**STAFF WELLNESS MATRIX[[1]](#footnote-1)**

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| **PHYSICAL** | | | | | **SOCIAL** | | | | **EMOTIONAL and SPIRITUAL** | | | | | **QUALITY OF WORK LIFE** | | | | | | **FINANCIAL** | | | | | **INTELLECTUAL** |
| *Recognising the importance of physical health to quality of life, physical wellness is about getting through one’s daily activities without undue fatigue or physical stress. It is about identifying behaviors that have a significant impact on our wellness and adopting healthful habits while avoiding destructive habits.* | | | | | *Recognising the interdependence of people and their surrounds, this is about finding a “home” in the broader community and contributing to that community, developing positive relationships.* | | | | *Understanding oneself and coping productively with the challenges life brings is important to emotional well-being. Self-awareness allows one to develop a congruency between one’s values and one’s actions.* | | | | | *Work provides an opportunity for personal satisfaction and enrichment.* | | | | | | *Recognising the need to live responsibly today while planning wisely for tomorrow, means understanding one’s financial situation and taking care such that one is prepared for financial change.* | | | | | *Opening our minds to new ideas and new experiences is also important in one’s personal and work lives.* |
| **Key health focus areas at RU that impact on the various dimensions of wellness** | **HIV / AIDS** | | | | | Research and analysis | | | | | HIV / Aids policy | | | | | | | Prevention programme | | | | | | | | |
| Monitoring and evaluation | | | | | Support and coordination | | | | | | | HIV / AIDS / TB / STI treatment and care | | | | | | | | |
| **HEALTH AND SAFETY** | | | | | | | | | | | | | | | | | | | | | | | | | |
|  | **PHYSICAL** | | | | | **SOCIAL** | | | **EMOTIONAL and SPIRITUAL** | | | | | **QUALITY OF WORK LIFE** | | | | | | **FINANCIAL** | | | | | **INTELLECTUAL** | |
| **STRATEGIC OBJECTIVES** | To enhance awareness of the value in engaging in productive health behaviours, to encourage involvement in physical exercise, to enhance an understanding of one’s own health status and to encourage proactive management of physical health, mainly and where appropriate, through fun orientated activities. | | | | | To promote social integration into the broader Grahamstown community and to promote a sense of community within and outside of the institution. | | | To promote individual self-awareness and growth and to provide support for people dealing with life and work challenges. | | | | | To pursue the provision of a work environment that promotes personal satisfaction and enrichment as well as provide support to deal with work stress, job dissatisfaction and the subsequent negative effect on quality of life. | | | | | | To provide personal financial information and guidance as well as financial life skills to assist individuals to live responsibility while planning for the future. | | | | | To provide opportunities for staff to develop and growth and to provide a vibrant intellectual environment. | |
| **PARTNERSHIPS: HR and** | Health Care Centre (HCC) including HIV Officer  Sports Administration and Health Suite | | | | | Community Engagement | | | Counselling Centre  FAMSA  HIV Officer | | | | | Management as regards work practices and treatment of staff | | | | | | FAMSA | | | | | Academic department programmes, CHERTL | |
| **POLICIES AND PROTOCOLS** | * Ill-Health Incapacity and Occupational Health Policy * HIV and AIDS Policy * Policy for the Eradication of Unfair Discrimination and Harassment * Parental leave and benefits policy * Staff Disability Policy * Anti-smoking Policy | | | | | | | | | | | | * Grievance procedure * Protocol for use of child care support after hours * Protocol for Injuries on duty * Protocol for support for staff in the event of injury (not covered by IOD) * Protocol for short-term insurance covering staff | | | | | | | | | | | | | |
| **PHYSICAL** | **SOCIAL** | | | | | **EMOTIONAL and SPIRITUAL** | | | | | **QUALITY OF WORK LIFE** | | | | | **FINANCIAL** | | | | | | | **INTELLECTUAL** | | |
| **CULTURAL VALUES THAT SUPPORT A WELLNESS AGENDA** | Partnership between employer and employee | | | | Family friendly ethos including work-life balance | | | Respect for self and others including acceptance of diversity | | | | | | Acknowledgement of the person as mother/father, daughter/son, sister/brother etc and not only as an employee | | | | | | | | | Acknowledgement of the socio-economic context for staff | | | |
| **INFORMATION &**  **EDUCATION** | *Communication to staff on wellness support and programmes* | | | | | | * Management facilitation of staff access | | | | | | | | | * Website | | | | | | * Posters | | | | |
| * Talks to staff | | | | | | * Peer Educators | | | | |
| Social services handbook | | | | | | | | | | | | | | | | | | | | | | | | | |
| Information sessions on for e.g.:   * Healthy living and healthy diet * Effect of alcohol use | | * Information on societies/interest groups in town * Parents network/   Grahamstown network linkages   * Intranet | | | | | Information sessions on e.g.:   * Life satisfaction * Dealing with prejudice | | | | Information sessions on for e.g.:   * Managing work stress * Work/family balance * Gender equality | | | | | Information sessions on for e.g.:   * Retirement planning * Drawing up a will   . | | | | | | | Staff Development initiatives  Professional Development initiatives for academics  Public lectures | | |
| **SKILLS TRAINING** |  | |  | | | | | * Conflict management skills * Courses include modules on emotional intelligence | | | | * Career development and planning skills | | | | | * Financial life skills training | | | | | | |
| **STRUCTURES/FACILITIES PROVIDING CARE & SUPPORT** | * Medical Aid for all staff * Primary Health care at HCC * Pre and post HIV test counselling * Health Suite (gym) * Sports Clubs at RU * Sports Clubs in town | | * Societies at RU * Interest groups at Rhodes | | | | | * FAMSA off-site counselling sessions for staff and family * Counselling Centre sessions for staff | | | | | | | | | | | | | | | |
|  | | | | * RU Day Care Facility * After hours child support programme | | | | | | | * Legal Aid Clinic | | | | |
|  | **PHYSICAL** | | | **SOCIAL** | | | | **EMOTIONAL and SPIRITUAL** | | | | **QUALITY OF WORK LIFE** | | | | | | | **FINANCIAL** | | | | | **INTELLECTUAL** | | |
| **PROGRAMMES/EVENTS/ACTIVITIES** | * Inter –departmental sports competitions * Activities that combine physical exercise with getting to know people e.g. walking to places of interest in town | | | | | | |  | | | | * Facilitated workshops for particular departments on stress within that particular workplace | | | | | | |  | | | | |  | | |
| * Wellness days (checking blood-pressure, sugar levels) * HIV testing | | * Inter-departmental or mixed team social-intellectual activities e.g. quiz evenings | | | | | | | | | | | | | | | | | | | | | | | |
| * VC’s new staff party * Induction programme “meet and greet” * Department social functions to welcome new staff * Internal “trading post” programme * Middle management forum social * Faculty get-to-gethers | | | |  | | | | |  | | | | |  | | | | | | |  | | |

**Last updated: June 2012**

1. According to the National Wellness Institute, there are 6 dimensions of the wellness model. Other models recognise more or less dimensions. [↑](#footnote-ref-1)