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| **Title of assessment**  **(Name of individual, area or project being assessed)** |  |
| **Location (Campus, building, room)** |  |

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| **Reason for the assessment:**  **(For individuals, please identify whether the assessment is being conducted to prevent absence or following stress related absence.**  **For all other assessments, Include brief details of the process / project, numbers of people involved, scale of operation, duration, timing and frequency of work, etc)** |
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| **Key areas of work design/organisation (from Health and Safety Executive HSE Stress Management Standards)** | **Person(s) at Risk** | **Precautions to be followed**  **(Control measures)** | **Current risk rating** |
| --- | --- | --- | --- |
| **Likelihood x Impact =**  **Risk Rating** |
| The HSE have identified six broad categories of risk factors for work-related stress.  For each of these, the ‘hazards’ describe areas that have the potential to cause stress, and for which action might need to be taken.  You can remove any hazards that do not apply to the individual or process. | Identify the individual or group who might be at risk.  NOTE: Some staff may be more vulnerable to work-related stress. For example, those returning to work after a stress-related illness, or who are experiencing stress within their personal lives, such as a bereavement. | Include precautions for all individuals/groups who may be affected by the hazards you have identified.  Try to tackle stress at source to protect everyone, rather than relying only on individual measures such as training and counselling.  See [Risk Assessment Matrix](https://www.gre.ac.uk/docs/rep/health-and-safety/risk-assessment-matrix) for guidance on how to score the likelihood, severity / impact and residual risk rating. | |
| **NOTE: The text provided within the ‘person at risk’ and ‘precautions’ columns in the below template is for general guidance / consideration only. Please amend / update to include the specific precautions that are / will be implemented, as relevant to the individual, task or activity being assessed.** | | | | |

