



Video: Falling Out at Work 2024

Falling Out at Work: 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 *Falling Out at Work* video at [Harassment Prevention and Response \(deomi.mil\)](https://deomi.mil). 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 and safe 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. Stalking is covered in Department of Defense Instruction (DoDI) 1020.03, *Harassment Prevention and Response in the Armed Forces*.



Purpose

The objectives for this discussion:

- Define stalking as a form of harassment.
- Discuss the video and the behaviors seen within it.
- Recognize how stalking can affect the individual and the organization.
- Understand how stalking behaviors can escalate to threatening or even violent behaviors if not addressed.
- Discuss stalking prevention strategies.

Preparation

This guide has been developed assuming that the Service member conducting the training has some 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 the facilitation
- question development
- how to conduct a discussion

Definitions

DoDI 1020.03 defines these terms as the following:

- **Harassment** is defined as behavior that is unwelcome or offensive to a reasonable person, whether verbal, written, or physical, that creates an intimidating, hostile, or offensive environment.
- **Stalking** includes, but is not limited to a person:
 - Who wrongfully engages in a course of conduct directed at a specific person that would cause a reasonable person to fear death or bodily harm, including sexual assault, to himself or herself, to a member of his or her immediate family, or to his or her intimate partner.
 - Who has knowledge, or should have knowledge, that the specific person will be placed in reasonable fear of death or bodily harm, including sexual assault, to himself or herself, to a member of his or her immediate family, or to his or her intimate partner.
 - When the conduct induces reasonable fear of death or bodily harm in the specific person, including sexual assault, to himself or herself, to a member of his or her immediate family, or to his or her intimate partner.

Section 930 of Title 10 U.S.C. defines the “**course of conduct**” that further clarifies stalking as

- a repeated maintenance of visual or physical proximity to a specific person;
- a repeated conveyance of verbal threat, written threats, or threats implied by conduct, or a combination of such threats, directed at or toward a specific person; or
- a pattern of conduct composed of repeated acts evidencing a continuity of purpose.



What Is Stalking?

Stalking, as defined in DoDI 1020.03, includes traditional and cyberstalking. Both forms can become dangerous if not reported and managed. The table below details behaviors associated with each type (Morgan & Truman 2019).

Table 1
Examples of Traditional Versus Technology-Assisted Stalking or Cyberstalking

Traditional Stalking	Cyberstalking
Following and watching	Making unwanted phone calls, leaving voice messages, or sending texts
Sneaking into a place	Spying using technology
Waiting/showing up at a place	Tracking the target’s whereabouts with an electronic tracking device or application
Leaving or sending unwanted items	Posting or threatening to post personal information on the internet
Harassing friends and family about the target’s whereabouts	Monitoring activities using social media

Impacts of Stalking and Prevention Strategies

Targets of stalking may experience depression and anxiety about the situation. They may fear for themselves and their family members’ safety. They may not be able to focus on the mission and are likely to miss days at work, thus decreasing productivity. Additionally, if the target works with the perpetrator and does not receive support from leadership, they may fear others will take the perpetrator’s side. This will lead to problems with team members’ ability to trust one another and will

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harm unit cohesion. In order to help prevent stalking, senior leaders should instill a command climate that encourages reporting of stalking behaviors. All reports should be taken seriously and resolved in a timely manner. Appropriate action should be taken when necessary.

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/28/ or may be predownloaded).

Video Description

Falling Out at Work

FOR FACILITATOR USE ONLY: The video opens with SSG Griffin on the phone when he hears raised voices outside his office. He walks out to see SSG Perez telling TSgt Franklin to please stop and leave her alone. The conversation looks heated, and SSG Perez is clearly frustrated. She then walks away. Next, she talks to SSG Griffin. She tells SSG Griffin that they broke up a couple of weeks ago but that TSgt Franklin is constantly following her around, appearing "everywhere" she is. She also expresses that she is scared, is always looking over her shoulder, and feels that TSgt Franklin is stalking her.

Video Participants

- **Target:** SSG Perez
- **Perpetrator:** TSgt Franklin
- **Bystanders:** SSG Griffin



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.
5. Define stalking.
6. Provide the handout (if used) to the participants.
7. **Read instructions:** You are about to watch a video that is made 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: The conversation between SSG Perez and TSgt Franklin became loud enough for SSG Griffin to hear while he was in his office on the phone. SSG Griffin got off the phone because he was concerned about what was going on outside his door. SSG Perez pleads with TSgt Franklin, “Just stop ... Just leave me alone, please!” Later, SSG Perez confides in SSG Griffin that she and TSgt Franklin broke up a few weeks ago and that he won’t stop following her around. She says that he is “everywhere” and she is scared, constantly looking over her shoulder. She states that she believes TSgt Franklin is stalking her.

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

AR: TSgt Franklin is following SSG Perez around, repeatedly showing up wherever she is. She states that she is scared and “always looking over her shoulder.” UCMJ Article 30 states that, if the perpetrator conducts themselves in a manner that induces reasonable fear in the target, then this is stalking.

