



## Risk analysis psychosocial well-being at work with a focus on diversity and inclusion



*This project has received funding from the European Union's Rights, Equality and Citizenship Programme under agreement No 848519. This publication reflects the views only of the author, and neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.*

# CONTENTS

<b>INTRODUCTION TO RISK ANALYSIS</b> .....	4
<b>A. What is a risk analysis on psychosocial well-being?</b> .....	4
<b>B. Why carry out a risk analysis on psychosocial well-being?</b> .....	5
<b>C. Who should be involved in a risk analysis on psychosocial well-being?</b> .....	5
<b>D. What types of risk analysis on psychosocial well-beings are there?</b> .....	6
1. Types of risk analyses.....	6
2. General risk analysis methods.....	6
<b>E. After making an inventory comes action</b> .....	9
<b>QUANTITATIVE RISK ANALYSIS</b> .....	10
1. Appoint an organiser .....	12
2. Practical preparation.....	13
3. Announcement and invitation.....	14
4. Survey.....	15
5. Analysis and reporting .....	15
6. Feedback .....	15
7. Draw up an action plan .....	16
8. Evaluation .....	17
<b>QUALITATIVE RISK ANALYSIS</b> .....	18
<b>A. Group discussions</b> .....	18
1. Appoint an organiser .....	19
2. Practical preparation.....	20
3. Announcement and invitation.....	21
4. Group discussions.....	22
5. Reporting .....	24
6. Feedback .....	25
7. Draw up an action plan .....	25
8. Evaluation .....	26
<b>B. Individual interviews</b> .....	27
1. Appoint an organiser .....	28
2. Practical preparation.....	28
3. Announcement and invitation.....	28
4. Individual interviews.....	28
5. Reporting .....	29

6. Feedback .....	29
7. Draw up an action plan .....	29
8. Evaluation .....	29
<b>ANNEX I: QUESTIONS OF QUANTITATIVE RISK ANALYSIS.....</b>	<b>30</b>
<b>A. Positive indicators of psychosocial well-being .....</b>	<b>30</b>
<b>B. Negative indicators of psychosocial well-being.....</b>	<b>31</b>
<b>C. Resources .....</b>	<b>33</b>
<b>D. Hindrances .....</b>	<b>40</b>
<b>E. Specific questions diversity and inclusion.....</b>	<b>43</b>
<b>ANNEX II: QUALITATIVE RISK ANALYSIS CHECKLIST .....</b>	<b>49</b>
<b>A. Psychosocial risks at work .....</b>	<b>49</b>
<b>B. Psychosocial well-being at work .....</b>	<b>54</b>
<b>C. Psychosocial well-being at work .....</b>	<b>55</b>
<b>ANNEX III: REPORTING TEMPLATE.....</b>	<b>57</b>

# INTRODUCTION TO RISK ANALYSIS

## A. What is a risk analysis on psychosocial well-being?

A risk analysis on psychosocial well-being **maps** out the **psychosocial risks that exist** within an organisation. Psychosocial risks at work include professional risks that may cause employees **psychological and physical harm**. Such risks can also have an **impact** on **safety at work** and **performance** of employees and the organisations to which they belong.

The foundation of such risks usually lie in the **work organisation** (e.g. communication, participation in decision-making), **job content** (e.g. work pressure, autonomy), **employment conditions** (e.g. remuneration, training opportunities), **working environment** (e.g. physical requirements, noise) and the **work relations or interpersonal relationships** (e.g. conflicts, social support) at work. These are also referred to as the five domains of work.

Stress, burnout, bullying, violence and sexual harassment are some of the manifestations of psychosocial risks that can represent a **significant cost** for employees, the company, and society in general.

**Diversity and inclusion** are also considered **important topics** as part of a risk analysis on psychosocial well-being. This includes the impact of **bullying** as a result of **discrimination** based on one or more grounds for discrimination, such as age, gender or sexual orientation. This in turn has an impact on the psychosocial well-being of the employees concerned.

A risk analysis on psychosocial well-being is made up of three steps and may be carried out with an external psychosocial well-being expert:



## B. Why carry out a risk analysis on psychosocial well-being?

It is important to **investigate any psychosocial risks** so an organisation can take **preventive action and reduce – or even put a stop to – any dynamics that may have a detrimental effect**. A risk analysis on psychosocial well-being allows an organisation to flesh out its own welfare policy. Organisations that invest in well-being are one step ahead. When **employees feel happy** at work, this also has a **positive effect** on the **organisation**. This may be expressed in a lower staff turnover rate, fewer staff taking sick leave, higher productivity, and more creativity and innovation. Organisations then have another selling point to attract and retain the varied profiles they are looking for in the war for talent on the labour market.

Furthermore, organisations have a legal obligation to take the necessary **measures to prevent psychosocial risks at work, to prevent any damage resulting from these risks or to limit such damage**.

This legal obligation originates from the European Framework Directive 89/391/EEC<sup>1</sup> on the introduction of measures to encourage improvements in safety and health at work. This European Directive was then transposed into national law by the various Member States.

## C. Who should be involved in a risk analysis on psychosocial well-being?

A risk analysis is a process that doesn't stop once the psychosocial risks and consequences have been identified. That's why it is essential that such an assessment is **followed up properly** by the organisation, even if an external partner is involved in carrying out the analysis. This can be done using a **working group** on psychosocial well-being, for example, which can provide support for the risk analysis on psychosocial well-being.

Who should be part of this working group?

- **Employees (or employee representatives):** "Nothing about us without us." When it comes to employees' psychosocial well-being, it is important that they are involved as key partners.
- **Organisation representatives (management, board, etc.):** They also have an important role to play here, and not just because they are responsible for creating a safe and healthy working environment for their employees. They will also sponsor this project.
- **Other players who are directly or indirectly involved in psychosocial well-being at work:**
  - HR / personnel department
  - Confidential counsellor

---

<sup>1</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1615985898418&uri=CELEX%3A31989L0391>

- Members of senior management
- Prevention advisor for occupational safety
- Prevention advisor on psychosocial aspects
- Occupational physician

In smaller organisations, it may not be feasible to put together an entire working group. However, it is important to entrust this task to more than one person. After all, the greater the number of people involved, the better, as continuity could be compromised if the one person in charge were to leave.

## D. What types of risk analysis on psychosocial well-beings are there?

### 1. Types of risk analyses

- **General risk analysis**

This risk analysis is often carried out before psychosocial risks arise, with the aim of **identifying situations in a preventive manner** that could lead to psychological stress and preventing psychosocial risks. As an example, an organisation can use a risk analysis to screen the extent to which an organisation is committed to diversity and inclusion (the greater the extent, the lower the risk of discrimination) and whether employees experience disadvantage or discrimination.

- **Risk analysis of a specific work situation**

This risk analysis is carried out if repeated incidents of a psychosocial nature occur in a team, department or service. Such examples include signs of conflict or harassment, whether this is linked to discrimination or not.

In the following discussion, we will limit ourselves to the general risk analysis.

### 2. General risk analysis methods

There are two methods available for carrying out a general risk analysis: the quantitative and qualitative methods.

Both methods deal with **similar themes** in terms of **content**. For example, in addition to the five domains of work and the consequences of psychosocial risks, the extent to which employees experience discrimination and the extent to which an organisation is committed to diversity and inclusion are also assessed. In this way, the general risk analysis will be extended to include the theme of diversity and inclusion in order to deal with this theme in greater depth.

**The way in which assessments are carried out differs** between the two methods, with each having its advantages and disadvantages. There is no best method – you should choose the method that best fit your organisation.

- **Quantitative method**

The quantitative method uses a **survey** to examine how employees score on the various topics asked and investigate how different psychosocial risks can lead to a reduction in psychosocial well-being among employees.

This method is recommended for larger organisations (possible from 50 employees upwards; recommended from 500 employees), in organisations with a closed communication culture or in organisations where the themes need to be ‘objectified’.



Some of the advantages of this method can be found below:

- Standardised questionnaire: employees receive the same questions and response options
- Wide reach: all employees can complete the questionnaire
- Anonymity: when answers are collected by an external partner, anonymity of the answers can be guaranteed
- 'Objective' results: results can be quantified in tables and graphs
- Option to use internal benchmarking: compare departments or services, or make comparisons based on age or gender

- **Qualitative method**

A qualitative approach is based on **individual interviews** or **group discussions** and is a bottom-up approach. In addition to **identifying risks, measures** to improve well-being are sought immediately. Employees think about potential actions and solutions.

This method is recommended in smaller organisations (with fewer than 50 employees), in organisations with an open communication culture, and in organisations where people want to generate support for measures quickly.



Several options are available under the qualitative method:

- a. **Structured or open discussions**

**Structured discussions:** The advantage of this method is that issues are not forgotten or omitted – they are fixed in advance with a checklist being used, for example. Another advantage is that the discussion does not stall quickly. Annex II contains a checklist you can use for structured discussions.

**Open discussions:** This method will get to the heart of the matter faster, provided that employees are aware of all the bottlenecks and articulate enough to name them.

- b. **Group discussions or individual interviews**

**Group discussions:** Group discussions encourage participants to come up with a shared vision of their own situation and potential solutions. It is important to create a safe environment to enable people to speak freely.

**Individual interviews:** Employees will sometimes find it easier to speak freely during individual interviews. However, the information gathered and any collective findings from the conversations must be communicated back to

the group by the interviewer to form a shared picture and draw up a joint action plan.

