



## PREFACE

### Agriculture Industry

#### **Introduction**

This training curriculum guide is for an in-person and interactive training program for supervisors in the agriculture industry – anyone in a leadership or supervisory role – whether that’s a crew leader, harvest manager, a bus driver, or a housing supervisor. Created specifically for farmworkers, this training is filled with relatable scenarios of situations that workers actually face. The power point presentations are included at the end.

Specificities related to the employer’s policy have been redacted for privacy, but if you have any questions, please feel free to reach out to Futures Without Violence or Sunripe Certified Brands directly.

#### **Considerations & Lessons Learned**

**Accountability:** While this serves as a great model, employers must already have a policy and a response protocol in place to ensure that victims are supported and perpetrators will be held accountable. Some of the resources and remedies listed in this training are specific to employers that are part of the [Fair Food Program](#). The Fair Food Program establishes a strong worker education process, an effective complaint mechanism, and protections against retaliation. By using this training without these components, workers may be placed in a more vulnerable situation if they report or make any disclosures. **To learn more about this program, please contact the Fair Food Program info@fairfoodprogram.org.**

**Trainers:** Because it is not realistic to expect HR staff to be experts on the very sensitive topic of domestic and sexual violence, the training is intended to be delivered jointly by the employer’s HR team (or an exemplary supervisor) and an advocate from the community’s local anti-domestic violence or sexual assault service provider.

**Training Delivery:** Total instructional time is 4 hours made up of 4 modules with varying lengths. Consider breaking up the training into shorter parts that can be delivered over a period of time.

Recognize Module 1: 1 hour and 30 min  
Respond Module 2: 50 min  
Report Module 3: 50 min  
Refer Module 4: 40 min

**Accessibility:** Ensure that participants will understand the training, both in terms of language and literacy. If English is not their first language, consider having on-site interpreters or translate the curriculum and deliver the training in that particular language.

### **Contact Us**

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# IMPROVING SAFETY AND RESPECT IN THE WORKPLACE: TRAINING FOR SUPERVISORS

IN PARTNERSHIP WITH:



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Module 1: 3 of 37

## OVERALL TRAINING INSTRUCTIONS

### Room Set Up Instructions

#### **Seating:**

Participants should be seated at tables rather than just in chairs. Avoid a classroom style (seated in rows, side by side) or lecture hall set up. These set-ups inhibit interaction among the participants.

If the group size is 20-50 participants, seat participants at round or rectangular tables (pods), each with 6-8 participants.

If the group size is under 20 participants, arrange the tables in an open U shape, with participants seated around the outside of the U and the trainer table perpendicular to the U at the open end, but not blocking the U (to permit trainers to circulate within the U).

#### **Materials (Flip charts, A/V, etc):**

Every module has specific materials detailed at the start of each module. Prepare those in advance so trainers can make a seamless transition between modules.

The power point slides in this guide are much more detailed than the ones participants will see. These details are included to help you elaborate on the illustrative points on the slide.

Set up at least two flip charts, with multi-colored wide markers. If flip chart paper is not self-sticking to walls, also have masking tape available.

A LED projector, screen, computer, and presentation remote control will also be needed for the training program.

#### **Sign-in Sheets & Evaluations:**

Place a sheet of paper with a pen on a table clearly designated as “sign-in” for participants to sign in as they arrive.

Hand out the “Pre-Test” evaluation for participants to fill out BEFORE the training and the “Post-Test” evaluations AFTER the training. Make sure to collect both sets of the evaluation forms for analysis later.

#### **Total Instructional Time:**

Approx. 4 hours – Make sure you have a timer or a clock in view to help keep time.

## **APPENDIX: LIST OF HANDOUTS**

Pre-Test Evaluation of the Training of Supervisors

Handout 1-1 “Discussion Questions for CIW ‘Know Your Rights – Sexual Harassment’ Video”

Handout 1-2 “Fotonovela: Mari and Paty”

Handout 1-3 “Power and Control Wheel”

Handout 2-1 “[Employer] Certified Brands’ Policies”

Handout 2-2 “Scenario: A Lovers’ Argument”

Handout 2-3 “Scenario: Company Housing – Blurred Lines between Home and Work”

Handout 3-1 “Scenario: Diego the Bus Driver’s Dilemma”

Handout 3-2 “Response and Reporting Guide”

Handout 3-3 “[Employer] Certified Brands’ Counseling and Disciplinary Procedures”

Post-Test Evaluation of the Training of Supervisors

## MODULE 1 OVERVIEW



**TOTAL TIME:** 1 hour and 30 min or 90 minutes



### **LEARNING OBJECTIVES:**

Participants will be better able to:

1. Describe each type of violence and harassment and who are possible victims and perpetrators.
2. Identify common places or areas where violence and harassment might happen more often, or where some workers might be more vulnerable.
3. Recognize a condition that might increase the risk of violence and harassment, and signs that violence or harassment has happened.
4. Break down false ideas and misunderstandings about why a person uses violence or harassment against another person.



### **LEARNING METHODS:**

1. Individual exercise
2. Lecture/Presentation
3. Group discussion
4. Video



### **MATERIALS NEEDED:**

1. Power point slides for Module 1
2. Markers and pens
3. Laptop
4. Projector and screen
5. Flipchart or board with appropriate writing tools
6. CIW “Know Your Rights — Sexual Harassment” video clip



### **HANDOUTS**

1. Pre-Test Evaluation for Supervisors
2. Handout 1-1 “Discussion Questions for CIW ‘Know Your Rights – Sexual Harassment’ Video”
3. Handout 1-2 “Fotonovela: Mari and Paty”
4. Handout 1-3 “Power and Control Wheel”

# **MODULE 1: RECOGNIZE DOMESTIC VIOLENCE, SEXUAL HARASSMENT, SEXUAL ASSAULT, STALKING, AND OTHER FORMS OF VIOLENCE**

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## A. FULL TRAINING INTRODUCTION (OVERALL 5) – SLIDE #1-1

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #1-1 – #1-4**

**Time Breakdown:**

2 min: Talking points

2 min: Overall Training Learning Objectives

1 min: 3Rs

Trainers should begin by introducing themselves, explaining generally the subject matter of the training and its importance.

Instructions are italicized. Talking points are provided throughout this training guide. Trainers do not have to follow the script word-for-word. Feel free to paraphrase.

### A1. TALKING POINTS (2 MIN)

- *Introduce each trainer, including names, titles, and organizations*
- This training is the first in the series of segments about how domestic violence, sexual harassment, sexual assault, and stalking affect us and our workplace.
- This training was developed collaboratively by Sunripe Certified Brands (Sunripe), Coalition of Immokalee Workers (CIW), Fair Food Standards Council (FFSC), VIDA Legal Assistance, Inc (VIDA), and Futures Without Violence (FUTURES).
- This program development was funded by the U.S. Department of Justice, Office on Violence Against Women.
- [Employer] wants to create an environment that is free of harassment and violence. [Employer] looks to its supervisors to help respond to violence and harassment and support the company in creating a safe, respectful, and healthy environment for all workers. Healthy, happy workers are also productive workers, and that's good for the company.

- This training was created specifically for supervisors, which includes anyone whose duties deal with the direct supervision of employees. You do not need to have the word “supervisor” in your title to be considered a supervisor in this training.
- Supervisors are on the front lines of communication with workers and available on a daily basis in the fields. You all play an important role in both enforcing [Employer]’s policies, but also as role models that set good examples for all employees.
- Here are the learning objectives for the entire four-part training.

## **A2. OVERALL TRAINING LEARNING OBJECTIVES (2 MIN) – SLIDE #1-2 – #1-3**

As a result of the entire training program, supervisors will be better able to:

1. Describe what is meant by domestic violence (DV), sexual harassment, sexual assault, stalking, and other forms of violence.
2. Tell workers why is it important to understand and take action against these forms of violence and harassment.
3. Respond when they see or hear about conduct that is violent or harassing.
4. Promote a company culture of respect, be a role model for other supervisors and workers, and figure out ways to prevent violence and harassment.
5. List company resources available to help workers who might be experiencing violence or harassment.
6. Give information to workers about [Employer]’s workplace policies and apply them to promote safety, health, and respect at work and at home.

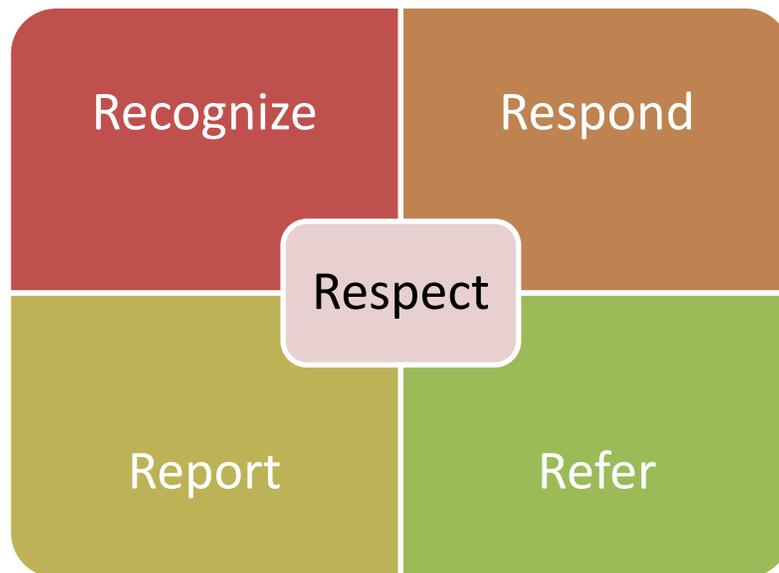
## **A3. THE 4RS (1 MIN)**

### **TALKING POINTS - SLIDE #1-4**

- The training is divided into four main sections that will introduce to you how supervisors can recognize, respond, report violence and harassment in the workplace, and lastly, what sort of referrals can be made for victim-survivors of violence. We’ll call this process the 4Rs.
- The first R stands for Recognize – we must be able to recognize signs of violence and harassment if we want to end it.

- The second R stands for Respond – after you recognize inappropriate behavior, you must respond to it instead of ignoring it. You may have to report the situation to someone. Sometimes it will be to just your supervisor, and sometimes to both HR and your supervisor – it depends on the situation.
- The third R stands for Report – you may have to report the situation to someone. Sometimes it will be to just your supervisor, and sometimes to both HR and your supervisor – it depends on the situation.
- The fourth R is Refer. While we don't expect you to be experts in knowing what all the community and company resources are for victims of violence and harassment, we do want you to be aware of what is available and what the company can do in making referrals.
- Lastly, Respect should be demonstrated throughout this process. It's important for you to role model what it means to respect others. It's especially important that men hold other men responsible for how they treat women and set a good example.

## THE 4 Rs



## **B. MODULE 1 INTRODUCTION (OVERALL 1 MIN) – SLIDE #1-5**

### **B1. MODULE 1 LEARNING OBJECTIVES - SLIDE #1-6:**

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

1. Describe different types of violence and harassment in the workplace and at home.
2. Identify victims and perpetrators.
3. Recognize signs that violence or harassment has happened.
4. Break down false ideas and misunderstandings about why a person uses violence or harassment against another person.

## C. STATISTICS ABOUT VIOLENCE AND HARASSMENT IN THE WORKPLACE (OVERALL 3 MIN)

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #1-7 – #1-9**

#### **Time Breakdown:**

1 min: “Why this is important” talking points

1 min: How Widespread is This?

1 min: Workplace impact

Trainer provides brief statistics about domestic violence, sexual harassment and sexual assault, and stalking, and their impacts in the workplace.

### **C1. WHY THIS IS IMPORTANT TALKING POINTS (1 MIN) - SLIDE #1-7**

- [Employer] wants to create an environment that is free of violence.
- [Employer] looks to its supervisors to help respond to violence and harassment and support the company in creating a safe, respectful, and healthy environment for all workers.
- Healthy, happy workers are also productive workers, and that's good for the company.
- There are many types of violence that affect the workplace:
  - Sexual harassment, stalking, domestic violence, sexual assault, and other types of violence
- Let's look at some statistics that will illustrate to what extent violence and harassment impact the workplace.

### **C2. HOW WIDESPREAD IS THIS? (1 MIN) - SLIDE #1-8**

- One in 4 women has been the victim of severe physical violence by an intimate partner, while 1 in 7 men has experienced the same. (CDC, NISVS 2011)
- Nearly 1 in 5 women (18%) and 1 in 71 men (1%) have been raped in their lifetime. (CDC, NISVS 2011)
- Workplace sex discrimination is prevalent: 1 in 5 women report harassment by a boss and 1 in 4 were harassed by a coworker

- One in 6 women (16%) has been stalked during their lifetime, as has 1 in 19 men (5%). (CDC, NISVS 2011)

### **C3. WORKPLACE IMPACT (1 MIN) - SLIDE #1-9**

- Nearly 33% of women killed in US workplaces between 2003-2008 were killed by a current or former intimate partner.
- Of 79% of stalking victims who had a job, one in eight lost time from work. More than half the victims surveyed lost five or more days from work. (BJS 2009)
- A study conducted in California's Central Valley (a large farming area) found that out of 150 women interviewed, 80% had experienced some form of sexual harassment. (HRW 2012)

### **TALKING POINTS**

- Now that's we talked about why it's important to do something about violence and harassment in the workplace, let's identify and learn the definitions of the types of violence that most commonly impact the workplace.

