CAPITA

University of
Reading

University of Reading

International Study & Language Institute

Employee Survey 2017
Project Number: 8046

May 2017

25 YEARS

Delivering outstanding survey
and research services
CAPITA SURVEYS AND RESEARCH

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University of Reading - International Study & Language Institute

Background

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

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

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

Response Rate

The selected area of work achieved a response rate of 43% i.e. 59 of the 138 employees in International Study & Language Institute responded to the survey.

Presentation of results

This report presents a summary of the results for International Study & Language Institute and referred to as the area of work (AOW) throughout this report.

Part A: Most positive perceptions

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

Part B: Least positive perceptions

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

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

This part of the report displays all primary questions in the survey compared to the results for the University as a whole, but excludes most of the sub set or secondary questions[1] 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.

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[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 International Study & Language Institute

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: 59
Question	**AOW %**
N1 I'm not currently being harassed or bullied at work? *	100
O6c The University of Reading respects people equally regardless of their disability status	100
O6f The University of Reading respects people equally regardless of their religion or beliefs	100
B2 Generally, I enjoy my work	98
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	98
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 *	98
O6e The University of Reading respects people equally regardless of their sexual orientation	98
O7 I have not felt discriminated against at work in the last 12 months? *	98
B1 The University of Reading is a good place to work	97
B12 I'm interested in the University of Reading, to me it's not just a job *	97
D3 I am trusted to do my job	97
I10 I feel proud to work for the University of Reading	97
I11 Would you recommend the University of Reading to a friend as a place to work?	97
J1 My School / Function Leadership Team manage and lead our School / Function well	97
L2 I feel safe and secure in my working environment	97
M3 I am satisfied with the support I get from my work colleagues	97
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	97
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 *	97

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

Part B - Least positive perceptions and areas identified for improvement for International Study & Language Institute

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:	59
Question		**AOW %**
M11 I never feel stressed at work *		8
R2 In my opinion the recent PAS changes were well planned		14
N6 Are you aware of the Health Advocacy Respect and Care Advisors?		19
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *		21
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^		25
L7 Are you aware of the Employee Assistance Programme?		29
R3 In my opinion the recent PAS changes were well explained		31
N7 Are you aware of the University's Harassment Advisors?		32
R1 The current pace of change in the University of Reading is about right		33
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 *		36
D8 I don't worry about work outside my working hours *		39
R5 In my opinion other recent changes (not PAS) have been well explained		44
R4 In my opinion other recent changes (not PAS) have been well planned		45
R6b Generally, change within the University of Reading is managed well		45

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

Understanding strength analysis

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

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

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

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

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

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

Understanding and using the comparisons in the tables

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

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

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

Part C - Strength report by section for International Study & Language Institute 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: 127
51% - 74% = Opportunity for improvement	No difference: 6
50% or lower = Needs improvement	Negative difference: 21

Question	AOW %	UoR %	+/-
Total number of responses:	59	2673	
Section A: Work-Life Balance			
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	90	82	8
A2 I feel I have a good work-life balance	79	70	9
A5 I am able to take advantage of flexible working on an informal basis	78	80	-2
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	71	77	-6
A1 The University of Reading provides good support to help me balance my work and personal commitments	71	74	-3
Section B: Job Satisfaction			
B2 Generally, I enjoy my work	98	92	6
B12 I'm interested in the University of Reading, to me it's not just a job *	97	91	6
B1 The University of Reading is a good place to work	97	87	10
B6 I feel I belong to a team	95	81	14
B3 My work is varied and interesting to me	93	91	2
B9 I feel valued by my colleagues	92	88	4
B10 I feel valued by students / internal customers	90	85	5
B5 I feel inspired to do my best work every day	90	80	10
B4 My work gives me a sense of personal achievement	88	86	2
B7 I feel part of the University of Reading	88	76	12
B8 I feel valued by the University of Reading	76	59	17

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

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

■ 75% or higher = Strength	Positive difference: **127**
■ 51% - 74% = Opportunity for improvement	No difference: **6**
■ 50% or lower = Needs improvement	Negative difference: **21**

Question	Total number of responses: 59	2673	
	AOW %	UoR %	+/-
Section B: Job Satisfaction			
B11 I feel my job security at the University of Reading is good	71	70	1
Section C: Pay and Benefits			
C1 Overall, I feel the University of Reading offers a good pay and benefits package	75	68	7
C4 I am aware of the University's arrangements for recognising and rewarding good performance	68	69	-1
C5 I am aware of the benefits offered by the University	67	71	-4
C2 I feel fairly paid for the work I do	66	60	6
C3 I think my pay adequately reflects my performance	59	52	7
Section D: Your Role			
D3 I am trusted to do my job	97	93	4
D1d I have a clear understanding about expected standards of behaviour	95	96	-1
D1a I have a clear understanding about my role within the University of Reading	95	90	5
D1c I have a clear understanding about expected standards of performance	93	91	2
D6 People are willing to help each other even if it means doing something outside their usual activities	93	82	11
D1b I have a clear understanding about what I am expected to achieve in my job	91	89	2
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	91	77	14
D10 I have adequate resources to complete my work	85	67	18
D2 I am satisfied with my current role and level of responsibility	80	76	4
D11 I don't feel priorities are changed too frequently for me to work efficiently *	80	63	17
D9 I don't find my current workload too much and I am not struggling to cope *	76	61	15
D4 The division of responsibilities between staff in my work area feels fair	69	68	1
D8 I don't worry about work outside my working hours *	39	39	0
D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	36	33	3
Section E: Considering Leaving			
E2 I'm not actively seeking to leave my job here at the University *	93	82	11
E1 I don't think about leaving the University *	84	65	19
Section F: Performance Development Review (PDR)			
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	84	75	9
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	80	85	-5
F3 Was your Performance Development Review (PDR) useful for you? ^	80	68	12
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	76	64	12

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

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

🟩	75% or higher = Strength	Positive difference: **127**
🟧	51% - 74% = Opportunity for improvement	No difference: **6**
🟥	50% or lower = Needs improvement	Negative difference: **21**

	Total number of responses:	59	2673	
Question		AOW %	UoR %	+/-
Section F: Performance Development Review (PDR)				
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^		73	74	-1
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^		25	43	-18
Section G: Learning and Development				
G3 I have received sufficient training to enable me to do my job well		85	80	5
G1 I feel that I am given the same opportunities to develop as other staff		84	78	6
G4 Overall, I feel that the University of Reading provides appropriate development opportunities		84	77	7
G2 I am satisfied with my current level of learning and development		76	75	1
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		89	69	20
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		84	76	8
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		75	69	6
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well		71	61	10
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		67	69	-2
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff		53	43	10
Section I: Culture and Values				
I9 I feel my Department / School / Function delivers good quality service to students / internal customers		98	92	6
I10 I feel proud to work for the University of Reading		97	85	12
I11 Would you recommend the University of Reading to a friend as a place to work?		97	81	16
I12 Would you recommend the University of Reading to a friend as a place to study?		96	89	7
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 ^		94	92	2
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 ^		94	88	6
I8 I feel the University of Reading delivers good quality service to students / internal customers		93	83	10
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 ^		91	85	6
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 ^		89	76	13

^ 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:	127
No difference:	6
Negative difference:	21

