HSE
Management standards
Analysis tool.153
User manual

CONTENTS

1 INTRODUCTION

The HSE Management Standards Analysis Tool is designed to:

- Accommodate manual data entry of records

- Import electronic records from other versions of the Analysis Tool (inclu ding earlier versions)

- Import data from 3rd party survey applications e.g. SNAP, Survey Monkey

The analysis tool utilise s one spreadsheet, ***msanalysistool153.xls*** designed for users of Microsoft Excel 2000 or later.

The tool assigns colour codes to seven sets of working conditions (Demands, Control, Manager Support, Peer Support, Relationship s, Role and change), with the colour d enoting performance relative to a user sele ctable benchmark. The tool determines the ap propriate colour by comparing the organisation's survey responses to a benchmark, as follows:
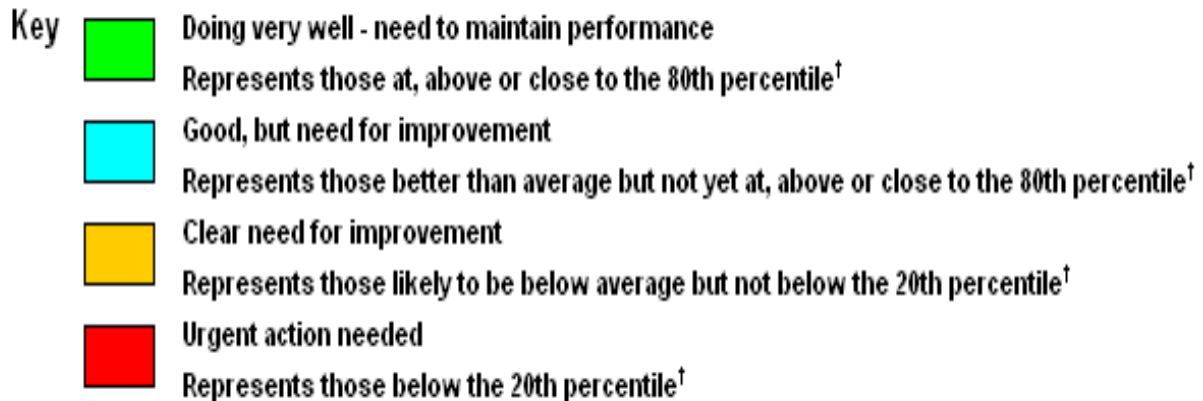

Figure 1 Key to colour coding

1.1 CHANGES TO ANALYSIS TOOL

This version of the Ana lysis Tool contains important changes from previous versions. It contains a facility to allow you to select the benchmark survey data wi th which you wish to compare your scores.

There are 2 benchmarks available. One is based on the psychosocia l working conditions in Britain in 2 004. It compares the organisatio n's results with responses from a nationally representative sample of workers taken in 2004 when the Management Standards approach was launched[1]. A new benchmark, which supersedes the 2004 data, is also availa ble. It is based on surveys cond ucted within 136 organisations and is constituted of 'organisational averages'.

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[1] Health an d Safety Executive (2004). Ps ychosocial Working C onditions in Gre at Britain in 2 004. This was a nationally representative household survey of appro ximately 1800 current workers conducted in March and April of 2004. The survey included the 35 question items representing the 6 Stress Management Standards areas. The full survey report is available on the HSE website at www.hse.gov.uk/statistics/causdis/pwc2004.pdf.

The reasons for this change are outlined in the box below.

IMPORTANT CHANGES TO THE HSE MANAGEMENT STANDARDS ANALYSIS TOOL

When the HSE Manage ment Standards Analysis Tool was first designed in 2004, t he only data available to HSE for deriving the benchmarks was from a national survey of individuals, since no organisations had yet administered the full survey to their employees.

However, it is important for organisations to be able to compare their   average results with the average results fro m other organisations, r ather than with responses from a survey of individuals.

HSE has now gathered data from 136 organisations that have completed the survey using the HSE Indicator Tool. This has been used to generate the new organisational benchmark.

HSE recommends that the new benchmark, based on organisational data, should be used in the majority of ca ses. However, if you have completed a previous analysis exercise using the 2004 benchmark, and wish to   make comparisons between your two surveys, you *may* wish to use again the same benchmark, to a   ssess progress. See Appendix one for more information.

2 USING THE ANALYSIS TOOL

The following sections of the HSE Management Standards Analysis Tool User Manual describe the content of the analysis tool in more detail. When using the Analysis Tool, please do not change the names of any of the worksheets, as this will affect the operation of the Analysis Tool.

2.1 LAUNCHING THE SPREADSHEET

To make the HSE Management Standards Analysis Tool work, save a copy to your computer. You can save a copy of the HSE Analysis Tool to your computer by first clicking on the highlighted link (to highlight hover your mouse over the analysis tool text, when the text turns green it is highlighted) with the right hand button of your mouse. From the drop down menu select "save target as"; now follow the instructions on screen and select a location on your computer our network drive to save the file.

Launch the spreadsheet and select Enable Macros. If the Enter Questionnaire Scores worksheet is empty, you should verify that your security settings will allow macros to be run. To do this you should go to the Tools menu and select Macro. Then select Security. Ensure that security is set to either 'Medium' or 'Low' You should check with your organisations security policy or IT department before changing your security settings. You can restore security settings when you have finished using the HSE Management Standards Analysis Tool. We recommend that you restore the original setting as soon as you have finished using the application.

At the bottom of the first screen you will see a series of tabs (see

Figure 2). Clicking on the tabs allows you to move to different worksheets. Please read the 'before you start' tab for more information about the other tabs.

Figure 2 **HSE Management Standards Analysis Tool first screen**

2.2   CHECKING FOR OLD OR UNWANTED RECORDS

Warning!   Please do not delete any unused columns, as this will cause errors within the spreadsheet.

Before you begin to enter your questionnaire scores for the first time, it is advisable to check that the spreadsheet does not contain any old or unwant   ed records. You can   delete a record or a series of records in the f ollowing way. Select the Raw Data worksheet from the tabs at the bottom of the screen and then select the records you wish t o delete by clicking and dragging on the Row heading numbers (the numbers in the extreme left hand column) of the records you wish to delete. This will highlight the rows you wish to delete (see Figure 3). Then select Delete from the Edit menu to delete the rows you have selected. If the records that you have deleted are the last re cords in the Raw Data worksheet, then the New Record Number will be updated on the Enter Questionnaire Scores worksheet.

If the records you have deleted come from earlier in the series, you can use Excel's Series Fill feature to revise the record numbers found in the Record Number Column (A) of the Raw Data worksheet. In   Excel, the Se ries Fill feat ure can be accessed by selecting the Edit menu, then selecting Fill >, Series.

Figure 3 **Highlighting row heading numbers for deleting**

2.3 CATERGORIES

The Categories tab allows you to set up the analysis tool to enter results for different groups of staff. Yo u can use this to set up your o wn choice of group identifie rs in each of up to twelve categories. Listing categories here will make them available to you when you move to the next worksheet to enter your questionnaire scores. Please note that if you wish to use the Categories facility you must do this before entering any results. Your organisation may have been categorise d into diffe rent groups of employees, e.g. b y 'location', 'role' or 'Department'.

Select the Categories worksheet from the tabs at the bottom of the screen (see Figure 4).

Figure 4 **The Categories worksheet**

The special identifier <None> mus t appear as the first item in a category list and mus t appear exactly as it appears in Figu re 3 (i.e., as '<None>', not as '<none>' or 'None'). This allows the user to record instances when respondents to th e questionnaire may have failed to provide a selection for a particular category.

Beginning with Category A, replace the identifier 'Untitled' with the tit le of the category. In the example in

Figure 2 ab ove, the coordinator, or person sett ing up the categories, h as chosen t o enter results using the categories of Location, Grade of Staff, Sex and Age.

Please note that a c ategory entitled Untitled, or whos e title is left blank, will not be considered configured by the Management Standards Analysis Tool, i.e., it will be ignored.

To enter items in the c ategory list, simply t ype them in as you wish them to app ear, e.g., 'Swansea', 'Glasgow'.

2.4   ENTERING YOUR QUESTIONNAIRE SCORES

Select the Enter Questionnaire Scores workshe et from the tabs at the b ottom of the screen. The first page of the HSE Management Standards Indicator Tool - Scores Entry input form is shown in Figure 5.

Figure 5 Scores entry input form - categories drop down menus

If the quest ionnaire results you are about to e nter have been categor ised into groups, the Enter Questionnaire Scores worksheet will display drop do wn menus c orresponding to the Categories that you have set up on the Categories workshe et. Use the drop down menus t o indicate the group(s) to which the results you are entering belong.

Now click on the > button to contin ue with the rest of the questionnaire . The 35 q uestions are distributed over 5 pages. For each question, click on the option button that corresponds to the answer in the questionnaire. See Figure 6.

Figure 6 Scores entry input form - questions 1-7

When you have entered the replies to the first five questions, click the > button to move to questions 8 to 14. See Figure 7.

Figure 7 Scores entry input form - questions 8-14

You can use the > and < buttons to step from one screen to the next. Or you can go directly to a page by using the Select Questions buttons.

The Save New Record button will be activat ed when yo u open the last page (Figure 8). Click it wh en you have finished entering the replies for a question naire. You will be

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prompted to confirm that you wish to save the record. If you select 'Yes', a message box will say 'Record Added' showing that the record has been added successfully.

Figure 8 Scores Entry input form - last page

Now click the New Record button. This takes you directly to the first page of the Scores Entry input form, resets the questions to No Answer and increments the New Record Number by 1. You can then use the drop down menus to indicate the group(s) to which the next questionnaire's results belong, and start entering your results for the next questionnaire.

The New Record Number box on the Enter Questionnaire Scores worksheet allows you to specify the questionnaire number for a new record. The record number is stored in the Raw Data worksheet. The numbers normally start at 1 and are incremented automatically. However, you can change the number in the box if you want to, and this number is the one that will be saved.

You may realise that you have entered the wrong answers for a questionnaire. The 'Delete Last Record' button will remove the last record that you have saved.

Limitation on numbers of records

The HSE Management Standards Analysis Tool is not designed to cope with more than 40 thousand records. If you need to analyse more than 40 thousand records, then you must split the records into separate batches and analyse each batch using a separate version of the HSE Management Standards Analysis Tool.

