



THE UNIVERSITY OF
MELBOURNE

Respect Education: Courageous and Respectful Conversations Toolbox

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Purpose of the Tool box

- Build upon the Respect program that has been delivered to the University
- Support the University's commitment to shifting behaviours to achieve a safe and respectful culture
- Provide you with materials to confidently facilitate a session with your team to embed the skills needed to conduct respectful conversations
 - Team meetings
 - Part of a professional learning opportunity

Early intervention

Being an active bystander



Toolbox Overview

Provides you with options:

- Short scenarios for discussions in groups
- Short scenarios for application of the BEARS+ framework to have a respectful conversation
- 30 minute session for a more detailed discussion and skills practice (1 x scenario)
- 45 minute session for further skills practice (2 x scenarios)



Toolbox Overview

Welcome

Thank you for taking the time to explore the Respect Education toolbox material. The [Courageous and Respectful Conversations Toolbox](#) provides supplementary material to equip staff at the University with the knowledge and skills needed to play an active role in identifying, responding to, and preventing sexual misconduct.

Background

The University is committed to shifting behaviours to achieve a safe and respectful workplace. One method is to continue to talk about respect and embed respectful conversations within our everyday. This toolbox has been developed to guide and encourage ongoing respect conversations, for example in team meetings or part of professional learning opportunities.

About the toolbox

The toolbox has been designed so that you can “pick up and go”. There is choice and flexibility; you can use the pre-prepared delivery guide or mix and match the resources to create your own session. For example:

- If you have 10 mins: select a short scenario and discuss in groups
- If you have 20 mins: select a short scenario and apply the BEARS+ model
- If you have 30 mins: use the 30-minute delivery guide and facilitate the session
- If you have 45 mins: use the 45-minute delivery guide and facilitate the session

Toolbox resources

- A 30-minute delivery guide for the Facilitator
- A 45-minute delivery guide for the Facilitator
- Case studies with discussion points (use with the delivery guide or standalone)
- Short scenarios for discussion
- BEARS+ model
- Notes on being an active bystander
- A conversation guide with some tips
- Support materials – safety and wellbeing contact numbers
- Additional reading materials

Health and wellbeing

At all times, please consider that the topic can be sensitive and triggering for some individuals. A pre-session heads-up is recommended to provide an opt out opportunity for individuals that need it. Support information is provided within the toolbox.

Delivery support

Please contact the Respect Education Team if you require support with delivery or have any further questions. Respect-Education@unimelb.edu.au.

Feedback

Your feedback is important to the Respect Education Team, and we welcome your comments to help to improve the resources as we continue on the journey of eliminating sexual misconduct from the workplace. Please complete the [survey](#) or send an email to Respect-Education@unimelb.edu.au.

RESPECT

**Let's
take a
detailed
look**





How to use the toolbox

- Decide which resource you would like to use
- Prepare
 - Read through the Delivery Guide
 - Familiarise yourself with any handouts and what you will need for your session
 - Any questions refer to Respect-Education@unimelb.edu.au
- Health & Wellbeing
 - Please consider this topic can be sensitive and triggering for some, a pre-session heads-up if recommended for people to opt out
 - Familiarise yourself with the supports the University provides

University support services

Safer Community Program

safercommunity.unimelb.edu.au

or 03 9035 8675

Counselling & Psychological Services (CAPS)

08344 6927

services.unimelb.edu.au/counsel

Employee Assistance Program (EAP) - Assure

Services: online via Teams, via telephone, in person at Assure locations or through the Wellbeing Gateway app.