Question	Total number of responses: 59	Total number of responses: 2673	
	AOW %	UoR %	+/-
Section I: Culture and Values			
I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026	82	64	18
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	81	70	11
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 ^	78	64	14
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 ^	78	63	15
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 ^	76	81	-5
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 ^	76	64	12
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 ^	73	69	4
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	62	63	-1
Section J: Your School or Function Leadership			
J1 My School / Function Leadership Team manage and lead our School / Function well	97	83	14
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	93	85	8
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	93	81	12
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	92	76	16
J4 My School / Function Leadership Team listen to and respond to the views of staff	91	75	16
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	95	93	2
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	93	90	3
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	91	86	5
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	88	93	-5
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	88	79	9
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	86	88	-2
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	86	84	2

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

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

■ 75% or higher = Strength	Positive difference: **127**
■ 51% - 74% = Opportunity for improvement	No difference: **6**
■ 50% or lower = Needs improvement	Negative difference: **21**

Question	Total number of responses: 59	2673	
	AOW %	UoR %	+/-
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	84	81	3
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	84	79	5
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	82	81	1
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	78	74	4
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	78	72	6
Section L: Health, Safety and Wellbeing			
L2 I feel safe and secure in my working environment	97	96	1
L1 I am satisfied that my personal safety is treated seriously at work	95	95	0
L6 The University provides a satisfying work environment	92	79	13
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	83	68	15
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	72	62	10
L7 Are you aware of the Employee Assistance Programme?	29	40	-11
Section M: Working at the University			
M3 I am satisfied with the support I get from my work colleagues	97	90	7
M1 I can decide on my own how to go about doing my work	95	93	2
M10 I have a place I can go to take a break at work	95	78	17
M7 I have the right equipment to do my job	93	83	10
M5 Relationships at work are not strained *	90	75	15
M2 I am satisfied with the support I get from my immediate manager	86	86	0
M6 I am able to handle all the conflicting demands on my time at work *	81	66	15
M12 Overall, I don't feel unduly stressed at work * ^	80	69	11
M4 There are usually sufficient people in the team I am working in to handle our workload	75	61	14
M9 I am able to take regular breaks on most days	71	69	2
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	62	54	8
M11 I never feel stressed at work *	8	9	-1
Section N: Harassment and Bullying			
N1 I'm not currently being harassed or bullied at work? *	100	97	3
N7 Are you aware of the University's Harassment Advisors?	32	35	-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:	127
No difference:	6
Negative difference:	21

Question	AOW %	UoR %	+/-
Total number of responses:	59	2673	
Section N: Harassment and Bullying			
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	19	23	-4
Section O: Diversity and Inclusion			
O6f The University of Reading respects people equally regardless of their religion or beliefs	100	98	2
O6c The University of Reading respects people equally regardless of their disability status	100	96	4
O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	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 *	98	96	2
O7 I have not felt discriminated against at work in the last 12 months? *	98	92	6
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	97	95	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 *	97	90	7
O6a The University of Reading respects people equally regardless of their gender	96	92	4
O6d The University of Reading respects people equally regardless of their age	96	92	4
O6b The University of Reading respects people equally regardless of their nationality / race	95	95	0
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	95	94	1
O2 I am aware of the University's priorities for Diversity and Inclusion	95	91	4
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	93	91	2
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	88	82	6
Section P: Communication			
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	93	89	4
P1a I receive information in a timely way in regard to local issues in my area of work	93	81	12
P1b I receive information in a timely way in regard to wider University issues	90	76	14
P2b The information I receive is straightforward and I understand it in regard to wider University issues	86	80	6
P6 Communication between senior management and staff is effective	70	54	16
P5 On the whole, communication in the University of Reading is effective	68	60	8
P3 There are opportunities for me to feed my views upwards in the University of Reading	57	57	0
P4 I know where to find information about important decisions made at the University of Reading	55	56	-1
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	51	42	9

^ 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:	127
No difference:	6
Negative difference:	21

Total number of responses:	59	2673	
Question	AOW %	UoR %	+/-
Section Q: Staff Involvement			
Q8a I feel there is good co-operation between teams in my department	93	83	10
Q4 I am personally encouraged to look for ways to improve the way we do things	78	69	9
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	76	72	4
Q8b I feel there is good co-operation between different departments	72	62	10
Q2 I feel able to voice my opinions	70	71	-1
Q5 I am confident my ideas or suggestions will be listened to	70	60	10
Q1 I feel there are adequate opportunities to raise points of concern	67	64	3
Q7 I am confident I will get feedback on my ideas or suggestions	58	51	7
Q6 I feel the University genuinely listens to staff views during consultations	54	43	11
Section R: Managing Change			
R6a Generally, change within my department is managed well	91	72	19
R6f Generally, I think things will improve in the next 12 months	72	61	11
R7 I feel action will be taken as a result of this survey	61	54	7
R6e Generally, I have seen some positive changes in the last 12 months	57	55	2
R6c Generally, the process of change does not cause me concern and worry *	54	49	5
R4 In my opinion other recent changes (not PAS) have been well planned	45	38	7
R6b Generally, change within the University of Reading is managed well	45	36	9
R5 In my opinion other recent changes (not PAS) have been well explained	44	39	5
R1 The current pace of change in the University of Reading is about right	33	27	6
R3 In my opinion the recent PAS changes were well explained	31	25	6
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	21	18	3
R2 In my opinion the recent PAS changes were well planned	14	17	-3

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

Part D - Frequency Charts for International Study & Language Institute

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.]

CAPITA

University of Reading

Part D - Frequency Charts for International Study & Language Institute

Section A: Work-Life Balance

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

36	36	19	10

Total Responses: 59

Positive %: 71

A2 I feel I have a good work-life balance

24	55	14	7
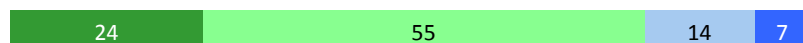
Total Responses: 58

Positive %: 79

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

45	26	17	12

Total Responses: 58

Positive %: 71

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

53	37	3	7

Total Responses: 59

Positive %: 90

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

48	29	17	5

Total Responses: 58

Positive %: 78

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for International Study & Language Institute

Section B: Job Satisfaction

B1 The University of Reading is a good place to work

60	36	3
		0
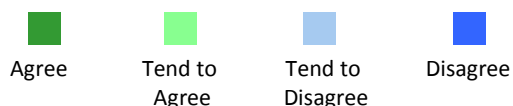
Total Responses: 58

Positive %: 97

B2 Generally, I enjoy my work

69	29
2	0

Total Responses: 59

Positive %: 98

B3 My work is varied and interesting to me

71	22	5
		2

Total Responses: 59

Positive %: 93

B4 My work gives me a sense of personal achievement

65	23	11
		2

Total Responses: 57

Positive %: 88

B5 I feel inspired to do my best work every day

53	37	10
		0

Total Responses: 59

Positive %: 90

B6 I feel I belong to a team

61	34	3
		2

Total Responses: 59

Positive %: 95

B7 I feel part of the University of Reading

54	34	8	3

Total Responses: 59

Positive %: 88

B8 I feel valued by the University of Reading
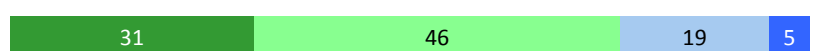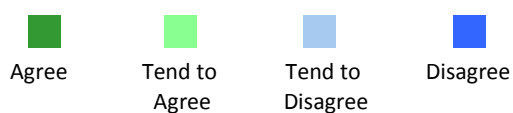
31	46	19	5

Total Responses: 59

Positive %: 76

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for International Study & Language Institute

