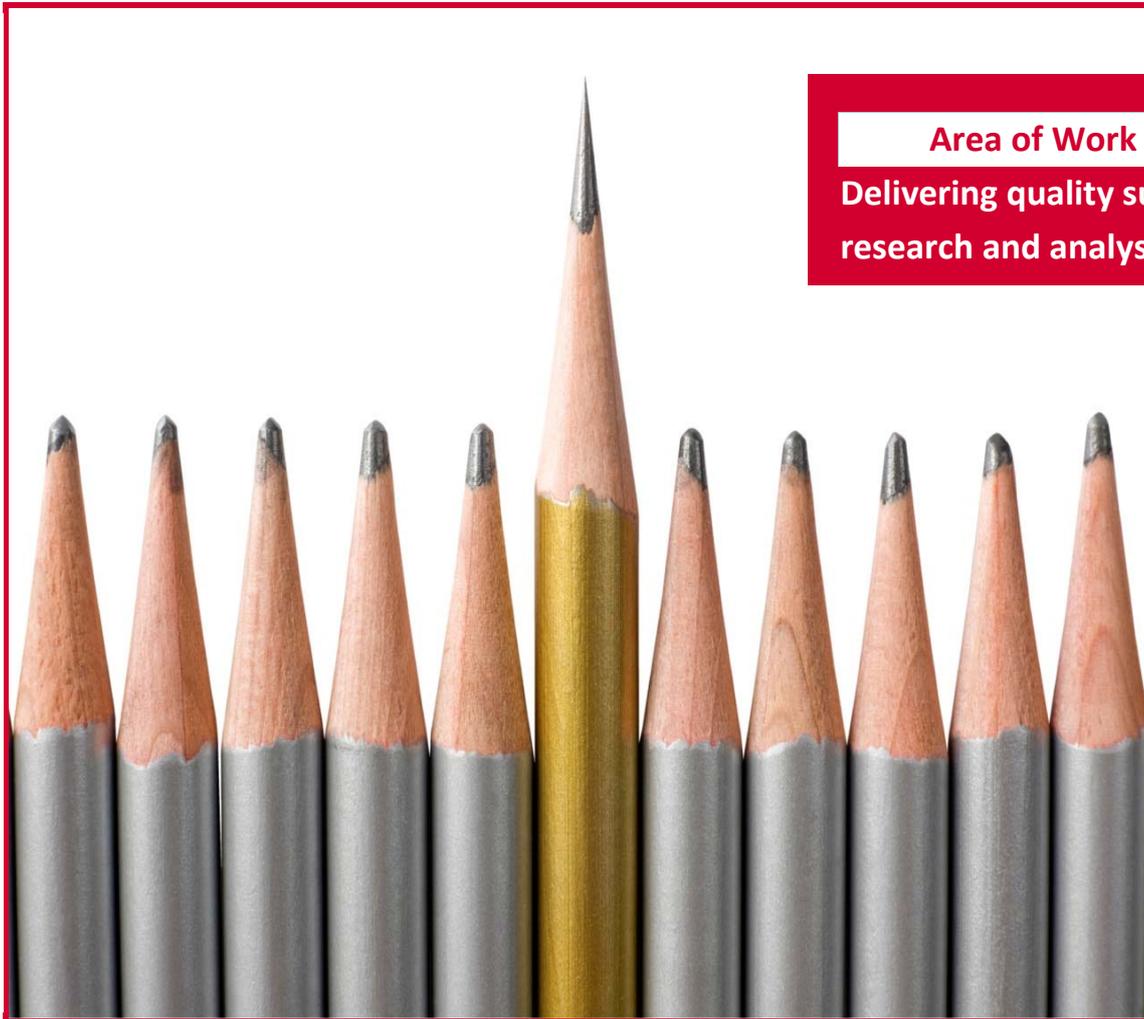


University of Reading



Area of Work Report
Delivering quality survey,
research and analysis solutions.

School of Psychology & Clinical Language Sciences

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 Psychology & Clinical Language Sciences

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 67% i.e. 115 of the 172 employees in School of Psychology & Clinical Language Sciences responded to the survey.

Presentation of results

This report presents a summary of the results for School of Psychology & Clinical Language Sciences 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 Psychology & Clinical Language Sciences

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:	115
Question	AOW	%
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		100
N1 I'm not currently being harassed or bullied at work? *		100
D3 I am trusted to do my job		99
L1 I am satisfied that my personal safety is treated seriously at work		99
O6e The University of Reading respects people equally regardless of their sexual orientation		99
I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^		98
L2 I feel safe and secure in my working environment		98
O6f The University of Reading respects people equally regardless of their religion or beliefs		98
B9 I feel valued by my colleagues		97
D1d I have a clear understanding about expected standards of behaviour		97
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable		97
M1 I can decide on my own how to go about doing my work		97
D1c I have a clear understanding about expected standards of performance		96
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		96
M3 I am satisfied with the support I get from my work colleagues		96
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment		96
O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *		96
O6b The University of Reading respects people equally regardless of their nationality / race		96
O6c The University of Reading respects people equally regardless of their disability status		96
O7 I have not felt discriminated against at work in the last 12 months? *		96

^ 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 Psychology & Clinical Language Sciences

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:	115
Question	AOW	%
M11 I never feel stressed at work *	4	4
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	8	8
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	13	13
R2 In my opinion the recent PAS changes were well planned	14	14
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 *	15	15
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	17	17
N7 Are you aware of the University's Harassment Advisors?	17	17
D8 I don't worry about work outside my working hours *	25	25
R3 In my opinion the recent PAS changes were well explained	26	26
L7 Are you aware of the Employee Assistance Programme?	28	28
R1 The current pace of change in the University of Reading is about right	28	28
R4 In my opinion other recent changes (not PAS) have been well planned	37	37
R6b Generally, change within the University of Reading is managed well	38	38
R5 In my opinion other recent changes (not PAS) have been well explained	40	40
Q6 I feel the University genuinely listens to staff views during consultations	42	42
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	43	43
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	44	44
I13 Are you aware of the University Values for Working Together and Professional Behaviours?	46	46
R6c Generally, the process of change does not cause me concern and worry *	46	46
D9 I don't find my current workload too much and I am not struggling to cope *	49	49

^ 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 +/-3%, and UoR has a confidence interval of +/-1%. Therefore as a guide there would need to be a difference of more than four percentage points for this to be considered a real difference between the scores.

Part C - Strength report by section for School of Psychology & Clinical Language Sciences compared to UoR

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

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

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

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

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

	75% or higher = Strength	Positive difference:	89
	51% - 74% = Opportunity for improvement	No difference:	7
	50% or lower = Needs improvement	Negative difference:	58

Question	Total number of responses:		AOW %	UoR %	+/-
	115	2673			
Section A: Work-Life Balance					
A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	89	82	7		
A5 I am able to take advantage of flexible working on an informal basis	88	80	8		
A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	75	77	-2		
A1 The University of Reading provides good support to help me balance my work and personal commitments	73	74	-1		
A2 I feel I have a good work-life balance	58	70	-12		
Section B: Job Satisfaction					
B9 I feel valued by my colleagues	97	88	9		
B2 Generally, I enjoy my work	95	92	3		
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 *	94	91	3		
B4 My work gives me a sense of personal achievement	92	86	6		
B1 The University of Reading is a good place to work	90	87	3		
B10 I feel valued by students / internal customers	88	85	3		
B5 I feel inspired to do my best work every day	88	80	8		
B6 I feel I belong to a team	85	81	4		
B7 I feel part of the University of Reading	77	76	1		
B8 I feel valued by the University of Reading	60	59	1		

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

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

- 75% or higher = Strength
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference:	89
No difference:	7
Negative difference:	58

		Total number of responses:		
		115	2673	
Question		AOW %	UoR %	+/-
Section B: Job Satisfaction				
B11	I feel my job security at the University of Reading is good	57	70	-13
Section C: Pay and Benefits				
C1	Overall, I feel the University of Reading offers a good pay and benefits package	66	68	-2
C2	I feel fairly paid for the work I do	59	60	-1
C5	I am aware of the benefits offered by the University	55	71	-16
C4	I am aware of the University's arrangements for recognising and rewarding good performance	55	69	-14
C3	I think my pay adequately reflects my performance	53	52	1
Section D: Your Role				
D3	I am trusted to do my job	99	93	6
D1d	I have a clear understanding about expected standards of behaviour	97	96	1
D1c	I have a clear understanding about expected standards of performance	96	91	5
D1a	I have a clear understanding about my role within the University of Reading	94	90	4
D1b	I have a clear understanding about what I am expected to achieve in my job	93	89	4
D6	People are willing to help each other even if it means doing something outside their usual activities	90	82	8
D2	I am satisfied with my current role and level of responsibility	85	76	9
D5	I have enough freedom to do what is necessary to put students / internal customers first every time	71	77	-6
D11	I don't feel priorities are changed too frequently for me to work efficiently *	70	63	7
D4	The division of responsibilities between staff in my work area feels fair	68	68	0
D10	I have adequate resources to complete my work	64	67	-3
D9	I don't find my current workload too much and I am not struggling to cope *	49	61	-12
D8	I don't worry about work outside my working hours *	25	39	-14
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 *	15	33	-18
Section E: Considering Leaving				
E2	I'm not actively seeking to leave my job here at the University *	84	82	2
E1	I don't think about leaving the University *	64	65	-1
Section F: Performance Development Review (PDR)				
F2	Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	87	75	12
F4	Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	84	85	-1
F6	As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	74	0
F3	Was your Performance Development Review (PDR) useful for you? ^	72	68	4

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

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

- 75% or higher = Strength
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference:	89
No difference:	7
Negative difference:	58

		Total number of responses:		
		115	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? ^	71	64	7	
F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	17	43	-26	
Section G: Learning and Development				
G1 I feel that I am given the same opportunities to develop as other staff	84	78	6	
G2 I am satisfied with my current level of learning and development	81	75	6	
G4 Overall, I feel that the University of Reading provides appropriate development opportunities	79	77	2	
G3 I have received sufficient training to enable me to do my job well	78	80	-2	
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	85	76	9	
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	82	69	13	
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	70	69	1	
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	70	69	1	
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	66	61	5	
H4 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) listen to and respond to the views of staff	44	43	1	
Section I: Culture and Values				
I17 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Your team colleagues ^	98	92	6	
I9 I feel my Department / School / Function delivers good quality service to students / internal customers	94	92	2	
I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function ^	94	88	6	
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 ^	90	85	5	
I12 Would you recommend the University of Reading to a friend as a place to study?	88	89	-1	
I10 I feel proud to work for the University of Reading	88	85	3	
I11 Would you recommend the University of Reading to a friend as a place to work?	83	81	2	
I8 I feel the University of Reading delivers good quality service to students / internal customers	80	83	-3	
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 ^	80	76	4	