Saving results

After you have finished entering all your results, save them by selecting 'Save' from the File menu. You may want to save the results under a name such as Whole organisation or another name that is familiar to you. Do this by selecting 'Save As' from the File menu and change the file name accordingly. To prevent you accidentally overwriting or deleting some of your results, it is advisable to copy this file and save it as a working file called 'Results analysis file' or some such title.

Alternative method of data entry for numerical data

This alternative data entry facility allows more rapid data entry. It requires that responses on the paper questionnaire that you are processing be labelled with numbers (1-5). The method of data input is most efficient when used in conjunction with a numeric keypad and is therefore not suited for use with a laptop computer. The facility requires Excel 2000 or later.

Go to the Options worksheet and find the Input button under the heading Input Numerical Data (see Figure 9).
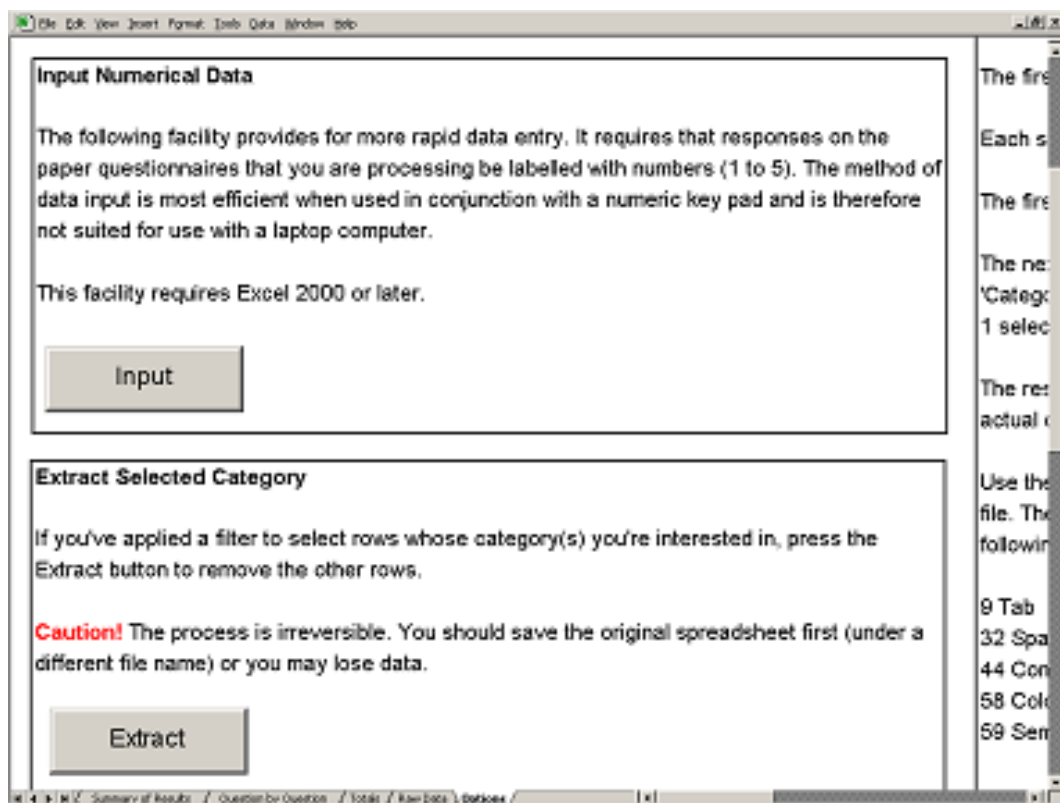
Figure 9 Options worksheet: Alternative method of data entry for entering numerical data

Click on the button and follow the detailed on-screen instructions for entering questionnaire data (see Figure 10).

Figure 10 On screen instructions for alternative method of data entry for entering numerical data

2.5 SELECTING DATA SETS

The HSE Management Standards Analysis Tool is conf igured with a number of data sets. The Data Sets tab allo ws you to s elect the benchmark survey data wi th which you wish to compare your results.

Select the Data Sets worksheet from the tabs at the bottom of the screen (see Figure 11).

Before selecting a data set please read the information in the box titled 'Important changes to the HSE Management Standards Analysis Tool'; this provides detaile d information on the benchmark data sets and HSE's recommendations on selection of a data set.

In the example in Figure 11 the da ta set selected is Organisational Averages. This is the default data set. If you wish to select a different data set, use the drop down list on the left hand side of the worksheet to select an alternative data set
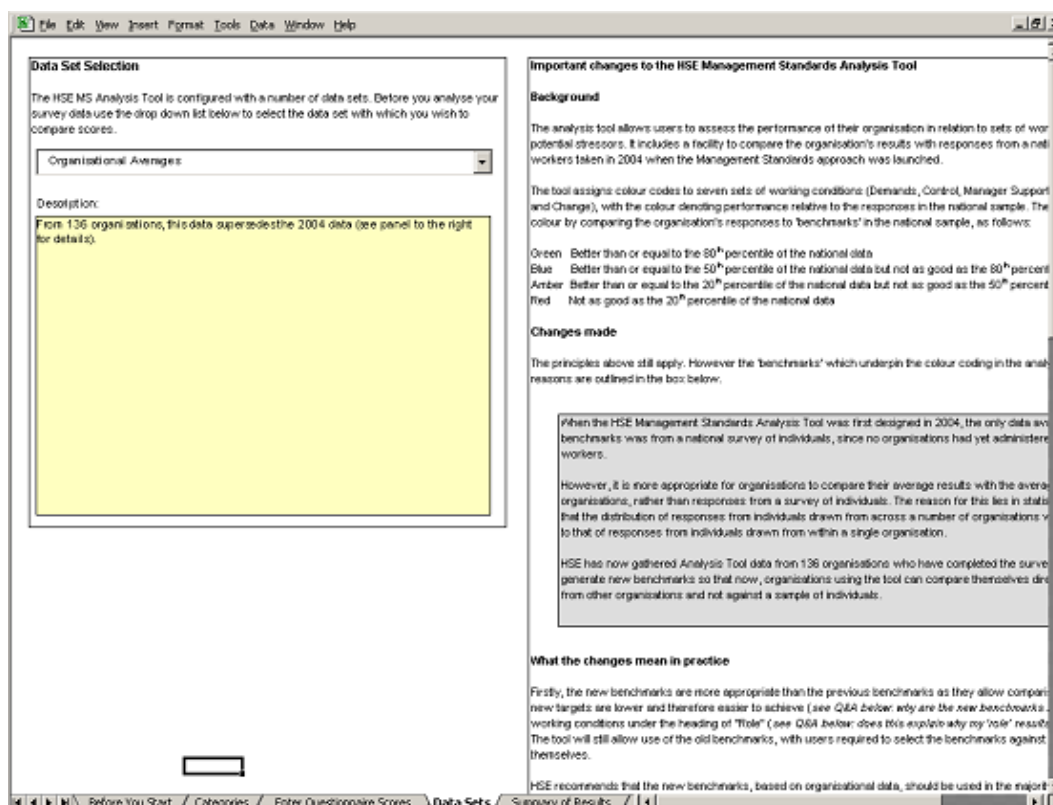
Figure 11 The Data Sets worksheet

2.6 OBTAINING A SUMMARY OF YOUR RESULTS

Please do not change the layout o n any of the screens as this may affect the operation of the HSE Management Standards Analysis Tool. In the Summary of   Results and Question by Question worksheets, the graphs are dependent on data that appears in fixed locations on the worksheet and if, for example, you insert a line for a title then the numbers will be in the wrong places. If you want to give a title to the spreadsh eet, select Page Setup from the File menu, select Header/Footer from the tabs at the top of the dialog box and then Custom Header, and type your header/title in there. It   will show up in Print Preview and on the printout.

When you want to see a summary of the results you have   entered, select the Summary of Results worksheet (Figure 12) from the tabs at the bottom of the screen.

In the example in Figure 12 the Data Set message above the Key indicates that the user has chosen to use the Organisational Averages data to compare their results.

The Your Results column gives the average value for the responses to each of the stressors covered in the 35 questions. The Suggested Interim Target column gives the targ et score that we suggest would be a reasonable target for you to aim for next time (for example, in 6 months to a year's time). The Sugg ested Longer Term Target is the value achieved by the top 20% of the scores in the chosen benchmark data set.
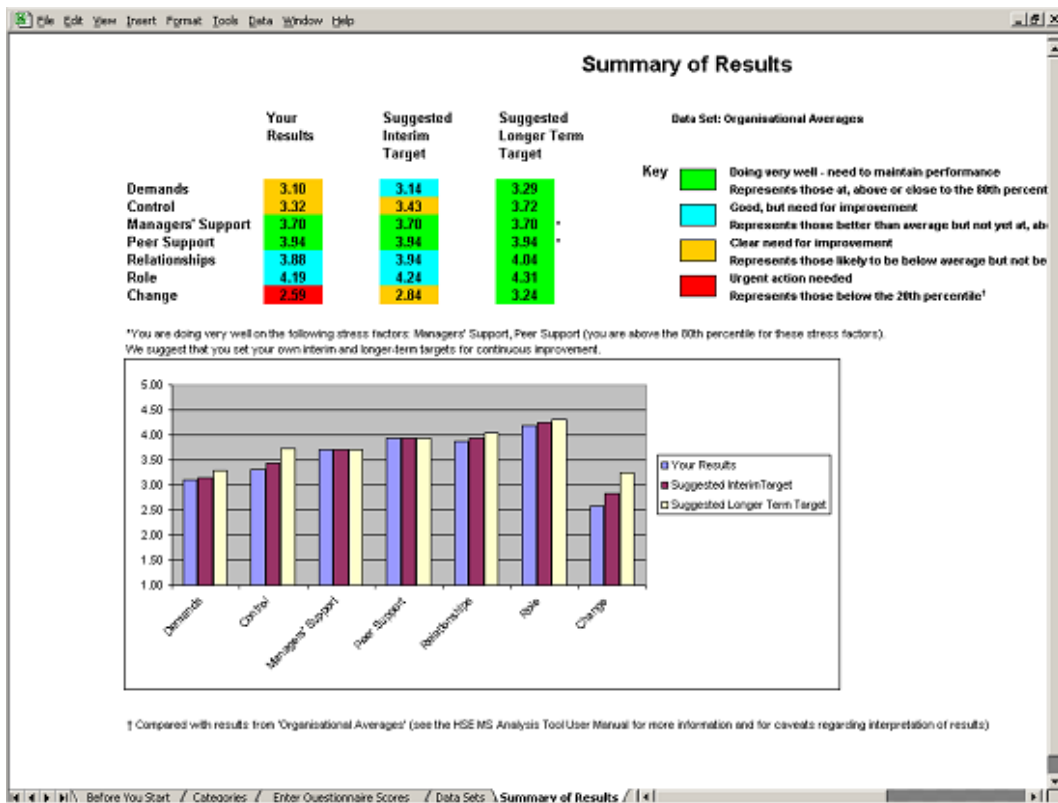
Figure 12 Summary of Results worksheet

Individual question results

The Question-by-Question worksheet (Figure 13) shows you the average score for each question. The colour coding gives an indicatio n of how your performance for that question relates to the results from the chosen data set.

