



University of Reading

### Area of Work Report

Delivering quality survey,  
research and analysis solutions.



## School of Humanities

Employee Survey 2017

Project Number: 8046

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Delivering outstanding survey  
and research services  
CAPITA SURVEYS AND RESEARCH

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## University of Reading - School of Humanities

### Background

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

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

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

### Response Rate

The selected area of work achieved a response rate of 41% i.e. 45 of the 110 employees in School of Humanities responded to the survey.

### Presentation of results

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

### Part A: Most positive perceptions

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

### Part B: Least positive perceptions

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

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

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

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

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

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



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

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

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

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

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

## **Part G: Internal benchmarking**

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

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

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



## Part A - Most positive perceptions for School of Humanities

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:	45
Question	AOW %	
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	100	
N1 I'm not currently being harassed or bullied at work? *	100	
O6e The University of Reading respects people equally regardless of their sexual orientation	100	
K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed	98	
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	98	
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	98	
L2 I feel safe and secure in my working environment	98	
O6f The University of Reading respects people equally regardless of their religion or beliefs	98	
B10 I feel valued by students / internal customers	96	
D1d I have a clear understanding about expected standards of behaviour	96	
M1 I can decide on my own how to go about doing my work	96	
M2 I am satisfied with the support I get from my immediate manager	96	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	96	
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 *	96	
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	

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



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

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:	45
Question	AOW %	
M11 I never feel stressed at work *	4	
R2 In my opinion the recent PAS changes were well planned	5	
R1 The current pace of change in the University of Reading is about right	9	
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 *	13	
D8 I don't worry about work outside my working hours *	13	
R3 In my opinion the recent PAS changes were well explained	14	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	16	
R6b Generally, change within the University of Reading is managed well	16	
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	18	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	19	
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	20	
Q6 I feel the University genuinely listens to staff views during consultations	24	
R4 In my opinion other recent changes (not PAS) have been well planned	24	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	27	
R6c Generally, the process of change does not cause me concern and worry *	29	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	30	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	30	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	32	
P6 Communication between senior management and staff is effective	32	
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 ^	33	
N7 Are you aware of the University's Harassment Advisors?	33	

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



Areas for improvement from the area of work	Total number of responses:	45
Question	AOW %	
A2 I feel I have a good work-life balance	36	
D9 I don't find my current workload too much and I am not struggling to cope *	36	
R5 In my opinion other recent changes (not PAS) have been well explained	38	
L7 Are you aware of the Employee Assistance Programme?	39	
R7 I feel action will be taken as a result of this survey	39	
B8 I feel valued by the University of Reading	40	
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	40	
M4 There are usually sufficient people in the team I am working in to handle our workload	40	
Q7 I am confident I will get feedback on my ideas or suggestions	41	
R6e Generally, I have seen some positive changes in the last 12 months	41	
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'	42	
A1 The University of Reading provides good support to help me balance my work and personal commitments	43	
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	43	
R6f Generally, I think things will improve in the next 12 months	43	
L4 I feel the University is interested in my mental wellbeing	44	
P5 On the whole, communication in the University of Reading is effective	44	
E1 I don't think about leaving the University *	45	
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 ^	45	
M9 I am able to take regular breaks on most days	45	
P3 There are opportunities for me to feed my views upwards in the University of Reading	45	
P4 I know where to find information about important decisions made at the University of Reading	47	
D10 I have adequate resources to complete my work	48	
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 ^	48	
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	50	

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



## Understanding strength analysis

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

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

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

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

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

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

## Understanding and using the comparisons in the tables

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

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

- Part C : The AOW has a confidence interval of +/-9%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than ten percentage points for this to be considered a real difference between the scores.



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

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

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

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

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

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

<span style="color: green;">█</span> 75% or higher = Strength <span style="color: yellow;">█</span> 51% - 74% = Opportunity for improvement <span style="color: red;">█</span> 50% or lower = Needs improvement	Positive difference: <span style="color: green;">46</span> No difference: <span style="color: yellow;">7</span> Negative difference: <span style="color: red;">101</span>
Question	Total number of responses: <span style="color: green;">45</span> <span style="color: yellow;">2673</span> AOW % <span style="color: green;">82</span> <span style="color: yellow;">UoR %</span> <span style="color: red;">-7</span> +/- <span style="color: green;">+/-</span>
<b>Section A: Work-Life Balance</b>	
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	<span style="color: green;">75</span> <span style="color: yellow;">82</span> <span style="color: red;">-7</span>
A5 I am able to take advantage of flexible working on an informal basis	<span style="color: yellow;">73</span> <span style="color: green;">80</span> <span style="color: red;">-7</span>
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	<span style="color: yellow;">71</span> <span style="color: green;">77</span> <span style="color: red;">-6</span>
A1 The University of Reading provides good support to help me balance my work and personal commitments	<span style="color: red;">43</span> <span style="color: yellow;">74</span> <span style="color: red;">-31</span>
A2 I feel I have a good work-life balance	<span style="color: red;">36</span> <span style="color: yellow;">70</span> <span style="color: red;">-34</span>
<b>Section B: Job Satisfaction</b>	
B10 I feel valued by students / internal customers	<span style="color: green;">96</span> <span style="color: yellow;">85</span> <span style="color: red;">11</span>
B2 Generally, I enjoy my work	<span style="color: green;">93</span> <span style="color: yellow;">92</span> <span style="color: red;">1</span>
B12 I'm interested in the University of Reading, to me it's not just a job *	<span style="color: green;">91</span> <span style="color: yellow;">91</span> <span style="color: red;">0</span>
B9 I feel valued by my colleagues	<span style="color: green;">91</span> <span style="color: yellow;">88</span> <span style="color: red;">3</span>
B3 My work is varied and interesting to me	<span style="color: green;">87</span> <span style="color: yellow;">91</span> <span style="color: red;">-4</span>
B4 My work gives me a sense of personal achievement	<span style="color: green;">87</span> <span style="color: yellow;">86</span> <span style="color: red;">1</span>
B6 I feel I belong to a team	<span style="color: green;">84</span> <span style="color: yellow;">81</span> <span style="color: red;">3</span>
B1 The University of Reading is a good place to work	<span style="color: yellow;">73</span> <span style="color: green;">87</span> <span style="color: red;">-14</span>
B7 I feel part of the University of Reading	<span style="color: yellow;">69</span> <span style="color: green;">76</span> <span style="color: red;">-7</span>
B5 I feel inspired to do my best work every day	<span style="color: red;">67</span> <span style="color: green;">80</span> <span style="color: red;">-13</span>
B11 I feel my job security at the University of Reading is good	<span style="color: yellow;">59</span> <span style="color: green;">70</span> <span style="color: red;">-11</span>

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



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

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	46
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	7
<span style="background-color: #c00000; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	101

	Total number of responses:	45	2673
Question	AOW %	UoR %	+/-

### Section B: Job Satisfaction

B8 I feel valued by the University of Reading	40	59	-19
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### Section C: Pay and Benefits

C5 I am aware of the benefits offered by the University	76	71	5
C4 I am aware of the University's arrangements for recognising and rewarding good performance	76	69	7
C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	68	0
C2 I feel fairly paid for the work I do	59	60	-1
C3 I think my pay adequately reflects my performance	52	52	0

### Section D: Your Role

D1d I have a clear understanding about expected standards of behaviour	96	96	0
D1a I have a clear understanding about my role within the University of Reading	91	90	1
D1c I have a clear understanding about expected standards of performance	87	91	-4
D6 People are willing to help each other even if it means doing something outside their usual activities	86	82	4
D3 I am trusted to do my job	84	93	-9
D1b I have a clear understanding about what I am expected to achieve in my job	80	89	-9
D2 I am satisfied with my current role and level of responsibility	69	76	-7
D4 The division of responsibilities between staff in my work area feels fair	62	68	-6
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	58	77	-19
D10 I have adequate resources to complete my work	48	67	-19
D9 I don't find my current workload too much and I am not struggling to cope *	36	61	-25
D11 I don't feel priorities are changed too frequently for me to work efficiently *	32	63	-31
D8 I don't worry about work outside my working hours *	13	39	-26
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 *	13	33	-20

### Section E: Considering Leaving

E2 I'm not actively seeking to leave my job here at the University *	77	82	-5
E1 I don't think about leaving the University *	45	65	-20

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

F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	90	85	5
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	73	75	-2
F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	67	64	3
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	66	74	-8

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



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

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	46
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	7
<span style="background-color: #c00000; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	101

	Total number of responses:	45	2673
Question	AOW %	UoR %	+/-

## Section F: Performance Development Review (PDR)

F3 Was your Performance Development Review (PDR) useful for you? ^	66	68	-2
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	27	43	-16

## Section G: Learning and Development

G2 I am satisfied with my current level of learning and development	86	75	11
G3 I have received sufficient training to enable me to do my job well	84	80	4
G1 I feel that I am given the same opportunities to develop as other staff	76	78	-2
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	72	77	-5

## Section H: University Executive Board (UEB)

H6 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	59	76	-17
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	53	69	-16
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	50	69	-19
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	43	69	-26
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	30	61	-31
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	18	43	-25

## Section I: Culture and Values

I9 I feel my Department / School / Function delivers good quality service to students / internal customers	91	92	-1
I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	90	92	-2
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 ^	81	88	-7
I12 Would you recommend the University of Reading to a friend as a place to study?	79	89	-10
I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^	79	81	-2
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	76	70	6
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 ^	75	85	-10
I10 I feel proud to work for the University of Reading	70	85	-15
I11 Would you recommend the University of Reading to a friend as a place to work?	68	81	-13

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



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

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px 5px;"></span>	75% or higher = Strength	Positive difference:	46
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px 5px;"></span>	51% - 74% = Opportunity for improvement	No difference:	7
<span style="background-color: #c00000; border: 1px solid black; padding: 2px 5px;"></span>	50% or lower = Needs improvement	Negative difference:	101

	Total number of responses:	45	2673
Question	AOW %	UoR %	+/-

### Section I: Culture and Values

I8 I feel the University of Reading delivers good quality service to students / internal customers	64	83	-19
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	64	63	1
I4 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them ^	61	63	-2
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 ^	55	64	-9
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 ^	48	76	-28
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 ^	45	64	-19
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'	42	64	-22
I6 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support ^	33	69	-36

### Section J: Your School or Function Leadership

J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	91	85	6
J1 My School / Function Leadership Team manage and lead our School / Function well	86	83	3
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	84	81	3
J4 My School / Function Leadership Team listen to and respond to the views of staff	80	75	5
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	70	76	-6

### Section K: Your Manager / Supervisor

K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	100	93	7
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	98	93	5
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	98	90	8
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	98	88	10
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	95	79	16
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	93	86	7
K10 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) deals with poor performance effectively	93	72	21

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



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

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	46
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	7
<span style="background-color: #c00000; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	101

	Total number of responses:	45	2673
Question	AOW %	UoR %	+/-

## Section K: Your Manager / Supervisor

K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	91	84	7
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	91	81	10
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	89	81	8
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	89	79	10
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	87	74	13

