

Building respect

Step 1. Creating a positive culture

Discussions to build a positive culture
and to raise awareness of inappropriate
behaviour and its impact, in your team

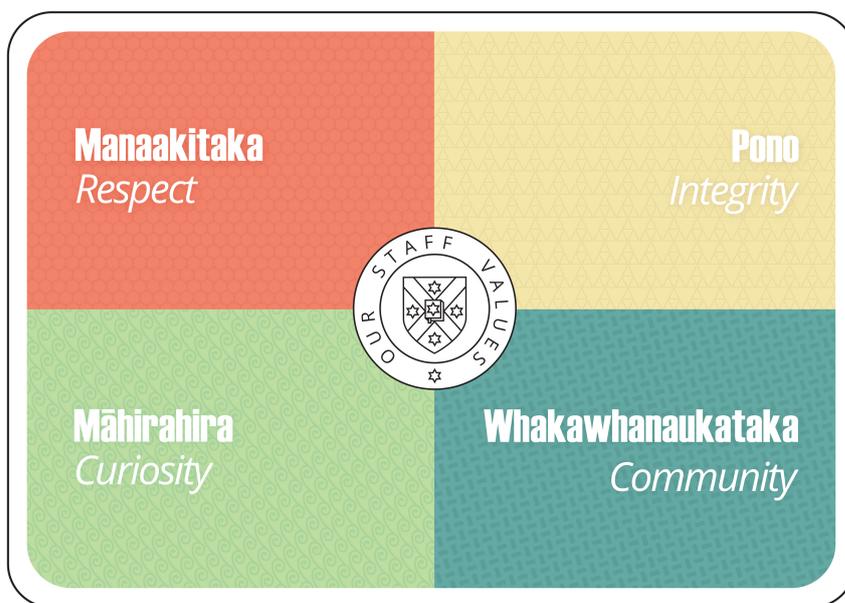
1. Creating a positive culture in your team

Our values

When we put values at the heart of all we do, it improves teamwork, experience and outcomes.

We have heard from over 3,500 staff and students across our University, inspiring us to develop our values and behaviours.

These underpin and help create a positive, inclusive culture that supports people to be more effective at work and enhances staff wellbeing.



About this guide. Step 1 – Creating a positive culture in your team

This guide contains a series of discussion prompts to review and agree to different aspects of your team’s culture.

It will help your team to identify the environment, behaviours and actions you can take as a team to build a positive culture, and to tackle and prevent inappropriate behaviour. Ensure these discussions are respectful and safe for everyone.

It’s beneficial to review your team’s approach regularly, not just when behavioural issues have been raised.

There may be behavioural problems with colleagues outside of your team. Look at the ‘Our approach, our options’ guide or get support using the contact list on the last page of this guide.

Creating a positive culture in your team

p3	What do our values mean to you as a team?
p4	More good days: building a positive culture together
p6	Fewer bad days: identifying behaviours that get in the way
p8	The impact of poor behaviour on safety and teamwork
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p14	Little things that can make a big difference to team culture

Creating a positive culture in your team

Discussion: build your own definition of team values in your team, and talk about how you will demonstrate these values in your day-to-day work

What do **our values** mean to us?

For colleagues

For students

How do we show
OUR VALUES?

For the University

For myself

2. Creating more good days at work

This graphic shows what typically makes a good day for staff at our University. People were asked to remember a recent, memorable good day, when they were able to deliver the quality of work they aspire to and identify the key driver of that. The bigger the box, the more often that theme was identified as the key driver of a good day.

Discussion: What makes for a good day at work in your team, when you are able to deliver the quality of work you aspire to?

- What do you already do to build a positive team culture?
- To what extent do the themes in your team reflect the themes below?
- What could you do differently as a team to have more good days at work?



'What makes a good day at work for you' In Our Shoes = 845



Appreciating the behaviours you want to see more of:

- Creates more engaged teams
- Drives performance

...because when you thank others for specific actions, they will do them again.

Discussion: Which of these positive actions could you take as a team?

