

AN ABSTRACT OF THE THESIS OF

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Title: AN INVESTIGATION INTO THE IMPACT OF A SEXUAL HARASSMENT

TRAINING PROGRAM ON THE AWARENESS AND ATTITUDES OF COLLEGE STUDENTS

Abstract approved:

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The purpose of this study was to provide a systematic evaluation of a sexual harassment awareness training program on working college students. The study utilized three training groups which consisted of a no training control group, a group which received training in written form only, and a group which received training in a seminar format. The two training groups received essentially the same information in different formats. An awareness measure used to assess knowledge, and awareness, of sexual harassment in participants was developed for this study. The measure drew upon the content of the training program in developing test items. Two attitude measures were also used to evaluate changes in the attitudes of participants: The Tolerance of Sexual Harassment Scale (TSH) (Lott, Reilley, Crafts, Howard, Howard, & Mahoney, 1981) and the Attitude Towards Feminism Scale short form (FEM)

(Singleton & Christiansen, 1977) which assessed attitudes towards sexual harassment and equal rights for women.

A sample of 36 working college students was used, consisting of 17 males and 19 females. Subjects were randomly assigned to one of the three training groups. Assessment measures were administered prior to, and following training for all three groups, with the time delay between evaluations held constant for all groups.

The results indicated that training was effective in developing sexual harassment awareness in subjects who received training. The two formats were equally effective for female subjects, but males were significantly less affected than females in the literature only training group. This suggests that a full training format had more impact on males than the literature only format.

Data obtained from the Tolerance of Sexual Harassment scale indicated that training was effective in reducing the tolerance of sexual harassment for males. Female scores on the TSH were significantly higher than male scores indicating less tolerant attitudes towards sexual harassment. An examination of FEM scores revealed significant gender differences with females holding attitudes significantly more acceptant of feminist views when compared to males. No effects of training were reflected in the participant's scores on the FEM.

The results of this study support the use of sexual harassment awareness training as a method of developing awareness of sexual harassment and changing attitudes towards sexual harassment. It also identifies the importance of the gender of the participant and the format of the training program on the impact of such training.

AN INVESTIGATION INTO THE IMPACT OF A SEXUAL HARASSMENT  
TRAINING PROGRAM ON THE AWARENESS AND  
ATTITUDES OF COLLEGE STUDENTS

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A Thesis  
Presented to  
the Department of Psychology  
EMPORIA STATE UNIVERSITY

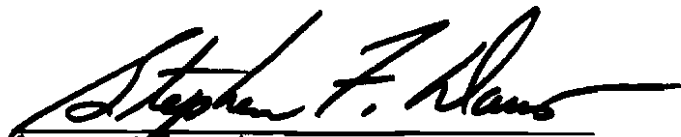
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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

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## Chapter 1

### INTRODUCTION

Sexual harassment as a violation of Section 703 of Title VII of the 1964 Civil Rights Amendment was initially defined in 1980 by the Equal Employment Opportunity Commission (EEOC) Guidelines on Discrimination due to Sex (Federal Register, 1980, p. 74677). The guidelines identify several significant features which constitute sexual harassment. A major aspect of sexual harassment is that verbal and physical conduct of a sexual nature must be identified as unwelcomed sexual advances or requests for sexual favors. Sexual harassment also occurs when submission to unwanted sexual behaviors is made, either explicitly or implicitly, a requirement of employment or if employment decisions are based on submission or rejection of sexual activity. Finally, if any behavior of a sexual nature interferes with an individual's work performance by creating a hostile, intimidating, or offensive environment, sexual harassment charges could be filed against the employer. While the specific behaviors which the individual perceives as sexually harassing may vary, it is the responsibility of the employer to eliminate sexual harassment by taking the proper action(s) in response to complaints of sexual harassment.

Since the establishment of the EEOC's guidelines on discrimination due to sex, several investigations have been conducted to assess the problem of sexual harassment. Current research on the impact of sexual harassment in the workplace (Gutek, 1981; Rowe, 1981; Seymore, 1979)

has revealed that sexual harassment is a problem of major significance, both to employers and to victims or potential victims. In reaction to the publishing of the EEOC's Guidelines on Sexual Harassment (Federal Register, 1980), employers have made an intensive effort to limit this type of behavior between employers (Blanshan, 1983; Driscoll, 1980; Rowe, 1981; Thurstone, 1980; Zemke, 1980). Efforts to eliminate sexual harassment have been fueled by a desire, in most cases, to limit the employer's liability in case of litigation or to rectify problems that have been brought to their attention (Zemke, 1981).

Initial studies which assessed the scope of sexual harassment reported that 70 to 90 percent of the respondents had experienced sexual harassment in some form (Merit System Policy Board MSPB Survey, 1981; Safran, 1976). The types of behavior reported in these surveys ranged from jokes and lewd comments, suggestive stares, and constant attention, to touching (e.g., touching or patting someone on the behind), repeated requests for sexual favors and dates, and outright propositions and demands for sexual relations. More recently, surveys of college students and recent graduates (Gutek, 1981; Hopkins & Johnson, 1981; Malhof & Forrest, 1983; Till, 1981; Robinson, Note 1) have reported that many college students, from 20 to 30 percent of those surveyed, also face the problem of sexual harassment. Graduate students are also subjected to sexual harassment and; in fact, may be more susceptible to sexual harassment due to their dependence upon instructors and advisors (Robinson, Note 1). Surveys of women indicate that sexual harassment, in both the public and private sectors, has become even more common as women continue to work outside the home and begin to occupy positions that were once male dominated.

Backhouse and Cohen (1981), among others, have indicated that one of the key factors involved in cases of sexual harassment is the vulnerability of the victim (Benson & Thomas, 1979; Gutek, 1981; Hopkins & Johnson, 1981; Till, 1980). Women who become victims of sexual harassment are usually of lower status in their organizations, younger than their instructors or superiors, financially dependent upon their jobs, and/or new and inexperienced employees (often in their first work experience) (Hopkins & Johnson, 1981; Women in Action, 1981). Many victims were not even aware that they could become targets of sexual harassment. "Informed awareness and a professional approach are the two greatest deterrents to sexual harassment. . ." (Hopkins & Johnson, 1981, p. 31). An awareness of what behaviors constitute sexual harassment, what the legal rights of the victim of sexual harassment are, how to secure protection under the law, and how to deal with the harasser would decrease the individual's vulnerability to sexual harassment (Till, 1980; Zemke, 1981).

In order to reduce the individual's vulnerability to sexual harassment, the major emphasis has been placed on the definition and description of sexual harassment, the investigation of legal issues surrounding sexual harassment, and on the development and implementation of guidelines and procedures designed to handle complaints of sexual harassment. Frank Till (1980) has suggested that such procedures, while a necessary first step, are not sufficient by themselves to prevent sexual harassment from occurring. The need for training on sexual harassment issues has been identified by many researchers in the human rights field as the only way to achieve the goal of eliminating sexual

harassment (Blanshan, 1983; Meek & Lynch, 1983; Metha & Nigg, 1983; Till, 1980; Zemke, 1981).

Another factor that is consistently identified in the literature concerning sexual harassment is the lack of awareness that the majority of victims display in regard to their rights under the laws that cover sexual harassment. This lack of awareness contributes to the victim's ignorance of the procedures to follow in order to secure protection under these laws (Backhouse & Cohen, 1981; Safran, 1976; Till, 1980; Zemke, 1981). The demonstrated lack of awareness by victims of sexual harassment concerning their rights and how to secure protection under the law indicates that some method is needed to develop an effective awareness. An effective method for developing individual awareness of sexual harassment would be useful to employers, for use within their organizations, and to educators for use when training students to become productive members of society.

