowledgeable
- Brave
- Big
- Potent
- Happy

Powerless feels like:

- Small
- Unwanted
- Fearful
- Unconfident
- Incompetent
- Downtrodden

5.1 Exploring the meaning of power

Step 1

Form single-gender groups of 4-5 people.

Step 2

Discuss the questions:

1. How did we feel when we had power?
2. How did we feel when we had little or no power?
3. Where does power come from? How is it used and for what ends?
4. Which individuals and/or groups have power in our society? Why?
5. What do we mean by “power”?

Step 3

Synthesize answers on a flip chart.

5.1 Exploring the meaning of power

Questions for Group Discussion

1. What do the groups have in common? What differences are there?
2. Where are there marked differences between the men's groups and the women's groups? Why is this so?
3. What kinds of situations make us feel powerful? What kinds of situations make us feel powerless?
4. Are we always in situations where someone has power?
5. How do gender roles and gender norms affect the power that people have?
6. What are the different types of power that we can have?
7. How can we work to reduce the power imbalances in the workplace?

5.2 Power Walk

Step 1: Each participant picks one character. Put yourself in that character's shoes.

Step 2: As each statement is read, take a step forward if it applies to the character. If it does not apply to the character, do not move.

Step 3: Once all statements are read, remain in final spots and share each character with the group.

Step 4: Debrief in group.

5.2 Power Walk

Questions for Group Discussion

While remaining standing:

1. If you did not move or moved very little, how does it feel to see where the others are standing? Does it feel right to be so far behind the others? Who or what is to blame for your position?

2. If you moved a lot, how does it feel to be ahead of many of the others? Does it feel right to feel so far ahead? Why are you so far ahead?

Sitting back down:

3. How does a person's race or ethnicity impact how much power they may have? How does their gender impact how much power they have? How does the intersection of the two impact how much power a person has?

4. What would need to happen in our workplace and society for everyone in this group to stand together in the same line (that is, to distribute power more equally)?

5. How can this activity help you think about and perhaps make changes in your own lives? In your relationships? In the workplace?

PARTICIPANT HANDOUT 3: DIFFERENT TYPES OF POWER

Power exists in relation to other people: Many times, we think of our power in comparison to someone else. We can have or not have power, or have less or more power, in relation to somebody else or a group.

Power also exists within us: We also have internal power that influences what we can and cannot do. As we become more aware of and nurture our inner potential, we become empowered and our relationships with others change (see “Power Within” below).

Power is not fixed: It is not something we have all the time. We are constantly moving in and out of situations and relationships where we have more or less power.

Positive and negative feelings: We often feel positive and in control when we are feeling powerful and have negative feelings when we are feeling less powerful. This affects our ability to influence and take action in a situation.

5.2 Power Walk

There are different types of power that can be used in different ways:

POWER OVER: Control over somebody or a situation in a negative way, usually associated with repression, force, corruption, discrimination, and abuse. Wielding this kind of power means taking it from somebody else and then using it to dominate and prevent others from taking it—a win-lose situation.

POWER WITH: Power on the basis of collective strength and/or numbers—having power with people or groups, finding common ground, and building a common goal to benefit all those in the relationship. This power multiplies individual talents and knowledge and is based on support, solidarity, and collaboration.

POWER TO: The ability to shape and influence one's life. It means having the ideas, knowledge, skills, money, and ability to convince yourself and others to do something. With lots of people who have this kind of power, we create “power with.”

POWER WITHIN: A kind of power related to a person's feeling of self-worth and self-knowledge. It is related to that person's ability to imagine a better life for themselves and to have hope and the sense that they can change the world—the feeling that they have rights as a human being. It involves having a sense of self-confidence and a feeling that they have value because they exist.

5.3 Who is more powerful?

More powerful groups:

Targeted-less powerful groups:

Directions: Brainstorm more powerful and less powerful groups. Consider sex, race, age, religion, financial status, and sexual orientation.

5.3 Who is more powerful?

More Powerful Groups	Targeted—Less Powerful Groups
Men	Women
White people	Black people
Adults	Young people, children
Employers	Employees, seasonal employees
Wealthy people	Poor people
Citizens	Documented and undocumented migrants
Those in the religious majority	Those not in the religious majority
Heterosexuals	LGBTQI+ persons
Able-bodied people	Persons with disabilities
High-level management	Junior staff
Long-term employees	Newly recruited staff
Engineers and technical staff	Support staff

5.3 Who is more powerful?

Review case studies and answer questions.

CASE STUDY I: TAMARA

Tamara is a recent graduate and has just started working as an architect at an engineering company. Since she started at the company, her immediate line manager has been asking her to go out with him, even though he knows she is married. He keeps insinuating that if she doesn't, she won't get anywhere in the company. Recently, he has started to make comments about how "attractive" Tamara is, as well as also other sexualized comments. Tamara has thought about talking to the human resources department, but the head of human resources is a close friend of her line manager. She mentioned her discomfort to a colleague who just joked, "Lucky you to get so much attention!" She is unsure of her employee rights and keeps her head down so as not to rock the boat—but knows that her mental health situation is negatively affecting her work performance.

Questions:

- a. *Who holds power in this situation?*
- b. *How are they maintaining their power?*
- c. *In what ways is Tamara being unfairly treated?*
- d. *What rights is Tamara entitled to?*
- e. *How can Tamara act on these rights and claim power?*

5.3 Who is more powerful?

Review case studies and answer questions.

CASE STUDY 2: ROSE

Rose has been working in the same company for nearly five years. Over the last year, she has applied three times for different managerial positions appropriate to her skills and experience. On all three occasions, she has seen her employer give these positions to men, even when they have less experience than she does. Another year passes, and a company CEO is appointed; Rose is finally promoted to supervisor. After a few months, however, she discovers she is being paid a lot less than her male counterparts.

Questions:

- f. *Who holds power in this situation?*
- g. *How are they maintaining their power?*
- h. *In what ways is Rose being unfairly treated?*
- i. *What rights is Rose entitled to?*
- j. *How can Rose act on these rights and claim power?*

5.3 Who is more powerful?

Review case studies and answer questions.

CASE STUDY 3: NAOMI

Naomi and her husband, Michael, have two children together. She would personally prefer not to have any more children and, as she is an engineer, she has also recently started thinking about going back to work. Michael disagrees, saying that because he has a management post where he works, it's best for Naomi to stay and home and take responsibility for the children and the home; they can live comfortably on the salary Michael makes, even if they have another child. Naomi knows that if she worked full-time, she would earn more than Michael, but she doesn't feel able to confront him on the issue because he has reacted aggressively and defensively toward her in the past when she has tried to do so. Similarly, both sets of parents expect Michael to be the main breadwinner, and Michael's friends and work colleagues have previously ridiculed him because Naomi is better qualified than he is.

Questions:

- a. *Who holds power in this situation?*
- b. *How is Naomi being denied power?*
- c. *What types of resources does Naomi lack in this situation?*
- d. *What types of power does Michael have, and how are these reinforced?*
- e. *What can men do in work settings to support women to claim power?*

5.3 Who is more powerful?

Review case studies and answer questions.

CASE STUDY 4: MARTHA

An established and prestigious energy company recently hired Martha as a human resources manager in a context of growth, expansion, and a drive to recruit new science, technology, engineering, and math (STEM) graduates, especially young women. One of the new women recruits, a recent graduate, has just told Martha that several of the senior, long-serving male engineers within the company are directly and indirectly harassing the new young women employees. She says that she and others are constantly asked to go out on dates or go for after-work drinks and are being pressured into having sexual relations. The implication is that if they say no, their prospects in the company will be negatively affected. Martha is outraged and decides to do something about it. But when she brings the issue up with a senior manager, he brushes it off, saying that even if it is true, which he doubts, they are just being men and that what adult men do with their time after work hours is nobody's business but their own. He implies that it would be "unwise" for her to pursue the matter any further. She feels trapped but determined to take action.

Questions:

- a. *What power does Martha have in this situation?*
- b. *How is she denied power in this situation?*
- c. *Who else has power in this scenario, and how do they exercise and maintain that power?*
- d. *What different types of resources might Martha access to be able to take action? What might she lack that would enable her to do so?*

5.4 The circle of discrimination

Definitions:

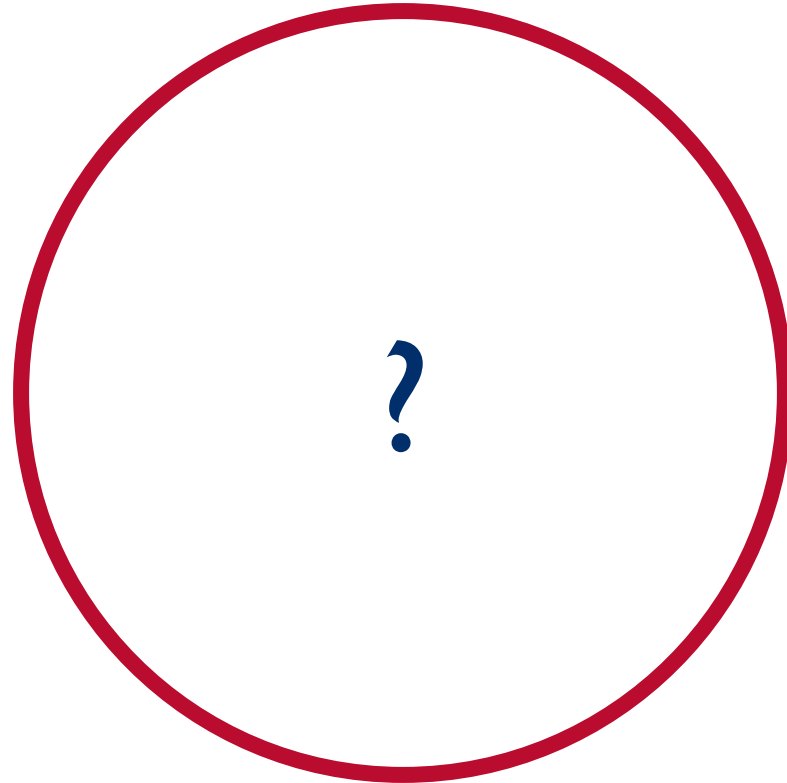
DISCRIMINATION: To treat a person or group of people in an unfair way based on a particular characteristic e.g., race, gender, disability, age, sexual orientation. (Source: [MenCare-50-50-South-Africa-Manual](#))

IMPLICIT BIAS: the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control ([American Bar Association](#), 2019).

MICROAGGRESSIONS: the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership ([American Bar Association](#), 2019).

EXPLICIT DISCRIMINATION: the conscious process in which we evaluate another person, deem them “acceptable” or “unacceptable,” and then treat that other person according to how we see them. Unlike implicit bias, which is most often unconscious or automatic, explicit bias is holding a clear and conscious judgement about groups of people based on their identity ([Jed Foundation](#)).

5.4 The circle of discrimination



Directions: Form a circle. Each time a phrase is read, enter the middle of the circle if you have been discriminated against for that reason.

5.4 The circle of discrimination

Questions for Group Discussion

1. How did you feel about the exercise?

2. What did we remember? What kind of feelings did we experience when we were discriminated against? What feelings does that provoke within us now?

3. Why do we think people discriminate against us?

4. What measures did we take to avoid or eliminate discrimination in our lives, and with what degree of success?

5. What things do we have the power to change to reduce or eliminate discrimination toward us? What things can we not change? How, then, can we eliminate those types of discrimination?

6. What do we need from others? Did we have allies who supported us and helped to counteract the discrimination? What did they do? How did it shift the power dynamics?

