MANAGING WORKPLACE SEXUAL HARASSMENT: THE ROLE OF TRAINING DIVERSITY, QUANTITY, AND RECENCY

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FOREWORD

This thesis is written in accordance with the style of the *Publication Manual of the American Psychological Association* (6th Edition) as required by the Department of Psychology at Appalachian State University.

I would like to thank my thesis chair, Dr. Hugh Hindman, for his great mentorship and dedication throughout the thesis process. Additional thanks are warranted to my talented thesis committee members, Dr. Jacqui Bergman and Dr. Tim Huelsman, and to Dr. Linda Robinson and Ms. Jesse Whitaker for their support during data collection. Finally, I wish to dedicate this thesis to my beloved wife, Elizabeth Buckner. Her patience, love, and support have been instrumental to my success in graduate school.

Managing Workplace Sexual Harassment:

The Role of Training Diversity, Quantity, and Recency

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Abstract

Sexual harassment remains a persistent problem for business organizations. Employers spend millions each year in litigation and liability costs related to sexual harassment. Case law, especially that emanating from the Supreme Court, makes it management's responsibility to implement programs reasonably calculated to prevent harassment, or else face heightened liability. A common element often found in these preventative programs includes some form of harassment training, especially for those employees in positions of organizational authority (i.e., managers). Indeed, several states have gone so far as to mandate sexual harassment training. Despite this, little research exists to demonstrate the efficacy of sexual harassment training programs. What is known is that training effectively sensitizes employees and managers in recognizing harassment, and that training increases sensitivity more among men than women (who, presumably, need less training to recognize harassment than do men). However, no research has indicated that training methods equip managers with the ability to respond with an appropriate action. The following study addresses this issue by examining whether training diversity (i.e., number of methods employed during training), training quantity (i.e., cumulative training hours), and training recency (i.e., elapsed time since training) predict one's ability to (a) correctly identify instances of sexual harassment and (b) take an appropriate action. Interestingly, results suggest that individual difference variables unrelated to training predict one's ability to correctly identify instances of sexual harassment. Training diversity, quantity, and recency add incremental variance to this prediction. No such relationship was found among these predictor variables and one's ability to take an appropriate action. Implications concerning these results are offered along with directions for future research.

Managing Workplace Sexual Harassment:

The Role of Training Diversity, Quantity, and Recency

Sexual harassment is a serious problem for Human Resource (HR) professionals. Although the Equal Employment Opportunity Commission's (EEOC) original intent when it defined sexual harassment as a form of sex discrimination under Title VII (Equal Employment Opportunity Commission, 1980) was to eliminate the phenomenon, one could argue that it simply revealed the pervasiveness of sexual harassment in the modern workplace. Indeed, nearly 13,000 sexual harassment claims were filed with the EEOC in 2009 alone, costing employers nearly 52 million dollars in monetary payouts (Equal Employment Opportunity Commission, 2010). Notably, this figure does not include additional monies won by claimants in litigation, nor does it include attorney fees, internal investigation costs, or lost productivity costs. Thus, we can safely assume that the actual cost of sexual harassment to employers is substantially higher.

Further, recent developments in the case law have increased the potential liability for employers (Johnson, 2004). A growing emphasis on the quality (versus the presence) of training may increase the success rate of future claims seeking punitive damages. Employers with established training programs may no longer be able to escape liability unless their programs are of sufficient quality. It is therefore critical that HR respond not only by implementing policies and procedures that remove employer liability, but also by implementing policies and procedures that do the best job at preventing sexual harassment.

Perhaps the most interesting area of sexual harassment research deals with the effects of preventative training programs. However, this is a relatively new area of investigation, and as Bisom-Rapp (2001) suggests, the current findings are highly inconclusive. Nevertheless,

HR should continue to address the effectiveness of preventative training programs, especially as they become a necessary defense against civil claims.

The purpose of this study is to inform HR practices concerning sexual harassment prevention training by filling a gap in the existing literature. Currently, little research exists to demonstrate the efficacy of sexual harassment training programs. Further, no research has indicated that training methods equip managers with the ability to respond with an appropriate action. The current study addresses this issue by examining whether training diversity (i.e., number of methods employed during training), training quantity (i.e., cumulative training hours), and training recency (i.e., elapsed time since training) predict one's ability to (a) correctly identify instances of sexual harassment and (b) take an appropriate action.

To introduce this idea, two lines of research are described. First, the emergence of sexual harassment training programs is traced through current legal developments in the area of antidiscrimination law. Second, a review of the current social science research dealing with program effectiveness is provided.

Legal Developments

In the last decade, the courts have taken an aggressive stance in how they determine whether an employer can be held liable in a sexual harassment case. The courts' new direction is largely a response to three landmark Supreme Court cases. The Supreme Court affirmed in *Burlington Industries, Inc. v. Ellerth* (1998) and *Faragher v. City of Boca Raton* (1998) that employers cannot escape liability in situations where a supervisor's harassment culminates in a tangible employment action (e.g., discharge). However, the Court ruled that employers can escape liability in situations where no such tangible employment action exists

if (a) they have taken “reasonable care” to prevent and correct the harassment behavior and (b) the employee unreasonably failed to take advantage of a preventative or corrective opportunity (e.g., a grievance procedure) offered by the employer. The impetus is on the employer both to take “reasonable care” and offer such corrective opportunities.

The following year, the Supreme Court ruled in *Kolstad v. The American Dental Association* (1999) that claimants need not prove that their employer’s actions were egregious in order to receive punitive damage awards. Rather, the employee only needs to demonstrate that the employer acted with indifference towards their federally protected rights. However, using language similar to the “reasonable care” requirement provided by the *Burlington Industries, Inc. v. Ellerth* (1998) and *Faragher v. City of Boca Raton* (1998) rulings, the Court ruled in *Kolstad* that employers may avoid punitive damage awards if they can show that they acted with a “good faith effort” to prevent the harassment and discrimination. Specifically, the Court emphasized the necessity for employers to proactively educate and train employees on harassment and discrimination if they wish to avoid liability. Further, lower courts emphasized the requirement for both developing antidiscrimination policies and implementing prevention training programs, and that one or the other is not sufficient to remove blame (*Anderson v. GDC, Inc.*, 2002*; Bruso v. United Airlines*, 2001; *Equal Employment Opportunity Commission v. Wal-Mart Stores, Inc.*, 1999; *Hanley v. Doctors Hospital of Shreveport*, 2002*; Hill v. The Children’s Village*, 2002*; Miller v. Woodharbor Molding & Millworks, Inc.*, 2000; *Swinton v. Potomac Corporation*, 2001).

The 1998 and 1999 decisions by the Supreme Court necessitate the development of sound HR antidiscrimination policies and procedures. Although no federal law explicitly mandates that employers provide preventative training programs, this type of intervention is

strongly implied. Further, state legislatures are beginning to explicitly mandate such training. A recent example of this is in California (Coyle & Sumida, 2005) where Assembly Bill No. 1825 (AB 1825) requires all employers with 50 or more employees to provide mandatory sexual harassment training to their supervisors. Thus, employers who fail to administer such training as prescribed by AB 1825 run the risk of state imposed monetary penalties in addition to any punitive damages awarded by the court in civil cases. While AB 1825 represents the most comprehensive attempt at articulating a training policy, other states have similar laws on the books (see Table 1). With such laws emerging across the United States, it is likely that future attempts by state legislatures will be even more sophisticated in their approach.

Clearly, American case and statutory laws are becoming more aggressive in their aim to protect employees from workplace harassment. Likewise, HR professionals should respond by using these legal developments to inform HR theory and practice. With the enactment of laws such as California's AB 1825, we can anticipate the growing importance of not only providing preventative training programs, but also emphasizing the specific design and quality of those programs. More clearly, as more employers begin to provide preventative training programs, one can expect the courts and the legislatures to shift their focus to the effectiveness of those programs as a means of assigning employer liability.

In fact, this shift may already be afoot. In *Madison v. IBP, Inc.* (2001), the Eighth Circuit Court found IBP, Inc. liable in a sexual and racial harassment case even though the company provided preventative training. The court reasoned that the training provided by IBP, Inc. was insufficient because it did not have the effect of getting the managers to follow the company's anti-harassment policy. Importantly, this is not to suggest that an isolated

occurrence of sexual harassment automatically invalidates the legitimacy of a preventative training program. Rather, this ruling suggests that a pattern of policy neglect (across multiple managers) may invalidate the defensibility of a training program in court.

Thus, it may not be enough for employers to simply provide training. Rather, employers need effective training programs that cultivate appropriate managerial responses to incidents of sexual harassment. The largely untested assumption lurking behind such an argument is that employers know (or should know) what elements constitute an effective training program. However, there is scant empirical evidence to support the law's reliance on this assumption.

It is clear that HR practices are lagging behind the legal developments in antidiscrimination law. This trend should reverse. Thus, HR should respond by developing and implementing effective programs now, thereby avoiding the pangs of future court rulings.

Deciding what constitutes an effective training program is a question for the social science researcher. HR practices, like any applied discipline, should be informed by the existing literature. However, since the efficacy of preventative training programs is a nascent area of scientific research, little information is available. The next section reviews the current social science literature, including its limitations. Further, the section also describes the capability of the current study as an attempt to resolve those limitations.

Training Program Efficacy

Popovich (1988) summarized four steps that employers can take to deal with sexual harassment in the workplace. These include developing a clear sexual harassment policy, developing and articulating a grievance procedure, educating employees concerning sexual

harassment, and providing support to harassment victims. Although a majority of U.S. employers have adopted anti-harassment policies and grievance procedures, an increasing number of employers are providing educational training (Blanpain, Bisom-Rapp, Corbett, Josephs, & Zimmer, 2007). One could surmise this is in large part due to the developing legal requirements mentioned in the last section.

Johnson (2004) provides several guidelines for the delivery of the educational training. Among these is that the harassment training program be of substantial length and effectiveness. But what length qualifies as substantial? Further, what type of program is effective? The ruling in *Madison v. IBP, Inc.* (2001) clearly demonstrates the importance of such questions.

Although little research to date has attempted to provide answers, several conclusions can be drawn from the existing literature on sexual harassment program efficacy. One marked conclusion is that preventative training has been found to influence one's sensitivity to possible sexual harassment scenarios (Antecol & Cobb-Clark, 2003; Blakely, Blakely, & Moorman, 1995, 1998; Moyer & Nath, 1998; York, Barclay, & Zajack, 1997). Further, males tend to show a greater increase in sensitivity post-program than do females (Antecol & Cobb-Clark, 2003; Moyer & Nath, 1998), but females tend to be more perceptive of sexual harassment to begin with (Moyer & Nath, 1998; York et al., 1997). Meta-analytic studies have also confirmed this gender difference (Blumenthal, 1998; Rotundo, Nguyen, & Sackett, 2001), but suggest the effect is both small and context dependent.

However, as Moyer and Nath (1998) point out, an increased sensitivity to sexual harassment is not the same thing as increasing one's expertise (i.e., the ability to correctly identify harassment). More clearly, although participants who received video-based training

were more likely to perceive sexual harassment in a collection of hypothetical scenarios than untrained participants, this advantage was offset by a similar increase in false positive identifications (i.e., perceiving sexual harassment in a scenario when none exists). Thus, "sensitivity" refers to an increased likelihood that one will label a given scenario as containing sexual harassment, whether it contains sexual harassment or not. Alternatively, "expertise" refers to an ability to discriminate, that is, only label a given scenario as containing sexual harassment if in fact it contains such. Importantly, in a second experiment, Moyer and Nath suggested that training using written materials did in fact boost expertise, but this finding was restricted to male participants.

