

# Your LeadWell Assessment™



Add-on  
REPORT

This Report was prepared for

## John Smith

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The LeadWell Assessment™ was created by ReWhy Inc,  
and developed in partnership with ALEAS Simulations Inc.

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## Introduction

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At ReWhyr we believe that leadership matters, and has a direct and in many cases negative impact on an organization's most valuable resource – its people.

As former senior executives with experience in all three sectors (public, private and non-profit), we have first-hand knowledge about the gaps and consequences of how leaders are trained and tested. Proof of damaging impact can be found in the ongoing longitudinal research on lack of engagement of employees. Less than 20% of employees are fully engaged today. This means the vast majority of our labour force is showing up for their paycheques but not truly invested in their work or their organizations. Furthermore a significant and worrisome percentage is actively resentful and toxic to their organization. Recent data suggests more than 50% of employees always have one foot out the door actively seeking different employment. When asked, most of these “unengaged employees” openly state they are not leaving their job, there are leaving their boss!

We know that by using new tools and approaches that promote respect, collaboration and wellness in interpersonal relationships and the workplace, both individual leaders and organizations can achieve improved engagement, sustainability and success.



Our aim is to help others **ReThink** their approach to leadership, **ReDesign** for greater impact, and “**ReWhyr**” to achieve more sustainable personal and organizational success.

In this spirit **ReWhyr** created the **LeadWell Assessment™** as an add-on enhancement to the award-winning serious game, FLIGBY (which promotes flow-leadership), in order to address the serious and pervasive challenge of employee disengagement, and toxic and dysfunctional workplaces stemming from leadership direction and decision-making.

The **LeadWell** features and capabilities, which include the **LeadWell Index** (developed with the Mental Health Commission of Canada) and **Bonus Conduct Challenge**, evaluate a player's ability to make optimal empathetic, tolerant choices, and identify and address inappropriate, bullying and harassing behaviour. **LeadWell** results are meant to stimulate individual self-reflection, and in blended learning situations, provide a platform for discussion about workplace conduct and managerial responsibility.

The **LeadWell Assessment**, integrated with the power of FLIGBY that assesses and benchmarks 29 key leadership competencies, provides leaders and organizations with

- an opportunity to witness and reframe leadership style - skills, performance and capacity - through greater self and team awareness and reflection
- accurate data and insights on talent strengths and gaps to inform future training, development and change
- a platform to trigger dialogue on workplace priorities - e.g., engagement, respect, wellness, etc., and then work toward potential solutions that drive sustainable change

We know that leaders and organizations that understand the “human element” build and foster empathetic and tolerant environments of trust, openness and collaboration, thereby strengthening their human capital advantage, which directly leads to greater success – loyalty, productivity and profitability.

So yes leadership matters, and the status quo is unacceptable, but it can be improved. New tools and approaches such as **F + LW V-Tools** and associated ReWhyr hybrid learning workshops can produce desired, measureable positive outcomes.

**The future of leadership training and development is here!**

**The ReWhyr Team**

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ReWhyr works in collaboration with ALEAS Simulations, Inc., creator of the original FLIGBY online simulation, to offer FLIGBY + LeadWell (add-on enhancement) V-Tools designed for organizations & individuals to address complex leadership & workplace challenges, including employee engagement.

The enhanced game provides players with an additional LeadWell Assessment, created by ReWhyr, which includes the LeadWell Index (developed with the Mental Health Commission of Canada) and Bonus Conduct Challenge. This new, innovative and timely assessment analyzes ability to make optimal empathetic, tolerant choices, and identify and address inappropriate, bullying & harassing behaviour.

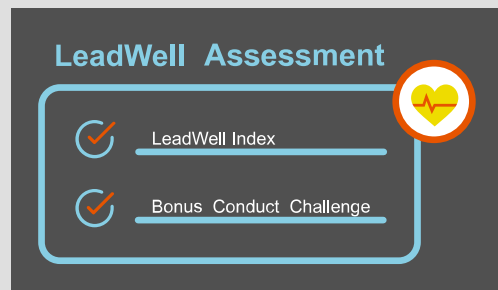
# 1. Structure of this Report

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The LeadWell Assessment is focused on today's challenges in the workplace, analyzing a player's level of empathy, tolerance and other associated leadership skills in workplace situations, as well as ability to identify and address inappropriate behaviour, ranging from interoffice stress to highly egregious and toxic behaviour.

