



IDC School of Design
अभिकल्प विद्यालय

4th Semester Design Project III Report

Design Intervention for increasing engagement among the participants of POSH Training Sessions

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Declaration

I declare that this written document represents my ideas in my own words and where others' ideas or words have been included, I have adequately cited and referenced the original sources. I also declare that I have adhered to all principles of academic honesty and integrity and have not misrepresented or fabricated or falsified any idea/data/fact/ source in my submission. I understand that any violation of the above will be cause for disciplinary action by the Institute and can also evoke penal action from the sources which have thus not been properly cited or from whom proper permission has not been taken when needed.



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Approval Sheet (Annapurna-P3)

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Acknowledgement

I would like to thank Prof. Girish Dalvi for his guidance, inputs, and support throughout the project.

I would like to thank Shachee Jagpat and Quest Foundation for their help and expert inputs.

I would also like to thank the Interaction Design faculty Prof. Venkatesh Rajamanickam, Prof. Anirudha Joshi, Prof. Pramod Khambete, Prof. Ravi Poovaiah, Prof. Jayesh Pillai, Prof. Swati Pal for their feedback.

Lastly, thanks to my family and my batchmates for their support.

Abstract

The low female labour force participation rate in India, is influenced by factors like unsafe workspaces, societal norms, skill gaps, wage disparities, and changing economic structures. Workplace safety, particularly regarding harassment and discrimination, is crucial for women's empowerment. One the significant measures, Prevention of Sexual Harassment (POSH) is a law by Government of India that falls under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013. The mandatory POSH training aims to educate employees about sexual harassment, the law, and its consequences, as well as break social taboos associated with such issues. Traditional training methods face challenges due to recruitment, workspace, and cost limitations. To address this, simulation-based role play activity has been developed as a part of a 120 minutes POSH training session, in collaboration with an NGO (QUEST Foundation) and its legal advisor. Through analysis of the existing POSH sessions and content, conducting interviews with various individuals (employees, HRs, lawyers, gender sensitivity experts) and drawing inspiration from game mechanics various ideations were developed followed by multiple playtests and expert evaluation. The outcome of this project is an activity, inspired by procedural rhetoric theory, 4-6

participants take on the roles of Victim/Complainant, Society, and IC (Internal Committee) members. By analyzing realistic scenarios, filing allegations, evaluating evidence, and making informed judgments; participants try to unraveling the complexities surrounding sexual harassment and the significance of effectively addressing such cases. The project endeavors to deliver a deeper comprehension of the subject matter, fostering a culture of empathy, and equipping individuals with the necessary skills to navigate the intricate landscape of sexual harassment, which is evaluated through a retrospective analysis.

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1. Background

1.1. Women participation in workplace

Significance of female participation in formal workforces and its importance in the country's development has been heavily researched and established over the past few decades. The Sustainable Development Goals (SDGs) set forth by the United Nations (UN), also assert that gender equality is an essential element to facilitating economic development. Increasing female participation boosts output and GDP by tapping into a larger pool of talent and skills. It results in greater innovation and competitiveness, as well as inclusive and sustainable economic growth. The McKinsey Global Institute report 2016 estimates that improved gender diversity can add \$12 trillion to the world GDP by 2025 and by increasing gender parity, India can add \$700 billion to the global GDP. Increasing women's participation in the workforce can add to many improvements in various primary developmental objectives such as reduced poverty, access to health care, education, land, technology, and capital; environmental sustainability; institutional effectiveness; and democratic participation (White 2006). Further, in a developing country like India, women empowerment is extremely necessary to change established gender narratives and ensure upward mobility of women in various fields.

1.2. Declining female LFPR in India

LFPR is defined as “a measure of the proportion of a country’s working-age population that engages actively in the labour market, either by working or by looking for work” (Verick 2014). With increasing globalisation and advocates for gender sensitization one would generally expect the numbers of female participation in the workforce to increase. However, World Bank Report 2022 stated that India’s female LFPR, is among the lowest in the world and continues to fall. India ranks 135 among a total of 146 countries in the World Economic Forum’s Global Gender Gap Index 2022, which slipped from 112th position in 2020 and stands lower than fellow developing nations like Pakistan, Nepal and Bhutan. Recent studies point out that one of the key factors for this decline is unsafe workspaces, followed by societal norms, lack of skills, wage gap and changes in economic structures.

1.3. “Unsafe” Workspaces for Women

Safety needs represent the second tier in Maslow’s hierarchy and these needs include the security of the body, of employment, of resources, of morality of family, and of health. Safety in the workplace refers to the measures taken to protect the health and well-being of employees while they are at work. This includes physical safety (such as protection from hazardous equipment and materials), as well as psychological safety (such as protection from harassment and discrimination). While the above factors contributing to safety are genderless, centuries of under-representation, discrimination, objectification

and patriarchy call for additional focus on protection from gender-based violence and harassment for women. The high levels of harassment are due to power imbalances, gender bias, and weak enforcement of anti-harassment policies. Women face barriers in reporting harassment, including fear of retaliation, stigma, and lack of employer support. Of all types of harassment faced by women, Sexual harassment is considered one of the worst because it violates an individual’s personal space, dignity, and respect. It creates a hostile work environment, decreasing job satisfaction and causing women to leave the workforce. It affects confidence and self-esteem, hindering women’s career advancement and leadership potential. It perpetuates a culture of fear and silence, preventing women from speaking out and reporting harassment. The impact of sexual harassment creates barriers for women’s participation in the workforce and undermines gender equality efforts. In order to improve the workplace for women, multiple policies are enforced to create a supportive culture, educate employees on reporting harassment, and be held accountable for providing a safe work environment.

1.4. Indian Policies against Sexual Harassment

Following are several Indian laws, acts, and policies aimed at preventing sexual harassment at the workplace:

1. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013: This act provides a legal framework for the prevention and redressal of sexual harassment of women at the workplace.

2. The Indian Penal Code (IPC): The IPC contains provisions criminalizing sexual harassment and assault.
3. The Code of Criminal Procedure (CrPC): The CrPC provides the procedure for the investigation and prosecution of crimes, including sexual harassment.
4. The Protection of Children from Sexual Offences (POCSO) Act, 2012: This act provides protection to children from sexual abuse and harassment.
5. The Equal Opportunity Policy: This policy, adopted by many organisations, aims to create a safe and inclusive work environment for all employees, regardless of gender.
6. The Internal Complaints Committee (ICC): As per the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, all organizations with more than 10 employees must establish an ICC to handle complaints of sexual harassment.
7. The Vishakha Guidelines: The Supreme Court of India has issued guidelines, known as the Vishakha Guidelines, to provide a framework for the prevention of sexual harassment in the workplace.

These laws, acts, and policies aim to provide a legal framework for the prevention of sexual harassment and to empower women to seek justice in cases of harassment. Of all the above, The POSH Act has been widely hailed as a significant step forward in addressing sexual harassment in the workplace and in promoting a safe and inclusive work environment for women. The act

provides a comprehensive framework for the prevention, prohibition, and redressal of sexual harassment and has been instrumental in raising awareness about the issue and empowering women to report incidents of harassment.

1.5. POSH Act, 2013

The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, also known as the POSH Act, is a legislation enacted by the Government of India to prevent and address sexual harassment of women at the workplace. The act applies to all organisations, including public and private sector companies, NGOs, and government organisations, with 10 or more employees. The act provides a legal framework for the prevention, prohibition, and redressal of sexual harassment of women at the workplace.

Key provisions of the POSH Act include:

1. Definition of Sexual Harassment: The act defines sexual harassment as any unwelcome sexual advance, request for sexual favors, or other physical, verbal, or non-verbal conduct of a sexual nature.
2. Internal Complaints Committee (ICC): The act requires organizations to set up an ICC, which is responsible for investigating and addressing complaints of sexual harassment.

The ICC must have at least 50% of women members, including a third-party expert, and must be headed by a woman.

3. **Complaint Mechanism:** The act provides a mechanism for employees to file complaints of sexual harassment, which must be addressed within a specified timeframe. The act also provides for the confidentiality of the complaint and the identity of the complainant.
4. **Penalties for Non-compliance:** The act provides for penalties for non-compliance, including fines and even criminal prosecution in cases where the employer has knowingly allowed or permitted harassment to occur.
5. **Right to Workplace with Dignity:** The act affirms the right of women to work with dignity, free from sexual harassment, and provides for remedies and compensation in cases of harassment.

1.6. POSH Training

One of the integral features of the POSH Act is the POSH Compliance Training. A large proportion of the success of the POSH Act is dependent on this training as it is through this training that awareness of other policies is propagated and the act is truly mobilised. The content covered in Indian POSH (Prevention of Sexual Harassment) training typically includes the following:

1. Definition and types of sexual harassment
2. The impact of sexual harassment on the victim, workplace, and society
3. The responsibilities of employers and employees under the Indian POSH Act
4. Internal complaint mechanisms and the procedure for filing a complaint
5. The roles and responsibilities of the Internal Complaints Committee (ICC)
6. The rights and protections available to victims and witnesses
7. Preventive measures and ways to create a safe and inclusive work environment
8. The consequences of sexual harassment and retaliation
9. Sensitization and creating a positive workplace culture

Few reasons why POSH training is considered the most important of all policies for preventing sexual harassment for several reasons:

1. **Awareness creation:** POSH training raises awareness about the issue of sexual harassment, its definition, and the legal framework for addressing it.
2. **Changing behavior:** The training is designed to educate employees on acceptable behavior and to change the attitudes and behaviors that contribute to sexual harassment.

3. Empowerment of employees: The training empowers employees to recognize and respond to instances of sexual harassment and to understand their rights and responsibilities under the law.
4. Compliance with the law: POSH training is mandatory under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, and is necessary for organizations to be in compliance with the law.
5. Prevention: By raising awareness, changing behavior, and empowering employees, POSH training helps to prevent incidents of sexual harassment before they occur.
6. Creating a safe workplace: The training helps to create a safe and inclusive work environment, where all employees feel respected and valued.
7. Encouraging reporting: The training helps to create a culture of transparency, where employees feel comfortable reporting incidents of harassment, knowing that their complaints will be taken seriously and acted upon.

1.6. The Prevailing Evil

A recent article by Forbes India states that the total number of sexual harassment complaints at workplaces climbed by 27 percent in the

financial year ending March 2022 compared to the previous year. This number could have 2 implications:

- Either the number of harassment cases has gone up
- Or the number of reporting has gone up

While there is no way to check the rationale behind the numbers in previous a study by Business Insider points that around 3 in 5 women experience sexual harassment at workplace, however, only 1 in the 3 speak about it. This does raise questions on the effectiveness of the training session and is worth being looked into.

2. Preliminary Study

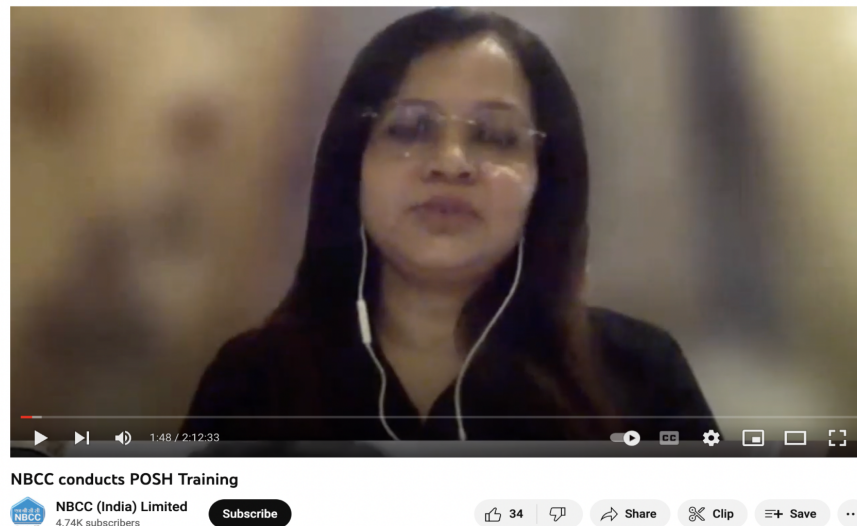
A preliminary study was conducted in order to understand the existing methods of POSH Training and delivery. Three Subject Matter Experts (legal advisors and POSH trainers) were interviewed to develop a deeper understanding of the domain. Further to this following online POSH sessions were attended:

1. POSH Training Video by Simplilearn
 - YouTube Video; 65 mins; English
 - Facilitator Independent Animated Video
 - No Activities or Assessment Tools



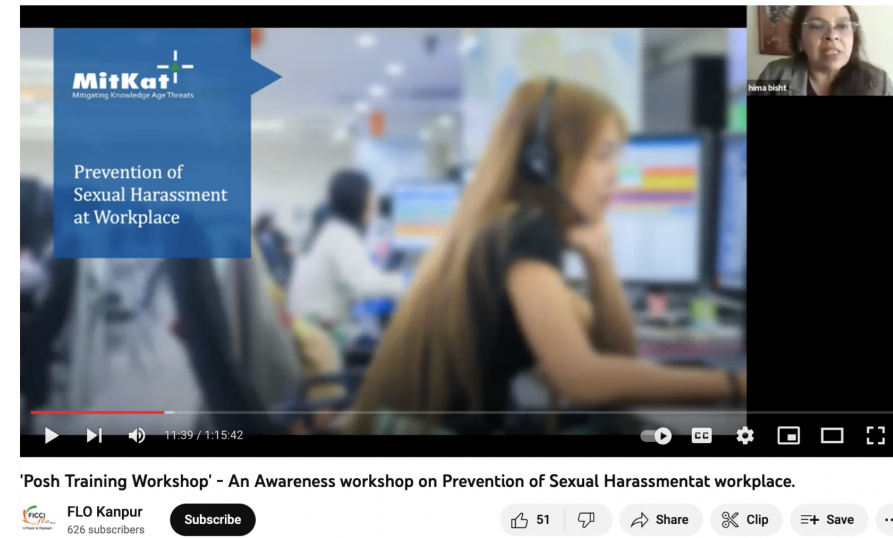
2. NBCC POSH Training Recording

- Virtual Training (Recording); 135 mins; English
- Facilitator-led, Presentation based with Short Videos
- Post Training Doubt Clearing session



3. FLO Kanpur, POSH Workshop Recording

- Virtual Training (Recording); 75 mins; English
- Facilitator-led, Presentation based
- Post Training Doubt Clearing session & Quiz for Assessment



The insights from the above helped develop a basic understanding of the domain followed by scoping the project and deciding the future directions.

2.1. POSH Training - Content Classification

POSH Training is available in three categories:

1. POSH Foundation module : Mandatory training for all employees. The foundation course for the individual contributors covers the rights and responsibilities of every employee in the

organisation and gives information on how and where to report incidents.

2. POSH for Managers: People managers play a key role in ensuring harassment free work culture. This content covers the essentials that a manager needs to know and do to prevent Sexual Harassment in the organization. As the first line of support for the team member, their role is critical in ensuring concerns are addressed early and proactive measures are taken to address Sexual Harassment at Workplace.
3. POSH for IC Members: The POSH Act mandates periodic Capacity Building exercise for the Internal Committee (IC) Members. With powers equivalent to that of a Civil Court, the Internal Committee has a huge responsibility which must be handled with care and awareness. This content covers the inquiry process to address the complaints in accordance with POSH law.

POSH training is a sensitive topic and is best explained through examples. These scenarios are dependent on the context. Hence, there is a certain extent of personalization, contextualization and tailoring associated with content. Of the above it is observed that the POSH Foundation Module largely remains constant (90%) across all contexts (sectors and industries) as most of the content is definitive and objective. Based on preliminary interviews, it is observed that POSH training for Internal Committee Members and Leadership roles meant for

management cadre have extremely high engagement in comparison to POSH foundation training meant for all other employees.

2.2. POSH Training for Facilitator

A POSH trainer is an individual who is trained and certified to deliver training on the POSH Act. As the topic is nuanced it is generally observed that the trainers undergo rigorous training to cover multiple aspects. Following is a brief overview of Trainers content covered in ToT (Training of Trainers):

1. Overview of the Indian POSH Act and its provisions
2. Understanding of sexual harassment and its forms and impact
3. Internal Complaints Committee (ICC) processes and procedures
4. Best practices and guidelines for conducting investigations and enquiries
5. Prevention and sensitization techniques
6. Case studies and real-life scenarios
7. Effective facilitation and training delivery skills
8. Assessment and feedback techniques

Multiple organisations offer ToT certification courses. Individuals advocating for the cause, legal advisors, HRs or representatives from organisations can take up these courses and become certified trainers. Alternatively there are e-learning modules to get certification.

2.3. POSH Training - Content Delivery Methods

The existing modes of the training are facilitator driven lectures, offline workshops/ activities and self-paced e-learning material. These could be broadly classified as Facilitator driven and Facilitator independent POSH training sessions.

Offline Facilitator Driven POSH training sessions

Typical length of sessions: 90 - 120 mins

Offline Facilitator-led POSH training sessions largely use the following content delivery methods:

1. Lecture based model
 - Powerpoint presentations - to present information in a visually appealing and organised manner.
 - Videos - to provide visual examples of harassment incidents, and the consequences of the same.
2. Workshop based model

In addition to lecture based model, workshops include the following:

 - Group Discussions - where participants can share their experiences, opinions, and raise questions.
 - Interactive activities - such as quizzes, case studies, and games to keep participants engaged and make the session more interactive.

The method used largely depends on the facilitator capabilities and organisational limitations along with size of the group and the level of knowledge of the participants.

Advantages:

- Engagement: Facilitator led training which includes activities is observed to create most engagement with the content. These offline workshops initiate the most discussions, taking a step towards normalising the taboos.
- Personalised interaction: The facilitator can respond to questions, concerns, and feedback from participants in real-time, which can create a more engaging and effective learning experience.
- Flexibility: The facilitator can adjust the pace and content of the training based on the needs and understanding of the participants, which can lead to a more effective learning experience.
- Expertise: A trained and experienced facilitator can provide in-depth insights, practical examples, and best practices to support learning and understanding.