The results obtained in the Moyer and Nath (1998) study suggest the possible benefit of incorporating multiple methods (e.g., videos, written materials, etc) into the training program. The broader training and development literature also supports this conclusion. In a review of the transfer research, Baldwin and Ford (1988) refer to such a training design as "stimulus variability." Specifically, they contend that transfer of trained material is maximized when a variety of relevant training stimuli are employed. By incorporating multiple methods into the training design, trainees avoid becoming attached to a narrow range of stimuli and responses. Rather, as Kazdin (1975) notes, differential reinforcement of various stimuli leads to response generalization or training transfer.

In the sexual harassment literature, the work of York et al. (1997) seems to support this hypothesis. York and colleagues found that participants whose training incorporated both video vignettes and written case analyses were more likely to label a scenario as sexual harassment than participants whose training only consisted of video vignettes. Thus, training designs that incorporate multiple learning methods may heighten one's awareness to

harassment behaviors. Although the study failed to examine expertise (i.e., only sensitivity was measured), the results suggest the utility of taking a multiple method approach to training.

It is important to note that in each of the studies described above, sexual harassment sensitivity or expertise was measured directly upon the conclusion of a preventative training program. Thus, each study failed to determine whether or not the participants retained the sensitivity or expertise over time. In an attempt to address this question, Wilkerson (1999) examined the effect of prior training on the ability to correctly label behavior as sexual harassment. Unlike the previous studies, Wilkerson had participants self-report whether they had received sexual harassment training sometime in the past (i.e., he did not manipulate who would receive training). His results indicated that previously trained participants identified strong cases of sexual harassment better than untrained participants, but not weak cases. Importantly, the Wilkerson study did not address whether training effects dissipate over time (i.e., decay) or the effect of multiple methods. Nevertheless, the study did suggest the potential to retain trained material over time.

Three conclusions can be summarized from the literature just discussed. First, current research seems to be inconclusive on what type of training effect to measure. Although a majority of research has addressed the issue of sensitivity, Moyer and Nath (1998) emphasized the importance of making a distinction between heightened sensitivity and expertise. Still, other researchers have attempted to use attitudes and behavioral change as their measure (Antecol & Cobb-Clark, 2003; Perry, Kulik, & Schmidtke, 1998). Second, the literature seems to advocate the use of multiple methods. York et al. (1997) demonstrated that video vignettes and written materials were better than just video vignettes—a finding

consistent with the "stimulus variability" concept described by Baldwin and Ford (1988). Multiple methods not only increase the density of the training program, but also increase the potential for training transfer. Third, current research suggests that participants have the potential to retain trained material over time (Wilkerson, 1999).

The present study is an attempt to reconcile and add to these conclusions. First, this study advocates an HR perspective to measuring change. While HR is interested in the sensitivity and attitudes of employees, what it is more concerned with is one's ability to take an appropriate action when confronted with sexual harassment in the workplace (e.g., reporting an issue to management immediately). Recall the court's decision in *Madison v. IBP, Inc.* (2001): the employer was liable because the training provided did not have the effect of getting the managers to follow the company's anti-harassment policy. Training program effectiveness should be measured by the extent to which managers follow a prescribed behavioral procedure.

Plater and Thomas (1998) described the managerial procedure for dealing with sexual harassment as a "bifurcated decision process." During step one of the process, managers must be able to decide if the observed behavior constitutes sexual harassment. This involves demonstrating what Moyer and Nath (1998) called "expertise." Managers must be able to discriminate between incidents where sexual harassment is present from those where it is absent. During step two of the process, managers must decide what action to take if they deem misconduct has occurred. Thus, the present study will capture this "bifurcated decision process" by measuring manager expertise and responses to sexual harassment scenarios.

Second, the use of multiple methods is revisited. Specifically, this study attempts to determine if diverse training programs (i.e., programs that use multiple methods) are

predictors of one's ability to (a) correctly identify instances of sexual harassment and (b) take an appropriate action. Based on previous research (Baldwin & Ford, 1988; York et al., 1997), it is predicted that one's ability to correctly identify instances of sexual harassment will increase as sexual harassment training diversity increases. Likewise, it is predicted that one's ability to take an appropriate action will increase as sexual harassment training diversity increases.

Third, the effect of training quantity is examined. Previous research has indicated that trained participants are more sensitive to instances of sexual harassment than untrained participants (Antecol & Cobb-Clark, 2003; Blakely et al., 1998; Moyer & Nath, 1998; Wilkerson, 1999). Thus, it makes sense intuitively that there may be an exponential effect, that is, the more training one receives, the more benefit one accumulates. This type of thinking is similar the concept of overlearning, which is consistently mentioned in the training and development literature (Baldwin & Ford, 1988; Burke & Hutchins, 2007; Goldstein & Ford, 2002; Salas & Cannon-Bowers, 2001) as a predictor of training retention and transfer. Overlearning refers to situations where trainees are presented with learning opportunities after they have demonstrated mastery of a particular task. Goldstein and Ford (2002) note that overlearning is particularly important for tasks that are infrequently used on the job. Moreover, Driskell, Willis, and Copper (1992) provide meta-analytic evidence supporting the use overlearning, especially for cognitive tasks.

Thus, with the low base rate of workplace sexual harassment and the cognitive nature of managerial decision-making, we can anticipate that the more preventative training one receives, the more effective one becomes at handling workplace sexual harassment (i.e., because overlearning is taking place). Consequently, it is predicted that one's ability to

correctly identify instances of sexual harassment will increase as sexual harassment training quantity (i.e., cumulative training hours) increases. Likewise, it is predicted that one's ability to select an appropriate action will increase as sexual harassment training quantity (i.e., cumulative training hours) increases.

Fourth, the effect of prior training across time is revisited. Although research indicates that training material can potentially be retained over time (Wilkerson, 1999), no study has examined the decay of learned material over time. This study seeks to investigate whether training recency (i.e., the elapsed time since training) can be used to predict one's ability to effectively identify and respond to instances of sexual harassment. In general, it is expected that training effects will dissipate over time. As Baldwin and Ford (1988) point out, decreases in the use of trained skills over time can occur for a number of reasons including skill deterioration, lack of motivation, organizational constraints, and lack of rewards. Accordingly, one might expect the effects of sexual harassment training to dissipate over time as well.

Thus, based on the premise that trained material dissipates over time (Baldwin & Ford, 1988) and studies showing a heightened sensitivity to sexual harassment scenarios shortly after training (Moyer & Nath, 1998; York et al. 1997), it is predicted that one's ability to correctly identify instances of sexual harassment will increase when training is most recent. Stated differently, as the elapsed time since training decreases, correct identification increases (i.e., a negative statistical relationship). Likewise, it is predicted that one's ability to select the most appropriate action will increase when training is most recent.

Finally, training recency is proposed to moderate the relationship between the other predictors (diversity and quantity) and the criterion variables (manager identification and

action). The basic premise underlying this hypothesis is that diverse (or lengthy) training programs are most effective when they are relatively recent. Further, without examining such an interaction, we invariably lose information. For example, is there a difference between a manager with one hour of training yesterday and a manager with one hour of training two years ago? By simply examining main effects, we would classify these experiences as equal in one respect (i.e., quantity), and unequal in another (i.e., recency). Thus, it makes sense to look at recency as a moderator of training diversity and quantity.

With regard to training diversity, an interaction is predicted such that participants who received diverse training (i.e., multiple methods) more recently will exhibit the highest ability to correctly identify instances of sexual harassment. Likewise, an interaction is predicted, such that participants who received diverse training (i.e., multiple methods) more recently will exhibit the highest ability to select an appropriate action.

With regard to training quantity, an interaction is predicted, such that participants who received the most cumulative training hours more recently will exhibit the highest ability to correctly identify instances of sexual harassment. Likewise, an interaction is predicted, such that participants who received the most cumulative training hours more recently will exhibit the highest ability to select an appropriate action.

Figure 1 presents a theoretical model that summarizes the interrelationship among all hypothesized predictor and criterion variables. Specifically, the model proposes each of the aforementioned correlational predictions. Moreover, the integrity of the model will be examined by two related hypotheses. First, it is expected that training diversity and training quantity will predict one’s ability to correctly identify instances of sexual harassment. Further, training recency will moderate this relationship.

Hypothesis 1. *Training diversity and training quantity, moderated by training recency, will predict one's ability to correctly identify instances of sexual harassment.*

Second, it is expected that training diversity and training quantity will also predict one's ability to select appropriate action. Likewise, training recency will moderate this relationship.

Hypothesis 2. *Training diversity and training quantity, moderated by training recency, will predict one's ability to select an appropriate action.*

Phase I: Subject Matter Expert Data Collection

Method

Participants and Procedures

In order to determine the appropriateness of managerial responses to sexual harassment, a group of subject matter experts (SME) were contacted and surveyed. The possession of both advanced knowledge and practical experience concerning sexual harassment in the workplace formed the criteria for SME selection. With the help of Appalachian State University's Associate Vice Chancellor for Equity, Diversity, and Compliance, fifteen potential SMEs were identified. Of the 15 possible candidates, nine participated in the study. Table 2 displays demographic characteristics of the SMEs. Most SMEs worked for either public or private universities throughout the state of North Carolina. All SMEs had an advanced degree and held senior leadership positions in their respective work units. Notably, two-thirds of the SMEs reported having over 16 years of experience

dealing with sexual harassment issues. Additionally, two-thirds of the respondents were female and 78% were white.

Each SME received their survey materials by mail. Although the survey could be completed in approximately 45 minutes, the SMEs were given one month to finish and return the survey.

Importantly, the SME data collection phase was carried out in a manner consistent with commonly accepted ethical guidelines and was approved by the Appalachian State University Institutional Review Board (IRB) on April 7th, 2009 (IRB Study #09-0213, see Appendix A). SME participation was voluntary, and each participant was asked to give their informed consent (see Appendix B).

Materials

Each SME was given a written survey to complete (see Appendix C). The purpose of the survey was (a) to identify scenarios that could be used on the manager survey, (b) to determine how clearly each scenario constituted an occurrence of sexual harassment, and (c) to determine the appropriate managerial action for each scenario. The survey contained 58 short scenarios that were taken directly from the extant sexual harassment literature (Blakely et al., 1995, 1998; Moyer & Nath, 1998; Rhodes & Stern, 1995). For example, one of the more blatant scenarios stated, “A male supervisor requiring sexual favors from a female subordinate in order to obtain organizational rewards,” while an innocuous scenario stated “A male supervisor holding a door open for a female subordinate.”

Following each scenario, SMEs were prompted for two responses. First, SMEs were asked, “Does this behavior constitute sexual harassment?” Responses to the item were scored on a 5-point Likert scale ranging from “clearly not sexual harassment” to “clearly sexual

harassment." Second, SMEs were asked "Does the situation that has been just described warrant action from you as a manager?" SMEs could respond with "no action is necessary," "wait to see if the problem persists," "confront the employee(s)," or "formally report to the appropriate authority."

Results

Upon review of the SME data, the 13 sexual harassment scenarios provided by Blakely et al. (1995) were chosen to be included on the manager survey. The decision to select the Blakely et al. items was made both for quantitative and qualitative reasons.

On the quantitative side, item means and standard deviations regarding the extent to which each scenario constituted sexual harassment compared favorably to those reported by Blakely et al. (1995). Table 3 displays descriptive statistics for the SMEs regarding these items. Additionally, reliability estimates were calculated using SME identification ratings (i.e., the extent to which each scenario constitutes sexual harassment) and appropriate action ratings (i.e., the managerial response that should be taken for a given scenario). Thus, each of the nine SMEs was asked to make 26 individual ratings (i.e., 13 items, 2 responses each). The Identification rating scale exhibited high interrater reliability: intraclass coefficient alpha = .98, 95% CI: [.95, .99]. Likewise, the Appropriate Action scale also exhibited high interrater reliability: intraclass coefficient alpha = .98, 95% CI: [.94, .99], indicating a low level of measurement error and a high level of agreement among the SMEs.