| **Key areas of work design/organisation** | **Person(s) at Risk** | **Precautions to be followed**  **(Control measures)** | **Current risk rating** | | | | | |
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| **Likelihood** | **Impact** | | **Risk Rating** | | |
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| **Demands**  Could excessive demands arise from workload (quantity, pace and content), work scheduling (shifts, breaks, uncertain hours), physical environment (violence, noise, thermal comfort, etc.) | | | | | | | | |
| Potential for different people at work to demand things from staff that are hard to combine. | e.g. Employees in roles that require multi-tasking or coordination between multiple departments | **Implement priority management systems** to help staff better manage demands that are hard to combine.  **Improve task coordination** by facilitating better communication across teams. |  |  | |  | |
| Potential for staff to have unachievable deadlines | e.g. Employees working on time-sensitive projects or in departments with aggressive timelines | **Set realistic deadlines** by involving employees in the planning stages. Review past project timelines and adjust expectations / outcomes based on realistic assessments of workloads. |  |  | |  | |
| Potential for staff to have to work very intensively | e.g. Employees in high- demand / pressure roles that require constant attention and effort | **Introduce regular breaks and work pacing controls** to prevent intensive work periods from leading to burnout.  **Establish expectations,** encourage regular breaks and discourage excessive overtime.  **Monitor work intensity and intervene** when necessary to ensure it remains manageable. |  |  | |  | |
| Poential for staff to have to neglect some tasks because they have too much to do. | e.g. Employees in understaffed teams or those with poor task prioritization support | **Employ resource levelling** by redistributing tasks or hiring temporary help during peak times to avoid task neglect.  **Prioritize and delegate tasks** effectively by checking in regularly with team members about their workloads and reallocating tasks as necessary to prevent overload. |  |  | |  | |
| Potential for staff to be unable to take sufficient breaks | e.g. Employees in strict, high-pressure work environments | **Enforce and model taking breaks** to combat continuous work without sufficient downtime. Ensure everyone understands the importance of and feels comfortable taking breaks. |  |  | |  | |
| Potential for staff to feel pressured to work long hours. | e.g. Employees in working cultures that encourage / reward overworking | **Promote sensible work-life balance** by setting clear expectations about work hours and actively discouraging long hours unless critical. |  |  | |  | |
| Potential for staff to feel they have to work very fast | e.g. Employees in roles that require rapid output under tight schedules | **Optimize workflows** and use automation where possible to reduce the need to work very fast. |  |  | |  | |
| Potential for staff to have unrealistic time pressures | e.g. Employees in environments with mismatched expectations and reality | **Regularly review project timelines and workloads** to ensure time pressures are realistic and achievable. |  |  | |  | |
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| **Control**  Could staff feel a lack of control due to the nature of their work, low autonomy and / or little decision-making authority | | | | | | | | |
| Potential for staff to feel unable to decide when to take a break | e.g. Employees with rigid schedule requirements | **Implement flexible break schedules** that allow employees to take breaks when needed, promoting autonomy. |  |  | |  | |
| Potential for staff to feel they have no say in their work speed | e.g. Employees in production-driven roles | **Create a participatory work environment** where employees can influence their work speed and methods.  **Empower team members** by allowing them to have a say in determining their work speed and methods where possible, fostering a sense of ownership and satisfaction. |  |  | |  | |
| Potential for staff to feel they have no choice in deciding how they do their work | e.g. Employees in tightly controlled or procedural roles | **Increase job autonomy** by providing choices and consult with employees on how tasks are approached; Encourage innovation and personal methods. |  |  | |  | |
| Potential for staff to feel they have no choice in deciding what they do at work | e.g. Employees in tightly controlled or procedural roles | **Foster a culture of trust and empowerment** where employees feel they can shape their workday and outputs.  **Encourage participation in decision-making** to enhance feelings of control and involvement in workplace outcomes. |  |  | |  | |
| Potential for staff to feel they have no say over the way they do their work | e.g. Employees who are not senior managers | **Solicit and implement feedback** on workplace practices to improve employee control over their work environments. |  |  | |  | |
| Potential for staff to feel their time cannot be flexible | e.g. Employees who work to strict protocols or methods | **Promote and implement flexible work arrangements** e.g.where employees can decide when to take breaks based on their needs, workload and natural work rhythms. |  |  | |  | |
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| **Support**  Is there potential for a skill shortfall and / or lack of support from the organisation / management / colleagues | | | | | | | | |
| Managers might not give enough supportive feedback to the employee / team / organisation? | e.g. Employees in roles that receive little direct supervision or feedback | **Provide continuous supportive feedback** and recognize the efforts of team members openly to boost morale and motivation. |  |  | |  | |
| Staff might not feel able to rely on their manager to help them with a work problem | e.g. Employees in large teams or departments where managers are overextended | **Establish clear channels for support** where employees can easily seek help from managers for work-related issues.  **Be available and approachable** for team members to come to with problems, ensuring they know that their concerns will be addressed promptly and effectively. |  |  | |  | |
| Potential for staff to feel unable to talk to their manager about something that upset or annoyed them at work | e.g. Employees in cultures where open communication is not encouraged or in very formal environments | **Maintain open lines of communication** where team members feel comfortable discussing any issues that upset or annoy them, ensuring these discussions are constructive.  **Promote an open-door policy** to encourage employees to discuss workplace issues without fear of reprisal. |  |  | |  | |
| Potential for staff to feel their manager cannot support them through any emotionally demanding work | e.g. Roles involving emotional labour. | **Support through emotionally demanding work** by being aware of the emotional toll certain tasks can take and offering support or adjustments as needed. |  |  | |  | |
| Potential for staff to feel their manager does not encourage them enough at work | e.g. Employees in cultures where encouragement is not forthcoming or in very formal environments | **Provide Regular Recognition and Positive Feedback** by making a habit of recognizing and appreciating each team member’s efforts in team meetings, through recognition programs.  **Offer Personalized Encouragement by** understanding what motivates each member of your team. |  |  | |  | |
| Potential for staff to feel their colleagues would not help them if work became difficult and / or they do not get the help and support they need from their colleagues. | e.g. Employees in competitive environments, in isolated roles or those new to the team | **Cultivate a supportive team environment** where colleagues are encouraged to help each other, especially when work becomes difficult.  **Foster a team-oriented environment** that encourages collaboration and mutual support among colleagues.  **Implement team-building activities** that strengthen bonds and improve support networks within the team.  **Encourage teamwork and mutual assistance** among peers to ensure everyone feels they have the support they need. |  |  | |  | |
| Potential for staff to feel they do not get the respect at work they deserve from their colleagues | e.g. Employees in lower-ranking positions. | **Promote respect and professionalism** through workshops and training sessions focusing on workplace ethics.  **Foster an atmosphere of respect** within the team, emphasizing the importance of treating all colleagues with dignity and professionalism. |  |  | |  | |
| Potential for staff to feel colleagues are unwilling to listen to their work-related problems | e.g. Employees who work in environments with poor team dynamics. | **Promote active listening** among team members to ensure everyone feels heard and supported. |  |  | |  | |
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| **Role**  Is there potential for role conflict, role ambiguity, low perceived status, and / or inappropriate levels of responsibility | | | | | | |  | |
| Potential for staff to feel unclear about what is expected of them at work or to be unclear about what their duties and responsibilities are | e.g. new employees or those who have recently changed roles or responsibilities. | **Clarify job roles and expectations** during onboarding and regular reviews to ensure all employees understand what is expected of them.  **Ensure Role Clarity** by providing clear job descriptions and keep them updated as roles evolve or organizational goals shift.  **Regularly update and communicate any changes in roles** to avoid confusion and stress related to job responsibilities. |  |  | |  | |
| Potential for staff to not know how to go about getting their job done | e.g. Employees in roles that lack proper training or clear guidelines. | **Provide adequate training and resources** to ensure employees know how to perform their tasks effectively. |  |  | |  | |
| Potential for staff to be unclear about the goals and objectives for the department / faculty / directorate / University | e.g. Employees in departments that do not have clear or communicated objectives. | **Align departmental goals with organizational objectives** and communicate these clearly to all staff. |  |  | |  | |
| Potential for staff to not understand how their work fits into the overall aim of the department / faculty / directorate / University | e.g. Employees who are not involved in strategic meetings or lack access to broader company goals. | **Communicate Organizational Goals Clearly** by regularly sharing the organization's goals, mission, and vision. Use team meetings, emails, and intranet posts to ensure everyone is informed about the organization’s direction.  **Link Individual Goals to Organizational Objectives** during performance reviews, help team members see how their specific roles and objectives contribute to the larger organizational goals. |  |  | |  | |
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| **Relationships**  Is there potential for interpersonal conflict and harassment at work | | | | |  | | | |
| Potential for staff to feel personally harassed, bullied, discriminated or victimised at work | e.g. Employees with protected characteristics | **Implement regular team building and conflict management workshops** to improve interpersonal relations and stop undesirable behaviours proactively.  **Monitor and intervene in cases of bullying / harassment**, taking immediate action when problems are reported.  **Develop and enforce a zero-tolerance policy** for harassment and bullying, including clear consequences for such behaviour.  Encourage staff to report concerns relating to bullying, harassment and discrimination via the University’s [Report + Support](https://reportandsupport.gre.ac.uk/) portal.  The university has a [Bullying and Harassment Policy and Procedure](https://www.gre.ac.uk/docs/rep/people/bullying-and-harassment-policy). Ensure that all staff are aware of the policy and its content. |  |  | |  | |
| Potential for staff to feel there is friction or  anger between colleagues | e.g. Employees in high-stress environments or where there is poor conflict resolution. | **Offer conflict resolution training** and resources to help all employees manage and resolve interpersonal conflicts effectively, to help reduce friction and improve handling of anger between colleagues. |  |  | |  | |
| Potential for relationships to be strained at work | e.g. Employees in any workplace undergoing changes or facing high pressures. | **Monitor and address interpersonal issues promptly** through regular feedback and open communication channels.  **Regularly check-in on interpersonal relationships** within the team to detect and address any strain early on. |  |  | |  | |
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| **Change**  Is there potential for poor or absent strategies for involving staff and minimising any adverse effects of implementing change | | | | |  | | | |
| Potential for to staff to lack opportunities to question managers about change at work **OR** to feel they have not been consulted about change at work **OR** to be unclear about how any changes at work would affect them, their day-to-day duties, or their job security. | e.g. Employees in areas undergoing changes | **Involve employees in the change management process** by soliciting their input and addressing their concerns to make transitions smoother before implementing changes.  **Communicate about changes transparently and promptly** explaining why changes are happening and how they will affect the team.  **Provide and offer necessary training and support** during and after changes to ensure everyone adjusts well to the new procedures or systems. |  |  | |  | |
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| **Other stressors** | | | | |  | |  | |
| Is there anything else, at work or at home, that may contribute to staff going off work with work-related stress |  |  |  |  | |  | |