Disadvantages:

- Expensive: With distributed workspace and constant employee churn, traditional classroom training is difficult and expensive - especially for NGOs and organisations with financial limitations.

- Resource-intensive: This approach requires a dedicated facilitator and resources, which can be time-consuming and costly.
- Scheduling constraints: Participants must be available at the same time and place, which can be challenging for organisations with multiple locations or remote workers.
- Resource person as a product of society: With organisations sending representatives to get trained and then come back and train others, their motivation, understanding and values reflect into their teaching.

Online Facilitator Driven POSH training sessions

Typical length of sessions: 60 - 90 mins

With Pandemic most operations of organisations shifted to virtual mode including the POSH compliance training. Some organisations and firms offer a facilitator led virtual POSH training. While the content delivery methods are similar to offline, the workshop model for online delivery is not very well defined.

Advantages:

In addition to the offline medium advantages, online training tackles the issues associated with distributed workspaces.

Challenges:

- Encouraging and Engaging participants to keep videos on and creating engagement

- Collaboration and creation of discussion space

Offline Facilitator Independent POSH training sessions

Typical length of sessions: 90 - 120 min

With financial limitations associated with recruiting a facilitator, some organisations shift to screening the resources such as presentations, videos or even pre-recorded lectures to the employees.

Advantages:

Straight forward advantages of Facilitator Independent models is the cost free aspect.

It also allows space for individuals to form their opinion and develop their understanding - which tackles the issues associated with an inefficient facilitator.

Depending on the type of content being run, it also creates an opportunity for discussions and

Disadvantages:

Participants do not have access to a facilitator to respond to questions, concerns, and feedback in real-time, which can lead to a less engaging and less effective learning experience. Participants may not receive the same level of support and guidance as in a facilitator-driven approach, which can lead to a less effective learning experience.

Online Facilitator Independent POSH training sessions

Typical length of sessions: Self paced; content length 120 mins
This model is dominated by self learning videos and courses. These modules are well structured with self assessment tools and are designed to be engaging. They are largely scenario based solutions that have an interactive storytelling approach.

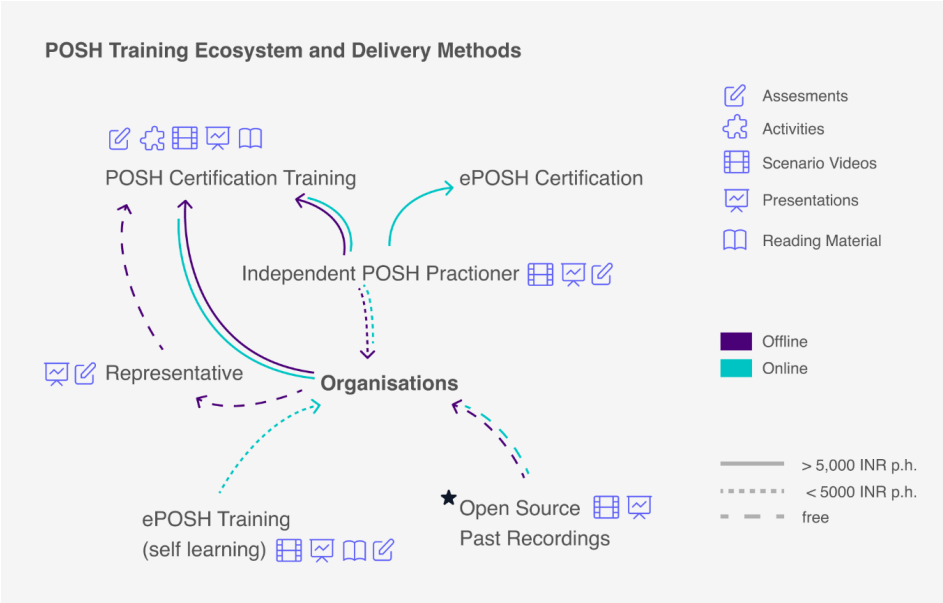
Advantages:

- Self-paced: Participants can complete the training at their own pace, which can be more convenient for busy schedules.
- Cost-effective: This approach does not require a dedicated facilitator or resources, which can reduce costs and increase scalability.
- Wide availability: Participants can access the training from anywhere, at any time, which can be more convenient for remote workers or those with varying schedules.

Challenges:

- Lack of diligence and sincerity. It is observed that most participants merely take it as a compliance requirement and there is no active motivation in absorbing the content.
- Participants do not have access to a facilitator to respond to questions, concerns, and feedback in real-time, which can lead to a less engaging and less effective learning experience.

- Participants may not receive the same level of support and guidance as in a facilitator-driven approach, which can lead to a less effective learning experience.



2.4. Takeaways

1. Insufficient training: Training is not comprehensive or delivered by qualified trainers may not be effective in changing behaviour

and preventing harassment. Especially for the POSH foundation Course.

2. Lack of commitment: The training is often treated as a one time annual compliance training and the general attitude is observed to be as a “checkbox event”.
3. Financial crunch: Most NGOs and organisations with financial limitations find it difficult to spend resources on POSH Training. They tend to opt for open source resources, send representatives for free POSH ToT sessions or request on board legal advisors to conduct the sessions.
4. Inefficient Trainers: Resource persons themselves are a product of society. With multiple free and cost effective certifications available, many individuals take up the courses and become independent POSH practitioners. However, being misinformed or an ineffective ToT training they impart wrong learning or even are unable to resolve queries.
5. Lack of engagement: With associated taboos and societal norms, most audiences are observed to not engage with the content. Lack of engagement also leads to a lack of discussion space which fails in creating a safe space for victims to raise their voice and openly discuss problems when in distress. This also makes it extremely difficult for the facilitator to assess the learning and efficiency of the training.

6. Dispersed workspace: With shift to virtual mode of operation during pandemic many organisations have a dispersed workspace. In addition to this a lot of organisations have on ground work staff who are geographically spread. These factors make it difficult for the employees to gather in a space for sessions.

3. Project Overview

3.1. Aim

To enhance learning in offline facilitator-driven POSH Foundation Training Sessions by designing an intervention to increase participant engagement.

3.2. Objectives

- **Breaking the Silence:** Create an environment that encourages open dialogue and breaks the silence surrounding the topic of sexual harassment. Foster a safe space for participants to share their experiences, concerns, and questions.
- **Promoting Multiple Perspectives:** Encourage participants to consider various perspectives on sexual harassment, including the experiences and viewpoints of both women and men. Foster critical thinking and empathy to broaden understanding of the issue.
- **Facilitating Discussion and Support:** Promote active discussion during the training sessions and facilitate participants' reach out to the facilitator with any doubts or questions. Encourage an

interactive learning environment that fosters engagement and enables participants to seek clarifications and guidance.

- Encouraging Self-reflection: Promote self-reflection among participants, particularly women reflecting on their experiences of harassment and men reflecting on their actions and behaviors. Encourage introspection and personal growth to foster a culture of respect and equality.
- Enhancing Knowledge Retention: Increase participants' explicit knowledge retention related to laws, legal terms, and processes pertaining to sexual harassment. Ensure participants have a clear understanding of their rights and the legal consequences associated with harassment.
- Understanding Impact and Intentions: Develop participants' awareness of the impact their actions can have on individuals, regardless of their intentions. Foster a deeper understanding of the consequences of behaviors and encourage responsible actions to promote a respectful and inclusive work environment.

3.3. Scope

The project aims to enhance the engagement and effectiveness of the existing training sessions for POSH Foundation Training. It focuses on improving participant interaction, learning outcomes, and overall engagement levels during these sessions.

The project does not involve modifying the core curriculum of the POSH Foundation Training. Instead, it focuses on designing interventions and strategies to complement and enhance the existing training content and delivery methods.

The project seeks to promote critical thinking and awareness among participants regarding various perspectives related to actions and intentions in instances of harassment. It aims to foster understanding that different individuals may have different reasons for their actions, including lack of awareness, limited perspective, behavioral issues, or genuine intentions to harm.

The project acknowledges that it is addressing a second-order problem by focusing on enhancing engagement and promoting thinking rather than attempting to directly change behaviors. It recognizes the complexity and multi-faceted nature of the issue and aims to create a conducive learning environment that encourages reflection and self-awareness.

3.4. Methodology

- Content, Delivery and session Engagement Analysis:
 - a. Review the existing POSH Foundation Course content and session recordings.

- b. Identify strengths, weaknesses, and areas for improvement in content and delivery methods.
 - c. Gather qualitative feedback through surveys or interviews to understand participants' engagement levels and experiences.
- Identification of Challenges and Gaps:
 - a. Analyse participant feedback to identify common challenges and gaps in engagement during online sessions.
 - b. Identify factors contributing to low engagement and areas where improvements are needed.
- Theories and literature:
 - a. Research and review relevant theories of engagement and learning
 - b. Identify theoretical frameworks and best practices for increasing participant engagement.
- Intervention Design and Implementation:
 - a. Based on the findings from the previous steps, design interventions to increase engagement and learning POSH training.

- b. Consider incorporating interactive elements, gamification techniques, social learning features, or other strategies to promote active participation.
 - c. Conduct playtests of iterations
- Intervention Evaluation:
 - a. Implement the designed interventions during the POSH Foundation Training session.
 - b. Collect participant feedback to assess the effectiveness of the interventions.
 - c. Monitor and evaluate the impact of the interventions on participant learning outcomes and overall engagement levels.

4. Literature Review

4.1. Relationship between Activities, Engagement, Learning, Awareness and Behavior Change

- **Activities and Engagement:** According to educational theories such as constructivism and experiential learning, actively engaging learners in meaningful activities promotes higher levels of engagement. When learners are actively involved in the learning process through hands-on experiences, discussions, problem-solving tasks, or interactive exercises, they are more likely to be engaged and invested in the learning process.
- **Engagement and Learning:** Engaged learners are more likely to acquire and retain knowledge effectively. Research has shown that when individuals are engaged in learning activities that are relevant, challenging, and aligned with their interests and goals, they demonstrate improved cognitive processing, deeper understanding, and enhanced information retention. Engaged

learners are also more motivated to explore and apply their knowledge in real-world contexts.

- **Learning and Awareness:** Learning experiences provide individuals with new knowledge, perspectives, and insights, which contribute to increased awareness. Through learning, individuals gain a better understanding of concepts, principles, and social issues. They become aware of the complexities, consequences, and impact of their actions and behaviors, including the implications of harassment and the importance of respectful and inclusive behavior.
- **Awareness and Behavioral Change:** Increased awareness often leads to behavioral change. When individuals gain a deeper understanding of the consequences and implications of their actions, they are more likely to modify their behavior accordingly. Research in areas such as social psychology and behavior change theories, like the Theory of Planned Behavior, support the idea that heightened awareness can influence attitudes, norms, and intentions, leading to positive changes in behavior.

4.2. Indicators of Engagement

Indicators of engagement and learning encompass cognitive, affective, and behavioral dimensions, as identified by researchers such as Fredricks et al. (2004) and Fredricks, Filsecker, and Lawson (2016). In this context, the term "indicators" refers to manifestations of student engagement that can be observed and measured through cognitive, affective, or behavioral actions or reactions.

Engagement and learning indicators encompass cognitive, affective, and behavioral dimensions. Cognitive engagement involves active participation, critical thinking, and knowledge acquisition. Affective engagement includes enthusiasm, curiosity, and intrinsic motivation. Behavioral engagement involves active participation, effort, and collaborative interactions. These indicators provide insights into students' involvement, motivation, and investment in learning, aiding in instructional strategy customization and evaluation of interventions and curriculum design.

4.3. Engagement, Flow Theory and Game Design Mechanics

Flow Theory and Engagement: Flow theory, as analysed by Draper (1999), suggests that engagement occurs when there is a connection between the activity and the player's core values and beliefs. It is a state of deep focus and enjoyment that individuals experience when they are fully immersed in an activity. Salen and Zimmerman (2004) argue that flow is not intrinsic to a game but depends on the state of mind of the players as they engage with the game.

Engagement in Games and Learning: Researchers have drawn parallels between engagement in games and engagement in learning. Koster (2005) proposes that games are engaging because they inherently involve learning. The fun in games arises from the act of mastering challenges and comprehending new information. According to Koster, games become boring when they fail to provide new information to integrate into existing understanding, indicating that engagement stems from the learning process within games.

Balance in Game Design: Achieving engagement in game design involves finding the right balance of information and challenge. Koster (2005) suggests that games should provide the right amount of information to

stimulate curiosity without overwhelming the player with sensory overload. It is crucial to create a gradual learning curve, introducing new challenges and information to maintain player engagement.

4.4. Game Mechanics for encouraging perspectives

- **Transportation Theory:** Developed by Green and Brock (2000), this theory suggests that when individuals are engaged in a narrative or immersive experience, such as a game, they can become "transported" into the virtual world, leading to a temporary escape from reality and an altered perspective.
- **Proteus Effect:** This theory, proposed by Yee and Bailenson (2007), explores how individuals' behaviors and self-perception can be influenced by their virtual avatars or digital representations. Game mechanics that involve avatar customization and role-playing can create a sense of detachment from real-life identities and encourage adopting different perspectives.
- **Perspective Taking:** While not specifically a gaming theory, perspective-taking refers to the cognitive process of imagining oneself in another person's position and experiencing their thoughts, emotions, and worldview. Games that incorporate

mechanics like role-playing, decision-making, and moral dilemmas can provide opportunities for players to practice perspective-taking, leading to increased empathy and understanding.

4.5. Interactive Experiences and their role in shaping attitudes, beliefs, and behaviours

- Procedural rhetoric, coined by Ian Bogost, explores how interactive systems and their underlying rules and processes can convey persuasive arguments and shape understanding. It focuses on the power of procedural representation rather than traditional spoken or written rhetoric.
- Persuasive Games: Developed by Ian Bogost, the theory of persuasive games explores how video games can be designed to express and persuade certain ideas or viewpoints. It focuses on the use of gameplay mechanics, rules, and systems to convey arguments and promote critical thinking.
- Serious Games: This theory encompasses the use of games for purposes beyond entertainment, such as education, training, and social impact. Serious games aim to convey messages, raise awareness, or encourage behaviour change through interactive experiences.
- Gamification: Gamification theory involves incorporating game elements and mechanics into non-game contexts to increase engagement and motivate desired behaviors. It explores how game design principles, such as rewards, achievements, and competition, can be applied to influence user behavior.
- Playful Design: Playful design theory emphasizes the use of playfulness, joy, and exploration in interactive systems. It focuses on creating engaging and enjoyable experiences that can stimulate creativity, curiosity, and active participation.
- Ludonarrative Dissonance: Coined by Clint Hocking, this theory examines the potential conflict or inconsistency between a game's narrative and its gameplay mechanics. It explores how the interplay between storytelling and gameplay can shape player understanding and immersion

5. Secondary Studies

5.1. POSH Workshop Kits

Owing to the context of the project, free POSH workshop kits and resources available online were analysed based on the following parameters:

- Time: the time required to complete the activities included in the POSH kit, if the activities were feasible to conduct within a reasonable timeframe, considering the constraints of the training session.
- Required Resources: the resources needed to implement the activities in the kit, whether the activities required any specific materials, equipment, or technological tools that might pose challenges in terms of availability or accessibility.
- Nature of Activity: the nature of the activities included in the POSH kit - whether the activities were interactive, engaging, and designed to promote active participation and discussion among the participants.

- Practicality: the practicality of implementing the activities within the context of the training session. Factors such as the number of participants, space requirements, and adaptability to different settings
- Relevance to the topic: Did the activities have relevance or did they include any topic relevant to the content
- Analysis tools: were there any analysis tools offered to reflect and evaluate the learnings of the session

1. Training Module for Two Day Workshop on Sexual Harassment of Women at Workplace, by Institute of Secretariat Training and Management (ISTM):

The Workshop kit includes session plans with content and activities spread over 2 days. It gives a broad structure for the sessions rather than detailed resources. The Kit includes the following 3 activities

Activity 1: Icebreaker Session

Activity 2: Two small case studies – one when service law is existing and the other when not. Each to be discussed in two groups for 35 minutes (about 15 minutes, each).