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

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

- 75% or higher = Strength
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference: 89
 No difference: 7
 Negative difference: 58

		Total number of responses:		
		115	2673	
Question		AOW %	UoR %	+/-
Section I: Culture and Values				
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 ^		77	81	-4
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		66	64	2
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?		65	70	-5
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 ^		62	69	-7
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 ^		62	64	-2
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 ^		55	63	-8
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 ^		54	64	-10
I13 Are you aware of the University Values for Working Together and Professional Behaviours?		46	63	-17
Section J: Your School or Function Leadership				
J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers		92	85	7
J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function		92	76	16
J1 My School / Function Leadership Team manage and lead our School / Function well		89	83	6
J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions		87	81	6
J4 My School / Function Leadership Team listen to and respond to the views of staff		68	75	-7
Section K: Your Manager / Supervisor				
K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis		100	93	7
K3 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable		97	93	4
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		96	90	6
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		90	88	2
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		89	86	3
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	84	0
K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about		84	81	3

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

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

- 75% or higher = Strength
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference:	89
No difference:	7
Negative difference:	58

		Total number of responses:		
		115	2673	
Question		AOW %	UoR %	+/-
Section K: Your Manager / Supervisor				
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	80	79	1
K12	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	78	79	-1
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	77	72	5
K11	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	75	81	-6
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	75	74	1
Section L: Health, Safety and Wellbeing				
L1	I am satisfied that my personal safety is treated seriously at work	99	95	4
L2	I feel safe and secure in my working environment	98	96	2
L6	The University provides a satisfying work environment	88	79	9
L3	I feel the University is interested in my physical wellbeing	73	78	-5
L4	I feel the University is interested in my mental wellbeing	62	68	-6
L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	54	62	-8
L7	Are you aware of the Employee Assistance Programme?	28	40	-12
Section M: Working at the University				
M1	I can decide on my own how to go about doing my work	97	93	4
M3	I am satisfied with the support I get from my work colleagues	96	90	6
M2	I am satisfied with the support I get from my immediate manager	89	86	3
M5	Relationships at work are not strained *	89	75	14
M10	I have a place I can go to take a break at work	83	78	5
M7	I have the right equipment to do my job	77	83	-6
M12	Overall, I don't feel unduly stressed at work * ^	68	69	-1
M6	I am able to handle all the conflicting demands on my time at work *	64	66	-2
M9	I am able to take regular breaks on most days	54	69	-15
M4	There are usually sufficient people in the team I am working in to handle our workload	53	61	-8
M8	I'm not required to do unimportant tasks which prevent me completing more important ones *	51	54	-3
M11	I never feel stressed at work *	4	9	-5
Section N: Harassment and Bullying				
N1	I'm not currently being harassed or bullied at work? *	100	97	3
N7	Are you aware of the University's Harassment Advisors?	17	35	-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
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference:	89
No difference:	7
Negative difference:	58

		Total number of responses:		
		115	2673	
Question	AOW %	UoR %	+/-	
Section N: Harassment and Bullying				
N6 Are you aware of the Health Advocacy Respect and Care Advisors?	8	23	-15	
Section O: Diversity and Inclusion				
O6e The University of Reading respects people equally regardless of their sexual orientation	99	98	1	
O6f The University of Reading respects people equally regardless of their religion or beliefs	98	98	0	
O6c The University of Reading respects people equally regardless of their disability status	96	96	0	
O6b The University of Reading respects people equally regardless of their nationality / race	96	95	1	
O4a I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to recruitment	96	94	2	
O7 I have not felt discriminated against at work in the last 12 months? *	96	92	4	
O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	96	90	6	
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	
O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	92	95	-3	
O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	92	91	1	
O6a The University of Reading respects people equally regardless of their gender	90	92	-2	
O6d The University of Reading respects people equally regardless of their age	90	92	-2	
O2 I am aware of the University's priorities for Diversity and Inclusion	86	91	-5	
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	79	82	-3	
Section P: Communication				
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	92	89	3	
P1a I receive information in a timely way in regard to local issues in my area of work	88	81	7	
P1b I receive information in a timely way in regard to wider University issues	82	76	6	
P2b The information I receive is straightforward and I understand it in regard to wider University issues	81	80	1	
P6 Communication between senior management and staff is effective	65	54	11	
P5 On the whole, communication in the University of Reading is effective	60	60	0	
P4 I know where to find information about important decisions made at the University of Reading	53	56	-3	
P3 There are opportunities for me to feed my views upwards in the University of Reading	51	57	-6	
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	43	42	1	

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

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

- 75% or higher = Strength
- 51% - 74% = Opportunity for improvement
- 50% or lower = Needs improvement

Positive difference:	89
No difference:	7
Negative difference:	58

		Total number of responses:		
Question	AOW	UoR	+/-	
	%	%		
Section Q: Staff Involvement				
Q8a I feel there is good co-operation between teams in my department	92	83	9	
Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	75	72	3	
Q4 I am personally encouraged to look for ways to improve the way we do things	73	69	4	
Q2 I feel able to voice my opinions	72	71	1	
Q8b I feel there is good co-operation between different departments	69	62	7	
Q5 I am confident my ideas or suggestions will be listened to	67	60	7	
Q1 I feel there are adequate opportunities to raise points of concern	62	64	-2	
Q7 I am confident I will get feedback on my ideas or suggestions	57	51	6	
Q6 I feel the University genuinely listens to staff views during consultations	42	43	-1	
Section R: Managing Change				
R6a Generally, change within my department is managed well	75	72	3	
R6f Generally, I think things will improve in the next 12 months	60	61	-1	
R7 I feel action will be taken as a result of this survey	54	54	0	
R6e Generally, I have seen some positive changes in the last 12 months	52	55	-3	
R6c Generally, the process of change does not cause me concern and worry *	46	49	-3	
R5 In my opinion other recent changes (not PAS) have been well explained	40	39	1	
R6b Generally, change within the University of Reading is managed well	38	36	2	
R4 In my opinion other recent changes (not PAS) have been well planned	37	38	-1	
R1 The current pace of change in the University of Reading is about right	28	27	1	
R3 In my opinion the recent PAS changes were well explained	26	25	1	
R2 In my opinion the recent PAS changes were well planned	14	17	-3	
R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	13	18	-5	

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

Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

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:

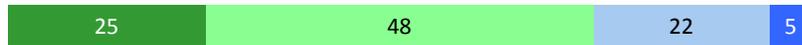
1. **Question:** The text of the question that was asked.
2. **Response chart:** The percentage of respondents who selected each response option for each question, rounded to the nearest whole percentage, is presented in a stacked bar chart. It is important to look at this detailed breakdown, not just 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 Psychology & Clinical Language Sciences