## Section L: Health, Safety and Wellbeing

L2 I feel safe and secure in my working environment	98	96	2
L1 I am satisfied that my personal safety is treated seriously at work	95	95	0
L6 The University provides a satisfying work environment	70	79	-9
L3 I feel the University is interested in my physical wellbeing	63	78	-15
L4 I feel the University is interested in my mental wellbeing	44	68	-24
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	40	62	-22
L7 Are you aware of the Employee Assistance Programme?	39	40	-1

## Section M: Working at the University

M1 I can decide on my own how to go about doing my work	96	93	3
M2 I am satisfied with the support I get from my immediate manager	96	86	10
M3 I am satisfied with the support I get from my work colleagues	91	90	1
M5 Relationships at work are not strained *	82	75	7
M7 I have the right equipment to do my job	75	83	-8
M12 Overall, I don't feel unduly stressed at work * ^	54	69	-15
M6 I am able to handle all the conflicting demands on my time at work *	52	66	-14
M10 I have a place I can go to take a break at work	51	78	-27
M9 I am able to take regular breaks on most days	45	69	-24
M4 There are usually sufficient people in the team I am working in to handle our workload	40	61	-21
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	16	54	-38
M11 I never feel stressed at work *	4	9	-5

## 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?	33	35	-2

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



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

<span style="background-color: #2e6b2e; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	46
<span style="background-color: #fca82e; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	7
<span style="background-color: #c00000; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	101

	Total number of responses:	45	2673
Question	AOW %	UoR %	+/-

## Section N: Harassment and Bullying

N6 Are you aware of the Health Advocacy Respect and Care Advisors?	20	23	-3
--	----	----	----

## Section O: Diversity and Inclusion

O6e The University of Reading respects people equally regardless of their sexual orientation	100	98	2
O6f The University of Reading respects people equally regardless of their religion or beliefs	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 *	96	96	0
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	96	95	1
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 *	96	90	6
O6c The University of Reading respects people equally regardless of their disability status	95	96	-1
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	95	94	1
O6b The University of Reading respects people equally regardless of their nationality / race	93	95	-2
O6a The University of Reading respects people equally regardless of their gender	91	92	-1
O6d The University of Reading respects people equally regardless of their age	91	92	-1
O7 I have not felt discriminated against at work in the last 12 months? *	91	92	-1
O2 I am aware of the University's priorities for Diversity and Inclusion	89	91	-2
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	82	91	-9
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	77	82	-5

## Section P: Communication

P1a I receive information in a timely way in regard to local issues in my area of work	89	81	8
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	86	89	-3
P1b I receive information in a timely way in regard to wider University issues	71	76	-5
P2b The information I receive is straightforward and I understand it in regard to wider University issues	61	80	-19
P4 I know where to find information about important decisions made at the University of Reading	47	56	-9
P3 There are opportunities for me to feed my views upwards in the University of Reading	45	57	-12
P5 On the whole, communication in the University of Reading is effective	44	60	-16
P6 Communication between senior management and staff is effective	32	54	-22
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	30	42	-12

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



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

<span style="background-color: green; border: 1px solid black; padding: 2px;"></span>	75% or higher = Strength	Positive difference:	46
<span style="background-color: orange; border: 1px solid black; padding: 2px;"></span>	51% - 74% = Opportunity for improvement	No difference:	7
<span style="background-color: red; border: 1px solid black; padding: 2px;"></span>	50% or lower = Needs improvement	Negative difference:	101

Question	Total number of responses:		AOW %	UoR %	+/-
	45	2673			

## Section Q: Staff Involvement

Q8a I feel there is good co-operation between teams in my department	93	83	10
Q8b I feel there is good co-operation between different departments	69	62	7
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	66	72	-6
Q2 I feel able to voice my opinions	66	71	-5
Q4 I am personally encouraged to look for ways to improve the way we do things	64	69	-5
Q1 I feel there are adequate opportunities to raise points of concern	53	64	-11
Q5 I am confident my ideas or suggestions will be listened to	52	60	-8
Q7 I am confident I will get feedback on my ideas or suggestions	41	51	-10
Q6 I feel the University genuinely listens to staff views during consultations	24	43	-19

## 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	43	61	-18
R6e Generally, I have seen some positive changes in the last 12 months	41	55	-14
R7 I feel action will be taken as a result of this survey	39	54	-15
R5 In my opinion other recent changes (not PAS) have been well explained	38	39	-1
R6c Generally, the process of change does not cause me concern and worry *	29	49	-20
R4 In my opinion other recent changes (not PAS) have been well planned	24	38	-14
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	19	18	1
R6b Generally, change within the University of Reading is managed well	16	36	-20
R3 In my opinion the recent PAS changes were well explained	14	25	-11
R1 The current pace of change in the University of Reading is about right	9	27	-18
R2 In my opinion the recent PAS changes were well planned	5	17	-12

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



## Part D - Frequency Charts for School of Humanities

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

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

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



## Part D - Frequency Charts for School of Humanities

### Section A: Work-Life Balance

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



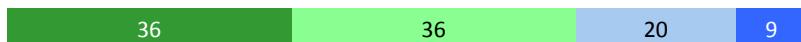
Total Responses: 44  
Positive %: 43

A2 I feel I have a good work-life balance



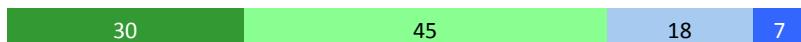
Total Responses: 45  
Positive %: 36

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



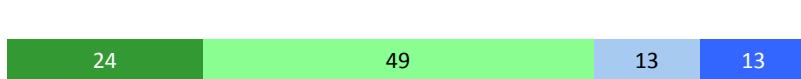
Total Responses: 45  
Positive %: 71

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



Total Responses: 44  
Positive %: 75

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



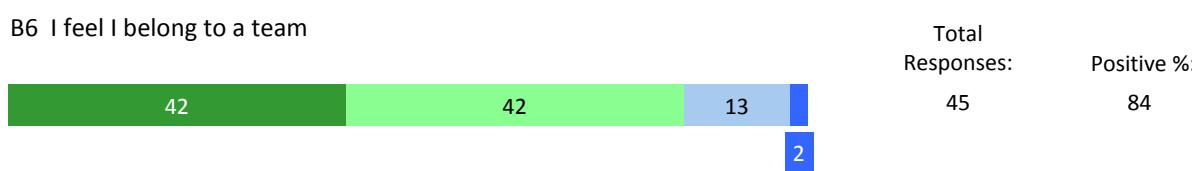
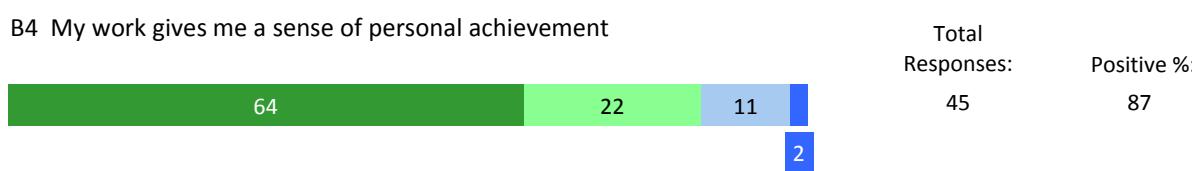
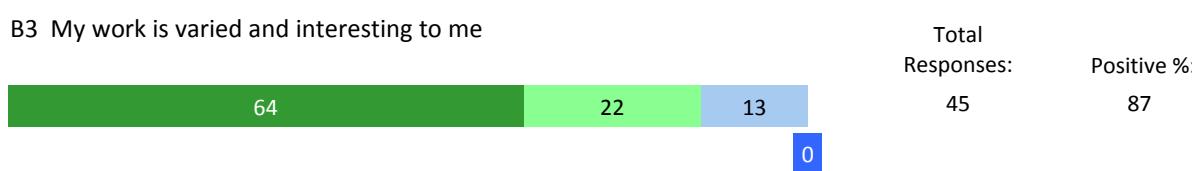
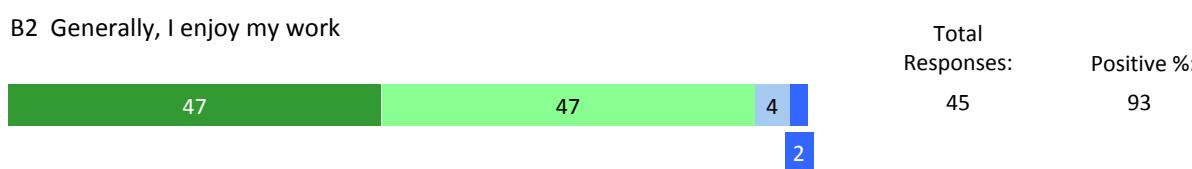
Total Responses: 45  
Positive %: 73

Agree    Tend to Agree    Tend to Disagree    Disagree



## Part D - Frequency Charts for School of Humanities

### Section B: Job Satisfaction



Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree

**Part D - Frequency Charts for School of Humanities****Section B: Job Satisfaction**

B9 I feel valued by my colleagues

Total Responses:

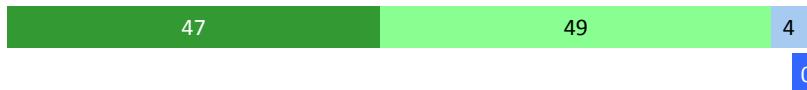
Positive %:



B10 I feel valued by students / internal customers

Total Responses:

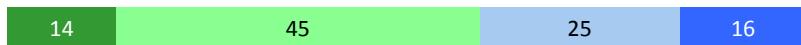
Positive %:



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

Total Responses:

Positive %:



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

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

Total Responses:

Positive %:



	Agree		Tend to Agree		Tend to Disagree		Disagree
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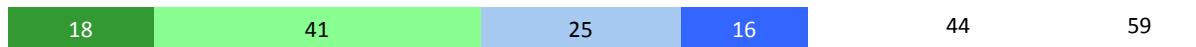
## Part D - Frequency Charts for School of Humanities

### Section C: Pay and Benefits

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



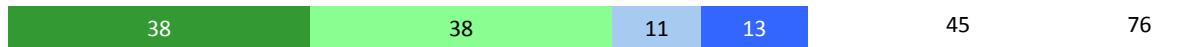
C2 I feel fairly paid for the work I do



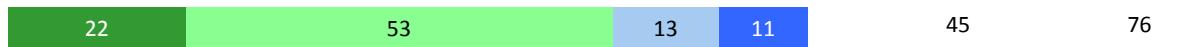
C3 I think my pay adequately reflects my performance