For Question 21, the worksheet hig hlights in re d the numb er of staff (plus the percentage this represents of respondents to the question) who reported that they were always , often or sometimes bullied.
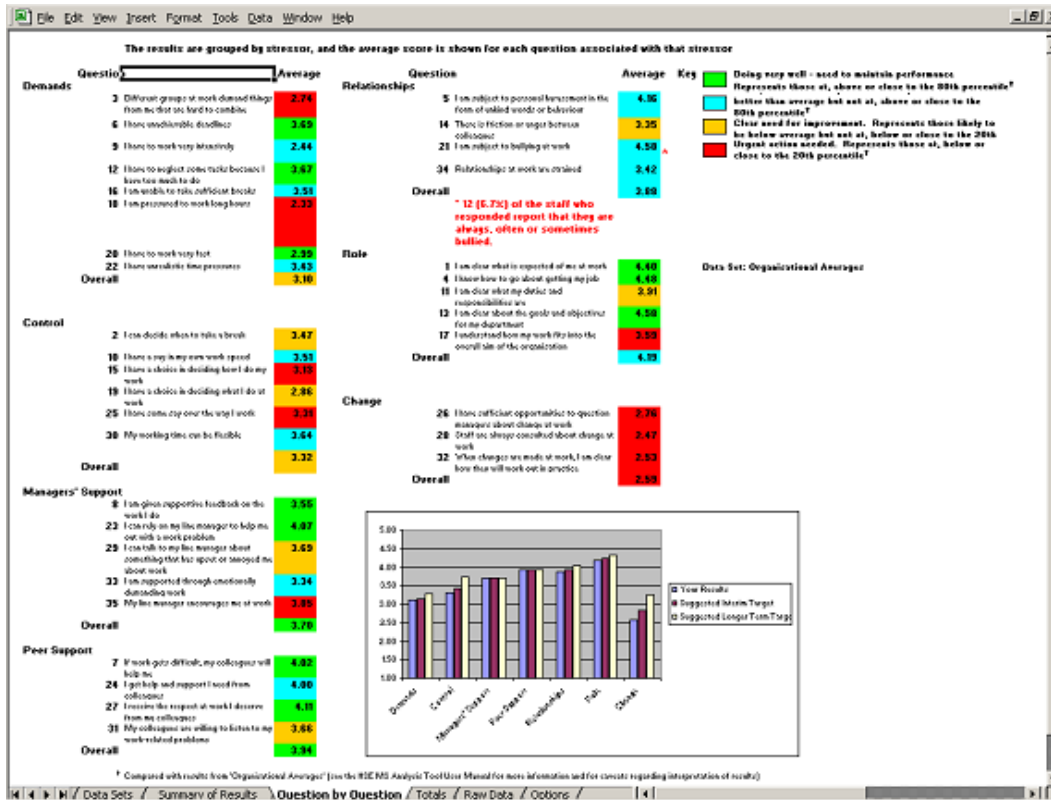
Figure 13 Question by Question worksheet - results for individual questions

2.7   EXAMINING RESULTS FOR DIFFERENT CATEGORIES OF STAFF

Open the Results analysis file and select the Raw Data worksheet (Figure 14). Click on the small button to the right of the category heading to use   the auto filter function.   In the example below, the user is choosing to filter on 'Management'.

You can now select the Summary of Results   or the Ques tion-by-Question worksheets to examine the results for the group yo u have selected. Time taken to analyse records when using the Category Filter facility.

If you use the Category Filter facility to analyse large numbers of records and then se lect the Summary of Results or Question by Question   worksheets, there will be a short delay while the HSE Management Standards Analysis Tool processes the data and updates the figures in the worksheets.

Figure 14 Raw Data worksheet

In the example in F igure 15 and F igure 16, th e Category Filter message above t he Key indicates that the user has chosen to examine the results for Glasgow based, administrative staff. It also indicates the number of su ch staff and the percentage they represent of the total group responding to the survey.
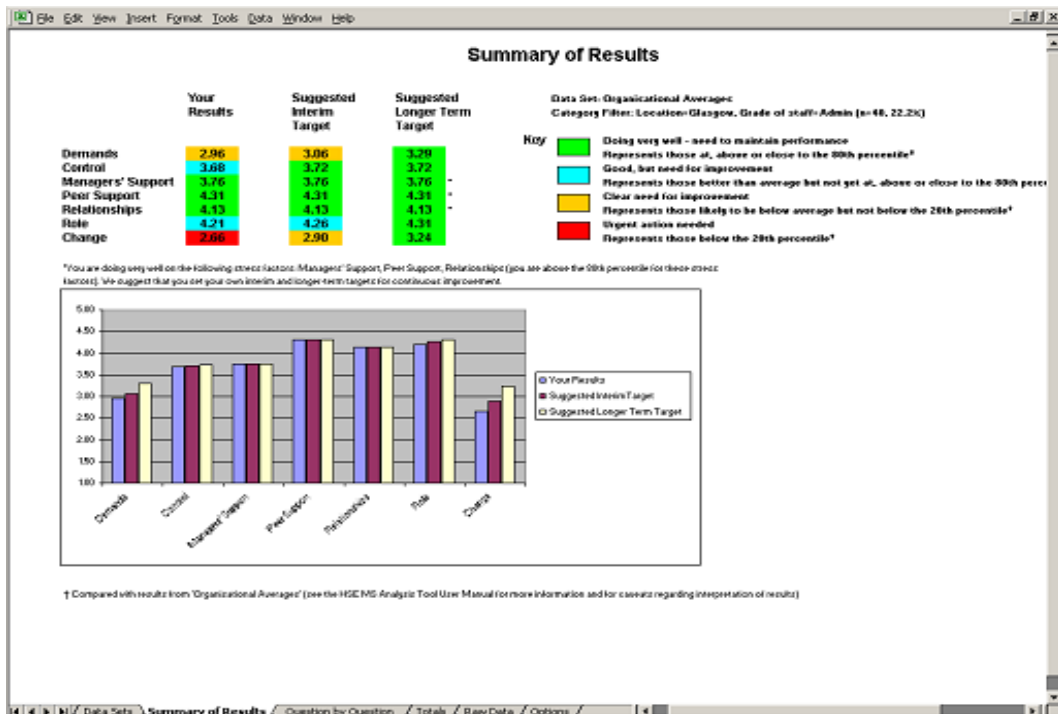
Figure 15 Summary of Results for group Selected

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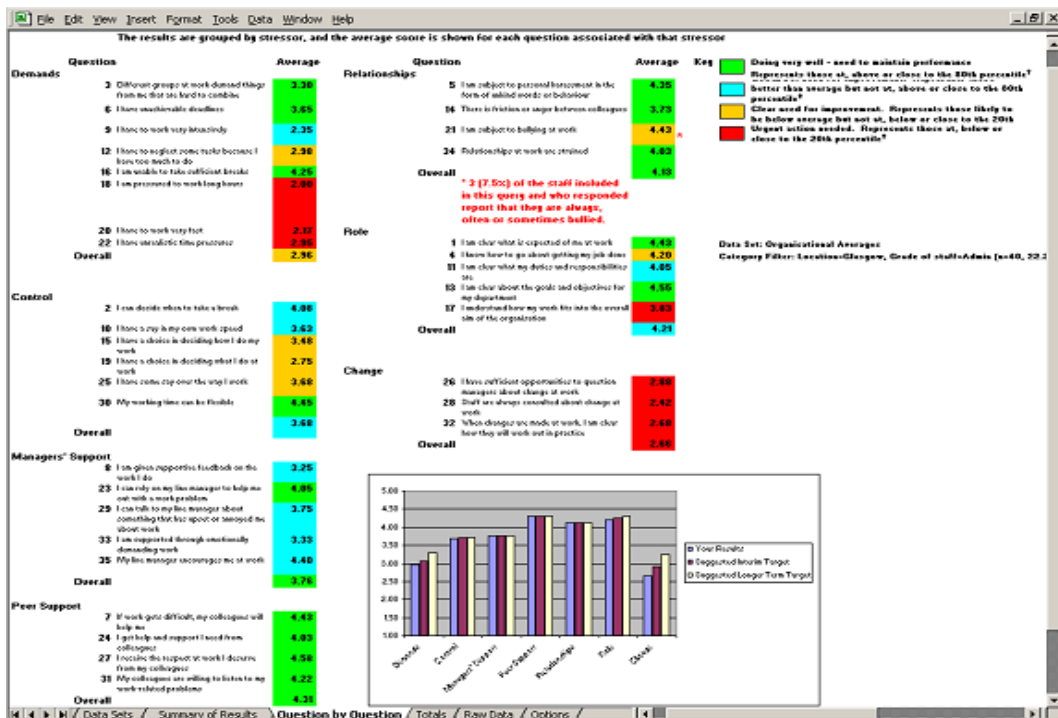
Figure 16 Question by Question worksheet for group selected

If you use t he Category Filter fa cility and there are fewer t han 10 peo ple in the group you have selected, the Category Filter facility will return the me ssage 'The filter returned too few results to analyse. Yo ur filter sele ction has been cancelled'. To pro tect the anonymit y of respondents when reporting results, the filter does not allow for analysis of results f or fewer than 10 participants. However, it is possible to access such information using the Raw Data worksheet of the HSE Manage ment Standards Analysis Tool. It is recommen ded that survey coordinators within organisations exercise discretion in providing wider access to the Raw Data worksheet.

2.8   SAVING RESULTS FOR DIFFERENT GROUPS OF STAFF

Warning!   Please note that this pr ocess is irreversible, it is importan t to save th e original spreadsheet first under a different name, otherwise you may lose data.

