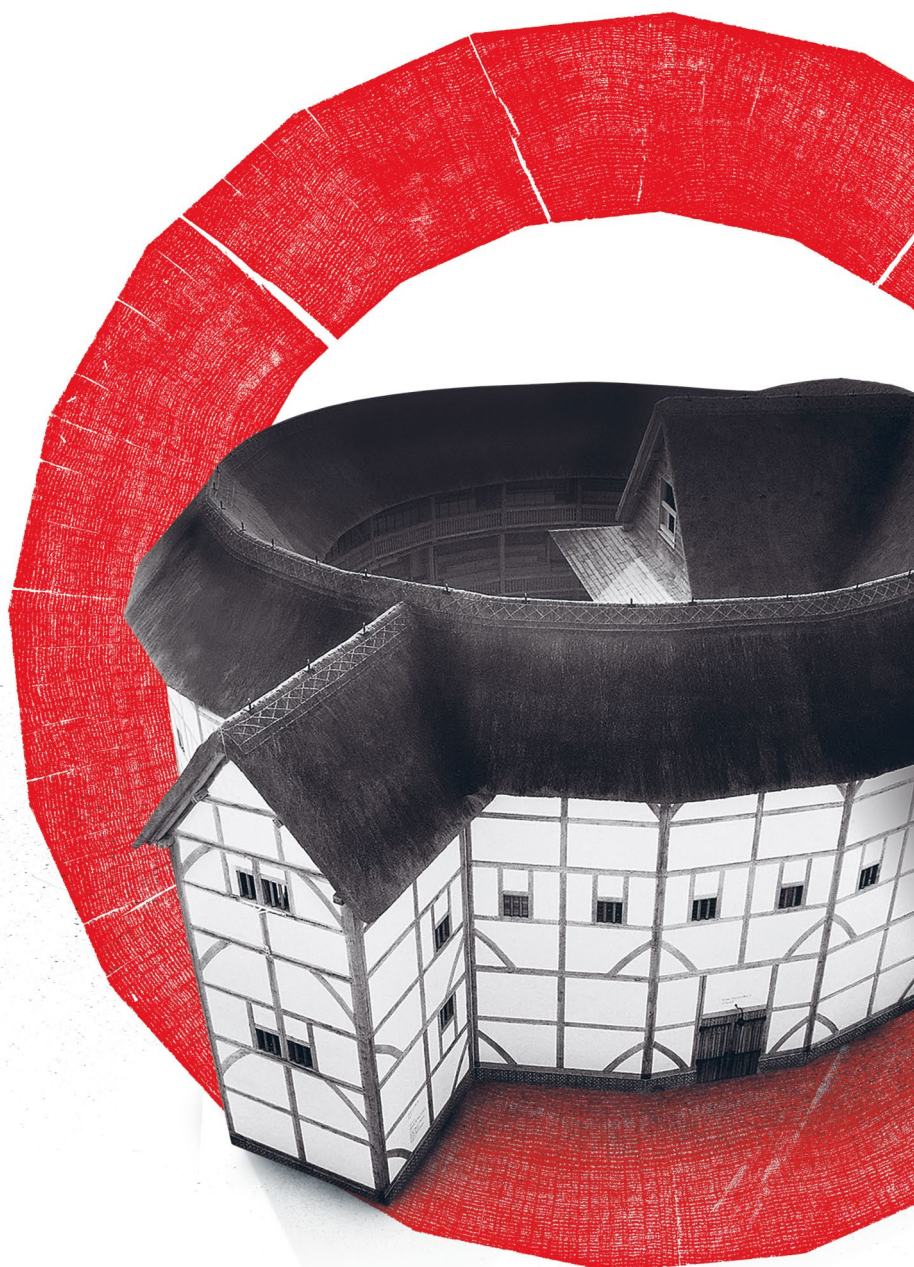


# GUIDANCE FOR HIGHER EDUCATION FACULTY.

Faculty Handbook

**SHAKESPEARE'S  
GLOBE**



## About the Handbook

This handbook provides you with practical information about how Higher Education courses run and what is expected of you as a Higher Education Faculty Member, as well as what resources are available to you and how to request them.

