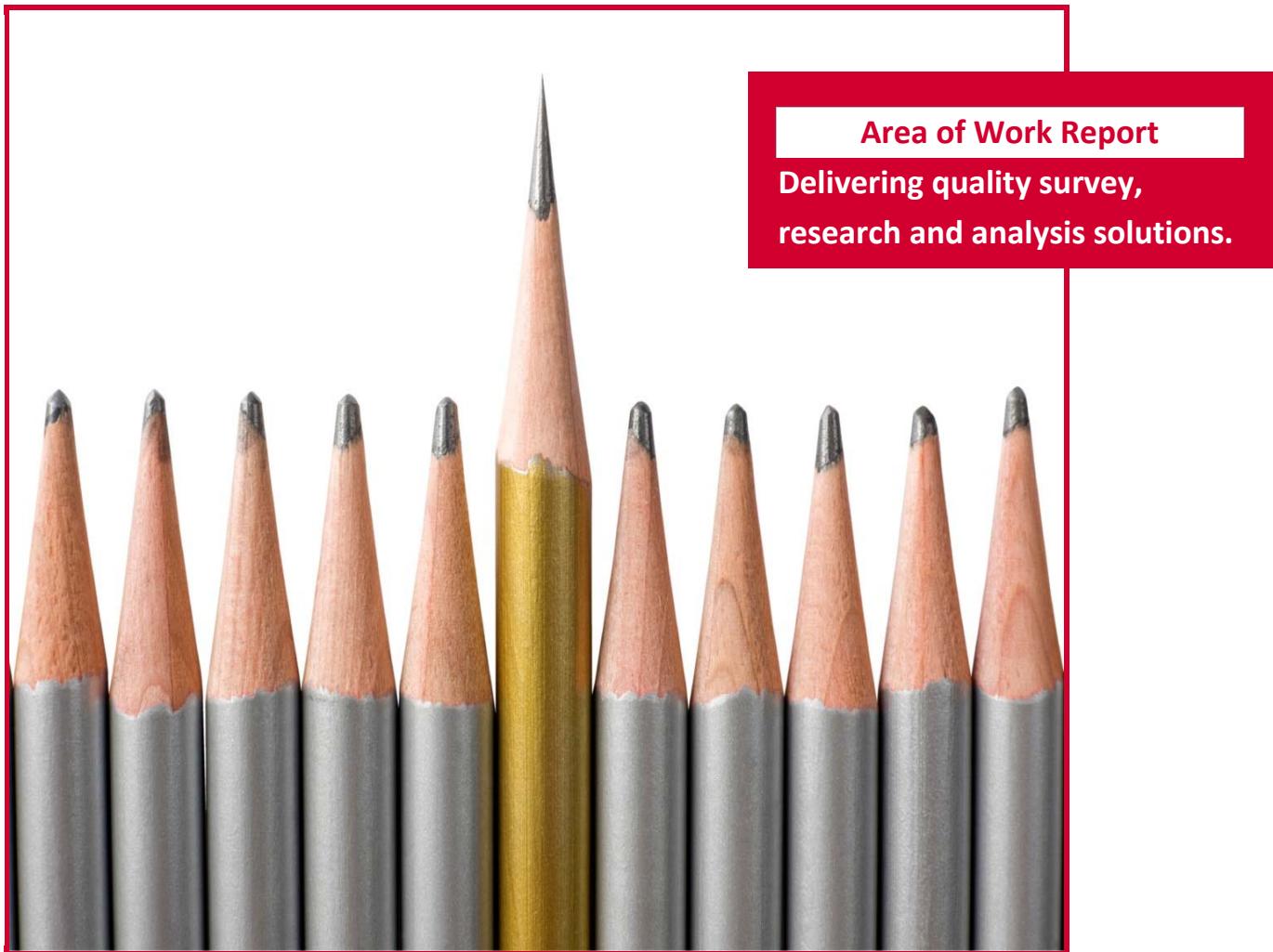




University of Reading



Area of Work Report

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

School of Literature & Languages

Employee Survey 2017

Project Number: 8046

May 2017



Delivering outstanding survey
and research services
CAPITA SURVEYS AND RESEARCH

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University of Reading - School of Literature & Languages

Background

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

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

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

Response Rate

The selected area of work achieved a response rate of 33% i.e. 42 of the 126 employees in School of Literature & Languages responded to the survey.

Presentation of results

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

Part A: Most positive perceptions

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

Part B: Least positive perceptions

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

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

This part of the report displays all primary questions in the survey compared to the results for the University as a whole, but excludes most of the sub set or secondary questions¹ to ensure anonymity is maintained. The area of work question results are presented in a descending ranked order within each section they appear in the questionnaire i.e. the most positive responses appear at the top of the section in list format. All results are colour coded to help to identify areas of strength or opportunities for improvement.

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

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

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



Part E: Comment Themes for the selected area of work

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

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

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

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

Part G: Internal benchmarking

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

Part H: Appendix - User Guide

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



Part A - Most positive perceptions for School of Literature & Languages

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:	AOW %
Question		
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	42	100
B10 I feel valued by students / internal customers	98	
D1d I have a clear understanding about expected standards of behaviour	98	
F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	96	
B3 My work is varied and interesting to me	95	
B12 I'm interested in the University of Reading, to me it's not just a job *	95	
D6 People are willing to help each other even if it means doing something outside their usual activities	95	
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 *	95	
O6e The University of Reading respects people equally regardless of their sexual orientation	95	
O6f The University of Reading respects people equally regardless of their religion or beliefs	95	
D1c I have a clear understanding about expected standards of performance	93	
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	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	93	
L1 I am satisfied that my personal safety is treated seriously at work	93	
D1b I have a clear understanding about what I am expected to achieve in my job	90	
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	90	
L2 I feel safe and secure in my working environment	90	
M3 I am satisfied with the support I get from my work colleagues	90	
N1 I'm not currently being harassed or bullied at work? *	90	
O2 I am aware of the University's priorities for Diversity and Inclusion	90	
O6c The University of Reading respects people equally regardless of their disability status	90	

[^] 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 Literature & Languages

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:	42
Question	AOW %	
M11 I never feel stressed at work *	2	
R2 In my opinion the recent PAS changes were well planned	5	
R3 In my opinion the recent PAS changes were well explained	8	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	11	
R1 The current pace of change in the University of Reading is about right	12	
D8 I don't worry about work outside my working hours *	17	
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	
Q6 I feel the University genuinely listens to staff views during consultations	18	
D7 I don't feel I've had to put in a lot of extra time in the last 12 months to meet the demands of my workload *	20	
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	20	
R6b Generally, change within the University of Reading is managed well	23	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	26	
R5 In my opinion other recent changes (not PAS) have been well explained	26	
P6 Communication between senior management and staff is effective	28	
R4 In my opinion other recent changes (not PAS) have been well planned	29	
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	33	
R7 I feel action will be taken as a result of this survey	33	
P3 There are opportunities for me to feed my views upwards in the University of Reading	34	
Q7 I am confident I will get feedback on my ideas or suggestions	35	
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	36	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	38	

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



Areas for improvement from the area of work	Total number of responses:	AOW %
Question		
R6c Generally, the process of change does not cause me concern and worry *	38	
N7 Are you aware of the University's Harassment Advisors?	39	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	40	
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 ^	41	
D11 I don't feel priorities are changed too frequently for me to work efficiently *	43	
B8 I feel valued by the University of Reading	44	
L7 Are you aware of the Employee Assistance Programme?	44	
Q5 I am confident my ideas or suggestions will be listened to	44	
D4 The division of responsibilities between staff in my work area feels fair	45	
E1 I don't think about leaving the University *	45	
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	45	
M9 I am able to take regular breaks on most days	45	
L4 I feel the University is interested in my mental wellbeing	46	
P4 I know where to find information about important decisions made at the University of Reading	46	
Q1 I feel there are adequate opportunities to raise points of concern	46	
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 ^	48	
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	48	
P5 On the whole, communication in the University of Reading is effective	49	
A2 I feel I have a good work-life balance	50	

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



Understanding strength analysis

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

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

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

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

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

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

Understanding and using the comparisons in the tables

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

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

- Part C : The AOW has a confidence interval of +/-10%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than 11 percentage points for this to be considered a real difference between the scores.



Part C - Strength report by section for School of Literature & Languages compared to UoR

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

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

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

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

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

█ 75% or higher = Strength █ 51% - 74% = Opportunity for improvement █ 50% or lower = Needs improvement	Positive difference: 28 No difference: 4 Negative difference: 122
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Question	Total number of responses:		
	AoW %	UoR %	+/-

Section A: Work-Life Balance

A5 I am able to take advantage of flexible working on an informal basis	76	80	-4
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	70	82	-12
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	68	77	-9
A1 The University of Reading provides good support to help me balance my work and personal commitments	58	74	-16
A2 I feel I have a good work-life balance	50	70	-20

Section B: Job Satisfaction

B10 I feel valued by students / internal customers	98	85	13
B3 My work is varied and interesting to me	95	91	4
B12 I'm interested in the University of Reading, to me it's not just a job *	95	91	4
B4 My work gives me a sense of personal achievement	86	86	0
B2 Generally, I enjoy my work	83	92	-9
B9 I feel valued by my colleagues	81	88	-7
B5 I feel inspired to do my best work every day	76	80	-4
B1 The University of Reading is a good place to work	73	87	-14
B6 I feel I belong to a team	69	81	-12
B7 I feel part of the University of Reading	67	76	-9
B11 I feel my job security at the University of Reading is good	52	70	-18

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



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

	75% or higher = Strength	Positive difference:	28
	51% - 74% = Opportunity for improvement	No difference:	4
	50% or lower = Needs improvement	Negative difference:	122

	Total number of responses:	42	2673
Question	AOW %	UoR %	+/-

Section B: Job Satisfaction

B8 I feel valued by the University of Reading	44	59	-15
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Section C: Pay and Benefits

C1 Overall, I feel the University of Reading offers a good pay and benefits package	67	68	-1
C5 I am aware of the benefits offered by the University	63	71	-8
C4 I am aware of the University's arrangements for recognising and rewarding good performance	63	69	-6
C3 I think my pay adequately reflects my performance	54	52	2
C2 I feel fairly paid for the work I do	52	60	-8

