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| **Workplace stress form** | | | | | | | | | | |
| **Employee**  This questionnaire will help identify whether any particular aspects of work are causing you stress. Please answer the questions below as honestly as possible and then add up your scores for each section at the end. You should share this form with your manager who may wish to discuss the issues with you and jointly prepare an improvement plan.  **Manager**  If you feel an individual in your team is showing signs of stress, feeling excessive pressure or has just returned to work following a period of absence due to stress, you should encourage them to complete this form. You should then use the form to have an informed discussion about the person’s job role to see if you are able to support any of the employee’s areas of concern. Where it is reasonably practicable to offer support to the employee this should be considered either by adjusting the role or by offering training and support. However, it is recognised that in some circumstances due to the particular nature of the job there is little that can be changed and a discussion with the employee about their suitability for the role may be necessary. | | | | | | | | | | |
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| **Employee details** | | | | | | | | | | |
| Employee's name: | |  | | | | | | | | |
| Employee's job title: | |  | | | | | | | | |
| Employee's department: | |  | | | | | | | | |
| Date form completed: | |  | | | | | | | | |
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| Please circle the most appropriate answer from the sections below.  1 = strongly disagree  2 = Disagree  3 = Neutral  4 = Agree  5 = Strongly agree | | | | | | | | | | |
| **Change**  How organisational change (large or small) is managed and communicated in the organisation | | | | | | | | | | |
| I feel the organisation/school ensures that there is adequate consultation regarding upcoming changes and provides the opportunity for open discussion | | | | | 1 | 2 | | 3 | 4 | 5 |
| I feel I am provided with enough information to enable me to understand the reasons for the proposed changes | | | | | 1 | 2 | | 3 | 4 | 5 |
| I am made aware of the potential impact of any changes on my job | | | | | 1 | 2 | | 3 | 4 | 5 |
| I am made aware of the proposed time scales for any changes | | | | | 1 | 2 | | 3 | 4 | 5 |
| I am provided with adequate opportunity to question managers about change at work before it is implemented | | | | | 1 | 2 | | 3 | 4 | 5 |
| I receive appropriate training to enable me to deal with any changes to my job role | | | | | 1 | 2 | | 3 | 4 | 5 |
| I feel equipped to deal with change when it is implemented | | | | | 1 | 2 | | 3 | 4 | 5 |
| **Total score for ‘Change’** | | | | |  | | | | | |
| Employee comments on low scores | | | | | | | | | | |
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| **Control**  How much ‘say’ the individual has in the way their do their work | | | | | | | | | | |
| I have a say over my work patterns and annual leave | | | | | 1 | 2 | | 3 | 4 | 5 |
| I have control over my place of work (where possible) | | | | | 1 | 2 | | 3 | 4 | 5 |
| I have a say when I can take my breaks | | | | | 1 | 2 | | 3 | 4 | 5 |
| I feel the organisation/school encourages me to use my skills and initiative when doing my work | | | | | 1 | 2 | | 3 | 4 | 5 |
| I have control over how I tackle my work | | | | | 1 | 2 | | 3 | 4 | 5 |
| My working time can be flexible | | | | | 1 | 2 | | 3 | 4 | 5 |
| I am provided with the opportunity to express my ideas and points of view | | | | | 1 | 2 | | 3 | 4 | 5 |
| **Total score for ‘Control’** | | | | |  | | | | | |
| Employee comments on low scores | | | | | | | | | | |
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| **Demands**  How the individual feels about their work demands | | | | | | | | | | |
| I feel my skills and abilities are well matched to the demands of the job | | | | | 1 | 2 | | 3 | 4 | 5 |
| I do not have to cope with unachievable deadlines | | | | | 1 | 2 | | 3 | 4 | 5 |
| I feel the organisation/school provides me with realistic demands compared with the hours I work | | | | | 1 | 2 | | 3 | 4 | 5 |
| I am able to set my own pace of work | | | | | 1 | 2 | | 3 | 4 | 5 |
| The periods of time taken up by having to work at an intense level of concentration are manageable | | | | | 1 | 2 | | 3 | 4 | 5 |
| If I neglect tasks, it is not because I have too much to do | | | | | 1 | 2 | | 3 | 4 | 5 |
| When I have concerns about my work environment they are addressed | | | | | 1 | 2 | | 3 | 4 | 5 |
| **Total score for ‘Demands’** | | | | |  | | | | | |
| Employee comments on low scores | | | | | | | | | | |
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| **Relationships**  Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour | | | | | | | | | | |
| I do not feel bullied at work | | | | | 1 | 2 | | 3 | 4 | 5 |
| I am not subject to unkind words or behaviour from those I work with | | | | | 1 | 2 | | 3 | 4 | 5 |
| There is a supportive culture between those I work with | | | | | 1 | 2 | | 3 | 4 | 5 |
| Managers deal with unacceptable behaviour | | | | | 1 | 2 | | 3 | 4 | 5 |
| If I had a problem with a fellow employee, I feel that I would be able to raise this with my manager | | | | | 1 | 2 | | 3 | 4 | 5 |
| There is a lot of fun and laughter within the team | | | | | 1 | 2 | | 3 | 4 | 5 |
| I feel able to share information relevant to my work with colleagues | | | | | 1 | 2 | | 3 | 4 | 5 |
| **Total score for ‘Relationships’** | | | | |  | | | | | |
| Employee comments on low scores | | | | | | | | | | |
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| **Role**  The individuals understanding of their role within the organisation/school and whether the organisation/school ensures that they do not have conflicting roles | | | | | | | | | | |
| I am clear about what is expected from me at work | | | | | 1 | 2 | | 3 | 4 | 5 |