On the qualititative side, use of the Blakely et al. (1995) items made intuitive sense. The scale was short, the items concise, and items of differing clarity were accounted for. Thus, additional quantitative benefits could be inferred regarding the items. More clearly, when asked to what extent the scenarios constitute sexual harassment, three of the scenarios'

item means fell between 1-2, two between 2-3, three between 3-4, and five between 4-5. Thus, a good amount of variance existed in the clarity of sexual harassment found among the scenarios. Consequently, variance also existed in the appropriate actions necessary from management. These factors, along with those described in the previous paragraph, contributed to the inclusion of the Blakely et al. items on the management survey.

The remaining 32 scenarios found on the SME survey—those provided by Moyer and Nath (1998) and Rhodes and Stern (1995)—were not included on the management survey. These items were rejected for three reasons. First, the authors provide little to no descriptive statistics for the items. Second, the scenarios on these scales tended to represent the extremes of the harassment continuum (i.e., innocuous behavior or blatant harassment) rather than varying degrees of harassment severity. Third, the scales did not present novel scenarios beyond that already represented in the Blakely et al. (1995) items. Thus, these scenarios were discarded from further analyses.

Phase II: Management Data Collection

Method

Participants and Procedures

A management population was sampled in this study for two reasons. First, managers and supervisors are most likely to have prior experience with sexual harassment training. Second, the courts hold employers liable for the actions of their managers (*Burlington Industries, Inc. v. Ellerth*, 1998; *Faragher v. City of Boca Raton*, 1998). Thus, from an HR perspective, management's ability to respond effectively to instances of sexual harassment is imperative.

Consistent with previous research (Breaux, Munyon, Hochwarter, & Ferris, 2009; Hochwarter, Perrewé, Hall & Ferris, 2005; Hochwarter, Perrewé, Meurs, & Kacmar, 2007; Lui, Perrewé, Hochwarter & Kacmar, 2004; Rotundo, Carlson & Kincaid, 2003), students in 15 undergraduate management and psychology classes were asked to recruit one full-time practicing manager and have them complete an online survey. Students were offered class credit for their participation, and were required to return a contact form for each manager recruited. In total, 210 managers completed the online survey.

To assess the validity of the student generated sample, two quality control procedures were conducted. First, exclusion criteria were developed to remove suspect or irrelevant cases from the dataset. Criteria for exclusion included the participant indicating on the survey that they (a) were not a manager, (b) had never attended a sexual harassment training program, or (c) had zero cumulative training hours. Participants were also excluded if they had two or more outliers (defined as >3 *SD* away from the mean) reported for training diversity, quantity, recency, and quantity divided by the number of programs attended (i.e., a composite generated to reflect average training session length). In total, 37 cases were excluded from the dataset for a final sample size of 173.

Second, 20 of the participants were randomly selected (roughly 10% of the original sample) and contacted by e-mail or telephone. Specifically, the participant was asked to confirm his or her completion of the survey and mailing address, which was compared to the contact form returned by the student. Assurances were made that candid responses in no way affected the student's class credit. One hundred percent of those contacted responded affirmatively to both items.

The final sample consisted of 114 men (66%) and 59 women (34%), with an average age of 43 (*SD* = 12.88, range = 19-66). Fifty-five participants (32%) had only 1-5 years of management experience, with 31 (18%) having 6-10 years, 19 (11%) having 11-15 years, and 68 (39%) having over 16 years of management experience. Additionally, a number of job titles, industries, and sectors were represented. Thus, the variation in the present sample indicates a level of external generalizibility.

Importantly, the management data collection phase was carried out in a manner consistent with commonly accepted ethical guidelines and was approved by the Appalachian State University Institutional Review Board (IRB) on January 29th, 2010 (IRB Study #10-0064, see Appendix D). Participation was voluntary, and each participant was asked to give their informed consent (see Appendix E).

Materials

An online survey was developed and used to collect data for this study (see Appendix F). Specifically, the survey consisted of three parts. These parts included (a) a demographic section, (b) the Blakely et al. (1995) identification and appropriate action questionnaire, and (c) a prior training inventory. The demographic section consisted of routine items prevalent in most social science and business research. The Blakely et al. identification and appropriate action questionnaire and the prior training inventory and are described below.

Identification and Appropriate Action Questionnaire. The purpose of the Blakely et al. (1995) identification and appropriate action questionnaire was to determine each manager's ability to (a) correctly identify instances of sexual harassment (Y_1) and (b) take an appropriate action (Y_2). These items represented the criterion variables of the study. Specifically, the vignettes described examples of no harassment, light harassment, moderate

harassment, and blatant harassment. Each scenario depicted a supervisor to subordinate interaction. Recall from Phase I that SMEs predetermined both the clarity of sexual harassment (identification) and the appropriate action necessary for each of the 13 scenarios.

Similar to the SME survey, managers were presented with each scenario and prompted for two responses. First, managers were asked, “Does this behavior constitute sexual harassment?” Responses to the item were scored on a 5-point Likert scale ranging from “clearly not sexual harassment” to “clearly sexual harassment.” Second, managers were posed the question, “Does the situation that has been just described warrant action from you as a manager?” Managers could respond with “no action is necessary,” “wait to see if the problem persists,” “confront the employee(s),” or “formally report to the appropriate authority.”

Measurement for each criterion variable (i.e., Y_1—identification and Y_2—appropriate action) was defined in terms of agreement with SME responses. Participant responses to the Blakely et al. (1995) identification and appropriate action questionnaire were compared with the external ratings provided by the SMEs. A participant response that fell within one standard deviation (above or below) the SME rating was defined as correct. A participant response that fell outside of this prescribed range was defined as incorrect. Thus, two criterion scores were calculated for each participant. First, using responses to the identification questions, participants were assigned a criterion score ranging from 0-13, indicating the number of identification items answered correctly. Second, using responses to the appropriate action questions, participants were assigned a criterion score ranging from 0-13, indicating the number of appropriate action items answered correctly.

Prior Training Inventory. The purpose of the prior training inventory was to record each manager's experience with sexual harassment training along the three predictor dimensions: diversity, quantity, and recency. Diversity questions tapped into the specific training methods in each manager's training history (e.g., videos, written materials, lecture, group discussions, role-play, web-based materials, etc). Further, this data provided the necessary information to evaluate the first predictor variable (i.e., X_1—training diversity or number of methods used). A quantity question was given to determine the sheer amount of training received by each participant. Likewise, this data provided the necessary information to evaluate the second predictor variable (i.e., X_2—training quantity or the cumulative amount of hours spent in training). A recency question was given to determine the time interval between the managers' last training program and the current survey. This data provided the necessary information to evaluate the third predictor variable (i.e., X_3—training recency or the elapsed time since training).

Control Variables. Finally, supplemental data was also collected on the prior training inventory concerning each participant's experience with sexual harassment, including whether he or she had managed it on the job before, and whether the participant had been victimized by sexual harassment (either first hand or vis-à-vis a close friend or family member). These dichotomous yes/no items, along with the participant's age and sex, were examined as controls in the regression analyses. Although no existing empirical data suggests controlling for these variables, their inclusion is warranted due to their conceptual relationship with the criteria (e.g., one can conceive that having been victimized by harassment, a person is more capable of identifying harassment as such).

Design

This study utilized a survey research design, with measured predictors. Each manager's training diversity (X_1), quantity (X_2), and recency (X_3) was measured using results from the prior training inventory. It was necessary to measure the predictors in order to access practicing managers and create a sample with a wide array of prior training experiences, quantities, and time intervals.

Importantly, diversity, quantity, and recency were measured and treated as continuous predictor variables. A manager's training diversity is the number of training methods they indicated having prior experience with. A manager's training quantity is the total cumulative hours spent in training across all previous training sessions. A manager's training recency is the time interval (measured in months) between his or her most recent training session and the current survey.

Results

Descriptive statistics, point-biserial correlations, and Pearson product-moment correlations for the studied variables are presented in Table 4. The average Identification criterion score was 8.25 (*SD* = 1.92, range = 3-13), while the average Appropriate Action criterion score was slightly higher at 9.24 (*SD* = 1.94, range = 4-13). These values indicate a high level of agreement with the SMEs (recall that a maximum criterion score was 13). Further, the average participant had experienced around five different training methods (diversity: *M* = 4.77, *SD* = 2.29, range = 1-10) and approximately 15 total hours of training (quantity: *M* = 14.47, *SD* = 18.89, range = 1-120). Finally, the elapsed time since training averaged at about 3 years (recency: *M* = 35.02 months, *SD* = 18.89, range = 0-240).

With respect to the first criterion variable, Identification, significant negative correlations were observed with age, diversity, and quantity. This result runs counter to the predicted positive relationship between training diversity, quantity and Identification proposed in Figure 1. Further, a significant positive correlation was observed between Identification and the second criterion variable, Appropriate Action. No notable correlations were observed between the control or predictor variables and Appropriate Action.

Importantly, training diversity, quantity, and recency were highly intercorrelated. Specifically, training quantity and diversity expressed a positive relationship with each other, and a negative relationship with training recency. Conceptually, this is a rational result. One might expect someone who has experienced numerous training methods to have received more cumulative hours of training, and to have experienced a training session recently. This result further speaks to the validity of the participants' ratings.

Descriptive frequencies were also calculated for each dichotomous control variable (sex, managed sexual harassment, and victim) and are presented in Table 5. Notably, roughly half (47%) of the sample reported that they had managed sexual harassment on the job ("managed SH"), and a little less than half (37%) reported being victimized (i.e., directly or vicariously) by sexual harassment in the past ("victim"). Further, independent sample *t*-tests were calculated for both criterion variables with each control as the independent variable. These results are displayed in Table 6. No significant differences were found. Finally, and consistent with previous research (Berdahl & Moore, 2006; Gutek, 1985; Martindale, 1990; U.S. Merit Systems Protection Board, 1981, 1988, 1995), more women in the sample (54%) reported being victimized by sexual harassment than men (28%). A Pearsonian chi-square

test confirmed the association between sex and victim status, χ^2 (1, N = 173) = 11.42, p < .001.

Hypothesis 1 and 2 were tested directly using two moderated multiple regression procedures as described by Aiken and West (1991). Following their recommendation, training diversity, quantity, and recency were centered to ensure accurate testing of interactions. Both hierarchical regression procedures contained three steps: control variables (Step 1), control and predictor variables (Step 2), and control, predictor, and interaction variables (Step 3).

Hypothesis 1. Table 7 displays the results concerning Hypothesis 1. In Step 1 of the regression analysis, the control variables sex, age, managed SH, and victim were regressed onto Identification criterion scores. This block of control variables produced a significant R^2 (p < .001) of .12. The addition of training diversity, quantity, and recency in Step 2 added incremental variance to this prediction (ΔR^2 = .05, p < .05). However, the addition of the interaction terms (Diversity X Recency and Quantity X Recency) in Step 3 did not add substantive predictive power to the model (ΔR^2 = .002, p = .80). Thus, the moderating relationship proposed by Hypothesis 1 was not supported.

Interestingly, an examination of the observed beta values in Table 7 (Step 2) indicate that knowledge of the participants sex (B = 1.01, p < .001), age (B = -.05, p < .001), and victim status (B = .73, p < .001) make significant contributions to the prediction model. Further, a marginally significant training diversity (B = -.14, p = .059) seems to be driving the ΔR^2 from Step 1 to Step 2, as the beta values for training quantity and recency are near zero. To illustrate the proportion of variance in the Identification criterion scores associated

with each predictor variable, semipartial correlations reported in Table 7 were squared and graphed as a pie chart (See Figure 2).

Hypothesis 2. Table 8 displays the results concerning Hypothesis 2. Similar to the first regression procedure, the control variables sex, age, managed SH, and victim were regressed onto Appropriate Action criterion scores in Step 1. This block of control variables did not yield a significant model ($R^2 = .01$, $p = .80$). The addition of training diversity, quantity and recency in Step 2 ($\Delta R^2 = .02$, $p = .33$), and the addition of Diversity X Recency and Quantity X Recency in Step 3 ($\Delta R^2 = .03$, $p = .10$) also yielded nonsignificant results. Thus, Hypothesis 2 was not supported.

