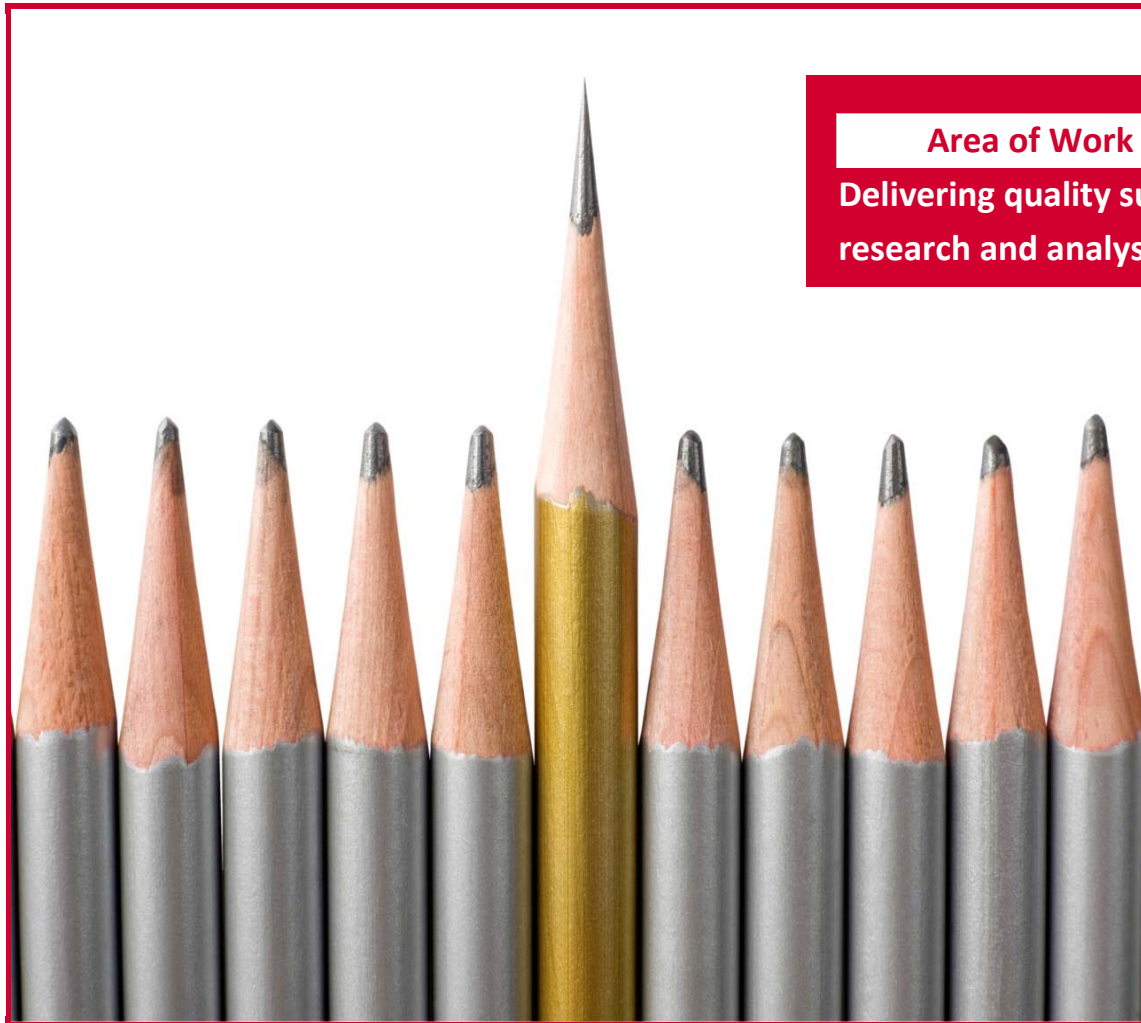


University of Reading



Area of Work Report

Delivering quality survey,
research and analysis solutions.

Institute for Education

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 - Institute for Education

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 39% i.e. 55 of the 142 employees in Institute for Education responded to the survey.

Presentation of results

This report presents a summary of the results for Institute for Education 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 Institute for Education

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:	55
Question		AOW	%
B3	My work is varied and interesting to me	98	
B12	I'm interested in the University of Reading, to me it's not just a job *	98	
O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	98	
O6e	The University of Reading respects people equally regardless of their sexual orientation	98	
D1d	I have a clear understanding about expected standards of behaviour	96	
I9	I feel my Department / School / Function delivers good quality service to students / internal customers	96	
I10	I feel proud to work for the University of Reading	96	
I12	Would you recommend the University of Reading to a friend as a place to study?	96	
L1	I am satisfied that my personal safety is treated seriously at work	96	
O6c	The University of Reading respects people equally regardless of their disability status	96	
O6f	The University of Reading respects people equally regardless of their religion or beliefs	96	
B2	Generally, I enjoy my work	95	
M1	I can decide on my own how to go about doing my work	95	
N1	I'm not currently being harassed or bullied at work? *	95	
O7	I have not felt discriminated against at work in the last 12 months? *	95	

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

Part B - Least positive perceptions and areas identified for improvement for Institute for Education

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: 55

Question	AOW %
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	0
M11 I never feel stressed at work *	9
R2 In my opinion the recent PAS changes were well planned	12
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	17
R3 In my opinion the recent PAS changes were well explained	21
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	22
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 *	26
N7 Are you aware of the University's Harassment Advisors?	27
D8 I don't worry about work outside my working hours *	29
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	34
R1 The current pace of change in the University of Reading is about right	34
L7 Are you aware of the Employee Assistance Programme?	36
M4 There are usually sufficient people in the team I am working in to handle our workload	42
R6b Generally, change within the University of Reading is managed well	42
R6e Generally, I have seen some positive changes in the last 12 months	42
R6f Generally, I think things will improve in the next 12 months	44
D9 I don't find my current workload too much and I am not struggling to cope *	46
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	48
R5 In my opinion other recent changes (not PAS) have been well explained	48
M6 I am able to handle all the conflicting demands on my time at work *	49
R6c Generally, the process of change does not cause me concern and worry *	50

^ 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 +/-8%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than nine percentage points for this to be considered a real difference between the scores.

Part C - Strength report by section for Institute for Education 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	Positive difference:	84
	51% - 74% = Opportunity for improvement	No difference:	13
	50% or lower = Needs improvement	Negative difference:	57

Total number of responses:		55	2673	
Question	AOW %	UoR %	+/-	
Section A: Work-Life Balance				
A5 I am able to take advantage of flexible working on an informal basis	83	80	3	
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	82	0	
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	0	
A1 The University of Reading provides good support to help me balance my work and personal commitments	62	74	-12	
A2 I feel I have a good work-life balance	56	70	-14	
Section B: Job Satisfaction				
B3 My work is varied and interesting to me	98	91	7	
B12 I'm interested in the University of Reading, to me it's not just a job *	98	91	7	
B2 Generally, I enjoy my work	95	92	3	
B10 I feel valued by students / internal customers	91	85	6	
B1 The University of Reading is a good place to work	89	87	2	
B4 My work gives me a sense of personal achievement	87	86	1	
B6 I feel I belong to a team	84	81	3	
B9 I feel valued by my colleagues	82	88	-6	
B5 I feel inspired to do my best work every day	81	80	1	
B7 I feel part of the University of Reading	81	76	5	
B11 I feel my job security at the University of Reading is good	76	70	6	

^ 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
	51% - 74% = Opportunity for improvement
	50% or lower = Needs improvement

