



## The Healthy Workplace Toolkit

Your simple guide to

# WORKPLACE HEALTH AND WELL BEING

Building a successful health and wellbeing  
program in your workplace



### Acknowledgement:

The NT Department of Health acknowledges the Crown in Right of Tasmania, represented by the Tasmanian Department of Health and Human Services ("**DHHS**"), as the owner of the Healthy Workplace Resource Toolkit. NT Department of Health wishes to thank the DHHS for generously sharing this material and giving permission for the material to be adapted and modified for use as a Northern Territory Government resource.

The NT Department of Health also acknowledges the contributions of all stakeholders who participated in the consultation process and provided feedback during the adaptation of this toolkit – your assistance is greatly appreciated.

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# WHAT'S THIS TOOLKIT ABOUT?

The Healthy Workplace Resource Toolkit is designed to support your workplace to develop and implement a workplace health and wellbeing program.








Workplaces are as varied as the people who work in them. A successful workplace health and wellbeing program is tailored to the people that it involves. This toolkit will give you the tools, resources and 'how to' that will allow you to develop your own successful program – one that fits your needs, your employees and your workplace culture.

Just like a workplace, a health and wellbeing program can be small and focused or large and far-reaching. Creating a health and wellbeing program doesn't have to cost the earth or absorb a lot of resources. But it will have a positive impact on the health of your workplace bottom line by making your employees more productive, reducing absenteeism and improving employee satisfaction, motivation and morale.

This toolkit is designed for workplaces that are just starting to get a health and wellbeing program underway. However, workplaces with programs already in place should also find this toolkit helpful with extending or renewing their program.



The following symbols apply throughout this toolkit.

 ADVANCED	This symbol indicates there is more comprehensive information available about this topic.		This symbol indicates it's a good opportunity to develop or expand an idea and apply it to your workplace.
 TEMPLATE	This symbol indicates that a template or example has been provided.	 CHECKLIST	This symbol indicates that a checklist has been provided.
 FACT SHEET	This symbol indicates that a fact sheet has been provided.		This symbol indicates an easy or low-resource activity.
			This symbol indicates a more comprehensively resourced activity.

## KEY QUESTIONS TO ASK

- What is a healthy workplace?
- What are the benefits to my organisation?

# GOOD HEALTH IS GOOD FOR YOUR WORKPLACE

# 01



In this section of the Healthy Workplace Resource Toolkit, we look at the 'what' and 'why' of workplace health and wellbeing.





A healthy workplace is one where employers value the health and wellbeing of their employees. They do this by creating a supportive culture and environment that encourages healthy lifestyles.

## WHAT IS A HEALTHY WORKPLACE?

**It's not always obvious**, but your workplace has a direct influence on the health of your employees – this may include their physical, mental, economic and social wellbeing. This, in turn, can affect the health and wellbeing of their families and their communities. Promoting good health in the workplace therefore offers the opportunity to create positive health changes in a very wide audience.

**It's no surprise** that the World Health Organisation has identified the workplace as 'one of the priority settings for health promotion into the 21st century'.<sup>1</sup>

**A workplace health and wellbeing program** refers to activities or initiatives that are designed to make healthy choices easy choices in your workplace, and have a positive impact on the general health and wellbeing of your employees. These programs may also have a positive influence on the health and wellbeing of your employees' families and communities.

Typically, a program may focus on healthy eating, physical activity, sedentary behaviour, social and emotional wellbeing, smoking cessation and minimising alcohol and drug use.

A workplace health and wellbeing program does not have to be expensive or consume significant resources, and it can bring considerable rewards to your organisation. A healthy workplace will also complement your workplace safety systems by supporting the health and vitality of your workforce. There is solid evidence that health and wellbeing programs can improve employee productivity and efficiency.

**You can implement a successful health and wellbeing program** whether your workplace is large or small.

**How you do this** depends on the needs of your employees and the culture of your workplace.

**Putting employee health and wellbeing at the forefront** of your agenda is one of the smartest moves you can make for your organisation.



To what degree does your workplace influence your employees' health?

# WHAT ARE THE BENEFITS FOR MY ORGANISATION?

*Australians spend* about one third of their lives at work.<sup>2</sup> It makes good sense to consider the workplace as an important setting to improve health and wellbeing.

## So what are the benefits?

Organisations that implement workplace health and wellbeing programs are known to have:

- increased employee morale and engagement
- improved corporate image
- reduced workplace injuries and associated expenses
- increased attraction and retention of employees.
- according to research<sup>3</sup>, healthier employees:
  - are more productive
  - are more engaged in their work
  - have less sick leave
  - have greater levels of energy and concentration.



What might be the benefits for your organisation?

4x

Organisations that don't promote health and wellness are four times more likely to lose talent within 12 months.<sup>2</sup>

3x

Healthy workers are almost three times more productive than unhealthy workers.<sup>3</sup>

9x

Unhealthy workers have up to nine times the annual sickness absence of healthy workers.<sup>3</sup>

3x

Employees that work in organisations that actively promote health and wellbeing are three times more likely to identify their workplace as a high or above-average performer.<sup>4</sup>

20

A 20% reduction in an employee's emotional wellbeing leads to a 10% drop in their work performance.<sup>5</sup>





Productivity  
Concentration  
Employee morale  
Job satisfaction  
Engagement  
Retention of employees  
Corporate image



Workplace injuries  
Absenteeism  
Employee turnover  
Stress  
Workers compensation claims

## WHAT ARE THE BENEFITS FOR MY ORGANISATION?

### Within a few months

- Employee engagement
- Team cohesiveness

### Within 1-2 years

- Health knowledge
- Job satisfaction
- Productivity
- Corporate image

### Within 3-5 years

- Absenteeism
- Injuries
- Workers compensation costs

Looking at these benefits, it's tempting to think that a workplace health and wellbeing program will be the answer to all organisational problems.

Of course, that's not the case.

Changing workplace culture takes time and persistence, and you can't expect all of these benefits in the short term.

In the following sections, you'll see how to develop a well-structured and sustainable workplace health and wellbeing program that can create ongoing benefits for your workplace.

## FURTHER READING

There has been significant research conducted in the area of workplace health in Australia. Read the below.



ADVANCED

**Medibank Private: The health of Australia's workforce**



ADVANCED

**Workplace Health Association Australia (WHAA) - Best Practice Guidelines – Workplace Health in Australia**



## REFERENCES

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## KEY QUESTIONS TO ASK

- How do these link together in the workplace?
- What can I do?

# LINKING HEALTH, SAFETY AND WELLBEING

# 02



In this section of the Healthy Workplace Resource Toolkit, we look at the 'what' and 'why' of workplace health and wellbeing.







The culture of an organisation often dictates what is acceptable and what's not so acceptable in the workplace – this applies to both employee safety and employee wellbeing.

## HOW DO THESE LINK TOGETHER IN THE WORKPLACE?

**While work health and safety has a legislated position** in Australian workplaces, the emphasis has traditionally been on the 'health and safety' of employees, rather than their 'health and wellbeing'.

However, recognition of the benefits of workplace health and wellbeing programs is now gaining momentum. These benefits easily translate into the area of workplace safety.

**Responding to the shift towards health and wellbeing,** many Australian organisations are acknowledging the direct link between a safe worker and a healthy worker, recognising they are one and the same. Best-practice workplaces are now integrating their current workplace health and safety practices with workplace health and wellbeing programs, directly capitalising on time and productivity benefits.

Health and safety measures require all employees to be mindful and aware of the safest choice when acting at work, and unsurprisingly, the safest choice is most often the healthiest choice. In return, workplaces can make this easier for employees by making the healthy choice the easy choice.

For example, correct lifting procedures minimise acute and immediate injury for employees, but also minimise overall muscle strain, reducing the chance of a subsequent injury which may not be work-related. Following guidelines around fatigue management at work not only makes for safer employees in the workplace, it also minimises the harm caused to an individual by long-term sleep debt.

By providing a workplace environment that makes the healthy choice the easy choice, organisations can help to mitigate the potential health risks experienced by employees, and show their workers the importance of health in everyday life.

While health and safety legislation exists in Australia, the vast majority of organisations implement health and safety procedures not because they have to, but because they value their staff and respect the contribution of the work they perform. Workplaces that implement health and wellbeing programs often do so because they are committed to looking after the welfare of their staff, and are therefore known as valued employers in the community.

**In response to recent updates** to national work health and safety legislation, Safe Work Australia [www.safeworkaustralia.gov.au](http://www.safeworkaustralia.gov.au) has developed a series of *Codes of Practice*. These codes apply to all types of work and workplaces covered by the *Work Health and Safety Act 2012*, and help to provide practical guidance on particular issues.



## HOW DO THESE LINK TOGETHER IN THE WORKPLACE?

While many of these codes of practice concentrate on particular safety issues, some also refer to welfare or wellbeing issues.

For example, Managing the Work Environment and Facilities outlines that a workplace must provide employees with clean drinking water at all times, including for workers at mobile or remote sites. The code also encourages workplaces to provide dining facilities for eating, preparing and storing food. This links strongly to the healthy eating and hydration messages advocated when promoting workplace health and wellbeing.

Codes of practice are currently being developed around managing workplace fatigue and responding to workplace bullying, two other areas with a big impact on worker wellbeing.

**'You can't be a safe worker if you're not a healthy worker.'**

*- Professor Dame Carol Black, Expert Adviser on Work and Health, Department of Health, England*



The safest choice  
is most often the  
healthiest choice.

## WHAT CAN I DO?

The following strategies may help to strengthen the link between health, safety and wellbeing in your organisation.

- If you plan to create a specific health and wellbeing working group or steering committee, consider if it would be a good fit into your current work health and safety committee. In smaller organisations especially, it may make sense to have both groups under the one banner, as there is often an overlap in personnel and activities. This will save time and help to integrate health into your workplace culture.
- When reviewing current safety procedures or introducing new ones, consider any wellbeing aspects to the procedure. For example, introducing stand-and-stretch breaks into meetings longer than thirty minutes will reduce risks associated with sitting, which will have longer-term positive health implications for your employees.
- Just as you would encourage employees to identify, assess and fix a work safety hazard, encourage them to identify, assess and fix a wellbeing hazard. Look for areas that might have higher health risks, for example, sedentary roles in administration or transport, or work roles that have high levels of stress. Risk assessments on health issues are an important way to help identify hazards, find control measures and keep health on your workplace radar.
- Your duty of care extends to ensuring that workers are safe from psychological harm while at work. While traditional Employee Assistance Programs (EAPs) can effectively deal with mental and emotional wellbeing after a problem has occurred, education, promotion of mental health awareness and a supportive workplace environment can address mental health risks at an early stage before they become a major issue.

## KEY QUESTIONS TO ASK

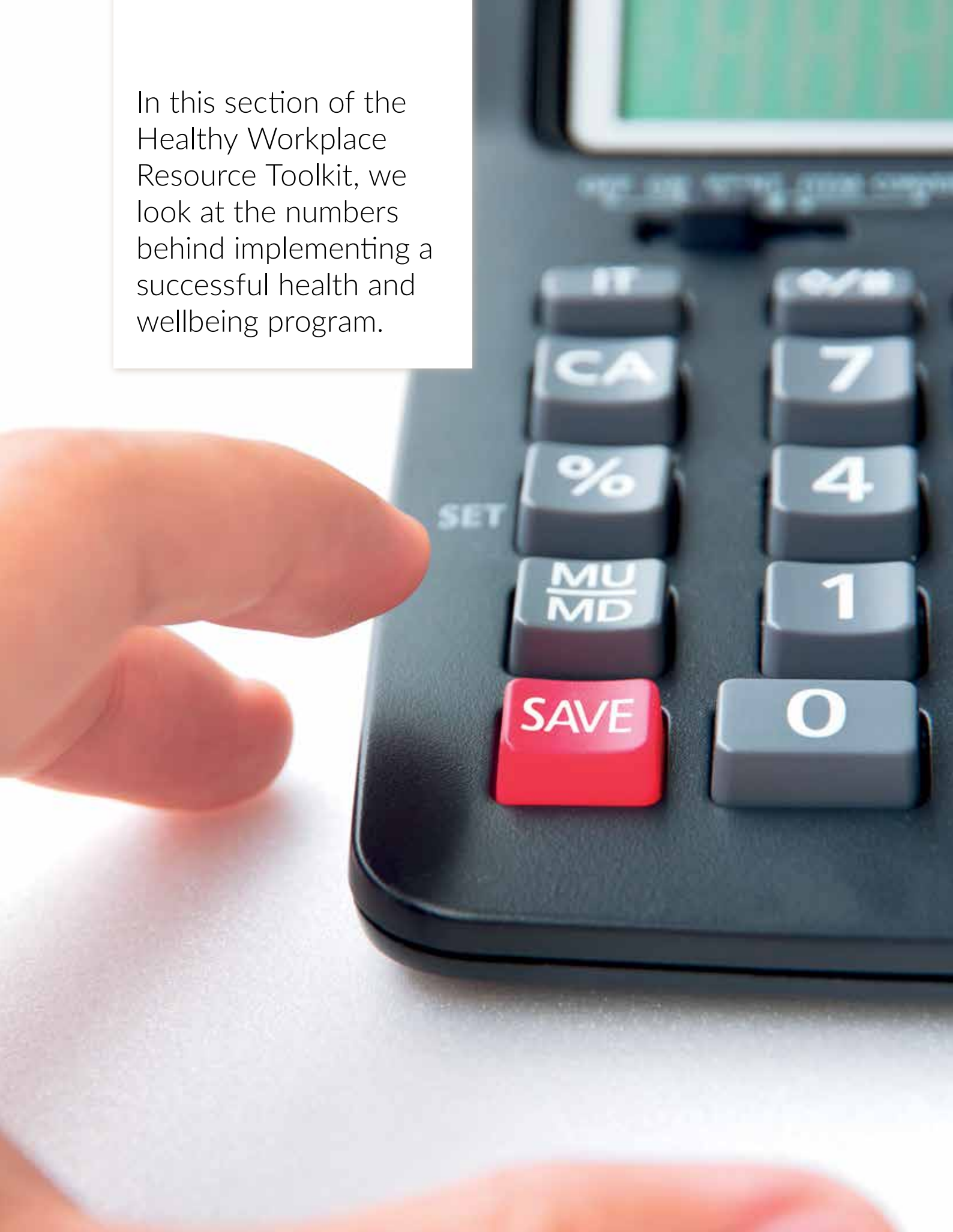
- What are the impacts on workplace performance?
- How can I calculate the financial benefit to my organisation?

# WHY INVEST IN HEALTH AND WELLBEING?

# 03



In this section of the Healthy Workplace Resource Toolkit, we look at the numbers behind implementing a successful health and wellbeing program.





## Workplace performance fast facts

- For every dollar invested in workplace health and wellbeing programs, there is a return on investment of between three and six dollars.<sup>2</sup>
- Reduced performance costs employers two to seven times more than absenteeism.<sup>3</sup>
- In 2005-2006, the cost of work-related injury and illness in Australia was estimated to be \$57.5 billion (5.9% GDP), of which employers bore \$10.2 billion.<sup>4</sup>
- The greater the number of health risks per employee, the greater the negative impact on their productivity.<sup>5</sup>
- Implementing a health and wellbeing program can reduce employee risk factors by up to 56%.<sup>6</sup>

# WHAT ARE THE IMPACTS ON WORKPLACE PERFORMANCE?

**Given the close link between** healthy employees and workplace performance<sup>1</sup>, a workplace health and wellbeing program has the potential to have a positive impact on productivity.

In the short term, the success of your health and wellbeing program will be demonstrated by improvements in the way your employees:

- work together
- engage in their jobs
- enjoy their work.

**In the long term**, you should see the positive influence of your program through:

- gains in staff retention
- improved efficiency
- enhanced corporate image
- reduced absenteeism and presenteeism
- reduced disability claims.

Some of these improvements are harder to measure than others, but each will contribute to improving your workplace productivity.



## WHAT ARE THE IMPACTS ON WORKPLACE PERFORMANCE?

Your workplace health and wellbeing program may also have a direct impact on your organisation environment by addressing some common workforce issues.

Issue		Potential impact
Over 15 years there will be a four-to-five times increase in the number of Australian workers eligible for retirement. <sup>7</sup>	→	Healthy workers stay in the workforce longer.
There has recently been a significant shortfall of qualified people in the workforce. <sup>8</sup>	→	Trained staff who have high job satisfaction are more easily retained.
82% of Australian businesses report they have a skills gap, which leads to higher levels of work stress and lower morale. <sup>9</sup>	→	Workplace health and wellbeing programs can assist in managing work stress levels and improve morale among employees.

# HOW CAN I CALCULATE THE FINANCIAL BENEFIT TO MY ORGANISATION?

Two of the more tangible ways that employee health can have an immediate financial benefit to your organisation is through reducing:

1. Absenteeism
2. Staff turnover.

To help you calculate the impact a successful workplace health and wellbeing program can have on staff absenteeism and turnover rates, visit [www.healthyworkers.gov.au/internet/hwi/publishing.nsf/Content/roi-tool](http://www.healthyworkers.gov.au/internet/hwi/publishing.nsf/Content/roi-tool)

The following example illustrates these calculations.

*In the last 12 months, a company of 50 staff has experienced a sick leave rate of 8.5 days per employee and has recruited 3 replacement staff due to resignations. The average staff salary is \$50 000. The company runs a shift roster of 8-hour days and the average hourly wage is \$25.*

Total number of employees	50
Sick leave rate per employee per year (in days)	8.5
Total number of sick days in last 12 months	425
Hours worked per day	8
Average hourly wage (\$)	25
Total annual cost of staff sick leave	\$85 000
Reduction in sick leave due to a workplace health and wellbeing program (%)	30%
<b>Total annual savings in sick leave achievable by implementing a workplace health and wellbeing program</b>	<b>\$25 500</b>
Total number of employees resigned in the last 12 months	3
Average annual wage (\$)	50 000
Cost of replacing an employee as a percent of annual salary	75%
Annual cost of replacing employees as a result of resignation	\$112 500
Reduction in staff turnover due to a workplace health and wellbeing program (%)	10%
<b>Total annual savings in staff turnover achievable by implementing a workplace health and wellbeing program</b>	<b>\$11 250</b>
<b>Combined annual savings for reduced sick leave and staff turnover, as a result of implementing a successful workplace health and wellbeing program</b>	<b>\$36 750</b>

In this example, the organisation has potential annual savings of over \$36 000 through minimising absenteeism and staff turnover. Other less tangible savings could be made through increased productivity, staff engagement and morale.

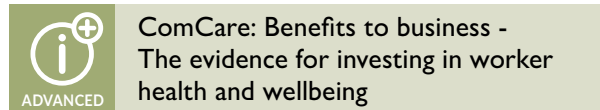


What might be the potential savings for your workplace?



# FURTHER READING

For more information on the benefits of workplace health and wellbeing programs, read the below.



## REFERENCES

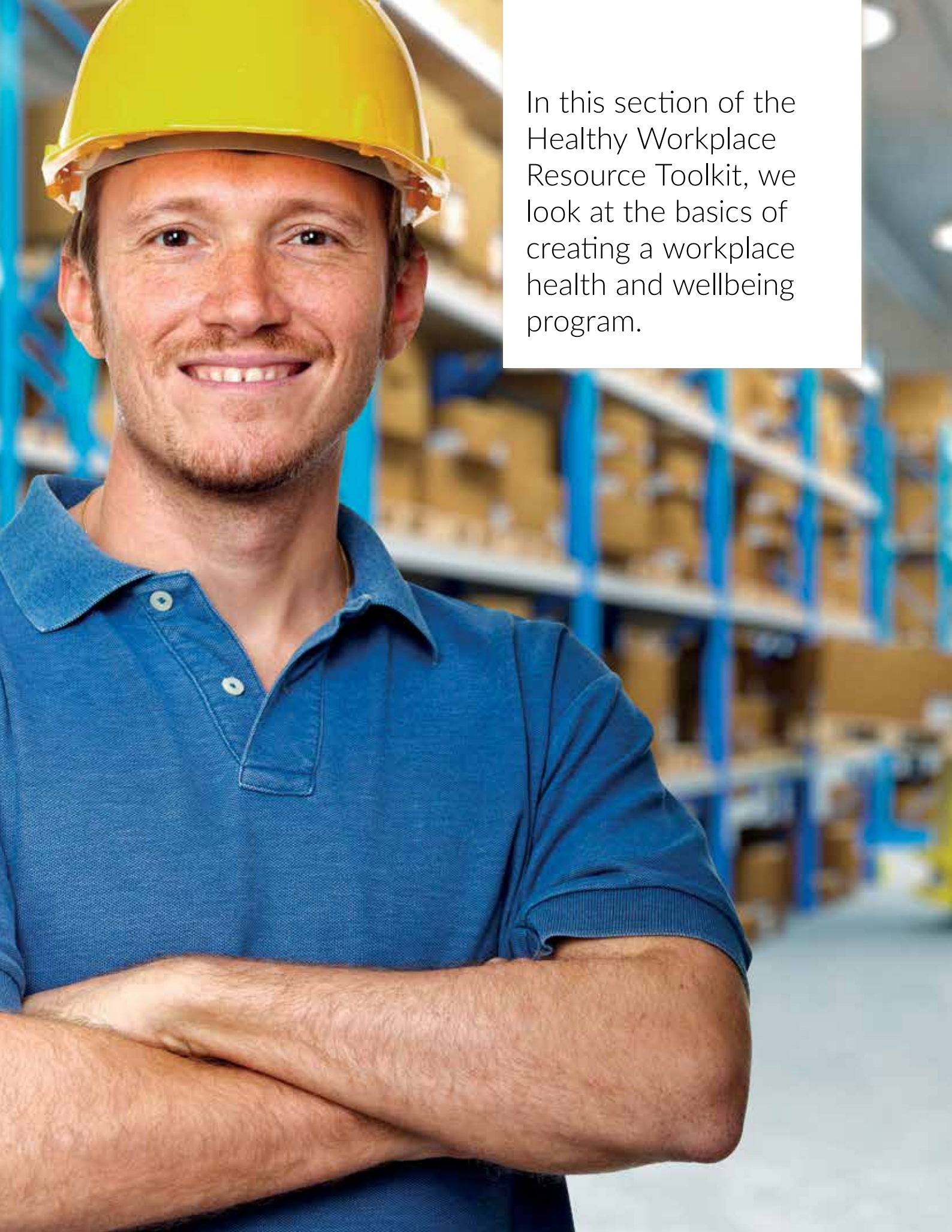
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## KEY QUESTIONS TO ASK

- What are the basics of creating a workplace health and wellbeing program?
- Where can I get more help?

# IMPLEMENTING YOUR WORKPLACE HEALTH AND WELLBEING PROGRAM

# 04



In this section of the Healthy Workplace Resource Toolkit, we look at the basics of creating a workplace health and wellbeing program.

# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?

**Whether you are the manager of a small team with a handful of employees,** or the health and wellbeing coordinator of a large organisation – the principles of creating a workplace health and wellbeing program are very similar.

And these principles are certainly a good place to start.

They are based on best practice guidelines drawn from a number of national and international resources.<sup>1</sup>



## A successful workplace health and wellbeing program:

1. Is cost effective and doesn't have to be expensive
2. Is closely linked to workplace health and safety
3. Assesses needs to identify health issues in the workplace
4. Involves voluntary participation and achieves high participation
5. Is sustainable and has a long-term commitment
6. Is evaluated and reviewed as required
7. Addresses individual and organisational issues
8. Has management support and senior managers are actively involved
9. Is accessible to all employees, irrespective of their health status, location or role in the workplace
10. Has coordinators who have access to resources and training relevant to health promotion.

**For a smaller organisation,** some of these principles may seem unnecessary or overwhelming. Just remember that how you implement them will depend on, among other factors, your workplace culture, size and location.



# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?

## The workplace health and wellbeing cycle

The workplace health and wellbeing cycle illustrates the basic process of creating a health and wellbeing program.

For a smaller team just starting to develop a program, these processes don't necessarily have to be formalised or structured. However, a successful and sustainable program will have them in place in some form.

Let's go through each of the steps and see what they mean.



Adapted from Public Sector Management Office 2009, *Guidelines for implementing a workplace health and wellbeing program*, Department of Premier and Cabinet, Tasmania.

Keep in mind that you don't need to do these steps in a particular order – many organisations start by simply introducing activities that 'sound like a good idea'. From there, they gradually include larger and more sustainable health and wellbeing initiatives that result in long-term business benefits.

# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?



## 1. Get the ball rolling

There are two main areas to focus on when getting started – gaining management support and establishing a workplace coordinator.

**Firstly**, it's important that there is commitment and support from senior managers, and that they have a clear understanding of the program's aims and expectations. The management team should also be informed about the need for a coordinator and any other resource requirements. Senior managers will not necessarily participate in all health and wellbeing activities; if they do, however, it will probably encourage other employees to take part in the program (see section 5 'Getting others involved'). In a smaller organisation, management involvement can be easily demonstrated by the owner/Director/CEO supporting employees' ideas about making healthy choices easy choices in the workplace.

**Secondly**, the identification of a workplace coordinator will help make sure that there is one key person who can manage all health and wellbeing initiatives. In a smaller organisation, this may be a motivated employee who coordinates health and wellbeing initiatives in addition to their current role. In a larger organisation, this may be someone who already has a human resource or occupational health role.

**The coordinator will be better equipped** to manage the program if they understand issues such as resourcing, communication, networking and the management structure of the organisation. It is also important that an appropriate amount of time is allocated to this coordination role and that this is written into the coordinator's position description. It is important that this person has:

- the support of management
- a good relationship with the organisation's employees, including the ability to handle disgruntled or resistant staff
- a good understanding of health-related issues
- adequate project management experience
- the determination and perseverance to make it happen.



**Do you have management support for your workplace health and wellbeing program?**

# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?



## 2. Organise your program



**Once management support has been obtained** and the role of a central coordinator has been established, it's important to create a committee or working group to help implement your program. In a smaller organisation, this may be an informal group of employees who are all motivated and keen. In a larger organisation, you may create a new group, or introduce a new role for an existing group, such as the occupational health and safety committee.

Either way, it's important that the working group has representatives from each team within the workplace that might have an interest, for example, human resources, operations, or health and safety. In an organisation with a formal structure, the committee will also need a clear Terms of Reference.

Below is a template to help you create your own Terms of Reference



TEMPLATE

### Terms of Reference for a working group

Below is some more detailed information on establishing a workplace health and wellbeing working group



FACT SHEET

### Establishing a Workplace Health and Wellbeing Working Group

# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?



## 3. Work out what you need

**Your workplace health and wellbeing program will only succeed** if it meets the requirements of your employees.

How do you find out what your employees want?

In a smaller organisation, it may simply be a matter of asking employees what they would like to see happen. Your employees might have a broad range of ideas covering many aspects of health and wellbeing; it's likely that themes will begin to emerge, such as stress, extended sitting time, or access to good quality food.

In a larger organisation, you may need to conduct a more formal needs assessment, for example, a survey of employees. You can use your survey to collect baseline data about your employees (for example, information about their fruit and vegetable intake at the present time, or their current level of physical activity), and to collect information about what they would like to see in a health and wellbeing program. You'll be able to ask similar questions at a later date and then compare the information you have collected in both surveys. This will help you see if your program is reaching its goals. If you do use surveys, it is important to remove any personal or identifying information in your forms to protect the privacy of your employees.

Keep your program realistic – don't try to 'fix' all the issues at once. You probably already have some existing and well-received health and wellbeing initiatives in place; if these are working, you can incorporate them into your larger plan.





Any survey you use needs to be voluntary, confidential and anonymous. You don't want your employees worrying that this information will be made public or used for the wrong reasons.

## WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?

Make sure your survey reaches all of your employees. This may involve using either electronic or paper-based surveys, or a mix of these approaches.

Use one of these templates to create your own survey.



TEMPLATE

**Needs survey – simple**



TEMPLATE

**Needs survey – extended**

It's important to report the results of these surveys back to both managers and employees, so everyone knows they have been heard.

You might also want to conduct a review of your workplace environment to see what facilities you currently have. You'll probably find there are facilities that you can work into your program (like stairs, showers or a bike rack), and others that need updating or reviewing (such as kitchen facilities or the office layout).

Below is a template to help you create a workplace environment checklist



TEMPLATE

**Workplace Environment checklist**

# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?



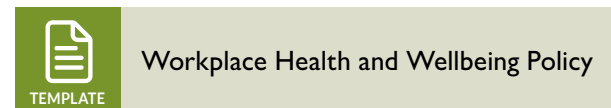
When starting from scratch, be realistic and start small – change takes time. Doing something is better than doing nothing at all.

## 4. Develop your action plan



Before you create an action plan for your health and wellbeing program, it's a good idea to develop an overall health and wellbeing policy. This key document will drive and guide all of your health and wellbeing activities.

To get you started, below is a template that you can use to create a workplace health and wellbeing policy



**Now you know what your employees want** and you have your guiding document complete, you are ready to create an action plan for your health and wellbeing program.

**The first step** is to determine your goals and objectives, based on the key issues that were identified in your needs assessment. Imagine, for example, that your survey identifies that employees only consume about half the recommended daily intake of fruit and vegetables, and you think this is an important area in which to make an impact. Your overall goal may be that employees have access to healthier food options within the workplace, while your specific objective is to increase intake of fruit and vegetables by 20% over the next 12 months.

# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?

**The second step** is to identify and create strategies and activities to meet these goals and objectives.

For example, your strategy could be to organise a cost-recovery fruit and vegetable bowl in the workplace kitchen, and your specific activities might include sourcing a supplier, investigating delivery options and working out how you'd keep track of the quality and freshness of the produce. In a larger organisation with an onsite cafeteria, your strategy might be to include more vegetables on the menu. Your specific activities could include initiating discussions with the cafeteria chef, bringing in a dietitian to discuss your menu and so on.

You can see that strategies can be simple and inexpensive, or require a more significant investment in time and money. Generally, the more comprehensive a strategy, the more activities needed to fulfil it.

**Ideally, there should be a mix** of strategies that target people, places and policies. Strategies that focus on people are aimed at educating employees and raising awareness. Strategies that focus on places target the physical environments or infrastructure in which we work. Strategies that focus on policies usually provide a formal 'back up' to these other two areas.

**It's important to consolidate and acknowledge** what you are already doing. For example, do you already have shower facilities in your workplace? That's a bonus that you can communicate to employees who may want to increase their physical activity during work hours.

**This is also a good time to identify resources, facilities and expertise** both within the workplace and in the community. For example, do you have a room that would be suitable for a yoga class, or are participants better off using the facilities at a nearby yoga school? Which of these strategies will encourage the greatest participation rate? Which will be easiest for your employees? Which will be most cost effective for you?

For a template to create your own action plan, see below.



TEMPLATE

Sample action plan



# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?

## 5. Implement your action plan



Once you know what strategies are likely to help you meet your goals and objectives, you can get down to details. For each strategy, identify what is going to take place, who is going to be responsible, when it will happen, how it will be monitored and what resources it will require. Each strategy may target a different group of employees, so you may need to develop a range of promotional material. This is also the time to encourage the involvement of senior leaders in the workplace if they have not already expressed a commitment to the program.

You can also link in with community events and take advantage of promotional activities that are already in place. This might include events such as Diabetes Awareness Week, Mental Health Week or National Nutrition Week.

For a template to create your own health and wellbeing program, see below.



TEMPLATE

[Sample health and wellbeing program](#)



# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?

## 6. Monitor and evaluate your program



**Keeping track of what your program is doing** is the only way to discover if it's actually working. Evaluating each strategy in the program will allow you to see if it is contributing towards your goals and objectives. This might be as simple as asking participants how they are going, or monitoring participation rates for larger ongoing activities. Ultimately, there is no point wasting resources on strategies that are not achieving your goals.

Your evaluation process may also show you some benefits you weren't expecting. Maybe you didn't reach your specific goal around daily fruit and vegetable intake, but you find that more employees are satisfied with the food provided in the on-site cafeteria, or they are more aware of healthier food options available close by.

Within each focus area in section 6, you'll find more specific information on evaluating your strategies. Refer to the sub-section 'How do I know if our program has been a success?'

For more information on evaluating your program, read the below fact sheet.



FACT SHEET

A simple guide to evaluation

# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?


## 7. Update your program



**So, let's say you have been** running your health and wellbeing program for a year or so and have just done another survey to track your progress. You've compared your results with the survey you conducted when you were first planning your program. Guess what? Fruit and vegetable intake has increased to a level just below the recommended daily intake, and comments suggest that the changes made in this area were very well received. However, many people have noted that workplace stress has increased over the last 12 months.

**This is a great time** to change the focus of your program and concentrate on this new need that has been identified. At this point, you will also need to reconfirm management support for your program, and clarify any new or adjusted management expectations. You can now update your action plan and continue your program cycle.

# WHAT ARE THE BASICS OF CREATING A WORKPLACE HEALTH AND WELLBEING PROGRAM?

 CHECKLIST	Summary checklist	Small team	Large organisation
<b>1. Get the ball rolling!</b>			
<input type="checkbox"/>	Gain management support and commitment	✓	✓
<input type="checkbox"/>	Identify a central coordinator	✓	✓
<input type="checkbox"/>	Incorporate role into position description	✓	✓
<b>2. Organise your program</b>			
<input type="checkbox"/>	Establish a committee or volunteer working group	✓ (small/informal)	✓ (include management)
<input type="checkbox"/>	Establish a Terms of Reference for the committee		✓
<b>3. Work out what you need</b>			
<input type="checkbox"/>	Ask your employees	✓	
<input type="checkbox"/>	Conduct a formal needs assessment		✓
<b>4. Develop your action plan</b>			
<input type="checkbox"/>	Develop a health and wellbeing policy	✓	✓
<input type="checkbox"/>	Identify high priority areas	✓	✓
<input type="checkbox"/>	Determine goals and objectives	✓	✓
<input type="checkbox"/>	Create strategies and activities (include a mix of people, place and policy)	✓	✓
<input type="checkbox"/>	Identify resources, facilities and expertise	✓	✓
<b>5. Implement your action plan</b>			
<b>For each strategy, identify</b>			
<input type="checkbox"/>	What is going to take place	✓	✓
<input type="checkbox"/>	Who is going to be responsible	✓	✓
<input type="checkbox"/>	When it will happen	✓	✓
<input type="checkbox"/>	How it will be monitored	✓	✓
<input type="checkbox"/>	What resources it will require (budget/time)	✓	✓
<input type="checkbox"/>	The promotional material to be developed	✓	✓
<b>6. Monitor and evaluate your program</b>			
<input type="checkbox"/>	Ask employees how they are going in the program	✓ (informal discussion)	
<input type="checkbox"/>	Keep record of numbers of attendees	✓	✓
<input type="checkbox"/>	Repeat needs assessment		✓
<input type="checkbox"/>	Compare with initial needs assessment		✓
<b>7. Update your program</b>			
<input type="checkbox"/>	Reconfirm management support for program	✓	✓
<input type="checkbox"/>	Clarify management expectations	✓	✓
<input type="checkbox"/>	Allocate additional budget	✓ (if appropriate)	✓
<input type="checkbox"/>	Update action plan	✓	✓

## REFERENCES

1. Public Sector Management Office, Department of Premier and Cabinet 2009, *Guidelines for implementing a workplace health and wellbeing program*, Department of Premier and Cabinet, Tasmania.

# ESTABLISHING A WORKPLACE HEALTH AND WELLBEING WORKING GROUP

To help drive a workplace health and wellbeing program, a working group and/or coordinator may need to be established.

Somebody within the team should take on the role of program coordinator, and then form a working group to assist in running the program.



Whenever possible, the working group should include representatives from all levels and sectors of the organisation.

## Benefits of a working group

A well-planned workplace health and wellbeing working group will help ensure:

- best use of resources
- work-sharing among staff
- good coordination of program efforts among departments
- good communication between staff and managers
- sustainability of the program.

## Working group membership

The membership of your working group will depend on the nature, size, and structure of your organisation. You might use your existing Occupational Health and Safety (OHS) group as a basis, but make sure you include representatives from all levels and sectors of your organisation (for example, management, production/service delivery, sales, personnel, and health and safety). The following diagram shows an example of a coordinating body in a larger organisation.



This structure may not be appropriate for a smaller organisation; instead, you might seek the support of external resources to strengthen your initiative, for example, a community health centre, a contracted occupational health and safety agency or industry-specific networks.

The following diagram shows an example of a coordinating body in a smaller organisation.



As you establish a suitable structure for your working group, consider:

- your organisational structure
- the human resources available in the workplace
- existing groups within your organisation
- the focus of the program.

Group members can be nominated based on the organisational structure of your workplace and the abilities and strengths of the people who might be involved. You could also merge existing groups (such as employee welfare, OHS, or facilities management groups) into your new workplace health and wellbeing working group structure.

Developing a Terms of Reference document can help to outline the roles and responsibilities of group members and guide the activities of the group.



After you have established your working group, it might be useful to form some project-based subgroups to take charge of specific aspects of your health and wellbeing program, for example, smoking cessation, work stress, providing healthy canteen options, or improving physical activity. Group members could identify colleagues who are passionate and have a special interest in a particular area of activity and nominate them as members of an appropriate subgroup. Using a subgroup system to build a network of health promoters can also help the group to communicate effectively with employees. A subgroup structure can be very useful; however, it is more applicable to larger organisations.

The following table is a useful tool to identify and document the roles and responsibilities of working group members (e.g. publicity, logistics, physical activity, healthy eating initiatives).

Internal members			
	Name	Department/Organisation	Roles and responsibilities
Senior managers/CEO			
Health and wellbeing coordinator			
Human resources manager			
OHS officer/manager			
Worksite doctor/nurse			
Other member of the health and wellbeing department (if applicable)			
Staff representative 1			
Staff representative 2			
External members			
Health promotion professional			
Environmental health professional			
Occupational health professional			

## Role of the working group

Once your working group has been established, it should meet regularly to start program planning and preparation. The frequency of meetings will depend on the role of the group and the work to be done, and may change at any point in time.

The role of the working group is to guide the implementation of the workplace health and wellbeing program. One way to do this is to organise members into groups which have clearly understood roles, responsibilities and tasks. The overall responsibilities and tasks of the group include:

- identifying resources, facilities, expertise, networks and groups to collaborate and partner with
- identifying potential barriers to the implementation of a workplace health and wellbeing program in the workplace and provide advice and recommendations
- identifying established management processes that may assist in the planning and implementation of the program
- setting the overall scope, goals and objectives of the program
- conducting a needs assessment in the organisation
- ensuring access and equity for all staff
- prioritising the identified workplace needs
- developing program strategies and activities (developing an action plan)

- disseminating information regarding the program
- implementing the program and monitoring its progress and effectiveness
- evaluating the program
- reporting the outcomes of the program to the organisation's senior managers.

As the work of the group gets under way, keep in mind the following important points:

- if an external health professional has initiated the program, he/she should attend the initial meetings to help the working group address the above issues; the health professional should highlight the important roles each group member may undertake
- the group members should maintain a high profile at activities undertaken in the program
- the group members should be involved in the program evaluation with the following data collected whenever a specific activity is undertaken:
  - attendance records
  - meeting notes
  - promotional material
  - cost
  - feedback obtained from participants.

Adapted from Healthy@Work, Public Sector Management Office, Department of Premier and Cabinet, Tasmania

# A SIMPLE GUIDE TO EVALUATION

## What is evaluation?

Evaluation is 'the systematic gathering, analysis and reporting of data about a program to assist in decision making'.<sup>1</sup>

Evaluating your program will enable you to work out what was good about it, and what wasn't so good. In other words, evaluating your program is the best way to determine if it has worked and how well it has worked.

Knowing exactly where and how your program has worked (and where it hasn't) will help you make refinements and adjustments that better suit your needs and the needs of your employees. This will make your program as effective as it can possibly be.

Program evaluation may seem a daunting task if you have not attempted this process before.

## It doesn't have to be!

We evaluate every day. We commonly ask ourselves questions such as 'Was that how it was supposed to happen?', or 'What difference did that make?'

A formal evaluation process is just taking questions like these and forming them into a simple, cohesive plan. The earlier that you consider program evaluation, the easier it will be.

## Why should I evaluate my program?

You might decide to conduct a program evaluation for a number of reasons:

- to discover the effectiveness or impact of your program or initiative (i.e. Was it useful? Did it make a difference?)
- to be accountable to management or other stakeholders, such as funding bodies, clients or employees (i.e. Did we get value for money?)
- to determine ways you can improve your program (i.e. What could we have done better?)
- to compare one program or initiative to other programs or initiatives (i.e. What is more important? Which focus area is the best place to invest?).



## When should I start thinking about evaluation?

Evaluation should be considered at the beginning of the implementation process. A major aspect of evaluation is collecting the right data to help you answer the right questions. If you decide at the beginning what questions to ask, you will be better placed to collect the right data from the start, and to set up systems to collect data throughout implementation.



## The five key evaluation questions

There are five fundamental questions that underpin evaluation. These are:

1. **What?** (Did we do what we said we would do?)
2. **Why?** (What did we learn about what worked and what didn't work?)
3. **So what?** (What difference did it make?)
4. **Now what?** (What could we do differently?)
5. **Then what?** (How do we make it even better next time?)

Let's look at each of these in more detail.

## 1. What? (Did we do what we said we would do?)

To answer this question, you will need to describe your activities, and compare your goals and objectives with what actually happened. You'll need to look at the activities that were undertaken, and decide if those activities really contributed to meeting the goals and objectives you originally made. For example, you might have set a goal to reduce the sitting time of your desk-based employees by 10%. What did you do to achieve this? Did that happen as you expected? What were the major achievements? What were the major barriers? What resources were needed?

## 2. Why? (What did we learn about what worked and what didn't work?)

To answer this question, you will need to determine the reasons for your success (or otherwise!). What strategies worked well? What strategies didn't work so well? Were the people in the target group involved? Were they missed? This is a good time to examine some of the initiatives that didn't work so well, and determine what might be the underlying issues.

For example, by asking the 'What?' question above, you were able to determine that sitting time was reduced in the senior management group, but not in regular office-based employees. Now is the time to delve into that finding and work out why.

## 3. So what? (What difference did it make?)

Asking this question will help you determine the impact your initiative (or, in fact, your whole program) has had on the target group. What changed as a result? Was it attitude, knowledge, skills or behaviours? Were there any unexpected changes? Were there any factors outside the program that might have contributed to the changes?

For example, you now know that sitting time decreased for senior managers. As a result of this, they found they were more comfortable, had higher energy levels and, in some cases, had a decrease in muscle soreness in their lower back and neck. The initiative had also prompted a few managers to sit less while at home, which may also have contributed to their positive health outcomes.

## 4. Now what? (What could we do differently?)

Answering this question will help you determine the future of the program or the initiative. What additional knowledge do you need? What are better ways of targeting a particular group? Are there more cost-effective ways of reaching the right audience? Who else could have been involved?

For example, now you have determined that senior managers received real benefits from reducing their sitting time, you could use this finding to better promote this behaviour to the group that did not reduce their sitting time. This alternative strategy may help to engage this group and increase awareness of the benefits of reducing sitting time.

## 5. Then what? (How do we make it even better next time?)

This question takes step 4 a little further, by determining how the evaluation results will be used on an ongoing basis for future work and importantly, how and to who they will be distributed.



## How do I gather the necessary data?

There are many ways you can gather the necessary data for your evaluation. Below is a brief description of the main methods.

### Surveys

- Surveys are sets of questions that are asked of a particular group of people. They may be paper-based or online. The key to a survey is that it is asked in the same way to all survey participants. Surveys can be useful in a needs assessment (i.e. finding out what your employees want), but can also be useful to provide baseline data (for example, finding out what percentage of employees smoke, or what percentage of employees participate in regular physical activity). The survey can be repeated after a set time (say 12 months) and the results of the two surveys compared to see how they differ. Surveys take significant time and resources to develop, administer and analyse correctly, so are not suitable in all circumstances.

#### Tips for surveys

- Pilot your survey to a small group, checking for simplicity of language and ease of use. Be sure that your questions are not worded in ways that lead to biased or misleading responses.
- Be clear with what you want to know from a survey – is there a better way to get the information?
- Providing an incentive may increase survey response rates. Keep it simple – movie tickets or a grocery voucher are incentives that almost everyone can use.
- Limiting the number of questions to 10 or less will increase the response rate.

### Analysis of data

- In some circumstances, data will already exist that can 'tell a story', so this may be a very cost-effective method of collection. For example, participation or attendance lists will enable you to determine the number of people that attended an event.

#### Tips for analysing data

- Analysing existing data has the potential to be time-consuming and tedious. Consider if this is the best way to collect the data you really need.
- Take care not to make assumptions about patterns you find while analysing data. For example, if sales of healthier foods in the on-site canteen increased, how much is due to your healthy eating initiatives, and how much is due to external factors, such as other health promotion campaigns?

### Interviews

- If you want to know more in-depth information about a particular topic, you could interview some key employees. For example, you could interview an employee who participated in your active transport initiative and found that cycling to work was easier than he thought. In-depth interviews can give personal insight into a topic that can't be gained through analysis of numbers alone.

#### Tips for interviews

- Interviews are good to get insight, but care must be taken not to bias the answer by asking a leading question. For example, asking 'How did you find cycling to work?' will lead to a more honest response than asking the question 'Do you enjoy cycling to work?'
- Give the interviewee a copy of the questions before the interview takes place. This may lead to a more thoughtful and thorough discussion.
- Ensure the interviewee has the knowledge to answer the questions asked during the interview.
- Consider telephone interviews if face-to-face interviews are time- or cost-prohibitive.

### Focus groups

- Focus groups are structured discussions, led by a facilitator in a small group setting. Typically, the facilitator has a set of planned questions on selected topics and records the responses that members of the group express. New or unplanned topics may also be discussed if they are relevant. Focus groups are useful to gain an in-depth understanding of a topic.

#### Tips for focus groups

- The facilitator must remain neutral and non-judgemental.
- Focus groups can be useful to both reflect on work that has been completed and to brainstorm new ideas.
- Don't use focus groups as a method for making final decisions.

## Observation

You may choose to observe and record events or you may decide to take part in an event to really get a feel for how it is going. Take care not to generalise the results to a wider group. This method of collecting data is often carried out in addition to another less subjective method.

Surveys and data analysis are known as quantitative data collection. This means that there are numbers to crunch and data to process. Interviews, focus groups and observations are known as qualitative data collection, and relate to more personal or 'human' stories. It is often a good idea to use a mix of these types of data collection to drive home an idea or outcome.

