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# Psychosocial Hazard Work Re-Design Tool (PHReD-T)

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SafeWork NSW





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# Guidance for using the PHReD-T

## What is the PHReD-T?

The Psychosocial Hazard Work Re-Design Tool (PHReD-T) was designed as an aid for developing skills, competency, and confidence in work-redesign. The work re-design strategies are developed to prevent and manage psychosocial risks.

It was originally developed for people with responsibilities for managing WHS, such as WHS advisors, consultants and managers, but is also relevant to a range of roles, including HR and any other managers with WHS duties.

The PHReD-T is accompanied by a range of supporting materials that provide information about mental health, psychosocial risks, and work design. These include audio case studies, activities to complete, a fully worked example of the PHReD-T, and reading materials.

## What happens when completing the PHReD-T?

The tool is activity based –it asks you (and/or your team) to enter information related to one scenario identified by you or your team in your workplace, and guides you through how to analyse that scenario; identify psychosocial risks; suggest re-design ideas; plan the re-design strategies with change logic and evaluation methods; and consult and improve the design based on feedback.

## How do you use the PHReD-T?

There are lots of different ways in which you could use the PHReD-T. As noted above, it was designed as a competency development tool rather than a risk assessment tool per se, though it does include some elements of risk identification. You could consider completing the PHReD-T:

- By yourself, as a competency development exercise. You might choose a real scenario in your current workplace, or one you've experienced in the past.
- Alongside colleagues. You could ask each other for assistance as you proceed and compare the action plans that you develop.
- Together with colleagues. You might work on one scenario together, and consider using the tool separately later, as necessary. In this case, consider the relative experience and confidence of the people in your group, and make sure that the supporting materials have been consulted by everyone before use.

In addition, you could use the PHReD-T as part of participation and consultation processes. You might have someone who is experienced at using the tool facilitate a group of workers, managers and senior managers in a participative and collaborative manner.

It is anticipated that advanced or experienced users will eventually start to use elements of the PHReD-T in their regular WHS practice in a manner that suits their needs and organisational context.

## **When should the PHReD-T be used?**

When you use the tool may depend on the purpose for which you are completing it. For example, as professional development or to help with a particular scenario that is occurring, or as a training for other members of your organisation.

The PHReD-T can be used repeatedly to work through a range of experienced or anticipated scenarios in order to plan strategies for work re-design. When used repeatedly in a workplace, there may be opportunities for spreading skill development across a team, and supporting other staff to become more familiar with psychosocial risks and the PHReD-T approach to work re-design.

Similarly, once you review a scenario with the PHReD-T for the first time, you may then be prompted to review another scenario with the PHReD-T that was identified throughout the initial process.

## **Who can use the PHReD-T?**

Anyone can use the tool, though it was designed for those in WHS advisory or professional roles. We envisage that anyone with responsibilities to WHS should be able to use the tool, including HR managers, line managers and supervisors, senior managers and duty holders and consultants.

The PHReD-T is relevant to any industry. It has not been developed with a particular industry in mind. It asks you to outline the specific context of your workplace, similar to what is done in a basic a risk management process, and in safety management systems standards (see AS/NZS ISO31000:2018; AS ISO45001: 2018).

## **How much time does the PHReD-T take?**

The tool can take some time to complete, as it requires you to think deeply about the scenario you've chosen and reflect on the information in the background materials to guide you.

We strongly suggest that you do read the supporting materials, and engage with the case studies and other activities before trying to complete the tool. The supporting materials are quite short and can be viewed on mobile devices to make this as easy as possible for you. The case studies are also available in audio format so can be listened to rather than read.

The PHReD-T is split into a number of steps, which can be broken down further into smaller sections, so you may only need short periods of time to work on each step or parts of each step.

You do need to allocate time to review the supporting materials and complete the tool. The total time taken will depend on your experience in psychosocial risks and work re-design, and the way you engage with the materials (e.g., alone, in a group etc).

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# Welcome to the Psychosocial Hazard Work Re-Design Tool (PHReD-T)

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We have developed the Psychosocial Hazard Work Re-Design Tool (PHReD-T) to guide you through the process of redesigning a chosen work task or workplace to manage psychosocial hazards.

The tool builds on background materials which explain some of the concepts in more detail. You can access them at the [workdesignformentalhealth.org](http://workdesignformentalhealth.org) website.

As you step through the tool, there are prompts to help you think about your situation, as well as parts for you to complete. We start by broadly considering your workplace, and then move progressively to identifying scenarios of concern, before choosing one scenario to focus on for the rest of the tool. The PHReD-T guides you in developing a series of work re-design strategies, and an action plan for implementation, including planning how to evaluate your re-design, and gain feedback from your colleagues to refine it.

As you move through the document, information that you enter will be populated to further parts of the document, so that you don't have to type it in again, and so that you can refer to the assessments you've already made when considering the next step.

A fully worked example of the tool for a particular workplace scenario is available for you to refer to. Each section of the tool provides generic examples to prompt you regarding the kinds of information you should enter.

After developing your Action Plan through the PHReD-T we hope you'll be able to gain support for implementation, observe positive changes in relation to psychosocial hazards in your workplace, and think about further work scenarios for which the PHReD-T can be of use.

Let's get started with an overview of the PHReD-T process in the next section.

