



# SEXUAL HARASSMENT



# NEW PERSPECTIVES



LEADER'S GUIDE



## CONTENTS

### Introduction

- About This Program
- Training Materials
- Preparation
- Agenda
- Sample Invitation
- Presentation Tips

### Training Session Overview

- Giving the Pre-Test
- Presentation Outline
- Scene-Specific Discussion Issues
- Discussion Topics

### Exercises

### Session Summary

### Pre-Test/Post-Test

### Evaluation Form

### PowerPoint® Presentation Overview

### Customizing A PowerPoint® Presentation

## INTRODUCTION

### About This Program

This *Sexual Harassment: New Perspectives* program provides tools to teach participants how to recognize and avoid some of the subtle pitfalls associated with sexual harassment. This program is designed to promote discussion on the issues surrounding sexual harassment so that risks can be reduced, and respectful and inclusive environments can be fostered and maintained.

During training, participants will be reminded of the continuing need to monitor their own behaviors in the workplace so as to avoid accusations of sexual harassment. This will be accomplished through viewing dramatized examples of workplace interaction, and by discussing why certain behaviors could be sexual harassment.

All employees within the organization will benefit from attending this training program. Training will make participants more aware of the laws governing sexual harassment in the workplace and the behaviors that fall within their guidelines.

This Leader's Guide is designed to help you conduct a thorough training session on *Sexual Harassment: New Perspectives*. It permits you to use this program in many different ways, giving you the flexibility to determine which training format is best for your organization's needs. The program is approximately 18 minutes long and can be stopped easily for discussion of important points.

A PowerPoint® presentation is provided to assist you in the presentation of this material. As an alternative, the slide information may be printed or transferred to transparency sheets or a flipchart when used in conjunction with the program. Illustrated employee handbooks are also available. These handbooks may be given to participants as a helpful note-taking and reference tool. Contact Coastal if you would like to order or review handbooks.

We recommend that you tailor the program to your organization's needs by including specific information unique to your employees. The specifics of how you facilitate this course are up to you.

## Training Materials

There are a few things you'll need for an effective training session:

- A training room located away from major distractions or interruptions
- A comfortable arrangement of chairs with an opening for a TV monitor or projection screen and other visual aids. (Be certain all participants can see the screen and each other.)
- Adequate lighting that can be adjusted while viewing the program
- A location, possibly including a podium and/or flipchart, from which the trainer/speaker can lead discussion
- The training program *Sexual Harassment: New Perspectives*
- TV/VCR with remote
- Copies of the class agenda (see page 4)
- A handbook, paper and pencil for each participant
- A flipchart or dry-erase board and appropriate markers
- A computer with PowerPoint® software and the PowerPoint® Presentation included on the Leader's Guide CD
- Copies of the Post-Test and Evaluation (see pages 14 and 15)

## Preparation

Preparation is the key to effective training. Do these things prior to the session:

### Establish Objectives

Suggested training objectives for this presentation are:

- Understand that harassment causes harm.
- Realize that most sexual harassment situations are subtle.
- Know the victim's perception counts more than intentions.
- Define the "reasonable person standard."
- Increase sensitivity to thoughts and feelings of others.
- Understand the need to "think before you speak."
- Know the importance of respecting the workplace.
- Realize the need to "keep your hands to yourself."
- Understand the need for harassment victims to speak up.

Feel free to edit the training objectives to meet the particular needs of your organization. Training objectives should reflect the content of the program.

Determine the training objectives in advance so that you can identify the approach to take for the training session. It is also important to decide what level of understanding is expected from participants upon completion of the training.

### Determine the Audience

Another aspect to consider in planning this training session is the audience. Tailor your presentation to the skills or experience of the participants. The focus of your discussion and the depth of content presented may vary, depending on whether you are providing an orientation for new employees or a refresher course for all employees.

The training group size should range from 10 to 20 people. Most of the exercises in this program require that the group break into two smaller groups in order to increase participation. When the group is too large, individual attention may be lost.

### Invite Participants

Send out letters or emails to participants or post a notice two weeks in advance of the training date. (Sample included on page 5.) State the location, date and time, and meeting agenda. Administer the Pre-Test in advance.

## Agenda

### 1.5-Hour Session Agenda (Using Scene-Specific Discussion Guide)

Introduction	15 minutes
Program & Discussion	60 minutes
Session Summary	15 minutes

### 3-Hour Session Agenda (Using Discussion Topics and Exercises)

Introduction	15 minutes
Program & Discussion	40 minutes
Exercise 1	15 minutes
Exercise 2	20 minutes
Break	20 minutes
Exercise 3	40 minutes
Session Summary	30 minutes

## Sample Invitation of Memo

Date: June 10, 20\_\_  
To: All Managers  
From: Janice Bax, Human Resources Manager  
Re: *Sexual Harassment: New Perspectives*

You are invited to attend a unique training session on sexual harassment. *New Perspectives* takes the view that most sexual harassment is subtle. Often the harasser doesn't intend harm, or even know he or she is in violation of sexual harassment policies. This training emphasizes the need to heighten sensitivity to others while placing some responsibility on the victim to speak up.

Please plan to be at the training session on June 20 at 2:00 p.m. We will be meeting in the main conference room for a three-hour session. If you are unable to attend, please contact me at 555-8890 as soon as possible.

A few goals of the training session are:

- Understand that harassment causes harm.
- Realize that most sexual harassment situations are subtle.
- Know the victim's perception counts more than intentions.
- Define the "reasonable person standard."
- Increase sensitivity to thoughts and feelings of others.
- Understand the need to "think before you speak."
- Know the importance of respecting the workplace.
- Realize the need to "keep your hands to yourself."
- Understand the need for harassment victims to speak up.

### Agenda:

Introduction	2:00-2:15
Program and Discussion	2:15-2:55
Exercise 1	2:55-3:10
Exercise 2	3:10-3:30
Break	3:30-3:50
Exercise 3	3:50-4:30
Session Summary	4:30-5:00

We look forward to seeing you on Thursday, June 20.

## Presentation Tips

### Overcoming anxiety

The best way to overcome anxiety about speaking before a group is to be prepared. Although it is natural to be nervous, your sweaty palms will disappear once you focus on what you are saying. Concentrate on communicating your message and your presentation will flow naturally.

### Choosing your vocabulary

It's best to use the same comfortable language that you would use when speaking one-on-one. Avoid jargon and overly complicated words or phrases.

### Getting rid of the “umms”

One of the most annoying mistakes a speaker makes is saying “umm” every time there is a break between thoughts. Remain silent while you think about what you're going to say next. The silence will seem longer to you than it will to the audience. If you remember this, you'll feel less pressure to fill the silence. You can control your “umms” by jotting down notes beforehand. If you want to include personal anecdotes or examples, write down a few notes to trigger your memory. Beware of writing down too much, however. You'll deliver your message to your note cards instead of your audience.

### Controlling the speed and tone of your voice

You'll put your audience to sleep if you speak too slowly, and they won't be able to keep up with the content if you speak too quickly. Approximately 150 words per minute is the best speed (that's about two thirds of a page, typed, double-spaced). Vary your tone often, especially when making an important point. Adding emotion to your presentation will keep your audience involved. Again, strive for a conversational tone.

### Sticking to the schedule

Begin class on time and restart the session promptly at the end of the break. Except for emergencies, participants should not be interrupted for messages.

### Asking for questions

Ask for questions throughout the session. Be prepared to answer all types of questions, but don't be worried if you don't know every answer. You can simply say, “Let me find out for you and get back to you.” Keep in mind many questions are best answered through discussion. An appropriate response might be, “Good question. Let's hear some discussion on that one.” Watch the clock, though. Too many unplanned discussions can eat up your time.

## TRAINING SESSION OVERVIEW

### Giving the Pre-Test

It is recommended you send the Pre-Test along with the Invitation before the training session. That allows you to review participants' answers and get an idea of what they already know. Otherwise, administer the Pre-Test at the start of the session, and review during the break.

### Presentation Outline

**Open the session.** Welcome the participants and introduce yourself to the group. Give a brief explanation of the purpose of the session and quickly review the agenda.

**Have participants introduce themselves** and state the department or area in which they work. You may want to use an “icebreaker” to get the class warmed up for group discussion and to get to know each other.

**Distribute and review copies of the training objectives for this session.** Be sure participants understand what you expect them to learn and what skills they need to display as a result of this training. Knowing what is expected in advance better prepares the employees and helps them to participate successfully.

Objectives for this training session are:

- Understand that harassment causes harm.
- Realize that most sexual harassment situations are subtle.
- Know the victim's perception counts more than intentions.
- Define the “reasonable person standard.”
- Increase sensitivity to thoughts and feelings of others.
- Understand the need to “think before you speak.”
- Know the importance of respecting the workplace.
- Realize the need to “keep your hands to yourself.”
- Understand the need for harassment victims to speak up.

**Start the program.** To avoid unpleasant surprises, it's a good idea to pre-set the volume of your monitor before the training session begins.

Two discussion guides have been developed for this program. “Scene-Specific Discussion Issues” is recommended if you choose to stop the program for discussion after each scene. “Discussion Topics” is recommended after watching the program in its entirety.

## Scene-Specific Discussion Issues

The scenes in this program depict incidents that have some potential to result in litigation. The discussions and varying opinions that typically arise when the program is paused after each scene contribute a great deal to increasing the awareness level and sensitivity within the group. A critical training point to remember is that perceptions can be very different. It is much more important to raise issues for consideration than to come to an agreement about each scene.

### Scene 1

Frank admires Connie's postpartum figure and asks if she has been working out.

Points for discussion:

- *Is Frank's comment a compliment or sexual harassment?*
- *Who is the one who ultimately decides this answer?*
- *Is Frank vulnerable to any accusation of harassment, no matter how trivial or misdirected?*

### Scene 2

Frank encourages Linda to emulate the way certain women talk on a TV show known for its sexually explicit dialogue and situations.

Points for discussion:

- *Frank claims Linda opened the door to this frank sexual talk when she told him about the TV program. Is his point valid in light of the fact that she has filed a sexual harassment complaint?*
- *Frank seems to think that if he sees something on TV, it is appropriate to discuss it in the workplace. Do you agree?*
- *If a sexual come-on is reciprocated, has harassment taken place?*

### Scene 3

When his Computer Programming teacher suggests a tutoring session at her apartment, Ricardo becomes confused about her intentions.

Points for discussion:

- *What is Tara's underlying message to Ricardo?*
- *What role does power have in this example?*
- *If Ricardo reported Tara for sexual harassment, what would be a likely outcome?*
- *What should Ricardo do, if anything, about this encounter?*
- *If Ricardo goes to Tara's apartment and nothing happens, has sexual harassment taken place?*

**Scene 4**

Frank calls Mildred “little lady.”

Points for discussion:

- *Discuss the various nicknames that may have been assigned to your co-workers. Could any of them be hurtful?*
- *Recall a nickname someone assigned to you in the past. Did it bother you? Why or why not?*
- *What is the inherent problem with labels?*

**Scene 5**

Frustrated, Frank wonders why people can’t “lighten up around here.”

Points for discussion:

- *Are the charges against Frank the result of people being “too heavy?”*
- *Is “lightening up” a valid or acceptable solution to a hostile working environment?*
- *How does the reasonable person standard enter into Frank’s desire for people to lighten up?*
- *What role does empathy play when filtering one’s comments and behavior to avoid charges of sexual harassment?*

**Scene 6**

Geno, a “physically expressive” kind of guy, shows his appreciation of Frank by hugging him.

Points for discussion:

- *Is there any such thing as harmless touching?*
- *Why is “hands off” a necessary rule to follow?*

**Scene 7**

Frank wishes his co-workers had said something to him rather than go to Human Resources with their complaint.

Points for discussion:

*Is Frank “blaming the victim?”*

*Is the victim obligated to speak to his or her harasser before filing an official complaint?*

*Does speaking up have a downside?*

## Discussion Topics

If you choose to view the entire program first, follow the program with a 30-minute discussion. Discuss the following highlights and scenes using the PowerPoint® presentation to support your discussion. The handbook is also a valuable tool for participants to use during the discussion, and to take back to their workplaces as a handy reference following the program. Appropriate pages are referenced throughout this discussion guide.

### 1. Program Objectives

Use Slide 2 as a guideline to review the overall training objectives for this session.

### 2. Sexual Harassment Causes Harm

Using Slide 3 as a guide, lead a discussion on how sexual harassment causes emotional or physical harm to victims. Using Slide 4 discuss how sexual harassment is costly to an organization. (Handbook page 2)

### 3. The Law

Using Slide 5 as a guide, emphasize that law does not prohibit sexual comments or relationships, but rather actions that link employment decisions to sex. Define the “reasonable person standard.” Explain why the intent of the harasser is irrelevant. Discuss how men and women perceive the same actions differently. For example, men are more likely to feel flattered by sexual attention while women are more likely to feel demeaned.

### 4. Think Before You Speak

Using Slide 6, discuss how everyone can learn to filter their comments and behaviors. Define “empathy.” Discuss the danger of assuming that everyone shares your attitudes and comfort levels. (Handbook page 4)

### 5. Respect the Workplace

Using Slide 7, mention the fact that the workplace has become a source of social life. Should socializing be stopped? How does workplace socializing create confusion? Distinguish between appropriate at-home behavior vs. appropriate workplace behavior. What is meant by a “hostile work environment?” Is it realistic to believe harassment can be eliminated? If someone posts a sexually explicit centerfold in a mixed gender workplace, is it harassment if nobody complains? Why or why not? (Handbook page 6)

### 6. Keep Your Hands to Yourself

Using Slide 8, discuss the wisdom of a blanket hands-off policy. Is all physical contact subject to complaint? What determines whether or not physical contact is harassment? (Handbook page 7)

### 7. Speak Up

Using Slide 9, discuss why some people have difficulty speaking up. When confronting a person for harassing behavior, how should the message be constructed? What content is essential? What content should be left out? What should be done if the harasser fails to stop the harassing behavior? (Handbook page 9)

## EXERCISES

### Exercise #1

#### Perception Exercises

**Time:** 15 minutes

**Materials:** Transparencies and overhead projector

To do this exercise use either the PowerPoint® presentation slides 10-14 or you will need to make an overhead transparency sheet for each of the illustrations. Project the illustrations one at a time. Have the participants follow the directions beneath each illustration. Discuss your results.

**Slide 9** (Illustration: vase and two profiles)

*What do you see in the following figure?*

**Slide 10** (Illustration: two lines)

*This figure is known as the Muller-Lyer illusion. Many students will say line B is longer. In truth, both lines are the same length.*

The illusion is said to be a result of our familiarity with corners of buildings and rooms. The line on the left looks like the corner of a building seen from the outside, while the line on the right looks like the corner of a building viewed from the inside. If the two lines project the same sized image onto the retina yet line A appears to be closer, then the brain must compensate for this difference and perceive line B as longer.

**Slide 11** (Illustration: Letter and number grid)

The symbol in the middle can be seen as either a B or a 13. What you perceive the symbol to be depends upon the context in which you view it. If you read across the figure you are likely to perceive the middle symbol to be a '13'. If you read down however you are likely to perceive a 'B'. For another example of how context influences your perception, consider whether a person who is six feet tall would look short, average or tall when standing next to a group of basketball players.

**Slide 12** (Illustration: Paris in the the spring)

Most people will read what they expect to see and won't notice the second 'the.' This is why many people are not good at proofreading their own work.

**Slide 13** (Look at the chart and do your best to say the color, not the word.)

This is an example of left brain/right brain conflict. Your right brain tries to say the color, but your left brain insists on reading the word.

After completing the exercises, discuss the relevance of perception to the issue of sexual harassment.

## Exercise #2

### Sharing Personal Experiences

**Time:** 20 minutes

Studies have found that sexual harassment is pervasive no matter what the structure or size of the organization, and complaints are on the rise.

Break into groups. Have each group member share with others in that group his or her personal experience(s) as a victim of sexual harassment. No group member should be pressured to share if he or she does not wish to share. One group member should take notes. When the discussion is over, attempt to categorize the experiences according to type: overt or subtle. After ten minutes, ask the leaders of each group to declare which category contains the most examples. Lead a group discussion on the implication of these results.

## Exercise #3

### Composing “Speak Up” Messages

**Time:** 40 Minutes

**Materials:** Paper and pen. You may transfer the following scenarios onto transparencies if you wish, or simply read them aloud.

Then have the class imagine they are the victim. Have each person compose a “speak up” message to the harasser. The message should contain at least three parts:

- Identify the offending behavior.
- Tell the harasser how the behavior makes you feel.
- Ask the harasser to stop.

#### Scenarios:

- *You told a joke with mild sexual content over the water cooler. Since then, a co-worker has sent you three sexually explicit jokes via email. While you don't consider yourself a prude, these jokes offend you. Up until now, you haven't responded. How do you respond (email or in person?) and what do you say?*
- *The last time your supervisor had a meeting with you, it was in his or her cubicle. You walked in and noticed a screen saver that made you blush down to your shoes. You didn't say anything because, well, this is your supervisor, and you were a little shell-shocked. Now your supervisor has asked for another meeting with you, in the same cubicle. What do you say?*
- *A co-worker keeps hitting on you. You have told this person three times that you are involved with someone, but it doesn't seem to do any good. It's Friday and you had intended to go out after work with your usual Friday gang, but you learn this persistent person will be joining the fun. What do you say?*
- *Your supervisor at work has suddenly taken to placing a hand on your waist whenever you stand side by side. You're really glad this supervisor likes you, and at first, you reciprocated. Then you noticed you don't see this supervisor touching anyone else like this, and you begin to wonder what it means, if anything. What do you say?*

After the students compose their messages, ask for volunteers to read what they have written. Discuss the likely response from the harasser.

## SESSION SUMMARY

### Summarize

One summarizing technique is to review the course objectives with the class. Another technique is to ask each participant to highlight what was learned from the training session. Ask the participants if they have any final questions.

The benefits of learning about new perspectives in sexual harassment are:

- Understanding that sexual harassment remains pervasive and costly
- Realizing most sexual harassment is subtle
- Reducing sexual harassment through sensitivity and speaking up.

### Administer the Post-Test

Distribute copies of the Post-Test (located on page 14) to each participant. You may wish to customize the Post-Test to fit your organizational objectives. The Post-Test is an excellent tool for determining how much each participant learned during the session. Compare the results to the Pre-Test and review the different answers.

### Evaluate

Distribute the evaluation form (located on page 15) to participants when they have finished answering the questions on the Post-Test. When each participant returns the evaluation form to you, thank him or her for attending the session.

## PRE-TEST/POST-TEST

Please read each question carefully and write your answer in the space provided below it.

1. Are reported incidents of sexual harassment going up or down? \_\_\_\_\_

2. **True False** Law prohibits sexual comments or relationships in the workplace.

3. What is meant by “hostile working environment?”

---

---

---

4. How can you demonstrate respect for your co-workers and your job?

---

---

---

5. Is the intention of the harasser more important than the perception of the victim?

---

---

---

6. What is the “reasonable person standard?”

---

---

---

7. **True False** Socializing in the workplace is inappropriate and should only be done after hours.

8. If you were to confront your harasser, what would be the three content elements of your message?

---

---

---

9. **True False** More often than not, sexual harassment is obvious.

10. **True False** Touching others in the workplace should be tolerated as long as the physical contact is of a non-sexual nature.

## COURSE EVALUATION

Your input is IMPORTANT in helping us evaluate and improve our training programs. Thank you for taking time to think about and respond to the following questions.

Course: \_\_\_\_\_ Date: \_\_\_\_\_ Facilitator: \_\_\_\_\_

### About the Course

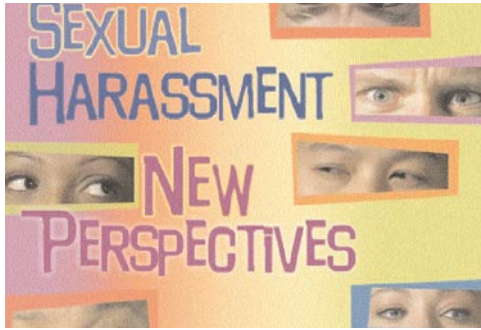
1. Were the objectives of the course clearly stated?     YES     NO
2. How well were the objectives met by the course?    Were not met    1    2    3    4    5    Were met very well
3. How applicable will this training be to your job?
  - Almost none of the material will be applicable to my job.
  - Some will be applicable, but some was confusing or irrelevant.
  - Absolutely applicable! I look forward to seeing results soon!
4. Was the information presented in a logical and understandable order?
  - Didn't seem logical at all.
  - Some was, some wasn't.
  - Yes, all of it seemed logical and understandable.
5. How useful were the discussions, the self-assessment tool, and the exercise in helping you learn the information?
  - Not useful at all     Somewhat useful     Very useful
6. To what extent did this training meet your expectations?
  - DID NOT meet my expectations     MET expectations     EXCEEDED expectations
7. What would you add or change to improve this course?

### About the Facilitator

8. Was the facilitator positive and professional?     Very much so     Could improve
9. How well was the facilitator prepared and able to explain the information?
  - NOT well prepared    1    2    3    4    5    VERY well prepared
10. Did the facilitator create an atmosphere that encouraged questions and learning?
  - Yes     No – Facilitator should have: \_\_\_\_\_
11. Did the facilitator explain the material in ways that made it applicable to your job?
  - Very much so     Sometimes     Almost none was connected to my job

Your comments on the facilitator: \_\_\_\_\_

# POWERPOINT® PRESENTATION OVERVIEW



## Slide 1 Title Slide

---



---



---



---



---



## Slide 2

---



---



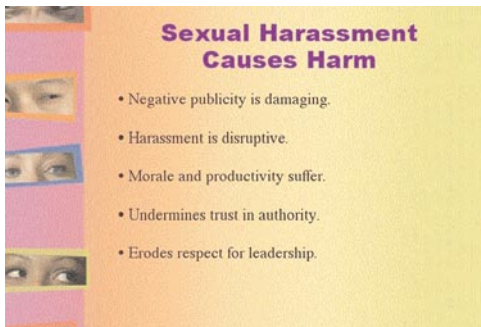
---



---



---



## Slide 3

---



---



---



---



---



## Slide 4

---



---



---



---



---

# POWERPOINT® PRESENTATION OVERVIEW Continued

**The Law**

- EEOC guidelines affirm perceptions outweigh intentions.
- Unwelcome actions that create discomfort are prohibited.
- Law prohibits behavior that a reasonable person would find offensive.

## Slide 5

---



---



---



---



---

**Think Before You Speak**

- Filter thoughts before speaking.
- Avoid suggestive comments about a person's clothes or body.
- Refrain from sexual jokes and innuendoes.
- Consider situations from the other's perspective.
- Don't assume that everyone shares the same attitudes and comfort levels.

## Slide 6

---



---



---



---



---

**Respect the Workplace**

- Workplace socialization is normal and has benefits.
- Workplace socializing can create confusion.
- Consider what actions are appropriate for the workplace.
- Avoid displaying pictures or other offensive material.
- Demonstrate respect for feelings of co-workers.

## Slide 7

---



---



---



---



---

**Keep Your Hands to Yourself**

- Recognize cultural differences.
- Consider personal space.
- Don't ever assume your touch is welcome.
- Avoid touching, hugging, patting and other contact.
- Offensive gestures contribute to a hostile environment.

## Slide 8

---



---



---



---



---

# POWERPOINT® PRESENTATION OVERVIEW Continued

**Speak Up**

- It's not easy to confront a harasser.
- Address the behavior without emotion.
- Be specific.
- Share your feelings about the behavior.
- Firmly ask the harasser to stop.
- Listen to the harasser's response.
- If behavior persists, follow company policies.

## Slide 9

---

---

---

---

---

---

---

---



*What do you see in the above figure?*

## Slide 10

PREVIEW

---

---

---

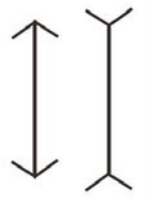
---

---

---

---

---



*Which line is longer?*

## Slide 11

---

---

---

---

---

---

---

---

**A**  
**12 B 14**  
**C**

*What is the symbol in the middle?*

## Slide 12

---

---

---

---

---

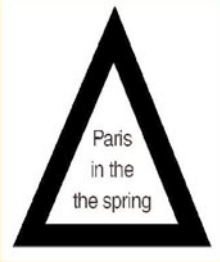
---

---

---

# POWERPOINT® PRESENTATION OVERVIEW Continued

## Slide 13



Paris  
in the  
the spring

*Write down what it says inside the triangle.*

---



---



---



---



---

## Slide 14

Blue	Red	Orange
Black	Yellow	Green
Purple	Yellow	Pink
Yellow	Blue	Black
Red	Purple	Yellow
Black	Orange	Red

*Look at the chart and do your best to say the color, not the word.*

---



---



---



---



---

## CUSTOMIZING A POWERPOINT® PRESENTATION

The PowerPoint® presentations included on the Coastal DVD and CD products are customizable when used on a computer loaded with Microsoft PowerPoint® software. (Note: In the following instructions, “click” implies a click with your left mouse button. If a “right” click is necessary, it will be so indicated.) Microsoft PowerPoint® has many features. The following steps will help you customize our presentations quickly. To customize a presentation:

1. If the “Customizable Version” icon is displayed on the landing screen, click on this option. If this option is not available, click on the PowerPoint® presentation to open it. Save this presentation to another location, such as your hard drive or a folder on the network. You will make your customizations on the saved version.

To add, copy, hide or remove a slide, or to change the order of the slides in the presentation:

1. Click on “View” on the menu bar.
2. Click on “Slide Sorter” from the “View” menu. Or, under the “Normal” view, you may use the “Outline” on the left side of the screen.
3. To add a slide, place your cursor in front of the slide where you want to add a slide. Click on “Insert” on the menu bar. Then, click on “New Slide” on the “Insert” menu. Or, click on the “New Slide” tool on the tool bar. Choose a slide format to fit your desired content, and follow the prompts given.
4. Sometimes it’s easier to copy a slide, and then change the content of the slide, than to create a new one. To copy a slide, click on the original slide. Click on “Edit” on the menu bar, and choose “Duplicate.” A new copy will be created to the right of the original slide. Or, click on “Edit” on your menu bar, and choose “Copy.” You may then “Paste” the slide wherever you want it to appear.
5. To hide a slide from your presentation, but to keep it for future use, right click on the slide you wish to hide, and choose “Hide Slide” from the menu. Or, click on the “Hide Slide” tool on the tool bar.
6. To remove a slide from the presentation, click on the slide you want to remove. Click on “Edit” on the menu bar. Then, click on “Delete Slide” on the “Edit” menu. Or, click on the slide, and press the “Delete” key on your keyboard.
7. To change the order of the slides in the presentation, click on the slide to be moved and while holding the mouse button depressed, drag the slide to its new location. Release your mouse button to place the slide.

If you wish to change or remove the animation effect as you move from slide to slide:

1. Double click on the slide you want to change the animated transition on.
2. Double click on the text box of the slide. A border and white handles appear around the text box.

3. Click on “Slide Show” on the menu bar. Then, click on “Preset Animation.” To turn off the effect, choose “Off.” If you wish to change the effect, there are many options to consider.

To edit content of any slide:

1. Double click on the slide you want to change the content of.
2. Double click on the text box of the slide. A border and white handles appear around the text box.
3. Type the desired changes.

Remember to save any changes made to your presentation!

PREVIEW

This guide is designed to provide accurate and authoritative information regarding the subject matter covered. Sources for this information are believed to be reliable. Because of the possibility of human error, the publisher does not guarantee its accuracy, adequacy or completeness. Coastal is not responsible for any errors, omissions, misprinting or ambiguities contained herein, or for the results obtained from use of such information. If legal advice or other expert assistance is required, the services of a competent professional should be sought.

This Leader's Guide is one of a series of print materials, video, interactive CD-ROM, Web-based and DVD programs produced by Coastal Training Technologies Corporation. Each product is the result of painstaking analysis, design, development and production by the instructional designers and technical specialists on our staff.

Our catalog is constantly being revised and expanded, so we would appreciate any comments on current titles or suggestions for future ones. For further information on any Coastal product, or to receive a free catalog, call Coastal Training Technologies Corp. (Virginia Beach, VA) at 800-285-9107 or send a FAX to 757-498-8820. Visit us on the Web at [www.coastal.com](http://www.coastal.com).

This guide is for educational purposes only. Nothing herein is to be regarded as indicating approval or disapproval of any specific practice or product.

Copyright © 2003 Coastal Training Technologies Corp. Purchasers and renters may copy the Pre-Test, Post-Test, Sample Invitation Memo and Evaluation Form found in the Leader's Guide when used in conjunction with the program. Any other part of this product may not be copied by any means or for any reason without the written permission of Coastal Training Technologies Corporation. All rights reserved. Printed in U.S.A.