

EFFECTS OF A WORKSHOP DESIGNED TO PROMOTE EFFECTIVE COPING WITH SEXUAL HARASSMENT AND ITS ASSOCIATED EFFECTS: A SINGLE-CASE DESIGN

by

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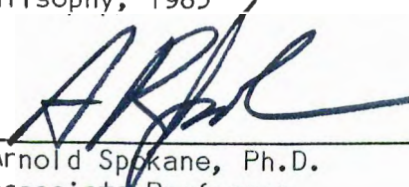
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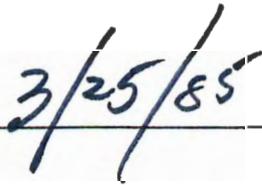
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ABSTRACT

Effects of a workshop designed to promote effective coping with sexual harassment and its associated effects: A single-case design.

Rosalind Goldfarb, Doctor of Philosophy, 1985

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The effects of training victims of sexual harassment in coping techniques to deal with harassment was studied in a single-case study using six subjects who had experienced sexual harassment. Subjects were six women in their 20s and 30s who were employed in local and government business and industry. All were volunteers who either responded to advertisements in local newspapers or were referred by counselors. Subjects responded to a series of questionnaires about their experiences with sexual harassment prior to and four times following a training workshop in coping techniques. The subjects also completed the Rotter Internal-External Locus of Control Scale prior to and one month following training. Each subject was interviewed before the training workshop. The information from the questionnaires, the interviews, and the Internal-External Scales were evaluated to determine whether Locus of Control was a contributing factor in the subjects' experiences with sexual harassment. Internals appeared more likely to report harassment than were externals and appeared to make more attempts to deal with the harassment than did externals. They were more prone to use avoidance than were externals, who were more prone to use denial to deal with harassment. Prior to training, neither group anticipated being able to stop the harassment. Neither behaviors of primary control (assertive) nor behaviors of secondary control (passive) were perceived as having been effective in the

past. After training, anticipation of success increased. Behaviors of primary control were anticipated to be effective, but were perceived to be even more successful. Behaviors of secondary control were anticipated to be ineffective (Pre- and Post-test $t(5) = 3.85$, $p < .05$), but were perceived to be possibly effective ($t(5) = 7.75$, $p < .01$). Physical symptoms declined following training ($t(5) = 3.78$, $p < .05$), while emotional symptoms remained unchanged for the group. Generalizations from these data are severely constrained by the ex post facto single-case design which was imposed after extensive attempts to recruit subjects failed. The evidence tends to indicate that training victims in techniques to cope with sexual harassment alters their anticipation of success and thereby encourages them to attempt new behaviors. It was also observed that all subjects, regardless of locus of control, were lacking in confrontation skills, a factor which appeared to be related to their experiences of sexual harassment.

DEDICATION

This work is dedicated to the memory of my parents, Harry and Dora Gore, to my aunt, Ida Abraham, and to my beloved brother, Arthur, all of whom offered constant encouragement and support, but did not live to share this moment with me.

It is also dedicated to my children, Danny, Saul, and Sharon, and to my best friend, my fiance, Harry Levitt, who stood by me during good times and bad, and urged me on whenever I appeared to become discouraged.

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Chapter 1: Introduction

Nature of the Problem

The Civil Rights Act of 1964 was designed to deal with problems of discrimination. Title VII of this act focused on the specific issues of hiring and firing, compensation terms and conditions of employment and limitations placed on employees based on race, color, national origin, religion or sex. The result of this act was to sensitize the American people, as never before, to the numerous inequities in the workplace. One such inequity, which had long existed but had remained nameless, was first brought to national attention by Redbook Magazine in 1976. It was called "sexual harassment" (Safran, 1976).

Determining the Extent of the Problem

Since the appearance of the Redbook study, the literature on the subject has proliferated. Early efforts addressed themselves to establishing in the public mind that sexual harassment is, indeed, a national problem (and not only a woman's problem), and that its existence is far more prevalent than is generally suspected (Carey, 1977; Gutek & Nakamura, 1979; Kelber, 1977; Lang, 1978; Livingston, 1979; Somers & Clementson-Mohr, 1979; Working Women's Institute, 1978, 1979; Working Women United Institute, 1975). There was considerable disagreement concerning the exact definition of such harassment, and researchers were confronted with the task of disentangling the Gordian knot of behaviors, intentions, attitudes and expectations. However, what became increasingly clear was that sexual harassment, when described in terms of specific incidents and

unwanted attention, was evident in all areas of our society. Even the Federal Government, long thought to be a bastion of antidiscriminatory behavior, was not immune. Surveys conducted in three Federal agencies (Largen, 1979) and at the Department of Housing and Urban Development (Ripkis, 1979) clearly showed the existence of sexual harassment. The most extensive study was conducted by the Federal Government's Merit Systems Protection Board (MSPB). It was completed in 1981 (MSPB, 1981) and served to underscore the statement of policy issued by the Office of Personnel Management (OPM) in 1979 (OPM, 1979) that sexual harassment (which was defined as "deliberate or repeated unsolicited verbal comments, gestures and physical contact of a sexual nature which are unwelcome"), was discrimination and must be eliminated from the Federal workplace.

In November 1980, the Equal Employment Opportunities Commission (EEOC) published Guidelines on Discrimination Because of Sex (EEOC, 1980), which specified the conditions under which sexual advances are unlawful as follows: The sexual advances, whether verbal or physical, are unlawful when submission to them constitutes a term or condition of the individual's employment; when submission to or rejection of them is used as a basis for employment decisions affecting the individual; when such conduct creates an intimidating, hostile or offensive working environment. It further stated that "prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring such as . . . developing methods to sensitize all concerned" (p. 2f). Legal action by victims of sexual harassment was now a definite possibility. Within

the year, training materials were made available to Federal agencies through OPM, a number of programs were developed by individual Federal agencies and commercial packages began to appear on the market. Fearing a proliferation of discrimination lawsuits, private industry began to consider the cost effectiveness of familiarizing its managers and supervisors with the letter, if not the spirit, of the law. They began to look into workshops and films being offered.

The Role of Training Workshops

A review conducted by this researcher (Goldfarb, 1981) of workshops currently in use reveals that they are designed to (a) fulfill the letter of the law as outlined by the EEOC Guidelines and thereby avoid suit, (b) provide information about the nature and extent of sexual harassment, the legal background, the responsibilities of management and the economic, emotional and physical consequences to the victim, the harasser and the organization, (c) train employees, managers, supervisors and counselors in methods of intervention (after the fact), and (d) provide participants with strategies for self-defense or intervention as the case demands. In addition, the more extensive workshops included: (a) consciousness raising techniques with the goal of sensitizing people to the problems associated with sexual harassment, (b) attempts at influencing attitudes which are associated with changed behavior, and (c) opportunities for participants to practice (via role playing, etc.), interventions or self-defense techniques.

Although these programs are designed to bring about change of one kind or another, there are no measures in use (other than the SRA "Survey of Interpersonal Values" used by the Department of the Navy, and the

pre and post semi-structured interview process employed by Marz Associates (Marz, 1981) to indicate whether any changes (behavioral, attitudinal, or environmental) have actually taken place as a result of intervention. The question, "Can training bring about changes in dealing with sexual harassment? remains unanswered and unexplored.

Changing Behavior

Social Learning Theory

Albert Bandura (1977) proposes that human behavior is the result of a continuous reciprocal interaction of personal and environmental factors. These behaviors are learned within the social environment not only through performance, but through observation and instruction. This process, which he calls "modeling," requires not only seeing, but interpreting events in light of past experience, a feeling of self-efficacy, and anticipated effectiveness. These concepts were used in developing the training workshop employed in this study.

Julian Rotter (1966) suggests that the individual's approach to the world is governed by the anticipation of reinforcement (anticipated effectiveness) which he refers to as "locus of control." The individual who predicts that his/her efforts will generally determine the outcome of events exhibits an internal locus of control. Conversely, where fate or chance are seen as determinants of events, the individual is said to exhibit an external locus of control. According to Seligman (1968), some people come to see events as uncontrollable regardless of their efforts, and experience an overwhelming feeling of powerlessness which he refers to as "learned helplessness." Seligman believes that such

people have given up trying to make changes in their condition. Fred Rothbaum (1982) disagrees. He maintains that the drive to control is so strong in human beings that it is almost never extinguished. What happens is that people abandon one form of control in favor of another. Where the individual feels that he/she can no longer determine the course of events through his/her efforts (i.e., through behaviors of primary control), the attempt is made to adapt, to flow with the current as it were, thus maintaining a sense of control by aligning vicariously with more powerful others, by reinterpreting events so as to make sense out of them or by assuming a stance that will lessen the likelihood of future disappointment. These behaviors are called behaviors of secondary control. What Seligman sees as self-abdication, Rothbaum sees as self-preservation.

It is generally assumed that behaviors of primary control are selected by internals (who see personal effort as determining outcomes) and that behaviors of secondary control are chosen by externals.

Rothbaum (1982) recognizes that these concepts are yet untested and remain in the realm of theory. This study undertakes to draw some tentative conclusions about the choice of behaviors (either primary or secondary) of individuals experiencing sexual harassment.

It is generally believed that the implementation of programs designed to combat sexual harassment will result in a decrease in the practice and experience of sexual harassment. Twenty-nine such programs have been reviewed by the author (Goldfarb, cited in Center for Women's Policy Studies, 1981). While these training programs are designed to reduce stress and improve the work environment by providing employees with skill for self-defense (familiarity with the law and coping skills), only two have made provision for evaluating the outcome of the intervention and

none have reported their results. The purpose of the proposed study is to examine the effects of one such training program and to determine whether trainees (who are victims of sexual harassment) come to experience a greater anticipations of effectiveness (i.e., change in locus of control) as a result of learning new coping behaviors, what kinds of behaviors they select (behaviors of primary or secondary control), whether they implement these behaviors, how effective they perceive these behaviors to be and whether there is a decrease in levels of stress reported. The underlying assumption is that anticipated effectiveness (i.e., anticipated reinforcement) precedes and determines observable behavior [Rotter, 1966]). The implementation of the behavior and the perception of its effectiveness are believed to complete the circular pattern which govern the repetition of that behavior in the future (Phares, 1976).

Statement of the Problem

The present study deals with the effects of a sexual harassment workshop on victims' anticipations, perceptions, and behavior. The problem investigated is how locus of control relates to behavior in the experience of sexual harassment. The dynamics of the responses to such harassment (the manner in which people seek to defend themselves by selecting behaviors of primary or secondary control), the effects of training on altering the individual's locus of control (the anticipated effectiveness of new behaviors), the responses of trainees to ongoing (after training) sexual harassment and the perceived effectiveness of these responses are explored. The manner of intervention selected was a training workshop, since it was assumed that victims' responses were based on an inadequate repertoire of behavioral skills. The workshop provided a protected environ-

ment in which to safely model and attempt the implementation of such skills.

Hypotheses

The research question asked in this study is: Does training influence the ability of victims to cope successfully with sexual harassment and is that ability related to locus of control?

Conceptualization:

Bothersome vs. sexually harassing behaviors.

Ho. 1: There will be no difference among subjects in their concept of which behaviors they consider bothersome, as opposed to sexually harassing, over a one-month period comparing individual subjects.

Incidence:

Number of incidents experienced.

Ho. 2: There will be no difference in the number of incidents of sexual harassment experienced by subjects one month following training.

Ho. 3: There will be no difference in the total number of incidents of sexual harassment reported to others by subjects over a one-month period following training.

Locus of Control:

Locus of control: Report of incidents to others.

Ho. 4: There will be no difference in the number of incidents of sexual harassment reported directly to others by subjects identified as externals as compared with those identified as internals (using the Rotter I-E Scale) prior to and over a one-month period following training.

Locus of control and behaviors of control.

Ho. 5: There will be no difference in the behaviors of primary or secondary control of subjects identified as internals compared with those identified as externals prior to and over a one-month period following training. Skills that will be examined will be denial, submission, avoidance, threatening and direct action.

Locus of control and training: immediate effects of training.

Ho. 6: There will be no change in locus of control (as reflected by the anticipated effectiveness of new behaviors) of participants immediately following training.

Changes in locus of control.

Ho. 7: There will be no change in locus of control of subjects over a one-month period as measured by the Rotter I-E Scale administered to participants prior to and one month following training.

Chapter 2: Review of the Literature

The scope of this review of the literature covers all reported research where sexual harassment has been an issue in employment. The presentation will be organized in the following categories: (a) history of sexual harassment, (b) surveys and questionnaires, (c) definitions of sexual harassment, (d) the Civil Rights Act of 1964 and its aftermath, (e) training in industry, (f) locus of control, and (g) the change process.

History of Sexual Harassment

The Nature of the Problem

The history of men and women in the workforce is as old as the history of humankind upon the Earth. Our earliest records show a division of labor based upon physiology and social necessity. Men, who were the stronger sex, devoted themselves to hunting and providing the basic commodities of food, clothing and shelter. Women cared for the young and attended to those tasks associated with child rearing and caring for the men and the aged. Later, as agrarian society began to emerge, women took their places in the fields and on farms, helping with the production and processing of food. A symbiotic relationship existed between the sexes in which the tasks of survival and procreation dove-tailed and meshed.

The 19th Century

There is no clear record of how the altered relationship between the sexes gave rise to the practice of sexual harassment. What information we have is laboriously pieced together from letters, conversations, interviews, women's writings and newspaper articles.

What becomes clear from reading these records is that the advent of the Industrial Revolution and the rise of cities changed the social and economic framework of people's relationships. When money rather than barter became the means by which goods and services were exchanged, the relationships between men and women were irrevocably altered. The growth of factories drew men away from the farms and into the mills to supplement their incomes. By 1825 barter had all but disappeared and was replaced with "fixed prices" necessitating cash transactions. Industry grew, farms grew smaller and roles changed. As a result of the decline of the farm, women became financially dependent upon men and, reinforced by the double standard of sex relations of the Victorian era, came to be seen as "weak, passive, emotional, subordinate, dependent and altruistic" (Meyer, 1981, p. 52). Those women who were drawn into the mills were for the greater part poor, unmarried, widowed or divorced and, consequently, unprotected. "Much male public opinion didn't distinguish between women, prostitutes, the destitute and the criminal classes in the industrial stages of the economy" (Bulzarik, 1978, p. 4). The analogy between the prostitute and the paid woman worker made them fair game for the unscrupulous. Thoughtful observers of the time recognized that "low wages and poor working conditions in factories might make . . . the better paying job of prostitute too much for some working girls to resist (or a logical choice from an economic point of view)" (Bulzarik, 1978). The situation for the working woman was a double edged sword, as Elisha Bartlett made clear in 1841. In his article on conditions in the Lowell Mills, Bartlett declared: "It is only by maintaining an unsullied and unimpeachable character that a

girl can retain her situation in the mill and when dismissed for any impropriety from one establishment, there is no possibility of her getting a place in any of the others. . . ." (Bartlett, cited in Farley, 1978, p. 57). It should be pointed out that when Frances Cabot Lowell started a textile mill in Fitchburg, Massachusetts in 1821, he organized living conditions that resembled supervised boarding houses for the young single women he hired (Nieva & Gutek, 1981), thus providing a more sheltered environment than generally existed elsewhere. In 1836, the company went so far as to state that it would fire anyone "wanting in proper respect to the females employed by the company" (Sumner, cited in Farley, 1978, p. 58). The Lowell Female Relations Association published a magazine which reported on conditions elsewhere corroborating Bartlett's findings and describing an early court case where a woman who was fired brought suit against her employer for slandering her and preventing her obtaining employment anywhere else. After three trials the court turned against the woman. The magazine condemned the court's action as an "infamous conspiracy of the agents of this place to libel the characters of all who are turned out of their employment or leave irregularly . . . that they may deprive them of work . . . and drive them out of the city" (Farley, 1978, p. 57). Thus, sexual harassment placed women in mortal danger: to refuse invariably resulted in retaliation and the very real likelihood of dismissal; to accept was sure damnation since marriage or future employment would then be out of the question. The remaining option was prostitution and the resultant venereal diseases which regularly killed these women within two to three years (Farley, 1978).

The lot of the household worker was even worse than that of the factory workers. Accounts by Louisa May Alcott, in 1874 (cited in Bulzarik, 1978), and Helen Campbell, a journalist in 1887 (cited in Bulzarik, 1978), described the powerlessness experienced by women who had been assaulted by their employers or others in the homes in which they worked. To complain was to be fired as having provoked the attack. (Even today we are told by such prominent figures as Phyllis Schlafly that such things do not happen to virtuous women.)

Conditions did not improve with the sudden influx of large groups of immigrants in the late 19th century. It resulted in a kind of depersonalization of all workers (both men and women) since labor became plentiful and, consequently, very cheap. Working conditions deteriorated, threatening women's status and security and funneling them into the financially dead-ended "women's jobs" such as clerical, day-work and factory work. The fields of nursing and teaching had come to be accepted as appropriate for unmarried women, since they were perceived as having womanly functions (Nieva and Gutek, 1981). But while working conditions were better than the factories, salaries remained inadequate.

It cannot be assumed that the reason such conditions persisted was that no one knew about them. In 1905, Upton Sinclair's expose, "The Jungle," graphically described the sexual abuse of a Lithuanian immigrant woman at her job (Sinclair, 1905). Articles appeared in Life and Labor, the publication of the National Woman's Trade Union League in 1911, in Harper's Bazaar in 1908, and in the report of the New York State Factory Investigating Commission in 1913 (Bulzarik, 1978). Such reports

indicated that the practice of sexual harassment extended into a wide range of occupations and that "women were propositioned, promised money, jobs and automobiles (1) and then threatened with loss of jobs and blacklisting" (Bulzarik, 1978, p. 6). Harassment crossed ethnic lines and age lines, suggesting that "most women were harassed, not any particular type of woman" (Bulzarik, 1981, p. 6). But, ". . . sexual subjects are generally sensitive and considered private; women feel embarrassed, demeaned and intimidated by these incidents. . . . This is not the sort of experience one discusses readily. . . ." The result was that "sexual harassment was literally unspeakable which made a generalized, shared and social definition of it inaccessible" (MacKinnon, 1979, p. 27).

The Unions

Despite the utopian concepts underlying the rise of labor unions during the 19th century, women were actively discouraged from participating in the movement. Male workers, confronted with a system that promoted competition among workers, found women a threat to their jobs. Men wanted to assure that women would continue to perform the appropriate tasks at home.

Needless to say, male unions were successful in creating the widespread idea that women belonged at home and men's wages therefore should be increased since they should be paid on a family basis. Because men never were able to force women out of the labor market entirely . . . union policy eventually adapted by evolving a strategy of confining women to women's jobs. This was accomplished by denying

them training . . . and consequently justified women's lower wages. . . . (Farley, 1978, p. 51).

Thus, women found themselves in the unenviable position of being under attack by both employee and employer. Brodsky's study of workers shows that even today employers tend to lay off those who are victimized.

Employers want peace. They do not want workers who disturb the tranquility of the organization in any way, not even as a result of bad luck. Employers whose workers are raped would like to have the victim disappear and not disturb the smooth functioning of the organization (Brodsky, 1976, p. 48).

While the employer's response to complaints may have been to fire the victim, harassment by co-workers was frequently the cause of her resigning. Having internalized the socially conditioned guilt of being responsible for controlling male behavior, the female victim was defenseless against her co-workers as well.

The union's position was conflicted. Samuel Gompers and the AFL held that workers' solidarity was threatened by ignoring women. Yet, in practice, they did ignore women workers, denied women local charters and sought to exclude women from women's locals. In 1912, Pauline Newman, an organizer of the International Ladies Garment Workers' Union (ILGWU) in Cleveland, recognized the existence of sexual harassment in the factories and tried to solve the problem outside the union's grievance structure. She believed that these conditions could be done away with by educating the girls, instead of attacking the company (Bulzarik, 1978). In the end, women organizers were caught in a

tug-of-war between priorities. Like so many of her contemporaries, Newman felt that it was bad strategy to raise issues of morality when they threatened to interfere with negotiations over wages and hours (Farley, 1978).

There were times when the unions did provide protection for women but they also proved to be places where women experienced additional sexual harassment. "This is one reason why women turned from strategies of group action to protective legislation to protect their interests at work" (Bulzarik, 1978, p. 14).

Early Legislation

The initial move for protective legislation came before the Civil War. However, these laws were overturned and a second wave of agitation for laws to protect women began in the 1870s. Not until the Muller v. Oregon decision of 1908 though, was the principal of legislative limitation of women's working hours upheld by the Supreme Court (Bulzarik, 1978). But since no similar limitations were placed on men's hours, the result was to maintain women at a financial disadvantage.

The 20th Century

The coming of World War I altered the composition of the national workforce. Women assumed jobs usually relegated to men as the men went off to serve in the Army. There was hope that women would now be viewed more as colleagues than as intruders because of the importance of the service rendered. Nevertheless, the end of the war and the return of the men forced women out of skilled jobs once again and back into the home or into "women's jobs," which now included nursing and school teaching.

World War II saw a resurgence of women into male-dominated fields and their retreat once again to hearth and home after the conflict. But women were becoming more educated and, by the 1950s, were entering the job market in greater numbers. Traditional roles were being changed by education and technology. The new generation was seeking improved living conditions, greater personal opportunities and a new look at traditionally feminine roles. Bounding inflation forced women into the labor market and many found that holding two jobs (homemaker and employee) was an economic necessity rather than simply a source of extra income.

Smith (1979) points out that:

. . . since 1947 when statistics began to be collected on a regular basis, the participation rate of women [in the workforce] increased in all but 4 years, but never by more than 1.5 percentage points in one year (p. 2).

Myths about working women, long used to deny women access to the marketplace were being actively challenged. An increasing number of women were either heads of families, the sole support of the family, or the source of income which raised the family above the poverty level. By 1982, nearly 62% of all women 18-64 years of age (U.S. Department of Labor, 1982) and 55% of married women were working (Smith, 1979). Their attendance records compared favorably with those of their male colleagues. Their presence in the labor market did not deny men jobs, especially since most women continued to occupy low-paying dead-ended jobs not normally sought by men.

As women became more involved in the labor market, they also became more vocal. Social problems long ignored began to be examined

along with the working conditions of women. In 1964, the Civil Rights Act denounced and declared unlawful the practice of discrimination. The time was right for reevaluating our society and old problems became the subjects of new recognition. From among these many problems dealing with human interactions emerged a long repressed and denied abuse: sexual harassment. Research was soon to reveal that this was not a problem unique to women. Indeed, it has been shown that no one, regardless of age, race, sex or marital status is completely immune. As discrimination, sexual harassment is nondiscriminatory.

Surveys and Questionnaires: A Revelation (1975-1981)

Early in 1975, surveys aimed at determining the nature and prevalence of sexual harassment began to appear. These queries indicated that the practice was probably more common than had been suspected.

Approximately 21 studies have been conducted, all during the last nine years. For the most part, these were mail surveys conducted in local areas with small self-selected populations. The purpose was to establish that the problem did exist and to determine the rate of occurrence and the responses of victims to harassers. Most of the studies were exploratory in nature and no attempt was made to employ valid statistical methods. A brief description of the evolution of these studies follows.

1975

Working Women United Institute conducted the first survey of members of a Civil Service employees' union, women who were participating in a meeting on sexual harassment (WWUI, 1975). Seventy percent had

experienced at least one instance of harassment, either by their supervisors at work, by co-workers or by clients or customers. Over 90% saw such harassment as a serious problem.

1976

When Redbook published a questionnaire, 9,000 women nationwide responded (Safran, 1976). Eighty-eight percent said they had experienced one or more forms of harassment, ranging from leering to overt requests for sexual favors, and 92% considered it a serious problem. Many included detailed information about the pressures to comply and what happened when they did not (and sometimes when they did comply). This early survey provided the situation with a name and first brought the problem of sexual harassment to national attention.

1977

In an unpublished paper, Sandra Carey of the University of Texas sought to determine the presence, extent and handling of sexual harassment among working women in San Antonio, Texas. All 401 women interviewed had experienced sexual harassment and considered it a serious problem (Carey, cited in Merit Systems Protection Board, 1981).

At the United Nations Secretariat, the Ad Hoc Group on Equal Rights for Women distributed a questionnaire which included a question about sexual pressures. Of 875 respondents (73% of whom were women), 300 reported that they had personally experienced "sexual pressures." The questionnaire was confiscated before the responses could be analyzed (Kelber, 1977).

1978

A much smaller, informal survey by Lang (1978, quoted in MSPB, 1980, p. 4) explored the incidence of sexual harassment of women in the

Federal Government and private industry, the forms this harassment took and the effect it had on the careers and personal lives of the recipients. The results are based on the 20 questionnaires returned of the 100 that were distributed. Responses from women who worked in companies that discouraged sexual harassment indicated that they had the least problem dealing with such behavior. She concluded that effective management was the best way to contain sexual harassment.

A survey by Wright (1978) of 1,000 greater Cleveland beginning and entry-level workers revealed that 57% of the females and 25% of the males questioned had experienced sexual harassment and that it occurred as often as three or more times per week. Of those, 44% of the females and 31% of the males found it necessary to tolerate the advances in order to hold their jobs. Wright declared that sexual harassment was a situation of power over a subordinate . . . negatively affecting work productivity, decreasing efficiency, creating feelings of humiliation and hostility (Wright, 1978).

Working Women's Institute, in reviewing the findings of a 1977 survey of local civil rights enforcement agencies throughout the country, found that only 15 of 74 agencies that responded could provide actual or estimated figures of the number of complaints received between 1974 and 1977. Another 41 had received complaints, but no statistics were available.

A study of women in blue collar occupations (Walshok, 1978) linked the presence or absence of sexual harassment on the job to specific characteristics of the workplace and the worker. In addition, the data suggested that what some women define as harassment, others describe as

desirable attention and still others perceive indifferently. While sexual harassment tended to be a problem at the point of entry, it did not persist indefinitely. These findings were similar to those of the U.S. Department of Labor (1978).

1979

Incidence and impact of sexual harassment in three Federal Government departments was the topic of a survey by New Responses, Inc. (Largen, 1979) at workshops conducted in each agency. One hundred ninety-eight (98% female) of 250 employees participating in the workshops reported their experiences. Forty percent reported having been harassed, including 22% who said harassment occurred once a week and even more frequently.

Fifty of the 400 randomly selected students in their senior year responded to questionnaires at the University of California (Benson & Thomson, 1979, cited in D.C. Commission for Women, 1980). The researchers identified two forms of sexual harassment on campus: unwanted attention from an instructor upon whom the victim was not heavily dependent and whom she could, consequently, avoid, and attentions from an instructor with whom there was a prior and ongoing relationship. In the latter case, the victim suffered from loss of confidence in the teaching profession and loss of trust in male instructors, in general.

The report on a 1978 survey of 399 residents of the San Francisco Bay area explored the incidence rate of, and the reactions to, five social-sexual behaviors (Gutek, Nakamura, Gahart, Handschumacher & Russel, 1980). This is one of the few randomized studies that has been conducted (see also, Benson & Thomson, 1979, cited in D.C. Commission for Women, 1980; Gutek, 1981; Kraus, 1980; and Merit Systems Protection Board,

1981) with subjects chosen via random digit dialing. Over 50% of both men and women reported some type of social-sexual behavior that they considered sexual harassment. Differences existed in the experiences and perception of men and women as to what constituted welcome and what constituted unwelcome behaviors.

The first survey to focus attention on harassment in the Federal Government appeared in Impact Journal in July of 1979 (Ripskis, 1979). Readers who were employees of the U.S. Department of Housing and Urban Development (HUD) were asked to fill out and return the questionnaire. Although only 63 positive responses were received, the survey did indicate that the problem existed at HUD and that 90% of those who rejected advances reported work-related consequences.

A random sample of 460 men and women students at the University of Maryland was asked about sex bias on campus (Freimuth and Gronsky, cited in D.C. Commission for Women, 1980). Both men and women were concerned with sexual harassment (grades or privileges being contingent upon sexual favors).

Working Women's Institute (WWI, 1979) sent a questionnaire to 92 women who had previously contacted that organization concerning their experiences. This survey provided information about the characteristics of the harasser, the response and the effect of the victim's responses, and the economic, psychological and physical impact of the harassment.

The Sangamon State University study of female employees in 51 Illinois State departments (Sangamon State University, 1979) focused on incidence rates and the consequences to victims.

Birg's study of 197 females in the Austin area of Chicago (Birg, 1979) focused on response patterns of working class women ages 20 to 50 in relation to education, age, marital status, as well as male or female supervisors and the proportion of female co-workers. She suggested that women with lower status would behave in a more passive manner and that women in higher status positions would maintain higher feelings of personal efficacy and engage in moderate or active resistance to sexual harassment.

1980

The D.C. Commission for Women (1980) prepared a survey for use by the Government of the District of Columbia. It was never used because funds ran out, but it was distributed nationally to other Commissions for Women. No records are available concerning the eventual use of these questionnaires by the recipients.

Telephone surveys of 77 randomly selected full time university students at East Carolina University (Kraus, 1980) revealed that 10% had experienced some form of sexual harassment on campus and that they had suffered negative emotional consequences, as well as academic sanctions. These findings confirm those of Benson and Thomson (1979) and Freimuth and Gronsky (cited in D.C. Commission for Women, 1980).

1981

The largest study to date was conducted by the Merit Systems Protection Board (MSPB, 1981). This survey of a stratified random sample (23,000) of the 1,862,000 Federal employees over the two-year period of May 1978 to May 1980 found that 42% of the female population of 694,000 and 15% of the male population of 1,168,000 had experienced some form of

sexual harassment. The report found that such harassment was repeated, and of relatively long duration, but most workers felt it was no worse than the situation that existed in private industry. Victims tended to be women and men of various backgrounds, positions and locations, but certain groups (such as young trainees) were somewhat more likely to be harassed than others. Cost to the employer was examined for the first time in this study. The estimated minimum loss of \$189 million was attributed to job turnover, medical insurance, sick leave and reduced efficiency and productivity.

In analyzing the results of the 1978 telephone survey, Gutek and Nakamura (1979) state that the organizational ambience or general atmosphere at work can affect the way people behave. "A management policy that forbids sexual harassment and that is enforced at all levels of the organization is likely to minimize sexual harassment" (Gutek, 1981, p. 13). The results seemed to indicate that:

. . . men and women each thought the opposite sex has the same ability to control the situation . . . [despite] tremendous sex differences in organizational positions, authority and power. In reality . . . women are likely to have less control over their behavior at work than men. But men seem to overestimate the control women have and women underestimate the control men have (Gutek, 1981, p. 16).

A joint survey by Redbook Magazine and The Harvard Business Review examined attitudes of 2,000 business executives towards sexual harassment and concluded that "some see it . . . some won't" (Collins & Blodgett, Men and women differed in their definitions of the problem, but agreed

that it occurred. Two-thirds of the men and three-quarters of the women do not believe that woman can avoid being a target of unwanted approaches if she dresses "properly." But two-thirds of the men, as compared with fewer than one-third of the women, said that the amount of sexual harassment has been greatly exaggerated. Top management was found to be isolated from such incidents with lower-level managers most aware. Few firms had policies to deal with it, but accepted the EEOC Guidelines (which will be discussed in a later chapter) as reasonable and not difficult to follow.

Conclusions

The twenty-one studies described are, for the most part, concerned with establishing incidence rates of sexual harassment and examining the manner in which victims responded. These studies have clearly demonstrated the difficulties involved in reaching an agreement on the exact meaning of the term. Several researchers (Birg, 1979; Collins et al., 1981; Lang, 1978; Merit Systems Protection Board, 1981; Walshok, 1978; and Wright, 1977) have investigated possible causes and have concluded that where management is actively involved in enforcing established company policy, incidents of sexual harassment are noticeably reduced. Only the Merit Systems Protection Board (1981) examines the financial losses that stem from sexual harassment. This may be a compelling factor for all employers.

That sexual harassment is a pervasive problem in the workplace can no longer be denied. Nevertheless, positive steps in the direction of its elimination have been slow in coming. This is due, in part, to the difficulties involved in accurately defining what sexual harassment is.

Defining Sexual Harassment

The surveys described above attempted to quantify one or more of the following elements: the meaning of the behavior to the recipient, the response to it, and the association of the behavior with the work setting. It was with this in mind that various definitions were developed for the questionnaires. Other definitions evolved as the findings were assembled. It became clear that a consensus of opinion did not exist and that there were various opinions not only between sexes, but among races and groups. In many cases, differences of opinion stemmed from basic philosophical differences. Some viewed sexual harassment as an abuse of power (Backhouse & Cohen, 1978); Martin, 1981; White, 1977). Others said it was an innate social problem arising from improper socialization of the individual (Goodman, 1978). Farley (1978), Hooven and McDonald (1978) and Mackinnon (1979) declared that it was a matter of sexual inequality and female powerlessness growing out of the economic system. Bulzarik (1978) and Chapman and Gates (1978) viewed it as a form of aggression. At the other extreme, Berns (1980) said it was an expression of personal attraction and Schafly observed that it was a feminist invention (Rich, 1981).

Most definitions did have the following in common: Sexual harassment is behavior that is "(a) unwanted (b) sexual in nature, [by making] the victim's sex salient over her occupational status and (c) implicitly or explicitly experienced as a threat to the [individual's] job or ability to perform . . . work tasks" (Martin, 1981, p. 20). These factors were eventually included in the definition set forth in

the EEOC Guidelines of November 1980. The Guidelines declare unwelcome sexual advances, whether verbal or physical in nature, to be unlawful when:

- submission to such conduct is made, either explicitly or implicitly, a term or condition of the individual's employment.
- submission to, or rejection of, such conduct by an individual is used as a basis for employment decisions affecting such individual.
- such conduct has the purpose, or effect, of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment (EEOC, 1980).

Although the guidelines are not binding upon the courts, they have come to be accepted as a reasonable framework for establishing a company policy to deter sexual harassment.

We will now turn to an examination of the manner in which the law has come to deal with the problem.

The Civil Rights Act of 1964 and Its Aftermath

The Civil Rights Act of 1964 has come to be regarded as the legal basis for suits on the grounds of sexual harassment. Initially, this act had nothing to do with sexual harassment. It was designed to combat discrimination. Title VII, originally drafted to protect employees subject to job actions based on race, religion and national origin, came to include "sex" almost as an afterthought when a Congressman suggested, somewhat facetiously, that the law should be

more inclusive of various groups in the population. The consequences of that inclusion have been far reaching.

The Equal Employment Opportunity Commission (EEOC)

In order to investigate and resolve discrimination complaints pursuant to Title VII, The Civil Rights Act mandated the establishment of the Equal Employment Opportunity Commission (EEOC). As part of its functions the EEOC: (a) provides leadership and guidance in the processing of individual and class complaints of employment discrimination by federal agencies and private employers (with more than fifteen employees), (b) is responsible for processing discrimination appeals from final agency decisions, and (c) may seek court injunction (but has no enforcement authority).

In 1979, as part of an investigation conducted by the Subcommittee on Investigations of the Committee on Post Office and Civil Service of the House of Representatives, Chairman James M. Hanley requested that the EEOC issue a set of guidelines defining sexual harassment as prohibited under Title VII. These guidelines were issued on November 10, 1980, and have served as a guide for employers in understanding and complying with the law. (For complete text, see Appendix A.) While these guidelines may be considered by the courts, they do not overrule inconsistent case law, nor are they necessarily binding on the courts. A Brief History of Case Law (for a more detailed account of each case, see "Recent Court Cases," Appendix B).

The Civil Rights Act of 1964 is the most comprehensive law affecting discrimination ever enacted in the United States. Title VII specifically prohibits discrimination in hiring or firing; discrimination with respect

to compensation terms, conditions or privileges of employment; limiting, segregating or classifying employees or applicants on the basis of race, sex, color, national origin or religion. As a result of this law, a number of women who felt they were victims of "sexual discrimination" brought their grievances to the nation's courts. They claimed that "sexual harassment" by supervisors (both in industry and in the Federal Government) had resulted in their dismissal when they refused to acquiesce to the sexual advances of their male supervisors. The early cases (Corne v. Bausch and Lomb, 1975; Miller v. Bank of America, 1976; and Barnes v. Train, 1974) were lost in the initial round in court. It would be several years before the courts would reassess the relationship between sexual coercion and job security and, in some cases, designate sexual harassment as sexual discrimination.

In 1977, the U.S. Court of Appeals reversed the lower court's ruling in the Barnes case of 1974, and decided that because Barnes was a woman, she was asked to acquiesce to her supervisor's sexual demands in order to keep her job (Barnes v. Costle, 1977). A link was shown to exist between sexual harassment and employment and the court concluded that sexual harassment was a factor in Title VII cases. The court also held that the legal burden was the same for Federal and private employers.

Three important issues were addressed by the courts from 1972 to 1981: (a) tangible losses (of jobs, salary, etc.), (b) non-tangible losses (psychological and emotional damage to the work environment), and (c) liability of the employer for the conduct of supervisors and employees.

Tangible losses. In the Barnes case the victim's job was eliminated in retaliation for her refusal of sexual advances. The Williams v.

Saxbe (1976) case is very similar, as is Tomkins v. Public Service Electric and Gas Co. (1977). In each of these cases, a tangible employment loss was associated with the refusal of a female employee to engage in sexual relations with a male supervisor. Subsequent cases defined such tangible losses or adverse personnel actions as discriminatory because they established unlawful "terms, conditions or privileges of employment" (Williams v. Civillett, 1980).

Non-tangible losses. The question of non-tangible losses was addressed in Bundy v. Jackson (1981). Here the U.S. Court of Appeals reversed the District Court decision of 1979, which had included in its opinion the finding that:

. . . the making of improper sexual advances to employees [was] standard operating procedure [in the police department of Washington, D.C.], a fact of life, a normal condition of employment [and did not violate Title VII] with respect to terms, conditions and privileges of employment (Bundy v. Jackson, 1979).

The issue presented in Bundy was whether the nature of the sexual harassment alleged amounted to a "term or condition of employment." The court held that to prove a case of sexual harassment under Title VII, it is not necessary to establish a specific denial or loss of employment and that "conditions of employment" included the psychological and emotional work environment (Bundy v. Jackson, 1981).

Liability of the employer. A particularly complicated and extremely important issue in cases alleging sexual harassment is the question of the liability of the employer for the conduct of supervisors and

employees. Cases have considered whether requiring employees to submit to sexual harassment was a policy of the employer (Corne v. Bausch and Lomb, 1975), whether the employer knew, or should have known, of the conduct (Tomkins v. Public Service Electric and Gas Co, 1977) and whether the employer had a policy against such conduct, and the plaintiff failed to use appropriate grievance procedures to inform the employer (Miller v. Bank of America, 1976).

The Superior Court, in reversing the 1976 Miller decision, ruled that the employer was responsible "where the action complained of was that of a supervisor, authorized to hire, fire, discipline or promote . . . even though what the supervisor is said to have done violated company policy" (Miller v. Bank of America, 1979).