- **If you were SSG Griffin in this scenario, how would you approach the offender?**

AR: As a bystander, SSG Griffin could pull TSgt Franklin aside. He might acknowledge to TSgt Franklin that, while he may not intend to upset SSG Perez, she does not feel comfortable around him anymore, especially given that he seems to be following her around and showing up everywhere she is. He can make it clear that it is in his best interest to stop this harassing behavior, as she has started to become fearful of him. He could clarify that this is considered stalking and will likely result in disciplinary action if continued.

- **How might TSgt Franklin’s stalking behavior escalate if it goes unchecked?**

AR: TSgt Franklin and SSG Perez were in a relationship, but Perez broke up with Franklin. It is likely that TSgt Franklin feels rejected and is constantly pursuing his former partner in an effort to resume the relationship. He may be viewed as someone who just can’t let go and may be perceived with sympathy by



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others. However, this behavior is already frightening and could quickly escalate to threatening behavior or even violence as the stalker becomes more desperate in the face of continued rejection. Both men and women can be victims of stalking, but it is especially dangerous when women are targeted by a current or former intimate partner.

- **What effects might stalking have on targets?**

AR: Targets may feel the following:

- alone, isolated, or ashamed
- vulnerable, unsafe, and unable to trust anyone
- nervous, irritable, impatient, or on edge
- depressed, hopeless, overwhelmed, fearful, or angry
- stressed, including having trouble concentrating, sleeping, or remembering things
- confused or frustrated because other people don't understand why they are afraid

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

AR: Risk factors include the following:

- TSgt Franklin outranks SSG Perez. She may be fearful to report his behavior because he is higher ranking.
- The general environment may be a risk factor. It is possible that TSgt Franklin feels he is trying to keep in contact with SSG Perez in a friendly manner. If the work climate doesn't discourage TSgt Franklin's continued harassment SSG Perez, it may be more difficult for him to realize his behavior is unacceptable, or he may not think he will get in trouble for it.

Protective factors include the following:

- a friend or colleague who provides support or advice when encountering this situation.
 - a friend or colleague who feels comfortable engaging with the perpetrator as a bystander to discourage the stalking behavior.
 - a climate that supports a zero-tolerance approach to any harassment, including stalking behaviors. If leadership takes allegations of such behavior seriously when reported, they will become unacceptable in the environment. Additionally, taking these complaints seriously and following through with appropriate action can inhibit perpetrators from harassing others.
- **As a leader, how can you empower your team to intervene if they witness someone being harassed?**

AR:

- Educate team members on ways to actively intervene as a bystander, as knowledgeable bystanders will feel more comfortable pulling either the target or offender aside to try to diffuse the situation.
- Create a climate where individuals feel supported to discuss and report stalking and other forms of harassment.
- Hold perpetrators accountable by taking and responding to reports of stalking seriously. Knowing that complaints are responded to with meaningful action will encourage targets and bystanders to report stalking behaviors.

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 stalking?



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- What are some ways your organization can support individuals who report harassment?
- Where can a Service member report stalking or other forms of harassment?
- As a leader, what behaviors can you show to create an environment where others feel open to report harassment?

Close the Session

**Facilitator Note:* During the conclusion, paraphrase participant comments to show they were heard. The provided summary and conclusion are an example of closing 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 stalking as a form of harassment.
- Discuss the video and the behaviors seen within it.
- Recognize how the stalking can affect the individual and the organization.
- Understand how stalking behaviors can escalate to threatening or even violent behaviors if not addressed.
- Discuss stalking prevention strategies.

Conclusion

Some might consider the behaviors exhibited by the offender in this scenario as harmless, but they are not. Following and pursuing an individual in an attempt to begin or resume a relationship after being told to stop multiple times can constitute stalking if the target is fearful. Targeted individuals should clearly inform an offender in these types of situations that they are not interested in pursuing a relationship. Potential offenders should be attuned to others' comments and actions; if someone tells them that they are not interested, they should back off. Following someone around or appearing everywhere they are is never acceptable.

If allowed to continue, these harassing behaviors can escalate to threatening or even violent behaviors. Targets of this harassment may feel fearful, anxious, and depressed. When the target and perpetrator work together, the dynamic is especially problematic, often resulting in serious work disruption, lost work days, trust issues within the unit/lack of trust in leadership, low unit cohesion, and low morale. Identifying inappropriate behaviors and intervening early are crucial to developing a cohesive and professional environment.



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Handout

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1. What did you observe in the video?
2. Based on the behavior and comments shown in the scenario, can this be perceived as stalking?
3. If you were SSG Griffin in this scenario, how would you approach the offender?
4. How might TSgt Franklin's stalking behavior escalate if it goes unchecked?
5. What effects might stalking have on targets?
6. What are the risk or protective factors that may come into play in this scenario?
7. As a leader, how can you empower your team to intervene if they witness someone being harassed?



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References

Morgan, R., & Truman, J. (2019). *Stalking victimization, 2019*. Bureau of Justice Statistics.

<https://bjs.ojp.gov/content/pub/pdf/sv19.pdf>