

HSE
MANAGEMENT STANDARDS
ANALYSIS TOOL
USER MANUAL

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IMPORTANT CHANGES TO THE HSE MANAGEMENT STANDARDS ANALYSIS TOOL

When the HSE Management Standards Analysis Tool was first designed in 2004, the 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 workers.

However, it is more appropriate for organisations to compare their average results with the average results of other organisations, rather than responses from a survey of individuals. The reason for this lies in statistical theory, which dictates that the distribution of responses from individuals drawn from across a number of organisations will follow a different pattern to that of responses from individuals drawn from within a single organisation.

HSE has now gathered Analysis Tool data from 136 organisations who have completed the survey. This has been used to generate new benchmarks so that now, organisations using the tool can compare themselves directly against average results from other organisations and not against a sample of individuals. (see appendix A for more information).

INTRODUCTION

There is one spreadsheet, *msanalysisstool152.xls* designed for users of Microsoft Excel 2000 or later. The HSE Management Standards Analysis Tool is designed to accommodate manual data entry of records, records downloaded from MSQOnline, import of electronic records from other versions of the Analysis Tool (including earlier versions), records imported from third party survey applications, or a combination of these different forms of data entry. **Please note that this version of the Analysis Tool contains important changes from previous versions. It contains a facility to allow you to select the benchmark survey data with which you wish to compare your scores (see Selecting Data Sets below).**

LAUNCHING THE SPREADSHEET

To make the HSE Management Standards Analysis Tool work, save a copy to your computer.

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' ('Medium' is the recommended option). You can restore security settings when you have finished using the HSE Management Standards Analysis Tool. You should close and reopen Excel if it is already open. 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 1 below).

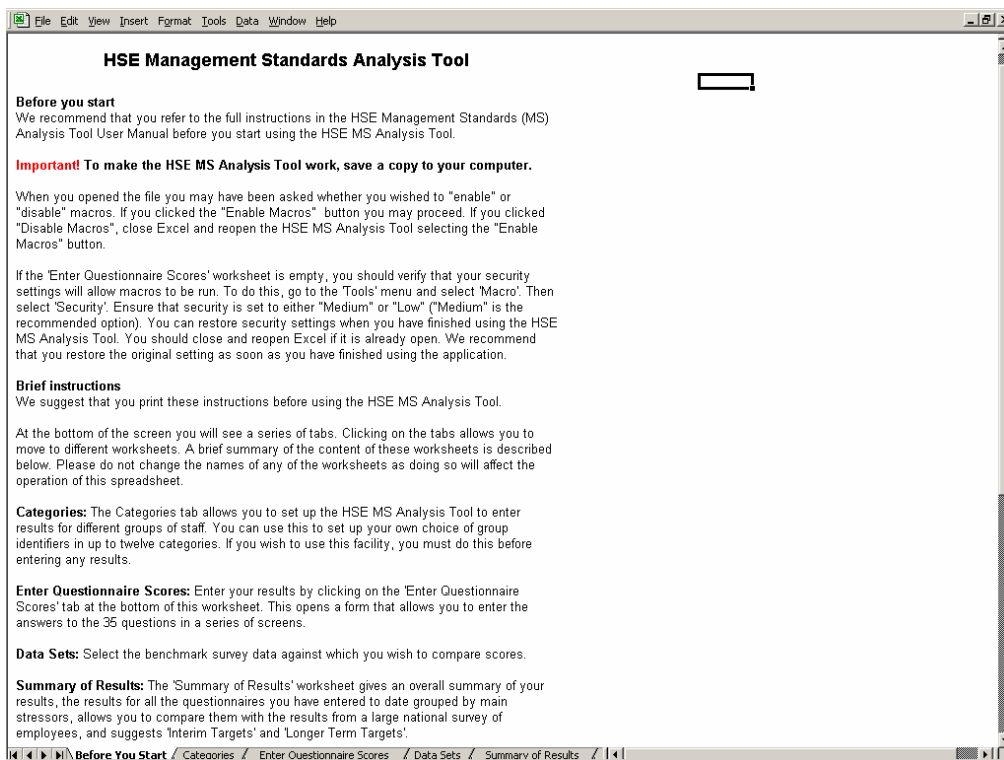


Figure 1: HSE Management Standards Analysis Tool first screen

Clicking on the tabs allows you to move to different worksheets. The following sections of the HSE Management Standards Analysis Tool User Manual describe the content of these worksheets in more detail. Please do not change the names of any of the worksheets as this will affect the operation of the Analysis Tool.

CHECKING FOR OLD OR UNWANTED RECORDS

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 unwanted records (see **DELETING ONE OR MORE RECORDS** below).

CATEGORISING EMPLOYEES INTO DIFFERENT GROUPS

Your organisation may have been categorised into different groups of employees, e.g. by 'location', 'role' or 'Department'.

The **Categories** tab allows you to set up the analysis tool to enter results for different groups of staff. You can use this to set up your own choice of group identifiers 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.

Select the **Categories** worksheet from the tabs at the bottom of the screen (see Figure 2 below).

Categories

If the organisation has been categorised to provide meaningful information, e.g. by location, role or department, list the categories in the table below. Listing categories here will make them available when completing the questionnaire (see next worksheet).

Replace the identifier **Untitled** with the title of the category, e.g. 'Location', 'Role'. A category entitled **Untitled** or whose title is left blank is not considered configured by the HSE MS Analysis Tool.

Use the special identifier **<None>** to avoid forcing the user to specify a given category. **<None>** must be the first item in a category list.

Note: if you are using the HSE MS Analysis Tool in conjunction with MSQOnline (the online version of the HSE MS Indicator Tool), please configure categories by importing the configuration from MSQOnline. See the MSQOnline Admin page and the Options worksheet for more information.

Category A	Category B	Category C	
Location	Grade of staff	Sex	Age
<None>	<None>	<None>	<None>
Glasgow	Admin	Female	21-30
Swansea	Research	Male	31-40
Liverpool	Management		41-50
	Technical		51 & over

Figure 2: The Categories worksheet

Beginning with Category A, replace the identifier **Untitled** with the title of the category. In the example in Figure 2 above, the coordinator, or person setting up the categories, has chosen to enter results using the categories of **Location**, **Grade of staff**, **Sex** and **Age**.

Please note that a category entitled **Untitled**, or whose 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 category list, simply type them in as you wish them to appear, e.g., 'Swansea', 'Glasgow'.

The special identifier **<None>** must appear as the first item in a category list and must appear exactly as it appears in Figure 2 (i.e., as '**<None>**', not as '**<none>**' or '**None**'). This allows the user to record instances when respondents to the questionnaire may have failed to provide a selection for a particular category.

If you are using the HSE Management Standards Analysis Tool in conjunction with MSQOnline (the online version of the HSE Management Standards Indicator Tool), please configure categories by importing the configuration from MSQOnline. Please see the MSQOnline Admin page and the Analysis Tool **Options** worksheet for more information. The content of the **Options** worksheet is described in more detail in later sections of the Management Standards Analysis Tool User Manual.

ENTERING YOUR QUESTIONNAIRE SCORES

Select the **Enter Questionnaire Scores** worksheet from the tabs at the bottom of the screen. The first page of the **HSE Management Standards Indicator Tool - Scores Entry** input form is shown in Figure 3 below.

The coordinator of the risk assessment may have specified that the organisation be categorised to provide meaningful information, e.g. by location, role or department. If the organisation has been divided into groups for this purpose, please use the drop-down lists below to indicate the group(s) to which the questionnaire results you are entering belong (as advised by the coordinator):

Location: <None>

Grade of staff: <None>

Sex: <None>

Age: <None>, 21-30, 31-40, 41-50, 51 & over

Click here to continue with the rest of this questionnaire -->

Select Questions: Delete Last Record, Cat, 1-7, 8-14, 15-21, 22-28, 29-35, New Record Number: 181, Save New Record

Figure 3: Scores Entry input form – categories drop down menus

If the questionnaire results you are about to enter have been categorised into groups, the **Enter Questionnaire Scores** worksheet will display drop down menus corresponding to the Categories that you have set up on the **Categories** worksheet. Use the drop down menus to indicate the group(s) to which the results you are entering belong.

Now click on the > button to continue with the rest of the questionnaire. The 35 questions are distributed over 5 pages. For each question, click on the option button that corresponds to the answer in the questionnaire.

Page 1

Question 1: I am clear what is expected of me at work. Options: Never, Seldom, Sometimes, Often, Always (selected), No Answer

Question 2: I can decide when to take a break. Options: Never, Seldom, Sometimes (selected), Often, Always, No Answer

Question 3: Different groups at work demand things from me that are hard to combine. Options: Never, Seldom, Sometimes, Often (selected), Always, No Answer

Question 4: I know how to go about getting my job done. Options: Never, Seldom, Sometimes, Often, Always (selected), No Answer

Question 5: I am subject to personal harassment in the form of unkind words or behaviour. Options: Never, Seldom, Sometimes (selected), Often, Always, No Answer

Question 6: I have unachievable deadlines. Options: Never, Seldom (selected), Sometimes, Often, Always, No Answer

Question 7: If work gets difficult, my colleagues will help me. Options: Never, Seldom, Sometimes, Often, Always (selected), No Answer

Select Questions: Delete Last Record, Cat, 1-7, 8-14, 15-21, 22-28, 29-35, New Record Number: 235, Save New Record

Figure 4: 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.

Figure 5: 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 activated when you open the last page (Figure 6 below). Click it when you have finished entering the replies for a questionnaire. You will be 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 6: 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.

SELECTING DATA SETS

The HSE Management Standards Analysis Tool is configured with a number of data sets. The **Data Sets** tab allows you to select the benchmark survey data with which you wish to compare your results.

Select the **Data Sets** worksheet from the tabs at the bottom of the screen (see Figure 7 below).

Before selecting a data set please read the information in the box titled **Important changes to the HSE Management Standards Analysis Tool** ; this provides detailed information on the benchmark data sets and HSE's recommendations on selection of a data set. This information is also contained in Appendix A.

