

WORKPLACES RESPOND TO DOMESTIC & SEXUAL VIOLENCE

A NATIONAL RESOURCE CENTER

PREFACE

Restaurant Industry

Training for Managers

Introduction

This training curriculum guide is for an in-person and interactive training program for supervisors in the restaurant industry – anyone in a leadership or supervisory role – whether that’s a head chef, manager, or the owners. Created specifically for restaurant workers, this training is filled with relatable scenarios of situations that staff 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 Restaurant Opportunities Centers New York (ROC-NY) directly at 212-343-1661.

Considerations & Lessons Learned

Accountability: Employers must already have a policy and a response protocol in place to ensure that victims are supported and perpetrators will be held accountable. 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/>

Trainers: Because it is not realistic to expect restaurant staff to be experts on the very sensitive topic of domestic and sexual violence, it is recommended you partner with an advocate from a local anti-domestic violence or sexual assault service provider to deliver the training.

Training Delivery: Total instructional time is approximately 2 hours and 40 minutes.

If you cannot host a long training, the curriculum can be split into 3 training sessions that build upon each other:

- **65 minutes: Section 1** “Introductions and Evaluation” and **Section 2** “Recognize”
- **40 minutes: Section 3** “Respond”
- **55 minutes: Section 4** “Refer” and **Section 5** “Closing and Evaluations”

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

Website: workplacesrespond.org

Email: workplacesrespond@futureswithoutviolence.org





IN PARTNERSHIP WITH:



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OVERALL TRAINING INSTRUCTIONS

Room Set Up Instructions

Seating:

Participants should be ideally 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):

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, speakers, and presentation remote control will also be needed for the training.

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 so that you can keep track of who received the training.

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. 2 hours and 40 min – Make sure you have a timer or a clock in view to help keep time.

If this is not possible, the curriculum can be split into multiple training sessions:

- Section 1 “Introductions and Evaluation” and Section 2 “Recognize” (65 minutes)
- Section 3 “Respond” (40 min)
- Section 4 “Refer” and Section 5 “Closing and Evaluations” (55 min)

Note that if the training is delivered over a period of time, some components of the training will have to be adjusted (for example, more time may be needed to review and remind previous training’s content) and evaluation feedback may be less impactful (i.e., the same people may not be at each training, people may have forgotten information in between trainings).

Contents

I. Introductions and Learning Objectives – Pre-test evaluation (OVERALL 10 min)	
[Slide 2-1, 2-2, 2-3].....	8
A. Pre-Test Evaluation (5 min).....	8
B. Group Agreements (5 min).....	8
II. Recognize (OVERALL 55 min).....	9
A. Post-it Exercise-“My Workplace Culture Is” Part 1(10 min) [Slide 2-6].....	9
B. Workplace Violence and Definition of Domestic Violence (5 min) SLIDE #2-7	10
C. Sexual Violence and Sexual Harassment (7 min)	11
D. Stalking (3 min) – Definitions Handout.....	12
E. Prevalence of Domestic and Sexual Violence and Stalking (3 min) [Slide 2-12]	14
F. Stats in the Restaurant Industry (5 min) [Slide 2-13].....	14
G. Safety and economic security/employment (10 min).....	14
H. Exercise: Myths and Facts about Perpetrators and Victims/Survivors at Work (12 min) [Slide 2-15]	15
III. Respond (OVERALL 40 min) [Slide 2-16].....	17
A. “Waitress” Video Clip (5 min) - Case Scenario: Jenna Handout & Roadmap Handout [Slide 2-17].....	17
B. “Case Scenario” Handout and Small Group Discussion (45 mins).....	17
IV. Refer (OVERALL 50 min) [Slide 2-22] – Referrals Handout.....	20
A. Workplace Response Scenarios: Into Action (35 min)	20
B. “My Workplace Culture should be...” Part 2 (15 min).....	22
V. Evaluation and Course Closure (OVERALL 5 min) [Slide 2-26].....	23

Training Materials

1. Laptop with DVD player
2. Video clip of Movie “Waitress”
3. Flipchart
4. Markers
5. PowerPoint deck
6. Post-it notes
7. Speakers

Handouts

1. Pre-Test Evaluation
2. Definitions
3. Roadmap
4. Case Scenario: Jenna
5. List of Referrals
6. Post-Test Evaluation

Trainer Instructions and Script

This curriculum guide contains both general instructions and suggested script for the trainers. Suggested script is *italicized*.

