

NHS GREATER GLASGOW AND CLYDE

**Guidance for managers and staff on
implementation of the Policy on stress in the
workplace (2011)**

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1. General Introduction

The Policy on Stress in the workplace was approved and passed by the organisation in January 2011. The Policy is one of a number of harmonised policies agreed by the NHS GGC Health and Safety Forum as set out in the Health and Safety Strategy and Action Plan (2011/12)

The Policy is based on NHS GGC being committed to a healthy workforce by placing a value on an employee's physical and mental health. The Policy is explicit in committing to a plan of action which includes assisting in the return to work of individuals who have been suffering health problems associated with stress and increasing knowledge of the causes of stress in the organisation. It also commits to take action to tackle stress and help staff to manage stress, managing health problems associated with stress by recognising stress early, managing stress appropriately and also providing access to counselling, advice and sources of help.

In order to assist managers in the implementation of the Policy, this guidance document has been produced to specifically assist with the *risk assessment* process. The principles advocated by the Health and Safety Executive's Management Standards on Stress will be adopted, as stated in the Policy, to undertake the risk assessment process.

In terms of service or departmental implementation of the Policy and risk assessment process, the key stages are as follows;

- 1) Securing management and employee commitment to application of the Policy. This may be achieved by the establishment of a small departmental group to assist in the implementation.
- 2) Reviewing the Stress Policy and the implications for the department/service.
- 3) Identify potential problem areas or issues which might affect stress in the workplace. This can be done utilising existing data such as sickness absence or incident data.
- 4) Evaluate the risk as identified from the problem areas or issues. This can be done by the use of 'Focus Groups' and the Management Standards Indicator Tool. Guidance on the Management Standards is provided in section 4.

The group used to assist in the implementation of the Policy may meet as a Focus Group as long as it is representative of the department or service.

Guidance is provided in the form of a checklist to enable the Focus Group to establish some of the potential areas or issues of concern related to Stress at Work. (section 2)

The Indicator Tool (section 5) can be used to assist in producing robust data on Stress at Work issues. Guidance on implementing the Indicator Tool is provided in the Management Standards User Manual. (section 6)

- 5) The implementation group can then review the results of the Management Standards and the Focus Groups. The Focus Group(s) can also consider potential solutions for the issues that have been highlighted. The group can also consider dealing with individual concerns, providing feedback to staff and communicating results.
- 6) Development of an action plan; the group should then consider the development of an action plan to be implemented over an agreed timescale.

- 7) The group can then meet on a 6 monthly or annual basis to review the implementation of the action plan and evaluate the effectiveness of the agreed solutions.
2. **Checklists for managers**

This checklist can be used to assist with discussions at *focus groups*, related to the Stress at Work Policy.

Service / Department: -----

Manager: -----

Partnership / Trade Union Safety Representative: -----

Date completed: -----

Date for review: -----

Checklist: Work Stress

Introduction

This checklist relates to factors at work, which can lead to work stress. The list is to be used by managers and staff to screen for these factors in their workplace. The factors can be considered in relation to the organisation, Service or Department / Ward. The checklist should be completed prior to the establishment of a focus group, and will help to identify some areas of discussion for the focus group.

Those that are already the subject of good practice need no further action. Those that require improvement should be prioritised according to those that can be dealt with locally by the manager and his/her staff, those that require input from other departments (e.g. Human Resources, Training) and those which may require resolution at a senior level.

These should then be actioned with clear targets for completion/review.

A section at the end of the checklist on actions and targets set for implementation of changes should be completed. Such matters should be discussed fully with Trade Union Safety Representatives and staff.

Checklist: Work Stress

General Management and Culture

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1. Are there clear objectives for the work of the Board/CHP/ Division? | Yes/No |
| Service /Directorate? | Yes/No |
| Department? | Yes/No |
| Are staff aware of these objectives? | Yes/No |
| 2. Is there good communication between managers and staff? eg. regular informal and formal dialogue | Yes/No |
| 3. Does the Department ensure appropriate training and development for staff? | Yes/No |
| 4. Is there good management support for staff in the Department? | Yes/No |
| 5. Is there good support from senior management for the local manager? | Yes/No |
| 6. Are staff actively discouraged from taking work home? | Yes/No |
| 7. Have you assessed the risks of violence to staff, and demands placed on staff including young workers under the Management of Health & Safety at Work Regulations? | Yes/No |