In the example in Figure 7 the data 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

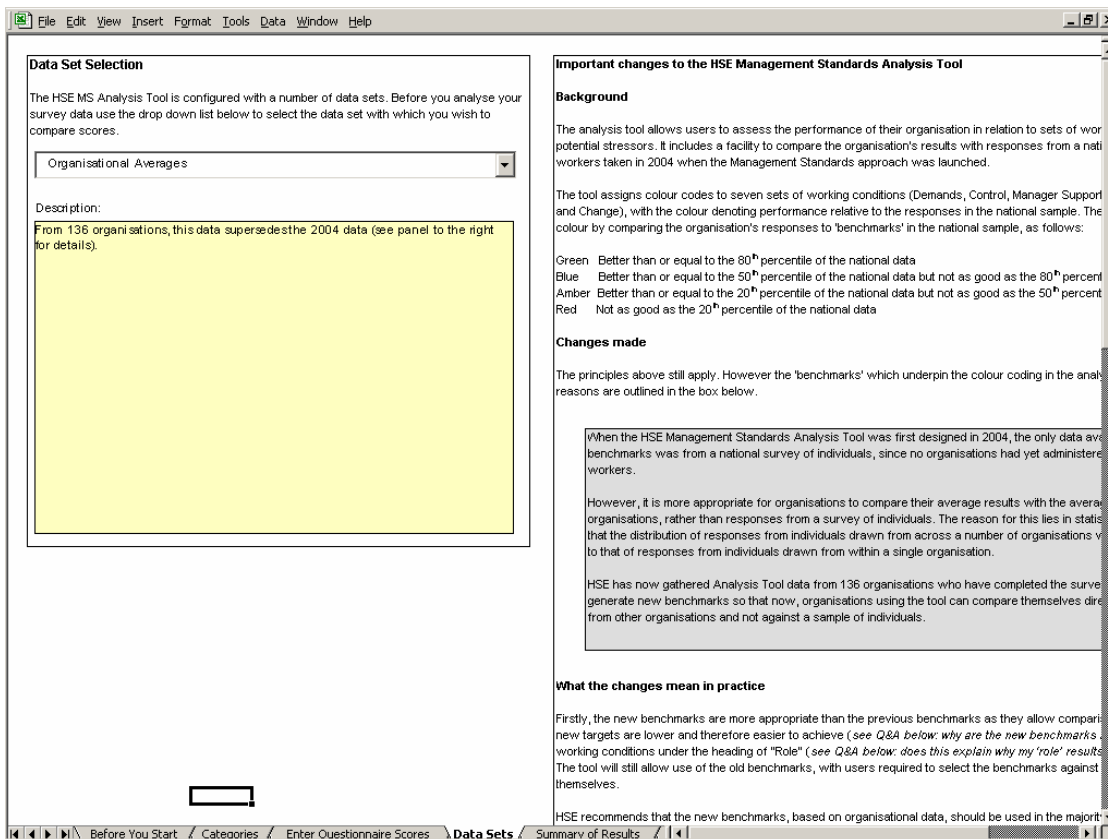


Figure 7: The Data Sets worksheet

OBTAINING A SUMMARY OF YOUR RESULTS

When you want to see a summary of the results you have entered, select the **Summary of Results** worksheet (Figure 8 below) from the tabs at the bottom of the screen.

In the example in Figure 8 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 target 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 way this is calculated is described in **Appendix B**. The **Suggested Longer Term Target** is the value achieved by the top 20% of the scores in the chosen benchmark data set. Please see **Appendix B** for more details and note, in particular, the caveats on interpretation of results and the strong recommendation on the importance of confirming results with your employees.

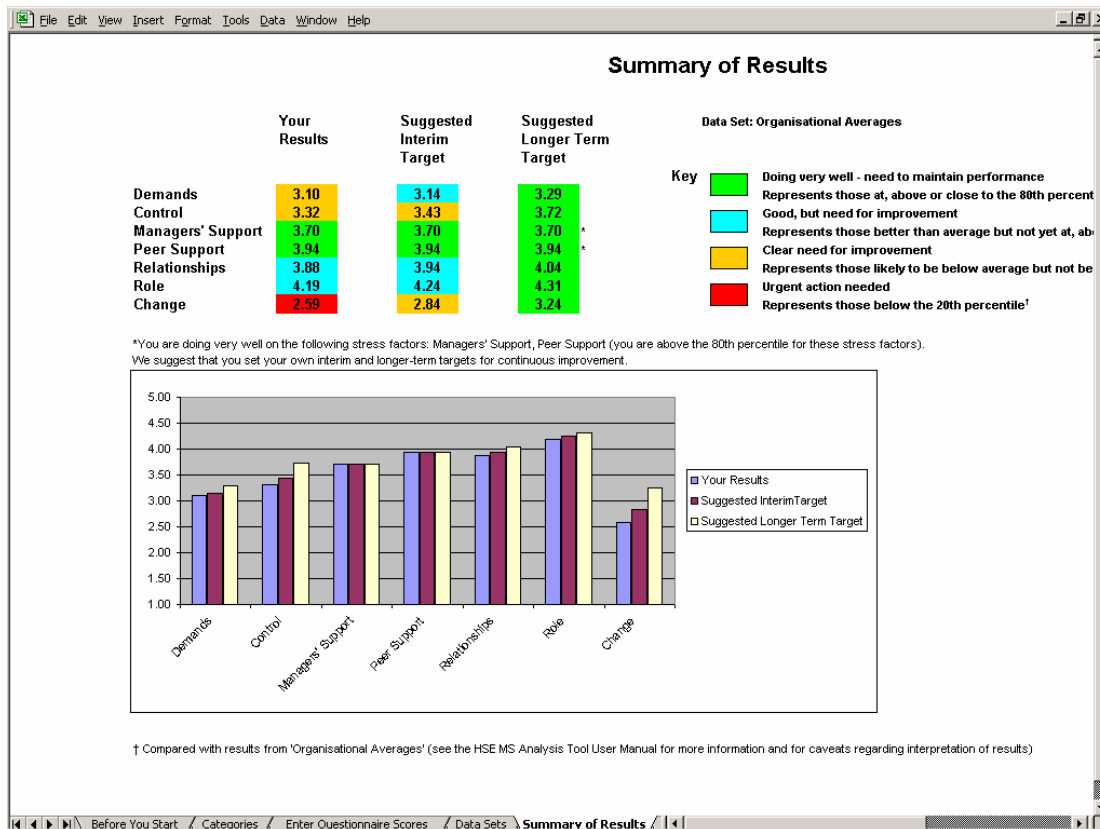


Figure 8: Summary of Results worksheet

INDIVIDUAL QUESTION RESULTS

The **Question by Question** worksheet (Figure 9 below) shows you the average score for each question. The colour coding gives an indication of how your performance for that question relates to the results from the chosen data set. Please see **Appendix B** for more details. Please note, in particular, the caveats concerning use and interpretation of results for individual questions.

For Question 21, the worksheet highlights in red the number of staff (plus the percentage this represents of respondents to the question) who reported that they were always, often or sometimes bullied.

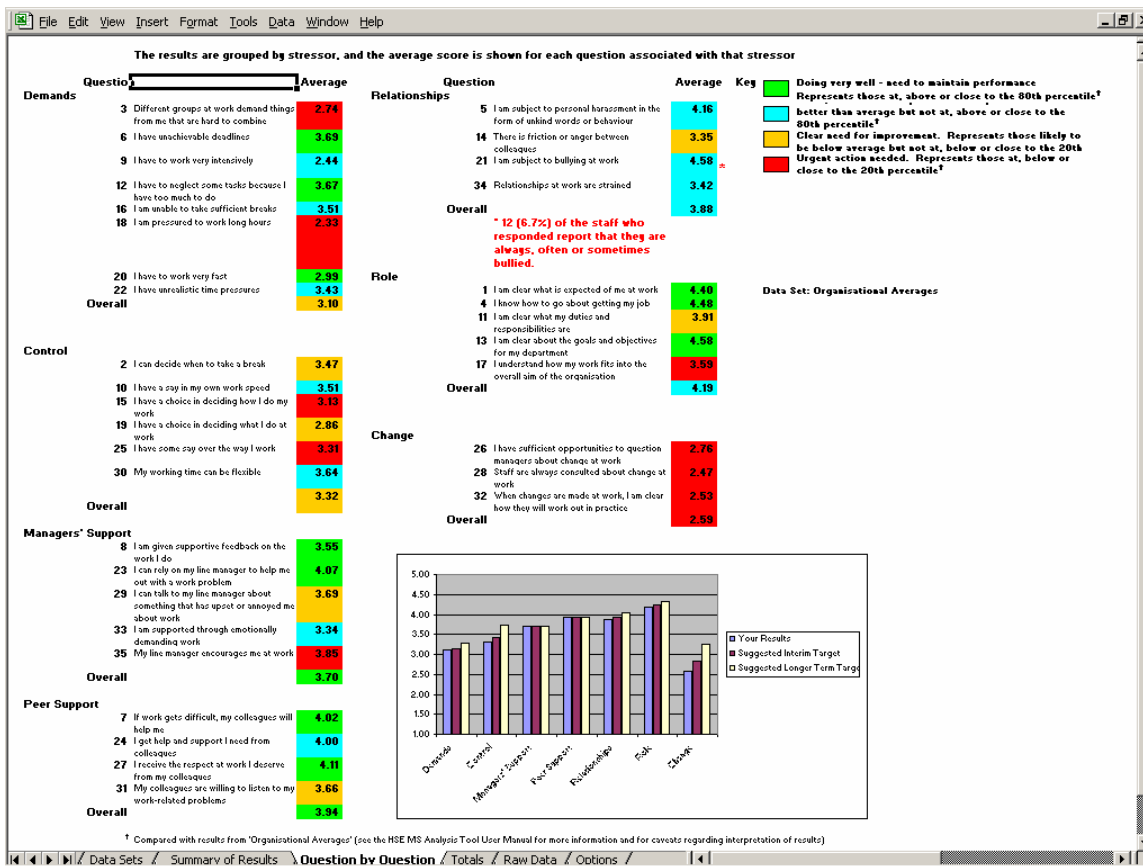


Figure 9: Question by Question worksheet – results for individual questions

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.

