

SECTION 2:

Motivated leaders

“...explicit leadership support and role modelling of constructive bystander actions...”

PREVENTING VIOLENCE AGAINST WOMEN IN THE WORKPLACE
[AN EVIDENCE REVIEW: SUMMARY REPORT]. VICHEALTH 2012

SECTION 2: MOTIVATED LEADERS



INFORMATION SHEET

7. Preparing for bystander action

What you say and how you behave matters!

As a manager, you have an important role to play in implementing bystander action in your State Sporting Association.

It is your responsibility to:

- ensure your workgroups behave in ways that are fair and respectful towards each other, including towards women
- create and maintain an environment in which staff are encouraged and supported to speak up against sexist language, sex discrimination and sexual harassment.

The first and most critical step in meeting these responsibilities is to behave respectfully and fairly yourself.

Research shows the behaviour of managers has a direct impact on the behaviour of individuals within their teams, as well as on the team culture.

In order to encourage fair and respectful behaviour towards women, you need to be aware of your own attitudes and behaviours, and think about whether you ever operate in ways that could be sexist, discriminatory or sexually harassing.

To do so, you will need to have a clear understanding of:

- the definitions of sexist language, sex discrimination and sexual harassment
- the circumstances in which these behaviours arise in the workplace
- the impact sexist language, sex discrimination and sexual harassment have on women and the workplace as a whole
- your own beliefs and prejudices and the impacts these can have on your decision-making and behaviour.

Once confident about your own behaviours, you can begin to set and regulate your team's behaviour.

This is best done by talking with your teams about your organisation's:

- commitment to providing a fair and respectful workplace for women
- expectations of appropriate workplace behaviour
- processes to address inappropriate workplace behaviour
- support for using bystander action.

Once you have taken the lead in this way, you need to continue to take action to address issues or incidences of sexist language, sex discrimination and sexual harassment by:

- providing training to staff about these behaviours
- setting and regulating team behaviours
- providing training about bystander action
- providing feedback to staff about behaviour
- responding to complaints
- communicating SSA policy and procedures
- monitoring work environments, team relationships and policy and procedure compliance.

SECTION 2: MOTIVATED LEADERS

CHECKLIST

Motivated leader checklist

| Question | Yes | No | Partly | Ref |
|--|--------------------------|--------------------------|--------------------------|----------------|
| 1 Can I easily identify sexist, discriminatory and harassing behaviours at work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | R |
| 2 Do I know the impact these behaviours could have on my team and our workplace? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | i1 |
| 3 Do I know what our policies say about these behaviours and our procedures for dealing with them? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A9 |
| 4 Do I arrange regular refresher training for my staff on these policies and procedures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A10 |
| 5 Do I understand bystander action as a strategy to address sexist language, sex discrimination and sexual harassment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | i1 |
| 6 Am I clear about my responsibility to set the standards of behaviour for my team? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A11 |
| 7 Do I role model appropriate workplace behaviours all the time? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A13 |
| 8 Do I have the skills and knowledge to lead my team in working on these issues? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | R |
| 9 Have I talked with my team about the behaviours expected of them at work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A12 |
| 10 Do I provide feedback to staff about their behaviour? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A16 |
| 11 Do I actively monitor my team environment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A14 |
| 12 Do I know what to do when I become aware of sexist, discriminatory or harassing behaviours at work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A15 |
| 13 Have I discussed bystander action with my team? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A17 |
| 14 Do I show my team I support bystander action? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A18 A19 |

SECTION 2: MOTIVATED LEADERS



ACTION OPTIONS

9. Know your policies

As a manager, it is critical to respond quickly and effectively to inappropriate behaviours and language in the workplace.

To do so, you need to be familiar with your organisation's policies and procedures. These may include:

- code of conduct
- policies that address:
 - bullying and sexual harassment
 - equal opportunity, diversity, inclusion and discrimination
 - workplace behaviour
 - health and safety
 - recruitment, selection, merit and equity
 - pregnancy, leave and flexible working arrangements
 - grievances and complaints procedures.

We recommend:

- reading all relevant policies carefully, so you know what behaviour or conduct is expected and what is unacceptable
- reading your discipline, complaint or grievance procedures, so you know how to deal with behaviour issues
- reading any industrial agreements covering your staff, so you are clear about them and other relevant obligations you must meet
- talking with your HR manager, so you are sure you haven't missed anything and can clarify any questions you may have.

For more help, see the list of external bodies that can help in the additional resources section. **R**

10. Refresher training

To be able to meet your organisation's expectations, your staff need to be clear about what they are.

It is absolutely critical your staff receive regular refresher training on their legal obligations, your policies and all relevant procedures. Face-to-face training is typically more effective than other forms of training for these issues.

We also recommend scheduling regular team meetings to review and explain your workplace policies and procedures and discuss how they apply to your team and their work.

Make sure you cover:

- workplace behaviour policy and/or code of conduct
- bullying, sex discrimination and sexual harassment policies
- complaints policy and procedure
- victimisation policy
- where to find your organisation's policies
- who can help when staff have any concerns.

Reinforce your spoken messages about acceptable behaviour and where to go for help or information regularly by using screen savers, message boards, newsletters and your intranet.

SECTION 2: MOTIVATED LEADERS



ACTION OPTIONS

11. Preparing to set expectations

Sometimes, managers are reluctant to set boundaries for others because they are unsure about how to do it effectively.

As a manager or leader, it is important to be clear about your responsibility to set and manage workplace behaviour and take clear and decisive action when needed.

We recommend explicitly discussing your role to manage workplace behaviours and interactions with your own manager and:

- exploring how best to model the sort of behaviour you expect from staff so they can learn from you

- determining what support you will have from your manager and other areas of the organisation
- agreeing on some initial steps (e.g. the other action options in this section) and ask your manager (or someone you think does this well) to give you coaching tips and feedback as you put your steps in place.

12. Setting expectations

To support a fair and respectful workplace for women, expectations for team behaviour need to be clear and understood.

Managers and leaders play a key role in setting these expectations.

We recommend leading a team discussion to clarify expectations of workplace behaviour and to:

- discuss and agree on what a fair and respectful workplace for women would be like
- identify the specific behaviours that support this sort of workplace, and those that get in the way
- discuss how these relate to your organisation's policies and code of conduct and clarify what behaviours are expected of all staff.

When you have this discussion, it is important you talk about actual behaviours, not attitudes. For example, talk about 'interrupting others', rather than 'being arrogant'.

For a list of behaviours that might help your discussion, see the examples of behaviours in the resources section.

SECTION 2: MOTIVATED LEADERS



ACTION OPTIONS

13. Getting feedback

As a leader in your organisation, what you do and say will set the tone for what others do and say.

Your staff look to you to lead by example, and even if you aren't aware of it, your behaviour is the yardstick for what is acceptable.

Ask a member of your team to give you feedback on your behaviour and language.

Don't make this a general request, but be specific about which sort of behaviours you want them to watch out for (these can be both positive examples and areas for improvement). Let them know you want specific examples to help you improve.

Set a regular time to get the feedback, so they know you are serious.

When they give you the feedback, just listen. Do not explain why, argue or justify. This will discourage honesty and give the impression you don't value what they have to say.

Before you put this into practice, put some rules around what sort of feedback can be given and how it is given. This will help you manage any inappropriate comments or staff using the opportunity to 'have a go'.

A useful rule is to ask that feedback be fair, frank and friendly:

- Fair means justified (i.e. real and specific examples of occurrence and impact).
- Frank means being honest and direct (i.e. no need to beat around the bush).
- Friendly means delivering the feedback in a warm and courteous manner.

Of course, the feedback should also be confidential.

When staff see that you are serious about working on your own behaviour, they will know you are serious about helping them with theirs.

14. Monitoring progress

It is important to understand and monitor how fair and respectful your team environment actually is for women.

You can begin to assess this by observing how your team works together.

Undertake a behaviour observation audit during: **E8** **E9**

- team meetings
- working together on a task or project
- sharing the office space
- work social events.

Share your assessment with your team (without focusing on individuals) and discuss ways of strengthening positive team interactions.

SECTION 2: MOTIVATED LEADERS



ACTION OPTIONS

15. Preparing to respond

As well as preventing inappropriate behaviours, managers and leaders have a clear responsibility to take action to address such behaviours or interactions when they do occur.

This is both a legal responsibility and a critical component of building high-performing teams. Ignoring the behaviour or avoiding taking action has the practical effect of condoning it and is poor leadership.

Having to react 'in the moment' can be tricky. It is worthwhile thinking through your options, so whenever you need to respond, you are prepared and can respond with confidence.

We recommend:

- re-reading your procedures so you know how you will be expected to respond
- discussing examples of questionable behaviour you may have seen with your manager or HR manager and considering how you can respond
- identifying different options for responding so you are ready to decide in the heat of the moment, e.g.:
 - immediate response – “This is not the sort of thing we do here.”
 - individual follow-up – “I noticed when you were speaking with xxxx on Tuesday that...”
 - team feedback – “We need to look at the way we are...”
 - initiating a formal investigation – “This behaviour contravenes xxx and...” **A21**
- setting the ground rules in your team about what is expected (see Action option 21 in Section 3) and advising team members how you will respond when things go off track. **E6 E7**

16. Giving feedback

Providing improvement feedback to individual team members can be one of the more difficult tasks a manager has to do.

However, it is critical that it is done consistently and well. Making feedback a normal and expected part of your work environment is a key foundation step.

When you discuss behaviour expectations with your staff, ensure you have clarified the need for giving and receiving feedback as an essential part of your team culture and have made it safe to do so.

People will typically react badly to negative feedback when they didn't ask for it, didn't expect it and weren't prepared for it. To overcome this, it is useful to establish how staff can ask permission to give feedback and how they will deliver it.

To establish team permission for giving feedback, ask your team to agree on:

- the behaviours for feedback
- how the feedback will be given.

This should include a way of letting each other know when you would like to give feedback, so no one is taken by surprise.

Providing effective feedback is a critical management skill, and it is important to learn how to do this well. Many training programs are available to assist, so if you haven't done one, talk to your manager about enrolling in one that best fits your needs.

SECTION 2: MOTIVATED LEADERS



ACTION OPTIONS

17. Equipping your team

To enable your team to successfully implement bystander actions that help create a fairer and more respectful workplace for women, they need to understand what bystander actions are and how to use them.

Run a team meeting to discuss the use of workplace bystander action as a way to challenge sexist language, sex discrimination and sexual harassment.

Discuss: **E4** **E5**

- what bystander action is
- how it relates to violence against women
- the workplace benefits of using bystander action
- how and when to take bystander action
- the team ground rules for taking bystander action.

If you are not confident in this, think about using external expertise to help your organisation or team work on these issues. See links to organisations that can help in the resources section.

18. Supporting staff

Individual team members may find it difficult to implement bystander action on their own.

You can support your staff by giving feedback and coaching in formal supervision and informal meetings.

Discuss:

- times and context of bystander action
- what was said or done
- impact of bystander action
- personal response to using bystander action
- strategies for strengthening use of bystander action
- personal response to having one's own behaviour challenged
- strategies for changing sexist, discriminatory or harassing behaviours
- allocating time to follow up.

SECTION 2: MOTIVATED LEADERS



ACTION OPTIONS

19. Training your staff

Training will help your staff gain the skills and knowledge to implement bystander action confidently in their team environment.

Training can take place in a team meeting by discussing: **E5**

- the definition of bystander action
- bystander action and violence against women
- challenging sexist language, sex discrimination and sexual harassment in the moment and after the moment
- organisational policy to support the use of bystander action

- team ground rules for use of bystander action
- brainstorming responses to examples of sexist language, sex discrimination and sexual harassment.

See links in the additional resources section for external training options.

SECTION 2: MOTIVATED LEADERS



EXAMPLES

4. Key messages for discussing bystander action in team meetings

Our SSA has a legal responsibility to do what we reasonably can to provide a safe and inclusive workplace for women free from sex discrimination, sexual harassment, victimisation and bullying.

Bystander action is an effective strategy to address sexist language, sex discrimination and sexual harassment and an important part of what we do to provide a safe and inclusive environment.

Implementing bystander action is also good for our organisation. It can improve our workplace culture for everyone by:

- encouraging more equal and respectful relationships between men and women
- increasing the retention of women in our organisation
- improving the productivity and morale of all staff.

It is also important we 'walk the talk' for our sports and show them how to meet their legal obligation to create safe and inclusive clubs for women and girls. This means tackling sexist language, sex discrimination and sexual harassment in our workplace.

Every staff member is encouraged to speak up against sexist language, sex discrimination and sexual harassment at work. This is bystander action.

Not speaking up may be seen to be going along with these behaviours.

As well as using bystander action to help keep our workplace safe and respectful for women, we encourage you to use bystander action to challenge any form of discrimination.

Staff who take appropriate bystander action will be supported and protected from victimisation. **i1**

You can read more about bystander action in our policies on... [list your relevant policies], in these information sheets (see Section 1), or at these websites (see resources section).

i2 **R**

SECTION 2: MOTIVATED LEADERS



EXAMPLES

5. Scenarios for team meeting discussions

Break up into small groups.

Discuss the impact on the team of the behaviours in the following scenarios .

Discuss what our policies and team ground rules say about these behaviours.

Decide what you could say in and after the moment. Share your responses.

SCENARIOS

1. Mick sends around a link to a YouTube video that has 'fat people doing funny things'.
2. Sally talks about an event she went to and described it as being 'so gay'.
3. In a job interview, Allen asks the candidate Rachel, if she has a bloke and what sport he plays.
4. Kate talks about the 'girls' in reception.
5. Trish says the club uniforms make the male players look sexy.
6. Ellie likes to massage Kevin's shoulder when she thinks he looks stressed.
7. John talks about 'the bird' he hooked up with on the weekend.
8. Andrew tells 'mother-in-law' jokes at every opportunity.
9. Roger has his arm around Carlene, who looks really uncomfortable.
10. Sam brings in a new promotional calendar featuring naked sports women and passes it around in the tearoom.
11. Sarah tells Amy that she dresses 'like a lesbian'.

6. Setting ground rules for team behaviours

This exercise helps staff set ground rules for their behaviours. To help run this exercise, you can use the behaviours list in the resources section.

Ask your team to identify:

- three behaviours your SSA already does that support a fair and respectful team environment for women
- three behaviours your SSA does that do not support a fair and respectful team environment for women
- six ground rules for how your SSA behaves to provide a fair and respectful workplace for women when:
 - in meetings
 - sharing the office space
 - getting together outside of work
 - working on a project or an event
 - using email and the internet or texting.
- three ground rules for giving each other feedback when behaviour sits outside these agreed behaviours and how you want to work together.

SECTION 2: MOTIVATED LEADERS



EXAMPLES

7. Respectful behaviours in teams

When we talk about behaviours, we are describing what we do or say rather than our thoughts, feelings, attitudes or values.

The following list of behaviours will help you focus your conversation. These are examples only: your team will be able to identify other helpful and harmful behaviours.

Behaviours that support a fair and respectful team environment include:

- using non-sexist language
- using positive language to describe the efforts of all team members
- encouraging the participation of all staff
- sharing resources equally
- acknowledging the efforts and contributions of all staff
- encouraging the equal contribution of ideas
- listening to everyone attentively and empathically
- apologising when we inadvertently offend a colleague
- taking agreed bystander action
- following agreed team processes.

Behaviours that do not support a fair and respectful team environment include:

- using sexist humour
- speaking with a threatening or intimidating tone
- ignoring team members when they speak
- letting sexist language or behaviour go unchecked
- allocating stereotypical tasks to women and men
- excluding individuals from meetings or events
- excluding individuals from decision-making
- glaring, pointing, yelling or other aggressive 'standover' actions
- sitting or standing very close to someone without asking permission (i.e. invading personal space)
- deliberately brushing past or touching someone without permission
- encouraging others to engage in sexist behaviour or interactions
- expressing cynicism or doubt about agreed behaviours.

SECTION 2: MOTIVATED LEADERS



EXAMPLES

8. Checklist to monitor team behaviours

This checklist will help you identify real examples of sexist language, sex discrimination and sexual harassment that may be occurring in your SSA.

Use it to record your observations over a few days to a week, and then share your observations with your team. Talk with them about the examples of sexist language, sex discrimination and sexual harassment you may have seen and generate some shared ideas about addressing them.

During your first conversation, remember that people may not be aware they have been doing these behaviours or even that they are inappropriate. It is therefore important to approach this sensitively to encourage a constructive discussion. Always concentrate on the behaviour, not the person who did the behaviour.

| How often did you observe: | Never | A bit | A lot |
|--|--------------------------|--------------------------|--------------------------|
| Staff commenting on the weight of female staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff talking about the sex life/sexuality of female staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff engaging in sexual banter or jokes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Female staff referred to as ladies, girls or equivalent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff making jokes about violence against women | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff members dominating meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff members gossiping about other staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The 'in crowd' excluding other staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff working well together on a project/task | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff giving constructive feedback to each other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff withdrawn or quiet during meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff engaged in conflict | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff making homophobic jokes or comments | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sexualised images of women on display | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| All staff contributing during a meeting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Male and female staff members working well together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff emailing each other sexual jokes/images | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff commenting on clothing of female staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff ganging up on a staff member in a meeting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff disclosing experiences of sexist language, sex discrimination or sexual harassment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff speaking up against a sexist joke or taking other constructive bystander action | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SECTION 2: MOTIVATED LEADERS



EXAMPLES

9. Checklist to review changes in team behaviours

This checklist will help you review the changes your teams have made in their behaviours that they have decided are inappropriate, particularly sexist language, sex discrimination and sexual harassment.

| How often did you observe: | Never | A bit | A lot |
|--|--------------------------|--------------------------|--------------------------|
| Staff engaging in language that is agreed to be inappropriate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff engaging in behaviours that are agreed to be inappropriate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff implementing immediate ('in the moment') bystander strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff implementing follow-up ('after the moment') bystander strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff resolving interpersonal conflict effectively | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff giving constructive feedback about behaviours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff engaged in planned equity projects/tasks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff receiving positive feedback from external stakeholders about behaviour | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff taking sick leave or other unplanned absences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff using humour appropriately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff supporting the use of agreed bystander actions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff supporting colleagues who have been targets of sexist language, sexual harassment and sex discrimination | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff demonstrating a shared understanding of sexist language, sexual harassment and sex discrimination in day-to-day work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Staff engaged in agreed processes to address equity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

SECTION 2: MOTIVATED LEADERS



ADDITIONAL RESOURCES

Links

Some relevant training programs for managers can be found at:

- www.vichealth.vic.gov.au/shortcourse
- www.mbs.edu/facultyresearch/ethicalleadership/Pages/CFEL_GEP.asp
- www.humanrightscommission.vic.gov.au/index.php/training

Workplace behaviour descriptions

When we talk about behaviours at work, we are describing how we act as individuals or together. Therefore, when we list behaviours we want 'more of' or 'less of', it is useful to describe visible actions rather than thoughts, feelings, attitudes or values. Below is a list of examples that you may find helpful in describing behaviours for our team. You can of course add your own to these lists.

| Helpful team behaviours | Unhelpful team behaviours |
|---|--|
| Offer to and/or ask for help | Interrupting while others are talking |
| Speak politely to each other | Speaking with a sarcastic, cynical or critical tone |
| Speak enthusiastically about our goals | Assigning blame when a problem arises |
| Acknowledge each other's efforts and contributions | Criticising someone behind their back |
| Contribute ideas openly | Criticising 'the person' rather than critiquing the work |
| Ask for and listen to each other's opinions or thoughts | Making jokes at other team members' expense |
| Request and offer feedback for improvement | Withdrawing in group discussions |
| Discuss concerns directly with each other and encourage others to do the same | Ignoring someone's contribution |
| Explain why you don't agree – politely | Glaring, pointing, yelling, banging tables or any other aggressive sort of actions |
| Ask "what do we need to do?" when a problem arises | Saying what won't work without suggesting alternatives |
| Take a turn to do the mundane stuff | Reacting to things as if they are meant personally |
| Speak up to support someone else | Forming cliques that exclude others |