For example, you might find that through an analysis of data, it was seen that sales in the café increased after the introduction of healthier options. Through a staff survey it was noticed that satisfaction levels with the food in the canteen also increased over this period. Your focus groups on healthy eating at work also noted that the food in the canteen was much improved, and that staff were more likely to purchase food there than they were before. Meanwhile, your in-depth interview revealed how a particular employee's attitudes had changed – 'I used to buy a pie from the canteen every day. I was a bit hesitant to try some of that new stuff, but one of the other guys I work with really raved about it so I thought I'd give it a go. I was surprised it was so good – I've tried a few of the others too and they are all really nice. I still get a pie every now and then but I reckon this other stuff has to be better for you.'

## What is an evaluation plan?

An evaluation plan is simply a plan summarising how you are going to do your evaluation. It should include:

- the purpose of the evaluation
- what data needs to be collected
- how you might collect this data
- how you are going to analyse the collected data
- how the evaluation will be used
- how the results of the evaluation will be distributed to the intended audience.

Remember, there is no point doing an evaluation if no one is going to use the results.

An evaluation plan can help you to:

- be clear about what you want to evaluate, when and how
- identify and approach people in advance who may be important for the collection of this data
- consult with people about the best way to collect the data
- determine what time and resources are needed for the evaluation
- ensure that the scale of the evaluation is appropriate to the scale of the program.

## A note on confidentiality

When collecting information, it is important to de-identify all data as much as possible. Names or any other identifying information must not be used in any report or output without the written consent of the individual. Consider any other ethical considerations, such as the likely impact on an individual involved in an in-depth interview, for example.

## Hints and tips for evaluation

- Start small – focus on one initiative and limit the number of evaluation questions. Build your skills as an evaluator over time.
- Use what you already know about the initiative.
- Don't forget existing sources of data.
- Be realistic about your time frame and resources.
- Include program 'failures' – there is often more to be learnt from what didn't work than from what did.
- Remember, there is no 'perfect' evaluation.

## Further reading

For more information on evaluation, the following websites may be of use.

<b>The Evaluation Toolbox</b> <a href="http://www.evaluationtoolbox.net.au">www.evaluationtoolbox.net.au</a>	Although this website has a focus on the evaluation of community sustainability projects, it may be useful as it aims to assist people who have limited experience in evaluation theory and practice.
<b>Flinders University School of Medicine</b>  <a href="http://www.flinders.edu.au/medicine/sites/pew/">www.flinders.edu.au/medicine/sites/pew/</a>	This 'Planning and Evaluation Wizard', developed by Flinders University, provides some planning and evaluation tools and examples.
<b>The Australasian Evaluation Society</b> <a href="http://www.aes.asn.au">www.aes.asn.au</a>	The professional organisation for individuals involved in evaluation. The website includes publications and other links of interest.
<a href="http://gsociology.icaap.org/methods/">http://gsociology.icaap.org/methods/</a>	This website has a collection of beginner's guides to evaluation covering a wide range of topics.

## References

1. Centre for Health Promotion 2007, *Evaluating health promotion programs*, University of Toronto, Ontario, Canada. Available at [www.thcu.ca/resource\\_db/pubs/107465116.pdf](http://www.thcu.ca/resource_db/pubs/107465116.pdf).

## Acknowledgements

Information in this fact sheet was adapted from Health Canada 1996, *Guide to project evaluation: A participator approach*, Population Health Directorate, Public Health Agency of Canada, Ottawa.

## KEY QUESTIONS TO ASK

- How do I engage my managers?
- How do I engage my employees?
- How do I engage external providers?
- How do I let everyone know what's happening?

# GETTING OTHERS INVOLVED

05

In this section of the Healthy Workplace Resource Toolkit, we look at how to get others involved and how to promote your workplace health and wellbeing program to make it as successful as possible.





# HOW DO I ENGAGE MY MANAGERS?

**For your health and wellbeing program to be successful,** two groups of people will need to be interested and participate in the program: the managers who will support the program, and the employees who will benefit by using the program.

**Senior leadership and management support** is the foundation of a successful workplace health and wellbeing program; in fact, this has been shown to contribute more to a program's success than the actual content of the program.<sup>1</sup>

You might expect your manager to have some questions regarding a workplace health and wellbeing program. These might include:

- How much time will this take to implement?
- What will it cost?
- What will be the benefit to my employees?

Managers may need to be convinced that these questions can be reasonably managed in the program being proposed. For example, the question of cost can be addressed by showing that simple and low-resource strategies and activities can improve employee morale and engagement.



**What might be the questions asked by managers in your organisation?**

**In a smaller organisation,** it might be as simple as sitting down with the boss and talking about how certain initiatives could benefit everyone in the business, and showing that those initiatives don't have to cost a significant amount in time and resources.

**In a larger organisation,** it might help to 'cost out' some potential health and wellbeing measures. For help on how to do this, refer to section 3 'Why invest in health and wellbeing?'

**In any size organisation,** for senior managers to support a health and wellbeing program, it needs to be in line with organisational goals and objectives.

A health and wellbeing program will be seen as beneficial if it helps solve an organisational 'problem'. For example, an organisation may find it difficult to attract and retain employees – perhaps there is high demand for workers in the industry, or a shortage of specialised skills. Having a workplace health and wellbeing program is a known method for attracting and retaining quality staff, so talking about this might be a good way to engage senior managers in developing and implementing a program.

Other organisational 'problems' that a workplace health and wellbeing program might help to address include:

- managing an ageing workforce
- reducing absenteeism
- reducing injury rates and workers compensation claims
- increasing employee morale and engagement.

**One of the most effective ways** to engage management support for your idea is to submit a brief proposal and then follow it up with a face-to-face discussion. Consider using the sample template below to develop your proposal.

For templates or proposals to take to your senior management, see below.



TEMPLATE

**Proposal to Senior Managers**



TEMPLATE

**Presentation to Senior Managers**



## HOW DO I ENGAGE MY MANAGERS?

Depending on the size and structure of your workplace, it might be worth consulting some other stakeholders, including:

- your workers compensation provider
- relevant unions
- workplace health and safety committees or consultants
- your human resources department.

Other strategies worth considering include:

- developing a 'pilot' or sample program for senior leaders. This will help them to see, at a personal level, that being healthy improves workplace productivity and engagement
- circulating case studies or relevant literature on successful workplace health and wellbeing programs
- getting the idea of a health and wellbeing program on the agenda in senior leadership team meetings, using a guest speaker as a bonus
- emphasising the importance of workplace health and wellbeing during challenging times, given the benefits of increased morale, productivity and engagement
- connecting with your manager's natural desire to excel, by emphasising their innovation and leadership in the field of workplace health and wellbeing.

# HOW DO I ENGAGE MY EMPLOYEES?

**It is natural to expect** that employees already engaged in health and wellbeing activities outside of work will be attracted to opportunities presented by their employer. A successful health and wellbeing program can benefit from the enthusiasm of these individuals who will often act as a catalyst for others to take up new activities.

It can be a challenge to encourage some employees who may be reluctant to participate in a workplace health and wellbeing program. The following strategies may be useful in engaging those individuals.

- **A program that is endorsed by senior managers:**  
A program that has active participants drawn from senior management allows other employees to give themselves 'permission' to join in. Negative or obstructive thoughts such as 'I don't have enough time' have less influence over behaviour when there is a perception that others with 'less' time are involved.
- **A program that is owned by employees:** If employees are consulted as to the content of a workplace health and wellbeing program (such as in a survey or consultation process), then they are more likely to 'own' the program. This ownership will likely increase their engagement in activities. A feedback mechanism is also an important part of program ownership, giving employees a say as to what's working and what's not.
- **'What's in it for me?':** We often consider a new idea through the lens of 'what's in it for me?', and a workplace health and wellbeing program is no exception. An employee who can see a distinct benefit for them if they participate will be more likely to pursue a particular activity. Using this knowledge to highlight personal benefits when promoting program activities can help to increase participation rates.
- **Programs available to family and community members:**  
If your health and wellbeing program extends to your employees' family members or other community members, for example, through invitations to healthy picnics or sports days, then this will also increase participation rates and interest.
- **Supported by unions:** In some workplace cultures, it's appropriate and important to acknowledge that the relevant trade unions support the program.



# HOW DO I ENGAGE MY EMPLOYEES?

## Involving everyone

**It's good to be aware** that there will be widely differing needs among your staff, for example, cultural differences, or differences in learning styles and literacy levels. Think about how to involve everyone, not just those who are easiest to engage. Keep the following points in mind:

- When you are developing promotional material for your workplace health and wellbeing program, use simple, plain, non-technical language, and be alert to the cultural appropriateness of the words and images you use. It might be worth testing your material on a small group of employees before releasing it to a wider audience.
- Use a range of communication methods to improve access to your programs – newsletters, demonstrations, guest speakers, YouTube clips and interactive workshops will all engage different people across your organisation in different ways.

Be aware that there will be a wide variety of existing health knowledge and health needs among your employees, so you should try to provide a variety of information and resources to address these needs.

**For workplaces that are male-dominated**, such as those in the construction and transport industry, give consideration to male-specific engagement strategies. For more information on engaging men in your workplace health and wellbeing program, read the below factsheet.



### Men's Health in the Workplace



What other strategies might be useful to engage employees in your organisation?

# HOW DO I ENGAGE EXTERNAL PROVIDERS?

**You might find that you need to get someone else** in to help you provide some specialised support, such as running a yoga class or providing workplace health checks. Even if you know that you need someone who is experienced and knowledgeable, it can still be difficult to decide exactly who to engage.

Keep the following in mind when choosing an external provider. Remember, not all of these points will apply to every external provider you use.

- **They need to be a member of a relevant body or have recognised accreditation:** Is your on-site massage therapist a member of an accredited association? Ask for their registration number and check it on the association website.
- **They need to have the required professional indemnity or liability insurance:** Ask for copies of their certificates.
- **They need to have valid qualifications:** Ask for copies of their qualifications and any certificates for relevant training they may have undertaken.
- **They need to use valid and reliable equipment:** Are they using the most effective equipment for the job? Ask them to provide research that shows this is the case.
- **They need to practice in accordance with their industry body code of ethics.**
- **They need to ensure responsible referral and follow-up of high-risk individuals:** For example, an employee identified as 'at risk' of cardiovascular disease during a workplace health check needs to be followed up through appropriate medical channels.
- **They need to provide comprehensive reporting:** Ask for an example of their record-keeping procedures.
- **They need to practice according to a comprehensive privacy policy:** Ask to see a copy of their privacy policy, or ask how their records are kept and stored.
- **They should have a track record:** Ask about similar programs they have delivered in the past, and ask for testimonials or references from those workplaces.





# HOW DO I LET EVERYONE KNOW WHAT'S HAPPENING?

**Clearly, it's vital that you communicate** to your employees that a health and wellbeing program is available for their use.

**For a smaller organisation,** consider an interesting and fun event that is not a normal work activity, but is suited to your organisation's culture and employees, for example, a subsidised healthy breakfast or lunch.

**For a larger organisation,** consider launching your program with a VIP or prominent community member who is engaged in health and wellbeing, for example, a local sporting personality.

**Some general tips** on how to inform your employees that their health and wellbeing program is under way are to:

- always keep messages fun, simple, personalised and humorous
- include a reason for employees to get involved (identify what's in it for them)
- specify a time frame, for example, 'Offer ends Friday!'
- include a call to action, for example, 'Register now, limited places!'
- provide a solution to a personal problem, for example,
  - how to manage stress, or
  - how to be more productive
- include success stories (such as short testimonials or longer case studies)
- include spouses or partners where appropriate.

**It's also important to celebrate and enjoy your success**

– when your evaluation reveals that there have been significant gains in employee health, let everyone know.

**Just as important as 'what' to tell your employees, is 'how' to communicate your program.** There are several channels available to you. These will differ depending on the size and geographical spread of your workforce, and the type of work your employees undertake.

For example, field-based employees may not be able to respond as quickly as office-based employees when a time-or space-limited program is announced, putting them at a disadvantage. Consider announcing these sorts of programs with enough lead time to allow access for everyone.

Channels of communication within a workplace may include:

- word of mouth – workplace champions spreading the news
- posters, brochures, newsletters, displays, table flyers and signage on the back of toilet doors
- a dedicated health and wellbeing noticeboard
- the agenda at staff meetings
- company intranet
- emails or blogs from the CEO or director
- messages on payslips
- the agenda at workplace health and safety committee meetings.

# HOW DO I LET EVERYONE KNOW WHAT'S HAPPENING?



CHECKLIST

## Summary checklist

Small team

Large organisation

1. Engaging management		
<input type="checkbox"/> Identify potential barriers for managers	✓	✓
<input type="checkbox"/> Discussion with owner/manager/director/CEO' about potential benefits	✓	
<input type="checkbox"/> Align program to organisational goals and objectives	✓	✓
<input type="checkbox"/> Find organisational 'problems' that the health and wellbeing program may help to solve	✓	✓
<input type="checkbox"/> Create proposal for managers		✓
<input type="checkbox"/> Seek input from other stakeholders	✓	✓
2. Engaging employees		
<input type="checkbox"/> Ensure senior managers are actively involved in programs	✓	✓
<input type="checkbox"/> Ensure employees are consulted in program set-up	✓	✓
<input type="checkbox"/> Identify and strongly communicate employee benefits	✓	✓
<input type="checkbox"/> Make programs available to family and community members	✓	✓
<input type="checkbox"/> Engage trade union support (if appropriate)		✓
<input type="checkbox"/> Involve everyone	✓	✓
3. Engaging external providers		
For each provider, check they		
<input type="checkbox"/> Are a member of a relevant body		
<input type="checkbox"/> Have relevant insurance	✓	✓
<input type="checkbox"/> Have valid qualifications	✓	✓
<input type="checkbox"/> Use valid and reliable equipment	✓	✓
<input type="checkbox"/> Practice in accordance with their code of ethics	✓	✓
<input type="checkbox"/> Provide referral and follow up of high-risk individuals	✓	✓
<input type="checkbox"/> Provide comprehensive reporting mechanisms	✓	✓
<input type="checkbox"/> Practice in accordance with a privacy policy	✓	✓
<input type="checkbox"/> Have a proven track record	✓	✓
4. Marketing the program		
<input type="checkbox"/> Create a fun event that is not a normal work activity	✓	
<input type="checkbox"/> Launch your program with a local VIP or sporting personality		✓
<input type="checkbox"/> Keep your marketing messages simple	✓	✓
<input type="checkbox"/> Specify a time frame in your communications	✓	✓
<input type="checkbox"/> Provide a solution to a personal problem	✓	✓
<input type="checkbox"/> Include a success story or testimonial	✓	✓
<input type="checkbox"/> Include family where appropriate	✓	✓
<input type="checkbox"/> Keep it simple	✓	✓
<input type="checkbox"/> Celebrate and communicate your successes	✓	✓
<input type="checkbox"/> Choose appropriate communication channels	✓	✓
<input type="checkbox"/> Have fun!	✓	✓

## REFERENCES

1. O'Donnell, M 2001, *Health Promotion in the Workplace*, 3rd edn, Delmar Thomson Learning, Albany, New York.

# MEN'S HEALTH IN THE WORKPLACE

## Why focus on men's health at work?

Research shows that Australian men generally fare much worse than women when it comes to health, education and crime.<sup>1</sup>

The reasons for these gender differences are complex, but in many cases, issues around social networks, lack of knowledge of services available, and limited opportunities to get help through male-focused services and programs are contributing factors.

Men's core identity is often closely associated with their job, so work and work relationships play a very important role in the lives of working men.

Some industries, such as construction, manufacturing and transport, as well as some technical trades and professions, commonly have a high proportion of male employees. This makes these workplaces an ideal place to raise awareness of specific men's health issues, and gives these workplaces a chance to support their employees to improve their health and wellbeing.

## What can a workplace offer?

While women often naturally talk with and seek advice from their social networks about physical and mental health issues, men are far less inclined to do so. Men are also more inclined to wait for a health problem to become serious before they seek out help and advice.

Men will benefit from some encouragement to look after themselves and their mates, and to talk more about their health and wellbeing issues. Bringing a health and wellbeing program to the workplace can make it easier for men to talk about their health and discuss issues that they may otherwise ignore.

## Men's health: The facts

- Men are three times more likely than females to die from suicide.<sup>1</sup>
- Men are 1.5 times more likely than women to die from cancer.<sup>1</sup>
- 50% of men have experienced violence since they turned 15.<sup>2</sup>
- Nearly 50% of men have experienced a mental health problem.<sup>2</sup>
- 70.8% of men are overweight or obese, compared to 56.3% of women, and this gap is widening.<sup>3</sup>
- Fewer men visit their GP, and of those that do, they visit their GP less often than women.<sup>4</sup>
- In all age groups, smoking rates were higher in men and boys than women and girls<sup>5</sup>.



If you aren't travelling well outside work, chances are you aren't travelling so well at work either. Mental and physical health issues may lead to safety risks at work.

The culture of a workplace can often dictate how comfortable men feel in discussing their health issues. A workplace that supports discussion around men's issues, and encourages open and honest conversation among employees will be more likely to inspire men to look after themselves, in whatever form that may be.

Many men use humour to disguise mental and physical health issues, so it's important to be aware of when to prompt for more information. Humour can be a great way to make men feel comfortable about engaging in health-related conversation, but remember to take the issue itself seriously. Setting clear boundaries around difficult conversations will help both managers and employees know what to expect from each other – remember;

you don't have to be a trained counsellor to have a positive impact on health and wellbeing in the workplace.

The following strategies and tips may be useful to help engage men in their own health and wellbeing.

- Don't beat about the bush. Be direct and ask specifically how they are going, or ask about a specific issue.
- When planning to talk to a male employee about a health and wellbeing issue, ensure it's in a relaxed, informal and private environment. Make sure they know this is a confidential discussion.
- If you know a man is experiencing a hard time, perhaps go for a walk, or talk while doing an activity. Many men prefer talking shoulder-to-shoulder, or while engaged in an activity, rather than face-to-face over a desk or coffee table.

- Ensure men have access to useful information, so they can find out key contacts on their own, or through talking to a key worker or work health and safety representative.
- Make a personal referral. If you know a trusted health professional relevant to the issue let your male employee know who it is and give him the contact details. Men are more likely to go to someone they know or someone who has been recommended to them.
- Let your employees know that it is OK to go and see a health professional during work hours, and that they can make up these hours at a later time, or take this time as leave.
- Acknowledge the positive role that male work colleagues play outside the workplace. If men know they are valued for their roles as fathers, brothers, uncles and mates, as well as for what they can do, they will be more inclined to look after themselves.
- Look for opportunities to bring specific health services to your workplace. This can help to break down barriers for men who need to see a health professional. It also demonstrates your commitment to their health and wellbeing.
- Encourage men to actively form discussion groups on health or related matters with other men in the workplace.

## Where can I go for more information/Support?

There are a number of organisations that may be of assistance to workplaces in discussing men's health and wellbeing issues.

<b>Australian Men's Shed Association (AMSA)</b> <a href="http://www.mensshed.org">www.mensshed.org</a>	<ul style="list-style-type: none"> <li>A local Men's Shed is an extension of the traditional backyard shed found across Australian culture. It is a place for men to meet and gather, learn skills, swap stories and work on projects.</li> </ul>
<b>Men's Health Australia</b> <a href="http://www.menshealthaustralia.net">www.menshealthaustralia.net</a>	<ul style="list-style-type: none"> <li>This website contains information about the social and psychological wellbeing of men and boys, including information on education, mental and physical health, drugs and alcohol, sexual issues, crime and violence and provides links to relevant organisations.</li> </ul>
<b>MensLine Australia</b> <a href="http://www.mensline.org.au">www.mensline.org.au</a> 1300 78 99 78	<ul style="list-style-type: none"> <li>MensLine Australia is a professional telephone and online support, information and referral service, helping men to deal with relationship problems and other issues in a practical and effective way.</li> </ul>
<b>beyondblue</b> <a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a>	<p><i>beyondblue</i> have a number of free downloadable resources specifically for men, including:</p> <ul style="list-style-type: none"> <li>Hey Dad: Fatherhood – First 12 months</li> <li>Hey Dad: Helpful contacts for Dads</li> <li>Maintaining your wellbeing: Information on depression and anxiety for men with prostate cancer and their partners</li> <li>Anxiety disorders and depression in men with testicular cancer</li> <li>Men and separation</li> <li>Depression in men (fact sheet and information card).</li> </ul>

## References

1. Australian Bureau of Statistics 2012, 4125.0, *Gender Indicators Australia*, Australian Government, Canberra.
2. Australian Institute of Health and Welfare 2012, *Male health 2011*, Australian Government, Canberra, available at [www.aihw.gov.au/male-health-2011](http://www.aihw.gov.au/male-health-2011)
3. Australian Bureau of Statistics 2012, 4364.0.55.001, *Australian Health Survey: First Results 2014-15*, Australian Government, Canberra.
4. Bayram, C, Britt, H, Kelly, Z & Valenti, L 2003, *Male consultations in general practice in Australia 1999-00*, Australian Institute of Health and Welfare, Canberra.
5. Nichols M, Peterson K, Herbert J, Alston L, Allender S. Australian Heart Disease statistics 2015. Melbourne: National Heart Foundation of Australia, 2016.



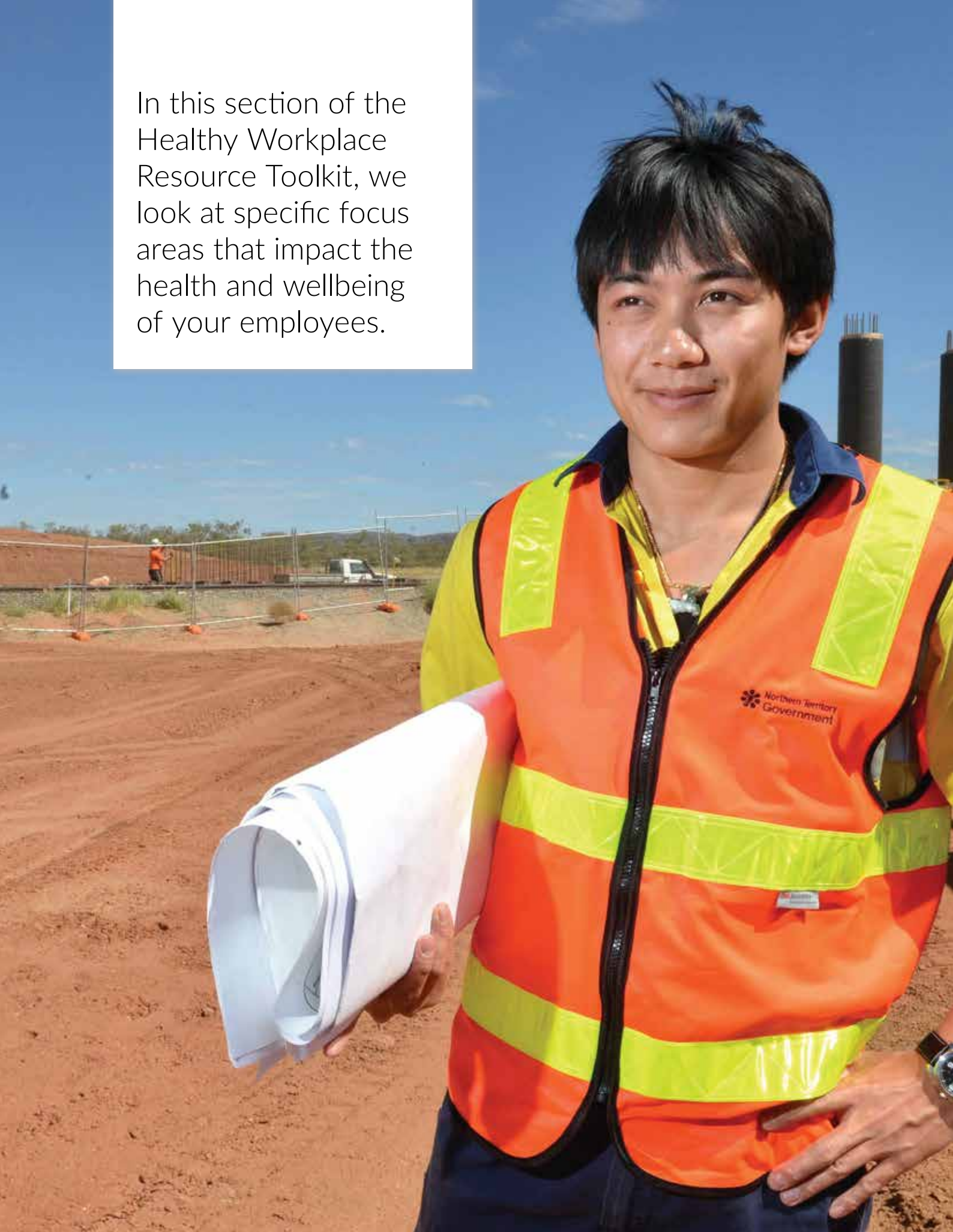
# TURNING IDEAS INTO ACTIONS

– RESOURCES AND TOOLS FOR FOCUS AREAS

- 06A Healthy eating
- 06B Physical activity
- 06C Sedentary behaviour
- 06D Social and emotional wellbeing
- 06E Smoking
- 06F Alcohol and other drugs

# 06

In this section of the Healthy Workplace Resource Toolkit, we look at specific focus areas that impact the health and wellbeing of your employees.





### Key questions to ask

- Why should I promote healthy eating in my workplace?
- What can I do to promote healthy eating in my workplace?
- How do I know if our program has been a success?
- Where can I go for more information?

## 06A HEALTHY EATING

In this section of the Healthy Workplace Resource Toolkit, we look at how you can make healthy eating at work a priority.

# WHY SHOULD I PROMOTE HEALTHY EATING IN MY WORKPLACE?

**We spend about a third of our waking lives at work**, so how we eat at work has a large influence on our overall health and wellbeing. For some employees, a significant proportion of their meals are provided through the workplace.

**Healthy eating and food safety are fundamental aspects of a healthy lifestyle**, and are therefore essential for the health and wellbeing of all employees. Good nutrition helps to maintain energy levels and concentration, contributes to overall wellbeing and assists in the prevention and management of chronic diseases such as heart disease, type 2 diabetes and some types of cancers.

**Healthy eating at work can be a challenge.** Some of the most frequently reported issues that employees face when trying to make healthier eating choices include:

- a lack of healthier foods available from cafes, canteens and vending machines
- the perceived additional expense of healthier options
- a lack of facilities to store or prepare food brought from home
- the challenges of workplace culture or regular social events, such as drinks or morning teas.

**Through your health and wellbeing program, you have a great opportunity** to support your employees by providing a work environment that makes healthy choices easy choices.

## How can I keep food safe?

- In Australia, there are around 5.4 million cases of food-borne illness each year, leading to 2.1 million days of lost work.<sup>1</sup> For any business, this is a significant and potentially avoidable cost.
- The bacteria responsible for these illnesses need food, warmth, air and time to grow to numbers dangerous to human health. These factors are all controllable.
- If your workplace is providing food to employees, there are steps that you can take to minimise the risk of food-borne illnesses.

For more information on food safety in the workplace, read the Food safety in the workplace fact sheet below.



### Food safety in the workplace

# WHAT CAN I DO TO PROMOTE HEALTHY EATING IN MY WORKPLACE?

**A workplace can have a significant impact on** the food choices made by employees, as the workplace itself can be a significant source of food.

**A range of factors** can influence an employee's overall food choices, including the facilities available in a workplace, the type and quantity of food that is supplied at cafeterias, at meetings and informal get-togethers, and even the choices of food provided through workplace fundraising.



FACT SHEET

## Healthy work environments

This fact sheet covers the physical environments that influence your employees' food choices, and includes topics such as access to preparation and storage facilities, what to do in off-site or mobile settings, healthy hydration, and breastfeeding-friendly workplaces.



FACT SHEET

## Healthy workplace catering

This fact sheet from the National Heart Foundation covers how to create a healthy workplace catering policy, including tips on selecting a caterer and suggested healthy foods.



FACT SHEET

## Informal food supply

This fact sheet covers more spontaneous or social food-related settings and activities in your workplace, including shared morning teas or special occasion celebrations, fruit bowls, food pantries and honesty boxes.



FACT SHEET

## Healthy fundraising

This fact sheet gives some healthy food and 'non-food' fundraising ideas for workplaces.



TEMPLATE

## Food and nutrition policy

For help with developing a policy around healthy eating and guidelines for cafes, canteens and kiosks, catering, vending and fundraising, see the above template.



FACT SHEET

## Healthy workplace nutrition guidelines

For workplaces that are developing menus and on-site food options for employees, this fact sheet includes important and helpful guidelines around healthy food options.



# WHAT CAN I DO TO PROMOTE HEALTHY EATING IN MY WORKPLACE?

The following table lists some example activities that encourage healthy eating in the workplace. Remember, it's a good idea to use a mix of activities that cover people, place and policy.

	<b>This symbol indicates an easy or low-resource activity</b>		<b>This symbol indicates a more comprehensively resourced activity</b>
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Examples of activities targeting healthy eating		People	Place	Policy
	Provide a food preparation, storage and eating space away from work areas, with facilities such as refrigerators, microwaves, cutlery and crockery		✓	
	Supply low-fat milk instead of full-fat milk		✓	
	Replace the biscuit or lolly jar with fresh fruit or vegetables		✓	
	Liaise with local provider(s) to take food orders from employees and deliver boxes of fresh fruit and vegetables		✓	
	Provide free or subsidised fresh fruit and vegetables in the workplace		✓	
	Display healthy eating information in appropriate places in the workplace (e.g. Australian Guide to Healthy Eating and Live Lighter campaign materials)		✓	
	Develop regular communications on nutrition (e.g. healthy recipe of the week, nutrition tips, myth busting) and provide links to relevant websites	✓		
	Offer healthy food and drink choices at functions and meetings		✓	
	Use healthy food options for fundraising		✓	
	Promote local, state and national healthy eating events		✓	
	Provide water cooler(s) that all employees can access easily		✓	
	Establish workplace policies that promote and support employees to eat healthily, e.g. workplace healthy catering policy, vending policy, fundraising policy			✓
	Organise practical nutrition workshops (e.g. cooking/food preparation courses)	✓		
	Include employees' families in education regarding nutrition, including providing information relevant to families and inviting families to nutrition information sessions	✓		
	Offer healthy food options in vending machines		✓	
	Arrange a mobile food service that offers healthy options		✓	
	Provide subsidies for the purchase of nutrition-related books, e.g. cookbooks	✓		
	Provide incentives and/or support (e.g. flexible time) for employee participation in off-site nutrition-related activities	✓		
	Change the menu in your workplace canteen to ensure that healthy options are available		✓	
	Provide a subsidised breakfast program for employees	✓		
	Create workplace gardens for fruit and vegetables		✓	

# HOW DO I KNOW IF OUR PROGRAM HAS BEEN A SUCCESS?

**The best way to find out if your healthy eating activities have been a success** is to look at the impact of any changes you have made to your worksite. It's a good idea to work out how you are going to do this early on, so you can ask the right questions and collect the right information.

It is essential to collect some information before you start, for example:

- If your workplace has vending machines: What percentage of employees currently utilise the machines? What products are stocked in the machines? (Assess products as green/amber/red). If you can access sales data, determine sales of healthy and less-healthy products.
- If your workplace has a canteen: What products are offered at the canteen? (Assess products as green/amber/red). What proportion of canteen sales are green, amber or red? What is the percentage of employees currently using the canteen? How satisfied are they with the current menu options?
- If your workplace provides catering at events: What food and drinks are currently offered?
- Perform a facilities assessment of your workplace (e.g. do employees have access to fresh water and somewhere to store food brought from home?)

This data will only be useful if it matches your program and its objectives. For example, if the majority of your employees work off site, then it's more important to assess what facilities they have access to while on the road, rather than assessing those in the office.

The baseline data you collect will be essential when you come to evaluate your program, as you can ask the same questions and see whether the figures are different. You will then be able to identify whether you need to change your activities to provide better support to your employees.



Asking the following questions will help you measure the impact of your healthy eating program:

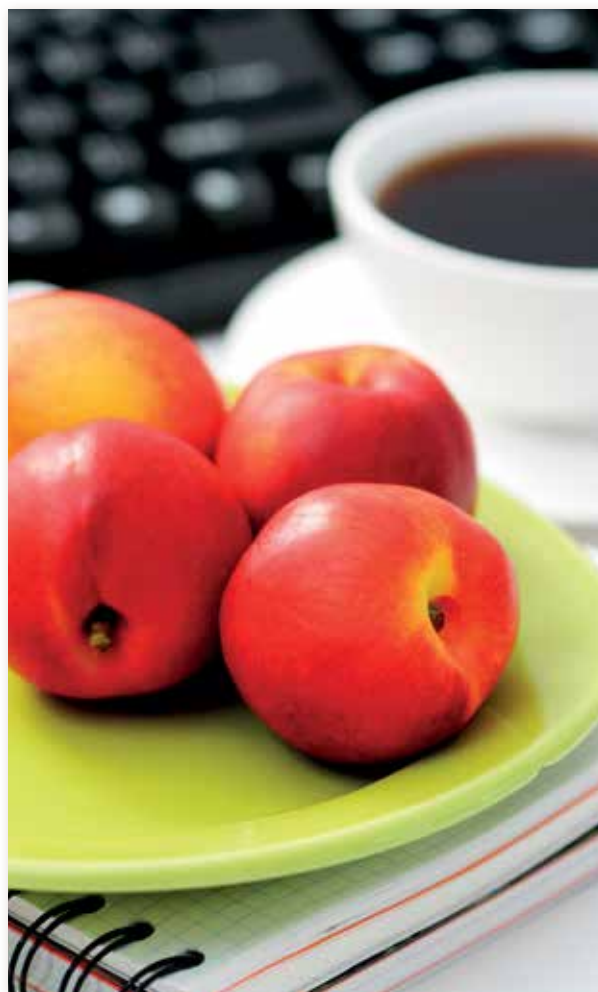
- Is there understanding and acceptance of your food and nutrition policy (if you have one)?
  - Are employees aware of the policy and its requirements?
  - Do you have the right resources in place for employees to implement the policy (e.g. catering guidelines, fundraising resources)?
  - Is there employee support for the policy?
- Are your employees making good use of the support offered?
  - Are employees taking and using the healthy eating information available?
  - How many employees have participated in the healthy eating initiatives offered (e.g. utilised the fruit bowl)?

# HOW DO I KNOW IF OUR PROGRAM HAS BEEN A SUCCESS?

- Can you see that employees have accepted the requirements of your policy and/or program?
  - Is there evidence of employees using the facilities provided (e.g. fridge, pantry, microwave)?
  - Is there evidence of employees following the policy requirements (e.g. requesting healthy options when ordering catering)?
  - What are employees saying about the changes that have been made (e.g. healthier catering, fruit bowl on offer)?
- What has been the effect of the program on employees?
  - Has the percentage of employees using the vending machine or canteen changed since implementation (needs baseline data)?
  - Has the availability of healthier food and drinks in vending machines increased?
  - What do your employees think about the program (e.g. do they think it has been effective)?

The way you collect this information will depend on your organisation's size and regional spread. There is a range of data collection methods that you could try, such as surveys, interviews and discussion groups.

For more information on evaluating your program, read the below fact sheet.



FACT SHEET

## A Simple Guide to Evaluation

# WHERE CAN I GO FOR MORE INFORMATION?

There are several organisations that can help you access specific information related to healthy eating.

For a list of these organisations, their contact details and the services they provide, read the below fact sheet.



FACT SHEET

## Where to go for more information - Healthy eating

## References

1. Australian Government Department of Health and Ageing 2005, *Foodborne illness in Australia*, Canberra, Australia [www.health.gov.au](http://www.health.gov.au)

# A SIMPLE GUIDE TO EVALUATION

## What is evaluation?

Evaluation is 'the systematic gathering, analysis and reporting of data about a program to assist in decision making'.<sup>1</sup>

Evaluating your program will enable you to work out what was good about it, and what wasn't so good. In other words, evaluating your program is the best way to determine if it has worked and how well it has worked.

Knowing exactly where and how your program has worked (and where it hasn't) will help you make refinements and adjustments that better suit your needs and the needs of your employees. This will make your program as effective as it can possibly be.

Program evaluation may seem a daunting task if you have not attempted this process before.

## It doesn't have to be!

We evaluate every day. We commonly ask ourselves questions such as 'Was that how it was supposed to happen?', or 'What difference did that make?'

A formal evaluation process is just taking questions like these and forming them into a simple, cohesive plan. The earlier that you consider program evaluation, the easier it will be.

## Why should I evaluate my program?

You might decide to conduct a program evaluation for a number of reasons:

- to discover the effectiveness or impact of your program or initiative (i.e. Was it useful? Did it make a difference?)
- to be accountable to management or other stakeholders, such as funding bodies, clients or employees (i.e. Did we get value for money?)
- to determine ways you can improve your program (i.e. What could we have done better?)
- to compare one program or initiative to other programs or initiatives (i.e. What is more important? Which focus area is the best place to invest?).



## When should I start thinking about evaluation?

Evaluation should be considered at the beginning of the implementation process. A major aspect of evaluation is collecting the right data to help you answer the right questions. If you decide at the beginning what questions to ask, you will be better placed to collect the right data from the start, and to set up systems to collect data throughout implementation.



## The five key evaluation questions

There are five fundamental questions that underpin evaluation. These are:

1. **What?** (Did we do what we said we would do?)
2. **Why?** (What did we learn about what worked and what didn't work?)
3. **So what?** (What difference did it make?)
4. **Now what?** (What could we do differently?)
5. **Then what?** (How do we make it even better next time?)

Let's look at each of these in more detail.

## 1. What? (Did we do what we said we would do?)

To answer this question, you will need to describe your activities, and compare your goals and objectives with what actually happened. You'll need to look at the activities that were undertaken, and decide if those activities really contributed to meeting the goals and objectives you originally made. For example, you might have set a goal to reduce the sitting time of your desk-based employees by 10%. What did you do to achieve this? Did that happen as you expected? What were the major achievements? What were the major barriers? What resources were needed?

## 2. Why? (What did we learn about what worked and what didn't work?)

To answer this question, you will need to determine the reasons for your success (or otherwise!). What strategies worked well? What strategies didn't work so well? Were the people in the target group involved? Were they missed? This is a good time to examine some of the initiatives that didn't work so well, and determine what might be the underlying issues.

For example, by asking the 'What?' question above, you were able to determine that sitting time was reduced in the senior management group, but not in regular office-based employees. Now is the time to delve into that finding and work out why.

## 3. So what? (What difference did it make?)

Asking this question will help you determine the impact your initiative (or, in fact, your whole program) has had on the target group. What changed as a result? Was it attitude, knowledge, skills or behaviours? Were there any unexpected changes? Were there any factors outside the program that might have contributed to the changes?

For example, you now know that sitting time decreased for senior managers. As a result of this, they found they were more comfortable, had higher energy levels and, in some cases, had a decrease in muscle soreness in their lower back and neck. The initiative had also prompted a few managers to sit less while at home, which may also have contributed to their positive health outcomes.

## 4. Now what? (What could we do differently?)

Answering this question will help you determine the future of the program or the initiative. What additional knowledge do you need? What are better ways of targeting a particular group? Are there more cost-effective ways of reaching the right audience? Who else could have been involved?

For example, now you have determined that senior managers received real benefits from reducing their sitting time, you could use this finding to better promote this behaviour to the group that did not reduce their sitting time. This alternative strategy may help to engage this group and increase awareness of the benefits of reducing sitting time.

## 5. Then what? (How do we make it even better next time?)

This question takes step 4 a little further, by determining how the evaluation results will be used on an ongoing basis for future work and importantly, how and to who they will be distributed.



## How do I gather the necessary data?

There are many ways you can gather the necessary data for your evaluation. Below is a brief description of the main methods.

### Surveys

- Surveys are sets of questions that are asked of a particular group of people. They may be paper-based or online. The key to a survey is that it is asked in the same way to all survey participants. Surveys can be useful in a needs assessment (i.e. finding out what your employees want), but can also be useful to provide baseline data (for example, finding out what percentage of employees smoke, or what percentage of employees participate in regular physical activity). The survey can be repeated after a set time (say 12 months) and the results of the two surveys compared to see how they differ. Surveys take significant time and resources to develop, administer and analyse correctly, so are not suitable in all circumstances.

#### Tips for surveys

- Pilot your survey to a small group, checking for simplicity of language and ease of use. Be sure that your questions are not worded in ways that lead to biased or misleading responses.
- Be clear with what you want to know from a survey – is there a better way to get the information?
- Providing an incentive may increase survey response rates. Keep it simple – movie tickets or a grocery voucher are incentives that almost everyone can use.
- Limiting the number of questions to 10 or less will increase the response rate.

### Analysis of data

- In some circumstances, data will already exist that can 'tell a story', so this may be a very cost-effective method of collection. For example, participation or attendance lists will enable you to determine the number of people that attended an event.

#### Tips for analysing data

- Analysing existing data has the potential to be time-consuming and tedious. Consider if this is the best way to collect the data you really need.
- Take care not to make assumptions about patterns you find while analysing data. For example, if sales of healthier foods in the on-site canteen increased, how much is due to your healthy eating initiatives, and how much is due to external factors, such as other health promotion campaigns?

### Interviews

- If you want to know more in-depth information about a particular topic, you could interview some key employees. For example, you could interview an employee who participated in your active transport initiative and found that cycling to work was easier than he thought. In-depth interviews can give personal insight into a topic that can't be gained through analysis of numbers alone.

#### Tips for interviews

- Interviews are good to get insight, but care must be taken not to bias the answer by asking a leading question. For example, asking 'How did you find cycling to work?' will lead to a more honest response than asking the question 'Do you enjoy cycling to work?'
- Give the interviewee a copy of the questions before the interview takes place. This may lead to a more thoughtful and thorough discussion.
- Ensure the interviewee has the knowledge to answer the questions asked during the interview.
- Consider telephone interviews if face-to-face interviews are time- or cost-prohibitive.

### Focus groups

- Focus groups are structured discussions, led by a facilitator in a small group setting. Typically, the facilitator has a set of planned questions on selected topics and records the responses that members of the group express. New or unplanned topics may also be discussed if they are relevant. Focus groups are useful to gain an in-depth understanding of a topic.

#### Tips for focus groups

- The facilitator must remain neutral and non-judgemental.
- Focus groups can be useful to both reflect on work that has been completed and to brainstorm new ideas.
- Don't use focus groups as a method for making final decisions.

## Observation

You may choose to observe and record events or you may decide to take part in an event to really get a feel for how it is going. Take care not to generalise the results to a wider group. This method of collecting data is often carried out in addition to another less subjective method.

Surveys and data analysis are known as quantitative data collection. This means that there are numbers to crunch and data to process. Interviews, focus groups and observations are known as qualitative data collection, and relate to more personal or 'human' stories. It is often a good idea to use a mix of these types of data collection to drive home an idea or outcome.

For example, you might find that through an analysis of data, it was seen that sales in the café increased after the introduction of healthier options. Through a staff survey it was noticed that satisfaction levels with the food in the canteen also increased over this period. Your focus groups on healthy eating at work also noted that the food in the canteen was much improved, and that staff were more likely to purchase food there than they were before. Meanwhile, your in-depth interview revealed how a particular employee's attitudes had changed – 'I used to buy a pie from the canteen every day. I was a bit hesitant to try some of that new stuff, but one of the other guys I work with really raved about it so I thought I'd give it a go. I was surprised it was so good – I've tried a few of the others too and they are all really nice. I still get a pie every now and then but I reckon this other stuff has to be better for you.'

## What is an evaluation plan?

An evaluation plan is simply a plan summarising how you are going to do your evaluation. It should include:

- the purpose of the evaluation
- what data needs to be collected
- how you might collect this data
- how you are going to analyse the collected data
- how the evaluation will be used
- how the results of the evaluation will be distributed to the intended audience.

Remember, there is no point doing an evaluation if no one is going to use the results.

An evaluation plan can help you to:

- be clear about what you want to evaluate, when and how
- identify and approach people in advance who may be important for the collection of this data
- consult with people about the best way to collect the data
- determine what time and resources are needed for the evaluation
- ensure that the scale of the evaluation is appropriate to the scale of the program.

## A note on confidentiality

When collecting information, it is important to de-identify all data as much as possible. Names or any other identifying information must not be used in any report or output without the written consent of the individual. Consider any other ethical considerations, such as the likely impact on an individual involved in an in-depth interview, for example.

## Hints and tips for evaluation

- Start small – focus on one initiative and limit the number of evaluation questions. Build your skills as an evaluator over time.
- Use what you already know about the initiative.
- Don't forget existing sources of data.
- Be realistic about your time frame and resources.
- Include program 'failures' – there is often more to be learnt from what didn't work than from what did.
- Remember, there is no 'perfect' evaluation.

## Further reading

For more information on evaluation, the following websites may be of use.

<b>The Evaluation Toolbox</b> <a href="http://www.evaluationtoolbox.net.au">www.evaluationtoolbox.net.au</a>	Although this website has a focus on the evaluation of community sustainability projects, it may be useful as it aims to assist people who have limited experience in evaluation theory and practice.
<b>Flinders University School of Medicine</b>  <a href="http://www.flinders.edu.au/medicine/sites/pew/">www.flinders.edu.au/medicine/sites/pew/</a>	This 'Planning and Evaluation Wizard', developed by Flinders University, provides some planning and evaluation tools and examples.
<b>The Australasian Evaluation Society</b> <a href="http://www.aes.asn.au">www.aes.asn.au</a>	The professional organisation for individuals involved in evaluation. The website includes publications and other links of interest.
<a href="http://gsociology.icaap.org/methods/">http://gsociology.icaap.org/methods/</a>	This website has a collection of beginner's guides to evaluation covering a wide range of topics.

## References

1. Centre for Health Promotion 2007, *Evaluating health promotion programs*, University of Toronto, Ontario, Canada. Available at [www.thcu.ca/resource\\_db/pubs/107465116.pdf](http://www.thcu.ca/resource_db/pubs/107465116.pdf).

## Acknowledgements

Information in this fact sheet was adapted from Health Canada 1996, *Guide to project evaluation: A participator approach*, Population Health Directorate, Public Health Agency of Canada, Ottawa.

## FOOD SAFETY IN THE WORKPLACE



In Australia, there are around 5.4 million cases of food-borne illness each year, leading to 2.1 million days of lost work.

For any business, this is a significant and potentially avoidable cost. The bacteria responsible for these illnesses need food, warmth, air and time to grow to numbers dangerous to human health. The following table outlines steps you can take to minimise the risk of food-borne illness if your workplace provides food to employees.