Positive difference:	 84
No difference:	 13
Negative difference:	 57

Total number of responses:		55	2673	
Question	AOW %	UoR %	+/-	
Section B: Job Satisfaction				
B8 I feel valued by the University of Reading	68	59	9	
Section C: Pay and Benefits				
C1 Overall, I feel the University of Reading offers a good pay and benefits package	78	68	10	
C4 I am aware of the University’s arrangements for recognising and rewarding good performance	76	69	7	
C5 I am aware of the benefits offered by the University	72	71	1	
C2 I feel fairly paid for the work I do	63	60	3	
C3 I think my pay adequately reflects my performance	54	52	2	
Section D: Your Role				
D1d I have a clear understanding about expected standards of behaviour	96	96	0	
D1c I have a clear understanding about expected standards of performance	93	91	2	
D3 I am trusted to do my job	91	93	-2	
D1a I have a clear understanding about my role within the University of Reading	87	90	-3	
D1b I have a clear understanding about what I am expected to achieve in my job	82	89	-7	
D6 People are willing to help each other even if it means doing something outside their usual activities	80	82	-2	
D2 I am satisfied with my current role and level of responsibility	78	76	2	
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	76	77	-1	
D10 I have adequate resources to complete my work	76	67	9	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	58	63	-5	
D4 The division of responsibilities between staff in my work area feels fair	56	68	-12	
D9 I don't find my current workload too much and I am not struggling to cope *	46	61	-15	
D8 I don't worry about work outside my working hours *	29	39	-10	
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 *	26	33	-7	
Section E: Considering Leaving				
E2 I'm not actively seeking to leave my job here at the University *	88	82	6	
E1 I don't think about leaving the University *	67	65	2	
Section F: Performance Development Review (PDR)				
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	80	75	5	
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	77	85	-8	
F3 Was your Performance Development Review (PDR) useful for you? ^	74	68	6	
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	71	74	-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.

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■	50% or lower = Needs improvement

Positive difference:	84
No difference:	13
Negative difference:	57

Total number of responses:		55	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? ^	69	64	5	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	0	43	-43	
Section G: Learning and Development				
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	91	77	14	
G2 I am satisfied with my current level of learning and development	87	75	12	
G1 I feel that I am given the same opportunities to develop as other staff	84	78	6	
G3 I have received sufficient training to enable me to do my job well	80	80	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	94	69	25	
H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	88	76	12	
H5 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	88	69	19	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	86	61	25	
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	82	69	13	
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	63	43	20	
Section I: Culture and Values				
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	96	92	4	
I12 Would you recommend the University of Reading to a friend as a place to study?	96	89	7	
I10 I feel proud to work for the University of Reading	96	85	11	
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 ^	93	92	1	
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 ^	92	85	7	
I8 I feel the University of Reading delivers good quality service to students / internal customers	89	83	6	
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 ^	89	81	8	
I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	89	69	20	

^ 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
■	51% - 74% = Opportunity for improvement
■	50% or lower = Needs improvement

Positive difference:	84
No difference:	13
Negative difference:	57

Total number of responses:		55	2673	
Question	AOW %	UoR %	+/-	
Section I: Culture and Values				
I11 Would you recommend the University of Reading to a friend as a place to work?	85	81	4	
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 ^	85	76	9	
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 ^	82	88	-6	
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 ^	77	64	13	
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	77	64	13	
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 ^	77	63	14	
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	76	70	6	
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 ^	72	64	8	
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	53	63	-10	
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	81	83	-2	
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	76	81	-5	
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	75	76	-1	
J4 My School / Function Leadership Team listen to and respond to the views of staff	71	75	-4	
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	89	93	-4	
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	89	88	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	87	90	-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	85	79	6	
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	83	86	-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
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference:	84
No difference:	13
Negative difference:	57

Total number of responses:		55	2673	
Question	AOW %	UoR %	+/-	
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	82	84	-2	
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	81	0	
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	80	79	1	
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	76	81	-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	73	72	1	
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	93	96	-3	
L6 The University provides a satisfying work environment	85	79	6	
L3 I feel the University is interested in my physical wellbeing	83	78	5	
L4 I feel the University is interested in my mental wellbeing	75	68	7	
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	64	62	2	
L7 Are you aware of the Employee Assistance Programme?	36	40	-4	
Section M: Working at the University				
M1 I can decide on my own how to go about doing my work	95	93	2	
M3 I am satisfied with the support I get from my work colleagues	93	90	3	
M2 I am satisfied with the support I get from my immediate manager	87	86	1	
M7 I have the right equipment to do my job	87	83	4	
M10 I have a place I can go to take a break at work	81	78	3	
M5 Relationships at work are not strained *	69	75	-6	
M12 Overall, I don't feel unduly stressed at work * ^	67	69	-2	
M9 I am able to take regular breaks on most days	63	69	-6	
M6 I am able to handle all the conflicting demands on my time at work *	49	66	-17	
M4 There are usually sufficient people in the team I am working in to handle our workload	42	61	-19	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	34	54	-20	
M11 I never feel stressed at work *	9	9	0	
Section N: Harassment and Bullying				
N1 I'm not currently being harassed or bullied at work? *	95	97	-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
■	51% - 74% = Opportunity for improvement
■	50% or lower = Needs improvement

Positive difference:	84
No difference:	13
Negative difference:	57

Total number of responses:		55	2673	
Question	AOW %	UoR %	+/-	
Section N: Harassment and Bullying				
N7 Are you aware of the University’s Harassment Advisors?	27	35	-8	
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	22	23	-1	
Section O: Diversity and Inclusion				
O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	0	
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	98	91	7	
O6f The University of Reading respects people equally regardless of their religion or beliefs	96	98	-2	
O6c The University of Reading respects people equally regardless of their disability status	96	96	0	
O7 I have not felt discriminated against at work in the last 12 months? *	95	92	3	
O6b The University of Reading respects people equally regardless of their nationality / race	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	94	94	0	
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 *	93	96	-3	
O6d The University of Reading respects people equally regardless of their age	92	92	0	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	91	95	-4	
O6a The University of Reading respects people equally regardless of their gender	91	92	-1	
O2 I am aware of the University’s priorities for Diversity and Inclusion	89	91	-2	
O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	89	90	-1	
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	77	82	-5	
Section P: Communication				
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	90	89	1	
P1a I receive information in a timely way in regard to local issues in my area of work	85	81	4	
P1b I receive information in a timely way in regard to wider University issues	85	76	9	
P5 On the whole, communication in the University of Reading is effective	81	60	21	
P2b The information I receive is straightforward and I understand it in regard to wider University issues	79	80	-1	
P6 Communication between senior management and staff is effective	74	54	20	
P3 There are opportunities for me to feed my views upwards in the University of Reading	71	57	14	
P4 I know where to find information about important decisions made at the University of Reading	60	56	4	

^ 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
■	51% - 74% = Opportunity for improvement
■	50% or lower = Needs improvement

Positive difference:	84
No difference:	13
Negative difference:	57

Total number of responses:		55	2673	
Question	AOW %	UoR %	+/-	
Section P: Communication				
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	48	42	6	
Section Q: Staff Involvement				
Q8a I feel there is good co-operation between teams in my department	81	83	-2	
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	76	72	4	
Q1 I feel there are adequate opportunities to raise points of concern	75	64	11	
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	61	69	-8	
Q5 I am confident my ideas or suggestions will be listened to	60	60	0	
Q6 I feel the University genuinely listens to staff views during consultations	58	43	15	
Q7 I am confident I will get feedback on my ideas or suggestions	56	51	5	
Q8b I feel there is good co-operation between different departments	52	62	-10	
Section R: Managing Change				
R6a Generally, change within my department is managed well	62	72	-10	
R7 I feel action will be taken as a result of this survey	57	54	3	
R4 In my opinion other recent changes (not PAS) have been well planned	52	38	14	
R6c Generally, the process of change does not cause me concern and worry *	50	49	1	
R5 In my opinion other recent changes (not PAS) have been well explained	48	39	9	
R6f Generally, I think things will improve in the next 12 months	44	61	-17	
R6e Generally, I have seen some positive changes in the last 12 months	42	55	-13	
R6b Generally, change within the University of Reading is managed well	42	36	6	
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	21	25	-4	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	17	18	-1	
R2 In my opinion the recent PAS changes were well planned	12	17	-5	