# The Psychosocial Hazard Work Re-Design Tool (PHReD-T)

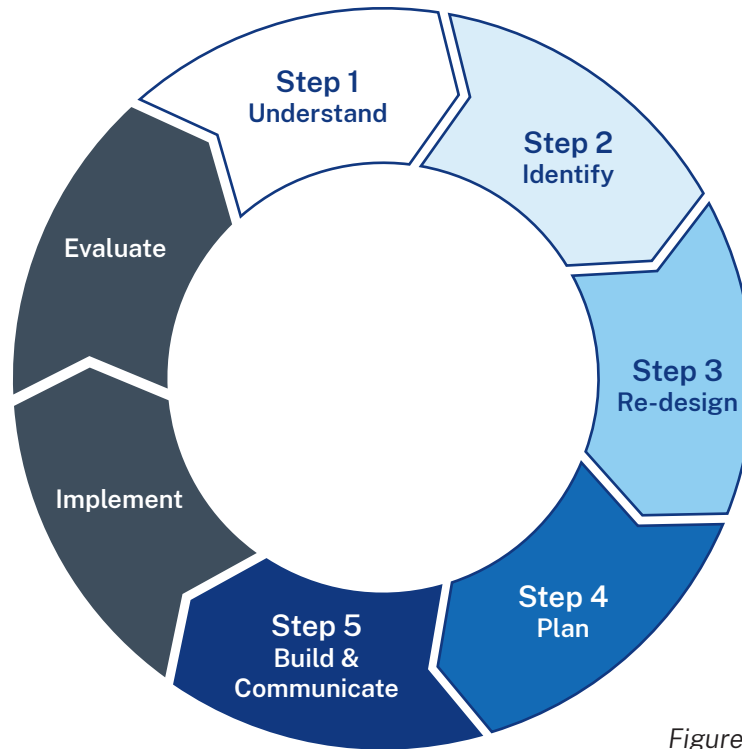


Figure 1.1. The steps of PHReD-T

The tool will guide you through each step.

- Step 1** — **Understand** your workplace and its context.
- Step 2** — **Identify** scenarios where psychosocial hazards are affecting your workplace, identify the hazards in those scenarios, and determine the scope of the issue.
- Step 3** — **Re-design** work to control hazards in your scenario.
- Step 4** — **Plan** the work re-design by developing an action plan for your chosen scenario.
- Step 5** — **Build and communicate** the case for work re-design to refine the action plan, get buy-in and gain support for implementation.

The final two steps of implementing the work re-design in your workplace and evaluating its impact (see Figure 1.1) are undertaken after you've completed this program, as they may take some time to conduct. Nonetheless, this tool provides some guidance on how to do these steps.

The end goals are for you to implement the job re-design developed as part of this program in your workplace, and to use the PHReD-T to repeat the process for other scenarios in the future.

A series of icons are used throughout the PHReD-T to guide you.



### Consider

- How does the material in the section relate to your organisation?
- What data do you need?
- What other resources might help inform your thinking?



### Write

Write a response in the space provided in the PHReD-T.



### Tips

Shared in boxes throughout to help you complete the steps.



### More information

Additional information can be found in the background materials which may help with completing the steps of the PHReD-T. You can find them at the [workdesignformentalhealth.org](http://workdesignformentalhealth.org) website.

# Step 1 Understanding your workplace and its context

The context of your workplace will shape what types of work re-design might have the biggest impact.

This step aims to help you consider the wider context of your workplace and what it does before drilling down to more specific scenarios that you identify as having psychosocial hazards.



Let's start with a basic description of the workplace for which you are using this tool.

## Describing your workplace



Fill in the table below to broadly describe your workplace.

Table 1.1 Describing your workplace

What is it called?	<i>e.g. Corner Coffee Shop</i>
Where is it?	<i>e.g. CBD of a large city</i>
What does it do?	<i>e.g. large cafe selling coffee and food</i>
Who is involved?	<i>e.g. owner is manager, shift managers, hospitality staff</i>
What are its goals?	<i>e.g. provide excellent experience using ethically sourced food</i>
Who relies on it?	<i>e.g. specialty supplier, customers</i>
What else is important about the business?	<i>e.g. family owned, customers are all CBD workers</i>



You might like to reduce the scope of the workplace down to a work group or work site. It's useful to think about the organisation as a whole but for large or multi-site businesses, this can be difficult. As we move through the activities, think about whether you need to clarify the scope to make your answers meaningful and useful for your purpose.

## Your workplace context

Understanding the context of the organisation is the first step in risk management. It helps us to understand the types of hazards and risks that may be present, because of the work that is done, the people that do the work, the nature of the organisation, its environment and other external factors that influence it. Understanding the workplace context is similarly important in re-designing work for psychological health. It helps us focus on which psychosocial hazards may be most relevant, and how they might emerge.

Now, let's be more specific about your workplace context and how this may relate to psychosocial hazards.

- Consider the contextual factors that you think are relevant to psychosocial risks in your organisation.
- Use the 'onion' model (Figure 1.2) as a guide to highlight contextual factors related to workers, tasks, the workplace, the organisation, and external factors.



Figure 1.2. 'Onion' model of contextual factors that affect work



Information on contextual factors is available at [workdesignformentalhealth.org](http://workdesignformentalhealth.org)



Write the contextual factors in the table below.

Table 1.2 Organisational contextual factors

Level	Contextual factors relevant to your organisation
External	e.g. labour shortages, contracting arrangements
Organisational	e.g. medium sized business, regional city, maturity of safety management system, safety commitment
Workplace	e.g. restricted space, located close to schools
Tasks	e.g. includes lots of driving, task repetition, includes exposure to traumatic material
Workers	e.g. gender balance, age, skill sets, diversity



Now fill in any psychosocial hazards that you feel may be related to each of the contextual factors in Table 1.3 below.