Situation	Hints and tips
<b>Catering</b>	<ul style="list-style-type: none"> <li>■ Ensure perishable foods are not left at room temperature for more than two hours.</li> <li>■ Refrigerate foods on delivery where possible or ask the caterer to deliver a short period of time before the food is required.</li> <li>■ Avoid foods that contain raw eggs, i.e. some types of mayonnaise and aioli. These products have been associated with salmonella outbreaks. Check with the caterer about ingredients.</li> <li>■ Use a reputable catering company.</li> <li>■ Be considerate to those with severe allergies. Remember that only a small amount of allergen can cause a potentially life-threatening reaction.</li> </ul>
<b>Packed lunches</b>	<ul style="list-style-type: none"> <li>■ Provide chilled storage facilities for employees who bring their own lunch. Where refrigerators are not available (e.g. building sites, trucks), encourage employees to use ice blocks and chiller bags, or provide employees with these items.</li> <li>■ Provide heating facilities for employees to heat food.</li> </ul>



Situation	Hints and tips
<b>Canteen</b>	<ul style="list-style-type: none"> <li>■ Workplace canteens are food businesses under the NT Food Act 2013, and must comply with the Food Standards Code.</li> <li>■ For further information, contact an Environmental Health Officer within the Department of Health</li> </ul>
<b>Fundraising events</b>	<ul style="list-style-type: none"> <li>■ For fundraisers and charity events, there are less stringent requirements. See the links below for further information.</li> <li>■ When selling food for charity, it is important to be aware of allergens. Ask people bringing home-made food to provide a list of ingredients that can be displayed.</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>■ Provide hand-washing facilities in or near kitchen and dining areas.</li> <li>■ Provide facilities for washing utensils.</li> <li>■ Include kitchen equipment in your routine maintenance schedule.</li> </ul>
<b>Further information</b>	<ul style="list-style-type: none"> <li>■ Your local Environmental Health Officer may be a valuable resource, contact details can be found at <a href="http://nt.gov.au/industry/hospitality/food-safety-and-regulations/environmental-health-contact-details">http://nt.gov.au/industry/hospitality/food-safety-and-regulations/environmental-health-contact-details</a>. Alternatively, phone 1800 095 646 or email <a href="mailto:envirohealth@nt.gov.au">envirohealth@nt.gov.au</a>.</li> <li>■ Food Standards Australia and New Zealand provides fact sheets, general information on fundraising and charity events, and the Food Standards Code. Visit <a href="http://www.foodstandards.gov.au">www.foodstandards.gov.au</a></li> <li>■ For further information on food allergies, visit <a href="http://www.allergyfacts.org.au">www.allergyfacts.org.au</a></li> <li>■ For guidelines on food safety and regulations, visit <a href="http://nt.gov.au/industry/hospitality/food-safety-and-regulations">http://nt.gov.au/industry/hospitality/food-safety-and-regulations</a></li> </ul>



## HEALTHY FUNDRAISING

A healthy diet is important in maintaining good health and, as part of your health and wellbeing program, you have the opportunity to create a workplace environment that supports healthy eating. By offering healthier fundraising items in your workplace, you can promote good health messages and support your employees to make healthy choices.

This fact sheet may give you some fresh ideas for profitable fundraising activities that also take care of your employees' health.

### Soup day fundraiser

A great fundraiser for the cooler months – soups can be prepared quickly and inexpensively, and even made the day before if needed.

- Make a large pot of soup, and sell in mugs or cups.
- Try offering a different flavoured soup each time. Using seasonal vegetables will keep costs down and support local farmers.
- For creamy soups, use reduced-fat milk or light evaporated milk instead of cream.
- Serve soup with crusty wholemeal or multigrain bread rolls.

As an alternative to the soup day fundraiser, try a smoothie day fundraiser during warmer months. Blend or process your choice of fruit (tinned or fresh) with yoghurt, low-fat milk or crushed ice, and sell by the cup. For extra frothy smoothies, use icy cold milk.

### Orchard produce fundraiser

Sell bags of fruit or vegetables in season, such as mangoes, bananas or asian vegetables.. At the right time of year, your workplace will be able to obtain cheap bags of fruit from local growers or orchards, and you can repack these into smaller sizes to sell to your employees with a reasonable markup. You can also raise funds through selling individual pieces of fruit in the same manner.

Traditionally, fundraising in workplaces has centred on selling mostly unhealthy items, such as high-sugar and high-fat food and drinks. Given the healthy eating policies and messages often promoted by organisations, this can send a mixed and confusing message to employees.



## Redesigning the sausage sizzle

With a few changes, a traditional barbecue fundraiser can be a quick, easy and nutritious way of feeding a large group.

- Limit meat choices to one or two options, and choose lean cuts of meat.
- Lean rump steak, skinless chicken, fish or kangaroo fillets are great options for barbecues.
- Kebabs are popular at barbecues. Use marinades to make kebabs juicy and flavoursome.
- Try lean burger patties made with low-fat mince.
- Ask your butcher for leaner, less salty sausages.
- Offer wholemeal or wholegrain breads instead of white bread.

Include plenty of vegetarian options. Consider:

- veggie, lentil or tofu burgers
- barbecued corn cobs, onions, mushrooms and tomatoes
- jacket potatoes – offer fillings such as coleslaw and low-fat sour cream.

Ensure there is a wide selection of salads, including grain-based options such as pasta or rice salad. Use low-fat dressings to provide flavour.



## Non-food fundraising

There are many alternatives to fundraising with foods – some non-food fundraisers you might like to try in your workplace include:

- fun runs
- cinema nights
- trivia nights
- raffles
- second-hand book stalls
- clothes swaps
- pedometer stepping sponsorships.

# HEALTHY WORK ENVIRONMENTS

## On-site facilities

For employees who spend most of their time at a dedicated worksite, adequate food preparation and storage facilities make it easier to eat well. To assist your on-site employees to eat healthily at work, consider the following ideas:

- If kitchen facilities are available in your workplace, ensure that storage facilities, preparation space and equipment are easily available and well maintained
- Inexpensive food preparation equipment such as a toaster, toasted sandwich maker or microwave oven can allow employees to heat up meals brought from home, reducing reliance on takeaway options for lunch
- If your workplace has a canteen or vending machine, ensure that healthier options are available and are reasonably priced. If your workplace does not have a canteen, consider whether you can collaborate with local shops to offer special discounts on healthy options
- Consider providing a comfortable space for employees to eat.

This fact sheet outlines the different physical settings or environments that impact on an employee's food choices while at work.



## Off-site and mobile settings

Many employees regularly work off site or in a mobile setting (e.g. in a truck). These environments can be particularly challenging for employees when they are trying to eat well.

Some of the specific challenges of working off site or in a mobile setting include:

- difficulty accessing cool water and fresh food
- reduced opportunities to regularly stop and eat
- difficulty storing food safely.

To assist your employees in off-site or mobile settings, consider:

- providing drink bottles and portable water coolers for employees to ensure they can access water
- offering solutions for safe food storage, such as eskies or chiller bags
- providing incentives to encourage employees to take regular breaks while off site or driving.

## Breastfeeding

Returning to work after maternity leave can be a challenge for many mothers. A major issue is their ability to either breastfeed or express breastmilk at work. Supporting breastfeeding mothers is a simple initiative that actively promotes work/life balance and workplace productivity. The benefits of accommodating breastfeeding in your workplace include:

- a quicker return to work by employees after maternity leave
- improved retention of employees
- reduced sick leave and absenteeism due to the health benefits of breastfeeding for both mother and infant
- enhanced employee morale and commitment.

An open discussion between you and your employee (ideally before she goes on maternity leave) is important to address any fears she may have about returning to work.

Your workplace can help make the transition back to work easier, and support mothers to continue breastfeeding by:

- providing a comfortable, private and clean space for breastfeeding and expressing breastmilk
- ensuring refrigeration facilities are available nearby, so expressed breastmilk can be stored safely for later use
- being flexible where possible – women may need to take breaks during the day to breastfeed or express breastmilk; flexible start and finish times can make it easier for mothers to incorporate expressing into their day
- ensuring an employee isn't discriminated against if she continues to breastfeed upon return to work.

For additional information on creating a breastfeeding-friendly workplace, visit the Australian Breastfeeding Association website at [www.breastfeeding.asn.au](http://www.breastfeeding.asn.au)



## Hydration

Hydration is a major issue for all employees, regardless of whether they work inside, outside, are active or sedentary. Even mild dehydration can impair function and prevent employees from making the best use of their skills.

There are a number of ways you can help your employees to maintain adequate hydration throughout the day.

- Ensure that a sink with hot and cold water taps is readily accessible to employees.
- Allow your employees to have water bottles or cups at their desk or workspace.
- Provide an alternative water supply, such as a water cooler, if water quality at your work is not appropriate for drinking.
- If your workplace has vending machines, ensure that water is available and is prominently displayed at all times.
- Consider providing drink bottles for employees working off site or in mobile settings.



# HEALTHY WORKPLACE NUTRITION GUIDELINES

Healthy eating and food safety are fundamental aspects of a healthy lifestyle. A workplace environment that supports healthy eating can significantly contribute to the health and wellbeing of all employees. Good nutrition helps to maintain energy levels and concentration, helps to maintain a healthy body weight, and assists in the prevention and management of chronic disease.

Your organisation might find it helpful to use these nutrition guidelines in any situation where food is provided. They will help you identify food categories and then decide in what proportion you should offer healthier and less-healthy foods. You can use these guidelines in canteens or cafés, for fundraising, catering, vending machines or any event where food is available.

The guidelines categorise foods using a 'traffic light system'. Using the system can help you decide the appropriate amount or ratios of certain foods that should be offered or provided in work-related situations. The traffic light system is further explained below.

## Green foods and drinks— everyday foods

Green products are considered 'everyday foods'. They are the best choices and should be encouraged.

GREEN foods and drinks provide a variety of nutrients and are generally low in saturated fat and/or added sugar and/or salt. Examples include: breads, cereals, rice, pasta, noodles; vegetables; fruit; reduced-fat milk, yoghurt and cheese; lean meats, fish, poultry, eggs, nuts and legumes. Water is also an important part of the GREEN category and should always be available free of charge (e.g. tap water, bubblers).

## Amber foods and drinks —select carefully

Amber products should be selected carefully.

AMBER foods and drinks are mainly processed foods that contain considerable amounts of sugar, salt and/or saturated fat. They may still contain valuable nutrients. Examples include muesli bars, processed meat and some ready-to-serve meals.



## Red foods and drinks—occasional foods

Red products should be limited.

RED foods and drinks are energy-dense and lack nutritional value. They are defined by the Australian Dietary Guidelines as foods that should be consumed 'only sometimes and in small amounts' foods. Examples include: soft drinks; high fat, high sodium (salt) snacks, such as crisps; lollies and chocolates; deep fried foods.

These nutrition guidelines are divided into the following four sections:

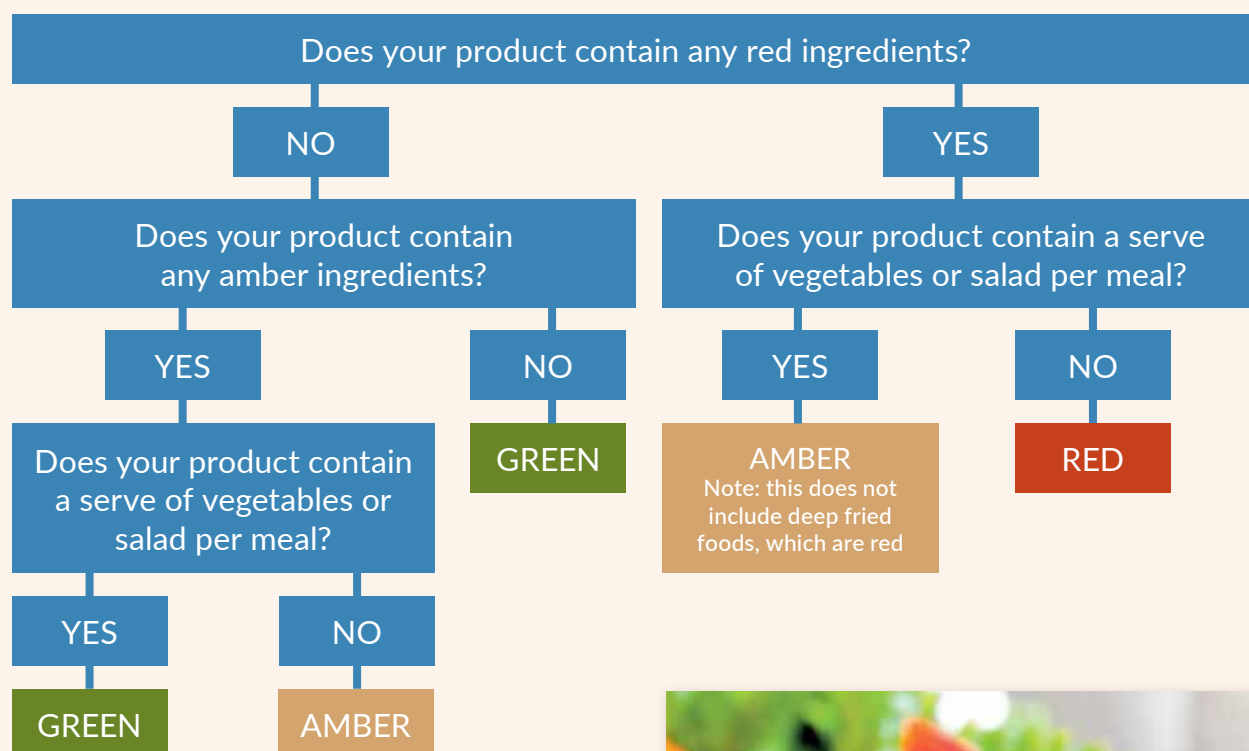
1. Section 1: contains a flowchart demonstrating how foods prepared on site can be classified, for example, sandwiches, salads, soups and other hot meals.
2. Section 2: contains an in-depth description of the basic foods that belong to each category (i.e. green, amber or red).
3. Section 3: contains tables outlining how to decide into which category some of the more complex foods may fit, for example, a main meal, baked goods, packaged foods, condiments and cooking ingredients.
4. Section 4: contains information on what comprises a 'serve' of fruit and vegetables, which can be an important factor in classifying foods as green, amber or red.

Information in these guidelines has been adapted from the Australian Dietary Guidelines<sup>1</sup>, and from guidelines published by the National Heart Foundation.<sup>2</sup>



## Section 1: Flowchart for classifying foods prepared on site

This flowchart applies to all savoury foods prepared on site, for example, hot meals, sandwiches and salads.



## Section 2: Which foods belong in each category?

### Foods and drinks guide

Foods	Green	Amber	Red	Comments and suggestions
<b>Breakfast foods</b>				
<b>Breakfast cereals</b>	✓ Whole-grain	✓		<p>Offer wholegrain cereals, whole-wheat flakes and puffed cereals, porridge, muesli (untoasted) and whole-wheat breakfast biscuits.</p> <p><b>GREEN</b> when high in fibre (&gt;5 g per 100 g,) low in added sugar (&lt;20 g per 100g for cereals without dried fruit; &lt;25 g per 100 g for cereal with dried fruit) and low in saturated fat (&lt; 2g sat fat per 100 g).</p> <p>Cereals that don't meet these criteria are <b>AMBER</b>.</p> <p>Serve with reduced-fat milk.</p>
<b>Un-iced fruit, nut and/or vegetable based breads, or buns</b>	✓	✓	✓	<p>Offer small to medium serve (40-60g). Offer wholegrain varieties if available.</p> <p>For <b>GREEN</b> options, offer fruit purees as a sauce or whipped ricotta cheese with honey and vanilla, or reduced-fat vanilla yoghurt in place of cream.</p> <p><b>AMBER</b> when using poly-or mono-unsaturated margarine. Use sparingly and offer spreads separately where possible.</p> <p><b>RED</b> when served with butter, cream or jam.</p>
<b>Baked beans</b>	✓			<p>Baked beans are a good option for a breakfast menu. Serve with toast or in a jaffle. Use sodium (salt) reduced varieties where possible.</p>

<b>Dairy foods and dairy alternatives</b>				
<b>Cheese; plain, unflavoured milk, yoghurt, Flavoured milk and milk alternatives</b>	✓ Reduced Fat	✓ Full Fat		<p>For most people 2 years and over, low or reduced-fat alternatives are recommended.</p> <p>If soy-based alternatives are required use calcium fortified varieties.</p> <p>See Drinks section page 10.</p>
<b>Dairy desserts: milk-based puddings, rice pudding, creamed ricotta, fromage frais custard</b>		✓	✓	<p>Provide reduced-fat options for a better choice. Permitted to contain artificial sweeteners.</p> <p>Dairy desserts should be checked against Table 4: Snack foods page 13.</p>
<b>Dairy snacks with confectionery</b>			✓	<p>Any dairy snacks containing confectionery fit into the <b>RED</b> category.</p>

Foods	Green	Amber	Red	Comments and suggestions
<b>Sandwiches</b> Offer a variety of breads, preferably wholegrain. Always add salad, use spreads sparingly and do not add salt. Toasted sandwiches or jaffles are a tasty hot alternative to sandwiches.				
Sandwiches	✓	✓		For <b>GREEN</b> sandwiches, use: pastrami; roast beef; corned beef, silverside, diced chicken meat, tuna (in brine), eggs, cheese, lean ham, vegemite, peanut butter. These fillings are all low in saturated fats.  Sandwiches made with reconstituted ham, Devon, Strasburg, chicken roll or loaf, salami or bacon are <b>AMBER</b> , due to their high sodium (salt)/ saturated fat content.

Sushi / Rice paper rolls				
Sushi	✓			Provide options that contain lean, un-coated and un-crumbed meats or seafood and use a variety of vegetable fillings. Condiments such as soya sauce etc should be offered separately.
Rice paper rolls				

Fruit				
Fresh, frozen dried	✓	✓ Dried		Any fresh fruit in season – whole, sliced or fruit salad. Dried fruit are <b>AMBER</b> because of their higher sugar concentration.
Canned or in tubs	✓	✓		Canned fruit in natural juice, or water with artificial sweetener (no added sugar) are <b>GREEN</b> . Those in syrup or concentrated fruit juice are <b>AMBER</b> .

Vegetables				
Fresh	✓			Fresh and frozen vegetables are an excellent choice. If using canned vegetables, choose sodium (salt) reduced versions where possible.
Frozen				
Canned				
Baked potatoes, with a filling	✓	✓		For a <b>GREEN</b> meal, use fillings such as: creamed corn, savoury lean mince, bolognese sauce or baked beans and topped with reduced-fat cheese. Those with full fat cheese and/or sour cream are <b>AMBER</b> .  Use natural yoghurt as a topping instead of sour cream.
Roast vegetables	✓			Lightly coat with a poly- or mono-unsaturated oil spray and oven-bake on trays.
Deep-fried vegetables			✓	All deep-fried foods are in the <b>RED</b> category. If deep frying, use mono- or polyunsaturated oils such as canola, olive, peanut, sesame, sunflower, soya bean, cottonseed or flaxseed.
Salads, such as garden, mixed, pasta, potato, rice or noodle, tabouleh, coleslaw or egg	✓			Most salads fit in the <b>GREEN</b> category.  Use lean, un-coated and un-crumbed meats; poultry (no skin); tinned fish or reduced fat cheese.  Choose low-fat or no oil dressings.  Where possible, serve dressings separately.

Foods	Green	Amber	Red	Comments and suggestions
<b>Meat, fish, poultry</b>				
Lean meats (e.g. roast beef) Lean chicken meat without skin Turkey Egg Fish	✓			These foods are a good source of protein and can be used for hot rolls, sandwiches, salad plates and pizza topping. Serve in combination with vegetables (see page 8), for a <b>GREEN</b> meal.  Always offer lean options (i.e. fat trimmed or skinless).  Use reduced-fat cooking techniques (oven-baked, grilled, steamed, or cooked using non-stick cookware).
Meat or fish patties Meatballs Savoury mince	✓	✓	✓	<b>GREEN:</b> use lean/trim/premium mince for patties, meat balls and savoury mince dishes. Cook with no or minimal oil. Grill or oven-bake patties and meat balls. Serve with plenty of salad or vegetables.  Check labels of commercial/processed versions of meat patties/balls against Table 2: Hot food and other meal items page 12.
Tinned fish (e.g. tuna, salmon, sardines)	✓ Spring water	✓ Brine or oil		
Deep-fried meats, poultry and alternatives			✓	All deep-fried foods are in the <b>RED</b> category. If deep frying, use mono- or poly-unsaturated oils such as canola, olive, peanut, sesame, sunflower, soya bean, cottonseed or flaxseed.

<b>Crumbed/coated foods, frankfurts and sausages</b>				
Chicken nuggets/strips Fish fingers		✓	✓	Check the label against Table 2: Hot food and other meal items page 12 as some products may be high in saturated fat and sodium (salt).  <b>AMBER</b> when oven baked or shallow-fried with small amounts of poly- or mono-unsaturated oil.  <b>RED</b> when deep-fried.
Vegetable/ lentil patties Falafels		✓	✓	Serve with salads and wholemeal/wholegrain bread.  <b>AMBER</b> when oven baked or shallow-fried with small amounts of poly- or mono-unsaturated oil.  <b>RED</b> if deep fried. If deep frying, use mono- or poly-unsaturated oils such as canola, olive, peanut, sesame, sunflower, soya bean, cottonseed or flaxseed.
Battered saveloys and sausages			✓	Battered, deep-fried saveloys and sausages are very high in saturated fat and sodium (salt).
Frankfurts		✓	✓	Low fat and reduced-sodium (salt) varieties are <b>GREEN</b> . Most frankfurts and sausages are high in sodium (salt) and saturated fat. Check the label against Table 2: Hot food and other meal items page 12.  Boil or grill and serve on a wholegrain roll/bread to boost the nutritional value.
Sausages	✓	✓	✓	Boil or grill and serve on a wholegrain roll/bread to boost the nutritional value.

Foods	Green	Amber	Red	Comments and suggestions
<b>Commercial potato products</b>				
Wedges		✓	✓	Oven-baked potato products usually are <b>AMBER</b> .
Chips/fries				Check the label against the Table 2: Hot food and other meal items page 12.
Hash browns				If deep-fried they are in the <b>RED</b> category. If deep frying, use mono- or poly-unsaturated oils such as canola, olive, peanut, sesame, sunflower, soya bean, cottonseed or flaxseed.
Scallop cakes				
Gems				For baked potato see page 4.

<b>Mixed hot food dishes, ready to eat meals and plated dinners</b>				
Casseroles	✓	✓	✓	For dishes prepared on site to fit into the <b>GREEN</b> category :
Stews				<ul style="list-style-type: none"> <li>include high amounts of vegetables and/or legumes</li> <li>use lean meats, fish or seafood</li> <li>use clear or vegetable based sauces or gravy. If using packet sauces use reduced-sodium (salt) varieties.</li> <li>cook with a small amount of poly- or mono-unsaturated oil such as canola, sunflower, soybean, olive or peanut.</li> <li>use evaporated milk or natural yoghurt in place of cream, and reduced-fat coconut milk</li> <li>serve with plain rice and vegetables</li> </ul>
Curries				Avoid cream, butter, ghee, coconut cream, as these can be high in saturated fat and would place the dish in the <b>RED</b> category.
				If a commercial product, check the label against Table 3: Ready to eat meals page 12.
Risotto	✓	✓	✓	For dishes prepared on site to fit into the <b>GREEN</b> category:
Fried or savoury rice				<ul style="list-style-type: none"> <li>add vegetables or serve with a side salad</li> <li>use lean meats, fish or seafood</li> <li>use salt-reduced, low fat sauces</li> </ul>
Stir-fry				cook with a small amount of poly- or mono-unsaturated oil such as canola, sunflower, soybean, olive or peanut.
Noodle-based				Dishes with battered or crumbed deep-fried meats, fish or seafood are <b>RED</b> .
Asian meals				If a commercial product, check the label against Table 2: Hot food and other meal items page 12.



Foods	Green	Amber	Red	Comments and suggestions
<b>Mixed hot food dishes, ready to eat meals and plated dinners (Continued)</b>				
Pasta, spaghetti bolognaise, lasagne and pasta-bakes	✓	✓	✓	<p>For dishes prepared on site to fit into the <b>GREEN</b> category:</p> <ul style="list-style-type: none"> <li>■ use tomato or vegetable-based sauces</li> <li>■ use evaporated milk or ricotta instead of cream-based sauces</li> <li>■ add grated/diced vegetables to sauces</li> <li>■ serve with a side salad or steamed vegetables.</li> <li>■ use lean trimmed meats or mince</li> <li>■ cook with a small amount of poly- or mono-unsaturated oil such as canola, sunflower, soybean, olive or peanut.</li> <li>■ use reduced-fat cheese</li> </ul> <p>Avoid cream-based sauces, fatty meats and excessive amounts of cheese in pasta bakes and lasagne.</p> <p>If a commercial product, check the label against Table 2: Hot food and other meal items page 12.</p>
Pizzas	✓	✓	✓	<p>If prepared on site, try bread based pizzas as these have less fat and energy (kilojoules). Muffin and pita bread make a good base.</p> <p>For a <b>GREEN</b> choice, top with plenty of vegetables, use reduced-fat cheese and lean meats.</p> <p>For commercial pizzas, check label against Table 2: Hot food and other meal items page 12.</p>

<b>Savoury pastries and pies</b>				
Meat pies Sausage rolls Party pies Chicken and vegetable pies Vegetable pasties Topped pies (eg. potato, cheese and bacon pies) Cheese and spinach triangles Samosas and other pastry finger food Quiche	✓	✓	✓	<p>For <b>GREEN</b> options, make pastry-free quiche such as fritattas or slices and use reduced fat cheese, no cream and vegetable fillings.</p> <p>For all other pastries and pies, check food labels against the Table 2: Hot food and other meal items page 12 as the saturated fat content may put them into the <b>RED</b> category</p>
Savoury croissants			✓	<p>Croissants are high in saturated fat and kilojoules and fall into the <b>RED</b> category.</p>
Spring rolls Chiko rolls Dim sims		✓	✓	<p>Check these products against the Table 2: Hot food and other meal items page 12. Avoid deep frying – all deep-fried foods are <b>RED</b> choices.</p> <p>Oven-bake these foods or steam dim sims to keep the fat and kilojoules down. Choose vegetable-based versions.</p>

Foods	Green	Amber	Red	Comments and suggestions
<b>Soups</b>				
Prepared on-site Canned Commercial	✓	✓		For a <b>GREEN</b> choice, provide soups that are low in sodium (salt) (< 300g per 100ml) and saturated fat (<2 g sat fat per 100 ml) and have a vegetable or clear stock base instead of creamy options. Soups that do not meet these criteria are <b>AMBER</b> .  Offer vegetable and legume based options.  Use natural yoghurt instead of cream.
Instant hot noodle cups		✓	✓	Choose reduced-fat and reduced-salt versions for a better choice. Check label against Table 2: Hot food and other meal items page 12.

<b>Snacks, food bars, muesli bars and sweet biscuits</b>				
Cereal-based bars Fruit-filled bars Breakfast bars Dried fruit/nut/seed bars Sweet biscuits (plain, coated, iced or filled)		✓	✓	Check label against Table 4: Snack foods page 13. Include wholemeal options if possible and use those that contain fruit, vegetables or nuts.  Provide small to medium serve (2 small biscuits or 30–40g per person) of plain sweet biscuits.
Nuts	✓ Unsalted	✓ Salted		

<b>Cakes, muffins, sweet tarts, slices and pastries</b>				
Muffins, slices, scrolls, cakes		✓	✓	Check label against Table 4: Snack foods page 13.  Provide fruit- or vegetable based muffins, include wholemeal, wholegrain and reduced-fat options.  Provide mini muffins or 60g medium muffins instead of large ones which commonly weigh up to 200g.  Provide plain, un-coated, un-filled cakes, scrolls or slices that contain fruit, vegetables or nuts. Include wholemeal, wholegrain and reduced-fat options if possible.  Provide smaller serve sizes (50–60g).
Danishes, sweet pastries, tarts, donuts and croissants			✓	These items are high fat, energy dense options and are considered <b>RED</b> choices.

<b>Scones or pikelets</b>				
Plain or fruit/vegetable	✓			Include wholemeal options if possible.  Use small to medium serve sizes (40–60g) per person.
With spreads and toppings (e.g. jam, cream, butter, margarine)	✓	✓	✓	For <b>GREEN</b> options, offer fruit purees as a sauce or whipped ricotta cheese with honey and vanilla, or reduced-fat vanilla yoghurt in place of cream.  <b>AMBER</b> use poly-or mono-unsaturated margarine. Use sparingly and offer spreads separately where possible.  <b>RED</b> : when served with butter, cream or jam.

Foods	Green	Amber	Red	Comments and suggestions
<b>Ice creams, milk-based ice confection and dairy desserts</b>				
Chocolate coated ice creams			✓	Always check label against Table 4: Snack foods page 13.
Milk-based ice confections				Products containing any confectionery fit into the <b>RED</b> category.
Uncoated reduced/low fat ice creams		✓	✓	Check label against Table 4: Snack foods page 13.
Milk or soy-based ice confections				
Frozen yoghurt				
Mousses				
Flavoured custards and dairy puddings				
Cheesecake				
Panna cotta				
Tiramisu				

<b>Ice confection</b>				
Ice blocks		✓	✓	Suggested maximum serve size of 375ml.
Sorbet				Check label against Table 4: Snack foods page 13.
Gelato				
Ice crushes				
Fruit- or water-based ice confection				

<b>Confectionery</b>				
Lollies — e.g. boiled, jellies, juice jellies, liquorice, jelly beans			✓	All types of confectionery fit into the <b>RED</b> category. Note: sugar-free medicated cough lozenges, sugar free chewing gum and sugar free mints are exempt from the <b>RED</b> category.
Chocolates, carob or yoghurt compound products				

Foods	Green	Amber	Red	Comments and suggestions
Drinks				
Water (unflavoured) still or sparkling	✓			If possible, provide free, chilled, water. Bottled water should be offered at a competitive price.
Water (flavoured) - mineral -sports waters		✓	✓	Check label against Table 1 page 12.
Juices ( at least 99% juice) -fresh -frozen -canned/ packaged	✓			
Fruit drinks and juices (less than 99%)		✓	✓	All fruit drinks and juices that contain less than 99% per cent fruit juice need to be assessed against Table 1 page 12.
Soft drinks Cordials Commercial iced teas			✓	Most fit into the <b>RED</b> category. Check label against Table 1 page 12
Flavoured milks – - commercially prepared	✓ Reduced Fat	✓ Full Fat		
Milk drinks made onsite -milkshakes -iced coffee -smoothies -ice -chocolate	✓ Reduced Fat	✓ Full Fat	✓	Milk drinks made onsite with added whipped cream, melted chocolate or caramel, syrup, or confectionery will fit in the <b>RED</b> category.
Artificially sweetened 'diet', 'low-joule', 'no sugar' or 'low sugar' drinks		✓	✓	Artificial sweeteners can be useful in providing flavour and reducing the amount of added sugar and kilojoules consumed.  In adult settings, artificially sweetened drinks fit under <b>AMBER</b>  In paediatric facilities or areas frequented by children they are <b>RED</b> (as they are high in acidity which can contribute to tooth erosion).
'Energy' (high caffeine drinks)			✓	Most fit into the <b>RED</b> category. They have minimal nutritional value and can be high in caffeine. Check label against Table 1 page 12.  Suggested maximum service size of 375 ml.  Paediatric facilities or areas that are frequented by children should place 'Energy' drinks into the <b>RED</b> category.
Hot beverages - coffee - tea - chocolate	✓ Reduced Fat	✓ Full Fat	✓	Offer decaffeinated varieties as well.  Use low or reduced-fat milk or milk alternatives for a better choice ( <b>GREEN</b> ).  Offer sugar alternatives as well as sugar when serving hot beverages.  Additions of whipped cream, melted chocolate or caramel, syrup, or confectionery as these will provide excess energy (kilojoules) and put them in the <b>RED</b> category.

Foods	Green	Amber	Red	Comments and suggestions
<b>Savoury snack foods and biscuits</b>				
<b>Plain popcorn</b>	✓			Air popped, no added fat and salt popcorn is <b>GREEN</b> . Pre packaged microwaved popcorn is <b>AMBER</b> .
<b>Flavoured popcorn</b> <b>Biscuits</b> <b>Other savoury snack products</b>		✓	✓	Check label against Table 4: Snack foods page 13.
<b>Crisps and chips</b>			✓	Crisps and chips are high in energy (kilojoules) and/or saturated fat and/or sodium (salt). They are in the <b>RED</b> category.

## RED criteria tables

In the Food and drinks Guide some foods or drinks may be classified under all three categories: **GREEN**, **AMBER** and **RED**, depending on their ingredients, cooking methods or how they are sold. The comments and suggestions column in the guide usually help decide which category the item fits into.

Food or drink items that potentially fit into either the **AMBER** or the **RED** categories must be checked against the **RED** criteria.

These criteria apply to the number of kilojoules (energy), the serve size, the amount of fibre, sodium (salt) and saturated fat. They are different for different foods and drinks and the following tables have been developed:

- for drinks refer to Table 1: Sugar-sweetened drinks and ices page 12
- for hot food and other meal items, refer to Table 2: Hot food and other meal items page 12
- for ready to eat meals, refer to Table 3: Ready to eat meals page 12
- for snacks, refer to Table 4: Snack foods page 13.

To check an item against the **RED** criteria, compare its nutrition information panel against the relevant criteria table.

If the item fails any of the following criteria, it is classified as **RED**:

- exceeds the serve size
- exceeds the amount of energy
- exceeds the amount of saturated fat,
- exceeds the amount of sodium
- does not meet minimum levels of fibre (if applicable).

**Note:** all types of confectionery fit into the **RED** category and their supply should be limited. Confectionery contains little nutritional value.



## Section 3: Tables

Table 1: Sugar-sweetened drinks and ices

Items	Criteria		
	Energy (kJ) per serve	Energy (kJ) per 100 ml	Sodium (mg) per serve
Sugar-sweetened drinks and ices	> 300kJ = <b>RED</b>	> 50kJ = <b>RED</b>	> 100mg = <b>RED</b>

Key: ">" means more than

Table 2: Hot food and other meal items

Items	Criteria			
	Energy (kJ) per 100g	Saturated fat (g) per 100g	Sodium (mg) per 100g	Maximum serve size as sold
Savoury pastries (e.g. pies, sausage rolls, quiches, croissants), pizzas, dim sims, spring rolls, instant hot noodle cups, oven baked potato products	>1000kJ = <b>RED</b>	>5g = <b>RED</b>	>400mg = <b>RED</b>	>250g = <b>RED</b>
Crumbed and coated foods, frankfurts, and sausages	>1000kJ = <b>RED</b>	>5g = <b>RED</b>	>700mg = <b>RED</b>	>150g = <b>RED</b>
Processed cold luncheon and cured meats	>900kJ = <b>RED</b>	>3g = <b>RED</b>	–	>50g = <b>RED</b>

Key: ">" means more than; "–" means not applicable

Table 3: Ready to eat meals

Items	Criteria				
	Energy (kilojoules) per serve	Saturated fat (g) per 100g	Sodium (mg) per 100g	Sodium (mg) per serve	Fibre per serve sold
Commercial, frozen or freshly prepared ready to eat meals, mixed hot food dishes or plated dinners	>2500kJ = <b>RED</b>	>2g = <b>RED</b>	>300mg = <b>RED</b>	>900mg = <b>RED</b>	<3g = <b>RED</b>

Key: ">" means more than; "<" means less than;

Table 4: Snack foods

Items	Criteria			
	Energy (kilojoules) per serve	Saturated fat (g) per 100g	Sodium (mg) per serve	Fibre per serve sold
Savoury snack foods and biscuits	>600kJ = <b>RED</b>	>3g = <b>RED</b>	>200mg = <b>RED</b>	–
Cakes, muffins, sweet tarts, slices and pastries	>900kJ = <b>RED</b>	>3g = <b>RED</b>	–	<1.5g = <b>RED</b>
Snack food bars, muesli bars and sweet biscuits	>600kJ = <b>RED</b>	>3g = <b>RED</b>	–	<1g = <b>RED</b>
Ice-creams, milk- or soy-based ice confection and premium dairy desserts	>600kJ = <b>RED</b>	>3g = <b>RED</b>	–	–

Key: ">" means more than; "–" means not applicable.

## Section 4: Serving size

What is a serve of fruit and vegetables?



1 medium piece  
(e.g. apple)

2 small pieces  
(e.g. apricots)

1 cup diced, cooked  
or canned fruit

### Fruit

One serve of fruit is 150 g of fresh fruit or:

- 1 medium-size piece (e.g. apple)
- 2 smaller pieces (e.g. apricots)
- 1 cup diced, cooked or canned fruit (choose varieties with no added sugar)
- $\frac{1}{2}$  cup (125 ml) of 100% fruit juice (choose varieties with no added sugar)
- 1  $\frac{1}{2}$  tablespoons of dried fruit



$\frac{1}{2}$  cup cooked  
vegetables or  
legumes

$\frac{1}{2}$  medium  
potato or  
sweet potato

1 cup raw green  
leafy vegetables

### Vegetables

One serve of vegetables is 75 g or:

- $\frac{1}{2}$  cup cooked vegetables
- $\frac{1}{2}$  medium potato or sweet potato
- 1 cup raw green leafy vegetables
- $\frac{1}{2}$  cup legumes (cooked, dried or canned beans, chickpeas or lentils, choose varieties with no added salt).

## References

1. National Health & Medical Research Council 2013, *Australian Dietary Guidelines*, Commonwealth of Australia.
2. National Heart Foundation 2010, *The right ingredient: Guidelines for healthier recipes*, [www.heartfoundation.org.au/SiteCollectionDocuments/Recipe-Guidelines.pdf](http://www.heartfoundation.org.au/SiteCollectionDocuments/Recipe-Guidelines.pdf)

# INFORMAL FOOD SUPPLY

## Examples include:

- shared birthday or special occasion celebrations
- shared morning teas
- after-work drinks
- food pantries and honesty boxes
- fruit bowls
- free, discounted or subsidised food provided during a shift or to take home
- home-grown produce swaps.

## Is informal food in the workplace really an issue?

It doesn't have to be! Informal food supply within a workplace is often an important part of workplace culture and provides a social setting for employees to get together. Informal food supply can be an opportunity to provide employees with a balance of occasional (or 'sometimes') food, and healthy everyday food.

Informal food supply only becomes an issue for the health and wellbeing of your employees if it is too frequent or does not have a balance of healthy and occasional foods. For example, weekly morning teas that only provide cake and biscuits make it difficult for employees to make ongoing healthy choices.

In general, we think of cakes and other sweet treats (such as biscuits) as celebratory foods, or foods for special occasions. Next time you are organising an event, consider whether these types of foods are really necessary, or whether you could reduce some of these celebratory foods and offer healthy options as well.

## What is 'informal food supply'?

Informal food supply refers to more spontaneous or social food-related settings and activities in the workplace.



## What can a workplace do?

There are many ways you can improve the informal food supply culture in your workplace – here are some examples and suggestions that may be helpful.

- Fruit bowl / yoghurt / honesty pantry
  - Have a roster for stocking a cost-recovery fruit bowl in your tea room.
  - Offer yoghurts or cheese and crackers for sale in the fridge – these are a good snack option for employees. Have a designated person or a roster to maintain a supply of these foods.
  - Provide fruit and nut snack packs for sale.

## Friday night drinks/ social events

- These are important occasions for networking, enhancing morale and building and creating team relationships. Providing healthier food and drink options at these events is easy and achievable.
  - Offer plain or sparkling water or other non-alcoholic options for those not wanting to drink alcohol. Reduce the amount of sugar-sweetened drinks provided as non-alcoholic alternatives.
  - Encourage employees to drink safely by following the Australian Alcohol Consumption guidelines (2009).
  - Always provide food when alcohol is being offered. Consider offering the following healthy foods:
    - cheese and dips with plain rice crackers, water crackers or vegetable sticks for dipping
    - fruit platters
    - sushi
    - sandwiches and wraps.
  - Limit pastry and fried or fatty options, e.g. party pies, crisps, saveloys.

## Birthday cakes / morning teas

- Celebrations and social gatherings are an important part of workplace culture. There are some great ways to ensure that this does not become a barrier to employees who want to make healthy choices at work.
  - When organising a morning tea, ensure that fruit is provided as an option.
  - Consider providing healthier sweet options, for example, banana bread, blueberry muffins or carrot cake.
  - Limit cakes and biscuits with cream filling or icing.
  - Consider how often your workplace has morning teas; if they are too frequent, this could become problematic for both productivity and health.
- Free or discounted food for employees while on shift or to take home.

In some industries (for example, food manufacturing, distribution, retail and hospitality), it is common for employees to receive food to take home or consume on site at no cost. This is not usually a problem for the health of your employees and can be considered a 'bonus' that you can provide as an incentive or to improve morale. However, it is worth considering whether receiving free or discounted food is in the best interests of your employees.

- If your employees receive less healthy food options to consume or take home, consider limiting the amount or volume of the options that are provided.



## Food at meetings

- If you have regular weekly meetings where cake or biscuits are informally provided, try alternating between healthier and less healthy options. For example, you could try having cake one week and sandwiches the next. Other healthy ideas include:
  - sushi
  - dip and crackers or vegetable sticks for dipping
  - fruit plate
  - cheese and crackers
  - dried fruit and nuts
  - savoury or fruit muffins.

## Employee gifts and rewards

- When organising gifts or rewards for employees, consider:
  - non-food gifts, such as vouchers for massage, sports shops or outdoor shops
  - fruit and vegetable or other healthy food hampers
  - dinner vouchers.



# WHERE TO GO FOR MORE INFORMATION – HEALTHY EATING

The following organisations provide a range of services to workplaces in the Northern Territory.

<b>Nutrition and Physical Activity Unit</b> <a href="http://www.nt.gov.au/wellbeing/healthy-living/nutrition">www.nt.gov.au/wellbeing/healthy-living/nutrition</a> Phone: (08) 8985 8021 Phone: (08) 8985 8026	<ul style="list-style-type: none"> <li>■ The Nutrition webpage provides links to a variety of healthy eating resources including the Australian Dietary Guidelines and the Livelighter website.</li> </ul>
<b>Healthy Living NT</b> <a href="http://www.healthylivingnt.org.au">www.healthylivingnt.org.au</a> (08) 8927 8488 (info line)	<ul style="list-style-type: none"> <li>■ Healthy Living NT education services are supported by Northern Territory Government and are free for people with all types of diabetes, including pre-diabetes and heart disease, who live in the Northern Territory.</li> <li>■ Educators are available for workplace education sessions on diabetes and heart disease prevention and management.</li> </ul>
<b>Dietitians Association of Australia</b> <a href="http://www.daa.asn.au">www.daa.asn.au</a>	<ul style="list-style-type: none"> <li>■ The Dietitians Association of Australia can help you find an Accredited Practising Dietitian in your area, to speak to and/or support your workplace.</li> </ul>
<b>Australian Breastfeeding Association</b> <a href="http://www.breastfeeding.asn.au">www.breastfeeding.asn.au</a>	<ul style="list-style-type: none"> <li>■ The Australian Breastfeeding Association has information about ways your workplace can become breastfeeding friendly, including the Breastfeeding Friendly workplace accreditation program.</li> </ul>
<b>Nutrition Australia</b> <a href="http://www.nutritionaustralia.org">www.nutritionaustralia.org</a>	<ul style="list-style-type: none"> <li>■ Nutrition Australia offers a <i>Workplace Health and Wellbeing Program</i> aimed to inspire healthy eating by promoting the importance of good food and nutrition. Services include:               <ul style="list-style-type: none"> <li>■ presentations</li> <li>■ cooking demonstrations</li> <li>■ health displays</li> <li>■ one-on-one consultations</li> <li>■ canteen/ cafe menu assessments</li> <li>■ e-newsletters.</li> </ul> </li> <li>■ Your organisation can obtain services through the Queensland chapter of Nutrition Australia.</li> <li>■ Cost is variable depending on the package and resources selected.</li> </ul>
<b>Cancer Council NT</b> <a href="https://nt.cancer.org.au/">https://nt.cancer.org.au/</a> (08) 8944 1800	<ul style="list-style-type: none"> <li>■ Cancer Council NT can offer Workplace Education Sessions around Healthy Eating and Weight which include information about general cancer prevention and health promotion.</li> </ul>



In addition to the resources provided in the Healthy Workplace Resource Toolkit, there are several organisations and websites that provide resources and fact sheets on a range of topics.

<b>Healthy catering</b>	<ul style="list-style-type: none"> <li>■ The Heart Foundation - The 3 step guide <a href="http://www.heartfoundation.org.au/SiteCollectionDocuments/3-Step-Guide.pdf">www.heartfoundation.org.au/SiteCollectionDocuments/3-Step-Guide.pdf</a> This resource can be used by caterers and canteen staff to ensure that better types and amounts of fats and oils are used in cooking.</li> <li>■ The Heart Foundation - A healthier serve: A guide to healthy catering <a href="http://www.heartfoundation.org.au/SiteCollectionDocuments/Healthier-Serve.pdf">www.heartfoundation.org.au/SiteCollectionDocuments/Healthier-Serve.pdf</a> This resource helps to make healthier food choices easier at outdoor events, meetings, barbeques, conferences and other functions.</li> </ul>
<b>Healthy fundraising</b>	<ul style="list-style-type: none"> <li>■ Healthy Fundraising: Ideas to Promote Health While Still Making a Profit (NSW Cancer Council) <a href="http://www.cancercouncil.com.au/wp-content/uploads/2010/11/09271_CAN3042_HealthyFundraising_FINAL.pdf-low-res-for-web.pdf">www.cancercouncil.com.au/wp-content/uploads/2010/11/09271_CAN3042_HealthyFundraising_FINAL.pdf-low-res-for-web.pdf</a> This resource provides ideas to use fundraising as an opportunity to promote health, while still making a profit.</li> </ul>
<b>Food safety</b>	<ul style="list-style-type: none"> <li>■ Department of Health, Environmental Health <a href="http://nt.gov.au/industry/hospitality/food-safety-and-regulations">http://nt.gov.au/industry/hospitality/food-safety-and-regulations</a>. This website contains a number of resources on food safety.</li> </ul>

It may be useful to provide some or all of the following information directly to your employees.