- Be appreciative of each others' efforts (see ABC of appreciation on opposite page)
- Aim to live up to our shared values everyday
- Talk about the importance of our shared values with new team members as they join
- Remember that kindness and civility builds strong teams
- Neuroscience has shown positive attitudes and behaviours trigger the brain to improve productivity, teamwork and health and wellbeing. What could your team do to have a more consistent positive attitude?

Your team actions:

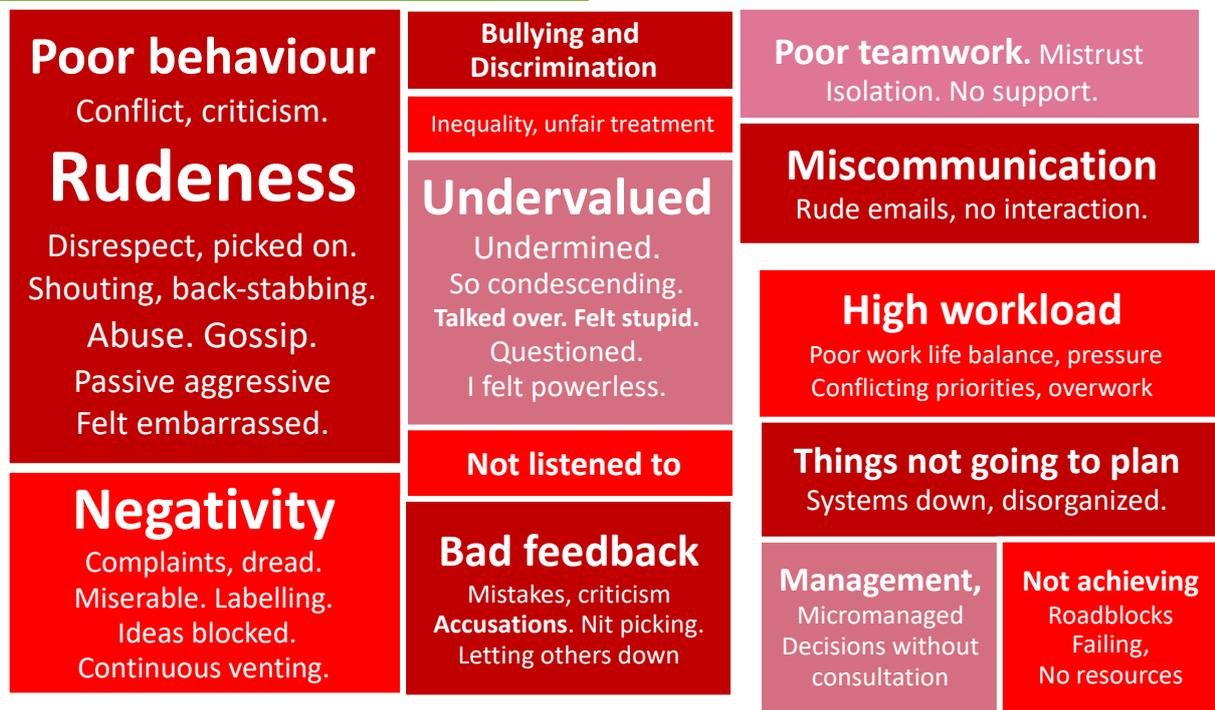
3. Finding ways to have fewer bad days

This graphic shows what typically makes a bad day for staff at our University. People were asked to remember a recent, memorable bad day at work when they were unable to deliver the quality of work they aspire to and identify the key driver of that. The bigger the box, the more often that theme was identified as a key driver of a bad day.

Discussion: What makes for a bad day at work in your team, when you are not able

to deliver the quality you aspire to?

- To what extent do the themes in your team reflect the themes below?
- There may be things outside of your control that contribute to your bad days at work – what are these? Who could you talk to about them?
- What is in your sphere of influence that you could do differently so that as a team you have fewer bad days?



'What makes a good day at work for you' In Our Shoes = 845

BUILD is our approach to speaking up. It allows us to have critical conversations without being critical, to understand the impact of our behaviours but get past what isn't working into a discussion about what would work better instead. You can find out more about BUILD and improve your feedback skills

- Guide for Step 3 – Direct Feedback
- Helpful e-learning is also available

Discussion: Which of these actions could you take as a team?