For example, the contextual factor of workforce gender balance may mean that the psychosocial hazard of harassment could be a concern. Similarly, a steep hierarchical organisational structure may mean that the psychosocial hazard of a lack of control over work tasks could be a problem.



More information on potential psychosocial hazards is available in the background materials.

Table 1.3 Contextual factors and psychosocial hazards

Level	Contextual factors	Potential psychosocial hazards
External		
Organisational		
Workplace		
Tasks		
Workers		



Listing potential psychosocial hazards here in this activity is not a formal hazard identification process. We are simply recording some ideas of the hazards that we might look out for if we were to examine the workplace scenario in more depth.

## Choosing a focus scenario

Now that we've considered the broad context of your organisation, let's get a little more specific and choose one scenario on which to focus.

As we use PHReD-T, we will focus only on one scenario for simplicity. Ideally, you would develop several scenarios to compare and to prioritise. When you have completed PHReD-T you might like to come back and complete a similar analysis of the other scenarios that you brainstormed in this step.

**Brainstorm** between 3 and 5 scenarios where you are concerned that psychosocial hazards are affecting your workplace and that you think may be good candidates for work re-design. See the Tip Box below for ideas.



**Potential scenarios might be:**

- A work task (e.g. Staff reviewing applications for new service agreements have reported feeling overworked, and that they are often given additional tasks, including those that are supposed to be completed by regional customer services managers).
- A role or group of roles (e.g. Regional customer services managers are spending long periods driving between clients, and accommodation costs have increased)
- A work area or unit (e.g. Workers at location X have a higher number of reports of injuries and complaints about client aggression)



Note your scenario ideas here:

1. | \_\_\_\_\_
2. | \_\_\_\_\_
3. | \_\_\_\_\_
4. | \_\_\_\_\_
5. | \_\_\_\_\_

**Reflect** on which of your scenarios is most appropriate to focus on for the rest of this tool. To help you decide, see the Tip Box and also consider:

- How much information do you have about the scenarios?
- How much access do you may have to people in the scenarios to be able to consult appropriately?
- The scope of the scenarios (e.g. are they too big?)

**Discuss** these scenarios with the project team at the meetings and check-ins, for help with narrowing down the scenario to focus on.



**Reasons for focussing on a particular scenario may include:**

- risks known to be associated with this scenario
- previous incidents or rates of injury
- number of previous reports from workers through consultation
- feedback from workers about urgency of dealing with this scenario
- relative importance of this scenario to the operation of the organisation, and achievements of its goals
- implementation of strategies to change this scenario in the past that didn't seem to work



Give your chosen scenario a working title and write it in the box below.

**Briefly describe** your chosen scenario in the box below, including who does what, how many people are involved, what the problems are, and any recent information or observations relevant to the scenario

Your scenario	
<b>Working title</b>	<i>e.g. Customer Service roles at Organisation X</i>
<b>Scenario description</b>	<i>e.g. The staff who form the customer service team at the library are often exposed to violence and aggression from clients. They also have to deal with disputes over room bookings and use of library spaces...They report to two senior librarians who have been employed at the library for over 32 years...They frequently report a desire to spend more time on tasks aligned with their training (library search and cataloguing) ...</i>

## Scenario analysis

Now that you have chosen and described a scenario to focus on in this tool, let's consider it in a little more detail.

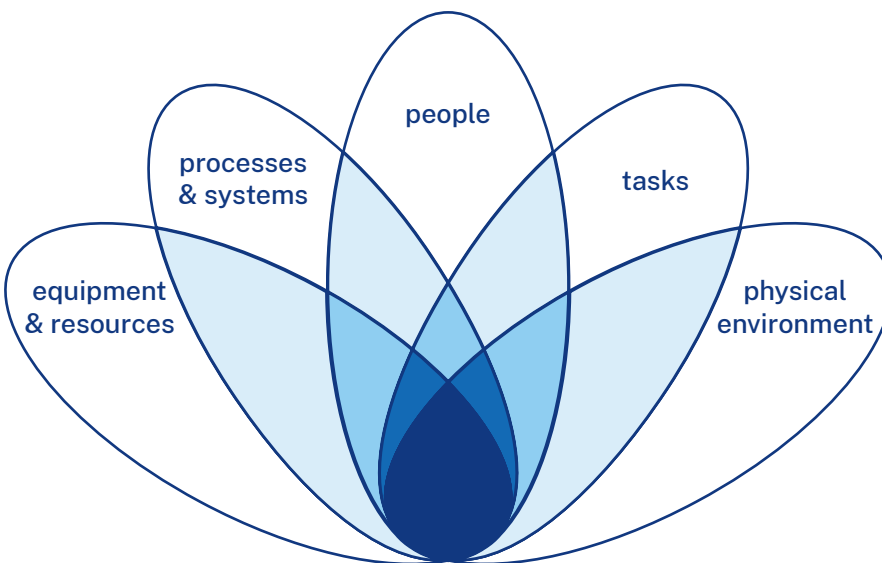


Figure 1.3. Work design model



**Reflect** on the elements that are involved in your scenario: people; tasks; physical environment; processes and systems; equipment and resources (shown in the work design model, Figure 1.3).

Think also about the challenges that may be involved in the re-design.

**Consider** the questions in the columns of Table 1.4 to help you describe your scenario in more detail.



Fill in the boxes in the table below for the specific scenario you have outlined. The purpose is to give as much information that is relevant to the scenario as possible, as this will help identify opportunities for change.