Some of the advantages of this method can be found below:

- High levels of participant involvement leads to greater ownership and engagement
- Any issues are discussed in the employees' language
- Individual and unique topics and areas for improvement can emerge
- Participation in decision-making and dialogue are positive interventions that can increase psychosocial well-being
- Ideas for measures are generated immediately

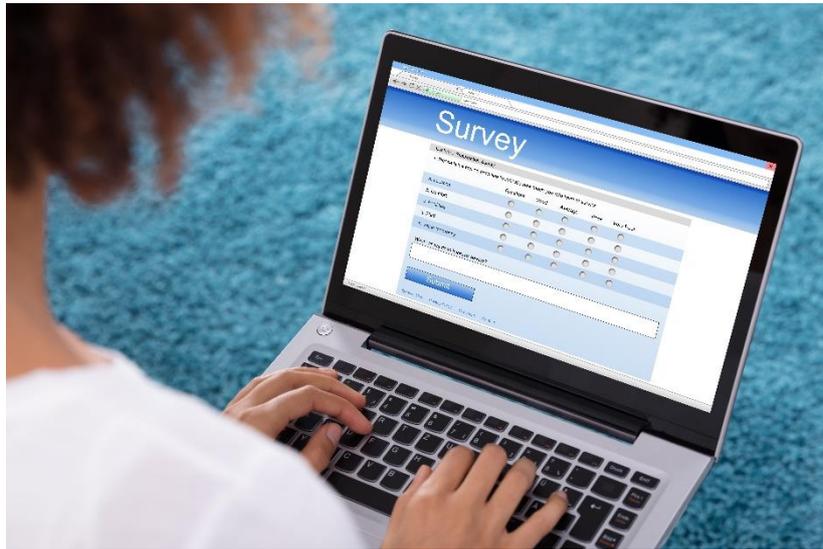
## E. After making an inventory comes action

By way of conclusion, we would like to stress that mapping out the risks is not the goal in itself, and is only one step in the process.

The phase that comes before mapping out risks, for example, is key to creating support for the inventory, with a focus on communicating to employees the goal and working methods.

After collecting information through the survey, the emphasis is on determining actions that need to be retained and adapted where necessary. This requires great alertness on the part of organisations in order to properly embed follow-up of actions in existing structures and to involve as many employees as possible.

## QUANTITATIVE RISK ANALYSIS

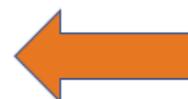
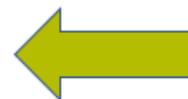


Below you will find a **step-by-step guide** of how to carry out a **quantitative risk analysis** of psychosocial aspects **with a focus on diversity and inclusion**. Annex I contains a questionnaire you can use to carry out the risk analysis independently. This annex also contains more information on the themes surveyed and how to analyse the result.

In this questionnaire, some **key topics** were included that relate to the **psychosocial risks** within your organisation and to their consequences. In addition, questions were added that explore the **diversity and inclusion policies** of your organisation as well as the extent to which employees **feel discriminated** against at work.

The theoretical framework we used for this questionnaire is the **Job Demands - Resources model** (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001). This model states that employees' psychosocial **well-being or ill-being** is determined by job characteristics that we can subdivide into hindrances and resources. Hindrances are factors that demotivate employees and demand energy from them. Resources are factors that motivate employees and give energy to them. **Hindrances and resources** influence the psychosocial well- or ill-being of employees. Here, a feedback loop can also occur, where psychosocial well- or ill-being can feed the hindrances and resources.

Below you can find a **schematic overview** of this theoretical framework, with the different concepts from the questionnaire that can be placed under it. The concepts in bold and in italics are concepts that refer directly to diversity and inclusion. These concepts mainly relate to discrimination in the organisation, the diversity climate within the organisation and the role of the leader or supervisor.



Questionnaire research examines how employees score on various surveyed themes. In addition, it can also be used to examine how different psychosocial risks may lead to reduced psychosocial well-being among employees.

The questionnaire from Annex I can be conducted among employees on your organisation's own initiative or in collaboration with an external partner. An in-house platform, the platform of the external partner or Google Forms, for example, can be used. Google Forms is a free platform that offers the possibility to conduct the questionnaire, create simple graphics and download the data in Excel-format. How to specifically analyse the data is explained in Annex I.

But before you actually start conducting the questionnaire, it is important to have a clear view of the different steps.

These steps are as follows:

1. **Appoint an organiser**
2. **Practical preparation**
3. **Announcement and invitation**
4. **Survey**
5. **Analysis and reporting**
6. **Feedback**
7. **Draw up an action plan**
8. **Evaluation**

## 1. **Appoint an organiser**

- It is recommended to set up a **working group** that offers **advice and support** in practical development and in subsequent actions. Potential **members** of such a working group are:
  - Employees (or employee representatives)
  - Organisation representatives (management, board, etc.)
  - HR / personnel department
  - Confidential counsellor
  - Members of senior management
  - Prevention advisor for occupational safety
  - Prevention advisor on psychosocial aspects
  - Occupational physician

- An **existing working group** such as a safety working group or a working group on employee well-being may also take on this role.
- It is also important to appoint an organiser, who receives the mandate from the management to work on this, and who keeps everything on track.
- Decide in the working group whether the survey can be organized internally. Look together at who and what is needed to go through the entire process. If the survey cannot be organised internally, select a reliable external partner to realise the survey together.

## 2. Practical preparation

- **General:**
  - Check whether the questionnaire is **appropriate** for your **organisation**. For example, check whether the questionnaire is sufficiently clear for all employees. Are adjustments needed in the wording to further clarify things or put them in the context of your organisation? Are there any themes that are missing?
  - Look at whether you would also like to see the results analysed according to **subgroups**. E.g. different services, different functions, gender, .... Make sure employees categorize themselves into one of these groups in the questionnaire. It can also be interesting to compare employees who do or do not feel discriminated. This can be done by creating subgroups based on the answer to the discrimination questions.
  - Decide **how** and **in what format** (e.g. using which platform) the questionnaire will be provided to the employees.
  - **Involve all employees** within the organisation in order to increase everyone's involvement and willingness to take action. An important advantage of a quantitative risk analysis is its wide reach: all employees can fill out the questionnaire.
  - Determine who will be the **contact person** for employees in case of questions. Always have an internal contact person, even when working with an external partner. Make sure you have a single-point-of-contact with the external partner for questions.
  - Think **in advance** about the **next steps** after completing the questionnaire. To whom and in what way will the results be fed back? What will be done with the results?
- **In case of internal data collection:**
  - Take enough time to **test** the questionnaire extensively, and try out some visualizations beforehand.

- **Anonymity** is very important when conducting the survey internally. Make sure that employees cannot be identified based on their answers. Make a **conscious selection** of the subgroups (e.g. service only).
- **In case of data collection by an external partner:**
  - Find a **reliable partner** who has experience in conducting questionnaires.
  - Make **clear agreements** about the content of the questionnaire and the way in which the data will be visualized.

### 3. Announcement and invitation

- We recommend **communicating and raising awareness** of this risk analysis on psychosocial aspects on an ongoing basis.
- Determine **how and when** employees will be invited to the survey:
  - What are the usual **communication channels** within the organisation (email, intranet, briefings during staff meetings)? There's no harm in sharing communications and raising awareness about the risk analysis through different channels.
  - Decide on the **content** of the invitation. Targeted questions include the following:
    - Why is this questionnaire being conducted?
    - What is the questionnaire about?
    - How much time does it take to complete the questionnaire?
    - How can employees complete the questionnaire?
    - Until when do employees have time to complete the questionnaire?
    - Is it anonymous?
    - Who is the contact person for questions?



#### **Frequently asked questions from employees**

- What will the questionnaire be about?
- Is it anonymous? What will happen to my data?
- What will happen with the collected information after the survey?
- How will I be kept informed?

Make sure everything is clear and try to answer these questions before they are asked.

## 4. Survey

**Communication and further awareness-raising** can also be used during the period in which employees fill out the questionnaire. Encourage employees to participate in the survey. The more employees participate in the survey (the higher the response rate), the more reliable the final result.

## 5. Analysis and reporting

- **For internal data collection:**
  - **Analyse** the data of the risk analysis using the guidelines described with the scales in Annex I. Calculations and visualizations can be made within Google Forms or Excel. A statistical software program such as SPSS can also be used.
  - For the **scores** of the scales you can calculate the scale averages or percentages of employees with a high or low score on that scale.
  - In addition, you can also examine the **relationship** between hindrances and resources on the one hand and indicators of well-being or ill-being on the other. This can be done using correlations. A positive correlation here indicates a parallel relationship (e.g. the higher the score on one variable, the higher the score on the other variable) and a negative correlation indicates an inverse relationship (e.g. the higher the score on one variable, the lower the score on the other variable).
  - You can start to determine **priorities** based on the scale scores and correlations. E.g. a combination of a poor scale score and a correlation with different factors can be appointed as a priority point of attention. In addition, it is also recommended to continue to focus on assets (e.g. combination of a good scale score and a correlation with different factors).
  - Make sure that the results are prepared in a clear and comprehensible way for feedback to the rest of the organisation.
  
- **In case of external data collection:**
  - Make sure you have a good understanding of the external partner's reporting.
  - Try to immediately make the translation to the own context.

## 6. Feedback

- Once the results are known, they must of course also be **fed back**. Decide how this works best within your organisation:
  - How will the board / management be informed of the results?

- How will be employees informed of the results?
- What happens to the results once they are known?
- How do employees stay informed?
- It is preferable to think about this **in advance** and to include this in a **communication plan**. In this way, the communication can also include a time line.
- **Give feedback** on the results **to all employees**. Check whether employees **recognise** themselves in the results.
- Combine the feedback of the results to the employees with a **workshop**, if necessary, in order to determine **points of action** together. In this way the action plan is shaped by all employees and support for the action plan will also be greater.