- Identify the behaviours that you don't want to see in your team
- Acknowledge that we are all human and get it wrong sometimes
- Support each other to change by giving constructive feedback in a respectful way
- View constructive feedback as an opportunity to learn
- Show compassion and empathy towards colleagues at moments where pressure or stress may be impacting on their behaviour
- Look after people's wellbeing – and our own – notice if people appear to be struggling

Your team actions:

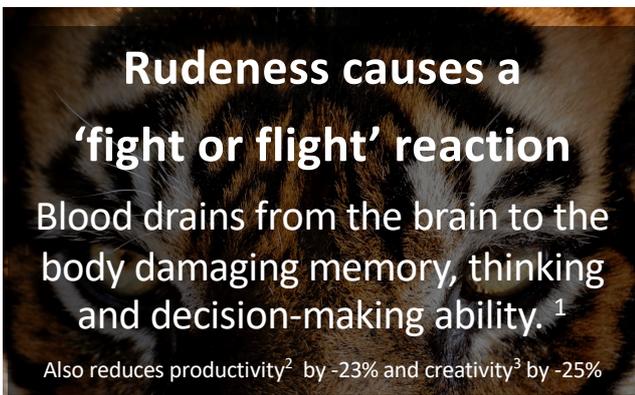
4. The impact of ‘incivility’ on safety and quality

There is overwhelming evidence that rudeness, inappropriate behaviour and bullying impact significantly on the individual and on the organisation.

These behaviours have real and serious impacts not only on the **physical and psychological wellbeing** of the person

experiencing the behaviour, but also on the **performance of the organisation**.

Bullying behaviours are repeated over time but one-off acts of inappropriate behaviour are still harmful. Studies show ‘incivility’ at work makes errors and mistakes more likely.



Evidenced impact of incivility and rudeness

This impacts cognitive function significantly, making errors and mistakes more likely. ⁵

A study of Neonatal ICU teams, showed that incivility in a clinical setting resulted in significantly more errors of diagnosis and mistakes in execution of clinical procedures (Pediatrics, 2015) . ⁶

Discussion: Where have you seen incivility harm your team?

The impacts of bullying

When inappropriate behaviour is repeated over time, it can become bullying.

Our definition of bullying is behaviour that harms or undermines, and that is repeated over time. While the person behaving this way may not be aware of the impact, we do have a responsibility to let them know.

Inappropriate, rude or other poor

behaviours which are experienced as a one off, while not bullying, are not appropriate as they can harm colleagues.

Sometimes you may experience behaviours that you don't like, but which are appropriate, for example when a manager is supporting someone in a respectful way to perform to the agreed level for their role.

The health effects of bullying

82.7%	Anticipation of next negative event
79.6%	Overwhelming anxiety
76.7%	Sleep disruption (hard to begin/too little)
75.6%	Loss of concentration or memory
70.3%	Uncontrollable mood swings
66.3%	States of agitation or anger
63.7%	Pervasive sadness
60.9%	Heart palpitations
60.7%	Insomnia
59.6%	High blood pressure (hypertension)
58.7%	Obsession over personal circumstances
50.0%	Intrusive thoughts (flashbacks, nightmares)
49.8%	Loss of affect (flat emotional responses)
49.0%	Depression (diagnosed)
48.2%	Migraine headaches

% of people reporting symptoms during or after bullying episodes. ⁷

When people experience bullying:

- Lost **time**: 7 days more sickness absence ⁸
- Lost **motivation**: 48% reduced effort ⁹
- Lost **productivity**: down by 50 – 70% ¹⁰
- Lost **quality**: 50% worse on cognitive tests ¹¹
- Lost **resources**: 12 -29-72% left job ^{12/13/14}

People who have been bullied at work are twice as likely to have suicidal thoughts ¹⁵

29% contemplated suicide

16% developed a plan to end their lives

Separate study showed 50% of those who develop a plan attempt suicide, with a 3% success ratio ¹⁶

Discussion: What are your thoughts about these impacts of bullying?

5. Team discussion about inappropriate behaviour

What we do and how we do it are of equal importance. Bullying, harassment, rudeness and other inappropriate behaviours have no place in our organisation.

Just 'stepping into someone else's shoes' is one of the most powerful ways to build empathy and understanding. Empathy and understanding are an important first step to building strong and respectful relationships.