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



C5 I am aware of the benefits offered by the University



Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree



## Part D - Frequency Charts for School of Humanities

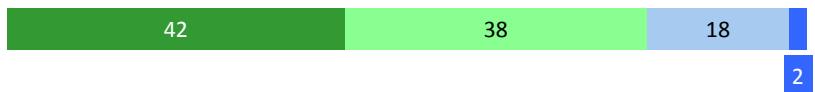
### Section D: Your Role

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



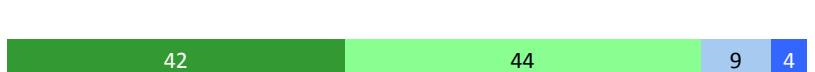
Total Responses: 45 Positive %: 91

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



Total Responses: 45 Positive %: 80

D1c I have a clear understanding about expected standards of performance



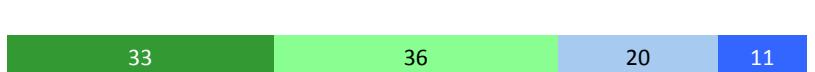
Total Responses: 45 Positive %: 87

D1d I have a clear understanding about expected standards of behaviour



Total Responses: 45 Positive %: 96

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



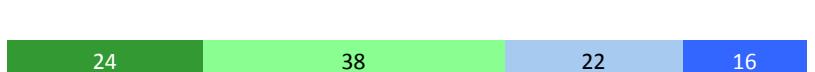
Total Responses: 45 Positive %: 69

D3 I am trusted to do my job



Total Responses: 45 Positive %: 84

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



Total Responses: 45 Positive %: 62



Agree



Tend to Agree



Tend to Disagree



Disagree

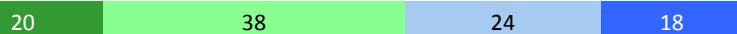


## Part D - Frequency Charts for School of Humanities

### Section D: Your Role

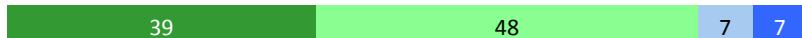
D5 I have enough freedom to do what is necessary to put students / internal customers first every time

Total Responses: 45 Positive %: 58



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

Total Responses: 44 Positive %: 86



Agree    Tend to Agree    Tend to Disagree    Disagree

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

Total Responses: 45 Positive %: 13



D8 I often worry about work outside my working hours

Total Responses: 45 Positive %: 13



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

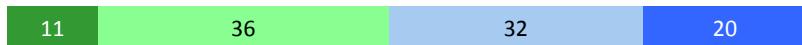
Total Responses: 45 Positive %: 36



Agree    Tend to Agree    Tend to Disagree    Disagree

D10 I have adequate resources to complete my work

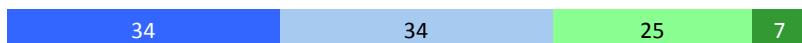
Total Responses: 44 Positive %: 48



Agree    Tend to Agree    Tend to Disagree    Disagree

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

Total Responses: 44 Positive %: 32



Agree    Tend to Agree    Tend to Disagree    Disagree



## Part D - Frequency Charts for School of Humanities

### Section E: Considering Leaving

E1 I often think about leaving the University

Total Responses:  
44

Positive %:  
45

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

Total Responses:  
43

Positive %:  
77





## Part D - Frequency Charts for School of Humanities

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

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

Total Responses:  
45

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

Total Responses:  
40 Positive %:

73 28

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

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

Total Responses:  
29 Positive %:  
66

66 34

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

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

Total Responses:  
29 Positive %:  
90

90 10

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

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

Total Responses:  
27 Positive %:  
67

67 33

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

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

Total Responses:  
29 Positive %:  
66

66 34

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

Yes      No

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

Total Responses:  
11 Positive %:  
27

27 45 27

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

Yes      No      Not Sure



## Part D - Frequency Charts for School of Humanities

### Section G: Learning and Development

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

Total Responses: 42 Positive %:

45

31

17

7

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

Total Responses: 42 Positive %:

48

38

10

5

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

Total Responses: 43 Positive %:

44

40

12

5

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

Total Responses: 43 Positive %:

33

40

23

5

Agree

Tend to Agree

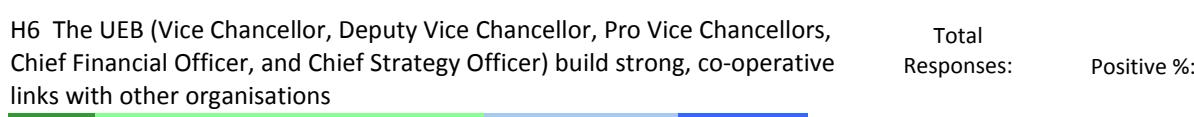
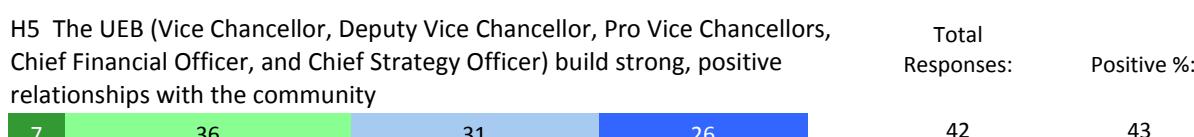
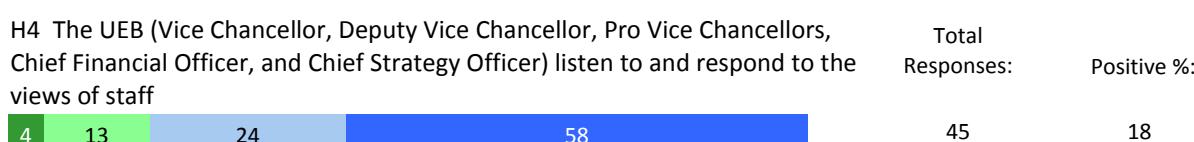
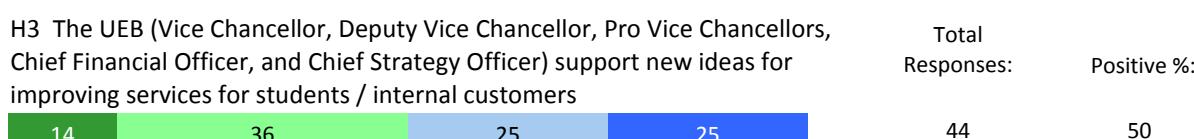
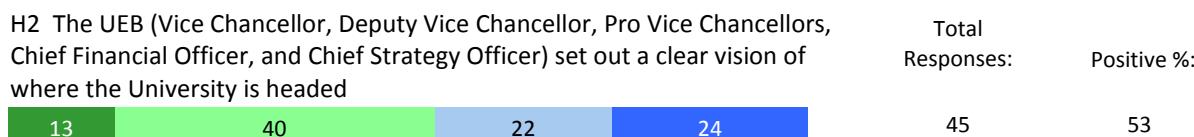
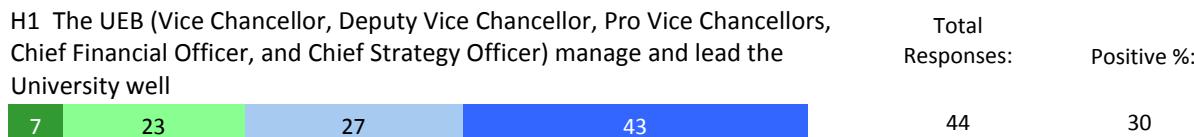
Tend to Disagree

Disagree



## Part D - Frequency Charts for School of Humanities

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

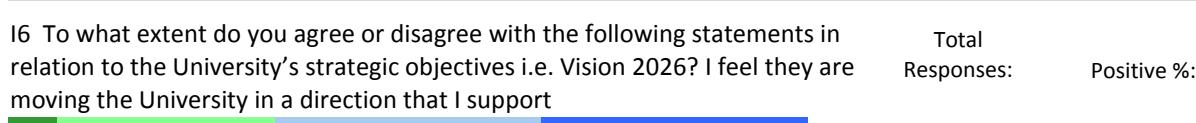
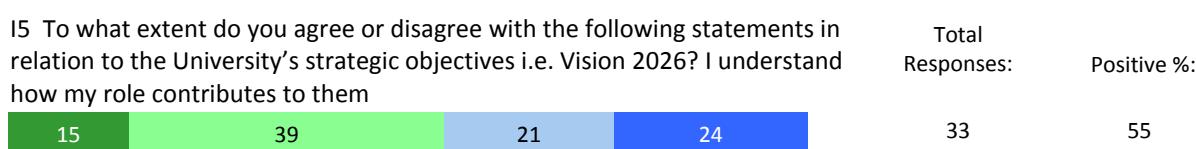
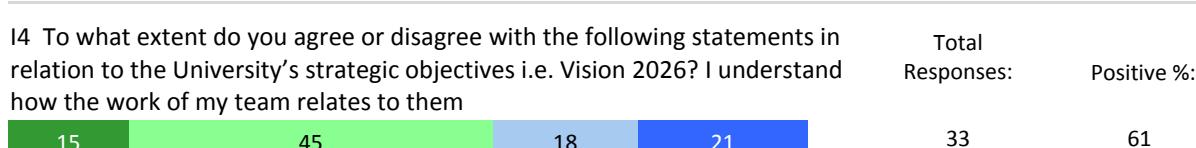
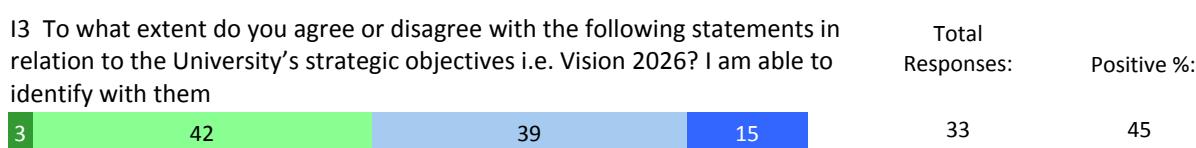
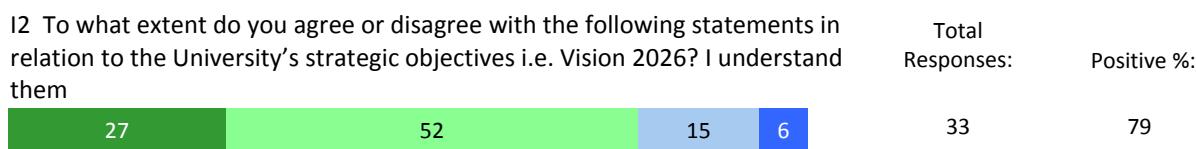
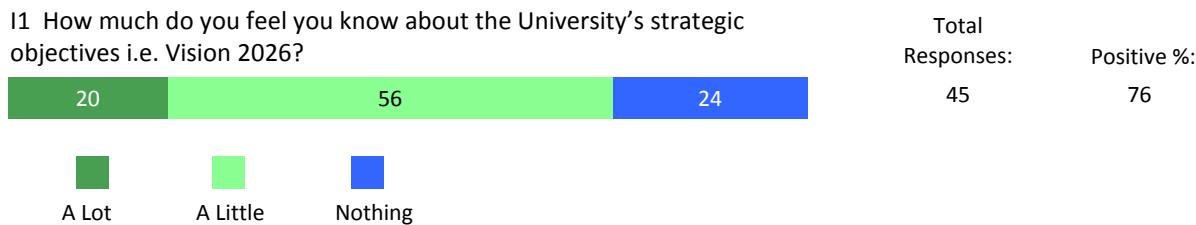