Summary

The law is clearly in its infant stages regarding the issue of sexual harassment and no case on this issue has yet reached the Supreme Court. However, it is becoming increasingly well established, as lower court rulings are being overturned, that sexual harassment is a form of sex discrimination and is illegal.

The body of law that has developed thus far requires that in order to show a violation of Title VII, a plaintiff must establish that: (a) submission to sexual advances of a superior was a term or condition of employment, and (b) employees of the opposite sex were not affected in the same way as the plaintiff by the employer's action so that discrimination was an issue. The Bundy ruling (1981) clearly states that sexual harassment in itself is sufficient evidence of discrimination, regardless of the effect on the employment of the victim.

Thus, current case law firmly establishes that Title VII covers sexual harassment as a form of sex discrimination, when made a condition of employment, though what constitutes a condition or term of employment is still being construed. Employer liability for discriminatory acts of its supervisors has been generally established although there is almost no case law dealing with co-worker harassment.

Despite the progress that has been made, it should be noted that "the remedy provided by Title VII reflects a social attitude that placed value on job security while ignoring the feelings of the harassed person. . . . Title VII does not mention 'front pay' or damages for humiliation and emotional suffering. . . ." (Whittenburg, 1981, p. 609) and, depending upon the circumstances, it is quite possible that the court might reinstate a person in the same job where the harassment was initiated.

The Racine Conference: Training and Evaluation

In July of 1981, a conference of specialists in the field of sexual harassment was convened by the Center for Women's Policy Studies at the Johnson Institute in Racine, Wisconsin. This was an attempt to bring together those men and women throughout the country who had been active in planning efforts to eliminate the problem. The suggestions that follow are based on the recommendations of the conference (Goldfarb, 1981).

Definitions

In discussing the suggestions of the Racine Conference with regard to training and the evaluation of training, the following definitions will be employed:

Training is the "acquisition of skills, concepts or attitudes that result in improved performance in an on-the-job environment" (Goldstein, 1980, p. 230). Techniques vary according to the specific program and some specific approaches will be discussed in this section.

Evaluation is:

the determination of the extent to which a program achieved one or more of its objectives, the reasons it may not have achieved them and the relationship among program effects and a variety of input variables and program characteristics (Perloff, Perloff & Sussna, 1976, p. 570).

What Should be Evaluated?

Three dimensions must be examined in evaluating training programs: (a) personal and interpersonal changes (in behavior, attitudes, and physical and emotional well-being) as well as the environmental changes in the work setting (Moos, 1975), (b) financial indicators as measured by (1) costs to the company as reflected by other overall productivity, losses due to sabotage, lateness, absenteeism and insurance claims deriving from accidents, as well as physical, psychosomatic and emotional illnesses, (2) the measure of change in wage gaps between men and women indicating movement towards or away from financial equality, (3) cost to the victim in terms of wages, career development, and mental and emotional distress which correlates with existing discrimination and hostile environmental conditions within the agency or company, and (c) other indicators of change which include: (1) the number of women employed and promoted, (2) the number of incidents of sexual harassment actually reported, and (3) the amount of time that elapses before the victim reports such incidents.

Developing Workshops and Training for Change

Behavioral change. Participants at the conference agreed that if sexual harassment is to be prevented and eliminated, new behaviors must be introduced. In the workplace, the carefully designed workshop can serve as a powerful educational tool, providing exposure to new interpersonal process skills and an opportunity to begin to use them. Skills for behavioral change include: (a) coping skills for the victim: assertion training in repulsing advances and practical techniques for self-defense, (b) interpersonal process skills, which examine appropriate workplace interactions and differentiate between assertive and aggressive behaviors, (c) practical techniques for intervening in problem situations that will be useful to counselors, manager, supervisors (or anyone who might be asked to intervene) and that will contribute to maximal effectiveness while preserving the dignity of the participants, (d) familiarizing all staff with grievance procedures and encouraging employees to use them responsibly, and (e) encouraging the use of networks, co-workers and peer groups to discourage sexual harassment.

Attitudinal change. The opinion that attitudes cannot clearly be separated from behavior (Campbell, 1971) was expressed by many conference representatives who also agreed that it is possible to influence both by altering either. A change in behavior that becomes a pattern results in an altered point of view (Hand & Slocum, 1972). The workshop, then, becomes a positive means of introducing new behaviors. In designing a workshop, one should keep in mind that positive attitudinal change will be reflected in: (a) improved human relations as indicated by increased positive communication, (b) improved cross-cultural and cross-sexual

dynamics growing out of clearer understanding of one's own needs and aspirations and those of others, (c) a more responsive and responsible management given to positive and proper action when necessary, (d) an increased awareness of what is acceptable and unacceptable behavior in the workplace, and (e) an increased willingness on the part of peers and co-workers to publicly support victims of sexual harassment.

Environment change. Behavioral and attitudinal changes are facilitated in an atmosphere that is supportive rather than threatening (Belasco, 1969). The conference acknowledged that it is the responsibility of the employer to insure the abolition of the "hostile work environment" (Bundy v. Jackson, 1981) by: (a) requiring that company policy be enforced by managers and supervisors, (b) requiring that they themselves refrain from harassing behavior, (c) rewarding managers and supervisors who do enforce policy effectively and promptly and who establish an atmosphere in which employees feel that their grievances will be heard, (d) assuring employees that career development is the responsibility of the individual, who will be judged solely on his/her work performance and not upon sexual exchanges.

While the workshop is an appropriate forum in which to provide information and opportunity for practice and discussion, change begins at the top. It is the responsibility of the employer to establish policy and see that managers and supervisors carry it out. No educational setting carries a message as forcefully as does the example modeled by effective leadership. Sexual harassment in the workplace will decline in great measure when company policy and example cease to condone and/or ignore it (U.S. Dept. of Labor, 1978).

Major Indicators of Success

Indicators of success may or may not lend themselves to quantification. Such things as morale levels, while experienced, are difficult to measure; whereas, attendance can be counted. A wide range of varying factors warrant examination. The following indicators of success have been suggested by participants in the Racine Conference (Goldfarb, 1981):

1. Victims will acquire new and improved skills in handling incidents of sexual harassment as a result of training.

2. The grievance procedure will be more clearly understood by employees as evidenced by the increase in cases received and processed by grievance officials.

3. Victims will come to report incidents sooner, as indicated by records of reports filed with appropriate officials.

4. More women will be employed and remain in non-traditional jobs.

5. There will be a decrease in absenteeism, accidents, sabotage and turnover rates (Backhouse, 1981).

6. More women will be promoted to positions of greater responsibility.

7. Employees will feel safer, more important and recognized for their efforts as measured by surveys and questionnaires.

8. Sexual harassment will decrease.

9. Productivity will increase.

The Role of Training in Eliminating Sexual Harassment

As we become more aware of the complexity of the problem, we must address the question of who should be trained, since the focus of train-

ing determines the level of implementation of change. Historically, it has been believed that women control sexual behavior and that it is the responsibility of the woman to "set the tone." It follows naturally that the victim, who is usually a woman, is responsible for change. However, since no one can be responsible for the behavior of another, blaming the victim and attempting to eliminate sexual harassment by training her in assertion or other techniques of self-defense will be insufficient.

Another point of view holds that employers must set the tone and enforce established policy by training managers and supervisors in intervention techniques. This assumes that managers and supervisors will always be appraised of incidents of sexual harassment and will intervene promptly and appropriately. However, we know that the source of considerable harassment (although not the majority of it) is the supervisor (MSPB, 1981, p. 60). To place the total responsibility for change upon him or her is unrealistic.

Some organizations place their faith in the organization's EEO counselors, expecting that third party intervention after the fact will result in change. While it may well call a halt to harassment in process, the question of prevention is overlooked.

The conference concluded that each of the levels of the organization has a share in the responsibility for changing the work environment since all behavior is interrelated and interdependent. Leadership must set and enforce policy. Employees need to become skilled at self-defense and become familiar with grievance procedures. The problem will lend itself to mediation techniques skillfully employed

by counselors. Training geared to attitudinal changes stressing the dignity of the individual and the right of every employee to a non-threatening work environment which recognizes his/her contribution as a worker, will contribute to the growth of the organization. This requires an ongoing process of education and evaluation.

The Single-Case Study

Origins of the Single-Case Study

The study of individual subjects is not a new phenomenon in research, but is rooted in early experimental psychology. The work of Wundt in sensory and perceptual processes, of Ebbinghaus on human memory and of Pavlov on response mechanisms was well known in the late 19th century. Small sample research was the rule, rather than the exception in experimental psychology from 1900 through the 1930s. In clinical research, theories of personality and psychopathology emerged from studies of single cases. Freud's concepts of psychological processes, developmental stages and symptom formation, as well as Watson's findings about fear and generalizability of specific fears were developed from their clinical experiences with individual patients. Indeed, Kraepelin developed his model for "diseases" used in psychiatric diagnosis by collecting thousands of case studies of hospitalized psychiatric patients and comparing them. Despite the fact that these case studies were uncontrolled, that experimental conditions (i.e., the techniques of therapy employed) were not specified, and the measures used to evaluate outcomes were not objective (since they were the opinions of therapists), the individual case study was often the basis for drawing inferences about human behavior (Kazdin, 1982).

A distinction must be made between the "uncontrolled case study" described above, which may be referred to as a "pre-experimental" (Kazdin, 1982) or "quasi-experimental" design (Campbell and Stanley, 1966), and the "single-case study," which requires repeated measures of the individual or small group of individuals over time in a manner more closely approximating "true experimental designs" (Campbell and Stanley, 1966) usually applied to large groups.

Operant Conditioning and the Single-Case Study

The earliest single-case studies were designed by Skinner in 1904. The goal of his research was to discover lawful behavioral processes of the individual organism. His concepts of operant conditioning evolved from his orderly observation of frequencies of behavior and changes in that behavior based on changes in the environment. Using only a few subjects at a time, he developed a system of recording behavior systematically. In so doing he revealed behavior that might have gone unnoticed had he employed statistical methods of averaging across groups (Skinner, 1966).

In 1960, Sidman studied intra-subject replication using an animal as its own control and evaluating the effect of a given variable that is replicated over time for one or more subjects. He measured the outcome before, during and after the presentation of the independent variable.

Beyond Operant Conditioning

From 1950 to 1960 the single-case design came to be identified with operant conditioning using animals as subjects. However, with the advent of research to determine if operant conditioning could be extended to

humans, single-case designs began to reach beyond the realm of its origins in the laboratory into education, special education, psychiatric hospitals, outpatient settings, child-rearing and crime. In short, the study of alleviating specific problems in human behavior was returned to the clinician who worked with individuals under conditions where the requirements that held for the comparison of large groups (i.e., rigorous control with conditions that yielded statistically significant results) could not be met. How then could the clinician best make use of the techniques of research to explore what was of greatest concern to him/her and to the patient: changes evident in the patient's daily life? Single-case designs have evolved to meet just this need. Proponents of these designs believe that "experimentation at the level of individual case studies may provide the greatest insight for understanding therapeutic change" (Kazdin, 1982).

Single-Case Designs

Single-case designs employ continuous assessment providing several observations for one person, a few persons, or groups of persons over time. Measures are administered on multiple occasions within separate phases. Continuous assessment is used as a basis for drawing inferences about intervention effects. These effects are replicated within the same subjects over time and subjects serve as their own controls. However, there is no need to isolate the single-case experimental design from the between group design (most often used in research). Group designs may also be carried out with close attention to individual change and repeated measures across time.

Minimally, three phases must be included: baseline, intervention and baseline (ABA). With fewer than three phases, drawing conclusions

about the causal relationship between the intervention and behavior is tenuous (Herson and Barlow, 1976). The effect of intervention is clear when systematic changes in behavior occur during each phase in which the intervention is presented or withdrawn.

The baseline assessment serves a descriptive function, providing information about the extent of the client's problem. It also serves as the basis for predicting whether the problem would have continued in the absence of intervention by projecting a continuation of the baseline into the future. This predictive function is essential for single-case experimentation because it serves as a criterion for evaluating whether intervention led to change. Ideally, baseline data will show little variability or trend (either to improve or worsen), so that the trend towards improvement will be evident after intervention. Ethical questions may be raised about returning to baseline after intervention, since this implies a worsening of the condition. One might ask if this should be part of the treatment since it means suspending skills that one would like to develop further in the behavior of the individual. However, Kazdin (1982) points out that it is quite possible that behavior will not revert to baseline when intervention is removed and, indeed, a reversal in some cases (such as attempts to eliminate inappropriate behavior) would be indicative of failure of the intervention.

Evaluating the Data

Herson and Barlow (1976) describe many variations of the basic ABA design and stress the importance of multiple measures in each phase in order to provide sufficient data for drawing conclusions. These may be measures of one behavior or a variety of behaviors, or they may consist of a variety of measures related to a given behavior.

Visual inspection of the data, generally regarded as a relatively unrefined and unsensitive criterion for observing change, may be used in these cases because "only those interventions that produce marketed effect will lead [to the agreement] that intervention produced a change" (Kazdin, 1982, p. 231). Statistical evaluation can add to the evaluation of single-case data in circumstances where the criteria for visual inspection are not met. This may occur when the conditions under which the study is conducted do not permit the appropriate randomization or observation of treatments due to problems of inadequate time or staffing. In the absence of large numbers of observations (a time series requires 20 to 200 points within each phase), statistical significance provides evidence that the change in behavior is reliable. Conversely, the use of individual data to support statistical inference from group differences improves the generalizability of the data and makes it more applicable to the individual client in the clinical setting. When in the course of the treatment "one subject improves dramatically while the other improves only marginally or perhaps deteriorates during treatment, the investigator can immediately analyze, at least in a post-hoc fashion, differences between these clients" (Barlow and Hersen, 1984, p. 64). It is the use of the appropriate design (of which ABA is only one of many) that facilitates the discovery of intersubject variability.

It is generally concluded (Risley, 1970, cited in Kazdin, 1982; Kazdin, 1982, Hersen and Barlow, 1976; Barlow and Hersen, 1984) that while statistical and visual evaluation may indicate change, the significance of that change must be interpreted in light of the therapeutic criterion of whether the intervention makes a difference in the everyday functioning of the client.

The Role of the Counselor

The work of Hill, Carter and O'Farrell (1983) examines the contribution of the counselor to the therapeutic intervention. In using the single-case design, Hill concludes that "by looking at all the objective and subjective data, inferences could be drawn that would have been obscured by analyzing group differences" (p. 17). She emphasizes the importance of establishing a relationship between therapist and client which creates a feeling of trust and safety. She also observes that the greatest progress is made when the counselor intervenes directly with interpretations and confrontation. It is this process that is activated in the workshop where the group (under the direction of the counselor) serves as the source of feedback. Hill's use of the single-case study introduces the interactive component of the counselor-client relationship and expands the scope of the usefulness of the single-case design.

Conclusion

The strength of the single-case design lies in the use of procedures that are appropriate to studying the individual. The approach tends to merge the role of scientist and practitioner because the data increases the clinician's understanding of the problem and the client benefits from the treatment (Barlow, Hayes and Nelson, 1983).

Attribution Theory, Social Learning Theory, and Locus of Control

Attribution Theory

The study of perceived causation is identified by the term "attribution theory," attribution referring to the perception, or

inference, of cause. People generally interpret behavior in terms of its causes and these interpretations play an important role in determining reactions (or responses) to that behavior (Kelley & Michela, 1980, p. 458).

Early studies focused on two aspects of attribution: (a) cognitive processes of assessment or manipulation of antecedents of attributions (with little interest in outcome) and, (b) interest in the consequences of attributions (the outcome), which included the cognitive aspects (assessment or manipulation of attribution), as well as the measurement of their effects on behavior, feelings and expectations. Both conceptualizations offer causal explanations of events that improve one's understanding of the structure of the world and one's interactions with that world.

Social Learning Theory

Social Learning Theory attempts to integrate the two psychological concepts of reinforcement (stimulus-response) and cognition. Four classes of variables are discussed: behaviors, expectancies, reinforcements, and psychological situations. The underlying assumption about the behavior is that "the potential for a behavior to occur in any specific psychological situation is a function of: (a) the expectancy that the behavior will lead to a particular reinforcement in that situation, and (b) the value of that reinforcement." [Furthermore,] "expectancies in each situation are determined not only by specific experiences in that situation but also, to some varying extent, by experiences in other situations that the individual perceives as similar" (Rotter, 1975, p. 57). It is this recognition of similarities that allows the individual

to generalize from one situation to another. According to Bandura (1977), cognitive processes mediate change, but cognitive events are induced and altered most readily by experience and mastery arising from effective performance. People learn from modeling others, but the cognitive perception of appropriate behavior derives from observing the differential effects of their own actions in various settings. Reinforcement, then, affects behavior largely by creating expectations that behaving in a certain way will be beneficial or will at least avoid future difficulties (Bandura, 1977, p. 193).

Locus of Control

In 1966, J. B. Rotter, drawing on Social Learning Theory of how choices are made by individuals from the variety of potential behaviors available to them, a process usually involving ordering potential behaviors to determine the one most likely to occur, proposed that such choices were entirely subjective and based on previous experience. He observed that expectancies were prime determinants of behavior and that expectancies for outcomes were learned and depended upon the degree of past success or failure (i.e., reinforcement). In other words, expectancies were learned attributions of reinforcement. Rotter maintained that there were two approaches to the attainment of control of reinforcement: internal and external locus of control. Persons with an external locus of control saw circumstances, chance and powerful others as controlling outcomes. Those with an internal locus of control saw their own ability and efforts as causal (i.e., controlling outcomes). Expectancies were then shaped in light of anticipated reinforcement.

Rotter's theory of locus of control (1966) was followed in 1968 by Seligman, Maier and Geer, who proposed the concept of learned

helplessness. They emphasized an apparent similarity between learning that outcomes are uncontrollable (i.e., not contingent upon ability and effort) and Rotter's concept of external control, in which outcome was said to be governed by uncontrollable forces of chance and circumstances rather than by the responses of the individual.

Abramson, Seligman and Teasdale (1978) and Seligman (1975), observing behaviors of passivity and withdrawal (later referred to as "inward behaviors" by Rothbaum in 1982) concluded that they represented maladaptive behaviors, which were triggered by perceptions of uncontrollability. Research on locus of control points to such inward behaviors as passivity, withdrawal, compliance, conformity and depressive symptomology as evidence of perceived uncontrollability. Both theories, locus of control and uncontrollability, argue that perceptions of uncontrollability, coupled with decreased motivation for control, fuel one another in a downward spiral, whose consequence is the relinquishing of motivation for control (Seligman, 1975).

In 1978, Abramson, Seligman and Teasdale observed that Rotter's definition of uncontrollable events failed to distinguish between cases in which the individual was capable of responding (or not responding) to the event in a manner that would alter the outcome and thus make the outcome controllable. They differentiated between universal helplessness (I can't do it and neither can anyone else) and personal helplessness (I can't do it but someone else can), and labelled the former as an external attribution and the latter as internal. This separation of internal and external helplessness implied that failure and uncontrollability were not synonymous; failure still allowed for success by someone other than the

subject. A second problem not addressed in the earlier theory of learned helplessness was the differentiation between specific (narrow range) and global (wide range) outcomes (or situations) and stable (long-term or recurrent) and unstable (short-lived or intermittent) periods of time. It is important to note that both uncontrollability theory and locus of control theory have as their central concept the maintenance of control, placing major emphasis on the contingency between action and outcome. The most important element in both models is the individual's perceived ability to change the environment to fit the self's needs. Attributions to failure (to control) are then made to: (a) limited ability, (b) chance, and (c) powerful others. In the presence of inward behaviors which do not serve instrumental needs (i.e., obtaining desired goals, problem solving, or termination of an aversive event), uncontrollability theorists infer abandoning of attempts to control (Rothbaum, Welsz & Snyder, 1982).

The Two Process Model

Rothbaum (1982) enlarges upon the concept of perceived control by pointing to the importance of control: "Because control is so valued, the quest for it is rarely abandoned; instead, individuals are likely to shift from one method of striving for control to another" (p. 7). Rothbaum argues that controlling behavior need not be blatant; it may be subtle. Thus, what may appear to be the relinquishing of control may be behavior initiated and maintained in an effort to sustain perceptions of control. This effort is particularly likely when inward behavior (a) prevents disappointment, (b) leads to a perception of alignment with chance or powerful others, and (c) is accompanied by

attempts to derive meaning from the situation. Thus, the construct of control is divided into two processes: primary and secondary control.

Primary control involves attempts to change the world to fit the self's needs. This is in line with both uncontrollability and locus of control theory. Secondary control rejects the concept of helplessness and substitutes for it the process of accommodation: "the attempt to fit in with the world and flow with the current . . . [and/or] to modify one's cognitive structures in an attempt to effect a better fit with reality" (Rothbaum, et al., 1982, p. 8).

Secondary control is an attempt at avoiding disappointment which stems from repeated failure. The manner of control moves from direct to covert (i.e., self-protective). However, the two processes are often intertwined when the individual vacillates between the two. The difference between them should be regarded as one of emphasis, where the goal is an equilibrium that will optimize the individual's adaptation in the environment.

The terms primary and secondary indicate several things. First, one process (primary) has received more attention than the other (secondary). Both terms also distinguish between the presence or absence of more powerful controlling agents. If the self is the most important agent, then control (by the self) is primarily; if more powerful agents are acknowledged (i.e., a task that one cannot accomplish because of limited ability, chance or a powerful other), then the self's control is secondary. Primary and secondary also indicate the temporal order of events, since secondary control is likely to occur only after attempts at primary control have failed. Behaviors reflecting secondary control

(passivity, withdrawal, and submissiveness) are late stage reactions to stress, which are typically preceded by anger and protest, behaviors generally attributed to attempts at primary control.

According to Rothbaum (1982), primary and secondary processes subsume four types of control: predictive, illusory, vicarious and interpretive. Predictive control is concerned with attributions to severely limited ability which have resulted in repeated failure. The passive and withdrawn behavior that accompanies these attributions is seen as an attempt to adjust one's expectations and behaviors, so as to accurately predict uncontrollable events and avoid future disappointment.

Illusory control derives from attributions to chance, as well as to severely limited ability, in that behaviors of passivity and withdrawal arise in situations mistakenly perceived as uncontrollable where action might otherwise lead to success. Such people neither seek out skill situations nor strive to manipulate the environment. They attempt to rely on chance. Attributions to chance are similar to aligning with powerful others, since both involve association with external agents. People are aware that chance is operating, but perceive chance as a force with which they can align themselves, as do gamblers. The belief that skill is involved in situations involving chance creates the illusion that control has been established and the person experiences increased confidence in success and increased risk taking. When attributions to chance (secondary) are confused with those of skill (primary), the two processes become confused. In this respect, illusory control resembles external locus of control.

Vicarious control would appear to be an admission of helplessness through alignment with powerful others. But these individuals do not feel powerless to alter their environment since they can share in the victories and accomplishments of powerful others and thus experience a sense of control. To do this, the individual must submit and become part of a more powerful other or group. The individual does this willingly in order to experience a sense of control, rather than to meet any powerful objective. However, in submitting to the will of a more powerful group, the individual may come to experience greater primary control via the group's activities.

Interpretive control is an attempt to find meaning and gain understanding following failure and in conjunction with attributions generally ascribed to uncontrollability. People try hard to interpret events so that they can accept them. Because a sense of mastery accompanies the persistent process of coming to understand and accept aversive events, what appears to be giving up is actually a secondary type of perceived control. This factor has been demonstrated in the inquiries into characterological behavioral blame of rape victims (Janoff-Bulman, 1979).

Self-blame and the two process model. Janoff-Bulman (1979) proposes that self-blame in cases of rape (experienced by 74% of those queried) may be divided into two categories, behavioral and characterological, the former being an adaptive control-oriented response, the latter, a maladaptive self-deprecating response (p. 1800).

The behavioral self-blame model focuses on one's own behavior, attributing failure to the controllable factor of personal effort

(primary control). Thus, the victim attributes her victimization to a modifiable behavior (I should not have walked alone; I should have locked the windows) and is likely to maintain a belief in future avoidability of similar misfortune (primary predictive control). At the same time, she is maintaining a belief in personal (primary interpretive) control over life outcome (p. 1802).

Characterological self-blame follows from attributions to uncontrollable, assumedly unchangeable factors (I'm a weak person and I can't say no; I'm the type of person who attracts rapists), (secondary control). This attribution may lead to the woman's perceiving herself as a chronic victim incapable of alleviating her vulnerability (secondary predictive control). While this appears to represent helplessness (as advanced by Abramson, et al., 1978), it fails to meet their criteria for self-blame in helplessness and depression as following from factors that are controllable. Because of the uncontrollable nature of the experience, the individual attempts to restore predictive control by coming to regard herself as a chronic victim. She comes to derive meaning from the experience through attributions to severely limited ability (characterological self-blame), chance (rape), and powerful others (the rapist). She now understands, albeit maladaptively, how and why she was assaulted (secondary interpretive control). It should be noted that self-blame does not reflect an accurate appraisal of women's causal role in assault. The 1969 report by the National Commission on the Causes and Prevention of Violence (1969) reported that only 4.4% of rapes were precipitated by women. It is, therefore, reasonable to view self-blame as an adaptive coping mechanism, which enables women to restore an element of control to their lives, however incorrect the attribution might be.

Sexual Harassment and Attribution Theory

Research on sexual harassment and attribution theory is very limited. An article by Jensen and Gutek (1982) draws its information from the literature on rape. Causal attributions suggest that both sexes, wanting to avoid being blamed in the future, assign greater responsibility to the opposite sex. This confirms the findings of an earlier study by Gutek (1981). Where sexual harassment is concerned, differences in attributions for responsibility emerge when one compares those women who have experienced harassment with those who have not. Women who have not been harassed attribute greater responsibility for curtailing its occurrence to victims than do those who have actually experienced it.

The element of self-blame among victims of sexual harassment was explored in a followup study of 135 victims. The authors, Jensen & Gutek (1982), found that the majority of victims did not evidence self-blame (as opposed to 74% of the rape victims). 25.3% felt that their own behavior may have brought it about. 29.3% said that their behavior may have encouraged the man, and 20.9% felt they were the sort of person to whom these things happen (characterological blame). (Since these percentages add up to 75.5% and the authors maintain that the majority of the victims denied self-blame, we must assume some overlap of responses by victims.) Those who reported self-blame tended not to report the incident to anyone. One-third endorsed the statement, "I thought it would be held against me or that I would be blamed" (Jensen & Gutek, 1982, p. 128). The authors hold that fear of social censure causes a victim to find something in her own behavior to which she can

attribute the incident. The authors also report that the survey showed that if a victim blames herself, she is concerned with protecting the harasser (p. 129). No explanation is offered, but the implication may be that vicarious primary control (an attempt to align herself with a more powerful person, i.e., the harasser, in an attempt to manipulate him) or vicarious secondary control (in order to experience power through him) may be at work.

The most detailed evaluation of responses of victims appears in the Merit Systems Protection Board report (MSPB, 1981). Results indicated that only 8% of the females, but 25% of the males, were willing to "go along," although whether they did so out of fear or out of attraction is unclear. (25% of these victims said it made things worse.) The majority of those who refused expected negative consequences. Yet, less than 5% of all victims took formal action against the harasser, and 61% of the females and 71% of the males saw no need to report the incident. It should be noted that one-third of the victims experienced adverse physical and emotional reactions and worsened feelings about their jobs.

Did these victims feel powerless? Less than 10% of them felt that their employers could do anything to reduce sexual harassment, or that formal action would stop it. The general response (50% of women and 40% of men) was to avoid the harasser. Another group (61% of females and 71% of males) ignored the behavior and did nothing. This latter group may not have experienced it as a problem, since they saw no need to report it or take any action. Although the vast majority of victims reported no actual change in their job situation, it is important that most victims expected negative consequences. Only 12 to 19% of the women, and 20 to 35% of the men, expected some job advantage.

Implications for this Research

The factor of control as a dynamic in sexual harassment is not discussed in the current literature. Questions that remain to be answered include: (a) Does locus of control (i.e., anticipated reinforcement) play a role in the manner in which women respond to sexual harassment? (b) Do externals employ behaviors of secondary control such as avoidance and ignoring behavior to a greater extent than do internals? (c) Do internals take a more active stance than externals, employing behaviors of primary control such as confronting or letter writing? (d) Is the choice of behaviors of either primary or secondary control unique to either externals or internals? (e) Is there a relationship between early history (of each subject) and her use of behaviors of primary or secondary control? (f) Can training alter the subject's anticipation of reinforcement and will this result in changed behavior?

The behavior of victims, in light of their anticipation of reinforcement (i.e., locus of control) is a central concern of this study.

Chapter 3: Methodology

This study focused on the impact of training workshops on the coping behaviors of six female subjects experiencing sexual harassment at work. Sexual harassment was defined according to the directives of the Office of Personnel Management (OPM) of the United States Government and the Equal Opportunity Commission (EEOC) as follows:

Sexual harassment is deliberate or repeated unsolicited verbal comments, gestures and physical contact of a sexual nature which are unwelcome (OPM, 1979), (Appendix C).

Harassment on the basis of sex is a violation of Sec. 703 of Title VII. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment (EEOC, 1980), (Appendix A).

The definition used by OPM was used in developing the questionnaire. Experiences related to the more comprehensive definition advanced by the EEOC were discussed with subjects during the interview. The two definitions complement each other providing a broad base for the discussion on sexual harassment and discrimination.

The study also examined the influence of locus of control on coping behaviors and the effects of training on changes in locus of control and behavior. The selection of participants, the treatment applied, the instruments used for measurement, the procedures, the design and analysis and the outcome measures are presented in this chapter.

Subjects

Selection of subjects. The subjects in this study were six women who reported that they were currently or had recently experienced sexual harassment. They were chosen from among those who responded to an advertisement (Appendix D) in the Diamondback, and the newsletter of the National Organization of Women in Montgomery County, Maryland. Two were referred from Federal Women's Programs and one was referred by the University of the District of Columbia. The ad was run unsuccessfully in the following newspapers: The Washington Post, The Washington Times, The Baltimore Sun Papers, The Journal Newspapers (Montgomery, Prince George, County, Alexandria, Arlington and Fairfax Counties), and the Federal Times. A letter describing the research (Appendix E) was sent to all Federal Women's Program Managers, Employee Assistance Program Counselors and Equal Employment Opportunity Counselors throughout the metropolitan area. In addition, each was invited to a model seminar. Twenty-five professionals responded. Ten attended.

It is generally agreed (MSPB, 1981) that to be considered sexual harassment, advances must be uninvited, deliberate and repeated and a single such occurrence would not be construed as harassment. However, one must assume that a person who feels sexually harassed is, indeed, being harassed. Using this assumption, all those who responded to par-

ticipate in this project were included in the study. Each respondent completed a questionnaire about sexual harassment prior to the training to assure that she did understand the topic we were to address. Confidential records have been kept on each participant.

Treatment

The treatment workshop used in this study, "Dealing with Sexual Harassment" (Goldfarb, 1981) was developed by the researcher for use at the General Accounting Office, Washington, D.C. It complies with the Office of Personnel Management's directive that all Federal agencies offer training programs to inform employees of their responsibilities and rights in matters concerning sexual harassment in the Federal workplace in light of the Equal Employment Opportunity Commission's guidelines concerning sexual harassment and discrimination under the Civil Rights Act of 1964.

The workshop was designed in accordance with the underlying concepts of social learning theory (Bandura, 1977) that attempts to integrate concepts of reinforcement (stimulus response) and cognition. Behaviors, expectancies, reinforcements and psychological situations are addressed in the process of the training in a manner designed to draw upon the subjects' previous experience and expectancies. The underlying assumption is that the expectancy that a behavior will lead to a particular reinforcement is the motivating force for any given behavior. Rotter (1975) observes that expectancies in each situation are determined not only by the specific experience but by experiences in other situations that the person perceives as similar.

In order to encourage this generalization and to promote positive expectancies, careful attention is given to differentiating between sexual

discrimination and sexual harassment using examples of life situations and legal cases. This fosters a sense of reality for the subject by acknowledging her experience and offers a vicarious model of a possible response to the situation. Subjects are requested to describe their personal experience of sexual harassment (or one that might have happened to someone else), to list what the person felt, how he/she responded and what happened. These situations are later shared with the group and suggestions are made about how the outcome (if it had not succeeded in stopping the harassment) might be changed. Alternative behaviors are explored and subjects have an opportunity to role play and experience the new behaviors. The purpose is to create positive expectancies in a non-threatening environment and thereby foster self-efficacy. This is further reinforced by the introduction of modeling. A film, The Power Pinch (MTI Teleprogram, Inc., 1982), depicts a secretary who is sexually harassed by a fellow employee and succeeds in discouraging his advances without endangering her position.

According to Bandura (1977), cognitive processes mediate change by drawing upon cognitive events in which the individual experienced mastery arising from successful performance. The goal of the workshop is to provide the subjects with an opportunity to observe the differential effects of their own behaviors toward a would-be harasser, in a safe environment. They are expected to benefit from observing others (either on film or in role play) as they attempt new skills. The opportunity to evaluate the effectiveness of the new behaviors contributes to the cognitive process that mediates change and thereby fosters the anticipation that a particular behavior will be successful.

The workshop required one full day to complete. The researcher conducted the workshop, since she was familiar with the material and is a qualified teacher, licenced by the State of Maryland and New York State. Lunch was provided for all participants. The complete text of the workshop appears in Appendix F.

Sources of Information (Research Instruments)

The sources of information employed in this study included (a) a questionnaire dealing with respondents' experiences with sexual harassment, which was administered prior to, and one month following, the training workshop (Appendices G & K); (b) an excerpted form of the questionnaire administered immediately after training, to measure the effects of treatment (Appendix H); (c) three follow-up questionnaires dealing with experiences of sexual harassment over a period of three consecutive weeks (Appendix J); and (d) the Rotter Internal-External (Locus of Control) Scale (Rotter, 1966) (Appendix L), a measure of personality variables of internality and externality administered along with the complete questionnaire described in (a) above.

Questionnaire on sexual harassment. A questionnaire dealing with sexual harassment was used to examine subject's self-report of the coping techniques each used. This instrument is based on the Merit Systems Protection Board Questionnaire, "Sexual Harassment in the Federal Workplace" (MSPB, 1981), and was adapted in the following way to meet the requirements of this study:

Section I (Section II of the MSPB Questionnaire), dealing with the definition of sexual harassment, was revised, omitting the differentiation between supervisors and workers, as well as those parts

referring to Federal Jobs. Section II (Section IV of the MSPB Questionnaire) includes all questions related to currently ongoing experiences of sexual harassment and a modification of those questions dealing with the responses of a victim (behavioral, physical and emotional) to the incident. Questions about the expectations of the victim were included, but questions directed at the harasser were omitted (Section V of the MSPB Questionnaire).

Contents of the questionnaire. Section I of the questionnaire is concerned with defining sexual harassment and distinguishing it from bothersome behaviors which subjects might not consider harassment. The listed behaviors are specified as being uninvited. They include pressure for dates and sexual favors, touching or cornering someone, suggestive looks and gestures, letters, phone calls or materials of a sexual nature, and sexual teasing, jokes and comments. This section relates directly to the workshop sections concerned with defining sexual harassment.

Mean scores for each subject were computed to determine whether each considered the six specific groups of behaviors to be sexually harassing or merely bothersome. Measures were taken pre-training and one month following training.

Section II, Part I, B, C, D, and E, asks about the experiences subjects have had with unwanted or uninvited sexual attention. Those behaviors defined in Section I are included, in addition to rape, attempted rape and/or sexual assault. Subjects were asked to indicate whether they had experienced any of these behaviors from someone (B), how many times it happened (C1), and how long it went on (C2 and 3). They were also asked about their feelings about the advances (C4), how

they responded to it (C5), their attempts at telling others about it (C6), their willingness to do something to change the situation (D1), their expectations about the effectiveness of such action (D2), and the effect of the unwanted attention on their emotional and physical condition (E).

Scores for questions B and C 1-3 are totals (pre- and one month post-training) of kinds and number of incidents experienced and their duration. Questions 5 and 6 (dealing with responses to sexual harassment previously experienced and the effectiveness of subjects' responses) were scored by grouping those responses as behaviors of either primary or secondary control (Rothbaum, 1982) and computing individual mean scores based on those categories. Questions D1 and D2 relate to the subjects' willingness to attempt new behaviors in order to prevent future harassment, as well as the subjects' anticipation of how effective each behavior might be. These questions were scored by grouping the responses as behaviors of either primary or secondary control and computing mean scores (by subject and by locus of control) over three time periods: pretraining, immediately following training, and one month following training. Physical and emotional responses (E) were examined in terms of individual means, as well as groupings of means by locus of control.

Section II, Part II, deals with describing the harasser and his/her position in the company. This section reflects those parts of the workshop concerned with the assertion techniques and interpersonal relations. Responses were used to corroborate the interview material.

Section III is concerned with demographic information, sex, age, marital status, education level, race, position in the company, and

length of time employed. Responses were used to corroborate the interview material.

Rotter's Internal-External Locus of Control Scale. Rotter's I-E Scale (Appendix L) was used to explore the relationship between internal and external control of reinforcement as a personality variable as it pertains to victims of sexual harassment.

The scale is based on social learning theory, which proposes that social behavior is learned and that the interaction of the individual and his meaningful environment is the basis for understanding personality. It emphasizes that this interaction, colored by previous experience, provides the personality with a sense of unity. This unity can be described in terms of four classes of variables: behavior, expectancies, reinforcements and psychological situations. According to Rotter (1975) "the general formula for behavior is that the potential for a behavior to occur in any specific psychological situation is a function of the expectancy that the behavior will lead to a particular reinforcement in that situation, and the value of that reinforcement" (p. 57). Since behavior is goal directed (Phares, 1976), people tend to behave so as to attain or avoid certain aspects of their environment. How they go about attaining or avoiding these goals is determined by the importance of the goal and the person's expectancy that the goal will occur, an anticipation based on previous experience with earlier behaviors and their outcomes. Thus, expectancies for outcomes are learned. Acting upon them depends upon the degree of past success or failure. Nevertheless, "changes in expectancies can be brought about by introducing new experiences that alter previous patterns of success or failure" (Phares, 1976, p. 13). It is this concept that concerns us in using the I-E Scale.

The I-E Scale is a 29-item, forced-choice instrument designed to allow for a low degree of prediction of behavior across a wide range of potential situations. Because additive scales, such as this one, sample widely from a variety of different situations, the internal consistency is not as high as a power scale that samples different strengths of response in a narrow area (Rotter, 1975). The scale was designed to control for social desirability (keeping such items to a minimum). However, depending on testing conditions, the measure may be more susceptible. Occasionally, as is the case when dealing with alcoholics, conscious awareness of expectations of the treatment facility may cause subjects to select responses reflecting the philosophy of the facility (e.g., internality, the cure is "up to them") (Rotter, 1975).

