

# NHS GREATER GLASGOW AND CLYDE

## Policy on stress in the workplace

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# 1 Introduction

1.1 The NHS in Scotland has a legal duty under the Health and Safety at Work Act 1974, to ensure the health, safety and welfare of employees. The NHSiS also has a Staff Governance standard that requires NHS employers to ensure that staff are provided with a safe and healthy working environment. The organisation also has a duty to ensure that safe systems of work are in place for staff, which may include workload considerations.

NHS Greater Glasgow and Clyde is committed to a healthy workforce by placing value on both physical and mental health. We acknowledge that stress problems have many causes, including in the workplace and the outside world. In NHS GGC, our risk assessments show that factors which may lead to increased stress in our organisation include those related to demands, control, relationships, role, support and change. We also recognise that domestic factors (housing, family problems and bereavement) may also add to levels of stress experienced by our employees.

1.2 NHS Greater Glasgow and Clyde is committed to a plan of action which includes:

- action to identify and support employees at risk of stress and to support employees to address factors contributing to stress both at work or in their wider lives;
- action to manage the return to work of those who have experienced mental or physical health problems associated with stress to ensure their wellbeing, and to ensure their skills are not lost;
- increasing knowledge of the causes of stress in the organisation including external and internal factors as well as organisational responsibilities to address or mitigate such factors;
- action to tackle stress and helping staff to manage stress; and
- managing health problems associated with stress by:
  - recognising the adverse effects of stress early;
  - managing stress appropriately;
  - providing access to necessary support which may include counselling;
  - providing advice and sources of help;
- ensuring managers undertake proactive Stress Risk Assessments in accordance with the guidance in this Policy document.

1.3 This Policy and its procedures have been developed and agreed through our Health and Safety Forum.

1.4 NHS GGC recognises the difference between **pressure and stress**. The definition of stress adopted within this Policy is that used by the Health and Safety Executive. This is defined as ;

***‘The adverse reaction people have to excessive pressures or demands placed upon them.’***

- 1.5 NHS GGC recognises that some factors that can affect stress of employees relate to chronic factors, whereas others may relate to an acute event. An acute event may be a specific violent or unpleasant incident, including clinical events and dealing with challenging behaviours. Chronic factors may be exposure to stressors over a prolonged period of time and/or on a regular basis.

## **2 Scope**

This policy applies to all staff in NHS Greater Glasgow and Clyde.

## **3 Policy aims**

This policy aims to:

- encourage staff wellbeing within NHS GGC and discourage the stigma attached to stress;
- raise awareness of ill health associated with stress, its causes and associated factors;
- change aspects of the workplace and working arrangements, which have been identified (through risk assessment) as increasing the stress risk;
- educate staff in techniques for coping with pressure and stress as well as services which can help mitigate issues leading to stress;
- equip all staff, including managers with tools to identify the risk of stress, intervene appropriately and encourage staff to get help at an early stage;
- provide staff with help if they have mental or physical health problems associated with stress;
- through information and education, encourage everyone to recognise factors contributing to stress and the adverse effects of stress;
- provide awareness training for managers and staff, around stress within healthcare;
- raise awareness of the means of support for staff including [Occupational Health](#), Employee Counselling and colleagues;
- encourage staff to get help at an early stage, utilising one of the two example Individual Stress Risk Assessment forms, when stress is identified (Appendix 6);
- offer easy access to necessary support, which may include counselling and other professional help as well as a range of community based well-being services for financial advice, carer support or relationship counselling etc;
- as far as possible, via [Attendance Management Policies](#) and [Redeployment Policies](#), guarantee job security, access to sick leave, the retention of status and make sure that there is no blame apportioned to those using the support mechanisms;

- set up procedures for return to, and rehabilitation in work e.g. phased return in conjunction with the employee;
- ensure that these procedures are flexible enough to meet varying needs e.g. [Dignity at Work](#) and [Worklife Balance](#) issues;
- increase awareness, to ensure that the in-house Counselling Service is available to all NHS GGC employees;
- ensure that organisational, departmental and individual factors are taken into account when undertaking **stress risk assessments (Appendices 1-6)**
- guidance will be provided for managers on undertaking stress risk assessments - a pro-forma will be provided. (See [Supplementary Guidance](#).)
- the principles advocated by the **Health and Safety Executives Management Standards** on Stress, will be adopted to undertake the risk assessment process. Appendix 5 details the question set. An electronic survey tool will be available to assist in this process – links will be available through the Health and Safety Service.