5.5 Power Flower

Step 1: The center petal is you. In each of the 8 inner petals, write how you identify with each social identity. For example, *Black (race) or Indian (nationality).*



Step 2: In each of the 8 outer petals, write what you consider to be the dominant group for each social identity. For example, for race, one might write *“White.”*

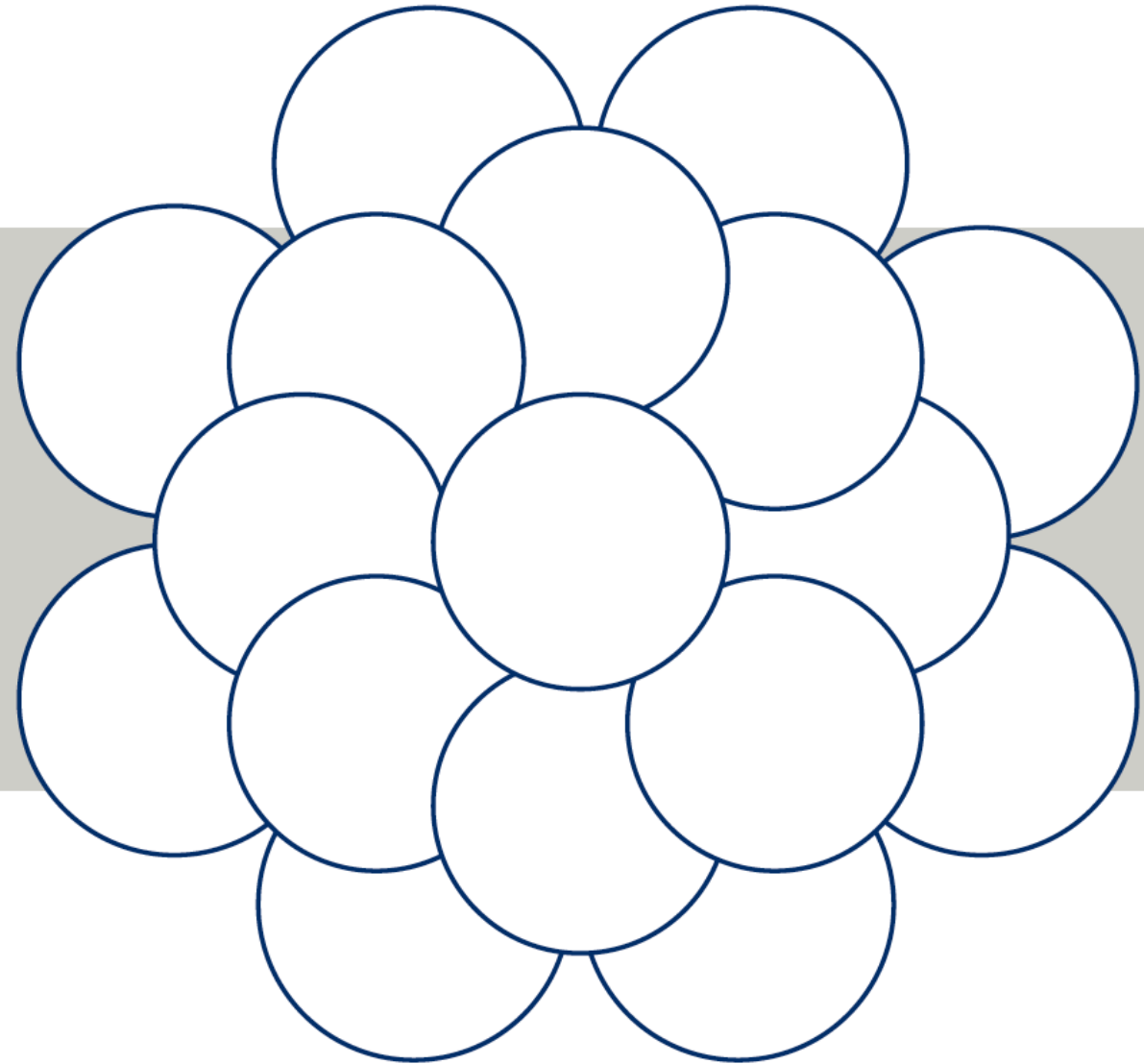


Step 3: Color in the petals of dominant identities (in both the inner and outer rings) with one color. Then, with a new color, color in the petals of nondominant identities.

Center Petal = Your name
Inner Ring = Your identities
Outer Ring = Dominant identities

“Big 8” Identities

- Race
- Ethnicity
- Gender Identity
- Sexual Orientation
- Ability
- Religion
- Nationality
- Socioeconomic Status

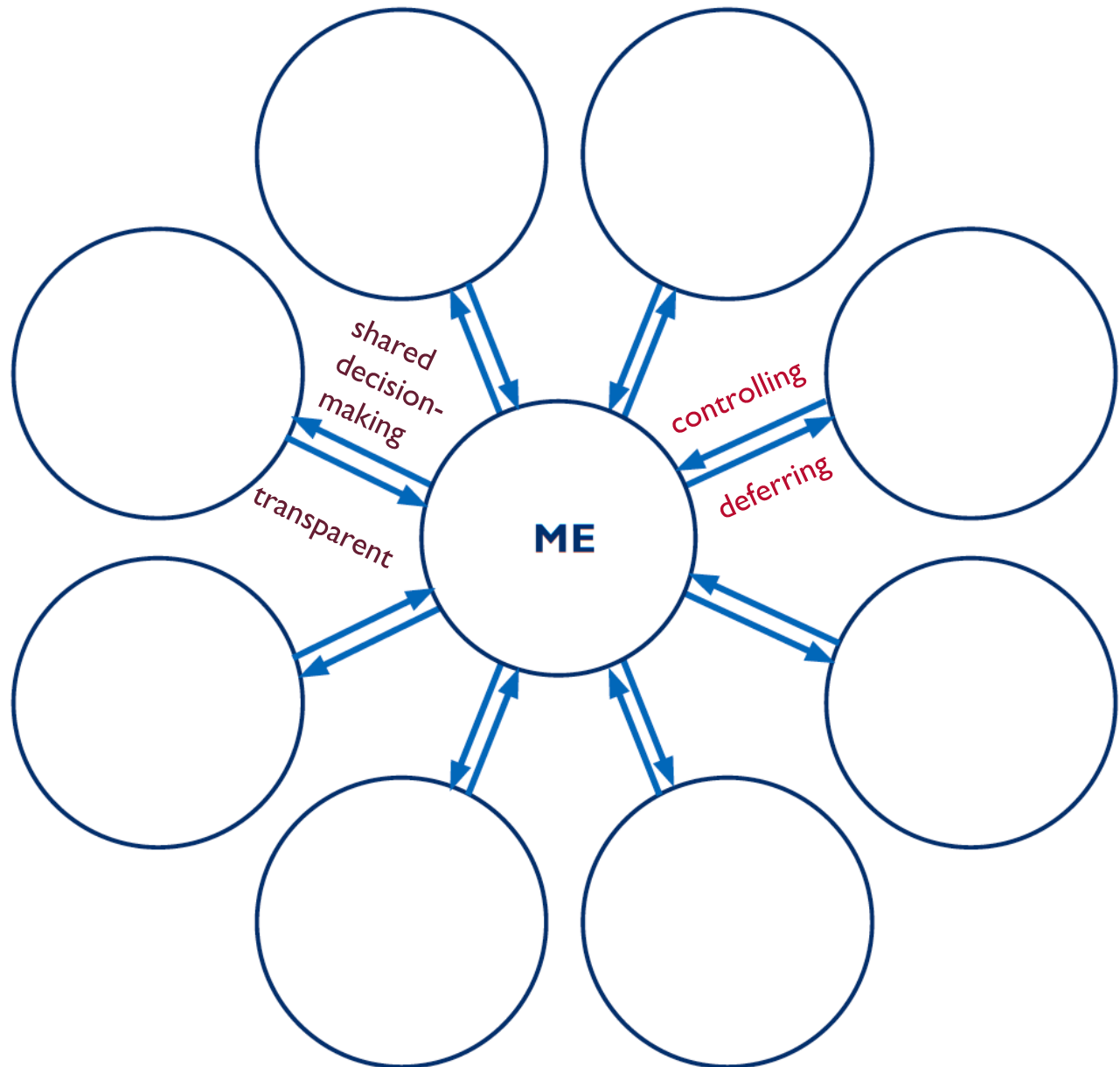


5.5 Power Flower

Questions for Group Discussion

1. What are your reactions to drawing the Power Flower?
2. Which (of your) social identities are you more or less aware of? Are these dominant or non-dominant identities?
3. What questions about privilege and disadvantage does this activity raise for you?
4. How will reflecting on your social identities help you understand others?
5. What privileges do we have in the workplace due to our gender identity (and expression)? How are power and privilege related in the workplace?
6. When men have privileges just because they are men, what are the consequences for our workplace? How are men's power and privilege related to other systems of power and privilege (for example, systems based on race, age, religion, or others of the eight social identities in the Power Flower)?
7. What can we do to challenge the abuse of power and privilege in our workplaces based on gender and other social identities (our own or that of others)?

5.6 Power Map



Step 1: Write the names of 4-8 close people (i.e. partner, family, or people from school, work, community, or place of worship).
Include at least 2 colleagues.



Step 2: On each line, write 1 word to describe the type of power in that relationship.



Step 3: Share with a partner. Identify what to do to change relationships with harmful power dynamics.

UNIT 6

Gender-Based Violence



Unit 6 – Gender-Based Violence

Purpose:

- Understand what GBV is, its links to power, how it is used and for what purposes, its causes and consequences, and links between GBV and cultural models of harmful masculinities.
- Address dynamics of GBV in the workplace and GBV's economic costs to society, as well as the need for GBV prevention and response initiatives to adopt a survivor-centered approach.

Activity 6.1

What is Gender-Based Violence (GBV)? (p 116)

Activity 6.2

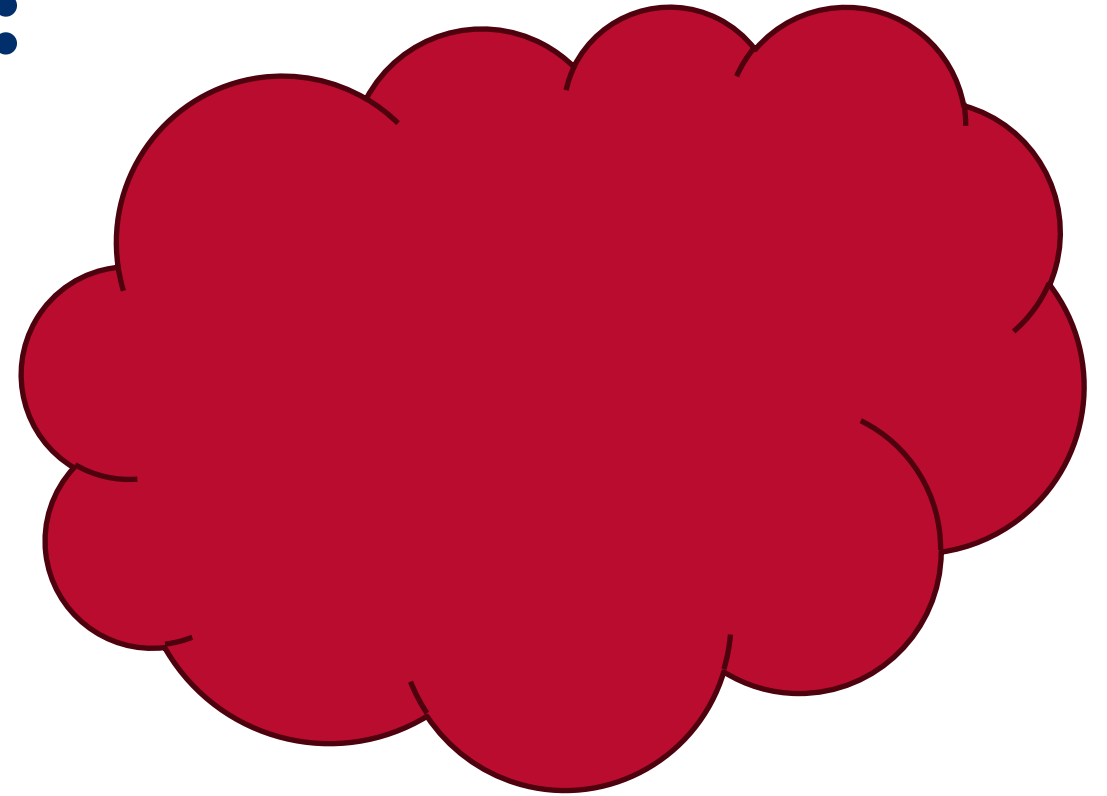
Effects of Gender-Based Violence (GBV) (p 121)

Unit 6 – Gender-Based Violence

CONTENT WARNING: Discussing violence may be challenging for some. Participants may decide if they would rather not take part in the activity and/or leave the training space at any time they choose to.

Resources for support exist for affected persons, at local and national levels. Facilitators should share relevant resources, hotlines, and local centers for the context of their training.

Brainstorm in group:
What is violence?



5.5 Power Flower

Questions for Group Discussion

1. When we talk about violence, do you consider harassment to be violence? Why or why not?
2. What are the most common types of violence that occur in the family? In romantic relationships? Between friends?
3. Who are the most common perpetrators of violence? Why is that?
4. Does a person, man or woman, ever “deserve” to be hit or suffer some type of violence? Why or why not?
5. What is the relationship between power and violence? (Encourage the participants to think of the different types of power (economic, physical, emotional, sexual) that a person can have over another and their link to violence).
6. In the average workplace setting, what types of violence and/or harassment are most common?

6.1 What is Gender-Based Violence (GBV)?

Definitions:

Types of Violence

PHYSICAL VIOLENCE: Using physical force such as hitting, slapping, kicking, burning or pushing.

EMOTIONAL OR PSYCHOLOGICAL VIOLENCE: Often the most difficult form of violence to identify. It may include humiliating, threatening, insulting, pressuring, and expressions of jealousy or possessiveness such as the controlling of decisions and activities. It can also include restricting someone's movements. This form of violence can be verbal or non-verbal.

SEXUAL VIOLENCE: Any unwanted sexual comments, sexual acts, or attempted sexual acts using force or coercion, or threat of force or coercion. This can include situations in which a person is incapable of giving genuine consent. Sexual violence/ abuse can be committed by anyone, regardless of their relationship to the victim, in any setting, including at home and at work. Rape is forced/coerced intercourse and can be defined as nonconsensual sexual penetration, however slight, of any part of the body of the victim with a sexual organ, or of the anal or genital opening of the victim with any object or any other part of the body. Marital rape is sexual intercourse forced on a spouse without consent. [Sexual Violence Research Initiative. Definitions](#)

6.1 What is Gender-Based Violence (GBV)?

Definitions:

Types of Violence

ECONOMIC VIOLENCE: At the interpersonal level, economic abuse ranges from attempts to limit a person’s ability to earn, inherit, or exercise control over funds or property. At the broader structural and societal levels, economic violence can take the form of “limited access to funds and credit; controlled access to health care, employment, or education; discriminatory traditional laws on inheritance and property rights; and unequal remuneration for work” (Fawole 2008).

