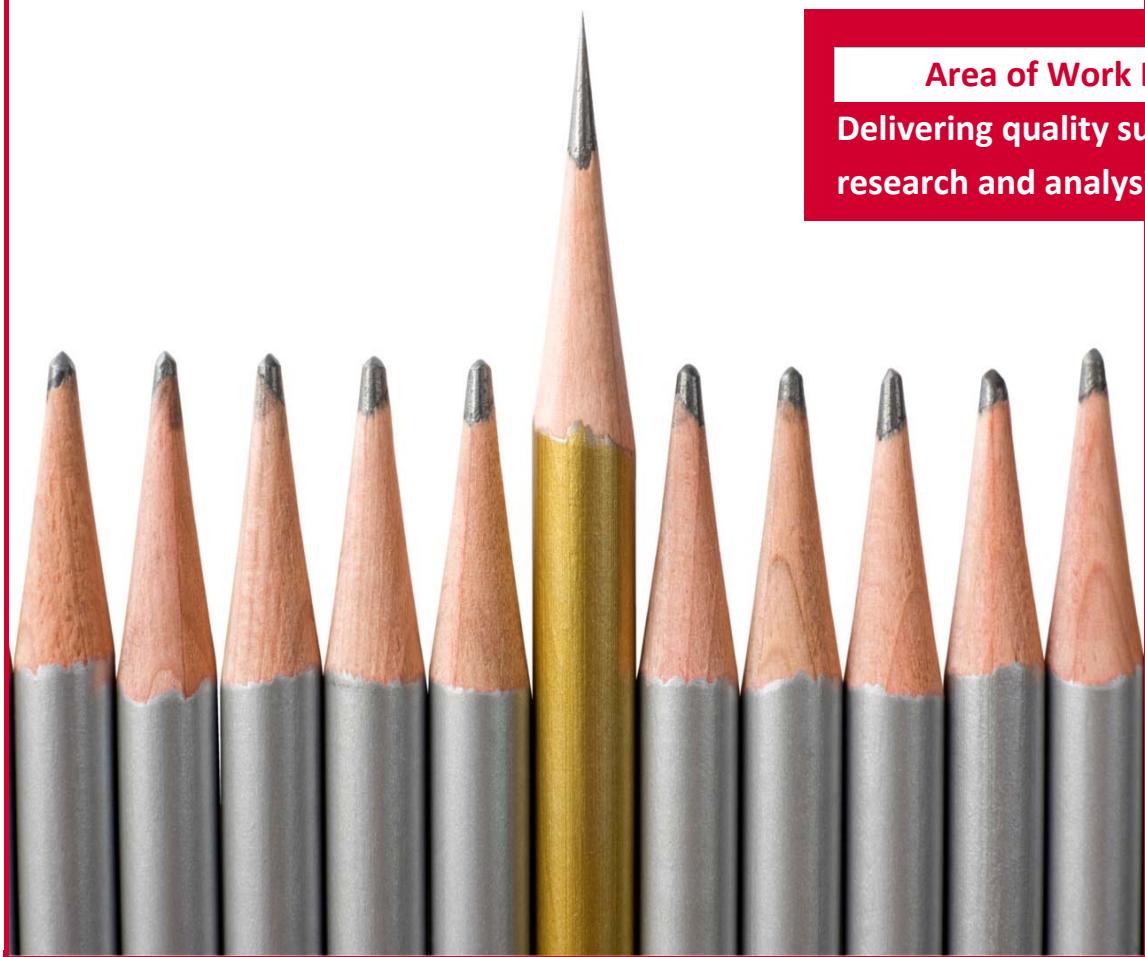




University of Reading

Area of Work Report

Delivering quality survey,
research and analysis solutions.



Henley Business School

Employee Survey 2017

Project Number: 8046

May 2017



Delivering outstanding survey
and research services
CAPITA SURVEYS AND RESEARCH

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University of Reading - Henley Business 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 7th March 2017 with a closure date of 7th 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 43% i.e. 219 of the 515 employees in Henley Business School responded to the survey.

Presentation of results

This report presents a summary of the results for Henley Business 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 questions¹ 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)¹ and the background details of respondents are not included to ensure anonymity is maintained.

¹ 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 Henley Business 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:	219
Question	AOW	%
O6e The University of Reading respects people equally regardless of their sexual orientation		99
O6f The University of Reading respects people equally regardless of their religion or beliefs		98
L1 I am satisfied that my personal safety is treated seriously at work		96
L2 I feel safe and secure in my working environment		95
O6c The University of Reading respects people equally regardless of their disability status		95
M1 I can decide on my own how to go about doing my work		94
N1 I'm not currently being harassed or bullied at work? *		94
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students		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 *		94
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
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		93
B2 Generally, I enjoy my work		92
D1d I have a clear understanding about expected standards of behaviour		92
D3 I am trusted to do my job		92
O6b The University of Reading respects people equally regardless of their nationality / race		92

[^] Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.



Part B - Least positive perceptions and areas identified for improvement for Henley Business 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:	219
Question	AOW %	
M11 I never feel stressed at work *	8	
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	23	
R2 In my opinion the recent PAS changes were well planned	27	
R3 In my opinion the recent PAS changes were well explained	30	
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	
R1 The current pace of change in the University of Reading is about right	34	
N7 Are you aware of the University's Harassment Advisors?	36	
L7 Are you aware of the Employee Assistance Programme?	37	
D8 I don't worry about work outside my working hours *	39	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	40	
C3 I think my pay adequately reflects my performance	43	
R5 In my opinion other recent changes (not PAS) have been well explained	43	
R6b Generally, change within the University of Reading is managed well	44	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	45	
R4 In my opinion other recent changes (not PAS) have been well planned	45	

[^] 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 +/-4%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than five percentage points for this to be considered a real difference between the scores.



Part C - Strength report by section for Henley Business 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.

█ 75% or higher = Strength █ 51% - 74% = Opportunity for improvement █ 50% or lower = Needs improvement	Positive difference: 77 No difference: 16 Negative difference: -61
Question	Total number of responses: 219 2673 AOW % 84 UoR % 82 +/- 2
Section A: Work-Life Balance	
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	84 82 2
A5 I am able to take advantage of flexible working on an informal basis	83 80 3
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	74 77 -3
A1 The University of Reading provides good support to help me balance my work and personal commitments	72 74 -2
A2 I feel I have a good work-life balance	72 70 2
Section B: Job Satisfaction	
B2 Generally, I enjoy my work	92 92 0
B3 My work is varied and interesting to me	91 91 0
B12 I'm interested in the University of Reading, to me it's not just a job *	89 91 -2
B9 I feel valued by my colleagues	89 88 1
B1 The University of Reading is a good place to work	88 87 1
B4 My work gives me a sense of personal achievement	88 86 2
B10 I feel valued by students / internal customers	88 85 3
B5 I feel inspired to do my best work every day	81 80 1
B11 I feel my job security at the University of Reading is good	78 70 8
B6 I feel I belong to a team	77 81 -4
B7 I feel part of the University of Reading	74 76 -2

[^] 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.

	75% or higher = Strength	Positive difference:	77
	51% - 74% = Opportunity for improvement	No difference:	16
	50% or lower = Needs improvement	Negative difference:	61

Question	Total number of responses:		219	2673
	AOW %	UoR %	+/-	

Section B: Job Satisfaction

B8 I feel valued by the University of Reading	63	59	4
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Section C: Pay and Benefits

C5 I am aware of the benefits offered by the University	75	71	4
C4 I am aware of the University's arrangements for recognising and rewarding good performance	73	69	4
C1 Overall, I feel the University of Reading offers a good pay and benefits package	62	68	-6
C2 I feel fairly paid for the work I do	53	60	-7
C3 I think my pay adequately reflects my performance	43	52	-9

Section D: Your Role

D1d I have a clear understanding about expected standards of behaviour	92	96	-4
D3 I am trusted to do my job	92	93	-1
D1a I have a clear understanding about my role within the University of Reading	90	90	0
D1b I have a clear understanding about what I am expected to achieve in my job	90	89	1
D1c I have a clear understanding about expected standards of performance	88	91	-3
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	81	77	4
D6 People are willing to help each other even if it means doing something outside their usual activities	79	82	-3
D2 I am satisfied with my current role and level of responsibility	75	76	-1
D10 I have adequate resources to complete my work	70	67	3
D11 I don't feel priorities are changed too frequently for me to work efficiently *	70	63	7
D4 The division of responsibilities between staff in my work area feels fair	65	68	-3
D9 I don't find my current workload too much and I am not struggling to cope *	62	61	1
D8 I don't worry about work outside my working hours *	39	39	0
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	33	0

Section E: Considering Leaving

E2 I'm not actively seeking to leave my job here at the University *	84	82	2
E1 I don't think about leaving the University *	71	65	6

Section F: Performance Development Review (PDR)

F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	88	75	13
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	82	85	-3
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	71	74	-3
F3 Was your Performance Development Review (PDR) useful for you? ^	65	68	-3

[^] 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.

	75% or higher = Strength	Positive difference:	77
	51% - 74% = Opportunity for improvement	No difference:	16
	50% or lower = Needs improvement	Negative difference:	61

	Total number of responses:	219	2673
Question	AOW %	UoR %	+/-

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? ^	62	64	-2
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F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	45	43	2
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Section G: Learning and Development

G3 I have received sufficient training to enable me to do my job well	81	80	1
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	81	77	4
G2 I am satisfied with my current level of learning and development	79	75	4
G1 I feel that I am given the same opportunities to develop as other staff	78	78	0

Section H: University Executive Board (UEB)

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	80	69	11
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	77	76	1
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	75	61	14
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	74	69	5
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	73	69	4
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	53	43	10

Section I: Culture and Values

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 ^	90	92	-2
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	89	92	-3
I12 Would you recommend the University of Reading to a friend as a place to study?	88	89	-1
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 ^	86	76	10
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 ^	85	81	4
I10 I feel proud to work for the University of Reading	84	85	-1
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 ^	83	88	-5
I8 I feel the University of Reading delivers good quality service to students / internal customers	83	83	0

[^] 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.

	75% or higher = Strength	Positive difference:	77
	51% - 74% = Opportunity for improvement	No difference:	16
	50% or lower = Needs improvement	Negative difference:	61

Question	Total number of responses:		AOW %	UoR %	+/-
	219	2673			

Section I: Culture and Values

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 ^	82	85	-3
I11 Would you recommend the University of Reading to a friend as a place to work?	80	81	-1
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 ^	75	69	6
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	73	70	3
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 ^	67	64	3
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'	67	64	3
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 ^	65	64	1
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	64	63	1
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 ^	59	63	-4

Section J: Your School or Function Leadership

J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	81	85	-4
J1 My School / Function Leadership Team manage and lead our School / Function well	79	83	-4
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	73	81	-8
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	72	76	-4
J4 My School / Function Leadership Team listen to and respond to the views of staff	68	75	-7

Section K: Your Manager / Supervisor

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	93	0
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	91	93	-2
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	88	0
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	87	86	1
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	86	90	-4
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	82	81	1

[^] 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.