Margaret Mead (1978), a noted anthropologist, voiced the opinion that sexual harassment, as with all forms of bias and discrimination, has its origins in the culture and social messages that are expressed in the relationships of human beings. The recognition of sexual harassment as a social problem of major significance has only taken place as demographic and economic changes have forced women to take a more active role in the institutions that dominate our society. Changes in the roles that women fill have collided with the traditional attitudes concerning the roles of women. The cultural norms which regulate how men and women relate to each other outside the traditional family setting have failed to keep up with the changes in sex-roles that have occurred over the past three decades.

Changes in the ways that men and women relate to each other in the workplace and in social situations must, in Dr. Mead's (1978) opinion, come from the ground up. These changes must start early, when children are taught the rules of society. It was her opinion that sexual harassment would have to be placed under the heading of sexual taboos similar to incest, which would prohibit sexual relationships between workers, co-workers, bosses, and supervisors, or instructors and students. Dr. Mead (1978) felt that these cultural changes would have to take place before sexual harassment could be eliminated. She recognized that cultural changes in the ways that men and women interact at work would take, at the very least, a generation to accomplish. In the short-run, she acknowledged that some method of developing changes in attitudes towards sexual harassment would have to be used. Dr. Mead's (1978) comments again point to the need for training aimed at developing an awareness of the issues surrounding sexual harassment as an effective way to bring about changes in attitudes towards sexual harassment.

The use of awareness training techniques in such areas as sex-role identification, assertiveness training, and sexual stereotyping have effectively utilized role-playing activities, lectures, group discussions, and prepared materials (e.g., films, overheads, and video monitors) to change attitudes (Bright & Robin, 1981; Fyfe, 1981; Kaplin, 1982). The impact of such procedures in relationship to purported changes in awareness of sexual harassment and attitudes towards sexual harassment has not been systematically evaluated (Stokes, 1983). Many companies have instituted training programs with the intent of controlling and/or eliminating sexual harassment that has been reported in their organizations. These programs take advantage of the techniques previously mentioned

(e.g. role-playing, lecture, group discussions, and the use of prepared materials) to develop an awareness of the issues surrounding sexual harassment and its prevention (Stokes, 1983; Zemke, 1981). No empirical studies have been done, to date, which examine the impact of such programs in terms of changes in awareness of sexual harassment or changes in attitudes towards sexual harassment.

In the absence of any rigorous evaluation of programs designed to develop awareness of sexual harassment, the literature has documented the use of attitude surveys to assess the attitudes of males and females towards each other and towards sexual harassment (Bem, 1974; Eagly & Himmelfarb, 1978; Kirkpatrick, 1973; Lott, Reilly, Crafts, Howard, Howard, & Mahoney, 1981; Singleton & Christiansen, 1977). The Bem Sex Role Inventory (Bem, 1977) and the Attitude Towards Feminism Scale (FEM) (Smith, Feree, & Miller, 1975) are two examples of scales which have been validated on a wide range of individuals. The Bem Sex Role Inventory (Bem, 1974) was designed to assess the attitudes of males and females towards traditional sex roles. The FEM scale (Smith, Feree, & Miller, 1974) was designed to assess the attitudes of individuals towards values associated with feminism and the rights of women.

Smith et al. (1975) the authors of the FEM scale identified twenty items felt to measure attitudes towards ideals and values associated with feminism and the rights of women. They relied upon subjects drawn from a university setting to validate their measure. Singleton and Christiansen (1977) sought to validate this measure with a more diverse population. They validated the measure using subjects from activist feminine groups, from group supporting traditional sex roles, using women who were working both inside and outside of the home, and

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with college students. In addition, Singleton and Christiansen (1975) found the FEM scale to be highly correlated with measures of anti-black prejudice, dogmatism, and authoritarianism and to be reliably correlated with identification with the women's movement. Factor analysis of the individual items included in the scale was used to determine factor loadings for each of the twenty items on the scale. These factor loadings were used to create a five and ten item short form of the FEM scale.

The five item short form of the FEM scale yielded a reliability coefficient of .81 and was highly correlated with the original twenty item FEM scale ( $r = .93$ ) (Singleton & Christiansen, 1977). This shortened form of the FEM scale is a reliable measure of prejudiced and authoritarian attitudes towards women and equal rights for women. Positive attitudes towards feminism and women's rights suggests the acceptance of women as equals which would be paramount in eradicating the problem of sexual harassment. This sentiment is voiced in a film on sexual harassment titled: The Power Pinch: Sexual Harassment in the Workplace (MTI Teleprograms, Inc., 1981). The film points out that ". . . unless an individual accepts the equality of women in our society, they will not be able to accept that sexual harassment exists or that it is a problem of major significance." The use of the FEM scale would appear to be a viable way to assess the attitudes of individuals towards values associated with feminism and be helpful in determining the impact of a training program designed to create an awareness of sexual harassment.

To further determine the impact of sexual harassment Lott and her colleagues (1981) surveyed the community and campus populations of the



University of Rhode Island to assess their tolerance of attitudes which condone sexual harassment. They developed a survey to assess the attitudes of individuals towards sexual harassment using items which related to how the individual felt about sexual harassment and the treatment of women. Analysis of the items on this survey resulted in the Tolerance of Sexual Harassment Scale (TSH). Using the TSH Lott et al. (1981) found that college students held attitudes that were significantly more tolerant of sexual harassment when compared to more experienced members of the university community. The scores of females on the TSH were also significantly different from the scores of males indicating more tolerant attitudes when compared to female scores. The use of the Tolerance of Sexual Harassment Scale appears to be a useful tool in further assessing the impact of training on the attitudes of individuals towards sexual harassment specifically, and towards women in general.

In an unpublished manuscript by Janousek and Colbert (Note 2) a measure was developed to evaluate the sexual harassment awareness of Emporia State University classified employees who participated in a sexual harassment training program. This measure contained nine items which tested the participant's awareness concerning issues surrounding sexual harassment. The items included in the awareness measure were drawn from the content of the training program. An alternate form of the measure was also developed to yield pre-and post-training measures of sexual harassment awareness.

Item-by-item correlation of the two alternate forms of the awareness scale using the responses of 144 (53 males, 91 females) Emporia State University classified employees who completed the training

program yielded a correlation coefficient of  $r = .87$  for both measures. A split-half reliability coefficient of .98 was obtained for the pre-training measure and a split-half reliability coefficient of .94 was found for the post-training measure (Janousek & Colbert, Note 2). While all computed coefficients indicated the reliability of the awareness scales, the question of validity was not addressed. As was previously mentioned, the two alternate forms of the sexual harassment awareness measure assessed the content of the training program. The awareness measures contain items taken directly from the training program which the participants attended, therefore only content validity for the post-training measure could be established. However, the study did not report validity for this measure.

While the literature has revealed several surveys which could be used to assess the impact of sexual harassment training programs, it has failed to address some existing questions stemming from Stokes' (1983) research on proposed training programs. Would a training program on sexual harassment have enough impact to change the behaviors, attitudes, and awareness of participants? Stokes (1983) suggested that training programs aimed at developing an increased sensitivity to the problems caused by sexual harassment would alleviate many of the problems faced by women in the workplace. Stokes (1983) also suggested that training should be developed with the intended audience in mind. She pointed out that the interests and needs of males and females, workers and employers, and supervisors and administrators vary and that this is an important problem for trainers. The main question, how to determine if a training program has been effective in developing the desired levels of awareness, remains unanswered (Stokes, 1983).