We recognise that there is a lot of information in this booklet. Most, if not all, will also be communicated to you when relevant for courses. Please let us know if there is any support you need in fully accessing this information.

## Key Contacts

The easiest way to contact the Higher Education team is via email. You can reach us at [higher.education@shakespearesglobe.com](mailto:higher.education@shakespearesglobe.com).

Additionally, please ensure you always have these phone numbers with you when teaching onsite:

<b>Higher Education</b>	<b>020 7902 1464</b>
<b>Globe Studios Reception</b>	<b>020 7902 1488</b>
<b>Stage Door</b>	<b>020 7902 1400</b>

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# 1. Welcome and Introduction

## 1.1 About Shakespeare's Globe

### Our Cause

We celebrate Shakespeare's transformative impact on the world by conducting a radical theatrical experiment. Inspired and informed by the unique historic playing conditions of two beautiful iconic theatres, our diverse programme of work harnesses the power of performance, cultivates intellectual curiosity and excites learning to make Shakespeare accessible for all.

### Our Brand



## 1.2 About Education at Shakespeare's Globe

### 1.2.1 Background

Education is at the heart of Shakespeare's Globe. We run a year-round programme of activities comprised of three main areas: Learning, Higher Education, and Research. These areas are supported by our Producing team who oversee the operations of the department and lead on Education partnerships and our public Family Events. The department is one of the largest Education departments in an arts organisation in the UK, currently employing over 30 full-time staff and a team of 80 freelance practitioners and consultants.

Students take part in Education activities on site, online, or through outreach programmes. These include half-day workshops for primary, secondary and university groups, semester and year-long courses for undergraduate and graduate students, summer schools, training programmes for teachers, and devised one term and one-year projects for schools in Southwark. The annual *Playing Shakespeare with Deutsche Bank* production is created especially for young people with 21,000 free tickets given to London schools.

## 1.3 About Higher Education at Shakespeare's Globe

### 1.3.1 Higher Education

The Higher Education team engages with students from a wide variety of disciplines through a portfolio of programmes ranging in duration from one-off workshops to a full academic year. We also deliver occasional courses for professional theatre makers as part of our Studio programming.

We work from undergraduate to postdoctoral level, engaging with student groups from across the globe. Students work with us throughout the academic year – courses are programmed termly for visiting conservatories and universities.

Our conservatory and university strands both seek to demonstrate the historical and current value of Shakespeare's plays through an examination of the playhouses' architectural conditions, language, space, the materials of theatre practice, and the unique relationship between the actors and audiences at the Globe.

#### 1.3.1.1 Conservatory Training

Higher Education offers specialist training for students of the performing arts. Each of our conservatory programmes is bespoke, designed to suit the learning needs and objectives of students and their institution whilst working closely with the Globe's practice and stages.

Students are provided with specialist core-training – including Acting, Voice, and Movement – whilst refining their knowledge of Shakespeare’s texts. Students often engage in other practical classes such as Stage Combat, Western European Historical Dance, and Singing. These practical sessions, alongside seminar-led sessions, aim to contextualise the actor, audience, and architectural relationships within our theatres, as well as the historical context of Early Modern culture.

Conservatories may visit for day workshops or stay with us for longer bespoke training programmes. The latter vary in length from intensives to a dual semester programme.

### **1.3.1.2 University Courses**

Students on our university courses should come to an understanding of the importance of:

- The Globe Theatre
- Shakespearean theatre history
- Contemporary Shakespearean performance

Students will develop their understanding of the texts of Shakespeare by:

- Watching Globe productions and gaining an understanding of the creative processes behind them.
- Connecting directly with the processes of theatre practice by participating in workshops and performing in scenes.

