

# Building respect

## Step 2. Reflect

A guide to help you reflect on and understand issues of inappropriate behaviour.

# Step 2.

## Reflecting on the situation

Our aim is to create a culture where people demonstrate our values and behaviours.

In a high-pressure environment, people may still display or experience actions or behaviours that are inappropriate.

If you are involved in this kind of situation, this guide is intended to help you reflect on the situation and describe the behaviour you have experienced, witnessed or have had alleged against you.

It starts with a behaviours diary to help recall what happened. This will make it easier to discuss, feedback and resolve the situation. Try to describe the specific behaviours you have observed as factually as you can.

Using words like 'bullying' or 'harassment' can raise the temperature of a situation and make it more difficult to resolve.

The next step is to explore the facts in more detail, the behaviours you experienced and how it has affected you. A flow chart will help you think through each stage and note down your experiences. There is also guidance on appropriate and inappropriate behaviours.

You might like to reflect on the situation and the interaction using the 'give / get' coaching model at the end of the guide.

Studies have shown we boost empathy and understanding by stepping into other people's shoes for a moment and imagining what might have been going on for them.

If you would like support with any of these steps, refer to the contact list at the end of the guide.

All related materials are available to download on the University website.

Step 2. Reflect

Your notes

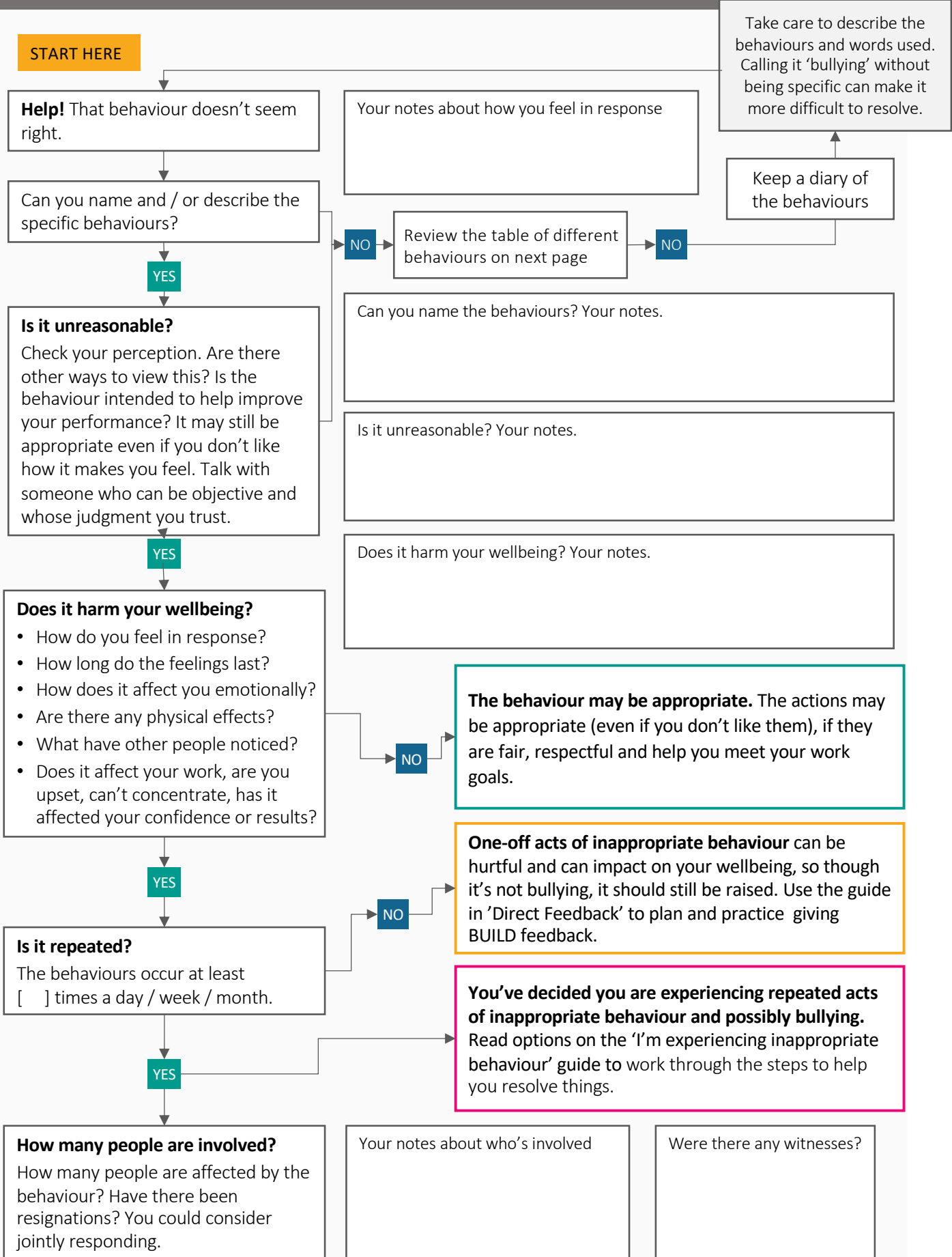
# Behaviours diary

Date and time	Who was involved?  Who else observed the interaction?	What happened?  <i>behaviours, words, actions, tone</i>  (as factual as possible)	What did you do?  (as factual as possible)	How did you feel?  What was the impact?	What may have been your contribution to the situation?  (reflect on your own behaviour)