EXAMINING RESULTS FOR DIFFERENT CATEGORIES OF STAFF

Open the **Results analysis file** and select the **Raw Data** worksheet (Figure 10 below). 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 **Question by Question** worksheets to examine the results for the group you have selected.

Record No	Location	Grade of staff	Sex	Age	Untitled	Untitled
1	Glasgow	(All)	Male	41-50		
2	Liverpool	(Top 10...)	Female	31-40		
3	Swansea	(Custom...)	Female	51 & over		
4	Liverpool	Admin	Male	21-30		
5	Liverpool	Management	Female	41-50		
6	Swansea	Technical	Female	41-50		
7	Glasgow	(Blanks)	Male	31-40		
8	Glasgow	(NonBlanks)	Male	41-50		
9	Liverpool	Admin	Female	21-30		
10	Swansea	Technical	Female	41-50		
11	Glasgow	Admin	Male	31-40		
12	Swansea	Admin	Female	41-50		
13	Swansea	Admin	Female	41-50		
14	Swansea	Technical	Male	21-30		
15	Glasgow	Admin	Male	41-50		
16	Liverpool	Admin	Female	41-50		
17	Swansea	Technical	Male	21-30		
18	Glasgow	Admin	Male	31-40		
19	Glasgow	Admin	Male	41-50		
20	Swansea	Management	Female	31-40		
21	Liverpool	Admin	Female	51 & over		
22	Glasgow	Admin	Male	41-50		
23	Swansea	Management	Female	31-40		
24	Swansea	Technical	Male	51 & over		
25	Glasgow	Admin	Male	31-40		
26	Swansea	Admin	Female	41-50		
27	Liverpool	Technical	Female	21-30		
28	Glasgow	Admin	Male	31-40		
29	Glasgow	Admin	Male	41-50		
30	Glasgow	Admin	Male	31-40		
31	Swansea	Management	Male	41-50		
32	Glasgow	Technical	Female	31-40		
33	Glasgow	Admin	Female	31-40		
34	Glasgow	Research	Male	31-40		
35	Glasgow	Management	Female	31-40		
36	Swansea	Technical	Female	51 & over		
37	Swansea	Admin	Male	21-30		
38	Swansea	Technical	Female	41-50		
39	Swansea	Research	Female	41-50		
40	Glasgow	Technical	Female	31-40		
41	Glasgow	Admin	Female	21-30		
42	Glasgow	Research	Male	21-30		
43	Glasgow	Management	Female	31-40		
44	Glasgow	Technical	Female	31-40		
45	Swansea	Admin	Female	41-50		
46	Swansea	Technical	Male	21-30		
47	Glasgow	Admin	Male	41-50		

Figure 10: Raw Data worksheet

In the example in Figures 11 and 12 below, the **Category Filter** message above the **Key** indicates that the user has chosen to examine the results for Glasgow -based, administrative staff. It also indicates the number of such staff and the percentage they represent of the total group responding to the survey.

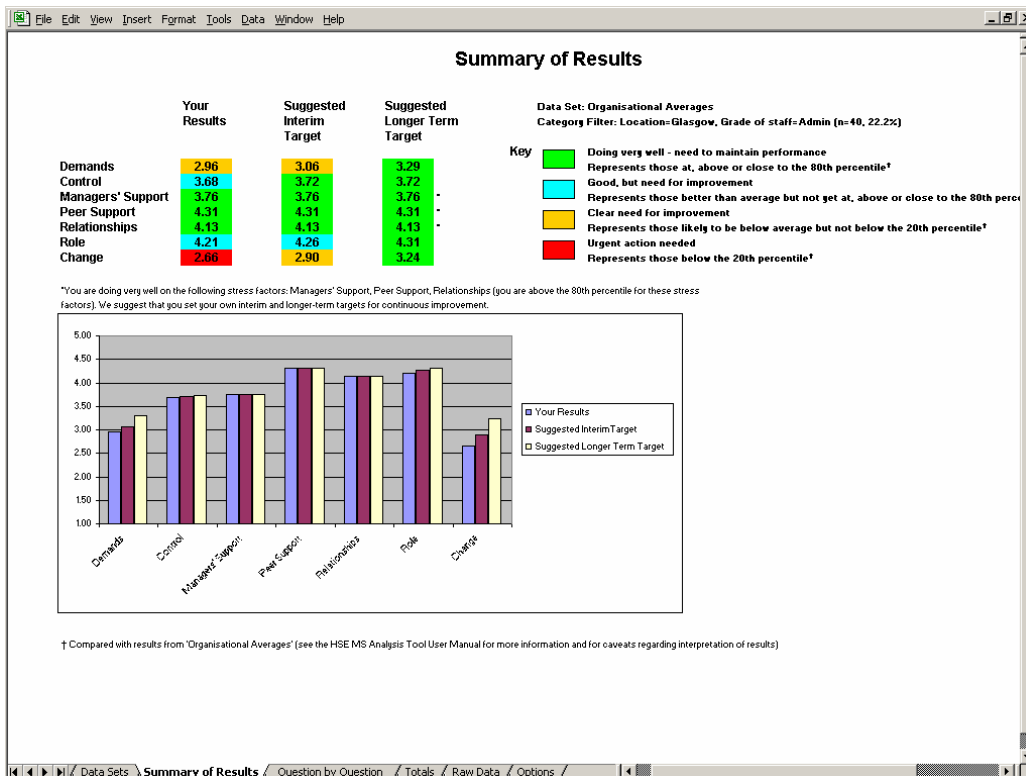


Figure 11: Summary of Results for group selected

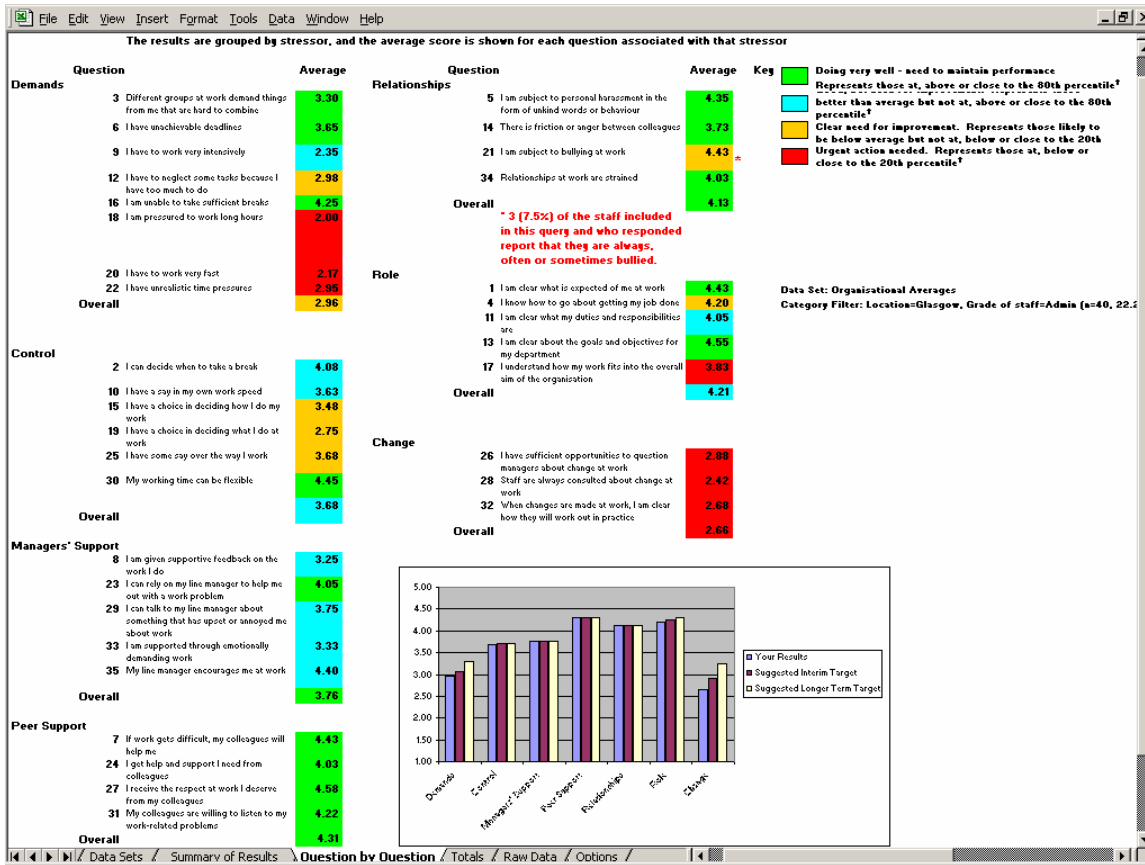


Figure 12: Question by Question worksheet for group selected

For Question 21, the worksheet highlights in red the number of staff from the group selected (plus the percentage this represents of respondents to the question from the group selected) who reported that they were always, often or sometimes bullied.

If there are fewer than 10 people in the group you have selected, the Category Filter facility will return the message in Figure 13 below:

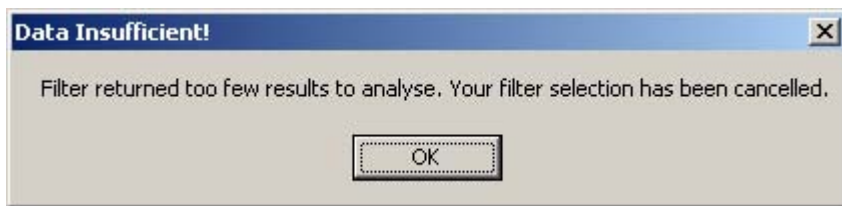


Figure 13: Fewer than 10 results for the group selected

SAVING RESULTS FOR DIFFERENT GROUPS OF STAFF

You may wish to keep all your results together in the one **Results analysis file**, or you may wish to split data to create separate files for different groups of staff.

An easy way to do this is to start by using the filter function 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. **Warning!** Please note that this process is irreversible, it is important to save the original spreadsheet first under a different name, otherwise you may lose data.

DELETING ONE OR MORE RECORDS

The **Enter Questionnaire Scores** screens allow you to delete the last record in the **Raw Data** worksheet.

In addition to this, you can delete a record or a series of records in the following way. Select the **Raw Data** worksheet from the tabs at the bottom of the screen and then select the records you wish to 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 14 below). Then select **Delete** from the **Edit** menu to delete the rows you have selected.