Agree     
 Tend to Agree     
 Tend to Disagree     
 Disagree



## Part D - Frequency Charts for School of Humanities

### Section I: Culture and Values



Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree



## Part D - Frequency Charts for School of Humanities

### Section I: Culture and Values

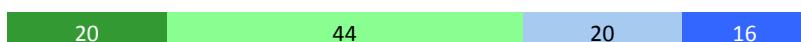
I7 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026'



Total Responses: 31 Positive %: 42

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

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



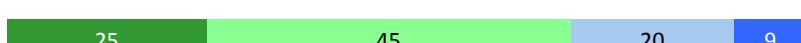
Total Responses: 45 Positive %: 64

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



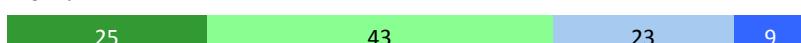
Total Responses: 45 Positive %: 91

I10 I feel proud to work for the University of Reading



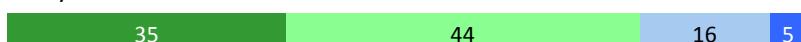
Total Responses: 44 Positive %: 70

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



Total Responses: 44 Positive %: 68

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



Total Responses: 43 Positive %: 79

Agree    Tend to Agree    Tend to Disagree    Disagree

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



Total Responses: 45 Positive %: 64

Yes    No



## Part D - Frequency Charts for School of Humanities

### 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 %:		
22	26	22	30	27	48

(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	43	14	11	28	75

(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 %:		
52	30	11	7	27	81

(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 %:		
66	24	10	0	29	90

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

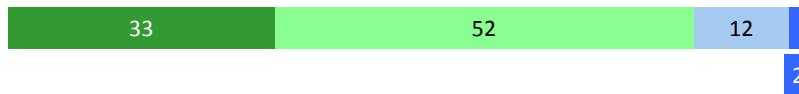




## Part D - Frequency Charts for School of Humanities

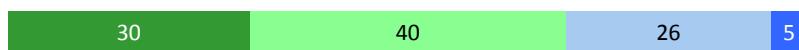
### Section J: Your School or Function Leadership

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



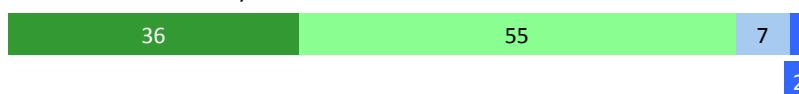
Total Responses: 42 Positive %: 86

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



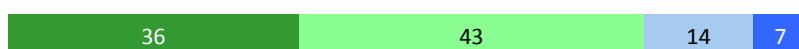
Total Responses: 43 Positive %: 70

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



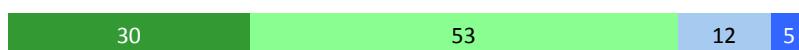
Total Responses: 44 Positive %: 91

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



Total Responses: 44 Positive %: 80

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



Total Responses: 43 Positive %: 84

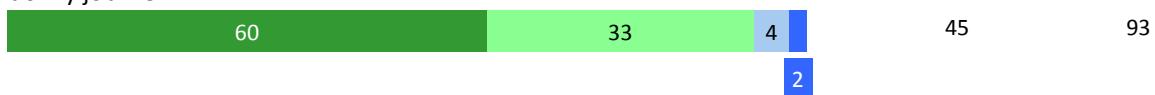
Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree



## Part D - Frequency Charts for School of Humanities

### Section K: Your Manager / Supervisor

K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well



Total Responses: Positive %:

45 93

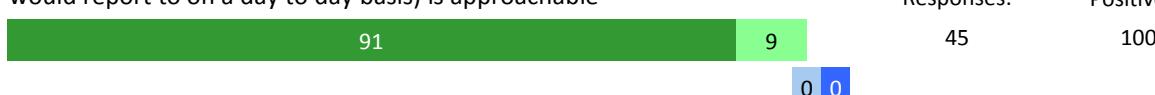
K2 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is available when needed



Total Responses: Positive %:

45 98

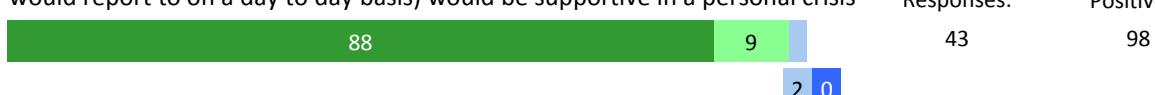
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable



Total Responses: Positive %:

45 100

K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis



Total Responses: Positive %:

43 98

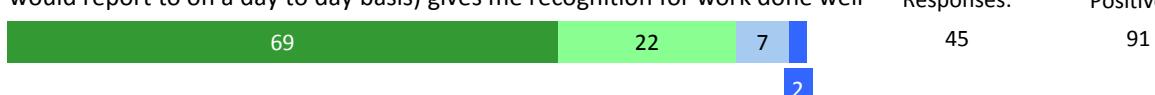
K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me



Total Responses: Positive %:

45 98

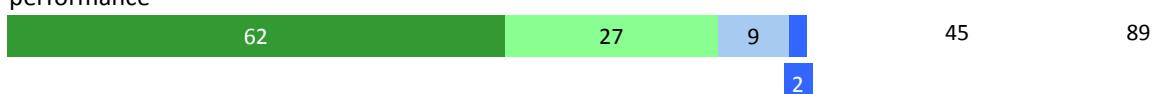
K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well



Total Responses: Positive %:

45 91

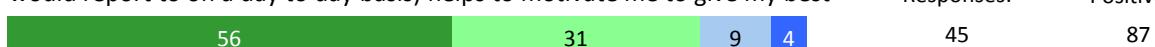
K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance



Total Responses: Positive %:

45 89

K8 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best



Total Responses: Positive %:

45 87



Agree



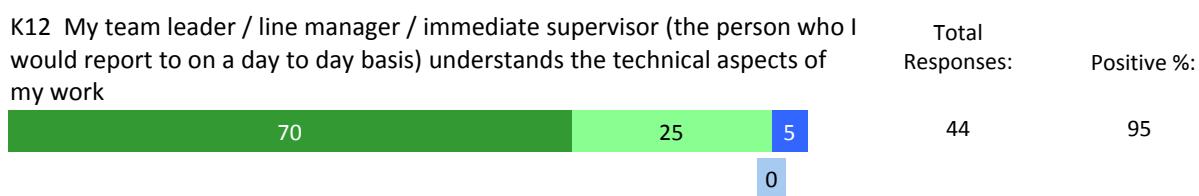
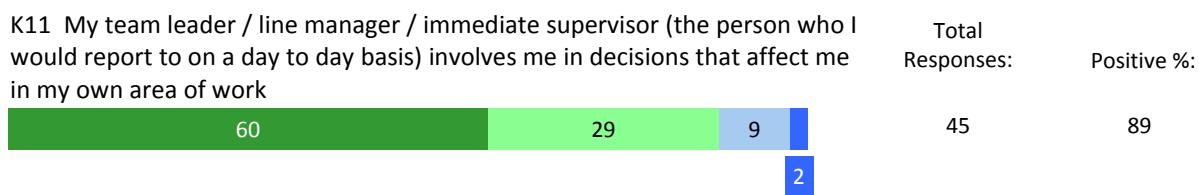
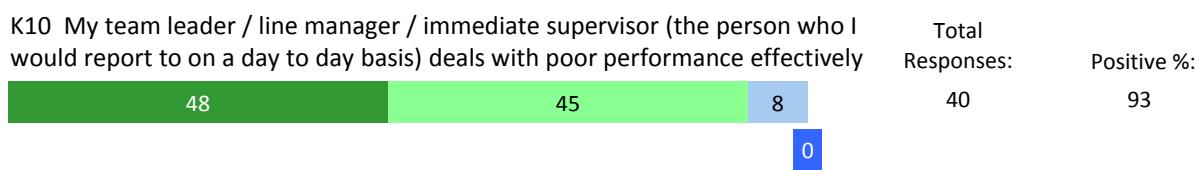
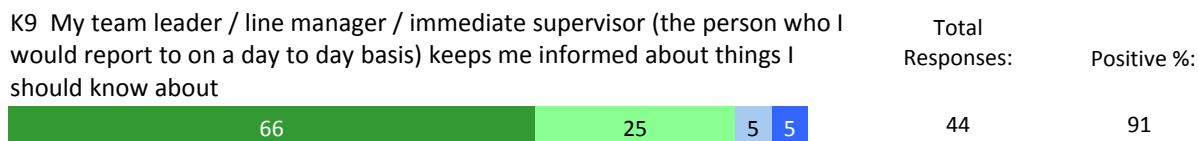
Tend to Agree



Tend to Disagree



Disagree

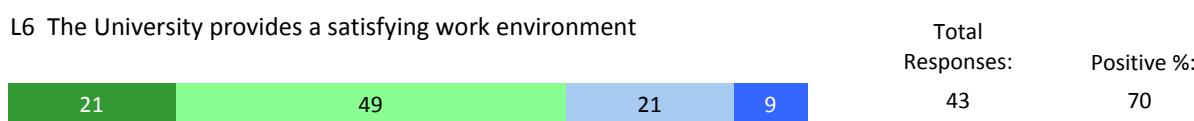
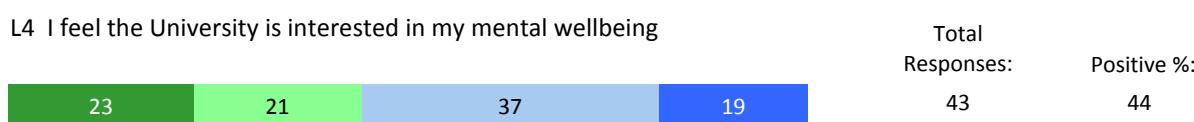
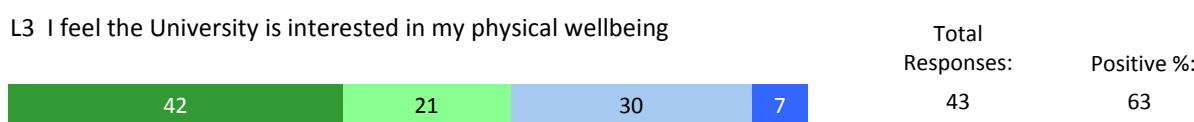
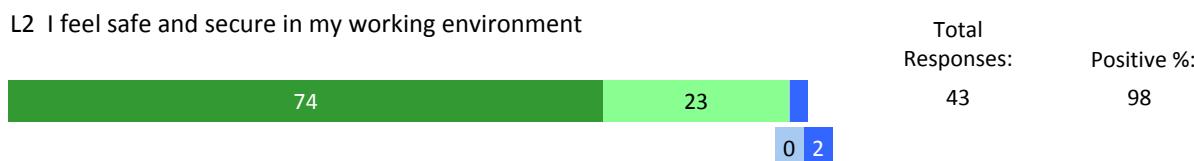
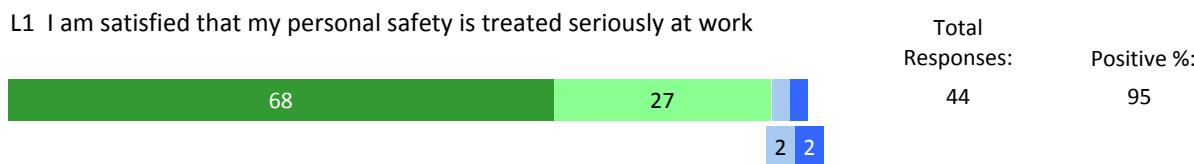
**Part D - Frequency Charts for School of Humanities****Section K: Your Manager / Supervisor**