Bullying is a form harassment that is characterised by persistent, intimidating, malicious or insulting behaviour. This guide will help you reflect on what's happening and identify the best options for resolution.



# What is this type of behaviour?



## Step 2. Reflect

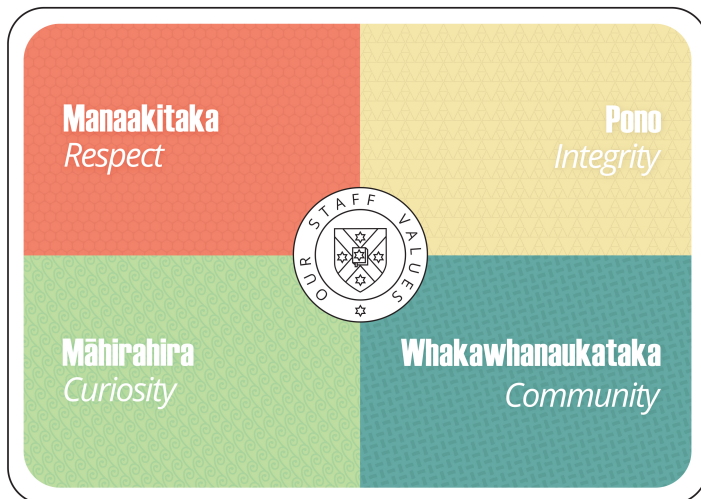
# Our aim is a positive culture

It's important to role model values-led behaviours. When people live up to shared values, there's no place for inappropriate behaviour.

Teams are encouraged to discuss their team culture, what our values and behaviours mean to them, agree on which

behaviours they want to see and how they will reduce inappropriate behaviour.

If you are involved in a situation where behaviours are not up to the expected standards, take a moment first to reflect on the team culture, agreed behaviours and expectations.



What is your team's definition of our values? What did you agree this looks like in day-to-day behaviours?

What behaviours did you agree to as a team you wanted to role model and remove?

If your team hasn't yet had these discussions, you may want to suggest now is a good time to do so.

You can use the guide 'Step 1. Creating a positive culture' to guide discussions.

## OUR AIM: A POSITIVE CULTURE

**Our aim is to create a positive culture where people demonstrate our values and behaviours.** All individuals and teams working at our University are expected to maintain a positive culture, role model our values and behaviours and to support others to do so.

Sometimes we may experience behaviours that don't live up to our expectations. When that happens, we can better discuss and resolve the situation by understanding what kind of behaviour it is.

