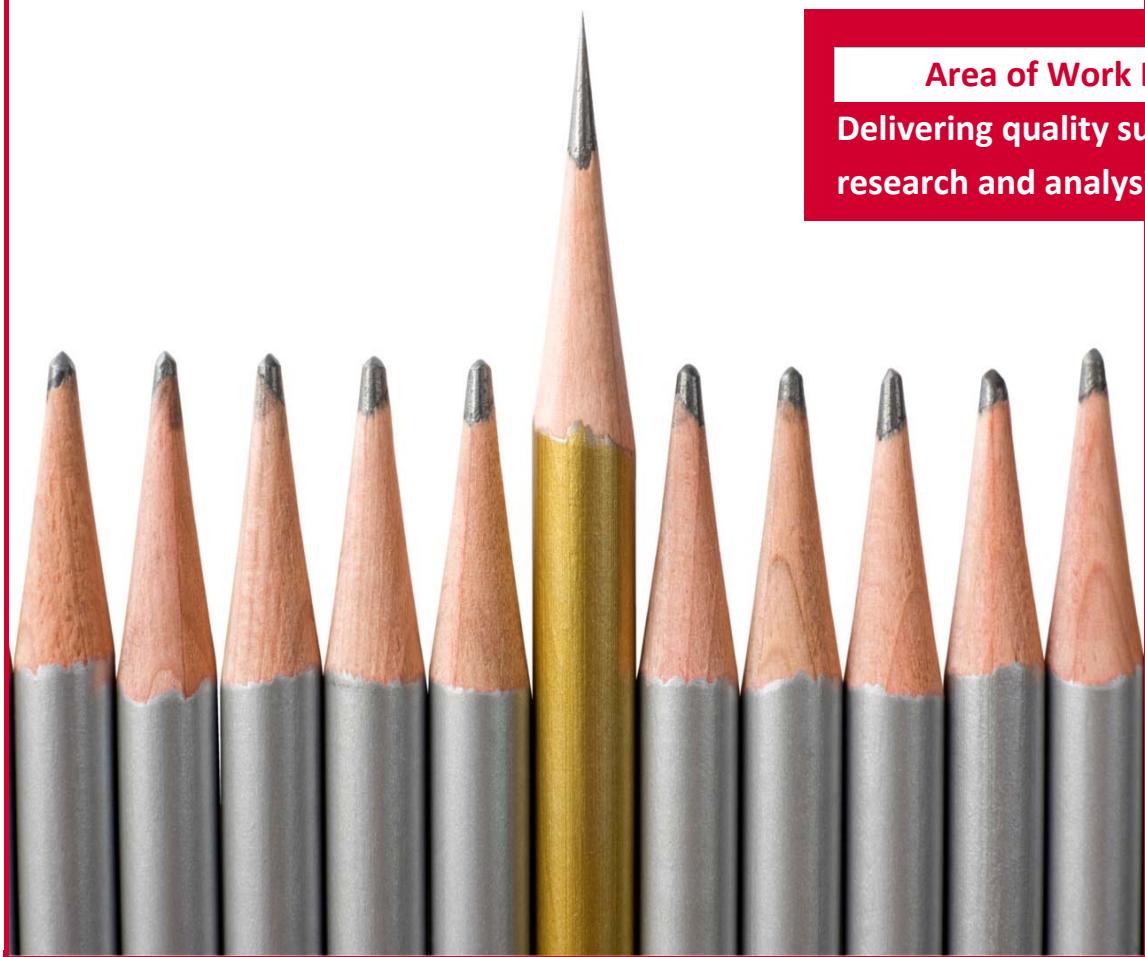




University of Reading

**Area of Work Report**

**Delivering quality survey,  
research and analysis solutions.**



## Graduate School

Employee Survey 2017

Project Number: 8046

May 2017



Delivering outstanding survey  
and research services  
CAPITA SURVEYS AND RESEARCH

## Organisational Contact Information

**Address:**

Capita Surveys and Research  
Spa House  
Hookstone Park  
Harrogate  
North Yorkshire  
HG2 7DB

Tel: 01423 818700

Fax: 01423 818777

Web: [www.capitasurveys.co.uk](http://www.capitasurveys.co.uk)



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## University of Reading - Graduate School

### Background

In March 2017, University of Reading launched its employee survey, to provide an opportunity for employees to feedback on their experiences in working for University of Reading, and to highlight issues they feel should be addressed in the future.

The survey was designed by Capita Surveys and Research (in conjunction with University of Reading) as an e-survey, with an option to complete the survey on paper or over the telephone.

The survey was distributed on 7<sup>th</sup> March 2017 with a closure date of 7<sup>th</sup> April 2017. Capita Surveys and Research processed and validated 2,673 completed survey questionnaires from University of Reading employees; this gives a response rate of 64% based on the 4,197 employees invited to participate (includes the 414 sessional staff). When sessional staff are excluded 2,597 survey questionnaires were completed and returned; this gives a response rate of 69%; based on 3,783 staff invited to participate.

### Response Rate

The selected area of work achieved a response rate of 70% i.e. 19 of the 27 employees in Graduate School responded to the survey.

### Presentation of results

This report presents a summary of the results for Graduate School and referred to as the area of work (AOW) throughout this report.

### Part A: Most positive perceptions

This part of the report displays the most positive perceptions for the selected area of work which can be identified as areas of strength.

### Part B: Least positive perceptions

This part of the report displays the least positive perceptions for the selected area of work which can be identified as areas for improvement.

### Parts C: Identifying areas of strength and opportunities for improvement and comparison with the University score

This part of the report displays all primary questions in the survey compared to the results for the University as a whole, but excludes most of the sub set or secondary questions<sup>1</sup> to ensure anonymity is maintained. The area of work question results are presented in a descending ranked order within each section they appear in the questionnaire i.e. the most positive responses appear at the top of the section in list format. All results are colour coded to help to identify areas of strength or opportunities for improvement.

### Part D: Frequency Charts report for the selected area of work

This format provides the percentage of respondents who selected each response option for each question presented in a stacked bar chart. Please note some sub-set questions (filtered questions)<sup>1</sup> and the background details of respondents are not included to ensure anonymity is maintained.

<sup>1</sup> except those within 'Section F, Performance Development Review (PDR)', 'Section I: Culture and Values' and question M12 due to the high number of staff that have responded to these questions.



## **Part E: Comment Themes for the selected area of work**

This section of the report includes a count of the themes relating to the comments made by the area of work's staff in relation to '*One thing you feel could be improved at the University of Reading*' and '*One thing you think is good about working for the University of Reading*'. It should be noted these are a count of the number of times a theme is selected rather than a percentage.

## **Part F: Survey Results Ranked By Degree of Importance to Respondents for selected area of work**

This section provides a list of all agree / disagree type questions from the survey, ranked according to values assigned to each question (see Appendix – User Guide for more information) , with those generating the least positive values at the beginning of the list, to those generating the most positive values at the end of the list.

It should be noted that only questions that have the range of Agree to Disagree responses are included in this list e.g. those questions with 'Yes' / 'No' / 'Don't know' responses are not included.

## **Part G: Internal benchmarking**

This section provides an overview of the survey results for the selected area of work as a whole and by any associated teams / departments. The University of Reading as a whole is shown for reference. All results are colour coded to help to identify areas of strength or opportunities for improvement.

## **Part H: Appendix - User Guide**

This section describes the types of questions that were included and highlights any important information that the reader should be aware of.



## Part A - Most positive perceptions for Graduate School

This part of the report displays the most positive perceptions for the area of work which can be identified as areas of strength.

The top 15 most positive perceptions are shown below. The full list can be seen in Part C. Depending on the results there may be more than 15 questions / statements in the list as some questions / statements have the same positive percentage.

The combined positive score is used in this analysis i.e. agree and tend to agree responses. Questions or statements with a combined positive score of 75 or above are considered areas of strength.

Where questions are negatively worded in the questionnaire, the positive perception is shown to enable a ranked order. The questions/statements are marked with an asterisk (\*) and the text has been reworded to ensure ease of understanding.

E.g. The results for the question: '*Are you currently being harassed or bullied at work?*' are displayed for those who said no to this question i.e. the positive perception.

The text has therefore been reworded to '*I'm not currently being harassed or bullied at work\**'

Most positive perceptions from the area of work	Total number of responses:	19
Question	AOW %	
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	100	
B12 I'm interested in the University of Reading, to me it's not just a job *	100	
D1a I have a clear understanding about my role within the University of Reading	100	
D3 I am trusted to do my job	100	
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	100	
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	100	
I10 I feel proud to work for the University of Reading	100	
I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^	100	
I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function ^	100	
I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	100	
K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	100	
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	100	
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	100	
K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	100	
M2 I am satisfied with the support I get from my immediate manager	100	
M7 I have the right equipment to do my job	100	
N1 I'm not currently being harassed or bullied at work? *	100	
O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	100	
O6c The University of Reading respects people equally regardless of their disability status	100	

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



Most positive perceptions from the area of work	Total number of responses:	19
Question	AOW	%
O6e The University of Reading respects people equally regardless of their sexual orientation	100	
O6f The University of Reading respects people equally regardless of their religion or beliefs	100	
O7 I have not felt discriminated against at work in the last 12 months? *	100	

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



## Part B - Least positive perceptions and areas identified for improvement for Graduate School

This part of the report displays the least positive perceptions and areas identified for improvement for the selected area of work.

The combined positive score is used in this analysis i.e. agree and tend to agree responses. Questions or statements with a combined positive score of 50 or lower are considered areas for improvement and are colour coded red. The areas identified for improvement for the selected area of work are listed below and can also be seen in Part C.

Where questions are negatively worded in the questionnaire, the positive perception is shown to enable a ranked order. The questions/statements are marked with an asterisk (\*) and the text has been reworded to ensure ease of understanding.

E.g. The results for the question: '*I feel stressed at work*' are displayed for those who said tend to disagree and disagree to this question i.e. the positive perceptions

The text has therefore been reworded to '*I never feel stressed at work* \*'

Areas for improvement from the area of work	Total number of responses:	19
Question	AOW %	
R2 In my opinion the recent PAS changes were well planned	0	
M11 I never feel stressed at work *	6	
R3 In my opinion the recent PAS changes were well explained	12	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	13	
R1 The current pace of change in the University of Reading is about right	17	
R6b Generally, change within the University of Reading is managed well	18	
D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	22	
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	26	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	29	
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	29	
I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	36	
R4 In my opinion other recent changes (not PAS) have been well planned	38	
N7 Are you aware of the University's Harassment Advisors?	42	
I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	45	
D8 I don't worry about work outside my working hours *	47	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	47	
B8 I feel valued by the University of Reading	50	
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	50	
R5 In my opinion other recent changes (not PAS) have been well explained	50	

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



## Understanding strength analysis

The following pages display analysis of the primary questions in the survey and display the most and least positive perceptions for the selected area of work.

To ensure anonymity is maintained, most sub set or secondary questions are excluded. As a large number of staff have responded to the sub set questions within 'Section F, Performance Development Review (PDR)', 'Section I: Culture and Values' and question M12, these are included in the analysis, these questions are shown in the list with a ^.

The combined positive score is used throughout the analysis. Where a question / statement is positively phrased, agree or tend to agree (or yes) responses are used. Where a question / statement is negatively phrased, disagree and tend to disagree (or no) responses are used.

Where questions are negatively worded in the questionnaire, the positive perception is shown to enable a ranked order. These questions / statements are marked with an asterisk (\*) and the text has been reworded to ensure ease of understanding.

E.g. The results for the question: '*Are you currently being harassed or bullied at work?*' are displayed for those who said no to this question i.e. the positive perception. The text has therefore been reworded to '*I'm not currently being harassed or bullied at work? \**'

The question / statement results are colour coded to help to identify areas of strength or opportunities for improvement. Cells displaying question results are colour coded red, amber or green according to the percentage of respondents giving a positive response.

## Understanding and using the comparisons in the tables

The tables in Part C provide comparisons with the area of work score (AOW) and the University as a whole (UoR). The differences shown in the comparisons are a simple mathematical difference but because the numbers of responding staff in each of these comparator groups vary, these simple differences may not be considered a 'real statistically significant difference'.

To identify which of these scores are highly likely to be considered a real difference we use the 95% confidence interval for each comparator group.

- Part C : The AOW has a confidence interval of +/-7%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than eight percentage points for this to be considered a real difference between the scores.



## Part C - Strength report by section for Graduate School compared to UoR

The questions results are colour coded Red, Amber or Green:

- Green indicates a score of 75% or above and is a strength.
- Amber indicates a score of between 51% and 74% and is an opportunity for improvement.
- Red indicates a score of 50% or less and is an area for improvement.