	75% or higher = Strength	Positive difference:	77
	51% - 74% = Opportunity for improvement	No difference:	16
	50% or lower = Needs improvement	Negative difference:	61

Question	Total number of responses:		AOW %	UoR %	+/-
	219	2673			

Section K: Your Manager / Supervisor

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	81	84	-3
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	81	79	2
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	80	81	-1
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	74	79	-5
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	74	0
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	74	72	2

Section L: Health, Safety and Wellbeing

L1 I am satisfied that my personal safety is treated seriously at work	96	95	1
L2 I feel safe and secure in my working environment	95	96	-1
L6 The University provides a satisfying work environment	81	79	2
L3 I feel the University is interested in my physical wellbeing	81	78	3
L4 I feel the University is interested in my mental wellbeing	73	68	5
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	67	62	5
L7 Are you aware of the Employee Assistance Programme?	37	40	-3

Section M: Working at the University

M1 I can decide on my own how to go about doing my work	94	93	1
M3 I am satisfied with the support I get from my work colleagues	89	90	-1
M7 I have the right equipment to do my job	86	83	3
M2 I am satisfied with the support I get from my immediate manager	85	86	-1
M10 I have a place I can go to take a break at work	84	78	6
M9 I am able to take regular breaks on most days	77	69	8
M5 Relationships at work are not strained *	73	75	-2
M6 I am able to handle all the conflicting demands on my time at work *	70	66	4
M12 Overall, I don't feel unduly stressed at work * ^	69	69	0
M4 There are usually sufficient people in the team I am working in to handle our workload	63	61	2
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	52	54	-2
M11 I never feel stressed at work *	8	9	-1

Section N: Harassment and Bullying

N1 I'm not currently being harassed or bullied at work? *	94	97	-3
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[^] 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.

	75% or higher = Strength	Positive difference:	77
	51% - 74% = Opportunity for improvement	No difference:	16
	50% or lower = Needs improvement	Negative difference:	61

Question	Total number of responses:		AOW %	UoR %	+/-
	219	2673			

Section N: Harassment and Bullying

N7 Are you aware of the University's Harassment Advisors?	36	35	1
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	23	0

Section O: Diversity and Inclusion

O6e The University of Reading respects people equally regardless of their sexual orientation	99	98	1
O6f The University of Reading respects people equally regardless of their religion or beliefs	98	98	0
O6c The University of Reading respects people equally regardless of their disability status	95	96	-1
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 *	94	96	-2
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	94	95	-1
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	93	94	-1
O6b The University of Reading respects people equally regardless of their nationality / race	92	95	-3
O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	0
O6a The University of Reading respects people equally regardless of their gender	90	92	-2
O6d The University of Reading respects people equally regardless of their age	90	92	-2
O7 I have not felt discriminated against at work in the last 12 months? *	90	92	-2
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	88	91	-3
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 *	87	90	-3
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	80	82	-2

Section P: Communication

P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	0
P2b The information I receive is straightforward and I understand it in regard to wider University issues	82	80	2
P1a I receive information in a timely way in regard to local issues in my area of work	79	81	-2
P1b I receive information in a timely way in regard to wider University issues	74	76	-2
P5 On the whole, communication in the University of Reading is effective	63	60	3
P4 I know where to find information about important decisions made at the University of Reading	60	56	4
P3 There are opportunities for me to feed my views upwards in the University of Reading	57	57	0
P6 Communication between senior management and staff is effective	56	54	2

[^] 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.

	75% or higher = Strength	Positive difference:	77
	51% - 74% = Opportunity for improvement	No difference:	16
	50% or lower = Needs improvement	Negative difference:	61

	Total number of responses:	219	2673
Question	AOW %	UoR %	+/-

Section P: Communication

P7 On the whole, the different parts of the University of Reading communicate effectively with each other	40	42	-2
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Section Q: Staff Involvement

Q8a I feel there is good co-operation between teams in my department	80	83	-3
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	74	72	2
Q2 I feel able to voice my opinions	74	71	3
Q4 I am personally encouraged to look for ways to improve the way we do things	73	69	4
Q1 I feel there are adequate opportunities to raise points of concern	66	64	2
Q5 I am confident my ideas or suggestions will be listened to	65	60	5
Q8b I feel there is good co-operation between different departments	59	62	-3
Q7 I am confident I will get feedback on my ideas or suggestions	53	51	2
Q6 I feel the University genuinely listens to staff views during consultations	52	43	9

Section R: Managing Change

R6a Generally, change within my department is managed well	70	72	-2
R6f Generally, I think things will improve in the next 12 months	64	61	3
R6e Generally, I have seen some positive changes in the last 12 months	61	55	6
R7 I feel action will be taken as a result of this survey	58	54	4
R6c Generally, the process of change does not cause me concern and worry *	57	49	8
R4 In my opinion other recent changes (not PAS) have been well planned	45	38	7
R6b Generally, change within the University of Reading is managed well	44	36	8
R5 In my opinion other recent changes (not PAS) have been well explained	43	39	4
R1 The current pace of change in the University of Reading is about right	34	27	7
R3 In my opinion the recent PAS changes were well explained	30	25	5
R2 In my opinion the recent PAS changes were well planned	27	17	10
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	23	18	5

[^] Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.



Part D - Frequency Charts for Henley Business 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 Henley Business 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: 218
Positive %: 72

A2 I feel I have a good work-life balance

Total Responses: 217
Positive %: 72

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

Total Responses: 215
Positive %: 74

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

Total Responses: 217
Positive %: 84

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

Total Responses: 215
Positive %: 83



Agree



Tend to Agree



Tend to Disagree

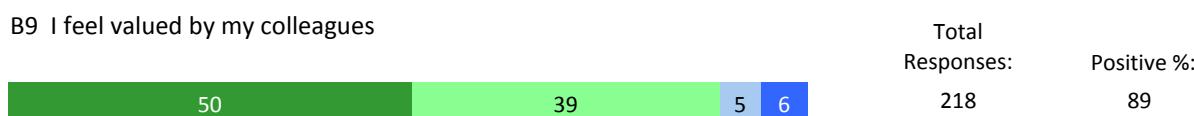
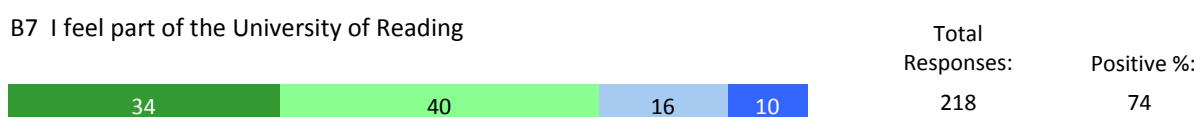
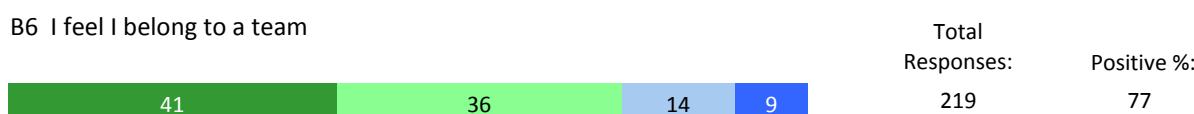
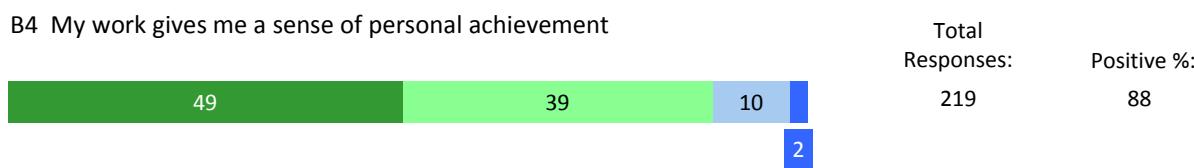
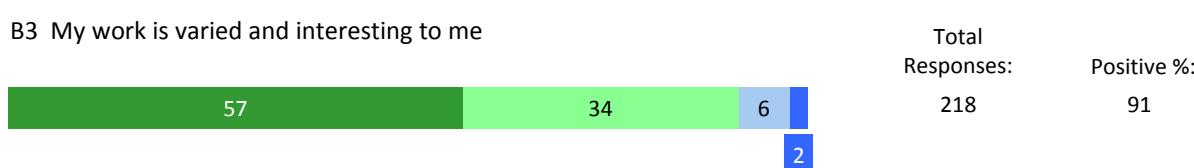
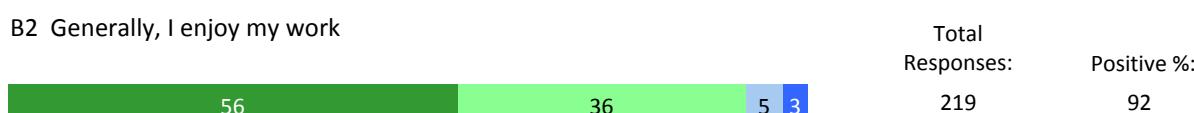
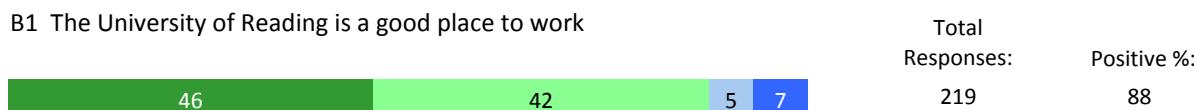


Disagree



Part D - Frequency Charts for Henley Business School

Section B: Job Satisfaction



Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for Henley Business School

Section B: Job Satisfaction

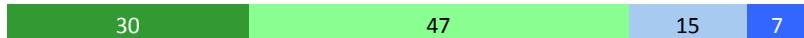
B10 I feel valued by students / internal customers

Total Responses: 217 Positive %: 88



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

Total Responses: 215 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: 215 Positive %: 89

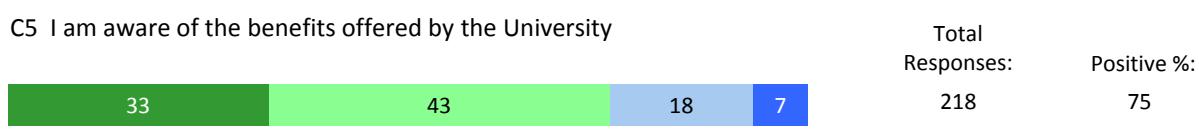
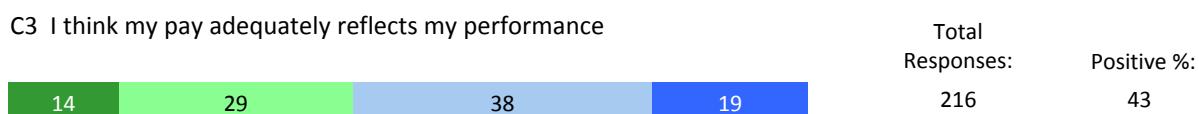
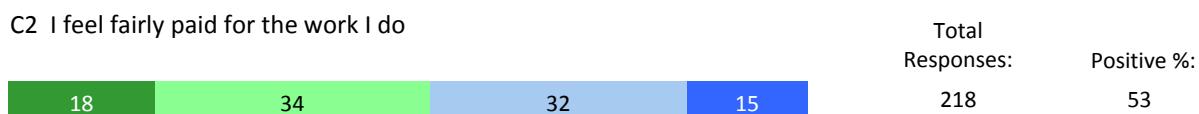
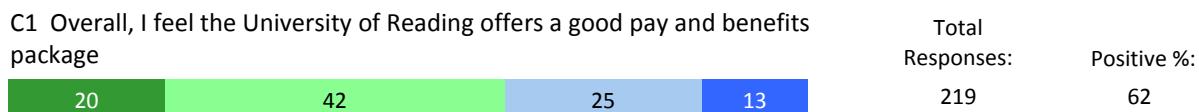


Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Henley Business School

Section C: Pay and Benefits



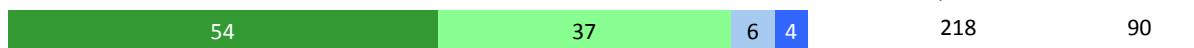
Agree Tend to Agree Tend to Disagree Disagree



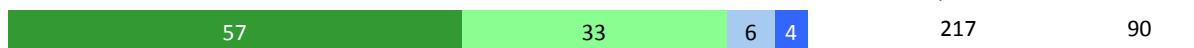
Part D - Frequency Charts for Henley Business School

Section D: Your Role

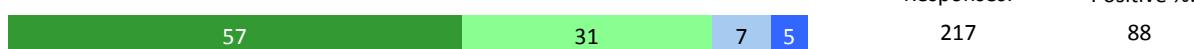
D1a I have a clear understanding about my role within the University of Reading



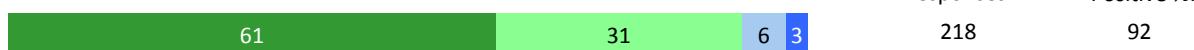
D1b I have a clear understanding about what I am expected to achieve in my job



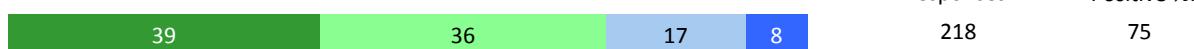
D1c I have a clear understanding about expected standards of performance



D1d I have a clear understanding about expected standards of behaviour



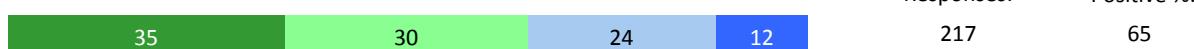
D2 I am satisfied with my current role and level of responsibility



D3 I am trusted to do my job

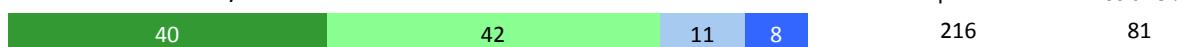


D4 The division of responsibilities between staff in my work area feels fair

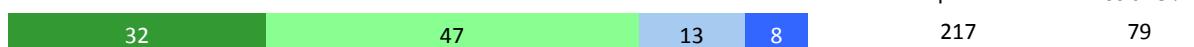


Agree	Tend to Agree	Tend to Disagree	Disagree
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D5 I have enough freedom to do what is necessary to put students / internal customers first every time



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



Agree	Tend to Agree	Tend to Disagree	Disagree
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Part D - Frequency Charts for Henley Business School

Section D: Your Role

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: 217
Positive %: 33

D8 I often worry about work outside my working hours

Total Responses: 218
Positive %: 39

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

Total Responses: 218
Positive %: 62



D10 I have adequate resources to complete my work

Total Responses: 217
Positive %: 70



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

Total Responses: 213
Positive %: 70





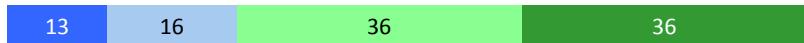
Part D - Frequency Charts for Henley Business School

Section E: Considering Leaving

E1 I often think about leaving the University

Total Responses:

Positive %:



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

Total Responses:

Positive %:



Agree

Tend to Agree

Tend to Disagree

Disagree



Part D - Frequency Charts for Henley Business School

Section F: Performance Development Review (PDR)

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

Total Responses:



218

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

Total Responses: Positive %:



186

88

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

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

Total Responses: Positive %:



162

65

(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: Positive %:



164

82

(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: Positive %:



162

62

(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: Positive %:



163

71

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



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: Positive %:



22

45

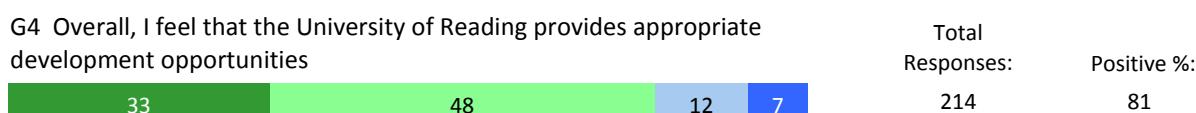
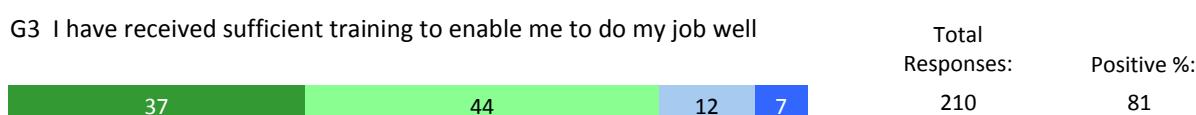
(based on the number of respondents answering 'No' to F2)





Part D - Frequency Charts for Henley Business School

Section G: Learning and Development

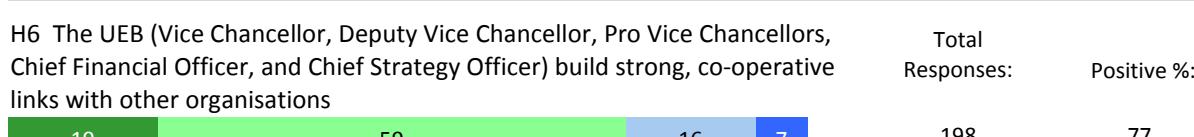
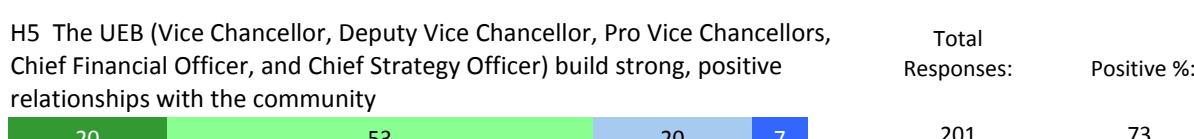
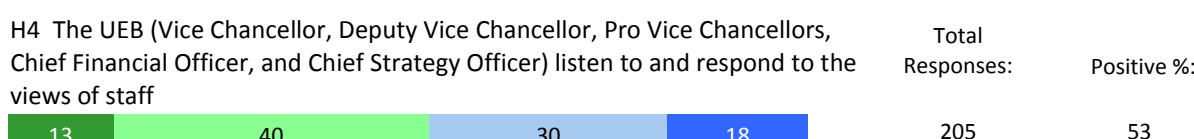
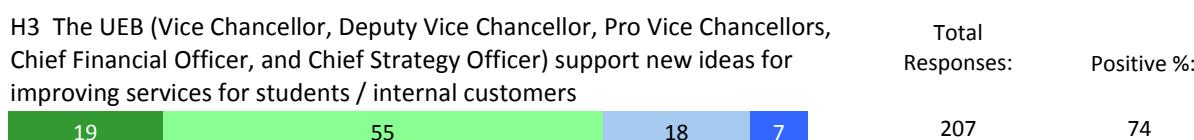
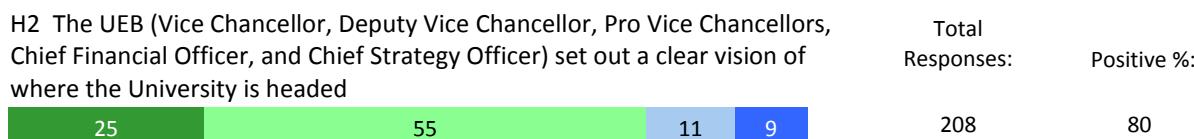
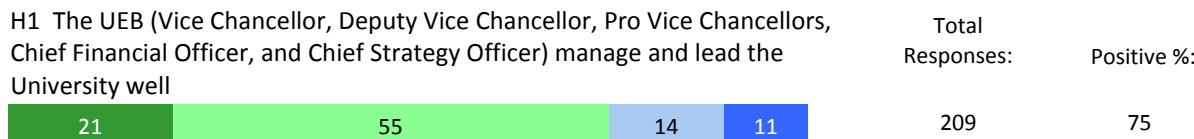


Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Henley Business School

Section H: University Executive Board (UEB)





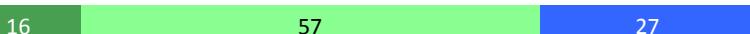
Part D - Frequency Charts for Henley Business School

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:

218 Positive %: 73

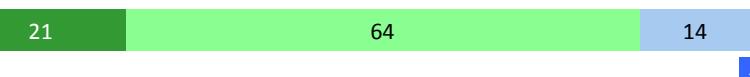


A Lot A Little Nothing

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:

151 Positive %: 85



(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:

150 Positive %: 67

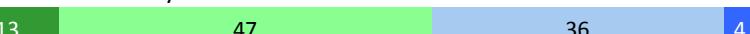


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

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:

148 Positive %: 59

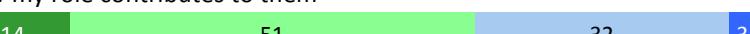


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

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:

148 Positive %: 65



(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:

149 Positive %: 75



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

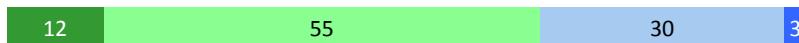
Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Henley Business School

Section I: Culture and Values

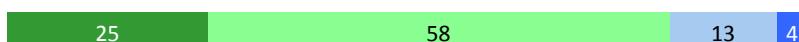
I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026'



Total Responses: 141 Positive %: 67

(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



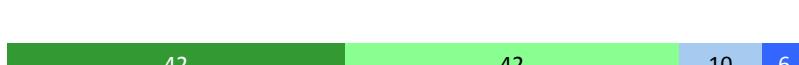
Total Responses: 215 Positive %: 83

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



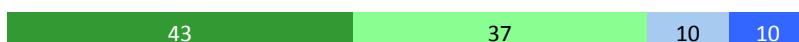
Total Responses: 216 Positive %: 89

I10 I feel proud to work for the University of Reading



Total Responses: 213 Positive %: 84

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



Total Responses: 215 Positive %: 80

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



Total Responses: 214 Positive %: 88

Agree Tend to Agree Tend to Disagree Disagree

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



Total Responses: 216 Positive %: 64

Yes No



Part D - Frequency Charts for Henley Business School

Section I: Culture and Values

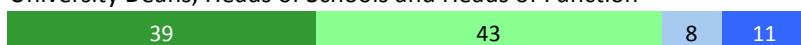
I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB



Total Responses: 128 Positive %: 86

(based on the number of respondents answering 'Yes' to I13)

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: 132 Positive %: 82

(based on the number of respondents answering 'Yes' to I13)

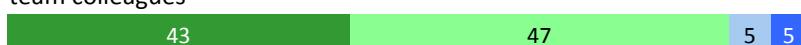
I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function



Total Responses: 133 Positive %: 83

(based on the number of respondents answering 'Yes' to I13)