## HOW TO GAUGE LEADERSHIP ABILITIES TO MAKE OPTIMAL CHOICES

The LeadWell Assessment is designed to provide deeper insight into the ability to make optimal empathetic, tolerant choice, as well as identify and address inappropriate, bullying and harassing behaviour.



## THE LEADWELL ASSESSMENT IS COMPOSED OF TWO COMPONENTS:

1. **LeadWell Index™**, developed with the Mental Health Commission of Canada, analyzes gameplay decisions and assesses ability to instill healthy and psychologically safe relationships and respectful collaborative workplaces. Drawn from the FLIGBY 29 key leadership competencies, the Index focuses on empathy and tolerance along with other key competencies that foster and promote wellness.
2. **Bonus Conduct Challenge**, allows the player to stop gameplay, identify inappropriate conduct and select appropriate action to address the situation. This added feature is intended to provoke thinking about what is and is not suitable conduct in a workplace; create space for each player to examine their tolerance level for borderline and egregious conduct; and, test ability to discern when inappropriate, bullying and harassing behaviour has become toxic and dangerous to the workplace, and potentially illegal.

**ReWhyr** created the **LeadWell Bonus Conduct Challenge** to heighten understanding and implications of inappropriate workplace conduct, and help leaders with approaches to avoid and/or address such conduct.

**LeadWell Assessment results are meant to stimulate individual/team awareness & reflections, assisting in targeting areas for development; and, in blended learning situations, create questions and open discussion on workplace priorities.** These team-building conversations can help reinforce corporate values and direction, and drive sustainable desired personal and organizational change.

## 2. Your LeadWell Assessment

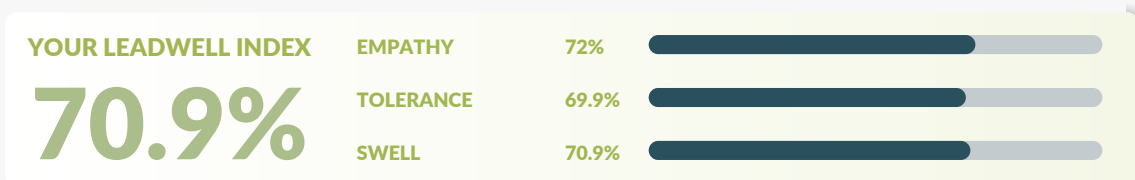
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**LeadWell** goes beyond measuring the FLIGBY 29 key leadership competencies that focus on how effectively a leader balances an employee's skill level with the level of challenge involved in any task or activity. The simulation you just completed also evaluates how empathetic and tolerant you are as a leader of your employees, and if you are fostering wellness and respect in the workplace.

### 2.1 LEADWELL INDEX

Developed with the Mental Health Commission of Canada, this Index analyzes your gameplay decisions and assesses ability to instil healthy and psychologically safe relationships and respectful collaborative workplace.

**Your LeadWell Index consolidated score was 70.9%. This measured three clusters of competencies – Empathy, Tolerance and Supporting Wellness-Leadership (SWELL) competencies, which are reviewed below in this report.**



**Your LeadWell Index (above)** includes 17 different competencies of the FLIGBY 29 key leadership competencies and are scored out of 100. The competencies in these three clusters reflect a greater sensitivity and understanding in leadership decision-making.



In agreement with the Mental Health Commission of Canada, some competencies appear in more than one cluster. The sub-set of 17 are consolidated in the three clusters, and then averaged out of 100 again, providing a score for each cluster.



## 2.1.1 Your Empathy Score

Your Empathy Score

**72%**

**Empathic leadership is the ability of leaders to understand, relate to and be sensitive to customers, colleagues and communities.** This attribute enables a person to be interested in and relate to the personal situation of others. It requires emotional intelligence but goes beyond it.