You may wish to keep all your res ults together in the one Results analysis file, or you may wish to split data to create separate files for diffe rent groups of staff. An easy way to do this is to start b y using the filter functio n as described above to filter the data for the first group (e.g. 'Management'). Then select Save As from the File menu and save as a new file. You can now use the Extract button (to be found under the heading Extract Selected Category on the Options worksheet) to delete all the other rows of data from this file.

2.9   IMPORTING DATA FROM OTHER VERSIONS OF THE HSE MANAGEMENT STANDARDS ANALYSIS TOOL

To do this, first colle ct all the source files you wi sh to import data from into one folder. Put the target file (the one you wish to import data into) in a separate folder. Ensure that all other workbooks are closed before proceeding.

Go to the Options worksheet and find the Import button un der the heading Import Raw Data from Excel (see Figure 17). Click o n the button and select the folder that contains the .xls

files you wish to process. When you click OK, each .xls file will be opened and any raw data contained in it added to the Raw Data worksheet of the target file.

The success of processing depen ds on matching column headings (e.g. 'Que stion 35') between source and target Raw Data sheets.

Warning! Depending on how many .xls files are being processed and the size o f the files, importing raw data may be a lengthy operation.
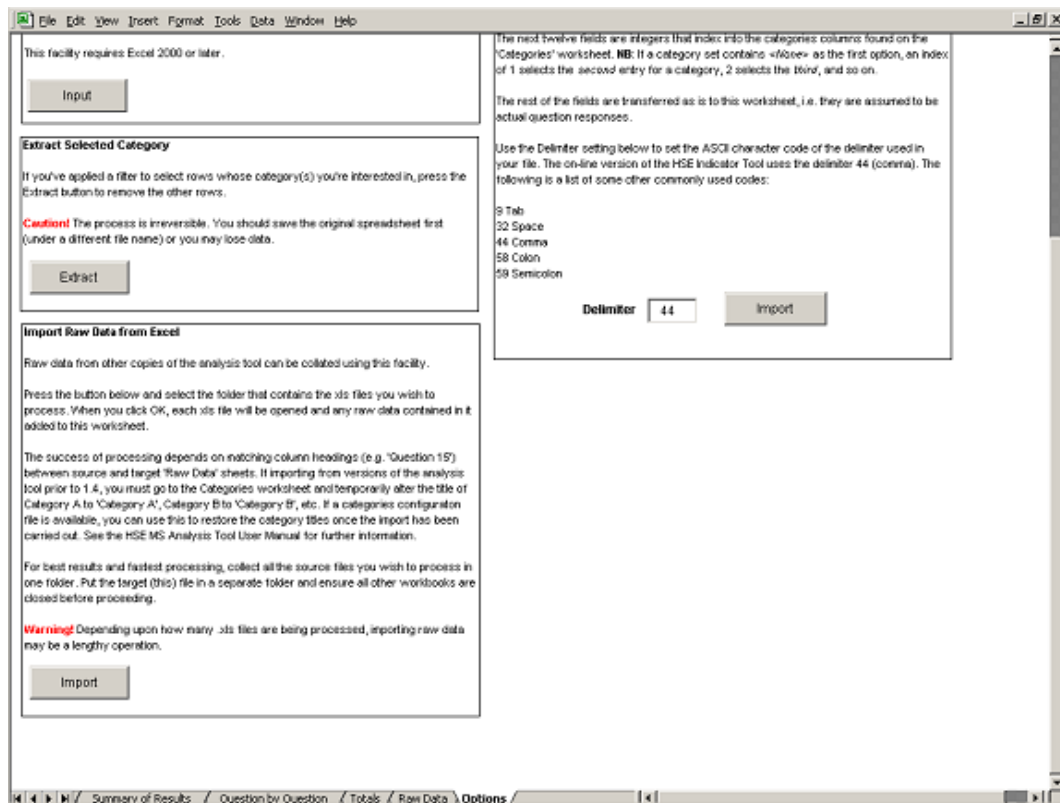
Figure 17 Options worksheet Import Raw Data from Excel

2.10 IMPORTING DATA FROM OLDER VERSIONS OF THE HSE MANAGEMENT STANDARDS ANALYSIS TOOL

You may use the Import Raw Data from the Excel facility on the Options worksheet to import data from versions of the analysis tool prior to version 1.4.

To find out the version of the Analysis Tool you are currently using right click on the r elevant Excel file, a nd then select Properties and the n the Summary tab. Version infor mation is contained under Comments.

If no version information is disp layed, this ind icates that you are usin g an earlier version of the Analysis Tool (1.3 or earlier). The early versions (version 1.0) supported a maximum of 3 categories, input as part of the Enter Questionnaire Scores worksheet. Versions 1.1 to 1.3 supported a maximum of 4 categories and a separate Categories worksheet.

To import data from versions of   the analysis to ol prior to version 1.4 go to the Cat egories worksheet and alter the title of Category A to 'Category A', Category B to 'Category B', etc . (see Figure 18). Then follow the same procedures describe d in the sec tion above to import raw data.

Once the import has be en carried out, you can restore the titles of Category A, Category B, etc. to their previous titles (Location, Role, etc.). You can d o this manually or, if a category configuration file is available, you can use t his to restore the category titles on ce the import has been carried out.
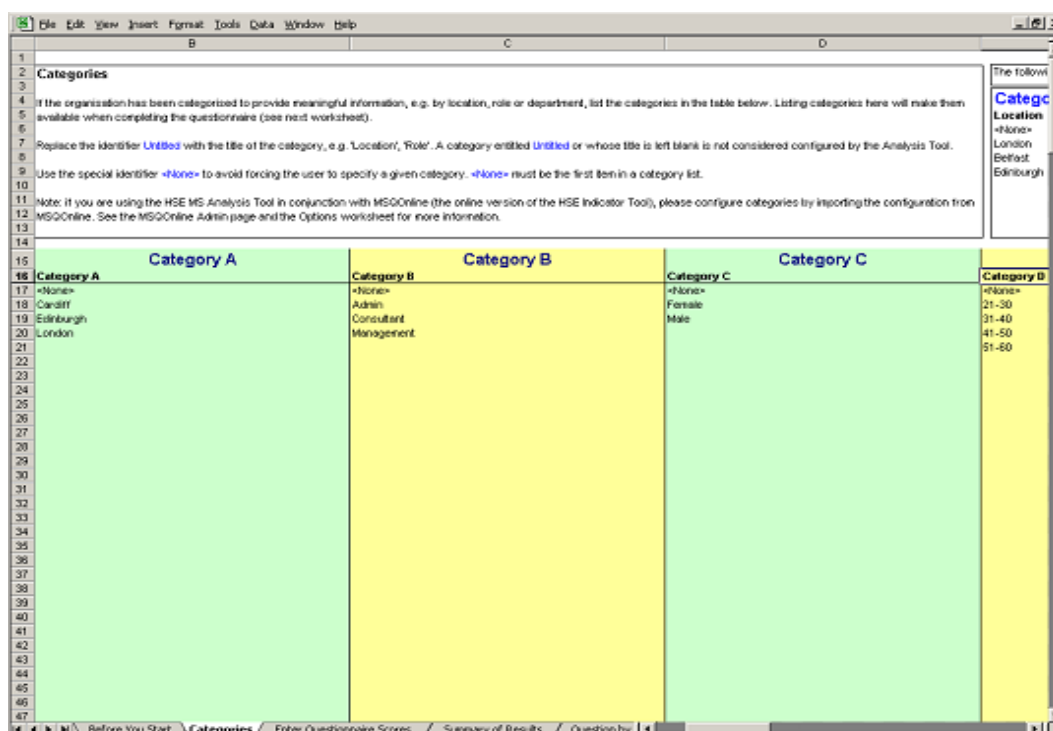
Figure 18 Categories worksheet altering category titles to import from older versions of the HSE Management Standards Analysis tool

2.11 IMPORTING DATA FROM THIRD PARTY SURVEY APPLICATIONS

Where other software a pplications have been used users are required to export data from their application in a format suitable for imp ort into the HSE Man agement Standards Analysis Tool. The import raw data from text file facility on the option s worksheet can be used for users wishing to export data from other software applications in a format suitable for import into the HSE Management Standards Analysis Tool. As the tool takes the fo rm of a Microsoft excel spreadsheet, the most suitable export format is a .csv file.

Excel spreadsheets save as .xls files as default. Users will have to change the format of the excel spreadsheet. To do this go t o file, choose save as and then in the save as box go to save as type. Change the save as type to CSV (comma delimited) (*.csv).

Before you import the .csv file you must config ure the categories. Please see the configure categories section above for instructions on how to do this.

The .csv file must con form to the format explained belo w. The fir st row is th e record number, followed by the twelve cate gories and then the 35 questions. See Figure 19 for an example. Please note that all blanks need to be filled in with a 0. This can be done by using the find and replace facility in excel. Press control and F, in the find box leave it blank and in the replace box type 0. Click the replace all, all empty cells should now have a 0 entered.

Figure 19 Example of the format required for the .csv file

If the .csv file is not formatted correctly the following error messages may appear.

Error 91 occurred in routine "Procedure ProcessTextFile".
Please inform your system administrator.
The error message is:
Object variable or With block variable not set

If this error message is shown it indicates that a cell is blank, please check the .csv file and add a 0 in the cell.

Invalid Data Found

Cell O1 contains response out of range

If this error message is shown it indicates that there have been a data inputting err or e.g. instead of a cell reading 4 it reads 44. Please recheck the .csv file and add the correct response.

2.11.1 How to select the appropriate delimiter if the default comma (44) is not used

The instructions on how to do this are included at the bottom of the Import Raw Data from Text File. You will need to go to the box marked Delimiter, delete the 44 in this box, then enter the number that corresponds to the delimiter you are using. In the example below the user wanted to use the delimiter **Space** so has entered 32 in the delimiter box.

Import Raw Data from Text File

Raw data from a delimited text file can be imported using this facility.

Press the button below and select the text file that you wish to process.

The format of the text file must conform to strict guidelines, similar to those for a comma-separated value (CSV) file.

The first line in the file, which usually contains column headings, is ignored by this facility.

Each subsequent line represents one record, or one row of this worksheet.

The first field in the row is assumed to be an ordinal and is ignored.

The next twelve fields are integers that index into the categories columns found on the 'Categories' worksheet. **NB**: If a category set contains *<None>* as the first option, an index of 1 selects the *second* entry for a category, 2 selects the *third*, and so on.