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: 133 Positive %: 90

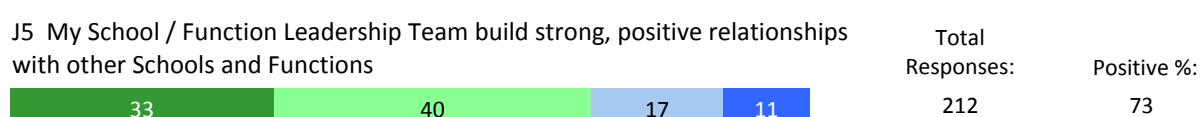
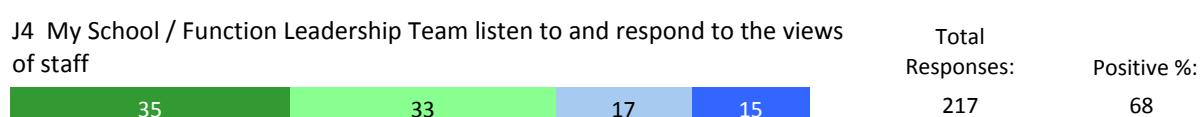
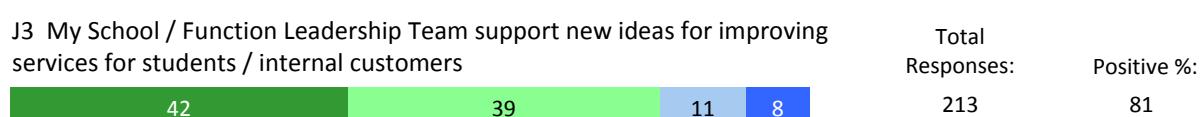
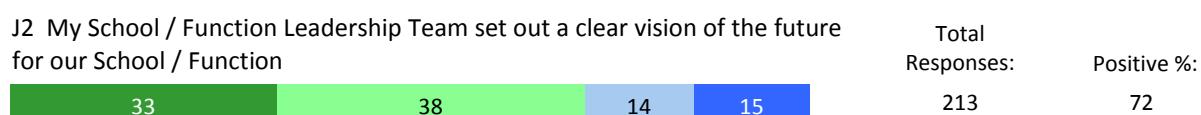
(based on the number of respondents answering 'Yes' to I13)





Part D - Frequency Charts for Henley Business School

Section J: Your School or Function Leadership

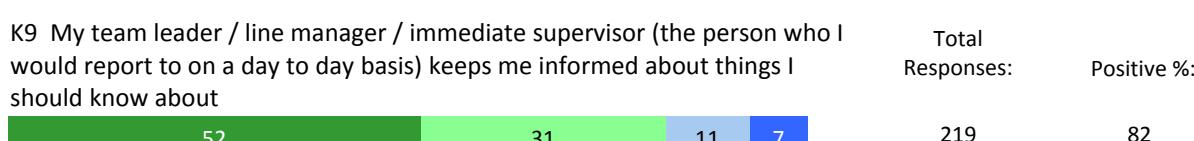
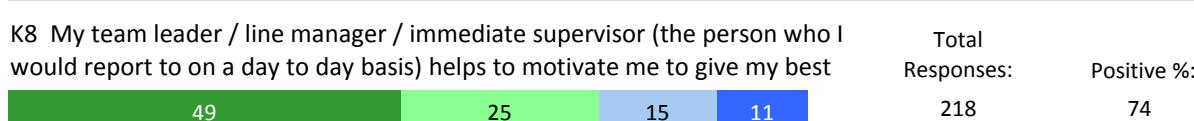
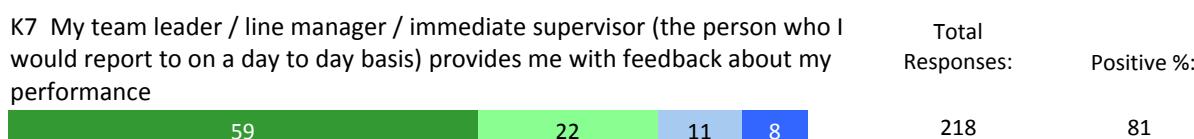
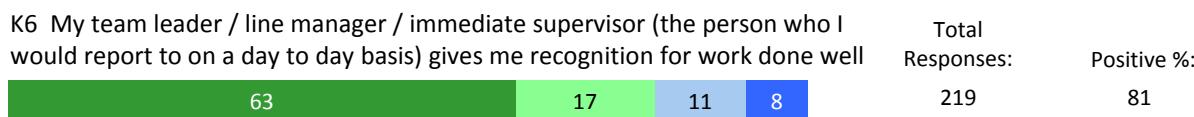
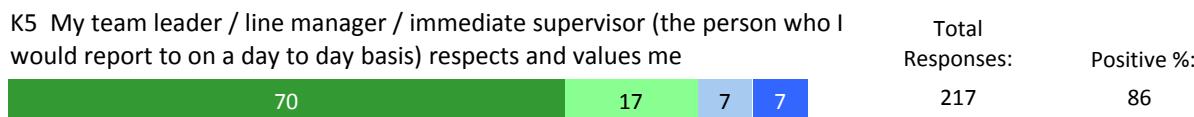
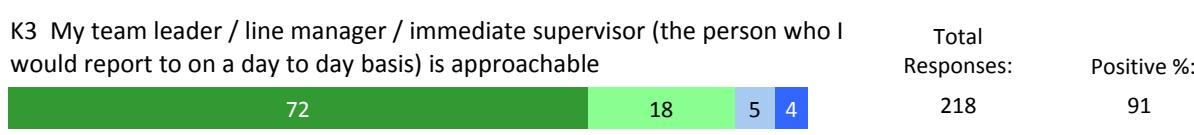
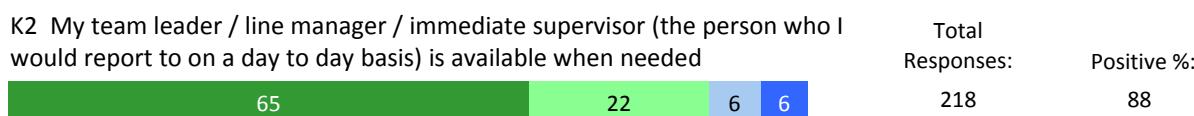
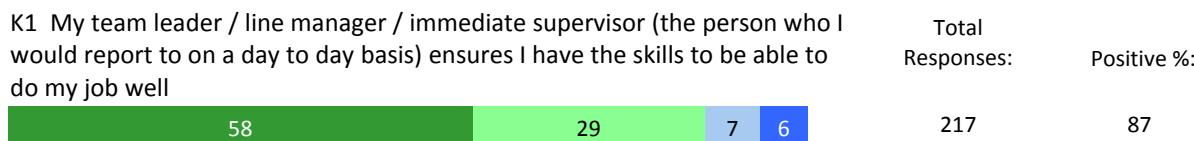


Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for Henley Business School

Section K: Your Manager / Supervisor



Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for Henley Business School

Section K: Your Manager / Supervisor

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: 212 Positive %: 74

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: 217 Positive %: 80

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

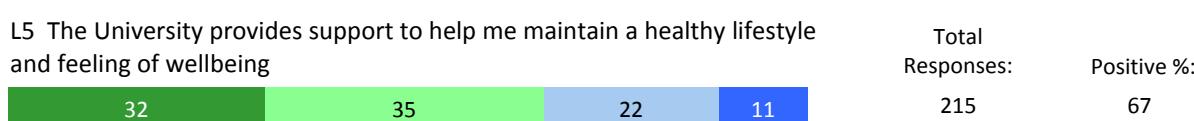
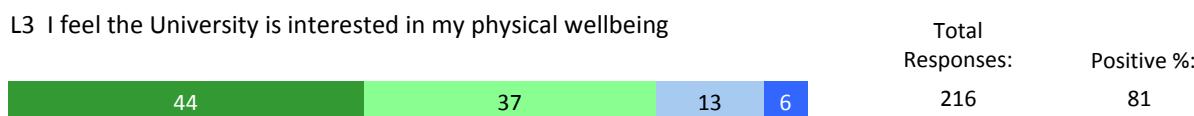
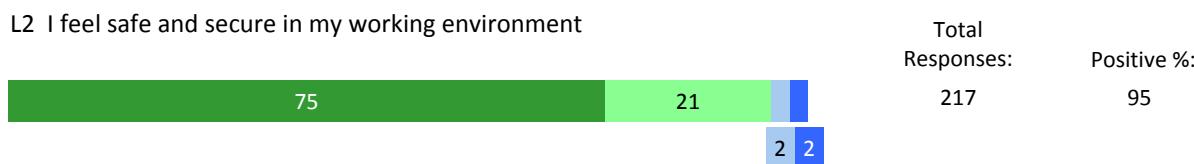
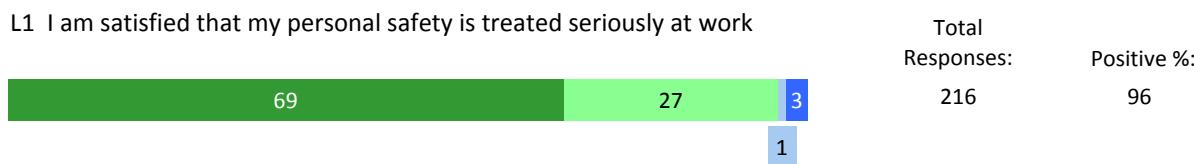
Total Responses: 218 Positive %: 74



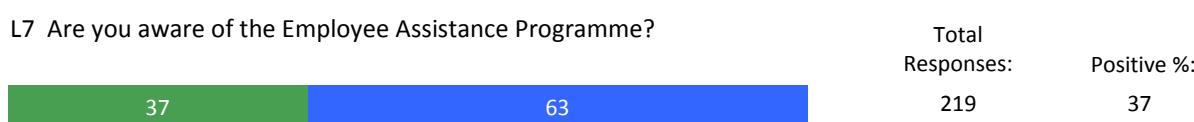


Part D - Frequency Charts for Henley Business School

Section L: Health, Safety and Wellbeing



Agree Tend to Agree Tend to Disagree Disagree



Yes No



Part D - Frequency Charts for Henley Business School

Section M: Working at the University

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

Total Responses: 218 Positive %: 94

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

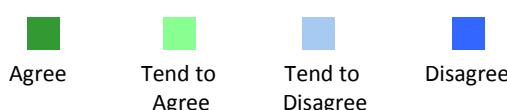
Total Responses: 218 Positive %: 85

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

Total Responses: 217 Positive %: 89

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

Total Responses: 216 Positive %: 63



M5 Relationships at work are strained

Total Responses: 216 Positive %: 73

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

Total Responses: 216 Positive %: 70



M7 I have the right equipment to do my job

Total Responses: 216 Positive %: 86





Part D - Frequency Charts for Henley Business School

Section M: Working at the University

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

Total Responses:

217 Positive %:

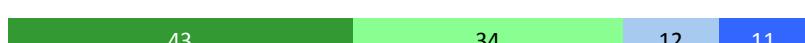


Agree Tend to Agree Tend to Disagree Disagree

M9 I am able to take regular breaks on most days

Total Responses:

216 Positive %:



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

Total Responses:

217 Positive %:



Agree Tend to Agree Tend to Disagree Disagree

M11 I feel stressed at work

Total Responses:

219 Positive %:



Always Frequently Occasionally Never

M12 Overall, I feel unduly stressed at work

Total Responses:

201 Positive %:



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

Yes No



Part D - Frequency Charts for Henley Business School

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?

