## Pedagogical Model / Subject Matter

Situated Learning / Sexual Harassment

## Background & Learning Problem

World View Communications is a publically owned, a multi-billion dollar organization with a workforce 9,800 employees and growing, who provide contracted services ranging from cyber-security systems for the government to providing support to defense organizations "in theater" both domestically and overseas. It has instituted a 5-year plan to enter the international arena, expand capabilities and double the workforce by the year 2015. So far, World View Communications has made great strides in meeting this goal by means of acquisitions and mergers. Though the endeavor has proven to be highly successful in the first 2.5 years, there has been a dramatic increase in sexual harassment and discrimination complaints. After some research, it has become apparent that employees find themselves inadvertently engaging in behaviors that are perceived as offensive to their counterparts in working conditions unfamiliar to them (e.g. from a military environment to corporate). As a result, these incidents have cost the Company, over $4.7B in legal fees, punitive damages, lost revenue, and suffered severely negative media exposure.

The company has a sexual harassment course that all employees are required to complete within their first 30 days of employment however, it is very narrow in scope in that it does not address the specific challenges associated with cross-over business into the industrial, military, and government work environment. The challenge is to develop an environment that will enable the learner to promote engagement in authentic scenarios within environments unfamiliar to their typical setting, and actively participate in scenarios compel them to consider: the impact of their behavior on those around them, how it is perceived by others, how to respond when a complaint is (formally or informally) made, to avoid retaliation, or respond when one is the victim of perceived sexual harassment.

## Target Audience

The target audience is largely composed of professionals from all over the world. This environment must consider the needs of the following groups:

- College graduates (who is not likely to have received training in this domain)
- Seasoned business professionals with a minimum of 3 years career experience
- Employees and those in supervisory positions
- Industrial, military and commercial domain workers

## Assumptions

- The majority of employees have a fundamental understanding of how to read financial documents, business plans, strategy and mission statements, etc.
- Basic mathematics and statistical analysis skills

The majority of World View Communications employees hired directly or attained during the acquisition and merger processes, most of the learners have had some sexual harassment/discrimination training of some kind and or had exposure to landmark cases highlighted in the media that have mechanized the today's law.

The age range runs the gamut from interns 18 years of age to senior executives in their late 70's. Motivation to use this environment is three-fold: training is required by the Company, employees expect to be able to perform their job duties in an environment free from harassment and discrimination, to reduce anxiety-associated fear of retaliation, and reduce the quantity of complaints and related costs.

## General Knowledge Domain

Sexual harassment and discrimination is a highly complex and controversial subject matter and is rooted in the affective domain.

## Learning Outcomes

- Recognize risky behavior that is discriminatory or sexual in nature
- Understand the personal, professional and organizational impacts of sexual harassment and discriminatory behavior
- Understand their role and responsibility in creating a workplace free of sexual harassment
- Articulate preventative measures for avoiding risky behaviors
- Evaluate an environment or situation to determine if an offense has occurred, how it could have been prevented and recommend appropriate measures for managing the incident as appropriate.

## Learning Activities

This customizable environment will be used as a follow-on opportunity for learners to further refine their skills by enabling them to select from situations that mimic high-level characteristics of their actual work setting in terms of locality, category (industrial, commercial, military, etc.) and role.

- Once a scenario has been selected in groups of 3, learners will be presented with a case constructed by the participants involved (victim, witnesses, etc.) learners will use online resources (document libraries, external links, etc.) to identify common elements supported by established standards, laws, and cases.
- Learners will play the role of a consulting firm hired to identify the problem(s) and make recommendations for organizational changes. They will work collaboratively to support each task required to produce a two deliverables, a document that collectively reflects analyses and problematic issues and a second deliverable, where they present their recommendations for reducing the number of complaints filed.
- Learners will collect their research findings and document their analyses in a wiki where all members will have access to embedded tools including a discussion board, personal journal, and collaboration space/document library.

- Learners will have the opportunity to consider the perspectives of each stakeholder in the scenario and be required to keep an online journal where they will record their own feelings, beliefs, and thoughts.
- Using knowledge acquired in the pre-requisite course to this environment and embedded online resources, learners will analyze the scenario, research the various components relative to the situation, and using the etiquette[1] appropriate for the situation, provide a recommendation for mitigating or responding (depending on the context) to the scenario.

## Assessment

Kirkpatrick Level 4: True success of this program will be reflected in the reduced number of sexual harassment and discrimination claims and associated costs.

| Learning Outcomes | Instructional Strategies | Learning Activities | Evaluation |
|---|---|---|---|
| • Recognize risky behavior that is discriminatory or sexual in nature<br><br>• Understand the personal, professional and organizational impacts of sexual harassment and discriminatory behavior<br><br>• Understand your role and responsibility in creating a workplace free of sexual harassment<br><br>• Articulate preventative measures for avoiding risky behaviors and law suits<br><br>• Evaluate an environment or situation to determine the cause of an incident, how it could have been prevented and recommend appropriate measures for managing the incident as appropriate. | • Promotes authentic activities and problem solving<br><br>• Supports exploration within a real-world context | Learners explore one of 3 scenarios that simulate sexual harassment in the workplace and provide recommendations. | Learners will produce a "Results" deliverable that describes their findings following assessment of the selected case. |
| | Promotes self-monitoring and self-correcting | Learners build their own strategy and plan activities supporting their collaborative efforts. | Using the embedded check-list, calendar and a sharable content area, learners decide on their strategies and document their approach and track progress. |
| | Promotes collaborative learning | Learners work in teams of 3-4, collecting data, hypothesizing problem source, organizing strategies, and preparation of deliverables. | • Each team will produce a second deliverable combining their collective recommendations on how the case reviewed could have been prevented, organizational recommendations for changes in policy, training, or other cultural modifications.<br><br>• Individual reflections in the Journal should increase in complexity and depth over the course of the experience. |
| | Supports inter- and multi-disciplinary learning | Problem solving, analysis, some mathematics and statistical analysis; pattern identification | |
| | Promotes role playing | Learners act as consultants hired to assess a company-wide problem. | |
| | Allows learners to seek information through embedded data | Access to case files, interviews, participant statements, company statistics | |
| | Promotes articulation, reflection and critical thinking | Guided discussion board for each team; daily journaling; problem definition and solution document deliverables | |