Agree    Tend to Agree    Tend to Disagree    Disagree

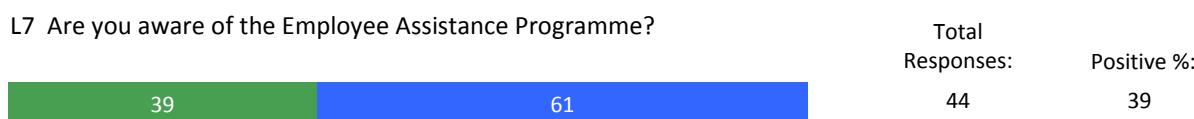


## Part D - Frequency Charts for School of Humanities

### Section L: Health, Safety and Wellbeing



Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree

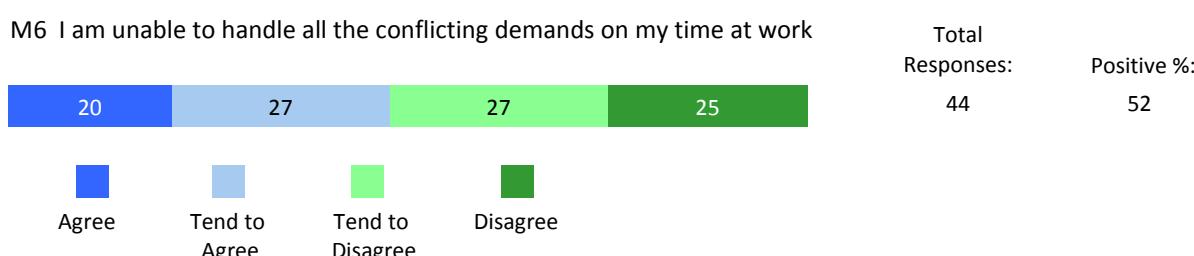
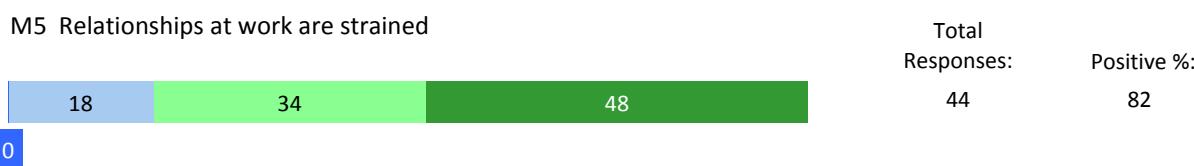
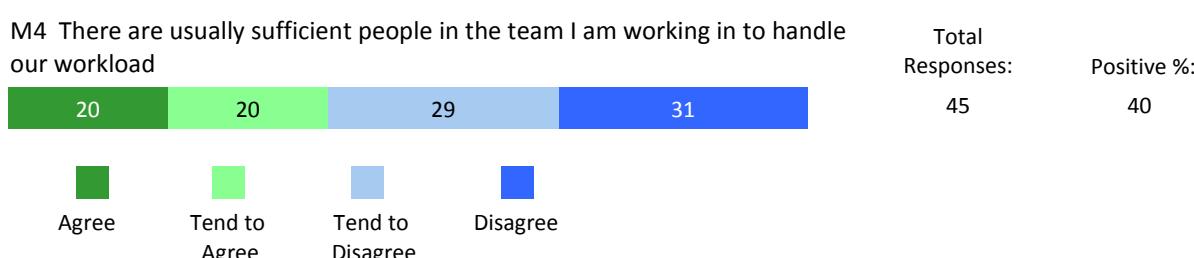
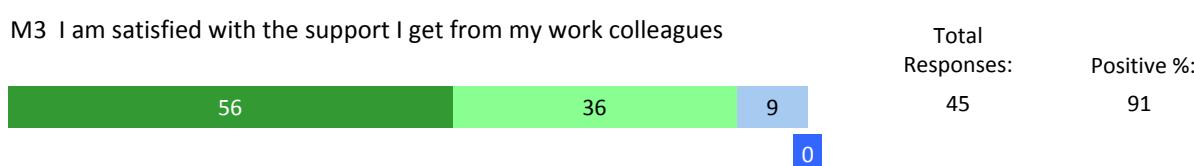
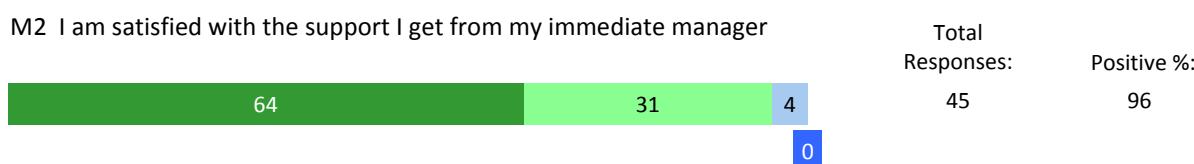
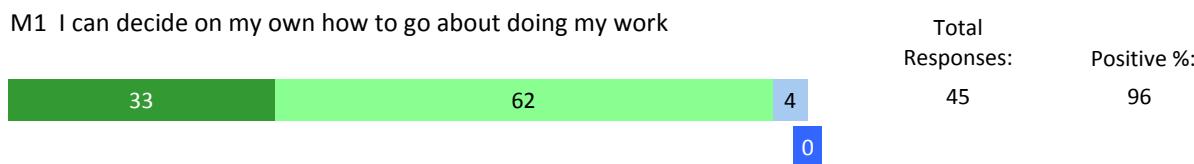


Yes  
 No



## Part D - Frequency Charts for School of Humanities

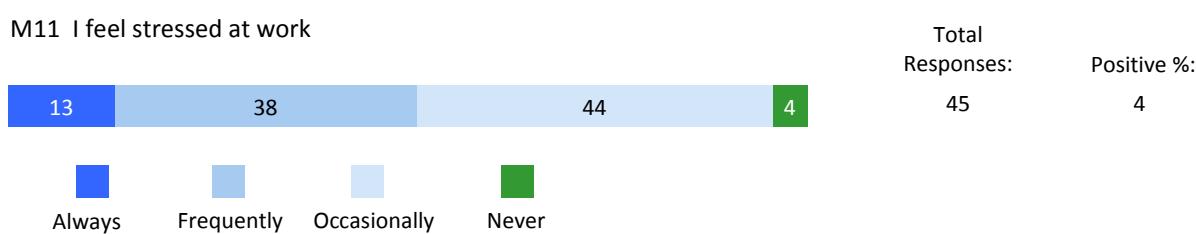
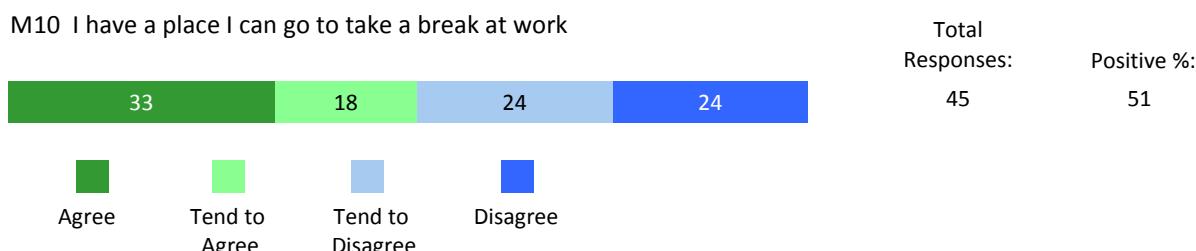
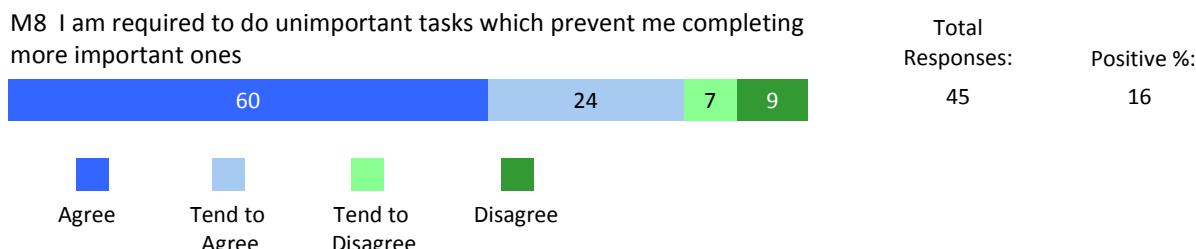
### Section M: Working at the University





## Part D - Frequency Charts for School of Humanities

### Section M: Working at the University



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



**Part D - Frequency Charts for School of Humanities****Section N: Harassment and Bullying**

N1 Are you currently being harassed or bullied at work?

Total Responses:

44

Positive %:  
100

Yes      No

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

Total Responses:

45

Positive %:  
20

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

Total Responses:

45

Positive %:  
33

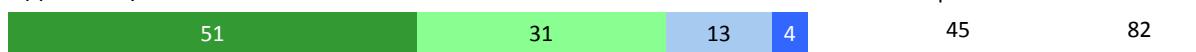
Yes      No



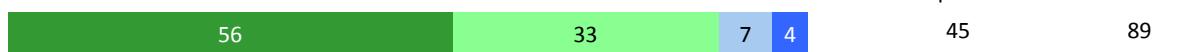
## Part D - Frequency Charts for School of Humanities

### Section O: Diversity and Inclusion

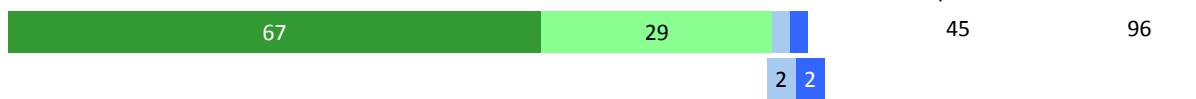
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff



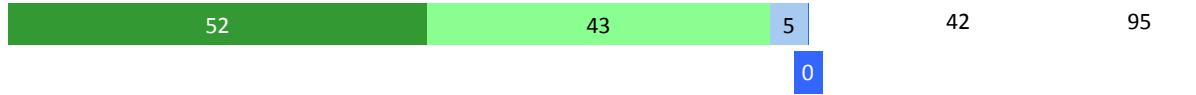
O2 I am aware of the University's priorities for Diversity and Inclusion



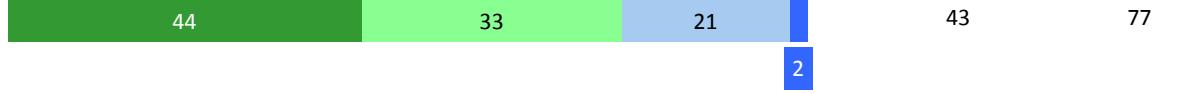
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students