You scored **72% on Empathy**, which is a calculation comprised of six competencies - active listening, intuitive thinking, social dynamics, building engagement and trust, communications and emotional intelligence - all of which are critical skills, knowledge and abilities in an empathetic leader.

To get an understanding of how you accumulated this result, take a look at how you performed on each of the competencies within the Empathy cluster.

Related Competences <sup>1</sup>	Competency scores <sup>2</sup>	
<b>Active listening</b> is a way of responding to another person that improves mutual understanding. This is a method of listening that involves understanding the content of a message as well as the intent of the sender and the circumstances under which the message is given.	Your Score	65%
	Median Score	63%
<b>Intuitive thinking</b> is a way of thinking that does not use rational processes such as facts and data. It is unfocused, nonlinear, sees many things at once, views the big picture and contains perspective.	Your Score	76%
	Median Score	61%
<b>Social dynamics</b> is an awareness of the complexity of many situations and the social dynamics that govern them. This skill can be used to advance "one's own interest" for the good or otherwise - and/or that of the organization.	Your Score	74%
	Median Score	66%
<b>Building engagement</b> is the readiness to create trust and a positive, fulfilling, work-related state of mind that is characterized by dedication. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge.	Your Score	75%
	Median Score	66%
<b>Communication</b> refers to the set of skills that enables a person to convey information so that it is received and understood. Communication skills refer to the repertoire of interpersonal behaviour.	Your Score	62%
	Median Score	64%
<b>Emotional intelligence</b> is the capacity and readiness to understand, express and regulate emotions in oneself and in others.	Your Score	80%
	Median Score	71%

## 2.1.2 Your Tolerance Score

Your Tolerance Score

**69.9%**

**Tolerant Leadership** has sympathy or indulgence for beliefs or practices differing from or conflicting with one's own. This ability allows an individual to see and entertain other points of view which may differ or disagree with yours but is necessary to understand if you are taking into consideration all points of view and initiatives in leadership decisions.

You scored **69.9% on Tolerance**, which is a calculation comprised of seven competencies - diplomacy, conflict management, analytical skills, active listening, social dynamics, building engagement and trust, and communications - all of which are critical skills, knowledge and abilities in a tolerant leader. To get an understanding of how you accumulated this result, take a look at how you performed on each of the competencies within the Tolerance cluster.

Related Competences <sup>1</sup>	Competency scores <sup>2</sup>	
<b>Diplomacy</b> is the readiness to take into accounts the varying interests and values of the other parties involved in the negotiation, treating those differences with respect and dealing with people in a tactful manner.	Your Score	<b>80%</b>
	Median Score	<b>65%</b>
<b>Conflict-management</b> is the practice by leaders in identifying and handling conflicts in a sensible, fair, and efficient manner.	Your Score	<b>58%</b>
	Median Score	<b>61%</b>
<b>Analytical skill</b> is the readiness to visualize, articulate, and solve complex problems and concepts and make decisions that are sensible based on the available information.	Your Score	<b>75%</b>
	Median Score	<b>63%</b>
<b>Active listening</b> is a way of responding to another person that improves mutual understanding. This is a method of listening that involves understanding the content of a message as well as the intent of the sender and the circumstances under which the message is given.	Your Score	<b>65%</b>
	Median Score	<b>63%</b>
<b>Social dynamics</b> is an awareness of the complexity of many situations and the social dynamics that govern them. This skill can be used to advance "one's own interest" for the good or otherwise – and/or that of the organization.	Your Score	<b>74%</b>
	Median Score	<b>66%</b>
<b>Building engagement</b> is the readiness to create trust and a positive, fulfilling, work-related state of mind that is characterized by dedication. Dedication refers to being strongly involved in one's work and experiencing a sense of significance, enthusiasm, and challenge.	Your Score	<b>75%</b>
	Median Score	<b>66%</b>
<b>Communication</b> refers to the set of skills that enables a person to convey information so that it is received and understood. Communication skills refer to the repertoire of interpersonal behaviour.	Your Score	<b>62%</b>
	Median Score	<b>64%</b>

## 2.1.3 Your Supporting Wellness-Leadership (SWELL) Score

Your SWELL Score

**70.9%**

Supporting Wellness-Leadership means having the ability for effective communications, better feedback and understanding, as well as taking decisions that are sensitive to employee concerns and capabilities. This requires not only managing a team or organization, but also providing expertise, credibility, trust and the professional-human relationships that create positive, safe and thriving workplaces.