Total Responses:

Positive %:



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

Total Responses:

Positive %:



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

Total Responses:

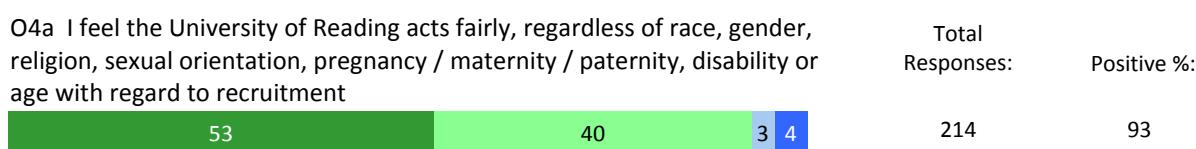
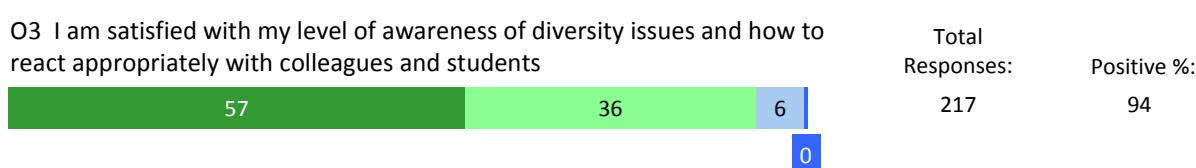
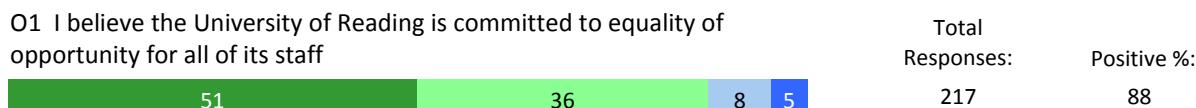
Positive %:



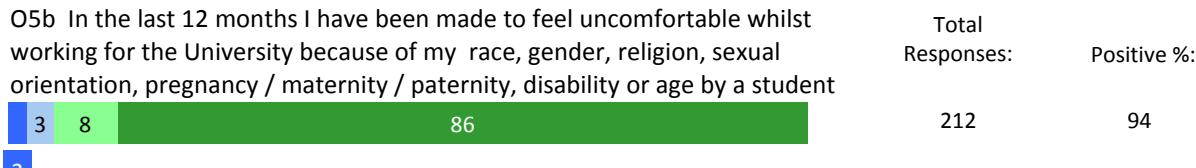
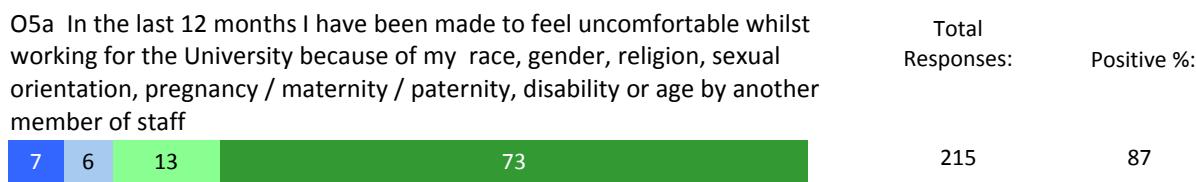


Part D - Frequency Charts for Henley Business School

Section O: Diversity and Inclusion



Agree Tend to Agree Tend to Disagree Disagree

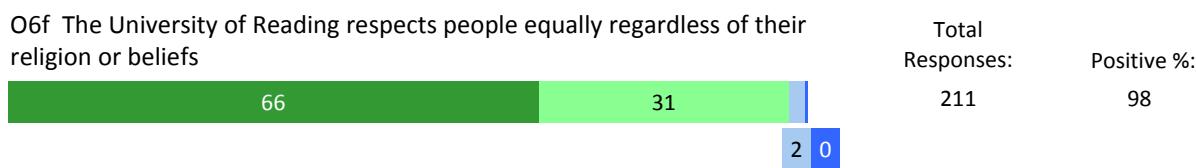
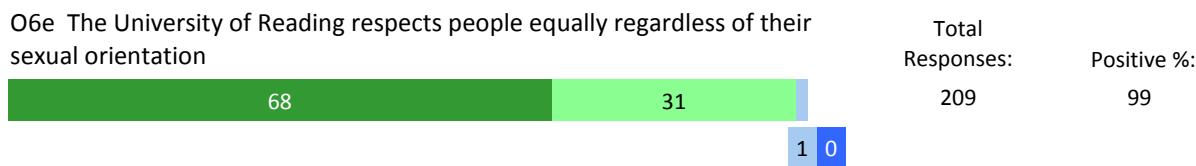
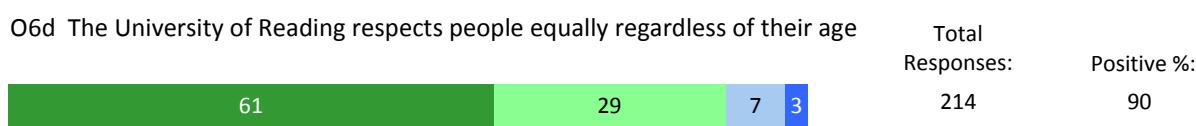
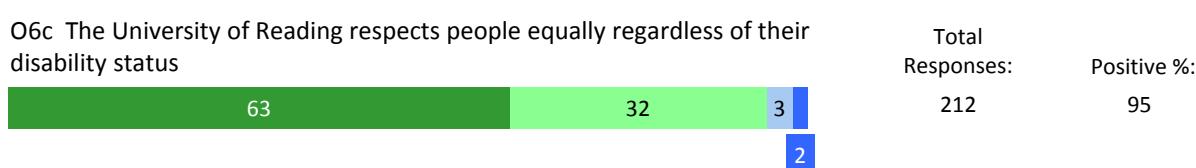
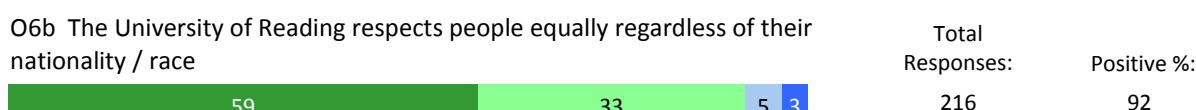
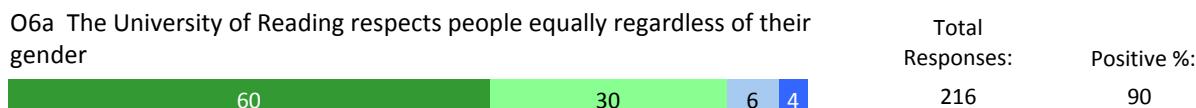


Agree Tend to Agree Tend to Disagree Disagree

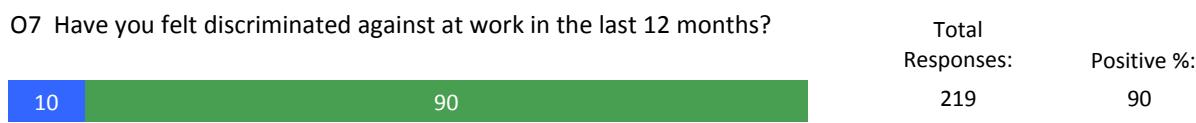


Part D - Frequency Charts for Henley Business School

Section O: Diversity and Inclusion



Agree Tend to Agree Tend to Disagree Disagree

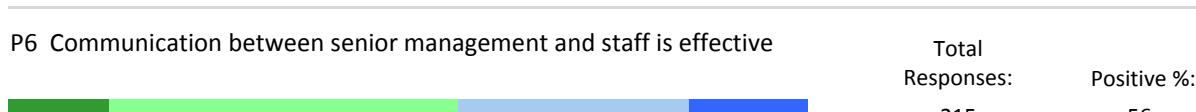
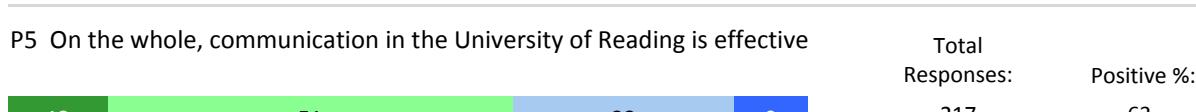
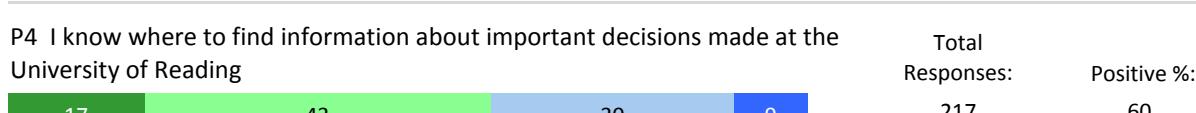
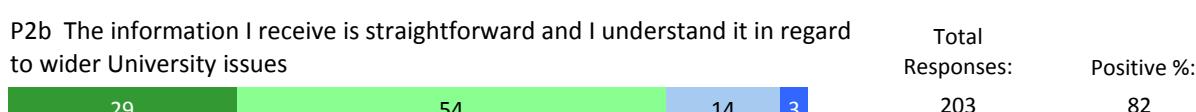
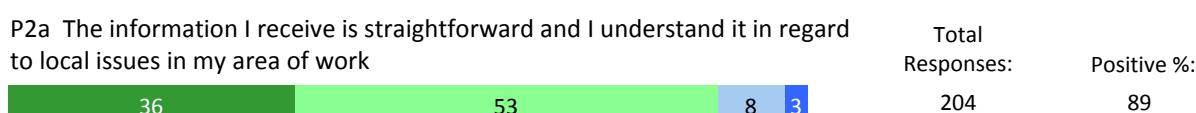
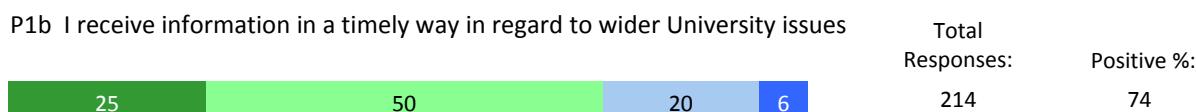
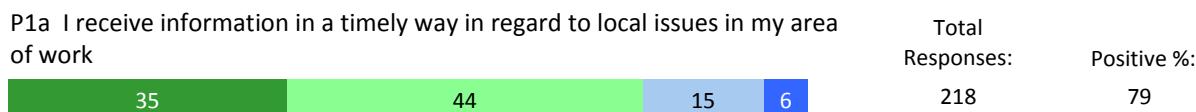


Yes No



Part D - Frequency Charts for Henley Business School

Section P: Communication

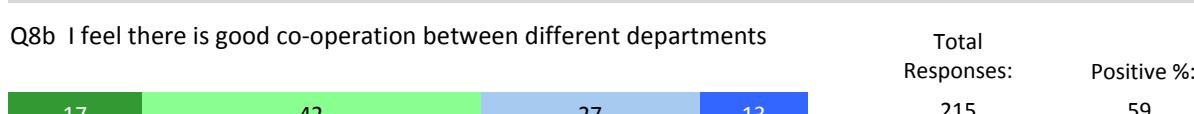
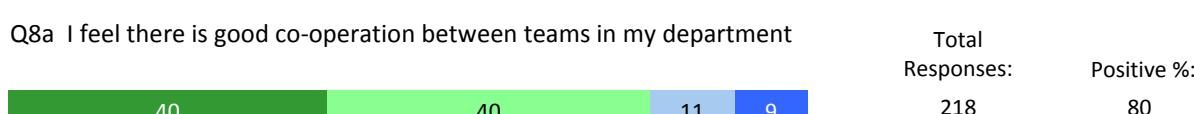
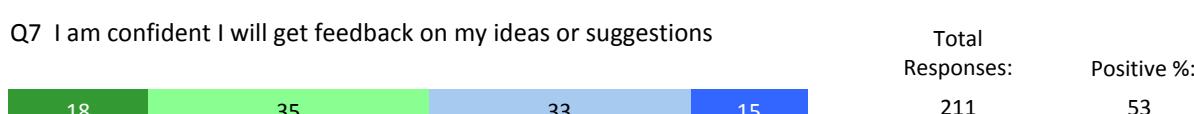
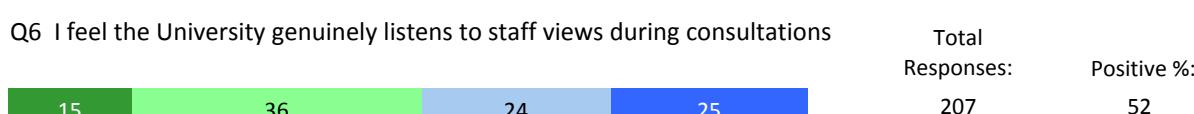
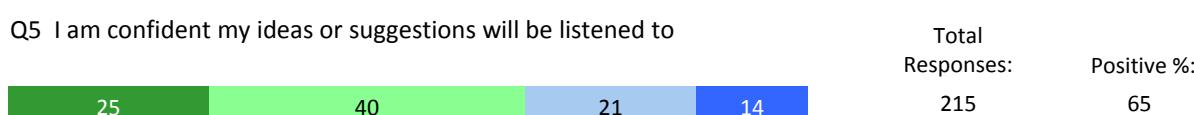
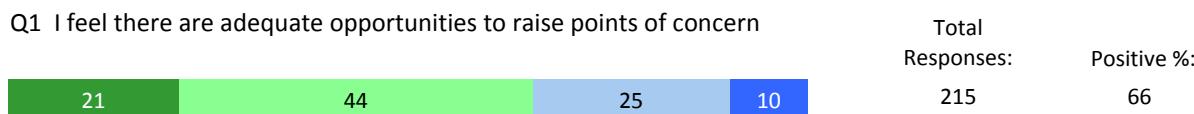


Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for Henley Business School

Section Q: Staff Involvement



Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for Henley Business School

Section R: Managing Change

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

Total Responses: 214 Positive %: 34



R2 In my opinion the recent PAS changes were well planned

Total Responses: 186 Positive %: 27

R3 In my opinion the recent PAS changes were well explained

Total Responses: 187 Positive %: 30

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

Total Responses: 179 Positive %: 45

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

Total Responses: 180 Positive %: 43

R6a Generally, change within my department is managed well

Total Responses: 212 Positive %: 70

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

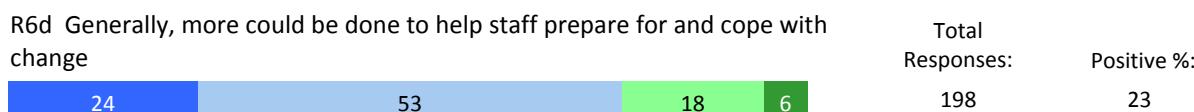
Total Responses: 204 Positive %: 44



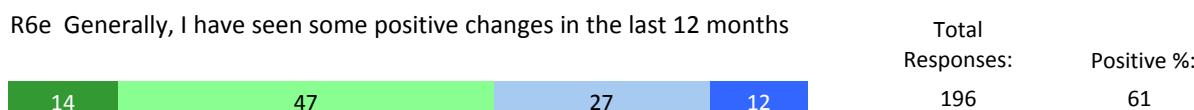


Part D - Frequency Charts for Henley Business School

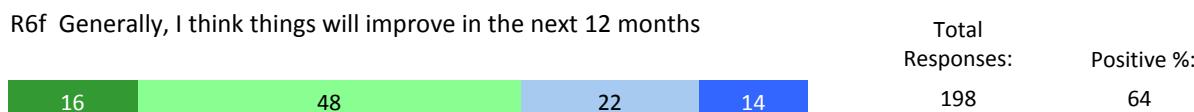
Section R: Managing Change



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 Henley Business 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
Being Treated Fairly / Diversity & Inclusion	9
Communication	16
Facilities / Environment	10
Feeling Valued / Supported	15
Health and Wellbeing	5
Job Satisfaction	4
Job Security	1
Managing Change	1
Management – Immediate / Local	11
Pay & Benefits	15
PAS / Re-organisation	4
Relationships / Co-operation	7
Role & Responsibilities	1
Student / Internal Customer Satisfaction	7
Senior Management	18
Systems / Processes	16
Training, Development & Progression	6
Other	4

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
Being Treated Fairly / Diversity & Inclusion	11
Communication	1
Facilities / Environment	17
Feeling Valued / Supported	23
Health and Wellbeing	3
Job Satisfaction	13
Job Security	7
Managing Change	1
Management – Immediate / Local	8
Pay & Benefits	5
Relationships / Co-operation	20
Role & Responsibilities	7
Student / Internal Customer Satisfaction	5
Senior Management	5
Systems / Processes	2
Training, Development & Progression	12
Other	13



Part F - Survey Results Ranked By Degree of Importance to Respondents for Henley Business 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	186	1.91
2	R3	In my opinion the recent PAS changes were well explained	187	1.98
3	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	217	2.03
4	R6d	Generally, more could be done to help staff prepare for and cope with change	198	2.05
5	D8	I often worry about work outside my working hours	218	2.17
6	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	207	2.26
7	R5	In my opinion other recent changes (not PAS) have been well explained	180	2.29
8	R4	In my opinion other recent changes (not PAS) have been well planned	179	2.33
9	R6b	Generally, change within the University of Reading is managed well	204	2.33
10	C3	I think my pay adequately reflects my performance	216	2.38
11	Q6	I feel the University genuinely listens to staff views during consultations	207	2.43
12	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	205	2.48
13	M8	I am required to do unimportant tasks which prevent me completing more important ones	217	2.52
14	P6	Communication between senior management and staff is effective	215	2.54
15	Q7	I am confident I will get feedback on my ideas or suggestions	211	2.55
16	C2	I feel fairly paid for the work I do	218	2.56
17	R7	I feel action will be taken as a result of this survey	208	2.61
18	P3	There are opportunities for me to feed my views upwards in the University of Reading	216	2.61
19	R6e	Generally, I have seen some positive changes in the last 12 months	196	2.62
20	Q8b	I feel there is good co-operation between different departments	215	2.62
21	P5	On the whole, communication in the University of Reading is effective	217	2.66
22	R6f	Generally, I think things will improve in the next 12 months	198	2.67
23	R6c	Generally, the process of change causes me concern and worry	205	2.67
24	P4	I know where to find information about important decisions made at the University of Reading	217	2.68
25	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	148	2.68



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
26	C1	Overall, I feel the University of Reading offers a good pay and benefits package	219	2.68
27	B8	I feel valued by the University of Reading	217	2.71
28	D9	I find my current workload too much and I am struggling to cope	218	2.72
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	148	2.76
30	Q5	I am confident my ideas or suggestions will be listened to	215	2.76
31	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'	141	2.76
32	D10	I have adequate resources to complete my work	217	2.76
33	Q1	I feel there are adequate opportunities to raise points of concern	215	2.77
34	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	150	2.79
35	D11	I feel priorities are changed too frequently for me to work efficiently	213	2.85
36	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	209	2.85
37	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	201	2.86
38	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	207	2.86
39	M6	I am unable to handle all the conflicting demands on my time at work	216	2.87
40	R6a	Generally, change within my department is managed well	212	2.88
41	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	215	2.88
42	M4	There are usually sufficient people in the team I am working in to handle our workload	216	2.88
43	D4	The division of responsibilities between staff in my work area feels fair	217	2.88
44	J4	My School / Function Leadership Team listen to and respond to the views of staff	217	2.88
45	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	149	2.89
46	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	198	2.89
47	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	213	2.91
48	Q2	I feel able to voice my opinions	215	2.92
49	P1b	I receive information in a timely way in regard to wider University issues	214	2.93
50	E1	I often think about leaving the University	216	2.94
51	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	212	2.95
52	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	208	2.95
53	M5	Relationships at work are strained	216	2.95



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
54	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	214	2.96
55	Q4	I am personally encouraged to look for ways to improve the way we do things	216	2.96
56	A2	I feel I have a good work-life balance	217	2.97
57	B7	I feel part of the University of Reading	218	2.98
58	B11	I feel my job security at the University of Reading is good	215	3.00
59	A1	The University of Reading provides good support to help me balance my work and personal commitments	218	3.01
60	C5	I am aware of the benefits offered by the University	218	3.01
61	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	212	3.01
62	L4	I feel the University is interested in my mental wellbeing	213	3.02
63	C4	I am aware of the University's arrangements for recognising and rewarding good performance	216	3.03
64	D6	People are willing to help each other even if it means doing something outside their usual activities	217	3.03
65	I8	I feel the University of Reading delivers good quality service to students / internal customers	215	3.04
66	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	151	3.06
67	D2	I am satisfied with my current role and level of responsibility	218	3.06
68	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	214	3.06
69	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	218	3.07
70	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	203	3.07
71	G2	I am satisfied with my current level of learning and development	215	3.08
72	B6	I feel I belong to a team	219	3.09
73	P1a	I receive information in a timely way in regard to local issues in my area of work	218	3.09
74	M9	I am able to take regular breaks on most days	216	3.09
75	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	132	3.10
76	J1	My School / Function Leadership Team manage and lead our School / Function well	218	3.10
77	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	212	3.10
78	Q8a	I feel there is good co-operation between teams in my department	218	3.11
79	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	218	3.11
80	G3	I have received sufficient training to enable me to do my job well	210	3.12
81	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	216	3.13
82	I11	Would you recommend the University of Reading to a friend as a place to work?	215	3.13



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
83	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	128	3.14
84	L6	The University provides a satisfying work environment	217	3.15
85	G1	I feel that I am given the same opportunities to develop as other staff	216	3.15
86	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	215	3.15
87	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	213	3.15
88	B5	I feel inspired to do my best work every day	218	3.17
89	L3	I feel the University is interested in my physical wellbeing	216	3.20
90	I10	I feel proud to work for the University of Reading	213	3.21
91	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	204	3.22
92	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	217	3.22
93	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	133	3.22
94	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	217	3.23
95	A5	I am able to take advantage of flexible working on an informal basis	215	3.23
96	M7	I have the right equipment to do my job	216	3.25
97	B1	The University of Reading is a good place to work	219	3.26
98	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	219	3.26
99	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	133	3.29
100	I12	Would you recommend the University of Reading to a friend as a place to study?	214	3.31
101	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	218	3.32
102	E2	I am actively seeking to leave my job here at the University	217	3.32
103	B9	I feel valued by my colleagues	218	3.33
104	B10	I feel valued by students / internal customers	217	3.34
105	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	217	3.34
106	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	216	3.35
107	B4	My work gives me a sense of personal achievement	219	3.35
108	M2	I am satisfied with the support I get from my immediate manager	218	3.35
109	M10	I have a place I can go to take a break at work	217	3.35
110	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	219	3.37
111	M3	I am satisfied with the support I get from my work colleagues	217	3.38
112	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	217	3.39



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
113	D1a	I have a clear understanding about my role within the University of Reading	218	3.40
114	D1c	I have a clear understanding about expected standards of performance	217	3.40
115	B12	I'm not interested in the University of Reading, to me it's just a job	215	3.40
116	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	214	3.42
117	D1b	I have a clear understanding about what I am expected to achieve in my job	217	3.42
118	O2	I am aware of the University's priorities for Diversity and Inclusion	216	3.43
119	B2	Generally, I enjoy my work	219	3.45
120	B3	My work is varied and interesting to me	218	3.46
121	O6a	The University of Reading respects people equally regardless of their gender	216	3.46
122	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	218	3.47
123	O6d	The University of Reading respects people equally regardless of their age	214	3.48
124	O6b	The University of Reading respects people equally regardless of their nationality / race	216	3.48
125	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	217	3.49
126	D1d	I have a clear understanding about expected standards of behaviour	218	3.50
127	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	217	3.50
128	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	215	3.53
129	M1	I can decide on my own how to go about doing my work	218	3.56
130	O6c	The University of Reading respects people equally regardless of their disability status	212	3.56
131	D3	I am trusted to do my job	217	3.58
132	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	217	3.59
133	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	218	3.59
134	L1	I am satisfied that my personal safety is treated seriously at work	216	3.63
135	O6f	The University of Reading respects people equally regardless of their religion or beliefs	211	3.64
136	O6e	The University of Reading respects people equally regardless of their sexual orientation	209	3.67
137	L2	I feel safe and secure in my working environment	217	3.68
138	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	212	3.78