SEXUAL HARASSMENT: Any unwelcome sexual advances, requests for sexual favors, verbal or physical conduct or gestures of a sexual nature, or any other behavior of a sexual nature that might cause offense or humiliation to another. It comprises sexual or sex-based conduct that interferes with an individual’s work performance; creates an intimidating, hostile, or abusive work environment; or affects the terms and conditions of employment. While typically involving a pattern of behavior, it can take the form of a single incident. Additionally, it can encompass sex- and gender-based discrimination, disrespect, and aggression rooted in the abuse of power. Sexual harassment may occur between people of any gender identity (United Nations Secretariat 2008, U.S. Department of State 2019, Berdahl 2007). [USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#)

6.1 What is Gender-Based Violence (GBV)?

Definitions:

Types of Violence

DOMESTIC VIOLENCE: DV refers to physical, sexual, economic, or psychological harm, including acts of physical aggression, sexual coercion, economic abuse, psychological abuse, and controlling behaviors (such as controlling finances, movement, and access to other resources) that is perpetrated by a person against an intimate partner, dating partner, or any member of a household, including a child, parents, other relative, or a domestic worker. (WHO 2012).

INTIMATE PARTNER VIOLENCE: Physical, sexual, economic, or psychological harm, including acts of physical aggression, sexual coercion, economic abuse, psychological abuse, and controlling behaviors (such as controlling finances, movement, and access to other resources) by a current or former intimate partner or spouse. This type of violence can occur among couples of all sexual orientations, gender identities, and gender expressions. IPV perpetrated by a cohabitating partner is a form of domestic violence. IPV can be perpetrated even if the perpetrator and victim do not cohabitate, as is the case with stalking and dating violence (National Institute of Justice 2007, WHO).

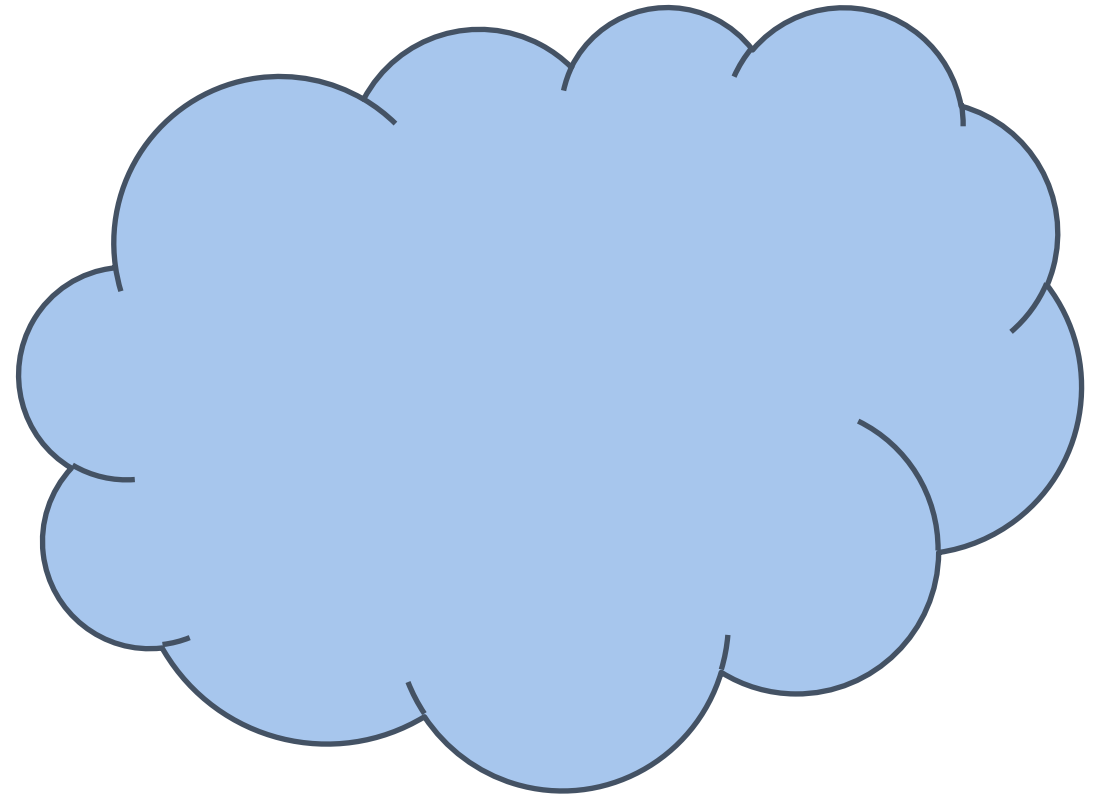
TECHNOLOGY-FACILITATED GENDER-BASED VIOLENCE (TFGBV): TFGBV is action by one or more people that harms others based on their sexual or gender identity or by enforcing harmful gender norms. This action is carried out using the Internet or mobile technology and includes stalking, bullying, sexual harassment, defamation, hate speech, and exploitation [Hinson Technology-Facilitated GBV](#)

6.1 What is Gender-Based Violence (GBV)?

Brainstorm in group:

After discussing gender and power, what is gender-based violence?

How is it different from violence in general?



6.1 What is Gender-Based Violence (GBV)?

Definitions:

GENDER-BASED VIOLENCE is an umbrella term for any harmful threat or act directed at an individual or group based on actual or perceived biological sex, gender identity and/or expression, sexual orientation, and/or lack of adherence to varying socially constructed norms around masculinity and femininity.

GBV is rooted in structural gender inequalities, patriarchy, and power imbalances.

GBV is typically characterized by the use or threat of physical, psychological, sexual, economic, legal, political, social and other forms of control and/or abuse. GBV impacts individuals across the life course and has direct and indirect costs to families, communities, economies, global public health, and development. ([USAID CARE-GBV Foundational Elements for Gender-Based Violence Programming in Development Glossary](#))

6.1 What is Gender-Based Violence (GBV)?

1 Across the globe, women and girls, including lesbian, bisexual, and transgender women and girls, are those most frequently targeted in acts of GBV.

2 Men and boys, especially those perceived to be falling outside masculine norms, also experience GBV.

3 Individuals who experience multiple layers of inequality may be at higher risk of GBV. This includes women with disabilities, Indigenous women, migrant women, women experiencing discrimination based on race and ethnicity, and persons of diverse sexual orientations, gender identities and expressions, or sex characteristics.

4 GBV is often justified as a means to reinforce gender roles and norms (or as punishment for not fulfilling them).

6.1 What is Gender-Based Violence (GBV)?

Definitions:

Survivor-Centered Approach

SURVIVOR-CENTERED APPROACH: a process in which a **victim can become a survivor**. It prioritizes the best interests and needs of the person who has experienced harm and returns power to the victim at every stage of the grievance management mechanism and process. It recognizes that a person can experience harm even if the offender did it unintentionally. It also recognizes that the impact of an action is more important than the intent of the person who acted.

VICTIM: someone who has experienced sexual harassment or other forms of GBV and has not yet regained power or entered the recovery and healing process.

SURVIVOR: someone who has experienced harm but has entered or completed either a personal or facilitated process to regain their power and heal.

6.1 What is Gender-Based Violence (GBV)?

Traditional Approaches

Survivor-Centered Approaches

Mandatory reporting



Never force the victim to report

HR or other responsible department decides how to proceed with an investigation and formal reporting process



A victim always decides, if, when, and how to report and proceed with the investigation

Reporting and investigation is the priority for the organization with a focus on protecting the organization from risk or damage



The wellbeing of the victim, especially their psychological and emotional wellbeing, is the first priority for the organization

Victims might be questioned in an accusatory way (e.g. what they were wearing, if they were drinking when the incident happened, etc.)



Victims are never blamed for an incident and are instead asked objective, non-judgmental questions about what happened

Supporting victims to regain their power and dignity likely not a priority



Victims are supported to regain their power and dignity

6.2 Effects of Gender-Based Violence (GBV)?

Step 1

- Split into 4 groups. Each group will read 1 scenario and discuss the questions.

Step 2

- Share all together.

Step 3

- **Discuss:**
How do you think it affects our families, workplaces, and communities when we condone and accept these forms of GBV in our relationships?

6.2 Effects of Gender-Based Violence (GBV)?

Victims	Physical: short- and long-term injuries, disability, reproductive health problems, inability to work Psychological: fear, isolation, self-doubt, low self-esteem, shame, frustration, unhappiness, social stigma
Women Victims	unwanted pregnancies; limited ability to earn, inherit, or exercise control over funds or property; limited access to funds and credit; controlled access to health care, employment, or education; reduced workplace productivity and related career advancement
Men Victims	emasculatation, social isolation, depression, suicidal ideation, lack of resources or social networks, reduced workplace productivity, and related career advancement
Men Perpetrators	isolation, shame, risk of prison, breakdown of relationship with children, reduced workplace productivity and related career advancement, risk to employment
Children	physical and emotional consequences, the belief that GBV is normal in relationships (increasing their likelihood of growing up to be violent or to be in a violent relationship), fear, isolation, lack of trust, lack of healthy relationship with parents, inability to reach their full potential economically
Relationships /Families	lack of meaningful connection between partners; lack of trust; relationships do not meet the needs of both partners; relationships/families are not enjoyed fully; lack of meaningful connection between perpetrator and children; inability to advance economically
Workplaces	toxic environment and company culture, absenteeism, retention issues, reduced productivity, fewer women employed and promoted, reputational risks, hindered talent acquisition, insurance costs, possible litigation costs, possible loss of employment, and reduced opportunities for professional advancement

UNIT 7

Sexual Exploitation, Abuse, and Harassment (SEAH)



Unit 7 – Sexual Exploitation, Abuse, and Harassment (SEAH)

Purpose:

- Understand and recognize sexual exploitation, abuse, and harassment (SEAH), including microaggressions
- Understand how SEAH relates to patriarchal masculinities and gender norms, and the effects on the work environment if those types of behavior are not challenged and stopped
- Explore strategies and practical actions for responding to SEAH within existing codes of conduct and organizational values or principles

Activity 7.1

Focus on SEAH – Key Concepts
(p129)

Activity 7.2

Sexual Harassment (SH) in the
Workplace Environment (p132)

Activity 7.3

Sexual Harassment (SH) in the
Workplace Case Studies (p 137)

Activity 7.4

The Human and Economic Costs of
SH in the Workplace (p 145)

Activity 7.5

Preventing and Responding to SH and
GBV in the Workplace(p 147)

7.1 Focus on SEAH – Key Concepts

Step 1

- Split into 3 groups. Each group will define 1 of the following terms:
 - Sexual harassment
 - Sexual exploitation
 - Sexual abuse

Step 2

- Share all together.

7.1 Focus on SEAH – Key Concepts

Definitions:

SEXUAL HARASSMENT: unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offense or humiliation, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment. Sexual harassment may occur in the workplace or in connection with work. While typically involving a pattern of conduct, sexual harassment may take the form of a single incident. In assessing the reasonableness of expectations or perceptions, the perspective of the person who is the target of the conduct shall be considered.

SEXUAL EXPLOITATION: actual or attempted abuse by persons in a position of power or position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another. (“Sexual exploitation” is a broad term, which includes a number of acts, including “transactional sex”, “solicitation of transactional sex” and “exploitative relationship”)

SEXUAL ABUSE: actual or threatened physical intrusion of a sexual nature whether by force or under unequal or coercive conditions

7.1 Focus on SEAH – Key Concepts

Questions for Group Discussion

1. What other forms of unacceptable behavior do you know of, or have you witnessed in current or previous workplace environments?
2. Why do you think these occur? What type of power is being used, by whom, and for what purposes?
3. How do these more subtle or less dramatic forms of harassment relate to our organizational code of conduct and institutional values? What factors allow them to take place?
4. What can we do individually, as teams, and as an organization to prevent SEAH and other forms of harassment from taking place?

7.2 Sexual Harassment (SH) in the Workplace Environment

Step 1

- Watch video clips on sexual harassment in workplaces. Pay attention to:
 - Power between people of different genders, race, age, and status
 - How perpetrators harass, exploit, or abuse
 - How victims escape unwanted attention or touches
 - Moments that surprise or make you emotional

Step 2

- Reflect all together.



7.2 Sexual Harassment (SH) in the Workplace Environment

Questions for Group Discussion

1. Do you think the perpetrators in these video clips believe they are committing SH?
2. What allows men to behave in the ways we have seen in the videos?
3. How is SH linked to masculine norms and society's expectations of what it means to be a "real man"?
4. Which of the videos (or parts of them) reflect situations that you have observed or faced in the workplace (current or previous)?
5. What changes in attitudes and behavior need to take place to prevent and respond to SH in the workplace?
6. What can we do together to make meaningful changes in the workplace?

7.3 Sexual Harassment (SH) in the Workplace Case Studies

Step 1

- Read the case studies all together. Answer the questions as the group.