The rest of the fields are transferred as is to this worksheet, i.e. they are assumed to be actual question responses.

Use the Delimiter setting below to set the ASCII character code of the delimiter used in your file. The following is a list of some commonly used codes:

9 Tab
32 Space
44 Comma
58 Colon
59 Semicolon

Delimiter   32   Import

2.12 ADDITIONAL FEATURES

The **Totals** worksheet: a worksheet providing addition al information on respondents' patterns of responses;

The **Totals** worksheet records for each of the questions:

Response Counts: the numbers of respondents selecting each of the response categories;

% Response Counts: the percentage of respondents (excluding non-respondents) selecting each of the response categories (see Figure 20).

Figure 20 Totals worksheet – results for all factors

The worksheet also provides this information broken down by individual factors (see Figure 21).

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Categorised by Factor

Demands

	Question		Response Counts					Avg	% Non-respondents	% Response Counts (excluding non-responders)				
ID	Text	0s	1s	2s	3s	4s	5s			1	2	3	4	5
3	Different groups at work demand things from me that are hard to combine	0	24	14	4	104	56	3.79	0.0	10.3	6.0	1.7	58.1	23.9
5	I have unachievable deadlines	0	0	86	86	0	20	2.79	0.0	0.0	41.9	48.6	0.0	8.9
9	I have to work very intensively	0	18	34	73	98	14	3.24	0.0	7.7	14.5	29.6	41.9	6.0
12	I have to neglect some tasks because I have too much to do	0	0	0	73	132	32	3.84	0.0	0.0	0.0	29.6	56.4	10.7
16	I am unable to take sufficient breaks	0	16	18	0	28	172	4.38	0.0	6.0	7.7	0.0	12.8	73.5
18	I am pressured to work long hours	0	56	140	38	0	0	1.92	0.0	23.9	59.0	16.2	0.0	0.0
20	I have to work very fast	0	18	0	04	98	34	3.56	0.0	7.7	0.0	35.9	41.9	14.5
22	I have unrealistic time pressures	0	0	0	84	106	14	2.57	0.0	0.0	0.0	46.7	45.0	6.0
		0	132	304	496	598	342	3.38	0.0	7.1	16.2	26.5	31.9	18.3

Control

	Question		Response Counts					Avg	% Non-respondents	% Response Counts (excluding non-responders)				
ID	Text	0s	1s	2s	3s	4s	5s			1	2	3	4	5
2	I can decide when to take a break	0	0	36	16	56	128	4.16	0.0	0.0	15.4	6.8	23.9	53.8
10	I have a say in my own work speed	18	18	0	38	76	162	4.16	7.7	6.5	0.0	13.9	32.4	47.2
15	I have a choice in deciding how to do my work	0	18	30	14	168	4	3.67	0.0	7.7	12.8	6.0	71.8	1.7
19	I have a choice in deciding what I do at work	16	0	18	14	116	70	4.09	6.0	0.0	8.3	6.4	53.2	32.1
25	I have some say over the way I work	0	0	32	14	108	88	4.04	0.0	0.0	13.7	6.0	42.7	37.6
30	My working time can be flexible	0	18	0	0	52	164	4.63	0.0	7.7	0.0	0.0	26.5	65.8
		34	50	116	88	572	544	4.09	2.4	3.6	8.4	6.5	41.8	39.7

Managers' Support

	Question		Response Counts					Avg	% Non-respondents	% Response Counts (excluding non-responders)				
ID	Text	0s	1s	2s	3s	4s	5s			1	2	3	4	5
8	I am given supportive feedback on the work I do	0	16	70	130	0	18	2.72	0.0	6.8	29.9	55.6	0.0	7.7
23	I can rely on my line manager to help me out with a work problem	14	0	44	68	98	18	3.41	6.0	0.0	20.0	27.0	44.5	9.2
29	I can talk to my line manager about something that has upset or annoyed me at work	0	0	34	68	148	0	2.45	0.0	0.0	14.5	25.9	59.9	0.0
31	I am supported through emotionally demanding work	0	0	96	136	0	0	2.58	0.0	0.0	41.9	58.1	0.0	0.0
35	My line manager encourages me at work	0	14	116	73	30	4	2.55	0.0	6.0	48.6	29.6	12.8	1.7
		14	30	362	456	268	40	2.54	1.2	2.6	31.2	39.3	23.4	3.5

Peer Support

	Question		Response Counts					Avg	% Non-respondents	% Response Counts (excluding non-responders)				
ID	Text	0s	1s	2s	3s	4s	5s			1	2	3	4	5

Figure 21 Totals worksheet – results for individual factors

3 INTERPRETATION OF RESULTS

The scores provided by the HSE Analysis Tool are organisation s responses to the questionnaire. They indicate ho w employees are per forming against each of the Management Standards. The scor es range from 1 to 5. A lower score indicat es poor performance or a potential problem area.

Employees' scores ar e then co mpared to benc hmark scores that are expressed in percentiles and are colour coded to ease their reading. Results that fall below the 20th percentile are coloured red and indicate that the average of employees' score s falls in t he bottom 20% of those surveyed in the benchmark data. Results that are below average i.e. below the 50th percentile but are ab ove the 20th percentile are coloured amber. Scores that are above average i.e. higher than the 50th percentile but n ot above th e 80th percentile are colour-coded aqua. Re sults that are above the 80th percentile are coloured green indicating that the average of employees' scores falls in the top 20% of those surveye d in the benchmark data. Each percentile r ank requires a follow u p action, fro m 'urgent action' to 'good performance to be maintained'. A summary is given below.

Percentile key:

Below 20th percentile (bottom 20% of benchmark scores) / Urgent action required

Below average but above or at 20th percentile / Improvement needed

Above or at average bu t below 80th percentile /Good performance but potential improvement

Above or at 80th percentile (top 20 % of benc hmark) /Doing very well – Need to maintain performance

It is important to focus on the percentiles and colour coding as well as the average figures for the responses, as the percentile bound aries vary f or each Standard. Appendix B describes the technical information and procedures use d in the calculation o f current performance and targets for both the Organisational Data Set and the 2004 Survey Data Set. This is because t he benchmark data ha s indicated that there a re some areas that organisations find easier to manage more effectively than others. By only focusing on the average response, an organisation may be distracted by a lower average score, even though achieving this Standard is actually harder and therefore, by co mparison to others, may be performing relatively better on that Standard.

In addition to the Overall Results, the Individual Question Results provide a detaile d picture of the findings. The Ind ividual Question Results gives the a verage score for each q uestion. The colour coding gives an indicat ion of how the score f or that question relate s to the benchmark. A single question resu lt may prove helpful as a prompt t o discussions within focus groups but should not be inter preted as a definitive assessment of your performance since it is too limited to represent the area of concern. Several qu estions tapping one particular dimension are deemed more robust in evaluating that particular are a. For example, 8 questions are used to assess De mands. For Question 21 'I am su bject to bullying at work', If an y members of staff score 1, 2 or 3 on que stion 21, the worksheet returns a message hig hlighted in red to the effect that " * x (nu mber plus percentage of respondents) of your st aff report th at they are always, often or someti mes bullied." This above feature of the HSE Management Standards Analysis Tool is included in res ponse to

comments received d uring the Management Standards Pilots and in the course of consultations with vario us stakeholders. Many people considered that any level o f bullying was unacceptable and that any reported bullying should be highlighted as an issue that might warrant further exploration, for example, during focus groups.

These data can be used in a number of ways to indicate your performance:

- Across standards to identify those standards which need improvement and those which you are currently performing well on

- Across different parts of your organisation, with a view to identifying good parts that may have practices that would be benef icial for other parts to adopt and for identifying hot spots; and

It is worth remembering that the results only provide an indication of performance against the Management Standards. For step 2 of the Management Standards approach, other relevant data should also be co nsidered. For example, absence data and turnover are t wo other important indications of the prevalence of work-related stress in your organisation.

It is important to appreciate that the results of the survey alone c an only pro vide an indication of performance in managing work-related stress. You will need to sh are and discuss the outcomes of the survey and other data collecte d with empl oyees, and explore any issues raised in more detail, for example in focus groups. As suggested at step 3 of the Management Standards approach ('Evaluate t he risks: Explore problems and develop solutions'), we recommend that you confirm all y our survey results with your employees (for example, in focus groups) to assess whether the results highlight a potential problem area for your organisation. This is particularly im portant when you are considering responses to individual questions.

Caveats for the Psychosocial Data set

The survey results for the Role stress factor indicate that a very larg e proportion of the people responding to the national survey score d 5 on the questions re lating to Role. One consequence of this is that an org anisation may achieve what appears to be a f airly high score on Role (e.g. 4.2) and yet find that they fall below the 20th percentile for that factor when compared with the national survey results.

Further information is available from

http://www.hse.gov.uk/stress/

Managing the causes of work-related stre ss: A step -by-step approach using the Management Standards. HSE Books. HSG218

4 CONTACT HSE

If you need assistance with any aspect of the HSE Management Standards Analysis Tool, or if you wish to provide f eedback about your ex perience using these to ols, please contact HSE.

For more information please visit the HSE web site at:

http://www.hse.gov.uk/contact/index.htm.

5 APPENDIX A – QUESTION & ANSWER

In this section, we anticipate questions users might have about the changes made.

My organisation completed its risk assessment using the old benchmark. Is the analysis invalid?

No, the analysis is valid. The analysis tool is designed to support employers in engaging a dialogue with their staff. Discussions with staff should be used to steer the process towards the real issues regardless of which version of the tool has been used.

My organisation used the old benchmark in a previous survey. We are now ready to run the survey again to assess progress – which benchmark should I use?

The analysis tool's primary use should be to direct future activity, rather than to evaluate past activity. Therefore the most appropriate benchmark to use would be the new benchmark. However, if you do wish to identify changes in working conditions between the two surveys, you should use the same benchmark for each phase. Furthermore, there is no problem with using one set of benchmark to assess progress and another to direct future activity.

Because you now have two sets of results you can use your first set of results as your own internal (or historical) benchmark. The second set of results, and any subsequent surveys, can be compared against your first set of results if required.

6 APPENDIX B – TECHNICAL INFORMATION AND PORCEDURES USED IN THE CALCULATION OF CURRENT PERFORMANCE AND TARGETS

6.1   ORGANISATIONAL DATA SET

Summary Of Results Worksheet

Table 1 contains data from 136 organisations that have completed the survey using HSE's Management Standards Indicator Tool. Table 1 shows the scores by cumulative percentiles of the score distributions for Demands, Control, Managerial Support, Peer Support, Relationships, Role and Change.