Section B: Job Satisfaction

B9 I feel valued by my colleagues

61	31	7	
			2

Total Responses: 59

Positive %: 92

B10 I feel valued by students / internal customers

66	24	7	3

Total Responses: 58

Positive %: 90

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

29	43	23	5
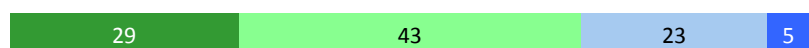
Total Responses: 56

Positive %: 71

■ 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

2	2	24	73

Total Responses: 59

Positive %: 97

■ Agree   ■ Tend to Agree   ■ Tend to Disagree   ■ Disagree

Part D - Frequency Charts for International Study & Language Institute

Section C: Pay and Benefits

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

| 20 | 54 | 22 | 3 |
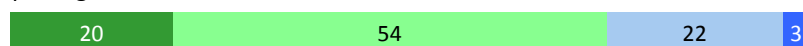
Total Responses: 59   Positive %: 75

C2 I feel fairly paid for the work I do

| 25 | 41 | 22 | 12 |

Total Responses: 59   Positive %: 66

C3 I think my pay adequately reflects my performance

| 21 | 38 | 28 | 14 |

Total Responses: 58   Positive %: 59

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

| 36 | 32 | 22 | 10 |
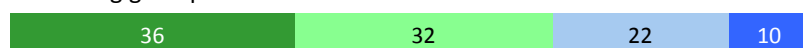
Total Responses: 59   Positive %: 68

C5 I am aware of the benefits offered by the University

| 16 | 52 | 28 | 5 |

Total Responses: 58   Positive %: 67

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for International Study & Language Institute
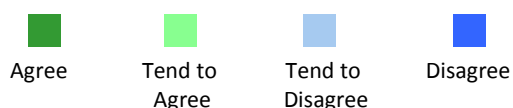
Part D - Frequency Charts for International Study & Language Institute

Section D: Your Role

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

Agree	Tend to Agree	Tend to Disagree	Disagree
71	24	5	0

Total Responses: 58 | Positive %: 95

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

Agree	Tend to Agree	Tend to Disagree	Disagree
69	22	9	0

Total Responses: 58 | Positive %: 91

D1c I have a clear understanding about expected standards of performance

Agree	Tend to Agree	Tend to Disagree	Disagree
67	26	7	0

Total Responses: 57 | Positive %: 93

D1d I have a clear understanding about expected standards of behaviour

Agree	Tend to Agree	Tend to Disagree	Disagree
77	18	5	0

Total Responses: 57 | Positive %: 95

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

Agree	Tend to Agree	Tend to Disagree	Disagree
39	41	15	5

Total Responses: 59 | Positive %: 80

D3 I am trusted to do my job

Agree	Tend to Agree	Tend to Disagree	Disagree
75	22	3	0

Total Responses: 59 | Positive %: 97

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

Agree	Tend to Agree	Tend to Disagree	Disagree
38	31	21	10
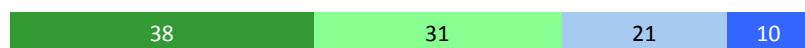
Total Responses: 58 | Positive %: 69

Legend: Agree | Tend to Agree | Tend to Disagree | Disagree

Part D - Frequency Charts for International Study & Language Institute

Section D: Your Role

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

29	63	5	4

Total Responses: 56

Positive %: 91

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

38	55	5
		2

Total Responses: 58

Positive %: 93

- ■ 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

41	24	29	7

Total Responses: 59

Positive %: 36

D8 I often worry about work outside my working hours

29	32	24	15

Total Responses: 59

Positive %: 39

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

7	17	39	37

Total Responses: 59

Positive %: 76

- ■ Agree
- ■ Tend to Agree
- ■ Tend to Disagree
- ■ Disagree

D10 I have adequate resources to complete my work

31	54	12	3

Total Responses: 59

Positive %: 85

- ■ Agree
- ■ Tend to Agree
- ■ Tend to Disagree
- ■ Disagree

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

3	17	39	41
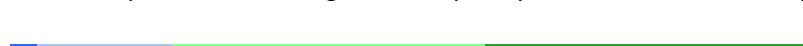
Total Responses: 59

Positive %: 80

- ■ Agree
- ■ Tend to Agree
- ■ Tend to Disagree
- ■ Disagree

Part D - Frequency Charts for International Study & Language Institute

Section E: Considering Leaving

E1 I often think about leaving the University

	Total Responses:	Positive %:
	58	84

3	12	26	59

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

	Total Responses:	Positive %:
	58	93

3	3	12	81

Agree	Tend to Agree	Tend to Disagree	Disagree

Part D - Frequency Charts for International Study & Language Institute

Part D - Frequency Charts for International Study & Language Institute

Section F: Performance Development Review (PDR)

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

90	10

Total Responses: 59

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

84	16

Total Responses: 50

Positive %: 84

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

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

80	20

Total Responses: 41

Positive %: 80

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

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

80	20

Total Responses: 41

Positive %: 80

(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?

76	24

Total Responses: 41

Positive %: 76

(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?

73	27

Total Responses: 41

Positive %: 73

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

■ Yes   ■ No

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

25	25	50

Total Responses: 8

Positive %: 25

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

■ Yes   ■ No   ■ Not Sure

Part D - Frequency Charts for International Study & Language Institute

Section G: Learning and Development

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

Agree	Tend to Agree	Tend to Disagree	Disagree
50	34	9	7

Total Responses: 58

Positive %: 84

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

Agree	Tend to Agree	Tend to Disagree	Disagree
39	37	12	12

Total Responses: 59

Positive %: 76

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

Agree	Tend to Agree	Tend to Disagree	Disagree
39	46	14	2

Total Responses: 59

Positive %: 85

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

| Agree	Tend to Agree	Tend to Disagree	Disagree
33	52	9	7

Total Responses: 58

Positive %: 84

Agree | Tend to Agree | Tend to Disagree | Disagree
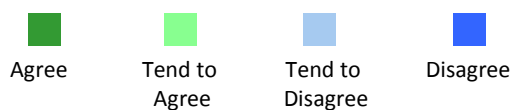
Part D - Frequency Charts for International Study & Language Institute

Section H: 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

Total Responses:	Positive %:
52	71

15	56	19	10

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

Total Responses:	Positive %:
54	89

22	67	7	4

H3 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers

Total Responses:	Positive %:
53	75

21	55	17	8

H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff

Total Responses:	Positive %:
53	53

4	49	30	17

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

Total Responses:	Positive %:
48	67

15	52	27	6

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

Total Responses:	Positive %:
49	84
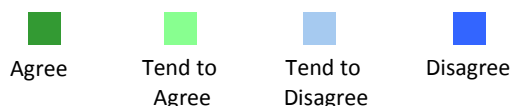
29	55	14	
			2

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for International Study & Language Institute

Section I: Culture and Values

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

19	63	19

Total Responses: 59

Positive %: 81

■ A Lot   ■ A Little   ■ Nothing

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

24	52	21	2
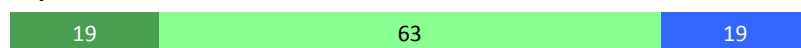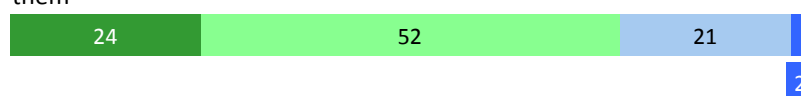
Total Responses: 42