Table 1.4. Scenario analysis

Working title:	
<b>People</b>	
Who is doing the work?	<i>e.g. members of Team X (all female aged 30-45)</i>
Who is supervising the work?	<i>e.g. regional manager who is based at location X</i>
What are the needs of the people doing the work?	<i>e.g. flexible work arrangements, faith-friendly spaces, English as second language support</i>
What skills and capabilities do the people doing the job have?	<i>e.g. school leavers, certified professionals</i>
Who are the relevant people outside of the organisation?	<i>e.g. partners, customers, contractors</i>
Other	
<b>Tasks</b>	
What tasks are being done?	<i>e.g. customer service online</i>
What are the key characteristics of the tasks?	<i>e.g. levels of physical, mental, emotional, complexity</i>
What are the objectives of the tasks?	<i>e.g. sell services</i>
Where are the tasks being done?	<i>e.g. outside, open-plan office, task</i>
When and how often are the tasks being done?	<i>e.g. time of day, how often, task A is done daily, while Task B is done several times a day</i>

What skills are needed to get the tasks done?	<i>e.g. training, qualifications, experience</i>
---	--

Other	
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## Physical environment

What are the physical features of where the work is done?	<i>e.g. open plan building, delivery van, crane cab</i>
---	---

What are the environmental conditions?	<i>e.g. temperature, lighting, noise, sun exposure, dust</i>
--	--

What are the known hazards in the physical work environment?	<i>e.g. working from heights, moving vehicles, major plant and equipment</i>
--	--

Other	
-------	--

## Processes and systems

How do the tasks fit into the workplace's overall work?	<i>e.g. goods sold cannot be distributed until the daily sales are processed</i>
---	--

What feedback do employees get on their work?	<i>e.g. response to incidents, recognition, de-briefs, one-on-ones, annual reviews</i>
---	--

How and when do they get this feedback?	<i>e.g. monthly team meetings, weekly online reports available to all in the workplace</i>
---	--

How can employees provide feedback when doing the job?	<i>e.g. incident reporting, suggestion boxes, logging of issues</i>
--	---

What systems are in place for recognition, professional development and career progression?	<i>e.g. learn at lunch program, staff awards, secondment/job share programs, annual PD budget</i>
---	---

How and when is important information communicated?	<i>e.g. monthly newsletters; email; video message from senior management; team briefings</i>
---	--

What formal and informal systems are in place to facilitate consultation?

*e.g. informal conversations; WHS committee; written feedback on policy documents*

Other

## Equipment and resources

What equipment and materials are used to do the tasks?

*e.g. vehicles, computers*

What technologies are used?

*e.g. automation, software systems*

What training is needed for the tasks?

*e.g. defensive driving training*

What other resources are needed to do the work?

*e.g. support, sub-contracts with external organisations*

Other

## Challenges

What are the main challenges you see in re-designing the work in this scenario?

*e.g. engaging with suppliers; management support during transition*

## Other

Add any other information that you consider helps to describe your scenarios?

Now that you have a detailed description of your scenario in the context of your workplace, we turn our attention to identifying the psychosocial hazards in your scenario.

## Step 2 Identifying psychosocial hazards in your scenario

This step will help you to:

- identify the specific psychosocial hazards that may be possible in your scenario
- describe how these hazards play out in your workplace
- specify what types of information could provide evidence of the hazard
- identify the impacts of the hazards on people and the workplace

### Psychosocial hazard identification



Some psychosocial hazards may be obvious and others more difficult to identify.

**Psychosocial hazard identification** should use a combination of information sources such as consulting workers, observing work activities and organisational data.

**Consider** if the hazards differ between teams, tasks, worksites.

**Consider** if the sources used would be able to be used after re-design to evaluate the effect.



More information about psychosocial hazards and identification methods is available on the [workdesignformentalhealth.org](http://workdesignformentalhealth.org) website



**Check the boxes** in the following table (2.1) to indicate the possible psychosocial hazards in your chosen scenario and the likelihood that they are present.

**Describe** what the hazard might look like in your scenario.


**Write** in the ways in which the hazards could be identified -consider the evidence you have that there is a hazard.

Table 2.1. Psychosocial Hazard Identification Chart

Psychosocial hazard	Likelihood of hazard				Describe the hazard in this scenario	Potential evidence of hazards
	N/A	Low	Mid	High		
Role overload (high workloads or job demands)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		e.g. informal feedback from staff at times of high turnover
Role underload (low workloads or job demands)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Exposure to traumatic events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Role conflict or lack of role clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Low job control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Conflict or poor workplace relationships between workers and their supervisors or managers or co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Poor support from supervisors and managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Poor co-worker support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Workplace violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Harassment including sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Inadequate reward and recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Hazardous physical working environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		


Remote or isolated work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Poor procedural justice (processes for making decisions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Poor organisational change consultation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Other (list)</b>					
<i>e.g. lack of trust, disaster environment, lack of resources, lack of opportunity for career development</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	=
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Source: NSW Government (2021) Code of Practice: Managing Psychosocial Hazards at work




In Table 2.1 we have used hazards that are in the NSW Code of Practice: Managing Psychosocial Hazards at work, you might like to add others or express them differently based on your scenario.

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There is more information at [workdesignformentalhealth.org](http://workdesignformentalhealth.org) about common psychosocial hazards.

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**Reflect** on the next questions and if needed adjust your responses in the Psychosocial Hazard Identification Chart (Table 2.1).

- Did you include consultation with the workers involved?
- How do you consider available data sources might influence your view of the scenarios?
- How might the data help you with evaluating the impact after the re-design?