<b>Healthy eating</b>	<p><b>Heart Foundation</b>  <a href="http://www.heartfoundation.org.au/healthy-eating/Pages/default.aspx">www.heartfoundation.org.au/healthy-eating/Pages/default.aspx</a>            Contains information about:</p> <ul style="list-style-type: none"> <li>■ healthy eating and serve sizes</li> <li>■ preparing healthier food</li> <li>■ fats and cholesterol</li> <li>■ the <i>Heart Foundation Tick</i> program.</li> </ul> <hr/> <p><b>Australian Government Department of Health and Ageing</b>  <a href="http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-food-guide-index.htm">www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-food-guide-index.htm</a>            Contains information about:</p> <ul style="list-style-type: none"> <li>■ the Australian Guide to Healthy Eating diagram</li> <li>■ how to maintain a healthy weight</li> <li>■ how to ensure a healthy diet</li> <li>■ practical ways to include a variety of foods in a healthy diet.</li> </ul> <hr/> <p><b>Dietitians Association of Australia</b>  <a href="http://www.daa.asn.au">www.daa.asn.au</a>            The <i>Smart Eating for a Healthier You</i> section contains:</p> <ul style="list-style-type: none"> <li>■ recipes</li> <li>■ information about specific nutrition-related issues and illness</li> <li>■ nutrition tips</li> <li>■ the Healthy Eating Self-Assessment quiz</li> <li>■ information about the virtual supermarket tour</li> <li>■ frequently asked nutrition questions.</li> </ul>
<b>Healthy weight</b>	<p>LiveLighter            The <a href="https://livelighter.com.au/">https://livelighter.com.au/</a> website contains tips and information about:</p> <ul style="list-style-type: none"> <li>■ what is a healthy weight</li> <li>■ healthy eating</li> <li>■ being active.</li> </ul>
<b>Label reading</b>	<p><b>Dietitians Association of Australia</b>  <a href="http://daa.asn.au/smart-eating-for-you/smart-eating-fast-facts/food-labels/">http://daa.asn.au/smart-eating-for-you/smart-eating-fast-facts/food-labels/</a>            Contains information about:</p> <ul style="list-style-type: none"> <li>■ label laws</li> <li>■ the nutrition information panel</li> <li>■ ingredients listing</li> <li>■ health claims.</li> </ul> <hr/> <p><b>Food Standards Australia and New Zealand</b>  <a href="http://www.foodstandards.gov.au/consumer/labelling/Pages/default.aspx">www.foodstandards.gov.au/consumer/labelling/Pages/default.aspx</a>            Contains information about reading and understanding food labels for a healthy diet. The website also contains an interactive labelling poster.</p>
<b>Breastfeeding at work</b>	<p><b>Australian Breastfeeding Association</b>  <a href="http://www.breastfeeding.asn.au">www.breastfeeding.asn.au</a>            Contains tips for successful breastfeeding and information about:</p> <ul style="list-style-type: none"> <li>■ returning to work and breastfeeding</li> <li>■ expressing and storing breastmilk.</li> </ul>



**Need to talk to someone, or want more personalised advice?**

**Heart Foundation's Health Information Service**

[www.heartfoundation.org.au/support/health-information-service](http://www.heartfoundation.org.au/support/health-information-service)

[health@heartfoundation.org.au](mailto:health@heartfoundation.org.au) or phone 1300 36 27 87

- A *free and confidential* phone/email information service operated by qualified health professionals, covering topics such as blood pressure management, weight management, reducing cholesterol, nutrition, physical activity, tobacco smoking, and heart conditions. The service is available to those with cardiovascular disease, those with identified risk factors and people who simply want to develop healthier lifestyles.
- A wide range of leaflets are also available, covering topics including your heart, healthy eating and physical activity.

**Dietitians Association of Australia**

- To find an Accredited Practising Dietitian in your area, visit [www.daa.asn.au/find-an-apd/](http://www.daa.asn.au/find-an-apd/)



### Key questions to ask

- Why should I promote physical activity in my workplace?
- What can I do to promote physical activity in my workplace?
- How do I know if our program has been a success?
- Where can I go for more information?

## 06B PHYSICAL ACTIVITY

In this section of the Healthy Workplace Resource Toolkit, we look at how you can encourage your employees to become more physically active.



# WHY SHOULD I PROMOTE PHYSICAL ACTIVITY IN MY WORKPLACE?

**Physical activity is defined as** 'any sustained body movement that uses energy'.<sup>1</sup> It is widely recognised that the benefits of physical activity include good physical and mental health, the achievement and maintenance of a healthy weight, and improved overall health and wellbeing.

To find out more about the benefits of physical activity, read the fact sheet below.



## Benefits of physical activity

In Australia, it is estimated that 10 million people spend an average of eight hours per day in their workplace.<sup>5</sup> It is also known that an increasing number of people have jobs that involve many hours of sitting. This results in fewer opportunities for many people to be physically active during working hours.

A survey of Australian employees conducted by Medibank Private found that 10% of workers are completely inactive, 40% only participate in minimal physical activity and 12% participate in less than one hour of physical activity per week.<sup>6</sup>

To find out how much physical activity is good for you, read the below fact sheet.



## How much physical activity?

**There is a range of evidence** to support the development of a physical activity element in your workplace health and wellbeing program.

Research shows that valuable programs include those that motivate individual employees, and those that provide rewards for improved health habits and lifestyles.<sup>7</sup>

Some of the physical activity strategies that have been found to be most effective in workplaces include using prompts to encourage stair use, ensuring access to places or opportunities for physical activity, and providing education or peer support. Supporting employees with individual behavioural skills training has also been found to be a good way to increase physical activity, improve nutrition or both.<sup>8</sup>

## Physical activity fast facts

- The Australian Health Survey 2011-2012 showed that 66.7% of Territorians aged 18+ were classified as being inactive or having low activity levels.<sup>2</sup>
- Physical inactivity is identified as the fourth leading risk factor for mortality. Physical inactivity contributes to three of the other top five risk factors including high blood pressure, high blood glucose levels, and being overweight or obese.<sup>3</sup>
- Physical inactivity contributes to 6.6% of the overall health burden in Australia, in terms of the number of years lost due to ill-health, disability or early death. Physical inactivity is estimated to cost the health sector \$672 million each year with a further \$1135 million lost in production and leisure.<sup>4</sup>



# WHY SHOULD I PROMOTE PHYSICAL ACTIVITY IN MY WORKPLACE?

## Physical activity and employee safety

**The benefits of being physically active outweigh the potential risks** people may encounter when participating in physical activity. However, it is always important to be aware of general safety when encouraging your employees to increase their physical activity.

This fact sheet provides some standard information in relation to safety screening questionnaires, correct equipment, warm-ups, cool-downs and the effect of different climate conditions.



FACT SHEET

### Physical activity and employee safety

# WHAT CAN I DO TO PROMOTE PHYSICAL ACTIVITY IN MY WORKPLACE?

**There are many ways that you can encourage employees** to participate in physical activity and be active in as many ways as possible.



FACT SHEET

## Active transport

Active transport is any physical activity that is undertaken as a means of transport and not solely as a recreational activity.<sup>9</sup> This fact sheet covers the benefits of active transport and tips on how to incorporate active transport into your work day.



FACT SHEET

## Active meetings and events

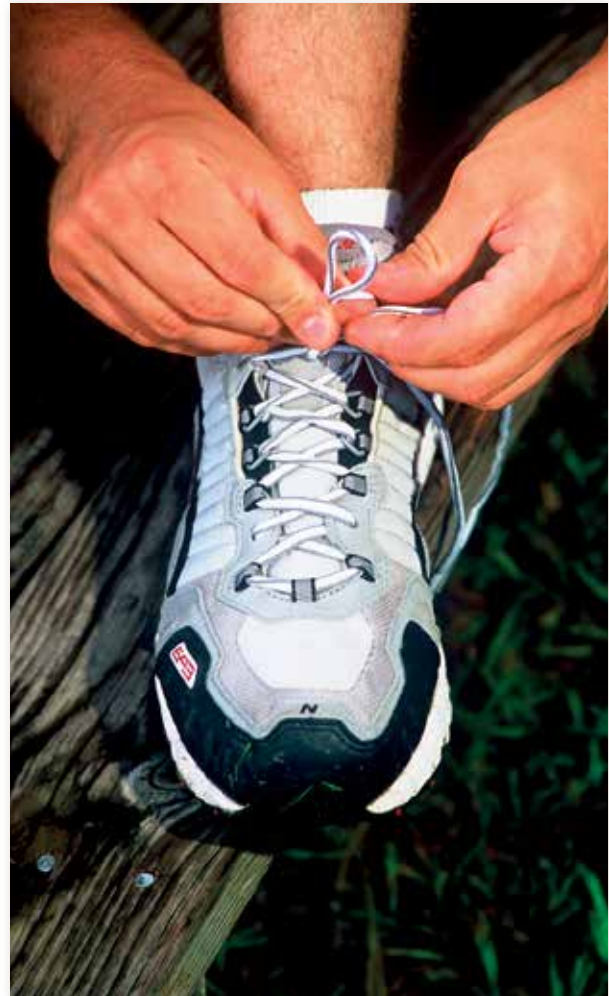
This fact sheet outlines how to prepare for and conduct active meetings and events in your workplace.



TEMPLATE

## Physical activity and sedentary behaviour policy

In some workplaces, having a policy around physical activity and sedentary behaviour is important. This template will help you develop a policy for your workplace.



# WHAT CAN I DO TO PROMOTE PHYSICAL ACTIVITY IN MY WORKPLACE?

The following table lists examples of strategies and activities that may be useful to encourage physical activity in the workplace. Remember, aim for a mix of activities that target people, place and policy.



This symbol indicates an easy or low-resource activity



This symbol indicates a more comprehensively resourced activity

Examples of activities targeting active transport		People	Place	Policy
	Map and promote walking and public transport routes close to your workplace		✓	
	Encourage and support employees to use active transport strategies, such as getting off the bus several stops earlier or parking the car further away		✓	
	Provide a bike or bike fleet for employees to attend local meetings		✓	
	Establish a bicycle user group	✓		
	Provide a secure bike storage area in a safe, convenient and accessible location		✓	
	Provide tickets for employees to attend meetings via public transport		✓	
	Provide weather protection gear to allow employees to walk to local meetings (e.g. umbrella, spray jacket, sunscreen)		✓	
	Provide facilities such as showers and change rooms so that employees can actively travel to and from work, and participate in physical activity in their lunch breaks		✓	
	Develop a plan that encourages active transport to and from work			✓
	Consider the local environment around the workplace in terms of safety, security, lighting and footpaths. Liaise with your local council to discuss suitable areas for physical activity		✓	

Examples of activities targeting employee information and education		People	Place	Policy
	Provide information to employees on types of physical activity and how much physical activity is required for health benefits, as outlined by the Australian Government and the World Health Organisation	✓		
	Set up a central point for displaying physical activity information, such as a noticeboard in the tearoom or information on payslips	✓		

# WHAT CAN I DO TO PROMOTE PHYSICAL ACTIVITY IN MY WORKPLACE?



This symbol indicates an easy or low-resource activity



This symbol indicates a more comprehensively resourced activity

Examples of activities targeting active transport		People	Place	Policy
	Offer flexible working hours to provide employees with opportunities for physical activity before work, after work and in lunch breaks			✓
	Support mini physical activity breaks during work hours, such as stretching and/or short walks			✓
	Include a 'stretch break' on meeting agendas			✓
	Allow employees to hold 'walking meetings' and/or take short physical activity breaks if they have desk-based jobs			✓
	Post signs at lifts and escalators to encourage the use of stairs, and develop supporting internal communications		✓	
	Liaise with local fitness centres to obtain discounted rates or memberships	✓		
	Organise user pays on-site fitness classes	✓		
	Start a lunch time walking group or exercise group	✓		
	Provide employees with pedometers or subsidised entry to a pedometer challenge	✓		
	Set up a pedometer loan scheme	✓		
	Encourage employee challenges or competitions using pedometers, such as the Global Corporate Challenge <a href="http://www.gettheworldmoving.com">www.gettheworldmoving.com</a> or 10 000 Steps <a href="http://www.10000steps.org.au">www.10000steps.org.au</a> challenge	✓		
	Establish partnerships with local bike shops to provide corporate rates to employees	✓		
	Provide subsidised membership at local fitness centres or aquatic centres		✓	
	Provide subsidised on-site fitness classes	✓		
	Provide on-site exercise facilities, for example, multi-purpose recreational rooms for group exercise classes or gyms		✓	
	Provide incentives and rewards for increased physical activity, such as free gym passes or pedometers	✓		












# WHAT CAN I DO TO PROMOTE PHYSICAL ACTIVITY IN MY WORKPLACE?



This symbol indicates an easy or low-resource activity



This symbol indicates a more comprehensively resourced activity

Examples of activities utilising external support		People	Place	Policy
	Promote physical activity opportunities outside the workplace, such as local walking groups	✓		
	Promote local, state and national physical activity and/or active transport events, such as Walk to Work Day <a href="http://www.walk.com.au/wtw/page.asp">www.walk.com.au/wtw/page.asp</a> and Ride to Work Day <a href="http://www.ride2work.com.au/general/ride-to-work">www.ride2work.com.au/general/ride-to-work</a>			✓
	Provide support for employees to enter fun runs or walking events as individuals or as a workplace team	✓		
	Provide support and encouragement for organisation sport teams	✓		
	Have an exercise physiologist attend and perform simple fitness tests on site	✓		
	Host on-site visits from specialists such as exercise physiologists or fitness experts to talk about physical activity ideas and benefits and to demonstrate safe exercises in the workplace	✓		
	Have a fitness instructor lead employee walking, jogging and/or running groups	✓		

# HOW DO I KNOW IF OUR PROGRAM HAS BEEN A SUCCESS?

**The best way to find out if your physical activity initiatives have been a success** is to look at the impact of any changes you have made in your organisation. It's a good idea to work out how you are going to do this early on, so you can ask the right questions and collect the right information.

It is essential to collect some information before you start, for example:

- the number of employees who are currently physically active
- how often employees participate in physical activity
- the number of employees who use active transport to/from work
- how many steps per day employees take while at work
- what might stop employees participating in more physical activity
- a facilities assessment of your workplace (e.g. number of bike racks available, availability of standing workstations, showers and point-of-decision signage).

This data will only be useful if it matches your program and objectives. For example, there is no need to measure employees' stair usage if stairwells are inaccessible.

The baseline data you collect will be essential when you come to evaluate your program, as you can ask the same questions and see whether the results are different. Then you will be able to determine if your program has been effective, or whether you need to change your initiatives to provide better support to your employees.

There are many questions you can ask that will help you evaluate your program, including:

- Is there understanding and acceptance of your physical activity policy (if you have one)?
  - Are employees aware of the policy and its requirements?
  - Is there staff support for the policy?
  - Does your point-of-decision signage get your message across (e.g. do you have the right number and type of signs, and are they are still in place and legible)?
- Are your employees making good use of the support offered as part of your program?
  - What is the level of employee participation in the program initiatives offered?
  - How many employees have participated in the physical activity initiatives offered?
  - Is it always the same employees involved or is the program reaching a range of people?

- Can you see that employees have accepted the requirements of your policy and/or program?
  - Is there evidence of employees using the facilities provided (e.g. bike racks, stairwells)?
  - What are employees saying about the policy and the expectation that they will comply with its requirements?
- What has been the effect of the program on employees?
  - Has the percentage of employees participating in physical activity changed since implementation (needs baseline data)?
  - Has the average intensity and/or duration of physical activity of employees changed since implementation (needs baseline data)?
  - Are employees aware of physical activity signage/noticeboard information and does it influence their behaviour?
  - Has employees' knowledge or awareness of physical activity changed?
  - What do your employees think about the program (do they think it has been effective)?

How you collect this information will differ depending on your organisation's size and regional spread. There is a range of data collection methods that you could try, such as surveys, observations, interviews and discussion groups.

For more information on evaluating your program, read the below fact sheet.



## A simple guide to evaluation

# WHERE CAN I GO FOR MORE INFORMATION?



**There are several organisations that can help you** access specific information related to physical activity.

For a list of these organisations, their contact details and the services they provide, read the below fact sheet.



**Where to go for more information -  
Physical activity**

## References

1. Premier's Physical Activity Council 2011, *Tasmania's plan for physical activity 2011-2021*, Tasmanian Government, Hobart.
2. Australian Bureau of Statistics 2012, *Australian Health Survey: 2011-2012*, Australian Government, Canberra.
3. World Health Organisation 2010, *Global recommendations on physical activity for health*, available from [www.who.int/dietphysicalactivity/factsheet\\_recommendations](http://www.who.int/dietphysicalactivity/factsheet_recommendations)
4. Cadilhac, DA, Magnus, A, Cumming, T, Sheppard, L, Pearce, D & Carter, R, 2009, *The health and economic benefits of reducing disease risk factors*, VicHealth, Melbourne, Victoria.
5. Australian Bureau of Statistics 2007, *Australian social trends 2007*, Australian Government, Canberra.
6. Medibank Private 2005, *The health of Australia's workforce*, Medibank Private, Australia
7. Marcus, BH, Williams, DM, Dubbert, PM, Sallis, JF, King, AC, Yancey, AK, Franklin, BA, Buchner, D, Daniels, SR & Claytor, RP 2006, 'Physical activity intervention studies: What we know and what we need to know: A scientific statement from the American Heart Association Council on Nutrition, Physical Activity, and Metabolism (Subcommittee on Physical Activity); Council on Cardiovascular Disease in the Young; and the Interdisciplinary Working Group on Quality of Care and Outcomes Research', *Circulation*, vol. 114, pp. 2739-2752.
8. Chau, J 2009, *Evidence module: Workplace physical activity and nutrition interventions*, Physical Activity Nutrition and Obesity Research Group, University of Sydney, NSW.
9. Victorian Government 2007, *Fact sheet: Active transport*, VicHealth, Melbourne, Victoria.

# A SIMPLE GUIDE TO EVALUATION

## What is evaluation?

Evaluation is 'the systematic gathering, analysis and reporting of data about a program to assist in decision making'.<sup>1</sup>

Evaluating your program will enable you to work out what was good about it, and what wasn't so good. In other words, evaluating your program is the best way to determine if it has worked and how well it has worked.

Knowing exactly where and how your program has worked (and where it hasn't) will help you make refinements and adjustments that better suit your needs and the needs of your employees. This will make your program as effective as it can possibly be.

Program evaluation may seem a daunting task if you have not attempted this process before.

## It doesn't have to be!

We evaluate every day. We commonly ask ourselves questions such as 'Was that how it was supposed to happen?', or 'What difference did that make?'

A formal evaluation process is just taking questions like these and forming them into a simple, cohesive plan. The earlier that you consider program evaluation, the easier it will be.

## Why should I evaluate my program?

You might decide to conduct a program evaluation for a number of reasons:

- to discover the effectiveness or impact of your program or initiative (i.e. Was it useful? Did it make a difference?)
- to be accountable to management or other stakeholders, such as funding bodies, clients or employees (i.e. Did we get value for money?)
- to determine ways you can improve your program (i.e. What could we have done better?)
- to compare one program or initiative to other programs or initiatives (i.e. What is more important? Which focus area is the best place to invest?).



## When should I start thinking about evaluation?

Evaluation should be considered at the beginning of the implementation process. A major aspect of evaluation is collecting the right data to help you answer the right questions. If you decide at the beginning what questions to ask, you will be better placed to collect the right data from the start, and to set up systems to collect data throughout implementation.





## The five key evaluation questions

There are five fundamental questions that underpin evaluation. These are:

1. **What?** (Did we do what we said we would do?)
2. **Why?** (What did we learn about what worked and what didn't work?)
3. **So what?** (What difference did it make?)
4. **Now what?** (What could we do differently?)
5. **Then what?** (How do we make it even better next time?)

Let's look at each of these in more detail.

## 1. What? (Did we do what we said we would do?)

To answer this question, you will need to describe your activities, and compare your goals and objectives with what actually happened. You'll need to look at the activities that were undertaken, and decide if those activities really contributed to meeting the goals and objectives you originally made. For example, you might have set a goal to reduce the sitting time of your desk-based employees by 10%. What did you do to achieve this? Did that happen as you expected? What were the major achievements? What were the major barriers? What resources were needed?

## 2. Why? (What did we learn about what worked and what didn't work?)

To answer this question, you will need to determine the reasons for your success (or otherwise!). What strategies worked well? What strategies didn't work so well? Were the people in the target group involved? Were they missed? This is a good time to examine some of the initiatives that didn't work so well, and determine what might be the underlying issues.

For example, by asking the 'What?' question above, you were able to determine that sitting time was reduced in the senior management group, but not in regular office-based employees. Now is the time to delve into that finding and work out why.

## 3. So what? (What difference did it make?)

Asking this question will help you determine the impact your initiative (or, in fact, your whole program) has had on the target group. What changed as a result? Was it attitude, knowledge, skills or behaviours? Were there any unexpected changes? Were there any factors outside the program that might have contributed to the changes?

For example, you now know that sitting time decreased for senior managers. As a result of this, they found they were more comfortable, had higher energy levels and, in some cases, had a decrease in muscle soreness in their lower back and neck. The initiative had also prompted a few managers to sit less while at home, which may also have contributed to their positive health outcomes.

## 4. Now what? (What could we do differently?)

Answering this question will help you determine the future of the program or the initiative. What additional knowledge do you need? What are better ways of targeting a particular group? Are there more cost-effective ways of reaching the right audience? Who else could have been involved?

For example, now you have determined that senior managers received real benefits from reducing their sitting time, you could use this finding to better promote this behaviour to the group that did not reduce their sitting time. This alternative strategy may help to engage this group and increase awareness of the benefits of reducing sitting time.

## 5. Then what? (How do we make it even better next time?)

This question takes step 4 a little further, by determining how the evaluation results will be used on an ongoing basis for future work and importantly, how and to who they will be distributed.



## How do I gather the necessary data?

There are many ways you can gather the necessary data for your evaluation. Below is a brief description of the main methods.

### Surveys

- Surveys are sets of questions that are asked of a particular group of people. They may be paper-based or online. The key to a survey is that it is asked in the same way to all survey participants. Surveys can be useful in a needs assessment (i.e. finding out what your employees want), but can also be useful to provide baseline data (for example, finding out what percentage of employees smoke, or what percentage of employees participate in regular physical activity). The survey can be repeated after a set time (say 12 months) and the results of the two surveys compared to see how they differ. Surveys take significant time and resources to develop, administer and analyse correctly, so are not suitable in all circumstances.

#### Tips for surveys

- Pilot your survey to a small group, checking for simplicity of language and ease of use. Be sure that your questions are not worded in ways that lead to biased or misleading responses.
- Be clear with what you want to know from a survey – is there a better way to get the information?
- Providing an incentive may increase survey response rates. Keep it simple – movie tickets or a grocery voucher are incentives that almost everyone can use.
- Limiting the number of questions to 10 or less will increase the response rate.

### Analysis of data

- In some circumstances, data will already exist that can 'tell a story', so this may be a very cost-effective method of collection. For example, participation or attendance lists will enable you to determine the number of people that attended an event.

#### Tips for analysing data

- Analysing existing data has the potential to be time-consuming and tedious. Consider if this is the best way to collect the data you really need.
- Take care not to make assumptions about patterns you find while analysing data. For example, if sales of healthier foods in the on-site canteen increased, how much is due to your healthy eating initiatives, and how much is due to external factors, such as other health promotion campaigns?

### Interviews

- If you want to know more in-depth information about a particular topic, you could interview some key employees. For example, you could interview an employee who participated in your active transport initiative and found that cycling to work was easier than he thought. In-depth interviews can give personal insight into a topic that can't be gained through analysis of numbers alone.

#### Tips for interviews

- Interviews are good to get insight, but care must be taken not to bias the answer by asking a leading question. For example, asking 'How did you find cycling to work?' will lead to a more honest response than asking the question 'Do you enjoy cycling to work?'
- Give the interviewee a copy of the questions before the interview takes place. This may lead to a more thoughtful and thorough discussion.
- Ensure the interviewee has the knowledge to answer the questions asked during the interview.
- Consider telephone interviews if face-to-face interviews are time- or cost-prohibitive.

### Focus groups

- Focus groups are structured discussions, led by a facilitator in a small group setting. Typically, the facilitator has a set of planned questions on selected topics and records the responses that members of the group express. New or unplanned topics may also be discussed if they are relevant. Focus groups are useful to gain an in-depth understanding of a topic.

#### Tips for focus groups

- The facilitator must remain neutral and non-judgemental.
- Focus groups can be useful to both reflect on work that has been completed and to brainstorm new ideas.
- Don't use focus groups as a method for making final decisions.

## Observation

You may choose to observe and record events or you may decide to take part in an event to really get a feel for how it is going. Take care not to generalise the results to a wider group. This method of collecting data is often carried out in addition to another less subjective method.

Surveys and data analysis are known as quantitative data collection. This means that there are numbers to crunch and data to process. Interviews, focus groups and observations are known as qualitative data collection, and relate to more personal or 'human' stories. It is often a good idea to use a mix of these types of data collection to drive home an idea or outcome.

For example, you might find that through an analysis of data, it was seen that sales in the café increased after the introduction of healthier options. Through a staff survey it was noticed that satisfaction levels with the food in the canteen also increased over this period. Your focus groups on healthy eating at work also noted that the food in the canteen was much improved, and that staff were more likely to purchase food there than they were before. Meanwhile, your in-depth interview revealed how a particular employee's attitudes had changed – 'I used to buy a pie from the canteen every day. I was a bit hesitant to try some of that new stuff, but one of the other guys I work with really raved about it so I thought I'd give it a go. I was surprised it was so good – I've tried a few of the others too and they are all really nice. I still get a pie every now and then but I reckon this other stuff has to be better for you.'

## What is an evaluation plan?

An evaluation plan is simply a plan summarising how you are going to do your evaluation. It should include:

- the purpose of the evaluation
- what data needs to be collected
- how you might collect this data
- how you are going to analyse the collected data
- how the evaluation will be used
- how the results of the evaluation will be distributed to the intended audience.

Remember, there is no point doing an evaluation if no one is going to use the results.

An evaluation plan can help you to:

- be clear about what you want to evaluate, when and how
- identify and approach people in advance who may be important for the collection of this data
- consult with people about the best way to collect the data
- determine what time and resources are needed for the evaluation
- ensure that the scale of the evaluation is appropriate to the scale of the program.

## A note on confidentiality

When collecting information, it is important to de-identify all data as much as possible. Names or any other identifying information must not be used in any report or output without the written consent of the individual. Consider any other ethical considerations, such as the likely impact on an individual involved in an in-depth interview, for example.

## Hints and tips for evaluation

- Start small – focus on one initiative and limit the number of evaluation questions. Build your skills as an evaluator over time.
- Use what you already know about the initiative.
- Don't forget existing sources of data.
- Be realistic about your time frame and resources.
- Include program 'failures' – there is often more to be learnt from what didn't work than from what did.
- Remember, there is no 'perfect' evaluation.

## Further reading

For more information on evaluation, the following websites may be of use.

<b>The Evaluation Toolbox</b> <a href="http://www.evaluationtoolbox.net.au">www.evaluationtoolbox.net.au</a>	Although this website has a focus on the evaluation of community sustainability projects, it may be useful as it aims to assist people who have limited experience in evaluation theory and practice.
<b>Flinders University School of Medicine</b>  <a href="http://www.flinders.edu.au/medicine/sites/pew/">www.flinders.edu.au/medicine/sites/pew/</a>	This 'Planning and Evaluation Wizard', developed by Flinders University, provides some planning and evaluation tools and examples.
<b>The Australasian Evaluation Society</b> <a href="http://www.aes.asn.au">www.aes.asn.au</a>	The professional organisation for individuals involved in evaluation. The website includes publications and other links of interest.
<a href="http://gsociology.icaap.org/methods/">http://gsociology.icaap.org/methods/</a>	This website has a collection of beginner's guides to evaluation covering a wide range of topics.

## References

1. Centre for Health Promotion 2007, *Evaluating health promotion programs*, University of Toronto, Ontario, Canada. Available at [www.thcu.ca/resource\\_db/pubs/107465116.pdf](http://www.thcu.ca/resource_db/pubs/107465116.pdf).

## Acknowledgements

Information in this fact sheet was adapted from Health Canada 1996, *Guide to project evaluation: A participator approach*, Population Health Directorate, Public Health Agency of Canada, Ottawa.

# ACTIVE MEETINGS AND EVENTS

Active meetings and events are a great way to incorporate physical activity into the work day and to provide mini-physical activity breaks during events such as conferences and planning days.

## Active meetings

Active meetings:

- are best for small groups (up to six people, depending on location), rather than for large meetings
- are more effective for discussions, brainstorming and reflection on work, rather than for intensive planning or detailed analysis
- can be included in business planning days as a way for small groups to step out and discuss ideas.

Here are some key points to consider when organising and conducting an active meeting.

1. Provide advanced notice of an active meeting to attendees, so that they are prepared with items such as comfortable shoes and weather protection gear.
2. Advise attendees of the agenda before the meeting starts.
3. Choose an appropriate walking route such as quieter roads, rather than areas with noisy traffic and lots of pedestrians.
4. Take a pen and notebook so that information can be written down as required.
5. Walk at an appropriate pace for all attendees to ensure everyone can be heard, or break into smaller groups.
6. After the active meeting, note key discussion points and follow up action items as needed.



## Active events

When organising long meetings, planning days or conferences, consider ways to incorporate physical activity into the program, such as:

- ensuring regular stand-up-and-stretch opportunities
- encouraging meeting participants to stand (to the side) for periods of time, avoiding prolonged sitting
- encouraging 'standing ovations' for presenters to allow the audience to stand between presentations
- including activities before, during and after the event that get attendees moving
- scheduling short physical activity sessions at the beginning and end of the day.

Adapted from the Victoria Walks fact sheet How to conduct a walking meeting. For more information, visit [www.victoriawalks.org.au](http://www.victoriawalks.org.au)

# ACTIVE TRANSPORT

Active transport is any physical activity that is undertaken as a means of transport and not solely as a recreational activity.<sup>1</sup> It is a great way to keep healthy and fit, save money and reduce your impact on the environment.

Active transport includes walking, cycling, skating and any incidental activity associated with the use of public transport.

Using active transport is an easy way to be physically active and can help you include 30 minutes of physical activity in your work day.

## Benefits of active transport

Some potential benefits of using active transport are:

- enhanced health – active transport has been shown to improve health, motivation and wellbeing
- reduced traffic congestion
- improved air quality along the transport corridor – walking and cycling are pollution free and energy efficient
- reduced costs associated with roads, parking facilities, traffic congestion, vehicle accidents and environmental damage
- enhanced interaction with neighbours and the wider community.



## Tips to incorporate active transport into your work day

- **Walk to work:** Walk to work if you live within a reasonable distance of your workplace. Walk part of the way if walking the whole way is difficult or takes too long.
- **Ride your bike to work:** Investigate the best cycling routes, talk to other bike riders at your workplace, and find out about safe storage of your bike while at work.
- **Use public transport:** Plan your bus travel by going to <https://nt.gov.au/driving/public-transport-cycling/bus-journey-planner>
- **Bus and walk:** Get off the bus a few stops earlier to walk the rest of the way to work.
- **Try new things:** Find new ways to incorporate active travel into your work day, for example, walk to meetings instead of driving, take the stairs instead of the lift, or park 15 minutes from work and walk the rest of the way.

Adapted from the Queensland Government Main Roads Fact Sheet #5: Active transport

## References

1. Victorian Government 2007, *Fact sheet: Active transport*, VicHealth, Melbourne, Victoria.



# BENEFITS OF PHYSICAL ACTIVITY

It is widely acknowledged that participating in physical activity produces a range of physical, mental, social, environmental and economic benefits for both individuals and the community.

## Physical benefits

The physical benefits of physical activity include:

- a reduced risk of premature death from cardiovascular disease and stroke
- a reduced risk of developing high blood pressure and high cholesterol
- a reduced risk of developing some cancers such as colon and breast cancer
- a lower risk of developing non-insulin dependent diabetes (type 2 diabetes)
- achieving and maintaining a healthy weight
- an improved quality of life for those individuals managing chronic conditions
- increased muscle and bone strength
- increased energy and improved sleep.

## Mental benefits

The mental benefits of physical activity include:

- reduced feelings of stress, anxiety and depression
- improved concentration, enhanced memory and learning
- improved confidence and self-esteem
- improved overall mental awareness and psychological wellbeing.

## Social benefits

The social benefits of physical activity include:

- increased family and community connectedness
- improved community networks and social capital
- reduced sense of isolation and loneliness
- enhanced social skills and self-esteem.



## Environmental benefits

The environmental benefits of physical activity include:

- reduced traffic congestion
- reduced air pollution and greenhouse emissions
- reduced noise pollution
- a reduced need for large spaces to drive and park motor vehicles.

## Economic benefits

The economic benefits of physical activity include:

- reduced healthcare costs
- improved workplace productivity and reduction in absenteeism
- lower-cost transport methods.

## References

Department of Sport and Recreation 2007, *Facts and stats: Benefits of physical activity*, Government of Western Australia, Perth.

Queensland Government, *Benefits of physical activity*, [www.health.qld.gov.au/npag/benefits.asp](http://www.health.qld.gov.au/npag/benefits.asp)

Premier's Physical Activity Council 2011, *Tasmania's plan for physical activity 2011-2021*, Tasmanian Government, Hobart.

National Public Health Partnership 2005, *Be active Australia: A framework for health sector action for physical activity*, NPHP, Melbourne, Victoria.

# HOW MUCH PHYSICAL ACTIVITY?

Australia's Physical Activity and Sedentary Behaviour Guidelines<sup>1</sup> recommend the following:

## Physical activity

- Doing any physical activity is better than doing none. If you currently do no physical activity, start by doing some, and gradually build up to the recommended amount.
- Be active on most, preferably all, days every week.
- Accumulate 150 to 300 minutes (2 ½ to 5 hours) of moderate intensity physical activity or 75 to 150 minutes (1 ¼ to 2 ½ hours) of vigorous intensity physical activity, or an equivalent combination of both moderate and vigorous activities, each week.
- Do muscle strengthening activities on at least 2 days each week.

## Sedentary behaviour

- Minimise the amount of time spent in prolonged sitting.
- Break up long periods of sitting as often as possible.

For more information, visit <http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines>  
<http://www.movemoresitless.org.au/>

1. Commonwealth of Australia 2014, Make your move – Sit less Be active for life! , Australian Government Department of Health, Canberra



## Definitions of physical activity level

- **Moderate intensity activities** take some effort, but you are still able to talk while doing them. e.g. a brisk walk, recreational swimming, dancing, social tennis, golf, household tasks like cleaning windows or raking leaves, or pushing a stroller.
- **Vigorous intensity activities** require more effort and make you breathe harder and faster ('huff and puff'). e.g. jogging, aerobics, fast cycling, many organised sports and tasks that involve lifting, carrying or digging.

# PHYSICAL ACTIVITY AND EMPLOYEE SAFETY

Being physically active has many health benefits. However, it is also important to be safe and take appropriate measures to reduce the chance of injury or illness.

For employees who have not recently been physically active, it is a good idea to ask them to answer some basic questions about their health. This will help them decide whether a visit to their GP is a good idea before they begin any physical activity program.

To do this, you could use a Pre-Exercise Screening Tool<sup>1</sup>, and recommend that employees complete the simple stage one component of this tool prior to commencing physical activity (see adjacent text box).

Here are some basic steps that can be taken to reduce the risk of injury or illness.

## Warming up

- A simple warm-up should be done before participating in any physical activity and should take five to ten minutes.
- The warm-up should use the main muscle groups, and consist of a low-intensity activity such as walking or slow jogging.
- Stretching should be performed only when the muscles are warm, as stretching cold muscles has limited benefit and may increase the chance of injury.

## Cooling down

- A cool-down should be performed at the end of a physical activity session.
- This should consist of reducing the level of activity (e.g. from a run to a jog or brisk walk) for five to ten minutes.
- Stretching should be performed at the end of a session to encourage muscles to relax and help restore them to their original resting length.

## Pre-Exercise Screening Questions

1. Has your doctor ever told you that you have a heart condition, or have you ever had a stroke?
2. Do you ever experience unexplained pains in your chest at rest or during physical activity/exercise?
3. Do you ever feel faint or have spells of dizziness during physical activity/exercise that cause you to lose your balance?
4. Have you had an asthma attack requiring immediate medical attention at any time over the last 12 months?
5. If you have diabetes (type 1 or type 2), have you had trouble controlling your blood glucose in the last three months?
6. Do you have any diagnosed muscle, bone or joint problems that you have been told could be made worse by participating in physical activity/exercise?
7. Do you have any other medical condition(s) that may make it dangerous for you to participate in physical activity/exercise?

IF YOU ANSWERED 'YES' to any of the seven questions, please seek guidance from your GP or appropriate allied health professional prior to undertaking physical activity/exercise.

IF YOU ANSWERED 'NO' to all of the seven questions, and you have no other concerns about your health, you may proceed to undertake light or moderate-intensity physical activity/exercise.

## Staying hydrated

- To avoid fatigue, cramps, heat illness and dehydration, drink plenty of fluid before, during and after physical activity sessions.
- The required level of fluid intake varies significantly between individuals, due to body composition and level of physical activity undertaken. As a general guideline, it is recommended adults consume 500 ml one to two hours before commencing activity and, if the session goes for longer than an hour, to drink 500-700 ml during that time. Drink as much fluid as needed post-activity, to ensure full rehydration.

## Considering the climate

- Being physically active in hot weather puts the body under more strain, so it is important to wear appropriate clothing (light, breathable material), be protected from the sun, and stay well hydrated.
- Being physically active in cold weather may increase the chance of injury as muscles take longer to warm up. Therefore, allow longer to warm up, wear warm clothing, and stay hydrated.

## Wearing appropriate footwear and using correct equipment

- It is important to wear shoes that are supportive, well fitted and appropriate for the surface, as well as the activity being undertaken. Shoes should be replaced before they are worn out.
  - If protective equipment is required for a particular sport it should be worn during training sessions as well as games.
  - Any equipment used should be the correct size and weight.
1. Exercise and Sport Science Australia (ESSA), Fitness Australia, and Sports Medicine Australia (SMA) 2011, *Adult pre-exercise screening tool*, available from <http://www.essa.org.au/for-gps/adult-pre-exercise-screening-system/>

These are some basic tips on exercising safety. For more information, visit Sports Medicine Australia [sma.org.au/resources-advice/policies-guidelines/](http://sma.org.au/resources-advice/policies-guidelines/)



# WHERE TO GO FOR MORE INFORMATION - PHYSICAL ACTIVITY

The following organisations provide a range of resources, services and support for physical activity.

<b>NT Department of Sport and Recreation</b> <a href="https://nt.gov.au/leisure">https://nt.gov.au/leisure</a> 08) 8982 2358	Provides: <ul style="list-style-type: none"> <li>■ information on sport and recreation providers and opportunities in local areas</li> <li>■ information to assist with sport development</li> <li>■ information on available grants and vouchers</li> </ul>
<b>Heart Foundation</b> <a href="http://www.heartfoundation.org.au">www.heartfoundation.org.au</a> 1300 362 787	Provides information on: <ul style="list-style-type: none"> <li>■ heart health</li> <li>■ events</li> <li>■ programs such as <i>Heartmoves</i> and <i>Heart Foundation Walking</i>.</li> </ul>
<b>Exercise and Sport Science Australia (ESSA)</b> <a href="http://www.essa.org.au">www.essa.org.au</a> (07) 3856 5622	Provides: <ul style="list-style-type: none"> <li>■ access to accredited exercise physiologists</li> <li>■ information on physical activity programs.</li> </ul>
<b>Sports Medicine Australia (SMA)</b> <a href="http://www.sma.org.au">www.sma.org.au</a>	Provides information on: <ul style="list-style-type: none"> <li>■ physical activity safety</li> <li>■ injury prevention and advice in relation to participating in sport</li> <li>■ sports first aid programs.</li> </ul>
<b>Fitness Australia</b> <a href="http://www.fitness.org.au">www.fitness.org.au</a> 1300 211 311	Provides access to: <ul style="list-style-type: none"> <li>■ registered fitness professionals (instructors and trainers)</li> <li>■ recognised fitness providers (fitness centres, health clubs and gyms)</li> <li>■ a consumer website with searchable directories and information about the fitness industry, available at <a href="http://www.startexercising.com.au">www.startexercising.com.au</a></li> </ul>
<b>PedalsNT</b> <a href="http://www.pedalsnt.org.au">www.pedalsnt.org.au</a>	Provides information on: <ul style="list-style-type: none"> <li>■ Bike events and rides</li> <li>■ Local clubs</li> <li>■ Resources</li> </ul>
<b>10,000 Steps</b> <a href="http://www.10000steps.org.au">www.10000steps.org.au</a>	Provides: <ul style="list-style-type: none"> <li>■ information on physical activity and pedometers</li> <li>■ a free health promotion program that encourages the use of step-counting pedometers to monitor daily physical activity levels</li> <li>■ interactive online features for workplaces to conduct team challenges.</li> </ul>
<b>Healthy Living Network</b> <a href="http://www.healthylivingnetwork.com.au">www.healthylivingnetwork.com.au</a>	Provides a searchable list of programs and service providers for a range of healthy living activities.
<b>Arthritis and Osteoporosis NT</b> <a href="https://www.aont.org.au/">https://www.aont.org.au/</a>	Provides information on physical activity opportunities for those living with arthritis.





### Key questions to ask

- Why should I address sedentary behaviour in my workplace?
- What can I do to address sedentary behaviour in my workplace?
- How do I know if our program has been a success?
- Where can I go for more information?

## 06C SEDENTARY BEHAVIOUR

In this section of the Healthy Workplace Resource Toolkit, we look at how you can encourage your employees to sit less during their working day.

# WHY SHOULD I ADDRESS SEDENTARY BEHAVIOUR IN MY WORKPLACE?

**Sedentary behaviour is defined** as any behaviour that requires very low energy expenditure, and does not increase energy levels above normal resting levels.<sup>1</sup> It refers to sitting or lying down (except for when you are sleeping) and includes activities such as sitting down at work, travelling in the car and watching television.<sup>2</sup> The terms 'sitting time' and 'sedentary time' are often used interchangeably but they both refer to sedentary behaviour.<sup>3</sup>

As a result of cars, computers, televisions, electronic games and modern workplace practices, prolonged sedentary behaviour has become a part of everyday life for most people.

The Australian Diabetes, Obesity and Lifestyle Study (2005) found that being sedentary was associated with higher blood sugar levels and blood fat levels, larger waist circumference, and an increased prevalence of metabolic syndrome (see text box below), even in those who regularly participated in moderate and vigorous physical activity. Furthermore, this study demonstrated that breaking up sedentary time (for example, to get a drink, answer the phone or simply stand up) was shown to be better for your health.<sup>6,7</sup>

**While public health campaigns often focus on increasing physical activity levels,** evidence is emerging that shows sedentary behaviour is a distinct and independent risk factor for chronic diseases such as cardiovascular disease and type 2 diabetes, regardless of physical activity levels. Adults can meet or even exceed the national physical activity guidelines, yet if they sit for long periods, their health is still compromised.<sup>8</sup>

To put this into context for the workplace, even if your employees are physically active before and after work, if they sit down all day in the workplace they are still exposing themselves to significant health risks.

**With almost half of Australians working in sedentary jobs,** this is a very important issue to address in the workplace

This fact sheet outlines the basics of sitting versus standing in a work environment.



FACT SHEET

## To sit or stand? That is the question...

This fact sheet from the Heart Foundation contains guidelines around sitting time for adults, including tips to reduce sitting time in the workplace.



FACT SHEET

## Sitting less for adults

## Sedentary behaviour fast facts

- The Australian Health Survey 2011-2013 showed that Territorian adults spent 41 hours a week in sedentary behaviour for work and leisure.<sup>4</sup>
- Almost half (45%) of Australians work in a sedentary-type job where they spend most of their time sitting.<sup>5</sup>
- An Australian study found that prolonged sitting increased the risk of cardiovascular disease and diabetes, even for people who met the recommended physical activity guidelines.<sup>6</sup>

**Metabolic syndrome (also called syndrome X or insulin-resistance syndrome) is a clustering of metabolic risk factors including abdominal obesity (a large waist circumference), high levels of blood fats and blood sugar, and high blood pressure.<sup>7</sup>**

# WHAT CAN I DO TO ADDRESS SEDENTARY BEHAVIOUR IN MY WORKPLACE?

***There are many ways you can encourage your employees*** to reduce their sedentary behaviour and break up their sitting time while at work.

The use of standing workstations (or height-adjustable workstations) is becoming more widespread in the workplace. This is an effective way to provide opportunities for standing time. This fact sheet outlines some of the basic considerations to take into account when considering the implementation of standing workstations.



FACT SHEET

## Sit-stand adjustable workstations

In some workplaces, sedentary behaviour can be addressed as part of a joint physical activity and sedentary behaviour policy. This template will help you develop a policy for your workplace.



TEMPLATE

## Physical activity and sedentary behaviour policy





# WHAT CAN I DO TO ADDRESS SEDENTARY BEHAVIOUR IN MY WORKPLACE?

The following table lists examples of strategies and activities that may be useful for reducing sedentary behaviour in the workplace. Remember, aim for a mix of activities that target people, place and policy.



This symbol indicates an easy or low-resource activity



This symbol indicates a more comprehensively resourced activity

Examples of activities targeting sedentary behaviour		People	Place	Policy
	Support breaking up sitting time during work hours, such as standing when taking telephone calls, stretching and/or taking short walks			✓
	Set up office facilities that encourage breaks in sitting time, for example, ensure the printer is not close to the desk		✓	
	Encourage employees to walk around to colleagues in close proximity, rather than relying on email for communication	✓		
	Encourage standing or walking meetings			✓
	Encourage stop-and-stretch breaks on long driving commutes		✓	
	Include a stretch break on meeting agendas			✓
	Encourage employees to have lunch away from their desks	✓		
	Provide posters that prompt employees to stand up at regular intervals	✓		
	Introduce a policy to reinforce desk breaks and support movement or standing at workstations and during meetings			✓
	Provide software that encourages breaks in sitting time		✓	
	Provide sit-stand adjustable workstations for employee use		✓	

# HOW DO I KNOW IF OUR PROGRAM HAS BEEN A SUCCESS?

**The best way to find out if your initiatives to address sedentary behaviour have been a success** is to look at the impact of any changes you have made to your worksite. It's a good idea to work out how you are going to do this early on, so you can ask the right questions and collect the right information.

It is essential to collect some information before you start, for example:

- the number of employees who currently have desk-based jobs
- the number of hours employees spend continuously sitting while at work (see text box at right)
- the availability of facilities and resources to support reduced sedentary behaviour (e.g. standing workstations, posters demonstrating short simple exercises to be performed at work).

This data will only be useful if it matches your program and objectives. For example, there is no need to measure employees' sitting time if your employees spend most of their day standing.

The baseline data you collect will be essential when you come to evaluate your program, as you can ask the same questions and see whether the results are different. Then you will be able to identify if your program has been effective, or whether you need to change your initiatives to provide better support to your employees.

There are many questions you can ask that will help you evaluate your program, including:

- Is there understanding and acceptance of your physical activity policy (if you have one)?
  - Are employees aware of the policy and its requirements?
  - Is there staff support for the policy?
  - Does your signage get your message across (e.g. do you have the right number and type of signs, and are they are still in place and legible)?

## Measuring sedentary behaviour

- Measuring sedentary behaviour can be as simple as:
  - asking employees how many hours/minutes per day they spend sitting at work
  - using direct observation
  - using tools to measure movement.