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

Part D - Frequency Charts for Institute for Education

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 Institute for Education

Section A: Work-Life Balance

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



Total
Responses:
53

Positive %:
62

A2 I feel I have a good work-life balance



Total
Responses:
54

Positive %:
56

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



Total
Responses:
52

Positive %:
77

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



Total
Responses:
51

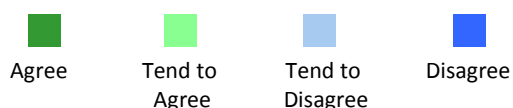
Positive %:
82

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



Total
Responses:
53

Positive %:
83



Part D - Frequency Charts for Institute for Education

Section B: Job Satisfaction

B1 The University of Reading is a good place to work



Total
Responses:
54

Positive %:
89

B2 Generally, I enjoy my work



Total
Responses:
55

Positive %:
95

B3 My work is varied and interesting to me



Total
Responses:
55

Positive %:
98

B4 My work gives me a sense of personal achievement



Total
Responses:
55

Positive %:
87

B5 I feel inspired to do my best work every day



Total
Responses:
54

Positive %:
81

B6 I feel I belong to a team



Total
Responses:
55

Positive %:
84

B7 I feel part of the University of Reading



Total
Responses:
53

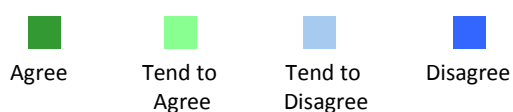
Positive %:
81

B8 I feel valued by the University of Reading



Total
Responses:
53

Positive %:
68



Part D - Frequency Charts for Institute for Education

Section B: Job Satisfaction

B9 I feel valued by my colleagues



Total
Responses:
55

Positive %:
82

B10 I feel valued by students / internal customers



Total
Responses:
54





Positive %:
91

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



Total
Responses:
54

Positive %:
76

 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:
54

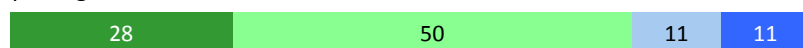
Positive %:
98

 Agree
 Tend to
Agree
 Tend to
Disagree
 Disagree

Part D - Frequency Charts for Institute for Education

Section C: Pay and Benefits

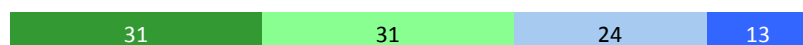
C1 Overall, I feel the University of Reading offers a good pay and benefits package



Total
Responses:
54

Positive %:
78

C2 I feel fairly paid for the work I do



Total
Responses:
54

Positive %:
63

C3 I think my pay adequately reflects my performance



Total
Responses:
52

Positive %:
54

C4 I am aware of the University's arrangements for recognising and rewarding good performance



Total
Responses:
54

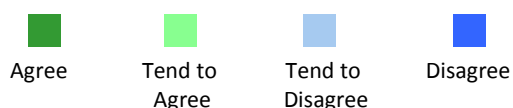
Positive %:
76

C5 I am aware of the benefits offered by the University



Total
Responses:
54

Positive %:
72



Part D - Frequency Charts for Institute for Education

Section D: Your Role

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



Total
Responses:
55

Positive %:
87

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



Total
Responses:
55

Positive %:
82

D1c I have a clear understanding about expected standards of performance



Total
Responses:
55

Positive %:
93

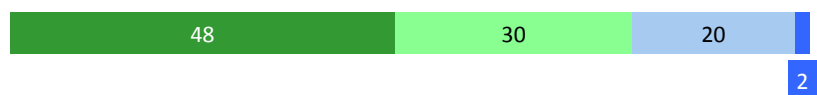
D1d I have a clear understanding about expected standards of behaviour



Total
Responses:
55

Positive %:
96

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



Total
Responses:
54

Positive %:
78

D3 I am trusted to do my job



Total
Responses:
54

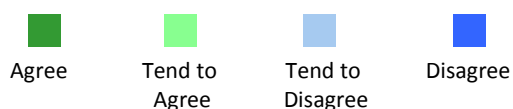
Positive %:
91

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



Total
Responses:
55

Positive %:
56



Part D - Frequency Charts for Institute for Education

Section D: Your Role

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



Total
Responses:
54





Positive %:
76

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



Total
Responses:
55

Positive %:
80

 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

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



Total
Responses:
54

Positive %:
26

D8 I often worry about work outside my working hours



Total
Responses:
55





Positive %:
29

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

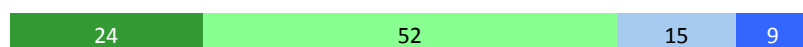


Total
Responses:
54

Positive %:
46





 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

D10 I have adequate resources to complete my work



Total
Responses:
54

Positive %:
76





 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

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



Total
Responses:
53

Positive %:
58

 Agree
 Tend to Agree
 Tend to Disagree
 Disagree

Part D - Frequency Charts for Institute for Education

Section E: Considering Leaving

E1 I often think about leaving the University



Total Responses: 52
Positive %: 67

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



Total Responses: 52
Positive %: 88



Part D - Frequency Charts for Institute for Education

Section F: Performance Development Review (PDR)

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



Total
Responses:
55

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



Total
Responses:
44

Positive %:
80

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

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



Total
Responses:
35

Positive %:
74

(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:
35

Positive %:
77

(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:
35

Positive %:
69

(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:
35

Positive %:
71

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



Yes



No

Part D - Frequency Charts for Institute for Education

Section G: Learning and Development

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

Total
Responses:
55Positive %:
84

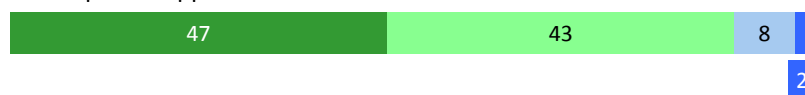
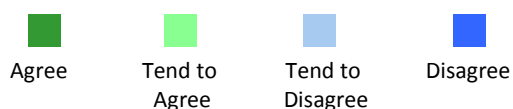
G2 I am satisfied with my current level of learning and development