| I understand my duties and responsibilities | | | | | 1 | 2 | | 3 | 4 | 5 |
| I know what I am expected to achieve in my role | | | | | 1 | 2 | | 3 | 4 | 5 |
| I understand the goals and objectives for my team/area of work | | | | | 1 | 2 | | 3 | 4 | 5 |
| I understand how my job fits into the overall aim of the organisation/school | | | | | 1 | 2 | | 3 | 4 | 5 |
| My current job role adequately reflects my current job description | | | | | 1 | 2 | | 3 | 4 | 5 |
| I feel I can raise concerns about any uncertainties or conflicts concerning my role and responsibilities | | | | | 1 | 2 | | 3 | 4 | 5 |
| **Total score for ‘Role’** | | | | |  | | | | | |
| Employee comments on low scores | | | | | | | | | | |
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| **Support**  The includes encouragement and resources provided by the organisation/school, line management and colleagues | | | | | | | | | | |
| I know what support is available and how and when to access it | | | | | 1 | 2 | | 3 | 4 | 5 |
| I feel I can talk to my line manager about something that has upset or annoyed me about work | | | | | 1 | 2 | | 3 | 4 | 5 |
| I can rely on my line manager to help me out with a work problem | | | | | 1 | 2 | | 3 | 4 | 5 |
| I am supported through emotionally demanding work | | | | | 1 | 2 | | 3 | 4 | 5 |
| I receive regular supportive feedback on the work I do | | | | | 1 | 2 | | 3 | 4 | 5 |
| I am encouraged to develop my skills to help me undertake new and challenging pieces of work | | | | | 1 | 2 | | 3 | 4 | 5 |
| I have the right equipment to do my job well | | | | | 1 | 2 | | 3 | 4 | 5 |
| **Total score for ‘Support’** | | | | |  | | | | | |
| Employee comments on low scores | | | | | | | | | | |
|  | | | | | | | | | | |
| **Your total score**  *(add your scores for each section together)* | | | |  | | | | | | |
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| **What your scores mean** | | | | | | | | | | |
| **Total score** | **Over 126** | | **90 – 125** | | | | **Under 90** | | | |
| **What the employee should do** | Raise any individual issues that scored low (either a 1 or 2) with your manager. | | Arrange a meeting to discuss any concerns with your manager. Consider whether you are able to tackle any of the concerns yourself. | | | | Arrange a meeting to discuss any concerns with your manager. Consider whether you are able to tackle any of the concerns yourself.  Consider contacting Counselling. | | | |
| **What the manager should do** | Ask if any particular concerns arose from completing the form. Discuss with the employee whether a formal meeting is desired or whether it can be resolved informally. | | Meet with the individual to discuss the results. Agree a review date.  If you are unable to resolve, consider contacting HR. | | | | Meet with the individual to discuss the results. Agree a review date (this review date will need to be sooner than if they scored 90 – 125).  Consider contacting Occupational Health if there are any medical issues. | | | |

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| **Wellbeing improvement plan** | | | | |
| **Information for managers**  This form is designed to be used by the manager during any meetings with the individual to discuss their wellbeing and levels of stress at work.  Section 2 of the form is an area to discuss the conclusions of the meeting with the employee about their feelings in each area that can lead to work-related stress.  Section 3 is the action plan. A date should be agreed for a review, when progress can be measured and the effects of actions taken assessed. The actions agreed should be incorporated into the employee’s standard supervision and appraisal system. Copies of this form should be kept by both parties and a copy placed on the employee’s personnel file. | | | | |
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| **Section 1 - About the meeting** | | | | |
| Meeting date |  | | Who initiated the meeting? |  |
| Names of those present at the meeting (including job title) | |  | | |
| Has the employee had a recent stress-related absence? | |  | | |
| Has the employee completed the individual assessment form and the workplace stress form? If so, what was the overall score? | |  | | |
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| **Section 2 – Conclusions of the meeting** | | | | |
| **Change –** (How organisational change (large or small) is managed and communicated in the organisation) | | | | |
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| **Control –** (How much ‘say’ the individual has in the way their do their work) | | | | |
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| **Demands –** (How the individual feels about their work demands) | | | | |
|  | | | | |
| **Relationships –** (Includes promoting positive working to avoid conflict and dealing with unacceptable behaviour) | | | | |
|  | | | | |
| **Role –** (The individuals understanding of their role within the organisation/school and whether the organisation/school ensures that they do not have conflicting roles) | | | | |
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| **Support –** (The Includes encouragement and resources provided by the organisation/school, line management and colleagues) | | | | |
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| **Action plan** | | **Review of plan** | |
| **Action required and by whom** | **Target date** | **Outcome at review date** | **Review date** |
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|  |  |  |  |
| **Managers signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Managers signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Employee signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Employee signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |
| **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |

A copy of this form should be kept by both parties and a copy should be kept on the employee’s personnel file.