The colour coding boundaries described above to identify areas of strength or need for improvement were agreed by the HEI user group of Capita Surveys and Research to offer guidance and focus for action planning. The table below displays each question; the 2017 combined positive percentage for the area of work; UoR; and the percentage difference between the area of work and the University as a whole.

**Please note**, if there is a high percentage of staff who identify themselves as not being harassed, bullied or discriminated against, and this is identified as a strength in the analysis, these areas should still be considered as areas for improvement as most organisations have a zero tolerance policy regarding these issues.

There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

<span style="color: green;">█</span> 75% or higher = Strength <span style="color: yellow;">█</span> 51% - 74% = Opportunity for improvement <span style="color: red;">█</span> 50% or lower = Needs improvement	Positive difference: <span style="color: green;">103</span> No difference: <span style="color: yellow;">9</span> Negative difference: <span style="color: red;">-42</span>
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Question	Total number of responses:		
	AOW %	UoR %	+/-

### Section A: Work-Life Balance

A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	100	82	18
A5 I am able to take advantage of flexible working on an informal basis	95	80	15
A1 The University of Reading provides good support to help me balance my work and personal commitments	89	74	15
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	84	77	7
A2 I feel I have a good work-life balance	84	70	14

### Section B: Job Satisfaction

B12 I'm interested in the University of Reading, to me it's not just a job *	100	91	9
B1 The University of Reading is a good place to work	95	87	8
B10 I feel valued by students / internal customers	95	85	10
B2 Generally, I enjoy my work	94	92	2
B9 I feel valued by my colleagues	89	88	1
B6 I feel I belong to a team	89	81	8
B3 My work is varied and interesting to me	83	91	-8
B11 I feel my job security at the University of Reading is good	78	70	8
B7 I feel part of the University of Reading	74	76	-2
B4 My work gives me a sense of personal achievement	72	86	-14
B5 I feel inspired to do my best work every day	67	80	-13

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	103
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	9
<span style="background-color: #c00000; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	42

	Total number of responses:	19	2673
Question	AOW %	UoR %	+/-

## Section B: Job Satisfaction

B8 I feel valued by the University of Reading	50	59	-9
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## Section C: Pay and Benefits

C5 I am aware of the benefits offered by the University	84	71	13
C1 Overall, I feel the University of Reading offers a good pay and benefits package	79	68	11
C4 I am aware of the University's arrangements for recognising and rewarding good performance	68	69	-1
C2 I feel fairly paid for the work I do	68	60	8
C3 I think my pay adequately reflects my performance	61	52	9

## Section D: Your Role

D3 I am trusted to do my job	100	93	7
D1a I have a clear understanding about my role within the University of Reading	100	90	10
D1d I have a clear understanding about expected standards of behaviour	94	96	-2
D1c I have a clear understanding about expected standards of performance	94	91	3
D1b I have a clear understanding about what I am expected to achieve in my job	94	89	5
D6 People are willing to help each other even if it means doing something outside their usual activities	89	82	7
D10 I have adequate resources to complete my work	89	67	22
D11 I don't feel priorities are changed too frequently for me to work efficiently *	88	63	25
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	83	77	6
D4 The division of responsibilities between staff in my work area feels fair	78	68	10
D2 I am satisfied with my current role and level of responsibility	72	76	-4
D9 I don't find my current workload too much and I am not struggling to cope *	65	61	4
D8 I don't worry about work outside my working hours *	47	39	8
D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	22	33	-11

## Section E: Considering Leaving

E2 I'm not actively seeking to leave my job here at the University *	94	82	12
E1 I don't think about leaving the University *	76	65	11

## Section F: Performance Development Review (PDR)

F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	100	64	36
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	86	85	1
F3 Was your Performance Development Review (PDR) useful for you? ^	86	68	18
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	71	74	-3

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	103
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	9
<span style="background-color: #c00000; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	42

	Total number of responses:	19	2673
Question	AOW %	UoR %	+/-

#### Section F: Performance Development Review (PDR)

F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	50	75	-25
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	29	43	-14

#### Section G: Learning and Development

G3 I have received sufficient training to enable me to do my job well	84	80	4
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	81	77	4
G1 I feel that I am given the same opportunities to develop as other staff	76	78	-2
G2 I am satisfied with my current level of learning and development	76	75	1

#### Section H: University Executive Board (UEB)

H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	88	76	12
H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	69	69	0
H2 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed	65	69	-4
H3 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	53	69	-16
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	53	61	-8
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	29	43	-14

#### Section I: Culture and Values

I9 I feel my Department / School / Function delivers good quality service to students / internal customers	100	92	8
I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	100	92	8
I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function ^	100	88	12
I10 I feel proud to work for the University of Reading	100	85	15
I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^	100	85	15
I11 Would you recommend the University of Reading to a friend as a place to work?	94	81	13
I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^	91	81	10
I12 Would you recommend the University of Reading to a friend as a place to study?	89	89	0
I8 I feel the University of Reading delivers good quality service to students / internal customers	83	83	0

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

<span style="background-color: #2e7131; border: 1px solid black; padding: 2px 5px;"></span>	75% or higher = Strength	Positive difference:	103
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px 5px;"></span>	51% - 74% = Opportunity for improvement	No difference:	9
<span style="background-color: #c00000; border: 1px solid black; padding: 2px 5px;"></span>	50% or lower = Needs improvement	Negative difference:	42

	Total number of responses:	19	2673
Question	AOW %	UoR %	+/-

### Section I: Culture and Values

I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	68	70	-2
I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB ^	67	76	-9
I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026'	64	64	0
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	58	63	-5
I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them ^	55	64	-9
I4 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them ^	55	63	-8
I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	45	69	-24
I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	36	64	-28

### Section J: Your School or Function Leadership

J1 My School / Function Leadership Team manage and lead our School / Function well	95	83	12
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	94	81	13
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	89	85	4
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	89	76	13
J4 My School / Function Leadership Team listen to and respond to the views of staff	89	75	14

### Section K: Your Manager / Supervisor

K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	100	93	7
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	100	93	7
K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	100	88	12
K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	100	84	16
K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	95	90	5
K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	95	86	9
K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	95	81	14

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	103
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	9
<span style="background-color: #c00000; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	42

	Total number of responses:	19	2673
Question	AOW %	UoR %	+/-

## Section K: Your Manager / Supervisor

K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	95	79	16
K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	93	72	21
K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	89	81	8
K8 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	88	74	14
K12 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	79	79	0

## Section L: Health, Safety and Wellbeing

L1 I am satisfied that my personal safety is treated seriously at work	95	95	0
L2 I feel safe and secure in my working environment	94	96	-2
L3 I feel the University is interested in my physical wellbeing	89	78	11
L4 I feel the University is interested in my mental wellbeing	84	68	16
L6 The University provides a satisfying work environment	78	79	-1
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	68	62	6
L7 Are you aware of the Employee Assistance Programme?	67	40	27

## Section M: Working at the University

M2 I am satisfied with the support I get from my immediate manager	100	86	14
M7 I have the right equipment to do my job	100	83	17
M1 I can decide on my own how to go about doing my work	89	93	-4
M3 I am satisfied with the support I get from my work colleagues	89	90	-1
M9 I am able to take regular breaks on most days	89	69	20
M10 I have a place I can go to take a break at work	84	78	6
M5 Relationships at work are not strained *	83	75	8
M4 There are usually sufficient people in the team I am working in to handle our workload	83	61	22
M6 I am able to handle all the conflicting demands on my time at work *	72	66	6
M12 Overall, I don't feel unduly stressed at work * ^	69	69	0
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	63	54	9
M11 I never feel stressed at work *	6	9	-3

## Section N: Harassment and Bullying

N1 I'm not currently being harassed or bullied at work? *	100	97	3
N7 Are you aware of the University's Harassment Advisors?	42	35	7

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

<span style="background-color: #2e7131; border: 1px solid black; width: 15px; height: 15px;"></span>	75% or higher = Strength	Positive difference:	103
<span style="background-color: #fca828; border: 1px solid black; width: 15px; height: 15px;"></span>	51% - 74% = Opportunity for improvement	No difference:	9
<span style="background-color: #c00000; border: 1px solid black; width: 15px; height: 15px;"></span>	50% or lower = Needs improvement	Negative difference:	42

	Total number of responses:	19	2673
Question	AOW %	UoR %	+/-

## Section N: Harassment and Bullying

N6 Are you aware of the Health Advocacy Respect and Care Advisors?	26	23	3
--	----	----	---

## Section O: Diversity and Inclusion

O6e The University of Reading respects people equally regardless of their sexual orientation	100	98	2
O6f The University of Reading respects people equally regardless of their religion or beliefs	100	98	2
O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	100	96	4
O6c The University of Reading respects people equally regardless of their disability status	100	96	4
O7 I have not felt discriminated against at work in the last 12 months? *	100	92	8
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	94	95	-1
O6b The University of Reading respects people equally regardless of their nationality / race	94	95	-1
O6a The University of Reading respects people equally regardless of their gender	94	92	2
O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	94	90	4
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	89	94	-5
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	89	91	-2
O2 I am aware of the University's priorities for Diversity and Inclusion	89	91	-2
O6d The University of Reading respects people equally regardless of their age	83	92	-9
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	83	82	1

## Section P: Communication

P2b The information I receive is straightforward and I understand it in regard to wider University issues	89	80	9
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	84	89	-5
P1a I receive information in a timely way in regard to local issues in my area of work	84	81	3
P1b I receive information in a timely way in regard to wider University issues	84	76	8
P5 On the whole, communication in the University of Reading is effective	72	60	12
P4 I know where to find information about important decisions made at the University of Reading	71	56	15
P6 Communication between senior management and staff is effective	67	54	13
P3 There are opportunities for me to feed my views upwards in the University of Reading	65	57	8
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	47	42	5

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



There may be variation up to 1% when compared to the Frequency Data tables due to rounding.

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	103
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	9
<span style="background-color: #c00000; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	42

Question	Total number of responses:	19	2673
	AOW %	UoR %	+/-

## Section Q: Staff Involvement

Q8a I feel there is good co-operation between teams in my department	89	83	6
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	82	72	10
Q5 I am confident my ideas or suggestions will be listened to	76	60	16
Q4 I am personally encouraged to look for ways to improve the way we do things	72	69	3
Q2 I feel able to voice my opinions	71	71	0
Q1 I feel there are adequate opportunities to raise points of concern	71	64	7
Q7 I am confident I will get feedback on my ideas or suggestions	71	51	20
Q8b I feel there is good co-operation between different departments	56	62	-6
Q6 I feel the University genuinely listens to staff views during consultations	53	43	10

## Section R: Managing Change

R6a Generally, change within my department is managed well	84	72	12
R6f Generally, I think things will improve in the next 12 months	80	61	19
R6e Generally, I have seen some positive changes in the last 12 months	67	55	12
R6c Generally, the process of change does not cause me concern and worry *	67	49	18
R7 I feel action will be taken as a result of this survey	65	54	11
R5 In my opinion other recent changes (not PAS) have been well explained	50	39	11
R4 In my opinion other recent changes (not PAS) have been well planned	38	38	0
R6b Generally, change within the University of Reading is managed well	18	36	-18
R1 The current pace of change in the University of Reading is about right	17	27	-10
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	13	18	-5
R3 In my opinion the recent PAS changes were well explained	12	25	-13
R2 In my opinion the recent PAS changes were well planned	0	17	-17

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.



## Part D - Frequency Charts for Graduate School

A presentation of the survey results in chart format in the same order as the questionnaire for ease of reference.  
All the main results charts (for scale response questions) are structured in a similar way:

1. **Question:** The text of the question that was asked.
2. **Response chart:** The percentage of respondents who selected each response option for each question, rounded to the nearest whole percentage, is presented in a stacked bar chart. It is important to look at this detailed breakdown, not just the percentage of positive responses, when interpreting the survey results. Note that the rounding percentages occasionally results in the total percentage not adding up to exactly 100%.
3. **Total Responses:** The number of valid responses that were received for the question.
4. **Combining the positive responses and the ‘rounding effect’:** The total percentage of positive responses that were received for each question in 2017 is shown after the stacked bar chart. Where a question is positively phrased the ‘Positive’ heading shows the total of ‘Agree / Tend to agree’ or ‘Yes’ responses. Where the question is negatively phrased the ‘Positive’ heading shows the ‘Disagree / Tend to disagree’ or ‘No’ responses.

To ensure the figures are accurate, rounding is applied at the last stage of the calculation and is rounded to the nearest percentage point. This may mean the total positive percentage displayed can be up to 1% different from simply adding together the two positive percentages. [A more detailed explanation of this and an example can be found at the back this report in the appendix.]