Total
Responses:
55Positive %:
87

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

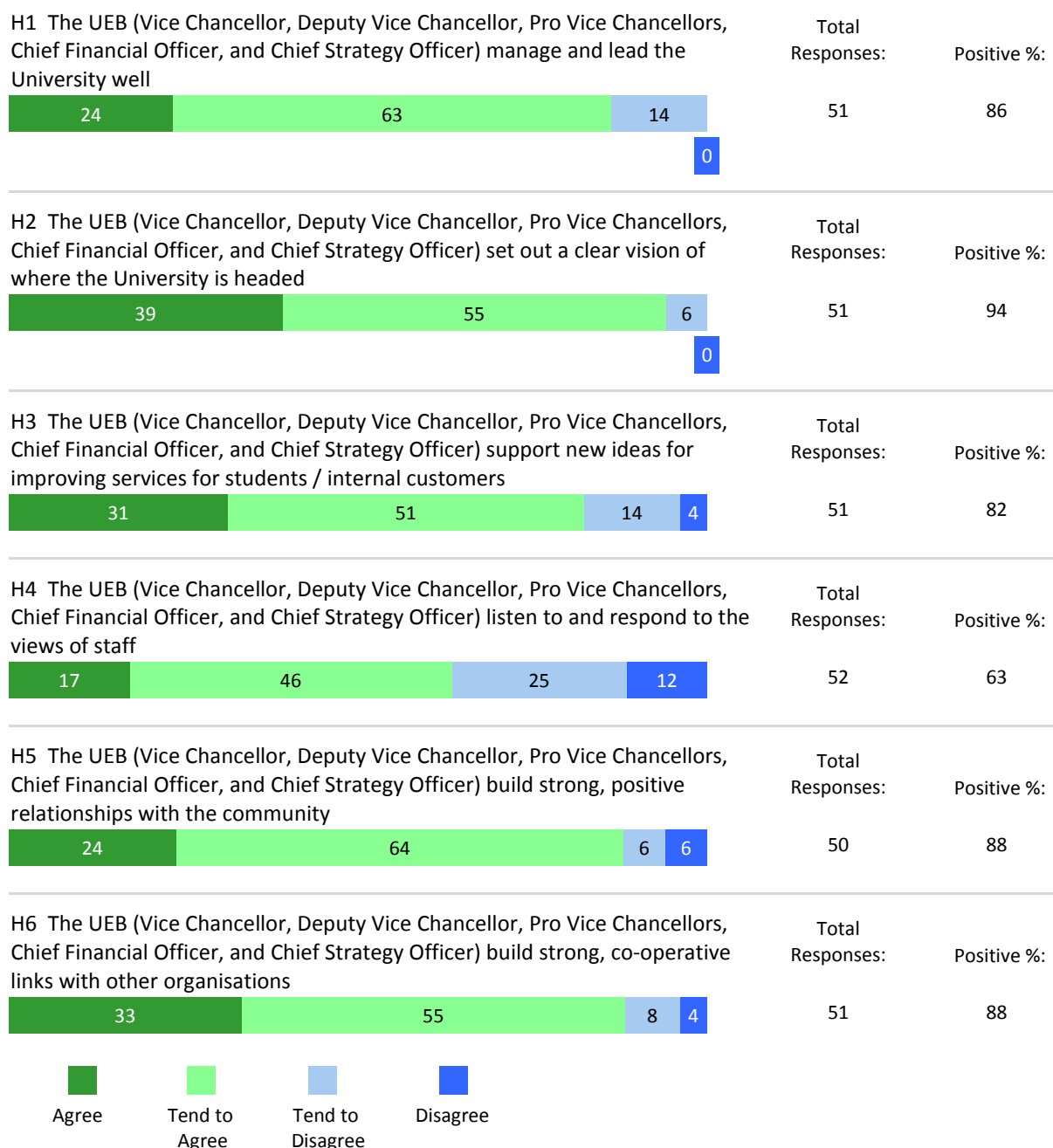
Total
Responses:
54Positive %:
80

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

Total
Responses:
53Positive %:
91

Part D - Frequency Charts for Institute for Education

Section H: University Executive Board (UEB)



Part D - Frequency Charts for Institute for Education

Section I: Culture and Values

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



 A Lot
  A Little
  Nothing

Total
Responses:
55

Positive %:
76

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

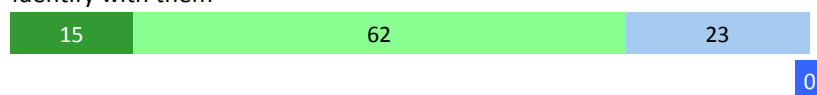


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
38

Positive %:
89

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



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

Total
Responses:
39

Positive %:
77

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

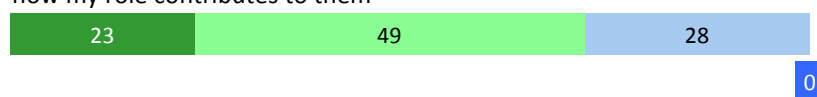


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
39

Positive %:
77

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

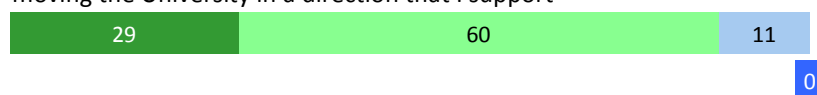


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

Total
Responses:
39

Positive %:
72





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



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

Total
Responses:
35

Positive %:
89

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for Institute for Education

Section I: Culture and Values

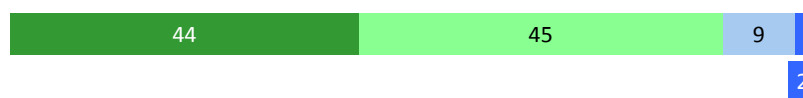
I17 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026



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

Total Responses:	Positive %:
35	77

I18 I feel the University of Reading delivers good quality service to students / internal customers



Total Responses:	Positive %:
55	89

I19 I feel my Department / School / Function delivers good quality service to students / internal customers



Total Responses:	Positive %:
54	96

I10 I feel proud to work for the University of Reading



Total Responses:	Positive %:
53	96

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

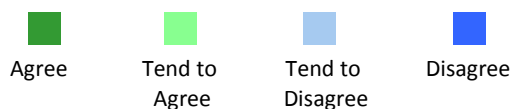


Total Responses:	Positive %:
52	85

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



Total Responses:	Positive %:
53	96



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



Total Responses:	Positive %:
55	53

Part D - Frequency Charts for Institute for Education

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:

26

Positive %:

85

(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:

26

Positive %:

92

(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:

28

Positive %:

82

(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



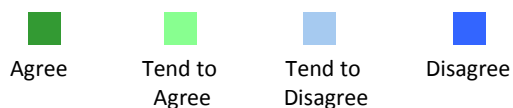
Total
Responses:

28

Positive %:

93

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



Part D - Frequency Charts for Institute for Education

Section J: Your School or Function Leadership

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



Total
Responses:
53

Positive %:
81

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



Total
Responses:
52

Positive %:
75

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



Total
Responses:
52

Positive %:
81

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



Total
Responses:
51

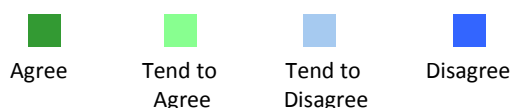
Positive %:
71

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



Total
Responses:
51

Positive %:
76



Part D - Frequency Charts for Institute for Education

Section K: 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	Total Responses: 54	Positive %: 83
		
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	Total Responses: 55	Positive %: 89
		
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	Total Responses: 55	Positive %: 89
		
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	Total Responses: 55	Positive %: 93
		
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	Total Responses: 55	Positive %: 87
		
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	Total Responses: 55	Positive %: 82
		
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	Total Responses: 54	Positive %: 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	Total Responses: 53	Positive %: 74
		
 Agree  Tend to Agree  Tend to Disagree  Disagree		

Part D - Frequency Charts for Institute for Education

Section K: Your Manager / Supervisor

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



Total
Responses:

53

Positive %:

81

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:

51

Positive %:

73

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:

55

Positive %:

76

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

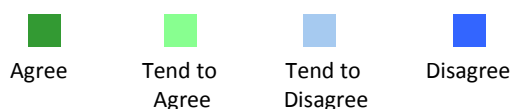


Total
Responses:

54

Positive %:

80



Part D - Frequency Charts for Institute for Education

Section L: Health, Safety and Wellbeing

L1 I am satisfied that my personal safety is treated seriously at work



Total
Responses:
54

Positive %:
96

L2 I feel safe and secure in my working environment



Total
Responses:
54

Positive %:
93

L3 I feel the University is interested in my physical wellbeing



Total
Responses:
54

Positive %:
83

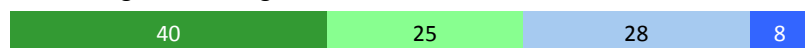
L4 I feel the University is interested in my mental wellbeing



Total
Responses:
53

Positive %:
75

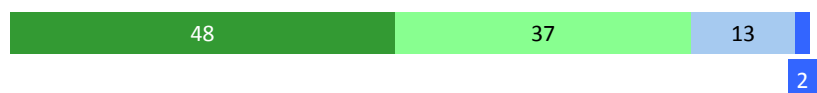
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing



Total
Responses:
53

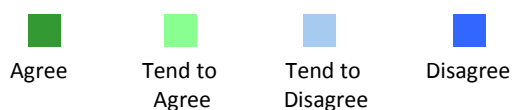
Positive %:
64

L6 The University provides a satisfying work environment



Total
Responses:
54

Positive %:
85



L7 Are you aware of the Employee Assistance Programme?



