Organizational Well-Being Inventory for Schools (OWBI-S)

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

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. My school exterior and interior spaces are well-lit and physically well maintained (e.g., clean, secure, healthy).
2. My school provides employees with adequate resources to complete their job duties (e.g., providing adequate space, good Informational 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. My school does not tolerate and appropriately responds to sexual harassment and other forms of harassment by adults or students.
5. My school has a formal, confidential process for employee grievances/complaints that is managed by those in the appropriate role.
6. My school only schedules meetings or activities that are relevant to my work and/or are an efficient use of my time.
7. Leaders in my school delegate work effectively.
8. Employees in my school are supported in setting and adhering to healthy workload boundaries.

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. My school provides employees with a clear, effective process for giving feedback about practices and policies.
2. My school incorporates employees' feedback into decisions about practices and policies.
3. Employees at my school are involved in the creation of new and updated policies and procedures.
4. Employees at my school feel empowered to speak up about concerns they have in the workplace.
5. Employees at my school feel empowered to bring up ideas and make suggestions to improve the school.
6. Employees at my school are supported to function well autonomously.
7. Employees at my school are given the autonomy to self-manage their work.
8. My school accommodates 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. My school provides 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. My school provides information and skills training and/or education on the steps necessary to advance in one's role.
4. My school provides leadership development training.
5. My school offers perks/special privileges (e.g., better parking space) to employees who demonstrate high quality performance.
6. My school regularly recognizes and celebrates professional accomplishments (e.g., promotions).
7. My school regularly recognizes and celebrates personal milestones and successes (e.g., birthdays, life events).
8. My school recognizes 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. My school provides helpful support for administrative tasks and procedures (e.g., completing paperwork).
4. All employees at my school receive sufficient, timely, and relevant supervision and coaching.
5. My school provides effective and timely support to address instructional issues (e.g., new curricula).
6. My school provides effective and timely support to address student-related issues (e.g., student emotional and behavioral concerns).
7. Our employee evaluation procedure 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. My school provides 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. My school provides protected time and encourages employees to participate in self-care and self-compassion activities.
3. An employee assistance program (EAP) is readily available to all employees 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. My school provides opportunities and space for all employees to practice mindfulness/take quiet time during the day.
6. My school provides sufficient time for employees to take breaks during the day.
7. My school strongly encourages use of sick and vacation time.
8. At regular intervals, my school measures 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. My school has 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.
3. My school regularly engages continuous quality improvement of organizational processes and practices related to DEIA.
4. My school provides training to all employees on diversity, equity, inclusion, and access.
5. My school engages in equitable decision-making by including input from multiple sources.
6. There is a clear feedback process and point of contact for diversity and equity related matters, including mechanisms to support employees harmed by acts of discrimination.
7. My school provides culturally relevant instruction, supports, and services to its students.
8. Employees feel accepted and respected in my school.

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. My school supports employees to identify their personal values and align those with their work.
2. Employees are proud to work in my school.
3. Job assignments and responsibilities are shaped around the employees' interests and strengths.
4. My school provides tasks and activities that are personally meaningful to employees.
5. Employees derive a sense of purpose from their careers.
6. My school provides opportunities for employees to identify their professional goals.
7. Employees feel that their work has meaningful impact.
8. The school helps 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 is reasonable and achievable.
2. Employees' training and skills are well utilized by my school.
3. Employees feel their day-to-day tasks make a difference.
4. Employees are happy to work in my school.
5. Employees enjoy the people they work with at my school.
6. My school creates a sense of collegiality and teamwork among employees.
7. My school encourages new ideas and innovations from employees.
8. My school encourages appropriate boundaries between work and personal life.

UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE

Central East (HHS Region 3)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

A SAMHSA program managed by The Danya Institute

THE DANYA INSTITUTE

MedStar Health
MEDSTAR GEORGETOWN
UNIVERSITY HOSPITAL