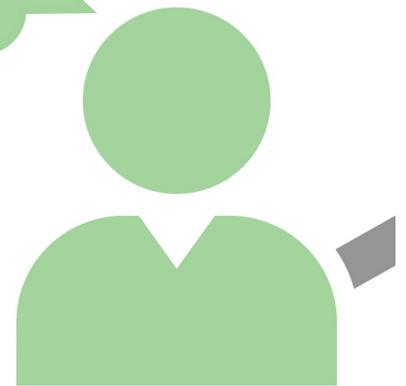
This exercise can be used in team meetings or training to explore the perspectives, experiences and impacts on everyone who may be involved in inappropriate behaviour.

Discussion: Provide a scenario of inappropriate behavior. Team members write down their thoughts. As a group, discuss the point of view of each participant in the scenario.

What's going on for them?
What might they be feeling?

1 Experiencing inappropriate behaviour

What can you do as a team to support them?



Talk about 'experiencing behaviour' rather than 'victim of behaviour' to describe people who have been on the receiving end of bullying.

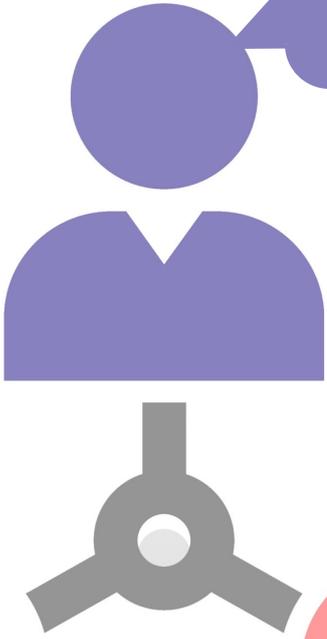
4. What is your learning? What can you do differently?

What's going on for them?
What might they be feeling?

What can you do as a team to support them?

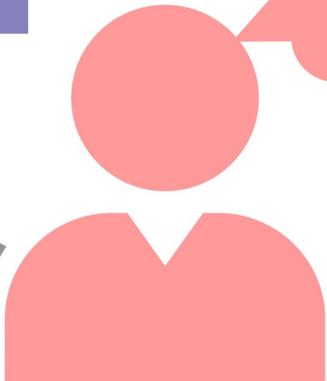
2 Displaying inappropriate behaviour

Don't talk about 'bullies', or label people as 'a bully'. Describe it as bullying behaviour



3 Witness to inappropriate behaviour

What's going on for them?
What might they be feeling?



It's vital that the witness acknowledges something has happened. The behaviour we walk past is behaviour we condone.

What can you do as a team to support them?

Our values and behaviours framework

These behaviours have been developed by thousands of staff and students, and guide how we act as individuals and teams, and how we lead, manage and make decisions.

		What we want to see	What we don't want to see
Manaakitaka Respect	PROMOTES EQUITY	<ul style="list-style-type: none"> Inclusive, treats people as individuals, celebrates differences Develops cultural competence and respects cultural needs 	<ul style="list-style-type: none"> Challenges, denies or ignores people's cultural or personal identity Displays racism, sexism or other forms of discrimination
	UNDERSTANDING	<ul style="list-style-type: none"> Develops empathy, shows interest in and consideration for others Respects and acknowledges others' views, beliefs, choices and feelings 	<ul style="list-style-type: none"> Dismissive, belittling, judging, talks down, patronising, stereotyping Doesn't consider the impact of their actions or decisions on others
	KINDNESS	<ul style="list-style-type: none"> Helpful, kind, willing, supportive of others, goes out of their way Compassionate and looking out for each other 	<ul style="list-style-type: none"> Rude, aggressive, abrupt, undermining, bullying or harassing Behaviour that harms other people's health or well-being
Pono Integrity	HONEST	<ul style="list-style-type: none"> Clear and transparent about their actions, decisions and reasons 	<ul style="list-style-type: none"> Makes decisions without consulting or talking with those affected
	TRUSTING	<ul style="list-style-type: none"> Believes in other people, gets to know people and their strengths 	<ul style="list-style-type: none"> Micro-manages, blames, displays favouritism, gossips about people
	ACCOUNTABLE	<ul style="list-style-type: none"> Accountable for their own actions, takes initiative, professional Clear about roles and responsibilities, sets reasonable goals 	<ul style="list-style-type: none"> Puts own interests first, displays a "not my job" attitude, unhelpful Undermines or sets people up to fail
Māhira Curiosity	OPEN	<ul style="list-style-type: none"> Inquisitive, questioning, learning, open to new ideas or approaches Approachable, welcomes people, their strengths and experience 	<ul style="list-style-type: none"> Imposes own ideas or biases, makes unfounded assumptions Closed, inflexible, arrogant, dismissive, unavailable
	POSITIVE	<ul style="list-style-type: none"> Brings a positive, enthusiastic attitude to work, smiles, laughter High aspirations, embraces change, tries to improve, finds solutions 	<ul style="list-style-type: none"> Unnecessarily grumpy, moaning or negative Accepts status quo, apathy, ambivalence, "good enough" attitude
	FEEDBACK	<ul style="list-style-type: none"> Actively seeks out feedback as a chance to learn and improve Gives feedback fairly where needed, even if it is difficult to give 	<ul style="list-style-type: none"> Rejects feedback, argues, criticises, blames Fails to give feedback so others can improve, "walks by" issues
Whakawhanakataka Community	ENGAGE	<ul style="list-style-type: none"> Listens, is present, actively engaged 	<ul style="list-style-type: none"> Does not listen, is absent, disengaged, self-focused
	COLLABORATE	<ul style="list-style-type: none"> Co-operative, collegial and seeks out input from other people Shares and communicates clearly, involves people in decisions 	<ul style="list-style-type: none"> Silo-working, isolates or excludes people, avoids collaboration Doesn't communicate or share knowledge, doesn't consult others
	ENCOURAGE	<ul style="list-style-type: none"> Ambitious for others to reach their potential, encouraging Notifies and appreciates people for their efforts so they feel valued 	<ul style="list-style-type: none"> Fails to recognise or ignores others' contributions or successes Takes credit without recognising others involved

Your team's expectations

Discussion: Talk about and agree on the behaviours that work for you as a team.

Defining the behaviours you want in the team makes it easier

	<i>Behaviours we want to see</i>	<i>Behaviours we don't want to see</i>
Manaakitaka <i>Respect</i>		
Pono <i>Integrity</i>		
Māhirahira <i>Curiosity</i>		
Whakawhanaukataka <i>Community</i>		

7. Little things that can make a big difference

As a team, **discuss the little things you could do every day to support each other.**

Once you've finished talking through each item, tick it off the list and move to the next. Make notes to remind yourself how you can support yourself and others. You don't need to fill in every box, just those which are most helpful to your team.

Little things we can all do every day to create a positive culture

- Be responsible for your own attitude, behaviour and reactions.

- Be interested, check in with people and ask how they are.

- Let people know if you are on the receiving end of inappropriate behaviour - speak up, don't wait.

- If you witness inappropriate behaviour - speak up, don't wait.

- Show appreciation – say 'thanks' – when people do the right thing.

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Further support and guidance

If you feel you need more guidance on what to do next, you can visit the University website where you can download the following tools and resources:

For you

- Information about our approaches, policies and procedures
- Guidance on what is appropriate and inappropriate behaviour
- Who to speak to for support
- Step-by-step guides walking you through all of our options

For your team

- Guides and templates to help you discuss and improve team culture
- Roles and responsibilities
- Guide for managers

This is one in a series of guides to support anyone who is a target of inappropriate behaviour, has witnessed or had an allegation of such behaviour made against them, and for managers dealing with inappropriate behaviour in their teams.



Contact List

For more assistance or if you have any questions, you can get in touch with the people listed below who can advise you on informal and formal procedures, and support you throughout the process:

- [HR team](#)
human.resources@otago.ac.nz
Tel 03 479 8269
- [Employee Assistance Programme \(EAP\)](#)
- [Ethical Behaviour Network](#)
- [Manager of Facilitation and Mediation](#)
mediation@otago.ac.nz
Tel 03 479 5679
- [Occupational Health](#)
- Or contact your Union rep