Total
Responses:
55

Positive %:
36



Part D - Frequency Charts for Institute for Education

Section M: Working at the University

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



Total
Responses:
55

Positive %:
95

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



Total
Responses:
53

Positive %:
87

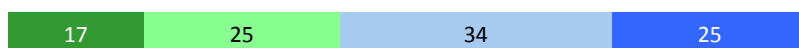
M3 I am satisfied with the support I get from my work colleagues



Total
Responses:
54

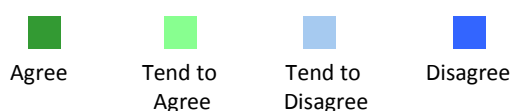
Positive %:
93

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

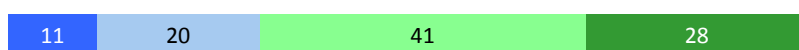


Total
Responses:
53

Positive %:
42



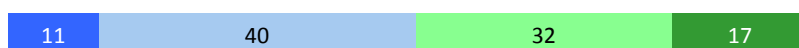
M5 Relationships at work are strained



Total
Responses:
54

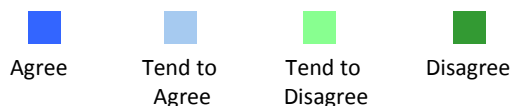
Positive %:
69

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



Total
Responses:
53

Positive %:
49

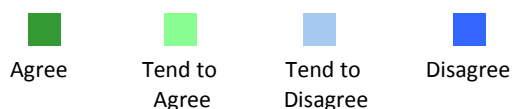


M7 I have the right equipment to do my job



Total
Responses:
54

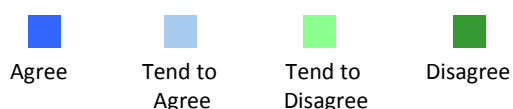
Positive %:
87



Part D - Frequency Charts for Institute for Education

Section M: Working at the University

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



Total
Responses:
53

Positive %:
34

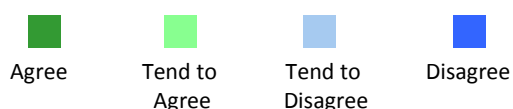
M9 I am able to take regular breaks on most days



Total
Responses:
52

Positive %:
63

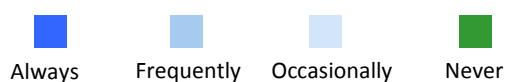
M10 I have a place I can go to take a break at work



Total
Responses:
52

Positive %:
81

M11 I feel stressed at work



Total
Responses:
55

Positive %:
9

M12 Overall, I feel unduly stressed at work



Total
Responses:
49

Positive %:
67

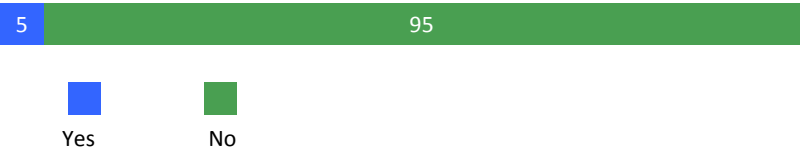
(based on the number of respondents answering 'Always', 'Frequently' or 'Occasionally' to M11)



Part D - Frequency Charts for Institute for Education

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?



Total
Responses: 55
Positive %: 95

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



Total
Responses: 55
Positive %: 22

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



Total
Responses: 55
Positive %: 27

Part D - Frequency Charts for Institute for Education

Section O: Diversity and Inclusion

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



Total
Responses:
54

Positive %:
98

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



Total
Responses:
55

Positive %:
89

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



Total
Responses:
54

Positive %:
91

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



Total
Responses:
54





Positive %:
94

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



Total
Responses:
53

Positive %:
77

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
54





Positive %:
89

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



Total
Responses:
54

Positive %:
93

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for Institute for Education

Section O: Diversity and Inclusion

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



Total
Responses:
53

Positive %:
91

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



Total
Responses:
53

Positive %:
94

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



Total
Responses:
52

Positive %:
96

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



Total
Responses:
52

Positive %:
92

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



Total
Responses:
53





Positive %:
98

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



Total
Responses:
52

Positive %:
96

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

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



Total
Responses:
55

Positive %:
95

 Yes
  No

Part D - Frequency Charts for Institute for Education

Section P: Communication

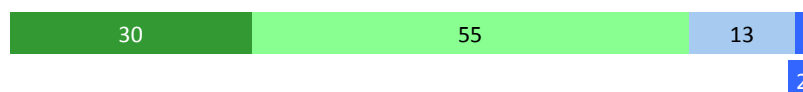
P1a I receive information in a timely way in regard to local issues in my area of work



Total
Responses:
54

Positive %:
85

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



Total
Responses:
53

Positive %:
85

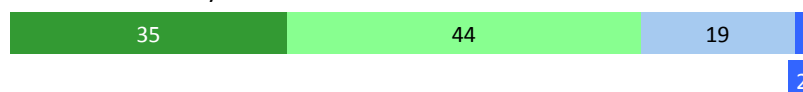
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work



Total
Responses:
52

Positive %:
90

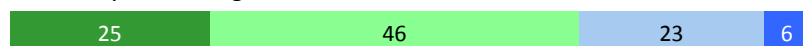
P2b The information I receive is straightforward and I understand it in regard to wider University issues



Total
Responses:
52

Positive %:
79

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



Total
Responses:
52

Positive %:
71

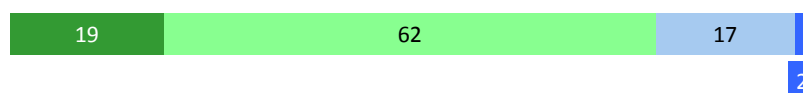
P4 I know where to find information about important decisions made at the University of Reading



Total
Responses:
52

Positive %:
60

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



Total
Responses:
52

Positive %:
81

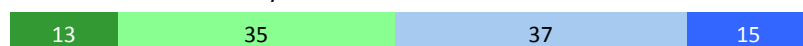
P6 Communication between senior management and staff is effective