Finally, post-hoc power analyses were conducted to assess the study's ability to detect the hypothesized relationships with a sample size of 173 and an alpha-level = .05. Results of the analyses indicated that in the first multiple regression procedure, which was used to test Hypothesis 1, the observed power was .99. In the second multiple regression procedure, which was used to test Hypothesis 2, the observed power was .60.

Discussion

In a recent review of the sexual harassment literature, O'Leary-Kelly, Bowes-Sperry, Bates, and Lean (2009) conclude their analysis by recognizing the emerging role of scientific research as an instrument to quell workplace sexual harassment. Accordingly, the purpose of this study has been to inform HR theory and practice concerning the of use preventative training programs. Specifically, the study sought to investigate whether elements of training design and administration (diversity, quantity, and recency) could be used to predict management's ability to (a) correctly identify instances of sexual harassment, and (b) take an

appropriate action. Further, the decision to focus on training design and administration was in response to increasing legal demands that seem to reflect this focus (refer back to Table 1).

Interestingly, results indicate that individual difference variables that are unrelated to training such as sex, age, and victim status significantly predict management's ability to identify sexual harassment. Training diversity, quantity, and recency add incremental variance to this prediction, but the margin is relatively small. No such relationship was found among the studied variables and management's ability to select an appropriate action. Thus, the theoretical model proposed in Figure 1 (and defined by Hypothesis 1 and 2) was not supported in the present analysis.

Given the unexpected nature of these results, several observations from the data should be noted. First, age was negatively correlated with the Identification criterion scores. Thus, as age increased, the managers' ability to correctly identify sexual harassment decreased. A possible explanation for this relationship could be the fact that younger managers have been inculcated by clearly articulated anti-harassment policies since entering the workforce. As O'Leary-Kelly et al. (2009) note, the actions and policies of an organization influence observer sense-making processes around sexual harassment. Moreover, these policies may yet to have penetrated the mindsets of older workers, who likely entered the workforce at a time where little organizational deference was given to sexual harassment issues. If this line of reasoning is accurate, then future generations will at the very least benefit from preventative policies in place today.

Second, training diversity and quantity also expressed a negative correlation with the Identification criterion scores. On its face, this result seems to decry the stimulus variability and overlearning arguments espoused by the broad training and development literature

(Baldwin & Ford, 1988; Burke & Hutchins, 2007; Driskell et al., 1992; Goldstein & Ford, 2002; Kazdin, 1975; Salas & Cannon-Bowers, 2001). However, before jumping to that conclusion, one should consider the fact that unless the content of the training program addresses the identification of harassment (or how to take appropriate action), then stimulus variability and overlearning should not be related to those outcomes. More clearly, stimulus variability and overlearning effects apply only to the material presented during instruction. If the presentation is a mere policy briefing, then Identification and Appropriate Action should not be affected.

Nevertheless, the negative correlation observed between training diversity, quantity, and Identification criterion scores is surprising. However, there may also be an explanation here. Recall that numerous studies (Antecol & Cobb-Clark, 2003; Blakely et al., 1995, 1998; Moyer & Nath, 1998; York et al., 1997) have indicated that training effectively sensitizes participants in recognizing sexual harassment, but does not necessarily increase their expertise (Moyer & Nath, 1998). Thus, the present study may provide evidence that as the diversity and quantity of training increases, expertise decreases as a function of oversensitizing participants. Clearly, more empirical evidence is needed to clarify this assertion, but it seems consistent with previous findings.

Third, it is interesting that criterion mean comparisons among the dichotomous control variables (sex, managed SH, victim) yielded nonsignificant results. With respect to the participant's sex, this finding is not surprising. Previous research has indicated that males tend to show a greater increase in sensitivity post-program than do females (Antecol & Cobb-Clark, 2003; Moyer & Nath, 1998), but females tend to be more perceptive of sexual harassment to begin with (Moyer & Nath, 1998; York et al., 1997). Thus, post-training,

males and females tend to be at about the same level of perception. Since all the participants in the present study had received some form of harassment training, null *t*-test results should be expected. However, one might surmise that someone who has managed sexual harassment before (or who has been victimized by it) will exhibit higher criterion scores than if their situation was reversed. The present study provides no support for this contention.

Finally, and perhaps the most fascinating result, is the fact that none of the studied variables (predictors or controls) had a meaningful relationship with Appropriate Action criterion scores. This is especially troublesome given that Appropriate Action is the crucial step in the "bifurcated decision process" outlined by Plater and Thomas (1998). In the final analysis, a manager's ability to correctly identify sexual harassment among subordinates is meaningless if they cannot take action to remediate the misconduct. Stated differently, employers cannot hope to escape punitive damage awards if managers are unwilling to enforce anti-harassment policies (*Madison v. IBP, Inc.*, 2001).

Confounding the issue further is the likely possibility that training may not be all that effective at getting managers to take an appropriate action in response to sexual harassment. The decision to take action may be, as O'Leary-Kelly et al. (2009) suggest, shaped by a myriad of factors including internal cognitions, interpersonal relationships with the harasser/victim, and organizational climate. For example, Bowes-Sperry and Powell (1999) found that observers of sexual harassment were more likely to intervene if they recognized the incident as an ethical issue. Clearly, it is highly probable, if not certain, that the decision to take appropriate action is a complex one emanating from a host of unidentified variables.

On a more positive note, participants were able to correctly identify (on average) eight of the 13 scenarios, and were able to select appropriate actions for nine. It is

encouraging that in a group of trained participants, agreement with SMEs was high. Further, a significant positive correlation was found between Identification scores and Appropriate Action scores. A post-hoc simple linear regression procedure revealed that Identification was a significant predictor of Appropriate Action scores, $R^2 = .11$, $p < .001$. Thus, while a number of factors may predict a manager's decision to take appropriate action, their ability to correctly identify sexual harassment is likely one of these factors. Future studies should examine this observed relationship a piori.

Implications

A marked advantage of the present study is its ability to inform HR and legal decision-making despite null findings. More clearly, whereas support for the proposed model would have justified focusing on training design and administration, the lack of support for the proposed model calls this focus into question. From an HR perspective, organizations cannot rely exclusively on the diversity, quantity, or recency of training to modify or control management behavior. Likewise, lawmakers should consider attending to other aspects of training beyond design and administration when crafting statutes.

An ideal starting point would be to shift focus to the content of training. It is possible that a good portion of the variance in this study's criterion variables (i.e., Identification and Appropriate Action) would be accounted for by examining the specific content of preventative training programs. Importantly, if the goal of training is to equip managers with the ability to correctly identify sexual harassment and take appropriate action, then that should be the focus of training. When educating managers, HR training specialists should abrogate preventative training programs intended for a general employee population and adopt specialized training for management personnel. An accurate training needs assessment,

as described by Goldstein and Ford (2002), will serve this end. Unfortunately, it is all too easy for employers to pass off generic training content to managers.

Specialized training for management personnel could involve using similar content as that used to collect data in this study. Specifically, managers could be presented with a series of fictionalized scenarios and taught how to identify and respond to each scenario. Ideally, this type of training should be delivered by expert trainers (i.e., SMEs). Bowes-Sperry and Powell (1999) found that observers of sexual harassment were more likely to intervene if they perceived a social consensus that the conduct described was sexual harassment. Thus, training content that incorporates SME judgments concerning harassment behaviors can demonstrate to managers that such a consensus exists. Notably, Bowes-Sperry and Powell also found that observers of sexual harassment were more likely to intervene if the consequences for the victim were severe. It may also be advantageous for training programs to highlight the destructive effects of sexual harassment using real-world examples. As we learn more about the variables that affect Identification and Appropriate Action, training content should be updated accordingly.

From a social science perspective, the results of this study are a call to research. It is clear that we know very little empirically as to what constitutes an effective sexual harassment training program. Moving forward, it is crucial that researchers draw from the larger psychology and management literatures in order to discover the antecedents that will predict management's ability to correctly identify instances of sexual harassment and respond with an appropriate action. As this network of information builds, training professionals and strategic HR planners can design interventions to effectively manage

sexual harassment. Achieving this end will not only save the organization money, but more importantly, help to purge this unfortunate workplace phenomenon.

Limitations

Three notable limitations associated with this study should be mentioned. First, the design failed to control for training content. By not controlling for training content, it was assumed that the effects of training diversity, quantity, and recency were large enough to override the noise variance introduced by the content differences between participants. In retrospect, a more ideal situation would have been to control for training content, or better, examine it as a predictor. For example, one way to partial out variance would have been to distinguish between those participants who received generic sexual harassment training versus those who received instruction on how to effectively manage sexual harassment. However, given the relatively low base rate of anti-harassment training programs in general, this task would have proved difficult. Nevertheless, future research attempts should seek to investigate the role of training content as a predictor of Identification and Appropriate Action.

Second, training diversity, quantity, and recency were measured using self-report measures. In order to access a sample of managers with varied training backgrounds, the predictor variables could not be manipulated in a true experimental fashion. Further, accurately measuring the predictor variables depended on participant recollections of past events. Again, given the low base rate of sexual harassment training programs, this likely introduced measurement error resulting from memory decay. A more ideal situation would have been to partner with a management education firm that offers sexual harassment training, using their clients as participants. Even if experimental manipulation were not

feasible with the clients, the firm's records would at the very least ensure reliable measurement of the predictors.

Third, although the current study found no relationship between the studied variables and Appropriate Action criterion scores, it was assumed that knowledge of an appropriate action was tantamount to physically executing that action in a real work environment. More clearly, the ability to choose an appropriate action on paper is equal to one's ability (and willingness) to perform the task on the job. This limitation associated with the self-report method is often overlooked, and it is important that future results be interpreted with this in mind.

Conclusion

The effective prevention of workplace sexual harassment is above all a humanitarian issue. It is therefore imperative that HR, legal, and academic professionals recognize the emerging role of scientific research as an instrument to defeat workplace sexual harassment. Although the current study merely scratches the surface of this issue, it represents one step toward that noble end.

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Appendix A

SME IRB Approval Page

Appalachian STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD
Research and Graduate Studies
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Federalwide Assurance (FWA) #4801

To: Hugh Hindman
Management DEPT RALEY HALL
CAMPUS MAIL

From: _____
Jay Cranston, MD, Chair, Institutional Review Board

Date: 4/07/2009

RE: Notice of IRB Approval by Expedited Review (under 45 CFR 46.110)

Study #: 09-0213
Study Title: Sexual harassment in the workplace: Subject matter expert consultation & data collection
Submission Type: Initial
Expedited Category: (7) Research on Group Characteristics or Behavior, or Surveys, Interviews, etc.

Approval Date: 4/07/2009
Expiration Date of Approval: 4/06/2010

This submission has been approved by the Institutional Review Board for the period indicated. It has been determined that the risk involved in this research is no more than minimal.

Investigator's Responsibilities:

Federal regulations require that all research be reviewed at least annually. It is the Principal Investigator's responsibility to submit for renewal and obtain approval before the expiration date. You may not continue any research activity beyond the expiration date without IRB approval. Failure to receive approval for continuation before the expiration date will result in automatic termination of the approval for this study on the expiration date.

You are required to obtain IRB approval for any changes to any aspect of this study before they can be implemented. Should any adverse event or unanticipated problem involving risks to subjects occur it must be reported immediately to the IRB.

CC: Grant Buckner, Psychology

Appendix B

SME Informed Consent Form

APPALACHIAN STATE UNIVERSITY

Informed Consent for Participants in
Research Projects Involving Human Subjects

Title of Project: Sexual harassment in the workplace: Subject matter expert consultation and data collection

Investigator(s): Grant E. Buckner (Graduate Student), Dr. Hugh Hindman (Faculty Advisor)

I. Purpose of this Research/Project

The purpose of the current project is to collect valuable subject matter expert data that will eventually be used in a much larger masters level thesis project. The thesis project is concerned with understanding management's ability to appropriately handle sexual harassment in the workplace. The expert responses you provide will serve as the objective standard by which I will compare the participants' responses in the larger study. There will be approximately 12 experts consulted, all professionals in a field that specializes in sexual harassment issues.