## 4 Responsibilities

4.1 **Directors and Senior managers** are responsible for making sure that:

- factors which can lead to stress and ill health, are reduced and/or managed from the work environment, as far as possible;
- an organisational culture is developed where stress is not seen as a sign of weakness or incompetence and where seeking help in managing stress is seen as a sign of strength and good practice;
- suitable training and guidance is provided to managers to equip them to undertake the necessary **risk assessments** (see Appendix 2 ) in relation to stress in the workplace, and effective control measures are implemented where appropriate. The HSE indicator tool should be used to assist the risk assessment process. This will be delivered through Health and Safety (HS) and Occupational Health Services (OHS) with Human Resources (HR) input as required.
- information is provided for staff on:
  - the effects of stress at work;
  - positive coping mechanisms; and
  - general health improving activities within the workplace;
- advice and information is provided for all staff on how to recognise symptoms of stress in themselves and others;
- advice and information is provided for managers on their duty of care to staff, and links to organisational development programmes such as iMatters and Resilience support, are widely developed;
- a working environment is promoted where staff who feel they are at risk of experiencing the effects of stress can raise the issue in confidence, so that necessary support mechanisms can be put in place;

- suitable support mechanisms for staff experiencing the effects of stress are established; and
- good practice guidelines based on current evidence and knowledge are produced to support the Policy. This will be developed through the Health and Safety and Occupational Health Services.
- The Incident Management Policy is being applied in terms of incident reporting through the Datix system

#### 4.2 **Line managers** are responsible for:

- committing to undertake stress risk assessments within their area of responsibility every 2 years or earlier if stress related issues are highlighted. These should be undertaken proactively.
- encouraging a workplace culture where mental wellbeing and physical wellbeing are regarded as equally important;
- making sure, as far as is reasonably practicable, that the physical work environments for staff are safe and do not expose them to risks that may give rise to stress at work;
- considering the implications for staff of any changes to working practices, ways of working, work location, new policies or procedures, and the need for appropriate support and training;
- making sure that all new staff receive appropriate induction to and training for their job, including reference to support services, for example OHS, HR, in-house Counselling Service;
- providing clear job descriptions (clarifying lines of responsibility based on job description, accountability, and reporting), individual supervision and clear objectives with review;
- resolving work-related issues at individual level and at team level as appropriate, involving others outside the team as necessary;
- managing absence in accordance with the organisational policy, and linking to other policies as necessary, such as Dignity at Work;
- keeping in touch with any staff who are on prolonged absence and agree with the individual, OHS and HR how to support their return to work;
- regularly reviewing excess hours worked by staff, (refer to [Working Time guidance](#)) time back, monitoring absence and staff turnover, and carrying out exit interviews. (if an employee would prefer an exit interview to be carried out by another manager, other than their own manager, this can be arranged.)
- making sure that staff teams take time to review and celebrate positive achievements and likewise reviewing less positive outcomes so that a sense of balance can be achieved; (see Appendix 4 –Psychological factors.)
- agreeing with staff teams what can be actioned and how to improve things, promoting openness and discussion. This may take place through day to day supervision and /or the appraisal process.

- involving individual staff and staff teams in seeking solutions;
- encourage staff to complete the HSE indicator tool as part of the risk assessment process;
- encourage staff to complete one of the 2 example Individual Stress Risk Assessments (Appendix 6) if stress is identified at work in an individual staff member.
- refer to Appendix 1 for the process to assist in implementation of the Policy.

#### 4.3 All **staff** are responsible for:

- talking to their manager in the first instance if there is a problem; (if this is not possible the member of staff should consult HR or OHS.)
- accessing OHS, ECS, HR or their Trade Union/Professional Organisation;
- supporting their colleagues if they are experiencing work-related stress and encouraging them to talk to their manager, OHS, HR or Trade Union/Professional Organisation;
- seeking appropriate support, which may include counselling from OHS and/or the in house counselling service;
- speaking to their GP if worried about health issues;
- discussing with their manager whether it is possible to alter the job if necessary, to make it less stressful, recognising all team members' needs; (refer to 1<sup>st</sup> bullet point if appropriate)
- trying to channel their energy into solving any problems and considering what may help resolve any issues, and discussing this with their manager;
- recognising that stress is not a weakness;
- attending stress management courses if this has been deemed necessary through risk assessment; and
- being actively involved in the risk assessment process.
- Completing one of the two example individual stress risk assessment forms (Appendix 6) if requested by their manager. This is to assist in identifying potential solutions.
- Reporting incidents using the Datix system in accordance with the Incident Management Policy.

#### 4.4 The **Human Resources Department** is responsible for:

- making sure that organisational policies and codes of conduct (professional and general) are adhered to;
- facilitating discussions within areas of conflict;
- assisting in monitoring staff conduct, attendance, turnover, etc.;
- advocating clarity of roles and responsibilities, advising on job descriptions and organisational structure;

- promoting positive cultural change within the workforce.
- assisting the process of return to work and phased return.

**4.5 Trade Unions/ Professional Organisations** are responsible for:

- encouraging members to speak up as soon as they feel that their working environment is beginning to affect their health;
- using partnership mechanisms, including various committees, and the facilities laid out in the Safety Representatives and Safety Committees (SRSC) Regulations and Management of Health and Safety at Work Regulations, to tackle work-related stress;
- investigating potential hazards and complaints from their members, receiving information they need from employers to protect members' health and safety;
- liaising with management to carry out risk assessments, including reviewing absence figures and linking these with other policies that may be available such as Dignity at Work; and
- encouraging members to keep a written record of any problems and to put things in writing to management, so that there is evidence of any problems and that management is aware of them.

**4.6 The Occupational Health Service** is responsible for:

- advising managers and staff on occupational triggers of stress and the risk assessment process, in liaison with the Health and Safety Service;
- delivering an education/training programme on stress risk assessment/awareness and management, in conjunction with the Health and Safety Service;
- providing support for staff at all levels who may be experiencing stress; and
- reviewing patterns of work-related stress in terms of sickness absence monitoring and self/ management referrals and providing appropriate feedback to the organisation.;
- supporting line managers in applying the Policy where possible.

**4.7 The in-house Counselling Service** is part of the Occupational Health Service and is responsible for:

- offering help to individuals in assessing the effectiveness of the coping strategies they currently use;
- offering help and ongoing support in identifying and maintaining any changes to current strategies;
- offering help in establishing a tailor-made programme of stress management which extends beyond work;
- being accessed by any individual experiencing problems which affect their ability to function; and
- offering an opportunity to talk in confidence about any problem or difficulty, whether work-related or not. (The service now operates on a 24/7 basis.)



4.8 The **Health and Safety Service** is responsible for:

- ensuring suitable training and guidance is provided to managers to equip them to undertake the necessary localised **risk assessments** in relation to stress in the workplace.
- advising managers on effective control measures for work related stress, which can be implemented where appropriate;
- assisting with analysis of Datix incident data related to stress;
- contributing to relevant training programmes for managers and staff;
- providing advice on stress management in the workplace to managers and staff.
- delivering an education/training programme on stress risk assessment/awareness and management
- working in conjunction with the Occupational Health Service and/or HR on the above matters
- providing electronic survey links for staff stress surveys

## **5. Education and training for all staff**

To deal positively with stress at the workplace, NHS GGC recognises the importance of:

- the link between home and the workplace;
- identifying particularly vulnerable groups; and
- the effects of prescribed medication on work performance. (see [GGC Alcohol and Substance Policy](#))

These key points will be highlighted in:

- health education for staff;
- induction programmes for new staff (as stress education); (see GGC on-line Induction system)
- the Health and Safety Management Manual for Managers
- specific training for Occupational Health practitioners; and
- feedback (for dealing with issues with the policy).

Contact the Health and Safety Service or Occupational Health Service for information on available Stress courses. Information is also available on HR Connect.

## 6 Monitoring and reviewing

- The activities which result from the introduction of this policy will be examined and the activities of each component part monitored. This review process will lead to a regular revision of the policy.
- As well as the policy itself, the risk-assessment process should be reviewed in light of any changes to work activities.

Regular evaluation of staff turnover, sickness absence and incidents will also contribute to the monitoring and reviewing of the policy. This will be undertaken by a sub-group of the NHS GGC Health and Safety Forum – Stress in the Workplace group.

## 7 References

- [Staff Governance Standard](#) – ‘Provided with a continuously improving and safe working environment’ (NHSiS Staff Governance)
- [Attendance Management Policy](#) (Managing Health at Work) 2011 (HR Connect- HR Section)
- [Workforce Change Policy AND Procedure](#) (HR Connect)
- [Health and Safety at Work etc Act 1974](#)
- [Management of Health and Safety Regulations 1999](#)
- Health and Safety Executive – [www.hse.gov.uk/stress/](http://www.hse.gov.uk/stress/)
- [NHS GGC Guidance for managers on implementing the stress policy.](#)
- [Alcohol and Substance Policy](#) (HR Connect - HS)
- [Attendance Management Policy](#) (HR Connect- HR)
- [Worklife Balance Policy](#) (HR Connect - HR)
- [Dignity at Work Policy](#) (HR Connect - HR)
- [Mental Health and Wellbeing Policy](#) (HR Connect - HS)
- NICE Guidelines – [Workplace Health and Promoting mental wellbeing at work](#)
- [Guidance on implementing the GGC Stress policy](#) (HR Connect - HS)

## Appendix 1

### PROCESS FOR MANAGERS TO ASSIST IN 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 Establish Focus Groups Use Indicator Tool
Stage 3 - Evaluate all the data and consider potential solutions	Develop an action plan
Stage 4 -Ensure action plan implemented and Implementation group to be reviewed regularly	Implementation group to review regularly plan on six monthly basis.

## Appendix 2

### Risk Assessment and Risk Management

#### 1. INTRODUCTION

- 1.1 There is no specific legislation in the UK on controlling stress at work. **The Health and Safety at Work etc Act 1974** places a general duty on employers to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees. Under the **Management of Health and Safety Regulations 1999** employers are obliged to assess the nature and scale of risks to health in their workplace (Reg. 3), apply the principles of prevention (Reg. 4) and to ensure employees' capability and provide training (Reg. 13).
  - 1.2 There is pressure in most jobs. Some pressures can, in fact, be a good thing. The challenges at work can keep us motivated and are key to job satisfaction. Excessive work pressure and the stress to which it can lead can be harmful to individuals and the employer.
  - 1.3 Stress is the adverse reaction people have to excessive pressures or other types of demand placed on them.
  - 1.4 Stress can cause:
    - Physical effects**, such as raised heart rate, increased sweating, headache, dizziness, blurred vision, muscle aches, skin rashes and a lowering of resistance to infection;
    - Behavioural effects**, such a tendency to drink more alcohol and smoke more, overeating and overuse of medication/drugs;
    - Emotional effects**, such as increased anxiety and irritability, difficulty sleeping, poor concentration, low mood and mood swings, fear, anger, hopelessness and an inability to deal calmly with everyday tasks and situations.
- Prolonged stress can lead to physical and mental illness.**
- 1.5 Work-related stress is not an illness, but ill health resulting from stress at work must be treated in the same way as ill health due to other physical causes present in the workplace. This means that employers do have a legal duty to take reasonable care to ensure that health is not placed at risk through excessive and sustained levels of stress, arising for example from the way work is organised, the way people deal with each other at their work, or from the day-to-day demands placed on their workforce.
  - 1.6 Risk assessment and risk management are essentially part of the health and safety responsibilities of managers.
  - 1.7 Information from risk assessment will be of use to Health and Safety Management Manual holders. Senior management have an important role to play as practical organisational issues must be addressed by them.

- 1.8 Further information is available in the HSE publications 'Tackling Work-related Stress' (ISBN 0-7176-2050-6) and *Real Solutions, Real People* (ISBN 0 7176 2767 5), and on the HSE website: [www.hse.gov.uk](http://www.hse.gov.uk). Guidance has also been produced by trade unions and professional associations and by the European Community (*Stress at work: causes, effects and prevention. A guide for small and medium sized enterprises: ISBN 92-826-8594-2*).

## **2. RISK ASSESSMENT**

- 2.1 The process of risk assessment as described in the Management Regulations has six key components:

1. Identification of hazards;
  2. Identify who might be harmed and how;
  3. Evaluate the risk from the identified hazards;
  4. Formally record the risk assessment;
  5. Implement further action to reduce risks;
  6. Review and revise the assessment at regular intervals.

- 2.2 Steps (1) through (6) are recurring and describe a cycle of activities, which ensure the continuous improvement of occupational health and safety in relation to hazards in the workplace. Further information on risk assessment is available on the HSE website.

- 2.3 There is no single way of preventing harmful levels of work-related stress. Managers at all levels require to consider the factors noted in the following sections and consider these within the context of the 'culture' of the Partnership or Division, and working practices.

## **3. MEASUREMENT OF STRESS**

- 3.1 The measurement of stress should include self-reporting measures which focus on the workers' perceptions of the demands on them, their ability to cope with such demands, their needs and the extent to which they are fulfilled by work, the control they have over their work and the support they receive in relation to their work. By completing one of the two individual stress risk assessment forms in Appendix 6.

- 3.2 Self-reports are only part of the information that should be analysed. Other evidence should be sought including:

- a) an audit of the work environment including both its physical and psychosocial aspects, e.g. quarterly inspections are a requirement of the Health and Safety Management Manual; and

- b) evidence of poor housekeeping, incident rates and causes, sickness absence rates and causes, and observations of how effectively work is performed.
- 3.3 Line managers should note specific hazards such as noise and also recognise the perceived risk relating to dealing with violent patients and with those who may carry blood-borne viruses.
- 3.4 HSE has categorised aspects of work. These are listed in the following table:

<b>Stressful Characteristics of Work</b>	
<b>Work Characteristics (Demands, Control &amp; Support)</b>	<b>Conditions Defining Hazard</b>
<b>Culture</b> Poor problem solving environment Poor development environment Poor communication Non-supportive culture	Poor task environment & lack of definition of objectives
<b>Demands</b> Capability and capacity of the individual Work underload Physical environment Psychological environment	Work overload
<b>Control</b> Lack of control over work Little decision making in work	Low participation in decision making
<b>Relationships at Work</b> Interpersonal conflict and violence Lack of social support	Social or physical isolation Poor relationships with superiors
<b>Change</b> Introduction of new technology Introduction of new ways of working	Restructuring
<b>Role</b> Role insufficiency High responsibility for people (including patients)	Role ambiguity and/or role conflict

**Support and training**

Insufficient training

Lack of skills/competence

Lack of support

**Home/Work Interface**

Conflicting demands of home and work

Low social or practical support at home

Dual career problems

3.5 Psychosocial characteristics are included in the risk assessment. As stress is closely related to control, it is important to involve employees in the assessment from the very beginning. Employees have expertise on their own work situation and work organisation. Recognising this will be of benefit to the workers and the organisation. Managers may meet staff in Focus Groups to discuss work pressures and identify solutions where necessary.

Meetings can be repeated at intervals to monitor the effectiveness of any changes. HSE have produced guidance – *How to Organise and Run Focus Groups* – which can be accessed on their website.

3.6 Information on sickness absence, ill-health retiral, backlogs in taking days off, changes in productivity and accidents/incidents can be analysed for an organisation and each HSCP, Directorate or Department. This should identify areas where action is required.

3.7 We recommend that all areas undertake or review the stress survey by March 2017, unless undertaken in the past 2 years. The HSE Indicator Tool for Work Related Stress (Appendix 4) can be distributed to all staff in a department for completion. The questionnaires should be completed every 3 years, or earlier if there are indications that there is deterioration in any of the indicators.

3.8 The data collected from such questionnaires should be analysed and the results made available quickly and clearly. The confidentiality of responses to questionnaires on health complaints related to stress at work must be ensured.

3.9 Findings from the risk assessment process, using the HSE management standards tool, should be recorded and an action plan developed and displayed.

**4. RISK MANAGEMENT**

4.1 The Health and Safety Executive in liaison with industry has developed a number of Management Standards which can be found in Appendix 2. It is important that employers, including the NHS, attempt to achieve these standards by demonstrating adequate risk assessment and control measures.

## **5 PSYCHOSOCIAL FACTORS**

- 5.1 HSE has also suggested a number of ways of reducing stress in an organisation. These can be classed under similar headings to those in the table above in section **3.4.** and can be found at Appendix 3.
- 5.2 Reference to the list in Appendix 3, and the results of analysis of administrative data, checklists and questionnaires will identify areas where good practice exists and also areas for improvement.
- 5.3 The organisation should ensure that the problem is understood and taken seriously; that excessive stress is not seen as a personal problem but an issue which managers, staff and the organisation as a whole are committed to addressing. Managers will receive training on the organisational aspects of stress as part of their continuing training programme.
- 5.4 There may still be occasions when staff are, or likely to be, affected by pressure or stress. Training on stress awareness and management courses can benefit the individual. Training is one aspect of the control cycle.
- 5.5 Where problems have developed, line managers should provide support and, where necessary, refer the person on for further help. NHS GGC has an in-house Counselling Service which is part of the Occupational Health Service. The service can provide support to staff who can attend voluntarily or as result of a management referral. The Occupational Health Service and Human Resources Departments can facilitate such help. In addition, professional organisations (BMA, RCN) and trade unions have counselling services for members. The in-house counselling service can be contacted through calling 0141 201 0600/ 0626.



## APPENDIX 3

### HSE MANAGEMENT STANDARDS –ADDITIONAL INFORMATION

#### 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, e.g. 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;
- Employees have access to relevant support during changes.

## APPENDIX 4

### PSYCHOSOCIAL FACTORS – ADDITIONAL INFORMATION

#### Culture

- ◆ Communicate regularly with your staff, particularly those working remotely and/or from home, and be open and honest about what is happening at work and how this may affect them;
- ◆ Adopt partnership approaches in the workplace to encourage staff to work with you to tackle work-related stress or any emerging business problems. Encourage people to talk to you at an early stage about work-related stress, mental health issues, and their concerns about work. Create an environment where these issues do not carry stigma;
- ◆ Try to involve your staff in the planning process so that they understand how their work 'fits in';
- ◆ Offer internal support. This could be practical things, like coaching, or it could be emotional support, e.g. when personal crises such as illness and bereavement, financial worries etc affect your staff.

#### Demands

- ◆ Ensure there are sufficient resources to do the work allocated;
  - if there are insufficient resources, seek guidance from management about priorities;
  - support your staff by helping them prioritise, or renegotiate deadlines;
  - cover workloads during staff absences;
- ◆ If people are underloaded, think about giving them more responsibility, but make sure they have been adequately trained;
- ◆ Strike a balance between ensuring that employees are interested and busy, but not underloaded, overloaded, or confused about the job;
- ◆ Train staff so they are able to do their jobs;
- ◆ Encourage staff to talk to you at an early stage if they feel they cannot cope
- ◆ Talk to your team regularly about what needs to be done, because this can;
  - Help you understand the challenges the team are currently facing and any pressures they are under;
  - Find ways of sharing out the work sensibly and agreeing the way forward with the team;
  - Gain team cohesion and commitment to the work you have planned – if the whole team is aware of what needs to be done and by when, they are likely to be more responsive to you. Allocating more work to a stretched team without explanation is not helpful;
  - Ensure shift work systems are agreed with staff and that the shifts are fair in terms of workload;
  - Gain understanding and commitment to unplanned tight deadlines and any exceptional need for long hours;

- Help you manage any unexpected absences or losses to the team – everyone knows the key stages of the project and what each other's role is;
- ◆ Lead by example;
- ◆ Have a suitable and sufficient risk assessment to control the physical hazards and risks;
- ◆ Assess the risk of physical violence and verbal abuse and take appropriate steps to deal with it.

## **Control**

- ◆ Give more control to staff by enabling them to plan their own work, make decisions about how that work should be completed and how problems should be tackled;
- ◆ Enrich jobs by ensuring that staff are able to use various skills to get tasks completed, and that staff can understand how their work fits in with the wider aims of the organisation;
- ◆ Only monitor employees' output if this is essential. Regular meetings with staff could be arranged to see how things are going. At these meetings managers could provide advice and support where necessary, and ensure that staff are coping;
- ◆ A supportive environment is crucial. Staff need to know that managers will support them, even if things go wrong or if they find that they are unable to cope with added pressures.

## **Relationships**

- ◆ Work in partnership with staff to ensure that bullying and harassment never emerge as an issue. One way of doing this is by having procedures in place, such as disciplinary and grievance procedures, to deal with instances of unacceptable behaviour;
- ◆ In consultation with staff and trade unions, draw up effective policies to reduce or eliminate harassment and bullying;
- ◆ Communicate the policies and make it clear that senior management fully supports them;
- ◆ Communicate the consequences of breaching the policies;
- ◆ Create a culture where members of the team trust each other and can be themselves while they are at work;
- ◆ Encourage your staff to recognise the individual contributions of other team members and the benefits of the whole team pulling together.

## **Change**

- ◆ Explain what the organisation wants to achieve and why it is essential that the change takes place – explain the timetable for action and what the first steps are going to be. Talk about what the change will mean in terms of day-to-day activity and discuss whether there are any new training needs;

- ◆ Communicate new developments quickly to avoid the spread of rumours in the organisation. If the organisation is planning a major change your staff are likely to be discussing job security, whether they will need to relocate, and whether their terms and conditions will change;
  - Face-to-face communication is generally best so that people have the opportunity to ask questions and say what they feel, but any means, e.g. paper or electronic, would be helpful;
  - Have an 'open door' policy where staff can talk to you about their concerns or any suggestions they have for improving the way the change is managed;
- ◆ Give staff the opportunity to comment and ask questions before, during, and after the change;
- ◆ Involve staff in discussions about how jobs might be developed and changed and in generating ways of solving problems;
- ◆ Supporting your staff is crucial during a change;
- ◆ After the change, think about revising work objectives to avoid role conflict and role ambiguity which can cause work-related stress;
- ◆ Revise your risk assessment to see if any changes, e.g. a decrease in staff numbers, have resulted in increased risks to staff. Remember that social changes (e.g. if staff are now working with a completely different group of people) may have more of an impact on the individual than technological or geographical changes.

## **Role**

- ◆ Make sure your staff have a clearly defined role, e.g. through a personal work plan which enables them to understand exactly what their roles and responsibilities are;
- ◆ Encourage your staff to talk to you at an early stage if they are not clear about priorities or the nature of the task to be undertaken;
- ◆ Talk to all your staff regularly to make sure that they are completely clear about the current job, what it entails, what you expect of them and what they can expect from you;
- ◆ Make sure that new members of staff receive a comprehensive induction to your organisation;
- ◆ If your organisation has gone through change, check with members of your team to make sure they understand their new roles and are comfortable with them.

## **Support and Training**

- ◆ Give support and encouragement to staff, even when things go wrong;
- ◆ Listen to your staff and agree a course of action for tackling any problems – it is important for staff to feel that the contribution they make at work is valued;
- ◆ Involve your staff – they need to 'do their bit' to identify problems and work towards agreed solutions;

- ◆ Encourage staff to share their concerns about work-related stress at an early stage;
- ◆ Provide your staff with suitable and sufficient training to do their jobs;
- ◆ Give new staff a proper induction into the department and organisation;
- ◆ Take into account that people's skills and the way they approach the work will differ;
- ◆ Value diversity – don't discriminate against people on grounds of race, sex or disability, or other irrelevant reasons;
- ◆ Encourage a healthy 'work-life balance';
- ◆ Ensure staff take their annual leave entitlement and their meal breaks.

## APPENDIX 5

### HSE indicator Tool for Work Related Stress

	Never	Seldom	Sometimes	Often	Always
1 I am clear what is expected of me at work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2 I can decide when to take a break	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8 I am given supportive feedback on the work I do	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11 I am clear what my duties and responsibilities are	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
12 I have to neglect some tasks because I have	<input type="checkbox"/> 5	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1



too much to do

	Never	Seldom	Sometimes	Often	Always
13 I am clear about the goals and objectives for my department	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
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"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
24 I get help and support I need from colleagues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Strongly Disagree      Disagree      Neutral      Agree      Strongly Agree

25 I have some say over the way I work

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly		Disagree		Neutral		Agree		Strongly	
Disagree								Agree	

26 I have sufficient opportunities to question managers about change at work

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

27 I receive the respect at work I deserve from my colleagues

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

28 Staff are always consulted about change at work

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

29 I can talk to my line manager about something that has upset or annoyed me about work

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

30 My working time can be flexible

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

31 My colleagues are willing to listen to my work-related problems

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

32 When changes are made at work, I am clear how they will work out in practice

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

33 I am supported through emotionally demanding work

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

34 Relationships at work are strained

<input type="checkbox"/>	5	<input type="checkbox"/>	4	<input type="checkbox"/>	3	<input type="checkbox"/>	2	<input type="checkbox"/>	1
Strongly								Strongly	
Disagree		Disagree		Neutral		Agree		Agree	

35 My line manager encourages me at work

<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5
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## APPENDIX 6 – INDIVIDUAL RISK ASSESSMENT – EXAMPLE 1

THIS FORM, OR EXAMPLE 2, SHOULD BE USED IN ACCORDANCE WITH THE POLICY GUIDANCE BY STAFF AND MANAGERS TO FACILITATE A DISCUSSION ABOUT STRESS IN THE WORKPLACE.

