

Employees and Managers Guidance on Managing Mental Wellbeing and Resilience

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1. Common Causes of Stress

The situations and pressures that cause stress are known as stressors. We usually think of stressors as being negative, such as an exhausting work schedule or a rocky relationship. However, anything that puts high demands on you or forces you to adjust can be stressful. This includes positive events such as getting married, buying a house or receiving a promotion. What causes stress depends, at least in part, is your perception of it. Something that's stressful to you may not faze someone else; they may even enjoy it.

The following table lists some of the common causes of stress:

Work Related Stressors	
abuse from or dealing with patients, customers or the public; budget reductions, reorganisations and lack of job security; poor working conditions; threats of or actual violence, harassment and bullying; lack of childcare or flexibility to deal with domestic matters;	too demanding a job or too high a workload; monotonous or boring work; lack of training; excessive hours and shift work; working in isolation; a poor working environment; dysfunctional working relationships; lack of control over work;
Non Work Stressors	
major life changes; relationship difficulties; financial problems; family; being too busy	chronic worry; pessimism; negative self –talk; rigid thinking / lack of flexibility; unrealistic expectations / perfectionism

2. Signs and symptoms of stress overload

The following table lists some of the common warning signs and symptoms of stress. The more signs and symptoms you notice in yourself, the closer you may be to stress overload.

Stress Warning Signs and Symptoms	
Cognitive Symptoms	Emotional Symptoms
Memory problems; Inability to concentrate; Poor judgment; Seeing only the negative; Anxious or racing thoughts; Constant worrying;	Moodiness; Irritability or short temper; Agitation, inability to relax; Feeling overwhelmed; Sense of loneliness and isolation; Depression or general unhappiness;
Physical Symptoms	Behavioural Symptoms
Aches and pains; Diarrhoea or constipation; Nausea, dizziness; Chest pain, rapid heartbeat; Loss of sex drive; Frequent colds;	Eating more or less; Sleeping too much or too little; Isolating yourself from others; Procrastinating or neglecting responsibilities; Using alcohol, cigarettes, or drugs to relax; Nervous habits (e.g. nail biting, pacing)

Keep in mind that the signs and symptoms of stress can also be caused by other psychological or medical problems. If you're experiencing any of the warning signs of stress, it's important to seek medical advice for a full evaluation. Your doctor can help you determine whether or not your symptoms are stress-related.

3. Advice on Managing Stress within Yourself

Try and remember the four **A**'s: **Avoid Alter, Adapt, or Accept.**

Avoid	Alter
<p>Avoid unnecessary stress. Not all stress can be avoided, but by learning how to say no, distinguishing between 'shoulds' and 'musts' on your to-do list, and steering clear of people or situations that stress you out, you can eliminate many daily stressors.</p>	<p>Alter the situation. If you can't avoid a stressful situation, try to alter it. Be more assertive and deal with problems head on. Instead of bottling up your feelings and increasing your stress, respectfully let others know about your concerns or be more willing to compromise and try meeting others halfway on an issue.</p>
Adapt	Accept
<p>Adapt to the stressor. When you can't change the stressor, try changing yourself. Reframe problems or focus on the positive things in your life. If a task at work has you stressed, focus on the aspects of your job you do enjoy and, always look at the big picture: is this really something worth getting upset about?</p>	<p>Accept the things you can't change. There will always be stressors in life that you can't do anything about. Learn to accept the inevitable rather than rail against a situation and making it even more stressful. Look for the upside in a situation—even the most stressful circumstances can be an opportunity for learning or personal growth. Learn to accept that no one, including you, is ever perfect.</p>

You can also better cope with the symptoms of stress by strengthening your physical health.

- **Set aside relaxation time.** Relaxation techniques such as yoga, meditation, and deep breathing activate the body's relaxation response, a state of restfulness that is the opposite of the stress response;
- **Exercise regularly.** Physical activity plays a key role in reducing and preventing the effects of stress. Nothing beats aerobic exercise for releasing pent-up stress and tension;
- **Eat a healthy diet.** Well-nourished bodies are better prepared to cope with stress. Start your day with a healthy breakfast, reduce your caffeine and sugar intake, and cut back on alcohol and nicotine;
- **Get plenty of sleep.** Feeling tired can increase stress by causing you to think irrationally. Keep your cool by getting a good night's sleep.