	A	B	C	D	E	F	G
1	Record No	Location	Grade of staff	Sex	Age	Untitled	Untitled
2	1	Glasgow	Admin	Male	41-50		
3	2	Liverpool	Management	Female	31-40		
4	3	Swansea	Technical	Female	51 & over		
5	4	Liverpool	Admin	Male	21-30		
6	5	Liverpool	Technical	Female	41-50		
7	6	Swansea	Research	Female	41-50		
8	7	Glasgow	Admin	Male	31-40		
9	8	Glasgow	Admin	Male	41-50		
10	9	Liverpool	Admin	Female	21-30		
11	10	Swansea	Technical	Female	41-50		
12	11	Glasgow	Admin	Male	31-40		
13	12	Swansea	Admin	Female	41-50		
14	13	Swansea	Technical	Male	21-30		
15	14	Glasgow	Admin	Male	41-50		
16	15	Liverpool	Admin	Female	41-50		
17	16	Swansea	Technical	Male	21-30		
18	17	Glasgow	Admin	Male	31-40		
19	18	Glasgow	Admin	Male	31-40		
20	19	Swansea	Management	Female	31-40		
21	20	Liverpool	Admin	Female	51 & over		
22	21	Glasgow	Admin	Male	41-50		
23	22	Swansea	Management	Female	31-40		
24	23	Swansea	Technical	Male	51 & over		
25	24	Glasgow	Admin	Male	31-40		
26	25	Swansea	Admin	Female	41-50		
27	26	Liverpool	Technical	Female	21-30		
28	27	Glasgow	Admin	Male	31-40		
29	28	Glasgow	Admin	Male	41-50		
30	29	Glasgow	Admin	Male	31-40		
31	30	Swansea	Management	Male	41-50		
32	31	Glasgow	Technical	Female	31-40		
33	32	Glasgow	Admin	Female	31-40		
34	33	Glasgow	Research	Male	31-40		
35	34	Glasgow	Management	Female	31-40		
36	35	Swansea	Technical	Female	51 & over		
37	36	Swansea	Admin	Male	21-30		
38	37	Swansea	Technical	Female	41-50		
39	38	Swansea	Research	Female	41-50		
40	39	Glasgow	Technical	Female	31-40		
41	40	Glasgow	Admin	Female	21-30		
42	41	Glasgow	Research	Male	21-30		
43	42	Glasgow	Management	Female	31-40		
44	43	Glasgow	Technical	Female	31-40		
45	44	Swansea	Admin	Female	41-50		
46	45	Swansea	Technical	Male	21-30		
47	46	Glasgow	Admin	Male	41-50		

Figure 14: Highlighting Row Heading numbers for deleting

If the records that you have deleted are the last records 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 **Series Fill** feature can be accessed by selecting the **Edit** menu, then selecting **Fill >, Series**.

DOWNLOADING RESULTS FROM MSQONLINE

If you are using the HSE Management Standards Analysis Tool in conjunction with MSQOnline, the online version of the HSE Management Standards Indicator Tool (see footnote re availability¹), you can download your results directly from MSQOnline into the HSE Management Standards Analysis Tool.

First, go to the **Admin Home** page of MSQOnline and make a note of the address of MSQOnline as it appears in your web browser's address bar. For example, when you are viewing the **Admin Home** page, the address might appear as **http://myintranet/msqonline/admin/admin.aspx**. In this instance, the address of MSQOnline (obtained by removing **/admin/admin.aspx**) is **http://myintranet/msqonline**.

Now go to the HSE Management Standards Analysis Tool **Options** worksheet and find the **Download** button under the heading **Download from MSQOnline** (see Figure 15 below). In the field labelled **URL**, enter the address of MSQOnline; in the example given above this would be **http://myintranet/msqonline**.

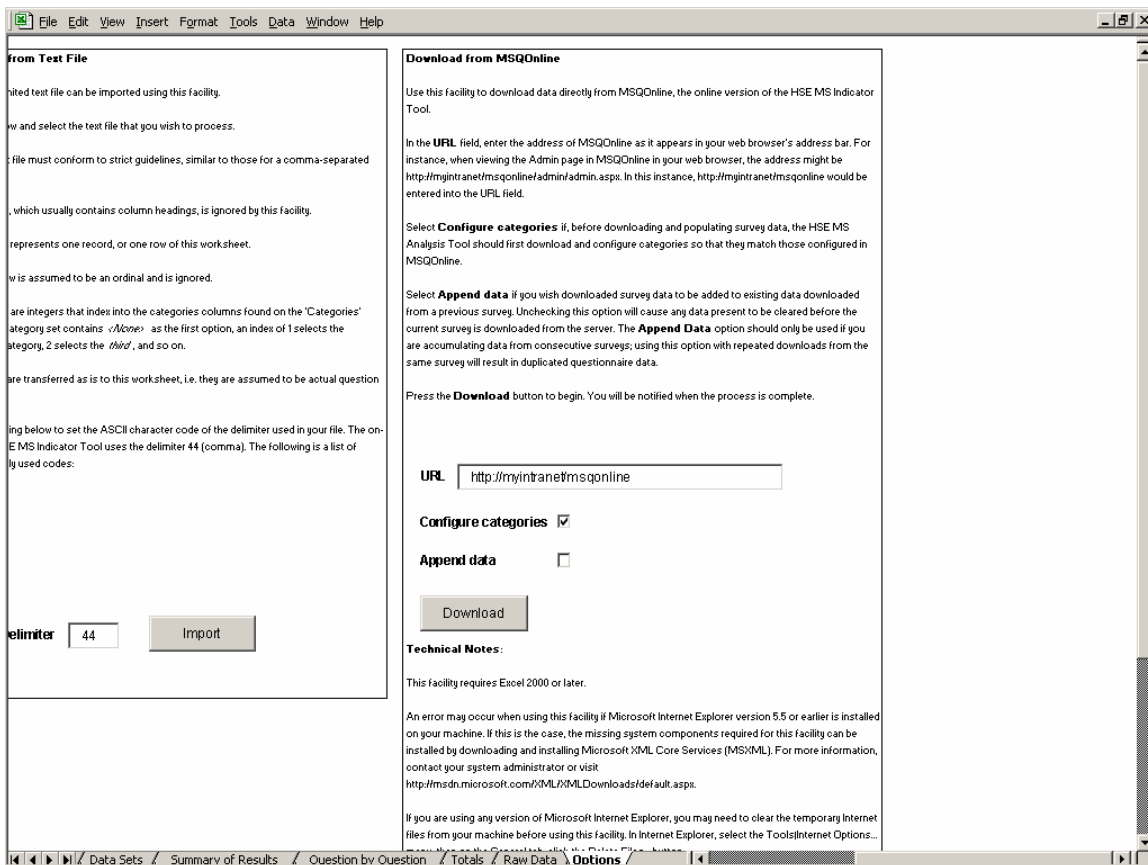


Figure 15: Downloading into Analysis Tool from MSQOnline

Before you download and populate survey data, you may wish to download and configure categories so that the categories in the Analysis Tool match those configured in MSQOnline. You can do this by selecting **Configure categories**.

¹ MSQOnline is currently being evaluated and is not yet available for general release.

If you wish to add the downloaded survey data to any existing data, select **Append data**. If you would like to clear any existing data before downloading takes place, please uncheck this option.

Press the **Download** button to begin. You will be notified when the process is complete.

Please note the **Technical notes** that appear immediately below the **Download** button.

IMPORTING CATEGORY CONFIGURATIONS AND DATA

The above method is the simplest method of downloading category configurations and survey data from MSQOnline into the Analysis Tool.

It is also possible to import category configurations and survey data from category configuration files and survey results files previously downloaded from MSQOnline. The following sections describe a number of different types of import facility supported by the HSE Management Standards Analysis Tool.

IMPORTING CATEGORY CONFIGURATIONS

If you are using the Analysis Tool in conjunction with MSQOnline (the online version of the HSE Management Standards Indicator Tool) and wish to import a category configuration using this facility (rather than using the **Download** facility described above), please ensure that you have downloaded the configuration file from MSQOnline (see MSQOnline Admin page for more information).

Go to the **Options** worksheet and find the **Import** button under the heading **Import Category Configuration** (see Figure 16 below).

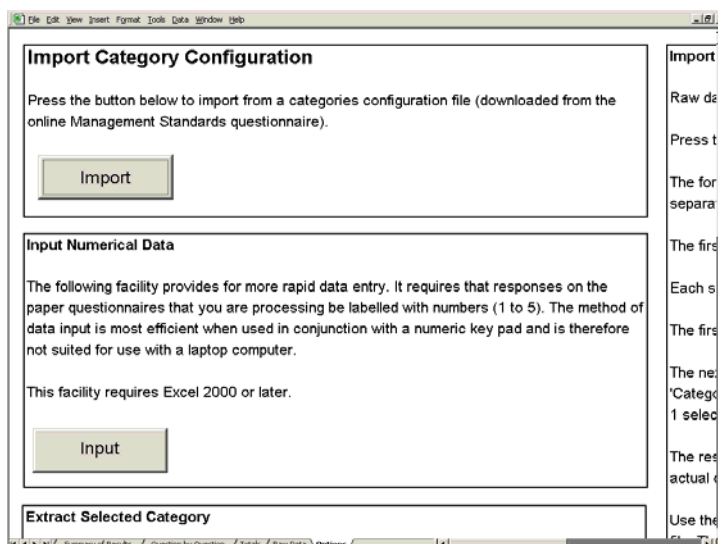


Figure 16: Options worksheet: Importing Category Configuration

Click on the button and select from the desktop the category configuration file that you wish to import (see Figure 17 below).