You scored **70.9%** on **Wellness-Leadership**, which is a calculation comprised of ten competencies – teamwork, conflict and time management, balancing and motivational skills, strategic thinking, assertiveness, empowerment, communications, and involvement - all of which are critical skills, knowledge and abilities in a leader. To get an understanding of how you accumulated this result, take a look at how you performed on each of the competencies within the Wellness- Leadership cluster.

Related Competences <sup>1</sup>	Competency scores <sup>2</sup>	
<b>Teamwork management</b> is the readiness to form, facilitate and monitor teamwork and teams.	Your Score	70%
	Median Score	61%
<b>Conflict-management</b> is the practice by leaders in identifying and handling conflicts in a sensible, fair, and efficient manner.	Your Score	58%
	Median Score	61%
<b>Time management</b> is a readiness of systematic, priority-based structuring of time allocation and distribution among competing demands.	Your Score	88%
	Median Score	56%
<b>Balancing skill</b> is the readiness to maintain the same importance between things, considering them in the same way. Effective leadership is about balance.	Your Score	61%
	Median Score	63%
<b>Motivation</b> are those that enable a person to become motivated and work toward achieving goals. This is the readiness to understand what causes a person to become motivated and stay that way.	Your Score	78%
	Median Score	67%
<b>Strategic thinking</b> helps managers to set goals, to determine priorities, to review policy issues, and to perform long term planning.	Your Score	75%
	Median Score	62%

## Your Supporting Wellness-Leadership Score

<p><b>Assertiveness</b> is the readiness to express your emotions and needs without violating the rights of others and without being aggressive.</p>	Your Score	<b>61%</b>
	Median Score	<b>55%</b>
<p><b>Empowerment</b> is a skill of sharing information, rewards, and power with employees so that they can take initiative and make decisions to solve problems and improve service and performance.</p>	Your Score	<b>67%</b>
	Median Score	<b>59%</b>
<p><b>Communication</b> refers to the set of skills that enables a person to convey information so that it is received and understood. Communication skills refer to the repertoire of interpersonal behaviour.</p>	Your Score	<b>62%</b>
	Median Score	<b>64%</b>
<p><b>Involvement</b> is the readiness to participate in the activities of formal or informal teams/groups, all the way to the execution process.</p>	Your Score	<b>89%</b>
	Median Score	<b>69%</b>



<sup>1</sup> For detailed definition of the competencies check out your FLIGBY® Profile (your Flow-Leadership Report)

<sup>2</sup> Your scores are systematically juxtaposed with all FLIGBY players' median scores. In this Assessment, the term "median" shows the dividing point - the middle number where the exact same number of players have higher as well as lower scores.

## 2.2 Bonus Conduct Challenge

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Your performance on the Bonus Conduct Challenge during gameplay shines a light on your ability to identify and take action against inappropriate behaviour such as bullying, harassment and more. This is an important measure of a leader's ability to understand what types of behaviour create unsafe and toxic workplaces, and damage individual wellbeing and organizational productivity.



**The Bonus Conduct Challenge button permitted YOU to stop gameplay, identify the type of inappropriate conduct and select appropriate address the situation.**

"Red zones" were pre-identified where conduct is seen as clearly inappropriate and actions is deemed necessary, and the button jiggled to alert you. Each incident was treated as new and unique, and some of the incidents naturally occur in rapid sequence as expected when workplace stress escalates.

The pace of gameplay is steady, and it was not expected that you would necessarily respond to all occurrences of poor conduct. The purpose of the Bonus Conduct Challenge is intended to provoke thinking about what is or is not appropriate conduct in a workplace; create space for each player to examine their tolerance level for borderline and egregious conduct, and test ability to discern when behaviour has clearly become harassing and toxic.

Bonus Conduct Challenge participation is reviewed below.

**INAPPROPRIATE CONDUCT IN FLIGBY + LEADWELL YOUR RESULTS**

### 1. Your Total Challenges

In playing you had an opportunity to identify instances of inappropriate behaviour including bullying and harassment.



