

From Concern to Action

Workplace harassment, professional boundaries, and the 5 W's of reporting

THE LEARNING COLLECTION

8 expanded case studies • 12 quick-discussion scenarios
Reporting worksheets • Practice scripts • Facilitator debriefs

Recognize the concern. Practice the response.

A practical workbook for HR professionals, people leaders, facilitators, and employees learning how to respond when workplace behavior crosses a boundary.

Developed for Peagram Consulting

Dr. Kortney Peagram

Business Psychologist • Executive Coach • Facilitator

The cases move beyond “Was that inappropriate?” to the decisions that follow: what to document, who to contact, how to receive a disclosure, and how to support a fair response.

HOW THIS RESOURCE IS DESIGNED

Use selected cases in a team skills lab, work through the collection independently, or pair the exercises with facilitated learning. All cases are fictional training scenarios adapted and expanded from Peagram Consulting’s supplied materials; they are not client accounts.

U.S. workplace context • First edition • October 2026

START HERE

Make the practice useful

Recommended core session: 75 minutes using two expanded cases.

By the end, participants should be able to:

Identify a conduct concern without deciding a legal finding; separate observation from inference; use the 5 W's to prepare a report; receive a concern without promising secrecy; and identify appropriate follow-up.

A simple session plan

0-10 minutes: Review reporting contacts, boundaries, and the 5 W's.

10-20: Read one case and identify facts and unknowns.

20-35: Complete the reporting worksheet and practice a response.

35-50: Repeat with a second case.

50-65: Use the facilitator notes to compare decisions.

65-75: Complete the action plan and name the reporting channels.

Before facilitating

Know the organization's policy, primary and alternate contacts, and your own reporting responsibilities. Explain that participants may pass on role-play or choose written reflection. Never require personal disclosures. Use fictional names and avoid reenacting offensive conduct.

IF SOMEONE RAISES A REAL CONCERN

Pause the exercise and arrange a private conversation. Explain your role and any limits to confidentiality. Use the designated reporting process; do not conduct an investigation in the group or ask participants to vote on credibility.

Find your section: Reporting model, p. 3 • Expanded cases, pp. 4-11 • Worksheets, pp. 12-13 • Quick scenarios, pp. 14-15 • Facilitator notes, pp. 16-19 • Learning review, p. 20 • References and use, p. 21.

THE CORE MODEL

Use the 5 W's

Five prompts for reporting. They are not five separate reporting channels.

WHO receives the concern?

Identify the policy-designated contact and an alternate if that person or your supervisor is involved. A colleague can support you, but telling a colleague may not activate the organization's reporting process.

WHAT happened?

Record the behavior, dates, location/platform, people involved, and available records. Label estimates and secondhand information. Include work impact or safety concerns without filling gaps with assumptions.

WHEN should I report?

Raise the concern as soon as you can. Do not wait for complete evidence, another incident, or a legal label. In an emergency, prioritize safety. Delayed reports should still be received respectfully.

WHERE do I submit it?

Use the approved conversation, form, email, portal, or hotline. Ask how to submit sensitive records securely. Ask for acknowledgment, the next point of contact, and a follow-up time.

WHY am I raising it?

Explain the concern and the support you need. Reporting allows assessment and response. You do not have to show that others were harmed or predict the outcome.

BOUNDARIES THAT APPLY THROUGHOUT

No confrontation prerequisite. No promise of complete secrecy. No assumption of guilt. No demand that the reporting person investigate. Internal reporting does not replace external options or extend their deadlines.

CASE 01 • PARTICIPANT EXERCISE

“It was only a joke.”

Bystander action • Group pressure • Intent and impact

At a weekly operations meeting, Alex makes a sexual joke about a coworker who is not present. Several people laugh. Jordan says, “That crossed a line.” Alex replies, “You are too sensitive,” and another colleague repeats the joke in the team chat. Morgan, a new employee, stays silent because Alex trains new hires and informally influences who receives desirable assignments. The meeting leader changes the subject without addressing what happened.

THE COMPLICATION

After the meeting, Jordan is removed from a group lunch invitation. A teammate tells Morgan, “Do not make this an HR issue.” Morgan has the chat but did not hear the beginning of the original conversation.

Discuss and decide

1. Which facts did Morgan directly observe, and which details remain unknown?
2. How might Alex’s influence affect people’s willingness to respond?
3. What could Morgan say in the moment, and what can be reported afterward?