The accompanying power point slide texts are included in this guide, but will have more content than what appears in the actual slides. The slides are kept simple so that viewers will not be overwhelmed by too much text. It is up to the trainer to provide these additional points.

Wherever possible, try to make the training interactive (while being mindful of time) by asking participants for their ideas before giving the response.

Workplace Policy and Local Resources

Much of the content depends on the employer's workplace policy addressing domestic and sexual violence. Make sure to tailor the curriculum to tailor the particular restaurant's policy and provide numbers to resources in the particular geographic area.

I. INTRODUCTIONS AND LEARNING OBJECTIVES – PRE-TEST EVALUATION (OVERALL 10 MIN) [SLIDE 2-1, 2-2, 2-3]

- Trainers introduce themselves and the context for this training (how and why it was developed, etc.)
- Then provide the learning objectives:

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

1. Identify abusive behaviors that impact the workplace.
2. Create a supportive, productive and safe workplace culture
3. Appropriately and effectively respond to and manage interpersonal workplace challenges among staff and with customers.
4. Recognize the financial benefits of a healthy, supportive workplace.

A. PRE-TEST EVALUATION (5 MIN)

- Pass out the **pre-test evaluation (Handout)**.
- Assure participants that their responses will be anonymous, and ask them to complete it on their own. Take 5 min for participants to answer on their own.

B. GROUP AGREEMENTS (5 MIN)

- Group agreements help participants and trainers create, identify, and clarify expectations about how participants wish to participate and what the needs of the group are. Having a shared agreement helps illuminate some unspoken expectations that participants may have of each other. It also begins to identify the cultural needs of the participants.
- Outline a short set of group agreements in advance of the training and write it on butcher paper so that participants can read it. During the training, go over each agreement to ensure each participant understands the intention behind each.
- Some examples of group agreements include, but are not limited to:
 - Listen to understand and connect
 - Be Present
 - Speak in “I” statements
 - Take Care of Yourself
 - Respect Privacy: Keep the personal stories, share the learnings/knowledge
 - One mic

(Ask for more and give examples!)

II. RECOGNIZE (OVERALL 55 MIN)

Recognize [Slide 2-4; Slide 2-5]

- Lay the foundation for the course and explain that we recommend a Recognize-Respond-Refer paradigm when discussing domestic and sexual violence and stalking as it impacts the workplace
 - *First we will focus RECOGNIZING signs of violence. We'll try and answer these questions together: What do domestic violence, sexual violence, and stalking look like? What does it look like when it affects the workplace or happens here? How will co-workers who are survivors act? How can you recognize the signs that a co-worker is a perpetrator?*
 - *Next we will discuss RESPONDING to violence: how do you help someone you work with? What do you say to them? What are you required to do under the restaurant policy?*
 - *Finally, we will address the third R, REFERRING people to expert help in the community or the workplace.*

Recognize

- *The first step is for supervisors to recognize domestic and sexual violence and stalking and how these acts of violence impact workers.*
- *We will begin with an exercise that helps to set intentions for the day by asking participants to think about what they see as their workplace culture.*

A. POST-IT EXERCISE-“MY WORKPLACE CULTURE IS” PART 1(10 MIN) [SLIDE 2-6]

- NOTE: Participants will do this exercise again at the conclusion of the second part of the Managers Training to see if there are any changes in attitudes.
- Start out by asking participants to use post-it notes to respond to the following statement:
 - *“My workplace culture is...”*
 - *Some people believe that to name something is a necessary precursor to changing it.*
 - *We ask all of you managers to think about your beliefs around their workplace culture and write them on paper. You can also write your beliefs on the restaurant industry culture broadly.*
- Encourage managers to express honestly; they will not be judged and the exercise is anonymous.
- If their feelings are negative, they should post those also.

- Trainers should provide a few moments for managers to write their statements and place them on a flip chart in the front of the room.
- Trainers should read some of the responses aloud.