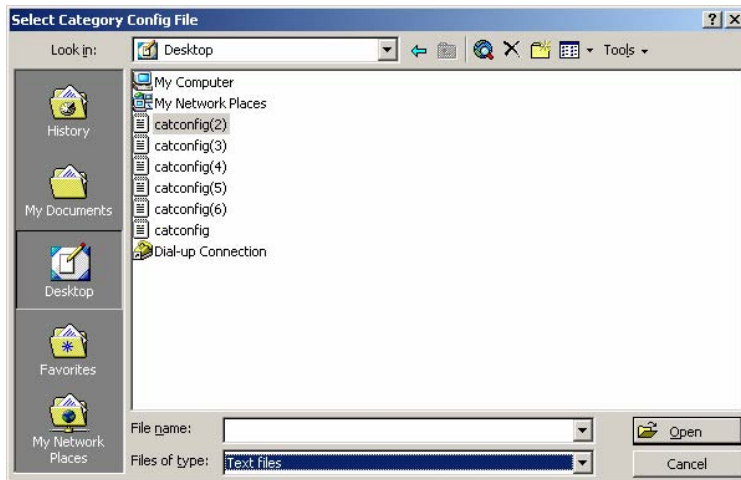


Figure 17: Selecting a category configuration file from the desktop

IMPORTING DATA

You can import and collate raw data from other copies of the HSE Management Standards Analysis Tool, from older copies of the HSE Analysis Tool or from previously saved 'Results' (CSV) files downloaded from MSQOnline (the online version of the HSE Management Standards Indicator Tool).

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

To do this, first collect all the source files you wish 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 under the heading **Import Raw Data from Excel** (see Figure 18 below). Click on 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 depends on matching column headings (e.g. 'Question 35') between source and target **Raw Data** sheets.

Warning! Depending on how many .xls files are being processed and the size of the files, importing raw data may be a lengthy operation.

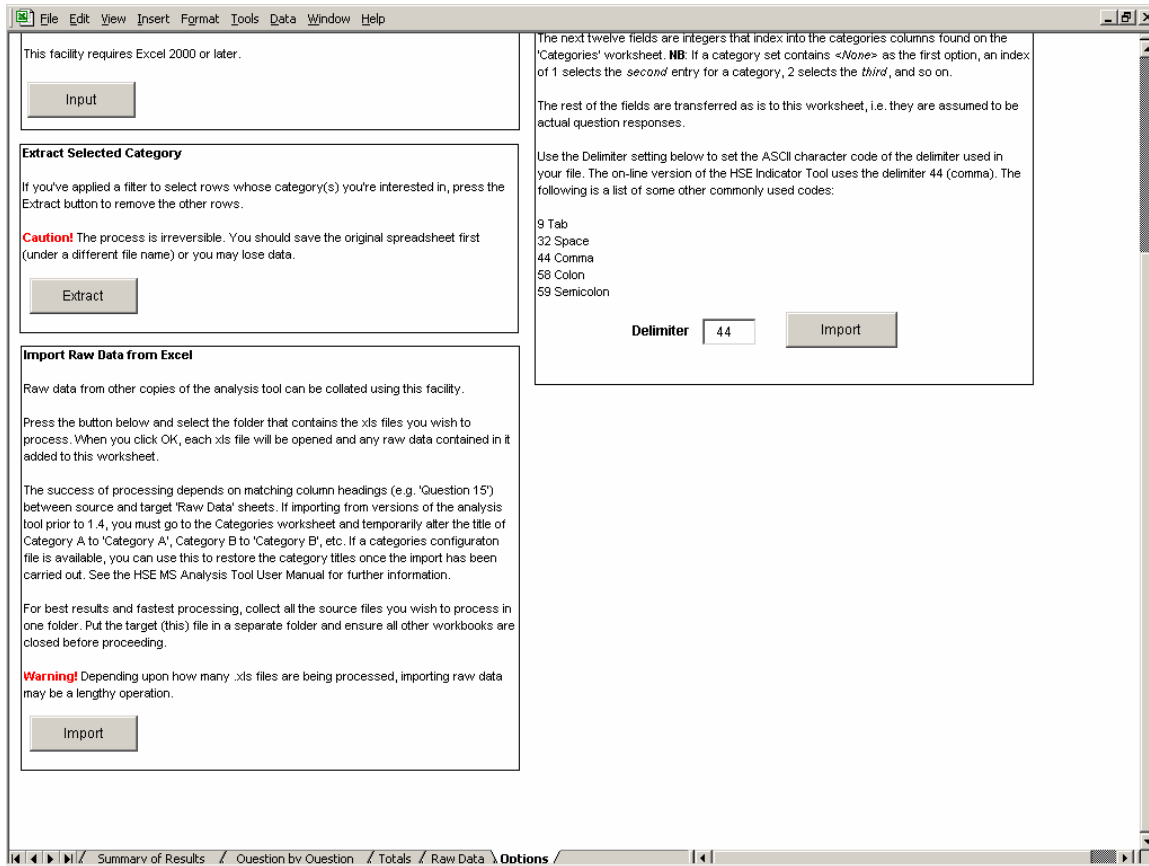


Figure 18: Options worksheet: Import Raw Data from Excel

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

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

To do this you must go to the **Categories** worksheet and alter the title of Category A to 'Category A', Category B to 'Category B', etc. (see Figure 18 above). Then follow the same procedures described in the section above to import raw data.

Once the import has been carried out, you can restore the titles of Category A, Category B, etc. to their previous titles (Location, Role, etc.). You can do this manually or, if a category configuration file is available, you can use this to restore the category titles once the import has been carried out.

The screenshot shows a spreadsheet window with the following content:

Categories

If the organisation has been categorised to provide meaningful information, e.g. by location, role or department, list the categories in the table below. Listing categories here will make them available when completing the questionnaire (see next worksheet).

Replace the identifier **Untitled** with the title of the category, e.g. 'Location', 'Role'. A category entitled **Untitled** or whose title is left blank is not considered configured by the Analysis Tool.

Use the special identifier **<None>** to avoid forcing the user to specify a given category. **<None>** must be the first item in a category list.

Note: if you are using the HSE MS Analysis Tool in conjunction with MSQOnline (the online version of the HSE Indicator Tool), please configure categories by importing the configuration from MSQOnline. See the MSQOnline Admin page and the Options worksheet for more information.

Category A	Category B	Category C	Category D
<None>	<None>	<None>	<None>
Cardiff	Admin	Female	21-30
Edinburgh	Consultant	Male	31-40
London	Management		41-50
			51-60

The spreadsheet also includes a sidebar on the right with a list of categories: **Location**, **<None>**, **London**, **Belfast**, **Edinburgh**.

Figure 19: Categories worksheet: altering category titles to import from older versions of the HSE Management Standards Analysis tool

IMPORTING DATA FROM PREVIOUSLY SAVED MSQONLINE RESULTS FILES

Go to the **Options** worksheet and find the **Import** button under the heading **Import Raw Data from Text File** (see Figure 20 below).

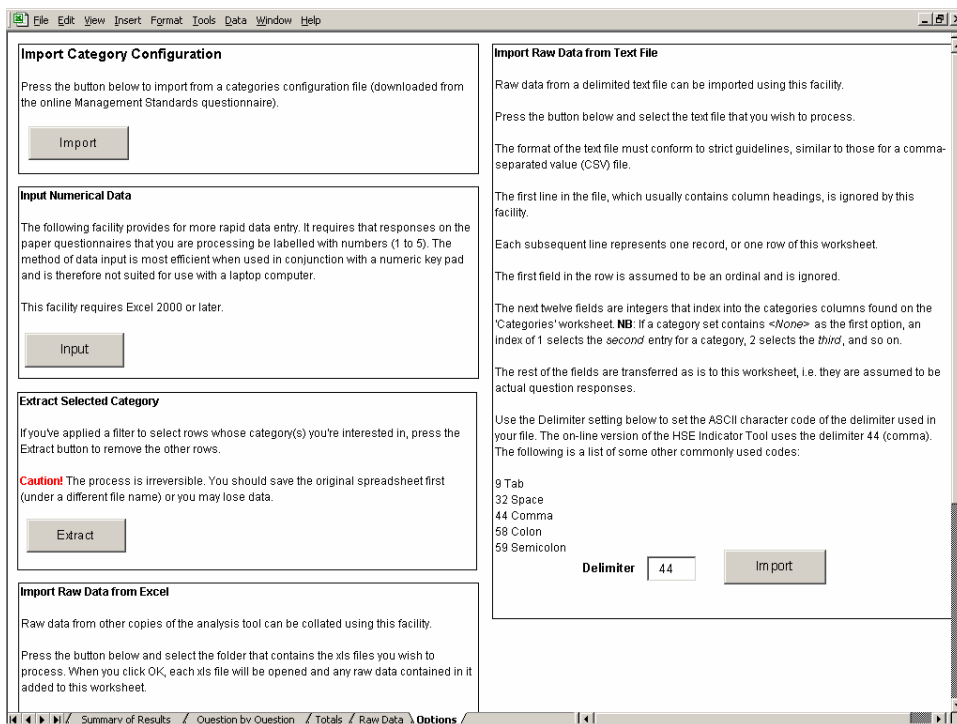


Figure 20: Options worksheet: Importing raw data from MSQOnline results (CSV) files

Click on the button and select the output file from MSQOnline. This will be a file similar to the file shown selected in Figure 21 below.

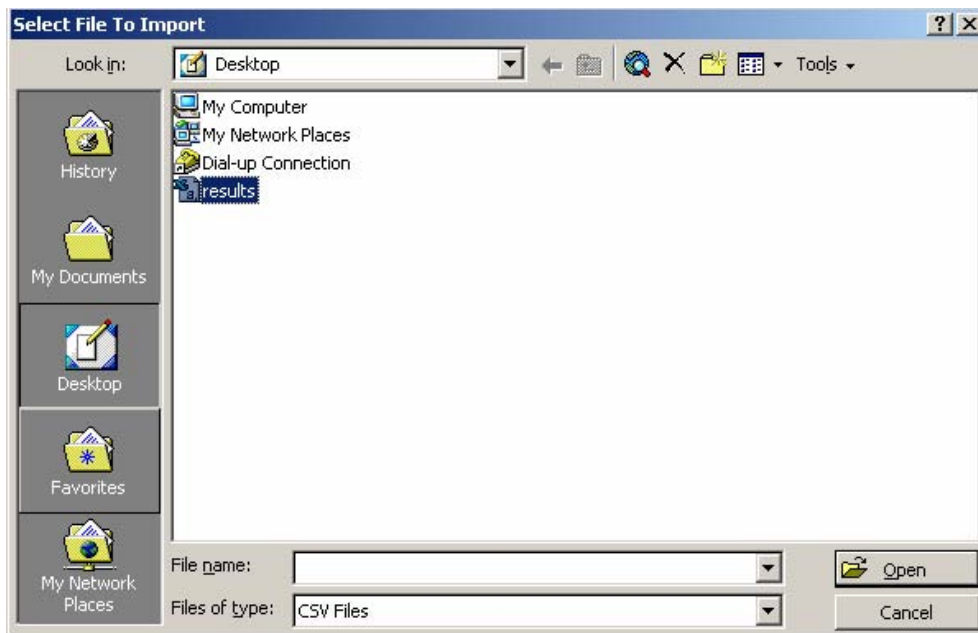
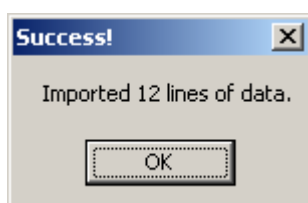


Figure 21: Selecting an MSQOnline results (CSV) file

When the import is complete, a message similar to the following will display.