Relationships at Work

- | | |
|-------------------------------------------------------------------------------------------------------------------|---------------|
| 1. Are any staff isolated (socially and/or physically)? | Yes/No |
| 2. Are effective systems in place for dealing with interpersonal conflict, bullying, racial or sexual harassment? | Yes/No |
| 3. Is there an agreed grievance procedure? | Yes/No |
| 4. Is there a proper investigation of staff complaints? | Yes/No |
| 5. Are staff trained to improve interpersonal skills? | Yes/No |

Work Schedule

- | | |
|----------------------------------------------------|---------------|
| 1. Are work schedules inflexible? | Yes/No |
| 2. Do staff have to work unpredictable work hours? | Yes/No |
| 3. Do staff work long unsocial hours? | Yes/No |

Decision-making and Planning

- | | |
|----------------------------------------------------------------------------------------------------------|---------------|
| 1. Do staff have opportunities to contribute ideas (in the planning and organisation of their own jobs)? | Yes/No |
| 2. Do staff have control over the work that they do? | Yes/No |

Employees' Role in the Organisation

- | | |
|-------------------------------------------------------------------------------------------------------------------------------|---------------|
| 1. Does each employee have clearly identified objectives and responsibilities linked to those of the Directorate/ department? | Yes/No |
| 2. Has each employee's role been reviewed to remove any ambiguity, conflict or insufficiency? | Yes/No |
| 3. Do staff who deal with patients receive enough support from their colleagues and managers? | Yes/No |
| 4. Do you and your fellow managers receive enough support? | Yes/No |

Job Design

- | | |
|-------------------------------------------------------------------------|---------------|
| 1. Are all staff provided with well-defined tasks and responsibilities? | Yes/No |
| 2. Does the work have plenty of variety? | Yes/No |
| 3. Does the work avoid short work cycles or highly repetitive work? | Yes/No |
| 4. Do staff use their skills properly? | Yes/No |

- | | |
|---------------------------------------------------------------------------------------|---------------|
| 5. Are hazards at work properly controlled? | Yes/No |
| 6. Have staff who deal with patients/ client groups / media received proper training? | Yes/No |
| 7. Do staff have to work with high levels of time pressure? | Yes/No |

Workload / Work pace

- | | |
|----------------------------------------------------------------------|---------------|
| 1. Is there control over the pace of work? | Yes/No |
| 2. Is there normally too much work to be done properly by the staff? | Yes/No |
| 3. Are some staff not provided with sufficient work? | Yes/No |
| 4. Do you set targets that are stretching but reasonable? | Yes/No |
| 5. Do staff get provided with work which they are capable of doing? | Yes/No |

Local Issues

In consultation with staff and their representatives, any other specific local issues which add to the pressure on staff should be identified in this section.

Matters Requiring Action:

Local (Service / Department):	Target Date

Actions Requiring Assistance eg from senior management:	Target Date

Actions Requiring Director Level Input:	Target Date

3. Process for Implementation of Policy on Stress in the Workplace

<u>Description</u>	<u>Action</u>
Stage 1- Preparation before you start	Securing management and employee commitment – establish implementation group. Reviewing the Stress Policy
Stage 2 - Identify the issues	Review existing data Complete checklist - section 2 Establish Focus Groups Use Indicator Tool
Stage 3 - Evaluate all the data and consider potential solutions	Develop an action plan
Stage 4 –Ensure Implementation Group regularly review implementation of action plan.	Implementation Group to review action plan on six monthly basis.

4. HSE Guidance: The Management Standards approach

Introduction

The Management Standards approach has been developed by the Health and Safety Executive (HSE) to reduce the levels of work-related stress reported by British workers.

The overall aim is to bring about a reduction in the number of employees who go off sick, or who cannot perform well at work because of stress. We want employers to work with employees and their representatives to implement the Stress Management Standards and introduce a process of continuous improvement. This will be good for employees and good for business.

The Management Standards approach gives managers the help they need to achieve these aims. It demonstrates good practice through risk assessment, allows measurement of the current situation using surveys and other techniques, and promotes active discussion with employees to help decide upon the practical improvements that can be made.

What is stress?

Stress is the adverse reaction people have to excessive pressures or other types of demand placed on them. There is a clear distinction between pressure, which can create a ‘buzz’ and be a motivating factor, and stress, which can occur when this pressure becomes excessive.

Why do we need to tackle stress?

- Health & Social work is one of the industries reporting the highest rates of work related stress.
- 400,000 people report experiencing work-related stress at a level they believe has actually made them ill.
- Each case of stress-related ill health leads to an average of 27 working days lost. A total of 10.8 million working days were lost due to work related stress in 2010/2011.
- Work-related stress costs society around £4 billion (2007/08 prices).

What are the Management Standards for Work-related Stress?

The Standards and supporting processes are designed to:

- help simplify risk assessment for stress;
- encourage employers, employees and their representatives to work in partnership to address work-related stress throughout the organisation;
- provide the yardstick by which organisations can gauge their performance in tackling the key causes of stress. The Management Standards define the characteristics, or culture, of an organisation where stress is being managed effectively. They are listed here and can also be found on www.hse.gov.uk/stress/standards along with a comprehensive tool kit.

The Management Standards cover six key areas of work design that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. In other words, the six Management Standards cover the primary sources of stress at work. These are:

- **Demands** – such as workload, work patterns and the work environment.
- **Control** – such as how much say the person has in the way they do their work.
- **Support** – such as the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

- **Relationships** – such as promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- **Role** – such as whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles.
- **Change** – such as how organisational change (large or small) is managed and communicated in the organisation. Employers have a duty to ensure that risks arising from work activity are properly controlled. The Management Standards approach helps employers work with their employees and representatives to undertake risk assessments for stress.

How do I assess performance against the Management Standards?

- Use existing information to see how your organisation shapes up. Sickness absence or staff turnover data could help, as could any surveys you have undertaken to get the views of employees e.g. Staff survey, Health Needs Assessment.

NHSGGC has developed a Survey Monkey Questionnaire based on the HSE Management Standards. Access to the Questionnaire is via your Health & Safety Service.

What if I discover problems?

If you find you have working conditions that are causing concern to your employees, work with them and their representatives to find practical solutions. Examples of what other organisations have done are in *Real solutions, real people* (ISBN 0 7176 2767 5 available from HSE Books, Tel: 01787 881165, www.hsebooks.co.uk), and on the HSE stress website pages www.hse.gov.uk/stress.

Demands

Includes issues like workload, work patterns and the work environment.

The standard is that:

- employees indicate that they are able to cope with the demands of their jobs; and
- systems are in place locally to respond to any individual concerns.

What should be happening/states to be achieved:

- the organisation provides employees with adequate and achievable demands in relation to the agreed hours of work;
- people's skills and abilities are matched to the job demands;
- jobs are designed to be within the capabilities of employees; and
- employees' concerns about their work environment are addressed.

Control

How much say the person has in the way they do their work.

The standard is that:

- employees indicate that they are able to have a say about the way they do their work; and
- systems are in place locally to respond to any individual concerns.

What should be happening/states to be achieved:

- where possible, employees have control over their pace of work;
- employees are encouraged to use their skills and initiative to do their work;
- where possible, employees are encouraged to develop new skills to help them undertake new and challenging pieces of work;
- the organisation encourages employees to develop their skills;
- employees have a say over when breaks can be taken; and
- employees are consulted over their work patterns.

Support

Includes the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.

The standard is that:

- employees indicate that they receive adequate information and support from their colleagues and superiors; and
- systems are in place locally to respond to any individual concerns.

What should be happening/states to be achieved:

- the organisation has policies and procedures to adequately support employees;
- systems are in place to enable and encourage managers to support their staff;
- systems are in place to enable and encourage employees to support their colleagues;
- employees know what support is available and how and when to access it;
- employees know how to access the required resources to do their job; and
- employees receive regular and constructive feedback.

Relationships

Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour.

The standard is that:

- employees indicate that they are not subjected to unacceptable behaviours, eg bullying at work; and
- systems are in place locally to respond to any individual concerns.

What should be happening/states to be achieved:

- the organisation promotes positive behaviours at work to avoid conflict and ensure fairness;
- employees share information relevant to their work;
- the organisation has agreed policies and procedures to prevent or resolve unacceptable behaviour;
- systems are in place to enable and encourage managers to deal with unacceptable behaviour; and
- systems are in place to enable and encourage employees to report unacceptable behaviour.

Role

Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles.

The standard is that:

- employees indicate that they understand their role and responsibilities; and
- systems are in place locally to respond to any individual concerns.

What should be happening/states to be achieved:

- the organisation ensures that, as far as possible, the different requirements it places upon employees are compatible;
- the organisation provides information to enable employees to understand their role and responsibilities;
- the organisation ensures that, as far as possible, the requirements it places upon employees are clear; and
- systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities.

Change

How organisational change (large or small) is managed and communicated in the organisation.

The standard is that:

- employees indicate that the organisation engages them frequently when undergoing an organisational change; and
- systems are in place locally to respond to any individual concerns.

What should be happening/states to be achieved:

- the organisation provides employees with timely information to enable them to understand the reasons for proposed changes;
- the organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals;
- employees are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs;
- employees are aware of timetables for changes and have access to relevant support during changes;

Further information

HSE priced and free publications are available by mail order from HSE Books, PO Box 1999, Sudbury, Suffolk CO10 2WA Tel: 01787 881165 Fax: 01787 313995 Website: www.hsebooks.co.uk

(HSE priced publications are also available from bookshops and free leaflets can be downloaded from HSE's website: www.hse.gov.uk.)

For information about health and safety ring HSE's Infoline Tel: 0845 345 0055 Fax: 0845 408 9577 e-mail: hse.infoline@natbrit.com or write to HSE Information Services, Caerphilly Business Park, Caerphilly CF83 3GG. This guidance contains notes on good practice which are not compulsory but which you may find helpful in considering what you need to do.

5. Training

1. Managers

NHSGGC has developed a course for managers entitled 'Tackling Mental Health'. A component part of the course is the use of the HSE Stress Management Standards survey monkey tool.

Following training managers are provided with a link to the survey monkey tool for use in their service.

2. Staff

An e-learning programme entitled 'Mentally Healthy Workplaces' can be accessed and completed by staff. The programme takes about 1 hour to complete and has a series of questions at the end to test understanding. Successful completion results in the award of a certificate, this can be useful for PDP.

3. Line Managers Competency Indicator Tool

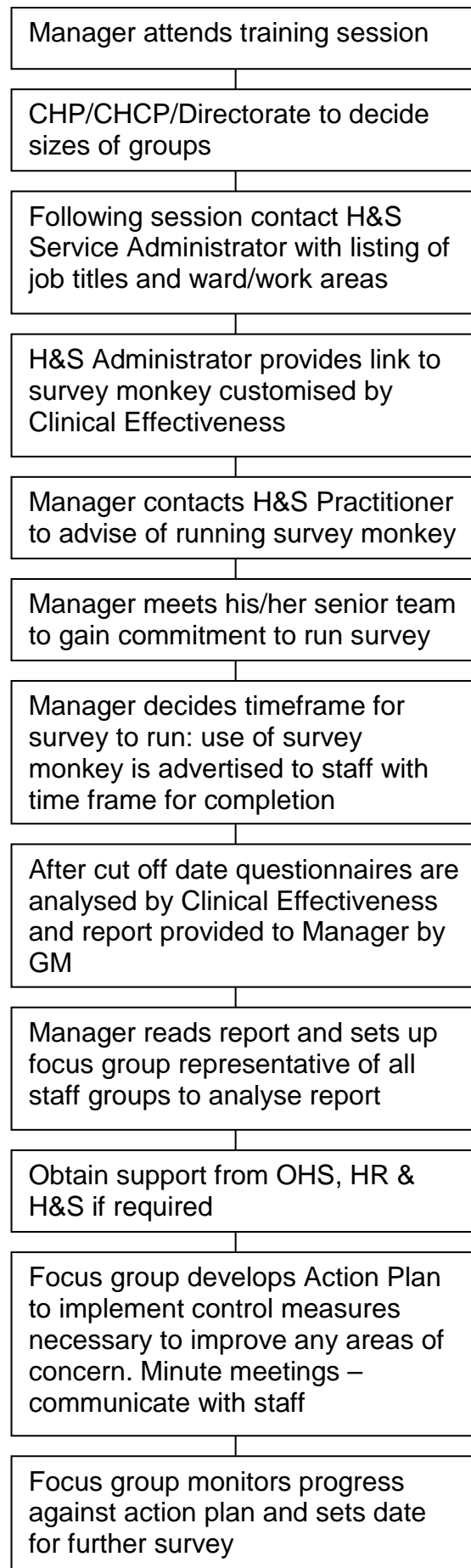
At the same time that staff are completing the survey monkey tool the manager(s) should access and complete the Line Managers Competency Indicator Tool.

It is suggested that any development needs identified be built into the next PDP cycle.

N.B. All documents can be accessed via the Health & Safety webpage at:

http://www.staffnet.ggc.scot.nhs.uk/Info%20Centre/Health%20and%20Safety/Corporate%20Health%20and%20Safety/Pages/HSC_TacklingMentalHealth_KW_300911.aspx

6. Flowchart of Process for undertaking Stress Survey



7. HSE Management Standards Indicator Tool for Work Related Stress

	Never	1	Seldom	2	Sometimes	3	Often	4	Always	5
1 I am clear what is expected of me at work	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
2 I can decide when to take a break	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
3 Different groups at work demand things from me that are hard to combine	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
4 I know how to go about getting my job done	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
5 I am subject to personal harassment in the form of unkind words or behaviour	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
6 I have unachievable deadlines	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
7 If work gets difficult my colleagues will help me	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
8 I am given supportive feedback on the work I do	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
9 I have to work very intensively	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
10 I have a say in my own work speed	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
11 I am clear what my duties and responsibilities are	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
12 I have to neglect some tasks because I have too much to do	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
13 I am clear about the goals and objectives for my department	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
14 There is friction or anger between colleagues	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
15 I have a choice in deciding how I do my work	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
16 I am unable to take sufficient breaks	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
17 I understand how my work fits into the overall aim of the organisation	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
18 I am pressured to work long hours	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
19 I have a choice in deciding what I do at work	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
20 I have to work very fast	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
21 I am subject to bullying at work	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
22 I have unrealistic time pressures	<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
23 I can rely on my line manager to help me out with a work problem	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	

24	I get help and support I need from colleagues	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
25	I have some say over the way I work	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
26	I have sufficient opportunities to question managers about change at work	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
27	I receive the respect at work I deserve from my colleagues	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
28	Staff are always consulted about change at work	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
29	I can talk to my line manager about something that has upset or annoyed me about work	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
30	My working time can be flexible	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
31	My colleagues are willing to listen to my work- related problems	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
32	When changes are made at work, I am clear how they will work out in practice	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
33	I am supported through emotionally demanding work	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree
34	Relationships at work are strained	Strongly Disagree	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1	Strongly Agree
35	My line manager encourages me at work	Strongly Disagree	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	Strongly Agree

8. HSE Management Standards Indicator Tool User Manual

Background

HSE's Management Standards Indicator Tool is a 35-item questionnaire relating to the six primary stressors identified in the Management Standards for Work Related Stress. The items are based on the best available evidence linking work design to health outcomes. It has been designed to support the process described in the Management Standards by providing a broad indication to organisations of how well their workforce rate their performance in managing the risks associated with work related stress.

This *User Manual* provides guidance for using the HSE Management Standards Indicator Tool in a survey to gather the opinion of the workforce. The results from the HSE Management Standards Indicator Tool should be confirmed by discussing the findings with employees, and also by considering other data that is available within the organisation, such as sickness absence rates, employee turnover etc.

Areas covered in this User Manual include the following:

- Getting a good response rate
- Analysing the results
- Ensuring the HSE Management Standards Indicator Tool is sensitive at follow-up surveys
- Indicative sampling
- A checklist for using the Management Standards Indicator Tool

Getting a good response rate

Obtaining a high response rate is important to ensure your results are representative of the working conditions in your organisation. As a crude rule of thumb, for a survey of this nature, a response rate of over 50% could be considered adequate; over 60% desirable, over 70% good and more than 80% very good. With a response rate of less than 50%, the data cannot be considered representative, and should be treated with extreme caution.

Another important factor in determining the reliability of your results is that the overall response rate is balanced across different types of worker and location. For instance, it is known that generally, much higher response rates are generally found in surveys of office-based staff than surveys of manual workers. In line with this, some additional effort may be required to encourage non-office based staff to participate in the survey.

