Organizational Well-Being Inventory for Schools (OWBI-S) – Entity Version

Scale for all domains: (1) Strongly Disagree (2) Disagree (3) Agree (4) Strongly Agree   Don't Know.   Prefer not to respond.

Work Climate & Environment – The physical and emotional climate of a school. This includes how well the physical space is maintained as well as whether policies support a friendly and supportive work environment in which employee rights are clear and protected.

1. Exterior and interior spaces of schools are well-lit and physically well maintained (e.g., clean, secure, healthy).
2. Our schools provide employees with adequate resources to complete their job duties (e.g., providing adequate space, good Information Technology (IT) systems, other practice supports).
3. Information and resources about employee rights and staff well-being are posted in places that are visible.
4. Our schools do not tolerate and appropriately respond to sexual harassment and other forms of harassment by adults or students.
5. Our schools have a formal, confidential process for employee grievances/complaints managed by those in the appropriate role.
6. Our schools only schedules meetings or activities that are relevant to employee work and/or are an efficient use of employee time.
7. Leaders in our schools delegate work effectively.
8. Employees in our schools have the ability to set healthy boundaries to help maintain a reasonable workload.

Input, Flexibility & Autonomy – The degree to which employee input is valued and incorporated into practices and policies and the degree to which employees can work flexibly and independently.

1. Our schools provide employees with a clear, effective process for giving feedback about practices and policies.
2. Our schools incorporate employees' feedback into decisions about practices and policies.
3. Employees in our schools are involved in the creation of new and updated policies and procedures.
4. Employees in our schools feel empowered to speak up about concerns they have in the workplace.
5. Employees in our schools feel empowered to bring up ideas and make suggestions to improve the school.
6. Employees in our schools are supported to function well autonomously.
7. Employees in our schools are given the autonomy to self-manage their work.
8. Our schools accommodate individual needs or responsibilities in employees' personal lives.

Professional Development and Recognition – Efforts to train employees on relevant job skills and to acknowledge and reward job performance, professional accomplishments, and personal milestones and successes.

1. Our schools provide all employees with training related to their specific job tasks.
2. Employees are provided opportunities, coverage, and continuing education credit to attend helpful trainings related to their role.
3. Our schools provide information and skills training and/or education on the steps necessary to advance in one's role.
4. Our schools provide leadership development training.
5. Our schools offer perks/special privileges (e.g., better parking space) to employees who demonstrate high quality performance.
6. Our schools regularly recognize and celebrate professional accomplishments (e.g., promotions).
7. Our schools regularly recognize and celebrate personal milestones and successes (e.g., birthdays, life events).
8. Our schools recognize people's passions, including activities and hobbies beyond work.

Organizational and Supervisory Support – Employees have organizational and supervisory support to define and navigate job responsibilities and are evaluated fairly.

1. School employee roles and responsibilities are clearly defined and adhered to.
2. Staff-to-student ratios are sufficient for staff to effectively perform their jobs.
3. Our schools provide helpful support for administrative tasks and procedures (e.g., completing paperwork).
4. All employees in our schools receive sufficient, timely, and relevant supervision and coaching.
5. Our schools provide effective and timely support to address instructional issues (e.g., new curricula).
6. Our schools provide effective and timely support to address student-related issues (e.g., student emotional and behavioral concerns).
7. The employee evaluation procedure in our schools is clear and fair.
8. School employees feel comfortable discussing concerns about the school or their job with supervisors without fear of negative consequences (e.g., being treated differently, feeling like their job is in jeopardy, or having it impact their role on the team).

Self-Care – Organizational efforts to assess and foster employee self-care, including education and training in job stress and self-care, accessible employee assistance programming, and opportunities for mindfulness and breaks.

1. Our schools provide continuous education and training for all employees to understand the connection between stress, well-being, and health including signs of burnout, compassion fatigue, and/or vicarious or secondary trauma.
2. Our schools provide protected time and encourage employees to participate in self-care and self-compassion activities.
3. An employee assistance program (EAP) is readily available to all employees in our schools and its use is encouraged.
4. Time is allotted in supervision and/or yearly reviews to freely discuss job stress and self-care strategies.
5. Our schools provide opportunities and space for all employees to practice mindfulness/take quiet time during the day.
6. Our schools provide sufficient time for employees to take breaks during the day.
7. Our schools strongly encourage use of sick and vacation time.
8. At regular intervals, our schools measure employee well-being and self-care.

Diversity, Equity, Inclusion, Access (DEIA) – Organizational efforts to ensure that multiple perspectives are represented, respected, and valued; that all members are treated fairly and justly; that space is made for the characteristics that each employee brings; and that diverse individuals are engaged in all aspects of organizational work, including decision-making processes.

1. Our schools have a clear working definition of diversity, equity, inclusion, and access.
2. Information about diversity, equity, inclusion, and access is posted in places that are visible in our schools.
3. Our schools regularly engage continuous quality improvement of organizational processes and practices related to DEIA.
4. Our schools provide training to all employees on diversity, equity, inclusion, and access.
5. Our schools engage in equitable decision-making by including input from multiple sources.
6. Our schools have a clear feedback process and point of contact for diversity and equity related matters, including mechanisms to support employees who are harmed by acts of discrimination.
7. Our schools provide culturally relevant instruction, supports, and services to its students.
8. Employees feel accepted and respected in our schools.

Purpose and Meaningfulness – Organizational strategies to align employee work with their personal values and strengths, and to provide work that is meaningful to employees.

1. Our schools support employees to identify their personal values and align those with their work.
2. Employees are proud to work in our schools.
3. Job assignments and responsibilities are shaped around the employees' interests and strengths.
4. Our schools provide tasks and activities that are personally meaningful to employees.
5. Employees derive a sense of purpose from their careers.
6. Our schools provide opportunities for employees to identify their professional goals.
7. Employees feel that their work has meaningful impact.
8. Our schools help employees recognize the value of their unique contributions to the overall mission of the school.

Professional Quality of Life – The extent to which organizations create a day-to-day work environment in which employees have positive collegial relationships and derive pleasure from doing their work well.

1. The workload for employees in our schools is reasonable and achievable.
2. Employees' training and skills are well utilized by our schools.
3. Employees feel their day-to-day tasks make a difference.
4. Employees are happy to work in our schools.
5. Employees enjoy the people they work with in our schools.
6. Our schools create a sense of collegiality and teamwork among employees.
7. Our schools encourage new ideas and innovations from employees.
8. Our schools encourage appropriate boundaries between work and personal life.

Entity Implementation Support - To what extent did your entity:

1. …establish and disseminate written, standard policies and procedures for organizational well-being in your schools?
2. …support the implementation of organizational well-being in your schools?
3. …monitor organizational well-being in your schools?
4. …assess and refine entity supports (e.g., policies, procedures, monitoring, implementation supports) for organizational well-being in your schools?

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

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MEDSTAR GEORGETOWN UNIVERSITY HOSPITAL