The purpose of the present study was to assess the impact of a two-hour sexual harassment awareness training program on male and female college students who were employed either on or off campus at the time of the study. To systematically evaluate the questions posed by Stokes (1983), this study employed three groups: a full training group, a literature only group, and a no training control group. Research has described the development of several attitude surveys, the following three surveys were felt to be the most applicable in assessing the effects of sexual harassment training: the Tolerance of Sexual Harassment Survey (Lott et al., 1981), the Attitude Towards Feminism Scale Short Form (Singleton & Christiansen, 1977), and the Sexual Harassment Awareness Measure (Janousek & Colbert, Note 2). The present study, by evaluating the three mixed-sex training groups on three pre-training and post-training measures, was designed to evaluate the following null hypotheses:

1. There will be no significant change between the pre-and post-training sexual harassment awareness scores of participants.
2. There will be no significant change between the Tolerance of Sexual Harassment scores of participants as measured by pre-and post-training surveys.
3. There will be no significant difference between the pre-and post-training Attitude Towards Feminism Scale scores of participants.
4. The scores of participants who receive full training will not be significantly different from the scores of participants who receive only literature training or no training at all.

5. The sex of the participants will not have a significant effect on their scores on the pre-and post-training measures previously described.

6. The scores of males on the Tolerance of Sexual Harassment Scale and the Attitude Towards Feminism Scale will not be significantly related.

## Chapter 2

### METHOD

#### Subjects

The sample for this study was drawn from undergraduate students who were attending Emporia State University during the Spring 1983 semester. Subjects were obtained through the use of sign-up sheets which were circulated in introductory psychology, abnormal psychology, and social psychology classes. The sign-up sheets requested that students who were working at the time of the study volunteer to participate in a study on sex-role attitudes. Subjects who volunteered to participate in the study were randomly assigned to one of three groups.

A total of 39 (19 males and 20 females) subjects volunteered to participate in the study and were assigned to one of three groups consisting of 12, 14, and 13 volunteer subjects. All subjects verified that they were working, full or part-time while attending school. Three subjects were dropped from the study. Two subjects in the second group who were foreign nationals were dropped from the study and a third subject was dropped from the third group for failure to complete the program.

A total of 36 (17 males and 19 females) subjects were included in the study, with six females and six males in the full training group; seven females and five males in the literature only group; and six females and six males in the no training group. Age means and ranges for the three training groups were 21.4 (18 to 29), 20.4 (18 to 26), and

19.4 (17 to 23) for the NT, LT, and FT groups, respectively. The subjects reported academic majors in 12 areas with no more than seven subjects in any one major.

### Materials and Setting

Materials used in this study were developed by MTI Teleprograms, Inc. (1981) as a multi-media training program on sexual harassment awareness. The program, The Power Pinch: Sexual Harassment in the Workplace (MTI Teleprograms, Inc., 1981), is a widely used training program (Stokes, 1983). The materials included in this training program included the 16mm sound film, The Power Pinch (MTI Teleprograms, Inc., 1981), which introduced the participant to the problem of sexual harassment, the laws concerning sexual harassment, the underlying causes of sexual harassment, and insight into coping strategies for handling sexually harassing behavior. The film was accompanied by a Leader's Guide, which provided an outline of the program and suggestions on how to encourage discussion and role-playing during the program. A participant's handbook provided material and information for group discussion and role-playing activities. A copy of the Equal Employment Opportunity Commission's Guidelines on Sexual Harassment was reproduced and given to the participants. This training program (Stokes, 1983) is readily available for use and was obtained from the university library for this study.

The training facility used in this program was a classroom on the university campus. Seating was arranged in the standard classroom style with the participants seated in rows, facing the front of the room, and the program leader at the front of the room. Tables seating two participants were used instead of individual desks since they were already

present in the room. These arrangements were the same for all three groups at each meeting. Supporting equipment used in the training program included a 16mm sound film projector, an overhead transparency projector, a viewing screen, and a chalk board.

### Dependent Variables

#### Attitude Surveys

Tolerance of Sexual Harassment Survey. This is a 12 item survey which was used as a measure of the participant's attitudes towards sexual harassment and the differential treatment of males and females in the workplace. Responses were indicated on a 5-point Likert scale which ranged from Strongly Agree-1 to Strongly Disagree-5. The individual responses were summed to yield a Tolerance of Sexual Harassment score for each participant. Items 6 and 9 were coded in reverse to have the non-tolerant response indicated as a higher score value (e.g. a response of 1 was recoded as 5, 2 as 4, 3 as 3, 4 as 2, and 5 as 1). Items 5 and 12 were not included in the scoring following the procedure used by Lott et al. (1981). The lower the score on the Tolerance of Sexual Harassment scale, the more tolerant or acceptant the individual is of attitudes condoning sexual harassment and the differential treatment of women. The TSH Survey is shown in Appendix A.

Attitude Towards Feminism Scale. The short form of the Attitude Towards Feminism Scale (FEM) was used in this study (Singleton & Christiansen, 1977). The short form is a five item scale containing statements relating to the values associated with feminism and equal treatment of women. The scoring of the FEM scale was on a 5-point Likert scale which ranged from Strongly Agree-1 to Strongly Disagree-5.

The scale was summed to yield a FEM score for each participant. (See Appendix A)

### Awareness Measures

The alternate forms of the awareness measures, each containing 12 items, were used to evaluate the pre-and post-training sexual harassment awareness of participants. The measures were developed to assess the awareness and knowledge of sexual harassment of individuals who participated in the study. The measures contained nine content-related items which were in either a multiple choice or true/false format. These items were scored and the number of items correctly answered were taken as the awareness score for that individual. Three of the items were scored individually. Item 10 (See Appendix B) requested information concerning the individual's experiences of sexual harassment. Item 11 (See Appendix B) was related to the previous item, in that it requested information concerning incidents of sexual harassment and the type of behavior which occurred. Item 12 (See Appendix B) requested the participant's definition of sexual harassment. This question was rated on a scale of 1 to 5 for accuracy and completeness when compared to the standard definition of sexual harassment (Federal Register, 1980) by three independent raters.

### Procedure

With the use of names secured from the sign-up sheets, and verification that the volunteers were working at the start of the study, subjects were randomly assigned to one of the following three training conditions: full training, literature only training, and a no training



control group. Training was broken into sessions to assure adequate time for pre-and post-training evaluations and training sessions.

During the first meeting, all groups completed the pre-training form of the sexual harassment awareness measure, the Tolerance of Sexual Harassment survey, and the Attitude Towards Feminism scale. The literature only and full training groups were requested to return the next day, at separate times, to complete the training assigned to their groups. The full training group met for approximately two hours at the second meeting and completed the seminar training program on sexual harassment awareness. The literature only group met to read the prepared material on sexual harassment awareness. The control group did not meet on the second day.

The third meeting for the full training and the literature only groups was set for the day immediately following the training sessions. The control group met on the same day for their second meeting. All groups met on this day, at separate times, to complete the post-training form of the sexual harassment awareness measure, the Tolerance of Sexual Harassment survey, and the Attitude Towards Feminism scale. Following the completion of these measures all subjects were debriefed concerning the study. The time delay between the pre-and post-training evaluations was kept constant for all groups (48 hours). The time delay between the training sessions, for the literature only and full training groups, was also kept constant (24 hours).