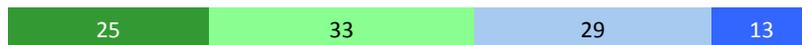
Section A: Work-Life Balance

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



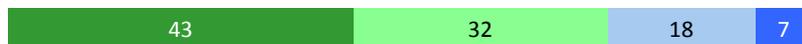
Total Responses: 114
Positive %: 73

A2 I feel I have a good work-life balance



Total Responses: 112
Positive %: 58

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



Total Responses: 114
Positive %: 75

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



Total Responses: 113
Positive %: 89

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



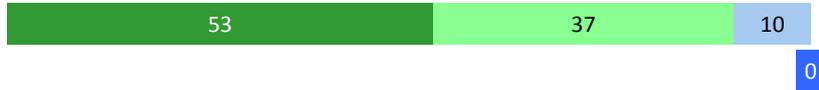
Total Responses: 114
Positive %: 88



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section B: Job Satisfaction

B1 The University of Reading is a good place to work



Total Responses: 115
Positive %: 90

B2 Generally, I enjoy my work



Total Responses: 115
Positive %: 95

B3 My work is varied and interesting to me



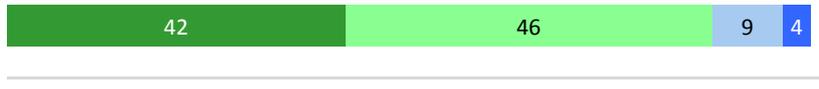
Total Responses: 114
Positive %: 95

B4 My work gives me a sense of personal achievement



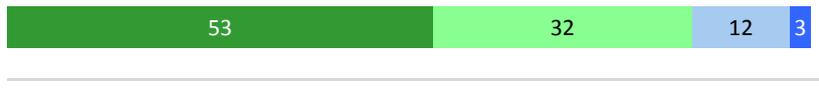
Total Responses: 115
Positive %: 92

B5 I feel inspired to do my best work every day



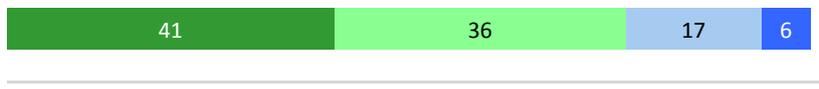
Total Responses: 114
Positive %: 88

B6 I feel I belong to a team



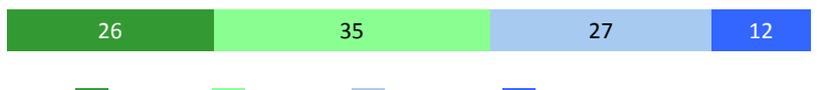
Total Responses: 115
Positive %: 85

B7 I feel part of the University of Reading



Total Responses: 113
Positive %: 77

B8 I feel valued by the University of Reading



Total Responses: 113
Positive %: 60



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

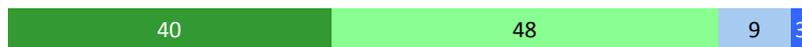
Section B: Job Satisfaction

B9 I feel valued by my colleagues



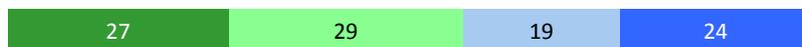
Total Responses: 115
Positive %: 97

B10 I feel valued by students / internal customers



Total Responses: 112
Positive %: 88

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



Total Responses: 113
Positive %: 57

Agree
 Tend to Agree
 Tend to Disagree
 Disagree

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

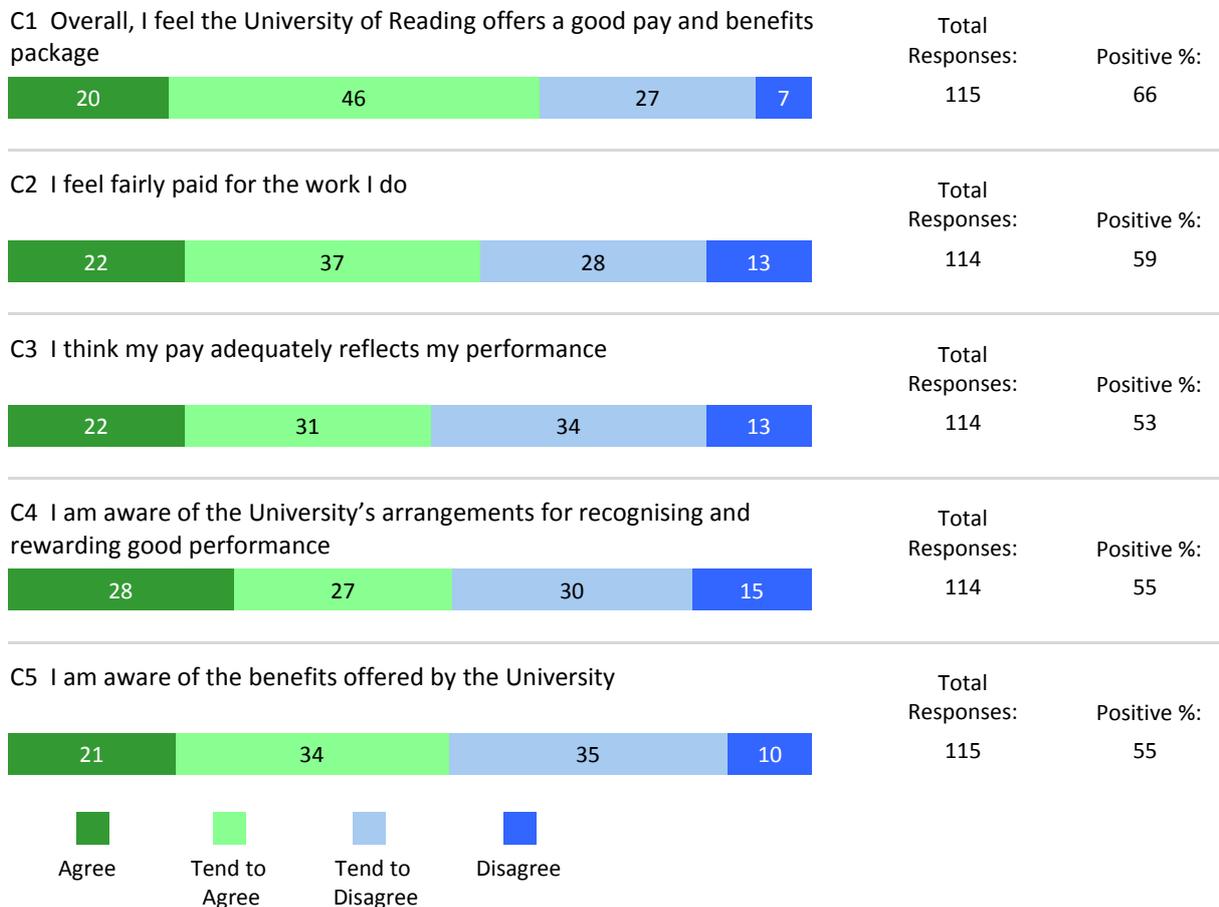


Total Responses: 114
Positive %: 94

Agree
 Tend to Agree
 Tend to Disagree
 Disagree

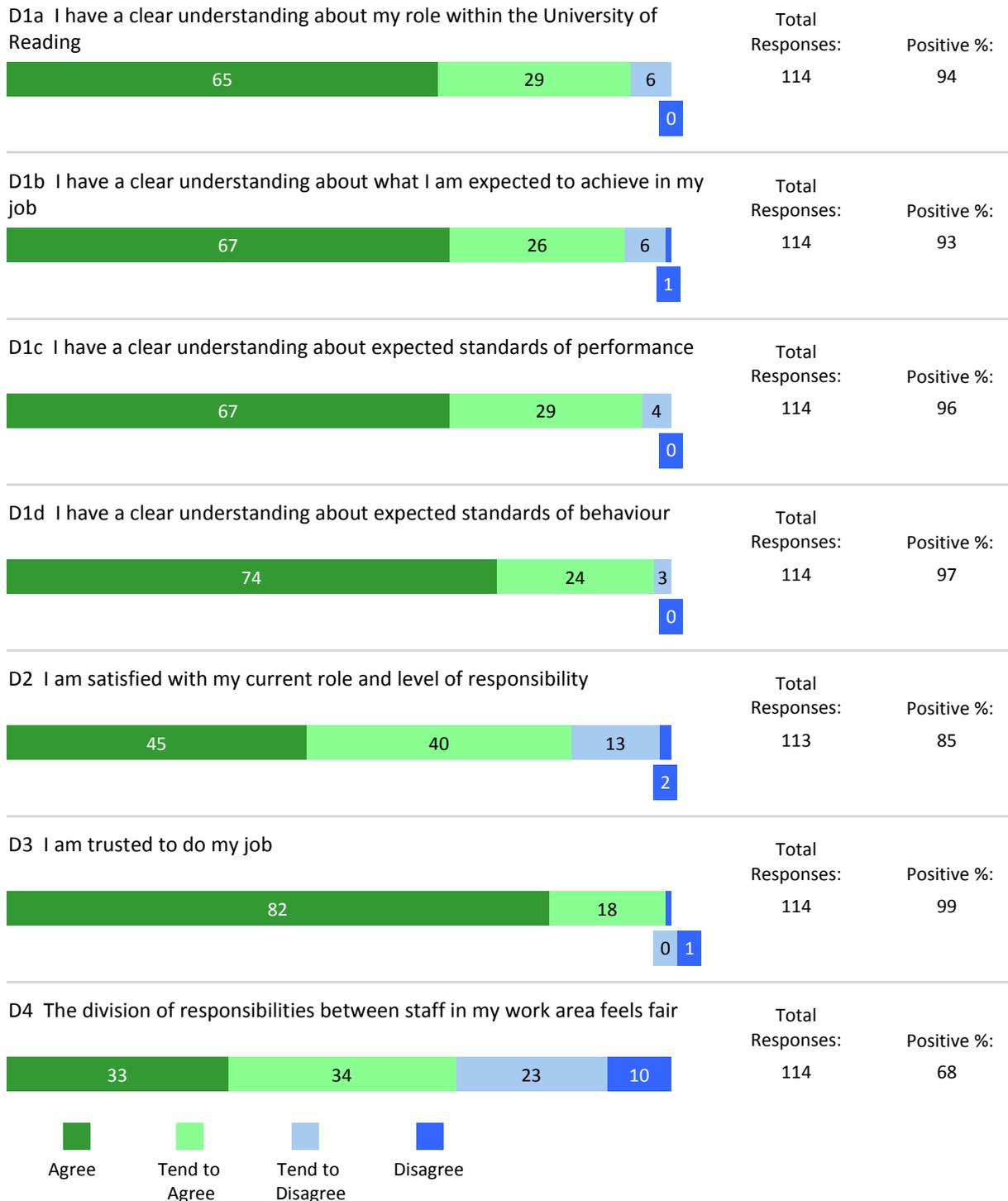
Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section C: Pay and Benefits



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

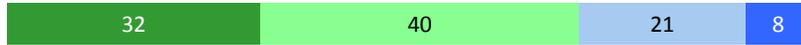
Section D: Your Role



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section D: Your Role

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



Total Responses: 111
Positive %: 71

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



Total Responses: 114
Positive %: 90



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



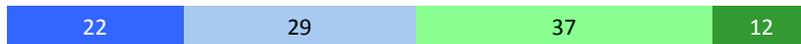
Total Responses: 113
Positive %: 15

D8 I often worry about work outside my working hours



Total Responses: 114
Positive %: 25

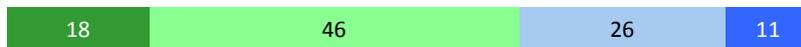
D9 I find my current workload too much and I am struggling to cope



Total Responses: 114
Positive %: 49



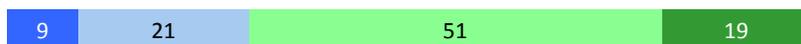
D10 I have adequate resources to complete my work



Total Responses: 113
Positive %: 64



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



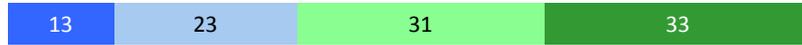
Total Responses: 113
Positive %: 70



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section E: Considering Leaving

E1 I often think about leaving the University



Total Responses: 114
Positive %: 64

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



Total Responses: 114
Positive %: 84



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section F: Performance Development Review (PDR)

F1 Have you been employed by the University of Reading for over a year?	Total Responses: 115	
		
F2 Have you had an individual Performance Development Review (PDR) in the last 12 months?	Total Responses: 90	Positive %: 87
		
(based on the number of respondents answering 'Yes' to F1)		
F3 Was your Performance Development Review (PDR) useful for you?	Total Responses: 78	Positive %: 72
		
(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: 77	Positive %: 84
		
(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: 76	Positive %: 71
		
(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: 78	Positive %: 74
		
(based on the number of respondents answering 'Yes' to F2)		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ■ Yes </div> <div style="text-align: center;"> ■ No </div> </div>		
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: 12	Positive %: 17
		
(based on the number of respondents answering 'No' to F2)		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> ■ Yes </div> <div style="text-align: center;"> ■ No </div> <div style="text-align: center;"> ■ Not Sure </div> </div>		

Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

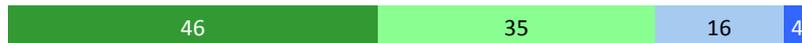
Section G: Learning and Development

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



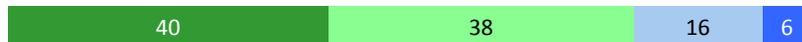
Total Responses: 112
Positive %: 84

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



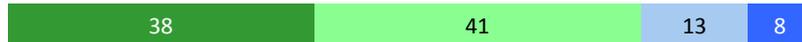
Total Responses: 113
Positive %: 81

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



Total Responses: 113
Positive %: 78

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



Total Responses: 113
Positive %: 79



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section H: University Executive Board (UEB)

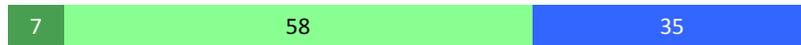
Statement	Agree	Tend to Agree	Tend to Disagree	Disagree	Total Responses	Positive %
H1 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	17	49	24	11	102	66
H2 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) set out a clear vision of where the University is headed	22	48	22	9	105	70
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	21	50	24	6	101	70
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	11	34	37	19	104	44
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	18	65	10	7	97	82
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	17	69	9	5	96	85

 Agree	 Tend to Agree	 Tend to Disagree	 Disagree
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Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section I: Culture and Values

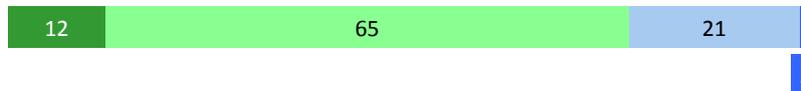
I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?