Average: 3.03



Part G - Internal benchmarking for Henley Business 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 Henley Business 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	University of Reading	Academic School	Total Reds	18	24	16	9	20	12	24	30	20	26	33	23	16
				Total Greens	84	79	82	124	93	111			79	86	101	67	52
		Total number of respondents	2673	1280													
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	72	86	80	89			69	71	76	59	45	78	92	
	A2 I feel I have a good work-life balance	70	59	72	73	78	89			77	57	88	69	45	74	88	
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	74	81	80	89			62	71	76	70	64	78	81	
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	84	86	85	94			85	86	100	86	55	100	81	
	A5 I am able to take advantage of flexible working on an informal basis	80	83	83	95	85	89			69	93	100	71	45	89	92	
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	88	95	95	94			71	100	100	72	64	100	96	
	B2 Generally, I enjoy my work	92	92	92	91	93	89			86	100	100	90	82	96	96	
	B3 My work is varied and interesting to me	91	92	91	86	93	94			86	93	100	97	100	96	85	
	B4 My work gives me a sense of personal achievement	86	87	88	95	85	83			79	93	100	93	91	93	85	
	B5 I feel inspired to do my best work every day	80	79	81	95	83	89			79	86	88	69	73	89	81	
	B6 I feel I belong to a team	81	78	77	82	80	72			71	79	76	72	36	89	88	
	B7 I feel part of the University of Reading	76	73	74	91	78	82			50	79	76	59	64	89	81	
	B8 I feel valued by the University of Reading	59	55	63	82	60	71			64	86	71	50	55	67	73	
	B9 I feel valued by my colleagues	88	87	89	86	88	94			86	93	94	83	82	96	96	
	B10 I feel valued by students / internal customers	85	87	88	95	80	94			93	79	100	93	91	89	92	
	B11 I feel my job security at the University of Reading is good	70	65	78	95	75	88			79	71	76	71	64	93	76	
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	89	86	85	82			100	93	88	76	100	96	96	
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	62	73	56	78			43	71	53	62	82	78	58	
	C2 I feel fairly paid for the work I do	60	57	53	59	45	67			50	57	59	52	73	56	58	
	C3 I think my pay adequately reflects my performance	52	50	43	41	39	56			23	43	53	46	73	48	46	
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	73	76	76	72			54	57	69	83	73	81	65	
	C5 I am aware of the benefits offered by the University	71	67	75	86	78	83			64	57	82	69	55	78	88	

[^] Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for Henley Business School

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Section	Question	University of Reading		Academic School		Henley Business School										International Business and Strategy				Marketing and Reputation				Real Estate and Planning																													
		Total Reds	Total Greens	Total Reds	Total Greens	Business Information Systems and Accounting	Dean's Office	Alumni Relations, Development and Engagement	Careers & All other Dean's Office	Marketing, Recruitment and Communications	Programme Administration	Executive Education	ICMA	International Business and Strategy	Leadership, Organisation and Behaviour	Marketing and Reputation	Real Estate and Planning	All other HBS																																			
		Total number of respondents	2673	Total number of respondents	1280	Total Reds	18	Total Greens	79	Total Reds	16	Total Greens	82	Total Reds	9	Total Greens	124	Total Reds	20	Total Greens	93	Total Reds	12	Total Greens	111	Total Reds	24	Total Greens	79	Total Reds	30	Total Greens	86	Total Reds	20	Total Greens	101	Total Reds	26	Total Greens	67	Total Reds	33	Total Greens	52	Total Reds	23	Total Greens	89	Total Reds	16	Total Greens	112
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	90	100	83		76				93	86	88	90	82	93	100																																			
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	90	91	85		88				86	86	88	93	100	93	92																																			
	D1c I have a clear understanding about expected standards of performance	91	90	88	91	90		94				86	86	88	86	82	89	92																																			
	D1d I have a clear understanding about expected standards of behaviour	96	95	92	91	95		100				86	93	94	90	82	96	96																																			
	D2 I am satisfied with my current role and level of responsibility	76	76	75	82	70		71				64	93	82	79	73	74	81																																			
	D3 I am trusted to do my job	93	92	92	95	93		94				93	92	100	93	73	93	96																																			
	D4 The division of responsibilities between staff in my work area feels fair	68	65	65	73	73		88				43	57	69	69	27	74	73																																			
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	81	86	79		94				79	100	65	83	73	77	96																																			
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	79	82	82		88				86	57	94	79	55	85	92																																			
	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	24	33	32	53		71				36	21	35	17	9	30	48																																			
	D8 I don't worry about work outside my working hours *	39	29	39	27	55		76				50	29	35	24	36	33	58																																			
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	62	64	70		76				57	57	82	48	45	56	85																																			
	D10 I have adequate resources to complete my work	67	61	70	86	75		76				57	86	82	64	45	70	77																																			
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	70	82	78		71				50	64	87	75	45	62	77																																			
Considering Leaving	E1 I don't think about leaving the University *	65	63	71	91	73		88				69	100	76	72	36	74	77																																			
	E2 I'm not actively seeking to leave my job here at the University *	82	82	84	95	80		82				86	100	94	76	82	85	96																																			

[^] Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for Henley Business School

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Section	Question	University of Reading	Academic School	Total Reds	18	24	16	9	20	12	10	24	30	20	26	33	23	16	
				Total Greens	84	79	82	124	93	111			79	86	101	67	52	89	112
		Total number of respondents	2673	1280	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26	
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	Henley Business School	85	77	80	Dean's Office	Alumni Relations, Development and Engagement	Careers & All other Dean's Office	Marketing, Recruitment and Communications	Programme Administration	Executive Education	ICMA	International Business and Strategy	Leadership, Organisation and Behaviour	Marketing and Reputation	Real Estate and Planning	All other HBS
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	Business Information Systems and Accounting	88	82	94		92				86	86	82	90	73	89	88
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	and Accounting	65	86	83	Dean's Office	100				58	83	93	85	100	92	91
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85		82	93	83	Alumni Relations, Development and Engagement	100				86	50	67	50	25	59	71
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59		62	79	60	Careers & All other Dean's Office	67				100	60	85	86	75	68	95
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73		71	86	77	Marketing, Recruitment and Communications	92				100	70	77	64	38	59	86
	F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	43	38		45	67	50	Programme Administration	100				80	100	0	0	0	0	0
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78		78	86	78		94				86	79	94	69	60	81	81
	G2 I am satisfied with my current level of learning and development	75	78		79	86	79	Dean's Office	94				71	79	82	79	60	78	85
	G3 I have received sufficient training to enable me to do my job well	80	79		81	90	79	Alumni Relations, Development and Engagement	94				71	93	81	76	70	81	88
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78		81	100	77	Careers & All other Dean's Office	94				71	79	88	76	70	89	85

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for Henley Business 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 number of respondents	University of Reading	Academic School	Total Reds	18	24	16	9	20	12	24	30	20	26	33	23	16
					Total Greens	84	79	82	124	93	111				79	86	101	67
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	Henley Business School Business Information Systems and Accounting Dean's Office Alumni Relations, Development and Engagement Careers & All other Dean's Office Marketing, Recruitment and Communications Programme Administration Executive Education ICMA International Business and Strategy Leadership, Organisation and Behaviour Marketing and Reputation Real Estate and Planning All other HBS	2673	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26
	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		1280	54	75	90	79		81		83	62	69	68	91	67	92
	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			66	80	86	87		87		92	64	60	63	100	78	96
	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			65	74	91	72		75		92	77	81	52	82	70	83
	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			63	53	82	49		56		83	46	47	41	73	37	68
	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			71	73	86	82		88		92	54	54	59	82	69	87
						77	95	81		75		92	69	64	61	91	76	91

[^] Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Prepared by Capita Surveys and Research

Internal benchmarking for Henley Business School

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Section	Question	University of Reading	Academic School	Total Reds	18	24	16	9	20	12	24	30	20	26	33	23	16	
				Total Greens	84	79	82	124	93	111				79	86	101	67	52
		Total number of respondents	2673	1280	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	73	91	75						43	50	82	76	82	70	69
	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	85	100	71		75				100	83	92	86	100	74	82
	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	62	67	89	68		83				100	50	54	50	100	53	76
	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	60	59	70	64		58				50	50	58	45	75	63	75
	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	62	65	89	64		50				50	67	75	45	88	63	71
	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	61	75	95	85		92				83	50	67	57	89	47	94
	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	55	67	84	79		91				83	50	75	55	67	37	81
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	83	91	75		82				77	93	94	76	91	93	84
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	89	91	88		94				93	100	82	83	82	100	92
	I10 I feel proud to work for the University of Reading	85	81	84	91	88		88				79	100	93	66	73	93	100

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Internal benchmarking for Henley Business School

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Section	Question	Total number of respondents	University of Reading	Academic School	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26									
			Total Reds	18	24	16	9	20	12	24	30	20	26	33	23	16	Total Greens	84	79	82	124	93	111	79	86	101	67
Culture and Values (continued)	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	80	91	83			88			79	100	100	59	55	88	88									
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	88	95	85			88			93	100	88	76	82	96	100									
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	64	86	70			71			64	57	53	64	82	59	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	73	86	100	92			91			88	75	71	89	89	75	92									
	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	82	89	88			91			67	100	88	67	67	94	92									
	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	83	94	85			91			78	100	100	61	44	100	93									
	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	91	90	82	96			100			89	100	100	83	78	93	100									
	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	79	91	78			83			71	100	88	62	55	89	88									
Your School or Function Leadership	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	72	81	68			72			79	86	80	62	45	78	83									
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	81	86	80			94			77	100	82	69	73	89	92									
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	68	86	65			76			57	86	88	62	36	78	64									
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	73	90	65			72			77	93	71	66	45	78	86									

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for Henley Business School

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					Total Greens	84	79	82	124	93	111					79	86	101	67
		Total number of respondents	2673	1280	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26	
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	84	Henley Business School	87	95	93	89			79	93	88	79	64	89	96	
	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	88	Business Information Systems and Accounting	88	100	85	83			71	93	100	83	55	92	92	
	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	Dean's Office	91	95	95	89			86	100	94	86	64	96	92	
	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	93		93	100	95	89			86	100	100	93	55	96	92	
	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		86	95	85	78			86	100	94	79	55	96	81	
	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	83		81	86	80	78			71	86	88	83	55	85	81	
	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	78		81	91	80	83			71	93	88	79	64	85	85	
	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	73		74	91	68	72			71	71	76	71	55	93	69	
	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	80		82	91	78	83			79	86	88	79	64	89	88	
	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	70		74	82	79	81			64	79	81	70	55	89	69	
	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	80		80	86	78	78			79	93	81	79	55	81	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		79	78		74	82	68	56			79	79	94	64	45	74	81	

[^] Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.