## APPROPRIATE BEHAVIOUR (even though some people might not like it)

**Constructive, supportive guidance or feedback with the intention of helping an individual or group to meet their work goals or improve their job performance.** You might not like the actions or behaviours, but they are being done respectfully, with good intent and can reasonably be considered appropriate in the circumstances. These behaviours may still impact wellbeing. If this is the case, use the contact list at the end of this guide to find support.

## INAPPROPRIATE BEHAVIOUR

**One-off acts of inappropriate behavior whilst not bullying can harm wellbeing, damage teamwork and increase the likelihood of errors.** It may be unintended incivility or deliberate rudeness. It's important that any one-off act of inappropriate behavior is raised and resolved to avoid repetition and the potential to impact negatively on team culture.

## BULLYING OR HARASSMENT

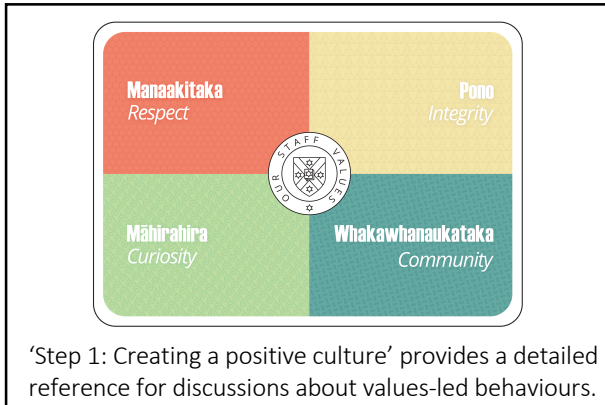
**Harassment is inappropriate behaviour that intimidates, humiliates, undermines or dominates another person. Bullying is a form harassment that is characterised by persistent and offensive, abusive, intimidating and malicious or insulting behaviour** (Refer to the University's Ethical Behaviour Policy for more information).

The person acting this way may be doing so intentionally or may be unaware of the impact of their actions until they have been told about it.

# Behaviours we want to see more of

Our shared values and behaviours were developed by staff and students, and guide how we act as individuals and teams within the University.

## Values-led behaviour



## Appropriate behaviour

**Constructive, supportive guidance or feedback with the intention of helping an individual or group to meet their work goals or improve their job performance.** You might not like the actions or behaviours, but they are being done respectfully, with good intent and can reasonably be considered appropriate in the circumstances.

### Behavioural

To do with the person's body language, tone of voice or other day-to-day interactions.

- Respectful body language and tone of voice
- Raised but calm voice if there is a safety concern
- Some forgiveness when people are stressed, listen and offer advice and encouragement
- Jokes or humour that are not harmful to anyone
- Putting forward your opinions or views
- Not noticing someone if you are lost in thoughts

### Personal

Words, behaviour and interactions between individuals

- Being vigilant, challenging others work, speaking up about errors or behaviour you find offensive
- Taking disciplinary action if appropriate
- Giving constructive feedback to help you grow, improve performance or behaviour e.g. BUILD
- A hug or other physical contact if you've checked it's ok with them e.g. 'would you like a hug?'

### Social

How people work together and involve each other as a group or team.

- Respectful colleagues need not be best friends
- People being different and not always getting on
- Being open about differences of opinion
- Asking questions and clarifying, being accountable
- Reasonably declining a request
- Accusing someone of bullying, when you have a genuine concern about their behaviour and its impact
- Offering or discussing a different point of view

### Work-related

Affecting your work, role, tasks, objectives, performance or development

- Robust, supportive management - clear, fair expectations about job performance and time management
- Reminding people about targets or objectives
- Checking in on people's work to ensure quality, constructive criticism, expectations, accountability
- Reasonable work distribution or declining leave request
- Clear performance management or discipline
- Firm but fair management: staff may not like what's happening but understand why it's happening. However this should not prevent a challenge to the substance / content of the management decision.



# Our definition of inappropriate behaviour

If the behaviour you have experienced is not on this list, have a discussion about where you feel it might fit.

