Annotated Bibliography for Sexual Harassment Training Methods

DEFENSE EQUAL OPPORTUNITY MANAGEMENT INSTITUTE
DIRECTORATE OF RESEARCH DEVELOPMENT AND STRATEGIC INITIATIVES

Dr. Richard Oliver Hope Human Relations Research Center
Directed by Dr. Daniel P. McDonald, Executive Director
366 Tuskegee Airmen Drive Patrick AFB, FL 32925
321-494-2747

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Prepared by
Katie McCarthy, STEM Intern

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Bell, M. P., Quick, J. C. & Cycyota, C. S. (2002), Assessment and prevention of sexual harassment of employees: An applied guide to creating healthy organizations. *International Journal of Selection and Assessment*, *10*, 160–167.

Sexual harassment occurs in organizations around the world, with costly consequences for employees and employers. In this article, we present a case for the primary prevention of sexual harassment, a dysfunctional, counterproductive behavior. We propose that primary prevention can positively influence organizational characteristics and the organizational harassment culture through preventive organizational actions (POAs), helping to build healthy organizations. Rather than being reactive, and instituted after the fact, primary prevention is a proactive approach that addresses root causes of sexual harassment, preventing its development. This approach is research based and grounded in the well-established traditions of public health and preventive medicine that are applied to prevention of chronic health problems, such as cardiovascular disease. Management commitment, zero tolerance, applicant and new hire awareness, and regular assessments and training are important aspects of the proactive preventive management of sexual harassment

Bingham, S.G., & Scherer, L.L. (2016). The unexpected effects of a sexual harassment educational program. *The Journal of Applied Behavioral Science, 37*(2), 125-153.

This study evaluated a sexual harassment program for staff and faculty employees at a metropolitan university. One hundred men and 97 women who participated in the program and 141 men and 178 women who did not participate responded to a self-report questionnaire through campus mail. Analysis of variance was used to test for effects of program participation and employee gender on five outcome variables. Results indicated that participants showed more knowledge about sexual harassment than did nonparticipants and had a stronger attitude that sexual behavior at work is inappropriate. Men had more favorable attitudes toward sexual behavior at work than did women. Moreover, program participation and employee gender interacted, indicating an adverse reaction to the program among male participants. Male participants were less likely than other groups to perceive coercive sexual harassment, less willing to report sexual harassment, and more likely to blame the victim. Implications of the findings are discussed.

Buckner, G.E., Hindman, H.D., Huelsman, T.J., & Bergman, J.Z. (2014). Managing workplace sexual harassment: The role of manager training. *Employee Responsibility and Rights Journal, 26*(4).

Sexual harassment remains a persistent problem for businesses. Indeed, employers spend millions annually in sexual harassment litigation and liability costs. Furthermore, current U.S. law effectively makes it management's responsibility to implement programs to prevent and correct harassment, or else face heightened liability. A common element of prevention programs is training, especially for employees in positions of authority. Several states have gone so far as to mandate sexual harassment training. However, little research exists to demonstrate the

efficacy of such training programs. It is known that training sensitizes people in recognizing harassment. However, no research has indicated that training enables managers to accurately identify harassment and respond appropriately. This exploratory study addresses this issue by examining whether training quantity (i.e., cumulative training hours), training variety (i.e., the number of training methods employed), and training recency (i.e., the elapsed time since training) predict a manager's ability to (a) accurately identify sexual harassment and (b) recommend an appropriate response. Results suggest that, while training increases sensitivity, training is associated with decreased accuracy in identification of sexual harassment. No relationship was found among the predictor variables and manager accuracy in recommending an appropriate response. Implications concerning these results are offered along with directions for future research.

Delijster, G.P., Felten, H., Kok, G., Kocken, P.L. (2016). Effects of an interactive school-based program for preventing adolescent sexual harassment: A cluster-randomized controlled evaluation study. *Journal of Youth and Adolescence, 45*(5), 874-886.

Many adolescents experience sexual harassment and victims of sexual harassment have higher risks regarding well-being and health behaviors such as higher risks of suicidal thoughts, suicidal ideation and feeling unsafe at school. A peer-performed play and school lessons on preventing sexual harassment behavior were presented to secondary school students. We evaluated its effectiveness, using a cluster-randomized controlled design to assign schools to an experimental condition [n = 14 schools; 431 students (51 % female)] and a control condition [n = 11 schools; 384 students (51 % female)]. To measure the effects of the intervention at first post-test and 6-month follow-up, our multilevel analyses used a two-level random intercept model. Outcome measures were sexual harassment behaviors, behavioral determinants and distal factors influencing these behaviors. At post-test, students in the experimental group reported a reduced intention to commit sexual harassment behavior and higher self-efficacy in rejecting it. At post-test and follow-up there was a significant positive effect on social norms for rejecting sexual harassment behavior. At follow-up, sexual self-esteem was higher in students in the experimental group than in the control group. Effects on these determinants will benefit adolescents' future sexual behaviors. In combination, the play and lessons, possibly together with continued sexual health education and skills programs on social-emotional learning in subsequent school years, have potential for preventing sexual harassment behavior.

Devonish, D. (2013). Workplace bullying, employee performance and behaviors: The mediating role of psychological well-being. *Employee Relations, 35*(6), 630-647.

Purpose – The purpose of this paper is to examine whether two factors of affective psychological well-being, job satisfaction, and work-related depression, play a role in mediating the relationship between workplace bullying as a social stressor at work and three forms of employee performance or behaviors: task performance, individual-targeted citizenship behavior (OCB-I), and interpersonal counterproductive work behavior (CWB-P). Design/methodology/approach – The paper adopted a cross-sectional survey research design which captured a sample of 262 employees across a number of organizations in a small developing country in the Caribbean

region. Findings – The findings revealed that job satisfaction alone partially mediated the relationship between workplace bullying and task performance, whereas work-related depression alone partially mediated the relationship between workplace bullying and OCB-I. Both job satisfaction and work-related depression partially mediated the relationship between workplace bullying and CWB-P. Research limitations/implications – The paper utilized a cross-sectional self-report survey research design which does not permit causal inferences to be made. Longitudinal research is needed to further investigate these relationships reported here. Practical implications – Management must seek to deal with the emergence of workplace bullying through their human resource management policies and practices as well as encouraging positive interpersonal work climates and cultures among employees. Originality/value – The paper is the first to investigate how various elements of psychological wellbeing can serve to mediate the relationship between workplace bullying and performance outcomes.

Feldblum, C.H., & Lipnic, V.A. U.S. Equal Employment Opportunity Commission. (2016). *Select task force on the study of harassment in the workplace.*

The EEOC released its 2016 report of co-chairs of the Select Task Force on the study of sexual harassment. The report includes their key findings, summarized as the following:

- Workplace Harassment Remains a Persistent Problem.

- Workplace Harassment Too Often Goes Unreported.

- There Is a Compelling Business Case for Stopping and Preventing Harassment.

- It Starts at the Top - Leadership and Accountability Are Critical.

- Training Must Change.

- New and Different Approaches to Training Should Be Explored.

- It's On Us.

The final report also includes detailed recommendations and a number of helpful tools to aid in designing effective anti-harassment policies; developing training curricula; implementing complaint, reporting, and investigation procedures; creating an organizational culture in which harassment is not tolerated; ensuring employees are held accountable; and assessing and responding to workplace "risk factors" for harassment.

Gentz, R. (2015). The effect of non-engaging vs. engaging training methods on the acceptance of sexual harassment myth acceptance. (Order No. 1596972). Available from ProQuest Dissertations & Theses A&I. (1712627539).

Training is an effective tool for changing attitudes and behaviors. This study examined the effect of two types of sexual harassment training on the level of sexual harassment myth acceptance. Additionally, the moderating effect of gender on the level of change in myth acceptance when comparing engaging vs. non-engaging training methods is examined. A researcher used either a standard multi-media display to present the non-engaging sexual harassment training or an engaging training that also included tabletop discussions and workbooks participants completed and discussed throughout the training. Three-hundred-twenty undergraduate psychology and business students participated in this study for extra credit. Results showed that training significantly decreased myth acceptance overall. Although the engaging training had a greater decrease in myth acceptance than the non-engaging training, this difference was non-significant. Gender was not a significant moderator of post-training change. Implications for future research are discussed.

Kearney, L.K., Rochlen, A.B., & King, E.B. (2004). Male gender role conflict, sexual harassment, and the efficacy of a psychoeducative training program. *Psychology of Men & Masculinity, 5*(1), 72-82.

This study tested the relationship of gender role conflict, harassment tolerance, and the effectiveness of a harassment training program. Men (n = 98) were randomly assigned to either a training or no-training condition and were shown a video depicting harassment between a professor and a student. As anticipated, men with higher levels of gender role conflict were more tolerant of harassment. The training intervention was partially effective, with a positive impact on the identification of harassment but no significant impact on harassment tolerance. Men scoring lower on the Success, Power, and Competition subscale of the Gender Role Conflict Scale (J. M. O'Neil, B. F. Helms, R. K. Gable, L. David, & L. S. Wrightsman, 1986) evidenced a greater reduction of harassment tolerance compared with those with higher scores on the scale.

Park, H. A. (2016). Workplace anti-discrimination training effectiveness: A meta-analytic review. (Order No. 10256696). Available from ProQuest Dissertations & Theses A&I. (1873864081).

The prevalence of workplace discrimination is a serious and costly problem for organizations. Beyond the high costs of settling or defending legal cases, organizations also face less-visible costs associated with discrimination, such as decreased productivity and organizational withdrawal. To mitigate the negative effects of discrimination, organizations often conduct anti-discrimination training with the assumption that it will reduce the incidence of workplace discrimination. However, this assumption has not been tested across studies of anti-discrimination training effectiveness. The purpose of the study is to conduct a meta-analytic review of the effectiveness of workplace anti-discrimination training (operationalized as diversity awareness training and sexual harassment awareness training), as indicated by a variety of training outcome types. When there was sufficient variance to model, potential moderators were examined. A literature search yielded 38 studies that met the inclusion criteria. The total sample size for all the studies is 364,828 (M = 9,601). Each study was coded for a number of

variables by two independent raters. A comparison of the training interventions versus control groups was conducted using standardized mean differences (Cohen's d). The vast majority of ds across all training outcome types were positive, which indicates that training overall had the desired effects on training outcomes. Moderator analysis revealed that that sexual harassment awareness training has a larger effect on outcomes as compared to diversity awareness training, especially when looking at specific training outcomes. In the analysis of study design as a moderator, larger effect sizes were found for studies that had a pre-test/post-test design as compared to a training/control group, post-test only design. In addition, these results did not support a moderating effect of the research setting (lab versus field) on training outcomes. Although it appears that antidiscrimination training is heading in a positive direction, further research is needed to determine the specific factors that influence the effectiveness of training.

Perry, E.L., Kulik, C.T., & Bustamante, J. (2012). Factors impacting the knowing-doing gap in sexual harassment training. *Human Resource Development International, 15*(5), 589-608.

We examined the gaps between research-based sexual harassment training practices human resource (HR) managers believe their organization should use and the practices their organizations actually use (knowing-doing gaps). We studied individual (attitudes about academics) and organizational predictors (senior management support, managerial rewards, and organizational resources) of gaps at the pre-training, training design and delivery, and post-training stages. Organizational factors generally reduced gaps at the pre-training and post-training stages, while the individual factor marginally increased the gap at the pre-training stage. The knowing-doing gap for training design and delivery practices was not predicted by any of the individual or organizational variables.

Perry, E.L., Kulik, C.T., Bustamante, J., Golom, F.D. (2010). The impact of reason for training on the relationship between "best practices" and sexual harassment training effectiveness. *Human Resources Development Quarterly, 21*(2), 187-208.

The current study explored the use of best training practices on human resources managers' perceptions of sexual harassment training success and frequency of sexual harassment complaints. Results revealed no main effects of best training practices on sexual harassment training success. However, effects of best training practices on sexual harassment training success differed as a function of the organization's reason (legal vs. strategic) for implementing sexual harassment training. Additionally, one best training practice, posttraining activities, was significantly and negatively related to frequency of sexual harassment complaints.

Pilram, M., & Keyton, J. (2009). Evaluation of sexual harassment training instructional strategies. *NASPA Journal about Women in Higher Education*, *2*(1), 224-242.

This field experiment study evaluated a commercially produced online sexual harassment training program used in educational settings. Manipulation of instructional strategies (online, instructor, reading) examined effects on knowledge and behavioral identifications in sexual harassment training for college students. Training did not produce an immediate gain in knowledge scores regardless of training condition. However, reading and face-to-face training conditions predicted the correct answer of case-related questions on the posttest; reading and online training conditions predicted knowledge retention 3 weeks after the training. On video scenarios, participants correctly identified 54% of verbal and 30% of nonverbal sexual harassment cues. Participants overidentified 19% of verbal cues and 16% of nonverbal cues as sexual harassment.