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



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



Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree

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



0

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



0

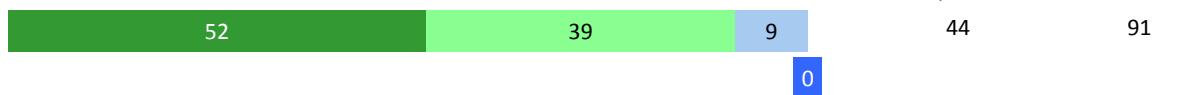
Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree



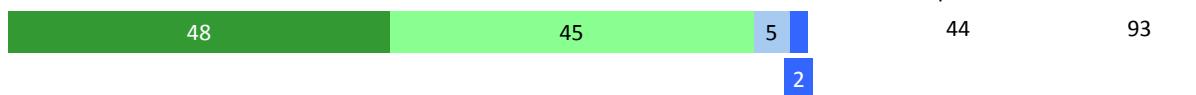
## Part D - Frequency Charts for School of Humanities

### Section O: Diversity and Inclusion

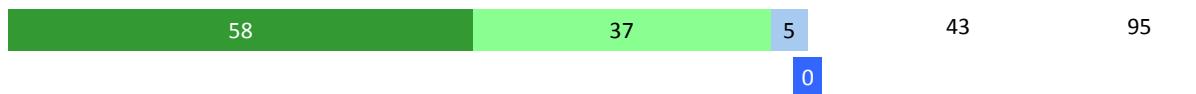
O6a The University of Reading respects people equally regardless of their gender



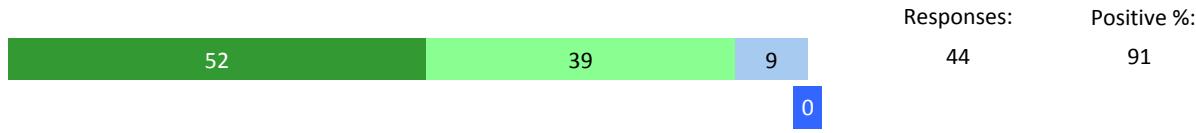
O6b The University of Reading respects people equally regardless of their nationality / race



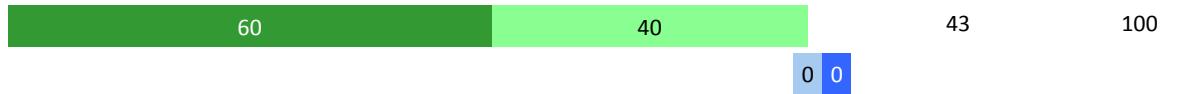
O6c The University of Reading respects people equally regardless of their disability status



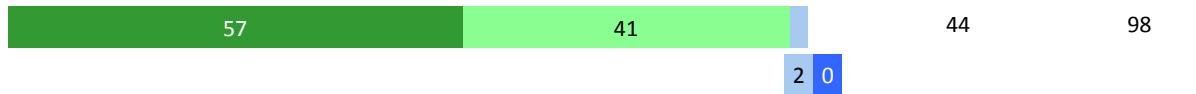
O6d The University of Reading respects people equally regardless of their age



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



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



Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree

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



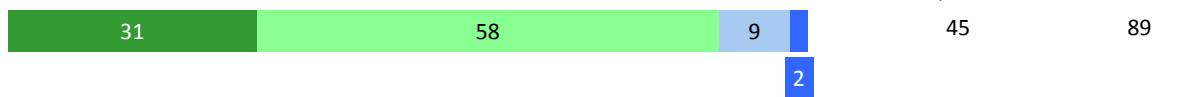
Yes  
 No



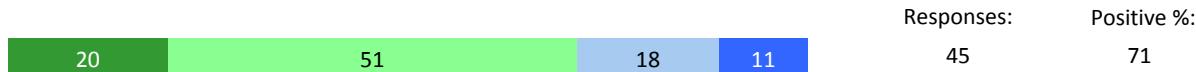
## Part D - Frequency Charts for School of Humanities

### Section P: Communication

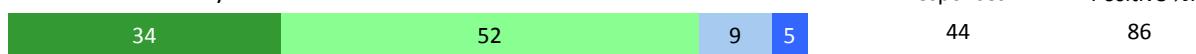
P1a I receive information in a timely way in regard to local issues in my area of work



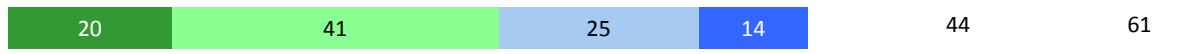
P1b I receive information in a timely way in regard to wider University issues



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



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



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



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



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



P6 Communication between senior management and staff is effective



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



Agree



Tend to Agree



Tend to Disagree

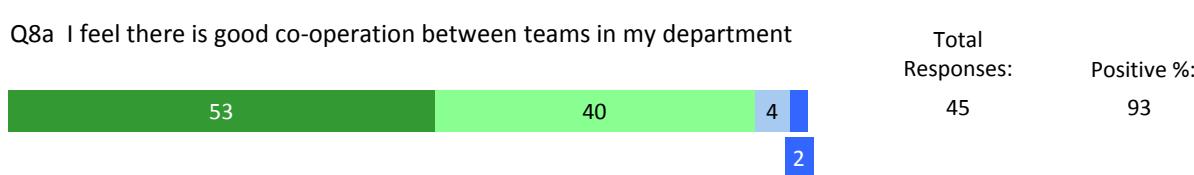
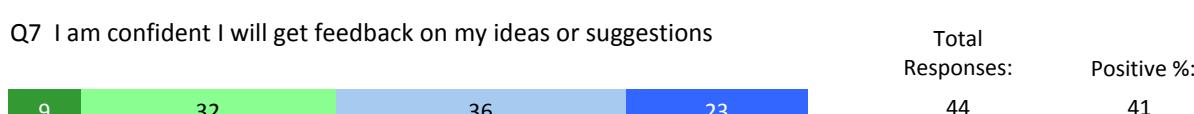
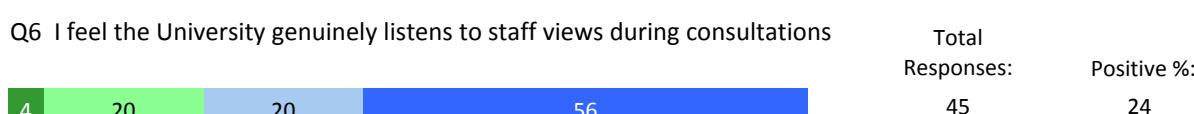
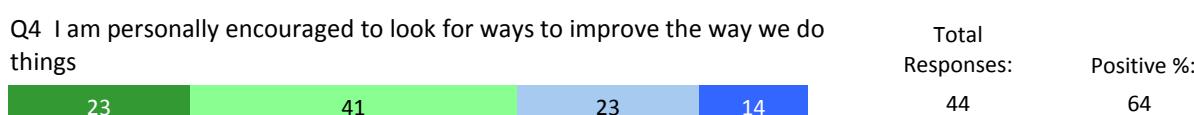
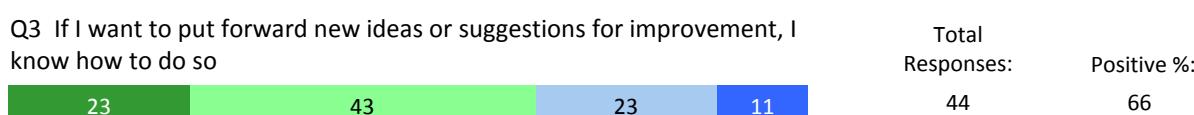
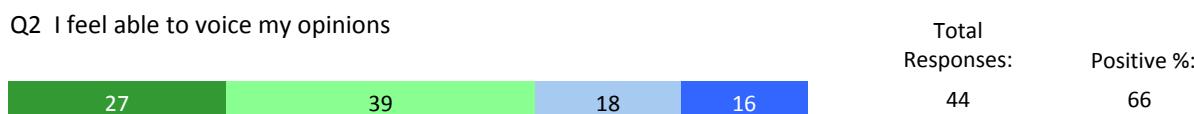
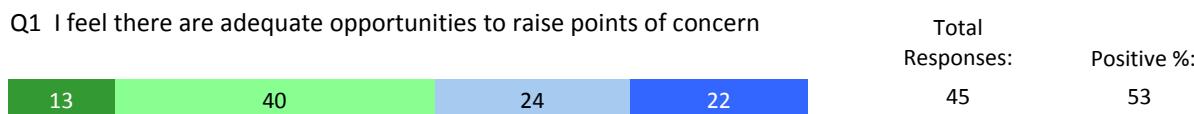


Disagree



## Part D - Frequency Charts for School of Humanities

### Section Q: Staff Involvement



Agree  
 Tend to Agree  
 Tend to Disagree  
 Disagree



## Part D - Frequency Charts for School of Humanities

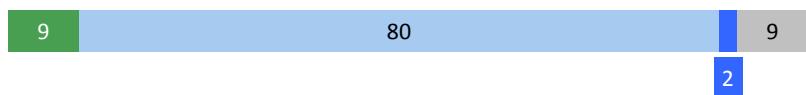
### Section R: Managing Change

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

Total Responses:

45

Positive %:



About Right      Too Fast      Too Slow      No Opinion

R2 In my opinion the recent PAS changes were well planned

Total Responses:

44

Positive %:



R3 In my opinion the recent PAS changes were well explained

Total Responses:

44

Positive %:



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

Total Responses:

37

Positive %:



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

Total Responses:

37

Positive %:

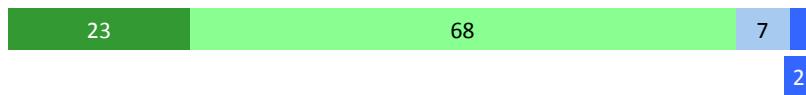


R6a Generally, change within my department is managed well

Total Responses:

44

Positive %:



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

Total Responses:

44

Positive %:

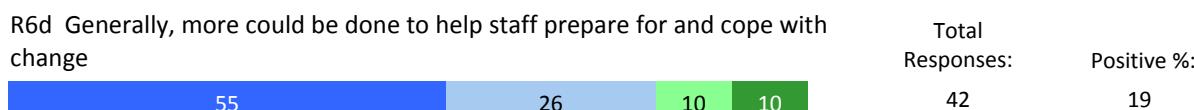
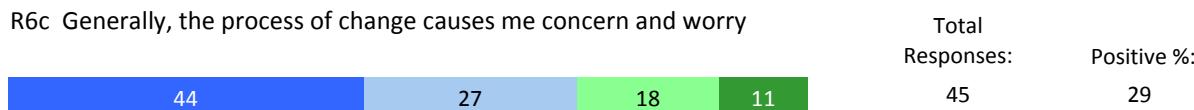