Activity 3: ONLY for ICC members, Casestudies and Mockinquiry session (120 mins)

- Icebreaker activity was not relevant to POSH
- Total time required for the activities was 150 minutes
- purely discussion driven,
- not inclusive of all perspectives,
- Less resource intensive, Easy to Adapt to different settings

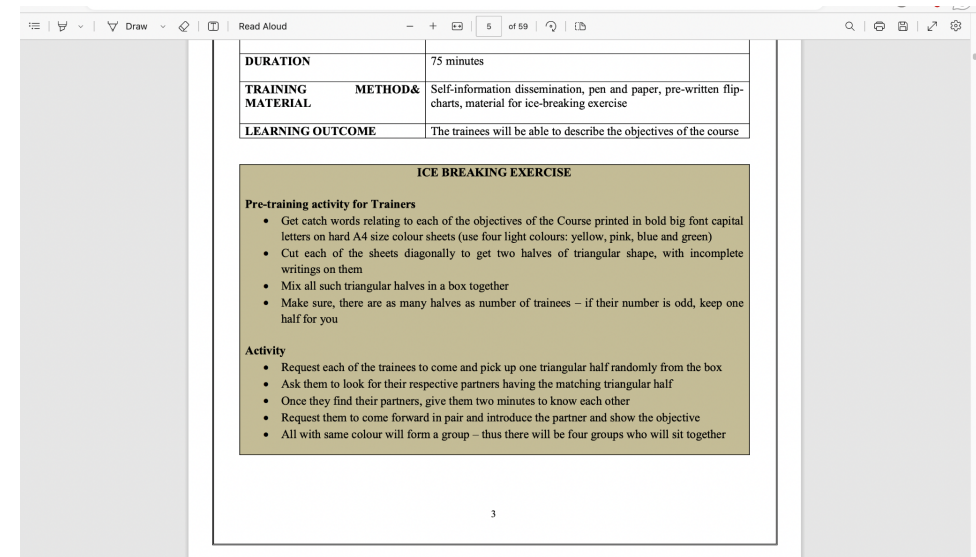


Image & Source: “Ice breaker Activity”, ISTM Training Module PDF

Read Aloud

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EXERCISE

Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013

Q1. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 came into force from 2013.

a) 9 December

b) 16 December

c) 2 October

d) 10 October

Q2. The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 did not supersede the Vishaka Guidelines for prevention of sexual harassment introduced by the Supreme Court of India.

a) TRUE

b) FALSE

Q3. According to SH Act, sexual harassment is any unwelcome sexually determined behavior.

a) TRUE

b) FALSE

Q4. Sexual Harassment takes place if a person subjects another person to an unwelcome act of physical intimacy, like grabbing, brushing, touching, pinching etc.

a) TRUE

b) FALSE

Q5. Sexual Harassment takes place if a person makes an unwelcome remark with sexual connotations like sexually explicit compliments/cracking loud jokes and making sexist remarks etc.

a) TRUE

b) FALSE

Q6. Sexual Harassment takes place if supervisor requests sexual favours from a junior in return for promotion or other benefits or threatens to sack for non-cooperation.

a) TRUE

b) FALSE

Read Aloud

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SESSION 4 & 5	MOCK SESSION TO UNDERSTAND THE ROLE OF PRESIDING OFFICER AND MEMBERS OF INTERNAL COMPLAINTS COMMITTEE (ICC)
OBJECTIVE	To understand the technique of: - Eliciting facts of the case from the aggrieved woman, the delinquent official and other colleagues by putting forth right kind of questions; - Prepare a report to be submitted to the Head of the Department.
CONTENT	- Questioning Technique - Technique to understand communication loss - Avoidance of bias - Unbiased approach
DURATION	120 minutes
TRAINING METHOD & MATERIAL	Mock Inquiry where the role of aggrieved woman is played by one faculty and the roles of the Presiding Officer and Members of the ICC played by the participants in turn. Debriefing is done by the main faculty - - a practicing lawyer.
LEARNING OUTCOME	The trainees will be able to describe:- - How to make meaningful, short questions; - How to avoid verbosity; - How to tackle over reactions; - How to break silences by both moderate and coercive ways; - How to steer clear of bias emanated from personal ideas; - How to compile an inquiry report; and - How to communicate the report to the Head of the Department.

Read Aloud

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DAY 2

DAY 2 – SESSION 1

SESSION 1	PROVISIONS IN CCS (CCA) RULES & CCS(CONDUCT) RULES AND FAIRNESS IN PROCEDURE
OBJECTIVE	To understand the SHWPP Act, 2013 in the light of Service Rules and Conduct Rules provision
CONTENT	- Rule 3(C) of CCS(Conduct) Rules - Rule 14 and 16 of CCS(CCA) Rules - Definition of Employer - Conciliation Report of ICC - Inquiry Report of ICC
DURATION	75 minutes
TRAINING METHOD & MATERIAL	Two small case studies – one when service law is existing and the other when not. Each to be discussed in two groups for 35 minutes (about 15 minutes, each). Presentation in plenary 25 minutes. Debrief for 10 minutes.
LEARNING OUTCOME	At the end of this session the participants will be able to:- - Describe Rule 3(C) of the Conduct Rules - List out the inbuilt mechanism of fairness in procedure under CCS(CCA) Rules - Describe check points to ensure Principle of Natural Justice when its employees are not covered under any specific service rule

Read Aloud

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CASE STUDIES*

CASE-1

- A young researcher is working under a very senior Scientist of very good repute. It has been her dream to work under him. She has sent him at least 3 mails expressing her excitement and pleasure to work under him. She is always ready to take up any assignment/ work given by him, even unrelated to her research. She has even gone to his residence a couple of times. He is middle aged and has family and children. Once when she went to his home, his family was not there and he asked her to stay over and even told her she could sleep in his bedroom. She was taken aback, did not say much but quietly left. Next few days she remained aloof.
- After a week or so, when she met him, he told her she is like his daughter and would never misbehave with her. However, after that incident though he was showing a lot of concern about her when they were by themselves, he has started publicly reprimanding and overtly criticizing her work. She is very disturbed.
- What should she do now? What would you do if this was brought as a complaint before you?

CASE-2

- A young employee who is 1 year in the Organization speaks to an HR person she is comfortable with and raises issues that she has with her senior who has been her mentor. She says that he has been micro managing her work and also constantly enquires about her through messaging over phone. She also says she does not want to raise a formal complaint.
- The HR person speaks to you, an ICC Member. How would you go about it?

CASE-3

Image & Source: clockwise from top left "Worksheet, Activity 3, Activity 3 Case Study, Activity 2", ISTM Training Module PDF

2. Training Module on Sexual Harassment of Women at Workplace, by VV Giri National Labour Institute:

The Training module includes session plans with content divided into 6 modules followed by activities. It is essentially a textbook (pdf) which could be used by a facilitator.

Activity 1,2,3,4,5 and 6: Set of Question and Answers to be discussed as groups

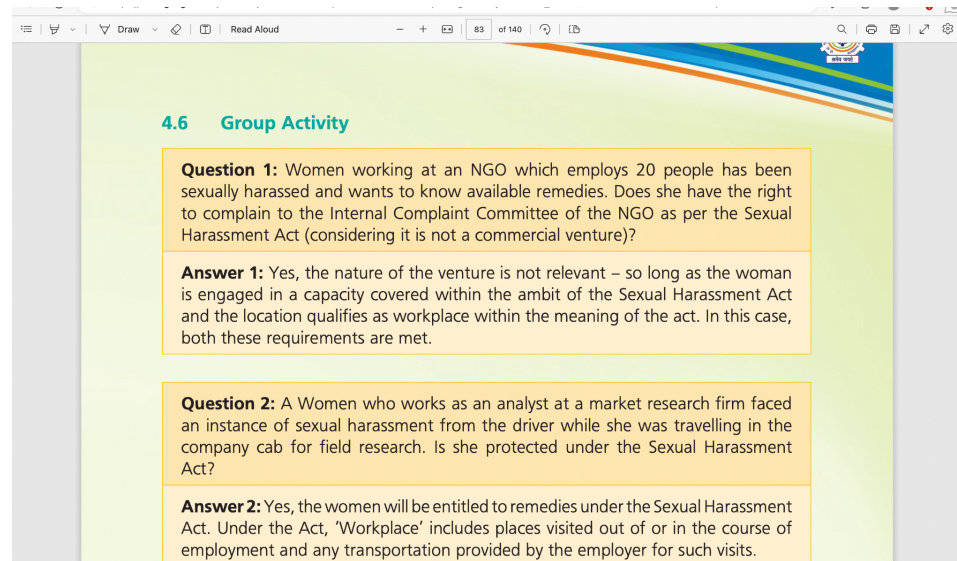
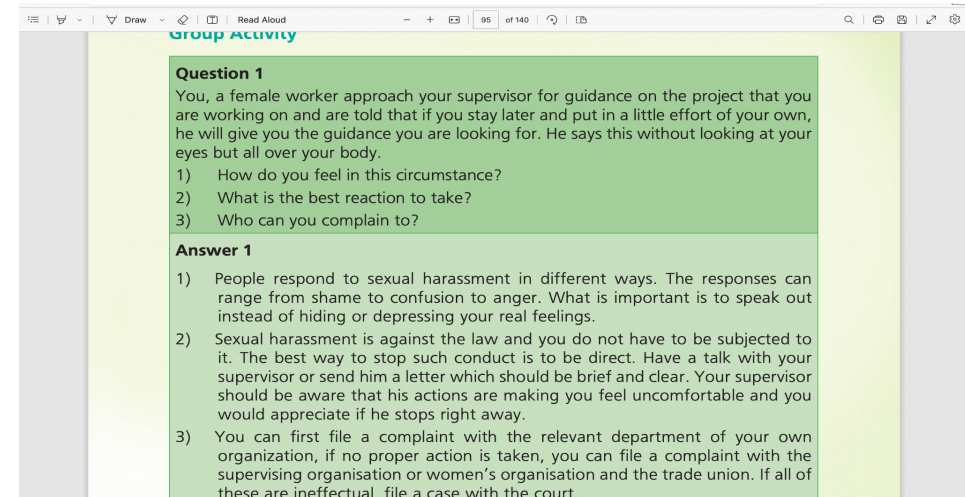


Image & Source: "Activity 4&5", Training PDF by VV Giri National Labour Institute



Most of the available POSH workshop kits were rich in content and had suggestions/ prompts for discussing cases and scenarios but had no activities.

5.2. Videos and Campaigns

Though there are multiple videos, movies and campaigns that talk about sexual harassment, few interesting videos explore the concept through different lenses. These unconventional approaches bring out a rich discussion and offer a different angle to reflect upon. Some works that offer interesting takeaways relevant to the project are as below:

1. "Consent Tea" (Video):

The "Consent Tea" video features a conversation around tea as a metaphor for consent. It demonstrates how individuals need to actively and explicitly ask for consent and respect the boundaries of others, using the example of pouring tea only when the other person clearly expresses their desire for it. The takeaway is the importance of clear communication and mutual agreement in understanding and practising consent.



Tea Consent (Clean)

Image & Source: "Consent Tea", Youtube

2. "We need to talk" (Short film):

The short film highlights how saying "No" is difficult for women and they in turn communicate through indirect means. It highlights the importance for addressing grey areas and nuances in interpretation. Female's perspective is largely not understood and it's essential to be heard as society is patriarchal.

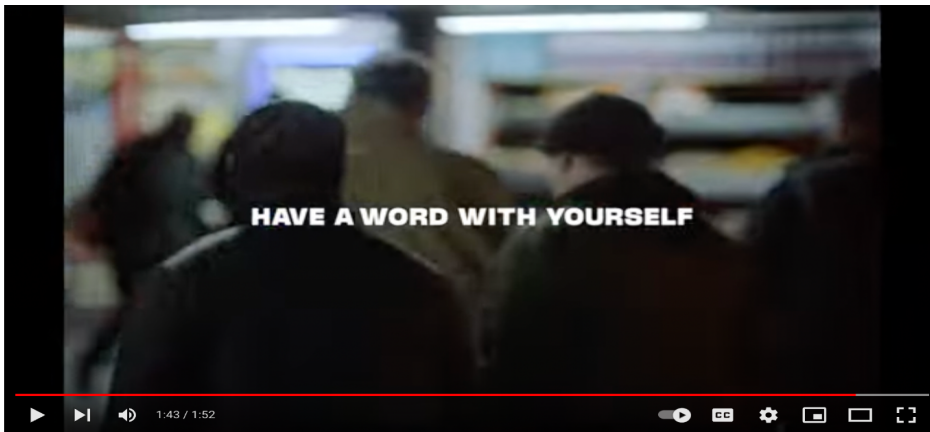


We Need To Talk-A Film About Consent | Directed by Sonam Nair

Image & Source: "We need to talk", Youtube

3. “Have word with” (Short Clip):

This clip highlights the importance of bystanders/ society in preventing harassment. It talks about internal conflicts men face and ways in which they can stand up for the women.



Have A Word

Image & Source: "Have a word", Youtube

5.3. Games and Activities teaching Law

As there engaging content and resources available for POSH training and workshop, resources for teaching law and legal content were looked up

Lawyer Up Game

Lawyer Up is a two-player card game that puts players in the role of rival attorneys, battling it out in the courtroom. The game revolves around building a strong case, presenting arguments, and countering your opponent's strategies. In Lawyer Up, players take turns playing cards from their hand to gather evidence, call witnesses, and present arguments to the judge. Each card represents different elements of the legal process, such as witnesses, evidence, objections, and tactics. The gameplay is highly strategic, as players must carefully manage their resources and make calculated decisions to outmanoeuvre their opponent. They can leverage their cards' abilities, deploy clever tactics, and anticipate their adversary's moves to gain an advantage. The game incorporates a thematic element of storytelling, as players weave together their case through the cards they play. They can create compelling narratives, build their defence or prosecution, and adapt their strategies based on the evolving circumstances.

It is interesting to note that a card game consisting of just two characters can bring out a lot of discussion and critical thinking just through various permutations and combinations of cards. It is easily replicable as it is less resource intensive. It could be interesting to explore similar

mechanics to create variations.



Image & Source: “Lawyer Up Game setup”, Google Images

Passing the bar - Board Game

Passing the Bar is a strategic board game designed to simulate the experience of preparing for and taking the bar exam. Players assume the roles of aspiring lawyers, facing various challenges and tasks that mirror the real-life obstacles encountered in the legal profession. The game features multiple-choice questions, case studies, and legal scenarios that

test players' knowledge of legal concepts and their ability to apply them. By navigating through the game, players not only acquire legal knowledge but also develop critical thinking, problem-solving, and time management skills. Passing the Bar provides an engaging and interactive way to prepare for the bar exam and gain a deeper understanding of the legal profession.



Image & Source: “Passing the bar- board game”, Google Images

6. Primary Studies

6.1. Employees, Facilitators and HR

Semi structured interviews were conducted within QUEST with 3 Male and 5 Female employees, POSH facilitator and HR. Each interview was about 40 mins long. Following is the structure used for the interviews:

1. Introduction & Pleasantries

2. Daily Schedule, Work Life, Family and Background

3. General Prompts:

- **Understanding attitude towards workshop:**

How often are workshops and activities conducted in your organisation? Do you attend them? What is the general response and enthusiasm towards them? Which workshops do you look forward to and why?

- **Understanding workspace conversation and dynamics:**

How close do you think you are with your co-workers? Have you ever reached out to them in case of emergencies? What are the general topics of conversation? If you were to talk about personal life with each other what are the topics you would generally

discuss?

How often do you have to interact with your seniors in the office?

- **Understanding attitude towards POSH workshop:**

Do you remember anything about the last POSH session?

When was the last POSH session conducted? Do you remember the structure of the session or what happened in it?

Were you working somewhere prior to QUEST? How was the POSH session conducted there?

Do you think this session is needed and relevant? Is there any benefit? Who do you think benefits the most from the training?

You have attended both online and offline training sessions, which one do you prefer and why?

If you were to suggest any changes to the workshop, what would they be?

Will you be willing to do an activity/ assignment outside the session time?

Are you comfortable talking about sexual harassment with your colleagues? Have you ever discussed anything related to harassment with them? (need not be a personal experience but in general)

What are some common examples of harassment that you would have heard of not in your entire work experience?

- **Understanding attitude towards games and activities:**

Do you play any games (mobile or otherwise)? Why and when do you play them? What games are popular in your circle? How is your motivation towards downloading/ learning a new game?

What sort of games do you play?

4. Contextual enquiry- showing training session contents

- Which part of the training session is most relevant to you?
- What concepts do you find difficult to grasp?
- Did you ever have to apply the knowledge of the session in your daily life?
- What are some common examples of harassment that you would have heard of not in your entire work experience? Which category do they fall in?

5. Additional Prompts for facilitator

- What concepts do you think are more difficult to grasp and why?
- How would you describe the engagement during the session?
- What is the desired outcome of the session?
- How much time do you dedicate to prepare for the workshop?
How do you plan for the workshop?
- What would you like to improve?
- Which mode is easier online/ offline?

6. Additional Prompts for HR

- What concepts do you think are more difficult to grasp and why?
- How would you describe the engagement during the session?

- What is the desired outcome of the session?
- How much time do you dedicate to prepare for the workshop?
How do you plan for the workshop?
- How much can you spend on the workshop and what all resources can be utilised for the same?

6.2. Interview Takeaways

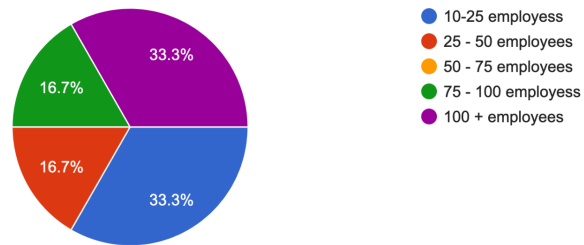
- Attitude towards workshops: there is enthusiasm towards the ones that help in professional growth and upskilling. POSH training is seen as a social workshop which is a legal mandate and something “important for HR”.
- Workspace conversation and dynamics: Most employees have formal relationships. The topics of conversation generally revolve around work-related matters, but personal life discussions are limited to talking about vacations, family and hobbies.
- Attitude towards POSH workshop: The recollection and perception of the last POSH (Prevention of Sexual Harassment) is largely described as “concept of sexual harassment with examples and preventive measure”. The opinions on perceived relevance and benefits are divided - some feel that it is an overhyped topic while some feel that it is important to create a safe space for women.
- Preference for online vs. offline training: Interviewees have attended both online and offline training sessions, and their preferences vary based on personal preferences and convenience. However it is a shared belief that offline sessions are easier to focus on in comparison to the online.
- Comfort discussing sexual harassment: Comfort levels in discussing sexual harassment with colleagues is less and perceived as unimportant or “too personal” to interfere
- Awareness of harassment examples: While some employees state that they have never really heard of cases, some said most cases are false accusations. However, most examples when given were on the lines of victim blaming, stalking, inappropriate messaging, “double” meaning jokes and cat calling.
- Attitude towards games and activities: Most common names on offline games were cards (bluff, joker, rummy and trump), ludo, snake and ladders, musical chairs, housie and pass the parcel. Online games were candy crush, solitaire, crosswords and chess.
- Relevance and application of training session contents: Most people felt types of sexual harassment and legal processes to be the most critical parts of the session.
- Application of knowledge in daily life: The interviewees have claimed that “fortunately, I never had to use this information”

- Overall reflections: Each interview provides unique insights based on the employee's perspective, background, and attitudes. Further it is difficult to consolidate these views to create a persona.