### Experimental Groups

Full Training Group. This experimental group received their training in a seminar format following the Leader's Guide which accompanied the training program (MTI Teleprograms, Inc., 1981). The

leader of the program directed the participants in an exploration of the scope of the problem of sexual harassment, in identifying the underlying causes of sexual harassment, the myths surrounding sexual harassment, the identification of some coping strategies (both effective and ineffective ones), and in developing a basic understanding of the laws concerning sexual harassment and how to secure protection under these laws. The material from the Leader's Guide was supplemented by two handouts prepared by the researcher to further develop an awareness of the issues surrounding sexual harassment (See Appendix C for the outline of the program and examples of the handouts).

Literature Only Group. The second experimental group received all of their training in written form. The content of this material on sexual harassment was taken directly from the seminar program materials to maintain as much continuity of information between the two training groups as possible. Participants received essentially the same information as the full training participants with the exception of viewing the film. However, information contained in the film was also covered in the training materials. Participants entered the training area, were given the prepared materials, told when the next meeting would be, and requested to carefully read the information but not discuss it with others in the training group. The trainer did not answer any questions about the material. After completing the reading portion, the subjects were allowed to leave the training facility.

Control Group. Participants in this group did not receive any training on sexual harassment or any other subject. The control group completed the same pre-and post-training measures as the two experimental groups.

## Chapter 3

### RESULTS

There were 36 subjects (19 females and 17 males) included in this analysis. There were 12 subjects in each of the three training groups. The control group (NT), the literature only group (LT), and the full training group (FT) included six males and six females, five males and seven females, and six males and six females, respectively. All of the participants included in this analysis completed all of the pre-training and post-training measures. Since the literature only group had different cell  $n$ 's compared to the other groups (i.e. five males and seven females as compared to six each in the FT and NT groups) the number of scores used in the 3X2X2 mixed factor analyses of variance (ANOVA) procedures was dropped to 30 subjects to assure equal  $n$ 's for each cell. Scores were randomly dropped from the analysis in order to meet this requirement. Specific comparisons of group means were done for each ANOVA utilizing Tukey's (a) Test for score data. The means used in these comparisons were taken from the scores used in the analyses and were slightly different from the means reported in the mean score tables for each of the measures.

#### Statistical Analysis

Awareness Scores. The mean scores for all subjects on the pre-and post-training awareness of sexual harassment measures are reported in Table 1. The mean scores for each training group on the pre-training

measure of awareness were 6.41 (NT), 5.67 (LT), and 5.58 (FT). Post-training awareness mean scores for each group were 5.73 (NT), 7.42 (LT), and 7.75 (FT). Post-training awareness scores decreased for the NT group. This may have been an artifact resulting from the use of alternate forms of the awareness measure.

Table 1  
Mean Scores on Sexual Harassment Awareness Measures

GROUP	<u>n</u>	PRE-TRAINING	POST-TRAINING
NT	12	6.41	5.73
Females	6	6.67	6.50
Males	6	6.27	4.83
LT	12	5.67	7.42
Females	7	6.14	8.14
Males	5	5.00	6.40
FT	12	5.58	7.75
Females	6	5.55	8.17
Males	6	5.70	7.17

NOTE: Maximum Score = 9

A 3(Training Groups) by 2(Sex of subject) by 2(Pre-and post-training awareness of sexual harassment scores) mixed factor analysis of variance (ANOVA) was used to analyze the awareness data to determine the effects of the training groups and sex factors (between-subjects factors) on the awareness score data derived from the pre-and post-training awareness measures (within-subjects factor). The results of this analysis are shown in Table 2, on page 20.

Table 2

## 3X2X2 Mixed Factor ANOVA

Training Groups(3)X Sex(2)X Awareness Scores(Pre-and Post-training)

SOURCE	df	SS	MS	F
Between Ss	29	100.60	-	
Training(A)	2	7.30	3.65	1.06
Sex(B)	1	9.60	9.60	2.78
AXB	2	.70	.35	.10
Error	24	83.00	3.45	
-----				
Within Ss	30	60.00	-	
Awareness(C)	1	13.10	13.10	15.78*
AXC	2	22.60	11.30	13.61**
BXC	1	3.20	3.20	3.85
AXBXC	2	1.30	.65	.78
Error	24	19.80	.83	
*****				
Total	59	160.60		

$$*F_{\text{tabled}}(1,24) = 7.82, p < .01$$

$$**F_{\text{tabled}}(2,24) = 5.61, p < .01$$

As shown in Table 2 no significant differences were indicated for either of the between-subject main effects, or for the interaction of these two factors, Training Groups and Sex of subject. The ANOVA did indicate a significant effect for the Awareness Measure factor,  $F(1,24) = 15.78, p < .01$ , which compared the pre-training and post-training sexual harassment awareness scores of participants. Analysis indicates that there was a significant difference between the pre-and post-training awareness scores of participants. A significant interaction effect between the Training Groups factor and the Awareness factor,  $F(2,24) = 13.61, p < .01$ , was also found. The Training Group factor did have a

significant effect on the awareness scores of participants. No other significant effects were indicated by the 3-way analysis.

Specific comparisons of group mean scores from the 3(Training Groups)X 2(Sex of Subject)X 2(Awareness Scores- pre-and post-training) were performed using Tukey's (a) Test for score data. A significance level of .05 was held constant for all comparisons. Comparisons between the training groups pre-training awareness scores did not indicate any significant differences between the three training groups: NT, LT, and FT; on the pre-training awareness measure indicating that the groups were essentially equal in their levels of sexual harassment awareness prior to the start of training. Comparison of male and female pre-training awareness scores also failed to result in any significant differences indicating that males and females were essentially equal in their pre-training levels of sexual harassment awareness.

Tukey's (a) Test on pre-and post-training mean awareness scores indicated that the two training groups, LT and FT, increased significantly,  $p < .05$ , between the pre-and post-training awareness measures. The control group (NT) did not show a significant difference between their pre-and post-training awareness scores. Comparisons of the three groups indicated that the LT and FT groups had significantly higher,  $p < .05$ , mean scores when compared to the NT group. The mean scores of the LT and FT groups were not significantly different,  $p > .05$ .

Results on male and female post-training awareness means using Tukey's (a) Test for score data indicated that the NT and LT post-training awareness scores for females were significantly higher than male scores for these two groups ( $p > .05$ ). However, for the FT group, male and female post-training scores were not significantly different,

$p > .05$ . Comparison of male post-training awareness means between training groups indicated that male awareness scores for the LT and FT groups were significantly higher than male scores in the NT group,  $p < .05$ . Male and female post-training awareness means for the LT group were also found to be significantly different,  $p < .05$ , with female scores being higher.

A 3(Training Groups)X 2(Sex of Subject) between-subjects ANOVA was calculated using the post-training awareness of sexual harassment scores as the dependent variable. This analysis resulted in a significant main effect for the Training Group factor,  $F(2,24) = 5.02$ ,  $p < .05$ , and for the Sex factor,  $F(1,24) = 4.85$ ,  $p < .05$ . The interaction between these two factors was not significant,  $F(2,24) = < 1.00$ ,  $p > .05$ .

Table 3

ANOVA Summary Table for 3X2 Between Subjects ANOVA  
Training Groups(3)X Sex(2) ANOVA Post-training Awareness Scores

SOURCE	df	SS	MS	F
Training(A)	2	24.87	12.44	5.02*
Sex(B)	1	12.04	12.04	4.85**
AXB	2	.86	.43	.17
Error	24	59.60	2.48	
*****				
Total	29	97.37		

\* $F_{\text{tabled}}(2,24) = 3.04$ ,  $p < .05$ .

