



Video: He's So Square 2024

He's So Square: Facilitation Guide



Overview

This facilitation guide and accompanying video have been developed to assist equal opportunity (EO) and equal employment opportunity (EEO) professionals and practitioners in discussing *Harassment Prevention and Response in the Armed Forces*.

Additional information on how to conduct a facilitation can be found in *The Leader's Conversation* guide available at deomi.mil.

This guided discussion is focused on the *He's So Square* video at https://digitalcommons.deomi.mil/sc_videos/52/. The video demonstrates potential behaviors one could see or hear in many environments. The facilitator can use the video and guide to discuss the demonstrated problematic behaviors and how the unit members and leaders can prevent, mitigate, or address them. Adherence to this facilitation guide is encouraged to ensure consistency in training delivery.

This guide is not all-inclusive and may be expanded based on the facilitator's experience. Throughout this guide, questions are framed to stimulate the facilitator's thoughts on areas to explore and consider in this process and the specific topic. Users should provide a controlled, safe, and non-attributional environment where individuals will be willing to share their perspectives. EO and EEO professionals, practitioners, and leaders can use this event to review and educate their members on policy and acceptable and unacceptable behaviors. Discrimination is covered in DoDI 1020.03 *Harassment Prevention and Response in the Armed Forces* and DoDI 1350.02 *Military Equal Opportunity Program*.

Purpose

The objectives for this discussion:

- Define discriminatory harassment
- Discuss the video and the behaviors seen within it.
- Recognize how discrimination can affect the individual and the organization.



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- Understand the escalation discrimination behaviors can take if not addressed.
- Discuss discriminatory harassment prevention strategies.

Preparation

This guide has been developed assuming that the Service member conducting the training has basic facilitation skills and understands the facilitation process. Those conducting the discussion should also review *The Leader's Conversation* guide for additional parameters, techniques, and information on facilitation (available at deomi.mil). *The Leader's Conversation* guide provides key areas to consider when conducting a guided discussion, including the following:

- Site selection
- Ground rules for facilitation
- Question development
- How to conduct a discussion

Definitions

DoDI 1020.03 defines these terms as the following:

- **Discriminatory Harassment:** A form of harassment that is unwelcome conduct based on race, color, national origin, religion, sex (including pregnancy), gender-identity or sexual orientation.
- **Harassment:** Behavior that is unwelcome or offensive to a reasonable person, whether oral, written, or physical, that creates an intimidating, hostile, or offensive environment.



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What Is Discriminatory Harassment?

There are two laws that protect Service members from discrimination. Discrimination based on race, color, national origin, religion, and sex through the Civil Rights Act of 1964. Discrimination based on pregnancy was included through the passing of the Pregnancy Discrimination Act of 1978.

Discriminatory Harassment is behavior that is unwelcome or offensive to a reasonable person, whether oral, written, or physical, that creates an intimidating, hostile, or offensive environment on the basis of the protected categories listed above.

DoDI 1020.03 and 1350.02 address harassment and discriminatory harassment prevention and response within the DoD.

Discriminatory Harassment does not have to be large, overt behaviors. Subtle harassment, or microaggressions also have an impact on individuals and the organization. Discriminatory Harassment also doesn't have to be from a greater power dynamic to another, it can be between peers.

These are the impacts individuals and organizations can experience from discriminatory harassment events:

Individual	Organization
Depression	Loss of Trust
Anxiety	Decreased Retention
Low Self-Esteem	Low Unit Cohesion
Increased Health Issues	Decreased Mission Readiness
Psychological Distress	Decreased Commitment

Strategies to Prevent Discriminatory Harassment

Leaders that have a transformational leadership style, where they inspire and motivate their followers, foster a sense of shared vision, creativity, and

commitment create environments where discriminatory harassment is unwelcomed. Inclusivity can be promoted by leaders:

- Encouraging open communication
- Valuing diverse perspectives
- Creating opportunities for personal and professional growth
- Setting an example of fairness, integrity, and respect
- Being actively engaged in prevention and response efforts
- Conducting regular training
- Addressing discrimination occurrences and publicly denouncing them

Notes:



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Process

Before the participants' arrival, determine and prepare the setting for the guided discussion. Ensure the video is prepared to view (direct from https://digitalcommons.deomi.mil/sc_videos/52/ or downloaded).

Video Description

He's So Square

FOR FACILITATOR USE ONLY: In this video, Triangle and Square are meeting, where Triangle is new to Square's team. Square starts off the conversation welcoming Triangle but then calls him "straight edged," "sharp," and "missing a corner." Square states, "other triangles who have been dull, it's refreshing that one gets straight to the point." When Triangle responds asking if other Triangles are too obtuse for Square's team, Square responds with "most shapes like you are rough around the edges."

Video Participants

- **Target:** Triangle
- **Perpetrator:** Square



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Directions

1. Introduce yourself.
2. Validate: Explain the purpose or objective of the discussion/training.
3. Set expectations and establish ground rules.
4. Introduce the topic: Discriminatory Harassment
5. Explain what Discriminatory Harassment is.
6. Provide the handout (if used) to the participants.
7. **Read instructions:** You are about to watch a video that is for awareness purposes only. After watching the video, answer the questions in your handout individually. We will then ask you to share your answers with the group.
8. Show the video.
9. **Read instructions:** Answer the questions on the handout provided to you and apply critical thinking skills as you consider and construct your answers. This should take 5–10 minutes.
10. Review answers through open discussion. Encourage collaborative discussion and perspective sharing within the group as you guide the discussion.