STORY 6: THE OFFICE BOY

STORY 5: UP CLOSE AND PERSONAL

STORY 4: YOU'LL GET THE PROMOTION IF...

STORY 3: CALM DOWN! IT'S JUST A JOKE

STORY 2: RELOCATING TO A NEW OFFICE

STORY 1: WORKPLACE DATING AND ROMANCE

1. Read the following text to the group:

Veronica's coworker Matthew has just been through a divorce. He drops comments on a few occasions that he is lonely and needs to find a new girlfriend. Veronica and Matthew have been friendly in the past and have had lunch together in local restaurants on many occasions. Matthew asks Veronica to go on a date with him—dinner and a movie. Veronica likes Matthew and agrees to go out with him. She enjoys her date with Matthew but decides that a relationship is not a good idea. She thanks Matthew for a nice time but explains that she does not want to have a relationship with him. Matthew waits two weeks and then starts pressuring Veronica for more dates. She refuses, but Matthew does not stop. He keeps asking her to go out with him.
2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. When Matthew first asked Veronica for a date, this was sexual harassment. **True or false?**
FALSE: Matthew's initial comments about looking for a girlfriend and asking Veronica, a coworker, for a date are not SH. Even if Veronica had turned Matthew down for the first date, Matthew would have done nothing wrong by asking for a date and by making occasional comments that are not sexually explicit about his personal life.

Question 2. Veronica cannot complain of sexual harassment because she went on a date with Matthew. **True or false?**
FALSE: Being friendly, going on a date, or even having a prior relationship with a coworker does not mean that the coworker has a right to behave as Matthew did toward Veronica. She has to continue working with Matthew, and he must respect her wishes and not engage in behavior that has now become inappropriate for the workplace.
3. Continue reading the story:

Veronica complains to her supervisor, and the supervisor (as required) reports her complaint to the person designated by her employer to receive complaints. Matthew is questioned about his behavior, and he apologizes. He is instructed by the designated person to stop. Matthew stops for a while but then starts leaving little gifts for Veronica on her desk with accompanying love notes. The love notes are not overtly offensive, but Matthew's behavior is starting to make Veronica nervous, as she is afraid that he may start stalking her.
4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

7.3 Sexual Harassment (SH) in the Workplace Case Studies

STORY 1: WORKPLACE DATING AND ROMANCE

1. Read the following text to the group:

Veronica's coworker Matthew has just been through a divorce. He drops comments on a few occasions that he is lonely and needs to find a new girlfriend. Veronica and Matthew have been friendly in the past and have had lunch together in local restaurants on many occasions. Matthew asks Veronica to go on a date with him—dinner and a movie. Veronica likes Matthew and agrees to go out with him. She enjoys her date with Matthew but decides that a relationship is not a good idea. She thanks Matthew for a nice time but explains that she does not want to have a relationship with him. Matthew waits two weeks and then starts pressuring Veronica for more dates. She refuses, but Matthew does not stop. He keeps asking her to go out with him.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. When Matthew first asked Veronica for a date, this was sexual harassment. **True or false?**

Question 2. Veronica cannot complain of sexual harassment because she went on a date with Matthew. **True or false?**

3. Continue reading the story:

Veronica complains to her supervisor, and the supervisor (as required) reports her complaint to the person designated by her employer to receive complaints. Matthew is questioned about his behavior, and he apologizes. He is instructed by the designated person to stop. Matthew stops for a while but then starts leaving little gifts for Veronica on her desk with accompanying love notes. The love notes are not overtly offensive, but Matthew's behavior is starting to make Veronica nervous, as she is afraid that he may start stalking her.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 3. Matthew's subsequent behavior with gifts and love notes is not sexual harassment because he has stopped asking Veronica for dates as instructed. He is just being nice to Veronica because he likes her. **True or false?**

7.3 Sexual Harassment (SH) in the Workplace Case Studies

STORY 2: RELOCATING TO A NEW OFFICE

1. Read the following text to the group:

Sharon transfers to a new location with her employer. Her new supervisor, Paul, is friendly and helps her become familiar with her new job duties. After a few days, when no one else is around, Paul comes over to Sharon's work area to chat. Paul tells her that he went to a strip club the previous night. Sharon is shocked that Paul would bring up such a topic in the workplace and says nothing in response. Paul continues talking and says that all the women in the office are so unattractive that he needs to get out and "see some hot chicks" once in a while. He tells Sharon he is glad she joined the staff because, unlike the others, she is "easy on the eyes." Sharon feels very offended and demeaned that she and the other women in her workplace are being evaluated on their looks by their supervisor.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. Because Paul did not tell Sharon that she is unattractive, he has not harassed her. **True or false?**

Question 2. By bringing up his visit to the strip club, Paul engaged in inappropriate workplace behavior. **True or false?**

Question 3. Paul should be instructed to stop making these types of comments, but this is not a serious matter. **True or false?**

7.3 Sexual Harassment (SH) in the Workplace Case Studies

STORY 3: CALM DOWN! IT'S JUST A JOKE

1. Read the following text to the group:

Carla works as a licensed heavy equipment operator. Some of her male coworkers think it is fun to tease her. Carla often hears comments like “Watch out, here she comes—that crazy woman driver!” in a joking manner. Also, someone keeps putting a handmade sign on the only portable toilet at the worksite that says, “Men Only.”

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. Women in traditionally male jobs should expect teasing and should not take joking comments too seriously. **True or false?**

Question 2. Carla cannot complain because the site supervisor sometimes joins in with the joking behavior, so she has nowhere to go. **True or false?**

3. Continue reading the story:

Some of Carla's other coworkers are strongly opposed to her presence in the traditionally all-male profession. These coworkers have sometimes said things to her like, “You're taking a job away from a man who deserves it,” “You should be home with your kids,” and “What kind of a mother are you?” Also, someone scratched the word “bitch” on Carla's toolbox.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 3. These behaviors, while rude, are not sexual harassment because they are not sexual in nature. **True or false?**

5. Continue reading the story:

Carla complains about the jokes and other behaviors, and an investigation is conducted. It cannot be determined who defaced Carla's toolbox. Her coworkers are told to stop their behavior or face disciplinary charges. The supervisor speaks with Carla and tells her to come to him immediately if she has any further problems. Carla then finds that someone has urinated in her toolbox.

6. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 4. There is nothing Carla can do because she cannot prove who vandalized her toolbox. **True or false?**

7.3 Sexual Harassment (SH) in the Workplace Case Studies

STORY 4: YOU'LL GET THE PROMOTION IF...

1. Read the following text to the group:

Tatiana is hoping for a promotion to a position that she knows will become vacant soon. She knows that her boss, David, will be involved in deciding who will be promoted. She tells David that she will be applying for the position and that she is very interested in receiving the promotion. David says, "We'll see. There will be a lot of others interested in the position."

A week later, Tatiana and David travel together on state business, including an overnight hotel stay. Over dinner, David tells Tatiana that he hopes he will be able to promote her because he has always really enjoyed working with her. He tells her that some other candidates "look better on paper" but that she is the one he wants. He tells her that he can "pull some strings" to get her into the job and Tatiana thanks David. Later David suggests that they go to his hotel room for "drinks and some relaxation." Tatiana declines his "offer."

2. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. David's behavior could be harassment of Tatiana. **True or false?**

3. Continue reading the story:

After they return from the trip, Tatiana asks David if he knows when the job will be posted so that she can apply. He says that he is not sure, but there is still time for her to "make it worth his while" to pull strings for her. He then asks, "How about going out to dinner this Friday and then coming over to my place?"

4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 2. David engaged in sexual harassment. **True or false?**

5. Continue reading the story:

Tatiana, who really wants the position, decides to go out with David. Almost every Friday, they go out at David's insistence and engage in sexual activity. Tatiana does not want to be in a relationship with David and is only going out with him because she believes that he will otherwise block her promotion.

6. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 3. Tatiana cannot complain of harassment because she voluntarily engaged in sexual activity with David. **True or false?**

7. Continue reading the story:

Tatiana receives the promotion.

8. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 4. Tatiana cannot complain of harassment because she got the job, so there is no discrimination against her. **True or false?**

9. Continue reading the story:

Tatiana breaks off the sexual activities with David. He then gives her a bad evaluation, and she is removed from her new position at the end of the probationary period and returns to her old job.

10. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 5. It is now too late for Tatiana to complain. Losing a place of favor due to the breakup of the voluntary relationship does not create a claim for sexual harassment. **True or false?**

NOTE: Only use stories 5 and 6 below if you think the group is in a position to deal constructively with issues of human sexuality and gender identities that, in many settings, may be culturally taboo and threatening.

7.3 Sexual Harassment (SH) in the Workplace Case Studies

STORY 5: UP CLOSE AND PERSONAL

1. Read the following text to the group:

Keisha has noticed that her new boss, Sarah, leans extremely close to her when they are going over the reports that she prepares. Sarah touches Keisha's hand or shoulder frequently as they discuss work. Keisha tries to move away from her in these situations, but Sarah doesn't seem to get the message.

2. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. Keisha should just ignore Sarah's behavior. **True or false?**



3. Continue reading the story:

Before Keisha gets around to complaining, Sarah brushes up against her back in the conference room before a meeting. Keisha is now getting really annoyed but still puts off doing anything about it. Later, Sarah "traps" Keisha in her office after they finish discussing work by standing between her and the door of the small office. Keisha doesn't know what to do, so she moves past Sarah to get out. As she does so, Sarah runs her hand over Keisha's breast.

4. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 2. Sarah's brushing up against Keisha in the conference room could just be inadvertent and does not give Keisha any additional grounds to complain about Sarah. **True or false?**



Question 3. Sarah touching Keisha's breast is inappropriate but is probably not unlawful harassment because it only happened once. **True or false?**



7.3 Sexual Harassment (SH) in the Workplace Case Studies

STORY 6: THE OFFICE BOY

1. Read the following text to the group:

Leonard works as a clerk typist for a large employer. He likes to wear jewelry, and his attire frequently includes earrings and necklaces. His boss, Margaret, thinks it's "weird" that, as a man, Leonard wears jewelry and wants to be a clerical worker. She frequently makes sarcastic comments to him about his appearance and refers to him "jokingly" as her office boy. Leonard, who hopes to develop his career in the area of customer relations, applies for an open promotional position that would involve working in a front desk area, where he would interact with the public. Margaret tells Leonard that if he wants that job, he had better look "more normal" or else wait for a promotion to mailroom supervisor.

2. Use the following questions to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 1. Leonard's boss is correct in telling him wearing jewelry is inappropriate for customer service positions. **True or false?**

3. Continue reading the story:

Margaret also is suspicious that Leonard is gay, which she says she "doesn't mind," but she thinks Leonard is "secretive." She starts asking him questions about his private life, such as, "Are you married?" "Do you have a partner?" "Do you have kids?" Leonard tries to respond "no" politely to all her questions but is becoming annoyed. Margaret starts gossiping with Leonard's coworkers about his supposed sexual orientation.

4. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 2. Leonard is the recipient of harassment on the basis of sex and sexual orientation.

True or false?

5. Continue reading the story:

Leonard decides that he is not going to get a fair chance at the promotion under these circumstances, and he complains to the employer's designee about Margaret's behavior. The designee does an investigation and tells Margaret that Leonard's jewelry is not in violation of any workplace rule, that she is to consider him for the position without regard for his gender, and that she must stop making harassing comments, asking Leonard intrusive questions, and gossiping about his personal life. Margaret stops her comments, questions, and gossiping, but she then recommends a woman be promoted to the open position. The woman promoted has much less experience than Leonard and lacks his two-year degree in customer relations from a community college.

6. Use the following question to stimulate analysis and dialogue among the participants before revealing the correct answer.

Question 3. Leonard has likely been the target of discrimination on the basis of sex and sexual orientation and/or retaliation. **True or false?**

7.4 Human & Economic Costs of SH in the Workplace

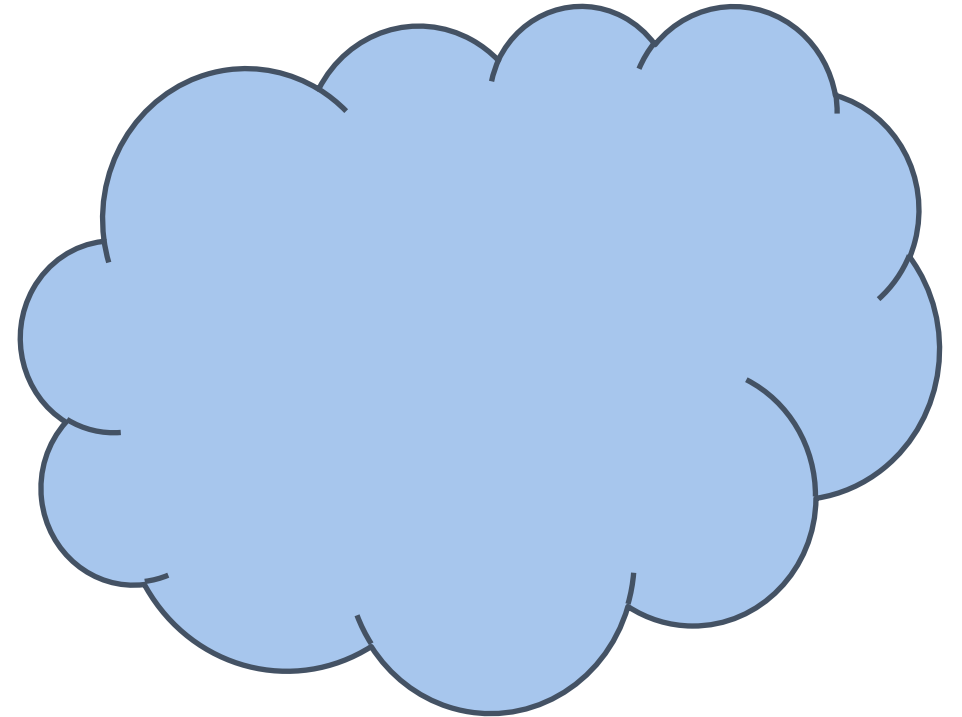
Brainstorm in group:

What are the human costs of SH in the workplace?