4. Management Standards - Indicator Tool

This Indicator Tool has been compiled as part of the CCG's drive towards continually improving health and mental well-being at work.

It is recognised that working conditions can affect employees' well-being. Your responses to the questions below will help us determine our working conditions now, and enable us to monitor future improvements. In order for us to compare the current situation with past or future situations, it is important that your responses reflect your work in the last six months.

HSE research has identified that poor management of the following areas can increase the risk of work related stress:

1. Demands.
2. Control.
3. Support.
4. Relationships.
5. Role.
6. Change.

They have made recommendations on the standards to be achieved in the six areas and called them the 'Management Standards'.

How to Use the Indicator Toolkit:

This toolkit contains a questionnaire based on the six areas in the 'Management Standards' and a scoring system to enable you determine any potential areas of risk.

1. Work through each question in turn;
2. Answer every question by ticking the response you feel is most applicable;
3. Add up the score for each section;
4. Check the total against the table and identify the relevant 'what next box';
5. Follow the instructions on what to do next.

The questionnaire takes approximately 15 minutes to complete. On completion of the questionnaire you should discuss any areas of concern with your manager in order to develop an agreed action plan to address concerns.

Name: <i>please print name</i>	Date of Assessment: <i>insert date</i>
	Planned Review Date: <i>insert date</i>

1. DEMANDS

	Demands	Answers				
		Never	Seldom	Sometimes	Often	Always
1	Different groups at work demand things from me that are hard to combine	5	4	3	2	1
2	I have unachievable deadlines	5	4	3	2	1
3	I have to work very intensively	5	4	3	2	1
4	I have to neglect some tasks because I have too much to do	5	4	3	2	1
5	I am unable to take sufficient breaks	5	4	3	2	1
6	I am pressured to work long hours	5	4	3	2	1
7	I have to work very fast	5	4	3	2	1
8	I have unrealistic time pressures	5	4	3	2	1

My Score for Demands

Score	Colour	What Next?
32 - 40	Green	Indicates there are no significant issues requiring immediate action. However, consider individual options, and/or consult line management, with the aim of continual improvement, and continue to monitor the situation for relevant changes.
17 - 31	Amber	Indicates potential for improvement. Consider what can be done individually; discuss any issues/concerns identified with line manager(s), and/or other employee representative(s), and/or seek advice from employee counselling/health and safety
8 - 16	Red	Indicates action required. Look at needs to be done individually, consult with line managers as appropriate, and/or make an appointment with Employee Counselling. Use the indicator tool kit as evidence of potential problem areas.

2. CONTROL

	Control	Answers				
		Always	Often	Sometimes	Seldom	Never
1	I can decide when to take a break	5	4	3	2	1
2	I have a say in my own work speed	5	4	3	2	1
3	I have a choice in deciding how I do my work	5	4	3	2	1
4	I have a choice in deciding what I do at work	5	4	3	2	1
5	I have some say over the way I work	5	4	3	2	1
6	My working time can be flexible	5	4	3	2	1

My Score for Control

Score	Colour	What Next?
24 - 30	Green	Indicates there are no significant issues requiring immediate action. However, consider individual options, and/or consult line management, with the aim of continual improvement, and continue to monitor the situation for relevant changes.
13 - 23	Amber	Indicates potential for improvement. Consider what can be done individually; discuss any issues/concerns identified with line manager(s), and/or other employee representative(s), and/or seek advice from employee counselling/health and safety
6 - 12	Red	Indicates action required. Look at needs to be done individually, consult with line managers as appropriate, and/or make an appointment with Employee Counselling. Use the indicator tool kit as evidence of potential problem areas.

3. MANAGERS SUPPORT

Managers Support		Answers				
		Always	Often	Sometimes	Seldom	Never
1	I am given supportive feedback on the work I do	5	4	3	2	1
2	I can rely on my line manager to help me out with a work problem	5	4	3	2	1
3	I can talk to my line manager about something that has upset or annoyed me about work	5	4	3	2	1
4	I am supported through emotionally demanding work	5	4	3	2	1
5	My line manager encourages me at work	5	4	3	2	1

My Score for Managers Support

Score	Colour	What Next?
20 - 25	Green	Indicates there are no significant issues requiring immediate action. However, consider individual options, and/or consult line management, with the aim of continual improvement, and continue to monitor the situation for relevant changes.
11 - 19	Amber	Indicates potential for improvement. Consider what can be done individually; discuss any issues/concerns identified with line manager(s), and/or other employee representative(s), and/or seek advice from employee counselling/health and safety
5 -10	Red	Indicates action required. Look at needs to be done individually, consult with line managers as appropriate, and/or make an appointment with Employee Counselling. Use the indicator tool kit as evidence of potential problem areas.

4. PEER SUPPORT

Peer Support		Answers				
		Always	Often	Sometimes	Seldom	Never
1	If work gets difficult, my colleagues will help me	5	4	3	2	1
2	I get help and support I need from colleagues	5	4	3	2	1
3	I receive the respect at work I deserve from my colleagues	5	4	3	2	1
4	My colleagues are willing to listen to my work-related problems	5	4	3	2	1

My Score for Peer Support

Score	Colour	What Next?
16 - 20	Green	Indicates there are no significant issues requiring immediate action. However, consider individual options, and/or consult line management, with the aim of continual improvement, and continue to monitor the situation for relevant changes.
9 - 15	Amber	Indicates potential for improvement. Consider what can be done individually; discuss any issues/concerns identified with line manager(s), and/or other employee representative(s), and/or seek advice from employee counselling/health and safety
4 - 8	Red	Indicates action required. Look at needs to be done individually, consult with line managers as appropriate, and/or make an appointment with Employee Counselling. Use the indicator tool kit as evidence of potential problem areas.

5. RELATIONSHIPS

Relationships		Answers				
		Never	Seldom	Sometimes	Often	Always
1	I am subject to personal harassment in the form of unkind words or behaviour	5	4	3	2	1
2	There is friction or anger between colleagues	5	4	3	2	1
3	I am subject to bullying at work	5	4	3	2	1
4	Relationships at work are strained	5	4	3	2	1

My Score for Relationships

Score	Colour	What Next?
16 - 20	Green	Indicates there are no significant issues requiring immediate action. However, consider individual options, and/or consult line management, with the aim of continual improvement, and continue to monitor the situation for relevant changes.
9 - 15	Amber	Indicates potential for improvement. Consider what can be done individually; discuss any issues/concerns identified with line manager(s), and/or other employee representative(s), and/or seek advice from employee counselling/health and safety
4 - 8	Red	Indicates action required. Look at needs to be done individually, consult with line managers as appropriate, and/or make an appointment with Employee Counselling. Use the indicator tool kit as evidence of potential problem areas.

6. ROLE

Role		Answers				
		Always	Often	Sometimes	Seldom	Never
1	I am clear what is expected of me at work	5	4	3	2	1
2	I know how to go about getting my job done	5	4	3	2	1
3	I am clear what my duties and responsibilities are	5	4	3	2	1
4	I am clear about the goals and objectives for my department	5	4	3	2	1
5	I understand how my work fits into the overall aim of the organisation	5	4	3	2	1

My Score for Roles

Score	Colour	What Next?
20 - 25	Green	Indicates there are no significant issues requiring immediate action. However, consider individual options, and/or consult line management, with the aim of continual improvement, and continue to monitor the situation for relevant changes.
11 - 19	Amber	Indicates potential for improvement. Consider what can be done individually; discuss any issues/concerns identified with line manager(s), and/or other employee representative(s), and/or seek advice from employee counselling/health and safety
5 - 10	Red	Indicates action required. Look at needs to be done individually, consult with line managers as appropriate, and/or make an appointment with Employee Counselling. Use the indicator tool kit as evidence of potential problem areas.

7. CHANGE

	Change	Answers				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I have sufficient opportunities to question managers about change at work	5	4	3	2	1
2	Staff are always consulted about change at work	5	4	3	2	1
3	When changes are made at work, I am clear how they will work out in practice	5	4	3	2	1

My Score for Change

Score	Colour	What Next?
12 - 15	Green	Indicates there are no significant issues requiring immediate action. However, consider individual options, and/or consult line management, with the aim of continual improvement, and continue to monitor the situation for relevant changes.
7 - 11	Amber	Indicates potential for improvement. Consider what can be done individually; discuss any issues/concerns identified with line manager(s), and/or other employee representative(s), and/or seek advice from employee counselling/health and safety
3 - 6	Red	Indicates action required. Look at needs to be done individually, consult with line managers as appropriate, and/or make an appointment with Employee Counselling. Use the indicator tool kit as evidence of potential problem areas.

5. Managers Guidance to Possible Solutions for Primary Hazards

Demands	Examples of possible control measures
<p>Workload</p> <p><i>Too much work to do in the time available;</i></p> <p><i>Work that is too difficult to do or not achievable;</i></p> <p><i>Unrealistic demands, targets or deadlines;</i></p> <p><i>Work demands affecting work-life balance, regularly completing or taking work home;</i></p>	<p>Develop personal work plans to ensure employees know what their job involves;</p> <p>Hold weekly team meetings to discuss the anticipated workload for the forthcoming week (and to deal with any planned absences);</p> <p>Hold monthly meetings with individuals to discuss their workload and any anticipated challenges;</p> <p>Adjust work patterns to cope with peaks and employees absences (this needs to be fair and agreed with employees);</p> <p>Ensure sufficient resources are available for employees to be able to do their jobs (time, equipment etc.);</p> <p>Provide training (formal or informal) to help employees prioritise, or information on how they can seek help if they have conflicting priorities;</p> <p>Discourage long working hours and taking work home – managers should lead by example;</p> <p>Encourage employees to take leave allowance.</p>
<p>Competency</p>	<p>Devise a system to keep training records up to date to ensure employees are competent and comfortable in undertaking the core functions of their job;</p> <p>Consider implementing personal development/training plans which require;</p> <p>Individuals to identify development / training opportunities which can then be discussed with management;</p> <p>Link training to performance monitoring arrangements to ensure it is effective and sufficient.</p>
<p>Working patterns</p>	<p>Review working hours and shift work systems – have these been agreed with employees?</p> <p>Consider changes to start and end times to help employees to cope with pressures external to the organisation (for example child care, poor commuting routes etc.);</p> <p>Develop a system to notify employees of unplanned tight deadlines and any exceptional need to work long hours.</p>
<p>Physical environment and violence</p>	<p>Ensure your risk assessments for physical hazards and risks are up to date;</p> <p>Assess the risk of physical violence and verbal abuse. Take steps to deal with this in consultation with employees,</p> <p>Provide training to help staff deal with and defuse difficult situations (for example difficult phone calls, aggressive members of the public).</p>

Control	Examples of possible control measures
<p><i>Employees have insufficient say in how the work is done or pace of work;</i></p> <p><i>Lack of staff participation in decision making;</i></p>	<p>Agree systems that enable employees to have a say over the way their work is organised and undertaken, for example through project meetings, one-to-ones, performance reviews;</p> <p>Hold regular discussion forums during the planning stage of projects to talk about the anticipated output and methods of working. Provide opportunities for discussion and input;</p> <p>Allocate responsibility to teams rather than individuals to take projects forward;</p> <p>Agree objectives;</p> <p>Agree roles;</p> <p>Agree timescales;</p> <p>Agree the provision of managerial support, for example through regular progress meetings;</p> <p>Talk about the way decisions are made – is there scope for more involvement?</p> <p>Talk about the skills people have and if they believe they are able to use these to good effect. How else would they like to use their skills?</p>

Support	Examples of possible control measures
<p><i>No recognition of stress in the workplace;</i></p> <p><i>Lack of communication between employees and management;</i></p> <p><i>Lack of emotional support;</i></p> <p><i>No sense of pride or achievement;</i></p> <p><i>Lack of recognition for a job well done;</i></p> <p><i>Problems are not recognised or solved promptly;</i></p>	<p>Hold regular one-to-one meetings to talk about any emerging issues or pressures;</p> <p>Hold regular liaison/team meetings to discuss unit pressures;</p> <p>Include 'work-related stress/emerging pressures' as a standing item for employees meetings and/or performance reviews;</p> <p>Seek examples of how people would like to, or have, received good support from managers or colleagues – can these be adopted across the unit?</p> <p>Ask how employees would like to access managerial support, for example „open door“ policies, or agreed times when managers are able to discuss emerging pressures;</p> <p>Introduce flexibility in work schedules (where possible) to enable staff to cope with domestic commitments;</p> <p>Develop training arrangements and refresher sessions to ensure training and competencies are up to date and appropriate for the core functions of employees jobs;</p> <p>Talk about ways the organisation on could provide support if someone is experiencing problems outside work;</p> <p>Disseminate information on other areas of support (HR dept, occupational health, employee assistance programme).</p>

Relationships	Examples of possible control measures
<p><i>Bullying at work;</i></p> <p><i>Harassment;</i></p> <p><i>Discrimination;</i></p> <p><i>Management styles likely that increase stress;</i></p> <p><i>Intimidation;</i></p> <p><i>Other colleagues attitudes;</i></p> <p><i>Clients/Service users and the General Public.</i></p>	<p>Managers must react promptly to concerns about bullying and harassment – this kind of behaviour must not be tolerated;</p> <p>Managers who witness harassment must take immediate action which, depending on the circumstances, may include:</p> <ul style="list-style-type: none"> an informal discussion with the employee committing the act; referring the employee to the anti-bullying and harassment procedure guide; considering taking disciplinary or formal action; <p>Formal procedure should only be adopted where, despite all efforts, a resolution has not been achieved through informal communication channels or in cases where it is appropriate to go straight to formal procedures.</p> <p>A harassment allegation is considered to be a grievance and the grievance procedures should be followed grievance procedure guide;</p> <p>Employees who witness the harassment of another member of staff should report it to their line manager or HR Adviser who will take appropriate action;</p> <p>Managers should encourage employees to recognise the individual contributions of other team members and the benefits of the whole team pulling together;</p> <ul style="list-style-type: none"> team building; team planning; identify ways of celebrating team success; encourage good communication and provide appropriate training to aid skill development (for example listening skills, confidence building); identify ways to celebrate success (for example informal lunches/wash-up meetings at the end of a project); <p>An employee may feel able to deal with the matter on their own;</p> <p>Speaking to the alleged harasser may be appropriate when:</p> <ul style="list-style-type: none"> an employee feels able to meet with the person face to face to discuss the issue and find resolution, apology etc.; the alleged incident is not serious; the incident is recent, and the employee seeks an apology at that time;

Role	Examples of possible control measures
<p><i>Conflicting job demands;</i></p> <p><i>Role ambiguity;</i></p> <p><i>Demands on behaviour;</i></p> <p><i>New job, promotion or other change of role;</i></p> <p><i>New boss;</i></p>	<p>Hold team meetings to enable members to clarify their role and to discuss any possible role conflict;</p> <p>Display team/department targets and objectives to help clarify team and individual role;</p> <p>Agree specific standards of performance for jobs and individual tasks and review periodically;</p> <p>Introduce personal work plans which are aligned to the outputs of the team;</p> <p>Hold regular one-to-one meetings to ensure individuals are clear about their role and know what is planned for the coming months;</p> <p>Develop suitable induction arrangements for new staff – make sure all members of the team understand the role and responsibilities of the new recruit.</p>

Change	Examples of possible control measures
<p><i>Poorly managed change lack of communication;</i></p> <p><i>Restructuring;</i></p> <p><i>Introduction of new technology or new ways of working;</i></p> <p><i>Uncertainty;</i></p> <p><i>Job insecurity;</i></p> <p><i>Office moves;</i></p>	<p>Ensure all employees are aware of why the change is happening – agree a system for doing this;</p> <p>Define and explain the key steps of the change. Ensure employee consultation and support is a key element of the programme;</p> <p>Establish a system to communicate new developments quickly ;</p> <p>Agree methods of communication (for example meetings, notice boards, letters, e-mail, feedback forums etc.) and frequency (for example weekly, monthly);</p> <p>Ensure employees are aware of the impact of the change on their jobs;</p> <p>Provide a system to enable employees to comment and ask questions before, during and after the change;</p> <p>Have an ‘open door’ policy to help employees who want to talk to their managers about their concerns;</p> <p>Involve employees in discussions about how jobs might be developed and changed.</p>