\*\* $F_{\text{tabled}}(1,24) = 4.26$ ,  $p < .05$ .

The significant main effects identified in the above analysis (see Table 3) reinforce the specific comparisons of the group means from the

3(Training Groups)X 2(Sex of Subject)X 2(Awareness Scores- pre-and post-training) mixed factor ANOVA using Tukey's (a) Test. The training group did have a significant effect on the post-training level of sexual harassment awareness of participants,  $F(2,24) = 5.02, p < .05$ . Similarly the sex of the subject also had a significant effect on the post-training level of sexual harassment,  $F(1,24) = 4.85, p < .05$ .

Tolerance of Sexual Harassment Scale. The mean scores on the Tolerance of Sexual Harassment scale pre-and post-training measures for the NT, LT, and FT groups were; 35.58 and 36.25, 32.42 and 35.53, and 32.17 and 35.25, respectively. The means for males and females on the pre-training and post-training measures of Tolerance of Sexual Harassment (TSH) are reported in Table 4. Examination of these means indicated that females had consistently higher scores than males on the Tolerance of Sexual Harassment measure regardless of training group.

Table 4

Mean Scores on Tolerance of Sexual Harassment Scale

GROUP	<u>n</u>	PRE-TRAINING	POST-TRAINING
NT	12	35.58	36.25
Females	6	40.00	41.00
Males	6	31.17	31.50
LT	12	32.42	35.53
Females	7	36.57	38.14
Males	5	26.60	32.00
FT	12	32.17	35.25
Females	6	28.00	32.17
Males	6	36.57	38.33

NOTE: Maximum Score = 50



A 3(Training Groups)X 2(Sex of Subject)X 2(Tolerance of Sexual Harassment Scores- pre-and post-training) mixed factor ANOVA was used to analyze the effects of training and sex on the pre-training and post-training scores of participants on the Tolerance of Sexual Harassment scale. This analysis resulted in a significant main effect for the Sex factor,  $F(1,24) = 19.03$ ,  $p < .01$ . This indicates that the scores on the Tolerance of Sexual Harassment measures were significantly effected by the sex of the subject. Examination of the mean scores suggests that females had consistently higher scores across all groups for both pre-training and post-training measures.

Table 5

ANOVA Summary Table 3X2X2 Mixed Factor ANOVA  
Training Group(3)X Sex(2)X TSH Scores(Pre-and Post-training)

SOURCE	df	SS	MS	F
Between Ss	29	2,275.60	-	
Sex(A)	1	944.07	944.07	19.03*
Training(B)	2	108.70	53.45	1.30
AXB	2	32.43	16.22	.32
Error	24	1,190.40	49.60	
-----				
Within Ss	30	13,450.40	-	
TSH(C)	1	52.27	52.27	.09
AXC	1	21.60	21.60	.04
BXC	2	39.44	19.72	.04
AXBXC	2	24.00	12.00	.02
Error	24	13,312.00	554.67	
*****				
Total	59	15,726		

\* $F_{\text{tabled}}(1,24) = 7.60$ ,  $p < .01$

Mean scores for the pre-and post-measure of the TSH scale also were compared using Tukey's (a) Test for score data. The significance level for these comparisons was held constant at .05 for all comparisons. Specific comparisons between male and female scores on the TSH scale indicated that males average scores were significantly lower,  $p < .05$ , than female average scores for all groups and on both the pre-and post-training TSH scale measure. Comparison of female pre-and post-training TSH scores resulted in no significant differences between the pre-and post-training measures. Post-training TSH scores of females were not significantly different when the three training groups were compared.

Additional analysis using a 3(Training Groups)X 2(pre-and post-training TSH scores) mixed factor ANOVA for male participants was performed to determine the impact of training on male subjects as reflected in the pre-and post-training TSH scores. This analysis is shown in Table 6 on page 26.

Results of the analysis yielded a significant change between pre-and post-training scores,  $F(1,12) = 22.89$ ,  $p < .01$ , for male subjects. A significant interaction effect was also found between Training Group and TSH score,  $F(2,12) = 4.62$ ,  $p < .05$ , indicating that the Training Group factor had a moderate influence on the difference between the pre-and post-training scores of male participants.

Specific comparisons were performed between male pre-and post-training TSH scores using Tukey's (a) Test for score data. The significance level was kept constant at .05 for all comparisons. The results of this test indicated that male TSH scores had increased significantly between the pre-and post-training measures for the LT and FT groups,  $p < .05$ . These two groups both had significantly higher post-training

scores,  $p < .05$ , when compared to the NT group. The post-training scores of the LT and FT groups were not significantly different from each other. These comparisons indicated that male scores did increase significantly,  $p < .05$ , between the pre-training and post-training measures for the two groups that received some form of training on sexual harassment, but not for the no training control group.

Table 6  
ANOVA Summary Table for 3X2 Mixed Factor ANOVA  
Training Groups(3)X TSH Scores(2) Males Only

SOURCE	df	SS	MS	F
Between Ss	14	572	-	
Training(A)	2	24.20	12.10	.26
Error	12	547.80	44.65	
-----				
Within Ss	15	178	-	
TSH(B)	1	90.27	90.27	22.89*
AXB	2	35.93	17.97	4.62**
Error	12	51.80	4.32	
*****				
Total	29	750		

$$*F_{\text{tabled}}(1, 12) = 9.07, p < .01$$

$$**F_{\text{tabled}}(2, 12) = 3.89, p < .05$$

Attitude Towards Feminism Scale. The mean pre-training Attitude Towards Feminism scores were 19.33 for the NT group, 16.58 for the LT group, and 17.67 for the FT group. Mean post-training FEM scales scores for the NT, LT, and FT groups were 18.92, 17.33, and 19.17, respectively.

Group, male, and female Attitude Towards Feminism scores are found in Table 7.

Table 7  
Mean Scores on Attitude Towards Feminism Scale

GROUPS	<u>n</u>	PRE-TRAINING	POST-TRAINING
NT	12	19.33	13.92
Females	6	22.50	22.30
Males	6	16.17	15.50
LT	12	16.58	17.33
Females	7	19.00	19.57
Males	5	13.20	14.20
FT	12	17.67	18.17
Females	6	19.67	21.67
Males	6	15.67	16.67

NOTE: Maximum Score = 25

A 3(Training Group)X 2(Sex of Subject)X 2(pre-and post-training FEM scores) mixed factor ANOVA was used to determine the effect of the Training and Gender factors on the FEM scale scores of participants. An analysis of these scores indicated a significant main effect for sex of subject,  $F(1,24) = 18.29$ ,  $p < .01$ , indicating that the scores of males and females were significantly different from each other. A significant effect was obtained for the pre-and post-training FEM scale scores  $F(1,24) = 9.01$ ,  $p < .01$ . A significant FEM score by type of training interaction,  $F(1,24) = 6.04$ ,  $p < .01$  was also obtained. The results of this analysis are shown in Table 8 on page 28.