Total
Responses:
53





Positive %:
74

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



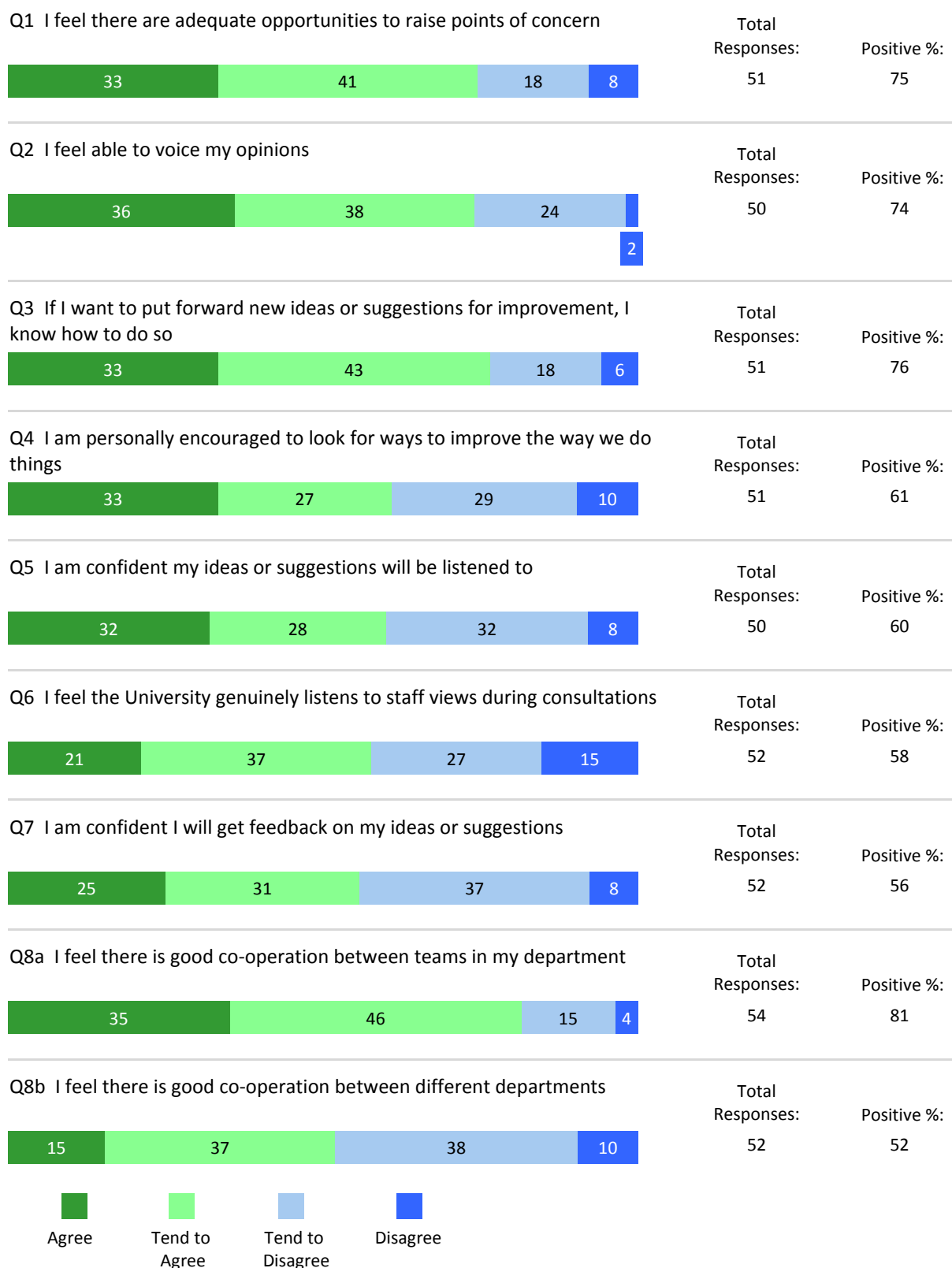
Total
Responses:
52

Positive %:
48

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for Institute for Education

Section Q: Staff Involvement







Part D - Frequency Charts for Institute for Education

Section R: Managing Change

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



 About Right
  Too Fast
  Too Slow
  No Opinion

Total
Responses:
53

Positive %:
34

R2 In my opinion the recent PAS changes were well planned



2

Total
Responses:
49

Positive %:
12

R3 In my opinion the recent PAS changes were well explained



2

Total
Responses:
48

Positive %:
21

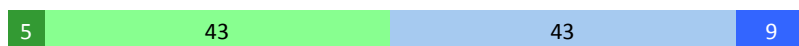
R4 In my opinion other recent changes (not PAS) have been well planned



Total
Responses:
44

Positive %:
52

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



Total
Responses:
44

Positive %:
48

R6a Generally, change within my department is managed well



Total
Responses:
50





Positive %:
62

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



Total
Responses:
48

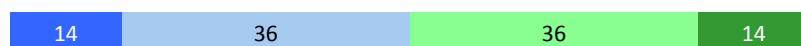
Positive %:
42

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part D - Frequency Charts for Institute for Education

Section R: Managing Change

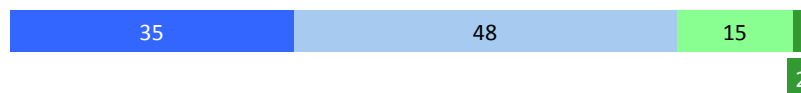
R6c Generally, the process of change causes me concern and worry



Total
Responses:
50





Positive %:
50

R6d Generally, more could be done to help staff prepare for and cope with change



Total
Responses:
48

Positive %:
17





 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

R6e Generally, I have seen some positive changes in the last 12 months

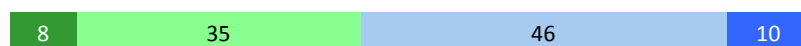


Total
Responses:
50

Positive %:
42

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

R6f Generally, I think things will improve in the next 12 months



Total
Responses:
48





Positive %:
44

R7 I feel action will be taken as a result of this survey



Total
Responses:
53

Positive %:
57

 Agree
  Tend to Agree
  Tend to Disagree
  Disagree

Part E - Comment Themes for Institute for Education

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	3
Communication	2
Facilities / Environment	1
Feeling Valued / Supported	5
Health and Wellbeing	1
Job Security	2
Management – Immediate / Local	3
Pay & Benefits	3
PAS / Re-organisation	13
Relationships / Co-operation	2
Role & Responsibilities	2
Senior Management	4
Systems / Processes	4
Other	1

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	2
Facilities / Environment	3
Feeling Valued / Supported	9
Health and Wellbeing	2
Job Satisfaction	10
Management – Immediate / Local	1
Pay & Benefits	3
Relationships / Co-operation	4
Role & Responsibilities	3
Student / Internal Customer Satisfaction	1
Training, Development & Progression	2
Other	2

Part F - Survey Results Ranked By Degree of Importance to Respondents for Institute for Education

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 -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
1	R2	In my opinion the recent PAS changes were well planned	49	1.49
2	R3	In my opinion the recent PAS changes were well explained	48	1.71
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	54	1.76
4	R6d	Generally, more could be done to help staff prepare for and cope with change	48	1.83
5	D8	I often worry about work outside my working hours	55	1.95
6	M8	I am required to do unimportant tasks which prevent me completing more important ones	53	2.11
7	R6e	Generally, I have seen some positive changes in the last 12 months	50	2.28
8	M4	There are usually sufficient people in the team I am working in to handle our workload	53	2.34
9	R6b	Generally, change within the University of Reading is managed well	48	2.35
10	D9	I find my current workload too much and I am struggling to cope	54	2.41
11	R6f	Generally, I think things will improve in the next 12 months	48	2.42
12	R5	In my opinion other recent changes (not PAS) have been well explained	44	2.43
13	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	52	2.46
14	R4	In my opinion other recent changes (not PAS) have been well planned	44	2.48
15	R6c	Generally, the process of change causes me concern and worry	50	2.50
16	M6	I am unable to handle all the conflicting demands on my time at work	53	2.55
17	Q8b	I feel there is good co-operation between different departments	52	2.58
18	D11	I feel priorities are changed too frequently for me to work efficiently	53	2.58
19	Q6	I feel the University genuinely listens to staff views during consultations	52	2.63
20	R7	I feel action will be taken as a result of this survey	53	2.64
21	A2	I feel I have a good work-life balance	54	2.65
22	C3	I think my pay adequately reflects my performance	52	2.65
23	D4	The division of responsibilities between staff in my work area feels fair	55	2.69
24	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	52	2.69
25	M9	I am able to take regular breaks on most days	52	2.71
26	Q7	I am confident I will get feedback on my ideas or suggestions	52	2.73
27	R6a	Generally, change within my department is managed well	50	2.76