Section D: Your Role

D1d I have a clear understanding about expected standards of behaviour	98	96	2
D6 People are willing to help each other even if it means doing something outside their usual activities	95	82	13
D1c I have a clear understanding about expected standards of performance	93	91	2
D1b I have a clear understanding about what I am expected to achieve in my job	90	89	1
D1a I have a clear understanding about my role within the University of Reading	88	90	-2
D3 I am trusted to do my job	76	93	-17
D10 I have adequate resources to complete my work	61	67	-6
D5 I have enough freedom to do what is necessary to put students / internal customers first every time	55	77	-22
D2 I am satisfied with my current role and level of responsibility	55	76	-21
D9 I don't find my current workload too much and I am not struggling to cope *	55	61	-6
D4 The division of responsibilities between staff in my work area feels fair	45	68	-23
D11 I don't feel priorities are changed too frequently for me to work efficiently *	43	63	-20
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 *	20	33	-13
D8 I don't worry about work outside my working hours *	17	39	-22

Section E: Considering Leaving

E2 I'm not actively seeking to leave my job here at the University *	63	82	-19
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)? ^	96	85	11
F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	88	74	14
F3 Was your Performance Development Review (PDR) useful for you? ^	83	68	15
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	71	75	-4

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



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

	75% or higher = Strength	Positive difference:	28
	51% - 74% = Opportunity for improvement	No difference:	4
	50% or lower = Needs improvement	Negative difference:	122

	Total number of responses:	42	2673
Question	AOW %	UoR %	+/-

Section F: Performance Development Review (PDR)

F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	67	64	3
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F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	40	43	-3
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Section G: Learning and Development

G1 I feel that I am given the same opportunities to develop as other staff	71	78	-7
G3 I have received sufficient training to enable me to do my job well	69	80	-11
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	67	77	-10
G2 I am satisfied with my current level of learning and development	67	75	-8

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	68	76	-8
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	59	69	-10
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	56	69	-13
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	45	69	-24
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	38	61	-23
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	93	92	1
I12 Would you recommend the University of Reading to a friend as a place to study?	88	89	-1
I8 I feel the University of Reading delivers good quality service to students / internal customers	88	83	5
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 ^	86	92	-6
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 ^	86	88	-2
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 ^	86	81	5
I10 I feel proud to work for the University of Reading	80	85	-5
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	75	70	5
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	71	63	8

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



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

	75% or higher = Strength	Positive difference:	28
	51% - 74% = Opportunity for improvement	No difference:	4
	50% or lower = Needs improvement	Negative difference:	122

	Total number of responses:	42	2673
Question	AOW %	UoR %	+/-

Section I: Culture and Values

I15 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: University Deans, Heads of Schools and Heads of Function ^	69	85	-16
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 ^	68	63	5
I11 Would you recommend the University of Reading to a friend as a place to work?	63	81	-18
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 ^	59	64	-5
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 ^	56	76	-20
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 ^	48	64	-16
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 ^	41	69	-28
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'	36	64	-28

Section J: Your School or Function Leadership

J1 My School / Function Leadership Team manage and lead our School / Function well	81	83	-2
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	78	85	-7
J4 My School / Function Leadership Team listen to and respond to the views of staff	71	75	-4
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	68	81	-13
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	68	76	-8

Section K: Your Manager / Supervisor

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	93	88	5
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	90	93	-3
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	88	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	88	90	-2
K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well	88	84	4
K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	83	86	-3

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



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

	75% or higher = Strength	Positive difference:	28
	51% - 74% = Opportunity for improvement	No difference:	4
	50% or lower = Needs improvement	Negative difference:	122

	Total number of responses:	42	2673
Question	AOW %	UoR %	+/-

Section K: Your Manager / Supervisor

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	81	79	2
K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	78	81	-3
K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	76	81	-5
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	74	79	-5
K8 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	71	74	-3
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	66	72	-6

Section L: Health, Safety and Wellbeing

L1 I am satisfied that my personal safety is treated seriously at work	93	95	-2
L2 I feel safe and secure in my working environment	90	96	-6
L6 The University provides a satisfying work environment	63	79	-16
L3 I feel the University is interested in my physical wellbeing	63	78	-15
L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	48	62	-14
L4 I feel the University is interested in my mental wellbeing	46	68	-22
L7 Are you aware of the Employee Assistance Programme?	44	40	4

Section M: Working at the University

M3 I am satisfied with the support I get from my work colleagues	90	90	0
M2 I am satisfied with the support I get from my immediate manager	83	86	-3
M1 I can decide on my own how to go about doing my work	78	93	-15
M7 I have the right equipment to do my job	76	83	-7
M12 Overall, I don't feel unduly stressed at work * ^	63	69	-6
M5 Relationships at work are not strained *	62	75	-13
M10 I have a place I can go to take a break at work	60	78	-18
M6 I am able to handle all the conflicting demands on my time at work *	60	66	-6
M4 There are usually sufficient people in the team I am working in to handle our workload	55	61	-6
M9 I am able to take regular breaks on most days	45	69	-24
M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	33	54	-21
M11 I never feel stressed at work *	2	9	-7

Section N: Harassment and Bullying

N1 I'm not currently being harassed or bullied at work? *	90	97	-7
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[^] Subset question(s), * Negatively worded question(s) - See 'Understanding strength analysis' section.



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

	75% or higher = Strength	Positive difference:	28
	51% - 74% = Opportunity for improvement	No difference:	4
	50% or lower = Needs improvement	Negative difference:	122

	Total number of responses:	42	2673
Question	AOW %	UoR %	+/-

Section N: Harassment and Bullying

N7 Are you aware of the University's Harassment Advisors?	39	35	4
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	20	23	-3

Section O: Diversity and Inclusion

O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	100	95	5
O6e The University of Reading respects people equally regardless of their sexual orientation	95	98	-3
O6f The University of Reading respects people equally regardless of their religion or beliefs	95	98	-3
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 *	95	96	-1
O6c The University of Reading respects people equally regardless of their disability status	90	96	-6
O2 I am aware of the University's priorities for Diversity and Inclusion	90	91	-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	88	94	-6
O6b The University of Reading respects people equally regardless of their nationality / race	86	95	-9
O7 I have not felt discriminated against at work in the last 12 months? *	86	92	-6
O6d The University of Reading respects people equally regardless of their age	85	92	-7
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 *	83	90	-7
O6a The University of Reading respects people equally regardless of their gender	76	92	-16
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	74	91	-17
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	56	82	-26

Section P: Communication

P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	87	89	-2
P1a I receive information in a timely way in regard to local issues in my area of work	83	81	2
P1b I receive information in a timely way in regard to wider University issues	80	76	4
P2b The information I receive is straightforward and I understand it in regard to wider University issues	70	80	-10
P5 On the whole, communication in the University of Reading is effective	49	60	-11
P4 I know where to find information about important decisions made at the University of Reading	46	56	-10
P3 There are opportunities for me to feed my views upwards in the University of Reading	34	57	-23
P6 Communication between senior management and staff is effective	28	54	-26

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



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

	75% or higher = Strength	Positive difference:	28
	51% - 74% = Opportunity for improvement	No difference:	4
	50% or lower = Needs improvement	Negative difference:	122

	Total number of responses:	42	2673
Question	AOW %	UoR %	+/-

Section P: Communication

P7 On the whole, the different parts of the University of Reading communicate effectively with each other	26	42	-16
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Section Q: Staff Involvement

Q8a I feel there is good co-operation between teams in my department	83	83	0
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	70	72	-2
Q8b I feel there is good co-operation between different departments	67	62	5
Q2 I feel able to voice my opinions	55	71	-16
Q4 I am personally encouraged to look for ways to improve the way we do things	55	69	-14
Q1 I feel there are adequate opportunities to raise points of concern	46	64	-18
Q5 I am confident my ideas or suggestions will be listened to	44	60	-16
Q7 I am confident I will get feedback on my ideas or suggestions	35	51	-16
Q6 I feel the University genuinely listens to staff views during consultations	18	43	-25

Section R: Managing Change

R6a Generally, change within my department is managed well	72	72	0
R6e Generally, I have seen some positive changes in the last 12 months	57	55	2
R6f Generally, I think things will improve in the next 12 months	54	61	-7
R6c Generally, the process of change does not cause me concern and worry *	38	49	-11
R7 I feel action will be taken as a result of this survey	33	54	-21
R4 In my opinion other recent changes (not PAS) have been well planned	29	38	-9
R5 In my opinion other recent changes (not PAS) have been well explained	26	39	-13
R6b Generally, change within the University of Reading is managed well	23	36	-13
R1 The current pace of change in the University of Reading is about right	12	27	-15
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	11	18	-7
R3 In my opinion the recent PAS changes were well explained	8	25	-17
R2 In my opinion the recent PAS changes were well planned	5	17	-12