Most students engage in practical work to explore innovative ways of performing within the theatre space. It is our aim that each student undertakes a journey of discovery through theoretical and practical work in the two playhouses.

Our flagship course in this strand is our [Shakespeare Studies MA](#) in collaboration with King’s College London.

### **1.3.1.3 Single Day Workshops**

We have three sessions we offer as single day workshops. These can be booked solo or in combination with one another. The Course Information Sheet will inform you if your workshop/lecture has been booked in conjunction with another session.

Full descriptions of each session can be found on the next page.

### ***Understanding the Theatre Spaces***

This lecture should provide the social and historical context for Early Modern theatres. It should introduce students to the unique and historically evocative architecture of the 1599 Globe Theatre, its twentieth-century reconstruction, and the Sam Wanamaker Playhouse. The session should also discuss theatre architecture as a shaping influence in the creation of Renaissance drama.

This lecture also almost always features as the first session for university and conservatory training programmes.

### ***Globe Performance Practice***

This workshop should focus on approaches to performing in the Globe Theatre. Students should have the chance to explore the unique actor-audience relationship found in the amphitheatre, and how this impacts upon our understanding of Shakespeare's texts. They should have the opportunity to work collaboratively with their peers, and our faculty, to practically explore the unique playing conditions this space offers.

### ***Text and Language***

This workshop should focus on Shakespeare's text and language and how it relates to our unique playhouses. The session should introduce students to the basics of verse and prose, while also exploring practically Shakespeare's use of rhetoric, imagery, metaphor, and sound. Students should have the opportunity to analyse and question Shakespeare's works, as well as developing helpful tools to unbridle meaning and understanding from complex text.

## **1.3.2 Research**

The Research team at Shakespeare's Globe produce and facilitate world-leading research into Shakespeare's works in his own time and our own. Globe Research shares its discoveries with Globe Theatre practitioners and educators to inform the Globe's performance practice. Equally, the discoveries of performers and spectators feed into the work of the academic team to further our understanding of the unique performance conditions of our two playhouses.

The specialities of the Research team currently include theatre history and Shakespearean stagecraft; Shakespeare and antiracism; premodern critical race studies; Shakespeare and sexuality; Shakespeare and disability studies; and Early Modern cultural history.

The Research team have a broad publication profile, including books for the general reader as well as academic articles and monographs. Globe Researchers appear on radio, television and online, and write for newspapers and blogs. The team runs seminars, conferences and practical experiments that advance our knowledge of Shakespearean drama.



The Research team supports Globe and SWP productions; the Exhibition and Tour; and Education activities. It oversees major research projects with partners in the UK and around the world. Globe Research has largely been responsible for the research in the UK over the past 25 years into theatre architecture of the 16th and 17th centuries.

## 2. Guidance for Faculty

### 2.1 Course Logistics

#### 2.1.1 Company Manager

Each programme that you teach on will be assigned a Company Manager from the Higher Education team. They will be your main point of contact for the duration of the course. Please take your queries regarding the course to them first and foremost.

The role of Company Manager is to provide a constant point of contact for the course's Faculty and students and to ensure the smooth daily running of all sessions. However, please do not feel that you cannot speak to other members of the team when teaching with us.

Please note: the Company Manager is not expected to answer queries about the allocation of freelance work, decisions behind the schedule or content of the course, personnel matters, or requested alterations to sessions. Please direct these enquiries to Higher Education Management.

#### 2.1.2 Security Pass

Your photo security badge **must be worn in a visible place** whenever you are onsite. Please be prepared to be challenged by our security if you are not wearing it.

This pass also acts as a key which (when touched on the black security pads of relevant doorways) permits access to the First Floor Office, Globe Studios, and any workshop/seminar rooms.

SGT requires all Faculty to comply with Health and Safety regulations by using your security pass to beep in and out of the main site (via Stage Door) and Globe Studios (via Reception). These digital records are used to monitor who is on site in the event of an emergency evacuation.

Please bear in mind:

- If you forget your staff pass, you can sign out a day pass at Stage Door.
- If you lose your staff pass, please report this to the Higher Education team immediately as this is a security matter.

Finally, your staff pass will secure you a 25% discount in all Swan catering outlets on site including The Swan, Foyer Café, and Crosby & Hope, as well as 10% in the shop.

## 2.2 Delivering Your Sessions

### 2.2.1 Using Our Spaces

'Spaces' refers to lecture, seminar, and workshop rooms on the Globe's main site at New Globe Walk and at the Globe's Education and Rehearsal Studios on Bear Gardens. Please see the Guide to Our Spaces on the Faculty Hub for full details on these spaces and their facilities.

#### 2.2.1.1 Access to Spaces

Higher Education have priority access to these spaces at set times. Much of our contact time is therefore in the early morning or late afternoon and evening.

It is vital that every session takes place in the space scheduled, runs to time, and ends promptly. Workshops which overrun without prior authorisation may jeopardise the quality of the experience for other Education groups and the welfare of participating students.

**Faculty should never enter a space before they have been met by a member of the HE team.** They should instead be at the meeting point for their class 10 minutes prior to the start of each class.

For classes on main site, this is the main foyer. For classes at Globe Studios, this is the reception.

#### 2.2.1.2 Allocation of Spaces

The Higher Education team reserves spaces that are appropriate to the nature of the session. We take into consideration any special requirements of Faculty and/or students.

Room allocations may change at short notice. We will try to give as much notice as possible.

#### 2.2.1.3 Stage Time

Stage time is allocated specifically to each group and is paid for by the institution. You must **always use stage time that has been booked for your group(s)**. If you feel you require more (or less) stage access, please contact your Company Manager.

Please ensure that you have read the relevant User Guide for the stage you are using in advance of any stage time. These are available on the Faculty Hub.

A full Health & Safety briefing will be delivered to the students by a member of the Higher Education team in their first stage session. Please allow time for this in your session planning.

#### **2.2.1.4 Working Out of Hours**

Globe Studios automatically locks down at 10pm. This means that it is not possible to enter or exit the building after this time, even with a security pass.

Any sessions scheduled to run after this time will have been approved by Building Operations and this lockdown time extended to allow your exit from the Globe Studios. For these sessions especially, please ensure a prompt finish.

The Globe Studios Reception is manned by Security whenever Education have activity in the building. Stage Door is staffed 24 hours a day, 7 days a week.

Please familiarise yourself with the out of hours emergency procedures on the Faculty Hub. You can also find these on any Course Information Sheet.

#### **2.2.2 Resources**

##### **2.2.2.1 Session Resources**

All requests for session resources must reach the Higher Education team **at least one working day** before they are required, otherwise they cannot be guaranteed. Requested resources will be brought to the working space ahead of your session.

Examples of session resources include:

- Handouts
- Rehearsal resources – for example:
  - Pens
  - Paper
  - Whiteboard
  - Yoga mats
- Technical equipment – for example:
  - Visual equipment (including if you have a PowerPoint):
    - Projector
    - DVD player
    - Laptop
  - Audio equipment (including if your PowerPoint requires sound):
    - Speaker
    - CD player
    - AUX cord/jack
  - Laser pointers

We also have limited access to props and musical instruments for bespoke courses. Please see the **Scenes Resources** section of Final Scenes for guidance on requesting these.

There will be enough chairs in a space should you require these for your work with a group. Please ask the students to put out their own chairs and remind them to stack them away at the end of a session (on the black chair stackers if available).

It is the responsibility of students and practitioners to clear the room at the end of a session. Chairs must be stacked and litter in bins. Please ensure that you and students take away any handouts used in your sessions.

Any additional resources should be returned to the Higher Education team (within regular hours) or stored safely in your session space (working out of hours).

### **2.2.2.2 Computing Resources**

There is free Wi-Fi throughout both Globe sites. Please connect to SGT, using the password **shakespeare** (all lower case).

If you wish to use a photocopier, please ask a member of the Education team to assist you, as this requires a computer login.

### **2.2.3 Final Scenes Presentations**

#### **2.2.3.1 Managing Expectations**

We remind all groups studying with us that the rehearsal process building towards their Final Scenes Presentation is more important than the presentation itself.

The presentations are an opportunity to celebrate and share the discoveries students have made whilst exploring Globe Performance Practice and/or Indoor Playing throughout the course. It's helpful for Scene and Course Directors to reinforce this throughout the rehearsal process.

#### **2.2.3.2 Performance Style**

It is important that there is an emphasis on the ensemble in presentations with students being given equal parts. The Higher Education team will line count the submitted scripts and castings and request amends if it is felt that a student does not have a big enough part.

It is not essential that students present an edited version of the full play. Directors may edit the text however they see fit; this may take the form of a selection of individual scenes, follow just one character's story or one subplot, etc.

### **2.2.3.3 Scenes Resources**

The focus of presentations is on students' physical and textual exploration of Shakespeare's work. All presentations should therefore aim to avoid using props or costume. If you feel these are essential, please consult your Company Manager and bear in mind the following:

- a. Props should be minimal and must be referred to directly in the text.
- b. Weapons are permitted as props, but must not be used in stage combat. A stylised fight with no contact or proximity to the armed student may be allowed on a case-by-case basis, subject to discussion with HE management.
- c. Clothing should only be indicative items from the students' own wardrobes.
- d. Students must not purchase anything for use in their presentation.
- e. The use of recorded sound or lighting is strictly prohibited.

### **2.2.3.4 Logistics**

The course's Company Manager will liaise with you directly regarding the logistics of your Final Scenes Presentation. You will be asked to complete a questionnaire in advance of the sharing. This will enable the Higher Education Team to plan for the sharing itself and to brief our colleagues in Front of House, where necessary. Please complete this as soon as possible and return it with your casting.

Please note that we do not permit Final Scenes Presentations to be filmed or photographed without the express written permission of SGT.

We will manage all ticketing enquiries from students so please direct any queries to [higher.education@shakespearesglobe.com](mailto:higher.education@shakespearesglobe.com).

### **2.2.4 Open Classes**

Faculty teaching practical sessions on certain courses may be offered the opportunity to deliver an open class. Open classes provide a culmination for students' core skills work and take the form of a workshop-style sharing and the opportunity to reflect on work undertaken.

Students are not expected to share a polished presentation of work – although members of the Higher Education team will attend, this is to celebrate the students' achievements rather than to provide a formal audience.

Faculty are not obliged to deliver an open class and these will not appear on student schedules. We request that you advise the Higher Education Managers well in advance if you feel it would be of benefit to the students, in order for us to ensure members of the team can be present.

## 3. Legal & Policies

### 3.1 Allocation of Freelance Work

Faculty are selected for each individual course or workshop by Higher Education Management, allocating a suitable practitioner for each discipline who meets the group's needs.

This is usually allocated ahead of each term for our longer courses, with offers going out a minimum of a month before course start dates. Shorter courses and one-off workshops may be offered on a more ad-hoc basis, though we aim to work to the same timescales when offering.

We are committed to providing equal opportunities for all Faculty and as such do not offer the same courses to the same Faculty year-on-year. We try to balance the available work between all Faculty, however due to the cyclical nature of courses there may be periods of time where work is sporadic and far between.

#### 3.1.1 The Offer and Acceptance of Freelance Bookings

Offers of work will be sent to you in writing by a member of the Higher Education team. This will include:

- a. A 'Course Information Sheet' which gives a thorough overview of the course your sessions would contribute to.
- b. Dates, times, and locations of sessions.
- c. The fees being offered for taught sessions.
- d. Any other applicable fees – e.g. for planning, evaluation, assessment, or other related commitments.