■ A Lot
 ■ A Little
 ■ Nothing

Total Responses: 115
Positive %: 65

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



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

Total Responses: 66
Positive %: 77

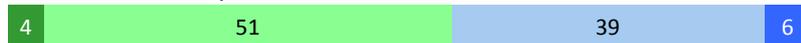
I3 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I am able to identify with them



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

Total Responses: 66
Positive %: 62

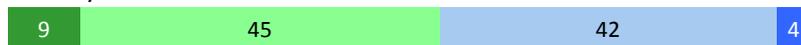
I4 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how the work of my team relates to them



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

Total Responses: 67
Positive %: 55

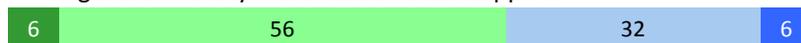
I5 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I understand how my role contributes to them



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

Total Responses: 67
Positive %: 54

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



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

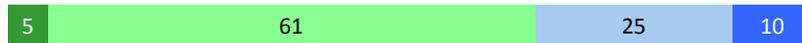
Total Responses: 63
Positive %: 62

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

Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section I: Culture and Values

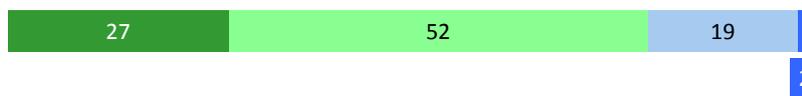
I17 To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel the University has got the right balance of teaching and research in place to achieve our 'Vision 2026'



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

Total Responses:	Positive %:
61	66

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



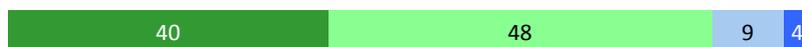
Total Responses:	Positive %:
113	80

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



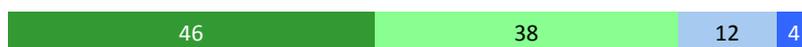
Total Responses:	Positive %:
114	94

I10 I feel proud to work for the University of Reading



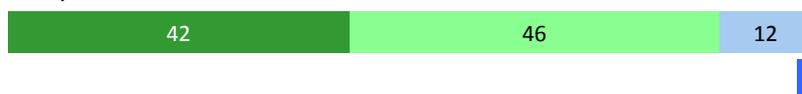
Total Responses:	Positive %:
113	88

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



Total Responses:	Positive %:
114	83

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



Total Responses:	Positive %:
113	88



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



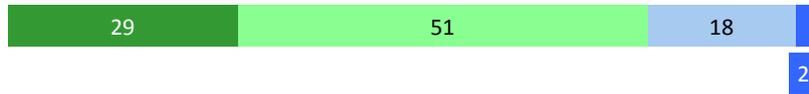
Total Responses:	Positive %:
115	46



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section I: Culture and Values

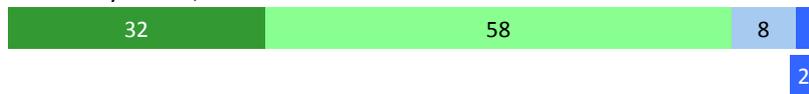
I14 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: The UEB



Total Responses:	Positive %:
49	80

(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 %:
50	90

(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 %:
53	94

(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



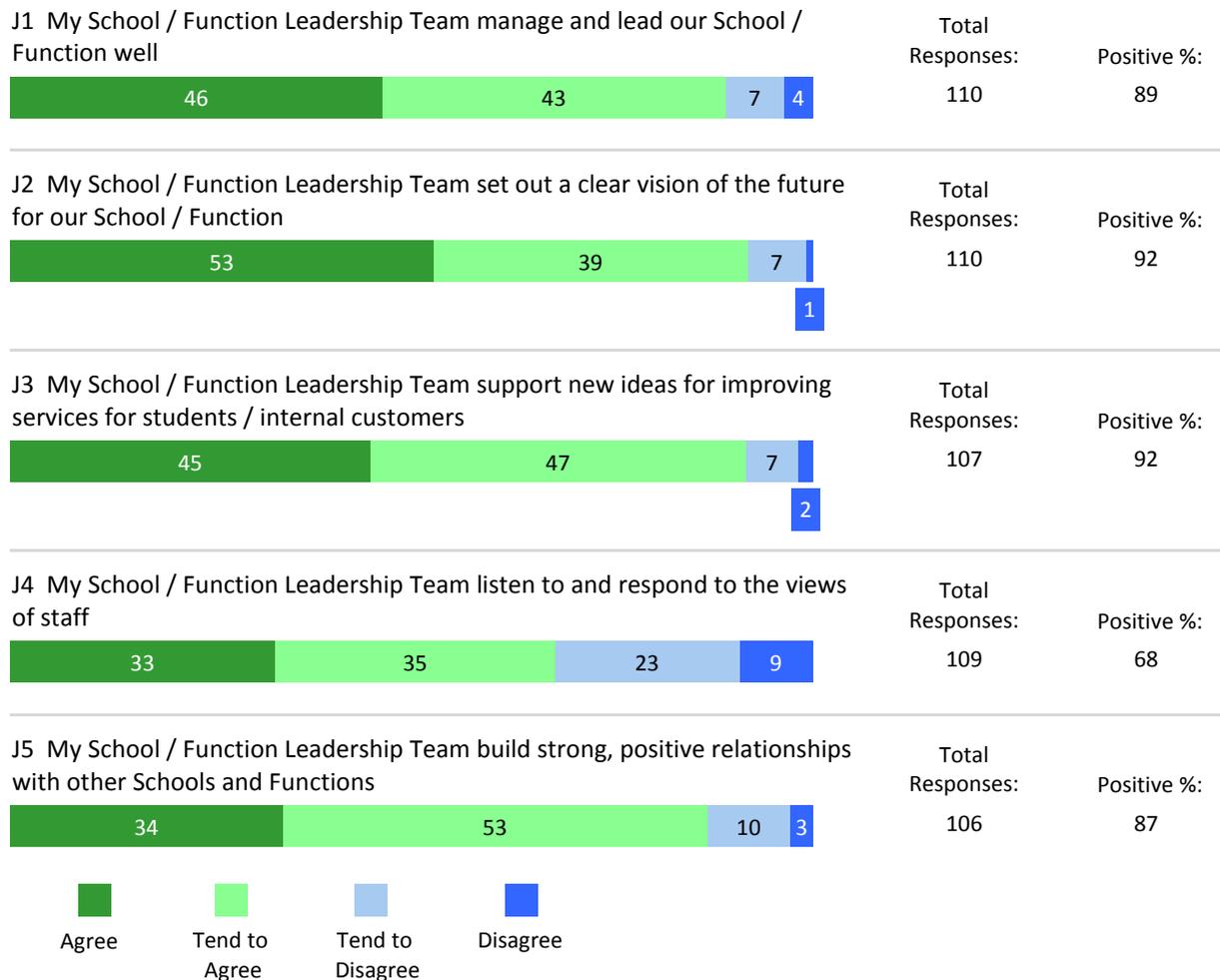
Total Responses:	Positive %:
53	98

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



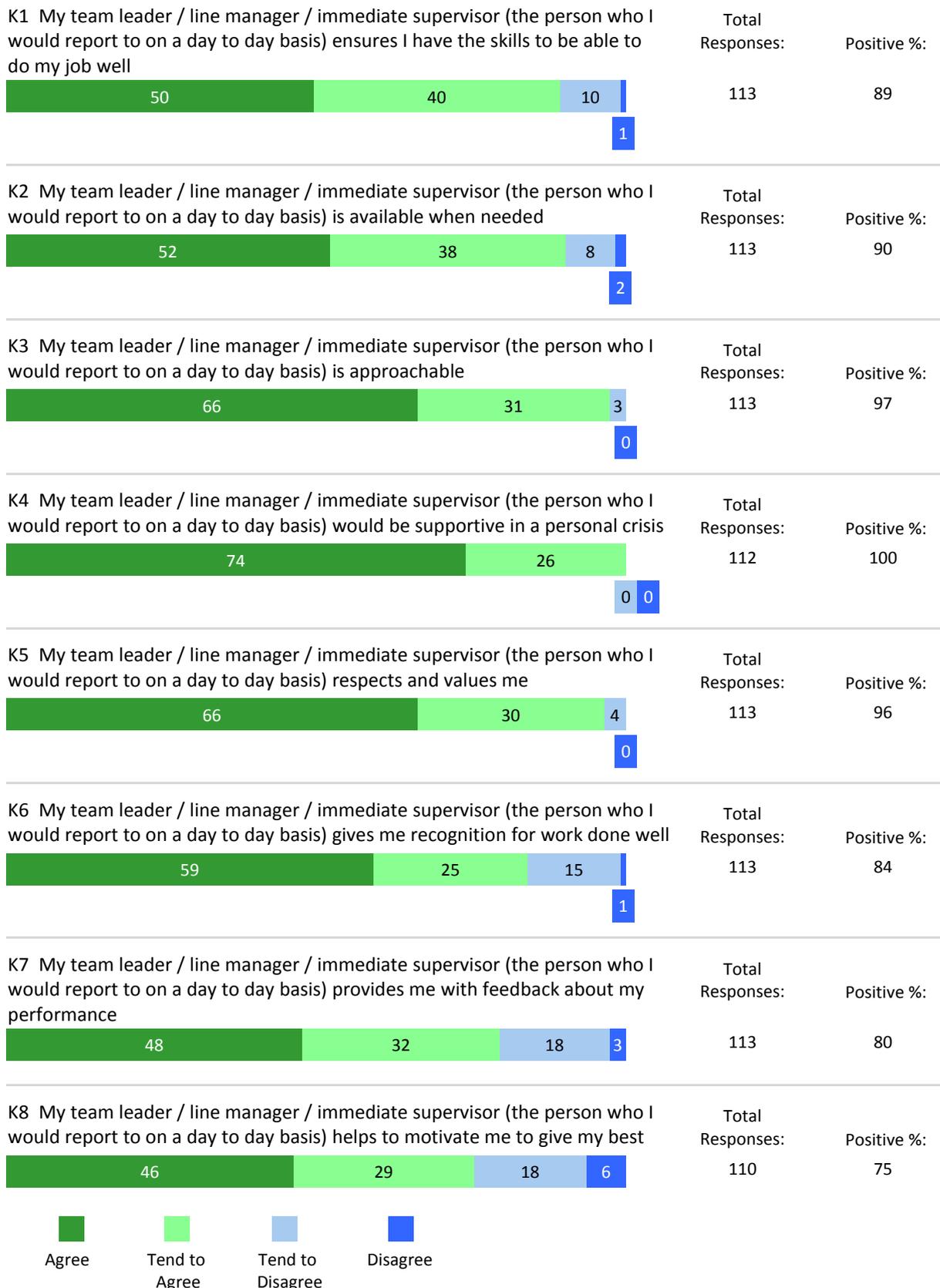
Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section J: Your School or Function Leadership



