



Video: Ms. Molly 2024

# Ms. Molly: Facilitation Guide



## Overview

This facilitation guide and accompanying videos have been developed to assist Equal Opportunity (EO) and Equal Employment Opportunity (EEO) professionals and practitioners in discussing sexual harassment.

Additional information on facilitation can be found in *The Leader's Conversation* guide (at [deomi.mil](http://deomi.mil)).

This guided discussion focuses on the *Ms. Molly video*. The videos portray several examples of sexual harassment that Ms. Molly experienced from a DoD employee. The facilitator can use the video and guide to discuss the demonstrated problematic behaviors and how unit members and leaders can prevent, mitigate, or address them. Adherence to this facilitation guide is encouraged to ensure consistency in training and delivery.

This guide is not all-inclusive and may be adapted based on the facilitator's experience. Throughout this guide, questions aim to stimulate the facilitator's thoughts on areas to explore and consider in this process and the specific topic. Facilitators should provide a controlled, safe, and non-attribitional environment where individuals will be willing to share their perspectives. EO and EEO professionals, practitioners, and leaders can use this to review and educate their members on policies and acceptable and unacceptable behaviors.



## Purpose

The objectives for this discussion:

- Define sexual harassment.
- Discuss the video and the observed behaviors.
- Recognize how sexual harassment can affect individuals and organizations.
- Understand the impacts of unaddressed sexual harassment.
- Discuss strategies to mitigate sexual harassment.

## Preparation

This guide assumes that users have some basic facilitation skills and understand the facilitation process. Users should also review *The Leader's Conversation* guide for additional parameters, techniques, and information on facilitation (available at [deomi.mil](http://deomi.mil)). *The Leader's Conversation* guide provides areas to consider, including the following:

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

## Definitions

Department of Defense Instruction (DoDI) 1020.04 defines these terms as the following:

- 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.
- Sexual harassment involves unwelcome sexual advances, requests for sexual favors, and deliberate or repeated offensive comments or gestures of a sexual nature when:
  - Submission to such conduct is explicitly or implicitly made a term or condition of a person's job, pay, or career.
  - Submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person.
  - Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance, creating an intimidating, hostile, or offensive working environment.
  - Such conduct is so severe or pervasive that a reasonable person would perceive, and the victim does perceive, the environment as hostile or offensive.
  - Such conduct is used or condoned by any person in a supervisory or command position of any form of sexual behavior to control, influence, or affect the career, pay, or job of a member of the Armed Forces or a civilian employee of the Department of Defense.
  - Such conduct includes any deliberate or repeated unwelcome verbal comments or gestures of a sexual nature by any member of the Armed Forces or a civilian employee of the Department of Defense.



## What Is Sexual Harassment?

Sexual harassment involves unwelcome sexual advances, requests for sexual favors, and deliberate or repeated offensive comments or gestures of a sexual nature. According to DoDI 1020.04, the Department of Defense will hold leaders at all levels appropriately accountable for fostering a climate of inclusion that supports diversity, is free from harassment, and does not tolerate retaliation against those filing harassment complaints. It is also important to note that DoDI 1020.04 states there is no requirement for concrete psychological harm to the complainant for behavior to constitute sexual harassment. Behavior is sufficient to constitute sexual harassment if it is so severe or pervasive that a reasonable person would perceive, and the complainant does perceive, the environment as hostile or offensive. Sexual harassment that goes unreported can affect the individual and the organization:

Individual	Organization
Fear of reporting	Passive bystanders
Low self-esteem	Lack of trust and morale
Depression or anxiety	Hostile work environment
Social exclusion	Culture of exclusion
Low productivity	Decreased readiness

## Strategies to Prevent Sexual Harassment

Some principles of prevention/strategies include the following:

- Discuss avenues (including anonymous ones) for reporting inappropriate behaviors.
- Discourage social media posting that constitutes harassment and inappropriate behaviors.
- Post policies and reporting procedures for DoD employees clearly and prominently.

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- Hold members accountable for leading/participating in inappropriate behaviors.
- Have supervisor presence in workspaces

Notes:



## Process

The setting for the guided discussion must be determined and prepared before the participants arrive. Ensure the video is ready to view (directly from the Cultural Portal at <https://www.deomi.mil/Center-of-Excellence-Portal/Harassment-Prevention-and-Response-Civilian/#sexual-harassment> or may be downloaded).

## Video Description

### Ms. Molly

#### FOR FACILITATOR USE ONLY:

The video opens with a male DoD employee talking to “Molly.” As she leaves the office, he tells her he had a dream about her again last night. He describes to her that in the dream "she was amazing and wearing silk lingerie." In response, Molly rolls her eyes and walks out. The next scene shows the employee coming up to her in the hall and putting his hands on her shoulders; she tries to shrug him off as he says, "You know I keep having that dream about you." The video ends with him saying he can't wait to get home so he can dream about her again.