## Inappropriate behaviour

**One-off acts of unwelcome behaviour** which are inappropriate and don't meet your behaviour standards.

May be unintended incivility or deliberately unkind or rude.

If unchecked a single act of inappropriate behaviour could create a culture receptive to bullying and so should be raised and resolved.

- Strongly negative body language, no eye contact, sneering, eye-rolling, tone of voice e.g. sarcastic
- One-off aggressive behaviour: shouting, hitting out, being short or snapping, intimidation
- Unwelcome humour, innuendos, jokes, swearing, remarks on personal characteristics, unkind humour
- Invading personal space, standing over someone, being overfamiliar
- Ignoring e.g. not responding to a greeting

- Critical feedback that picks fault without helping to improve, may be in front of others
- Talking over someone, continually interrupting
- One-off insensitive or thoughtless comments about race, culture, gender, appearance, etc.
- Lack of manners, rude, sharp, direct, intimidating
- Unwelcome physical contact or endearments

- Excluding someone on one occasion, interrupting or ignoring, not saying hello
- Insensitive to cultural backgrounds
- Public shaming that belittles or demeans
- Talking about someone behind their back, gossip, cliques
- Singling out or making an example of someone
- Accusing someone of bullying in a way that is in itself aggressive or inappropriate

- Unrealistic expectations of a job or project
- Blaming their own non-performance on others
- Occasional micro-management, undermined, degrading to 'junior' staff, assuming limits to job role capabilities
- Applying different rules for different people
- Misuse of power, manipulation, lying, punishment, or work allocation
- Constant lateness, being on phone during meetings

## Bullying or harassment

**Harassment is inappropriate behaviour that intimidates, humiliates, undermines or dominates another person.**

**Bullying is a form harassment that is characterised by persistent and offensive, abusive, intimidating and malicious or insulting behaviour** The person acting this way may be doing so intentionally or may be unaware of the impact until they have been told about it.

- Consistent negative body language or tone of voice, including passive-aggressive actions, intimidation
- Repeated anger, shouting or aggression
- Continuing banter or humour, name-calling, derogatory terms after they're told it is unwelcome
- A range of repeated rude or unkind behaviours, remarks about appearance or competencies etc.
- Repeated intimidation, violence or threats
- Ignoring feedback about unwelcome behaviour

- On-going criticism, undermining, belittling, or humiliation, ridicule, 'making an example of'
- Unpredictable so people 'walk on egg shells'
- Persistent judgmental comments about for example gender, beliefs or appearance
- Treated differently due to a protected characteristic
- Sexual innuendos, jokes, requests or harassment

- Exclusion, isolation or 'the silent treatment'
- Continually bad-mouthing another team, personality assassination, in person or online
- Gossiping, ganging up or spreading rumours
- Ongoing scapegoating or victimisation
- Consistently ignoring views, exclusion
- Accusation of bullying without justification
- Humiliation or targeted personal remarks, insults, putting down of others

- Setting up to fail by withholding information, unrealistic work demands, unnecessary edits to work
- Taking credit for other people's work
- Consistently questioning someone's capabilities
- Excessive supervision: 'watching over like a hawk'
- Taking away responsibilities without justification
- Favouritism e.g. allocation of leave or tasks, **not** involving in decision making
- Continued abuse of power, blame