Practice • 3 minutes

Morgan reports the concern to the designated manager. Practice acknowledging the report without asking Morgan to prove everyone was offended.

LANGUAGE TO TRY

“I heard the comment and saw it repeated in the chat. I also heard Jordan being dismissed. I would like guidance on reporting what I observed.”

Apply: Complete the 5 W’s worksheet on p. 12. Identify one unknown and one next step.
Facilitator debrief: p. 16.

CASE 02 • PARTICIPANT EXERCISE

Messages after hours

Digital boundaries • Repeated contact • Workplace impact

Priya and Evan work on the same service team. Evan begins sending personal texts in the evening, asking about Priya's dating life and inviting her out. Priya replies, "Please keep our messages work-related." Evan continues, sends small gifts to her desk, and says persistence shows he cares. Priya asks a colleague, Sam, for help. She worries that refusing Evan will make their shared customer work uncomfortable.

THE COMPLICATION

Evan says Priya once used a smiling emoji and accepted coffee, so he thought she was interested. Priya now avoids the break room. Sam has seen two messages but not the full exchange.

Discuss and decide

1. What boundary has been communicated, and what behavior continued?
2. What should Sam report as firsthand knowledge versus Priya's account?
3. What support would preserve Priya's access to work and opportunities?

Practice • 3 minutes

Sam helps Priya prepare a factual report. The receiver explains options without requiring another refusal or a direct confrontation.

LANGUAGE TO TRY

"I asked that the messages stay work-related, but the personal contact continued. I have the messages and would like help addressing this."

Apply: Complete the 5 W's worksheet on p. 12. Identify one unknown and one next step.
Facilitator debrief: p. 16.

CASE 03 • PARTICIPANT EXERCISE

“Please do not tell anyone.”

Receiving a disclosure • Power • Limits of confidentiality

Diego tells his manager, Renee, that his department supervisor repeatedly comments on his appearance and asks him to meet alone outside work. Diego says, “I just want someone to know. Please promise you will not tell anyone.” He depends on the supervisor for scheduling and a promotion recommendation. Renee wants to support him and is tempted to keep a private note without notifying anyone.

THE COMPLICATION

Diego adds that the supervisor hinted he could “make things easier” if Diego were more open to spending time together. He has not refused directly because he fears losing opportunities.

Discuss and decide

1. How can Renee respond compassionately without promising secrecy?
2. What information is needed for intake, rather than a full investigation?
3. How should Renee address Diego’s fear about scheduling and promotion?

Practice • 3 minutes

Renee responds to the disclosure. Diego asks again for secrecy. Practice explaining the next step and inviting Diego’s preferences.

LANGUAGE TO TRY

“Thank you for telling me. I cannot promise to keep this only between us. I need to involve the designated person who handles concerns, and I will explain what I can about that process.”

Apply: Complete the 5 W’s worksheet on p. 12. Identify one unknown and one next step.
Facilitator debrief: p. 17.

CASE 04 • PARTICIPANT EXERCISE

The client celebration

Third-party conduct • Business pressure • Safe intervention

After a major contract signing, a customer invites the sales team to dinner. During the celebration, the customer repeatedly moves close to Taylor, comments on Taylor's body, and tries to put an arm around Taylor after Taylor steps away. A colleague, Lee, tells the account lead what happened. The lead says, "This client pays our bills. Let us just get through tonight." Taylor feels pressure to stay because the event is treated as important relationship building.

THE COMPLICATION

The customer asks Taylor to continue the evening at another venue. Taylor privately tells Lee, "I want to leave, but I do not want to damage the account."

Discuss and decide

1. What can Lee and the account lead do immediately to support Taylor?
2. What details should be documented after everyone is safe?
3. How can the company manage the client relationship without penalizing Taylor?

Practice • 3 minutes

Lee offers Taylor an exit while the account lead sets a professional boundary with the customer. No one reenacts the unwanted contact.

LANGUAGE TO TRY

"Taylor, would you like to step out with me?" / "We need to keep this interaction professional. Our team is ending the evening here."

Apply: Complete the 5 W's worksheet on p. 12. Identify one unknown and one next step.
Facilitator debrief: p. 17.

CASE 05 • PARTICIPANT EXERCISE

A boundary dismissed

Dignity • Targeted conduct • Supervisor response

Leslie, a long-serving employee, tells her supervisor that she is transgender and uses the name Leslie and she/her pronouns. Over the following month, coworkers make repeated jokes about her being transgender and catcall her as she passes their work area. Leslie reports the behavior to her supervisor, who says, “People do not understand. You will have to toughen up.” A colleague, Robin, witnessed two incidents and now sees Leslie avoiding shared spaces.