## Part D - Frequency Charts for Graduate School

### Section A: Work-Life Balance

A1 The University of Reading provides good support to help me balance my work and personal commitments

Total Responses: 19 Positive %:



A2 I feel I have a good work-life balance

Total Responses: 19 Positive %:



A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)

Total Responses: 19 Positive %:



A4 I believe that if I requested flexible working arrangements, my request would be considered fairly

Total Responses: 19 Positive %:



A5 I am able to take advantage of flexible working on an informal basis

Total Responses: 19 Positive %:



Agree

Tend to Agree

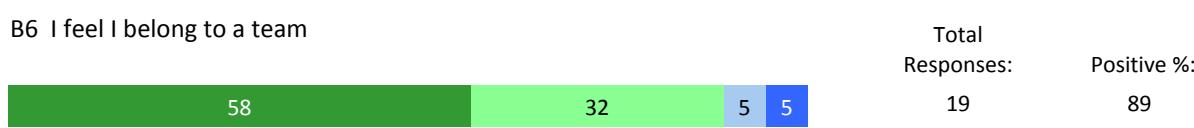
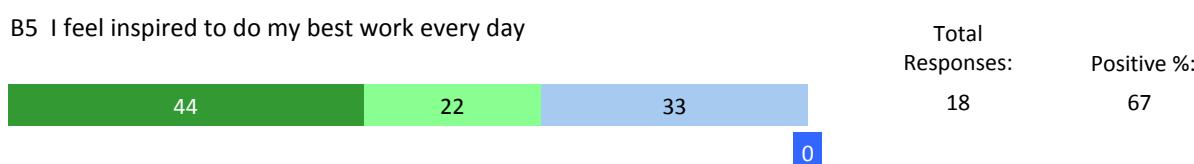
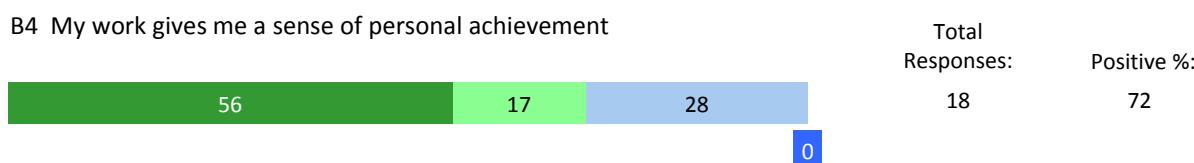
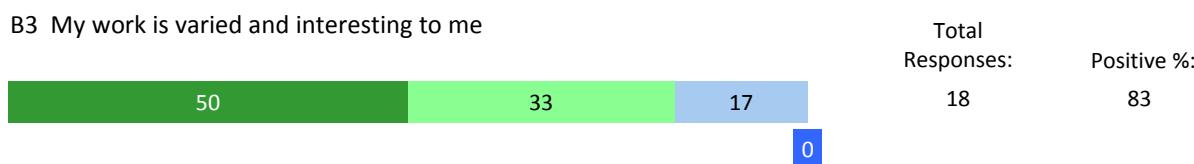
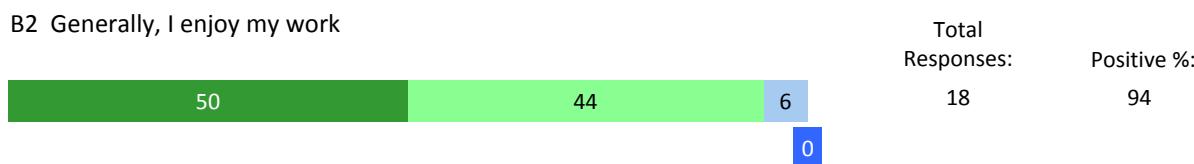
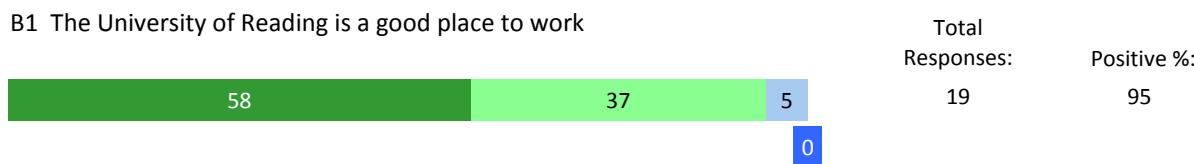
Tend to Disagree

Disagree



## Part D - Frequency Charts for Graduate School

### Section B: Job Satisfaction



Agree   
 Tend to Agree   
 Tend to Disagree   
 Disagree



## Part D - Frequency Charts for Graduate School

### Section B: Job Satisfaction

B9 I feel valued by my colleagues

Total Responses: 19 Positive %: 89

B10 I feel valued by students / internal customers

Total Responses: 19 Positive %: 95

B11 I feel my job security at the University of Reading is good

Total Responses: 18 Positive %: 78

Agree	Tend to Agree	Tend to Disagree	Disagree

B12 I'm not interested in the University of Reading, to me it's just a job

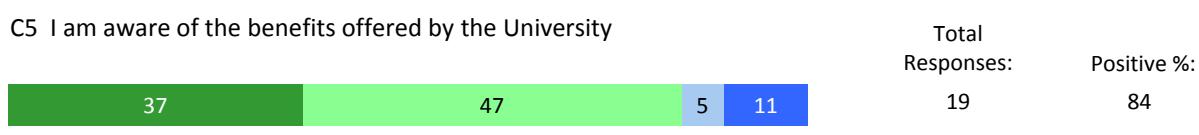
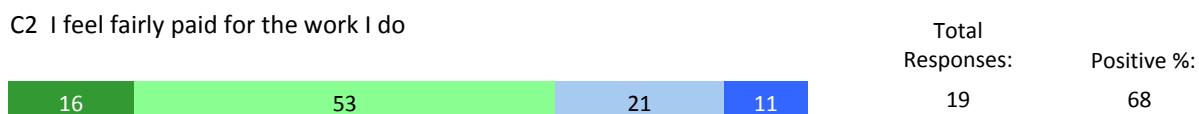
Total Responses: 18 Positive %: 100

Agree	Tend to Agree	Tend to Disagree	Disagree



## Part D - Frequency Charts for Graduate School

### Section C: Pay and Benefits



Agree   
 Tend to Agree   
 Tend to Disagree   
 Disagree



## Part D - Frequency Charts for Graduate School

### Section D: Your Role

D1a I have a clear understanding about my role within the University of Reading



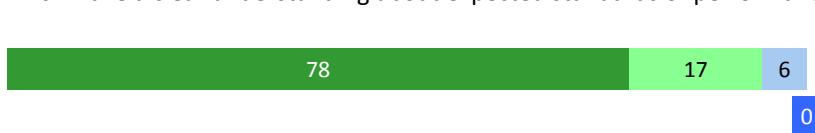
Total Responses: 17 Positive %: 100

D1b I have a clear understanding about what I am expected to achieve in my job



Total Responses: 18 Positive %: 94

D1c I have a clear understanding about expected standards of performance



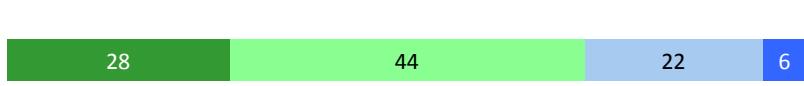
Total Responses: 18 Positive %: 94

D1d I have a clear understanding about expected standards of behaviour



Total Responses: 17 Positive %: 94

D2 I am satisfied with my current role and level of responsibility



Total Responses: 18 Positive %: 72

D3 I am trusted to do my job



Total Responses: 18 Positive %: 100

D4 The division of responsibilities between staff in my work area feels fair



Total Responses: 18 Positive %: 78

Agree

Tend to Agree

Tend to Disagree

Disagree



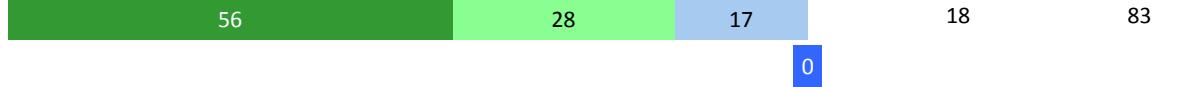
## Part D - Frequency Charts for Graduate School

### Section D: Your Role

D5 I have enough freedom to do what is necessary to put students / internal customers first every time

Total Responses:

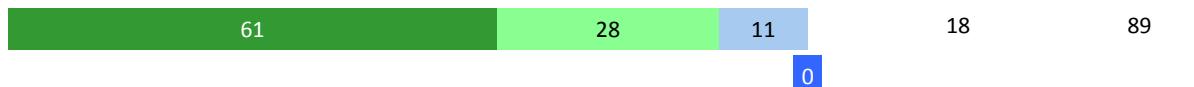
Positive %:



D6 People are willing to help each other even if it means doing something outside their usual activities

Total Responses:

Positive %:



Agree      Tend to Agree      Tend to Disagree      Disagree

D7 I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload

Total Responses:

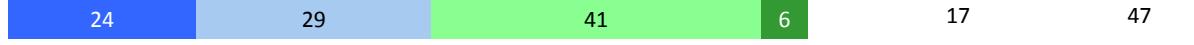
Positive %:



D8 I often worry about work outside my working hours

Total Responses:

Positive %:



Agree      Tend to Agree      Tend to Disagree      Disagree

D9 I find my current workload too much and I am struggling to cope

Total Responses:

Positive %:

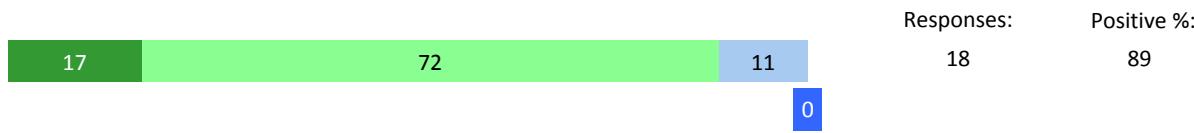


Agree      Tend to Agree      Tend to Disagree      Disagree

D10 I have adequate resources to complete my work

Total Responses:

Positive %:



Agree      Tend to Agree      Tend to Disagree      Disagree



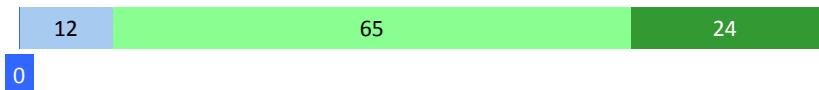
## Part D - Frequency Charts for Graduate School

### Section D: Your Role

D11 I feel priorities are changed too frequently for me to work efficiently

Total Responses:  
17

Positive %:  
88





## Part D - Frequency Charts for Graduate School

### Section E: Considering Leaving

E1 I often think about leaving the University

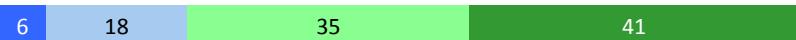
Total Responses:  
17

Positive %:  
76

E2 I am actively seeking to leave my job here at the University

Total Responses:  
18

Positive %:  
94



Agree

Tend to  
Agree

Tend to  
Disagree

Disagree



## Part D - Frequency Charts for Graduate School

### Section F: Performance Development Review (PDR)

F1 Have you been employed by the University of Reading for over a year?

Total Responses:  
19

F2 Have you had an individual Performance Development Review (PDR) in the last 12 months?

Total Responses:  
14 Positive %:



(based on the number of respondents answering 'Yes' to F1)

F3 Was your Performance Development Review (PDR) useful for you?

Total Responses:  
7 Positive %:



(based on the number of respondents answering 'Yes' to F2)

F4 Did you agree clear objectives as part of your Performance Development Review (PDR)?

Total Responses:  
7 Positive %:



(based on the number of respondents answering 'Yes' to F2)

F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading?

Total Responses:  
7 Positive %:



(based on the number of respondents answering 'Yes' to F2)

F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs?

Total Responses:  
7 Positive %:



(based on the number of respondents answering 'Yes' to F2)

Yes      No

F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one?

