

Association for Information Systems
AIS Electronic Library (AISeL)

MWAIS 2020 Proceedings

Midwest (MWAIS)

5-28-2020

The need for innovation and creativity with sexual harassment training and gender inclusion organizational development intervention: A case study for technical, information systems, and STEM organizations.

Darrell Norman Burrell
darrell.burrell@yahoo.com

Follow this and additional works at: <https://aisel.aisnet.org/mwais2020>

Recommended Citation

Burrell, Darrell Norman, "The need for innovation and creativity with sexual harassment training and gender inclusion organizational development intervention: A case study for technical, information systems, and STEM organizations." (2020). *MWAIS 2020 Proceedings*. 2.
<https://aisel.aisnet.org/mwais2020/2>

This material is brought to you by the Midwest (MWAIS) at AIS Electronic Library (AISeL). It has been accepted for inclusion in MWAIS 2020 Proceedings by an authorized administrator of AIS Electronic Library (AISeL). For more information, please contact elibrary@aisnet.org.

Sexual harassment and gender inclusion organizational development intervention: A case study for technical, information systems, and STEM organizations.

Darrell Norman Burrell
Florida Institute of Technology, USA
dburrell@fit.edu

Abstract

It is no secret that information systems, cybersecurity, and engineering firms globally are often missing large populations of women employees. Frequently these organizations are not women-friendly to the point that they can become extremely unwelcoming towards women with instances of sexual harassment. This paper describes a real-world case study around an organizational development intervention that has focused on finding innovative and creative tactics on how sexual harassment and gender bias can be tackled in information technology and engineering organizations. This case study uses applied action research methods to explore the application and use of real-world creative and innovative solutions that can be used to influence the world of practice significantly.

Keywords: Diversity in information systems, Women in Technology, Workplace harassment

Introduction

The concentration of men and women in different and typically unequal occupations, known as occupational segregation, is a leading contributor to economic gender inequality (Blau, Brummund, and Liu, 2012). Although occupational segregation has declined in recent decades, progress has been unevenly experienced by women across technology occupational class structures (Hirsh and Kornrich, 2008). Aggregate evidence shows that women still make fewer entrances into traditionally male-dominated occupations (Blau, Brummund, and Liu, 2012). Social closure theories contend that employers distribute valued resources, such as well-paying and upwardly mobile jobs, to higher status male workers and often exercise exclusionary tactics against lower status female workers (Roscigno, Garcia, and Bobbitt-Zeher, 2007). While social closure practices manifest in different forms (e.g., promotion gaps, credentialism, etc.), discriminatory hiring practices may be particularly influential in producing widespread inequality because such practices constrain job seekers' access to a broad range of career prospects (Pager, 2007). Historically hiring discrimination previously prevented nearly all groups of women from entering higher-paying, male-dominated occupations (Reskin and Hartmann, 1986). Additionally, dynamics also exist in significant contextual variation in gender-based discrimination given shifts in cultural gender attitudes and changes in discrimination laws (Hirsh and Kornrich 2008) and the increased attention around the manifestation of sexual harassment in the workplace (Blum, 2019).

According to Chang (2018), many technical industries that are male-dominated can be unwelcoming for women. Chang's examination of the organizations of some tech industries in Silicon Valley, California, USA, brings to light a meaningful discussion around the absence of gender-inclusive organizational cultures during the emergence of the #MeToo movement. Chang's (2018) work is driving a public dialogue around the nature and severity of sexual harassment towards women in technology and engineering. Sexual harassment is defined as unwanted, nonconsensual sexual behavior that impacts the victim's life (Blum, 2019). It can be both verbal and nonverbal and includes unwelcome sexual advances or requests for sexual favors (Blum, 2019). Harassment can take many forms, such as verbal acts of name-calling or written statements or actions that may be physically threatening (Blum, 2019). The U.S.

Equal Employment Opportunity Commission (EEOC) provides a clear explanation of what to report about acts of sexual harassment (Equal Employment Opportunity, 2019). According to the EEOC (2019), it is unlawful to harass a person (an applicant or employee) because of that person's sex. Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature (EEOC, 2019). Harassment does not have to be sexual, however, and can include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general (EEOC, 2019). Quid pro quo and a hostile work environment are legal definitions of sexual harassment (Boyer, 2018). Quid pro quo refers to behaviors by a superior who promotes or demotes an employee contingent upon sexual favors in the workplace (Boyer, 2018).