## 7. Draw up an action plan

The **results and proposals for improvement** (which emerged from various partners within the organisation) serve as a **starting point** for drawing up an **action plan**.

The various actions can be divided into **four categories**:

Quick wins (actions in the very short term)	Short-term actions
Long-term actions	Unachievable actions

Try to describe the **actions as specific as possible**. The **SMART methodology** can help with this.



### SMART principle

**S**pecific: Is the solution specific?

**M**easurable: Can the solution be measured or observed?

**A**cceptable: Is the solution acceptable to the group and/or management?

**R**ealistic: Is the solution feasible?

**T**ime-related: When should the solution be achieved?

- It is recommended that a **(partial) action plan is explained in feedback** to employees. As a minimum, it is recommended that when the results are reported to employees, it is stated how the results will be translated into action, such as setting up a working group for the risk analysis, discussing the results in teams, etc. Involve employees in

an active way in drawing up the action plan. E.g. by organising a workshop to determine points of action together (see also step 6).

- **Communicate regularly** about the implementation and follow-up of actions, so that employees remain in touch with the process and feel that their input leads to action.

## 8. Evaluation

The **process** can be **evaluated** once the risk analysis has been completed.

- Go through the various steps. Did they go as planned? What went well, and what didn't? What can we learn for the next time?
- Do not forget to explain the risk analysis and the measures in an action plan for your organisation!
- Try to continue embedding your actions in work processes, such as during performance review meetings. Areas for improvement arising from the risk analysis can be followed up further.

Below are some examples of (general) measures. It is best to make these as specific as possible to your organisation (see also the SMART principle).



### Example measures

- Allow flexible working hours and a flexible work locations
- Adjust meetings in terms of content, timing, etc.
- Reassess or clarify the organisation's mission and vision
- Review task allocation
- Offer specific training courses
- Establish team-wide agreements
- Develop support channels for employees
- Etc.

# QUALITATIVE RISK ANALYSIS

Below you will find a **step-by-step guide** of how to carry out a qualitative risk analysis of psychosocial aspects with a focus on diversity and inclusion. Annex II contains a checklist you can use to carry out the risk analysis independently.

This checklist contains the **topics** related to **psychosocial risks** within your organisation (work organisation, job content, employment conditions, working environment and work relations or interpersonal relationships) and the consequences thereof (such as stress or undesirable and unacceptable behaviour at work).

It also includes questions to assess your organisation's **diversity and inclusion policy** as well as the extent to which employees **feel that they are being or have been discriminated** against at work. We will explain this separately for the methods relating to **group discussions** and **individual interviews**.

## A. Group discussions

During group discussions, employees complete the **checklist** (in advance if required) to provide an initial overview of the **resources and hindrances** in their work situation. This is followed by a **group discussion** to shed further light on these issues and to seek **potential suggestions for improvement**.



The checklist is ready to use. However, before using it in practice, it is important to keep the **various steps** in mind.

These steps are as follows:

1. **Appoint an organiser**
2. **Practical preparation**
3. **Announcement and invitation**
4. **Group discussions**
5. **Reporting**
6. **Feedback**
7. **Draw up an action plan**
8. **Evaluation**

### 1. **Appoint an organiser**

- Decide in advance **who** will organise the group discussions based on the checklist. It is best to choose someone within the organisation who **is seen as credible and trustworthy** and handles information confidentially.
- It is also possible to set up a **working group** that offers **advice and support** in practical development and in subsequent actions. Potential **members** of such a working group are:
  - Employees (or employee representatives)
  - Organisation representatives (management, board, etc.)
  - HR / personnel department
  - Confidential counsellor
  - Members of senior management
  - Prevention advisor for occupational safety
  - Prevention advisor on psychosocial aspects
  - Occupational physician
- An **existing working group** such as a safety working group or a working group on employee well-being may also take on this role.

## 2. Practical preparation

- Check whether the checklist **applies** to your organisation.
  - Is it possible to organise group discussions? Do we have the time and space to do so? Will employees be open to the idea? Can we physically organise these safely? Is an online alternative possible?
  - In the event of serious relational conflicts, a group discussion may not be the safest option. In that case, it may be wise to bring in an external moderator. Using the quantitative method is another alternative.
  - Check whether the checklist is sufficiently clear to all employees. Are changes required to wording to make things even clearer or adapt them to your organisation's context?
- **Involve all employees** within the organisation to increase everyone's commitment and willingness to take action. If this is not possible, you can also choose to organise group discussions with a representative sample of employees.



### **Group composition for group discussions: employees chosen at random, key figures or a mixed group?**

The groups can be composed of **employees chosen at random** (a random sample). Make sure that the sample is representative of the employees within the organisation, for example by inviting employees from different departments at random.

Alternatively, you can select **a number of key figures** (such as an existing representative working group). However, it is important that all voices within the organisation are represented in such group.

In the best-case scenario, **all employees** (from lower levels to all managerial levels) are invited to take part in the group discussions. The higher the number of employees involved, the greater the support and commitment there will be to shape an action plan together. However, this is not always practical or feasible.

- Decide **who the moderator will be** during the group discussion. They should lead the conversation and can also take notes during the discussion.
  - Can anyone within the organisation take on this task (such as a member of the working group on employee well-being, a confidential counsellor or someone from the HR department)? Or is it best to bring in an external moderator?

- If an internal member of staff takes on this task: Is this person seen as credible within the organisation? Will employees want to confide in this person even when their colleagues are present?
- Who will take care of the final elements of reporting? Will someone be appointed to write the report, in addition to the moderator?
- A group of **up to 15 people** is recommended to optimise interaction during a group discussion. As the moderator, try to get everyone involved in the discussion.
- **How long** does a group discussion last?

Schedule a minimum of 2-3 hours for groups of up to 8 people, and a minimum of 3-4 hours for groups of more than 8 people. This time is necessary for going through the checklist, including the questions on diversity and inclusion. Make sure you build in enough time for breaks.

### 3. Announcement and invitation

- We recommend **communicating and raising awareness** of this risk analysis on psychosocial aspects on an ongoing basis.
- Determine **how** employees will be invited to group discussions:
  - What are the usual **communication channels** within the organisation (email, intranet, briefings during staff meetings)? There's no harm in sharing communications and raising awareness about the risk analysis through different channels.
  - Decide on the **content** of the invitation. Targeted questions include the following:
    - What can employees expect?
    - Where will the group discussion take place?
    - Who will moderate the discussion?
    - Who is the contact person for questions?
    - Do employees need to prepare the checklist?



### *Frequently asked questions from employees*

- What will the discussion be about?
- Is it anonymous? What will happen to my data?
- What will happen with the information collected after the discussion?
- How will I be kept informed?

Make sure everything is clear and try to answer these questions before they are asked.

- It is advisable to **inform all employees** throughout the organisation, even if only some of them will take part in the group discussions.
- If you opt for a sample (i.e. randomly selected employees): explain clearly how this sample is selected. This is best done using objective factors (such as age, seniority, position, gender, etc.) with a good mixture and ratio (if there is a 60/40 ratio of men to women within the organisation, also use a 60/40 ratio in the sample). If an external specialist or moderator is involved, they can select the sample. It is important that employees do not feel that 'targeted' choices have been made, such as the employees who are least critical of the policy or particularly new employees.

## 4. Group discussions

### *Complete the checklist*

- Before the group discussion starts, the **checklist must be completed** by all participants.
  - Ask everyone to go through all the statements and indicate whether they agree, partly agree, partly disagree or disagree. They can also mark statements as not being applicable.
  - You can opt to have participants complete the checklist in advance. In that case, we recommend explaining the reasons for completing the checklist as well as the checklist itself no later than two weeks before the discussion.

### *Decide on discussion items*

- The **completed checklist** can serve as a **starting point** for the qualitative discussion.
- You can also choose to only discuss the statements in the group that **stand out both positively and negatively** for the participants. Participants can use the checklist to

indicate their top three 'positive' and top three 'negative' statements on paper or on (coloured) post-its, for example.

- Make sure that a number of **statements on diversity and inclusion** are also discussed within the group.

### *Group discussion*

- The **discussion items chosen** will determine the **guiding principles** of the discussion.
  - Using the top three method, the moderator can group the answers into similar post-its, for example, or by writing down the most common answers on a flipchart. Each cluster can then be discussed.
  - When using the full checklist method, the group discussion can be structured using the five domains of work (as grouped on the checklist).
- It is also possible to split the group up into **smaller groups**. Each group then discusses a specific domain of work, with each group adding only the most important statements to the flipchart. Each group discusses all domains of work over an allotted period, and the results are then reviewed in the group as a whole.
- Make sure that a number of **statements on diversity and inclusion** are also covered during the discussion. An alternative is to discuss this as a separate topic (in addition to the five domains of work).
- It is important to start from a specific individual experience and arrive at an **overall group experience**. The final report should allow everyone to see a common thread from their perspective.

### *Decide on priority resources / energisers and hindrances / energy drainers*

- **Specific action items or proposals** will emerge from the group discussion. Since it will not be possible to tackle or change everything straight away, it is important to establish **priorities**. What action points or proposals are suggested by the group?
- When establishing priorities, you can also take into account **how often the statements** on the checklist have been **chosen** by employees.
- Such priorities can be broken down according to **urgency and feasibility**. Priority can be given to both urgent and feasible action points.

Urgent and feasible	Urgent, but not feasible
Not urgent, but feasible	Not urgent and not feasible

### Determine preventive measures

- Once you have come to a shared prioritisation, **potential measures** can be devised. You can start by brainstorming about these in groups or subgroups. Consider what possible solutions there might be to the hindrances. It is equally important to discuss how the resources can be preserved or strengthened.
- The message here is to be **specific**. Ensure measures are specific by using the **SMART principle**.