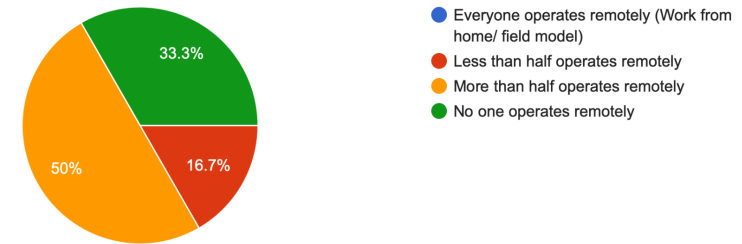
6.3. Survey to understand Infrastructure

A survey was circulated across NGOs and organisations with limited finances to understand the general infrastructure available to conduct activities. While more than 45 organisations were reached out, only 6 responded to the survey. Following are the screenshots of most relevant insights:

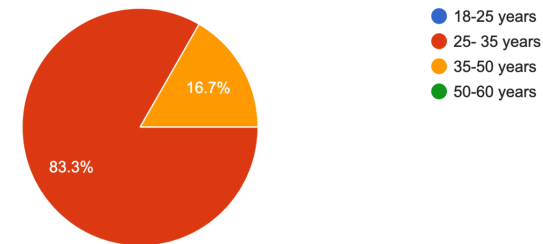
What is the size of your organisation?
6 responses



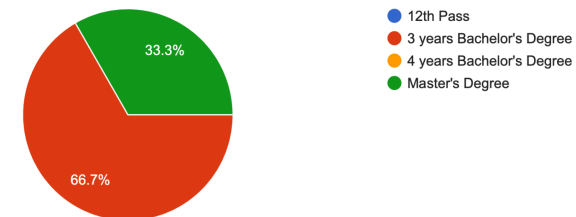
How dispersed is your office work space?
6 responses



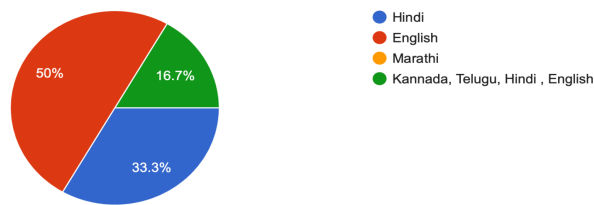
What is the average age of your employees?
6 responses



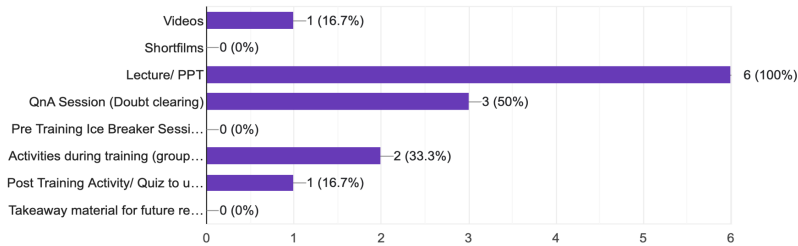
What is the average educational qualification of your employees?
6 responses



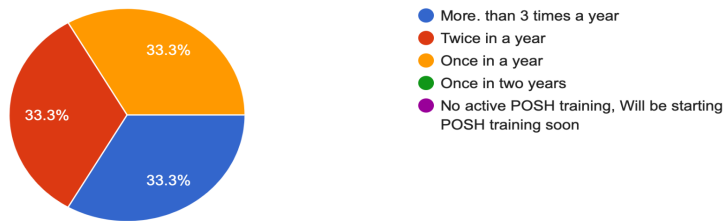
What are preferred languages for training/ workshops in your organisation?
6 responses



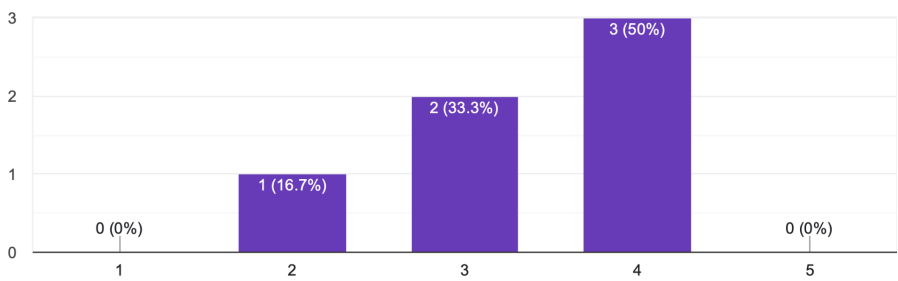
What forms of media was used in the content delivery?
6 responses



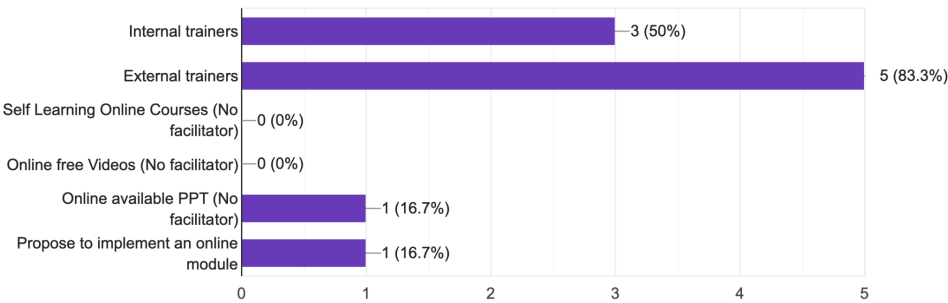
What is the frequency of the training?
6 responses



What is the general attitude of your employees towards POSH workshops?
6 responses



How do you conduct the POSH training?
6 responses



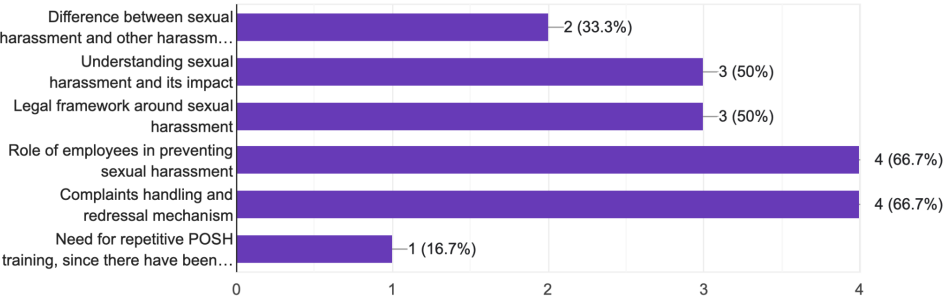
How much money do you generally spend on POSH Training?

6 responses

Not much
Zero
Rs 200k pa
Decent amount
None, we seek individuals who can help us pro bono
-

What do you feel is the most challenging aspect for your employees to understand in POSH?

6 responses



6.4. Training Sessions in other organisations

As there was limited access to paid and quality POSH training for reference and analysing, a quick semi structured interview was conducted with peers (total 8) who have worked in corporates which emphasise and spend alot on POSH training. The focus was to understand what the content delivery means and what activities were conducted. Most responses were that of facilitator led online sessions or self paced online courses. These are generally scenario based activities, participants try to answer a set of questionnaires based on the given scenario. Some said that pre covid offline sessions started with generic and unrelated ice breaker activities.

6.5. Content perception and understanding

The gaps identified were mapped to the content analysis (Broader Category, Knowledge type, Chapters, Deliver Methods and Gaps observed with absorbing the Content) as below:

Introduction (Context, Basics, initial background setup)

Description	Explicit Knowledge; Consent; Gender and Sex; Definitions & sexual harassment; “No means no”; Difference between workspace and sexual harassment; Vishakha guidelines;
Delivery methods	Examples used in explaining Consent, diff. between SH & WkH; Interactive questions asking “yes/no”; Largely Text summaries;
Gaps Identified	Difficulty in understanding the difference between workplace and sexual harassment, concept of consent; Holding back answers - fear judgement;

Understanding Sexual Harassment and its effects

Description	Tacit Knowledge;
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	Types and manifestation of sexual harassment; The impact of sexual harassment on the victim, workplace, and society
Delivery Methods	Largely scenario based learning; Videos; QnA / prompts for audience response;
Gaps Identified	Examples used are shallow and less in number; Lack of contextual examples; Largely rushed through; Only few members in audience respond (with hesitation); “Arre ye kaise harassment hua?”

Law and Legal Framework

Description	Explicit Knowledge; The responsibilities of employers and employees under the Indian POSH Act;
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	Internal complaint mechanisms and the procedure for filing a complaint; Internal complaint mechanisms and the procedure for filing a complaint; The rights and protections available to victims and witnesses; The consequences of sexual harassment and retaliation
Delivery Methods	Theory;
Gaps Identified	Retention and recall difficulties; “Why remember unnecessary information” -highly optimistic and ignorant beliefs; Largely one way; Post session questionnaires also don’t cover this in depth; No means to refer to any content

Description	Explicit Knowledge; Preventive measures and ways to create a safe and inclusive work environment
Content Delivery	Theory
Gaps Identified	Often skipped, or summarised;

Prevention and Precaution

7. Design Implications

7.1. Challenges

- Participants have never engaged with collaborative critical thinking activities- any solution with heavy rules might take away from the experience and prevent learning.
- Fear of negative consequences for speaking out about POSH issues and Fear of judgement of personal opinions
- Participants will have multiple perspectives and strong opinions fostered over years. Navigating through this and encouraging self reflection and empathy would be difficult
- No motivation to engage with POSH training
- Linguistic barrier
- Bringing out the subjectivity in the topic

7.2. Constraints & Limitations

- Most workspaces are dispersed hence the training can happen only once a year

- Maximum of 120 mins of training: upto 30 mins of activities; if participants show interest this can go upto 45 minutes
- Limited finances to afford and distribute elaborate resources to each participant

7.3. Opportunities

- Enthusiasm and eagerness to do collective/ group activities
- Readiness to conduct training more than once;
- Good Gender diversity, almost equal men and women
- Readiness to share views anonymously
- Eagerness to indulge in something if there is a learning outcome

8. Design Exploration & Outcome

8.1. Design Philosophy

The design philosophy for making POSH workshops more engaging revolves around creating a safe and inclusive space that encourages open dialogue and self-reflection. As the topic is highly sensitive the activity will aim to ensure agency while minimising triggers and cornering. Adults find it easier to accept concepts better while they are not in spotlight or directly blamed/ shamed. Hence, the activity will potentially encourage discussions under the idea of “Us against the evil” rather than you vs me. The approach is non-judgmental, offering explanations and feedback to facilitate improvement. It emphasises repetition and rehearsal to reinforce learning. The activity(s) provides a platform for participants to test their own views, fostering a deeper understanding of the subject matter. It will prioritise creating a safe and respectful environment where individuals can discuss, feel connected, and respected while maintaining anonymity.

8.2. Initial Directions

For the initial directions of design, theoretical perspectives were used to come up with preliminary design ideas to overcome the identified gaps.

Introduction (Context, Basics, initial background setup)	
Description	Explicit Knowledge; Consent; Gender and Sex; Definitions & sexual harassment; “No means no”; Difference between workspace and sexual harassment; Vishakha guidelines;
Delivery methods	Examples used in explaining Consent, diff. between SH & WkH; Interactive questions asking “yes/no”; Largely Text summaries;
Gaps Identified	Difficulty in understanding the difference between workplace and sexual harassment, concept of consent; Holding back answers - fear judgement;

Theory	Andragogy: Adults learn better from their experiences and their past knowledge should be taken into account. Adults are most interested in learning things that have immediate relevance. Adults favour a pragmatic approach and must be able to apply learning to solve a specific problem.
Design Ideas	Incorporate abstract concept of consent as basis to start an activity - forming a group to perform a future activity could itself be an example of consent; “imitate consent” “POSH or not” - anonymously write templitized scenarios to a drop box; pick one and solve.

Understanding Sexual Harassment and its effects	
Description	Tacit Knowledge;

	Types and manifestation of sexual harassment; The impact of sexual harassment on the victim, workplace, and society
Delivery Methods	Largely scenario based learning; Videos; QnA / prompts for audience response;
Gaps Identified	Examples used are shallow and less in number; Lack of contextual examples; Largely rushed through; Only few members in audience respond (with hesitation); “Arre ye kaise harassment hua?”
Theory	Transformational Learning; Transformational learning attempts to help learners change — or transform — their existing frames of reference through a process of problem solving, procedural tasks, and self-reflection. Learning transformations occur when individuals face a “disorienting dilemma” that challenges their existing beliefs

	and critically reflect upon what has taken place. Experiential Learning; the theory says that learning happens only when the individual reflects upon what they are doing. The four elements of experiential learning are active involvement, reflection upon practice, conceptualization of the experience, and use of knowledge gained from experience. Theory of reasoned action states personal attitude and social pressure shape intention, which is essential to performance of a behaviour and consequently behavioural change. BJ Fogg’s Behavior change model suggests that motivators for a long term change could be pleasure/pain, hope/fear, social acceptance/rejection. Triggers (behavioural change) The Social Cognitive Theory self-efficacy, or one’s belief in their ability to successfully complete a behaviour, is a key predictor of
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	behaviour change.
Design Ideas	Offer explanations where ever required - allow space to make mistake and learn from it through questioning- “pick a solution and flip to see if its a fit”- one can be wrong but there is always room for growth Role play to bring out POVs; Include society actively during learning; why not take POSH in groups of 3-5 employees, encouraging social responsibility to complete course. “365 days of POSH- Jar”- repeated triggers/ questions to check deeper understanding; “Kya sahi/ kya galat” - Tangible scenario based book

Law and Legal Framework	
Description	Explicit Knowledge; The responsibilities of employers and employees under the Indian POSH Act; Internal complaint mechanisms and the procedure for filing a complaint; Internal complaint mechanisms and the procedure for filing a complaint; The rights and protections available to victims and witnesses; The consequences of sexual harassment and retaliation
Delivery Methods	Theory;
Gaps Identified	Retention and recall difficulties; “Why remember unnecessary information” -highly optimistic and ignorant beliefs; Largely one way; Post session questionnaires also don't cover

	this in depth; No means to refer to any content
Theory	Project Based Learning; Requires learners to solicit feedback and continually review results; believed to increase the possibility of long-term retention of skills and knowledge. It requires the use of diverse skills, including inquiry, critical thinking, problem solving, collaboration, and communication. Cognitive load theory Khan’s Theory of engagement: “Relate create donate”
Design Ideas	As a group complete the story of “Asha”- anonymously share your story and get feedback on stories; “Each-one teach one” - Does Posh for all employees have to be conducted together? Pyramid scheme in teaching; Group Activity with rules as legal constraints; to solve scenarios - player turns referee for only

	one other group Takeaway repository of all legal processes
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Prevention and Precaution	
Description	Explicit Knowledge; Preventive measures and ways to create a safe and inclusive work environment
Content Delivery	Theory
Gaps Identified	Often skipped, or summarised;
Theory	Action Learning; Solve problems by first asking questions to clarify the problem, reflecting and identifying possible solutions, and only then taking action. Questions build group dialogue and cohesiveness, develop innovative and systems thinking, and improve

	learning results
Design Ideas	“Jar of weekly POSH” - one reinforcement a week; announce and practice

8.3. Concept Exploration

The above generated design ideas were consolidated generate broader concepts for activities which are as follows:

1. "Imitate Consent" Activity: Start the activity by forming a group to perform a future task or activity, which itself becomes an example of consent. This can be compared to a situation involving food, where individuals choose what they want to eat. Emphasize the importance of respecting personal boundaries and choices.
2. "POSH or Not" Scenario Exercise: Create an anonymous drop box where participants can write templated scenarios related to sexual harassment. These scenarios can include ambiguous situations that require participants to determine if they constitute harassment or not. By discussing and resolving these scenarios, participants develop a better understanding of what constitutes appropriate behavior.
3. Explanations and Questioning: Provide explanations throughout the activity to ensure participants grasp the underlying concepts. Allow space for participants to make mistakes and learn from them by encouraging questioning and critical thinking. Use the approach of "pick a solution and flip" to explore different perspectives and consider alternative viewpoints.
4. Role Play for Diverse Perspectives: Use role-playing exercises to bring out different points of view regarding sexual harassment. This encourages participants to step into the shoes of others and understand different perspectives, fostering empathy and promoting a deeper understanding of the issue.
5. Involvement of Society: Instead of conducting POSH training individually, consider organizing group sessions involving 3-5 employees. This approach encourages social responsibility and collective learning. By engaging with society actively, participants can understand the broader impact of sexual harassment and the importance of creating safe environments.
6. "365 Days of POSH - Jar" Activity: Create a jar with repeated triggers or questions related to POSH. Each day, participants can pick a trigger and reflect on it, deepening their understanding and promoting continuous learning throughout the year.
7. "Complete the Story of Asha" Activity: Ask participants to anonymously share their personal stories related to harassment

and drop them into a box. Then, allow the group to collectively complete the story of "Asha" by sharing feedback and insights on the stories shared. This activity fosters empathy, support, and a sense of solidarity among participants.

8. "Each-One Teach One" Approach: Explore the possibility of conducting POSH training in groups using a pyramid scheme model. Each participant becomes responsible for teaching and mentoring a small group of colleagues, creating a multiplier effect for knowledge dissemination.
9. Group Activity with Legal Constraints: Organise a group activity that simulates real-life scenarios and incorporates legal

constraints. Assign a player as the referee for each group, responsible for guiding discussions and ensuring compliance with relevant laws and regulations. This activity helps participants understand the practical implications of legal processes in addressing harassment cases.