We ask for confirmation or rejection of an offer within 2 working days. Where this is not possible, please acknowledge the offer with an indication of when you would be able to confirm.

We aim to offer work on a termly basis (Autumn, Spring, and Summer), although some offers are at shorter notice.

SGT regards a verbal or emailed acceptance of a booking as a contract between Higher Education and the Faculty Member.

In accepting an offer of work, practitioners are confirming that it is possible to deliver what has been asked in the time that has been allocated and that they are accepting the fee sent in their offer.

It will not be possible to allocate extra time to courses except in the case of medical interruptions, staffing disruption, or other changes in circumstances which are beyond our control.

### **3.1.2 Cancellation and Rescheduling**

SGT reserves the right to cancel any Faculty booking, giving a minimum of one working day as notice.

If you are unable to teach a session, please inform your Company Manager at least one working day in advance (unless you are ill or in the case of an emergency) so that alternative arrangements can be made.

If a Faculty Member needs to withdraw from a booking at short notice due to sickness, they should notify the Higher Education Manager at the earliest opportunity. Faculty are not permitted to exchange sessions with other freelancers.

Full details of how cancellation & rescheduling works can be found on the Faculty Hub.

## **3.2 Faculty Development**

### **3.2.1 Evaluation**

An evaluation system is in place which has been designed to provide Faculty with constructive feedback on their teaching practice.

Faculty evaluations will take the form of observations, post-observation feedback, and written reports summarising the results of the evaluative process. These are conducted by selected Globe Staff or selected Higher Education Freelancers, who have been deemed qualified and suitable to do so. You will be informed of an observation (and its nature) in advance.

Higher Education Faculty may, at the discretion of Higher Education Management, be observed by other practitioners or visitors to demonstrate Globe practice. We will always endeavor to notify practitioners of any such observation in advance of the session. In this instance, the work of individual members of Higher Education Faculty will not be formally assessed.

All students on long courses provide written feedback on their experience at the Globe and comment on Faculty-led sessions. These will be fed back to Faculty at the end of each course and may be used to highlight areas of development.

Faculty are invited to attend sessions led by other faculty when teaching on a long course (if permitted by Higher Education Management and the delivering Faculty member).



### 3.2.2 Training

We will provide specific training and enrichment opportunities where possible. Attendance will be paid. Many helpful resources can also be found in the Faculty Hub.

### 3.3 Code of Conduct

All Higher Education Faculty Members are asked to abide by our code of conduct policy.

1. Instructors are asked to avoid:
  - a. Dishonest or unethical behavior in their own teaching, practice, or research.
  - b. Sexual harassment of other colleagues and students.
  - c. Speaking offensively or maliciously to colleagues, staff, and the students. This includes use of racist, ableist, sexist, or homophobic language.
  - d. The neglect of Higher Education-related duties, and responsibilities.
2. This policy will be applied with due respect for the SGT's commitment to the equality of opportunity, human dignity, diversity, and academic and artistic freedom.
3. Any offers of freelance work made to Higher Education Faculty by another institution as a result of works delivered for Higher Education must be directed to the Higher Education Management.
4. All Faculty Members are representatives of SGT and should always conduct themselves in a professional manner. Each practitioner should familiarise themselves with Higher Education's current programmes and projects, as well as ensuring they understand the overall philosophy and ethos of the Education department and work to support this.
5. Our Higher Education business is sustained by the unique practices developed through working in the Sam Wanamaker Playhouse and the Globe Theatre. The site specificity of our work is our unique selling point. Faculty acquire a set of knowledge at the Globe specific to these conditions and we ask for your help in ensuring that this Globe product is not replicated elsewhere. Please be mindful as to how to separate your Globe-specific teaching to other teaching when working elsewhere.
6. If Faculty wish to bring groups that they teach elsewhere to study at Shakespeare's Globe, they must book through Higher Education Management. Accommodation cannot be made available for groups who are not participating in a Higher Education workshop/lecture.