### 2. Your Sanctions

In your challenges you had the opportunity to identify the gravity of the incident and corresponding level of sanction imposed:

1. Obtain more information and/or counsel employee
2. Warn and counsel employee, and obtain commitment to cease offensive conduct.
3. Sanction an employee, up to and including removal from position.

You identified 13 incidents of inappropriate behaviour. There were more in the simulation you just completed, but you did a great job identifying poor conduct.

As the table below shows, when you responded to incidents of inappropriate behaviour, you chose sanctions in a balanced manner, at times more temperate and other times more rigorous and taking decisive action.

	<b>Levels of Action Chosen</b>	<b>Number</b>	<b>Percent</b>
<b>1</b>	<b>Obtain more information and/or counsel employee</b>	<b>5</b>	<b>38.5%</b>
<b>2</b>	<b>Warn &amp; counsel employee, and obtain commitment to cease offensive action</b>	<b>5</b>	<b>38.5%</b>
<b>3</b>	<b>Sanction employee, up to and including removal from position</b>	<b>3</b>	<b>23.1%</b>



## WHY UNDERSTANDING YOUR RESPONSES TO INAPPROPRIATE BEHAVIOUR IS IMPORTANT

The “Correct Response” is based on expert advice that aligns sanctions with behaviour witnessed. Many factors play a role when identifying and responding to inappropriate behaviour. Some players will show great tolerance while others will seek swift and significant responses to problematic conduct. Managers who demonstrate great patience may not be in sync with how their team views appropriate action, and the same goes if there is a perception of over-reaction. Your Bonus Conduct Challenge results are to provide you with a better understanding of the importance of managing inappropriate behaviour in your workplace, and how your actions could be in accordance or out of sync with what your team and/or organization expects, not to mention with the law.

## HOW TO GET MOST OUT OF BONUS CONDUCT CHALLENGE

Bonus Conduct Challenge results are most powerful in hybrid learning situations, where players can lever gameplay experiences to application in their real workplace. Organizations can use this element of the game to initiate a dialogue on their workplace priorities with respect to inappropriate behaviour, as well as ensure clarity on what constitutes illegal behaviour that places both the individuals as well as organizations at risk of legal action.

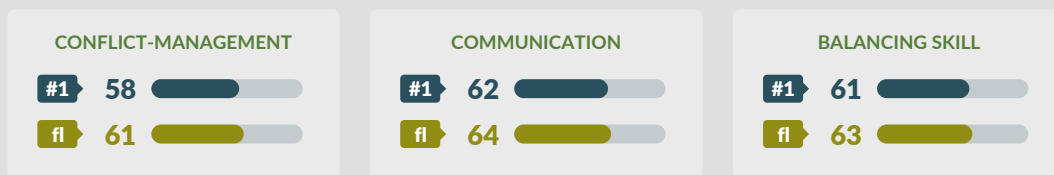
### 3. Tasks Ahead

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**LeadWell Assessment** results are meant to stimulate individual self-awareness and reflection, and in blended learning situations, provide a platform for discussion about workplace conduct and managerial responsibility.

**YOUR OVERALL LEADWELL INDEX IDENTIFIED 3 IMPORTANT COMPETENCIES THAT COULD BE IMPROVED:**

#### Competencies to Improve



These competencies may not be of critical importance to your current position, and therefore may or may not be employed on an on-going basis.

These findings are meant to promote self-awareness and reflection, and often a guide for personal training and development to improve your skills, performance and capacity to foster healthy safe productive relationship and workplaces.

You might wish to work with your Talent/HR advisors, a coach or training body that can help devise and execute on an action plan for improvement.

*NOTE: #1 is your score; fl is the average of all FLIGBY + LeadWell players.*

As part of our commitment to you and your journey of improvement, and after a recommended period of reflection, learning and development, you are invited to replay FLIGBY + LeadWell (within 180 days) to experiment with “what if” situations, as well as test for improvement in areas highlighted for improvement, or identified as corporate priorities.