Appointments for services by:

- phoning the new contact number: **1800 808 374**
- using the online booking form assureprograms.com.au/book-an-appointment/
- downloading the Wellbeing Gateway app from the app store and entering UoM's unique code: **UOM2863**





Short scenarios

Includes 5 short topics for discussion

- When things get too personal
- A sexual remark
- The over-share
- Sexist remark about women
- Witnessing objectifying behaviour





Longer discussion

- 30 minute or 45 minute session
- Facilitated discussion
- Includes scenarios for skills development
- Detailed session delivery guide



The Delivery Guide (I)

Courageous and Respectful Conversations Delivery guide: 30-minute toolbox session

Overview

Purpose	This is a 30-minute interactive session to build participants' skills in bystander action. It aims to build the confidence of participants and encourage them to act when situations present.
Learning objectives	<ol style="list-style-type: none">1. Build participants' knowledge of what bystander action is and why it is so important.2. Inspire participants to be courageous and take responsibility for cultural change.3. Invite self-reflection on the challenges involved in bystander action and how they can be overcome.4. To enable participants to apply the BEARS+ model in practical everyday situations.
Delivery mode	This toolbox session can be delivered in person or online.
Delivery time	This guide has been written as a 30-minute session; we encourage you to adapt where required to allow for more discussion and for conversations to flow. This may mean extending the session to 45 minutes.
Facilitator resources	Delivery guide (this document) Conversation guide Case study for leaders Notes on being an active bystander
Participant resources	BEARS+ model: print handouts or share electronically Case study handout: print handouts or share electronically Support materials: print handouts or share electronically
Pre-session information	Send information prior to the session to provide advance notice that respectful conversations will be a focus. Remind participants that the session may be triggering for some and offer alternative options, such as not attend, attend online, or opt out at any time.

The Delivery Guide (II)

The Delivery Guide

Topic	Supporting resources	Time	Activities	Speaking points
Toolbox introduction & welcome		2 mins	<ul style="list-style-type: none"> • Acknowledgement of Country (1 min) See speaking notes • Session overview (1 min) See speaking notes • Session objectives (as an FYI for facilitator) The objectives of this toolbox-assisted session are to help team members to: <ol style="list-style-type: none"> 1. build further upon knowledge of what bystander action is and why it is so important 2. be courageous and take responsibility for cultural change 3. engage in self-reflection on the challenges involved in bystander action and how they can be overcome 4. apply the BEARS+ model and other simple, low risk techniques for de-escalating behavioural risks in everyday situations. 	<p>Acknowledgment of Country <i>Example: I'd like to begin today's session by letting you know I'm joining you today from (LOCATION), which are the lands belonging to the (NAME OF TRADITIONAL OWNERS). I'd like to acknowledge them as the traditional owners and custodians of these lands, and to pay my respects to their elders past, and present.</i></p> <p>For University (Parkville campus) delivery: 'Melbourne - Wurundjeri Woiwurrung people of the Kulin nation'</p> <p>If participants are joining online include "I'd also like to extend my acknowledgment and respects to the traditional owners of the lands on which you are meeting me from today as well."</p> <p>Session overview A good overview of the session might sound something like this:</p> <ul style="list-style-type: none"> • "Thank you all in advance for participating in this conversation today. As you know, the University has made a clear commitment to eliminate all forms of sexual misconduct. This is in line with all of our obligations under equal opportunity and sex discrimination laws. We also share a responsibility to help keep ourselves, our colleagues and students safe from preventable hazards. Sexual misconduct is a known hazard and one which I am sure you're all aware can have dire consequences. For anyone who is targeted and for any perpetrators, the University has made its position very clear. You won't be welcome here.

Safety & Wellbeing Call-out

Safety & wellbeing		1 min	<ul style="list-style-type: none"> Safety & wellbeing warning (1 min) See speaking notes for key areas to cover 	<ul style="list-style-type: none"> Let participants know that this is a sensitive topic, and it is important they prioritise their own self-care and wellbeing throughout the conversation. Let them know that stepping away when and if they need to is important (and if online, let them know that they're welcome to switch their cameras off if they need a break). Participation is always welcome and encouraged, and acknowledge different opinions, but of course, you have the right to pass or just listen to others.
Support reminder	Support materials - PDF	1 min	<ul style="list-style-type: none"> Share University support contact details (1 min) Share printouts of the Support materials, or Share link to the document (in the chat) Share document via email (following the session) 	<ul style="list-style-type: none"> Encourage individuals to familiarise themselves with the many resources the University has available.
Setting the scene: Context		1 min	<ul style="list-style-type: none"> Introduction to bystander action (1 min) See speaking notes 	<p>Introduction to bystander action</p> <ul style="list-style-type: none"> <i>"Today, we're talking about taking bystander action and stepping into what can sometimes be uncomfortable and challenging conversations."</i> <i>"As you will have learned during your Respect Education Training, bystanders play a crucial role in setting the tone for respect in our workplace. We know that there are a number of factors that will help determine our readiness to step up as bystanders."</i> <i>"Among these are:</i> <ul style="list-style-type: none"> <i>our ability to spot the signs</i> <i>our awareness about the things we can say or do</i> <i>our confidence in being able to use the right words and take some steps"</i> <i>"All of these are crucial. So, this will be the focus for our session today. Let's get started with a self-reflection. "</i>