B. WORKPLACE VIOLENCE AND DEFINITION OF DOMESTIC VIOLENCE (5 MIN)

SLIDE #2-7

- Open the section by talking about workplace violence in general.
 - *While workplace violence includes a broad array of topics – from bullying to active shooters – today’s focus is on domestic and sexual violence.*
- Make the connection about why talking about this topic matters to them, from a safety and financial security standpoint.
- Also comment on how these many forms of violence have a common thread of someone forcefully asserting power and control over others.
- Review the definitions of DV. Try to make the section interactive by asking participants for examples of a certain kind of violence (i.e., what is an example of physical violence?).
- **NOTE:** After reviewing the definitions of DV/SV/Stalking, pass out the **Definitions Handout**, so people can refer to this later but not have the answers available to them immediately.

Domestic Violence [Slide 2-8]

- *Domestic violence (DV) is a pattern of behaviors where one person exerts power and control over another person or persons.*
- *Domestic violence can occur between people with these kinds of relationships:*
 - *Spouse*
 - *Dating relationship*
 - *Former Partners*
 - *Have a child in common*
 - *Parent-child (both are adults)*
- *DV includes:*
 - *Emotional violence*
 - *Physical violence*
 - *Economic violence*
 - *Sexual violence*
 - *Verbal violence*
- Ask for examples of each kind:

- *Emotional:*
 - *Making the person feel guilty*
 - *Threatening a person and/or their loved ones*
 - *Threats of suicide or self-harm*
 - *Threatening to take away children*
 - *Controlling what the person does*
- *Physical:*
 - *Hitting, kicking, punching, slapping, scratching or a threat to do so*
 - *Throwing objects or use of weapons*
 - *Preventing medical or mental health care*
 - *Breaking walls, windows, phone, personal items*
 - *Harming a pet or any loved ones*
- *Economic:*
 - *Preventing victim from getting or keeping a job*
 - *Preventing victim from going to school or becoming independent*
 - *Control over their finances or access to finances*
 - *Giving victim an allowance*
 - *Making all big/important decisions*

C. SEXUAL VIOLENCE AND SEXUAL HARASSMENT (7 MIN)

- Review the definitions of SV. Try to make the section interactive by asking participants for examples.

Sexual Violence [Slide 2-9]

- *We're going to use the term "sexual violence" to refer to a range of behavior.*
- *Sexual violence is a collective term for a broad range of behaviors, including sexual harassment, coerced acts, unwanted touching, sexual assault and rape, perpetrated against someone's will or consent. Not everything that is sexual violence is considered a crime, however.*

Sexual Harassment [Slide 2-10]

- *Sexual harassment is a form of sex discrimination that happens in the workplace.*
- *It is offensive behavior or language*
- *It can be verbal, physical, and can include sexual assault and rape.*

- *Harassment affects an individual's employment, interferes with an individual's work performance, or creates an intimidating, hostile, or offensive workplace culture*
- *Perpetrator may be a stranger; but it is more common for a victim to be harassed or assaulted by someone they know. Perpetrator can be any person such as a partner, family member, co-worker, acquaintance.*

D. STALKING (3 MIN) – DEFINITIONS HANDOUT

- Review the definitions of stalking. Try to make the section interactive by asking participants for examples.

Stalking [Slide 2-11]

- Ask for examples of stalking:
 - *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's home/vehicle*
 - *Forcing contact with victim*
 - *Appearing at the victim's home, work, and school, while they are shopping or in a restaurant, etc.*
- Definition of stalking:
 - *Stalking is harassing, unwanted and/ or threatening behavior that causes the victim to fear for his/her safety or the safety of a family member, or would cause a reasonable person in a similar situation to fear for his or her safety.*
 - *Stalking is a way to assert power and control over another person.*
 - *Perpetrator can be intimate partner, family, acquaintance, coworker, dating, customer, client, or stranger*
 - *Stalking behaviors may be isolated, but are often correlated to sexual assault and domestic violence perpetration.*
 - *Use of technology: cyber stalking on social media, GPS units on vehicles, tracking devices on cell phones*
- Pass out the **Definitions Handout** so that participants can continue to refer to this handout throughout the training.