Whether all workers in your organisation are going to be invited to participate in the survey, or whether you are selecting a representative sample of workers, you will need to be sure that you have an up to date list of workers in your organisation who are selected for the survey. The list may be the payroll list, staff records, site security records or similar source. It is important that the list of workers you use is up to date and accurate to ensure all those in your sample receive their questionnaires.

There are several things you can do to encourage a good response rate in your sample before you start your survey. Not least is that employees should feel the questionnaire is important, that their views matter and that they will be acted on. Good ways to encourage this:

- Publicise the survey within your service, including endorsements from senior management and employee representatives before it is distributed, see poster.
- Explain to all staff:
 - The purpose of the survey;
 - How actions will be taken to address survey findings;
 - How and when staff will be receiving a questionnaire; and
 - How and when staff will get feedback on results.
- Ensure anonymity of responses. This will encourage employees to give frank and accurate responses. A formal statement of anonymity at the beginning of the survey is the best way to do this.
- Use up-to-date and accurate records to distribute questionnaires to ensure they do not go to the wrong locations.
- Give people enough time to complete and return questionnaires.
- Ensure managers consider that the process is important and encourage their staff to take time to complete questionnaires.
- Allow staff surveys to be completed in work time. We know that this provides much better response rates.
- Have one or two reminders before the completion date.
- Indicate on the material accompanying the questionnaire when and how the results will be communicated to all staff – and honour this commitment.
- Provide appropriate instructions on completion and a contact for support for completion if required.
 - Consider the best medium for distributing, and returning the survey for your staff (e.g. paper based, staff intranet). If possible, it may be useful to offer different formats so individuals can select the most convenient for them, while maintaining their anonymity.

Analysing Your Results

HSE has developed the HSE Management Standards Analysis Tool to interpret the data generated from the HSE Management Standards Indicator Tool. The scores provided by the HSE Management Standards Analysis Tool are based on employee responses to HSE's HSE Management Standards Indicator Tool. It provides summary information of how you are performing against each of the Management Standards stressors. It is also colour coded for ease of understanding the results in terms of priority. The scores range from 1 (poor) to 5 (desirable). The information is presented in the form of bar charts providing:

- Your service's score on each of the six Management Standards areas;
- A suggested interim target in each of the six areas, based on where you are now; and
- An aspirational benchmark that is based on the average score of the top 20% of the responses of employees to a national household survey using the Management Standards. The employees assessed the performance of their organisations in tackling the sources of work-related stress. This provides an overarching aim is to get organisations to where these top 20% are now.

You can use your data in a number of ways to compare your performance:

- Against previous survey(s) you have undertaken, with the aim of measuring progress;
- Across different parts of your organisation, with a view to identifying good parts that may have practices that would be beneficial for other parts to adopt; and
- Against the national picture, to provide some context against which to judge your performance and to set achievable organisational goals.

The intention is that all the data you collect can be used to promote a system of continuous improvement. It is important to appreciate that the results of the survey alone can only provide an indication of performance in managing work-related stress, and you will need to share and discuss the outcomes of the survey with employees, and explore any issues raised in more detail, for example in focus groups.

Absence data and turnover are two other important indications of the prevalence of work-related stress in your organisation. Also, you should consider the *states-to-be-achieved* on each of the six Management Standards; these clearly proclaim what should be happening in your organisation towards effective management of the potentials of work-related stress.

Selecting a sample

Ideally, a whole population of a service should have a say in a staff survey. However, this can be sub divided into staff groups e.g. medical, nursing, administration, AHPs.

Checklist for using the HSE management standards indicator tool

The following checklist suggests the steps you will need to complete, and the order in which you will need to complete them, if you are using HSE's Management Standards Indicator Tool.

Step 1: Distribute the HSE Management Standards Indicator Tool (survey questionnaire) to your employees.

Step 2: Collate your data: The data on returned questionnaires will be analysed by HSE's Management Standards Analysis Tool. The analysis will be returned to the manager or appointed person.

Step 3: HSE Management Standards Analysis Tool output: this will tell you how your service is performing for each of the sources of stress (e.g. Demands, Control, Support etc.). Alongside your performance figure, the analysis tool will also give you a comparison figure to ultimately work towards and an interim target to enable you to continuously improve your management of work related stress.

Step 4: Take further action: inform staff, employee representatives and other stakeholders of the results from the Indicator Tool. At this point you will also need to be planning the arrangements for discussing the findings with staff, for example, by running focus groups.

Step 5: Consult with your staff: HSE recommends that you hold some focus groups to confirm the results of the Indicator Tool and explore further any topics that were highlighted as needing further action.

Step 6: Summarise the focus groups discussions: highlighting those issues that were of concern to the majority and the actions identified to help reduce them. Issues of concern to small groups and individuals should also be noted and addressed separately (refer to the website for guidance).

Step 7: Feedback: inform staff of the main outcomes of the staff consultation, detailing action plans you have drawn up to improve stress management in your workplace.

Step 8: Review: Conduct the process again after a suitable period of time to assess whether there have been changes / improvements.

9. Implementing the guidance – a worked example

Acute hospital based community rehabilitation service.

This service has around 30 staff who work out of 3 offices based in an Acute hospital. There are 2 managers, the majority of staff are physiotherapists and occupational therapists, and 2 office based admin staff.

The line manager of the service decides to initiate a stress risk assessment in accordance with the Policy on Stress in the Workplace.

The first stage was for the manager to secure commitment to the application of the Policy to the Service.

The manager decides to bring up the issue of the Stress Policy at the next departmental meeting. At the meeting the manager asks staff to read the Policy and start to consider how the Policy might affect their own Service.

The manager then asks the staff for some nominations to sit on a group to consider the implications of the Policy and how the Service may consider the risk assessment.

A meeting is arranged and the manager asks for the following to be discussed;

- The Policy document
- The Work Stress checklist
- Sickness absence and staff turnover data (sourced from H.R. representative)
- Use of the HSE Indicator Tool

At the meeting the group decide the following;

- The Stress Checklist should be completed by the group members including the manager for discussion at the meeting. The group feel that based on the discussions the following are potentially areas of concern;

General management and culture

Relationships at work

Job design

- The group also discuss the sickness absence rates for the Service over the past 3 years. The levels over this period range from 5.2 to 7.1%, all of which is above the current average for the organisation of 5.1%
- From this, the group agree that there are potentially some issues related to stress in the workplace and therefore should use the HSE Indicator Tool.

- The Indicator Tool survey monkey will be sent to all members of staff within the Service. The Indicator Tool can be completed on-line and the on-line software package will then produce an analysis report.
- The group can then be used as a ‘Focus Group’ as long as all staff groups are represented on this group. The focus group can then discuss the analysis report and other data such as the sickness absence data. From this an action plan can be devised based on the issues that have been identified through the focus group. Examples of where there may be issues that require addressing may fall under the following headings;

Key areas	Examples of issues	Examples of resolutions
Demands	Some employees can't cope with demands	Review of job design
Control	Employees don't get their breaks	Review of work patterns
Support	Some feel isolated from colleagues	Review method of working and team development issues
Relationships	Some staff feel there is conflict between specialties	Team development
Role	Some staff are unclear about certain responsibilities	Review job descriptions
Change	Some staff feel that they are not consulted on changes to the service	Ensure inclusive talks and communication brief for all staff

The Focus group can discuss the areas of concern highlighted through the analysis of the Indicator Tool and discuss what can be done to resolve the issue. This will then form an action plan to deal with work related stress. The plan should be monitored over the next 6 to 12 months. The Indicator Tool survey monkey can then be repeated at a later date to establish if there is a perception amongst staff the action plan has resulted in reducing the risk of workplace stress.

10. References

1. NHS Greater Glasgow and Clyde Policy on stress in the workplace (January 2011) -available on StaffNet
2. NHS Greater Glasgow and Clyde Health and Safety Strategy and Action Plan 11/12 – available on StaffNet
3. Health and Safety Executive website – www.hse.gov.uk
4. NHS Greater Glasgow & Clyde ‘Tackling Mental Health’ - http://www.staffnet.ggc.scot.nhs.uk/Info%20Centre/Health%20and%20Safety/Corporate%20Health%20and%20Safety/Pages/HSC_TacklingMentalHealth_KW_300911.aspx