What are the economic costs of SH in the workplace?

What can we do to prevent SH in the workplace?

What should we do when we think SH is occurring in the workplace?



7.4 Human & Economic Costs of SH in the Workplace

SH in the Workplace

1. Gender Harassment

- Verbal and nonverbal behaviors that demean women and/or femininity or create a hostile work environment, but do not have the goal of sexual cooperation

2. Unwanted Sexual Attention

- Pressure for dates and unwanted touching that express a romantic or sexual interest but are unreciprocated and unwelcome

3. Sexual Coercion

- Promising promotion, raises, or better assignments in return for sexual cooperation or that threaten the loss of a job, unfavorable work assignments, or loss of pay if the victim does not comply

Human & Economic Costs

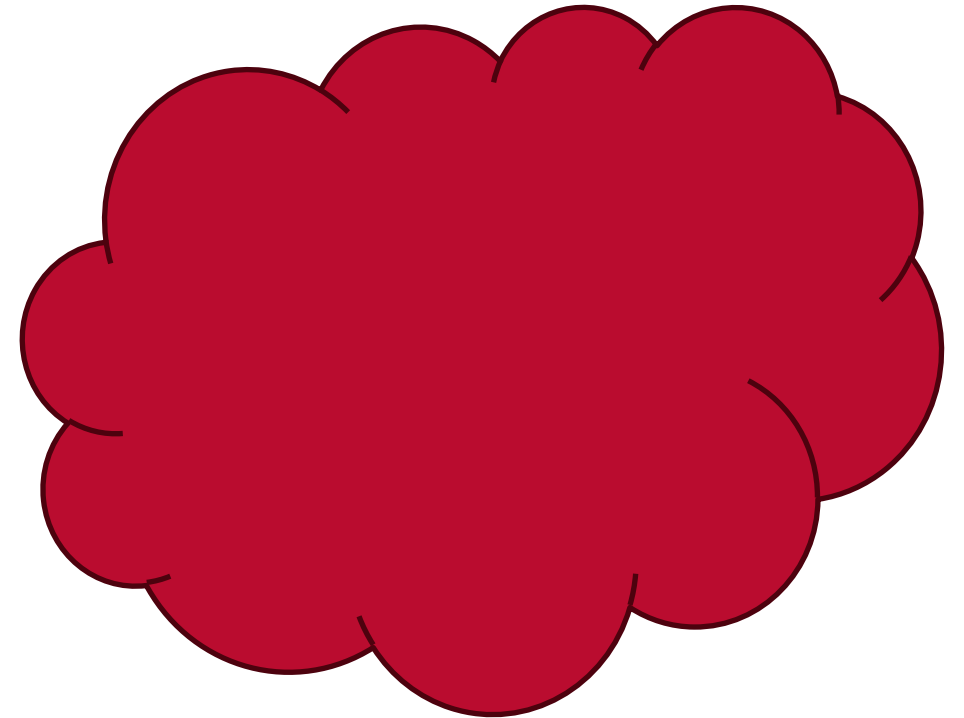
- Lose **\$22,500** in productivity per harassed individual (*meta-analysis of 41 studies*)
- Bystander stress **worsens job performance** and **increases team conflict**
- **Recruitment challenges** if SH goes unaddressed
- Replacement costs for individuals:
 - **\$5-10,000** for hourly employee
 - **\$7,5-12,500** for mid-level employee
 - **\$75-211,000** for high level employee
- Out-of-court settlements average **\$75,000**
 - Trials average \$217,000 in jury-awarded damages when plaintiff wins
- **Liability insurance costs**
- **Brand reputation damages**

7.4 Human & Economic Costs of SH in the Workplace

Brainstorm in group:

What **internal policies** exist in your organization on preventing and responding to SH and GBV?

What **national laws** exist on GBV or related issues (i.e. equal opportunities, antidiscrimination, human rights)?



7.4 Human & Economic Costs of SH in the Workplace

PARTICIPANT HANDOUT 5: CHARACTERISTICS OF EFFECTIVE GBV POLICIES

Below are characteristics of effective, survivor-centered GBV policies. For more information, see: [Engendering Industries Survivor-Centered Approaches to Workplace Sexual Harassment and Other Forms of Gender-Based Violence Guide](#).

- Clear roles and responsibilities outline who is responsible for policy implementation and who is accountable for ensuring that the policy is upheld.
- Clear definitions and examples of prohibited behaviors.
- A clear description of the reporting procedure, including survivor-centered approaches that provide respect, safety, and confidentiality to victims, the perpetrator, and any witnesses. This should include a clear action plan that articulates the response timeline and specific steps the company will take.
- A reporting procedure that includes multiple reporting channels.
- A description of the rights of victims, the accused, and witnesses, if any. Clear prohibition and punishment of retaliation for reporting.
- Fair and transparent investigation and resolution processes that are managed by trained professionals and create a supportive environment in which victims can come forward without fear of stigma or retribution.

7.4 Human & Economic Costs of SH in the Workplace

- Description of appropriate discipline for employees found to be in violation of the policy.
- Resources for employees who might need additional support (psychological, physical, medical, legal, economic). These resources might be provided internally or externally.
- Commitment to training employees on the policy as well as a company commitment to safeguarding measures to prevent GBV (such as increased security, gender-segregated toilets or changing areas for women and men, and well-lit common areas).
- Monitoring and evaluation targets/indicators that measure progress and performance over time to ensure that the policy is effectively implemented. This includes the delivery of surveys on SH and the workplace climate on a regular basis.
- Benchmarking to ensure that the policy meets or exceeds national and international legislation and best practice.

Case Study: Lessons Learned from EDESUR

When EDESUR, a power utility in the Dominican Republic, joined Engendering Industries in 2019, their existing grievance mechanism left many perpetrators unpunished and victims feeling revictimized and retraumatized

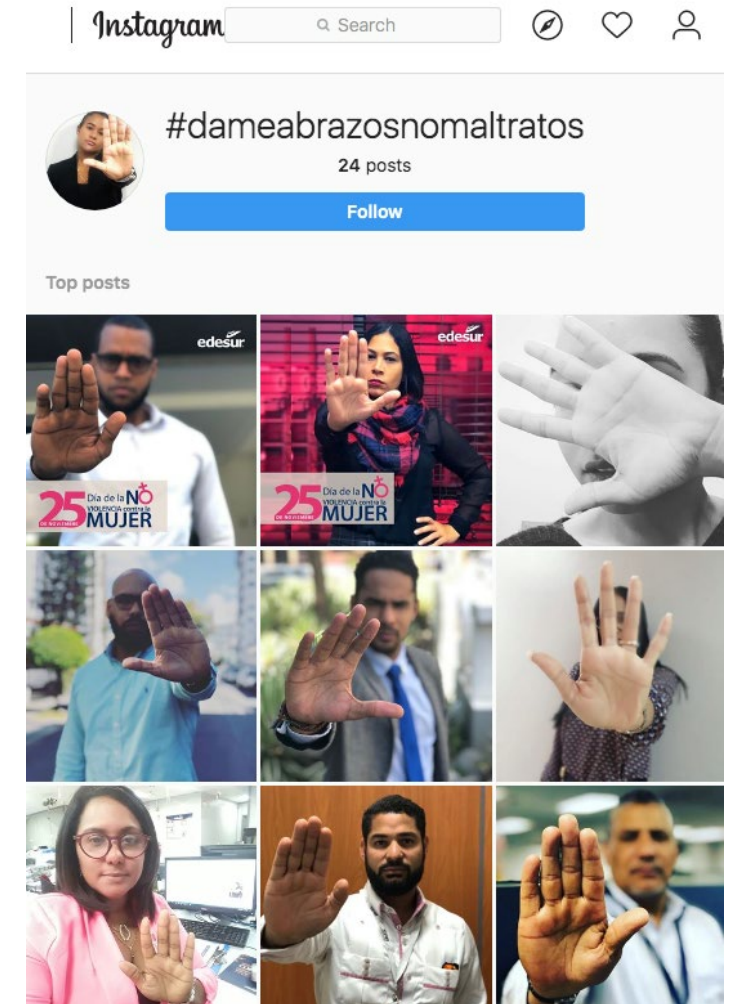
EDESUR did the following:

- Conducted focus groups to better understand the situation at the company
- Developed a women's association, which drafted the sexual harassment policy that prioritized the survivor-centered approach
- Established communications campaigns around GBV
- Launched policy in 2020 with new investigation process and committee to investigate cases

Role of Men:

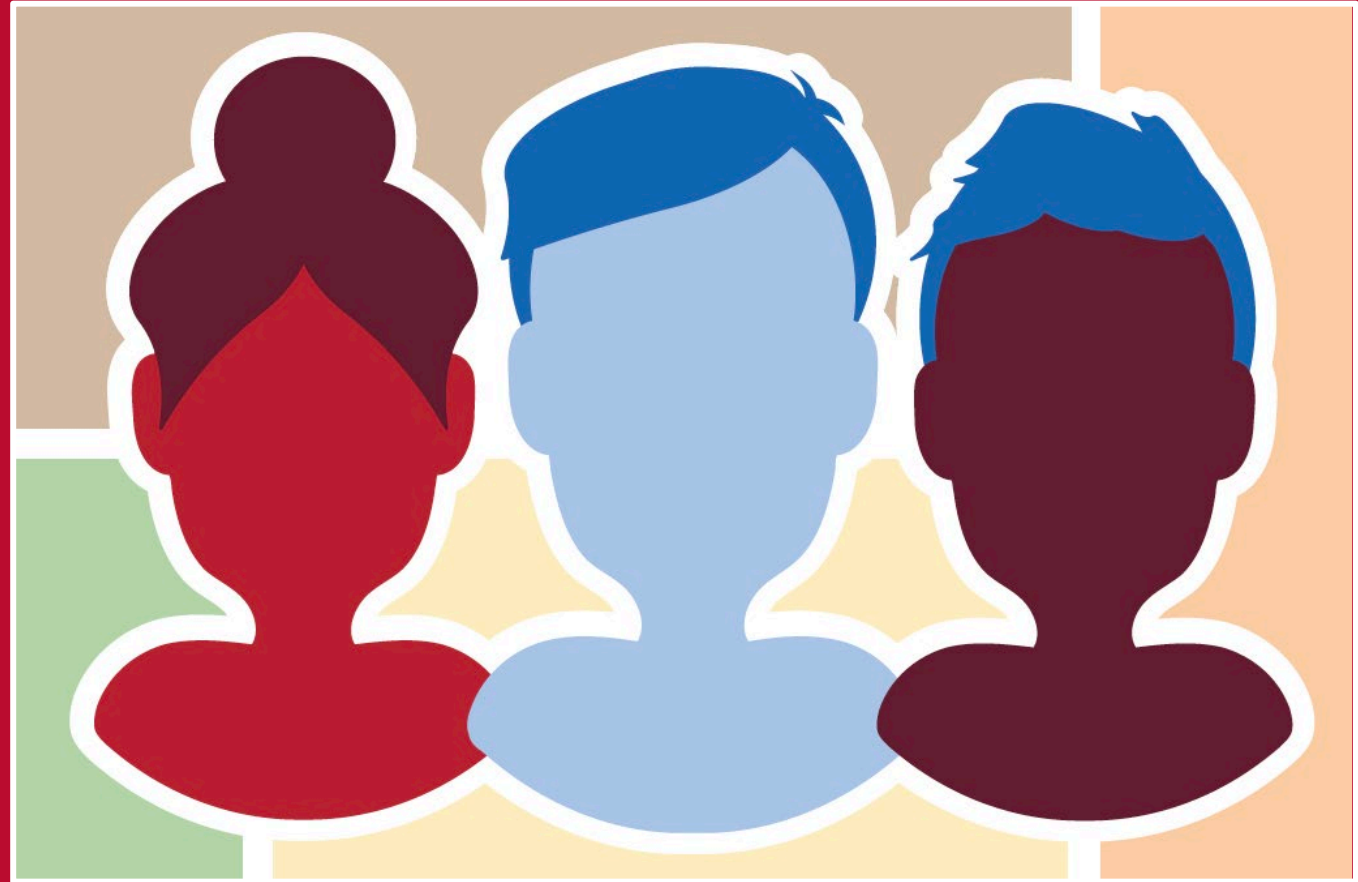
- Men are breaking the silence and are no longer willing to be bystanders
- Men are more aware of what constitutes sexual harassment/GBV
- Improved openness and dialogue on the topic between women and men