Total Responses:  
7 Positive %:



(based on the number of respondents answering 'No' to F2)

Yes      No      Not Sure



## Part D - Frequency Charts for Graduate School

### Section G: Learning and Development

G1 I feel that I am given the same opportunities to develop as other staff

Total Responses: 17 Positive %:



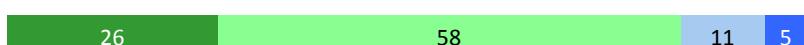
G2 I am satisfied with my current level of learning and development

Total Responses: 17 Positive %:



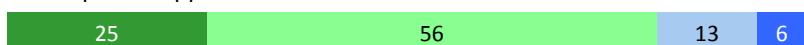
G3 I have received sufficient training to enable me to do my job well

Total Responses: 19 Positive %:



G4 Overall, I feel that the University of Reading provides appropriate development opportunities

Total Responses: 16 Positive %:

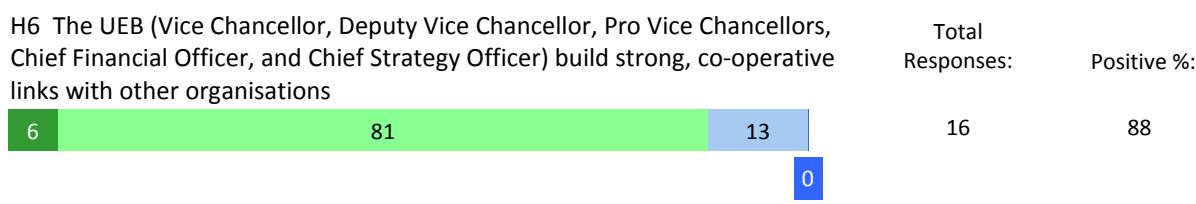
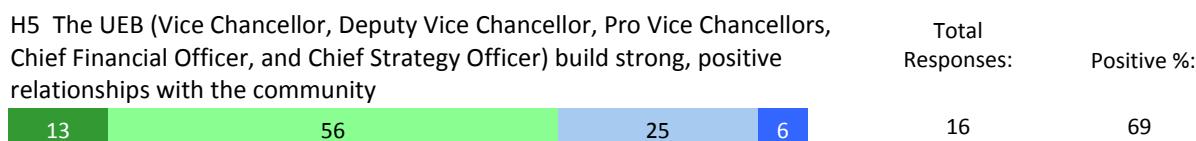
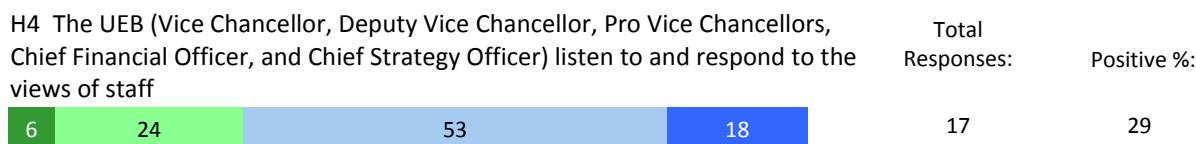
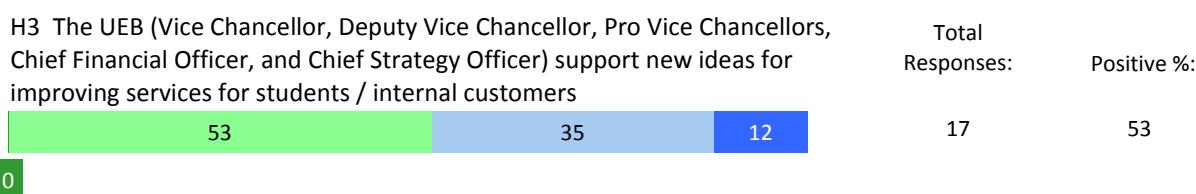
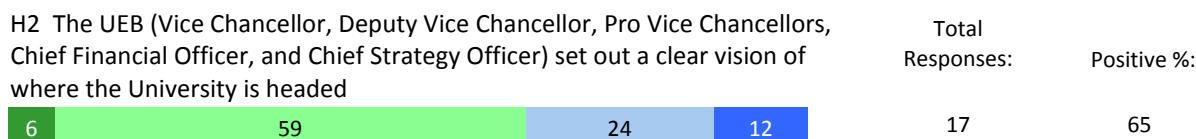
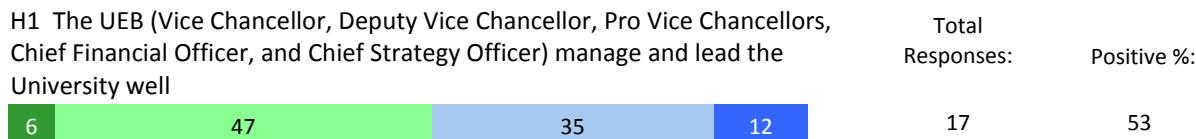


Agree    Tend to Agree    Tend to Disagree    Disagree



## Part D - Frequency Charts for Graduate School

### Section H: University Executive Board (UEB)



 Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree

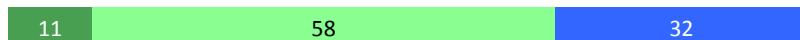


## Part D - Frequency Charts for Graduate School

### Section I: Culture and Values

I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?

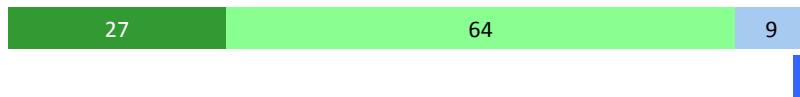
Total Responses: 19 Positive %: 68



A Lot    A Little    Nothing

I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them

Total Responses: 11 Positive %: 91



(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them

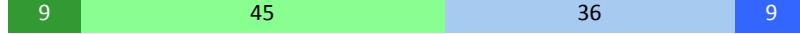
Total Responses: 11 Positive %: 55



(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

I4 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them

Total Responses: 11 Positive %: 55



(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them

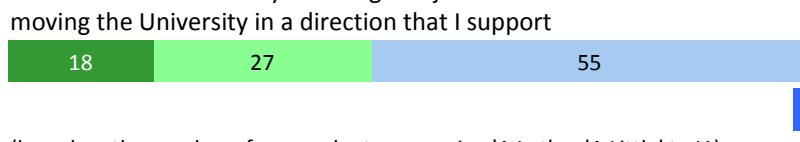
Total Responses: 11 Positive %: 36



(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support

Total Responses: 11 Positive %: 45



(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Agree    Tend to Agree    Tend to Disagree    Disagree



## Part D - Frequency Charts for Graduate School

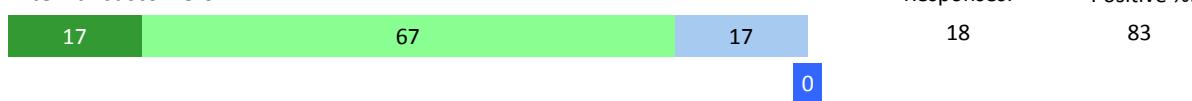
### Section I: Culture and Values

I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026'

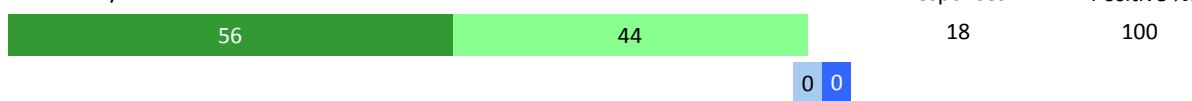


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

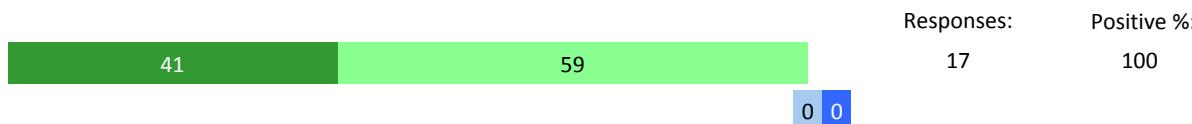
I8 I feel the University of Reading delivers good quality service to students / internal customers



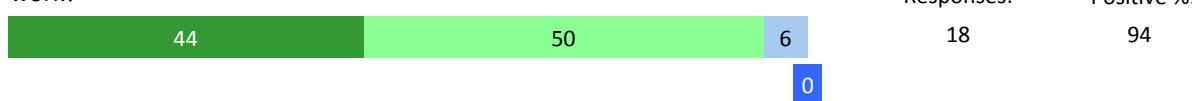
I9 I feel my Department / School / Function delivers good quality service to students / internal customers



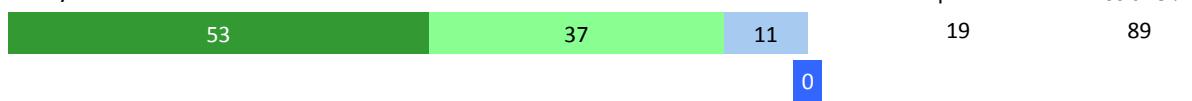
I10 I feel proud to work for the University of Reading



I11 Would you recommend the University of Reading to a friend as a place to work?



I12 Would you recommend the University of Reading to a friend as a place to study?



Agree    Tend to Agree    Tend to Disagree    Disagree

I13 Are you aware of the University Values for Working Together and Professional Behaviours?



Yes    No



## Part D - Frequency Charts for Graduate School

### Section I: Culture and Values

I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB	Total Responses:	Positive %:
 (based on the number of respondents answering 'Yes' to I13)	9	67

I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function	Total Responses:	Positive %:
 (based on the number of respondents answering 'Yes' to I13)	11	100

I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function	Total Responses:	Positive %:
 (based on the number of respondents answering 'Yes' to I13)	11	100

I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues	Total Responses:	Positive %:
 (based on the number of respondents answering 'Yes' to I13)	11	100

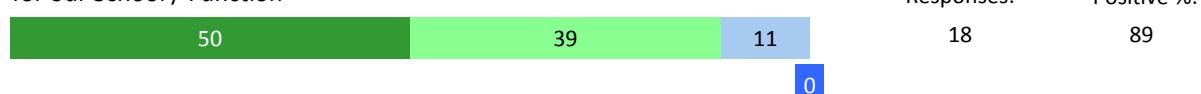


**Part D - Frequency Charts for Graduate School****Section J: Your School or Function Leadership**

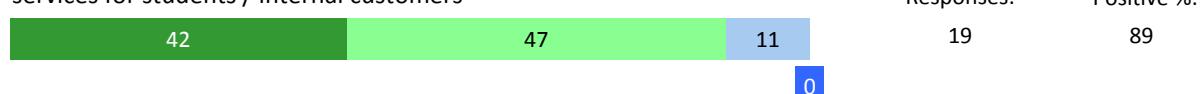
J1 My School / Function Leadership Team manage and lead our School / Function well



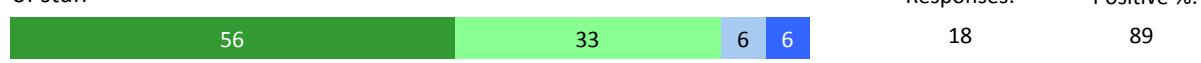
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function



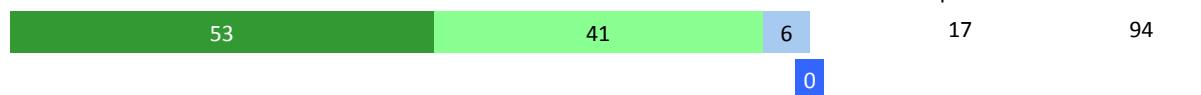
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers



J4 My School / Function Leadership Team listen to and respond to the views of staff