## D. SEXUAL HARASSMENT EXERCISE (OVERALL 35 MIN) – SLIDE #1-10

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #1-10 – #1-24**

#### Time Breakdown:

10 min: Show the “CIW Know Your Rights —Sexual Harassment” video and small group/team discuss the Handout 1-1 discussion questions amongst themselves

25 min: Facilitate the large group discussion that defines sexual harassment and sexual assault

Trainers should also have the video ready and loaded on the computer. The back-up URL: <https://www.youtube.com/watch?v=Psdon0NIDFQ>

Pass out Handout 1-1 of “Discussion Questions for CIW ‘Know Your Rights – Sexual Harassment’ Video.”

**About the video clip:** The video shows a couple and two male workers talking about sexual harassment. One worker mentions what happened to "Maria." The video then cuts to Maria, who is alone in the fields. She is approached by a male boss in a truck who grabs her arm. He asks where her husband is, and then tells her if she gets in his truck and performs sexual acts, he will give her a better job as his secretary. She refuses.

## D1. VIDEO AND SMALL GROUP/TEAM DISCUSSION (10 MIN) – SLIDE #1-11

### TRAINER INSTRUCTIONS

#### Time Breakdown for Subsection:

1 min: Instructional talking points

2 min: Video clip called “CIW Know Your Rights —Sexual Harassment”

7 min: Small group/team discussions

Play the video excerpt “CIW Know Your Rights —Sexual Harassment” (has English subtitles). The video is 2 minutes long.

After showing the clip, the trainer should divide participants into small groups or teams. If participants are seated in small groups of 6-8 persons at tables, trainer will assign each small group to discuss 1 to 3 questions (depending on number of groups). If participants are seated around an open U, trainer will assign 1 or 2 questions to teams of 2 or 3 participants.

Participants should discuss assigned questions for 7 minutes as directed by trainer.

## TALKING POINTS

- In this section, you will see a short video clip that talks about sexual harassment.
- After the clip, I want each small group/team to answer your assigned questions. You will have about 7 minutes to discuss in your groups/teams.
- [Show clip]

**SMALL GROUP/TEAM DISCUSSION QUESTIONS - SLIDE #1-12 &  
Handout 1-1:**

**HANDOUT 1-1 “SEXUAL HARASSMENT DISCUSSION  
QUESTIONS”**

1. Who are the characters? Describe their interaction
2. What is the boss asking Maria to do? Is it sexual harassment? Why or why not?
3. What are other things that a boss/supervisor could say or do that could be considered sexual harassment?
4. What might happen to Maria if she says no?
5. Why does the boss feel like he can say or do those things to Maria?
6. Why did the boss pick that place to talk to Maria?
7. What are some other places on the farm where a boss or supervisor might act or speak this way to employees?
8. Are there places off of the farm where this could occur?
9. What are the effects on the business and the workers if these things happen?

## D2. LARGE GROUP DISCUSSION: DEFINING SEXUAL HARASSMENT AND SEXUAL ASSAULT (24 MIN)

### TRAINER INSTRUCTIONS

#### Time Breakdown for Subsection:

12 min: Define sexual harassment and sexual assault

6 min: Power and Control Dynamics

6 min: Workplaces Impacts of Violence and Harassment

The first opening questions establish the power dynamic between Maria and the boss. It also is intended to help the participants identify sexual harassment.

Trainer should call on small groups, or ask for volunteers to provide answers to the questions. Write down the responses on the flip chart. Trainer can ask for examples before revealing the answers on the power point slide.

In the large group discussion, trainer should explain that sexual harassment and assault cover a range of acts; emphasize that acts that start out as sexual harassment can escalate to sexual assault/rape. That is also why it is important to recognize the signs early and act to prevent them.

In addition, trainer should address the power and control dynamics of sexual harassment and assault, and why workers are particularly vulnerable to both.

## **D2.1. DEFINING SEXUAL HARASSMENT AND SEXUAL ASSAULT (12 MIN)**

### **LARGE GROUP DISCUSSION: QUESTIONS #1-3 - SLIDE #1-13**

1. Who are the characters? Describe their interaction.
2. What is the boss asking Maria to do? Is it sexual harassment? Why or why not?
3. What are other things that a boss/supervisor could say or do that could be considered sexual harassment?

## **LEARNING POINTS FOR SEXUAL HARASSMENT AND SEXUAL ASSAULT**

### **I. A RANGE OF ACTS - SLIDE #1-14**

- Sexual harassment and assault are a range of acts and behaviors: anything from lewd comments, sexual comments, an uncomfortable situation, unwanted touching, kissing, and up to sexual assault and rape.
- Perpetrator may be a stranger; it is more common for a victim to be harassed or assaulted by someone they know. Perpetrator can be any person such as boyfriend, girlfriend, partner, family member, co-worker, acquaintance.
- It is not always about sexual desire, but rather wanting to control someone

### **II. WHAT IS SEXUAL HARASSMENT? - SLIDE #1-15**

- Sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.
- It is unwelcome.
- Interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment.

### **EXAMPLES OF SEXUAL HARASSMENT - SLIDE #1-16**

- Gestures, heckling, staring, whistling, unwanted flirtations and touching, sexually charged jokes in the bus, fields, company housing, and work facilities
- Leering or making unwanted comments or jokes about someone's appearance, body, sexual prowess, or sexual deficiencies.
- Promotions or improvement of working conditions in exchange for sexual favors
- False rumors or defamation of character if victim doesn't respond to attention
- Any retaliation against another person for reporting or stating intent to report sexual harassment

### **III. WHAT IS SEXUAL ASSAULT? - SLIDE #1-17**

- Sexual assault is a crime.
- Sexual contact obtained through the use of force, threat of force, intimidation, or coercion.
- Consent is clearly communicated by a yes, never does the absence of No mean yes.
- Consent is illegally obtained if person is unconscious, under the influence of a mind altering substance/alcohol, or if the individual is under the age of 18.

### **EXAMPLES OF SEXUAL ASSAULT - SLIDE #1-18**

- Unwanted touching
- Kissing
- Fondling or groping
- Rape

## **D2.2. POWER DYNAMICS (6 MIN)**

### **LARGE GROUP DISCUSSION: QUESTIONS #4-6 - SLIDE #1-19**

4. Why did the boss pick that place to talk to Maria?
5. What might happen to Maria if she says no?
6. Why does the boss feel like he can say or do those things to Maria?

### **LEARNING POINTS - SLIDE #1-20**

#### **“Power Dynamics”**

- Employees can be vulnerable to sexual assault/harassment because they cannot afford to lose their jobs
  - An employee may be afraid to refuse sexual advances or report harassment/assault because they may lose their job
  - They will be unable to support a family or continue working if they are on a visa/guest worker program; may be very difficult to find another job
- Shame/afraid people won't believe them

## **D2.3. WORKPLACE IMPACTS OF VIOLENCE (6 min)**

### **LARGE GROUP DISCUSSION: QUESTIONS #7-9 - SLIDE #1-21**

7. What are some other places on the farm where a boss or supervisor might talk to employees this way?
8. Are there places off of the farm where this could happen? Where?
9. What are the effects on the business and the workers if these things happen?

### **LEARNING POINTS**

#### **“Workplace Impacts of Violence” - SLIDE #1-22**

- Violence or harassment can take place anywhere at work. In some places, workers are more vulnerable than others.
  - For example, wherever workers are alone, or a place that is far away from others.
  - Going to the bathroom
  - Working in the fields
  - On the bus

(Next slide #1-23)

- Workers who are victims might miss work, have problems concentrating, have medical problems, or be harassed or threatened at work.
- Lack of response by supervisor models bad behavior and tells other workers that company does not take violence seriously or punish those who commit it.
- This costs the company money and may open it up to investigations and lawsuits.

(Next slide #1-24)

- Employers who provide company housing should take proper measures to prevent domestic and sexual violence and stalking in their housing facilities. This includes notifying the proper authorities in reporting such violations.
- Injuries, exhaustion, and problems concentrating can also pose a safety hazard for employees and their coworkers, especially if operating machinery or working in a dangerous setting.

## E. EXERCISE: DOMESTIC VIOLENCE AND STALKING (MARI Y PATY) (OVERALL 27 MIN)

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #1-25 – #1-37**

#### **Time Breakdown:**

3 min: Act out the Fotonovela

24 min: Large group discussion and learning points

Trainers will need to pass out Handout 1-2 “Fotonovela: Mari and Paty” and Handout 1-3 “Power and Control Wheel” in this section.

Trainer should take 1 minute to explain the exercise and distribute “Fotonovela: Mari and Paty” Handout 1-2. Trainers should take no more than 2 minutes to act out the scene.

### E1. “FOTONOVELA: MARI AND PATY” (3 MIN) – Handout 1-2

#### TALKING POINTS - SLIDE #1-25

- In this section, you will hear about two female workers discussing a problem. This problem is about domestic violence.
- After reading the fotonovela, we’ll discuss the situation together as a group.
- [Trainers act out the Fotonovela]

## HANDOUT 1-2. "FOTONOVELA: MARI AND PATY"

This is the story of what happened between two friends when they were working in the fields. It is a Friday afternoon and work is just ending.

Oh  
Mary. I can't take in anymore. Jose treats me so badly and he's very jealous. He doesn't want me to talk to anyone. He watches me all the time, checks my phone, and always yells at me. And when he is drunk he is even more abusive. sob sob

Nothing's wrong, Mary. I'm fine. sob sob

No you aren't ok. You are crying all the time. Talk to me.

Hello Paty. You are crying again? Since you've been with Jose you are always sad and and you don't talk to anyone about it. What's up?



No. The boss already knows. He works with him. And the other day he saw Jose yank my hair here at work and he didn't say anything.

I can't leave him. He threatens to take my son if I do. The other day he hit me and choked me and told me not to tell anyone or it would be even worse.

Why don't we talk to the boss. Maybe he can help.

That's why you don't talk to anyone and you are always alone on the bus when we come to work.

Leave him. You have a job. Ask for help.



## E2. LARGE GROUP DISCUSSION OF FOTONOVELA “MARI AND PATY” (24 MIN) – HANDOUT POWER AND CONTROL WHEEL

### TRAINER INSTRUCTIONS

#### Time Breakdown:

1 min: Recognizing violence large group discussion and learning points for question #1

8 min: Defining domestic violence and stalking large group discussion and learning points for question #2

15 min: Workplace impact large group discussion and learning points for questions #3-5

In addressing the questions in each discussion section below, the lead trainer should call on participants. Another trainer quickly writes down the responses on the flip chart. Trainers then ask for any additional answers and for examples as appropriate before revealing the learning points on the power point slide.

During the discussion, trainer should insert examples that participants provided earlier during the two previous exercises. This will help to reinforce ideas and let participants know that their voices are being heard.

Pass out Handout 1-3 “Power and Control Wheel” here.

### E2.1. RECOGNIZING VIOLENCE (1 min) - SLIDE #1-26

#### LARGE GROUP DISCUSSION: QUESTION #1

1. Why does Mari suspect that something is happening to her friend Paty?

#### *Possible responses:*

- she is sad and crying all the time
- she doesn't talk to anyone anymore
- she missed a lot of days at work
- she sits alone on the bus

## **E2.2. DEFINING DOMESTIC VIOLENCE AND STALKING (8 min) - SLIDE #1-27**

### **LARGE GROUP DISCUSSION: QUESTION #2**

2. What forms of violence are discussed in the scenario?

*Possible responses:*

- Domestic violence (partner exhibits jealous, controlling behavior; yells at Paty; threat to take their child; physical violence; threats of further physical harm)
- Stalking (Jose watches Paty and checks her phone)
- Sexual harassment (Jose pulling Paty's hair while they were working)

### **LEARNING POINTS**

- Domestic violence is based on power and control (and refer to the "Power and Control Wheel" in Handout 1-3)
- Domestic violence is physical violence (provide examples) but also other forms of violence (provide examples).
- Discuss stalking and provide examples of stalking behaviors. Emphasize that stalking frequently co-exists with sexual assault or domestic violence.

## HANDOUT 1-3 “POWER AND CONTROL WHEEL”



**DOMESTIC ABUSE INTERVENTION PROJECT**

202 East Superior Street  
Duluth, Minnesota 55802  
218-722-2781  
www.duluth-model.org

## **A. WHAT IS DOMESTIC VIOLENCE? - SLIDE #1-28**

- Domestic violence (DV) is a pattern of behaviors used to establish power and control over another person (intimate partner or family member) through fear and intimidation.
- DV is not just *physical*; can also include *emotional, psychological, economic, and/or sexual harassment and sexual assault*.

### **EXAMPLES OF PHYSICAL VIOLENCE - SLIDE #1-29**

- Hitting, kicking, punching, physical harm of any kind or threatening to exert physical harm.
- Throwing objects or use of weapons.
- Property damage: Breaks walls, windows, personal items
- Threatening to kill, or hurt victim or a loved one (even a pet)

### **EXAMPLES OF EMOTIONAL VIOLENCE – SLIDE #1-30**

- Making them feel guilty
- Threatening a person and/or their loved ones
- Threats of suicide or self-harm
- Threats of taking away children
- Controlling what she does, who she sees, where she goes, using jealousy as a justification

### **EXAMPLES OF SEXUAL HARASSMENT AND SEXUAL ASSAULT – SLIDE #1-31**

- Coercion in participating in sexual acts, including sexual acts with others
- Unwanted touching of a sexual nature/fondling
- Rape

### **EXAMPLES OF ECONOMIC CONTROL – SLIDE #1-32**

- Preventing victim from getting or keeping a job
- Control over their finances or access to finances
- To make all the big financial decisions without consultation

## **B. WHAT IS STALKING? - SLIDE #1-33**

- Harassing, unwanted and/ or threatening behavior that causes the victim to fear for his/her safety or the safety of a family member
- Perpetrator can be intimate partner/family; acquaintance/co-worker/dating/customer/client stranger
- Use of technology
- Strongly correlated to sexual assault and domestic violence

## **EXAMPLES OF STALKING - SLIDE #1-34**

- Approaching or following a victim or their family/friends/love interest
- Sending victim unwanted items, including gifts/flowers
- Repeatedly contacting victim in text, emails, or phone calls
- Breaking into a person home/vehicle
- Forcing contact with victim

## **E2.3. WORKPLACE IMPACT OF VIOLENCE (15 min) - SLIDE #1-35**

### **LARGE GROUP DISCUSSION: QUESTIONS #3-5**

3. Is the violence affecting Paty's job?
4. Why doesn't Paty want to tell her boss what is happening to her?
5. What is the impact on the workplace?