## 4. If You Want to Know More

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### 4.1 DISENGAGEMENT AT WORK

According to Gallup's most recent State of the Global Workplace Report<sup>3</sup>, a majority of employees in industrial countries (86%) are not engaged or actively disengaged at work.

#### Gallup's Definition of

**Engaged** employees who are psychologically invested in their job and motivated to be highly productive

**Not engaged** employees put in time but little discretionary effort at work

**Actively disengaged** employees are openly resentful of their workplace. They are the most disruptive as they tend to spread negativity and damage their organisation's bottom line. They monopolize management time, have more on-the-job accidents, account for more quality defects, contribute to theft, miss more workdays and quit at a higher rate than engaged employees do.

In Canada only 20% of employees state they are engaged with 66% not engaged and 14% actively disengaged. The US fares slightly better with 33% engaged, 51% not engaged and 16% actively disengaged.

This lack of engagement carries major costs to both individual wellbeing, as well as bottom line organizational losses of productivity, profitability and performance. Additionally, and related to this crisis, is workplace bullying and harassment is on the rise<sup>4</sup>. Toxic cultures caused by sexism, gender inequality, diversity, patriarchy and power imbalances are dangerous and prevent workplaces from being safe and healthy. Gallup estimates the economic consequences of this crisis to be approximately \$7 USD trillion in lost productivity.



<sup>3</sup> [https://www.gallup.com/workplace/238079/state-global-workplace-2017.aspx?utm\\_source=link\\_wwwv9&utm\\_campaign=item\\_231668&utm\\_medium=copy](https://www.gallup.com/workplace/238079/state-global-workplace-2017.aspx?utm_source=link_wwwv9&utm_campaign=item_231668&utm_medium=copy)

<sup>4</sup> <https://crcvc.ca/2017/11/07/harassment-and-violence-in-the-canadian-workplace-an-issue-on-the-rise/>

#### 4.1.1 ABSENTEEISM AND PRESENTEEISM

**Two elements of the not engaged that impact productivity are absenteeism (not at work) and presenteeism (at work but not fully functioning).** In both the U.S. and Canada, trends show that absenteeism due to mental health concerns (from minor stress to serious depression) is on an upward trend. The growing body of research also demonstrates that presenteeism is costing organizations more than its counterpart, absenteeism. Absenteeism is easy to measure so most organizations know their losses due to missed workdays. Presenteeism, on the other hand, is much more difficult to quantify, but current estimates suggest these rates are 3-10 times higher than absenteeism.<sup>5</sup>

It is estimated Canadian companies lose \$16.6 CAD billion<sup>6</sup> in productivity per year due to workers calling in sick. Presenteeism numbers lack precision but estimated to be 3-10 times higher, which is reinforced by the fact that 80% of Canadian workers state they are not engaged or actively disengaged.

In the US, companies lost \$530 USD billion in 2017<sup>7</sup> due to “illness-related lost productivity (illness-related absences, disability leaves, impaired job performance, and occupational injuries and illnesses). This study covered both absenteeism and presenteeism, and based on the data, calculated that an employer with 10,000 employees could face nearly \$3.8 USD million in productivity loss each year, in addition to medical costs.



<sup>5</sup> <https://www.starlingminds.com/wp-content/uploads/2018/06/Starling-Minds-Research-Paper-The-Economic-Impact-of-Mental-Health.pdf>

<sup>6</sup> <https://www.mercer.ca/en/our-thinking/how-much-are-you-losing-to-absenteeism.html>

<sup>7</sup> <https://www.ibiweb.org/illness-related-lost-productivity-costs-employers-530b/>

#### ORGANIZATIONAL SIGNS OF LACK OF EMPLOYEE ENGAGEMENT MATERIALIZE IN:

- a rise in inappropriate behaviour, bullying and harassment complaints
- problems with recruitment and retention
- high/ growing absenteeism; presenteeism; turnover; use of Employee & Family Assistance Programs (EAP/EFAP); short and long-term disability rates and relapses; workers compensation claims; incident reports/worker complaints/investigations; benefits utilizations rates
- declining productivity, decreased profits, failure to meet goals and mission.

The root cause<sup>8</sup> of much absenteeism and presenteeism has been linked to toxic workplace cultures. Organizations with hostile environments due to workplace bullying and harassment and poor leadership are more likely to report higher losses due to absenteeism and presenteeism. For employees with lower stress thresholds, toxic workplaces can also bring out or exacerbate underlying mental health issues<sup>9</sup>.



<sup>8</sup> <https://www.starlingminds.com/wp-content/uploads/2018/06/Starling-Minds-Research-Paper-The-Economic-Impact-of-Mental-Health.pdf>

<sup>9</sup> <https://www.monster.ca/career-advice/article/workplace-nightmares-for-canadians>

#### 4.1.2 LEADERS' RESPONSIBILITY

Leadership plays a key determinant of employee engagement. Poor decisions, actions and behaviours from the top create a disengaged, unhappy workforce and a dysfunctional workplace that causes short and long term problems.

As Gallup CEO Jim Clifton stated the real reason why people quit.

*“The single biggest decision you make in your job – bigger than all the rest – is who you name manager. When you name the wrong person manager, nothing fixes that bad decision. Not compensation, not benefits, nothing. Employees – whatever job, level, or industry – are willing to call it quits if their boss isn't holding up his or her end of the bargain. And, quite honestly, that's a noble thing to do in order to avoid the health risks involved with working for a toxic manager.”<sup>10</sup>*

Conversely leaders who promote health and wellness in their relationships and in the workplace contribute to improved productivity, retention, recruitment and engagement.

New leadership competencies and behaviours can be learned and shaped, and any time and investment taken to strengthen competencies that build and foster improved employee engagement pay off not just in employee wellbeing and loyalty, but also in improved productivity, profitability and sustainability!



<sup>10</sup> <https://news.gallup.com/reports/178514/state-american-workplace.aspx>

## 4.2 A PRIMER ON HARASSMENT IN THE WORKPLACE

### 4.2.1 DEFINITION OF HARASSMENT

Harassment generally consists of repeated and persistent behaviours towards an individual to torment, undermine, frustrate or provoke a reaction from that person. It is a behaviour that with persistence, pressures, frightens, intimidates or incapacitates another person. Each behaviour viewed individually may seem inoffensive, but it is the repetitive bullying characteristic of the behaviours that produce harmful effects.

Additionally, one single incident can constitute harassment when it is demonstrated that it is severe and has a significant and lasting impact on the complainant.

Conduct leading to harassment is considered inappropriate.

### 4.2.2 POINTS TO REMEMBER

- Workers may face violence and harassment in any workplace and from any person in that workplace.
- There is a continuum of unwanted behaviours that can occur in a workplace. This can range from offensive remarks to violence.
- The employer, typically represented by senior management, has the greatest responsibilities with respect to health and safety in the workplace.
- Employers have specific duties with respect to workplace harassment and workplace violence under the law, and it is critical to address any unwanted behaviours early to minimize the potential for workplace harassment to lead to workplace violence.

- The harassing or violent person may be someone the worker comes into contact with due to the nature of his or her work. This may include, but is not limited to, a client, customer, volunteer, student, patient, etc.
- The harassing or violent person may also be part of the workforce, including a co-worker, manager, supervisor or employer. Or the person may be someone with no formal connection to the workplace such as a stranger or a domestic/intimate partner who brings violence or harassment into the workplace.
- Federal and state/province-level laws deal with matters such as violent acts, sexual assault, threats and behaviours such as stalking. The police should be contacted in these situations.

#### 4.2.3 BULLYING AND HARASSING BEHAVIOUR CAN INCLUDE

- Preventing a person from expressing himself or herself: yelling at the person; threatening; constantly interrupting that person; prohibiting the person from speaking to others.
- Unwanted sexual advances which may or may not be accompanied by threats or explicit or implicit promises.
- Making rude, degrading or offensive remarks.
- Making gestures that seek to intimidate.
- Engaging in reprisals for having made a complaint of inappropriate behaviour.
- Discrediting the person by spreading malicious gossip or rumours; ridiculing, humiliating, and/or calling into question their convictions or private life.