**Accelerometers** are small, non-invasive electronic devices worn on the hip. They measure movement and allow researchers to examine patterns of physical activity and behaviour. Accelerometers are one of the most common tools used to measure sitting time.



# HOW DO I KNOW IF OUR PROGRAM HAS BEEN A SUCCESS?

- Are your employees making good use of the support offered as part of your program?
  - What is the level of employee participation in the sedentary behaviour initiatives offered?
  - How many employees have participated in the initiatives offered?
  - Is it always the same employees involved or is the program reaching a range of people?
- Can you see that employees have accepted the requirements of your policy and/or program?
  - Is there evidence of employees using the facilities provided (e.g. standing workstations)?
  - What are employees saying about the policy and the expectation that they will comply with its requirements?
- What has been the effect of the program on employees?
  - Has the number of hours employees spend continuously sitting while at work changed since implementation (needs baseline data)?
  - Has the number of breaks for sitting employees changed since implementation (needs baseline data)?
  - Are employees aware of sedentary behaviour signage/noticeboard information and does it influence their behaviour?
  - What do your employees think about the program (do they think it has been effective)?

How you collect this information will differ depending on your organisation's size and regional spread. There is a range of data collection methods that you could try, such as surveys, interviews and discussion groups.

For more information on evaluating your program, read the below fact sheet.



FACT SHEET

## A simple guide to evaluation

# WHERE CAN I GO FOR MORE INFORMATION?

There are several organisations that can help you access specific information related to sedentary behaviour. These organisations, their contact details and the services they provide are listed below.

<b>Heart Foundation</b> <a href="http://www.heartfoundation.org.au">www.heartfoundation.org.au</a> 1300 362 787	Provides information on: <ul style="list-style-type: none"> <li>■ sedentary behaviour</li> <li>■ heart health</li> <li>■ events</li> <li>■ programs such as <i>Heart Foundation Walking</i>.</li> </ul>
<b>Exertime program</b> <a href="http://www.exertime.com">www.exertime.com</a>	A software tool that encourages employees to sit less and move more during their work day.
<b>Bluearth – Move More, Sit Less</b> <a href="http://www.movemoresitless.org.au/">http://www.movemoresitless.org.au/</a>	Bluearth is a national health promotion charity working to improve health through increasing levels of physical activity and movement. The aim is to reduce the burden of disease and unhealthy outcomes from sedentary living, and the Move More, Sit Less campaign aims to create positive movement experiences whilst also providing support, advocacy and training to schools, parents and carers, government and community sectors.

## References

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6. Dunstan, DW, Salmon, J, Owen, T, Armstrong, T, Zimmet, PZ, Welborn, TA, Cameron, AJ, Dwyer, T, Jolley, D and Shaw, JW on behalf of the AusDiab Steering Committee 2005, 'Associations of TV viewing and physical activity with the metabolic syndrome in Australian adults', *Diabetologia*, vol. 48, pp. 2254-2261.
7. Alberta Centre for Active Living 2009, *Sitting less: An important ingredient in our recipe for health*, Research Update, Alberta Centre for Active Living, Canada.
8. Owen, N, Healy, GN, Matthews, CE and Dunstan, DW 2010, 'Too much sitting: The population health science of sedentary behaviour', *Exercise and Sport Science Reviews*, vol. 38, no. 3, pp. 105-113.

# A SIMPLE GUIDE TO EVALUATION

## What is evaluation?

Evaluation is 'the systematic gathering, analysis and reporting of data about a program to assist in decision making'.<sup>1</sup>

Evaluating your program will enable you to work out what was good about it, and what wasn't so good. In other words, evaluating your program is the best way to determine if it has worked and how well it has worked.

Knowing exactly where and how your program has worked (and where it hasn't) will help you make refinements and adjustments that better suit your needs and the needs of your employees. This will make your program as effective as it can possibly be.

Program evaluation may seem a daunting task if you have not attempted this process before.

## It doesn't have to be!

We evaluate every day. We commonly ask ourselves questions such as 'Was that how it was supposed to happen?', or 'What difference did that make?'

A formal evaluation process is just taking questions like these and forming them into a simple, cohesive plan. The earlier that you consider program evaluation, the easier it will be.

## Why should I evaluate my program?

You might decide to conduct a program evaluation for a number of reasons:

- to discover the effectiveness or impact of your program or initiative (i.e. Was it useful? Did it make a difference?)
- to be accountable to management or other stakeholders, such as funding bodies, clients or employees (i.e. Did we get value for money?)
- to determine ways you can improve your program (i.e. What could we have done better?)
- to compare one program or initiative to other programs or initiatives (i.e. What is more important? Which focus area is the best place to invest?).



## When should I start thinking about evaluation?

Evaluation should be considered at the beginning of the implementation process. A major aspect of evaluation is collecting the right data to help you answer the right questions. If you decide at the beginning what questions to ask, you will be better placed to collect the right data from the start, and to set up systems to collect data throughout implementation.



## The five key evaluation questions

There are five fundamental questions that underpin evaluation. These are:

1. **What?** (Did we do what we said we would do?)
2. **Why?** (What did we learn about what worked and what didn't work?)
3. **So what?** (What difference did it make?)
4. **Now what?** (What could we do differently?)
5. **Then what?** (How do we make it even better next time?)

Let's look at each of these in more detail.

## 1. What? (Did we do what we said we would do?)

To answer this question, you will need to describe your activities, and compare your goals and objectives with what actually happened. You'll need to look at the activities that were undertaken, and decide if those activities really contributed to meeting the goals and objectives you originally made. For example, you might have set a goal to reduce the sitting time of your desk-based employees by 10%. What did you do to achieve this? Did that happen as you expected? What were the major achievements? What were the major barriers? What resources were needed?

## 2. Why? (What did we learn about what worked and what didn't work?)

To answer this question, you will need to determine the reasons for your success (or otherwise!). What strategies worked well? What strategies didn't work so well? Were the people in the target group involved? Were they missed? This is a good time to examine some of the initiatives that didn't work so well, and determine what might be the underlying issues.

For example, by asking the 'What?' question above, you were able to determine that sitting time was reduced in the senior management group, but not in regular office-based employees. Now is the time to delve into that finding and work out why.

## 3. So what? (What difference did it make?)

Asking this question will help you determine the impact your initiative (or, in fact, your whole program) has had on the target group. What changed as a result? Was it attitude, knowledge, skills or behaviours? Were there any unexpected changes? Were there any factors outside the program that might have contributed to the changes?

For example, you now know that sitting time decreased for senior managers. As a result of this, they found they were more comfortable, had higher energy levels and, in some cases, had a decrease in muscle soreness in their lower back and neck. The initiative had also prompted a few managers to sit less while at home, which may also have contributed to their positive health outcomes.

## 4. Now what? (What could we do differently?)

Answering this question will help you determine the future of the program or the initiative. What additional knowledge do you need? What are better ways of targeting a particular group? Are there more cost-effective ways of reaching the right audience? Who else could have been involved?

For example, now you have determined that senior managers received real benefits from reducing their sitting time, you could use this finding to better promote this behaviour to the group that did not reduce their sitting time. This alternative strategy may help to engage this group and increase awareness of the benefits of reducing sitting time.

## 5. Then what? (How do we make it even better next time?)

This question takes step 4 a little further, by determining how the evaluation results will be used on an ongoing basis for future work and importantly, how and to who they will be distributed.

## How do I gather the necessary data?

There are many ways you can gather the necessary data for your evaluation. Below is a brief description of the main methods.

### Surveys

- Surveys are sets of questions that are asked of a particular group of people. They may be paper-based or online. The key to a survey is that it is asked in the same way to all survey participants. Surveys can be useful in a needs assessment (i.e. finding out what your employees want), but can also be useful to provide baseline data (for example, finding out what percentage of employees smoke, or what percentage of employees participate in regular physical activity). The survey can be repeated after a set time (say 12 months) and the results of the two surveys compared to see how they differ. Surveys take significant time and resources to develop, administer and analyse correctly, so are not suitable in all circumstances.

#### Tips for surveys

- Pilot your survey to a small group, checking for simplicity of language and ease of use. Be sure that your questions are not worded in ways that lead to biased or misleading responses.
- Be clear with what you want to know from a survey – is there a better way to get the information?
- Providing an incentive may increase survey response rates. Keep it simple – movie tickets or a grocery voucher are incentives that almost everyone can use.
- Limiting the number of questions to 10 or less will increase the response rate.

### Analysis of data

- In some circumstances, data will already exist that can 'tell a story', so this may be a very cost-effective method of collection. For example, participation or attendance lists will enable you to determine the number of people that attended an event.

#### Tips for analysing data

- Analysing existing data has the potential to be time-consuming and tedious. Consider if this is the best way to collect the data you really need.
- Take care not to make assumptions about patterns you find while analysing data. For example, if sales of healthier foods in the on-site canteen increased, how much is due to your healthy eating initiatives, and how much is due to external factors, such as other health promotion campaigns?

### Interviews

- If you want to know more in-depth information about a particular topic, you could interview some key employees. For example, you could interview an employee who participated in your active transport initiative and found that cycling to work was easier than he thought. In-depth interviews can give personal insight into a topic that can't be gained through analysis of numbers alone.

#### Tips for interviews

- Interviews are good to get insight, but care must be taken not to bias the answer by asking a leading question. For example, asking 'How did you find cycling to work?' will lead to a more honest response than asking the question 'Do you enjoy cycling to work?'
- Give the interviewee a copy of the questions before the interview takes place. This may lead to a more thoughtful and thorough discussion.
- Ensure the interviewee has the knowledge to answer the questions asked during the interview.
- Consider telephone interviews if face-to-face interviews are time- or cost-prohibitive.

### Focus groups

- Focus groups are structured discussions, led by a facilitator in a small group setting. Typically, the facilitator has a set of planned questions on selected topics and records the responses that members of the group express. New or unplanned topics may also be discussed if they are relevant. Focus groups are useful to gain an in-depth understanding of a topic.

#### Tips for focus groups

- The facilitator must remain neutral and non-judgemental.
- Focus groups can be useful to both reflect on work that has been completed and to brainstorm new ideas.
- Don't use focus groups as a method for making final decisions.



## Observation

You may choose to observe and record events or you may decide to take part in an event to really get a feel for how it is going. Take care not to generalise the results to a wider group. This method of collecting data is often carried out in addition to another less subjective method.

Surveys and data analysis are known as quantitative data collection. This means that there are numbers to crunch and data to process. Interviews, focus groups and observations are known as qualitative data collection, and relate to more personal or 'human' stories. It is often a good idea to use a mix of these types of data collection to drive home an idea or outcome.

For example, you might find that through an analysis of data, it was seen that sales in the café increased after the introduction of healthier options. Through a staff survey it was noticed that satisfaction levels with the food in the canteen also increased over this period. Your focus groups on healthy eating at work also noted that the food in the canteen was much improved, and that staff were more likely to purchase food there than they were before. Meanwhile, your in-depth interview revealed how a particular employee's attitudes had changed – 'I used to buy a pie from the canteen every day. I was a bit hesitant to try some of that new stuff, but one of the other guys I work with really raved about it so I thought I'd give it a go. I was surprised it was so good – I've tried a few of the others too and they are all really nice. I still get a pie every now and then but I reckon this other stuff has to be better for you.'

## What is an evaluation plan?

An evaluation plan is simply a plan summarising how you are going to do your evaluation. It should include:

- the purpose of the evaluation
- what data needs to be collected
- how you might collect this data
- how you are going to analyse the collected data
- how the evaluation will be used
- how the results of the evaluation will be distributed to the intended audience.

Remember, there is no point doing an evaluation if no one is going to use the results.

An evaluation plan can help you to:

- be clear about what you want to evaluate, when and how
- identify and approach people in advance who may be important for the collection of this data
- consult with people about the best way to collect the data
- determine what time and resources are needed for the evaluation
- ensure that the scale of the evaluation is appropriate to the scale of the program.

## A note on confidentiality

When collecting information, it is important to de-identify all data as much as possible. Names or any other identifying information must not be used in any report or output without the written consent of the individual. Consider any other ethical considerations, such as the likely impact on an individual involved in an in-depth interview, for example.

## Hints and tips for evaluation

- Start small – focus on one initiative and limit the number of evaluation questions. Build your skills as an evaluator over time.
- Use what you already know about the initiative.
- Don't forget existing sources of data.
- Be realistic about your time frame and resources.
- Include program 'failures' – there is often more to be learnt from what didn't work than from what did.
- Remember, there is no 'perfect' evaluation.

## Further reading

For more information on evaluation, the following websites may be of use.

<b>The Evaluation Toolbox</b> <a href="http://www.evaluationtoolbox.net.au">www.evaluationtoolbox.net.au</a>	Although this website has a focus on the evaluation of community sustainability projects, it may be useful as it aims to assist people who have limited experience in evaluation theory and practice.
<b>Flinders University School of Medicine</b>  <a href="http://www.flinders.edu.au/medicine/sites/pew/">www.flinders.edu.au/medicine/sites/pew/</a>	This 'Planning and Evaluation Wizard', developed by Flinders University, provides some planning and evaluation tools and examples.
<b>The Australasian Evaluation Society</b> <a href="http://www.aes.asn.au">www.aes.asn.au</a>	The professional organisation for individuals involved in evaluation. The website includes publications and other links of interest.
<a href="https://gsociology.icaap.org/methods/">https://gsociology.icaap.org/methods/</a>	This website has a collection of beginner's guides to evaluation covering a wide range of topics.

## References

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## Acknowledgements

Information in this fact sheet was adapted from Health Canada 1996, *Guide to project evaluation: A participator approach*, Population Health Directorate, Public Health Agency of Canada, Ottawa.

# SIT-STAND ADJUSTABLE WORKSTATIONS

Sit-stand workstations adjust in height so that they can be used from either a sitting or standing position.

Ergonomists suggest that switching between sitting and standing can improve comfort levels and increase productivity. With more recent evidence showing the adverse health effects of prolonged sitting time in the workplace, some employers are choosing to implement adjustable workstations as a method to reduce their employees' sedentary behaviour.

Adjustable workstations consist of a height-adjustable desk or counter. Generally, these workstations adjust electronically, by gas lift, or by manual means including wind-up feet or winding style levers.



Before you purchase a sit-stand height-adjustable workstation, consider the following:

- overall stability of the desk
- storage requirements – inbuilt drawers under the workstation can limit accessibility
- type of workstation or desk legs if wheelchair access is needed – workstations may be standard 'U'-shaped, trestle-table style, single-pedestal style or table-leg style
- the employee's capacity to easily and safely use workstation adjustment controls
- portability – whether wheels are required for the workstation to be moved
- whether additional features are required to hold cables, monitors or printers
- whether an inbuilt or portable footrest is required.

It is also important that employees know about correct posture when standing at workstations. Important factors include alignment of the legs, torso, neck and head, as well as the use of appropriate and supportive footwear. It may be useful to arrange a visit from a physiotherapist to conduct ergonomic assessments for your employees.

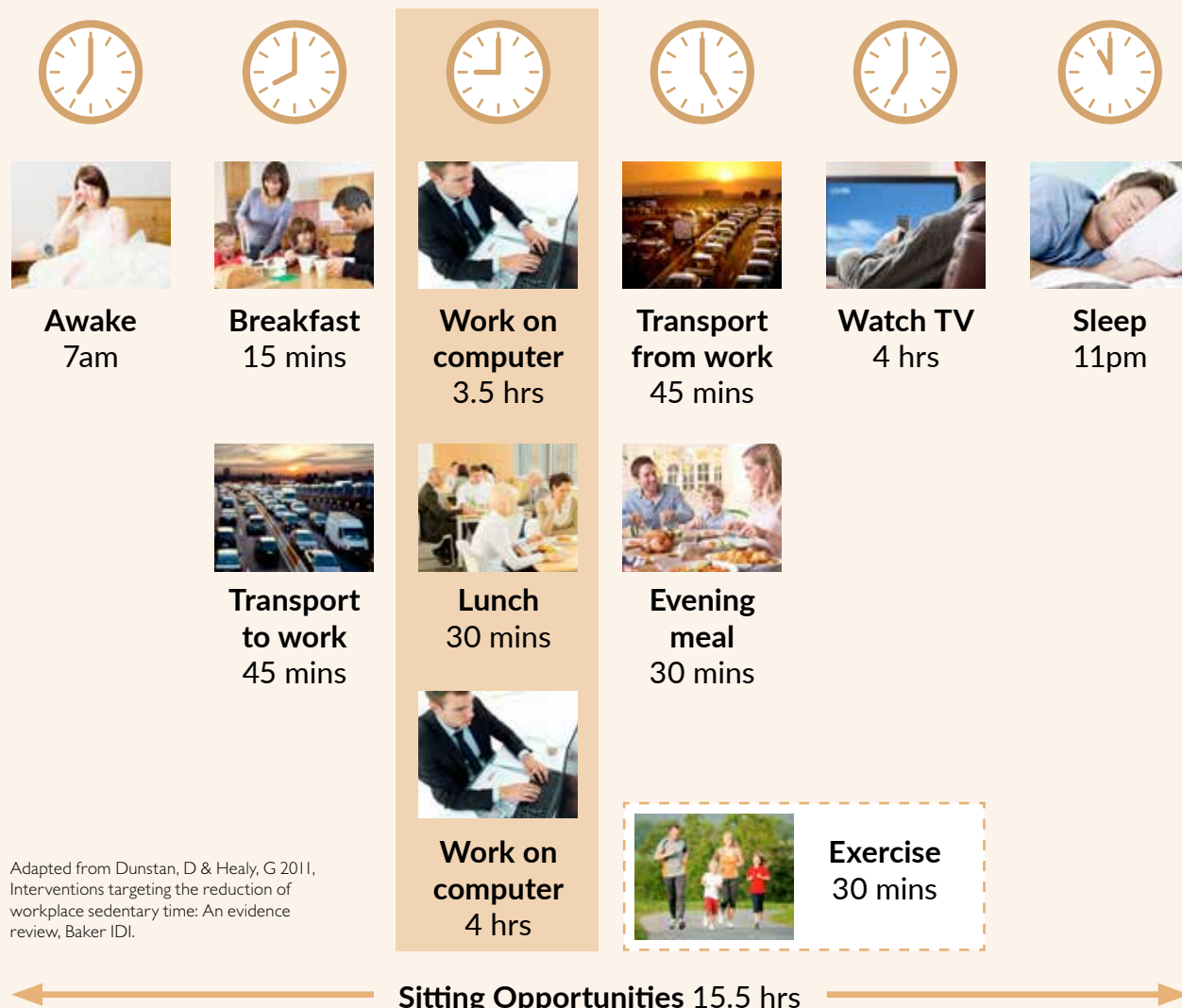
Adapted from the Australian Government Job Access website [www.jobaccess.gov.au/Advice/ProductOrSolutionOne/Pages/Sit\\_stand\\_workstations.aspx](http://www.jobaccess.gov.au/Advice/ProductOrSolutionOne/Pages/Sit_stand_workstations.aspx)

# TO SIT OR STAND? THAT IS THE QUESTION...

Sedentary behaviour is defined as any waking activity where energy expenditure is very low and energy levels do not increase above normal resting levels.<sup>1,2</sup> The terms 'sitting time' and 'sedentary time' are often used interchangeably and both refer to sedentary behaviour.<sup>3</sup> Workplace sitting is defined as time spent in sedentary behaviour at work.<sup>4</sup>

The issue of sitting time is a hot news item. The occupations that are most at risk of prolonged sitting include office work, transportation and highly mechanised trades.<sup>4</sup> People in these occupations typically spend a great deal of the working day sitting down. This is in addition to their transport and leisure sitting time. In a normal 16-hour day, it's easily possible to spend over 80% of the time seated.

## Our modern 'sitting oriented' society



Adapted from Dunstan, D & Healy, G 2011, Interventions targeting the reduction of workplace sedentary time: An evidence review, Baker IDI.

Recent research has suggested links between excessive sitting time and a host of chronic conditions, including diabetes<sup>5</sup>, heart disease<sup>6</sup> and colon cancer<sup>7</sup>. This is independent of the amount of physical activity performed during the day. In other words, you can cycle to work, swim at lunch time and then cycle home, but if you spend the rest of your day sitting down, you increase your risk of developing one of the chronic conditions identified with prolonged sitting time.

## So what can I do?

Australia's Physical Activity and Sedentary Behaviour Guidelines<sup>10</sup> released in 2014 recommend adults move more and sit less.

Some strategies to **move more** include:

- parking your car further away from work so you have to walk more
- leaving your desk at lunch time to go for a short walk
- going for a 15 minute jog before breakfast each morning

Some strategies to **sit less** include:

- organising a walking meeting
- visiting your colleague in person rather than emailing them
- setting an alarm on your computer to remind you to stand more often

## Using a standing workstation

One of the more obvious ways of breaking up office sitting time is to use a standing workstation. This can either be a height-adjustable sit-stand workstation, or a raised platform on a standard desk that creates a 'permanent' standing workstation.

When using a standing workstation, it is important to set it up correctly so as to reduce the potential for creating other ergonomic issues.

- Position the top of the keyboard at elbow height (when standing). Position the monitor at eye level to reduce the need to look up or down.
- Remember to stand on both feet evenly, and avoid slouching or favouring one leg.
- Wear suitable footwear for prolonged standing – avoid excessive heels or non-supportive footwear.
- Standing all day can be quite tiring – it's important to listen to your body and to sit down when you are feeling tired or aches start to set in. Having a mix of sitting and standing can be a good option. A good rule of thumb is 'the next posture is the best posture'.

There is a 15% increased risk of death in the next three years if you sit for 8-11 hours per day, when compared to those who sit for less than four hours per day. This risk increases to 40% for those who sit for greater than 11 hours per day.<sup>8</sup>



## What's next?

Research on this topic is still in its infancy, and there are a lot of unknowns. It's important to recognise that the exact amount of sitting time hazardous to health has not yet been identified.<sup>9</sup>

As more information emerges, this fact sheet will be updated.



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### Key questions to ask

- Why should I promote social and emotional wellbeing in my workplace?
- What can I do to promote social and emotional wellbeing in my workplace?
- How do I know if our program has been a success?
- Where can I go for more information?

## 06D SOCIAL AND EMOTIONAL WELLBEING

In this section of the Healthy Workplace Resource Toolkit, we look at how you can provide a workplace environment that contributes to the positive social and emotional wellbeing of your employees.

# WHY SHOULD I PROMOTE SOCIAL AND EMOTIONAL WELLBEING IN MY WORKPLACE?

**Social and emotional wellbeing** is about our ability to work productively, realise our abilities, contribute to our community and cope with the normal stresses of life.

In the same way that poor physical health can lead to a physical disorder or illness, poor social and emotional wellbeing can lead to disorders such as anxiety, depression and/or other mental illnesses. Being socially and emotionally well is essential for the overall health and wellbeing of your employees.

Effectively managing and promoting positive social and emotional wellbeing in the workplace not only has a positive impact on employees, it also benefits organisations through reduced absenteeism, presenteeism and sick leave.

There are many factors that contribute to the social and emotional wellbeing of your employees, both inside and outside the workplace.

Employers have an important role in managing workplace factors that can have a negative impact on an employee's social and emotional wellbeing. It is equally important for employers to provide an environment and culture that is supportive of issues outside the workplace that might be influencing an employee's overall wellbeing. These issues might be around family or relationships, health concerns or other pressures an employee might be facing.

## Stress

Stress is a normal part of life and can be a positive thing that helps us achieve our best or meet a challenge. Too much stress, however, can have a negative impact on an employee's social and emotional wellbeing. Stress is linked to a range of physical and mental health problems such as cardiovascular disease, musculoskeletal issues and mental health issues such as depression and anxiety. There can also be negative consequences for the wider organisation when the effects of stress lead to increased absenteeism, presenteeism and employee turnover.<sup>1</sup>

Stress can be caused by factors both inside and outside the workplace. Workplace stress is the harmful physical and emotional response that occurs when the requirements of the job do not match the capabilities, resources or needs of the worker.<sup>1,2</sup> Workplace stress is a growing concern in Australia<sup>1</sup> and affects all employment sectors and occupational levels.<sup>3</sup> Research has shown that work-related factors such as poor organisational

practices, work overload and pressure, lack of job control, and unclear work roles can lead to stress and have a negative impact on the wellbeing of your employees<sup>4</sup>.

For more information on stress and how it can be caused by work factors, read the below factsheet.



FACT SHEET

### Stress and the workplace - information for employers

Non-work related factors such as family and relationship issues and financial pressures are common causes of stress. These issues can also impact on an employee's performance at work and organisations can play a role in supporting their employees to manage stressful situations outside the workplace.

For information on the impact that domestic violence can have in the workplace, read the below factsheet.



FACT SHEET

### Domestic violence and the workplace - information for employers

For more information on the impact that fatigue can have in the workplace, read the below factsheet.



FACT SHEET

### Fatigue management

For more information about the impact that financial stress can have on employees, and what employers can do to help, read the below factsheet.



FACT SHEET

### Financial stress

# WHY SHOULD I PROMOTE SOCIAL AND EMOTIONAL WELLBEING IN MY WORKPLACE?



## Depression

**Depression is a mental illness that has a variety of symptoms**, and may appear differently in different people. Common symptoms of depression include persistent sadness, tiredness and lack of energy and motivation, which in the workplace can lead to decreased concentration and reduced productivity and engagement.<sup>5</sup> Depression is very different to experiencing a 'down' day or two, or the lack of motivation everyone feels at some time.

While there are numerous factors that contribute to depression, Australian statistics suggest that 13.2% of depression in men and 17.2% of depression in women is attributable to workplace stress.<sup>4</sup>

For more information on depression, including signs and symptoms and how you can help an employee with depression, read the below factsheet.



**Depression and the workplace -  
information for employers**

## Anxiety

**Anxiety is a normal reaction that everyone feels at some time**, usually in response to impending danger or in anticipation of an event that might be pleasant or unpleasant. An anxiety disorder is when anxiety is severe or long-lasting and begins to interfere with a person's life or relationships. Prolonged anxiety can lead to depression.<sup>5</sup>

Common symptoms of anxiety that can impact on an employee's performance at work include:

- excessive worrying and emotional distress
- irrational thinking
- physical responses such as stomach pains
- avoidance behaviours.

The Australian organisation beyondblue receives funding from the Mental Health directorate of the Northern Territory Government to conduct health promotion activities. Visit [beyondblue.org.au](http://beyondblue.org.au) for a range of factsheets and further information on mental illness.



## WHY SHOULD I PROMOTE SOCIAL AND EMOTIONAL WELLBEING IN MY WORKPLACE?

There is growing evidence to suggest that our social and emotional wellbeing is positively affected by engaging in meaningful activities, enjoying a balanced diet and taking part in regular exercise. All of these things help us to maintain the correct balance in our body and mind.<sup>5</sup> Establishing a health and wellbeing program in your workplace is a good way to support the social and emotional wellbeing of your employees, as well as minimise the impact of stress, depression and anxiety on your organisation.

Work can contribute to an employee's social and emotional wellbeing by providing social connectedness and focus.<sup>5</sup> A supportive and consultative workplace culture acknowledges the importance of social and emotional wellbeing, encourages open communication and feedback, and considers social and emotional wellbeing issues as part of the development of all workplace policies and procedures.

Ensuring that work activities are satisfying and health-promoting is also beneficial to the social and emotional wellbeing of your employees. This includes work that:

- provides interesting and challenging duties
- has genuine responsibility
- provides opportunity for achievement by individuals
- includes recognition for such achievements
- has scope for individual advancement and growth.<sup>3</sup>



# WHY SHOULD I PROMOTE SOCIAL AND EMOTIONAL WELLBEING IN MY WORKPLACE?

The following table lists some example strategies and activities to promote social and emotional wellbeing in your workplace. Remember, it's a good idea to use a mix of activities that cover people, place and policy.

	<b>This symbol indicates an easy or low-resource activity</b>		<b>This symbol indicates a more comprehensively resourced activity</b>
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Examples of strategies to promote social and emotional wellbeing		People	Place	Policy
	Gain management support and commitment	✓		
	Promote local recreation leisure opportunities such as book clubs, local walking groups, art and craft groups, parks, and relaxation and yoga classes	✓		
	Promote telephone support services such as beyondblue, Lifeline and employee assistance programs	✓		
	Offer flexible working arrangements that take into consideration employees' circumstances outside the workplace (such as child care and family illnesses)			✓
	Support employees to attend and/or be involved in external events about social and emotional wellbeing issues such as those held during Mental Health Week, R U OK Day <a href="https://ruok.org.au">https://ruok.org.au</a> , Wear it Purple Day <a href="http://www.wearitpurple.org">http://www.wearitpurple.org</a> or World Suicide Prevention Day <a href="http://wspd.org.au">http://wspd.org.au</a> .	✓		
	Offer training or support from superannuation providers, such as seminars or one-on-one sessions on financial planning and retirement planning	✓		
	Create policies that provide guidance to supervisors on supporting employees with social and emotional wellbeing issues			✓
	Organise regular social functions and include employees' families	✓		
	Allocate break-out spaces for staff to have time out, rejuvenate or make private phone calls		✓	
	Offer free or subsidised workplace massages		✓	
	Create a staff health and wellbeing library	✓		
	Develop an intranet page that links to support services such as beyondblue online training, MoodGYM <a href="http://www.moodgym.anu.edu.au">www.moodgym.anu.edu.au</a> and e-couch <a href="http://www.ecouch.anu.edu.au">www.ecouch.anu.edu.au</a>	✓		
	Run an in-house safety week or month with a focus on mental health	✓		
	Arrange external speakers on topics such as conflict resolution, time management and personal finance management	✓		
	Provide access to employee assistance program providers. The Employee Assistance Professional Association of Australasia <a href="http://www.eapaa.org.au">www.eapaa.org.au</a> can advise you of local providers	✓		
	Provide access to an organisational psychologist to support individuals, managers/supervisors and your organisation to develop and implement appropriate initiatives	✓		
	Review policies and practices to ensure they promote social and emotional wellbeing and actively support employees' issues, including return to work following time off for a mental illness			✓

# WHY SHOULD I PROMOTE SOCIAL AND EMOTIONAL WELLBEING IN MY WORKPLACE?



This symbol indicates an easy or low-resource activity



This symbol indicates a more comprehensively resourced activity

Examples of strategies to promote social and emotional wellbeing		People	Place	Policy
	Provide training for managers on understanding the impact of the work environment on social and emotional wellbeing	✓		
	Encourage managers to provide formal recognition for exceptional employee efforts (for example, hosting a lunch, providing a gift voucher)	✓		
	Have a health and wellbeing plan in place that encourages employees to find work/life balance, and that supports employees to eat nutritiously, exercise regularly and accommodate other commitments			✓
	Offer education programs around social and emotional wellbeing issues such as emotional intelligence, resilience, mindfulness, stress management and conflict resolution	✓		
	Offer referral pathways to connect employees to support services such as mental health, domestic violence and/or substance abuse services	✓		
	Provide critical incident support for managers and individuals	✓		

## Return to work

Sometimes an employee may need time off as a result of depression, anxiety or a related disorder – regardless of whether or not the episode was related to the workplace. It is important that organisations support employees as they transition back to work.

For more information, read the below factsheet.



FACT SHEET

**Helping employees successfully return to work following depression, anxiety or a related mental health problem: Guidelines for organisations**

# HOW DO I KNOW IF OUR PROGRAM HAS BEEN A SUCCESS?

**The best way to find out if your social and emotional wellbeing initiatives have been a success** is to look at the impact of any changes you have made to your workplace. It's a good idea to work out how you are going to do this early on, so you can ask the right questions and collect the right information.

It is essential to collect some information before you start, for example:

- What percentage of employees know where to go for support in the workplace for a social and emotional wellbeing issue?
- What percentage of employees access support for social and emotional wellbeing issues (if available through the organisation)?
- What support services are available for managers and employees dealing with social and emotional wellbeing issues?
- How many of your policies and procedures incorporate social and emotional wellbeing issues?
- How many workplace events take place that relate to social and emotional wellbeing? This can include training or information sessions on social and emotional wellbeing, as well as events held outside the workplace such as book groups or weekend bushwalks.
- What systems are in place for employees to provide feedback on workplace issues such as rosters and hours of work?

This data will only be useful if it matches your program and objectives. For example, there is no need to measure employee awareness of workplace support services if none exist yet.

The baseline data you collect will be essential when you come to evaluate your program, as you can ask the same questions and see whether the results are different. You will then be able to identify if your program has been effective, or whether you need to change your initiatives to provide better support to your employees.

There are many questions you can ask that will help you evaluate your program, including:

- Are your employees making good use of the support offered as part of your program?
  - What is the level of employee participation in the initiatives offered?
  - How many employees have participated in the social and emotional wellbeing initiatives offered (e.g. subsidised massage)?
- Can you see that managers and employees have accepted the requirements of your policy and/or program?
  - Is there evidence of managers considering social and emotional wellbeing issues (e.g. when developing rosters)?
  - What are employees saying about the changes that have been made (e.g. that they feel less stressed, more confident, more empowered to seek assistance)?
- What has been the effect of the program on employees?
  - What percentage of employees are aware of how they can access support services for social and emotional wellbeing issues?
  - What percentage of employees know where to go for support in the workplace if they have a social and emotional wellbeing issue?
  - Has the percentage of employees accessing support services changed since the implementation of your program?
  - What do your employees think about the program (do they think it has been effective)?

How you collect this information will differ depending on your organisation's size and regional spread. There is a range of data collection methods that you could try, such as surveys, interviews and discussion groups.

For more information on evaluating your program, read the below factsheet.



## A simple guide to evaluation

# WHERE CAN I GO FOR MORE INFORMATION?



There are several organisations that can assist you with information around social and emotional wellbeing and related issues.

For a list of these organisations, their contact details and the services they can provide, read the below factsheet.



**Where to go for more information -  
Social and emotional wellbeing**

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# A SIMPLE GUIDE TO EVALUATION

## What is evaluation?

Evaluation is 'the systematic gathering, analysis and reporting of data about a program to assist in decision making'.<sup>1</sup>

Evaluating your program will enable you to work out what was good about it, and what wasn't so good. In other words, evaluating your program is the best way to determine if it has worked and how well it has worked.

Knowing exactly where and how your program has worked (and where it hasn't) will help you make refinements and adjustments that better suit your needs and the needs of your employees. This will make your program as effective as it can possibly be.

Program evaluation may seem a daunting task if you have not attempted this process before.

## It doesn't have to be!

We evaluate every day. We commonly ask ourselves questions such as 'Was that how it was supposed to happen?', or 'What difference did that make?'

A formal evaluation process is just taking questions like these and forming them into a simple, cohesive plan. The earlier that you consider program evaluation, the easier it will be.

## Why should I evaluate my program?

You might decide to conduct a program evaluation for a number of reasons:

- to discover the effectiveness or impact of your program or initiative (i.e. Was it useful? Did it make a difference?)
- to be accountable to management or other stakeholders, such as funding bodies, clients or employees (i.e. Did we get value for money?)
- to determine ways you can improve your program (i.e. What could we have done better?)
- to compare one program or initiative to other programs or initiatives (i.e. What is more important? Which focus area is the best place to invest?).



## When should I start thinking about evaluation?

Evaluation should be considered at the beginning of the implementation process. A major aspect of evaluation is collecting the right data to help you answer the right questions. If you decide at the beginning what questions to ask, you will be better placed to collect the right data from the start, and to set up systems to collect data throughout implementation.





## The five key evaluation questions

There are five fundamental questions that underpin evaluation. These are:

1. **What?** (Did we do what we said we would do?)
2. **Why?** (What did we learn about what worked and what didn't work?)
3. **So what?** (What difference did it make?)
4. **Now what?** (What could we do differently?)
5. **Then what?** (How do we make it even better next time?)

Let's look at each of these in more detail.

## 1. What? (Did we do what we said we would do?)

To answer this question, you will need to describe your activities, and compare your goals and objectives with what actually happened. You'll need to look at the activities that were undertaken, and decide if those activities really contributed to meeting the goals and objectives you originally made. For example, you might have set a goal to reduce the sitting time of your desk-based employees by 10%. What did you do to achieve this? Did that happen as you expected? What were the major achievements? What were the major barriers? What resources were needed?

## 2. Why? (What did we learn about what worked and what didn't work?)

To answer this question, you will need to determine the reasons for your success (or otherwise!). What strategies worked well? What strategies didn't work so well? Were the people in the target group involved? Were they missed? This is a good time to examine some of the initiatives that didn't work so well, and determine what might be the underlying issues.

For example, by asking the 'What?' question above, you were able to determine that sitting time was reduced in the senior management group, but not in regular office-based employees. Now is the time to delve into that finding and work out why.

## 3. So what? (What difference did it make?)

Asking this question will help you determine the impact your initiative (or, in fact, your whole program) has had on the target group. What changed as a result? Was it attitude, knowledge, skills or behaviours? Were there any unexpected changes? Were there any factors outside the program that might have contributed to the changes?

For example, you now know that sitting time decreased for senior managers. As a result of this, they found they were more comfortable, had higher energy levels and, in some cases, had a decrease in muscle soreness in their lower back and neck. The initiative had also prompted a few managers to sit less while at home, which may also have contributed to their positive health outcomes.

## 4. Now what? (What could we do differently?)

Answering this question will help you determine the future of the program or the initiative. What additional knowledge do you need? What are better ways of targeting a particular group? Are there more cost-effective ways of reaching the right audience? Who else could have been involved?

For example, now you have determined that senior managers received real benefits from reducing their sitting time, you could use this finding to better promote this behaviour to the group that did not reduce their sitting time. This alternative strategy may help to engage this group and increase awareness of the benefits of reducing sitting time.

## 5. Then what? (How do we make it even better next time?)

This question takes step 4 a little further, by determining how the evaluation results will be used on an ongoing basis for future work and importantly, how and to who they will be distributed.

## How do I gather the necessary data?

There are many ways you can gather the necessary data for your evaluation. Below is a brief description of the main methods.

### Surveys

- Surveys are sets of questions that are asked of a particular group of people. They may be paper-based or online. The key to a survey is that it is asked in the same way to all survey participants. Surveys can be useful in a needs assessment (i.e. finding out what your employees want), but can also be useful to provide baseline data (for example, finding out what percentage of employees smoke, or what percentage of employees participate in regular physical activity). The survey can be repeated after a set time (say 12 months) and the results of the two surveys compared to see how they differ. Surveys take significant time and resources to develop, administer and analyse correctly, so are not suitable in all circumstances.

#### Tips for surveys

- Pilot your survey to a small group, checking for simplicity of language and ease of use. Be sure that your questions are not worded in ways that lead to biased or misleading responses.
- Be clear with what you want to know from a survey – is there a better way to get the information?
- Providing an incentive may increase survey response rates. Keep it simple – movie tickets or a grocery voucher are incentives that almost everyone can use.
- Limiting the number of questions to 10 or less will increase the response rate.

### Analysis of data

- In some circumstances, data will already exist that can 'tell a story', so this may be a very cost-effective method of collection. For example, participation or attendance lists will enable you to determine the number of people that attended an event.

#### Tips for analysing data

- Analysing existing data has the potential to be time-consuming and tedious. Consider if this is the best way to collect the data you really need.
- Take care not to make assumptions about patterns you find while analysing data. For example, if sales of healthier foods in the on-site canteen increased, how much is due to your healthy eating initiatives, and how much is due to external factors, such as other health promotion campaigns?

### Interviews

- If you want to know more in-depth information about a particular topic, you could interview some key employees. For example, you could interview an employee who participated in your active transport initiative and found that cycling to work was easier than he thought. In-depth interviews can give personal insight into a topic that can't be gained through analysis of numbers alone.

#### Tips for interviews

- Interviews are good to get insight, but care must be taken not to bias the answer by asking a leading question. For example, asking 'How did you find cycling to work?' will lead to a more honest response than asking the question 'Do you enjoy cycling to work?'
- Give the interviewee a copy of the questions before the interview takes place. This may lead to a more thoughtful and thorough discussion.
- Ensure the interviewee has the knowledge to answer the questions asked during the interview.
- Consider telephone interviews if face-to-face interviews are time- or cost-prohibitive.

### Focus groups

- Focus groups are structured discussions, led by a facilitator in a small group setting. Typically, the facilitator has a set of planned questions on selected topics and records the responses that members of the group express. New or unplanned topics may also be discussed if they are relevant. Focus groups are useful to gain an in-depth understanding of a topic.

#### Tips for focus groups

- The facilitator must remain neutral and non-judgemental.
- Focus groups can be useful to both reflect on work that has been completed and to brainstorm new ideas.
- Don't use focus groups as a method for making final decisions.

## Observation

You may choose to observe and record events or you may decide to take part in an event to really get a feel for how it is going. Take care not to generalise the results to a wider group. This method of collecting data is often carried out in addition to another less subjective method.

Surveys and data analysis are known as quantitative data collection. This means that there are numbers to crunch and data to process. Interviews, focus groups and observations are known as qualitative data collection, and relate to more personal or 'human' stories. It is often a good idea to use a mix of these types of data collection to drive home an idea or outcome.

For example, you might find that through an analysis of data, it was seen that sales in the café increased after the introduction of healthier options. Through a staff survey it was noticed that satisfaction levels with the food in the canteen also increased over this period. Your focus groups on healthy eating at work also noted that the food in the canteen was much improved, and that staff were more likely to purchase food there than they were before. Meanwhile, your in-depth interview revealed how a particular employee's attitudes had changed – 'I used to buy a pie from the canteen every day. I was a bit hesitant to try some of that new stuff, but one of the other guys I work with really raved about it so I thought I'd give it a go. I was surprised it was so good – I've tried a few of the others too and they are all really nice. I still get a pie every now and then but I reckon this other stuff has to be better for you.'

## What is an evaluation plan?

An evaluation plan is simply a plan summarising how you are going to do your evaluation. It should include:

- the purpose of the evaluation
- what data needs to be collected
- how you might collect this data
- how you are going to analyse the collected data
- how the evaluation will be used
- how the results of the evaluation will be distributed to the intended audience.

Remember, there is no point doing an evaluation if no one is going to use the results.

An evaluation plan can help you to:

- be clear about what you want to evaluate, when and how
- identify and approach people in advance who may be important for the collection of this data
- consult with people about the best way to collect the data
- determine what time and resources are needed for the evaluation
- ensure that the scale of the evaluation is appropriate to the scale of the program.

## A note on confidentiality

When collecting information, it is important to de-identify all data as much as possible. Names or any other identifying information must not be used in any report or output without the written consent of the individual. Consider any other ethical considerations, such as the likely impact on an individual involved in an in-depth interview, for example.

## Hints and tips for evaluation

- Start small – focus on one initiative and limit the number of evaluation questions. Build your skills as an evaluator over time.
- Use what you already know about the initiative.
- Don't forget existing sources of data.
- Be realistic about your time frame and resources.
- Include program 'failures' – there is often more to be learnt from what didn't work than from what did.
- Remember, there is no 'perfect' evaluation.

## Further reading

For more information on evaluation, the following websites may be of use.

<b>The Evaluation Toolbox</b> <a href="http://www.evaluationtoolbox.net.au">www.evaluationtoolbox.net.au</a>	Although this website has a focus on the evaluation of community sustainability projects, it may be useful as it aims to assist people who have limited experience in evaluation theory and practice.
<b>Flinders University School of Medicine</b>  <a href="http://www.flinders.edu.au/medicine/sites/pew/">www.flinders.edu.au/medicine/sites/pew/</a>	This 'Planning and Evaluation Wizard', developed by Flinders University, provides some planning and evaluation tools and examples.
<b>The Australasian Evaluation Society</b> <a href="http://www.aes.asn.au">www.aes.asn.au</a>	The professional organisation for individuals involved in evaluation. The website includes publications and other links of interest.
<a href="https://gsociology.icaap.org/methods/">https://gsociology.icaap.org/methods/</a>	This website has a collection of beginner's guides to evaluation covering a wide range of topics.

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## Acknowledgements

Information in this fact sheet was adapted from Health Canada 1996, *Guide to project evaluation: A participator approach*, Population Health Directorate, Public Health Agency of Canada, Ottawa.

# STRESS AND THE WORKPLACE

## What is stress?

Stress is a response to an event or situation which can be felt as either positive or negative. It usually means that something is happening that's causing some concern and is affecting how we are thinking or feeling.<sup>1</sup> Stress is common in daily life and may be associated with issues such as work, relationships or finances.

A certain amount of stress is normal and useful; it can motivate us to be at our best and meet a challenge. Too much stress, however, can result in a series of physical and emotional reactions that may lead to a range of health effects, including cardiovascular disease, musculoskeletal issues, digestive disorders, immune system dysfunction, and sleep and memory disturbances. It can also lead to mental illnesses such as anxiety and depression and behaviours that, in turn, have a negative effect on our overall health and wellbeing, such as smoking, overeating or alcohol abuse.<sup>2</sup>

## What is workplace stress?

Workplace stress is a growing concern in Australia. This is the response people may experience when presented with work demands and pressures that are not matched to their capabilities, resources or needs.<sup>3</sup> Stress is linked to a range of physical and mental health problems in employees, and can also have a negative impact on organisations through increased absenteeism, presenteeism and employee turnover.

Stress originates with exposure to stressors, which are those elements within an environment that cause stress. This exposure can lead to a range of short-term physical and psychosocial responses, such as elevated blood pressure and tension, and behavioural responses such as smoking. These short-term responses can then lead to long-term health problems such as coronary heart disease, anxiety, nicotine addiction or alcoholism.<sup>4</sup>

The following table lists some examples of workplace stressors.<sup>5</sup>

Factors	Factors
<b>Work factors</b>	<ul style="list-style-type: none"> <li>■ Excessive work hours</li> <li>■ Unreasonable performance demands</li> </ul>
<b>Physical environment</b>	<ul style="list-style-type: none"> <li>■ Noise and overcrowding</li> <li>■ Health and safety risks</li> <li>■ Ergonomic problems</li> </ul>
<b>Organisational practices</b>	<ul style="list-style-type: none"> <li>■ Lack of autonomy</li> <li>■ Poor communication</li> <li>■ Unclear roles and responsibilities</li> </ul>
<b>Workplace change</b>	<ul style="list-style-type: none"> <li>■ Insecurity in job</li> <li>■ Poor chances for advancement or promotion</li> <li>■ High turnover</li> </ul>
<b>Relationships</b>	<ul style="list-style-type: none"> <li>■ Office politics, competition and conflicts</li> <li>■ Poor relationships with managers</li> <li>■ Bullying or harassment</li> </ul>



## What is the effect of too much stress in the workplace?

Workplace stress is a concern across all employment sectors and occupational levels. If there are high levels of stress in your workplace, you might see:

- increased accidents or injuries – stress affects concentration, energy levels and judgement so it can be an underlying cause of accidents, injuries and mistakes
- increased absenteeism, presenteeism and staff turnover; these can lead to inefficient, disrupted or reduced productivity
- accumulated leave due to high workload or job demands
- negative public perception of your organisation, which may affect your ability to attract workers.<sup>6</sup>

You can find out more about the effect of stress in your workplace by:

- talking to your employees, employee safety representatives or your Occupational Health and Safety Committee about what is contributing to stress at work; this needs to be done while understanding that some employees may not speak up for fear of revealing they can't cope
- undertaking an anonymous survey
- looking at incident reports, staff surveys and workers compensation claims, examining absenteeism data and information about staff transfers and resignations
- looking at the management style of the workplace and considering whether a style that is intended as strong and directive is coming across as demanding and unreasonable.