Best Practices

Open the discussion by asking volunteers to share their responses with the group based on the questions used. As you do so, keep in mind:

General Considerations

- Ensure all participants have an opportunity to share their thoughts.
- Encourage open communication among participants.
- When applicable, ask clarifying questions.
- Use anticipated responses to help the group when needed.
- Avoid “why” and closed-ended questions.
- Remind participants of the ground rules when necessary.
- Remember to let participants know that you are listening.
- Take notes for your summary and conclusion.
- Paraphrase when participants are unclear with their answers/assist them in reaching the objectives.
- Let the discussion be fluid with little to no disruptions or corrections.



Facilitator Notes

Suggestions: Display the questions on a bulletin board, butcher paper, or PowerPoint, or prepare them in a handout. Explain to the participants that they will need a pen and paper (or handout) to answer the questions you will use during the guided discussion. **The anticipated responses (ARs) after each question can assist the EO professional in identifying potential discussion points.**

**Facilitator Note:* The facilitator should be prepared to discuss the questions (or similar questions) with the participants.

**Give students ample time to answer the questions.*

Facilitator- Developed Questions

Below are potential questions and ARs for use in guiding the discussion. Before the session, the facilitator should review them and may develop their own. The provided handout matches the questions provided below. If you modify or add additional questions, modify the handout accordingly.

**Facilitator Note:* The facilitator should be prepared to discuss the questions (or similar questions) with the participants.

- **What did you observe in the video?**

AR: During the video, a square and a triangle are conversing. The square makes several comments about other triangles and how they behave. These comments seem negative in tone and the triangle doesn't seem to be pleased.

- **Based on the behavior shown in the scenario, can the comments be perceived as discrimination?**

AR: Yes, Square's words of "other triangles like you" and "most shapes like you" show that Square is judging Triangle based on the fact that they are a Triangle and not on their merit or resume.

- **If you were a bystander in this scenario, what would you do?**

AR: Bystanders could intervene by interrupting the conversation by welcoming and asking Triangle questions to stop Square's message. Bystanders could also pull Square aside later and talk to them about the affect of their words. Bystanders can also support Triangle by talking to them later and letting them know that the conversation was not acceptable and giving them resources to pursue corrective action if desired.

- **What are the risk factors that may come into play in this scenario?**

AR: This scenario could include an environment where these types of comments are acceptable or ignored. The environment might be diverse but not inclusive. Overly masculine environments are also at risk for higher discrimination.

- **What are the protective factors that may come into play in this scenario?**

AR: Individual protective factors are empathy, perspective taking, and cultural competence. Increases in one or all of these skills decreases the likelihood that the individual will be discriminatory.

Organizational protective factors include an environment that discourages discrimination and fosters equality and acceptance. This can be done through the presence of comprehensive diversity and inclusion policies and practices. Organizations that establish clear policies against discrimination and promote inclusive practices provide guidance and a framework for employees to follow.



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- **As a leader or coworker what can you do to create a positive climate for reporting?**

AR: Answers will vary. Examples may include publicly rebuking this type of behavior, responding quickly when this type of behavior is reported, following up on reports to ensure the target is feeling supported throughout the process.

Note to Facilitator: If extra time permits, below are some examples of other questions that can be asked.

- In your own words, how would you describe discrimination?
- What are some ways your organization can support individuals who experience or report discrimination?
- Where can a Service member go to report discrimination?
- As a leader, what behaviors can you show to create an environment where others feel open to report discrimination?

Close the Session

**Facilitator Note:* During the conclusion, paraphrase participant comments to show that they were heard. The provided conclusion is an example of how to close out the guided discussion.

End your discussion by restating the objectives covered at the beginning and providing closing comments.

Summary:

Restate the initial objectives:

- Define discrimination
- Discuss the video and the behaviors seen within it.
- Recognize how discrimination can affect the individual and the organization.
- Understand the escalation discrimination behaviors can take if not addressed.
- Discuss discrimination prevention strategies.

Conclusion

In the scenario shown above, a square makes assumptions about a triangle based on other triangles the square has met in the past. These judgements and assumptions are discriminatory because they are based on other members perceived to be in the same group as the triangle, rather than on the triangle's actual behaviors and beliefs. DoDI 1020.03 *Harassment Prevention and Response in the Armed Forces* and DoDI 1350.02 *Military Equal Opportunity Program* both address discrimination.

Discriminatory behaviors are exclusionary and leads to issues in the workplace. Besides the negative health impacts on the individual, organizations that do not actively combat discrimination experience decreased retention and low trust, which leads to increased potential for mission failure.



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Handout

Video: He's So Square

1. What did you observe in the video?
2. Based on the behavior shown in the scenario, can the comments be perceived as Discriminatory Harassment?
3. If you were a bystander in this scenario, what would you do?
4. What are the risk factors that may come into play in this scenario?
5. What are the protective factors that may come into play in this scenario?
6. As a leader and coworker, what can you do to create a positive climate for reporting