- Compelling the person to perform tasks that are inferior to their competencies that demean or belittle them, setting the person up for failure, name calling in private or in front of others.
- Isolating the person by no longer talking to them, denying or ignoring their presence, distancing them from others.
- Destabilizing the person by making fun of their beliefs, values, political and/or religious choices, and mocking their weak points.

### **But it was innocent!**

*What one person considers light-hearted teasing or fun may be a source of stress, anxiety and unhappiness to another. Whether something is harassing or not depends on the effect it has on the person who is its target, not on the intent of the harasser. If behaviour is unwelcome, it is harassing. However, if it is the behaviour that the harasser could not reasonably have known to be unwelcome, the person who is upset by the behaviour should make his or her discomfort know. If a person, after being informed, persists in behaviour that is unwelcome, that person is engaging in harassment.*

### **Just Joking!**

*While humour is an important part of work place interaction, and can have a positive influence, it can also be used to degrade and insult. Jokes about the incompetence of women, or stereotypes of racial minorities, or imitations of a co-workers accent or disability can be hurtful, degrading and humiliating forms of humour. This kind of humour sends the message that some members of the work force are less valuable than others, and are not full accepted as equals in the workplace. If everyone in the workplace enjoys a joke and finds it to be good fun, it is not harassing. If it targets a member of a group protected by human rights legislation in such a way as to denigrate members of that group, it may be harassing.*

#### 4.2.4 BULLYING AND HARASSING BEHAVIOUR DOES NOT INCLUDE

- Expressing differences of opinion.
- Normal exercise of management's right to manage such as the day-to-day management of operations, performance at work or absenteeism, the assignment of tasks, reference checks, and the application of progressive discipline, up to and including termination, constitute the legitimate exercise of management's authority. (Note. While exercising the normal managerial functions is not harassment, how such functions are exercised can risk giving rise to the potential for harassment or perceptions of harassment.)
- Workplace conflict in itself does not constitute harassment but could turn into harassment if no steps are taken to resolve the conflict.
- Work-related stress in itself does not constitute harassment, but the accumulation of stress factors may increase the risk of harassment.
- Difficult conditions of employment, professional constraints, and organizational changes.
- A single or isolated incident such as an inappropriate remark or having an abrupt manner.
- A social relationship welcomed by both individuals.
- Friendly gestures among co-workers such as a pat on the back.

#### 4.2.5 PEOPLE REACT DIFFERENTLY

Reactions to bullying and harassment may include one of any combination of the following:

- Impaired concentrations or ability to make decisions, which could lead to safety hazards (such as lack of attention when working with dangerous equipment).
- Distress, anxiety, sleep-disturbance, substance abuse, and/or suicidal thoughts or actions.
- Physical illness.
- Reduced work performance.

#### 4.2.6 EFFECTS ON THE WORKPLACE

- Reduced efficiency and productivity due to poor staff morale.
- Increased stress and tensions between workers.
- High absenteeism rates.
- Higher turnover, resulting in higher recruitment costs.
- Higher levels of client dissatisfaction.

**ReWhyr** is confident that building and fostering skills and behaviours that promote respect, wellness and engagement will lead to greater success, personal and organizational. We are committed to changing how people think and learn, and if you have any insights or observations to share, or questions for follow-up, we would be happy to hear from you at [info@rewhy.com](mailto:info@rewhy.com).

We hope you found the LeadWell Assessment helpful in your personal growth journey!

**NOTE:** FLIGBY and LeadWell V-Tools produce objective fact-based analysis and evaluation of hard and soft competencies using a sophisticated psychometric profiling engine. These V-Tools produce a “selected-response assessment” which means the parameters are defined in advance. The key leadership competencies, identified and defined by a team of experts led by Professor Mihaly Csikszentmihalyi, are based on a composite of current theoretical and empirical descriptions of skills required for good leadership, including four specific skills needed to foster Flow within an organization. Both the Index and LeadWell Sub-Index were scientifically built and tested to achieve an accurate, fact-based assessment of a player’s actual competencies.

Gameplay results are accurate and unbiased based on the gameplay decisions of the player, but care and judgment should be exercised when interpreting postgame diagnostics. These V-Tools are most personal, powerful and relevant when integrated into a blended learning process.