Table 8

ANOVA Summary Table for 3X2X2 Mixed Factor ANOVA  
 Training Group(3)X Sex(2)X FEM(Pre-and Post-)

SOURCE	df	SS	MS	F
Between Ss	29	1,133.40	-	
Training(A)	2	76.80	38.40	1.57
Sex(B)	1	448.27	448.27	18.29*
AXB	2	20.13	10.06	.41
Error	24	588.20	24.51	
-----				
Within Ss	30	36.00	-	
FEM(C)	1	6.67	6.67	9.01*
AXC	2	8.93	4.47	6.04**
BXC	1	1.66	1.66	2.24
AXBXC	2	.94	.47	.63
Error	24	17.80	.74	
*****				
Total	59	1,169.40		

\* $F_{\text{tabled}}(1,24) = 7.82, p < .01$

\*\* $F_{\text{tabled}}(2,24) = 5.61, p < .01$

Using Tukey's (a) Test for score data, specific comparisons of the group pre-and post-training means were nonsignificant on all variables except sex of subject. Specific comparisons between male and female scores resulted in significant differences,  $p < .05$ , between all male and female scores for each of the three training groups and indicated that female scores were significantly higher than male scores.

Relationships Between Measures. Correlation coefficients were calculated between each of the measures using the Pearson  $r$  formula (Linten & Gallo, 1975). The post-training scores of participants were not found to be significantly related to either the Tolerance of Sexual

Harassment scale or the Attitude Towards Feminism scale. The correlation coefficient for the relationship of awareness to TSH was  $r = .30$  to  $r = .32$  for the correlation of awareness to FEM scores.

Correlation coefficients calculated between the FEM and TSH scales yielded a significant correlation,  $r(36) = .46$ ,  $p < .05$ , when all subjects' scores were used in the calculation. A correlation coefficient calculated between male FEM and TSH scores also yielded a significant relationship,  $r(17) = +.64$ ,  $p < .05$ . A nonsignificant relationship,  $r(19) = +.36$ ,  $p > .05$ , was calculated for female FEM and TSH scores indicating that the two scales were not significantly related to each other for females. Correlation coefficients for the post-training measures are shown in Table 9.

Table 9  
Correlation Coefficients of Post-training Measures  
for All Subjects  
(Males)      (Females)

	Awareness	TSH	FEM
Awareness	-	$+ .30^a$ $(+.37^b)(+.21^c)$	$+ .32^a$ $(+.21^b)(+.39^c)$
TSH	-	-	$+ .46^{a*}$ $(+.64^{b*})(+.36^c)$

NOTE:  $*p < .05$ .

$^a n = 36$  pairs of scores included in calculations.

$^b n = 17$  pairs of scores included in calculations.

$^c n = 19$  pairs of scores included in calculations.

Disclosure Items. Analysis of Items 10 and 12 on the pre-and post-training awareness measures did not result in any significant differences between training groups. As shown in Table 10 (below) the mean ratings of the participants definitions of sexual harassment did increase between the pre-and post-training measures for the LT and FT groups. This increase was not significant,  $p < .05$ . Item 10, which requested information concerning the subjects experiences of sexual harassment (if any), yielded two positive answers (indicating that they had experienced sexual harassment). The post-training measure yielded five positive answers, the two previously reported, and three additional positives in the FT group.

Table 10  
Mean Ratings of Subject Definitions  
of Sexual Harassment

GROUP	<u>n</u>	PRE-TRAINING	POST-TRAINING
NT	12	3.17	3.17
LT	12	2.00	3.42
FT	12	2.50	3.74

NOTE: Maximum Rating = 5.00

## Chapter 4

### DISCUSSION

The results of this study clearly support the use of sexual harassment awareness training in modifying an individual's awareness, attitudes and tolerance of sexual harassment. Utilizing three training groups, the results of this study provided pertinent information on the effectiveness of different types of training in developing an awareness of sexual harassment. Up until this time, no studies have implemented a sexual harassment awareness training program combined with an examination of the effectiveness of training in combatting the problem of sexual harassment. Results of this study further support the continued use of written surveys for assessing sexual harassment awareness and attitudes towards sexual harassment in conjunction with sexual harassment awareness training as a preventative approach in combatting what has been identified as a pernicious social problem in today's workplace (Gutek, 1981; Rowe, 1981; Seymore, 1979).

The sexual harassment awareness measure introduced in this study was developed by Janousek and Colbert (Note 2) to assess the awareness and knowledge of sexual harassment. It was hypothesized that participants would show no significant change between pre-and post-training sexual harassment awareness scores and that the post-training scores on this measure would not be significantly different for the three groups. Results did show a significant effect on the sexual harassment awareness scores of participants who received training. These significant



findings therefore, support the effectiveness of training in increasing an individual's knowledge and awareness of sexual harassment. Data from the sexual harassment awareness scores for the three training groups also failed to support the proposed hypothesis by showing a significant increase between the pre-and post-training sexual harassment awareness scores for participants in the LT and FT groups. Although the data indicated significant differences in the post-training scores of the three groups on this measure, the significant interaction between training and the awareness measure indicated that the type of training had a moderating effect on the awareness measure. However, results do show significantly higher scores on the LT and FT groups post-training awareness measures when compared to the NT group. The fact that no significant pre-post changes were found for the no training control group indicates the dominant note of training in creating awareness of sexual harassment.

It was further hypothesized that the sex of the participant would have no significant effect on the scores of participants on the three measures used in this study and that training would have no significant effect on the FEM and TSH scores of participants. The comparison of male and female scores on the post-training awareness measure indicated that male and female awareness scores were significantly different in the LT and NT groups but not in the FT group. Analysis of the scores indicated that the sex of the subject was a significant factor in their post-training scores. Females had higher awareness scores than males for all three groups. The significant difference between male and female post-training awareness scores for the LT group indicates that the female subjects were more sensitive to the written material than

males. This suggests that training which relies totally upon written materials may not have the desired level of effectiveness for male audiences. The LT and FT formats appear to be equally effective for female audiences. This difference would be an important factor to consider when determining what kind of training format to use and reinforces the need for the systematic evaluation of training programs.

The scores of males in the pre-and post-training TSH scale showed a significant increase between the two measures for the two training groups. Female scores showed no significant changes and were significantly higher than male scores for all three groups. The results indicated that females held significantly less tolerant attitudes towards sexual harassment compared to males, thus failing to support the hypothesized similarity of the TSH scores between males and females. The fact that males, who received training, demonstrated a significant increase in their TSH scores, suggests that training was effective in lowering the male participants' tolerance of sexual harassment. The results also indicate that the TSH scale is an effective measure of attitudes towards sexual harassment.

Data from the pre-and post-training FEM measures also fail to support the hypothesis of no significant sex differences on the FEM scores of participants. The results indicate that there was a significant difference between the scores of males and females on the FEM scale. Since female mean scores were significantly higher than males, it appears as if the females who participated in this study had more contemporary attitudes reflective of the women's liberation movement of the late 1960's which broadened and redefined the role of women in today's society. As was previously stated, FEM scores were not

significantly effected by training. Since training did not deal directly with changing the participants' attitudes towards feminism, it appears that the content of the training sessions was consistently directed towards the topic of sexual harassment as an issue separate from feminism.

A more liberal or feminist viewpoint would however, have a bearing on one's attitude towards the tolerance of sexual harassment. The significant correlation between scores on the TSH scale and the FEM scale for males and not for females partially supports this contention. The results of this study would appear to identify the importance of male-female differences in attitudes held towards feminism and the tolerance of sexual harassment. Male attitudes which are tolerant of sexual harassment appear more likely to be antagonistic towards feminist attitudes and equal rights for women. This finding is in keeping with comments made in the film The Power Pinch (MTI, Inc., 1981) which identified the relationship between male acceptance of equality of women in society and recognition of sexual harassment as a significant problem. There does not appear to be any significant relationship between female attitudes towards sexual harassment and their attitudes towards feminism. It could be concluded that feminist attitudes are not a pre-requisite for attitudes which are not tolerant of sexual harassment and that any female, regardless of her attitudes and values, may not like to be sexually exploited in this way.

