

# THE POWER OF BOUNDARIES

## (Workshop Colour System)

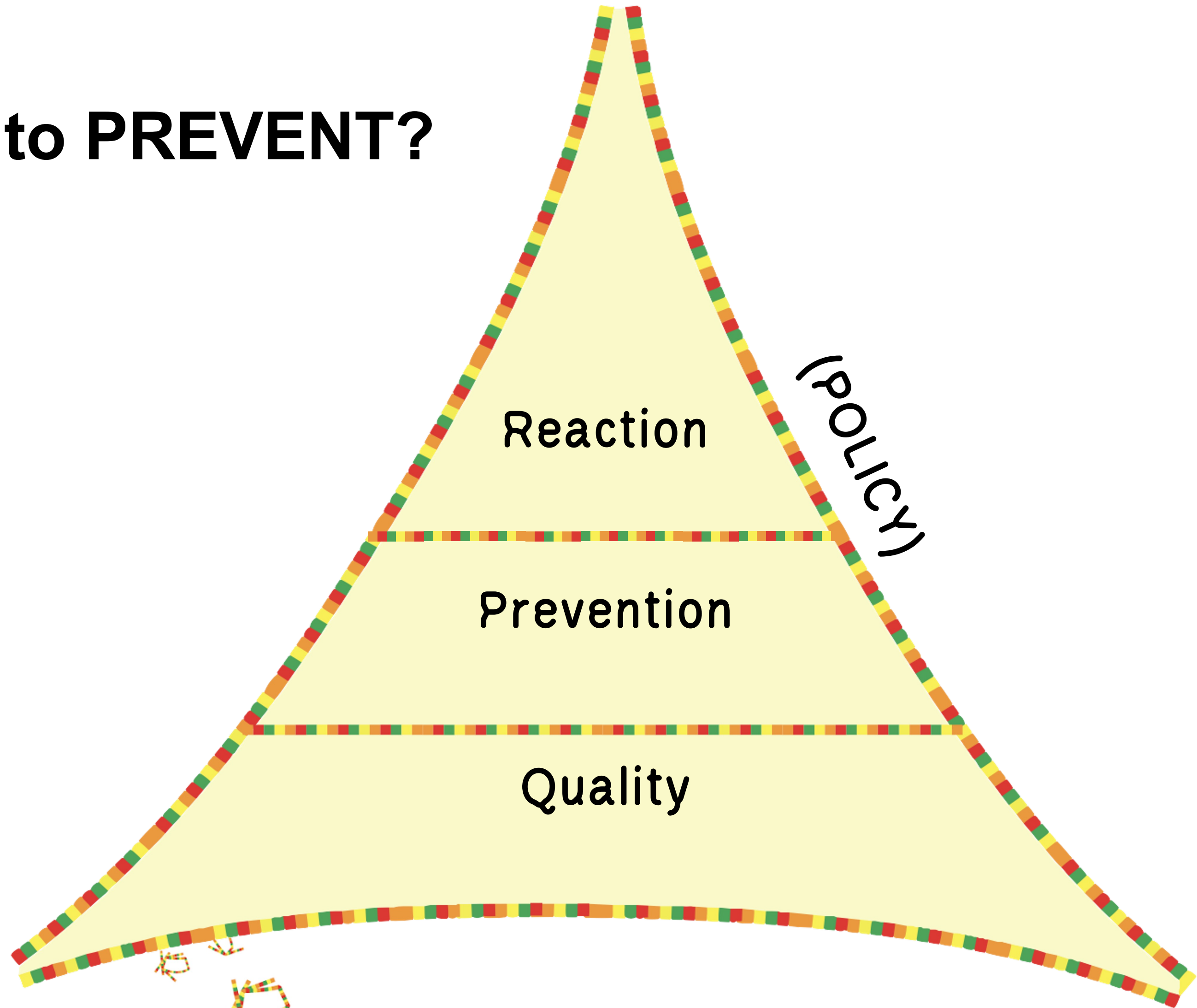
Anneleen Lemmens, Nelle Hens,  
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# GUIDELINES

(Safe(r) and brave space)