Positive %: 76

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

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

13	65	15	8

Total Responses: 40

Positive %: 78

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

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

27	51	17	5

Total Responses: 41

Positive %: 78

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

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

24	51	12	12

Total Responses: 41

Positive %: 76

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

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

18	55	25	3

Total Responses: 40

Positive %: 73

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

■ Agree   ■ Tend to Agree   ■ Tend to Disagree   ■ Disagree

Part D - Frequency Charts for International Study & Language Institute

Section I: Culture and Values

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

8	74		13	5

Total Responses: 38

Positive %: 82

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

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

41	52	7	
			0

Total Responses: 58

Positive %: 93

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

83	16		
		2	0

Total Responses: 58

Positive %: 98

I10 I feel proud to work for the University of Reading

|			
59	38		
		2	2

Total Responses: 58

Positive %: 97

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

60	36	3	
			0

Total Responses: 58

Positive %: 97

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

58	39	4	
			0

Total Responses: 57

Positive %: 96

Legend: Agree | Tend to Agree | Tend to Disagree | Disagree

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

62	38

Total Responses: 58

Positive %: 62

Legend: Yes | No

Part D - Frequency Charts for International Study & Language Institute

Section I: Culture and Values

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

Total Responses:	Positive %:
27	89

41	48	11

0
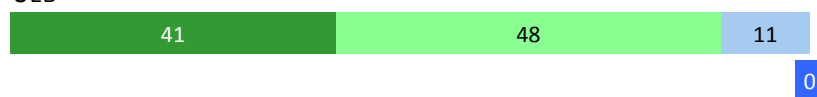
(based on the number of respondents answering 'Yes' to I13)

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:	Positive %:
32	91

59	31	9

0
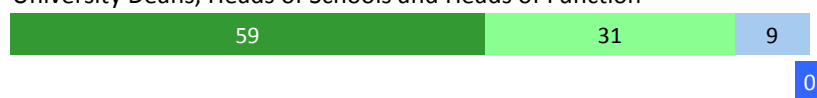
(based on the number of respondents answering 'Yes' to I13)

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:	Positive %:
33	94

64	30	6

0
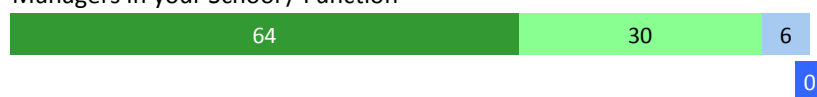
(based on the number of respondents answering 'Yes' to I13)

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:	Positive %:
35	94

49	46	6

0

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

Agree   Tend to   Tend to   Disagree
               Agree   Disagree
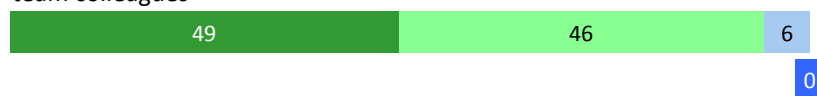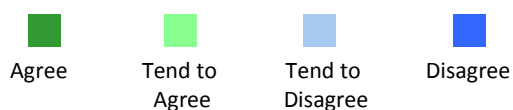
Part D - Frequency Charts for International Study & Language Institute

Section J: Your School or Function Leadership

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

	Total Responses:	Positive %:
	59	97

Agree: 80 Tend to Agree: 17 Tend to Disagree: 2 Disagree: 2

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

	Total Responses:	Positive %:
	59	92

Agree: 66 Tend to Agree: 25 Tend to Disagree: 7 Disagree: 2

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

	Total Responses:	Positive %:
	58	93

Agree: 74 Tend to Agree: 19 Tend to Disagree: 5 Disagree: 2

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

	Total Responses:	Positive %:
	58	91

Agree: 64 Tend to Agree: 28 Tend to Disagree: 5 Disagree: 3

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

	Total Responses:	Positive %:
	56	93

Agree: 66 Tend to Agree: 27 Tend to Disagree: 5 Disagree: 2

Legend: Agree | Tend to Agree | Tend to Disagree | Disagree

Part D - Frequency Charts for International Study & Language Institute

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

61	30	7	
			2

Total Responses: 57

Positive %: 91

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

62	24	12	
			2

Total Responses: 58

Positive %: 86

K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable

71	17	12	
			0

Total Responses: 59

Positive %: 88

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

76	19	3
		2

Total Responses: 58

Positive %: 95

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

73	20	5	
			2

Total Responses: 59

Positive %: 93

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

64	22	9	5

Total Responses: 58

Positive %: 86

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

58	30	9	4

Total Responses: 57

Positive %: 88

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	24	19	3

Total Responses: 58

Positive %: 78

Agree | Tend to Agree | Tend to Disagree | Disagree

Part D - Frequency Charts for International Study & Language Institute

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

| 67 | 17 | 10 | 5 |

Total Responses: 58

Positive %: 84

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

| 53 | 24 | 16 | 6 |

Total Responses: 49

Positive %: 78

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

| 63 | 20 | 11 | 7 |

Total Responses: 56

Positive %: 82

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

| 59 | 25 | 13 | 4 |

Total Responses: 56

Positive %: 84

Agree | Tend to Agree | Tend to Disagree | Disagree

CAPITA
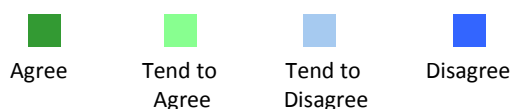
Part D - Frequency Charts for International Study & Language Institute

Section L: Health, Safety and Wellbeing

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

	Total Responses:	Positive %:
	59	95

80	15	5
		0

L2 I feel safe and secure in my working environment

	Total Responses:	Positive %:
	59	97

85	12	3
		0

L3 I feel the University is interested in my physical wellbeing

	Total Responses:	Positive %:
	53	83

49	34	17
		0

L4 I feel the University is interested in my mental wellbeing

	Total Responses:	Positive %:
	52	83

37	46	13	4

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

	Total Responses:	Positive %:
	57	72

32	40	23	5

L6 The University provides a satisfying work environment

	Total Responses:	Positive %:
	59	92

51	41	8
		0

Agree | Tend to Agree | Tend to Disagree | Disagree

L7 Are you aware of the Employee Assistance Programme?

	Total Responses:	Positive %:
	58	29

29	71

Yes | No

Part D - Frequency Charts for International Study & Language Institute

Section M: Working at the University

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

				Total Responses:	Positive %:
61	34	5	0	59	95

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

				Total Responses:	Positive %:
69	17	10	3	59	86

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

				Total Responses:	Positive %:
66	31	2	2	59	97

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

				Total Responses:	Positive %:
42	32	17	8	59	75

Agree   Tend to Agree   Tend to Disagree   Disagree

M5 Relationships at work are strained

				Total Responses:	Positive %:
3	7	36	53	58	90

M6 I am unable to handle all the conflicting demands on my time at work
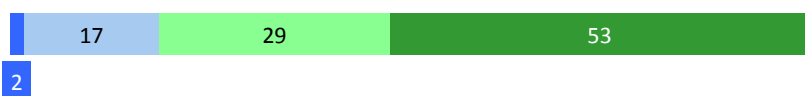
				Total Responses:	Positive %:
2	17	29	53	59	81

Agree   Tend to Agree   Tend to Disagree   Disagree

M7 I have the right equipment to do my job

				Total Responses:	Positive %:
54	39	5	2	59	93

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for International Study & Language Institute

Section M: Working at the University

M8 I am required to do unimportant tasks which prevent me completing more important ones
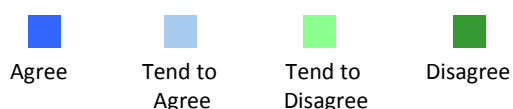
12	26	26	36