Table 2 shows the rules governing the colour coding cut-off s used in pr esenting the results in the Your Results colu mn of the Summary of Results worksheet. These rules are derived from the data in Table 1.

Suggested Interim Target

The procedure for working out the Suggested Interim Target for any given stressor is a pragmatic 'rule of thumb' procedure. The procedure is described below.

- The percentiles, from 5 to 80, at intervals of 5, and their associated values are stored in an array – these are derived from the data in Table 1.

- The average score for the results entered to date (the figure in the Your Results column of the Summary of Re sults worksheet) is co mpared with the percent ile values and the nearest value is selected (the highest value is selected in the case of ties).

- The percentile associated with that v alue is subtracted from 100, the difference divided by 5;

- The value obtained is added to the original percentile: that value is then rounded to the nearest 5;

- The value associated with the resulting percentile is the Suggested Interim Target.

Note:

The procedure ensures that score s that fall b elow the 2 0th percentile are alwa ys set a Suggested Interim Target at least equivalent to the 25th percentile score.

If an organisation score s at or abo ve the 80th percentile o n one of the stress fa ctors, the procedure returns a message sug gesting that they set their own interim and longer-term targets for continuous improvement.

Suggested Longer Term Target

The Suggested Longer Term Target scores are derived from the 80th percentile figures in Table 1.

Question By Question Worksheet

Table 3 shows the scores by cumulative percentiles of the score distributions for each of the individual questions grouped together under the factors Demands, Control, Managerial Support, Peer Support, Relationships, Role and Change. This d ata is ba sed on the Organisational Data Set (average results from 136 organisations that have completed the survey using HSE's Management Standards Indicator Tool).

Table 4 shows the rules governing the colour coding cut-offs used in presenting the results in the Question by Question worksheet. These rules are derived from the data in Table 3.

6.2 2004 SURVEY DATA SET

Summary Of Results Worksheet

Table 5 contains data from the HSE survey *Psychosocial Working Conditions in Great Britain 2004*. Table 5 shows the scores by cumulative percentiles o f the score distributions for Demands, Control, Managerial Support, Peer Support, Relationship s, Role and Change . (Please note that the o rder of these factors d iffers from the order given in Table 5 of the above survey report, in that Relationships appears before Role in Table 5).

Table 6 shows the rules governing the colour coding cut-offs used in presenting the results in the Your Results colu mn of the Summary of Results worksheet. These rules are derived from the data in Table 5.

Suggested Interim Target

The procedure for working out the Suggested Interim Target for any given stressor is a pragmatic 'rule of thumb' procedure as described above for the Organisational Data Set.

Suggested Longer Term Target

The Suggested Longer Term Target scores are derived from the 80 [th] percentile figures in Table 5.

Question By Question Worksheet

Table 7 shows the scores by cumulative percentiles of the score distributions for each of the individual questions grouped together under the factors Demands, Control, Managerial Support, Peer Support, Relationship s, Role and Change. This data is taken from the HSE survey *Psychosocial Working Conditions in Great Britain 2004*.

Table 8 shows the rules governing the colour coding cut-offs used in presenting the results in the Question by Question worksheet. These rules are derived from the data in Table 7.

Table 1 Organisational Data Set Percentile Figures for each Standard

	Percentiles																				
	1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99
Demands	2.4530	2.6854	2.8489	2.8977	2.9387	2.9769	3.0017	3.0314	3.0600	3.0796	3.1024	3.1300	3.1424	3.1700	3.2073	3.2300	3.2937	3.3485	3.4214	3.5081	5
Control	2.3081	2.8074	3.0169	3.1395	3.2240	3.2857	3.3410	3.3799	3.3983	3.4253	3.4741	3.4975	3.5557	3.6000	3.6378	3.6685	3.7208	3.7600	3.8130	3.9304	5
Management Support	2.6394	3.0407	3.1099	3.2158	3.2720	3.3135	3.3412	3.3822	3.4113	3.4338	3.4603	3.4805	3.5085	3.5305	3.5670	3.6281	3.6500	3.7008	3.7302	3.7953	5
Peer Support	3.3589	3.4745	3.5295	3.5889	3.6270	3.6600	3.6810	3.7121	3.7300	3.7482	3.7800	3.7988	3.8124	3.8300	3.8438	3.8608	3.8892	3.9158	3.9506	3.9959	5
Relationships	1.8993	2.7120	3.4733	3.5315	3.6115	3.6638	3.7179	3.7630	3.8008	3.8249	3.8499	3.8813	3.9018	3.9390	3.9698	4.0040	4.0381	4.0494	4.1037	4.2007	5
Role	3.4537	3.8485	3.9584	4.0069	4.0356	4.0701	4.0900	4.1199	4.1490	4.1700	4.1803	4.1855	4.2100	4.2449	4.2638	4.2787	4.3117	4.3300	4.4024	4.5296	5
Change	2.2925	2.5447	2.6630	2.7243	2.7910	2.8400	2.9046	2.9329	2.9874	3.0287	3.0428	3.0763	3.1200	3.1410	3.1754	3.2121	3.2400	3.2740	3.3365	3.4318	5

Table 2 Organisational Data Set – 'Summary of Results' Worksheet – Rules Governing Colour Coding Cut-offs for each Standard

Factor	Red	Yellow	Aqua	Green
	< 20th percentile	>= 20th & < 50th percentile	>= 50th & < 80th percentile	>= 80th percentile
Demands	< 2.9387	>= 2.9387 & < 3.1024	>= 3.1024 & < 3.2937	>= 3.2937
Control	< 3.2240	>= 3.2240 & < 3.4741	>= 3.4741 & < 3.7208	>= 3.7208
Managers' support	< 3.2720	>= 3.2720 & < 3.4603	>= 3.4603 & < 3.6500	>= 3.6500
Peer support	< 3.6270	>= 3.6270 & < 3.7800	>= 3.7800 & < 3.8892	>= 3.8892
Relationship	< 3.6115	>= 3.6115 & < 3.8499	>= 3.8499 & < 4.0381	>= 4.0381
Role	< 4.0356	>= 4.0356 & < 4.1803	>= 4.1803 & < 4.3117	>= 4.3117
Change	< 2.7910	>= 2.7910 & < 3.0428	>= 3.0428 & < 3.2400	>= 3.2400

Table 3 Organisational Data Set – Percentile Figures for each Question – Grouped by Standard