#### SMART principle

**S**pecific: Is the solution specific?

**M**easurable: Can the solution be measured or observed?

**A**cceptable: Is the solution acceptable to the group and/or management?

**R**ealistic: Is the solution feasible?

**T**ime-related: When should the solution be achieved?

## 5. Reporting

- There is no established procedure when reporting on a risk analysis. However, it is important that the most important issues be discussed: the **list of resources / energisers** and **hindrances / energy drainers**, the **proposals for improvement** and **potential measures**. It is important that these are **collective** issues, i.e. items that have been listed by enough employees as a resource / energiser or hindrance / energy drainer. This ensures anonymity and guarantees opinions cannot be traced back to individual members of staff.
- Use the **priority list** to indicate resources / energisers and hindrances / energy drainers as well as the SMART principles when describing potential measures.

Reporting can be submitted using the template that can be found in Annex III.

## 6. Feedback

- Once the report has been drawn up, it must also be **fed back**. Decide how best to do this within your organisation:
  - How will the board or management be informed of the results?
  - How will employees be informed of the results?
  - What happens to the results once they are known?
  - How do employees stay up to date with the current situation?
- It is best to think about this **in advance** and include it in a **communication plan**. This will allow you to include the timeline in the communication.

## 7. Draw up an action plan

The **results and proposals for improvement** serve as a **starting point** for drawing up an **action plan**.

- Consider who is needed to create an action plan. Can this be done within the working group? Do other people still need to be involved?
- Are the risk factors sufficiently clear or do certain matters need further clarification?
- The various actions can be divided into **four categories**:

Quick wins (actions in the very short term)	Short-term actions
Long-term actions	Unachievable actions

- It is recommended that a **(partial) action plan** is **explained in feedback** to employees. As a minimum, it is recommended that when the results are reported to employees, it is stated how the results will be translated into action, such as setting up a working group for the risk analysis, discussing the results in teams, etc.
- **Communicate regularly** about the implementation and follow-up of actions, so that employees remain in touch with the process and feel that their input leads to action.

## 8. Evaluation

The **process** can be **evaluated** once the risk analysis has been completed.

- Go through the various steps. Did they go as planned? What went well, and what didn't? What can we learn for the next time?
- Do not forget to explain the risk analysis and the measures in an action plan for your organisation.
- Try to continue embedding your actions in work processes, such as during performance review meetings. Areas for improvement arising from the risk analysis can be followed up further.

Below are some examples of (general) measures. It is best to make these as specific as possible to your organisation (see also the SMART principle).



### Example measures

- Allow flexible working hours and a flexible work locations
- Adjust meetings in terms of content, timing, etc.
- Reassess or clarify the organisation's mission and vision
- Review task allocation
- Offer specific training courses
- Establish team-wide agreements
- Develop support channels for employees
- Etc.

## B. Individual interviews



Group discussions encourage participants to come up with a shared vision of their own situation and potential solutions. However, employees may sometimes find it easier to **speak freely during individual interviews**. The ‘success’ of group discussions depends on how safe people feel when talking freely (open communication and feedback culture). That's why the checklist can also be used for individual interviews.

The **statements on the checklist** then represent the **basis** for the discussion. Here, it is important that the statements from the five domains of work are discussed in sufficient detail. Some of the statements listed will already include references to diversity and inclusion. However, it is also important to consider the statements explicitly referring to diversity and inclusion so as to broaden the understanding of these issues. The interviewer also evaluates the outcomes (psychological impact) and any potential suggestions for improvement.

The **same structure** is followed in the individual interviews as in the group discussions. In what follows, we will only go over the peculiarities of individual interviews.

1. **Appoint an organiser**
2. **Practical preparation**
3. **Announcement and invitation**
4. **Group discussions**
5. **Reporting**
6. **Feedback**
7. **Draw up an action plan**
8. **Evaluation**

## 1. Appoint an organiser

If you opt for individual interviews, you must examine who will **lead** the interviews. Opting for individual interviews often implies that people do not feel safe to speak freely and/or that there is a problem situation. In this case, it is advisable to engage an **external specialist on well-being at work**.

## 2. Practical preparation

- The organiser schedules the interviews using the selected system.
- This often involves a **random sample** of employees, but it is possible to speak to all employees if you wish. This depends on the size of the group.
- However, the number of employees should be sufficiently high to be able to talk about representative results, and therefore of greater support.
- An **interview lasts around 1 hour 15 minutes** in order to provide enough time to consider the various statements associated with the various topics, including diversity and inclusion.

## 3. Announcement and invitation

To a **large extent**, this is **similar** to the **group discussion** method. Employees will receive an adapted explanation of the method used and will each be invited to a meeting or told how to register for the interview.

## 4. Individual interviews

- The interviews will be planned. In many cases, splitting interviews across two or more interviewers offers added value. This also offers the option to look for collective features together and exchange information on the content (analysis of the situation, considered recommendations).
- If a random sample is chosen, it is recommended that you do not communicate publicly which employees will be invited and which will not. You should also ask the employees concerned to be discrete regarding their participation. This will mean there is less chance of additional dynamics, such as mutual agreements on what is said, theories surrounding the choice of employees, and so on. However, explaining how the random sample is chosen is a good idea.

## **5. Reporting**

- The interviewer(s) will draw up a report containing collective results.
- Recurring issues (i.e. collective issues) shall be included in the report. These will be grouped by topic, including diversity and inclusion and the relationship with other domains of work.
- Proposals for solutions and actions mentioned by employees shall also be included in the report.

## **6. Feedback**

Interviewers must feed back all the information gathered to the entire group. This will allow the representative nature to be verified and allow people to work towards a joint action plan. During the feedback, there is room for interaction with all employees. All employees may also offer their input on potential measures and actions.

## **7. Draw up an action plan**

This step is exactly the same as in the group discussion method.

## **8. Evaluation**

This step is exactly the same as in the group discussion method.

# ANNEX I: QUESTIONS OF QUANTITATIVE RISK ANALYSIS

## A. Positive indicators of psychosocial well-being

	SCALES AND QUESTIONS	POSSIBLE RESPONSES	DESCRIPTION	PROCESSING	REFERENCE
1	<p><b>SATISFACTION</b></p> <p>How satisfied are you with your work, all things considered?</p>	<p>1 = Very satisfied</p> <p>2 = Satisfied</p> <p>3 = Rather satisfied</p> <p>4 = Neither unsatisfied, nor satisfied</p> <p>5 = Rather dissatisfied</p> <p>6 = Dissatisfied</p> <p>7 = Very dissatisfied</p>	<p>This question examines how satisfied employees feel overall at work.</p>	<p>Calculate the percentage of employees for each possible answer.</p> <p>The higher the percentage of employees who answer 'Satisfied' or 'Very satisfied', the better.</p>	<p>Measurement analogous to: Steijn, B. (2004). Human resource management and job satisfaction in the Dutch public sector. <i>Review of Public Personnel Administration</i>, 24(4), 291-303.</p>
2	<p><b>WORK ENGAGEMENT</b></p> <p>The following statements are about how you feel about your job. For each statement, please indicate how often you feel this way.</p> <ol style="list-style-type: none"> <li>At my work I feel full of energy.</li> <li>I am enthusiastic about my job.</li> <li>Time flies when I am working.</li> </ol>	<p>1 = Always</p> <p>2 = Most of the time</p> <p>3 = Sometimes</p> <p>4 = Rarely</p> <p>5 = Never</p>	<p>Engaged employees feel full of vitality and energy, are committed and involved, and are completely absorbed their work.</p>	<p>Calculate the average score* on the three items.</p> <p>The lower the average score, the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
3	<p><b>RECOMMENDATION SCORE</b></p> <p>How likely are you to recommend this organisation</p>	<p>0 = Very unlikely</p> <p>5 = Neutral</p> <p>10 = Very likely</p>	<p>This measurement is used to determine whether or</p>	<p>Calculate the percentage of employees with a score:</p>	<p>Modified version of item from:</p>

as an employer to a friend or family member?		not employees can be considered 'promotors' of their organisation. This can be seen as a strong indicator of loyalty to the organisation.	0-6: Critics 7-8: Passively satisfied 9-10: Ambassadors	Reichheld, F. F. (2003). The one number you need to grow. <i>Harvard business review</i> , 81(12), 46-55.
----------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------

\*Calculate average score. Example when three questions or items measure the same concept and thus form a scale: (scores on question or item 1 + 2 + 3)/3.

## B. Negative indicators of psychosocial well-being

	SCALES AND QUESTIONS	POSSIBLE RESPONSES	DESCRIPTION	PROCESSING	REFERENCE
1	<b>STRESS</b> For the following statement, select the response which best describes your work situation. You experience stress in your work.	1 = Always 2 = Most of the time 3 = Sometimes 4 = Rarely 5 = Never	Work stress measures the extent to which people feel stressed, tense or irritable at work.	Calculate the percentage of employees for each possible answer.  The higher the percentage of employees who answer 'Rarely' or 'Never', the better.	European Working Conditions Survey, 6th edition (2015).
2	<b>BURNOUT COMPLAINTS</b> The following statements are about how you feel about your job. For each statement, please indicate how often you feel this way. 1. I feel exhausted at the end of the working day.	1 = Always 2 = Most of the time 3 = Sometimes 4 = Rarely 5 = Never	Burnout complaints refers to possible indications of burnout. Each question probes a dimension of burnout: (emotional) exhaustion, feelings of	The score for item 3 must be mirrored here (reversed):  1 = Never, 2 = Rarely, 3 = Sometimes, 4 = Most of the time and 5 = Always.	European Working Conditions Survey, 6th edition (2015).