Total Responses: 58

Positive %: 62

■ Agree ■ Tend to Agree ■ Tend to Disagree ■ Disagree

M9 I am able to take regular breaks on most days

39	32	22	7

Total Responses: 59

Positive %: 71

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

68	27	5

0

Total Responses: 59

Positive %: 95

■ Agree ■ Tend to Agree ■ Tend to Disagree ■ Disagree

M11 I feel stressed at work

3	17	71	8
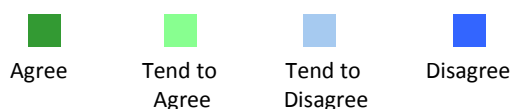
Total Responses: 59

Positive %: 8

■ Always ■ Frequently ■ Occasionally ■ Never
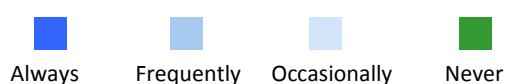
M12 Overall, I feel unduly stressed at work

20	80

Total Responses: 54

Positive %: 80

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

■ Yes ■ No

Part D - Frequency Charts for International Study & Language Institute

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?
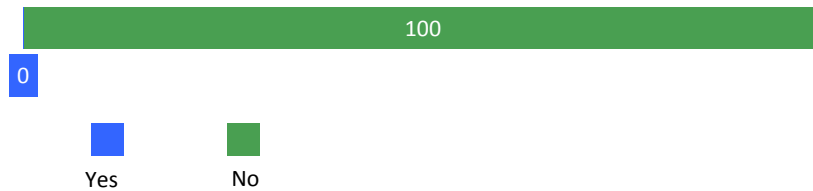
	Total Responses:	Positive %:
	59	100

Yes	No
0	100

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

	Total Responses:	Positive %:
	57	19

Yes	No
19	81

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

	Total Responses:	Positive %:
	57	32

Yes	No
32	68

Part D - Frequency Charts for International Study & Language Institute

Section O: Diversity and Inclusion

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

59	34	5
2		
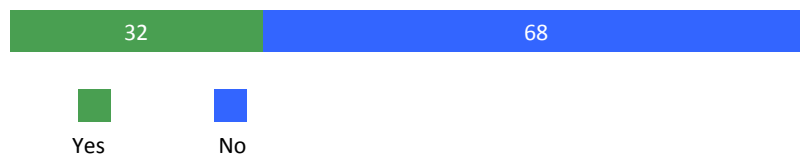
Total Responses: 59

Positive %: 93

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

55	40	5
0		

Total Responses: 58

Positive %: 95

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

54	42	3
0		

Total Responses: 59

Positive %: 97

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

64	31	5
0		

Total Responses: 55

Positive %: 95

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

52	36	11
2		

Total Responses: 56

Positive %: 88

Agree | Tend to Agree | Tend to Disagree | Disagree

Part D - Frequency Charts for International Study & Language Institute

Section O: Diversity and Inclusion

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

Total Responses:	Positive %:
58	97

```
2  2  3  93
```

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

Total Responses:	Positive %:
58	98

```
0  2  3  95
```

Agree   Tend to Agree   Tend to Disagree   Disagree

Part D - Frequency Charts for International Study & Language Institute

Section O: Diversity and Inclusion

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

	Total Responses:	Positive %:
	56	96

71	25		
		2	2

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

	Total Responses:	Positive %:
	55	95

78	16	5
		0

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

	Total Responses:	Positive %:
	50	100

86	14
0	0

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

	Total Responses:	Positive %:
	52	96

79	17		
		2	2

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

	Total Responses:	Positive %:
	52	98

85	13	
	2	0

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

	Total Responses:	Positive %:
	50	100

86	14
0	0

- Agree
- Tend to Agree
- Tend to Disagree
- Disagree

O7 Have you felt discriminated against at work in the last 12 months?
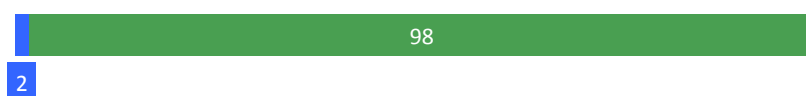
	Total Responses:	Positive %:
	58	98

98
2

- Yes
- No

Part D - Frequency Charts for International Study & Language Institute

Section P: Communication

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

58	36	5	
			2

Total Responses: 59

Positive %: 93

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

34	55	9	
			2

Total Responses: 58

Positive %: 90

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

53	40	5	
			2

Total Responses: 57

Positive %: 93

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

38	48	9	5

Total Responses: 56

Positive %: 86

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

20	37	35	7

Total Responses: 54

Positive %: 57

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

18	38	38	7

Total Responses: 56

Positive %: 55

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

14	54	25	7

Total Responses: 56

Positive %: 68

P6 Communication between senior management and staff is effective

19	51	25	5

Total Responses: 57

Positive %: 70

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

9	42	38	11

Total Responses: 55

Positive %: 51

Agree   Tend to Agree   Tend to Disagree   Disagree
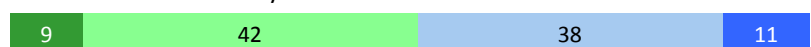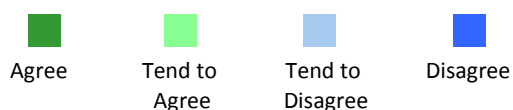
Part D - Frequency Charts for International Study & Language Institute

Section Q: Staff Involvement

Q1 I feel there are adequate opportunities to raise points of concern

| 27 | 40 | 27 | 5 |
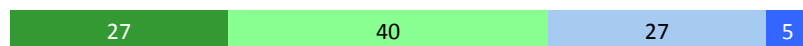
Total Responses: 55   Positive %: 67

Q2 I feel able to voice my opinions

| 33 | 37 | 26 | 4 |
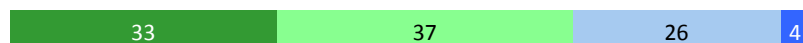
Total Responses: 54   Positive %: 70

Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so

| 27 | 49 | 20 | 4 |
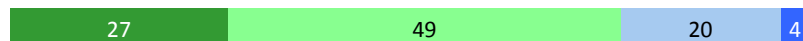
Total Responses: 55   Positive %: 76

**Q4 I am personally encouraged to look for ways to improve the way we do things**

| 31 | 47 | 18 | 4 |

Total Responses: 55   Positive %: 78

Q5 I am confident my ideas or suggestions will be listened to

| 27 | 43 | 25 | 5 |
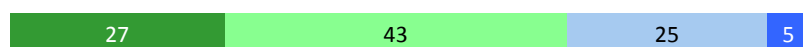
Total Responses: 56   Positive %: 70

Q6 I feel the University genuinely listens to staff views during consultations

| 13 | 41 | 39 | 7 |

Total Responses: 54   Positive %: 54

Q7 I am confident I will get feedback on my ideas or suggestions

| 18 | 40 | 33 | 9 |

Total Responses: 55   Positive %: 58

Q8a I feel there is good co-operation between teams in my department

| 57 | 36 | 7 | 0 |

Total Responses: 58   Positive %: 93

Q8b I feel there is good co-operation between different departments

| 17 | 56 | 22 | 6 |

Total Responses: 54   Positive %: 72
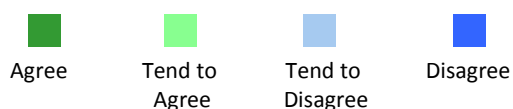
Agree   Tend to Agree   Tend to Disagree   Disagree