### **LEARNING POINTS**

#### **IMPACT ON THE WORKPLACE - SLIDE #1-36**

- Many victims find that their work is affected by the violence in these ways:
  - Absences
  - Relocation
  - Chronic tardiness
  - Changes in work performance
  - Problems concentrating
  - On the job harassment and violence
  - Resignation
  - Termination
- Lack of response by supervisor (Don Jimenez here) models bad behavior and tells other workers that company does not take violence seriously or punish those who commit it.

#### **WHY VICTIMS DON'T DISCLOSE TO THEIR EMPLOYER - SLIDE #1-37**

- Many victims do not want their employer to know about the violence or harassment for fear of getting fired, being treated differently or being given different/worse duties or working conditions.
- Many workers may be ashamed, or are afraid for their safety, and do not want co-workers or supervisors to know about the violence or harassment.
- Workers also will not disclose to the employer if the workers believe nothing will happen.
- In addition to responding effectively, the company can provide support and accommodation to victims to help them keep their jobs and do their work. We will discuss this more later

## **F. COMMON PLACES WHERE VIOLENCE AND HARASSMENT MIGHT OCCUR (OVERALL 5 MIN) – SLIDE #1-38**

### **TRAINER INSTRUCTIONS**

**Presentation Slides Used: #1-38 – #1-41**

#### **Time Breakdown:**

2 min: Facilitate the Large Group Discussion

3 min: Review the Learning points

The purpose of this short discussion is to emphasize the most common places that violence can occur and its relevance to the participants. Trainer will review the learning points that violence can occur at home; at the workplace; and away from the workplace but have effects in the workplace. Trainer should refer back to the previous exercises, to Mari and Paty, to emphasize these points.

Trainer should ask for examples before revealing the answers on the power point slide, and write the answers on a flip chart or board.

### **F1. LARGE GROUP DISCUSSION (2 MIN) - SLIDE #1-39**

1. What are some common places where violence or harassment can occur?

#### **LEARNING POINTS (3 MIN)**

##### **F1.1. WHEN VIOLENCE OCCURS AT HOME (1 MIN) - SLIDE #1-40**

- Conflict with partner/spouse/family member
- Controlling spouse/partner/family member
- Money problems
- Infidelity
- Separation/break up/divorce
- What are some reasons violence occurs at work?

##### **F1.2. WHEN IT OCCURS AT THE WORKPLACE (2 MIN) - SLIDE #1-41**

- Partner/family member/acquaintance appears in workplace

- Makes threats, harasses, causes violent incident
- Uses work resources (bus, truck, computer, phone)
- Employee/supervisor is perpetrator
  - Employee in a position of authority, such as a supervisor, manager, etc.
  - Employee may object to such behavior but may feel they have no choice but to comply in order to maintain employment.
- Coworker
  - Workplace romance can raise issues of favoritism, cause distractions, affect employee morale.
  - Industries or places of employment where more men tend to work, or where people are alone for long periods of time, or where many immigrants work, such as agriculture, make women vulnerable to sexual violence and harassment.

## G. VICTIMS AND PERPETRATORS (OVERALL 12 MIN)

– SLIDE #1-42

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #1-42 – #1-52**

#### Time Breakdown

5 min: Go over the “Who are Victims?” subsection

2 min: Go over the “Who are Perpetrators?” subsection

5 min: Go over the “Common Beliefs and the Real Facts about Victims” subsection

This section will review characteristics of, and red flags for identifying, victims and perpetrators. It concludes with a review of some common myths about victims and violence, including the role of culture, and leading up to going back to the first exercise.

## G1. WHO ARE VICTIMS? (5 MIN)

### G1.1. ANYONE CAN BE A VICTIM (1 min) - SLIDE #1-43

- Victims can be of any age, gender, sexual orientation, education level, ethnicity, or income status.
- Victims can also be of any immigration status: a citizen, a resident, an asylee, out of immigration status, on a work visa, etc.

### G1.2. SIGNS OF VICTIMIZATION (2 min) – SLIDE #1-44

- Depression/anxiety/stress
- Avoids eye contact
- Low self-esteem
- Uncontrollable crying/sadness/hopelessness
- Drug/alcohol/prescription drug abuse
- Suicidal thoughts/attempts
- Unexplained Trauma/Injury with bad excuses
  - examples: Scrapes, bruises, cuts, and fractures; Arm, body, head scrapes and bruises; Broken teeth, nose, busted lips; Miscarriage; Swelling, welts; Burn marks

- Medical complaints/conditions
  - examples: Headaches/migraines; Neck, chest, body pain/aches; Pelvis pain; painful sexual intercourse/vaginal pain; Miscarriage
- Changes in personality
  - examples: Fear of conflict; Self-blame for problems at home; Stress related problems; Quiet and/or passive if they are not usually like that
- Uncharacteristic work related problems
  - examples: Excessive absences from work and/or school; Receives excessive phone calls or interruptions at work; Arrives late to work

### **G1.3. VULNERABILITY (2 min) - SLIDE #1-45**

- Immigration Status
  - Many immigrant women come from a country where it is culturally accepted. These types of cultures tend to blame the women that they have provoked the violence and causes them to be ashamed.
  - Language barriers many times prevent immigrants from communicating about the violence
- Low Income/Poverty
  - Individuals with low incomes are more likely to be exposed to violence and harassment.
  - Fear of losing financial stability/job
  - Lack of resources such as housing, food, and daily essentials
- Past Abuse/Harassment history
  - History of being involved in other abusive relationships
  - Being exposed to abusive relationship as a child

## G2. WHO ARE PERPETRATORS? (2 MIN)

### G2.1. ANYONE CAN BE A PERPETRATOR (1 MIN) - SLIDE #1-46

- Like victims, perpetrators come from all walks of life.
- They can be of any age, sex, sexual orientation, education level, ethnicity immigration or income status
- Most victims of violence are women, and most perpetrators are men.
- However, women can be violent to men and can be violent to women. Men can harm and harass other men, and it doesn't have to be motivated by sexual attraction/desire.

### G2.2. SIGNS THAT SOMEONE MIGHT BE A PERPETRATOR (1 min) - SLIDE #1-47

- Victim of domestic violence or sexual assault as a child
- History of perpetrating violence and domestic violence or sexual harassment and sexual assault
- Possessive, predatory and controlling behavior
- Drug or alcohol abuse (***substance abuse DOES NOT cause someone to be violent***)
- Untreated mental disorder
- Use of violence or threat of violence to maintain control
- Unemployment or inability to maintain stable employment

## G3. COMMON BELIEFS AND THE REAL FACTS ABOUT VICTIMS (5 MIN)

- SLIDE #1-48

### G3.1. VICTIM'S FAULT - SLIDE #1-49

#### *BELIEF:*

- Victim is to blame for violence or harassment
- Victim's attitude/life style/actions/personality provoke violence

#### *FACTS:*

- A victim's past or present actions, sexual activity, sexual preference, behavior, drug/alcohol use or dress in no way justify violence or harassment. No victim can be blamed for violence used against her or him.
- A perpetrator is always responsible for violence they carry out.
- The victim is NEVER responsible.

### G3.2. PHYSICAL VS. OTHER FORMS OF VIOLENCE - SLIDE #1-50

#### *BELIEF:*

- Violence is only physical

**FACTS:**

- Briefly refer to previous discussion of domestic violence
- Domestic violence is more than just physical; it takes many other forms such as Emotional, Verbal, Psychological, Financial, Sexual.
- Physical violence is just sometimes easier to detect.

**G3.3. FEAR OF LEAVING AND EFFECTS ON CHILDREN - SLIDE #1-51**

**BELIEF:**

- Victims are selfish and don't care about the well-being of their children, otherwise they would leave.

**FACTS:**

- Victims many times out of fear (or because they don't have other options, like a place to live, or child care, or money) will not leave a violent relationship/situation
- Perpetrators use manipulation and threats to create fear in victims
- Many victims believe that as long as s/he is the only one being physically abused his/her children are not affected.
- Victims may fear losing their children to perpetrator.
- Victim is financially insecure and in danger of becoming homeless with their children.

**G3.4. CULTURE IS NOT A JUSTIFICATION - SLIDE #1-52**

**BELIEF:**

- Domestic and sexual violence are ok if accepted culturally and some cultures condone them.

**FACTS:**

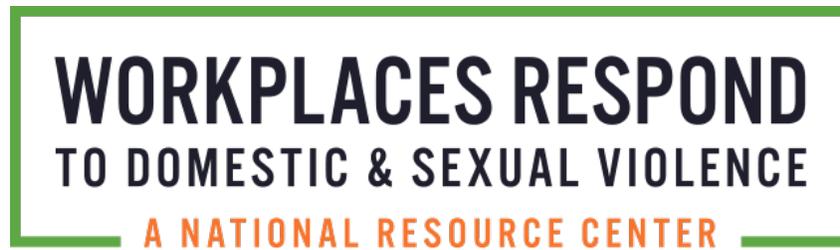
- Culture is not a justification or excuse for violence
- Important to challenge and change cultural norms that accept and justify use of violence. Every culture has some forces that condone and some that condemn violence.
- Attitude of "minding one's business" or "looking the other way" must change
- Men and boys are very important for changing this attitude because men listen to other men

## H. CONCLUSION (OVERALL 3 MIN)

### H1. CONCLUDING LEARNING POINTS (3 MIN) - SLIDE #1-53

#### TALKING POINTS:

- Anyone can be a victim of violence or harassment, male or female, any sexual orientation, race/ethnicity, immigration status, economic status, job, etc.
- Anyone can be a perpetrator, and men can harass men, women can abuse women, etc.
- People harm or harass others because the victims/targets are vulnerable for some reason, and the perpetrators want to control or take advantage of them. Certain conditions make some persons more vulnerable than others to violence or harassment.
- Violence/harassment is not just physical, and it's not just about sexual desire. It's about the desire to exercise power and control over another person.
- Violence can be emotional (telling someone they are worthless, treating them as a sex object, humiliation), psychological (threatening to harm friends or family, threats to immigration status), economic (threatening to fire someone or transfer them to another crew or give them a different, worse duties etc)
- Violence usually occurs in places where people are alone or working far away from others: it could be in the fields, or going to the bathroom. Sometimes violence and harassment can occur where there are lots of other people who just watch and don't do anything to stop it - like on the bus.
- [Employer] wants to create an environment that is free of violence because it wants a safe, respectful, and healthy environment for all workers. Healthy, happy workers are also productive workers, and that's good for the company.
- A culture of respect is important in and outside the workplace; always treat others how you would want to be treated.
- So now that we have finished covering the first R: Recognize. Let's now move on to the second R: Respond.



## **MODULE 2: RESPOND TO VIOLENCE AND HARASSMENT**

This module will have to be modified to reflect the policies of the employer. Parts of it have been redacted to respect the privacy of the employer this training was originally created for.

It also includes references to the Fair Food Program and its Code of Conduct. This may not be applicable to everyone and should be edited to reflect your current context.

For an example of a model employer policy, please visit the Workplaces Respond National Resource Center's page:

<https://www.workplacesrespond.org/resource-library/modelpolicy/>



# MODULE 2: RESPOND TO VIOLENCE AND HARASSMENT

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## OVERVIEW



**TOTAL TIME:** 50 min



### **LEARNING OBJECTIVES:**

Participants will be better able to:

1. Explain the company's values, culture, and policies that promote respect and reject violence and harassment both at work and at home.
2. Recognize how violence and harassment at home also negatively affects the workplace.



### **LEARNING METHODS:**

1. Lecture/Presentation
2. Small and Large Group Discussion



### **MATERIALS NEEDED:**

1. Power point slides for Module 2
2. Laptop
3. Projector and screen
4. Speakers
5. Flipchart or board with appropriate writing tools



### **HANDOUTS**

1. Handout 2-1. "Sunripe Certified Brands' Policies"
2. Handout 2-2. "Scenario: A Lovers' Argument"
3. Handout 2-3. "Scenario: Company Housing – Blurred Lines between Home and Work"

## **A. MODULE INTRODUCTION (OVERALL 2 MIN)**

### **TRAINER INSTRUCTIONS**

**Presentation Slides Used: #2-1-#2-2**

#### **Time Breakdown**

1 min: Read out loud the Learning Objectives

1 min: Read out loud the Talking Points

Make sure that participants understand each objective and provide definitions or clarifications when needed.

### **A1. MODULE LEARNING OBJECTIVES (1 MIN) - SLIDE #2-2**

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

1. Explain the company's values, culture, and policies that promote respect and reject violence and harassment both at work and at home.
2. Recognize that different kinds of violence and harassment will require managers and supervisors to respond in different ways.

### **A2. TALKING POINTS (1 MIN)**

- In our previous session, we discussed the different types of violence that can take place at home and at work.
- We learned that anyone can be a victim or a perpetrator.
- And lastly, we talked about how to recognize signs of violence or harassment.
- In this section, we will move on to the 2<sup>nd</sup> R: Response.
- But before diving into the steps of responding to violence and harassment at home and in the workplace, let's first cover the company's values, culture, and policies promoting respect.