J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions

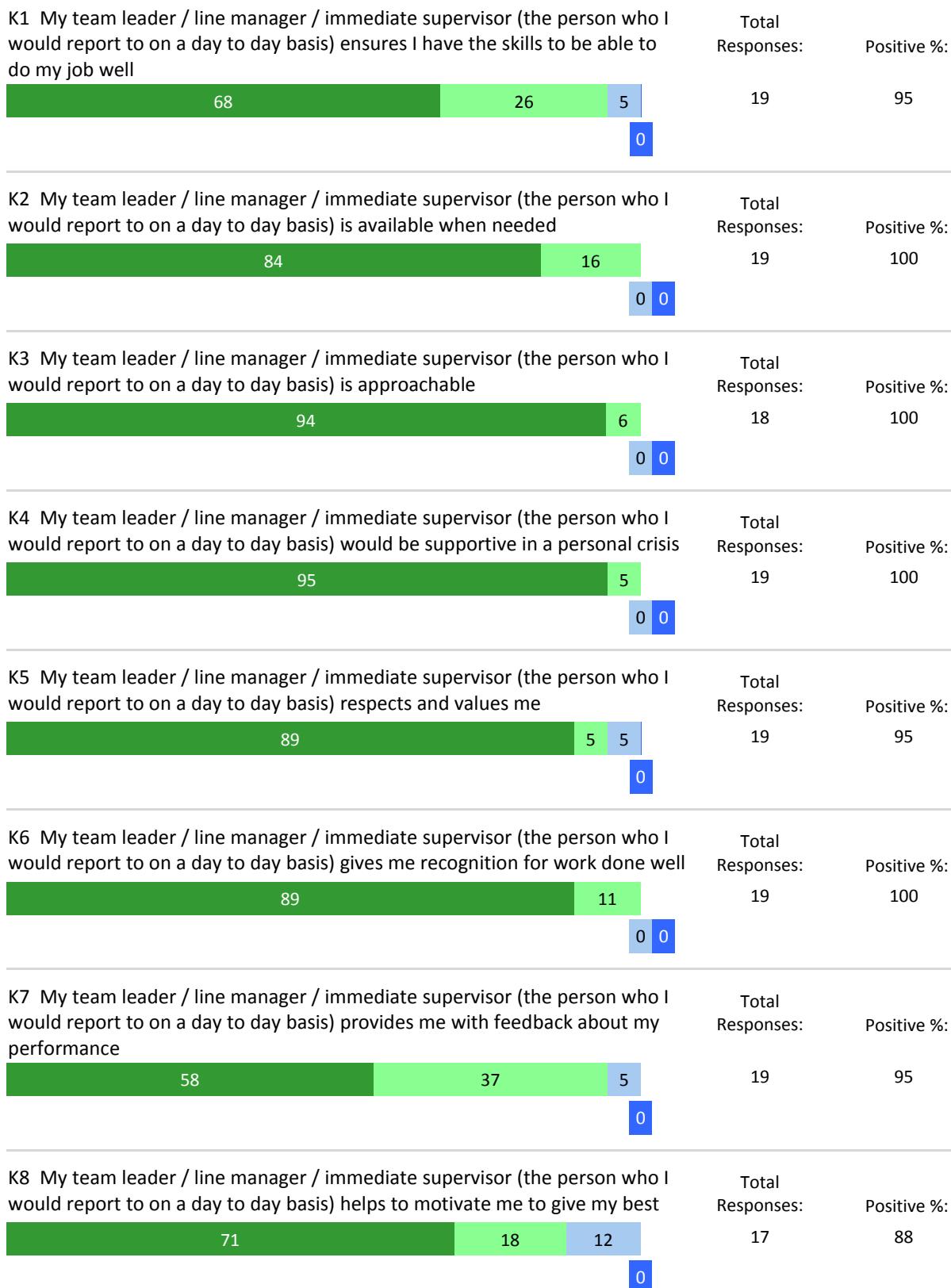


Agree    Tend to Agree    Tend to Disagree    Disagree



## Part D - Frequency Charts for Graduate School

### Section K: Your Manager / Supervisor





## Part D - Frequency Charts for Graduate School

## Section K: Your Manager / Supervisor



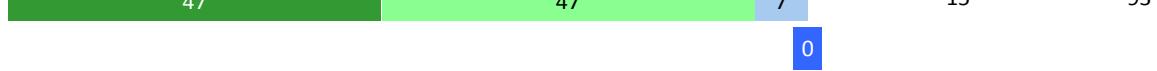
K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about

Total Responses: 19 Positive %:



K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively

Total Responses: 15 Positive %:



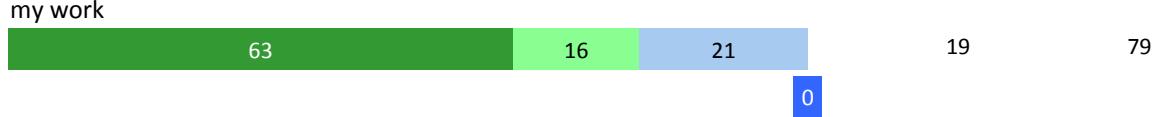
K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work

Total Responses: 19 Positive %:



K12 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work

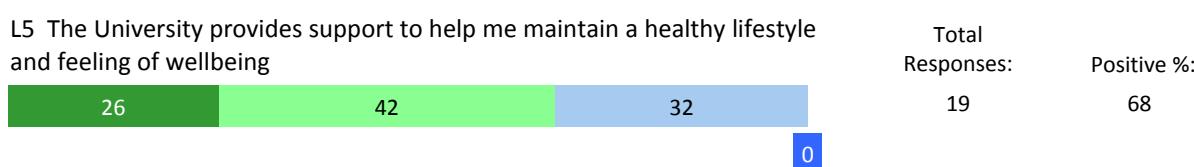
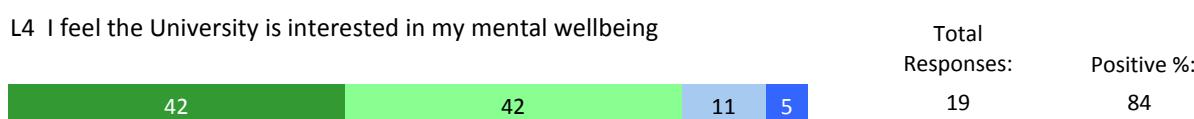
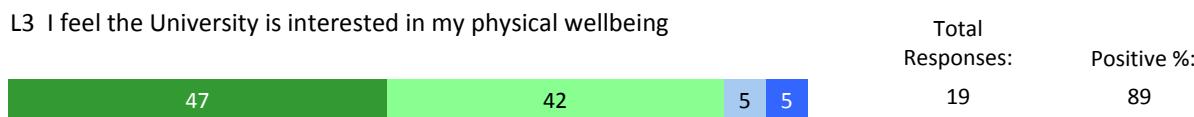
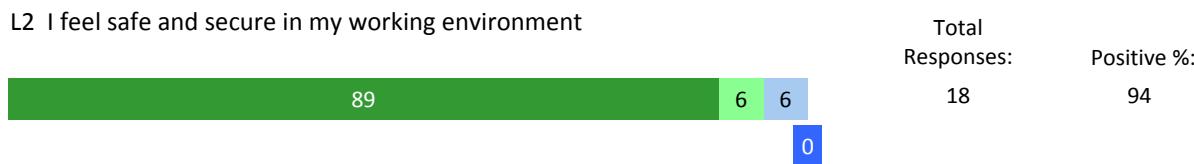
Total Responses: 19 Positive %:





## Part D - Frequency Charts for Graduate School

### Section L: Health, Safety and Wellbeing



Agree    Tend to Agree    Tend to Disagree    Disagree



Yes    No



## Part D - Frequency Charts for Graduate School

### Section M: Working at the University

M1 I can decide on my own how to go about doing my work

Total Responses:

Positive %:



M2 I am satisfied with the support I get from my immediate manager

Total Responses:

Positive %:



M3 I am satisfied with the support I get from my work colleagues

Total Responses:

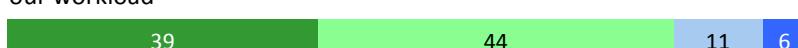
Positive %:



M4 There are usually sufficient people in the team I am working in to handle our workload

Total Responses:

Positive %:



Agree      Tend to Agree      Tend to Disagree      Disagree

M5 Relationships at work are strained

Total Responses:

Positive %:



M6 I am unable to handle all the conflicting demands on my time at work

Total Responses:

Positive %:



Agree      Tend to Agree      Tend to Disagree      Disagree

M7 I have the right equipment to do my job

Total Responses:

Positive %:



Agree      Tend to Agree      Tend to Disagree      Disagree



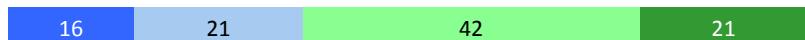
## Part D - Frequency Charts for Graduate School

### Section M: Working at the University

M8 I am required to do unimportant tasks which prevent me completing more important ones

Total Responses:

19 Positive %:



Agree      Tend to Agree      Tend to Disagree      Disagree

M9 I am able to take regular breaks on most days

Total Responses: Positive %:



19 Positive %:

M10 I have a place I can go to take a break at work

Total Responses: Positive %:



19 Positive %:

Agree      Tend to Agree      Tend to Disagree      Disagree

M11 I feel stressed at work

Total Responses: Positive %:



18 Positive %:

Always      Frequently      Occasionally      Never

M12 Overall, I feel unduly stressed at work

Total Responses: Positive %:



16 Positive %:

(based on the number of respondents answering 'Always', 'Frequently' or 'Occasionally' to M11)

Yes      No



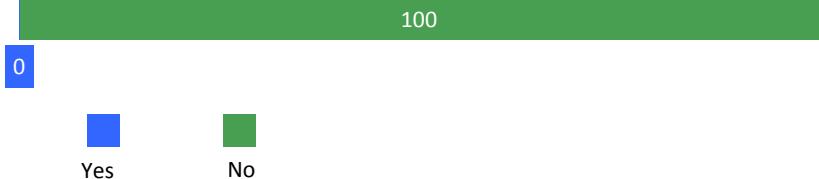
## Part D - Frequency Charts for Graduate School

### Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?

Total Responses:  
19

Positive %:  
100



N6 Are you aware of the Health Advocacy Respect and Care Advisors?

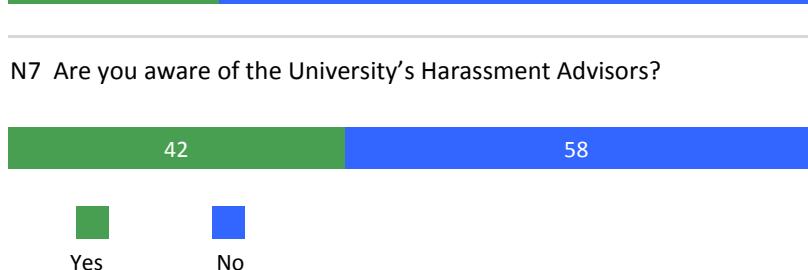
Total Responses:  
19

Positive %:  
26

N7 Are you aware of the University's Harassment Advisors?

Total Responses:  
19

Positive %:  
42



Yes      No



## Part D - Frequency Charts for Graduate School

### Section O: Diversity and Inclusion

O1 I believe the University of Reading is committed to equality of opportunity for all of its staff



Total Responses: 19 Positive %: 89

O2 I am aware of the University's priorities for Diversity and Inclusion



Total Responses: 19 Positive %: 89

O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students



Total Responses: 18 Positive %: 94

O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment



Total Responses: 19 Positive %: 89

O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion



Total Responses: 18 Positive %: 83

Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree



## Part D - Frequency Charts for Graduate School

### Section O: Diversity and Inclusion

O5a In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff

Total Responses: Positive %:



O5b In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student

Total Responses: Positive %:



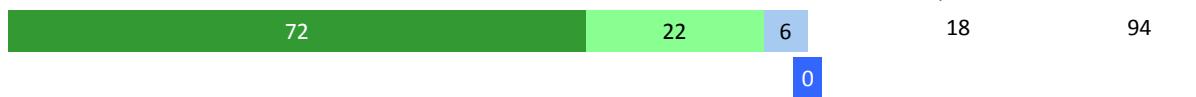
Agree    Tend to Agree    Tend to Disagree    Disagree



## Part D - Frequency Charts for Graduate School

### Section O: Diversity and Inclusion

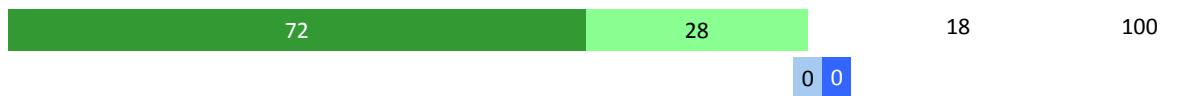
O6a The University of Reading respects people equally regardless of their gender



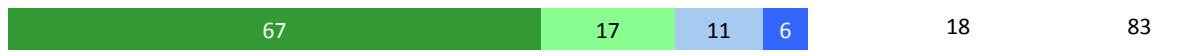
O6b The University of Reading respects people equally regardless of their nationality / race



O6c The University of Reading respects people equally regardless of their disability status



O6d The University of Reading respects people equally regardless of their age



O6e The University of Reading respects people equally regardless of their sexual orientation



O6f The University of Reading respects people equally regardless of their religion or beliefs



Agree  
  Tend to Agree  
  Tend to Disagree  
  Disagree

O7 Have you felt discriminated against at work in the last 12 months?