As a result, EDESUR has seen an increase in the reporting of cases



UNIT 8

Allyship for Healthy & Inclusive Workplaces



Unit 8 – Allyship for Healthy & Inclusive Workplaces

Purpose:

- Understand what organizational culture is and how power and privilege are expressed and experienced
- Explore actions to be proactive allies for gender equality in workplaces to reflect corporate values and be equitable, healthy, and safe (free from abusive power, GBV, and SEAH), linking to existing policies, codes of conduct, and organizational values
- Learn from bystander approaches as tools for speaking up to challenge power abuse and inappropriate behavior

Activity 8.1

What is Allyship in Practice (p 152)

Activity 8.2

Allyship: Creating Safer Work Environments (p 154)

Activity 8.3

Allyship: Walking the Talk (p 158)

Activity 8.4

Allyship: Putting Our Values into Practice (p 161)

Activity 8.5

Allyship: Bystander Intervention (p 168)

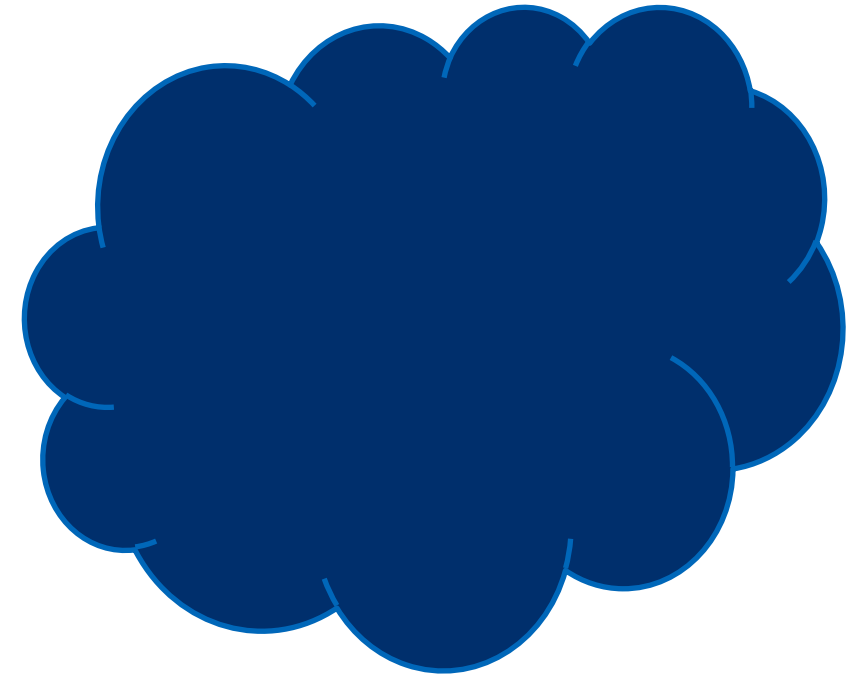
Activity 8.6

Men's Allyship Roadmap (p 173)

8.1 What is Allyship in Practice?

Form 3 groups. Discuss the following questions:

1. What does “ally” and “allyship” mean?
2. Why is allyship important?
3. What does allyship look like in practice?
4. Share experiences when you have been an ally to another person or group.



8.1 What is Allyship in Practice?

Definitions:

ALLY: any person who actively promotes and aspires to advance the culture of inclusion through intentional, positive, and conscious efforts that benefit people as a whole.

MALE ALLY: any person identifying as a man who advocates for and speaks up in support of gender equality and against other forms of discrimination and bias. (Source: [Atcheson, 2018; Engendering Industries Delivering Gender Equality: A Best Practices Framework for Male-Dominated Industries](#))

Ally is a verb, not an identity: You don't have to do anything to be a marginalized person other than simply exist, but you are only an ally when you are taking action to fight oppression. This is why we talk about "ally skills," "acting as an ally," and "ally work" more often than "allies."

PERFORMATIVE ALLYSHIP: an expressed interest in, solidarity with, or commitment to support an issue or cause with no action behind it. It is harmful, as those who perpetrate it receive social capital without needing to take action; this undermines efforts for real, sustained allyship.

Sometimes you can act as an ally, sometimes you are the marginalized person: Depending on what is most relevant about you to the situation, you may be able to act as an ally in some situations but be the marginalized person in other situations.

8.1 What is Allyship in Practice?

Questions for Group Discussion

1. When we have been allies to others, what factors have enabled that to occur?
2. What factors have been an obstacle to acting as an ally and how have we overcome those obstacles? Or if not, why not?
3. What examples of allyship have we witnessed in our workplaces? How have these been viewed by staff in general?
4. What factors (personal, cultural, or organizational) facilitate and hinder putting allyship into practice in our workplaces?
5. What can we do to enhance the practice of allyship in our workplaces?

8.2 Allyship – Creating Safer Work Environments

Step 1

- Listen to each statement. Write down your response.



Step 2

- Form 3 groups and share your reflections.

1 The qualities of a safe work environment that are **most important** to me are...
These are most important to me because...

2 The qualities of a safe work environment that are **most challenging for me to follow** are...

These are most challenging for me to follow me because...
I can try to manage these challenges by...

3 The qualities of a safe work environment that I think will be **challenging for members of my team or department** in promoting gender equality are...

Some ideas for how we can overcome some of these challenges include...

4 A time when I felt really safe sharing personal information was when...
If I really think about it, what made me feel so safe was...

8.2 Allyship – Creating Safer Work Environments

Characteristics of a safe workplace:

Confidentiality

(keeping things secret or private)

Non-Judgmental Behavior

(supporting others, not looking down on them)

Direct Communication

(“I” statements, speak without fear of repercussions)

Time for Self-Care

(can ask for and offer others comfort and support)

Commitment

(to the process and a safe space)

Freedom from Discrimination and Bias

8.2 Allyship – Creating Safer Work Environments

READER: BUILDING SAFER AND EQUITABLE WORK ENVIRONMENTS

Sharing our personal feelings and reflections about SH and GBV in the workplace deepens our understanding of what is required for building safe and equitable work environments.

We can never create a perfectly safe work environment because no one has complete control over what others think, say, do, or believe. However, we can create safer work environments that reflect our organizational values and commitment to equal opportunities and human rights. We can decide individually and collectively to practice behaviors that encourage each other to put our shared values into practice. Here are six qualities of a safer work environment.

1. Confidentiality

Confidentiality means keeping things secret or private. In rich, professional discussions, people may share personal experiences or stories to help relay a lesson, illustrate an idea, create a personal connection, or explain a need for support. When working in a safer work environment, there is a common understanding that private aspects of what is shared—people’s names, revealing details, sensitive topics—are never repeated beyond the work environment and company in which they were first expressed. Key themes and ideas can be referred to openly, but no one ever has to fear that people will expose their private sharing to others.

2. Nonjudgmental Behavior

In a nonjudgmental, equitable work environment, people are supported rather than looked down upon as they work through moments of personal and professional growth. For example, our internal policies to prevent and respond to SH and GBV may focus on equality and mutual respect, but each of us has prejudices and unconscious biases that can lead us to discriminate against others (and others against us). As we interact in the work environment, we may say and do things that even surprise us. The belief that some groups (such as men, certain ethnic groups, or rich people) are better than others is so entrenched in our society that it can influence our perspectives and behavior in the workspace despite our best intentions. Part of becoming more self-aware includes discovering those biases within us and the harmful practices we manifest. In a safer work environment, as we acknowledge them, we can take responsibility for and change them, all amid support and encouragement from colleagues.

3. Direct Communication

Part of creating a safer work environment is about speaking openly when we feel upset, hurt, or angry by something someone said or did. In this way, no one is ever left wondering if others are holding negative feelings toward them. One way to do this is by using “I” statements: “When you said _____, I felt _____ because....” Using statements like this may be challenging at first, but it ultimately allows us to create the safer work environment we desire.

4. Time for Self-Care

A safer work environment encourages people to take care of themselves and of other members of their teams/ departments. In a safer work environment, we make time for our emotional needs and for those of others. We can excuse ourselves for a moment of reflection. We can ask for support and comfort from colleagues. We can seek professional support when needed—and can encourage others to do the same. This is a healthy, professional, and essential behavior for building safe work environments and healthy organizational cultures.

5. Commitment

Creating safer work environments requires a long-term commitment to all of the above so that these behaviors, integrated into our organizational culture, are ones that everyone can expect and rely on. This commitment

8.2 Allyship – Creating Safer Work Environments

Questions for Group Discussion

1. What are your reflections on the “Reader: Building Safer and Equitable Work Environments?”
2. What does a “safer work environment” mean to you?
3. What are some challenges you might have in creating safer work environments? What challenges might we encounter as teams/departments?
4. What could we do as allies to prevent these challenges and overcome them if they emerge during our work together for gender equality in our organization?
5. How did you find the individual reflection exercises? What did you learn about yourself?

8.3 Allyship – Walking the Talk

- Directions**
- Write down 3 values on your page.
 - Draw 3 columns to match this table.
 - Complete each box.

Personal Values	Actions I usually take that match that value	Actions I sometimes take that contradict that value	Impact or consequences not following that value has on my life	New actions I can take to be a better ally
Value 1:				
Value 2:				
Value 3:				

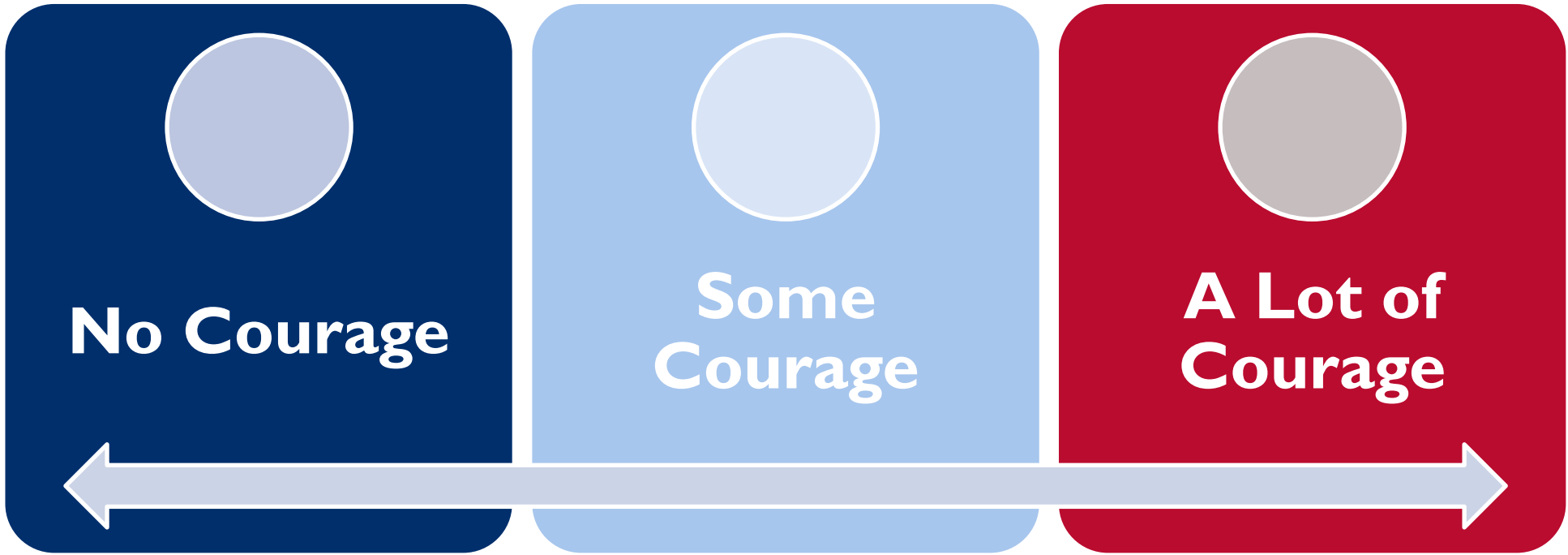
8.3 Allyship – Walking the Talk

READER: LIVING OUR VALUES

1. **Slow down.** Your values are always guiding you, but sometimes life moves too quickly to notice.
2. **Regularly reflect on your values.** Make time to reflect on your values and whether your actions are aligned with them. Such reflection can be as simple as thinking on your way to work or while lying in bed, or journaling before you sleep.
3. **Use your values as a tool.** When facing a challenge, use your values to find the solution. Think about the values you believe in most and how you could handle the challenge if guided by them.
4. **Connect with others who live their values.** Acting according to your values is a value in itself: integrity. Spending time with others who have personal integrity can inspire you to live according to your values, even when it feels difficult.
5. **Have deliberate conversations with those close to you about values.** Often, even in our closest relationships, we haven't taken the time to talk about our values, why they are important to us, and how they guide us. Begin this conversation with family, friends, and colleagues.
6. **Verbalize your values.** If you fear that living your values will seem like an inappropriate action to others, verbalize your value to explain your choice (for example, "I have made this decision because I value...").

8.4 Allyship – Putting Our Values into Practice

Spectrum of Courage



Directions: Read your card. Tape it under the sign where you think it belongs, of how much courage it takes to do that action.

8.5 Allyship – Bystander Intervention

Step 1

Brainstorm in group:

When you have done something wrong or made a mistake, such as something that hurts another person or leads to conflict in your family or workplace, how would you prefer that people know?