Test data for the scale, as reported by Rotter (1966), reflects the fact that the test is an additive one and items are not comparable. Split half reliability tends to underestimate the internal consistency (.65), as does Kuder-Richardson (.70), since this is a forced-choice scale designed to avoid the more extreme splits (Rotter, 1966).

Test-retest reliability for a one-month period seems consistent for two different samples (college students, .72 and prisoners, .78). A two-month test-retest study of college students, yielding lower reliability scores (.55), may have resulted from group administration of the first test (.49) and individual administration of the second (.61). The passage of time also results in lowered reliability scores.

Construct validity was examined during the early stages of the scale's development using a 60-item scale. This scale produced correlations of .55 and .60 with the earlier James Phares Likert-type

scale in studies of students. Studies have also compared the 29 forced-choice item scale with projective tests (story completion) by Adams-Webber (1963) (cited in Rotter, 1966). Analysis of variance indicated highly significant differences ($p = <.001$) among groups selected for analyzing data on the basis of the number of external endings for three possible story completions.

Since 1966, the mean for college students (scored in the direction of externality) has risen from a score of 8 ($SD = 4.0$) to somewhere between 10 and 12. In early samples and in current (1975) samples, the distribution of scores tends to be normal. There is nothing to suggest a typology (Rotter, 1976) and sex differences are minimal. Rotter (1966) also recognizes that the test is limited in its ability to discriminate individuals and is more suitable for investigations of group differences than for individual prediction. However, "a series of studies provides strong support for the hypotheses that the individual who has a strong belief that he can control his own destiny is likely to (a) be more alert to those aspects of the environment which provide useful information for his future behavior, (b) take steps to improve his environmental condition, (c) place greater value on skill or achievement reinforcements and be generally more concerned with his ability, particularly his failures, and (d) be resistive to subtle attempts to influence him" (Rotter, 1966, p. 25).

Procedures

Administration of the complete questionnaire. There were two administrations of the complete questionnaire: prior to training and one month following training. A letter accompanying the first

questionnaire explained that the responses were to be used to evaluate the subject's needs in the training program (Appendix Q). Subjects were requested to bring the completed questionnaire to the interview prior to the workshop.

The second complete questionnaire was mailed to subjects four weeks after the training program. They were requested to fill it out on July 6, 1984 and return it (and all other questionnaires) in the stamped, self-addressed envelope which was enclosed (Appendix Q).

Administration of the excerpted form of the questionnaire. The excerpted form was administered immediately after the training workshop to measure the immediate effects of treatment. The questions dealt with behaviors that subjects might now (immediately following training) be willing to try, and their expectations for the outcome of such behaviors.

Administration of the follow-up questionnaire. Following the training workshop, each subject was given three dated questionnaires to be completed (one per week) during the next three weeks. The questionnaire asked about ongoing or new experiences of sexual harassment (or other confrontation), how the subject responded, how effective she thought the response had been, and her emotional and physiological reactions to the incident. These questionnaires were returned with the four-week complete questionnaire (described above).

Administration of Rotter's Internal-External Scale. The Rotter Internal-External Scale was distributed along with the complete questionnaire prior to the training workshop and returned prior to the interview. The same scale was distributed with the complete questionnaire one month after training. It was returned in the self-addressed envelope provided for the rest of the questionnaires during the week of July 6, 1984.

Measuring the immediate effects of training. Bandura (1977) states that performance change corresponds closely to the magnitude of the expectancy change and that change can be measured via microanalysis of congruence between self-efficacy and performance at the level of individual tasks (p. 205). Furthermore, the conviction that outcomes are determined by one's own actions can affect self-efficacy and behavior (p. 204). We examined this concept of personal conviction and action for change in two parts: (a) the subject's perception of the task, her willingness to perform it and her expectancies concerning the outcome of performing it (examined in the excerpted post-training section of the questionnaire), and (b) the subject's actual performance of the task (examined four times over the next month).

Rotter (1975) delineates four major determinants of behavior: (a) expectancy of reinforcements, (b) values of the available reinforcement to the individual (does it matter to him/her?), (c) the situation which determines both expectancies and reinforcement values, and (d) the assessment of the alternative behaviors available. Bandura (1977) stresses that "reinforcement operations affect behavior largely by creating expectations that behaving in a certain way will produce anticipated benefits or avert future difficulties." It is therefore ". . . mainly a motivational device rather than an automatic response strengthener" (p. 193).

In the excerpted portions of the questionnaire, Section II, Part ID, Question 1/a-c, we examined the subject's value of the reinforcement (i.e., is the situation significant enough to merit action?). Question 1/d-t presents alternative behaviors to deal with sexual harassment which

were examined in terms of the following coping behaviors: avoiding, submitting, denying, threatening, taking direct action. Part I, D2, deals with the subject's expectancy for change with regard to sexual harassment in light of her willingness to attempt alternative behaviors.

Design

This investigation was a "single-case study" as described by Hersen and Barlow (1976) employing an ABA design (baseline, treatment, baseline). The baseline consisted of information obtained in an in-depth interview (Appendix M), the scores derived from the complete questionnaire (Appendix G) and Rotter's Internal-External Scale. The latter two were administered prior to and one month post treatment. The questionnaire provided information about the extent of the problem (subject's prior experiences with sexual harassment, its duration, variability and trend), the anticipated and perceived effectiveness of their efforts to stop it, the kinds of behaviors of control (primary or secondary) that they employed and the level of stress they experienced (physical and emotional). The interview was used to corroborate and elaborate upon responses given to the first questionnaire.

The return to baseline measures also included the information provided by extracted questionnaires distributed weekly for three weeks following the treatment. The results of these questionnaires were added (because of inadequate responses) to the final complete questionnaire.

The form of the design, using six sexually harassed women as subjects was as follows:

<u>IE/Qa</u>	<u>I</u>	<u>X/Qx</u>	<u>Q 21</u>	<u>Q22</u>	<u>Q23</u>	<u>IE/Qb</u>
A		B			A	

IE/Q represents the pre-test, i.e., the administration of the Rotter I-E Scale and the complete questionnaire about sexual harassment prior to training. I represents the personal interview. X is the treatment workshop followed immediately by Qx, the post-training questionnaire excerpted from the complete questionnaire. Q21, Q22 and Q23 represent post-training data concerning weekly experiences of sexual harassment, or confrontation, following training. The final IE/Q represents the read-ministration of the Rotter Scale and the complete questionnaire one month after training.

Analysis

Data from the questionnaire were reduced to form the following outcome measures:

1. the number of bothersome behaviors; the number of behaviors considered sexual harassment (Section I);
2. unwanted sexual attention: the kind of sexually harassing behavior experienced (Section II, Part IB)
3. the number, duration and recency of incidents of sexual harassment experiences (Section II, Part 1, C 1-3);
4. the number of incidents reported to officials or significant others (Section II, Part 1, C5);
5. the measure of locus of control (Rotter I-E Scale);
6. behaviors of control employed prior to training: avoidance, denial, submission, threatening, taking direction action (Section II, Part 1, C5);

7. the perceived effectiveness of behaviors of control employed prior to training (Section II, Part I, C6);
8. behaviors of control participants would now (following training) be willing to attempt (Section II, Part I, D1);
9. the anticipated effectiveness of the new behaviors of control (Section II, Part I, D2);
10. behaviors of control one month following training;
11. the perceived effectiveness of behaviors of control following training;
12. physical and emotional reactions (Section II, Part I, E).

Means were computed for each subject reflecting the baseline, treatment and return to baseline information. In order to evaluate significant statistical differences, correlated t tests were applied to the pre and post-test scores. This test is appropriate when several subjects exist within one group and where each subject is tested repeatedly.

Chapter 4: The Findings

The results of the single-case study do not lend themselves to traditional statistical analysis. In reporting the results, the researcher has relied upon the responses of subjects and visual inspection of the data (Kazdin, 1982) in an effort to identify changes in behavior that resulted in the decline or alleviation of experiences of sexual harassment. Any generalizations from these data are, of course, tenuous and should be qualified by the limits of an N of 1 design.

Locus of Control

The results for the six subjects in this study are reported in Table 1. The mean falls within the expected range and there was no remarkable change in scores over time (pre-test $M = 10.33$, post-test $M = 10.50$). Three subjects were classified external and three, internal.

The Questionnaire

Bothersome vs. sexually harassing behaviors. Section I of the questionnaire examined the extent to which subjects differentiated between bothersome behaviors and sexual harassment. The purpose of this question was to sensitize subjects to the definition of sexual harassment employed in the rest of the questionnaire. While changes in scores are included and examined, there is no intent to imply that these changes were the result of training. However, that possibility cannot be discounted. Results of a correlated t test of pre and post-test scores did not reach significance. (See Appendix N for the Summary Table of Significance Values.)

Table 2 shows increasing agreement over time concerning bothersome behaviors ($M = 4.88$ to $M = 4.94$) and sexual harassment ($M = 4.61$ to $M = 4.80$). Initially the group tended to characterize inappropriate behaviors more as bothersome than as sexually harassing. Post-test scores seem to indicate a shift towards designating them as harassing (Table 3). However, none of these scores reached statistical significance. An examination of the individual scores (Table 4) reveals that 5 of the 6 subjects considered repeated sexually inappropriate behaviors to be harassment. Here, again, changes are more readily apparent through observation of the means than through statistical analysis. Subject 4 appears to have become somewhat less certain.

Table 1

Comparison of Subjects' Scores on Rotter's Internal-External Scale
Scored in the Direction of Externality

Subject	Internal-external scale scores			
	Pre-test		Post-test	
	score		score	Designation
1	2		5	Internal (I)
2	13		17	External (E)
3	19		15	External (E)
4	7		9	Internal (I)
5	11		10	External (E)
6	10		7	Internal (I)
<hr/>				
Group	\bar{M}	SD	\bar{M}	SD
	10.33	5.217	10.50	4.232

Note. The 1975 national mean (Rotter, 1975) was between 10 and 12. No standard deviation was reported. The earlier national mean was 8, with a standard deviation of 4. The test is scored in the direction of externality, using a median split.

Table 2

Attitudes of Six Subjects with Respect to Bothersomeness and Sexually
Harassing Nature of Behaviors of Others (Questionnaire, Section I)

	Attitudes of all subjects			
	Pre-test		Post-test	
	\bar{M}	SD	\bar{M}	SD
Bothersomeness of behaviors	4.88	.314	4.94	.229
Considered sexually harassing	4.61	.858	4.80	.395

Note. All scores are derived from a five-position Likert Scale (1 = definitely not; 5 = definitely yes).

Table 3

Mean Bothersomeness Ratings and Sexually Harassing Nature of Specific Behaviors of Others by Behavior (Questionnaire, Section I)

	Attitudes of subjects about behaviors							
	Considered bothersome				Considered sexually harassing			
	Pre- test		Post- test		Pre- test		Post- test	
Specific Behaviors	\bar{M}	SD	\bar{M}	SD	\bar{M}	SD	\bar{M}	SD
Pressure for sexual favors	5.0	.00	5.0	.00	4.6	.74	4.8	.34
Touching, pinching	4.8	.37	4.8	.37	5.0	.00	5.0	.00
Suggestive looks, gestures	4.8	.37	4.8	.37	4.5	1.11	4.8	.38
Letters, calls, materials of a sexual nature	5.0	.00	5.0	.00	4.6	.74	4.8	.37
Pressures for dates	4.8	.37	4.8	.37	4.3	1.10	4.7	.47
Sexual teasing, jokes, remarks, questions	4.8	.37	4.8	.37	4.6	.74	4.6	.47

Table 4

Mean Bothersomeness and Sexually Harassing Ratings of Others' Behaviors by Subject (Questionnaire, Section I)

Subjects	Attitudes of each subject towards behaviors			
	Considered bothersome		Considered sexual harassment	
	Pre-test \bar{M}	Post-test \bar{M}	Pre-test \bar{M}	Post-test \bar{M}
1	5.0	5.0	5.0	5.0
2	4.3	4.6	2.8	4.16
3	5.0	5.0	5.0	5.0
4	5.0	5.0	4.8	4.6
5	5.0	5.0	5.0	5.0
6	5.0	5.0	5.0	5.0

Incidence: Section II, Part I, B, C. Table 5 examines the kinds of sexually harassing experiences reported in the questionnaire by the six subjects. All forms of harassment decreased markedly during the month following training $T(5) = 4.75, p < .01$). There was no increase in the number of incidents reported to others. This decrease in reporting behaviors corresponds closely to the decrease in incidents. Reporting behaviors are summarized in Table 7. Although S3 experienced four incidents, they do not appear in this table because she chose not to report them. S1 had only one experience, but she told five people about it. (See Appendix R for specific responses of each subject.)

Table 5

Comparison of Kinds and Number of Unwanted Sexual Attention
Experienced Immediately Prior to and One Month Following Training
 (Questionnaire, Section II Part I, B)

Kinds of sexual attention	Number of experiences	
	Pre-test	Post-test
rape, assault	0	0
pressure for sexual favors	2	1
touching	2	1
looks, gestures	3	1
letters, phone calls	1	0
pressure for dates	4	1
teasing	4	1
Total	16	5

Table 6

Number of Incidents of Sexual Harassment Experienced by Subjects at Any Time Prior to and Post-Training and the Number of Times Subjects Reported Them to Others (Questionnaire, Section II, Part I, C1 and 5)

Subject	Number of incidents		Number of incidents reported ^a	
	Pre-test	Post-test	Pre-test	Post-test
1	1	1	6	5
2	5	0	0	0
3	8 ^b	4	4	0
4	3	0	2	0
5	2	0	2	0
6	2	0	3	0

^aThe number reported may exceed the number of incidents experienced because subjects told several people.

^bThis client said she had experienced 40 incidents off and on, over many years, but the interview and the questionnaire include only 8.

Table 7

Comparison of Number of Incidents of Sexual Harassment Reported to Officials or Significant Others (All Subjects) (Questionnaire, Section II, Part, C5)

Reported to	Number of Incidents reported	
	Pret-test	Post-test
e. friends	4	1
f. other workers	4	1
g. relatives	5	1
m. her own supervisor	1	1
o. harasser's supervisor	2	1
s. courts	1	0
Total	17	5

Coping behaviors: Section II, Part I, C5. Coping behaviors are examined in terms of denial, avoidance, threatening, taking action and submission. These behaviors may be regarded as attempts at controlling the environment, i.e., primary control (attempts to change conditions) or secondary control (adapting to it) (Rothbaum, 1982). Behaviors of primary control, usually attributed to internals, encompass taking direct action through verbal or written confrontation, threatening or reporting. Behavior of secondary control, usually attributed to externals, include denying, avoiding confrontation, quitting, transferring (to another

office or department) or submitting (F. Rothbaum, personal communication, September 18, 1984, Appendix S). These behaviors are thought to protect the self against disappointment.

As was predicted (Rothbaum, 1982), prior to training, Internals appeared to make greater use of behaviors of primary control. They appeared more likely to take direct action or to threaten action than did externals. Following training, externals appeared more likely to threaten whereas, Internals continued to take direct action. Externals seemed more likely to employ denial, both prior to and following training, whereas, Internals rejected this behavior following training. Avoidance was the most generally employed behavior prior to training for both Internals and externals. That it was the first behavior of choice for Internals prior to training contradicts earlier research (Rothbaum, 1982). While denial was the most likely response of externals following training, Internals selected direct action, followed by avoidance. None of these observations reached statistical significance.

Table 8 presents a summary of the findings.

Table 9 compares the use of coping behaviors of all subjects prior to and one month post-training. The most likely action to have been taken by all subjects prior to training was avoidance, followed by denial. Following training, denial was preferred over avoidance, or taking any kind of action. On the whole, denial and avoidance were, and remained, the behaviors of choice to deal with sexual harassment (Table 10). It was observed that behaviors of secondary control were highly significant ($t(5) = 8.32, p < .001$) with the greatest change occurring in avoidance ($t(5) = 3.77, p < .05$).

Table 8

Comparison of Mean Number of Behaviors of Primary and Secondary Control Employed by Subjects: Internals vs. Externals

[illegible]

Table 9

Behaviors of Subjects Responding to Sexual Harassment Prior to and One Month Following Training (Questionnaire, Section II, Part I, C5)

	Average number of behaviors			
	Pre-test		Post-test	
	\bar{M}	SD	\bar{M}	SD
Primary control:				
threatening	.05	.76	.33	.74
taking action	1.17	1.46	.66	1.49
Secondary control:				
denial	1.66	.94	1.16	1.06
avoidance	3.00	1.53	.66	1.10

Table 10

Comparison of Behaviors of Primary Control (Threatening and Taking Action) With Behaviors of Secondary Control (Denial and Avoidance)

	Average number of behaviors			
	Pret-test		Post-test	
	\bar{M}	SD	\bar{M}	SD
Primary control:				
threatening, taking action	1.00	1.35	.50	1.19
Secondary control:				
denial, avoidance	2.50	1.60	.92	1.32

Figure 1 shows the changes in behaviors reported by each subject prior to training (pre-test) and one month later (post-test). Two testing scores (pre-test and post-test) are shown for each behavior. (Specific mean scores for each subject are listed in Appendix R.) The graph illustrates the nearly universal use of avoidance, followed closely by denial, regardless of locus of control. Subjects 1 and 2 used more coping behaviors than others, but each subject (except Subject 2) employed avoidance approximately to the same extent. The figure shows the steep decline in response behaviors during the month following training. This corresponds to the decline in incidents of sexual harassment experienced during that period. Locus of control scores (shown across the top of the graph) show that subjects 1 and 3, whose

scores were extreme (2 and 5, and 15 and 19, respectively), tried a greater variety of behaviors than did other subjects. Where harassment continued after training, denial remained high. Subject 1 became less avoidant and took direct action. Subject 3 abandoned avoidance in favor of threatening, but took less direct action. The decrease in incidence (and, consequently, of reporting) accounts for the post-test leveling out of the graph.

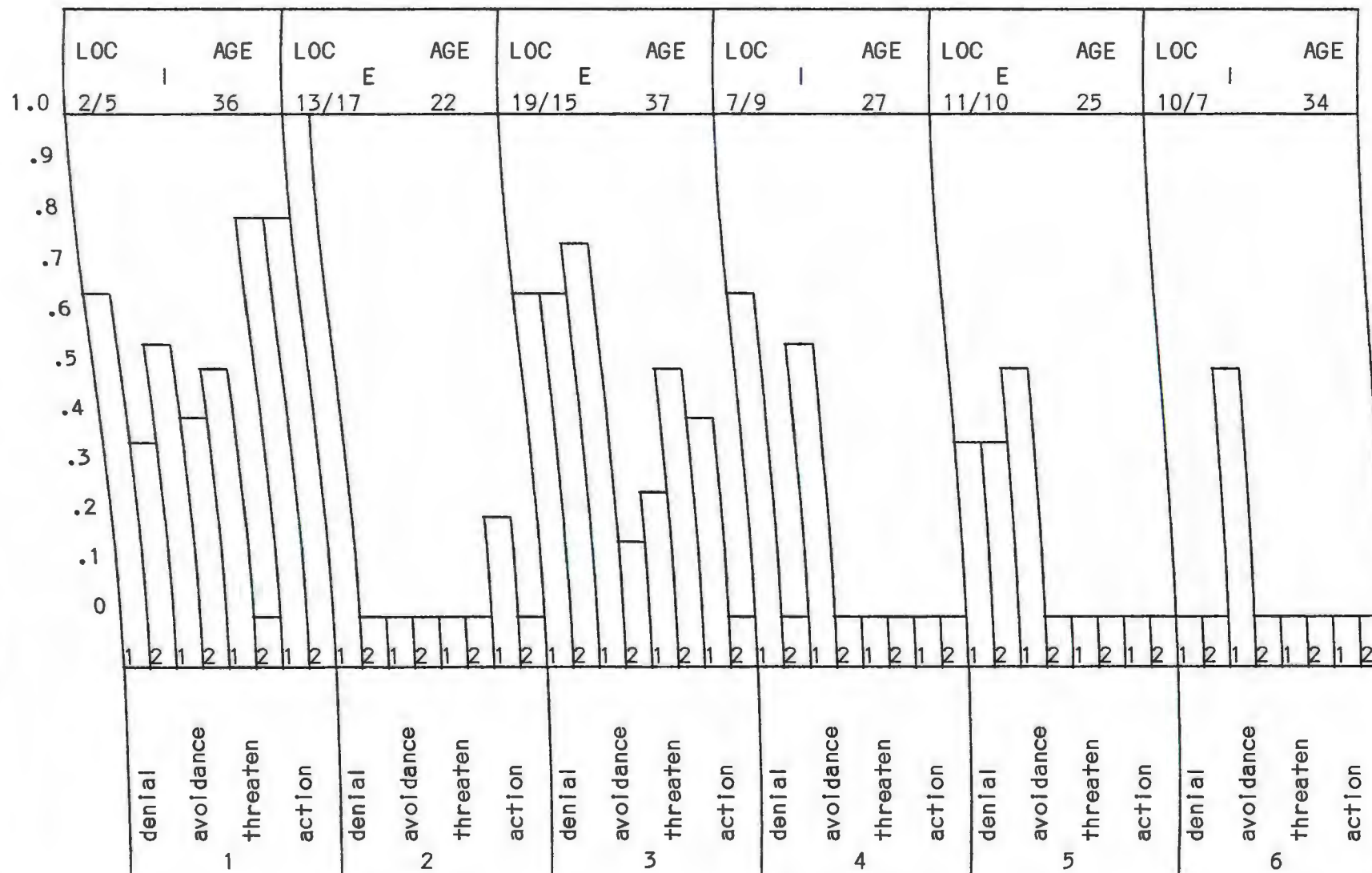
Anticipated effectiveness: Section 11, Part 1, D2. Anticipated effectiveness may be defined as the expectation that a positive outcome will be the result of a given behavior. The behavior may be of primary control, secondary control, or a combination of both. This anticipated effectiveness was measured over the three testing periods. The results are shown in Table 11. A comparison of pre- and post-test scores using a correlated t test showed that scores for anticipated behaviors of secondary control were significant ($t(5) = 3.4, p. < .05$). No other tests in this group reached statistical significance. (Specific behaviors and responses of subjects are listed in Appendix R.)

Behaviors of primary control ($M = 2.82$) were anticipated to be more effective than those of secondary control ($M = 3.50$), but subjects were uncertain about the possible outcome. Immediately following training they seemed confident that behaviors of primary control would be most effective in coping with harassing behaviors of others ($M = 2.13$). One month later, they continued to anticipate the success of these behaviors ($M = 2.0$). The anticipated likelihood of the success of secondary behaviors declined ($M = 3.25$).

Figure 2 shows the change in mean scores over time. Primary behaviors were anticipated to be more effective than secondary behaviors

Figure 1. Comparison of Mean Number of Coping Behaviors Used by Subjects Using Pre-test and

Post-test Means (column 1 = pre-test; column 2 = post-test)



or a combination of various behaviors prior to training. One month later, subjects continued to anticipate that primary behaviors would be the most effective in combatting sexual harassment.

Table 11

Anticipated Effectiveness of Behaviors of Primary and Secondary Control, as well as Combinations of Behaviors Over Three Testing Periods

Behaviors of	Anticipated effectiveness					
	Pre-test		Post-training		Post-test	
	\bar{M}	SD	\bar{M}	SD	\bar{M}	SD
Primary control	2.82	1.04	2.13	.99	2.00	.925
Secondary control	3.50	1.08	3.17	1.40	3.25	1.16
Any combination	3.23	1.28	2.60	2.50	2.50	1.17

Note. All scores pertaining to effectiveness represent mean scores of responses by subjects are based on the following scale:

1 = very effective

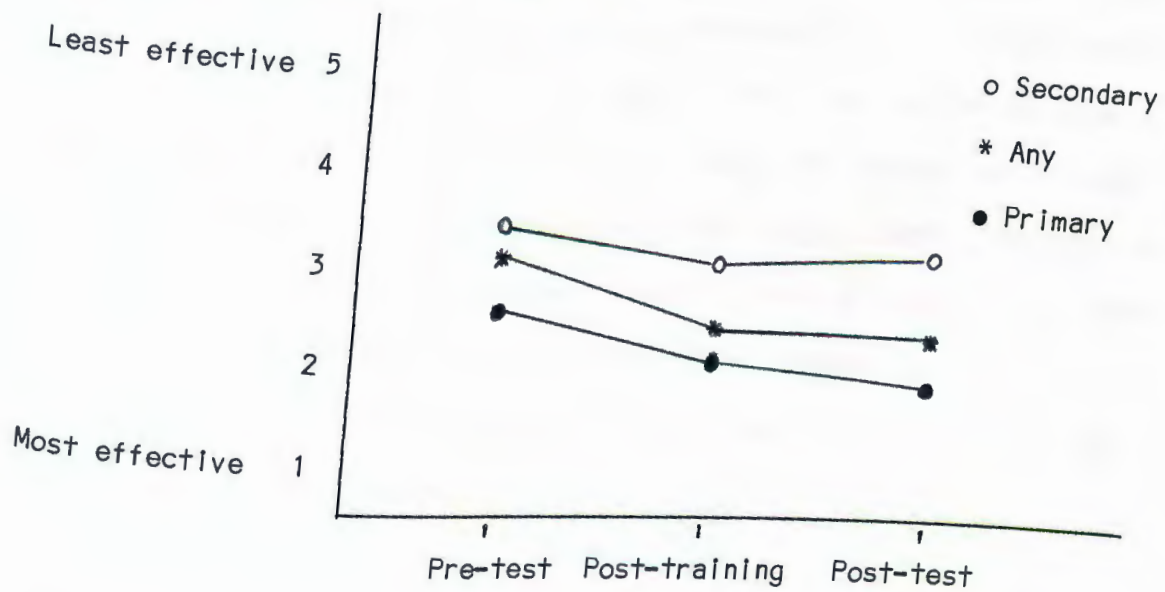
4 = not effective

2 = moderately effective

5 = detrimental to me

3 = possibly effective - don't know

Figure 2. Anticipated Effectiveness of Behaviors of Control (Primary, Secondary, Any Combination)



Perceived effectiveness: Section 11, Part 1, C6. Subjects were asked to rate how effective the behaviors they had employed had been. (Specific behaviors and responses of subjects are listed in Appendix R.) Examining the results in terms of primary and secondary behaviors of control over two testing periods (Table 12) shows that prior to training subjects perceived their behaviors to have been ineffective (primary $M = 3.78$, secondary $M = 3.68$). A combination of behaviors was perceived as ineffective, as well ($M = 3.67$). One month following training, behaviors of primary control appeared to be perceived as more effective ($M = 1.50$) than a combination of behaviors ($M = 2.06$), or behaviors of secondary control ($M = 2.14$). The perception of effectiveness of each behavior improved following training. This relationship is shown in Figure 3.

Anticipated vs. perceived effectiveness. Comparing the anticipated and perceived effectiveness of behaviors (Table 13 and Figure 4) shows that prior to training subjects perceived behaviors of primary control to be ineffective ($M = 3.78$). One month later, they perceived them to be more effective ($M = 1.50$) than had been anticipated ($M = 2.00$). While this change did not reach statistical significance, changes in behaviors of secondary control did ($t(5) = 7.75, p < .01$). This corresponds to the change in anticipated effectiveness of behaviors of secondary control which also reached significance ($t(5) = 3.4, p < .05$) for the pre- and post-tests.

Table 12

Perceived Effectiveness of Taking Action Using Behaviors of Primary Control, Behaviors of Secondary Control or a Combination of Behaviors (Primary and Secondary)

Behaviors of	Perceived effectiveness of behaviors			
	Pre-test		Post-test	
	\bar{M}	SD	\bar{M}	SD
Primary control	3.78	1.54	1.50	.87
Secondary control	3.68	.63	2.14	.832
Any combination	3.67	.98	2.06	1.12

Figure 3

Perceived Effectiveness of Behaviors of Control (Primary, Secondary, Any Combination)

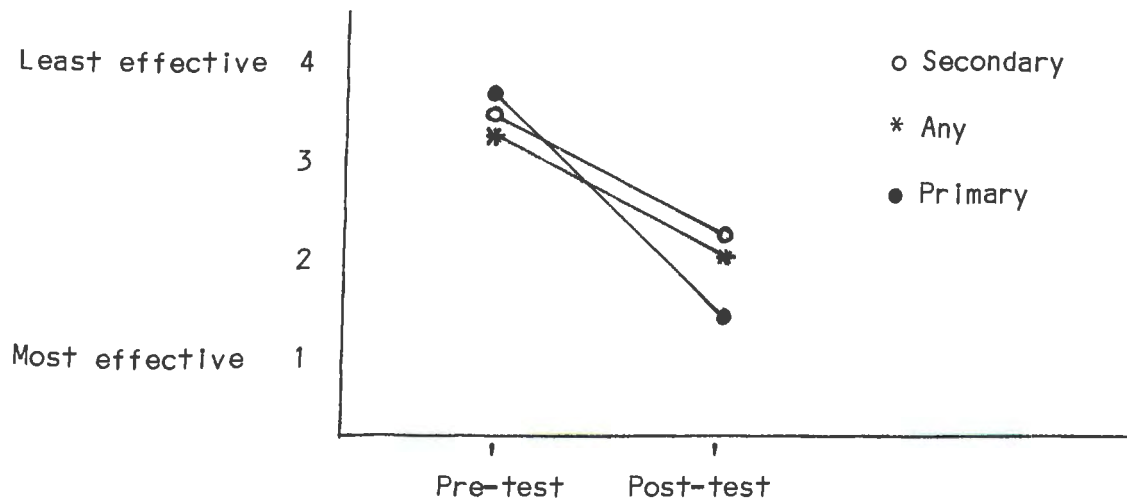


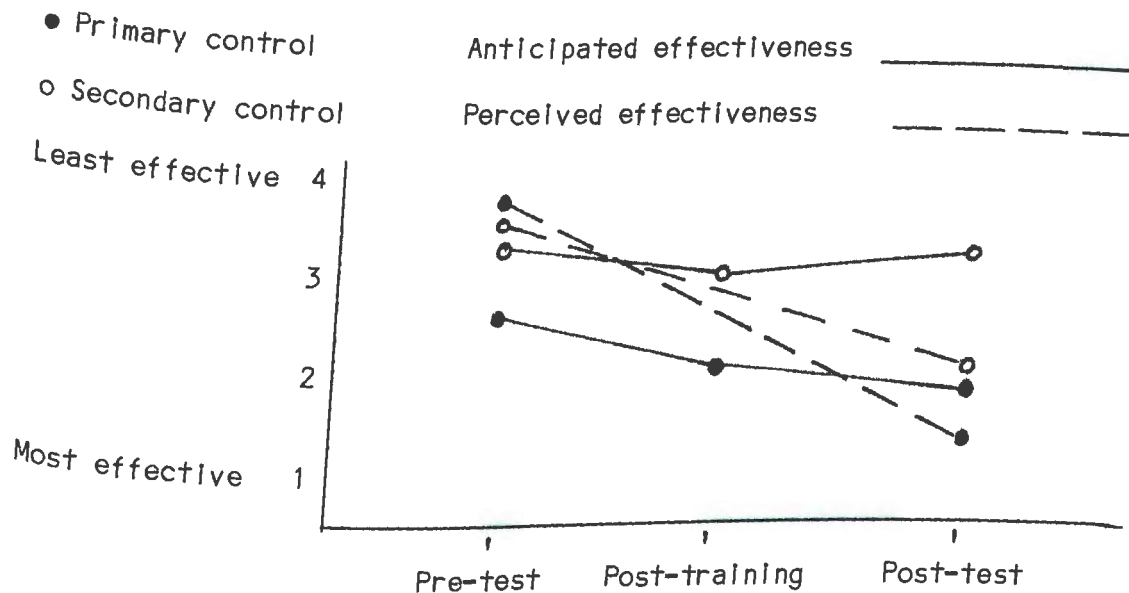
Table 13

Comparison of Anticipated and Perceived Effectiveness of Behaviors of Primary and Secondary Control Over Three Testing Periods (All Subjects)

Behaviors of	Pre-test				Post-training				Post-test			
	Ant.		Per.		Ant.		Per.		Ant.		Per.	
	M	SD	M	SD	M	SD			M	SD	M	SD
Primary Control	2.82	1.04	3.78	1.54	2.13	.97	--		2.00	.93	1.50	.87
Secondary Control	3.50	1.08	3.68	.63	3.12	1.40	--		3.25	1.16	2.14	.83

Figure 4

Anticipated and Perceived Effectiveness of Behaviors of Primary and Secondary Control Over Three Testing Periods (All Subjects)



The overall relationship of training to anticipation and perception is evident in Table 14 and Figure 5.

Prior to training, all subjects perceived that none of their responses to harassment had brought about the anticipated results, i.e., stopping the harassment. They were unsure ($M = 3.23$) whether their behavior could make a difference. Following training, they anticipated being able to improve the situation ($M = 2.50$) and perceived that their behavior had brought about that improvement ($M = 2.06$).

Table 14

Comparison of Anticipated and Perceived Effectiveness of Responding to Sexual Harassment Using Any Combination of Behaviors

Effectiveness	Pre-test		Post-Training		Post-test	
	\bar{M}	SD	\bar{M}	SD	\bar{M}	SD
Anticipated	3.23	1.28	2.60	2.50	2.50	1.17
Perceived	3.67	.98	not measured		2.06	1.12

Figure 5

Anticipated and Perceived Effectiveness of Responding to Sexual Harassment Using Any Combination of Behaviors

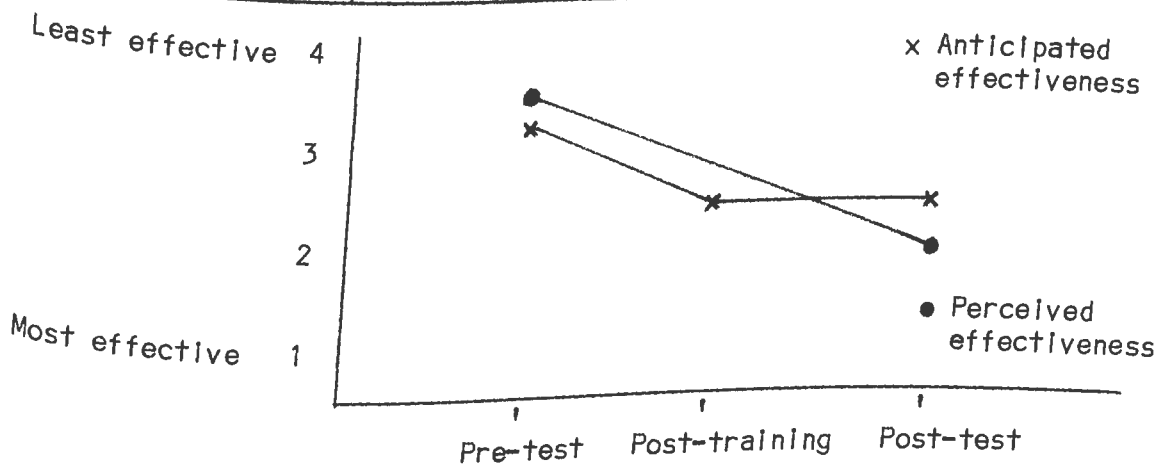
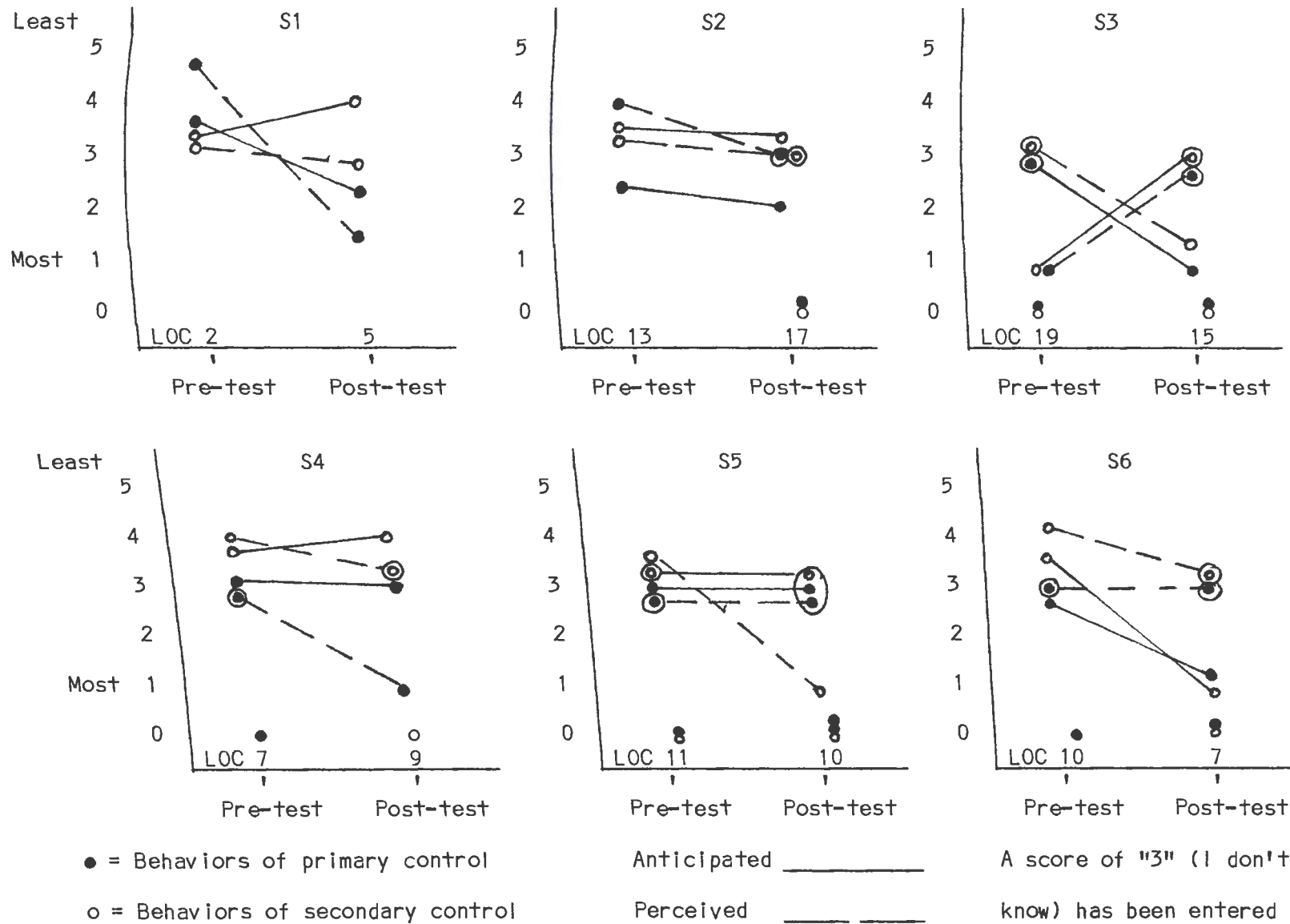


Figure 6 shows the anticipated and perceived effectiveness of primary and secondary behaviors selected by each subject. S1 and S4 (Internals) perceived behaviors of primary control to have been most effective. S3 and S5 (externals) preferred behaviors of secondary control. S2 and S6 remained uncertain. This will be discussed in greater detail in conjunction with the interview material below.