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



Part D - Frequency Charts for School of Literature & Languages

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 Literature & Languages

Section A: Work-Life Balance

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

Total Responses: 40
Positive %: 58

A2 I feel I have a good work-life balance

Total Responses: 42
Positive %: 50

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

Total Responses: 41
Positive %: 68

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

Total Responses: 40
Positive %: 70

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

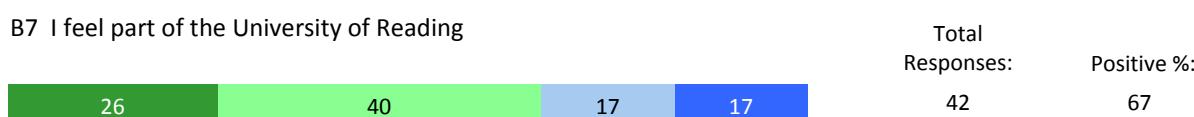
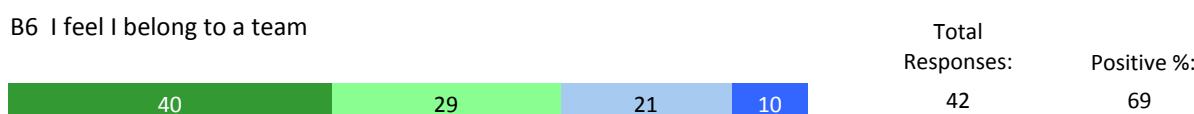
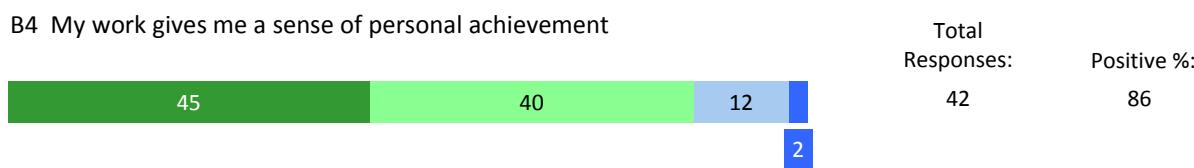
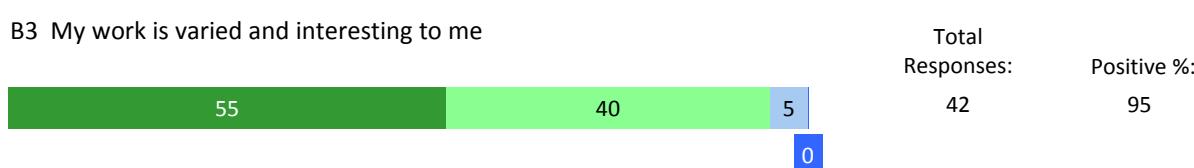
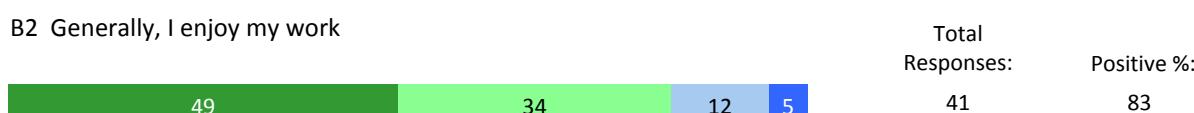
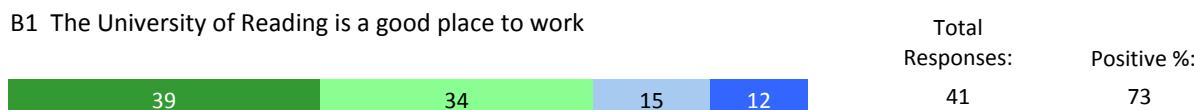
Total Responses: 42
Positive %: 76





Part D - Frequency Charts for School of Literature & Languages

Section B: Job Satisfaction



Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for School of Literature & Languages

Section B: Job Satisfaction

B9 I feel valued by my colleagues

Total Responses: 42 Positive %: 81

B10 I feel valued by students / internal customers

Total Responses: 41 Positive %: 98

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

Total Responses: 42 Positive %: 52



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

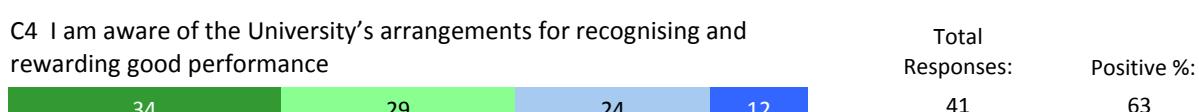
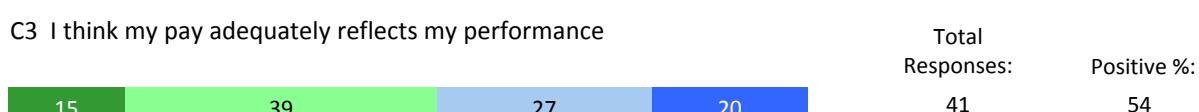
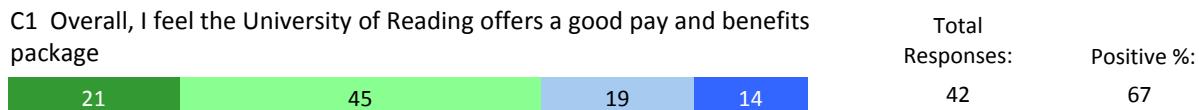
Total Responses: 42 Positive %: 95





Part D - Frequency Charts for School of Literature & Languages

Section C: Pay and Benefits



Agree
 Tend to Agree
 Tend to Disagree
 Disagree

**Part D - Frequency Charts for School of Literature & Languages****Section D: Your Role**

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



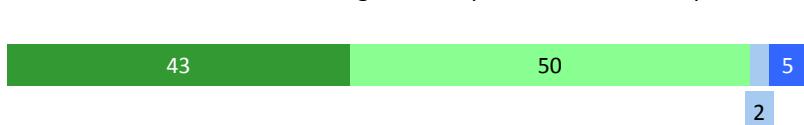
Total Responses: 42 Positive %: 88

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



Total Responses: 41 Positive %: 90

D1c I have a clear understanding about expected standards of performance



Total Responses: 42 Positive %: 93

D1d I have a clear understanding about expected standards of behaviour



Total Responses: 42 Positive %: 98

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



Total Responses: 42 Positive %: 55

D3 I am trusted to do my job



Total Responses: 42 Positive %: 76

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



Total Responses: 42 Positive %: 45

Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for School of Literature & Languages

Section D: Your Role

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

Total Responses: 42 Positive %: 55

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

Total Responses: 42 Positive %: 95

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: 41 Positive %: 20

D8 I often worry about work outside my working hours

Total Responses: 41 Positive %: 17

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

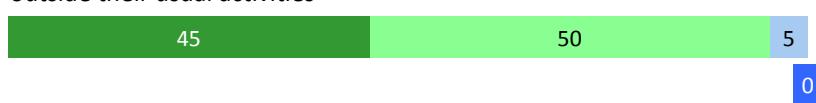
Total Responses: 42 Positive %: 55

D10 I have adequate resources to complete my work

Total Responses: 41 Positive %: 61

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

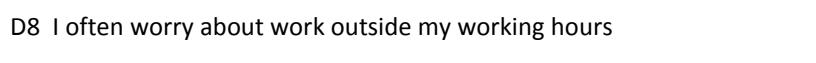
Total Responses: 42 Positive %: 43



Agree Tend to Agree Tend to Disagree Disagree



Agree Tend to Agree Tend to Disagree Disagree



Agree Tend to Agree Tend to Disagree Disagree



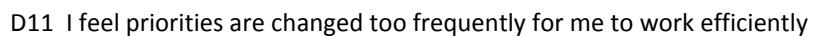
Agree Tend to Agree Tend to Disagree Disagree



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 D - Frequency Charts for School of Literature & Languages

Section E: Considering Leaving

E1 I often think about leaving the University

Total Responses:
40

Positive %:
45



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

Total Responses:
41

Positive %:
63



Agree

Tend to Agree

Tend to Disagree

Disagree



Part D - Frequency Charts for School of Literature & Languages

Section F: Performance Development Review (PDR)

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

Total Responses:



42

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

Total Responses:



34

Positive %:

71

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

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

Total Responses:



24

Positive %:

83

(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:



24

Positive %:

96

(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:



24

Positive %:

67

(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:



24

Positive %:

88

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



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

Total Responses:



10

Positive %:

40

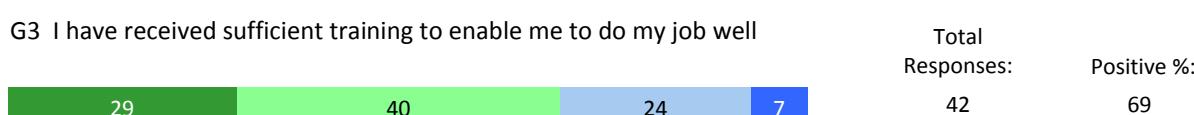
(based on the number of respondents answering 'No' to F2)





Part D - Frequency Charts for School of Literature & Languages

Section G: Learning and Development

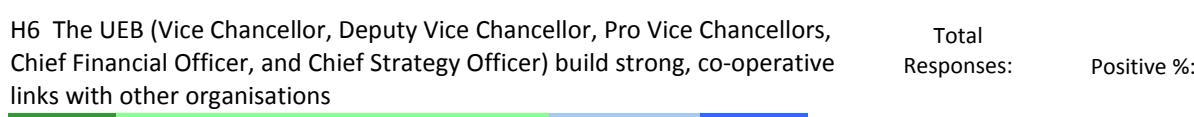
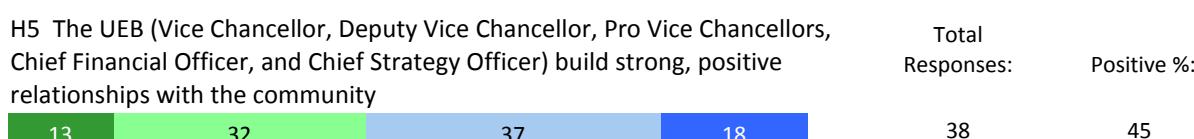
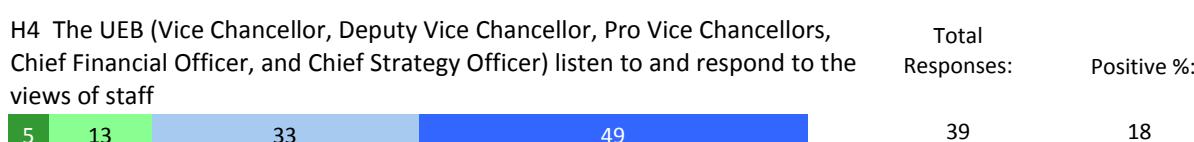
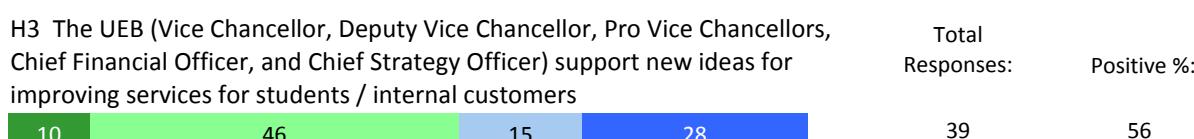
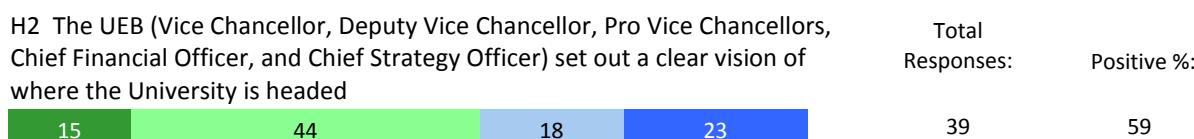
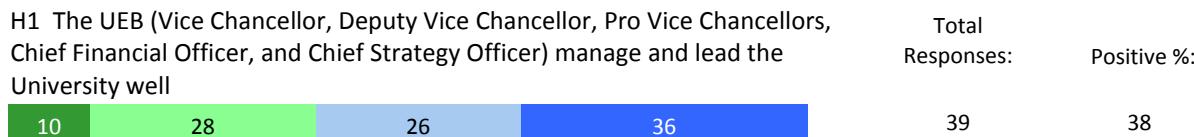


Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for School of Literature & Languages

Section H: University Executive Board (UEB)