DEFINITIONS HANDOUT

<p>How is domestic violence defined?</p> <p>Domestic violence is a pattern of coercive behavior, including acts or threatened acts, that is used by a perpetrator to gain power and control over a current or former spouse, family member, intimate partner, or person with whom the perpetrator shares a child in common. It occurs in heterosexual and same sex relationships and impacts individuals from all economic, educational, cultural, age, gender, racial, and religious demographics. Domestic violence includes, but is not limited to, physical or sexual violence, emotional and/or psychological intimidation, verbal abuse, stalking, economic control, harassment, physical intimidation, or injury.</p>
<p>How is sexual violence defined?</p> <p>Sexual violence means that someone forces or manipulates someone else into unwanted sexual activity without their consent. Reasons someone might not consent include fear, age, illness, disability, and/or influence of alcohol or other drugs. Anyone can experience sexual violence including: children, teens, adults, and elders. Those who sexually abuse can be acquaintances, family members, trusted individuals or strangers. Statistics show that the majority of perpetrators, however, are people the victim knows. Forms of sexual violence include: Rape or sexual assault; Child sexual assault and incest; Intimate partner sexual assault; Unwanted sexual contact/touching; Sexual harassment; Sexual exploitation; Showing one's genitals or naked body to other(s) without consent; Masturbating in public; and Watching someone in a private act without their knowledge or permission.</p>
<p>How is stalking defined?</p> <p>Stalking refers to harassing, unwanted and/ or threatening behavior that causes the victim to fear for his or her safety or the safety of a family member, or would cause a reasonable person in a similar situation to fear for his or her safety. Stalking behavior includes, but is not limited to: following or spying on a person, appearing at a person's home or work, showing up at a place where the perpetrator has no reason to be, waiting at places in order to make unwanted contact with the victim or to monitor the victim, leaving unwanted items and gifts for the victim, and posting information or spreading rumors about the victim on the internet, in a public place, or by word of mouth. Stalking may occur through use of technology including, but not limited to e-mail, voice-mail, text messaging, and use of GPS and social networking sites. Stalking is strongly correlated to sexual assault and domestic violence.</p>

E. PREVALENCE OF DOMESTIC AND SEXUAL VIOLENCE AND STALKING (3 MIN) **[SLIDE 2-12]**

- *The Centers for Disease Control identified key traits of businesses prone to workplace violence and many relate to the restaurant industry. Some examples are: contact with the public, exchange of money, working late at night, and working early morning hours.*
- *1 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)*
- *One in 6 women (16%) has been stalked during their lifetime, as has 1 in 19 men (5%). (CDC, NISVS 2011)*
 - *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)*

F. STATS IN THE RESTAURANT INDUSTRY (5 MIN) [SLIDE 2-13]

- *According to OSHA, restaurant employees and bartenders are amongst top ten occupations for workplace violence.*
- *According to Restaurant Opportunities Centers United's Report, "The Glass Floor: Sexual Harassment in the Restaurant Industry" (2014):*
 - *Restaurant workers in focus groups gathered through this study noted that sexual harassment is "kitchen talk," a "normalized" part of the work environment and that many restaurant workers are reluctant to publicly acknowledge their experiences with sexual harassment*
 - *60% of transgender, 50% of women and 47% of men reported experiencing 'scary' or 'unwanted' sexual behavior*
 - *The highly sexualized environment in restaurants impacts every major workplace relationship: with 66% restaurant workers reporting harassing behaviors from management, co-workers (80%), and customers (78%).*
 - *Harassment is routine as 66% of women said they experienced sexual harassment from management at least on a monthly basis and 52% on at least a weekly basis.*

G. SAFETY AND ECONOMIC SECURITY/EMPLOYMENT (10 MIN)

Large Group Discussion on Safety and Economic Security (7 min) [Slide 2-14]

- *Conduct a large group discussion on the following questions:*
 - *How does violence affect a victim/survivor's ability to obtain and maintain employment?*

- *How does employment impact a victim/survivor's safety?*

Discussion Learning Points (3 min)