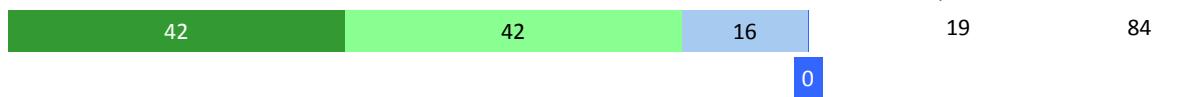
Yes  
  No



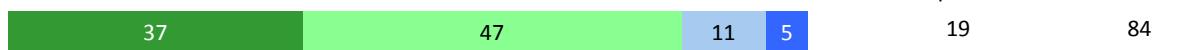
## Part D - Frequency Charts for Graduate School

### Section P: Communication

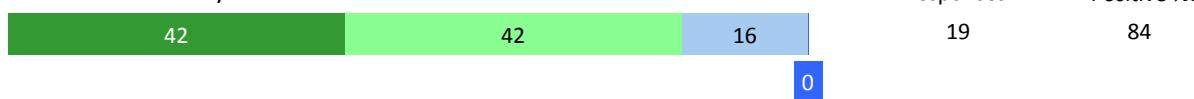
P1a I receive information in a timely way in regard to local issues in my area of work



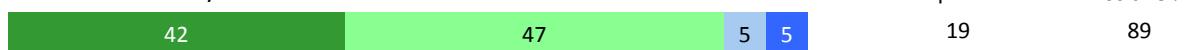
P1b I receive information in a timely way in regard to wider University issues



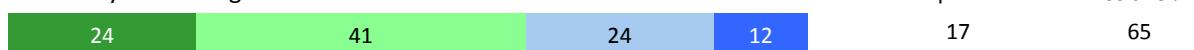
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work



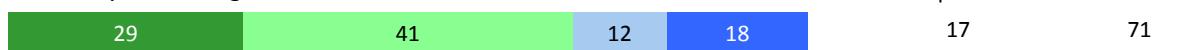
P2b The information I receive is straightforward and I understand it in regard to wider University issues



P3 There are opportunities for me to feed my views upwards in the University of Reading



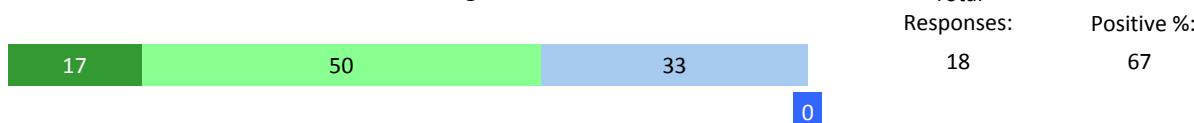
P4 I know where to find information about important decisions made at the University of Reading



P5 On the whole, communication in the University of Reading is effective



P6 Communication between senior management and staff is effective



P7 On the whole, the different parts of the University of Reading communicate effectively with each other



Agree

Tend to Agree

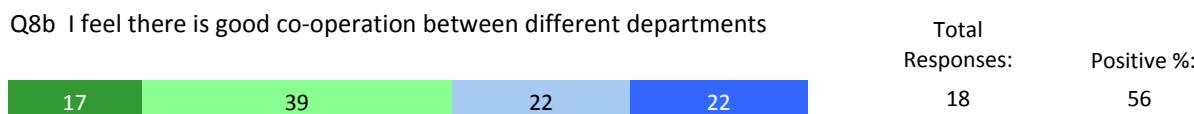
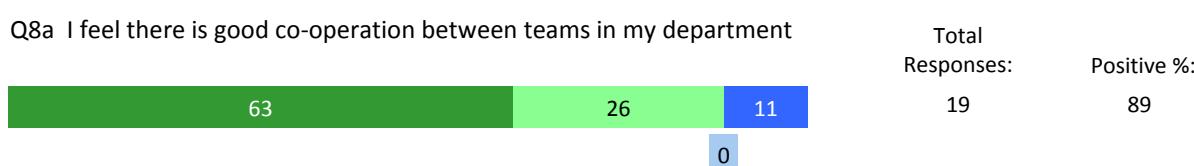
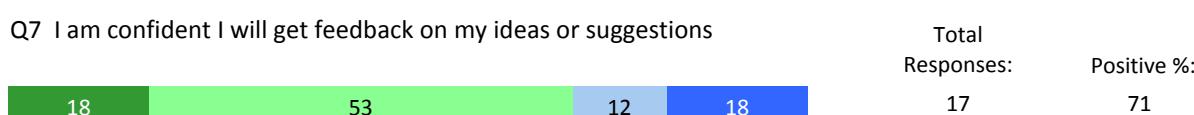
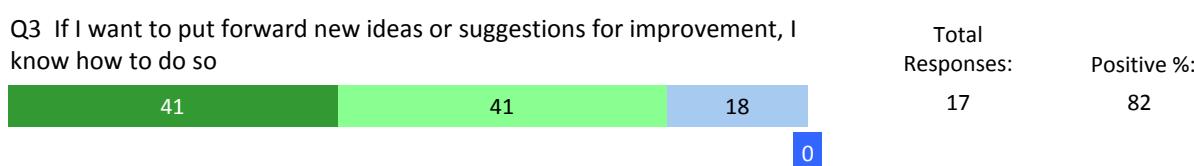
Tend to Disagree

Disagree



## Part D - Frequency Charts for Graduate School

### Section Q: Staff Involvement



Agree    Tend to Agree    Tend to Disagree    Disagree



## Part D - Frequency Charts for Graduate School

### Section R: Managing Change

R1 The current pace of change in the University of Reading is about right

Total Responses: 18 Positive %: 17



R3 In my opinion the recent PAS changes were well explained

Total Responses: 17 Positive %: 12



R4 In my opinion other recent changes (not PAS) have been well planned

Total Responses: 16 Positive %: 38

R5 In my opinion other recent changes (not PAS) have been well explained

Total Responses: 16 Positive %: 50

R6a Generally, change within my department is managed well

Total Responses: 19 Positive %: 84

R6b Generally, change within the University of Reading is managed well

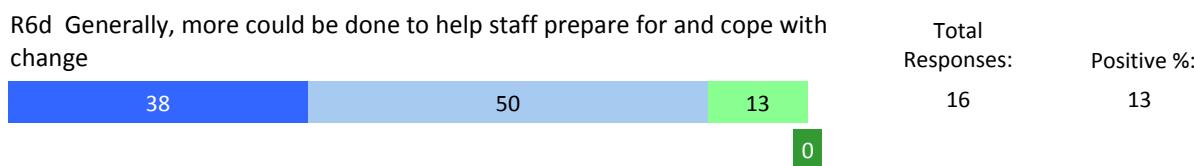
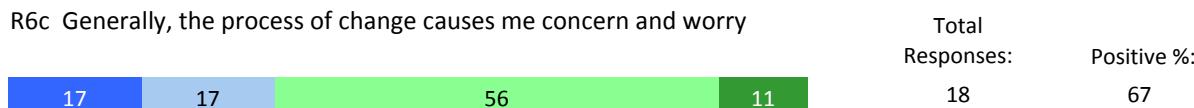
Total Responses: 17 Positive %: 18



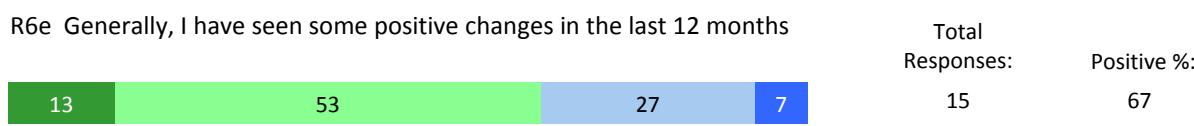


## Part D - Frequency Charts for Graduate School

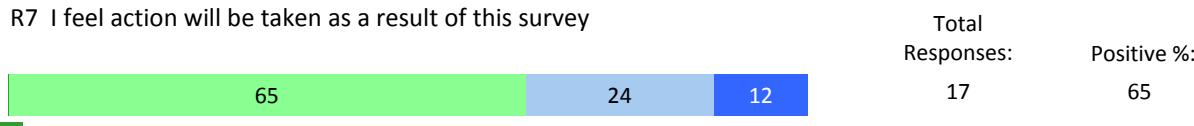
### Section R: Managing Change



Agree      Tend to Agree      Tend to Disagree      Disagree



Agree      Tend to Agree      Tend to Disagree      Disagree



Agree      Tend to Agree      Tend to Disagree      Disagree



## Part E - Comment Themes for Graduate School

The question below relates to the themes selected for '**S1 Please note below one thing that you feel could be improved at the University of Reading'**'.

Comment Theme	Count of theme
Communication	4
Job Satisfaction	1
Managing Change	1
Management – Immediate / Local	1
Pay & Benefits	1
PAS / Re-organisation	1
Systems / Processes	1
Other	2

The question below relates to the themes selected for '**S2 Please note below one thing that you think is good about working for the University of Reading'**'.

Comment Theme	Count of theme
Facilities / Environment	3
Job Satisfaction	2
Pay & Benefits	3
Relationships / Co-operation	1
Student / Internal Customer Satisfaction	1



## Part F - Survey Results Ranked By Degree of Importance to Respondents for Graduate School

To further identify the areas of strength and areas for improvement in the selected area of work, all the agree/disagree questions are ranked according to the values assigned to each question. Values are assigned to each response i.e. Agree = 4; Tend to Agree = 3; Tend to Disagree = 2; Disagree = 1 (scores are reversed for negatively phrased questions). Values for each participant's response are added together to generate an overall question score. It is possible that two questions with the same aggregate percentage may have different question scores, so one may appear as an area of strength or improvement while the other does not.

This list shows those questions in the survey that measure perception or awareness in a ranked order. Those questions appearing at the top of the list and appearing red in the average question score column have generated the most negative responses from participants i.e. with a score below 2.50.

Questions appearing at the bottom of the list and highlighted green are the most positive responses from participants i.e. with a score above 3.00.

Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
1	R2	In my opinion the recent PAS changes were well planned	17	1.41
2	R3	In my opinion the recent PAS changes were well explained	17	1.65
3	R6d	Generally, more could be done to help staff prepare for and cope with change	16	1.75
4	D7	I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload	18	1.83
5	R6b	Generally, change within the University of Reading is managed well	17	2.06
6	H4	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	17	2.18
7	R4	In my opinion other recent changes (not PAS) have been well planned	16	2.25
8	D8	I often worry about work outside my working hours	17	2.29
9	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	17	2.35
10	I5	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them	11	2.36
11	R5	In my opinion other recent changes (not PAS) have been well explained	16	2.38
12	H3	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	17	2.41
13	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	17	2.47
14	Q6	I feel the University genuinely listens to staff views during consultations	17	2.47
15	Q8b	I feel there is good co-operation between different departments	18	2.50
16	R7	I feel action will be taken as a result of this survey	17	2.53
17	I3	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them	11	2.55
18	I4	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them	11	2.55
19	C3	I think my pay adequately reflects my performance	18	2.56



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
20	H2	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed	17	2.59
21	R6c	Generally, the process of change causes me concern and worry	18	2.61
22	I6	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support	11	2.64
23	B8	I feel valued by the University of Reading	18	2.67
24	I14	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB	9	2.67
25	M8	I am required to do unimportant tasks which prevent me completing more important ones	19	2.68
26	Q7	I am confident I will get feedback on my ideas or suggestions	17	2.71
27	I7	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026'	11	2.73
28	R6e	Generally, I have seen some positive changes in the last 12 months	15	2.73
29	C2	I feel fairly paid for the work I do	19	2.74
30	H5	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	16	2.75
31	P3	There are opportunities for me to feed my views upwards in the University of Reading	17	2.76
32	P4	I know where to find information about important decisions made at the University of Reading	17	2.82
33	P5	On the whole, communication in the University of Reading is effective	18	2.83
34	P6	Communication between senior management and staff is effective	18	2.83
35	C1	Overall, I feel the University of Reading offers a good pay and benefits package	19	2.84
36	C4	I am aware of the University's arrangements for recognising and rewarding good performance	19	2.84
37	R6f	Generally, I think things will improve in the next 12 months	15	2.87
38	D9	I find my current workload too much and I am struggling to cope	17	2.88
39	Q1	I feel there are adequate opportunities to raise points of concern	17	2.88
40	H6	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	16	2.94
41	D2	I am satisfied with my current role and level of responsibility	18	2.94
42	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	19	2.95
43	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	16	3.00
44	I8	I feel the University of Reading delivers good quality service to students / internal customers	18	3.00
45	L6	The University provides a satisfying work environment	18	3.00
46	Q2	I feel able to voice my opinions	17	3.00
47	Q4	I am personally encouraged to look for ways to improve the way we do things	18	3.00
48	G3	I have received sufficient training to enable me to do my job well	19	3.05
49	D10	I have adequate resources to complete my work	18	3.06
50	Q5	I am confident my ideas or suggestions will be listened to	17	3.06
51	C5	I am aware of the benefits offered by the University	19	3.11



Rank	Qn No.	Question	Number of staff expressing an opinion	Average question score
52	B5	I feel inspired to do my best work every day	18	3.11
53	B11	I feel my job security at the University of Reading is good	18	3.11
54	D11	I feel priorities are changed too frequently for me to work efficiently	17	3.12
55	E1	I often think about leaving the University	17	3.12
56	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	19	3.16
57	B7	I feel part of the University of Reading	19	3.16
58	P1b	I receive information in a timely way in regard to wider University issues	19	3.16
59	M4	There are usually sufficient people in the team I am working in to handle our workload	18	3.17
60	M6	I am unable to handle all the conflicting demands on my time at work	18	3.17
61	G2	I am satisfied with my current level of learning and development	17	3.18
62	I2	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them	11	3.18
63	L4	I feel the University is interested in my mental wellbeing	19	3.21
64	G1	I feel that I am given the same opportunities to develop as other staff	17	3.24
65	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	17	3.24
66	P1a	I receive information in a timely way in regard to local issues in my area of work	19	3.26
67	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	19	3.26
68	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	19	3.26
69	R6a	Generally, change within my department is managed well	19	3.26
70	B4	My work gives me a sense of personal achievement	18	3.28
71	D4	The division of responsibilities between staff in my work area feels fair	18	3.28
72	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	19	3.32
73	L3	I feel the University is interested in my physical wellbeing	19	3.32
74	M10	I have a place I can go to take a break at work	19	3.32
75	B3	My work is varied and interesting to me	18	3.33
76	A2	I feel I have a good work-life balance	19	3.37
77	B10	I feel valued by students / internal customers	19	3.37
78	M9	I am able to take regular breaks on most days	19	3.37
79	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	18	3.39
80	I11	Would you recommend the University of Reading to a friend as a place to work?	18	3.39
81	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	18	3.39
82	J4	My School / Function Leadership Team listen to and respond to the views of staff	18	3.39
83	O4b	I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	18	3.39
84	K10	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	15	3.40
85	I10	I feel proud to work for the University of Reading	17	3.41
86	B6	I feel I belong to a team	19	3.42