Figure 6. Anticipated and Perceived Effectiveness of Behaviors of Primary and Secondary Control of Each Subject Showing Locus of Control (LOC) (Pre- and Post-Tests)



A score of "3" (I don't know) has been entered where the score = 0 because the subject failed to respond.

Physical and emotional responses: Section II, Part I, E. Subjects were asked about their physical and emotional responses to sexual harassment on three occasions: on the pre-test and during the interview (both of which preceded training), and on the post-test. Interview data revealed several complaints that had not been included in the pre-test or the post-test questionnaire (see Appendix M for the questions asked in the Personal History). More physical reactions were reported during the interview than on either questionnaire. Externals reported more physical and emotional distress ($M = 10.3$ and 9.6 complaints, respectively), than did internals ($M = 4.0$ and 7.3 complaints, respectively). However, the total number of complaints (physical and emotional) decreased from $M = 18.25$ (pre-test and interview combined) to $M = 12.5$ on the post-test (see Appendix R for a summary of physical and emotional reactions experienced by subjects). The mean for physical complaints (each subject) was 3.0 , and for emotional complaints was 3.08 prior to training. Externals exhibited more physical symptoms ($M = 4.16$) than did internals ($M = 2.3$), but fewer emotional symptoms (externals $M = 2.6$, internals $M = 3.5$). Following training, physical symptoms declined for both groups ($M = 1.7$) ($t(5) = 3.78$ $p < .05$), but externals reported many more emotional symptoms ($M = 5.3$) than did internals ($M = 0.6$) (Table 15).

Table 15

Mean Number of Physical and Emotional Complaints of Subjects

Locus of Control	Pre-test		Post-test	
	Physical	Emotional	Physical	Emotional
Internal	2.30	3.50	2.00	.60
External	4.16	2.60	2.00	5.30
All Subjects	3.00	3.08	1.70	3.00

Conclusions

The following are observations concerning the accumulated data.

The reader is referred to Appendix N for specific t scores.

1. Locus of control scores remained stable for participants and did not appear to be affected by training (Table 1).

2. Although subjects came to regard inappropriate sexual behaviors as sexual harassment (rather than merely bothersome behaviors) following training, the change in attitude (Tables 2-4) was not statistically significant.

3. There was a statistically significant decline in the number of incidents of sexual harassment experienced. While the number of cases reported also declined, these did not reach statistical significance (Table 6).

4. While differences in the use of behaviors of either primary or secondary control by internals or externals following training did not reach statistical significance, the use of avoidance as a specific

behavior did. Externals selected threatening over other behaviors of primary control following training. Behaviors of secondary control declined for both internals and externals following training. Denial was preferred by externals, while internals selected avoidance. For the group as a whole, denial was the behavior most frequently employed. The use of behaviors of secondary control following training was statistically significant (Tables 8, 9, 10).

5. Anticipated effectiveness of behaviors of secondary control was greater immediately following training than one month later. Comparisons of pretest and one month follow-up tests (X_1X_3) were statistically significant. Behaviors of primary control were anticipated by subjects to be the more effective at each testing and the results comparing post-training tests and the one-month follow-up (X_2X_3) reached statistical significance. The use of any combination of behaviors was anticipated to be less effective than those of primary control, but more so than those of secondary control (Table 11, Figure 2).

6. Prior to training, subjects perceived behaviors of primary control to have been the least effective of the choices. Although following training, they came to be perceived as the most effective, the scores did not reach statistical significance (Table 12, Figure 3).

7. Training resulted in changes in both anticipation and perception of subjects' ability to deal with sexual harassment. Behaviors of primary control were both anticipated and perceived by the group as a whole to be more effective than behaviors of secondary control (Table 13, Figure 4). However, further examination of the scores of internals and externals (Figure 6) reveals that this conclusion is a statistical one and does

not accurately reflect the responses of individual subjects who were divided in their conclusions. It should be noted that two internals did select behaviors of primary control, while two externals selected behaviors of secondary control.

8. Physical and emotional symptoms declined for all subjects following training. However, while externals experienced fewer physical complaints following training, the number of emotional complaints increased.

Summary (of Interview and Testing Information) and Conclusions

The following information was compiled from the material gathered during the individual interviews conducted prior to the training workshop. All the details about the clients and their families were provided by the clients themselves. Personal observations and interpretations by this researcher are confined to the section entitled "Conclusions" for each subject.

Results of the questionnaires were compared on the basis of the following criteria: (a) the number of experiences of sexual harassment prior to and following the training workshop, (b) the use of behaviors of primary and secondary control, (c) victims' perceptions of situational vs. characterological blame, (d) anticipated effectiveness of behaviors of primary or secondary control prior to and following the training workshop, (e) perceived effectiveness of behaviors of primary and secondary control prior to and following the training workshop, (f) physical complaints prior to and following training, and (g) locus of control scores.

Similarly, conclusions about subjects address the following areas: (a) consistency of behavior with training (home environment) and locus of control, (b) history of confrontation in the family, (c) use of confrontation skills in the family, (d) situational vs. characterological self-blame (locus of control), (e) use of skills learned in the workshop, (f) evidence of change, and (g) perceived effectiveness of new behaviors. The reader may find Figure 7 (Anticipated Effectiveness of Behaviors) and Figure 8 (Perceived Effectiveness of Behaviors) in Appendix T useful when reading this section.

Subject 1The Interview

Subject 1 (S1) is a 36-year-old, divorced white female. She is employed as a microbiologist in a laboratory where the Director began making advances several years ago. At first she felt that it must have been something she was doing that attracted him. But after a year of avoiding him and denying that it was a problem, she confronted him and said she wasn't interested. The Director became angry and hostile and the harassment continued. S1 began to seek support from co-workers and she found many who had had similar experiences. She became affiliated with NOW for broader support. Eventually, a friend who was a lawyer suggested that she sue and helped her draft a letter of complaint. The case was favorably decided by the EEOC, but S1 is pursuing it in the State Courts because the atmosphere at work has become hostile and she feels that she is being denied promotion and advancement.

S1 is the second of four children. She was raised on a farm in a religious family that was very close. Her parents ran the farm and a small store. Although they argued, they were mutually supportive and affectionate. She believes that problems were resolved through compromise but that, generally, her mother yielded. Family members did not hesitate to confront one another. Her father employed sarcasm and teasing, while the children criticized each other's weaknesses. Her mother did not confront.

S1's marriage lasted nine years and ended in divorce. Her husband was unable to verbalize anger and denied that he was angry until they sought counseling. She said that he tended to be stubborn and made

decisions that she had to live with without consulting her on such issues as money and social engagements. Although she felt she had given equally to the relationship, he did not think she had.

S1 describes herself as strong, accepting, trusting, pleasant, independent, stubborn and a procrastinator. She has a strong sense of justice and a desire to correct what she senses may be wrong around her. She believes that her harassment stemmed from her pleasant and accepting manner, but she views it, and her divorce, as having contributed positively towards her independence. She is unafraid to express her opinion in a calm and assertive manner. She says she learned to do this when she took advantage of the assertiveness courses sponsored by NOW and she remained active in that organization.

The traditional female role has always been uncomfortable for S1. She became aware of this when she attended a woman's college in Virginia, an experience she found "empowering." NOW has provided the encouragement she needed to persevere in her suit despite the resulting problems.

The Questionnaire

S1 considers all inappropriate sexual behaviors to be bothersome and harassing. She has experienced only one incident of sexual harassment, but it has been ongoing and has varied in its form from overt sexual harassment to covert retaliatory action.

Her earliest attempts at dealing with the problem relied heavily on denial and avoidance and she wondered what she was doing that encouraged his behavior. She anticipated that these behaviors of secondary control would be more effective than taking direct action. However, she employed behaviors of primary control of threatening and taking direct

action as well. None were perceived to have been effective. Following training, she anticipated that direct action would be more effective. While she continued to use behaviors of secondary control, she abandoned threatening, favoring direction action. This is consistent with her locus of control scores of 2 and 5. S1 perceived that her behavior following training was highly effective, more so than she had anticipated.

S1 experienced many physical (5) and emotional (9) complaints compared to other subjects prior to training. This number was found to be greatly reduced one month following the workshop (1 physical and 2 emotional complaints).

Conclusions

S1's behavior is consistent with her background, training and locus of control. The pattern of confrontation in the family appears to have been indirect (teasing and using sarcasm, or in her mother's case, avoiding). S1 used similar behaviors in dealing with sexual harassment, believing it was she who had contributed to it and, therefore, she who had to prevent it. Following her assertiveness training, she began to use more direct approaches. She sued. However, this did not directly confront the harasser, since there was an intermediary, the lawyer. After participating in the training program, she wrote a letter directly to her supervisor concerning an ongoing policy of discrimination against her, a move that would be expected from someone exhibiting a high locus of control score. She perceived this behavior to be highly effective in discouraging additional harassment. Having learned appropriate techniques, S1 was able to behave in a more effective manner.

Subject 2The Interview

Subject 2 is a 22-year-old white female. From 1980 to 1983, she was employed at a technical university, where she ran a food service for an all-male dormitory. During that time she was repeatedly harassed, first by an older man who used to kiss her on the cheek, and later, when he left, by two young black males who made remarks and touched her (although not sexually). S2 was afraid that they might think her prejudiced, so she ignored their behavior. When the harassment continued, she thought she was leading them on in some way and felt angry and guilty. Still, she did not report them, nor did she tell them to stop. The problem was resolved when S2 was taken ill in 1983 and left the university.

Other incidents of sexual harassment, which went unreported, included a teacher in high school who repeatedly made advances to her. More recently, she had been harassed by strangers in the park when she was running. She was angry and thought she was provoking their attention, so she attempted to dress more modestly. The harassment did not stop. The only incident she reported to someone was one in which a strange man accosted her and exposed himself. This happened in high school and the school reported the incident to authorities, who provided short-term counseling.

In 1983, S2 sought medical attention because she had not menstruated in three years. A brain tumor was diagnosed and medication prescribed. Soon after, S2 began to experience hallucinations and was hospitalized repeatedly in a series of mental hospitals. She claims that the medication induced the hallucinations and that they disappeared when

the prescription was withdrawn. As a result of her illness and repeated hospitalizations, she became despondent and attempted suicide. She was sorry she failed to kill herself and is still undergoing therapy. S2 is bulimic and sees herself as overweight, although she is 5'7" and weighs 130 pounds.

S2 is the older of two children. She describes her home as "awful," although it appears to everyone to be fine. Her parents do not get along and are unable to resolve their problems. They snipe at each other constantly. Her mother deals with confrontation by getting angry, shrieking, becoming hysterical and finally locking herself in her bedroom. She has threatened suicide repeatedly. Her father gets angry and pale with rage and finally retires to the basement to avoid further argument. However, her parents do not hesitate to confront her. In response, S2 gives in immediately and goes to her room. She does not like confrontation and doesn't do it because she says she always feels that she is guilty and at fault. Her defense is to become passive.

She describes herself as depressed (since age 17), silly, frightened, lacking in direction, and, at times, suicidal. While she appears to be friendly, she says that she believes that she really is not. Moreover, she denies that she is attractive. According to her, her only positive quality is her intelligence and her ability to remember names.

The Questionnaire

S2 found inappropriate sexual behavior bothersome, but was less inclined than other subjects to label it as sexual harassment. She has experienced 5 incidents, but reported only 1. Her manner of dealing

with it was to deny it and hope that it would go away. When it did not, she felt angry, guilty and responsible for it. This is consistent with her locus of control scores of 13 and 17. Prior to training she anticipated that behaviors of primary control would be more effective, but perceived that none of the action she had taken had been effective. Following training, she anticipated that taking direct action would be more effective, but she was not sure because she had just taken a new job where sexual harassment was not a problem. Prior to training, she reported more emotional than physical complaints. One month following training, she was no longer experiencing any.

Conclusions

S2's behavior is consistent with her home environment and her external locus of control. Confrontation is handled by extreme measures by her parents, both of whom withdraw from the situation without resolving the issues. S2 exhibits similar behavior relying upon passive behaviors of denial, avoidance and withdrawal in dealing with unpleasant situations. Her failure to report the incidents of sexual harassment is consistent with her approach to problems, in general, blaming herself and denying that change is possible. It would appear that her history of depression (since age 17), the harassment, the bulimia, her illness and attempted suicide have contributed to an increasing sense of helplessness and uncertainty about her ability to make changes in her life. However, the fact that she chose to participate in the workshop indicates that she has not relinquished efforts to regain control and that what appears to be a state of helplessness is actually a means of adapting to uncontrollable events in her life.

Following training, S2 got a different job and reported that she was not experiencing any sexual harassment. While her seeking new employment does reflect an improvement in her mental health, no information about her ability to deal with sexual harassment under these new circumstances is available. It should be noted that during the month following training, S2's locus of control score became more external (17 compared with 13 on the pre-test). This may be explained by the greater involvement of her parents in monitoring her medication following the suicide attempt earlier this year. Rotter (1973) points out that extreme scores indicate maladaptive behavior. This is consistent with Janoff-Bulman's (1979) view that characterological self-blame is maladaptive in that the individual fails to learn new behavioral skills that will prevent the reoccurrence of the event. S2, in persisting in her passive approach to interpersonal experiences has anticipated failure to control her environment and is now employing secondary interpretive control to explain why nothing can be changed. In "going with the flow," she retains a sense of control that will protect her against future disappointment.

Subject 3

The Interview

Subject 3 is a 37-year-old divorced black female. She is employed as a cartographer for a Federal agency. S3 has experienced repeated sexual harassment. She said she has had some 40 incidents, the most recent of which involved a worker who, under the pretext of massaging her injured leg, reached all the way up to her crotch. Infuriated by his action, she reported him to his supervisor. The supervisor sought to mollify her so that she would modify her demands for the man's removal

from the department. S3 refused until she learned that the man was not far from retirement. Then she decided that she did not want to be the cause of a "brother's" losing his position. It was arranged that he would no longer enter her area. The incident was very upsetting to her. She said she felt guilty and she didn't know why. While she held him responsible for his behavior, she believed that his environment encouraged it.

Earlier experiences had occurred both on and off the job. Men at work had ogled her and made remarks. (As a defense she began to wear slacks and a long lab coat, believing it was her manner of dress or demeanor that encouraged them.) A supervisor had touched her repeatedly. A friend's husband had tried to seduce her. A strange man had pulled her into an alley and tried to assault her while passersby looked on. There were two incidents of rape: one by a cousin when she was 7, and one 10 years ago, by a former schoolmate. She did not report any of the incidents until recently, when she decided that this was her best defense at work. She had never told anyone about the rapes until this interview.

S3 is the oldest of three children. She has several half brothers and sisters, born of her father's previous marriage and numerous relationships. She grew up in a largely black city, known for its high crime rate; but because her father was well known, she was well protected. The atmosphere at home was good when her father, an alcoholic, was not there. Her mother worked and assumed all responsibilities for the home, her children and her husband. S3 always felt that her father did not love her, although he was concerned about her. Her mother withstood a

great deal of abuse before she finally became angry and asserted herself. S3 made an effort to avoid confrontations at home with her parents or with her siblings. She is now more willing to speak her mind, but still avoids becoming involved in family problems.

S3's marriage lasted five years. Her husband was a compulsive gambler, who left her with all the bills and the responsibility for raising their two children. He was in the military and was overseas for several years. During that time, S3 avoided other men (she generally avoids physical contact of any kind), but her husband had many affairs. She tried to give him everything he wanted, but there was no sharing in the relationship. After their divorce, she was not able to support herself, so she continued to live with him in his house and to provide him with money, knowing that she would never get it back. She says she feels taken advantage of, disgusted and guilty. She is especially angry because his adult children came to live in the house and she was forced to assume responsibility for their upkeep, despite one son's drug addiction.

S3 describes herself as someone who cannot say "no." She likes people and can't stand to see them suffer. She is optimistic and loves children. She says that on all issues but sexual harassment she tends to avoid confrontation. She assumes a stoic and submissive stance until conditions become so unbearable that she becomes angry. This anger is rarely expressed because she finds that anger interferes with her ability to think rationally. Consequently, she gives into people, avoids them and feels guilty and helpless. This inability to confront, she believes, stems from a lack of assertion skills, which she hoped to learn in this workshop.

Questionnaire

S3 considers all inappropriate sexual behaviors to be bothersome and sexually harassing. She had a long history of sexual harassment and reported some 40 incidents, among them, two cases of rape. In each case she wondered what she had done to create the situation and concluded the situational factors were to blame. She recently took to wearing a smock and slacks to conceal her body from the men at work. Prior to the training, she anticipated that these were the most effective ways to deal with sexual harassment, but she didn't know whether they changed anything. Following training, she anticipated that behaviors of primary control, threatening and direct action, would be more effective, but she did not use them. She continued to use denial and, to a lesser extent, avoidance. She took no direct action other than to threaten and made no effort to report the harassment, but she perceived these actions to be effective. This is consistent with previous studies of externality, as reflected in the locus of control scores of 19 and 15.

This subject has a long history of illnesses and accidents. She contracted a virus in 1966, which paralyzed her for two weeks. In 1979, she was hit by a car and still suffers back pains. Corrective surgery has been recommended for her neck and leg. She has gained a lot of weight in the past five years and suffers from exzema. She listed 13 physical and 7 emotional complaints prior to training. Following training, the physical had been reduced to 2, and the emotional to 5.

Conclusions

S3's behavior is consistent with her early experience, her mother's model and her locus of control. Perseveration in the absence of positive

reinforcement is characteristic of externals. S3's wide range of attempts to deal with the harassment indicates effort on her part to stop it. However, she recognized that her efforts were ineffective. Her reliance on denial and avoidance reflects behaviors of secondary control in that, by using these techniques, she attempts to adapt to conditions that she believes she cannot change. This pattern is repeated throughout her personal history. She is wary of confrontation and afraid of anger. She assumes a passive stance and refuses to confront until the situation becomes untenable. Eventually, she assumes responsibility for other people's behavior and feels guilty about having contributed to it.

This behavior is characteristic of adult children (of an alcoholic parent) who assume the role of "hero" in the household. Feelings are denied and never discussed and the child comes to believe that it is his/her responsibility to correct the problems of the home. Unable to do so, the child feels guilty and continues, in adulthood, to try to bring about these changes (Woititz, 1983). Prior to training, she made some use of threatening and reporting. Following training, she used threatening to a greater extent, but made no effort to report the incidents. This indicates that training had provided her with new skills for direct confrontation. The addition of threatening to her response repertoire indicates that S3 feels that change is possible through behaviors of primary control. This change is also reflected in the drop in physical symptoms from 13 to 2, and in emotional complaints from 7 to 5, indicating an improvement in her mental health.

Subject 4The Interview

Subject 4 is a 27-year-old, married, white female employed as a horticulturalist. She has worked for a federal agency for three months. Most of her co-workers are male. Recently, a man in his 40's began approaching her when she was working alone. He watched her, made comments about her clothes, asked about her personal life and asked her out, although he knew she was married. S4 mentioned the incidents, in passing, to her supervisor, a woman; but the supervisor did nothing about it. S4 then confided in a fellow worker, although she knew that she could not help her because that worker was a volunteer. She told her husband, who advised her to avoid the man and report his behavior. She tried to avoid the man at work, but she felt responsible for his advances, although she didn't know why. When she felt he was around she wanted to hide. At other times, she was constantly on her guard. She was unable to confront him and tell him how she felt.

There had been two previous incidents of sexual harassment. In high school, a teacher who had been a friend of the family made suggestive remarks and eventually grabbed her and kissed her. She did not tell her parents because they knew and liked him. In college, a Math teacher withheld her grade until she agreed to come to his office (a cottage on campus) to discuss it. Fear of not being believed prevented her reporting it, although she regrets not having done so.

S4 was the fifth of eight children. She recalls that the relationship between her parents was good. Problems were discussed and worked out and solutions mutually agreed upon. But her mother never

spoke about her personal feelings if something bothered her. She would be quiet and not answer her husband. Thus, tension existed, but was concealed from the children. If someone had to yield, it was her mother who did. Communication between the parents and children was not open. Topics such as killing and sex were not discussed in the home. As a result, S4 knew very little about the dangers she might confront.

S4 is married and says that when problems arise between herself and her husband, they are discussed. Sometimes they agree to disagree, but should someone have to give in, she usually does, albeit reluctantly.

S4 describes herself as shy and quiet, a thinker, but not a talker. She thinks she is too trusting. She says she is responsible and a hard worker, able to handle situations. (This coincides with her locus of control scores of 7 and 9). Her difficulties arise in her inability to be as outgoing as she would like, for fear that others might misjudge her and see her as leading them on. Because of this, she does not know how to deal with men on the job. Situations in which a male is the boss are difficult for her. In dealing with such problems, she employs denial and avoidance and attributes the cause to her own behavior. She is generally shy about confronting people and prefers to say nothing because she is unsure if it is her place to do so. She says that she doubts that her parents would ever confront anyone either. While she is open to advice (such as that given by her husband that she report the man), she rarely acts on it, hoping that it will stop by itself.

Questionnaire

S4 believes that all inappropriate sexual behaviors are bothersome. However, she did not classify them all as harassing. She has had three

experiences of sexual harassment. In all three cases she relied upon denial and avoidance and took no direct action to stop it (other than to mention it to her supervisor). She felt surprised, angry and unsure what to do about it. She wondered what she was doing that encouraged it. This is consistent with her self-description of being capable and responsible and with her locus of control scores of 7 and 9, which reflect her sense of personal accountability.

Prior to training, she anticipated that nothing she could do would be effective. She was unsure about the effectiveness of behaviors of primary control and recognized that behaviors of secondary control might be detrimental to her. Following training, the anticipated effectiveness remained unchanged, but she perceived that behaviors of primary control had been more effective. No further incidents were reported, but she said that she had become very watchful and cautious about people who approached her during the day. This behavior ceased when the harassment did not reoccur during the month following training. She had worked out a plan in her mind as to how she would respond if he did approach her.

S4 reported very few physical or emotional symptoms, other than tension headaches prior to testing. These ceased to occur during the month following training.

Conclusions

S4's behavior reflects her early training of trusting people and avoiding confrontation. Her use of denial and avoidance are not surprising in light of her earlier experience with sexual harassment when she failed to report it for fear of not being believed. In addition, the topics of sex and/or violence were clearly avoided in her parents'

home (her mother hid the newspaper and magazines) so she grew up unaware of how to talk about them or deal with them. The absence of opportunities for modeling confrontation skills as she grew up has resulted (by her own report) in her inability to deal with males, especially those in positions of authority. S4 is more likely to seek solace and advice than to confront in her own defense. The workshop offered S4 an opportunity to explore new skills and to discuss her experience openly in a sympathetic setting. Following training, she developed a plan of how she would respond to the harasser, should he approach her. Since learning to plan such responses was part of the workshop, and since such planning must be based on an anticipation of success, it can be concluded that training contributed to altering S4's behavior, if not to preventing further harassment.

Subject 5

The Interview

Subject 5 is a 25-year-old, female immigrant from India, who describes herself as black (but not Negroid). When she registered for the workshop, she was employed at a local university, but her income was insufficient to meet her needs. Her father and her boyfriend, with whom she lives, contribute to her support. Her father is unaware of her living arrangements.

She described the situation at work as "legitimate" sexual harassment, but not something she could put her finger on. When she first interviewed for the job, the supervisor told her about his background in great detail, saying that teachers from his (foreign) country were immoral and that he had had several affairs. She had known of his repu-

tation, but took the job anyway, because he was in a position to refer her to Harvard, which he did. During the time she was employed, he pressured her for dates, although he knew she had a boyfriend. She attributed his behavior to her being "black," saying that he thought she was therefore "available." While at work, he appeared to be businesslike, but his remarks and teasing were such that they left her frightened of meeting him. She often forgot to sign in and lost pay as a result.

She had a similar experience with a previous supervisor, who used to walk behind her and would tell her stories about his girlfriends. When she refused his dinner invitations, he increased her workload and began to complain about her work.

In neither case did S5 confront the harasser. She tried to make a joke of it and finally came to feel "defiled" when she interacted with them, as well as helpless to prevent the incidents.

S5 is the older of two children, born to Bengali parents in India. Her father holds a prominent position and the family accompanies him when he travels. S5 says that she hated her home because it was oppressive. Her mother insisted upon her own way and was always being hospitalized for mysterious illnesses, which were never diagnosed. She wanted a lot of attention and if she didn't get her way, she screamed. This behavior resulted in constant quarreling at home. Her father gave in to his wife's demands, but then got even by refusing her the attention she craved. He was very cool and hostile, sometimes refusing to speak to her. This behavior was in stark contrast to his reputation as an assertive, confrontive government official.

S5 describes herself as "wonderful." She says she "gets by successfully" because of her assertiveness, sense of humor, sharp brain,

Interest in the world around her and her imagination. At the same time, she sees herself as fat and is very sensitive to comments about her proportions. She says she is lacking in discipline, without a sense of responsibility, and occasionally too confrontive with people. Contrary to Indian custom, she is living with a man, a medical student, whom she does not intend to marry. She has not told her parents, nor does she intend to do so, although she thinks she should tell them before someone else does. She has, in the past, found herself ostracized by other members of the Indian community because of her open association with males, her drinking, smoking and cussing. She believes that the "guys" feel that she is "an anathema" to them and that they have recently begun to make nasty comments. She has begun to confront them about it and feels better for having done so. She does not believe that her behavior has been the cause of either the harassment or the comments. She attributes it entirely to her being "black." Were she white, they would not do it.

Questionnaire

S5 finds all inappropriate sexual behavior to be bothersome, as well as sexually harassing. While she notes some 20 experiences of sexual harassment, only two are described in detail. She reported these incidents to friends and family, but she generally attempted to make a joke of it. She was uncertain, prior to training, as to whether such behaviors of secondary control might be effective and perceived that nothing had improved. Immediately following training, she anticipated that behaviors of primary control would be most effective. But one month later, she was no longer certain and perceived that behaviors of secondary

control had been highly effective. No prediction of her behavior may be made from her locus of control scores of 11 and 10. The incident she described in the follow-up questionnaire involved a confrontation with her boyfriend. This did not involve sexual harassment, but dealt with "power." She refused to agree to leave a party until she was ready to go. She described her behavior as childish, but felt satisfied that she had made the point that she could not be coerced. Similar incidents of confrontation with the boyfriend were described during the month following training in which S5 insisted upon her independence. During that month, S5 lost her job because the term came to an end. She wanted to reapply but was afraid because she feared that the harassment might resume.

S5 experienced a wide range of physical symptoms (9) prior to training. Following training, the number of physical complaints had declined to 4 but the number of emotional complaints had increased from 2 to 11. This decrease in physical and increase in emotional complaints was characteristic of external subjects.

Conclusions

S5's behavior is inconsistent with her cultural background and cannot be evaluated in light of her locus of control scores (11 and 10). She tends to make good use of information and situations, which is characteristic of internals, but she is devious in her use of avoidance and denial. She knows that her father would object to her living arrangements and would refuse to support her; so she doesn't tell him and continues to take his money. In like manner she acknowledges that her boyfriend owns the car and provides her with food and clothes, but

she insists that she is completely independent while continuing to take his money. She was aware that her supervisor had a bad reputation when she took the job, but she agreed because he could give her a referral to Harvard, which she wanted. S5's behavior appears to resemble the Machiavellian approach described by Phares (1976). "Whereas internals seek objective control of the environment, high Mach people seek a form of power through manipulation of other people [which results] not from a belief in their own power or effectiveness but from a pervasive sense of powerlessness or lack of confidence. . . ." (p. 100). Machiavellian behaviors are not specific to internals or externals. Internals may resort to it when all personal efforts are exhausted, while externals may attempt it when placed in a situation requiring such action to obtain a valued goal (Phares, 1976). S5 has thus incorporated some of her mother's manipulative patterns into her own coping skills. She has a history of back pains and during the training session had been unable to sit in one position for any period of time. She eventually sat on the floor. Her sensitivity about her body image and her efforts to manipulate situations indicate a lack of self-confidence. She is more likely to attribute blame to other people's unreasonable behavior than to examine her contribution to the situation. While she expressed anger at her having been sexually harassed, she was unaware that her having accepted the position (with a man who was known to behave this way) precipitated her having been victimized. This inability to anticipate the consequences or the effectiveness of her behavior tends to explain why, one month after training, she reported that behaviors of secondary control had been most effective in dealing with issues involving confrontation.

The pattern of attempting to manipulate events and people was further evidenced during the week following completion of the research project when she failed to return the questionnaire. In response to a telephone request she blamed the post office and said it had been mailed on the date requested. It was received the next day.

While there appears to be no behavioral evidence for change, the shift from physical to emotional complaints suggests that some change has occurred. How this will be reflected in her behavior cannot be predicted.

Subject 6

The Interview

Subject 6 is a 36-year-old, single, black female who enrolled in the workshop when she lost her job as a result of what she called "harassment on the basis of sex." She believes that a co-worker, with whom she came into conflict was being sexually harassed by their mutual supervisor, a man who was a friend of S6's family. Because of her knowledge of the law, S6 obtained the job with the D.C. Government reviewing law briefs. The supervisor would leave work at noon with her co-worker and they would be gone for several hours, leaving her to complete the co-worker's assignments. When she protested, the supervisor created a hostile environment, limiting her phone calls, interrupting her lunch, and creating conflict between her and the people with whom she worked. When she became aware of what she felt was the supervisor's manipulative behavior, she discussed it with the co-worker, who suggested that she, too, develop a "special relationship" with him. S6 told her family and friends about the situation, but realized that no one could help her. She felt angry and suffered from loss of self-esteem as a

results of the supervisor's denegrating her work. After 90 days, she was let go as part of a reduction in force. She felt that she had been sexually harassed and fired.

She had had one previous experience of sexual harassment in college.

A man (also a friend of the family) had rubbed his hand across her breasts. She was infuriated and spoke to his secretary about it. By accident, she discovered the solution because the secretary was involved with him and confronted him each time that S6 complained. This put a stop to the harassment. However, had she known about their relationship, S6 would never have told the secretary.

S6 is the older of two girls. There are ten years between them, so that she feels that more of an adult-child relationship existed between them. Both her parents worked, her father by day as a sociology instructor at a university, her mother, by night, as a nurse. They split the child-rearing responsibilities until S6 was old enough to begin to look after her sister. At that time, her father developed alcoholism, but his condition did not begin to seriously disrupt the home until she went away to college in California. She recalls that her mother went to great pains to shield the girls from the effects of his drinking. She described her mother as a passive, resistant person, who ignored her husband's behavior and did not confront him openly. It was her father who was outspoken and domineering. Because she was away at the height of his drinking, S6 retained a positive image of her father, so much so that she has been unable to find a man who treats her as well as her parents did. She continues to live at home and is still not financially independent.

S6 describes herself as spontaneous, open, articulate and caring. She sees herself as traditional. But she also recognizes that she tends to procrastinate, to be argumentative, outspoken and oversensitive. While she likes challenges, she resists change. Washington has failed to meet her needs for professional development. She did not complete her Ph.D. several years ago and now believes that if she is to succeed, she must do so. She sees it as the key to the power structure that will put her on an equal footing with men. She describes the harassment at work as a power struggle in which men seek to capture and control the youthful spontaneity of women, which they find sexually attractive. As a result, her efforts to challenge and question are repeatedly thwarted and the weapon for doing so is sexual harassment. She believes that California has a much healthier attitude towards women and she would like to go back, but she has no immediate plans to do so.

Questionnaire

S6 is strident in her beliefs about bothersome and sexually harassing behaviors and considers them one and the same. She has had two such experiences and reported them to friends and co-workers. She did not confront the harasser in either case, nor did she feel that she was in any way to blame, but she hoped that somehow things would get better. Prior to training, she anticipated that behaviors of primary control would be most effective. This anticipation was even greater immediately following training. One month later, she anticipated that behaviors of secondary control would be more useful. However, at neither time did she perceive that she had been successful in changing the situation. Her reluctance to take any action on her own behalf is in conflict with

her locus of control scores of 10 and 7. Emotional complaints predominated over physical complaints (8 vs. 3) prior to training, but none were reported a month later.

Conclusions

S6's behavior is in keeping with her rational, intellectual approach to living. She is somewhat strident in her opinions, demanding (during discussions in the workshop) that people change their behavior to allow for complete freedom for the individual to behave (and dress) according to his/her personal preference. She tends to disregard the concept of stimulus and response, expecting completely rational and just behavior from everyone. Thus, she feels that she should be able to walk naked down the street and be unafraid of being assaulted. This tendency to assign responsibility is characteristic of internals who believe that because they accept responsibility, everyone else should too.

Having been raised by her parents as an "equal among adults," S6 is accustomed to being consulted about decisions. She has difficulty dealing with authority and was totally unprepared for what she refers to as "harassment on the basis of sex." Her mother did not model confrontation skills but went to great pains to protect her daughters from the effects of their father's alcoholic behavior. As in other alcoholic homes, denial and refusal to discuss the problem or confront the alcoholic were the rule. S6 became the parental child to her sister and claims to have been unaffected by her father's drinking. Nevertheless, the fact that she continues to live at home and has been unable to find anyone who would treat her "as well as her parents have" indicates a strong dependency upon her parents and an inability to achieve financial and/or

emotional independence. This vacillation between dependence and independence is reflected in her choice of behaviors of secondary control, which allow her to see "how things will work out." Each of her jobs has come to her from a friend of the family and she says that you must know someone to get a job. The pattern of waiting while wishing for change reflects an inability, or unwillingness, to make choices. It would appear that she has developed an intellectual concept of what should be which masquerades as an internal score on the locus of control scale. As a result, a conflict exists between what she anticipates is appropriate and her ability to potentiate those anticipations.

S6 experienced no further harassment following the workshop. The decline in physical and emotional symptoms from 11 to zero indicates an improvement in her mental health. However, no evidence is available to conclude whether she made use of the skills for confrontation presented in the workshop.

Chapter 5: Summary, Conclusions and Recommendations

The Project

The material assembled for this project was intended to be used in an industrial setting, where the relationship of sexual harassment to productivity might be explored. Initial efforts to implement the study were greeted with interest from the business community, but none agreed to participate. Attempts were made to secure volunteers by advertising in the newspapers and on TV and contacting members of the helping professions, who were in a position to refer victims. Only six subjects were identified and it was decided to proceed with the study using a single-case design to determine if training influenced the ability of victims to cope successfully with sexual harassment and whether that ability was related to locus of control.

Six female subjects participated. Each subject filled out a questionnaire about her experiences of sexual harassment and completed the Rotter Internal-External Locus of Control Scale. Extensive interviews dealing with the subjects' personal histories were conducted. All subjects were then involved in a one-day training course, which was designed to provide information about the history of sexual harassment, the laws that have evolved pursuant to the Civil Rights Act of 1964, and techniques designed to help the victims to defend themselves. Immediately following the workshop, subjects completed a questionnaire about their willingness to try new behaviors and what they anticipated might happen if they did these things. During the following month, they completed three follow-up questionnaires about their weekly experiences with confrontation and sexual harassment. The original

questionnaire and the locus of control scale were readministered one month after training. On the basis of their scores on the Rotter Scale, subjects were designated either "internal" or "external." There were three of each.

The Findings

In presenting the findings in this study, the researcher has relied upon the opinions expressed by Kazdin (1982), Hersen and Barlow (1976) and Risley (1970). The data represents a variety of measures related to the behavior of coping with sexual harassment and is reported on the basis of visual inspection of the means and correlated t tests. It is the opinion of the researchers herein relied upon that while statistical evidence may provide evidence that the change in behavior is reliable, only the experimental design can provide information about what caused the change. (The reader is referred to Appendix N for the results of the correlated t tests and to p. 7 for the statement of the hypotheses.

Findings Related to the Hypotheses

Ho. 1: The questionnaire revealed that five of the six subjects agreed, prior to training, that uninvited sexual attention constituted sexual harassment. Following training, this view was held by all six. The null hypothesis concerning conceptualization could neither be accepted nor rejected since convincing statistical evidence was unavailable. It may be that subjects came to substitute the term sexual harassment for bothersome and that no change in attitude actually occurred. (The reader is reminded that the intention of this question was to sensitize subjects to the definition of sexual harassment as presented in the questionnaire and that there was no intent to imply that any changes in attitude con-

cerning the definition were the result of training.) However, it should be noted that S2, who did not consider behaviors to be sexually harassing prior to the workshop, changed her mind following training. In the absence of changes in other members' scores, one must conclude that training (or participation in this group experience) influenced her decision, since she alone dissented from the group's opinion.

Ho. 2 and Ho. 3: The number of incidents decreased sharply for four of the six subjects over the next month. This change was statistically significant, $t(5) = 4.75$, $p < .01$. The number of incidents reported also decreased, but this was not statistically significant. Visual inspection of the data (Table 6) reveals that while S1 experienced only one incident, she reported it five times. S3 no longer reported the incidents although she experienced four. Combining the data to create an average of post-test scores results in the following: The number of post-test incidents = 5. The number of post-test reports = 5. Using combined information one might mistakenly conclude that all incidents were reported.

Ho. 4: While internals tended to report incidents at a higher rate than externals both prior to and following training, thus rejecting the null hypothesis, t scores for reporting behaviors (taking action - Table 9) failed to reach statistical significance. This may have been the result of the extremely small number of subjects (three in each group).

Ho. 5: None of the behaviors of control employed reached statistical significance when the group was divided on the basis of locus of control (Table 8), probably because there were only three subjects in each group. However, visual inspection clearly reveals changes in the

use of behaviors of control of internals and externals. Avoidance and denial were the behaviors of control most used by all subjects, regardless of locus of control prior to training. While avoidance techniques declined for all subjects following training, denial continued to be preferred by externals. At the same time, their use of avoidance declined. Externals also increased their use of threatening, but failed to take any direct action. Avoidance was employed by internals more often than by externals, both prior to and following training. This tends to contradict earlier research findings (Rothbaum, 1982), that externals are more likely to employ behaviors of secondary control. The use of these behaviors appears to be universal when subjects are presented with a problem whose solution lies beyond the realm of their experience. Externals increased their use of threatening behavior, but stopped short of taking any direct action to report following training. This represents a shift in locus of control for externals, since threatening is a behavior of primary control usually attributed to internals. Here, again, we hesitate to state conclusively that change has occurred. However, the findings to indicate that training may, indeed, influence locus of control.

Ho. 6: Immediately following training, one external subject anticipated that behaviors of primary control would be very effective if undertaken. Only one subject, an internal, anticipated that behaviors of secondary control would be most effective (See Appendix R for scores). Because behaviors of primary control are usually preferred by internals, the anticipation of the success of behaviors of primary control by an external represents a change in locus of control. However, in light of

our findings that internals employ behaviors of secondary control (contradicting Rothbaum's 1982 findings that externals choose these behaviors), the anticipation of the success of these behaviors by an internal no longer is cause to reject the null. Further study is necessary before a decision can be made.

Ho. 7: There were changes in scale scores on the post-test of the Rotter Scale, but no subject was reclassified as a result.

Findings Unrelated to the Hypotheses

Visual inspection of the means revealed information that might have been obscured had the study been designed to observe only locus of control and not specific behaviors of primary and secondary control. Most notable among these was that avoidance was the most likely behavior to be selected by subjects regardless of locus of control. It was expected that following training, subjects would select behaviors of primary control which were taught during the workshop. While there was a move in that direction, denial supplanted avoidance one month following training. Subjects reported that they did nothing, ignored the behavior, or made a joke of it. Behaviors of secondary control reached statistical significance, $t(5) = 8.32$, $p < .001$, but the change was internal (from avoidance to denial).

The internal subject, S1, took direct action and denial and avoidance decreased. This is consistent with the behavior of internals reported in the literature. The external, S3, continued her use of denial, although avoidance declined and was replaced by threatening. Her use of behaviors of primary control was a projected outcome of training, but contradicts the literature with regards to the behavior of externals. More consistent with the literature was her continued use of denial.

It is interesting that where subjects' scores approached the median, behavior became less predictable. It is hard to classify these subjects as specifically internal or external since both the median and the mean hovered about 10 and the deviation was approximately 4.5. The locus of control scores of these subjects did not accurately reflect their behavior. S5 was classified an external with locus of control scores of 11 and 10. Since she was Hindu and an immigrant as well, it was to be expected (Rotter, 1975) that she would be passive and assume the more fatalistic stance of her cultural background. She did neither. S6, a black who was classified internal (10 and 7) was expected, on the basis of her race (Rotter, 1975) to be more external in her score. She proved to be one of the "defensive internals" described by Rotter (1966) who masquerade as internals (on paper) but actually view the world from the perspective of an external, relying upon more powerful others and dependent upon external forces.

Differences in anticipated effectiveness of behaviors of secondary control were found to be significant for pre- and post-testing ($t(5) = 3.85, p < .05$). Although the change in anticipated effectiveness was significant, four of the six subjects predicted that such behaviors would be ineffective (Table 7, Appendix T). Similarly, correlated t tests for the pre- and immediately post-training tests of behaviors of secondary control were significant ($t(5) = 7.75, p < .01$). While this was not so for behaviors of primary control (no significant change was found), Figure 7 (Appendix T) reveals that four of the six subjects anticipated that behaviors of primary control would be much more effective.

Perceived effectiveness of behaviors of secondary control and perceived effectiveness of any combination of behaviors reached statistical

significance. Here, again, visual inspection of the means (Figure 8, Appendix T) points out that the group was divided about effectiveness. Two Internals found behaviors of primary control more effective; two externals preferred behaviors of secondary control; two failed to respond.

Table 14 reflects the overall response of the group, i.e., that it is better to do something than to do nothing at all ($t(5) = 4.73, p < .05$).

Conclusions and Implications

Although this study is limited in scope by the small number of subjects, evidence appears to indicate that victims could differentiate between sexual harassment and bothersome behaviors. While externals experienced more incidents of sexual harassment, they seemed less likely than Internals to report them. When subjects did report, they sought out friends, relatives and fellow workers, none of whom were in positions of authority. It would appear that they were seeking moral support rather than change, since change would require some form of confrontation. It was not possible to determine whether training altered this pattern because of the decrease in incidents during the one month following the workshop. However, the internal subject who continued to experience sexual harassment did continue to report at a higher rate than did the external subject who told no one.

The choice of behaviors of primary or secondary control in dealing with sexual harassment seems to be governed more by experience with confrontation and a knowledge of confrontation techniques and interpersonal skills than by locus of control. Each of the women described a home in which confrontation was either avoided or inappropriately handled. During

their developmental years, each had had to deal with one or more of the following problems: isolation as a result of peer rejection; highly stressful environment conditions (growing up in a dangerous area); lack of communications between child and parent on matters concerning sex and personal (physical) boundaries; highly stressful familial conditions (a mother who threatened suicide; a hypochondriacal mother; parents who verbally abused each other; a father who was alcoholic); unusual attachment to parents to the exclusions of same age friends. These conditions were not limited to externals or internals, but were experiences shared (to a greater or lesser degree) by all participants. Only Subject 1 was able to take action on her own behalf and she learned to do this at a seminar on assertion. It should be noted that she continued to experience interpersonal difficulties at work, probably because her manner had now become too strident. Subject 3 had recently begun to report, but generally, did not do so. For the most part, subjects adopted the confrontational styles of their mothers (i.e., they didn't confront). One developed the manipulative style of her hypochondriacal mother. Another failed completely to detach from her parents, so that each job she got involved a friend of the family. All depended upon denial and avoidance, which proved to be no defense at all. The evidence would seem to indicate that a strong relationship exists between failure to learn confrontation skills and the experience of sexual harassment.

Despite the findings concerning confrontation, the research does tend to indicate that training victims in techniques to cope with sexual harassment alters their anticipation of success and thereby encourages them to attempt new behaviors. Successful outcomes are then perceived as

more successful than anticipated. This reinforces Rotter's theory that expectancies are learned and that the anticipation that a given behavior will be successful increases the potential for that behavior to be attempted.

The questions may be asked: Is this a normal sample of the population given the wide variety of backgrounds and experiences of the subjects? One might be inclined to conclude that most people rarely experience the things described by these subjects. However, rarely do we interview research subjects in such depth. Nor is it unusual, when reviewing the history of sexual harassment, to discover personal histories that appear to depart from the average life experience. However, it is the opinion of the researcher that this sample cuts across the normal population with regard to age (25 to 37, the largest group so affected, MSPB, 1981), sex (most victims are female), marital status (never married to divorced), mental health status (few emotional complaints to many such complaints), physical health (many somatic complaints to none), experiences of harassment (less severe to rape), employment (clerical to managerial) and education (no college to ABD). The group is racially representative (40% black, 50% white, 10% foreign) of our community, as well as economically representative (from completely dependent financially to completely independent). Kazdin (1982) views this diversity as important in making inferences about the causality of treatment. "If change is demonstrated among several clients who differ in subjective or demographic variables . . . the inferences that can be made about treatment are stronger than if this diversity does not exist" (p. 91). Conversely, Barlow and Hersen (1984) point

out that one of the pitfalls of a truly random sample in applied research is that the more adequate the sample, in that all relevant population characteristics are represented, the less relevance will this finding have for the specific individual. The major issue here is the contention that the better the sample, the more heterogeneous the group. The authors contend that greater diversity results in specific effects of a given treatment on an individual with certain combinations of problems becoming lost in the group average. Thus, reliance upon group averages and failure to refer to individual scores obscure the effects of treatment and the individual clinician would be unable to differentiate helpful from harmful techniques (Chassan, 1969).

The value of the training approach cannot be discounted because of the tentative nature of the findings. Training programs offer an opportunity for education, group interaction, modeling, experimentation, reinforcement and cognitive development unavailable in other forms of intervention. While change in this study may not be obvious, it is evident that small changes, painstakingly implemented, result in altered (and, hopefully, more positive) expectations, behaviors, and perceptions.

Limitations

The use of the single-case design has limitations reminiscent of the French proverb, "Entend une cloche, entend une sonne." (He who hears one bell, hears one sound.) However, the careful consideration of each case in-depth allows the researcher to explore areas of concern that would otherwise go unnoticed. Rotter (1966) recognizes that the Locus of Control Scale is limited in its ability to discriminate individuals and is more suitable for investigation of group differences. However, when viewed

from the perspective of behaviors of control in conjunction with detailed personal histories and other test data, it can provide guidelines for understanding responses of subjects in situations which appear to have become hopeless.

It has been suggested that no real change occurred and that subjects merely learned that repeated, uninvited, and unwanted behaviors of a sexual nature, while bothersome, are actually sexual harassment and, as a result, began to refer to them as sexual harassment. While this semantic alteration is quite possible and even very likely, it does not alter the results of the study, i.e., that, overall, it appeared that avoidance and denial continued to be the behaviors of choice following training. It is only when we examine the means on the basis of locus of control that it becomes more evident that externals are more likely than internals to employ denial rather than avoidance, and that they are less likely than internals to take direct action following training (Table 8). The greatest difficulty in interpreting these numbers lies not in the semantic alteration but in the severe time constraint to which the research was ultimately confined. Sexual harassment is a process that develops over time. Because the follow-up was restricted to a one month period during which time three subjects got new jobs, it was not possible to determine how (or if) they would have used the skills they learned in the workshop.

Is this, then, a problem that is amenable to training? In view of the findings that internals are more likely than externals to take action following training, we might conclude that intervention might be effective, especially for internals. However, it is also possible that most people

employ behaviors of secondary control successfully and feel that they are handling the situation to their satisfaction. (This would account for the failure of more victims to enroll in the workshop.) Nevertheless, this conclusion tends to oversimplify a highly complex, controversial and political issue. The fact that people in third world countries reject medications for illnesses because they are unfamiliar with them does not diminish the severity of their illnesses, nor the value of the medication. It merely points out the need for more education. Similarly, because victims think they know how to cope with sexual harassment, does not necessarily mean that they are doing so. The situation has consequences for physical and mental well being discussed in this study (Table 15), as well as economic repercussions discussed by other researchers (MSPB, 1980). What is needed is more education, not less, but the problem of how to go about providing it remains unresolved.

The question of the adaptive or maladaptive nature of behaviors of primary vs. secondary control is not addressed in this research. Lazarus (in Breznitz, 1983) discusses the circumstances under which denial or avoidance may yield either positive or negative outcomes, saying that denial has been shown to be beneficial to morale and recovery when people have experienced incapacitating physical or emotional trauma, but also fatal, as when physical symptoms of cancer or heart disease are neglected. In discussing "problem focused coping" and "emotion focused coping" he points out that the former requires changing a damaging or threatening relationship between person and environment (sexual harasser) and the latter requires regulating the emotional distress produced by that rela-

tionship (the experience of sexual harassment). Clearly, this creates an ambiguous situation where the two coping strategies may conflict. Problem focused coping requires action, whereas emotion focused coping is internal. Lazarus also refers to the time-related implications, saying that if the same stress is encountered repeatedly, "denial (which could keep up morale and keep down stress) will prevent ultimate mastery" (p. 24) of the situation. Finally, he concludes that "It is far more dangerous to deny what is clear and unambiguous than to deny what cannot be known for certain" (p. 25). He concludes with the observation (supported by Rothbaum, 1982) that there is a difference between denial of fact and denial of implication and that the use of denial has been shown to aid effective adaptation. Whether denial is situationally adaptive in cases of sexual harassment remains to be explored.

Recommendations for Future Research

This project has been fraught with innumerable setbacks, the most striking of which appears to be the failure of all efforts at advertising to involve either business establishments or individual subjects. The reason may be indigenous to the topic itself. Sexual harassment is an emotional subject which is greeted simultaneously with ridicule and serious resolve. Victims are afraid to come forward for fear of jeopardizing their jobs. They know that to complain is to invite trouble, to be labeled a "troublemaker," to ensure that they will never advance while employed where they are, and to increase the likelihood of their losing their jobs. On the other hand, not to complain is to court physical, emotional and psychological distress, all of which can result in the same outcome: losing their jobs.

Employers are no more anxious than victims to pursue the topic, although they realize that the law currently favors the victim. They would rather "not give people ideas" by providing information beyond the statement that sexual harassment is illegal. The assumption widely held is that if you don't invest a problem with too much importance, in time, it will go away. If training is provided at all, it is the managers and supervisors (whom the law holds accountable) who are trained. Regrettably, these people are often the cause of the problem. Furthermore, they are usually the court of last resort for the victim who has become desperate. This approach to training has been shown to have cost American industry millions of dollars in wages, health insurance claims, unemployment insurance, and lawsuits because it does not recognize that the victim is in the most strategic position to combat sexual harassment. It would be most efficient to train employees at all levels of employment but, specifically, at the entry level, so as to prevent the problem from developing.

Suggestions for future topics. Future researchers may wish to investigate the following topics related to this study:

- 1) What are the most effective techniques for involving industry in training projects such as this one?
- 2) What are the most effective techniques for involving victims in training?
- 3) What are the most effective techniques for helping victims of sexual harassment to help themselves?
- 4) What are the behaviors of control used most effectively by internals? by externals?

5) Under what circumstances do people select behaviors of secondary control? Are such behaviors adaptive or maladaptive?

Concluding Remarks

The value of the research lies not in its immediate findings (which are limited) but in its implications. The fact that few subjects volunteered to participate in training in no way diminishes the severity of the problem. If anything, it points out the difficulties inherent in addressing the problem. While victims may believe that they are coping successfully, the changes in physical and emotional responses of our very small sample belie that claim and reinforces the conclusions of the MSPB (MSPB, 1980) that there is a great potential loss to the economy from absenteeism (due to the results of emotional and physical distress) and from related health insurance claims. The conclusion that denial comes to be substituted for avoidance only adds to and internalizes the emotional distress of the ongoing experience.

It may be argued that behaviors of primary control are not superior to behaviors of secondary control, but merely different and that one should, ideally, strive for an adaptive blend (Weisz, Rothbaum and Blackburn, 1984). Their study of Japanese culture reveals a basic philosophical difference between East and West, the former choosing to adapt to life and merge with nature's current, the latter attempting to take control of life and nature and by virtue of its own power, alter it. Given these two inherently antagonistic interpretations of man's purpose, it may be more accurate to conclude that on the whole, behaviors of control are culturally defined but situationally selected.

APPENDIX A

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

Civil Rights Act, 1964, As AmendedPart 1604 - Guidelines on Discrimination Because of Sex (11/10/80)

Section 1604.11 Sexual Harrassment

- a) Harassment on the basis of sex is a violation of Sec. 703 of Title VII.* Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- b) In determining whether alleged conduct constitutes sexual harassment, the Commission will look at the record as a whole and at the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be made from the facts, on a case by case basis.
- c) Applying general Title VII principles, an employer, employment agency, joint apprenticeship committee or labor organization (hereinafter collectively referred to as "employer") is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. The Commission will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.
- d) With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer, (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.

*The principles involved here continue to apply to race, color, religion or national origin.

Civil Rights Act, 1964, As Amended - Continued

- e) An employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer, (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases the Commission will consider the extent of the employer's control and any other legal responsibility which the employer may have with respect to the conduct of such non-employees.
- f) Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise, and how to raise, the issue of harassment under Title VII, and developing methods to sensitize all concerned.
- g) Other related practices

Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.

APPENDIX B

RECENT COURT CASES

Since 1975, the courts (on appeal from an EEOC ruling) have addressed themselves to three questions:

- I. Is sexual harassment a form of sexual discrimination and therefore a violation of Title VII?
- II. Is the employer/company responsible for the conduct of its supervisors and employees?
- III. Is sexual harassment illegal if it does not result in a specific employment harm such as termination (i.e., tangible losses)?

The following cases summarize the thinking of the courts:

I. Is sexual harassment a form of discrimination and therefore a violation of Title VII?

A. Corne v. Bausch and Lomb, Inc., 390 F. Supp. 161 (D. Ariz., 1975).

1. Complainant's Position.

Jane Corne, and Geneva De Vane, of Tucson, Arizona were clerical employees of Bausch and Lomb. Their supervisor, Leon Price, made continuous sexual advances toward many female employees, including themselves. According to the complainants, women who cooperated with Price received favorable assignments and other job privileges. Both Corne and De Vane ultimately resigned because they felt their working conditions were made intolerable by Price's behavior. In March 1975, the women filed a complaint under Title VII of the Civil Rights Act alleging sex discrimination.

2. Company's Position.

Bausch and Lomb and Price moved to dismiss the complaint, arguing that sexual harassment was not the same thing as sex discrimination, and that Title VII, therefore did not apply to this situation.

3. Court's Opinion.

United States District Court Judge William C. Frey agreed with Bausch and Lomb. He ruled that sexual harassment is not a form of sex discrimination since the harassment was not an employment policy. He stated:

RECENT COURT CASES - Continued

Nothing in the complaint alleges . . . that the conduct complained of was company directed policy. . . . Mr. Price's conduct appears to be nothing more than personal proclivity, peculiarity or mannerism. By his alleged sexual advances, Mr. Price was satisfying a sexual urge. Certainly, no employer policy is here involved. . . .

It would be ludicrous to hold that the sort of activity involved here was contemplated by the Act. . . an outgrowth of holding such activity to be a potential federal lawsuit every time an employee made amorous or sexually oriented advances toward another. The only sure way an employer could avoid such charges would be to have employees who were asexual.

B. Williams v. Saxbe (413 F. Supp. 654, D.D.C., 1976).

1. Complainant's Position

Diane Williams was hired in 1972 by the Justice Department as a public information aide. She was twenty-three and recently divorced. Shortly before she was hired, her immediate supervisor, the Justice Department's Public Information Officer, Harvey Brinson, began to make sexual advances. She rejected these advances for several months. On May 9, 1972, Brinson sent Williams a Mother's Day card that said: "Seldom a day goes by without a loving thought of you." It was signed "Harvey." Williams continued to reject Brinson's amorous advances. A short time later he began making resentful, snide comments about her. A few months later, Williams was terminated. She filed a Title VII complaint alleging sex discrimination in employment.

2. Company's Position.

The Justice Department moved to have the case dismissed on the grounds that sexual harassment is not discrimination.

3. Court's Opinion.

On April 20, 1976, U.S. District Court Judge Charles R. Richey ruled that retaliation for refusal to comply with sexual advances constitutes sexual discrimination. This marked the first time a victim of sexual harassment was successful in winning a sexual harassment case. The Judge ruled that Brinson's retaliatory actions against Williams constituted an "artificial barrier to employment which was placed before one gender and not the other."

RECENT COURT CASES - Continued

The Justice Department appealed and in 1978 (Williams v. Bell, 587 F.2d 1240, (D.C. Cir. 1978), the decision was reversed and remanded to the U.S. District Court. This court found for the plaintiff, upholding her contention that the rejection of sexual advances resulted in her dismissal (Williams v. Civiletti, 487 F. Supp. 1387 (D.D.C., 1980)). Inconsistencies were found in the defendant's case. In the recent case, he contended that he and Williams had had an affair, that he had broken it off and that she had grown vindictive. The court rejected this argument on the grounds that Brinson (the defendant) had never mentioned this before and stated that "if their relationship had gone bad, he could not fire her without disclosing the nature of the problem; the opportunity for abuse is excessive." This case established that submission to the sexual advances of the supervisor was a "term and condition" of employment.

C. Tomkins v. Public Service Electric & Gas Company, 568 F.2d 1044 (3rd Cir. 1977), (New Jersey).

1. Complainant's Position.

Ms. Adrienne Tomkins was an office worker for the Newark, New Jersey office of Public Service Electric & Gas Company. When she became eligible for promotion, her boss took her to lunch. She alleges that he made sexual advances toward her, and that he threatened economic reprisal if she did not cooperate. She complained to the company, and was transferred to a lower position. After a brief period of time, she was terminated. She filed a complaint alleging sex discrimination.

2. Company's Position.

The company moved to dismiss on the grounds that harassment is not a form of discrimination.

3. District Court's Opinion.

On the issue of whether sexual harassment is a form of discrimination, the judge ruled in favor of the company, stating:

If the plaintiff's view were to prevail, no superior could, prudently, attempt to open a social dialogue with any subordinate of either sex. An invitation to dinner could become an invitation to a general lawsuit, if a once harmonious relationship turned sour at some time later. And if an inebriated approach by

RECENT COURT CASES - Continued

a supervisor to a subordinate at the office Christmas party could form the basis of a federal lawsuit for sex discrimination if a promotion or a raise is later denied to the subordinate, we would need 4,000 federal judges instead of some 400.

4. Court of Appeals Opinion.

Ms. Tomkins appealed her case, and in 1979 the Court of Appeals for the Third Circuit reversed the lower court decision, and ruled that sexual harassment is a valid cause of action under Title VII. Specifically, the court developed the following standard for whether sexual harassment constitutes sex discrimination.

. . . these cases. . . disclose a pattern of how sexual advances in the employment context do or do not constitute a Title VII violation. The courts have distinguished between complaints alleging sexual advances of an individual or personal nature and those alleging direct employment consequences flowing from the advances, finding Title VII violations in the latter category. This distinction recognizes two elements necessary to find a violation of Title VII: first, that a term or condition of employment has been imposed by the employer, either directly or vicariously, in a sexually discriminatory fashion. Applying these requirements to the present complaint, we conclude that Title VII is violated when a supervisor, with the actual or constructive knowledge of the employer, makes sexual advances or demands toward a subordinate employee and conditions that employee's job status, evaluation, continued employment, promotion, or other aspects of career development on a favorable response to those advances or demands, and the employer does not take prompt and appropriate remedial action after acquiring such knowledge. [Emphasis added.]

D. Barnes v. Costle, 56 F.2d 983 (D.C. Cir. 1977), reversing Barnes v. Train (1974).

Ms. Barnes was a payroll clerk at the Environmental Protection Agency. Her supervisor repeatedly made sexual remarks and innuendos to her, suggesting that if she had an affair with him, she would improve her employment status. When it became clear that her refusals were final, she was retaliated against by

RECENT COURT CASES - Continued

harassment and finally abolition of her job. The United States Court of Appeals for the District of Columbia reversed a lower court ruling that this treatment was not unlawful sex discrimination and held that Ms. Barnes' complaint stated a cause of action under Title VII. The court said, "Plaintiff became the target of her supervisor's sexual desires because she was a woman, and was asked to bow to his demands as the price for holding her job."

11. Is the employer liable for the conduct of its supervisors and employees?

A. Miller v. Bank of America, 418 F. Supp. 223 (N.D. Cal., 1976).

1. Complainant's Position.

In August 1976, Margaret Miller, a proofing machine operator at the Bank of America, filed a Title VII suit alleging that her supervisor at the bank had promised her a promotion if she would be sexually "cooperative," and then caused her to be fired when she refused. Another female employee testified she had witnessed the supervisor's harassment.

3. Company's Position.

United States District Court Judge Spencer Williams completely agreed with the position of Bank of America. He ruled that it was "ludicrous" to consider sexual harassment a form of sex discrimination. He went on to say:

It would not be difficult to foresee a federal challenge based on alleged sex-motivated considerations of the complainant's superior in every case of a lost promotion, transfer, demotion or dismissal. And who is to say what degree of sexual cooperation would found a Title VII claim? It is conceivable, under plaintiff's theory, that flirtations on the smallest order would give rise to liability. The attraction of males to females and females to males is a natural sex phenomenon and it is probable that this attraction plays at least a subtle part in most personnel decisions. Such being the case, it would seem wise for the court to refrain from delving into these matters short of specific factual allegations describing an employer policy which in its application imposes or permits a consistent, as distinguished from isolated, sex-biased discrimination on a definable employee group.

RECENT COURT CASES - Continued

Judge Williams also ruled that an employer cannot be held responsible for the acts of an employee unless the company has had "notice" of the harassment; that is, unless the person who is complaining has brought the complaint to the attention of management. After her termination, Ms. Miller went directly to the EEOC, without first filing a grievance with the company. Judge Williams felt her action relieved Bank of America of any responsibility.

Margaret Miller appealed this decision, and in 1979 the Ninth Circuit Court of Appeals reversed the lower court. The appeals court ruled that Miss Miller was not required to go through the bank's internal grievance procedure before filing a complaint with EEOC (600 F.2d 211 (9th Cir, 1979)). However, in two other 1979 cases, Luddington v. Sambo's, (20 FEP cases 1000 (E. D. Wis., 1979), and Neidhardt v. D. H. Holmes Company, (21 FEP cases 452 [E. D. La., 1979]) the courts ruled that for an employer to be held responsible for sexual harassment, the employer must have had actual or constructive notice of the harassment, and to have ignored it. Otherwise, the employer is not responsible.

III. Is sexual harassment illegal if it does not result in a specific employment harm, such as termination?

A. Bundy v. Jackson, 19 FEP cases, 838 (D.D.C., April 25, 1979).

1. Complainant's Position.

In April 1979, Ms. Bundy, an employee of the D.C. Department of Corrections, filed a complaint, alleging that three of her supervisors continually made "improper sexual advances" toward her and that, as a result, she was passed over for promotion. The court found that her allegations about sexual harassment were true; in fact, the court found that making sexual advances was a "normal condition of employment" in the office of the D.C. Department of Corrections. However, the court also ruled that her failure to be promoted was not due to the harassment, and therefore no violation of Title VII existed.

Ms. Bundy appealed this decision. (Bundy v. Jackson, 641 F.2d 934 (D.C. Cir., 1981)).

2. Court of Appeals Opinion.

On January 12, 1981, the U.S. Court of Appeals in Washington reversed the ruling of the District Court. Chief

RECENT COURT CASES - Continued

Justice J. Skelly Wright, in a unanimous opinion for the court wrote that unless the court reached out to prohibit employers from maintaining a "discriminatory environment" the employers could:

. . . sexually harass a female employee with impunity by carefully stopping short of firing the employee or taking any other tangible actions against her in response to her resistance. . . .

In addition to directing Judge Hart of the lower court to draw up an injunction barring sexual harassment, the appeals court told him to hold further hearings on Bundy's back pay and promotion claims. The ruling in effect holds that sexual harassment, in and of itself, is a violation of the law and does not require further proof that the employee was penalized or lost specific job benefits.

APPENDIX C

OFFICE OF PERSONNEL MANAGEMENT'S*

POLICY STATEMENT AND DEFINITION OF SEXUAL HARASSMENT

Dec. 12, 1979

Federal employees have a grave responsibility under the Federal code of conduct and ethics for maintaining high standards of honesty, integrity, impartiality and conduct to assure proper performance of the Government's business and the maintenance of confidence of the American people. Any employee conduct which violates this code cannot be condoned.

Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment debilitates morale and interferes in the work productivity of its victims and co-workers.

Sexual harassment is prohibited personnel practice when it results in discrimination for or against an employee on the basis of conduct not related to performance, such as the taking or refusal to take a personnel action, including promotion of employees who submit to sexual advances or refusal to promote employees who resist or protest sexual overtures.

Specifically, sexual harassment is deliberate or repeated unsolicited verbal comments, gestures, or physical contact of a sexual nature which are unwelcome.

Within the Federal Government, a supervisor who uses implicit or explicit coercive sexual behavior to control, influence, or affect the career, salary, or job of an employee is engaging in sexual harassment. Similarly, an employee of an agency who behaves in this manner in the process of conducting agency business is engaging in sexual harassment.

Finally, any employee who participates in deliberate or repeated unsolicited verbal comments, gestures, or physical contact of a sexual nature which are unwelcome and interfere in work productivity is also engaging in sexual harassment.

* The Office of Personnel Management (OPM), is the Federal agency charged with administering and monitoring the Federal Civil Service.

APPENDIX D

Newspaper Ad

Sexual Harassment A Problem?

Training course in ways to deal with sexual harassment. Learn about the law, how to say "No!", whom to contact and what you can do about it. Confidentiality assured. Part of Doctoral Dissertation research at the University of Maryland, Department of Counseling and Personnel Services. Call 654-1610 or write P. O. Box 15242, Chevy Chase, MD 20815.

APPENDIX D

March 20, 1984

"Anne's Readers' Exchange"
The Washington Post
1150 - 15th Street, N.W.
Washington, D. C. 20071

Dear Ann:

The 1981 Merit Systems Protection Board of the Federal Government announced that sexual harassment had cost the Federal Government \$189 million between 1978 and 1980 and that 42% of the workforce had had this experience at some time.

As part of my Doctoral Dissertation which deals with the effects of training on eliminating sexual harassment, I am offering a training course, at no charge, to people who are currently attempting to deal with sexual harassment. Participants will have an opportunity to spend a full day learning about the nature and history sexual harassment, what the law has to say about it, what happens to people who experience it and, most important, what they can do about it.

I am currently looking for people who would be interested in participating in this training program. I see it as an opportunity to enhance their coping skills so that they will feel that there is something they can do besides suffer, sue or quit. A copy of the suggested announcement is enclosed.

Your assistance in this project is very much appreciated. If I can be of further assistance to you, please feel free to contact me at 654-1610 or 891-5199. Thank you for your interest.

Sincerely,

Rosalind Goldfarb

Rosalind Goldfarb
Doctoral Candidate
Counseling and Personnel Services
University of Maryland
654-1610 891-5199

Enclosure

The Suburban Record

A Community Service Newspaper - Montgomery County, Maryland

Friday, April 20, 1984

41th Year

No. 9

Free Workshop Planned On Sexual Harassment

By David A. Fisher

As a doctoral candidate at the University of Maryland, Rosalind Goldfarb is attempting to teach people to defend themselves against sexual harassment, a problem that affects one in four workers, according to a 1980 study by the Merit Systems Protection Board.

There are many ways of dealing with a sexual harassment situation without quitting your job, says Goldfarb, but most people will not come forward and face the problem.

Goldfarb, who directs the Alcoholism Outpatient Program at Washington Adventist Hospital in Takoma Park, is planning a free, one-day workshop, a training course dealing with sexual harassment. She is looking for participants among those people who believe they are currently experiencing sexual harassment.

Goldfarb says it is difficult to get people to come forward and participate in a workshop, even though confidentiality will be carefully guarded. "No information about participants will be disclosed to anyone," says Goldfarb.

The workshop is based on a similar one Goldfarb wrote for the General Accounting Office in 1981 while interning there. It is tentatively planned for late May or early June and will include information about the history, nature, legal aspects, and effects of sexual harassment. But, most important, according to Goldfarb, it will address the question of what people can do about sexual harassment. "My hypothesis is that if you teach people that they can defend themselves, they will," says Goldfarb.

Although both men and women suffer sexual harassment, it is much more common for women

to experience it. Surveys during the past ten years have shown that up to 90 percent of women say that they have been sexually harassed in some way at work.

Moral Support

"At some point, a person being harassed will have to face the harasser," says Goldfarb. That person must first make sure that he or she is actually experiencing sexual harassment. Documenting suspected acts of harassment may help to clarify the person's suspicions, according to Goldfarb. Discussing the situation with friends or co-workers provides moral support for the victim, she adds.

The Office of Personnel Management defines sexual harassment as "deliberate or repeated unsolicited verbal comments, gestures, or physical contact of a

sexual nature which are unwelcome."

Those being harassed must make it clear that the action is undesired. Otherwise, the harassment will be likely to continue, according to Goldfarb. "Nothing is going to happen in the workplace without something else happening; everything is interrelated," she says.

She believes that sometimes sexual harassment results from a power struggle in the workplace. People trying to attain power are a threat to those in power, who may attempt to stop them, often by frightening them into submission, says Goldfarb.

Responsibility

The Equal Employment Opportunity Commission has stated that responsibility for sexual harassment lies with the employer whether the employer "knows or should have known of the conduct," if no sufficient corrective action is immediately taken.

Sexual harassment in the workplace is outlawed by Section 703 of Title VII of the United States Code. The Supreme Court, however, has not ruled on a sexual harassment case, according to Goldfarb. Since law is based on precedent and interpretation, "what is law in one place, may not be law in another," she says.

Goldfarb, who has a master's degree in counseling from the University of Maryland, has a private practice in family therapy. She has also worked as a psychologist at the Montgomery County Detention Center.

APPENDIX D

UNIVERSITY OF MARYLAND
Division of Human and Community Resources
College of Education
College Park 20742
Telephone (301) 454-2026

Counseling and Personnel Services

APPENDIX E

Letter to Referring Agencies: FEW, NOW, FWP, EEO

Dear

:

In recent years we have become more aware of the many difficulties employees encounter in the workplace. The 1981 Merit Systems Protection Board (MSPB) of the Federal Government highlighted the effects of one in particular: sexual harassment.

As part of my Doctoral Dissertation, which is concerned with the effects of training on eliminating sexual harassment, I am offering a training course, at no charge, to people who are currently attempting to deal with sexual harassment. Participants will have an opportunity to spend a full day learning about the nature and history of sexual harassment; what the law has to say about it; what happens to people who experience it, and, most important, what they can do about it.

I am currently looking for people who would be interested in participating in the training program. You are likely to come across such cases in the course of your work and, if so, you may well be able to offer victims of sexual harassment added support by encouraging them to participate in this project. I see it as an opportunity to enhance their coping skills, while maintaining contact with your office as the central counseling system.

In order to participate, individuals should call me at 654-1610 and leave their name and phone number or a mailing address where I can contact them. Each prospective participant will be interviewed privately. Complete confidentiality is assured.

Your assistance in this project is very much appreciated. If I can be of further assistance to you, please feel free to contact me at the above number.

Sincerely,

Rosalind Goldfarb

Rosalind Goldfarb
Doctoral Candidate
Counseling and Personnel Services
University of Maryland

APPENDIX E

Announcement for Newsletters of FEW AND NOW

Are you experiencing an uncomfortable working environment? Are you trying to persuade a co-worker to stop making unwanted comments about you, or to let him or her know that these repeated advances are entirely unwelcome? Do you believe you are being sexually harassed?

If so, there is help. A one-day workshop, designed to help you cope with this problem is being offered free of charge by a doctoral candidate in the Department of Counseling and Personnel Services of the University of Maryland. The workshop is open to all who are experiencing sexual harassment and participation will be confidential.

For information about the workshop, please call 654-1610 or write P. O. Box 15242, Chevy Chase, MD 20815.

APPENDIX F

SEXUAL HARASSMENT
A WORKSHOP FOR THE VICTIM

JUNE 10, 1984

Rosalind Goldfarb
3309 Shirley Lane
Chevy Chase, MD 20815
654-1610

SEXUAL HARASSMENT

A WORKSHOP FOR THE VICTIM

Training Objectives

1. to assist you in defining sexual harassment and distinguishing it from sexual discrimination and sexual politics.
2. to assist you in understanding sexual harassment in the workplace in an historical context, in relation to traditional sex roles and in relation to the changing world of work.
3. to provide you with information about sexual harassment: definitions of sexual harassment, myths and misconceptions, identification of the harasser and the victim, legal implications (the law, OPM, EEOC), other ways to handle complaints (Unions, outside agencies).
4. to provide you with coping techniques.

Goals

The goal of this workshop is to help you help yourself. The guiding principle is that if you know how to defend yourself, you will be more willing to do so.

If you give a man a fish, he will eat for one day.
If you teach him to fish, he will eat for a lifetime.

Maimonides

WORKSHOP SCHEDULE

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Coffee, Registration, Distribution of Materials
Completion of Questionnaires

Introduction

Welcome - introduction of the presenter
Explanation of the objectives
Introduction of participants

Historical Overview - Sexual Harassment in America
Changing economic system - entry of women into
the labor force; immigration.

Women in the workforce

- labor market statistics
- myths and facts
- inclusion in the Civil Rights Act (1964)

Surveys - Redbock, Navy, UN, HUD, WWU

MSPB Findings

Civil Rights Act, Title VII (1964)

Purpose of the Civil Rights Act
Equal Employment Opportunity Commission

Subcommittee on Investigations of the Committee
on Post Office and Civil Rights (1979)

- EEOC - request for guidelines on Title VII
- OPM - request for statement of policy
- MSPB - request for survey of the problem

Definitions: sexual harassment, discrimination and politics

Sexual Discrimination - definition and examples

Sexual Harassment - definitions and examples

- Exercise 1 - group activity
- discussion

Sexual Harassment - definition and examples

- Policy Statement: OPM
- Guidelines: EEOC
- examples
- discussion

Sexual Politics

Review: Differentiate among sexual harassment,
sexual discrimination and sexual politics.

- Homework - read the examples presented on p. 13, 14

COFFEE BREAK

FILM: The Power Pinch

The experience of being sexually harassed:

Exercise 2: What are you feeling?

What would you do?

Effects of sexual harassment on the victim

Strategies for combatting harassment

- assertion theory
- confrontation
- documenting
- avoiding the situation

Strategies (continued)

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- telling other people: forming a support group
- planning ahead
- reporting the incident
- writing a letter

Summary of alternatives

- discussion in small groups: discuss the alternatives and decide which would be effective and why

Role of the Manager/Supervisor

- Homework: Read the section pertaining to the role of the Manager/Supervisor (pp. 25, 26)

12Noon

Conclusion: Review basic points covered by the workshop.

PLEASE FILL OUT THE FOLLOW-UP QUESTIONNAIRE.

PLEASE HAND IN ALL QUESTIONNAIRES.

THANK YOU FOR YOUR PARTICIPATION.

Rosalind Goldfarb
3309 Shirley Lane
Chevy Chase, MD 20815
654-1610

SEXUAL HARASSMENT IN THE WORKPLACE

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I. INTRODUCTION

Sexual harassment surfaced as a social issue in the late 1970's and early 1980's to the relief of some segments of the working population, the consternation of others and the confusion of still others. Additional common reactions have included anger, fear, defensiveness and avoidance. These are but a few of the most prominent reactions among a host of others. Many of these reactions occur because the general public does not know what sexual harassment is and indeed, addressing the issue as a serious concern often contradicts long standing popular opinion. Many people assume that sexual harassment is nothing more than an office pass or social/sexual flirtation between co-workers. It is therefore seen as nothing to complain about or worry about; rather, it is just an enjoyable and harmless interaction between people.

In about 1975, a different side of the issue began to emerge. Women began to complain publicly about unwanted and often repeated sexual approaches on the job that were coupled with overt or covert threats of reprisal for non-compliance. Reprisals included poor performance appraisals, demotions and job dismissals. As the issue was discussed, it became evident that the problem has been in existence for as long as men and women have worked together. Two surveys, one by Redbook magazine and one by Working Women United, an Ithaca-based women's organization, were instrumental in beginning to document that sexual harassment is widespread, takes many forms and may have serious on- and off-the-job consequences. It has also been discovered that some men are victims of harassment although they account for the minority of cases.

The problem of sexual harassment is a complex one. Even defining what constitutes it is difficult. What is clear is that sexual attraction and tension between men and women will occur in the workplace just as they do in every other life sphere. Most men and women would not want that to change; however, most would probably condemn sexual behavior that is inappropriate, unprofessional and/or involves a misuse of personal and organizational power.

This workshop has been designed to provide information to staff about sexual harassment, its definition, prevalence, effects and recourse. It is not designed to threaten although the workshop developers recognize that the topic may be threatening to some participants. We ask that participants share their reservations and feelings and actively engage in the day's activities. On our part, we will try to present as balanced a picture as possible, will attempt to be sensitive to participant concerns and welcome feedback and evaluation.

II. HISTORICAL OVERVIEW

A. INTRODUCTION

1. The World of Work

The history of men and women in the workforce is as old as the history of humankind upon the earth. Our earliest records show a division of labor based upon physiology and social necessity. Men, who were the stronger sex, devoted themselves to hunting and providing the basic commodities of food, clothing and shelter. Women cared for the young, and attended to those tasks associated with child rearing and caring for the men and the aged. Later, as agrarian society began to emerge, women took their places in the fields and on farms helping with the production and processing of food. A symbiotic relationship existed between the sexes in which the tasks of survival and procreation dovetailed and meshed.