Step 2

Form small groups.

Read a scenario and prepare a skit.

Step 3

Present the skits to the group.

8.5 Allyship – Bystander Intervention

PARTICIPANT HANDOUT 6: BYSTANDER INTERVENTION SCENARIOS

SCENARIO 1

You have been at a work party for a few hours when you see your colleague Lucas trying to take Ana back to his house. Ana is really drunk and has trouble responding to you when you ask her what's going on.

SCENARIO 2

You and some work colleagues from the same ethnic group are having lunch in the canteen. Your teammate Abdul, from your ethnic group, is there with his girlfriend, Meena, who is from a different ethnic group. One of the colleagues you are lunching with starts to hassle Meena, making insulting remarks about her culture, and a few other colleagues join in. As the scene gets nastier, you feel more and more uncomfortable.

SCENARIO 3

David and Mary are colleagues and were involved romantically. They recently stopped seeing each other, but David has been calling and texting Mary during work and has cornered her in the corridors to try and get back together, blaming her for the breakup. Mary has asked him to stop calling and texting. David asks you for help to try and get Mary back. You are in a quandary as you don't want to do or say anything that might make things worse for Mary.

SCENARIO 4

Beatrice has just started her new job as a receptionist. She is young and outgoing and takes pride in turning up for work looking her best. Many of the men in the office have made comments to each other about how sexy she looks. One of them, Beatrice's boss, who is married with children, just recently asked Beatrice to go out on a date with him. Since then, Beatrice has been withdrawn and quiet. You want to do something but are aware that by "making a fuss," things could backfire, and Beatrice's boss could use this as a pretext to fire her.

8.5 Allyship – Bystander Intervention

Questions for Group Discussion

1. How did it feel to come up with these scenarios? Were they easy or hard?
2. Why might someone be afraid to intervene in a situation where sexist behaviors, harassment, bullying, or violence occur? How do power dynamics factor in?
3. Why might someone feel able to intervene in a situation?
4. What are some ways that we can support ourselves and others to intervene in situations of sexist behaviors, harassment, bullying, or violence?
5. Who is more likely to intervene in situations? An older man? A younger man? A woman? A person with power? A person lacking access to decision-making? Why might that be?

8.5 Allyship – Bystander Intervention

Bystander Intervention Strategies:

Direct Approach

Team Up

Distract

Call / Inform an
Authority

Safety Considerations:

- 1. NEVER react with violence of too much force or with shouting and anger.**
- 2. DO NOT INTERVENE ALONE IF you fear that the person will use physical violence against you.**
- 3. PRIORITIZE SAFETY OF THE TARGETED PERSON** who has been bullied, harassed or harmed. If it is necessary to keep them safe, then let the other person leave the scene while you help them.

8.6 Men's Allyship Roadmap

1. Listen better. Seek opportunities to hear women's stories, acknowledge their experiences, and inform other men. Practice active listening, ask questions, and be conscious about not interrupting.


2. Reflect on your own power and privilege as a man. Educate yourself on how gender inequality intersects with other identities (like race, sexual orientation, religion, and ability) and forms of oppression. Listen to individuals with different identities from your own and create space for all.

3. Credit ideas to those who came up with them, especially to female coworkers who are often overlooked. Name names of colleagues who worked on a project or thought of an idea. Emphasize a good idea when you hear it, mention it in front of those in charge.


4. Advocate for women's leadership and equality in the workplace and for pay equality. Challenge obstacles and stereotypes that limit women's advancement.

8.6 Men's Allyship Roadmap


5. Speak up when you hear sexist language, and call others out when they use it. Step in and make it clear that you don't support sexist language or jokes. Call it out as sexist (or racist, homophobic, etc.), and tell them why it's inappropriate.




6. Learn to be okay with discomfort. Being an ally is about making change, not being comfortable. Remind yourself that discomfort in stepping in or speaking up is not greater than the experience of being harassed or discriminated against.



7. Step up at home. Advocate for work-life balance and paid leave for all caregivers. Discuss with your partner what you can do to have an equal partnership at home and create a plan to remain accountable.



8. Volunteer for nonprofit organizations that do good work and support gender equity. Ask friends or look online for local groups that do impactful, intersectional work.



9. Support diverse female leaders you believe in. Women, and particularly women of color, are underrepresented in leadership and political office. Show your support by donating, volunteering, and voting.

8.6 Men's Allyship Roadmap

Group Discussion Questions

For men:

1. Which actions can you commit to doing – or doing better or more intentionally – in the immediate future, and how?

2. What do you need from women in the workplace to become better allies?

3. What can you do to deal with pushback/resistance from other men (and women) in the organization?

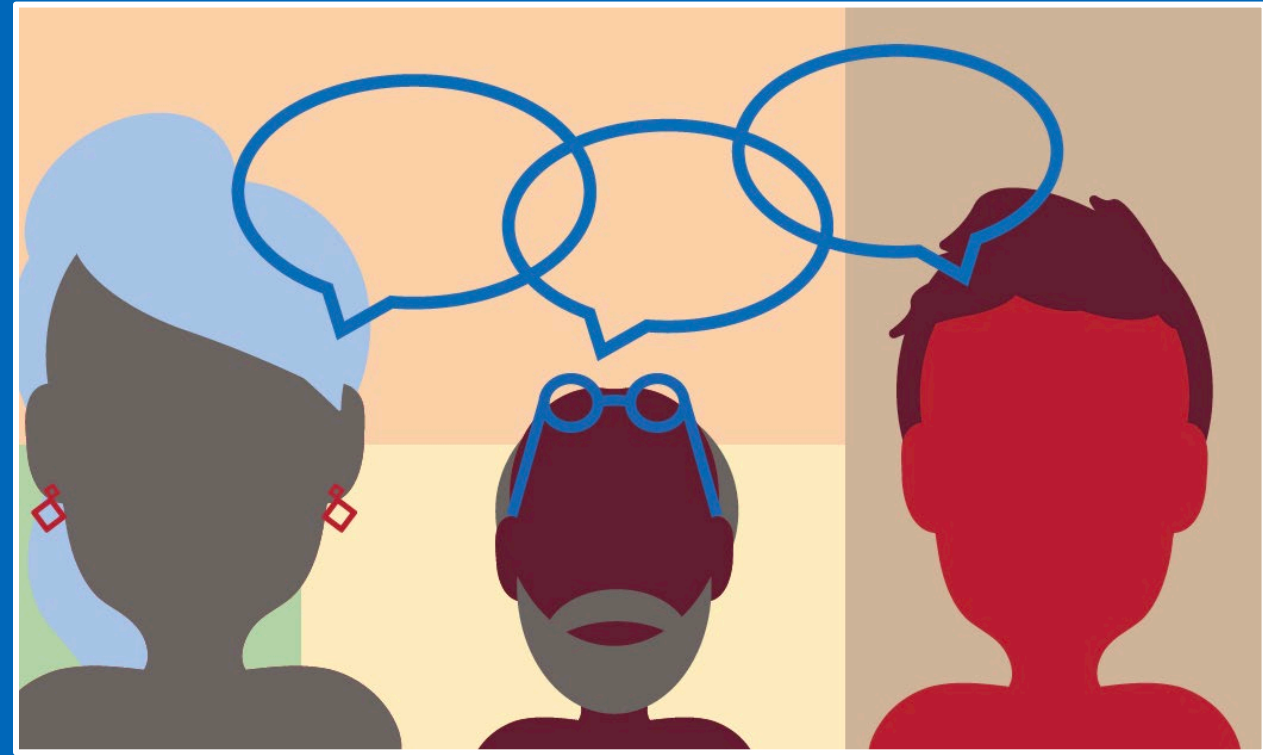
For women:

1. What actions do you need men to commit to doing – or doing better or more intentionally – in the immediate future, and how?

2. How can you, as women, express your allyship to people and groups in the workplace who experience marginalization or oppression and/or step up for your own rights and visibility?

UNIT 9

Interpersonal Communication Skills




Unit 9 – Interpersonal Communication Skills

Purpose:

- Develop skills for healthy communication and conflict resolution
- Model practical skills that recognize how power influences communication between people and groups

Activity 9.1

Healthy & Unhealthy Communication in the Workplace (p 178)



Activity 9.2

Are You Listening? (p 180)



Activity 9.3

Dealing with Conflict – The 4 Phrases (p 186)



Activity 9.4

Managing Anger (p 188)



Activity 9.5

Microaggressions (p 191)

9.1 Healthy & Unhealthy Communication in the Workplace

Healthy communication

Unhealthy communication

Directions: Think of conflicts that have happened at work. What are examples of conflicts that have had healthy and unhealthy communication?

9.1 Healthy & Unhealthy Communication in the Workplace

Healthy Communication	Unhealthy Communication
<ul style="list-style-type: none">• Robust but respectful discussion• Focused on issues or problems• Solution-oriented• Forward-looking• Deliberative, open to many voices	<ul style="list-style-type: none">• Shouting• Disrespect toward other viewpoints• Personal attacks• Silent treatment• Deception, sabotage or obstruction• Unwillingness to listen to others



How do gender norms influence the way we communicate and address conflict in our workplace?
How are women supposed to prevent or manage conflict? What about men?
Do we have any double standards in how we expect men and women to deal with conflict?

9.1 Healthy & Unhealthy Communication in the Workplace

Definitions:

CONFLICT: when individuals or groups are aware that they have different and diverging interests and thus believe that their goals or interests are somehow at odds with each other.

CONFLICT IN THE WORKPLACE: can take many forms, such as two people competing to lead a project, competition over finite resources such as staffing or money, different approaches to solving a problem, or disagreement on any topic.

Conflict is often seen as a problem to be avoided, but in reality, conflict is value-neutral. It will always exist because each person is different, and we all have different perspectives and approaches, and it is only a problem when it becomes destructive and unhealthy.

9.2 Are You Listening?

Step 1

- Split into groups of 3-4 people. Choose 1-2 scenario cards and prepare a role-play.

Step 2

- Present the role-plays to the entire group.

Step 3

- Review the handout on “Understanding Communication and Active Listening.”



9.2 Are You Listening?

Types of communication:

Verbal

- The exchange of ideas through **spoken** or **written** expression
- *i.e., face-to-face conversation, phone calls, letters, or singing*

Non-Verbal

- The expression of ideas, thoughts, or feelings **without** the spoken or written word
- *i.e., facial expression, gestures, smiles, sign languages, nods, eye contact, foot or toe taps, written notes or memos, the drumming of fingers*

Elements of communication:

Source/ Sender

Message

Channel

Receiver

Effect

Feedback

9.2 Are You Listening?

Barriers to effective listening:

Knowing the answer

Trying to be helpful

Treating discussion as competition

Trying to influence or impress

Reacting to red flag words

Active listening skills:

Intensity

Empathy

Active Listening

Acceptance

Focus

9.2 Are You Listening?

Ways to improve Active Listening skills:

Make eye
contact

Affirmative nods
& appropriate
facial
expressions

Avoid distracting
actions or
gestures

Ask questions

Paraphrase

Avoid
interrupting the
speaker

Do not talk too
much

9.3 Dealing with Conflict – The 4 Phrases

1

“I CAN SEE...”

- The conduct we see in another person.
- For example, “I can see that you never greet me when...”

2

“I IMAGINE...”

- We say what we imagine when observing the other person’s conduct.
- For example, “I imagine that you are annoyed.” It is important to note that when we “imagine,” there is a possibility that we are actually wrong in our interpretation. By expressing what we imagine or how we interpret something, we provide the other individual the opportunity to clarify.

3

“I FEEL..”

- We share our feelings with the person, saying what we can see and imagine.
- For example, “I feel sad, and what happened upset me because your friendship is important to me.”

4

“I WANT...”

- We make a proposal to improve things.
- For example, “I want you to tell me if something is bothering you.”

9.3 Dealing with Conflict – The 4 Phrases

Questions for Group Discussion

1. How did you feel about this exercise? What differences did you notice following the four phrases model to resolve the conflict?

2. What did you discover about yourselves?

3. In what ways does gender influence how we view conflict and how we face it?

4. How do you think you will apply what you have learned here today in the workplace?

Brainstorm:

What conflicts do you observe in the workplace where people become angry or violent?



9.4 Managing Anger

Ways to diffuse anger:

Walk away and
count to 10

Breathe deeply

Walk around
or do a
physical activity

Share your
feelings with
the other
person

Express
yourself
without
“attacking”

Types of communication:

Assertive

- Asking for what you want or saying how you feel in an honest and respectful way, so it does not infringe on another person's rights or put him or her down.