## B. [EMPLOYER’S] VALUES, CULTURE, AND POLICIES PROMOTING RESPECT (OVERALL 16 MIN) – SLIDE #2-3

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #2-3 – #2-21**

#### **Time Breakdown**

1 min: Introduce human rights-centered principles and values

8 min: Review [employer’s] policies for addressing violence and harassment

5 min: Overview of Fair Food Program/Code of Conduct.

2 min: Wrap up with discussing how everything works together

The purpose of this section is to review the [employer’s] relevant policies that create a culture of respect and non-violence. This section is mostly lecture-style.

Pass out the “**Sunripe Certified Brands’ Policies**” Handout (Handout 2-1).

### **B1. ANTI-VIOLENCE AND HUMAN RIGHTS-CENTERED PRINCIPLES AND VALUES (1 MIN) - SLIDE #2-4**

- Human rights are the rights that are inherent to all people, whatever our nationality, gender, national or ethnic origin, religion, language, or any other status without discrimination.
- Human rights-centered principles are basically principles that uphold and prioritize human rights.
- [Employer] is committed to providing a work environment that is free of discrimination, harassment, and violence.
- That commitment includes the human right for workers to have a safe workplace.

## **B2. [EMPLOYER'S] POLICIES FOR ADDRESSING VIOLENCE AND HARASSMENT (8 MIN) - SLIDE #2-5/Handout 2-1**

### **TALKING POINTS**

- In order to create a positive workplace and to provide the best work environment possible, [Employer] has put policies into place.
- A summary of these policies is available to you in this handout called Handout 2-1 “Sunripe Certified Brands’ Policies.”
- All employees, supervisors, and managers are expected to follow the rules of conduct for each policy that have been put into place for the safety and wellbeing of all employees.

### **HANDOUT 2-1 “SUNRIPE CERTIFIED BRANDS’ POLICIES”**

Redacted.

#### **B2.1. HUMAN TRAFFICKING POLICY- SLIDE #2-6**

- Under this policy, [Employer] refuses to participate in any form of human slavery, and holds all of its employees to the same standard.
- Types of human trafficking include, and are not limited to, sex and/or labor trafficking, which means the recruitment, harboring, transportation, provision or obtaining of a person for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.
  - If any employee is found engaging in trafficking, the employee will be terminated and [Employer] will notify the proper authorities.
  - When encountering employees who are victims of trafficking, the supervisor should notify upper management, and upper management will contact the proper agencies [as well as the Fair Food Standards Council].

#### **B2.2. NO HARASSMENT POLICY- SLIDE #2-7 – #2-8**

- Reinforces [Employer]’s commitment to promote a work place that that is free of discrimination, sexual harassment and/or any unlawful harassment.
- Discrimination means the unfair or unequal treatment of a person or a group based on race, color, religion, sex, national origin, age, disability, marital status, sexual orientation.
- Harassment means any verbal or physical conduct that denigrates or shows hostility toward an individual because of his/her race, color, religion, sex,

national origin, age, disability, marital status, sexual orientation, or creates an intimidating, hostile, or offensive work environment.

(Next slide #2-8)

- Sexual harassment means any form of discrimination or violence that is unwelcome and affects an employee's employment, performance or creates an intimidating, hostile, or offensive work environment.
  - Examples: sexual advances, request of sexual favors, sexual assault, rape, or any other verbal or physical conduct of a sexual nature.

### **B2.3. DOMESTIC AND SEXUAL VIOLENCE POLICY- SLIDE #2-9 - #2-10**

- The purpose of this policy is to enhance workplace awareness for victims of violence and fellow employees, and to help employees understand how to prevent and respond to violence.
- The policy requires Managers/Supervisors/Crew Leaders and other Employees in a supervisory position to receive regular training on preventing, recognizing, and responding to violence.
- Supervisory employees will be able to recognize the different levels of policy violations and respond accordingly to any violations based on the facts and severity of the issue.

(Next slide #2-10)

- Employees will be educated on policy so that they will be able to recognize a violation and follow the proper chain of command in reporting any issues.
- This policy allows [Employer] to provide immediate assistance to employees who are victims - such as by providing time off and other accommodations, addressing performance issues, enforcing a protective order (if obtained) in the workplace - and referrals to local community resources.
- The policy also creates consequences for employees who perpetrate violence or harassment. [Employer] will conduct an investigation and discipline any employee who has engaged in such behavior.

## **B3. FAIR FOOD PROGRAM/CODE OF CONDUCT (5 MIN) – SLIDE #2-11**

### **TALKING POINTS**

- In August 2010, [Employer] partnered with the Coalition of Immokalee Workers (CIW) and signed the “Fair Food Agreement.”
- This shows that company’s ownership and leadership are committed to creating a socially responsible industry.
- Fair Food Agreement includes the “Code of Conduct.” The following are some important requirements of the Code.

### **B3.1. JOINT/EXTERNAL COMPLAINT RESOLUTIONS - SLIDE #2-12**

- Company policy provides that workers have the freedom to report complaints or concerns without fear of retaliation.
- The Code provides that workers must also be informed of their right to contact the CIW or the Fair Food Standards Council (FFSC) to make complaints or express concerns. Retaliation or threats of retaliation are serious violations of the Code

### **B3.2. HEALTH & SAFETY - SLIDE #2-13**

- [Employer] agrees to provide a safe and healthy working environment for employees.
- Employees who feel threatened or in danger have the right to cease working (without pay) or fear of retaliation.
  - The Code also requires that a Health & Safety Committee be established. This committee is made up of paid employee volunteers who meet regularly to offer input and/or express concerns about health and safety in the workplace. Topics discussed can include sexual harassment, discrimination and verbal abuse, all of which are prohibited under the Code.

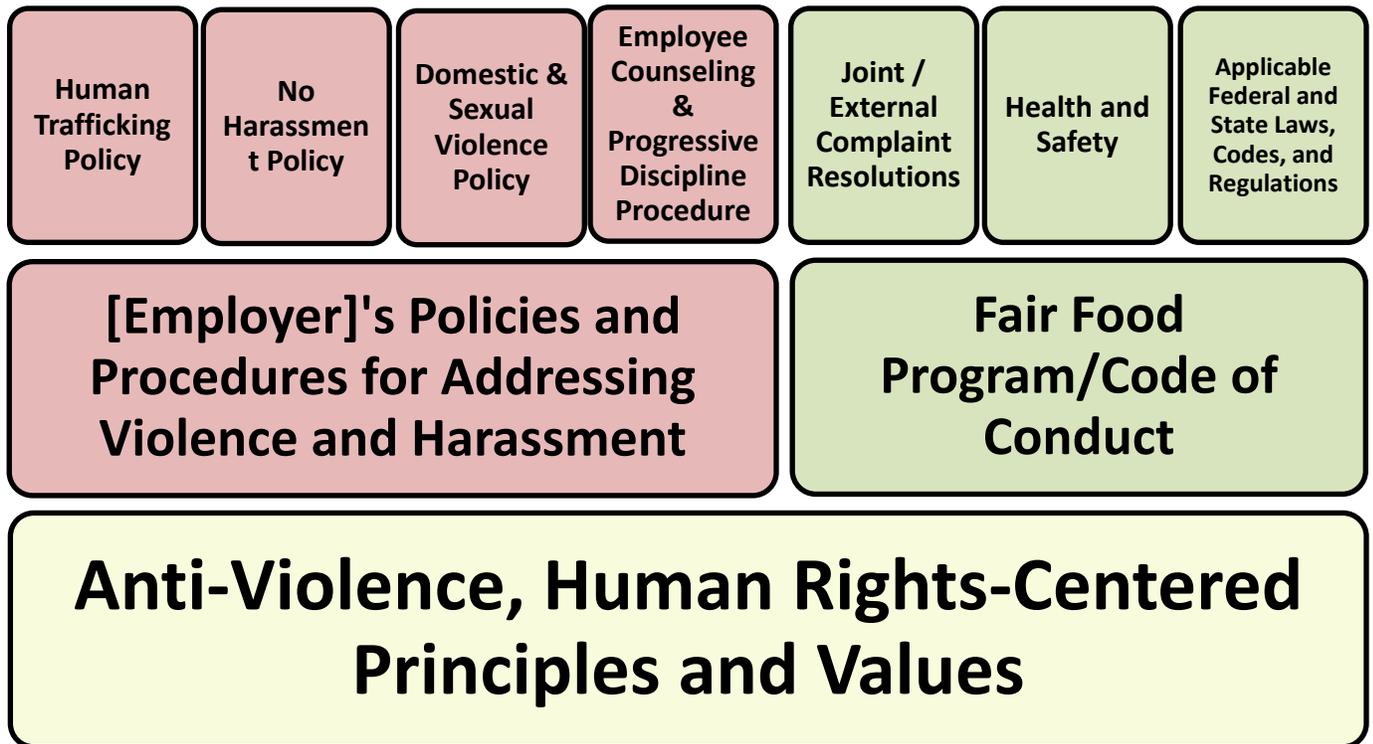
### **B3.3. APPLICABLE FEDERAL/STATE LAWS, CODES, AND REGULATIONS - SLIDE #2-14 – #2-15**

- [Employer] agrees to abide by all of the following items within these categories.
- This includes but is not limited to, the Code of Conduct itself, local, state, or federal laws regarding employee wages, benefits, working hours, equal opportunity, and employee and product safety.

(Next slide #2-15)

- Zero tolerance provisions under the Code of Conduct include:
  - Forced labor will result in termination of those responsible, banning of employment at FFP farms, and contacting the authorities. Additionally a finding of forced labor results in a company's suspension from the FFP.
  - Sexual harassment that involves physical contact is a zero tolerance offense, requiring termination of those responsible and immediate corrective action by the company to avoid FFP suspension.
  
- We will see how the code applies to specific examples in the next Module.

## B4. HOW EVERYTHING WORKS TOGETHER (2 MIN) – SLIDE #2-16



### TALKING POINTS

- This slide shows how everything works together.
  - [Employer] is part of the Fair Food Program and is required to follow the Fair Food Standard Council's Code of Conduct.
  - Additionally, [Employer] has its own set of internal policies and procedures that support a violence-free workplace.
- We would like you to know about [Employer]'s commitment to these policies in order to help you:
  - (1) Understand that [Employer] is serious about promoting a respectful and safe environment, and
  - (2) Encourage greater communication between employees, supervisors, and management about the Company's values.
- Now that we have this foundation, let's move on to how you can respond to incidents of violence and harassment in your roles as supervisors.

## C. SCENARIO 1: “A LOVERS’ ARGUMENT” (OVERALL 15 MIN) – SLIDE #2-17

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #2-17 – #2-21**

**Time Breakdown:**

2 min: Read the scenario out loud with participants

12 min: Facilitate large group discussion

1 min: Wrap up with learning points

The purpose of this exercise is to help managers and supervisors recognize domestic violence and sexual harassment. The scenario takes place in the field. Read the scenario out loud for participants.

Ensure that all participants have the Handout, “**Scenario: A Lovers’ Argument**” (**Handout 2-2**). This exercise will be conducted as a large group discussion.

Wrap up the section with the learning points at the end.

### C1. SCENARIO (2 MIN) – Handout 2-2

#### HANDOUT 2-2 “SCENARIO: A LOVERS’ ARGUMENT”

Luis, a dumper, and Ana, a harvester, both work on Roberto's crew and had dated for six months until recently breaking up. Ana broke up with Luis because she didn't like the way he constantly asked her where she was and who she was talking to; he would get mad if he saw her with her friends or talking to other men. He also kept telling her that he should keep her paycheck because she was terrible with money, always spending it on "dumb" things.

It comes to Roberto's attention that lately, Luis often rejects Ana's buckets and returns them with comments such as “they are full of stems.” Roberto realizes that this behavior is only directed at Ana.

Ana hasn't complained or said anything to Roberto. Roberto assumes that this is a lovers’ argument and that if it was bothering Ana, she would say something to him.

## C2. LARGE GROUP DISCUSSION (12 MIN)

(Slide #2-18)

### 1. Has Luis done anything wrong? If yes, what did he do? If no, why?

*Prompts:*

- What things do we know that Luis was doing things to Ana **before** she broke up with him?
  - He got jealous of who she talks to
  - He tried to control her money
  - He kept control of Ana
- Could many of his actions be called domestic violence even though he had not physically hit her?
- Could this type of harmful behavior also affect their relationship at work?

*Possible responses:*

- Yes
  - It looks like Luis is trying to punish Ana for breaking up with him - this is an example of how personal issues affect the workplace and an example of sexual harassment.
  - Luis's behavior is not appropriate and against company policy.
  - Luis's actions are affecting the workplace and harvesting; they are affecting Ana's ability to do her job.
- No
  - Ana hasn't complained and personal stuff is not my concern.

*Wrap up:*

- Yes, Luis has done something wrong.
- Luis is engaging in sexual harassment against Ana by trying to “punish” her at work because she broke up with him. He is making personal issues affect their work.
- His actions when Luis and Ana were together are also signs of domestic violence.
- Remember that violence and harassment do not always mean physical violence.

