**University of Manchester**

**Team Wellbeing and Stress Risk Assessment Tool**

At the University of Manchester, leaders and managers within Faculties, Schools and Directorates are accountable for making sure that conversations about wellbeing at work and work-related stress take place, and for developing appropriate actions in response.

The Team Wellbeing and Stress Risk Assessment Tool provides a structure for these conversations and enables us to proactively monitor and manage wellbeing and risk withing Faculties, Schools and Directorates, and at a whole university level

Specifically, this proactive tool is designed to:

* Take a wider look at the team (or teams) and identify areas that could be of concern (areas of excessivepressure or other difficulties). It can be used with both a single team or a larger structure, such as a division, department, school, faculty or directorate.
* Enable managers to identify foreseeable risks to the team and/or take action on existing risks.
* Implement a proactive action plan.

This Wellbeing and Stress Risk Assessment Tool is based on the [HSE Management Standards](http://www.hse.gov.uk/stress/standards/) and looks at the psychosocial hazards that exist within the work environment. Six key areas of work are identified that, if not properly managed, are associated with work-related stress. Stress is defined as an adverse reaction to excessive pressure (Health and Safety Executive). It is not in itself a medical condition, but if not managed, it can result in illness and sickness absence. Managers should also refer to the University’s Standard on Work Related Stress (insert link)

The risk assessment is a management responsibility, but leaders and managers should involve the team in this process, to ensure that team members are able to convey their perceptions of work pressures and help to identify workable solutions. Managers should also consider relevant available data to inform the completion of the template.

This form should capture the discussions you have with your team and reference any relevant data. Please refer to the [guidance](https://documents.manchester.ac.uk/DocuInfo.aspx?DocID=75736) for more information on carrying out a team wellbeing and stress risk assessment.

**PART 1 – Risk Assessment**

Consider how each of the six key areas are currently impacting on your team. Work through the boxes below, considering the questions in each area, note your observations and then consider the possible impact on the wellbeing of team members. It’s helpful to identify both the factors that are impacting on the team positively, and helping to enhance or maintain wellbeing, as well as those that might be contributing to work-related stress.

|  |  |
| --- | --- |
| **Please indicate the team or teams covered by the wellbeing and stress risk assessment** |   |

**AREA 1: DEMANDS**

|  |  |
| --- | --- |
| How colleagues should feel at work | * They are able to cope with the demands of the job
* They are provided with achievable demands in relation to the hours they work
* Their skills and abilities are matched to the demands of their job
* Concerns about the work environment are addressed
 |
| **Do the people in your team believe that:** | **Comments** |
| * the University provides them with adequate and achievable demands in relation to their working hours
 |  |
| * their skills and abilities are matched to the job demands
 |  |
| * they feel able to use their full skills and potential abilities at work in day-to-day tasks
 |  |
| * they are able to achieve a sense of work-life balance
 |  |
| * If they express concerns about the demands of their role or their work environment, they will be acted on?
 |  |
| * Are there any other factors relevant to consider in this area??
 |  |
| On balance, considering the responses above, what do you class the current level of risk to team members’ health and wellbeing? |
| High |  | Medium |  | Low |  |

**AREA 2: CONTROL**

|  |  |
| --- | --- |
| How colleagues should feel at work | * They are consulted over the way their work is organised and undertaken, e.g. through regular meetings, one-to-ones, performance reviews.
* They have regular opportunities for discussion and input at the start of projects or new pieces of work.
* They are encouraged to use their skills and initiative to do their work.
* They are consulted over things affecting their work.
* They are encouraged to develop new skills and undertake new and challenging pieces of work.
 |
| **Do the people in your team believe that:** | **Comments** |
| * the University encourages them to use their skills and initiative to perform their role
 |  |
| * they have some control over their pace of work
 |  |
| * they feel able to plan and prioritise their work
 |  |
| * they are consulted over their work timetable and have a say about when they take breaks
 |  |
| * they are able to express their ideas and points of view
 |  |
| * they are able to raise any concerns they have about the level of control at work.
 |  |
| * Are there any other factors relevant to consider in this area??
 |  |
| On balance, considering the responses above, what do you class the current level of risk to team members’ health and wellbeing? |
| High |  | Medium |  | Low |  |

**AREA 3: SUPPORT**

|  |  |
| --- | --- |
| How colleagues should feel at work | * They receive information and support from other employees and their managers.
* There are systems in place to enable and encourage managers to support their employees and for employees to support one another.
* They know what support is available and how to access it.
* They know how to access the resources they need.
* They receive regular and constructive feedback
 |
| **Do the people in your team believe that:** | **Comments** |
| * the University has policies and procedures to adequately support them and they know how to access these;
 |  |
| * they feel supported by their line-manager and colleagues, and are able to reciprocate;
 |  |
| * they have regular supervision meetings and appraisals with their line-manager;
 |  |
| * they are aware of the University’s wellbeing facilities and have the flexibility in their work arrangements to use them;
 |  |
| * they have adequate resources to undertake their job to the required standard.
 |  |
| * Are there any other factors relevant to consider in this area??
 |  |
| On balance, considering the responses above, what do you class the current level of risk to team members’ health and wellbeing? |
| High |  | Medium |  | Low |  |

**AREA 4: RELATIONSHIPS**

|  |  |
| --- | --- |
| How colleagues should feel at work | * They are not subjected to unacceptable behaviours such as bullying or harassment at work, including unkind words.
* The university promotes positive behaviours at work.
* The university has agreed policies and procedures to prevent or resolve unacceptable behaviour.
* The university has systems in place to enable and encourage managers to deal with unacceptable behaviour.
* The university has systems in place to enable and encourage employees to report unacceptable behaviour.
 |
| **Do the people in your team believe that:** | **Comments** |
| * there is a supportive team atmosphere and that dynamics between team members are good
 |  |
| * the University promotes positive behaviours at work to avoid conflict and ensure fairness in the workplace
 |  |
| * the University has policies and procedures to prevent or resolve unacceptable behaviour including bullying and harassment.
 |  |
| * managers deal appropriately with reports of unacceptable behaviour including bullying and harassment.
 |  |
| * they are able to express their ideas and points of view
 |  |
| * Are there any other factors relevant to consider in this area?
 |  |
| On balance, considering the responses above, what do you class the current level of risk to team members’ health and wellbeing? |
| High |  | Medium |  | Low |  |

**AREA 5: ROLE**

|  |  |
| --- | --- |
| How colleagues should feel at work | * They understand their role and responsibilities.
* The university provides information to enable them to understand their role and all of their responsibilities.
* The requirements the university places on them are clear.
* They are able to raise concerns about any uncertainties or conflicts they have in their role and responsibilities through the systems that the university has in place.
 |
| **Do the people in your team believe that:** | **Comments** |
| * their job role adequately reflects their current job description.
 |  |
| * the University ensures that the different requirements it places upon them are clear, and that these are compatible with their role.
 |  |
| * they know the standards they have to meet in their job and what they are expected to achieve.
 |  |
| * there are adequate opportunities to raise concerns about any uncertainties or conflicts concerning their role and responsibilities.
 |  |
| * Are there any other factors relevant to consider in this area?
 |  |
| On balance, considering the responses above, what do you class the current level of risk to team members’ health and wellbeing? |
| High |  | Medium |  | Low |  |

**AREA 6: CHANGE**

|  |  |
| --- | --- |
| How colleagues should feel at work | * The University engages with them frequently when undergoing change.
* They are provided with timely information, enabling them to understand the reasons for proposed changes.
* They are consulted on changes and provided with opportunities for them to influence proposals, raise concerns and identify any gaps this may create.
* They are aware of the probable impact of any changes to their job and, if necessary, they are given training to support any changes in their job.
 |
| **Do the people in your team believe that:** | **Comments** |
| * the University consults them regarding proposed changes and provides an opportunity for open discussion about the change, with an opportunity to provide feedback
 |  |
| * they are kept updated about the change in a timely manner.
 |  |
| * they are given training and support to manage any changes with their role.
 |  |
| * When change occurs, they feel supported through it
 |  |
| * Are there any other factors relevant to consider in this area?
 |  |
| On balance, considering the responses above, please indicate below how you class the current level of risk to team members’ health and wellbeing? |
| High |  | Medium |  | Low |  |

**PART 2: Action Plan**

From your risk assessment (Part 1), summarise the positive aspects to work from and current challenges for the team, as well as activity already underway to address the challenges. Then decide what, if any, additional actions are required, by whom and in what timescale. Consider how you will monitor progress and what data will help you to do this.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6 Key Areas** | **Positives to work from** | **Current challenges** | **How are these challenges already being addressed** | **Summary of additional action** |
| **Action** | **By when** | **By whom** |
| **Demands** |  |  |  |  |  |  |
| **Control** |  |  |  |  |  |  |
| **Support** |  |  |  |  |  |  |
| **Relationships** |  |  |  |  |  |  |
| **Role**  |  |  |  |  |  |  |
| **Change** |  |  |  |  |  |  |

**Summary Action Plan**

You can use this section to consider higher and lower priority areas for action and areas where you have little or no direct influence, where you need to consider measures to buffer potential negative impacts.

|  |  |
| --- | --- |
| **Factors we need to influence urgently** | **Action to be taken**  |
|  |  |
| **Factors we need to influence in due course** | **Action to be taken** |
|  |  |
| **Factors causing pressure that we cannot directly influence** | **Action to be taken to buffer the negative impact of these** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Completed by (manager)** | **Date** | **Review date** |
|  |  |  |