The advent of the Industrial Revolution and the rise of cities altered the social and economic framework of people's relationships. When money rather than barter became the means by which goods and services were exchanged, the relationships between men and women were irrevocably altered. Women, either by choice or necessity, entered the labor market, becoming involved in the public production of goods and services. The rise of factories drew women out of the home and into the mills. Although conditions were never optimal in these jobs, they were bearable. However, the sudden influx of large groups of immigrants in the late 19th century resulted in a kind of depersonalization of all workers (both men and women) as labor became plentiful and consequently, very cheap. Working conditions deteriorated and with it the status and security of women who found themselves in financially dead-ended "women's jobs" such as clerical, day-work, and factory work. The more financially lucrative skilled trades and professions became the domain of men.

2. Changing Roles and Attitudes

The coming of World War I altered the composition of the national workforce. Women assumed jobs usually relegated to men as the men went off to serve in the army. There was hope that women would now be viewed more as colleagues than as intruders because of the importance of the service they rendered. But the end of the war and the return of men forced women out of skilled jobs once again and back into the home or into "women's jobs" which now included nursing and school teaching.

World War II saw a resurgence of women into male dominated fields and their retreat once again to hearth and home after the conflict. But women were becoming more educated and by the 1950's were entering the job market in greater numbers. Traditional

roles were being changed by education and technology. The new generation was seeking improved living conditions, greater personal opportunities and a new look at traditionally feminine roles. Bounding inflation forced women into the labor market and many found that holding two jobs (homemaker and employee) was an economic necessity rather than a source of extra income. Myths about working women, long used to deny women access to the market place, were being actively challenged. An increasing number of women were either heads of families, the sole support of the family or the source of income which raised the family above the poverty level. Their attendance records compared favorably with those of their male colleagues. Their presence in the labor market did not serve to deny men jobs especially since most women continued to occupy low-paying dead-ended jobs not normally sought by men.

A brief look at the labor-market statistics of 1978 revealed the following:

- the average woman earned about 3/5 of what a man did despite the fact that they both worked full time year round

- women occupied:

- 80% of all clerical positions
- 63% of all service positions
- 64% of all retail sales positions

- men occupied:

- 97% of all apprenticeships in skilled trades
- 76% of all non-farm management and administrative positions
- 57% of all professional and technically skilled positions

B. SEXUAL HARASSMENT

As women became more involved in the labor market, they also became more vocal. Social problems long ignored began to be examined, among them the working conditions of women. In 1964 the Civil Rights Act denounced and declared unlawful the practice of discrimination. The time was right for reevaluating our society and old problems became the subjects of new recognition. From among these many problems dealing with human interactions emerged a long repressed and denied abuse: sexual harassment. Research was soon to reveal that this was not a problem unique to women. Indeed, it has been shown that no one, regardless of age, race, sex or marital state, is completely immune. As discrimination, sexual harassment is non-discriminatory.

Early in 1976, surveys aimed at determining the nature and prevalence of sexual harassment began to appear. These queries indicated that the practice was probably more common than had been suspected.

Redbook, in 1976, asked readers to fill out and return a questionnaire printed in the magazine. 9,000 female clerical and professional women responded as follows:

--9 out of 10 reported having experienced some form of unwanted attentions on the job ranging from leering to overt requests for sexual favors with implied threats that it would not go well for any woman who refused.

--nearly 50% knew someone who was fired or who quit because of it.

--75% found these attentions demeaning, intimidating or embarrassing.

A study conducted by Working Women United Institute in New York reported that 70% of those surveyed had been harassed. (1975)

A survey of the Navy base in Monterey, California, revealed that 81% of those queried had been harassed.

At the United Nations Secretariat, the Ad Hoc Group on Equal Rights for Women distributed a questionnaire which included a question about sexual pressures. Of 875 respondents (73% of whom were women), 300 reported that they had personally experienced "sexual pressures" (overt or subtle). The questionnaire was confiscated before the responses could be analyzed.

In light of these early findings and reports, research was undertaken by the Merit Systems Protection Board in response to a request by James M. Hanley, Chairman of the Subcommittee on Investigations of the House Committee on Post Office and Civil Service. It was found that the Federal Government, the keeper of the law, is not immune to the problem. The Merit Systems Protection Board (Sept. 1980) published the following findings of a study of 1,862,000 federal employees.

--25% (294,000 or 42% of all women; 168,000 or 15% of all men) had experienced some form of harassment ranging from less serious advances to rape.

--67% of all those who had experienced harassment were women; 33% were men.

--sexual harassment, although more likely to affect young female trainees, is not restricted to that group.

--victims are more likely to be harassed by co-workers than by supervisors.

In order to investigate and resolve discrimination complaints pursuant to Title VII, the Civil Rights Act mandated the establishment of the Equal Employment Opportunity Commission (EEOC). As part of its functions the EEOC

- provides leadership and guidance in the processing of individual and class complaints of employment discrimination by the federal agencies and private employers (except GAO and other excepted agencies),
- is responsible for processing discrimination appeals from final agency decisions.
- is responsible for prescribing standards for drawing and reviewing federal agency affirmative action plans.
- may seek court injunctions (but has no enforcement authority).

In 1979, as part of an investigation conducted by the Subcommittee on Investigations of the Committee on Post Office and Civil Service of the House of Representatives, Chairman James M. Hanley requested that the EEOC issue a set of guidelines defining sexual harassment as prohibited under Title VII. These guidelines were issued on November 10, 1980 and have served as a guide for employers in understanding and complying with the law (see pp. 14-15). While these guidelines may be considered by the courts, they do not overrule inconsistent case law nor are they necessarily binding on the court.

Each federal agency is responsible for handling the complaints of its employees, conducting investigations, issuing decisions and providing information on the status of individual complaints. EEOC handles appeals from agency decisions but is experiencing a huge backlog of complaints and investigations. The average length from filing of complaint to culmination of investigation and initiation of conciliation is now approximately 100 days but cases involving sexual harassment may take much longer. Indeed, of the 6,299 discrimination cases filed with EEOC between January 1 and October 24, 1979, only 39 involved allegations of sexual harassment. There are many possible reasons for this, but, considering such extended delays, there is likely to be a reluctance on the part of the complainant to pursue the case because of difficulties in recalling witnesses, resultant financial problems and in some cases, accompanying psychosomatic symptoms related to unresolved stressful conditions.

DEFINITIONS: SEXUAL DISCRIMINATION AND SEXUAL HARASSMENTSEXUAL DISCRIMINATION

In an employment situation, showing favoritism or establishing requirements or policy solely on the basis of sex is discrimination. The law requires that no one individual be treated differently in any aspect of employment on the basis of sex; to do so is discriminatory and therefore against the law (Civil Rights Act, 1964, Title VII, 42 U.S.C. 78). The exception to this law is a situation in which only a male or a female could perform the task. In the case of males this could be an actor, a father, a sperm donor or a male model. Females might be mothers, wetnurses or models. These requirements are established for purposes of authenticity and genuineness, not arbitrarily for purposes of choosing one group over another. What differentiates the two is the actual job requirement, not the social stereotype associated with the job.

EXAMPLES OF SEXUAL DISCRIMINATION THAT DO NOT CONSTITUTE SEXUAL HARASSMENT

- (1) A supervisor in charge of a small staff of 6 women and 2 men repeatedly refers to the women as "girls" and calls them by their first names. The women are expected to address all the males as "Mister...."
- (2) A manager decides that all women will wear "dress clothing" (no slacks) to work. Men are permitted to wear sports clothing.
- (3) A qualified woman is not hired by a firm for a vacant marketing position because the vice president of marketing would be uncomfortable. He believes marketing is "man's work."
- (4) A division has very limited funds. The director decides to send two of his top men to a training conference although a woman who is equally qualified is not considered. The director says that he knows that the men will be more likely than the woman to stay on the job and therefore it is a better investment of funds.
- (5) A job which offers a higher salary because it involves extensive travel has opened up in a division. The supervisor must choose the candidate. He decides that a man would be better suited to the job because staying at motels is dangerous for unescorted women. He chooses a man although the woman who applies is equally qualified.

"Sexual Harassment is..."

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Indicate whether you consider any of the following behaviors sexual harassment.

- 1) leering
- 2) ogling
- 3) compliments about your clothes
- 4) staring
- 5) sexual jokes
- 6) teasing
- 7) requests to work overtime
- 8) sexual comments about your body
- 9) subtle sexual hints
- 10) patting
- 11) touching
- 12) kissing
- 13) hugging
- 14) pinching
- 15) being called "sweetie," "honey," etc.
- 16) being called "girl"
- 17) invitations to a date
- 18) sexual propositions
- 19) rape

SEXUAL HARASSMENT

What constitutes sexual harassment has been open to question and the subject of much disagreement. It has been determined by the EEOC that sexual harassment is a form of sex discrimination as defined under Title VII of the Civil Rights Act of 1964 (EEOC Interim Guidelines 29 CFR, Chapter XIV, Part 1604, section 1604.11), (see p. 14 for the text of section 1604.11).

The Office of Personnel Management (OPM) defines sexual harassment as follows (see p. 16 for the complete OPM Policy Statement and Definition).

Sexual harassment is deliberate or repeated unsolicited verbal comments, gestures or physical contact of a sexual nature which are unwelcome.

Sexual harassment refers to unacceptable and inappropriate behavior in the work environment. Such behavior is observable, repetitive, deliberate and clearly falls within at least one of the categories provided in EEOC's guidelines of November 1980 that refer to sexual advances as unlawful whether verbal or physical in nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of the individual's employment.
- submission to or rejection of such conduct by an individual is used as the basis for employment decision affecting such individual.
- such conduct has the purpose or effect of enreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

It is the policy of the Office of Personnel Management (OPM) that sexual harassment is unacceptable conduct in the workplace and will not be condoned. Personnel management within the Federal sector shall be implemented free from prohibited personnel practices and consistent with merit system principles, as outlined in the provisions of the Civil Service Reform Act of 1978. All Federal employees should avoid conduct which undermines these merit principles. At the same time, it is not the intent of OPM to regulate the social interaction or relationships freely entered into by Federal employees.

EXAMPLES OF SEXUAL HARRASSMENT

- (1) The supervisor tells a clerk that she will get a promotion if she agrees to be intimate with him.
- (2) A female employee is constantly being touched and is the subject of sexual jokes by co-workers despite her complaints to them and to their boss.
- (3) Female office employees are constantly bothered by verbal sexual assaults from male co-workers and supervisors.
- (4) A young male employee is threatened with demotion if he refuses the sexual advances of his male supervisor.
- (5) A female supervisor refuses to promote an employee who has refused her advances and invitations to go for a drink.

The employee who is being harassed now has grounds on which to file a grievance, a great improvement over the time when there were no such grounds and when the problem was virtually ignored or not taken seriously.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
CIVIL RIGHTS ACT, 1964 as Amended

PART 1604 - GUIDELINES ON DISCRIMINATION BECAUSE OF SEX (11/10/80)

Section 1604.11 Sexual Harassment

- a) Harassment on the basis of sex is a violation of Sec. 703 of Title VII.* Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.
- b) In determining whether alleged conduct constitutes sexual harassment, the Commission will look at the record as a whole and at the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be made from the facts, on a case by case basis.
- c) Applying general Title VII principles, an employer, employment agency, joint apprenticeship committee or labor organization (hereinafter collectively referred to as "employer") is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. The Commission will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.

*The principles involved here continue to apply to race, color, religion or national origin.

- d) With respect to conduct between fellow employees,¹⁶⁴ an employer is responsible for acts of sexual harassment in the workplace where the employer, (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.
- e) An employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer, (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases the Commission will consider the extent of the employer's control and any other legal responsibility which the employer may have with respect to the conduct of such non-employees.
- f) Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.
- g) Other related practices

Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.

OFFICE OF PERSONNEL MANAGEMENT'S*
POLICY STATEMENT AND DEFINITION OF SEXUAL HARASSMENT
Dec. 12, 1979

Federal employees have a grave responsibility under the Federal code of conduct and ethics for maintaining high standards of honesty, integrity, impartiality and conduct to assure proper performance of the Government's business and the maintenance of confidence of the American people. Any employee conduct which violates this code cannot be condoned.

Sexual harassment is a form of employee misconduct which undermines the integrity of the employment relationship. All employees must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment debilitates morale and interferes in the work productivity of its victims and co-workers.

Sexual harassment is prohibited personnel practice when it results in discrimination for or against an employee on the basis of conduct not related to performance, such as the taking or refusal to take a personnel action, including promotion of employees who submit to sexual advances or refusal to promote employees who resist or protest sexual overtures.

Specifically, sexual harassment is deliberate or repeated unsolicited verbal comments, gestures, or physical contact of a sexual nature which are unwelcome.

Within the Federal Government, a supervisor who uses implicit or explicit coercive sexual behavior to control, influence, or affect the career, salary, or job of an employee is engaging in sexual harassment. Similarly, an employee of an agency who behaves in this manner in the process of conducting agency business in engaging in sexual harassment.

Finally, any employee who participates in deliberate or repeated unsolicited verbal comments, gestures, or physical contact of a sexual nature which are unwelcome and interfere in work productivity is also engaging in sexual harassment.

*The Office of Personnel Management (OPM), is the Federal agency charged with administering and monitoring the Federal Civil Service.

SITUATION

SEXUAL HARASSMENT?

1. Michelle is one of three members of a professional staff working on a project directed by Mr. Duggin. She shares an equal status with her two colleagues, both of whom are male. Whenever a meeting is scheduled, Mr. Duggin assigns the arrangements for room set-up and coffee to Michelle.

YES

NO

2. Mrs. Tyler is the branch office manager. She explains to Howard, a new employee, that she is much too busy during working hours to take time for his orientation and that he should come to her home that evening. When he arrives, he finds that Mrs. Tyler has created a very romantic and provocative atmosphere with slow music, low lights and chilled wine. It is soon clear that Howard's "office orientation" means succumbing to Mrs. Tyler's sexual advances.

YES

NO

3. Mr. Wilson is branch manager of a bank with seven female tellers. Periodically, throughout the day, he visits each of the teller's cages to supervise transactions. Whenever he visits Sally's cage he continually touches her, puts his arm around her and often even pinches her on the way out. However, he has never asked her for any sexual favors.

YES

NO

4. Denise is terribly attracted to her boss, Jeffery Gray. As a ruse to be alone with him, she asks him to join her for a drink after work on the pretense she has to discuss a troubling work situation with him. After a few drinks, Denise accepts Jeff's offer to drive her home. She insists he come in for a while. After a few more drinks they end up spending the night together at her invitation and provocation.

YES

NO

5. Bruce and Jeanette are employees of the same company. They have been dating openly for a year and have recently decided to live together. Management informs them that their jobs are on the line unless they alter their "cohabitating" arrangement.

YES

NO

6. Gloria's boss has told her that a promotion awaits her if she agrees to go out to dinner with him once a week.

YES

NO

1. NO. This situation is an example of sex discrimination, not sexual harassment. Sexual harassment is a form of sex discrimination.
2. YES. Situations where women are found in management positions are constantly increasing. Therefore, it should be emphasized that sexual harassment is not always a case of a female subordinate being harassed by a male supervisor.
3. YES. For a behavior to constitute a case of sexual harassment, it need not be a request to submit to sexual favors. The definition of sexual harassment also includes "verbal or physical conduct of a sexual nature which has the purpose or effect of creating an intimidating, hostile or offensive working environment." Assuming, of course, that Sally finds his actions "unwelcome."
4. NO. If the employee and employer engage in a sexual relationship which is voluntary in nature, and which has no connection with the employee's continued employment or opportunity for advancement or promotion, then it does not constitute sexual harassment.
5. NO. This is an example of policies established by management in an attempt to keep the workplace free of personal and intimate relationships which may impact on employee performance. It is important, however, that management policies be clearly communicated to all staff members and employees and that these policies are applied consistently and fairly to everyone. It should be noted that some jurisdictions forbid policies such as this. Thus, it is important to know the laws of the jurisdiction you are in.
6. YES. Although Gloria's boss has not asked for any sexual favors and by his request it appears that he will treat her quite "properly," it is obvious that her gender was a substantial factor for making the request. Furthermore, her compliance with this request, which is not work-related, will be the basis for determining an employment decision which would affect Gloria's job. It would seem that Gloria's boss is simply a lonely man looking for company. However, by making Gloria's compliance a condition for employment he is guilty of sexual harassment.

Exercise 2: Sexual Harassment Situation for Women

Things have gone pretty well for you. You - - have a good job, a satisfying marriage and are devoted to your children. You're physically attractive (you exercise to keep in shape and to feel good) and people like to be around you because you're easy to get along with. You have good relations with folks at work but you remain a little reserved. A while back a new male supervisor was hired for your unit. You found him attractive and soon discovered the attraction was mutual. You have been very clear with him about "not being the type" to pursue the attraction and not wanting anything but a comfortable working relationship. You're secretly sort of flattered about the attraction but feel good about how it was handled.

At first, your supervisor said he understood and backed off. About two months ago, he began to make it clear he was still attracted and wanted to pursue a relationship with you. He constantly arranges for you to work together and to have working lunches. He never seems to miss an opportunity to brush by you or to touch or pat you. He has made attempts to get more physical which you have rebuffed and told him were unprofessional and inappropriate. Lately, he has been making suggestive remarks and sending you cards with suggestive and sexual messages. You have tried unsuccessfully to avoid him other than when you have to work together. Last week, he implied your lack of cooperation was beginning to bother him and he was going to have to "take some other action" to get you to come around. You suspect he means job action but you're not sure. He now seems mean and vindictive and you no longer feel flattered. You like where you work (except for him) and it would be highly inconvenient to leave or to explain why you're leaving. Your husband has told you you seem tense and irritable. You have not discussed the work situation with him or with anyone else.

What feelings and reactions are you experiencing?

What actions would you take to clear up the situation?

EXERCISE 2 (ALTERNATIVE)

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Describe an incident of sexual harassment in the workplace which could plausibly have happened to you (or did happen to you) or to someone else you know about.

Use an incident that you will be willing to share with others later in the workshop.

Use these questions as a guide:

What happened?

What were you feeling?

What did you do?

EFFECTS OF SEXUAL HARASSMENT ON THE WORK ENVIRONMENT

The effect of sexual harassment on the work environment may range from mild to drastic depending upon the work setting, its norms, the type of sexual harassment occurring and who is involved. In some cases, particularly when the harassment is in private, the harassed will suffer the most directly and the work environment will be minimally disturbed. However, in these cases, hidden costs such as employees leaving the firm, may occur. In other cases, when behavior is very public or a number of individuals are involved or when the behavior seems to imply favoritism (however mistaken that perception may be) or coercion, the normal work environment may be radically altered.

A number of reactions in the environment have been identified and will be presented here in outline form.

- When harassment is extremely discrete and private and/or when both the victim and harasser make no mention of it, co-workers may have no knowledge of the situation.
- Co-workers may not notice what is happening.
- Co-workers may egg the harasser on or may participate. This usually occurs when the environment is predominately male and when females begin to "crash the club", or when a large power differential exists between harasser and harassed.
- Often, when co-workers do notice, they deny or discount the harassment's occurrence and importance. (This varies by sex of observer according to a recent Harvard Business Review Survey - women were found to be more aware of harassment than men.)
- Co-workers may refuse to assist the victim if he/she seeks out their support or advice.
- Co-workers may keep silent because they fear retribution or fear that they too will be harassed.
- Co-workers sometimes have to "cover" for the harasser especially if he or she is in a powerful position. They may lie, cover for unfinished work or deny the behavior in order to keep their jobs.
- Tension and resentment may build up in co-workers. They may resent the activity or having to cover up for it.

- Harassment and accompanying negative emotions may lower productivity and morale. Some employees quit or change jobs because of harassment.
- Co-workers who recognize the harassment may offer support and encouragement to the victim. They may help confront the behavior on either an individual basis or as part of a group effort. The work environment may improve due to increased morale and group cohesion in this case.
- Co-workers may organize and file a grievance to stop the behavior.
- Co-workers may be vigilant concerning the harasser and his/her future harassing behavior.

It is quite obvious that sexual harassment may have high personal and economic costs in the work environment. As mentioned earlier, sexually harassing behavior is objectionable because of its coercive nature but also because it is inappropriate, in the work environment. Indeed, any type of sexual contact between employees may cause reactions in regular organizational life. Research has shown that the office affair "can have measurable attitudinal fallout on superiors, coworkers and subordinates, not to mention the trysters themselves" (Quinn, 1980). Mores regarding such relationships have changed radically in recent years as office romances have become less objectionable. Yet they are still not without their power to distort the organizational structure; a pertinent example is the recent uproar involving the Bendix Corporation where romantic involvement was denied by both parties.

It is not our intent to condemn or condone office romances; it is our intent to point out that they may have consequences in the work environment. Sex and sexuality of any sort in the workplace may have powerful effects.

EFFECTS OF SEXUAL HARASSMENT ON THE VICTIM

The individual being harassed is, with the harasser, the person most directly affected by the behavior. Reactions may range from mild (for example, when the individual does not see it as a cause for concern; or when it is seen as consistent with "normal" male-female relationships and therefore of no consequence) to severe (for example, in the case of actual sexual assault or constant high pressure behavior or taunting). It has also been found to vary by sex of the harassed, by perception and by the reaction of others. Also, "mild" situations may have profound effects and vice versa.

RECOMMENDED STRATEGIES FOR THE HARASSED*

Sexual harassment occurs in the society at large, but sexual harassment in the world of work makes the victim especially vulnerable. Sexual harassment is coercive in nature because it can be enforced through economic power. To refuse sexual demands from those who control the work environment places the victim in a situation in which reprisal is possible. Further, the fact that the victim must interact professionally with the harasser in the work environment on a daily basis increases the likelihood that the victim will experience increasing anxiety and fear. The stress generated by such a situation may cause an adverse impact upon the victim's job performance.

We have learned thus far that sexual harassment is a subset of sex discrimination, that is refers to inappropriate behaviors in the work environment and that there are cues that one can look for in preventing or avoiding sexually harassing situations. Now that we know what sexual harassment is and how to recognize it, what do we do about it?

In an instance of sexual harassment, there are really only three options:

- (1) Endure - studies in this area indicate that ignoring sexual harassment does not make it "go away." Often silence is perceived as acquiescence.
- (2) Submit - the moral and/or professional damage to the individual may be immense.
- (3) Take positive steps to stop the sexual harassment - either individually or with support of a third party within the system.

Curtailling sexually harassing behavior is the responsibility of the harasser--not the harassed. However, because behavior may be perceived as appropriate or inappropriate depending upon the recipient of that behavior, it is the recipient's responsibility to educate the harasser that the behavior is offensive and he/she wants it to cease. Once the harasser has been informed that his/her actions are offensive, the responsibility for termination of the offensive behavior shifts to the harasser.

Therefore, the first step that the victim of sexual harassment must take is to inform the harasser that the behavior is unwelcome and unwanted. Use of the assertive response may cause the behavior to stop.

*Adapted from the Federal Women's Program, Betty Hart, et al.
U.S. Army Signal Center and Fort Gordon, Fort Gordon, GA.

1. Assertion Theory

There is a real difference between assertive and aggressive behavior. Assertive behavior is emotionally honest, direct, self enhancing and expressive. It states what you feel in an appropriate way without challenging or blaming another's behavior.

Aggressive behavior is also honest, direct and self enhancing but at the expense of the other person's feeling or status. When attacked, the common human reaction is to counter-attack in an attempt to "save face" or maintain position. For this reason, it is imperative that the sexual harassment victim who is of lower grade or rank in the organization understand how to use the assertive response when dealing with a sexually harassing supervisor. The supervisor may be completely out of line in his/her actions, but an "attack statement" may put the worker in a more precarious situation.

Basic Response: No, thank you.

Escalating Assertion (to be used when the first response does not stop the proposition):

"I'm not interested and if you continue, I will report you." A non-emotional but firm response the very first time the proposition is made will immediately let the person know where you stand. Don't get into a debate with the person. Don't use wishy-washy language like, "I really shouldn't" or "I can't." The harasser will then debate all the reasons why you "should" or how you "can." Be aware that smiling inappropriately when rejecting such advances will confuse the harasser and encourage his/her unwanted behavior. Your body language should reinforce your verbal response. Speak seriously. Look serious.

Use of the direct response over and over will so draw the conversation to an end. This technique is called "Broken Record." You can't effectively argue with someone who refuses to be taken off the pertinent issue.

2. Confrontation

When the sexual harassment victim confronts the harasser, the objectives should be stated clearly, to insure that the harasser understands that the victim considers the behavior to be offensive, and that he/she wants it to stop. The victim should make a written record of the confrontation in case the harassment continues or reprisal is attempted. Notes of any subsequent harassment should be kept.

3. Third Party Intervention

The victim of sexual harassment may wish to talk to co-workers to determine if there have been witnesses to the harassing behavior or if they have been recipients of harassment by the same individual. (Note: If you observe sexual harassment of another person, don't be afraid to step forward as a witness. It is only through bonding together that appropriate corrective action can be taken to curtail sexual harassment in the workplace.) The victim will need emotional support from someone as well during this trying period of confrontation and follow-up. If the harassment continues after the individual has taken all appropriate steps to stop it, the victim may then need to seek help from others in the organization such as the second-line supervisor, counseling psychologist, Federal Women's Program Manager, Civil Rights Officer or representative or Management Employee Relations Specialist.

4. Letter Writing*

Mary Rowe, a labor economist at MIT recommends that complainants take action in a rational and reasonable way. This allows the offended person to focus his/her anger outside him/herself instead of internalizing the emotion. The aim of individual action is:

- a. to give the offended and the offender a chance to see things the same way.
- b. to give those who are wrongly accused the chance to defend themselves.
- c. to give those who are correctly, or, to some extent correctly accused, the chance to make amends.
- d. to provide some evidence of the offense since usually there is no substantive evidence at all.
- e. to give aggressors who do not understand whay they were doing a fair warning, if this is appropriate.
- f. to help stop the harassment and to protect the offended employee from public counterattack or embarrassment. It may prevent the aggressor from losing face.
- g. to encourage those who exaggerate to be more responsible.

*Excerpted from "Dealing with Sexual Harassment," Mary P. Rowe, Harvard Business Review, May, June 1981, pp. 42-45.

One method that works quite consistently, says Dr. Rowe, even when many verbal requests have failed, is for the offended person to write a letter to the accused. She recommends a polite, low-key letter (which may necessitate many drafts).

The first part of the letter should be a detailed statement of facts as the writer sees them: "This is what I think happened..." Precision about facts and dates is important.

In the second part of the letter, the writer should describe his/her feelings and what damage seems to have been done. Opinions belong here. "Your action made me feel terrible." "I am extremely embarrassed." "You have caused me to lose (change, be absent from) my job..." Mention any perceived or actual costs and damages along with feelings of dismay, distrust, misery, etc.

Finally, the accuser should briefly state what he/she would like to have happen next. Most people only want the harassment to end. The letter might state: "I ask that our relationship from now on be on a purely professional basis."

The letter should be delivered in person to ensure that it has been received. It is a good idea to bring along a witness who can state that the accused did indeed receive it. The writer should remember to keep a copy for his/her file.

The outcome of such action is generally that the alleged harassment stops. But even if it does not, says Dr. Rowe, the complainant is always better off for having tried to stop the offense in a direct and unambiguous way. In addition, he/she has evidence in writing of the situation and attempts made to correct it. This evidence may be useful if a grievance is later filed.

EXERCISE 2: Group discussion

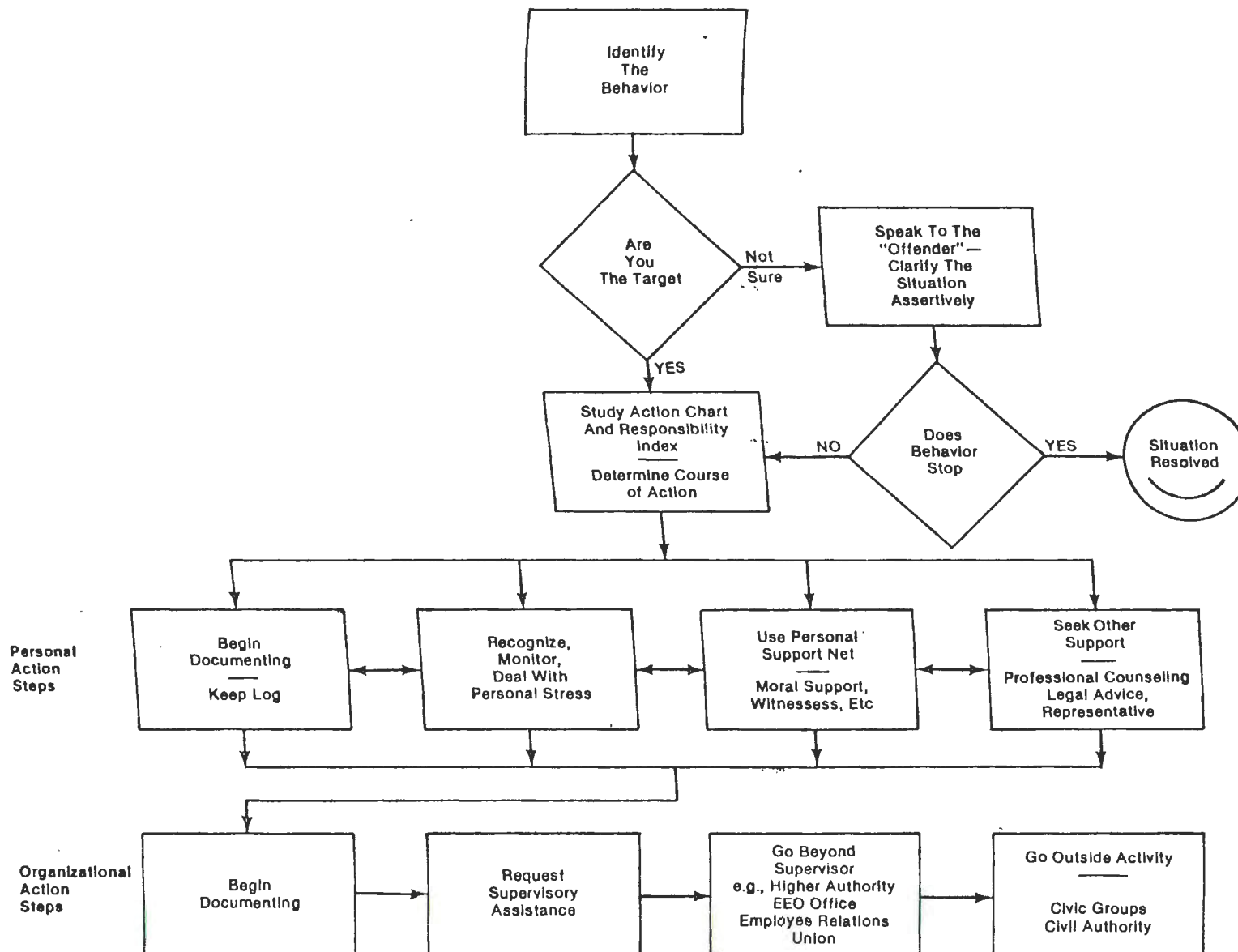
Using the "suggested responses" (below), discuss your answers to the problem presented on pp. 15 and 16.

Decide among you which were the most effective actions that might be taken. Why were they most likely to succeed?

SUGGESTED RESPONSES: Your alternative for solution should include some or all of the following:

- a. Recognize the behavior as harassment.
- b. Don't acquiesce—make it clear you object.
- c. Confront the harasser in an assertive way and explain your concern. Keep in mind that silence is most often interpreted as acceptance.
- d. If the harassment continues, document the events—date, time, circumstances.
- e. Avoid situations where you are alone with the harasser.
- f. Don't be caught by surprise—begin to plan what you will say the next time sexual comments are made, invitations extended or unacceptable behavior occurs.
- g. Talk to other employees about it. Get witnesses and find an ally.
- h. Report the incident to someone who can help.
 - the regional manager, office or division director or deputy director
 - the Civil Rights Office (Room 5047, 275-6388) - FWP
 - the Labor Management and Employee Relations Branch in Personnel (Room 7424, 275-5374)
 - a Counseling Psychologist in the Counseling and Career Development Office (Room 6844, 275-5848).
- i. Write a letter (see p. 57).
- j. Take actions that you feel comfortable with—you know your options, your style and potential risks better than anyone else. (see Exercise 1, p. 38)

ACTION STEPS MAP



C. Your Role as Manager/Supervisor

Because the victim of sexual harassment may seek help from almost anyone within the organization, it is imperative that you, as a manager or supervisor, be familiar with the law concerning sexual harassment and what is required of you when dealing with complaints.

The EEOC Guidelines clearly hold the agency responsible for sexual harassment committed by its supervisors and managers. Further, sexual harassment committed by non-supervisory personnel becomes an agency responsibility unless the agency can show that supervisors took immediate corrective action to stop the harassment.

Sexual harassment by supervisors represents a misuse of power which is granted by their position within the system. Failure by supervisors to correct sexually harassing behavior between peers in the work environment indicates that the supervisor is not adequately fulfilling his/her responsibility to insure that the work environment is free from behaviors which have a discriminatory/adverse impact upon members of the work group.

In view of this policy, supervisors and managers should become proficient in intervention skills to enable them to effectively deal with subordinates accused of displaying inappropriate behavior in the work environment.

WHAT RESPONSIBILITIES DOES THE SUPERVISOR HAVE REGARDING SEXUAL HARASSMENT OF FEDERAL EMPLOYEES? (OFFICE OF PERSONNEL MANAGEMENT)

- Q: What is expected of supervisors?
- A: It is expected that the supervisor will make it plain to all employees that sexually harassing behavior will not be tolerated in the organization, and he/she will circulate written statements of organization policy to all members of the organization, discussing implications as needed.
- Q: What should a supervisor do if an employee complains of sexual harassment by another employee, subordinate, co-worker, or other supervisory person?
- A: The supervisor should listen to the employee and try to determine what action the employee would like to see in the situation. For example, the employee may desire only to inform the supervisor about the problem, to obtain some information from the supervisor about employee rights, choose to handle the situation without help, or want the supervisor to intercede.

Q: If the employee wants the supervisor's help in resolving the problem, what can the supervisor offer to do?

A: Speak to the offender privately about the organization's code of ethics and behavior, if appropriate, or about the discomfort and loss of productivity the offending behavior is causing; or call a meeting between harasser and the person who feels harassed to discuss and resolve the issue; or suggest the employee contact an EEOC counselor, the personnel office or other person for procedural advice; or arrange for communications skills training for the harassed employee and others who would profit from such training with the intent of equipping those persons to deal more successfully with sexually harassing behavior.

Q: What should a supervisor do if he or she observes possible sexually harassing behavior on the job?

A: The supervisor should inquire of the harassed employee whether the latter considers the observed behavior to be harassing. The employee may need to be told that he or she does not have to tolerate sexually harassing behavior.

VI. CONCLUSION

Sexual harassment in the workplace is not a new phenomenon—it has been around for as long as men and women have worked. It is increasingly recognized as a serious problem of sizable proportions that has a severe emotional and economic effect on its victims. It may also affect others in the working environment and in the victim's personal life.

Women are in the workforce to stay. Many work out of economic necessity, many because they want to work. Harassing behavior in the work environment has a negative impact affecting the individual's right to work. Employers and supervisors (as the employer's agents) are bound to intervene when harassment is suspected and/or becomes known. Co-workers also can do much to establish a positive, respectful work setting, one that is not conducive to any form of harassing or discriminatory behavior.

Resources in the Metropolitan Area

Equal Employment Opportunity Commission
2401 E St. NW
Washington, DC 20506

Merit Systems Protection Board
1717 H St. NW
Washington, DC 20419

National Advisory Council on Women's Educational Programs
425 13th St. NW
Washington, DC 376-1038

Project on the Status and Education of Women
Association of American Colleges
1818 R St. NW
Washington, DC 20009 387-1300

U.S. Office of Personnel Management
1900 E St. NW
Washington, DC 20415

American Federation of State, County and Municipal Employees (AFSME)
1625 L St. NW
Washington, DC 20036

Women's Legal Defense Fund
2000 P St. NW Suite 400
Washington, DC 20036 887-0364

RECENT COURT CASES

Since 1975, the courts (on appeal from an EEOC ruling) have addressed themselves to three questions:

- I. Is sexual harassment a form of sexual discrimination and therefore a violation of Title VII?
- II. Is the employer/company responsible for the conduct of its supervisors and employees?
- III. Is sexual harassment illegal if it does not result in a specific employment harm such as termination?

The following cases summarize the thinking of the courts:

- I. Is sexual harassment a form of discrimination and therefore a violation of Title VII?

- A. Corne v. Bausch and Lomb, Inc., 390 F. Supp. 161 (D. Ariz. 1975).

1. Complainant's Position.

Jane Corne, and Genva De Vane, of Tuscon, Arizona were clerical employees of Bausch and Lomb. Their supervisor, Leon Price, made continuous sexual advances toward many female employees, including themselves. According to the complaints, women who cooperated with Price received favorable assignments and other job privileges. Both Corne and De Vane ultimately resigned, because they felt their working conditions were made intolerable by Price's behavior. In March, 1975, the women filed a complaint under Title VII of the Civil Rights Act alleging sex discrimination.

2. Company's Position.

Bausch and Lomb and Price moved to dismiss the complaint, arguing that sexual harassment was not the same thing as sex discrimination, and that Title VII, therefore did not apply to this situation.

3. Court's Opinion.

United States District Court Judge William C. Frey agreed with Bausch and Lomb. He ruled that sexual harassment is not a form of sex discrimination since the harassment was not an employment policy. He stated:

"Nothing in the complaint alleges...that the conduct complained of was company directed policy....Mr. Price's conduct appears to be nothing more than personal proclivity, peculiarity or mannerism. By his alleged sexual advances, Mr. Price was satisfying a sexual urge. Certainly, no employer policy is here involved....

It would be ludicrous to hold that the sort of activity involved here was contemplated by the Act...and outgrowth of holding such activity to be a potential federal lawsuit every time an employee made amorous or sexually oriented advances toward another. The only sure way an employer could avoid such charges would be to have employees who were asexual."

B. Williams v. Saxbe, 413 F. Supp. 654, D.D.C. 1976).

1. Complainant's Position.

Diane Williams was hired in 1972 by the Justice Department as a public information aide. She was twenty-three and recently divorced. Shortly before she was hired, her immediate supervisor, the Justice Department's Public Information Officer, Harvey Brinson, began to make sexual advances. She rejected these advances for several months. On May 9, 1972 Brinson sent Williams a Mother's Day card that said: "Seldom a day goes by without a loving thought of you." It was signed "Harvey." Williams continued to reject Brinson's amorous advances. A short time later he began making resentful, snide comments about her. A few months later, Williams was terminated. She filed a Title VII complaint alleging sex discrimination in employment.

2. Company's Position.

The Justice Department moved to have the case dismissed on the grounds that sexual harassment is not discrimination.