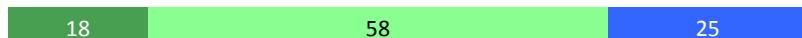


Part D - Frequency Charts for School of Literature & Languages

Section I: Culture and Values

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

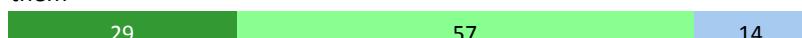
Total Responses: 40 Positive %: 75



A Lot A Little Nothing

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

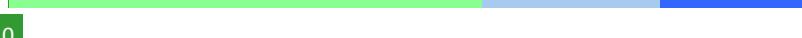
Total Responses: 28 Positive %: 86



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

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

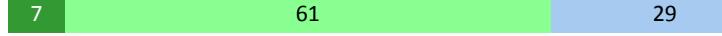
Total Responses: 27 Positive %: 59



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

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

Total Responses: 28 Positive %: 68



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

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

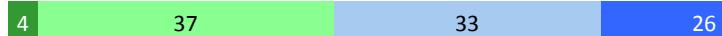
Total Responses: 27 Positive %: 48



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

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

Total Responses: 27 Positive %: 41



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

Agree Tend to Agree Tend to Disagree Disagree



Part D - Frequency Charts for School of Literature & Languages

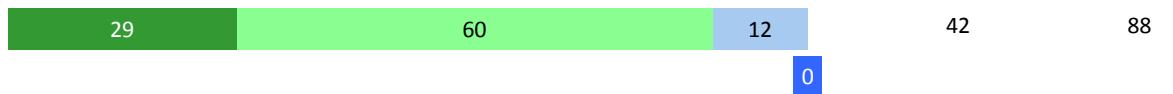
Section I: Culture and Values

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

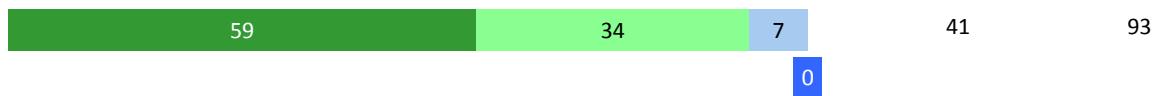


(based on the number of respondents answering 'A Lot' or 'A Little' to I1)

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



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



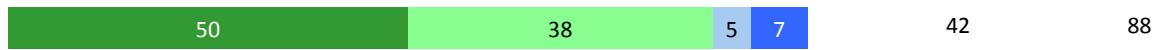
I10 I feel proud to work for the University of Reading



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



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



Agree
 Tend to Agree
 Tend to Disagree
 Disagree

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



Yes
 No



Part D - Frequency Charts for School of Literature & Languages

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 %:		
19	37	7	37	27	56

(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 %:		
38	31	14	17	29	69

(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	34	3	10	29	86

(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 %:		
62	24	3	10	29	86

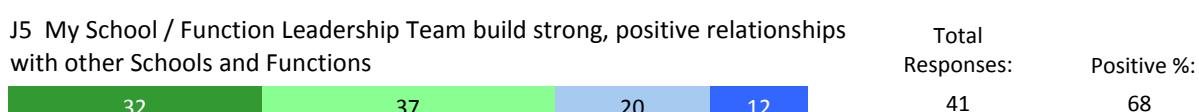
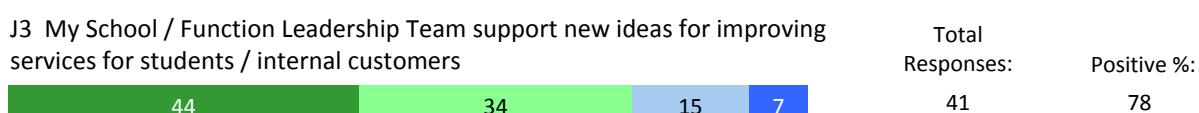
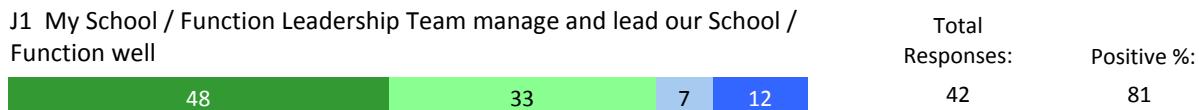
(based on the number of respondents answering 'Yes' to I13)





Part D - Frequency Charts for School of Literature & Languages

Section J: Your School or Function Leadership



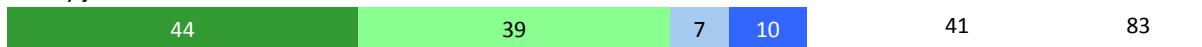
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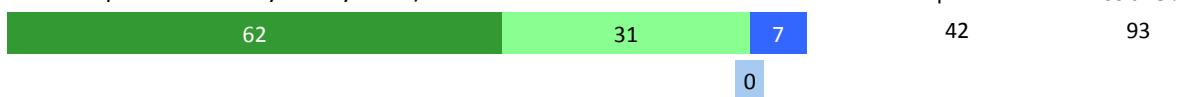
Part D - Frequency Charts for School of Literature & Languages

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



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



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



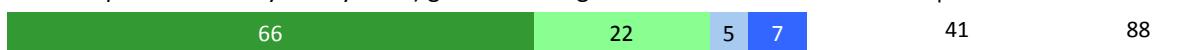
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis



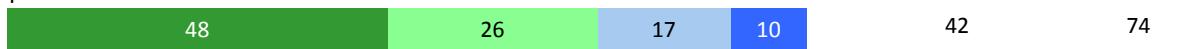
K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me



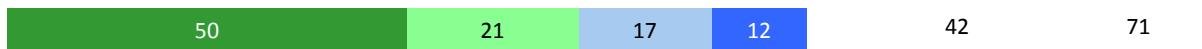
K6 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) gives me recognition for work done well



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



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



Agree



Tend to Agree



Tend to Disagree

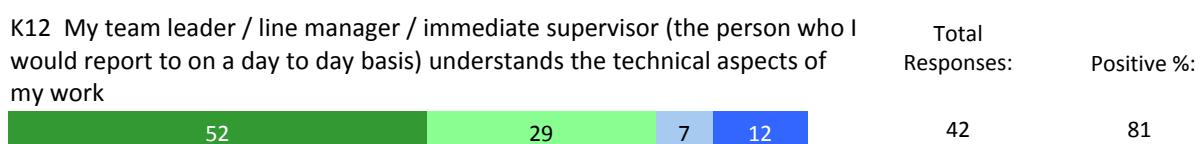
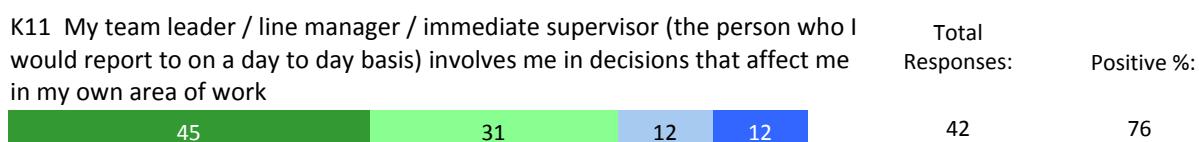
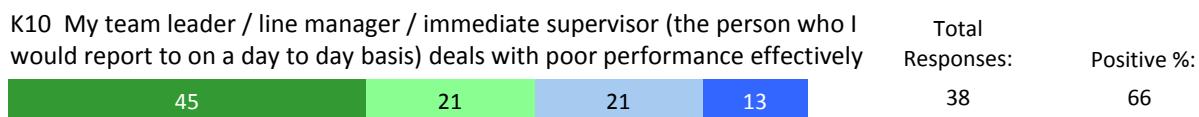
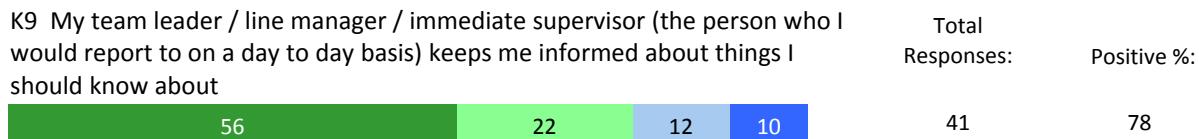


Disagree



Part D - Frequency Charts for School of Literature & Languages

Section K: Your Manager / Supervisor

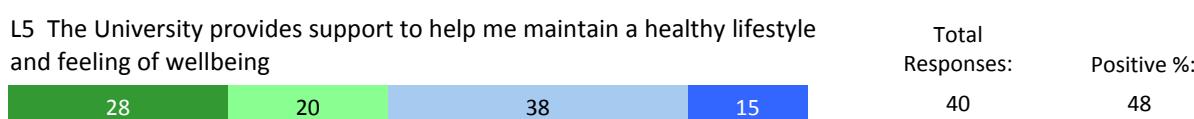
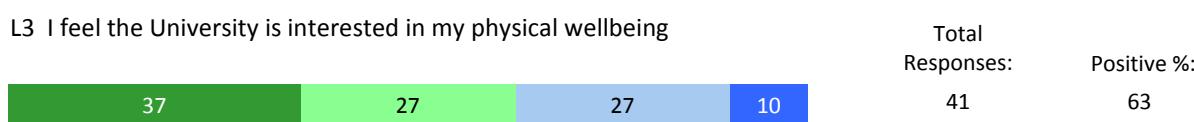
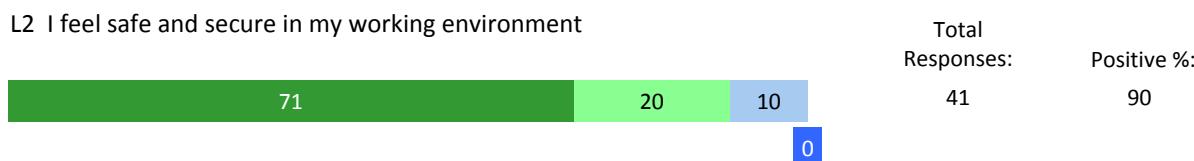
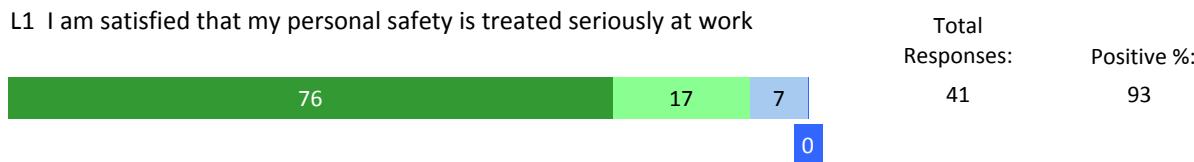