Research contexts

This case study represents a technology firm that has recently settled a series of sexual harassment cases and lawsuits, where several have been settled but have been renewed in the form of retaliation complaints. As a result of the fallout from the increased allegations and high female employee turnover, the organization has changed a significant amount of its leadership. It has brought in several management consultants to evaluate, diagnose, and make recommendations to improve the organizational culture. Especially since the training solutions recommended by human resources and the general counsel's office were deemed as ineffective, for this case study, TECH Innovations will be used as the fictitious name to protect the privacy of this organization to frame this intervention. TECH Innovations is a 1000 employee information technology and information security company. The aspects of sexual harassment and organizational intervention within the organization were explored on a variety of multiple levels, including aggression, organizational justice, and organizational culture. This case study explores the complex dynamics of the intervention using an applied research approach. The value and benefit of this approach are for other practitioners and scholars to have some tools to address sexual harassment and incivility in the workplace in their research around complex organizations.

Harassment and incivility in the workplace

Incivility and harassment can be labeled using numerous theories and concepts such as bullying, mobbing, victimization, and incivility (Gantt-Grace, 2016). Even though the titles are dissimilar, all these terms denote to the similar behaviors explicitly, the systematic ill-treatment of a coworker (Gantt-Grace, 2016). Sexual harassment falls into this category of incivility and bullying.

Oade (2009) explains workplace incivility and harassment using the subsequent vital elements:

1. A personalized, recurring attack from one worker towards another with actions and behaviors that are emotionally and psychologically harmful.
2. A workplace interaction which involves behaviors by one employee that can harm, embarrass, belittle, or diminish, another employee's self-confidence, self-worth, and character in ways that can influence their comfort at work and performance.
3. The introduction of a dynamic to a workplace relationship or interaction where the abuse or misuse power, stature, and authority is a significant aspect.

Workplace incivility is defined as "rude, condescending, and ostracizing acts that violate workplace norms of respect, but otherwise, appear mundane. Organizations sometimes dismiss routine slights and indignities, which lack overt malice as inconsequential" (Cortina et. al, 2017).

What harassment can do to workers

MacFadden (2010) expressed that it is "estimated that employees who are victims of bullying, harassment, and incivility spend between 10% and 52% of their time at work dealing with its effects." These effects can often include everything from stress, trauma, anxiety, depression, consistent workplace absenteeism, job dissatisfaction, employee disengagement, and the need to seek counseling (Febber, 2018). These dynamics also apply when it comes to sexual harassment.

There is previous research summarizes that workplace incivility, harassment, and bullying spurs several health conditions (Djurkovic, McCormack, & Casimir, 2004). Targets and onlookers of workplace incivility can experience aspects of posttraumatic stress disorder (PTSD). These experiences occur from enduring the offensive and unwanted conduct but also because they often experience feelings of seclusion and marginalization as a result of the discourteous behavior. (Febber, 2018). Targets of harassment and incivility often experience an overabundance of emotions and feelings. Some of these feelings can include hyper-vigilance, fatigue, persistent anger, fearfulness, anxiety, and loss of sleep (Febber, 2018). As a result, targets of harassment and incivility are known to claim more sick time than workers who are not experiencing harassment (Febber, 2018).

Workplace harassment impacts more than just victims (Febber, 2018). Eyewitnesses of incivility, harassment, and microaggressions are not neutral spectators. These witnesses can experience a high level of anguish from observing and about these incidents (Zeka, 2018). The anxiety of retribution can often result in under-reporting or not reporting interaction episodes of incivility and harassment (Zeka, 2018). Those wounded may be afraid to oppose their aggressors due to reprisal (Febber, 2018; Zeka, 2018). A lack of confrontation can create a climate where harassing behavior is accepted and tolerated in a manner that allows the behavior to continue and even germinate to others copying the bullying behavior (Zeka, 2018). In the literature, harassment and incivility have all been characterized as intentional, aggressive behavior designed to intimidate, harass, and exclude through name-calling, dismissive behaviors, threats, and offensive joking (Gant-Grace, 2016). The effects of these behaviors on the victim may mirror the idea of a psychological loss, such as the loss of self-esteem and hope (Febber, 2018; Gant-Grace, 2016).

Costs of incivility to the organization

Workplace incivility, harassment, and bullying can harm the organization in terms of its organizational brand and reputation (Zeka, 2018; Jaramillo, 2017). Organizations can incur direct costs such as paid sick leave, absenteeism, employee turnover, lost productivity, the increased use of employee assistance plans as a result of employees being targeted (Jaramillo, 2017). Additionally, organizations can incur more indirect costs linked with overtime and weakening of the workplace climate and atmosphere (Zeka, 2018; Jaramillo, 2017). These behaviors can lead to lawsuits or employee turnover. Other potential manifestations include bullied, marginalized, and disengaged employees (Burrell et al., 2009). Eilertsen (2017) states today that progressive and forward-thinking organizations focus on creating organizational cultures where all employees feel their rights, opinions, experiences, and viewpoints are valued and respected.