CAPITA

University of Reading

Part D - Frequency Charts for International Study & Language Institute

Section R: Managing Change

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

33	21	5	40
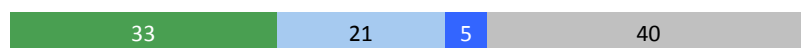
■	■	■	■
About Right	Too Fast	Too Slow	No Opinion

Total Responses: 57   Positive %: 33

R2 In my opinion the recent PAS changes were well planned

12	39	47

2

Total Responses: 49   Positive %: 14

R3 In my opinion the recent PAS changes were well explained

6	24	22	47

Total Responses: 49   Positive %: 31

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

11	34	34	21
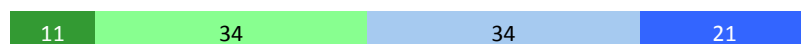
Total Responses: 47   Positive %: 45

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

9	36	33	22
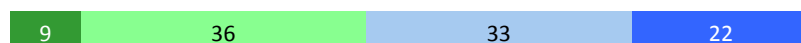
Total Responses: 45   Positive %: 44

R6a Generally, change within my department is managed well

39	52	9

0

Total Responses: 54   Positive %: 91

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

10	35	47	8

■	■	■	■
Agree	Tend to Agree	Tend to Disagree	Disagree
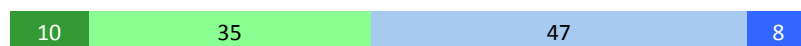
Total Responses: 51   Positive %: 45

Part D - Frequency Charts for International Study & Language Institute

Section R: Managing Change

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

10	37	29	25

Total Responses: 52

Positive %: 54

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

26	53	19	2
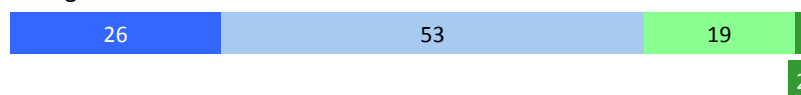
Total Responses: 53

Positive %: 21

■ Agree	■ Tend to Agree	■ Tend to Disagree	■ Disagree

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

10	47	43	0
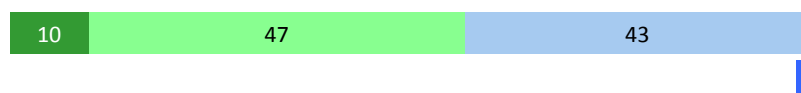
Total Responses: 51

Positive %: 57

■ Agree	■ Tend to Agree	■ Tend to Disagree	■ Disagree

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

13	59	17	11

Total Responses: 46

Positive %: 72

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

17	44	31	7

Total Responses: 54

Positive %: 61

■ Agree	■ Tend to Agree	■ Tend to Disagree	■ Disagree

Part E - Comment Themes for International Study & Language Institute

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

Comment Theme	Count of theme
Communication	5
Facilities / Environment	3
Feeling Valued / Supported	4
Health and Wellbeing	2
Management – Immediate / Local	2
Pay & Benefits	3
PAS / Re-organisation	4
Relationships / Co-operation	2
Role & Responsibilities	2
Student / Internal Customer Satisfaction	1
Senior Management	2
Systems / Processes	3
Training, Development & Progression	1
Other	5

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	6
Feeling Valued / Supported	12
Job Satisfaction	8
Managing Change	1
Management – Immediate / Local	4
Pay & Benefits	1
Relationships / Co-operation	4
Student / Internal Customer Satisfaction	3
Training, Development & Progression	2
Other	1

Part F - Survey Results Ranked By Degree of Importance to Respondents for International Study & Language Institute

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	1.69
2	R3	In my opinion the recent PAS changes were well explained	49	1.90
3	R6d	Generally, more could be done to help staff prepare for and cope with change	53	1.96
4	D7	I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload	59	2.02
5	D8	I often worry about work outside my working hours	59	2.25
6	R5	In my opinion other recent changes (not PAS) have been well explained	45	2.31
7	R4	In my opinion other recent changes (not PAS) have been well planned	47	2.34
8	H4	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	53	2.40
9	R6b	Generally, change within the University of Reading is managed well	51	2.47
10	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	55	2.49
11	Q6	I feel the University genuinely listens to staff views during consultations	54	2.59
12	C3	I think my pay adequately reflects my performance	58	2.66
13	P4	I know where to find information about important decisions made at the University of Reading	56	2.66
14	R6e	Generally, I have seen some positive changes in the last 12 months	51	2.67
15	Q7	I am confident I will get feedback on my ideas or suggestions	55	2.67
16	R6c	Generally, the process of change causes me concern and worry	52	2.69
17	P3	There are opportunities for me to feed my views upwards in the University of Reading	54	2.70
18	R7	I feel action will be taken as a result of this survey	54	2.70
19	R6f	Generally, I think things will improve in the next 12 months	46	2.74
20	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	48	2.75
21	P5	On the whole, communication in the University of Reading is effective	56	2.75
22	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	52	2.77
23	C5	I am aware of the benefits offered by the University	58	2.78
24	C2	I feel fairly paid for the work I do	59	2.80

Rank-ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
25	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	40	2.83
26	Q8b	I feel there is good co-operation between different departments	54	2.83
27	I7	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026	38	2.84
28	P6	Communication between senior management and staff is effective	57	2.84
29	M8	I am required to do unimportant tasks which prevent me completing more important ones	58	2.86
30	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	40	2.88
31	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	41	2.88
32	H3	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	53	2.89
33	Q1	I feel there are adequate opportunities to raise points of concern	55	2.89
34	Q5	I am confident my ideas or suggestions will be listened to	56	2.91
35	C1	Overall, I feel the University of Reading offers a good pay and benefits package	59	2.92
36	C4	I am aware of the University's arrangements for recognising and rewarding good performance	59	2.93
37	B11	I feel my job security at the University of Reading is good	56	2.95
38	A2	I feel I have a good work-life balance	58	2.97
39	D4	The division of responsibilities between staff in my work area feels fair	58	2.97
40	A1	The University of Reading provides good support to help me balance my work and personal commitments	59	2.97
41	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	42	2.98
42	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	57	2.98
43	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	41	3.00
44	Q2	I feel able to voice my opinions	54	3.00
45	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	55	3.00
46	B8	I feel valued by the University of Reading	59	3.02
47	G2	I am satisfied with my current level of learning and development	59	3.03
48	M9	I am able to take regular breaks on most days	59	3.03
49	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	58	3.03
50	Q4	I am personally encouraged to look for ways to improve the way we do things	55	3.05
51	D9	I find my current workload too much and I am struggling to cope	59	3.07
52	H2	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed	54	3.07
53	M4	There are usually sufficient people in the team I am working in to handle our workload	59	3.08

Rank-ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
54	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	49	3.10
55	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	58	3.10
56	D10	I have adequate resources to complete my work	59	3.12
57	D2	I am satisfied with my current role and level of responsibility	59	3.14
58	L4	I feel the University is interested in my mental wellbeing	52	3.15
59	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	56	3.16
60	D11	I feel priorities are changed too frequently for me to work efficiently	59	3.17
61	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	56	3.18
62	A5	I am able to take advantage of flexible working on an informal basis	58	3.21
63	G3	I have received sufficient training to enable me to do my job well	59	3.22
64	P1b	I receive information in a timely way in regard to wider University issues	58	3.22
65	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	49	3.24
66	D6	People are willing to help each other even if it means doing something outside their usual activities	58	3.26
67	G1	I feel that I am given the same opportunities to develop as other staff	58	3.28
68	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	58	3.28
69	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	27	3.30
70	R6a	Generally, change within my department is managed well	54	3.30
71	L3	I feel the University is interested in my physical wellbeing	53	3.32
72	M6	I am unable to handle all the conflicting demands on my time at work	59	3.32
73	I8	I feel the University of Reading delivers good quality service to students / internal customers	58	3.34
74	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	59	3.36
75	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	56	3.38
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	56	3.38
77	B7	I feel part of the University of Reading	59	3.39
78	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	56	3.39
79	E1	I often think about leaving the University	58	3.40
80	M5	Relationships at work are strained	58	3.40
81	K7	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	57	3.42
82	B5	I feel inspired to do my best work every day	59	3.42
83	L6	The University provides a satisfying work environment	59	3.42