## Assessing impacts

The impacts of psychosocial hazards can be varied and inter-related. These depend on what level of the organisation we examine. There are a range of potential outcomes for workers, including health and wellbeing impacts, physical and psychological impacts, and impacts on other (non-psychosocial hazards). Economic and productivity outcomes, which we might describe as organisational impacts, also affect workers.

This section asks you to think broadly about the impacts of the hazards we have been identifying in your scenario. Assessing impacts is a regular part of risk management and may help later when developing the work re-design action plans to target the re-design and build a case for why it is necessary.



### Consider:

- what the impacts or potential impacts of the psychosocial hazards you have identified might be for workers and your organisation in your scenario?
- how the impacts might be evaluated after the implementation of the re-design?



Fill in Table 2.2

Table 2.2. Impacts of hazards for workers and organisations

Scenario:			
Impact of hazards	Observed impacts	Potential impacts	Evaluation of impacts (post re-design)
For workers	<i>e.g. aggression; increased alcohol use</i>	<i>e.g. mental ill health; poor work-life balance</i>	<i>e.g. evaluated through pattern of use of EPA; observation</i>
For organisations	<i>e.g. increased absenteeism</i>	<i>e.g. disengaged workforce; reduced quality outputs</i>	<i>e.g. data from staff engagement surveys re. satisfaction.</i>

You have now identified the psychosocial hazards in your scenario and the ways evidence has been or will be collected. You have described what the impacts or potential impacts of the hazards might be for individuals and your workplace.

Next, in Step 3 we will focus on re-designing the work to control psychosocial hazards.

## Step 3 Re-designing work to control hazards

Given that we have identified some hazards and their possible impacts in your scenario, we now focus on how the work could be re-designed to effectively control those hazards.

Work re-design is a way to implement a series of related risk controls that focuses on changing how the work is done. This means that work re-design strategies operate close to the sources of harm (hazards) that are within the organisation.



Thinking back to our model of work re-design (Figure 3.1), **brainstorm** how the hazards might be controlled by changing one or more of: the work tasks, who does the work, the environment in which work is done, the process and systems that affect the work, and the equipment and resources that are used.

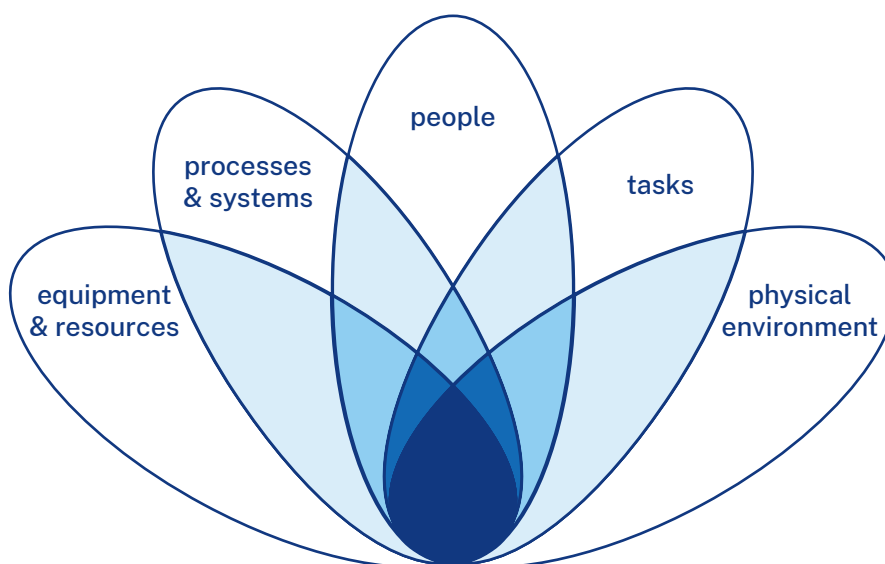


Figure 3.1. Work design model



There is more information about redesigning work to address psychosocial hazards on the [workdesignformentalhealth.org](http://workdesignformentalhealth.org) website.



**Write** your ideas in the following table (3.1). Your previous responses are repeated here, so you might like to revise these also.

Table 3.1. Hazard control with re-design

Psychosocial hazard	Likelihood of hazard				Describe the hazard in this scenario	Ideas for re-design
	N/A	Low	Mid	High		
Role overload (high workloads or job demands)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		e.g. clear, updated PDs, new employee induction
Role underload (low workloads or job demands)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Exposure to traumatic events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Role conflict or lack of role clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Low job control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Conflict or poor workplace relationships between workers and their supervisors or managers or co-workers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Poor support from supervisors and managers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Poor co-worker support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Workplace violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Harassment including sexual harassment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Inadequate reward and recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Hazardous physical working environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Remote or isolated work

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Poor procedural justice  
(processes for making  
decisions)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Poor organisational  
change consultation

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Other (list)

*e.g. lack of trust, disaster  
environment, lack of resources,  
lack of opportunity for career  
development*

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### How do you re-design work to control psychosocial hazards?