Guidance provided on resources for participants on each section

			<ol style="list-style-type: none"> reflect on a previous experience to set the tone on what they are looking for in this discussion. Take notes on reflections. <ul style="list-style-type: none"> Share self-reflection (6 mins) Ask 1 or 2 members of the team to share their thought (be conscious of time for this activity). 	<ul style="list-style-type: none"> What worked well in responding to the situation? If you didn't act, what would have helped you take action? <ul style="list-style-type: none"> "Think about a moment when you noticed a colleague who was feeling uncomfortable around peers" <ul style="list-style-type: none"> What would you like to have seen someone do in that moment?
BEARS+ model refresh	BEARS+ Model PDF	2 mins	<ul style="list-style-type: none"> Introduce the BEARS+ model (2 mins) Share the BEARS+ model <p>See speaking notes for purpose of using the BEARS+ model</p> <p>Give a quick overview of the BEARS+ model by speaking to each of the letters.</p>	<ul style="list-style-type: none"> Let the team know that they are going to practice using the model to gain confidence in having a challenging conversation. Explain that they will apply the model to a case study
Case study discussion	Case studies 30 min session PDF Conversation guide PDF Being an active bystander PDF	12 mins	<ul style="list-style-type: none"> Share and read case study 1 (1 min) Display / handout case study Case study activity (5 mins) Team members to discuss the case study scenario and questions in groups of 2 or 3. <p>Allocate to breakout rooms if online delivery</p> <ul style="list-style-type: none"> Debrief the case study discussion (5 mins) Prompt participant reflection on what they spoke about and how they'd navigate the conversation <p>Facilitator to refer to Conversation Guide for some tips on how to manage the discussion</p> <ul style="list-style-type: none"> Close the case study (1 min) Refer to the second slide for final tips to share with the group 	<ul style="list-style-type: none"> Read the case study and questions Explain there will be 5 mins for discussion followed by whole group discussion Facilitator to refer to Conversation Guide for some tips on how to manage the discussion Facilitator to refer to the notes on being an active bystander Facilitator to refer to Case Study Handout LEADER for final tips.
Wrap up		2 mins	<ul style="list-style-type: none"> Call to action activity (1.5 min) See speaking notes 	<ul style="list-style-type: none"> Call to action – for example



Important notice

While we expect that this presentation will prove highly useful and insightful, we also recognise that the nature of the topic can be confronting for some of us, for a range of reasons.

Please exercise your discretion in taking the necessary breaks or utilise our EAP services or staff counselling programs for additional support.

Contact information is pasted into the chat.



Handouts for participants

Review handouts that you will need for your session

You can either:

- provide a link in the chat function,
- email to participants ahead of the session
- print for f2f session

This model is useful for participants to use in the case study.

Toolbox 1

Don't forget:
"I want"
"I need"
"I feel"

BEARS+ in context

Step:	Stands for:	Things to cover:	Examples of statements / conversation starters:
B	Behaviour not person	Describe what you've observed. Avoid attacking the person, just the behaviour	"I noticed the comment you made earlier...", rather than "Your attitude wrong. YOU..."
E	Effect	Describe how the person's actions/inactions have impacted you and/or others	"I over-heard your Zoom conversation..." "I found it disrespectful / offensive, I'm concerned you might be putting yourself at risk..."
A	Ask and listen	Explore thoughts and manage your emotions too	"Were you aware that you were on speaker at the time?" "Leroy, did you know that your comment was construed as objectifying someone physically?"
R	Resolution	Describe your preferred outcome, and the benefits to the person	"I want those sorts of conversations to stop ...you may be at risk of offending others, and may receive a complaint", "Leroy, it may help if you always assume someone is listening when you're at work"
S	Summarise and follow up	Use paraphrasing to confirm understanding and establish next steps	"So I think we have agreed that you'll say sorry to the team?"
+	+	if necessary, describe the consequences of repeating the same behaviour	"If that happens again, you may receive a complaint" (perhaps reference the Policy).