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
84	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	35	3.43
85	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	57	3.44
86	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	58	3.45
87	M7	I have the right equipment to do my job	59	3.46
88	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	58	3.47
89	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	58	3.47
90	P1a	I receive information in a timely way in regard to local issues in my area of work	59	3.49
91	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	32	3.50
92	O2	I am aware of the University's priorities for Diversity and Inclusion	58	3.50
93	Q8a	I feel there is good co-operation between teams in my department	58	3.50
94	B9	I feel valued by my colleagues	59	3.51
95	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	59	3.51
96	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	59	3.51
97	B4	My work gives me a sense of personal achievement	57	3.51
98	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	57	3.51
99	B10	I feel valued by students / internal customers	58	3.52
100	J4	My School / Function Leadership Team listen to and respond to the views of staff	58	3.52
101	M2	I am satisfied with the support I get from my immediate manager	59	3.53
102	I10	I feel proud to work for the University of Reading	58	3.53
103	B6	I feel I belong to a team	59	3.54
104	I12	Would you recommend the University of Reading to a friend as a place to study?	57	3.54
105	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	59	3.56
106	M1	I can decide on my own how to go about doing my work	59	3.56
107	B1	The University of Reading is a good place to work	58	3.57
108	I11	Would you recommend the University of Reading to a friend as a place to work?	58	3.57
109	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	56	3.57
110	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	33	3.58
111	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	55	3.58
112	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	59	3.59

UNIVERSITY OF Reading

Rank -ing	Qn No.	Question	Number of staff expressing an opinion	Average question score
113	D1c	I have a clear understanding about expected standards of performance	57	3.60
114	D1b	I have a clear understanding about what I am expected to achieve in my job	58	3.60
115	M3	I am satisfied with the support I get from my work colleagues	59	3.61
116	B3	My work is varied and interesting to me	59	3.63
117	M10	I have a place I can go to take a break at work	59	3.63
118	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	59	3.64
119	D1a	I have a clear understanding about my role within the University of Reading	58	3.66
120	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	58	3.66
121	O6a	The University of Reading respects people equally regardless of their gender	56	3.66
122	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	58	3.67
123	B2	Generally, I enjoy my work	59	3.68
124	B12	I'm not interested in the University of Reading, to me it's just a job	59	3.68
125	D3	I am trusted to do my job	59	3.68
126	E2	I am actively seeking to leave my job here at the University	58	3.71
127	D1d	I have a clear understanding about expected standards of behaviour	57	3.72
128	O6b	The University of Reading respects people equally regardless of their nationality / race	55	3.73
129	O6d	The University of Reading respects people equally regardless of their age	52	3.73
130	J1	My School / Function Leadership Team manage and lead our School / Function well	59	3.75
131	L1	I am satisfied that my personal safety is treated seriously at work	59	3.75
132	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	58	3.81
133	L2	I feel safe and secure in my working environment	59	3.81
134	O6e	The University of Reading respects people equally regardless of their sexual orientation	52	3.83
135	O6c	The University of Reading respects people equally regardless of their disability status	50	3.86
136	O6f	The University of Reading respects people equally regardless of their religion or beliefs	50	3.86
137	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	58	3.88
138	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	58	3.93
			Average:	*3.21*

Part G - Internal benchmarking for International Study & Language Institute

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 International Study & Language Institute

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	14	20
		Total Greens	84	79	108	110
		Total number of respondents	2673	1280	59	16

Section	Question	University of Reading	Academic School	International Study & Language Institute	All other research institutes
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	71	75
	A2 I feel I have a good work-life balance	70	59	79	81
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	71	63
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	90	100
	A5 I am able to take advantage of flexible working on an informal basis	80	83	78	81
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	97	100
	B2 Generally, I enjoy my work	92	92	98	100
	B3 My work is varied and interesting to me	91	92	93	94
	B4 My work gives me a sense of personal achievement	86	87	88	87
	B5 I feel inspired to do my best work every day	80	79	90	94
	B6 I feel I belong to a team	81	78	95	94
	B7 I feel part of the University of Reading	76	73	88	81
	B8 I feel valued by the University of Reading	59	55	76	81
	B9 I feel valued by my colleagues	88	87	92	88
	B10 I feel valued by students / internal customers	85	87	90	81
	B11 I feel my job security at the University of Reading is good	70	65	71	67
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	97	100
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	75	63
	C2 I feel fairly paid for the work I do	60	57	66	50
	C3 I think my pay adequately reflects my performance	52	50	59	50
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	68	63
	C5 I am aware of the benefits offered by the University	71	67	67	67

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

Internal benchmarking for International Study & Language Institute

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Total Reds		18	24	14	20
Total Greens		84	79	108	110
Total number of respondents		2673	1280	59	16
Section	Question				
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	95	93
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	91	100
	D1c I have a clear understanding about expected standards of performance	91	90	93	100
	D1d I have a clear understanding about expected standards of behaviour	96	95	95	100
	D2 I am satisfied with my current role and level of responsibility	76	76	80	75
	D3 I am trusted to do my job	93	92	97	100
	D4 The division of responsibilities between staff in my work area feels fair	68	65	69	56
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	91	88
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	93	87
	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	36	44
	D8 I don't worry about work outside my working hours *	39	29	39	44
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	76	75
	D10 I have adequate resources to complete my work	67	61	85	81
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	80	81
Considering Leaving	E1 I don't think about leaving the University *	65	63	84	81
	E2 I'm not actively seeking to leave my job here at the University *	82	82	93	94

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

Internal benchmarking for International Study & Language Institute

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		Total number of respondents	2673	1280	59	16
Section	**Question**					
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?		83	85	90	75
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^		75	80	84	100
	F3 Was your Performance Development Review (PDR) useful for you? ^		68	67	80	73
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^		85	85	80	91
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^		64	59	76	82
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^		74	73	73	82
	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	25	0
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff		78	78	84	81
	G2 I am satisfied with my current level of learning and development		75	78	76	75
	G3 I have received sufficient training to enable me to do my job well		80	79	85	88
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities		77	78	84	75

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

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Internal benchmarking for International Study & Language Institute

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	59	16
Section	**Question**					
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	71	73
	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	89	100
	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	75	71
	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	53	64
	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	67	79
	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	84	92

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
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Internal benchmarking for International Study & Language Institute

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Section	Question	University of Reading	Academic School	International Study & Language Institute	All other research institutes
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	81	81
	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	76	75
	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	78	80
	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	78	82
	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	76	82
	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	73	64
	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	82	82
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	93	88
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	98	100
	I10 I feel proud to work for the University of Reading	85	81	97	100

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

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Internal benchmarking for International Study & Language Institute

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Total number of respondents		2673	1280	59	16
Section	**Question**				
Culture and Values (continued)	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	97	100
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	96	100
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	62	44
	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	89	100
	I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^	85	85	91	83
	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	94	100
	I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	92	91	94	86
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	97	100
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	92	100
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	93	94
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	91	94
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	93	100