### STRESS IN THE WORKPLACE POLICY - INDIVIDUAL RISK ASSESSMENT

**Name of Employee:**                      **Job Title:**

**Department:**                              **Manager:**

*It is important that records are kept on work issues affecting your health. Please complete this form and return to your line manager. This form is part of the NHS Policy on Stress in the Workplace 2016.*

<b>Stress Notification - To be completed by the employee</b>		
Do you feel that any of the following work-related issues have caused the stress that you are experiencing? Please tick any of the following boxes		Additional information/ comments
Role	<ul style="list-style-type: none"> <li>• Unsure about job/role</li> <li>• Confusion about job role/structures</li> <li>• Fear about job security</li> <li>• Uncertainty about what is happening</li> <li>• Expectation to work long hours</li> <li>• Expectation to take work home</li> <li>• Job requires conflicting behaviour</li> <li>• Unfair allocation of duties</li> <li>• Duties out-with remit</li> <li>• Expanded responsibility</li> </ul>	
Demands	<ul style="list-style-type: none"> <li>• Too little time for tasks</li> <li>• Inadequate staffing</li> <li>• Too little training for job</li> </ul>	

	<ul style="list-style-type: none"> <li>• Boring or repetitive work</li> <li>• Excessive workloads</li> <li>• Too much to do</li> <li>• Not enough to do</li> <li>• Too much time</li> <li>• Unacceptable target times</li> <li>• Physical environment not suitable</li> </ul>	
Control	<ul style="list-style-type: none"> <li>• Controlling management style</li> <li>• Inconsistent management style</li> <li>• Not being able to balance the demands of work and life outside work</li> <li>• Rigid work patterns</li> <li>• Shift work</li> <li>• Lone work</li> <li>• Lack of control over work</li> <li>• Lack of accountability for work activities</li> </ul>	
Relationships	<p>Poor relationship with:</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Manager</li> <li>• Other party (please specify)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Confrontational management style</li> <li>• Bullying and harassment</li> <li>• Not feeling part of the team</li> <li>• Lack of team work and respect</li> </ul>	
Support	<p>Lack of support from:</p> <ul style="list-style-type: none"> <li>• Colleagues</li> <li>• Managers</li> <li>• Other party (please specify)</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Culture of blame</li> </ul>	

<p>Change</p>	<ul style="list-style-type: none"> <li>• Uncertainty about what is happening</li> <li>• Fears about job security</li> <li>• Lack of communication/consultation</li> </ul>	
<p>Please note here details of any other work related issue that is causing you stress:</p>		
<p>Are there factors external to the workplace that may be causing you stress? eg. Personal or family issues</p>		
<p>Have you made any attempts to address these concerns yourself? If so, please describe what action you have taken.</p>		
<p>Have you any suggestions of what your manager can do to reduce your work-related stress?</p>		

I can confirm that all work issues have been declared:		
<b>Employee</b>		
<b>Date</b>		
<b>To be completed by the Line Manager</b>		
Date Notification Form Received		
Name		
Job Title		
Date of meeting to discuss Stress notification with employee		
<b>To be completed by the Line Manager and Employee</b>		
<b>Actions</b>	<b>Measures to be put in place</b>	<b>Date of implementation</b>
Role		
Demands		
Control		
Relationships		
Support		
Change		
Other Work Related/External Factors		
<b>Monitor and Review</b>	<b>Monitoring that will be carried out</b>	<b>Date of Review</b>

Role		
Demands		
Control		
Relationships		
Support		
Change		
Other Work Related/External Factors		

**Agreed:**

*Employee* \_\_\_\_\_ *Date* \_\_\_\_\_

*Line Manager* \_\_\_\_\_ *Date* \_\_\_\_\_

## Appendix 6 (Example 2) Individual Stress Risk Assessment - Part A

(individual/s to complete\*)

### Notes to staff:

- You are **invited\*** to use this form to help you to identify and deal with work-related stress: if you choose to use this form, you're not obliged to share its contents with anybody – however, you can “do your bit” for managing work-related stress by sharing this form (or parts of it) with your manager: if they don't know there's a problem they can't help.
- You don't have to answer every question - only answer those questions that you find **helpful**.
- If you don't feel able to talk directly to your manager about a work-related concern, **ask** a colleague or other representative to raise the issue on your behalf: other sources of advice and support are listed within this form.

*\*even if you choose to fill out this form, you're not **obliged** to show it to anybody – it's your choice!*

### Notes to manager:

You should **offer\*** your staff the opportunity to complete a stress risk assessment:

- ✓ When a member of staff has been off sick with work-related stress (as part of the **return to work** interview).
  - ✓ Where you believe that an individual or team are likely to be suffering from **work-related** stress;
  - ✓ Annually, for example during the appraisal process;
  - ✓ To plan for major **change**;
- You can give this questionnaire out as a **survey** and collate responses, or use it as a guide during a **meeting** with an individual or a team – use your judgement about what approach might work best for you and your staff.
- When you and your staff have completed stress risk assessments, develop **action plan/s** using **Part B** of this form with your staff to address any areas of concern and review this on a regular basis.

*\*Please note: staff are not obliged to complete a stress risk assessment; it should always be their **choice***

Your name: .....

Ward/Dept/Unit: .....

Your  
Manager: .....

Date: .....



**Demands: this includes issues such as workload, work patterns and the work environment**

**Do you feel you have just the right amount of work to do? Could you say what work you have too *much*/too *little* of?**

**Guidance:** e.g. Unachievable deadlines, intensive work, neglecting important tasks, short-staffed

**Desired state =** ↻ There is a full complement of staff and vacancies are filled within a “reasonable” time period

**Do you take the breaks you are entitled to at work?**

**Guidance:** See HR Connect for all relevant Policies and guidance etc eg. Working Time Regs

**Desired states =** ↻ Where possible, staff have control over their pace of work  
↻ The organisation provides staff with achievable demands in relation to the agreed hours of work

**What training, if any, would help you to do your job?**

**Guidance:** Training does not have to be courses – consider acting up/taking on more responsibilities and duties, projects, problem-solving activity, job rotation, conferences, working with colleagues, coaching/mentoring, reading/research, meetings/working parties/task groups, visits and secondments, out of work activities, networking, leaflets and information packs. **See HR Connect for all relevant Policies and guidance etc e.g. Learning and Education**

**Desired states =** ↻ People’s skills and abilities are matched to the job demands **and**  
↻ Jobs are designed to be within the capabilities of employees

**Are there any problems with your work environment? If yes, please describe:**

**Guidance:** See HR Connect for all relevant Policies and guidance eg. Workplace Regulations and Guidance

**Desired state =** ↻ Staff are able to raise concerns about their work environment

**Control: how much say you have in the way you do your work**

How could you have more say about how your job is done?

How could you be more included in decision-making in the team?

How could you be supported to use your skills to greater effect at work?

**Guidance See HR Connect for all relevant Policies and guidance**

**Desired states =**

- ↳ Staff are encouraged to use their skills and initiative to do their work
- ↳ The organisation encourages staff to develop their skills
- ↳ Where possible, staff are encouraged to develop new skills to help them undertake new and challenging pieces of work

**Support:** this includes the encouragement, sponsorship and resources provided by the Trust, your manager and your colleagues

How could your line manager better support you to do your job?

How could your colleagues better support you to do your job?

Are there any parts of your job that you find especially difficult? (e.g. caring for young trauma patients, or patients with increased risk of violence and aggression) – If YES, please describe:

Do you feel you have a healthy work-life balance? If not, how could it be better?

**Guidance:** See HR Connect for all relevant Policies and guidance e.g Flexible working, Courses in stress management, sources of support such as counselling, Occupational Health, Human Resources, Chaplaincy and Health & Safety.

**Desired state** = ↻ Staff feel supported at work, and extra support is provided where the need is identified

**Relationships: promoting positive working to avoid conflict and dealing with unacceptable behaviour**

How could communication in the team be improved?

If you feel that you are experiencing bullying or harassment at work, what parts of the Trust's "*Prevention of Harassment and Bullying at Work Procedure*" could help?

**Guidance: See HR Connect for all relevant Policies and guidance e.g Assertiveness training, Leading effective teams, Bullying and Harassment Policy / procedure, Dignity at Work.**

**Desired states =**

- ↳ Employees share information relevant to their work;
- ↳ Staff feel able to ask for help with conflict, bullying and harassment

**Role: ensuring that your role is clear and that you do not have conflicting roles**

Are you clear about your roles and responsibilities at work? If not, please explain:

Do you feel that there is any ambiguity or confusion (role conflict) in your job? If yes, please describe:

**Guidance** See HR Connect for all relevant Policies and guidance e.g. "I have a relevant job description; I am clear about the goals and objectives for my department"

**Desired state** = ↻ The organisation ensures that, as far as possible, the different requirements it places upon staff are compatible.

## Change: how organisational change is managed and communicated

How could your line manager better support you during change at work?

How could the organisation better support you during change at work?

Guidance: See HR Connect for all relevant Policies and guidance e.g. policy/procedure on organisational and workforce change, courses on change management

### Desired states =

- ↳ The organisation provides employees with timely information to enable them to understand the reasons for proposed changes;
- ↳ Employees are aware of the probable impact of any changes to their jobs;
- ↳ Employees are aware of timetables for changes;
- ↳ Employees have access to relevant support during changes and
- ↳ If necessary, employees are given training to support any changes in their jobs.

*Thank you!*

*Now you are invited to share this form (or parts of it) with your manager  
S/he will develop an **action plan** with you using **Part B** of this form  
to address any areas of concern*

**Action Plan** for Individual/Team/Ward/Dept: .....

**Manager:** ..... **Date completed:** .....

**Review date:** ..... *(Please add review dates to your Outlook tasks, calendar or equivalent tracking system)*

Type of Stressor	Existing workplace measures already in place	Further action to be taken	Who will ensure the action is done?	Target Date
<b>Demands</b>				
<b>Control</b>				
<b>Support</b>				
<b>Relationships</b>				
<b>Role</b>				
<b>Change</b>				