Individuals needs	Examples of possible control measures
<p><i>New and expectant mothers;</i></p> <p><i>Young workers – inexperience;</i></p> <p><i>Pre-existing mental health problems;</i></p>	<p>Carry out specific risk assessments for new and expectant mothers, young persons and staff with disabilities or long term health conditions;</p> <p>Pre-employment occupational health screening;</p> <p>Ensure job descriptions clearly explain the pressures of the job;</p> <p>Ensure the right people are recruited to each post;</p> <p>Access to occupational health service;</p>

<p><i>Physical health conditions or disabilities;</i></p> <p><i>Poor personal coping skills;</i></p>	<p>Access to learning and development opportunities to improve coping skills or work skills;</p> <p>Provide adequate employee induction;</p> <p>Provide access to employee assistance programme;</p> <p>Provide phased, supported return to work after absence (involve HR and occupational health, where appropriate).</p>
<p><i>Conflicting demands of work and home;</i></p> <p><i>Low levels of support at home;</i></p> <p><i>Dual career problems;</i></p> <p><i>Doing more than one job;</i></p> <p><i>Travel to and from work;</i></p> <p><i>Long working hours;</i></p> <p><i>Problems at home impacting on work;</i></p>	<p>Encourage a healthy “work-life balance”;</p> <p>Where practical, provide flexible working arrangements to help staff cope with domestic commitments;</p> <p>Deal sensitively with employees experiencing problems outside work;</p> <p>Explore feasibility of home working (taking into account service needs and health and safety issues);</p> <p>Provide compassionate leave arrangements, where appropriate;</p> <p>Provide information on the employee assistance programme.</p>

6. Risk Assessment for Stress at Work - Guidance Notes for Managers.

This guidance note provides advice on how to conduct a risk assessment for stress at work in five clear stages using the risk assessment form, below. This has been adapted from guidance contained within the HSE guidance; *Managing the causes of work-related stress*. Quotation marks indicate where the HSE document has been cited directly. (NB, the Stress Risk Assessment should be carried out by the Line Manager (or suitable nominated person) in conjunction with the subject of the assessment).

The 5 steps to a Stress Risk Assessment are as follows:

1. Identify the stress risk factors:

The Stress Risk Assessment has been designed to assist with this. The key work related factors with potential to cause stress related illness (the risk factors) are;

- a. Demands
- b. Control
- c. Support
- d. Relationships
- e. Role
- f. Change

2. Decide who might be harmed and how:

Although some people may be more vulnerable to developing work related stress illness than others, any individual could be working under conditions that could cause undue pressure and so be at risk from work-related stress. Sources that may be useful in making this assessment include; surveys, sickness absence data, staff turnover rates, exit interviews, number of referrals to occupational health, information from existing staff forums, as well as standard day-to-day meetings and other interactions with staff.

3. Evaluate the risks:

The risk assessment below has been designed to assist with this.

4. Record the findings; develop and implement action plans:

The risk assessment has been designed to assist with this.

5. Monitor and review action plans and assess effectiveness:

The stress risk assessment should be reviewed on an ongoing basis, ordinarily through normal line management practices. Where appropriate, formal review dates may be built in.

Mental Health Wellbeing – Management Risk Assessment

ASSESSMENT DETAILS			
Department/Employee Name:		Name of Assessor:	
Job Title:		Assessors Signature:	
Line Manager:		Date Completed:	

PLANNED REVIEW			
Planned Review Date:		Assessment Review by:	
Date Completed:		Assessors Signature:	

Stress Risk Factor (NB, or all factors, steps should be taken to ensure systems are in place locally to respond to individual concerns on a day - to - day basis).

Management Standard 1 – DEMANDS; “Issues such as workload, work patterns and the work environment.”			
Issues Identified e.g.; Workload/deadlines; Hours and patterns of work; Individual capabilities including training need; Mechanisms to flag concerns; The physical working environment (temperature, noise, light, etc.).	Proposed Control Measures e.g.; Re-allocation of duties (temporary or permanent); Guidance over prioritisation of tasks; Adjustment of hours/work patterns (temporary or permanent); Training; Ensure appropriate communication mechanisms are in place and operating effectively (individual and group); Physical adjustments – hazards properly controlled.	Responsibility/ Ownership	Priority Level (H,M,L) & Timescale

Management Standard 2 – CONTROL - “How much say the person has in the way they do their work.”			
Issues Identified e.g.;	Proposed Control Measures e.g.;	Responsibility/ Ownership	Priority Level (H,M,L) & Timescale
Pattern/pace of work; Setting priorities; Work patterns, including timing of breaks; Opportunity to act on initiative and to utilise/develop skills.	Appropriate empowerment of staff members; Appropriate flexibility over work schedules; Flexible working; Ensure appropriate communication mechanisms are in place and operating effectively (individual and group).		

Management Standard 3 – SUPPORT - The encouragement, sponsorship and resources provided by the organisation, line management and colleagues.”			
Issues Identified e.g.;	Proposed Control Measures e.g.;	Responsibility/ Ownership	Priority Level (H,M,L) & Timescale
Staff feel ill-informed about workplace issues; Staff feel they do not have the opportunity to raise concerns; Staff feel isolated or unsupported by management/colleagues; Support for disability or illness related issues (including stress); Failure to praise/recognise good performance.	Ensure appropriate communication mechanisms are in place and operating effectively (individual and group); Reference to appropriate existing policies and procedures within the CCG; Staff made aware of supportive mechanisms available within department and CCG, and how to access them (e.g., Counselling Service, Occupational Health, etc.); Advice sought from Occupational Health/HR; Support from the Counselling Service.		

Management Standard 4 – RELATIONSHIPS - “Promoting positive working to avoid conflict and dealing with unacceptable behaviour.”			
Issues Identified	Proposed Control Measures	Responsibility/ Ownership	Priority Level (H,M,L) & Timescale
e.g.; Low team spirit; Staff feel bullied, harassed or victimised; Staff feel no mechanism exists to enable them to raise issues; Staff perceive there to be a lack of awareness of diversity and equality issues	e.g.; Ensure appropriate communication mechanisms are in place and operating effectively (individual and group); Encourage more team working; Encourage staff to communicate verbally rather than by email; Communication from management to department to reinforce CCG’s position in relation to work interactions; Management intervention to resolve specific issues appropriately and at an early stage; Reference to appropriate existing policies and procedures within the CCG, including complaint procedures; Advice sought from HR/ Occupational Health; Consider diversity and equality training;		

Management Standard 5 – ROLE - “Whether people understand their role within the organisation and whether the organisation ensures that the person does not have conflicting roles.”			
Issues Identified	Proposed Control Measures	Responsibility/ Ownership	Priority Level (H,M,L) & Timescale
e.g.; Lack of clarity over role; Lack of clarity over who individuals report to; Perception of being pulled in different directions by conflicting demands.	e.g.; Ensure role description clearly defines the role, expectations, reporting lines, etc. Consider any necessary revisions; Ensure appropriate communication mechanisms are in place and operating effectively (individual and group). Make effective use of 1-2-1 and PDR discussion.		

Management Standard 6 – CHANGE - “How organisational change (large or small) is managed and communicated in the organisation.”			
Issues Identified	Proposed Control Measures	Responsibility/ Ownership	Priority Level (H,M,L) & Timescale
e.g.; Staff feel ill-informed about changes to role / team / CCG and how they may be affected by them; Staff feel under-supported; Staff feel they do not have a voice.	e.g.; Ensure appropriate communication mechanisms are in place and operating effectively (individual and group); Additional efforts may be appropriate to involve/engage/consult staff in a timely manner during key change initiatives, allowing opportunities for staff to feed in their views; Efforts made to explain reasons for changes, and the benefits, as well as information on timescales; Training needs considered.		

ADDITIONAL INFORMATION and / or REVIEWER COMMENTS: