

Workplace Harassment

Recognizing and Reporting Workplace Harassment

A proposed eLearning adaptation of an existing six-slide PowerPoint training resource, with facilitator notes on definitions, types of harassment, reporting, and a closing knowledge check.

PROJECT SNAPSHOT	PROPOSED APPROACH
Source format	Six-slide PowerPoint with instructor notes and discussion prompts
Learners	Employees in a general workplace setting
Learning format	Self-paced, scenario-based eLearning adaptation (proposed)
Target seat time	Approximately 15–20 minutes; confirm through pilot testing
Design method	ADDIE: Analyze, Design, Develop, Implement, Evaluate

The opportunity

The source presentation introduces what workplace harassment is, five forms of conduct (psychological, physical, verbal, sexual, and digital), reporting pathways, and the message “See Something, Say Something.” It relies primarily on facilitator explanation and group discussion. A self-paced version can preserve the core instruction while adding realistic situations, practice decisions, and consistent feedback.

Performance problem & intended solution

Proposed need: Employees may be unsure how to recognize concerning behavior or find an appropriate reporting channel. This is a hypothetical portfolio need; no organizational needs assessment or employee survey has been completed.

Proposed solution: A short course that pairs clear definitions with situation-based checks, then guides learners through reporting options and available support.

Scope and ethical safeguards

- The adaptation will not treat every unpleasant interaction as unlawful harassment; the legal context and workplace policies matter.
- It will not imply employees must confront an alleged harasser before reporting. Reporting procedures must be reviewed against the actual employer policy.
- Final legal statements, protected-category examples, agency references, and escalation instructions require HR/legal subject-matter expert review before workplace use.

Learning objectives & assessment alignment

After completing the proposed course, learners should be able to perform the following observable tasks. The objectives expand the source presentation's broad goals into measurable behaviors.

OBJECTIVE	LEARNER PRACTICE	EVIDENCE OF LEARNING
1. Recognize examples of conduct that may raise harassment concerns in a workplace scenario.	Identify relevant behaviors in short written scenarios.	Select appropriate examples and explain what makes them concerning.
2. Distinguish the five conduct categories introduced in the source deck: psychological, physical, verbal, sexual, and digital.	Match illustrative examples to categories.	Correctly classify at least four of five examples.
3. Identify appropriate reporting and support options when experiencing or witnessing concerning conduct.	Choose a safe next step using a fictional company reporting guide.	Select an appropriate reporting pathway, including alternatives when the direct manager is implicated.
4. Apply a practical response sequence to a fictional incident.	Review a scenario and choose how to document and report concerns.	Choose a safe, policy-aligned response in a scenario-based final check.

Suggested learner journey

PART	CONTENT & INTERACTION	EST. TIME
Set the context	Respectful opening and learning objectives; no request to disclose personal experiences.	2 min
Recognize	Definition, examples, and scenario-based identification.	4 min
Differentiate	Five types of conduct; interactive matching activity.	4 min
Report safely	Sample policy navigation and choose-the-next-step scenario.	5 min
Apply & close	Short final scenario-based knowledge check and summary resource.	3 min

Assessment plan: Use several formative feedback checks and a 5-question final assessment. A provisional 80% completion threshold may be used for the portfolio prototype; it is a design target, not a validated mastery standard.

ADDIE case study plan

ADDIE PHASE	PROPOSED ACTIVITIES & OUTPUT
Analyze	Review the six-slide deck and instructor notes; identify the target audience, policy context, accessibility needs, and common reporting decisions. Output: scope, audience assumptions, content review list.
Design	Write objectives, outline a branching report-or-escalate scenario, select knowledge checks, and develop a storyboard. Output: objective-to-assessment map and storyboard.
Develop	Create responsive lesson screens, realistic scenarios, concise feedback, accessible text and controls, and a one-page reporting-reference aid. Output: testable prototype.
Implement	Publish a private prototype, test on desktop and mobile, and conduct a small usability review before portfolio release. Output: working course link and QA log.
Evaluate	Collect feedback on clarity, navigation, and scenario realism; analyze practice errors and refine content. For a real deployment, compare workplace indicators cautiously and respect confidentiality. Output: revision log and evaluation plan.

Illustrative production timeline

Planning estimate: 20–30 development hours over 2–3 weeks for a solo designer with a finished slide deck as a starting point. This is not a record of hours actually spent.

What to feature on the portfolio page

- Challenge: Convert a facilitator-led PowerPoint into a more independently usable learning experience.
- Design decisions: Replace passive explanation with realistic practice, nonjudgmental feedback, and clear reporting guidance.
- Deliverables: Source-content review, learning objectives, storyboard, course prototype, knowledge check, and reference aid.
- Results: Record actual pilot feedback and revisions once testing occurs. Do not claim improvements in reporting or workplace behavior without evidence.

Project attribution and status

The uploaded PowerPoint is the source material for this case study plan. The learning objectives, ADDIE plan, assessments, and proposed eLearning interactions in this PDF are newly developed recommendations. The adaptation and results are described as planned rather than completed.