(Slide #2-19)

## 2. How should you **RESPOND** to Luis's behavior?

*Possible responses:*

- Ignore it because Ana didn't complain about the situation
  - **NOTE:** this is an unlikely answer since they previously discussed the fact that Luis did something wrong
- It is very important for a supervisor to respond immediately to seeing or hearing any incidents of harassment or violence.
- I should say something directly to Luis, like:
  - I should ask him why he keeps rejecting Ana's buckets.
  - I should explain that it is not appropriate to treat Ana differently or worse than other workers because of her current or former relationship with Luis.
  - I should warn Luis that if he does not stop this behavior, there may be disciplinary consequences, and explain them.
  - Reference the Domestic and Sexual Violence Policy here
- After I talk to Luis, I should monitor Luis's behavior.
- I should talk with Ana, let her know that I noticed the problem, and that I have told Luis to stop his conduct. I should check back with Ana after a day or two to see if Luis has continued to treat her differently or if other problems have come up, demonstrating my commitment and attention to work environment issues.

*Wrap up:*

- Luis's behavior is inappropriate and a red flag for more serious and threatening behavior in the future.
- Even though Ana did not say anything, it is your responsibility to notice what happened. Be proactive.
- You should say something to Luis. His behavior towards Ana is inappropriate and violates company policy.
- It is important for you to say something to Luis to stop this sort of behavior and prevent further threatening behavior that could happen in the future if this goes unaddressed.

(Slide #2-20)

## 3. Should you say anything to the other dumpers and harvesters? If so, what should you say?

*Possible responses:*

- No

- **NOTE:** this is an unlikely answer, but trainers should elicit a specific response and then explain why it is wrong
- Yes
  - It is appropriate for to say something to the rest of the crew
  - It is important to make it clear to everyone on the crew that this kind of behavior is not appropriate and against company rules
  - To help create a culture where this sort of behavior is not the norm and not tolerated.
  - To prevent similar cases in the future.
  - Lets workers know that there are consequences for this type of behavior.
  - Also lets workers know that can make complaints without fear of retaliation, and that there are resources to deal with violence and harassment.

*Wrap up:*

- As a supervisor, you should make it clear that this sort of behavior is not tolerated and is against company policy.
- [Employer]'s main goal when it comes to violence and harassment is to take a proactive approach. Different measures can and will be taken according to the problem.
- Raising this with the other workers:
  - can prevent others from engaging in behavior similar to Luis;
  - lets workers know there are consequences for this behavior, and explains them;
  - lets workers know they can make complaints without fear of retaliation, and that there are resources to deal with violence and harassment.

### **C3. LEARNING POINTS (1 MIN) – SLIDE #2-21:**

- In this scenario, we discussed the importance of being able to recognize signs of violence or harassment.
- As a supervisor, you also have the responsibility to respond appropriately to an incident of violence or harassment.
- Be proactive and don't wait for someone to approach you. Remember that not every situation involves something physical.
- Personal issues between employees can have an impact on the workplace environment and supervisors must address the issue, even when no formal complaints have been made.
- Use these moments to re-emphasize company policies and to role model respect among your crew.

## D. SCENARIO 2: COMPANY HOUSING – BLURRED LINES BETWEEN HOME AND WORK (OVERALL 12 MIN) – SLIDE #2-22

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #2-22 – #2-27**

**Time Breakdown:**

- 1 min: Read the scenario out loud with participants
- 8 min: Facilitate large group discussion
- 3 min: Wrap up with learning points

**NOTE:** If the company has a policy that does not allow supervisors on housing grounds (as does [Employer]), acknowledge this policy but make it clear that for learning purposes, this scenario will assume that a supervisor’s presence on company housing grounds is not an automatic violation of a company policy and therefore an immediate red flag.

Ensure that all participants have the Handout, “**Scenario: Company Housing – Blurred Lines between Home and Work**” (Handout 2-3). This exercise will be conducted as a large group discussion.

Wrap up the section with the learning points.

## **D1. SCENARIO (1 MIN) – Handout 2-3**

### **HANDOUT 2-3 “SCENARIO: COMPANY HOUSING – BLURRED LINES BETWEEN HOME AND WORK”**

Maribel, a farm manager, notices that a particular field supervisor, Enrique, visits company housing. Enrique always approaches the same housing unit where a female worker named Juana lives. During his visits, Maribel hears a lot of angry shouting and crying.

Maribel assumes since Juana has not reported any issues, there is nothing she should do. Also, Maribel feels that since this behavior is not occurring in the fields, she has no obligation to report it or intervene.

## **D2. LARGE GROUP DISCUSSION (8 MIN)**

(Slide #2-23)

### **1. Was Maribel right not to do anything? If yes, why? If no, why not?**

*Prompts:*

- Juana has not made any complaints so is it fine to assume that there was nothing wrong?
- Are housing grounds also considered a part of company property?
- Do supervisors have a responsibility to make sure company policies are upheld and that all workers are safe?

*Possible responses:*

- Yes
  - Maribel shouldn't have to do anything because this incident happened inside housing and not in the fields, so it was not her business.
- No
  - If Maribel heard shouting and crying during Enrique's visit, Juana could be at risk for violence and in a dangerous position.
  - Also, if there is any violence taking place, it is a violation of the company's sexual harassment policy, and there must be appropriate action taken to address the situation.

*Wrap up:*

- Maribel's decision to not do anything is not correct.
- Juana could be at risk for violence and Maribel should not ignore this potentially dangerous situation.
- Supervisors have a responsibility to ensure the safety and wellbeing of their workers while on company property, and company housing is considered a part of that.

(Slide #2-24)

### **2. What are some ways Maribel could have intervened?**

*Prompts:*

- Who could she talk to in this situation?

- Could she have talked to Juana to find out why Enrique was there and whether he was bothering her?
  - Examples include:
    - “I noticed Enrique is at your unit a lot. Is there a particular reason for that?” or “Is he bothering you in any way?”
- Could she have also asked Enrique some questions? What could she have said?
  - Examples include:
    - “I noticed that you visit one of the housing units frequently and wanted to know if I should be concerned about anything”
    - “I often hear a lot of shouting and crying and am concerned. What is going on?”

*Possible responses:*

- Tell Juana that she can make a complaint with the company. They will keep her identity confidential if she has a complaint to make (but to also let her know if she is the only complainant, then it is difficult for her to remain anonymous to the perpetrator).
- Remind Juana that no retaliation of any kind from the company is permitted against workers who report violence or harassment.
- If Juana does not feel comfortable talking to Maribel directly, she should remind her that Juana can report this directly to HR or call the FFSC hotline.

*Wrap up:*

- Maribel can approach Enrique when he is alone and ask him questions to find out more about the situation.
- She can approach Juana when she is alone and ask her about Enrique’s visit with a tone of concern for her safety and comfort.
- If Juana feels uncomfortable talking to Maribel directly, then Maribel can remind her that she can report this directly to HR or call the FFSC hotline.
- Maribel should remind each person of the company’s no harassment and domestic violence policy.
- We will talk more about the reporting procedure in the next scenario.

(Slide #2-25)

**3. Does the fact that this is a situation between another supervisor and a worker affect how Maribel should handle this? Why?**

*Prompts:*

- Do supervisors get any special privileges?
- Can supervisors ever be perpetrators?

*Possible responses:*

- No.
  - Supervisors can also be perpetrators and should not have any special privileges that are different from other workers.
- Yes.
  - **NOTE:** here the trainer should elicit the reasoning from the participants, but emphasize that under company policy supervisors should not be treated differently or better.

*Wrap up:*

- Anyone can be a perpetrator just like anyone can be a victim.
- Company policy ensures that everyone should be treated equally.
- Supervisors do not have any special privileges.
- If another supervisor is breaking company policy, he or she must be reported.

### **D3. LEARNING POINTS (3 MIN) – SLIDE #2-26 –#2-27:**

- Supervisors and managers have the important responsibility to respond immediately to a situation where violence or harassment occurs. If you recognize any suspicious activity or behavior that could be dangerous or that violates any company policy or rules, you must respond to the situation instead of letting it go unaddressed.
- One of the first things you can do is to find out more information by talking to the individuals involved, separately and privately. This is important because a victim may not be comfortable disclosing any information in front of the perpetrator in fear of retaliation.
- Collect relevant information, like the names of the people involved and details of what happened in the incident.
- A supervisor's response can range from calling 911 in the case of an immediate emergency to stopping abusive behavior when it's safe to do so, to giving an employee a verbal warning.
- Supervisors and managers may coach workers and give them informal warnings or may give verbal warnings or written warnings. Any written confirmation of a verbal warning and any written warning must be reviewed and approved by HR.

(Next Slide #2-27)

- Actions taken to address an incident will be based on different factors, including severity of an incident.
- As supervisors, you act as role models for your crew. By responding to an inappropriate situation, you are demonstrating what positive behavior looks like.
- Also, men listen to other men. If you are a male supervisor it is especially important that other workers who are men see you following the rules, and telling men when their words or actions are wrong or harm women. Women supervisors also serve as valuable role models who are held to a high standard of conduct by other supervisors and employees.
- Lastly, your duty as a supervisor and a role model does not stop at the field. Whether it is on the bus or truck, or on housing grounds, it is your responsibility to ensure the safety and well-being of all employees.

## **E. CONCLUSION (OVERALL 2 MIN) – SLIDE #2-28**

### **TRAINER INSTRUCTIONS**

**Presentation Slides Used: #2-28 – #2-31**

**Time Breakdown:**

2 min: Conclude with learning points

### **E1. CONCLUDING LEARNING POINTS - SLIDE #2-29 – #2-31**

- [Employer] is committed to providing a work environment that is free of discrimination, harassment, and violence and one where there is open communication between employees, supervisors, and management.
- To promote a positive, respectful culture in the workplace, [Employer] has in place a number of policies and procedures to address and respond to situations of violence or harassment.

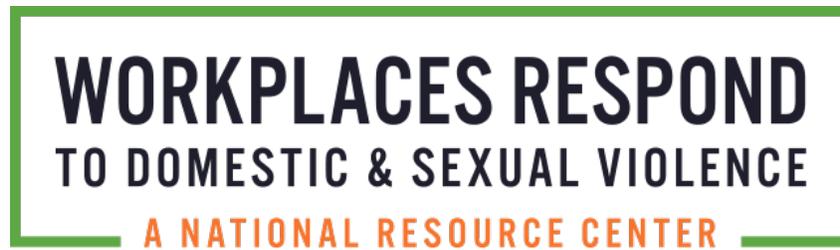
(Next slide #2-30)

- Responding appropriately to the situation is very important – don't just ignore the situation!
- Respond immediately when it is safe and possible to do so.
- Talk to all parties involved, including bystanders.

(Next Slide #2-31)

- Incidents at home can also impact the workplace.
- It is important to respond to violence or harassment because these incidents negatively affect the workplace, both for the company and for individuals.
- And as supervisors, you are all considered role models for the workers. The company looks to you to set a good example.

In the next Module we will explore in detail how supervisors are expected to report incidents of violence and harassment.



## **MODULE 2: RESPOND TO VIOLENCE AND HARASSMENT**

This module will have to be modified to reflect the policies of the employer. Parts of it have been redacted to respect the privacy of the employer this training was originally created for.

It also includes references to the Fair Food Program and its Code of Conduct. This may not be applicable to everyone and should be edited to reflect your current context.

For an example of a model employer policy, please visit the Workplaces Respond National Resource Center's page:

<https://www.workplacesrespond.org/resource-library/modelpolicy/>



# MODULE 2: RESPOND TO VIOLENCE AND HARASSMENT

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## OVERVIEW



**TOTAL TIME:** 50 min



### **LEARNING OBJECTIVES:**

Participants will be better able to:

1. Explain the company's values, culture, and policies that promote respect and reject violence and harassment both at work and at home.
2. Recognize how violence and harassment at home also negatively affects the workplace.



### **LEARNING METHODS:**

1. Lecture/Presentation
2. Small and Large Group Discussion



### **MATERIALS NEEDED:**

1. Power point slides for Module 2
2. Laptop
3. Projector and screen
4. Speakers
5. Flipchart or board with appropriate writing tools



### **HANDOUTS**

1. Handout 2-1. "Sunripe Certified Brands' Policies"
2. Handout 2-2. "Scenario: A Lovers' Argument"
3. Handout 2-3. "Scenario: Company Housing – Blurred Lines between Home and Work"

## **A. MODULE INTRODUCTION (OVERALL 2 MIN)**

### **TRAINER INSTRUCTIONS**

**Presentation Slides Used: #2-1-#2-2**

#### **Time Breakdown**

1 min: Read out loud the Learning Objectives

1 min: Read out loud the Talking Points

Make sure that participants understand each objective and provide definitions or clarifications when needed.

### **A1. MODULE LEARNING OBJECTIVES (1 MIN) - SLIDE #2-2**

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

1. Explain the company's values, culture, and policies that promote respect and reject violence and harassment both at work and at home.
2. Recognize that different kinds of violence and harassment will require managers and supervisors to respond in different ways.

### **A2. TALKING POINTS (1 MIN)**

- In our previous session, we discussed the different types of violence that can take place at home and at work.
- We learned that anyone can be a victim or a perpetrator.
- And lastly, we talked about how to recognize signs of violence or harassment.
- In this section, we will move on to the 2<sup>nd</sup> R: Response.
- But before diving into the steps of responding to violence and harassment at home and in the workplace, let's first cover the company's values, culture, and policies promoting respect.

## B. [EMPLOYER’S] VALUES, CULTURE, AND POLICIES PROMOTING RESPECT (OVERALL 16 MIN) – SLIDE #2-3

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #2-3 – #2-21**

#### **Time Breakdown**

1 min: Introduce human rights-centered principles and values

8 min: Review [employer’s] policies for addressing violence and harassment

5 min: Overview of Fair Food Program/Code of Conduct.

2 min: Wrap up with discussing how everything works together

The purpose of this section is to review the [employer’s] relevant policies that create a culture of respect and non-violence. This section is mostly lecture-style.