- Tailor work re-design to your workplace size, type and work activities, as outlined in Step 1 when we discussed the context of the scenario.
- Target the hazards identified and assessed in Step 2.
- Consider structuring your thoughts around elements of the work re-design model. What could you change in relation to People, Tasks, Environments, Equipment and Resources and Process and Systems that might affect the hazards in question? You may not need to make changes to all of those elements, but only some, depending on the scenario, and its hazards.
- Your work re-design strategies don't have to be new. Consider how your proposed changes might build on existing strategies that can lead to safe systems of work (e.g. existing rostering practices, working hours, task rotation practices, breaks, codes of conduct, operating procedures, toolbox talks).
- Implementing your re-design might need some support. Consider how you can support your re-design by providing adequate and suitable information, training, instruction or supervision to workers in formats that suit their needs, skills and abilities (e.g. including audio, visual information, or face to face communication)

Source: NSW Government (2021) Code of Practice: Managing Psychosocial Hazards at work



Now that you've brainstormed some ideas for re-design, **reflect** on your re-design ideas and prioritise them.

- Which might have the greatest impact?
  - Are there any re-design strategies that could help to address multiple hazards, or problems?
  - Which might be the most feasible?
- 



There is more information at [workdesignformentalhealth.org](http://workdesignformentalhealth.org) about the options for workplace interventions to address psychosocial hazards.

## Step 4 Planning the work re-design

Now that we have outlined the scenario, analysed the psychosocial risks and identified potential re-design ideas, it's time to plan how we could re-design the work to reduce risks.

This step will help you to:

- outline your proposed re-design for your work scenario.
- consider what needs to change, for who, how and when.
- consider the feasibility of the proposed re-design.
- think about the “logic” of your proposed change.

### Elements of work re-design

To begin our work re-design plan, let's go back and consider how we described the elements of the scenario in Step 1.

Remember the **work design model** (Figure 3.1), also consider the hazards you identified in the scenario, and to which element of the scenario (people, tasks, physical environment, processes and systems, equipment and resources) they most relate. Your scenario analysis is available there.

As you consider the sub-components of your plan, describe the change logic for elements of your proposed re-design. Explain what is intended to occur by implementing the proposed strategy, and the other benefits it may have if undertaken in the manner that is planned.

An example of some sub-components, aligned to elements of work re-design, and with change logic statements for each component is shown in Table 4.1.



It might be useful to print your responses to steps 1-3 in order to complete Step 4.



Using the elements from the work design model, consider the approach to the work re-design you want to take.

What could be done differently in the scenario, in relation to who does the work, how they do they work, in which environment, with what systems and processes and equipment and resources?



### Assessing options for re-design

Not all workplace changes are immediately possible. For example, many work scenarios could be improved by increasing the number of staff available to do the work. This is not always feasible given budgets or finance, space or availability of skilled workers, for example. So, focusing your re-design solely around increasing staff numbers may not be the most feasible re-design at the moment (but could be considered as a longer-term strategy).

Staffing may be something that could be worked on in other ways in your proposed work re-design, for example, by re-allocating tasks to particular staff or particular shifts, scheduling some tasks when there are more staff available, or creating new roles with particular skill sets, and job requirements, such as peer mentoring or facilitation learning and development of existing staff.



### Change logic

- Change logic is the WHY and HOW of your proposed changes.
- Change logic statements outline why the proposed change is likely to make a difference, and how that difference will occur.
- This can be useful when communicating with stakeholders (workers, managers, suppliers) about the proposed changes, and for securing support to implement them.
- Change logic helps the designer (you!) by giving you a rationale and anchor point. You can check any deviations in the plan against the change logic, to see if they are consistent with how the change is supposed to work, and then decide if those deviations are ok, or are likely to lead to make the plan ineffective. This can lead to tweaks to the plan to manage any deviations.
- Change logic can also be used to focus on critical issues when evaluating the re-design, postimplementation. Deviations from the plan, and the change logic can be used to evaluate whether the strategy or the implementation was the key factor in the observed outcomes.

*For example:*

*Imagine that one element of your re-design involves supporting some roles with some additional training sessions for senior staff. Your change logic includes that the training is provided in a 'train the trainer' model, because this will build support and mentorship within the business, support career development, and support a learning culture at the workplace.*

*This strategy is addressing several potential psychosocial hazards at once. If during implementation of your re-design it is suggested that the training be outsourced to online learning module that has been developed for another industry, which focuses on slightly different skills, you can use the change logic statement to help argue for why this will compromise the planned change.*

Table 4.1. Examples of sub-components of a work re-design strategy, aligned to element of work re-design and change logic statements

	Work re-design element	Action steps What will be done?	Change logic Why and how will it be done?
Sub-component 1	People	“Community of practice” style learning sessions where workers present about how they resolved an issue/problem to other workers	This strategy aims to develop sharing of experience and learning between team members. Provides opportunities for recognition of experience and can function as ongoing professional development.  Can provide opportunities for: -consultation, and for workers to demonstrate control and autonomy. -for social support and further develop teamwork.
Sub-component 2	Processes and Systems; People	Scheduled group feedback sessions with supervisor on Thursday afternoons	This strategy aims to ensure regular feedback on performance. Provides opportunities for recognition, rather than feedback being perceived to be negative. Feedback becomes routine and expected in the workgroup, similar to expectations of safety briefings at start of week. Group-based feedback enhances teamwork and shared goals, and reduces potential perception that feedback is personal. Increases support from management and reduces potential for perceptions of bullying/harassment. May assist to reduce role conflict and role ambiguity.
Sub-component 3	Tasks; People	Additional support/shadowing of Team B members by Role C while in transition	This strategy aims to facilitate the reduced workload of Team C, while also supporting Team B to take on this new task.  Intended outcomes: Productivity and efficiency gains, skill development in Team B; avoid overloading Team B; provide support and supervision to members of Team B.
Sub-component 4	Tasks; People	Reallocation of task A to Team B	This strategy aims to reduce the workload of Team C and ensure a better match between skill set and task. Intended outcomes: Productivity and efficiency gains, as well as reduced exposure to work overload and poor role clarity.



