

PINK SHIRT DAY 2020 WORKPLACE TOOLKIT



Kōrero MAI
KŌRERO ATŪ
MAURI TŪ, MAURI ORA
SPEAK UP, STAND TOGETHER, STOP BULLYING



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On Pink Shirt Day, Friday 16 October 2020, Aotearoa will be transformed into a sea of pink to spread aroha and kindness, celebrate diversity and put an end to bullying.

Bullying is common in New Zealand workplaces, but at times it can be difficult to know exactly what it is or what you and your workplace can do to prevent and address it. This toolkit outlines common questions around identifying bullying, how you can be an upstander and ways you can build and sustain a positive working environment.

WHAT'S BULLYING?

Workplace bullying¹ is repeated and unreasonable behaviour directed towards people at work that can lead to physical or psychological harm.

People targeted often feel they are unable to protect themselves due to real or perceived power imbalances. They are also more likely to experience mental distress and are more vulnerable to suicidal thoughts.

From a Māori perspective, to bully someone has several meanings, some of the words/kupu used that could describe bullying are:

- whakawetai: - (verb) (-a) to threaten, intimidate;
- whakawetiweti: to threaten, make threats;
- whakawhiu: to oppress, afflict, punish;
- whakahakahaka: to threaten, menace, intimidate; and
- hawene: to harass, tease, hassle, persecute, torment.

Bullying generally has four key elements²:



a) The target person is exposed to unwanted negative acts



b) The negative acts are repeated regularly



c) They occur over a prolonged period of time



d) Targets often feel they are unable to protect themselves due to power imbalances

Is workplace bullying common?

Every year, one in 10 workers in Aotearoa report they have been bullied in the workplace³.

Who gets bullied at work?

People who are bullied are often highly competent and may be seen as a threat to the person bullying them. They're often non-confrontational and tend to be ethical and honest. Studies show they're also likely to be part of a minority or marginalised community.³

Examples of bullying behaviour include:



Personal attacks (direct): eg, belittling remarks, undermining integrity, lies being told, sense of judgement questioned, opinions marginalised, attacking a person's beliefs, attitude, lifestyle or appearance, gender references, verbal abuse or physical attacks.



Task-related attacks (indirect): eg, giving unachievable tasks, impossible deadlines, unmanageable workloads, constant criticism of work, unreasonable or inappropriate monitoring or denial of opportunities.

¹ WorkSafe NZ. Retrieved from WorkSafe: <https://worksafe.govt.nz/about-us/news-and-media/workplace-bullying-and-harassment/>

² WorkSafe NZ. What is workplace bullying? Retrieved from WorkSafe: <https://worksafe.govt.nz/topic-and-industry/bullying/bullying-at-work-advice-for-workers/>

³ Gardner, D., Bentley, T. A., Catley, B. E., Cooper-Thomas, H., O'Driscoll, M. P., & Trenberth, L. (2013). Ethnicity, workplace bullying, social support and psychological strain in Aotearoa.

Bullying is not:

- One-off/occasional instances of forgetfulness, rudeness or tactlessness
- Setting high performance standards
- Constructive feedback/legitimate advice/peer review
- Warning or disciplining workers within the boundaries of the organisation's policies and/or code of conduct
- A single incident of unreasonable behaviour
- Reasonable management actions delivered in a reasonable way
- Differences in opinion/personality clashes that do not escalate into bullying, harassment or violence⁴.

Factors that increase the likelihood of bullying⁵

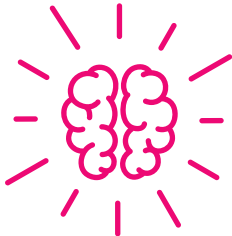
- Work relationships
 - Poor communication
 - Low levels of support
 - Hostility, conflict, criticism, negative interactions
 - Excluding people socially
- Negative leadership styles
 - 'Ruling with an iron fist'
 - Little or no guidance provided to workers
 - Responsibilities inappropriately and/or informally assigned
 - Inadequate supervision
- Systems of work
 - Lack of resources, training, support systems
 - Poorly designed rostering/unreasonable performance measures or timeframes
 - High job demands and limited job control
 - Role conflict and ambiguity
 - An acceptance of unreasonable behaviours/lack of behavioural standards
- Organisational change
 - Significant technological change
 - Restructures, downsizing, outsourcing and/or job insecurity

4 WorkSafe NZ (2017) Preventing and Responding to Bullying at Work

5 Darby, F, Scott-Howman, A. (2016) Workplace Bullying. Thomson Reuters New Zealand Ltd, Wellington. 226pp

THE BUSINESS CASE FOR BULLYING PREVENTION

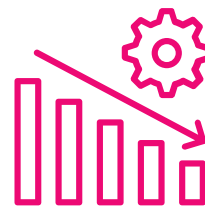
Employees who have experienced bullying report:



Higher levels of psychological strain



Lower wellbeing⁶

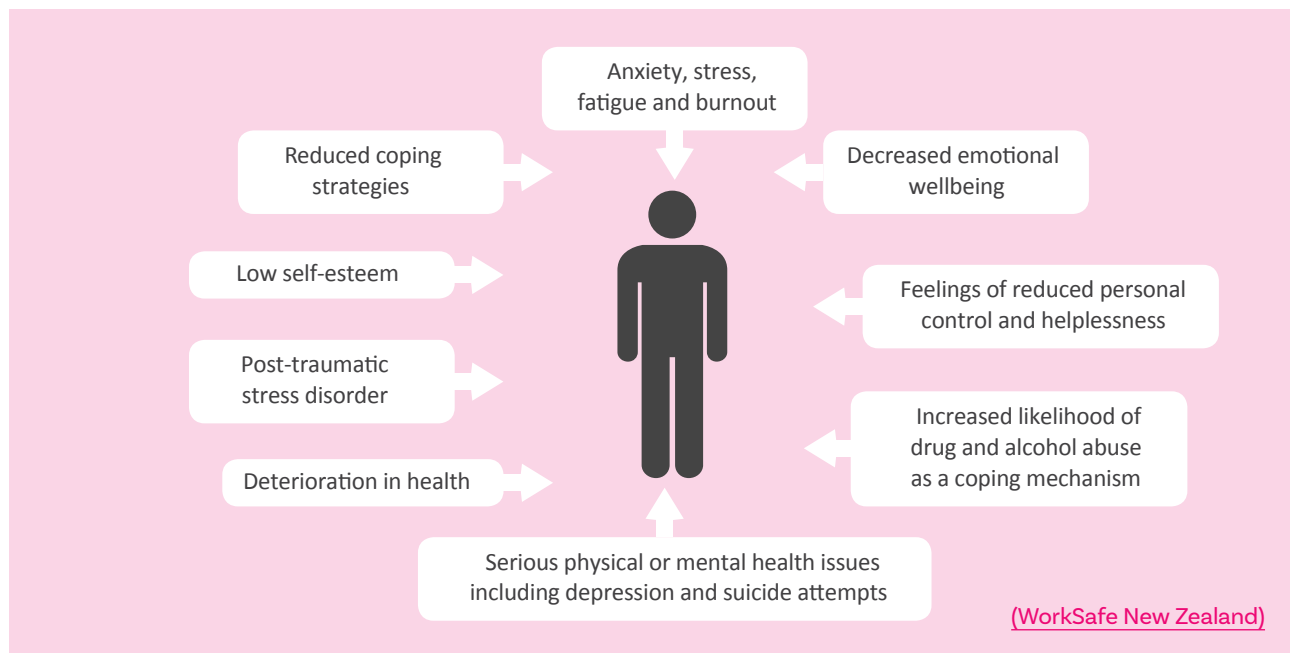


Lower commitment to their organisation



Lower job performance

The effects of bullying



Bystanders to bullying can be impacted too, and this can contribute to a mentally and physically unhealthy work environment. Not only are workplaces legally responsible under the Health & Safety at Work Act to manage risks to mental health including bullying, workplaces that prioritise mental health have better engagement, reduced absenteeism and higher productivity. Improving wellbeing leads to greater morale, tautoko/support of each other, and higher job satisfaction. Check out our [Five Ways to Wellbeing at Work Toolkit](#).

⁶ O'Driscoll, M. P., Cooper-Thomas, H. D., Bentley, T., Catley, B. E., Gardner, D. H., & Trenberth, L. (2011). Workplace bullying in New Zealand: A survey of employee perceptions and attitudes. *Asia Pacific Journal of Human Resources*, 49(4), 390-408.

CREATING ENVIRONMENTS THAT DON'T ALLOW BULLYING TO FLOURISH

Workplaces that prevent bullying have:



Strong and well-communicated policies and processes regarding bullying



Leadership commitment to preventing bullying and intervening when it occurs



Positive communication



Practices that affirm diversity

The key is to create good policies and processes around bullying

Policies should include but not be limited to:

- A definition of bullying
- Clearly explained organisational commitments to bullying prevention
- Clear expectations around communication and role clarity
- Clear processes for reporting and managing complaints
- Clear communication and direction around available support
- Once a policy is put in place, it's important to walk the talk. From a Māori perspective, for example, tikanga/custom cannot be applied unless underlying values genuinely inform those actions.

If your organisation doesn't have a current policy, WorkSafe NZ has an example template [here](#).