The failure of the TSH scale to be significantly related to the awareness of sexual harassment measure indicated that these two factors may have different psychological bases. Awareness of sexual harassment, as defined in this study, was related to the individual's knowledge of

the issues surrounding sexual harassment, including the scope of the problem and laws concerned with sexual harassment. The individual's level of sexual harassment awareness was not significantly correlated to their attitudes concerning the treatment of women, which relies more upon their personal belief system and operates independently from their awareness concerning sexual harassment.

In relation to the impact of sexual harassment training, a final outcome of this study was the development of a sexual harassment awareness measure which could be useful in determining the impact of training on participants. The measure did reflect changes in the participant's awareness of sexual harassment which occurred as a result of training. The combination of this measure and the TSH scale would provide a reliable measure which would reflect the impact of sexual harassment awareness training on the attitudes and awareness of participants and provide useful information concerning the effectiveness of training programs.

In summary, the results do indicate that training is an effective way to develop sexual harassment awareness and to lower the tolerance of sexual harassment of participants. Further, the TSH scale is an effective measure which could be used as a survey of attitudes which tolerate sexual harassment and to assess the impact of training of these attitudes. An examination of the impact of sexual harassment awareness training in an actual work setting would be a way to further determine the effectiveness of training in a work environment. While the results of this study undoubtedly support the short term effects of sexual harassment awareness training on attitudes tolerant of, and awareness of sexual harassment, these results are limited. How an individual

would actually react to an occurrence of sexual harassment on the job is an area which this study did not directly address. Further investigation should, therefore, utilize a long term evaluation of the impact of sexual harassment awareness training, and behavioral measures to further evaluate the impact of the literature only versus seminar or full training format.

As suggested by Patricia Somers (1983), the attitudes which allow sexual harassment to occur will not change overnight. "Through the education of both male and female workers and employers, it may be that an atmosphere of actual equality and genuine respect - an atmosphere incompatible with sexual harassment - can be developed" (Somers, 1983, p. 46). The results of this study identify one approach which could aid in decreasing and preventing further occurrences of sexual harassment in both educational and work settings.

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### Note

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**APPENDIX A**

**ATTITUDE SURVEYS:**

**Tolerance of Sexual Harassment  
and  
Attitude Towards Feminism Scale**

## TOLERANCE OF SEXUAL HARASSMENT

## Attitude Survey

This survey contains statements that relate to attitudes concerning women in the workplace. Please answer these statements as honestly and openly as possible. All data collected in this survey will be held strictly anonymous. Thank you for your cooperation.

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Academic Major \_\_\_\_\_

Are you working while attending college? \_\_\_\_\_ Yes \_\_\_\_\_ No.

If "Yes", is it on or off campus? \_\_\_\_\_ On \_\_\_\_\_ Off.

If "Yes", is it full or part-time? \_\_\_\_\_ Full \_\_\_\_\_ Part-time.

For the following statements please indicate your agreement or disagreement by circling the appropriate number. The scale is from 1 to 5, 1 indicates strong agreement, 2 indicates agreement, 3 indicates neutral, 4 indicates disagreement, and 5 indicates strong disagreement.

	SA	A	N	D	SD
1. Uninvited sexual attention by men to women helps keep them in their place.	1	2	3	4	5
2. It is only natural for women to use their sexuality to get ahead.	1	2	3	4	5
3. Most men are sexually teased by women: they interact with on the job.	1	2	3	4	5
4. Encouraging sexual interest is frequently used by women to get better grades or to improve their work situation.	1	2	3	4	5
5. Most women who are sexually harassed by men provoke this behavior by the way they act, dress, or talk.	1	2	3	4	5
6. I believe that sexual harassment is a serious social problem.	1	2	3	4	5
7. It is only natural for a man to make sexual advances to a woman he finds attractive.	1	2	3	4	5
8. An attractive woman should expect sexual advances and learn how to handle them.	1	2	3	4	5
9. A man must learn to understand that a woman's "no" to his sexual advances really means "no".	1	2	3	4	5

## Attitude Survey (continued)

	SA	A	N	D	SD
10. Innocent flirtations make the workday or schoolday more interesting.	1	2	3	4	5
11. An attractive man has to expect sexual advances and learn how to handle them.	1	2	3	4	5
12. To the best of your knowledge, is sexual harassment a problem in the community where you live, the school you attend, or the place where you work?	_____ Yes		_____ No		

## ATTITUDES TOWARDS FEMINISM

## FEM-Short-Scale

Answer the following statements by circling the number which most accurately reflects your feelings. The scale goes from 1 to 5. 1 indicates Strong Agreement, 2 indicates Agreement, 3 indicates Neutral, 4 indicates Disagreement, and 5 indicates Strong Disagreement.

	SA	A	N	D	SD
1. It is alright for women to work, but men will always be the breadwinners.	1	2	3	4	5
2. A woman should not expect to go to the same or have the same freedom as a man.	1	2	3	4	5
3. Realistically speaking, most progress so far has been made by men and we can expect it to remain that way.	1	2	3	4	5
4. A woman should expect to change her name when she marries.	1	2	3	4	5
5. Women who join the women's movement are typically frustrated and unattractive people who feel they are losing out by the current rules of society.	1	2	3	4	5



**APPENDIX B**  
**SEXUAL HARASSMENT AWARENESS MEASURES**

## PRE-TRAINING AWARENESS MEASURE

Please complete this questionnaire by circling the appropriate answer or completing the blank where appropriate.

---

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Academic Major: \_\_\_\_\_

- \_\_\_ 1. Sexual Harassment is:
- a. not a wide-spread problem.
  - b. reported by a majority of working women.
  - c. usually just joking around between employees.
  - d. acceptable work behavior.
- \_\_\_ 2. Sexual Harassment:
- a. is a violation of Federal law.
  - b. should be tolerated.
  - c. creates a friendly atmosphere at work.
  - d. none of the above.
- \_\_\_ 3. Only women complain about sexual harassment
- a. True.
  - b. False.
- \_\_\_ 4. An employer is not responsible if he is not personally aware that it is going on, even if he should know.
- a. True.
  - b. False.
- \_\_\_ 5. If you are sexually harassed you should:
- a. confront the individual directly.
  - b. try to forget about it.
  - c. withdraw from your co-workers.
  - d. a and c.
- \_\_\_ 6. Most cases of sexual harassment are not reported.
- a. True.
  - b. False.

7. Sexual harassment:
- a. is usually brought on by the woman.
  - b. is usually brought on through a misunderstanding.
  - c. is usually just sour grapes by a disgruntled employee.
  - d. is the result of an abuse of power and authority.
8. Sexual Harassment:
- a. is part of the friendly atmosphere that exists in most offices.
  - b. is putting your arms around a co-worker, even if they accept the gesture.
  - c. is any behavior that an individual feels is intimidating, unwanted, and/or offensive.
  - d. a and b.
9. To be reported sexual harassment:
- a. must directly affect the individual who reports it.
  - b. has to interfere with the workers job performance.
  - c. may be reported if it affects the worker indirectly.
  - d. a and b.
10. Have you ever experienced sexually harassing behavior? \_\_\_\_\_  
\_\_\_\_\_
11. If you have experienced sexual harassment, what form of behavior occurred? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. Briefly, how would you define sexual harassment? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## POST-TRAINING AWARENESS MEASURE

Please complete this questionnaire by circling the appropriate answer or completing the blank where appropriate.