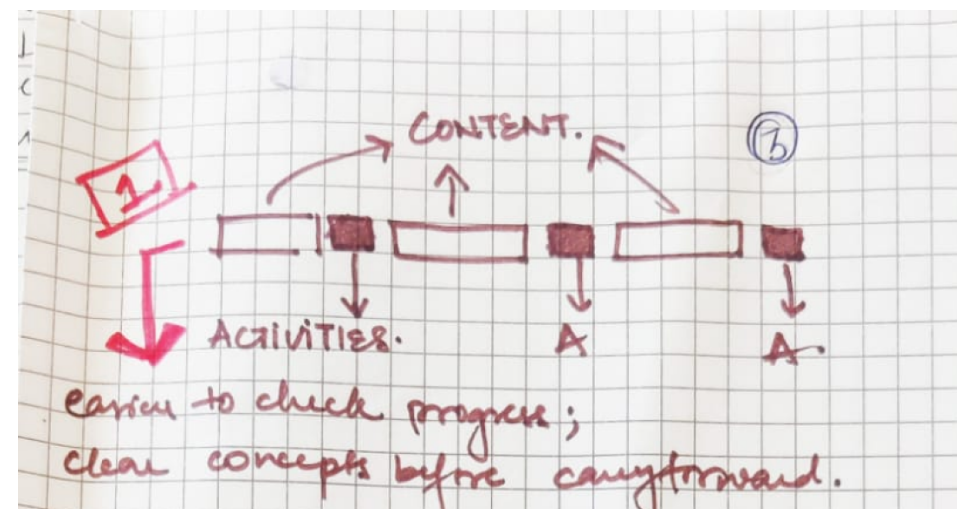
All these ideas were then weighed against the session constraints and various parameters such as motivates, activity outcome, Time Constraints, Employee availability, Facilitator type and availability, Tech Dependency.

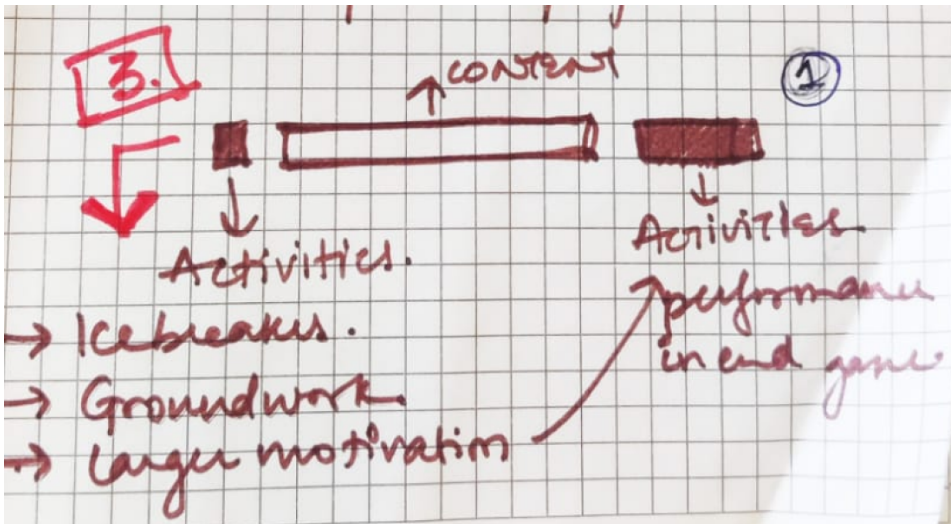
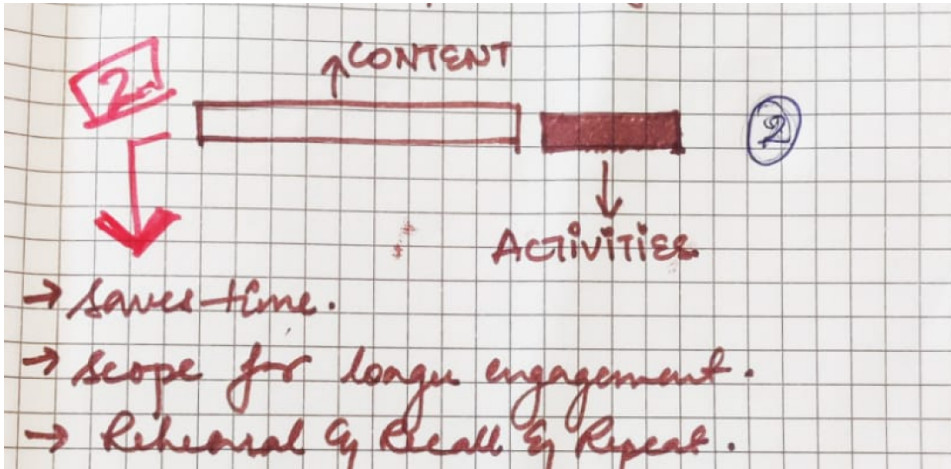
Following this all ideas were mapped according to their affinity to build larger concepts

Content	Details	Design Ideas	Participant Motivation to do task	Activity Outcome/ Learning = What does the person takeaway?		Time Constraint	User Flexibility and availability			Facilitator Constraints	
				Success	Failure		Pre Training	During Training	Post Training	Facilitator Dependent	Facilitator Independent
Intro	Note/ Record the conversation; and reflect; how were you asked? (to show consent); even for unknown people to be friends and be apart of group the will learn consent	Incorporate abstract concept of consent as basis to start an activity - forming a group to perform a future activity could itself be an example of consent; "imitate consent"	To find team mates to make a group	Teaches consent metaphorically; also makes people forming groups with close people become more comfortable with each other(safe space)	(might force someone to be a part of group) gives chance to reflect into oneself; if someone said no to you while making a and its okay - you cope with it then this is also ok!	10 mins?					
	Write meaningful response as instructor guides you during session	"POSH or not" - anonymously write templated scenarios to a drop box; pick one and solve.	will be later read by every one later (anonymous)	Self reflection and critical thinking while writing; Community learning while solving; as a group while writing you will think "ye thodi likh sakte hai" and at this point atleast		"x time" to write; 5-10 mins to think and discuss					

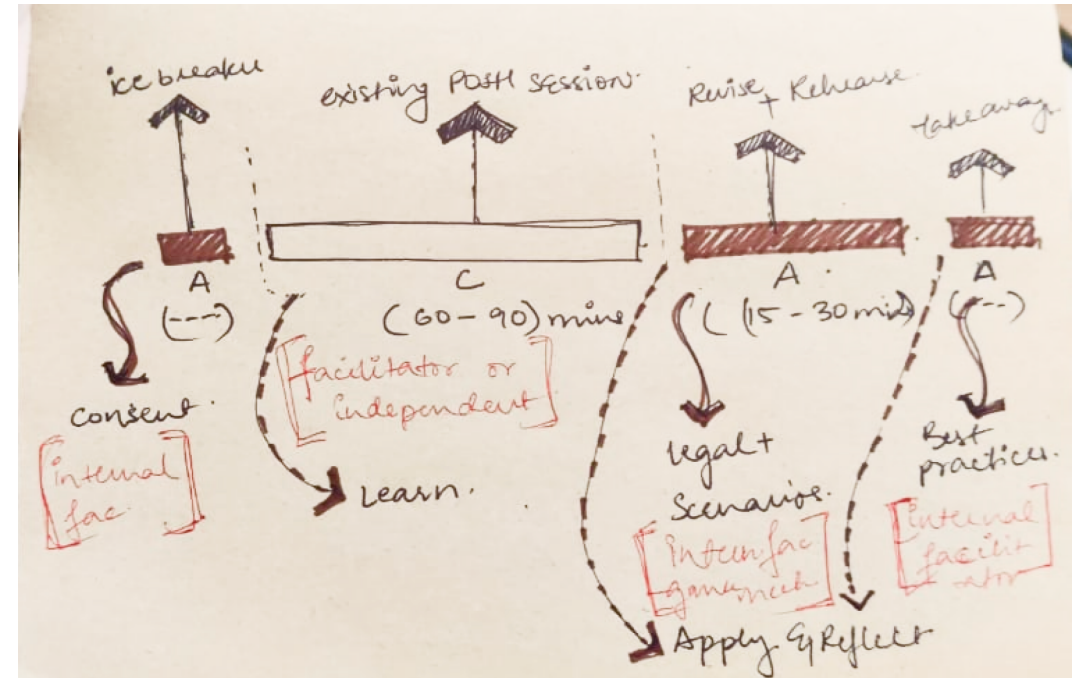
Details	Content	Design Ideas
Note/ Record the conversation; and reflect; how were you asked? (to show consent); even for unknown people to be friends and be apart of group the will learn consent		Incorporate abstract concept of consent as basis to start an activity - forming a group to perform a future activity could itself be an example of consent; "imitate consent"
		Include society actively during learning; why not take POSH in groups of 3-5 employees, encouraging social responsibility to complete course.
Write meaningful response as instructor guides you during session		As a group; write scenarios for Asha getting harassed "POSH or not" - anonymously write templated scenarios to a drop box; pick one and solve: all options are shook
		As a group complete the story of "Asha"- anonymously share your story and get feedback on stories;
Take up scenarios and talk about outcomes as group (dad POV)		Role play to bring out POVs;
		"365 days of POSH- Jar"- repeated triggers/ questions to check deeper understanding;
		Takeaway repository of all legal processes
		"Jar of weekly POSH" - one reinforcement a week; announce and practice
Note/ Record the conversation; and reflect; how were you asked? (to show consent); even for unknown people to be friends and be apart of group the will learn consent		Incorporate abstract concept of consent as basis to start an activity - forming a group to perform a future activity could itself be an example of consent; "imitate consent"
		Include society actively during learning; why not take POSH in groups of 3-5 employees, encouraging social responsibility to complete course.
		"Each-one teach one" - Pyramid scheme in teaching; Refree concept
		Scenarios cards
		Group Activity with rules as legal constraints;
		Takeaway repository of all legal processes
		"Jar of weekly POSH" - one reinforcement a week; announce and practice
		"Kya sahi/ kya galat" - Tangible scenario based book
		"365 days of POSH- Jar"- repeated triggers/ questions to check deeper understanding;
		Takeaway repository of all legal processes

Placement of the activities in the session was also explored in order to understand the most feasible arrangement. Time had to be economically used. With just 90 - 120 hrs of available time for the entire session, breaking the session flow with introducing activities in between might not be a great idea. Though this model would help largely in absorbing the content best, the quality of the activities would be heavily impacted. They would have to be kept extremely short and essentially dilute the impact and hence, learning. Another alternative that would give the maximum time to activities would be to stack them together at the end.





However, that would not create any engagement / ice breaker session the beginning of the session. Thus, a revised session flow was conceptualised to look like below:



Following were few concepts explored in the view of the above:

8.4. Initial Ideations

Interviews were conducted with trainers, learners (employees) and management to

Meaningful and relevant Ice Breaker Activities:

1. "Will you be my team mate?"

"Will you be my team mate?": This statement can be used as a starting point to encourage participants to form teams or pairs for group activities during the POSH session. It promotes inclusivity and collaboration among participants.

Making Team Mates: The activity can focus on creating team dynamics and fostering teamwork. Participants can be given the opportunity to choose their team members based on shared interests, complementary skills, or randomly assigned to encourage diversity within teams.

Everyone Needs to Reach Out to Everyone: This concept emphasizes the importance of inclusivity and active participation. Encourage participants to interact with all team members and engage in open communication. This approach helps break down barriers and promotes equal involvement from everyone.

Green Flags Earn Points: Green flags are positive behaviors or actions related to creating a safe and respectful work environment. Participants can be incentivized by earning points or rewards for displaying green flag behaviors such as active listening, empathy, respect, and constructive feedback. This gamification element motivates participants to actively demonstrate positive behaviors.

2. "Ladoo Khaoge?"

This statement can be used as a metaphorical representation of offering something to someone. In this case, it can be used to initiate a discussion or activity related to consent and boundaries. The facilitator can pose the question to the participants and use it as a starting point to explore the concept of consent and respect for personal choices.

Group A, everyone give "x" ladoos: Group A is instructed to distribute a specific number of ladoos to Group B. This activity can simulate a situation where individuals are offering something to others, highlighting the importance of consent and respecting personal boundaries.

Ask Group B to note the conversation: Group B is given the task of observing and noting down the conversations that occur during the activity. The parameters for observation can be

predefined, focusing on aspects such as communication style, use of consent, respect for boundaries, and any instances of green flags or red flags.

Green flags and red flags marked according to instructions: Participants, specifically Group B, are instructed to identify and mark green flags and red flags during the observed conversations. Green flags represent positive behaviors related to consent, respect, and boundaries, while red flags indicate actions or behaviors that may disregard or violate consent.

Post Session Activities:

Multiple ideas (around 12) were ideated and discussed with expert and peers. Post feedback various mechanics across these activities were merged to create 3 unique ideas.

Activity 1

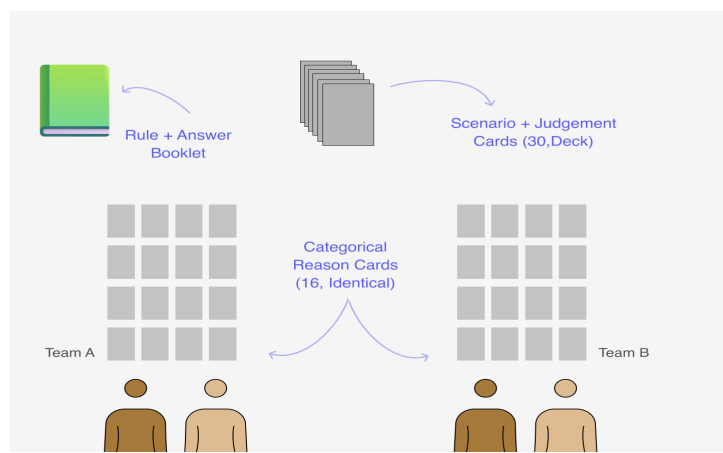
Activity 2

Activity 3

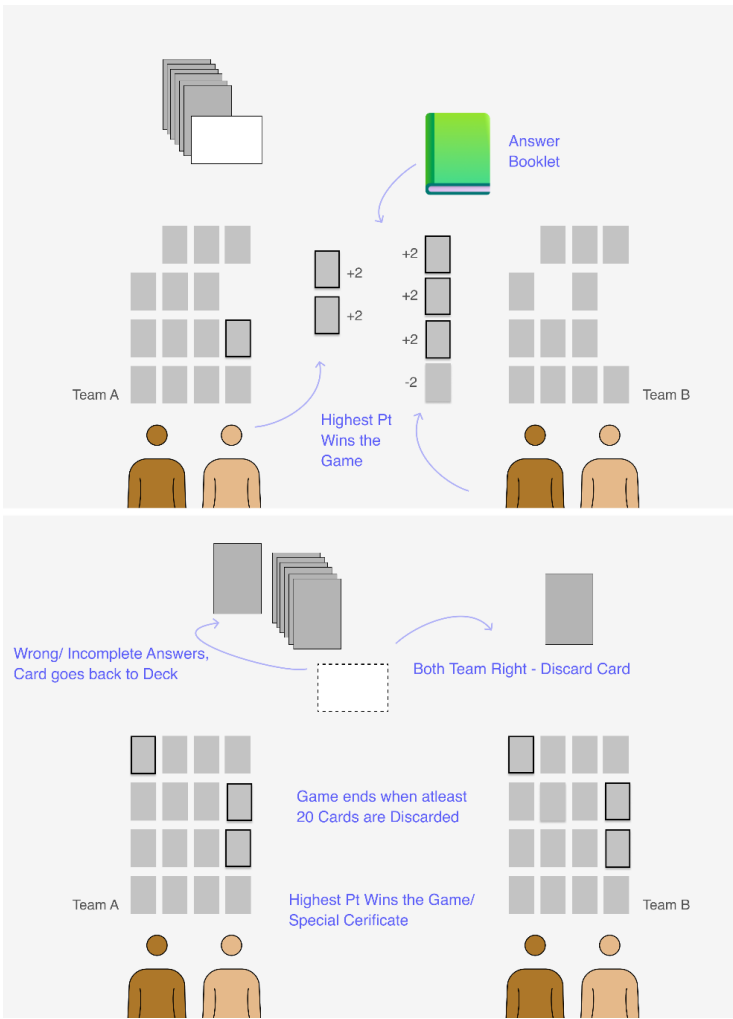


1. Kya Sahi, Kya Galat

This is a team based activity where 2 groups of 4 participants each compete against each other to score the maximum points. The activity consists of scenario cards and argument cards. Each scenario has a judgement written on it. The aim is to select the correct set of arguments to justify the judgement. Correctly selected argument is awarded 2 points while a wrong argument is penalised with a negative 2 score. If both teams create a perfect and correct set of arguments for the given judgement, the scenario card is discarded, if not it is returned to the deck. The activity ends when teams manage to discard 20 scenario cards.



Verbal Comments: Unwelcome sexually explicit comments or remarks.
Obscene or Explicit Language: Use of vulgar or offensive language of a sexual nature.
Sexual Jokes: Sharing sexually explicit or offensive jokes.
Gender-Based Insults or Slurs: Using derogatory language or slurs based on gender.
Display of Pornographic Material: Showing or sharing explicit or pornographic content.
Sexual Advances: Unwanted and unwelcome sexual propositions or advances.
Non-Consensual Physical Contact: Unwanted touching, groping, or physical contact without consent.
Invasion of Personal Space: Unwanted intrusion into personal boundaries or physical proximity.
Staring or Leering: Persistent and unwelcome staring or leering of a sexual nature.
Unwanted Sexual Attention: Persistent and unwelcome attention, compliments, or advances.
Sexually Suggestive Gestures: Making inappropriate or sexually suggestive gestures.
Pressure for Sexual Favors: Demanding or pressuring for sexual acts in exchange for job-related benefits.
Sexual Harassment via Technology: Harassment through emails, texts, social media, or other digital platforms.
Discrimination based on Gender: Treating someone unfavorably or differently based on their gender.
Retaliation for Reporting Harassment: Taking adverse actions against individuals who report or speak out against harassment.