Passive

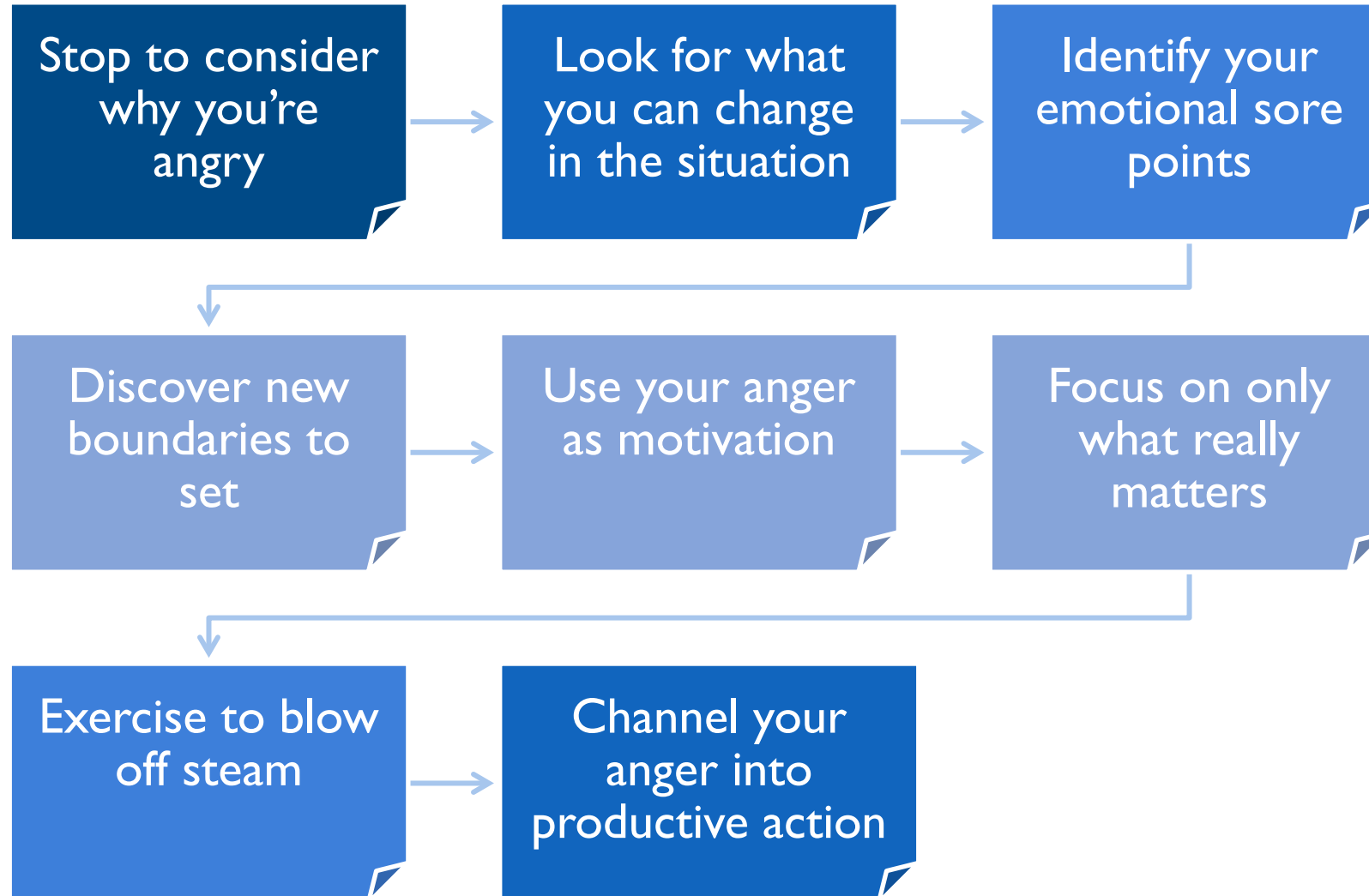
- Expressing your own needs and feelings so weakly that they will not be heard.

Aggressive

- Asking for what you want or saying how you feel in a threatening, sarcastic, challenging, or humiliating way.

9.4 Managing Anger

8 tips for channeling anger:



9.5 Microaggressions

Definitions:

MICROAGGRESSIONS: are actions or behaviors in the workplace that unintentionally cause harm to members of marginalized communities. Their individual impacts are small, but the cumulative effect of microaggressions can be significant. Since modern people spend most of their lifetimes at work, microaggressions impact their professional lives and mental health. In extreme cases, microaggressions even damage the victim's physical health.

Deep-rooted unconscious biases against marginalized communities cause microaggressions at work. Often, the people who commit microaggressions are not aware of the damage they're causing. They have to be informed that they're guilty of committing microaggressions and taught how to avoid them.

9.5 Microaggressions

Common examples of workplace microaggressions:

Treating someone as an inferior citizen because of their background.

Telling underweight people to eat more.

Making assumptions about people because of their age or religion.

Refusing to use a trans-person's preferred pronouns.

Underrepresenting people of different demographic backgrounds in the companies online and/or public profile (social media, brochures, website, etc.).

Using insults that involve accusing an individual of stereotypically acting like a member of a different social identity.

Assigning value to people based on their demographic origin.

9.5 Microaggressions

How to combat workplace microaggressions:

Recognize most microaggressions are not intentional

- Most result from ignorance or unconscious biases

Raise awareness of microaggressions proactively

- Inform employees of the microaggressions they commit
- Facilitate respectful dialogue on microaggressions with all staff
- Nurture change and collective responsibility

Hold people accountable

- People who frequently commit microaggressions need to know their behavior is unacceptable and corrective measures will be taken

Foster a healthy and constructive work environment

- Microaggressions damage workplace morale, so prevention is important

UNIT 10

Changes, Commitments



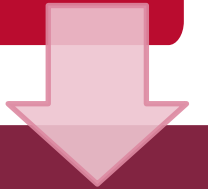
Unit 10 – Changes, Commitments

Purpose:

- Consolidate commitments to changes in individual attitudes, behavior, and relations
- Plan actions or activities to be rolled out in the workplace within the context of ongoing gender equality initiatives

Activity 10.1

Motivators & Barriers to Personal Change & Changes at Work (p 195)



Activity 10.2

Making Commitments to an Equitable Workplace (p 198)

10.1 Motivators & Barriers to Personal Change and at Work

Step 1

- Reflect on each topic and write down responses on a note card.



Step 2

- Tape your cards under each flipchart.

Motivators
Personal Life

Motivators
Work Life

Barriers
Personal Life

Barriers
Work Life

10.1 Motivators & Barriers to Personal Change and at Work

Step 1

- Split into 4 groups. Discuss the barriers assigned to your group. Brainstorm how to overcome these barriers. Write down ideas on a flipchart.

Step 2

- Share back to the entire group.

Step 3

- Reflect on how gender and other identity factors influence a person's capacity to overcome the barriers.

10.2 Making Commitments to an Equitable Workplace

Step 1

- Complete the Individual Commitment Statement.



Step 2

- Prioritize 3 most important changes for your Individual Commitment Plan.



Step 3

- In small groups, identify how to put the 3 changes into practice, including support they can give, and support needed from the organization.

PARTICIPANT HANDOUT 10: INDIVIDUAL COMMITMENT STATEMENT

I believe in a safe, equitable work environment!
Therefore, in my workplace, I COMMIT TO:

Category	Specific Commitment/Change
1. Putting into practice my belief in gender equality.	
2. Challenging gender stereotypes in the workplace.	
3. Supporting female colleagues, especially those who are also mainly responsible for the domestic and caring work in their homes.	
4. Supporting women's empowerment in the organization.	
5. Using my power in positive ways.	
6. Never use any type of violence against colleagues.	
7. Ensuring that female colleagues are not excluded from formal/ informal conversations, meetings, or professional opportunities, intentionally or unintentionally.	
8. Calling out sexual harassment, exploitation, or abuse, and only if the person experiencing it would like for me to do.	
9. Calling out bullying.	
10. Achieving a healthy work/life balance.	
11. Taking a positive attitude to resolve conflict with colleagues.	
12. Communicating with respect and empathy in workspaces (meetings etc.).	
13. Challenging sexist and discriminatory behavior and microaggressions in others	
14. Keeping the work environment free from sexualized language and behaviors.	
15. Being an ally to persons who are marginalized or oppressed for any reason.	
16. Listening to the ideas of others.	
17. Giving credit where it is due.	

PARTICIPANT HANDOUT 11: INDIVIDUAL COMMITMENT PLAN

I Will Begin With:

1.

2.

3.

And Then Continue With:

4.

5.

6.

10.2 Making Commitments to an Equitable Workplace

Part 2: Action Plans

Directions:

In the same groups, discuss actions to take within the workplace to sensitize others on the topics from this training.

a) **Individual actions** to take (one-off and continuous) in their daily interactions with colleagues.

b) **Educational activities** to organize for teams or departments (can include activities and resources from this training) for one-off events, staff meetings, and semiformal lunchtime actions

c) **Social/cultural activities** (with awareness-raising content) with staff to mark key events (i.e. International Women's Day, International Day for the Elimination of Violence, Fathers' Day, Human Rights Day)

d) **Actions to influence organizational policies** and good practices in relation to the code of conduct, employee life cycle, preventing and responding to sexual exploitation, abuse, and harassment (SEAH), bullying, etc.

e) **Design and prepare information/awareness-raising campaigns** (i.e. in-person posters, digital materials in WhatsApp groups) on specific issues

f) **Interaction with other initiatives** that already exist in the organization

10.2 Making Commitments to an Equitable Workplace

ANNEX B PLANNING, MONITORING, AND EVALUATION TOOLS

ANNEX B.1 SAMPLE ACTION PLAN TEMPLATE

MEN'S ENGAGEMENT ACTION PLAN		ENGENDERING INDUSTRIES
Company name:	Men's engagement contact point:	
Overall men's engagement goal or vision <i>(Please be as specific as possible)</i>		
Men's engagement program outcomes (four) <i>(Please use a Specific, Measurable, Achievable, Relevant, and Time-bound [SMART] approach for outcomes.)</i>		

ORGANIZATIONAL/WORKFORCE DATA				
Staff Composition <i>(Please use either total numbers or percentages, but the same logic for all.)</i>				
Women Overall %	Women on the Board %	Women Executive Managers %	Women Middle Managers %	Women in Technical Areas %
Men Overall %	Men on the Board %	Men Executive Managers %	Men Middle Managers %	Men in Technical Areas %

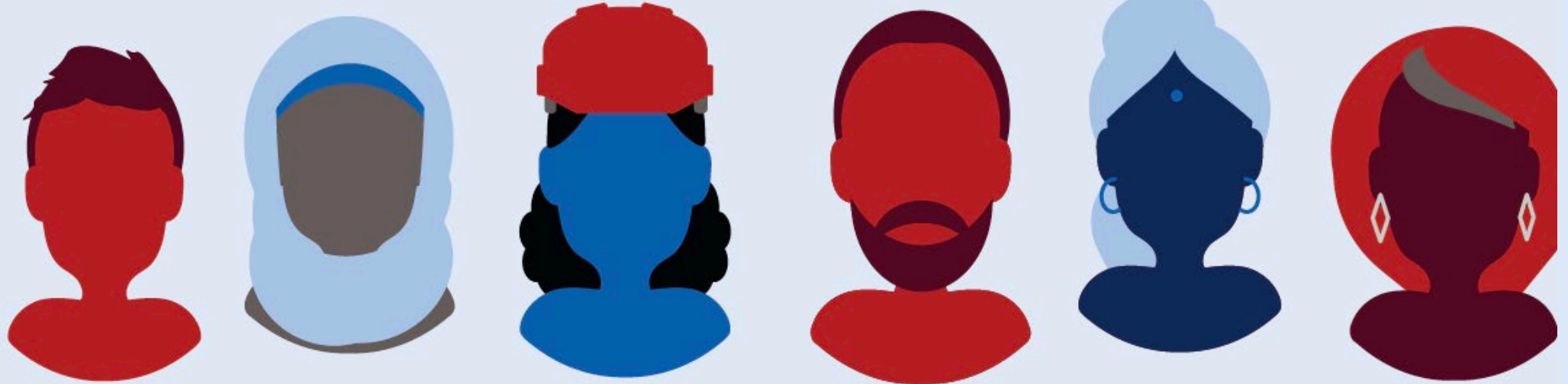
Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis <i>(Please mention the three most important topics for each quadrant of the SWOT analysis.)</i>	
Strengths	Weaknesses
Opportunities	Threats

Pre-Training Assessment Results – Training of Trainers (ToT) Participants
Post-Training Assessment Results - ToT Participants

MEN'S ENGAGEMENT PRIORITIES AND ACTION PLAN					
Intervention Areas by the Company	INTERVENTIONS / ACTIONS What do we want to achieve?	GOALS and TARGET GROUPS What is our target?	RESPONSIBILITIES Who will drive the process?	TIMELINES When will this be achieved?	BUDGET Do we need a budget?
Training Sessions and Workshops					
Communication Campaigns					
Soft Engagement - social, educational events					
Evaluation Surveys – knowledge, skills, abilities, attitudes					
Policy and Strategic Framework					
Internal Resourcing and Knowledge Sharing					

CAPACITY BUILDING			
Continued Support Needed	DESCRIPTION OF ACTIVITIES	TIMELINES	RESPONSIBILITIES
Virtual Technical Support Sessions	Monthly sessions conducted to provide the technical support needed to implement action plans effectively.	Once a month after the ToT - Basic	
Virtual Refresher Sessions	Quarterly sessions conducted to address skill/knowledge gaps identified during the training rollout.	Every three months after the ToT or on an as-needed basis	
In-person ToT - Advanced	ToT session conducted to equip facilitators with advanced knowledge and skills.	One year after the ToT-Basic and 12 months of implementation of the action plan	

Thank you!



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