---

Sex: \_\_\_\_\_ Age: \_\_\_\_\_ Academic Major: \_\_\_\_\_

- \_\_\_1. Sexual Harassment is:
- a. only explicit, sexually offensive behavior that occurs on the job.
  - b. behavior which the affected individual feels is offensive, hostile, intimidating, and unwanted.
  - c. usually not harmful; "just having fun".
  - d. none of the above
- \_\_\_2. Approximately what percentage of women workers have reported that they have been sexually harassed?
- a. 10%
  - b. 25%
  - c. 90%
  - d. 100%
- \_\_\_3. Controlling sexual harassment is:
- a. the individual's responsibility.
  - b. the employer's responsibility.
  - c. the government's duty.
  - d. all of the above.
- \_\_\_4. Sexual harassment:
- a. usually does not interfere with job performance.
  - b. causes some loss in productivity.
  - c. generates an atmosphere that interferes with the performance of the worker.
  - d. none of the above.
- \_\_\_5. Only women are subject to this type of behavior.
- a. True.
  - b. False.

- \_\_\_6. Sexual Harassment:
- a. has to directly affect the individual who reports it.
  - b. can be reported by a third party.
  - c. a and b.
  - d. none of the above.
- \_\_\_7. The best way to stop repeated sexual harassment is to:
- a. confront the individual directly.
  - b. document instances of sexual harassment.
  - c. report it to your personnel department, supervisor, or EEOC Officer.
  - d. try to ignore it.
  - e. a, b, and c.
  - f. none of the above.
- \_\_\_8. If your supervisor or affirmative action officer refuses to assist you, what can you do?
- a. quit your job.
  - b. contact a lawyer, women's support group, or the EEOC office.
  - c. try to avoid the person who is harassing you.
  - d. none of the above.
- \_\_\_9. Most sexual harassment is:
- a. brought on by the woman.
  - b. just an attempt to be friendly.
  - c. happening between superior and subordinate in a working situation.
  - d. a and b.
10. Have you ever experienced sexually harassing behavior? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. If you have experienced sexual harassment, what form of behavior occurred? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12. Briefly, how would you define sexual harassment? \_\_\_\_\_

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**APPENDIX C**  
**OUTLINE OF TRAINING PROGRAM**  
**MATERIALS AND HANDOUTS**

OUTLINE OF PROGRAM

	<u>Time</u>
I. General Introduction to topic (See page 6 in Leader's guide)	
A. Leader introduces self to participants.	
B. Statement of program objectives (What will be covered in the program).	
1. Discuss the scope of the problem and history of sexual harassment.	
2. Identify underlying causes of sexual harassment.	
3. Identify and examine myths surrounding sexual harassment.	
4. Explain laws concerned with sexual harassment.	
5. Identify strategies for dealing with sexual harassment.	5 min.
II. View Film on Sexual Harassment. <u>The Power Pinch: Sexual Harassment in the Workplace.</u> MTI Teleprograms Inc., 1981.	30 min.
III. Scope of the problem	
A. Show overhead #1 and #2. (See page 8 and 9 in Leader's guide.)	
1. Discuss scope of the problem.	
a. percentage of women affected in the workplace.	
b. percentage of men affected.	
c. studies showing 20-30% of college students affected.	15 min.
IV. Underlying causes of sexual harassment. (See pages 13-15 in Leader's guide)	
A. Power Pincher	
B. Office Adapter	
C. Mixed Signals	15 min.
V. Myths surrounding Sexual Harassment Handout #1 Discussion and reaction to handout.	10 min.
VI. The Law (See pages 10-13 in Leader's Guide)	
A. Show overhead #3 and #4; give Handout #2.	20 min.



**VII. Identifying Coping Strategies**

(See pages 20, 23-26 in leader's guide)

A. Complete Role Play 1

B. Discuss strategies ofr handling sexual harassment. 25 min.

**VIII. Conclusion**

A. Discussion of issues and content of program. 10 min.

**Outline Based on Leader's Guide**

Meyer, M. & Oestrelch, J. The Leader's Guide for Conducting A Sexual Harassment Workshop. MTI Teleprograms, Inc.: Northbrook, Ill., 1981.

## Sexual Harassment Survey - Women Only

### Out of 4859 women surveyed:

90% of the women think sexual harassment is a problem

70% of the working women feel they have been harassed at one time or another

### Of those who feel they have been harassed:

52% had been subjected to sexual remarks or teasing

41% had been the target of suggestive looks or leers

26% had experienced subtle sexual hints or pressure

25% had been physically touched or grabbed

20% had been propositioned

14% had been repeatedly pressured to engage in a personal sexual relationship

9% reported other miscellaneous forms of unwanted sexual attention

2% had reported forms of coercive sex

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# Sexual Harassment Survey – Men and Women

	<b>WOMEN (221)</b>	<b>MEN (178)</b>
Admiring sexual comments	47%	45%
Leering or touching	33%	31%
Expected to sleep with the boss or influential co-worker to keep their job	11%	10%

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POWER  
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## HANDOUT #1

## MYTHS ABOUT SEXUAL HARASSMENT

MYTH: Sexual harassment only affects a few women.

FACT: Several surveys have shown that a wide segment of the women in the workforce report sexual harassment in one form or another. In one study, 88% of the respondents said they had experienced one or more forms of unwanted sexual harassment on the job.

MYTH: Sexual harassment is relatively rare on campus.

FACT: Up to 30% of college students may have been sexually harassed during their college stay.

MYTH: Women should ignore sexual harassment if it occurs.

FACT: 33% of those reporting sexual harassment said they tried to ignore it. Of those, 75% said that the harassment continued or became worse.

MYTH: If a woman really wants to discourage unwanted sexual advances all she has to do is say no. If she is sexually harassed, she must have asked for it.

FACT: Many men believe that a woman's "no" really means "yes", and therefore do not accept her refusal. Additionally, when a man is in a position of power, such as employer or teacher, a woman may be coerced or feel forced to submit.

MYTH: Most charges of sexual harassment are false. Women use these charges as a way of getting even with a man with whom they are angry.

FACT: Women who openly charge harassment are often not believed, may be ridiculed, may lose their job, be given a bad grade, or be mistreated in some other way. Women have very little to gain by bringing false charges.

MYTH: Sexual harassment is not harassment at all. It is purely a personal matter between men and women. It is a fact of life.

FACT: When a woman is coerced by an employer or professor she is not always in a position to refuse their advances. She may suffer adverse consequences which could effect her performance, job, or grades. Several courts have ruled that sexual harassment on the job constitutes a violation of Title VII of the Civil Rights Act, and in some instances have awarded damages to individuals affected by this behavior.

## Prevention of Sexual Harassment

### **HARASSMENT ON THE BASIS OF SEX IS A VIOLATION OF SECTION 703 OF TITLE VII.**

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Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

- 1** Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment
- 2** Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual
- 3** Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment

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## Other Related Practices Section

Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.

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# GUIDELINES ON DISCRIMINATION BECAUSE OF SEX

## Section 1604.11 Sexual Harassment

- a. Harassment on the basis of sex is a violation of sec. 703 of Title VII.\* Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- b. In determining whether alleged conduct constitutes sexual harassment, the Commission will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be made from the facts, on a case-by-case basis.
- c. Applying general Title VII principles, an employer, employment agency, joint apprenticeship committee or labor organization (hereafter collectively referred to as "employer") is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. The Commission will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agent capacity.
- d. With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.
- e. An employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases the Commission will consider the extent of the employer's control and any other legal responsibility which the employer may have with respect to the conduct of such non-employees.
- f. Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.
- g. **Other related practices**  
Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.