#### Video Participants

- **Target:** Ms. Molly
- **Perpetrator:** Male civilian
- **Bystanders:** none



## Directions

1. Introduce yourself.
2. Validate: explain the purpose or objectives of the discussion/training.
3. Set expectations and establish ground rules.
4. Introduce the topic.
5. Explain/define what type of behaviors constitute sexual harassment.
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, individually answer the questions using your handout. We will then ask you to share your answers with the group.
8. Show the video.
9. **Read instructions:** Answer the questions using the handout 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. As you do so, keep in mind:

- 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 have unclear answers and 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 EEO professional in identifying potential discussion points.**

*\*Facilitator Note:* The facilitator should 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 handout provided matches the questions below. If you modify or add additional questions, modify the handout accordingly.

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

### 1. What did you observe in the video?

**AR:** In the video, the male civilian made unwanted innuendos and blatant comments to a female Service member that are considered sexual harassment. The female's reaction to the comments indicated she was uncomfortable with them. When the male grabbed her shoulders, she was also visibly uneasy with the physical contact.

### 2. Based on the scenario, why are the comments made considered sexual harassment?

**AR:** While the perpetrator may have no malicious intent toward the female Service member, his comments and actions made her uncomfortable, which can contribute to a hostile work environment towards her.

### 3. How would you approach the situation if you were a bystander?

**AR:** A bystander could have chosen to address either the perpetrator or the target. If approaching the perpetrator, they could let them know that their unwanted comments and contact are considered sexual harassment as defined by the DoDI 1020.04. If approaching the target, let them know that experiencing sexual harassment is not their fault, and they have a right to report this behavior to an appropriate level to stop it if they wish to do so.

### 4. What are some risk factors related to sexual harassment?

**AR:**

- One risk factor in this scenario is that there could be a power differential. The male may be her supervisor or a senior employee; thus, she may be fearful to report his behavior.
- Another risk factor may be the offender's lack of awareness on the gravity of his comments and actions and their impacts upon others.

### 5. What are some protective factors that could exist within this scenario?

**AR:**

- One protective factor could be awareness training for all organization members. Such training could make personnel more aware of the impacts sexual harassment can have on those in an organization, as well as recognize potential miscues/faults in their own or others' behaviors.
- Another protective factor would be an organization and leaders who do not tolerate sexually harassing behaviors, who take reports of such conduct seriously, and who engage to positively address negative behaviors.



## 6. How could you support the target in this scenario as a leader or team member?

**AR:** Leaders and supervisors have several options for offering support to targets. A first layer of support could be creating and enforcing a climate where this type of behavior is unacceptable, by taking reports seriously, and holding offenders accountable. Individually, leaders and supervisors should act with empathy, sensitivity, and sincerity throughout the complaint process. Other protective measures can include offering flexibility towards targets and notifying them of additional resources, such as the chaplain.

*Note to Facilitator: If extra time permits, examples of other suggested discussion questions are below.*

- In your own words, how would you describe sexual harassment?
- What are some ways your organization can support individuals who have experienced sexual harassment?
- As a leader/supervisor, what behaviors can you show to create an environment where others feel open to reporting sexual harassment?

## Close the Session

*\*Facilitator Note:* During the conclusion, paraphrase participant comments to show they were heard and understood. 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 sexual harassment.
- Discuss the video and the observed behaviors.
- Recognize how sexual harassment can affect individuals and organizations.
- Understand the impacts of unaddressed sexual harassment.
- Discuss strategies to mitigate sexual harassment.

### Conclusion

In the scenario shown above, a Service member experienced sexual harassment from a co-worker. An individual's sex and rank should not affect the appropriateness or inappropriateness of the behavior toward them. The sex and rank of the offender or target should also not influence any necessary corrective actions.

If allowed to continue, these types of behaviors can escalate and foster various negative individual and organizational climate changes, such as a lack of trust in leadership, low unit cohesion, and low morale. The early identification of inappropriate behaviors and early positive intervention are crucial to developing a cohesive and professional environment. Leaders should be self-reflective and conscious of subordinates' behaviors to actively promote awareness and accountability in creating an environment that is free from sexual harassment and which holds offenders accountable.



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# Handout

## Video: Ms. Molly

1. What did you observe in the video?
2. Based on the scenario, why are the comments made considered sexual harassment?
3. How would you approach the situation if you were a bystander?
4. What are some risk factors related to sexual harassment?
5. What are some protective factors that could exist within this scenario?
6. How could you support the target in this scenario as a leader or team member?