	<p>2. I doubt the importance of my work.</p> <p>3. In my opinion, I am good at my job.</p>		<p>distancing and loss of competence.</p>	<p>Calculate the average score* on the three items.</p> <p>The higher the average score, the better.</p>	
3	<p><b>ABSENTEEISM</b></p> <p>1. Over the past 12 months how many days in total were you absent from work due to sick leave or health-related leave?</p> <p>2. How many of these days off were due to health problems caused or made worse by work (excluding accidents)?</p> <p>3. How many of these days off were the result of an accident or accidents at work?</p>	<p>Open question, number of working days.</p>	<p>This question asks how many days employees were absent for work-related reasons in the past year. A distinction is made between absence due to illness and absence due to a work-related accident.</p>	<p>For these questions, it is interesting to look at both the mean and median across employees.</p> <p>The more days of absence due to work-related factors, the poorer the result.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
4	<p><b>INTERNAL UNDESIRABLE AND UNACCEPTABLE BEHAVIOUR AT WORK</b></p> <p>During the last 12 months, have you been subjected to one of the following behaviours by OTHER PEOPLE IN YOUR ORGANISATION (colleagues, supervisors, management, etc.) during your work?</p> <p>1. Humiliating behaviours</p> <p>2. Bullying/harassment</p> <p>3. Verbal abuse</p>	<p>1 = Yes</p> <p>2 = No</p>	<p>Internal undesirable and unacceptable behaviour refers to undesirable behaviour by individuals internal to the organisation. We consider bullying behaviours, aggressive behaviours, and unwanted sexual behaviours.</p>	<p>Calculate the % of employees for each possible answer or across all possible answer options.</p> <p>The lower the % of employees who answered 'Yes', the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>

	<ul style="list-style-type: none"> <li>4. Threats</li> <li>5. Physical violence</li> <li>6. Unwanted sexual attention</li> <li>7. Sexual harassment</li> </ul>				
5	<p><b>HEALTH AND SAFETY RISK (ESTIMATE)</b></p> <ul style="list-style-type: none"> <li>1. Do you think your health or safety is at risk because of your work?</li> <li>2. Does your work affect your health?</li> </ul>	<p>Question 1:</p> <ul style="list-style-type: none"> <li>1 = Yes</li> <li>2 = No</li> </ul> <p>Question 2:</p> <ul style="list-style-type: none"> <li>1 = Yes, mainly positively</li> <li>2 = Yes, mainly negatively</li> <li>3 = No</li> </ul>	Health and safety risk refers to the extent to which employees perceive that their work may have a negative impact on their health and safety.	<p>For each question, calculate the % of employees for each possible answer.</p> <p>The lower the percentage of employees who answer 'Yes' or 'Yes, mainly negatively', the better.</p>	European Working Conditions Survey, 6th edition (2015).

\*Calculate average score. Example when three questions or items measure the same concept and thus form a scale: (scores on question or item 1 + 2 + 3)/3.

### C. Resources

	SCALES AND QUESTIONS	POSSIBLE RESPONSES	DESCRIPTION	PROCESSING	REFERENCE
1	<p><b>AUTONOMY</b></p> <p>Are you able to choose or change on of the following aspects?</p> <ul style="list-style-type: none"> <li>1. Your methods of working</li> <li>2. Your speed or rate of work</li> </ul>	<ul style="list-style-type: none"> <li>1 = Always</li> <li>2 = Most of the time</li> <li>3 = Sometimes</li> <li>4 = Rarely</li> <li>5 = Never</li> </ul>	Autonomy refers to the extent to which employees can decide for themselves when and how certain tasks are carried out.	<p>Calculate the average score* for both items.</p> <p>The lower the average score, the better.</p>	European Working Conditions Survey, 6th edition (2015).

2	<p><b>ROLE CLARITY</b></p> <p>For the following statement, select the response which best describes your work situation: You know what is expected of you at work.</p>	<p>1 = Always 2 = Most of the time 3 = Sometimes 4 = Rarely 5 = Never</p>	<p>Role clarity describes the extent to which employees know what they have to do and how this should be accomplished.</p>	<p>Calculate the percentage of employees for each possible answer.</p> <p>The higher the percentage of employees who answer 'Always' or 'Most of the time', the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
3	<p><b>USE OF SKILLS</b></p> <p>Which of the following statements best describes your skills in your own work?</p>	<p>1 = I need further training to cope well with my duties. 2 = My present skills correspond well with my duties. 3 = I have the skills to cope with more demanding duties.</p>	<p>Use of skills refers to the extent to which employees experience variety in their work, have personal input and can apply their skills at work.</p>	<p>Calculate the percentage of employees for each question and for each possible answer.</p> <p>The higher the percentage of employees who answer My present skills correspond well with my duties', the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
4	<p><b>LEARNING OPPORTUNITIES</b></p> <p>In general, does your main paid job involve the following? Learning new things.</p>	<p>1 = Yes 2 = No</p>	<p>Learning opportunities refers to the extent to which employees learn new things and can advance their career.</p>	<p>Calculate the percentage of employees for each possible answer.</p> <p>The higher the percentage of employees who answer 'Yes', the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>

5	<p><b>EMPLOYMENT CONDITIONS</b></p> <p>To what extent do you agree or disagree with the following statements about your work?</p> <ol style="list-style-type: none"> <li>1. Considering all my efforts and achievements in my job, I feel I get paid appropriately.</li> <li>2. I receive the recognition I deserve for my work.</li> </ol>	<p>1 = Strongly agree  2 = Tend to agree  3 = Neither agree nor disagree  4 = Tend to disagree  5 = Strongly disagree</p>	<p>Employment conditions are about the perceived (im)balance between what employees give to their organisation and what they get in return.</p>	<p>Calculate the average score* for both items.</p> <p>The lower the average score, the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
6	<p><b>LEARNING CLIMATE</b></p> <p>To what extent do you agree or disagree with the following statements on the training received over the last 12 months, paid for and provided by your employer?</p> <ol style="list-style-type: none"> <li>1. The training has helped me to improve the way I work.</li> <li>2. I feel that my job is more secure because of my training.</li> <li>3. I feel my prospects for future employment are better.</li> </ol>	<p>1 = Strongly agree  2 = Tend to agree  3 = Neither agree nor disagree  4 = Tend to disagree  5 = Strongly disagree  6 = Not applicable</p>	<p>The learning environment refers to the extent to which an organisation encourages employees' continuous development in its practices and policy.</p>	<p>Recode 6 = 'Not applicable' as 'Missing'. This answer option must not be included in the score calculation.</p> <p>Calculate the average score* on the three items.</p> <p>The lower the average score, the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
7	<p><b>INNOVATION CLIMATE</b></p> <p>To what extent do you agree or disagree with the following statements about your workplace?</p> <ol style="list-style-type: none"> <li>1. New ideas are readily accepted here.</li> <li>2. This company is quick to respond when changes need to be made.</li> </ol>	<p>1 = Strongly agree  2 = Tend to agree  3 = Neither agree nor disagree  4 = Tend to disagree  5 = Strongly disagree</p>	<p>An innovation climate refers to an environment within an organisation in which creative mechanisms for achieving results are encouraged and stimulated, and in which the organisation's employees possess</p>	<p>Calculate the average score* on the five items.</p> <p>The lower the average score, the better.</p>	<p>Selection of items from subscale Innovation and flexibility van de Organizational Climate Measure.  Patterson, M. G., West, M.A., Shackleton, V. J., Dawson, J. F.,</p>

	<p>3. Management here is quick to spot the need to do things differently.</p> <p>4. This organization is very flexible; it can quickly change procedures to meet new conditions and solve problems as they arise.</p> <p>5. People in this organization are always searching for new ways of looking at problems.</p>		different characteristics that promote creative and innovative ideas.		Lawthorn, R., Maitlis, S., Robinson, D. L., & Wallace, A. M. (2005). Validation the organizational climate measure: Links to managerial practices, productivity and innovation. <i>Journal of Organizational Behavior</i> , 16, 379-408.
8	<p><b>SOCIAL SUPPORT SUPERVISOR</b></p> <p>For the following statement, please select the response which best describes your work situation. Your supervisor/manager helps and supports you.</p> <p>To what extent do you agree or disagree with the following statements? Your immediate supervisor...</p> <p>1. Gives you praise and recognition when you do a good job.</p> <p>2. Is helpful in getting the job done.</p>	<p>Question 1:</p> <p>1 = Always 2 = Most of the time 3 = Sometimes 4 = Rarely 5 = Never</p> <p>Question 2:</p> <p>1 = Strongly agree 2 = Tend to agree 3 = Neither agree nor disagree 4 = Tend to disagree 5 = Strongly disagree</p>	Social support is the extent to which employees feel supported and valued by their supervisor.	<p>Calculate the average score* on the three items.</p> <p>The lower the average score, the better.</p>	European Working Conditions Survey, 6th edition (2015).
9	<p><b>SOCIAL SUPPORT COLLEAGUES</b></p> <p>For the following statement, please select the response which best describes your work situation. Your colleagues help and support you.</p>	<p>1 = Always 2 = Most of the time 3 = Sometimes 4 = Rarely 5 = Never</p>	Social support is the extent to which employees feel supported and valued by their colleagues.	Calculate the percentage of employees for each question and for each possible answer.	European Working Conditions Survey, 6th edition (2015).