3. Court's Opinion.

On April 20, 1976, U.S. District Court Judge Charles R. Richey ruled that retaliation for refusal to comply

with sexual advances constitutes sexual discrimination. This marked the first time a victim of sexual harassment was successful in winning a sexual harassment case. The judge ruled that Brinson's retaliatory actions against Williams constituted an "artificial barrier to employment which was placed before one gender and not the other."

The Justice Department appealed and in 1978 (Williams v. Bell, 587 F.2d 1240, (D.C. Cir. 1978)), the decision was reversed and remanded to the U.S. District Court. This court found for the plaintiff upholding her contention that the rejection of sexual advances resulted in her dismissal. (Williams v. Civiletti, 487 F. Supp. 1387 (D.D.C. 1980)). Inconsistencies were found in the defendant's case. In the recent case, he contended that he and Williams had had an affair, that he had broken it off and that she had grown vindictive. The court rejected this argument on the grounds that Brinson (the defendant) had never mentioned this before and stated that "if their relationship had gone bad, he could not fire her without disclosing the nature of the problem; the opportunity for abuse is excessive." This case established that submission to the sexual advances of the supervisor was a "term and condition" of employment.

- C. Tomkins v. Public Service Electric & Gas Company, 568 F.2d 1044 (3rd Cir. 1977), (New Jersey).

1. Complainant's Position.

Ms. Adrienne Tomkins was an office worker for the Newark, New Jersey office of Public Service Electric & Gas Company. When she became eligible for promotion, her boss took her to lunch. She alleges that he made sexual advances toward her, and that he threatened economic reprisal if she did not cooperate. She complained to the company, and was transferred to a lower position. After a brief period of time, she was terminated. She filed a complaint alleging sex discrimination.

2. Company's Position.

The company moved to dismiss on the grounds that harassment is not a form of discrimination.

3. District Court's Opinion.

On the issue of whether sexual harassment is a form of discrimination, the judge ruled in favor of the company, stating:

"If the plaintiff's view were to prevail, no superior could, prudently, attempt to open a social dialogue with any subordinate of either sex. An invitation to dinner could become an invitation to a general lawsuit, if a once harmonious relationship turned sour at some time later. And if an inebricated approach by a supervisor to a subordinate at the office Christmas party could form the basis of a federal lawsuit for sex discrimination if a promotion or a raise is later denied to the subordinate, we would need 4,000 federal judges instead of some 400."

4. Court of Appeals Opinion.

Ms. Tompkins appealed her case, and in 1979 the Court of Appeals for the Third Circuit reversed the lower court decision, and ruled that sexual harassment is a valid cause of action under Title VII. Specifically, the court developed the following standard for whether sexual harassment constitutes sex discrimination:

"...these cases...disclose a pattern of how sexual advances in the employment context do or do not constitute a Title VII violation. The courts have distinguished between complaints alleging sexual advances of an individual or personal nature and those alleging direct employment consequences flowing from the advances, finding Title VII violations in the latter category. This distinction recognizes two elements necessary to find a violation of Title VII: first, that a term or condition of employment has been imposed by the employer, either directly or vicariously, in a sexually discriminatory fashion. Applying these requirements to the present complaint, we conclude that Title VII is violated when a supervisor, with the actual or constructive knowledge of the employer, makes sexual advances or demands toward a subordinate employee and conditions that employee's job status,

evaluation, continued employment, promotion, or other aspects of career development on a favorable response to those advances or demands, and the employer does not take prompt and appropriate remedial action after acquiring such knowledge."

- D. Barnes v. Costle, 56 F.2d 983 (D.C. Cir. 1977), reversing Barnes v. Train (1974).

Ms. Barnes was a payroll clerk at the Environmental Protection Agency. Her supervisor repeatedly made sexual remarks and innuendos to her, suggesting that if she had an affair with him, she would improve her employment status. When it became clear that her refusals were final, she was retaliated against by harassment and finally abolition of her job. The United States Court of Appeals for the District of Columbia reversed a lower court ruling that this treatment was not unlawful sex discrimination and held that Ms. Barnes' complaint stated a cause of action under Title VII. The court said, "Plaintiff became the target of her supervisor's sexual desires because she was a woman, and was asked to bow to his demands as the price for holding her job."

II. Is the employer liable for the conduct of its supervisors and employees?

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A. Miller v. Bank of America, 418 F. Supp. 223 (N.D. Cal. 1976).

1. Complainant's Position.

In August 1976, Margaret Miller, a proofing machine operator at the Bank of America, filed a Title VII suit alleging that her supervisor at the bank had promised her a promotion if she would be sexually "cooperative", and then caused her to be fired when she refused. Another female employee testified she had witnessed the supervisor's harassment.

2. Company's Position.

Bank of America moved to dismiss the case on the grounds that sexual harassment was not discrimination, and on the grounds that the employer was unaware of the conduct and therefore not responsible.

3. Court's Opinion.

United States District Court Judge Spencer Williams completely agreed with the position of Bank of America. He ruled that it was "ludicrous" to consider sexual harassment a form of sex discrimination. He went on to say:

"It would not be difficult to foresee a federal challenge based on alleged sex-motivated considerations of the complaint's superior in every case of a lost promotion, transfer, demotion or dismissal. And who is to say what degree of sexual cooperation would found a Title VII claim? It is conceivable, under plaintiff's theory, that flirtations on the smallest order would give rise to liability. The attraction of males to females and females to males is a natural sex phenomenon and it is probable that this attraction plays at least a subtle part in most personnel decisions. Such being the case, it would seem wise for the court to refrain from delving into these matters short of specific factual

allegations describing an employer policy which in its application imposes or permits a consistent, as distinguished from isolated, sex-biased discrimination on a definable employee group."

Judge Williams also ruled that an employer cannot be held responsible for the acts of an employee unless the company has had "notice" of the harassment; that is, unless the person who is complaining has brought the complaint to the attention of management. After her termination, Ms. Miller went directly to the EEOC, without first filing a grievance with the company. Judge Williams felt her action relieved Bank of America of any responsibility.

Margaret Miller appealed this decision, and in 1979 the Ninth Circuit Court of Appeals reversed the lower court. The appeals court ruled that Miss Miller was not required to go through the bank's internal grievance procedure before filing a complaint with EEOC (600 F.2d 211 (9th Cir., 1979)). However, in two other 1979 cases, Luddington v. Sambo's, 20 FEP cases 1000 (E.D. Wis. 1979), and Neidhardt v. D.H. Holmes Company, 21 FEP cases 452 (E.D. La. 1979) the courts ruled that for an employer to be held responsible for sexual harassment, the employer must have had actual or constructive notice of the harassment, and to have ignored it. Otherwise, the employer is not responsible.

III. Is sexual harassment illegal if it does not result in a specific employment harm, such as termination?

A. Bundy v. Jackson, 19 FEP cases, 828 (D.D.C. April 25, 1979).

1. Complainant's Position

In April 1979, Ms. Bundy, an employee of the D.C. Department of Corrections, filed a complaint, alleging that three of her supervisors continually made "improper sexual advances" toward her and that, as a result, she was passed over for promotion. The court found that her allegations about sexual harassment were true; in fact, the court found that making sexual advances was a "normal condition of employment" in the Office of the D.C. Department of Corrections. However, the court also ruled that her failure to be promoted was not due to the harassment, and therefore no violation of Title VII existed.

Ms. Bundy appealed this decision.

(Bundy v. Jackson, 641 F. 2d 934 (D.C.Cir. 1981)).

2. Court of Appeals Opinion

On January 12, 1981, the U.S. Court of Appeals in Washington reversed the ruling of the District Court. Chief Justice J. Skelly Wright, in a unanimous opinion for the court wrote that unless the court reached out to prohibit employers from maintaining a "discriminatory environment" the employers could:

"sexually harass a female employee with impunity by carefully stopping short of firing the employee or taking any other tangible actions against her in response to her resistance...."

In addition to directing Judge Hart of the lower court to draw up an injunction barring sexual harassment, the appeals court told him to hold further hearings on Bundy's back pay and promotion claims. The ruling in effect holds that sexual harassment, in and of itself, is a violation of the law and does not require further proof that the employee was penalized or lost specific job benefits.

APPENDIX G

Questionnaire Pretest

CODE NO. _____

Sexual Harassment: Is It a Problem?Section I

This section asks how you feel about relationships among people who work together.

Each of the behaviors listed below has been used in various questionnaires to describe sexual harassment among working people. What would you think if these behaviors happened to you or someone else at work?

For each behavior listed, please write the number (1 -5) that describes what you would think.

1	2	3	4	5
Definitely Not	Probably Not	Don't Know	Probably Yes	Definitely Yes

1. Uninvited pressures for sexual favors:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?
2. Uninvited and deliberate touching, leaning over, cornering or pinching:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?
3. Uninvited sexually suggestive looks or gestures:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?
4. Uninvited letters, phone calls, or materials of a sexual nature:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?
5. Uninvited pressure for dates:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?

Questionnaire Pretest - Continued

6. Uninvited sexual teasing, jokes, remarks or questions:
- _____ a. If someone at work did this, would it bother you?
- _____ b. If someone at work did this, would you consider it sexual harassment?

Section II - Part I

This section asks about any experiences you may have had with uninvited and unwanted sexual attention on the job from persons of either sex.

- A. Have you experienced any unwanted sexual attention during the past six (6) months?

Yes _____

No _____

- B. Are you now experiencing any of the following uninvited sexual attention from someone in your company?

	<u>YES</u>	<u>NO</u>
1. Actual or attempted rape or sexual assault.	_____	_____
2. <u>Unwanted</u> pressure for sexual favors.	_____	_____
3. <u>Unwanted</u> deliberate touching, leaning over, cornering or pinching.	_____	_____
4. <u>Unwanted</u> sexually suggestive looks or gestures.	_____	_____
5. <u>Unwanted</u> letters, phone calls, or material of a sexual nature.	_____	_____
6. <u>Unwanted</u> pressure for date.	_____	_____
7. <u>Unwanted</u> sexual teasing, jokes, remarks or questions.	_____	_____

- C. If you have had this experience:

1. How many times has this unwanted sexual attention occurred?
- _____ (number of times)

2. How long (in weeks) has this unwanted sexual attention lasted?
- _____ (weeks)

Questionnaire Pretest - Continued

6. Think about your answer to question 5. How effective has each action been in eliminating the unwanted sexual attention?

For each answer you marked in question 5, please write the number (1-5) that best describes how effective you think that response has been.

1	2	3	4	5
very effective: the harassment stopped	moderately effective: the harassment decreased but did not stop	possibly effective: uncertain if anything has changed	not effective at all: nothing has changed; the harassment continues	detrimental to me: the harassment has gotten worse

- ☐ a. I have done nothing.
- ☐ b. I have ignored the behavior.
- ☐ c. I have made a joke of it.
- ☐ d. I have avoided the person.
- ☐ e. I have told my friends.
- ☐ f. I have told other workers.
- ☐ g. I have told my relatives (husband/wife, parents, others)
- ☐ h. I have told my relatives (telling) him/her to stop.
- ☐ i. I have written a letter asking to another office or department.
- ☐ j. I have requested a transfer to another office/department.
- ☐ k. I have transferred to another office to stop.
- ☐ l. I have asked/told the person to stop.
- ☐ m. I have threatened to report the behavior to my supervisor.
- ☐ n. I have reported the behavior to my supervisor.
- ☐ o. I have threatened to report the behavior to his/her supervisor or other officials.
- ☐ p. I have reported the behavior to his/her supervisor or other officials.
- ☐ q. I have threatened to quit my job.
- ☐ r. I have actually quit my job.
- ☐ s. I have threatened to sue.
- ☐ t. I have actually sued.
- ☐ u. I have gone along with the demands of the person who is harassing me.
- ☐ u. Other (please describe) _____

Questionnaire Pretest - Continued

D. 1. In order to stop my being sexually harassed, I would be willing
to:

Please "x" all that apply and write your answer in the LEFT
COLUMN.

- ☐ a. do nothing.
- ☐ b. ignored the behavior.
- ☐ c. make a joke of it.
- ☐ d. avoid the person.
- ☐ e. tell my friends.
- ☐ f. tell other workers.
- ☐ g. tell my relatives (husband/wife, parents, others)
- ☐ h. write a letter asking (telling) him/her to stop.
- ☐ i. request a transfer to another office or department.
- ☐ j. transfer to another office/department.
- ☐ k. ask/tell the person to stop.
- ☐ l. threaten to report the behavior to my supervisor.
- ☐ m. report the behavior to my supervisor.
- ☐ n. threaten to report the behavior to his/her supervisor or other
officials.
- ☐ o. report the behavior to his/her supervisor or other officials.
- ☐ p. threaten to quit my job.
- ☐ q. quit my job.
- ☐ r. threaten to sue.
- ☐ s. actually sue.
- ☐ t. go along with the demands of the person who is harassing me.
- ☐ u. Other (please describe) _____

Questionnaire Pretest - Continued

2. Think about your answers to question D1. How effective do you think each of the actions you would be willing to take would be in eliminating the unwanted sexual attention?

For each answer you marked in question D1, please write the number (1-5) that best describes how effective you think that response would be.

	1	2	3	4	5
very effective: the harassment would stop					
moderately effective: the harassment would decrease but it would not stop					
possibly effective: I don't know what would happen					
not effective at all: nothing would change;					
detrimental to me: things would get worse					

_____ a. do nothing.
_____ b. ignore the behavior.
_____ c. make a joke of it.
_____ d. avoid the person.
_____ e. tell my friends.
_____ f. tell other workers.
_____ g. tell my relatives (husband/wife, parents, others)
_____ h. write a letter asking (telling) him/her to stop.
_____ i. request a transfer to another office or department.
_____ j. transfer to another office/department.
_____ k. ask/tell the person to stop.
_____ l. threaten to report the behavior to my supervisor.
_____ m. report the behavior to my supervisor.
_____ n. threaten to report the behavior to his/her supervisor or other officials.
_____ o. report the behavior to his/her supervisor or other officials.
_____ p. threaten to quit my job.
_____ q. quit my job.
_____ r. threaten to sue.
_____ s. actually sue.
_____ t. go along with the demands of the person who is harassing me.
_____ u. Other (please describe) _____

Questionnaire Pretest - Continued

E. As a result of having been sexually harassed, have you experienced any of the following? Check off as many as apply.

- ☒ 1. heart palpitations
- ☒ 2. muscle tension (neck, face, shoulders, etc.)
- ☒ 3. headaches
- ☒ 4. stomach problems (cramps, nausea, vomiting, etc.)
- ☒ 5. ulcers
- ☒ 6. paralysis or numbness of parts of your body
- ☒ 7. high blood pressure
- ☒ 8. exhaustion
- ☒ 9. extreme changes in weight
- ☒ 10. pains in your joints
- ☒ 11. fear
- ☒ 12. guilt
- ☒ 13. feelings of being isolated and alone
- ☒ 14. embarrassment, shame
- ☒ 15. loss of self confidence
- ☒ 16. helplessness, powerlessness
- ☒ 17. anger, rage
- ☒ 18. sleeplessness
- ☒ 19. general irritability or agitation
- ☒ 20. a sense of betrayal
- ☒ 21. anxiety attacks
- ☒ 22. increased consumption of alcohol
- ☒ 23. increased smoking
- ☒ 24. changes in appetite
- ☒ 25. other (Please describe) _____
- ☒ 26. other _____
- ☒ 27. other _____
- ☒ 28. other _____

Section II - Part II

Please describe the person(s) who sexually bothered you.

Please "x" one answer only for each question.

1. SEX
- | | | |
|--------------------------------------------|---------------------------------------------------------|------------------------------------------------------------|
| <input checked="" type="checkbox"/> Male | <input checked="" type="checkbox"/> Two or more males | <input checked="" type="checkbox"/> Both males and females |
| <input checked="" type="checkbox"/> Female | <input checked="" type="checkbox"/> Two or more females | <input checked="" type="checkbox"/> Unknown |

2. AGE
- | | | |
|---------------------------------------------------------|------------------------------------------------------|---------------------------------------------|
| <input checked="" type="checkbox"/> Older than you | <input checked="" type="checkbox"/> Younger than you | <input checked="" type="checkbox"/> Unknown |
| <input checked="" type="checkbox"/> About as old as you | <input checked="" type="checkbox"/> Various ages | |

3. ETHNIC STATUS
- | | |
|-------------------------------------------------------------|------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Same as you | <input checked="" type="checkbox"/> Some same and some different |
| <input checked="" type="checkbox"/> Different race from you | <input checked="" type="checkbox"/> Unknown |

Questionnaire Pretest - Continued

4. MARITAL STATUS
- ☐ Married ☐ Divorced, separated, widowed ☐ Unknown
☐ Single ☐ Both married and unmarried

5. Was the person who sexually bothered you:
Please "x" all that apply

- ☐ a supervisor
☐ a co-worker(s)
☐ a subordinate
☐ other employee(s)
☐ a client?
☐ unknown to you?

Section III

Please "x" only one answer for each question

1. What is your sex? ☐ Female
☐ Male
2. What is your age? ☐ 35-44 ☐ 65 or older
☐ 16-19 ☐ 45-54
☐ 20-24 ☐ 55-64
☐ 25-34
3. What is your marital status? ☐ Married ☐ Separated or Divorced
☐ Single ☐ Widowed
4. What is the highest level of education you have completed?
☐ Less than High School diploma
☐ High School Diploma or GED (Graduate Equivalency Degree)
☐ High School Diploma plus technical training or apprenticeship
☐ Some College
☐ Graduated from College (B.A., B.S. or other bachelor's degree)
☐ Some Graduate School
☐ Graduate or Professional Degree
5. What is your race?
☐ American Indian or Alaskan Native
☐ Asian or Pacific Islander
☐ Black, not of Hispanic Origin
☐ White, not of Hispanic Origin
☐ Hispanic
☐ Other

Questionnaire Pretest - Continued

6. How would you describe your job?

- ☐ Trainee
- ☐ Blue Collar/Service/Maintenance
- ☐ Office/Clerical/Secretary
- ☐ Professional/Technical/Consultant
- ☐ Administration (Manager/Supervisor)
- ☐ Other _____

7. How long have you worked for this company?

- | | |
|---------------------------------------------|------------------------------------------|
| <input type="checkbox"/> less than 3 months | <input type="checkbox"/> 3 to 5 years |
| <input type="checkbox"/> 3 months to 1 year | <input type="checkbox"/> 5 years or more |
| <input type="checkbox"/> 1 to 2 years | <input type="checkbox"/> |

PLEASE GO BACK AND CHECK TO SEE THAT YOU HAVE ANSWERED ALL THE QUESTIONS.
THANK YOU FOR YOUR COOPERATION.

APPENDIX H

Questionnaire - Post-Training Test

Code No. _____

- D. 1. In order to stop my being sexually harassed, I would now be willing to:

Please "x" all that apply and write your answer in the LEFT COLUMN.

- ☐ a. do nothing.
- ☐ b. ignore the behavior.
- ☐ c. make a joke of it.
- ☐ d. avoid the problem.
- ☐ e. tell my friends.
- ☐ f. tell other workers.
- ☐ g. tell my relatives (husband/wife, parents, others).
- ☐ h. write a letter asking/telling him/her to stop.
- ☐ i. request a transfer to another office/department.
- ☐ j. transfer to another office/department.
- ☐ k. ask/tell the person to stop.
- ☐ l. threaten to report the behavior to my supervisor.
- ☐ m. report the behavior to my supervisor.
- ☐ n. threaten to report the behavior to his/her supervisor or other officials.
- ☐ o. report the behavior to his/her supervisor or other officials.
- ☐ p. threaten to quit my job.
- ☐ q. quit my job.
- ☐ r. threaten to sue.
- ☐ s. actually sue.
- ☐ t. go along with the demands of the person who is harassing me.
- ☐ u. other (please describe) _____

Questionnaire - Post-Training Test - Continued

2. Think about your answers to question D1. How effective do you think each of the actions you would be willing to take would be in eliminating the unwanted sexual attention?

For each answer you marked in question D1, please write the number (1-5) that best describes how effective you think that response will be.

1	2	3	4	5
very effective: harassment would stop	moderately effective: harassment would decrease but it would not stop	possibly effective: I don't know what would happen	not effective at all: nothing would change	detrimental to me: things would get worse

- ☐ a. do nothing.
- ☐ b. ignore the behavior.
- ☐ c. make a joke of it.
- ☐ d. avoid the person.
- ☐ e. tell my friends.
- ☐ f. tell other workers.
- ☐ g. tell my relatives (husband/wife, parents, others).
- ☐ h. write letter asking/telling him/her to stop.
- ☐ i. request a transfer to another office/department.
- ☐ j. transfer to another office/department.
- ☐ k. ask/tell the person to stop.
- ☐ l. threaten to report the behavior to my supervisor.
- ☐ m. report the behavior to my supervisor.
- ☐ n. threaten to report the behavior to his/her supervisor or other officials.
- ☐ o. report the behavior to his/her supervisor or other officials.
- ☐ p. threaten to quit my job.
- ☐ q. quit my job.
- ☐ r. threaten to sue.
- ☐ s. actually sue.
- ☐ t. go along with the demands of the person who is harassing me.
- ☐ u. other (please describe) _____

APPENDIX J

Follow Up Questionnaire

June 15, 1984

June 22, 1984

June 29, 1984

Code # _____

Week of _____

During this week, have you experienced any unwanted sexual attention?

Yes _____No _____

Please describe the incident(s).

During this week, did you have to deal with a stressful interpersonal problem or situation?

Yes _____No _____

Was confrontation an issue?

Yes _____No _____

Was sexual harassment an issue?

Yes _____No _____

Please describe the incident(s).

Follow Up Questionnaire - Continued

5. How did you respond to this unwanted sexual attention? _____
How did you respond to this stressful interpersonal problem? _____
(Please check one or both before continuing.)

Please "x" all that apply below:

- ___ a. I have done nothing.
- ___ b. I have ignored the behavior.
- ___ c. I have made a joke of it.
- ___ d. I have avoided the person.
- ___ e. I have told my friends.
- ___ f. I have told other workers.
- ___ g. I have told my relatives (husband/wife, parents, others).
- ___ h. I have written a letter asking (telling) him/her to stop.
- ___ i. I have requested a transfer to another office or department.
- ___ j. I have transferred to another office/department.
- ___ k. I have asked/told the person to stop.
- ___ l. I have threatened to report the behavior to my supervisor.
- ___ m. I have reported the behavior to my supervisor.
- ___ n. I have threatened to report the behavior to his/her supervisor or other officials.
- ___ o. I have reported the behavior to his/her supervisor or other officials.
- ___ p. I have threatened to quit my job.
- ___ r. I have actually quit my job.
- ___ s. I have threatened to sue.
- ___ t. I have gone along with the demands of the person who is harassing me.
- ___ u. other (please describe) _____

Follow Up Questionnaire - Continued

6. Think about your answers to question 5. How effective has each action been?

For each answer you marked in question 5, please write the number (1-5) that best describes how effective you think that response has been.

	1	2	3	4	5
very effective: the harassment stopped					
moderately effective: the harassment decreased but it did not stop					
possibly effective: uncertain if anything has changed					
not effective at all: nothing has changed the harassment continues					
detrimental to me: the harassment has gotten worse					

- ☐ a. I have done nothing.
- ☐ b. I have ignored the behavior.
- ☐ c. I have made a joke of it.
- ☐ d. I have avoided the person.
- ☐ e. I have told my friends.
- ☐ f. I have told other workers.
- ☐ g. I have told my relatives (husband/wife, parents, others).
- ☐ h. I have written a letter asking/telling him/her to stop.
- ☐ i. I have requested a transfer to another office/department.
- ☐ j. I have transferred to another office/department.
- ☐ k. I have asked/told the person to stop.
- ☐ l. I have threatened to report the behavior to my supervisor.
- ☐ m. I have reported the behavior to my supervisor.
- ☐ n. I have threatened to report the behavior to his/her supervisor or other officials.
- ☐ o. I have reported the behavior to his/her supervisor or other officials.
- ☐ p. I have threatened to quit my job.
- ☐ q. I have quit my job.
- ☐ r. I have threatened to sue.
- ☐ s. I have actually sued.
- ☐ t. I have gone along with the demands of the person who is harassing me.
- ☐ u. other (please describe) _____

Follow Up Questionnaire - Continued

E. Have you experienced any of the following during the past week?
Please "x" as many as apply.

- ☐ 1. heart palpitations
- ☐ 2. muscle tension (neck, face, shoulders, etc.)
- ☐ 3. headaches
- ☐ 4. stomach problems (cramps, nausea, vomiting, etc.)
- ☐ 5. ulcers
- ☐ 6. paralysis or numbness of parts of your body
- ☐ 7. high blood pressure
- ☐ 8. exhaustion
- ☐ 9. extreme changes in weight
- ☐ 10. pains in your joints
- ☐ 11. fear
- ☐ 12. guilt
- ☐ 13. feelings of being isolated and alone
- ☐ 14. embarrassment, shame
- ☐ 15. loss of self confidence
- ☐ 16. helplessness, powerlessness
- ☐ 17. anger, rage
- ☐ 18. sleeplessness
- ☐ 19. general irritability or agitation
- ☐ 20. a sense of betrayal
- ☐ 21. anxiety attacks
- ☐ 22. increased consumption of alcohol
- ☐ 23. increased smoking
- ☐ 24. changes in appetite
- ☐ 25. other (Please describe) _____
- ☐ 26. other _____
- ☐ 27. other _____
- ☐ 28. other _____

APPENDIX K

CODE NO. _____

Questionnaire - Post-Test

July 6, 1984

Sexual Harassment: Is It a Problem?Section I

This section asks how you feel about relationships among people who work together.

Each of the behaviors listed below has been used in various questionnaires to describe sexual harassment among working people. What would you think if these behaviors happened to you or someone else at work?

For each behavior listed, please write the number (1-5) that describes what you would think.

1	2	3	4	5
Definitely Not	Probably Not	Don't Know	Probably Yes	Definitely Yes

1. Uninvited pressures for sexual favors:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?
2. Uninvited and deliberate touching, leaning over, cornering or pinching:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?
3. Uninvited sexually suggestive looks or gestures:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?
4. Uninvited letters, phone calls, or materials of a sexual nature:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?
5. Uninvited pressures for dates:
 - _____ a. If someone at work did this, would it bother you?
 - _____ b. If someone at work did this, would you consider it sexual harassment?

Questionnaire - Post-Test - Continued

Section II - Part I

6. Uninvited sexual teasing, jokes, remarks or questions:
 _____ a. If someone at work did this, would it bother you?
 _____ b. If someone at work did this, would you consider it sexual harassment?

This section asks about any experiences you may have had with uninvited and unwanted sexual attention on the job from persons of either sex.

- A. Have you experienced any unwanted sexual attention since you attended the workshop?

Yes _____ No _____

- B. Are you now experiencing any of the following uninvited sexual attention from someone in your company?

	<u>YES</u>	<u>NO</u>
1. Actual or attempted rape or sexual assault.	_____	_____
2. <u>Unwanted</u> pressure for sexual favors.	_____	_____
3. <u>Unwanted</u> deliberate touching, leaning over, cornering or pinching.	_____	_____
4. <u>Unwanted</u> sexually suggestive looks or gestures.	_____	_____
5. <u>Unwanted</u> letters, phone calls, or material of a sexual nature.	_____	_____
6. <u>Unwanted</u> pressure for date.	_____	_____
7. <u>Unwanted</u> sexual teasing, jokes, remarks or questions.	_____	_____

- C. If you have had this experience since you attended the workshop:

- How many times has this unwanted sexual attention occurred?
 _____ (number of times)
- How long (in weeks) has this unwanted sexual attention lasted?
 _____ (weeks)
- When did the incident you are describing begin?
 _____ (approximate date and year)

Questionnaire - Post-Test - Continued

4. How did you feel about this having happened to you?

- ☐ a. flattered
- ☐ b. indifferent; it didn't matter
- ☐ c. annoyed, irritated
- ☐ d. embarrassed, humiliated, ashamed
- ☐ e. insulted, put down
- ☐ f. disgusted
- ☐ g. angry
- ☐ h. intimidated, worried about what would happen
- ☐ i. afraid, frightened
- ☐ j. guilty; I thought it was my fault
- ☐ k. other (please describe) _____

5. How have you responded to this unwanted sexual attention? Please "x" all that apply in the LEFT COLUMN.

- ☐ a. I have done nothing.
- ☐ b. I have ignored the behavior.
- ☐ c. I have made a joke of it.
- ☐ d. I have avoided the person.
- ☐ e. I have told my friends.
- ☐ f. I have told other workers.
- ☐ g. I have told my relatives (husband/wife, parents, others).
- ☐ h. I have written a letter asking/telling him/her to stop.
- ☐ i. I have requested a transfer to another office/department.
- ☐ j. I have transferred to another office/department.
- ☐ k. I have asked/told the person to stop.
- ☐ l. I have threatened to report the behavior to my supervisor.
- ☐ m. I have reported the behavior to my supervisor.
- ☐ n. I have threatened to report the behavior to his/her supervisor or other officials.
- ☐ o. I have reported the behavior to his/her supervisor or other officials.
- ☐ p. I have threatened to quit my job.
- ☐ q. I have quit my job.
- ☐ r. I have threatened to sue.
- ☐ s. I have actually sued.
- ☐ t. I have gone along with the demands of the person who is harassing me.
- ☐ u. other (please describe) _____

Questionnaire - Post-Test - Continued

6. Think about your answers to question 5. How effective has each action been in eliminating the unwanted sexual attention?

For each answer you marked in question 5, please write the number (1-5) that best describes how effective you think that response has been.

	1	2	3	4	5
very effective: the harassment stopped					
moderately effective: the harassment decreased but it did not stop					
possibly effective: uncertain if anything has changed					
not effective at all: nothing has changed the harassment continues					
detrimental to me: the harassment has gotten worse					

- ☐ a. I have done nothing.
- ☐ b. I have ignored the behavior.
- ☐ c. I have made a joke of it.
- ☐ d. I have avoided the person.
- ☐ e. I have told my friends.
- ☐ f. I have told other workers.
- ☐ g. I have told my relatives (husband/wife, parents, others).
- ☐ h. I have written a letter asking/telling him/her to stop.
- ☐ i. I have requested a transfer to another office/department.
- ☐ j. I have transferred to another office/department.
- ☐ k. I have asked/told the person to stop.
- ☐ l. I have threatened to report the behavior to my supervisor.
- ☐ m. I have reported the behavior to my supervisor.
- ☐ n. I have threatened to report the behavior to his/her supervisor or other officials.
- ☐ o. I have reported the behavior to his/her supervisor or other officials.
- ☐ p. I have threatened to quit my job.
- ☐ q. I have quit my job.
- ☐ r. I have threatened to sue.
- ☐ s. I have actually sued.
- ☐ t. I have gone along with the demands of the person who is harassing me.
- ☐ u. other (please describe) _____

Questionnaire - Post-Test - Continued

D. 1. In order to stop my being sexually harassed,

I would now be willing to:

Please "x" all that apply and write your answer in the LEFT COLUMN.

- ☐ a. do nothing.
- ☐ b. ignore the behavior.
- ☐ c. make a joke of it.
- ☐ d. avoid the problem.
- ☐ e. tell my friends.
- ☐ f. tell other workers.
- ☐ g. tell my relatives (husband/wife, parents, others).
- ☐ h. write a letter asking/telling him/her to stop.
- ☐ i. request a transfer to another office/department.
- ☐ j. transfer to another office/department.
- ☐ k. ask/tell the person to stop.
- ☐ l. threaten to report the behavior to my supervisor.
- ☐ m. report the behavior to my supervisor.
- ☐ n. threaten to report the behavior to his/her supervisor or other officials.
- ☐ o. report the behavior to his/her supervisor or other officials.
- ☐ p. threaten to quit my job.
- ☐ q. quit my job.
- ☐ r. threaten to sue.
- ☐ s. actually sue.
- ☐ t. go along with the demands of the person who is harassing me.
- ☐ u. other (please describe) _____

Questionnaire - Post-Test - Continued

2. Think about your answers to question D1. How effective do you think each of the actions you would be willing to take will be in eliminating the unwanted sexual attention?

For each answer you marked in question D1, please write the number (1-5) that best describes how effective you think that response will be.

1	2	3	4	5
very effective: harassment would stop				
moderately effective: harassment would decrease but it would not stop				
possibly effective: I don't know what would happen				
not effective at all: nothing would change				
detrimental to me: things would get worse				

- ☐ a. do nothing.
- ☐ b. ignore the behavior.
- ☐ c. make a joke of it.
- ☐ d. avoid the problem.
- ☐ e. tell my friends.
- ☐ f. tell other workers.
- ☐ g. tell my relatives (husband/wife, parents, others).
- ☐ h. write a letter asking/telling him/her to stop.
- ☐ i. request a transfer to another office/department.
- ☐ j. transfer to another office/department.
- ☐ k. ask/tell the person to stop.
- ☐ l. threaten to report the behavior to my supervisor.
- ☐ m. report the behavior to my supervisor.
- ☐ n. threaten to report the behavior to his/her supervisor or other officials.
- ☐ o. report the behavior to his/her supervisor or other officials.
- ☐ p. threaten to quit my job.
- ☐ q. quit my job.
- ☐ r. threaten to sue.
- ☐ s. actually sue.
- ☐ t. go along with the demands of the person who is harassing me.
- ☐ u. other (please describe) _____

Questionnaire - Post-Test - Continued

E.1 Have you experienced any of the following as the result of sexual harassment since you completed the workshop? Please check as many as apply.

- ☐ 1. heart palpitations
- ☐ 2. muscle tension (neck, face, shoulders, etc.)
- ☐ 3. headaches
- ☐ 4. stomach problems (cramps, nausea, vomiting, etc.)
- ☐ 5. ulcers
- ☐ 6. paralysis or numbness of parts of your body
- ☐ 7. high blood pressure
- ☐ 8. exhaustion
- ☐ 9. extreme changes in weight
- ☐ 10. pains in your joints
- ☐ 11. fear
- ☐ 12. guilt
- ☐ 13. feelings of being isolated and alone
- ☐ 14. embarrassment, shame
- ☐ 15. loss of self confidence
- ☐ 16. helplessness, powerlessness
- ☐ 17. anger, rage
- ☐ 18. sleeplessness
- ☐ 19. general irritability or agitation
- ☐ 20. a sense of betrayal
- ☐ 21. anxiety attacks
- ☐ 22. increased consumption of alcohol
- ☐ 23. increased smoking
- ☐ 24. changes in appetite
- ☐ 25. other (Please describe) _____
- ☐ 26. other _____
- ☐ 27. other _____
- ☐ 28. other _____

2. If you have ceased to experience any of the above since you participated in the workshop, please list them below.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

Questionnaire - Post-Test - Continued

Section II - Part II

Please describe the person(s) who sexually bothered you since you attended the workshop.

Please "x" one answer only for each question.

1. SEX

- ☐ Male ☐ Two or more males ☐ Both males and females
☐ Female ☐ Two or more females ☐ Unknown

2. AGE

- ☐ Older than you ☐ Younger than you ☐ Unknown
☐ About as old as you ☐ Various ages

3. ETHNIC STATUS

- ☐ Same as you ☐ Some same and some different
☐ Different race from you ☐ Unknown

4. MARITAL STATUS

- ☐ Married ☐ Divorced, separated, widowed ☐ Unknown
☐ Single ☐ Both married and unmarried

5. Was the person who sexually bothered you:

Please "x" all that apply

- ☐ a supervisor
☐ a co-worker(s)
☐ a subordinate
☐ other employee(s)
☐ a client?
☐ unknown to you?

6. Is the person you are describing the same person who sexually bothered you when you filled out this questionnaire before you attended the workshop?

- ☐ the same person
☐ someone else

APPENDIX L

Rotter's Internal-External Scale

Directions:

Please read each of the pairs of sentences carefully. Choose either "a" or "b" and check the answer you have selected. Please answer all the questions. There are 29.

1. ___ a. Children get into trouble because their parents punish them too much.
 ___ b. The trouble with most children nowadays is that their parents are too easy with them.
2. ___ a. Many of the unhappy things in people's lives are partly due to bad luck.
 ___ b. People's misfortunes result from the mistakes they make.
3. ___ a. One of the major reasons why we have wars is because people don't take enough interest in politics.
 ___ b. There will always be wars, no matter how hard people try to prevent them.
4. ___ a. In the long run people get the respect they deserve in this world.
 ___ b. Unfortunately, an individual's worth often passes unrecognized no matter how hard he tries.
5. ___ a. The idea that teachers are unfair to students is nonsense.
 ___ b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. ___ a. Without the right breaks one cannot be an effective leader.
 ___ b. Capable people who fail to become leaders have not taken advantage of their opportunities.
7. ___ a. No matter how hard you try some people just don't like you.
 ___ b. People who can't get others to like them don't understand how to get along with others.
8. ___ a. Heredity play the major role in determining one's personality.
 ___ b. It is one's experiences in life which determine what they're like.

Opinion Scale - Continued

9. ☐ a. I have often found that what is going to happen will happen.
☐ b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.
10. ☐ a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.
☐ b. Many times exam questions tend to be so unrelated to course work that studying is really useless.
11. ☐ a. Becoming a success is a matter of hard work; luck has little or nothing to do with it.
☐ b. Getting a good job depends mainly on being in the right place at the right time.
12. ☐ a. The average citizen can have an influence in government decisions.
☐ b. This world is run by the few people in power, and there is not much the little guy can do about it.
13. ☐ a. When I make plans, I am almost certain that I can make them work.
☐ b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.
14. ☐ a. There are certain people who are just no good.
☐ b. There is some good in everybody.
15. ☐ a. In my case, getting what I want has little or nothing to do with luck.
☐ b. Many times we might just as well decide what to do by flipping a coin.
16. ☐ a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
☐ b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.
17. ☐ a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand, nor control.
☐ b. By taking an active part in political and social affairs the people can control world events.

Opinion Scale - Continued

18. ____ a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
____ b. There really is no such thing as "luck."
19. ____ a. One should always be willing to admit mistakes.
____ b. It is usually best to cover up one's mistakes.
20. ____ a. It is hard to know whether or not a person really likes you.
____ b. How many friends you have depends upon how nice a person you are.
21. ____ a. In the long run the bad things that happen to us are balanced by the good ones.
____ b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.
22. ____ a. With enough effort we can wipe out political corruption.
____ b. It is difficult for people to have much control over the things politicians do in office.
23. ____ a. Sometimes I can't understand how teachers arrive at the grades they give.
____ b. There is a direct connection between how hard I study and the grades I get.
24. ____ a. A good leader expects people to decide for themselves what they should do.
____ b. A good leader makes it clear to everybody what their jobs are.
25. ____ a. Many times I feel that I have little influence over the things that happen to me.
____ b. It is impossible for me to believe that chance or luck plays an important role in my life.
26. ____ a. People are lonely because they don't try to be friendly.
____ b. There's not much use in trying too hard to please people; if they like you, they like you.