## Step 2. Reflect

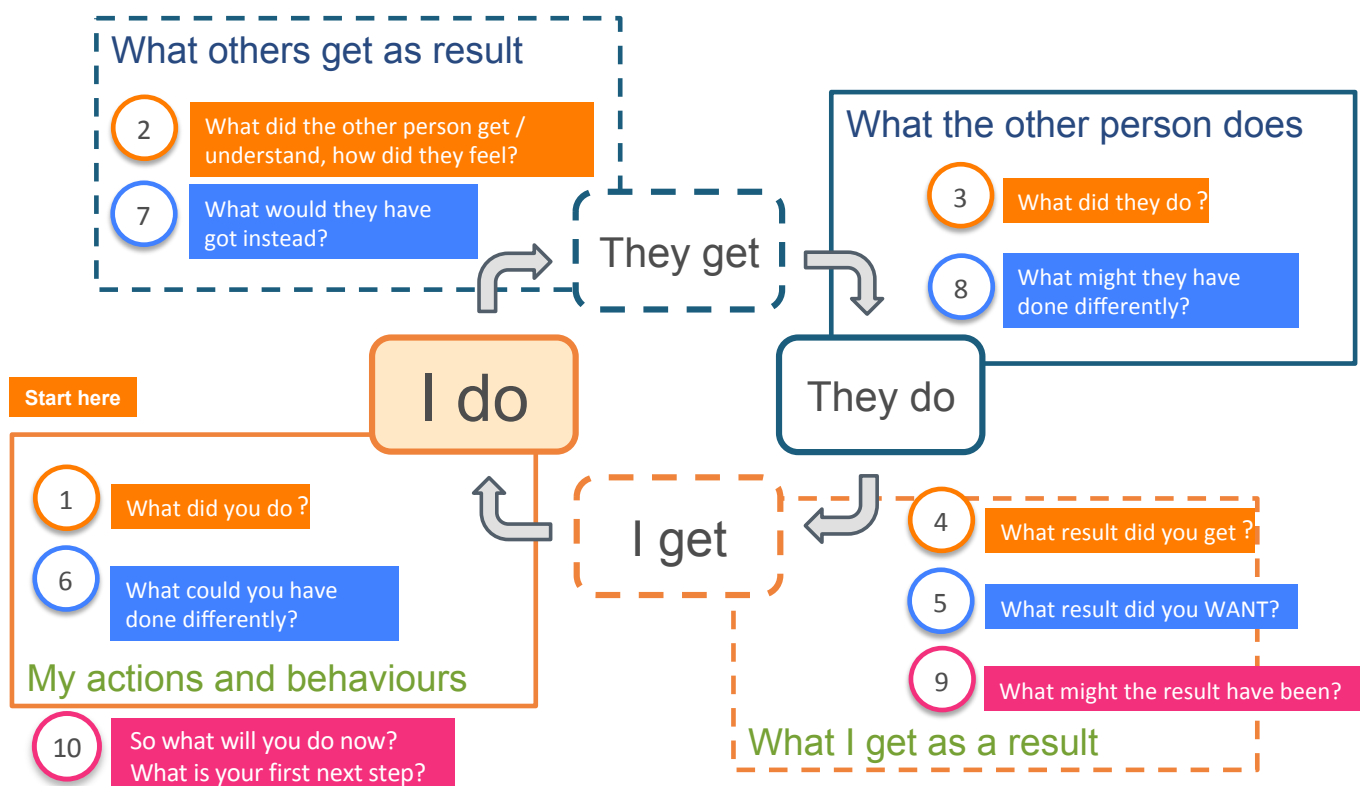
If you have been involved in inappropriate behaviour, take the opportunity to reflect.

Whether you are experiencing it, have witnessed it or have had a complaint of inappropriate behaviour made against you, it can be helpful to review the interaction to get a better understanding of what happened.

It may be that the behaviour wasn't intended to offend, but it did. Different people will react in different ways.

It could be that on reviewing the behaviour you still feel the same way, but rather than get entrenched in an unhelpful discussion about who is right and wrong, you could think about how a different behaviour might change the outcome. How we behave is a choice.

Use the 'we get what we give' coaching model to review what happened, to see things from the other person's point of view and be responsible for your choices about your own behaviour.