Agree      Tend to Agree      Tend to Disagree      Disagree

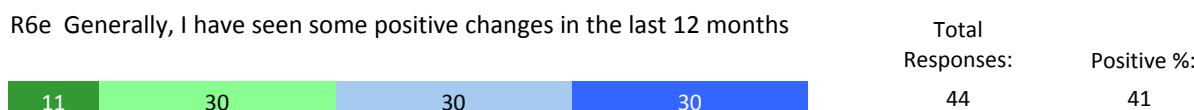


## Part D - Frequency Charts for School of Humanities

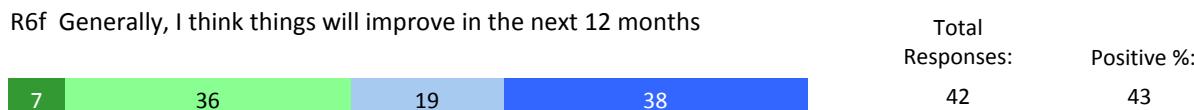
### Section R: Managing Change



Agree      Tend to Agree      Tend to Disagree      Disagree



Agree      Tend to Agree      Tend to Disagree      Disagree



Agree      Tend to Agree      Tend to Disagree      Disagree



## Part E - Comment Themes for School of Humanities

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	1
Facilities / Environment	2
Feeling Valued / Supported	3
Health and Wellbeing	1
Management – Immediate / Local	1
Pay & Benefits	2
PAS / Re-organisation	12
Role & Responsibilities	1
Student / Internal Customer Satisfaction	2
Senior Management	6
Systems / Processes	5
Other	1

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

Comment Theme	Count of theme
Being Treated Fairly / Diversity & Inclusion	2
Facilities / Environment	5
Feeling Valued / Supported	4
Job Satisfaction	4
Job Security	1
Management – Immediate / Local	4
Relationships / Co-operation	13
Student / Internal Customer Satisfaction	1
Training, Development & Progression	1
Other	3



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

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

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

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

Rank	Qn No.	Question	Number of staff expressing an opinion	Average question score
1	R2	In my opinion the recent PAS changes were well planned	44	1.25
2	R3	In my opinion the recent PAS changes were well explained	44	1.50
3	D8	I often worry about work outside my working hours	45	1.53
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	45	1.56
5	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	45	1.64
6	M8	I am required to do unimportant tasks which prevent me completing more important ones	45	1.64
7	R6b	Generally, change within the University of Reading is managed well	44	1.73
8	Q6	I feel the University genuinely listens to staff views during consultations	45	1.73
9	R6d	Generally, more could be done to help staff prepare for and cope with change	42	1.74
10	P6	Communication between senior management and staff is effective	44	1.91
11	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	44	1.93
12	R4	In my opinion other recent changes (not PAS) have been well planned	37	1.95
13	R6c	Generally, the process of change causes me concern and worry	45	1.96
14	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	43	1.98
15	D9	I find my current workload too much and I am struggling to cope	45	1.98
16	D11	I feel priorities are changed too frequently for me to work efficiently	44	2.05
17	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	33	2.06
18	R5	In my opinion other recent changes (not PAS) have been well explained	37	2.11
19	R6f	Generally, I think things will improve in the next 12 months	42	2.12
20	R7	I feel action will be taken as a result of this survey	44	2.16
21	A2	I feel I have a good work-life balance	45	2.20
22	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	31	2.23



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
23	R6e	Generally, I have seen some positive changes in the last 12 months	44	2.23
24	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	42	2.24
25	Q7	I am confident I will get feedback on my ideas or suggestions	44	2.27
26	P5	On the whole, communication in the University of Reading is effective	43	2.28
27	B8	I feel valued by the University of Reading	45	2.29
28	M4	There are usually sufficient people in the team I am working in to handle our workload	45	2.29
29	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	33	2.33
30	A1	The University of Reading provides good support to help me balance my work and personal commitments	44	2.34
31	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	43	2.37
32	D10	I have adequate resources to complete my work	44	2.39
33	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	44	2.39
34	P3	There are opportunities for me to feed my views upwards in the University of Reading	44	2.39
35	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	2.41
36	Q5	I am confident my ideas or suggestions will be listened to	44	2.41
37	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	45	2.42
38	P4	I know where to find information about important decisions made at the University of Reading	45	2.42
39	M9	I am able to take regular breaks on most days	44	2.43
40	Q1	I feel there are adequate opportunities to raise points of concern	45	2.44
41	E1	I often think about leaving the University	44	2.45
42	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	33	2.45
43	L4	I feel the University is interested in my mental wellbeing	43	2.49
44	C3	I think my pay adequately reflects my performance	42	2.50
45	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	37	2.54
46	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	33	2.55
47	B11	I feel my job security at the University of Reading is good	44	2.57
48	M6	I am unable to handle all the conflicting demands on my time at work	44	2.57
49	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	45	2.60
50	M10	I have a place I can go to take a break at work	45	2.60
51	C2	I feel fairly paid for the work I do	44	2.61
52	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	44	2.68



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
53	I8	I feel the University of Reading delivers good quality service to students / internal customers	45	2.69
54	D4	The division of responsibilities between staff in my work area feels fair	45	2.71
55	Q8b	I feel there is good co-operation between different departments	45	2.71
56	Q4	I am personally encouraged to look for ways to improve the way we do things	44	2.73
57	C1	Overall, I feel the University of Reading offers a good pay and benefits package	44	2.75
58	Q2	I feel able to voice my opinions	44	2.77
59	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	44	2.77
60	P1b	I receive information in a timely way in regard to wider University issues	45	2.80
61	L6	The University provides a satisfying work environment	43	2.81
62	I11	Would you recommend the University of Reading to a friend as a place to work?	44	2.84
63	A5	I am able to take advantage of flexible working on an informal basis	45	2.84
64	I10	I feel proud to work for the University of Reading	44	2.86
65	C5	I am aware of the benefits offered by the University	45	2.87
66	B1	The University of Reading is a good place to work	45	2.89
67	B7	I feel part of the University of Reading	45	2.91
68	D2	I am satisfied with my current role and level of responsibility	45	2.91
69	B5	I feel inspired to do my best work every day	45	2.93
70	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	43	2.95
71	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	28	2.96
72	L3	I feel the University is interested in my physical wellbeing	43	2.98
73	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	44	2.98
74	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	45	2.98
75	C4	I am aware of the University's arrangements for recognising and rewarding good performance	45	3.00
76	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	43	3.00
77	I2	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them	33	3.00
78	M7	I have the right equipment to do my job	44	3.00
79	J4	My School / Function Leadership Team listen to and respond to the views of staff	44	3.09
80	I12	Would you recommend the University of Reading to a friend as a place to study?	43	3.09
81	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	43	3.09
82	R6a	Generally, change within my department is managed well	44	3.11
83	E2	I am actively seeking to leave my job here at the University	43	3.14
84	G1	I feel that I am given the same opportunities to develop as other staff	42	3.14
85	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	44	3.16
86	J1	My School / Function Leadership Team manage and lead our School / Function well	42	3.17



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
87	P1a	I receive information in a timely way in regard to local issues in my area of work	45	3.18
88	D6	People are willing to help each other even if it means doing something outside their usual activities	44	3.18
89	O4b	I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	43	3.19
90	D1b	I have a clear understanding about what I am expected to achieve in my job	45	3.20
91	G3	I have received sufficient training to enable me to do my job well	43	3.23
92	B6	I feel I belong to a team	45	3.24
93	D1c	I have a clear understanding about expected standards of performance	45	3.24
94	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	44	3.25
95	I16	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function	27	3.26
96	G2	I am satisfied with my current level of learning and development	42	3.29
97	M1	I can decide on my own how to go about doing my work	45	3.29
98	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	45	3.29
99	M5	Relationships at work are strained	44	3.30
100	D3	I am trusted to do my job	45	3.31
101	B2	Generally, I enjoy my work	45	3.38
102	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	45	3.38
103	O6b	The University of Reading respects people equally regardless of their nationality / race	44	3.39
104	B9	I feel valued by my colleagues	45	3.40
105	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	40	3.40
106	O2	I am aware of the University's priorities for Diversity and Inclusion	45	3.40
107	B10	I feel valued by students / internal customers	45	3.42
108	D1a	I have a clear understanding about my role within the University of Reading	45	3.42
109	O6a	The University of Reading respects people equally regardless of their gender	44	3.43
110	O6d	The University of Reading respects people equally regardless of their age	44	3.43
111	Q8a	I feel there is good co-operation between teams in my department	45	3.44
112	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	45	3.47
113	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	45	3.47
114	M3	I am satisfied with the support I get from my work colleagues	45	3.47
115	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	42	3.48
116	B4	My work gives me a sense of personal achievement	45	3.49
117	B12	I'm not interested in the University of Reading, to me it's just a job	45	3.49
118	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	45	3.49
119	B3	My work is varied and interesting to me	45	3.51



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
120	D1d	I have a clear understanding about expected standards of behaviour	45	3.51
121	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	45	3.51
122	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	44	3.52
123	O6c	The University of Reading respects people equally regardless of their disability status	43	3.53
124	O6f	The University of Reading respects people equally regardless of their religion or beliefs	44	3.55
125	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	29	3.55
126	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	45	3.58
127	M2	I am satisfied with the support I get from my immediate manager	45	3.60
128	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	45	3.60
129	O6e	The University of Reading respects people equally regardless of their sexual orientation	43	3.60
130	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	44	3.61
131	L1	I am satisfied that my personal safety is treated seriously at work	44	3.61
132	L2	I feel safe and secure in my working environment	43	3.70
133	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	45	3.78
134	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	45	3.80
135	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	45	3.82
136	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	45	3.84
137	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	43	3.86
138	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	45	3.91

Average: 3.85



## Part G - Internal benchmarking for School of Humanities

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 School of Humanities

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

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

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

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

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

Section	Question	University of Reading	Academic School	Total number of respondents	1280	45	11	14	<10	<10
				Total Reds	18	24	45	60	43	
		Total Greens	84	79	70	64	81			
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	43	40	50				
	A2 I feel I have a good work-life balance	70	59	36	27	29				
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	71	73	79				
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	75	60	86				
	A5 I am able to take advantage of flexible working on an informal basis	80	83	73	82	71				
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	73	82	79				
	B2 Generally, I enjoy my work	92	92	93	100	93				
	B3 My work is varied and interesting to me	91	92	87	100	79				
	B4 My work gives me a sense of personal achievement	86	87	87	100	71				
	B5 I feel inspired to do my best work every day	80	79	67	64	57				
	B6 I feel I belong to a team	81	78	84	91	79				
	B7 I feel part of the University of Reading	76	73	69	73	71				
	B8 I feel valued by the University of Reading	59	55	40	36	36				
	B9 I feel valued by my colleagues	88	87	91	91	86				
	B10 I feel valued by students / internal customers	85	87	96	91	93				
	B11 I feel my job security at the University of Reading is good	70	65	59	36	69				
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	91	91	93				
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	68	73	71				
	C2 I feel fairly paid for the work I do	60	57	59	45	64				
	C3 I think my pay adequately reflects my performance	52	50	52	40	57				
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	76	91	79				
	C5 I am aware of the benefits offered by the University	71	67	76	91	86				