Pass out the “**Sunripe Certified Brands’ Policies**” Handout (Handout 2-1).

### **B1. ANTI-VIOLENCE AND HUMAN RIGHTS-CENTERED PRINCIPLES AND VALUES (1 MIN) - SLIDE #2-4**

- Human rights are the rights that are inherent to all people, whatever our nationality, gender, national or ethnic origin, religion, language, or any other status without discrimination.
- Human rights-centered principles are basically principles that uphold and prioritize human rights.
- [Employer] is committed to providing a work environment that is free of discrimination, harassment, and violence.
- That commitment includes the human right for workers to have a safe workplace.

## **B2. [EMPLOYER'S] POLICIES FOR ADDRESSING VIOLENCE AND HARASSMENT (8 MIN) - SLIDE #2-5/Handout 2-1**

### **TALKING POINTS**

- In order to create a positive workplace and to provide the best work environment possible, [Employer] has put policies into place.
- A summary of these policies is available to you in this handout called Handout 2-1 “Sunripe Certified Brands’ Policies.”
- All employees, supervisors, and managers are expected to follow the rules of conduct for each policy that have been put into place for the safety and wellbeing of all employees.

### **HANDOUT 2-1 “SUNRIPE CERTIFIED BRANDS’ POLICIES”**

Redacted.

#### **B2.1. HUMAN TRAFFICKING POLICY- SLIDE #2-6**

- Under this policy, [Employer] refuses to participate in any form of human slavery, and holds all of its employees to the same standard.
- Types of human trafficking include, and are not limited to, sex and/or labor trafficking, which means the recruitment, harboring, transportation, provision or obtaining of a person for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery.
  - If any employee is found engaging in trafficking, the employee will be terminated and [Employer] will notify the proper authorities.
  - When encountering employees who are victims of trafficking, the supervisor should notify upper management, and upper management will contact the proper agencies [as well as the Fair Food Standards Council].

#### **B2.2. NO HARASSMENT POLICY- SLIDE #2-7 – #2-8**

- Reinforces [Employer]’s commitment to promote a work place that that is free of discrimination, sexual harassment and/or any unlawful harassment.
- Discrimination means the unfair or unequal treatment of a person or a group based on race, color, religion, sex, national origin, age, disability, marital status, sexual orientation.
- Harassment means any verbal or physical conduct that denigrates or shows hostility toward an individual because of his/her race, color, religion, sex,

national origin, age, disability, marital status, sexual orientation, or creates an intimidating, hostile, or offensive work environment.

(Next slide #2-8)

- Sexual harassment means any form of discrimination or violence that is unwelcome and affects an employee's employment, performance or creates an intimidating, hostile, or offensive work environment.
  - Examples: sexual advances, request of sexual favors, sexual assault, rape, or any other verbal or physical conduct of a sexual nature.

### **B2.3. DOMESTIC AND SEXUAL VIOLENCE POLICY- SLIDE #2-9 - #2-10**

- The purpose of this policy is to enhance workplace awareness for victims of violence and fellow employees, and to help employees understand how to prevent and respond to violence.
- The policy requires Managers/Supervisors/Crew Leaders and other Employees in a supervisory position to receive regular training on preventing, recognizing, and responding to violence.
- Supervisory employees will be able to recognize the different levels of policy violations and respond accordingly to any violations based on the facts and severity of the issue.

(Next slide #2-10)

- Employees will be educated on policy so that they will be able to recognize a violation and follow the proper chain of command in reporting any issues.
- This policy allows [Employer] to provide immediate assistance to employees who are victims - such as by providing time off and other accommodations, addressing performance issues, enforcing a protective order (if obtained) in the workplace - and referrals to local community resources.
- The policy also creates consequences for employees who perpetrate violence or harassment. [Employer] will conduct an investigation and discipline any employee who has engaged in such behavior.

## **B3. FAIR FOOD PROGRAM/CODE OF CONDUCT (5 MIN) – SLIDE #2-11**

### **TALKING POINTS**

- In August 2010, [Employer] partnered with the Coalition of Immokalee Workers (CIW) and signed the “Fair Food Agreement.”
- This shows that company’s ownership and leadership are committed to creating a socially responsible industry.
- Fair Food Agreement includes the “Code of Conduct.” The following are some important requirements of the Code.

### **B3.1. JOINT/EXTERNAL COMPLAINT RESOLUTIONS - SLIDE #2-12**

- Company policy provides that workers have the freedom to report complaints or concerns without fear of retaliation.
- The Code provides that workers must also be informed of their right to contact the CIW or the Fair Food Standards Council (FFSC) to make complaints or express concerns. Retaliation or threats of retaliation are serious violations of the Code

### **B3.2. HEALTH & SAFETY - SLIDE #2-13**

- [Employer] agrees to provide a safe and healthy working environment for employees.
- Employees who feel threatened or in danger have the right to cease working (without pay) or fear of retaliation.
  - The Code also requires that a Health & Safety Committee be established. This committee is made up of paid employee volunteers who meet regularly to offer input and/or express concerns about health and safety in the workplace. Topics discussed can include sexual harassment, discrimination and verbal abuse, all of which are prohibited under the Code.

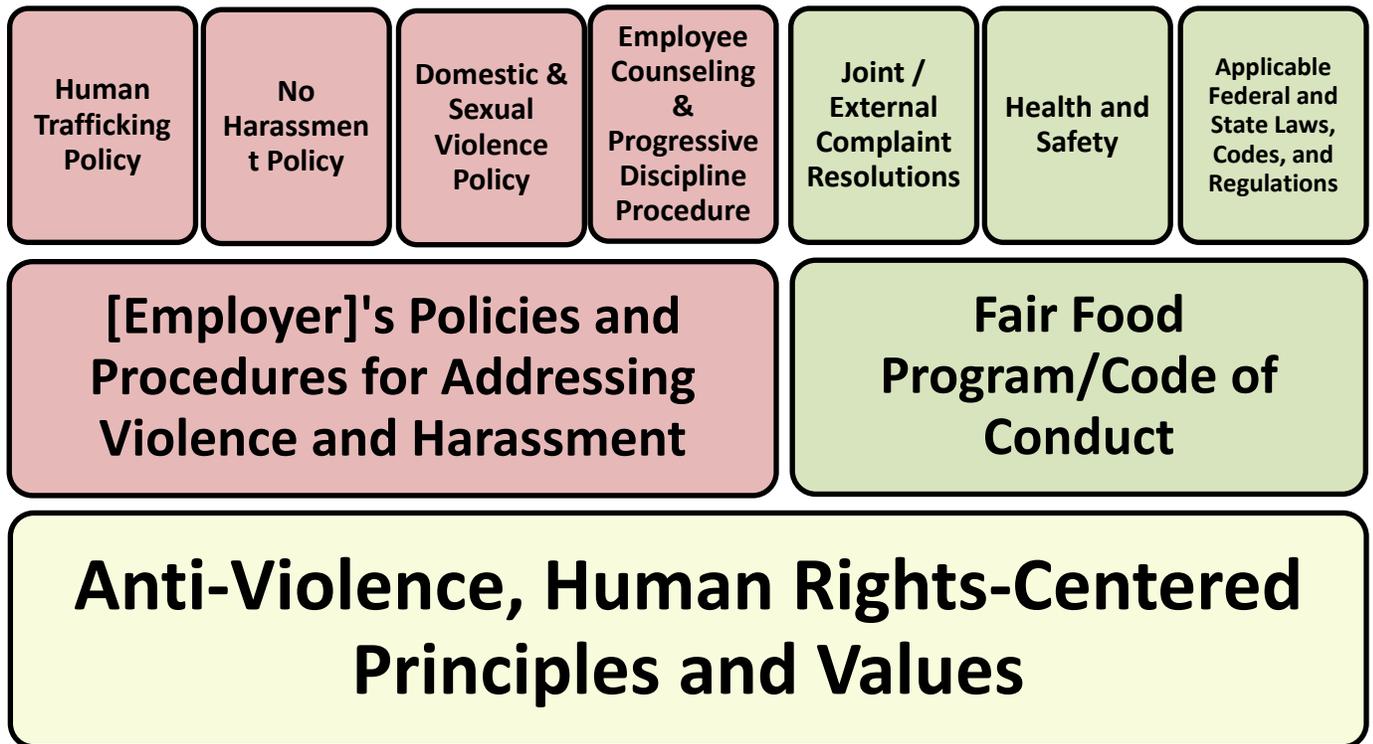
### **B3.3. APPLICABLE FEDERAL/STATE LAWS, CODES, AND REGULATIONS - SLIDE #2-14 – #2-15**

- [Employer] agrees to abide by all of the following items within these categories.
- This includes but is not limited to, the Code of Conduct itself, local, state, or federal laws regarding employee wages, benefits, working hours, equal opportunity, and employee and product safety.

(Next slide #2-15)

- Zero tolerance provisions under the Code of Conduct include:
  - Forced labor will result in termination of those responsible, banning of employment at FFP farms, and contacting the authorities. Additionally a finding of forced labor results in a company's suspension from the FFP.
  - Sexual harassment that involves physical contact is a zero tolerance offense, requiring termination of those responsible and immediate corrective action by the company to avoid FFP suspension.
  
- We will see how the code applies to specific examples in the next Module.

## B4. HOW EVERYTHING WORKS TOGETHER (2 MIN) – SLIDE #2-16



### TALKING POINTS

- This slide shows how everything works together.
  - [Employer] is part of the Fair Food Program and is required to follow the Fair Food Standard Council's Code of Conduct.
  - Additionally, [Employer] has its own set of internal policies and procedures that support a violence-free workplace.
- We would like you to know about [Employer]'s commitment to these policies in order to help you:
  - (1) Understand that [Employer] is serious about promoting a respectful and safe environment, and
  - (2) Encourage greater communication between employees, supervisors, and management about the Company's values.
- Now that we have this foundation, let's move on to how you can respond to incidents of violence and harassment in your roles as supervisors.

## C. SCENARIO 1: “A LOVERS’ ARGUMENT” (OVERALL 15 MIN) – SLIDE #2-17

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #2-17 – #2-21**

**Time Breakdown:**

2 min: Read the scenario out loud with participants

12 min: Facilitate large group discussion

1 min: Wrap up with learning points

The purpose of this exercise is to help managers and supervisors recognize domestic violence and sexual harassment. The scenario takes place in the field. Read the scenario out loud for participants.

Ensure that all participants have the Handout, “**Scenario: A Lovers’ Argument**” (**Handout 2-2**). This exercise will be conducted as a large group discussion.

Wrap up the section with the learning points at the end.

### C1. SCENARIO (2 MIN) – Handout 2-2

#### HANDOUT 2-2 “SCENARIO: A LOVERS’ ARGUMENT”

Luis, a dumper, and Ana, a harvester, both work on Roberto's crew and had dated for six months until recently breaking up. Ana broke up with Luis because she didn't like the way he constantly asked her where she was and who she was talking to; he would get mad if he saw her with her friends or talking to other men. He also kept telling her that he should keep her paycheck because she was terrible with money, always spending it on "dumb" things.

It comes to Roberto's attention that lately, Luis often rejects Ana's buckets and returns them with comments such as “they are full of stems.” Roberto realizes that this behavior is only directed at Ana.

Ana hasn't complained or said anything to Roberto. Roberto assumes that this is a lovers’ argument and that if it was bothering Ana, she would say something to him.

## C2. LARGE GROUP DISCUSSION (12 MIN)

(Slide #2-18)

### 1. Has Luis done anything wrong? If yes, what did he do? If no, why?

*Prompts:*

- What things do we know that Luis was doing things to Ana **before** she broke up with him?
  - He got jealous of who she talks to
  - He tried to control her money
  - He kept control of Ana
- Could many of his actions be called domestic violence even though he had not physically hit her?
- Could this type of harmful behavior also affect their relationship at work?

*Possible responses:*

- Yes
  - It looks like Luis is trying to punish Ana for breaking up with him - this is an example of how personal issues affect the workplace and an example of sexual harassment.
  - Luis's behavior is not appropriate and against company policy.
  - Luis's actions are affecting the workplace and harvesting; they are affecting Ana's ability to do her job.
- No
  - Ana hasn't complained and personal stuff is not my concern.

*Wrap up:*

- Yes, Luis has done something wrong.
- Luis is engaging in sexual harassment against Ana by trying to “punish” her at work because she broke up with him. He is making personal issues affect their work.
- His actions when Luis and Ana were together are also signs of domestic violence.
- Remember that violence and harassment do not always mean physical violence.

(Slide #2-19)

## 2. How should you **RESPOND** to Luis's behavior?

*Possible responses:*

- Ignore it because Ana didn't complain about the situation
  - **NOTE:** this is an unlikely answer since they previously discussed the fact that Luis did something wrong
- It is very important for a supervisor to respond immediately to seeing or hearing any incidents of harassment or violence.
- I should say something directly to Luis, like:
  - I should ask him why he keeps rejecting Ana's buckets.
  - I should explain that it is not appropriate to treat Ana differently or worse than other workers because of her current or former relationship with Luis.
  - I should warn Luis that if he does not stop this behavior, there may be disciplinary consequences, and explain them.
  - Reference the Domestic and Sexual Violence Policy here
- After I talk to Luis, I should monitor Luis's behavior.
- I should talk with Ana, let her know that I noticed the problem, and that I have told Luis to stop his conduct. I should check back with Ana after a day or two to see if Luis has continued to treat her differently or if other problems have come up, demonstrating my commitment and attention to work environment issues.