Stress-related presenteeism and absenteeism directly costs employers \$10.11 billion a year.<sup>5</sup>



## How can I reduce stress at my workplace?

Historically, most organisations have approached the prevention and management of workplace stress by focusing on individual employees. However, recent research has found that it is far more effective to use a systems approach, which combines strategies aimed at individuals with strategies that are organisationally focused or work-directed.<sup>7</sup>

There are many practical strategies that can help you manage workplace stress within your organisation.

These include:

- consulting with employees about production schedules or lack of resources
- reviewing and improving workloads, performance goals, job descriptions or responsibilities and associated expectations, rosters and working hours, staffing levels and availability of resources
- providing training to maintain and enhance employees' skills so they cope with their job demands, particularly when new technologies or practices are being introduced
- communicating with employees, particularly if they are feeling overwhelmed by work
- ensuring managers are appropriately trained and understand the impact of their management style on employees
- implementing an overall health and wellbeing program that assists in managing the broader causes of stress on employees<sup>6</sup>



You can reduce job stress for your employees by actively discouraging behaviours that contribute to negative stress, such as:

- routinely working late
- taking work home at weekends
- being overly competitive.

Your organisation may also benefit by supporting employees to manage factors outside the workplace that might be causing them stress. Personal concerns such as relationship issues, financial issues or fatigue management could be causing stress and affecting your employees' social and emotional wellbeing. Providing information and support can help minimise the impact of these issues in the workplace.

For more information on reducing stress, including a range of practical stress management techniques, read Beyond Blue's fact sheet below.



### Reducing stress

## References

1. beyondblue, *Reducing stress, Fact sheet 6*, available at [http://www.beyondblue.org.au/index.aspx?link\\_id=7.980&tmp=FileDownload&fid=1305](http://www.beyondblue.org.au/index.aspx?link_id=7.980&tmp=FileDownload&fid=1305)
2. Sapolsky, RM 2004, *Why zebras don't get ulcers*, 3rd edition, Holt/Owl, pp. 73-78, 346-350.
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6. WorkCover Tasmania 2010, *Workplace stress: a guide for employers and workers*, Tasmanian Government.
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# DEPRESSION AND THE WORKPLACE – INFORMATION FOR EMPLOYERS

## What is depression?

Depression is a mental illness that can present differently in different people. Common symptoms can include persistent sadness, tiredness, lack of energy and motivation, and withdrawing or disconnecting from other people.<sup>1</sup> Depression is very different to experiencing a 'down' day or two, or the lack of motivation everyone feels at some time.

The impact of depression on employees can include reduced concentration, reduced productivity and engagement and increased presenteeism. Where job stress is a contributor, an employee suffering depression may not be able to perform to their normal standard. This can lead to further stress, distress, and deepening depression.<sup>2</sup>



Almost 6 million work days are lost in Australia each year due to depression.<sup>1</sup>

## What are the signs and symptoms of depression?

Common symptoms of depression include:

- an unusually persistent sad mood that does not go away
- loss of enjoyment and interest in once-pleasurable activities
- tiredness and lack of energy.

Other signs include:

- loss of self-confidence, poor self-esteem
- feelings of guilt and hopelessness
- thoughts of death and suicide
- difficulty concentrating or making decisions
- slower movements, agitation, inability to settle
- sleeping difficulties
- changes in appetite, weight gain or weight loss.<sup>1</sup>

There are common behaviours associated with depression that may be evident in the workplace. These include:

- increased alcohol and drug use
- withdrawal from social events
- increased irritability and frustration with minor events
- moodiness that is out of proportion to recent events
- staying home from work
- increased complaints about physical health problems such as fatigue and pain
- loss of interest in pleasurable activities such as eating and exercise
- tiredness
- being reckless, taking unnecessary risks (for example, driving fast and dangerously).<sup>3</sup>

## Can depression be treated?

Depression is a common serious medical condition that can be treated. It is not a weakness. Left untreated, depression can lead to suicide. The best initial source of support for someone with depression is their GP.

## What can I do if I suspect an employee is suffering from depression?

For an employer, it may be difficult or challenging to know what to do if you suspect an employee is suffering from depression. Your employee may not want to talk about this topic at work, or discuss it with 'the boss'.

Pick a time and place that is neutral and convenient for both of you. Try using open-ended questions that can't easily be answered with a 'yes' or 'no', such as 'So tell me about...', or 'What can I do?' These types of questions are more likely to initiate a discussion than closed questions, such as 'Is everything OK?'

It's important to listen to your employee's answer. Offering advice or examples from your own life may not necessarily be helpful at this point. Aim to listen more than talk.

For more information about how to talk to someone who might be suffering with depression or anxiety, read beyondblue's fact sheet below.



### How you can help someone with anxiety or depression

## How can I help an employee with depression?

There are many sources of information that can help you support an employee with depression. *beyondblue* ([www.beyondblue.org.au](http://www.beyondblue.org.au)) provides a wide range of fact sheets on this topic that give both general information and also information specific to age and gender groups. They also provide information about particular circumstances that may be causing depression, such as grief, loss or other personal issues.

As an employer, you may consider:

- encouraging professional help – assist your employee to make an appointment
- educating yourself about depression
- asking what you can do to help
- being supportive and empathetic
- listening actively
- not passing judgement
- giving reassurance
- making your employee aware of resources that may help them.

You could offer to assist at work by:

- temporarily assisting with the employee's workload
- temporarily changing the employee's work hours
- providing opportunities to listen and communicate through regular catch-up times
- encourage partnerships with the employee's medical professionals.

## Important things for employers to know when dealing with an employee with depression

- Disability discrimination and harassment is unlawful under the *Disability Discrimination Act 1992*.
- You must observe confidentiality and respect the privacy of each employee (that means you should not unnecessarily discuss an employee's depression with others in the workplace without that employee's permission).
- You may need to provide reasonable adjustments (like time off to see doctors or psychologists) for an employee with depression.
- You need to prevent harassment and bullying in the workplace and be proactive in this regard.
- Other staff members should be informed of any adjustments that may impact on them, for example, a reduction in work hours or changes to management responsibilities. Keeping others informed (without compromising the privacy of the employee with depression) can reduce the risk of gossip, bullying and harassment.
- Try not to make assumptions about depression; instead, talk with your employee in a fair and open way to see what (if any) adjustment or assistance is needed.
- It is important to document all relevant conversations with the employee about their depression on their private personnel file, and make a note of any adjustments they may require.<sup>4</sup>

## Does your employee have to tell you about their depression?

While an organisation is better placed to support someone with depression if they know about it, the decision to speak up or not is complicated, and there are several issues that an employee is likely to consider.

For more information on an employee's rights and responsibilities when it comes to informing their employer about their illness, read beyondblue's fact sheet below.



### Do you have to tell your employer you have depression?

## Where to go for more information

Lifeline ([www.lifeline.org.au](http://www.lifeline.org.au)), Black Dog Institute ([www.blackdoginstitute.org.au](http://www.blackdoginstitute.org.au)) and *beyondblue* ([www.beyondblue.org.au](http://www.beyondblue.org.au)) can provide further information, support or training for people who may be suffering with depression. Lifeline Top End also offers training on suicide awareness and how to talk to people who may be suffering depression. There is also a national suicide call back phone service which provides free, professional online and telephone counselling for anyone affected by suicide. Visit [www.suicidecallbackservice.org.au](http://www.suicidecallbackservice.org.au) for more information.

For more information about depression, including what makes a person at risk of depression, common treatments, and how you might be able to help, read beyondblue's fact sheet below.



### Understanding depression – information for adults

For more information on organisations that can provide services to workplaces in the Northern Territory, read Where to go for more information - the fact sheet below.



### Where to go for more information - Social and emotional wellbeing



## References

1. Ozols, I and McNair, B 2007, *Mental health: Creating a mentally healthy and supportive workplace*, Mental Health Information Services Pty Ltd, JM Publishing, ACT, Australia.
2. LaMontagne, AD, Shaw, A, Ostry, A, Louie, AM and Keegel, T 2006, *Workplace stress in Victoria: Developing a systems approach: summary report*, Victorian Health Promotion Foundation, VicHealth, Melbourne, Australia.
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4. beyondblue, *Do you have to tell your employer that you have depression?* Workplace information sheet 5, available at [www.beyondblue.org.au/index.aspx?link\\_id=6.1068&tmp=FileDownload&fid=356](http://www.beyondblue.org.au/index.aspx?link_id=6.1068&tmp=FileDownload&fid=356)



# DOMESTIC VIOLENCE AND THE WORKPLACE – INFORMATION FOR EMPLOYERS

## What is domestic violence?

Domestic violence is 'an abuse of power perpetrated mainly (but not only) by men against women, both in a relationship and after separation'.<sup>1</sup>

Common forms of domestic violence include physical and sexual violence, threats and intimidation, emotional and social abuse, and economic deprivation.<sup>1</sup>

Domestic violence can happen across all classes, ages, cultural backgrounds and genders.

Those experiencing domestic violence can suffer significant physical and mental health issues. These may include acute trauma, chronic conditions (such as heart conditions) and issues such as depression, anxiety and post-traumatic stress disorder.<sup>2</sup>

## How does it impact the workplace?

Due to the nature of working hours and a physical workplace being fixed and predictable, victims of domestic violence are particularly vulnerable at work. Many workplaces also have easy public access, making the victim easy to locate.

Some of the most common forms of domestic violence can be directed to the victim's workplace. These may include repeated phone calls, texts or emails.

A perpetrator may also try to sabotage work efforts through activities such as:

- creating sleep deprivation
- hiding work clothes
- promising to mind children and then refusing to do so
- preventing the victim from leaving the house on time or at all
- stalking or harassing the victim while at work.

Almost 6 million work days are lost in Australia each year due to depression.<sup>1</sup>



## Domestic violence – the facts

- One in three Australian women experience physical violence over their lifetime. This is mainly perpetrated by a male partner or ex-partner.<sup>3</sup>
- Domestic violence is the leading contributor to death, disability and illness in women aged 15-44 years; a greater contributor than factors such as high blood pressure, smoking and obesity.<sup>4</sup>
- Two thirds of Australian women who report violence by a current partner are in paid employment.<sup>3</sup>



The strain of dealing with domestic violence at home, coupled with the intrusion into the workplace, may lead to:

- poor performance
- disrupted work patterns (lateness and absenteeism)
- conflict with colleagues or managers.

Victims may also be required to take time off work to attend doctor's appointments or court hearings.

## What can you do as an employer?

Domestic violence does not easily fit the definitions of other forms of violence (such as workplace bullying, or violence from customers or clients). In addition, many employees are reluctant to disclose their situation, due to shame and fear of losing their job. Domestic violence can also be seen as a 'personal' issue, and not of relevance to the workplace or to management. Many managers believe they do not have the necessary skills to address the issue.

However, when an employee is experiencing domestic violence, it is critical for the workplace to play a role in prevention and safety. Maintaining paid employment is a critical pathway for a victim to leave an abusive relationship and start to establish a safe life.

Victims of domestic violence are unlikely to disclose personal details unless they feel safe to do so. As an employer, you can create and actively demonstrate a supportive environment where victims feel secure to share information before their situation gets out of control.

Supporting your employees to stay at work can also maintain productivity, reduce absenteeism associated with domestic violence, and reduce recruitment and retraining costs for your organisation.

Specifically, you can:

- introduce workplace entitlements
- develop domestic violence policies and procedures
- identify and collaborate with a domestic violence service for referral purposes.



## Where can I go for more information?

The following organisations may be able to assist with more information about domestic violence, sexual assault and family relationship support.

<b>Safe At Work, Safe At Home</b> <a href="http://www.dvandwork.unsw.edu.au">www.dvandwork.unsw.edu.au</a>	This website contains information for workplaces about domestic and family violence issues and practice, including key issues, policy, legislation, training and new initiatives.
<b>Domestic Violence Legal Service</b> Office Hours: 8am - 4pm Monday to Friday  Level 1, Nichols PlaceCnr Cavenagh St & Bennett St Darwin NT 0801 GPO Box 2925, Darwin NT 0801  Phone: (08) 8999 7977Fax: (08) 8999 7979 Email: <a href="mailto:info@dvls.nt.gov.au">info@dvls.nt.gov.au</a>	A free service for victims and people at risk of domestic and family violence.
<b>Sexual Assault Referral Centre (SARC)</b> Mon-Fri 8:00am - 4:20pm  Phone: (08) 8922 6472 Fax : (08) 8922 6499 Email: <a href="mailto:sarc.ths@nt.gov.au">sarc.ths@nt.gov.au</a>	SARC provides a free counselling service to anyone who may have experienced any form of sexual assault or sexual abuse either recently or in the past. They see both adults and children, males and females. They also provide free medical and forensic examinations for recent sexual assault.
<b>Central Family Violence Counsellor</b> Phone: (08) 8952 6075  <b>East Arnhem Domestic and Family Violence Counsellor</b> Phone: (08) 8987 0403  <b>Katherine Domestic and Family Violence Counsellor</b> Phone: (08) 8971 0777  <b>Tennant Creek Women's Domestic Violence Counsellor</b> Phone: (08) 8962 3123	Contact a counsellor within your area for further assistance or visit <a href="http://www.dvrcv.org.au/talk-someone/services-other-states/nt">http://www.dvrcv.org.au/talk-someone/services-other-states/nt</a> for a list of people to talk to.
<b>NPY (Ngaanyatjarra Pitjantjatjara Yankunytjatjara) Women's Council Domestic Violence Service</b>	The focus of the Domestic & Family Violence Service is to: <ul style="list-style-type: none"> <li>■ Provide assistance and advocacy for individual victims of domestic violence that prioritizes their safety within a case management framework</li> <li>■ Provide and facilitate community education with NPY communities, police, justice, health and other relevant workers</li> <li>■ Building links and developing guidelines with other organisations and services to improve responses to domestic violence</li> </ul>
<b>Sexual Assault and Domestic Violence Help Line</b> (National coverage) 1800 RESPECT (1800 737 732) (24 hour)	This is a free and confidential service for any Australian who has experienced, or is at risk of, family and domestic violence and/or sexual assault. Qualified and specialist counsellors provide counselling, information, advice and referrals to relevant local services.
<b>Dawn House Women's Shelter</b> Phone: 08 8945 1388 Fax: 08 8945 2626 Email: <a href="mailto:info@dawnhouse.org.au">info@dawnhouse.org.au</a>	Dawn House Inc provides services to women and children escaping domestic and family violence.
<b>Family Relationships Online</b> (National coverage) <a href="http://www.familyrelationships.gov.au">www.familyrelationships.gov.au</a> Family Relationships Advice Line 1800 050 321	This website provides all families with access to information about family relationship issues, ranging from building better relationships to dispute resolution.

This fact sheet has been adapted from the following sources:

- Australian Domestic & Family Violence Clearinghouse fact sheet *Domestic violence: A workplace issue*
- Domestic Violence Workplace Rights and Entitlements Project fact sheet *Domestic violence and the workplace – Employer information*

## References

1. Council of Australian Governments 1997, *National Domestic Violence Summit: Statement of principles agreed by heads of government*, available at [http://archive.coag.gov.au/coag\\_meeting\\_outcomes/1997-11-07/docs/national\\_domestic\\_violence\\_summit.cfm](http://archive.coag.gov.au/coag_meeting_outcomes/1997-11-07/docs/national_domestic_violence_summit.cfm)
2. Costello, M, Chung, D & Carson, E 2005, 'Exploring alternative pathways out of poverty: making connections between domestic violence and employment practices', *Australian Journal of Social Issues*, vol. 40, no. 2, pp. 253-267.
3. Australian Bureau of Statistics 2006, Publication 4906.0 - *Personal safety, Australia (2005 (Reissue))*, p34, available at [www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4906.02005%20\(Reissue\)?OpenDocument](http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4906.02005%20(Reissue)?OpenDocument)
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# FATIGUE MANAGEMENT

## What is fatigue?

Fatigue refers to mental or physical exhaustion that stops a person from being able to function normally. It is more than simply feeling tired or drowsy. Fatigue is caused by prolonged periods of physical and/or mental exertion without enough time to rest and recover.<sup>1</sup>

Fatigue is generally caused by:

- spending long periods of time awake
- having an inadequate amount and/or quality of sleep over an extended period.<sup>1</sup>

Factors both in and outside of the workplace can be a source of fatigue.

Fatigue can be a major source of stress among employees, and fatigue can significantly affect an employee's capacity to function. It can impact on an employee's performance and productivity, and increase the potential for workplace injuries to occur.<sup>2</sup>

If you believe any of your employees are showing signs of fatigue, it is important to identify the contributing factors – the workplace may be one of them. You can use the information provided in this fact sheet to help your employees manage work-related fatigue.

You can also use this fact sheet to assist your employees to manage factors outside of the workplace that may be contributing to their fatigue.

If fatigue is not relieved by enough sleep, and by addressing contributing factors such as good nutrition and a low-stress environment, it is a good idea for the person to seek professional help.<sup>3</sup>

Being awake for 17 hours is the equivalent of having a blood alcohol level of 0.05.

Being awake for 20 hours is the equivalent of having a blood alcohol level of 0.1.<sup>3</sup>





## What causes fatigue?

While fatigue is generally caused by lack of sleep or poor-quality sleep, there are several work-related and non-work related factors that can contribute to its development.

**Table 1: Factors influencing fatigue<sup>3</sup>**

Work related factors influencing fatigue	Non-work related factors influencing fatigue
<ul style="list-style-type: none"> <li>■ Extended hours of work</li> <li>■ Shift work</li> <li>■ Inadequate time for sleep between shifts</li> <li>■ Early or late shifts</li> <li>■ Job design</li> <li>■ Working in a second job</li> </ul>	<ul style="list-style-type: none"> <li>■ Extended commuting times</li> <li>■ Heavy family and social obligations</li> <li>■ High level of community activities</li> <li>■ Emotional issues (for example, relationship pressures)</li> <li>■ Age</li> <li>■ Poor health and fitness levels</li> </ul>



## What can employers do to manage employee fatigue?

There are a number of actions that employers can take to help manage the factors that influence fatigue, especially in work-related circumstances.

**Table 2: Guidance for employers<sup>3</sup>**

Factors	Recommended actions
<b>Hours of work</b>	
■ Employees working extended hours	<ul style="list-style-type: none"> <li>■ Ensure there is sufficient cover for staff on annual or sick leave. If overtime is necessary, plan for it so employees can schedule their activities around it</li> <li>■ Limit overtime to ensure staff are getting sufficient breaks between shifts</li> </ul>
■ Employees working overtime after long shifts	<ul style="list-style-type: none"> <li>■ Limit overtime for staff working long shifts in accordance with your own organisational policy (which should be based on a risk assessment of your workplace)</li> </ul>
■ Employees working a second job	<ul style="list-style-type: none"> <li>■ Have a policy on second jobs—ensure that employees understand the obligation to get sufficient sleep and to be fit for duty</li> </ul>
<b>Shift work</b>	
■ Poorly designed rosters	<ul style="list-style-type: none"> <li>■ Ensure the roster provides for a continuous seven to eight hours of sleep in each 24 hours, and at least 50 hours sleep for every seven days</li> <li>■ If on a rotating three-shift roster system, use forward rotation (day/afternoon/night) which is tolerated better by most workers</li> </ul>
■ Sleep debt <ul style="list-style-type: none"> <li>■ Acute sleep debt as a result of poor sleep on the first few nights of night shift</li> <li>■ Cumulative sleep debt (e.g. less than seven to eight hours of sleep between each work shift) over several shifts</li> </ul>	<ul style="list-style-type: none"> <li>■ Limit number of consecutive night shifts to four</li> <li>■ End night shifts by 8 am</li> <li>■ Ensure there is a minimum of 12 hours between consecutive shifts</li> <li>■ Ensure roster allows for at least two full nights' sleep after the last night shift</li> <li>■ Allow short naps of up to 15 to 20 minutes during the shift if it fits in with the type of work that is being done</li> </ul>
■ Risk of accident <ul style="list-style-type: none"> <li>■ People who have had less than five hours' sleep have an increased risk of a car accident while driving</li> <li>■ Accident risk increases by 30 per cent by the fourth night shift</li> <li>■ Accident risk increases by 27.5 per cent on 12-hour shifts, compared with eight hours on duty</li> </ul>	<ul style="list-style-type: none"> <li>■ Consider whether 12-hour night shifts are really necessary</li> <li>■ Use additional control measures, such as two-hourly breaks of at least five to ten minutes duration</li> <li>■ Have a room for workers to sleep in before commuting home</li> </ul>
■ Other risk factors <ul style="list-style-type: none"> <li>■ Night shift workers have a greater risk of developing obesity, diabetes and heart disease</li> </ul>	<ul style="list-style-type: none"> <li>■ Encourage healthy eating at work</li> <li>■ Provide access to healthy food options at work, for example, healthy vending machine options</li> </ul>
<b>Time of day</b>	
■ Start times before 6 am give workers less time to get adequate sleep, as it is very difficult to go to sleep during the early evening (6-9 pm), as our internal body clocks are set for alertness during this time	<ul style="list-style-type: none"> <li>■ Minimise morning starts before 6 am</li> <li>■ Avoid more than five consecutive early morning starts</li> <li>■ Encourage car pooling or provide transport</li> </ul>
<b>Work design</b>	
■ Low alertness on night shift between 3-5 am presents increased accident risk	<ul style="list-style-type: none"> <li>■ Avoid safety-critical tasks during the early hours of the morning, have greater supervision, have regular breaks</li> </ul>

You could also consider engaging a specialist consultant who can help you design your rosters and workplace to avoid causing fatigue.

## What can employees do to manage their fatigue?

There are a number of actions that employees can take to help manage their fatigue, whether it is work-related or non-work related. The following information may be useful to pass on to employees.

**Table 3: Guidance for employees<sup>1</sup>**

Factors to consider	Recommended actions
Diet for night shift workers	<ul style="list-style-type: none"> <li>■ Be prepared and organised beforehand—bring healthy meals and snacks to night shift</li> <li>■ Eat a balanced nutritious diet, including plenty of fruits and vegetables</li> <li>■ Stick to normal day shift meal times as far as possible</li> <li>■ Don't eat between 3 am and the end of night shift</li> <li>■ Avoid large meals one to two hours before sleeping</li> <li>■ Avoid high-energy (high-fat), high-carbohydrate meals during night shift</li> </ul>
Recovering from or preparing for work	<ul style="list-style-type: none"> <li>■ Have an afternoon nap before the first night shift</li> </ul>
Personal factors affecting sleep	<ul style="list-style-type: none"> <li>■ Avoid excessive alcohol as this can disturb your sleep</li> <li>■ Avoid caffeine after midnight when on night shift</li> </ul>
Medical conditions affecting sleep, such as sleep apnoea	<ul style="list-style-type: none"> <li>■ Seek medical advice</li> </ul>
Poor sleep environment	<ul style="list-style-type: none"> <li>■ Install heavy curtains that keep the light out</li> <li>■ Reduce the volume of the telephone and the television – don't keep them in the bedroom</li> <li>■ Insulate the house and/or have air conditioning on to drown out background noise</li> <li>■ Keep the bedroom cool</li> <li>■ Let neighbours and friends know that you are a shift worker and when you need to sleep so they don't mow lawns or visit at these times. Use a simple sign on the door, or in a window that neighbours and visitors can see.</li> </ul>
Poor sleep practices (e.g. watching television in bed, drinking coffee or alcohol or eating a heavy meal before going to bed)	<ul style="list-style-type: none"> <li>■ Get into a routine for going to sleep (e.g. take a warm shower or relaxing bath before going to bed, listen to soothing music)</li> <li>■ Avoid heavy meals, alcohol and tea or coffee before going to bed</li> </ul>
Poorer sleep quality, more fragmented and less deep restorative sleep in people over 45 years of age	<ul style="list-style-type: none"> <li>■ Consider moving out of shift work if you find you are more a 'morning' person and cannot get enough sleep when on night shifts</li> </ul>
Hectic social life	<ul style="list-style-type: none"> <li>■ Plan your social activities and ensure you get sufficient sleep before starting work</li> </ul>
Second jobs	<ul style="list-style-type: none"> <li>■ Follow your employer's procedures about disclosure</li> <li>■ Ensure you get adequate sleep for both jobs</li> </ul>

## References

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# FINANCIAL STRESS

## What is financial stress?

Financial stress refers to difficulty meeting basic financial commitments due to a shortage of money.<sup>1</sup> It may relate to current debts or to financial concerns about the future. While people on low incomes are more likely to report experiencing financial stress, many high-income families also report this experience.<sup>2</sup>

Financial pressure is a major cause of stress in Australia. According to a survey undertaken by the Australian Bureau of Statistics in 2010, 19% of adults had experienced financial problems in the previous year. In the same survey, many people said they were unable to pay bills (such as electricity, gas, telephone or car registration) within the time given to pay the bill.<sup>2</sup>

It is likely that there will be times when financial stress is affecting some of your employees. As an employer, it is in your interests to help your employees manage financial stress because, as with any form of stress, it can impact on their productivity while at work.

This fact sheet will guide you to resources so you can support your employees or assist them in seeking help for financial stress.



## Signs that someone may need help

While it may be difficult to know if someone is suffering from financial stress, you may become aware that an employee is behaving differently or is exhibiting general signs of stress (see *Stress and the workplace - information for employers* fact sheet).

Specific signs of financial stress include:

- being often late paying bills or seeking extensions
- making only minimum payments on credit cards or missing payments
- spending less money on necessities such as food
- facing increasing debt from credit cards or loans
- facing legal action for debt recovery
- fear of eviction due to being behind in rent or loan repayments.<sup>3</sup>

You may not know this level of detail about your employees' financial situations, but being aware of these signs may help you guide your employees to appropriate help if they do seek your assistance, or if you become aware that they are in need of additional support.

## How you can help

When someone is facing financial pressure, they may feel overwhelmed and not know where to turn. They may feel uncomfortable speaking up about their situation.

If an employee seeks your advice, there are ways you can help. How you do this will be guided by the employee and how much information they are willing to share. Some things you could do include:

- referring them to the Australian Government MoneySmart website [www.moneysmart.com.au](http://www.moneysmart.com.au) for some useful financial resources and information
- helping them develop a budget or guiding them to a budget template. The MoneySmart website mentioned above has a range of useful tools and templates available to download free of charge
- offering to set up regular transfers directly from their pay (such as rent payments, regular bills or credit card payments)
- directing them to the free Financial Counselling Service run by Anglicare on 8985 0000, or to a employee assistance program already operating in your workplace
- suggesting they contact people to whom they owe money to explain that they are having difficulty paying bills on time. You could suggest that they ask for some time, make a part-payment or seek their help.

While there are many causes of financial stress, financial problems can sometimes be caused by other issues that are not immediately obvious. The Financial Counselling Services (8985 0000) can refer employees to other sources of support if necessary



## Where to go for more information

For more information on social and emotional wellbeing, read the below fact sheet.



FACT SHEET

**Where to go for more information -  
Social and emotional wellbeing**

## References

1. Nicol, A 2010, *The experience of financial stress in Australia: the role of life events and prior stress*, Department of Families, Housing, Community Services and Indigenous Affairs.
2. Australian Bureau of Statistics 2010, *Publication 4159.0 - General social survey: summary results, Australia*, [www.abs.gov.au](http://www.abs.gov.au)
3. Lifeline Australia, *Fact sheet: What is financial pressure*, [www.lifeline.org.au](http://www.lifeline.org.au)

# WHERE TO GO FOR MORE INFORMATION – SOCIAL AND EMOTIONAL WELLBEING

## Workplace services

The following organisations provide a range of services to workplaces in Northern Territory.

<b>Employee Assistance Professional Association of Australasia (EAPAA)</b> <a href="http://www.eapaa.org.au">www.eapaa.org.au</a> Phone: (02) 9882 2688	<ul style="list-style-type: none"> <li>■ EAPAA is the peak body for organisations that provide employee assistance services to individuals and their families who are suffering from personal or work-related problems which have a negative effect on their work and wellbeing. Employee assistance providers can also help employers and managers who are supporting employees through such issues.</li> <li>■ EAPAA can put you in touch with relevant local providers.</li> </ul>
<b>Heads up</b> <a href="http://www.headsup.org.au">www.headsup.org.au</a> <a href="mailto:headsup@beyondblue.org.au">headsup@beyondblue.org.au</a>	Heads up is all about giving individuals and businesses the tools to create more mentally healthy workplaces. This website provides resources and information for: <ul style="list-style-type: none"> <li>■ employers</li> <li>■ employees</li> <li>■ managers</li> <li>■ small business owners</li> <li>■ creating an action plan</li> </ul>
<b>OZHELP</b> <a href="http://www.ozhelp.org.au">www.ozhelp.org.au</a> , (08) 8947 1068	<ul style="list-style-type: none"> <li>■ OZHELP can help you build a healthier, happier and more engaged workforce. OZHELP offer a range of support services and training to both men and women in the workplace.</li> </ul>
<b>Mental Health First Aid</b> <a href="http://www.mhfa.com.au">www.mhfa.com.au</a>	<ul style="list-style-type: none"> <li>■ Mental Health First Aid provides training on how to offer initial support to adults who are experiencing mental health problems.</li> </ul>
<b>MoodGYM</b> <a href="http://www.moodgym.anu.edu.au">www.moodgym.anu.edu.au</a>	<ul style="list-style-type: none"> <li>■ MoodGYM is an interactive web program designed to prevent depression. It has five modules, an interactive game, anxiety and depression assessments, downloadable relaxation audio, a workbook and feedback assessment.</li> </ul>
<b>e-couch</b> <a href="http://www.ecouch.anu.edu.au">www.ecouch.anu.edu.au</a>	<ul style="list-style-type: none"> <li>■ e-couch provides information and strategies for dealing with anxiety and depression.</li> </ul>
<b>Sane Australia</b> <a href="http://www.mindfulemployer.org">www.mindfulemployer.org</a>	<ul style="list-style-type: none"> <li>■ Sane Australia operates the Mindful Employer program, which provides employers and employees with skills and knowledge to effectively respond to mental illness in the workplace.</li> </ul>

## Fact sheets and resources

In addition to the resources and fact sheets provided in the Healthy Workplace Resource Toolkit, there are several organisations that provide information and resources on social and emotional wellbeing issues.

<b>beyondblue</b> <a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a>	<ul style="list-style-type: none"><li>■ <i>beyondblue</i> provides useful information and downloadable fact sheets about issues such as stress, depression, anxiety and mental health disorders.</li><li>■ <i>beyondblue</i> also has resources such as posters that you can display and provide to your employees.</li></ul>
<b>Lifeline Australia</b> <a href="http://www.lifeline.org.au">www.lifeline.org.au</a>	<ul style="list-style-type: none"><li>■ Lifeline Australia provides a range of information and fact sheets on a wide variety of mental health issues.</li></ul>
<b>BluePages</b> <a href="http://www.bluepages.anu.edu.au">www.bluepages.anu.edu.au</a>	<ul style="list-style-type: none"><li>■ BluePages provides information on treatments for depression based on the latest scientific evidence.</li><li>■ BluePages also offers screening tests for depression and anxiety, a depression search engine, and links to other resources.</li></ul>

## Support services for employees

The following organisations provide support to employees on particular issues that may be affecting their social and emotional wellbeing.

### Mental health support

<b>Northern Territory Department of Health</b> <a href="https://nt.gov.au/wellbeing/mental-health">https://nt.gov.au/wellbeing/mental-health</a> NT Mental Health Line: 1800 682 288	<ul style="list-style-type: none"><li>■ The Department of Health has an extensive list of services that can provide mental health support, including suicide prevention. They also operate a 24 hour crisis line (NT Mental Health Line) available to all Territorians.</li></ul>
<b>Australian Indigenous HealthInfoNet</b> <a href="http://www.healthinfonet.ecu.edu.au/other-health-conditions/mental-health">www.healthinfonet.ecu.edu.au/other-health-conditions/mental-health</a>	<ul style="list-style-type: none"><li>■ For people working, studying or interested in addressing issues that influence the social and emotional wellbeing (including mental health) of Aboriginal and Torres Strait Islander peoples.</li></ul>
<b>Oz Help</b> <a href="http://www.ozhelp.org.au">www.ozhelp.org.au</a>	<ul style="list-style-type: none"><li>■ OZHELP offer a range of support services and training in the workplace.</li></ul>
<b>headspace</b> <a href="https://headspace.org.au/headspace-centres/darwin/">https://headspace.org.au/headspace-centres/darwin/</a> or <a href="https://www.eheadspace.org.au/">https://www.eheadspace.org.au/</a>	<ul style="list-style-type: none"><li>■ headspace can help 12-25 year olds with mental health, physical health (including sexual health), alcohol and other drug or work and study issues. Centres are built and designed with input from young people so they don't have the same look or feel as other clinical services.</li></ul>

### Relationships

<b>Relationships Australia Northern Territory</b> <a href="http://www.nt.relationships.org.au">www.nt.relationships.org.au</a> Phone: 1300 364 277	<ul style="list-style-type: none"><li>■ Relationships Australia provides relationship and other counselling services for individuals, couples and families.</li></ul>
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### Legal support

<b>Northern Territory Legal Aid Commission</b> <a href="https://www.ntlac.nt.gov.au/">https://www.ntlac.nt.gov.au/</a> Phone: 1800 019 343	<ul style="list-style-type: none"><li>■ The NT Legal Aid Commission provides a free telephone legal advisory service to all Territorians.</li></ul>
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## Financial support

<b>Financial Information Services</b> Australian Government Department of Human Services Phone 132 300	A free, confidential service that provides education and information on financial issues to all Australians.
<b>Financial Counselling Helpline</b> Australian Government Department of Social Services Phone 1800 007 007	Financial counsellors can assist people with personal financial problems to: <ul style="list-style-type: none"> <li>■ negotiate with creditors if you are having difficulty maintaining your loan, mortgage or credit card repayments</li> <li>■ advocate with government or non-government organisations</li> <li>■ explain options when you are not able to pay bills</li> <li>■ explain the debt recovery process if you have received a letter of demand, a summons, a warrant of execution or a judgment summons and are not sure what to do next</li> <li>■ develop a budgeting plan to suit your circumstances if you are having difficulties making ends meet, and to help gain financial management skills to enable you to take control of your finances</li> <li>■ provide information on bankruptcy and help explore various options.</li> </ul>
<b>Financial Crisis and Material Aid – Emergency Relief</b> <a href="http://serviceproviders.dss.gov.au/">http://serviceproviders.dss.gov.au/</a>	The Australian Government Department of Social Services - Grants Service Directory lists service providers that can offer emergency relief. Filter by 'Families and Communities' Programme and 'Financial Crisis and Material Aid – Emergency Relief' Services in your region for a list of providers.



### Key questions to ask

- Why should I address smoking in my workplace?
- What can I do to address smoking in my workplace?
- How do I know if our program has been a success?
- Where can I go for more information?

## 06E SMOKING

In this section of the Healthy Workplace Resource Toolkit, we look at how you can address smoking in your workplace.

# WHY SHOULD I ADDRESS SMOKING IN MY WORKPLACE?

A **smoke-free worksite** can bring many positive benefits, for both employers and employees.

**For employers**, benefits include:

- increasing productivity through:
  - reduced absenteeism from smoking-related health problems
  - reduced presenteeism (employees performing poorly due to attending work when they're not well)
- meeting 'duty of care' responsibilities towards employees, clients and visitors
- generating a positive corporate health image
- reducing the risk of litigation from non-smokers who may develop health problems related to passive smoking
- lowering the risk of workers compensation claims from smoking-related health problems
- potentially reducing fire risks, resulting in lower insurance costs
- complying with legislation including the *Tobacco Control Act 2002* and the *Work Health and Safety Act (NATIONAL UNIFORM LEGISLATION) 2014*

**For employees** (both smokers trying to quit and non-smokers), benefits include:

- being able to work in a smoke-free environment, which helps to reduce the number of cigarettes employees consume daily and lowers the overall rate of smoking in the workplace <sup>6, 7, 8, 9, 10</sup>
- having access to a support program, known to help people cut down or stop smoking<sup>11</sup> while improving health, life expectancy and financial wellbeing
- a more pleasant and safer working environment for non-smokers, with protection from the harmful effects of environmental tobacco smoke (the chemicals and toxins released whenever someone smokes a cigarette)
- potentially creating fair working conditions between smokers and non-smokers, as it is generally perceived that smokers take more work breaks than non-smokers.

## Smoking fast facts

- In 2014-15, the Northern Territory had the highest rate of daily smokers (20.9%), significantly higher than the national rate of 14.5%.
- Tobacco smoking costs Australia over \$30 billion a year in health, business and social costs. The costs to business alone are over \$5.7 billion.<sup>2</sup>
- Smoking is the single greatest cause of preventable death in the world.<sup>3</sup>
- Smokers' health problems can impact on their work performance and affect productivity through more frequent sickness-related absences.<sup>4</sup>
- Several years of research shows that cigarette smokers have a higher incidence of health problems and a lower life expectancy than the general population. Smoking causes a range of serious health problems including cancer, heart disease, stroke, asthma, emphysema, vascular disease and damage to most body organs.
- 82% of Australians support measures to ban smoking in the workplace.<sup>5</sup>
- Tobacco smoking not only affects the smoker directly, but has a range of negative health impacts on non-smokers exposed to tobacco smoke. Legislation exists to protect non-smokers from the effects of 'second-hand' or environmental tobacco smoke.

# WHY SHOULD I ADDRESS SMOKING IN MY WORKPLACE?

For more information on the health effects of smoking for both smokers and non-smokers, read the below fact sheet.



FACT SHEET

## Health effects of smoking

**In the Northern Territory**, there are laws to make sure that employees are protected from the effects of environmental tobacco smoke. Organisations must comply with the requirements of the *Tobacco Control Act* and its associated regulations, which prohibits smoking in all indoor and some adjacent outdoor areas. In addition, the Work Health and Safety Act (National Uniform Legislation 2014) requires employers to provide a safe working environment for employees.

For more information on legislation around smoking in the workplace, read the below fact sheet.



FACT SHEET

## Smoking-related legislative requirements



# WHAT CAN I DO TO ADDRESS SMOKING IN MY WORKPLACE?

**There are two main things you can do** to address smoking in your workplace:

1. Develop a smoking cessation support program for your employees
2. Create a smoke-free worksite policy, where the worksite
  - has designated smoke-free areas, or
  - is a totally smoke-free environment.

**Whether you do one or both of these things** will depend on the needs of your organisation. Regardless of the approach you take, keep the following points in mind:

- Nicotine is widely recognised as an addictive substance and can cause significant health and social problems to people addicted to smoking. Physical and emotional symptoms of nicotine withdrawal can happen when opportunities to smoke are restricted, so it will be important to provide information and practical support for employees who might be having trouble not smoking during work hours.
- If your organisation decides to create a smoke-free worksite policy, there are benefits to supplementing this with a smoking cessation support program. A supportive attitude from managers and colleagues, along with access to smoking cessation support, is likely to encourage smokers who want to quit, and is likely to improve cooperation and compliance with the policy.
- To promote goodwill, and provide employees with the opportunity to trial symptom management options before smoking restrictions occur, develop and implement your cessation support program at or before your policy implementation date.
- Some smokers may see the introduction of a smoke-free worksite as an opportunity to cut down or even stop smoking. Other smokers might be encouraged to think about their own situation if they are given good information about the benefits of quitting.



Research suggests it is more effective to introduce a totally smoke-free environment with no designated smoking areas.<sup>12</sup>

# WHAT CAN I DO TO ADDRESS SMOKING IN MY WORKPLACE?

## 1. Developing a smoking cessation support program for your employees

***There is no 'one size fits all' approach to smoking cessation.***

You can consider a range of strategies to support your employees, depending on what best suits your workplace.

For more information on developing smoking cessation support programs, read the below fact sheet.



### Smoking cessation support

## 2. Creating a smoke-free worksite policy

***A smoke-free policy is a formal, written document***

addressing the issues relating to smoking in your worksite. A formal policy that has been endorsed by managers will:

- provide clear direction to all employees as to why their worksite has become a smoke-free environment
- make it clear what is expected of both the organisation and all employees
- let all staff and visitors know that the organisation takes a firm stance on the issues of smoking and exposure to environmental tobacco smoke.










For further information on smoking laws and businesses along with smoke free policies, go to <https://nt.gov.au/industry/hospitality/smoking-laws-and-businesses>



# WHAT CAN I DO TO ADDRESS SMOKING IN MY WORKPLACE?

The following table lists examples of strategies and activities that may be useful to address smoking in the workplace. Remember, aim for a mix of activities that target people, place and policy.

	This symbol indicates an easy or low-resource activity		This symbol indicates a more comprehensively resourced activity
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Examples of activities targeting smoking		People	Place	Policy
	Display information on the health effects of smoking and the benefits of quitting smoking		✓	
	Provide promotional material on smoking cessation options (for example, QuitLine)		✓	
	Develop a smoke-free worksite policy			✓
	Offer flexible working hours to allow employees to attend smoking cessation courses	✓		
	Promote and provide access to online smoking cessation support programs		✓	
	Arrange in-house support groups for employees attempting to go smoke-free	✓		
	Support participation in smoking cessation programs during work hours	✓		
	Provide smoking cessation support programs in the workplace	✓		
	Subsidise smoking cessation support services and/or medications for employees (for example, nicotine replacement therapy)	✓		

# HOW DO I KNOW IF OUR PROGRAM HAS BEEN A SUCCESS?

**The best way to find out if your program has been a success** is to look at the impact of any changes you have made to your worksite. It's a good idea to work out how you are going to do this early on, so you can ask the right questions and collect the right information.

It is essential to collect some information before you start your program, for example:

- What percentage of employees currently smoke?
- How many cigarettes do they smoke?
- Do they smoke at home, work or both?
- Are your employees motivated to quit smoking?

This data will only be useful if it matches your program and its objectives. For example, if the majority of your employees smoke at home and not at work, then it may be a higher priority to focus on smoking cessation, rather than implementing a smoke-free policy.

The baseline data you collect will be essential when you come to evaluate your program, as you can ask the same questions and see whether the figures are different. Then you will be able to identify if your program has been effective, or whether you need to change your program to provide better support to your employees.

There are many questions you can ask that will help you evaluate your program, including:

- Is there understanding and acceptance of your smoke-free policy (if you have one)?
  - Are employees and site visitors aware of the policy and its requirements?
  - Does your signage get your message across (e.g. do you have the right number and type of signs, are they still in place and legible)?
  - Is there staff support for the policy?
  - Are site visitors aware of the policy?

- Are your employees making good use of the support offered as part of your program?
  - What is the level of employee participation in your program?
  - How many employees have taken up nicotine withdrawal support (if that option was provided)?
- Can you see that employees and visitors have accepted the requirements of your policy and/or program?
  - Is there evidence of smoking on site (e.g. cigarette butts have been found, employees or visitors have been seen smoking)?
  - What are employees saying about the policy and the expectation that they will comply with its requirements?
- What has been the effect of the program on employees?
  - Has the percentage of smokers changed since implementation (needs baseline data)?
  - Has the average cigarette consumption changed since implementation (needs baseline data)?
  - What do your employees think about the program (do they think it has been effective)?

How you collect this information will differ depending on your organisation's size and regional spread. There is a range of data collection methods that you could try, such as surveys, interviews and discussion groups.

For more information on evaluating your program, read the below fact sheet.



## A simple guide to evaluation

# WHERE CAN I GO FOR MORE INFORMATION?



For a list of organisations who can assist you with smoking cessation programs and information for employees, read the below fact sheet.



**Where to go for more information -  
Smoking**

## FURTHER READING

The Northern Territory was the first jurisdiction in Australia to ban smoking in prisons in 2013. The Public Health Research and Practice online journal has recently published the results of an evaluation into the smoke-free policy, which was conducted by Menzies School of Health Research. To read the evaluation, visit

<http://www.phrp.com.au/issues/april-2016-volume-26-issue-2/successes-and-unintended-consequences-of-the-northern-territorys-smoke-free-prisons-policy-results-from-a-process-evaluation/>

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# A SIMPLE GUIDE TO EVALUATION

## What is evaluation?

Evaluation is 'the systematic gathering, analysis and reporting of data about a program to assist in decision making'.<sup>1</sup>

Evaluating your program will enable you to work out what was good about it, and what wasn't so good. In other words, evaluating your program is the best way to determine if it has worked and how well it has worked.

Knowing exactly where and how your program has worked (and where it hasn't) will help you make refinements and adjustments that better suit your needs and the needs of your employees. This will make your program as effective as it can possibly be.

Program evaluation may seem a daunting task if you have not attempted this process before.

## It doesn't have to be!

We evaluate every day. We commonly ask ourselves questions such as 'Was that how it was supposed to happen?', or 'What difference did that make?'

A formal evaluation process is just taking questions like these and forming them into a simple, cohesive plan. The earlier that you consider program evaluation, the easier it will be.

## Why should I evaluate my program?

You might decide to conduct a program evaluation for a number of reasons:

- to discover the effectiveness or impact of your program or initiative (i.e. Was it useful? Did it make a difference?)
- to be accountable to management or other stakeholders, such as funding bodies, clients or employees (i.e. Did we get value for money?)
- to determine ways you can improve your program (i.e. What could we have done better?)
- to compare one program or initiative to other programs or initiatives (i.e. What is more important? Which focus area is the best place to invest?).



## When should I start thinking about evaluation?

Evaluation should be considered at the beginning of the implementation process. A major aspect of evaluation is collecting the right data to help you answer the right questions. If you decide at the beginning what questions to ask, you will be better placed to collect the right data from the start, and to set up systems to collect data throughout implementation.



## The five key evaluation questions

There are five fundamental questions that underpin evaluation. These are:

1. **What?** (Did we do what we said we would do?)
2. **Why?** (What did we learn about what worked and what didn't work?)
3. **So what?** (What difference did it make?)
4. **Now what?** (What could we do differently?)
5. **Then what?** (How do we make it even better next time?)

Let's look at each of these in more detail.

## 1. What? (Did we do what we said we would do?)

To answer this question, you will need to describe your activities, and compare your goals and objectives with what actually happened. You'll need to look at the activities that were undertaken, and decide if those activities really contributed to meeting the goals and objectives you originally made. For example, you might have set a goal to reduce the sitting time of your desk-based employees by 10%. What did you do to achieve this? Did that happen as you expected? What were the major achievements? What were the major barriers? What resources were needed?