IMPORTING DATA FROM OTHER TEXT FILES

The **Import Raw Data from Text File** facility on the **Options** worksheet can be used to import data from other comma separated value (CSV) files in addition to those downloaded from MSQOnline. The **Options** worksheet provides further information. More detailed information on the CSV format requirements is contained in Appendix D. This import facility can also be used to import data from text files using other delimiter settings apart from 44 (comma). The **Options** worksheet provides further information.

ADDITIONAL FEATURES

Additional features include:

- The **Totals** worksheet: a worksheet providing additional information on respondents' patterns of responses;
- An alternative method of data entry for numerical data.

TOTALS WORKSHEET

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 22 below).

Question No.	Test	Question	Response Counts [†]					Avg*	% Non-respondents	% Response Counts (excluding non-respondents)					
			1e	2e	3e	4e	5e			1	2	3	4	5	
1		I am clear what is expected of me at work	4	24	0	38	56	112	4.01	17	10.4	0.0	16.5	24.3	48.7
2		I can decide when to take a break	0	0	36	16	56	128	4.18	0.0	0.0	15.4	6.8	23.9	53.8
3		Different groups at work demand things from me that are hard to combine	0	24	14	4	138	56	3.79	0.0	10.3	6.0	1.7	58.1	23.9
4		I know how to go about getting my job done	0	0	48	0	60	128	4.13	0.0	0.0	20.5	0.0	25.6	53.8
5		I am subject to personal harassment in the form of unkind words or behaviour	0	18	0	14	114	88	4.09	0.0	7.7	0.0	6.0	48.7	37.6
6		I have unachievable deadlines	0	0	36	16	0	20	2.75	0.0	0.0	41.9	49.6	0.0	8.5
7		If work gets difficult, my colleagues will help me	0	28	22	16	0	168	4.30	0.0	12.0	3.4	6.9	0.0	71.9
8		I am given supportive feedback on the work I do	0	16	70	130	0	18	2.72	0.0	6.8	23.9	55.6	0.0	7.7
9		I have to work very intensively	0	18	34	70	98	14	3.24	0.0	7.7	14.5	23.9	41.9	6.0
10		I have a say in my own work speed	18	14	0	30	70	102	4.14	7.7	6.5	0.0	13.9	32.4	47.2
11		I am clear what my duties and responsibilities are	0	4	16	32	56	128	4.21	0.0	1.7	6.8	13.7	23.9	53.8
12		I have to neglect some tasks because I have too much to do	0	0	0	70	132	32	2.84	0.0	0.0	0.0	23.9	58.4	15.7
13		I am clear about the goals and objectives for my department	0	0	0	4	102	128	4.53	0.0	0.0	0.0	1.7	43.6	54.7
14		There is friction or anger between colleagues	0	14	4	104	98	14	3.40	0.0	6.0	1.7	44.4	41.9	6.0
15		I have a choice in deciding how to do my work	0	18	30	14	168	4	3.47	0.0	7.7	12.8	6.0	71.8	1.7
16		I am unable to take sufficient breaks	0	16	18	0	28	172	4.38	0.0	6.8	7.7	0.0	12.0	73.5
17		I understand how my work fits into the overall aim of the organization	0	18	20	14	0	182	4.32	0.0	7.7	8.5	6.0	0.0	77.8
18		I am pressured to work long hours	0	56	140	38	0	0	1.92	0.0	23.9	53.8	16.2	0.0	0.0
19		I have a choice in deciding what I do at work	16	0	18	14	116	70	4.09	6.8	0.0	6.3	6.4	53.2	32.1
20		I have to work very fast	0	18	0	84	98	34	3.56	0.0	7.7	0.0	35.9	41.9	14.5
21		I am subject to bullying at work	0	4	28	0	16	188	4.50	0.0	1.7	12.0	0.0	6.8	78.5
22		I have unrealistic time pressures	0	0	0	114	108	14	3.57	0.0	0.0	0.0	48.7	45.3	6.0
23		I can rely on my line manager to help me out with a work problem	14	0	44	60	98	18	3.41	6.0	0.0	20.0	27.3	44.5	8.2
24		I get the help and support I need from colleagues	0	0	14	30	116	74	4.07	0.0	0.0	6.0	12.8	43.6	31.6
25		I have some say over the way I work	0	0	32	14	160	98	4.04	0.0	0.0	13.7	6.0	42.7	37.6
26		I have sufficient opportunities to question managers about change at work	0	0	0	14	88	98	34	3.85	0.0	0.0	6.0	37.6	41.9
27		I receive the respect at work I deserve from colleagues	18	0	14	0	34	168	4.65	7.7	0.0	6.5	0.0	16.7	77.8
28		Staff are always consulted about change at work	0	14	18	76	70	56	3.58	0.0	6.0	7.7	32.5	23.9	23.9
29		I can talk to my line manager about something that has upset or annoyed me at work	0	0	34	60	140	0	3.45	0.0	0.0	14.5	25.6	58.8	0.0
30		My working time can be flexible	0	18	0	0	62	154	4.43	0.0	7.7	0.0	0.0	25.5	66.8
31		My colleagues are willing to listen to my work-related problems	0	18	0	48	0	168	4.28	0.0	7.7	0.0	20.5	0.0	71.8
32		When changes are made at work, I am clear how they will work out in practice	0	16	36	70	56	56	3.43	0.0	6.8	15.4	23.9	23.9	23.9
33		I am supported through emotionally demanding work	0	0	38	136	0	0	2.58	0.0	0.0	41.9	58.1	0.0	0.0
34		Relationships at work are strained	0	18	4	14	30	168	4.39	0.0	7.7	1.7	6.0	12.8	71.8
35		My line manager encourages me at work	0	14	116	70	30	4	2.55	0.0	6.0	43.6	23.9	12.8	1.7
			70	388	1020	1568	2344	2780	3.75	0.9	4.8	12.5	19.5	28.9	34.3

No. of records: 234 [†] 0 denotes no response, 1 to 5 denotes higher to lower risk.
* Average of non-zero responses only

Categorised by Factor

Enter Questionnaire Scores / Summary of Results / Question by Question / Totals / Raw Data / 14

Figure 22: Totals worksheet – results for all factors

The worksheet also provides this information broken down by individual factors (see Figure 23 below).

Categorised by Factor															
Demands															
ID	Text	Question	Response Counts					Avg	% Non-respondents	% Response Counts (excluding non-responders)					
			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	136	56	3.79	0.0	10.3	6.0	1.7	58.1	23.9
6	I have unachievable deadlines		0	0	98	116	0	20	2.75	0.0	0.0	41.9	49.6	0.0	8.5
9	I have to work very intensively		0	18	34	70	98	14	3.24	0.0	7.7	14.5	29.9	41.9	6.0
12	I have to neglect some tasks because I have too much to do		0	0	0	70	132	32	3.84	0.0	0.0	0.0	29.9	56.4	13.7
16	I am unable to take sufficient breaks		0	16	18	0	28	172	4.38	0.0	6.8	7.7	0.0	12.0	73.5
18	I am pressured to work long hours		0	56	140	38	0	0	1.82	0.0	23.8	59.8	16.2	0.0	0.0
20	I have to work very fast		0	18	0	84	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	114	106	14	3.57	0.0	0.0	0.0	48.7	45.3	6.0
			0	132	304	436	598	342	3.38	0.0	7.1	16.2	26.5	31.9	18.3
Control															
ID	Text	Question	Response Counts					Avg	% Non-respondents	% Response Counts (excluding non-responders)					
			0s	1s	2s	3s	4s			5s	1	2	3	4	5
2	I can decide when to take a break		0	0	38	16	66	126	4.18	0.0	0.0	15.4	6.8	23.9	53.8
10	I have a say in my own work speed		18	14	0	30	70	102	4.14	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	3.47	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	6.8	0.0	8.3	6.4	53.2	32.1
25	I have some say over the way I work		0	0	32	14	100	98	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	62	164	4.43	0.0	7.7	0.0	0.0	26.5	65.9
			34	50	116	88	572	544	4.85	2.4	3.6	8.4	6.5	41.8	39.7
Managers' Support															
ID	Text	Question	Response Counts					Avg	% Non-respondents	% Response Counts (excluding non-responders)					
			0s	1s	2s	3s	4s			5s	1	2	3	4	5
9	I am given supportive feedback on the work I do		0	16	70	130	0	18	2.72	0.0	6.8	23.9	56.6	0.0	7.7
23	I can rely on my line manager to help me out with a work problem		14	0	44	60	38	18	3.41	6.0	0.0	20.0	27.3	44.5	8.2
29	I can talk to my line manager about something that has upset or annoyed me at work		0	0	34	60	140	0	3.45	0.0	0.0	14.5	25.6	59.8	0.0
33	I am supported through emotionally demanding work		0	0	98	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	70	30	4	2.55	0.0	6.0	49.6	29.9	12.8	1.7
			14	30	362	456	268	40	2.94	1.2	2.6	31.2	39.3	23.4	3.5
Peer Support															
ID	Text	Question	Response Counts					Avg	% Non-respondents	% Response Counts (excluding non-responders)					
			0s	1s	2s	3s	4s			5s	1	2	3	4	5

Figure 23: Totals worksheet – results for individual factors

ALTERNATIVE METHOD OF DATA ENTRY FOR NUMERICAL DATA

This alternative data entry facility provides for 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 24 below).