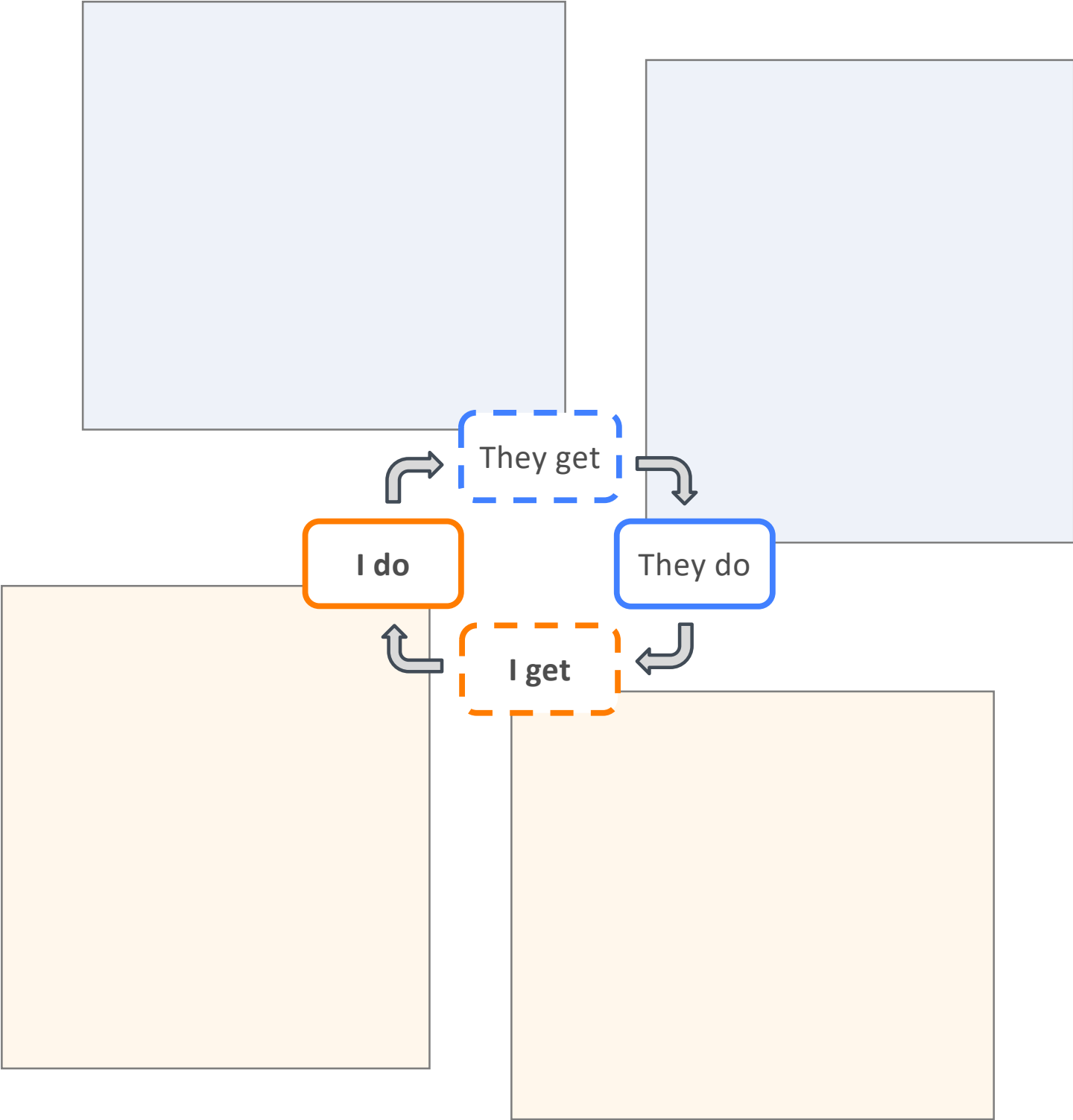
### We can *change* what we DO

- Our actions are up to us
- Our behaviours aren't fixed, we have choices
- Focus on outcomes, what result do you want?
- What can you do differently, so you get a different reaction or outcome?
- Think about words, tone and body language

### We can *change* what we GET

- Our thoughts are up to us
- "We make a judgement about the event and then react to our own verdict."
- Can you reframe your reaction – "it's interesting", "what can I learn?", "it's fine..."

# Your notes



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