II. Procedures

All subject matter experts will be asked to complete a survey that presents 58 scenarios that may or may not constitute an occurrence of sexual harassment in the workplace. After reading each scenario, you will be prompted for two responses. First, you will be asked to rate the degree to which you feel these scenarios constitute sexual harassment within a work environment. Second, from a list provided, you will choose an appropriate response to the situation. The survey should take approximately 45 minutes to complete. You may complete the survey on your own time and in a location of your choosing, but please return it by mail within two weeks. Postage and the return address are provided in your materials packet.

III. Risks

There are no foreseeable risks to the subject matter experts, as the only requirements are simple survey responses. Nevertheless, some scenarios describe an occurrence of sexual harassment in the workplace. Since you have been deemed a subject matter expert regarding sexual harassment, this is not likely to bother you, but be forewarned that some scenarios may be offensive.

IV. Benefits

The subject matter experts will not accrue any benefit for their participation in the project. Thus, no promise or guarantee of benefits has been made to encourage your participation. However, your participation will add to the scientific community's understanding of sexual harassment in the workplace.

V. Extent of Anonymity and Confidentiality

All subject matter experts in the current study will be anonymous. There is no place on the survey for any type of personal identifier. Only basic demographic questions will be asked of you. Your contact information may be maintained for communication purposes, but this information will not be linked in any way to the survey data. Further, your contact information will only be accessible to the principle investigators listed on page one, and will not be given out unless your written consent is given.

VI. Compensation

Subject matter experts will not receive compensation.

VII. Freedom to Withdraw

At any time during the data collection process, you are entitled to withdraw your services without penalty. Thus, your participation is completely voluntary. While the investigators appreciate your cooperation, we understand should you decide to withdraw from the process, or abstain from responding to certain items on the survey.

VIII. Approval of Research

This research project has been approved, as required, by the Institutional Review Board of Appalachian State University.

April 7, 2009	April 6, 2010
IRB Approval Date	Approval Expiration Date

IX. Subject's Responsibilities

I voluntarily agree to participate in this study. I have the following responsibilities:
(1) Respond to simple survey items.

X. Subject's Permission

I have read and understand the Informed Consent and conditions of this project. I have had all my questions answered. I hereby acknowledge the above and give my voluntary consent:

_____Date_____
Subject signature

Should I have any questions about this research or its conduct, I may contact:

Grant E. Buckner	336-686-6510/bucknerge@appstate.edu
Investigator(s)	Telephone/e-mail

Dr. Hugh Hindman	828-262-2638/hindmanhd@appstate.edu
Faculty Advisor	Telephone/e-mail

Jay W. Cranston, MD	**828-262-2692**	**irb@appstate.edu**
Administrator, IRB Graduate Studies and Research Appalachian State University Boone, NC 26608	Telephone	e-mail

Appendix C [1,2]

SME Survey

Demographics

Instructions: The first portion of the survey is a brief demographic section. This information will be kept anonymous, and will only be used for research purposes. Please respond to the following items to the best of your ability.

Sex *(Circle One)*: Male / Female

Age: _____

Race *(Circle One)*: Arab Caucasian/White

Asian/ Pacific Islander Hispanic

Black Native American

Other: _____

Educational Attainment *(Circle All You Have Completed)*: High School Diploma

Bachelors Degree

Masters Degree

Ph.D.

Juris Doctor

Other Professional Degree

- Please Specify: _____

Job Title: _____

Sector *(Circle One)*: Public Education Private Education

Years of Experience Dealing with Sexual Harassment Issues *(Circle One)*:

1-5 yrs. 6-10 yrs. 11-15 yrs. 16+ yrs.

Please briefly describe your qualification as a subject matter expert in sexual harassment:

_____

_____

_____

Sexual Harassment Scenarios

Instructions: Below is a collection of short scenarios that may or may not constitute an occurrence of sexual harassment in the workplace. **Importantly, read each scenario as if you are a practicing manager and the described event has just occurred under your supervision.** Thus, the employees described are your subordinates. After reading each scenario, you will be prompted for two responses. First, please circle the number that corresponds with the degree to which you feel these scenarios constitute sexual harassment within a work environment. Second, from the list provided, please choose the appropriate response that you, **as a manager**, should take to address the situation.

Example

- A male employee eats a cheeseburger in front of a female co-worker in the break room.

  Does this behavior constitute sexual harassment?

  (1) 2 3 4 5

  clearly **not** sexual harassment — clearly sexual harassment

  Appropriate Response *(circle one)*:

  (No action is necessary)

  Wait to see if the behavior persists

  Confront the employee(s)

  Formally report to the appropriate authority

1. A male supervisor telling sexually oriented jokes to a female subordinate.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

2. A male supervisor helping a female subordinate with physically demanding work.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

3. A male supervisor repeatedly asking out a female subordinate who is not interested.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

4. A male supervisor making sexually suggestive remarks or gestures around a female subordinate.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary

   Wait to see if the behavior persists

   Confront the employee(s)

   Formally report to the appropriate authority

5. A male supervisor asking a female subordinate to run a personal errand (e.g., picking up laundry).

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary

   Wait to see if the behavior persists

   Confront the employee(s)

   Formally report to the appropriate authority

6. A male supervisor touching or patting a female subordinate on non-sexual places on the body (e.g., arm, shoulder).

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary

   Wait to see if the behavior persists

   Confront the employee(s)

   Formally report to the appropriate authority

7. A male supervisor holding a door open for a female subordinate.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary

   Wait to see if the behavior persists

   Confront the employee(s)

   Formally report to the appropriate authority

8. A male supervisor telling sexually oriented jokes in the presence of a female subordinate.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary

   Wait to see if the behavior persists

   Confront the employee(s)

   Formally report to the appropriate authority

9. A male supervisor touching or patting a female subordinate on a private part of the body (e.g., breast, buttocks).

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary

   Wait to see if the behavior persists

   Confront the employee(s)

   Formally report to the appropriate authority

10. A male supervisor paying for a female subordinate's meal.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

11. A male supervisor requiring sexual favors from a female subordinate in order for her to obtain organizational rewards (e.g., promotion, keeping her job).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

12. A male supervisor asking a female subordinate for a date.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

13. A male supervisor displaying sexually suggestive visuals (e.g., pin-up calendars).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

14. A male employee asked a female employee out "for a date" every afternoon. Though she expressed to him that she was married and it would, therefore, be impossible, he did not make her uncomfortable (in fact, she was a bit flattered).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

15. A male employee told his female secretary that she is a "very attractive woman."

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

16. A female employee noticed a male employee blatantly staring at her breasts as she walked past him through the hall. He did this often.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

17. It was not uncommon at the plant for a female employee to observe the male workers making obscene gestures during work hours. While the gestures were not directed at her, she still considered the actions offensive.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

18. A female employee bent over to pick up her pen. Another male employee whistled loudly in her direction. Her co-workers often whistled at her.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

19. When a male employee arrived for work, an obscene note regarding his homosexuality had been left on his computer. This wasn't unusual.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

20. A male supervisor made it clear that if his female employee had sex with him, she would get a promotion. She agreed to his request.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

21. A female employee repeatedly asked her male boss to have the poster in the office of the naked woman taken down, but because the majority of the workers were male and liked the poster, he refused.

    Does this behavior constitute sexual harassment?

    1 2 3 4 5

    clearly **not** sexual harassment — clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

22. A male supervisor told a female employee that she would land more accounts if she would wear more suggestive, tightly fitting, and revealing clothing.

    Does this behavior constitute sexual harassment?

    1 2 3 4 5

    clearly **not** sexual harassment — clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

23. A male supervisor told a female employee to wear high heels and stockings to work to portray a "more professional atmosphere."

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

24. A female student told her male professor that she would "do anything" for a good grade.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

25. A male student went to his ex-girlfriends dorm room, while drunk, at 4 a.m. and screamed obscenities while banging on the door for 30 minutes, though she refused to come out to "talk."

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

26. A male student called a fellow female student a “bitch” when she refused to change the TV channel to the football game he wanted to watch. This wasn’t uncommon behavior for him.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

27. A male professor told a female student that she should “slap herself for answering the test questions like that.” This made her upset.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

28. He put his arm around the shoulders of a female employee, his fingers gradually straying to her breast, while he continues to talk to her about the plans for the new plant. He has done this before, and she has expressed her displeasure.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

29. He repeatedly asked a female employee to have an affair with him. She has told him she is not interested, yet he continues. He has indicated that if she doesn't have an affair, her job status might be negatively affected.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

30. Although a female employee indicated that she is not interested, he persists in propositioning her. He has indicated that her job status might be enhanced if she would have an affair with him.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

31. As a female employee walks by the company storeroom, he pulls her in and locks the door. A rape incident ensues.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

32. As a female employee walked by him and another man, they once again made obscene, sexually oriented gestures for her benefit. This makes her uncomfortable.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

33. He strides up to a female employee and quietly asks her if she would consider having an affair with him. It is not the first time he has asked her, even though she clearly told him at the outset she was not interested.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

34. A female employee finds using the company's one and only restroom to be an uncomfortable experience. This male co-worker continually makes reference to her through obscene, explicit graffiti on the walls.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

35. He puts his arm around a female employee and informs her the details of his new unit's project. She has asked him not to put his arm around her before, but he continues to do so.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

36. A female employee is becoming increasingly upset with the actions of this man. His easily overheard remarks about her sexual characteristics are beginning to wear on her.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

37. He has repeatedly expressed his sexual desire for a female employee. Although she knows it is only a game and her frequently plays with female employees, it still bothers her.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

38. A female employee is becoming increasingly uncomfortable around him. Every time he has the opportunity, he asks her "out" for a date. She has told him that she is not interested, but he still persists.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

39. Every time she walks by Section B of the plant, this male co-worker gives her the "wolf-whistle." She considers this to be offensive.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

40. She is becoming increasingly uncomfortable. He is seated at the workstation next to her, and he has been staring at her and "looking her over" for days.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

41. Each morning, he brings a female employee a cup of coffee at her desk and gives her an affectionate squeeze on the shoulder with his hand. She considers this to be offensive.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

42. Coarse language is commonplace around the firm where she works. As this male worker goes about his business, he peppers his conversation with references to male and female genitalia and to sexual activity. This makes her uncomfortable.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

43. As the supervisor and crew sit down for coffee during the break, he leads off with his usual off-color, sex-oriented joke. A female co-worker knows that more will follow as the male members roar their approval. She considers the jokes to be offensive.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

44. It is not uncommon at the plant for her to observe this male worker making obscene gestures during the working hours. While the gestures are not directed toward her, she still considers the actions offensive.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

45. He is responsible for some of the lewd, explicit graffiti, in the company's one and only restroom, which a certain female employee considers offensive.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

46. A male employee telling sexually oriented jokes to a female co-worker.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

47. A male employee helping a female co-worker with physically demanding work.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

48. A male employee repeatedly asking out a female co-worker who is not interested.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

49. A male employee making sexually suggestive remarks or gestures around a female co-worker.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

50. A male employee asking a female co-worker to run a personal errand (e.g., picking up laundry).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

51. A male employee touching or patting a female co-worker on non-sexual places on the body (e.g., arm, shoulder).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

52. A male employee holding a door open for a female co-worker.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

53. A male employee telling sexually oriented jokes in the presence of a female co-worker.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

54. A male employee touching or patting a female co-worker on a private part of the body (e.g., breast, buttocks).

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

55. A male employee paying for a female co-worker's meal.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

56. A male employee requiring sexual favors from a female co-worker in order for her to obtain organizational rewards (e.g., promotion, keeping her job).