THE COMPLICATION

Robin wants to support Leslie but worries that repeating the details to others will expose more of Leslie’s personal information. The supervisor suggests a team debate about whether people should have to change how they speak.

Discuss and decide

1. Which behaviors and supervisory responses require attention?
2. How can Robin report observations while limiting unnecessary personal details?
3. Why would a debate about Leslie’s identity be an inappropriate response?

Practice • 3 minutes

Robin reports two observed incidents to an alternate designated contact. The receiver focuses on conduct, support, and process.

LANGUAGE TO TRY

“I witnessed repeated comments directed at Leslie and want to report those specific incidents. I am concerned that the first response did not address the behavior.”

Apply: Complete the 5 W’s worksheet on p. 12. Identify one unknown and one next step.
Facilitator debrief: p. 18.

CASE 06 • PARTICIPANT EXERCISE

The pay “fix”

Fairness concerns • Documentation • Appropriate escalation

Emily and Damon start the same role on the same day. They have similar experience, responsibilities, and hours. Emily learns that Damon earns one dollar more per hour and asks her manager to explain the difference. Without consulting HR or reviewing compensation criteria, the manager lowers Damon’s rate to match Emily’s and tells the team, “Now nobody can complain.” Damon is upset with Emily, who feels blamed for raising a concern.

THE COMPLICATION

The manager says the difference was probably a negotiation issue, but no one has reviewed the offer records or compensation process. Emily asks whether she should withdraw her concern to protect the relationship.

Discuss and decide

1. What documents and job facts need review before reaching a conclusion?
2. Why is reducing Damon’s pay an inappropriate shortcut?
3. What should happen about the manager’s announcement and blame directed at Emily?

Practice • 3 minutes

Emily reports the original pay concern and the subsequent response. The receiver separates the two issues and explains the review process.

LANGUAGE TO TRY

“I asked for a review of the pay difference. Since then, Damon’s rate was reduced and the issue was discussed with the team. I would like both concerns reviewed.”

Apply: Complete the 5 W’s worksheet on p. 12. Identify one unknown and one next step.
Facilitator debrief: p. 18.

CASE 07 • PARTICIPANT EXERCISE

The image everyone shared

Digital conduct • Bystanders • Evidence preservation

Chris sees coworkers laughing at a group chat. A colleague shows Chris an altered photo of another employee, Jules, with crude sexual captions. The image has been forwarded to several work groups. Jules does not appear to know about it. Chris did not create or forward the image but worries that reporting it will expose everyone who has seen it. One coworker says, "It is just a meme. Delete it and move on."

THE COMPLICATION

Someone offers to post the image again so Chris can take a screenshot. Another employee says the image was created outside work, so the company should not get involved.

Discuss and decide

1. What can Chris report without redistributing the image?
2. Which details would help authorized reviewers locate the original material?
3. How should the organization support Jules without amplifying the harm?

Practice • 3 minutes

Chris contacts the designated reporting recipient and asks for a secure method to provide relevant evidence.

LANGUAGE TO TRY

"I saw an altered image of a coworker circulating in a work chat. I have not forwarded it. How should I preserve or provide the relevant information securely?"

Apply: Complete the 5 W's worksheet on p. 12. Identify one unknown and one next step.
Facilitator debrief: p. 19.

CASE 08 • PARTICIPANT EXERCISE

Opportunity with a condition

Authority • Implied exchange • Reporting alternatives

During a career-development conversation, a director tells Casey, “If we become closer outside the office, I can make sure you get the next promotion.” The director later sends an invitation to a private weekend trip and mentions a bonus decision coming soon. Casey is not interested but replies vaguely because the director controls project visibility and evaluations. Casey has strong performance feedback and fears that saying no will end the promotion opportunity.

THE COMPLICATION

After Casey declines the trip, Casey is removed from a high-visibility presentation without explanation. A peer says the director made a similar suggestion last year but does not want to be named.

Discuss and decide

1. Which words or actions suggest a link between a personal relationship and work benefits?
2. What should Casey preserve, and what should be labeled secondhand?
3. Who should receive the concern if the director oversees the normal reporting route?

Practice • 3 minutes

Casey uses an alternate reporting channel. The receiver acknowledges the concern and explains how decision-making conflicts will be handled.