Agree Tend to Agree Tend to Disagree Disagree

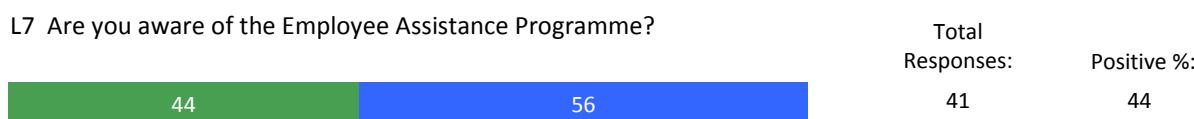


Part D - Frequency Charts for School of Literature & Languages

Section L: Health, Safety and Wellbeing



Agree Tend to Agree Tend to Disagree Disagree

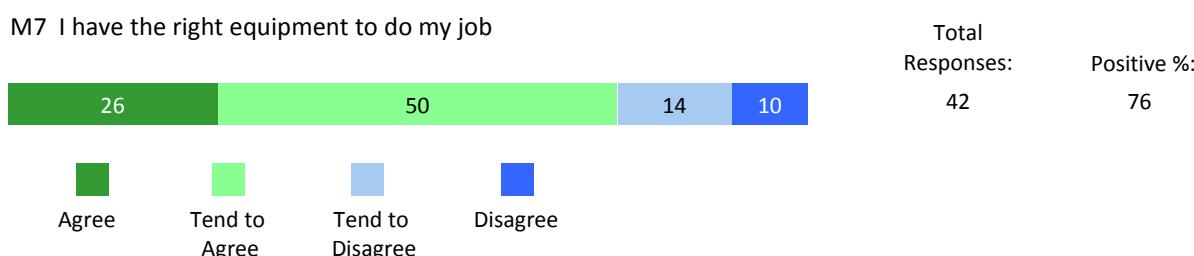
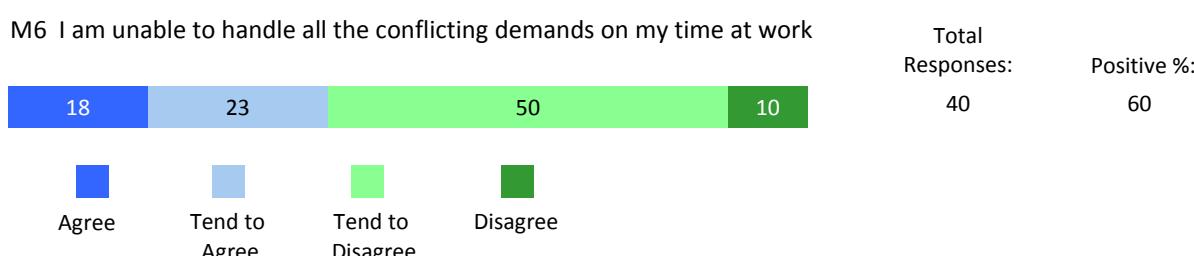
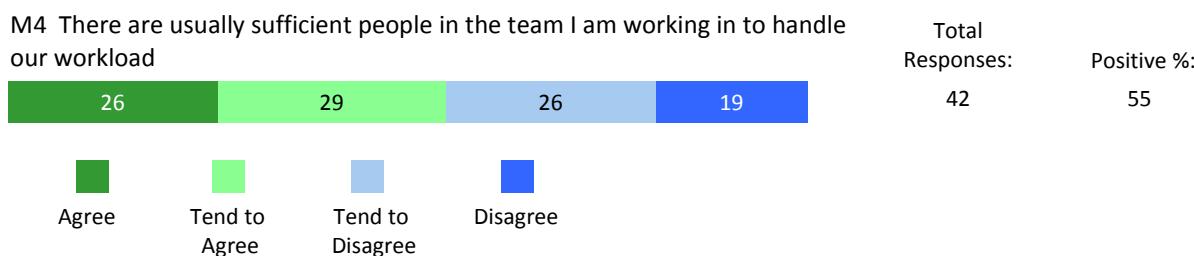
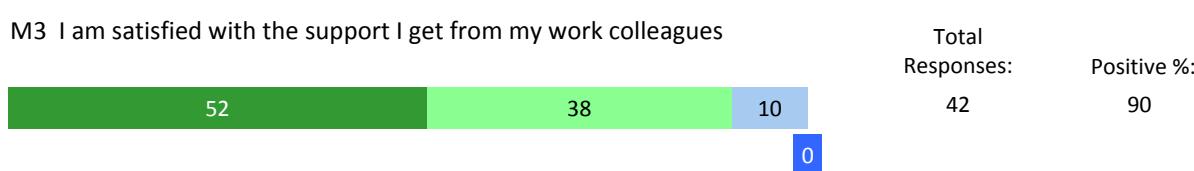
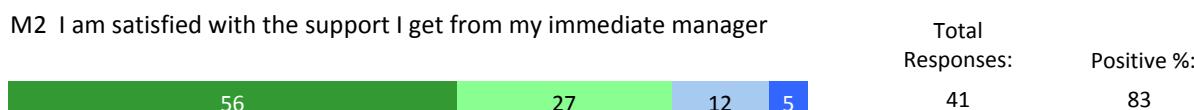


Yes No



Part D - Frequency Charts for School of Literature & Languages

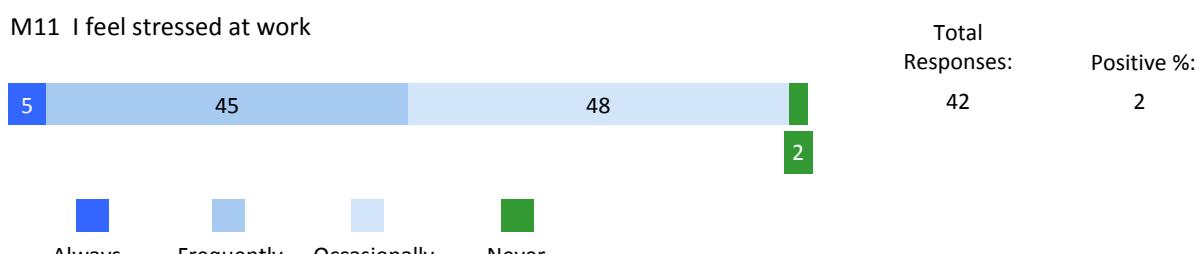
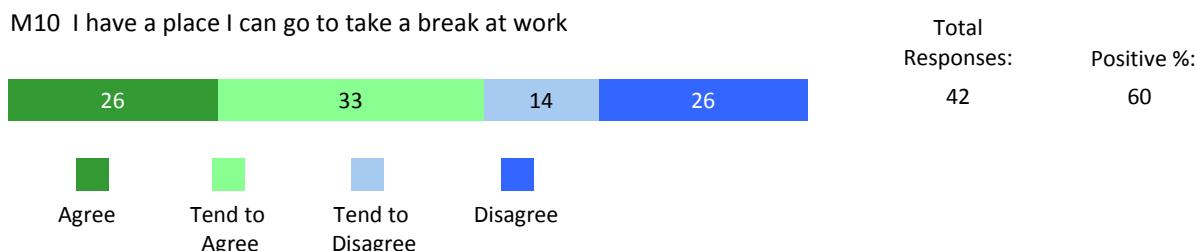
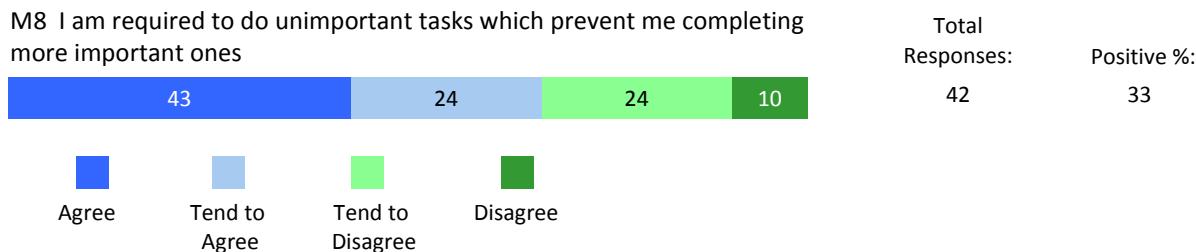
Section M: Working at the University





Part D - Frequency Charts for School of Literature & Languages

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 Literature & Languages

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?

Total Responses:

Positive %:



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

Total Responses:

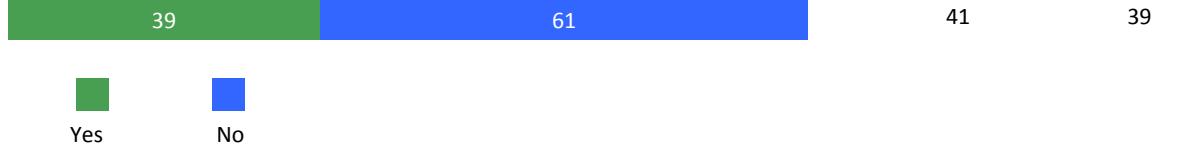
Positive %:



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

Total Responses:

Positive %:





Part D - Frequency Charts for School of Literature & Languages

Section O: Diversity and Inclusion

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

Total Responses: 42 Positive %: 74

36	38	17	10
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O2 I am aware of the University's priorities for Diversity and Inclusion

Total Responses: 41 Positive %: 90

68	22	5
----	----	---

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

Total Responses: 42 Positive %: 100

71	29	0	0
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O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment

Total Responses: 42 Positive %: 88

48	40	5	7
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O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion

Total Responses: 41 Positive %: 56

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

Total Responses: 40 Positive %: 83

5	13	13	70
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O5b In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student