Opinion Scale - Continued

27. ____ a. There is too much emphasis on athletics in high school.
____ b. Team sports are an excellent way to build character.
28. ____ a. What happens to me is my own doing.
____ b. Sometimes I feel that I don't have enough control over the direction my life is taking.
29. ____ a. Most of the time I can't understand why politicians behave the way they do.
____ b. In the long run the people are responsible for bad government on a national as well as on a local level.

Score is number of underlined items.

APPENDIX M

Sexual Harassment Interview

Personal History

Code #

Date

Sex

Age

Medical History

illnesses (other than childhood)

Allergies

Hospitalizations (medical)
(surgical)
(injuries)General Appearance

underweight

overweight

skin

ataxia

hearing impairment
visual impairment
speech impairment
other chronic disabilityLevel of Response

oriented

confused

speech (rate, amount, clarity)

level of consciousness (alert, drowsy)

alert
memory impairment
thought (clarity, content,
flow)History

cardiac disease

chest pain

palpitation

headaches

skin rashes

back pains

nausea/vomiting
diarrhea
abdominal pain
asthma
high blood pressure
pains in jointsSleep Disturbances

Insomnia

sleeps too much

early morning awakening

broken sleep
nightmaresDrug Use

alcohol

sugar

valium

librium

other sedatives

cigarettes
diet pills
marijuana
cocaine
other drugs

Sexual Harassment Interview

Part 1. These questions relate to Section 11, Part 1-C of the Questionnaire:

A. If you have had this experience:

Questions 1-3 What were the circumstances surrounding the onset of this latest incident of sexual harassment?

- a. Who approached you?
- b. What happened?
- c. What did you do?
- d. How did things go after the initial incident?
- e. Who do you suppose was responsible for this having happened? Why?

Question 5 What did you do about it?

Secondary control (association for its own sake)

e, f, g: If you told friends, relatives, or other workers

- a. What did they suggest?
- b. Did you follow their advice?
- c. What happened?
- d. How did you feel about:
 - 1) the way you handled the problem?
 - 2) the way things turned out?
- e. How did you decide to do this?

Question 6 Ask these questions for all the responses that follow:

- a. What happened?
- b. How did you feel about:
 - 1) the way you handled the problem?
 - 2) the way things turned out?
- c. How did you decide to do this?

Secondary control (denial)

a, b, c: If you did nothing, made a joke of it or ignored the behavior:

Secondary control (avoidance)

d, i, j, q: If you avoided the harasser

Primary control (threatening)

l, n, p, r: If you threatened the harasser

Primary control (assertion)

h, k, s: If you took direction action

Sexual Harassment Interview - Continued

Primary control (attempts to change the situation by involving powerful others)

m, o: If you reported the harasser (harassment) to your/his supervisor or other officials

Secondary control (submission)

t: If you went along with his demands

Other

B. Previous Experiences

- a. Have you experienced sexual harassment before?
- b. How many times?
- c. What were the circumstances (see C1-3, above)

Personal History - Continued

Part 2.

A. Family Relationships

1. Present marital status or living arrangement
2. Previous marriages
3. Reasons for separation/divorce
4. Children (names, ages)
5. Describe your relationship with your spouse.
 - a. How do you deal with problems that arise? (examples)
 - b. What happens when you can't agree on a solution?
 - c. Who gives in?
6. Describe your relationship with your children.
 - a. How do you deal with problems that arise? (examples)
 - b. What do you do if you and your spouse disagree about matters that concern the children?
7. Describe the atmosphere of your home at present.
 - a. How is the different from the home you grew up in?
8. Describe your relationship with your parents.
 - a. How do/did you deal with problems that arise/arose?
9. Describe the atmosphere of your home when you were growing up.
 - a. What was the relationship between your parents like?
 - b. How were problems between your parents resolved?
 - 1) What did your mother do?
 - 2) What did you father do?
 - 3) Who gave in?
10. Describe a significant event in which a serious problem was addressed (regardless of solution).
 - a. What was the problem?
 - b. Who was involved?
 - c. How were you involved?
 - d. What did people do/say?
 - e. What happened?
 - f. How did you feel about the outcome?
11. How do you feel about confronting people about their behavior?
12. What is your family's approach to confronting people about their behavior?

Personal History - Continued

13. Family history
- | | |
|--------------------|----------|
| Mother | Father |
| Significant Others | Siblings |
14. Describe your relationship with your siblings.
- What was it like when you were growing up?
 - What is it like now?
 - How do/did you resolve problems that arise/arose?
15. Other

B. Emotional State

- How would you describe yourself?
- What are your personal strengths?
- What are your weaknesses?
- Do you have any feeling about why you are being sexually harassed?
- How has this sexual harassment affected feelings about yourself?
- Have you ever sought treatment for any emotional problems?
(psychiatrist, psychologist, counselor, group therapy, other)
- Have you ever been involved with a woman's support group?
(A Woman's Place, Rape Crisis Center, other)
- Have you ever attempted suicide? What were the circumstances?
- If not, have you had suicidal thoughts?
 - Was this related to sexual harassment?
- Why have you enrolled in this workshop at this time?

C. Cultural Background

- Ethnic origin
- Religious training
- Present church attendance

Personal History - Continued

4. Do you believe that your being sexually harassed is a form of punishment for something you might have done?
5. If yes, what might you do to make it stop?

D. Vocational history

1. Present job.
2. How long?
3. Do you enjoy your job?
4. Is it a pleasant place to work (other than sexual harassment)?
 - a. If not, what are the difficulties that make it unpleasant?
5. How has the sexual harassment affected your job situation?
6. How has the sexual harassment affected your job performance?
7. Is your employer aware of your harassment problem?
8. What is your relationship with your supervisor like?
 - a. Does he/she know about the harassment?
9. What are your fellow employees like?
 - a. Do they know about your harassment?
10. Has anyone at work tried to help you deal with the sexual harassment?
11. How many jobs have you had?
12. Was sexual harassment ever an issue in quitting or termination before?

E. Educational Background

1. Highest level of schooling completed.
2. Additional training.
3. Reason for quitting.

Personal History - Continued

4. Was sexual harassment ever an issue at school?
5. Was school a positive or a negative experience? What made it so?
6. What were your friends like? (many, few, loner)
7. What problems did you have in school?
8. How well did you do?
9. Did you ever fail anything?
10. Were you involved in school activities? What were they?

F. Socioeconomic Status

1. Is your salary adequate to meet your needs?
2. Who contributes income to the family?
3. Who decides how the money will be spent?
4. What happens if you disagree about how the money should be spent?
5. What would happen if you lost your job?

G. Legal History

1. Have you ever been arrested? What were the circumstances?
2. Have you ever been in jail?
3. Was sexual harassment a problem there?

H. Military Service

1. Have you ever served in the military? When? How long?
2. Was sexual harassment a problem there?

APPENDIX N

Summary Table of Significance Values: Pre- and Post-Test Scores

Table 1	Internal-External Scores	+ (5) = .125 n.s.
Table 2	Bothersomeness of Behaviors	+ (5) = .09 n.s.
	Behaviors as Sexual Harassment	+ (5) = .86 n.s.
Table 3	Ratings of Behaviors	
	Pressures for sex	+ (5) = 1.06 n.s.
	Touching	+ (5) = 0.0
	Looks, gestures	+ (5) = 1.0 n.s.
	Letters	+ (5) = 1.06 n.s.
	Pressures (dates)	+ (5) = 1.0 n.s.
	Teasing	+ (5) = 1.04 n.s.
Table 4	Attitude Towards Behaviors	
	Considered bothersome	+ (5) = .09 n.s.
	Considered sexual harassment	+ (5) = .86 n.s.
		+ (5) = 4.75, p < .01
Table 6	Number of Incidents	
	Number Reported	+ (5) = 1.71 n.s.
Table 8	Use of Behaviors of Control	
	Internals: primary	+ (2) = 1.01 n.s.
	secondary	+ (2) = 3.75 n.s.
	Externals: primary	+ (2) = 3.46 n.s.
	secondary	+ (2) = 1.40 n.s.
Table 9	Use of Specific Behaviors	
	Threatening	+ (5) = .425 n.s.
	Taking Action	+ (5) = 1.51 n.s.
	Denial	+ (5) = 1.92 n.s.
	Avoidance	+ (5) = 3.77, p < .05

Table 10 Use of Behaviors of Control

Primary	$t(5) = 1.96$ n.s.
Secondary	$t(5) = 8.32$, $p < .001$

Table 11 Anticipated Effectiveness of Behaviors of Control

X_1 = Pre X_2 = Post-Training X_3 = Post-Test
T Score ($n = 6$)

Behaviors	X_1X_2	X_1X_3	X_2X_3
Primary	2.20 n.s.	.50 n.s.	5.59, $p < .01$
Secondary	1.15 n.s.	3.85, $p < .05$.57 n.s.
Any Combin.	.06 n.s.	.93 n.s.	.87 n.s.

Table 12 Perceived Effectiveness of behaviors of Control (X_1X_3)

Primary	$t(5) = .27$ n.s.
Secondary	$t(5) = 7.75$, $p < .01$
Any Combination	$t(5) = 4.73$, $p < .05$

Table 13 Comparison of Perceived and Anticipated Effectiveness

(See Tables 11 and 12)

Table 14 Comparison of Anticipated and Perceived Effectiveness of Any Combination of Behaviors, Pre- and Post-Test (X_1X_3)

Anticipated	$t(5) = .93$ n.s.
Perceived	$t(5) = 4.73$, $p < .05$

Table 15 Physical and Emotional Symptoms

Physical	$t(5) = 3.78$, $p < .05$
Emotional	$t(5) = 1.2$ n.s.

APPENDIX P

UNIVERSITY OF MARYLAND
Division of Human and Community Resources
College of Education
College Park 20742
Telephone (301) 454-2026

Counseling and Personnel Services

April 20, 1984

Charlene McDuffy
WRC-TV Channel 4
4001 Nebraska Avenue, N. W.
Washington, D.C. 20016

Dear Ms. McDuffy:

Thank you for the invitation to appear on the "Fred Thomas Show" on Wednesday, May 9, 1984. As a frequent viewer, I have been impressed with the variety and quality of your guests, not to mention Mr. Thomas' style and ability. Consequently, I am pleased and flattered to have been selected to participate.

The project I have undertaken is part of the research requirement for my Doctoral Dissertation in Community Counseling. I want to find out if training victims of sexual harassment in coping techniques helps them to deal more effectively with the problem. A free one-day workshop will be offered to current victims (those having experienced it within the last six months).

People are not generally aware that it is possible to say "no" without being offensive and without getting fired. Learning to do so is generally considered to be the best defense against further harassment. The victim who does nothing and permits the harassment to continue can expect to experience physical and emotional distress which can lead to decreased efficiency, generally dissatisfaction with the job, and even physical ailments. Eventually, the situation is sure to become untenable. Quitting and/or suing are solutions, but the person who does this ends up unemployed, a situation he/she feared in the first place.

May I suggest the following topics for our discussion?

- a) What is sexual harassment?
- b) Why should we be concerned about it?
- c) Is sexual harassment a common problem?
- d) Why are victims afraid to disclose what is happening?
- e) The training workshop:
 - What will be taught?
 - Who is it for?

- 2 -

- How can it help the victim?
- How can someone enroll?
- Will confidentiality be assured?

Perhaps you have other concerns. I will be happy to address them if I can.

The workshop that will be used is one that I wrote for the General Accounting Office in 1981 when I was a doctoral Intern in their Employee Assistance Program (then known as the Counseling and Career Development Office). The workshop has been found to be very effective and is still being used in Washington and in many GAO field offices, including the one in Germany.

My experience in training goes back many years. I started out as a French teacher in the New York City School System and I am currently the Director of the Alcoholism Out-Patient Program at the Washington Adventist Hospital. I conducted numerous workshops for GAO while I worked there. In addition, I have worked in crisis intervention for the Montgomery County Crisis Center and as a psychologist for the Montgomery County Detention Center in Rockville.

Should you require additional information, please feel free to call me at 654-1610. I understand that the taping will take place on Tuesday, May 8, 1984 and that seven minutes have been allocated. Thank you for your assistance and confidence.

Sincerely,

Rosalind Goldfarb

Rosalind Goldfarb

APPENDIX Q

Letter to Participants

May 10, 1984

Dear

:

Thank you for the interest you have expressed in our project concerning sexual harassment. We realize that the problem is a sensitive one and we hope that by participating you will develop new skills that will be useful in dealing with uninvited and unwanted sexual attention.

In order to provide the most effective training program for you, we are enclosing a questionnaire which concerns itself with your personal experiences. It should not require more than 30 minutes to complete. Your name is not requested and your answers will be kept strictly confidential in accordance with the Privacy Act (PL 92-225). However, you have been assigned a code number, which appears on the questionnaire. The number will be used for purposes of compiling statistics only.

Please complete the questionnaire and return it by June 1, 1984 in the enclosed envelope. You will be asked to complete a second questionnaire one month following the training program.

When we receive your questionnaire, you will be informed as to the time and place of the workshop. It will be held on Sunday, June 10, 1984, and will run the entire day. Coffee and cake will be provided.

We look forward to your successful involvement in our program. If you have any questions, please call me (and leave a message, if necessary) at 654-1610. Should you require immediate assistance, a list of referral agencies will be provided.

Sincerely,

Rosalind Goldfarb

Rosalind Goldfarb
Doctoral Candidate
Counseling and Personnel Services
University of Maryland

Enclosures

APPENDIX Q

Workshop Notification Card

June 1, 1984

Dear Participant:

The workshop on sexual harassment will be held on Sunday, June 10, 1984, from 8:30 AM until 5:00 PM at The Washington Adventist Hospital, 7600 Carroll Avenue, Takoma Park, MD. If this time is not convenient for you, please call me at 654-1610.

We will break for lunch from 11:30 until 1:00 PM. Cake and coffee will be provided.

Cordially,

Rosalind Goldfarb

Rosalind Goldfarb

APPENDIX Q

UNIVERSITY OF MARYLAND
Division of Human and Community Resources
College of Education
College Park 20742
Telephone (301) 454-2026

June 10, 1984

Dear Participant:

During the next three weeks, please fill out the enclosed questionnaires. They should be completed on the date indicating the end of the week and your answers should describe what happened to you that week and how you responded.

The completion dates are (week ending)

June 15, June 22 and June 29.

Please feel free to write comments if you feel there is a need to be more specific.

During the week of July 6 you will receive one last questionnaire. When you have filled it out, please return it with the three previous forms in the envelope provided. I will be calling you during the month of June to see how things are going. Please feel to call me if you want to discuss something.

I am sure you will be interested to know what I have learned from all this. When the study is completed, you will receive a report. Thank you for your assistance. Your participation is greatly appreciated.

Cordially,

Rosalind Goldfarb

Rosalind Goldfarb
654-1610

Enclosures

APPENDIX Q

UNIVERSITY OF MARYLAND
Division of Human and Community Resources
College of Education
College Park 20742
Telephone (301) 454-2026

Counseling and Personnel Services

June 27, 1984

Dear Participant:

Thank you for your ongoing cooperation in filling out the weekly questionnaire. This is the last time I will ask you to do it.

Please note that the date for filling this one out is July 6, 1984. When you have completed it, please put it into the enclosed enveloped and mail it back to me.

We are planning a summary lunch to be held in August (since I will be away most of July). I thought Sunday, August 5th or 12th might be good dates. We could even have brunch and make it about 10:30 AM, if that would be better. Please let me know your preference. (Just fill out the form below. . . .)

Once again, thank you for your involvement. I hope it has been helpful not only to you, but to those you work with. I look forward to seeing you again.

Cordially,

Rosalind Goldfarb

Rosalind Goldfarb
654-1610

Please return this to me with the questionnaires.

I will be able to join you for ____ brunch/ ____ lunch on

Sunday, August 5 _____

Sunday, August 12 _____.

A better date and time for me would be:

Please sign your name.

APPENDIX R

HOW TO USE APPENDIX R

Comparison of Individual Scores: External vs. Internal Control

This chart is divided to show the scores of individual subjects divided on the basis of locus of control. Scores are pre-test (Pre), post-test (Post) and in Columns 11 and 12, immediately post-training (PostT). Columns 15 and 16 show scores from the interview (Int.).

Column 1: lists the subjects by number

Column 2: locus of control scores

Columns 3 & 4:

means scores of responses to Sec. 1 of the questionnaire

Column 5: the number of incidents experienced

Column 6: the number of incidents reported

Columns 7-10: the behavioral responses of subjects to incidents

- upper (whole) numbers: number of responses

- lower (decimal) numbers: the proportional number of times subject selected each behavior

Columns 11 & 12: mean scores of anticipated effectiveness of behaviors based on Sec. 11, Part I, D2 of the questionnaire

Columns 13 & 14: means scores of perceived effectiveness of behaviors based on Sec. 11, Part I, C6 of the questionnaire

Columns 15 & 16: the number of physical and emotional symptoms reported.

The letters at the bottom of Columns 7-10 refer to the specific responses in that section of the questionnaire.

APPENDIX R

COMPARISON OF INDIVIDUAL SCORES: EXTERNAL VS. INTERNAL LOC

Subjects	2 Locus of Control		3 Behaviors Considered		4 Sexual harassment		5 Number of Incidents		6 Incidents		7 Behaviors of		8 Behaviors of		9 Primary Control		10 Control Action		11 Anticipated Effectiveness			12 Behaviors of			13 Perceived Effectiveness			14 Symptoms			15 Symptoms			16 Symptoms		
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
S1	2	5	5.0	5.0	5.0	5.0	4	0	6	5	2	1	4	3	2	0	4	4	3.8	1.87	2.5	3.4	2.6	4.0	4.66	1.66	3.33	2.75	5	0	1	8	1	2		
											.66	.33	.57	.42	.50	.00	.80	.80																		
S4	7	9	5.0	5.0	4.8	4.6	3	0 (5-8)	2	0	2	0	3	0	0	0	0	0	3.0	3.0	3.0	3.75	3.5	4.0	.00	1.0	4.0	.00	0	3	0	4	0	0		
											.66	.00	.57	.00	.00	.00	.00	.00																		
S6	10	7	5.0	5.0	5.0	5.0	2	0	3	0	0	0	3	0	0	0	0	0	2.89	1.3	1.4	3.63	3.81	1.0	.00	.00	4.25	.00	2	1	0	7	1	0		
											.00	.00	.57	.00	.00	.00	.00	.00																		
S2	13	17	4.3	4.6	2.8	4.16	5	0	0	0	3	0	0	0	0	0	1	0	2.5	3.1	2.16	3.6	3.6	3.25	4.0	.00	3.6	.00	1	2	0	5	2	0		
											1.0	.00	.00	.00	.00	.00	.20	.00																		
S3	19	15	5.0	5.0	5.0	5.0	8	4 (40)	4	0	2	2	5	1	1	2	2	0	.00	2.0	1.0	1.0	1.0	.00	1.0	.00	.00	1.5	3	10	2	4	3	5		
											.66	.66	.71	.14	.25	.50	.40	.00																		
S5	11	10	5.0	5.0	5.0	5.0	2	0 (20)	2	0	1	1	3	0	0	0	0	0	3.0	1.00	.00	.00	.00	.00	.00	.00	.00	3.25	1.00	1	8	4	1	1	11	
											.33	.33 a.b.c.	.57	.00 d.e.f.g. l.j.g.	.00	.00 i.n.p.r.	.00	.00 h.k.m. o.s.																		

Pre = Pre-test PostT = Post-training Post = Post-test

*Interview

APPENDIX S

UNIVERSITY OF MARYLAND
Division of Human and Community Resources
College of Education
College Park 20742
Telephone (301) 454-2026

Counseling and Personnel Services

August 26, 1984

Fred Rothbaum
Department of Child Study
Tufts University
Medford, Massachusetts 02155

Dear Dr. Rothbaum:

Your article, "Changing the World and Changing the Self," shed new light on my dissertation research.

I have been studying the response behaviors of women to sexual harassment. I seemed to me that control was an ongoing issue for these women since their choices of behavior were limited to four possibilities: ignore the harassment, endure it as best as possible, fight back, or quit (the job). I theorized that the first two were indicative of external locus of control, the latter two of internality. But I was unsure since quitting was not far removed from ignoring. Your theory of secondary control seems to eliminate some of the confusion. My clients persisted in their attempts to deal with the harasser. None submitted to the advances and one actually sued. Their enrollment in the workshop I offered to victims (which was designed to provide new coping techniques) strengthened my conviction that these women were seeking ways to eliminate the harassment or, failing that, to deal with it more effectively. In short, failure to control the harassment had resulted in repeated disappointment in their interpersonal relationships at school or at work and they wanted things to change. While they may have come to feel helpless and agreed that the situation appeared to be uncontrollable, they had certainly not given up.

In order to test your theory, I developed a questionnaire in which victims were asked how they responded to the harassment. The various responses were classified as primary or secondary control measures as you described them. I would like to know if my designations reflect your concept. A copy of the questionnaire, as well as the classification of the questions, is included.

Fred Rothbuaam
August 26, 1984
Page Two

Should you concur with my analysis, you might be interested in knowing that those women classified as internals used more secondary control techniques than did the externals.

Thank you for your interest. I look forward to your response.

Respectfully,

Rosalind Gore Goldfarb

Rosalind Gore Goldfarb
(301) 654-1610

Enclosures

Locus of Control

Predictive Primary Control: assertive behaviors

- h. I have written a letter asking him/her to stop.
- k. I have asked/told the person to stop.
- s. I have actually sued.

Predictive Secondary Control: avoidance behaviors

- d. I have avoided the person
- l. I have requested a transfer to another office or department.
- J. I have transferred to another office or department.
- q. I have actually quit my job.

Illusory Primary Control: association with chance, luck. Not tested.

Illustory Secondary Control: denial

- a. I have done nothing.
- b. I have ignored the behavior.
- c. I have made a joke of it.

Vicarious Primary Control: threatening (via association)

- l. I have threatened to report the behavior to my supervision.
- n. I have threatened to report the beavhior to his/her supervisor.
- P. I have threatened to quit my job.
- r. I have threatened to sue.

Vicarious Primary Control: attempts to change the situation by involving powerful others

- m. I have reported the behavior to my supervisor.
- o. I have reported his/her behavior to his/her supervisor.

Viscarious Secondary Control: association for its own sake

- e. I have told my friends.
- f. I have told other workers.
- g. I have told my relatives (husband/wife, parents, others)

Interpretive Primary Control: discussion of the problem

- u. other

Interpretive Secondary Control: submitting

- t. I have gone along with the demands of the person harassing me.



TUFTS UNIVERSITY

Eliot-Pearson Department of Child Study

September 18, 1984

Dr. Rosalind Gore Goldfarb
University of Maryland
Division of Human and Community Resources
College of Education
College Park, MD 20742

Dear Rosalind:

Thank you for sharing with me your dissertation research. I think your application of control concepts to the area of sexual harassment was a fine idea. Harassment is a complex phenomenon permitting many coping (control) techniques of both the primary and secondary variety. Also I was very interested to learn that internal women relied most on secondary control techniques. Its certainly not something I anticipated when I wrote the 1982 JPSP paper, in fact I predicted the opposite. But my own and my colleagues' subsequent research indicates that secondary control techniques are very adaptive, (they relate to few problem behaviors) -- which is also true of internal locus of control. I really don't understand why this is the case, but your findings do mesh with the pattern of findings we have been obtaining.

As for your classifications of techniques, I am basically in agreement regarding your primary-secondary distinctions, but not with regard to your predictive/illusory/vicarious/interpretive distinctions. What you call predictive primary techniques I'd classify as direct action techniques. Your illusory secondary techniques have interpretive elements to it, especially (c). And I don't see submitting as necessarily interpretive; its as likely to be predictive secondary or even plain old helplessness. But I do tend to agree with your predictive secondary and vicarious (primary and secondary) technique classifications; I just wish I had a fuller description of the technique (and the rationale for it) before making a decision.

One final comment concerns your subject sample. If I understand correctly, it only includes women who volunteered for a workshop intended to help them overcome harassment. Their willingness to enter this workshop may explain why they were not inclined to submit to advances, nor to give up (i.e., to profess helplessness).

Dr. Rosalind Gore Goldfarb

2

September 18, 1984

I wish I could be of more help. I, like you, am fascinated by the concept of secondary control, but it continues to baffle me. You may be interested in a forthcoming American Psychologist article comparing Japan and the United States in terms of the primary-secondary distinction. I'd be most interested in hearing your reactions to it. Also, I'd be interested in receiving an abstract of your dissertation, and any other articles you write on the subject.

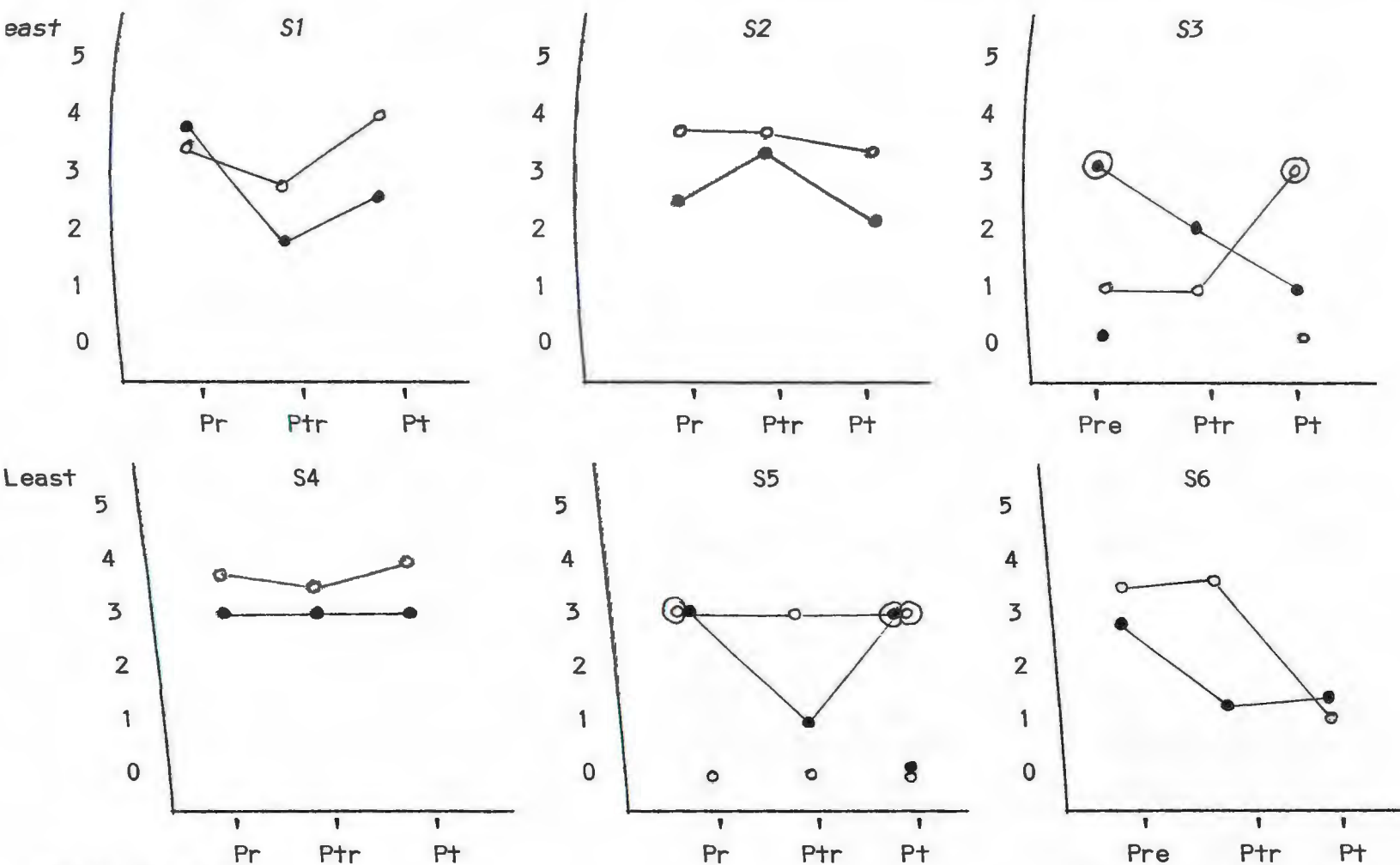
Best wishes,

A handwritten signature in cursive script, appearing to read "F Rothbaum".

Fred Rothbaum, Ph.D.
Associate Professor

FR:ts

Figure 7: Anticipated Effectiveness of Behaviors - Each Subject



Pr = Pre-test

Ptr = Post-training

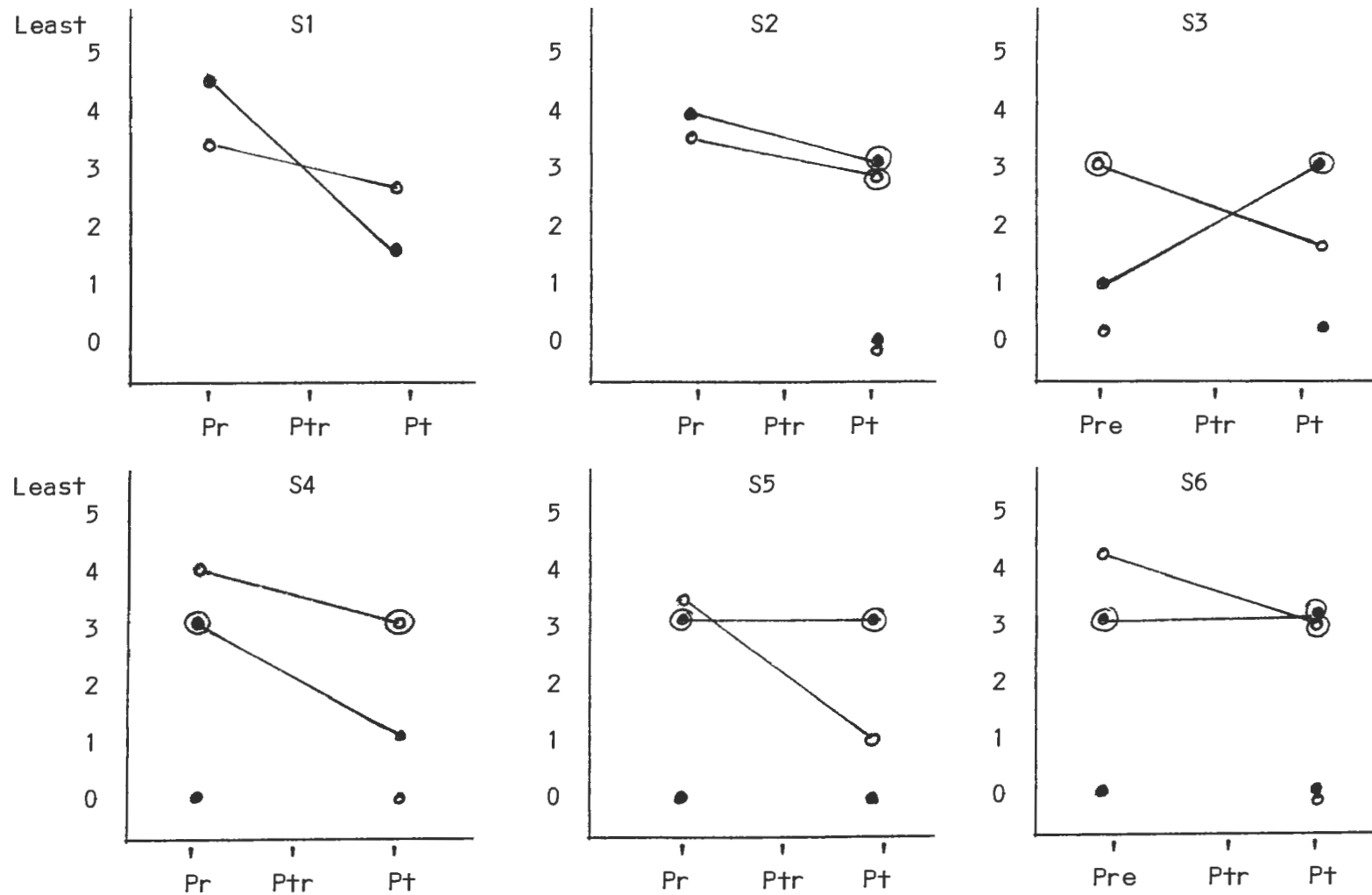
Pt = Post-test

● = Behaviors of primary control

○ = Behaviors of secondary control

A score of "3" (I don't know) has been entered where the score = 0 because the subject failed to respond.

Figure 8: Perceived Effectiveness of Behaviors - Each Subject



Pr = Pre-test

Pt = Post-test

o = Behaviors of primary control

● = Behaviors of secondary control

A score of "3" (I don't know) has been entered where the score = 0 because the subject failed to respond.

APPENDIX U

Hiawatha Designs an Experiment

Maurice G. Kendall

(Originally published in The American Statistician, Dec. 1959, Vol. 13, No. 5. Reprinted by Permission).

Hiawatha, mighty hunter,
He could shoot ten arrows upwards
Shoot them with such strength and
 swiftness
That the last had left the bowstring
Ere the first to earth descended.
This was commonly regarded
As a feat of skill and cunning.

One or two sarcastic spirits
Pointed out to him, however,
That it might be much more useful
If he sometimes hit the target.
Why not shoot a little straighter
And employ a smaller sample?

Hiawatha, who at college
Major'd in applied statistics,
Consequently felt entitled
To instruct his fellow men on
Any subject whatsoever,
Waxed exceedingly indignant
Talked about the law of error,
Talked about truncated normals,
Talked of loss of information,
Talked about his lack of bias,
Pointed out that in the long run
Independent observations
Even though they missed the target
Had an average point of impact
Very near the spot he aimed at
(With the possible exception
of a set of measure zero).

This, they said, was rather doubtful.
Anyway, it didn't matter
What resulted in the long run;
Either he must hit the target
Much more often than at present
Or himself would have to pay for
All the arrows that he wasted.

Hiawatha, in a temper,
Quoted parts of R. A. Fisher
Quoted Yates and quoted Finney

Quoted yards of Oscar Kempthorne
Quoted reams of Cox and Cochran
Quoted Anderson and Bancroft
Practically in extenso
Trying to impress upon them
That what actually mattered
Was to estimate the error.

One or two of them admitted
Such a thing might have its uses.
Still, they said, he might do better
If he shot a little straighter.

Hiawatha, to convince them,
Organized a shooting contest
Laid out in the proper manner
By experimental methods
Recommended in the textbooks
(Mainly used for tasting tea, but
sometimes used in order cases)
Randomized his shooting order
In factorial arrangements
Used the theory of Galois
Fields of ideal polynomials,
Got a nicely balanced layout

And successfully confounded
Second-order interactions.

All the other tribal marksmen
Ignorant, benighted creatures,
Of experimental set-ups
Spent their time of preparation
Putting in a lot of practice
Merely shooting at a target.

Thus it happened in the contest
That their scores were most impressive
With one notable exception
This (I hate to have to say it)
Was the score of Hiawatha,
Who, as usual, shot his arrows
Shot them with great strength and
 swiftness
Managing to be unbiased

APPENDIX U - continued

Hiawatha Designs an Experiment - Continued

Not, however, with his salvo
Managing to hit the target.
There, they said to Hiawatha
That is what we all expected.

Hiawatha, nothing daunted,
Called for pen and called for paper
Did analyses of variance
Finally produced the figures
Showing, beyond peradventure,
Everybody else was biased
And the variance components
Did not differ from each other
Or from Hiawatha's
(This last point, one should
acknowledge

Might have been much more convincing
If he hadn't been compelled to
Estimate his own component
From experimental plots in
Which the values all were missing.
Still, they didn't understand it
So they couldn't raise objections.
This is what so often happens
With analyses of variance.)

All the same, his fellow tribesmen
Ignorant, benighted heathens,
Took away his bow and arrows,
Said that though my Hiawatha
Was a brilliant statistician
He was useless as a bowman.
As for variance components,
Several of the more outspoken
Made primeval observations
Hurtful to the finer feelings
Even of a statistician.

In a corner of the forest
Dwells alone my Hiawatha
Permanently cogitating
On the normal law of error,
Wondering in idle moments
Whether an increased precision
Might perhaps be rather better,
Even at the risk of bias,
If thereby one, now and then,
could
Register upon the target.

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Degree and date to be conferred: Ph.D., 1985.

Date of birth: December 19, 1934.

Place of birth: Brooklyn, New York.

Secondary education: Abraham Lincoln High School
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Collegiate Institutions attended	Dates	Degree	Date of Degree
Brooklyn College	1952-1956	B.A.	February, 1956.
Brooklyn College	1956-1958	M.A.	June, 1958.
University of Maryland	1970-1975	M.Ed.	August, 1975.
University of Maryland	1978-1985	Ph.D.	May, 1985. (Expected).

Major: Brooklyn College: French, Secondary Education.

University of Maryland: Community Counseling.

Professional publications:

Goldfarb, R. (1975). Hyperkinesis, the enigmatic syndrome. Study Manual for Psychological Disorders in Children, New York, NY: Research Foundation of the City of New York.

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ROSALIND GORE GOLDFARB

Professional positions held:

Director, Alcoholism Out-Patient Program: Washington Adventist Hospital, 7600 Carroll Avenue, Takoma Park, Maryland, 1981- Present.

Director, Chevy Chase Family Services: 3309 Shirley Lane, Chevy Chase, Maryland 20815, 1981-present.

Psychologist, Montgomery County Detention Center, Montgomery County, Maryland, 1981- 1983.

Counseling Psychologist, General Accounting Office, Washington, D.C., 1980-1981.

Consultant, D.C. Task Force on Community Mental Health, Area C, Community Mental Health Center, Washington, D.C., 1980-1981.

Counselor, New Hope Halfway House, Alexandria Department of Mental Health, Alexandria, Virginia, 1980-1982.

Coordinator of Referrals, Community Crisis Center, Montgomery County Health Department, Bethesda, Maryland, 1980-1981.

Counselor, Passage Crisis Center, Montgomery County Health Department, Silver Spring, Maryland, 1976-1981.

Participant Observer, Family Therapy, Montgomery County Health Department, Youth and Family Services, Silver Spring, Maryland, 1976-1979.

Committee Member, Montgomery County Task Force on Youth and Society, Montgomery County, Maryland, 1976-1977.

Member, Montgomery County Task Force on Secondary Education, Montgomery County, Maryland, 1975-1977.

Chairman, Guidance Committee, Montgomery Hills, Junior High School, Silver Spring, Maryland, 1974-1975.

Teacher, Nursery School, Hebrew (grade 7), Music, B'nai Israel Hebrew School, Wheaton, Maryland, 1968-1970.

Teacher, Hebrew and English (grades 2-6), Jewish Day School, Montgomery County, Maryland, 1967-1970.

Substitute Teacher, (grades 7-9), Montgomery County Public Schools, Maryland, 1965-1967.

Teacher, French, Hebrew, and Science, New York City School System, 1956-1965.