- Wrap up the discussion and provide additional facts about how the impact of violence and employment are intertwined:
 - *Violence results in lost time: The CDC found that victims of intimate partner violence lose 8 million days of work each year. That's the equivalent of 32,000 full-time jobs and over 5.5 million days of household productivity.*
 - *Violence also results in lost jobs: In a 2007 study, between 15.2% and 27.6% of women surveyed lost a job because of abuse.*
 - *There are also medical costs to consider: The total lifetime cost of injuries due to interpersonal violence occurring in 2000 was approximately \$37 billion—\$4 billion for medical treatment and \$33 billion for lost productivity.*
 - *Maintaining a job may be the only way that a victim can have the financial means to:*
 - *leave an abusive situation (if that's what they want)*
 - *have access healthcare for injuries or behavioral health treatment*
 - *and it may be the only time of day that he or she can be alone to safety plan or engage legal resources.*

H. EXERCISE: MYTHS AND FACTS ABOUT PERPETRATORS AND VICTIMS/SURVIVORS AT WORK (12 MIN) [SLIDE 2-15]

- Ask participants to get into a small group of 2-3 people.
- Explain that this is an exercise to help us better identify harmful behavior at work and debunk some common myths about victims and perpetrators.
- Read the statements out loud and ask each team to discuss and decide together if each of the statements is a myth or truth for a few minutes.
- After teams have decided, go through each statements to elicit conversation about different forms of sexual and domestic violence and how they show up at work.
 1. *In restaurants, sexual harassment and other forms of violence only happen in both the front and back of the house.*
 - **FACT:** *Sexual harassment and other forms of violence can happen anywhere at any time. Street. Work. Home. Other Spaces.*

2. *A person who never loses their temper can still be a domestic violence perpetrator.*
 - **FACT:** *Although someone who abuses may have a bad temper, domestic violence is more than a passing mood. It is a pattern of behaviors used to control partners or family members. Many people who abuse will do so even when they are not angry.*
3. *A customer slowly rubs their hand down the server's back and offers a bigger tip in exchange for a kiss. That is not sexual violence.*
 - **MYTH.** *Sexual violence encompasses a range of behaviors, including but not limited to, sexual harassment, intimidation or coercion; a completed nonconsensual sex act (i.e., rape); an attempted nonconsensual sex act; unwelcome and unwanted touching of a sexual nature; and non-contact sexual abuse (e.g., threatened sexual violence, exhibitionism, voyeurism, verbal harassment).*
4. *Victims and abusers primarily come from low income communities and broken homes.*
 - **MYTH.** *Class and other aspects of culture are not indicators of and being formerly a victim or witness of abuse*

OPTIONAL END OF FIRST SEGMENT

III. RESPOND (OVERALL 40 MIN) [SLIDE 2-16]

This section addresses workplace violence after recognizing its presence and impact. This section contains a video clip, discussions, and the Roadmap Handout to consider various responses to violence in the workplace.

A. “WAITRESS” VIDEO CLIP (5 MIN) - CASE SCENARIO: JENNA HANDOUT & ROADMAP HANDOUT [SLIDE 2-17]

- Introduce the video:
 - *We are going to watch a short clip from the movie “Waitress.” Jenna is a waitress at a diner and is married to Earl.*
 - *Earl has been physically abusive to Jenna, including recently while she is pregnant. Earl takes every cent of Jenna’s pay so she has been socking money away in secret places so that she can leave him. Earl has just discovered the money. Jenna is at work, at an after-hours party for her coworker.*
- Play the brief video clip from “Waitress.” Length is 3 minutes and 25 seconds.

Synopsis of the clip: Jenna’s husband Earl damages property at her place of employment, a diner. Jenna is at her place of employment but it is closed for a private party at the time of the incident. Her co-workers observe the incident. One coworker, a fellow waitress, grabs her to keep her from leaving with Earl, but Jenna rushes out. Back at home, Earl confronts her about the money he found hidden away by Jenna.

- After viewing the clip, pass out the Roadmap Handout and the “Case Scenario: Jenna” Handout. The case scenario describes what steps her boss took after this incident.
- Participants should review the case facts and the following questions.