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
28	P4	I know where to find information about important decisions made at the University of Reading	52	2.81
29	P6	Communication between senior management and staff is effective	53	2.81
30	C2	I feel fairly paid for the work I do	54	2.81
31	Q5	I am confident my ideas or suggestions will be listened to	50	2.84
32	Q4	I am personally encouraged to look for ways to improve the way we do things	51	2.84
33	B8	I feel valued by the University of Reading	53	2.85
34	M5	Relationships at work are strained	54	2.85
35	P3	There are opportunities for me to feed my views upwards in the University of Reading	52	2.90
36	A1	The University of Reading provides good support to help me balance my work and personal commitments	53	2.91
37	D10	I have adequate resources to complete my work	54	2.91
38	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	39	2.92
39	C1	Overall, I feel the University of Reading offers a good pay and benefits package	54	2.94
40	C5	I am aware of the benefits offered by the University	54	2.94
41	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	39	2.95
42	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	53	2.96
43	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	35	2.97
44	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	39	2.97
45	P5	On the whole, communication in the University of Reading is effective	52	2.98
46	E1	I often think about leaving the University	52	3.00
47	Q1	I feel there are adequate opportunities to raise points of concern	51	3.00
48	B11	I feel my job security at the University of Reading is good	54	3.02
49	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	51	3.04
50	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	51	3.04
51	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	51	3.04
52	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	50	3.06
53	C4	I am aware of the University's arrangements for recognising and rewarding good performance	54	3.07
54	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	54	3.07
55	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	53	3.08
56	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	52	3.08

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
57	J4	My School / Function Leadership Team listen to and respond to the views of staff	51	3.08
58	Q2	I feel able to voice my opinions	50	3.08
59	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	54	3.09
60	L4	I feel the University is interested in my mental wellbeing	53	3.09
61	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	51	3.10
62	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	51	3.10
63	P1a	I receive information in a timely way in regard to local issues in my area of work	54	3.11
64	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	52	3.12
65	Q8a	I feel there is good co-operation between teams in my department	54	3.13
66	P1b	I receive information in a timely way in regard to wider University issues	53	3.13
67	D6	People are willing to help each other even if it means doing something outside their usual activities	55	3.15
68	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	35	3.17
69	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	52	3.17
70	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	51	3.18
71	B7	I feel part of the University of Reading	53	3.19
72	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	51	3.22
73	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	55	3.22
74	G3	I have received sufficient training to enable me to do my job well	54	3.22
75	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	53	3.23
76	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	53	3.23
77	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	38	3.24
78	D2	I am satisfied with my current role and level of responsibility	54	3.24
79	A5	I am able to take advantage of flexible working on an informal basis	53	3.25
80	J1	My School / Function Leadership Team manage and lead our School / Function well	53	3.25
81	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	52	3.25
82	B9	I feel valued by my colleagues	55	3.25
83	M7	I have the right equipment to do my job	54	3.26

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
84	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	52	3.27
85	D1b	I have a clear understanding about what I am expected to achieve in my job	55	3.27
86	M10	I have a place I can go to take a break at work	52	3.29
87	G1	I feel that I am given the same opportunities to develop as other staff	55	3.29
88	L3	I feel the University is interested in my physical wellbeing	54	3.30
89	I8	I feel the University of Reading delivers good quality service to students / internal customers	55	3.31
90	B5	I feel inspired to do my best work every day	54	3.31
91	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	54	3.31
92	L6	The University provides a satisfying work environment	54	3.31
93	B6	I feel I belong to a team	55	3.33
94	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	51	3.33
95	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	28	3.36
96	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	53	3.36
97	M2	I am satisfied with the support I get from my immediate manager	53	3.36
98	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	55	3.36
99	M3	I am satisfied with the support I get from my work colleagues	54	3.37
100	D1a	I have a clear understanding about my role within the University of Reading	55	3.38
101	G2	I am satisfied with my current level of learning and development	55	3.38
102	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	26	3.38
103	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	54	3.39
104	B4	My work gives me a sense of personal achievement	55	3.40
105	I11	Would you recommend the University of Reading to a friend as a place to work?	52	3.40
106	B1	The University of Reading is a good place to work	54	3.43
107	B10	I feel valued by students / internal customers	54	3.43
108	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	54	3.44
109	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	26	3.46
110	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	28	3.46
111	D1c	I have a clear understanding about expected standards of performance	55	3.47
112	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	54	3.48
113	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	55	3.49

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
114	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	55	3.49
115	E2	I am actively seeking to leave my job here at the University	52	3.52
116	O2	I am aware of the University's priorities for Diversity and Inclusion	55	3.53
117	O6a	The University of Reading respects people equally regardless of their gender	53	3.53
118	O6d	The University of Reading respects people equally regardless of their age	52	3.54
119	B3	My work is varied and interesting to me	55	3.55
120	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	55	3.55
121	M1	I can decide on my own how to go about doing my work	55	3.55
122	I10	I feel proud to work for the University of Reading	53	3.57
123	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	54	3.57
124	O6b	The University of Reading respects people equally regardless of their nationality / race	53	3.58
125	D3	I am trusted to do my job	54	3.59
126	O6f	The University of Reading respects people equally regardless of their religion or beliefs	52	3.62
127	B2	Generally, I enjoy my work	55	3.62
128	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	55	3.62
129	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	54	3.63
130	O6c	The University of Reading respects people equally regardless of their disability status	52	3.63
131	D1d	I have a clear understanding about expected standards of behaviour	55	3.64
132	L2	I feel safe and secure in my working environment	54	3.65
133	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	54	3.67
134	I12	Would you recommend the University of Reading to a friend as a place to study?	53	3.68
135	O6e	The University of Reading respects people equally regardless of their sexual orientation	53	3.68
136	L1	I am satisfied that my personal safety is treated seriously at work	54	3.72
137	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	54	3.74
138	B12	I'm not interested in the University of Reading, to me it's just a job	54	3.80
			<u>Average:</u>	<u>3.10</u>

Part G - Internal benchmarking for Institute for Education

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 Institute for Education

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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		Total Reds	18	24	21
		Total Greens	84	79	99
		Total number of respondents	2673	1280	55
Section	Question	University of Reading	Academic School	Institute for Education	
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	62	
	A2 I feel I have a good work-life balance	70	59	56	
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	77	
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	82	
	A5 I am able to take advantage of flexible working on an informal basis	80	83	83	
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	89	
	B2 Generally, I enjoy my work	92	92	95	
	B3 My work is varied and interesting to me	91	92	98	
	B4 My work gives me a sense of personal achievement	86	87	87	
	B5 I feel inspired to do my best work every day	80	79	81	
	B6 I feel I belong to a team	81	78	84	
	B7 I feel part of the University of Reading	76	73	81	
	B8 I feel valued by the University of Reading	59	55	68	
	B9 I feel valued by my colleagues	88	87	82	
	B10 I feel valued by students / internal customers	85	87	91	
	B11 I feel my job security at the University of Reading is good	70	65	76	
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	98	
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	78	
	C2 I feel fairly paid for the work I do	60	57	63	
	C3 I think my pay adequately reflects my performance	52	50	54	
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	76	
	C5 I am aware of the benefits offered by the University	71	67	72	

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


Internal benchmarking for Institute for Education

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		Total Reds	18	24	21
		Total Greens	84	79	99
		Total number of respondents	2673	1280	55
Section	Question	University of Reading	Academic School	Institute for Education	
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	87	
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	82	
	D1c I have a clear understanding about expected standards of performance	91	90	93	
	D1d I have a clear understanding about expected standards of behaviour	96	95	96	
	D2 I am satisfied with my current role and level of responsibility	76	76	78	
	D3 I am trusted to do my job	93	92	91	
	D4 The division of responsibilities between staff in my work area feels fair	68	65	56	
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	76	
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	80	
	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	26	
	D8 I don't worry about work outside my working hours *	39	29	29	
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	46	
D10 I have adequate resources to complete my work	67	61	76		
D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	58		
Considering Leaving	E1 I don't think about leaving the University *	65	63	67	
	E2 I'm not actively seeking to leave my job here at the University *	82	82	88	
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	82	
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	80	
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	74	
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	77	
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	69	
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	71	
	F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	43	38	0	

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

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Internal benchmarking for Institute for Education

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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		Total Reds	18	24	21
		Total Greens	84	79	99
		Total number of respondents	2673	1280	55
Section		University of Reading	Academic School	Institute for Education	
	Question				
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	84	
	G2 I am satisfied with my current level of learning and development	75	78	87	
	G3 I have received sufficient training to enable me to do my job well	80	79	80	
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	91	
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	54	86	
	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	66	94	
	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	65	82	
	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	36	63	
	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	88	
	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	88	
Culture and Values	I1 How much do you feel you know about the University’s strategic objectives i.e. Vision 2026?	70	67	76	
	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	89	
	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	77	
	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	77	
	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	72	
	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	89	
	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	77	
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	89	
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	96	
	I10 I feel proud to work for the University of Reading	85	81	96	

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

Internal benchmarking for Institute for Education

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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		Total number of respondents	2673	1280	55
Section	Question	University of Reading	Academic School	Institute for Education	
Culture and Values (continued)	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	85	
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	96	
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	53	
	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	85	
	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	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	82	
	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	93	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	81	
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	75	
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	81	
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	71	
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	76	
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	83	
	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	89	
	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	89	
	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	
	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	87	
	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	82	
	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	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	
	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	81	
	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	73	
	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	76	
	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	80	

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

Internal benchmarking for Institute for Education

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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		Total Reds	18	24	21
		Total Greens	84	79	99
		Total number of respondents	2673	1280	55
Section	Question	University of Reading	Academic School	Institute for Education	
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	96	
	L2 I feel safe and secure in my working environment	96	95	93	
	L3 I feel the University is interested in my physical wellbeing	78	74	83	
	L4 I feel the University is interested in my mental wellbeing	68	62	75	
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	64	
	L6 The University provides a satisfying work environment	79	77	85	
	L7 Are you aware of the Employee Assistance Programme?	40	34	36	
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	95	
	M2 I am satisfied with the support I get from my immediate manager	86	86	87	
	M3 I am satisfied with the support I get from my work colleagues	90	90	93	
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	42	
	M5 Relationships at work are not strained *	75	75	69	
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	49	
	M7 I have the right equipment to do my job	83	80	87	
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	34	
	M9 I am able to take regular breaks on most days	69	64	63	
	M10 I have a place I can go to take a break at work	78	81	81	
	M11 I never feel stressed at work *	9	6	9	
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	67	
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	95	
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	22	
	N7 Are you aware of the University's Harassment Advisors?	35	31	27	

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		Total number of respondents	2673	1280	55
Section	Question	University of Reading	Academic School	Institute for Education	
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	98	
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	89	
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	91	
	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	94	
	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	77	
	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	89	
	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	93	
	O6a The University of Reading respects people equally regardless of their gender	92	90	91	
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	94	
	O6c The University of Reading respects people equally regardless of their disability status	96	96	96	
	O6d The University of Reading respects people equally regardless of their age	92	91	92	
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	98	
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	96	
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	95	
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	85	
	P1b I receive information in a timely way in regard to wider University issues	76	75	85	
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	90	
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	79	
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	71	
	P4 I know where to find information about important decisions made at the University of Reading	56	51	60	
	P5 On the whole, communication in the University of Reading is effective	60	57	81	
	P6 Communication between senior management and staff is effective	54	50	74	
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	48	

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

Prepared by Capita Surveys and Research

Internal benchmarking for Institute for Education

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		Total number of respondents	2673	1280	55
Section	Question	University of Reading	Academic School	Institute for Education	
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	75	
	Q2 I feel able to voice my opinions	71	67	74	
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	76	
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	61	
	Q5 I am confident my ideas or suggestions will be listened to	60	55	60	
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	58	
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	56	
	Q8a I feel there is good co-operation between teams in my department	83	83	81	
	Q8b I feel there is good co-operation between different departments	62	60	52	
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	34	
	R2 In my opinion the recent PAS changes were well planned	17	13	12	
	R3 In my opinion the recent PAS changes were well explained	25	21	21	
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	52	
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	48	
	R6a Generally, change within my department is managed well	72	74	62	
	R6b Generally, change within the University of Reading is managed well	36	30	42	
	R6c Generally, the process of change does not cause me concern and worry *	49	43	50	
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	17	
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	42	
	R6f Generally, I think things will improve in the next 12 months	61	52	44	
	R7 I feel action will be taken as a result of this survey	54	49	57	

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Internal benchmarking for Institute for Education

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		Total Greens	84	79	99
		Total number of respondents	2673	1280	55
Section	Question	University of Reading	Academic School	Institute for Education	
Comment Themes	S1 Please note below one thing that you feel could be improved at the University of Reading. Which main theme would you say your comment is related to?				
	Being Treated Fairly / Diversity & Inclusion	4	4	7	
	Communication	10	16	4	
	Facilities / Environment	7	5	2	
	Feeling Valued / Supported	7	6	11	
	Health and Wellbeing	4	5	2	
	Job Satisfaction	1	1	0	
	Job Security	3	1	4	
	Managing Change	3	5	0	
	Management – Immediate / Local	3	2	7	
	Pay & Benefits	9	10	7	
	PAS / Re-organisation	15	11	28	
	Relationships / Co-operation	3	4	4	
	Role & Responsibilities	4	3	4	
	Student / Internal Customer Satisfaction	2	1	0	
	Senior Management	9	9	9	
	Systems / Processes	8	6	9	
	Training, Development & Progression	5	7	0	
	Other	4	4	2	

Internal benchmarking for Institute for Education

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		Total number of respondents		2673	1280	55
Section	Question	University of Reading	Academic School	Institute for Education		
Comment Themes (Continued)	S2 Please note below one thing that you think is good about working for the University of Reading. Which main theme would you say your comment is related to?					
	Being Treated Fairly / Diversity & Inclusion	6	6	5		
	Communication	1	1	0		
	Facilities / Environment	12	13	7		
	Feeling Valued / Supported	12	12	21		
	Health and Wellbeing	5	5	5		
	Job Satisfaction	14	13	24		
	Job Security	3	3	0		
	Managing Change	0	1	0		
	Management – Immediate / Local	5	4	2		
	Pay & Benefits	4	5	7		
	PAS / Re-organisation	1	1	0		
	Relationships / Co-operation	16	15	10		
	Role & Responsibilities	3	3	7		
	Student / Internal Customer Satisfaction	3	3	2		
	Senior Management	2	1	0		
	Systems / Processes	1	1	0		
	Training, Development & Progression	6	6	5		
	Other	7	7	5		

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
Prepared by Capita Surveys and Research

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:

8,782 [Total value of responses to question]

2,646 [Number of employees responding to question]

3.32 = [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**.