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

57. A male employee asking a female co-worker for a date.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

58. A male employee displaying sexually suggestive visuals (e.g., pin-up calendars).

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

Appendix D

Management IRB Approval Page

Appalachian STATE UNIVERSITY

INSTITUTIONAL REVIEW BOARD
Research and Graduate Studies
ASU Box 32068
Boone, NC 28608
828.262.2130
Web site: http://www.orsp.appstate.edu/compliance/irb/index.php
Email: irb@appstate.edu
Federalwide Assurance (FWA) #1076
IRB #00001458

To: Grant Buckner
Psychology
CAMPUS MAIL

From: _____
Julie Taubman, Institutional Review Board

Date: 1/29/2010

RE: Notice of IRB Exemption

Study #: 10-0064
Study Title: Managing Workplace Sexual Harrassment: The Role of Training Diversity, Density, and Recency
Exemption Category: (2) Anonymous Educational Tests; Surveys, Interviews or Observations

This submission has been reviewed by the IRB Office and was determined to be exempt from further review according to the regulatory category cited above under 45 CFR 46.101(b). Should you change any aspect of the proposal, you must contact the IRB before implementing the changes to make sure the exempt status continues to apply. Otherwise, you do not need to request an annual renewal of IRB approval. Please notify the IRB Office when you have completed the study.

CC:
Hugh Hindman, Management

Appendix E

Management Informed Consent Form

APPALACHIAN STATE UNIVERSITY

Informed Consent for Participants in
Research Projects Involving Human Subjects

Title of Project: Managing Workplace Sexual Harassment: The Role of Training Diversity, Quantity, and Recency

Investigator(s): Grant E. Buckner (Graduate Student), Dr. Hugh Hindman (Faculty Advisor)

I. Procedures

A survey will be presented with three sections. The first section will simply ask for basic demographic information. In the second section, you will be asked to respond to a series of fictional sexual harassment scenarios. The third and final section will ask you a few questions about you prior sexual harassment training history. The survey should take approximately 15-20 minutes to complete.

Additionally, the final page of the survey will present a link that directs you to our incentive raffle. Please follow this link should you desire to enter our prize drawing (described in detail below).

II. Extent of Anonymity and Confidentiality

Each participant in the current study will be anonymous. There is no place on the survey for any type of personal identifier. Only basic demographic questions will be asked of you.

III. Approval of Research

This research project has been approved, as required, by the Institutional Review Board of Appalachian State University.

January 29th, 2010
IRB Approval Date

IV. Compensation

At the end of the survey, you will have the option to enter a raffle for prizes including: iTunes gift cards, Target gift cards, and cash donations to the charity of your choice. Prizes range from $10-$25. Importantly, to receive this benefit, follow the instructions on the final page of this survey.

V. Benefits

For your participation you will receive a summative group-level report detailing how managers (such as yourself) compare with a group of subject matter experts. Again, to receive this benefit, follow the instructions on the final page of this survey.

VI. Risks

There are no foreseeable risks to you as a participant, as the only requirements are simple survey responses. Nevertheless, take caution in that some items deal specifically with sexual harassment in the workplace.

VII. Contact Information

Should I have any questions about this research or its conduct, I may contact:

Mr. Grant E. Buckner
ASU Box 23913
Boone, NC 28608
bucknerge@appstate.edu

Dr. Timothy Ludwig, IRB Chair
Graduate School and Research and Sponsored Programs
Appalachian State University
Boone, NC 28608
irb@appstate.edu

IV. Subject's Permission

I have read and understand the Informed Consent and conditions of this project.
I hereby acknowledge the above and give my voluntary consent:

___ I Consent

Appendix F [3]

Management Survey

Demographics

Instructions: The first portion of the survey is a brief demographic section. This information will be kept anonymous, and will only be used for research purposes. Please respond to the following items to the best of your ability.

Sex *(Circle One)*: Male / Female

Age: _____

Race *(Circle One)*: Arab, Asian/ Pacific Islander, Black, Other: _____, Caucasian/White, Hispanic, Native American

Educational Attainment *(Circle Highest Completed)*: High School Diploma, Associates Degree, Bachelors Degree, Masters Degree, MBA, Ph.D., Other Professional Degree:
- Please Specify: _____

Job Title: _____

Sector *(Circle One)*: Private Public Non-Profit

Industry: _____

Do you manage/supervise other employees? (*Circle One*): Yes / No

How many employees do you manage/supervise? _____

Years of Experience as a Manager *(Circle One)*:

1-5 yrs. 6-10 yrs. 11-15 yrs. 16+ yrs.

Sexual Harassment Scenarios

Instructions: Below is a collection of short scenarios that may or may not constitute an occurrence of sexual harassment in the workplace. **Importantly, read each scenario as a practicing manager and the described event has just occurred under your supervision.** Thus, the employees described are your subordinates. After reading each scenario, you will be prompted for two responses. First, please circle the number that corresponds with the degree to which you feel these scenarios constitute sexual harassment within a work environment. Second, from the list provided, please choose the appropriate response that you, **as a manager**, should take to address the situation.

Example

- A male employee eats a cheeseburger in front of a female co-worker in the break room.

  Does this behavior constitute sexual harassment?

  (1) 2 3 4 5

  clearly **not** sexual harassment — clearly sexual harassment

  Appropriate Response *(circle one)*:

  (No action is necessary)

  Wait to see if the behavior persists

  Confront the employee(s)

  Formally report to the appropriate authority

1. A male supervisor telling sexually oriented jokes to a female subordinate.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

2. A male supervisor helping a female subordinate with physically demanding work.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

3. A male supervisor repeatedly asking out a female subordinate who is not interested.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

4. A male supervisor making sexually suggestive remarks or gestures around a female subordinate.

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*: No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

5. A male supervisor asking a female subordinate to run a personal errand (e.g., picking up laundry).

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*: No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

6. A male supervisor touching or patting a female subordinate on non-sexual places on the body (e.g., arm, shoulder).

   Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

   Appropriate Response *(circle one)*: No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

7. A male supervisor holding a door open for a female subordinate.

   Does this behavior constitute sexual harassment?

   1 2 3 4 5

   clearly **not** sexual harassment — clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

8. A male supervisor telling sexually oriented jokes in the presence of a female subordinate.

   Does this behavior constitute sexual harassment?

   1 2 3 4 5

   clearly **not** sexual harassment — clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

9. A male supervisor touching or patting a female subordinate on a private part of the body (e.g., breast, buttocks).

   Does this behavior constitute sexual harassment?

   1 2 3 4 5

   clearly **not** sexual harassment — clearly sexual harassment

   Appropriate Response *(circle one)*:

   No action is necessary
   Wait to see if the behavior persists
   Confront the employee(s)
   Formally report to the appropriate authority

10. A male supervisor paying for a female subordinate's meal.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

11. A male supervisor requiring sexual favors from a female subordinate in order for her to obtain organizational rewards (e.g., promotion, keeping her job).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

12. A male supervisor asking a female subordinate for a date.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

13. A male supervisor displaying sexually suggestive visuals (e.g., pin-up calendars).

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

14. A male employee telling sexually oriented jokes to a female co-worker.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

15. A male employee helping a female co-worker with physically demanding work.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

16. A male employee repeatedly asking out a female co-worker who is not interested.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

17. A male employee making sexually suggestive remarks or gestures around a female co-worker.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

18. A male employee asking a female co-worker to run a personal errand (e.g., picking up laundry).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

19. A male employee touching or patting a female co-worker on non-sexual places on the body (e.g., arm, shoulder).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

20. A male employee holding a door open for a female co-worker.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

21. A male employee telling sexually oriented jokes in the presence of a female co-worker.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

22. A male employee touching or patting a female co-worker on a private part of the body (e.g., breast, buttocks).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

23. A male employee paying for a female co-worker's meal.

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

24. A male employee requiring sexual favors from a female co-worker in order for her to obtain organizational rewards (e.g., promotion, keeping her job).

    Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

    Appropriate Response *(circle one)*:

    No action is necessary

    Wait to see if the behavior persists

    Confront the employee(s)

    Formally report to the appropriate authority

25. A male employee asking a female co-worker for a date.

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

26. A male employee displaying sexually suggestive visuals (e.g., pin-up calendars).

Does this behavior constitute sexual harassment?

1	2	3	4	5
clearly **not** sexual harassment				clearly sexual harassment

Appropriate Response *(circle one)*:

No action is necessary

Wait to see if the behavior persists

Confront the employee(s)

Formally report to the appropriate authority

PLEASE CONTINUE ON TO THE NEXT PAGE

Your Sexual Harassment Training History

Instructions: As a practicing manager, you have certainly experienced some form of sexual harassment awareness training during your career. The final section of this survey will ask you specific questions regarding your prior training history. Read each item carefully. **Importantly, please provide a response to each item, even if your response is only your best estimate.**

1. A number of methods are often used by organizations in sexual harassment training programs and workshops. Below is an extensive list of such methods. Please place a check in the box beside each training method you have experienced **in a sexual harassment training program at anytime during your career.**

   ☐ Lecture

   ☐ Classroom Discussion

   ☐ Case Study

   ☐ Role-Play

   ☐ Video

   ☐ Group Work

   ☐ Self-Reflection

   ☐ Quiz or Test on the Material

   ☐ Reading Material (Articles, Policy Statements, Handouts, Etc.)

   ☐ Web-Based Instruction (Webinars, Web-Sites, Blogs, Forums, Etc.)

2. During your career, how many sexual harassment training programs and/or workshops have you attended? (*Circle One*)

   0 1 2 3 4 5 6 7 8 9 10+

3. Across all the sexual harassment training programs and/or workshops that you have attended, please estimate as accurately as possible how many total hours you have spent in training:

   _____ hours

4. Please place a check in the box beside each training method you experienced **only during your most recent sexual harassment training program.**

   ☐ Lecture

   ☐ Classroom Discussion

   ☐ Case Study

   ☐ Role-Play

   ☐ Video

   ☐ Group Work

   ☐ Self-Reflection

   ☐ Quiz or Test on the Material

   ☐ Reading Material (Articles, Policy Statements, Handouts, Etc.)

   ☐ Web-Based Instruction (Webinars, Web-Sites, Blogs, Forums, Etc.)

5. Please indicate as accurately as possible how long it has been since your **most recent training program or workshop on sexual harassment.**

   _____ years & _____ months ago

6. Of the sexual harassment training programs and/or workshops that you have attended, please place a check in the box beside the description that best matches your situation. *(Check One)*:

   ☐ My attendance was mandatory

   ☐ My attendance was optional

   ☐ My attendance was mandatory for some programs, optional for others

7. In your estimation, were your training instructors experts on sexual harassment in the workplace? Please place a check in the box beside the description that best matches your situation. *(Check One)*:

   ☐ My instructors were experts on sexual harassment issues

   ☐ My instructors were not experts on sexual harassment issues

   ☐ Some were experts, others were not

8. As a manager, have you ever dealt with an instance of sexual harassment in the workplace? *(Circle One)*:

   Yes No

9. Have you or anyone close to you been a victim of sexual harassment in the workplace? *(Circle One)*:

   Yes No

THANK YOU!

Footnotes

[1] Items 46-58 of the SME survey presented an edited version of the Blakely et al. (1995, 1998) scenarios that depicted a coworker-to-coworker relationship instead of the original supervisor-subordinate relationship.

[2] SMEs were instructed to assume the role of a practicing manager when responding to items on the survey.

[3]The manager survey presented herein has 26 scenarios. The final 13 items present an edited version of the Blakely et al. (1995) scenarios that depict a coworker-to-coworker relationship instead of the original supervisor-subordinate relationship. Data garnered from these items is ancillary to the primary research question of this study. Thus, these items were not mentioned in the method section for Phase II: Management Data Collection.