## 2. Why? (What did we learn about what worked and what didn't work?)

To answer this question, you will need to determine the reasons for your success (or otherwise!). What strategies worked well? What strategies didn't work so well? Were the people in the target group involved? Were they missed? This is a good time to examine some of the initiatives that didn't work so well, and determine what might be the underlying issues.

For example, by asking the 'What?' question above, you were able to determine that sitting time was reduced in the senior management group, but not in regular office-based employees. Now is the time to delve into that finding and work out why.

## 3. So what? (What difference did it make?)

Asking this question will help you determine the impact your initiative (or, in fact, your whole program) has had on the target group. What changed as a result? Was it attitude, knowledge, skills or behaviours? Were there any unexpected changes? Were there any factors outside the program that might have contributed to the changes?

For example, you now know that sitting time decreased for senior managers. As a result of this, they found they were more comfortable, had higher energy levels and, in some cases, had a decrease in muscle soreness in their lower back and neck. The initiative had also prompted a few managers to sit less while at home, which may also have contributed to their positive health outcomes.

## 4. Now what? (What could we do differently?)

Answering this question will help you determine the future of the program or the initiative. What additional knowledge do you need? What are better ways of targeting a particular group? Are there more cost-effective ways of reaching the right audience? Who else could have been involved?

For example, now you have determined that senior managers received real benefits from reducing their sitting time, you could use this finding to better promote this behaviour to the group that did not reduce their sitting time. This alternative strategy may help to engage this group and increase awareness of the benefits of reducing sitting time.

## 5. Then what? (How do we make it even better next time?)

This question takes step 4 a little further, by determining how the evaluation results will be used on an ongoing basis for future work and importantly, how and to who they will be distributed.



## How do I gather the necessary data?

There are many ways you can gather the necessary data for your evaluation. Below is a brief description of the main methods.

### Surveys

- Surveys are sets of questions that are asked of a particular group of people. They may be paper-based or online. The key to a survey is that it is asked in the same way to all survey participants. Surveys can be useful in a needs assessment (i.e. finding out what your employees want), but can also be useful to provide baseline data (for example, finding out what percentage of employees smoke, or what percentage of employees participate in regular physical activity). The survey can be repeated after a set time (say 12 months) and the results of the two surveys compared to see how they differ. Surveys take significant time and resources to develop, administer and analyse correctly, so are not suitable in all circumstances.

#### Tips for surveys

- Pilot your survey to a small group, checking for simplicity of language and ease of use. Be sure that your questions are not worded in ways that lead to biased or misleading responses.
- Be clear with what you want to know from a survey – is there a better way to get the information?
- Providing an incentive may increase survey response rates. Keep it simple – movie tickets or a grocery voucher are incentives that almost everyone can use.
- Limiting the number of questions to 10 or less will increase the response rate.

### Analysis of data

- In some circumstances, data will already exist that can 'tell a story', so this may be a very cost-effective method of collection. For example, participation or attendance lists will enable you to determine the number of people that attended an event.

#### Tips for analysing data

- Analysing existing data has the potential to be time-consuming and tedious. Consider if this is the best way to collect the data you really need.
- Take care not to make assumptions about patterns you find while analysing data. For example, if sales of healthier foods in the on-site canteen increased, how much is due to your healthy eating initiatives, and how much is due to external factors, such as other health promotion campaigns?

### Interviews

- If you want to know more in-depth information about a particular topic, you could interview some key employees. For example, you could interview an employee who participated in your active transport initiative and found that cycling to work was easier than he thought. In-depth interviews can give personal insight into a topic that can't be gained through analysis of numbers alone.

#### Tips for interviews

- Interviews are good to get insight, but care must be taken not to bias the answer by asking a leading question. For example, asking 'How did you find cycling to work?' will lead to a more honest response than asking the question 'Do you enjoy cycling to work?'
- Give the interviewee a copy of the questions before the interview takes place. This may lead to a more thoughtful and thorough discussion.
- Ensure the interviewee has the knowledge to answer the questions asked during the interview.
- Consider telephone interviews if face-to-face interviews are time- or cost-prohibitive.

### Focus groups

- Focus groups are structured discussions, led by a facilitator in a small group setting. Typically, the facilitator has a set of planned questions on selected topics and records the responses that members of the group express. New or unplanned topics may also be discussed if they are relevant. Focus groups are useful to gain an in-depth understanding of a topic.

#### Tips for focus groups

- The facilitator must remain neutral and non-judgemental.
- Focus groups can be useful to both reflect on work that has been completed and to brainstorm new ideas.
- Don't use focus groups as a method for making final decisions.

## Observation

You may choose to observe and record events or you may decide to take part in an event to really get a feel for how it is going. Take care not to generalise the results to a wider group. This method of collecting data is often carried out in addition to another less subjective method.

Surveys and data analysis are known as quantitative data collection. This means that there are numbers to crunch and data to process. Interviews, focus groups and observations are known as qualitative data collection, and relate to more personal or 'human' stories. It is often a good idea to use a mix of these types of data collection to drive home an idea or outcome.

For example, you might find that through an analysis of data, it was seen that sales in the café increased after the introduction of healthier options. Through a staff survey it was noticed that satisfaction levels with the food in the canteen also increased over this period. Your focus groups on healthy eating at work also noted that the food in the canteen was much improved, and that staff were more likely to purchase food there than they were before. Meanwhile, your in-depth interview revealed how a particular employee's attitudes had changed – 'I used to buy a pie from the canteen every day. I was a bit hesitant to try some of that new stuff, but one of the other guys I work with really raved about it so I thought I'd give it a go. I was surprised it was so good – I've tried a few of the others too and they are all really nice. I still get a pie every now and then but I reckon this other stuff has to be better for you.'

## What is an evaluation plan?

An evaluation plan is simply a plan summarising how you are going to do your evaluation. It should include:

- the purpose of the evaluation
- what data needs to be collected
- how you might collect this data
- how you are going to analyse the collected data
- how the evaluation will be used
- how the results of the evaluation will be distributed to the intended audience.

Remember, there is no point doing an evaluation if no one is going to use the results.

An evaluation plan can help you to:

- be clear about what you want to evaluate, when and how
- identify and approach people in advance who may be important for the collection of this data
- consult with people about the best way to collect the data
- determine what time and resources are needed for the evaluation
- ensure that the scale of the evaluation is appropriate to the scale of the program.

## A note on confidentiality

When collecting information, it is important to de-identify all data as much as possible. Names or any other identifying information must not be used in any report or output without the written consent of the individual. Consider any other ethical considerations, such as the likely impact on an individual involved in an in-depth interview, for example.

## Hints and tips for evaluation

- Start small – focus on one initiative and limit the number of evaluation questions. Build your skills as an evaluator over time.
- Use what you already know about the initiative.
- Don't forget existing sources of data.
- Be realistic about your time frame and resources.
- Include program 'failures' – there is often more to be learnt from what didn't work than from what did.
- Remember, there is no 'perfect' evaluation.

## Further reading

For more information on evaluation, the following websites may be of use.

<b>The Evaluation Toolbox</b> <a href="http://www.evaluationtoolbox.net.au">www.evaluationtoolbox.net.au</a>	Although this website has a focus on the evaluation of community sustainability projects, it may be useful as it aims to assist people who have limited experience in evaluation theory and practice.
<b>Flinders University School of Medicine</b>  <a href="http://www.flinders.edu.au/medicine/sites/pew/">www.flinders.edu.au/medicine/sites/pew/</a>	This 'Planning and Evaluation Wizard', developed by Flinders University, provides some planning and evaluation tools and examples.
<b>The Australasian Evaluation Society</b> <a href="http://www.aes.asn.au">www.aes.asn.au</a>	The professional organisation for individuals involved in evaluation. The website includes publications and other links of interest.
<a href="https://gsociology.icaap.org/methods/">https://gsociology.icaap.org/methods/</a>	This website has a collection of beginner's guides to evaluation covering a wide range of topics.

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## Acknowledgements

Information in this fact sheet was adapted from Health Canada 1996, *Guide to project evaluation: A participator approach*, Population Health Directorate, Public Health Agency of Canada, Ottawa.

## CONFLICT RESOLUTION

Conflict is a natural part of life. It demonstrates that individuals are interested, passionate and engaged, and willing to express themselves with others around them.

Conflict can escalate into more inflammatory situations if not handled well. Conflict is not a problem in itself – it is what we do with it that makes the difference. If you are in conflict with someone and you don't know what to do, you may find these tips helpful.

If there is no threat of physical violence, talking it out is the best solution. Face-to-face contact is the preferred option over letters and messages – and a good deal better than banging on walls, throwing objects, or complaining about it to everyone else!

If you accept that conflict is a perfectly natural part of life, you can learn to manage your own responses when faced with an emotionally charged situation.

Consider working through the following steps if you find yourself in a situation where conflict has arisen.

1. **Stay calm.** If you get angry in return, you'll only fuel the other person's anger. You're not responsible for their anger, but you can help lower the intensity of the situation by staying calm yourself.
2. **Decide.** Should you ignore the angry outburst and give them space to 'let off some steam'? Should you get away because they may become violent? Is this a good time to get them to talk? Use your judgement to decide the best – and safest – thing to do right now.
3. **Listen to the other person.** Let the person know you are listening. You may not agree, but there's nothing more frustrating than trying to talk to someone who doesn't appear to be listening. Say that you're glad you're talking about the issue. This helps to ease the tension and is a great help in moving things towards an agreement.
4. **Acknowledge his or her anger.** Whether it's at the time or later on, tell the other person that you understand they are angry. Even if you think it's too obvious or simple to say 'I see that you're angry', this type of comment will help lower the other person's level of anger. Your comment may not resolve the anger, but it will decrease the intensity of the situation.

Understand that your own reaction to an emotional outburst may reduce or amplify the conflict. Your communication skills are a powerful influence, and may be the key to de-escalating a situation.





5. **Manage your emotions – stay out of the anger.** Acknowledge the other person's anger – but do not become part of it. Even if you agree with the other person about whatever is making them angry, you want to avoid being associated with their emotional way of expressing it. If you are the target of the anger, you still want to avoid the intense feelings.
6. **Talk about the issues.** When you decide it's time to talk, focus on the issues the other person is angry about, not about their anger. 'I understand that you're angry about the program' or 'I understand that you're angry at me for forgetting to give you the message' are examples of sticking to the issues.
7. **Choose your role – carefully.** You can apologise and promise to be more inclusive, consultative or careful about giving messages and information. You can say you understand their views about the program. But avoid 'taking on' the problem. Do not add your own complaints about the program or the other things you dislike about what's happening at work. Let the issue or concern belong to the other person and avoid getting tangled up with the issue.
8. **Genuinely consider the other person's point of view.** Gain an understanding of the other person's perspective. To help understand the problem, it may be useful to ask questions about their point of view.
9. **Imagine yourself in their shoes.** Never say 'you're wrong'. In fact, try hard to look for areas of agreement and build on them. There's power in the words 'Yes, I see what you're saying. Do you mean...?' This shows the other person you are listening and validating their concerns. By doing this, you gradually begin to break down their anger.
10. **If the situation turns verbally abusive, put a stop to it.** State firmly but calmly: 'You're very angry right now and you're saying things you don't mean (give them the benefit of the doubt). I'm going to excuse myself. We can talk again after you calm down'. Then leave the room or ask them to leave.

# GUIDELINES FOR DEVELOPING A SMOKE-FREE WORKSITE POLICY

**The following step-by-step guide** will help you develop and implement a smoke-free worksite policy for your organisation.

A smoke-free worksite policy is a formal, written document addressing the issues relating to smoking in your organisation. Having a policy:

- provides clear direction to all employees as to why their worksite has adopted a smoke-free policy
- specifies the requirements for employers and employees
- alerts all employees, contractors and visitors that the organisation takes a firm stance on the issue of smoking and exposure to environmental tobacco smoke.

**There are eight key steps** to implementing a smoke-free worksite policy:

1. Getting management approval and support
2. Finding out what's already going on in your workplace and what else you need to know
3. Establishing who is going to make it happen
4. Communicating with others about what's going on
5. Drafting the policy
6. Providing education and training about the policy
7. Modifying documents and processes as appropriate
8. Preparing the worksite for implementation.

**At an early stage, it is helpful to choose a date** for the introduction of the smoke-free worksite policy. This provides a goal to work towards, and a timeframe for completion of each component of the implementation process. If no completion date is established, the implementation process may become drawn out and lose its focus.



## Key factors for the success of a smoke-free worksite policy include:

- ongoing, active management support
- successfully managing negative staff reaction to the policy
- allowing adequate time for the implementation process; your employees will need time to get used to the idea of a smoke-free worksite
- selecting the most appropriate person to manage policy implementation
- clarifying your message; the policy is not about trying to stop people from smoking, it is about eliminating smoking in the worksite.



## 1. Getting management approval and support (without this, you won't get far)

High-level management support is vital to the successful development and implementation of a smoke-free worksite policy. By demonstrating leadership and a commitment to the policy, managers can influence employee attitudes towards this positive change in the worksite.

It is important:

- to discuss the expectations of managers so that there is a clear understanding of the policy's purpose
- to investigate potential issues and problems associated with the introduction of smoke-free initiatives – this will give the policy its best chance of success
- that managers clearly understand the benefits of a smoke-free environment and the various options available for reducing exposure to environmental tobacco smoke
- to put the consideration of a smoke-free worksite policy on the agenda for your organisation's next management meeting.

It might be helpful to provide managers with useful information, including:

- facts about the health effects of environmental tobacco smoke (see *Health effects of smoking fact sheet*)
- the overall benefits of implementing a smoke-free worksite policy, including the costs and potential savings (See 'Why should I address smoking in my workplace?' in section O6E of the Healthy Workplace Resource Toolkit)
- legislation and legal requirements (see *Smoking-related legislative requirements fact sheet*)
- findings of surveys and reviews conducted in the needs assessment (see point 2 below)
- an example of a smoke-free worksite policy (see *Smoke-free worksite policy template*)
- an outline of the steps involved in the development and implementation of a policy, including a projected timeline and details of any resources required.



Ensure that responsibility for the project is shared by all levels of management. It is important that senior managers 'own' the process, and provide ongoing support to the person responsible for implementing the policy. This will help to reduce the perception by employees that this person is solely responsible for the policy. Senior managers can demonstrate their ownership of the policy through management announcements and by being present in meetings where the policy is discussed. Emails, letters and other documents could be circulated and signed off by senior managers, while they could also make themselves available to discuss and resolve individual or group issues related to the policy.

First-line manager support and cooperation is important to influence the perceptions, behaviour and potential compliance of staff. First-line managers need to understand the benefits of the policy to both the organisation and employees. They will be instrumental in affecting the reaction and developing the cooperation of your employees.

## 2. Finding out what's already going on in your workplace and what else you need to know

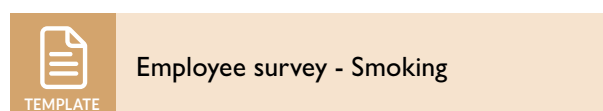
The second step in developing a smoke-free worksite policy is to find out what you already have in place and who would be affected by the policy. The way you do this will depend on the size of your organisation and may include conducting employee surveys and reviews of existing policies and facilities.

Useful questions to ask include the following:

- Does a smoke-free worksite policy already exist and, if so,
  - is it written down?
  - is it enforced?
  - does it need updating?
  - are your employees aware of it? If not, what do employees know of the current codes of practice regarding smoking at work?
- Are smoking practices within your organisation in line with current legislation?
- What do your employees know and think about the health effects of smoking and exposure to environmental tobacco smoke?
- What is the level of support among your employees for a smoke-free worksite policy?
- How many employees currently smoke; who will the policy affect?
- What type of smoking cessation support would your employees prefer?

Conducting an employee survey is a good way to explore some of these questions. If your organisation has already decided to implement a smoke-free worksite policy, think about the best way to present the questionnaire. Don't imply choice about the implementation of the policy, but do offer the opportunity for employees to make suggestions and express their views on what should be included in the policy and how it should be implemented.

The following template will help you create an employee survey on smoking.



In a smaller organisation, it might be more appropriate to do this on an informal basis, through individual conversations with employees or as agenda items in staff meetings.



### 3. Establishing who is going to make it happen (you can't do it all on your own)

The two key actions that will help make it all happen are to:

- establish a committee or working group, or use an existing group, such as the Occupational Health and Safety Committee or Health and Wellbeing Committee, to oversee the development and implementation of your policy (in a smaller organisation, this step may not be necessary)
- appoint an individual staff member to manage the implementation process.

If you have the resources to establish a committee, ensure a wide range of interests are represented and encourage active participation in the development of the policy – this will help to create a sense of ownership. The principal goal of the committee is to develop the smoke-free worksite policy and to guide its implementation.

Membership of the committee should consist of a wide range of representatives, including management, employees, human resources, union representatives and occupational health and safety staff where possible. Where the policy will have a significant impact on clients it may also be appropriate to include client representatives. It is important to state that smokers are invited to join the committee. The committee will need to meet regularly for some time before the policy implementation date, and continue to meet for a period after implementation to oversee and problem-solve the implementation process.

For a Terms of Reference template, see below and for more information and useful advice, visit <http://nt.gov.au/industry/hospitality/smoking-laws-and-businesses>



TEMPLATE

#### Sample Terms of Reference - Smoke-Free Worksite Policy Implementation Committee

Appointing an individual staff member who can consistently manage the implementation process will ensure continuity and minimise the risk of implementation problems or failure. It is vital to select the best person to manage the implementation process, as this may have a significant effect on the outcome of the project. It would be useful if the person you appoint to the role:

- is a non-smoker
- has a commitment to the smoke-free worksite policy
- is willing to take on the role
- has the determination and perseverance to make things happen

- has empathy (to understand the position of smokers)
- is resilient (to withstand any negative reaction to the policy)
- has good decision making and organising skills
- has a good relationship with other employees and is respected by them
- has good verbal and written communication skills
- is experienced in project management
- has conflict resolution skills
- has a good understanding of smoking-related issues, including a belief in the benefits of smoking reduction or cessation.

Some employees who smoke may experience anxiety and uncertainty about their ability to manage their nicotine addiction during working hours. This may be expressed as anger towards the person responsible for implementing the policy. It is important that managers are alert to this possibility and offer support to the person if they experience difficulties. There are various techniques that may help reduce potential conflict. For more information on this topic, read the below fact sheet.



#### Conflict resolution

Anxiety about smoking restrictions may lead to initial resistance to the implementation of a smoke-free worksite policy. However, other worksites with a similar policy have found that generally, this involves only a minority of employees, and resistance diminishes or evaporates after the policy is introduced.

Implementation of the policy can be time consuming, and the person responsible would benefit from being provided with some adequate and uninterrupted time to devote to the project, even if this means relieving them from some of their other duties during the life of the project.

This person could also consider sharing the implementation tasks among others members of the committee, and identifying and involving others within the organisation who have specific expertise relevant to the project (e.g. media skills, smoking cessation expertise, project management skills, training expertise).

The person responsible for implementing the project will need to have regular communication with the committee, as well as other people who will be affected by the policy.



## 4. Communicating with others about what's going on

How you communicate with your employees about the policy will depend on the nature and size of your organisation. Smaller organisations may prefer to use more informal means of communication, as managers often have a closer relationship and more frequent contact with employees.

Initially, you will need to identify those who have an interest in, or will be affected by, the implementation of the smoke-free worksite policy.

Effective communication with employees is crucial to gaining support and ensuring the success of the policy over time.

You will need to clarify what you want employees and others who have an interest in the policy to know about. You will also need to decide how you are going to inform them.

From the early stages of policy development, ensure that employees understand the intent of the policy. It is not about trying to coerce smokers into giving up smoking; rather, it is about encouraging healthy lifestyle choices among staff, promoting a healthy organisational image and protecting non-smokers from the harmful effects of smoking. Recognise the rights of smokers to continue smoking if they wish—but not on the premises of the organisation.

Employees need to be:

- involved in the decision-making process; this will encourage employees to take ownership of the process, which will help reduce resistance and promote greater acceptance of the policy
- consulted about the policy; this involves seeking the input and feedback of people affected by the policy at all stages of implementation.

Ensuring that there is consultation between managers and health and safety representatives may assist in gaining employee support and commitment.

Identify existing distribution and communication processes (e.g. staff meetings or staff newsletters) and decide which of these could be used to communicate with employees about the policy.

Using multiple forms of communication is likely to be most effective in getting your messages across to people affected by the policy. You may wish to consider using some or all of the following communication methods:

- agenda items and discussion in staff meetings
- staff information sessions
- emails to employees, contractors and customers
- letters to employees and contractors
- postings on the organisation's intranet and internet sites
- articles in staff newsletters
- agenda items for occupational health and safety meetings
- notices on message boards
- flyers attached to payslips
- posters
- 'on hold' phone messages
- letters and pamphlets included in any customer mail outs, invoices and statements
- movement-triggered voice recordings on entry to the worksite, reminding visitors of the policy.

Consult and communicate regularly throughout the development and implementation of the policy, as well as during the policy evaluation and review process. When the draft smoke-free worksite policy is developed, circulate it to staff with a request for comment and feedback before you finalise the document.

Encourage employees to provide feedback or discuss their concerns about the policy by offering them the opportunity for individual meetings with management and/or the person responsible for policy implementation.

For more information, posters, signs, stickers and useful advice, visit [www.smokefree.nt.gov.au](http://www.smokefree.nt.gov.au)

## 5. Drafting the policy

For a template to help you create your smoke-free worksite policy, click [here](#).

## 6. Providing education and training about the policy

Prior to the implementation of your policy, hold training sessions for your employees to inform them about:

- your smoke-free worksite policy, including the implementation date, its purpose and contents and details of any smoking cessation support that will be provided
- the health effects of exposure to tobacco smoke and environmental tobacco smoke
- worksite boundaries
- compliance procedures and the location of designated smoking areas, if appropriate
- the responsibility of employees to politely approach visitors who smoke on site, informing them of the smoke-free status of the site and requesting that they stop smoking. It would be advisable for employees to avoid escalating the confrontation if the visitor refuses or does not comply; in this instance, employees could be advised to notify their manager about the situation.

A sample script may go something like:

'Excuse me, sir/madam, you may not be aware that this is a smoke-free area – would you mind extinguishing your cigarette please? You are welcome to smoke outside the boundaries of the premises which are ..., or in the designated smoking area [if appropriate] located at ...'

In a smaller organisation, education and training about the policy may be conducted in staff meetings or informally with a small group of employees.

Larger organisations may consider using experienced internal or external trainers to more effectively engage employees.

## 7. Modifying documents and processes as appropriate

To reinforce the policy message and bring other documents and processes in line with the new policy, you may need to:

- include the smoke-free worksite policy details in all job advertisements
- update human resources policies to clarify requirements regarding paid and unpaid work breaks
- include smoke-free worksite requirements in job descriptions
- inform all job applicants about the policy requirements at job interviews
- update any employee code of conduct booklets
- include a statement about the policy in the company letterhead and/or logo
- add the policy details to 'on-hold' telephone messages.

## 8. Preparing the worksite for implementation

Before the smoke-free worksite policy is implemented, consider:

- displaying a countdown calendar to indicate how many days to go before the policy is implemented
- planning a high-profile event or promotional activity to celebrate the implementation of the policy; invite employees, managers, relevant stakeholders, and perhaps political or 'celebrity' figures and include keynote speakers to talk on such subjects as smoking prevalence, health effects of smoking or costs of smoking
- displaying promotional material announcing the implementation of the policy
- erecting appropriate 'no smoking' signage (see signage templates in point 4 above)
- erecting posters identifying your smoke-free status, employee support opportunities, etc.
- removing any smoking paraphernalia (e.g. ashtrays, butt bins)
- clearly identifying the boundaries of designated smoking areas, if appropriate.



## HEALTH EFFECTS OF SMOKING

In 2014-15, the Northern Territory had the highest rate of daily smokers (20.9%), significantly higher than the national rate of 14.5%.<sup>3</sup>

The best thing smokers can do for their health is to quit smoking.

### Health effects for smokers

The health effects of cigarette smoke have been well researched for several decades. Smokers have more health issues and a lower life expectancy than the general population. Smoking causes a range of serious health problems, including cancer, heart disease, stroke, asthma, emphysema, vascular disease and damage to most body organs.

Smokers' health problems can impact on their work performance and affect productivity through more frequent sickness-related absences and multiple 'smoke breaks' while at work.<sup>4</sup>

Despite common thinking that smoking is a stress reliever, research has found that it actually increases psychological distress while providing no medicinal benefits.<sup>5</sup>

Tobacco smoking costs Australia over \$30 billion a year in health, business and social costs. The costs to business alone are over \$5.7 billion.<sup>1</sup> Smoking is the single greatest cause of preventable death in the developed world.<sup>2</sup>





## Health effects for non-smokers

Non-smokers can be affected by inhaling environmental tobacco smoke released from a burning cigarette or smoke that is exhaled by a smoker.

Environmental tobacco smoke is the mixture of chemicals and toxins released whenever someone smokes a cigarette. Many of the 4000+ chemicals in tobacco smoke are poisonous, and at least 69 are known cancer-causing agents.<sup>6</sup> 'Passive smoking' occurs when non-smokers inhale environmental tobacco smoke causing non-smokers to breathe the same dangerous substances as smokers.

Some of the immediate effects of passive smoking are eye irritation, headache, cough and sore throat.<sup>7,8,9</sup> Passive smoking can also lead to more serious health issues, similar to those of smokers, including lung cancer, heart disease and respiratory problems.<sup>7,8,9</sup> There are health risks from being exposed to environmental tobacco smoke in both indoor and outdoor areas.

A report by the US Surgeon General has concluded that there is no safe level of exposure to environmental tobacco smoke.<sup>7</sup>



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# SMOKING CESSATION SUPPORT

**Depending on what best suits your worksite**, you could consider one, all, or a combination of the strategies described in this fact sheet.

**Some of the strategies involve a time commitment**, for example, attending Quit courses and groups, individual counselling, and medical appointments for smoking cessation consultations. You could consider offering staff paid leave to attend these sessions.

## Strategies for providing smoking cessation support

### 1. Provide information and self-help materials

A variety of organisations offer services and information about the health benefits of being smoke-free, cessation services, quitting methods, understanding triggers, how to set a quit date, controlling stress and weight gain, and preventing relapse.

For a list of organisations that can assist, read the below fact sheet.



### Where to go for more information - Smoking

You can provide this information to your employees by:

- posting flyers or posters on message boards and in common areas
- distributing materials such as pamphlets, brochures and fact sheets
- including articles on the benefits of quitting and including quitting tips in staff newsletters and staff email alerts
- ordering and distributing Quit Packs to employees who want to quit smoking
- referring employees to local smoking cessation support services, telephone counselling and support groups
- promoting online smoking cessation support services.

If any of your employees are interested in quitting smoking, there are a number of ways your organisation can support them.





## 2. Telephone counselling

Telephone counselling provides individual counselling on smoking behaviour, addiction and methods of cessation and relapse prevention. The Quitline (13 7848 or 13 QUIT) is a confidential telephone information and advice service, providing access to qualified counsellors. Callers can opt for the call back service and receive follow-up phone calls as required. This approach has been shown to significantly reduce relapse among quitters.

## 3. Quit Coach

The Quit Coach is an online program designed to prepare smokers for quitting, as well as provide assistance throughout the quitting process. Quit Coach helps smokers to understand their addiction, to know what to expect when quitting and to develop strategies to help resist cravings. Quit Coach can be accessed at [www.quitcoach.org.au](http://www.quitcoach.org.au)

## 4. Nicotine Replacement Therapy

Nicotine Replacement Therapy (NRT) is a safe and effective way to quit smoking. Research indicates that NRT increases the rate of long-term quitting by 50% to 70% in smokers who have high levels of nicotine dependency and who are motivated to quit.<sup>1</sup> NRT products alleviate withdrawal symptoms as they deliver an alternative supply of nicotine without the harmful chemicals found in cigarette smoke. While NRT products are available over the counter, NRT may not be suitable for everyone and it is recommended that those concerned about its use consult their doctor or other health professional.

Some nicotine patches are now available through the Pharmaceutical Benefits Scheme for up to 12 weeks a year. They are available through the scheme for the standard prescription cost for smokers who have entered into a comprehensive smoking cessation support program. Your employees would need to see their doctor to discuss this option further and obtain a prescription.

## 5. Non-nicotine medication

Prescription-only, non-nicotine medication has been shown to assist smoking cessation. These medications are not suitable for everyone, so your employees should discuss their individual situation with a doctor or other health professional. It is recommended that these medications are taken in combination with counselling support from a health professional or service.

In Australia, two prescription-only, non-nicotine medications are registered:

- Bupropion (Zyban) is an oral tablet which reduces the urge to smoke and reduces symptoms from nicotine withdrawal.
- Varenicline (Champix) is an oral tablet that works by reducing craving and withdrawal symptoms. It also partially inhibits the satisfying or enjoyable effects of smoking. Champix is the preferred option for use in Northern Territory remote communities.

## 6. Subsidise smoking cessation costs

Consider subsidising the cost of smoking cessation products for your employees, including over-the-counter NRT, prescription NRT, other prescription medications and psychological interventions. This may assist employees to manage their withdrawal symptoms while at work. Managing these symptoms will not only ease the discomfort of your employees during work hours, it could also help them quit smoking.

A subsidised scheme might involve an employee purchasing a suitable NRT, then presenting their receipt for reimbursement of part or all of the cost of the product. Alternatively, a payment arrangement could be made with a local pharmacy for employees to purchase subsidised NRT products.

For more information on subsidising smoking cessation, read the below fact sheet.



FACT SHEET

### Subsidising smoking cessation products

## 7. Provide access to your Employee Assistance Program (EAP)

If you have an Employee Assistance Program (EAP), the counsellors may be in a position to provide smoking cessation counselling and support. If the service is currently not able to offer this support, you could consider arranging appropriate training for EAP staff. Alternatively, you could arrange alternative support through one or more of the counsellors/psychologists across the Northern Territory who specialise in addictions counselling.

## 8. Involving local GPs and pharmacists

Inform your local GP of your intention to make your worksite smoke-free – they may be able to provide additional resources and support. Your local pharmacist may be prepared to offer on-site appointments for your employees to discuss their smoking cessation support options.

## 9. Celebrate World No Tobacco Day

World No Tobacco Day is held on 31 May each year. Your organisation could celebrate the day by holding an event or activity, such as:

- setting up a display or stall providing self-help materials and quitting resources
- displaying posters and distributing flyers promoting World No Tobacco Day
- promoting World No Tobacco Day via existing communication channels, such as staff newsletters and email alerts
- holding a lunch-time quit seminar
- launching your new smoke-free worksite policy or reminding staff of the existing policy
- organising an activity such as a healthy breakfast, lunch or picnic
- partnering with other local organisations that are holding World No Tobacco Day activities.



## 10. Identify a 'champion' to support smoking cessation

There may be an employee within your organisation who is interested in leading and supporting the smoking cessation initiative. This person would be available to employees to provide information, motivation and support to those who are interested in quitting. Ideally, this person would be a smoker (wanting to stop smoking) or an ex-smoker who is enthusiastic about smoking cessation, sincere, generally well-liked, and willing to embrace new ideas and learn about smoking cessation best practice.

Consider providing this person with training in smoking cessation support so they can pass on information, support and expertise to other employees.

Tell employees about this person, how to contact him/her, and what type of support the champion can offer them.

## References

1. Stead LF, Perera R, Bullen, C, Mant, D and Lancaster, T 2008, 'Nicotine replacement therapy for smoking cessation', *Cochrane Database of Systematic Reviews*, (1): DOI: 10.1002/14651858.CD000146.pub3

# SMOKING-RELATED LEGISLATIVE REQUIREMENTS

There is increasing awareness of the detrimental health effects of environmental tobacco smoke (also known as ETS or 'second-hand smoke') to non-smokers.

As a result, jurisdictions from around Australia and other countries have progressively introduced legislation to protect people from exposure to ETS and its related health problems.

In the Northern Territory, the Tobacco Control Regulations require enclosed public places to be smoke free. An enclosed public place is defined as a place, or a part of a place, that is used or is intended to be used by members of the public and has a ceiling or roof and (except for doorways and passageways) is completely or substantially enclosed by walls, windows, blinds, curtains or other objects, materials or things. For more information about exactly which areas are legislated to be smoke free, visit the Smoking laws and businesses page on [www.nt.gov.au](http://www.nt.gov.au). When an employer designates a site to be smoke-free under the Act, persons who smoke at that site are in breach of the legislation and may be fined and prosecuted.





## Work Health and Safety Act 2014 (National Uniform Legislation)

One of the main objectives of the *Work Health and Safety Act (NATIONAL UNIFORM LEGISLATION) 2014* is 'protecting workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks'. Exposure to ETS is an identified risk to the health of employees. Studies have shown that there is no safe level of exposure to ETS.<sup>1</sup> In order to comply with the Act, your organisation needs to ensure that employees are not exposed to *any* passive smoking.

In 2000, a Melbourne café was ordered by the Melbourne Magistrate's Court to pay \$7000 compensation to a diner who suffered a debilitating asthma attack after being exposed to tobacco smoke at the restaurant. The court found that the restaurant neglected to enforce their smoke-free rule in the designated smoke-free area and they did not provide adequate divisions between smoking and smoke-free areas of the restaurant.

A psychologist in a community health centre sued the NSW Department of Health after she suffered emphysema and an exacerbation of an asthma condition through exposure to ETS in the workplace. She was awarded \$85 000 by a District Court jury.



## References

1. US Department of Health and Human Services 2006, *The health consequences of involuntary exposure to tobacco smoke: a report of the Surgeon General*, US Department of Health and Human Services, Centres for Disease Control and Prevention, Coordinating Centre for Health Promotion, National Centre for Chronic Disease Prevention and Health Promotion and Office on Smoking and Health, Atlanta.



## SUBSIDISING SMOKING CESSATION PRODUCTS

It also reduces withdrawal symptoms and the potential stress for employees who use these products during working hours. This offers both health benefits to employees and productivity benefits to the organisation. When introduced as part of a smoke-free worksite policy, subsidy of these products by the organisation displays an appreciation of the difficulties associated with nicotine withdrawal, and creates goodwill and a sense of cooperation between the organisation and employees who smoke.

There are two forms of smoking cessation products – nicotine replacement therapy and non-nicotine replacement therapy.

### 1. Nicotine Replacement Therapy (NRT)

#### a. Nicotine patches

Nicotine patches are available in a variety of strengths, by prescription from a GP or over the counter at a pharmacy. Patches release nicotine slowly throughout the day, either over 16- or 24-hours, and are attached once a day. Depending on how a smoker goes with their cravings, there is the option of using 2 or more patches a day if cravings are still present. Combination therapy with alternative NRT is also recommended.

Obtaining patches by prescription reduces the cost. This requires a consultation with a doctor and entrance into a comprehensive support and counselling program (e.g. through Quitline NT).

#### b. Intermittent NRT

These products include gum, lozenges, tablets and inhalers. Their effects last a relatively short period of time, and they need to be taken regularly throughout the day. Intermittent NRT products are available over the counter in pharmacies and provide a faster relief for cravings..

## Why subsidise or support the use of smoking cessation products?

The use of smoking cessation products by smokers significantly increases the likelihood of their giving up smoking.





NRT is safe and effective, and potentially doubles the chance of a quit attempt being successful. It is recommended for all people who are nicotine dependent.

NRT is not recommended for use by people with sensitivity to NRT products and should not be used by people who are not tobacco users. There may be individual considerations in using NRT and people should consult with their doctor or pharmacist prior to using NRT, particularly if they have existing medical conditions or are taking other medications on a regular basis.

The following contraindications are associated with NRT<sup>1</sup>:

- Children under 12 years of age, (if a smoker is less than 16 years old, parental consent is recommended)
- People with known hypersensitivity to nicotine or any other component of the NRT product.
- people weighing less than 45 kg can use NRT but may require a lower dose.

**Women who are pregnant should discuss the option of NRT with a doctor prior to commencing NRT.**

Your workplace should ensure that employees have consulted a doctor, pharmacist or other appropriate health professional before agreeing to subsidise the use of NRT.

If any side effects are experienced whilst taking NRT, it is recommended people stop use and consult a pharmacist or doctor. The pharmacist and pharmacy staff are also able to guide people as to which products to use, how much to use and how to use them correctly.

## 2. Non-NRT medication (Champix)

Varenicline (Champix) tablets work in the brain by reducing cravings and withdrawal symptoms after quitting, as well as reducing the enjoyment of a cigarette if you are tempted to smoke. It is important to take the full 12 week course to get the best results<sup>1</sup>. See your doctor for a consultation and to receive a script.

## Smoking cessation product costs

It is difficult to accurately estimate how much NRT will cost as this depends on the degree of dependence of each smoker, and whether they wish to cease smoking, or just use NRT to help with withdrawal symptoms during working hours.

All individuals are different and what is moderate use for one may be heavy use for another and so more NRT may be required. Highly dependent smokers can use a combination of patches with intermittent NRT.

## Subsidising smoking cessation products

A number of decisions need to be made about the way your organisation will approach the subsidy of smoking cessation products.

- What subsidy will be provided?
  - Will the organisation subsidise all or part of the cost? If only part of the cost, your organisation may subsidise a proportion of the overall cost for each employee, or offer a maximum subsidy for each employee.
- How will the subsidy be provided?
  - Option 1: An account may be established with a local pharmacy where employees can obtain NRT or medication. Your organisation would then pay the pharmacy account as arranged. You may be able to negotiate a discount with a local pharmacy. The pharmacy would need to itemise purchases for each employee in order to monitor individual employee costs. This option would increase the likelihood of employees receiving advice from a pharmacist before and during product use.
  - Option 2: Employees purchase products from their preferred pharmacy and submit receipts to your organisation on a regular basis for reimbursement. While this option provides greater flexibility for employees, it would require greater administrative resources and does not encourage employees to seek regular and appropriate advice about product use.
- For how long will smoking cessation products be subsidised?
  - It is generally accepted that products should be used to assist with smoking cessation for a minimum of eight to twelve weeks.

## Informing employees about smoking cessation product subsidies

You can let your employees know about the organisation's intention to provide support using a variety of channels including email, noticeboards, attachments to payslips, items in staff meeting agendas and newsletter articles.

You could provide the following useful information to employees:

- who in the organisation to contact to obtain smoking cessation product support
- what level of subsidy will be provided
- how long the subsidy will be available
- what employees need to do to qualify for the subsidy
- how employees can obtain reimbursement for their product purchases.

## References

1. National Heart Foundation of Australia 2015, Nicotine Replacement Therapy Manual: The Tobacco Story.

# WHERE TO GO FOR MORE INFORMATION – SMOKING

The following organisations provide a range of resources, services and support for smoking cessation.

<p>* , ^"pL~5L^s, ^¥Z, cL~} L~"</p> <p>Alcohol &amp; Other Drugs Program, Department of Health</p> <p>Quitline: 13 QUIT (137 848) Tobacco Hotline: 1800 888 564 <a href="http://www.nt.gov.au/wellbeing/healthy-living/smoking">www.nt.gov.au/wellbeing/healthy-living/smoking</a></p>	<ul style="list-style-type: none"> <li>■ The Northern Territory Government smoking webpage provides information on smoking cessation including:               <ul style="list-style-type: none"> <li>■ What happens when you quit</li> <li>■ Planning to quit</li> <li>■ Getting help with quitting</li> <li>■ Where you can and can't smoke in the NT</li> <li>■ Bones and muscles</li> <li>■ Poisons in cigarettes</li> <li>■ Effects on the body of smoking</li> <li>■ Respiratory system</li> <li>■ Circulatory system</li> <li>■ Immune system</li> <li>■ Men</li> <li>■ Women</li> <li>■ Electronic cigarettes</li> </ul> </li> <li>■ In addition, Quitline NT offers the Quitline service – a free telephone counselling service that provides information, advice and support on quitting smoking and remaining smoke-free in the long term.</li> </ul>
<p><b>Your local health professional</b></p>	<ul style="list-style-type: none"> <li>■ General practitioners, local pharmacists and local healthcare services can provide information and support on quitting smoking, as well as counselling and medications to aid quitting.</li> </ul>
<p><b>Private counselling services</b></p>	<ul style="list-style-type: none"> <li>■ Some psychologists specialise in providing counselling on addiction issues, including addiction to cigarettes. Interested employees can self-refer or see their general practitioner for a referral to a local psychologist.</li> </ul>
<p><b>QuitCoach</b> <a href="http://www.quitcoach.org.au">www.quitcoach.org.au</a></p>	<ul style="list-style-type: none"> <li>■ QuitCoach is a free interactive computer program which will ask questions and provide ideas and suggestions to help people quit smoking and stay smoke-free.</li> </ul>
<p><b>Australian Government National Tobacco Campaign</b> <a href="http://www.quitnow.gov.au">www.quitnow.gov.au</a></p>	<ul style="list-style-type: none"> <li>■ The National Tobacco Campaign website includes information about quitting and links to further resources. Resources can be downloaded directly from the website or through a request form for hard copy resources such as posters and brochures. Resources include information on:               <ul style="list-style-type: none"> <li>■ ways to quit</li> <li>■ reasons to quit</li> <li>■ help and support.</li> </ul> </li> </ul>
<p><b>Cancer Council NT</b> <a href="https://nt.cancer.org.au/">https://nt.cancer.org.au/</a> (08) 8944 1800</p>	<ul style="list-style-type: none"> <li>■ Cancer Council NT can offer Workplace Education Sessions around Alcohol and Smoking which include information about general cancer prevention and health promotion.</li> </ul>



<p><b>Heart Foundation</b>  <a href="https://www.heartfoundation.org.au/">https://www.heartfoundation.org.au/</a></p>	<p>■ The smoking webpage provides information and resources on the health effects of smoking for both smokers and non-smokers.</p>



### Key questions to ask

- Why should I address alcohol and other drugs in my workplace?
- What can I do to address alcohol and other drugs in my workplace?
- How do I know if our program has been a success?
- Where can I go for more information?

## 06F ALCOHOL AND OTHER DRUGS

In this section, we look at a range of issues around alcohol and drug use in the workplace.



# WHY SHOULD I ADDRESS ALCOHOL AND OTHER DRUGS IN MY WORKPLACE?

**The consumption of alcohol and other drugs** both during and outside of work hours can have a damaging impact on employee health, productivity and workplace safety.

**Nationally, nearly 9% of employees drink alcohol while at work**, while almost 1% of employees use drugs while at work.<sup>1</sup> This is more common in particular industries, including hospitality, construction and financial services. Tradespeople and unskilled workers have been identified at being of greater risk of consuming alcohol and drugs while at work.<sup>1</sup>

Research also shows that specific industry groups have a larger proportion of employees who generally drink alcohol at levels associated with harm. These include hospitality, defence services, police, prison, nursing, agriculture and mining, with tradespeople and unskilled workers again identified to be at greater risk.<sup>2</sup>

**A large proportion of the Australian workforce** also engages in work-related drinking, for example, socialising and drinking after work.<sup>2</sup> In some organisations and industries this is a well-established routine and may not necessarily be a problem if safer levels of drinking are established as the social norm. Friday night drinks, for example, can be an excellent networking or team-building opportunity or a great chance to unwind.

**While there is no safe level of alcohol consumption**, the National Health and Medical Research Council has issued guidelines<sup>3</sup> for alcohol consumption that may reduce the risk of alcohol-related harm (see *What are 'safer' levels of alcohol consumption?*).

**Excessive consumption of alcohol or other drugs** is linked to a wide variety of health and social problems, including accidents, injuries and violence in the short-term and liver disease, brain damage and social isolation in the long-term.<sup>4</sup>



**Is your workplace in one of the recognised high-risk industries?**

**Besides alcohol, there are many other drugs** that may impact on safety and performance if taken while at work, or if their effects are still current while an employee is at work. These include:

- illicit drugs (such as cannabis, amphetamines, cocaine, heroin and other morphine derivatives)
- prescription drugs (such as tranquilisers or pain medication)
- over-the-counter medications (such as anti-histamines or cold and flu remedies)

or

## What are 'safer' levels of alcohol consumption?

The National Health and Medical Research Council guidelines<sup>3</sup> state:

- to reduce the risk of alcohol-related harm over a lifetime, drink **no more than two standard drinks on any day**
- to reduce the risk of injury on a single occasion of drinking, drink **no more than four standard drinks on a single occasion**
- that for young people aged under 18 years, drinking alcohol is not advised. The initiation of drinking should be delayed for as long as possible for this age group.

These guidelines apply to both men and women.

The guidelines also state that for women who are pregnant, planning pregnancy or breastfeeding, not drinking alcohol is the safest option. Fetal exposure to alcohol can result in a spectrum of conditions known as Fetal Alcohol Spectrum Disorders (FASD). For more information, visit [www.adf.org.au/insights/alcohol-and-pregnancy/](http://www.adf.org.au/insights/alcohol-and-pregnancy/)

# WHY SHOULD I ADDRESS ALCOHOL AND OTHER DRUGS IN MY WORKPLACE?

Combining alcohol and other drugs can also lead to increased risks or unpredictable behaviour.<sup>5</sup> For example, alcohol can magnify the effect of sleeping pills, tranquilisers, cold remedies and cannabis.

**Possession and use of illicit drugs is illegal** and may lead to heavy penalties including prison sentences. The use of these drugs in the workplace is not acceptable.

**Prescription drugs and over-the-counter medications are not usually a concern for employers**, and most employees would not need to notify their supervisor if taking these drugs. However, side effects from some of these drugs can result in symptoms such as drowsiness, which may be of concern when people are operating heavy machinery, driving or working at heights. It may also be of concern if employees are using medication prescribed for someone else. Employers and employees should promote open communication so that potential impacts of medication on workplace safety can be identified early, and so employees can be encouraged to consult with their doctor regarding alternate medications if appropriate.



**Is there a culture or history of alcohol and drug use in your workplace?**

For more information on the effect of alcohol and drug used in the workplace, read the below fact sheet.



FACT SHEET

**The effect of alcohol and drug use in the workplace**

## NEVER ASSUME.

There is no common stereotype of someone who is using alcohol or drugs inappropriately. Investigate a matter fully and cautiously before coming to any conclusions.

when identifying alcohol or drug use in the workplace, signs and symptoms people may display include may:

- impaired job performance, including higher than-usual rates of mistakes or inefficiencies
- increased absenteeism
- poor time-keeping skills
- changes in concentration and energy
- sudden mood changes
- increased tiredness at work<sup>6</sup>

Or you may smell or see them using alcohol or other drugs.

There may also be signs of decreased morale or cooperation between employees.