Input Numerical Data

The following facility provides for more rapid data entry. It requires that responses on the paper questionnaires that you are processing be labelled with numbers (1 to 5). The method of data input is most efficient when used in conjunction with a numeric key pad and is therefore not suited for use with a laptop computer.

This facility requires Excel 2000 or later.

Extract Selected Category

If you've applied a filter to select rows whose category(s) you're interested in, press the Extract button to remove the other rows.

Caution! The process is irreversible. You should save the original spreadsheet first (under a different file name) or you may lose data.

Figure 24: 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 25 below).

Questionnaire Data Input

Use the box below to enter questionnaire categories and responses as numerical input. Separate numbers using a plus character (+). For instance, if there are three categories configured, typical input for categories would be Cats=2+9+3. Input for Q1-35 is formatted similarly except there will always be 35 numbers separated using + characters.

Enter a category option using its position in the list. For example, if your location category is set up to be to {<None>, London, Cardiff, Belfast, Edinburgh}, enter 0 for none, 1 for London, 2 for Cardiff and so on. A zero always converts to none, even if <None> is not present in a category.

If the Convert option is checked, numerical input for question responses is assumed to be 1 = Never, 2 = Seldom, 3 = Sometimes, 4 = Often, 5 = Always or 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree.

(Categories: 0/0, Responses: 0/35)

Cats=
Q1-35=

Once you have entered the data for a questionnaire, press the Parse button below. Your data will be processed and displayed. Check the output and if you are satisfied that it is correct, press the Commit button to save your inputs to the Raw Data worksheet.

Parse Reset Convert

Commit Close

Figure 25: On-screen instructions for alternative method of data entry for entering numerical data

SCREEN LAYOUT AND TITLES

Please do not change the layout on 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 spreadsheet, 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.

CONTACT HSE

If you need assistance with any aspect of MSQOnline or the HSE Management Standards Analysis Tool, or if you wish to provide feedback about your experience using these tools, please contact HSE.

To obtain technical support for issues relating to MSQOnline, or to provide HSE with welcome feedback of your experience using this software, please send a message to msqonline@hsl.gov.uk.

For technical support relating to the HSE Management Standards Analysis Tool or for any other query concerning HSE's Management Standards and supporting tools, please call the HSE Infoline on 0845 345 0055.

For more information please visit the HSE web site at <http://www.hse.gov.uk/contact/index.htm>.

TECHNICAL APPENDICES

Appendix A outlines the rationale for and implications of important changes to this version of the analysis tool viz. changes to the 'benchmarks' which underpin the colour coding in the analysis tool. Appendix B contains a brief explanation of the approach taken to the calculation of current performance and targets. Appendix C contains more detailed technical information on the basis for these calculations. Appendix D contains information on the CSV format requirements for users wishing to export data from other software applications in a format suitable for import into the HSE Management Standards Analysis Tool. Appendix E contains some known issues or frequently asked questions.

APPENDIX A

IMPORTANT CHANGES TO THE HSE MANAGEMENT STANDARDS ANALYSIS TOOL

BACKGROUND

The analysis tool allows users to assess the performance of their organisation in relation to sets of working conditions known to be potential stressors. It includes a facility to compare the organisation's results with responses from a nationally representative sample of workers taken in 2004 when the Management Standards approach was launched².

The tool assigns colour codes to seven sets of working conditions (Demands, Control, Manager Support, Peer Support, Relationships, Role and change), with the colour denoting performance relative to the responses in the national sample. The tool determines the appropriate colour by comparing the organisation's responses to 'benchmarks' in the national sample, as follows:

Green	Better than or equal to the 80 th percentile of the national data
Blue	Better than or equal to the 50 th percentile of the national data but not as good as the 80 th percentile
Amber	Better than or equal to the 20 th percentile of the national data but not as good as the 50 th percentile
Red	Not as good as the 20 th percentile of the national data

CHANGES MADE

The principles above still apply. However the 'benchmarks' which underpin the colour coding in the analysis tool, have been changed. The reasons are outlined in the box below.

When the HSE Management Standards Analysis Tool was first designed in 2004, the 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 workers.

However, it is more appropriate for organisations to compare their average results with the average results of other organisations, rather than responses from a survey of individuals. The reason for this lies in statistical theory, which dictates that the distribution of responses from individuals drawn from across a number of organisations will follow a different pattern to that of responses from individuals drawn from within a single organisation.

HSE has now gathered Analysis Tool data from 136 organisations who have completed the survey. This has been used to generate new benchmarks so that now, organisations using the tool can compare themselves directly against average results from other organisations and not against a sample of individuals.

² Health and Safety Executive (2004). Psychosocial Working Conditions in Great Britain in 2004. This was a nationally representative household survey of approximately 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.

WHAT THE CHANGES MEAN IN PRACTICE

Firstly, the new benchmarks are more appropriate than the previous benchmarks as they allow comparison of like with like. In practice, the new targets are lower and therefore easier to achieve (*see Q&A below: why are the new benchmarks lower...?*), particularly for the set of working conditions under the heading of “Role” (*see Q&A below: does this explain why my ‘role’ results came out red?*)

The tool will still allow use of the old benchmarks, with users required to select the benchmarks against which they wish to compare themselves.

HSE recommends that the new benchmarks, based on organisational data, should be used in the majority of cases. However, if you have completed a previous analysis using the old benchmarks, and wish to make comparisons between your two surveys, you *may* wish to use the same benchmarks you used previously, to allow you to assess progress.

QUESTION & ANSWER:

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

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

No, the analysis is valid. The analysis tool is designed to help point employers in the right direction when taking the important next step of talking to 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 benchmarks in a previous survey. We are now ready to run the survey again to assess progress – which benchmarks 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 benchmarks. However, if you do wish to identify changes in working conditions between the two surveys, you should use the same benchmarks for each phase. Furthermore, there is no problem with using one set of benchmarks 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 benchmark. The second set of results, and any subsequent surveys, can be compared against your first set of results if required.

Why are the new benchmarks lower than the old ones?

The answer to this lies in the differences in the statistical properties of individual data and organisation-level data. We attempt to explain in simple terms below:

In the *individual* data, the distribution of data is “skewed” in a way that means that a high proportion of respondents scored towards the upper end (most positive scores) of each scale of working conditions. So the target of being in the “best 20%” is quite high.

The average score however is a little lower because it is influenced not just by those at the top end but those who score at the lower end. Consider this set of scores: 1, 4,

4, 4, 5. Although most people scored at the top end, the average is just 3.6 because of the influence of the one low scoring worker.

In the organisational data, instead of considering individuals' scores we are looking at averages, which as shown above, tend to be lower. This means the "best 20%" of organisational averages will on the whole be lower than the "best 20%" of individual scores.

So HSE isn't just deliberately making the targets easier?

Absolutely not. The changes have been made because organisation-level data is more appropriate. Had the individual data been skewed in the other direction (most people scoring at the lower end of the scale), the changes would still have been made, and would have had the effect of making the benchmarks *harder* to achieve. HSE gains nothing from the benchmarks being changed since our own targets relate to actual incidence of ill health and not to organisational working conditions.

Does all this explain why many organisations found "Role" was scored as red?

Yes, partly it does. Unfortunately because the role scale was particularly skewed (a very high proportion of individuals score high on the scale), role was strongly affected by the difference between using organisational and individual level data. Using the new benchmarks, Role should be less likely to appear red.

ACKNOWLEDGEMENTS

HSE owes thanks to the following organisations, who have kindly provided data to enable us to update the benchmarks.

Health e-Solutions (<http://www.health-e-solutions.co.uk>) have provided one third of the data used to generate the new benchmarks. This data was collected from organisations using their *StressMeter*TM risk assessment system.

Data has also been kindly supplied by:

The University of Portsmouth, Psychology Department
(<http://www.port.ac.uk/departments/academic/psychology/>)

Health and Safety Executive, Northern Ireland
(<http://www.hseni.gov.uk>)

APPENDIX B

CALCULATION OF CURRENT PERFORMANCE AND TARGETS

‘SUMMARY OF RESULTS’ SCREEN

Each of the 35 questions in the HSE Indicator Tool relates to one of the seven stressors, which, in turn, relate to the respective Management Standards (Demands, Control, Managerial Support, Peer Support, Relationships, Role and Change). The items are based on the best available evidence linking work design to health outcomes.

The scores provided by the HSE Indicator Tool are based on employee responses to the questionnaire. They indicate how you are performing against each of the Management Standards. The scores range from 1 to 5. A lower score indicates poor performance, or a potential problem area. See *HSE Indicator Tool User Manual* for information on use of the HSE Indicator Tool and interpretation of results.

The **Your Results** column on the **Summary of Results** worksheet gives the average score for your responses to the questions that relate to each of the stressors.

The colour coding allows you to assess how you are currently performing when compared with the top 20%, average and bottom 20% of the scores in your chosen benchmark data set.

Suggested Interim Target

The **Suggested Interim Target** column gives the target score that we suggest that you aim for in the short term (for example, the next 6 to 12 months) when you next measure your performance using the Indicator Tool. It is calculated using a ‘rule of thumb’ formula that relates your scores to the scores from your chosen benchmark data set. The formula suggests that proportionately larger improvement ‘steps’ are required the lower your initial scores (compared with your chosen data set scores) and proportionately smaller improvement ‘steps’ are required the higher your initial scores.

Suggested Longer Term Target

The **Suggested Longer Term Target** represents the score for each of the stressors recorded by the top 20% of the results for your chosen benchmark data set. If you have reached this target score, we suggest that you continue to set your own targets for continuous improvement.

‘QUESTION BY QUESTION’ SCREEN

In addition to the information on the **Summary of Results** screen, the **Question by Question** screen allows you to obtain a more detailed picture. It enables you to see how the average scores of those responding to each question in the Indicator Tool compare with the average responses from your chosen benchmark data set to the respective questions. It is suggested that this may prove helpful as a prompt to discussions within focus groups but should not be interpreted as a definitive assessment of your performance.