Table 1

Sexual Harassment Training Policy Across the United States:
Other U.S. states have laws that are similar to California Assembly Bill 1825

State	Sexual Harassment Training Requirements	Reference
California	• Employers with 50 or more (part and/or full-time) employees are required to provide a minimum of 2 hours of interactive training to supervisors. • Training must be taught in an interactive setting with expert trainers. • Training must address current federal and state statutes, remedies available to victims, and provide practical examples of harassment in the workplace. • New hires must be trained within the first 6 months of employment. Subsequently, all supervisors should receive a minimum of 2 hours of training every 2 years.	Cal. AB 1825
Colorado	• Employers are encouraged to "sensitize" employees regarding issues related to sexual harassment.	3 Colo. Code Regs. § 708-1, Rule 80.11(C)
Connecticut	• Both public and private employers with over 50 employees are required to provide 2 hours of training to supervisors within their first six months of employment or promotion. • Training must address applicable statutes, remedies available to victims, provide practical examples, and provide strategies for avoiding sexual harassment. • State agencies are required to provide 3 hours of diversity training to supervisors (existing, new-hire, or promotion).	Conn. Gen. Stat. § 46a-54(15)(B) Conn. Agencies Regs. § 46a-54-204 Conn. Gen. Stat. § 46a-54(16)(A)
Florida	• All supervisors in the executive branch of government are required to receive preventative training.	Fla. Admin. Code, Tit. tit. 60L, § 21.004
Illinois	• All state employees are required to receive preventative training as a part of the new employee training program.	Ill. Comp. Stat., Chap. 775, § 2-105(B)(5)
Maine	• Public and private employers with 15 or more employees must provide preventative training to all new employees within their first year of employment.	Me. Rev. Stat. § 807(3)
Massachusetts	• Employers are required to promote a workplace that is free from harassment. Thus, employers are encouraged to provide preventative training to all new employees within their first year of employment. Further, employers are encouraged to provide training to supervisors on how to respond to sexual harassment complaints.	Mass. Gen. Laws, Chap. 151B, § 3A

Table 1 (cont.)

State	Sexual Harassment Training Requirements	Reference
Michigan	• The Department of Civil Rights is required to offer sexual harassment training programs to employers, labor organizations, and employment agencies.	Mich. Comp. Laws Ann., § 37.1212
Nevada	• All state employees are required to take a certified class on sexual harassment within 6 months of their appointment, and to attend a refresher course every 2 years thereafter.	Nev. Admin. Code ch. 284, s. 496
New Jersey	• No explicit legislation exists, but the state case law is very clear that employers are liable if they do not provide preventative training to employees.	Lehmann v. Toys 'R' Us, Inc., 132 N.J. 587, 626 A.2d 445 (1993) Gaines v. Bellino (2002), 173 N.J. 301, 319
New Mexico	• Requires all licensed school personnel to be educated about sexual harassment at least once a year.	N.M.A.C. 6.60.9.9 (C)(11)
North Carolina	• State agencies are required to develop a "plan on unlawful harassment" that includes providing preventative training to state employees.	25 N.C.A.C. 1J.1101
Oklahoma	• State employees who investigate sexual harassment complaints are required to receive preventative training.	Okla. Stat., tit. 74, § 840.21(F.1); tit. 530, § 10-3-20
Pennsylvania	• All state employees are required to receive preventative training.	4 Pa. Code Sec. 7.595
Rhode Island	• Employers are required to promote a workplace that is free from harassment. Thus, employers are encouraged to provide preventative training to all new employees within their first year of employment. Further, employers are encouraged to provide preventative training to new supervisors within their first year of promotion.	R.I. Gen. Laws, Chap. 118, § 28-51-2(c), 28-51-3
Tennessee	• All state employees are required to receive preventative training.	Tenn. Code § 4-3-1703
Texas	• All state employees are required to receive preventative training within 30 days of being hired and then on a supplemental basis every two years.	Tex. Lab. Code § 21.010
Utah	• All state employees are required to receive preventative training.	Utah Admin. Code § 477-25-7
Vermont	• Employers are required to promote a workplace that is free from harassment. Thus, employers are encouraged to provide preventative training to all new employees and supervisors within their first year of employment or promotion.	Vt. Stat. § 495h(f)

Table 2

SME Characteristics (N = 9)

Sex	Age Range	Race	Educational Attainment	Sector	Years of Experience
Female (6) Male (3)	33-61	White (7) Black (2)	Master's Degree (6) Juris Doctor (3)	Public Education (5) Private Education (3) Private Corporate (1)	16+ years (6) 11-15 years (1) 6-10 years (1) 1-5 years (1)

Reported Job Titles
Director of Harassment Prevention, Associate Vice Chancellor, Director of Strategic Cultural Change, Associate Vice Chancellor/Chief HR Officer, Assistant Vice Provost, Vice Provost for Equal Opportunity and Equity, Director, VP of HR

Candid Statements Regarding Expertise
"I have worked in the area of employment discrimination, including prohibited harassment for some eighteen years. I have conducted training and education sessions on this topic. When I was in private practice, a huge component of my practice involved harassment litigation."
"I have dealt with sexual harassment issues for 32 years. I have responded to a number of sexual harassment complaints both formally to the EEOC and Office of Civil Rights, and informally I have taught numerous workshops, seminars, and college classes on the subject of sexual harassment."
"I had several human resources/employee relations positions and I have served as an external consultant to schools, businesses and non-profits."
"Have served as the highest ranking individual at the institutional level at 4 universities over the past 27 years. In these roles I have been the "go to" person regarding sexual harassment claims and compliance. I have served as an advocate, investigator, trainer, and consultant to eliminate sexual harassment from the workplace."
"I have a law degree and several years of training and experience in identifying and addressing sexual harassment in a higher education environment."
"17 years of EEP experience; completion of AAAA certification; completion of EEOC Technical Assistance Workshops; completion of Industry Liaison Group Workshops and conferences; extensive reading; work with AAUW as campus liaison; complaint investigations."
"Labor and employment attorney. Harassment and discrimination compliance officer for the University."
"Have developed, designed, and implemented sexual harassment training in multiple organizations. Have led investigations in same organizations."

Table 3

SME Descriptive and Reliability Statistics

SME Survey Items (Blakely et al., 1995)		Identification		Appropriate Action	
	N	*Mean*	*SD*	*Mean*	*SD*
1. A male supervisor telling sexually oriented jokes to a female subordinate.	9	3.67	.71	3.00	.00
2. A male supervisor helping a female subordinate with physically demanding work.	9	1.22	.44	1.11	.33
3. A male supervisor repeatedly asking out a female subordinate who is not interested.	9	4.44	.53	3.44	.53
4. A male supervisor making sexually suggestive remarks or gestures around a female subordinate.	8	4.38	.52	3.38	.52
5. A male supervisor asking a female subordinate to run a personal errand (e.g., picking up laundry).	8	2.00	1.07	2.75	.46
6. A male supervisor touching or patting a female subordinate on non-sexual places on the body (e.g., arm, shoulder).	8	2.38	1.06	1.88	.99
7. A male supervisor holding a door open for a female subordinate.	8	1.13	.35	1.13	.35
8. A male supervisor telling sexually oriented jokes in the presence of a female subordinate.	8	3.87	.64	3.00	.54
9. A male supervisor touching or patting a female subordinate on a private part of the body (e.g., breast, buttocks).	8	4.75	.46	3.75	.46
10. A male supervisor paying for a female subordinate's meal.	9	1.44	.53	1.11	.33
11. A male supervisor requiring sexual favors from a female subordinate in order for her to obtain organizational rewards (e.g., promotion, keeping her job).	9	5.00	.00	4.00	.00
12. A male supervisor asking a female subordinate for a date.	9	3.56	.73	2.67	1.00
13. A male supervisor displaying sexually suggestive visuals (e.g., pin-up calendars).	9	4.22	.83	3.11	.33

Identification Interrater Reliability: α = .98, 95% CI: [.95, .99]
Appropriate Action Interrater Reliability: α = .98, 95% CI: [.94, .99]

Note: Identification ratings were scored on a 5-point Likert scale ranging from 1= clearly not sexual harassment to 5= clearly sexual harassment. Appropriate Action ratings were scored as 1= no action is necessary, 2= wait to see if the behavior persists, 3= confront the employee(s), and 4= formally report to the appropriate authority.

Table 4

Means, Standard Deviations, and Correlations (r, r_{pb}) for Study Variables

	1	2	3	4	5	6	7	8	9
1. Sex[a]	-								
2. Age	.15*	-							
3. Managed SH[b]	-[d]	.17*	-						
4. Victim[c]	-[e]	.04	-[f]	-					
5. Diversity (# methods)	.20**	.04	.31***	.11	-				
6. Quantity (hours)	.17*	.16*	.23**	.00	.44***	-			
7. Recency (months)	-.02	.25***	.05	.05	-.26***	-.20**	-		
8. Identification	.11	-.26***	-.06	.09	-.15*	-.15*	.06	-	
9. Appropriate Action	-.01	-.01	.09	.00	-.06	-.11	.06	.33***	-
Mean	-	42.73	-	-	4.77	14.47	35.02	8.25	9.24
SD	-	12.89	-	-	2.29	18.89	43.35	1.92	1.94

Note: *$p < .05$. **$p < .01$. ***$p < .001$. $N = 173$.

[a]Sex was coded 0 = female, 1 = male.

[b]*Managed SH* was a yes/no item indicating whether the participant had ever managed a case of sexual harassment on the job.

[c]*Victim* was a yes/no item indicating whether the participant or a close acquaintance had been a victim of sexual harassment.

[d]An equal number of males (47%) and females (48%) had managed sexual harassment, χ^2 (1, $N = 173$) = .02, $p = .90$.

[e]More females (54%) reported being victimized by sexual harassment than males (28%), χ^2 (1, $N = 173$) = 11.42, $p < .001$.

[f]More victims (70%) had managed sexual harassment than nonvictims (33%), χ^2 (1, $N = 173$) = 22.51, $p < .001$.

Table 5

Descriptive Frequencies for Dichotomous Control Variables

		Frequency	Percent
Sex			
	Male	114	66
	Female	59	34
Managed SH			
	Yes	81	47
	No	92	53
Victim			
	Yes	64	37
	No	109	63

Table 6

Criterion Mean Comparisons for Dichotomous Control Variables

		t-test for Equality of Means		
	Identification		Appropriate Action	
Sex	Male (M = 8.41, SD = 1.91, n = 114)	$t(171) = -1.51$, $p = .13$	Male (M= 9.23, SD =1.89, n =114)	$t(171) = .14$, $p = .89$
	Female (M = 7.95, SD = 1.90, n = 59)		Female (M = 9.27, SD = 2.06, n =59)	
Managed SH	Yes (M= 8.12, SD = 1.92, n = 81)	$t(171) = .84$, $p = .40$	Yes (M = 9.42, SD = 1.84, n = 81)	$t(171) = -1.13$, $p = .26$
	No (M= 8.37, SD = 1.91, n = 92)		No (M = 9.09, SD = 2.03, n = 92)	
Victim	Yes (M = 8.47, SD = 1.87, n = 64)	$t(171) = -1.13$, $p = .26$	Yes (M = 9.23, SD = 1.83, n = 64)	$t(171) = .04$, $p = .97$
	No (M = 8.13, SD = 1.94, n = 109)		No (M = 9.25, SD = 2.02, n = 109)	

Table 7

Hierarchical Multiple Regression of Training Diversity, Quantity, and Recency Predicting Identification

Predictor	B	*S.E.*	*r*	*sr*
Sex	.82**	.31	.12	.19
Age	-.04***	.01	-.26	-.28
Managed SH	-.30	.30	-.06	-.07
Victim	.71*	.32	.09	.16
Constant	9.39	.51		
Step 1: $\Delta R^2 = .12$, $\Delta F_{(4, 168)} = 5.55$, $p < .001$				
Sex	1.01 ***	.31	.12	.23
Age	-.05***	.01	-.26	-.29
Managed SH	-.07	.31	-.06	-.02
Victim	.73*	.32	.09	.17
Diversity	-.14	.07	-.15	-.14
Quantity	-.01	.01	-.15	-.04
Recency	.00	.00	.06	.08
Constant	9.31	.54		
Step 2: $\Delta R^2 = .05$, $\Delta F_{(3, 165)} = 3.03$, $p < .05$				
Sex	1.01**	.31	.12	.23
Age	-.05***	.01	-.26	-.29
Managed SH	-.06	.32	-.06	-.01
Victim	.70*	.33	.09	.15
Diversity	-.14	.07	-.15	-.14
Quantity	.00	.01	-.15	.00
Recency	.01	.01	.06	.08
Diversity X Recency	.00	.00	-.03	-.02
Quantity X Recency	.00	.00	.08	.05
Constant	9.37	.55		
Step 3: $\Delta R^2 = .002$, $\Delta F_{(2, 163)} = .22$, $p = .80$				
Full Model: $R^2 = .17$, $F_{(9, 163)} = 3.58$, $p < .001$				

Note: * $p < .05$. ** $p < .01$. *** $p < .001$.