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

## Internal benchmarking for School of Humanities

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

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

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

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

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

Section	Question	University of Reading	Academic School	School of Humanities	Classics	History	Philosophy	All other SH	Total Reds	18	24	45	60	43		
									Total Greens	84	79	70	64	81		
		Total number of respondents	2673	1280	45	11	14	<10	<10							
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	91	91	93										
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	80	73	86										
	D1c I have a clear understanding about expected standards of performance	91	90	87	82	93										
	D1d I have a clear understanding about expected standards of behaviour	96	95	96	91	93										
	D2 I am satisfied with my current role and level of responsibility	76	76	69	64	71										
	D3 I am trusted to do my job	93	92	84	64	93										
	D4 The division of responsibilities between staff in my work area feels fair	68	65	62	55	79										
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	58	45	50										
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	86	91	79										
	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	13	18	7										
	D8 I don't worry about work outside my working hours *	39	29	13	0	7										
	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	36	36	14										
	D10 I have adequate resources to complete my work	67	61	48	27	38										
	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	32	10	29										
Considering Leaving	E1 I don't think about leaving the University *	65	63	45	45	50										
	E2 I'm not actively seeking to leave my job here at the University *	82	82	77	70	85										
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	89	100	93										
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	73	64	85										
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	66	57	82										
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	90	100	100										
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	67	71	70										
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	66	86	73										
	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	27	0	100										

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

## Internal benchmarking for School of Humanities

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:

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

Section	Question	University of Reading	Academic School	School of Humanities	Classics	History	Philosophy	All other SH	Total Reds	18	24	45	60	43	<10	<10
									Total Greens	84	79	70	64	81		
				Total number of respondents	2673	1280	45	11	14	<10	<10					
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	76	73	77										
	G2 I am satisfied with my current level of learning and development	75	78	86	91	85										
	G3 I have received sufficient training to enable me to do my job well	80	79	84	100	86										
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	72	82	71										
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	30	9	38										
	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	53	55	64										
	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	50	36	43										
	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	18	0	14										
	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	43	22	50										
	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	59	50	58										

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

Prepared by Capita Surveys and Research

## Internal benchmarking for School of Humanities

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

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

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

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

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

Section	Question	University of Reading	Academic School	Total number of respondents	2673	1280	45	11	14	<10	<10
				Total Reds	18	24	45	60	43		
		Total Greens	84	79	70	64	81				
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	76	82	86					
	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	79	63	83					
	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	45	50	42					
	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	61	38	75					
	I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them ^	64	62	55	38	67					
	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	33	38	25					
	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	42	38	36					
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	64	82	57					
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	91	100	93					
	I10 I feel proud to work for the University of Reading	85	81	70	70	86					
	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	68	80	79					
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	79	80	92					
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	64	82	64					
	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	48	14	56					
	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	75	38	78					
	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	81	75	78					
	I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	92	91	90	100	89					

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

Prepared by Capita Surveys and Research

## Internal benchmarking for School of Humanities

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

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

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Section	Question	University of Reading	Academic School	School of Humanities	Classics	History	Philosophy	All other SH	Total Reds	18	24	45	60	43		
									Total Greens	84	79	70	64	81		
		Total number of respondents	2673	1280	45	11	14	<10	<10							
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	86	89	86										
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	70	67	79										
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	91	91	86										
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	80	91	86										
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	84	91	85										
Your Manager / Supervisor	K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	86	84	93	91	93										
	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	98	100	100										
	K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	93	93	100	100	100										
	K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	93	93	98	100	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	98	100	100										
	K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	84	83	91	73	100										
	K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	79	78	89	82	86										
	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	87	82	86										
	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	91	70	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	93	100	92										
	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	89	82	93										
	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	95	91	100										
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	95	100	86										
	L2 I feel safe and secure in my working environment	96	95	98	100	93										
	L3 I feel the University is interested in my physical wellbeing	78	74	63	50	79										
	L4 I feel the University is interested in my mental wellbeing	68	62	44	36	43										
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	40	36	23										
	L6 The University provides a satisfying work environment	79	77	70	50	79										
	L7 Are you aware of the Employee Assistance Programme?	40	34	39	36	62										

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

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## Internal benchmarking for School of Humanities

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

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Section	Question	University of Reading	Academic School	School of Humanities					
				Classics	History	Philosophy	All other SH		
		Total number of respondents	2673	1280	45	11	14	<10	<10
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	96	100	93			
	M2 I am satisfied with the support I get from my immediate manager	86	86	96	100	100			
	M3 I am satisfied with the support I get from my work colleagues	90	90	91	91	93			
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	40	36	29			
	M5 Relationships at work are not strained *	75	75	82	70	86			
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	52	40	36			
	M7 I have the right equipment to do my job	83	80	75	64	69			
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	16	9	7			
	M9 I am able to take regular breaks on most days	69	64	45	36	36			
	M10 I have a place I can go to take a break at work	78	81	51	27	43			
	M11 I never feel stressed at work *	9	6	4	0	0			
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	54	45	50			
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	100	100	100			
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	20	18	29			
	N7 Are you aware of the University's Harassment Advisors?	35	31	33	45	36			

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

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## Internal benchmarking for School of Humanities

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

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Section	Question		University of Reading	Academic School	Total number of respondents	1280	45	11	14	<10	<10
					Total Reds	18	24	45	60	43	
			Total Greens	79	70	64	81				
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff		91	90	82	91	86				
	O2 I am aware of the University's priorities for Diversity and Inclusion		91	91	89	91	93				
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students		95	94	96	91	93				
	O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment		94	94	95	100	92				
	O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion		82	80	77	73	69				
	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	96	91	100				
	O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *		96	95	96	82	100				
	O6a The University of Reading respects people equally regardless of their gender		92	90	91	91	100				
	O6b The University of Reading respects people equally regardless of their nationality / race		95	95	93	82	100				
	O6c The University of Reading respects people equally regardless of their disability status		96	96	95	91	92				
	O6d The University of Reading respects people equally regardless of their age		92	91	91	91	86				
	O6e The University of Reading respects people equally regardless of their sexual orientation		98	98	100	100	100				
	O6f The University of Reading respects people equally regardless of their religion or beliefs		98	97	98	100	93				
	O7 I have not felt discriminated against at work in the last 12 months? *		92	92	91	82	93				

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

Prepared by Capita Surveys and Research

## Internal benchmarking for School of Humanities

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

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

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Section	Question	University of Reading	Academic School	School of Humanities	Classics	History	Philosophy	All other SH	Total Reds	18	24	45	60	43		
									Total Greens	84	79	70	64	81		
		Total number of respondents	2673	1280	45	11	14	<10	<10							
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	89	91	100										
	P1b I receive information in a timely way in regard to wider University issues	76	75	71	73	79										
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	86	73	100										
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	61	55	69										
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	45	40	57										
	P4 I know where to find information about important decisions made at the University of Reading	56	51	47	36	57										
	P5 On the whole, communication in the University of Reading is effective	60	57	44	20	62										
	P6 Communication between senior management and staff is effective	54	50	32	0	50										
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	30	0	43										
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	53	45	57										
	Q2 I feel able to voice my opinions	71	67	66	64	71										
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	66	64	71										
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	64	55	79										
	Q5 I am confident my ideas or suggestions will be listened to	60	55	52	50	64										
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	24	9	29										
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	41	27	50										
	Q8a I feel there is good co-operation between teams in my department	83	83	93	100	86										
	Q8b I feel there is good co-operation between different departments	62	60	69	64	64										

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

Prepared by Capita Surveys and Research

## Internal benchmarking for School of Humanities

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

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Section	Question	University of Reading	Academic School	School of Humanities					
				Classics	History	Philosophy	All other SH		
		Total number of respondents	2673	1280	45	11	14	<10	<10
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	9	0	7			
	R2 In my opinion the recent PAS changes were well planned	17	13	5	0	0			
	R3 In my opinion the recent PAS changes were well explained	25	21	14	9	7			
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	24	11	25			
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	38	33	42			
	R6a Generally, change within my department is managed well	72	74	91	100	86			
	R6b Generally, change within the University of Reading is managed well	36	30	16	0	21			
	R6c Generally, the process of change does not cause me concern and worry *	49	43	29	27	21			
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	19	27	15			
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	41	36	29			
	R6f Generally, I think things will improve in the next 12 months	61	52	43	30	46			
	R7 I feel action will be taken as a result of this survey	54	49	39	18	36			

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

Prepared by Capita Surveys and Research

## Internal benchmarking for School of Humanities

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		Total number of respondents	2673	1280	University of Reading	Academic School	School of Humanities	Classics	History	Philosophy	All other SH
			Total Reds	18	24	45	60	43	45	11	<10	<10
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	0					
		Communication	10	16	3	0	0					
		Facilities / Environment	7	5	5	11	0					
		Feeling Valued / Supported	7	6	8	11	20					
		Health and Wellbeing	4	5	3	0	0					
		Job Satisfaction	1	1	0	0	0					
		Job Security	3	1	0	0	0					
		Managing Change	3	5	0	0	0					
		Management – Immediate / Local	3	2	3	0	0					
		Pay & Benefits	9	10	5	0	0					
		PAS / Re-organisation	15	11	32	33	50					
		Relationships / Co-operation	3	4	0	0	0					
		Role & Responsibilities	4	3	3	0	0					
		Student / Internal Customer Satisfaction	2	1	5	0	0					
		Senior Management	9	9	16	33	10					
		Systems / Processes	8	6	14	11	20					
		Training, Development & Progression	5	7	0	0	0					
		Other	4	4	3	0	0					

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

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## Internal benchmarking for School of Humanities

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		Total number of respondents	2673	1280	45	11	14	<10	<10
			Total Reds	18	24	45	60	43		
		Total Greens	84	79	70	64	81			
Comment Themes (Continued)	S2 Please note below one thing that you think is good about working for the University of Reading. Which main theme would you say your comment is related to?									
			Being Treated Fairly / Diversity & Inclusion	6	6	5	0	8		
			Communication	1	1	0	0	0		
			Facilities / Environment	12	13	13	38	0		
			Feeling Valued / Supported	12	12	11	0	8		
			Health and Wellbeing	5	5	0	0	0		
			Job Satisfaction	14	13	11	25	8		
			Job Security	3	3	3	0	8		
			Managing Change	0	1	0	0	0		
			Management – Immediate / Local	5	4	11	0	25		
			Pay & Benefits	4	5	0	0	0		
			PAS / Re-organisation	1	1	0	0	0		
			Relationships / Co-operation	16	15	34	38	25		
			Role & Responsibilities	3	3	0	0	0		
			Student / Internal Customer Satisfaction	3	3	3	0	0		
			Senior Management	2	1	0	0	0		
			Systems / Processes	1	1	0	0	0		
			Training, Development & Progression	6	6	3	0	0		
			Other	7	7	8	0	17		

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

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## Appendix - User Guide

### Types of survey questions

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

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

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

##### Example:

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

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

##### Example:

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

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

#### Questions on a four point scale

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

##### Example:

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

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



### Non-scale questions

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

#### Example:

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

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

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

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

'Never' is considered the positive response.

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

'About right' is considered the positive response.

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

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

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

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

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



## Negatively worded questions

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

### Example:

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

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

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

## Understanding the effect of rounding

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

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

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

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

### EXAMPLE:

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



## Values assigned to questions in order to rank responses

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

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

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

For example:

The University of Reading is a good place to work

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

Calculation for average question score:

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

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

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

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