### **3.4 Health and Safety Responsibility**

Faculty should adhere to instructions from the Buildings Operations team regarding Health and Safety policies and procedures. In accordance with the Health and Safety at Work Act 1974, all Faculty have a duty to:

- a. Take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions at work.
- b. Co-operate with their employer so far as is necessary to enable any duty or requirement imposed on their employer or any other person by or under any of the relevant statutory provisions to be performed or complied with.
- c. Not intentionally or recklessly interfere with or misuse any equipment, tools or machinery provided in the interests of health, safety and welfare.

### **3.5 Safeguarding**

Faculty should adhere to all aspects of our Safeguarding policy, which can be found on our website: <https://www.shakespearesglobe.com/policies/safeguarding-policy/>

We also have Faculty-specific guidance below and available on the Faculty Hub.

#### **3.5.1 Onsite Communication with Students**

Faculty should avoid touching students at all times. If this is necessary, ensure you have explained the reason and gained explicit consent from the student before proceeding.

Faculty should ensure they are never alone in a space with a student unless it is 1:1 time scheduled by the Higher Education team. If you need to have a private conversation with a student, please move the conversation into a public space (e.g. into the reception or foyer).

In accordance with our Code of Conduct, Faculty are not to speak offensively or maliciously to students.

#### **3.5.2 Online and Outside of Courses**

It is forbidden for any Faculty to exchange personal email addresses or telephone numbers, or to connect on social media with our students. Faculty should ensure that their own account settings on social networking sites are set to private/friends only/protected.

Faculty should ensure they are never alone in an online space with a student unless it is 1:1 time scheduled by the Higher Education team. All communication must be

channelled through the Higher Education team. Any course-specific communication should go via your Company Manager.

If you need to contact a student outside the framework provided by these guidelines, please speak to the Higher Education Management.

### **3.5.3 Bullying & Harassment**

It is the Globe's policy to make every effort to provide a working and learning environment free from harassment and intimidation. The Globe considers such behaviour to be unacceptable and will not permit, condone, or tolerate harassment or bullying of any kind. Bullying or harassment whether intentional or unintentional, is unacceptable.

**Harassment** related to any of the [protected characteristics](#) is prohibited. Harassment is unwanted conduct that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment. This can be of a verbal, non-verbal, or physical nature which is unwanted, unsolicited, and personally offensive to the recipient, irrespective of the intentions of the offender.

**Victimisation** is when an individual is given less favourable treatment than others in the same circumstances. This may be because they have made allegations or complaints of discrimination/harassment or supported someone else's complaint.

**Bullying** means offensive, intimidating, malicious or insulting behaviour, or abuse of power or authority, which attempts to undermine an individual or group of people and which may cause them stress or distress.

### **3.6 Termination of Employment**

We expect all Faculty to adhere to the expectations and procedures set out in this Handbook, and our Teaching Principles document. If we believe that Faculty are not acting in line with these requirements, or we receive feedback from students that raises concerns with a Faculty Member's teaching, we will in the first instance arrange a meeting with the Faculty Member to discuss any concerns.

If there are repeated breaches of these obligations after the initial discussion, or an initial serious violation, we reserve the right to terminate your engagement as a Higher Education Faculty Member.

Faculty may also notify the Higher Education Management team at any time if they no longer wish to work at the Globe.

### **3.6.1 Post-Termination Obligations**

Upon termination of your engagement with Higher Education, you will immediately return any equipment in your possession or under your control which belongs to SGT. You will also irretrievably delete any information relating to the business of SGT stored on any computer disk or memory outside the premises of SGT which is in your possession or under your control.

After the termination of the engagement, you will not either personally or by any agent directly or indirectly represent yourself as being in any way connected to SGT.