Rawski, S. L. (2016). Understanding employees' reactions to sexual harassment training: Interactional disruptions, identity threats, and negative training outcomes" (2016). *Theses and Dissertations*. **Retrieved from: http://scholarworks.uark.edu/etd/1477**

Sexual harassment training is a common organizational activity. Yet, we do not have very much knowledge about why sexual harassment training is effective or ineffective. There is evidence that employees often react negatively toward sexual harassment training, and these negative reactions may help explain inconsistent findings regarding whether sexual harassment training improves employees' knowledge, attitudes, and transfer of training to the job context. This dissertation draws from social interactionism and identity theory to suggest that employees may experience threats to their valued identities at the announcement of sexual harassment training and during the administration of sexual harassment training. Interactional characteristics, specific identities, and employees' changing perceptions as a result of the sexual harassment training program are considered as moderators. The effect of identity threat reactions on sexual harassment training outcomes, such as knowledge, backlash attitudes, and transfer of training, are also considered.

Reese, L.A., & Lindenberg, K.E. (2004). Employee satisfaction with sexual harassment policies: The training connection. *Public Personnel Management, 33*(1), 99-119.

This paper explores satisfaction with sexual harassment policies in public sector workplaces, using a survey of municipal employees to address the following policy questions'. 1. What types of sexual harassment policies do employees want? 2. How would employees handle complaints of sexual harassment? 3. How satisfied are employees with current workplace policies? 4. What appears to enhance policy and process satisfaction? It concludes that public sector organizations should: • Include confidentiality protections and sanctions in policies; • Require that parties to a complaint be fully informed of the outcome; • Increase awareness and knowledge of policies through employee training; • Train supervisors in interpersonal skills and investigatory processes; • Utilize teams to investigate allegations of sexual harassment; and, • Understand that training and process implementation issues are more important to employee satisfaction than the policy itself.

Tinkler,J., Gremillion, S., & Arthurs, K. (2014). Perceptions of legitimacy: The sex of the legal messenger and reactions to sexual harassment training. *Law and Social Inquiry, 40*(1), **152-174. doi: 10.1111/lsi.12065**

Research shows that exposure to sexual harassment policy sometimes activates traditional gender stereotypes. This article examines whether the sex of the legal messenger moderates reactions to the enforcement of sexual harassment laws. We employ a 2×2 experimental design in which we measure the effect of a sexual harassment policy intervention on male participants' gender beliefs. The design varies whether the person communicating the policy information is male or female. We find that female policy trainers activate implicit gender stereotypes, but explicit gender egalitarian beliefs. Other than improving men's perceptions of women's considerateness, the policy has little effect on beliefs in the conditions with a male trainer. These results suggest that the effect of law on social change is contingent on characteristics of the legal messengers. Findings contribute to our understanding of gender inequality and legitimacy processes and have practical implications for implementing effective policy.

Vijayasiri, G. (2008). Reporting sexual harassment: The importance of organizational culture and trust. *Gender Issues, 25*(1), 43-61.

Few victims of sexual harassment at work file complaints. The current study looks at ways in which the organizational climate, including trust in the system and fear of reprisal, impacts victim decisions to file complaints. A military sample offers the advantage of a work context with formalized reporting processes and a highly segregated and gendered work environment. The findings indicate that fear of coworker backlash keeps victims from seeking organizational relief. Such non-formal consequences of reporting should be addressed in future workplace sexual harassment policies. The findings also suggest that widespread mishandling of complaints erodes trust in the grievance process, which may in turn influence future responses to sexual harassment. The discussion highlights the limitations of current cross-sectional research designs for identifying the causal order of this trust-filing relationship and suggests ways in which future quantitative studies may be designed to gain a broader understanding of the dynamic relationship between organizational context and victim response.

The White House Task Force to Protect Students from Sexual Assault. (2017). *Preventing and addressing campus sexual misconduct: A guide for university and college presidents, chancellors, and senior administrators*. **[Fact sheet]. Retrieved from: https://obamawhitehouse.archives.gov/sites/obamawhitehouse.archives.gov/files/images/Documents/1.4.17.VAW%20Event.Guide%20for%20College%20Presidents.PDF**

It has been encouraging for the Task Force to learn about the important strides that colleges and universities are making to improve their responses to sexual misconduct. It is clear that there is a strong desire on the part of many institutions of higher education to ensure that their schools are safe places for all students. Many schools have begun to engage in various efforts (discussed in further detail in this guide), such as using campus climate surveys to better assess the extent of

sexual misconduct against students; implementing and evaluating prevention strategies that take into consideration the best available evidence about their effectiveness; enhancing the focus on improving services for survivors,5 engaging with students interested in these issues, and connecting with community stakeholders; and ensuring that reports of sexual assault are handled promptly, fairly, and consistently. We have learned that when thoughtful and sensible tools for preventing and improving responses to sexual misconduct are made available, many colleges and universities eagerly embrace them to better protect their own students.