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
87	I12	Would you recommend the University of Reading to a friend as a place to study?	19	3.42
88	K12	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	19	3.42
89	Q8a	I feel there is good co-operation between teams in my department	19	3.42
90	B2	Generally, I enjoy my work	18	3.44
91	M5	Relationships at work are strained	18	3.44
92	O6d	The University of Reading respects people equally regardless of their age	18	3.44
93	I15	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function	11	3.45
94	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	17	3.47
95	A1	The University of Reading provides good support to help me balance my work and personal commitments	19	3.47
96	A5	I am able to take advantage of flexible working on an informal basis	19	3.47
97	B9	I feel valued by my colleagues	19	3.47
98	O2	I am aware of the University's priorities for Diversity and Inclusion	19	3.47
99	O4a	I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	19	3.47
100	D6	People are willing to help each other even if it means doing something outside their usual activities	18	3.50
101	B1	The University of Reading is a good place to work	19	3.53
102	K7	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	19	3.53
103	M3	I am satisfied with the support I get from my work colleagues	19	3.53
104	M7	I have the right equipment to do my job	19	3.53
105	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	19	3.53
106	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	18	3.56
107	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	18	3.56
108	K8	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	17	3.59
109	D1b	I have a clear understanding about what I am expected to achieve in my job	18	3.61
110	E2	I am actively seeking to leave my job here at the University	18	3.61
111	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	19	3.63
112	J1	My School / Function Leadership Team manage and lead our School / Function well	19	3.63
113	K1	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	19	3.63
114	K9	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	19	3.63
115	I16	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function	11	3.64



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
116	M1	I can decide on my own how to go about doing my work	18	3.67
117	O6a	The University of Reading respects people equally regardless of their gender	18	3.67
118	O6b	The University of Reading respects people equally regardless of their nationality / race	18	3.67
119	D1a	I have a clear understanding about my role within the University of Reading	17	3.71
120	B12	I'm not interested in the University of Reading, to me it's just a job	18	3.72
121	D1c	I have a clear understanding about expected standards of performance	18	3.72
122	O6c	The University of Reading respects people equally regardless of their disability status	18	3.72
123	I17	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues	11	3.73
124	K11	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	19	3.74
125	D1d	I have a clear understanding about expected standards of behaviour	17	3.76
126	O5a	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff	17	3.76
127	O6e	The University of Reading respects people equally regardless of their sexual orientation	17	3.76
128	O6f	The University of Reading respects people equally regardless of their religion or beliefs	17	3.76
129	D3	I am trusted to do my job	18	3.78
130	M2	I am satisfied with the support I get from my immediate manager	19	3.79
131	L2	I feel safe and secure in my working environment	18	3.83
132	K2	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	19	3.84
133	K5	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	19	3.84
134	L1	I am satisfied that my personal safety is treated seriously at work	19	3.84
135	K6	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	19	3.89
136	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	17	3.94
137	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	18	3.94
138	K4	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	19	3.95

Average: 3.17



## Part G - Internal benchmarking for Graduate School

An overview of the survey results for selected area of work and by the associated departments / teams. Results for the University of Reading as a whole are shown for reference.

Each question is listed in the order it appears in the survey. The combined positive score is used throughout the analysis. Where a question / statement is positively phrased, agree and tend to agree (or yes) responses are used. Where a question / statement is negatively phrased, disagree and tend to disagree (or no) responses are used unless otherwise stated.

To ensure anonymity is maintained, most sub set or secondary questions are excluded. As a large number of staff have responded to the sub set questions within 'Section F, Performance Development Review (PDR)', 'Section I: Culture and Values' and question M12, these are included in the analysis, these questions are shown in the list with a ^.

Where questions are negatively worded in the questionnaire, the positive perception is shown. These questions / statements are marked with an asterisk (\*) and the text has been reworded to ensure ease of understanding.

E.g. The results for the question: '*Are you currently being harassed or bullied at work?*' are displayed for those who said no to this question i.e. the positive perception (95%).

The text has therefore been reworded to '*I'm not currently being harassed or bullied at work\**'

Cells displaying question results are colour coded red or green according to the percentage of respondents giving a positive response:



indicates 'strength' = agreement from 75% or more of employees.



indicates 'areas for improvement' = agreement from 50% or fewer employees.

At the top of the sheet is a count of the reds and greens each group achieves.

Question F1 'Have you been employed by the University of Reading for over a year?' is considered neutral and has neither a positive nor negative response so, while included in the table and the 'yes' response is shown, the colour code is not applied.

The report is designed to aid local action planning by understanding whether different groups of respondents have more or less positive views.

To ensure the figures are accurate, rounding is applied at the last stage of the calculation and is rounded to the nearest percentage point. This may mean the total positive percentage displayed can be up to 1% different from simply adding together the two positive percentages shown in the charts in part D.

## Internal benchmarking for Graduate School

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

The data is categorised by the University of Reading, then area of work and associated department / teams. Green coloured cells indicate scores 75% and over and red is 50% and under.

Cells displaying question results are colour coded red or green according to the percentage of respondents giving a positive response:

  indicates 'strength' = agreement from 75% or more of employees.

  indicates 'areas for improvement' = agreement from 50% or fewer employees.

Section	Question	University of Reading	Total Reds	18	16	19
			Total Greens	84	92	98
		Total number of respondents	2673	1096	19	Graduate School
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	84	89	84	89
	A2 I feel I have a good work-life balance	70	81	84	81	84
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	78	84	78	84
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	82	100	82	100
	A5 I am able to take advantage of flexible working on an informal basis	80	78	95	78	95
Job Satisfaction	B1 The University of Reading is a good place to work	87	92	95	92	95
	B2 Generally, I enjoy my work	92	92	94	92	94
	B3 My work is varied and interesting to me	91	90	83	90	83
	B4 My work gives me a sense of personal achievement	86	85	72	85	72
	B5 I feel inspired to do my best work every day	80	81	67	81	67
	B6 I feel I belong to a team	81	87	89	87	89
	B7 I feel part of the University of Reading	76	81	74	81	74
	B8 I feel valued by the University of Reading	59	64	50	64	50
	B9 I feel valued by my colleagues	88	91	89	91	89
	B10 I feel valued by students / internal customers	85	82	95	82	95
	B11 I feel my job security at the University of Reading is good	70	75	78	75	78
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	91	100	91	100
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	73	79	73	79
	C2 I feel fairly paid for the work I do	60	63	68	63	68
	C3 I think my pay adequately reflects my performance	52	54	61	54	61
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	73	68	73	68
	C5 I am aware of the benefits offered by the University	71	77	84	77	84

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

Prepared by Capita Surveys and Research

## Internal benchmarking for Graduate School

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

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Section	Question	University of Reading	Total number of respondents	Total Reds	Total Greens		
			2673	18	16	19	92
	D1a I have a clear understanding about my role within the University of Reading	90	92	100			
	D1b I have a clear understanding about what I am expected to achieve in my job	89	89	94			
	D1c I have a clear understanding about expected standards of performance	91	92	94			
	D1d I have a clear understanding about expected standards of behaviour	96	97	94			
	D2 I am satisfied with my current role and level of responsibility	76	77	72			
	D3 I am trusted to do my job	93	94	100			
	D4 The division of responsibilities between staff in my work area feels fair	68	72	78			
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	82	83			
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	85	89			
	D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	33	41	22			
	D8 I don't worry about work outside my working hours *	39	47	47			
	D9 I don't find my current workload too much and I am not struggling to cope *	61	69	65			
	D10 I have adequate resources to complete my work	67	71	89			
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	66	88			
Considering Leaving	E1 I don't think about leaving the University *	65	68	76			
	E2 I'm not actively seeking to leave my job here at the University *	82	83	94			
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	81	79			
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	71	50			
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	68	86			
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	84	86			
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	72	100			
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	75	71			
	F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	43	51	29			

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

## Internal benchmarking for Graduate School

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

The data is categorised by the University of Reading, then area of work and associated department / teams. Green coloured cells indicate scores 75% and over and red is 50% and under.

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Section	Question		Total Reds	18	16	19
			Total Greens	84	92	98
		Total number of respondents	2673	1096	19	Graduate School
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff		78	79	76	76
	G2 I am satisfied with my current level of learning and development		75	72	76	76
	G3 I have received sufficient training to enable me to do my job well		80	81	84	84
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities		77	76	76	81
University Executive Board (UEB)	H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well		61	69	53	53
	H2 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed		69	72	65	65
	H3 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers		69	73	53	53
	H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff		43	50	29	29
	H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community		69	75	69	69
	H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations		76	81	88	88

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

Prepared by Capita Surveys and Research

## Internal benchmarking for Graduate School

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Section	Question		Total Reds	18	16	19
			Total Greens	84	92	98
		Total number of respondents	2673	1096	19	Graduate School
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?		70	73	68	
	I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^		81	81	91	
	I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them ^		64	65	55	
	I4 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them ^		63	66	55	
	I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^		64	65	36	
	I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^		69	77	45	
	I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026' ^		64	73	64	
	I8 I feel the University of Reading delivers good quality service to students / internal customers		83	86	83	
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers		92	93	100	
	I10 I feel proud to work for the University of Reading		85	89	100	
	I11 Would you recommend the University of Reading to a friend as a place to work?		81	85	94	
	I12 Would you recommend the University of Reading to a friend as a place to study?		89	91	89	
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?		63	68	58	
	I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB ^		76	79	67	
	I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^		85	85	100	
	I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function ^		88	88	100	
	I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^		92	95	100	

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

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## Internal benchmarking for Graduate School

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Section	Question	University of Reading	Total Reds	18	16	19
			Total Greens	84	92	98
	Total number of respondents	2673	1096	19	Graduate School	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	81	95		
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	73	89		
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	84	89		
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	75	89		
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	83	94		
Your Manager / Supervisor	K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	86	88	95		
	K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	88	89	100		
	K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	93	93	100		
	K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	93	94	100		
	K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	90	90	95		
	K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	84	86	100		
	K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	79	80	95		
	K8 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	74	76	88		
	K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	81	82	89		
	K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	72	74	93		
	K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	81	83	95		
	K12 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	79	80	79		
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	95		
	L2 I feel safe and secure in my working environment	96	96	94		
	L3 I feel the University is interested in my physical wellbeing	78	83	89		
	L4 I feel the University is interested in my mental wellbeing	68	75	84		
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	70	68		
	L6 The University provides a satisfying work environment	79	81	78		
	L7 Are you aware of the Employee Assistance Programme?	40	49	67		

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

## Internal benchmarking for Graduate School

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Section	Question	University of Reading	Total Reds	18	16	19
			Total Greens	84	92	98
		Total number of respondents	2673	1096	19	Graduate School
Working at the University	M1 I can decide on my own how to go about doing my work		93	92	89	
	M2 I am satisfied with the support I get from my immediate manager		86	86	100	
	M3 I am satisfied with the support I get from my work colleagues		90	91	89	
	M4 There are usually sufficient people in the team I am working in to handle our workload		61	66	83	
	M5 Relationships at work are not strained *		75	76	83	
	M6 I am able to handle all the conflicting demands on my time at work *		66	70	72	
	M7 I have the right equipment to do my job		83	87	100	
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *		54	64	63	
	M9 I am able to take regular breaks on most days		69	74	89	
	M10 I have a place I can go to take a break at work		78	76	84	
	M11 I never feel stressed at work *		9	11	6	
	M12 Overall, I don't feel unduly stressed at work * ^		69	74	69	
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *		97	98	100	
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?		23	27	26	
	N7 Are you aware of the University's Harassment Advisors?		35	40	42	

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

Prepared by Capita Surveys and Research

## Internal benchmarking for Graduate School

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  indicates 'areas for improvement' = agreement from 50% or fewer employees.