Table 8

Hierarchical Multiple Regression of Training Diversity, Quantity, and Recency Predicting Appropriate Action

Predictor	B	*S.E.*	*r*	*sr*
Sex	-.07	.33	-.01	-.02
Age	.00	.01	-.01	-.02
Managed SH	.41	.33	.09	.10
Victim	-.18	.34	.00	-.04
Constant	9.31	.55		
Step 1: $\Delta R^2 = .01$, $\Delta F_{(4, 168)} = .41$, $p = .80$				
Sex	.05	.34	-.01	.01
Age	.00	.01	-.01	-.02
Managed SH	.57	.34	.09	.13
Victim	-.19	.35	.00	-.04
Diversity	-.04	.08	-.06	-.04
Quantity	-.01	.01	-.11	-.10
Recency	.00	.00	.06	.02
Constant	9.15	.59		
Step 2: $\Delta R^2 = .02$, $\Delta F_{(3, 165)} = 1.15$, $p = .33$				
Sex	.04	.34	-.01	.01
Age	.00	.01	-.01	-.02
Managed SH	.48	.35	.09	.11
Victim	-.14	.35	.00	-.03
Diversity	-.04	.08	-.06	-.04
Quantity	.00	.01	-.11	.01
Recency	.01	.01	.06	.12
Diversity X Recency	.00	.00	.12	.10
Quantity X Recency	.00	.00	.11	.08
Constant	9.35	.59		
Step 3: $\Delta R^2 = .03$, $\Delta F_{(2, 163)} = 2.35$, $p = .10$				
Full Model: $R^2 = .06$, $F_{(9, 163)} = 1.10$, $p = .37$				

Note: None of the regression coefficients (B) achieved statistical significance.

Figure Captions

Figure 1. Interrelationships Among Hypothesized Predictor and Criterion Variables

Figure 2. Proportion of Variance in Identification Associated with Each Predictor Variable (sr^2)

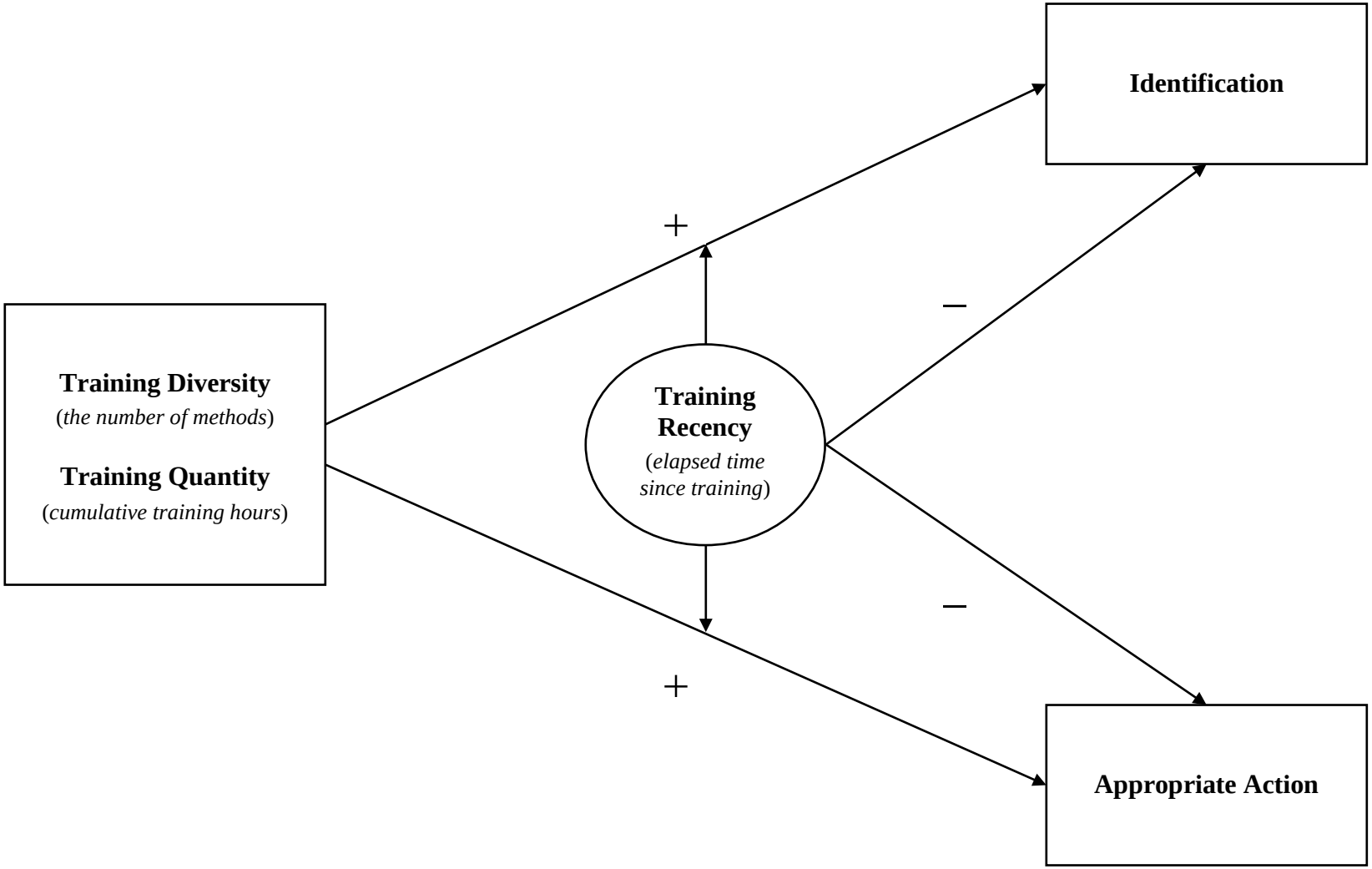
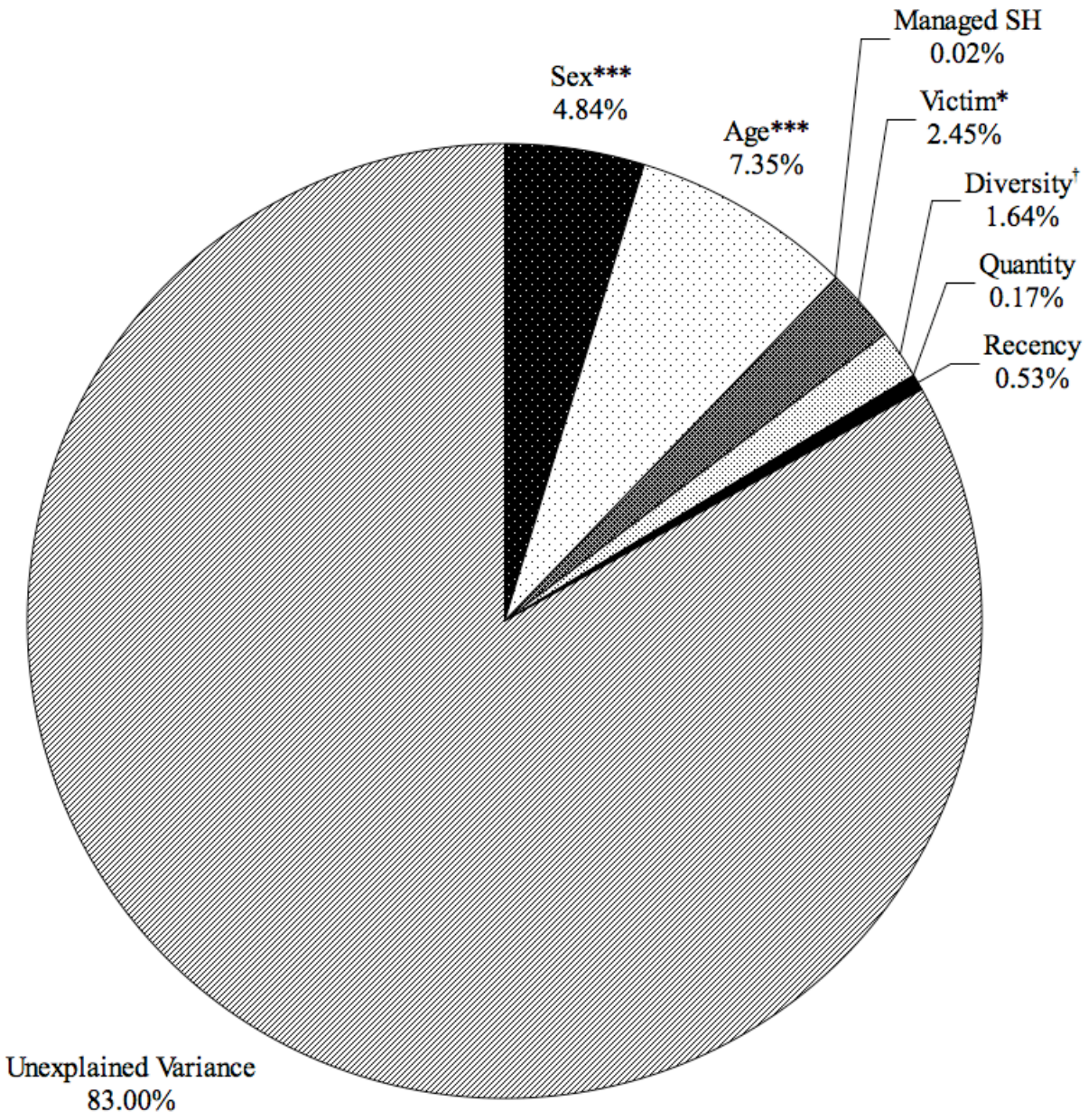


Figure 1. Interrelationships Among Hypothesized Predictor and Criterion Variables



Note: $*p < .05$. $***p < .001$. $^{\dagger}p < .06$.

sr^2 values were adjusted to accommodate rounding error.

Figure 2. Proportion of Variance in Identification Associated with Each Predictor Variable (sr^2)

VITA

Grant E. Buckner earned a Bachelor of Arts degree in Psychology from the University of North Carolina at Greensboro in May 2007, meriting disciplinary honors and the magna cum laude distinction. Following an internship with the Center for Creative Leadership, Mr. Buckner earned a Master of Arts degree in Industrial-Organizational Psychology and Human Resource Management from Appalachian State University in May 2010. While in graduate school, Mr. Buckner developed a keen interest in employment and labor law issues under the tutelage of his mentor, Dr. Hugh Hindman. Following this passion, Mr. Buckner is planning to pursue a legal career, entering a Juris Doctor program beginning August 2010.

Mr. Buckner's wife, Mary Elizabeth Buckner, is also a graduate of the University of North Carolina at Greensboro. She currently teaches 7th grade math and science in the North Carolina public school system. Together they share a passion for traveling, with recent excursions to the Caribbean Islands and the Mexican Riviera. Their home is in Greensboro, North Carolina.