		Percentiles																				
	Demands	1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99
3	Different groups at work demand things from me that are hard to combine	1.77	2.58	2.75	2.83	2.85	2.88	2.93	2.96	2.98	3.02	3.03	3.04	3.05	3.07	3.13	3.18	3.22	3.25	3.33	3.52	5
6	I have unachievable deadlines	2.37	2.65	3.07	3.22	3.26	3.31	3.33	3.37	3.39	3.42	3.47	3.48	3.50	3.50	3.54	3.59	3.64	3.70	3.77	3.88	5
9	I have to work very intensively	1.74	1.95	2.05	2.13	2.15	2.16	2.21	2.22	2.25	2.27	2.31	2.35	2.37	2.42	2.46	2.48	2.56	2.65	2.75	3.64	5
12	I have to neglect some tasks because I have too much to do	2.00	2.50	2.75	2.80	2.84	2.87	2.89	2.92	2.94	2.97	2.99	3.01	3.04	3.07	3.11	3.16	3.20	3.23	3.31	3.54	5
16	I am unable to take sufficient breaks	2.16	2.56	2.93	3.05	3.10	3.16	3.19	3.24	3.27	3.31	3.38	3.44	3.49	3.56	3.62	3.63	3.68	3.72	3.76	3.83	5
18	I am pressured to work long hours	2.22	2.72	3.18	3.38	3.44	3.50	3.54	3.60	3.64	3.67	3.68	3.72	3.76	3.79	3.81	3.88	3.94	4.02	4.16	4.35	5
20	I have to work very fast	1.82	2.14	2.31	2.41	2.44	2.49	2.51	2.56	2.59	2.62	2.65	2.68	2.70	2.74	2.77	2.81	2.87	2.99	3.08	3.34	5
22	I have unrealistic time pressures	2.46	2.66	2.89	2.98	3.14	3.17	3.21	3.27	3.31	3.32	3.35	3.39	3.42	3.45	3.49	3.52	3.58	3.65	3.73	3.86	5
	Control																					
2	I can decide when to take a break	1.94	2.51	3.05	3.24	3.33	3.41	3.46	3.52	3.58	3.66	3.76	3.79	3.84	3.90	3.94	4.04	4.10	4.18	4.24	4.37	5
10	I have a say in my own work speed	2.27	2.76	3.02	3.12	3.21	3.29	3.31	3.33	3.35	3.38	3.41	3.46	3.52	3.57	3.61	3.64	3.66	3.67	3.72	3.88	5
15	I have a choice in deciding how I do my work	2.52	3.05	3.27	3.36	3.41	3.48	3.50	3.55	3.56	3.59	3.63	3.67	3.71	3.74	3.78	3.83	3.86	3.88	3.93	4.00	5
19	I have a choice in deciding what I do at work	1.74	2.32	2.54	2.65	2.67	2.71	2.77	2.82	2.86	2.91	2.94	2.96	3.00	3.05	3.08	3.13	3.19	3.23	3.29	3.42	5
25	I have some say over the way I work	2.92	3.21	3.49	3.55	3.60	3.62	3.67	3.69	3.71	3.76	3.78	3.81	3.85	3.87	3.90	3.95	3.97	3.99	4.08	4.14	5
30	My working time can be flexible	2.12	2.46	2.72	2.82	2.90	3.00	3.07	3.13	3.18	3.24	3.29	3.39	3.48	3.56	3.61	3.64	3.72	3.83	3.95	4.11	5
	Managers' Support																					99
8	I am given supportive feedback on the work I do	2.27	2.54	2.73	2.79	2.88	2.91	2.96	3.03	3.04	3.08	3.11	3.15	3.18	3.21	3.25	3.30	3.34	3.37	3.45	3.57	5
23	I can rely on my line manager to help me out with a work problem	2.64	3.15	3.30	3.43	3.48	3.51	3.60	3.63	3.68	3.70	3.73	3.76	3.80	3.83	3.87	3.90	3.94	3.98	4.02	4.19	5
29	I can talk to my line manager about something that has upset or annoyed me about work	2.82	3.32	3.42	3.52	3.59	3.62	3.65	3.68	3.70	3.71	3.74	3.77	3.80	3.84	3.87	3.91	3.93	3.96	4.00	4.08	5
33	I am supported through emotionally demanding work	2.69	2.79	2.92	2.99	3.03	3.04	3.09	3.11	3.13	3.18	3.20	3.23	3.26	3.28	3.31	3.33	3.38	3.46	3.50	3.56	5
35	My line manager encourages me at work	2.83	4.11	4.22	4.25	4.25	4.29	4.33	4.34	4.35	4.37	4.39	4.40	4.43	4.46	4.47	4.50	4.51	4.52	4.55	4.64	5
	Peer Support																					99
7	If work gets difficult, my colleagues will help me	3.26	3.45	3.51	3.59	3.63	3.67	3.71	3.73	3.75	3.76	3.79	3.80	3.83	3.85	3.87	3.89	3.93	3.96	4.00	4.11	5
24	I get help and support I need from colleagues	3.10	3.56	3.65	3.67	3.71	3.73	3.76	3.79	3.84	3.85	3.89	3.91	3.93	3.95	3.98	4.00	4.03	4.04	4.09	4.14	5
27	I receive the respect at work I deserve from my colleagues	3.18	3.36	3.43	3.49	3.51	3.53	3.57	3.61	3.61	3.63	3.66	3.67	3.69	3.70	3.73	3.77	3.79	3.82	3.86	3.96	5
31	My colleagues are willing to listen to my work-related problems	3.31	3.45	3.53	3.56	3.62	3.65	3.69	3.71	3.74	3.75	3.76	3.80	3.82	3.83	3.86	3.88	3.89	3.90	3.94	3.97	5
	Relationships																					
5	I am subject to personal harassment in the form of unkind words or behaviour	1.57	2.76	3.65	3.80	3.93	3.96	4.01	4.06	4.08	4.12	4.14	4.18	4.21	4.24	4.26	4.29	4.35	4.37	4.47	4.56	5
14	There is friction or anger between colleagues	2.31	2.63	2.95	3.07	3.14	3.24	3.29	3.33	3.37	3.41	3.43	3.48	3.50	3.55	3.59	3.61	3.64	3.68	3.76	3.86	5
21	I am subject to bullying at work	1.36	2.36	4.08	4.22	4.31	4.37	4.41	4.44	4.47	4.50	4.53	4.56	4.58	4.61	4.63	4.64	4.66	4.69	4.73	4.81	5
34	Relationships at work are strained	2.33	2.60	2.73	2.91	3.03	3.10	3.20	3.24	3.29	3.31	3.34	3.36	3.38	3.41	3.44	3.53	3.55	3.62	3.67	3.76	5
	Role																					99
1	I am clear what is expected of me at work	1.91	3.92	4.04	4.08	4.10	4.14	4.16	4.20	4.22	4.25	4.26	4.28	4.29	4.31	4.34	4.37	4.40	4.45	4.48	4.54	5
4	I know how to go about getting my job done	3.50	3.91	4.01	4.07	4.11	4.14	4.15	4.19	4.21	4.23	4.25	4.28	4.31	4.34	4.37	4.40	4.42	4.44	4.48	4.55	5
11	I am clear what my duties and responsibilities are	2.82	3.47	3.59	3.66	3.74	3.80	3.83	3.85	3.89	3.92	3.95	4.00	4.01	4.02	4.05	4.08	4.14	4.21	4.26	4.41	5
13	I am clear about the goals and objectives for my department	3.63	3.72	3.77	3.82	3.87	3.90	3.93	3.97	3.99	4.01	4.03	4.05	4.08	4.10	4.11	4.13	4.18	4.24	4.31	4.46	5
17	I understand how my work fits into the overall aim of the organisation	1.91	3.92	4.04	4.08	4.10	4.14	4.16	4.20	4.22	4.25	4.26	4.28	4.29	4.31	4.34	4.37	4.40	4.45	4.48	4.54	5
	Change																					
26	I have sufficient opportunities to question managers about change at work	2.32	2.71	2.82	2.98	3.02	3.07	3.11	3.14	3.17	3.20	3.23	3.27	3.31	3.34	3.39	3.44	3.46	3.55	3.59	3.68	5
28	Staff are always consulted about change at work	2.11	2.28	2.38	2.45	2.51	2.58	2.66	2.71	2.75	2.79	2.82	2.86	2.94	2.97	3.00	3.03	3.05	3.09	3.18	3.37	5
32	When changes are made at work, I am clear how they will work out in practice	2.38	2.58	2.64	2.77	2.82	2.86	2.89	2.93	2.97	3.02	3.06	3.11	3.13	3.15	3.17	3.19	3.21	3.27	3.31	3.44	5

Table 4 Organisational Data Set – Question by Question Worksheet – Rules Governing Colour Coding Cut-offs for each Question

		Red < 20th Percentile	Yellow >= 20th & < 50th Percentile	Aqua >= 50th & < 80th Percentile	Green >= 80th Percentile
	Demands				
3	Different groups at work demand things from me that are hard to combine	< 2.85	>= 2.85 & < 3.03	>= 3.03 & < 3.22	>= 3.22
6	I have unachievable deadlines	< 3.26	>= 3.26 & < 3.47	>= 3.47 & < 3.64	>= 3.64
9	I have to work very intensively	< 2.15	>= 2.15 & < 2.31	>= 2.31 & < 2.56	>= 2.56
12	I have to neglect some tasks because I have too much to do	< 2.84	>= 2.84 & < 2.99	>= 2.99 & < 3.20	>= 3.20
16	I am unable to take sufficient breaks	< 3.10	>= 3.10 & < 3.38	>= 3.38 & < 3.68	>= 3.68
18	I am pressured to work long hours	< 3.44	>= 3.44 & < 3.68	>= 3.68 & < 3.94	>= 3.94
20	I have to work very fast	< 2.44	>= 2.44 & < 2.65	>= 2.65 & < 2.87	>= 2.87
22	I have unrealistic time pressures	< 3.14	>= 3.14 & < 3.35	>= 3.35 & < 3.58	>= 3.58
	Control				
2	I can decide when to take a break	< 3.33	>= 3.33 & < 3.76	>= 3.76 & < 4.10	>= 4.10
10	I have a say in my own work speed	< 3.21	>= 3.21 & < 3.41	>= 3.41 & < 3.66	>= 3.66
15	I have a choice in deciding how I do my work	< 3.41	>= 3.41 & < 3.63	>=3.63 & < 3.86	>= 3.86
19	I have a choice in deciding what I do at work	< 2.67	>= 2.67 & < 2.94	>= 2.94 & < 3.19	>= 3.19
25	I have some say over the way I work	< 3.60	>= 3.60 & < 3.78	>= 3.78 & < 3.97	>= 3.97
30	My working time can be flexible	< 2.90	>= 2.90 & < 3.29	>= 3.29 & < 3.72	>= 3.72
	Managers' Support				
8	I am given supportive feedback on the work I do	< 2.88	>= 2.88 & < 3.11	>= 3.11 & < 3.34	>= 3.34
23	I can rely on my line manager to help me out with a work problem	< 3.48	>= 3.48 & < 3.73	>= 3.73 & < 3.94	>= 3.94
29	I can talk to my line manager about something that has upset or annoyed me about work	< 3.59	>= 3.59 & < 3.74	>= 3.74 & < 3.93	>= 3.93
33	I am supported through emotionally demanding work	< 3.03	>= 3.03 & < 3.20	>= 3.20 & < 3.38	>= 3.38
35	My line manager encourages me at work	< 4.25	>= 4.25 & < 4.39	>= 4.39 & < 4.51	>= 4.51
	Peer Support				
7	If work gets difficult, my colleagues will help me	< 3.63	>= 3.63 & < 3.79	>= 3.79 & < 3.93	>= 3.93
24	I get help and support I need from colleagues	< 3.71	>= 3.71 & < 3.89	>= 3.89 & < 4.03	>= 4.03
27	I receive the respect at work I deserve from my colleagues	< 3.51	>= 3.51 & < 3.66	>= 3.66 & < 3.79	>= 3.79
31	My colleagues are willing to listen to my work-related problems	< 3.62	>= 3.62 & < 3.76	>= 3.76 & < 3.89	>= 3.89
	Relationships				
5	I am subject to personal harassment in the form of unkind words or behaviour	< 3.93	>= 3.93 & < 4.14	>= 4.14 & < 4.35	>= 4.35
14	There is friction or anger between colleagues	< 3.14	>= 3.14 & < 3.43	>= 3.43 & < 3.64	>= 3.64
21	I am subject to bullying at work	< 4.31	>= 4.31 & < 4.53	>= 4.53 & < 4.66	>= 4.66
34	Relationships at work are strained	< 3.03	>= 3.03 & < 3.34	>= 3.34 & < 3.55	>= 3.55
	Role				
1	I am clear what is expected of me at work	< 4.10	>= 4.10 & < 4.26	>= 4.26 & < 4.40	>= 4.40
4	I know how to go about getting my job done	< 4.11	>= 4.11 & < 4.25	>= 4.25 & < 4.42	>= 4.42
11	I am clear what my duties and responsibilities are	< 3.74	>= 3.74 & < 3.95	>= 3.95 & < 4.14	>= 4.14
13	I am clear about the goals and objectives for my department	< 3.87	>= 3.87 & < 4.03	>= 4.03 & < 4.18	>= 4.18
17	I understand how my work fits into the overall aim of the organisation	< 4.10	>= 4.10 & < 4.26	>= 4.26 & < 4.40	>= 4.40
	Change				
26	I have sufficient opportunities to question managers about change at work	< 3.02	>= 3.02 & < 3.23	>= 3.23 & < 3.46	>= 3.46
28	Staff are always consulted about change at work	< 2.51	>= 2.51 & < 2.82	>= 2.82 & < 3.05	>= 3.05
32	When changes are made at work, I am clear how they will work out in practice	< 2.82	>= 2.82 & < 3.06	>= 3.06 & < 3.21	>= 3.21

