



Bullying and Harassment Training **MODULES**

Definitions of bullying and harassment



Task 1

Split the participants into threes and ask them to discuss their experiences of bullying and harassment. This could be something they have witnessed, something they may have heard or read about, or even something that may have happened to them. Caution the participants that they do not have to share experiences that may be painful or distressing. Ask them to discuss the following two questions –

1. What impact did the bullying and harassment have on the individual and others?
2. What was done to stop the behaviour?

Ask them to then work together and complete **Activity 1**. Ask them to elect a spokesperson to report their discussion to the plenary group. The facilitator can then lead a discussion using **Handout 1**, which provides examples of definitions of bullying and harassment, to outline and discuss clearly what we mean when we use those terms.

The 'Yes' answers for **Activity 1** should be: 2, 4, 5, 7, 8 & 10. Spend time ensuring that participants understand clearly the definitions and the differences between the areas with regard to national law.



Outcomes

- Understand experiences from different contexts
- Recognise the impact of bullying and harassment
- Define clearly what is – and is not – bullying and harassment

Profiling bullying

This component continues to explore bullying and harassment and builds upon the previous definitions to consolidate participants' understanding of the impacts of bullying and harassment.



Task 1

Show participants the 20 minute ETF video, Say no to bullying and harassment:
www.youtube.com/watch?v=sqA_JuE32cc

While this video was filmed originally for seafarers, the lessons and messages will also apply to dockworkers. Afterwards, hold a plenary discussion to assess what participants have learnt from the video.



Task 2

Following the video, ask participants to think about the behaviours and motivations of bullies and targets. Split them into small groups and ask them to read **Handout 2**. From their own experiences, ask the groups to discuss what could influence someone to become a bully and what factors may cause someone to become a target.

Ask them to choose someone to report back their findings to the plenary.



Outcomes

- Understand more about the effects of bullying
- Understand more about the perceived threat to the bully

Sexual harassment

This component aims to analyse sexual harassment in greater depth. The role of the facilitator is to provoke deeper thinking among participants about the nature of this form of harassment and its disproportionate impact upon women.



Task 1

Understanding the reasons why women remain silent about sexual harassment is an important area to consider. An absence of complaints about sexual harassment does not necessarily mean an absence of sexual harassment. Split participants into small groups and ask them to come up with a list of reasons why women transport workers often remain silent. Ask them to choose someone to report back their findings to the plenary.

Their answers should include:

- Fear of not being believed
- Nothing will be done about it
- It will be trivialised
- The complainant will be subjected to ridicule and/or shame
- The complainant will be blamed
- Lack of confidentiality
- Family pressures
- Fear of reprisals



Task 2

Ask participants to read **Handout 3**. Then hold a plenary discussion to discuss the key characteristics of sexual harassment, based on the handout.



Task 3

Return the participants to their small groups and ask them to complete **Activity 2**. Ask them to choose someone to report back their findings to the plenary.

Facilitators' note; the answers should include the following:

Effect	Example	Example	Example	Example
Psychological	Depression Anxiety	Low self-esteem Confusion	Insecurity Embarrassment	Guilt Anger Frustration
Physiological	Headaches Fatigue	Weight fluctuations	Gastrointestinal distress Dermatological problems	Sleep disturbances
Career related	Decreased job satisfaction	Drop in performance Loss of promotion Loss of job	Carelessness Accidents	Absenteeism Withdrawal

Continued overleaf

Afterwards show the short movie: Women on the Waterfront from the ILWU Canada to demonstrate the greater involvement of women in dock work and the relevance of this component.

www.youtube.com/watch?v=8j9qRVFNKYg



Outcomes

- Understand the characteristics of sexual harassment
- Recognise why women transport workers often remain silent
- Understand the impact of sexual harassment

Reporting harassment

The effectiveness of reporting procedures and policies has a huge effect on the confidence of workers to engage in using them. This component aims to assist the facilitator to explore with participants what can be done to make a procedure and reporting policy as robust as possible.



Task 1

Talk participants through **Handout 4** and lead a discussion about how the CONSENT structure could be implemented by their union and employers.



Task 2

Split participants into groups and ask them to complete **Activity 3**. Ask them to choose someone to report back their findings to the plenary.

Facilitators note: the answers should include the following:

- Training for workers and induction training for new employees
- Fast-tracking processes to ensure rapid resolution
- Support for all parties involved – Counselling? Mentoring? Paid time-off?
- Confidentiality of information related to the complaint
- Transparency of processes – making sure everyone sees a fair and uncomplicated process
- Opportunities for all parties involved to have a fair hearing
- Definitive statements and actions on bullying and harassment



Outcomes

- Recognise the importance of robust reporting practices and effective procedures
- Understand the importance of effective communication in relation to anti-harassment policies

Preparing the response

This component helps participants examine how to support workers facing bullying and harassment.



Task 1

The facilitator should split the participants into pairs and task them with thinking about how they would advise a union member who approaches them, as union representatives, for the first time seeking help in respect of potential bullying.