Internal benchmarking for Henley Business School

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Section	Question	University of Reading	Academic School	Total Reds	18	24	16	9	20	12	24	30	20	26	33	23	16			
				Total Greens	84	79	82	124	93	111			79	86	101	67	52	89	112	
				Total number of respondents	2673	1280	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	96	95	95	95	95	95	100				86	100	100	93	100	96	100
	L2 I feel safe and secure in my working environment	96	95	95	95	98		100			93	100	94	93	82	96	96			
	L3 I feel the University is interested in my physical wellbeing	78	74	81	91	73		94			71	64	88	79	82	84	96			
	L4 I feel the University is interested in my mental wellbeing	68	62	73	82	70		89			64	64	75	62	73	80	96			
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	67	86	65		94			54	57	71	55	73	73	85			
	L6 The University provides a satisfying work environment	79	77	81	91	73		89			79	93	88	66	73	93	88			
	L7 Are you aware of the Employee Assistance Programme?	40	34	37	32	49		56			36	29	29	52	36	26	35			
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	94	100	93		94			86	100	100	90	91	93	100			
	M2 I am satisfied with the support I get from my immediate manager	86	86	85	91	90		89			71	93	94	79	55	93	88			
	M3 I am satisfied with the support I get from my work colleagues	90	90	89	86	88		89			85	100	94	86	91	93	92			
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	63	73	61		83			64	64	81	61	36	58	81			
	M5 Relationships at work are not strained *	75	75	73	64	83		83			77	71	100	72	27	80	77			
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	70	68	78		83			57	71	82	66	73	60	85			
	M7 I have the right equipment to do my job	83	80	86	95	80		89			79	100	94	79	91	92	85			
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	52	64	56		67			57	50	59	52	27	50	58			
	M9 I am able to take regular breaks on most days	69	64	77	82	71		61			57	86	88	75	73	81	88			
	M10 I have a place I can go to take a break at work	78	81	84	82	76		94			100	93	76	93	100	85	73			
	M11 I never feel stressed at work *	9	6	8	18	5		11			0	14	6	10	9	7	8			
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	69	83	67		81			50	58	81	73	56	68	92			
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	94	95	100		100			100	100	100	90	64	96	92			
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	23	41	24		33			21	7	24	24	27	22	19			
	N7 Are you aware of the University's Harassment Advisors?	35	31	36	36	46		50			29	14	29	45	55	19	35			

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Internal benchmarking for Henley Business School

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				Total Greens	84	79	82	124	93	111		79	86	101	67	52	89	112
		Total number of respondents	2673	1280	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	88	91	90	100				100	93	88	83	73	89	92	
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	91	95	93	94	94	95	95	94	93	93	76	97	100	81	96
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	94	95	95	94	93	91	95	100	93	88	100	73	93	96	
	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	93	91	95	100				93	100	94	89	82	96	96	
	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	80	80	86	83	100				85	92	88	71	55	81	84	
	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	87	86	88	89				71	100	94	90	55	96	88	
	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	95	94	86	100	100				92	92	100	93	91	100	96	
	O6a The University of Reading respects people equally regardless of their gender	92	90	90	86	98	100				92	100	94	79	64	89	96	
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	92	95	95	100				100	100	82	90	64	96	92	
	O6c The University of Reading respects people equally regardless of their disability status	96	96	95	100	95	100				100	92	94	89	82	96	100	
	O6d The University of Reading respects people equally regardless of their age	92	91	90	91	88	94				83	100	94	86	82	93	92	
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	99	100	100	100				100	100	94	96	91	100	100	
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	98	100	97	100				100	100	94	93	91	100	100	
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	90	100	93	100				79	100	100	83	64	93	96	

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Internal benchmarking for Henley Business School

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Section	Question	University of Reading	Academic School	Total Reds	18	24	16	9	20	12	24	30	20	26	33	23	16
				Total Greens	84	79	82	124	93	111				79	86	101	67
		Total number of respondents	2673	1280													
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	Henley Business School	79	90	71				71	79	76	86	73	85	88
	P1b I receive information in a timely way in regard to wider University issues	76	75	Business Information Systems and Accounting	74	90	66		61		69	43	71	71	91	85	81
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	Dean's Office	89	100	80		82		83	93	100	88	82	88	96
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	Careers & All other Dean's Office	82	100	90		94		67	64	80	81	91	72	92
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	Marketing, Recruitment and Communications	57	95	59		61		43	43	53	46	73	56	67
	P4 I know where to find information about important decisions made at the University of Reading	56	51	Programme Administration	60	86	58		78		43	50	59	66	82	63	46
	P5 On the whole, communication in the University of Reading is effective	60	57	Executive Education	63	86	49		56		69	50	53	55	82	67	84
	P6 Communication between senior management and staff is effective	54	50	ICMA	56	86	46		61		46	43	59	52	64	56	67
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	International Business and Strategy	40	73	20		28		42	21	36	30	64	56	46
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	Leadership, Organisation and Behaviour	66	91	63		72		64	57	73	61	45	63	80
	Q2 I feel able to voice my opinions	71	67	Marketing and Reputation	74	95	78		78		64	79	76	61	80	74	84
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	Real Estate and Planning	74	86	71		72		58	79	71	79	82	73	84
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	All other HBS	73	91	78		94		75	71	59	66	64	70	92
	Q5 I am confident my ideas or suggestions will be listened to	60	55		65	82	70		76		67	71	65	66	64	56	72
	Q6 I feel the University genuinely listens to staff views during consultations	43	35		52	76	50		53		73	43	56	43	55	48	59
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45		53	73	50		59		67	43	50	61	64	44	50
	Q8a I feel there is good co-operation between teams in my department	83	83		80	82	80		89		93	100	88	76	45	78	92
	Q8b I feel there is good co-operation between different departments	62	60		59	73	55		67		71	57	50	50	55	70	68

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Internal benchmarking for Henley Business School

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Section	Question	Total number of respondents	Total Reds	18	24	16	9	20	12	10	24	30	20	26	33	23	16		
			Total Greens	84	79	82	124	93	111		79	86	101	67	52	89	112		
		University of Reading			Academic School	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26
Managing Change	R1 The current pace of change in the University of Reading is about right	2673	27	22	34	45	33				43	43	29	24	45	30	38		
	R2 In my opinion the recent PAS changes were well planned		17	13	27	65	17		13		22	15	33	22	56	15	35		
	R3 In my opinion the recent PAS changes were well explained		25	21	30	68	28		33		33	15	33	23	33	27	37		
	R4 In my opinion other recent changes (not PAS) have been well planned		38	34	45	74	43		43		75	33	42	27	67	29	53		
	R5 In my opinion other recent changes (not PAS) have been well explained		39	34	43	68	46		43		63	33	36	26	44	38	50		
	R6a Generally, change within my department is managed well		72	74	70	86	67		94		71	92	88	62	30	70	88		
	R6b Generally, change within the University of Reading is managed well		36	30	44	73	41		50		58	31	50	32	70	26	59		
	R6c Generally, the process of change does not cause me concern and worry *		49	43	57	68	56		69		62	69	47	64	70	46	64		
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *		18	17	23	20	26		31		25	17	47	14	50	16	25		
	R6e Generally, I have seen some positive changes in the last 12 months		55	46	61	79	68		63		69	62	60	48	67	54	64		
	R6f Generally, I think things will improve in the next 12 months		61	52	64	85	69		64		85	62	67	61	56	50	82		
	R7 I feel action will be taken as a result of this survey		54	49	58	73	64		76		69	57	40	57	73	59	50		

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			Total Greens	84	79	82	124	93	111			79	86	101	67	52	89	112
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?	University of Reading	2673	1280	219	22	41	<10	18	<10	<10	14	14	17	29	11	27	26
	Being Treated Fairly / Diversity & Inclusion	4	4	6	13	7		14		0	0	10	5	0	7	13		
	Communication	10	16	11	13	10		29		18	33	0	9	20	0	0	13	
	Facilities / Environment	7	5	7	6	17		14		0	11	10	5	0	0	0		
	Feeling Valued / Supported	7	6	10	19	3		0		9	0	0	18	0	7	13		
	Health and Wellbeing	4	5	3	6	7		14		0	0	0	5	0	7	0		
	Job Satisfaction	1	1	3	0	3		14		0	0	0	5	0	0	6		
	Job Security	3	1	1	0	0		0		0	0	0	5	0	0	0		
	Managing Change	3	5	1	0	3		0		0	0	0	0	0	0	0		
	Management – Immediate / Local	3	2	7	0	10		0		18	0	10	5	30	0	6		
	Pay & Benefits	9	10	10	19	10		14		18	0	0	5	20	7	19		
	PAS / Re-organisation	15	11	3	0	3		0		0	11	0	0	0	0	0		
	Relationships / Co-operation	3	4	5	6	7		0		9	11	0	0	10	0	6		
	Role & Responsibilities	4	3	1	0	0		0		0	0	0	0	0	0	6		
	Student / Internal Customer Satisfaction	2	1	5	0	3		0		0	0	20	14	0	0	6		
	Senior Management	9	9	12	0	3		0		0	22	20	14	10	40	0		
	Systems / Processes	8	6	11	6	13		0		18	0	20	9	10	20	0		
	Training, Development & Progression	5	7	4	6	0		0		9	0	0	5	0	13	6		
	Other	4	4	3	6	0		0		0	11	10	0	0	0	0		

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Internal benchmarking for Henley Business School

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					Total Greens	84	79	82	124	93	111				79	86	101	67	52
	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?	2673	219	22	41	<10	18	<10	<10	<10	14	14	17	29	11	27	26		
	Being Treated Fairly / Diversity & Inclusion	6	6	7	14	9		17			0	0	0	5	0	6	11		
Comment Themes (Continued)	Communication	1	1	1	0	0		0			0	0	0	0	10	0	0		
	Facilities / Environment	12	13	11	21	9		0			27	20	11	14	0	6	0		
	Feeling Valued / Supported	12	12	15	21	16		0			9	10	11	14	20	19	22		
	Health and Wellbeing	5	5	2	0	3		0			0	10	0	0	0	0	0		
	Job Satisfaction	14	13	8	14	0		0			9	10	11	14	0	6	11		
	Job Security	3	3	5	7	0		0			9	0	0	0	10	13	0		
	Managing Change	0	1	1	0	0		0			0	0	0	0	0	6	0		
	Management – Immediate / Local	5	4	5	0	9		17			0	10	22	5	0	6	0		
	Pay & Benefits	4	5	3	7	6		0			0	0	0	5	0	0	0		
	PAS / Re-organisation	1	1	0	0	0		0			0	0	0	0	0	0	0		
	Relationships / Co-operation	16	15	13	7	19		33			18	10	11	18	0	25	0		
	Role & Responsibilities	3	3	5	0	3		17			9	0	0	9	20	0	6		
	Student / Internal Customer Satisfaction	3	3	3	0	0		0			0	10	11	0	20	0	0		
	Senior Management	2	1	3	0	0		0			0	0	22	5	0	6	6		
	Systems / Processes	1	1	1	0	3		0			0	0	0	0	0	0	0		
	Training, Development & Progression	6	6	8	7	9		0			18	0	0	9	0	0	22		
	Other	7	7	8	0	13		17			0	20	0	5	20	6	17		

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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 ± 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
Number of responses	909	926	507	297	2,639	1,835
Percent of responses	34.4448%	35.0890%	19.2118%	11.2543%	99.9999%	69.5338% (rounds to 70%)
Rounds to	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
Total	2,646		8,782

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.