				The higher the percentage of employees who answer 'Always' or 'Usually', the better.	
10	<p><b>TRUST (BETWEEN MANAGEMENT AND EMPLOYEES)</b></p> <p>The next questions are about your workplace. To what extent do you agree or disagree with the following statements?</p> <ol style="list-style-type: none"> <li>1. The management trusts the employees to do their work well.</li> <li>2. In general, employees trust management.</li> </ol>	<p>1 = Strongly agree  2 = Tend to agree  3 = Neither agree nor disagree  4 = Tend to disagree  5 = Strongly disagree</p>	Trust refers to the level of trust between the employer or management and employees.	<p>Calculate the average score* for both items.</p> <p>The lower the average score, the better.</p>	European Working Conditions Survey, 6th edition (2015).
11	<p><b>POSITIVE RELATIONSHIPS (COLLEAGUES)</b></p> <p>The following questions concern your workplace. To what extent do you agree or disagree with the following statements?</p> <ol style="list-style-type: none"> <li>1. There is good cooperation between you and your colleagues.</li> <li>2. I generally get on well with my work colleagues.</li> </ol>	<p>1 = Strongly agree  2 = Tend to agree  3 = Neither agree nor disagree  4 = Tend to disagree  5 = Strongly disagree</p>	Positive relationships refers to the extent to which employees enjoy a positive relationship with their colleagues.	<p>Calculate the average score* for both items.</p> <p>The lower the average score, the better.</p>	European Working Conditions Survey, 6th edition (2015).
12	<p><b>COMMUNICATION RISKS</b></p> <p>Regarding the health and safety risks related to the performance of your</p>	<p>1 = Very well informed  2 = Well informed  3 = Not very well informed</p>	Communication risks refers both to the quality and	Calculate the percentage of employees for each	European Working Conditions Survey, 6th edition (2015).

	<p>job, how well informed would you say you are?</p>	<p>4 = Not at all well informed</p>	<p>quantity of the information provided in relation to potential health and safety risks in the organisation.</p>	<p>question and for each possible answer.</p> <p>The higher the percentage of employees who answer 'Very well informed' or 'Well informed', the better.</p>	
13	<p><b>PARTICIPATION IN DECISION-MAKING</b></p> <p>For each of the following statements, please select the response which best describes your work situation.</p> <ol style="list-style-type: none"> <li>You are consulted before objectives are set for your work.</li> <li>You are involved in improving the work organisation or work processes of your department or organisation.</li> </ol>	<p>1 = Always 2 = Most of the time 3 = Sometimes 4 = Rarely 5 = Never</p>	<p>Participation in decision-making refers to the extent to which employees are given a say in decisions made within the organisation.</p>	<p>Calculate the average score* for both items.</p> <p>The lower the average score, the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
14	<p><b>FAIR TREATMENT</b></p> <p>For the following statement, please select the response which best describes your work situation. You are treated fairly at your workplace.</p> <p>The next question is about your workplace. To what extent do you agree or disagree with the following statement?</p>	<p>Question 1: 1 = Always 2 = Most of the time 3 = Sometimes 4 = Rarely 5 = Never</p> <p>Question 2: 1 = Strongly agree 2 = Tend to agree 3 = Neither agree nor disagree</p>	<p>Fair treatment refers to the extent to which employees feel that they are treated fairly in their workplace.</p>	<p>Calculate the average score* for both items.</p> <p>The lower the average score, the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>

	Conflicts are resolved in a fair way.	4 = Tend to disagree 5 = Strongly disagree			
15	<b>APPRECIATION</b> The next question concerns your workplace. To what extent do you agree or disagree with the following statement? Employees are appreciated when they have done a good job.	1 = Strongly agree 2 = Tend to agree 3 = Neither agree nor disagree 4 = Tend to disagree 5 = Strongly disagree	Appreciation refers to the extent to which employees feel that they are valued within the organisation.	Calculate the percentage of employees for each question and for each possible answer.  The higher the percentage of employees who answer 'Strongly agree' or 'Somewhat agree', the better.	European Working Conditions Survey, 6th edition (2015).
16	<b>JOB MARKET SECURITY</b> To what extent do you agree or disagree with the following statement about your work? If I were to lose or quit my current job, it would be easy for me to find a job of similar salary.	1 = Strongly agree 2 = Tend to agree 3 = Neither agree nor disagree 4 = Tend to disagree 5 = Strongly disagree	Job market security refers to the extent to which employees feel that they are widely employable on the job market.	Calculate the percentage of employees for each question and for each possible answer.  The higher the percentage of employees who answer 'Strongly agree' or 'Somewhat agree', the better.	European Working Conditions Survey, 6th edition (2015).

\*Calculate average score. Example when three questions or items measure the same concept and thus form a scale: (scores on question or item 1 + 2 + 3)/3.

## D. Hindrances

	SCALES AND QUESTIONS	POSSIBLE RESPONSES	DESCRIPTION	PROCESSING	REFERENCE
1	<p><b>WORK PRESSURE</b></p> <p>Does your job involve:</p> <ol style="list-style-type: none"> <li>1. Working at very high speed?</li> <li>2. Working to tight deadlines?</li> </ol> <p>For the following statement, please select the response which best describes your work situation.</p> <p>You have enough time to get the job done.</p>	<p>1 = Always</p> <p>2 = Most of the time</p> <p>3 = Sometimes</p> <p>4 = Rarely</p> <p>5 = Never</p>	<p>Work pressure refers to the amount of work that employees have to complete in their job and the pace at which they need to complete it.</p>	<p>Calculate the average score* for these items.</p> <p>The higher the average score, the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
2	<p><b>OVERTIME</b></p> <p>Over the last 12 months, how often have you worked in your free time to meet work demands?</p>	<p>1 = Daily</p> <p>2 = Several times a week</p> <p>3 = Several times a month</p> <p>4 = Less often</p> <p>5 = Never</p>	<p>Overtime refers to whether employees are asked or expected to perform more hours than are specified in their employment contract.</p>	<p>Calculate the percentage of employees for each question and for each possible answer.</p> <p>The lower the percentage of employees who answer 'Daily', 'Several times a week' or 'Several times a month', the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
3	<p><b>EMOTIONAL DEMANDS</b></p> <p>To what extent is the following activity part of your main paid job?</p>	<p>1 = Always</p> <p>2 = Most of the time</p> <p>3 = Sometimes</p>	<p>Emotional demands measures the extent to which employees are</p>	<p>Calculate the average score* for both items.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>

	<p>Being in situations that are emotionally disturbing for you.</p> <p>For each of the following statements, please select the response which best describes your work situation.</p> <p>Your job requires that you hide your feelings.</p>	<p>4 = Rarely 5 = Never</p>	<p>confronted with emotionally demanding situations at work.</p>	<p>The higher the average score, the better.</p>	
4	<p><b>EXTERNAL UNDESIRABLE AND UNACCEPTABLE BEHAVIOUR AT WORK</b></p> <p>During the last 12 months, have you been subjected to one of the following behaviours by EXTERNAL PERSONS (customers, patients, apprentices, bystanders, suppliers, subcontractors, contractors, etc.) during your work?</p> <ol style="list-style-type: none"> <li>1. Verbal abuse</li> <li>2. Threats</li> <li>3. Physical violence</li> <li>4. Unwanted sexual attention</li> <li>5. Sexual harassment</li> </ol>	<p>1 = Yes 2 = No</p>	<p>Undesirable and unacceptable behaviour at work refers to undesirable behaviour by individuals external to the organisation. We consider verbal or physical aggressive behaviour, and unwanted sexual behaviour.</p>	<p>Calculate the % of employees for each possible answer or across all possible answer options.</p> <p>The lower the percentage of employees who answer 'Yes', the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
5	<p><b>WORK-LIFE INTERFERENCE</b></p> <p>How often in the last 12 months:</p> <ol style="list-style-type: none"> <li>1. Have you kept worrying about work when you were not working?</li> </ol>	<p>1 = Always 2 = Most of the time 3 = Sometimes 4 = Rarely 5 = Never</p>	<p>'Work-life interference' refers to the extent to which work causes interference in private life.</p>	<p>Calculate the average score* for both items. The higher the average score, the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>

	2. Have you found that your job prevented you from giving the time you wanted to your family?				
6	<p><b>JOB INSECURITY</b></p> <p>To what extent do you agree or disagree with the following statement about your work? I might lose my job in the next 6 months.</p>	<p>1 = Strongly agree 2 = Tend to agree 3 = Neither agree nor disagree 4 = Tend to disagree 5 = Strongly disagree</p>	<p>Job insecurity is the experience of uncertainty about the job's continued existence or fear of being fired.</p>	<p>Calculate the percentage of employees for each question and for each possible answer.</p> <p>The lower the percentage of employees who answer 'Strongly agree' or 'Somewhat agree', the better.</p>	<p>European Working Conditions Survey, 6th edition (2015).</p>
7	<p><b>CONFLICTS</b></p> <p>How often do the statements below occur at your workplace?</p> <p>1. People in my team disagree about opinions regarding the work being done.. 2. There is friction among members of my team.</p>	<p>1 = (Almost) always 2 = Regularly 3 = Sometimes 4 = Quite rarely 5 = (Almost) never</p>	<p>Conflicts at work can refer to work-related and personal conflicts between employees.</p>	<p>The average score is calculated based on these items.</p> <p>Calculate the average score* for both items. The higher the average score, the better.</p>	<p>Selection of scale items from: Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. <i>Administrative Science Quarterly</i>, 40(2), 256-282.</p>

\*Calculate average score. Example when three questions or items measure the same concept and thus form a scale: (scores on question or item 1 + 2 + 3)/3.