B. “CASE SCENARIO” HANDOUT AND SMALL GROUP DISCUSSION (45 MINS)

After the night that Earl damaged the diner, Joe, Jenna’s boss called Jenna into the back of the diner to discuss the incident. Joe expressed to Jenna that he thought Earl was a real creep, and that he did not approve of their relationship. He told Jenna that she is the best pie baker in the whole state and has a great deal of potential to have a successful career. He told her he was afraid for her safety and that of her unborn child. He explained to Jenna that while he did not want to lose her as a waitress and pie baker, he would have to let her go if she did not leave Earl. He explained that he is concerned for the well-being of his other employees and customers. Earl is too much of a loose cannon, he stated, and there is no telling what he might do next. He suggested to her that she go to the court and obtain an order of protection to get him out

of the house and to keep him away from the diner. Joe told Jenna that he read online that if Jenna won't go get one of these orders, he would go himself and get an order that keeps Earl away from Jenna while she is at work, whether she likes it or not. He gave Jenna an ultimatum: she has 48 hours to go get a protection order or he will go to court and get one himself. Jenna, scared of the repercussions of Joe getting an order, quits.

- Give participants the Roadmap Handout for Managers and ask participants to refer to it during their discussions.
- Ask participants to form small groups and discuss for **10 minutes [Slide 2-18]**
 1. *In what ways was Joe's response to Jenna effective and ineffective?*
 2. *If this happened at your restaurant, how would you have responded?*
 3. *What alternatives, legal and otherwise, would you suggest to Jenna? What are the safety considerations associated with each?*
 4. *How does your response contribute to the culture you seek to create?*

Report back (15 min)

- Conduct a report back of participants' discussion, taking care to avoid repetition.

Learning Points on Workplace Policy (10 min) [Slide 2-19, 2-20]

- Provide the learning points on workplace protections for victims:
 - *Response to employees should be non-judgmental and should be survivor led and survivor centered.*
 - *Employers should not take actions without the employee's consent unless absolutely necessary and an absolute last resort to ensure the safety of the workplace.*
- This is where restaurant owner or the trainer would go over the restaurant's own workplace policies specific to violence. (These are specific to Amali and Colors restaurants). Having copies of the policies for the participants is recommended.
 - Non-Retaliation
 - Non-discrimination
 - Protection from firing, or refusal to hire someone just because they are a survivor
 - DV, SA, stalking
 - Proof requirements
 - Reasonable accommodations
 - Changing hours or shift
 - Transfer

- Changing work location or entry/exit points
- Time off
- Safety measures
- Assistance with documentation
- Time off/leave
- Unemployment insurance benefits
- Workplace protection orders
- Workers who commit violence
 - 45 day investigation
 - Duty to disclose
 - Preponderance of the evidence—discipline up to termination

Review the Roadmap Handout together (10 min) [Slide 2-21]

- Trainers could use Jenna’s case as an example to help managers walk through the handout together.
 - *The purpose of this handout is to have something that managers can refer to when confronted with a situation of domestic/sexual violence/stalking.*
 - *It is not meant to provide you with a detailed step by step guide. Instead, it outlines the various stages you might have to go through to be able to address the situation and offers some general guidelines.*

OPTIONAL END OF SECOND SEGMENT

IV. REFER (OVERALL 50 MIN) [SLIDE 2-22] – REFERRALS HANDOUT

- State that as managers and supervisors, they are not expected to act as therapists, lawyers, or police officers.
 - *What we hope is that this training, the policy, awareness raising activities and outreach will facilitate a healthier workplace culture and a more productive workplace for all employees, including those experiencing violence.*
 - *One important resource for managers and supervisors is a list of referrals that you can provide to employees who are experiencing sexual violence, including harassment, domestic violence and stalking. Trainers provides and quickly reviews List of Referrals (HANDOUT).*

A. WORKPLACE RESPONSE SCENARIOS: INTO ACTION (35 MIN)

- Introduce this last piece:
 - *Now we will practice what we have learned and also think about some planning for continued improvements to our workplace culture and response to violence.*
- Read the following series of short scenarios aloud and ask participants what response, including accommodations and referrals, might assist the employee and enhance the workplace culture.
- Trainers should provide suggestions after each scenario and also refer to the Workplace Policy and Roadmap Handout, where applicable. For each scenario, ask – [Slide 2-23]:
 1. *What can you do to help?*
 2. *How does your response make your workplace safer?*

SCENARIOS

- *A couple, who are also co-workers in the restaurant, just recently broke up. One of them approaches the manager to request for schedule changes because they no longer wants to work the same shifts as her former partner. The manager tells her to leave personal issues at the door. She states that she still feels uncomfortable because of her ex's personality.*

Trainer notes: What does she mean by “personality”? Speak privately. Ask if the employee feels unsafe. Try to accommodate schedule change. Provide referrals. Other?