Section	Question	University of Reading	Total number of respondents	Total Reds	Total Greens	
			2673	18	16	19
						98
						19
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	93	89		
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	92	89		
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	95	94		
	O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	94	94	89		
	O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	82	84	83		
	O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	90	91	94		
	O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	96	97	100		
	O6a The University of Reading respects people equally regardless of their gender	92	93	94		
	O6b The University of Reading respects people equally regardless of their nationality / race	95	96	94		
	O6c The University of Reading respects people equally regardless of their disability status	96	97	100		
	O6d The University of Reading respects people equally regardless of their age	92	93	83		
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	99	100		
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	98	100		
	O7 I have not felt discriminated against at work in the last 12 months? *	92	94	100		

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

Prepared by Capita Surveys and Research

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Section	Question		University of Reading	Management / Professional Service and other	Total number of respondents	Total Reds	Total Greens	Graduate School
					2673	18	16	
Communication	P1a I receive information in a timely way in regard to local issues in my area of work		81	80	84	84	84	
	P1b I receive information in a timely way in regard to wider University issues		76	76	84	76	84	
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work		89	89	84	89	84	
	P2b The information I receive is straightforward and I understand it in regard to wider University issues		80	83	89	83	89	
	P3 There are opportunities for me to feed my views upwards in the University of Reading		57	63	65	63	65	
	P4 I know where to find information about important decisions made at the University of Reading		56	60	71	60	71	
	P5 On the whole, communication in the University of Reading is effective		60	63	72	63	72	
	P6 Communication between senior management and staff is effective		54	58	67	54	58	
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other		42	43	47	42	43	47
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern		64	69	71	69	71	
	Q2 I feel able to voice my opinions		71	75	71	75	71	
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so		72	75	82	75	82	
	Q4 I am personally encouraged to look for ways to improve the way we do things		69	73	72	73	72	
	Q5 I am confident my ideas or suggestions will be listened to		60	65	76	65	76	
	Q6 I feel the University genuinely listens to staff views during consultations		43	49	53	43	49	
	Q7 I am confident I will get feedback on my ideas or suggestions		51	56	71	56	71	
	Q8a I feel there is good co-operation between teams in my department		83	83	89	83	89	
	Q8b I feel there is good co-operation between different departments		62	64	56	62	64	56

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

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## Internal benchmarking for Graduate School

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

The data is categorised by the University of Reading, then area of work and associated department / teams. Green coloured cells indicate scores 75% and over and red is 50% and under.

Cells displaying question results are colour coded red or green according to the percentage of respondents giving a positive response:

  indicates 'strength' = agreement from 75% or more of employees.

  indicates 'areas for improvement' = agreement from 50% or fewer employees.

Section	Question		Total Reds	18	16	19
			Total Greens	84	92	98
		Total number of respondents	2673	1096	19	
Managing Change	R1 The current pace of change in the University of Reading is about right		27	32	17	
	R2 In my opinion the recent PAS changes were well planned		17	20	0	
	R3 In my opinion the recent PAS changes were well explained		25	29	12	
	R4 In my opinion other recent changes (not PAS) have been well planned		38	43	38	
	R5 In my opinion other recent changes (not PAS) have been well explained		39	44	50	
	R6a Generally, change within my department is managed well		72	70	84	
	R6b Generally, change within the University of Reading is managed well		36	40	18	
	R6c Generally, the process of change does not cause me concern and worry *		49	56	67	
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *		18	19	13	
	R6e Generally, I have seen some positive changes in the last 12 months		55	66	67	
	R6f Generally, I think things will improve in the next 12 months		61	72	80	
	R7 I feel action will be taken as a result of this survey		54	60	65	

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

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## Internal benchmarking for Graduate School

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

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  indicates 'areas for improvement' = agreement from 50% or fewer employees.

Section	Question		Total Reds	18	16	19
			Total Greens	84	92	98
		Total number of respondents	2673	1096	19	Graduate School
		University of Reading				
		Management / Professional Service and other				
Comment Themes	S1 Please note below one thing that you feel could be improved at the University of Reading. Which main theme would you say your comment is related to?					
	Being Treated Fairly / Diversity & Inclusion	4	4	0		
	Communication	10	16	33		
	Facilities / Environment	7	5	0		
	Feeling Valued / Supported	7	6	0		
	Health and Wellbeing	4	5	0		
	Job Satisfaction	1	1	8		
	Job Security	3	1	0		
	Managing Change	3	5	8		
	Management – Immediate / Local	3	2	8		
	Pay & Benefits	9	10	8		
	PAS / Re-organisation	15	11	8		
	Relationships / Co-operation	3	4	0		
	Role & Responsibilities	4	3	0		
	Student / Internal Customer Satisfaction	2	1	0		
	Senior Management	9	9	0		
	Systems / Processes	8	6	8		
	Training, Development & Progression	5	7	0		
	Other	4	4	17		

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

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## Internal benchmarking for Graduate School

The table below shows the percentage of respondents who answered 'Agree' and 'Tend to Agree' or 'Yes' to the question, unless otherwise stated in the question text.

The data is categorised by the University of Reading, then area of work and associated department / teams. Green coloured cells indicate scores 75% and over and red is 50% and under.

Cells displaying question results are colour coded red or green according to the percentage of respondents giving a positive response:

  indicates 'strength' = agreement from 75% or more of employees.

  indicates 'areas for improvement' = agreement from 50% or fewer employees.

Section	Question		Total Reds	18	16	19
			Total Greens	84	92	98
		Total number of respondents	2673	1096	19	Graduate School
		University of Reading				
		Management / Professional Service and other				
		Graduate School				
Comment Themes (Continued)	S2 Please note below one thing that you think is good about working for the University of Reading. Which main theme would you say your comment is related to?					
		Being Treated Fairly / Diversity & Inclusion	6	6	0	
		Communication	1	1	0	
		Facilities / Environment	12	13	30	
		Feeling Valued / Supported	12	12	0	
		Health and Wellbeing	5	5	0	
		Job Satisfaction	14	13	20	
		Job Security	3	3	0	
		Managing Change	0	1	0	
		Management – Immediate / Local	5	4	0	
		Pay & Benefits	4	5	30	
		PAS / Re-organisation	1	1	0	
		Relationships / Co-operation	16	15	10	
		Role & Responsibilities	3	3	0	
		Student / Internal Customer Satisfaction	3	3	10	
		Senior Management	2	1	0	
		Systems / Processes	1	1	0	
		Training, Development & Progression	6	6	0	
		Other	7	7	0	

<sup>^</sup> Subset question(s), \* Negatively worded question(s) - See 'Understanding strength analysis' section.

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## Appendix - User Guide

### Types of survey questions

There were various types of questions used in the University of Reading 2017 Employee Survey questionnaire. This section describes the types of questions that were included and highlights any important information that the reader should be aware of in relation to each question type.

#### 'Primary' and 'sub' questions

'Primary' questions are defined as questions to which all respondents were expected to provide an answer.

##### **Example:**

*I have a clear understanding about my role within the University of Reading*

'Sub-questions' are questions that respondents were expected to answer only where relevant to a previous response.

##### **Example:**

*Did you agree clear objectives as part of your Performance Development Review (PDR)?*

This means that the number of responses received for sub-questions will always be much lower than that received for primary questions as only a sub-set of respondents will have provided an answer to each sub-question.

#### Questions on a four point scale

Many of the survey questions were designed to capture the views of respondents in relation to a particular statement. These questions were mostly phrased positively and invited participants to respond on a scale between one and four, four being the most positive response and one being the least positive.

##### **Example:**

To what extent do you agree or disagree with the following?	Agree	Tend to Agree	Tend to Disagree	Disagree
I am satisfied with my current role and level of responsibility	<input type="checkbox"/> 4	<input type="checkbox"/> 3	<input type="checkbox"/> 2	<input type="checkbox"/> 1

The main unit of measurement is the percentage of staff who answered positively to each question. For example, for positively worded questions where respondents were asked to indicate their level of agreement or disagreement, responses of 'Agree' and 'Tend to Agree' were considered positive. Negatively worded questions responses 'Disagree' and 'Tend to Disagree' were considered positive and are explained more fully later under sub heading 'negatively worded questions'.



### Non-scale questions

There were a number of non-scale questions in the survey where respondents were invited to respond either 'Yes' or 'No' (as well as one sub question that had an additional option such as 'Not sure'). Where the question was positive, 'Yes' was considered to be a positive response.

#### Example:

	Yes	No
<i>Are you aware of the University Values for Working Together and Professional Behaviours?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Please note that there were two non-scale primary questions in the survey where the question was negatively worded (as well as one sub question). For these questions, 'No' was considered to be a positive response and they are discussed later under sub heading 'negatively worded questions'.

There were two survey questions that had four options available for respondents to choose but only one option can be considered positive, they were:

	Always	Frequently	Occasionally	Never
<i>I feel stressed at work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

'Never' is considered the positive response.

	About right	Too fast	Too slow	No opinion
<i>The current pace of change in the University of Reading is</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

'About right' is considered the positive response.

There was one primary question that was a non-scale question with three options and two responses are considered positive:

	A Lot	A Little	Nothing
<i>How much do you feel you know about the University's strategic objectives i.e. Vision 2026?</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

'A lot' and 'A Little' are considered the positive response.

There was one primary question in the survey where the response could not be considered as positive or negative.

	Yes	No
<i>Have you been employed by the University of Reading for over a year?</i>	<input type="checkbox"/>	<input type="checkbox"/>



## Negatively worded questions

There are 17 primary survey questions that are considered negatively worded. Where the positive perception is used, the questions / statements are marked with an asterisk (\*) and the text has been reworded to ensure ease of understanding.

### Example:

	Yes	No
Are you currently being harassed or bullied at work?	<input type="checkbox"/>	<input type="checkbox"/>

'No' is considered the positive response and the text has been reworded to 'I'm not currently being harassed or bullied at work\*'

Where the analysis does not state that the positive perceptions are used, the questions / statements appear as they do in the questionnaire and the 'agree' or 'yes' responses are used.

## Understanding the effect of rounding

Figures throughout this report are displayed as whole numbers for the ease of reading. To ensure the figures are as accurate as possible we apply rounding to the figures to the nearest percentage point. Sometimes this will mean that the figures shown may not be identical if calculations are performed using the figures displayed in the report, however any difference would not be larger than  $\pm 1$  percentage point.

Therefore, if you sum the percentages for all the response options to a question the figure may not sum to 100%, but may sum to 99% or 101%.

When combining the total positive responses we first combine the number of responses and then calculate a combined percentage, rather than simply adding the two individual response percentages together.

In the example shown below if we sum the displayed percentages for *agree* and *tend to agree* to calculate the percentage positive response it would be 69%, however, by using raw figures we calculate the result more accurately to 69.5338% which is rounded up to 70%.

### EXAMPLE:

Agree	Tend to Agree	Tend to Disagree	Disagree	Total	Total Positive responses calculation
(A)	(B)	(C)	(D)	A+B+C+D	A+B
<b>Number of responses</b>	909	926	507	297	2,639
<b>Percent of responses</b>	34.4448%	35.0890%	19.2118%	11.2543%	99.9999%
<b>Rounds to</b>	34%	35%	19%	11%	99%
					69%



## Values assigned to questions in order to rank responses

In order to establish which issues are most important to employees, a simple arithmetical format was designed to show the strength of feeling associated with statements and issues covered in the survey. Within the questionnaire, statements were made which required the employees to agree, tend to agree, tend to disagree or disagree. Depending on the construction of each statement the following values were assigned to the responses to the statements where *agree* was the preferred answer, but the values were *inverted* where *disagree* was the preferred answer:

Agree	4
Tend to agree	3
Tend to disagree	2
Disagree	1

For each perceptive question in the survey a total value based on the responses received has been generated. An average question score is then calculated based on the number of responses to a particular question. In simple terms, the lower the average score a question generates the more negative the perceptions of respondents.

For example:

The University of Reading is a good place to work

Response	Number of respondents choosing this response	Multiply by value assigned to response	Total value
Agree	1286	x 4	5,144
Tend to agree	1026	x 3	3,078
Tend to disagree	226	x 2	452
Disagree	108	x 1	108
<b>Total</b>	<b>2,646</b>		<b>8,782</b>

Calculation for average question score:

$$\frac{8,782}{2,646} \quad \begin{array}{l} \text{[Total value of responses to question]} \\ \text{[Number of employees responding to question]} \end{array}$$

$$3.32 = \text{[Average Question Score]}$$

The average values for each statement are shown in the appendix data with the lowest scores at the top. An average score for all ranked survey questions appears at the bottom of the list.

Average question values below 2.50 indicate a high proportion of employees have a negative view about the question and are highlighted in red in the list, whereas average question values of over 3.00 indicate a high proportion of employees have a positive view of the question and are highlighted in green.