**From a company-wide perspective**, you need to be alert to signs of alcohol or other drugs being kept on the worksite. This may be in the form of employees displaying risky behaviours, or even employees having disciplinary or conduct problems. You also need to be aware of legal responsibilities and implications if your company knows that employees are using illicit drugs.

**It's important to recognise** that these signs can be related to other illnesses or even stress, and may have nothing to do with alcohol and drug use.

# WHAT CAN I DO TO ADDRESS ALCOHOL AND OTHER DRUGS IN MY WORKPLACE?

**There are many factors** that may cause someone to use alcohol or drugs at an inappropriate level. Using alcohol and drugs can make us feel better at coping, help us unwind or make us forget concerning issues. Workplace-specific factors that can contribute to an employee using alcohol or drugs may include:

- tight deadlines
- shift work
- job insecurity or uncertainty
- workplace changes
- lack of communication between colleagues.



**Are these factors present in your workplace?**

Personal factors can also contribute to the use of alcohol or drugs, including:

- stresses resulting from relationship difficulties
- family or personal illness
- financial pressures
- difficulty sleeping.

For more information on these issues, refer to the section on Social and emotional wellbeing.

**Employers can adopt a wide range of strategies** to deal with potential alcohol and drug issues. These may involve general preventative measures around reducing alcohol or drug consumption, or more specific strategies that encourage self-reflection and address identified issues. Early intervention for alcohol and other drug problems is always preferable.

The following table lists some example strategies that may help you address alcohol and drug issues in your workplace. Remember, it's a good idea to use a mix of activities that cover people, place and policy.



**This symbol indicates an easy or low-resource activity**



**This symbol indicates a more comprehensively resourced activity**

	Examples of activities targeting alcohol and drug issues	People	Place	Policy
👍	Identify and address factors in the workplace that may be contributing to the inappropriate use of alcohol and other drugs		✓	
👍	Display information on safe alcohol consumption guidelines		✓	
👍	Display information on the effects of illicit and prescription drugs		✓	
👍	If work functions provide alcohol, also provide food and non-alcoholic drinks		✓	
👍	Offer a safe travel alternative after functions where alcohol has been consumed (for example, 'Cabcharge' vouchers)	✓		
👍	Include information on safer levels of alcohol consumption in other health and wellbeing messages		✓	
👍	Refer employees to the Northern Territory Alcohol and Drug Information Service for information, advice, counselling and referral to treatment services (Ph: 1800 131 350)	✓		
👍	Develop a workplace alcohol and drug policy			✓
👍+	Provide in-house information sessions on low-risk drinking behaviour	✓		
👍+	Provide in-house information sessions on the effects of illicit and prescription drugs	✓		
👍+	Encourage employees to self-refer to the Employee Assistance Provider (EAP), where available, or to a recognised AOD clinician.	✓		
👍+	Refer employees to specific alcohol and drug treatment programs	✓		
👍+	Provide assistance to employee family members with alcohol and other drug issues	✓		
👍	Promote healthy activities	✓		

# WHAT CAN I DO TO ADDRESS ALCOHOL AND OTHER DRUGS IN MY WORKPLACE?

**One of your strategies might be to develop and implement** an alcohol and drug policy. This is a formal written document, developed in consultation with employees, that outlines what a workplace expects of its employees with regard to alcohol and drug use. It also outlines what employees can expect of their employers with regard to alcohol and drug issues if they arise in the workplace.

For more information on creating an alcohol and drug policy for the workplace, see the below template



Alcohol and drug policy

## What are the issues around confidentiality and helping employees?

**It is important that you and your employees** are aware of confidentiality issues surrounding the identification of alcohol and drug problems. Employers have a duty of care to protect the privacy of individuals and employees both in this circumstance, and if confidentiality or trust is breached, employees may be reluctant to engage in seeking help in the future.

**Sometimes it may seem obvious** that one of your employees has an alcohol or drug problem, while another employee may go to great pains to hide the issue. Either way, alcohol or drug problems need to be treated with sensitivity and care. Put aside all judgements and preconceived opinions and deal with the facts. Recognise that there may be many factors that influence behaviour, and only some of these can be directly managed within the workplace.

**If you are unsure of how to handle the issue**, ask for help from your Human Resources department, or check the *Where to go for more information – Alcohol and other drugs fact sheet*.

## What about alcohol and drug testing?

**There is growing interest** in alcohol and drug testing as a strategy for managing workplace alcohol and drug issues. There is a range of testing programs, including pre-employment screening, random testing, and testing following an accident or near miss. Ideally, the primary aim of a testing program is to identify employees that pose a safety risk to themselves or others as a result of alcohol or drug use.

The workplace is an ideal environment in which to run effective alcohol and drug support programs. Workers have a better chance to recover from alcohol and drug problems while they are still working, and the peer support network within a workplace can help shape individual behaviour.<sup>7</sup>

**Alcohol and drug testing may have limited application** in some worksites. For example, many testing programs are restricted in their ability to test for impairment. A positive drug test may only indicate that the individual has been exposed to a specific drug at some time in the past, not that the individual is currently under the effects of that drug. Conversely, a negative alcohol test does not detect the effects of a hangover, which may be just as likely to impair workplace safety or productivity.

Testing can also be expensive and may impact adversely on employee morale when used as a random method on non-drug using employees. Employees may see testing as a breach of trust and privacy. Alcohol and other drug testing must always be voluntary in the workplace.

In general, the effectiveness of workplace testing in deterring alcohol and drug use and improving workplace safety is controversial.<sup>8</sup>

# HOW DO I KNOW IF OUR PROGRAM HAS BEEN A SUCCESS?

The best way to find out if your program has been a success is to look at the impact of any changes you have made to your worksite. It's a good idea to work out how you are going to do this early on, so you can ask the right questions and collect the right information.

It is essential to collect some information before you start your program, for example:

- What percentage of employees currently consume alcohol at levels that may be exposing them to alcohol-related harm and what percentage are within the 'safer' levels outlined in the National Guidelines?
- What percentage of employees regularly choose to have alcohol-free periods?
- What percentage of employees use illicit drugs?
- What percentage of employees use legal drugs illicitly?

This data will only be useful if it matches your program and its objectives. For example, if the majority of your employees report drinking at high levels on sporadic single occasions, it may be more useful to concentrate on this as a health issue.

The baseline data you collect will be essential when you come to evaluate your program, as you can ask the same questions and see whether the figures are different. Then you will be able to identify whether you need to change your program to provide better support to your employees.

If some employees are not willing to disclose information on their drug and alcohol consumption, consider testing employees knowledge both prior to the program and again afterwards. There are a number of other questions you can ask, including:

- Is there understanding among your employees of the health consequences of alcohol consumption?
  - Are employees aware of the national guidelines for reducing alcohol-related harm?
  - What levels of alcohol consumption do your employees feel is safe?
  - What treatment options are available?
- Are your employees aware of the support offered as part of your program?
  - What is the level of employee participation in your program?

- Can you see that employees and visitors have accepted the requirements of your alcohol and drug policy (if applicable)?
  - Is there evidence of alcohol or other drug consumption on site (for example, empty packaging)?
  - What are employees saying about the policy and the expectation that they comply with its requirements?
  - Is there any resistance to the policy?
- What has been the effect of the program on employees?
  - Has the percentage of employees that consume alcohol at levels that may be exposing them to alcohol-related harm changed since implementation (needs baseline data)?
  - What do your employees think about the program (do they think it has been effective)?

How you collect this information will differ depending on your organisation's size and regional spread. There is a range of data collection methods that you could try, such as surveys, interviews and discussion groups. Be mindful that this information is very personal in nature, and getting accurate results may be difficult. You will need to ensure confidentiality, which may make an employee survey the most reasonable approach.

For more information on evaluating your program, read the below factsheet.



## A simple guide to evaluation

## Where to go for more information

There are several organisations that can assist employers and employees with information on alcohol and drug use in the workplace.

For a list of these organisations, read the below factsheet.



## Where to go for more information - Alcohol and other drugs

## References

1. Pidd, K, Roche, A & Buisman-Pijlman, F 2011, 'Intoxicated workers: findings from a national Australian survey', *Addiction*, vol. 106, pp. 1623-1633.
2. Pidd, K, Berry J, Harrison J, Roche A, Driscoll T & Newson R 2006, *Alcohol and work: patterns of use, workplace culture and safety*, Injury Research and Statistics Series Number 28, Australian Institute of Health and Welfare, Canberra.
3. National Health and Medical Research Council 2009, *Australian guidelines to reduce health risks from drinking alcohol*, Australian Government.
4. Department of Health and Human Services 2011, *Everybody's business: A discussion paper for the development of a Tasmanian alcohol, tobacco and other drugs promotions, prevention and early intervention strategic framework*, Tasmanian Government, Hobart.
5. National Centre for Education and Training on Addiction 2006, *Fact sheet 1: Alcohol and Work*, Adelaide, available from [www.nceta.flinders.edu.au/workplace/resources\\_and\\_publications/workplace-aod-fact-sheets](http://www.nceta.flinders.edu.au/workplace/resources_and_publications/workplace-aod-fact-sheets)
6. WorkSafe Tasmania 2010, *Drugs and alcohol – A guide for employers and workers*.
7. WorkCover Corporation of South Australia 2001, *Guidelines for Drugs, Alcohol and the Workplace*.
8. Pidd, K, Roche, A & White, M 2011, *Workplace Drug and Alcohol Testing*, National Centre for Education and Training on Addiction, Flinders University, Adelaide.



# A SIMPLE GUIDE TO EVALUATION

## What is evaluation?

Evaluation is 'the systematic gathering, analysis and reporting of data about a program to assist in decision making'.<sup>1</sup>

Evaluating your program will enable you to work out what was good about it, and what wasn't so good. In other words, evaluating your program is the best way to determine if it has worked and how well it has worked.

Knowing exactly where and how your program has worked (and where it hasn't) will help you make refinements and adjustments that better suit your needs and the needs of your employees. This will make your program as effective as it can possibly be.

Program evaluation may seem a daunting task if you have not attempted this process before.

## It doesn't have to be!

We evaluate every day. We commonly ask ourselves questions such as 'Was that how it was supposed to happen?', or 'What difference did that make?'

A formal evaluation process is just taking questions like these and forming them into a simple, cohesive plan. The earlier that you consider program evaluation, the easier it will be.

## Why should I evaluate my program?

You might decide to conduct a program evaluation for a number of reasons:

- to discover the effectiveness or impact of your program or initiative (i.e. Was it useful? Did it make a difference?)
- to be accountable to management or other stakeholders, such as funding bodies, clients or employees (i.e. Did we get value for money?)
- to determine ways you can improve your program (i.e. What could we have done better?)
- to compare one program or initiative to other programs or initiatives (i.e. What is more important? Which focus area is the best place to invest?).



## When should I start thinking about evaluation?

Evaluation should be considered at the beginning of the implementation process. A major aspect of evaluation is collecting the right data to help you answer the right questions. If you decide at the beginning what questions to ask, you will be better placed to collect the right data from the start, and to set up systems to collect data throughout implementation.



## The five key evaluation questions

There are five fundamental questions that underpin evaluation. These are:

1. **What?** (Did we do what we said we would do?)
2. **Why?** (What did we learn about what worked and what didn't work?)
3. **So what?** (What difference did it make?)
4. **Now what?** (What could we do differently?)
5. **Then what?** (How do we make it even better next time?)

Let's look at each of these in more detail.

## 1. What? (Did we do what we said we would do?)

To answer this question, you will need to describe your activities, and compare your goals and objectives with what actually happened. You'll need to look at the activities that were undertaken, and decide if those activities really contributed to meeting the goals and objectives you originally made. For example, you might have set a goal to reduce the sitting time of your desk-based employees by 10%. What did you do to achieve this? Did that happen as you expected? What were the major achievements? What were the major barriers? What resources were needed?

## 2. Why? (What did we learn about what worked and what didn't work?)

To answer this question, you will need to determine the reasons for your success (or otherwise!). What strategies worked well? What strategies didn't work so well? Were the people in the target group involved? Were they missed? This is a good time to examine some of the initiatives that didn't work so well, and determine what might be the underlying issues.

For example, by asking the 'What?' question above, you were able to determine that sitting time was reduced in the senior management group, but not in regular office-based employees. Now is the time to delve into that finding and work out why.

## 3. So what? (What difference did it make?)

Asking this question will help you determine the impact your initiative (or, in fact, your whole program) has had on the target group. What changed as a result? Was it attitude, knowledge, skills or behaviours? Were there any unexpected changes? Were there any factors outside the program that might have contributed to the changes?

For example, you now know that sitting time decreased for senior managers. As a result of this, they found they were more comfortable, had higher energy levels and, in some cases, had a decrease in muscle soreness in their lower back and neck. The initiative had also prompted a few managers to sit less while at home, which may also have contributed to their positive health outcomes.

## 4. Now what? (What could we do differently?)

Answering this question will help you determine the future of the program or the initiative. What additional knowledge do you need? What are better ways of targeting a particular group? Are there more cost-effective ways of reaching the right audience? Who else could have been involved?

For example, now you have determined that senior managers received real benefits from reducing their sitting time, you could use this finding to better promote this behaviour to the group that did not reduce their sitting time. This alternative strategy may help to engage this group and increase awareness of the benefits of reducing sitting time.

## 5. Then what? (How do we make it even better next time?)

This question takes step 4 a little further, by determining how the evaluation results will be used on an ongoing basis for future work and importantly, how and to who they will be distributed.

## How do I gather the necessary data?

There are many ways you can gather the necessary data for your evaluation. Below is a brief description of the main methods.

### Surveys

- Surveys are sets of questions that are asked of a particular group of people. They may be paper-based or online. The key to a survey is that it is asked in the same way to all survey participants. Surveys can be useful in a needs assessment (i.e. finding out what your employees want), but can also be useful to provide baseline data (for example, finding out what percentage of employees smoke, or what percentage of employees participate in regular physical activity). The survey can be repeated after a set time (say 12 months) and the results of the two surveys compared to see how they differ. Surveys take significant time and resources to develop, administer and analyse correctly, so are not suitable in all circumstances.

#### Tips for surveys

- Pilot your survey to a small group, checking for simplicity of language and ease of use. Be sure that your questions are not worded in ways that lead to biased or misleading responses.
- Be clear with what you want to know from a survey – is there a better way to get the information?
- Providing an incentive may increase survey response rates. Keep it simple – movie tickets or a grocery voucher are incentives that almost everyone can use.
- Limiting the number of questions to 10 or less will increase the response rate.

### Analysis of data

- In some circumstances, data will already exist that can 'tell a story', so this may be a very cost-effective method of collection. For example, participation or attendance lists will enable you to determine the number of people that attended an event.

#### Tips for analysing data

- Analysing existing data has the potential to be time-consuming and tedious. Consider if this is the best way to collect the data you really need.
- Take care not to make assumptions about patterns you find while analysing data. For example, if sales of healthier foods in the on-site canteen increased, how much is due to your healthy eating initiatives, and how much is due to external factors, such as other health promotion campaigns?

### Interviews

- If you want to know more in-depth information about a particular topic, you could interview some key employees. For example, you could interview an employee who participated in your active transport initiative and found that cycling to work was easier than he thought. In-depth interviews can give personal insight into a topic that can't be gained through analysis of numbers alone.

#### Tips for interviews

- Interviews are good to get insight, but care must be taken not to bias the answer by asking a leading question. For example, asking 'How did you find cycling to work?' will lead to a more honest response than asking the question 'Do you enjoy cycling to work?'
- Give the interviewee a copy of the questions before the interview takes place. This may lead to a more thoughtful and thorough discussion.
- Ensure the interviewee has the knowledge to answer the questions asked during the interview.
- Consider telephone interviews if face-to-face interviews are time- or cost-prohibitive.

### Focus groups

- Focus groups are structured discussions, led by a facilitator in a small group setting. Typically, the facilitator has a set of planned questions on selected topics and records the responses that members of the group express. New or unplanned topics may also be discussed if they are relevant. Focus groups are useful to gain an in-depth understanding of a topic.

#### Tips for focus groups

- The facilitator must remain neutral and non-judgemental.
- Focus groups can be useful to both reflect on work that has been completed and to brainstorm new ideas.
- Don't use focus groups as a method for making final decisions.

## Observation

You may choose to observe and record events or you may decide to take part in an event to really get a feel for how it is going. Take care not to generalise the results to a wider group. This method of collecting data is often carried out in addition to another less subjective method.

Surveys and data analysis are known as quantitative data collection. This means that there are numbers to crunch and data to process. Interviews, focus groups and observations are known as qualitative data collection, and relate to more personal or 'human' stories. It is often a good idea to use a mix of these types of data collection to drive home an idea or outcome.

For example, you might find that through an analysis of data, it was seen that sales in the café increased after the introduction of healthier options. Through a staff survey it was noticed that satisfaction levels with the food in the canteen also increased over this period. Your focus groups on healthy eating at work also noted that the food in the canteen was much improved, and that staff were more likely to purchase food there than they were before. Meanwhile, your in-depth interview revealed how a particular employee's attitudes had changed – 'I used to buy a pie from the canteen every day. I was a bit hesitant to try some of that new stuff, but one of the other guys I work with really raved about it so I thought I'd give it a go. I was surprised it was so good – I've tried a few of the others too and they are all really nice. I still get a pie every now and then but I reckon this other stuff has to be better for you.'

## What is an evaluation plan?

An evaluation plan is simply a plan summarising how you are going to do your evaluation. It should include:

- the purpose of the evaluation
- what data needs to be collected
- how you might collect this data
- how you are going to analyse the collected data
- how the evaluation will be used
- how the results of the evaluation will be distributed to the intended audience.

Remember, there is no point doing an evaluation if no one is going to use the results.

An evaluation plan can help you to:

- be clear about what you want to evaluate, when and how
- identify and approach people in advance who may be important for the collection of this data
- consult with people about the best way to collect the data
- determine what time and resources are needed for the evaluation
- ensure that the scale of the evaluation is appropriate to the scale of the program.

## A note on confidentiality

When collecting information, it is important to de-identify all data as much as possible. Names or any other identifying information must not be used in any report or output without the written consent of the individual. Consider any other ethical considerations, such as the likely impact on an individual involved in an in-depth interview, for example.

## Hints and tips for evaluation

- Start small – focus on one initiative and limit the number of evaluation questions. Build your skills as an evaluator over time.
- Use what you already know about the initiative.
- Don't forget existing sources of data.
- Be realistic about your time frame and resources.
- Include program 'failures' – there is often more to be learnt from what didn't work than from what did.
- Remember, there is no 'perfect' evaluation.

## Further reading

For more information on evaluation, the following websites may be of use.

<b>The Evaluation Toolbox</b> <a href="http://www.evaluationtoolbox.net.au">www.evaluationtoolbox.net.au</a>	Although this website has a focus on the evaluation of community sustainability projects, it may be useful as it aims to assist people who have limited experience in evaluation theory and practice.
<b>Flinders University School of Medicine</b>  <a href="http://www.flinders.edu.au/medicine/sites/pew/">www.flinders.edu.au/medicine/sites/pew/</a>	This 'Planning and Evaluation Wizard', developed by Flinders University, provides some planning and evaluation tools and examples.
<b>The Australasian Evaluation Society</b> <a href="http://www.aes.asn.au">www.aes.asn.au</a>	The professional organisation for individuals involved in evaluation. The website includes publications and other links of interest.
<a href="https://gsociology.icaap.org/methods/">https://gsociology.icaap.org/methods/</a>	This website has a collection of beginner's guides to evaluation covering a wide range of topics.

## References

1. Centre for Health Promotion 2007, *Evaluating health promotion programs*, University of Toronto, Ontario, Canada. Available at [www.thcu.ca/resource\\_db/pubs/107465116.pdf](http://www.thcu.ca/resource_db/pubs/107465116.pdf).

## Acknowledgements

Information in this fact sheet was adapted from Health Canada 1996, *Guide to project evaluation: A participator approach*, Population Health Directorate, Public Health Agency of Canada, Ottawa.

# THE EFFECT OF ALCOHOL AND DRUG USE IN THE WORKPLACE

It is well known that the use of alcohol and other drugs can have a harmful effect on the health, safety and wellbeing of individuals, either within or outside a work environment. In a workplace, this harmful effect potentially extends to the health and safety of colleagues, co-workers, customers and to the workplace in general.

The use of alcohol and other drugs, even in small amounts, can impair our performance, judgement, coordination, concentration and alertness.<sup>1,2</sup> Alcohol and other drugs can also have a negative impact on some of our social interactions.



On a worksite, the use of alcohol and other drugs may result in:

- mistakes, accidents and injuries
- damage to workplace equipment, causing subsequent injuries
- a deterioration in workplace relationships
- increased sickness-related absenteeism
- lateness and lost time
- a decrease in productivity
- a decrease in staff morale.<sup>1,2</sup>

The residual effects of alcohol consumption (a 'hangover') may also impair work performance, especially memory retrieval processes.<sup>1</sup>

Alcohol and other drug use can lead to long-term health problems for workers who may experience an increase in mental, physical and social problems and generally take longer to recover after an accident or illness. The use of alcohol and other drugs can also lead to increased risks or unpredictable behaviour when combined.<sup>3</sup> For example, alcohol can magnify the effect of sleeping pills, tranquilisers, cold remedies and cannabis.





## Case study <sup>1</sup>

At approximately 5.08 pm (EST) on 26 September 2002 a Piper Cherokee aircraft began its departure from Hamilton Island Aerodrome, Queensland. On board this short (15 km) charter flight to Lindeman Island were the pilot and five passengers. Witnesses reported that shortly after take-off, the aircraft's engine began misfiring before cutting out and starting again. Shortly after, the aircraft commenced a right turn and the engine was again heard to misfire. Part way through the turn the engine again cut out and the aircraft descended rapidly and hit the ground. A severe post-impact fire engulfed the aircraft fuselage, fatally injuring all six occupants.

A subsequent investigation into this accident found nothing to suggest that fuel contamination, the amount of fuel carried, structural failure, engine fault, or meteorological conditions were factors in the accident. However, a post-mortem toxicological

report of the pilot's blood revealed a blood alcohol concentration (BAC) of 0.081 g/100 ml, the presence of inactive cannabis metabolites, and analgesics consistent with a therapeutic dosage. The possibility that the pilot's BAC level was, in part, due to post-mortem alcohol production could not be discounted. The report into this accident concluded that there was insufficient evidence to definitively link the pilot's alcohol and/or cannabis consumption to the accident. However, evidence concerning the pilot's activities the previous evening and the use of a headache medication that could have been consistent with remedial action to treat a hangover, also led the report to conclude that 'the adverse effects on pilot performance of post-alcohol impairment, recent cannabis use and fatigue could not be discounted as contributory factors to the occurrence'.

## References

1. Pidd, K, Berry, J, Harrison, J, Roche, A, Driscoll, T & Newson, R 2006, *Alcohol and work: patterns of use, workplace culture and safety*, Injury Research and Statistics Series Number 28, Australian Institute of Health and Welfare, Canberra.
2. WorkCover Tasmania 2010, *Drugs and alcohol – A guide for employers and workers*, Hobart.
3. National Centre for Education and Training on Addiction 2006, *Fact sheet 1: Alcohol and Work*, Adelaide, available from [www.nceta.flinders.edu.au/workplace/resources\\_and\\_publications/workplace-aod-fact-sheets](http://www.nceta.flinders.edu.au/workplace/resources_and_publications/workplace-aod-fact-sheets)

## WHERE TO GO FOR MORE INFORMATION – ALCOHOL AND OTHER DRUGS

The following resources are available for employers needing more information on alcohol and drug use in the workplace.

<b>National Centre for Education and Training on Addiction (NCETA)</b> <a href="http://www.nceta.flinders.edu.au">www.nceta.flinders.edu.au</a>	<p>■ NCETA is an internationally recognised research centre based in Adelaide, South Australia. Their core business involves workplace-related research on alcohol and other drugs. Their website has an extensive list of resources and tools on this topic, including research papers and fact sheets.</p>
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The following resources are available for employees needing more information on alcohol and drug-related issues.

<b>Australian Government Guidelines</b> <a href="http://www.alcohol.gov.au/internet/alcohol/publishing.nsf/Content/guidelines">www.alcohol.gov.au/internet/alcohol/publishing.nsf/Content/guidelines</a>	<p>■ The Australian Government provides recommended guidelines around alcohol consumption for adults, young people and pregnant and breastfeeding women.</p>
<b>Northern Territory Alcohol and Drug Information Service (ADIS)</b> 1800 131 350	<p>■ The Northern Territory Alcohol and Drug Information Service offers information, advice, referral, intake, assessment and support 24 hours a day. They offer services for individuals, their family and friends, general practitioners, other health professionals and business and community groups.</p>
<b>Alcoholics Anonymous</b> <a href="http://www.aa.org.au">www.aa.org.au</a>  Darwin (08) 8948 5202 Alice Springs 0418 890 133 Katherine 0427 712 443	<p>■ Alcoholics Anonymous is a group of men and women who share their experience, with the aim of assisting each other to recover from alcoholism. Regular meetings are held throughout the Territory (and around the world).</p>
<b>The Northern Territory Department of Health – Alcohol and Other Drugs</b>  <a href="https://nt.gov.au/wellbeing/health-conditions-treatments/alcohol-drugs-and-your-body/">https://nt.gov.au/wellbeing/health-conditions-treatments/alcohol-drugs-and-your-body/</a>	<p>■ The material found on this site is intended for public use and reproduction. In an effort to assist the community in making informed decisions about, and managing alcohol and other drug issues, general information, plus clinical links to reputable sites are provided with the intent to inform and educate.</p>
<b>Cancer Council NT</b> <a href="https://nt.cancer.org.au/">https://nt.cancer.org.au/</a> (08) 8944 1800	<p>■ Cancer Council NT can offer Workplace Education Sessions around Alcohol and Smoking which include information about general cancer prevention and health promotion.</p>

# WHAT'S EVERYONE ELSE DOING?

- NT Health
- Other Departments

07

In this section of the Healthy Workplace Resource Toolkit, we look at how the NT Health, Healthy@Work program encouraged staff to develop and implement workplace health and wellbeing programs.

## WHAT'S EVERYONE ELSE DOING?

The Healthy@Work program is a workplace health promotion program targeting NT Health staff. The program aims to assist NT Health to improve the health of staff through the development and implementation of multi-strategy health promotion programs aimed at promoting health behaviours and creating supportive workplace environments. It is envisaged that this activity will contribute to a reduction in smoking, increased physical activity and increased fruit and vegetable consumption to address the rising prevalence of lifestyle related chronic diseases.

A key strategy of the Healthy@Work program is the development of the Healthy Lifestyle Sponsorship Fund (HLSF). This provided staff with an opportunity to access funding for programs, activities or facilities that support healthy lifestyles and encouraged staff to take ownership of such strategies within their own work area.

The following case studies are based on work units that applied and won a grant to establish their healthy lifestyle workplace program.



## Case Study: Lunch Box Club

The Biomedical Engineering Unit at Royal Darwin Hospital (RDH) applied for a grant to fund their 'Lunch Box Club'. The aim of this club was to encourage staff to eat healthily by providing subsidised fruit and vegetables for them to make into healthy lunches at work. The RDH kitchen delivered the supplies twice weekly and approximately 20 staff members regularly met to prepare and eat a healthy lunch together. As well as providing convenient access to healthy food, the Lunch Box Club's social atmosphere encouraged participants to share their ideas on food nutrition and recipes for healthy eating. Conversations amongst colleagues provided new insights into one another's respective cultures and participants enjoyed this time away from their desks sharing lunch together. The group plan to continue the program beyond the duration of their Healthy Lifestyle Sponsorship Fund grant.



## Case Study: Swimming Passes

The Central Australian Remote Health team applied for a grant to purchase some pool passes to provide staff with the opportunity to swim at lunchtime, free of charge. Despite not knowing how to swim laps, two Senior Community Child Health Nurses were keen to take advantage of the opportunity and decided to participate in the program together. Thanks to the support and encouragement of their team and fellow swimmers, they progressed from virtual non-swimmers to training 3-4 times per week. Encouraged by their new level of fitness and skills, they entered the Masters Games in Alice Springs. The opportunity to swim laps at lunchtime coupled with the encouragement they received from work colleagues, enabled them to experience the positive benefits of swimming as a form of exercise. They enjoy the benefits so much so that they continue to swim laps to this day as members of the Masters Swimming Club and are considering joining the gym as well.



## Case Study: Bikes

The team at Julanimawu Health Centre applied for a grant to purchase some bicycles with the goal to improve staff fitness. The bikes are available for staff as an alternative to driving when making client visits around community. They provide staff with opportunities to be physically active throughout the day and support role modelling of healthy lifestyle behaviours. Despite some initial set-backs including equipment being stolen and local dogs posing a threat when barking at their heels, staff welcomed the opportunity to ride instead of drive. Staff use of the bikes steadily increased and dependence on the clinic vehicles has decreased. To help identify them as NT Health bikes and discourage unapproved 'borrowing' of the bikes, they have been fitted with fluorescent flags. Not only do the staff consider the bikes a genuine asset, but locals also think it's great to see staff riding bikes to get around community as well.



## Case Study: Planking

The team at the Centre for Disease Control in Alice Springs 'plank' at work to increase their incidental activity. Planking is a core strength exercise that involves maintaining a position similar to a push-up for a short period of time. Staff plank at work twice a day whilst aiming to improve the length of time they can plank for. Some staff managed to build enough strength up to plank for three minutes straight. A competitive spirit amongst them grew, drawing enthusiasm and participation from staff of all ages and differing fitness levels. As the challenge went on, staff became more competitive and decided to hold a planking competition at the Centre for Disease Control conference. The Alice Springs team challenged the Darwin team to a 'plank off' and participants eagerly jumped on the floor to compete. Everybody had fun and the winner was a Darwin staff member who managed to plank for 20 minutes straight! Planking does not require any specialist skills or equipment nor does the activity require staff to change clothes or shower. Staff believe these are the major reasons for its popularity and sustainability in the workplace.



## Case Study: Standing Hot Desk

The Child Development Team located at Casuarina Plaza applied for funding to purchase a standing hot desk. The goal of the standing hot desk is to decrease sedentary time amongst staff by enabling them to take short breaks from sitting. They hope this will decrease musculoskeletal discomfort from sitting for long periods and increase staff levels of energy and concentration. After a three month trial period, staff reported a decrease in sedentary habits throughout the work day and attributed this to having access to the standing hot desk for short breaks away from their sitting workstation.

Furthermore, staff have reported increases in work productivity and efficiency, as well as improved circulation and posture. A staff evaluation of the pilot recommended that standing mats be used with the hot desks and staff recommend standing desks which have ample desk space for reading documents, the use of wireless mouse and keyboards and a flat top surface, rather than a tiered keyboard recess.

## Case Study: Sit/Stand Walking Meetings

'Sit/Stand Meetings and Walking Meetings' are a practical way to break up a long day of sitting. In addition they give team members the opportunity to get some fresh air and a break away from the office, warm up away from the air-conditioning and to get some physical activity. The strategy encourages staff to hold standing meetings, take short standing breaks during meetings, hold walking meetings and to stand when talking on the phone. NT Health's, Health Promotion Strategy Unit piloted sit/stand meetings and walking meetings for 6 months. Staff members reported feeling physically better noting a decrease in lower back discomfort and fatigue, improved levels of alertness, and ability to refocus attention on tasks. When participating in walking meetings, staff members felt that the informal setting, as well as the energy that the physical activity generated, resulted in more creative thinking and brainstorming with conversations flowing more freely than in an office environment. It was noted however that walking meetings are not always practical, for example when the use of a computer is required. The Health Promotion Strategy Unit continue to hold sit/stand meetings and walking meetings as it is deemed a successful strategy in reducing sedentary time and increasing incidental physical activity during the working day.





## NT HEALTH

### Case Study: Functional cardio exercise

Nurses working in primary health care all over the world promote eating nutritious food, being of a healthy weight, staying active and smoking cessation. However, it's not always easy to practise what you preach and it can be especially challenging for those working in remote areas of the Northern Territory. As a new remote nurse, and a fitness freak, Sung was confronted with some of these obstacles when trying to keep fit and healthy upon moving to the Wadeye Aboriginal Community. Not only was it stiflingly hot, but there was no gym, no groups to join, no safe running or walking tracks, limited access to outlying areas and no transport. Not to be defeated, Sung bought the *Insanity Workout Program* on DVD. *Insanity* is a total body workout that does not require the use of gym equipment. Rather it instructs you to use your own body weight for resistance. He started exercising in his lounge room initially and not long after moved into the conference room at work after convincing several others to join in.

Interest amongst visiting allied health staff, clinic staff, school teachers, police, shop, takeaway and workshop staff to also participate prompted the purchase of additional programs and equipment.

Now two years on, Sung credits the success of the activities to support from management, being consistent and varying the program regularly. Furthermore, it is a sustainable program whereby, if Sung is on leave or unavailable, the Clinic Manager or another nurse will run the classes in his absence. Exercises can be modified

for all ages and levels of fitness and include a mixture of cardiovascular exercises like boxing and resistance training such as, yoga and pilates.

The exercise sessions have proved a successful way to build staff morale and relationships across the wider community of service providers. Initially, some were a bit hesitant to start and spent months observing before having the confidence to join in. Within a short period, they were astonished with the improvements in their health and fitness and have now become the most avid supporters. They recruit others to participate and continue the exercises when away from the community so they don't lose the fitness to participate when they return. As well as the formal exercise sessions, Sung also uses the boxing bag and gloves for kickboxing sessions with the local boys and men.

If you are considering implementing an exercise program like this in your workplace, Sung recommends leading by example. Once people see the results you are achieving with your health and fitness they will start expressing an interest by asking questions. This Sung believes is the perfect opportunity to get them involved by providing lots of encouragement and options to modify exercises to suit their level of fitness.

Staff participating regularly in the program have reported eating healthier, loss of weight and some have even quit smoking.

# OTHER DEPARTMENTS

## Case Study: Phone apps

Some people who work on a rotating roster, do shift work, or are confined to unusual environments, find that these factors can add an extra complexity to maintaining a healthy lifestyle. Management at the Power and Water Corporation recognise the importance of promoting healthy lifestyle behaviours and as such a financial incentive is offered to staff in their Enterprise Bargaining Agreement to participate. To obtain the incentive, staff are required to participate in a minimum number of healthy lifestyle activities over a certain period of time. A range of activities are available to staff to participate in, including risk assessments, smoking cessation programs and supported physical activity programs.

In 2015 the Power and Water Corporation ran a 10 week challenge in conjunction with the NT Health. The program included a weekly email to participants providing health information and setting challenges which aimed to enable staff to take greater control over their own health and wellbeing. Approximately 40 Power and Water Corporation staff participated in the program with many staff reporting that they had made healthy lifestyle changes as a result of the program and had maintained them beyond the end of the challenge.

One of the most successful activities promoted during the challenge was a session that promoted the use of smart phone apps which provide guidance in making healthy lifestyle choices. Staff highly valued the on demand nature of information and support the apps could provide them, no matter their location or whether they were working night shifts or weekends. Apps which were particularly popular with participants included Step Up which counts the number of steps you take during the day and FoodSwitch which provides healthier food and drink options upon scanning the product code of any food or drink.

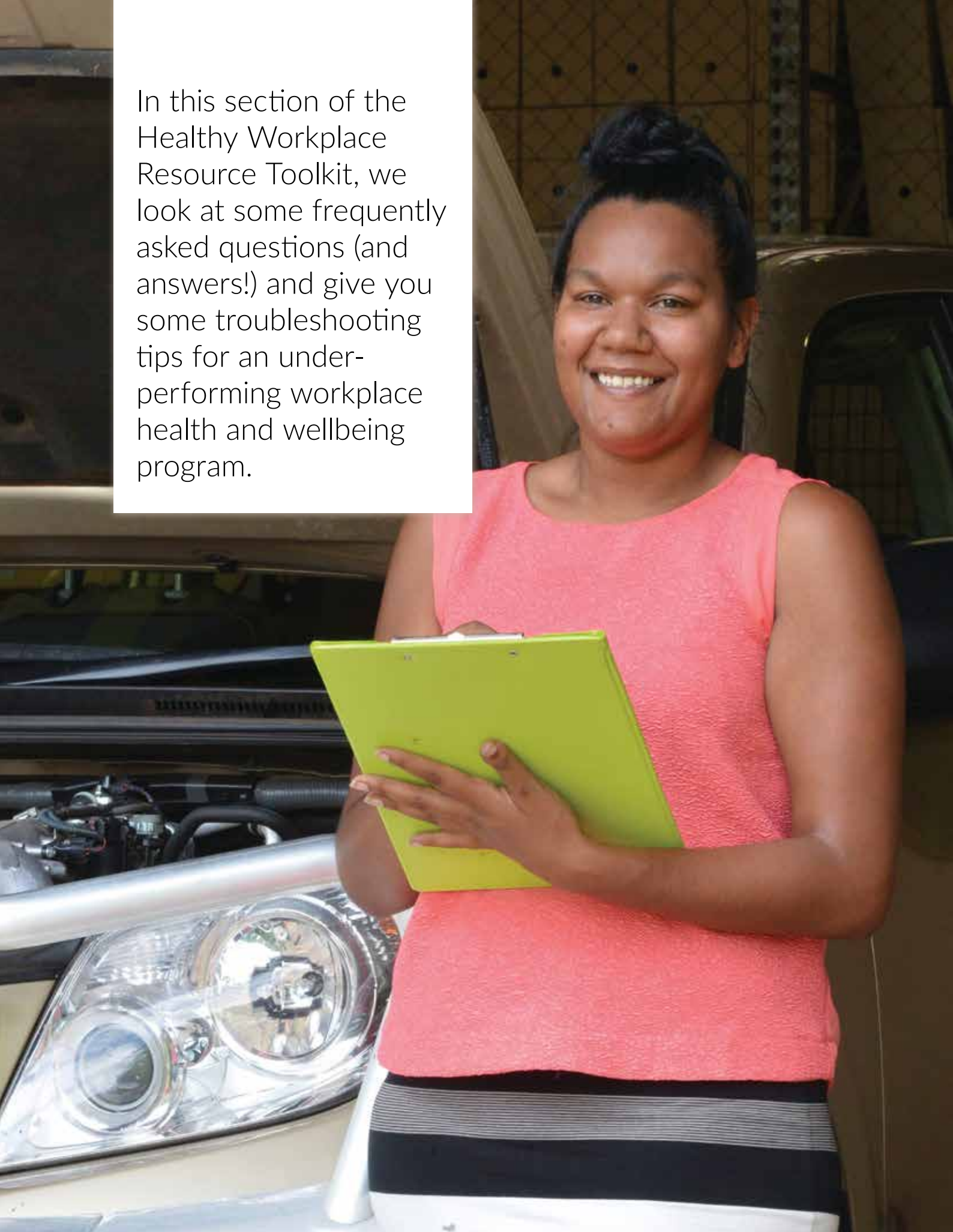
## KEY QUESTIONS TO ASK

- So what about ...
- It's not working ... what can I do?

# FREQUENTLY ASKED QUESTIONS

# 08

In this section of the Healthy Workplace Resource Toolkit, we look at some frequently asked questions (and answers!) and give you some troubleshooting tips for an under-performing workplace health and wellbeing program.





# SO WHAT ABOUT ...

## 1. What is a workplace health and wellbeing program?

A workplace health and wellbeing program refers to activities or initiatives in your workplace that are designed to have a positive impact on the general health and wellbeing of your employees. These programs may also have a positive influence on the health and wellbeing of your employees' families and communities.

Typically, a program may focus on areas such as healthy eating, physical activity, sedentary behaviour, social and emotional wellbeing, smoking and alcohol or drug use.

A workplace health and wellbeing program does not have to be expensive or use significant resources, and it can bring considerable rewards to your organisation. There is solid evidence that health and wellbeing programs can improve employee productivity and efficiency.

## 2. What are the benefits to my workplace?

A workplace health and wellbeing program can deliver a number of direct and indirect benefits to both employees and the organisation. Improved workplace morale, reduced absenteeism, improved productivity and better employee and employer relations are all benefits that can flow from a well-planned program.

A workplace health and wellbeing program also makes good business sense when it comes to attracting and retaining employees. Employees who work in an environment that provides a well-planned and managed program generally feel more valued and motivated.

## 3. Why use the workplace to promote health and wellbeing?

A supportive and healthy work environment can encourage positive lifestyle choices and help build healthy habits that become a natural part of everyday living. With Territorians spending at least a third of their day at work, the workplace is an ideal environment for addressing health issues that contribute to the high rates of chronic disease in the Northern Territory.



# SO WHAT ABOUT ...

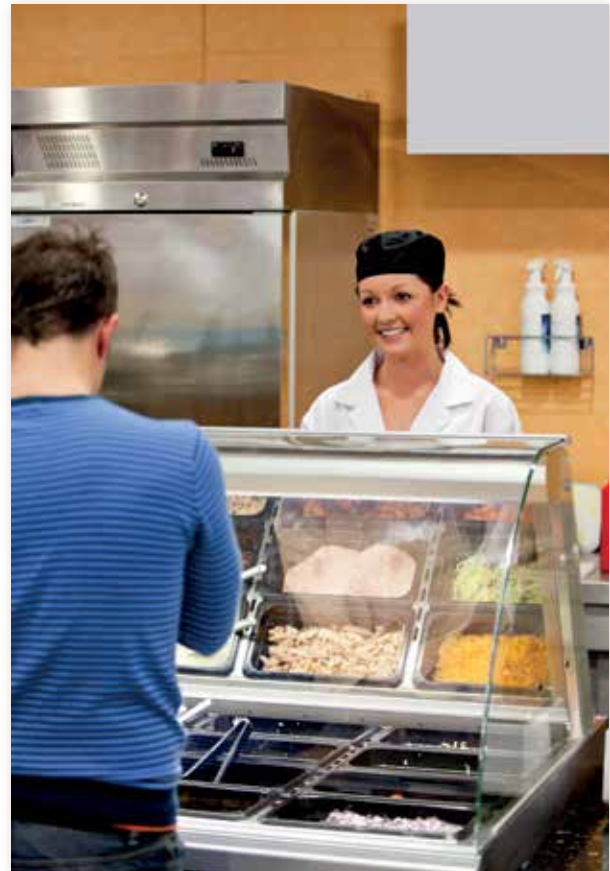
## 4. How much will a workplace health and wellbeing program cost?

Workplace health and wellbeing program costs vary depending on the type of activities undertaken. Even simple no- or low-cost activities can have significant benefits for the health of your employees.

## 5. Some people at work may be unsure about participating in a new program. How can I address their concerns?

Two-way communication is vital. Right from the start, seek input from your employees. Explain why you are considering implementing a health and wellbeing program and what its objectives are. Find out their specific concerns and address them fully.

Remember, you can't make people do something they don't want to do. Seek voluntary participation by engaging employees and valuing their input. If you can do this, your program will have an excellent chance of being successful and sustainable over the long term.





# IT'S NOT WORKING ... WHAT CAN I DO?

## 1. I'm finding it difficult to convince my organisation's management team that implementing a workplace health and wellbeing program is worthwhile.

- Try illustrating the business benefits of your program by presenting some of the statistics relating to the impact of poor health on absenteeism, sick leave and productivity from the 'Why invest in health and wellbeing?' section of this toolkit.
- Show your management team examples and case studies of how other organisations are benefiting from having a workplace health and wellbeing program.
- Suggest trialling a smaller version of a workplace health and wellbeing program before rolling out a broader program to the whole of your organisation. This may help generate enthusiasm and secure support for further activities.
- Talk to other employees to gain a sense of the support for a workplace health and wellbeing program.

## 2. Our office building doesn't have shower facilities and we don't have the budget to install them. This is having an impact on employees' interest in participating in lunch-time fitness classes.

- See if employees are interested in attending classes after hours so they don't have to go back to work feeling sweaty.
- Gentle exercise – such as yoga or Pilates – can provide a great lunch-time workout for employees of all ages and abilities, without getting them too hot and sweaty.
- Consider offering gym subsidies so that employees can attend a gym close by during times that suit them best. Most gyms offer shower facilities.

- Investigate premises nearby that may have shower facilities (including gyms). Negotiate with these businesses to enable your employees to use the shower.
- Promote acceptance of employees remaining in active clothes after exercise until they have cooled down.

## 3. I've tried conducting a workplace needs assessment using a written survey, but it has received a low response.

- Make sure your survey is confidential.
- Consider using a small but valuable incentive to encourage participation.
- Consider organising some focus groups or informal interviews to gather needs, wants and ideas (use incentives to encourage participation).
- Offer employees the option of emailing their suggestions to a key contact.
- Arrange for managers to champion the survey with their teams and encourage responses.
- Organise a morning tea to discuss issues and gather information.

## 4. My workplace doesn't have a budget to support a health and wellbeing program.

- Health and wellbeing strategies don't have to be expensive or take up a lot of time. Even the most simple, low-cost strategies can make a difference, like organising a lunch-time walking group or using poster prompts to encourage stair use.
- Explore opportunities to apply for funding for your program.

# IT'S NOT WORKING ... WHAT CAN I DO?

## 5. We have started some healthy activities, but we're struggling to get employees to participate.

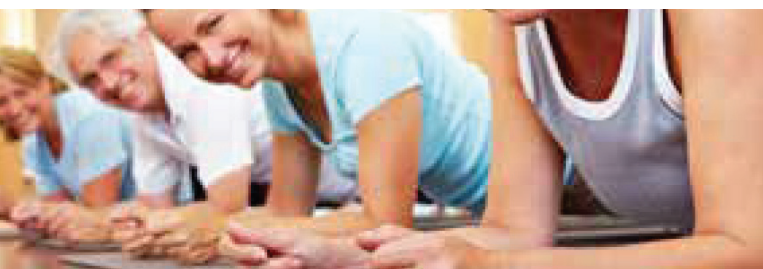
While this initial response may be disappointing, don't give up now. Check how you have promoted your program to see if you can find out why people aren't participating. Things to look at include:

- whether the healthy activities you have put in place are relevant to the needs and interests of employees in your workplace
- if the place and time for the activities is suitable and convenient for employees
- what information you provided about the program activities, e.g. why people should participate; how they can find out more about the activities; when and where the activities will be held; and what costs are involved
- how and when you let people know about the program (e.g. how far in advance did you announce the activities and what follow-up information did you provide to remind them that the activities were happening?).

To increase participation you might try a mix of strategies including:

- using existing communication networks to help promote your message (newsletters, all-staff or broadcast emails, payslips, screen savers, team meetings, work health and safety meetings, safety and quality meetings, staff intranet page and posters in work lifts and staff rooms)
- linking your activities to other community events to generate interest and increase participation
- celebrating success by sharing positive stories, highlighting strong performances, and posting pictures from events
- offering incentives and prizes, such as subsidised gym membership, free promotional materials (e.g. water bottles, hats) or fruit and vegetable vouchers.





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