2. Just Justice

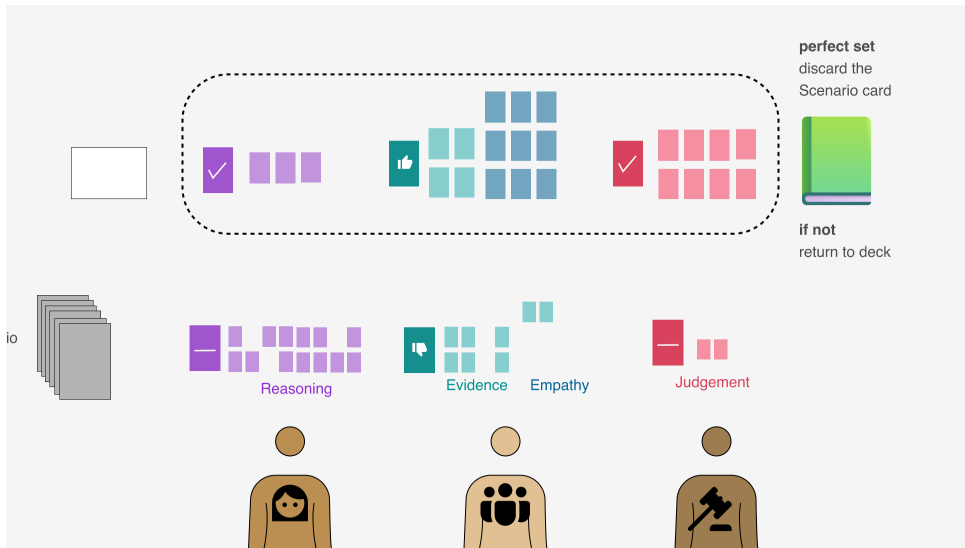
The activity revolves around a deck of scenario cards where players engage in a thoughtful process. First, they select a scenario and read it aloud. The designated "victim" then takes on the crucial role of determining whether the scenario constitutes a POSH case or not. To support their judgement, they consider previously discussed Reason cards and choose compelling arguments from the Categorical Argument Cards.

Next, the collective wisdom of "the society" comes into play. Through deliberation and careful consideration of the presented evidence cards, they offer their decision on the POSH status of the scenario. Even if there is no direct match in evidence, the case is still carefully examined and evaluated.

The final judgment falls upon the internal committee player, who concludes the process by delivering their verdict and selecting the most appropriate outcome. It is important to note that the activity aims to teach the nuances of POSH by carefully selecting a few scenarios from a larger pool. Successfully discarding 10 scenarios becomes the collective objective, symbolizing the completion of the activity. If the assembled set of decisions aligns with the answer set defined in the rule book, indicating an accurate identification of a POSH case, the scenario card is removed from play.

Conversely, if the set does not match, the scenario card is returned to the deck for further consideration. Throughout the activity, the participants gradually

realize the significance of empathy cards, as they consistently hold true in their judgments. The activity serves as a reminder that in real-life situations, any form of punishment can be given if one becomes entangled in a POSH case. The phrase "POSH mein Phasa toh kuch bhi hosakta hai" highlights the potential consequences one may face when involved in such cases.



3. Rakshak

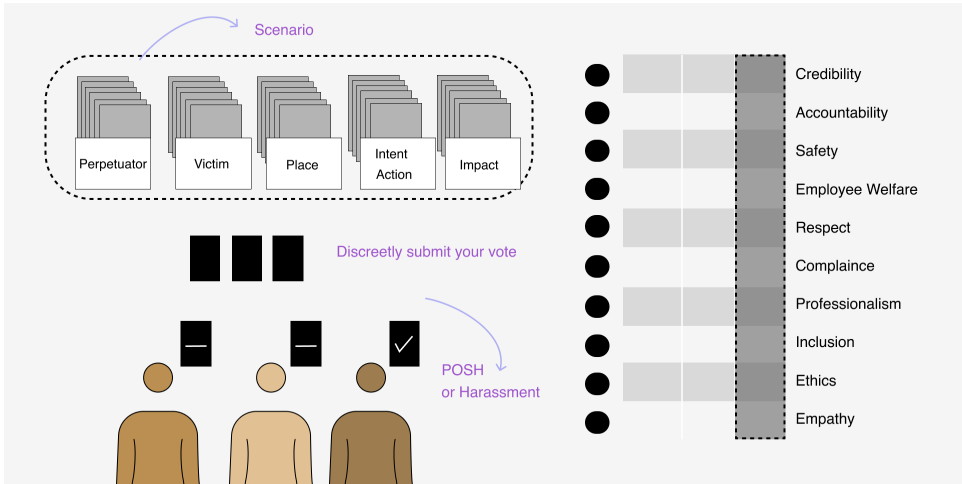
This activity centres around the narrative of resolving randomly generated cases to revive the lost values of an imaginary organisation. All participants assume the role of protectors of these values and strive to make the right judgments.

The scenario is divided into five decks, each representing different aspects: perpetrator, victim, place, intent action, and impact. These decks are shuffled, and the top cards are flipped to form a coherent scenario example. For instance: "A manager... a female employee who had just returned from her maternity leave... said, 'Woah! Your figure looks so sexy! It doesn't seem like you've just come back from giving birth'... in office transport... as a compliment to her balancing work and motherhood... But the female employee felt objectified..."

After the scenario is presented, all participants anonymously submit their votes. If the majority vote matches the answer key, they take a step forward in restoring the values of their organisation. However, if the answer is incorrect, they move back by two steps.

The values being restored through this activity include credibility, accountability, safety, employee welfare, respect, compliance, professionalism, inclusion, ethics, and empathy. This exercise effectively teaches that scenarios

can be subjective and emphasises the importance of leveraging values and the associated sentiments when making judgments.



Feedback from faculties and experts suggested proceeding with Just Justice as it looks more promising in terms of learning impact.

9. Selected Ideation and Iterations

9.1. Role play scenario based card game

Characters: Women/ Victim, Internal Committee, Society

Maximum Participants: 2 in each role, (4-8 participants);

Components: Scenario cards (30), Categorical Argument Cards, Categorical Evidence Cards, Categorical Judgement Cards, POSH/not POSH Cards

Goal: Make the correct set of cards by choosing from the deck. A correct set helps you solve the scenario. Solve minimum 10 scenarios to complete the activity

Activity Flow

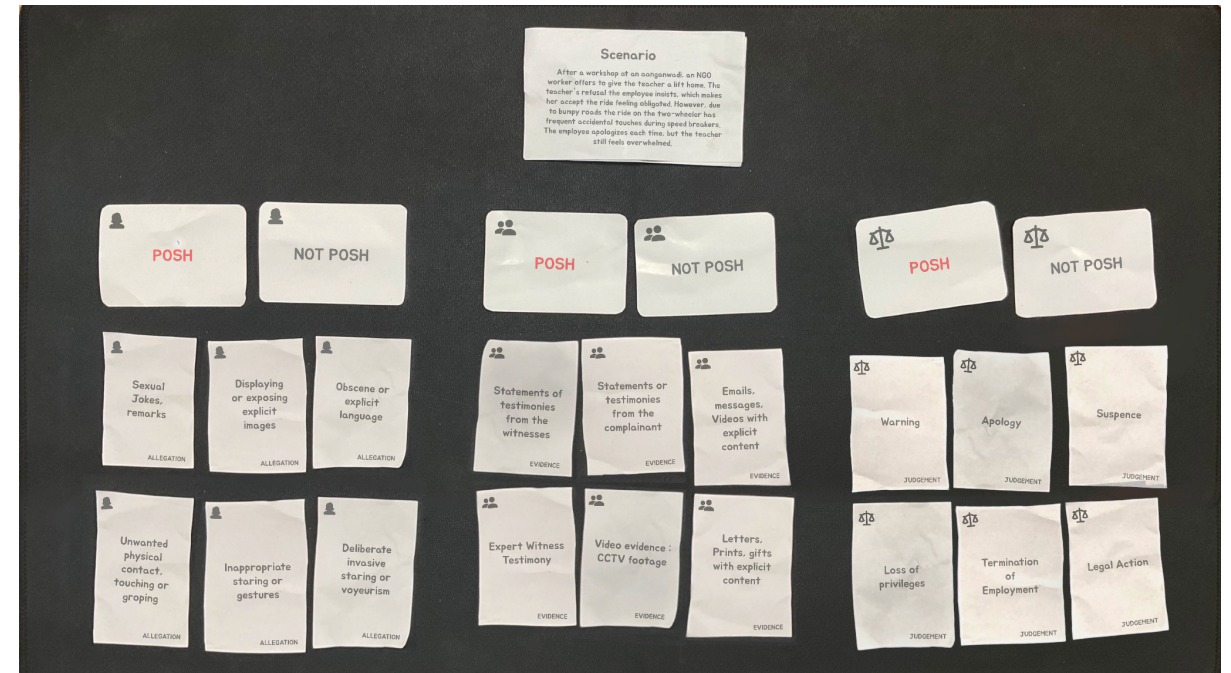
The activity revolves around a deck of scenario cards, from which players select and read aloud a scenario. The “victim” provides their judgment on whether it constitutes a POSH case (POSH/not POSH Cards), accompanied by the selection of compelling arguments to support their stance (Categorical Argument Cards,). Next, “the society” deliberates and offers their decision on the POSH status, substantiated by the presentation of relevant evidence cards. The internal committee player concludes the process by delivering their final judgment and selecting the most appropriate verdict.

This culmination forms a complete set of decisions. If the assembled set aligns with the answer set defined in the rule book, indicating a

correct identification of a POSH case, the scenario card is discarded. Conversely, if the set does not match, the scenario card is returned to the deck. The activity progresses with the aim of successfully discarding 10 scenarios, signifying its completion.

Feedback from playtest

- Oversimplification of process; gave the people a wrong impression about the real system and actuality of the process
- No discussion amongst the players
- Roles, responsibilities and attributes of characters should represent those in real life
- Scenarios are visually difficult to read
- Scenarios are perceived to be vague
- Took time to verify answers with rule book; that took away from the experience as it people lost concentration
- Everything be black and white and in the rule book?
- Subjectivity lies in both scenario and interpretation; let people express that
- What is the motivation to do this - are points sufficient?



9.2. Roleplay with layered scenario cards

Characters: Women/ Victim, Witness, Internal Committee, Society

Maximum Participants: 2 in each role, (4-8 participants);

Components: Scenario cards (30), Categorical Argument Cards, Categorical Evidence Cards, Categorical Judgement Cards, POSH/not POSH Cards, Affirmations Cards

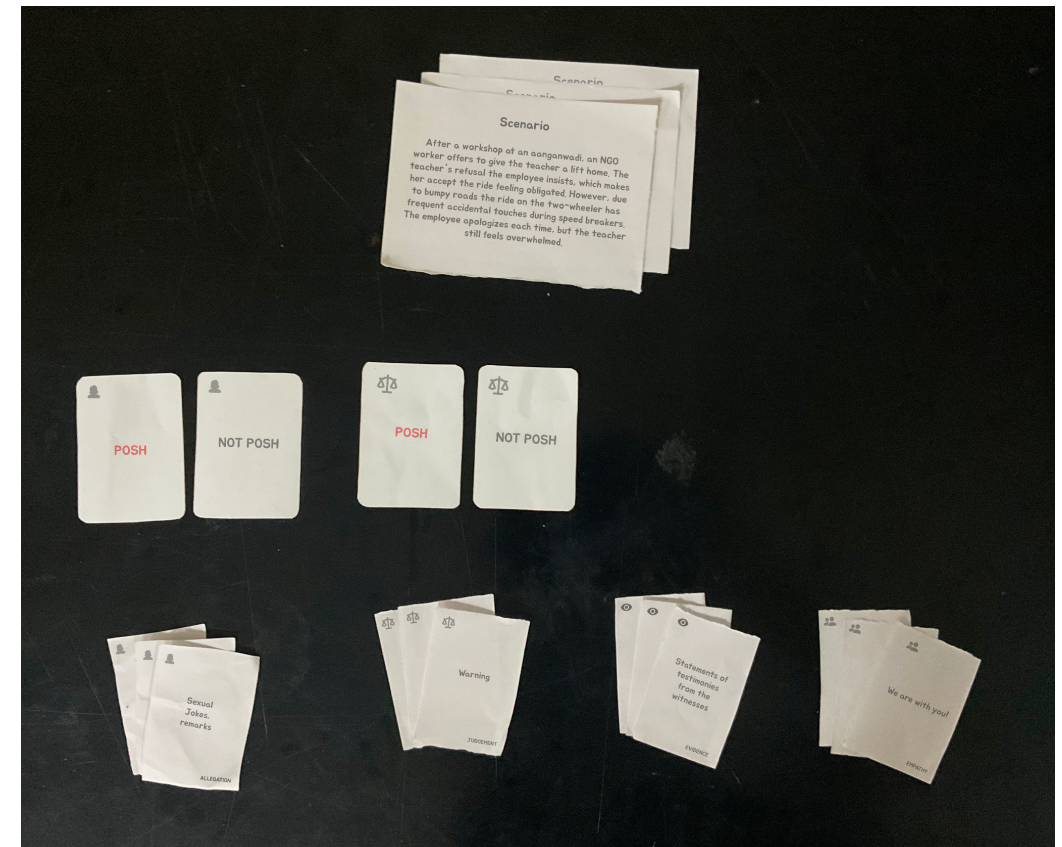
Goal: Make the correct set of cards by choosing from the deck. A correct set helps you solve the scenario. Solve minimum 10 scenarios to complete the activity

Activity Flow

The activity flow, similar to previous, requires participants to discard a minimum of 20 scenario cards by creating a perfect set of case identification, arguments, evidence and judgement.

However, to overcome the lack of depth in scenarios and to mimic real life processes, few changes were made:

1. Scenarios were cards were small A6 size booklets with 3 pages Factual narration of scenario, perpetrator's intent and impact on victim (without actually mentioning the words "intent", "impact")
2. Society didn't have the power/ say in if the case was POSH or not instead, they were given a set of positive affirmation cards to choose from to support the victim - mimicking what one should say in case of a POSH scenario.



3. A witness character was introduced who now took over the previous role of society i.e. to support the victim's arguments with possible evidence.

Further, the role of players changed after every round of scenario to create equality in effort.

Feedback from playtest

- Difficult to shuffle cards
- Little/no discussion amongst players
- Existing scenarios could be placed with different intents to emphasise on impact>intent
- Took time to verify answers with rule book; that took away from the experience as it people lost concentration
- Subjectivity lies in both scenario and interpretation; people should be able to reflect on that
- Player agency is missing
- Realisation or hints are very subtle, need to emphasize on what is the intent/ impact for someone who might not understand

9.3. Roleplay with layered scenario booklet

Characters: Women/ Victim, Witness, Internal Committee, Society

Maximum Participants: 2 in each role, (4-8 participants);

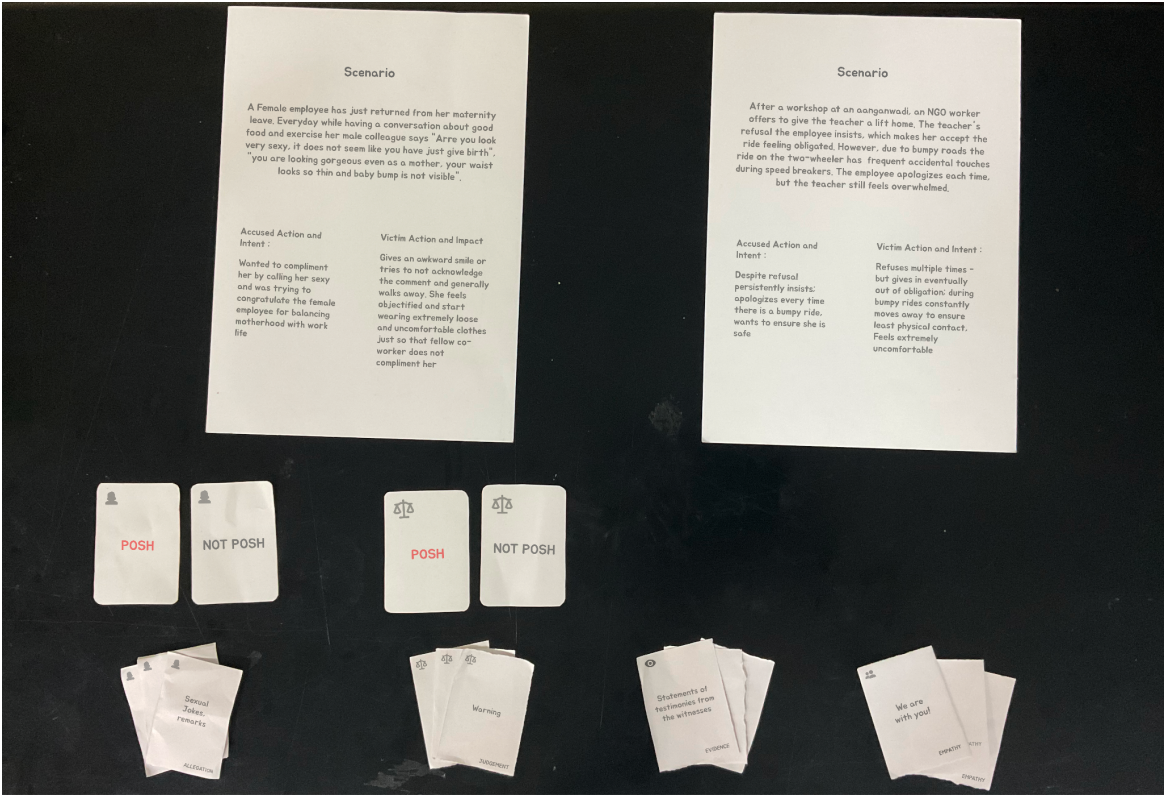
Components: Scenario Booklet, Categorical Argument Cards, Categorical Evidence Cards, Categorical Judgement Cards, POSH/not POSH Cards, Affirmations Cards

Goal: Answer minimum 7 black n white scenario, 3 grey scenarios to complete the activity

Activity Flow

The activity flow, is similar to previous, however the content on 3 different A6 leaflets was converted into a single A4 sheet i.e. Factual narration of scenario, perpetrator’s intent and impact on victim were all a part of a single A4 size sheet. All these A4 sheets were bound into a single booklet to help with storage. Further, all components of the scenario (intent, impact, action) are annotated for additional emphasis.

Further, the scenarios were divided in two sections black - white scenarios and grey scenarios. Players will have to answer a minimum of 7 black and white scenarios and 3 grey scenarios correctly to complete the activity. However, they could move to solving the grey scenarios only if they could complete answering 7 of the bnw scenaros correctly.