Further ways to reduce the risk of bullying

1. **Positive, mana-enhancing communication reduces the risk of bullying.** [Working Well – Positive Communication at Work](#) is a resource designed to build a culture of positive communication together, based on having clear intentions, asking more – telling less, valuing relationships and making it safe to speak up
2. **Discuss what bullying is and expected behaviours with teams on a regular basis.** Sometimes people will have a feeling something's not quite right but might dismiss it or not feel confident enough to ask for support. Talking about expected behaviours and identifying bullying will help people be more aware of any unacceptable behaviours
3. **Have a range of ways people can speak up.** It's important people feel safe to raise issues and have more than one person they know they can talk with. These could include a health and safety representative, another manager, a close colleague or even an external EAP counsellor
4. **Participate in Pink Shirt Day to help your workplace Kōrero Mai, Kōrero Atu, Mauri Tū, Mauri Ora – Speak Up, Stand Together, Stop Bullying.** Pink Shirt Day, our national anti-bullying campaign, is a great opportunity to have discussions around bullying and affirm diversity. Use the day to educate your people about bullying and highlight your organisation's policies and processes.

Affirming diversity

Studies suggest people who bully are more likely to choose targets who are of a different ethnicity, religion, gender identity or sexual orientation, or those who have a disability.⁷

Here are some useful resources to help you develop policies and procedures that work toward a more diverse and inclusive workplace:

- [Rainbow Rights](#)
- [Inclusive \(policies, systems and procedures\)](#)
- [Diversity Works NZ](#)
- [Inclusive \(safe inclusive environments – for schools but relevant for workplaces\)](#)
- [Treaty workshops and other resources](#)
- [Te Reo resources for the workplace](#)
- [Sign up for a Māori word of the day or week](#)
- [Open Minds' guide for managers](#)

You can also get in touch with [RainbowYOUTH](#) or [InsideOUT](#) for more guidance.

⁷ Gardner, D., Bentley, T. A., Catley, B. E., Cooper-Thomas, H., O'Driscoll, M. P., & Trenberth, L. (2013). Ethnicity, workplace bullying, social support and psychological strain in Aotearoa/New Zealand.

HOW TO BE AN UPSTANDER



Upstanders are people who notice bullying behaviour and address it to help someone who is being bullied. Bystanders, in contrast, are people who notice bullying behaviour but don't – or cannot – help.

These five steps can help you be an Upstander and take safe and effective action. There's no one-size-fits all approach to being an Upstander and it's not easy to work out how to help safely. Every bullying situation is different, so think about which option(s) will work best for you.

- ✓ **Tautoko/support the person experiencing bullying** – even if you just stand beside them and let them know you're there for them. You may also want to encourage them to ask for help, go somewhere with them, or provide them with information about where to go next.
- ✓ **Don't support or engage in the behaviour:** Make it clear to your colleagues that you won't be involved in, or encourage bullying behaviour.
- ✓ **If you feel safe, call the person out on their bullying behaviour:** Be direct, calm and confident, and use your words to show aroha and kindness to those involved. It may be hard at the time, but it can make a huge difference.
- ✓ **Leave and act:** If you don't feel safe to intervene, it's best to take a breath. Later you might want to talk to the person being bullied and ask what might help, or have a quiet word with the person doing the bullying behaviour.
- ✓ **Get tautoko/support or help:** You might want to go with the person who is being bullied to HR or their relevant manager. If your organisation has policies around bullying prevention, this might help you figure out what to do next and who is best to talk to.

Team discussion on work values

Taking some time to talk about organisational values and what expected behaviours look like (including different cultural perspectives) sets a standard and helps people to recognise when those behaviours aren't happening and address unacceptable behaviour.

The following exercise will help your people to understand and support your organisation's values and how they are expected to function at work.

If your organisation doesn't have formal values, take some time to discuss with your people what these should be before starting this exercise.

Instructions:

1. Break the team into small groups (3-5 people) and give them the worksheet on the following page.
2. Ask each group to list the organisation's values in the left column and then write the behaviours that they are looking for in the right column.
3. Ask someone from each group to report back what the group came up with for each value.
4. As each behaviour is discussed, ask the wider group if they agree. Be open to the use of other languages while developing your values – Māori values such as aroha, tika, pono, manaaki are commonly used kupu/words and can help to set the tone for a culturally inclusive workplace.
5. At the end of the exercise, record what was agreed under each value.
6. Regularly review and ensure the values are incorporated in their orientation process.

Organisational value	What does this look like in our team?
(e.g. Respect)	(e.g. We aim to always speak to people in a civil manner, we take time to understand people's backgrounds, we care about people's feelings when we interact with them.)

Getting help and advice

Need further help or advice? See [here](#).