Total Responses: 41 Positive %: 95

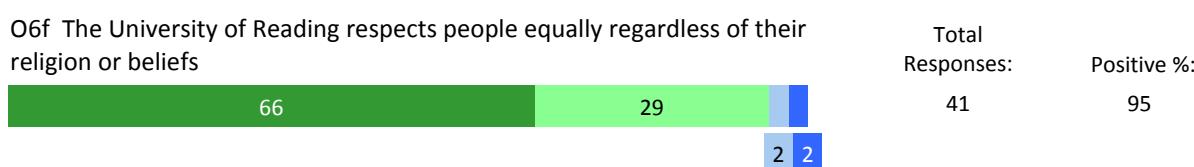
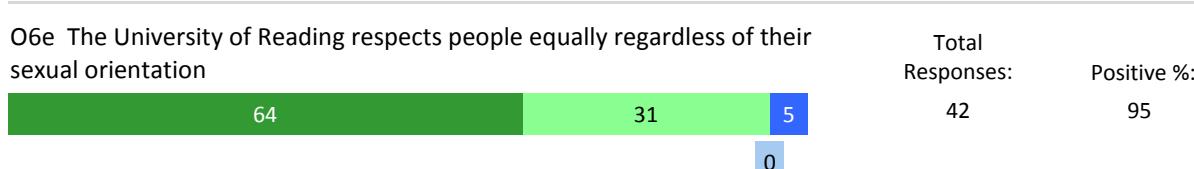
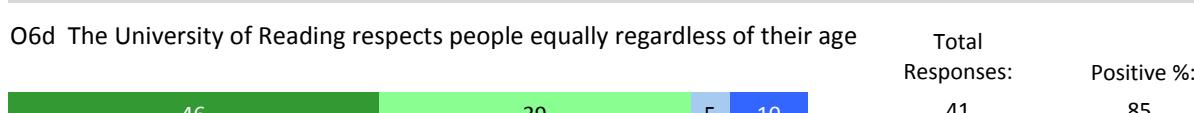
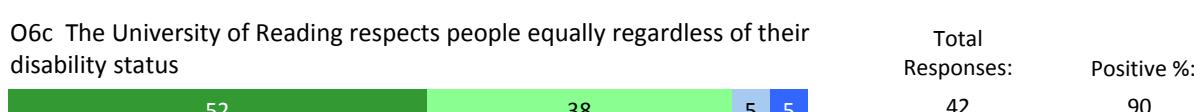
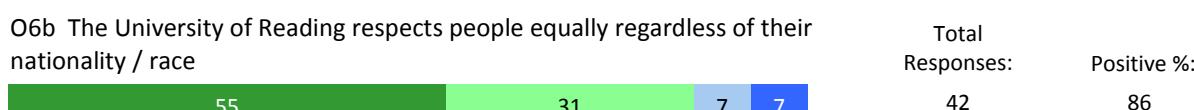
5	12	83	0
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Agree	Tend to Agree	Tend to Disagree	Disagree
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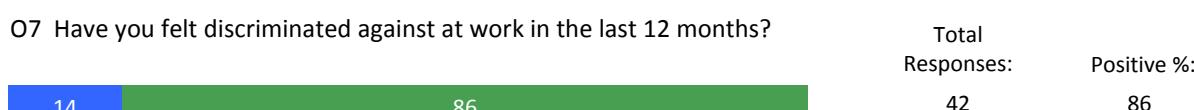


Part D - Frequency Charts for School of Literature & Languages

Section O: Diversity and Inclusion



Agree Tend to Agree Tend to Disagree Disagree

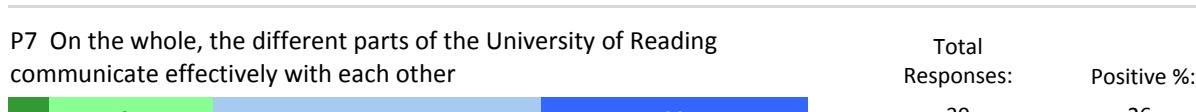
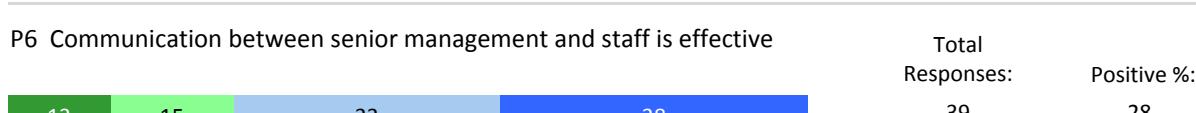
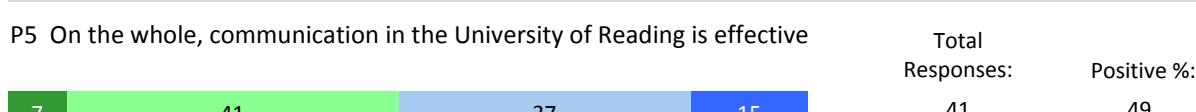
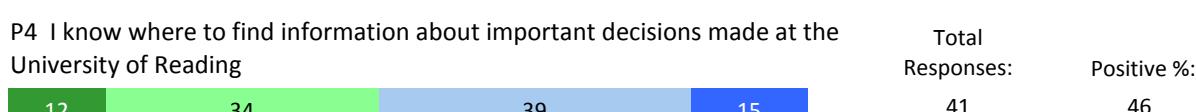
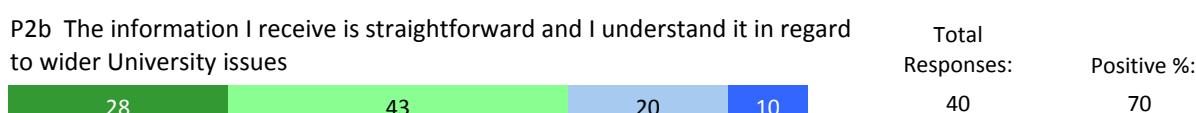
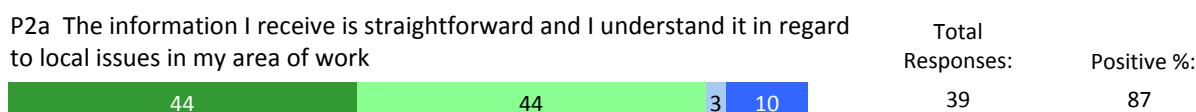
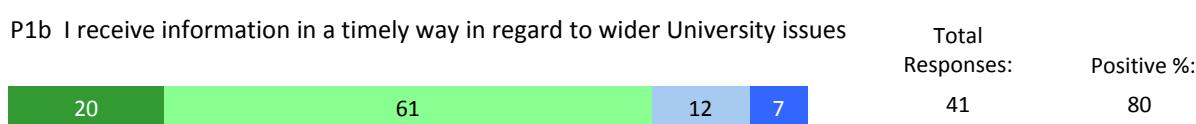
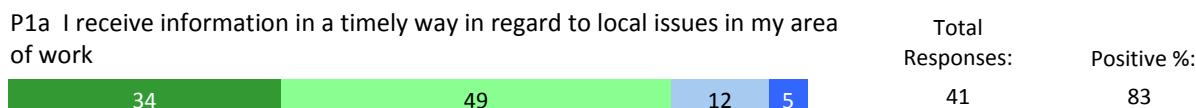


Yes No



Part D - Frequency Charts for School of Literature & Languages

Section P: Communication

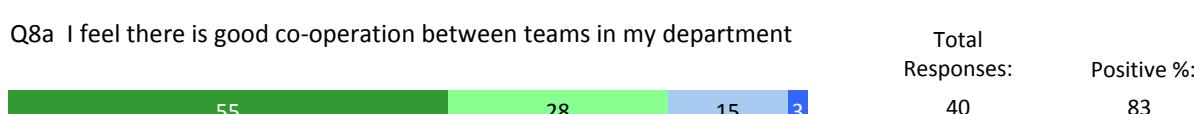
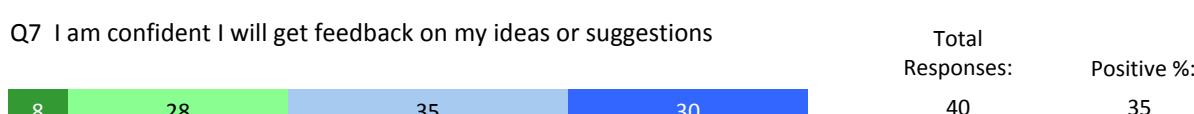
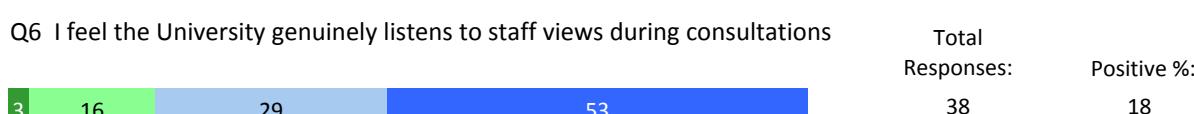
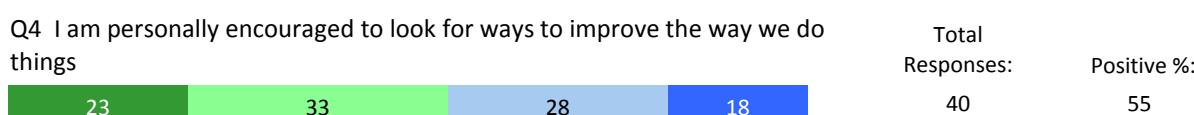


Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for School of Literature & Languages

Section Q: Staff Involvement



Agree
 Tend to Agree
 Tend to Disagree
 Disagree



Part D - Frequency Charts for School of Literature & Languages

Section R: Managing Change

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

Total Responses: 41 Positive %: 12



R2 In my opinion the recent PAS changes were well planned

Total Responses: 37 Positive %: 5



R3 In my opinion the recent PAS changes were well explained

Total Responses: 37 Positive %: 8



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

Total Responses: 34 Positive %: 29

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

Total Responses: 34 Positive %: 26

R6a Generally, change within my department is managed well

Total Responses: 39 Positive %: 72

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

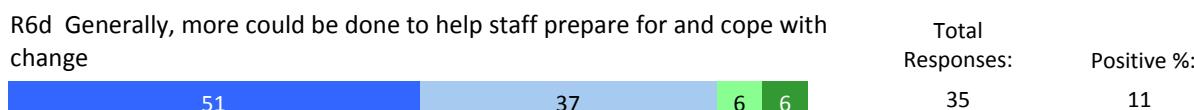
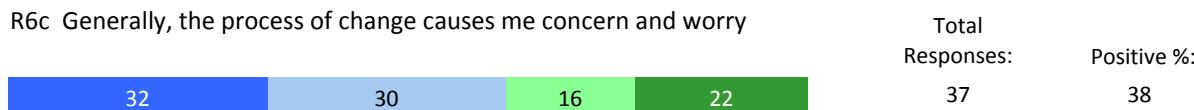
Total Responses: 35 Positive %: 23



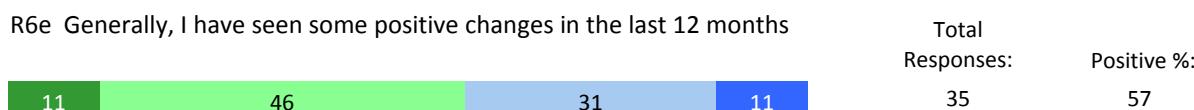


Part D - Frequency Charts for School of Literature & Languages

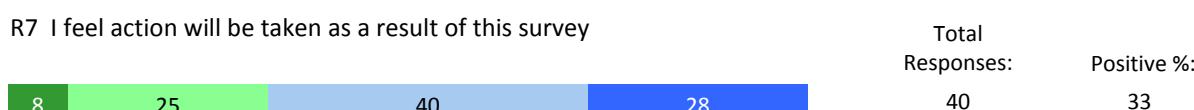
Section R: Managing Change



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 Literature & Languages

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

Comment Theme	Count of theme
Being Treated Fairly / Diversity & Inclusion	4
Communication	1
Facilities / Environment	1
Feeling Valued / Supported	4
Job Satisfaction	2
Job Security	3
Managing Change	2
Management – Immediate / Local	1
Pay & Benefits	3
PAS / Re-organisation	3
Student / Internal Customer Satisfaction	1
Senior Management	5
Systems / Processes	2
Training, Development & Progression	4
Other	1

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

Comment Theme	Count of theme
Facilities / Environment	6
Feeling Valued / Supported	3
Health and Wellbeing	1
Job Satisfaction	8
Management – Immediate / Local	2
Pay & Benefits	1
PAS / Re-organisation	1
Relationships / Co-operation	6
Role & Responsibilities	1
Student / Internal Customer Satisfaction	2
Training, Development & Progression	3



Part F - Survey Results Ranked By Degree of Importance to Respondents for School of Literature & Languages

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	37	1.35
2	R3	In my opinion the recent PAS changes were well explained	37	1.41
3	D8	I often worry about work outside my working hours	41	1.59
4	R6d	Generally, more could be done to help staff prepare for and cope with change	35	1.66
5	Q6	I feel the University genuinely listens to staff views during consultations	38	1.68
6	H4	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	39	1.74
7	D7	I feel I have had to put in a lot of extra time in the last 12 months to meet the demands of my workload	41	1.76
8	R6b	Generally, change within the University of Reading is managed well	35	1.83
9	R5	In my opinion other recent changes (not PAS) have been well explained	34	1.88
10	R4	In my opinion other recent changes (not PAS) have been well planned	34	1.94
11	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	39	1.97
12	M8	I am required to do unimportant tasks which prevent me completing more important ones	42	2.00
13	P6	Communication between senior management and staff is effective	39	2.03
14	Q7	I am confident I will get feedback on my ideas or suggestions	40	2.13
15	R7	I feel action will be taken as a result of this survey	40	2.13
16	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	39	2.13
17	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'	25	2.16
18	P3	There are opportunities for me to feed my views upwards in the University of Reading	41	2.17
19	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	27	2.19
20	Q5	I am confident my ideas or suggestions will be listened to	41	2.20
21	R6c	Generally, the process of change causes me concern and worry	37	2.27
22	B8	I feel valued by the University of Reading	41	2.29



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
23	D11	I feel priorities are changed too frequently for me to work efficiently	42	2.33
24	Q1	I feel there are adequate opportunities to raise points of concern	41	2.34
25	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	2.37
26	E1	I often think about leaving the University	40	2.38
27	M9	I am able to take regular breaks on most days	42	2.38
28	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	39	2.38
29	H5	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, positive relationships with the community	38	2.39
30	R6f	Generally, I think things will improve in the next 12 months	37	2.41
31	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	27	2.41
32	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	27	2.41
33	L4	I feel the University is interested in my mental wellbeing	41	2.41
34	P5	On the whole, communication in the University of Reading is effective	41	2.41
35	P4	I know where to find information about important decisions made at the University of Reading	41	2.44
36	Q2	I feel able to voice my opinions	40	2.48
37	B11	I feel my job security at the University of Reading is good	42	2.48
38	C3	I think my pay adequately reflects my performance	41	2.49
39	C2	I feel fairly paid for the work I do	42	2.50
40	D4	The division of responsibilities between staff in my work area feels fair	42	2.50
41	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	39	2.51
42	A2	I feel I have a good work-life balance	42	2.52
43	D9	I find my current workload too much and I am struggling to cope	42	2.52
44	M6	I am unable to handle all the conflicting demands on my time at work	40	2.53
45	A1	The University of Reading provides good support to help me balance my work and personal commitments	40	2.55
46	R6e	Generally, I have seen some positive changes in the last 12 months	35	2.57
47	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	41	2.59
48	M10	I have a place I can go to take a break at work	42	2.60
49	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	40	2.60
50	Q4	I am personally encouraged to look for ways to improve the way we do things	40	2.60
51	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	42	2.62
52	M4	There are usually sufficient people in the team I am working in to handle our workload	42	2.62
53	D2	I am satisfied with my current role and level of responsibility	42	2.64
54	H6	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) build strong, co-operative links with other organisations	37	2.68



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
55	D10	I have adequate resources to complete my work	41	2.68
56	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	28	2.71
57	C1	Overall, I feel the University of Reading offers a good pay and benefits package	42	2.74
58	B7	I feel part of the University of Reading	42	2.76
59	L6	The University provides a satisfying work environment	40	2.78
60	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	42	2.79
61	Q8b	I feel there is good co-operation between different departments	39	2.79
62	E2	I am actively seeking to leave my job here at the University	41	2.80
63	R6a	Generally, change within my department is managed well	39	2.82
64	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	40	2.83
65	I11	Would you recommend the University of Reading to a friend as a place to work?	41	2.83
66	C4	I am aware of the University's arrangements for recognising and rewarding good performance	41	2.85
67	C5	I am aware of the benefits offered by the University	41	2.85
68	G1	I feel that I am given the same opportunities to develop as other staff	42	2.86
69	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	40	2.88
70	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	41	2.88
71	G2	I am satisfied with my current level of learning and development	42	2.88
72	M5	Relationships at work are strained	42	2.88
73	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	29	2.90
74	L3	I feel the University is interested in my physical wellbeing	41	2.90
75	G3	I have received sufficient training to enable me to do my job well	42	2.90
76	P1b	I receive information in a timely way in regard to wider University issues	41	2.93
77	M7	I have the right equipment to do my job	42	2.93
78	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	41	2.95
79	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	38	2.97
80	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	40	2.98
81	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	41	3.00
82	B1	The University of Reading is a good place to work	41	3.00
83	B6	I feel I belong to a team	42	3.00
84	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	42	3.00
85	J4	My School / Function Leadership Team listen to and respond to the views of staff	41	3.02
86	I10	I feel proud to work for the University of Reading	41	3.05
87	B5	I feel inspired to do my best work every day	42	3.10



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
88	K8	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) helps to motivate me to give my best	42	3.10
89	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	42	3.10
90	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	42	3.12
91	P1a	I receive information in a timely way in regard to local issues in my area of work	41	3.12
92	A5	I am able to take advantage of flexible working on an informal basis	42	3.14
93	D3	I am trusted to do my job	42	3.14
94	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	28	3.14
95	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	41	3.15
96	M1	I can decide on my own how to go about doing my work	41	3.15
97	I8	I feel the University of Reading delivers good quality service to students / internal customers	42	3.17
98	J1	My School / Function Leadership Team manage and lead our School / Function well	42	3.17
99	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	41	3.17
100	O6a	The University of Reading respects people equally regardless of their gender	42	3.19
101	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	39	3.21
102	B9	I feel valued by my colleagues	42	3.21
103	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	42	3.21
104	O6d	The University of Reading respects people equally regardless of their age	41	3.22
105	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	41	3.24
106	B2	Generally, I enjoy my work	41	3.27
107	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	29	3.28
108	B4	My work gives me a sense of personal achievement	42	3.29
109	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	3.29
110	D1a	I have a clear understanding about my role within the University of Reading	42	3.31
111	D1c	I have a clear understanding about expected standards of performance	42	3.31
112	I12	Would you recommend the University of Reading to a friend as a place to study?	42	3.31
113	O6b	The University of Reading respects people equally regardless of their nationality / race	42	3.33
114	D1b	I have a clear understanding about what I am expected to achieve in my job	41	3.34
115	M2	I am satisfied with the support I get from my immediate manager	41	3.34
116	Q8a	I feel there is good co-operation between teams in my department	40	3.35



Rank	Qn -ing No.	Question	Number of staff expressing an opinion	Average question score
117	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	3.38
118	O6c	The University of Reading respects people equally regardless of their disability status	42	3.38
119	B10	I feel valued by students / internal customers	41	3.39
120	D6	People are willing to help each other even if it means doing something outside their usual activities	42	3.40
121	M3	I am satisfied with the support I get from my work colleagues	42	3.43
122	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	41	3.46
123	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	40	3.48
124	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	42	3.48
125	B3	My work is varied and interesting to me	42	3.50
126	D1d	I have a clear understanding about expected standards of behaviour	42	3.50
127	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	41	3.51
128	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	41	3.54
129	O2	I am aware of the University's priorities for Diversity and Inclusion	41	3.54
130	O6e	The University of Reading respects people equally regardless of their sexual orientation	42	3.55
131	O6f	The University of Reading respects people equally regardless of their religion or beliefs	41	3.59
132	L2	I feel safe and secure in my working environment	41	3.61
133	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	42	3.64
134	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	42	3.64
135	B12	I'm not interested in the University of Reading, to me it's just a job	42	3.67
136	L1	I am satisfied that my personal safety is treated seriously at work	41	3.68
137	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	42	3.71
138	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	41	3.78

Average: 3.82



Part G - Internal benchmarking for School of Literature & Languages

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 Literature & Languages

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 Reds	18	24	40	34	56		
				Total Greens	84	79	59	82	62		
		Total number of respondents	2673	1280	42	10	16	<10	<10		
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	58	56	47					
	A2 I feel I have a good work-life balance	70	59	50	50	56					
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	68	90	75					
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	70	70	88					
	A5 I am able to take advantage of flexible working on an informal basis	80	83	76	70	81					
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	73	90	63					
	B2 Generally, I enjoy my work	92	92	83	89	81					
	B3 My work is varied and interesting to me	91	92	95	100	88					
	B4 My work gives me a sense of personal achievement	86	87	86	90	81					
	B5 I feel inspired to do my best work every day	80	79	76	90	63					
	B6 I feel I belong to a team	81	78	69	80	56					
	B7 I feel part of the University of Reading	76	73	67	70	50					
	B8 I feel valued by the University of Reading	59	55	44	60	33					
	B9 I feel valued by my colleagues	88	87	81	100	75					
	B10 I feel valued by students / internal customers	85	87	98	100	93					
	B11 I feel my job security at the University of Reading is good	70	65	52	80	63					
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	95	90	94					
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	67	70	75					
	C2 I feel fairly paid for the work I do	60	57	52	70	69					
	C3 I think my pay adequately reflects my performance	52	50	54	70	73					
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	63	60	63					
	C5 I am aware of the benefits offered by the University	71	67	63	60	69					

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

Internal benchmarking for School of Literature & Languages

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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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 Literature & Languages	English Language & Applied Linguistics	English Literature	Total Reds	24	40	34	56		
							Total Greens	84	79	59	82	62	
		Total number of respondents	2673	1280	42	10	16	<10	<10				
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	88	70	94							
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	90	90	81							
	D1c I have a clear understanding about expected standards of performance	91	90	93	100	94							
	D1d I have a clear understanding about expected standards of behaviour	96	95	98	100	100							
	D2 I am satisfied with my current role and level of responsibility	76	76	55	70	50							
	D3 I am trusted to do my job	93	92	76	80	81							
	D4 The division of responsibilities between staff in my work area feels fair	68	65	45	70	25							
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	55	70	44							
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	95	100	100							
	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	20	10	25							
	D8 I don't worry about work outside my working hours *	39	29	17	30	13							
Considering Leaving	D9 I don't find my current workload too much and I am not struggling to cope *	61	53	55	50	44							
	D10 I have adequate resources to complete my work	67	61	61	80	69							
Performance Development Review (PDR)	D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	43	50	25							
	E1 I don't think about leaving the University *	65	63	45	70	25							
	E2 I'm not actively seeking to leave my job here at the University *	82	82	63	70	56							
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	83	80	88							
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	71	63	100							
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	83	100	77							
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	96	100	92							
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	67	80	54							
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	88	60	100							
	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	40	33	0							

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Literature & Languages

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	2673	1280	42	10	16	<10	<10
				Total Reds	18	24	40	34	56		
		Total Greens	84	79	59	82	62				
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	71	80	69					
	G2 I am satisfied with my current level of learning and development	75	78	67	60	75					
	G3 I have received sufficient training to enable me to do my job well	80	79	69	50	81					
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	67	60	69					
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	38	40	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	59	56	56					
	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	56	75	50					
	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	22	31					
	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	45	38	47					
	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	68	63	50					

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

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Internal benchmarking for School of Literature & Languages

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	2673	1280	42	10	16	<10	<10
				Total Reds	18	24	40	34	56		
		Total Greens	84	79	59	82	62				
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	75	80	69					
	I2 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand them ^	81	81	86	100	80					
	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	59	100	40					
	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	68	86	60					
	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	48	67	60					
	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	41	50	40					
	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	36	40	22					
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	88	80	88					
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	93	90	93					
	I10 I feel proud to work for the University of Reading	85	81	80	80	75					
	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	63	80	50					
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	88	90	94					
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	71	70	75					
	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	56	71	36					
	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	69	86	50					
	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	86	100	75					
	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	86	100	83					

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Literature & Languages

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 Literature & Languages	English Language & Applied Linguistics	English Literature	Modern Languages & European Studies	<10	<10	Total Reds	Total Greens				
										2673	1280	42	10	16	<10
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	81	90	75									
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	68	67	63									
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	78	78	75									
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	71	78	63									
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	68	89	69									
Your Manager / Supervisor	K1 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	86	84	83	90	81									
	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	93	100	94									
	K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	93	93	90	100	88									
	K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	93	93	88	100	88									
	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	88	100	88									
	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	88	100	88									
	K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	79	78	74	80	75									
	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	71	80	81									
	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	78	90	69									
	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	66	75	53									
	K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	81	80	76	90	75									
	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	81	90	81									
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	93	90	100									
	L2 I feel safe and secure in my working environment	96	95	90	90	94									
	L3 I feel the University is interested in my physical wellbeing	78	74	63	80	50									
	L4 I feel the University is interested in my mental wellbeing	68	62	46	60	31									
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	48	67	38									
	L6 The University provides a satisfying work environment	79	77	63	80	31									
	L7 Are you aware of the Employee Assistance Programme?	40	34	44	50	44									

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

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Internal benchmarking for School of Literature & Languages

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Section	Question	University of Reading	Academic School	Total Reds	18	24	40	34	56		
				Total Greens	84	79	59	82	62		
		Total number of respondents	2673	1280	42	10	16	<10	<10		
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	78	70	69					
	M2 I am satisfied with the support I get from my immediate manager	86	86	83	80	94					
	M3 I am satisfied with the support I get from my work colleagues	90	90	90	100	88					
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	55	70	56					
	M5 Relationships at work are not strained *	75	75	62	90	50					
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	60	60	47					
	M7 I have the right equipment to do my job	83	80	76	80	81					
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	33	40	19					
	M9 I am able to take regular breaks on most days	69	64	45	70	38					
	M10 I have a place I can go to take a break at work	78	81	60	80	63					
	M11 I never feel stressed at work *	9	6	2	10	0					
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	63	67	56					
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	90	100	88					
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	20	20	25					
	N7 Are you aware of the University's Harassment Advisors?	35	31	39	30	38					

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

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Internal benchmarking for School of Literature & Languages

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

Section	Question	University of Reading	Academic School	Total number of respondents	18	24	40	34	56		
				Total Reds	Total Greens	79	59	82	62		
		2673	1280	42	10	16	<10	<10			
Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	74	80	63					
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	90	90	94					
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	100	100	100					
	O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	94	94	88	90	81					
	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	56	78	25					
	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	83	100	86					
	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	95	100	100					
	O6a The University of Reading respects people equally regardless of their gender	92	90	76	90	63					
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	86	100	69					
	O6c The University of Reading respects people equally regardless of their disability status	96	96	90	100	81					
	O6d The University of Reading respects people equally regardless of their age	92	91	85	100	75					
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	95	100	88					
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	95	100	93					
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	86	100	75					

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

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Internal benchmarking for School of Literature & Languages

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Section	Question	University of Reading	Academic School	Total number of respondents		Total Reds	24	40	34	56		
				Total Greens	2673	1280	42	10	16	<10	<10	
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	83	90	81						
	P1b I receive information in a timely way in regard to wider University issues	76	75	80	90	75						
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	87	89	80						
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	70	89	69						
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	34	40	40						
	P4 I know where to find information about important decisions made at the University of Reading	56	51	46	50	40						
	P5 On the whole, communication in the University of Reading is effective	60	57	49	50	50						
	P6 Communication between senior management and staff is effective	54	50	28	44	27						
	P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	26	50	27						
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	46	50	40						
	Q2 I feel able to voice my opinions	71	67	55	60	50						
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	70	70	67						
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	55	80	36						
	Q5 I am confident my ideas or suggestions will be listened to	60	55	44	50	33						
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	18	0	21						
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	35	22	33						
	Q8a I feel there is good co-operation between teams in my department	83	83	83	90	87						
	Q8b I feel there is good co-operation between different departments	62	60	67	63	69						

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Literature & Languages

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 Reds	18	24	40	34	56		
				Total Greens	84	79	59	82	62		
		Total number of respondents	2673	1280	42	10	16	<10	<10		
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	12	10	20					
	R2 In my opinion the recent PAS changes were well planned	17	13	5	0	13					
	R3 In my opinion the recent PAS changes were well explained	25	21	8	0	20					
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	29	50	36					
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	26	50	29					
	R6a Generally, change within my department is managed well	72	74	72	90	64					
	R6b Generally, change within the University of Reading is managed well	36	30	23	25	23					
	R6c Generally, the process of change does not cause me concern and worry *	49	43	38	63	29					
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	11	13	8					
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	57	75	71					
	R6f Generally, I think things will improve in the next 12 months	61	52	54	56	64					
	R7 I feel action will be taken as a result of this survey	54	49	33	44	27					

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Literature & Languages

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	42	10	16	<10	<10
					Total Reds	18	24	40	34	56		
			Total Greens	84	79	59	82	62				
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	11	11	15					
		Communication	10	16	3	0	0					
		Facilities / Environment	7	5	3	11	0					
		Feeling Valued / Supported	7	6	11	0	15					
		Health and Wellbeing	4	5	0	0	0					
		Job Satisfaction	1	1	5	0	0					
		Job Security	3	1	8	0	8					
		Managing Change	3	5	5	11	8					
		Management – Immediate / Local	3	2	3	0	8					
		Pay & Benefits	9	10	8	0	0					
		PAS / Re-organisation	15	11	8	22	0					
		Relationships / Co-operation	3	4	0	0	0					
		Role & Responsibilities	4	3	0	0	0					
		Student / Internal Customer Satisfaction	2	1	3	11	0					
		Senior Management	9	9	14	22	15					
		Systems / Processes	8	6	5	0	8					
		Training, Development & Progression	5	7	11	11	15					
		Other	4	4	3	0	8					

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

Prepared by Capita Surveys and Research

Internal benchmarking for School of Literature & Languages

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 Reds	18	24	40	34	56		
					Total Greens	84	79	59	82	62		
		Total number of respondents	2673	1280	42	10	16	<10	<10			
Comment Themes (Continued)	S2 Please note below one thing that you think is good about working for the University of Reading. Which main theme would you say your comment is related to?											
		Being Treated Fairly / Diversity & Inclusion	6	6	0	0	0					
		Communication	1	1	0	0	0					
		Facilities / Environment	12	13	18	29	15					
		Feeling Valued / Supported	12	12	9	0	15					
		Health and Wellbeing	5	5	3	14	0					
		Job Satisfaction	14	13	24	43	23					
		Job Security	3	3	0	0	0					
		Managing Change	0	1	0	0	0					
		Management – Immediate / Local	5	4	6	0	8					
		Pay & Benefits	4	5	3	0	0					
		PAS / Re-organisation	1	1	3	0	8					
		Relationships / Co-operation	16	15	18	14	23					
		Role & Responsibilities	3	3	3	0	0					
		Student / Internal Customer Satisfaction	3	3	6	0	8					
		Senior Management	2	1	0	0	0					
		Systems / Processes	1	1	0	0	0					
		Training, Development & Progression	6	6	9	0	0					
		Other	7	7	0	0	0					

^a 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 ± 1 percentage point.

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

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

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

EXAMPLE:

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



Values assigned to questions in order to rank responses

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

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

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

For example:

The University of Reading is a good place to work

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

Calculation for average question score:

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

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

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

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