

Trainer's Guide:

Stopping Sexual Harassment in the Workplace



This Guide is designed to support legal clinic workers who want to train community workers about sexual harassment in Ontario workplaces. It is part of a series of Trainers' Guides that cover a range of legal topics.

Toronto: Community Legal Education Ontario, May 2024

Community Legal Education Ontario (CLEO) developed this Trainer’s Guide with the invaluable assistance and expertise of the Public Legal Education committee of the Sexual Harassment Advice, Prevention and Education (SHAPE) Project — a coalition of 20 community legal clinics across Ontario that provide public legal education on employees’ rights and employers responsibilities around workplace sexual harassment. CLEO is also very grateful for the input and support of the project advisors, including: The Association of Community Legal Clinics of Ontario; Community Advocacy & Legal Centre; Community Legal Clinic for Brant, Haldimand, Norfolk; Connecting Ottawa; Don Valley Community Legal Services; Kinna-aweya Legal Clinic; and Ontario Justice Education Network.

We also gratefully acknowledge funding for this project from The Law Foundation of Ontario.

This is one in a series of Trainers’ Guides for community workers. Visit the [CLEO Connect website](#) for a list of legal topics.

Table of Contents

1. Introduction	1
About the Trainer’s Guide	1
Getting Ready and Learning Goals	2
2. Summary of Training & Instructions for Trainers	3
Welcome, Agenda, and Introductions	4
Activity 1: Myth Busting	5
What is sexual harassment?	5
Reporting sexual harassment	6
Activity 2: Case scenarios and discussion	6
Activity 3: Video and discussion	8
Debrief and Review: What did we learn? BRAVE principle	9
What can community workers do?	9
Useful Resources.....	10
Wrap-up, Feedback and Evaluation.....	11
3. Activity Handouts	12
Three types of sexual harassment.....	13
Legal definitions	14
Activity 2: Case scenarios and discussion	15
What to do if you are harassed at work or school	18
4. Supporting Documents	19
Flyer	20
Agenda.....	21
Evaluation Form	22



Companion to Trainer’s Guide: [PowerPoint Slides](#) with notes and instructions for trainers

1. Introduction

About the Trainer's Guide

Who is the Trainer's Guide for?

This Trainer's Guide is for legal clinic staff who are training workers at local community organizations about sexual harassment in Ontario workplaces.

Front-line workers at community organizations often help people who come to them with questions about their legal rights. Community workers can give good help and solid referrals if they have the knowledge and skills to do so. Training from legal clinic experts can help.

The Series

This Trainer's Guide is part of a series that provides training materials on several legal topics that community workers often ask for.

We developed our Trainers' Guides with flexibility in mind: each legal clinic can use them to adapt and customize a training workshop for their communities. We designed the training for a session that lasts approximately **2 hours**, but trainers will want to adapt it to suit their own style and to meet the needs of their audience.

We have included a companion piece for the Trainer's Guide: [PowerPoint slides](#) that include activities and resources, as well as notes and instructions for trainers.

- **The Trainer's Guide**

The Trainer's Guide includes the following sections:

1. Introduction (p. 1): This section provides a training snapshot, and outline of the training.
2. Summary of Training & Instructions for Trainers (p. 3): This section provides a summary of the PowerPoint slides and training activities. It includes some instructions for trainers. The slides and notes are adaptable and intended to be edited by the trainer.
3. Activity Handouts (p. 13): This section shows handouts trainers can use during the training. It includes [a link to the handouts](#) so trainers can download and email them to participants before the session, share their screen during an online training, or print and provide them at a face-to-face training.
4. Supporting Documents (p. 19): This section shows sample documents to help trainers plan their training. It includes links to a [flyer](#), [agenda](#), and [evaluation form](#) that can be customized.

- **The PowerPoint Slide Deck**

The [PowerPoint slides](#) are intended to be customized by the trainer.

Getting Ready and Learning Goals

Before you deliver the *Stopping Sexual Harassment in the Workplace* training, spend some time on the following preparation activities and think about the learning goals. Expect to spend at least 2 hours. For an online training session, ask a colleague to assist you to monitor the chat, etc.