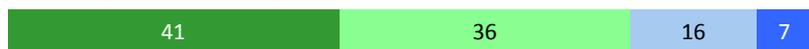
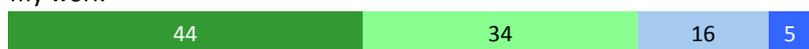
Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section K: Your Manager / Supervisor



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section K: Your Manager / Supervisor

<p>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</p>	<p>Total Responses:</p>	<p>Positive %:</p>
	<p>111</p>	<p>84</p>
<p>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</p>	<p>Total Responses:</p>	<p>Positive %:</p>
	<p>102</p>	<p>77</p>
<p>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</p>	<p>Total Responses:</p>	<p>Positive %:</p>
	<p>111</p>	<p>75</p>
<p>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</p>	<p>Total Responses:</p>	<p>Positive %:</p>
	<p>111</p>	<p>78</p>



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section L: Health, Safety and Wellbeing

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



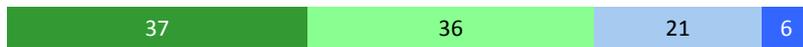
Total Responses: 115
Positive %: 99

L2 I feel safe and secure in my working environment



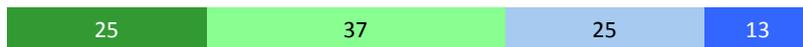
Total Responses: 115
Positive %: 98

L3 I feel the University is interested in my physical wellbeing



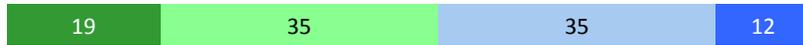
Total Responses: 115
Positive %: 73

L4 I feel the University is interested in my mental wellbeing



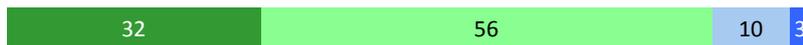
Total Responses: 113
Positive %: 62

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



Total Responses: 110
Positive %: 54

L6 The University provides a satisfying work environment



Total Responses: 114
Positive %: 88



L7 Are you aware of the Employee Assistance Programme?



Total Responses: 115
Positive %: 28



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section M: Working at the University

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



Total Responses: 115
Positive %: 97

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



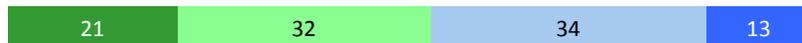
Total Responses: 115
Positive %: 89

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



Total Responses: 115
Positive %: 96

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



Total Responses: 114
Positive %: 53

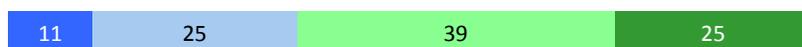


M5 Relationships at work are strained



Total Responses: 114
Positive %: 89

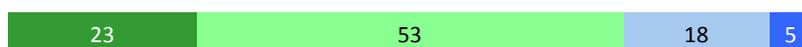
M6 I am unable to handle all the conflicting demands on my time at work



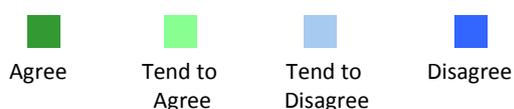
Total Responses: 114
Positive %: 64



M7 I have the right equipment to do my job



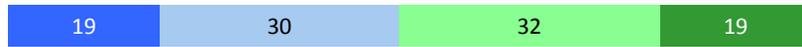
Total Responses: 115
Positive %: 77



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

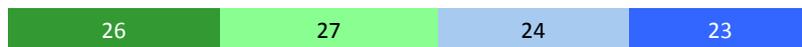
Section M: Working at the University

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



Total Responses: 111
Positive %: 51

M9 I am able to take regular breaks on most days



Total Responses: 114
Positive %: 54

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



Total Responses: 115
Positive %: 83

M11 I feel stressed at work



Total Responses: 115
Positive %: 4

M12 Overall, I feel unduly stressed at work



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



Total Responses: 108
Positive %: 68

Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section N: Harassment and Bullying

N1 Are you currently being harassed or bullied at work?



Total Responses: 114
Positive %: 100

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



Total Responses: 115
Positive %: 8

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



Total Responses: 114
Positive %: 17

Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

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: 112
Positive %: 92

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



Total Responses: 111
Positive %: 86

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



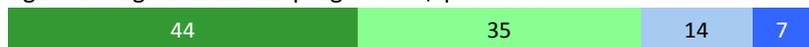
Total Responses: 113
Positive %: 92

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: 111
Positive %: 96

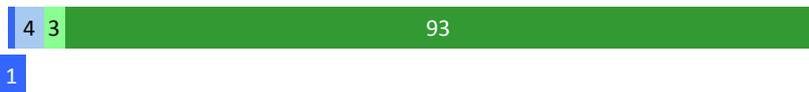
O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion



Total Responses: 108
Positive %: 79

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

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



Total Responses: 113
Positive %: 96

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: 112
Positive %: 95

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

Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section O: Diversity and Inclusion

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



Total Responses: 110
Positive %: 90

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



Total Responses: 110
Positive %: 96

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



Total Responses: 110
Positive %: 96

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



Total Responses: 109
Positive %: 90

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



Total Responses: 110
Positive %: 99

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



Total Responses: 108
Positive %: 98



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

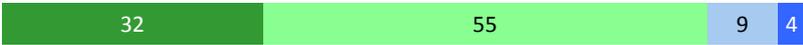
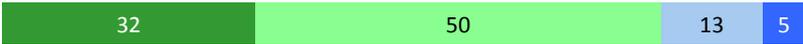
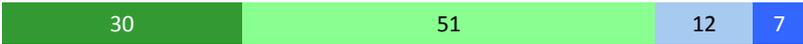
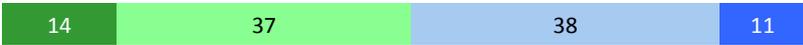
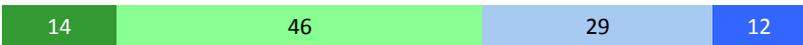
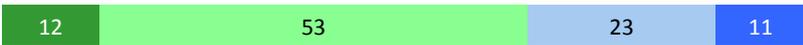


Total Responses: 113
Positive %: 96



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section P: Communication

P1a I receive information in a timely way in regard to local issues in my area of work		Total Responses: 114	Positive %: 88
P1b I receive information in a timely way in regard to wider University issues		Total Responses: 111	Positive %: 82
P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work		Total Responses: 107	Positive %: 92
P2b The information I receive is straightforward and I understand it in regard to wider University issues		Total Responses: 107	Positive %: 81
P3 There are opportunities for me to feed my views upwards in the University of Reading		Total Responses: 112	Positive %: 51
P4 I know where to find information about important decisions made at the University of Reading		Total Responses: 112	Positive %: 53
P5 On the whole, communication in the University of Reading is effective		Total Responses: 112	Positive %: 60
P6 Communication between senior management and staff is effective		Total Responses: 107	Positive %: 65
P7 On the whole, the different parts of the University of Reading communicate effectively with each other		Total Responses: 104	Positive %: 43

■
Agree

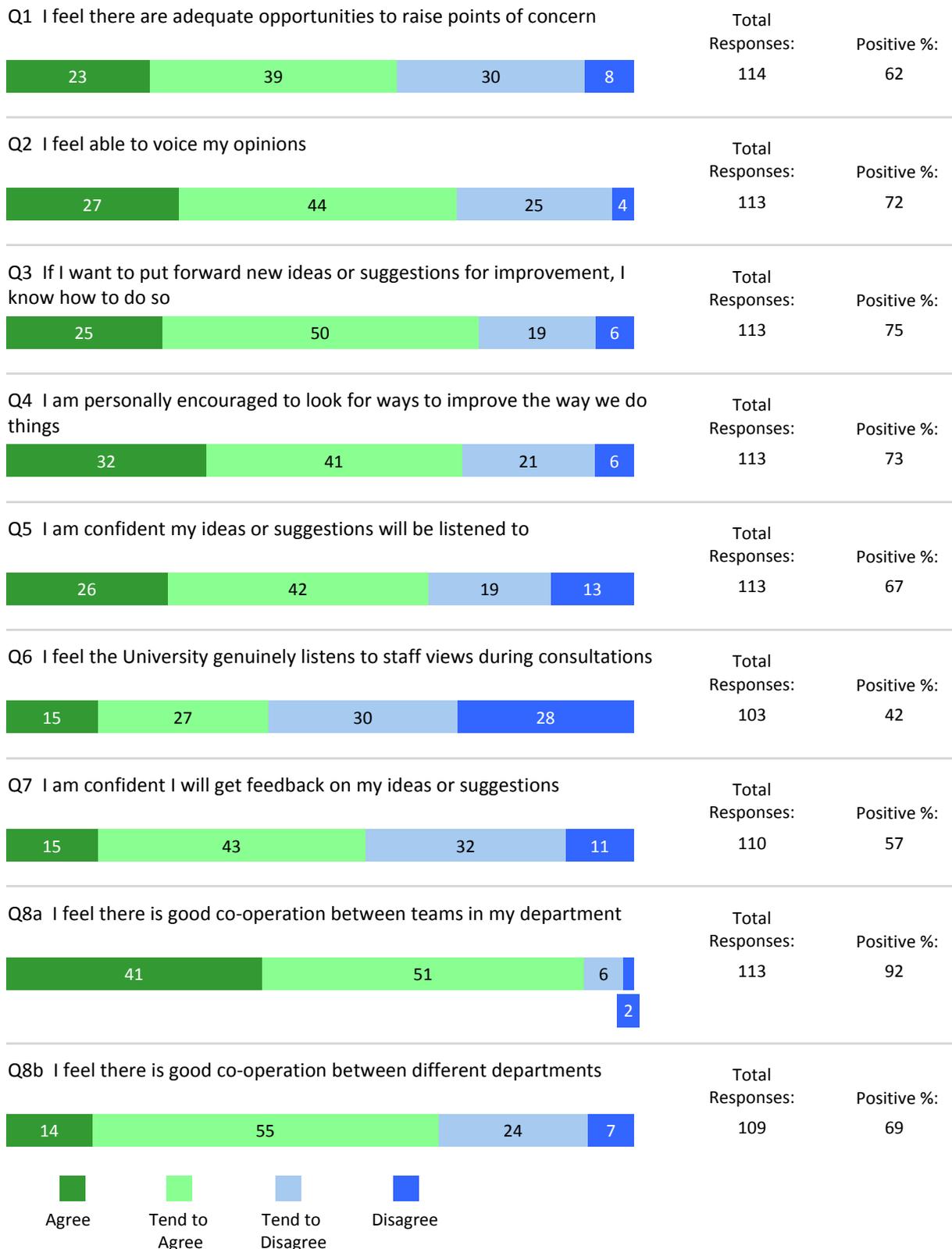
■
Tend to Agree

■
Tend to Disagree

■
Disagree

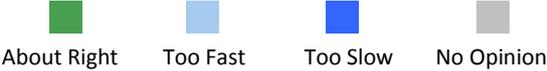
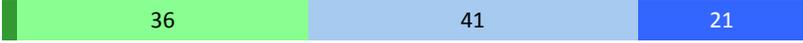
Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section Q: Staff Involvement



Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section R: Managing Change

R1 The current pace of change in the University of Reading is about right	Total Responses: 114	Positive %: 28
 		
R2 In my opinion the recent PAS changes were well planned	Total Responses: 101	Positive %: 14
 		
R3 In my opinion the recent PAS changes were well explained	Total Responses: 101	Positive %: 26
 		
R4 In my opinion other recent changes (not PAS) have been well planned	Total Responses: 87	Positive %: 37
 		
R5 In my opinion other recent changes (not PAS) have been well explained	Total Responses: 88	Positive %: 40
 		
R6a Generally, change within my department is managed well	Total Responses: 112	Positive %: 75
		
R6b Generally, change within the University of Reading is managed well	Total Responses: 105	Positive %: 38
 		

Part D - Frequency Charts for School of Psychology & Clinical Language Sciences

Section R: Managing Change

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



Total Responses: 112
Positive %: 46

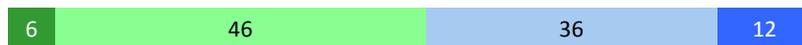
R6d Generally, more could be done to help staff prepare for and cope with change



Total Responses: 108
Positive %: 13



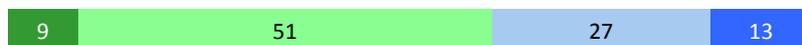
R6e Generally, I have seen some positive changes in the last 12 months



Total Responses: 102
Positive %: 52

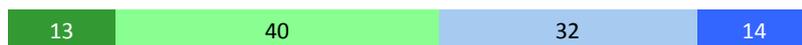


R6f Generally, I think things will improve in the next 12 months



Total Responses: 103
Positive %: 60

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



Total Responses: 112
Positive %: 54



Part E - Comment Themes for School of Psychology & Clinical Language Sciences

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	5
Facilities / Environment	10
Feeling Valued / Supported	5
Health and Wellbeing	5
Job Security	9
Managing Change	6
Management – Immediate / Local	3
Pay & Benefits	7
PAS / Re-organisation	13
Role & Responsibilities	2
Student / Internal Customer Satisfaction	4
Senior Management	3
Systems / Processes	8
Training, Development & Progression	3
Other	4

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

Comment Theme	Count of theme
Being Treated Fairly / Diversity & Inclusion	2
Facilities / Environment	7
Feeling Valued / Supported	14
Health and Wellbeing	5
Job Satisfaction	11
Job Security	1
Management – Immediate / Local	2
Pay & Benefits	3
Relationships / Co-operation	22
Role & Responsibilities	3
Student / Internal Customer Satisfaction	1
Senior Management	3
Systems / Processes	2
Training, Development & Progression	2
Other	2

Part F - Survey Results Ranked By Degree of Importance to Respondents for School of Psychology & Clinical Language Sciences

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	101	1.49
2	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	113	1.62
3	R6d	Generally, more could be done to help staff prepare for and cope with change	108	1.74
4	R3	In my opinion the recent PAS changes were well explained	101	1.78
5	D8	I often worry about work outside my working hours	114	1.84
6	R4	In my opinion other recent changes (not PAS) have been well planned	87	2.10
7	R5	In my opinion other recent changes (not PAS) have been well explained	88	2.15
8	R6b	Generally, change within the University of Reading is managed well	105	2.19
9	Q6	I feel the University genuinely listens to staff views during consultations	103	2.28
10	P7	On the whole, the different parts of the University of Reading communicate effectively with each other	104	2.35
11	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	104	2.36
12	D9	I find my current workload too much and I am struggling to cope	114	2.39
13	R6c	Generally, the process of change causes me concern and worry	112	2.43
14	R6e	Generally, I have seen some positive changes in the last 12 months	102	2.46
15	M8	I am required to do unimportant tasks which prevent me completing more important ones	111	2.51
16	R7	I feel action will be taken as a result of this survey	112	2.53
17	P4	I know where to find information about important decisions made at the University of Reading	112	2.54
18	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	67	2.54
19	P3	There are opportunities for me to feed my views upwards in the University of Reading	112	2.54
20	R6f	Generally, I think things will improve in the next 12 months	103	2.56
21	M9	I am able to take regular breaks on most days	114	2.57
22	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	67	2.58

Rank	Qn	Question	Number of staff expressing an opinion	Average question score
23	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	66	2.59
24	B11	I feel my job security at the University of Reading is good	113	2.60
25	M4	There are usually sufficient people in the team I am working in to handle our workload	114	2.61
26	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	61	2.61
27	L5	The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	110	2.61
28	Q7	I am confident I will get feedback on my ideas or suggestions	110	2.61
29	C3	I think my pay adequately reflects my performance	114	2.61
30	I6	To what extent do you agree or disagree with the following statements in relation to the University's strategic objectives i.e. Vision 2026? I feel they are moving the University in a direction that I support	63	2.62
31	P5	On the whole, communication in the University of Reading is effective	112	2.63
32	C5	I am aware of the benefits offered by the University	115	2.65
33	P6	Communication between senior management and staff is effective	107	2.66
34	C2	I feel fairly paid for the work I do	114	2.68
35	C4	I am aware of the University's arrangements for recognising and rewarding good performance	114	2.68
36	A2	I feel I have a good work-life balance	112	2.71
37	D10	I have adequate resources to complete my work	113	2.71
38	H1	The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) manage and lead the University well	102	2.72
39	B8	I feel valued by the University of Reading	113	2.73
40	L4	I feel the University is interested in my mental wellbeing	113	2.73
41	Q8b	I feel there is good co-operation between different departments	109	2.75
42	Q1	I feel there are adequate opportunities to raise points of concern	114	2.77
43	M6	I am unable to handle all the conflicting demands on my time at work	114	2.78
44	C1	Overall, I feel the University of Reading offers a good pay and benefits package	115	2.79
45	D11	I feel priorities are changed too frequently for me to work efficiently	113	2.80
46	Q5	I am confident my ideas or suggestions will be listened to	113	2.80
47	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	105	2.83
48	E1	I often think about leaving the University	114	2.84
49	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	101	2.85
50	R6a	Generally, change within my department is managed well	112	2.86
51	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	66	2.88
52	D4	The division of responsibilities between staff in my work area feels fair	114	2.91
53	J4	My School / Function Leadership Team listen to and respond to the views of staff	109	2.92
54	A1	The University of Reading provides good support to help me balance my work and personal commitments	114	2.92

Rank	Qn	Question	Number of staff expressing an opinion	Average question score
-ing	No.			
55	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	97	2.93
56	Q3	If I want to put forward new ideas or suggestions for improvement, I know how to do so	113	2.94
57	D5	I have enough freedom to do what is necessary to put students / internal customers first every time	111	2.95
58	M7	I have the right equipment to do my job	115	2.95
59	Q2	I feel able to voice my opinions	113	2.96
60	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	96	2.97
61	Q4	I am personally encouraged to look for ways to improve the way we do things	113	2.98
62	L3	I feel the University is interested in my physical wellbeing	115	3.04
63	P2b	The information I receive is straightforward and I understand it in regard to wider University issues	107	3.05
64	I8	I feel the University of Reading delivers good quality service to students / internal customers	113	3.05
65	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	49	3.06
66	P1b	I receive information in a timely way in regard to wider University issues	111	3.08
67	G4	Overall, I feel that the University of Reading provides appropriate development opportunities	113	3.09
68	A3	I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	114	3.11
69	B7	I feel part of the University of Reading	113	3.12
70	G3	I have received sufficient training to enable me to do my job well	113	3.12
71	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	102	3.12
72	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	108	3.15
73	K11	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	111	3.15
74	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	110	3.15
75	L6	The University provides a satisfying work environment	114	3.17
76	P1a	I receive information in a timely way in regard to local issues in my area of work	114	3.17
77	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	111	3.17
78	J5	My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	106	3.18
79	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	50	3.20
80	P2a	The information I receive is straightforward and I understand it in regard to local issues in my area of work	107	3.22
81	G2	I am satisfied with my current level of learning and development	113	3.23
82	I10	I feel proud to work for the University of Reading	113	3.24

Rank	Qn	Question	Number of staff expressing an opinion	Average question score
-ing	No.			
83	I11	Would you recommend the University of Reading to a friend as a place to work?	114	3.25
84	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	113	3.25
85	B10	I feel valued by students / internal customers	112	3.26
86	B5	I feel inspired to do my best work every day	114	3.26
87	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	111	3.28
88	D2	I am satisfied with my current role and level of responsibility	113	3.28
89	G1	I feel that I am given the same opportunities to develop as other staff	112	3.29
90	M10	I have a place I can go to take a break at work	115	3.29
91	I12	Would you recommend the University of Reading to a friend as a place to study?	113	3.31
92	Q8a	I feel there is good co-operation between teams in my department	113	3.31
93	J1	My School / Function Leadership Team manage and lead our School / Function well	110	3.32
94	J3	My School / Function Leadership Team support new ideas for improving services for students / internal customers	107	3.35
95	B6	I feel I belong to a team	115	3.36
96	O2	I am aware of the University's priorities for Diversity and Inclusion	111	3.37
97	I9	I feel my Department / School / Function delivers good quality service to students / internal customers	114	3.38
98	K1	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) ensures I have the skills to be able to do my job well	113	3.38
99	D6	People are willing to help each other even if it means doing something outside their usual activities	114	3.39
100	E2	I am actively seeking to leave my job here at the University	114	3.39
101	M5	Relationships at work are strained	114	3.39
102	A5	I am able to take advantage of flexible working on an informal basis	114	3.39
103	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	113	3.41
104	A4	I believe that if I requested flexible working arrangements, my request would be considered fairly	113	3.42
105	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	113	3.42
106	B1	The University of Reading is a good place to work	115	3.43
107	J2	My School / Function Leadership Team set out a clear vision of the future for our School / Function	110	3.44
108	M2	I am satisfied with the support I get from my immediate manager	115	3.48
109	O1	I believe the University of Reading is committed to equality of opportunity for all of its staff	112	3.48
110	I16	To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function	53	3.49
111	B4	My work gives me a sense of personal achievement	115	3.50
112	O3	I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	113	3.51