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| **Person(s) completing this assessment:** Person with day-to-day managerial responsibility for the individual or area / activity being assessed | | | | | | | |
| Name: |  | Title |  | Signature |  | Date |  |
|  | | | | | | | |
| **Other person(s) commenting on this assessment** Others consulted during the decision-making process, e.g. Health and Safety Manager / Local Officer, Employee Representatives, Individual Employees | | | | | | | |
| Name 1: |  | Title |  | Signature |  | Date |  |
| Name 2: |  | Title |  | Signature |  | Date |  |
| Name 3: |  | Title |  | Signature |  | Date |  |
|  | | | | | | | |
| **Person approving this assessment:** Person who the assessment relates to, or the person who has overall responsibility for the area / activity being assessed (e.g. Faculty Operating Officer/Director of Service / Senior Academic or Manager | | | | | | | |
| Name: |  | Title |  | Signature |  | Date |  |
|  |  |  |  |  |  |  |  |

**Review or revision of assessment**

The assessment must be reviewed at least annually or sooner if / when there are significant changes to work materials, equipment, methods, location or people involved; or if there is reason to suggest it is no longer fit for purpose e.g. following complaints or increases in sickness absence.

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| REVIEW DATE | Name of Reviewer | Signature | Summary of Review |
| DD/MM/YYYY |  |  | e.g. Annual review – no changes required  e.g. Updated to ‘Demands’ reflecting change to layout of area xxxx. |
| DD/MM/YYYY |  |  |  |
| DD/MM/YYYY |  |  |  |