IMPORTANCE OF CONFIRMING RESULTS WITH YOUR EMPLOYEES

As suggested at 'Step 3' of the Stress Management Standards Website ('Evaluate the risks: Explore problems and develop solutions'), we recommend that you confirm all your 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 important when you are considering responses to individual questions. The comparisons of such responses with your chosen data set results should be interpreted as 'suggestive' or as a 'prompt for discussion' only.

APPLYING THE CATEGORY FILTER TO RESULTS FOR SMALL NUMBERS OF EMPLOYEES

If you use the Category Filter facility and there are fewer than 10 people in the group you have selected, the Category Filter facility will return the message 'The filter returned too few results to analyse. Your filter selection has been cancelled'. To protect the anonymity of respondents when reporting results, the filter does not allow for analysis of results for fewer than 10 participants. However, it is possible to access such information using the **Raw Data** worksheet of the HSE Management Standards Analysis Tool. It is recommended that survey coordinators within organisations exercise discretion in providing wider access to the **Raw Data** worksheet.

Appendix C describes the technical information and procedures used in the calculation of current performance and targets for both the **Organisational Data Set** and the **2004 Survey Data Set**.

APPENDIX C

TECHNICAL INFORMATION AND PROCEDURES USED IN THE CALCULATION OF CURRENT PERFORMANCE AND TARGETS

'SUMMARY OF RESULTS' WORKSHEET – ORGANISATIONAL DATA SET

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.

Your Results

Table 2 shows the rules governing the colour coding cut-offs used in presenting the results in the **Your Results** column of the **Summary of Results** worksheet. These rules are derived from the data in Table 1.

As noted in Appendix B, it is important to confirm your organisation's survey results with your employees.

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 Results** worksheet) is compared with the percentile values and the nearest value is selected (the highest value is selected in the case of ties).
- The percentile associated with that value 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 scores that fall below the 20th percentile are always set a **Suggested Interim Target** at least equivalent to the 25th percentile score.
- If an organisation scores at or above the 80th percentile on one of the stress factors, the procedure returns a message suggesting 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 – ORGANISATIONAL DATA SET

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 data is based 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.

Note:

- Please note the caveats in Appendix B on use and interpretation of the results, particularly the results for individual questions.
- For Question 21 *I am subject to bullying at work*:
 - Please note the strong recommendation in Appendix B on the importance of confirming your survey results with your employees. Please note, in particular, the caveat regarding interpretation of results for individual questions;
 - Appendix B recommends that comparisons of such responses with the data set results should be interpreted as ‘suggestive’ or as a ‘prompt for discussion’ only;
 - If any members of staff score 1, 2 or 3 on question 21, the worksheet returns a message highlighted in red to the effect that “* x (number plus percentage of respondents) of your staff report that they are always, often or sometimes bullied.”
 - This above feature of the HSE Management Standards Analysis Tool is included in response to comments received during the Management Standards Pilots and in the course of consultations with various stakeholders. Many people considered that any level of bullying was unacceptable and that any reported bullying should be highlighted as an issue that might warrant further exploration, for example, during focus groups.

‘SUMMARY OF RESULTS’ WORKSHEET – 2004 SURVEY DATA SET

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

Your Results

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

Note:

- The survey results for the Role stress factor indicate that a very large proportion of the people responding to the national survey scored 5 on the questions relating to Role.
- One consequence of this is that an organisation may achieve what appears to be a fairly 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.
- As noted in Appendix B, it is important to confirm your organisation's survey results with your employees. This is particularly strongly recommended for results for the Role stress factor, where the national survey results are so heavily skewed.

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 80th percentile figures in Table 5.

'QUESTION BY QUESTION' WORKSHEET– 2004 SURVEY DATA SET

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, Relationships, 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.

Note:

- Please note the caveats in Appendix B on use and interpretation of the results, particularly the results for individual questions.
- For many questions it was not possible to set precise cut-offs: those provided should be interpreted as rough approximations.
- For many of the questions (including all of the Role questions and most of the Peer Support and Relationships questions) it was not possible to set any cut-offs for the 50th-80th percentile range.
- For Question 21 *I am subject to bullying at work*:
 - a score of anything less than 5 triggers a red colour-coding, since this falls below the 20th percentile of the scores recorded by the respondents to the 2004 national representative household survey (see footnote 2 Appendix A);
 - Please note the strong recommendation in Appendix B on the importance of confirming your survey results with your employees.

Please note, in particular, the caveat regarding interpretation of results for individual questions;

- Appendix B recommends that comparisons of such responses with the national survey results should be interpreted as 'suggestive' or as a 'prompt for discussion' only;
- If any members of staff score 1, 2 or 3 on question 21, the worksheet returns a message highlighted in red to the effect that “* x (number plus percentage of respondents) of your staff report that they are always, often or sometimes bullied.”
- This above feature of the HSE Management Standards Analysis Tool is included in response to comments received during the Management Standards Pilots and in the course of consultations with various stakeholders. Many people considered that any level of bullying was unacceptable and that any reported bullying should be highlighted as an issue that might warrant further exploration, for example, during focus groups.

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 < 20 th Percentile	Yellow >= 20 th & < 50 th Percentile	Aqua >= 50 th & < 80 th Percentile	Green >= 80 th 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
	< 20 th percentile	>= 20 th & < 50 th percentile	>= 50 th & < 80 th percentile	>= 80 th 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
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 < 20 th Percentile	Yellow ≥ 20 th & < 50 th Percentile	Aqua ≥ 50 th & < 80 th Percentile	Green ≥ 80 th 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 50 th -80 th 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 50 th -80 th 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 50 th -80 th 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 50 th -80 th 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 50 th -80 th 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 50 th -80 th 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 50 th -80 th percentile range
14	There is friction or anger between colleagues	< 3	≥ 3 & < 4	None	≥ 4	Not possible to set cut-offs for the 50 th -80 th percentile range
21	I am subject to bullying at work	< 5	None	None	5	Anything < 5 falls below 20 th 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 50 th -80 th 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 50 th -80 th 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 50 th -80 th 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 50 th -80 th 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 50 th -80 th 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.

APPENDIX D

CSV FORMAT REQUIREMENTS FOR USERS WISHING TO EXPORT DATA FROM OTHER SOFTWARE APPLICATIONS IN A FORMAT SUITABLE FOR IMPORT INTO THE HSE MANAGEMENT STANDARDS ANALYSIS TOOL

INTRODUCTION

This is a note for users of online data gathering software that has been used to emulate the HSE Management Standards Indicator Tool questionnaire.

Where there is a requirement to process and analyse questionnaire data using the HSE Management Standards Analysis Tool, users of the software will be required to export data from their application in a format suitable for import into the HSE Management Standards Analysis Tool. As the tool takes the form of a Microsoft Excel spreadsheet, the most suitable export format is CSV.

The HSE Management Standards Analysis Tool includes a facility for importing and processing CSV data. The processing includes validation of inputs and conversion of category indices.

FORMAT

The facility expects one or more rows in the CSV file. The first row (which is ignored) typically looks like this:

Record No,Category A,Category B,Category C,Category D,Category E,Category F,Category G,Category H,Category I,Category J,Category K,Category L,Question 1,Question 2,Question 3,Question 4,Question 5,Question 6,Question 7,Question 8,Question 9,Question 10,Question 11,Question 12,Question 13,Question 14,Question 15,Question 16,Question 17,Question 18,Question 19,Question 20,Question 21,Question 22,Question 23,Question 24,Question 25,Question 26,Question 27,Question 28,Question 29,Question 30,Question 31,Question 32,Question 33,Question 34,Question 35

Each subsequent row is ordered as follows:

<ord>, <cat 1>, <cat 2>, ...<cat n>, <resp 1>, <resp 2>, ...<resp m>

where:

ord is simply a counter, usually starting with 1.

cat is an integer that refers to an option in a set for a given category.

resp is an integer equivalent to a response number for an Indicator Tool question.

For versions of the HSE Management Standards Analysis Tool up to and including 1.3, *n* (the number of categories) is 4. For later versions, *n* is currently 12. *m* (the number of questions) is 35.

EXAMPLE

There follows an example of a typical category set-up, completed questionnaire, and resulting CSV row.

The survey coordinator requires the ability to filter data according to participants' location and pay grade. A participant can optionally not specify their location, but must specify their pay grade. In the HSE Management Standards Analysis Tool, categories would be set up like this:

Category A	Category B
<None>	Band 1
London	Band 2
Cardiff	Band 3
Belfast	
Edinburgh	

A participant completes the questionnaire online using the following responses:

Belfast
Band 1
Never
Seldom
Sometimes
Often
Always
Never
Seldom
Sometimes
Often
Always
Never
Seldom
Sometimes
Often
Always
Never
Seldom
Sometimes
Often
Always
Never
Seldom
Sometimes
Often
Always
Never
Seldom
Sometimes
Agree
Strongly agree
Strongly disagree
Disagree
Neutral
Agree

Strongly agree
Strongly disagree
Disagree
Neutral
Agree
Strongly agree

If using version 1.4 or later of the HSE Management Standards Analysis Tool, the CSV row will be this:

1,3,1,0,0,0,0,0,0,0,0,0,0,1,2,3,4,1,5,2,3,2,5,1,4,3,2,5,5,2,3,4,1,5,4,3,4,5,1,2,3,4,5,1,2,3,2,5

The first digit (1) is the ordinal and could be any positive number in a sequence.

The next 12 digits (3,1,0,0,0,0,0,0,0,0,0,0) are indices into the survey coordinators category configuration. So 3 is the third item in the location category (A), 1 is the first item in the pay grade category (B). Note that the option <None> is always identified with zero (0), as is an unused category.

The final 35 digits are question response numbers. Refer to the HSE Indicator Tool to view how these numbers equate to actual responses (the HSE Indicator Tool is available as a download at <http://www.hse.gov.uk/stress/standards/downloads.htm>). Any of these digits may be replaced by a zero (0); this would indicate that the participant did not answer the question.

Finally, note that the digits are separated using commas. Another separator may be used provided it can be represented with an ASCII code.

APPENDIX E

KNOWN ISSUES / FREQUENTLY ASKED QUESTIONS

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.

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 select 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.