1. Review the goals of the training

The goal of the training is to help community workers learn about:

- different forms of workplace sexual harassment
- identifying workplace sexual harassment conduct
- employer responsibilities
- how to report workplace sexual harassment
- how you can support clients
- resources you can share with clients

2. Familiarize yourself with the resources

Get familiar with the resources for workers listed in **Slides 39–41** of the slide deck. **Read the Trainer's Guide and PowerPoint slides and notes.**

Think about ways to engage your audience. Anticipate possible questions from participants and think through how you will respond. If you have any questions about legal content as you prepare, or after the training, contact Ashley Schuitema at Waterloo Region Community Legal Services at ashley.schuitema@wrcls.clcj.ca.

3. Customize the slides and learn about the activities

Add local resources and information about your legal clinic to the PowerPoint slides — location, hours and intake procedures. Do what you need to feel comfortable sharing the content, including editing and printing notes. See [tips](#) to print PowerPoint content in black and white to reduce ink, and [how to](#) remove notes before you share them with participants.

Consider the participants and how you will deliver your training (webinar or face-to-face training). Think about how long each activity may take and choose from the options provided. Revise the slides to reflect your choices. Build in time for discussion and questions. Note questions you aren't comfortable answering and say you will follow up. If you'd like to create a Word Version of your PowerPoint slides, follow the tips in this short [video](#).

If you have any questions about using these training materials, please contact info@cleoconnect.ca.

2. Summary of Training & Instructions for Trainers

This section gives an overview of the training. It is meant to be read as you go through the PowerPoint presentation. It will help you get a general sense of the training and understand the approximate time that you want to allocate for each part. It also provides some instructions and suggestions for how to offer the training activities.

The time allocations are estimates, assuming a total training length of 2 hours.

Training Snapshot (for trainer)

	Slides	Suggested Time
1. Welcome, Agenda, and Introductions	1–4	10 mins
2. Activity 1: Myth Busting	5–11	10 mins
3. Learning Goals What is sexual harassment?	12–20	15 mins
4. Reporting sexual harassment	21–25	10 mins
5. Activity 2: Case scenarios and discussion	26–29	15 mins
6. Activity 3: Video and discussion	30–31	10 mins
BREAK	32	10 mins
7. Debrief and review: What did we learn? BRAVE principle	33–35	15 mins
8. Takeaways What can community workers do?	36–38	10 mins
9. Useful Resources	39–41	10 mins
10. Wrap-up, Feedback, and Evaluation	42–44	5 mins

Training Summary and Instructions

Read this section as you review and adapt the PowerPoint slides. We highlight specific slides to provide training tips for activities that engage participants.

1. Welcome, Agenda, and Introductions	Slides 1–4	10 mins
--	------------	---------

- Welcome participants and introduce yourself and your clinic
- Share the agenda, review learning goals and participant expectations
- Discuss logistics of the training or workshop
- Discuss role of community workers
- Provide a land acknowledgment

Set Ground Rules and Expectations

Share the outline so participants know what to expect. Emphasize that the goal is to create an anti-oppressive environment. Briefly discuss: the right to pass (participants don't have to answer a question or make a contribution if they don't want to); confidentiality (what is learned, leaves, and what is shared, stays); and respect for each other.

- Point out that the content and discussion in this presentation will necessarily engage with information on sexual harassment, sexual assault, and sexual violence. Reiterate that the goal is to create a safer space where we can engage bravely, empathetically, and thoughtfully in discussion on this topic. Stress that people can take a break or leave the presentation if triggered.
 - Let participants know that you will post this [link](#) to a resource on mindfulness in the chat for people who need a break. It is also included in the PowerPoint notes on **Slide 3**.
 - If the training is in person — offer to connect after or provide a referral for peer support/Employee Assistance Plans (EAP), etc.).

Tell participants if you will take questions as you go or at specific times. If the training is held in person, point out where the bathrooms are, water, and other logistics. State up front that there will be a break. Reflect this in the agenda and confirm with the audience at the outset, adjusting timing if necessary. Tell participants to make themselves comfortable. Acknowledge that this topic can be triggering and that they should take a break if they need to.

2. ACTIVITY 1: Myth Busting

Slides 5–11

10 mins

This activity presents the six statements below; choose as many as you have time for. Participants can decide if they are true or false, followed by a discussion of the correct answers.

It's important to note that the statistics that form the answer to these questions are based on **reported** instances, where people felt comfortable to come forward. The statistics could be higher than what is reported due to underreporting, fear of stigma, lack of resources, access to services, and traditional male dominated fields. You'll also find more detailed information on specific questions below in the notes to each question slide.

- It is rare to have an experience of sexual harassment at work. **FALSE**
- Employees in the service industry report the most sexual harassment. **FALSE**
- Managers/supervisors are the most likely to cause sexual harassment. **FALSE**
- Harassing behaviour outside of the workplace can be considered sexual harassment. **TRUE**
- You have to tell the person harassing you that you're uncomfortable with their behaviour before you can bring a complaint. **FALSE**
- People who witness sexual harassment can file a report. **TRUE**

Show **slide 11** so participants can see the correct answers at the end.

Discussion: Discuss misinformation or assumptions participants may have about sexual harassment in the workplace. Ask them to share any questions they have that they hope will be addressed in the training. Tell them they will get a chance to ask more questions later.

3. What is sexual harassment?

Slides 12–20

15 mins

These slides provide information about the focus of this training will be — sexual harassment in the workplace — and how this is addressed in Ontario and federal legislation. Review the learning goals with participants. Topics covered include:

- the three types of sexual harassment (verbal, visual, physical)
- the difference between a healthy work environment, unacceptable workplace conduct, and criminal workplace conduct
- legal definitions related to sexual harassment in the workplace under the *Occupational Health and Safety Act*
- relevant information about the *Ontario Human Rights Code* and the *Canadian Human Rights Act*
- legal requirements for employers regarding addressing the issue of sexual harassment

Remind participants that the slides will be shared after the presentation.



Handout: Share the [Legal Definitions handout](#)

4. Reporting sexual harassment

Slides 21–25

10 mins

These slides address how and where to make internal or external reports of sexual harassment in the workplace. They also raise some important practical considerations, such as:

- people may not want to report, but knowing what options exist can help them feel supported
- there is no requirement to report, but the employer may not address the behaviour if it is not brought to their attention
- regardless, the employer still has a duty to pay attention to what is going on in the workplace and address inappropriate behaviours — even when they aren't reported
- people are protected when making a complaint; if they are fired because they filed a complaint, they have other legal options
- there are time limits if a person wants to take legal action; depending on which option they choose, it may preclude other options, so it's important to get legal advice about what option is best in each circumstance

There are ideas for discussion questions in the slide notes. If there isn't enough time, review this content with participants.

5. ACTIVITY 2: Case scenarios and discussion

Slides 26–29

15 mins

This section provides case scenarios for discussion. Depending on your time, you can choose to do them as an entire group or divide participants up into small groups.

The two case scenarios in the PowerPoint cover the following issues:

Scenario 1: Inappropriate sexual conduct with no witnesses

Scenario 2: Misgendering of a transgender employee

There is also a handout available with eight additional scenarios you can choose from, considering which ones might be most relevant to your audience and depending on your comfort level. Feel free to customize your PowerPoint to use any of these additional scenarios.

Eight additional scenarios to consider using

1. A male client calls asking for advice on what to do. He is a recent graduate in his first office job. After two weeks on the job, he feels self-conscious because he still has to ask for guidance. A female supervisor tells him that it is good he is so tall and good looking, because he isn't very smart.
2. A student volunteer tells you about their boss who told them to work later hours than the other students, even though no real work needed to be done after work, and no one else was around. They also said their boss asked to have private lunches together. The student felt uncomfortable in all these situations but thinks it is normal to "do what the boss says."
3. A client tells you that her manager said that short skirts are part of the mandatory dress code for their position, but the workplace dress code policy does not mention this. The client is worried they will be fired if they do not follow the manager's demand.
4. A client tells you she was recently hired in the construction industry. She advises you that most Friday nights her male manager invites all the male colleagues, who have worked together for years, out for drinks. She is not invited.
5. A male client tells you that his female boss pinched his buttocks one day while she was passing behind him in the office supply room. When he told her to stop, she laughed and said, "It was just a joke. Calm down."
6. A client tells you that during a Zoom meeting, people were commenting in the chat about their manager's clothing choices, including that she wears low cut tops, and has had several boyfriends over the year. The comments made the client uncomfortable, but she did not know what to do.
7. A client, who has a co-op placement in a workplace, tells you they were upset at work when a colleague approached them and gave them a hug, squeezed their arm, and wiped away some tears that had fallen on their face. The client was not sure what to say to the colleague because they were not trying to draw attention to the fact that they were upset.
8. Your client tells you that their co-worker has asked them personal questions about their dating and sex life. The client never responds to the questions, but the co-worker asks them at least once a week for the last six months.

6. ACTIVITY 3: Video for discussion

Slides 30–31

10 mins

This section of the training shares a video (4:45 mins). The video depicts a workplace interaction based on a real incident.

Slide 30 contains a trigger warning. This is a good opportunity to repost the link to the mindfulness resource for participants. Tell them if they are uncomfortable and don't want to watch the video, they can return to the training in 5 minutes (video is 4:45 mins). Remind participants to breathe to keep themselves grounded as they watch.

Slide 31 contains the embedded video. Before showing the video, invite participants to consider what stands out to them about the interaction. After the video, ask them what barriers might prevent the female employee from making a complaint? Review the notes to **Slide 30** to share additional considerations during the discussion.

Optional video

You can choose another video, depending on the background of your audience. This [video](#), entitled *The Co-worker*, depicts a man and woman discussing sexual harassment at the bar where they work. The video contains swearing and may be triggering. Follow these [steps](#) to embed this video into your PowerPoint.

Here are some suggested notes if you choose to use *The Co-worker* video instead:

Stands out: he stands too close to her, his behaviour escalates, he engages in unwanted touching, he asks if everything is okay and suggests he is only depicting the behaviour of male patrons, and he is derogatory about feminism and normalizes men who drink who sexually harass staff.

Barriers: she is new, he suggests she should bring any complaints to him, he may be her superior so there may be a power imbalance, no one else is around so it is her word against his, there is an appearance that alcohol may be a factor, as this is a typical 'defence' to allegations, and she says "it's fine" so he could say she was fine with it.



Share the Mindfulness [Resource](#)

Slide 32 — Break: Tell participants to take a 10-minute break. Tell them when to return.

7. Debrief and Review: What did we learn?

Slides 33–35

15 mins

This section provides a debriefing “Pair and Share” exercise covering possible barriers to reporting sexual harassment in the workplace, and questions about how the effect of sexual harassment on a workplace. It also shares an infographic about how to support a client’s disclosure, and other takeaways for community workers.

Slide 34 — Pair and Share activity: This slide invites a discussion of some of the barriers to reporting sexual harassment in the workplace, and of some effects of sexual harassment in the workplace.

- Examples of **barriers to reporting** include social stigma and fear of losing employment.
- **Effects of sexual harassment in the workplace** include mental health concerns, creation of a toxic work environment, reduced productivity, low motivation or morale, and loss of employee loyalty/satisfaction.

Slide 35 — Supporting a client’s disclosure: This slide shares the “**BRAVE**” principle: **Begin** by listening; **Respect** confidentiality; **Ask** what support looks like; **Validate** the client; **Empathize**.

8. Takeaways | What can community workers do?

Slides 36–38

10 mins

This section provides an opportunity to share practical considerations and tips to share with clients when doing this type of work (**Slide 37**). It also emphasizes the importance of speaking out in your own workplace if there is a sexual harassment issue, and of reaching out for help if you’re not sure how to support the client or yourself (**Slide 36**).

Some examples of practical strategies and tips:

- Engage in active listening — refer back to **Slide 35** and the “BRAVE” tool [here](#)
- Emphasize the importance of documenting all interactions related to work (on and off site)
- Discuss what steps an employee can take to be safe, and suggest that they seek outside assistance in creating a safety plan
- Provide referrals both for external legal help and emotional or psychological support
- Remind clients that any reporting process can take time, and they may benefit from external emotional support

Slide 38 provides an opportunity for you to pause and ask if there are any questions. You can adapt the slides to place this slide earlier.

9. Useful Resources

Slides 39–41

5 mins

Explain the resources where participants can call or find help. Add local resources to these slides.

Highlight referral resources for participants in **Slide 39**, starting with their local community legal clinic finder.

The Human Rights Legal Support Centre, provides free, confidential legal advice to workers experiencing workplace sexual harassment throughout Ontario.

Pro Bono Ontario has a toll-free Workplace Sexual Harassment [Hotline](#) at **1-855-776-1855** where individuals can get free independent legal advice on workplace sexual harassment. They may also provide referrals where appropriate. They can provide assistance drafting letters and basic legal documents.

In terms of other resources at **Slide 40**, explain that the Ministry of Labour can provide basic advice on employees' rights and employer's responsibilities. They can also enforce employers' compliance with the *Occupational Health and Safety Act (OHS)*. They **can't** conduct a workplace investigation about sexual harassment.

Federally regulated employees are different from provincial employees and different laws apply to them. The SHAPE Project can provide more information but **Slide 40** includes a list of employees who would be considered federally regulated.

The Human Rights Tribunal of Ontario (HRTO) accepts applications from Ontarians who believe they have been discriminated against on the basis of a protected ground. For the purposes of this training, they could accept applications from individuals who were discriminated against on the basis of employment, specifically relating to experiencing workplace sexual harassment in their work.

The Canadian Human Rights Commission (CHRC) is similar to the HRTO, except that it deals with federally regulated employees who have been discriminated against. The process for the CHRC is unique, in that there are two processes before someone goes to a hearing. They should seek legal advice before proceeding to the CHRC.

The BRAVE tool is designed to help people who hear disclosures of sexual harassment or violence:

B — Begin by listening — do not ask question or for details

R — Respect confidentiality — ensure the victim understands your obligations to disclose where necessary

A — Ask the victim what support they want from you

V — Validate their experience and remind them it is not their fault

E — Empathize — everyone responds to trauma differently, don't push your expectations on them.

The Spectrum — Waterloo Region's 2SLGBTQ+ community organization [Terminology Reference Guide](#) is an important resource when discussing the legal definitions of harassment around 'sex', 'sexual orientation', 'gender identity' and 'gender expression'.

[Trans PULSE](#) is a community-based research project that investigated the impact of social exclusion and discrimination on the health of trans people in Ontario.

Walk participants through the CLEO resources on **Slide 41**. If there is Wi-Fi (in an in-person training), go to Steps to Justice website (<https://stepstojustice.ca>) to highlight the variety of legal questions there. Explain that Steps to Justice has clear legal information on common questions workers have on many legal topics. Tell participants that the links are embedded in the slide and that you will share the PowerPoint after the presentation. CLEO also has many print resources for workers that can be ordered for free, or they can be viewed online and printed.

10. Wrap-up, Feedback, and Evaluation

Slides 42–44

5 mins

As you conclude your training, respond to any outstanding questions, give participants the evaluation form, acknowledge the funders and thank participants.



Handout: Share the [Evaluation Form](#)

We also want your feedback as the trainer. Please answer the 5 questions in this short [survey](#).

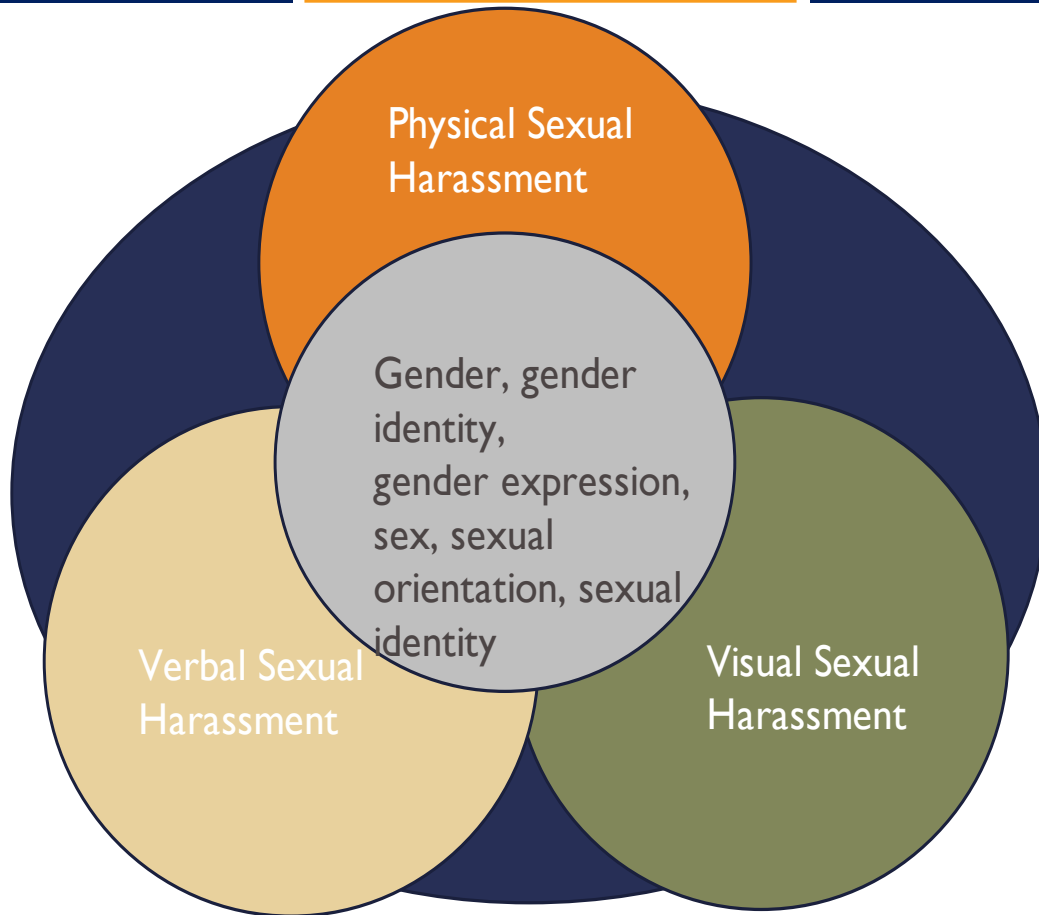
3. Activity Handouts

This section shows the handouts trainers can give to participants during the session.



The Three Types of Sexual Harassment	13
Legal Definitions	14
Activity 2: Case Scenarios	15
What to do if harassed at work or school	18

The Three Types of Sexual Harassment



Legal Definitions – Workplace Sexual Harassment

*Occupational Health and Safety Act (OHSA)**

Section 1

- engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

*Ontario Human Rights Code**

Section 10

- sexual harassment is a form of discrimination based on sex and gender
- harassment means engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome

*Canadian Human Rights Act***

Section 14

- sex, sexual orientation, gender identity or expression are prohibited grounds
- sexual harassment is deemed to be harassment based on a prohibited ground of discrimination

*The Canada Labour Code***

Section 122

- any action, conduct or comment, including of a sexual nature, that can reasonably be expected to cause offence, humiliation or other physical or psychological injury or illness to an employee, including any prescribed action, conduct or comment

*Applies to provincially regulated employees (most people)

**Applies to federally regulated employees (e.g., bank, airline and military workers)

Activity 2: Case scenarios and discussion

Activity 2 uses the two scenarios presented on **Slides 26 to 29**. You can also consider adding or substituting scenarios from the Additional Case Scenarios found on page 7 of the Trainer's Guide.

Choose the scenarios you want to use and revise your slides. You can present the scenarios to the larger group to discuss. Or you can divide participants into smaller groups to discuss a scenario and report back to the larger group.

Each scenario is shared below on a separate page to allow for easy printing and sharing, or for substituting one of the additional scenarios.

Scenario 1: Behaviour by colleague

A client calls to inform you about a situation that happened after hours while at work. Her colleague made sexual noises toward her while she was in the changeroom getting ready to leave for the night. No one else was around.

What would you advise your client?

Questions for discussion

1. Do you think this is Workplace Sexual Harassment? Why or why not?
2. What could you do if it was happening to you?
3. What could you do if it was happening to someone who then turns to you for help?

Scenario 2: Behaviour by supervisor

Your client, who is transgender, tells you that their boss in their placement keeps calling them by the wrong gender and does not use their pronoun.

What would you advise your client?

Questions for discussion

1. Do you think this is Workplace Sexual Harassment? Why or why not?
2. What could you do if it was happening to you?
3. What could you do if it was happening to someone who then turns to you for help?

What to do if harassed at work or school

What to do if you are harassed at work or school.

If you experience sexual harassment, you have options.

The Legal Clinic
613-264-7153 OR 1-888-777-8916

Emergencies: 911
OHS Safety Hotline: 1-877-222-0008



Do you feel unsafe, or do you think you are in danger?

YES

Get to a safe place, then tell a trusted person or call 911.

NO

Record the who, what, when, where, and how of what happened.

Do you feel comfortable reporting what happened to your supervisor?

YES

NO

Consider telling a trusted person, either at work, or at home.

Consider telling your supervisor, or a trusted person at work or home.

Remember that your well-being is important. Don't return to work if you feel unsafe.



Harassment free workplaces are everyone's responsibility.

Consider talking to a lawyer, or your local legal clinic. You may be able to obtain free legal help.

Remember, sexual harassment is illegal, and you have legal options

Remember, sexual harassment is NOT your fault. You have the right to a safe workplace.

Consider accessing support services, often available through work or school.

4. Supporting Documents

This section provides sample documents trainers can adapt and use for the training.



Flyer	20
Agenda	21
Evaluation Form	22

Stopping Sexual Harassment in the Workplace

Legal Information for Community Workers



Do your clients know their rights at work?
How can you support clients if they disclose sexual harassment?

This free workshop is for you!

You will learn about:

- different forms of workplace sexual harassment
- identifying workplace sexual harassment conduct
- employer responsibilities
- how to report workplace sexual harassment
- how you can support clients
- resources you can share with clients

DATE and TIME: *add date and time*

PLACE: *add venue (online or physical)*

REGISTER: *add registration details*

Stopping Sexual Harassment in the Workplace

Legal Information for Community Workers



AGENDA (sample)

- | | |
|---|--------------|
| • Welcome, introductory activity (Myth Busting) | 9:00–9:20 |
| • What is sexual harassment? | 9:20–9:35 |
| • Reporting sexual harassment | 9:35–9:45 |
| • Activity: Case scenarios and discussion | 9:45–10:00 |
| • Activity: Video and discussion | 10:00–10:10 |
| <i>BREAK (10 minutes)</i> | 10:10–10:20 |
| • Debrief and review: What did we learn? | 10:20–10:35 |
| • What can community workers do? | 10:35–10:45 |
| • Useful Resources | 10:45–10:55 |
| • Wrap-up, Feedback, Evaluation | 10:55 –11:00 |

Evaluation Form

Legal Information for Community Workers Training: **Stopping Sexual Harassment in the Workplace**

	1 Strongly DISAGREE	2 ↓	3 ↓	4 Strongly AGREE
1. The objectives of the presentation were clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The facilitator communicated the ideas clearly and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Before the presentation, I felt confident about my knowledge of sexual harassment in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. After the presentation, I feel more confident about my knowledge of sexual harassment in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Before the presentation, I knew where to find legal help for clients about sexual harassment problems in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What was the most useful part of the presentation and why?

7. Do you have any suggestions for how the presentation could be improved?

8. How will you use this information in your work?

9. Other comments and/or suggestions for future training topics: