

STAFFORDSHIRE FIRE AND RESCUE SERVICE

IDENTIFICATION AND MANAGEMENT OF STRESS IN THE WORKPLACE

DOCUMENT:

MANOH:08-03 SELF HELP STRESS

MANPER:14-03 EMPLOYERS CONTROL OF STRESS

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DEFINITION

HEALTH AND SAFETY EXECUTIVE'S DEFINITION OF STRESS

Stress is the reaction people have to excessive pressures or other types of demand placed on them.

WELLBEING

Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

STATEMENT OF POLICY

The Legal Case

Under the Health and Safety at Work etc. Act 1974, employers have a general duty, so far as is reasonably practicable, to protect the health (including the mental health) of their employees at work. This includes taking steps to make sure that employees do not suffer stress-related illness as a result of their work.

In addition, under the Management of Health and Safety at Work Regulations 1999, employers have a duty to:

- Assess the risks to health and safety (regulation 3).
- Apply the principles of prevention to protect health and safety (regulation 4 and schedule 1).
- Ensure employees are capable of carrying out their tasks and provide health and safety training (regulation 13).
- Take extra steps to protect young people (regulation 19).

The Business Case

However, managers have to manage, to enable the organisation meet its statutory obligations and the goals set in the business plan.

The Fire Authority recognises that the well-being of its employees is important to the Service's performance and image. Its policies and procedures are developed to reflect the Service's aim to provide training and support to assist and enable:

- Its managers and employees to recognise the demands that are placed on individuals, teams and departments and will take appropriate and timely actions to manage the pressures and demands placed upon them. (Appendix 2).
- The Service through its leadership message, communication strategies and personal development reviews to create a climate and culture where people know where they fit and their role in meeting the Service's vision and aspirations.
- All staff to manage adverse indicators to employee well-being in the work place ([signs of adverse indicators](#))
- Individuals need to be aware that they have to accept their responsibilities in working with managers and following professional advice that may be given them to manage the demands placed upon them in the work place

SIGNS OF ADVERSE INDICATORS TO EMPLOYEES AND SOLUTIONS IN THE WORKPLACE

There are some common factors that have been identified as those most likely to affect employee's well-being in the work place (HSE Management Standards) These are identified below, together with actions that can be taken to reduce the impact on employees:-

- **Demands** – such as workload, work patterns and the work environment.
Hold weekly team meetings.
Hold individual meetings to discuss work load.
Provide training.
- **Control** – such as how much say the person has in the way they do their work.
Allow and encourage staff to participate in decision making.
Allow staff some control over the pace of their work.

- **Support** – such as the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
Provide constructive, support advice through annual Personal Development Reviews.
Hold one to ones/team briefings to talk about emerging issues and pressures.
- **Relationships** – such as promoting a positive working environment to avoid conflict and dealing with unacceptable behaviour promptly.
Encourage good, honest, open communications at all levels in work teams.
Provide opportunities for social interactions among staff.
Provide support for staff who work in isolation.
- **Role** – such as whether people understand their role within the Service and also ensuring that they do not have conflicting roles.
Define work structures clearly, so that all team members know who is doing what, and why.
Ensure all new members of staff have a thorough induction to the organisation and their role within it.
- **Change** – such as how organisational change [large or small] is managed and communicated in the organisation.
Ensure all members of staff are aware of why the change is happening.
Involve staff in the planning process so that they understand how their work fits in.

The solutions provided above are only examples taken from HSE publication “Real solutions, real people” – A managers’ guide to tackling work-related stress [HSE documents Real Solutions Real People and Managing the Causes of Stress](#).

WELL BEING ASSESSMENT

To minimise the effects of stress, SFRS has developed a management tool kit to ensure that the above issues are part of the planning for new initiatives and project management. It also ensures that these are incorporated into the risk assessment as part of the process and the impact on the Service, departments, teams and the individual, is assessed and monitored. (Project – Well Being Assessment Appendix 2).

The well being assessment and the guidance document is located:-

‘G’ Public [Project management]

Templates [Project well being assessment]

Guidance documents [Project Management process]

Quote from project management process guidance document

For all projects a Project Wellbeing Assessment should be completed during the first stages of the project. If during the initial project planning or as result of using the Project Wellbeing Assessment it becomes apparent that the project can not sensibly run without more human resources or time then this issue should be immediately raised with your manager and/or at the next PSG meeting.

The well being assessment can also be used as referenced in section 5 below **and in the sections in the self help guide**, to identify any work related factors, possible solutions and actions that can be taken to reduce adverse pressure for the team or individual.

LINE MANAGEMENT – POSSIBLE SOURCES OF STRESS AND RISK ASSESSMENT

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IDENTIFICATION AND MANAGEMENT OF STRESS IN THE WORKPLACE

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ANY PRINTED DOCUMENTS ARE CONSIDERED UNCONTROLLED.

You must check with the current version on Service Intranet on any relevant or critical detail.

Often the harmful effects of stress are caused by a combination of work and external pressures.

Managers are required to manage the work load under their direct control and that they recognise when their staff are showing signs that they are not coping with any of the management standards; or they are aware of any of the following factors that may be affecting people, bereavement, family issues, illness, financial difficulties or problems with the home/work interface. Senior managers must also ensure that they support the process by identifying demands they are making on their line managers and the expectation of outcomes against resources. The [Well-Being project risk assessment](#) is to be used to support the process. This will allow all managers to give timely feed back to employees so that they are able to identify and support those individuals who are at risk of impaired wellbeing or demonstrating signs of impaired wellbeing.

Regular team meetings should be held and individuals encouraged to review their role against what is and what isn't working against expectation, the manager is in a position to re-evaluate time scales, targets or priorities, these should then be fed back to senior managers.

All new employees must be given a thorough induction into their jobs. Starting a new job can be a stressful time and a planned activity will eliminate many concerns.

As part of the induction programme, discuss the Staff Well-being Policy with employees and advise them from the outset where they can turn for help and support.

Existing employees can be at particular risk of stress when they are promoted or take on new roles. Line managers must provide a thorough induction and follow up appointments to support the procedure.

If a member of staff is for what ever reason showing signs that all is not well with their work-life balance, the line manager needs to find what the root cause of their problems are using the 'management standards' and 'real solutions real people' as the starting point.

Managers must be aware of barriers that may be present, which may be personal issues, or relationships with in the work place. Referral to Human Resources (HR) or the Occupational Health Department may be beneficial to help the individual to have the confidence to discuss their issues.

Also See - [IPDR guidance for reviewer/reviewee](#).

THE RECRUITMENT PROCESS AND HR DEPARTMENT

Those involved in the recruitment process must ensure that the full range of tasks and demands of the job are set out clearly in the job description sent to all candidates and fully discussed in the interview process.

The responsibility for this rests with the departmental line management the person is going to work for, this will be supported by the HR department if necessary.

Under the new equality bill, you cannot ask health related questions or request they complete a pre-employment health questionnaire until the candidate has been made a job offer. This may be an offer conditional of receiving satisfactory references and medical clearance.

ABSENCE MANAGEMENT

Managers should contact Occupational Health for advice in the case of suspected stress related illness to discuss effective support and assistance.

See [Attendance Management Policy and Framework](#).

RETURN TO WORK

Returning to work after a stress related illness could be difficult for the employee. Managers must plan the individual's return to work in consultation with the employee and take advice from HR and the Occupational Health Department.

A person may be ready to return to some aspects of their job but not others and it may be possible to make reasonable adjustments to facilitate a phased return to work on modified duties.

After the employee returns to work managers should continue to meet with them to discuss their wellbeing and the factors which may have contributed to the stress.

Meetings may be required more frequently than would be normal under the agreed planned supervision system.

If the employee is still finding difficulties the line manager needs to discuss and consider capability issues and re-employment to a post that is more suitable.

Active monitoring of the return to work process will be undertaken by HR to ensure that managers are undertaking their obligation to perform return to work interviews to the necessary standards to support this procedure.

Staffordshire Fire and Rescue Service will consider carrying out surveys of the wellbeing of staff to provide up to date data, on the culture and climate of the service.

TRAINING AND DEVELOPMENT

Employees may feel that they are not adequately trained for their existing job. This may also occur when their role changes or they move into a new post.

Managers must identify training needs in all cases where re-structuring of individual jobs or sections of a department takes place. This is a continual process. This should also take place as part of the IPDR process.

Induction is essential for all new employees and for existing staff changing roles or location. Managers should ensure that the induction programme is completed and seek from the individual on how it has helped them fit in and any issues that need to be addressed.

Any one with the responsibility to manage others must complete the Stress Management Module on Learn Pro (Generic E Learning Modules). Managers are also required to read the information on stress on the Learn Pro/Ashridge virtual resource centre, so that they have the underpinning knowledge to actively support those who have been identified as at risk of impaired wellbeing or are demonstrating adverse indicators. Training and Development will monitor records of reading and assessments.

STAFF CARE

Managers and Supervisors have an obligation to take active and practical steps to reduce the conditions that impair wellbeing

All levels of management must recognise that management of staff well-being is integral to their roles; and improving and providing support and guidance in this area could be extremely beneficial in improving the culture and climate of the Service. This will have the effect of reducing adverse factors, such as absenteeism and help in supporting the leadership message to ensure Service employees are able to positively contribute to its aims and objectives.

SERVICE RESPONSE

The Service needs to develop a well-being aware culture in the organisation with a raised level of understanding for all employees:

- Training.
- Communication.
- Interpersonal skills.
- Time management.
- Conflict resolution.
- Arrangements for Securing the Health and Safety of Workers.

There may be problems outside the workplace that will cause an individual member of staff to suffer from the negative effects of stress, and that these may affect an individual's health and performance within work. In this situation, work pressures may compound this effect as the individual tries to balance the result of work-related and non-work related factors.

The Service will:

- Encourage a working environment where members of staff who feel they are suffering from the negative effects of a combination of factors, can approach their line managers in confidence, in order that necessary support mechanisms can be put into place.
- Encourage a culture where wellbeing is fully recognised and understood.
- Ensure adequate rehabilitation of employees returning to work after periods of absence.
- Recognise symptoms of adverse factors in their staff.
- Provide suitable training and guidance to line managers to enable them to undertake the necessary risk assessments in relation to wellbeing in the workplace.
- Implement effective control measures and, where appropriate, provide access to support.
- Provide information and training for staff in general on how to recognise adverse effects to their well-being both internal and external to the organisation.
- Provide guidance on effective communication, handling difficult situations, time management and employee relations.
- Monitor absenteeism within the workplace and provide access to appropriate support to promote a return to work as quickly as possible.
- Provide opportunities for staff to contribute ideas, in particular in the planning and organisation of their jobs.
- Ensure it has effective policies and systems for dealing with interpersonal conflict, bullying and racial or sexual harassment including agreed grievance procedure and proper investigation of complaints.
- Encourage members of staff to refer themselves to one of the following:
 - Line manager.

- Senior manager.
- HR section.
- Occupational health service.
- Their own General Practitioners.
- Ensure referrals will be dealt with in a confidential manner

APPENDIX 1 SELF HELP GUIDE

What is Stress?

Modern life has its pressures and we all vary in our capacity to cope with different types of pressure. Pressures that we can respond to effectively are likely to lead to healthy life style work balance leading to personal well-being and job satisfaction.

However, pressure or conflicting pressures at a level we cannot cope with, or even in some cases too little pressure or challenge, can result in stress for the individual. This document is designed to provide a guide when life style and work is out of balance.

Recognising the Signs of Stress in Yourself

Experiencing any of the symptoms for short periods does not necessarily indicate that you are stressed.

However, when one or more of these signs lingers and you have some difficulty making adjustments to cope, you may be suffering from stress.

When stress is experienced over long periods, other signs can develop, for example, high blood pressure, heart disease, ulcers, anxiety, long-term depression.

Employees need to be aware of the risks of stress and of:

- How to identify and manage it.
- How to use the supervision process to discuss it.

COMMON SIGNS OF STRESS

Signs of Stress	
Persistent or recurrent moods	Physical sensations and effects
Anger or irritability. Feelings of aggression. Guilt and worry. Depression, sadness, sudden tearfulness. Feeling of isolation and detachment.	Aches, pains and increased sweating. Dizziness and blurred vision. Skin disorders. Change in sleep patterns, fatigue. Shivering and shaking. Raised heart rate, palpitations, chest pains, panic attacks. Gastro-intestinal problems or stomach upsets.
Changed behaviours	
Forgetfulness or lack of concentration. Inability to switch off. Loss of creativity, making more errors. Double checking everything, inflexibility. Eating disorders, increasing use of tobacco, alcohol, coffee or drugs. Self doubt, insecurity. Neglect of personal appearance, everything is too much trouble. Relationship conflicts and reduction in libido.	

Self Help

Here are some ideas which could help you cope better with stress, you could choose several of these to help you cope (also access and use the E learning Modules on Learn Pro) these cover some of the topics below.

Stress Relievers	
Time Management	Relaxation Techniques
Giving yourself thinking time each day can help you to manage your time and priorities. Learning to say NO – assertiveness training may help. Making time for yourself. Take your tea break.	Learning to relax and getting plenty of rest. Taking short breaks throughout the day will make it easier for you to wind down at the end of the day. Learning to control your breathing can help to alleviate stress.
It's good to talk	Relationships and interpersonal skills
Talking things thorough with friends and relatives can help. If problems do become too much, talking to your line manager or Occupational Health Unit may help.	Socialising and developing new friendships. Training may be available to help with these skills.
Positive Mental attitude	Hobbies and Interests
Trying to have an optimistic approach to life. Setting realistic goals for yourself will build up your confidence.	Trying to be actively involved in a hobby or finding a new interest that gets you away from your normal routine.
Diet	Exercise
Eating sensibly and avoiding the harmful effects of drinking too much alcohol and smoking tobacco.	Taking regular exercise such as walking, swimming, cycling and jogging, ideally with a friend.

ASHRIDGE virtual learning resource centre, Information and resources available through LEARN PRO.

To access the system

Log onto LEARN PRO

Support staff

Click [Select Programme] then [Support Staff] then [Ashridge]

Operational Staff

Click [Select Programme] then [Ashridge]

Log onto ASHRIDGE following on screen instructions

Click [CHANGE icon]

On the left hand side click on [Pocket Books] the [S on the a to z] then [Stress Pocket Book]

Stress pocket book by Mary Richards.

“Learning to manage stress at work benefits both the individual and the organisation. The *Stress Pocketbook* is full of practical advice on ways to manage pressure and how to use stress positively, how to manage your own stress, and how to help others. Emphasis is on what to do rather than on theory”.

INTRODUCTION to pocket book copied below

Work and Pressure Go Hand in Hand

There are:

- Deadlines to meet.
- Mistakes to rectify.
- Demands to satisfy.
- Targets to achieve.
- Problems to resolve.
- Challenges to rise to.

Everyone in every job experiences pressure.

You may find:

- Goal posts are moved.
- Work is interrupted.
- Working relationships become strained.
- There is too much or too little to do.
- The work stretches you or bores you.
- The future of your job is uncertain.