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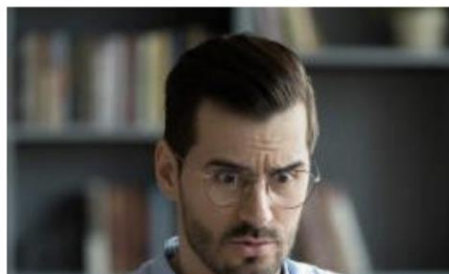
Case Study: Ron & Lori

After letting Ron know that his comments about "some women being destined to be single with their attitudes" are offensive and inappropriate, Ron dismisses Lori and says "well that's my opinion. Why don't you get off your woke high horse."

Lori responds by saying "Ron, I wanted to have a respectful conversation with you about this, but if I don't feel that you're going to be respectful or take this seriously, I may need to take a formal avenue to deal with this."

Discussion

- Suggest respectful sentences that Lori could use to let Ron know that his comments were offensive and inappropriate (Behaviour and Effect).
- How likely are you to take a formal pathway? How confident would you feel? What might concern you going down this avenue?
- What avenues are available to you?



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Case Study: Ron & Lori

Final Tips:

1. Be positive and say,
"My preference isn't to go through the formal pathway, can you help me to understand why you think those comments are appropriate?"
2. Have a de-identified chat with HR about how else you could approach Ron.
3. Seek support from Safer Communities or EAP if you're feeling impacted by this discussion.



Case study is provided for you to show on the screen

Suggested discussion points with the group are provided

Facilitator guide provides guidance on;

- How to set-up the case study
- How to debrief the case study



Case Studies

Conversation guide:

- Provides tips on how to guide and direct the discussion around the different case studies
- Responses for how to redirect negative remarks
- Debrief and wrapping up the discussion
- Suggest you read this when planning your session



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Conversation Guide: Courageous and Respectful Conversations

Tips on how best to guide and direct the discussions around the different case studies.

Conversation starter tips

- Safety reminders - remind the group that this is a safe space for people to practice and build their skills using the BEARS+ model.
- Participation reminders - participation is always welcome and encouraged but participants have the right to pass or just listen to others.

Tips to encourage discussion

- Ask participants to have a chat with the person next to them (works well for quiet audiences before sharing with the larger group).
- Ask members to write down 3 key points they took note of from the scenario.
- Ask "Would anyone want to share their thoughts?"

Tips on how to redirect negative responses

- "Thank you. That is an interesting point. I'm happy to have a chat with you later but I'd really like to continue with this content."
- If a team member is angry or defensive, a possible response would be "I can see you're angry with this conversation. Let's pause for a moment. I'll give you a chance to recompose yourself. I would like to continue this conversation with you in 15 minutes or half an hour."
- If the response is about not getting the right support, you may respond with "Can you leave that with me and I'll take it back to HR." Alternatively you can reference the other University of Melbourne support avenues mentioned in the Support Materials.
- Reporting at University of Melbourne – <https://staff.unimelb.edu.au/human-resources/complaints>

Wrapping up the discussion

- Summarise the key conversation points made by participants.
- Recap key messages, outline the key takeaways from the group's discussions on how they handled the conversation during the case study.

Final tips

- Try not to judge people as complaining, explore the issues and ask for suggestions on how things can be improved.
- This conversation is a chance to build up levels of trust, so provide positive feedback and be mindful that people will not always feel comfortable sharing their feelings or experiences.
- Even if some may be quiet, the session is a chance for them to hear the views of others and be reassured their safety is a priority.