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

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Total number of respondents		2673	1280	59	16

Section	Question	University of Reading	Academic School	International Study & Language Institute	All other research institutes
	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	91	94
	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	86	94
	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	88	94
	K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	93	93	95	100
	K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	90	90	93	94
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	84	83	86	88
	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	88	94
	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	78	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	81	80	84	100
	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	78	86
	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	82	73
	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	84	88

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

Internal benchmarking for International Study & Language Institute

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Total Reds		18	24	14	20
Total Greens		84	79	108	110
Total number of respondents		2673	1280	59	16
Section	**Question**				
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	95	100
	L2 I feel safe and secure in my working environment	96	95	97	100
	L3 I feel the University is interested in my physical wellbeing	78	74	83	100
	L4 I feel the University is interested in my mental wellbeing	68	62	83	94
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	72	81
	L6 The University provides a satisfying work environment	79	77	92	100
	L7 Are you aware of the Employee Assistance Programme?	40	34	29	44
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	95	100
	M2 I am satisfied with the support I get from my immediate manager	86	86	86	88
	M3 I am satisfied with the support I get from my work colleagues	90	90	97	100
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	75	75
	M5 Relationships at work are not strained *	75	75	90	88
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	81	69
	M7 I have the right equipment to do my job	83	80	93	94
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	62	44
	M9 I am able to take regular breaks on most days	69	64	71	75
	M10 I have a place I can go to take a break at work	78	81	95	88
	M11 I never feel stressed at work *	9	6	8	6
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	80	67
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	100	100
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	19	19
	N7 Are you aware of the University's Harassment Advisors?	35	31	32	38

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

Internal benchmarking for International Study & Language Institute

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

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

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

- 🟩 indicates 'strength' = agreement from 75% or more of employees.
- 🟥 indicates 'areas for improvement' = agreement from 50% or fewer employees.

		University of Reading	Academic School	International Study & Language Institute	All other research institutes
Total Reds		18	24	14	20
Total Greens		84	79	108	110
Total number of respondents		2673	1280	59	16

Section	Question	University of Reading	Academic School	International Study & Language Institute	All other research institutes
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	93	100
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	95	94
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	97	100
	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	95	100
	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	88	100
	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	97	94
	O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	96	95	98	100
	O6a The University of Reading respects people equally regardless of their gender	92	90	96	100
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	95	100
	O6c The University of Reading respects people equally regardless of their disability status	96	96	100	100
	O6d The University of Reading respects people equally regardless of their age	92	91	96	100
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	98	100
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	100	100
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	98	94

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
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Internal benchmarking for International Study & Language Institute

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	59	16
Section	**Question**				
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	93	88
	P1b I receive information in a timely way in regard to wider University issues	76	75	90	87
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	93	88
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	86	81
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	57	47
	P4 I know where to find information about important decisions made at the University of Reading	56	51	55	50
	P5 On the whole, communication in the University of Reading is effective	60	57	68	75
	P6 Communication between senior management and staff is effective	54	50	70	81
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	51	53
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	67	73
	Q2 I feel able to voice my opinions	71	67	70	80
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	76	80
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	78	81
	Q5 I am confident my ideas or suggestions will be listened to	60	55	70	69
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	54	63
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	58	67
	Q8a I feel there is good co-operation between teams in my department	83	83	93	94
	Q8b I feel there is good co-operation between different departments	62	60	72	73

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

Internal benchmarking for International Study & Language Institute

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

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Section	**Question**				
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	33	19
	R2 In my opinion the recent PAS changes were well planned	17	13	14	8
	R3 In my opinion the recent PAS changes were well explained	25	21	31	31
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	45	50
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	44	42
	R6a Generally, change within my department is managed well	72	74	91	94
	R6b Generally, change within the University of Reading is managed well	36	30	45	53
	R6c Generally, the process of change does not cause me concern and worry *	49	43	54	50
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	21	21
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	57	54
	R6f Generally, I think things will improve in the next 12 months	61	52	72	69
	R7 I feel action will be taken as a result of this survey	54	49	61	63

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
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Internal benchmarking for International Study & Language Institute

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	14	20
Total Greens		84	79	108	110
Total number of respondents		2673	1280	59	16
Section	Question				
Comment Themes	**S1 Please note below one thing that you feel could be improved at the University of Reading. Which main theme would you say your comment is related to?**				
	Being Treated Fairly / Diversity & Inclusion	4	4	0	0
	Communication	10	16	13	8
	Facilities / Environment	7	5	8	8
	Feeling Valued / Supported	7	6	10	8
	Health and Wellbeing	4	5	5	0
	Job Satisfaction	1	1	0	0
	Job Security	3	1	0	0
	Managing Change	3	5	0	0
	Management – Immediate / Local	3	2	5	8
	Pay & Benefits	9	10	8	8
	PAS / Re-organisation	15	11	10	15
	Relationships / Co-operation	3	4	5	15
	Role & Responsibilities	4	3	5	15
	Student / Internal Customer Satisfaction	2	1	3	0
	Senior Management	9	9	5	0
	Systems / Processes	8	6	8	0
	Training, Development & Progression	5	7	3	0
	Other	4	4	13	15

^ Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.
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Internal benchmarking for International Study & Language Institute

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

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

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		University of Reading	Academic School	International Study & Language Institute	All other research institutes
Total Reds		18	24	14	20
Total Greens		84	79	108	110
Total number of respondents		2673	1280	59	16
Section	**Question**				
	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	0
	Communication	1	1	0	0
	Facilities / Environment	12	13	14	21
	Feeling Valued / Supported	12	12	27	29
	Health and Wellbeing	5	5	0	0
	Job Satisfaction	14	13	18	21
	Job Security	3	3	0	0
Comment Themes (Continued)	Managing Change	0	1	2	0
	Management – Immediate / Local	5	4	9	7
	Pay & Benefits	4	5	2	0
	PAS / Re-organisation	1	1	0	0
	Relationships / Co-operation	16	15	9	0
	Role & Responsibilities	3	3	0	0
	Student / Internal Customer Satisfaction	3	3	7	7
	Senior Management	2	1	0	0
	Systems / Processes	1	1	0	0
	Training, Development & Progression	6	6	5	14
	Other	7	7	2	0

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

Types of survey questions

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

'Primary' and 'sub' questions

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

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

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

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

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

Questions on a four point scale

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

Example:

To what extent do you agree or disagree with the following?	Agree	Tend to Agree	Tend to Disagree	Disagree
I am satisfied with my current role and level of responsibility	$\square_4$	$\square_3$	$\square_2$	$\square_1$

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

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 feel stressed at work	☐	☐	☐	☐

'Never' is considered the positive response.

	About right	Too fast	Too slow	No opinion
The current pace of change in the University of Reading is	☐	☐	☐	☐

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

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

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?	☐	☐

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

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

Understanding the effect of rounding

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

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

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

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

EXAMPLE:

	Agree	Tend to Agree	Tend to Disagree	Disagree	Total	Total Positive responses calculation
	(A)	(B)	(C)	(D)	A+B+C+D	A+B
Number of responses	909	926	507	297	2,639	1,835
Percent of responses	34.4448%	35.0890%	19.2118%	11.2543%	99.9999%	69.5338% (rounds to 70%)
Rounds to	34%	35%	19%	11%	99%	69%

Values assigned to questions in order to rank responses

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

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

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

For example:
The University of Reading is a good place to work

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

Calculation for average question score:

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

3.32 = [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**.