- *An openly-gay server is working the floor. He approaches the manager saying that a table is being mean, rude and demanding to him because of his sexual orientation. However, the server is unable to give specific examples, and states that no outwardly comments were made, he just ‘feels it’ and is uncomfortable.*

Trainer notes: Switch servers. Speak to employee separately and ask what you can do to help. Keep the door open. Other?

- *A group of co-workers are drinking together after a long shift. They go out as a group and an incident happens at another bar where a co-worker feels offensively harassed by a fellow colleague. The manager learns about the incident the next day from the victim, but isn’t sure how to approach the incident since it occurred outside the workplace.*

Trainer notes: Refer to the policy. Speak to the victim privately. Ask what the victim needs/wants. Speak to the other employee and express the workplace policy. Try to protect the victim when speaking to the other employee, i.e. say that you heard it from a third party.

- *A customer takes a liking to a specific server. The customer starts visiting every other day, becoming quite the regular, and always requesting for the specific server to wait his table. The server feels uncomfortable, and starts trying to ‘hide’ whenever the customer comes in.*

Trainer Notes: Speak to the server and ask his/her wishes. Assist the customer yourself. Assign table to someone else.

- *A porter brings in his nephew to work as a busboy at the restaurant. His nephew is late one day and the uncle slaps him very hard across the face to reprimand him. When the GM intervenes, the porter apologizes. The nephew says to the GM privately that because his uncle was reprimanded it will be worse for him when he gets home because his uncle will tell his father and he will get beaten by both of them. He comes to work the next day with hair missing from his scalp.*

Trainers Notes: Refer to the policy. Speak to the busboy about resources/referrals/possible legal action. Speak to the busboy separately. Remember to keep confidentiality. Ask the busboy what would be the safest option for him (survivor-centered) and work with him to think of different

accommodations that could be made at work to help create a safer workplace. Other?

- *A female worker arrives at work with a black eye. She says a heavy can fell off a shelf in her kitchen cabinet and hit her in the face. Several weeks later she comes to work with bruises on her arms and knees. She says she was clumsy and fell down the subway steps. The staff begins to make jokes about her and she joins in making jokes about herself and how clumsy and ditsy she is. Several weeks later she arrives at work with food that she starts storing in the walk-in and a huge bag with clothing that she stores in the coat check room. She says she has decided to save money and live in her car.*

Trainer Notes: Speak to her alone and ask her what she needs. Provide resources/referrals. Provide accommodations if needed. Speak to the staff about the culture of the restaurant and remember confidentiality. You should not refer to the specific situation. Other?

B. “MY WORKPLACE CULTURE SHOULD BE...” PART 2 (15 MIN)

Post-It Exercise (12 min) [Slide 2-24]

- Remind participants that the first training started out with a “My Workplace Culture Is” exercise.
- Ask participants to write their thoughts on post-its and then onto the flip chart.
- The statement is:
“My workplace culture SHOULD BE”
- After the individual exercise, ask whether the training altered their beliefs at all and if yes, how.

Learning Points (3 min) [Slide 2-25]

- Provide the following closing ideas regarding workplace culture:
 - *Information is the best tool*
 - *Support/assistance for victims*
 - *Accountability/consequences for perpetrators*
 - *Role of co-workers as an “active bystander”*
 - *Awareness raising activities*

V. EVALUATION AND COURSE CLOSURE (OVERALL 5 MIN) [SLIDE 2-26]

- Ask participants to complete the post evaluation.
- Before handing out the evaluations, explain to training participants that it is very important the trainers to learn about how effective the training was.
- Ask them to respond honestly and on their own.
- Assure them that their responses are anonymous, and that this is not a “test” for them, but an important way for the trainers to learn what worked well and what they need to improve.