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Further resources for facilitator



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Being an Active Bystander: Notes for the Facilitator

This document provides you with additional information about active bystanders:

- Why it is important to be an active bystander and the positive outcomes
- Reasons why people are reluctant to step in and say something
- Enablers that can provide individuals with the confidence to speak up

Positive outcomes

The following positive outcomes are the result of being an active bystander:

- The target or victim of the inappropriate behaviour feels safer
- When you say something, others recognise the boundaries of acceptable and respectful behaviour
- The action enhances psychological safety within a group setting
- You grow in confidence and self-esteem
- With time, others build their confidence to stand up

Inhibitors

Reasons why people are reluctant to step in and say something:

- FEAR is the main blocker for most individuals
- Fear prevents us from thinking clearly in a situation (think fight or flight)
- Often people report that they don't know what to say in the situation so say nothing
- Many feel that they are lacking the skills to confidently have a conversation
- Fear of retribution is common

Enablers

Everyone can focus on one or more of the enablers below to build their confidence to speak up:

- Increase your awareness of disrespectful behaviours
- Know and care about the risks to the target or victim of the inappropriate behaviour
- Accept responsibility for having a role to play in creating a safe and respectful environment
- Build and apply skills to be able to intervene
- Be ready to do something

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QR code for feedback

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Participant feedback



Let's Talk About Respect is one of the embedding initiatives for the Respect Education Program. This toolbox has been designed to ensure ongoing education and a commitment to sustained cultural change. We would appreciate your feedback on the impact of the session; please use the QR code or email the Respect education team Respect-Education@unimelb.edu.au. Thank you in advance.



Where to find the toolbox

Staff Hub

News & events Services & support About UoM Academic gateways

Respect / Respect education

Respect education

Information about mandatory and optional skills development programs for staff, as well as links to a wide range of resources and supporting material.

Respect education is a cornerstone of the University's commitment to eliminating sexual misconduct from our community and prioritising the safety and wellbeing of everyone who experiences it.

Mandatory training Optional development **Additional resources**

Additional resources

Additional resources are available to help you better understand your responsibilities, and equip you to support colleagues in the event of a disclosure or if you witness disrespectful behaviour.

Resources include:

- fact sheets, eg foundations of gendered violence, applying the lens of intersectionality
- tip sheets, eg BEARS+ model, things you could say
- discussion toolboxes, eg courageous and respectful conversations, applying trauma-informed care
- process information, eg complaints and investigations process
- contact details and useful links to additional support.

[Access the resource repository via SharePoint →](#)

RE Respect Education workshop resources

Home Conversations Teams Shared with us Documents Notebook Pages Post workshop resources Site contents Recycle bin Edit

Documents > General > Resource Repository

Name	Modified	Modified By	+ Add column
Additional Reading Material	May 31	Scarlet Barnett	
Annual Report	April 7	Scarlet Barnett	
Booklet - Look after yourself. Look out for one another	June 28	Scarlet Barnett	
Contacts	June 28	Scarlet Barnett	
Education Programs	May 8	Scarlet Barnett	
Email Signatures	June 28	Scarlet Barnett	
Fact Sheets	April 7	Scarlet Barnett	
Posters	June 28	Scarlet Barnett	
Student perspective - Information and resources	July 5	Scarlet Barnett	
Support	June 29	Scarlet Barnett	
Tip Sheets	April 7	Scarlet Barnett	
Toolboxes	4 minutes ago	Scarlet Barnett	
Videos	April 7	Scarlet Barnett	
Wallet-sized information piece for staff	June 28	Scarlet Barnett	

Resource Repository Toolbox.PNG

RE Respect Education workshop resources

Home + New Upload Edit in grid view Share Copy link Sync Download Export to Excel

Documents > General > Resource Repository > **Toolboxes**

Name	Modified	Modified By	+ Add column
Toolbox_Courageous and Respectful Conversations	5 minutes ago	Scarlet Barnett	



Scan QR to go directly to the toolbox





Re-cap – Purpose of Toolbox

- Build upon the Respect program that has been delivered to the University
- Support the University's commitment to eliminate sexual misconduct
- Provide you with materials to confidently facilitate a session with your team to embed the skills step in as an active bystander.
- Resources can be used in either:
 - Team meetings
 - Part of a professional learning opportunity
- Where to go for help: Respect-Education@unimelb.edu.au



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