*Wrap up:*

- Luis's behavior is inappropriate and a red flag for more serious and threatening behavior in the future.
- Even though Ana did not say anything, it is your responsibility to notice what happened. Be proactive.
- You should say something to Luis. His behavior towards Ana is inappropriate and violates company policy.
- It is important for you to say something to Luis to stop this sort of behavior and prevent further threatening behavior that could happen in the future if this goes unaddressed.

(Slide #2-20)

## 3. Should you say anything to the other dumpers and harvesters? If so, what should you say?

*Possible responses:*

- No

- **NOTE:** this is an unlikely answer, but trainers should elicit a specific response and then explain why it is wrong
- Yes
  - It is appropriate for to say something to the rest of the crew
  - It is important to make it clear to everyone on the crew that this kind of behavior is not appropriate and against company rules
  - To help create a culture where this sort of behavior is not the norm and not tolerated.
  - To prevent similar cases in the future.
  - Lets workers know that there are consequences for this type of behavior.
  - Also lets workers know that can make complaints without fear of retaliation, and that there are resources to deal with violence and harassment.

*Wrap up:*

- As a supervisor, you should make it clear that this sort of behavior is not tolerated and is against company policy.
- [Employer]'s main goal when it comes to violence and harassment is to take a proactive approach. Different measures can and will be taken according to the problem.
- Raising this with the other workers:
  - can prevent others from engaging in behavior similar to Luis;
  - lets workers know there are consequences for this behavior, and explains them;
  - lets workers know they can make complaints without fear of retaliation, and that there are resources to deal with violence and harassment.

### **C3. LEARNING POINTS (1 MIN) – SLIDE #2-21:**

- In this scenario, we discussed the importance of being able to recognize signs of violence or harassment.
- As a supervisor, you also have the responsibility to respond appropriately to an incident of violence or harassment.
- Be proactive and don't wait for someone to approach you. Remember that not every situation involves something physical.
- Personal issues between employees can have an impact on the workplace environment and supervisors must address the issue, even when no formal complaints have been made.
- Use these moments to re-emphasize company policies and to role model respect among your crew.

## D. SCENARIO 2: COMPANY HOUSING – BLURRED LINES BETWEEN HOME AND WORK (OVERALL 12 MIN) – SLIDE #2-22

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #2-22 – #2-27**

#### **Time Breakdown:**

1 min: Read the scenario out loud with participants

8 min: Facilitate large group discussion

3 min: Wrap up with learning points

**NOTE:** If the company has a policy that does not allow supervisors on housing grounds (as does [Employer]), acknowledge this policy but make it clear that for learning purposes, this scenario will assume that a supervisor's presence on company housing grounds is not an automatic violation of a company policy and therefore an immediate red flag.

Ensure that all participants have the Handout, “**Scenario: Company Housing – Blurred Lines between Home and Work**” (Handout 2-3). This exercise will be conducted as a large group discussion.

Wrap up the section with the learning points.

## **D1. SCENARIO (1 MIN) – Handout 2-3**

### **HANDOUT 2-3 “SCENARIO: COMPANY HOUSING – BLURRED LINES BETWEEN HOME AND WORK”**

Maribel, a farm manager, notices that a particular field supervisor, Enrique, visits company housing. Enrique always approaches the same housing unit where a female worker named Juana lives. During his visits, Maribel hears a lot of angry shouting and crying.

Maribel assumes since Juana has not reported any issues, there is nothing she should do. Also, Maribel feels that since this behavior is not occurring in the fields, she has no obligation to report it or intervene.

## **D2. LARGE GROUP DISCUSSION (8 MIN)**

(Slide #2-23)

### **1. Was Maribel right not to do anything? If yes, why? If no, why not?**

*Prompts:*

- Juana has not made any complaints so is it fine to assume that there was nothing wrong?
- Are housing grounds also considered a part of company property?
- Do supervisors have a responsibility to make sure company policies are upheld and that all workers are safe?

*Possible responses:*

- Yes
  - Maribel shouldn't have to do anything because this incident happened inside housing and not in the fields, so it was not her business.
- No
  - If Maribel heard shouting and crying during Enrique's visit, Juana could be at risk for violence and in a dangerous position.
  - Also, if there is any violence taking place, it is a violation of the company's sexual harassment policy, and there must be appropriate action taken to address the situation.

*Wrap up:*

- Maribel's decision to not do anything is not correct.
- Juana could be at risk for violence and Maribel should not ignore this potentially dangerous situation.
- Supervisors have a responsibility to ensure the safety and wellbeing of their workers while on company property, and company housing is considered a part of that.

(Slide #2-24)

### **2. What are some ways Maribel could have intervened?**

*Prompts:*

- Who could she talk to in this situation?

- Could she have talked to Juana to find out why Enrique was there and whether he was bothering her?
  - Examples include:
    - “I noticed Enrique is at your unit a lot. Is there a particular reason for that?” or “Is he bothering you in any way?”
- Could she have also asked Enrique some questions? What could she have said?
  - Examples include:
    - “I noticed that you visit one of the housing units frequently and wanted to know if I should be concerned about anything”
    - “I often hear a lot of shouting and crying and am concerned. What is going on?”

*Possible responses:*

- Tell Juana that she can make a complaint with the company. They will keep her identity confidential if she has a complaint to make (but to also let her know if she is the only complainant, then it is difficult for her to remain anonymous to the perpetrator).
- Remind Juana that no retaliation of any kind from the company is permitted against workers who report violence or harassment.
- If Juana does not feel comfortable talking to Maribel directly, she should remind her that Juana can report this directly to HR or call the FFSC hotline.

*Wrap up:*

- Maribel can approach Enrique when he is alone and ask him questions to find out more about the situation.
- She can approach Juana when she is alone and ask her about Enrique’s visit with a tone of concern for her safety and comfort.
- If Juana feels uncomfortable talking to Maribel directly, then Maribel can remind her that she can report this directly to HR or call the FFSC hotline.
- Maribel should remind each person of the company’s no harassment and domestic violence policy.
- We will talk more about the reporting procedure in the next scenario.

(Slide #2-25)

**3. Does the fact that this is a situation between another supervisor and a worker affect how Maribel should handle this? Why?**

*Prompts:*

- Do supervisors get any special privileges?
- Can supervisors ever be perpetrators?

*Possible responses:*

- No.
  - Supervisors can also be perpetrators and should not have any special privileges that are different from other workers.
- Yes.
  - **NOTE:** here the trainer should elicit the reasoning from the participants, but emphasize that under company policy supervisors should not be treated differently or better.

*Wrap up:*

- Anyone can be a perpetrator just like anyone can be a victim.
- Company policy ensures that everyone should be treated equally.
- Supervisors do not have any special privileges.
- If another supervisor is breaking company policy, he or she must be reported.

### **D3. LEARNING POINTS (3 MIN) – SLIDE #2-26 –#2-27:**

- Supervisors and managers have the important responsibility to respond immediately to a situation where violence or harassment occurs. If you recognize any suspicious activity or behavior that could be dangerous or that violates any company policy or rules, you must respond to the situation instead of letting it go unaddressed.
- One of the first things you can do is to find out more information by talking to the individuals involved, separately and privately. This is important because a victim may not be comfortable disclosing any information in front of the perpetrator in fear of retaliation.
- Collect relevant information, like the names of the people involved and details of what happened in the incident.
- A supervisor's response can range from calling 911 in the case of an immediate emergency to stopping abusive behavior when it's safe to do so, to giving an employee a verbal warning.
- Supervisors and managers may coach workers and give them informal warnings or may give verbal warnings or written warnings. Any written confirmation of a verbal warning and any written warning must be reviewed and approved by HR.

(Next Slide #2-27)

- Actions taken to address an incident will be based on different factors, including severity of an incident.
- As supervisors, you act as role models for your crew. By responding to an inappropriate situation, you are demonstrating what positive behavior looks like.
- Also, men listen to other men. If you are a male supervisor it is especially important that other workers who are men see you following the rules, and telling men when their words or actions are wrong or harm women. Women supervisors also serve as valuable role models who are held to a high standard of conduct by other supervisors and employees.
- Lastly, your duty as a supervisor and a role model does not stop at the field. Whether it is on the bus or truck, or on housing grounds, it is your responsibility to ensure the safety and well-being of all employees.

## **E. CONCLUSION (OVERALL 2 MIN) – SLIDE #2-28**

### **TRAINER INSTRUCTIONS**

**Presentation Slides Used: #2-28 – #2-31**

**Time Breakdown:**

2 min: Conclude with learning points

### **E1. CONCLUDING LEARNING POINTS - SLIDE #2-29 – #2-31**

- [Employer] is committed to providing a work environment that is free of discrimination, harassment, and violence and one where there is open communication between employees, supervisors, and management.
- To promote a positive, respectful culture in the workplace, [Employer] has in place a number of policies and procedures to address and respond to situations of violence or harassment.

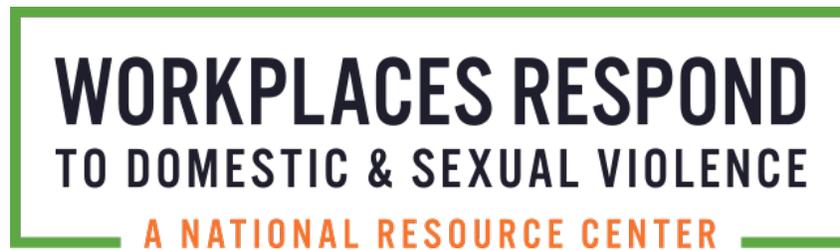
(Next slide #2-30)

- Responding appropriately to the situation is very important – don't just ignore the situation!
- Respond immediately when it is safe and possible to do so.
- Talk to all parties involved, including bystanders.

(Next Slide #2-31)

- Incidents at home can also impact the workplace.
- It is important to respond to violence or harassment because these incidents negatively affect the workplace, both for the company and for individuals.
- And as supervisors, you are all considered role models for the workers. The company looks to you to set a good example.

In the next Module we will explore in detail how supervisors are expected to report incidents of violence and harassment.



## **MODULE 4: REFER WORKERS TO RESOURCES**

This module makes references to awareness raising materials, such as posters, brochures, and safety cards. These materials will also have to be tailored to your local context as it includes resources that are both local and national.

As part of adapting this training, please research and make connections with your local service providers to include as resources.



# MODULE 4: REFER WORKERS TO RESOURCES

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## OVERVIEW



**TOTAL TIME:** 40 minutes



### **LEARNING OBJECTIVES:**

Participants will be better able to:

1. Describe posters, safety cards, codes of conduct, and other educational materials about violence and harassment that are available to inform workers.
2. Tell workers about resources available within the company and the community to help victims or workers who might experience violence or harassment.
3. Talk to or send workers to specific company personnel who can give additional information about responding to violence and harassment and obtaining assistance.



### **LEARNING METHODS:**

1. Lecture/Presentation
2. Group discussion



### **MATERIALS NEEDED:**

1. Power point slides for Module 4
2. Laptop
3. Projector and screen
4. Speaker
5. Flipchart or board with appropriate writing tools
6. Examples (or the actual) of the educational materials (poster, brochure, safety card, a radio spot clip)



### **HANDOUTS**

1. Handout 2-2 "Scenario: A Lovers' Argument"
2. Post-Test Evaluation Survey for Supervisors

## **A. INTRODUCTION (OVERALL 1 MIN)**

### **A1. MODULE LEARNING OBJECTIVES - SLIDE #4-2**

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

1. Describe posters, safety cards, codes of conduct, and other educational materials about violence and harassment that are available to inform workers.
2. Tell workers about resources available within the company and the community to help victims or workers who might experience violence or harassment.
3. Refer workers to specific company personnel who can give additional information about responding to violence and harassment and obtaining assistance.

## **B. RESOURCES TO ASSIST WORKERS ADDRESS VIOLENCE AND HARASSMENT (OVERALL 3 MIN) – SLIDE #4-3**

### **TRAINER INSTRUCTIONS**

**Presentation Slides Used: #4-3 – #4-5**

**Time Breakdown:**

2 min: Facilitate large group discussion

1 min: Give Mini lecture on Available Resources

For the first few minutes, lead a large group discussion to get a sense of what resources participants are already aware of in terms of resources for victims of violence and harassment.

The next subsection will be conducted in a lecture style. It will reference various materials (a brochure, poster, and a safety card), that trainers should hold up.

### **B1. LARGE GROUP DISCUSSION (2 MIN) – SLIDE #4-4**

- Before we review all the available resources, what information do you already know that you can give employees on getting help related to violence or harassment from the company or in town?

### **TALKING POINTS**

- We want to emphasize that you are not expected to counsel or tell victims what they should do. In fact, you are requested not to do this.
- The best thing you can do is to recognize what is happening, respond to the employee in need of assistance, and connect them to people who can help.
- We are not going to give you a long list of domestic violence shelters or legal offices to remember.
- Instead, we want everyone to remember three key places and their phone numbers who will be equipped to connect victims to a number of community resources.

## **B2. AVAILABLE COMPANY RESOURCES (1 MIN)**

### **[Employer] HR Team's Contact Information – SLIDE #4-5**

Redacted. Include your company's HR personnel's number here or the appropriate internal contact information for handling cases related to domestic and sexual violence.

### **TALKING POINTS**

- [Employer] will have the contact information for places where workers might need help, including the local sheriff, courts, domestic violence and sexual violence organizations and shelters
  - They can help people understand what their options are and where they can go for help.
  
- There also are/will be some materials around the fields and company buildings which have information on how to get help with violence or harassment.
  
- They include:
  - A poster
  - A safety card
  - A brochure. [if these materials are finalized, hold them up, or show similar examples].