Table 5 2004 Survey Data Set – Percentile Figures for each Standard

	Percentiles																				
	1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99
Demands	1.397095	2.125	2.5	2.75	2.875	3	3.125	3.25	3.375	3.5	3.5	3.625	3.75	3.875	4	4.125	4.25	4.375	4.5	4.75	5
Control	1.254992	1.833333	2.166667	2.333333	2.666667	2.833333	3	3.166667	3.166667	3.333333	3.5	3.666667	3.833333	3.833333	4	4.166667	4.333333	4.5	4.666667	4.833333	5
Management Support	1.4	2	2.4	2.75	3	3	3.236181	3.4	3.6	3.6	3.8	4	4	4.2	4.2	4.4	4.6	4.6	4.8	5	5
Peer Support	1.75	2.5	2.75	3.25	3.333333	3.5	3.75	3.75	4	4	4	4.25	4.25	4.25	4.5	4.5	4.75	4.75	5	5	5
Relationships	2	3	3.25	3.5	3.75	3.75	4	4	4	4.25	4.25	4.25	4.264214	4.5	4.5	4.5	4.75	4.75	5	5	5
Role	3.2	3.8	4	4.2	4.4	4.6	4.6	4.8	4.8	5	5	5	5	5	5	5	5	5	5	5	5
Change	1	1.666667	2	2.333333	2.666667	2.666667	3	3	3.333333	3.333333	3.666667	3.666667	3.666667	4	4	4	4	4.333333	4.666667	4.666667	5

Table 6 2004 Survey Data Set – Summary of Results' Worksheet – Rules Governing Colour Coding Cut-offs for each Standard

Factor	Red	Yellow	Aqua	Green
	< 20th percentile	>= 20th & < 50th percentile	>= 50th & < 80th percentile	>= 80th percentile
Demands	< 2.875	>= 2.875 & < 3.5	>= 3.5 & < 4.25	>= 4.25
Control	< 2.666667	>= 2.666667 & < 3.5	>= 3.5 & < 4.333333	>= 4. 333333
Managers' support	< 3	>= 3 & < 3.8	>= 3.8 & < 4.6	>= 4. 6
Peer support	< 3.333333	>= 3.333333 & < 4	>= 4 & < 4.75	>= 4. 75
Relationship	< 3.75	>= 3.75 & < 4.25	>= 4.25 & < 4.75	>= 4.75
Role	< 4.4	>= 4.4 & <5	No aqua	= 5
Change	< 2.666667	>= 2.666667 & < 3.666667	>= 3.666667 & < 4	>= 4

Table 7 2004 Survey Data Set – Percentile Figures for each question – Grouped by Standard

		Percentiles																				
	Demands	1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99
3	Different groups at work demand things from me that are hard to combine	1	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5
6	I have unachievable deadlines	1	2	2	3	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	5	5
9	I have to work very intensively	1	1	1	1	2	2	2	2	2	2	3	3	3	3	3	3	3	3	4	5	5
12	I have to neglect some tasks because I have too much to do	1	1	2	2	2.09	3	3	3	3	3	3	3	3	4	4	4	4	4	5	5	5
16	I am unable to take sufficient breaks	1	2	2	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	5	5
18	I am pressured to work long hours	1	1	2	2	2	3	3	3	3	3	4	4	4	4.7	5	5	5	5	5	5	5
20	I have to work very fast	1	1	1	2	2	2	2	3	3	3	3	3	3	3	3	3	4	4	5	5	5
22	I have unrealistic time pressures	1	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5
	Control	1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99
2	I can decide when to take a break	1	1	1	2	3	3	3	4	4	4	5	5	5	5	5	5	5	5	5	5	5
10	I have a say in my own work speed	1	2	2	3	3	3	3	3	3.08	4	4	4	4	4	5	5	5	5	5	5	5
15	I have a choice in deciding how I do my work	1	1	1	1	2	2	3	3	3	3	3	3	4	4	4	4	5	5	5	5	5

#	Item	1	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	99
19	I have a choice in deciding what I do at work	1	2	3	3	3	3	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5
25	I have some say over the way I work	1	2	3	3	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5
30	My working time can be flexible	1	1	1	2	2	2	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5
	Managers' Support	**1**	**5**	**10**	**15**	**20**	**25**	**30**	**35**	**40**	**45**	**50**	**55**	**60**	**65**	**70**	**75**	**80**	**85**	**90**	**95**	**99**
8	I am given supportive feedback on the work I do	1	1	2	2	2	3	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5
23	I can rely on my line manager to help me out with a work problem	1	1	2	2	2	3	3	3	3	4	4	4	4	4	5	5	5	5	5	5	5
29	I can talk to my line manager about something that has upset or annoyed me about work	1	2	3	3	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5
33	I am supported through emotionally demanding work	1	2	2	3	3	3	3	3	4	4	4	4	4	4	4	4	5	5	5	5	5
35	My line manager encourages me at work	1	2	2	2	3	3	3	4	4	4	4	4	4	4	5	5	5	5	5	5	5
	Peer Support	**1**	**5**	**10**	**15**	**20**	**25**	**30**	**35**	**40**	**45**	**50**	**55**	**60**	**65**	**70**	**75**	**80**	**85**	**90**	**95**	**99**
7	If work gets difficult, my colleagues will help me	1	1	2	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5	5	5	5
24	I get help and support I need from colleagues	1	2	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5
27	I receive the respect at work I deserve from my colleagues	1	2	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5
31	My colleagues are willing to listen to my work-related problems	2	2	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5
	Relationships	**1**	**5**	**10**	**15**	**20**	**25**	**30**	**35**	**40**	**45**	**50**	**55**	**60**	**65**	**70**	**75**	**80**	**85**	**90**	**95**	**99**
5	I am subject to personal harassment in the form of unkind words or behaviour	2	3	3	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
14	There is friction or anger between colleagues	1.2999	2	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4	5	5	5	5
21	I am subject to bullying at work	2	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
34	Relationships at work are strained	1	2	2	2	2.0926	3	3	4	4	4	4	4	4	4	4	4	4.9074	5	5	5	5
	Role	**1**	**5**	**10**	**15**	**20**	**25**	**30**	**35**	**40**	**45**	**50**	**55**	**60**	**65**	**70**	**75**	**80**	**85**	**90**	**95**	**99**
1	I am clear what is expected of me at work	3	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	I know how to go about getting my job done	3	4	4	4	4	4.25	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
11	I am clear what my duties and responsibilities are	3	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
13	I am clear about the goals and objectives for my department	2	3	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
17	I understand how my work fits into the overall aim of the organisation	2	3	4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
	Change	**1**	**5**	**10**	**15**	**20**	**25**	**30**	**35**	**40**	**45**	**50**	**55**	**60**	**65**	**70**	**75**	**80**	**85**	**90**	**95**	**99**
26	I have sufficient opportunities to question managers about change at work	1	1	2	2	2	3	3	4	4	4	4	4	4	4	4	4	5	5	5	5	5
28	Staff are always consulted about change at work	1	1	2	2	2	2	2	3	3	3	4	4	4	4	4	4	4	4	5	5	5
32	When changes are made at work, I am clear how they will work out in practice	1	2	2	2	2	3	3	3	3	3	4	4	4	4	4	4	4	4	5	5	5

Table 8 2004 Survey Data Set – Question by Question Worksheet – Rules Governing Colour Coding Cut-offs for each Question

		Red < 20th Percentile	Yellow >= 20th & < 50th Percentile	Aqua >= 50th & < 80th Percentile	Green >= 80th Percentile	Comments
	Demands					
3	Different groups at work demand things from me that are hard to combine	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	
6	I have unachievable deadlines	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	
9	I have to work very intensively	< 2	>= 2 & < 3	None	>= 3	Not possible to set cut-offs for the 50th-80th percentile range
12	I have to neglect some tasks because I have too much to do	< 2.09	>= 2.09 & < 3	>= 3 & < 4	>= 4	Approx.
16	I am unable to take sufficient breaks	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	
18	I am pressured to work long hours	< 2	>= 2 & < 4	>= 4 & < 4.95	>= 4.95	Approx.
20	I have to work very fast	< 2	>= 2 & < 3	>= 3 & < 4	>= 4	Approx.
22	I have unrealistic time pressures	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	Approx.
	Control					
2	I can decide when to take a break	< 3	>= 3 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
10	I have a say in my own work speed	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	Approx.
15	I have a choice in deciding how I do my work	< 2	>= 2 & < 3	>= 3 & < 4.95	>= 4.95	Approx.
19	I have a choice in deciding what I do at work	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	Approx.
25	I have some say over the way I work	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
30	My working time can be flexible	< 2	>= 2 & < 4	>= 4 & < 4.95	>= 4.95	Approx.
	Managers' Support					
8	I am given supportive feedback on the work I do	< 2	>= 2 & < 3	>= 3 & < 4.95	>= 4.95	
23	I can rely on my line manager to help me out with a work problem	< 2	>= 2 & < 4	>= 4 & < 4.95	>= 4.95	
29	I can talk to my line manager about something that has upset or annoyed me about work	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	
33	I am supported through emotionally demanding work	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	
35	My line manager encourages me at work	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	
	Peer Support					
7	If work gets difficult, my colleagues will help me	< 3	>= 3 & < 4	>= 4 & < 4.95	>= 4.95	
24	I get help and support I need from colleagues	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
27	I receive the respect at work I deserve from my colleagues	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
31	My colleagues are willing to listen to my work-related problems	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
	Relationships					
5	I am subject to personal harassment in the form of unkind words or behaviour	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
14	There is friction or anger between colleagues	< 3	>= 3 & < 4	None	>= 4	Not possible to set cut-offs for the 50th-80th percentile range
21	I am subject to bullying at work	< 5	None	None	5	Anything < 5 falls below 20th percentile
34	Relationships at work are strained	< 2.09	>= 2.09 & < 4	>= 4 & < 4.91	>= 4.91	
	Role					
1	I am clear what is expected of me at work	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
4	I know how to go about getting my job done	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
11	I am clear what my duties and responsibilities are	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
13	I am clear about the goals and objectives for my department	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
17	I understand how my work fits into the overall aim of the organisation	< 4	>= 4 & < 4.95	None	>= 4.95	Not possible to set cut-offs for the 50th-80th percentile range
	Change					
26	I have sufficient opportunities to question managers about change at work	< 2	>= 2 & < 4	>= 4 & < 4.95	>= 4.95	
28	Staff are always consulted about change at work	< 2	>= 2 & < 4	>= 4 & < 4.95	>= 4.95	Approx.
32	When changes are made at work, I am clear how they will work out in practice	< 2	>= 2 & < 4	>= 4 & < 4.95	>= 4.95	Approx.

7 ACKNOWLEDGEMENTS