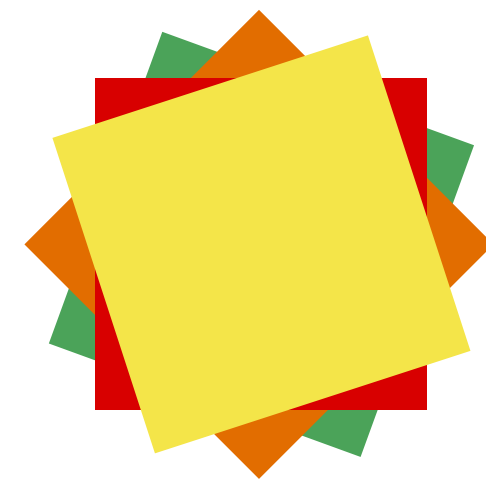
1. Confidentiality!
2. Be mindful of your own speaking time
3. We listen to each other openly
4. We are here to learn from each other
5. No one is obliged to share anything
6. Opinion vs. fact
7. It's ok to disagree with each other
8. Feel free to leave the room when you need to. Toilet?
9. (Phones off?)

# HOW to PREVENT?



# COLOUR SYSTEM

(Sensoa's Flag System)





# COLOUR SYSTEM

## Part of the Toolbox: Psychosocial Wellbeing

1. Sociaal Fonds Podiumkunsten and oKo
2. Based on Sensoa's Flag System, adapted to the cultural sector

Developed in collaboration with IDEWE, Engagement Arts, Sensoa, NICC and freelancers from the sector

1. Developed out of a need for prevention
2. To stimulate conversation and prevent transgressive behaviour



# COLOUR SYSTEM

1. Guidelines ~ criteria
2. Exercise: illustrative scenarios
3. Tool to assess incidents:  
intuitive & more analytical/objective (with more awareness)

Thus, creating a shared (moral) framework

Thus, encouraging a culture of conversation and shared responsibility



# DISCLAIMERS and REMARKS

(what to consider when we talk about unwanted behavior)

1. Time-bound
2. Depending on the culture of the country and the culture within the organization.
3. Subjective experience
4. Personal boundaries
5. Impact of behavior (including intention)
6. Mutual understanding  
(a climate where boundaries can be set and respected.)



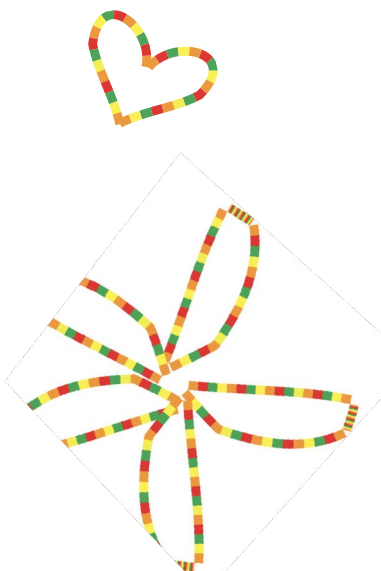

# DISCLAIMERS and REMARKS

## 1. ORGANISATIONAL POLICY VS. PERSONAL BOUNDARIES?

= tension for organisations, it's important to reflect on their own position:

(1)

what do they define as respectful behaviour versus what are clear no-go's?  
(regardless of individual opinions)





# DISCLAIMERS and REMARKS

## 1. ORGANISATIONAL POLICY VS. PERSONAL BOUNDARIES?

(2)

sometimes a person experiences something as transgressive behaviour, whereas it is not described (clearly) as such in the company policy / code of conduct

= valuable information

▶ enables space for listening, recognition, referral,  
... & possibly adapt policy

# DISCLAIMERS and REMARKS

## 2. ILLUSTRATIVE SCENARIOS ~ IMPLIES A LIMITATION

Reality = more complex

- ▶ ask yourself what information is missing to be able to judge ~ this says a lot about your organization's values



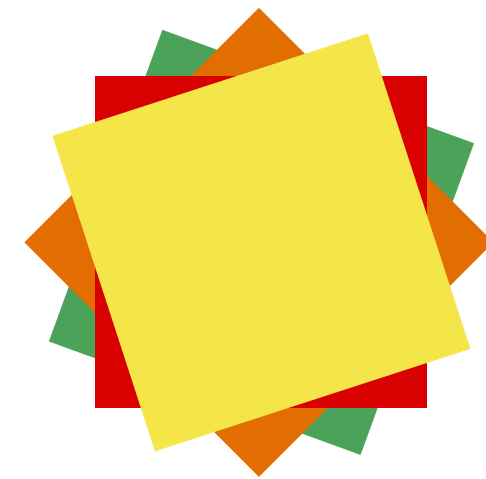
# DISCLAIMERS and REMARKS

## 3. ASK YOURSELF/EACH OTHER THE FOLLOWING QUESTIONS:

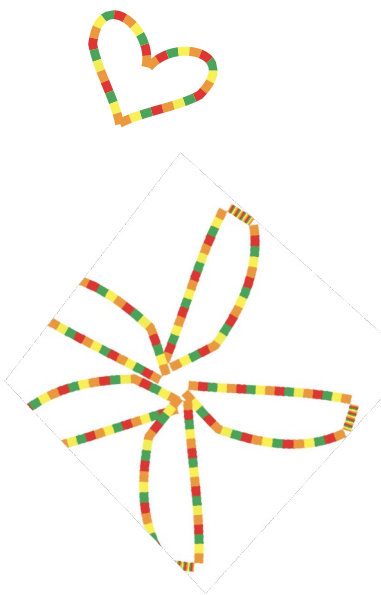
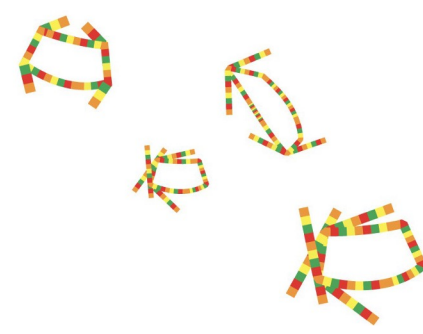
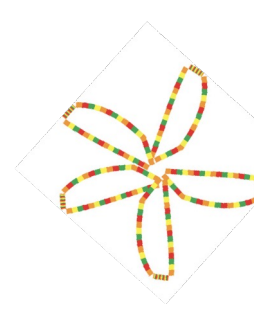
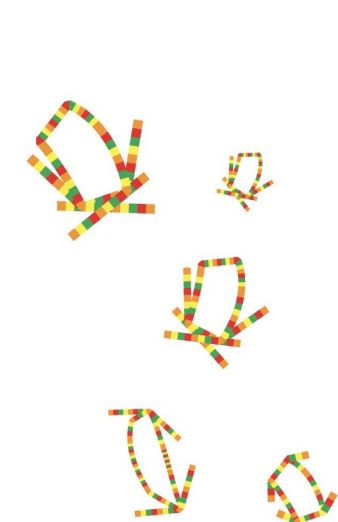
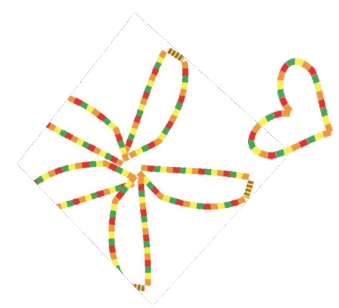
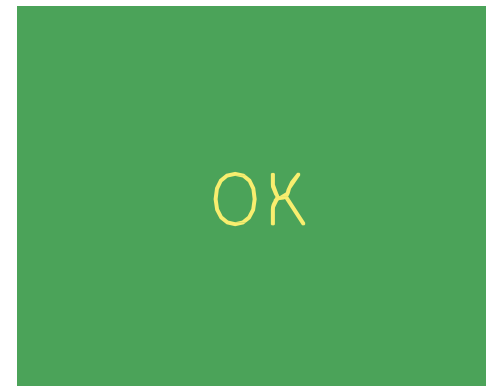
- From which perspective/role are we judging? (Manager, employee, bystander/witness, ...)
- What makes judging difficult?
- What information is missing and essential?
- What information is determining? Would the judgment change if that information was adjusted (e.g., role, gender, age, ...) ?

# COLOUR SYSTEM

1. THEORY
2. EXERCISE: (illustrative scenarios)
3. DEBRIEFING AND FEEDBACK



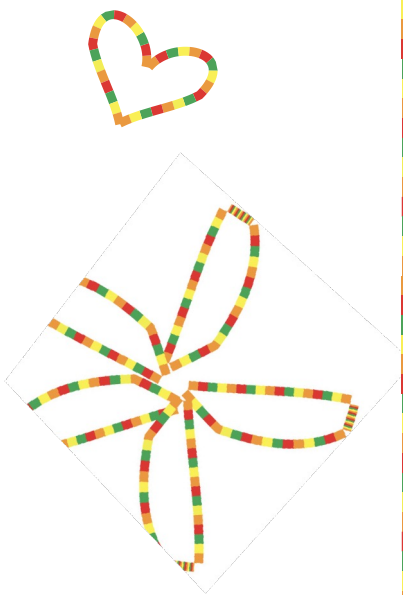
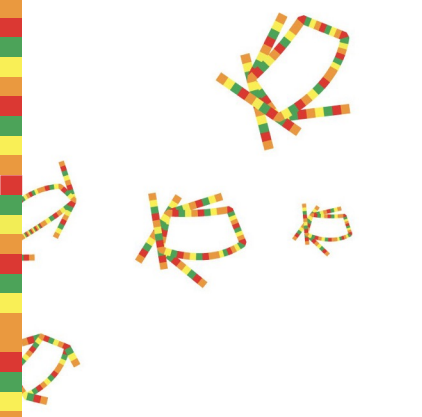
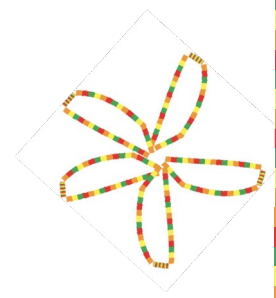
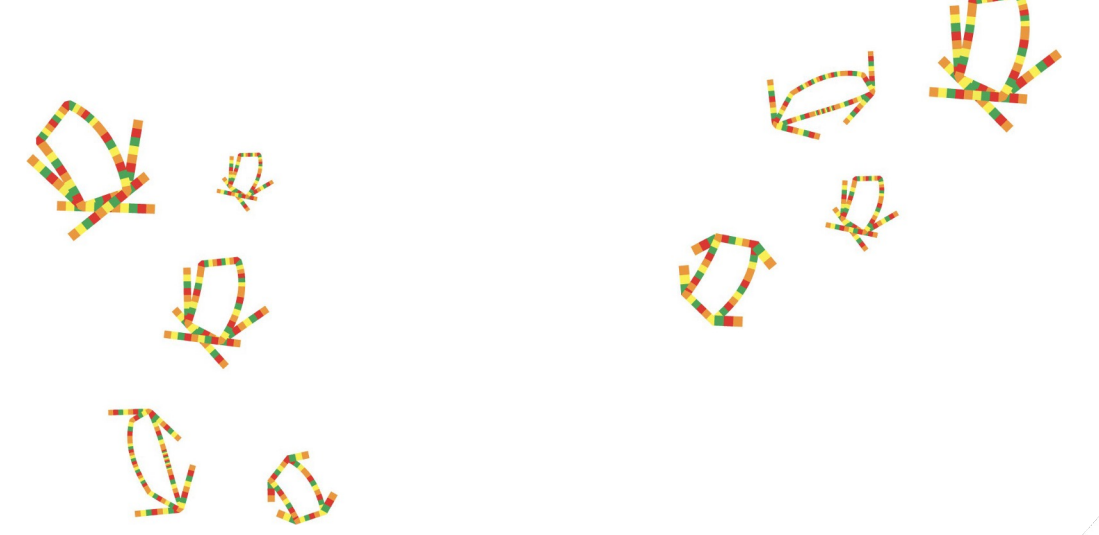
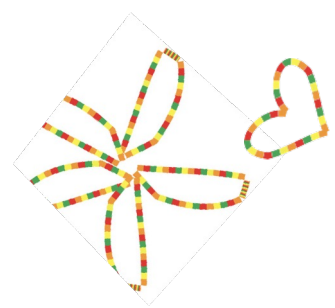
# THEORY



# THEORY

First: Intuitive colour labelling

(FIRST CASE)



# THEORY

BASED ON 6 CRITERIA:

- 1.** Consent
- 2.** Voluntariness
- 3.** Equity / Equality
- 4.** Functioning
- 5.** Context
- 6.** Impact

NOTE: NOT ALL CRITERIA ARE APPLICABLE TO EVERY SCENARIO

# 1. CONSENT

ALL INVOLVED PARTIES AGREE

- 1. Clear**
- 2. Before and during**
- 3. Specific**
- 4. Explicit**
- 5. Surprise**

Clearly stated, without ambiguity

Ongoing consent, checking regularly

Not extended without explicit consent

Not assumed / absence of no  $\neq$  yes

sudden, unannounced, unexpected

## 2. VOLUNTARINESS

THERE IS NO PRESENCE OF:

1. **Coercion**
2. **Blackmailing**
3. **Lack of choice**
4. **Reward/punishment**

Threats of violence/anger  
tricking, manipulation, secrecy  
there are alternatives  
no transaction, payment, punishment, reward

# 3. EQUITY / EQUALITY

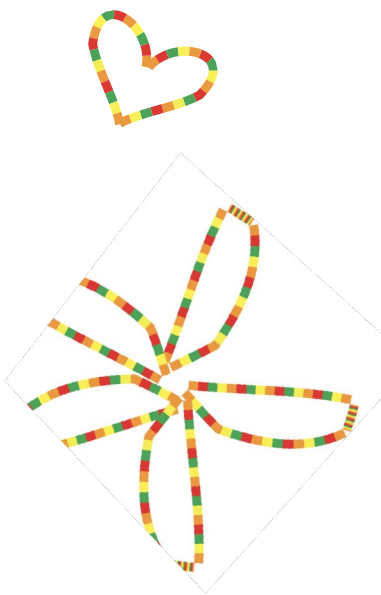
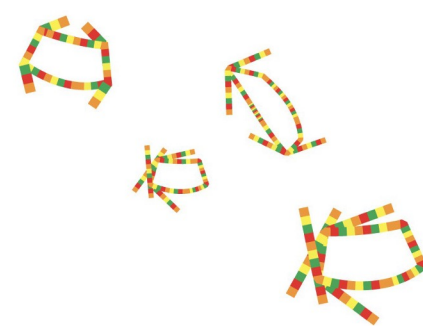
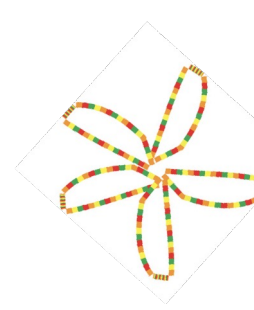
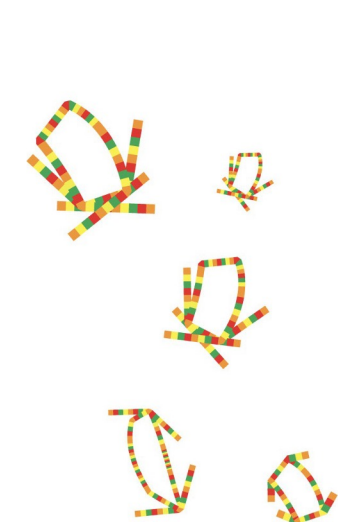
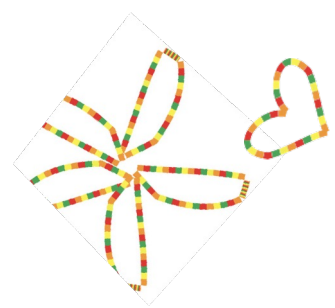
THERE IS NO ABUSE OF POWER.  
THERE IS NO ABUSE OF:

- 1. Power dynamics**
- 2. (Extreme) imbalance**
- 3. Privileges**

dependence, authority

differences in social status, power, authority,  
significant age gap, or large differences in life  
experience

the invisible power of privilege



# 4. FUNCTIONING (1)

THIS CRITERION FOCUSES ON THE MENTAL AND PHYSICAL FUNCTIONING OF THE INDIVIDUALS INVOLVED.

SOME QUESTIONS THAT CAN BE ASKED:

- Is the behaviour of the individuals influenced by limited functioning?
- Can this be seen as a mitigating factor?
- Does someone take advantage of the limited functioning of someone else?

# 4. FUNCTIONING (2)

WE FOCUS ON:

- 1. Influence of cognitive / emotional development**
- 2. Influence of illness**
- 3. Influence of substances**
- 4. Trauma**
- 5. Lack of language, communication or knowledge**

dementia, confusion

alcohol, drugs

panic, PTSD, anxiety

# 5. CONTEXT

IS THE BEHAVIOUR APPROPRIATE IN THE PROFESSIONAL FRAMEWORK?

1. The behaviour is in line with code of conduct, work regulations, social norms, and aligns with one's role within the organisation
2. The behaviour has a clear function and reason and there is transparency about it

# 6. IMPACT (1)

THERE CANNOT BE A NEGATIVE IMPACT (TRAUMA, HARM) FROM THE BEHAVIOUR ON THE PEOPLE INVOLVED.

INTEGRITY WAS NOT VIOLATED, AND NO PSYCHOLOGICAL OR PHYSICAL THERAPY IS NEEDED DUE OF THE SITUATION

**Note:** It is sometimes difficult to estimate the impact of an action beforehand, but there are tools that can help.

# 6. IMPACT (2)

TOOLS THAT CAN HELP ESTIMATING POTENTIAL IMPACT:

- 1. Intensity**  
The more impactful, the worse (*intimate, personal, physical, verbal*)
- 2. Repetition / Duration**  
The more frequent and the longer-lasting, the worse
- 3. Consciousness**  
The more intentional, the worse (*deliberate and targeted harm*)
- 4. Personal**  
The more individual, the worse

# 6. IMPACT (3)

TOOLS THAT CAN HELP ESTIMATING POTENTIAL IMPACT:

## 1. Scope

The more spectators, the worse  
*(bystanders, visibility, witnesses)*

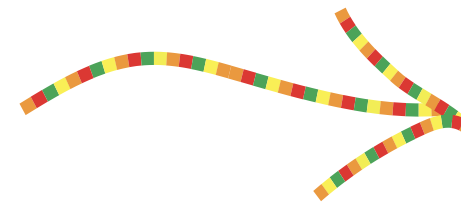
## 2. Support

The less support, the worse  
*(isolation, neglect, being ignored,  
withholding of care, bystanders who do  
not intervene)*

# SUMMARY: 6 CRITERIA / 4 COLOURS

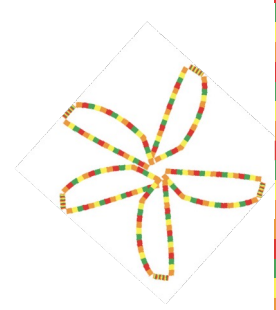
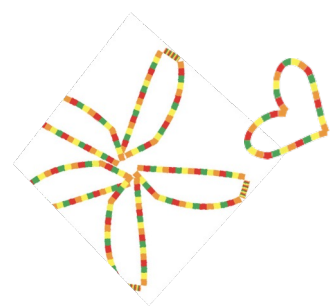
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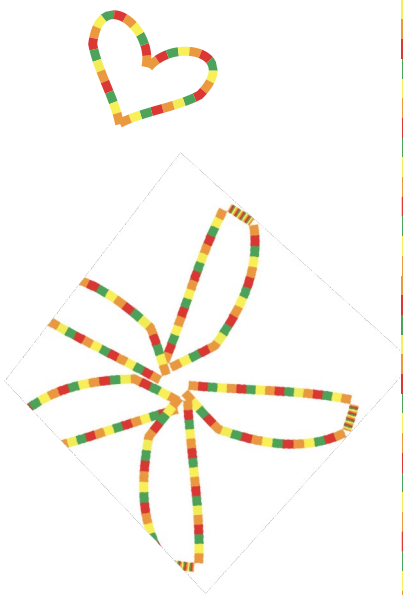


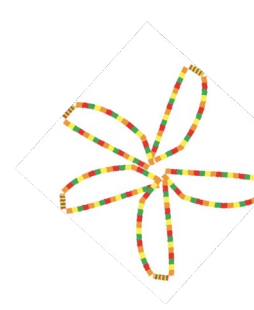
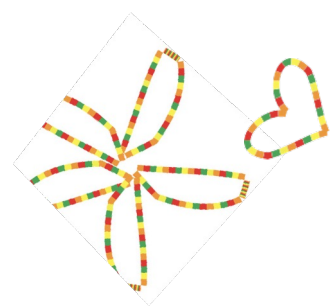
*not mathematical!*

OK	Transgressive Behaviour
Not Entirely OK	Severe Transgressive Behaviour



(Exercise: Illustrative) scenarios





(Debriefing and feedback)