Ask them to write on a sheet of flipchart paper what initial advice they would give, as well as to choose someone to report back their findings to the plenary. After the reportbacks, give them **Handout 5** for an example of some of the advice that could be given.



Task 2

After this, split the participants into small groups. Task them with a similar but different task. Give them **Activity 4**.

Ask them to write on a flipchart paper what initial steps you would take as a union, as well as to choose someone to report back their findings to the plenary.

After the reportbacks, give them **Handout 6** as guidelines for union action.



Outcomes

- Knowledge of what advice to give members who first report bullying
- Understand how union representatives should prepare before taking a bullying/harassment case
- Skills to build a strong union case

Using the law

This component aims to give participants a better understanding of where existing legislation can positively or negatively impact on bullying and harassment in their countries. Both the facilitator and the participants will need to have undertaken pre-course work to investigate what legal instruments exist to tackle bullying and harassment in their home nations.



Task 1

The facilitator should lead a plenary discussion among participants concerning the legislation in the country/countries in relation to bullying and sexual harassment. Participants should be encouraged to report what they have discovered and discuss the strengths and weaknesses of the legislation for women dockworkers. The facilitator should do this through a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis approach using the template in **Activity 5**. Ask them to report their findings to the plenary.

In many countries the legislation is much stronger in respect of sexual harassment than it is for bullying, so participants should be expected to focus upon this area more decisively. The facilitator, however, must also ensure that weaknesses in legislation around bullying are analysed effectively.



Task 2

The facilitator should split the participants into small groups and task them with taking the strengths and opportunities from the SWOT analysis in the previous task and exploring how they can use them to inform workers of their rights and pressure employers to do more on these issues. Ask the groups to choose someone to report back their findings to the plenary.



Outcomes

- Ability to assess the strengths and weaknesses of bullying and harassment legislation
- Identify opportunities to communicate more widely

Organising around bullying and harassment

The facilitator should talk participants through **Presentation 1** on workplace issues. It is important for participants to understand that bullies and harassers tend to have a track record of this kind of activity and we gain more power to resolve issues when we collectivise problems by involving more workers in campaigns.



Task 1

Split the participants into small groups. Ask them to read through **Activity 6**. Task them with developing an organising plan for this port. Make it clear to participants that they will not succeed by approaching management; they must focus on building the union – through activism and leaders – to gain power and influence. Allocate sufficient time to develop a comprehensive plan. Ask the groups to choose someone to report back their findings to the plenary.



Task 2

In any organising campaign that involves bullying or harassment, it may be advantageous to consider working with charities, government agencies, non-governmental organisations (NGOs), community groups and women's groups. Hold a plenary discussion with participants about which of the organisations in this area they are aware of, and which would provide opportunities to work with, as well as what type of work they could do. Some ideas that they might come up with would include:

- Providing advice on legal rights
- Linking up with counselling and support services
- Offering local, community-based support
- Providing independent advice to workers – rubber stamping union activity
- Media and public contacts.



Outcomes

- Recognise the importance of using bullying and harassment issues as a vehicle to build a stronger union
- Awareness of some of the advantages of working with community and voluntary groups

Procedures and policies

The best way to prevent and resolve problems of bullying and harassment is to have strong and effective procedures in place to reduce the violence and deal with complaints speedily and efficiently. This component enables the facilitator to guide participants through the key points of an anti-harassment procedure.



Task 1

Divide participants into three groups. Distribute **Handout 7** to group one, **Handout 8** to group two and **Handout 9** to group three at the beginning of the component. These are examples of policies and procedures that have been agreed by three ITF affiliate unions. They are for information and reference purposes.

Allow participants sufficient time to read and summarise them in preparation for Task 2.



Task 2

Lead a brainstorm exercise with the plenary group by asking them to list the key aspects of an anti-harassment and bullying policy.

Their answers may include the following:

- Statement of principle, including role of union
- Definition of bullying and harassment
- Reporting a complaint
- Investigating a complaint
- Communication process
- Support for involved parties
- Decision-making process
- Timescales
- Informal resolutions
- Mediation
- Formal resolutions
- Appeal processes
- The law



Task 3

Split the participants into small groups. Task them with undertaking **Activity 7** and then reporting their findings to the plenary. At the end of the presentations, hold a discussion to agree the most relevant points.



Task 4

In some countries, one of the ways that unions and employers monitor the success of procedures is through workers' anti-harassment committees. Keeping participants in the same groups, ask them to discuss how an anti-harassment committee would work, who would be involved in it and what it would do.

Ask the group to choose a member to report their findings to the plenary.

Continued overleaf

The answers should include:

- Workers should elect their representatives
- Management should also participate
- External experts in this field may be invited
- It should meet on a regular basis
- It should report its meetings to all employees
- Monitor complaints and potential complaints
- Ensure that complaint timescales are met
- Search for better prevention/avoidance mechanisms
- Oversee workforce education including training programmes
- Keep updated on legal changes
- Communicate repeated zero tolerance messages to all the workforce
- Provide safety and security for those wishing to make a complaint