## E. Specific questions diversity and inclusion

	SCALES AND QUESTIONS	POSSIBLE RESPONSES	DESCRIPTION	PROCESSING	REFERENCE
1	<p><b>INTERNAL DISCRIMINATION</b></p> <p>Have you encountered any of the following types of behaviour by OTHER PEOPLE IN YOUR ORGANISATION (colleagues, supervisors, management, ...) at work over the past twelve months?</p>	<ol style="list-style-type: none"> <li>1. Age discrimination</li> <li>2. Discrimination on the basis of your sex</li> <li>3. Discrimination on the basis of race, skin colour, nationality, ancestry, national or ethnic origin</li> <li>4. Discrimination on the basis of language</li> <li>5. Discrimination linked to disability</li> <li>6. Discrimination on the basis of health</li> <li>7. Discrimination on the basis of physical or genetic differences</li> <li>8. Discrimination linked to sexual orientation</li> <li>9. Discrimination on the basis of marital status</li> <li>10. Discrimination linked to religion</li> <li>11. Discrimination on the basis of political convictions</li> <li>12. Discrimination on the basis of union activity</li> <li>13. Discrimination on the basis of wealth or financial resources</li> <li>14. Discrimination on the basis of social origin</li> <li>15. Discrimination on the basis of birth status</li> </ol>	<p>Internal discrimination assesses whether employees experience discrimination in their organisation by other people in their organisation.</p>	<p>Calculate the percentage of employees for each possible answer.</p> <p>The higher the percentage of employees who answer 'None of the above', the better.</p>	<p>This question is based on a discrimination question from the European Working Conditions Survey, but with a distinction between internal and external discrimination, and addition of discrimination grounds based on 19 criteria in Belgian legislation.</p>

		<ul style="list-style-type: none"> <li>16. Discrimination on the basis of another ground</li> <li>17. None of the above</li> </ul>			
2	<p><b>EXTERNAL DISCRIMINATION</b></p> <p>Have you encountered any of the following types of behaviour by PEOPLE FROM OUTSIDE YOUR ORGANIZATION (customers, patients, apprentices or students, bystanders, (sub-)contractors, ...) at work over the past twelve months?</p>	<ul style="list-style-type: none"> <li>1. Age discrimination</li> <li>2. Discrimination on the basis of your sex</li> <li>3. Discrimination on the basis of race, skin colour, nationality, ancestry, national or ethnic origin</li> <li>4. Discrimination on the basis of language</li> <li>5. Discrimination linked to disability</li> <li>6. Discrimination on the basis of health</li> <li>7. Discrimination on the basis of physical or genetic differences</li> <li>8. Discrimination linked to sexual orientation</li> <li>9. Discrimination on the basis of marital status</li> <li>10. Discrimination linked to religion</li> <li>11. Discrimination on the basis of political convictions</li> <li>12. Discrimination on the basis of union activity</li> <li>13. Discrimination on the basis of wealth or financial resources</li> <li>14. Discrimination on the basis of social origin</li> <li>15. Discrimination on the basis of birth status</li> <li>16. Discrimination on the basis of another ground</li> </ul>	<p>External discrimination assesses whether employees experience discrimination in their organisation by people outside their organisation.</p>	<p>Calculate the percentage of employees for each possible answer.</p> <p>The higher the percentage of employees who answer 'None of the above', the better.</p>	<p>This question is based on a discrimination question from the European Working Conditions Survey, but with a distinction between internal and external discrimination, and addition of discrimination grounds based on 19 criteria in Belgian legislation.</p>

		17. None of the above			
3	<p><b>POSITIVE ATTITUDE TO DIVERSITY</b></p> <p>To which degree do you agree with the following statements?</p> <ol style="list-style-type: none"> <li>1. Diversity helps us to be more innovative.</li> <li>2. Diversity helps us to develop new skills and approach our work in new ways.</li> <li>3. At our organisation, qualifications matter, not someone's background.</li> <li>4. Everybody is welcome as long as they meet the necessary requirements.</li> <li>5. Our organization is culturally diverse because we take equal employment opportunities seriously.</li> <li>6. We believe in the importance of offering employees from disadvantaged groups targeted support to encourage their development.</li> </ol>	<p>1 = Entirely agree</p> <p>2 = Rather agree</p> <p>3 = Partly agree, partly disagree</p> <p>4 = Rather disagree</p> <p>5 = Entirely disagree</p>	<p>This scale can be used to ask whether employees adopt a positive attitude towards diversity (e.g. whether diversity is seen as an added value, there is an open, welcoming culture that pays attention to those who may be disadvantaged).</p>	<p>Calculate the average score* on the six items.</p> <p>The lower the average score, the better.</p>	<p>Selection of items from subscales Integration &amp; Learning en Color Blindness.</p> <p>Podsiadlowski, A., Gröschke, D., Kogler, M., Springer, C., &amp; van der Zee, K. (2013). Managing a culturally diverse workforce: Diversity perspectives in organizations. <i>International Journal of Intercultural Relations</i>, 37, 159-175.</p>
4	<p><b>INCLUSION</b></p> <p>To which degree do you agree with the following statements?</p> <ol style="list-style-type: none"> <li>1. My team makes me feel that I belong.</li> <li>2. My team appreciates me.</li> <li>3. My team allows me to express my authentic self.</li> <li>4. My team encourages me to express my authentic self.</li> </ol>	<p>1 = Entirely agree</p> <p>2 = Rather agree</p> <p>3 = Partly agree, partly disagree</p> <p>4 = Rather disagree</p> <p>5 = Entirely disagree</p>	<p>Inclusion assesses the extent to which employees feel included: Do they feel included in their team and feel they can be themselves?</p>	<p>Calculate the average score* on the four items.</p> <p>The lower the average score, the better.</p>	<p>Selection of items from measure of inclusion.</p> <p>Jansen, W. S., Otten, S., van der Zee, K., &amp; Jans, L. (2014). Inclusion: Conceptualization and measurement. <i>European Journal of Social Psychology</i>, 44, 370-385.</p>

5	<p><b>DIVERSITY CLIMATE</b></p> <p>To which degree do you agree with the following statements?</p> <ol style="list-style-type: none"> <li>1. In my organisation, we communicate openly about diversity.</li> <li>2. My organisation maintains a diversity-friendly work environment.</li> <li>3. My organization has a climate that values diverse perspectives.</li> <li>4. In my organization, supervisors are visibly committed to diversity.</li> </ol>	<p>1 = Entirely agree  2 = Rather agree  3 = Partly agree, partly disagree  4 = Rather disagree  5 = Entirely disagree</p>	<p>This scale can be used to measure whether employees experience a warm and open climate regarding diversity.</p>	<p>Calculate the average score* on the four items.</p> <p>The lower the average score, the better.</p>	<p>Selection of items from scale measuring diversity climate.</p> <p>McKay, P. F., Avery, D. R., Tonidandel, S., Morris, M. A., Hernandez, M., &amp; Hebl, M. R. (2007). Racial differences in employee retention: Are diversity climate perceptions the key? <i>Personnel Psychology</i>, 60, 35-62.</p>
6	<p><b>INVOLVEMENT OF SUPERVISOR</b></p> <p>To which degree do you agree with the following statements?</p> <ol style="list-style-type: none"> <li>1. My direct supervisor helps me with my personal development at work.</li> <li>2. My direct supervisor gives me feedback about how I am doing in my work.</li> <li>3. My direct supervisor gives personal attention to those who appear to be left out.</li> </ol>	<p>1 = Entirely agree  2 = Rather agree  3 = Partly agree, partly disagree  4 = Rather disagree  5 = Entirely disagree</p>	<p>This scale can be used to determine whether supervisors demonstrate individual involvement with regard to their employees and, in particular, with regard to those who struggle.</p>	<p>Calculate the average score* on the three items.</p> <p>The lower the average score, the better.</p>	<p>Dimension Individual Engagement of the Multifactor Leadership Questionnaire.</p> <p>Bass, B. M., &amp; Avolio, B. J. (2000). <i>MLQ Multifactor leadership questionnaire</i>. Redwood City: Mind Garden.</p>
7	<p><b>SUPERVISORS' COMPETENCY AS REGARDS DIVERSITY</b></p> <p>To which degree do you agree with the following statements?</p>	<p>1 = Entirely agree  2 = Rather agree  3 = Partly agree, partly disagree  4 = Rather disagree  5 = Entirely disagree</p>	<p>This scale assesses the extent to which managers build a climate of inclusion and trust.</p>	<p>Calculate the average score* for both items.</p> <p>The lower the average score, the better.</p>	<p>Zenger, J. H., &amp; Fokman, J. (2017). Leaders aren't great at judging how inclusive they are,</p>