Rank	Qn	Question	Number of staff expressing an opinion	Average question score
113	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	111	3.53
114	O6a	The University of Reading respects people equally regardless of their gender	110	3.55
115	B9	I feel valued by my colleagues	115	3.57
116	O6d	The University of Reading respects people equally regardless of their age	109	3.57
117	B3	My work is varied and interesting to me	114	3.57
118	B2	Generally, I enjoy my work	115	3.59
119	D1a	I have a clear understanding about my role within the University of Reading	114	3.59
120	D1b	I have a clear understanding about what I am expected to achieve in my job	114	3.61
121	M1	I can decide on my own how to go about doing my work	115	3.62
122	D1c	I have a clear understanding about expected standards of performance	114	3.63
123	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	113	3.63
124	B12	I'm not interested in the University of Reading, to me it's just a job	114	3.64
125	K3	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) is approachable	113	3.66
126	M3	I am satisfied with the support I get from my work colleagues	115	3.68
127	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	53	3.69
128	L1	I am satisfied that my personal safety is treated seriously at work	115	3.71
129	O6c	The University of Reading respects people equally regardless of their disability status	110	3.71
130	D1d	I have a clear understanding about expected standards of behaviour	114	3.73
131	O6b	The University of Reading respects people equally regardless of their nationality / race	110	3.74
132	K4	My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	112	3.75
133	L2	I feel safe and secure in my working environment	115	3.76
134	O6f	The University of Reading respects people equally regardless of their religion or beliefs	108	3.77
135	O6e	The University of Reading respects people equally regardless of their sexual orientation	110	3.80
136	D3	I am trusted to do my job	114	3.85
137	O5b	In the last 12 months I have been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student	112	3.88
138	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	113	3.88
			<u>Average:</u>	<u>3.04</u>

Part G - Internal benchmarking for School of Psychology & Clinical Language Sciences

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 Psychology & Clinical Language Sciences

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

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

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		Total Reds	18	24	20	25	18	27	
		Total Greens	84	79	86	87	91	82	
		Total number of respondents	2673	1280	115	19	18	66	<10
Section	Question	University of Reading	Academic School	School of Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
Work-Life Balance	A1 The University of Reading provides good support to help me balance my work and personal commitments	74	65	73	95	67	71		
	A2 I feel I have a good work-life balance	70	59	58	84	56	52		
	A3 I am aware of the formal flexible working arrangements at the University (e.g. part time working, condensed hours etc)	77	77	75	79	89	73		
	A4 I believe that if I requested flexible working arrangements, my request would be considered fairly	82	84	89	100	94	86		
	A5 I am able to take advantage of flexible working on an informal basis	80	83	88	95	89	86		
Job Satisfaction	B1 The University of Reading is a good place to work	87	84	90	84	100	91		
	B2 Generally, I enjoy my work	92	92	95	95	100	94		
	B3 My work is varied and interesting to me	91	92	95	95	100	94		
	B4 My work gives me a sense of personal achievement	86	87	92	84	100	95		
	B5 I feel inspired to do my best work every day	80	79	88	79	100	88		
	B6 I feel I belong to a team	81	78	85	84	94	82		
	B7 I feel part of the University of Reading	76	73	77	63	88	78		
	B8 I feel valued by the University of Reading	59	55	60	67	67	55		
	B9 I feel valued by my colleagues	88	87	97	95	100	97		
	B10 I feel valued by students / internal customers	85	87	88	100	100	83		
	B11 I feel my job security at the University of Reading is good	70	65	57	26	94	52		
	B12 I'm interested in the University of Reading, to me it's not just a job *	91	92	94	95	100	95		
Pay and Benefits	C1 Overall, I feel the University of Reading offers a good pay and benefits package	68	65	66	74	67	64		
	C2 I feel fairly paid for the work I do	60	57	59	58	59	55		
	C3 I think my pay adequately reflects my performance	52	50	53	53	56	49		
	C4 I am aware of the University's arrangements for recognising and rewarding good performance	69	67	55	61	67	48		
	C5 I am aware of the benefits offered by the University	71	67	55	37	67	56		

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

Internal benchmarking for School of Psychology & Clinical Language Sciences

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 Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
Your Role	D1a I have a clear understanding about my role within the University of Reading	90	89	94	95	94	97		
	D1b I have a clear understanding about what I am expected to achieve in my job	89	88	93	89	94	95		
	D1c I have a clear understanding about expected standards of performance	91	90	96	95	100	95		
	D1d I have a clear understanding about expected standards of behaviour	96	95	97	100	100	97		
	D2 I am satisfied with my current role and level of responsibility	76	76	85	74	89	89		
	D3 I am trusted to do my job	93	92	99	100	100	98		
	D4 The division of responsibilities between staff in my work area feels fair	68	65	68	89	61	61		
	D5 I have enough freedom to do what is necessary to put students / internal customers first every time	77	71	71	95	78	59		
	D6 People are willing to help each other even if it means doing something outside their usual activities	82	81	90	100	94	89		
	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	15	26	17	12		
	D8 I don't worry about work outside my working hours *	39	29	25	42	17	25		
D9 I don't find my current workload too much and I am not struggling to cope *	61	53	49	79	50	37			
D10 I have adequate resources to complete my work	67	61	64	58	67	62			
D11 I don't feel priorities are changed too frequently for me to work efficiently *	63	61	70	83	72	66			
Considering Leaving	E1 I don't think about leaving the University *	65	63	64	74	67	58		
	E2 I'm not actively seeking to leave my job here at the University *	82	82	84	89	94	80		
Performance Development Review (PDR)	F1 Have you been employed by the University of Reading for over a year?	83	85	79	63	89	79		
	F2 Have you had an individual Performance Development Review (PDR) in the last 12 months? ^	75	80	87	100	88	87		
	F3 Was your Performance Development Review (PDR) useful for you? ^	68	67	72	58	93	71		
	F4 Did you agree clear objectives as part of your Performance Development Review (PDR)? ^	85	85	84	58	93	89		
	F5 Did the Performance Development Review (PDR) leave you feeling your work is valued by the University of Reading? ^	64	59	71	58	79	70		
	F6 As part of your Performance Development Review (PDR), did you agree a plan for your personal development needs? ^	74	73	74	42	79	82		
	F7 If you didn't have a Performance Development Review (PDR) in the last 12 months would you have liked to have one? ^	43	38	17	0	0	29		

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

Internal benchmarking for School of Psychology & Clinical Language Sciences

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

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		Total number of respondents	2673	1280	115	19	18	66	<10
Section	Question	University of Reading	Academic School	School of Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
Learning and Development	G1 I feel that I am given the same opportunities to develop as other staff	78	78	84	89	82	85		
	G2 I am satisfied with my current level of learning and development	75	78	81	68	78	83		
	G3 I have received sufficient training to enable me to do my job well	80	79	78	68	72	80		
	G4 Overall, I feel that the University of Reading provides appropriate development opportunities	77	78	79	74	78	85		
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	66	74	67	62		
	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	70	74	72	64		
	H3 The UEB (Vice Chancellor, Deputy Vice Chancellor, Pro Vice Chancellors, Chief Financial Officer, and Chief Strategy Officer) support new ideas for improving services for students / internal customers	69	65	70	74	76	68		
	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	44	58	61	35		
	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	82	84	87	80		
	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	85	89	87	85		

Internal benchmarking for School of Psychology & Clinical Language Sciences

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

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		Total number of respondents	2673	1280	115	19	18	66	<10
Section	Question	University of Reading	Academic School	School of Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
Culture and Values	I1 How much do you feel you know about the University's strategic objectives i.e. Vision 2026?	70	67	65	53	94	59		
	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	77	60	73	88		
	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	62	70	73	59		
	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	55	40	67	58		
	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	54	40	73	55		
	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	62	80	71	50		
	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	66	80	71	58		
	I8 I feel the University of Reading delivers good quality service to students / internal customers	83	81	80	84	82	80		
	I9 I feel my Department / School / Function delivers good quality service to students / internal customers	92	92	94	95	100	91		
	I10 I feel proud to work for the University of Reading	85	81	88	95	94	84		
	I11 Would you recommend the University of Reading to a friend as a place to work?	81	78	83	74	100	83		
	I12 Would you recommend the University of Reading to a friend as a place to study?	89	86	88	95	88	85		
	I13 Are you aware of the University Values for Working Together and Professional Behaviours?	63	60	46	42	72	38		
	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	80	88	77	74		
	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	90	88	77	96		
	I16 To what extent do you agree or disagree the following people in the University demonstrate our Values and Professional Behaviours at work: Managers in your School / Function ^	88	88	94	88	92	96		
	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	98	88	100	100		

Internal benchmarking for School of Psychology & Clinical Language Sciences

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 Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
Your School or Function Leadership	J1 My School / Function Leadership Team manage and lead our School / Function well	83	85	89	89	88	89		
	J2 My School / Function Leadership Team set out a clear vision of the future for our School / Function	76	78	92	79	88	95		
	J3 My School / Function Leadership Team support new ideas for improving services for students / internal customers	85	86	92	89	76	95		
	J4 My School / Function Leadership Team listen to and respond to the views of staff	75	76	68	74	59	65		
	J5 My School / Function Leadership Team build strong, positive relationships with other Schools and Functions	81	80	87	79	73	94		
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	89	95	83	89		
	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	90	89	89	91		
	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	97	100	89	98		
	K4 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) would be supportive in a personal crisis	93	93	100	100	100	100		
	K5 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) respects and values me	90	90	96	100	100	95		
	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	84	89	78	81		
	K7 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) provides me with feedback about my performance	79	78	80	89	78	77		
	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	75	84	61	76		
	K9 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) keeps me informed about things I should know about	81	80	84	89	78	82		
	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	77	82	76	75		
	K11 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) involves me in decisions that affect me in my own area of work	81	80	75	95	61	69		
	K12 My team leader / line manager / immediate supervisor (the person who I would report to on a day to day basis) understands the technical aspects of my work	79	78	78	95	65	75		
Health, Safety and Wellbeing	L1 I am satisfied that my personal safety is treated seriously at work	95	95	99	100	100	98		
	L2 I feel safe and secure in my working environment	96	95	98	95	100	98		
	L3 I feel the University is interested in my physical wellbeing	78	74	73	74	83	71		
	L4 I feel the University is interested in my mental wellbeing	68	62	62	74	71	58		
	L5 The University provides support to help me maintain a healthy lifestyle and feeling of wellbeing	62	56	54	68	56	51		
	L6 The University provides a satisfying work environment	79	77	88	74	100	88		
	L7 Are you aware of the Employee Assistance Programme?	40	34	28	32	33	21		

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

Internal benchmarking for School of Psychology & Clinical Language Sciences

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Section	Question	University of Reading	Academic School	School of Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
Working at the University	M1 I can decide on my own how to go about doing my work	93	94	97	100	100	94		
	M2 I am satisfied with the support I get from my immediate manager	86	86	89	89	83	89		
	M3 I am satisfied with the support I get from my work colleagues	90	90	96	100	100	92		
	M4 There are usually sufficient people in the team I am working in to handle our workload	61	55	53	63	56	48		
	M5 Relationships at work are not strained *	75	75	89	95	100	85		
	M6 I am able to handle all the conflicting demands on my time at work *	66	62	64	68	67	59		
	M7 I have the right equipment to do my job	83	80	77	63	83	79		
	M8 I'm not required to do unimportant tasks which prevent me completing more important ones *	54	44	51	95	50	39		
	M9 I am able to take regular breaks on most days	69	64	54	58	56	51		
	M10 I have a place I can go to take a break at work	78	81	83	68	94	82		
	M11 I never feel stressed at work *	9	6	4	11	0	5		
	M12 Overall, I don't feel unduly stressed at work * ^	69	64	68	82	83	59		
Harassment and Bullying	N1 I'm not currently being harassed or bullied at work? *	97	97	100	100	100	100		
	N6 Are you aware of the Health Advocacy Respect and Care Advisors?	23	19	8	11	6	6		
	N7 Are you aware of the University's Harassment Advisors?	35	31	17	26	18	14		

Internal benchmarking for School of Psychology & Clinical Language Sciences

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Diversity and Inclusion	O1 I believe the University of Reading is committed to equality of opportunity for all of its staff	91	90	92	95	83	92		
	O2 I am aware of the University's priorities for Diversity and Inclusion	91	91	86	84	78	87		
	O3 I am satisfied with my level of awareness of diversity issues and how to react appropriately with colleagues and students	95	94	92	89	78	95		
	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	96	100	94	95		
	O4b I feel the University of Reading acts fairly, regardless of race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age with regard to career progression / promotion	82	80	79	82	72	79		
	O5a In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by another member of staff *	90	91	96	100	100	94		
	O5b In the last 12 months I have not been made to feel uncomfortable whilst working for the University because of my race, gender, religion, sexual orientation, pregnancy / maternity / paternity, disability or age by a student *	96	95	95	100	100	92		
	O6a The University of Reading respects people equally regardless of their gender	92	90	90	100	82	89		
	O6b The University of Reading respects people equally regardless of their nationality / race	95	95	96	100	88	98		
	O6c The University of Reading respects people equally regardless of their disability status	96	96	96	100	88	98		
	O6d The University of Reading respects people equally regardless of their age	92	91	90	94	94	86		
	O6e The University of Reading respects people equally regardless of their sexual orientation	98	98	99	100	94	100		
	O6f The University of Reading respects people equally regardless of their religion or beliefs	98	97	98	100	94	98		
	O7 I have not felt discriminated against at work in the last 12 months? *	92	92	96	100	100	94		

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

Internal benchmarking for School of Psychology & Clinical Language Sciences

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.

		Total Reds	18	24	20	25	18	27	
		Total Greens	84	79	86	87	91	82	
		Total number of respondents	2673	1280	115	19	18	66	<10
Section	Question	University of Reading	Academic School	School of Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
Communication	P1a I receive information in a timely way in regard to local issues in my area of work	81	82	88	84	100	86		
	P1b I receive information in a timely way in regard to wider University issues	76	75	82	78	89	83		
	P2a The information I receive is straightforward and I understand it in regard to local issues in my area of work	89	89	92	95	100	89		
	P2b The information I receive is straightforward and I understand it in regard to wider University issues	80	78	81	74	87	82		
	P3 There are opportunities for me to feed my views upwards in the University of Reading	57	52	51	68	67	41		
	P4 I know where to find information about important decisions made at the University of Reading	56	51	53	37	61	51		
	P5 On the whole, communication in the University of Reading is effective	60	57	60	68	61	57		
	P6 Communication between senior management and staff is effective	54	50	65	81	61	64		
P7 On the whole, the different parts of the University of Reading communicate effectively with each other	42	38	43	40	56	46			
Staff Involvement	Q1 I feel there are adequate opportunities to raise points of concern	64	58	62	84	61	54		
	Q2 I feel able to voice my opinions	71	67	72	74	78	66		
	Q3 If I want to put forward new ideas or suggestions for improvement, I know how to do so	72	69	75	79	78	74		
	Q4 I am personally encouraged to look for ways to improve the way we do things	69	64	73	84	78	64		
	Q5 I am confident my ideas or suggestions will be listened to	60	55	67	79	72	58		
	Q6 I feel the University genuinely listens to staff views during consultations	43	35	42	38	47	41		
	Q7 I am confident I will get feedback on my ideas or suggestions	51	45	57	53	61	56		
	Q8a I feel there is good co-operation between teams in my department	83	83	92	89	94	92		
Q8b I feel there is good co-operation between different departments	62	60	69	72	65	69			

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

Internal benchmarking for School of Psychology & Clinical Language Sciences

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

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

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Section	Question	University of Reading	Academic School	School of Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
Managing Change	R1 The current pace of change in the University of Reading is about right	27	22	28	37	33	22		
	R2 In my opinion the recent PAS changes were well planned	17	13	14	18	12	14		
	R3 In my opinion the recent PAS changes were well explained	25	21	26	29	29	26		
	R4 In my opinion other recent changes (not PAS) have been well planned	38	34	37	38	31	37		
	R5 In my opinion other recent changes (not PAS) have been well explained	39	34	40	38	44	40		
	R6a Generally, change within my department is managed well	72	74	75	74	83	73		
	R6b Generally, change within the University of Reading is managed well	36	30	38	31	50	37		
	R6c Generally, the process of change does not cause me concern and worry *	49	43	46	50	50	44		
	R6d Generally, I don't feel more could be done to help staff prepare for and cope with change *	18	17	13	6	17	16		
	R6e Generally, I have seen some positive changes in the last 12 months	55	46	52	69	59	44		
	R6f Generally, I think things will improve in the next 12 months	61	52	60	69	76	53		
	R7 I feel action will be taken as a result of this survey	54	49	54	47	59	55		

Internal benchmarking for School of Psychology & Clinical Language Sciences

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

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

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

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		Total Greens	84	79	86	87	91	82	
		Total number of respondents	2673	1280	115	19	18	66	<10
Section	Question	University of Reading	Academic School	School of Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
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	4	0	0	7	
		Communication	10	16	5	0	11	2	
		Facilities / Environment	7	5	11	17	17	9	
		Feeling Valued / Supported	7	6	5	8	6	6	
		Health and Wellbeing	4	5	5	0	6	6	
		Job Satisfaction	1	1	0	0	0	0	
		Job Security	3	1	10	8	0	13	
		Managing Change	3	5	7	0	17	6	
		Management – Immediate / Local	3	2	3	0	11	2	
		Pay & Benefits	9	10	8	0	6	9	
		PAS / Re-organisation	15	11	14	33	11	11	
		Relationships / Co-operation	3	4	0	0	0	0	
		Role & Responsibilities	4	3	2	0	6	2	
		Student / Internal Customer Satisfaction	2	1	4	0	0	7	
		Senior Management	9	9	3	8	0	4	
		Systems / Processes	8	6	9	17	11	7	
	Training, Development & Progression	5	7	3	0	0	6		
	Other	4	4	4	8	0	4		

Internal benchmarking for School of Psychology & Clinical Language Sciences

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.

		Total Reds	18	24	20	25	18	27	
		Total Greens	84	79	86	87	91	82	
		Total number of respondents	2673	1280	115	19	18	66	<10
Section	Question	University of Reading	Academic School	School of Psychology & Clinical Language Sciences	Charlie Waller Institute	Speech & Language Therapy	Psychology	All other SPCLS	
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	3	0	0	4	0	
	Communication	1	1	0	0	0	0	0	
	Facilities / Environment	12	13	9	10	0	8	40	
	Feeling Valued / Supported	12	12	18	20	13	19	0	
	Health and Wellbeing	5	5	6	10	0	8	0	
	Job Satisfaction	14	13	14	10	20	10	40	
	Job Security	3	3	1	0	0	2	0	
	Managing Change	0	1	0	0	0	0	0	
	Management – Immediate / Local	5	4	3	0	0	4	0	
	Pay & Benefits	4	5	4	20	0	2	0	
	PAS / Re-organisation	1	1	0	0	0	0	0	
	Relationships / Co-operation	16	15	28	20	47	25	20	
	Role & Responsibilities	3	3	4	0	7	2	0	
	Student / Internal Customer Satisfaction	3	3	1	0	0	2	0	
	Senior Management	2	1	4	10	0	4	0	
	Systems / Processes	1	1	3	0	0	4	0	
Training, Development & Progression	6	6	3	0	7	2	0		
Other	7	7	3	0	7	2	0		

Appendix - User Guide

Types of survey questions

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

'Primary' and 'sub' questions

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

Example:

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

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

Example:

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

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

Questions on a four point scale

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

Example:

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

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

Non-scale questions

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

Example:

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

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

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

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

'Never' is considered the positive response.

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

'About right' is considered the positive response.

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

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

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

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

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

Negatively worded questions

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

Example:

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

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

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

Understanding the effect of rounding

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

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

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

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

EXAMPLE:

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

Values assigned to questions in order to rank responses

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

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

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

For example:

The University of Reading is a good place to work

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

Calculation for average question score:

8,782 [Total value of responses to question]

2,646 [Number of employees responding to question]

3.32 = [Average Question Score]

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

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