## C. REFERRALS TO RESOURCES IN "A LOVERS' ARGUMENT" (OVERALL 7 MIN)

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #4-6 – #4-10**

#### **Time Breakdown:**

1 min: Read out loud the scenario summary

5 min: Facilitate Large Group Discussion

1 min: Read out loud the Learning Points

This exercise revisits a scenario used in Module 2, but this time it focuses on supervisors' responses to employees who are victims of violence or harassment. It is a chance for participants to apply what they have just learned about materials/resources available at the workplace or in the community.

### C1. SCENARIO (1 MIN) – SLIDE #4-6

#### TRAINER INSTRUCTIONS

Ask participants to think back to the **"A Lovers' Argument" (Handout 2-2)**. Read out loud the summary of the scenario found below (not the entire scenario).

#### **SUMMARY:**

This scenario takes place out in the field between Luis, a dumper, and Ana, a harvester. They have been dating for six months until Ana recently broke up with Luis because of his abusive behavior.

Imagine that you are their crew leader. You notice that Luis often rejects Ana's buckets, saying "They are full of stems." You observe that Luis is only saying this to Ana and no one else on the crew. Ana doesn't complain about the situation.

## **C2. LARGE GROUP DISCUSSION (5 MIN)**

### **1. What resources can you provide to Ana? – SLIDE #4-7**

*Prompts and Possible responses:*

- What can you say to her?
  - I should ask her if she feels unsafe or threatened. If she says yes, she could talk with HR or call the FFSC 24-hour complaint line. She could also have the option to call 911 or the local sheriff if she felt in immediate danger.
  - I can let her know that what Luis is doing violates the Domestic and Sexual Violence Policy, and the No Harassment policy.
    - The policy allows her to ask HR for support and help.
  - I can reassure her that she will not face any retaliation if she reports any type of sexual harassment and/or domestic violence to HR or to supervisors.
  - I could say that if something is going on with her and Luis, and she doesn't want to talk to me about it, there are people at HR or in the community she can talk to who can help.
  - I can say that if she doesn't want to talk to HR, she can call CIW or FFSC and make a complaint about Luis.
  - I could refer her to HR, CIW or FFSC, which have resources/information for people who are victims of violence or harassment.
  - I could tell her that there is also a brochure and a safety card that have useful information and phone numbers on it if she needs help.
  - I can tell her that I will be reporting this to my own supervisor and to HR.

*Wrap up:*

- Yes, supervisors should speak with Ana privately and let her know that what Luis is doing to her will not be tolerated by the company. She can report this to HR and will not face any retaliation from the company.
- If employees do not want to talk to HR, they can call CIW or FFSC to discuss the problem, make a complaint, or get advice and help.
- One thing to consider here - what if Ana wasn't complaining about Luis because Luis threatened to harm/kill her if she did? Given his history of controlling behavior during their relationship, it is always a possibility.

- This is also a reason why it's important to speak with Ana privately in case she feels too threatened to speak to a supervisor in front of Luis or anyone else.

## **2. What if Ana wants to get an order of protection against Luis, the dumper, and she asks you what to do? – SLIDE #4-8**

### *Prompts and Possible responses:*

- Does anyone know what an order of protection is?
  - An order of protection is a court order that can command someone to stay away from and have no contact with the victim or the person who applied for the order.
  - You have to go to the court and fill out forms to ask for one.
  - it can be issued by a criminal court or a civil court depending on the situation
- What should you tell Ana?
  - Tell her that she can talk to HR about how to get help to request an order of protection.
  - If she doesn't want to talk to HR, I can tell her to call CIW or FFSC and they can help her figure out what to do, or what experts can help her with a specific issue.
  - I can give her a brochure or safety card that explains some of her options and has phone numbers for resources that can help.
- What can HR do in this situation?
  - HR can refer Ana to an organization that can help her obtain an order of protection.
  - When an employee discloses that any of these orders has been implemented, [employer] will be committed to abiding by these orders and accommodating them in the workplace to best protect victims and all other employees in the workplace.
  - HR can:
    - keep her information confidential
    - change from group or crew
    - change of housing assignment
    - change of department
    - make sure they have safe transportation

- What is something HR cannot do?
  - HR cannot fill out any necessary paperwork on behalf of Ana, or go with her to the court.

*Wrap up:*

- Remember that HR will not fill out any paperwork for obtaining a protection order, but can help make referrals to organizations that can help Ana with her options.
- CIW and FFSC can also help determine options and make referrals.

### **C3. LEARNING POINTS (1 MIN) – SLIDE #4-9 – #4-10**

- Again, we want to emphasize that you should not tell victims what to do or to counsel them.
- Prioritize the victim's safety. When discussing with an employee who is a victim, do so in private so that you are not overheard by others.
- The best thing you can do is to recognize what is happening, respond to the employee in need of assistance, and connect them to people who can help.
- Let them know that they can report this to HR, FFSC, or CIW without fear of any retaliation.
- Reassure them that HR, FFSC, or CIW can connect them to more resources.

(Next slide #4-10)

- Also let them know that you will separately make a report to your own supervisor and, if the situation calls for it, to HR.
- Just like there are limitations to what you can do and provide as a supervisor, HR also is limited in terms of what they can do for victims.
  - While the company will do its best to accommodate victims of violence or harassment, they cannot do certain things, such as filling out forms for an order of protection.
  - Emphasize that HR (and CIW and FFSC) will do their best to connect a victim with other services and resources in the community that will help victims explore their options.

## D. RAPID RESPONSE SCENARIOS (OVERALL 20 MIN)

### TRAINER INSTRUCTIONS

**Presentation Slides Used: #4-11 – #4-14**

**Time Breakdown:**

1 min: Talking points

19 min: Read scenarios out loud, pairs will do partner work, and then facilitate a large group discussion (6 minutes per scenario)

Trainers should divide the participants into pairs. The trainer will read each scenario out loud. After each scenario, ask each participant pair to take 2 minutes to decide how they would respond. They can share individually or come up with a combined response between the pair when the large group discusses each scenario.

### D1. TALKING POINTS (1 MIN) – SLIDE #4-11

- Now we're going to take everything you've learned and ask you to come up with a plan for responding to violence and harassment in the workplace, using the 4 Rs: recognize, respond, report, refer.
- Partner up with someone sitting next you. I will read out loud 3 short scenarios one at a time. After reading a scenario, I will ask you and your partner to come up with a plan for how to act in each situation.
- You will have 2 minutes to come up with a response and then I will ask one or two pairs to volunteer to share your responses with the rest of the group.
- Remember to frame your answers using the 4Rs.

### D2. SCENARIOS (19 MIN)

#### TRAINER INSTRUCTIONS

**Time Breakdown for EACH short scenario:**

1 min: Read each scenario

2 min: Partner pairs come up with a response

2 min: Facilitate a large group discussion where some pairs volunteer to share their responses

1 min: Wrap up each question

Each scenario should take no more than 6 min to complete. After you read the scenario out loud, ask participants to think about their responses in pairs for 2 minutes. Then for the next 2 minutes, ask pairs to share their responses to each scenario with the large group. Use the last minute as a wrap-up of each scenario before moving on to the next.

Wrap up the exercise by summarizing the process that the group identified and highlight examples of good responses/action plans. Provided below are possible wrap-up points using the 4 Rs system.

### Scenario 1 – SLIDE #4-12

You are a crew leader and notice that the bus driver is always walking by the same female worker, Elena, talking to her and standing nearby watching her. She seems uncomfortable. What should you do?

*Wrap up:*

- **Recognize:** The driver's actions could be considered acts of stalking, and possible sexual harassment – the staring and the attention can make Elena feel uncomfortable and unsafe.
- **Respond:** Speak to Elena about this issue privately, in a place that can't be overheard by other people – this is to ensure her safety in case the stalker threatened her if she told anybody
  - Tell her the driver's actions you have observed can be considered acts of stalking and sexual harassment. Ask her if she feels unsafe or uncomfortable.
  - Advise Elena that she can report this directly to HR, and they can also direct her to any resources or help she might need at work or in the community.
  - If Elena is uncomfortable discussing this with HR, she can also contact CIW or FFSC to make a complaint or get referrals to resources.
  - Tell Elena that there is also a brochure and a safety card that have useful information and phone numbers on it if she needs help.
  - Speak separately with the driver, letting him know his behavior is inappropriate, and especially if his intentions are sexual and his advances are unwelcomed by Elena. Let him know that this type of behavior is against company policy and that he may face disciplinary or counseling action.
  - Move driver away from Elena. Reassign him to another task, row, or field.

- **Report:** Even if Elena says that there is nothing wrong, you will separately report this to your supervisor.
  - Because the actions have taken place more than once and are ongoing, report this to HR.
  - Discuss with HR about the appropriate coaching or disciplinary action for the driver if necessary.
- **Refer:** You can provide Elena with a safety card or a brochure, as well as the number to FFSC's Confidential Hotline or CIW's number if she does not feel comfortable speaking to HR.

### Scenario 2 – SLIDE #4-13

After you intervene and move the driver to another part of the field, the bus driver states that Elena was actually leading the driver on and he should not be penalized for it. How should you respond?

*Wrap up:*

- **Recognize:** Let Luis know that even the statement of “Elena was leading the driver on” could be seen as spreading false rumors (an example of sexual harassment).
  - Regardless of whether Elena was leading him on, the driver’s “special” treatment of Elena – talking to her, staring at her – all contribute to an unhealthy and unsafe work environment.
  - Explain that these acts can be seen as acts of stalking and sexual harassment.
- **Respond:** Make sure the crew and the parties involved understand appropriate workplace expectations.
  - Talk to both Elena and the driver separately and in private.
  - Talk to the crew to prevent rumors or gossip.
- **Report:** Make sure to include Luis’s remark in your report to your supervisor and to HR. Luis’s statement might help inform HR when deciding what kind of coaching or disciplinary action is appropriate for this type of situation.
- **Refer:** Encourage Luis and your crew to come speak with you if they have any questions and that you respect their concerns and want to address them.
  - Emphasize that you want to support an environment of open, respectful communication.
  - Encourage both Elena and the driver to engage with you, the crew leader, if they have any more problems.

- Talk about Pacific's open door policy with HR if they want to talk about the problem with someone else.
- Bus drivers are also considered supervisors, so remind the driver of his responsibilities as a role model for other workers and that he should lead by example.

### **Scenario 3 – SLIDE #4-14**

You, as a supervisor, notice one particular male worker is being verbally and physically bullied by a group of other workers. They make inappropriate comments about the worker's sexuality. What do you say?

*Wrap up:*

- **Recognize:** Verbal and physical abuse based on sexuality could be a violation of the company's no-harassment policy.
- **Respond:** Immediately stop the abusive behavior and explain to the workers that this type of behavior is against company policy and that there will be consequences. Depending on the severity of the aggression, call 911.
  - Collect identifying information about the abusers for your report.
  - Meet with the targeted male worker privately, in a place that can't be overheard by other workers – this is to ensure his safety because the group might increase the abuse if they found out he told someone.
  - Find a way to ensure complete privacy for the worker. Do it in a way that does not tip off other workers or supervisors that you are discussing the incident with the worker, in case others may retaliate against him for speaking with you.
  - Telling him the group's actions can be considered stalking and sexual harassment. Ask him if he feels unsafe or uncomfortable.
  - Tell the worker that he can contact HR, CIW, or FFSC to make a complaint or obtain information about resources.
  - Tell him that there is also a brochure and a safety card that have useful information and phone numbers on it if he needs help.
- **Report:** Report the situation to HR and to your supervisor and that they will face disciplinary or counseling action. If you called 911, provide any support needed for the investigation.
- **Refer:** This type of disruptive and disrespectful behavior not only hurts people (yourselves and the victim), but it also hurts the company (not productive, possible law suits, etc.). You could refer the victim to talk to HR, who could

then connect him with a community resource that is supportive of the LGBTQ community.

## **E. CONCLUSION (OVERALL 4 MIN)**

### **TALKING POINTS – SLIDE #4-15**

- This concludes our training session on domestic violence, sexual violence, stalking, and other forms of violence and harassment.
- Thank you to all the participants for staying engaged throughout the training and spending the time to learn about how to handle these very difficult situations as a supervisor.
- As a supervisor, we know you are the primary point of contact for many employees on a daily basis out on the fields. You all play an important role in enforcing Pacific's policies and promoting a work environment where workers feel safe and respected.
- We understand that we worked together through a lot of information today. We hope that as a result of the entire training program, we have achieved our training learning objectives we discussed this morning:

### **OVERALL TRAINING LEARNING OBJECTIVES - SLIDE #4-16**

As a result of the entire training program, participants will be better able to:

1. Describe what is meant by domestic violence (DV), sexual harassment, sexual assault, stalking, and other forms of violence.
2. Tell workers why is it important to understand and take action against these forms of violence and harassment.
3. Respond when they see or hear about conduct that is violent or harassing.
4. Promote a company culture of respect, be a role model for other supervisors and workers, and figure out ways to prevent violence and harassment.
5. List company resources available to help workers who might be experiencing violence or harassment.

6. Give information to workers about workplace policies and apply them to promote safety, health, and respect at work and at home.

## **F. EVALUATION SURVEY (5 MIN)**

### **TRAINER INSTRUCTIONS**

Pass out the Evaluation Survey for participants to fill out at the end of the training. Participants can take as long as they need to fill out the survey. Read the following talking points to introduce the purpose of this evaluation.

### **TALKING POINTS**

- Now that you have completed the training, we have a very important request: We would like you to fill out a very short survey about the training.
- It will help us to find out what you learned, what questions you still have, and whether the training was successful.
- This is not a test, so please remember there are no wrong answers.
- We want you to answer honestly, so your surveys will be confidential and anonymous.
- Thank you!