Remember that not all the re-design ideas that you brainstormed in Step 3 need to be used.

Some may be more effective than others. Some may be more feasible than others. Select the most effective, feasible design strategies to go forward with this step.

These examples are not all intended for the same workplace – they’re just examples to get you started. Also, you might not have a sub-component for each of the elements of work re-design, and there will likely be overlaps between elements.



You might like to refer back to the case studies of work re-design available at [workdesignformentalhealth.org](http://workdesignformentalhealth.org) for some further ideas.

Information on a range of questions you can ask to inform work design is also available.



Write the elements of your re-design, and relevant change logic into Table 4.2 below. Split the design into sub-components and write one per row.

Table 4.2. Sub-components of work re-design

Scenario:	Work re-design element	Action steps What will be done?	Change logic Why and how will it be done?
Sub-component 1			
Sub-component 2			
Sub-component 3			
Sub-component 4			

## Developing the Work Re-design Action Plan

Now that we have some components to our proposed work re-design, we are going to put this together into a plan, considering roles and responsibilities, resources and timeframes.

Consider the questions in Figure 4.1 below.

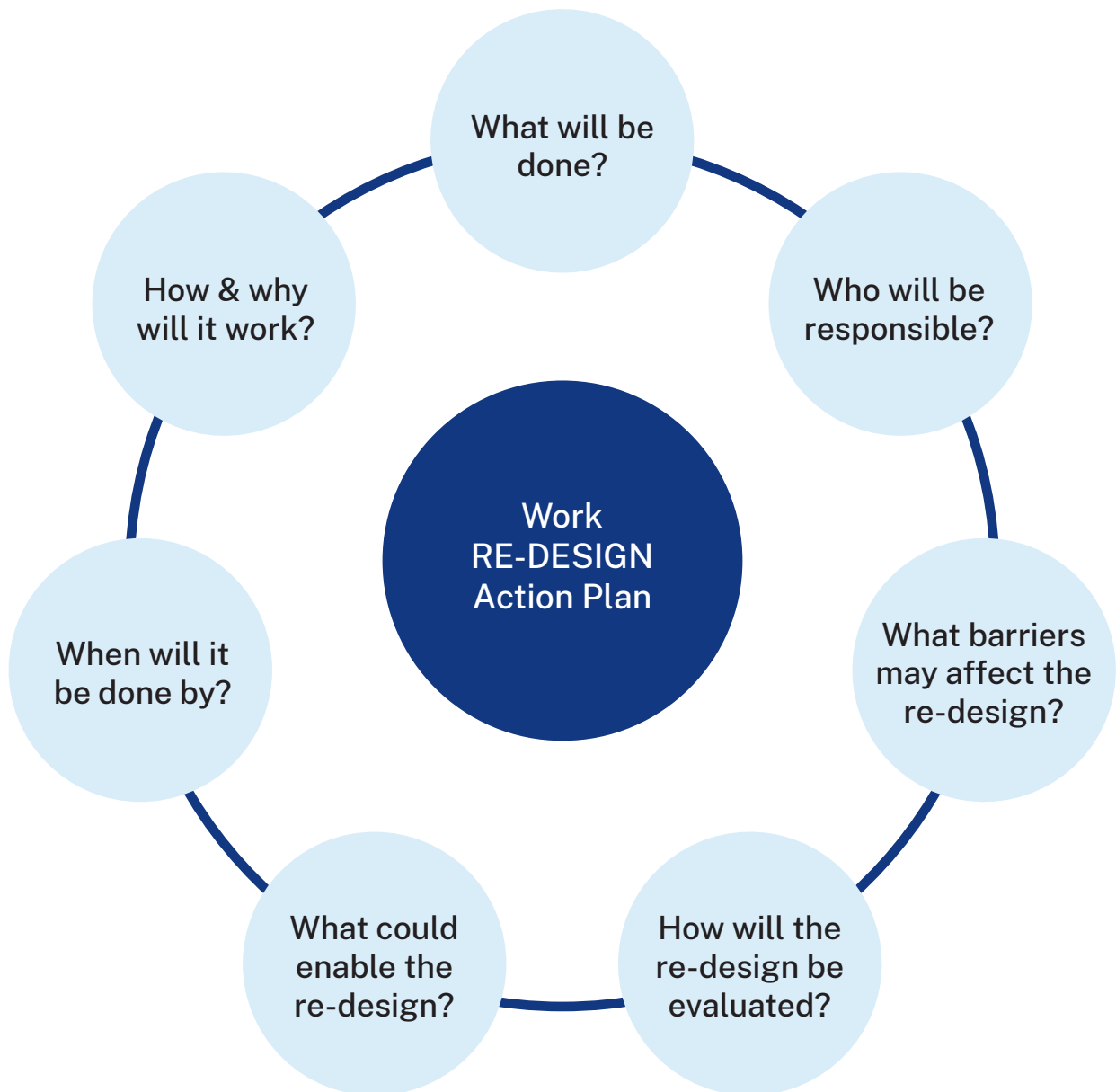


Figure 4.1. Questions to plan work re-design



Using the work design plans you developed earlier in Table 4.2, complete the details regarding responsibilities, time frames, resources, barriers and enablers in Table 4.3 below.

Table 4.3. Developing the action plan

Scenario:				
	Sub-component 1	Sub-component 2	Sub-component 3	Sub-component 4
<b>Action steps</b> What will be done?				
<b>Responsible</b> Who will do it?				
<b>Time frames</b> By when?				
<b>Resources and support</b> What is needed to do this?				
<b>Potential barrier</b> What could get in the way? How will this be overcome?				
<b>Potential enablers</b> What could help? How could this be facilitated?				

## Planning for evaluation

Planning how your proposed re-design strategies will be evaluated is a critical step before implementation. This is because:

- you may need to collect some data in advance of implementation, in order to show evidence of change; and
- the process of developing the re-design, highlights the things you could measure in evaluation.

Evaluation of any workplace health and safety strategy is a regular part of a risk management system, and part of safety management systems, as it facilitates continual improvement. Work re-designs should be closely monitored and evaluated using a range of data, at times appropriate to the intended outcomes, and the nature of the data required.



- You can use your change logic to help identify the things that could be measured to show success of your strategy.
- Data for evaluation does not have to be new: you might use existing or readily available data sources, including system log-ins, usage of materials or resources, as well as surveys, interviews and informal feedback from workers.
- Injury data might be useful for evaluation, but it may take a long time to demonstrate impact, and the injury rate may already be low. Consider a range of other performance measures that might be more appropriate (such as reports).
- Reports of hazards, problems or issues may increase after an intervention (which may be a positive sign that the intervention is raising awareness, or promoting confidence in the system).



Use Table 4.4 to develop evaluation plans for the work design plan you developed for your scenario.

Table 4.4. Developing the evaluation plan

		Sub-component 1	Sub-component 2	Sub-component 3	Sub-component 4
Action steps					
Change logic					
Evaluation	Outcomes	<i>e.g. Improved support from supervisors</i>	<i>e.g. successful and timely completion of Task X</i>		
	Measures / data and timeframe	<i>e.g. survey of perceived supervisory support; 3- and 12-months post implementation</i>	<i>e.g. change in and quality scores; 1- and 3-months post implementation</i>		



Communication and collaboration between all people and workplace areas involved in the redesign (e.g. HR, WHS, departments, workers) is essential for planning and implementing work redesign.

It's important to plan how this will be done.

Consider any psychosocial hazards that may arise because of planning and implementing a work re-design and ways these will be managed, e.g. increased workload, role clarity and ambiguity.

In this Step we used the elements of work design to plan some components of the re-design strategy, documented a change logic, thought about implementation, and planned some evaluation methods.

Now, it's time to get some feedback on our plans.

## Step 5 Building and communicating the case for work re-design

Step 5 focusses on communicating the plan to others in order to refine the action plan, get buy-in, ultimately gain support for implementation.



Consider who else you will seek input from to further refine your plan and engage them in the redesign project.

In this step, you should take your completed action plan to relevant stakeholders. Depending on who you're talking to and how much time you have, it might be useful to show them some of the work you've been doing in the previous sections.



Write the feedback you receive on the action plan in Table 5.1 below and bring these to the next check-in with the project team.

Table 5.1 Action plan feedback

Who was consulted?	<i>e.g. workers relevant to the scenario; manager of relevant team.</i>
How were they consulted?	<i>e.g. informal discussions.</i>
What materials were provided to them?	<i>e.g. Showed action plans from PHReD-T.</i>
What was their feedback?	<i>e.g. commented that changing responsibilities of role X wouldn't work.</i>
What changes to the re-design action plan are you considering?	<i>e.g. further consultation re role X, additional PD for role X, and peer mentoring.</i>



- The action plan from Step 5 may be a valuable tool to use as you consult - it includes detail of who does what in your re-design, and which parts of the scenario are the focus of the re-design.
- Completing the business case template in Table 5.2 and using it as a communication tool may also be useful.

## PHReD-T business case template



Fill in Table 5.2 below to describe the business case you might present to your workplace. You might like to use this when gathering feedback from stakeholders.

Table 5.2 Business case for work re-design

<b>Proposal title</b>	<b>Proposed Sponsor</b>
<b>Proposed Project Manager</b>	<b>Proposed Business Owner</b>
<b>Impacted business or function</b>	<b>Workplace Strategy support</b>
<b>Problem / opportunity</b>	
<b>Scope</b>	
<b>Proposed process</b>	
<b>Benefits</b>	
<b>Risk of not doing</b>	
<b>Impact on operations</b>	
<b>Evaluation</b>	
<b>Other</b>	



Scope might include the duration of the changes, and whether the proposed changes are intended as a limited pilot

Evaluation should be specific. Try to link each intended outcome to a source of information/data. Use the evaluation planning you performed above, and the change logic that you have outlined, to assist with this.

## Next steps Implementing and evaluating the re-design

By working through the steps above, you now have an action plan, including an evaluation plan, for a work re-design project.

There are a few next steps you could consider. These include:

- moving forward with implementation of the plan
- re-considering aspects of the plan, based on feedback from stakeholders
- analysing additional scenarios with the tool to develop:
  - alternate plans;
  - plans that could be implemented in other parts of the organisation; and
  - plans that could be implemented at another time.

For these steps see the Tip Box for things to note.



### Be sure to consider:

- the importance of leadership involvement in support implementation, e.g. consistent communication between all levels
- planning time frames for implementation, e.g. will it be a pilot, over 2 weeks, 3 months
- planning the communications about the changes and factoring in time for it
- outcomes like reduced injuries are unlikely to be seen in short time periods
- how measures will be collected and analysed
- plans for communicating about the outcomes, and timeframes for doing so
- how residual risks will be controlled



## Well done!

## Congratulations on completing the PHReD tool!

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[safework.nsw.gov.au](https://safework.nsw.gov.au)