	<p>1. My direct supervisor acts to support and include people of different backgrounds and perspectives.</p> <p>2. My direct supervisor actively promotes a climate of trust, appreciation and acceptance of diversity in ideas, styles and background.</p>				Harvard Business Review.
8	<p><b>NEGATIVE ATTITUDE TO DIVERSITY</b></p> <p>To which degree do you agree with the following statements?</p> <p>1. People are reluctant to get involved in projects that will require them to embrace diverse perspectives.</p> <p>2. Individuals in our group have a hard time really listening to ideas presented by someone from a different background with an open mind.</p> <p>3. When people from different backgrounds work together in a group, some misunderstanding is inevitable.</p> <p>4. You just feel a disparity in the way some people treat or talk to others due to their differences.</p>	<p>1 = Entirely agree</p> <p>2 = Rather agree</p> <p>3 = Partly agree, partly disagree</p> <p>4 = Rather disagree</p> <p>5 = Entirely disagree</p>	<p>This scale can be used to ask whether there is a negative attitude towards employees with different backgrounds within the organisation.</p>	<p>Calculate the average score* on the four items.</p> <p>The higher the average score, the better.</p>	<p>Selection of items from the Workforce Diversity Questionnaire.</p> <p>Larkey, L. K. (1996). The development and validation of the workforce diversity questionnaire: An instrument to assess interaction in diverse workgroups. <i>Management Communication Quarterly</i>, 9, 296-337.</p>
9	<p><b>PERCEPTION OF DISCRIMINATION WITHIN THE ORGANISATION</b></p> <p>To which degree do you agree with the following statements?</p> <p>1. Minority employees receive fewer opportunities at my workplace.</p>	<p>1 = Entirely agree</p> <p>2 = Rather agree</p> <p>3 = Partly agree, partly disagree</p> <p>4 = Rather disagree</p> <p>5 = Entirely disagree</p>	<p>This scale assesses whether employees perceive discrimination in their organisation (they themselves do not have</p>	<p>Calculate the average score* on the three items.</p> <p>The higher the average score, the better.</p>	<p>Selection of questions from scale Workplace prejudice / discrimination inventory.</p>

	<p>2. At my workplace people are intolerant of others from different backgrounds.</p> <p>3. Discrimination is an issue at my workplace.</p>		<p>to feel discriminated against in this regard).</p>		<p>James, K., Lovato, C., &amp; Cropanzano, R. (1994). Correlational and known-group comparison validation of a workplace prejudice / discrimination inventory. <i>Journal of Applied Social Psychology</i>, 24, 1573-1592.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

\*Calculate average score. Example when three questions or items measure the same concept and thus form a scale: (scores on question or item 1 + 2 + 3)/3.

## ANNEX II: QUALITATIVE RISK ANALYSIS CHECKLIST

### A. Psychosocial risks at work

Note: Questions indicated in dark green are those that specifically relate to diversity and inclusion.

RISK FACTORS					
I. JOB CONTENT					
	Please read the statements below and indicate whether you agree or disagree.	Agree	Neither agree nor disagree	Disagree	Not applicable
1	My tasks match my job description.				
2	I have sufficient variety in my work.				
3	I have sufficient freedom in my work (working independently, making decisions, etc.).				
4	My tasks are a good fit for my skills. They are neither too hard nor too easy.				
5	I have sufficient time to complete my work.				
6	I learn new things through my work.				
7	I experience an acceptable level of emotional strain at work.				
8	I have sufficient information to be able to do my job properly.				
9	It is easy for me to manage the level of physical effort I experience at work.				
10	My tasks are clearly defined.				
11	Carrying out my tasks doesn't require too much or too little mental exertion.				
12	My assignments are a good fit for my skills.				
13	My line manager appreciates me for doing my job well.				

14	My line manager appreciates me for who I am.				
15	My organisation is open to personal differences and circumstances and promotes an open culture (showing interest / respect for personal circumstances).				

RISK FACTORS					
II. WORK ENVIRONMENT					
	Please read the statements below and indicate whether you agree or disagree.	Agree	Neither agree nor disagree	Disagree	Not applicable
1	I have sufficient resources to be able to do my job.				
2	The resources I have to do my job are good quality.				
3	I am not bothered by noise at work.				
4	My workplace temperature is satisfactory.				
5	My workplace lighting is satisfactory.				
6	My workplace air quality is satisfactory.				
7	My workplace is nicely furnished.				
8	My organisation pays sufficient attention to safety at work.				
9	The number of repetitive movements I must make during my work are easy for me to manage.				
10	My work does not require me to assume awkward posture.				
11	My organisation pays sufficient attention to accommodating specific needs such as gender-neutral toilets, lactation and prayer rooms or enclosed spaces for focused work, etc..				

12	The available working tools are tailored to employees' specific characteristics and employees' disabilities or challenges (adapted computer screens, wheelchair ramps, height-adjustable tables, ergonomic office chairs, etc.).				
13	The workplace is accessible to employees with a disability or challenge.				

RISK FACTORS					
III. EMPLOYMENT CONDITIONS					
	Please read the statements below and indicate whether you agree or disagree.	Agree	Neither agree nor disagree	Disagree	Not applicable
1	I am able to balance my work and private lives well (work schedule flexibility, shift work, place of employment, etc.).				
2	I am satisfied with my employment contract (part-time or full-time, fixed or open-ended contract).				
3	I find my salary satisfactory.				
4	I find my fringe benefits satisfactory.				
5	I find my work schedule satisfactory.				
6	I find the breaks I get satisfactory.				
7	I have sufficient training opportunities.				
8	I have sufficient development opportunities.				
9	I <u>don't</u> need to work overtime to complete my tasks.				
10	I am confident that I will be able to keep my job.				
11	My organisation is strongly committed to equal opportunities, regardless of				

	gender, beliefs, sexual orientation, disability, etc.				
12	The HR procedures are adapted to employees' specific personal or living conditions (for example marriage and cohabitation allowances, lactation leave, parental leave for same-sex couples, adapted working hours depending on personal circumstances, a name change after transition, addressing employees, etc.).				

RISK FACTORS						
IV. INTERPERSONAL RELATIONSHIPS AT WORK						
	<b>Please read the statements below and indicate whether you agree or disagree.</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Not applicable</b>	
1	There are no conflicts between my colleagues, either professionally or at a personal level.					
2	I can go to my colleagues for help if needed.					
3	I feel appreciated by my colleagues.					
4	I value informal interaction between colleagues such as during lunch breaks, coffee breaks, chats, etc.					
5	My line manager encourages a friendly atmosphere within our team.					
6	I feel appreciated by my line manager.					
7	I can go to my line manager for help if needed.					
8	My line manager supports me.					
9	My line manager explains the reasoning behind decisions.					
10	Conflicts are resolved in a constructive manner.					

11	My line manager relies more on trust than on close monitoring.				
12	There is no tension between my colleagues regarding personal differences such as age, ethnic origin or colour, nationality, gender, religious beliefs, disability, sexual orientation, etc.				
13	My line manager considers differences between employees enriching.				
14	My line manager takes initiatives to make diversity and inclusion in the team open to discussion and keep it open to discussion.				

RISK FACTORS					
V. WORK ORGANISATION					
	Please read the statements below and indicate whether you agree or disagree.	Agree	Neither agree nor disagree	Disagree	Not applicable
1	I have a clear idea of my organisation's future plans.				
2	My organisation actively promotes its employees' well-being.				
3	My organisation is involved in major organisational changes (mergers, reorganisation, etc.).				
4	Coordination between my organisation's various departments and services is smooth.				
5	My organisation attracts quality staff.				
6	My organisation has clear goals.				
7	I share my organisation's vision / mission.				
8	There are sufficient meetings to discussing our work.				

9	The quality of the information available within my organisation is good.				
10	It is clear what information is available where within my organisation.				
11	The procedures to be followed within my organisation are clearly defined.				
12	New hires are assigned a mentor to help with orientation and onboarding.				
13	I am involved in decision-making.				
14	The organisational culture is one of learning from mistakes.				
15	Tasks are distributed evenly among colleagues.				
16	I consider my organisation a fair one.				
17	There is a good mix of people with different qualities and profiles (gender, age, sexual orientation, disability, etc.) within my team or organisation.				
18	The onboarding policy for new employees focuses on personal and working conditions.				
19	My organisation pays sufficient attention to workplace diversity (age, ethnic origin or colour, nationality, gender, religious beliefs, disability, sexual orientation, etc.).				

## B. Psychosocial well-being at work

				
Please read the sentences below and indicate whether they match your own feelings.		Yes	No	Not applicable
1	I have been a victim of undesirable and unacceptable behaviour at work by someone			

	within my organisation (colleague, manager, etc.).			
2	I have been a victim of undesirable and unacceptable behaviour at work by someone external to my organisation (customer, patient, supplier, etc.).			
3	I feel mentally exhausted by my work.			
4	I feel less involved in my work than previously.			
5	I find it difficult to focus.			
6	I experience negative stress due to my work.			
7	I think it is likely that I will become ill within six months for work-related reasons.			
8	I (occasionally) feel discriminated against due to my age, ethnic origin or skin colour, nationality, gender, religious beliefs, disability, sexual orientation or other reasons by someone within my organisation (colleague, manager, etc.).			
9	I (occasionally) feel discriminated against due to my age, ethnic origin or skin colour, nationality, gender, religious beliefs, disability, sexual orientation or other reasons by someone external to my organisation (customer, patient, supplier, etc.).			

### C. Psychosocial well-being at work

				
<b>Please read the sentences below and indicate whether they match your own feelings.</b>		<b>Yes</b>	<b>No</b>	<b>Not applicable</b>
1	I am proud to work for my organisation.			
2	My organisation is a good employer.			

3	My organisation is a better employer than other companies in my field.			
4	My work contributes to my personal development.			
5	I am generally satisfied with my work.			
6	I gain a lot of energy from my work.			
7	I want to continue working for my organisation.			
8	I would recommend my organisation to friends or family as an employer.			
9	I feel completely at home in my organisation.			

# ANNEX III: REPORTING TEMPLATE

<b>TOPIC: .....</b>		
<b>RESOURCES (ENERGISERS)</b>	<b>PRIORITY</b>	<b>HOW TO MAINTAIN OR RETAIN?</b>
Empty space for resources	Empty space for priority	Empty space for how to maintain or retain
<b>HINDRANCES AND CHALLENGES (ENERGY DRAINERS)</b>	<b>PRIORITY</b>	<b>HOW TO APPROACH?</b>
Empty space for hindrances and challenges	Empty space for priority	Empty space for how to approach