Workplace Aggression

Relational aggression refers to harm within relationships as a result of harassment and manipulative behaviors (Blum, 2019). Relational aggression and sexual harassment are similar in how they negatively impact victims (Blum, 2019). Relational aggression affects the relationship between the aggressor and the victim, as the intent of the aggressor perpetuates a culture or environment that is to harm the victim by damaging the relationship (Blum, 2019). Similarly, sexual harassment inflicts harm on the victim by forcing unwanted sexual advances, or by demeaning the victim (Blum, 2019). The likelihood of victimization is influenced by prior exposure. The persistence of victimization is known as re-victimization (Blum, 2019). This increased vulnerability may lead to other forms of victimization as well, such as being victimized by relational aggression and then again by sexual harassment (Blum, 2019). Victimization that occurs through various forms is known as poly-victimization (Blum, 2019). Blum (2019) outlines that relational victimization is associated with psychological harm and stress to the victim. Research has found that relational victimization is correlated with higher levels of depressive symptoms, higher levels of loneliness, and lower global self-worth (Blum, 2019). Studies have found that relational aggression leads to internalizing problems, such as anxiety and depression, as well as school avoidance (Blum, 2019).

Understanding the nature of sexual harassment and the prevalence, impact, and non-reporting phenomenon tell an incomplete story (Blum, 2019). The aspects of power and gender must be reviewed to understand how they contribute to the occurrences, influence perceptions, and impact the effectiveness of the response to sexual harassment and sexual violence (Blum, 2019). Power plays a role in sexual harassment (Blum, 2019). Power is evident in sexual harassment scenarios where: (a) a person of power will make comments of a sexual nature or inappropriately touch someone but feel the actions are permitted because of the position of power; or (b) a quid pro quo situation manifests when a person in a position of power will withhold rights, privileges, or opportunities for a sexual request (Blum 2019). Power also influences how individuals perceive sexual harassment incidents. Research outlines the extent of power equality or inequality between the harasser and the target (Blum, 2019). When there is a power differential between the harasser and the target, it is more likely that the event is labeled sexual harassment (Blum, 2019).

The organization must indicate that the employees were provided with a mechanism to act and were encouraged to do so without fear of retaliation (Blum, 2019; Boyer, 2018). Finally, organizational culture becomes a basis for considering attitudes and perceptions of sexual harassment in an organization (Blum, 2019). The rules and regulations of the organization affect the social climate and influence employees' behaviors (Blum, 2019). To ensure such an environment, managers at every level need to develop norms that regulate work behaviors and protect employees from sexual harassment or a hostile work environment (Blum, 2019). Standards are a powerful means to ensure that an organization operates harmoniously (Blum, 2019). "Research has shown that gender role stereotyping, and dominance play a key role in sexual harassment" (Russell & Trigg, 2004, p. 566). Lemaire et al. (2016) discussed how tolerance for certain behaviors comes from a belief that women should expect sexual advances and flirtations, and that people make too big a deal out of sexual harassment. These myths "minimize the responsibility of the harasser and blame the victim" (Bursik & Geftter, 2011, p. 332). Not only can these beliefs contribute to ongoing harassing behaviors, but they can also create a level of tolerance that can be detrimental to a victim and lead to more severe behaviors within an organization's culture (Lemaire et al., 2016).

Organizational culture is critical to how organizations function (Cheung-Judge & Holbeche, 2015). How an organization function drives performance and behavior (Burrell, 2019). According to research by Merchant (2011), culture is the set of habits that allows a group of people to cooperate by assumption rather than by negotiation. Based on that definition, culture is not what a technology or engineering firm says in its mission statement or value statement. Organizational culture is influenced by how employees act and behave (Merchant, 2011). Having a healthy culture is the key to organizational success (Merchant, 2011; Cheung-Judge & Holbeche, 2015). An organization with an unhealthy one often requires a level of organizational diagnosis and organizational development intervention, especially if there is an existence of a toxic culture (Cheung-Judge & Holbeche, 2015). Similarly, organizational justice became an emerging issue in the field of human resource development (HRD).

Organizational Justice

Organizational justice can be fairness from the way that employees feel or perceive that employees are treated humanely and experience fair treatment (Cohen-Charash & Spector, 2001). Organizational justice is characterized into three sub scopes: (a) distributive justice, (b) procedural justice, and (c) interactional justice. Distributive justice deals with the fair-mindedness of outcomes, including pay, rewards, and promotions within the organization (Colquitt, Greenberg, & Zapata-Phelan, 2005). In this context, the implementation of Distributive justice could be looking at women with the same job titles, experience levels, and education levels paid less than men.

Procedural justice is concerned with fairness issues about the processes used to determine outcomes (Folger & Cropanzano, 1998). Interactional justice refers to the fairness of interpersonal communication. According to the interactional justice theory, employees are sensitive to the quality of interpersonal treatment they experience in the organization (Bies & Moag, 1986). Interactional justice often applies to sexual harassment, especially when it relates to supervisor-subordinate sexual harassment.

Interactional Justice

Interactional justice applies to cultures where there is sexual harassment. Bies and Moag (1986) presented the notion of interactional justice and expanded the conversation about procedural justice further. Abstractly, interactional justice is connected with an individual's perceptions and opinions of if a leader, manager, or someone of authority will be fair and respectful in their interactions and decision making (Bies & Moag, 1986). According to the interactional justice theory, individuals gauge the impartiality of complicated interactions by the quality of how one feels about they have been treated during their interaction (Bies, 1987). Also, individuals focus on how much respect and dignity (informational justice) provided by the decision-maker or person with authority regarding their relative outcomes from that organizational culture or organizational system (Bies, 1987). In this context, Bies (1987) argued that interactional justice focused on the communication aspect of fairness in organizational cultures (interpersonal justice). In this context, Bies (1987) explained that interactional justice focused on the communication aspect of fairness in decision-making and treatment in various organizational cultures, which directly applies to organizational cultures where sexual harassment is a common occurrence like what occurred at TECH Innovations. These levels of justice are often defined with how a female employee experiences and to perceive incidents of harassment, and the organization's reaction to the behavior has significant consequences.

Climate Survey

Below is a climate survey that was used to evaluate the organizational culture around equity and diversity that was used in an organizational development intervention at TECH Innovations.

Burrell Valued Diversity Equity and Civil Workplace Assessment Survey (2016)

Are you? Please check the correct box

Male ___ or Female ___

Using the 5-point scale below, rate each question based on your organization's level of engagement on a:

_5 = Frequent level _4 = Reasonable level _3 = Fair level _2 = Infrequent level _1 = Never

1. To what extent do you feel that a clear and openly publicized mission statement regarding equity and inclusion regarding culture, gender, race, religion, national origin, age, socioeconomic status, and disability?
_5 _4 _3 _2 _1
2. To what extent do you feel that your organization's culture and supervisors support you in terms of your ability to be open and honest about your lifestyle, gender, race, religion, national origin, age, socioeconomic status, and disability (if relevant)?
_5 _4 _3 _2 _1
3. To what extent do you feel that your management and organizational leadership has a zero-tolerance approach to concerns and issues related to offenses towards others around bullying, harassment, discrimination, and prejudice regarding your culture, gender, race, religion, national origin, age, socioeconomic status, and disability (if relevant)?
_5 _4 _3 _2 _1
4. To what extent do you feel that the supervisors and organization have policies, sets consistent expectations, rules, and consequences against behaviors that are non-biased regarding culture, gender, race, religion, national origin, age, socioeconomic status, and disability?
_5 _4 _3 _2 _1
5. To what extent do you feel that tasks, visible project leadership roles, and significant training and professional development opportunities are distributed equitably by supervisors without regard to gender, race, national origin, or disability?
_5 _4 _3 _2 _1
6. To what extent do you feel that your supervisors and organizational leadership show authentic concern against the use of non-biased verbal and nonverbal language by employees in the organization regarding culture, gender, race, religion, national origin, age, socioeconomic status, and disability?
_5 _4 _3 _2 _1
7. To what extent do your supervisors and organizational leadership encourage an organizational environment where commonalities are appreciated, and differences are understood and valued regarding culture, gender, race, religion, national origin, age, socioeconomic status, and disability?

_5 _4 _3 _2 _1

8. To what extent do you feel that the behaviors and actions of your coworkers towards you match with the written values and mission of the organization around diversity, equity, inclusion?

_5 _4 _3 _2 _1

9. To what extent do you feel that the organizational policies are relevant and fair as it relates to someone of your culture, gender, race, religion, national origin, age, socioeconomic status, and disability (if relevant)?

_5 _4 _3 _2 _1

10. To what degree do you feel that organizational leaders are engaged in authentic actions, policies, and initiatives to ensure highly qualified members different cultures, genders, races, religions, ethnic backgrounds, or disabilities distributed equitably or constructively represented across the various job classifications from management to technical staff positions

_5 _4 _3 _2 _1

Scoring Scale Burrell Valued Diversity Equity and Civil Workplace Assessment Survey

- 41–50 points** It seems extremely likely that diverse personnel, those of different cultures, genders, races, religions, ethnic backgrounds, or disabilities, in the organization feel much respected and highly valued in the organizational culture by both their management and their coworkers.
- 31–40 points** It seems very likely that diverse personnel, those of different cultures, genders, races, religions, ethnic backgrounds, or disabilities, feel respected and valued to a certain degree in the organizational culture by both their management and their coworkers.
- 21–30 points** It seems somewhat likely that diverse personnel, those of different cultures, genders, races, religions, ethnic backgrounds, or disabilities, feel marginally respected and valued in the organizational culture by both their management and their coworkers.
- 11–20 points** It seems minimally likely that the prevailing feeling on the part of diverse personnel, those of different cultures, genders, races, religions, ethnic backgrounds, or disabilities, is that their expertise and work contributions are not respected and valued in the organizational culture by both their management and their coworkers.
- 0–10 points** Diverse employees likely have adverse feelings about the workplace civility, workplace culture, the management, and coworkers in terms of respectful behaviors, values, policies, and procedures regarding different cultures, genders, races, religions, ethnic backgrounds, or disabilities.

Developed in 2016 by Darrell Norman Burrell as a result of research done in conjunction with a graduate capstone project at Claremont Lincoln University.

Climate survey results

One hundred women responded to the climate assessment survey. The results of the assessment showed that 11% of the woman ranked the organization with a climate score of between 11 and 20 points. 67% of the women ranked the organization with a climate score between 21 and 30 points. The results showed that 22% of the woman ranked the organization with a climate score of 0 and 10 points. These results show significant issues of concern around diversity and inclusion from the perspective of women in the organization.

TECH Innovations did not have an employee on the staff or in human resources that had a background or expertise in diversity and inclusion. Human resources and the general counsel in the organization form of intervention was an online training course that was bought from a commercial vendor to address the issue. The response recommended by human resources included clicking through a PowerPoint on sexual harassment and requiring all employees to sign a form that they understand the rules in the employee handbook policy around sexual harassment. According to Cole (2017), 71 percent of organizations require employees to complete sexual harassment training. Those kinds of training approaches tend to focus on helping people understand the rules, laws, and procedures around harassment (EEOC, 2016). A weakness with some training is that explaining the nature of laws to employees can be ineffective in changing the behaviors of employees (EEOC, 2016). Research suggests that the culture of the workplace makes a significant difference in how employees respond to harassment training (Fitzgerald et al., 1997). The EEOC (2016) reported that most of the sexual harassment training offered by organizations are ineffective in addressing sexual harassment because the focus is often too centered on protecting organizations from lawsuits. Dobbin and Kalev (2017) outline that the best way to change an organizational culture around sexual harassment is to hire and promote more highly qualified women to more roles in leadership from management to the board. Reducing power differentials can help, not only because women are less likely than men to harass but also because their presence in management can change workplace culture (Dobbin & Kalev, 2017). Relational aggression and sexual harassment behavior flourish in organizations where few women hold highly visible management and significant leadership job roles (Dobbin & Kalev, 2017). Dobbin and Kalev (2017) suggest that a useful tool to change an organization's culture is to bring in more women at all levels. The sheer increase in their numbers can be one of the most significant ways to change the culture and make it more respectful and inclusive towards women (Dobbin & Kalev, 2017).

D. Burrell Diversity and Inclusion Organizational Development Framework

Organizational cultural change around making technical organizations more inclusive towards women includes having human resources employees and managers with competency skills required to intervene based on The D. Burrell Diversity and Inclusion Organizational Development Framework (Burrell, 2015) that includes:

1. A firm understanding of equal employment and discrimination Laws.
2. An aptitude to use a structured diversity and inclusion strategic framework to foster an organizational culture that taps into the knowledge, ideas, intellectual capital, perspectives, and expertise of employees from all age, gender, ethnic, cultural, sexual, and racial backgrounds is essential. This skill includes knowing how to evaluate the organization's culture and organizational inclusion gaps. This skill also includes having the ability to identify the barriers to diversity and inclusion.
3. Expert knowledge of unconscious bias and explicit bias.
4. Conflict management and mediation skills- This skill includes having the tact to engage and foster constructive and crucial conversations.
5. Organizational development and change management skills.
6. Facilitation skills for public briefings, training events, and presentations.

7. An innate ability to assess and navigate the organizational culture's political climate.
8. A superior ability to collaborate and build effective internal and external organizational alliances.

A strong understanding of restorative practices principals- This includes knowledge on areas like restorative circles, motivational interviewing, and narrative therapy. This knowledge is critical to advancing discussions, unpacking baggage, fostering forgiveness, and encouraging collaboration. The International Institute of Restorative Practices <https://www.iirp.edu/> has training programs around this area of expertise.

The TECH Innovations intervention included document evaluations (sexual harassment policies) training program evaluations (existing sexual harassment training), the use of an assessment tool (Burrell Valued Diversity Equity and Civil Workplace Assessment Survey), and individual employee interviews to address the dynamics around power and organizational culture in an environment when harassment exists and organizational harmony does not exist. Ganta and Manukonda (2017) stated that a crucial element is organizational harmony, which means the existence of a collaborative culture where processes, people, and various units within the organization should be working together in harmony towards the achievement of the goals and objectives of the organization. Kanter's Theory of Structural Empowerment Kanter (2008) contended that the structure of the work environment plays a significant role in shaping employee attitudes and behaviors in organizations. Perceived access to power and opportunity structures is another factor that affects the behaviors and attitudes of employees in organizations. Kanter suggested that individuals might display different behaviors depending on whether particular structural supports (power and opportunity) were in place (Kanter, 2008). Sexual harassment and its growth are often the results of organizational cultures where employees can exercise power over those that are less powerful and more vulnerable. As a result, recommendations were developed from the organizational intervention.

Final innovative and creative recommendations

The final recommendations around the organizational development intervention to address sexual harassment included:

1. Hiring a diversity expert- The organization needs to create a formal position with the authority, leadership support, and financial resources that can address diversity and inclusion issues around hiring, promotions, and organizational culture.
2. Reduce the barriers to reporting incidents- It is critical to creating multiple and safe avenues for employees to report issues of concern.
3. Create zero-tolerance policies- Once policies are created, they need to be enforced consistently and fairly. This skill includes policies that do not allow for retaliation when complaints are made.
4. Revise training- The training should be designed to make an impact. Training that tells stories about the implications and impacts of the behavior on victims is vital in helping others take the issue more seriously.
5. Train more often- Some level of training should take place more than once a year.
6. Develop bystander training- The training is designed to change social norms, provide approaches, and encourage people to find ways to intervene when bad behavior is observed.
7. Introduce civility training- It refers to training around respect, diversity awareness, and cultural sensitivity.
8. Publicize the results of efforts- Share company statistics and successes around diversity.
9. Revise performance evaluations- Make the support of diversity and diversity efforts a critical aspect of performance evaluations and bonuses.
10. Create specialized recruiting programs and relationships- These are programs that do not lower hiring standards but put resources around bringing in the most highly qualified women through

partnerships with women's colleges and women associations around technology. The focus here is the concept the more women in the organization will ultimately change the culture of the organization.

11. Create mentoring programs- These are programs where experienced women within the organization can mentor new female employees that are hired into the organization.

Check the box or click through sexual harassment should no longer be considered a viable approach to how technical organizations address sexual harassment in the workplace. Innovations and creative strategies are needed to create environments where women feel welcomed and included in technical organizations (Burrell, 2019). Lewin's (1947) organizational change model examines the organizational culture change process as a source of latent unease and apprehension for employees at all levels. As an organization executes the modification process, the senior management must provide support through the allocation of the necessary financial, human, and other resources required to implement the change process (Heckmann, Steger, & Dowling, 2016). Constructive organizational cultural change necessitates safeguarding that employees on all levels understand the importance of the change process have the necessary skills and knowledge to apply the change process. Management must ensure that the organization has the resources that may be required to implement the change process (Kuster et al., 2015).

Management support for organizational development interventions around organizational cultural change creates and enforces apparent, gradual stages of unfreezing, change, and refreeze that are congruent with Lewin's (1947) transitional approach to constructive change; theoretically, this supports the stages of conversion between change and refreeze. Seamons and Canary (2017) pointed-out the essential success elements responsible for the practical management of change. These organizational change elements include concepts of awareness, knowledge, aspiration, competence, and reinforcement to address the complex cultural challenges around sexual harassment and gender inequity in the workplace. Awareness among employees is an essential instrument in bringing about change (Kuster et al., 2015). By using the conceptual framework for this study, both Kanter's (2008) and Lewin's (1947) theories serve to recognize the need for better strategies in helping employees feel comfortable taking instruction and committing to lasting organizational cultural change to address sexual harassment. The results of this case study research contribute to positive social change by demonstrating how effective organizational intervention strategies such as the use of organizational development consultants, ongoing training, gradual and holding staff accountable can contribute to making the transition to an organizational culture that absent of sexual harassment and discrimination towards women in male dominated technical environments.

References

1. Bies, R. J. (1987). The predicament of injustice: The management of moral outrage. In L.
2. Cummings, & B. Staw (Eds.), *Research in organizational behavior*, 9 (pp. 289-319). Greenwich, CT: JAI Press.
3. Bies, R. J., & Moag, J. S. (1986). Interactional justice: Communication criteria of fairness. *Research on Negotiation in Organizations*, 1, 43-55.
4. Blau, Francine D., Peter Brummund, and Albert Yung-Hsu Liu. 2012. "Trends in Occupational Segregation by Gender 1970–2009: Adjusting for the Impact of Changes in the Occupational Coding System." *Demography* 50 (2): 471–92.
5. Blum, A. D. (2019). *Cycle of victimization: Relational aggression and sexual harassment among emerging adult women* (Order No. 13878284). Available from ProQuest Dissertations & Theses Global. (2235979079). Retrieved from <https://search.proquest.com/docview/2235979079?accountid=35812>

6. Boyer, J. L. (2018). *Sex discrimination and sexual harassment of female attorneys working in the criminal justice system* (Order No. 10979286). Available from ProQuest Dissertations & Theses Global. (2148436265). Retrieved from <https://search.proquest.com/docview/2148436265?accountid=35812>
7. Bursik, K., & Gefter, J. (2011). Still stable after all these years: Perceptions of sexual harassment in academic contexts. *The Journal of Social Psychology*, 331-349.
8. Burrell, D., Safi, A., Walker, R., and Rahim, E. (2009) An applied research case study analysis of managerial leadership's ability to positively influence tolerance of religious and international cultural diversity in the United States workplace business Environment. *John Ben Shepperd Journal of Practical Leadership*. Vol. 1.
9. Burrell, D. N. (2019). Developing more Women in Managerial Roles in Information Technology and Cybersecurity. *MWAIS 2019 Proceedings*. 20. <https://aisel.aisnet.org/mwais2019/20>
10. Burrell, D. N., (2015, March) The Importance of Developing Health Care Professional Expertise in Diversity and Inclusion. *The Interdisciplinary: Newsmagazine of the Association of Interdisciplinary Doctors of Health Science*. Vol. 1, Issue 2.
11. Chang, E. (2018). *Brotopia: Breaking Up the Boys' Club of Silicon Valley*. New York: Portfolio Publishing.
12. Cheung-Judge, M., Holbeche, L. (2015). *Organization Development: A Practitioner's Guide for O.D. and H.R.* London: Kogan Page.
13. Cohen-Charash, Y., & Spector, P. E. (2001). The role of justice in organizations: A meta-analysis. 1. *Organizational Behavior and Human Decision Processes*, 86(2), 278-321.
14. Cole, M. (2017, November 13). 71 Percent of Organizations Offer Sexual Harassment Prevention Training. Association for Talent Development. Retrieved from: <https://www.td.org/insights/71-percent-of-organizations-offer-sexual-harassment-prevention-training>
15. Colquitt, J., Greenberg, J., & Zapata-Phelan, C. (2005). What is organizational justice? A historical overview. In J. Greenberg and J. Colquitt (Eds.). *Handbook of organizational justice* (pp. 3-56). London, UK: Routledge.
16. Cortina, L., Kabat-Farr, D., Magley, V., Nelson, K. (2017). Researching rudeness: The past, present, and the future and the science of incivility. *Journal of Occupational Health Psychology* 22 (3), 299.
17. Cummings, T., & Worley, C. G. (2005). *Organizational Development and change*. Stamford, CT: Cengage Learning.
18. Dobbin, F., Kalev, A. (2017, November 17) Training Programs and Reporting Systems Won't End Sexual Harassment. Promoting More Women Will. *Harvard Business Review*.
19. Djurkovic, N., McCormack, D., & Casimir, G. (2004). The physical and psychological effects of workplace bullying and their relationship to intention to leave: A test of the psychosomatic and disability hypotheses. *International Journal of Organizational Theory and Behaviour*, 7(4), 469-497.
20. Eilertsen, S (2017) Bringing the human spirit to business leadership: When the quest to develop yourself and others makes good business sense. *The Graziadio Business Review*, 20(3).
21. Fabber, V. L. (2018). *Workplace bullying: Understanding the victims' perspective* (Order No. 10810551). Available from ProQuest Dissertations & Theses Global. (2048347772). Retrieved from: <https://search-proquest-com.contentproxy.phoenix.edu/docview/2048347772?accountid=35812>
22. Fitzgerald, L. F., Drasgow, F., Hulin, C. L., Gelfand, M. J., & Magley, V. J. (1997). Antecedents and consequences of sexual harassment in organizations: A test of an integrated model. *Journal of Applied Psychology*, 82(4), 578-589.
23. Folger, R., & Cropanzano, R. (1998). *Organizational justice and human resource management*. Thousand Oaks, CA: Sage.
24. Gantt Grace, G. (2016). Being bullied in the workplace and impaired professional performance: The lived experience of nurses (Order No. 10255785). Available from ProQuest Dissertations & Theses Global. (1880564718). Retrieved from <https://search-proquest-com.contentproxy.phoenix.edu/docview/1880564718?accountid=35812>
25. Heckmann, N., Steger, T., & Dowling, M. (2016). Organizational capacity for change, change experience and change project performance. *Journal of Business Research*, 69, 777-784.
26. Hirsh, Elizabeth C., and Sabino Kornrich. 2008. The Context of Discrimination: Workplace Conditions, Institutional Environments, and Sex and Race Discrimination Charges. *American Journal of Sociology* 113 (5): 1394-1432.
27. Jaramillo, G. (2017). Evaluation of an intervention to create awareness and understanding of workplace bullying (Order No. 10639844). Available from ProQuest Dissertations & Theses Global. (1991048889).

- Retrieved from: <https://search-proquest-com.contentproxy.phoenix.edu/docview/1991048889?accountid=35812>
28. Kanter, R. M. (2008). *Men and women of the corporation: New edition*. New York, NY: Basic Books.
 29. Kuster, J., Huber, E., Lippmann, R., Schmid, A., Schneider, E., Witschi, U., & Wüst, R. (2015). Change management and dealing with resistance. In *Project management handbook* (pp. 267-281). Berlin, Germany: Springer. DOI:10.1007/978-3-662-45373-5_21
 30. LeMaire, K., Osway, D., & Russell, B. (2016). Labeling sexual victimization experiences: The role of sexism, rape myth, and tolerance. *Violence and Victims*, 332-346.
 31. Lewin, K. (1947). Quasi-stationary social equilibria and the problem of permanent change. In W. W. Burke, D. G. Lake, & J. W. Paine (Eds.), *Organization change: A comprehensive reader* (pp. 73-78). San Francisco, CA: Jossey-Bass.
 32. Lundberg, C. (2008). Organization development diagnosis. In T. Cummings (Ed.), *Handbook of organization development* (pp. 137-150). Thousand Oaks, CA: Sage Publications.
 33. MacFadden, D. (2010, May 6). Taking the bull-'y' by the horns in the workplace. *Albani. Valley Times*, p. A12.
 34. Merchant, L. (2011, March). Culture Trumps Strategy, Every Time. *Harvard Business Review*.
 35. Morrison, M. (2007). Organizational Diagnosis and Development. Retrieved from <https://rapidbi.com/organizationaldiagnosisanddevelopment/>
 36. Noolan, J. (2006). *The NTL Handbook of organization development and change*. San Francisco, CA: Wiley.
 37. Oade, A. (2009). Managing workplace bullying: How to identify, respond to, and manage bullying behavior in the workplace. New York: Palgrave Macmillan.
 38. Pager, Devah. 2007. The Use of Field Experiments for Studies of Employment Discrimination: Contributions, Critiques, and Directions for the Future. *The ANNALS of the American Academy of Political and Social Science* 609 (1).
 39. Reskin, Barbara, and Heidi I. Hartmann. 1986. *Women's Work, Men's Work: Sex Segregation on the Job*. Washington D.C.: National Academies Press.
 40. Roscigno, Lisette Garcia, and Donna Bobbitt-Zeher. 2007. Social Closure and Processes of Race/Sex Employment Discrimination. *The ANNALS of the American Academy of Political and Social Science* 609 (1): 16-48.
 41. Russell, B., & Trigg, K. (2004). Tolerance of sexual harassment: An examination of gender differences, ambivalent sexism, social dominance, and gender roles. *Sex Roles*, 565-573.
 42. Seamons, V. A., & Canary, H. E. (2017). Contradictions in surgical work teams. *Journal of Applied Communication Research*, 45(1), 42-60.
 43. U.S. Equal Employment Opportunity Commission (EEOC). (2019). Sexual Harassment. Retrieved from: https://www.eeoc.gov/laws/types/sexual_harassment.cfm
 44. U.S. Equal Employment Opportunity Commission (EEOC) (2016). Select Task Force on the Study of Harassment in the Workplace. Retrieved from: https://www.eeoc.gov/eeoc/task_force/harassment/report_summary.cfm
 45. Varney, G. H. (Spring, 2017). Change Your Change Process and Make Change Work. *Organizational Development Journal*, 25-33.
 46. Walker, J. (2018). *A theoretical study on workplace bullying and sexual harassment amongst first responders* (Order No. 10936495). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (2185999972). Retrieved from <https://search.proquest.com/docview/2185999972?accountid=35812>
 47. Wisinski, J. (1993). *Resolving conflicts on the job*. New York: AMACOM Management Association.
 48. Zeka, L. (2018). *Organizational culture and individuals' experience of workplace bullying* (Order No. 10688647). Available from ProQuest Dissertations & Theses Global. (1984976254). Retrieved from: <https://search-proquest-com.contentproxy.phoenix.edu/docview/1984976254?accountid=35812>