Feedback from Expert

- Book might look too heavy
- How will one answer the questions players get while solving these scenarios
- Having all layers visible was taking away from the anticipation of being able to discover new information as the activity progresses
- Having two sections for bnw and grey scenarios shows direct separation and easy to guess due to pattern
- It largely feels like a discussion and gamification is less.
- Society's role feels less important

9.4. Roleplay with detailed scenario booklet and scoring

Characters: Women/ Victim, Witness, Internal Committee, Society

Maximum Participants: 2 in each role, (4-8 participants);

Components: Scenario Booklet, Categorical Argument Cards, Categorical Evidence Cards, Categorical Judgement Cards, POSH/not POSH Cards, Affirmations Cards, reflection card

Goal: Complete the set of scenarios. BnW cases, if correctly solved receive fixed score and grey scenarios are scored subjectively/ “judged” by society with help of a score card.

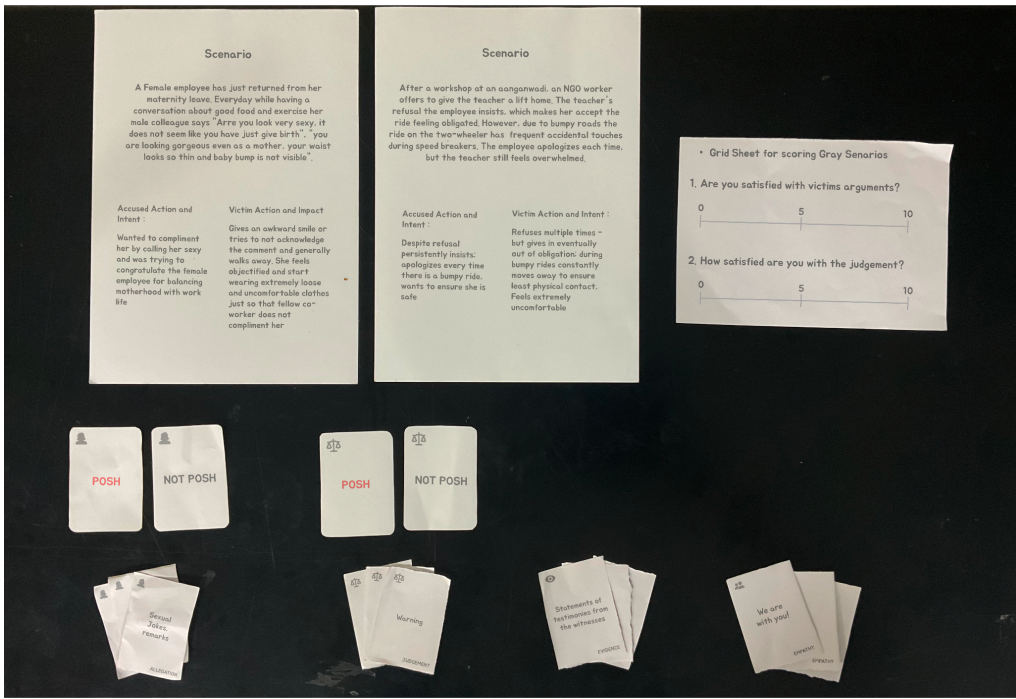
Activity Flow

Previous activity flow is retained - victim picks allegations, witness picks evidences, IC gives judgement and society in addition offering affirmations scores them for their performance based of their perceptive with help of a score card. This was done to ensure there is equal effort by all participants in the activity. Instead of an exhaustive list of scenarios. However, all BnW scenarios have fixed scores for right answers (+10 pts) while grey scenarios have subjective scoring (max 20 pts).

Even though all components of the case are revealed in the beginning, anticipation comes from awaiting who get to score - the game or the society.

Feedback from Expert

- There might be many questions that participants face while solving the grey scenarios, they might need closure by the end. Subjective grading doesnot offer any such closure.
- All other participants should also get more agency



9.5. Roleplay with layered scenario booklet with individual scoring

Characters: Women/ Victim, Witness, Internal Committee, Society

Components: Scenario Booklet, Categorical Argument Cards, Categorical Evidence Cards, Categorical Judgement Cards, POSH/not POSH Cards, Affirmations Cards, reflection card

Goal: Complete the set of scenarios grey scenarios. All characters are individually scored subjectively/ “judged” by society with help of a score card that adds to their scores. Total of 5 cases

Activity Flow

Previous activity flow is retained - victim picks allegations, witness picks evidences, IC gives judgement and society in addition offering affirmations scores characters individually for their performance based of their perceptive with help of a score card. This would increase individual accountability and the facilitator can judge individual participation.

Feedback from Playtest

- Activity setup was taking time - which inturn impacted player experience
- There was less to no interaction amongst the participants of different characters

- Instead of playing cards sequentially, all participants ended up playiung their cards simultaneously - which made solutions more individualistic
- This was not good representation of the real life mapping
- Multiple perspectives were not being heard
- Inreal life witness does not offer evidences, it is either collected by the victim and if required seeks helps of HR who keeps the documentation of cases

9.6. Roleplay with Case File

Characters: Women/ Victim, HR, Internal Committee, Society

Components: Case files, Guide sheets for filing Allegations Evidences and Judgement, Affirmations Sheet, Complaint Sheet, POSH/not POSH Cards,, reflection card

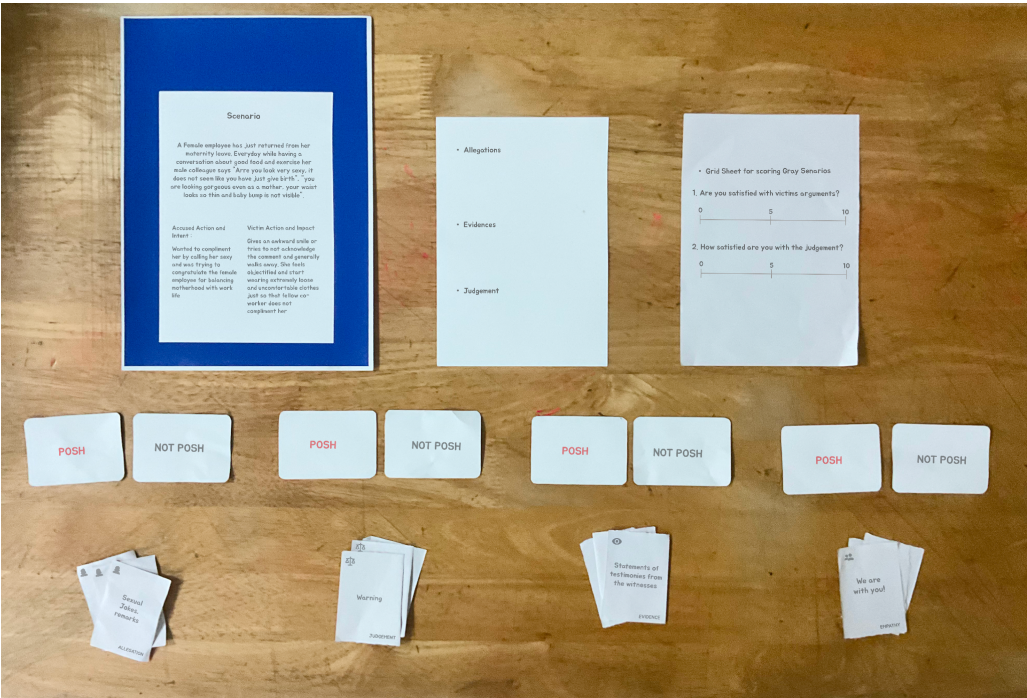
Goal: Given Casefile (factual information on all grey POSH cases) to be resolved by filing “complaint” in the given sheet . All characters are individually scored subjectively/ “judged” by society with the help of a score card that adds to their scores. Total of 5 files randomly picked out of 15 files

Activity Flow

Activity starts when a casefile is presented, followed by discussion and all characters cast their vote (POSH/ not POSH).

If the majority votes correctly then activity proceeds with Society giving affirmations to Victim. This is followed by victim filing a written complaint with allegations and evidences with the help of HR. Followed by this IC gives judgement and society in scores characters indivually for their performance based of their perceptive with help of a score card. HR proceeds to store the complaint sheet along with the scoring sheet in the file itself - which would act as a repository for future players.

If the majority vote is incorrect the casefile will explain that it is a subjective case and request the participants to continue the activity play by assuming its a POSH case.



Feedback from Expert

- Affordance of making this look like a casefile might add to the experience
- However, the victims and accused perspective are not heard like in the previous cases - intent and impact might get diluted
- Terminology of “Victim”/ “Accused” should be changed to “Complainant” and “Respondent”
- There should be a closure to the case which would resolve the conflict
- There should be a basis for society to score

9.7. Roleplay with Case File with Complainant and Respondent's perspective

Characters: Women/ Victim, HR, Internal Committee, Society

Components: Case file, Complainant POV, Respondent POV, Guide sheets for filing Allegations Evidences and Judgement, Affirmations Sheet, Complaint Sheet, POSH/not POSH Cards, reflection card

Goal: Given Casefile (factual information and POVs on grey POSH cases) to be resolved by filing “complaint” in the given sheet . Society compares the given judgement to expert's opinion with help of a score card. Total of 5 files randomly picked out of 15 files

Activity Flow

Activity starts when a casefile is presented, followed by discussion and all characters cast their vote (POSH/ not POSH).

If the majority votes correctly then activity proceeds with Society giving affirmations to Victim.

This is followed by complainant revealing her perspective and proceeding to file a written complaint with allegations and evidences with the help of HR.

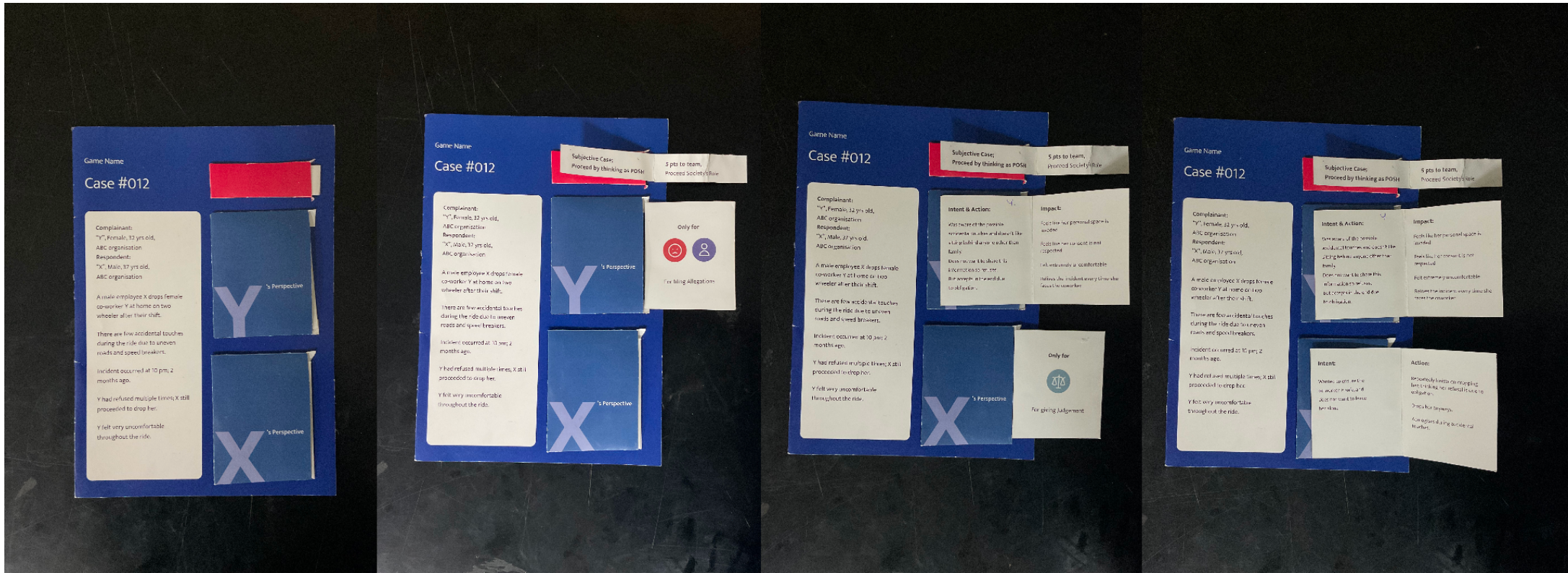
Followed by this IC reveals the respondent's perspective and gives judgement.

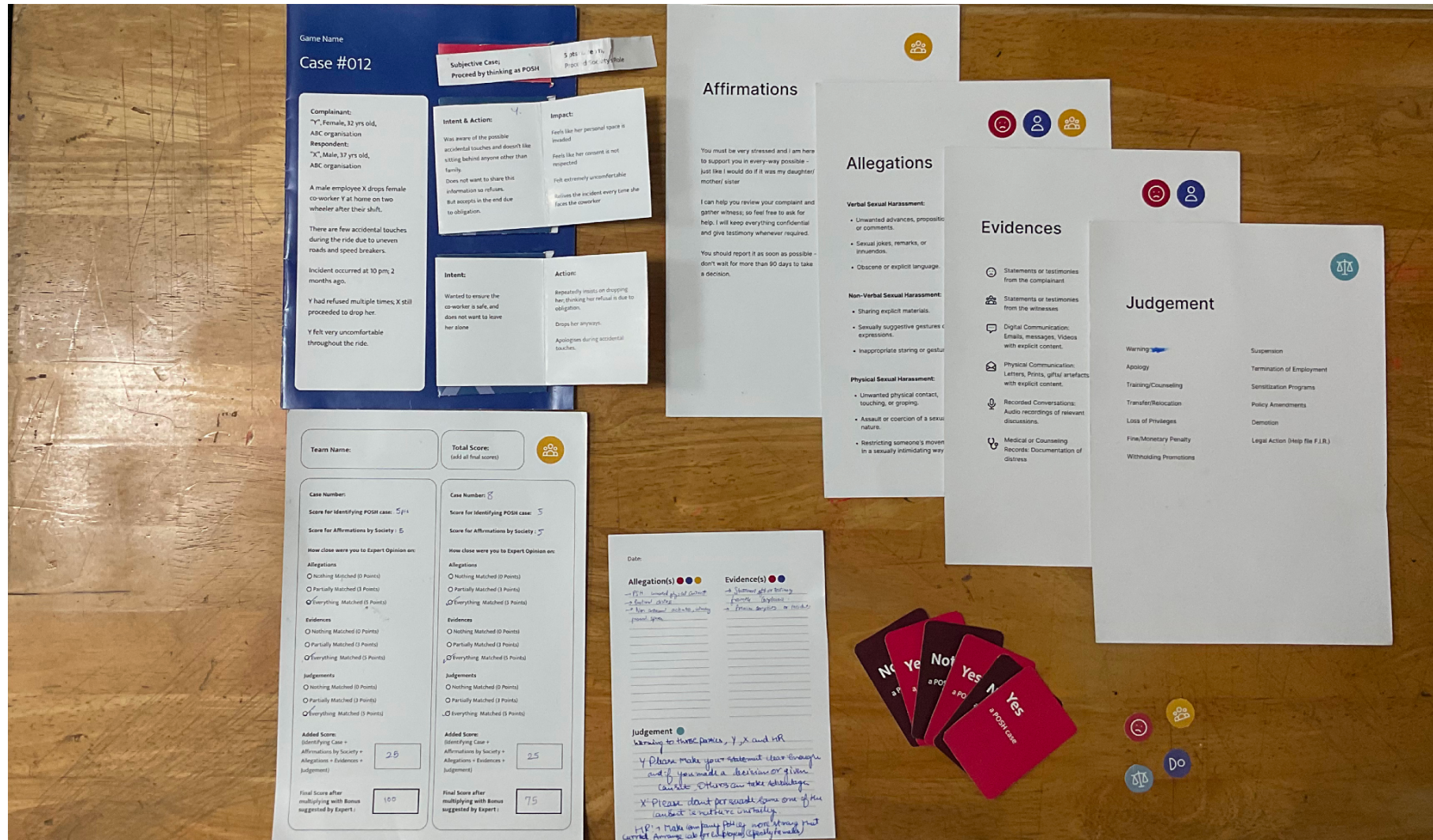
Lastly, Expert opinion is revealed and then society scores different stages of the case proceeding individually for their performance based of their perceptiveness with help of a score card. HR proceeds to store the complaint sheet along with the scoring sheet in the file itself - which would act as a repository for future

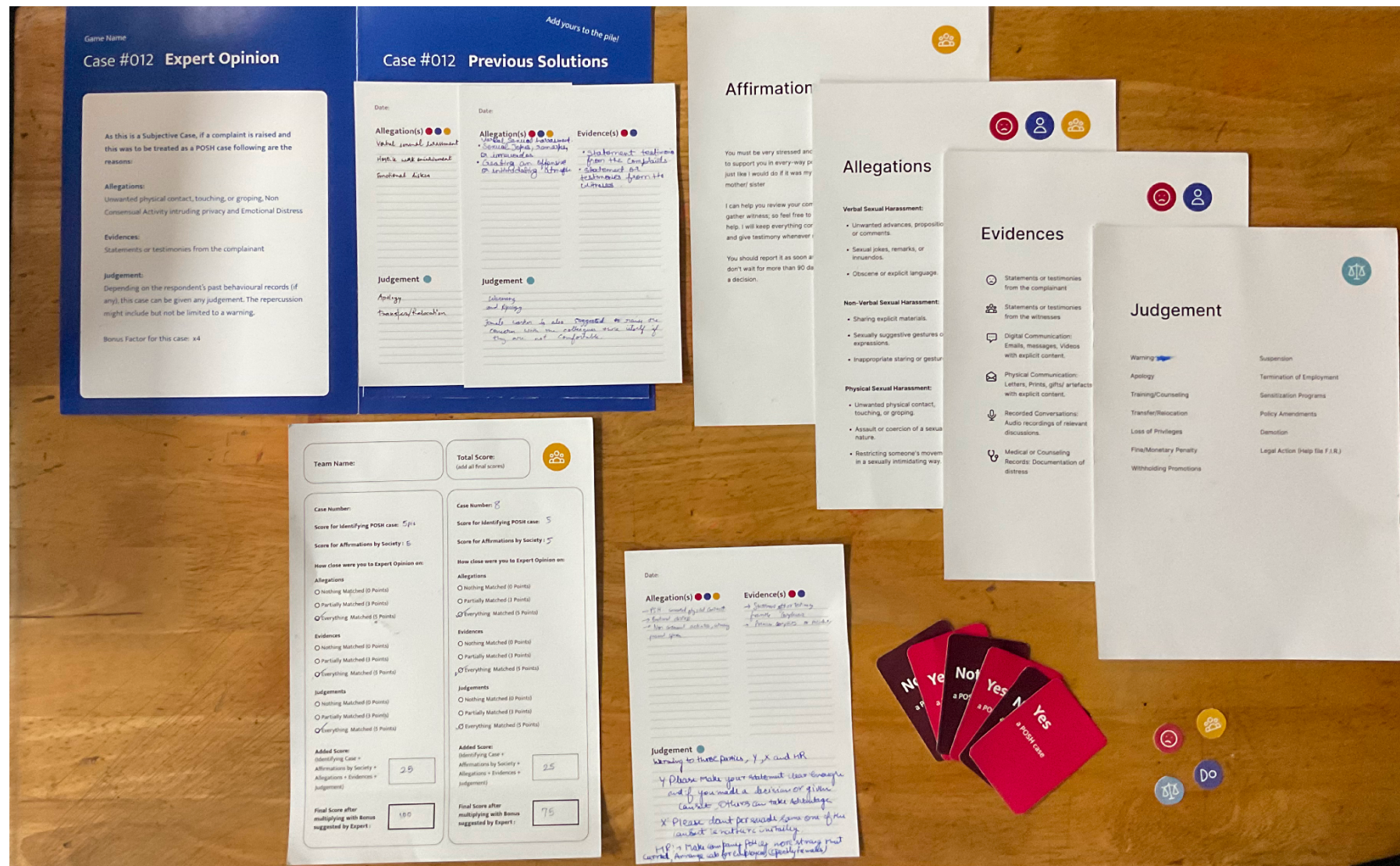
players. If the majority vote is incorrect the casefile will explain that it is a subjective case and request the participants to continue the activity play by assuming its a POSH case.

Feedback from Playtest & Expert

- Consequence of having voted a wrong (POSH/ not POSH) should have an impact on the activity state, otherwise participants with conflicting opinion to that of a right answer will not participate with complete engagement
- Victim should feel more like a victim - give more agency
- Society's effort feels less, give them more options to choose from and give agency
- HR should not be perceived as POC, infact HR is never a part of the process initially, he only executes the judgement
- There should be more emphasis on “any judgement is a right judgement” which would highlight the consequences of getting involved in acts of such harassment
- Use made up codes for character names as reading “X” and “Y” makes it confusing to remember who is a female and who is the male
- Though there is no respondent in the activity, his perspective should also be analysed
- Other mechanics work well and there is around 15 mins of discussion time
- One 2-3 cases can be solved looking at the session constraints

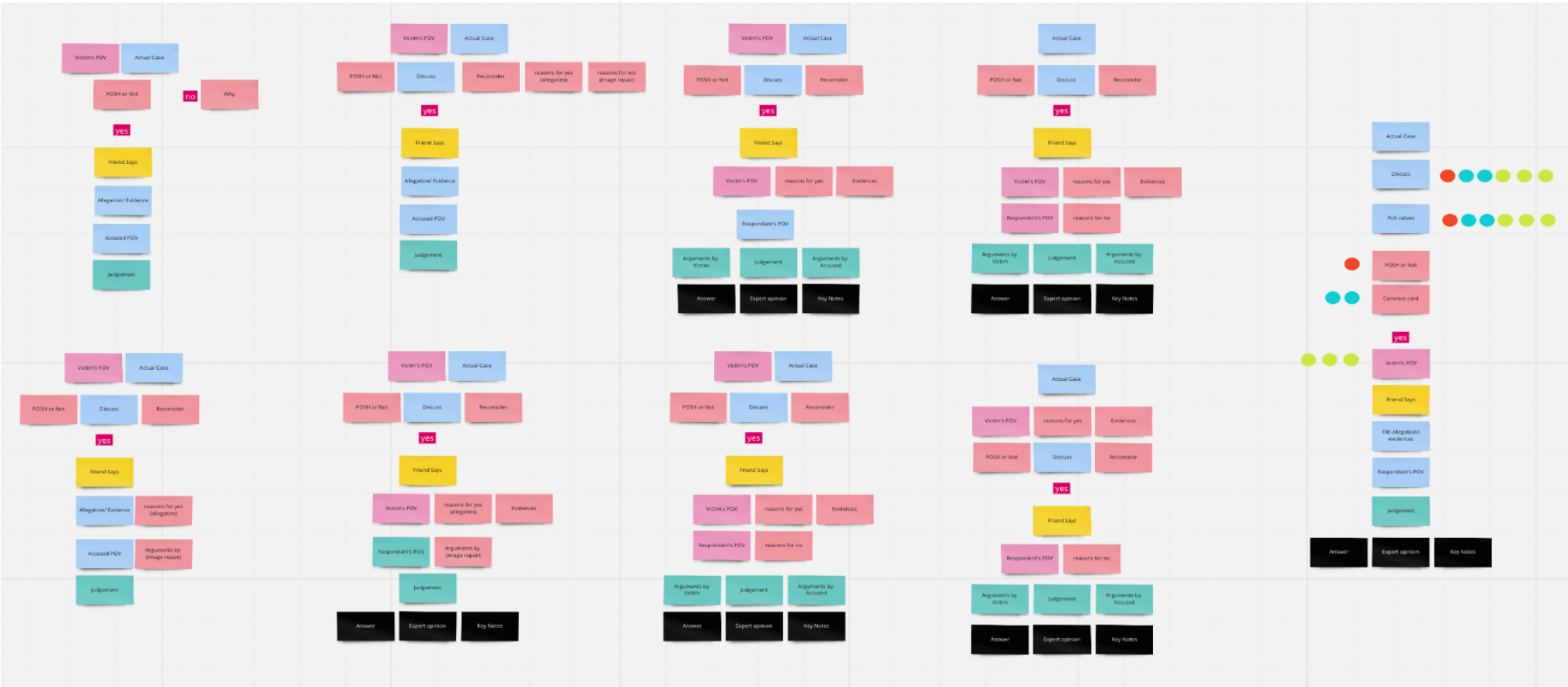






9.8. Other explored activity flows

Around 9 more activity flows were explored after Iteration 9.7.



9.9. Takeaways for final design

Following are the takeaways for final design post analysing the discussions during playtest, feedback from participants, peers and experts:

- Retain the idea of case file, playtest and expert feedback validates the idea as a good metaphor
- Retain the interactions of revealing the answers at different steps, it add to the experience and anticipation
- A victim is generally not comfortable in sharing experiencing fearing repercussions. Owing to this, the law takes privacy and anonymity of the employees involved in the case very seriously. Donot include society as a character as that takes away from efforts by the system to make POSH cases extremely confidential.
- Instead, to teach “what to say to a victim”, society’s character could be replaced with that of a close peer whom the victim chooses to share her experience with.
- Casefile should be as self explanatory as possible without looking too text heavy
- Discussions around victim blaming/ should be analysed and reflected upon during the activity
- Ensure each participant has almost equal agency and effort
- Ensure all participants go through all contents/ guidesheets to ensure equality in learning opportunity
- Activity should bringout the subjectivity of the participants within the boundaries of their responsibilities and activity flow - Give agency but within limits.
- Ensure the fidelity of the concepts is not lost for the sake of increasing engagement - this would lead to a lot of misinterpretation and create a wrong impression of the real world system
- Activity might come across as biased, incorporate mechanics to feel respondent has been heard despite his absence

10. Final Design

<https://youtu.be/W3qgclvLGmk>

Final Design

Front page / Pg.1

Parakh

Case #012

Complainant:

'F', Female, 32 yrs old,
Receptionist, ABC org, Pune

Respondent:

'M', Male, 37 yrs old,
Manager, ABC org, Pune

Employee M offers to drop co-worker F at home on two wheeler after their shift. F refuses multiple times but M insists. Eventually F accepts; M proceeds to drop her.

There are few touches during the ride due to sudden breaks.

M apologises for the physical contact during the ride. F felt very uncomfortable throughout the ride.

Same incidence with same events happened 4 times in last one month; all occurred between 8-9 pm; the road is uneven with speed breakers; no witnesses;

Complainant's Side

Respondent's Side

I want to talk about this with

I was aware about the road conditions and that there could be accidental touches. I do not like to sit behind anyone other than my husband and brother. I don't know X well so I did not tell him this. Instead I politely kept saying "Nahi rehne dijiye mai chali jaungi". But he is very insistent so I have to accept because of obligation.

Impact:

I feel like my consent is not respected. Now I am scared I might meet him accidentally after office, so I leave early. I feel like my personal space is invaded. I feel extremely uncomfortable. Every time I see him I am reminded of the physical touch and feeling helpless.

Intent:

I was just concerned about her safety. It was late night so I did not want her to stay alone. I kept insisting because I thought she is shy from asking help. I did not know she was uncomfortable. The road was uneven, i did not do it on purpose. I also said sorry every time there was a Physical touch.

I talk with all women nicely and respect them. In fact, I have offered many other female co-workers also a lift and none of them ever complained. This is the first time I am facing an allegation. I have a very clean character and strongly believe she should have told she was uncomfortable.

Design Intervention for POSH Training Sessions

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Final Design

Page 2 & 3

Case #012 Previous Solutions

Case #012 Expert Opinion

Allegations:

Unwanted physical contact touching
Non Consensual Activity intruding privacy
Emotional Distress

Evidences:

Statements or testimonies from the complainant

Defence Arguments:

1. Evasion of responsibility: "I didn't know she was uncomfortable."
2. Reduction of offensiveness: "It was just a small mistake; it didn't cause much harm."
3. Apology: "I'm truly sorry for what I did, and I take full responsibility."
4. Bolstering: "I talk with all women nicely and respect them."
5. Differentiation: "This is the first time I am facing an allegation."
6. Defeasibility: "The road was uneven; I didn't do it on purpose."

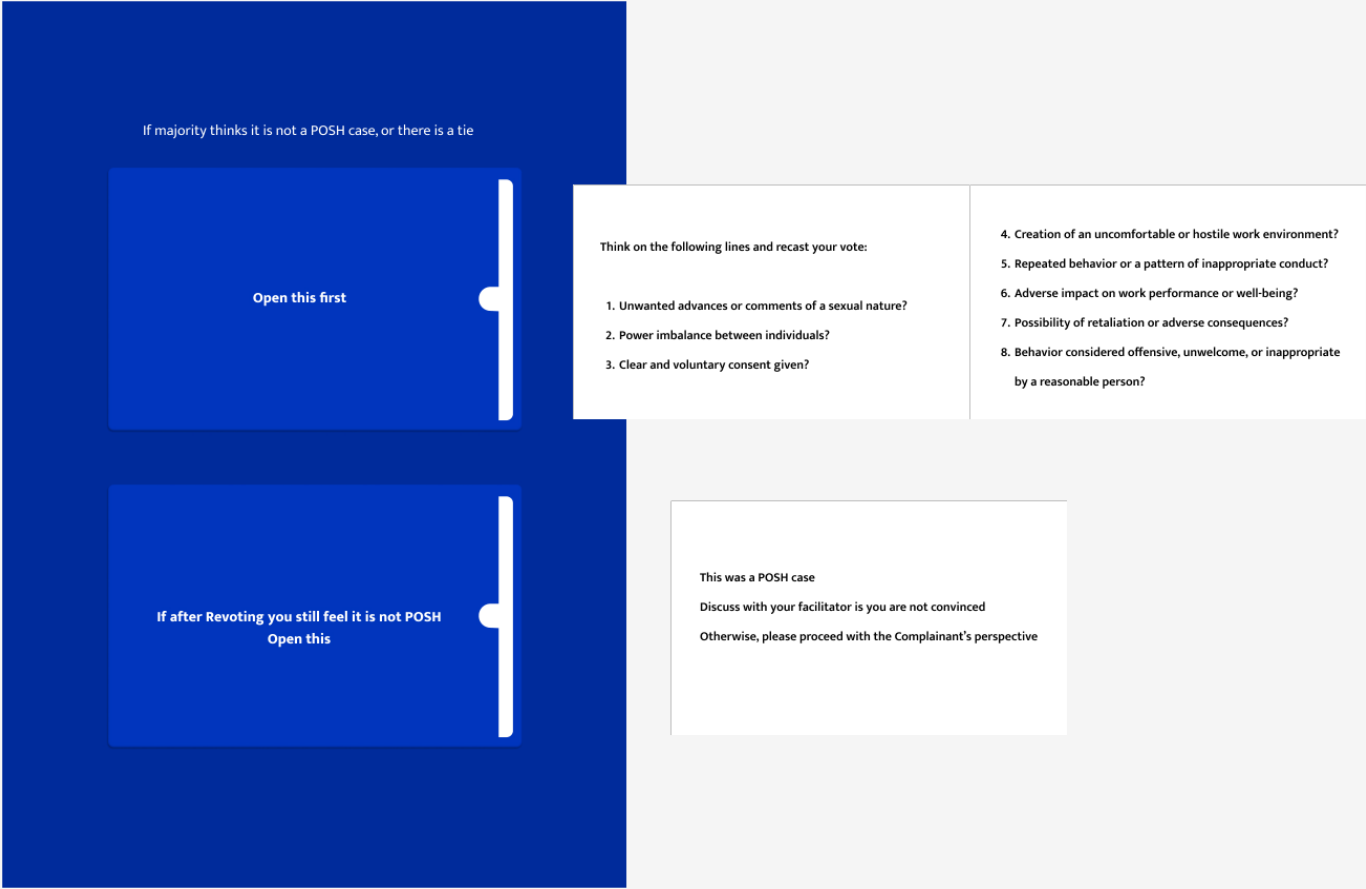
Judgement:

Any Judgement is valid for this case
'POSH mein phase toh kuch bhi ho sakta hai'

Total Score: Added Score x 4

Final Design

Back



11. Evaluation

Objectives

Learning:

- Explicit Knowledge: Remembering the stakeholders involved and responsibilities, process, legal terms used, timelines, categories/ types of sexual harassment + evidences and possible judgement,
- Concept of “impact>intent”
- Responsibilities of victim and society
- Realisation that you are a victim - realisation that you could have possibly harassed
- What signs to look for if someone is uncomfortable

Engagement:

- Quality discussion and asking doubts
 - Talking about the taboo
 - Depth of Questions asked
 - Talking without hesitation
 - Trying to make counter arguments
 - Trying to test an idea/ view/ perspective

Plan

Semi-english; Facilitator led

Activity Analysis

Retrospective Interview;

Semi-structured interview - with deductive coding;

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Activity Analysis

Player Interaction

Rules related questions

Know more about scenario

Call back to content session

Questions to know more about someone perspective

Defences trying to explain their own perspective

Offering alternate scenarios

Engagement when not a part of decision making

Analysis Paralysis

Role Play

Facilitator Interaction

Content related

Outside of content

[Link to transcripts](#)

Observations

For every 20 player to player statements (approx)

- 2 Rules related questions
- 3 Know more about scenario
- 1 Call back to content session
- 5 Questions to know more about someone perspective
- 5 Defences trying to explain their own perspective
- 4 Offering alternate scenarios

What I did not expect?

- They started role playing seriously!!! - started addressing each other with character names,
- added their own stories - especially mystery character,
- called mystery character for testimony
- Asked victim what judgement do they want

Interesting Statements

"अरे सर, बोलने से नहीं होगा, written में देना था"

"4 बार हो चुका है, record क्यों नहीं किया? Evidence के बिना कैसे चलेगा"

"अरे इतना stress होता है, डर होता है। तब थोड़ी ये सब सूझेगा किसी को। नहीं है evidence, पर झूठ थोड़ी बोला"

"ICC के बाहर मामला settle करना चाहते हो क्या?"

"कंपनी में policy है इसीलिए posh है। कल ही तो सीखा।"

"हम तो पहले थोड़ा डर रहे थे कि कैसे होगा ये activity, पर अभी ये खेल कर काफी अच्छा लगा"

"करने के बाद ज़्यादा अच्छे से समझ आया। अब अच्छे से याद रहेगा"

"Judge बनना आसान नहीं है"

"Judgement के लिए आप तो उतना ही टाइम लगा रहे हो जतिना असली में लगता है"

"आप पर्ची दो, मुझे पढ़ना है"

Feedback

- Please include respondent's character, we wont get offended, it will be fun
- Should share activity rules before hand
- can add more reading resources
- more players the better
- only one case can happen in a session

Limitations

- Less number of participants from target group
- Content was in English
- Discussed only one scenario file

12. Conclusion

12.1. Future Scope

Interviews were conducted with trainers, learners (employees) and management to

12.2. Learnings & Reflection

- The idea of incorporating personal and social values as activity currency and depleting them as penalty was dropped as it was thought to increase the complexity of the activity and also increase the cognitive load of the user group. Despite this the potential of utilising and developing a mechanic around this concept should not be ignored as it could add more depth to activity.
- The Kohlberg's Theory of Moral Development could have been used to design the score card that could offer insights to facilitator about audience's perception of values and help her know what content to emphasize on.

- In absence of a project timeline, this project could be evaluated quantitatively with a larger audience and over a longer period of time to see if the activity has impact on participants in longer time.
- Incorporating a cost- effective and reliable post-session support system could be an interesting perspective to explore.
Anonymous platforms enable participants to discuss queries, seek help in filing complaints, and explore perspectives on identifying and addressing harassment. This promotes a safe and inclusive environment for personal growth and positive change.

13. References

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