Learning Guides on Ashridge

	Change resources	May also be of interest
Learning guides	Managing change	Managing Stress

Managing Stress

Managing Stress Introduction

This learning guide was written by Liz Carroll an associate of Ashridge. It is one of a series produced by the Library. Each guide sets out to give you a quick summary of the main theories on a particular topic backed up by a practical commentary based on Ashridge's long experience of consulting on and teaching management issues. We hope that it whets your appetite for more information. The guide points you in the direction of other sources such as key books, articles and videos.

Where to Start

If you have less than an hour read the [overview](#) and either one of the short best practice essays [Managing stress](#) or [Preventing your work problems causing you stress](#). Once you have read through the overview section, test your knowledge by attempting the [short quiz](#).

If you have longer take a look at some of the [development activities](#) and read the review of Stephen Williams' and Lesley Coopers' [Managing workplace stress](#). Also, browse through the recommended journal articles and select one of interest. The articles range from understanding pressure to managing occupational stress.

If you would like to research this subject in more detail, there are a large number of books on this subject in the [resources](#) section.

Getting Help

Most of us get help informally from family, friends and colleagues, but sometimes we may need to talk to someone who is outside the situation.

If you are feeling under stress, it is better not to wait for the problem to build up but to talk to someone straight away. Remember that the effects of stress are totally curable in the vast majority of cases.

As an employee, you should:

- Try to recognise stress in yourself
- Try to recognise stress in your colleagues.
- Inform your manager of any stress related condition that has developed at work.

If it is a problem from work or home or any other source which is affecting your work, several options are open to you:

Discuss it with your line manager.

You may need to make a special appointment. He or she will then know the situation and should treat the matter in confidence. On occasions your line manager may recommend the involvement of the Occupational Health Unit. If you do not wish to approach your line manager, you may contact the Occupational Health Unit Nurse Advisor. You may have to deal with violent or distressing events in your work. If an accumulation of such incidents or a particularly stressful situation has affected you, contact the Occupational Health Unit.

It is the policy of the Service to offer debriefing following traumatic incidents. Not all incidents involving fatalities are debriefed. However, contact will have been made with your Officer-in-Charge in all cases.

If you are experiencing harassment bullying in your workplace, see '[Harassment and Bullying Policy](#)'. If you belong to a trade union, it may be able to provide support and advice.

Consult your own doctor.

You should consult your GP for advice whenever you are experiencing any health issues, whether you feel they are related to work or not. Occupational Health will liaise with your GP when appropriate to enable them to advise you and the service on strategies to enable you to continue to attend work safely.

APPENDIX 2 PROJECT WELL BEING ASSESSMENT

This table lists some examples of action planning to reduce the risk of work-related stress problems

<ul style="list-style-type: none"> ▪ Stress risk assessment ▪ Identify the hazards ▪ Decide who might be affected and how ▪ Assess the risk and decide if it is currently causing stress ▪ Record the findings and decide on any action required to eliminate or reduce stress ▪ Review the assessment over time 		
A. DEMANDS	Possible solutions	Action taken
<ul style="list-style-type: none"> ▪ Work overload ▪ Long hours ▪ Proper rest and holidays ▪ Inadequate staffing 	<ul style="list-style-type: none"> ▪ Prioritise tasks ▪ Look at job design and working practices ▪ Check leave is being properly taken ▪ Is work being taken home? Is there constant communication during off-duty time by e-mail, text and phone? Cut out unnecessary work and communications ▪ Review workloads and staffing, and assist individuals to plan their work 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Inappropriate qualified for the job ▪ Too little training for the job ▪ Promoted beyond capability ▪ Skills not recognised – promotion prospects not fulfilled 	<ul style="list-style-type: none"> ▪ Make sure individuals are matched to jobs – people can be over and under qualified ▪ Analyse skills alongside the tasks ▪ Provide training for those who need more, e.g. when introducing new technology ▪ Review and consider selection, skill criteria, job summaries, training and supervision ▪ Career planning discussion, training needs evaluation ▪ Monitor workplace policies in practice: discrimination 	<ul style="list-style-type: none"> ▪

<ul style="list-style-type: none"> ▪ Boring or repetitive work 	<ul style="list-style-type: none"> ▪ Job enrichment/job rotation/role review ▪ Assess workstation and work practice for possible solutions ▪ Consider changing the way jobs are done by moving people between jobs, giving individuals more responsibility, increasing the scope of the job, increasing the variety of tasks, or giving a group of workers greater responsibility for effective performance of the group 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Inadequate resources for task 	<ul style="list-style-type: none"> ▪ Analyse requirements for any project/task ▪ equipment ▪ staffing ▪ priorities ▪ deadlines 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Employees working under excessive pressure 	<ul style="list-style-type: none"> ▪ Support staff in planning their work. Try to establish what aspects of their job they find challenging. Redistribute work or set different work priorities if they are not coping ▪ Check that holiday leave is being taken and staff needs are being accommodated ▪ Check management skills and assess training needs 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ The physical working environment ▪ poor temperature control ▪ noise ▪ lack of facilities for rest/breaks ▪ poor lighting ▪ poor ventilation ▪ badly placed or designed workstations 	<ul style="list-style-type: none"> ▪ Make sure workplace hazards are properly controlled ▪ Undertake risk assessments of workspace and significant tasks 	<ul style="list-style-type: none"> ▪

<ul style="list-style-type: none"> ▪ The psychological working environment ▪ threat of aggression or violence ▪ verbal abuse ▪ poor management practices 	<ul style="list-style-type: none"> ▪ Assess risks, implement controls including investigation of complaints and appropriate training ▪ Monitor absence levels and trends. Compare with other departments, other businesses ▪ Look at the individual and any risk factors that apply to this particular person 	<ul style="list-style-type: none"> ▪
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▪ B. CONTROL	Possible solutions	Action taken
<ul style="list-style-type: none"> ▪ Not being able to balance the demands of work and life outside work 	<ul style="list-style-type: none"> ▪ Encourage a healthy work-life balance ▪ Ensure staff take all their allocated holiday allowance and distribute it fairly across the year ▪ Develop a communications protocol that ensures people have rest time completely free of all work-related messages. Over-anxious people often need to be in constant contact. Over-controlling management tends not to respect off-duty time 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Rigid work patterns ▪ Fixed deadlines occurring in different parts of the year ▪ Lack of control over work 	<ul style="list-style-type: none"> ▪ Try to provide some scope for varying working conditions and flexible work schedules (e.g. flexible working hours, working from home) ▪ Consult with people to allow them to influence the way their jobs are done, what the real deadlines are and what the priorities are 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Conflicting work demands 	<ul style="list-style-type: none"> ▪ Set realistic deadlines for tasks ▪ Take into account that individuals are different, and try to allocate work so that everyone is working in the way that helps them work best, takes account of their home obligations and makes best use of their skills ▪ Be clear about tasks required 	<ul style="list-style-type: none"> ▪

<div> <div>▪ C. SUPPORT</div> <div>Possible solutions</div> <div>Action taken</div> </div>		
<ul style="list-style-type: none"> Return to work system Sickness and absence management 	<ul style="list-style-type: none"> Policies and systems in place, monitored and consistently applied Measure trends and changes Investigate variations Check management skills and assess training needs 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Inductions 	<ul style="list-style-type: none"> New staff properly inducted, existing staff transferring or promoted or returning to work after long absence also to be inducted Special attention for young people as required Mentoring roles OH/HR support DDA adjustments in place, reviewed and checked 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Post disciplinary, grievance or suspension 	<ul style="list-style-type: none"> Support staff as appropriate and in line with ACAS good practice 	<ul style="list-style-type: none">

<div> <div>▪ D. RELATIONSHIPS</div> <div>Possible solutions</div> <div>Action taken</div> </div>		
<ul style="list-style-type: none"> Poor relationships with others Staff complaints or rising absence trends 	<ul style="list-style-type: none"> Investigate causal factors Provide training in interpersonal skills, non-discriminatory rules and workplace conduct standards Discuss the problem openly with individuals Follow complaint procedures Check management skills and assess training needs 	<ul style="list-style-type: none">

<ul style="list-style-type: none"> ▪ Bullying or confrontational communications styles 	<ul style="list-style-type: none"> ▪ Encourage constructive and positive communications between staff ▪ Managers should discuss and address bullying and/or confrontational communication styles with member of staff who display these behaviours ▪ Consider training and policy guidance 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Bullying, racial or sexual harassment 	<ul style="list-style-type: none"> ▪ Set up effective systems to prevent bullying and harassment. Ensure staff are aware of the Universities's Dignity at Work & Study Policy, which covers equal opportunities, stress problems, harassment, etc., and that they know how to get support or make a complaint ▪ Practise by example and make it clear what behaviours are not acceptable ▪ Provide details of any empirical evidence: absence trends, complaints, etc. ▪ Re Attendance on Respecting Diversity Course 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Lack of support or fear culture within from management and co-workers 	<ul style="list-style-type: none"> ▪ Support and encourage staff, protect them from reprisals ▪ Consider introducing a mentoring and counselling scheme ▪ Investigate and take action as appropriate as soon as possible 	<ul style="list-style-type: none"> ▪

▪ E. ROLE	Possible solutions	Action taken
<ul style="list-style-type: none"> ▪ Clear lines of accountability and responsibility 	<ul style="list-style-type: none"> ▪ Ensure good communication systems exist and are in place from top to bottom ▪ Set management standards to ensure best practice in: clarity of job function, responsibility for staff management and welfare ▪ Make it clear to staff that management will ensure that their problems are handled sensitively and at the appropriate level of management 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ Lack of communication and consultation 	<ul style="list-style-type: none"> ▪ Communicate clear business objectives ▪ Aim for good communication and close employee involvement, particularly during periods of change or high pressure 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ A culture of blame when things go wrong, denial of potential problems ▪ Failure to recognise success 	<ul style="list-style-type: none"> ▪ Be honest, set a good example, and listen to and respect others ▪ Acknowledge and reward successes 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ A culture that considers stress a sign of weakness 	<ul style="list-style-type: none"> ▪ Approachable management which wants to know about problems and will try to help to resolve them 	<ul style="list-style-type: none"> ▪
<ul style="list-style-type: none"> ▪ An expectation that people will regularly work excessively long hours or take work home with them 	<ul style="list-style-type: none"> ▪ Avoid working excessively long hours ▪ Lead by example ▪ Check management skills and assess training needs ▪ Schedule work in a way that allows recovery time after unavoidable busy periods 	<ul style="list-style-type: none"> ▪

▪ F. CHANGE	Possible solutions	Action taken
<ul style="list-style-type: none"> ▪ Fears about job security ▪ Poor communication – uncertainty about what is happening ▪ Not enough time allowed to implement change ▪ Inexperience/fear of new technology ▪ Lack of skills for new tasks ▪ Not enough resource allocated for change process 	<ul style="list-style-type: none"> ▪ Provide effective support for staff throughout the process ▪ Consult with staff likely to be involved in a change of management programme – fear and uncertainty can lead to increased anxiety, unfounded gossip, poor employment relationships and increased absence ▪ Getting together as a team can help people to feel less isolated with their concerns ▪ Ensure effective two-way communication throughout process – knowing exactly what is going to happen when can help people feel less anxious about a change ▪ Consider training needs – do people have the tools and skills to effect change? ▪ Consider changes in teams or work environment – a small change, e.g. a different positioning of desks, can have a major impact on communication and work relationships to help people not to feel isolated 	<ul style="list-style-type: none"> ▪