LANGUAGE TO TRY

“A personal invitation was connected to my promotion and bonus. After I declined, my presentation assignment changed. I would like these events reviewed through a channel outside the director’s control.”

Apply: Complete the 5 W’s worksheet on p. 12. Identify one unknown and one next step.
Facilitator debrief: p. 19.

REPRODUCIBLE WORKSHEET

Prepare a factual report

Training exercise only. Store actual reports through your organization's secure process.

Case number / your role / date

WHO: Primary reporting contact and alternate

WHAT: Specific behavior, people, records, and firsthand observations

WHEN: Incident dates, approximate times, and reporting next step

WHERE: Incident location/platform and secure submission channel

WHY: Concern, work impact, or support requested

Unknowns / secondhand details to label clearly

REPRODUCIBLE WORKSHEET

Receive, respond, follow up

Use for role-play. Actual intake and decisions must follow organizational policy.

Opening response: Acknowledge the concern without judging the outcome.

Explain your role: Who must be informed? What privacy limits apply?

Immediate support: What does the person need to participate safely?

Next step: Who owns it, through what channel, and by when?

Follow-up: What date/contact will be offered? What changes should be reported?

Practice commitment: One observable behavior I will use or reinforce.

CHECK YOUR RESPONSE

Did I listen without blame, record facts accurately, avoid promises I cannot keep, explain the process, and identify a follow-up owner?

ADDITIONAL PRACTICE

Six more decision points

Scenarios 1-6 • Choose one, apply the 5 W's, then compare the coaching cue.

01 / A joke overheard in passing

You hear only the end of a sexual joke; a colleague looks uncomfortable. **Discuss:** What can you accurately report?

Coaching cue: Describe what you heard and saw, and identify the missing context. Do not invent intent or a full conversation.

02 / A peer asks for secrecy

A coworker tells you about unwanted behavior and asks you not to share it. **Discuss:** How does your role affect the response?

Coaching cue: Explain any reporting duties you have. If none apply, discuss options and support without making a blanket promise or taking over the person's choices.

03 / "Sweetie" and "honey"

An employee has repeatedly asked a colleague to use her name, but the nicknames continue.

Discuss: What makes the repeated behavior important?

Coaching cue: Document the request and continued conduct. A claimed friendly intention does not resolve a boundary concern.

04 / Explicit videos at lunch

Two employees show sexual videos and discuss men's sex lives to make a gay coworker uncomfortable. **Discuss:** Does the lunch setting settle the issue?

Coaching cue: No. Report the targeted conduct and workplace context; do not require the coworker to view the material again to prove discomfort.

05 / The receptionist request

An agency refuses to refer Tim because the employer requested a "young lady." **Discuss:** What needs review?

Coaching cue: Preserve the stated selection criterion and refer it to the appropriate HR/compliance contact. Sex and age preferences require review; customer preference alone is not a sound hiring standard.

06 / Monday-morning rumors

After coworkers socialize on Friday, you hear rumors about an incident between Manny and Sophia. **Discuss:** How do you avoid adding harm?

Coaching cue: Label secondhand information, do not spread gossip or seek intimate details, and use the designated channel for a concrete concern.

ADDITIONAL PRACTICE

Six more decision points

Scenarios 7-12 • Choose one, apply the 5 W's, then compare the coaching cue.

07 / A hallway comment

You hear a potentially inappropriate remark while walking past an office. **Discuss:** What is your next step?

Coaching cue: Record the words you recall and the context you actually observed. Ask for reporting guidance without trying to interrogate coworkers.

08 / Attraction to a direct report

A manager wants to ask a new subordinate out and hopes the attraction is mutual. **Discuss:** What should happen before any approach?

Coaching cue: Review policy and consult HR about the power relationship and conflicts. Do not test interest through pressure, gifts, or favorable assignments.

09 / Gifts after a refusal

An employee keeps bringing gifts and asking a coworker out after several refusals. **Discuss:** What should a witness document?

Coaching cue: Record the requests, refusals actually heard, and continued gifts. Avoid treating persistence as harmless romance.

10 / "Grandma" at work

Rosie calls Gayle, 55, "Grandma," gives her a cane as a joke, and later fires her to hire someone younger. **Discuss:** Which issues should be separated?

Coaching cue: Escalate both repeated age-related conduct and the termination rationale. Preserve records; qualified reviewers should assess each issue.

11 / The breakup follows them to work

Joseph and Leah undermine each other's assignments and spread gossip after ending their relationship. **Discuss:** How can a manager respond fairly?

Coaching cue: Address specific work conduct, hear accounts separately, and assess whether coercion, threats, or harassment are present. Do not assume equal responsibility or force joint mediation.

12 / The offer disappears

Marilyn discloses pregnancy after a job offer; the manager withdraws it, citing concern for her baby and workload. **Discuss:** What should be preserved and reviewed?

Coaching cue: Keep the offer and stated reason. Under federal pregnancy protections, a covered employer cannot reject a qualified applicant because of pregnancy-based assumptions. Escalate for qualified review.

Debrief and next steps

Cases 1 and 2 • Suggested responses, not legal findings or investigation conclusions.

01 / “It was only a joke.”

Report the specific comment, the response to Jordan, and the chat repetition. Silence or laughter does not establish agreement. The lunch exclusion and pressure not to report merit review; do not label them proven retaliation without context.

5 W’s application: WHO: A designated contact outside Alex’s influence. WHAT: Exact words if recalled, meeting/chat details, people present, and later pressure. WHEN: Promptly. WHERE: Approved private channel. WHY: Assess conduct and protect a reporting environment.

Follow-up and accountability: Ask about changes in invitations, assignments, or treatment. Do not require Jordan to explain personal harm to the team. If misconduct is established, practice stopping jokes and redirecting conversation; review behavior at subsequent meetings.

02 / Messages after hours

Prior friendliness does not authorize ongoing unwanted contact. After-hours conduct can affect the workplace. Preserve relevant original messages securely; do not circulate screenshots among colleagues. The employee need not deliver a second refusal before reporting.

5 W’s application: WHO: HR or a policy-designated contact. WHAT: Message dates, boundary statement, continued contact, gifts, and work impact. WHEN: Promptly. WHERE: Secure reporting channel. WHY: Review the repeated conduct and provide support.

Follow-up and accountability: Ask Priya about support preferences and potential contact arrangements without automatically moving or disadvantaging her. Any established corrective plan should define work-only communication and prohibit unwanted gifts or personal pursuit.

Debrief and next steps

Cases 3 and 4 • Suggested responses, not legal findings or investigation conclusions.

03 / “Please do not tell anyone.”

A manager should follow reporting duties under policy and applicable law. Do not agree to keep a concern off the record or investigate independently. Acknowledge the fear, record the account accurately, and explain who will receive it. No direct refusal is required before a concern can be raised.

5 W’s application: WHO: Designated HR/ethics contact outside the supervisor’s chain as needed. WHAT: Comments, invitations, implied benefits, dates, and relevant records. WHEN: Promptly under policy. WHERE: Restricted intake channel. WHY: Assess power-related concerns and support safe participation.

Follow-up and accountability: Identify who owns follow-up and how Diego can report changed treatment. Review scheduling and promotion decisions for consistency. Coaching, if later appropriate, cannot replace the organization’s assessment or necessary corrective action.

04 / The client celebration

Revenue and alcohol do not excuse misconduct. Prioritize a safe exit and practical support. The account lead should escalate through the organization’s process; do not make Taylor negotiate alone with the client. A work-related event can raise workplace concerns outside the office.

5 W’s application: WHO: Designated HR contact and responsible business leader. WHAT: Observations, contact, words, witnesses, and the lead’s response. WHEN: Immediate safety action, then prompt reporting. WHERE: Private channel after leaving the setting. WHY: Address third-party risk and protect team members.

Follow-up and accountability: Consider appropriate client-contact arrangements with Taylor’s input. Preserve access to commissions, assignments, and opportunities. Clarify expectations with the client through authorized leadership; any findings should inform proportionate action.

Debrief and next steps

Cases 5 and 6 • Suggested responses, not legal findings or investigation conclusions.

05 / A boundary dismissed

Treat the described targeted conduct as a serious concern. Leslie's identity is not the subject of a group debate. Report specific behavior and the supervisor's response, and avoid unnecessary disclosure of personal information. The legal assessment belongs with the appropriate reviewers.

5 W's application: WHO: An alternate designated HR/ethics contact. WHAT: Witnessed words/actions, dates, locations, and the response to the report. WHEN: Promptly. WHERE: A private reporting channel. WHY: Assess targeted conduct and restore professional expectations.

Follow-up and accountability: Follow up privately about access to shared spaces and any changed treatment. If misconduct is established, set clear conduct expectations and supervisor accountability. Do not require Leslie to educate coworkers, accept an apology, or participate in trust-repair meetings.

06 / The pay "fix"

Similar titles alone do not establish an Equal Pay Act violation; actual work and any lawful basis for differences matter. Under the EPA, an unlawful sex-based wage gap cannot be corrected by lowering the higher wage. Escalate the pay change for qualified review rather than proposing an amount without records.

5 W's application: WHO: HR/compensation or an alternate designated contact. WHAT: Roles, actual duties, rates if known, offer records, and the manager's actions. WHEN: Promptly. WHERE: A secure compensation-review channel. WHY: Evaluate the disparity and the response fairly.

Follow-up and accountability: HR should review relevant records and appropriate remedies with qualified advice. Do not discourage lawful employee discussions of pay. Address blame and monitor subsequent treatment; no employee should be asked to withdraw a concern to restore harmony.

Debrief and next steps

Cases 7 and 8 • Suggested responses, not legal findings or investigation conclusions.

07 / The image everyone shared

Do not forward harmful material merely to demonstrate concern. Preserve relevant records already lawfully accessible and follow secure evidence instructions; do not access others' accounts. Report platform, group, time, and known participants without speculation about the creator.

5 W's application: WHO: Designated HR/ethics contact, with authorized IT support as needed. WHAT: Description, chat/platform, timing, and firsthand observations. WHEN: Promptly. WHERE: Approved secure channel. WHY: Stop circulation and enable review without increasing exposure.

Follow-up and accountability: Coordinate evidence preservation before routine deletion requests. An authorized person should contact Jules privately. If misconduct is established, address creation, forwarding, and supervisory failures separately. Avoid public apologies that identify Jules or reproduce the image.

08 / Opportunity with a condition

The implied exchange and later assignment change warrant prompt escalation and impartial review. Do not treat Casey's vague response as consent. Document chronology and retain relevant messages and performance records already lawfully available. Record the peer's statement as secondhand information.

5 W's application: WHO: Alternate HR/ethics contact or another designated independent route. WHAT: Exact statements, invitation, work decisions, dates, and records. WHEN: Promptly. WHERE: Secure channel outside the director's control. WHY: Assess coercion concerns and employment decisions.

Follow-up and accountability: Assign a reviewer without a conflict of interest. Monitor promotion, bonus, and assignment decisions. Do not promise a promotion or an investigation outcome. If findings support remediation, define observable boundaries and accountability alongside organizational corrective action.

TRANSFER TO THE WORKPLACE

Turn insight into behavior

Use this reflection after the case discussion and again at a later check-in.

A simple learning review

For each skill, mark **Needs practice**, **Developing**, or **Ready to apply**. This is a learning check, not a validated assessment or compliance certification.

I can separate observed facts from assumptions and secondhand details.

I can identify both a primary and an alternate reporting channel.

I can prepare a report without waiting for complete proof.

I can respond supportively without promising complete confidentiality.

I can identify follow-up concerns without presuming an outcome.

FACILITATOR LISTENING GUIDE

A strong response names specific conduct, uses an appropriate channel, respects privacy, identifies support needs, and assigns a next step. Revisit responses that blame the reporter, demand confrontation, promise secrecy, spread details, or decide guilt from a short scenario.

My next action, owner, and completion date

For remediation work: Use findings and role expectations to set observable behaviors and review dates. Participation alone is not evidence of sustained change. Repair should not require forgiveness, reconciliation, or contact that another person does not want.

REFERENCES AND RESPONSIBLE USE

A resource for practice

Prepared for Peagram Consulting • October 2026

Source materials and scope

Adapted from the supplied Peagram Consulting handout, “5W’s of Reporting Workplace Harassment,” and the 20 prompts in “Scenarios.” Eight prompts are expanded into fictional cases; twelve appear as shorter exercises. Added details are illustrative, not records of actual events.

This workbook supports education and discussion. It is not legal advice, an investigation protocol, a substitute for organizational policy, or a guarantee of compliance. Legal coverage and outcomes depend on facts and jurisdiction. Use qualified HR/legal review for actual decisions.

U.S. Equal Employment Opportunity Commission

[Harassment](#)

[Reporting concerns: what to do](#)

[Employer policy checklist](#)

[Reporting systems and investigations checklist](#)

[Equal pay and compensation](#)

[Pregnancy discrimination](#)

[Age discrimination](#)

Links checked October 2026. Contact the relevant agency promptly about external reporting options and deadlines; federal employees have a distinct process. Do not assume an internal complaint extends an external filing deadline.

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